CHARTER AGREEMENT RENEWAL APPLICATION

APRIL 1, 2025

TN Department of Education

Executive Summary: Knowledge Academy at the Crossings Charter Renewal Application

Knowledge Academy at the Crossings (KA) is a 5-12 public charter school serving students in the Antioch community, focusing on academic achievement, whole-student development, and college and career readiness. The school serves a diverse student body, with 31% of students economically disadvantaged, 14% with disabilities, and 31% English Language Learners. KA's mission is to equip students with the skills and knowledge necessary for future success in both academic and social spheres, fostering a strong sense of community and cultural connection.

Academic Success and Growth

Over the past nine years, KA has undergone significant changes, including a merger and a transition to a new Charter Management Organization (CMO). These shifts represented positive instructional improvements and exponentially improved organizational and financial stability that occurred nearly simultaneously with the unprecedented challenges of the global pandemic and the emergency school closures in Metro Nashville Public Schools for 4 consecutive quarters of school in 2020-2021.

KA has experienced academic growth over the last two years, especially in middle school grades, where students are showing significant gains in achievement despite the challenges of pandemic-related learning disruptions. The school has implemented key strategies, such as protected learning time, daily remediation, and teacher coaching, to improve student outcomes.

Many of KA's students enter the school at a significant academic deficit, with 96% of incoming 5th graders performing at least one grade level below and 76% two or more grade levels below. This gap is addressed through targeted interventions and a commitment to accelerating student growth. KA's leadership is focused on ensuring that these interventions and improvements lead to more consistent academic success across all grade levels.

KA's achievement data reveals a narrowing gap toward higher performance. The school has made notable progress, reducing the gap between the previous year's "D" and a potential "C" grade by over 50%. More importantly, KA's growth trajectory, particularly in middle school, demonstrates the potential for sustained improvement in high school as well. As KA continues to focus on addressing skill gaps and ensuring significant annual growth, there is a sense of urgency to maintain and accelerate these improvements. The goal is to ensure that students gain at least 1.5 years of growth each year to quickly reach grade-level expectations.

Comparison to Local Schools

KA's performance is regularly compared to other schools within the Antioch and Cane Ridge clusters, where most of KA's students reside. Despite the clearly challenging data of the neighboring schools in the same vicinity and that feed into KA's 5th grade and transferring students in 6th grade and beyond, KA's performance has remained strong compared to other local schools, most of which have been designated for comprehensive or targeted support. KA's academic success rate, growth, and proficiency

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scores, particularly in English Language Arts (ELA), have been competitive with these local schools, reflecting consistent gains in student achievement.

Teacher Support and Instructional Practices

Central to KA's improvement is its ongoing focus on teacher effectiveness. Through targeted professional development, teacher coaching, and data-driven decision-making, KA has worked to enhance instructional quality. In particular, the school has focused on strengthening its middle grades team, where notable academic growth has been observed in recent years. Additionally, KA has prioritized the recruitment of high-quality educators and strengthened its instructional practices, including the use of standards-based instruction, pacing guides, and formative assessments to track student progress. In 2024, the results of this focus were evident, with KA earning a Level 3 TVAAS score schoolwide.

To further bolster academic achievement, KA has implemented a rigorous system of feedback and instructional support. Teachers engage in regular professional learning communities (PLCs) to analyze assessment data, identify learning trends, and tailor instruction to meet student needs. By utilizing these data-driven strategies, the school ensures that students receive personalized support that addresses their academic gaps while challenging high-achieving students. Any necessary instructional, organizational, or financial changes implemented following the transition to a new CMO were implemented with fidelity by Noble Education Initiative (NEI) leading to sustained growth over the past three years. No further future organizational changes are anticipated.

College and Career Readiness

KA is committed to preparing students for success beyond high school, focusing on college and career readiness. The school's graduation rate has consistently grown to exceed the state average in recent years, and the school is strategically focused on interventions to provide unprecedented post-secondary planning and support to students and families. The school provides students with resources for ACT preparation, FAFSA support, career technical education (CTE) pathways, and partnerships with local community colleges. The College and Career Readiness Coach works closely with students to ensure they are prepared for various post-graduation opportunities.

Conclusion

KA's renewal application reflects a school that has overcome the challenges of meeting the extreme needs of the students in our community and the unprecedented events of the global pandemic but is demonstrating a clear commitment to continuous improvement and academic success. Through strong leadership, data-driven instructional practices, and a focus on building a supportive school culture, KA has made substantial progress in addressing academic gaps and promoting student growth.

The change in management on behalf of the board has yielded higher academic performance, higher operational compliance and significantly better financial position for KA. The board took the unprecedented step of bringing in a highly qualified team to continue to build KA @ the Crossings into the school it can and will be.-As the school continues to refine its strategies and expand its academic offerings, there is a clear record of continuous improvement and strategic effectiveness that KA will continue to build on its successes and provide students with the tools they need to succeed academically and beyond.

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General Information

Name of Charter School	Knowledge Academy at the Crossings (KA at the Crossings)
CMO Name (if applicable)	Noble Education Initiative
Mailing Address	5320 Hickory Hollow Parkway Antioch, TN 37013
School Phone	615-810-8370
School Website	Knowledgeacademies.org
Current School Leader	Dr. LaTonya White

Primary School Contact for Renewal Application

Name of Primary Contact	Dr. Eve Carney
Title of Contact	Chief Officer - Policy, Growth, and Performance Noble Education Initiative
Contact Telephone	615-621-5404
Contact E-Mail Address	eve@nobleeducationinitiative.com

Charter Agreement

Current Authorizer	Metro Nashville Public Schools
First School Year of Operation	2011
Year Current Charter Term Began	2016
School Year Current Charter Expires	2026

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Student Demographics

Total Current Enrollment	400
% Economically Disadvantaged	31%
% of Students with Disabilities	14%
% of English Language Learners	31%

Proposed Grades / Enrollment for New Charter Term

School Year (enter school year e.g., Y1-2026-27)	Proposed Grade Levels	Proposed Student Enrollment
Y1 - 2026-27	5-12	500
Y2 - 2027-28	5-12	550
Y3 - 2028-29	5-12	600
Y4 - 2029-30	5-12	650
Y5 - 2030-31	5-12	700
Y6 - 2031-32	5-12	750
Y7 - 2032-33	5-12	800
Y8 - 2033-34	5-12	900
Y9 - 2034-35	5-12	1,112
Y10 - 2035-36	5-12	1,112

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Application Narrative

The renewal application narrative is organized into four sections:

1. Academic Success
2. Operational Stability
3. Financial Health
4. Future Plans and Projections

Section 1 - Academic Success

a. Describe the school's academic achievement (TCAP), and growth results (TVAAS) over the course of the current charter term. For high schools, describe the school's graduation rates and ACT data. Include tables, charts, or graphs, as applicable, to illustrate cumulative and/or yearly TCAP results. Schools may supplement state assessment data with internal school assessment data such as NWEA MAP, iReady, etc.

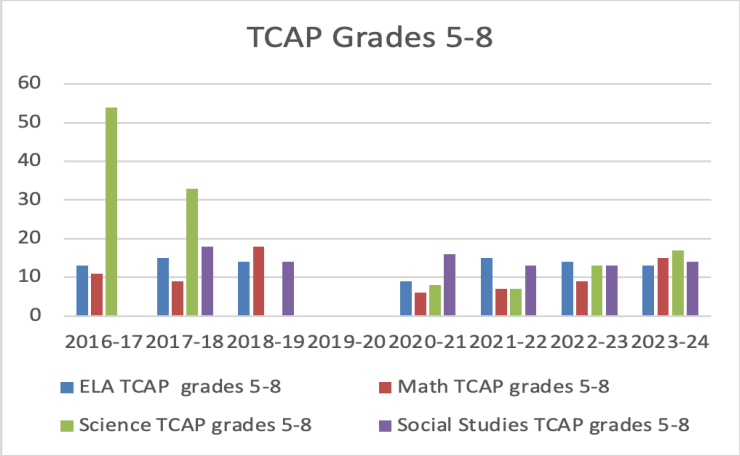
The mission of Knowledge Academy at the Crossings (KA) is to prepare students to make the best academic and social choices, leading to a successful life that is connected to college, community, creativity, and culture. The teachers and leaders at KA are invested in the lives of their students – appreciating their diversity, embracing their gifts, and supporting them as they move through middle and high school.

KA, and Knowledge Academies, Inc., has experienced steady academic achievement increases and has maintained academic growth of a TVAAS 3 or above in most school years with measured accountability data over the past nine years. The board has also exercised excellence in strategic planning and operational expertise by executing a merger resulting in a grade expansion to be where it is today – a consolidated school community of 400 students and families in a 5-12 setting that offers a public choice option in the Antioch community.

As illustrated in the achievement data tables below, both middle and high school demonstrated academic excellence in subject area results in the first three years and prior to the pandemic related school closures, as well as the innovative emergency learning initiatives implemented by the Board and the CMO on behalf of KA students and families. KA was transitioned to a new CMO, partnering with Noble Education Initiative (NEI) in April 2019, and the State Board of Education (SBE) overturned the district's petition to revoke KA's charter in October 2019. Since this time, we have focused on stabilization, academic performance, and culture. We are now seeing multiple years of consistent growth across the majority of grade levels and subjects. Of note, our middle grades are seeing levels 4 and 5 in TVAAS growth, data points which are significant given that all MNPS students were out of classrooms during the pandemic, and these students are now in middle school- facing gaps and deficiencies in their education.

Achievement Data

Table 1.a.1: Achievement - Middle Grades Data: 2016 – 2024



TCAP Science (prior to reset of standards and assessments)

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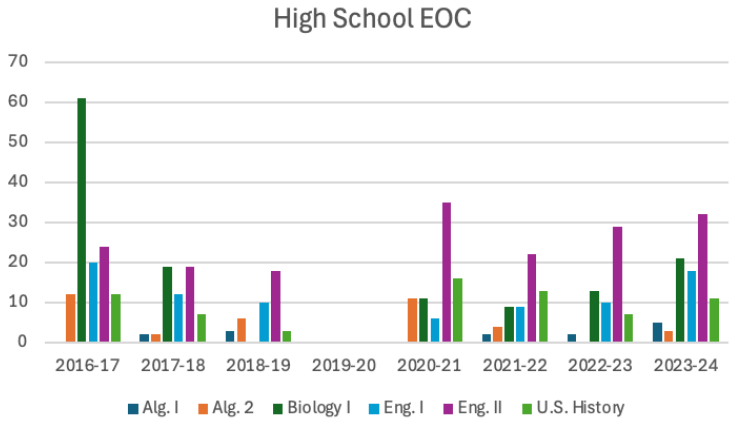
Table 1.a.2: Achievement – High School Data: 2016 – 2024



As illustrated in the graphs above, the academic impact of the pandemic is evident, and even five years later, students are still recovering (academically and otherwise). The multiple years show a positive trajectory; the structures, instructional practices, protected learning time, daily remediation, and teacher coaching have begun to change outcomes for students.

The academic success and trajectory for student proficiency at KA is profoundly impacted by our students' performance level when they enrolled at KA. As a 5-12 school, all KA students were taught foundational ELA and math skills elsewhere, and these deficiencies must now be addressed in grades 5 and beyond. Based on the nationally recognized iReady benchmark 1 assessment of incoming 5th grade students at KA over the past two years, **96% of students enter at least 1 grade level below and 76% are two or more grade levels below**.

Achievement: Comparison Data

Much of the comparison data analysis of KA's academic performance includes all MNPS schools which encompasses magnet, optional, and schools dissimilar to KA. This comparison is part of the cumulative renewal report prepared by the authorizing district, and measuring performance against a dissimilar comparison group yields skewed outcomes. It is more appropriate to create a comparison group comprised of the two clusters in the Antioch community. Most of our students matriculate to KA from either the Antioch or Cane Ridge cluster. Table 1.a.3 below is a comparison of KA's Success Rate, Letter Grade, and Accountability Designation and all traditional public middle and high schools within the Antioch and Cane Ridge clusters.

For the 2023-24 school year, KA earned a letter grade of D for a second year, but significant progress was made towards a C grade. This letter grade in no way is acceptable to the KA Governing Board, NEI, the KA administrative team, our teachers, or our families. We are making consistent gains through our growth measures and by meeting the needs of all students even though the letter grade is yet to reflect those gains. In fact, the gap between D and C letter grade for KA was reduced by more than 50% from the prior year. The trajectory is positive, and the implementation of our education model and interventions to provide a world-class education for all students is making that trajectory steeper. There is a true sense of urgency felt by the KA board and leadership team. We believe the significant gains we are making in middle school will yield positive outcomes in high school for all students. Addressing skill deficits as quickly as possible will allow students to address learning gaps for students to access grade-level content and standards more quickly. Given the performance levels of students when they come to KA, we have and will continue to strive for at least 1.5 years of growth each year.

Also notable in table1.a.3 below, every zoned school in both clusters were designated by the TN Department of Education as either Comprehensive Support and Improvement or Targeted Support and Improvement – including the two schools earning a higher letter grade. Of note, KA is not identified for improvement by the TDOE and is making at least one year of growth with each of the accountability student groups.

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Table 1.a.3: 2023-24 Achievement Comparison to Zoned Schools in Antioch and Cane Ridge Clusters

School Name/*Cluster*	2023-24 Letter Grade	Overall Success Rate	Accountability Designation
Antioch HS /*Antioch*	D	12.6%	Targeted Support and Improvement*
Antioch MS/*Cane Ridge*	F	11.5%	Comprehensive Support and Improvement**
Apollo MS/*Antioch*	C	11.5%	Comprehensive Support and Improvement**
Cane Ridge HS/*Cane Ridge*	F	9.1%	Comprehensive Support and Improvement**
JFK MS/*Antioch*	D	17.5%	Targeted Support and Improvement*
KA at the Crossings	**D**	**14.4%**	**Not identified for improvement**
Margaret Allen MS/*Antioch*	D	11%	Comprehensive Support and Improvement**
Thurgood Marshall MS/*Cane Ridge*	C	16.9%	Targeted Support and Improvement*

*Schools with overall school scores in the bottom five percent statewide for the performance of a given student group are identified as Targeted Support and Improvement (TSI) schools. Schools can be identified as TSI schools for any of the following given student groups when meeting the identification criteria: Black/Hispanic/Native American, Economically Disadvantaged, English Learners, Students with Disabilities, Hispanic/Latino, Black or African American, American Indian or Alaska Native, Native Hawaiian or Pacific Islander, Asian, and White.

**CSI/Priority schools are identified when they exhibit low student performance by failing in the bottom five percent of performance or by having a graduation rate less than 67%. CSI/Priority schools are identified based on the identification timeline specified in the annual accountability protocol.

Additional Assessment Data:

iReady Data: KA at the Crossings Grades 5-8 ELA and Math Three-year Comparison Data

For the three most recent years, KA's iReady benchmark 1 and 2 data across grades 5-8 also illustrate a positive trajectory for both ELA and mathematics. In tables 1.a.4 and 1.a.5 below, we see, year over year, a larger percentage of our students are scoring O*n Grade Level* by benchmark 2. In the 2024-25 school year, the percent of students scoring *On Grade Level* on the initial benchmark assessment is substantially higher than the same benchmark in the prior year – additional evidence of the gains our students are making. Students started the 2024-25 school year with more than 1 in 5 already scoring *on grade level*.

These data are reviewed, disaggregated into subparts, and coupled with other data sources to develop a more comprehensive view of where a student is currently and to inform specific areas where students are making more than expected gains, where reteaching or remediation is needed, and what action items are needed (i.e. tutoring, regrouping in Success block, RTI tiered intervention).

Table 1.a.4: Percent of Students Scoring *On Grade Level* in Reading between Benchmark 1 and Benchmark 2

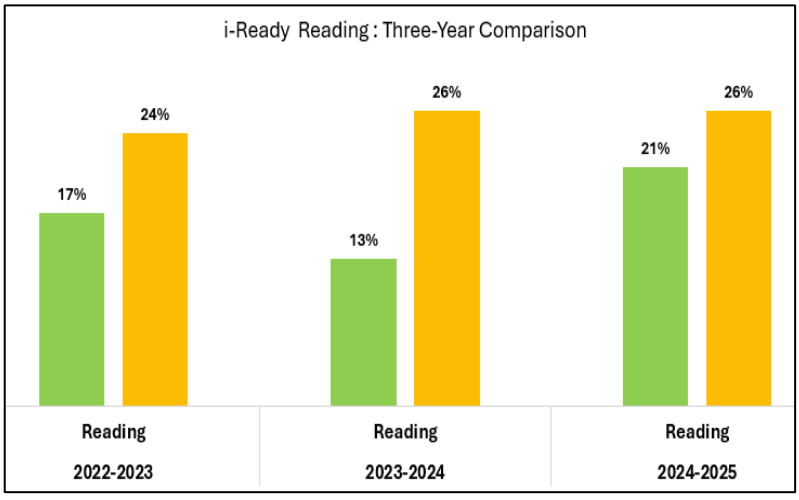

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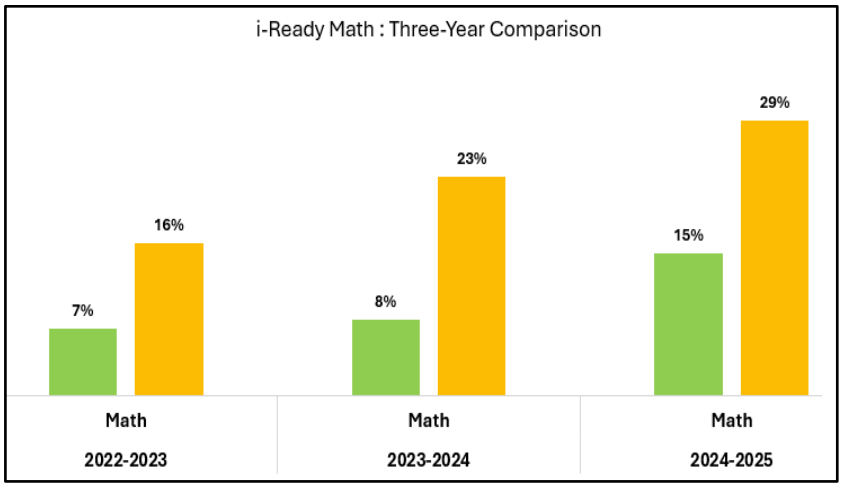
Table 1.a.5: Percent of Students Scoring *On Grade Level* in Math between Benchmark 1 and Benchmark 2



NWEA: KA Three-year Comparison of Reading B1 to B2 data – Grades 9-12

KA uses NWEA for benchmark assessments in grades 9-12 which are administered three times each year. On these assessments, scoring in the percentile of 60% or greater is predictive of a student performing at a *Meets* or *Exceeds* expectations on state assessments, based on NWEA alignment studies to Tennessee Academic Standards. Tables 1.a.6 and 1.a.7 below illustrate the percent of students meeting that critical 60% percentile threshold from the fall (green bars) to the winter (blue bars) benchmarks. Reading these graphs from left to right, this three-year comparison illustrates a steady increase of the percentage of students meeting this benchmark in both reading and math. Similar to the iReady benchmark data for grades 5-8, KA students in grades 9-12 are showing growth by midyear, and each year, more students are starting the following year at the critical 60th percentile or higher as reflected by increasing percentages on the fall benchmark year over year.

Table 1.a.6: NWEA Reading: Three-year Comparison of Benchmark 1 to Benchmark 2 – 60th Percentile

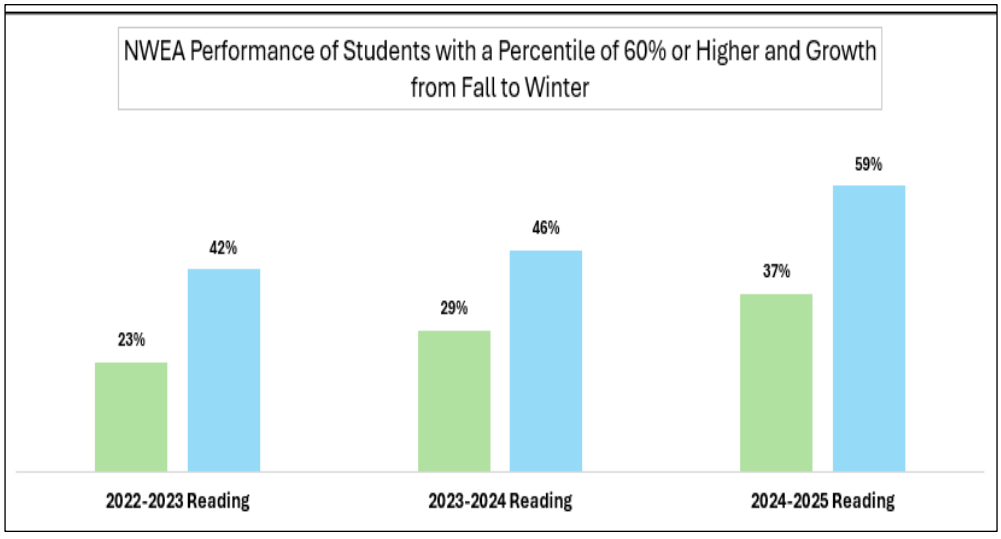


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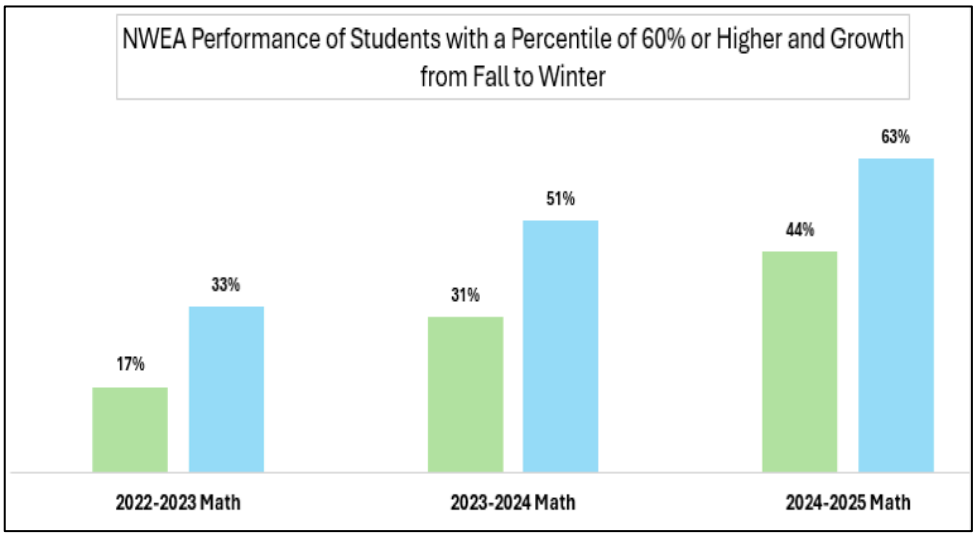
Table 1.a.7: NWEA Math: Three-year Comparison Benchmark 1 to Benchmark 2 – 60th Percentile

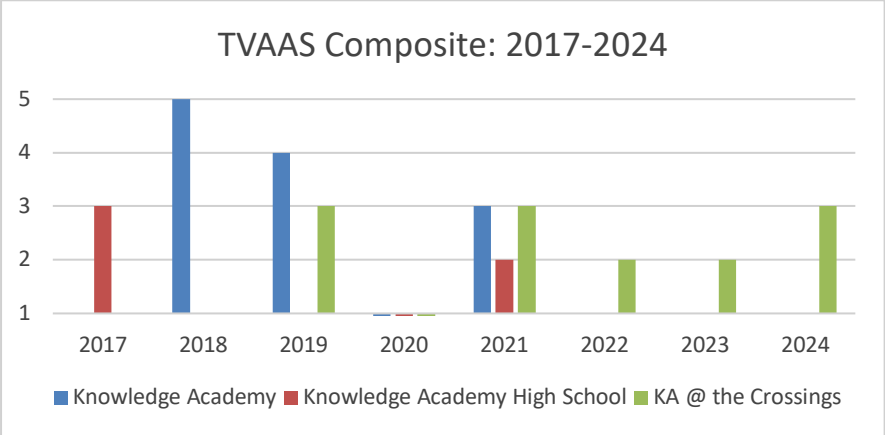


Growth

KA meets its students where they are and develops plans to grow these students to proficiency - growth that was interrupted in the 2020 and 2021 school years by the COVID-19 pandemic. KA was steadfast in our mission to serve students remotely due to the pandemic related school closures and implemented innovative, emergency learning initiatives that included always providing an in-person instruction option to students and families. This service began from day one of the emergency until KA ultimately welcomed all students back onto campus. This experience brought academic and other challenges that all schools continue to address with students. Educating middle and high school students has changed, and we remain committed to creating a safe, supportive learning environment where all students can thrive.

Table 1.a.8 below illustrates KA's structural changes that have occurred since 2016. KA had multiple schools which served middle grades and high school grades separately. In 2022, these campuses were consolidated into KA @ the Crossings, a single school serving grades 5-12. The goals in our original charter agreement included earning a Level 5 TVAAS every year, and we continue to strive toward more than expected growth. In reviewing growth data over the current charter term, there were more years where KA schools earned a 3 or greater than years where they did not. Our focus is to build on the prior year's growth to achieve TVAAS levels 4 and 5. When the Knowledge Academies Governing Board contracted with NEI in 2019, there was an initial focus on establishing the operational and financial structures necessary to support KA going forward. This period was also when new operating practices were introduced, and new expectations were required. This transition, however, was interrupted in spring of 2020 for all schools, and the repercussions and recovery are still evident in our achievement and growth data.

Table 1.a.8: TVAAS Data: 2017 – 2024



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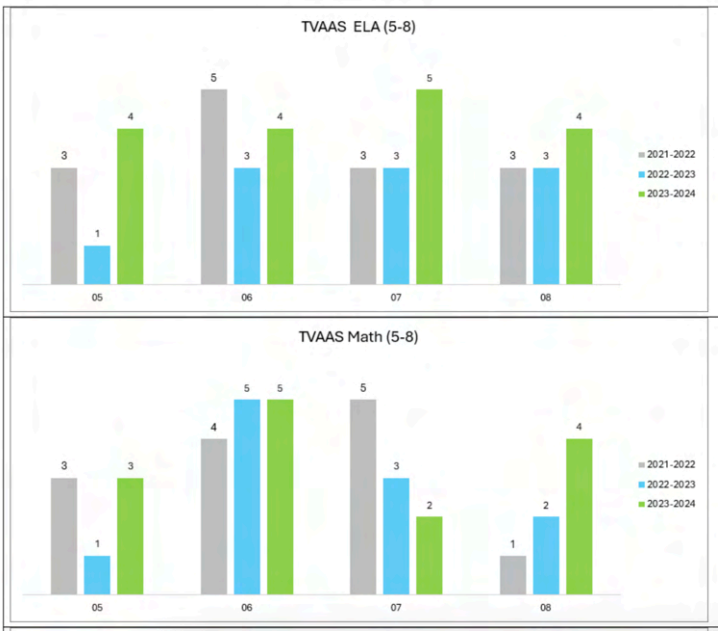
TVAAS 2021 – 2024 KA Grades 5-8

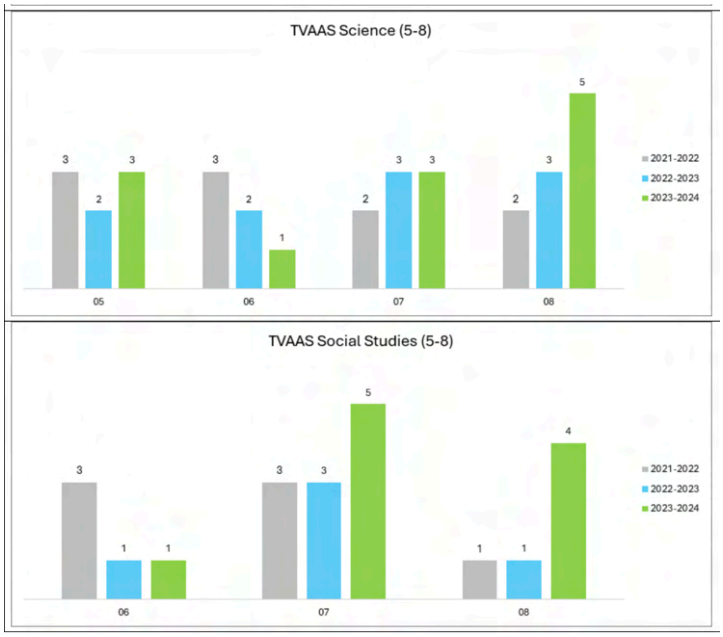
KA students have made academic gains throughout the current charter term. More recently (most recent 2-3 years), KA has made gains across most grade levels and subjects. What is notable, however, is that the past two years are representative of the systemic changes that have been implemented in the academic and student culture at KA since 2019. Table 1.a.9 shows students earned level 4 or 5 in ELA across all grade levels, with math growth stabilizing post-emergency learning for most grades in 2022 and 2023.

Table 1.a.9: TVAAS Three-year Comparison in ELA and Math – Grades 5-8



TVAAS data for both science and social studies also reflect significant gains in most grade levels, as illustrated in Table 1.a.10 below. KA has focused on strengthening its middle grades teachers, and we are seeing, across all grade levels and subjects, students making expected growth and, in most cases, *more than* expected growth.

Table 1.a.10: TVAAS Three-year Comparison in Science and Social Studies



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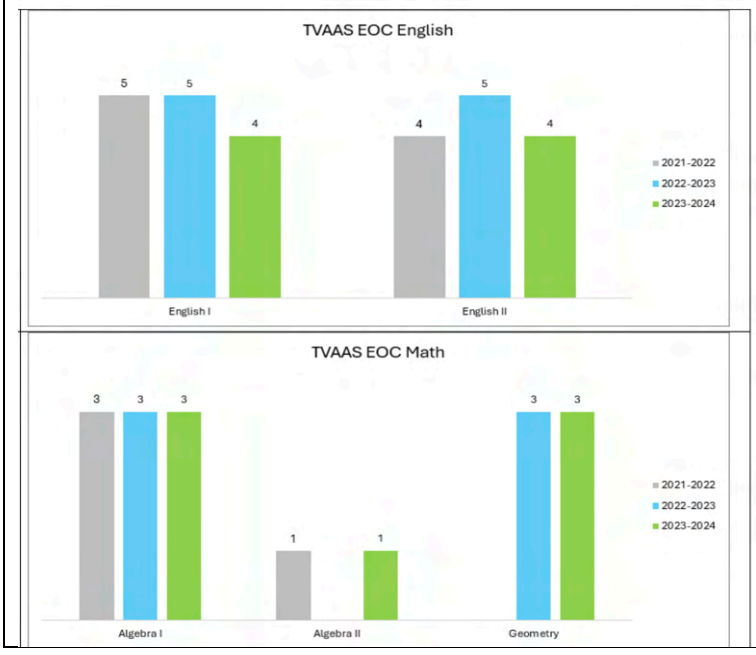
Growth – KA 2021 – 2024 Grades 9-12

Since 2021, KA's high school growth data has shown considerable stability. As evidenced in the tables1.a.11 below, most subjects and grade levels have consistently been level 3 or higher, apart from Algebra II. The KA and NEI leadership teams have reviewed the data and are urgently addressing this deficiency in several ways. First, we are prioritizing hiring a seasoned, effective teacher for high school math – understanding the impact of the teacher in moving student achievement. This strategy is supported by the consistently high performing English II results, along with the TVAAS performance of 4 & 5 in EOC English.

Continuing to increase teacher effectiveness and building instructional capacity also remains a priority to ensure student growth and achievement for students historically struggling in our school community. With the support of the KA and NEI leadership teams, teachers are receiving increased actionable feedback, coaching, and mentoring. Through targeted, differentiated professional development, teachers gain evidence-based instructional strategies to enhance student engagement, improve behavior management, and create a more effective learning environment. Providing training on evidence-based practices empowers educators to implement strategies that foster a positive, structured classroom while meeting the diverse needs of their students. To support instructional growth further, we are increasing the frequency of instructional walks-allowing for more direct, actionable feedback that promotes continuous improvement and student success.

NEI has taken the lead in the review, revision and implementation of standards-based instruction across grade levels. Instructional Focus Calendars (IFCs) are designed to support teachers with pacing, ensuring standards mastery, and maintaining previously taught standards. By incorporating common IFC assessments, teachers can monitor student progress, identify areas for reinforcement, and adjust instruction to meet the needs of all learners. Unit maps, which include developmental scales, vocabulary, instructional materials and strategies, checks for understanding, and technology integration frameworks, offer a comprehensive resource for teachers. These tools enable teachers to develop standards-based lessons that align with the rigor of the standards on which students will be assessed. By utilizing these resources, teachers can create high-quality learning opportunities that ensure student mastery of the standards while promoting engagement and critical thinking. Assessment data is disaggregated during PLCs to identify trends in student performance, allowing teachers to make data-driven instructional decisions. Through this process, teachers develop targeted next steps to provide both remediation and enrichment opportunities, ensuring all students receive the support they need to grow academically. By using this data to inform instruction, teachers can close learning gaps, challenge high-achieving students, and foster a culture of continuous student growth and academic excellence.

Table 1.a.11: TVAAS Three-year Comparison in English and Math



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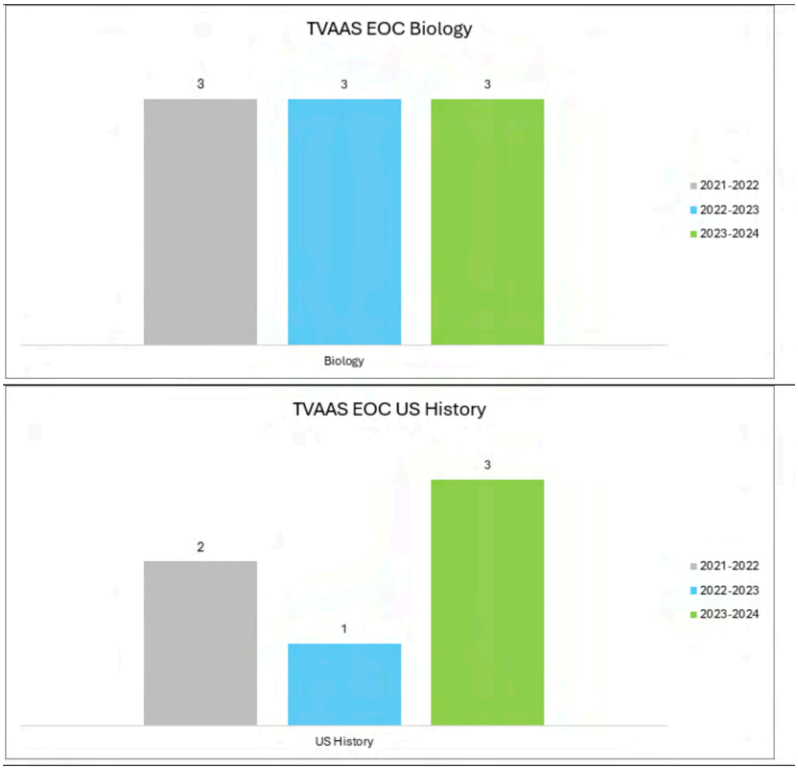
When evaluating TVAAS in other EOCs, Biology remained high performing, maintaining its Level 3 TVAAS for the past three years and English I and II performance at Levels 4 and 5. Our teams have reviewed pacing and standards for Biology, ensuring we are equipping teachers with the resources and practices to grow Biology to level 4 or 5 as illustrated in Table 1.a.12 below.

The KA and NEI Academics Teams remain committed to supporting teachers by providing targeted feedback, instructional guidance, and resources to strengthen U.S. History instruction. The high performance in English will certainly continue to positively impact subject area performance, such as U.S. History. Through collaborative coaching, data-driven decision-making, and best practices, we aim to build on the academic growth achieved in 2023-24. Our focus is on ensuring rigorous, standards-aligned instruction that deepens historical understanding, fosters critical thinking, and prepares students for continued success. KA is seeing more students taking advantage of early post-secondary opportunities (EPSOs), and additional resources and materials have been provided to support a growing number of students engaging in EPSOs.

Table 1.a.12: TVAAS Three-year Comparison in Biology and History



Other Achievement Data

Graduation Rate

KA at the Crossings' first graduating class was May 2019. The table below details the graduation rates from 2019 – 2024. The KA Student Services team utilizes early warning data to provide structured support and recovery opportunities before students fall too far behind. The daily Success Block and RTI, along with fall break camp, winter break camp, spring break camp, tutoring, and summer camp are all designed to offer additional opportunities to students who need additional support.

As noted in table 1.a.13 below, KA's graduation rate has exceeded the state average in four of the five years where data are available. Ensuring students earn a high school diploma is one facet of preparing students for college, career, and life. KA's College and Career Readiness Coach works to ensure that students understand their options for post-secondary opportunities. These options include preparing for ACT, ASVAB testing, FAFSA support, credit recovery, establishing partnerships with community colleges and universities, and local college visits.

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KA has also worked to design CTE pathways to align with local career opportunities as research indicates that nearly six in 10 young adults live within 10 miles of where they grew up, and eight in 10 live within 100 miles. Knowing this, we must prepare our students for the jobs, professions, and opportunities available in our communities. Changing the academic culture and increasing exposure for students has begun to resonate with our students and families.

Table 1.a.13: Graduation Rate

School Year	State Graduation Rate	State Report Card	KA Graduation Rate
2018-19	89.7%	2019	*
2019-20	89.6%	2020	90.3%
2020-21	88.7%	2021	91.9%
2021-22	89.8%	2022	86.2%
2022-23	90.6%	2023	100%
2023-24	92.1%	2024	95.9%

***cohort did not meet n-size**

ACT

Below is the ACT data for KA students from 2021-24. This metric has been more challenging post-pandemic with the devaluing of college entrance exam scores for admission and most post-secondary institutions removing testing requirements. KA continues to track this and provide resources to address specific areas of need so that students are prepared for college, community, creativity, and culture regardless of the recent changes in post-secondary admission policies. In analyzing our data, KA's approach that yielded higher percentages of students being college ready (no remedial supports needed) was 2022 and 2023 where KA continues to implement targeted intervention strategies, such as utilizing Mastery Prep as its primary support for ACT preparation. This tool was used by content teachers during the year - exposing students to the types of questions they could expect, while also supporting on content understanding and mastery. In the weeks prior to testing, after-school blitz sessions were offered to students led by the College and Career Readiness Coach. This approach was not used in 2024 due to staffing changes and other budget priorities, and our results showed that it was needed.

With one ACT test administration remaining for this academic year, KA has already surpassed the number/percent of students scoring 21+ from the prior year. KA will continue to utilize supports for ACT prep in the next charter term to ensure we are increasing the percent of students who are college and career ready.

ACT Data: Table 1.a.14

Year	Percent of Students Scoring Approaching, At, or Above Benchmark (composite of 19-21+)
2021	12%
2022	18%
2023	22%
2024	13%

Other College and Career Readiness Measures

We have also experienced an increase in the number of students taking early post-secondary opportunities (EPSOs). Currently, KA has 49 students taking Advanced Placement courses, a 25% increase in AP course enrollment compared to last year. KA is also the first charter school statewide to utilize the state's AP Access

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for All program for its students. Having this resource has created access to courses that would have otherwise been unavailable.

In addition to the increases in EPSOs, KA has also increased the percent of students scoring 31+ on ASVAB. The percent of students earning 31+ is up more than 37% from last year, and KA has three students that have committed to the armed forces upon graduation in 2025. Currently, KA has five students that have committed to Armed Forces after graduation, and KA will be hosting a "signing day" for these students and honoring their commitment to our country. Removing barriers and increasing access have begun to pay dividends for our students, and we continue to strengthen existing partnerships and add new opportunities both academically and otherwise.

b. Address progress toward meeting the academic goals outlined in the current charter agreement. Were any amendments made to the academic goals? If so, explain.

In KA's original agreement, two primary academic goals were established: a minimum of 10% annual increase in achievement on TCAP and maintain level 5 academic growth as determined by TVAAS. These ambitious goals, written ten years ago, have not been amended since originally developed – even with organizational changes and the significant interruption of COVID-19. While clear growth has been made, as evidenced by TVAAS across grade levels and subjects, our advancement toward proficiency will continue to advance from the post-pandemic return to traditional classroom instruction and the clear challenges our entire community faces as a result of interrupted access to classroom learning for four consecutive quarters in Metro Nashville. In 2019, in partnership with a new CMO, KA began to reset the foundation for transforming the school culture. When students returned to campus following the pandemic, a reset of the goals and student expectations stated in the original charter agreement was needed; however, given the need to focus on student recovery once students returned to campus, updated goals were made internally that would allow us to meet the original goals over time. Clearly, the focus KA placed on student recovery is evidenced in our TVAAS scores and this work will continue to pay dividends in student performance year over year.

Since 2019, the KA Governing Board, NEI, and KA leadership have been focused on honoring our commitment to our students and families: providing an excellent education to all students and preparing them for life and career. As detailed in Section 4 of this application, KA has set ambitious goals for its next chapter, grounded in high expectations for all students and addressing the cultural metrics that actively engage students and provide opportunities to prepare them for what comes next.

c. Outline the school's current assessment system and explain how assessments are used to inform instructional practice, evaluate teacher effectiveness, and implement professional development.

Our school utilizes a comprehensive assessment system designed to drive instructional decision-making, evaluate teacher effectiveness, and inform professional development. By implementing a structured and strategic approach to student assessment, we ensure that instructional practices align with student learning needs and state standards, ultimately fostering academic growth.

To assess student proficiency and progress, the school administers i-Ready benchmark assessments for grades 5-8 and NWEA benchmark assessments for grades 9-12 three times a year. These diagnostic assessments provide valuable data on student performance, identifying strengths and areas for growth in key academic areas. In addition to these benchmark assessments, we administer common monthly unit assessments in ELA, Math, Science, and Social Studies. These assessments, developed by NEI, are aligned with our Instructional Focus Calendar pacing guides**,** ensuring that students are consistently evaluated on Tennessee's grade-level standards.

The data from these assessments plays a critical role in Professional Learning Communities (PLCs)**,** where educators analyze student performance, identify trends, and adjust instructional strategies accordingly. Through frequent data analysis, teachers can implement targeted interventions and differentiate instruction to meet the diverse needs of their students. After each benchmark assessment, a comprehensive data presentation is shared to the KA leadership team and then with all teachers. In monthly PLCs, NEI's academic team lead a more in-depth review of data and identify opportunities for growth as supported by data.

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Additionally, assessment results serve as a key component in evaluating teacher effectiveness**.** By examining student growth and mastery of standards, we can tailor professional development opportunities to address specific teacher needs, strengthen instructional practices, and support a data-driven school culture. The NEI data team produces weekly reports that track student progress on instructional software. Having this data allows the NEI Academics Team and KA leadership to have real data that speaks to utilization of resources and instructional effectiveness. This approach ensures that professional learning is responsive, strategic, and aligned with both student achievement and teacher development goals.

By maintaining a systematic and structured assessment process, our school remains committed to fostering high-quality instruction, promoting continuous teacher growth, and ultimately ensuring student success.

d. Describe how the school uses other data (qualitative and quantitative) to evaluate the effectiveness of the academic program.

KA and NEI are committed to making informed, data-driven decisions in all facets of our organization, including evaluating the effectiveness of the academic program. In addition to the NWEA and iReady benchmark assessments, we also administer common monthly assessments that are aligned to state standards to measure the depth and breadth of the standard that was taught.

Over the past two years, other internal data are used to evaluate program effectiveness. In addition, the enrollment in advanced and early post-secondary coursework has increased year over year. There has also been an increase in participation and engagement in additional academic offerings including tutoring, camps, and other after-school opportunities. The KA leadership team has also focused on strengthening the students' Individual Learning Plans – having more robust and accountable discussions on student goal setting and tracking.

Our team also uses state summative data to inform decisions on professional development, staffing, behavior interventions and incentives. We also use exit surveys from PD, exit interview information from employees to improve how we support our teachers and serve our staff members.

In addition, we administer surveys to parents, teachers, and students twice per year that provide insight into whether our academic program is being implemented with fidelity and is yielding the results we expect. In addition to compiling, analyzing, and reporting out data during the school year, we also utilize state summative testing as another source to evaluate program effectiveness. Ensuring that our students have met or exceeded state grade-level expectations is our goal. Having this standard measure is especially helpful to inform decisions about program effectiveness which may include curriculum, instructional methods, personnel, scheduling, and pacing. NEI has invested in having data personnel on the centralized support team to provide school leadership with the data, along with an academic team to support any adjustments necessary to meet our goals and expectations. This data support allows the school-based team to focus on the development and implementation of action plans informed by the data analysis – rather than individual teachers or teams spending time compiling and charting the data.

e. Discuss progress made toward closing achievement gaps, including students with disabilities, English Learners, and economically disadvantaged

Throughout the school year, teachers and administrators review student data in the aggregate and by individual student groups. Data reviewed include attendance, benchmark assessments, discipline, progress toward meeting graduation requirements, teacher feedback, and course grades. This level of data review informs decisions that directly impact the day-to-day functioning of KA. It also informs conversations with parents and families as we work to partner with them to address issues or request additional support at home.

To ensure our teachers have training on evidence-based best practices, the Diverse Learners Co-op provides professional learning for KA teachers and leaders. This training has been effective in strengthening instructional strategies of general education teachers to support all students.

The daily Success Block, separate from the intervention block, is designed to address deficiencies immediately, and students are grouped and regrouped following key unit assessments, benchmark and diagnostic assessments so that individual student needs can be addressed. Having a double block of ELA and math in grades 5-8 is

designed to give teachers the additional time and focus on individual student needs – attempting to remediate and reteach as quickly as possible for all students to have access to grade-level standards and content.

Every student creates a Personalized Learning Plan (PLP) to establish academic goals, based on where they are currently. Students are part of developing these plans, and they partner with teachers in the development and quarterly review of progress. Part of the goal setting process is providing students with guidance to take ownership of their learning and giving them a sense of accomplishment when goals are met.

KA is intentional about ensuring the needs of our English learners, students with disabilities, and economically disadvantaged students are met, and students continue to grow. For the 2023-24 school year, our student groups earned the following growth scores which are included on the TN State Report Card:

- Economically disadvantaged: TVAAS level 3 of 5
- English learners: TVAAS level 5 of 5
- Students with disabilities: TVAAS level 3 of 5

English Learners

KA's student population is becoming more diverse, with a growing population of English learners who have reached middle/high school with limited English proficiency. For students to access grade-level standards, we have increased the training to staff, increased Lexia Language use, supported teachers in earning their EL endorsements, and used PD as an opportunity to provide evidence-based instructional strategies that are effective for all students, including ELs and SWDs. Our innovative and committed partnership with higher education institutions, such as Trevecca Nazarene University and Moreland University, has created pathways for licensed educators to earn their EL endorsements and has exponentially increased our capacity over the past 6 years to provide high-quality instructional support to our students.

As evidenced in Tables 1.e.1 and 1.e.2 below, significant gains in both reading and math are made between benchmark 1 and benchmark 2 for students in grades 5-8– particularly with movement in Tiers 1 and 3. As discussed in Section 1 above, 75% of students start KA in grade 5 two or more grade levels below. What these data tables show is movement of those students who have the most opportunity for growth (Tier 3).

Table 1.e.1: iReady 2024-25 EL Reading Data Benchmark 1 – Benchmark 2

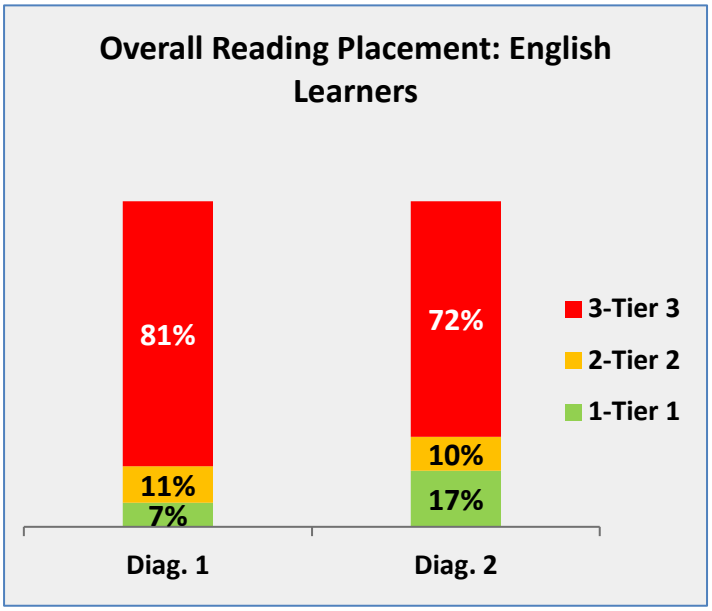

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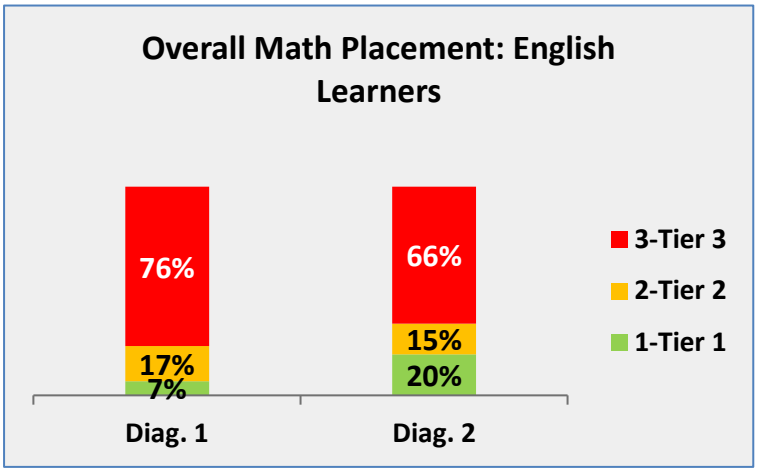
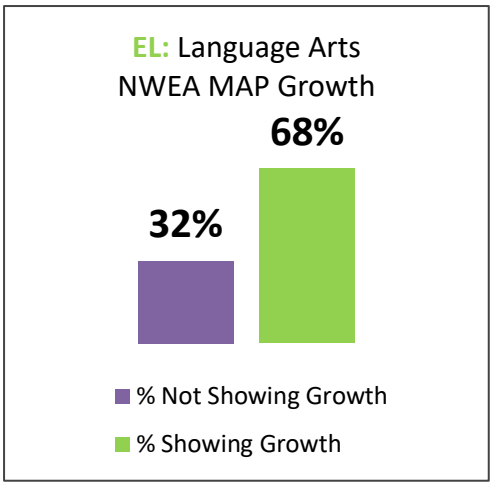
Table 1.e.2: iReady 2024-25 EL Math Data Benchmark 1 – Benchmark 2



For high school students, tables 1.e.3 and 1.e.4 below show the percent of students showing growth in the English learner subgroup, compared to the growth of All-students group from the first and second benchmark assessment. In both ELA and math, the EL student group showed higher percentages of growth than the ALL-student group. We expect that this growth will ultimately move our students to proficiency with daily supports from our ESL and general education teachers and the Success Block.

