



**Nashville Classical II  
Amended application for a public charter school  
May 27, 2021**

**For questions about this application, please contact**

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## EXECUTIVE SUMMARY

Nashville Classical Charter School is a free, public charter school, opened in 2013 by Charlie Friedman<sup>1</sup>. Currently, Classical educates 502 scholars in kindergarten through seventh grade and operates in East Nashville's historic Bailey Middle School facility. In May 2012, Davidson County's Metropolitan Board of Education authorized NCCS by unanimous approval.

Nashville Classical Charter School's mission is to educate K-8 scholars through a classical curriculum and within an achievement-oriented culture, building a strong foundation for academic success and personal excellence in high school, college, and life.

Our vision defines, focuses and illustrates our mission. Ultimately, we believe our classical school model is defined by five pillars, which bring the concepts and components of a classical curriculum to life.

- **Our school is joyful.**
- **Our school is safe and structured.**
- **Our school is rigorous.**
- **Our school is one diverse, K-8 community.**
- **Our school puts character F.I.R.S.T.**

Each of these pillars contribute to our school's success. For example, our vision for rigor comes alive in our school's classrooms, where scholars study foreign languages starting in Kindergarten and read texts like *The Odyssey* in the fifth grade. We demonstrate our commitment to safety and structure by designing detailed classroom procedures, considering everything from car arrival to sharpening pencils with careful precision. We define our vision for character by explicitly teaching our F.I.R.S.T. Habits (Focus, Integrity, Resilience, Scholarship, and Team) in daily morning meetings and weekly Social Emotional Learning (S.E.L.) lessons.

Since our school was proposed, the vision for NCCS has not wavered. In our original charter, we quoted "The Talented Tenth" published in 1903 by W.E. B. Dubois. In this text, Dubois predicted racial advancement through the educational attainments of a few select men who achieved excellence through a rigorous classical education. "Education must not teach work," Dubois wrote. "It must teach life."<sup>2</sup> In 2021, over 100 years since Dubois' seminal words, access to a liberal arts education must transcend the select few.

Today, NCCS achieves results that rival any elementary school in Davidson County or Tennessee. In 2019, our success rate on the TNReady was 2.2 times the success rate in MNPS and 1.6 times the success rate state-wide (**Figure 1**). Among Davidson County's 87 high poverty elementary and middle schools, Nashville Classical ranks 1st among. Among 578 high poverty schools in Tennessee, Nashville Classical ranks 7th, in the 99th percentile.<sup>3</sup> In 5th grade, specifically, our success rate was 65%, nearly tripling the success rate in MNPS.

<sup>1</sup> For the purposes of this application, NCCS will refer to Nashville Classical Charter School's founding campus at 2000 Greenwood, NC II will refer to the proposed school, and Nashville Classical or Classical will refer to the overall organization and sponsor of the school.

<sup>2</sup> W.E.B. Du Bois, "The Talented Tenth," from *The Negro Problem: A Series of Articles by Representative Negroes of To-day* (New York, 1903).

<sup>3</sup> The US Department of Education defines a Title 1 School as a "Schools in which children from low-income families make up at least 40 percent of enrollment" <https://www2.ed.gov/programs/titleiparta/index.html>

**Figure 1- Overall Success Rate (Percent on Grade Level)**

	<b>NCCS</b>	<b>TN</b>	<b>MNPS</b>
<b>Overall Success Rate</b>	57.4%	36.4%	26.4%

We believe it is time for more children to benefit from our world-class model. In July 2021, NCCS will achieve full enrollment and, in May 2022, will celebrate the 10 year anniversary of its authorization. As the organization approaches these milestones, Nashville Classical has undertaken a strategic planning process to understand the broader community needs and our potential for deeper impact.

Classical supports the MNPS vision to become “the fastest-improving urban school system in America, ensuring that every student becomes a life-long learner prepared for success in college, career and life.”<sup>4</sup> Likewise, Classical shares the vision of the MNPS ReimagineED initiative, which seeks to “reimagine the ways in which MNPS provides equitable educational opportunities for ALL students.”<sup>5</sup> Classical believes high quality, diverse public charter schools can serve as a key component of the district’s vision and strategy.

### **Plan for the proposed school**

We have proposed to open Nashville Classical II (“NC II”) in the 2022-2023 school year. NC II will be located at 1015 Davidson Drive, will grow one grade level per year, and will eventually enroll 699 scholars in grades K-8. It will be the city’s fourth, public K-8 option and first K-8 option outside of East Nashville, supporting the District’s own research on the effectiveness of K-8 models and parent preferences for these models.<sup>6</sup>

Currently, NCCS enrolls scholars from 26 unique zip codes, which represents half of the zip codes in the entire county. NC II will reflect the same geographic, racial, and economic diversity. While NC II will offer open enrollment to families across Nashville, we have proposed to locate the school at 1015 Davidson Drive, the site of the old Brookmeade Elementary School. We intend and hope to continue to engage MNPS leaders purposefully to to address racial isolation, underperformance, and overcrowding in the District.<sup>7</sup>

We anticipate that the majority of families will come from the Hillwood and White’s Creek clusters with some families also coming from the Pearl-Cohn and Glenclyff clusters. Moreover, in order to prioritize racial, geographic, and economic diversity, NC II will provide free transportation to families at centralized pick-up locations, such as the Andrew Jackson Courts, Cheatam Place, Edgehill Apartments, Preston Taylor Apartments, Vine Hill Apartments and John Henry Hale apartments.

<sup>4</sup> <https://www.mnps.org/about-mnps>

<sup>5</sup> <https://www.mnps.org/reimagined>

<sup>6</sup> Ibid

<sup>7</sup> On November 30, 2019, we participated in a phone conversation with the MNPS Charter Office and Board Chair to discuss possible locations.

Schools in the neighboring communities face a variety of significant challenges. Specifically, in high-performing schools, there are few seats available and little racial and economic diversity. Meanwhile, other schools are low-performing and on the state's priority list. For example, in the White's Creek Cluster, two out of three elementary schools are on the state's priority list and the sole Middle School is on the state's Priority List. Likewise, in the Hillwood Cluster, Bellevue Middle School was named to the state's Targeted Support List. At the same time, at many of the best schools in this cluster, MNPS leadership projects overcrowding and lack of capacity. For example, MNPS projects utilization of Hillwood Cluster Middle Schools to be 108% in 2029-2030 and H.G. Hill will be the most overcapacity school in the entire city.<sup>8</sup>

Still, despite these challenges, neighboring communities feature enduring strengths: diverse communities, growing populations, vibrant businesses, and essential non-profits. Nashville Classical believes NC II will serve as an important addition to this community and will build on the organization's recent successes. In 2019, NCCS was named a Reward School for its academic achievements and the school has experienced strong demand from across Davidson County. The school features multiple Blue Ribbon Award winners on its faculty and was named Nashville's Best Nonprofit in 2018 by the Nashville Business Journal. Since opening, NCCS has ranked among the city's most popular schools, receiving over 1150 applications over the past two years for only 110 new seats. Indeed, over the past two years, Nashville Classical ranked 2nd among 97 schools in K-4 applications. Among 157 K-12 schools, Nashville Classical ranked 6th and was only exceeded by academic magnet schools or schools with academic magnet pathways. Today, more than 175 families remain on our waitlist, ready to leave their current school at a moment's notice.<sup>9</sup>

Given the organization's track record and the opportunity to build a strong foundation for the city's future, we believe that now is the right time to replicate our current campus and launch NC II. Ten years since its incorporation, Nashville Classical continues to be led by its original founder, Charlie Friedman. Mr. Friedman graduated Cum Laude from Yale University with honors in English and earned a M. Ed in Urban Education from University of Pennsylvania, where his thesis received distinction.

Nashville Classical is governed by a diverse Board of Directors, which features community leaders and parents with expertise in finance, management, real estate, and governance. In addition, over the past year, Nashville Classical has grown its Executive Team by adding capacity to its academic, operational, and human resource functions. Simultaneously, Nashville Classical has partnered with a variety of local and national experts on charter school growth and replication, including the Charter School Growth Fund (CSGF)<sup>10</sup>. These experts have supported school leadership and our Board of Directors, who are prepared to guide and oversee Nashville Classical as we grow and rise to meet Nashville's demand for diverse, high-quality public schools.

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<sup>8</sup> "MNPS School Enrollment and Capacity Report." Metro Nashville Public Schools. 07/23/2020

<sup>9</sup> All data comes from the MNPS School Options Office

<sup>10</sup> In 2019, Nashville Classical was invited to join CSGF's "Seed" portfolio <https://chartergrowthfund.org/portfolio/>

## 1.2 ENROLLMENT SUMMARY

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### In this section

- a. Describe the community from which the proposed school intends to draw students, including the demographic profile and the school zones of the schools currently in operation within the proposed community.

According to T.C.A. 49-13-113, “Participation in a public charter school shall be based on parental choice or the choice of the legal guardian or custodian.” Furthermore, charter schools “may be formed to provide quality educational options for all students residing within the jurisdiction of the chartering authority.” Nashville Classical fully embraces the state’s commitment to open enrollment and has identified a proposed location for Nashville Classical II that aligns with the goals of Tennessee Charter Law and the growing needs of Nashville.<sup>11</sup>

To prepare our application, Nashville Classical Charter School conducted an enrollment study in partnership with national demography experts to identify a location that we believe will support meeting our enrollment targets as well as creating a level of racial and socioeconomic diversity that aligns with our mission. This study utilized several data inputs to identify a campus, including the MNPS Enrollment and Capacity report, private school data from Private School Review and American Community Survey, data from the Census Bureau, and school-level demographics. Based on our analysis, we have proposed to locate NC II at 1015 Davidson Drive, which is the site of the old Brookmeade Elementary School.

First of all, we have proposed to locate our school at 1015 Davidson Drive because it is an accessible location, located less than 650 feet from interstate access. As part of our research, we have identified 50 community organizations, including childcare centers, non-profit organizations and multi-family housing complexes. These are included in a supplemental appendix and described in Section 1.12. Nearby community organizations include

- Richland Head Start (Childcare Center)
- St Luke’s Community House (Nonprofit and Childcare Center)
- West Nashville Dream Center (Nonprofit and Aftercare)
- Muslim American Community Center (House of Worship)

Likewise, our proposed location reflects an understanding that Nashville is a diverse and growing city, a belief supported by data and shared by a variety of MNPS Reports. For example, according to the 2021-2022 District Enrollment Projections “Until 2015-16, District enrollment growth had outpaced the growth of Nashville\Davidson County, but enrollment has been on the decline since the 2017-18 school year.”<sup>12</sup> To be more specific, Nashville’s population has grown by more than 7 percent since 2015, but public school enrollment (including charter schools) has declined by 4 percent. We believe that this trend is reversible, as cities across the country have shown. In the District of Columbia, a thriving charter sector has supported a decade of

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<sup>11</sup> At the April 27, 2021 MNPS Board Meeting, School Board Member Abigail Tylor read an old version of TCA 49-13-113 in her motion to deny Nashville Classical. While a different motion was approved, we believe any effort to assign students to a charter school based on their income or proficiency would be contrary to the letter and purpose of TN Charter Law.

<sup>12</sup> Boundary Planning Report, “2021-2022 District Enrollment Projections” February 8, 2021

increased public school enrollment.<sup>13</sup> Likewise, In *Reinventing America's Schools: Creating a 21st Century Education System*, author David Osborne describes how research and data show that open enrollment led to increased overall enrollment in cities and school districts across the nation.<sup>14</sup> Our proposed location is intentionally located near several quickly growing neighborhoods, particularly Charlotte Park and the Nations, where more than 5,000 single family homes have been built in the past five years.<sup>15</sup> As a result, our location will fulfill the needs of a growing city and region.

Likewise, our proposed location underscores our commitment to the city's growing diversity. We believe open-enrollment and accessibility are key strategies to creating diverse school communities. In its 2016, Transition Team Report, MNPS underscored the importance of regularly evaluating geographic boundaries and recommended that the district "develop a regular schedule for re-evaluating GPZs (geographic priority zone), zoned options, and other optional boundaries to promote the goals of the Diversity Management Plan."<sup>16</sup> Indeed, with populations and neighborhoods changing quickly, open-enrollment ensures that outdated geographic boundaries do not hinder the district's valuable diversity goals.

While 1015 Davidson Drive is located in a growing community, we also believe that the community is currently underserved. The school would be located in the Northeast corner of Hillwood cluster, which does not feature any current charter schools. The location is also adjacent to the White's Creek Cluster, which features a single elementary charter. Currently, families in these clusters have few options. While many families select private schools (according to census data, 21 private schools serve approximately 6,000 elementary and middle school students in the Hillwood Cluster, representing nearly 25% of the total student population), families without sufficient means have few options.<sup>17</sup> Many families are also moving to nearby counties, such Rutherford County, where enrollment has increased by nearly 50% over the past decade.

Moreover, given the complex history of school integration and private school enrollment, families have few options that reflect the diversity of our city. Because Nashville Classical II will begin by enrolling Kindergarten students, we have a unique opportunity to reach all families. While many private school families enroll during Middle School -- data from MNPS enrollment projections show approximately 20% enrollment declines from 4th grade to 8th grade and larger declines within the Hillwood Cluster -- families are more likely to choose public schools in Kindergarten. By offering a seamless K-8 pathway and opening the city's first K-8 school outside of East Nashville, we believe that we will provide a unique enrollment option to families in the Hillwood Cluster and neighboring communities, including the White's Creek area and the Nations.

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<sup>13</sup><https://dcps.dc.gov/release/enrollment-dc%E2%80%99s-public-schools-shows-decade-continued-growth#:~:text=Enrollment%20at%20DC%20Public%20Schools,numbers%20released%20in%20February%202018.>

<sup>14</sup>[https://www.progressivepolicy.org/wp-content/uploads/2019/06/PPI\\_Reinventing-Americas-Schools-V7.pdf](https://www.progressivepolicy.org/wp-content/uploads/2019/06/PPI_Reinventing-Americas-Schools-V7.pdf)

<sup>15</sup><https://www.tennessean.com/story/money/2017/03/27/why-nations-neighborhood-now-symbol-nashville-s-rapid-growth/99162242/>

<sup>16</sup> [http://mediad.publicbroadcasting.net/p/wpln/files/201702/TransitionTeamReport\\_FINAL.pdf](http://mediad.publicbroadcasting.net/p/wpln/files/201702/TransitionTeamReport_FINAL.pdf)

<sup>17</sup> 2018 American Community Survey Data Census Table ID: S1401 "School Enrollment" Product: "2018 ACS 1

Finally, by locating our school at 1015 Davidson Drive, Nashville Classical II will align to the district’s valuable diversity goals. According to the MNPS Diversity Management plan, all students deserve to be “provided the benefits of learning in diverse settings” and “quality, diverse schools at all grade levels are indispensable to the civic and educational purpose of this School District.”<sup>18</sup> Sadly, few students in Davidson County experience the benefits of diverse schools. According to researchers from Vanderbilt, “From 1998 to 2002, the number of Nashville schools with 70 percent or more black enrollment doubled, though the total number of black students enrolled in the district increased only slightly.”<sup>19</sup> This statistic is reflected in the reality of students attending many nearby schools, including Cockrill Elementary, Cumberland Elementary, Haynes Middle School, and majority white schools, such as Harpeth Valley Elementary.

As **Figure 2** shows, Nashville Classical’s current enrollment is consistent with the District’s diversity and Nashville Classical II would offer families a high quality, diverse public school option at 1015 Davidson Drive. In addition, as our application shows (**Figure 7**), Nashville Classical has a uniquely successful track record of building diverse school communities.

**Figure 2 - Demographics of Nearby Schools with a focus on Hillwood and White’s Creek Cluster Schools<sup>20</sup>**

School	Cluster	Percent Economically Disadvantaged	Percent African American or Hispanic
Gower Elementary	Hillwood	24.9	41.7
Westmeade Elementary	Hillwood	31.0	50.8
Charlotte Park Elementary	Hillwood	47.4	71.9
Harpeth Valley Elementary	Hillwood	9.1	18.2
Alex Green Elementary	White’s Creek	57.7	90.8
Cumberland Elementary	White’s Creek	75.4	88.8
Joelton Elementary	White’s Creek	40.0	22.3
Bellevue Middle School	Hillwood	47.8	31.7
HG Hill Middle	Hillwood	36.4	50.9

<sup>18</sup><https://static1.squarespace.com/static/57752cbcd1758e541bdeef6b/t/57927c2b414fb54f6682d70a/1469217835841/Diversity%2BManagement%2BPlan.pdf>

<sup>19</sup><https://www.tennessean.com/story/opinion/2018/01/02/why-nashville-schools-resegregating/107445778/>

<sup>20</sup> <https://reportcard.tnedu.gov/>



School			
Haynes Middle School	White's Creek	74.8	97.7
Cockrill Elementary	Pearl Cohn	54	87.0
<b>Nearby Schools Average</b>		<b>45.3</b>	<b>59.3</b>
<b>MNPS Average</b>		<b>38.3</b>	<b>68.1</b>
<b>NCCS</b>		<b>34.3</b>	<b>73.5</b>

**b. Provide a rationale for selecting the community where the proposed school will be located.**

We believe achievement data, enrollment trends, and MNPS capacity planning support our proposal to locate Nashville Classical II at 1015 Davidson Drive.

First and foremost, we believe Nashville Classical II will address low achievement and gaps between subgroups in neighboring communities. As the data show (Figure 3), gaps are particularly acute for members of the state’s “Super Subgroup,” which includes racial minorities, students with disabilities, and economically disadvantaged students. Data show that the **NCCS success rate doubles the average success rate at nearby schools and MNPS. Moreover, at NCCS, the success rate for Super Subgroup students is approximately 2.5 times the success rate at nearby schools and MNPS.** In 5th grade, the NCCS success rate was 65% -- more than double the success rate of either Hillwood Cluster Middle School. Put simply, Nashville Classical’s overall performance is as high or higher than every comparison school and its performance for the most at-risk students far surpasses the performance of similar students in these schools.

**Figure 3 - Academic Achievement at Existing Schools<sup>21</sup>**

School	Cluster	TNReady Success Rate	TNReady Super-Subgroup Success Rate
Gower Elementary	Hillwood	40.0	24.8
Westmeade Elementary	Hillwood	42.0	27.9
Charlotte Park Elementary	Hillwood	22.0	22.7
Harpeth Valley Elementary	Hillwood	59.0	40.0

<sup>21</sup> “MNPS School Enrollment and Capacity Report.” Metro Nashville Public Schools. 07/23/2020

Alex Green Elementary	White's Creek	14.0	13.5
Cumberland Elementary	White's Creek	6.0	6.3
Joelton Elementary	White's Creek	40.2	27.8
Bellevue Middle School	Hillwood	30.8	19.7
HG Hill Middle School	Hillwood	25.9	17.4
Haynes Middle School	White's Creek	6.0	NA
Cockill Elementary	Pearl Cohn	15.3	14.6
<b>Nearby School Average</b>		<b>27.4</b>	<b>21.5</b>
<b>MNPS Average</b>		<b>26.4</b>	<b>19.2</b>
<b>TN Average</b>		<b>37</b>	<b>35</b>
<b>NCCS</b>		<b>57.4</b>	<b>50.3</b>

MNPS Enrollment trend data provides additional rationale for a second campus. By locating a K-8 school at 1015 Davidson Drive, Nashville Classical II would provide significant relief to overcrowding at H.G. Hill Middle School. According to MNPS, H.G. Hill is projected to reach 120% capacity, making it the city's most overcrowded school.<sup>22</sup> Likewise, these trends will continue into the future. Across the eleven nearby schools we identified, all are projected to continue to grow over the next 10 years with projections above 90% utilization at nine of the eleven schools. At three out of ten schools, utilization is currently at or projected to exceed 100% utilization. Crucially, the closest schools to 1015 Davidson Drive -- Westmeade Elementary, Charlotte Park Elementary and H.G. Hill Middle School -- all rank among the most crowded and are projected for the most growth. Finally, the January 12th announcement that White's Creek Elementary Schools will add 5th grade is likely to increase overcrowding and reduce capacity in elementary schools. Meanwhile, without announced changes to Hillwood Cluster schools, there is no plan to address capacity at H.G. Hill and little room to add students at Hillwood elementary schools.

These projections are reflected in the District's current capital planning, which feature significant current and planned investments near 1015 Davidson Drive. On February 5, 2021, Mayor John Cooper announced his intent to fulfill the district's capital request for a new Hillwood High School. According to a Tennessean article, the district intends to spend more than \$100 million dollars on the new Hillwood High School, making it the most expensive capital project in MNPS

<sup>22</sup> file:///Users/charliefriedman/Downloads/CapacityReport\_2020\_21\_proj\_updated5-10yr%20(1).pdf

history. The article quoted Director of Schools Adrienne Battle: She said “As neighborhoods grow, it’s critical that we build new facilities from time to time to meet the demand for a high-quality public education.”<sup>23</sup> Likewise, the article explains that the new campus is being built for 1,600 students. However, current enrollment is only 1,100 students. By opening a K-8 school in the Hillwood Cluster and along the I-40 corridor, Nashville Classical II can create an additional pathway and support the district’s efforts to grow enrollment at a new facility in a growing neighborhood.

Similarly, the district’s current capital budget underscores a desire to prioritize neighborhoods near 1015 Davidson Drive. For example, the District currently intends to spend more than three million dollars in design fees for a new Westmeade Elementary School for the upcoming fiscal year and has already begun to plan for its replacement. Renovations at Bellevue Middle School are also listed as an upcoming priority. Meanwhile, there is no budgeted plan to address overcrowding at H.G. Hill. We believe a K-8 school at 1015 Davidson Drive could save the district and city valuable capital resources by reducing the need or scope of upcoming replacements or renovations.

Taken together, these data show how a K-8, open enrollment, public charter school at 1015 Davidson Drive would be in the best interest of both families and the District, supporting the city’s growth and the achievement of Nashville’s diverse populations.

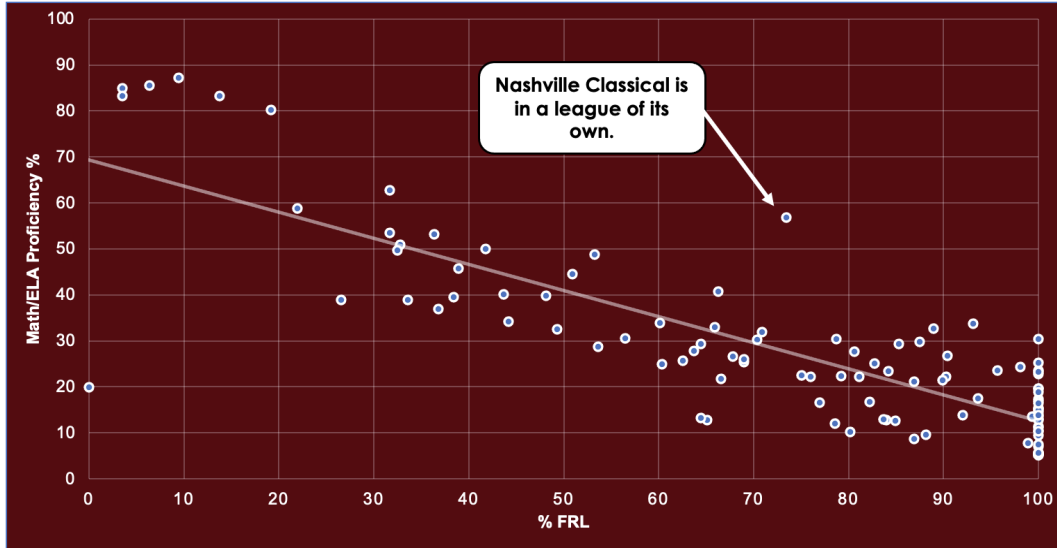
**c. Discuss the academic performance and enrollment trends of existing schools in that community.**

As the academic performance and enrollment trends of nearby schools show, Nashville Classical II will meet the needs of families and students in Davidson County. As the data show, across our city, a family’s zip code continues to predict their future achievement. In Figure 4, every MNPS school is a dot. The x-axis represents the school’s percentage of free and reduced lunch. The y-axis represents the school’s Math and ELA Success Rate on the TNReady. Nashville Classical is the only school with greater than 50% Free-Reduced Lunch and greater than 50% proficiency. Indeed, the school is in a league of its own compared to the rest of the District. We believe that authorizing Nashville Classical II will increase achievement and opportunity for Davidson County’s families and students by increasing the number of schools that enroll diverse populations and achieve at high levels.

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<sup>23</sup><https://www.tennessean.com/story/news/politics/2021/02/05/nashville-mayors-spending-plan-475-m-proposed-capital-projects-including-new-bellevue-high-school/4408216001/>

**Figure 4 - FRL vs. TNReady Success Ready**



While the need for Nashville Classical II is particularly acute at neighboring schools, where achievement lags far behind state averages, we believe enrollment data show that there will also be demand for Nashville Classical II. We have used the district’s own data to forecast enrollment trends at existing schools (Figure 5). In addition, we have relied on data from an external audit of Metro Nashville Public Schools in 2015 by McConnel, Jones, Lanier, & Murphy. This was the last full, comprehensive audit of MNPS. In this audit, the auditors recommended MNPS “encourage collaboration with providers, as charter schools continue to expand, to target locations that will assist with relieving overcrowding, perhaps in the Antioch, Hillsboro, Overton, Hillwood, and McGavock clusters.” Since the audit, however, no new charter schools have opened in the Hillwood Cluster. Moreover, the auditors concluded “The School System can implement this recommendation with existing resources.”<sup>24</sup>

**Figure 5- Enrollment Trends of Existing Schools<sup>25</sup>**

School	Cluster	Capacity	2029-2030 Projection	2029-2030 Projected Utilization
Gower Elementary	Hillwood	723	660	91%
Westmeade Elementary	Hillwood	448	412	92%
Charlotte Park	Hillwood	541	541	100%

<sup>24</sup> <https://www.nashville.gov/Portals/0/SiteContent/InternalAudit/docs/FY2015/MNPSAudit/09FacilitiesChapter6.pdf>

<sup>25</sup> “MNPS School Enrollment and Capacity Report.” Metro Nashville Public Schools. 07/23/2020

Elementary				
Harpeth Valley Elementary	Hillwood	770	752	98%
Alex Green Elementary	White's Creek	349	322	92%
Cumberland Elementary	White's Creek	496	444	90%
Joelton Elementary	White's Creek	406	312	77%
Bellevue Middle School	Hillwood	629	606	96%
HG Hill Middle School	Hillwood	596	718	120%
Haynes Middle School	White's Creek	517	524	101%
Cockill Elementary	Pearl-Cohn	608	395	65%

As the above enrollment trends show, many of the nearby schools are at or near capacity. In particular, middle schools are nearing capacity and there is not room to move students to elementary school. At the same time, with a new Hillwood High School on the horizon, MNPS needs to increase overall enrollment at nearby schools. Hillwood High School is being built for 1,600 students; however, it only enrolls 1,100 students currently. Unless the District can create new pathways to Hillwood High School, the building will be below capacity and costly to the entire city.

Therefore, we believe both achievement and enrollment trends demonstrate that Nashville Classical II can address both academic need and enrollment projections in the community near 1015 Davidson Drive. We believe Nashville Classical II will benefit families and students across Davidson County by increasing achievement, addressing overcrowding, and creating an additional possible pathway to the new Hillwood High School.

**d. Describe the specific population of students the proposed school intends to serve**

Per TN Charter Law, Nashville Classical's proven model will be available to all Davidson County families at Nashville Classical II. The school does not offer priority zones, academic entrance requirements, or any other restriction on enrollment. As a result, we believe we will serve a population that is similar to the district's current population and populations at nearby schools. Since 2013, Nashville Classical has intentionally built a racially, economically, and intellectually

diverse community. Nashville Classical’s overall demographics closely resemble the district’s overall population. We intend to follow the same enrollment practices, processes, and policies at NC II as we currently practice at Nashville Classical.

**Figure 6 - Demographics of NCCS vs. MNPS**

	Percent African American or Hispanic	Percent Economically Disadvantaged	Percent with Disabilities
NCCS	73.5	34.3	13.3
MNPS	68.1	38.3	12.9

While the combined demographics of the nearby school are similar to the city’s overall demographics and the demographics of the Stratford Cluster, Nashville Classical’s current location, we do anticipate enrolling a slightly larger number of EL students, given the high percentage of EL students in the Hillwood Cluster and the growing number of EL students in Nashville overall.

In anticipation of this growth, Nashville Classical hired Allison Barns in January 2020. Ms. Barns was Selected to serve on the district EL team to write MPIs for the MNPS scope and sequence and was selected by district leaders and Conexion Americas to take part in the inaugural class of MNPS EL Policy Fellowship.

- e. Describe what the proposed school would do more effectively than the schools that are now serving the targeted population. What different educational options will the proposed school offer?**

We believe NC II will build upon and expand Nashville Classical’s successful track record. Our school’s unique results are attributable to a strong foundation, developed and refined over nearly a decade. For example, our school strategically implements Paul Bambrick’s Seven Levers of Leadership: Student Culture, Observation and Feedback, Professional Development, Weekly Data Meetings, Curriculum and Planning, Staff Culture, and Managing School Leadership Teams. Founder, Charlie Friedman, is a certified graduate of the Leverage Leadership Institute, making him an expert facilitator and trainer of each lever. Each lever is approached the same way. First, we set a vision by collecting exemplary artifacts (videos, documents, etc) from across the country. Then, we meticulously unpack the exemplar, codifying key elements in clear, comprehensive manuals. Finally, we roll-out, practice, and monitor the system leveraging three weeks of professional development in the Summer, extended days for staff, and a variety of structured protocols.<sup>26</sup>

At the core of all of these levers is our school’s Classical curriculum. Since 2013, Nashville Classical has employed the Core Knowledge sequence and a direct instruction approach, which

<sup>26</sup> Bambrick-Santoyo, Paul. Leverage Leadership: A Practical Guide to Building Exceptional Schools. San Francisco: Jossey-Bass, 2012.

has since been incorporated into CKLA and is now used by schools and districts across the country with demonstrated, measurable results.<sup>27</sup> In Math, we use the acclaimed Achievement First Navigator curricula in Grades K-8, which leverages deep, real-world problem solving. In Middle School, students graduate into a “Great Books” novel program, which was created by the nationally-recognized team at *Teach Like A Champion*. Nashville Classical’s deep familiarity with the Core Knowledge sequence combined with its autonomy as a charter school makes the organization uniquely positioned to offer a successful, proven approach to families interested in NC II. Nashville Classical’s innovative curriculum and its impact on early literacy has been profiled by both Chalkbeat<sup>28</sup> and the Tennessean and Holly Korbey’s *Building Better Citizens*.<sup>29</sup> Since 2013, both the philosophy behind our curriculum and the specific choices we made have been adopted across the state, as demonstrated by the Tennessee Literacy Success Act, which declares “Foundational literacy skills instruction must be the LEA’s primary form of instructional programming in English language arts.”<sup>30</sup>

Finally, we believe that our school is uniquely equipped to build a racially diverse community. This belief is consistent with the MNPS Diversity Management Plan, which declares “quality, diverse schools at all grade levels are indispensable to the civic and educational purpose of this School District.”<sup>31</sup> As the district’s application data show, Nashville Classical is a positive outlier and has worked to create a uniquely diverse community. Since 2015, Nashville Classical has participated in the MNPS School Options process. Families submit an application to NCCS the same way they apply to any MNPS Optional School. According to MNPS Data, Nashville Classical has received a total of 1,175 applications over the past two years. In grades k-4, Nashville Classical has received 804 applications. While NCCS is a K-8 school, it only added 8th grade this school year and MNPS did not include Nashville Classical in its list of Middle School options for 2020-2021. Nashville Classical’s total K-4 application rank 2nd out of the city’s 97 elementary schools. As **Figure 7** shows, Nashville Classical enrolls a far more diverse population than the city’s other most in-demand schools. In fact, Nashville Classical enrolls three times as many Black, Hispanic and Native American Students and three times as many Economically Disadvantaged Students.