Table 1.e.3: NWEA 2024-25 Comparison Growth ELA Data: EL and ALL Students



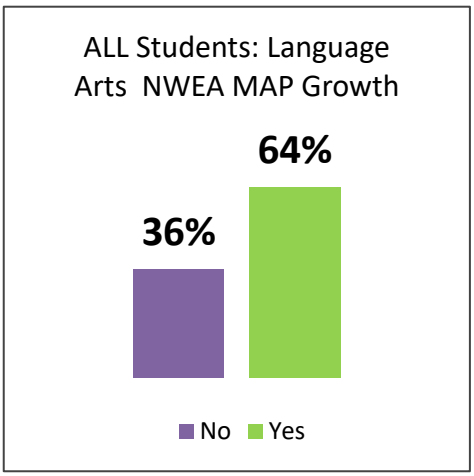


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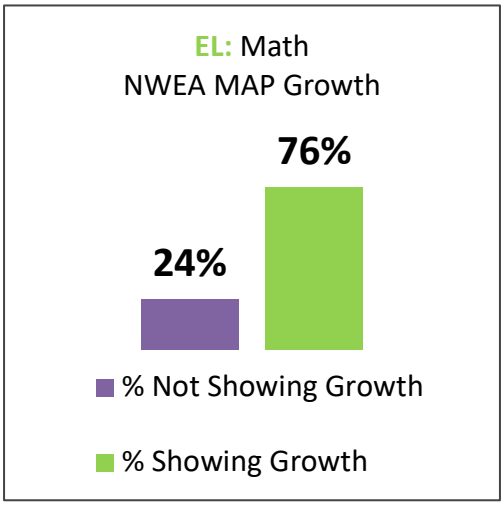
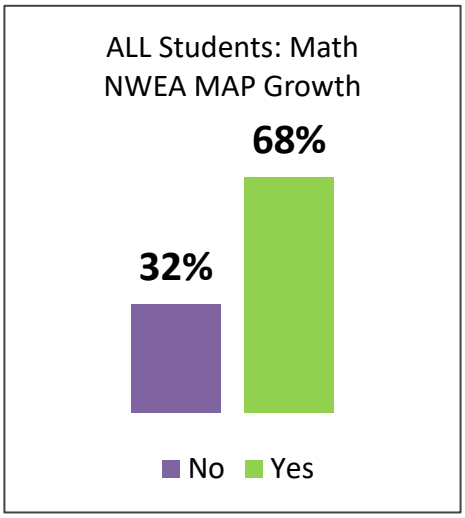
Table 1.e.4: NWEA 2024-25 Comparison Growth Math Data: EL and ALL Students





Students with Disabilities

Our KA students with disabilities subgroup continues to have the largest gaps in achievement and less growth than other student groups. Our subgroup of students with disabilities represents a very diverse group of exceptionalities that we have been privileged to serve - many with exceptionalities representing high needs that we have served as legacy students from 5th grade through high school completion. To address these needs, the KA admin team and NEI Senior Director of Special Populations have spent time reviewing plans and ensuring fidelity of implementation – understanding that if a student is not meeting IEP goals, then the team must reconvene and discuss progress or lack thereof.

As evidenced in the iReady and NWEA data tables below (1.e.5 – 1.e.8), the foundational building of skills is represented with minimal gains from benchmark 1 to benchmark 2 for SWDs in grades 5-8. However, for students in grades 9-12, SWDs are showing growth at the same rates as the ALL-student group in both ELA and math. This trend represents that our programming provides for long-term growth as we serve students from early grade levels with severe deficits to long-term success as students articulate through grade levels at KA.

To address these results and the challenges of serving students with severe deficits, KA continues to offer opportunities for additional time during camps during school breaks and will offer these opportunities in the summer as well. KA has also implemented daily targeted interventions and small group instruction aligned to students' IEP goals and specific areas of deficit.

Special education teachers and interventionists utilize research-based programs for reading and math, to provide explicit, systematic instruction that reinforces foundational skills. Additionally, KA ensures that special education and general education teachers collaborate through regular co-planning sessions to align accommodations and modifications within core instruction. Progress monitoring is conducted using formative assessments and skills checklists, allowing teachers to adjust instruction and provide immediate feedback. KA has also incorporated dedicated intervention blocks into the master schedule, ensuring that students with disabilities receive focused, individualized support without missing core instructional time. Moreover, paraprofessionals receive ongoing training to assist in delivering targeted interventions and supporting behavioral needs.

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Table 1.e.5: iReady 2024-25 SWD Reading Data Benchmark 1 – Benchmark 2

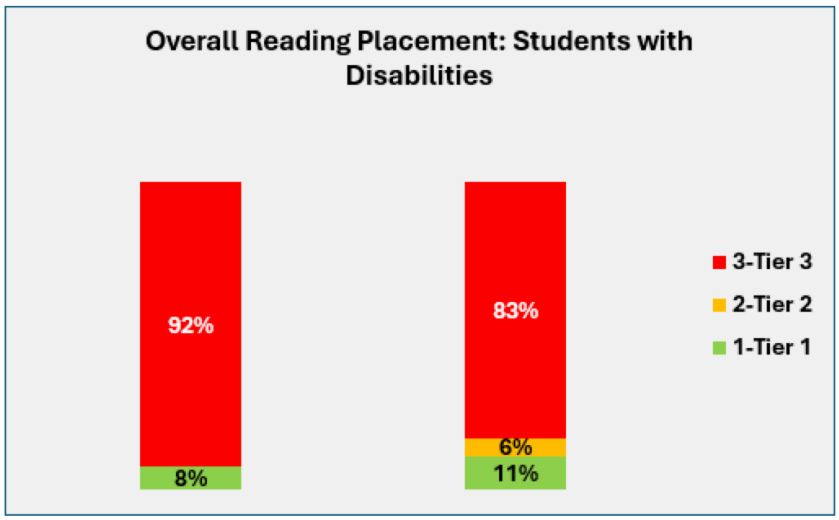


Table 1.e.6: iReady 2024-25 SWD Math Data Benchmark 1 – Benchmark 2

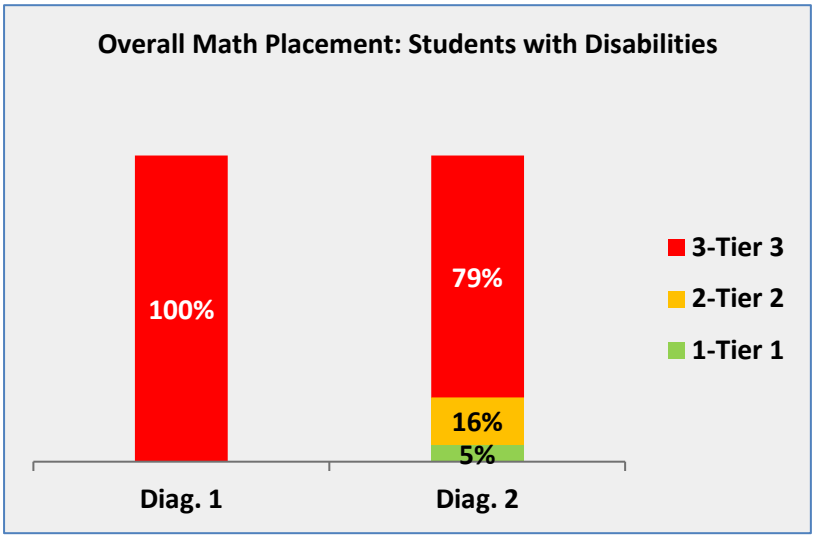
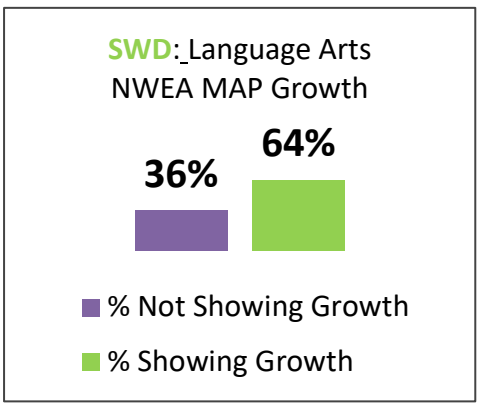


Table 1.e.7: NWEA 2024-25 Comparison Growth ELA Data: SWD and ALL Students



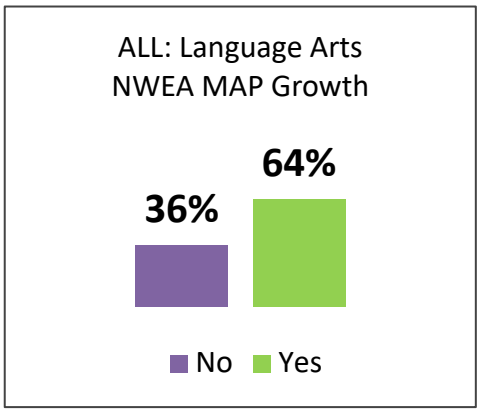


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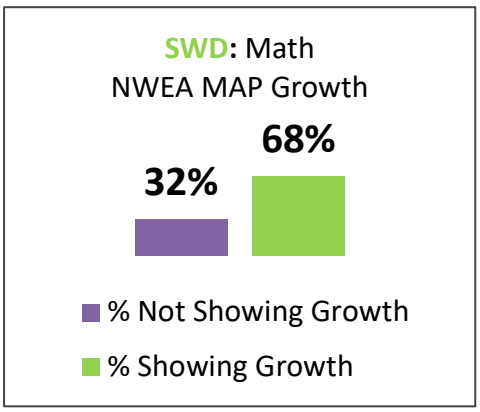
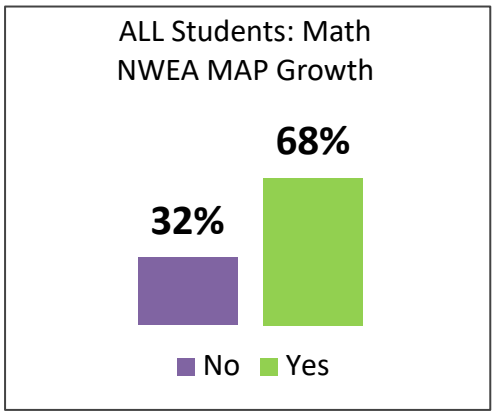
Table 1.e.8: NWEA 2024-25 Comparison Growth ELA Data: SWD and ALL Students

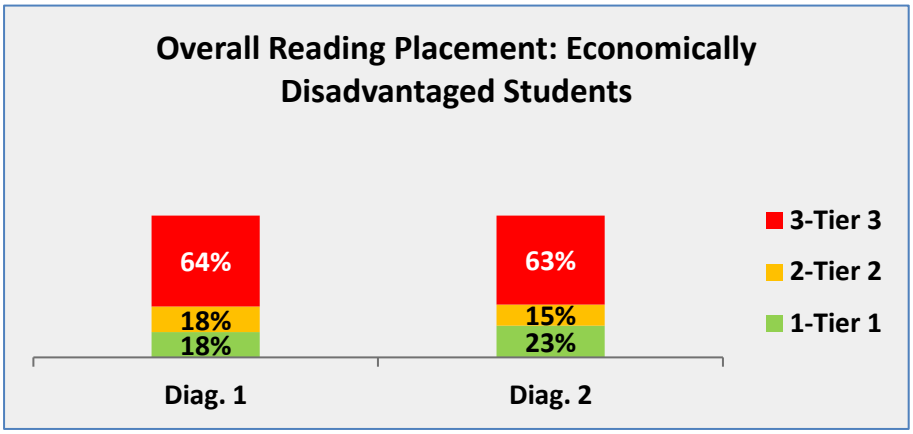




Economically Disadvantaged

Performance and growth of our economically disadvantaged student group continues to improve; however, we are determined that the rate of growth will continue to be accelerated for achievement gaps to close. As evidenced in table 1.e.9 below, some students are moving into Tier 1, but our lowest performing students – those who are now joining us in middle school from their local Metro elementary schools and cannot read and comprehend at grade level – are more stagnant, requiring more focused intervention which occurs in RTI and additional tutoring and camp opportunities.

Table 1.e.9: iReady 2024-25 ED Reading Data Benchmark 1 – Benchmark 2



In math, our economically disadvantaged student performance mirrors that of KA overall. The iReady benchmark data below shows more movement across Tiers 2 and 3 – growth that is necessary to prepare these students for Algebra and other high school coursework. Instructional software has been helpful to push students forward once they have demonstrated mastery of certain skills.

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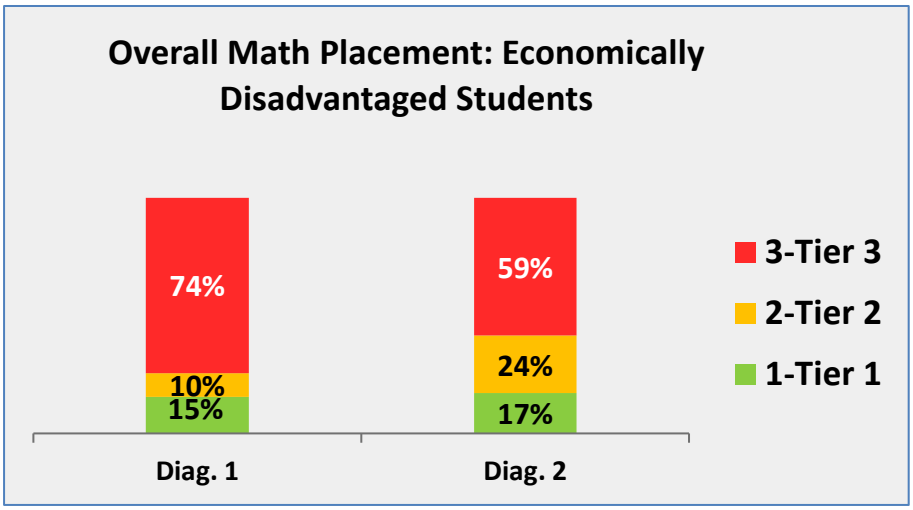
Table 1.e.10: iReady 2024-25 ED Math Data Benchmark 1 – Benchmark 2



In grades 9-12, students in the Economically Disadvantaged subgroup are outpacing the ALL-student group, with 2 in 3 ED students making gains in both ELA and math (table 1.e.11 and 1.e.12 below). Seeing these levels of growth across each of the KA student groups and subject areas is illustrative of the commitment of the KA leadership and teachers to meeting each student where he/she is and making gains toward proficiency.

Table 1.e.11: NWEA 2024-25 Comparison Growth ELA Data: ED and ALL

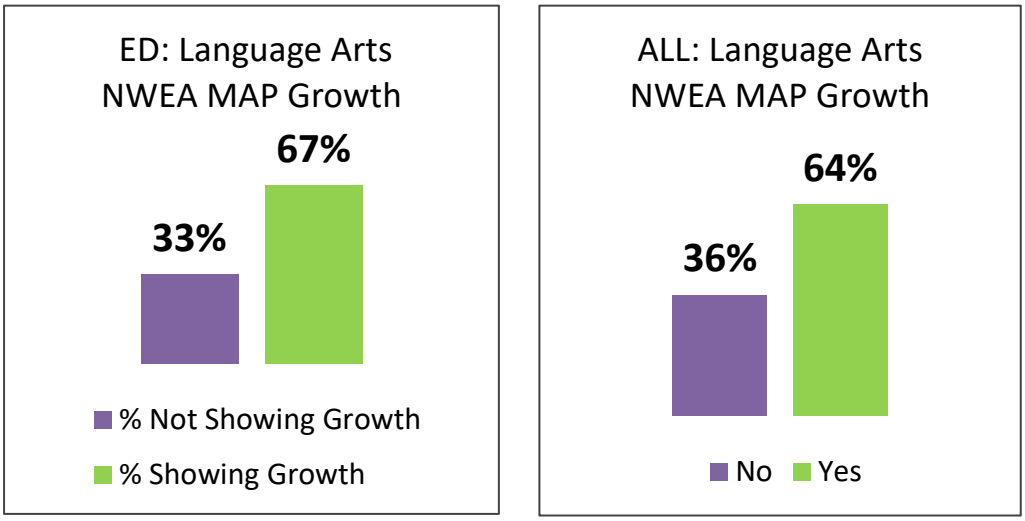


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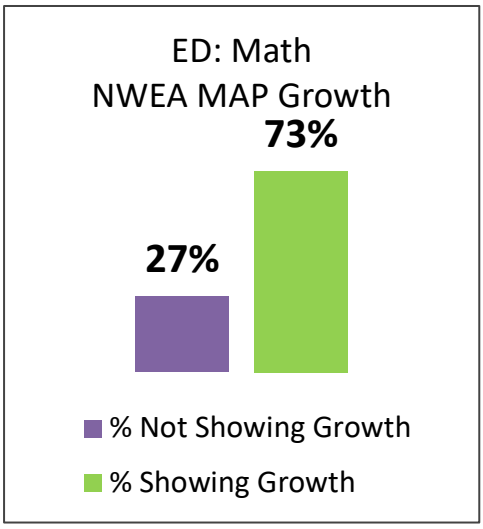
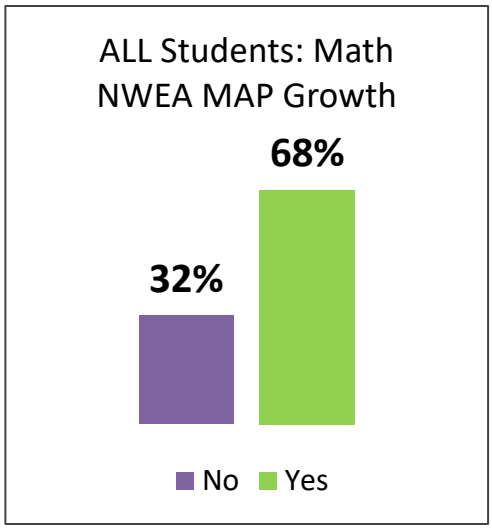
Table 1.e.12: NWEA 2024-25 Comparison Growth ELA Data: ED and ALL





f. Outline leader and teacher professional development and its impact on student achievement.

Professional development for both leaders and teachers at Knowledge Academy at the Crossings plays a critical role in driving student achievement. To ensure instructional consistency and effectiveness, a structured approach to ongoing learning and leadership development is implemented throughout each school year.

Each month, the principal, assistant principal, deans and instructional coaches participate in leadership meetings designed to strengthen instructional leadership, school culture, professional learning and growth, and resource management. These meetings are led by NEI's professional development team and provide a space for collaboration among other leaders in the NEI network, ensuring alignment in instructional priorities and refining coaching strategies that directly impact student learning. Additionally, quarterly dean meetings focus on student behavior management, engagement strategies, and instructional best practices, reinforcing a positive and productive learning environment.

Teachers receive two weeks of intensive pre-service training before students arrive for the new school year. These sessions are designed to prepare them with curriculum implementation strategies, classroom management techniques, and instructional best practices. This ensures they are equipped with the knowledge and tools necessary to maximize student learning from day one.

Throughout the school year, professional learning remains a priority at Knowledge Academy at the Crossings. Stockpile professional development days are strategically planned based on current data trends, including walkthroughs, unit assessments, diagnostics, and student observations. These targeted sessions provide differentiated support to teachers, ensuring instructional practices align with student needs and areas for growth. Weekly professional learning communities (PLCs) further support instructional refinement by allowing teachers to plan collaboratively, analyze student data, and make real-time adjustments to their instruction.

Walkthroughs and classroom observations are tracked weekly, and these reports are shared with KA and NEI leadership. The tracker includes dates, teacher, subject being taught, observer, and the number of observations for the week. This practice is intended to provide ongoing, actionable feedback to teachers consistently but has also been useful in identifying gaps in the teacher feedback loop. Our goal is to ensure that teachers receive weekly observations by various administrators and academic leads – recognizing that each reviewer brings a different perspective to the observation.

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Through consistent professional development, coaching, and leadership opportunities, Dr. White has progressed in her career to become the principal of KA. Her longstanding commitment to KA has provided her with a deep understanding of the school's culture, values, and academic expectations. With firsthand experience in various instructional and leadership roles, she recognizes what effective, high-quality teaching looks like and is dedicated to fostering a strong learning environment. Dr. White's leadership is rooted in her ability to support teachers, drive student achievement, and maintain a culture of excellence at KA.

By intentionally investing in leadership development and teacher training, Knowledge Academy at the Crossings has created a culture of continuous improvement. Weekly staff meetings that include professional learning and data sharing also provide ongoing growth and development. This structured approach to professional development ensures that instructional strategies remain effective, responsive to student needs, and aligned with data-driven decisions. Ultimately, these efforts lead to stronger instructional practices, increased student engagement, and improved academic outcomes.

g. Explain how the school supports students with disabilities, English Learners, and gifted students.

The KA administrative team regularly tracks data to ensure IEPs, 504s, ILPs are implemented with fidelity. The KA team has worked year over year to strengthen the support structure for teachers and students and to include PD for all teachers.

Further, NEI has hired a Senior Director of Special Populations, a former principal with expertise in the implementation of student plans to support its schools further. In this role, she has trained staff, reviewed student plans, and coached teachers in TN Pulse – the state's repository for student plans. She also meets weekly with school personnel – conducting walkthroughs, reviewing documents, participating in meetings, and ensuring KA remains in compliance, as evidenced by a recent email from Ricky Caldwell, MNPS. The KA team has valued Mr. Caldwell's partnership over the years. His steady guidance and support have contributed to improved supports for our students. When effective partnerships are in place, students benefit.

From: Caldwell, Ricky L <Ricky.Caldwell@mnps.org>
Date: Monday, February 17, 2025 at 3:00 PM
To: Lori Tharp <ltharp@kayouth.org>
Cc: Stacey Goon <Sgoon@kayouth.org>, LaTonya White <lwhite@kayouth.org>, Jenelle Robinson <Jenelle@nobleeducationinitiative.com>, Charter School Office <CharterSchoolOffice@mnps.org>
Subject: EE Compliance Monitoring Report 1 of 5

Good afternoon, EE leadership Team Member,

This is the first of 5 EE compliance monitoring reports pertaining to your school's TN Pulse Account relative to serving assigned EE students **to date.**

Therefore, this report concerns how your school has consistently and correctly maintained **Assigned Case Managers** and has **Scheduled Eligibility and IEP meetings.**

Here are the results of this monitoring:

- All assigned EE students had assigned case managers resulting in a **Score of 100%** which translates into an **Excellent Rating.**
- The majority of Eligibilities and IEPs were up to date resulting in a **Score of 94%** which translates into an **Excellent Rating.**

The district really appreciates your overall excellent performance in these two areas relative to serving EE students.

Thank You for a Job Well Done!

Rick Caldwell
Exceptional Education Coach
Charter Schools Support, Training, and Compliance
Metropolitan Nashville Public Schools
Mobile Phone: 615-415-4848
Charter Schools EE SharePoint Link:
https://k12mnps-my.sharepoint.com/:f:/g/personal/cmsouders_mnps_org/Esy9CtP-uOdHij4ku0FQCtcBsTdlVWYH2c5ah3cG0CNhSQ?e=2uFTRf

The Senior Director of Special Populations also supports English learners – both in the development and implementation of Individualized Learning Plans (ILPs) and ILP-Ds for ELs with characteristics of dyslexia (ILP-D). Having a seasoned educator and leader in this role has strengthened KA's structure and capacity to deliver service minutes to ELs each day.

In addition, Dr. White leads bi-weekly meetings with the Exceptional Education and English learner teams to address any compliance concerns, reviews upcoming meetings, and answers any questions they may have. Each team reports out – flagging any concerns or assistance that may be needed.

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KA has worked diligently with MNPS Charter Office, as well as the EL and Special Education teams to improve our structures to strengthen our programming and services to students. We are seeing gains with our growing English learner population and our students with disabilities. Currently, no students at KA have a gifted IEP; however, when that occurs, the KA team is prepared to implement that IEP with fidelity as we do with any student plan.

i. Discuss areas of academic concern and changes made to address any deficiencies.

KA continues to focus on growing students to proficiency. As evidenced by our overall TVAAS score of 3, with multiple individual subject scores of 3, 4, and 5; we must strive for at least 1.5 years of growth each year to meet our proficiency goals. This goal continues to be challenging given the performance levels of students when they arrive at KA. To address this challenge, we have been strategic about the teachers we assign to middle grades ELA and math. We have also provided weekly support to grade-level teams in PLCs, with one PLC per month being a review of current data – either benchmark, formative, or monthly assessments aligned with our Instructional Focus Calendars. Further, we have used the Personalized Learning Plans to address and engage students in setting goals around these areas of deficit. This practice creates ownership and accountability for their work. Increasing partnerships with parents and detailing how they can help at home is another action, and even in middle and high school, parents want to be part of their child(ren)'s education and success.

Another area of focus for KA is reducing rates of chronic absenteeism. While KA has reduced rates of chronic absenteeism by 3% in each of the past three years (2022-2024), KA's current rate is still well above the state average at 37.9%. KA's focus on serving the Antioch and Southeast Nashville community is a challenge we are called to; therefore, our efforts and application of caring, yet effective best practices to address the chronic absenteeism represented in our community is of vital importance to us. The post-pandemic return-to-school after prolonged closures in the Antioch and Southeast Nashville community continues to negatively impact school attendance. To address this issue and to serve our diverse community of families, we track data that may flag when a student is on track to becoming chronically absent. For example, each registrar sends lists of students that are hitting overall absences of 7 days, 10 days; as well as students who miss three or more consecutive days. Having these additional data points and conversations about individual students provides an opportunity for understanding the issues and working with parents and families for solutions. Staffing the best teachers, using the best instructional materials, and providing engaging lessons will not yield student outcomes if students are not in school.

Another area of focus for KA is ensuring that all students continue to grow, and this is especially necessary for historically underserved student groups: English learners (ELs), students with disabilities (SWD), and economically disadvantaged (ED) students. While we are focusing on improving the overall success rate, we are equally focused on eliminating the achievement gaps of these student groups.

Our largest gaps across all student groups are in math in both middle and high school. What our data shows is that many of our middle school students did not master the foundational math skills to build upon. The double block in middle school is part of our strategy to address these skill deficits, but we are also working to have these students in regular tutoring, camps, and other opportunities.

j. Explain why the school's academic outcomes merit renewal of its charter agreement.

Knowledge Academy at the Crossings has many shining moments in our history and has created a foundation for continued success for students and families through the Board's strategic and professional leadership. The Board's ability to navigate growth challenges and strategically pivot through the development of partnerships to maintain and secure future success for the KA community is unprecedented. The Board's decision to seek guidance for continuous improvement and eventual partnership with Noble Education Initiative to secure KA's future after its inspiring start-up and growth in Antioch is commendable As a Board, this caliber of leadership is what is expected of high-performing, independent charter school operations. KA, like many other schools, has experienced successes and challenges over the past nine years. As noted in both the achievement and growth data

for middle and high schools in the Antioch community, KA at the Crossings is providing a public choice option that is higher performing, producing growth by grade level and subject, and is offering families a smaller school experience for students who may not thrive in a larger school setting.

KA has addressed its challenges and continues to move students and is supporting in the recovery of lost learning that many of our students, and those students at large in the Antioch and Cane Ridge clusters, experienced in 2020 and 2021. The school leadership team is experienced, dynamic and high-functioning, and the operational and financial positions are positive.

KA's trajectory for performance continues to rise even as our commitment to our mission of preparing students to make the best academic and social choices, leading to a successful life, connected to college, community, creativity, and culture remains as committed as the day we were founded. Based on where our students begin when they come to KA, time is critical in closing the knowledge gaps we see in our building. Given these proficiency gaps, we must focus on growth: meeting our students where they are – with the understanding that you cannot recover multiple years of learning loss in a single year. How we staff our school and equip our teachers to address deficiencies as quickly as possible to set students up for success in high school, college, career, and life is unwavering.

The KA admin team, NEI, and the KA Governing Board continue to strategize as we track our data and look ahead to the next charter agreement. There are areas where significant growth was made, areas where expected growth was made, but there are also areas of opportunity that we are inspired to support our community to overcome as a long-term and essential institution that serves our community. In summary, almost every grade/subject area made gains, and our academic team, teachers, and network support are building on the most recent two years of growth following unprecedented community, statewide, and national challenges – with the expectation that proficiency will follow.

Proficiency rates have increased – with our overall success rate being higher and outpacing both high schools in our community clusters of Antioch and Cane Ridge (even with our developing math levels) and the majority of middle schools in our Antioch and Cane Ridge clusters.

KA and NEI are focused on ensuring that for the families that are seeking a different educational option for their child(ren), KA has created a culture that is more personalized, where students are known by our caring and qualified adults in the building.

Section 2 – Operational Stability

a. Address progress toward meeting the operational goals within the authorizer's performance framework and outlined in the charter agreement, if applicable.

KA has met and continues to ensure compliance with indicators and measures as outlined in MNPS's current school performance framework. KA has submitted documentation to validate compliance with education requirements including standards, assessment, and graduation requirements.

In addition, KA has made progress in protecting the rights of students with disabilities and English learners, with improvements being recognized by MNPS staff members during monitoring visits and walkthroughs. We have implemented supports and plans (IEPs, 504s, ILPs) as developed requiring properly credentialed educators. KA, like most schools, has experienced difficulties in finding properly endorsed teachers and has changed its hiring strategy for hard-to-staff positions, including SWD and EL endorsed teachers. NEI has partnered with a third-party to bring contracted teachers into KA to ensure service hours and other supports are provided as detailed in the students' plans.

All governance and reporting requirements have been followed as reflected in the school performance framework in the following years as noted in the bulleted list below.

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- 2016-17 – Meets or Exceeds Standards **in all 6 indicators** (Education Program, Financial Management and Oversight, Governance and Reporting, Students and Employees, School Environment, and Additional Obligations).
- 2017-18 – Meets or Exceeds Standards **in all 6 indicators** (Education Program, Financial Management and Oversight, Governance and Reporting, Students and Employees, School Environment, and Additional Obligations).
- 2020-21 – Meets or Exceeds Standards **in all 6 indicators** (Education Program, Financial Management and Oversight, Governance and Reporting, Students and Employees, School Environment, and Additional Obligations).
- 2021-22– Meets or Exceeds Standards **in all 6 indi**cators (Education Program, Financial Management and Oversight, Governance and Reporting, Students and Employees, School Environment, and Additional Obligations).
- 2022-23 – Meets or Exceeds Standards **in 5 of 6 indic**ators (Education Program, Financial Management and Oversight, Governance and Reporting, School Environment, and Additional Obligations).

Addressing Notices of Concern and Non-Compliance

KA's Cumulative Renewal Report prepared by MNPS cited several Notices of Non-compliance as summarized in the table below. Of note, the multiple notices cited from 2019 were related to MNPS petition for revocation. As discussed in the KA Board Chair response (Attachment C) to the inclusion of these notices, these issues were litigated with the State Board of Education, and the Executive Director's Findings Report supports that no material violation was found. As such, these notices should not have been included in the Cumulative Renewal Report.

The KA Governing Board took the necessary steps in 2019 to strengthen KA and ensure they operate efficiently, transparently, and in alignment with rules and regulations established by the state and MNPS. The licensure challenges are not dissimilar to the current staffing challenges all schools are facing. We have committed both the staff and the financial resources to ensure that KA teachers meet the state requirements for licensure and endorsement, with eight KA teachers enrolled at Moreland University – at no cost to the teachers. We are committed to strengthening the pipeline and have secured the necessary partnerships to do so. Having a cohort of teachers in the program has also strengthened the partnerships among the teachers – also improving the collaboration and cross-team and vertical planning taking place at KA.

The issues flagged around the English learner service schedule were examined by NEI, and it was, in fact, a clerical error. While we acted immediately to address the coding and scheduling clerical issues (registrar staffing changes), at no point were service minutes delivered to EL students by teachers who were not properly endorsed.

It is of great significance that three notices of non-compliance/concern are dated in the final year of KA's contractual year prior to our renewal application, similar to the multiple notices of concern issued over a short period of time in 2019 when MNPS petitioned to revoke our charter. Furthermore, the notices since October 2019 all relate to items easily corrected with clerical actions in cooperation with the Office of Charter Schools and were isolated to internal reporting between the school and the authorizer in formative monitoring documents unrelated to state reporting. KA's compliance and reporting related to the authorizer's performance framework and operational goals has been and remains in good standing.

Table 2.a.1: (Supporting Documentation in Attachment C)

Date	Summary of Issue	KA Response
Multiple notices in 2019	These notices were part of MNPS' attempt to revoke the KA charter in 2019.	These issues were litigated and addressed with the State Board of Education – and MNPS' petition to revoke was overturned by the SBE as evidenced by the SBE's Executive Director's Findings

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		Report. This Findings Report is included as part of this application. An official response addressing the inclusion of these Notices from KA Board Chair James Bristol is included as part of this application.
January 2023	Licensure	Issues stated in the Notice were addressed by Senior Director of HR.
February 26, 2024	Licensure	KA response to this Notice is included as part of this application.
September 2024	EL Service Model	Collaborated with the MNPS EL office to address the clerical issue with the schedule. All EL services were provided by a properly endorsed teacher. February 2025 response is included as part of this application.
October 2024	Licensure	Issues were addressed, and all outstanding licensure questions included in this Notice were addressed by December 2024.
January 2025	Licensure	The response from NEI Senior Director of HR providing evidence from December 2024 this was not in violation of SBE rule as stated in the Notice is included as part of this application.

b. Provide the student enrollment over the course of the current charter term and discuss if the school is operating at maximum capacity. If the school is under the current approved maximum enrollment in the charter agreement, provide an explanation as to why. Provide any current waitlist information.

The table below reflects the enrollment of KA at the Crossings since 2016-17. We currently have the opportunity to grow to full operational capacity as our enrollment has continued to increase with committed enrollment for 2025-26 up 25% from 2024-25. The dip in enrollment we saw in 2024-25 was a direct result of MNPS shift in elementary grades – moving from a K-4 elementary band to K-5. As such, the only real decrease we experienced was in grade 5.

Table 2.b.1: Enrollment Summary: 2016-17 through 2024-25

School Year	KA@ the Crossings Enrollment (grades 5-8; grades 5-12)	KAHS (grades 9-12) / KA (grades 5-8)	Total KA Enrollment: KA Crossings, KAHS, KA
2016-17	148	179/264	591
2017-18	200	289/292	781
2018-19	308	356/285	949
2019-20	190	165/161	516
2020-21	115	149/119	383
2021-22	104	190/126	420
2022-23	537*	-	537
2023-24	545*	-	545
2024-25	402*	-	402

*grades 5-12

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Being a school of choice, KA's enrollment is comprised of students who, for various reasons, have not been successful in traditional public schools. KA has been intentional about creating a public choice option that is smaller in scale; not every student can thrive in a school setting where enrollment reaches more than 2,000. We have also focused on creating a culture of high expectations and personal accountability for our students. While we accept and enroll all students, we have also held to a code of conduct that has created a school culture where students are known and feel safe. As evident in the chart below, KA at the Crossings provides a school option to families that allows them to stay in the public sector while meeting the need for a smaller school setting.

Table 2.b.2: Enrollment Comparison

School Name/*Cluster*	**Grades Served**	**2024-25 Enrollment**
Antioch HS /*Antioch*	9-12	2,132
Antioch MS/*Cane Ridge*	6-8	681
Apollo MS/*Antioch*	6-8	507
Cane Ridge HS /*Cane Ridge*	9-12	1,936
JKF MS/*Antioch*	6-8	689
KA at the Crossings	**5-12**	**400**
Margaret Allen MS/*Antioch*	6-8	292
Thurgood Marshall MS/ *Cane Ridge*	6-8	580

c. Describe trends in student attrition rates and how leaders have addressed any concerns in attrition.

The rate of student attrition is currently around 15%, but as a 5-12 school, we track these rates and identify trends and opportunities for improvement. We have seen a rate that is 3-5% higher for students in grades 9-12 than in grades 5-8. To address these rates, KA leaders have recently established operational processes on the front-end of student enrollment – ensuring that both the student and the parent understand the expectations specific to behavior, dress code, prohibitions of cell phones, requirements for clear backpacks, etc. These proactive conversations have reduced number of students leaving KA and has a direct impact on the quality of the student experience for students and families that choose KA.

Administrators also survey students, parents, and teachers twice each year. This survey includes perception questions about issues that may impact attrition. The survey utilizes a Likert scale to measure the degree to which students agree to questions regarding safety, meaningful relationships with teachers/administrators, and student engagement.

Part of our analysis of student attrition is tracking the percentage and performance of students that remain at KA for two, three, and four consecutive years. Almost 1/3 of our students are still enrolled at KA three years later. As illustrated in the tables 2.c.1 and 2.c.2 below, our iReady 2024-25 benchmark data (grades 5-8) indicate that fewer students who are new to KA scored in Tier 1 (on grade level) in both reading and math.

Table 2.c.1: iReady Reading Data – New vs Returning Students

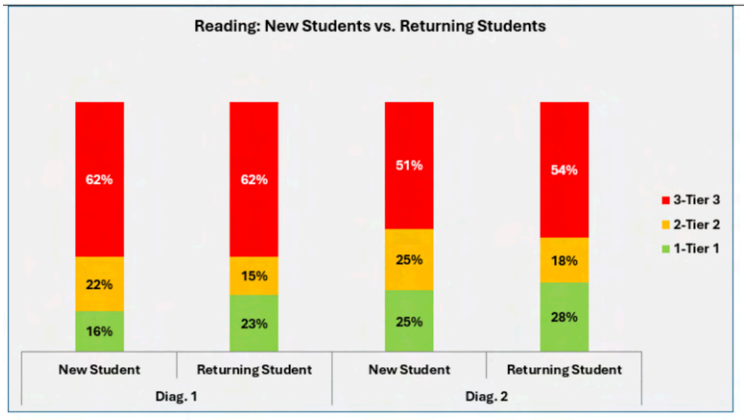

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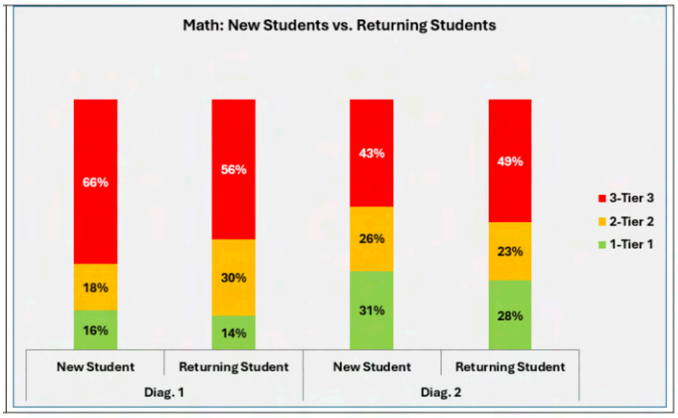
Table 2.c.2: iReady Math Data – New vs Returning Students



Our NWEA benchmark data in grades 9-12 (tables 2.c.3 and 2.c.4 below) indicate that the longer a student remains at KA, the better their performance in both ELA and math. These increases are especially prominent in students performing in the bottom two quintiles and in the top quintile, as illustrated below.

NWEA uses anonymous assessment data from over 10.2 million students to create national norms. This allows us to compare our students' performance against norms to evaluate programs/curriculum and improve instruction—in individual classrooms and throughout our school. NWEA norms allow us to make predictions about what kind of growth is typical and atypical. The RIT norms precisely measure student performance, regardless of whether a student is performing on, above or below grade level and measures growth over time.

Table 2.c.3: NWEA Reading Data – New vs Returning Students

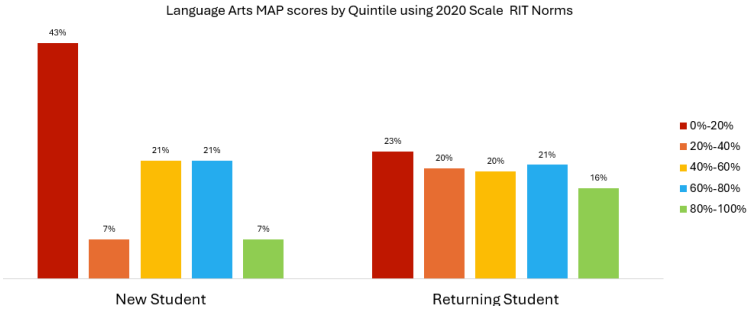
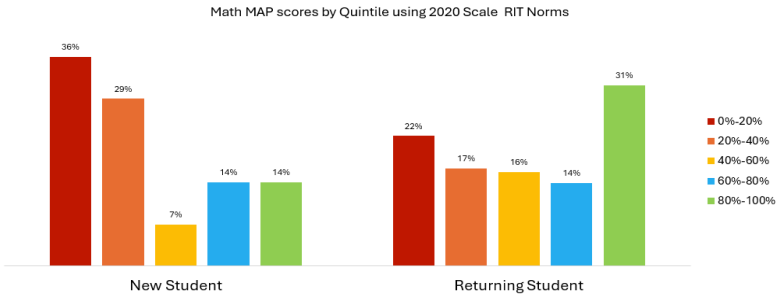


Table 2.c.4: NWEA Math Data – New vs Returning Students



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d. Explain how the school provides a safe environment and addresses the physical, social, emotional, and health needs of students.

Safe Environment

KA at the Crossings funds a full-time, armed school safety officer on its campus (as KA has not been assigned an SRO to date). This security officer has become an integral part of the KA team and has established a rapport with students – spending time getting to know their names and providing support to school leadership. In addition, KA funds a full-time campus monitor who supports school administration, which includes the Principal, Senior Director of Student Services, and the Dean of Students, and ensures students are in class, rules are followed, and school policies are implemented consistently. KA's main entrance has a double-entry system, with all other exterior doors actively alarmed. Within the front office, administrative staff use sign-in and Raptor system for generating visitor IDs and checking backgrounds to keep students and staff safe. All KA staff and students are required to wear KA uniform attire each day so visitors to our campus are easily identifiable.

Beginning in August 2024, KA instituted a clear backpack policy for its students, and clear lunchboxes will be required beginning fall 2025. This policy allows administrators and KA's School Safety Officer more visibility into what students may bring onto campus. All interior doors at KA lock automatically upon closure. Doors are required to be closed during class time as another level of keeping classrooms secure.

Feedback from the fall 2024 survey supports the level of personal safety at KA:

- 68% of teachers agree/strongly agree, *"I feel safe working at this school."* When adding somewhat agree, the percentage increases to 94%
- More than 60% of students responded in agreement, *"I feel safe at this school."*

Social/Emotional/Health Needs

Beginning in August 2024, KA also instituted a no cell-phone policy during school day. In the 23-24 school year, countless discipline and behavior issues were directly related to the presence of cell phones. This policy has reduced the instances of online bullying, while also positively changing the engagement and interaction among students.

The fall 2024 parent survey question, *"Someone at my school seems to care about my child"* yielded 86% of parents responding positively.

KA has also overhauled its Student Services Offices to provide additional support to students – bringing personnel onto the admin team who have experience in restorative practices and RTI-B. They have also made the Student Services Offices more of a hub for student advising – rather than just a place for disciplinary actions. Student responses from the fall 2024 survey indicate that the efforts being made to improve the academic culture and the fostering of positive relationships are yielding high levels of agreement and positive outcomes:

- My teachers believe I can learn: 80%
- I am involved in setting my academic goals: 88%
- There is an adult in my life who cares about me: 88%

e. Explain how the school has made community connections and developed working relationships with parents and families. Provide letters of support from the community for the renewal of the charter agreement as an attachment to this application.

Although KA has been connected with our community from its founding and throughout its history, over the past two years, KA has increased its community partnerships – working with nearby businesses to identify opportunities to strengthen KA's presence and contributions within the ever growing and changing Antioch community. KA has participated in community events, including the community Easter egg hunt, summer programming, and leading a food drive for families, while also inviting local businesses into our school for meetings and events.

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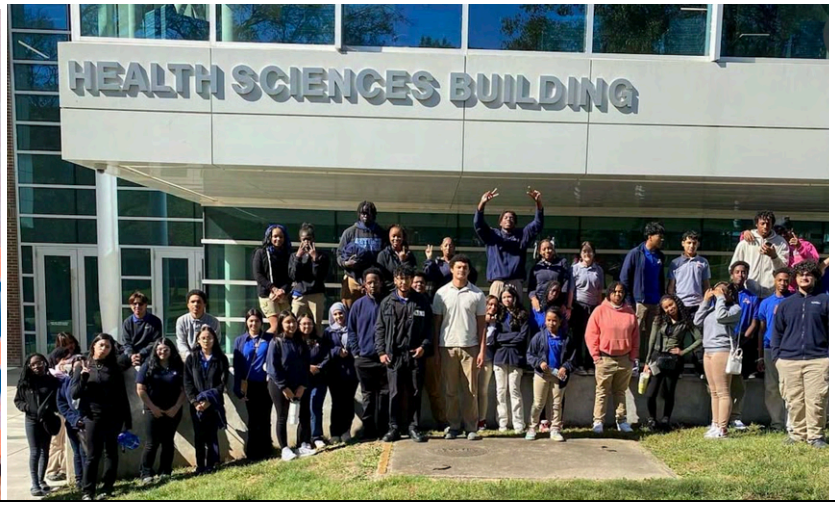
KA was founded with strong ties to higher education and maintains strong representation on our board from our local institutions, KA continues to increase its engagement with local institutions of higher education. Many of our students who aspire to attend college will be first-generation college goers. As such, exposure and access to campuses including MTSU, TSU, Vanderbilt, and Trevecca are part of the junior and senior year experiences led by KA's College and Career Readiness Coach.

KA has also worked to strengthen partnerships with parents and families. Part of KA's strategy includes increasing the opportunities for parents to be on our campus for student-led events, signings, club activities, and parent volunteering.



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Included in the attachments are multiple letters of support from families, teachers, vendors, consultants, and other community partners (Attachment A). These letters represent the commitment we are making to our students and families. We understand how important it is to foster these partnerships to support students, and KA remains committed to expanding these partnerships as we grow our CTE pathways – with additional dual enrollment, internships, and other enrichment opportunities.

f. Explain how the school sustains a well-functioning organizational structure that provides for personnel stability and effective teacher retention.

KA has a seasoned, experienced leader that has served KA in multiple capacities since 2018. Principal Dr. Latonya White has been one of the leaders at KA since 2018 – serving in various roles. She believes in KA, knows every student, holds people accountable (teachers and students), and has high expectations for students. Dr. White has transformed the culture by building a leadership team that is experienced, diverse, and committed to the students and families.

Part of creating a high-functioning organizational structure includes building a culture where students, teachers, parents, community partners support and lean into the school community. This leadership team, along with KA's registrar and business manager, has established an efficient organizational structure designed to maximize instructional time, limit unnecessary interruptions, and maintain a safe learning environment. Biographies on the KA leadership team and organizational chart are attached in Attachment B.

In addition to KA team, the support team at the CMO level provides additional local support to the school team. As noted on the NEI organizational chart (Attachment B), instructional, data, operational, and financial supports are provided - allowing school leadership to focus on the students, families, and teachers they serve.

The effectiveness of an organizational structure can be measured by several key metrics: teacher retention rates, satisfaction surveys, and communication with key stakeholders.

Teacher Retention Rates and Survey Data:

KA's teacher retention rate is 93%, reflecting our dedication to fostering a supportive and rewarding work environment for educators. We are committed to retaining teachers who share our unwavering dedication to student success, maintaining high expectations for all learners, and investing in their growth both academically and personally.

To continuously improve and support our educators, we actively seek feedback through surveys to understand the conditions that matter most to them. This feedback informs our efforts to enhance professional development, provide necessary resources, and create a positive school culture. We recognize that effective teachers are the most significant in-school factor in driving student achievement, and we remain committed to empowering our teachers with the tools, training, and support they need to make a lasting impact in the classroom.

KA has built a dedicated staff that believes in its mission and in the vision of its leadership team. Research supports that teacher retention is strongly impacted by working conditions, specifically collaboration, professional growth, and school leadership. The questions in the teacher, parent, and student surveys are aligned with the Gallup research and other studies to capture perception data on engagement, loyalty, school safety, local

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decision making, equity and rigor/relevance, and global citizenship. KA's teacher survey data from fall 2024 reveal the following results on factors that impact teacher retention:

Table 2.f.1: Teacher Survey Data Results that Impact Retention

Survey Question	Strongly Agree and Agree	Strongly Agree, Agree, Somewhat Agree
The mission or purpose of my school makes me feel my job is important.	84%	94%
My supervisor or someone at work seems to care about me as a person.	87%	97%
There is someone at work who encourages my development.	67%	83%
I am happy working at this school.	70%	97%
I feel safe working at this school.	68%	94%
Our school team models and encourages respect for students and families from all backgrounds.	94%	99%
Our school team respects students' differences, races, and ethnicities.	94%	99%

*86% teacher response rate

These results of the teacher survey are shared with school and NEI leadership to address the areas of opportunity while maintaining the conditions that were perceived positively. With the shortages of teachers KA and all schools are currently facing, it is essential that we create a professional environment where teachers want to come and stay.

g. Describe the development of the board members and school leadership during the current charter term. List the current board members and their tenure on the board.

The current board of Knowledge Academy at the Crossings has demonstrated strong leadership and growth throughout the Board's current term, which began in 2019 following the decision to contract with NEI for the management of the school. The board includes individuals with diverse backgrounds in law, finance, education, healthcare, and economics, bringing a wealth of expertise to the governance of the school. The members have worked collaboratively to ensure the success and strategic direction of the institution, focusing on its mission and long-term goals.

The board members have completed board training annually for professional development and utilized turnaround methods with the support of NEI to bring about holistic strategic improvements schoolwide in recent years. Examples of the board's operational, student-focused growth in recent years include taking action to implement phone-free and clear backpack learning environments.

The current board members include:

- James Bristol, J.D., Chair, with extensive experience in executive compensation and benefits at Holland & Knight.
- Scott Schumpert, CPA, CVA, ABV, Treasurer, a partner at Carr, Riggs & Ingram, overseeing the financial performance of the Central region.
- Glenn Hunter, MBA, consultant, professor, and contract instructor, with a focus on performance improvement and business development.
- Evangeline Motley-Johnson, Ph.D., Professor at Meharry Medical College, specializing in cardiovascular biology and biomedical sciences.
- Tanaka Vercher, Executive Director of Opportunity Nashville, with significant experience in education and local government.

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- Colin Cannonier, Ph.D., Professor of Economics at Belmont University, specializing in applied economics and public policy.

Each of these individuals has served since 2019, contributing to the continued development and stability of leadership of KA at the Crossings.

h. Describe the school's current facility and if the school anticipates any facility changes in a new charter term.

KA operates grades 5-12 in 79K square foot facility at 5320 Hickory Hollow Parkway in southeast Davidson County and has secured a long-term lease for this facility. As part of our commitment to keep our students and teachers safe, KA will continue to make safety enhancements with both technology and other capital improvements as needed. Plans are also underway to upgrade the public address system to ensure that every corner of the building receives information in a clear, timely manner. Within the next charter term, we also anticipate upgrading the interior cameras – ensuring we utilize the most up-to-date technology available to ensure our campus remains secure. The need for additional cameras and lighting in the front parking lot are also being examined, as well as additional gates for the side entry off Hickory Hollow Lane.

As we build out our college and career pathways, we anticipate the need to update our lab space, technology for our business pathways, and other updates needed to meet the demand of our high-wage, high-need career pathways.

i. Explain why the school's operational condition merits renewal of its charter agreement.

Below are excerpts from the School Performance Framework as summarized in the MNPS Cumulative Renewal Report. What is evident from the bulleted items is KA has consistently met or exceeded standards, with the exception of two years prior to NEI partnering with the KA board in 2019.

- 2016-17 – Meets or Exceeds Standards **in all 6 indicators** (Education Program, Financial Management and Oversight, Governance and Reporting, Students and Employees, School Environment, and Additional Obligations).
- 2017-18 – Meets or Exceeds Standards **in all 6 indicators** (Education Program, Financial Management and Oversight, Governance and Reporting, Students and Employees, School Environment, and Additional Obligations).
- 2020-21 – Meets or Exceeds Standards **in all 6 indicators** (Education Program, Financial Management and Oversight, Governance and Reporting, Students and Employees, School Environment, and Additional Obligations).
- 2021-22– Meets or Exceeds Standards **in all 6 indicators** (Education Program, Financial Management and Oversight, Governance and Reporting, Students and Employees, School Environment, and Additional Obligations).
- 2022-23 – Meets or Exceeds Standards **in 5 of 6 indicators** (Education Program, Financial Management and Oversight, Governance and Reporting, School Environment, and Additional Obligations).

These ratings reflect the commitment to creating an educational setting where students feel safe, implementing processes for operational efficiency, and fostering a positive school environment where teachers can teach, and students can learn.

Below are the organizational practices that were part of the MNPS review committee's Recommendation for Approval for KA at the Crossing's initial application. These organizational practices remain part of our philosophy and will continue to position KA for success in the next charter cycle.

- A team-based approach to creative problem solving, with team members focused on student success

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- A rigorous staff application and interview process that helps determine very close alignment with the values, mission, and purpose of the school
- Consistent monitoring and review of monthly to bi-monthly results on standardized assessments, including establishment of specific improvement goals for each teacher
- A small and personal learning environment for students
- Longer school days with numerous opportunities built-in for student supports, along with Saturday school opportunities that involve both students and families and provide community building activities
- Sufficient planning time for teachers and grade level teams to meet and plan daily
- Daily schedules that adjust to meet the individual needs of students, including English Language learners and students with disabilities

Section 3 - Financial Health

a. Address progress toward meeting the financial goals outlined in the authorizer's performance framework and in the charter agreement, if applicable.