**Figure 7 - Student Demographics at Nashville’s most popular elementary schools**

<b>Student Demographics at Nashville most popular elementary schools</b>			
<b>School</b>	<b>SY21 - SY22 Application Total</b>	<b>Black, Hispanic, &amp; Native American Students</b>	<b>Economically Disadvantaged Students</b>
<b>Lockeland Elementary</b>	<b>822</b>	<b>7.5%</b>	<b>3.1%</b>
<b>Nashville Classical</b>	<b>804</b>	<b>73.6%</b>	<b>34.3%</b>

<sup>27</sup> In a K-2 Pilot in NYC schools, Core Knowledge schools had significantly greater gains in Year 3 than comparison schools on nearly all measures. <https://www.coreknowledge.org/wp-content/uploads/2016/12/CK-Early-Literacy-Pilot-3-12-121.pdf>

<sup>28</sup> [www.tn.chalkbeat.org/2017/7/19/21100784/how-one-nashville-school-uses-classic-novels-to-get-young-students-ahead-in-reading](http://www.tn.chalkbeat.org/2017/7/19/21100784/how-one-nashville-school-uses-classic-novels-to-get-young-students-ahead-in-reading)

<sup>29</sup> <https://www.tennessean.com/story/news/education/2018/01/02/nashville-classical-shines-citys-early-literacy-efforts/968849001/>  
Korbey, Holly. *Building Better Citizens*. Maryland: Rowman & Littlefield, 2019.

<sup>30</sup> <https://www.capitol.tn.gov/Bills/112/Bill/SB7003.pdf>

<sup>31</sup> <https://static1.squarespace.com/static/57752cbcd1758e541bdeef6b/t/57927c2b414fb54f6682d70a/1469217835841/Diversity%2BManagement%2BPlan.pdf>

Glendale Elementary	707	16.4%	0.9%
Eakin Elementary	659	40.8%	17.0%
Dan Mills Elementary	585	32.1%	16.5%
Average (MNPS)		24.2%	9.4%

We are able to achieve these extraordinary results by taking a variety of steps, which include mobile canvassing in neighborhoods, in-the-moment applications using tablets, online and social media enrollment campaigns, yard signs in targeted neighborhoods, strategic relationships with Childcare centers, offering free transportation, offering free or subsidized after-care, scheduling tours during multiple windows, and scheduling enrollment meetings in evenings.

Similarly, Nashville Classical is one of seven schools that has received more than 1,000 applications over the past two years. The majority of schools on this list are either magnet schools with academic criteria (Meigs, Hume Fogg, and MLK) or schools with explicit magnet pathways (Rose Park). Among the seven schools, Nashville Classical enrolls Black, Hispanic and Native American students at a higher rate than any other school on the list and enrolls Economically Disadvantaged students at a higher rate than any other school on the list.

Ultimately, we echo the Board of Education's belief that diverse schools are central to its mission. As the data show, Nashville Classical's commitment to diversity is measurable and unambiguous. The school's lengthy list of applicants offer a logical starting point for enrollment and an opportunity to increase the number of diverse schools in the district.

**Figure 8 - Student Demographics at Nashville's most popular schools (K-12)**

<b>Student Demographics at Nashville's most popular schools (K-12)</b>			
<b>School</b>	<b>SY21 - SY22 Application Total</b>	<b>Black, Hispanic, &amp; Native American Students</b>	<b>Economically Disadvantaged Students</b>
Head Middle	1,733	69.7%	22.7%
Meigs Middle	1,778	34.4%	8.6%
Martin Luther King Jr.	1,495	47.7%	10.3%
Rose Park Middle	1,332	72.6%	21.7%
Hume-Fogg High	1,268	29.8%	6.7%
<b>Nashville Classical</b>	<b>1,175</b>	<b>73.6%</b>	<b>34.3%</b>
Hillsboro High	1,017	58.6%	28.1%
Average (MNPS)		52.1%	16.4%



Ultimately, over the past two years, Nashville Classical has only been able to admit 150 of the 1,175 students who applied. Clearly, there is a demand to attend Nashville Classical and the opportunity to serve more students will benefit Davidson County children and families.

- f. If you are an existing operator, describe any enrollment practices, processes, and policies of the proposed school that will differ from existing school(s)**

Not applicable.

- g. How the community for the proposed school is similar and/or different from the current community that you serve.**

Similar to our approach at Nashville Classical, NC II will enroll 3 cohorts per grade starting in Kindergarten. We anticipate seeing the highest attrition between 4th and 5th grade, which is when the MNPS Magnet pathway begins and we are prepared to backfill these grades, as necessary.

Based on feedback provided to our initial submission, we are proposing to open the school with one grade, Kindergarten, and then will add 5th grade in our second year. We believe that this enrollment pattern serves several purposes -- first of all, it addresses the review committee's concern that they are "not confident that the enrollment trend in the current location will transfer over to the new location." By opening with only Kindergarten, we reduce the number of students we need to recruit during our "founding year." After our founding year, with sibling preference and growing "brand awareness," we anticipate applications will grow. At our current campus, we have seen a steady increase in applications each year.

Similarly, by opening with Kindergarten only, Nashville Classical reduces the required renovations. Due to the lengthy authorization timeline and rapidly approaching 2022-2023 school year, we believe it will be advantageous to require fewer classrooms in our first year. By opening with only Kindergarten, we will be able to complete our construction in phases, reducing costs and risks to our opening timeline.

Moreover, by offering 5th grade in Year 2 rather than waiting until year 5, Nashville Classical II will immediately address overcrowding at nearby Middle Schools, particularly H.G. Hill. At the same time, this enrollment pattern allows Nashville Classical to achieve full enrollment growth earlier, reaching financial sustainability and serving more students. As a consequence, we no longer intend to open an additional K-8 school in 2024. Since the review committee said our decision to open a third school "causes some concern to arise about capacity and timing" we hope that this will be a welcome revision.

Finally, we believe that we are prepared to educate an increasingly diverse population, which is reflected by the growth of our current EL population. In Kindergarten and First Grade, our school enrolls 13 percent EL students compared to 3 percent across the rest of our school. We have proposed to add qualified staff at both the school level and Central Office to successfully

educate diverse learners at NC II. Overall, by opening an accessible, open enrollment school at 1015 Davidson Drive, we anticipate enrolling a similar community to our current community at NCCS, which includes families from 26 unique zip codes and more than 50% of families live outside of the Stratford Cluster.

**h. Complete the enrollment summary and anticipated demographics chart below**

**Figure 9 -Anticipated demographics**

<b>Anticipated Demographics</b>	<b>% of Economically Disadvantaged Students</b>	<b>% of Students with Disabilities</b>	<b>% of English Learners</b>
	35%	13%	12%

**Figure 10 - Number of Students over time**

<b>Grade Level</b>	<b>Year 1: 2022-2023</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>At Capacity: 2029-2030</b>
K	81	81	81	81	81	81
1		79	79	79	79	78
2			77	77	77	77
3				75	75	75
4					75	75
5		81	81	81	81	81
6			79	79	79	79
7				77	77	77
8					75	75
<b>Totals</b>	<b>81</b>	<b>241</b>	<b>397</b>	<b>549</b>	<b>699</b>	<b>699</b>

### 1.3 ACADEMIC FOCUS AND PLAN ---

**For existing operators, describe any key academic plan features for the proposed school that will differ from the operators original application, the rationale for implementing these different features, and any resources they would require. If no key academic plan features will differ, please respond with N/A to this section.**

NA. No key academic plan features will differ. We have included an appendix with our original application (as required) as well as an assortment of manuals to reflect how our application continues to come to life.

# 1.8 SCHOOL CALENDAR AND SCHEDULE

**a. Provide the annual academic calendar for the proposed school as Attachment A**

Nashville Classical’s current academic calendar is attached as **ATTACHMENT A**. We align our Fall, Winter, and Spring Break schedules with MNPS to support families and MNPS has not published its 2022-2023 academic year calendar.

NC II’s annual academic calendar will be created in line with guidelines, policies and requirements of both Metro Nashville Public Schools and the State of Tennessee. Typically, Nashville Classical offers 180 instructional days in a calendar year and additional teacher Professional Development days to maximize every instructional minute. Nashville Classical staff attend 15 days of Summer PD and, in a typical year, 5 days of PD during the school year.

- b. Attach the proposed school’s detailed daily schedule by grade, include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies**
- c. Explain why the academic calendar and schedule will be optimal for student learning. Summarize how you plan time for tiered interventions, enrichment, tutoring, and other academic activities.**

The school instructional day begins at 7:40am with a staggered arrival and optional breakfast. The school’s instructional day ends at 3:15pm and dismissal lasts until 3:30pm.

A sample schedule for Grades K-2 is **Figure 8**.

**Figure 8 - Sample K-2 Schedule**

K-2 Sample Schedule	
Time	
7:40-7:50	Arrival
7:50-8:02	
8:02 - 8:10	AM Meeting
8:10 - 8:20	Math Meeting
8:20 - 8:30	Math Small Groups
8:30 - 8:40	
8:40 - 8:50	Story Problem
8:50 - 9:00	
9:00 - 9:10	Math
9:10 - 9:20	

9:20 - 9:30	
9:30 - 9:40	
9:40 - 9:50	<b>Specials</b>
9:50 - 10:00	
10:00 - 10:10	
10:10 - 10:20	
10:20 - 10:30	
10:30 - 10:40	
10:40 - 10:50	
10:50 - 11:00	
11:00 - 11:10	<b>Recess</b>
11:10 - 11:20	
11:20 - 11:30	
11:30 - 11:40	<b>Language Arts</b>
11:40 - 11:50	
11:50 - 12:00	
12:00 - 12:10	
12:10 - 12:20	
12:20 - 12:30	
12:30 - 12:40	
12:40 - 12:50	
12:50 - 1:00	<b>Guided Reading</b>
1:00 - 1:10	
1:10 - 1:20	
1:20 - 1:30	
1:30 - 1:40	<b>Listening and Learning</b>
1:40 - 1:50	
1:50 - 2:00	
2:00 - 2:10	
2:10 - 2:20	<b>Writing</b>
2:20 - 2:30	
2:30 - 2:40	
2:40 - 2:50	
2:50 - 3:00	<b>Closing Circle</b>
3:00 - 3:10	

3:10 - 3:20	<b>Dismissal</b>
3:20 - 3:30	

In Grades K-2, students receive a maximized amount of instructional time (**Figure 9**), including 140 minutes of Literacy Instruction, 90 minutes of Math instruction, 40 minutes of Science and Social Studies instruction, and 50 minutes of a Fine Art (Art or Music) or PE (Indoor gym or Yoga). Students begin each day with a 10 minute morning meeting and end each day with a 20 minute closing circle, which is used for Social Emotional Learning. The grade is staffed by 3 homeroom teachers, a rotating Listening and Learning and Writing Teacher and a dedicated Scholar Supports Teacher. Typically 1st and 2nd grade would share a Scholar Supports Teacher and final schedules will vary depending on case loads and rosters.

Additional Tiered interventions occur throughout the day and flexibly depending on the instructional needs of students and their achievement data. However, there are a variety of specific times when students receive intensive interventions and support.

During writing, two teachers are in the classroom to provide guided, additional supports and a Scholar Supports Teacher or EL Teacher works with students with IEPs. During Guided Reading, all 5 teachers pull groups of approximately 15. They meet with a group of 5 students in rotations and see students in Tier 3 daily, in Tier 2 three times per week, and in Tier 1 two times per week, providing differentiated instruction. When students are not working directly with a teacher, they are completing independent differentiated work. During Math Small Groups, teachers pull small groups of students and provide them with differentiated instruction in order to enrich or remediate. Scholar Supports and EL teachers are also available to provide direct push-in or pull-out support at these times, depending on the needs of the student and their achievement data.

**Figure 9 - Lower Elementary Instructional Time**

Subject	Content	Grade K	Grade 1	Grade 2
Foundational Literacy	CK Language Arts (Phonics, Sight Words, Spelling)	80	80	80
	Writing (Read Alouds and responding to Lit)	40	40	40
	Guided Reading	40	40	40
Social Studies and Science	Listening & Learning	40	40	40

Math	Math meeting	10	10	10
	Story Problem	20	20	20
	Small Groups	20	20	20
	Math Lessons	40	40	40

A sample schedule for grades 3-4 can be found in **Figure 10**.

**Figure 10 - Grade 3 or 4 schedule**

Sample 3rd or 4th Grade Daily Schedule	
Time	
7:40- 8:02	Arrival
7:50-8:02	
8:02 - 8:10	AM Meeting
8:10 - 8:20	Math
8:20 - 8:30	
8:30 - 8:40	
8:40 - 8:50	
8:50 - 9:00	
9:00 - 9:10	
9:10 - 9:20	Small Groups
9:20 - 9:30	
9:30 - 9:40	
9:40 - 9:50	
9:50 - 10:00	Science or Social Studies
10:00 - 10:10	
10:10 - 10:20	
10:20 - 10:30	
10:30 - 10:40	
10:40 - 10:50	Writing
10:50 - 11:00	
11:00 - 11:10	
11:10 - 11:20	

11:20 - 11:30	
11:30 - 11:40	<b>Recess</b>
11:40 - 11:50	
11:50 - 12:00	
12:00 - 12:10	<b>Lunch</b>
12:10 - 12:20	
12:20 - 12:30	
12:30 - 12:40	<b>Guided Reading and Independent Reading</b>
12:40 - 12:50	
12:50 - 1:00	
1:00 - 1:10	
1:10 - 1:20	
1:20 - 1:30	<b>Language Arts or Great Books</b>
1:30 - 1:40	
1:40 - 1:50	
1:50 - 2:00	
2:00 - 2:10	
2:10 - 2:20	
2:20 - 2:30	<b>Specials</b>
2:30 - 2:40	
2:40 - 2:50	
2:50 - 3:00	
3:00 - 3:10	
3:10 - 3:20	
3:20 - 3:30	<b>Dismissal</b>

**Figure 11 - Instructional Time in Grades 3 and 4**

Subject	Content	Grade 3	Grade 4
Literacy	Language Arts (Phonics, Sight Words, Spelling, Reading Comprehension; novel study)	60	
	Writing (Read Alouds	50	40



	and responding to History and Science)		
	Guided Reading and Independent Reading	40	40
	Great Books		60
Social Studies and Science	CK History & Geography and Amplify Science	50	50
Math	Story Problem and Lessons	50	50
	Small Groups	40	40

Grades 3-4 closely resemble grades K-2, however, teachers departmentalize in grades 3 and 4, moving to a classroom to provide instruction. In grades 3-4, there are also extended times when small groups are offered in order to facilitate Tier II and Tier III instruction. Grades 3-4 are staffed by three Homeroom Teachers. Each Homeroom Teacher is also responsible for one content -- for example, one homeroom teacher will teach reading, one teaches math, and one teaches Science & Social Studies and Writing. Likewise, the grades are staffed by a minimum of one shared Scholar Supports Teacher.

By 4th grade, scholars complete the Core Knowledge Language Arts sequence and move into Great Books. In Great Books, scholars study timeless novels as a class. Books include *Bud Not Buddy*, *The Magician’s Nephew*, *One Crazy Summer*, and *Island of the Blue Dolphins*. During Math, scholars spend 60 minutes in a math lesson, which includes careful, meticulous study of a single problem (story problem) and 40 minutes in small, leveled groups, which includes RTI instruction, independent group work, and enrichment activities for scholars already exceeding standards. In grades 3-4, lunch and recess are only 50 minutes.

In grade 3, Guided Reading is offered according to the instructional needs of each student. Students that require more support meet daily during independent reading while students that require less support read independently for longer or engage in productive group work or enrichment. The Scholar Supports Teacher pushes into Guided Reading to provide additional differentiation for scholars and small groups. In Grade 4, scholars continue to receive a guided intervention during independent reading. Scholar Supports Teachers provide additional interventions during small group math and independent reading.

K-4 teachers meet each morning for 20 minutes to review the day’s lesson. Likewise, they meet once per week as a grade level after school to review data and look at scholar work. In K-2, scholars enjoy 60 minutes of lunch; in 3-4, scholars enjoy 50 minutes of lunch each day. Teachers also meet for weekly Observation Feedback meetings and weekly Professional Development.

A sample schedule for Grades 5-8 can be found in **Figure 12**.

**Figure 12 - Instructional Time in Grades 3 and 4**

<b>Sample 5th - 8th Grade</b>		
<b>Time</b>		
7:40- 8:02	<b>Arrival</b>	
7:50-8:02		
8:02 - 8:10	<b>AM Meeting</b>	
8:10 - 8:20	<b>Science or Social Studies (A/B Schedule)</b>	
8:20 - 8:30		
8:30 - 8:40		
8:40 - 8:50		
8:50 - 9:00		
9:00 - 9:10		
9:10 - 9:20		
9:20 - 9:30		
9:30 - 9:40		
9:40 - 9:50		
9:50 - 10:00		<b>Small Groups and IR</b>
10:00 - 10:10		
10:10 - 10:20		
10:20 - 10:30	<b>Great Books</b>	
10:30 - 10:40		
10:40 - 10:50		
10:50 - 11:00		
11:00 - 11:10		
11:10 - 11:20	<b>Specials</b>	
11:20 - 11:30		
11:30 - 11:40		
11:40 - 11:50		
11:50 - 12:00		
12:00 - 12:10	<b>Lunch</b>	
12:10 - 12:20		
12:20- 12:30		

12:30 - 12:40	
12:40 - 12:50	
12:50 - 1:00	<b>Recess</b>
1:00 - 1:10	
1:10 - 1:20	<b>Fluency</b>
1:20 - 1:30	<b>Small Groups</b>
1:30 - 1:40	
1:40 - 1:50	
1:50 - 2:00	<b>Math</b>
2:00 - 2:10	
2:10 - 2:20	
2:20 - 2:30	
2:30 - 2:40	
2:40 - 2:50	
2:50 - 3:00	
3:00 - 3:10	
3:10 - 3:20	<b>Dismissal</b>

**Figure 13 Grade 5-8 Instructional Time Allocations**

Subject	Content	Grades 5-8
Literacy	Great Books (TLAC)	60
	Small Groups	30
Social Studies and Science	Social Studies and Science (Amplify Science or Social Studies)	90
Math	Story Problem and Lessons	60
	Small Groups	30

In grades 5-8, students receive 90 minutes of math each day, 90 minutes of literacy, and 90 minutes of Social Studies/Writing or Science each day. These courses are complemented by 50 daily minutes of PE, Art, and Foreign Language and 50 daily minutes of lunch and recess. A key difference of the Middle School model is that scholars see their science or social studies on

alternate days (A/B schedule) and scholars rotate to a different classroom for their classes. Similarly, in Grades 5-8, writing is taught implicitly during Great Books and Social Studies and is not a stand alone course. Likewise, small group times continue in Middle School and look similar, as scholars with individual needs receive additional support for 20-40 minutes each day. Finally, in grades 5-8, teachers are truly departmentalized and departments meet weekly for 60 minutes. Grade levels continue to meet daily for 20 minutes and weekly for 60 minutes as well. Depending on a student's ILP or IEP, EL teachers will push-in to instructional blocks or provide pull-out individualized instruction.

Across the school, Nashville Classical also uses its Specials Blocks to provide Tier III interventions during a student's Art, Foreign Language, or Music Class. All Tier III interventions are provided by certified teachers and use a research-driven curriculum. NCCS uses LLI to deliver high quality guided reading instruction and SRA Reading Mastery to address gaps in foundational literacy. NCCS uses SRA Connecting Math Concepts to address gaps in math. Students are rostered to interventions using NWEA/MAP testing to identify students "at-risk." Then, NCCS uses additional screeners to identify key deficits -- currently, NCCS uses Fastbridge -- and progress monitor scholars in interventions. Every two weeks, teachers meet to review student work and data with an Assistant Principal or Dean. In these meetings, teachers review the progress of scholars rostered to interventions. Quarterly, the school leads school-wide data stepbacks and new intervention groups are built with teacher and family input.

The NCCS RTI manuals for Scholar Supports are included as a supplemental appendix to demonstrate the school's commitment to systematic interventions.

**Describe any proposed extra-curricular or co-curricular activities or any other student-focused programming the proposed school will offer, including when will they begin, how often they will occur, and how they will be funded.**

Nashville Classical believes enrichment represents an essential component of building the knowledge and habits for lifelong learning. As a result, one of the responsibilities of the school's Dean of Operations is to facilitate an afterschool enrichment program three days per week on Tuesdays, Wednesdays, and Thursdays. Nashville Classical anticipates similar enrichment offerings at NCCS and NC II.

At NCCS, Nashville Classical commits to offering between three and nine enrichment programs at all campuses and offering enrichment from 3:30 - 4:30pm. In general, enrichment programs are identified by the Dean of Operations, but can also be suggested by a staff member or a Community Partner. Nashville Classical's goal of enrichment programming is to supplement offerings at the school site. Typically, Nashville Classical writes small grants or uses its annual Giving Tuesday funding to fundraise costs for enrichment programming, which is usually limited to less than 1,000 - 3,000 per club, which includes a stipend for an NCCS Staff member and any supplies, which the school budgets for via a substantial student supplies budget.

In 2019-2020, at NCCS, more than 200 of the school's 450 scholars participated in an after-school enrichment program. Key partners for these programs included the Nashville Chess Center, The Hero's Guild (role-playing-games), Cub Scouts of America, Turnip Green Art Collective, Drama Kids International, The Nashville Symphony, Mr. Bond: The Science Guy, Jazz Empowers, and Unscripted: Improv Comedy.

The school also offers sliding scale after-care via a partnership with the YMCA Fun Company and offers Backfield in Motion programming to provide free childcare and mentoring to young men.

If cost is a challenge, Nashville Classical is prepared to use donated funds to subsidize the cost of attendance, materials, or supplies. Likewise, each year, NCCS has asked families and scholars to complete surveys. NCCS uses survey data to determine which programs to continue and which programs to replace.

- d. If Saturday School, Summer School, or after school will be offered, describe the program(s). Explain the schedule and length of the program, including the number of hours and weeks. Address the number of students and methodology used to identify them. For identified students, is the program mandatory? What are the anticipated resource and staffing needs for these programs?**

Nashville Classical does not currently plan to offer Saturday School or Summer School at NC II.

## 1.11 RECRUITMENT AND ENROLLMENT

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- a. **Provide as ATTACHMENT D the proposed school’s enrollment policy, which should include the following**
- **Tentative dates for the application period and enrollment deadlines and procedures, including an explanation of how the school intends to receive and process application forms and run a lottery, if necessary (considering the authorizer’s open enrollment and lottery schedule)**
  - **Nondiscriminatory admissions policies, pursuant to T.C.A. 49-13-107**
  - **Any proposed articulation plans or agreements, pursuant to T.C.A. 49-13-113**
  - **Identification of any pre-admission activities for students or parents**
  - **Policies and procedures for student waitlists, withdrawals, re-enrollments, and transfers**

Nashville Classical’s enrollment policy is included as **ATTACHMENT D**. For the past seven years, NCCS has participated in the Metro Schools Optional Schools process and would hope to continue to participate. The school’s enrollment policy prohibits discrimination on the basis of race, color, religion, national origin, handicap/disability, sexual orientation, ancestry, need for special education services, or sex, including gender identity, gender expression, and appearance. NC II’s admissions practices will comply with federal, state, and local laws and policies at all times.

- b. **Describe how parents and other members of the school community will be informed about the proposed school. How are you assessing demand for your school?**

In order to inform parents and the community of the option to attend NC II, Nashville Classical will widely publicize the mission, vision, and opportunity to the surrounding community. Nashville Classical will prioritize a diverse applicant pool and post notices particularly targeting places such as Community Centers, Libraries, Head Starts, and Churches. Nashville Classical is also prepared to present to neighborhood groups and community organizations, preschools, and housing developments. Currently, Nashville Classical ranks among the most popular schools in Davidson County and we believe many families that have currently applied will be interested in knowing an additional opportunity exists closer to their home. As the data show (Figure 8), NCCS has received more than 1,000 unique applications in the past two years from students and families that were unable to enroll in the school due to our enrollment cap. We believe this data both reflects the demand for our school model and provides a pool of potential families who would be interested in enrollment.

- c. **Describe your plan to recruit students in your pre-opening year, including the strategies, activities, events, responsible parties, and a timeline. What established community organizations are you targeting for marketing and recruitment?**

**Consider pre-schools, civic groups, camps, summer programs, faith-based institutions, etc.**

- d. Describe how students will be given an equal opportunity to attend the proposed school. Specifically, describe any plans for outreach to: families in poverty, academically low-achieving students, students with disabilities, English learners, and other students at risk of academic failure. If your school has a specific area of focus, describe the plan to market that focus.**

Nashville Classical believes we cannot separate our plan to recruit students from a plan to provide equal opportunity and access to NC II. Ultimately, we believe the opportunity to build a diverse community is at the foundation of NC II's existence. Although outreach efforts will be focused on the Hillwood and White's Creek clusters, the school will offer open-enrollment to families across Nashville and intends to implement a strategic outreach process that purposefully engages historically underserved and under-represented populations, including economically disadvantaged students and non-white students. Specific organizations that the school is preparing to engage and partner with include St. Luke's Community House, the West Nashville Dream Center, Youth Encouragement Services, Backfield in Motion, YMCA Fun Company, Richland Head Start, and Nashville State Community College.

During the pre-opening year, Nashville Classical will support the outreach efforts of NC II's Founding Principal and Founding Dean of Operations by taking the following steps

- Upon authorization, creating a separate website for NC II, which is linked to the main Nashville Classical website.
- Generate a brochure, mailer, and yard signs advertising the school in Fall 2021.
- Create ads for social media, local newspapers, radio stations, and billboards for the new school (Winter 2021) that direct families to the online application.
- NC II Resident Principal, Dean of Operations, and Central Office Staff regularly canvas Hillwood and White's Creek Cluster and targeted apartment complexes, community centers, community organizations, neighborhood organizations, and businesses in Fall 2021 through Spring 2022.
- Participate in the MNPS Optional Schools Application in February 2022.
- Participate in the MNPS Optional Schools Selection Day in February 2022.
- Mail acceptance letters to all accepted students in February 2022.
- Personally call all accepted and waitlisted students in February 2022
- NC II Principal hosts a "Welcome" event for accepted families in February/March 2022. Event features a current NCCS family, a current NCCS scholar, and current NCCS Staff.
- Mail information to families about calendar, uniform, and school supplies in May 2022.
- Conduct home visits with all families in July 2022 as part of new staff orientation.
- Host an optional open house on a weekend or evening in July 2022.
- Add waitlisted students throughout the school year.

**e. Describe student recruitment after the proposed school has opened. How will it differ from pre-opening recruitment? Note: for existing operators, please identify how this will differ from current enrollment strategies.**

Our current campus, Nashville Classical, receives approximately seven applications for every available seat and manages a robust waitlist for every grade. We think Nashville Classical's popularity reflects on our community engagement efforts and we will bring the same ethos to NC II. These efforts include

- Placing a Dean of Operations onsite who is responsible for managing and maintaining a variety of community partnerships.
- Frequent parent communication, including weekly newsletters, weekly progress reports, regular text messages sent through Deanslist, and quarterly Classical Family Committee meetings.
- Ongoing cultural events, including a Dia De Los Muertos Celebration and a Black History Month Celebration, which feature performances and partnerships with the broader community.
- Regular messages to families that they can share with siblings and friends to encourage enrollment.
- Weekly Community Meetings, which any parent can attend.
- Outreach to local community agencies, businesses, and non-profit partners.

To date, Nashville Classical's founder has developed deep, enduring relationships across East Nashville and we intend to build similar relationships as we launch NC II. These relationships will be cultivated alongside school staff and rooted in a shared belief that schools can be diverse, welcoming communities and should be deeply integrated into their broader neighborhoods and surrounding city.



## 1.12 PARENT AND COMMUNITY ENGAGEMENT AND SUPPORT \_\_\_\_\_

- a. **What feedback regarding the startup of the proposed school has been provided by the community, and how has this feedback been incorporated into this application?**

While the COVID-19 pandemic has limited in-person gatherings across the city, Nashville Classical has taken its responsibility to solicit and incorporate feedback seriously. To date, the school has purposefully engaged a variety of key stakeholders. These stakeholders include current and former School Board Members, Members of the Metropolitan Council, Business Leaders, and nonprofit leaders.

In addition, we have worked directly with families and hosted a family information session on Tuesday, January 26th and Tuesday, February 2nd. Through this outreach, we have built an email list of 172 interested families.

From these stakeholders and from their communities, the two most important things we have heard is the importance of building a diverse community and the importance of early literacy. We have taken this feedback to heart by partnering with the Diverse Charter Schools Coalition to reflect on our school model and join a community of practice that specifically supports and builds diverse public school communities.<sup>32</sup> Similarly, given our school's existing commitment to literacy, we believe that we will fill a need in the community.

- b. **Describe how you will engage parents and community members from the time that the proposed school is approved through the school's opening.**

Upon approval, we will immediately work to partner with the broader and surrounding community. We will begin by engaging a variety of partners, including St. Luke's Community House, the West Nashville Dream Center, Backfield in Motion, YMCA Fun Company, Richland Head Start, and Nashville State Community College and working with them to host community events and offer tables.

We will also create a website where interested families can indicate that they would like to learn more about the school or attend an informational session. Monthly, we will host family information sessions at mutually convenient locations, such as libraries, YMCAs, or Community Centers. We will use these information sessions to share our school with families, answer their questions, and collect their information. We will use this information to send them reminders about enrollment which will start in January 2022.