As described in the efforts to operate the school in a financially sound and transparent manner, the increased awareness of budgets and expenditures between the school leaders and CMO leadership is what has moved KA forward to meet financial goals in the performance framework. KA's budget and expenditures are managed in a fiscally conservative manner and in alignment with the KA Governing Board's directives and the student needs of the school.

KA, in partnership with NEI, has made measurable progress toward meeting the financial goals articulated by the KA Governing Board. Given some of the challenges prior to 2019, it was a priority of the Board to have clean annual audits, and we are proud that the structures and processes that were implemented resulted in audits that yielded unqualified opinions.

Operating in a fiscally conservative manner and subsequently increasing KA's fund balance was another priority for the KA Board. KA began the 2024-25 school year with a 3.9M fund balance – an amount that allows for the strategic use for the implementation of new programs and opportunities for students. Finally, and perhaps most importantly, the KA Governing Board prioritized offering teachers competitive salaries to attract and retain effective teachers in a competitive market. This goal is also supported by the current teacher retention rate at KA. Effective teachers are the #1 school factor for moving achievement, and this board prioritizes attracting the top talent for our students.

b. Report on the fiscal management of the school during the current charter term based on previously submitted audits, including A-133 audits if applicable, and financial reports.

Fiscal management of the school was greatly improved by the hiring of Noble Education Initiative (NEI) in the 2019. Several consultants were brought in to assess and turn around the financial situation at the school. It was not until NEI was hired that there were substantial changes in financial operations.

As the CMO, NEI manages all fiscal reporting and audits. At the network level, the CEO, President, Chief Officer, and Grants Coordinator/Accountant are engaged to ensure spending is aligned, reasonable, compliant, and necessary to meet objectives. At the school level, the Coordinator of Operations plays a major role in fiscal management - while NEI provides the templates and training, it is the school personnel who must ensure appropriate documentation is maintained.

The school has had an A-133 audit each year as their spending has exceeded the $750,000 threshold. There were no material weaknesses or significant deficiencies noted in their A-133 audit since June 30, 2020, the first full year that NEI was managing the school. NEI has managed all 100% of KA's grant funding since 2019 and has remained in compliance with all grantor requirements.

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c. Address the alignment between expenditures and the school's mission, plans for student academic growth, and staff professional development.

KA's mission is to prepare students to make the best academic and social choices, leading to a successful life, connected to college, community, creativity, and culture. This mission aligns with the expenditures of the school as each expenditure, whether it is spent specifically on a student, teacher, or on the facilities, is spent toward creating the best academic environment and opportunities for students, teachers, and staff.

d. Review how any significant fiscal challenges were addressed during the current charter term.

The school had a ***deficit*** net position of $5,211,441 as of June 30, 2019. Through the restructuring of the school's bond debt and line of credit, as well as strategic budget management, the school improved to a ***positive*** net position of $6,284,399 as of June 30, 2022. That is an increase in net position or equity of the school of $11,495,840 over a three-year period.

e. Describe efforts to operate the school in a financially sound and transparent manner.

The school has operated in a financially sound manner since NEI was hired. There are internal controls and processes and procedures in place to ensure assets of the school are safeguarded, purchases are budgeted and approved and financial information including forecasts are updated throughout the school year.

A budget is prepared and approved by the Board of Directors each year as well as submitted to MNPS as required. The school's books are closed and reconciled each month on a timely basis and a financial report is sent to MNPS every month on the 15th. Forecasts are prepared quarterly and presented to the Board of Directors along with the actual results. An audit is performed each year as required by the charter agreement and is submitted to the state.

Budgets versus expenditures are reviewed on a monthly/quarterly basis between the President of NEI and the principals of the school. This practice creates transparency with and to the school leader – to prevent overspending and underspending.

Expenditures are either by credit card or purchase order. Purchase orders are created by the school-based Coordinator of Operations and approved by a school leader and the Grant Coordinator/Accountant. This process provides an opportunity for any expenditures eligible for grants to be approved and appropriate documentation is completed. Each week, accounts payable submits invoices for the accountant's approval before issuing checks for payment. On a monthly basis, reconciliation on the bank accounts and credit cards are completed. This practice gives an opportunity for the Grant Coordinator to confirm what reimbursements have been deposited if not, then going back to the authorizer to confirm. On a weekly basis, the accountant meets with the President to review the account balances. Through this process, the school continues to maintain a positive cash balance.

f. Explain why the school's financial condition merits renewal of its charter agreement.

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- 2016-17 – Meets or Exceeds Standards **in all 6 indicators** (Education Program, Financial Management and Oversight, Governance and Reporting, Students and Employees, School Environment, and Additional Obligations).
- 2017-18 – Meets or Exceeds Standards **in all 6 indicators** (Education Program, Financial Management and Oversight, Governance and Reporting, Students and Employees, School Environment, and Additional Obligations).
- 2020-21 – Meets or Exceeds Standards **in all 6 indicators** (Education Program, Financial Management and Oversight, Governance and Reporting, Students and Employees, School Environment, and Additional Obligations).
- 2021-22– Meets or Exceeds Standards **in all 6 indicators** (Education Program, Financial Management and Oversight, Governance and Reporting, Students and Employees, School Environment, and Additional Obligations).
- 2022-23 – Meets or Exceeds Standards **in 5 of 6 indicators** (Education Program, Financial Management and Oversight, Governance and Reporting, School Environment, and Additional Obligations).

As evidenced by the responses and bulleted items from the SPF above, KA's financial position was sound, and when issues arose in 2018-19, the KA Governing Board took swift action to address. Since 2019, KA's financial position has improved – supported by the 3.9M fund balance, clean audits, and conservative approach to budgeting and spending. KA is well positioned for the next charter term – financially and otherwise – to continue to meet state and authorizer financial requirements.

Section 4– Future Plans/Projections

a. Describe the academic plan for a new charter term and clearly outline the academic benchmarks/goals the school will use to track success.

In the new charter term, KA will strive to meet the benchmarks and overarching goals listed below. These indicators will be aligned with the School Performance Framework adopted by the authorizing district.

Academic Goals

- ELA meets or exceeds expectations will increase annually by 10%.
- 1.5 years of growth in ELA and math for 80% of students, grades 5-8.
- 15% increase annually in the percent of students meeting 21+ on ACT or earning dual credit.
- Maintain graduation rate at or above the state average.
- Earn and maintain a composite TVAAS of 4 or higher each year.

Benchmark Assessments:

- B1 to B2 reduction in tier 3 by 10% in ELA and math grades 5-8.
- B1 to B2 NWEA reduction of students in the bottom quartile in ELA and Math grades 9-12 by 10%.
- As measured by benchmark data, SWD, EL, and ED student groups in grades 5-8 will show growth: an increase in Tiers 1 and 2 and/or reduction in Tier 3 between B1 and B2.
- At least 70% of students will show growth on NWEA in ELA and Math in grades 9-12.
- At least 70% of KA student groups (EL, SWD, and ED) will show growth on NWEA in ELA and Math in grades 9-12.
- Annually, KA will earn a Meets Expectations on at least 66% of the School Performance Framework indicators.

School Culture Goals

- 15% reduction annually of students that are chronically absent.
- Accelerate academic growth and improve proficiency rates among the lowest-performing 25% of students in English Language Arts (ELA) and Math by implementing a targeted intervention support program that includes differentiated instruction, evidence-based resources, and frequent progress monitoring to inform instructional adjustments and individualized support - as measured by the metrics in the support program and outcomes on formative and benchmark assessments.
- At least 75% of students responding to the survey will express agreement that teachers support their academic goal setting and are involved in students setting their academic goals.

b. Describe any organizational changes the school anticipates in a new charter term (if applicable) and the intended impact on the school.

The necessary organizational changes have already been made, and no additional organizational changes are anticipated in the new charter term.

c. If the school is requesting an expansion of grades served or maximum enrollment within this renewal application, explain the rationale and how this will impact the school.

The below grade-level performance we are seeing when students come to KA has been an ongoing topic of discussion, and the Board is considering options to improve that data point. We will also continue to evaluate needs and enrollment trends in the community**.**

d. Describe how the school will remain financially sustainable in the new charter term.

The KA Governing Board and NEI have taken an approach that is both fiscally conservative and transparent. It is incumbent upon us to utilize funding responsibly and in compliance with Generally Accepted Accounting Procedures and A-133 audit standards. The fund balance for KA has increased to $3.9M in July of 2024 through these practices, and we will continue to function in this same manner in the new charter term.

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Assurances

As the authorized representative of a public charter school applying to renew a charter agreement in Tennessee, I hereby certify that the information submitted in this application is true to the best of my knowledge and belief, realizing that any misrepresentation could result in disqualification from the renewal process or revocation after award; and if awarded the renewal for the charter agreement, the school must comply with all assurances within this section, and all applicable state and federal laws and regulations related to public charter schools.

I affirm that the public charter 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 authorizer and in compliance with the charter agreement and the Tennessee Public Charter Schools 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. § 49-13-111(p);
3. Will provide special education services for students as provided in T.C.A. 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, 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 Tennessee Public 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. notwithstanding subdivision 6c, not charging registration fees, enrollment fees, or tuition to the students enrolled in an Opportunity Public Charter School;
    e. following state financial (budgeting and audit) procedures and reporting requirements according to T.C.A. §§ 49-13-111, 120, and 127;
    f. 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;
7. Will maintain, at all times, all necessary and appropriate insurance coverage;
8. Will notify its authorizer immediately of any change in circumstances that may have a significant impact on the school's ability to fulfill its goals as stated in its charter agreement; and
9. Will submit a request to amend its charter agreement for any material modifications as defined by the charter agreement.

Eve Carney
Signature of Authorized Applicant Representative

4/1/25
Date

Eve Carney
Printed Representative Name

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Knowledge Academy at the Crossings Renewal Application

Attachment A: Letters of Support (14)

1. Andrea Campbell, KA Parent
2. Jacob Clifton, President SLA Management (KA Partner and Vendor)
3. Rubin Cockrell, CEO Positive Images and Associates (Community Partner)
4. Anthony Dickerson, KA Parent
5. Chadwick Germany, KA College and Career Readiness Coach
6. Victoria Hayes, Program Director, TRIO Educational Talent Search - Tennessee State University (Higher Education Partner)
7. Joan McCormick, Special Education Consultant (KA Partner)
8. Brenda Motley, KA Volunteer
9. Courtney Nyange, Executive Director, TN State University School of Nursing (Higher Education Partner)
10. Daniel Palkovic, Regional Director, Jan-Pro of Greater Nashville (KA Vendor)
11. Petty Officer Smith, Navy Recruiter
12. Karen Tate, KA Parent
13. Suzanne Thompson, President – Moreland University (Higher Education Partnership)
14. Mike Washington, Broker, Atlantic Home Mortgage (KA Community Partner)

Attachment B: Organizational Charts and KA Leadership Biographies

1. Knowledge Academy at the Crossings Organizational Chart
2. KA Leadership Team Biographies
3. Noble Education Initiative Organizational Chart

Attachment C: Notices of Non-Compliance and Concern Responses and Supporting Documentation

1. Response to 2019 Notices
    a. 2019 – SBE Executive Director Findings Report
2. January 2023 – Licensure Notice
3. February 2024 – Notice
    a. KA Response
4. October 2024 – Licensure Notice
5. January 2025 - Notice
    a. KA Response
6. KA Cumulative Renewal Report - KA Board Chair Response
7. September 2024 – Notice
    a. KA Response

Data Table Descriptors and Sources

Table number	Table Descriptor	Data Source
1.a.1	TCAP MS 2016-2024	TN State Report Card
1.a.2	EOC HS 2016-2024	TN State Report Card
1.a.3	Achievement Comparison to Zoned Schools in Antioch and Cane Ridge Clusters	TN State Report Card
1.a.4	2023-24 % of Students Scoring on Grade Level – Benchmark 1 to Benchmark 2 - Reading	iReady 2024-25 Diagnostic Assessments 1 and 2 Data
1.a.5	2023-24 % of Students Scoring on Grade Level – Benchmark 1 to Benchmark 2 - Math	iReady 2024-25 Diagnostic Assessments 1 and 2 Data
1.a.6	NWEA 3-year Comparison of 60th Percentile – Fall to Winter Benchmark - Reading	NWEA Benchmark Assessment Report, fall and winter 2024
1.a.7	NWEA 3-year Comparison of 60th Percentile – Fall to Winter Benchmark - Reading	NWEA Benchmark Assessment Report, fall and winter 2024
1.a.8	TVAAS Composite 2017 – 2024	TN State Report Card/data downloads
1.a.9	3-year Comparison TVAAS Data – ELA and Math – grades 5-8	TN State Report Card/data downloads
1.a.10	3-year Comparison TVAAS Data – Science/SS – grades 5-8	TN State Report Card/data downloads
1.a.11	TVAAS 3-year Comparison Data – ELA and Math – grades 9-12	TN State Report Card/data downloads
1.a.12	TVAAS 3-year Comparison Data – Biology and History – grades 9-12	TN State Report Card/data downloads
1.a.13	Graduation Rate	TN State Report Card/data downloads
1.a.14	ACT Data	TN State Report Card/data downloads
1.e.1	iReady English Learner Benchmark 1 to Benchmark 2 - Reading	iReady 2024-25 Diagnostic Assessments 1 and 2 Data
1.e.2	iReady English Learner Benchmark 1 to Benchmark 2 - Math	iReady 2024-25 Diagnostic Assessments 1 and 2 Data
1.e.3	NWEA 2024-25 Comparison Growth ELA Data: EL and ALL	NWEA Benchmark Assessment Report, fall and winter 2024
1.e.4	NWEA 2024-25 Comparison Growth Math Data: EL and ALL	NWEA Benchmark Assessment Report, fall and winter 2024
1.e.5	iReady SWD Benchmark 1 to Benchmark 2 - Reading	iReady 2024-25 Diagnostic Assessments 1 and 2 Data

1.e.6	iReady SWD Benchmark 1 to Benchmark 2 - Math	iReady 2024-25 Diagnostic Assessments 1 and 2 Data
1.e.7	NWEA 2024-25 Comparison Growth ELA Data: SWD and ALL	NWEA Benchmark Assessment Report, fall and winter 2024
1.e.8	NWEA 2024-25 Comparison Growth Math Data: SWD and ALL	NWEA Benchmark Assessment Report, fall and winter 2024
1.e.9	iReady ED Benchmark 1 to Benchmark 2 - Reading	iReady 2024-25 Diagnostic Assessments 1 and 2 Data
1.e.10	iReady ED Benchmark 1 to Benchmark 2 - Math	iReady 2024-25 Diagnostic Assessments 1 and 2 Data
1.e.11	NWEA 2024-25 Comparison Growth ELA Data: ED and ALL	NWEA Benchmark Assessment Report, fall and winter 2024
1.e.12	NWEA 2024-25 Comparison Growth Math Data: ED and ALL	NWEA Benchmark Assessment Report, fall and winter 2024
2.a.1	Notice of Non-compliance and Responses	
2.b.1	Enrollment Summary	MNPS Cumulative Renewal Report
2.b.2	Enrollment Comparison – Antioch and Cane Ridge Clusters	TN State Report Card
2.c.1	iReady Reading: New vs Returning Students	iReady 2024-25 Diagnostic Assessments 1 and 2 Data
2.c.2	iReady Math: New vs Returning Students	iReady 2024-25 Diagnostic Assessments 1 and 2 Data
2.c.3	NWEA Reading: New vs Returning Students	NWEA Benchmark Assessment Report
2.c.4	NWEA Math: New vs Returning Students	NWEA Benchmark Assessment Report
2.f.1	Teacher Survey Data Related to Retention	NEI Internal data

Attachment A: Letters of Support (14)

1. Andrea Campbell, KA Parent
2. Jacob Clifton, President SLA Management (KA Partner and Vendor)
3. Rubin Cockrell, CEO Positive Images and Associates (Community Partner)
4. Anthony Dickerson, KA Parent
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6. Victoria Hayes, Program Director, TRIO Educational Talent Search - Tennessee State University (Higher Education Partner)
7. Joan McCormick, Special Education Consultant (KA Partner)
8. Brenda Motley, KA Volunteer
9. Courtney Nyange, Executive Director, TN State University School of Nursing (Higher Education Partner)
10. Daniel Palkovic, Regional Director, Jan-Pro of Greater Nashville (KA Vendor)
11. Petty Officer Smith, Navy Recruiter
12. Karen Tate, KA Parent
13. Suzanne Thompson, President – Moreland University (Higher Education Partnership)
14. Mike Washington, Broker, Atlantic Home Mortgage (KA Community Partner)

Metro Nashville Public Schools
2601 Bransford Ave.
Nashville, TN 37204

Re: Knowledge Academy – Letter of Support

To Whom It May Concern,

On behalf of Andrea Campbell, parent of Jayden Tutt, please accept this letter of support for Knowledge Academy at the Crossings as they submit their charter renewal application with MNPS.

Knowledge Academy at the Crossings has been a safe haven for my son. This is our first year at the school, and our experience has been nothing short of positive from the moment we walk in the door. From the front office staff to his teachers, everyone has shown a level of care and professionalism that is deeply appreciated. Jayden loves his teachers, and he talks about how supported he feels every day. He also enjoys the friendships he has formed with his classmates. The teachers treat the students like their own and create a learning environment where kids feel safe, valued, and encouraged. As a parent, I can truly say it feels like a family.

Knowledge Academy brings tremendous value to students and families. One of the most powerful things I have witnessed is the focus on building authentic relationships. This year, I have seen more parents involved and invested in the school community. Students are also given opportunities to give back through community service and leadership. The school partners with local businesses to provide enrichment programs, student sponsorships, and real-world experiences that strengthen the connection between the classroom and the community. Knowledge Academy is intentional about giving every student an equal opportunity to grow, learn, and succeed. It is a place where students are not only educated but also empowered.

If you require more information, please feel free to contact me at 615-739-1260 or by email at smyley26@gmail.com.

Sincerely,

Andrea Campbell
Parent
Knowledge Academy at the Crossings

SLA Management
601 S. Lake Destiny Dr.
Suite 405
Maitland, FL 32751

To Whom It May Concern:

On behalf of SLA Management, we are pleased to offer our wholehearted support for Knowledge Academy at the Crossings in their charter renewal application with Metro Nashville Public Schools (MNPS). SLA has partnered with Knowledge Academy for 5 years to provide healthy, great tasting meals to its students. In that time, we have developed a strong relationship and believe that Knowledge Academy provides a critical and transformative educational experience for students in the community. We are confident that their continued presence will positively impact the region for years to come.

Knowledge Academy at the Crossings has established itself as a cornerstone of educational excellence in the Antioch community. Through a rigorous and student-centered approach, they empower students to achieve both academic and personal success. The school fosters a safe and inclusive environment where children are encouraged to explore, learn, and grow to their full potential. We have been impressed with the dedication of the teachers, administrators, and staff who go above and beyond to ensure that every student's needs are met, and their potential is realized. The school has consistently demonstrated a commitment to educational equity, ensuring that each student has the tools and resources necessary to thrive.

The impact of Knowledge Academy extends far beyond the classroom. As a valued community partner, they have contributed significantly to the local area by offering various resources, programs, and services that benefit not only their students but also families and other organizations. The school's focus on community engagement, collaboration, and social-emotional learning helps to strengthen our local network, and their partnerships with organizations like ours create a supportive ecosystem for everyone involved. By addressing the academic, social, and emotional needs of students, Knowledge Academy plays a pivotal role in helping them succeed, both in school and in life. Their commitment to nurturing well-rounded individuals is a key asset to the community and one that we are proud to support.

We strongly endorse Knowledge Academy at the Crossings in their charter renewal application and look forward to seeing their continued success.

Sincerely,

Jacob Clifton

Jacob Clifton
President
SLA Management

Metro Nashville Public Schools
2601 Bransford Avenue
Nashville, TN 37204

Re: Knowledge Academy – Letter of Support

To Whom It May Concern,

As the CEO of Positive Images & Associates, I have worked closely with many schools and youth programs across the country, and I am always watching for the ones that are truly evolving and doing the real work. Knowledge Academy at the Crossings is one of those schools. In the past, I had concerns about leadership turnover and lack of consistency, but what I see today is a school on the rise. With Dr. White back in the principal's seat and the leadership of Chad Germany, there is a renewed sense of direction, discipline, and vision. Programs like AREP stand out as something truly unique—offering students career-connected learning experiences in real estate that most young people never get access to at this stage in life. On top of that, athletics appear to be moving in a stronger direction as well, offering students both competitive outlets and life lessons beyond the classroom.

There is no question that Knowledge Academy is heading in the right direction. The school has grown into a space where leadership is focused, programs are intentional, and students are being exposed to opportunities that can change their lives. The structure feels stronger, the energy is more positive, and the vision is clear. I fully support Knowledge Academy's charter renewal and am confident that the work being done—through academics, programs like AREP, and a focus on building whole students—is setting a new standard. I look forward to staying connected as this momentum continues to build.

Sincerely,

Dr. Rubin Cockrell
Chief Executive Officer
Positive Images & Associates

Metro Nashville Public Schools
2601 Bransford Avenue
Nashville, TN 37204

Re: Knowledge Academy at the Crossings – Letter of Support

To Whom It May Concern,

On behalf of Anthony Dickerson, I am writing to express my full support for Knowledge Academy at the Crossings as they submit their charter renewal application with MNPS. As the parent of a ninth-grade student, I can say without hesitation that this school has had a life-changing impact on our family. After our son had to change schools three times, he finally found a place to call home at Knowledge Academy. From the first day, he felt welcomed, seen, and supported. He absolutely loves it there, and as parents, there is nothing more reassuring than knowing your child is happy and thriving in their learning environment.

Knowledge Academy at the Crossings has provided a positive and supportive environment for our son. The teachers genuinely care, and the administration is responsive and involved. Whenever there is an issue, we receive a phone call, and at times we even get calls just to let us know how our child is doing. That type of communication is rare and meaningful. We chose Knowledge Academy at the Crossings in part because Mr. Germany, a trusted friend of our family, works there. We felt confident placing our son in a school where we knew he would be surrounded by strong leadership and dedicated educators. Transportation has never been an issue, which has been a blessing for our family. We rely on the school bus system, and knowing it is reliable gives us peace of mind. We are also thankful that the school offers tutoring, which we plan to take advantage of. Knowing these resources are available shows us that Knowledge Academy at the Crossings is committed to helping students succeed both in and out of the classroom.

Knowledge Academy at the Crossings brings real value to families and to the broader community. It is a school that not only educates but also builds character and prepares students for the future. The staff goes above and beyond to ensure that students are safe, supported, and inspired to do their best. For families like ours, the school is a place of trust and hope. Our son enjoys going to school, and we have seen growth in his confidence and focus. Programs like tutoring and career readiness make a difference, especially for working families that want their children to have every opportunity to succeed. We believe that Knowledge Academy at the Crossings is helping to shape future leaders, and we are grateful to be part of the KA community.

Thank you for considering this letter of support. We believe that renewing the charter for Knowledge Academy at the Crossings is not just the right decision, but an investment in students who deserve every opportunity to reach their full potential. Our family is proud to stand behind this school, and we look forward to seeing its continued impact in the years to come.

Sincerely,
Anthony Dickerson
Parent
Knowledge Academy at the Crossings

To Whom it May Concern:

Working at Knowledge Academy has been one of the most rewarding experiences of my educational career. From the moment I stepped into the building, I could feel the energy and the love that flows through our school. Our kids are truly special, resilient, full of potential, and worth every effort we give. I believe we have one of the best principals in the state in Dr. White, whose leadership supports a culture of love, accountability, and compassion.

What really stands out this year is the strength of our administrative team. As administrators, we tag team when needed to get things done and to offer support where it is needed most. We communicate openly, share responsibilities, and genuinely have each other's backs. That level of trust and teamwork has made a big difference in how we operate and in how we serve our students. We all understand that our goal is to do what is best for kids, and we move together with that mindset every single day.

We have teachers that care and want to see kids be successful. We have students who are excited to be here and parents who are engaged with genuine concerns for their children. We also offer programs that connect students to real-world careers, like AREP, which helps expose them to opportunities in real estate and financial literacy. NEI continues to be a strong management partner. They are responsive, approachable, and committed to creating an environment where school leaders can thrive. Knowledge Academy is more than just a school. It is a team, a mission, and a family.

Best,

Chadwick Germany
College & Career Readiness Coach,
Athletic Director, Transportation Coordinator

Metro Nashville Public Schools
2601 Bransford Ave.
Nashville, TN 37204

Re: Knowledge Academy at the Crossings – Letter of Support

To Whom It May Concern,

As Program Director of TRIO Educational Talent Search at Tennessee State University, I am pleased to offer my full support for the charter renewal of Knowledge Academy at the Crossings.

We began our partnership with Knowledge Academy at the Crossings this year, working closely with Mr. Chadwick Germany and his team. Our Educational Talent Search (ETS) program hosted students from Knowledge Academy at the Crossings on our campus for tours, and we truly enjoy the relationship that has developed. We support Knowledge Academy at the Crossings because of their clear and unwavering commitment to student success. On multiple occasions, we have witnessed Mr. Germany go above and beyond to ensure students are supported, encouraged, and exposed to new opportunities. The school provides a nurturing environment, and it is evident that the staff works hard to create a safe space for children in the Antioch community. It is always a joy to visit the school each week and be part of their journey to empower students and families.

Our ETS program at Tennessee State University is a federally funded college access program designed to help middle and high school students succeed in their academic journey and pursue postsecondary education. We offer services such as academic advising, tutoring, career exploration, college tours, and financial aid counseling. Through our collaboration with Knowledge Academy at the Crossings, we have been able to deliver these services directly to students who benefit from additional academic and college readiness support. The students at Knowledge Academy at the Crossings have been engaged and eager to learn, and the school leadership has been fully supportive of ensuring students receive every opportunity available. This partnership has enhanced the student experience and strengthened our mission of expanding college access in underserved communities.

I fully support the renewal of Knowledge Academy's charter and look forward to growing our partnership in the years to come. The school has my continued support and full confidence as they strive to create greater opportunities for the students and families they serve.

Sincerely,

Mrs. Victoria M. Hayes
Program Director, TRIO Educational Talent Search
Tennessee State University

Metro Nashville Public Schools
2601 Bransford Ave.
Nashville, TN. 37204

Re: Knowledge Academy at the Crossings – Letter of Support

On behalf of McCormick Consulting LLC, please accept this letter of support for Knowledge Academy at the Crossings in their charter renewal application with MNPS.

Knowledge Academy (KA) offers a positive environment by providing strong academic and social -emotional support to help each student reach their potential. The leadership has cultivated a school community that fosters a culture focused on preparing students to make choices that will lead them to a successful life.

Academic opportunities at Knowledge Academy are thoughtfully designed to meet the diverse needs of all enrolled students. Instruction is tailored to help students excel, with classes aligned to their unique abilities and talents. Additionally, students facing specific challenges receive targeted strategies and support to help them achieve their individual academic and social goals.

Knowledge Academy serves Antioch and the surrounding communities by providing a welcoming, supportive environment for families and students alike. The school is a safe and nurturing space where children can learn, grow, and thrive. At KA they believe parents and guardians are essential partners in the educational journey, and they are committed to offering guidance, resources, and open communication to support every family. Knowledge Academy fosters a sense of belonging where families-and their extended support network - are always welcomed, respected, and valued.

Knowledge Academy is more than a school – it is a vital part of the community. By fostering meaningful partnerships with families and providing safe, supportive learning environment, KA empowers students to reach their full potential. KA is proud to service as a place where education, community, and family come together to create lasting opportunities for success.

If you require more information about McCormick Consulting LLC, please contact me at any time.

Sincerely,
Joan McCormick
McCormick Consulting LLC
joancmccormick@gmail.com
(219) 877-5535

Subject: Letter of Support for Knowledge Academy at the Crossing

Dear MNPS

On behalf of Brenda Motley, a dedicated volunteer, I am pleased to submit this letter of support for Knowledge Academy at the Crossing in their charter renewal application with MNPS.

As a retired professional with 37 years of experience in the workforce and a resident of the Antioch community, I have chosen to give back by offering my time, talents, and passion for service. A parent of a Knowledge Academy student recommended that I volunteer at the school, and I must say, the experience has been truly rewarding. The staff, teachers, and students have shown genuine appreciation for my contributions, which has further motivated me to become a strong advocate for Knowledge Academy.

Through my involvement, I have witnessed firsthand the positive impact this school has on its students. Knowledge Academy exemplifies the success of charter schools by fostering an environment where students develop critical thinking skills, resilience, and a commitment to lifelong learning. The school's guidance, intellectual energy, discipline, and compassion prepare students not only for academic success but also for meaningful, productive lives beyond graduation.

Knowledge Academy provides students with numerous opportunities to build essential skills and explore career pathways, including:

- **Business Management** – Teaching students how to plan, organize, direct, and control business activities.
- **Health Service Administration** – Preparing students to coordinate healthcare services while ensuring efficient operations.
- **APREP (Aspiring Real Estate Professionals)** – Offering students a gateway to knowledge, career development, entrepreneurial opportunities, and a future in real estate.

These are just a few of the many programs Knowledge Academy offers to equip students for success. I am deeply grateful for the opportunity to support this outstanding institution, its dedicated staff, and the students who will go on to make a difference in our community and beyond.

If you require any further information, please feel free to contact Brenda Motley via email at **motley.brenda@yahoo.com**.

Sincerely,
Brenda Motley

Metro Nashville Public Schools
2601 Bransford Avenue
Nashville, TN 37204

Re: Knowledge Academy – Letter of Support

To Whom It May Concern,

On behalf of Courtney Nyange, Executive Director and Professor in the Tennessee State University School of Nursing, please accept this letter of support for Knowledge Academy at the Crossings in their charter renewal application with MNPS.

It has truly been a joy to work alongside Mr. Germany and the team at Knowledge Academy at the Crossings through the Health Sciences Pathway this school year. We have built a strong and promising partnership that is already making a meaningful impact. Students have toured our facility, and our faculty has made multiple visits to the school as part of a speaker series designed to inspire and educate. Mr. Germany has consistently advocated for his students and is passionate about building a strong program that provides meaningful exposure to careers in healthcare. It is clear that the school is deeply invested in the future of its students, and we are honored to be a resource in helping them gain the knowledge and experience necessary to succeed in the nursing and allied health fields.

Through our partnership, the TSU School of Nursing has had the opportunity to deliver health education, participate in student engagement events, and support career pathway development. We have hosted Knowledge Academy students for simulation lab experiences and welcomed them to our campus for tours and workshops. Our nursing students and faculty have provided mentorship, shared their personal journeys, and spoken directly with students about what it takes to succeed in healthcare. These experiences are vital, especially for students from underrepresented backgrounds, and they help plant seeds of possibility and purpose.

The impact of this partnership extends beyond the classroom. By improving health literacy and encouraging wellness practices, our collaboration has also benefited families and strengthened community connections in the Antioch area. The consistency of our engagement has helped build trust between TSU, the school, and the families they serve. Our efforts, led by both me and our dedicated team, are focused on building sustainable, student-centered programming that will last beyond a single school year.

Knowledge Academy at the Crossings is an essential institution in the Antioch community. It offers a nurturing, opportunity-rich environment where students are supported academically and personally. Their commitment to equity, student development, and real-world career preparation is deeply aligned with the mission of Tennessee State University. We believe the partnership between our university and Knowledge Academy is a model for how higher education and K–12 schools can work together to transform lives.

We fully support the charter renewal of Knowledge Academy at the Crossings and look forward to expanding this partnership in the years to come. Thank you for considering this letter of support and for recognizing the value and potential of this school and its students.

If you require more information, please contact me at 615-963-5251.

Sincerely,

Courtney Nyange
Executive Director and Professor
Tennessee State University School of Nursing

Metro Nashville Public Schools

2601 Bransford Ave.

Nashville, TN. 37204

Re: Knowledge Academy – Letter of support

On behalf of Jan-Pro of Greater Nashville, please accept this letter of support for Knowledge Academy at the Crossings in their charter renewal application with MNPS.

Knowledge Academy, located in Antioch, TN, is a dedicated public charter school committed to fostering academic excellence and student success. By providing a rigorous, college-preparatory curriculum in a supportive and inclusive environment, the school ensures students receive the tools they need to excel academically and personally. Knowledge Academy emphasizes character development, leadership, and critical thinking, preparing students for higher education and future careers. The school's innovative teaching methods and commitment to student achievement have made it a vital part of the Antioch community. Jan-Pro of Greater Nashville is proud to support their mission by ensuring a clean, safe, and healthy learning environment.

Knowledge Academy plays a critical role in the Antioch community by offering students a high-quality education that emphasizes both academic excellence and personal growth. The school provides a supportive learning environment where students are challenged to reach their full potential, regardless of their background. By maintaining small class sizes, implementing data-driven instruction, and fostering a culture of mentorship, Knowledge Academy ensures that every student receives the attention and resources they need to succeed.

Beyond academics, the school cultivates essential life skills such as leadership, problem-solving, and collaboration. Through partnerships with local businesses and community organizations, students are given real-world opportunities to engage in career exploration, internships, and service-learning projects that enhance their educational experience.

These partnerships not only prepare students for future success but also strengthen ties between the school and the broader community.

As a partner, Jan-Pro of Greater Nashville is proud to contribute to the school's success by maintaining a clean and healthy facility. A well-maintained environment is essential for learning, and we are honored to play a role in ensuring students and staff have a safe and comfortable space to thrive.

Renewing the charter for Knowledge Academy ensures that the school can continue to provide this invaluable service to students and the community, maintaining its legacy of academic achievement and community impact.

If you require more information about Jan-Pro of Greater Nashville please feel free to give our office a call: 615-915-0244

Sincerely,

Daniel Palkovic

Regional Director

Jan-Pro of Greater Nashville

Please accept this letter of support for Knowledge Academy at the Crossings in their charter renewal application with MNPS.

As a present day parent, and a 2021 graduate of Knowledge Academy, I have watched the school flourish on academic achievements as well as extra curricular activities. Knowledge Academy fosters a strong community where all students feel valued and supported regardless of their ethnicity. The school's culture is one of respect and inclusion for every student,

creating a welcoming environment .

As I have recently retired from my job of 34 years,I decided to get more involved in my student's academics. I sub in the classroom some days and volunteer somedays. As I have ll walking the hallways of Knowledge Academy, I have noticed teachers taking great pride in teaching,going above and beyond their call of duty for their students.I have noticed the administrative staff call each student by name upon greeting

them in the hallways. I have witnessed firsthand the positive effects this school has its students and community.

Knowledge Academy has implemented several new programs to help their students provide for themselves financially upon graduation .They also have implemented more athletic programs.

Knowledge Academy has the feel of a small community of family. As parent of a child with an IEP I have a genuine appreciate for Knowledge

Academy. My student as well as other students are being encouraged to think independently and solve problems. My student hasn't felt diffrent or excluded from any opportunity that any other student has had. When there are issues with my student the administrative staff listens with no judgement,we come together and find a resolution. As I end my letter of support, I ask is Knowledge Academy perfect? All though I strive to be everyday,how can they be when

I'm not the perfect parent.

Thank You
Karen Tate

Metro Nashville Public Schools
2601 Bransford Avenue
Nashville, TN 37204

Re: Knowledge Academy – Letter of Support

To Whom It May Concern,

My name is Petty Officer Smith, and I serve as the Navy recruiter for Mount Juliet, Tennessee. This school year marks our first year working with Knowledge Academy at the Crossings, and I can honestly say it has been one of the most positive partnerships we have developed in the region. From the very beginning, we have been welcomed with open arms—not just by Mr. Chad Germany, but by nearly every staff member we have encountered throughout the school year.

The students at Knowledge Academy have been incredibly respectful, motivated, and open to learning about the opportunities the Navy has to offer. We are proud to share that we have successfully signed up a record five students from Knowledge Academy this year, and we are continuing to engage with even more students. This level of engagement is not common, and it is a clear reflection of the culture and leadership at the school. Mr. Germany has been outstanding to work with, and it is evident that he has earned the trust and respect of the students. The same can be said for Dr. White and the rest of the staff. The students consistently speak highly of them, and you can see the positive relationships throughout the building.

We have also had the opportunity to help monitor the ASVAB test at Knowledge Academy twice this year and once last year. From that perspective, we have seen a shift in how seriously students are approaching the test. It is clear they are beginning to understand the importance of this opportunity and what it could mean for their futures. That kind of awareness does not happen by accident, it comes from a school culture that promotes growth and real-world readiness. The principal and teachers truly care about the students and want to see them succeed. And when it comes to building relationships and trust, we cannot say enough about Mr. Germany. He has played a major role in helping us build rapport in the school, and we are forever grateful for the partnership we have developed through him.

It is truly a joy visiting Knowledge Academy. The atmosphere is welcoming, the leadership is strong, and the staff is deeply committed to student success. I fully support the charter renewal for Knowledge Academy at the Crossings and look forward to continuing this strong relationship for years to come.

Sincerely,

Petty Officer Smith
Navy Recruiter
Mount Juliet, Tennessee

Moreland University

1100 17th Street, NW, Suite 650
Washington, D.C. 20036
+1 (844) 283-2246 I www.moreland.edu

March 25, 2025

Metro Nashville Public Schools
2601 Bransford Ave.
Nashville, TN 37204

Re: Knowledge Academy – Letter of support

On behalf of Moreland University, please accept this letter of support for Knowledge Academy at the Crossings in their charter renewal application with MNPS.

We partner closely with Knowledge Academy to provide pathways to high quality professional learning and teacher certification, through our Teach-Now Teacher Preparation Certificate Program and our Master's Degree in Education with certification in key areas such as special education, early childhood education, or multilingual learners.

The proactive decision by Knowledge Academy (KA) to partner with Moreland University, is a testament of KA's commitment to ensure they have high quality and correctly certified teachers in their school. Our partnership is a central element to the recruitment and retention efforts by KA to create a consistent and high-quality teacher workforce for the children, parents, and community that KA serves.

If you require more information about Moreland University or our partnership with KA please feel free to contact me directly at Susanne@Moreland.edu or 240.701.6871. Please also look at our website for more information about Moreland University at www.moreland.edu

Sincerely,

Susanne H. Thompson, Ed.D.

Susanne H. Thompson, Ed.D.

President, Moreland University

Metro Nashville Public Schools
2601 Bransford Avenue
Nashville, TN 37204

Re: Knowledge Academy – Letter of Support

To Whom It May Concern,

My name is Mike Washington, and I am a licensed broker with Atlantic Home Mortgage. I am writing to express my full support for Knowledge Academy at the Crossings as they submit their charter renewal application with MNPS.

Over the past couple of years, I have had the opportunity to collaborate with Mr. Chad Germany and witness the incredible work being done at the school. His heart for students is unmatched, and he brings energy, leadership, and a deep sense of purpose to everything he does. Every time I visit the school; I am impressed by the way students respond to him and how he consistently goes above and beyond to connect with them. It is clear that he plays a key role in building a school culture rooted in relationships and student success. The entire staff at Knowledge Academy shows a high level of unity and care, and Principal Dr. White has created a nurturing environment where students feel valued and loved. It is a place where I truly believe students can thrive.

One of the most impactful initiatives I have seen at Knowledge Academy is the Aspiring Real Estate Professionals program, also known as AREP. As someone in the mortgage and real estate space, I recognize just how powerful this program is for high school students. It introduces them to real estate, personal finance, and ownership in a hands-on, real-world way. The level of student engagement in AREP is inspiring. They are asking questions, thinking about their futures, and exploring possibilities that can change the course of their lives. The program not only teaches valuable skills but also opens doors and broadens horizons. It has been exciting to be part of something so meaningful, and I look forward to seeing it continue to grow.

If you require more information about my experiences or support of Knowledge Academy at the Crossings, please feel free to contact me at 615-364-0001.

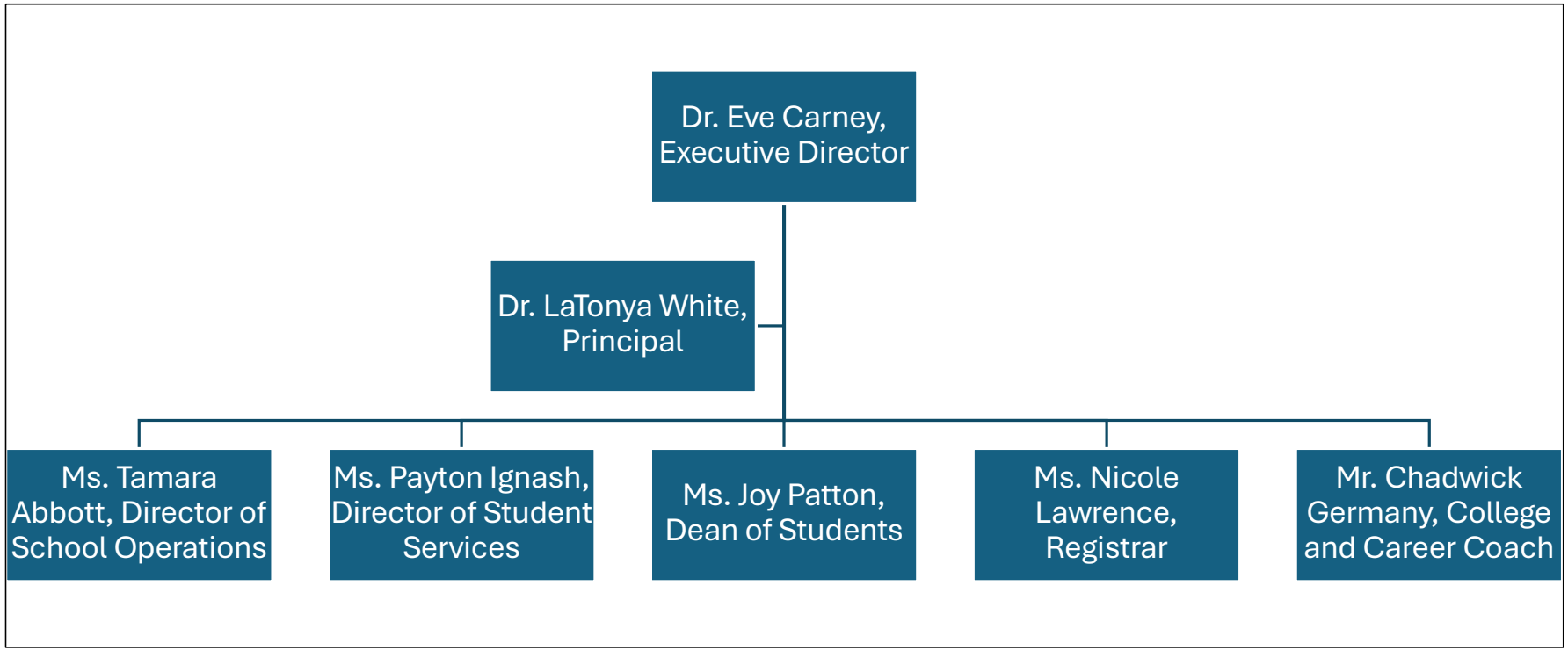
Sincerely,

Mike Washington
Licensed Broker
Atlantic Home Mortgage

Attachment B: Organizational Charts and KA Leadership Biographies

1. Knowledge Academy at the Crossings Organizational Chart
2. KA Leadership Team Biographies
3. Noble Education Initiative Organizational Chart

Knowledge Academy at the Crossings



Knowledge Academy at the Crossings Renewal Application

KA Leadership Team

Dr. LaTonya White – Principal

Dr. White is a dedicated career educator with 27 years of experience in public education, including 22 years serving as an administrator. Throughout her career, Dr. White has been committed to fostering academic excellence, student success, and positive school cultures. As a seasoned leader in education, Dr. White has successfully overseen curriculum development, staff professional growth, and student achievement initiatives. She is passionate about creating inclusive, student-centered learning environments that prepare learners for success beyond the classroom. Dr. White holds bachelor's and master's degrees from Tennessee State University and a Doctor of Education Degree from Jones International University. Outside of work, Dr. White enjoys gardening, traveling, and spending time with family.

Joy Patton – Dean of Students

Joy Patton is a licensed teacher and administrator serving as our Dean of Students with training in trauma-informed schools and RTI-B. Prior to this role, she was the Behavior and Restorative Practices Facilitator at LaVergne High School in Rutherford County Schools where she created schoolwide social-emotional learning lessons for teachers. She was also an Instructional Coach and ELA teacher in Williamson County Tennessee. She was a National Board-Certified teacher who won Teacher of the Year at Renaissance High School in 2020. In the same year, she was chosen at TPAC's Teacher of the Year for incorporating arts appreciation into her instruction. She graduated from Grace College in 1997 with a B.A. English Education and completed a Master of Education degree in Administration and Supervision from Middle Tennessee State University in 2020.

Payton Ignash – Director of Student Services

Payton Ignash is the Director of Student Services at Knowledge Academy and is a certified school counselor and teacher. Before moving to Tennessee, she was a Student Services Coordinator at Renaissance Charter School of West Palm Beach. She initiated the creation of a peer counseling program and was also the coordinator for credit recovery and Title IX programs. She started her education career at Polo Park Middle School where she taught STEM, PLTW Pre-Engineering, and science. She supported the school community as the cheerleading coach, webmaster, SIS Liaison, and coached the FIRST Lego League at her school. She earned a Bachelor of Science in Middle Childhood Education with a focus in English/Language Arts and Science from Xavier University and a Master of Science in School Counseling and Preventative Mental Health from Creighton University. She is also a Google Certified Educator.

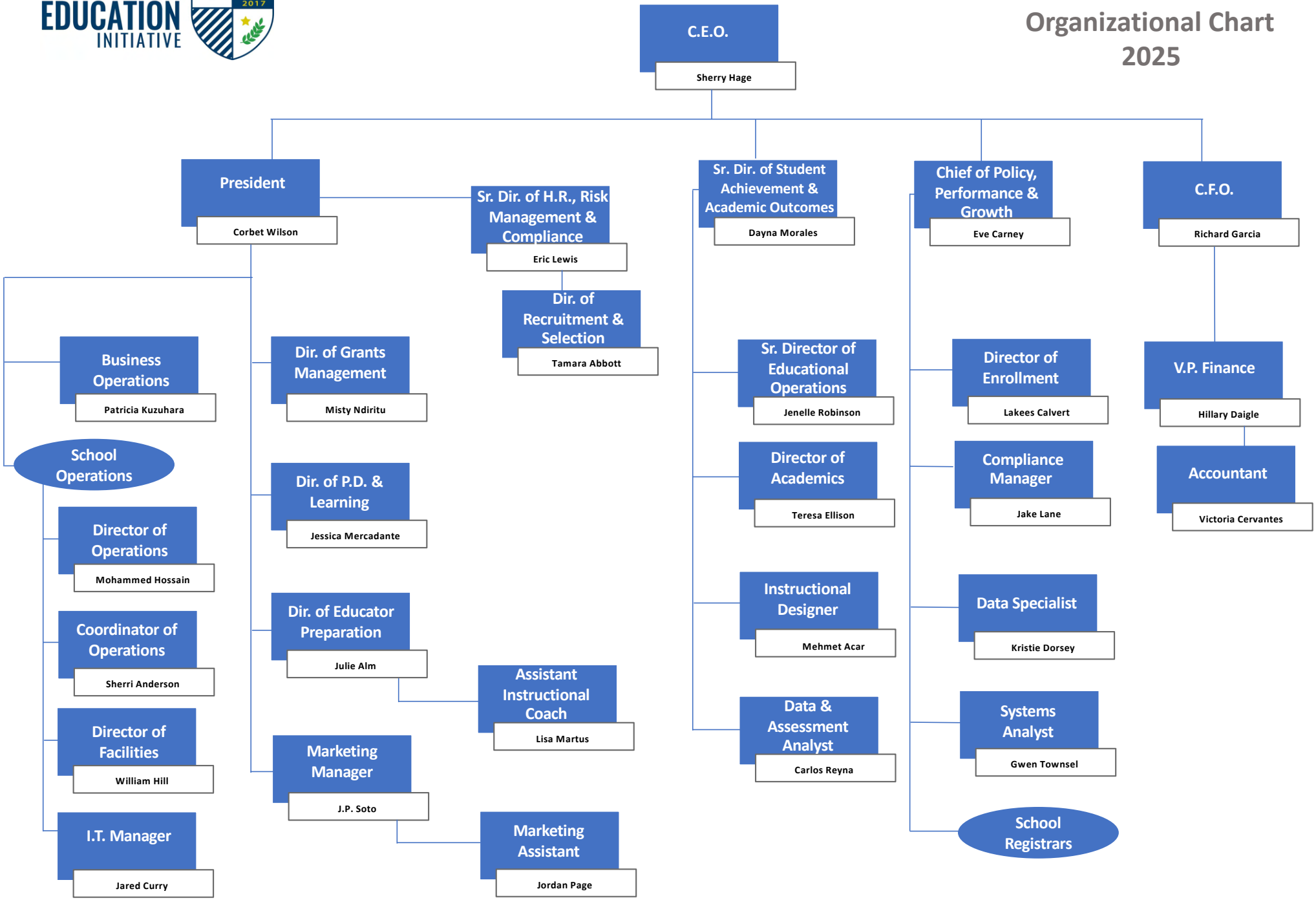
Chadwick Germany – College and Career Readiness Coach

Mr. Chad Germany serves as the College and Career Readiness Coach – bringing programs that connect students to real-world careers, including AREP, which helps expose students to opportunities in real estate and financial literacy. He also brings opportunities onto campus for college, career, and military.

Before joining Knowledge Academy, Mr. Germany served as a head high school football at the high school and collegiate level in both Mississippi and Louisiana. He also taught computer science where he focused on building engaging and relevant experiences for students. Mr. Germany is passionate about organizing programs that allowed students to earn high school credit through partnerships with local colleges and technical schools.

NOBLE EDUCATION INITIATIVE

Organizational Chart 2025



Attachment C: Notices of Non-Compliance and Concern Responses and Supporting Documentation

1. Response to 2019 Notices
    a. 2019 – SBE Executive Director Findings Report
2. January 2023 – Licensure Notice
3. February 2024 – Notice
    a. KA Response
4. October 2024 – Licensure Notice
5. January 2025 - Notice
    a. KA Response
6. KA Cumulative Renewal Report - KA Board Chair Response
7. September 2024 – Notice
    a. KA Response

BEFORE THE TENNESSEE STATE BOARD OF EDUCATION

IN RE:	)	**State Board of Education Meeting**
KA @ The Crossings	)	**October 28, 2019**
Charter School Appeal	)	

FINDINGS AND RECOMMENDATION REPORT
OF THE EXECUTIVE DIRECTOR

Pursuant to Tennessee Code Annotated (T.C.A.) § 49-13-122, a charter school that has its charter agreement revoked by their chartering authority may appeal the revocation to the State Board of Education (State Board). On September 6, 2019, KA @ The Crossings appealed the revocation of its charter agreement by the Metropolitan Nashville Public Schools (MNPS) Board of Education to the State Board. Based on the following procedural history, findings of fact, and analysis of the issues, I believe that the decision to revoke KA @ The Crossings' charter agreement was contrary to T.C.A. § 49-13-122.[1] Therefore, I recommend that the State Board overturn the decision of MNPS to revoke KA @ The Crossings' charter agreement.

As discussed in this report, while a few of the reasons asserted by the MNPS Board of Education in support of its revocation decision were supported by evidence, I cannot find that any of the reasons met the requirements of T.C.A. § 49-13-122 for revocation. T.C.A. § 49-13-122 gives the following reasons that a charter agreement may be revoked by a charter school authorizer:

(1) Committed a material violation of any conditions, standards, or procedures set forth in the charter agreement;
(2) Failed to meet or make sufficient progress toward the performance expectations set forth in the charter agreement; or
(3) Failed to meet generally accepted standards of fiscal management.

[1] T.C.A. § 49-13-122(b).