- c. **Provide, as ATTACHMENT E, any of the following: letters of support, memoranda of understanding, or contracts that indicate the proposed school is welcomed by**

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<sup>32</sup> <https://diversecharters.org/>

**the community in which the school intends to locate, is viewed as an attractive educational alternative, and/or reflects the community's needs and interests.**

Please find letters of support as **ATTACHMENT E**. Supporters include

- Delta Anne Davis: Trustee, the Joe C. Davis Foundation
- Tara Scarlett: CEO, the Scarlett Family Foundation
- Jimmy Granberry: CEO, H.G. Hill
- Melanie Shinbaum: CEO, St. Luke's Community House
- Mary Carolyn Roberts: Councilwoman, 20th District
- Russ Pulley: Councilman, 25th District
- Mary Pierce: Former School Board Representative, District 8
- Santi Tefel and Clay Hart: Senior and Executive Vice President, Pinnacle Bank

**d. Outline how the proposed school will engage parents and community members in the life of the school (in addition to any proposed governance roles).**

One parent from either NCCS or NC II will serve on Nashville Classical's Board of Directors, per Tennessee Law. In addition, NC II will operate a Classical Families Committee. The mission of the CFC is to build a diverse community by educating caregivers, connecting families, and supporting the school. The CFC meets quarterly and meetings align to one of three themes (educate, connect, or support). The CFC is **not** a fundraising body and families are **not** ever asked to donate at a CFC meeting. Instead, activities may include talks from a prominent local child development specialist, potlucks wherein families can share foods that represent their heritage, or evenings to plan school-wide cultural events, such as Dia De Los Muertos.

**e. Describe how parents will be informed and educated on all school policies and any commitments or volunteer opportunities the school from, offer to, or require of, parents.**

Currently, our parent engagement is one of the school's greatest strengths. The school takes a variety of steps in order to proactively engage parents. These steps include

- A weekly newsletter sent home in paper and electronically every Friday.
- A weekly community meeting (open house) that any parent can attend.
- A weekly survey (Possip) sent via text to all families for feedback
- Quarterly CFC meetings
- Quarterly School Events, including cultural events, such as Dia De Los Muertos or Celebrations of Black History Month.
- Quarterly performances of Enrichment programming, including Improv performances, pop choir performances, and more.
- Lunch Fridays, when parents can join their scholars for lunch in the school cafeteria.

While Nashville Classical encourages and welcomes volunteers, we never, ever require parent volunteer hours. Nashville Classical also does not assign “room parents.” Instead, parents volunteer for school-wide activities, such as printer partners or preparation for special events.

All volunteers are required to undergo background checks before interacting with students. The Dean of Operations manages volunteers.

The NCCS Family Handbook is included as an additional Appendix.

**f. If not already identified, describe any programs you will offer to parents and/or the community and how they may support the school mission and vision.**

Please see previous descriptions. Nashville Classical is also committed to offer low-cost or free after-school programming. Specific programs include YMCA Fun Company and Backfield in Motion, as well as enrichment programs operated by NCCS staff.

## 2.12 NETWORK VISION, GROWTH PLAN, & CAPACITY

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- a. **Describe the network’s strategic vision, desired impact, and five-year growth plan for developing new schools in Tennessee. Include the following information: proposed years of opening, number and types of schools, any pending applications, all currently targeted markets/communities and criteria for selecting them; and projected enrollments. If the existing portfolio or growth plan includes schools in other states, explain specifically how Tennessee fits into the overall growth plan.**

Over the past six months, Nashville Classical has worked with Andrew Bray of TessellatED Consulting to develop a strategic plan for the next five years.<sup>33</sup> To write this strategic plan, Nashville Classical carefully reviewed data, conducted a variety of stakeholder interviews, and collected input from staff, family, and its Board of Directors.

Over the next five years, Nashville Classical’s strategic vision is to expand its impact, achieve absolute excellence, and build intentionally integrated communities. As part of this vision, Nashville Classical has proposed to open two additional K-8 schools over the next five years, replicating its current campus and model. One school, NCCS II, will open in 2022-2023 and is proposed in this application. The third school, NCCS III, will open in 2024-2025 and will be proposed in February 2023. As a result of this plan, Nashville Classical will triple the number of its students it serves, dramatically increasing the number of third grade students who achieve grade level targets in ELA and the number of students enrolled in racially and economically diverse schools.

Nashville Classical has not identified a neighborhood or location for NCCS III and hopes to partner with MNPS, Metro Government, and the state of Tennessee to identify a location in Davidson County. Nashville Classical will use a mixture of the following criteria to identify both internal capacity and the external demand and need in a community for future schools.

- **Demand:** Do all Nashville Classical campuses receive more applications than seats available, indicating a demand for additional capacity?
- **Need:** Does Nashville Classical out-perform 90 percent of schools in the community on the TNReady or other assessment? Are a significant number of schools (25%) in the community priority schools?
- **Facility:** Is there an affordable facility in the community?
- **Options:** Are there already multiple high quality public options in the community?
- **Capacity:** Are the majority of high quality public schools in the community projected to be at or near capacity?

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<sup>33</sup> Previous TessellatED clients include national and local charter schools and districts, such as Freedom Prep in Memphis, Achievement First, and Denver Public Schools. More info is available at <https://www.linkedin.com/in/andrew-bray-0254a34/>

- **Diversity:** Is there a significant percentage of at risk students in the community? Is there a potential for diverse schools in the community due to the community's overall diversity?

Ultimately, we are committed to partnering with MNPS to identify communities and these criteria will be evaluated using a combination of qualitative and quantitative factors to assist the school's leadership and Board of Directors to successfully partner with MNPS and address overcrowding, underperformance, or lack of diversity in the School District.

**b. Provide evidence of organizational capacity to open and operate high quality schools in Tennessee and elsewhere in accordance with the overall growth plan. Outline specific timelines for building or deploying organizational capacity to support the proposed schools.**

Since opening in 2013, Nashville Classical has grown to become one of the city's most successful and recognized public charter schools. Charlie Friedman, Nashville Classical's Founder, continues to serve as the organization's leader. Lizzie Eisen, who has become the Principal of Nashville Classical, was a founding Kindergarten teacher at the school.

While this application represents Nashville Classical's first replication attempt, the organization's experience has allowed it to develop many of the skills -- such as community organizing, fund-raising, operations, and leadership development -- essential to growth and replication. For example, since opening, Nashville Classical has renovated and operated at three different campuses (217 S. 10th Street, 1310 Ordway Place, and 2000 Greenwood Avenue). These moves reflect the school's commitment to careful growth, as it kept facility costs low year over year. Likewise, these moves required that the school be systems-driven. We could not rely on a facility to solve problems for us and had to carefully document processes and procedures every single step of the way.

As a result, Nashville Classical has become one of Davidson County's best places to teach and learn. Year over year, we rank as the city's most sought-after open-enrollment public school according to application data. Per the The New Teacher Project's Insight Survey (a national survey of teachers, which measures a school's "Instructional Culture"), we rank in the nation's top 90 percent for teacher satisfaction. In 2019-2020, our teacher retention was above 90 percent. Therefore, it comes as little surprise that The Nashville Business Journal named us the city's best nonprofit in 2018 and we were named a Tennessee Reward School in 2019.

These accomplishments reflect the organization's careful planning and approach to replication. Our current strategic plan benefits from the insight and planning support of independent consultants and the national expertise of The Charter School Growth Fund (CSGF). As a result of this systematic approach and comprehensive support, Nashville Classical has already begun to plan and build its Central Office and Network approach.

Nashville Classical will operate as a 501(c)(3) organization to ensure the academic, operationa, and fiscal health of each individual campus. Nashville Classical will call its Central Office the “Terra Firma” which is latin for “solid ground” or “dry earth.” This name may be abbreviated to “The TF.” This name is meant to imply the office’s humility. Roles in the Terra Firma are not meant to connote any particular status. As a result, the metaphor of “solid ground” or “earth” should remind staff to stay humble and communicate this humility to the entire NCCS Community.

By leveraging economies of sale, knowledge management, and direct support, Nashville Classical’s Central Office will set, support, and provide accountability for the organization’s ambitious student achievement goals. In other words, the Terra Firm should provide a foundation for Principals, Teachers, and school staff to stand upon.

This support will occur across a variety of domains, including finance, academics, talent, operations, and strategy. Examples are listed below.

**Finance:** The Terra Firma will be responsible for all purchasing, allowing school-based operations staff to focus on supporting academics and instruction; The Terra Firma will be responsible for setting school budgets and conducting a quarterly analysis of budgets alongside school-based to identify potential savings or areas to prioritize aligned to school needs.

**Academics:** The Terra Firma will facilitate collaboration across schools, allowing ELA teachers at the same grade level to share and collaborate on lesson plans; the Terra Firma will codify and document the school’s core model by video taping exemplary teachers and using videos to create transparent, criteria-based trainings for for each grades and course; the Terra Firma will be responsible for the professional development of Principals, using Paul Bambrick’s Leverage Leadership Framework; the Terra Firma will develop a common set of benchmark or interim assessments for each grade level and course.

**Operations:** The Terra Firma will design scholar recruitment and enrollment materials, plan tours, and monitor applications, saving time from school-based leaders and standardizing communication; the Terra Firma can centralize Information Technology, ensuring all teachers are training on software, have access to the necessary devices, and have purchased the appropriate software; the Terra Firma will be responsible for compliance and reporting with local, state, and federal agencies.

**Strategy:** The Terra Firma will be responsible for maintaining a unified, experienced Board of Directors to set a strategic vision for the entire organization. The Terra Firma will be responsible for raising money to support the school’s future, allowing school-based staff to focus on the day-to-day school operations; The Terra Firma will be responsible for facility identification, acquisition, management, and maintenance.

Nashville Classical has created a detailed decision rights matrix (**Figure 14**) to articulate whether decisions will be made centrally or autonomously and what role is responsible for

different decisions or projects at various stages of the school's growth and expansion. An example of the matrix for Academic functions can be found below.

**Figure 14 - Decision Rights Matrix through Growth**

Function	Where Does Control Sit? "Tight" or "loose"?		Where Does the Work Get Done? School, Mix, or Central			Who leads the work?			Examples
	T	L	S	M	C	1 School	2 Schools	3 Schools	
Creating and auditing end-goal assessments (MAP, TN Ready, and Interims)		X		X		Principal	CAO	Director of Data and Assessment	Project is coordinated/led by the Central Office and staffed by stipended teachers and teacher-leaders.
Creating a bank of exemplar lessons		X				APs	Director of Knowledge and Curriculum	Director of Knowledge and Curriculum	DKC creates manuals with exemplar lesson plans and essential components. Creates annotated exemplar LPs to set expectations for prep.
Creating essential unit and lesson planning structures	X			X		APs	APs	APs	CAO designs templates for year long plans, unit plans, weekly plans, and daily lesson plans. CAO establishes protocols for creation of unit and lesson plans. APs determine when plans are submitted and how they get reviewed.
Special Education: Vision for Inclusion	X			X		Dean of Scholar Supports	Director of Special Populations	Director of Special Populations	Director sets vision for inclusive education: Annual Goals, Exemplar Case Studies with Artifacts, and Dashboard for year.
Special Education: Daily Schedules for Scholars	X		X			Dean of Scholar Supports	Dean of Scholar Supports	Dean of Scholar Supports	Dean builds schedule to ensure scholars receive services
Special Education: Audit IEPs for Quality		X		X		Dean of Scholar Supports	Director of Special populations	Director of Special populations	Director trains teachers on writing IEPs and leading IEP meetings. Director audits IEPs for quality and comprehensiveness.
Special Education: Manage External Relationships		X		X		Dean of Scholar Supports	Director of Special populations	Director of Special populations	Relationship with external providers (Likely Project Play) is owned at CMO level. CMO works with schools to set schedules for providers on campus. Relationship with MNPS (Funding, parent concerns) is owned at CMO level.
Student Culture: Set a Vision		X		X		Principal	CAO	CAO	Create and unpack exemplars of whole school and classroom examples of student culture; Create a school wide culture rubric that defines common language and classroom routines.

Student Culture: Set Policies		X		X		Principal	CAO	CAO	CAO codifies and creates a behavior matrix that describes how the school will respond to common situations and scenarios (e.g. suspension, ISS, Teacher Phone Call, etc.) Principal and Dean execute it.
Student Culture: Build systems to manage scholar behavior		X		X		Principal	CAO	CAO	CAO codifies and creates a system to track, record and reinforce scholar behavior (points, strikes, and badges). The Principal and Deans execute it.
Setting Class Sizes: Budgeting		X			X	Head of School	COO	COO	Annual budget sets minimum/maximum school sizes and recommended class sizes.
Setting Class Sizes: Waitlist Pulls	X			X		Principal	Principal(s)	Principal(s)	Principal decides when a waitlist pull is necessary. Class sizes cannot fall below a certain number.
Setting Annual Calendar		X			X	CEO		CAO	Annual calendar set by March 1 for the following year, includes PD Dates, Leader vacations, testing windows, etc.
Setting Daily Schedules	X			X		Principal	Principal(s)	Principal(s)	Principal is responsible for setting daily/weekly schedule, but receives recommendations and guidelines from Central Office
State Testing: Coordination with State/District		X			X	Principal/AP	CAO	Director of Data and Assessment	Central Office connects with district and distills messages about testing into clear, high-leverage, bite-sized communication
State Testing: Test Prep Habits					X	Principal/AP	CAO	Director of Data and Assessment	Codified Test Prep scope and sequence produced annually by Central Office
State Testing: Hype		X			X	Principal/AP	Principals	Director of Data and Assessment	Budget set for Test Prep Hype by Central Office, suggested themes and artifacts shared with Principals.
Grading Policies		X			X	Principal/AP	CAO	Director of Data and Assessment	The Central Office creates report card templates and report card memo; Principals are responsible for executing report cards with their teams.
Observation and Feedback	X				X	Principal/AP	Principal/AP	Principal/AP	Principal is responsible for building a weekly observation schedule for themselves and other instructional coaches.
Walkthroughs	X				X	Principal/AP	Principal/AP	Principal/AP	Principal is responsible for leading weekly walkthroughs with APs. CAO joins walkthroughs whenever possible.

This matrix compliments work that occurs at an individual school-site. At individual school sites, we use the R.A.P.I.D. Framework for decision making (**Figure 15**).<sup>34</sup> The R.A.P.I.D. Framework

<sup>34</sup> <https://www.bain.com/insights/rapid-tool-to-clarify-decision-accountability/>



is a loose acronym for Input, Recommend, Agree, Decide and Perform, RAPID assigns owners to the five key roles in any decision and helps teams to work quickly and strategically, ensuring decisions are made by the person closest to the work or its impact.