The substantiated issues were not *material* violations of the charter agreement under T.C.A. § 49-13-122(b)(1) because MNPS did not give timely notice and an opportunity to remedy the non-emergency contract issues with the school, nor did it give any indication, prior to initiating revocation, that the issues equated to material violations of the charter agreement. In determining whether or not an issue is a material violation meriting revocation under the law, the State Board's Quality Authorizing Standards provide substantial guidance, and pursuant to T.C.A. 49-13-108(f), local boards of education shall adopt these standards. The standards state that quality authorizers give clear, adequate, evidence-based, and timely notice of contract violations or performance deficiencies and allow schools reasonable time and opportunity for remediation in non-emergency situations. MNPS's actions did not follow the quality authorizing standards. Certainly, as recognized by the quality authorizing standards, there are situations where a chartering authority does not need to give a school notice and an opportunity to remedy the most serious of issues; however, it is my determination, based on a review of the evidence in this appeal, that none of the substantiated issues met that bar. Furthermore, MNPS did not communicate to KA @ The Crossings the expectation to remedy any of the issues to avoid revocation of the school's charter. Instead, the MNPS Board of Education acted in a matter of days to initiate revocation proceedings, which was in direct conflict with communications from the MNPS Office of Charter Schools to the school.

Furthermore, the evidence does not support revocation of the charter agreement for failure to meet or make progress towards performance standards in the charter agreement under T.C.A. § 49-13-122(b)(2). While KA @ The Crossings is one of the lower performing charter schools in MNPS, it had an overall TVAAS Composite of a Level 3 in 2018-19, and performed at or above the level of other MNPS zoned middle schools in the Antioch Cluster. In a February 2019 memo to KA @ The Crossings regarding its academic performance, MNPS noted areas of both underperformance as compared to the district, as well as areas where the school outperformed the district. In the case of a revocation decision, evidence of academic performance should clearly indicate such significant underperformance that it merits revocation. This was not the case for KA @ The Crossings.

Finally, under T.C.A. § 49-13-122(b)(3), the evidence in this appeal does indicate financial challenges at the school beginning in school year 2017-18, but there is no clear evidence of the failure to meet generally accepted standards of fiscal management warranting revocation. In fact, the evidence shows that the Knowledge Academies Governing Board was engaged, working with the former administration, bringing in external support, and making a management change to support the financial health of the school. Moreover, MNPS was unaware of these financial challenges due to inaccurate performance reporting for the school. While issues identified in the school's FY18 audit do indicate that the school was in a negative financial position, MNPS received the audit after the MNPS Board of Education voted to revoke the charter agreement. Therefore, the FY18 audit did not inform the MNPS Board of Education's vote on this issue. As the authorizer of the school, upon remand, I recommend that MNPS work with the school to evaluate recent audits and determine next steps according to the district's intervention plan.

STANDARD OF REVIEW

Pursuant to T.C.A. § 49-13-122 and State Board policy 6.110, State Board staff conducted a de novo on the record review of the MNPS Board of Education's decision to revoke, including additional information gathered by State Board staff and the full record presented upon appeal. Additionally, pursuant to T.C.A. 49-13-122(f)(1) and State Board policy 6.110, the State Board held a required public hearing in the district where KA @ The Crossings operates.[2]

In order to overturn the decision of the local board of education, the State Board must find that the local board's decision to revoke was contrary to T.C.A. § 49-13-122, which states:

> *(b) A public charter school agreement may be revoked at any time by the authorizer if the authorizer determines that the school:*
>
> *(1) Committed a material violation of any conditions, standards, or procedures set forth in the charter agreement;*
>
> *(2) Failed to meet or make sufficient progress toward the performance expectations set forth in the charter agreement; or*
>
> *(3) Failed to meet generally accepted standards of fiscal management.*

The MNPS Board of Education based its revocation of KA @ The Crossings' charter agreement under paragraph (b)(1), (b)(2), and (b)(3) quoted above. Pursuant to the language in (b)(1), it is important for the State Board to consider whether or not any of the violations by KA @ The Crossings are *material* violations of the charter agreement such that they rose to a level meriting revocation under the statute. Additionally, the State Board must consider if KA @ The Crossings failed to meet or make sufficient progress toward the performance expectations outlined in the charter agreement and whether it failed to meet generally accepted standards of fiscal management.

Additionally, the MNPS Board of Education voted to close KA @ The Crossings on December 19, 2019 citing T.C.A. § 49-13-122(h) which states:

> *(h) Except in the case of fraud, misappropriation of funds, flagrant disregard of the charter agreement, or similar misconduct, a decision to revoke a charter agreement becomes effective at the close of the school year.*

In this case, the State Board has two decisions:

1. To affirm or overturn the MNPS decision to revoke the charter agreement of KA @ The Crossings. If the State Board overturns the decision of MNPS, the charter school shall continue to operate and MNPS shall remain the chartering authority.[3]

[2] T.C.A. § 49-13-122(f).
[3] T.C.A. § 49-13-122.

2. If the Board affirms the MNPS decision to revoke the charter agreement of KA @ The Crossings, the State Board must then determine if they will affirm or overturn the MNPS decision to close the school prior to the end of the school year under T.C.A. § 49-13-122(h). If the Board overturns the decision of MNPS to close prior to the end of the school year, the school would close at the end of the 2019-20 school year.

PROCEDURAL HISTORY, FINDINGS OF FACT, AND ANALYSIS

I. Authorization of the School and District Decision to Revoke

On June 23, 2015, the MNPS Board of Education approved the charter application for KA @ The Crossings and executed a charter agreement on July 1, 2016. KA @ The Crossings began operation at the start of the 2016-17 school year serving 5th through 8th grade students. On April 2, 2019, the Governing Board of Knowledge Academies, the charter network that includes Knowledge Academy, KA @ The Crossings, and Knowledge Academy High School, signed a charter management agreement with Noble Education Initiative (NEI). Representatives from the MNPS Office of Charter Schools attended the Governing Board's meeting on April 16, 2019 to discuss concerns that had been brought to the attention of the MNPS Office of Charter Schools. Also at this meeting, the Governing Board approved the separation agreement of the school's long-term founder and Chief Executive Officer (CEO). On April 17, 2019, representatives from the MNPS Office of Charter Schools met with representatives of NEI and Knowledge Academies to discuss concerns at the network's schools.

On April 26, 2019, the MNPS Office of Charter Schools issued a notice of concern to the KA @ The Crossings Governing Board, which stated that the office had recently become aware of a number of items of concern regarding the Knowledge Academies network. The items of concern included: a) authorizer fee payments were delivered to the LEA late, payments received were not according to state law, and signatures were missing; b) employee benefits were paid late in 2017-18 and had to be deducted from the BEP payments in the fall of 2018; c) as of April 17, 2019, a significant number of staff were reported as having been released from the school; d) concerns that one middle school was assigned nine (9) staff while the other middle school was assigned fifty-eight (58); e) questions about student transcripts, student grades, and concerns regarding the validity of course credits for some high school seniors; and f) NEI had been retained to support the school with many of these concerns almost three weeks prior to the date the MNPS Office of Charter Schools was officially notified. On April 29, 2019, the Governing Board Chair of Knowledge Academies submitted the signed management agreement with NEI to the MNPS Office of Charter Schools for review.

On June 5, 2019, a MNPS Board of Education member emailed the MNPS Office of Charter Schools stating that the Tennessean, a Tennessee news affiliate of The USA Today Network, had reported on the situation at Knowledge Academies with additional whistleblowers stepping forward. The board member stated that he heard the former CEO of Knowledge Academies promised scholarships to students that never materialized and asked that this information be folded into any near-term board conversations about possibly closing the schools. The same board member emailed the MNPS Office of Charter Schools on June 10, 2019, stating that NEI was allegedly not communicating with families in their native languages and there was significant confusion amongst parents and students about what was going on at the school.

On June 10, 2019, the MNPS Office of Charter Schools sent an email to the Governing Board Chair of Knowledge Academies stating that KA @ The Crossings would need to be put on charter probation, an intervention level in the MNPS's "Procedures for Sub-Standard Performance of a Charter School," and that a charter review would occur at the end of the first year of probation in June 2020. However, the next day, on June 11, 2019, a MNPS Board of Education member emailed the MNPS Office of Charter Schools stating that he had a conversation with the MNPS Board attorney about whether the local board of education had grounds to revoke the charter agreements of the Knowledge Academies schools based on three reasons: 1) financial malfeasance under T.C.A § 49-13-122(b), 2) attempted subversion of the state's ban on for-profit charter schools, and 3) poor academic performance.

On June 11, 2019, the MNPS Board of Education met in an executive session with the board attorney and district staff to discuss Knowledge Academies. On June 11, 2019, in a Board of Education meeting that took place after the executive session, a MNPS Board of Education member gave notice in the public board meeting that she would bring a motion to the next MNPS Board of Education meeting to revoke the three charter agreements of Knowledge Academies.

On June 12, 2019, the MNPS Charter Office sent Knowledge Academies a letter relating the notice of intent to recommend revocation of the charter agreements as mentioned during the June 11, 2019 MNPS Board of Education meeting.[4] The letter stated that the potential reasons for revocation were: "1) school performance, 2) committed a material violation as set forth in the charter agreement, and 3) failed to meet generally accepted standard of fiscal management." Further, it stated that the MNPS Board of Education's concerns included a) recent notices of concern regarding academic performance; b) engagement with NEI as a charter management organization (CMO) prior to MNPS notification or board approval; c) concerns about NEI's relationship with Charter Schools USA (a for-profit organization); d) broad concerns of financial mismanagement; and e) poor charter governing board oversight. On June 17, 2019, Knowledge Academies sued MNPS Board of Education for a violation of the Tennessee Open Meetings Act and breach of contract. On June 26, 2019, Chancellor Anne Martin of the Davidson County Chancery Court issued a temporary injunction but allowed MNPS to continue any responsibilities as an authorizer, including revocation proceedings, under T.C.A. § 49-13-122.

After receiving Chancellor Martin's order on June 26, 2019, MNPS restarted its revocation proceedings of Knowledge Academies under T.C.A. § 49-13-122. At a July 9, 2019 MNPS Board of Education meeting, MNPS Board Members approved a motion stating that after thirty (30) days, it may consider revocation of the three charter agreements under Knowledge Academies. On July 10, 2019, the MNPS Office of Charter Schools issued a notice to the Governing Board Chair of Knowledge Academies stating the reasons for possible revocation: a) poor school performance; b) committed material violations as set forth in the charter agreement; and c) failed to meet generally accepted standards of fiscal management. Additionally, the MNPS Board of Education cited: a) recent notices of concern regarding academic performance; b) engagement with NEI as a CMO prior to MNPS notification or MNPS Board of Education approval and NEI's relationship with a for-profit organization; c) broad concerns of financial

[4] The June 12, 2019 letter was not provided to the State Board in the request for information. The State Board staff found the letter in the petition filed with the Chancery Court for Davidson County on June 17, 2019.

mismanagement, including but not limited to side-businesses, missing money, not paying teachers on time, etc.; and d) poor charter governing board oversight.

As part of the July 10, 2019 notice from the MNPS Office of Charter Schools, MNPS requested Knowledge Academies submit documentation related to these possible reasons for revocation. The MNPS Office of Charter Schools sent additional notices to the Governing Board Chair of Knowledge Academies on August 19, 2019 and August 23, 2019 requesting the submission of the documentation. Knowledge Academies did not submit the requested documentation to MNPS.

On August 22, 2019, the MNPS Office of Charter Schools notified the Governing Board Chair of Knowledge Academies that the MNPS Board of Education intended to discuss the possible revocation of the three charter agreements of Knowledge Academies at the August 27th MNPS Board of Education meeting. The MNPS Board of Education allowed a representative of KA @ The Crossings ten (10) minutes to address the Board of Education at the meeting.

On August 27, 2019, the MNPS Board of Education voted to revoke the charter agreements of the charter schools operated by the Governing Board of Knowledge Academies pursuant to T.C.A. 49-13-122(b) and cited the following reasons for revocation:

1. A lack of instructional staff including certified teachers,
2. Staff not being paid on time and not being paid as promised,
3. Undelivered promise of scholarships to families,
4. Poor academic performance as federally designated Additional Targeted Support and Improvement (ATSI) or Targeted Support and Improvement (TSI) school,
5. Low performance scores as compared to other charter schools,
6. Outsourcing the entire management of the school to NEI without seeking approval of the contract by the MNPS Board of Education prior to implementation,
7. Lack of oversight of the Knowledge Academies Governing Board and no evidence that greater oversight would be put in place in the future,
8. Private businesses being run out of Knowledge Academies facilities with no apparent benefit to students,
9. Closing the Knowledge Academies facilities for the benefit of a private business, without clear documentation of who benefitted from this rental,
10. Lack of fiscal management including losing substantial amounts of public money in a phishing scam,
11. Deficit balances,
12. Special education concerns,
13. Repeatedly ignored requests by MNPS to provide documents with no explanation to the authorizing authority, and
14. Other specific findings discussed or stated in this board meeting, previous board meetings, and those outlined by the Charter School Office.

On August 27, 2019, pursuant to T.C.A. § 49-13-122(h), the MNPS Board of Education also voted to close the charter schools operated by the Governing Board of Knowledge Academies on December 19, 2019, rather than the end of the school year, and cited the following reasons for this decision:

1. Failure to deliver promised scholarship money to parents who relied on the school's promises in choosing Knowledge Academies for their child.
2. Misappropriation of funds intended for the education of students.
3. Flagrant disregard of its charter agreement as Knowledge Academies outsourced management of its operations to a Florida-based charter management company, NEI, without the required approval by the MNPS Board of Education.

II. State Board Review of the Record and Requests for Additional Information

Following the revocation of KA @ The Crossings' charter agreement, the Governing Board of KA @ The Crossings appealed the revocation of its charter agreement in writing to the State Board on September 6, 2019. State Board staff collected evidence from MNPS and KA @ The Crossings to determine whether or not the decision of the MNPS Board of Education was contrary to T.C.A. § 49-13-122. Information collected by State Board staff focused on the fourteen (14) reasons for revocation cited by the MNPS Board of Education and the three (3) reasons for closure prior to the end of the school year, as outlined above. After reviewing evidence submitted by both parties in response to the initial request for information, State Board staff sent a second request for information to Knowledge Academies and MNPS on September 24, 2019. On September 24, 2019, the State Board staff also sent a request for information to representatives of the Tennessee Department of Education for any documentation relating to the Knowledge Academies governing board meeting minutes.

Additionally, the Executive Director, sitting as the State Board's designee, held a public hearing in Nashville, Tennessee on October 2, 2019. Both parties presented evidence at the public hearing, and the State Board staff collected public comments. After reviewing evidence submitted by both parties in response to the first and second requests for information and information shared at the public hearing, State Board staff sent a third request for information to KA @ The Crossings and MNPS on October 3, 2019.

III. Facts and Analysis Related to the Reasons for Revocation and Closure

a. <u>Revocation of the Charter Agreement under T.C.A. 49-13-122(b)</u>

The decision of the MNPS Board of Education to revoke the charter agreement of KA @ The Crossings was based upon a resolution presented by a MNPS board member that cited fourteen (14) allegations that MNPS Board of Education determined supported revocation. Additionally, the MNPS Board of Education cited three (3) reasons to close KA @ The Crossings prior to the end of the school year.

The following is an analysis of the evidence collected by the State Board from both parties on appeal regarding the fourteen (14) allegations that the MNPS Board of Education cited in its decision to revoke KA @ The Crossings' charter agreement. A detailed description of the facts and evidence collected by the State Board relating to each allegation can be found in Appendix A.

1) KA @ The Crossings lacked instructional staff including certified teachers.

Based on the totality of the evidence presented on this allegation, I determine that this issue is substantiated, but is not a material violation of the charter agreement under T.C.A. § 49-13-122(b)(1). When the MNPS Board of Education voted to revoke the charter agreement of KA @ The Crossings, the primary evidence was the statement from the Governing Board of KA @ The Crossings, who stated that they were aware of unlicensed teachers in the school during the 2018-19 school year. During the October 2, 2019 public hearing, MNPS stated that there appeared to be only two unlicensed teachers across all three schools during the 2018-19 school year, and the representatives of KA @ The Crossings confirmed at the hearing that, according to a review of their records, approximately 10% of their teachers did not have an appropriate license during the 2018-19 school year. In response to the State Board's third request for information, which occurred after the public hearing, MNPS stated that initial communication with KA @ The Crossings about unlicensed teachers in the 2018-19 school year did not "raise red flags". In developing the response to the State Board's third request for information, MNPS pulled documentation from Nextera, the TN Ready testing platform, that they stated was documentation to indicate that there were five (5) unlicensed teachers at the school during the 2018-19 school year. MNPS lacks definitive evidence of the precise size and scope of the unlicensed teacher issue during the 2018-19 school year, and the number of unlicensed teachers cited has changed throughout the appeal process. While any issue of unlicensed teachers is one that needs to be remedied as soon as possible, MNPS has not presented clear evidence of the magnitude of the issue or the exact specifics of the issue, and therefore, it does not merit revocation of the charter agreement.

2) KA @ The Crossings staff not being paid on time and not being paid as promised.

Based on the totality of the evidence presented on this allegation, I determine that this issue is not substantiated and is not evidence of the school's failure to meet generally accepted standards of fiscal management under T.C.A. § 49-13-122(b)(3). Two complaints from two former staff members of KA @ The Crossings is neither clear nor compelling evidence of this allegation, and KA @ The Crossings presented evidence that refuted these claims by eleven teachers who were also employed at the school during the 2018-19 school year. Therefore, based on the evidence presented on both sides of this allegation, I am unable to determine that this issue is substantiated. Therefore, I cannot find evidence in this claim of financial mismanagement that merits revocation of the charter agreement.

3) KA @ The Crossings did not deliver on the promise of scholarships to families.

Based on the totality of the evidence presented on this allegation, I determine that this issue is not substantiated and is not evidence of the school's failure to meet generally accepted standards of fiscal management under T.C.A. § 49-13-122(b)(3). The only evidence presented on this issue consisted of two complaints from two former parents and a flier from January 2015. This does not amount to clear evidence substantiating this allegation. The 2015 flier stated that the first graduating class was "on track to be eligible for $500,000 in academic scholarships," but the flier does not promise or guarantee scholarships to students. Additionally, one of the parent emails provided by MNPS stated that the class of 2019 received approximately $450,000 in scholarship money, including the Hope Scholarship and TN Promise, which is very close to the original estimate of $500,000. Therefore, based on the lack of evidence

presented by MNPS, I am unable to determine that this issue is substantiated, is evidence of financial mismanagement, and merits revocation of the charter agreement.

4) KA @ The Crossings had poor academic performance as a federally designated ATSI[5] or TSI[6] school.

Based on the totality of the evidence presented on this allegation, I determine, while this issue is substantiated, it is not grounds to revoke the charter agreement under T.C.A. § 49-13-122(b)(2). MNPS presented clear evidence that KA @ The Crossings was designated as an ATSI school by the Department of Education (TDOE) based on 2017-18 academic data; however, the school is no longer designated as an ATSI or TSI school.

5) KA @ The Crossings had low performance scores as compared to other charter schools.

Based on the totality of the evidence presented on this allegation, I determine, while this issue is substantiated, it is not grounds to revoke the charter agreement under T.C.A. § 49-13-122(b)(2). In the 2018-19 school year, KA @ The Crossings achieved an Overall Composite of a Level 3 in TVAAS, meaning that the school had achieved expected student growth. Additionally, a February 2019 memo from the charter office to KA @ The Crossings was the only evidence MNPS presented that demonstrated communication to KA @ The Crossings regarding academic underperformance; in the memo, MNPS notified KA @ The Crossings of underperformance in math and ELA as compared to the district. Furthermore, in the 2018-19 school year, KA @ The Crossings outperformed the surrounding zoned middle schools in the Antioch cluster. While it is clear that KA @ The Crossings has work to do to increase academic performance for its students, the academic evidence MNPS presented does not merit revocation of the charter agreement.

6) Outsourcing the entire management of the school to NEI without seeking approval of the contract by the MNPS Board of Education prior to implementation.

Based on the totality of the evidence presented on this allegation, I determine that this issue was substantiated, but is not a material violation of the charter agreement under T.C.A. § 49-13-122(b)(1). The Governing Board for KA @ The Crossings admits that it signed the management contract with NEI prior to seeking approval from the MNPS Office of Charter Schools or the Board of Education, and the Governing Board did not follow the process prescribed in the charter agreement with MNPS. However, upon learning of this misstep, there is evidence that the Governing Board attempted to remedy the issue by stating that

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[5] "2019 Accountability Protocol," Tennessee Department of Education, July 12, 2019. *The Tennessee Department of Education identifies ATSI schools every three years. The Every Student Succeeds Act defines ATSI schools as those in which "any subgroup of students, on its own, would lead to identification" as a Priority school. Only schools identified as TSI based on the most recent TSI list will be eligible for ATSI identification. TSI schools whose student group success rates are less than or equal to the maximum success rate of any Priority school in their pool will be identified as ATSI if they do not also have a score of A or B for each indicator for which that student group is eligible.*

[6] Ibid. *The Tennessee Department of Education identifies TSI schools each year. Schools are eligible for TSI identification if they have one or more student groups whose overall accountability score includes data from all indicators. Schools whose overall accountability scores for a given student group are in the bottom five percent for that student group will be identified as TSI schools. For example, a school in which Economically Disadvantaged (ED) students perform in the bottom five percent of all eligible ED student groups will be identified as TSI for its ED student group.*

they were willing to work with MNPS on any amendments to the charter agreement and submitted the management agreement to MNPS for review. Additionally, the MNPS Office of Charter Schools communicated to the school that it would submit amendments to the charter agreement to the MNPS Board of Education for approval in June 2019. At no time prior to the commencement of revocation proceedings did MNPS notify the Governing Board that signing the management contract was a material violation of the charter agreement, grounds for revocation, or ask the Governing Board to cancel the management contract or face revocation. On the contrary, the MNPS Office of Charter Schools communicated to the Governing Board their appreciation for the collaboration and transparency, which was ultimately used against the school. There is no doubt that the Governing Board should have sought approval of the MNPS Board of Education prior to signing the management agreement with NEI. However, that action in and of itself is not an issue that merits revocation of the charter agreement.

7) Lack of oversight of the Knowledge Academies Governing Board and no evidence that greater oversight would be put in place in the future.

Based on the totality of the evidence presented on this allegation, I determine that this issue is not substantiated and is not evidence of the school's failure to meet generally accepted standards of fiscal management under T.C.A. § 49-13-122(b)(3). A review of the Governing Board minutes demonstrated that the board was engaged with the former school administration on the finances as far back as 2017, worked closely with the former administration to correct budgetary issues, brought in an external party to support the finances of the network, and ultimately fired the former CEO because of the financial issues. Each of these actions taken by the Governing Board occurred independently and without request by MNPS. The minutes show that the Governing Board was more engaged in the finances of the school than any other area of operations. Certainly, there is a valid argument that the Governing Board could have acted even more quickly to change the management of the school given the financial situation, but the Governing Board Chair stated at the public hearing that they wanted to give the school founder an opportunity to fix the problems first. The Governing Board appears to have done everything that an authorizer expects a governing board to do once financial issues are identified. In addition, the Governing Board continued to demonstrate investment in the success of the school, including seeking out new management. It is without a doubt that the Governing Board needs to provide strict oversight of the new management of the school to ensure its success; however, there is insufficient evidence of a complete lack of oversight in the past by the Governing Board or evidence indicating a lack of oversight moving forward that would merit revocation.

8) Private businesses being run out of the Knowledge Academies facilities with no apparent benefit to students.

Based on the totality of the evidence presented on this allegation, I determine that this issue is not substantiated and is not evidence of the school's failure to meet generally accepted standards of fiscal management under T.C.A. § 49-13-122(b)(3). From the evidence, it is clear that the former administration was seeking avenues to generate additional revenue for the school, including renting out the facilities, and the Governing Board was aware of these pursuits. However, renting out a school's facilities in and of itself is not an issue, and it is a common practice across many school systems. Additionally, it is clear from the evidence that the former administration sought and established partnerships with businesses and

other stakeholders to further the mission of the school. The Governing Board minutes demonstrate that the Governing Board was aware of the administration's pursuits of partnerships to support the efforts of the school. Partnerships with external stakeholders are not illegal or inherently bad. Even as early as the charter application process, charter schools are encouraged to describe the community partnerships they intend to establish when the school is in operation. Additionally, there is not clear evidence presented that any of the businesses or partnerships made a profit, used public funds inappropriately, or that any of the former administration illegally profited from the partnerships or businesses. Furthermore, there is evidence that the Governing Board, on its own accord, was pursuing the return of a relatively small amount of rental income collected by an individual involved with two businesses previously affiliated with the former administration that may have in fact belonged to the school. While the pursuit of partnerships may have pulled the attention of the former administration away from the day-to-day school operations, the Governing Board has taken steps, without direction from MNPS, to end the partnerships and refocus efforts on improving the quality of the school. Therefore, I do not find that the evidence relating to this reason merits revocation of a charter agreement.

9) Closing the Knowledge Academies facilities for the benefit of a private business, without clear documentation of who benefitted from this rental.

Based on the totality of the evidence presented on this allegation, I determine that this issue is not substantiated and is not evidence of the school's failure to meet generally accepted standards of fiscal management under T.C.A. § 49-13-122(b)(3). From the evidence, it is clear that the former administration was seeking avenues to generate additional revenue for the school, including renting out the facilities, and the Governing Board was aware of these pursuits. However, renting out a school's facilities in and of itself is not an issue, and there is no conclusive evidence that any facilities were closed during the school day because of these rentals. Therefore, this issue is not substantiated and does not merit revocation of the charter agreement.

10) Lack of fiscal management including losing substantial amounts of public money in a phishing scam.

Based on the totality of the evidence presented on this allegation, I determine that this issue is not substantiated and is not evidence of the school's failure to meet generally accepted standards of fiscal management under T.C.A. § 49-13-122(b)(3). The evidence presented demonstrates that the Governing Board was upholding its fiduciary duty, monitoring the financial situation of the school, and taking corrective action prior to MNPS becoming aware of the financial situation. As early as the 2017-18 school year, the Governing Board recognized there was an issue with the former administration meeting approved budgets and began holding regular discussions with the former administration on improving the school's financial situation. The Governing Board brought in an external consultant to work with the former administration on its finances and ultimately fired the former CEO regarding the financial situation. All of this action occurred prior to MNPS becoming aware of the issues and without MNPS instructing the Governing Board to take corrective action. Additionally, once MNPS became engaged in the spring of 2019, the Governing Board Chair was transparent about the financial issues and shared the steps they took to rectify the situation, including bringing in a new management organization to right-size the finances and to manage the schools.

The evidence of the delayed benefits payments in 2017-18 presented by MNPS confirm that there were financial challenges at the school and the network. However, upon reviewing the correspondence between MNPS and Knowledge Academies in 2018 regarding the overdue balance, MNPS did not implement any corrective follow up action beyond ensuring the balance was paid. If MNPS was concerned in 2018 about the financial management of the school, MNPS should have communicated its significant concern to KA @ The Crossings at that time rather than waiting a year to cite it as a reason for revocation.

Additionally, there is no clear evidence of impropriety regarding the outstanding invoices for vendors. MNPS provided evidence of late or delayed payments to three vendors, but KA @ The Crossings presented evidence of service disputes and repayment negotiations. Without clear evidence regarding this allegation, I cannot determine that it is a reason for revocation.

Finally, the former administration at the school did fall victim to an online phishing scam, and it paid false invoices. Although this issue is concerning, it is certainly not uncommon in the digital world today. Companies across the world are constantly training their staff to not fall for online phishing scams. In response to the scam, the Governing Board reported the issues to the FBI, coordinated with Reliant Bank to reimburse 70% of the money lost, and purchased cyber security insurance in March 2019. Although there is evidence of this allegation, I cannot determine that it is a reason for revocation of the charter agreement.

11) Deficit balances

Based on the totality of the evidence presented on this allegation, I determine that this issue is substantiated, but is not evidence of the school's failure to meet generally accepted standards of fiscal management under T.C.A. § 49-13-122(b)(3). There is evidence that the Knowledge Academies network was operating in a deficit beginning in FY17, and if the network's FY17 audit had been accurately evaluated by the MNPS Office of Charter Schools according to MNPS's adopted financial performance framework, MNPS would have found indications of financial challenges at the school. When the State Board staff ran the FY17 audit through MNPS's adopted financial performance framework, our team noted several indicators receiving a rating of "falls far below" standard. However, the MNPS Office of Charter Schools only evaluated the FY17 audit to see if there were any material findings, and after seeing that there were no material findings in the audit, the office gave the school an "exceeds standards" on all indicators on the financial performance framework. Therefore, it appears that MNPS was unaware of any of the financial challenges at the network because the district did not analyze the financial audits beyond looking for any material findings, and, as a result, never accurately communicated to the network or the public the school's standings on the financial performance framework. It was the Governing Board who recognized in 2017-18 that the network was having financial challenges and was operating in a deficit, and it was the Governing Board that took corrective action to improve the financial outlook of the school.

The evidence presented in the revocation proceedings indicates that MNPS only became concerned about the deficits in spring 2019 when the Governing Board provided information about the financial challenges of the school. The Governing Board openly shared with MNPS the corrective action taken by the Governing Board to improve the network's financial standings, including bringing on a new management organization and eliminating unnecessary positions. There is evidence that the Governing

Board was exercising its fiduciary responsibilities over the school; however, there is a lack of evidence that MNPS was accurately fulfilling its oversight and monitoring responsibilities and communicating accurate information to the school regarding its standing on the MNPS financial performance framework. As a result, I cannot determine that this merits a reason for revocation of the charter agreement. Finally, while issues identified in the school's FY18 audit do support that the school continued to operate in a negative financial position, the audit was received by MNPS after the MNPS Board of Education voted to revoke the charter agreement and therefore did not inform the MNPS Board of Education's vote on this issue. Given this landscape, I recommend that MNPS work with the school to evaluate the audit and any next steps they wish to take upon remand.

12) Special education concerns

Based on the totality of the evidence, I do not find that the evidence under this allegation meets the bar for revocation of a charter agreement under T.C.A. 49-13-122(b)(1). The evidence demonstrates that there were some special education issues throughout the years at Knowledge Academies, but MNPS also praised the schools for their handling of past issues. Knowledge Academies have contracted with a new vendor to provide a school psychologist and other support services as of May 2019, and the special education representative for MNPS at the public hearings stated that the schools are currently in compliance with regard to special education services. While this type of monitoring and compliance is certainly an ongoing expectation, there is no clear evidence that this allegation is substantiated to a level that merits revocation of the charter agreement.

13) Repeatedly ignored requests by MNPS to provide documents with no explanation to the authorizing authority.

Based on the totality of the evidence, I determine that this allegation is substantiated. However, I do not determine that it merits revocation of the charter agreement under T.C.A. 49-13-122(b)(1). The evidence is clear that KA @ The Crossings did not respond to requests for information from their authorizer. This choice was wrong and did not align with KA @ The Crossings' previous spirit of collaboration and transparency. T.C.A. § 49-13-111(d) states that a charter school shall be accountable to the authorizer for the purpose of ensuring compliance with the charter agreement, and T.C.A. § 49-13-111(h) states that all records of the charter school are open for inspection to the same extent that the record of public schools operated by an LEA are open for inspection. I understand that Knowledge Academies believed they were misled by MNPS after being transparent and open in spring 2019 and, while a response to the information requests may not have ultimately changed the decision to revoke the charter agreement by the MNPS Board of Education, KA @ The Crossings should have complied with the requests for information. However, I do not determine that this issue merits revocation of the charter agreement.

14) Other specific findings discussed or stated in this board meeting, previous board meetings, and those outlined by the Charter School Office.

Based on the failure of MNPS to provide any specific evidence to support this reason, I determine that it does not merit revocation of the charter agreement under T.C.A. § 49-13-122(b).

b. Revocation of the Charter Agreement under T.C.A. 49-13-122(h)

In addition to the fourteen (14) reasons for revocation detailed above, the MNPS Board of Education cited three (3) reasons to close KA @ The Crossings prior to the end of the school year under T.C.A. 49-13-122(h). While my recommendation is to overturn the decision of the MNPS Board of Education, should the State Board disagree with my recommendation and choose to uphold the decision of MNPS to revoke, I am providing my analysis of the reasons for early closure under T.C.A. 49-13-122(h). The MNPS Board of Education based its decision for early closure on the reasons discussed below. Again, a detailed summary of the facts and evidence collected by the State Board relating to each allegation can be found in Appendix A.

1) Failure to deliver promised scholarship money to parents who relied on the school's promises in choosing Knowledge Academies for their child.

Based on the totality of the evidence presented on this allegation, I determine that this issue is not substantiated and is not evidence of fraud under T.C.A. § 49-13-122(h). As discussed in further detail on page 8, complaints from two former parents and a flier from January 2015 are not clear evidence supporting this allegation. Therefore, I am unable to determine that this issue is substantiated, is evidence of fraud, and merits closure of the school prior to the end of the year.

2) Misappropriation of funds intended for the education of students.

Based on the totality of the evidence presented on this allegation, I determine that this issue is not substantiated and is not evidence of the school's misappropriation of funds pursuant to T.C.A. § 49-13-122(h). A discussed in further detail on page 10, a review of the Governing Board minutes demonstrated that the board was engaged with the former school administration on the finances as far back as 2017, worked closely with the former administration to correct budgetary issues, brought in an external party to support the finances of the network, and ultimately fired the former CEO because of the financial issues. Each of these actions taken by the Governing Board occurred without the request of MNPS. Additionally, the Governing Board stated that they have not identified any misuse of public funds by the former administration nor did the FY18 audit cite any misuse of public funds.

As further detailed on page 11, from the evidence, it is clear that the former administration was seeking avenues to generate additional revenue for the school, including renting out the facilities, and the governing board was aware of these pursuits. However, renting out a school's facilities in and of itself is not an issue. Additionally, it is clear from the evidence that the former administration sought and established partnerships with businesses and other stakeholders to further the mission of the school, and partnerships with external stakeholders are not illegal or inherently bad. While the pursuit of partnerships may have pulled the attention of the former administration away from the day-to-day school operations, the Governing Board has taken initiative, without direction from MNPS, to end the partnerships and refocus on improving the quality of the school.

As further discussed on page 13, the evidence is clear that KA @ The Crossings did not respond to requests for information from their authorizer, and KA @ The Crossings should have complied with the MNPS requests for financial information even if they believed it had already been provided to MNPS. However, I did not determine that the evidence presented rises to the level of misappropriation of funds and thus does not merit the school closing prior to the end of the school year.

3) Flagrant disregard of its charter agreement as Knowledge Academies outsourced management of its operations to a Florida-based charter management company, NEI, without the required approval by the MNPS Board of Education.

MNPS asserted KA @ The Crossings demonstrated flagrant disregard for the charter agreement because:

a) KA @ The Crossings entered into a management agreement with NEI prior to review and approval of the contract by the MNPS Charter Office or the MNPS Board of Education.
b) KA @ The Crossings refused to provide the MNPS Office of Charter Schools access to its records.
c) KA @ The Crossings violated provisions of the charter agreement related to teacher licensing and certifications.

Based on the totality of the evidence presented on this allegation, I determine that the school did not flagrantly disregard its charter agreement with MNPS. As discussed in further detail on page 9, the Governing Board for Knowledge Academies admits that it signed the management contract with NEI prior to seeking approval from the MNPS Office of Charter Schools or the Board of Education, and the Governing Board did not follow the process prescribed in the charter agreement with MNPS. However, upon learning of this misstep, the Governing Board attempted to remedy the issue by stating that they were willing to work with MNPS on any amendments to the charter agreement and submitted the management agreement to MNPS for review. At no time prior to the commencement of revocation proceedings did MNPS notify the Governing Board that signing the management contract was a material violation of the charter agreement, grounds for revocation, or ask the Governing Board to cancel the management contract or face revocation. On the contrary, the MNPS Office of Charter Schools communicated to the Governing Board their appreciation for the collaboration and transparency, which was ultimately used against the school.

The evidence is clear that Knowledge Academies did not respond to the requests for information from their authorizer, a choice that was wrong and did not align with their previous spirit of collaboration and transparency. I understand that KA @ The Crossings felt they were misled by MNPS after being transparent and open in spring 2019 and that most of the information had already been provided. While a response to the information requests may not have ultimately changed any decision by the MNPS Board of Education, Knowledge Academies should have complied with the requests for information.

Finally, as discussed in further detail on page 7, there is a lack of clear evidence of the number of unlicensed teachers employed by KA @ The Crossings during the 2018-19 school year, and, yet, MNPS is using it as a reason to close the school prior to the end of the school year. MNPS stated that initial

communication with KA @ The Crossings about unlicensed teachers in the 2018-19 school year did not "raise red flags," and MNPS lacks definitive evidence of the precise size and scope of the unlicensed teacher issue during the 2018-19 school year. Additionally, the number of unlicensed teachers cited has changed throughout the appeal process. While any issue of unlicensed teachers is one that needs to be remedied as soon as possible, MNPS has not presented clear evidence that this issue was treated as material during the 2018-19 school year and that it would be grounds for revocation of the agreement if not fixed.

ALIGNMENT TO QUALITY AUTHORIZING STANDARDS

Detailed information regarding MNPS's revocation process was collected and analyzed by State Board staff to determine alignment with the State Board Quality Authorizing Standards as set forth in State Board policy 6.111 and as required by T.C.A. 49-13-108(f). The State Board Quality Authorizing Standards serve as a crucial guidepost for authorizers to ensure quality and fairness. In totality, MNPS failed to align their practices to the state's quality authorizing standards.

At the start of the 2017-18 school year, MNPS adopted the model performance framework that was developed by the Tennessee Department of Education. This performance framework includes standards for performance for charter schools in the areas of academics, operations, and finances. The adoption of these performance standards aligns with T.C.A. § 49-13-143 and State Board policy 6.111. However, MNPS did not meet the authorizing standard for evaluating each school annually on the performance framework and clearly communicating the evaluation results to the school's governing board and leadership. MNPS incorrectly ran its financial performance framework using KA @ The Crossings' FY17 audit, and therefore, the results shared with the school and the public where inaccurate. As a result, MNPS appeared to have no notion of the early warning signs of the school's financial position that were available in the FY17 audit. It is a not an encroachment on school autonomy to evaluate a school's audit against the financial performance framework indicators, as MNPS stated at the public hearing. On the contrary, it is a minimum requirement and expectation of authorizers to ensure it has accurate information about the current status of a school and is able to communicate clearly to the school and the public regarding any short-term or long-term financial concerns. A quality authorizer must ensure that it has the capacity to analyze a school's performance on all aspects of the performance framework, and MNPS' incorrect evaluation of the financial position of KA @ The Crossings was a failure to the school, the students, and the public.

Additionally, a quality authorizer communicates regularly with schools, provides timely notice of contract violations or performance deficiencies, and articulates and enforces stated consequences for failing to meet performance expectations or compliance requirements. The documentation of communication provided by MNPS and Knowledge Academies demonstrates that MNPS has not regularly provided timely notice of contract violations or performance deficiencies. MNPS issued its first notice regarding academic performance in February 2019, but nowhere in the notice was there a mention that the school was up for possible revocation because of the academic performance. In fact, the memo praised some areas of the school's academic performance.

Furthermore, MNPS did not clearly communicate to the school regarding next steps for the management contract with NEI. In communications with the school in April 2019, the MNPS Office of Charter Schools stated that the charter agreement would likely need to be amended because of the new management contract and that the office intended to bring an amendment for MNPS Board of Education approval by June 2019. However, after receiving the management contract from Knowledge Academies at the end of April 2019, MNPS did not move it forward as an amendment to the charter agreement nor did they inform Knowledge Academies that there were issues with the contract so great that it might lead to charter revocation. Instead, less than two months after the contract was submitted to MNPS, the signing of the contract was used as a reason to initiate revocation proceedings.

The MNPS Office of Charter Schools established intervention procedures called "Procedures for Sub-Standard Performance of a Charter School" to use when dealing with underperformance by a charter school. This aligns with the quality authorizing standard of establishing and clearly communicating to schools an intervention policy that states the general conditions that may trigger an intervention and the types of actions and consequences that may result from it. Based on evidence reviewed by State Board staff, the MNPS Office of Charter Schools used its intervention procedures when it stated in a June 10, 2019 email to Knowledge Academy that the school would be placed on Charter Probation for the 2019-20 school year. Furthermore, the email stated that MNPS and Knowledge Academies would work together on creating a corrective action plan, and the school would undergo a charter review in June 2020. However, the MNPS Board of Education, acting on information from the news media and some complaints they directly received, decided to move immediately to revocation proceedings beginning on June 12, 2019. This action did not align with the work of the MNPS Office of Charter Schools staff from April 2019 to June 10, 2019, nor was it backed by the evidence cited in the allegations against the school.

As a result of this immediate jump to discussions of revocation, MNPS's practices did not align to the standard of giving schools clear, adequate, evidence-based, and timely notice of contract violations or performance deficiencies. In fact, prior to June 12, 2019, the evidence supports KA @ The Crossings' belief that MNPS was appreciative of their transparency and wanted to collaborate on improving the school. The school was not given any indication of contract violations so great that revocation was possible nor was it given an opportunity or time by MNPS to remedy the issues. This is further evidenced by the evolving nature of reasons cited by MNPS for possible revocation of the charter agreements. There has been significant inconsistency around the issues and concerns cited by MNPS throughout the revocation proceedings and the appeal process. For example, the April 2019 notice of concern sent by MNPS to Knowledge Academies cited late and inaccurate authorizer fee payments as an issue, but that issue was never raised again as part of the appeal proceeding. The lack of oversight by the governing board was listed as a reason for revocation in the August 2019 revocation decision, but MNPS did not provide any direct response to this allegation until specifically asked by the State Board in its third request for information. Further, a violation of the Open Meetings Act was cited as a reason for revocation at the public hearing on October 2, 2019, but this was the first time this reason had ever been cited.

Finally, the quality authorizing standards state that a quality authorizer allows schools reasonable time and opportunity for remediation in non-emergency situations and revokes a charter if there is clear evidence of extreme underperformance or violation of law. While the issues alleged by MNPS are serious

in nature and some will require immediate attention by the school, a number of the issues had already been remedied prior to MNPS's decision to revoke the charter agreement in August 2019 and other issues could have been remedied if the school had been given notice to fix them. None of the substantiated issues deal with the health or safety of students or have conclusive evidence of fraud or embezzlement, and MNPS failed to give the school any notice or time to remedy the issues before immediately moving to revoke the charter agreements.[7] As a result, MNPS's procedures in this revocation decision did not align with the state's quality authorizing standards or the practices of a quality authorizer.

CONCLUSION

While it is evident that Knowledge Academies has experienced significant issues in the past two years under its former administration and still has a long way to go to correct some of the issues cited by MNPS, for the reasons outlined in this report, I cannot conclude that the substantiated issues merit revocation of the charter agreement under T.C.A. § 49-13-122(b).

Based on a review of the totality of the evidence presented in this appeal and the State Board's standard of review, I determine that the MNPS Board of Education decision to revoke the charter agreement of KA @ The Crossings was contrary to T.C.A. § 49-13-122(b). Therefore, I recommend that the State Board overturn the revocation decision of the MNPS Board of Education in the appeal of KA @ The Crossings and remand the school back to MNPS for continued operations.

Although I recognize it is up to the district to determine how to move forward with KA @ The Crossings, I recommend that MNPS utilize its intervention procedures to implement the original probationary plan proposed by the MNPS Office of Charter Schools. KA @ The Crossings should be placed on charter probation, have a clear corrective action plan in place, and MNPS should regularly monitor that plan. If the school is not meeting the mutually agreed upon benchmarks, then the school may rightfully be subject to increasing consequences. However, at a minimum, the school, the Governing Board, the students, and the public will be on notice about the expectations and consequences of a failure to meet those expectations.

Dr. Sara Heyburn Morrison, Executive Director
State Board of Education

10/24/2019
Date

[7] T.C.A. § 49-13-122(b), (h)

APPENDIX A

FACTS AND EVIDENCE RELATING TO MNPS REASONS FOR REVOCATION

I. Revocation of the Charter Agreement under T.C.A. § 49-13-122(b)

1) KA @ The Crossings lacked instructional staff including certified teachers.

Facts

MNPS stated that during the 2018-19 school year, KA @ The Crossings had unlicensed teachers in the classroom and therefore was in violation of state law and their charter agreement. Section 3.0 of the charter agreement between MNPS and the Governing Board of KA @ The Crossings states the following:

> *The Charter School shall ensure that teachers are licensed pursuant to state statutes and state board of education rules, and meet applicable federal qualifications including highly qualified, exceptional education certified and ESL certified.*

A statement released by the Governing Board Chair for Knowledge Academies on May 9, 2019 states that the Governing Board had become aware that "some teachers were not properly certified for classes they were teaching." On July 10, 2019, the MNPS Office of Charter Schools requested staff rosters from the 2018-19 and 2019-20 school year, including staff assignment and certification information. Knowledge Academies did not submit this information to MNPS, even after two subsequent requests.

At the public hearing on October 2, 2019, representatives of MNPS stated that, during its routine monitoring of teacher licenses at charter schools during the 2018-19 school year, they found evidence that two teachers over all three schools operated by Knowledge Academies were unlicensed in the 2018-19 school year. Additionally, at the public hearing, representatives of KA @ The Crossings stated that approximately 10% of teachers at KA @ The Crossings were unlicensed in the 2018-19 school year.

In response to the State Board's October 3, 2019 request for information, MNPS stated that initial correspondence between KA @ The Crossings and the MNPS Charter Office in the 2018-19 school year regarding teacher licensure did not raise any red flags. Documentation provided as a part of this request for information included a February 2019 email from the MNPS Charter School Office to KA @ The Crossings that asked for additional licensure information regarding four (4) teachers at KA @ The Crossings in preparation for TNReady testing. The MNPS Office of Charter Schools stated that an assigned teacher of record had to possess a Tennessee license number to be loaded into the testing platform, and it was seeking additional licensure information from KA @ The Crossings regarding these four (4) individuals. This is the only correspondence from MNPS regarding the teacher licensure issue from the 2018-19 school year.

In response to the State Board's October 3, 2019 request for information, MNPS further stated that, upon a recent review of the 2018-19 TNReady reports from Nextera, it appears that KA @ The Crossings did not have licensed teachers for some core content courses in the 2018-19 school year. The Nextera documentation has former KA @ The Crossings administrative personnel listed as the teacher of record in five courses at KA @ The Crossings, and MNPS asserts that this shows there were five unlicensed teachers at the school in the 2018-19 school year.

Based on documentation submitted by Knowledge Academies in response to a State Board's October 3, 2019 request for information, it appears that three teachers were unlicensed for part of the 2018-19 school year at KA @ The Crossings, and the school had one unlicensed long-term substitute in the 2018-19 school year.

2) KA @ The Crossings staff not being paid on time and not being paid as promised.

Facts

The MNPS Office of Charter Schools received statements from two former teachers at Knowledge Academies that staff was paid late more than once, teachers were offered a $650 bonus if they chose to receive their paychecks late, and stipends being offered but not being paid to teachers as promised. On July 10, 2019, the MNPS Office of Charter Schools requested any emails to staff related to teacher non-payment or late payment (payroll, stipends, bonuses, etc.) for the 2017-18 and 2018-19 school years. Knowledge Academies did not submit this information to MNPS, even after two subsequent requests. In response to the State Board's September 9, 2019 request for information, Knowledge Academies submitted a signed affidavit from eleven (11) staff members who state they have been employed since at least the start of the 2018-19 school year and state that they have been paid in full.

At the public hearing on October 2, 2019, current teachers at Knowledge Academies stated that they had worked at the school for several years, and they had always been paid on time and in full. In response to the State Board's October 3, 2019 request for information, KA @ The Crossings also provided a signed separation agreement between Knowledge Academies and one of the two staff members that alleged he was not paid in full.

3) KA @ The Crossings did not deliver on the promise of scholarships to families.

Facts

MNPS provided evidence of two emails from parents stating that the former CEO had promised students full academic scholarships to college if they stayed at Knowledge Academies, and these scholarships did not materialize. MNPS also provided a screenshot of a flier from January 2015 from Knowledge Academies that states, "First graduating class is on track to be eligible for $500,000 in academic scholarships." One of the parent emails submitted by MNPS stated, "[…] the entire class as a whole received approximately 450K in scholarship money. This is including Tennessee Hope and Promise dollars that are pretty much accessable (sic) to all of TN graduating seniors".

4) KA @ The Crossings had poor academic performance as a federally designated ATSI[8] or TSI[9] school.

Facts

In an August 13, 2019 presentation to the MNPS Board of Education, the MNPS Office of Charter Schools stated that KA @ The Crossings was designated as an ATSI school by the TDOE based on 2017-18 academic data.

5) KA @ The Crossings had low performance scores as compared to other charter schools.

Facts

MNPS submitted documentation demonstrating that KA @ The Crossings has struggled academically over the past several years as compared to the district and other charter schools. Based on the performance framework implemented by MNPS at the start of the 2017-18 school year, KA @ The Crossings received a "falls far below standard" rating in ELA and math based on 2017-2018 data. Additionally, the school received a "does not meet standard" rating when compared to the performance of the district in ELA and science, and a "falls far below standard" when compared to the performance of the district in math in 2017-18.

MNPS provided academic performance data from the 2018-19 school year for the portfolio of twenty-one (21) charter schools in MNPS serving grades 3-8 which shows the following:

- In TVAAS for 4-8 ELA, KA @ The Crossings received a Level 3 while 14 charter schools received a Level 4 or Level 5.
- In TVAAS for 4-8 Math, KA @ The Crossings received a Level 3 while 12 charter schools, including another school operated by Knowledge Academies, received a Level 4 or Level 5.
- In TVAAS Overall Composite, KA @ The Crossings received a Level 3 while 14 charter schools, including another school operated by Knowledge Academies, received a Level 4 or Level 5.
- In the percentage of students achieving on-track or mastered in ELA, KA @ The Crossings had 15.5% which is ranked 20th of 21 charter schools. The charter school ranked 19th is also operated by Knowledge Academies.

[8] "2019 Accountability Protocol," Tennessee Department of Education, July 12, 2019. *The Tennessee Department of Education identifies ATSI schools every three years. The Every Student Succeeds Act defines ATSI schools as those in which "any subgroup of students, on its own, would lead to identification" as a Priority school. Only schools identified as TSI based on the most recent TSI list will be eligible for ATSI identification. TSI schools whose student group success rates are less than or equal to the maximum success rate of any Priority school in their pool will be identified as ATSI if they do not also have a score of A or B for each indicator for which that student group is eligible.*

[9] Ibid. *The Tennessee Department of Education identifies TSI schools each year. Schools are eligible for TSI identification if they have one or more student groups whose overall accountability score includes data from all indicators. Schools whose overall accountability scores for a given student group are in the bottom five percent for that student group will be identified as TSI schools. For example, a school in which Economically Disadvantaged (ED) students perform in the bottom five percent of all eligible ED student groups will be identified as TSI for its ED student group.*

- In the percentage of students achieving on-track or mastered in math, KA @ The Crossings had 17.2%, which is ranked 20th of 21 charter schools. The charter school ranked 19th is also operated by Knowledge Academies.
- In the percentage of students achieving on-track or mastered in social studies, KA @ The Crossings had 13.3%, which is ranked 15th of the 15 charter schools that have this data. The 13th ranked charter school is also operated by Knowledge Academies.

On February 12, 2019, the MNPS Office of Charter Schools sent the former CEO of Knowledge Academies a notice regarding the two-year data review for KA @ The Crossings. The notice states that the school "has demonstrated achievement below district levels in both English/Language Arts and Mathematics for the past two years". Moreover, in math, KA @ The Crossings "has demonstrated both below average growth and achievement in mathematics for the past two years." In ELA, KA @ The Crossings "has demonstrated average growth with TVAAS Level 3 scores for the past two years in a row", however "the percentage of students scoring On Track/Mastered fell below the district both years". In science, KA @ The Crossings "demonstrated above average growth and achievement" in 2017, but in 2018 "the percentage of students On Track/Mastered (fell) below the district and TVAAS of Level 1". In the public hearing, the MNPS Office of Charter Schools stated, beyond the February 2019 notice for the two-year review, MNPS would have discussed academic data during their monthly check-in meetings at schools and during an end of year meeting with its charter schools. However, MNPS did not provide additional evidence regarding notices of concern for academic performance issued beyond the February 2019 memo nor agendas for the monthly check-ins or end of year meetings.