**Figure 15 - Example R.A.P.I.D. decision making framework for a single site’s HR Activities**

<b>Decision/Task</b>	<b>ED</b>	<b>Director of Talent</b>	<b>Dean of Operations</b>	<b>Principal, AP, or Hiring Manager</b>
Design overall talent strategy	<i>Decide</i>	<i>Input</i>		
Design Activities		<i>Decide</i>		<i>Perform</i>
Design artifacts (sample schedule, emails, resumes, etc.)		<i>Decide/Perform</i>		<i>Input</i>
Design rubrics (resume, essays, reflections, case studies)	<i>Agree</i>	<i>Decide/Perform</i>		<i>Input</i>
Set goals for talent recruitment	<i>Decide</i>	<i>Agree</i>		<i>Input</i>
Determine positions/roles to fill	<i>Decide</i>			<i>Input</i>
Creates budget for staff recruitment	<i>Decide</i>	<i>Input</i>	<i>Input</i>	<i>Input</i>
Creates and finalizes position descriptions	<i>Agree</i>	<i>Decide</i>		<i>Input</i>
Posts position descriptions	<i>Input</i>	<i>Perform</i>		
Posts advertisements for candidates (Facebook, IG, etc.)	<i>Input</i>	<i>Perform</i>		
Meets with candidates to encourage applications	<i>Perform</i>	<i>Decide</i>		
Reviews Resumes, Cover Letters and Essays		<i>Perform, Decide</i>		
Conducts phone screens		<i>Perform, Decide</i>		
Coordinates logistics of case studies pre-interview		<i>Perform, Decide</i>		
Coordinates candidate travel		<i>Recommend</i>	<i>Perform</i>	
Builds Interview Day Schedule	<i>Agree</i>	<i>Input</i>		<i>Decide</i>
Conducts final interview	<i>Agree</i>	<i>Input</i>		<i>Perform/Decide</i>
Makes offer and determines salary	<i>Decide</i>	<i>Input</i>		<i>Input</i>

Sends welcome email to staff and candidate		<i>Perform</i>		
Send a welcome gift to the candidate (book, t-shirt, etc.)	<i>Input</i>	<i>Input</i>	<i>Decide and Perform</i>	<i>Input</i>
Sends email with Logistic information (Process)	<i>Input</i>	<i>Recommend</i>	<i>Perform</i>	
EdTec Employee Onboarding		<i>Agree</i>	<i>Perform</i>	
Complete MNPS EBS Spreadsheet		<i>Agree</i>	<i>Perform</i>	
Monitor Fingerprinting with MNPS		<i>Agree</i>	<i>Perform</i>	
MNPS Benefits: Certificated employee.		<i>Agree</i>	<i>Perform</i>	
Benefits registration		<i>Agree</i>	<i>Perform</i>	
Benefits PPT		<i>Agree</i>	<i>Perform</i>	
Benefits: contributions		<i>Agree</i>	<i>Perform</i>	
Notarized TCRS forms: SS# of beneficiaries		<i>Perform</i>	<i>Agree</i>	
Coordinate Pension Presentations (401K, 403b).		<i>Input</i>	<i>Decide and Perform</i>	
Monitor Employee Licensure w/TDOE		<i>Perform</i>		
File employee LOA		<i>Perform</i>		
Staff/PD days - meals or additional accommodations			<i>Decide and Perform</i>	
Manage collection/maintenance of personnel and school info (Forms, paperwork, databases, contact info, change of addresses)			<i>Decide and Perform</i>	
Create a welcoming environment for new hires: One-pager that outlines strategy	<i>Recommend</i>	<i>Decide</i>	<i>Input</i>	<i>Perform</i>
Take photos of new hires			<i>Perform</i>	
Coordinate Employee computer and login info			<i>Perform</i>	
Prepare a welcome package for Day 1 for new employees.	<i>Input</i>	<i>Decide</i>	<i>Perform</i>	<i>Input</i>
Coordinate Employee Fobs			<i>Perform</i>	
Design and coordinate get to know you Survey for new	<i>Input</i>	<i>Input</i>	<i>Perform</i>	<i>Input</i>

<b>employees</b>				
<b>Get bio of new employees/hires</b>			<i>Perform</i>	
<b>Post staff bulletin board</b>			<i>Perform</i>	
<b>Orient new employees to space.</b>	<i>Input</i>	<i>Input</i>	<i>Perform</i>	
<b>Provide employee with day 1 supplies and materials</b>	<i>Input</i>	<i>Input</i>	<i>Decide</i>	
<b>Review Employee Policy Manual w/Staff</b>	<i>Input</i>	<i>Perform</i>		
<b>Notify staff of payroll schedule.</b>			<i>Perform</i>	
<b>Communicate with EdTec re: payroll.</b>			<i>Perform</i>	

**c. If applicable, list any schools that were previously approved by this or another authorizer, but which failed to open or did not open on time, and explain the reasons for failure and delay.**

Not applicable.

**d. Discuss the results of past replication efforts and lessons learned -- including particular design challenges and how you have addressed them.**

Not applicable.

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

Ultimately, Nashville Classical believes there are four challenges it must carefully monitor as it prepares for growth and replication. These challenges are talent/human capital, student achievement, school culture, and facilities.

**Talent and Human Capital:** In order to fuel its growth, Nashville Classical will need to hire approximately 15 new Central Office roles and 50 new school roles over the next five years, which is in addition to typical year-over-year attrition. Ultimately, identifying, hiring, and training teachers and staff will be the linchpin of the organization’s success.

To mitigate this challenge, Nashville Classical has begun to take the following steps.

- **Internal Leadership Pipeline:** Nashville Classical has developed an internal leadership pipeline through its “Mentor Teacher” program. Mentor teachers are assigned a 1st year or Resident Teacher and are responsible for coaching and managing this teacher. In addition, Mentors receive an additional 50 hours of Professional Development each year, developing skills in Observation Feedback, Delivering PD, Leading Weekly Data Meetings, and leading Curriculum and Planning Meetings.
- **External Leadership Sourcing:** Nashville Classical has revamped its talent policies in order to better source, interview, and hire external candidates. Resources for these processes reflect national best practices from organizations such as Achievement First, KIPP, and Uncommon Schools.
- **Use of Weekly Surveys:** Nashville Classical utilizes weekly staff surveys, which are short and text message based. The surveys collect information on staff satisfaction and input on key priorities and activities.
- **TNTP Survey:** Twice per year, Nashville Classical delivers The New Teacher Project’s Insight Survey, a nationally-normed survey of teachers that measures a school’s instructional culture across a variety of domains from Compensation to Diversity, Equity, and Inclusion.
- **Working Groups:** Each year, from January to April, Nashville Classical launches staff working groups around 1-2 key priorities. Working Groups meet weekly to discuss key questions and provide feedback to Nashville Classical’s Head of School or other senior leaders.

**Student Achievement:** Student achievement lies at the heart of Nashville Classical’s mission and vision. As Nashville Classical grows and replicates, the organization is committed to continuous improvement. We believe that a poorly managed replication could dilute the quality of our program and lead to poor performance for students. As a result, Nashville Classical will put the following policies and strategies in place:

- **Staffing:** Nashville Classical will utilize a common staffing framework across schools with delineated areas of flexibility. In addition, the school will leverage stipends to incentivize teachers to join the staff of new campuses or take on difficult to staff roles.
- **Strategic Planning:** Nashville Classical will identify key areas of innovation (for example: 7th and 8th grade social studies) and use data to measure the effects of new programs.
- **Professional Development:** Nashville Classical will use a standard Professional Development Scope and Sequence as well as “Grab and Go” resources that are both internally developed and designed by trusted, external partners such as Relay Graduate School of Education and Teach Like A Champion

- **Curriculum:** All Nashville Classical schools will use the same curricula and lessons plans, down to student worksheets. These materials are developed **by teachers**, who are assigned stipended projects and are managed by the Director of Knowledge and Curriculum.

**Student Culture:** Research continues to show that a school’s culture has a measurable impact on the outcomes of its students.<sup>35</sup> Providing a safe, orderly learning environment is central to Nashville Classical’s work and one of its core promises to families. Nashville Classical will take the following steps to ensure a strong , consistent culture across schools and campuses.

- **Rubrics:** Nashville Classical has developed a simple, yet comprehensive rubric that can be used for weekly walkthroughs to identify strengths, gaps, and next steps. By implementing a common rubric and walkthrough structure at each school, Nashville Classical will create a common vision.
- **Video:** To date, Nashville Classical has compiled a comprehensive video library of more than 100 exemplar lessons from the first days of school to the last. Lessons are tagged using Nashville Classical’s rubric and organized via the online platform TORSH. Nashville Classical’s video library ensures that every teacher has the same vision for student culture in their classrooms and hallways.
- **Community Meeting:** Nashville Classical schools will hold weekly community meetings, which include all scholars and staff. These meetings are used to bring the entire school together, celebrate individual and collective accomplishments, and celebrate the community’s diversity. Community Meeting also allows school leaders to model a variety of techniques in front of the whole school community.

**Facilities:** Ultimately, schools are so much more than bricks or buildings. However, it is nearly impossible to operate a school without adequate physical space. Nashville Classical knows that the city’s real estate market is competitive and costly. It is prepared to identify available facilities by taking the following steps.

- **Playbook:** Nashville Classical will build a playbook to describe its facility needs for a K-8 campus. This playbook can be used by architects and real estate agents to identify and renovate buildings.
- **Board Capacity:** Nashville Classical’s Board of Directors includes experts in areas of real estate development, construction, and contracts. This capacity is essential to evaluating potential facilities and determining their suitability.
- **Financing:** Nashville Classical has a track record of partnering with local agencies, such as Pinnacle Bank, and is prepared to partner with national organizations, such as the

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<sup>35</sup> <https://www.oecd.org/pisa/keyfindings/pisa-2012-results-volume-IV.pdf>

Charter School Growth Fund's Facility Fund or Equitable Facilities Fund, to secure facilities financing.

- **Capacity:** Nashville Classical has begun a search for a Senior Director of Growth, Strategy, and Operations to lead facility acquisitions, financing, and development.

**f. Provide, as Attachment L, the network's most recent annual report.**

See **ATTACHMENT L**.

## 2.13 NETWORK MANAGEMENT

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### a. Identify the network's leadership team and their specific roles and responsibilities.

The network leadership team currently consists of a Head of School, Director of Talent and External Affairs, Director of Knowledge and Curriculum, and Director of Data, Finance, and Operations.

#### **Head of School**

Charlie Friedman is Nashville Classical's Head of School and was the founder of Nashville Classical Charter School. He has led the organization since its inception in 2011 and the school's opening in 2013. Mr. Friedman is an honors graduate of Yale University, where he earned a Bachelor's Degree with honors in English and graduated Cum Laude, and the University of Pennsylvania, where he received a Master's Degree and earned Distinction for his Master's Thesis. Upon the authorization of NC II, Mr. Friedman will become Nashville Classical's Executive Director. His duties include

- Setting the vision and direction of the organization
- Setting and managing the organization's annual objectives and key results or goals and ensuring their alignment to the school's mission.
- Building and leading the Central Office or Terra Firma
- Securing the public and fundraised resources to successfully operate the schools
- Setting, monitoring, and maintaining the organization's culture
- Reporting to the organization's Board of Directors

#### **Director of Talent and External Affairs**

Arshia Saiyed serves as Nashville Classical's Director of Talent and External Affairs. Ms. Saiyed is a graduate of Centre College and the University of Kentucky's Law School. Ms. Saiyed has worked at Nashville Classical since 2016 and led the organization's development and people initiatives. Her responsibilities include

- Developing processes to recruit, interview, and matriculate candidates
- Developing processes to manage internal talent, including evaluations and career development.
- Managing external relationships, including relationships with key stakeholders, such as authorizers, major donors, and High Schools for purposes of placement.
- Managing external and internal communications, including annual reports, social media, and onboarding processes.

#### **Director of Data, Finance, and Operations**

Alix Gessouroun is a 2010 graduate of the University of Nebraska where she studied Psychology. She continued her education at Rockhurst University where she earned her Master's Degree in Education. Ms. Gessouroun previously served as KIPP Oklahoma City's

Founding Director of Data and joined Nashville Classical in Summer 2018.<sup>36</sup> In her role, Ms. Gessouroun

- Sets the vision for school-based operations
- Partners with the Principal to manage and support school-based operations
- Trains new Deans of Operations
- Sets annual operational goals
- Manages the organization's annual data and reporting, including state testing and nationally normed assessments
- Partners with Edtec, the organization's "back office CFO" to provide school-based accounting and finance functions consistent with GAAP principles.

### **Director of Knowledge and Curriculum**

Emma Colonna serves as the organization's Director of Knowledge and Curriculum. Ms. Colonna taught at Nashville Classical from 2014-2017 before moving to New York City to work for Uncommon Schools and earning a Master's Degree in the Sociology of Education from NYC. Ms. Colonna is a graduate of Vanderbilt University as the Director of Knowledge and Curriculum, her duties include

- Setting a vision for Nashville Classical's curriculum and academic calendar
- Vertically and horizontally aligning Nashville Classical's curriculum and auditing curricular materials for Diversity, Equity, and Inclusion.
- Training and developing staff on writing and delivering effective lessons.
- Managing an annual team of lesson planners, who create student-facing materials for each grade and subject.
- Managing the school's interim assessment process, including creating assessments, using assessments to backwards-plan lessons, and unpacking assessment results to make data-driven decisions about instruction.

### **Manager of Community Engagement and Enrollment**

Keayana Robinson serves as the organization's founding Manager of Community Engagement and Enrollment. Keayana is a Nashville native and proud MNPS graduate, who served as Manager of Talent Recruitment at KIPP Nashville and an exceptional Educator at Nashville Classical. Her duties include

- Setting a vision for community engagement and partnering with families and community organizations before, during, and after enrollment.
- Conducting a landscape analysis to identify potential community organizations, including nonprofits, faith groups, and childcare organizations.
- Designing collateral materials, including digital and hard copy materials, that can be used for enrollment, marketing, and recruitment purposes.
- Meeting with prospective families and leaders in the community to explain Nashville Classical's mission, vision, and enrollment processes to them.

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<sup>36</sup> By Fall 2021, Ms. Gessouroun will be required to relocate due to her husband's job. Her role will be split into the Director of Finance and Compliance and Senior Director of Growth, Strategy, and Operations. She will actively serve to onboard the new Director of Finance and Compliance.



In the 2021-2022 school year, the organization will hire a Senior Director of Growth, Strategy and Operations and a Director of Finance and Compliance. In the 2022-2023 school year, the organization will hire a Chief Academic Officer and break the Director of Talent and External Affairs into two roles, a Director of Talent and a Director of External Affairs. Full year-by-year organizational charts can be found in Attachment M.

- b. Provide as ATTACHMENT M, the organizational charts for Year 1 Network as a whole (including both Network management and schools within the network), Year 3 network as a whole and Year 5 network as a whole. The network organization charts should clearly delineate the roles and reporting structure of the governing board, staff, any related bodies (such as advisory bodies or parent teacher councils) and any external organizations that will play a role in managing the schools. If the proposed school intends to contract with a CMO, clearly show the CMO’s role in the organizational structure of the proposed school.**

The network charts are attached as **ATTACHMENT M**.

- c. Explain any shared or centralized support services the network will provide to schools in Tennessee, including the cost of those services, how costs will be allocated among schools, and specific service goals. How will the proposed school measure successful delivery of these services.**

Nashville Classical’s Central Office or Terra Firma supports all schools and leverages the expertise and resources that would not be available to a standalone school. Nashville Classical will not utilize the services of a Charter Management Organization; however, ten percent of individual school budgets will be used to fund the Central Office’s salaries and miscellaneous costs.

**Using the table below, identify school and network-level decision-making responsibilities as they relate to key functions.**

This table (**Figure 16**) was completed assuming staffing for the 2022-2023 School Year.