The TNReady data available for the past three years from the TDOE on KA @ The Crossings is displayed in Table 1 below.

Table 1: KA @ The Crossings TNReady Performance, 2017-2019

Year	Subject	Students On-Track/Mastered
2019	Math	18%
2018	Math	8.8%
2017	Math	12.1%
2019	ELA	14.6%
2018	ELA	15.2%
2017	ELA	14.4%
2019	Social Studies	14%
2018	Social Studies	17.8%
2018	Science	34%
2017	Science	54.7%

Knowledge Academies shared data stating that it is higher performing than any of the zoned middle schools in the Antioch area of Nashville, Tennessee. KA @ The Crossings cited the following data:

- KA @ The Crossings had higher 2019 TNReady scores than every zoned middle school in the Antioch and Cane Ridge clusters.

Additionally, Knowledge Academies stated that, pursuant to T.C.A. § 49-6-6012, no adverse action may be taken against any student, teacher, school or LEA based, in whole or in part, on student achievement data generated from the 2017-2018 school year.

6) Outsourcing the entire management of the school to NEI without seeking approval of the contract by the MNPS Board of Education prior to implementation.

Facts

MNPS stated that the Governing Board of KA @ The Crossings signed the contract with NEI without approval of the MNPS Board of Education, which was a violation of the charter agreement. Section 3.3 of the charter agreement between MNPS and the Governing Board of KA @ The Crossings states, in part, the following:

> *No right or interest in this Agreement shall be assigned by anyone on behalf of the Charter School, and delegation of any contractual duty of the Charter School shall not be made without prior written approval of the Chartering Authority. A violation of this provision shall be grounds for immediate termination of this Operating Agreement and revocation of the Charter.*
>
> *Should the Charter School propose to enter into a contract with another non-profit entity to manage the School, the Charter School agrees to submit all information requested by the Chartering Authority regarding the management arrangement, including a copy of the proposed contract and a description of the management company, with identification of its principals and their backgrounds. The Charter School shall not enter into a management contract without written approval from the Chartering Authority.*

Further, Section 8.2 of the charter agreement between MNPS and the Governing Board of KA @ The Crossings states, in part, the following:

> *The Charter School shall report the following to the Chartering Authority within five (5) days of change: Names and contact information of any individuals who, during the prior quarter, resign from or are hired to a leadership position in the Charter School, including any administrative position.*

An April 24, 2019 email from the Governing Board Chair of KA @ The Crossings to the MNPS Office of Charter Schools stated that the Governing Board would be "glad to work with you on any amendments that we may need to our charters." An April 26, 2019 letter from the MNPS Office of Charter Schools to the Governing Board Chair of KA @ The Crossings states that "during the meeting [on April 17, 2019], it was determined that there will likely need to be contract amendments. Once all amendments are determined, this office will present to the MNPS Board of Education for approval. We anticipate this will occur by June 2019." On April 29, 2019, the Governing Board Chair for KA @ The Crossings submitted the management contract to the MNPS Office of Charter Schools for review and approval.

A May 1, 2019 email from the MNPS Office of Charter Schools to the Metro Nashville Public Schools Legal Counsel stated that Knowledge Academies "has contracted with NEI and I have attached the contract. Can you review and see if anything sticks out to as you as inappropriate or questionable?" The email included the contract between Knowledge Academies and NEI as an attachment. An August 9, 2019 email from the MNPS Office of Charter Schools to the MNPS Legal Counsel stated, "It is our office [MNPS Office of Charter Schools] opinion that the contract between NEI and Knowledge Academies is that of a CMO. Can we get your opinion please?" The MNPS Office of Charter Schools stated they needed to determine if an amendment to the charter agreement was necessary.

At the public hearing, representatives from MNPS stated that they did not review the management contract and present it for approval to the MNPS Board of Education because it had already been signed by the Governing Board and NEI. Additionally, MNPS stated that Knowledge Academies originally stated that the agreement with NEI was for "consulting" rather than management of the school, which may not have triggered a need for an amendment to the charter agreement.

7) Lack of oversight of the Knowledge Academies Governing Board and no evidence that greater oversight would be put in place in the future.

Facts

T.C.A. § 49-13-104(a)(10) states: "Governing body" means the organized group of persons who will operate a public charter school or schools by deciding matters, including, but not limited to, budgeting, curriculum and other operating procedures for the public charter school and by overseeing management and administration of a public charter school."

A review of the Knowledge Academies' Governing Board minutes beginning in June 2017 reflect that the Governing Board received updates on the schools financials and engaged with the former administration on the issuance of a bond to purchase the facility that now houses Knowledge Academies. In December 2017, the Governing Board discussed the results of the FY17 audit and reviewed the financial position of the school. In May 2018, the Governing Board received an update on the bond covenants and had an in-depth discussion of the financial status of the network with eight action items specified to improve the school's financial situation. According to the statement of the Governing Board Chair at the October 2, 2019 public hearing, the Governing Board was aware of the network's financial challenges during the 2017-18 school year. In response to these challenges, the Governing Board brought on a financial consultant after the 2017-18 school year to work with the former administration in an effort to rectify the financial situation at the schools. The December 2018 Governing Board minutes state that the former administration was working with an independent financial team that had been approved by Nuveen, the financial company that financed the bond issuance. The Governing Board ultimately terminated the former CEO in April 2019 largely because of the financial issues, as reflected in the April 2019 governing board minutes, and hired NEI to manage the schools. At the April 29, 2019 meeting between representatives of MNPS, NEI, and Knowledge Academies, a financial update of the network and next steps regarding financials were discussed.

In a statement from the Governing Board Chair dated May 9, 2019, it is noted that there was a deficit reported for 2017-18 based on the school's management team incurring operating expenses in

excess of the budget authority granted by the Governing Board. The statement further provided that the financial issues and deficit continued into the 2018-2019 school year, even after corrective measures were adopted by the Governing Board.

In Knowledge Academies' FY18 audit, received by MNPS in September 2019, a material weakness for the network regarding its internal controls over financial reporting is noted, and as a result, a material adjustment was required during the audit. The auditor recommended that management should ensure there is proper review of its internal financial statements prior to finalization. Additionally, the FY18 audit noted that there was a deficit change in net assets, which was primarily caused by "unbudgeted compensation, transportation, and general and administrative expenses during the year ended June 30, 2018."

At the public hearing, KA @ The Crossings was asked to describe the evaluations that the governing board did of the former CEO. The Governing Board Chair stated that evaluations were typically held annually, and the board would survey stakeholders as a part of the evaluation. The Governing Board Chair stated that the Governing Board did not formally evaluate the former CEO in the 2017-18 or 2018-19 school years because of the need to focus on the financial situation. No further evidence of school leader evaluations was provided by the Governing Board.

8) Private businesses being run out of the Knowledge Academies facilities with no apparent benefit to students.

Facts

According to a May 9, 2019 statement from the Governing Board Chair, the Governing Board became aware that former management arranged external partnerships with certain organizations not approved by the Governing Board. One company, Empower the Journey, was established by the former CEO and three other individuals who provided consulting services to Knowledge Academies. Additionally, another company called KA Connects was established by a marketing consultant whose services were paid for by Knowledge Academies. The statement says the Governing Board ended all of the relationships upon becoming aware of relationships.

In a letter from the Governing Board Chair dated May 16, 2019 to an individual affiliated with two businesses connected to Knowledge Academies (Empower the Journey and The Connect Magazine), the Governing Board Chair requests the return of $5,700 to Knowledge Academies. According to the letter, the individual collected this money as rental income that was paid to the individual by a church as part of a rental-share agreement for the use of Knowledge Academies' facilities. The Governing Board Chair states that accepting this revenue is a violation of Knowledge Academies' conflict of interest policy.

Minutes from a Governing Board meeting on April 5, 2018 detail additional partnerships and recurring revenue sources that had been established for the schools. The minutes state, "Since our November 2017 closing [on the facility bond], we have been showing the KA Campus to multiple business leaders, executives, and community partners, along with incubating career training partnerships for families." Partnerships discussed at this meeting included: The U.S. Small Business Administration establishing an official satellite office/training center on the KA campus; The Nashville Airport authority

establishing an Official Family Workforce and Career Awareness Partnership on the KA Campus; weekend ACT prep; the launch of KA's first official summer camp series; and University of Tennessee to host a Construction Growth Conference on the KA Campus in Mid-October 2018.

Additionally, in an email from the Governing Board Chair to the MNPS Office of Charter Schools on May 24, 2019, the Governing Board Chair stated they were aware of four businesses or programs established in partnership with the former CEO to either generate revenue for the school or utilize some of the facility space for programs. The Governing Board stated they had not approved the initiatives and did not intend to pursue any of the programs. In addition, the Governing Board Chair stated there was no evidence of the former administration or anyone else personally benefiting from the companies.

9) Closing the Knowledge Academies facilities for the benefit of a private business, without clear documentation of who benefitted from this rental.

Facts

In a May 9, 2019 statement from the Governing Board Chair, it is stated that the Governing Board became aware that a conference for construction professionals was held in the Knowledge Academies facilities without the approval of the Governing Board. MNPS provided evidence of a flier from the conference that occurred on October 10, 2018 from 9:30 am to 3:30 pm. One former teacher at Knowledge Academies stated at an MNPS public board meeting that the school was closed on October 10, 2018. The Governing Board stated it did not have evidence that classes had been cancelled because of the conference.

10) Lack of fiscal management including losing substantial amounts of public money in a phishing scam.

Facts

In a statement from the Governing Board Chair dated May 9, 2019, it is noted that there was a deficit reported for 2017-18 due to the school's management team incurring operating expenses in excess of the budget authority granted by the Governing Board. The statement further provided that the financial issues and deficit continued into the 2018-2019 school year, even after corrective measures were adopted by the Governing Board.

The Governing Board Chair stated at the October 2, 2019 public hearing that the Governing Board was aware of the financial challenges of the network during the 2017-18 school year and worked closely with the former administration on these issues, which is confirmed by a review of the Governing Board meeting minutes. Beginning in June 2017, the minutes reflect that the Governing Board received updates on the network's financials and was engaged with the former administration on the issuance of a bond to purchase the school's facility. At the December 2017 meeting, the Governing Board discussed the results of the FY17 audit and reviewed the financial position of the school. In May 2018, the Governing Board received an update on the bond covenants and had an in-depth discussion of the financial status of the network with eight action items specified to improve the school's financial situation.

Knowledge Academies stated that the 2017-18 budget deficit was due to the following reasons: 1) the bond interest expense and bond issuance costs and 2) the hiring of additional administration and

teachers because of growth and building expansion. In response to these financial challenges, the Governing Board Chair stated they brought on a financial consultant after the 2017-18 school year to work with the former administration to rectify the financial situation at the school. The December 2018 Governing Board minutes state that the former administration was working with an independent financial team that had been approved by Nuveen. The Governing Board ultimately terminated the former CEO in April 2019 largely because of the financial issues, as reflected in the April 2019 governing board minutes, and hired NEI to manage the schools.

MNPS provided evidence of delayed or unpaid invoices since the 2017-18 school year. In June 2018, MNPS notified the former administration of Knowledge Academies regarding its unpaid benefits and bus services debt of $801,451.25 from the 2017-18 school year. The amount was repaid by Knowledge Academies through the 2018-19 BEP payments, and based on correspondence from MNPS to Knowledge Academies, this delayed payment did not raise immediate red flags.

MNPS presented evidence of unpaid invoices from three companies: Premiere Cleaning Company, Grayline Transportation, and If I Had a Hammer. At the public hearing on October 2, 2019, representatives from Knowledge Academies stated that they had negotiated payments with Grayline, and that Grayline was still providing transportation to the school. Additionally, Knowledge Academies stated that it was in negotiations with Premiere Cleaning Company to settle the payment dispute, and it had determined the invoices from If I Had a Hammer were not valid.

The audit for FY18 notes a material weakness for the network regarding its internal controls over financial reporting and, as a result, a material adjustment was required during the audit. The auditor recommended that management ensure there is proper review of its internal financial statements prior to finalization. In response to these findings, Knowledge Academies stated that they have already made the necessary adjustments to ensure these problems are not repeated.

MNPS also alleges that the school lost substantial amounts of public money in an online phishing scheme. On February 1, 2019, the Governing Board Chair of Knowledge Academies reported to the FBI that the school had been defrauded of $270,000 in an online phishing scam by someone posing as the school's vendor for the school lunch program. The school's bank, Reliant Bank, credited the school $190,550 for the fraud on March 13, 2019. The Governing Board purchased a cyber insurance policy for Knowledge Academies on March 13, 2019.

11) Deficit balances

Facts

The MNPS Office of Charter Schools presented evidence that Knowledge Academies had a total net position of $(315,546) in its FY17 audit. However, the MNPS financial performance framework analysis rated Knowledge Academies as "exceeds standard" on all indicators from 2013-14 through 2017-18. At the public hearing, representatives from MNPS stated that, when reviewing the FY17 audit, they were only looking for findings and scored Knowledge Academies as "exceeds standard" because there were no findings. MNPS stated that analyzing the audit further would violate the autonomy provided to charter schools.

Knowledge Academies stated that the 2017-18 budget deficit was due to the following reasons: 1) the bond interest expense and bond issuance costs and 2) the hiring of additional administration and teachers because of growth and building expansion. In response to these financial challenges, the Governing Board Chair stated they brought on a financial consultant after the 2017-18 school year to work with the former administration to rectify the financial situation at the school. The Governing Board ultimately terminated the former CEO in April 2019 largely because of the financial issues, as reflected in the April 2019 governing board minutes, and hired NEI to manage the schools. Knowledge Academies further stated that when they brought on NEI, the network right-sized the staff based on enrollment, which led to the reduction of $900,000 in staff expenses. Knowledge Academies stated that the reduction in staff included nine administrative positions and one teaching position.

In the FY18 audit that was submitted by Knowledge Academies to MNPS on September 5, 2019, Knowledge Academies had a total net position of $(3,285,454) at the end of June 30, 2018, which aligns with the Governing Board's assessment of the financial position of the school. The audit was received by MNPS after the MNPS Board of Education voted to revoke the charter agreement.

12) Special education concerns

Facts

MNPS submitted a January 26, 2018 memo from a representative for Project Play to the Knowledge Academies' Managing Director of Student Services stating that Knowledge Academies did not follow the recommendation to purchase appropriate Hearing Assistive Technology for students, as recommended by the audiologist. Instead, the school decided to purchase devices whose efficacy had not been determined, and the audiologist said she could not ethically be responsible for drafting or monitoring IEP goals for these students. A September 5, 2019 email from the MNPS Special Education Coach for Charter Schools stated that he was unaware of this January 2018 issue and therefore did not follow up with the school on it.

In a February 21, 2019 memo to the former administration of Knowledge Academies, three special education complaints were raised. First, it stated that the school had contracted with a vendor that provided a school psychologist who was not properly credentialed. Secondly, the memo stated that the school contracted with a school psychologist with limited availability to directly interact with the school. In a memo provided by representatives of Knowledge Academies dated on September 16, 2019, Knowledge Academies stated, "as of May 2019 the contracts with previous school psychologist vendors were discontinued and the school now contracts with another reputable agency for special education related services, including a licensed school psychologist".

The third complaint noted in the February 2019 letter was in regard to a special education teacher from Knowledge Academy and KA @ The Crossings. The memo listed several allegations of unprofessional behavior by the teacher, and ultimately, KA @ The Crossings reported the teacher to the Department of Children's Services (DCS). MNPS alleges that the former administration at KA @ The Crossings did not move quickly enough to address the concerns raised about the teacher. The September 16, 2019 memo

from representatives of Knowledge Academies states that the teacher resigned from KA @ The Crossings after being reported to DCS.

At the public hearing, a representative for Special Education within MNPS stated that KA @ The Crossings and the other schools in their network were currently in compliance with regard to services to students with disabilities.

13) Repeatedly ignored requests by MNPS to provide documents with no explanation to the authorizing authority.

Facts

As part of the July 10, 2019 notice from the MNPS Office of Charter Schools stating that the charter agreements for Knowledge Academies may be considered for revocation after thirty (30) days, MNPS requested Knowledge Academies submit documentation related to the possible reasons for revocation no later than July 15, 2019. The MNPS Office of Charter Schools sent additional notices to the Governing Board Chair of Knowledge Academies on August 19, 2019 and August 23, 2019 requesting the submission of the documentation. Knowledge Academies did not submit this requested documentation to MNPS.

When asked at the public hearing why the requested information had not been turned over, the representatives from Knowledge Academies stated that they believed a lot of the information had already been produced at the April 29, 2019 meeting between Knowledge Academies, NEI, and MNPS. Additionally, Knowledge Academies stated they had been misled by MNPS. Knowledge Academies stated that the Office of Charter Schools had been collaborative with them, thanked them for their transparency, and stated that the school would be put on probationary status for the 2019-2020 school year on June 10, 2019. However, at a June 11, 2019 public board meeting, a member of the MNPS Board of Education announced her request to initiate revocation proceedings causing Knowledge Academies to deem the requests for documentation invalid, and therefore, the requests did not warrant response.

14) Other specific findings discussed or stated in this board meeting, previous board meetings, and those outlined by the Charter School Office.

Facts

Throughout the requests for information and the public hearing, MNPS presented no specific evidence for this reason for revocation.

II. Revocation of the Charter Agreement under T.C.A. 49-13-122(h)

1) Failure to deliver promised scholarship money to parents who relied on the school's promises in choosing Knowledge Academies for their child.

Facts

MNPS provided evidence of two emails from parents stating that the former CEO had promised students full academic scholarships to college if they stayed at Knowledge Academies, and these

scholarships did not materialize. MNPS also provided a screenshot of a flier from January 2015 from Knowledge Academies that states "First graduating class is on track to be eligible for $500,000 in academic scholarships". One of the parent emails submitted by MNPS states, "[…] the entire class as a whole received approximately 450K in scholarship money. This is including Tennessee Hope and Promise dollars that are pretty much accessable (sic) to all of TN graduating seniors."

2) Misappropriation of funds intended for the education of students.

Facts

MNPS cited the following evidence as substantiation of the misappropriation of funds:

a) Knowledge Academies' former administration had unbudgeted expenditures in school year 2017-2018 and school year 2018-2019 that resulted in deficits for two consecutive years. Knowledge Academies stated that the 2017-18 budget deficit was due to the following reasons: 1) the bond interest expense and bond issuance costs and 2) the hiring of additional administration and teachers because of growth and building expansion. At the public hearing, the Governing Board Chair stated that the Governing Board was aware of the financial challenges of the school in the 2017-2018 school year and had been working with the former administration to address the issues. In response to these financial challenges, the Governing Board Chair stated they brought on a financial consultant after the 2017-18 school year to work with the former administration to rectify the financial situation at the school. Knowledge Academies further stated that when they brought on NEI, the network right-sized the staff based on enrollment which led to the reduction of $900,000 in staff expenses. Knowledge Academies stated that the reduction of staff included nine administrative positions and one teaching position. The Governing Board's restorative actions ultimately lead to the removal of the former CEO in spring 2019.
b) The former administration developed business and consulting relationships with companies and entities that had not been approved by the Governing Board. The Governing Board Chair confirmed the companies and relationships in a May 9, 2019 statement, but the statement also said that the Governing Board had not identified any embezzlement of funds or funds personally benefiting the former administration of any kind. The Governing Board Chair stated that they were aware of some of the facility rentals, but once it became aware of the unapproved business and partnership arrangements, the Governing Board ended them.
c) Knowledge Academies did not provide requested documentation of how the public funds were expended through the MNPS Office of Charter Schools requests for information. However, Knowledge Academies states that the information had already been given to MNPS by the school.

3) Flagrant disregard of its charter agreement as Knowledge Academies outsourced management of its operations to a Florida-based charter management company, NEI, without the required approval by the MNPS Board of Education.

Facts

MNPS states that KA @ The Crossings demonstrated flagrant disregard for the charter agreement because:

d) KA @ The Crossings entered into a management agreement with NEI prior to review and approval of the contract by the MNPS Charter Office or the MNPS Board of Education.
e) KA @ The Crossings refused to provide the MNPS Office of Charter Schools access to its records.
f) KA @ The Crossings violated provisions of the charter agreement related to teacher licensing and certifications.

All facts relating to these specific allegations are discussed in section I. of this appendix.

METRO NASHVILLE PUBLIC SCHOOLS

OFFICE OF CHARTER SCHOOLS

To: KA @ The Crossings

Re: Non-Compliance with Teacher Licensure Requirements

From: MNPS Office of Charter Schools

Date: January 6, 2023

Greetings Charter Leader,

State and Federal law require teachers of English as a Second Language (ESL) to hold an active Tennessee teaching license and applicable subject-matter endorsement.[1] In addition, ESL class sizes may not exceed state-mandated grade-level class size requirements.[2] ESL classes must utilize a staffing ratio of no more than thirty-five 35 identified English Learners (ELs) per full-time ESL teacher, unless an alternate staffing ratio is approved by the Tennessee Department of Education.[3] These same requirements apply in a charter school setting.[4]

The MNPS Office of Charter Schools has been notified that your network is non-compliant with these requirements due to ESL teachers lacking required ESL endorsements. As the charter authorizer, MNPS must ensure that its charter schools comply with local, state, and federal requirements. Your school's charter, as well as its funding, is contingent upon compliance with these mandates.

Currently. KA @ The Crossings has a current ratio of 1:88 and state law require a 1:35 ratio. KA @ The Crossings must have 3 teachers that are full-time EL teachers and providing EL services 100% of their time providing direct EL services to students. These teachers cannot be teaching other courses and should only be serving EL students.

The MNPS Charter Schools Office is requesting documentation such as

[1] 20 U.S.C. § 6311(g)(2)(J); T.C.A. § 49-6-6006; Tennessee State Board of Education Rules 0520-01-19-.03(6).
[2] T.C.A. § 49-1-104.
[3] Tennessee State Board of Education Rule 0520-01-19-.05.
[4] T.C.A. §§ 49-13-111(a)(5), 111(i).

schedules or rosters demonstrating that the school is in compliance within 30 calendars days of the date of this letter (January 6, 2023). Failure to provide this documentation and/or respond to this request will result in a formal Notice of Concern to the school's CEO and Governing Board and may impact your charter's renewal, as outlined in the MNPS Charter Authorizer Handbook.

As always, MNPS is available to provide support and technical assistance regarding staffing of ESL programs. If you have any questions or concerns, please do not hesitate to reach out.

Sincerely,

Shereka Roby-Grant

Director of Charter Schools, Metro Nashville Public Schools

cc:

Renita Perry, Chief of Innovation

Molly Hegwood, Executive Director of English Learners

METRO NASHVILLE PUBLIC SCHOOLS

MNPS CHARTER SCHOOLS OFFICE

To: 509 KA @ the Crossings

Re: Notice of Non-Compliance with Teacher Licensure

Requirements From: MNPS Charter Schools Office

Date: February 26, 2024

Charter Leader,

State law requires all teachers in a public charter school hold a valid Tennessee educator license and follow the state board of education's rules and regulations forlicensure and endorsement.[1] Accordingly, your charter agreement states that the school will ensure that teachers are licensed pursuant to state statutes and state board of education rules, and meet applicable federal qualifications, including special education and English as a Second Language certifications.

During the January audit conducted by the MNPS Charter Schools Office, we identified that your network is out of compliance with these requirements due to teachers included in the school's master schedule without current license credentials confirmed in TNCompass. To ensure due diligence in our review, we are providing an opportunity for your charter school to confirm the license credentials status for the employees listed below.

Unlicensed Teacher(s)		
Frame, Maria Carolina (not endorsed for EL)		

Please provide an updated status of these employees in the MNPS Charter School Collaboration Sharepoint on or before **Tuesday, March 26, 2024**, using the following pathway: HR & Benefits > SY23-24 January Licensure Audit.

Failure to comply by the stated deadline will result in additional intervention by MNPS. Note, your school's charter agreement is contingent upon compliance with these mandates.

Again, state law requires all teachers in a public charter school hold a valid Tennessee educator license and follow the state board of education's rules and regulations for licensure and endorsement. As always, MNPS is available to provide guidance regarding next steps for ensuring compliance with staffing or license credentialing for your staff. If you have any questions or concerns, please do not hesitate to reach out.

Sincerely,

Shereka Roby-Grant
Director of Charter Schools,
Metro Nashville Public School

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[1] T.C.A. § 49-13-lll{i}, (j); Tennessee State Board of Education Rules 0520-02-03-.01(2).

Subject: FW: UPDATE: 509 KA @ the Crossings Licensure Notice of Non-Compliance
Date: Thursday, March 27, 2025 at 3:09:32 PM Central Daylight Time
From: Eve Carney
Attachments: Outlook-yykyz5wc.png, image002.png

From: Eric Lewis <eric@nobleeducationinitiative.com>
Date: Monday, February 26, 2024 at 10:17 AM
To: Eve Carney <Eve@nobleeducationinitiative.com>, Enuel Caraballo <principal@kayouth.org>
Cc: LaTonya White <lwhite@kayouth.org>, Corbet Wilson <corbet@nobleeducationinitiative.com>
Subject: UPDATE: 509 KA @ the Crossings Licensure Notice of Non-Compliance

Team,

Ms. Frame now has her waiver approved for the EL endorsement: see below.

Please update the spreadsheet and RELOAD to the MNPS SharePoint asap to comply with the memo requesting Ms. Frame's endorsement.

License Quick View - Frame, Maria Carolina (000741323)

Type:
Waiver
Status:
Active
Source:
Issue Date:
2/23/2024
Effective Date:
2/23/2024
Expiration Date:
6/30/2024
Renewal Date:
Renewal Count:
0
Has been Suspended:
No
Has been Revoked:
No
Endorsements:

Code	Name	Status	Date

490	ESL PreK-12	Active	2/23/2024

Eric Lewis
Noble Education Initiative
600 Corporate Drive, Suite 105
Ft. Lauderdale, FL 33334
http://NobleEducationInitiative.com
Phone: 615-695-9257

NOBLE EDUCATION INITIATIVE

A WORLD-CLASS EDUCATION
FOR ALL STUDENTS

From: Charter School Office <CharterSchoolOffice@mnps.org>
Date: Monday, February 26, 2024 at 8:30 AM
To: LaTonya White <lwhite@kayouth.org>, Eve Carney <Eve@nobleeducationinitiative.com>, Tamara Abbott <tamara@nobleeducationinitiative.com>
Cc: Crawford, Steven B <Steven.Crawford@mnps.org>, Roby-Grant, Shereka D <Shereka.Roby@mnps.org>
Subject: 509 KA @ the Crossings Licensure Notice of Non-Compliance

Greetings Charter Leaders,

Please see the attached memo regarding the January teacher licensure audit for your charter school. If you need to further discuss, please do not hesitate to reach out to the MNPS Charter Schools Office.

Thank You,

MNPS Charter Schools Office

METRO NASHVILLE PUBLIC SCHOOLS

MNPS CHARTER SCHOOLS OFFICE

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you have received this message in error, please contact Metropolitan Nashville Public Schools by e-mail at customerservice@mnps.org or by phone at 615-259-8400.

METRO NASHVILLE PUBLIC SCHOOLS

MNPS CHARTER SCHOOLS OFFICE

To: Knowledge Academy at the Crossings

Re: Non-Compliance with Teacher Licensure Requirements

From: MNPS Charter Schools Office

Date: October 4, 2024

Greetings Charter Leader,

State law requires all teachers in a public charter school hold a valid Tennessee educator license and follow the state board of education's rules and regulations for licensure and endorsement.[1]

The MNPS Charter Schools Office has identified that your network is non-compliant with these requirements due to teachers included in the school's master schedule without current license credentials confirmed in TNCompass. As the charter authorizer, MNPS must ensure that each charter school complies with local, state, and federal requirements. Your school's charter is contingent upon compliance with these mandates.

MNPS has not received documentation that the following teachers hold a valid Tennessee educator license or valid Permit:

Teacher Name	License Number	Additional Notes
Johnson, Jorian		Substitute teacher - 7th Math and Science
Garner, Elizabeth		Substitute teacher - 7th/8th English Language Arts and Social Studies
Mireku, Eukeria		Substitute teacher - Algebra 1 and 2
Baxter, Maxine		Substitute teacher - English 1 and 2

Suggs, Anthony		Substitute teacher - Physical Science and Chemistry
Whitley, Fred Morris		Needs waiver to teach Personal Finance

The MNPS Charter Schools Office is requesting supporting documentation for each of the abovementioned teachers be sent to CharterSchoolOffice@mnps.org within **30 calendar days** of the date of this letter, November 4, 2024. Failure to provide this documentation and/or respond to this request will result in a formal Notice of Concern to the school's CEO and Governing Board, as outlined in the MNPS Charter Authorizer Handbook.

As always, MNPS is available to provide support and technical assistance regarding staffing of programs. If you have any questions or concerns, please do not hesitate to reach out.

Sincerely,

Shereka Rof-Gut

Executive Director of Charter Schools, Metro Nashville Public Schools

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1 T.C.A. § 49-13-111(i), (j); Tennessee State Board of Education Rules 0520-02-03-.01(2).

METRO NASHVILLE PUBLIC SCHOOLS

MNPS CHARTER SCHOOLS OFFICE

To: KA @ The Crossings

Re: Notice of Concern with Teacher Licensure Requirements

From: MNPS Charter Schools Office

Date: January 13, 2025

Charter Leader,

State law requires all teachers in a public charter school hold a valid Tennessee educator license and follow the Tennessee State Board of Education's rules and regulations for licensure and endorsement.[1]

The MNPS Charter Schools Office has identified that your network is out of compliance with these laws because your teachers are included in the school's master schedule without their current license credentials confirmed in TNCompass. The MNPS Charter Schools Office communicated to charter schools during the Quarter I and Quarter II licensure audit regarding their teachers who had not presented their current and valid teaching license credentials. We requested that you submit the necessary documentation for the teachers identified by December 6, 2024. The deadline has passed but we have not received the requested documentation, and thus we issue this formal Notice of Concern.

As the charter authorizer, MNPS must ensure that each charter school complies with the contractual agreement as well as state and federal laws. As described in the MNPS Intervention Policy, a Notice of Concern is warranted when a school repeatedly fails to submit required documents and/or respond to MNPS requests/communications to the school on a timely basis. To date, our office has not received the necessary documentation or confirmation regarding the license status of the teachers identified below by the MNPS Charter Schools Office.

Teacher Name	License Number	Additional Notes
McBrien, Brent	No license listed in TNCompass	7th Math and Science

Note, your school's charter agreement is contingent upon compliance with state and federal laws. Again, state law requires all teachers in a public charter school to hold a valid Tennessee educator license and follow the Tennessee State Board of Education's rules and regulations for licensure and endorsement. As always, MNPS is available to provide guidance regarding next steps for ensuring compliance with staffing or license credentialing for your staff. If you have any questions or concerns, please do not hesitate to reach out.

Sincerely,

Shereka Roby-Grant

Executive Director of Charter Schools

Metro Nashville Public Schools

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[1] Tenn.Code Ann. § 49-13-111(i), (j); Tennessee State Board of Education Rule 0520-02-03-.01(2).

cc: James Bristol

cc: Scott Schumpert

cc: Colin Cannonier

cc: Glenn Hunter

cc: Evangeline Motley-Johnson

cc: Tanaka Vercher

AT THE CROSSINGS

January 13, 2025

Dr. Shereka Roby-Grant,

In response to your Notice of Concern dated January 13, 2025 regarding KA at The Crossings Teacher Licensure Requirements, please find our response and request for withdrawal of the notice of concern below.

The attached licensure spreadsheet submitted in SharePoint on December 6, 2024 listed Mr. Brent McBrien as a "substitute teacher" and not as the teacher of record. If, in error, we listed the substitute teacher's name rather than noting a TBA vacancy, this should not be a notice of concern related to Tennessee State Board of Education rules. Furthermore, Infinite Campus did not have Mr. McBrien listed as a scheduled teacher of record.

We kindly request a letter dismissing the January 13, 2025 Notice of Concern. We are available for any questions or clarifications necessary to clear up this matter.

Sincerely,

LaTonya White

Dr. LaTonya White
Principal

Dr. Shereka Roby-Grant
Metropolitan Nashville Board of Public Education
MNPS Charter Schools Office
2601 Bransford Avenue
Nashville, Tennessee 37204

February 10, 2025

In re: KA @ the Crossings 2025 Renewal Process

Dear Dr. Roby-Grant:

Thank you for initiating the charter renewal process for KA @ the Crossings ("KA"). We look forward to working with you and your team toward a successful renewal of a school that currently serves more than 400 middle and high school students in the Antioch and Cane Ridge communities.

We also appreciate the timely delivery of KA's Cumulative Renewal Report (the "Renewal Report") from your office on January 2, 2025. As you know, MNPS neither prepared nor delivered such a report, as required by Tenn. Code Ann. § 49-13-121(c), during the 2021 renewal process for Knowledge Academy and Knowledge High School. The Renewal Report should ensure that the renewal process is collaborative, fact-based, and consistent with Tennessee law.

In this spirit, we write today. As the Renewal Report is one of the elements of the record the Metropolitan Nashville Board of Public Education ('the Board") is to consider in deciding to renew KA's renewal application, Tenn. Code Ann. § 49-13-121(d), it is essential the report be accurate. Unfortunately, a number of the assertions in the January 2, 2025 Renewal Report are not. We discuss each individually, below.

KA @ the Crossings must be evaluated for renewal based on its history alone. Tennessee law is straightforward regarding the identity of an applicant for a charter renewal: "The governing body of a public charter school seeking renewal shall submit a renewal application." Tenn. Code Ann. § 49-13-121(a). In this case, the governing body of KA—and no other school—will be the applicant to the Board for the KA charter renewal. Owing to the process described above, when MNPS failed to follow state law in the 2021 renewal process for Knowledge Academy and Knowledge High, the charters for those schools have expired, and neither Knowledge Academy nor Knowledge High is applying for charter renewal.

There is no authority under Tennessee law for a "cumulative review," as the Renewal Report states on page one. In this respect, Tenn. Code Ann. § 49-13-121(d) is clear:

> On or before February 1 of the year in which the charter expires, the authorizer to which the renewal application was submitted shall rule by resolution to approve or deny the public charter school's renewal application. The authorizer shall consider the renewal application, the annual progress reports required under § 49-13-120, and the renewal performance

> report required under subsection (b) when deciding whether to approve or deny the public charter school's renewal application.

The Renewal Report, however, cites matters that apply to Knowledge High and/or Knowledge Academy only, *not* KA at the Crossings, such as notices of concern directed to those now-closed schools. These notices should be deleted from the Renewal Report – leaving only notices directed to KA at the Crossings. The report also includes lengthy histories on pages 10-19 of Knowledge High and Knowledge Academy (identified as "Knowledge Middle School"). All of these pages should be deleted from the Renewal Report.

An inappropriate and inaccurate citation to KA's management contract with Noble Education Initiative. A "note" to the Renewal Report states, "In April of 2019, Knowledge Academies Inc. entered into a management agreement with Nobel [sic] Education initiative (NEI) without the consent and approval of the Metropolitan Nashville Board of Education." As MNPS well knows, this statement is incomplete and, therefore, inaccurate. The Tennessee State Board of Education found the April 2019 management agreement between KA and NEI was not a violation of KA's charter.

> Additionally, the MNPS Office of Charter Schools communicated to the school that it would submit amendments to the charter agreement to the MNPS Board of Education for approval in June 2019. At no time prior to the commencement of revocation proceedings did MNPS notify the Governing Board that signing the management contract was a material violation of the charter agreement, grounds for revocation, or ask the Governing Board to cancel the management contract or face revocation. On the contrary, the MNPS Office of Charter Schools communicated to the Governing Board their appreciation for the collaboration and transparency, which was ultimately used against the school.
>
> Findings and Recommendation Report of the Executive Director, Tennessee State Board of Education (Oct. 28, 2019).

Based on this finding, the "Note" cited above should be deleted from the Renewal Report.

An absence of key academic, financial, and operational improvements from the Renewal Report. The Renewal Report makes no mention of the following academic, financial, and operational accomplishments:

- KA received a TVAAS schoolwide TVAAS composite score of 3 from the Tennessee Department of Education for student academic growth for the 2023-24 academic year.[1] Across every subject and student group, KA at the Crossings earned a TVAAS growth score of 3 or higher – reflecting a strong positive trajectory for KA.

[1] https://tdepublicschools.ondemand.sas.com/school/001908110/performance/grades

- KA's budget is balanced and generates positive cash flow. The school has an unrestricted net position of $3.9 million. Audits are timely delivered to the Comptroller of the Treasury and reflect no operational concerns.[2]
- The school is under stable, experienced management through NEI. Athletic and extra-curricular programs are thriving. Enrollment has stabilized. EL and SPED programs are compliant and making gains.

All these accomplishments are easily verified by access to public records, school visits, and interviews with MNPS personnel. That they are absent from the Renewal Report is a mystery. They should all be added.

TCAP scores for numerous academic years are inappropriately included in the Renewal Report. For a number of reasons, internal and external, Tennessee schools have been held harmless by law from the outcomes of most standardized student assessments from 2017-2021. The Renewal Report, however, inappropriately contains testing assessment data from these years.

With respect to the 2017-2018 and 2019-20 school years, Tenn. Code Ann. 49-6-6012 states, in pertinent part:

> [N]o adverse action may be taken against any...school...based, in whole or in part, on student achievement, student performance, or student growth data generated from: (1) The 2017-2018 TNReady assessments; or (2) The Tennessee comprehensive assessment program (TCAP) tests, which include, but are not limited to, TNReady assessments, English learner assessments, alternate TCAP assessments, and end-of-course examinations, administered in the 2019-2020 school year.[3]

Further, with respect to the 2020-21 assessment data, Tenn. Code Ann. 49-1-609 states:

> [S]tudent performance on assessments administered in the 2020-2021 school year to assess student readiness for postsecondary education must be excluded from the performance goals and measures required for schools and LEAs pursuant to this part, unless including student performance on postsecondary readiness assessments administered in the 2020-2021 school year results in a higher performance designation for the school or LEA.

Nevertheless, the Renewal Report includes data from such assessments. The Charter Office should strike all assessment scores from the school years 2017-18, 2019-20, and 2020-21. Likewise, any "area of improvement" cited based upon these test scores should be removed from the Renewal Report.

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[2] https://comptroller.tn.gov/content/dam/cot/la/advanced-search/2024/education/12218-2024-cs-knowainc-rpt-cpa824-1-02-25.pdf

[3] TCAP tests were not required of KA students for the 2019-20 academic year. Tenn. Code Ann. § 49-6-6014.

We look forward to receiving a revised and accurate Renewal Report from the Charter Office for the work ahead. Please do not hesitate to contact us if you have any questions or comments regarding any of the above.

Respectfully submitted,

James Bristol, Chairman
Knowledge Academies, Inc. Governing Board

METRO NASHVILLE PUBLIC SCHOOLS

OFFICE OF CHARTER SCHOOLS

To: Knowledge Academies @ the Crossings

Re: Non-Compliant: Service Model-English Learners

From: MNPS Office of Charter Schools

Date: September 26, 2024

Greetings Charter Leader,

The Office of Charter Schools has been notified, that your network is out of compliance with providing services to English Learners. Additionally, teachers cannot provide EL services to students if they do not hold a valid active Tennessee teaching license with an ESL endorsement as required by State Board Rule 0520-01-19- .03.

State Board Rule states that each LEA shall have an oversight plan for the development, implementation(6) EL students identified for ESL service via a Department of Education-approved English Language Proficiency screener described in this rule shall receive a minimum of one (1) hour of Direct ESL Service each school day from a teacher **who holds an ESL endorsement,** until the student achieves a sufficient score on a summative assessment pursuant to State Board rule 0520-01-19-.06 to be exited from Direct or Indirect ESL Service or achieves a sufficient score on a summative assessment to have Direct or Indirect ESL Services modified by the ILP Team pursuant to paragraph (8) of this rule.

Additionally, the Operational section of the Performance Framework Model provided by the Tennessee Department of Education and adopted by the MNPS Charter Office, specifically requires the LEA to assess whether a charter school is protecting the rights of English Learner (EL) students. Please note, failure to adhere to this criterion puts the charter school out of compliance.

Your current model indicates that the school is out of compliance based on the following sections of State Board Rule 0520-01-19

- 7(b)EL students in middle and high school identified for ESL services via a Department of Education-adopted English language proficiency screener described in State Board Policy 3.207 shall receive a minimum of one (1) hour of Direct ESL Service per school day or the equivalent of one (1) full-class period of at least 45 minutes in duration per school day, from a teacher who holds a

license with an ESL endorsement, until the student achieves a qualifying score for exit on the Department-adopted English language proficiency assessment pursuant to State Board Policy 3.207 to be exited from Direct ESL Service or achieves a sufficient score on the Department-adopted English language proficiency assessment to have Direct or Indirect ESL Services modified by the ILP Team pursuant to paragraph nine (9) of this Rule.

- 4b - Ensure that, at least annually, the student's ILP Team reviews and revises, as necessary, each student's ILP

The MNPS Charter Schools Office is requesting supporting documentation for each of the abovementioned teachers be sent to CharterSchoolOffice@mnps.org within **30 calendar days** of the date of this letter October 26, 2024. Failure to provide this documentation and/or respond to this request will result in a formal Notice of Concern to the school's CEO and Governing Board, as outlined in the MNPS Charter Authorizer Handbook.

As the authorizing LEA, MNPS has the obligation to ensure that each charter school remains in compliance with local, state, and federal guidelines. If you have any questions or concerns, or if you need to schedule some time to discuss this further, please contact the Office of Charter Schools.

Sincerely,

Shereka Roby-Grant

Executive Director of Charter Schools Metro Nashville Public Schools

February 13, 2025

Dr. Roby-Grant,

We are in receipt of the Notice of Concern dated January 13, 2025 and the subsequent MNPS response regarding KA at the Crossings EL licensure requirements. Our updated response to this notice and request for notice to be retracted is below.

During our January 9, 2025, EL compliance visit, this issue was discussed and clarified with our team. There were errors in how our EL student service schedules were entered in the master schedule. Ms. Roe gave us a deadline of January 15, 2025, to update the master schedule. That deadline was met by the KA team, and the scheduling issue was remedied.

Again, this was a clerical issue with our master schedule, and that English learners at KA have been and continue to be served by educators meeting the licensure standards established by the state of Tennessee as evidenced by Ms. Roe's walkthroughs conducted on February 5, 2025 and her follow-up email which stated, "Of most importance, the school now has a compliant EL schedule where teachers should be able to deliver daily service to all active EL students." Further, Ms. Roe complimented the KA team for the progress that has been made, stating that KA's level of compliance and EL programming is the best it has been and is making real progress.

Given that this was, in fact, a clerical issue and not an issue with the delivery of services to ELs from properly endorsed educators, we request that the notice of concern be retracted.

The KA team remains committed to serving all students well and in compliance with federal, state, and local requirements. Do not hesitate to reach out should you have any additional questions regarding this issue.

Sincerely,

LaTonya White

Dr. LaTonya White
Principal

October 28, 2025

Dr. Shereka Roby-Grant
Charter Schools Office
Metropolitan Nashville Public Schools
2601 Bransford Avenue
Nashville, Tennessee 37204

In re: KA at the Crossings Renewal Capacity Interview Follow-up

Dr. Roby-Grant:

On behalf of Knowledge Academies, Inc., I pursuant to your request—and our offer—am following up to provide you and your review team with the extended information regarding items discussed during the capacity interview for KA @ The Crossings ("KA"). We understand MNPS adds the additional step of a capacity interview into the process, even as we believe our renewal application meets standard on its own. We welcome the continued conversation as an opportunity to review the conclusions of the items, including the renewal performance report, that comprise the renewal materials under § 121(d).

We are pleased to submit additional documentation and clarifications outlined at the conclusion of our capacity interview. These materials include:

- Updated data charts for historical summative assessment data
- Additional context on the enrollment projections for the next ten-year period
- Inventory of the instructional materials for KA at the Crossings – grades 5-12 for core academic subjects
- FY23 and FY24 financial audits
- Ready Graduate data from 2023-24 state report card with 2022-23 cohort data, with additional context
- KA at the Crossings capacity interview presentation
- KA Master Schedule (requested Wednesday, October 28 at 1:28pm).

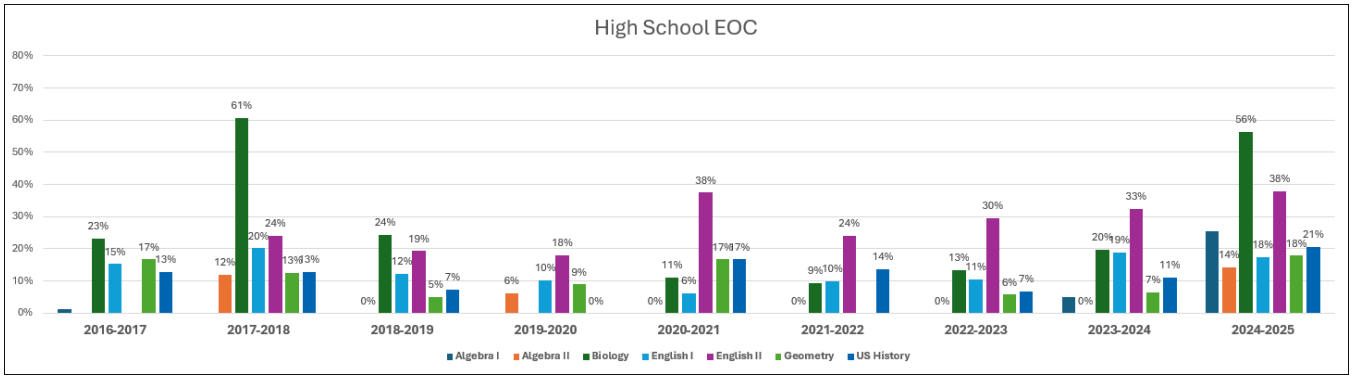
We trust that this information will satisfy your request and support your ongoing review that includes our robust renewal application as submitted via your template and as required per Tenn. Code Ann. § 49-13-121 Subsection (c).

KA today is a TVAAS 4 school, whose academic progress far outpaces the zoned schools from whom the vast majority of our families come. We are proud of the continuous progress we have made at KA, and our team remains committed to continuous improvement and student outcomes in our next charter term.

Sincerely,

James Bristol, Chair
KA at the Crossings Governing Board

KA @ the Crossings High School EOC – Updated Graph



KA @ the Crossings Enrollment Trajectory

Proposed Grades / Enrollment for New Charter Term

School Year (enter school year e.g., Y1-2026-27)	Proposed Grade Levels	Proposed Student Enrollment
Y1 - 2026-27	5-12	500
Y2 - 2027-28	5-12	550
Y3 - 2028-29	5-12	600
Y4 - 2029-30	5-12	650
Y5 - 2030-31	5-12	700
Y6 - 2031-32	5-12	750
Y7 - 2032-33	5-12	800
Y8 - 2033-34	5-12	900
Y9 - 2034-35	5-12	1,112
Y10 - 2035-36	5-12	1,112

Over the next ten years, KA @ the Crossings is projected to experience steady and strategic enrollment growth as illustrated in the chart above. Beginning with a student population of 375 students, KA's academic growth, school culture, opportunities for career and early postsecondary coursework, as well as its commitment to providing a safe place for student to learn and grow have made it an increasingly popular among families in the area. Each year, enrollment is expected to increase by a total of 50 students across our eight grade levels. This pace will allow the school to grow responsibly while maintaining the "KA Way" and offering a personalized learning environment for students.

Our school leaders, teachers, and current students/families are a significant part of growing KA over the next decade. KA is a school on the rise, and with our stable leadership and committed teachers, we are confident we will continue to meet the needs of the Antioch community. Further, we are increasing our outreach and partnerships within the community – connections that will also facilitate the growth we are projecting for KA.

Fortunately, KA @ the Crossings' facility was configured with growth in mind. The facility includes flexible learning spaces, additional classrooms ready for future use, and infrastructure that supports expansion without compromising quality. This facility planning ensures that our school community grows, the school remains within its facility capacity.

KA @ the Crossings
Instructional Materials 2024-2025

Grade Level	ELA Instructional Materials	Math Instructional Materials	Science Instructional Materials	Social Studies Instructional Materials
5th grade	iReady	iReady		
	Magnetic Reading (foundational continued support skills for reading)		McGraw Hill	Gallopade
	Ready Reading (comprehension standards and skills)	Ready Math	Mastery Connect	Mastery Connect
	Writing by Design			
	Mastery Connect	Mastery Connect		
	Lexia Core5			
	Exact Path	Exact Path		
	Coach Digital	Coach Digital		
	Ready Writing			
	Phonics for Reading			
6th grade	Ready Reading (comprehension standards and skills)	Ready Math	McGraw Hill	Gallopade
	Writing by Design	Exact Path	Mastery Connect	Mastery Connect
	Coach Digital	Coach Digital		
	Exact Path	Mastery Connect		

	Mastery Connect			
	Lexia PowerUp			
	Ready Writing			
	Phonics For Reading			
7th grade	Ready Reading (comprehension standards and skills)	Ready Math	McGraw Hill	Gallopade
	Writing by Design	Coach Digital	Mastery Connect	Mastery Connect
	Coach Digital	Exact Path		
	Exact Path	Mastery Connect		
	Mastery Connect			
	Lexia PowerUp			
	Ready Writing			
	Phonics For Reading			
8th grade	Ready Reading (comprehension standards and skills)	Ready Math	McGraw Hill	Gallopade
	Writing by Design	Coach Digital	Mastery Connect	Mastery Connect
	Coach Digital	Exact Path		
	Exact Path	Mastery Connect		
	Mastery Connect			
	Lexia PowerUp			
	Ready Writing			
	Phonics For Reading			

9th – 12th grades	Mastery Connect	Progress Learning	McGraw Hill	Progress Learning
	Coach Digital	Mastery Connect	Progress Learning	McGraw-Hill
	Springboard	Exact Path	Mastery Connect	Mastery Connect
	Edmentum	Edmentum	Edmentum	Edmentum
	Exact Path			
	Progress Learning			

KA @ the Crossings Financial Audits

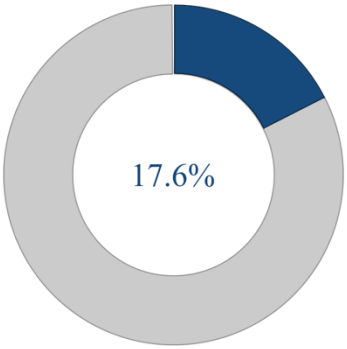
The FY23 and FY24 audits for Knowledge Academies, Inc. are attached. The historical audits can be found publicly on the Knowledge Academies website linked here.

KA @ the Crossings Ready Graduate Rate

Ready Graduate

The *Ready Graduate* rate reflects the percentage of graduating students who demonstrated readiness for postsecondary education and/or a career after high school. *Ready Graduate* rate data lag for one year; hence, the data reported in the 2023-24 Report Card came from the 2022-23 graduating cohort.

Some data are not available and have been suppressed for privacy. If you have questions about data suppression, please review our suppression rules here. For additional downloadable data, click here.



TELL ME MORE

Ready Graduate Rate

The most recent Ready Graduate rate is based on data from the 2022-23 graduating cohort due to the data lag of one year. With an increased number of students in AP courses, improvement on ASVAB participation and scores, and improved student performance on ACT testing, we expect to see KA @ the Crossings' Ready Graduate rate continue to rise as we prepare students for postsecondary opportunities.

KA @ the Crossings Capacity Interview Presentation

- The Capacity Interview presentation can be found linked here.