**Figure 16 - Function and Decision-Making Responsibilities**

<b>Function</b>	<b>Network Decision-Making</b>	<b>School Decision-Making</b>
Performance Goals	Executive Director	Principal(s)
Curriculum	Chief Academic Officer	Principal(s)
Professional Development	Chief Academic Officer	Principal(s)
Data Management and Interim Assessments	Chief Academic Officer	Dean of Operations

Promotion Criteria	Chief Academic Officer	Principal(s)
Culture	Chief Academic Officer	Principal(s)
Budgeting, Finance and Accounting	Director of Finance and Compliance	Dean of Operations
Student Recruitment	Senior Director of Growth, Strategy, and Operations	Dean of Operations
School Staff Recruitment and Hiring	Director of Talent	Principal(s)
H/R Services	Director of Finance and Compliance	Dean of Operations
Development/Fundraising	Executive Director	Dean of Operations
Community Relations	Director of External Affairs	Dean of Operations
I/T	Senior Director of Growth, Strategy and Operations	Dean of Operations
Facilities Management	Senior Director of Growth, Strategy and Operations	Dean of Operations
Vendor Management and Procurement	Senior Director of Growth, Strategy and Operations	Dean of Operations

## 2.14 Network Governance

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- a. As applicable, describe the governance structure at the network level and how that relates to each individual school. Will each school/campus have an independent governing board, or will there be a single network-level board governing multiple schools? The remaining questions in this section apply only to a network-level board.**

The Nashville Classical Board of Directors has successfully governed Nashville Classical since its incorporation in 2011. The Board of Directors has overseen the school's growth from opening with approximately 90 students to its current enrollment of 500 total students.

As Nashville Classical plans to grow and replicate, a single Board of Directors will oversee all schools and be responsible for leveraging its collective expertise and skills in service of the organization's mission and vision. The Board of Directors manages a single employee and operates a variety of committees to successfully support the organization.

- b. Discuss the plan for satisfying the statutory requirement of either having a parent from one of the network's Tennessee schools serve on the governing body, or having advisory councils at each school.**

Currently, three NCCS parents serve on Nashville Classical's Board of Directors. Each parent was elected to a three year term. As their term expires, they are responsible for identifying a future parent to serve and nominating them. The Board's Governance Committee considers nominations and brings a slate of candidates to the full Board for approval at each July's annual retreat.

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

As of January 30th, 2021, the Nashville Classical Board of Directors includes nine members. Per the organization's bylaws, as many as 15 people can serve on the Board of Directors. In addition, the Board is diverse in race and gender. Three out of nine members are female and three out of nine members identify as BIPOC.

The Board of Directors includes 4 Officers -- a Chair, Vice-Chair, Treasurer, and Secretary. These officers help to create continuity, as the current Chairperson previously served as Vice-Chair as did the previous Chairperson. The Board conducted a self-evaluation in Spring 2020 and used data from this evaluation to identify areas of priority. In the future, Nashville Classical will prioritize three areas for future Board Membership:

- Experience leading a growing or scaling nonprofit or private secretary organization

- Experience fundraising
- Experience with political advocacy, community organizing, or leadership
- Experience in law

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

The Board's powers and duties are articulated in Nashville Classical's Board Policy Manual, which is reviewed annually by the Board and is reviewed annually by an Attorney. Likewise, as part of its annual training, the Board participates in a series of webinars by Board OnTrack, which cover topics such as "Management vs. Governance" and "How to Run Effective Meetings."

New Board Members also attend a New Board Member orientation with the Head of School and Board Chair. As part of this orientation, new Board Members receive the following responsibilities.

**General Responsibilities**

Each Board Member is responsible for actively participating in the work of Nashville Classical Charter School and supporting the mission of the school. The Board completes these duties by

- Serving as keepers of the school's mission, vision, and strategy
- Providing oversight for the school's "Chief Executive" and supporting his or her development.
- Actively self-managing the Board
- Providing resources to the school and removing impediments to its success
- Acting as fiduciaries and managing risk

Each Board Member is expected to affirm and strive to fulfill the performance expectations outlined below.

**Board Member Responsibilities:**

- Believe in and be an active advocate and ambassador for the values, mission, and vision of NCCS
- Prepare for Board Meetings by reading assigned materials
- Regularly attend Board Meetings. If you cannot attend, notify the chair and Executive Director in advance.
- Participate in Board Meetings by actively listening and contributing to conversations -- stay off email and away from distractions.
- Express opinions by voting on Board policies and decisions and supporting decisions once they are made.
- Serve as an ambassador of the school online by sharing positive information about the school on Social Media.
- Serve as ambassador for the school by leveraging personal and professional contacts and expertise for the benefit of Nashville Classical.
- Give an annual financial contribution that is personally meaningful.

**e. Explain how this governance structure and composition will help ensure that a) the proposed school will be an educational and operational success and b) the board will evaluate the success of the proposed leader.**

The Nashville Classical Board of Directors evaluates their sole employee and his work in leading the school to achieve its annual objectives and strategic plan. The board assesses measurable outcomes and goals, which are aligned to the organization’s overall strategic plan. Then, the Board provides the employee with the support, resources, coaching, and feedback necessary to successfully lead the entire organization.

Annually, the Board creates an Ad Hoc Committee to conduct this evaluation. The Committee is led by the Board Chair. In addition, the Board Chair meets with the Head of School monthly for 90 minutes to provide feedback. To prepare for these meetings, the Head of School shares updated dashboards with quantitative data and progress to goals as well as a qualitative update on the organization’s progress. Likewise, the Board Chair receives access to a variety of surveys and conducts interviews with other staff to provide 360 degree style feedback.

**f. Explain how the interests of individual schools will be balanced with network interests and how key stakeholders will be represented.**

The Board manages these collective and individual responsibilities through an intentional strategic calendar and systematic approach. The board is organized to support the school through an annual retreat, nine annual meetings, and monthly committee meetings.

- The Governance Committee is responsible for the nomination of directors, planning of meetings, and evaluations of the Board’s sole employee.
- The Finance Committee is responsible for monthly reviews of balance sheets and budget-to-actuals as well as an annual review of Nashville Classical’s audit.
- Nashville Classical has also operated a variety of Ad Hoc Committees, including a facilities committee to facilitate a facility search and a development committee to plan fundraising events.

At its annual retreat, the Board reviews a set of objectives and key results (OKRs). These OKRs are meant to reflect the school’s mission and vision and meet the criteria of measurable, high leverage, and time sensitive (**Figure 17**).

**Figure 17 - Sample Objectives**

<b>Vision</b>	Expand to serve more students, achieve true excellence, build diverse communities
<b>Objective 1</b>	NCCS educates a racially, economically, and intellectually diverse community of 500 students.

<b>Objective 2</b>	NCCS scholars build a foundation of knowledge and habits and outscores the state's wealthiest suburb (Williamson County) in Reading and Math on the TNReady, our state test, in Spring 2021.
<b>Objective 3</b>	NCCS is a joyful, rigorous place to teach and more than 90% of offer letters for the 2021-2022 SY are signed and returned by April 15, 2021.
<b>Objective 4</b>	NCCS is a structured, intentional place to learn and the average Teacher scores above a 4.25/5.0 on Nashville Classical's walkthrough rubric by February 26th, 2021.

Each objective is broken down into key results for the quarter (**Figure 18**). For example, the school might set goals on its first quarter staff survey or first quarter Interim Assessments or specifically define racial, economic and intellectual diversity. As the organization grows and replicates, its objectives and key results will reflect the unique needs and populations of each campus.

**Figure 18 - Sample Key Results**

<b>OBJECTIVE 3 - A joyful, rigorous place to teach</b>	<b>NCCS is a joyful, rigorous place to teach and more than 90% of offer letters for the 2021-2022 SY are signed and returned by April 15, 2021.</b>
<b>KEY RESULT 3.1</b>	NCCS scores at or above the national top quartile on the Spring TNTP Insight Survey, an external survey of staff satisfaction.
<b>KEY RESULT 3.2</b>	According to Fall & Spring TNTP Insight for Support Staff (includes APs, Deans, and Coordinators), 95% of Support Staff agree/strongly agree "I know the criteria that will be used to evaluate my performance." (54% in Spring 2020)
<b>KEY RESULT 3.3</b>	According to Spring TNTP Insight, 95% of NCCS teachers agree/strongly agree that "Day to Day Operations at my school run smoothly (87% in Spring 2020)
<b>KEY RESULT 3.4</b>	According to Spring TNTP Insight, 95% of NCCS teachers agree/strongly agree that "When I need something at my school, I know who to ask?" (84% in Spring 2020,
<b>KEY RESULT 3.5</b>	100% of NCCS new hires score above a 3.5/4.0 on NCCS hiring rubric and are scored with at least 10 data points.

Approximately one week prior to a Board Meeting, Nashville Classical's Board of Directors will receive a packet with data and information on each school's performance relative to the objectives. The Board will use this data to provide management with feedback, insight, and direction.

The Board regularly invites other key stakeholders to speak to the Board to ensure their needs are represented and met. For example, in the past, the Board has invited leadership from the MNPS Charter Schools Office to provide authorizer feedback, a panel of teachers to discuss what would lead them to stay at NCCS long-term, and a panel of families to discuss their experience in the school.

As Nashville Classical replicates and grows, the Board will be responsible for holding the Executive Director accountable for balancing the needs of various campuses. To date, the Board has worked closely with the Executive Director to design the school's strategic plan and approach to growth.

**2.15 Personnel/Human Capital - Network Wide Staffing Positions**

- a. Complete the following table, indicating projected staffing needs for the entire network over the next five years. Include full-time staff that serve the network 50% or more of their time. Change or add functions and titles as needed to reflect organizational plans. If the proposed school plans to use a staffing model that diverges from the school staffing model in the original application.**

Nashville Classical’s core staffing philosophy and model mirror its approach in its original application. Likewise, we have continued to update our staff model to reflect the state’s increased BEP Rate, updates to Tennessee standards, our facility, and the school’s evolving needs and context. For example, our paraprofessional staffing varies year-to-year depending on the needs of the school; however, we always budget for, at least, one paraprofessional position.

**Figure 19 - Schools over the next 5 years**

Year	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Number of elementary schools	0	0	0	0	0
Number of middle schools	0	0	0	0	0
Number of high schools	0	0	0	0	0
Number of K-8 schools <sup>37</sup>	1	2	2	3	3
Total schools	1	2	2	3	3
Student enrollment	552	708	782	1008	1148

<sup>37</sup> We updated this chart to include a row for K-8 schools. We intend to apply separately for Nashville Classical III in the 2022-2023 school year. However, for planning purposes, we have included it here.

**Figure 20 - Central Office Staff Over The Next Five Years**

<b>Nashville Classical Terra Firma Staff</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>	<b>2024-2025</b>	<b>2025-2026</b>
Executive Director	1	1	1	1	1
Office Coordinator	0	0	0	1	1
COO (starts as SDGSO)	1	1	1	1	1
Director of Finance & Compliance	1	1	1	1	1
Director of External Affairs	0	1	1	1	1
Manager of Enrollment and Community Engagement	0	0	1	1	1
CAO	0	1	1	1	1
Director of Data	0	0	1	1	1
Director of Special Populations	0	1	1	1	1
Director of Knowledge & Curriculum	1	1	1	1	1
Manager of Knowledge & Curriculum	0	1	1	1	1
Manager of Knowledge & Curriculum	0	0	0	1	1
HS Placement Director	0	0	0	0	0
Director of Teacher Leadership & Development	0	0	0	1	1
Director of Talent	1	1	1	1	1



Talent Coordinator	0	0	0	0	0
Director of Intentionally Integrated Schools	0	0	1	1	1
Resident Principal	1	0	1	0	0
Operations Fellow <sup>38</sup>	.5	0	.5	0	0
<b>Total Terra Firma Staff</b>	<b>6.5</b>	<b>9</b>	<b>13.5</b>	<b>15</b>	<b>15</b>

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<sup>38</sup> Resident Principals and Operations Fellows will be based at school sites; however, they are included here to reflect the commitment of the Terra Firma to successfully launch new schools and dedicate capacity to new schools.

**Figure 21 - School Staff Over The Next Five Years**

<b>K-8 School Staff<sup>39</sup></b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>	<b>2024-2025</b>	<b>2025-2026</b>
Principal	1	2	2	3	3
APs	4	4	4	5	6
Dean (Instructional Coach)	1	2	2	3	3
Dean (Culture)	1	1	2	2	3
Parapros or Aides	2	3	3	5	5
Office Manager	1	2	2	3	3
Ops Coordinator	1	1	1	2	2
Classroom Teachers	30	38	42	53	61
Exceptional Educators	6	8	9	12	13
Enrichment Teachers	4	6	7	9	10
Resident Teachers	3	3	4	5	6
Nurse	1	1	1	1	1
Dean or Director of Operations	1	2	2	3	3
Total	56	73	81	106	119

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<sup>39</sup> For the purposes of the application, we have created a table for a K-8 school.

### 3.1 Planning and Budget Worksheet

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The Planning and Budget Worksheet is attached as **ATTACHMENT N**. It includes all required components.

### 3.2 Budget Narrative

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Please see **ATTACHMENT O**.

### 3.3 Network Financial Plan

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- a. Describe the fiscal health of other schools in your network. Are any of the schools on fiscal probation or in bankruptcy.**

Nashville Classical Charter School, the only school in operation, is in good fiscal standing and never has been in bankruptcy or fiscal probation.

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

Nashville Classical Charter School assumes that its “Network,” the Terra Firma, will operate on sustainable, public funds as the school achieves scale. In order to achieve scale, the Terra Firma will require donations and fundraising. Nashville Classical is confident in its ability to generate these funds.

Since 2016, Nashville Classical has increased its fund balance from \$600K in FY16 to more than \$4M (project FY21 Fund balance). This increase reflects annual donations of \$1M for the past three years.

To date, both national and local foundations have supported Nashville Classical’s work. Local supporters included the Scarlett Family Foundation, the Joe C. Davis Foundation, the Roros Foundation, and the MSB Cockayne Fund. National supporters have included The Charter School Growth Fund, The City Fund, the Walton Family Foundation, and the Louis Calder Foundation. Corporate supporters have included AIG, the HCA Foundation, and Ludi, inc. In addition, over the past five years, the school has raised more than \$100,000 in individual donations through a holiday giving, giving Tuesday, and annual fundraiser campaign.

Many of these funders support the school’s projected growth plan and, upon authorization, are prepared to make donations to support its execution.

Over the next five years, Nashville Classical anticipates it will need to raise approximately \$1.3M to fuel the growth of its network. Nashville Classical’s network growth is supported by a 10% “CMO fee,” which will be reserved from school operating budgets.

Due to its current strong financial position and the fact that NC II achieves operating sustainability without unsecured funds or grants, Nashville Classical is confident that it will have the contingency funding to execute against its growth plan for the future.

- c. Provide as ATTACHMENT P, a detailed budget for the network.**

Please see **ATTACHMENT P**

## 4.1 Past Performance

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- a. **Describe the educational program at your existing school(s) and whether or not it is a success.**

Nashville Classical opened its first school, Nashville Classical Charter School, on July 31, 2013. NCCS opened with one grade, kindergarten, and was the only charter school unanimously approved by the Metropolitan Board of Education the previous year.

Our school's educational program was designed using the concepts of a Classical Education, the components of a Classical School, and the core elements of successful charter schools across the country. These include a unique curriculum, focus on literacy, instructional design and school culture.

**Unique Curriculum:** We provide a high quality, college preparatory, classically influenced curriculum to one of the city's most diverse populations. This unique curriculum

- empowers and trains teachers to focus on sequential knowledge
- provides a balanced, rich, and unique focus on literacy
- prepares students in foundational and advanced mathematics
- builds core knowledge in the physical and social sciences
- develops curriculum in alignment with classical principles and the Common Core
- Creates vertical and horizontal alignment in every subject from grades K-8 2.