High School

		ENGLISH		MATH	SCIENCE		SOCIALS		ELECTIVES									
TEACHERS		Baxter	Pincham	Thompson	Allen	Beard	Marcum	Keer	Dowdy	Le. White	Lawless	Haydee	Overton	Harshman	Duffy	Beers	Chu	Tharp
ROOMS		220	221	216	239	233	225	224	232	235	218	230	GYM	240	134	228	205	229
8:00-8:12	MM	HR/ADV	HR/ADV	HR/ADV	HR/ADV	HR/ADV	HR/ADV	HR/ADV	HR/ADV	HR/ADV		HR/ADV			HR/ADV	HR/ADV	HR/ADV	
8:15-9:05	1	8A Writing	Eng 11	Alg 1	Ph Sci	Geom *	Pers Fin/ PF	Econ	Tchr Support/	**Sen Cap**	Prep	Span 2	PE	Piano / Piano	Service	11 ELD		PLT
9:41-10:30	2	Eng 9	Eng 12	8A Math	Bio	Chem	Prep	Prep	Alg 2 / CR	In. Bus		Span 1	Wellness	Media (Y)	Service	12 ELD	ILP Meetings	PLT
Success	SUCCESS								CR Success									Success
10:30-11:30	3	Prep	Prep	8A Math	Bio	12 Stats	Pers Fin/ CI	US His	**Comp Sci**	Business Mgmt	Anatomy	AP Span	Prep / Lunch	Piano / Mus	Service	Prep	Prep	
LUNCH	LUNCH																	
12:06-12:53	4	Eng 10	Speech	Prep	Bio *	APAA / PLT	WH/Geo	Econ	8 Comp Sci	In. Bus	Health Sci	8 Spanish	5 / 6 PE	5 / 6 Music	Service	10 Co-Teach	10 ELD	
12:56-1:45	5	8B Writing	Eng 12 *	Alg 1	Bio *	Alg 2 *	WH/Geo	Econ	7 Comp Sci	In. Bus	MedTher	Span 2	7 PE	7 Music	Service	Eng 12 Co-Te	**8B ELD**	
1:48-2:38	6	Eng 10	Eng 11 *	8B Math	Prep	12 Stats	CI / CI	US His	**Mkt 1**	Biz Comm	Health Sci	Prep	PE	Mus / Piano	Service	11 Co-teach	10 Co-Teach	
2:41-3:30	7	Eng 9	**APAA / Cap**	8B Math	**Sen Cap**	Geom	APAA HUG	ACT Prep	Prep	Prep	Athlete PLT	Span 1	Wellness	Prep	Service	ILP Meetings	11 ELD	

TEACHERS		
ROOMS		
8:00-8:12	MM	
8:15-9:05	1	
9:41-10:30	2	
Success	SUCCESS	
10:30-11:30	3	
LUNCH	LUNCH	
12:06-12:53	4	
12:56-1:45	5	
1:48-2:38	6	
2:41-3:30	7	

Middle School

				ELA			MATH									
		Kayal	Treadwell	Black	Sparks	Roberts	Baxter	Thompson	Harshman	Overton	Dowdy	Haydee	Frailicks	Chu	
ROOMS			135		182				240	GYM			139	205	
8:00-8:12	HR/ADV	HR/ADV	HR/ADV	HR/ADV	HR/ADV	HR/ADV	HR/ADV	HR/ADV	HR/ADV	HR/ADV	HR/ADV	HR/ADV		HR/ADV	
8:15-9:05	PD 1	5A SS	6A ELA	7A Math	7B SS	8B SS	8A Writing	Algebra 1					6 Co-teach		*8th grade ELD students
9:41-10:30	PD 2	5A ELA	6A ELA	7A Math	8B ELA	7B SCI	English 9	8A Math					**6 ELD**	9 Co-teach	*will not go to Baxter for*
Success	SUCCESS	SUCCESS	SUCCESS	SUCCESS											*writing*
10:30-11:30	PD 3	5A ELA	7A ELA	7B MATH	6A SS	8B SCI	Prep	8A Math					5 Co-Teach	Prep	
LUNCH	LUNCH	LUNCH	LUNCH	LUNCH											
12:06-12:53	PD 4	Prep	7A ELA	7B MATH	Prep	Prep	English 10	Prep	6A Music	5 PE	8 CS	8 Spanish	**7 ELD**	10 ELD	
12:56-1:45	PD 5	5A Science	Prep	Prep	8A ELA	6A SCI	8B Writing	Algebra 1	7 Music	7 PE	7 CS	Spanish 2	8 Co-teach	**8B ELD**	
1:48-2:38	PD 6	5A Math	7B ELA	6A Math	8A SS	7A SCI	English 10	8B Math	MS Mus	Prep	Mktg 1	Prep	Prep		
2:41-3:30	PD 7	5A Math	7B ELA	6A Math	7A SS	8A SCI	English 9	8B Math	Prep		Prep	Spanish 1	**7B ELD**		

RA

Rotations	***Q1***	***Q2***	***Q3***	***Q4***
5	*PE*	*PE*	*Music*	*Music*
6	*Music*	*Music*	*PE*	*PE*
7A	*CS*	*CS*	*PE*	*Music*
7B	*PE*	*Music*	*CS*	*CS*
8A	*CS*	*CS*	*Span*	*Span*
8B	*Span*	*Span*	*CS*	*CS*

SC SPED

ROOMS		Nelson	Keyri	Joel	Galilea	Damian	Diego	Ismerai		Mark
8:00-8:12	HR/ADV	12	12	12	11	10	10			6
8:15-9:05	PD 1	Piano	Piano	P. Fin / Wellness	Piano	Phys. Sci	Phys. Sci	7 SS- Sparks		6 ELA
9:41-10:30	PD 2	Wellness	Wellness	Eng. 12/ELD	Eng. 11/ELD	Eng. 10	Eng. 10	7 SCI- Roberts		6 ELA
Success	SUCCESS									
10:30-11:30	PD 3	Math	Math	Math	Algebra 2	US His	US His	7 Math		6 SS- Sparks
LUNCH	LUNCH									
12:06-12:53	PD 4	Gov / Econ	Gov / Econ	Gov / Econ	Gov / Econ	Intro Bus.	Intro Bus.	7 Math		PE
12:56-1:45	PD 5	Spanish 2	Spanish 2		Spanish 2	Spanish 2	Spanish 2	PE		6 Sci- Roberts
1:48-2:38	PD 6	Eng. 12	Eng. 12/ELD			PE	PE	7 ELA		6 Math
2:41-3:30	PD 7	Service Learn	Service Learn		Wellness	Geometry	Geometry	7 ELA		6 Math
				AT HOME:						
				Piano						
				Spanish 2						

EL Schedule

TEACHERS		Beers	Chu	Frailicks	Benson
ROOMS		228	205	139	
8:00-8:12	MM	HR/ADV	HR/ADV		
8:15-9:05	1	11 ELD		**5/ 6 ELD**	
9:41-10:30	2	12 ELD	9 Co-teach	**5/ 6 ELD**	
Success	SUCCESS				
10:30-11:30	3	Prep	Prep	Prep	
LUNCH	LUNCH				
12:06-12:53	4	10 ELD	10 Co-Teach	**7 ELD**	
12:56-1:45	5	Eng 12 Co-Te	**8B ELD**	8 Co-teach	
1:48-2:38	6	11 Co-teach	10 Co-Teach		
2:41-3:30	7	11 ELD	9th Co-Teach ELA	**7B ELD**	

Class Counts

		ENGLISH		MATH		SCIENCE		SOCIALS		ELECTIVES				
TEACHERS		Baxter	Pincham	Thompson	Bennett	Allen	Beard	Marcum	Keer	Le. White	Lawless	Duffy	Beers	Tharp
ROOMS		220	221	216	217	239	233	225	224	235	218	134	228	229
8:00-8:12	MM	HR/ADV	HR/ADV	HR/ADV	HR/ADV	HR/ADV	HR/ADV	HR/ADV	HR/ADV		HR/ADV	HR/ADV	HR/ADV	
8:15-9:05	1	8A Writing- 32	Eng 11- 19	Alg 1 - 29		Ph Sci 24+2	Geom *- 26	P Fin/ PF 16+1	Econ- 14	**Sen Cap- 3**	Prep	Service- 4	11 ELD- 4	PLT
9:41-10:30	2	Eng 9- 29	Eng 12 - 19	8A Math- 32	Alg 2 *- 12	Bio 13	Chem- 23	Prep	Prep	In. Bus- 21	Push-in Chem	Service- 4	12 ELD- 3	PLT- 1
Success	SUCCESS						No Success*							Success
10:30-11:30	3	Prep	Prep	8A Math- 32		Bio 22	12 Stats- 24	P Fin/ CI- 23	US His- 10	Biz Mgmt- 17	Anatomy- 20	Service- 5 +2 PLT	Prep	PLT- 3
LUNCH	LUNCH													
12:06-12:53	4	Eng 10 - 25	Speech- 27	Prep		Bio * 20	APAA / PLT- 10	WH/Geo- 29	Econ- 25	In. Biz- 26	Health Sci- 16	Service- 8	10 Co-Teach	
12:56-1:45	5	8B Writing- 24	Eng 12 *- 23	Alg 1- 28		Bio * 14	Alg 2- 24 /AP Env. Sci- 8	WH/Geo- 25	Econ- 19	In. Biz- 15	MedTher- 9	Service- 4	Eng 12 Co-Te	
1:48-2:38	6	Eng 10 - 26	Eng 11 *- 15	8B Math- 28		Prep	12 Stats- 21	CI / CI- 12	US His- 7	Biz Comm- 21	Health Sci- 17	Service- 3	11 Co-teach	
2:41-3:30	7	Eng 9 - 26	**APAA / Cap- 20**	8B Math- 32		**Sen Cap 23**	Geom- 23	AP HUG- 9	ACT- 25	Prep	Athlete PLT- 4	Service- 5	11 ELD- 4	
TEACHERS		Dowdy	Haydee	Overton	Harshman	Chu		Kayal	Treadwell	Black	Sparks	Roberts	Frailicks	
ROOMS		232	230	GYM	240	205			135		182		139	
8:00-8:12	MM	HR/ADV	HR/ADV			HR/ADV		HR/ADV- 8	HR/ADV	HR/ADV	HR/ADV	HR/ADV		
8:15-9:05	1	Tchr Support/ Pre	Span 2- 19	PE- 13	Piano / Piano- 23			5A SS	6A ELA- 41	7A Math- 24	7B SS- 22	8B SS- 28	6 Co-teach	
9:41-10:30	2	CR PLT- 4	Span 1- 16	Wellness- 22	Media (Y)- 25	ILP Meetings		5A ELA	6A ELA- 41	7A Math- 24	8B ELA- 31	7B SCI- 22	**6 ELD- 10**	
Success	SUCC	CR Success						SUCCESS	SUCCESS	SUCCESS				
10:30-11:30	3	**Comp Sci- 30**	AP Span- 5	Prep / Lunch	Piano / Mus- 28	Prep		5A ELA	7A ELA- 24	7B MATH- 22	6A SS- 41	8B SCI- 32	5 Co-Teach	
LUNCH	LUNCH							LUNCH	LUNCH	LUNCH				
12:06-12:53	4	8 Comp Sci- 30	8 Spanish- 34	5 / 6 PE- 8	5 / 6 Music- 41	10 ELD		Prep	7A ELA- 17	7B MATH- 22	Prep	Prep	**7 ELD- 7**	
12:56-1:45	5	7 Comp Sci- 24	Span 2- 24	7 PE- 22	7 Music-	**8B ELD- 8**		5A Science	Prep	Prep	8A ELA- 32	6A SCI- 41	8 Co-teach	
1:48-2:38	6	**Mkt 1- 9**	Prep	PE- 31	Mus / Piano- 29	10 Co-Teach		5A Math	7B ELA- 22	6A Math- 41	8A SS- 36	7A SCI- 24	Prep	
2:41-3:30	7	Prep	Span 1- 24	Wellness- 26	Prep	9 Co-Teach Thompson		5A Math	7B ELA- 19	6A Math- 41	7A SS- 24	8A SCI- 32	**7B ELD- 3**	

Focus Elective Pathways

FOCUS CATEGORY	CAREER CLUSTER	PROGRAM	Course 1	Course 2	Course 3	Course 4
Advanced Academics	NA	Advanced Academics (AP, DE, DC)	AP Human Geography		AP US History	AP Language & Composition
CTE	Arts, Audio/Visual Technology & Communications	Audio/Visual Production	A/V Production 1 C11H01	A/V Production 2 C11H02	A/V Production 3 C11H03	
CTE	Business Management & Administration	Business Management	Intro to Business & Marketing C12H26	Business Communications C12H16	Business Management C12H17	
MS	Middle School Career Clusters	Career Exploration	Career Awareness C25X06	Career Exploration C25X07	Career Advising and Planning C25X08	
CTE	Information Technology	Coding	Computer Science Foundations C10H11	Coding I	Coding II C10H15 -OR- Mobile App Development C10H22	
CTE	Human Services	Cosmetology	Cosmetology I C19H12	Cosmetology II C19H14	DE Cosmetology I C19H04	
CTE	Education & Training	Early Childhood Education	Early Childhood Education Careers I C32H06	Early Childhood Ed Careers II C32H07	Early Childhood Ed Careers III C32H08	
CTE	Health Science	Emergency Services	Health Science Education C14H14	Anatomy & Physiology C14H09 -OR- Human A&P G03H31	Medical Therapeutics C14H15	Emergency Medical Services C14H13
CTE	Marketing, Distribution & Logistics	Entrepreneurship	Intro to Entrepreneurship C31H23	Marketing & Management I: Principles C31H00	Entrepreneurship C31H05	
CTE	Business Management & Administration	Health Services Administration	Health Science Education C14H14 -OR- Intro to Bus.	Health Information Technology C12H34	Business Management C12H17	
Humanities	NA	Humanities	Contemporary Issues			
CTE	Marketing, Distribution & Logistics	Marketing Management	Intro to Business & Marketing C12H26	Marketing & Management I: Principles C31H00	Marketing & Management II: Advanced Strategies C31H01	
Fine Arts	NA	Music				
CTE	Health Science	Nursing Services	Health Science Education C14H14	Anatomy & Physiology C14H09 -OR- Human A&P G03H31	Medical Therapeutics C14H15	Nursing Education C14H16
CTE	Business Management & Administration	Office Management	Intro to Business & Marketing C12H26	Business Communications C12H16	Principles of Office Applications C12H84	
CTE	Health Science	Sport & Human Performance	Health Science Education C14H14	Anatomy & Physiology C14H09 -OR- Human A&P G03H31	Rehabilitation Careers C14H08	Exercise Science C14H22
Fine Arts	NA	Theatre				
CTE	Health Science	Therapeutic Services	Health Science Education C14H14	Anatomy & Physiology C14H09 -OR- Human A&P G03H31	Medical Therapeutics C14H15	
Fine Arts	NA	Visual Arts				
CTE	Information Technology	Web Design	Computer Science Foundations C10H11	Web Design Foundations C10H16	Web Site Development C10H17	

Updated EL Schedule

TEACHERS		Beers	Chu	Frailicks
ROOMS		228	205	139
8:00-8:12	MM	HR/ADV	HR/ADV	
8:15-9:05	1	11 ELD		**5/ 6 ELD**
9:41-10:30	2	12 ELD	9 Co-teach	**6 / 8 ELD**
Success	SUCCESS			
10:30-11:30	3	Prep	Prep	**7 ELD**
LUNCH	LUNCH			
12:06-12:53	4	10 ELD		10 Co-Teach
12:56-1:45	5	Eng 12 Co-Te		8 Co-teach
1:48-2:38	6	11 Co-teach		Prep
2:41-3:30	7	11 ELD	9th Co-Teach ELA	**7B ELD**

KNOWLEDGE ACADEMIES

FINANCIAL STATEMENTS

As of and for the Year Ended June 30, 2024

And Reports of Independent Auditor

Cherry Bekaert LLP

Your Guide Forward

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KNOWLEDGE ACADEMIES
ROSTER OF BOARD OF DIRECTORS AND EXECUTIVE STAFF

JUNE 30, 2024

Board of Directors

James Bristol, J.D.	Board Chair
Scott Schumpert, CPA, CVA, ABV	Treasurer
Colin Cannonier, Ph.D.	Board Member
Glenn Hunter, MBA	Board Member
Evangeline Motley-Johnson, Ph.D.	Board Member
Tanaka Vercher	Board Member

Executive Staff

Dr. Eve Carney	Executive Vice President

Cherry Bekaert LLP
Your Guide Forward

Report of Independent Auditor

To the Board of Directors
Knowledge Academies
Nashville, Tennessee

Report on the audit of the Financial Statements

Opinions

We have audited the accompanying financial statements of the governmental activities and the major fund of Knowledge Academies (the "Academy") as of and for the year ended June 30, 2024, and the related notes to the financial statements, which collectively comprise the Academy's basic financial statements as listed in the table of contents.

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 the Academy as of June 30, 2024, 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.

Basis for Opinions

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. Our responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Statements* section of our report. We are required to be independent of the Academy and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for 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.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the Academy's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditor's Responsibility for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and, therefore, is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit 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 Academy's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the Academy's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and the other required supplementary information, as listed in the table of contents, be presented to supplement the basic financial statements. Such information is the responsibility of management and, 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.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the Academy's basic financial statements. The accompanying schedule of expenditures of federal awards as required by Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* is presented for purpose of additional analysis and is 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 is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Other Information

Management is responsible for the other information included in the annual report. The other information comprises the Roster of Board of Directors and Executive Staff but does not include the basic financial statements and our auditor's report thereon. Our opinions on the basic financial statements do not cover the other information, and we do not express an opinion or any form of assurance thereon.

In connection with our audit of the basic financial statements, our responsibility is to read the other information and consider whether a material inconsistency exists between the other information and the basic financial statements, or the other information otherwise appears to be materially misstated. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exists, we are required to describe it in our report.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated December 31, 2024 on our consideration of the Academy'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 solely 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 the effectiveness of the Academy's 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 Academy's internal control over financial reporting and compliance.

Cherry Bekaert LLP

Nashville, Tennessee
December 31, 2024

Our discussion and analysis of Knowledge Academy's (the "Academy") annual financial performance provides an overview of the Academy's financial activities for the year ended June 30, 2024. This section should be read in conjunction with the financial statements which follow this section.

FINANCIAL HIGHLIGHTS

- The assets and deferred outflows of the Academy exceeded its liabilities and deferred inflows by $8,839,175 at June 30, 2024.
- Net position increased by $1,432,513 during the year ended June 30, 2024.
- Net outlays for new capital assets totaled $908,578 during the year ended June 30, 2024.
- Total 2024 government wide revenues of $11,375,409 were comprised of Federal and State grants – 18%, district funds – 77%, and other – 5%.

OVERVIEW OF THE FINANCIAL STATEMENTS

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

Reporting the Academy as a Whole

Statement of Net Position and Statement of Activities:

In general, users of these financial statements want to know if the Academy is better off or worse off as a result of the year's activities. The statement of net position and statement of activities report information about the Academy as a whole and about the Academy's activities in a manner that helps to answer that question. These statements include all assets, deferred outflows, liabilities, and deferred inflows 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 statement of net position reports the Academy's net position (total assets plus deferred outflows less total liabilities and deferred inflows). The Academy'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. The statement of activities provides the user a tool to assist in determining the direction of the Academy'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 Academy.

Reporting the Academy's Fund

Fund Financial Statements:

The Academy's fund financial statements, the balance sheet, and the statement of revenues, expenditures, and changes in fund balances of governmental funds are presented after the government-wide financial statements. They provide detailed information about the Academy's fund, not the Academy as a whole. Funds are established by the Academy to help manage money for particular purposes and compliance with various grant provisions.

The Academy's fund is categorized as a "governmental fund". 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 government-wide financial statements to report on the Academy 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 within the basic financial statements.

GOVERNMENT-WIDE FINANCIAL ANALYSIS

Net Position

The Academy's assets and deferred outflows exceeded the Academy's liabilities and deferred inflows at the close of the 2024 fiscal year, resulting in net position of $8,839,175. The Academy's net position includes $3,234,981 of cash.

A summary of the Academy's net position is as follows as of June 30:

	2024	2023
Assets:		
Current assets	$ 4,317,158	$ 2,649,679
Capital assets, net	11,830,438	11,343,389
TCRS Stabilization Trust	156,663	129,581
Net pension asset	212,333	149,029
Total Assets	16,516,592	14,271,678
Deferred Outflows of Resources:		
Deferred outflows related to pensions	407,285	342,573
Deferred loss on sale leaseback	4,097,898	4,205,737
Total Deferred Outflows of Resources	4,505,183	4,548,310
Liabilities:		
Current liabilities	799,972	133,659
Compensated absences	18,922	18,922
Lease liabilities	11,177,996	11,209,998
Net pension liability	66,552	7,297
Total Liabilities	12,063,442	11,369,876
Deferred Inflows of Resources:		
Deferred inflows related to pensions	119,158	43,450
Net Position:		
Net investment in capital assets	4,750,340	4,339,128
Restricted	156,663	129,581
Unrestricted	3,932,172	2,937,953
Total Net Position	$ 8,839,175	$ 7,406,662

Changes in Net Position

The Academy's total net position increased by $1,432,513 during the 2024 fiscal year. The increase in the Academy's net position indicates the Academy had more incoming revenue than outgoing expenses during the year. Total revenues generated from district funding, government grants, student fees, lease, and other income were $11,375,409 during the 2024 fiscal year. The increase in District funding in the 2024 fiscal year was related to an increase in enrollment and the funding rate per student.

A summary of the Academy's revenue and expenses is as follows for the years ended June 30:

	2024	2023
Federal grants	$ 2,025,476	$ 1,586,994
District funding	8,799,798	8,166,342
Other revenue	550,135	317,659
	11,375,409	10,070,995
Salaries, wages, and benefits	3,593,159	3,858,338
Interest expenses	1,419,711	1,317,998
Occupancy cost	1,017,257	527,619
Transportation	596,335	425,154
Contracted services	1,189,241	1,351,479
Direct student expenses	1,262,981	568,365
Depreciation and amortization	421,529	449,592
Other	442,683	450,187
	9,942,896	8,948,732
Change in Net Position	$ 1,432,513	$ 1,122,263

FINANCIAL ANALYSIS OF THE ACADEMY'S FUND

The Academy's fund, as presented on the balance sheet, reported a general fund balance of $3,673,849 at June 30, 2024. The Academy's schools are reported as one general fund representing operations of the Academy. The Academy has no other major funds. Due to the different basis of accounting, there is a difference between the amounts reported under the Academy's fund and the amounts reported as organization-wide. For the year ended June 30, 2024, the difference consists of capital assets, lease liabilities, deferred loss on a sale leaseback transaction, compensated absences, pension related asset, deferred outflows, pension liabilities, and deferred inflows which are not reported in the Academy's fund.

ACADEMY ACTIVITIES

The Academy is a public Academy for families, focused on providing a college prep education to students from low income and culturally diverse communities. The core values of the Academy reside in the use of positive words, demonstration of helpful action, and persistence towards best effort that embraces real-world learning.

The Academy places extraordinary investments in Academy-family connections, meaningful applications of technology, and robust teacher collaboration that learns from real-time feedback, new challenges, and data. We are confident that through teamwork, the end result will be a more engaged and college ready student that recognizes earning a college degree is just the first step towards a life filled with better choices and more fulfilling opportunities to participate in and improve their community.

The Academy design includes teaching the whole child and values individualized learning at both the academic and social emotional levels. This is represented in our "Success" academic period and our SEL block each and every day. The Academy provides wrap-around support through Saturday Academic Camps and afternoon school clubs to provide the intense support needed to enrich every child.

The Academy is demographically diverse, including African American, Latino/Hispanic, Arabic, Kurdish, Haitian, Creole, Somali, Asian, and Caucasian individuals. 100% of students are on free/reduced price lunch.

The Academy is committed to maintaining a personalized structure for learning supported by a cadre of committed professionals that work together, adapt, and remain focused on the goal of helping every student develop the skills to earn a college degree. All challenges met by the Academy present a new opportunity for our team to work together and improve. This kind of culture is one that students, parents, and the community recognize as authentic, focused on continuous improvement.

STUDENT ENROLLMENT FACTORS AND NEXT YEAR'S BUDGET (FORECAST)

Enrollment: Enrollment for the 2024 - 2025 year is forecasted to be approximately 410 students and includes grades 5 through 12. This is a decrease from the 2023 - 2024 year of approximately 113 students. Revenues: State and federal revenues are forecasted at approximately $7,677,659. Expenses: Expenses are forecasted to approximate $8,528,737. This results in an operating deficit for the 2024 - 2025 year. The School is expected to increase enrollment by adding additional middle and high school students annually.

CONTACTING THE ACADEMY'S FINANCIAL MANAGEMENT

This financial report is designed to provide our students' parents, Davidson County taxpayers, donors, authorities over grant funding, and agencies tasked with oversight of Nashville and Davidson County Public Academies with a general overview of the Academy's finances and to demonstrate the Academy's accountability of the money it receives. If you have questions about this report or need additional financial information, contact, Tamara Abbott, Executive Director of the Academy. The Academy is located at 5320 Hickory Hollow Parkway, Antioch, Tennessee 37013. Ms. Abbott can be reached by telephone at (615) 810-8370 ext. 5055 or by email: tabbott@kayouth.org.

KNOWLEDGE ACADEMIES
STATEMENT OF NET POSITION

JUNE 30, 2024

ASSETS		
Cash and cash equivalents	$	3,234,981
Accounts receivable		306,346
Prepaid expenses		82,464
Due from other governments		693,367
Capital assets, net		11,830,438
TCRS Stabilization Trust		156,663
Net pension asset		212,333
Total Assets		16,516,592
DEFERRED OUTFLOWS OF RESOURCES		
Deferred outflows related to pensions		407,285
Deferred loss on sale leaseback		4,097,898
Total Deferred Outflows of Resources		4,505,183
LIABILITIES		
Accounts payable		782,060
Compensated absences		18,922
Accrued expenses		17,912
Net pension liability		66,552
Lease liabilities, due within one year		13,431
Lease liabilities, due in more than one year		11,164,565
Total Liabilities		12,063,442
DEFERRED INFLOWS OF RESOURCES		
Deferred inflows related to pensions		119,158
NET POSITION		
Net investment in capital assets		4,750,340
Restricted for pension		156,663
Unrestricted		3,932,172
Total Net Position	$	8,839,175

The accompanying notes to the financial statements are an integral part of these statements.

KNOWLEDGE ACADEMIES
STATEMENT OF ACTIVITIES

YEAR ENDED JUNE 30, 2024

	Total	Functions: Student Instruction and Services	Functions: Administration
Expenses:			
Salaries, wages, and benefits	$ 3,593,159	$ 3,305,706	$ 287,453
Interest	1,419,711	1,348,725	70,986
Occupancy cost	1,017,257	885,014	132,243
Transportation	596,335	596,335	-
Contracted services	1,189,241	294,810	894,431
Direct student expenses	1,262,981	1,262,981	-
Depreciation and amortization	421,529	-	421,529
Technology	5,031	1,509	3,522
General administrative	394,797	-	394,797
Travel and entertainment	500	500	-
Staff development	42,355	42,355	-
Total Expenses	9,942,896	7,737,935	2,204,961
Program Revenues:			
Program-specific operating grants and contributions	2,025,476	2,025,476	-
Net Program Expenses	7,917,420	$ 5,712,459	$ 2,204,961
General Revenues:			
District funding	8,799,798		
Student fees	47,051		
Other income	503,084		
Total General Revenues	9,349,933		
Change in net position	1,432,513		
Net position, beginning of year	7,406,662		
Net position, end of year	$ 8,839,175		

The accompanying notes to the financial statements are an integral part of these statements.

KNOWLEDGE ACADEMIES
BALANCE SHEET

JUNE 30, 2024

	General Fund
ASSETS	
Cash and cash equivalents	$ 3,234,981
Accounts receivable	306,346
Prepaid expenses	82,464
Due from other governments	693,367
TCRS Stabilization Trust	156,663
Total Assets	$ 4,473,821
LIABILITIES AND FUND BALANCES	
Liabilities:	
Accounts payable	$ 782,060
Accrued expenses	17,912
Total Liabilities	799,972
Fund Balances:	
Nonspendable	82,464
Restricted	156,663
Unassigned	3,434,722
Total Fund Balances	3,673,849
Total Liabilities and Fund Balances	$ 4,473,821

The accompanying notes to the financial statements are an integral part of these statements.

KNOWLEDGE ACADEMIES
RECONCILIATION OF TOTAL GOVERNMENTAL FUND BALANCES TO NET POSITION OF GOVERNMENTAL ACTIVITIES

JUNE 30, 2024

Total governmental fund balances	$	3,673,849
Amounts reported for governmental activities in the statement of net position are different because:		
Capital assets used in governmental activities are not current financial resources and, therefore, are not reported in the governmental fund balance sheet.		11,830,438
Net pension asset is not a current financial asset and is, therefore, therefore, not reported in the governmental fund balance sheet.		212,333
Net pension liability is not a current financial liability and is, therefore, not reported in the governmental fund balance sheet.		(66,552)
Long-term liabilities are not due and payable in the current period and, therefore, are not reported as liabilities in the governmental fund. Long-term liabilities at year-end consist of:		
Lease liabilities		(11,177,996)
Compensated absences		(18,922)
Amounts reported as deferred outflows and inflows of resources in the governmental activities will be amortized and recognized as components of revenue and expense in future years:		
Deferred outflows of resources related to pensions		407,285
Deferred loss on sale leaseback		4,097,898
Deferred inflows of resources related to pensions		(119,158)
Net position of governmental activities	$	8,839,175

The accompanying notes to the financial statements are an integral part of these statements.

KNOWLEDGE ACADEMIES
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES OF THE GOVERNMENTAL FUND

YEAR ENDED JUNE 30, 2024

	General Fund
Revenue:	
Federal grants	$ 2,025,476
District funding	8,799,798
Student fees - internal school funds	47,051
Lease and other income	503,084
Total Revenue	11,375,409
Expenditures:	
Current:	
Student instruction and services	7,390,125
Student instruction and services - internal school funds	114,807
Administration	556,651
Capital outlay	908,578
Debt service	1,377,000
Total Expenditures	10,347,161
Change in fund balances	1,028,248
Fund balances, beginning of year	2,645,601
Fund balances, end of year	$ 3,673,849

The accompanying notes to the financial statements are an integral part of these statements.

KNOWLEDGE ACADEMIES

RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES OF THE GOVERNMENTAL FUND TO THE STATEMENT OF ACTIVITIES

YEAR ENDED JUNE 30, 2024

Net change in fund balances - governmental fund	$	1,028,248
Amounts reported for governmental activities in the statement of activities are different because:		
Capital outlays reported as expenditures in governmental funds are shown as capital assets in the statement of net position.		908,578
Depreciation and amortization expense on governmental capital assets is included only in the governmental activities in the statement of activities.		(421,529)
Repyament of debt are expenditures in the governmental funds, but the repayments reduce long-term liabilities in the statement of net position, so the expenses do not appear in the statement of activities.		32,002
Some expenses reported in the statement of activities do not require the use of current financial resources and, therefore, are not reported as expenditures in the governmental funds:		
Pension expense		(6,947)
Amortization of deferred loss on sale leaseback		(107,839)
Change in net position of governmental activities	$	1,432,513

The accompanying notes to the financial statements are an integral part of these statements.

Note 1—Nature of organization and summary of significant accounting policies

Knowledge Academies, Inc., a Charter Management Organization, was incorporated during 2009, as a Tennessee nonprofit corporation. Pursuant to Section 6(1)(a) of the Tennessee Public Charter Academy Act of 2002 (the "Act"), the Knowledge Academies, Inc. 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. On November 14, 2011, June 24, 2015, and July 1, 2016, the Knowledge Academies, Inc. entered into Charter School Agreements with the Metropolitan Nashville Board of Education to operate a chartered middle school, high school, and a second middle school in Nashville, Tennessee (collectively, the "Academy"), The Academy began classes in July 2012 with 5 and 6 grades and served grades 5–11 during the 2017–2018 academic year. The Academy expanded to serve grades 5–12 during the 2018–2019 academic year. In June 2022, the three separate charter agreements were consolidated into a single Charter School Agreement with the Metropolitan Nashville Board of Education.

Per the Academy's charter agreements, enrollment in the Academy is open to any student that resides in Davidson County. Student enrollment averages 60 and 70 students per middle school and high school grade levels, respectively.

Basis of Accounting – The Academy is considered a special purpose governmental entity that is engaged in governmental activities and is not a component unit of another governmental entity. Therefore, the financial statements are prepared in the same manner as general purpose government financial statements.

Basic Financial Statements – The Academy's basic financial statements include both government-wide (reporting the Academy as a whole) and fund financial statements (reporting the Academy's major fund). The Academy's primary activities are all considered to be governmental activities and are classified as such in the government-wide and fund financial statements.

The government-wide financial statements of the Academy have been prepared on the accrual basis of accounting and the economic resources measurement focus, which recognizes all long-term assets and receivables as well as long-term debt and obligations. Under the accrual basis, revenue is recognized when earned and expenses are recognized when incurred.

The fund financial statements are presented on the modified accrual basis of accounting and the current economic resources measurement focus. Revenue under the modified accrual basis is recognized when measurable and available and expenditures are recognized when the related liability is incurred. The Academy considers revenues to be available if they are received within one year of the end of the current fiscal period.

Government-Wide Financial Statements

The government-wide financial statements focus on the sustainability of the Academy as an entity and the change in the Academy's net position resulting from the current year's activities.

In the government-wide statement of net position, activities are reported on the full accrual basis, and the economic resources measurement focus, which recognizes all long-term assets and receivables as well as long-term debt and obligations. The statement of net position presents the financial condition of the Academy at year-end.

Note 1—Nature of organization and summary of significant accounting policies (continued)

Government-Wide Financial Statements (continued)

Governmental financial reporting standards require the classification of net position into three components: net investment in capital assets, restricted, and unrestricted. These classifications are defined as follows:

Net Investment in Capital Assets – This component of net position consists of capital assets, including restricted capital assets, net of accumulated depreciation, and reduced by outstanding balances (if any) of bonds, mortgages, notes, leases, or other borrowings that are attributable to the acquisition, construction, or improvements of those assets. If there are significant unspent related debt proceeds at year-end, the portion of the debt attributable to the unspent proceeds is not included in the calculation of net investment in capital assets. Rather, that portion of the debt is included in the same net position component as the unspent proceeds.

Restricted – This component of net position consists of constraints placed on net position used through external constraints 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.

Unrestricted – This component of net position consists of net position that does not meet the definition of restricted or net investment in capital assets. When both restricted and unrestricted assets are available for use, it is the Academy's policy to utilize restricted assets first, then unrestricted assets as needed.

The government-wide statement of activities reports both the gross and net cost of the Academy's functions. The functions are also supported by general revenue (general revenue are primarily made up of district funding, student services, and other income). The statement of activities reduces gross expenses by related function revenues, grants, and miscellaneous contributions. Program revenues must be directly associated with the function. The net costs by function are normally covered by general revenue. The Academy allocated indirect cost among functions.

Fund Financial Statements

The financial transactions of the Academy are reported in individual funds in the fund financial statements. The general fund is accounted for by providing a separate set of self-balancing accounts that comprise its assets, liabilities, fund balance, revenues, and expenses.

The emphasis on fund financial statements is on the major fund. Nonmajor funds by category are summarized in a single column. Governmental accounting reporting standards set forth minimum criteria for the determination of major funds. The Academy's major fund represents the operations of the general fund. The general fund accounts for all financial resources of the Academy, except those required to be accounted for in another fund.

Note 1—Nature of organization and summary of significant accounting policies (continued)

Fund Financial Statements (continued)

The fund's focus is upon the determination of financial resources, their balance, sources, and use, rather than upon net income. The Academy follows guidance that classifies fund balances as: nonspendable, restricted, committed, assigned, or 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 Academy'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 Academy'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 Academy's Board of Directors using 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. As of June 30, 2024, the Academy reported no committed fund balance.

Assigned – Assigned fund balances are intended to be used for specific purposes but are neither restricted or committed. The Academy gives the authority to assign amounts to specific purposes to the Academy's controller and personnel under the supervision of the controller tasked with financial recording responsibilities. As of June 30, 2024, the Academy reported no assigned fund balance.

Unassigned – This classification consists of all fund balances in the general fund that are not reported as nonspendable, restricted, committed, or assigned.

Functional Allocation of Expenses – The costs of providing various programs and other services have been reported on a functional basis in the statement of activities. Accordingly, certain costs have been allocated among the programs, student instruction and services, and administration, based on estimates made by management.

Cash and Cash Equivalents – The Academy 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.

TCRS Stabilization Trust – As of June 30, 2024, $156,663 is held in Trust in the name of the Academy and restricted for benefit payments of the TCRS Hybrid pension plan.

Accounts Receivable / Due from Other Governments – Accounts receivable represent trade accounts receivable as well as amounts due from the management company. All receivables are reported at estimated collectible amounts. The receivables balance as of June 30, 2024 totaled $306,346. Due from other governments represent amounts due from grants which have been earned but not received and as of June 30, 2024 this totaled $693,367. Management has determined all receivable balances are collectible and, therefore, no allowance has been recorded as of June 30, 2024.

Note 1—Nature of organization and summary of significant accounting policies (continued)

Fund Financial Statements (continued)

Capital Assets – Property and equipment are recorded at cost less accumulated depreciation, if purchased, or the estimated acquisition 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 is 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. The Academy follows the practice of capitalizing all expenditures for property and equipment items over $500.

Right-to-Use Assets and Lease Obligations – The Academy leases its building under a lease agreement. Leases are included in right-to-use assets as property and equipment and lease obligations on the statement of net position. A right-of-use asset represents the Academy's right to use an underlying asset for the lease term. Lease obligations represent the Academy's liability to make lease payments arising from the lease agreement. Right-to-use assets and lease obligations are recognized based on the present value of the lease payments over the lease term, where the initial term exceeds 12 months. Right-to-use assets are amortized using a straight-line basis over the shorter of the lease term or useful life of the underlying asset.

Grants – The Academy received federal financial assistance through state agencies. The expenditure of funds received from state agencies 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 Academy. However, in the opinion of management, any such disallowed claims will not have a material, adverse effect on the overall financial position of the Academy as of June 30, 2024.

Income Taxes – The Academy is a not-for-profit organization that is exempt from federal income taxes under the Internal Revenue Code and classified by the Internal Revenue Service as other than a private foundation and is similarly exempt from state income taxes.

Pensions – The Academy participates in the following three defined benefit pension plans:

Certified Employees – Tennessee Consolidated Retirement System (collectively, the "TCRS").

- Teacher Legacy Pension Plan
- Teacher Hybrid Retirement Plan

Non-Certified Employees – Metropolitan Government of Nashville and Davidson County, Tennessee ("Metropolitan Government").

- Metro Pension Plan of the Metropolitan Employees Benefit Trust (the "Metro Plan").

For purposes of measuring the applicable net pension asset and liability, deferred outflows of resources, and deferred inflows of resources related to pensions and pension expense, the information about the fiduciary net position of the pension plans, and additions to/deductions from the plans' fiduciary net position have been determined on the same basis as they are reported by the TCRS and the Metropolitan Government. For this purpose, benefits (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms of the pension plans. Investments are reported at fair value.

Note 1—Nature of organization and summary of significant accounting policies (continued)

Fund Financial Statements (continued)

Deferred Outflows/Inflows of Resources – In addition to assets, the statement of net position reports a separate section for deferred outflows of resources. This separate financial statement element represents a consumption of net assets that applies to a future year and so will not be recognized as an outflow of resources (expense/expenditure) until then. The Academy reports the following deferred outflow of resources related to the pensions: Contributions made subsequent to the pension measurement date, difference between expected and actual experience, difference between projected and actual investment earnings, changes in proportionate share of the net pension (asset) liability, and deferred loss on sale leaseback.

In addition to liabilities, the statement of financial position reports a separate section for deferred inflows of resources. This separate financial statement element represents an acquisition of net assets that applies to a future year and so will not be recognized as an inflow of resources (revenue) until that time. The Academy also reports the following deferred inflow of resources related to pensions: differences between expected and actual experience and differences between projected and actual investment earnings.

Estimates and Uncertainties – The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America ("U.S. GAAP") 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 revenue and expenses during the reporting period. Actual results could differ from those estimates.

Budgetary Comparison Statement – The Academy is not required to adopt a legally binding budget; therefore, no budgetary comparison statement of the Academy's funds has been presented.

Note 2—Capital assets

Capital assets consist of the following for the year ended June 30, 2024:

	June 30, 2023	Additions	Disposals	June 30, 2024
Right-to-use asset - building	$ 11,242,000	$ -	$ -	$ 11,242,000
Furniture and fixtures	475,187	45,936	-	521,123
Office equipment	689,067	377,083	-	1,066,150
Software	76,639	-	-	76,639
Leasehold improvements	266,913	485,559	-	752,472
	12,749,806	908,578	-	13,658,384
Less accumulated depreciation and amortization				
Capital assets	(1,120,161)	(163,900)	-	(1,284,061)
Intangible right-to-use asset	(286,256)	(257,629)	-	(543,885)
	$ 11,343,389	$ 487,049	$ -	$ 11,830,438

Depreciation and amortization expense totaled $421,529 for the year ended June 30, 2024.

Note 3—Federal funds

The Academy receives no direct federal awards. All federal monies were received as subrecipient funds.

The Academy receives pass-through funding from the National Academy Lunch Program through the Tennessee Department of Agriculture. National Academy Lunch Program revenue totaled $405,850 for the year ended June 30, 2024.

The Academy receives pass-through funding from various grants through Metropolitan Nashville Public Schools ("MNPS"). Title I and III revenues totaled $151,998 and $22,872, respectively, for the year ended June 30, 2024. Special Education Cluster revenues totaled $141,013 for the year ended June 30, 2024. Education Stabilization Funds revenues totaled $1,302,416 for the year ended June 30, 2024.

Total grants receivable outstanding as of June 30, 2024 is $693,367.

Note 4—Concentrations

The Academy received approximately 77% of its funding for operations from MNPS based on the Tennessee Investment in Student Achievement for the year ended June 30, 2024. TISA funding is designated to the Academy based on student attendance. Gross TISA funding for the year ended June 30, 2024 was $8,799,798.

Note 5—Retirement plans

Teacher Legacy Pension Plan of TCRS

General Information about the Pension Plan

Plan Description – The TCRS was created by state statute under Tennessee Code Annotated Title 8, Chapters 34-37. The TCRS Board of Trustees is responsible for the proper operation and administration of all employer pension plans in the TCRS. The Tennessee Treasury Department, an agency in the legislative branch of state government, administers the plans of the TCRS. The TCRS issues a publicly available financial report that can be obtained at https://treasury.tn.gov/Retirement/Boards-and-Governance/Reporting-and-Investment-Policies. Teachers employed by the Academy with membership in the TCRS before July 1, 2014, are provided with pensions through the Teacher Legacy Pension Plan, a cost-sharing, multiple-employer pension plan administered by the TCRS. The Teacher Legacy Pension Plan closed to new membership on June 30, 2014 but will continue providing benefits to existing members and retirees. The Teacher Hybrid Retirement Plan became effective July 1, 2014 for teachers employed by Local Education Agencies ("LEA") after June 30, 2014. The Teacher Hybrid Retirement Plan is a separate cost-sharing, multiple-employer defined benefit plan. The TCRS was created by state statute under Tennessee Code Annotated Title 8, Chapters 34-37.

Benefits Provided – Tennessee Code Annotated Title 8, Chapters 34-37 establishes the benefit terms and can be amended only by the Tennessee General Assembly. Members of the Teacher Legacy Pension Plan are eligible to retire with an unreduced benefit at age 60 with five years of service credit or after 30 years of service credit regardless of age. Benefits are determined by a formula using the member's highest five consecutive year average compensation and the member's years of service credit. A reduced early retirement benefit is available at age 55 if vested. Members are vested with five years of service credit. Service related disability benefits are provided regardless of length of service. Five years of service is required for non-service related disability eligibility. The service related and non-service related disability benefits are determined in the same manner as a service retirement benefit but are reduced 10% and include projected service credits. A variety of death benefits are available under various eligibility criteria. Member and beneficiary annuitants are entitled to automatic cost of living adjustments ("COLA") after retirement. COLA is granted each July for annuitants retired prior to July 2 of the previous year. The COLA is based on the change in the consumer price index ("CPI") during the prior calendar year, capped at 3%, and applied to the current benefit. No COLA is granted if the change in the CPI is less than 0.5%. A 1% COLA is granted if the CPI change is between 0.5% and 1%. A member who leaves employment may withdraw their employee contributions, plus any accumulated interest.

Note 5—Retirement plans (continued)

Contributions – Contributions for teachers are established in the statutes governing the TCRS and may only be changed by the Tennessee General Assembly. Teachers contribute 5% of salary. The LEAs make employer contributions at the rate set by the Board of Trustees as determined by an actuarial valuation. By law, employer contributions for the Teacher Legacy Pension Plan are required to be paid. TCRS may intercept the state shared taxes of the sponsoring governmental entity of the LEA if the required employer contributions are not remitted. Employer contributions by the Academy for the year ended June 30, 2024 to the Teacher Legacy Pension Plan were $33,420 which is 6.81% of covered payroll. The employer rate, when combined with member contributions, is expected to finance the costs of benefits earned by members during the year, the cost of administration, as well as an amortized portion of any unfunded liability.

Pension Liability (Asset) – At June 30, 2024, the Academy reported an asset of $193,608 for its proportionate share of the net pension asset. The net pension asset was measured as of June 30, 2023, and the total pension liability used to calculate the net pension asset was determined by an actuarial value as of that date. The Academy's proportion of the net pension asset was based on the Academy's share of contributions to the pension plan relative to the contributions of all participating LEAs. At the measurement date of June 30, 2023, the Academy's proportion was 0.016422%. The proportion measured as of June 30, 2022 was 0.0109217%.

Pension Expense – For the year ended June 30, 2024, the Academy recognized pension expense of $18,823.

Actuarial Assumptions – The total pension liability in the June 30, 2024 actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation:	2.25%
Salary increases:	Graded salary ranges from 8.72% to 3.44% based on age, including inflation, averaging 4.00%
Investment rate of return:	6.75%, net of pension plan investment expenses, including inflation
Cost-of-living adjustment:	2.125%

Mortality rates utilized a customized table based on actual experience including projection of mortality improvement using Scale MP-2021 (generational projection).

The actuarial assumptions used in the June 30, 2023 actuarial valuation were based on the results of an actuarial experience study performed for the period July 1, 2016 through June 30, 2020. As a result of the 2020 actuarial experience study, investment and demographic assumptions were adjusted to more closely reflect actual and expected future experience.

Note 5—Retirement plans (continued)

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees in conjunction with the June 30, 2020 actuarial experience study. A blend of future capital market projections and historical market returns was used in a building-block method in which a best-estimate of expected future real rates of return (expected returns, net of pension plan investment expense, and inflation) is developed for each major asset class. These best estimates are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation of 2.25%. The best estimates of geometric real rates of return and the TCRS investment policy target asset allocation for each major asset class are summarized in the following table:

Asset Class	Long-Term Expected Real Rate of Return	Target Allocation
U.S. equity	4.88%	31%
Developed market international equity	5.37%	14%
Emerging market international equity	6.09%	4%
Private equity and strategic lending	6.57%	20%
U.S. fixed income	1.20%	20%
Real estate	4.38%	10%
Short-term securities	0.00%	1%
		100%

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees as 6.75% based on a blending of the three factors described above.

Discount Rate – The discount rate used to measure the total pension liability was 6.75%. The projection of cash flows used to determine the discount rate assumed that employee contributions will be made at the current rate and that contributions from all the LEAs will be made at the actuarially determined contribution rate pursuant to an actuarial valuation in accordance with the funding policy of the TCRS Board of Trustees and as required to be paid by state statute. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make projected future benefit payments of current active and inactive members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Teacher Hybrid Retirement Plan

General Information about the Pension Plan

Plan Description – The TCRS was created by state statute under Tennessee Code Annotated Title 8, Chapters 34-37. The TCRS Board of Trustees is responsible for the proper operation and administration of all employer pension plans in the TCRS. The Tennessee Treasury Department, an agency in the legislative branch of state government, administers the plans of the TCRS. The TCRS issues a publicly available financial report that can be obtained at https://treasury.tn.gov/Retirement/Boards-and-Governance/Reporting-and-Investment-Policies. Teachers employed by the Academy with membership in the TCRS before July 1, 2014 are provided with pensions through the Teacher Legacy Pension Plan, a cost-sharing, multiple-employer pension plan administered by the TCRS. The Teacher Legacy Pension Plan closed to new membership on June 30, 2014 but will continue providing benefits to existing members and retirees. The Teacher Hybrid Retirement Plan became effective July 1, 2014 for teachers employed by LEAs after June 30, 2014. The Teacher Hybrid Retirement Plan is a separate cost-sharing, multiple-employer defined benefit plan.

Note 5—Retirement plans (continued)

Benefits Provided – Tennessee Code Annotated Title 8, Chapters 34-37 establishes the benefit terms and can be amended only by the Tennessee General Assembly. Members of the Teacher Hybrid Retirement Plan are eligible to retire with an unreduced benefit at age 65 with five years of service credit or pursuant to the rule of 90 in which the member's age and service credit total 90. Benefits are determined by a formula using the member's highest five consecutive year average compensation and the member's years of service credit. A reduced early retirement benefit is available at age 60 and vested or pursuant to the rule of 80. Members are vested with five years of service credit. Service related disability benefits are provided regardless of length of service. Five years of service is required for non-service related disability eligibility. The service related and non-service related disability benefits are determined in the same manner as a service retirement benefit but are reduced 10% and include projected service credits. A variety of death benefits are available under various eligibility criteria. Member and beneficiary annuitants are entitled to automatic COLAs after retirement. A COLA is granted each

July for annuitants retired prior to July 2 of the previous year. The COLA is based on the change in the CPI during the prior calendar year, capped at 3%, and applied to the current benefit. No COLA is granted if the change in the CPI is less than 0.5%. A 1% COLA is granted if the CPI change is between 0.5% and 1%. A member who leaves employment may withdraw their employee contributions, plus any accumulated interest. Under the Teacher Hybrid Retirement Plan, benefit terms and conditions, including COLAs, can be adjusted on a prospective basis. Moreover, there are defined cost controls and unfunded liability controls that provide for the adjustment of benefit terms and conditions on an automatic basis.

Contributions – Contributions for teachers are established in the statutes governing the TCRS and may only be changed by the Tennessee General Assembly or by automatic cost controls set out in law. Teachers contribute 5% of salary. The LEAs make employer contributions at the rate set by the Board of Trustees as determined by an actuarial valuation. Per the statutory provisions governing the TCRS, the employer contribution rate cannot be less than 4% of covered payroll, except in years when the maximum funded level, as established by the TCRS Board of Trustees, is reached. By law, employer contributions for the Teacher Hybrid Retirement Plan are required to be paid. The TCRS may intercept the state shared taxes of the sponsoring governmental entity of the LEA if the required employer contributions are not remitted. Employer contributions by the Academy for the year ended June 30, 2024 to the Teacher Hybrid Retirement Plan were $38,358 which is 2.95% of covered payroll. The employer rate, when combined with member contributions, is expected to finance the costs of benefits earned by members during the year, the cost of administration, as well as an amortized portion of any unfunded liability.

Pension Liability (Asset) – At June 30, 2024, the Academy reported an asset of $18,725 for its proportionate share of the net pension asset. The net pension asset was measured as of June 30, 2023, and the total pension liability used to calculate the net pension asset was determined by an actuarial value as of that date. The Academy's proportion of the net pension asset was based on the Academy's share of contributions to the pension plan relative to the contributions of all participating LEAs. At the measurement date of June 30, 2023, the Academy's proportion was 0.044159%. The proportion measured as of June 30, 2022 was 0. 049791%.

Pension Expense – For the year ended June 30, 2024, the Academy recognized a pension benefit of $7,421.

Actuarial Assumptions – The total pension liability in the June 30, 2023 actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation:	2.25%
Salary increases:	Graded salary ranges from 8.72% to 3.44% based on age, including inflation, averaging 4.00%
Investment rate of return:	6.75%, net of pension plan investment expenses, including inflation
Cost-of-living adjustment:	2.125%

Note 5—Retirement plans (continued)

Mortality rates utilized a customized table based on actual experience including projection of mortality improvement using Scale MP-2021 (generational projection).

The actuarial assumptions used in the June 30, 2023 actuarial valuation were based on the results of an actuarial experience study performed for the period July 1, 2016 through June 30, 2020. The demographic assumptions were adjusted to more closely reflect actual and expected future experience.

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees in conjunction with the June 30, 2020 actuarial experience study. A blend of future capital market projections and historical market returns was used in a building-block method in which a best estimate of expected future real rates of return (expected returns, net of pension plan investment expense, and inflation) is developed for each major asset class. These best estimates are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation of 2.25%.

The best estimates of geometric real rates of return and the TCRS investment policy target asset allocation for each major asset class is summarized in the following table:

Asset Class	Long-Term Expected Real Rate of Return	Target Allocation
U.S. equity	4.88%	31%
Developed market international equity	5.37%	14%
Emerging market international equity	6.09%	4%
Private equity and strategic lending	6.57%	20%
U.S. fixed income	1.20%	20%
Real estate	4.38%	10%
Short-term securities	0.00%	1%
		100%

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees as 6.75% based on a blending of the three factors described above.

Discount Rate – The discount rate used to measure the total pension liability was 6.75%. The projection of cash flows used to determine the discount rate assumed that employee contributions will be made at the current rate and that contributions from all LEAs will be made at the actuarially determined contribution rate pursuant to an actuarial valuation in accordance with the funding policy of the TCRS Board of Trustees and as required to be paid by state statute. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make projected future benefit payments of current active and inactive members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Defined Contribution Portion of the Plan – A portion of the Teacher Hybrid Retirement Plan is a defined contribution plan administered by Great-West Life & Annuity Insurance Company. Under the defined contribution portion of this plan, employees contribute 2.00% of their salary, which employees can opt out of if they choose, and the Academy is required to contribute 5.00% of active member's annual payroll. For the year ended June 30, 2024, employer contributions totaled $64,673, which is 5.00% of covered payroll. Employees are immediately vested in the plan.

Note 5—Retirement plans (continued)

Metro Plan

General Information about the Pension Plan

Plan Description – The Metro Plan is established under the authority of the Metropolitan Charter, Article XIII effective April 1, 1963. Approval of the Metropolitan Council is required to establish and amend benefit provisions. Article XIII also required that the pension plan be actuarially sound. Administrative costs of the plan are financed through plan assets. The plan is managed by the Metropolitan Employee Benefit Board, an independent board, created by the Metropolitan Charter. The board is composed of 10 members as follows: Finance Director, Human Resources Director, three members appointed by the Mayor, and five members selected by the employees and retirees of the Metropolitan Government. Additional information about the Metro Plan can be found in the publicly available comprehensive annual financial report of the Metropolitan Government. That report may be obtained at www.nashville.gov.

Benefits Provided – As of July 1, 1995, Division B of the Metro Plan was established for all non-certified employees of the MNPS, including charter schools, and all other Metropolitan Government employees. Employees with an effective hire date of July 1, 1995, or later are only eligible to participate in Division B of the Metro Plan.

Normal retirement for employees participating in the Metro Plan occurs at the unreduced retirement age which is the earlier of: (a) the date when the employee's age plus the completed years of credited service equals 85, but not before age 60 or (b) the date when the employee reaches age 65 and completes five years of credited employee service. The lifetime monthly benefit is calculated as 1/12 of the sum of 1.75% of average earnings based upon the previous 60-consecutive months of credit service which produce the highest earnings. Benefits fully vest on completing five years of service for employees employed on or between October 1, 2001 and December 31, 2012 who vest before leaving employment. Benefits fully vest on completing 10 years of service for employees and nonvested employees hired or rehired on or after January 1, 2013.

An early retirement pension is available for retired employees if the termination occurs prior to the eligibility under normal retirement but after age 50 and after the completion of 10 years of credited employee service.

All assets of the Metropolitan Employees' Benefit Trust Fund may legally be used to pay benefits to any plan members or beneficiaries, regardless of whether the members participate in Division A or Division B of the Metro Plan.

Contributions – The funding policy is to provide for periodic contributions at actuarially determined rates that are designed to accumulate sufficient assets to pay benefits when due. All other funding is provided under an actuarially recommended employee contribution rate of 14.81% for the non-certificate employees of the MNPS, including charter schools and all other Metropolitan Government employees. Employer contributions for the year ended June 30, 2024 to the Metro Plan were $29,402 which is 12.88% of covered payroll.

Pension Liability – The Academy reported a net pension liability of $66,552 for its proportionate share of the net pension liability The net pension liability was measured as of June 30, 2024 and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of July 1, 2024. The Academy's proportion of the net pension liability was based on the Academy's employee contributions to the pension plan during the year ended June 30, 2024, relative to all contributions for 2024. At the June 30, 2024 measurement date, the Academy's proportionate share was 0.02997%. At the June 30, 2023 measurement date, the Academy's proportionate share was 0.00466%.

Pension Expense – For the year ended June 30, 2024, the Academy recognized a pension expense of $4,457.

Note 5—Retirement plans (continued)

Actuarial Assumptions – The total pension liability in the July 1, 2023 actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation:	2.50%
Salary increases:	4.00%
Investment rate of return:	7.00%, net of pension plan investment expenses, including inflation
Cost-of-living adjustment:	Division A – 2.50% and Division B – 1.25%

Mortality rates were based on the 112% RP-2014 Blue Collar Table (projected to 2023 using Scale MP-21) and the 120% RP-2014 Disabled Mortality, as determined by the period actuarial experience study. The actuarial assumptions used in the July 1, 2023 valuation were based on the results of an actuarial experience study for the period 2017 to 2022.

The long-term expected rate of return on pension plan investments was determined using a building-block method in which best estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense, and inflation) are developed for each major asset class from historical returns and consensus expectations of future returns. These ranges are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation. Best estimates of arithmetic real rates of return for each major asset class included in the Metro Plan's target asset allocation are summarized in the following table:

Asset Class	Long-Term Expected Real Rate of Return	Target Allocation
U.S. equity	4.50%	24%
International equity	5.00%	16%
Private equity	7.20%	10%
Equity hedge	7.20%	10%
Real estate	3.70%	10%
Core plus fixed income	2.40%	20%
Fixed income alternatives	3.90%	10%
		100%

Discount Rate – The discount rate used to measure the total pension liability was 7.00%. Based on the Metro Plan assumptions and funding policy, the fiduciary net position for the plan was projected to be available to make all projected future benefit payments to current members. Therefore, the long-term expected rate of return on investments was applied to all periods of projected benefit payments to determine the total pension liability (asset).

Note 5—Retirement plans (continued)

Pension Liability (Asset)

The Academy reports the following net pension liability (asset) as of June 30, 2024:

Net pension assets:	
TCRS Legacy Plan	$ (193,608)
TCRS Retirement (Hybrid) Plan	(18,725)
Total net pension asset	$ (212,333)
Net pension liability:	
Metro Plan	$ 66,522

Sensitivity of the Proportionate Share of Net Pension Liability (Asset) to Changes in the Discount Rate

The following presents the Academy's proportionate share of the net pension liability (asset). For the TCRS Legacy and Hybrid plans, this is calculated using the discount rate of 6.75% and for the Metro plan this is calculated using a discount rate of 7.00%. In addition, the Academy's proportionate share of the net pension liability (asset) is calculated using a discount rate that is one percentage point lower (5.75% or 6.00%, TCRS plans and Metro plan, respectively) or one percentage point higher (7.75% or 8.00%, TCRS plans and Metro plans, respectively) than the current rate:

	1% Decrease 5.75%	Current Discount Rate 6.75%	1% increase 7.75%
The Academy's proportionate share of the net pension liability (asset):			
TCRS Plans:			
Legacy	$ 421,691	$ (193,608)	$ (705,362)
Hybrid	86,134	(18,725)	(94,214)
	$ 507,825	$ (212,333)	$ (799,576)

	1% Decrease 6.00%	Current Discount Rate 7.00%	1% increase 8.00%
Metro Plan	$ 227,392	$ 66,552	$ (68,264)

Pension Plan Fiduciary Net Position

Detailed information about the pension plans' fiduciary net position is available in separately issued TCRS and Metropolitan Government financial reports.

Note 5—Retirement plans (continued)

Deferred Outflows of Resources and Deferred Inflows of Resources

For the year ended June 30, 2024, the Academy reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Difference between expected and actual experience:		
TCRS Plans:		
Legacy	$ 46,127	$ 8,985
Hybrid	631	10,929
Metro Plan	44,776	1,864
Net difference between projected and actual earnings on pension plan investments:		
TCRS Plans:		
Legacy	33,592	-
Hybrid	4,761	-
Metro Plan	-	6,566
Change in assumptions:		
TCRS Plans:		
Legacy	63,083	-
Hybrid	14,088	-
Metro Plan	37,183	-
Changes in proportion of net pension liability (asset):		
TCRS Plans:		
Legacy	22,134	82,919
Hybrid	69,132	7,895
LEAs' contributions subsequent to the measurement date of June 30, 2023:		
TCRS Plans:		
Legacy	33,420	-
Hybrid	38,358	-
	$ 407,285	$ 119,158

The Academy’s employer contributions for TCRS of $71,778, reported as pension related deferred outflows of resources subsequent to the measurement date, will be recognized as an increase of net pension asset in the year ended June 30, 2025.

Note 5—Retirement plans (continued)

Deferred Outflows of Resources and Deferred Inflows of Resources (continued)

Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Years Ending June 30,		
2025	$	29,919
2026		6,394
2027		127,730
2028		14,924
2029		10,189
Thereafter		27,193
	$	216,349

In the table above, positive amounts will increase pension expense, while negative amounts will decrease pension expense.

TCRS Stabilization Trust

Legal Provisions – The Academy is a member of the TCRS Stabilization Reserve Trust. The Academy has placed funds into the irrevocable trust as authorized by statute under Tennessee Code Annotated, Title 8, Chapters 34 – 37. The TCRS Board of Trustees is responsible for the proper operation and administration of the trust. Funds of trust members are held and invested in the name of the trust for the benefit of each member. Each member's funds are restricted for the payment of retirement benefits of that member's employees. Trust funds are not subject to the claims of general creditors of the Academy.

The trust is authorized to make investments as directed by the TCRS Board of Trustees. The Academy may not impose any restrictions on investments placed by the trust on their behalf.

Investment Balances – Assets of the TCRS, including the Stabilization Reserve Trust, are invested in the Tennessee Retiree Group Trust ("TRGT"). The TRGT is not registered with the Securities and Exchange Commission as an investment company. The state of Tennessee has not obtained a credit quality rating for the TRGT from a nationally recognized credit ratings agency. The fair value of investment positions in the TRGT is determined daily based on the fair value of the pool's underlying portfolio. Furthermore, TCRS had not obtained or provided any legally binding guarantees to support the value of participant shares during the fiscal year. There are no restrictions on the sale or redemption of shares.

Note 5—Retirement plans (continued)

TCRS Stabilization Trust (continued)

Investments are reported at fair value or amortized which approximates fair value. Securities traded on a national exchange are valued at the last reported sales price. Investment income consists of realized and unrealized appreciation (depreciation) in the fair value of investments and interest and dividend income. Interest income is recognized when earned. Securities and securities transactions are recorded in the financial statements on a trade-date basis. The fair value of assets of the TRGT held at June 30, 2024, represents the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants. Assets held are categorized for fair value measurement within the fair value hierarchy established by U.S. GAAP. The hierarchy is based on the valuation inputs used to measure the fair value of the asset and give the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (Level 1 measurements) and the lowest priority to unobservable inputs (Level 3 measurements).

Level 1 – Unadjusted quoted prices for identical assets or liabilities in active markets that can be accessed at the measurement date.

Level 2 – Quoted prices for similar assets or liabilities in active markets; quoted prices for identical or similar assets or liabilities in markets that are not active; assets or liabilities that have a bid-ask spread price in an inactive dealer market, brokered market, and principal-to-principal market; and Level 1 assets or liabilities that are adjusted.

Level 3 – Valuations derived from valuation techniques in which significant inputs are unobservable.

Investments where fair value is measured using the net asset value (“NAV”) per share have no readily determinable fair value and have been to be calculated consistent with Financial Accounting Standards Board principles for investment companies.

Where inputs used in the measurement of fair value fall into different levels of the hierarchy, fair value of the instrument in its entirety is categorized based on the lowest level input that is significant to the valuation. This assessment requires professional judgement and as such management of the TRGT developed a fair value committee that worked in conjunction with the plan’s custodian and investment professionals to make these valuations. All assets held were valued individually and aggregated into classes so to be represented in the table below.

Short-term securities generally include investments in money market-type securities reported at cost plus accrued interest.

Equity and equity derivative securities classified in Level 1 are valued using last reported sales prices quoted in active markets that can be accessed at the measurement date. Equity and equity derivative securities classified in Level 2 are securities whose values are derived daily from associated traded securities. Equity securities classified in Level 3 are valued with last trade data having limited trading volume.

U.S. Treasury Bills, Bonds, Notes, and Futures classified in Level 1 are valued using last reported sales prices quoted in active markets that can be accessed at the measurement date. Debt and debt derivative securities classified in Level 2 are valued using a bid-ask spread price from multiple independent brokers, dealers, or market principals, which are known to be actively involved in the market. Level 3 debt securities are valued using proprietary information, a single pricing source, or other unobservable inputs related to similar assets or liabilities.

Note 5—Retirement plans (continued)

TCRS Stabilization Trust (continued)

Real estate investments classified in Level 3 are valued using the last valuations provided by external investment advisors or independent external appraisers. Generally, all direct real estate investments are appraised by a qualified independent appraiser(s) with the professional designation of Member of the Appraisal Institute, or its equivalent, every three (3) years beginning from the acquisition date of the property. The appraisals are performed using generally accepted valuation approaches applicable to the property type.

Investments in private mutual funds, traditional private equity funds, strategic lending funds, and real estate funds that report using U.S. GAAP, the fair value, as well as the unfunded commitments, were determined using the prior quarter's NAV, as reported by the fund managers, plus the current cash flows. These assets were then categorized by investment strategy. In instances where the fund investment reported using non-U.S. GAAP standards, the investment was valued using the same method, but was classified in Level 3.

At June 30, 2024, the Academy had the following investments held by the trust on its behalf.

Investment	Weighted Average Maturity (days)	Maturities	Fair Value
Investments at fair value:			
U.S. equity	N/A	N/A	$ 48,565
Developed market international equity	N/A	N/A	21,933
Emerging market international equity	N/A	N/A	6,267
U.S. fixed income	N/A	N/A	31,332
Real estate	N/A	N/A	15,666
Short-term securities	N/A	N/A	1,567
Investments at amortized cost using the NAV:			
Private equity and strategic lending	N/A	N/A	31,333
			$ 156,663

		Fair Value Measurements Using			
Investment by Fair Value	June 30, 2024	(Level 1)	(Level 2)	(Level 3)	NAV
U.S. equity	$ 48,565	$ 48,565	$ -	$ -	$ -
Developed market international equity	21,933	21,933	-	-	-
Emerging market international equity	6,267	6,267	-	-	-
U.S. fixed income	31,332	-	31,332	-	-
Real estate	15,666	-	-	15,666	-
Short-term securities	1,567	-	1,567	-	-
Private equity and strategic lending	31,333	-	-	-	31,333
	$ 156,663	$ 76,765	$ 32,899	$ 15,666	$ 31,333

Note 5—Retirement plans (continued)

TCRS Stabilization Trust (continued)

Risks and Uncertainties – The trust's investments include various types of investment funds, which in turn invest in any combination of stock, bonds, and other investments exposed to various risks, such as interest rate, credit, and market risk. Due to the level of risk associated with certain investment securities, it is at least reasonably possible that changes in the values of investment securities will occur in the near term and that such changes could materially affect the amounts reported for trust investments.

Interest Rate Risk – Interest rate risk is the risk that changes in interest rates will adversely affect the fair value of an investment. The Academy does not have the ability to limit trust investment maturities as a means of managing its exposure to fair value losses arising from increasing interest rates.

Credit Risk – Credit risk is the risk that an issuer or other counterparty to an investment will not fulfill its obligations. The Academy does not have the ability to limit the credit ratings of individual investments made by the trust.

Concentration of Credit Risk – Concentration of credit risk is the risk of loss attributed to the magnitude of the Academy's investment in a single issuer. The Academy does not have the ability to limit the trust on the amount that may be invested in any one user.

Custodial Credit Risk – Custodial credit risk for investments is the risk that, in the event of a failure of the counterparty to a transaction, the Academy will not be able to recover the value of its investments or collateral securities that are in the possession of an outside party. Pursuant to the trust agreement, investments are held in the name of the trust for the benefit of the Academy to pay retirement benefits of the Academy employees.

For further information concerning the Academy's investments with the TCRS Stabilization Reserve Trust, audited financial statements of the Tennessee Consolidated Retirement System may by writing to the Tennessee Treasury Department, Consolidated Retirement System, 502 Deaderick Street, Nashville, Tennessee 37243-0201.

Note 6—Leases

The Academy entered into a sale leaseback transaction for one building on June 23, 2022 (see Note 7). The lease contract expires in June 2062. The right-to-use asset is recorded in capital assets as a right-to-use - building as noted in Note 2.

The Academy has used the implicit interest rate to calculate the present value of lease payments. The Academy includes lease extensions and termination options in the lease term, if after considering relevant economic factors, it is reasonably certain the Academy will exercise the option.

The following represents the future minimum lease payments required under the lease arrangement as of:

Years Ended June 30,	Principal	Interest	Total
2025	$ 13,431	$ 1,391,109	$ 1,404,540
2026	15,202	1,389,338	1,404,540
2027	17,207	1,387,333	1,404,540
2028	19,477	1,385,063	1,404,540
2029	22,045	1,382,495	1,404,540
2030-2034	162,301	6,860,399	7,022,700
2035-2039	466,518	6,576,182	7,042,700
2040-2044	573,961	6,448,739	7,022,700
2045-2049	1,040,640	5,982,060	7,022,700
2050-2054	1,933,277	5,089,423	7,022,700
2055-2059	3,399,479	3,272,086	6,671,565
2060-2062	3,514,458	712,469	4,226,927
	$ 11,177,996	$ 41,876,696	$ 53,054,692

Note 7—Long-term liabilities

Long-term liabilities activity for the year ended June 30, 2024 is as follows:

	June 30, 2023	Additions	Reductions	June 30, 2024	Current
Lease liability	$ 11,209,998	$ -	$ 32,002	$ 11,177,996	$ 13,431
Net pension liability	7,297	59,255	-	66,552	-
Accrued compensated absences	18,922	-	-	18,922	18,992
	$ 11,236,217	$ 59,255	$ 32,002	$ 11,263,470	$ 32,423

Note 8—Risk of loss

Cash and Cash Equivalents – Custodial credit risk is the risk that in the event of bank failure, the Academy's deposits may not be returned to it. The Academy participates in a deposit placement agreement where the custodial bank endeavors to place deposits at other financial institutions through a depository network. Each of the depository institutions within the network is insured by the Federal Deposit Insurance Corporation ("FDIC") up to the maximum depository insurance amount of $250,000. Deposits at individual depository institutions will not exceed FDIC limits. Accordingly, the Academy had no uninsured cash balances on June 30, 2024.

Insurance – The Academy is exposed to various risks of loss similar to a commercial business, such as general liability, errors and omissions, and other situations. The Academy purchases commercial insurance for the significant risks of loss. Settled claims have not exceeded the insurance coverage limits during the past three fiscal years.

Note 9—Commitments and contingencies

From time to time, the Academy is involved in routine legal matters that arise in the ordinary course of business. There was no pending, significant legal proceedings to which the Academy is a party for which management believes the ultimate outcome would have a material, adverse effect on the Academy's financial position.

REQUIRED SUPPLEMENTARY INFORMATION

KNOWLEDGE ACADEMIES
SCHEDULE OF PROPORTIONATE SHARE OF THE NET PENSION LIABILITY (ASSET)
TEACHER LEGACY PENSION PLAN OF TCRS

LAST TEN FISCAL YEARS

Measurement date	2023	2022	2021	2020	2019	2018	2017	2016	2015	2014
The Academy's proportion of the net pension liability (asset)	0.01642%	0.01092%	0.01321%	0.01497%	0.04117%	0.03516%	0.03061%	0.01837%	0.23462%	0.35375%
The Academy's proportionate share of the net pension liability (asset)	$ (193,608)	$ (133,945)	$ (569,616)	$ (114,186)	$ (423,252)	$ (123,728)	$ (10,015)	$ 114,798	$ 9,610	$ (2,765)
The Academy's covered-employee payroll	$ 532,888	$ 275,571	$ 377,167	$ 520,287	$ 1,380,325	$ 1,231,217	$ 1,081,933	$ 663,096	$ 878,282	$ 667,894
The Academy's proportionate share of the net pension liability (asset) as a % of its covered-employee payroll	-36.33%	-48.61%	-151.02%	-21.95%	-30.66%	(10.05)%	(0.93)%	17.31%	1.09%	-0.41%
Plan fiduciary net position as a percentage of the total pension liability	104.11%	104.42%	116.13%	103.09%	104.28%	101.49%	100.14%	97.14%	99.81%	100.08%

KNOWLEDGE ACADEMIES
SCHEDULE OF EMPLOYER CONTRIBUTIONS
TEACHER LEGACY PENSION PLAN OF TCRS

LAST TEN FISCAL YEARS

	2024	2023	2022	2021	2020	2019	2018	2017	2016	2015
Actuarially determined contribution (ADC)	$ 33,420	$ 46,308	$ 28,494	$ 38,735	$ 52,976	$ 144,382	$ 111,794	$ 97,119	$ 59,944	$ 79,552
Contribution in relation to the actuarially determined contribution	33,420	46,308	28,494	38,735	52,976	144,382	111,794	97,119	59,944	79,552
Contribution deficiency (excess)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
The Academy's covered payroll	$ 490,749	$ 532,888	$ 275,571	$ 377,167	$ 520,393	$ 1,380,325	$ 1,231,211	$ 1,074,325	$ 663,096	$878,282
Contributions as a percentage of the Academy's covered payroll	6.81%	8.69%	10.34%	10.27%	10.18%	10.46%	9.08%	9.04%	9.04%	9.04%

Changes of Assumptions: In 2021, the following assumptions were changed: decreased inflation rate from 2.50% to 2.25%; decreased the investment rate of return from 7.25% to 6.75%; decreased the cost-of-living adjustment from 2.25% to 2.125%; and modified mortality assumptions. In 2017, the following assumptions were changed: decreased inflation rate from 3.00% to 2.50%; decreased the investment rate of return from 7.50% to 7.25%; decreased the cost-of-living adjustment from 2.50% to 2.25%; decreased salary growth graded ranges from an average of 4.25% to an average of 4.00%; and modified mortality assumptions.

KNOWLEDGE ACADEMIES
SCHEDULE OF PROPORTIONATE SHARE OF THE NET PENSION LIABILITY (ASSET)
TEACHER HYBRID RETIREMENT PLAN OF TCRS

LAST NINE FISCAL YEARS

Measurement date	2023	2022	2021	2020	2019	2018	2017	2016	2015
The Academy's proportion of the net pension liability (asset)	0.044159%	0.049791%	0.052762%	0.090516%	0.020410%	0.251247%	0.240792%	0.150341%	0.063866%
The Academy's proportionate share of the net pension (asset)	$ (18,725)	$ (15,083)	$ (57,153)	$ (51,471)	$ (115,213)	$ (113,947)	$ (63,529)	$ (15,651)	$ (2,569)
The Academy's covered payroll	$ 1,254,129	$ 675,522	$ 769,158	$ 1,125,633	$ 2,159,809	$ 2,195,602	$ 1,580,418	$ 661,511	$ 132,698
The Academy's proportionate share of the net pension liability (asset) as a % of its covered payroll	-1.49%	-2.23%	-7.51%	-4.57%	-5.33%	-5.19%	-4.02%	-2.37%	-1.94%
Plan fiduciary net position as a percentage of the total pension liability	104.97%	104.55%	121.53%	116.52%	123.07%	126.97%	126.81%	121.88%	127.46%

This is a 10-year schedule. However, the information in this schedule prior to the implementation date is not required to be presented retroactively. Years will be added to this schedule in future fiscal years until 10 years of information is available.

KNOWLEDGE ACADEMIES
SCHEDULE OF EMPLOYER CONTRIBUTIONS
TEACHER HYBRID RETIREMENT PLAN OF TCRS

LAST TEN FISCAL YEARS

	2024	2023	2022	2021	2020	2019	2018	2017	2016	2015
Actuarially determined contribution (ADC)	$ 38,358	$ 25,208	$ 17,091	$ 15,537	$ 23,188	$ 41,900	$ 35,805	$ 63,407	$ 16,559	$ 3,317
Contribution in relation to the actuarially determined contribution	38,358	25,208	17,091	15,537	23,188	41,900	87,824	63,407	26,460	5,307
Contribution deficiency (excess)	$ -	$ -	$ -	$ -	$ -	$ -	$ (52,019)	$ -	$ (9,901)	$ (1,990)
The Academy's covered payroll	$ 1,908,358	$ 1,254,129	$ 675,522	$ 769,158	$ 1,125,631	$ 2,159,794	$ 2,195,600	$ 1,585,175	$ 661,500	$ 132,698
Contributions as a percentage of the Academy's covered payroll	2.95%	2.87%	2.53%	2.02%	2.06%	1.94%	4.00%	4.00%	4.00%	4.00%

Changes of Assumptions: In 2021, the following assumptions were changed: decreased inflation rate from 2.50% to 2.25%; decreased the investment rate of return from 7.25% to 6.75%; decreased the cost-of-living adjustment from 2.25% to 2.125%; and modified mortality assumptions. In 2017, the following assumptions were changed: decreased inflation rate from 3.00% to 2.50%; decreased the investment rate of return from 7.50% to 7.25%; decreased the cost-of-living adjustment from 2.50% to 2.25%; decreased salary growth graded ranges from an average of 4.25% to an average of 4.00%; and modified mortality assumptions.

Note A: The statute governing the plan provides for a minimum employer contribution rate of 4% and for contributions in excess of the actuarially determined contribution rate to be deposited into a stabilization reserve. The remaining part of the 4% required contribution (i.e., 1.05% in 2024) was made to the Pension Stabilization Reserve Trust.

KNOWLEDGE ACADEMIES
SCHEDULE OF PROPORTIONATE SHARE OF THE NET PENSION LIABILITY (ASSET)
METRO PENSION PLAN

LAST TEN FISCAL YEARS

Measurement date	2024	2023	2022	2021	2020	2019	2018	2017	2016	2015
The Academy's proportion of the net pension liability (asset)	0.02997%	0.00466%	0.11714%	0.10470%	0.11411%	0.19029%	0.223222%	0.130000%	0.370000%	0.276300%
The Academy's proportionate share of the net pension liability (asset)	$ 66,552	$ 7,297	$ (197,920)	$ (571,843)	$ 247,382	$ 233,157	$ 182,167	$ 101,802	$ 133,528	$ 37,665
The Academy's covered-employee payroll	$ 228,259	$ 38,225	$ 886,329	$ 731,353	$ 612,545	$ 1,130,729	$ 957,877	$ 758,209	$ 355,841	$ 283,632
The Academy's proportionate share of the net pension liability (asset) as a % of its covered-employee payroll	29.16%	19.09%	-22.33%	-78.19%	40.39%	20.62%	19.02%	13.43%	37.52%	13.28%
Plan fiduciary net position as a percentage of the total pension liability	92.39%	96.20%	104.35%	115.75%	93.79%	96.37%	97.45%	92.39%	92.39%	97.57%

KNOWLEDGE ACADEMIES
SCHEDULE OF EMPLOYER CONTRIBUTIONS
METRO PENSION PLAN

LAST TEN FISCAL YEARS

	2024	2023	2022	2021	2020	2019	2018	2017	2016	2015
Actuarially determined contribution (ADC)	$ 29,402	$ 4,717	$ 109,373	$ 90,249	$ 75,588	$ 139,532	$ 118,202	$ 93,563	$ 55,191	$ 50,981
Contribution in relation to the actuarially determined contribution	29,402	4,717	109,373	90,249	75,588	139,532	118,202	93,563	55,191	50,981
Contribution deficiency (excess)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
The Academy's covered-employee payroll	$ 228,259	$ 38,225	$ 850,282	$ 731,353	$ 612,545	$ 957,877	$ 957,877	$ 758,209	$ 355,841	$ 283,432
Contributions as a percentage of the Academy's covered-employee payroll	12.88%	12.34%	12.34%	12.34%	12.34%	12.34%	12.34%	12.34%	15.51%	17.99%

Changes of assumptions: In 2023, the following assumptions were changed: Projected salary increases were increased from 4.00% to 4.40%; mortality rates were changed from 115% RP-2014 Blue Collar Table (projected to 2023 using Scale MP-17) to 112% RP-2014 Blue Collar Table (projected to 2023 using Scale MP-21); mortality improvement was changed from projected to 2023 using Projection Scale MP-17 to fully generational using Projection Scape MP-21, and Mortality rates for disabled lives changed from 130% to 125% RP-2014 Disabled Mortality.

SUPPLEMENTARY INFORMATION

KNOWLEDGE ACADEMIES
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

YEAR ENDED JUNE 30, 2024

Federal Grantor/ Program Title/Pass-through Grantor	Federal Assistance Listing Number	Contract Number	Expenditures
FEDERAL AWARDS			
U.S. Department of Education:			
Title I Grants to Local Educational Agencies (Passed through Metropolitan Nashville Public Schools)	84.010	None	$ 151,998
Special Education Cluster			
Special Education - Grants to States (Passed through Metropolitan Nashville Public Schools)	84.027	None	141,013
Title II, Part A: Supporting Effective Instruction State Grants (Passed through Metropolitan Nashville Public Schools)	84.367	None	22,872
COVID-19: Education Stabilization Funds (Passed through Metropolitan Nashville Public Schools)	84.425	None	1,302,416
Total U.S. Department of Education			1,618,299
U.S. Department of Agriculture:			
Child Nutrition Cluster			
National School Lunch Program (Passed through Tennessee Department of Agriculture)	10.553	None	405,850
Total Federal Awards			$ 2,024,149

KNOWLEDGE ACADEMIES
NOTES TO THE SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

JUNE 30, 2024

Note 1—Basis of presentation

The accompanying schedule of expenditures of federal awards (the "Schedule") includes the federal grant activity of Knowledge Academies (the "Academy"). The information in this Schedule is presented in accordance with the requirements of the state of Tennessee Department of Audit, Audit Manual. Therefore, some amounts presented in the Schedule may differ from amounts presented in, or used in the preparation of, the basic financial statements. Because the Schedule presents only a selected portion of the operations of the Academy, it is not intended to, and does not, present the financial position, changes in net position, or cash flows of the Academy.

Note 2—Summary of significant accounting policies

Basis of Accounting – Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the provisions of Title 2 U.S. *Code of Federal Regulations* Part 200*, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* ("Uniform Guidance"), wherein certain types of expenditures are not allowable or are limited as to reimbursement.

Pass-Through to Subrecipients – The Academy had not passed through any funding to subrecipients during the year ended June 30, 2024.

Note 3—Indirect cost allocation

The Academy has elected not to use the 10% de minimis indirect cost rate allowed under the Uniform Guidance.

INTERNAL CONTROL AND COMPLIANCE REPORT

Cherry Bekaert LLP
Your Guide Forward

Report of Independent Auditor 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
Knowledge Academies
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 Knowledge Academies (the "Academy"), as of and for the year ended June 30, 2024, and the related notes to the financial statements, which collectively comprise the Academy's basic financial statements, and have issued our report thereon dated December 31, 2024.

Report on Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Academy's internal control over financial reporting ("internal control") as a basis for designing 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 Academy's internal control. Accordingly, we do not express an opinion on the effectiveness of the Academy'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 or significant deficiencies may exist that were not identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Academy'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 financial statements. 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 entity'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 entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Cherry Bekaert LLP

Nashville, Tennessee
December 31, 2024

Cherry Bekaert LLP
Your Guide Forward

Report of Independent Auditor on Compliance for the Major Program and on Internal Control over Compliance Required by the Uniform Guidance

To the Board of Directors
Knowledge Academies
Nashville, Tennessee

Report on Compliance for the Major Federal Program

Opinion on the Major Federal Program

We have audited Knowledge Academy's (the "Academy") compliance with the types of compliance requirements identified as subject to audit in the OMB *Compliance Supplement* that could have a direct and material effect on the Academy's major federal program for the year ended June 30, 2024. The Academy's major federal program is identified in the *Summary of Auditor's Results* section of the accompanying schedule of findings and questioned costs.

In our opinion, the Academy 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, 2024.

Basis for Opinion on Each Major Federal Program

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 the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* ("Uniform Guidance"). Our responsibilities under those standards and the Uniform Guidance are further described in the *Auditor's Responsibilities for the Audit of Compliance* section of our report.

We are required to be independent of the Academy and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for the major federal program. Our audit does not provide a legal determination of the Academy's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to the Academy's federal programs.

Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the Academy's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the Academy's compliance with the requirements of the major federal program as a whole.

In performing an audit in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.

- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the Academy's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.

- Obtain an understanding of the Academy's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of the Academy's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on 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 a 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 *Auditor's Responsibilities for the Audit of Compliance* section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

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 the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Cherry Bekaert LLP

Nashville, Tennessee
December 31, 2024

KNOWLEDGE ACADEMIES
SCHEDULE OF FINDINGS AND QUESTIONED COSTS

YEAR ENDED JUNE 30, 2024

Section I–Summary of Auditor's Results

Financial Statements

Type of auditor's report issued on whether the financial statements were prepared in accordance with U.S. GAAP		Unmodified
Internal control over the financial statements:		
• Material weakness(es) identified?	___ yes	_X_ no
• Significant deficiency(ies) identified that are not considered to be material weaknesses?	___ yes	_X_ none reported
Noncompliance material to financial statements reported?	___ yes	_X_ no

Federal Awards

Internal control over the major federal program:		
• Material weakness(es) identified?	___ yes	_X_ no
• Significant deficiency(ies) identified that are not considered to be material weaknesses?	___ yes	_X_ none reported
Noncompliance material to federal awards?	___ yes	_X_ no
Type of auditor's report issued on compliance to major federal programs		Unmodified
Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)?	___ yes	_X_ no

Identification of major federal programs:

Assistance Listing Number	**Name of Federal Program or Cluster**
84.425	COVID-19: Education Stabilization Funds

Dollar threshold used to distinguish between Type A and Type B programs:		$750,000
The Academy was determined to be a low-risk auditee	_X_ yes	___ no

Section II–Findings – Financial Statement Audit

None.

Section III–Findings and Questioned Costs – Major Federal Award Program Audit

None.

KNOWLEDGE ACADEMIES
SCHEDULE OF PRIOR YEAR AUDIT FINDINGS

YEAR ENDED JUNE 30, 2024

None.

KNOWLEDGE ACADEMIES

FINANCIAL STATEMENTS

As of and for the Year Ended June 30, 2023

And Reports of Independent Auditor

Cherry Bekaert LLP

Your Guide Forward

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KNOWLEDGE ACADEMIES
ROSTER OF BOARD OF DIRECTORS AND EXECUTIVE STAFF

JUNE 30, 2023

Board of Directors

James Bristol, J.D.	Board Chair
Scott Schumpert, CPA, CVA, ABV	Treasurer
Colin Cannonier, Ph.D.	Board Member
Glenn Hunter, MBA	Board Member
Evangeline Motley-Johnson, Ph.D.	Board Member
Tanaka Vercher	Board Member

Executive Staff

Dr. Eve Carney	Executive Vice President

Cherry Bekaert LLP
Your Guide Forward

Report of Independent Auditor

To the Board of Directors
Knowledge Academies
Nashville, Tennessee

Report on the audit of the Financial Statements

Opinions

We have audited the accompanying financial statements of the governmental activities and the major fund of Knowledge Academies (the "Academy") as of and for the year ended June 30, 2023, and the related notes to the financial statements, which collectively comprise the Academy's basic financial statements as listed in the table of contents.

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 the Academy as of June 30, 2023, 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.

Basis for Opinions

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. Our responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Statements* section of our report. We are required to be independent of the Academy and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for 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.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the Academy's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditor's Responsibility for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and, therefore, is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit 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 Academy's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the Academy's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and the other required supplementary information, as listed in the table of contents, be presented to supplement the basic financial statements. Such information is the responsibility of management and, 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.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the Academy's basic financial statements. The accompanying schedule of expenditures of federal awards as required by Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* are presented for purposes of additional analysis and is 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 is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Other Information

Management is responsible for the other information included in the annual report. The other information comprises the Roster of Board of Directors and Executive Staff but does not include the basic financial statements and our auditor's report thereon. Our opinions on the basic financial statements do not cover the other information, and we do not express an opinion or any form of assurance thereon.

In connection with our audit of the basic financial statements, our responsibility is to read the other information and consider whether a material inconsistency exists between the other information and the basic financial statements, or the other information otherwise appears to be materially misstated. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exists, we are required to describe it in our report.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated February 13, 2024 on our consideration of the Academy'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 solely 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 the effectiveness of the Academy's 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 Academy's internal control over financial reporting and compliance.

Cherry Bekaert LLP

Nashville, Tennessee
February 13, 2024

Our discussion and analysis of Knowledge Academies (the "Academy") annual financial performance provides an overview of the Academy's financial activities for the year ended June 30, 2023. This section should be read in conjunction with the financial statements which follow this section.

FINANCIAL HIGHLIGHTS

- The assets and deferred outflows of the Academy exceeded its liabilities and deferred inflows by $7,406,662 at June 30, 2023.
- Net position increased by $1,122,263 during the year ended June 30, 2023.
- Net outlays for new capital assets totaled $88,385 during the year ended June 30, 2023.
- Total 2023 government wide revenues of $10,070,995 were comprised of federal pass-through funds – 16%, district funds – 81%, and other – 3%.

OVERVIEW OF THE FINANCIAL STATEMENTS

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

Reporting the Academy as a Whole

Statement of Net Position and Statement of Activities:

In general, users of these financial statements want to know if the Academy is better off or worse off as a result of the year's activities. The statement of net position and statement of activities report information about the Academy as a whole and about the Academy's activities in a manner that helps to answer that question. These statements include all assets, deferred outflows, liabilities, and deferred inflows 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 statement of net position reports the Academy's net position (total assets plus deferred outflows less total liabilities and deferred inflows). The Academy'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. The statement of activities provides the user a tool to assist in determining the direction of the Academy'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 Academy.

Reporting the Academy's Fund

Fund Financial Statements:

The Academy's fund financial statements, the balance sheet, and the statement of revenues, expenditures, and changes in fund balances of governmental funds are presented after the government-wide financial statements. They provide detailed information about the Academy's fund, not the Academy as a whole. Funds are established by the Academy to help manage money for particular purposes and compliance with various grant provisions.

The Academy's fund is categorized as a "governmental fund". 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 government-wide financial statements to report on the Academy 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 within the basic financial statements.

GOVERNMENT-WIDE FINANCIAL ANALYSIS

Net Position

The Academy's assets and deferred outflows exceeded the Academy's liabilities and deferred inflows at the close of the 2023 fiscal year, resulting in net position of $7,406,662. The Academy's net position includes $1,736,062 of cash.

A summary of the Academy's net position is as follows as of June 30:

	2023	2022
Assets:		
Current assets	$ 2,649,679	$ 1,396,360
Capital assets, net	11,343,389	11,704,597
TCRS Stabilization Trust	129,581	111,630
Net pension asset	149,029	824,689
Total Assets	14,271,678	14,037,276
Deferred Outflows of Resources:		
Deferred outflows related to pensions	342,573	587,829
Deferred loss on sale leaseback	4,205,737	4,313,576
Total Deferred Outflows of Resources	4,548,310	4,901,405
Liabilities:		
Current liabilities	133,659	417,939
Compensated absences	18,922	18,922
Lease liabilities	11,209,998	11,242,000
Net pension liability	7,297	-
Total Liabilities	11,369,876	11,678,861
Deferred Inflows of Resources:		
Deferred inflows related to pensions	43,450	975,421
Net Position:		
Net investment in capital assets	4,339,128	4,776,173
Restricted	129,581	936,319
Unrestricted	2,937,953	571,907
Total Net Position	$ 7,406,662	$ 6,284,399

Changes in Net Position

The Academy's total net position increased by $1,122,263 during the 2023 fiscal year. The increase in the Academy's net position indicates the Academy had more incoming revenue than outgoing expenses during the year. Total revenues generated from district funding, government grants, student fees, lease, and other income were $10,070,995 during the 2023 fiscal year. The increase in District funding in the 2023 fiscal year was related to an increase in enrollment and the funding rate per student.

A summary of the Academy's revenue and expenses is as follows for the years ended June 30:

	2023	2022
Federal grants	$ 1,586,994	$ 1,183,768
District funding	8,166,342	6,453,035
Other revenue	317,659	1,042,116
Gain on extinguishment of debt	-	15,256,172
	10,070,995	23,935,091
Salaries, wages, and benefits	3,858,338	3,156,576
Interest expenses	1,317,998	1,367,399
Occupancy cost	527,619	355,685
Transportation	425,154	381,797
Contracted services	1,351,479	1,236,279
Direct student expenses	568,365	365,349
Depreciation	449,592	615,770
Other	450,187	841,433
Loss on sale of assets	-	1,143,472
	8,948,732	9,463,760
Change in Net Position	$ 1,122,263	$ 14,471,331

FINANCIAL ANALYSIS OF THE ACADEMY'S FUND

The Academy's fund, as presented on the balance sheet, reported a general fund balance of $2,645,601 at June 30, 2023. The Academy's schools are reported as one general fund representing operations of the Academy. The Academy has no other major funds. Due to the different basis of accounting, there is a difference between the amounts reported under the Academy's fund and the amounts reported as organization-wide. For the year ended June 30, 2023, the difference consists of capital assets, lease liabilities, deferred loss on a sale leaseback transaction, compensated absences, pension related asset, deferred outflows, pension liabilities, and deferred inflows which are not reported in the Academy's fund.

ACADEMY ACTIVITIES

The Academy is a public Academy for families, focused on providing a college prep education to students from low income and culturally diverse communities. The core values of the Academy reside in the use of positive words, demonstration of helpful action, and persistence towards best effort that embraces real-world learning.

The Academy places extraordinary investments in Academy-family connections, meaningful applications of technology, and robust teacher collaboration that learns from real-time feedback, new challenges, and data. We are confident that through teamwork, the end result will be a more engaged and college ready student that recognizes earning a college degree is just the first step towards a life filled with better choices and more fulfilling opportunities to participate in and improve their community.

The Academy design includes teaching the whole child and values individualized learning at both the academic and social emotional levels. This is represented in our "Success" academic period and our SEL block each and every day. The Academy provides wrap-around support through Saturday Academic Camps and afternoon school clubs to provide the intense support needed to enrich every child.

The Academy is demographically diverse, including African American, Latino/Hispanic, Arabic, Kurdish, Haitian, Creole, Somali, Asian, and Caucasian individuals. 100% of students are on free/reduced price lunch.

The Academy is committed to maintaining a personalized structure for learning supported by a cadre of committed professionals that work together, adapt, and remain focused on the goal of helping every student develop the skills to earn a college degree. All challenges met by the Academy present a new opportunity for our team to work together and improve. This kind of culture is one that students, parents, and the community recognize as authentic, focused on continuous improvement.

STUDENT ENROLLMENT FACTORS AND NEXT YEAR'S BUDGET (FORECAST)

Enrollment: Enrollment for the 2023–2024 year is forecasted to be approximately 550 students and includes grades 5 through 12. This is an increase from the 2022–2023 year of approximately 21 students. *Revenues*: State and federal revenues are forecasted at approximately $11,865,910. *Expenses*: Expenses are forecasted to approximate $10,856,960. This results in an operating surplus for the 2023–2024 year. Annual operating surpluses are expected to increase as enrollment increases by adding middle and high school students annually.

CONTACTING THE ACADEMY'S FINANCIAL MANAGEMENT

This financial report is designed to provide our students' parents, Davidson County taxpayers, donors, authorities over grant funding, and agencies tasked with oversight of Nashville and Davidson County Public Academies with a general overview of the Academy's finances and to demonstrate the Academy's accountability of the money it receives. If you have questions about this report or need additional financial information, contact, Dr. Eve Carney, Executive Vice President. The Academy is located at 5320 Hickory Hollow Parkway, Antioch, Tennessee 37013. Dr. Carney can be reached by email: eve@nobleeducationinitative.com.

KNOWLEDGE ACADEMIES
STATEMENT OF NET POSITION

JUNE 30, 2023

ASSETS	
Cash and cash equivalents	$ 1,736,062
Accounts receivable	913,617
Capital assets, net	11,343,389
TCRS Stabilization Trust	129,581
Net pension asset	149,029
Total Assets	14,271,678
DEFERRED OUTFLOWS OF RESOURCES	
Deferred outflows related to pensions	342,573
Deferred loss on sale leaseback	4,205,737
Total Deferred Outflows of Resources	4,548,310
LIABILITIES	
Accounts payable	79,596
Compensated absences	18,922
Accrued expenses	54,063
Net pension liability	7,297
Lease liabilities, due within one year	32,002
Lease liabilities, due in more than one year	11,177,996
Total Liabilities	11,369,876
DEFERRED INFLOWS OF RESOURCES	
Deferred inflows related to pensions	43,450
NET POSITION	
Net investment in capital assets	4,339,128
Restricted for pension	129,581
Unrestricted	2,937,953
Total Net Position	$ 7,406,662

The accompanying notes to the financial statements are an integral part of these statements.

KNOWLEDGE ACADEMIES
STATEMENT OF ACTIVITIES

YEAR ENDED JUNE 30, 2023

	Total	Functions: Student Instruction and Services	Functions: Administration
Expenses:			
Salaries, wages, and benefits	$ 3,858,338	$ 3,550,360	$ 307,978
Interest expenses	1,317,998	1,252,098	65,900
Occupancy cost	527,619	460,118	67,501
Transportation	425,154	425,154	-
Contracted services	1,351,479	342,877	1,008,602
Direct student expenses	568,365	568,365	-
Depreciation	449,592	422,901	26,691
Technology	87,808	26,350	61,458
General administrative	219,968	-	219,968
Travel and entertainment	19,555	19,555	-
Staff development	122,856	122,856	-
Total Expenses	8,948,732	7,190,634	1,758,098
Program Revenues:			
Program-specific operating grants and contributions	1,586,994	1,586,994	-
Net Program Expenses	7,361,738	$ 5,603,640	$ 1,758,098
General Revenues:			
District funding	8,166,342		
Student fees	74,733		
Other income	242,926		
Total General Revenues	8,484,001		
Change in net position	1,122,263		
Net position, beginning of year	6,284,399		
Net position, end of year	$ 7,406,662		

The accompanying notes to the financial statements are an integral part of these statements.

KNOWLEDGE ACADEMIES
BALANCE SHEET

JUNE 30, 2023

	General Fund
ASSETS	
Cash and cash equivalents	$ 1,736,062
Accounts receivable	913,617
TCRS Stabilization Trust	129,581
Total Assets	$ 2,779,260
LIABILITIES AND FUND BALANCES	
Liabilities:	
Accounts payable	$ 79,596
Accrued expenses	54,063
Total Liabilities	133,659
Fund Balances:	
Restricted	129,581
Unassigned	2,516,020
Total Fund Balances	2,645,601
Total Liabilities and Fund Balances	$ 2,779,260

The accompanying notes to the financial statements are an integral part of these statements.

KNOWLEDGE ACADEMIES
RECONCILIATION OF TOTAL GOVERNMENTAL FUND BALANCES TO NET POSITION OF GOVERNMENTAL ACTIVITIES

JUNE 30, 2023

Total governmental fund balances	$	2,645,601
Amounts reported for governmental activities in the statement of net position are different because:		
Capital assets used in governmental activities are not current financial resources and, therefore, are not reported in the governmental fund balance sheet.		11,343,389
Net pension asset is not a current financial asset and is, therefore, not reported in the governmental fund balance sheet.		149,029
Net pension liability is not a current financial liability and is, therefore, not reported in the governmental fund balance sheet.		(7,297)
Long-term liabilities are not due and payable in the current period and, therefore, are not reported as liabilities in the governmental fund. Long-term liabilities at year-end consist of:		
Lease liabilities		(11,209,998)
Compensated absences		(18,922)
Amounts reported as deferred outflows and inflows of resources in the governmental activities will be amortized and recognized as components of expense in future years:		
Deferred outflows of resources related to pensions		342,573
Deferred loss on sale leaseback		4,205,737
Deferred inflows of resources related to pensions		(43,450)
Net position of governmental activities	$	7,406,662

The accompanying notes to the financial statements are an integral part of these statements.

KNOWLEDGE ACADEMIES
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES OF GOVERNMENTAL FUNDS

YEAR ENDED JUNE 30, 2023

	General Fund
Revenue:	
Federal grants	$ 1,586,994
District funding	8,166,342
Student fees - internal school funds	74,733
Lease and other income	242,926
Total Revenue	10,070,995
Expenditures:	
Current:	
Student instruction and services	5,555,027
Student instruction and services - internal school funds	62,476
Administration	1,459,557
Capital outlay	88,385
Debt service	1,350,000
Total Expenditures	8,515,445
Change in fund balances	1,555,550
Fund balances, beginning of year	1,090,051
Fund balances, end of year	$ 2,645,601

The accompanying notes to the financial statements are an integral part of these statements.

KNOWLEDGE ACADEMIES

RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES OF GOVERNMENTAL FUNDS TO THE STATEMENT OF ACTIVITIES

YEAR ENDED JUNE 30, 2023

Net change in fund balances - governmental fund	$	1,555,550
Amounts reported for governmental activities in the Statement of Activities are different because:		
Capital outlays reported as expenditures in governmental funds are shown as capital assets in the Statement of Net Position		88,385
Depreciation expense on governmental capital assets is included only in the governmental activities in the Statement of Activities.		(449,593)
Repyament of debt are expenditures in the governmental funds, but the repayments reduce long-term liabilities in the Statement of Net Position, so the expenses do not appear in the Statement of Activities		32,002
Some expenses reported in the Statement of Activities do not require the use of current financial resources and, therefore, are not reported as expenditures in the governmental funds:		
Pension expense		3,758
Amortization of deferred loss on sale leaseback		(107,839)
Change in net position of governmental activities	$	1,122,263

The accompanying notes to the financial statements are an integral part of these statements.

Note 1—Nature of organization and summary of significant accounting policies

Knowledge Academies, Inc., a Charter Management Organization, was incorporated during 2009, as a Tennessee nonprofit corporation. Pursuant to Section 6(1)(a) of the Tennessee Public Charter Academy Act of 2002 (the "Act"), the Knowledge Academies, Inc. 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. On November 14, 2011, June 24, 2015, and July 1, 2016, the Knowledge Academies, Inc. entered into Charter School Agreements with the Metropolitan Nashville Board of Education to operate a chartered middle school, high school, and a second middle school in Nashville, Tennessee (collectively, the "Academy"), The Academy began classes in July 2012 with 5 and 6 grades and served grades 5–11 during the 2017–2018 academic year. The Academy expanded to serve grades 5–12 during the 2018–2019 academic year. In June 2022, the three separate charter agreements were consolidated into a single Charter School Agreement with the Metropolitan Nashville Board of Education.

Basis of Accounting – The Academy is considered a special purpose governmental entity that is engaged in governmental activities and is not a component unit of another governmental entity. Therefore, the financial statements are prepared in the same manner as general purpose government financial statements.

Basic Financial Statements – The Academy's basic financial statements include both government-wide (reporting the Academy as a whole) and fund financial statements (reporting the Academy's major fund). The Academy's primary activities are all considered to be governmental activities and are classified as such in the government-wide and fund financial statements.

The government-wide financial statements of the Academy have been prepared on the accrual basis of accounting and the economic resource focus, which recognizes all long-term assets and receivables as well as long-term debt and obligations. Under the accrual basis, revenue is recognized when earned and expenses are recognized when incurred.

The fund financial statements are presented on the modified accrual basis of accounting and the current economic resources measurement focus. Revenue under the modified accrual basis is recognized when measurable and available and expenditures are recognized when the related liability is incurred. The Academy considers revenues to be available if they are received within one year of the end of the current fiscal period.

Government-Wide Financial Statements

The government-wide financial statements focus on the sustainability of the Academy as an entity and the change in the Academy's net position resulting from the current-year's activities.

In the government-wide statement of net position, activities are reported on the full accrual basis, and the economic resources measurement focus, which recognizes all long-term assets and receivables as well as long-term debt and obligations. The statement of net position presents the financial condition of the Academy at year-end.

Note 1—Nature of organization and summary of significant accounting policies (continued)

Government-Wide Financial Statements (continued)

Governmental financial reporting standards require the classification of net position into three components: net investment in capital assets, restricted, and unrestricted. These classifications are defined as follows:

Net Investment in Capital Assets – This component of net position consists of capital assets, including restricted capital assets, net of accumulated depreciation, and reduced by outstanding balances (if any) of bonds, mortgages, notes, leases, or other borrowings that are attributable to the acquisition, construction, or improvements of those assets. If there are significant unspent related debt proceeds at year-end, the portion of the debt attributable to the unspent proceeds is not included in the calculation of net investment in capital assets. Rather, that portion of the debt is included in the same net position component as the unspent proceeds.

Restricted – This component of net position consists of constraints placed on net position used through external constraints 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.

Unrestricted – This component of net position consists of net position that does not meet the definition of restricted or net investment in capital assets. When both restricted and unrestricted assets are available for use, it is the Academy's policy to utilize restricted assets first, then unrestricted assets as needed.

The government-wide statement of activities reports both the gross and net cost of the Academy's functions. The functions are also supported by general revenue (general revenue are primarily made up of district funding, student services, and other income). The statement of activities reduces gross expenses by related function revenues, grants, and miscellaneous contributions. Program revenues must be directly associated with the function. The net costs by function are normally covered by general revenue. The Academy allocated indirect cost among functions.

Fund Financial Statements

The financial transactions of the Academy are reported in individual funds in the fund financial statements. The General fund is accounted for by providing a separate set of self-balancing accounts that comprise its assets, liabilities, fund balance, revenues, and expenses.

The emphasis on fund financial statements is on the major fund. Nonmajor funds by category are summarized in a single column. Governmental accounting reporting standards set forth minimum criteria for the determination of major funds. The Academy's major fund represents the operations of the general fund. The general fund accounts for all financial resources of the Academy, except those required to be accounted for in another fund.

Note 1—Nature of organization and summary of significant accounting policies (continued)

Fund Financial Statements (continued)

The funds' focus is upon the determination of financial resources, their balance, sources, and use, rather than upon net income. The Academy follows guidance that classifies fund balances as: nonspendable, restricted, committed, assigned, or 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 Academy'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 Academy'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. As of June 30, 2023, the Academy reported no nonspendable fund balance.

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 Academy's Board of Directors using 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. As of June 30, 2023, the Academy reported no committed fund balance.

Assigned – Assigned fund balances are intended to be used for specific purposes but are neither restricted or committed. The Academy gives the authority to assign amounts to specific purposes to the Academy's controller and personnel under the supervision of the controller tasked with financial recording responsibilities. As of June 30, 2023, the Academy reported no assigned fund balance.

Unassigned – This classification consists of all fund balances in the general fund that are not reported as nonspendable, restricted, committed, or assigned.

Functional Allocation of Expenses – The costs of providing various programs and other services have been reported on a functional basis in the statement of activities. Accordingly, certain costs have been allocated among the programs, student instruction and services, and administration, based on estimates made by management.

Cash and Cash Equivalents – The Academy 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.

TCRS Stabilization Trust – As of June 30, 2023, $129,581 is held in Trust in the name of the Academy and restricted for benefit payments of the TCRS Hybrid pension plan.

Accounts Receivable – Accounts receivable represent amounts due from grants or funding which have been earned but not received. All receivables are reported at estimated collectible amounts. The receivables balance as of June 30, 2023 totaled $913,617. Management has determined all receivable balances are collectible and, therefore, no allowance has been recorded as of June 30, 2023.

Note 1—Nature of organization and summary of significant accounting policies (continued)

Fund Financial Statements (continued)

Capital Assets – Property and equipment are recorded at cost less accumulated depreciation, if purchased, or the estimated acquisition 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 is 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 Academy follows the practice of capitalizing all expenditures for property and equipment items over $500.

Right-of-Use Assets and Lease Obligations – The Academy leases its building under a lease agreement. Leases are included in right-to-use assets as property and equipment and lease obligations on the statement of net position. A right-of-use asset represents the Academy's right to use an underlying asset for the lease term. Lease obligations represent the Academy's liability to make lease payments arising from the lease agreement. Right-of-use assets and lease obligations are recognized based on the present value of the lease payments over the lease term, where the initial term exceeds 12 months. Right-of-use assets are amortized using a straight-line basis over the shorter of the lease term or useful life of the underlying asset.

Grants – The Academy received federal financial assistance through state agencies. The expenditure of funds received from state agencies 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 Academy. However, in the opinion of management, any such disallowed claims will not have a material, adverse effect on the overall financial position of the Academy as of June 30, 2023.

Income Taxes – The Academy is a not-for-profit organization that is exempt from federal income taxes under the Internal Revenue Code and classified by the Internal Revenue Service as other than a private foundation and is similarly exempt from state income taxes.

Pensions – The Academy participates in the following three defined benefit pension plans:

Certified Employees – Tennessee Consolidated Retirement System (collectively, the "TCRS").

- Teacher Legacy Pension Plan
- Teacher Hybrid Retirement Plan

Non-Certified Employees – Metropolitan Government of Nashville and Davidson County, Tennessee ("Metropolitan Government").

- Metro Pension Plan of the Metropolitan Employees Benefit Trust (the "Metro Plan").

For purposes of measuring the applicable net pension asset and liability, deferred outflows of resources, and deferred inflows of resources related to pensions and pension expense, the information about the fiduciary net position of the pension plans, and additions to/deductions from the plans' fiduciary net position have been determined on the same basis as they are reported by the TCRS and the Metropolitan Government. For this purpose, benefits (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms of the pension plans. Investments are reported at fair value.

Note 1—Nature of organization and summary of significant accounting policies (continued)

Fund Financial Statements (continued)

Estimates and Uncertainties – The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America ("U.S. GAAP") 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 revenue and expenses during the reporting period. Actual results could differ from those estimates.

Budgetary Comparison Statement – The Academy is not required to adopt a legally binding budget; therefore, no budgetary comparison statement of the Academy's funds has been presented.

Note 2—Capital Assets

Capital assets consist of the following for the year ended June 30, 2023:

	June 30, 2022	Additions	Disposals	Reclassification	June 30, 2023
Right to use asset - building	$ 11,242,000	$ -	$ -	$ -	$ 11,242,000
Furniture and fixtures	360,841	-	-	114,346	475,187
Office equipment	618,898	88,385	-	(18,216)	689,067
Software	172,769	-	-	(96,130)	76,639
Leasehold improvements	266,913	-	-	-	266,913
	12,661,421	88,385	-	-	12,749,806
Less accumulated depreciation and amortization	(956,824)	(449,593)	-	-	(1,406,417)
	$ 11,704,597	$ (361,208)	$ -	$ -	$ 11,343,389

Depreciation expense totaled $449,593 for the year ended June 30, 2023.

Note 3—Federal funds

The Academy receives no direct federal awards. All federal monies were received as subrecipient funds.

The Academy receives pass-through funding from the National Academy Lunch Program through the Tennessee Department of Agriculture. National Academy Lunch Program revenue totaled $345,569 for the year ended June 30, 2023.

The Academy receives pass-through funding from various grants through Metropolitan Nashville Public Schools ("MNPS"). Title I and III revenues totaled $167,068 and $11,480, respectively, for the year ended June 30, 2023. Special Education Cluster revenues totaled $149,854 for the year ended June 30, 2023. Education Stabilization Funds revenues totaled $913,023 for the year ended June 30, 2023. And revenues from the National School Lunch Program totaled $345,569 for the year ended June 30, 2023.

Total grants receivable outstanding as of June 30, 2023 is $699,440.

Note 4—Concentrations

The Academy received approximately 81% of its funding for operations from MNPS based on the state of Tennessee's Basic Education Program ("BEP") for the year ended June 30, 2023. BEP funding is designated to the Academy based on student attendance. Gross BEP funding for the year ended June 30, 2023 was $8,166,342

Note 5—Retirement plans

Teacher Legacy Pension Plan of TCRS

General Information about the Pension Plan

Plan Description – The TCRS was created by state statute under Tennessee Code Annotated Title 8, Chapters 34-37. The TCRS Board of Trustees is responsible for the proper operation and administration of all employer pension plans in the TCRS. The Tennessee Treasury Department, an agency in the legislative branch of state government, administers the plans of the TCRS. The TCRS issues a publicly available financial report that can be obtained at https://treasury.tn.gov/Retirement/Boards-and-Governance/Reporting-and-Investment-Policies. Teachers employed by the Academy with membership in the TCRS before July 1, 2014, are provided with pensions through the Teacher Legacy Pension Plan, a cost-sharing, multiple-employer pension plan administered by the TCRS. The Teacher Legacy Pension Plan closed to new membership on June 30, 2014 but will continue providing benefits to existing members and retirees. The Teacher Hybrid Retirement Plan became effective July 1, 2014 for teachers employed by Local Education Agencies ("LEA") after June 30, 2014. The Teacher Hybrid Retirement Plan is a separate cost-sharing, multiple-employer defined benefit plan. The TCRS was created by state statute under Tennessee Code Annotated Title 8, Chapters 34-37.

Benefits Provided – Tennessee Code Annotated Title 8, Chapters 34-37 establishes the benefit terms and can be amended only by the Tennessee General Assembly. Members of the Teacher Legacy Pension Plan are eligible to retire with an unreduced benefit at age 60 with five years of service credit or after 30 years of service credit regardless of age. Benefits are determined by a formula using the member's highest five consecutive year average compensation and the member's years of service credit. A reduced early retirement benefit is available at age 55 if vested. Members are vested with five years of service credit. Service related disability benefits are provided regardless of length of service. Five years of service is required for non-service related disability eligibility. The service related and non-service related disability benefits are determined in the same manner as a service retirement benefit but are reduced 10% and include projected service credits. A variety of death benefits are available under various eligibility criteria. Member and beneficiary annuitants are entitled to automatic cost of living adjustments ("COLA") after retirement. COLA is granted each July for annuitants retired prior to July 2 of the previous year. The COLA is based on the change in the consumer price index ("CPI") during the prior calendar year, capped at 3%, and applied to the current benefit. No COLA is granted if the change in the CPI is less than 0.5%. A 1% COLA is granted if the CPI change is between 0.5% and 1%. A member who leaves employment may withdraw their employee contributions, plus any accumulated interest.

Contributions – Contributions for teachers are established in the statutes governing the TCRS and may only be changed by the Tennessee General Assembly. Teachers contribute 5% of salary. The LEAs make employer contributions at the rate set by the Board of Trustees as determined by an actuarial valuation. By law, employer contributions for the Teacher Legacy Pension Plan are required to be paid. TCRS may intercept the state shared taxes of the sponsoring governmental entity of the LEA if the required employer contributions are not remitted. Employer contributions by the Academy for the year ended June 30, 2023 to the Teacher Legacy Pension Plan were $46,308 which is 8.69% of covered payroll. The employer rate, when combined with member contributions, is expected to finance the costs of benefits earned by members during the year, the cost of administration, as well as an amortized portion of any unfunded liability.

Note 5—Retirement plans (continued)

Pension Liabilities (Assets) – At June 30, 2023, the Academy reported an asset of $133,945 for its proportionate share of the net pension asset. The net pension asset was measured as of June 30, 2022, and the total pension liability used to calculate the net pension asset was determined by an actuarial value as of that date. The Academy's proportion of the net pension asset was based on the Academy's share of contributions to the pension plan relative to the contributions of all participating LEAs. At the measurement date of June 30, 2022, the Academy's proportion was 0.0109217%. The proportion measured as of June 30, 2022 was 0.013206%.

Pension Expense – For the year ended June 30, 2023, the Academy recognized pension expense of $26,511.

Actuarial Assumptions – The total pension liability in the June 30, 2023 actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation:	2.25%
Salary increases:	Graded salary ranges from 8.72% to 3.44% based on age, including inflation, averaging 4.00%
Investment rate of return:	6.75%, net of pension plan investment expenses, including inflation
Cost-of-living adjustment:	2.125%

Mortality rates were based on actual experience including an adjustment for some anticipated improvement.

The actuarial assumptions used in the June 30, 2022 actuarial valuation were based on the results of an actuarial experience study performed for the period July 1, 2016 through June 30, 2020. As a result of the 2020 actuarial experience study, investment and demographic assumptions were adjusted to more closely reflect actual and expected future experience.

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees in conjunction with the June 30, 2020 actuarial experience study. A blend of future capital market projections and historical market returns was used in a building-block method in which a best-estimate of expected future real rates of return (expected returns, net of pension plan investment expense, and inflation) is developed for each major asset class. These best estimates are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation of 2.25%. The best estimates of geometric real rates of return and the TCRS investment policy target asset allocation for each major asset class are summarized in the following table:

Asset Class	Long-Term Expected Real Rate of Return	Target Allocation
U.S. equity	4.88%	31%
Developed market international equity	5.37%	14%
Emerging market international equity	6.09%	4%
Private equity and strategic lending	6.57%	20%
U.S. fixed income	1.20%	20%
Real estate	4.38%	10%
Short-term securities	0.00%	1%
		100%

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees as 6.75% based on a blending of the three factors described above.

Note 5—Retirement plans (continued)

Discount Rate – The discount rate used to measure the total pension liability was 6.75%. The projection of cash flows used to determine the discount rate assumed that employee contributions will be made at the current rate and that contributions from all the LEAs will be made at the actuarially determined contribution rate pursuant to an actuarial valuation in accordance with the funding policy of the TCRS Board of Trustees and as required to be paid by state statute. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make projected future benefit payments of current active and inactive members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Teacher Hybrid Retirement Plan

General Information about the Pension Plan

Plan Description – The TCRS was created by state statute under Tennessee Code Annotated Title 8, Chapters 34-37. The TCRS Board of Trustees is responsible for the proper operation and administration of all employer pension plans in the TCRS. The Tennessee Treasury Department, an agency in the legislative branch of state government, administers the plans of the TCRS. The TCRS issues a publicly available financial report that can be obtained at https://treasury.tn.gov/Retirement/Boards-and-Governance/Reporting-and-Investment-Policies. Teachers employed by the Academy with membership in the TCRS before July 1, 2014 are provided with pensions through the Teacher Legacy Pension Plan, a cost-sharing, multiple-employer pension plan administered by the TCRS. The Teacher Legacy Pension Plan closed to new membership on June 30, 2014 but will continue providing benefits to existing members and retirees. The Teacher Hybrid Retirement Plan became effective July 1, 2014 for teachers employed by LEAs after June 30, 2014. The Teacher Hybrid Retirement Plan is a separate cost-sharing, multiple-employer defined benefit plan.

Benefits Provided – Tennessee Code Annotated Title 8, Chapters 34-37 establishes the benefit terms and can be amended only by the Tennessee General Assembly. Members of the Teacher Hybrid Retirement Plan are eligible to retire with an unreduced benefit at age 65 with five years of service credit or pursuant to the rule of 90 in which the member's age and service credit total 90. Benefits are determined by a formula using the member's highest five consecutive year average compensation and the member's years of service credit. A reduced early retirement benefit is available at age 60 and vested or pursuant to the rule of 80. Members are vested with five years of service credit. Service related disability benefits are provided regardless of length of service. Five years of service is required for non-service related disability eligibility. The service related and non-service related disability benefits are determined in the same manner as a service retirement benefit but are reduced 10% and include projected service credits. A variety of death benefits are available under various eligibility criteria. Member and beneficiary annuitants are entitled to automatic COLAs after retirement. A COLA is granted each July for annuitants retired prior to July 2 of the previous year. The COLA is based on the change in the CPI during the prior calendar year, capped at 3%, and applied to the current benefit. No COLA is granted if the change in the CPI is less than 0.5%. A 1% COLA is granted if the CPI change is between 0.5% and 1%. A member who leaves employment may withdraw their employee contributions, plus any accumulated interest. Under the Teacher Hybrid Retirement Plan, benefit terms and conditions, including COLAs, can be adjusted on a prospective basis. Moreover, there are defined cost controls and unfunded liability controls that provide for the adjustment of benefit terms and conditions on an automatic basis.

Note 5—Retirement plans (continued)

Contributions – Contributions for teachers are established in the statutes governing the TCRS and may only be changed by the Tennessee General Assembly or by automatic cost controls set out in law. Teachers contribute 5% of salary. The LEAs make employer contributions at the rate set by the Board of Trustees as determined by an actuarial valuation. Per the statutory provisions governing the TCRS, the employer contribution rate cannot be less than 4% of covered payroll, except in years when the maximum funded level, as established by the TCRS Board of Trustees, is reached. By law, employer contributions for the Teacher Hybrid Retirement Plan are required to be paid. The TCRS may intercept the state shared taxes of the sponsoring governmental entity of the LEA if the required employer contributions are not remitted. Employer contributions by the Academy for the year ended June 30, 2023 to the Teacher Hybrid Retirement Plan were $25,208 which is 4% of covered payroll. The employer rate, when combined with member contributions, is expected to finance the costs of benefits earned by members during the year, the cost of administration, as well as an amortized portion of any unfunded liability.

Pension Liabilities (Assets) – At June 30, 2023, the Academy reported an asset of $15,084 for its proportionate share of the net pension asset. The net pension asset was measured as of June 30, 2022, and the total pension liability used to calculate the net pension asset was determined by an actuarial value as of that date. The Academy's proportion of the net pension asset was based on the Academy's share of contributions to the pension plan relative to the contributions of all participating LEAs. At the measurement date of June 30, 2022, the Academy's proportion was 0.049791%. The proportion measured as of June 30, 2021 was 0.052762%.

Pension Expense – For the year ended June 30, 2023, the Academy recognized a pension expense of $23,360.

Actuarial Assumptions – The total pension liability in the June 30, 2022 actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation:	2.25%
Salary increases:	Graded salary ranges from 8.72% to 3.44% based on age, including inflation, averaging 4.00%
Investment rate of return:	6.75%, net of pension plan investment expenses, including inflation
Cost-of-living adjustment:	2.125%

Mortality rates were based on actual experience including an adjustment for some anticipated improvement.

The actuarial assumptions used in the June 30, 2022 actuarial valuation were based on the results of an actuarial experience study performed for the period July 1, 2016 through June 30, 2020. The demographic assumptions were adjusted to more closely reflect actual and expected future experience.

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees in conjunction with the June 30, 2020 actuarial experience study. A blend of future capital market projections and historical market returns was used in a building-block method in which a best estimate of expected future real rates of return (expected returns, net of pension plan investment expense, and inflation) is developed for each major asset class. These best estimates are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation of 2.25%.

Note 5—Retirement plans (continued)

The best estimates of geometric real rates of return and the TCRS investment policy target asset allocation for each major asset class is summarized in the following table:

Asset Class	Long-Term Expected Real Rate of Return	Target Allocation
U.S. equity	4.88%	31%
Developed market international equity	5.37%	14%
Emerging market international equity	6.09%	4%
Private equity and strategic lending	6.57%	20%
U.S. fixed income	1.20%	20%
Real estate	4.38%	10%
Short-term securities	0.00%	1%
		100%

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees as 6.75% based on a blending of the three factors described above.

Discount Rate – The discount rate used to measure the total pension liability was 6.75%. The projection of cash flows used to determine the discount rate assumed that employee contributions will be made at the current rate and that contributions from all LEAs will be made at the actuarially determined contribution rate pursuant to an actuarial valuation in accordance with the funding policy of the TCRS Board of Trustees and as required to be paid by state statute. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make projected future benefit payments of current active and inactive members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Defined Contribution Portion of the Plan – A portion of the Teacher Hybrid Retirement Plan is a defined contribution plan administered by Great-West Life & Annuity Insurance Company. Under the defined contribution portion of this plan, employees contribute 2.00% of their salary, which employees can opt out of if they choose, and the Academy is required to contribute 5.00% of active member's annual payroll. For the year ended June 30, 2023, employer contributions totaled $30,816, which is 5.00% of covered payroll. Employees are immediately vested in the plan.

Metro Plan

General Information about the Pension Plan

Plan Description – The Metro Plan is established under the authority of the Metropolitan Charter, Article XIII effective April 1, 1963. Approval of the Metropolitan Council is required to establish and amend benefit provisions. Article XIII also required that the pension plan be actuarially sound. Administrative costs of the plan are financed through plan assets. The plan is managed by the Metropolitan Employee Benefit Board, an independent board, created by the Metropolitan Charter. The board is composed of 10 members as follows: Finance Director, Human Resources Director, three members appointed by the Mayor, and five members selected by the employees and retirees of the Metropolitan Government. Additional information about the Metro Plan can be found in the publicly available comprehensive annual financial report of the Metropolitan Government. That report may be obtained at www.nashville.gov.

Note 5—Retirement plans (continued)

Benefits Provided – As of July 1, 1995, Division B of the Metro Plan was established for all non-certified employees of the MNPS, including charter schools, and all other Metropolitan Government employees. Employees with an effective hire date of July 1, 1995, or later are only eligible to participate in Division B of the Metro Plan.

Normal retirement for employees participating in the Metro Plan occurs at the unreduced retirement age which is the earlier of: (a) the date when the employee's age plus the completed years of credited service equals 85, but not before age 60 or (b) the date when the employee reaches age 65 and completes five years of credited employee service. The lifetime monthly benefit is calculated as 1/12 of the sum of 1.75% of average earnings based upon the previous 60-consecutive months of credit service which produce the highest earnings. Benefits fully vest on completing five years of service for employees employed on or between October 1, 2001 and December 31, 2012 who vest before leaving employment. Benefits fully vest on completing 10 years of service for employees and nonvested employees hired or rehired on or after January 1, 2013.

An early retirement pension is available for retired employees if the termination occurs prior to the eligibility under normal retirement but after age 50 and after the completion of 10 years of credited employee service.

All assets of the Metropolitan Employees' Benefit Trust Fund may legally be used to pay benefits to any plan members or beneficiaries, regardless of whether the members participate in Division A or Division B of the Metro Plan.

Contributions – The funding policy is to provide for periodic contributions at actuarially determined rates that are designed to accumulate sufficient assets to pay benefits when due. All other funding is provided under an actuarially recommended employee contribution rate of 14.81% for the non-certificate employees of the MNPS, including charter schools and all other Metropolitan Government employees. Employer contributions for the year ended June 30, 2023 to the Metro Plan were $4,717 which is 12.34% of covered payroll.

Pension Liabilities – The Academy reported a net pension liability of $7,297 for its proportionate share of the net pension asset The net pension liability was measured as of June 30, 2023 and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of June 30, 2023. The Academy's proportion of the net pension liability was based on the Academy's employee contributions to the pension plan during the year ended June 30, 2023, relative to all contributions for 2023. At the June 30, 2023 measurement date, the Academy's proportionate share was 0.00466%. At the June 30, 2022 measurement date, the Academy's proportionate share was 0.11714%.

Pension Expense – For the year ended June 30, 2023, the Academy recognized a pension expense of $17,888.

Actuarial Assumptions – The total pension liability in the June 30, 2022 actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation:	2.5%
Salary increases:	4.00%
Investment rate of return:	7.00%, net of pension plan investment expenses, including inflation
Cost-of-living adjustment:	Division A – 2.50% and Division B – 1.25%

Note 5—Retirement plans (continued)

Mortality rates were based on the 112% RP-2014 Blue Collar Table (projected to 2023 using Scale MP-21) and the 120% RP-2014 Disabled Mortality, as determined by the period actuarial experience study. The actuarial assumptions used in the June 30, 2023 valuation were based on the results of an actuarial experience study for the period 2017 to 2022.

The long-term expected rate of return on pension plan investments was established in conjunction with the most recent actuarial experience study completed February 7, 2023, by considering the following three techniques: (1) the 20-year historical return of the Metro Open Plan at June 30, 2022, (2) the historical market returns of asset classes from 1926 to 2022, and (3) capital market projections that were utilized as a building-block method in which best-estimate ranges of expected future real rate of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. The blended capital market projection established the long-term expected rate of return by weighting the expected future real rate of return by the target asset allocation percentage and by adding inflation of 2.5%. The target allocation and best estimates of arithmetic real rates of return for each major asset class are summarized in the following table:

Asset Class	Long-Term Expected Real Rate of Return	Target Allocation
U.S. equity	4.2%	24%
International equity	4.6%	16%
Private equity	7.3%	10%
Equity hedge	7.3%	10%
Real estate	3.5%	10%
Core plus fixed income	1.5%	20%
Fixed income alternatives	4.6%	10%
		100%

Discount Rate – The discount rate used to measure the total pension liability was 7.00%. Based on the Metro Plan assumptions and funding policy, the fiduciary net position for the plan was projected to be available to make all projected future benefit payments to current members. Therefore, the long-term expected rate of return on investments was applied to all periods of projected benefit payments to determine the total pension liability (asset).

Pension Assets

The Academy reports the following net pension assets (liability) as of June 30, 2023:

Net pension assets:		
TCRS Legacy Plan	$	133,945
TCRS Retirement (Hybrid) Plan		15,084
Total net pension asset	$	149,029
Net pension liability:		
Metro Plan	$	(7,297)

Note 5—Retirement plans (continued)

Sensitivity of the Proportionate Share of Net Pension Liability (Asset) to Changes in the Discount Rate

The following presents the Academy's proportionate share of the net pension liability (asset). For the TCRS Legacy and Hybrid plans, this is calculated using the discount rate of 6.75% and for the Metro plan this is calculated using a discount rate of 7.00%. In addition, the Academy's proportionate share of the net pension liability (asset) is calculated using a discount rate that is one percentage point lower (5.75% or 6.00%, TCRS plans and Metro plan, respectively) or one percentage point higher (7.75% or 8.00%, TCRS plans and Metro plans, respectively) than the current rate:

	1% Decrease 5.75%	Current Discount Rate 6.75%	1% increase 7.75%
The Academy's proportionate share of the net pension liability (asset):			
TCRS Plans:			
Legacy	$ 265,298	$ (133,945)	$ (466,488)
Hybrid	79,177	(15,084)	(83,921)
	$ 344,475	$ (149,029)	$ (550,409)

	1% Decrease 6.00%	Current Discount Rate 7.00%	1% increase 8.00%
Metro Plan	$ 30,681	$ 7,297	$ (12,302)

Pension Plan Fiduciary Net Position

Detailed information about the pension plans' fiduciary net position is available in separately issued TCRS and Metropolitan Government financial reports.

Note 5—Retirement plans (continued)

Deferred Outflows of Resources and Deferred Inflows of Resources

For the year ended June 30, 2023, the Academy reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Difference between expected and actual experience:		
TCRS Plans:		
Legacy	$ 22,034	$ 22,633
Hybrid	825	9,164
Metro Plan	3,644	495
Net difference between projected and actual earnings on pension plan investments:		
TCRS Plans:		
Legacy	2,290	-
Hybrid	4,754	-
Metro Plan	7,790	-
Change in assumptions:		
TCRS Plans:		
Legacy	83,910	-
Hybrid	17,669	-
Metro Plan	-	1,122
Changes in proportion of net pension liability (asset):		
TCRS Plans:		
Legacy	53,985	955
Hybrid	74,156	9,081
LEAs' contributions subsequent to the measurement date of June 30, 2022:		
TCRS Plans:		
Legacy	46,308	-
Hybrid	25,208	-
	$ 342,573	$ 43,450

The Academy’s employer contributions for TCRS of $71,516, reported as pension related deferred outflows of resources subsequent to the measurement date, will be recognized as an increase of net pension asset in the year ended June 30, 2024.

Note 5—Retirement plans (continued)

Deferred Outflows of Resources and Deferred Inflows of Resources (continued)

Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Years Ending June 30,		
2024	$	49,960
2025		42,740
2026		(517)
2027		88,268
2028		8,510
Thereafter		38,646
	$	227,607

In the table above, positive amounts will increase pension expense, while negative amounts will decrease pension expense.

TCRS Stabilization Trust

Legal Provisions – The Academy is a member of the TCRS Stabilization Reserve Trust. The Academy has placed funds into the irrevocable trust as authorized by statute under Tennessee Code Annotated, Title 8, Chapters 34 – 37. The TCRS Board of Trustees is responsible for the proper operation and administration of the trust. Funds of trust members are held and invested in the name of the trust for the benefit of each member. Each member's funds are restricted for the payment of retirement benefits of that member's employees. Trust funds are not subject to the claims of general creditors of the Academy.

The trust is authorized to make investments as directed by the TCRS Board of Trustees. The Academy may not impose any restrictions on investments placed by the trust on their behalf.

Investment Balances – Assets of the TCRS, including the Stabilization Reserve Trust, are invested in the Tennessee Retiree Group Trust ("TRGT"). The TRGT is not registered with the Securities and Exchange Commission as an investment company. The state of Tennessee has not obtained a credit quality rating for the TRGT from a nationally recognized credit ratings agency. The fair value of investment positions in the TRGT is determined daily based on the fair value of the pool's underlying portfolio. Furthermore, TCRS had not obtained or provided any legally binding guarantees to support the value of participant shares during the fiscal year. There are no restrictions on the sale or redemption of shares.

Note 5—Retirement plans (continued)

TCRS Stabilization Trust (continued)

Investments are reported at fair value or amortized which approximates fair value. Securities traded on a national exchange are valued at the last reported sales price. Investment income consists of realized and unrealized appreciation (depreciation) in the fair value of investments and interest and dividend income. Interest income is recognized when earned. Securities and securities transactions are recorded in the financial statements on a trade-date basis. The fair value of assets of the TRGT held at June 30, 2023, represents the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants. Assets held are categorized for fair value measurement within the fair value hierarchy established by U.S. GAAP. The hierarchy is based on the valuation inputs used to measure the fair value of the asset and give the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (Level 1 measurements) and the lowest priority to unobservable inputs (Level 3 measurements).

Level 1 – Unadjusted quoted prices for identical assets or liabilities in active markets that can be accessed at the measurement date.

Level 2 – Quoted prices for similar assets or liabilities in active markets; quoted prices for identical or similar assets or liabilities in markets that are not active; assets or liabilities that have a bid-ask spread price in an inactive dealer market, brokered market, and principal-to-principal market; and Level 1 assets or liabilities that are adjusted.

Level 3 – Valuations derived from valuation techniques in which significant inputs are unobservable.

Investments where fair value is measured using the net asset value (“NAV”) per share have no readily determinable fair value and have been to be calculated consistent with Financial Accounting Standards Board principles for investment companies.

Where inputs used in the measurement of fair value fall into different levels of the hierarchy, fair value of the instrument in its entirety is categorized based on the lowest level input that is significant to the valuation. This assessment requires professional judgement and as such management of the TRGT developed a fair value committee that worked in conjunction with the plan’s custodian and investment professionals to make these valuations. All assets held were valued individually and aggregated into classes so to be represented in the table below.

Short-term securities generally include investments in money market-type securities reported at cost plus accrued interest.

Equity and equity derivative securities classified in Level 1 are valued using last reported sales prices quoted in active markets that can be accessed at the measurement date. Equity and equity derivative securities classified in Level 2 are securities whose values are derived daily from associated traded securities. Equity securities classified in Level 3 are valued with last trade data having limited trading volume.

U.S. Treasury Bills, Bonds, Notes, and Futures classified in Level 1 are valued using last reported sales prices quoted in active markets that can be accessed at the measurement date. Debt and debt derivative securities classified in Level 2 are valued using a bid-ask spread price from multiple independent brokers, dealers, or market principals, which are known to be actively involved in the market. Level 3 debt securities are valued using proprietary information, a single pricing source, or other unobservable inputs related to similar assets or liabilities.

Note 5—Retirement plans (continued)

TCRS Stabilization Trust (continued)

Real estate investments classified in Level 3 are valued using the last valuations provided by external investment advisors or independent external appraisers. Generally, all direct real estate investments are appraised by a qualified independent appraiser(s) with the professional designation of Member of the Appraisal Institute, or its equivalent, every three (3) years beginning from the acquisition date of the property. The appraisals are performed using generally accepted valuation approaches applicable to the property type.

Investments in private mutual funds, traditional private equity funds, strategic lending funds, and real estate funds that report using U.S. GAAP, the fair value, as well as the unfunded commitments, were determined using the prior quarter's NAV, as reported by the fund managers, plus the current cash flows. These assets were then categorized by investment strategy. In instances where the fund investment reported using non-U.S. GAAP standards, the investment was valued using the same method, but was classified in Level 3.

At June 30, 2023, the Academy had the following investments held by the trust on its behalf.

Investment	Weighted Average Maturity (days)	Maturities	Fair Value
Investments at fair value:			
U.S. equity	N/A	N/A	$ 40,170
Developed market international equity	N/A	N/A	18,141
Emerging market international equity	N/A	N/A	5,183
U.S. fixed income	N/A	N/A	25,916
Real estate	N/A	N/A	12,959
Short-term securities	N/A	N/A	1,296
Investments at amortized cost using the NAV:			
Private equity and strategic lending	N/A	N/A	25,916
			$ 129,581

		Fair Value Measurements Using			
Investment by Fair Value	6/30/2023	(Level 1)	(Level 2)	(Level 3)	NAV
U.S. equity	$ 40,170	$ 40,170	$ -	$ -	$ -
Developed market international equity	18,141	18,141	-	-	-
Emerging market international equity	5,183	5,183	-	-	-
U.S. fixed income	25,916	-	25,916	-	-
Real estate	12,959	-	-	12,959	-
Short-term securities	1,296	-	1,296	-	-
Private equity and strategic lending	25,916	-	-	-	25,916
	$ 129,581	$ 63,494	$ 27,212	$ 12,959	$ 25,916

Note 5—Retirement plans (continued)

TCRS Stabilization Trust (continued)

Risks and Uncertainties – The trust's investments include various types of investment funds, which in turn invest in any combination of stock, bonds, and other investments exposed to various risks, such as interest rate, credit, and market risk. Due to the level of risk associated with certain investment securities, it is at least reasonably possible that changes in the values of investment securities will occur in the near term and that such changes could materially affect the amounts reported for trust investments.

Interest Rate Risk – Interest rate risk is the risk that changes in interest rates will adversely affect the fair value of an investment. The Academy does not have the ability to limit trust investment maturities as a means of managing its exposure to fair value losses arising from increasing interest rates.

Credit Risk – Credit risk is the risk that an issuer or other counterparty to an investment will not fulfill its obligations. The Academy does not have the ability to limit the credit ratings of individual investments made by the trust.

Concentration of Credit Risk – Concentration of credit risk is the risk of loss attributed to the magnitude of the Academy's investment in a single issuer. The Academy does not have the ability to limit the trust on the amount that may be invested in any one user.

Custodial Credit Risk – Custodial credit risk for investments is the risk that, in the event of a failure of the counterparty to a transaction, the Academy will not be able to recover the value of its investments or collateral securities that are in the possession of an outside party. Pursuant to the trust agreement, investments are held in the name of the trust for the benefit of the Academy to pay retirement benefits of the Academy employees.

For further information concerning the Academy's investments with the TCRS Stabilization Reserve Trust, audited financial statements of the Tennessee Consolidated Retirement System may be obtained at **https://treasury.tn.gov/Portals/0/Documents/Retirement/CAFR%20Reports/2023/2023TCRSReport_Full%20Report.pdf**.

Note 6—Leases

The Academy entered into a sale leaseback transaction for one building on June 23, 2022 (see Note 7). The lease contract expires in June 2062. The right-of-use asset is recorded in capital assets as a right-of-use – building as noted in Note 2.

The Academy has used the implicit interest rate to calculate the present value of lease payments. The Academy includes lease extensions and termination options in the lease term, if after considering relevant economic factors, it is reasonably certain the Academy will exercise the option.

Note 6—Leases (continued)

The following represents the future minimum lease payments required under the lease arrangement as of:

Years Ended June 30,	Principal	Interest	Total
2024	$ 32,002	$ 1,344,998	$ 1,377,000
2025	13,431	1,391,109	1,404,540
2026	15,202	1,389,338	1,404,540
2027	17,207	1,387,333	1,404,540
2028	19,477	1,385,063	1,404,540
2029-2033	143,391	6,879,309	7,022,700
2034-2038	351,388	6,671,312	7,022,700
2039-2043	568,698	6,454,002	7,022,700
2044-2048	919,394	6,103,306	7,022,700
2049-2053	1,708,029	5,314,671	7,022,700
2054-2058	3,053,818	3,734,792	6,788,610
2059-2062	4,367,961	1,166,461	5,534,422
	$ 11,209,998	$ 43,221,694	$ 54,431,692

Note 7—Long-term liabilities

Long-term liabilities activity for the year ended June 30, 2023 is as follows:

	June 30, 2022	Additions	Reductions	June 30, 2023	Current
Lease liability	$ 11,242,000	$ -	$ 32,002	$ 11,209,998	$ 32,002
Net pension liability	(197,920)	205,217	-	7,297	-
Accrued compensated absences	18,922	-	-	18,922	18,992
	$ 29,579,700	$ 32,913,802	$ 29,939,267	$ 32,554,235	$ 494,550

Note 8—Risk of loss

Cash and Cash Equivalents – Custodial credit risk is the risk that in the event of bank failure, the Academy's deposits may not be returned to it. The Academy participates in a deposit placement agreement where the custodial bank endeavors to place deposits at other financial institutions through a depository network. Each of the depository institutions within the network is insured by the Federal Deposit Insurance Corporation ("FDIC") up to the maximum depository insurance amount of $250,000. Deposits at individual depository institutions will not exceed FDIC limits. Accordingly, the Academy had no uninsured cash balances on June 30, 2023.

Insurance – The Academy is exposed to various risks of loss similar to a commercial business, such as general liability, errors and omissions, and other situations. The Academy purchases commercial insurance for the significant risks of loss. Settled claims have not exceeded the insurance coverage limits during the past three fiscal years.

Note 9—Commitments and contingencies

From time to time, the Academy is involved in routine legal matters that arise in the ordinary course of business. There was no pending, significant legal proceedings to which the Academy is a party for which management believes the ultimate outcome would have a material, adverse effect on the Academy's financial position.

REQUIRED SUPPLEMENTARY INFORMATION

KNOWLEDGE ACADEMIES
SCHEDULE OF PROPORTIONATE SHARE OF THE NET PENSION LIABILITY (ASSET)
TEACHER LEGACY PENSION PLAN OF TCRS

LAST NINE FISCAL YEARS

Measurement date	2022	2021	2020	2019	2018	2017	2016	2015	2014
The Academy's proportion of the net pension liability (asset)	0.01092%	0.01321%	0.01497%	0.04117%	0.03516%	0.03061%	0.01837%	0.23462%	0.35375%
The Academy's proportionate share of the net pension liability (asset)	$ (133,945)	$ (569,616)	$ (114,186)	$ (423,252)	$ (123,728)	$ (10,015)	$ 114,798	$ 9,610	$ (2,765)
The Academy's covered-employee payroll	$ 275,571	$ 377,167	$ 520,287	$ 1,380,325	$ 1,231,217	$ 1,081,933	$ 663,096	$ 878,282	$ 667,894
The Academy's proportionate share of the net pension liability (asset) as a % of its covered-employee payroll	-48.61%	-151.02%	-21.95%	-30.66%	(10.05)%	(0.93)%	17.31%	1.09%	-0.41%
Plan fiduciary net position as a percentage of the total pension liability	104.42%	116.13%	103.09%	104.28%	101.49%	100.14%	97.14%	99.81%	100.08%

This is a 10-year schedule. However, the information in this schedule is not required to be presented retroactively. Years will be added to this schedule in future fiscal years until 10 years of information is available.

KNOWLEDGE ACADEMIES
SCHEDULE OF EMPLOYER CONTRIBUTIONS
TEACHER LEGACY PENSION PLAN OF TCRS

LAST TEN FISCAL YEARS

	2023	2022	2021	2020	2019	2018	2017	2016	2015	2014
Actuarially determined contribution (ADC)	$ 46,308	$ 28,494	$ 38,735	$ 52,976	$ 144,382	$ 111,794	$ 97,119	$ 59,944	$ 79,552	$ 59,309
Contribution in relation to the actuarially determined contribution	46,308	28,494	38,735	52,976	144,382	111,794	97,119	59,944	79,552	59,309
Contribution deficiency (excess)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
The Academy's covered payroll	$ 532,888	$ 275,571	$ 377,167	$ 520,393	$ 1,380,325	$ 1,231,211	$ 1,074,325	$ 663,096	$ 878,282	$ 667,894
Contributions as a percentage of the Academy's covered payroll	8.69%	10.34%	10.27%	10.18%	10.46%	9.08%	9.04%	9.04%	9.04%	9.04%

Changes of Assumptions: In 2017, the following assumptions were changed: decreased inflation rate from 3.00% to 2.50%; decreased the investment rate of return from 7.50% to 7.25%; decreased the cost-of-living adjustment from 2.50% to 2.25%; decreased salary growth graded ranges from an average of 4.25% to an average of 4.00%; and modified mortality assumptions. In 2022 the investment rate of return was decreased from 7.25% to 6.75%.

KNOWLEDGE ACADEMIES
SCHEDULE OF PROPORTIONATE SHARE OF THE NET PENSION LIABILITY (ASSET)
TEACHER HYBRID RETIREMENT PLAN OF TCRS

LAST EIGHT FISCAL YEARS

Measurement date	2022	2021	2020	2019	2018	2017	2016	2015
The Academy's proportion of the net pension liability (asset)	0.049791%	0.052762%	0.090516%	0.020410%	0.251247%	0.240792%	0.150341%	0.063866%
The Academy's proportionate share of the net pension (asset)	$ (15,083)	$ (57,153)	$ (51,471)	$ (115,213)	$ (113,947)	$ (63,529)	$ (15,651)	$ (2,569)
The Academy's covered payroll	$ 675,522	$ 769,158	$ 1,125,633	$ 2,159,809	$ 2,195,602	$ 1,580,418	$ 661,511	$ 132,698
The Academy's proportionate share of the net pension liability (asset) as a % of its covered payroll	-2.23%	-7.51%	-4.57%	-5.33%	-5.19%	-4.02%	-2.37%	-1.94%
Plan fiduciary net position as a percentage of the total pension liability	104.55%	121.53%	116.52%	123.07%	126.97%	126.81%	121.88%	127.46%

This is a 10-year schedule. However, the information in this schedule prior to the implementation date is not required to be presented retroactively. Years will be added to this schedule in future fiscal years until 10 years of information is available.

KNOWLEDGE ACADEMIES
SCHEDULE OF EMPLOYER CONTRIBUTIONS
TEACHER HYBRID RETIREMENT PLAN OF TCRS

LAST NINE FISCAL YEARS

	2023	2022	2021	2020	2019	2018	2017	2016	2015
Actuarially determined contribution (ADC)	$ 25,208	$ 17,091	$ 15,537	$ 23,188	$ 41,900	$ 35,805	$ 63,407	$ 16,559	$ 3,317
Contribution in relation to the actuarially determined contribution	25,208	17,091	15,537	23,188	41,900	87,824	63,407	26,460	5,307
Contribution deficiency (excess)	$ -	$ -	$ -	$ -	$ -	$ (52,019)	$ -	$ (9,901)	$ (1,990)
The Academy's covered payroll	$ 1,254,129	$ 675,522	$ 769,158	$ 1,125,631	$ 2,159,794	$ 2,195,600	$ 1,585,175	$ 661,500	$ 132,698
Contributions as a percentage of the Academy's covered payroll	2.87%	2.53%	2.02%	2.06%	1.94%	4.00%	4.00%	4.00%	4.00%

This is a 10-year schedule. However, the information in this schedule prior to the implementation date is not required to be presented retroactively. Years will be added to this schedule in future fiscal years until 10 years of information is available.

Changes of Assumptions: In 2017, the following assumptions were changed: decreased inflation rate from 3.00% to 2.50%; decreased the investment rate of return from 7.50% to 7.25%; decreased the cost-of-living adjustment from 2.50% to 2.25%; decreased salary growth graded ranges from an average of 4.25% to an average of 4.00%; and modified mortality assumptions. In 2022 the investment rate of return was decreased from 7.25% to 6.75%.

Note A: The statute governing the plan provides for a minimum employer contribution rate of 4% and for contributions in excess of the actuarially determined contribution rate to be deposited into a stabilization reserve. The remaining part of the 4% required contribution (i.e., 1.13% in 2023) was made to the Pension Stabilization Reserve Trust.

KNOWLEDGE ACADEMIES
SCHEDULE OF PROPORTIONATE SHARE OF THE NET PENSION LIABILITY (ASSET)
METRO PENSION PLAN

LAST NINE FISCAL YEARS

Measurement date	2023	2022	2021	2020	2019	2018	2017	2016	2015
The Academy's proportion of the net pension liability (asset)	0.00466%	0.11714%	0.10470%	0.11411%	0.19029%	0.223222%	0.130000%	0.370000%	0.276300%
The Academy's proportionate share of the net pension liability (asset)	$ 7,297	$ (197,920)	$ (571,843)	$ 247,382	$ 233,157	$ 182,167	$ 101,802	$ 133,528	$ 37,665
The Academy's covered-employee payroll	$ 38,225	$ 886,329	$ 731,353	$ 612,545	$ 1,130,729	$ 957,877	$ 758,209	$ 355,841	$ 283,632
The Academy's proportionate share of the net pension liability (asset) as a % of its covered-employee payroll	19.09%	-22.33%	-78.19%	40.39%	20.62%	19.02%	13.43%	37.52%	13.28%
Plan fiduciary net position as a percentage of the total pension liability	96.20%	104.35%	115.75%	93.79%	96.37%	97.45%	92.39%	92.39%	97.57%

This is a 10-year schedule. However, the information in this schedule prior to the implementation date is not required to be presented retroactively. Years will be added to this schedule in future fiscal years until 10 years of information is available.

KNOWLEDGE ACADEMIES
SCHEDULE OF EMPLOYER CONTRIBUTIONS
METRO PENSION PLAN

LAST TEN FISCAL YEARS

	2023	2022	2021	2020	2019	2018	2017	2016	2015	2014
Actuarially determined contribution (ADC)	$ 4,717	$ 109,373	$ 90,249	$ 75,588	$ 139,532	$ 118,202	$ 93,563	$ 55,191	$ 50,981	$ 51,103
Contribution in relation to the actuarially determined contribution	4,717	109,373	90,249	75,588	139,532	118,202	93,563	55,191	50,981	51,103
Contribution deficiency (excess)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
The Academy's covered-employee payroll	$ 38,225	$ 850,282	$ 731,353	$ 612,545	$ 957,877	$ 957,877	$ 758,209	$ 355,841	$ 283,432	$ 298,551
Contributions as a percentage of the Academy's covered-employee payroll	12.340%	12.340%	12.340%	12.340%	12.340%	12.340%	12.340%	15.510%	17.987%	17.117%

SUPPLEMENTARY INFORMATION

KNOWLEDGE ACADEMIES
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

YEAR ENDED JUNE 30, 2023

Federal Grantor/State Grantor/ Program Title/Pass-through Grantor	Federal Assistance Listing Number	Contract Number	Expenditures
FEDERAL AWARDS			
U.S. Department of Education:			
Title I Grants to Local Educational Agencies (Passed through Metropolitan Nashville Public Schools)	84.010	None	$ 167,068
Title II, Part A: Supporting Effective Instruction State Grants (Passed through Metropolitan Nashville Public Schools)	84.367	None	11,480
COVID-19: Education Stabilization Funds (Passed through Metropolitan Nashville Public Schools)	84.425	None	913,023
Special Education Cluster			
Special Education - Grants to States (Passed through Metropolitan Nashville Public Schools)	84.027	None	149,854
Total Special Education Cluster			149,854
Total U.S. Department of Education			1,241,425
U.S. Department of Agriculture:			
Child Nutrition Cluster			
National School Lunch Program (Passed through Tennessee Department of Agriculture)	10.553	None	345,569
Total Federal Awards			$ 1,586,994

KNOWLEDGE ACADEMIES
NOTES TO THE SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

JUNE 30, 2023

Note 1—Basis of presentation

The accompanying Schedule of Expenditures of Federal Awards (the "Schedule") includes the federal grant activity of Knowledge Academies (the "Academy"). The information in this Schedule is presented in accordance with the requirements of the state of Tennessee Department of Audit, Audit Manual. Therefore, some amounts presented in the Schedule may differ from amounts presented in, or used in the preparation of, the basic financial statements. Because the Schedule presents only a selected portion of the operations of the Academy, it is not intended to, and does not, present the financial position, changes in net position, or cash flows of the Academy.

Note 2—Summary of significant accounting policies

Basis of Accounting – Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the provisions of Title 2 U.S. *Code of Federal Regulations* Part 200*, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* ("Uniform Guidance"), wherein certain types of expenditures are not allowable or are limited as to reimbursement.

Pass-Through to Subrecipients – The Academy had not passed through any funding to subrecipients during the year ended June 30, 2023.

Note 3—Indirect cost allocation

The Academy has elected not to use the 10% de minimis indirect cost rate allowed under the Uniform Guidance.

INTERNAL CONTROL AND COMPLIANCE REPORT

Cherry Bekaert LLP
Your Guide Forward

Report of Independent Auditor 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
Knowledge Academies
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 Knowledge Academies (the "Academy"), as of and for the year ended June 30, 2023, and the related notes to the financial statements, which collectively comprise the Academy's basic financial statements and have issued our report thereon dated February 13, 2024.

Report on Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Academy's internal control over financial reporting ("internal control") as a basis for designing 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 Academy's internal control. Accordingly, we do not express an opinion on the effectiveness of the Academy'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 or significant deficiencies may exist that were not identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Academy'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 financial statements. 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 entity'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 entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Cherry Bekaert LLP

Nashville, Tennessee
February 13, 2024

Cherry Bekaert LLP
Your Guide Forward

Report of Independent Auditor on Compliance for the Major Program and on Internal Control over Compliance Required by the Uniform Guidance

To the Board of Directors
Knowledge Academies
Nashville, Tennessee

Report on Compliance for the Major Federal Program

Opinion on the Major Federal Program

We have audited Knowledge Academy's (the "Academy") compliance with the types of compliance requirements identified as subject to audit in the OMB *Compliance Supplement* that could have a direct and material effect on the Academy's major federal program for the year ended June 30, 2023. The Academy's major federal program is identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

In our opinion, the Academy 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, 2023.

Basis for Opinion on Each Major Federal Program

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 the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* ("Uniform Guidance"). Our responsibilities under those standards and the Uniform Guidance are further described in the *Auditor's Responsibilities for the Audit of Compliance* section of our report.

We are required to be independent of the Academy and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for the major federal program. Our audit does not provide a legal determination of the Academy's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to the Academy's federal programs.

Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the Academy's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and, therefore, is not a guarantee that an audit conducted in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the Academy's compliance with the requirements of the major federal program as a whole.

In performing an audit in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.

- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the Academy's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.

- Obtain an understanding of the Academy's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of the Academy's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on 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 a 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 *Auditor's Responsibilities for the Audit of Compliance* section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

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 the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Cherry Bekaert LLP

Nashville, Tennessee
February 13, 2024

KNOWLEDGE ACADEMIES
SCHEDULE OF FINDINGS AND QUESTIONED COSTS

YEAR ENDED JUNE 30, 2023

Section I–Summary of Auditor's Results

Financial Statements

Type of auditor's report issued on whether the financial statements were prepared in accordance with U.S. GAAP	Unmodified	
Internal control over the financial statements:		
• Material weakness(es) identified?	___ yes	_X_ no
• Significant deficiency(ies) identified that are not considered to be material weaknesses?	___ yes	_X_ no
Noncompliance material to financial statements reported?	___ yes	_X_ no

Federal Awards

Internal control over the major federal program:		
• Material weakness(es) identified?	___ yes	_X_ no
• Significant deficiency(ies) identified that are not considered to be material weaknesses?	___ yes	_X_ no
Noncompliance material to federal awards?	___ yes	_X_ no
Type of auditor's report issued on compliance to major federal programs	Unmodified	
Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)?	___ yes	_X_ no

Identification of major federal programs:

Assistance Listing Number	**Name of Federal Program or Cluster**
84.425	COVID-19: Education Stabilization Fund Cluster

Dollar threshold used to distinguish between Type A and Type B programs:		$750,000
The Academy was determined to be a low-risk auditee	__ yes	_X_ no

Section II–Findings – Financial Statement Audit

None.

Section III–Findings and Questioned Costs – Major Federal Award Program Audit

None.

KNOWLEDGE ACADEMIES
SCHEDULE OF PRIOR YEAR AUDIT FINDINGS

YEAR ENDED JUNE 30, 2023

None.