**Unique Focus on Literacy:** A classical curriculum succeeds in the 21st century because of its unique focus on literacy. This unique focus on literacy includes

- Balanced literacy blocks addressing acquisition, comprehension and writing
- Curricula targeted to build specific literacy skills
- Access to Great Books within a variety of settings
- Individualized, computer-based adaptive literacy instruction
- Study of the classical roots of the English language, providing systematic study and explosion of vocabulary – one root cause of our students' current underachievement

**Unique Instructional Design:** We embody the classical trivium of grammar, logic, and rhetoric, and apply distinctive instructional methods in all subjects and all classrooms. This unique approach leads us to:

- Take a structured, sequential approach to instruction and curriculum delivery
- Create consistency across all subjects and in all classrooms
- Enable diverse Learners and support the learning of all sub-groups

**Unique School Culture:** We build school culture around common, research-based values and offer a highly structured school environment, balancing the rigor of educational excellence with the joy that comes from high achievement. Cultural elements include

- FIRST values – building the mindset and habits necessary for school and life success

- College emphasis – opening up life of the mind and academic growth beyond Dubois’s talented tenth and providing a strong elementary foundation for every K-8 student
- Rigor and joy – celebrating hard work and learning are celebrated at every turn through rituals and common language

Due to our careful design, since opening, Nashville Classical has regularly been recognized as one of the best public schools and nonprofits in Nashville. In 2019, Nashville Classical was named a Reward School by the Tennessee Department of Education. In 2018, Nashville Classical was named the city’s Best Nonprofit by the Nashville Business Journal.

However, the school also shines on other measures. For example, Nashville Classical attendance and climate data reflect the school’s intentional, welcoming culture. In 2019, Nashville Classical’s “Chronically Out-of-School Rate” was 5.9% and its “Out of School Suspension Rate” was 4.2%. Its expulsion rate was 0%. In MNPS, the “Chronically Out-of-School Rate” is 16% -- triple Nashville Classical’s -- and the suspension rate was 9.3% -- more than double Nashville Classical’s.

Similarly, Nashville Classical features a stable, welcoming instructional culture for adults and staff. According to the TNTP Insight Survey, a national, anonymous survey delivered to staff, Nashville Classical scores in the top National Quartile and top Quartile of Tennessee Charter Schools.<sup>40</sup> This instructional culture has meant a stable, experienced staff. Currently, Nashville Classical’s Head of School and Principal are both members of the founding staff. In addition, all four of the school’s Assistant Principals previously served as teachers and then served as Grade Level Team Leaders or Mentor Teachers.

**b. Provide detailed student achievement and growth results for each school in the network, including results for grade levels not tested on state assessments, as Attachment Q.**

Please see **ATTACHMENT Q**.

**c. Provide evidence that demonstrates the success of schools in the network in raising student achievement levels.**

Over the past three years, our school has significantly surpassed state and district averages on the TNReady Exam. Since 2016, our students have consistently doubled the district’s average proficiency in both Reading and Math.

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<sup>40</sup> For more info on the Instructional culture Index see [https://tntp.org/assets/tools/Insight\\_Index\\_Upload.pdf](https://tntp.org/assets/tools/Insight_Index_Upload.pdf)

**Figure 22 - Three Years of Data: Success Rate in ELA Grades 3-5**

Year	NCCS ELA	NCCS vs. MNPS	MNPS ELA	TN ELA
2016-2017	67%	42%	25%	34%
2017-2018	49%	22%	27%	35%
2018-2019	50%	23%	27%	35%
3 Year Avg	55%	29%	26%	35%

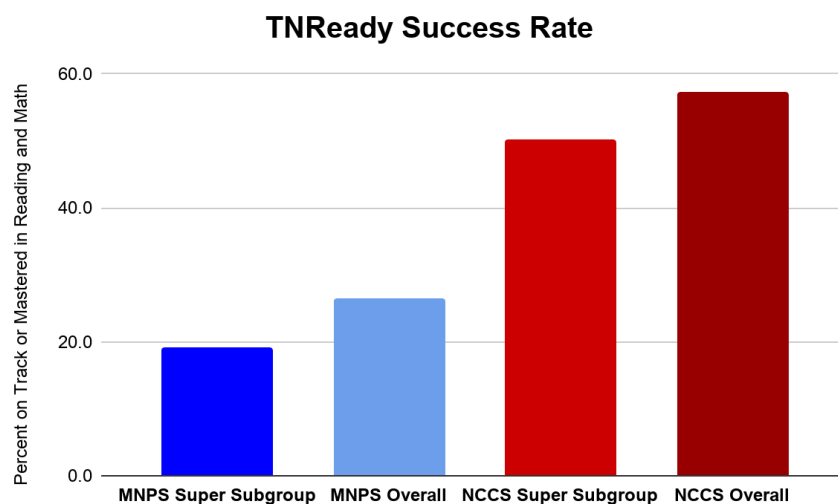
**Figure 23 - Three Years of Data: Success Rate in Math Grades 3-5**

Year	NCCS Math	NCCS vs. MNPS	MNPS Math	TN Math
2016-2017	55%	26%	29%	38%
2017-2018	55%	27%	28%	40%
2018-2019	65%	32%	33%	45%
3 year avg	58%	28%	30%	41%

With high proficiency in third grade and limited opportunities to show growth, Nashville Classical still believes it is important for all students and subgroups to make progress. In 2018-2019, Nashville Classical’s TVAAS growth rating was a 3 in Math and a 4 in ELA. All subgroups scored, at least, a 3.

However, most impressive is the performance of our subgroup population. In 2018-2019, Nashville Classical’s “Super Subgroup” (Black/Hispanic, Economically Disadvantaged, EL, and Students with Disabilities) outscored the District’s overall average by 24 points. Indeed, they practically doubled the district’s average reversing and flipping historical gaps in achievement based on race and income.

**Figure 24 - Super Subgroup Comparisons**





**MNPS vs. NCCS Supersubgroup and Overall Success Rates**

<b>2018-2019 TNReady Success Rate</b>	
<b>MNPS Super Subgroup</b>	19.2
<b>MNPS Overall</b>	26.4
<b>NCCS Super Subgroup</b>	50.3
<b>NCCS Overall</b>	57.4

- d. If applicable, provide the graduation rates for each school in the network.**

Not applicable. Nashville Classical is a K-8 school.

- e. Select one or more of the consistently high-performing schools that the network operates, and discuss the school’s performance.**
- i. Be specific about the results on which you base your judgement that the school is high-performing.**
  - ii. Discuss the primary cause to which you attribute the school’s distinctive performance.**
  - iii. Discuss any notable challenges that the school has overcome in achieving its results.**
  - iv. Identify any ways in which the school’s success has informed or affected how other schools in the network operate. Explain how the effective practice or structure or strategy was identified and how it was implemented elsewhere in the network.**

Nashville Classical operates one school, NCCS. We believe our success is largely a reflection of our implementation of Paul Bambrick’s Levers of Leadership, including 4 key instructional levers: **Data Driven Instruction, Planning, Observation and Feedback, and Professional Development**

Below, we have described some of the steps we have taken to implement these levers.

**Data-Driven instruction**

One quality common to all high-performing schools that serve low income populations is frequent assessment of scholar progress and multiple opportunities for improvement.<sup>41</sup> Classical believes that a scholar’s academic progress relies on the successful implementation and use of data generated from standards-based assessments.

At Nashville Classical, each teacher plans every lesson with clear end-of-year scholar goals, a vivid picture of current learning, and strategic benchmarks that connect the two. NCCS brings its

<sup>41</sup>Carter, Samuel Casey. *No Excuses: Lessons from 21 High-Performing, High Poverty Schools*. The Heritage Foundation. 2000.

vision of **rigor** and **structure** to life through its assessments, which include interim assessments, state tests, oral reading assessments, nationally normed tests, and daily exit tickets.

Ultimately, it is not enough to collect data. Effective schools use data and build cultures upon it. In his seminal work *Driven By Data*, Paul Bambrick-Santoyo outlines eight common pitfalls that prevent effective assessment, analysis, and data action as well as the creation of a truly data-driven culture.

1. **Inferior interim assessments.** Many schools fail to get results when they use interim assessments that set the bar too low, do not align to other required tests, or neglect to include open-ended questions.
2. **Secretive interim assessments.** Interim assessments are only useful if teachers and schools see them before they teach. For these assessments to drive rigor, teachers must know the end goals before they plan instruction
3. **Infrequent assessments.** Some schools give these assessments only once every three to four months. This is not frequent enough to provide the data needed to improve instruction.
4. **Curriculum-assessment disconnect.** A common mistake that occurs is when the curriculum does not match the content of the interim assessment. These assessment results have nothing to do with what happened in the classroom.
5. **Delayed results.** Interim assessments are useless unless they are graded and analyzed promptly so teachers can make adjustments.
6. **Separation of teaching and analysis.** Another problem occurs when teachers hand over the data analysis to a data team. Teachers need to analyze the results themselves in order to take ownership over the process.
7. **Ineffective follow-up.** One serious shortcoming is when there is only a vague commitment to make adjustments after analyzing the results. If there is no specific plan for improvement that is scheduled to happen at a specific time, no real changes will be made.
8. **Not making time for data.** Some schools fail to make time for assessments, data analysis, and follow-up. Schools are busy places and if no time has been set aside in the calendar to make data-driven improvement a priority, it simply will not happen.<sup>42</sup>

To avoid these pitfalls, and to facilitate effective data collection and reporting, Nashville Classical uses a clear Data Reporting and Responsibility Framework that empowers the entire school to closely monitor scholar achievement (Samples in **Figure 25**).

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<sup>42</sup> Bambrick-Santoyo, Paul, *Driven by Data 2.0*. San Francisco :Jossey-Bass, 2019.

**Figure 25- NCCS Data Reporting and Responsibility Framework**

Central Office	Principal or Assistant Principals	Operations Team
<p>Sets dates for assessment creation, revision, approval, facilitation, analysis.</p> <p>Analyzes results for school-wide trends.</p> <p>Designs training on how to analyze IA data from leaders.</p> <p>Shares data, analyzes data, and shares school goals with the Board of Directors.</p>	<p>Assigns assessment creation to teachers and leaders.</p> <p>Creates templates for Course Blueprints.</p> <p>Designs Summer Training on using interims to unpack standards.</p> <p>Monitors implementation of action plans. Creates assessments for specific grades and content areas.</p> <p>Reviews Unit and Lesson Plans to look for trends.</p> <p>Facilitates data meetings after interims.</p> <p>Reviews and assists teachers as they write action plans.</p>	<p>Creates copies of all assessments and puts scholar supplies in rooms.</p> <p>Collects tests and enters data.</p> <p>Produces reports for data days.</p> <p>Facilitates make-up testing across the school.</p>

Every week, Nashville Classical’s leadership team meets to look at data for sixty minutes. In addition, each summer, the school dedicates 3 full days to reviewing data. In each case, data corresponds to a school priority and can be collected on a weekly, quarterly, or annual basis (Figure 26).

**Figure 26 - Data by Priority**

Category	Data Collected Weekly	Data Collected Quarterly	Data Collected Annually
Family Satisfaction	Possip Surveys <sup>43</sup>	Report Card Conference Participation	Intent to Return Survey
Student Culture	<ul style="list-style-type: none"> <li>Classroom Referrals</li> <li>Behavior Intervention Plan</li> </ul>	<ul style="list-style-type: none"> <li>Full discipline incident review</li> <li>Teacher Rubric scores</li> </ul>	Annual review of classroom referrals, discipline incidents, and number of scholars with

<sup>43</sup> <https://www.possipit.com/>

	<ul style="list-style-type: none"> <li>Progress</li> <li>Weekly Walkthrough Data</li> </ul>		Tier 2 and Tier 3 Behavior Plans
Academics	<ul style="list-style-type: none"> <li>Unit Tests</li> <li>Weekly Walkthrough Data</li> <li>Teacher PD Surveys</li> </ul>	<ul style="list-style-type: none"> <li>Interim Test</li> <li>STEP Data</li> <li>NWEA MAP Data (3 times per year)</li> </ul>	TNReady Data
Staff Culture	<ul style="list-style-type: none"> <li>Weekly Staff Surveys</li> <li>Weekly PD Exit Tickets</li> </ul>	<ul style="list-style-type: none"> <li>TNTP Insight Data</li> <li>PD Day Surveys</li> </ul>	<ul style="list-style-type: none"> <li>Annual Intent to Return</li> <li>Exit Interviews</li> </ul>
Diverse Learners	<ul style="list-style-type: none"> <li>Aimswest Probes</li> </ul>	<ul style="list-style-type: none"> <li>RTI Individual Progress Reports</li> </ul>	<ul style="list-style-type: none"> <li>Annual IEP Progress Reports</li> <li>WIDA Scores</li> </ul>

**Curriculum and Planning**

However, data also impacts planning. Each summer, teachers use interims to interpret standards by setting a vision for college-ready test questions, test format, and test distractors. Teachers use interims to create a course blueprint. In the course blueprint, each standard is mapped to a set of Interim Assessment (IA) questions and each standard is unpacked into what scholars must conceptually know and procedurally show (Sample in **Figure 27**).

Interim Assessments are created by our administration using a combination of released items and sample questions from other high-performing charter schools. Teachers administer interims quarterly-- approximately every 8 weeks. Scores on interims are shared with families and compared to scores from prior years. Each year, NCCS has delivered an ELA, Math, and Writing Interim. Our Social Studies and Science Interims are in development.

**Figure 27 - Course Blueprint Example**

Standard		IA 1	IA 2	IA 3	Scholars must know or be able to...	Scholars must show
6.L. VA U.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 6th grade-level text by choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or a phrase.	5	13, 18	11	- how to use context clues in the text - how to use affixes - make an inference based	- that they found the word in the text by circling it - That they've read the sentence before and after the

	b. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase. c. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase. d. Use etymological patterns in spelling as clues to the meaning of a word or phrase.				on what they know about the word and what the word may mean depending on the use in the paragraph	word by drawing an arrow pointing both ways on top of the word
--	--	--	--	--	---	--

Shortly after each interim, teachers have a dedicated planning or data-day. On these days, teachers meet in grade levels (K-2) or content teams (grades 3-8). They review mastery of different standards and plan how to reteach standards by spiraling it into their curriculum or doing a full reteach lesson. Finally, each interim aligns to a cycle of teacher rubric evaluations. As a result, leaders can refer to interim data in these evaluations and use scholar data to evaluate teacher effectiveness.

**Observation and Feedback**

Likewise, Nashville Classical leaders understand that student learning occurs in classrooms. As a result, each Principal and Assistant Principal are expected to observe teachers once per week. School leaders also come together to conduct weekly walkthroughs. In weekly walkthroughs, leaders visit classrooms with a rubric that has 4 categories (intentional, structured, rigorous and joyful) and score each classroom from 0.0-5.0 in each category. Leaders look closely at the percentage that score at or above a 4.0 out of 5.0 and use this to prioritize an “objective” for weekly PD. Afterwards, teachers complete surveys during the weekly PD to evaluate its effectiveness and leaders complete follow-up observations to monitor implementation of the PD objective. In the example below, the school identified that structured and joyful were gaps and planned a PD to add joy and structure to procedures. (Figure 28)

**Figure 28 - Sample Walkthrough Tracker**

Date	# visited	% above a 4.0 Intentional	% above a 4.0 Structured	% above a 4.0 Rigorous	% above a 4.0 Joyful	Overall	Monday PD Objective
08.21.2019	7.00	71.43%	57.14%	57.14%	42.86%	57.14 %	Add joy and structure to procedures -Create a bright line and say "Let's practice." -Positively Frame and say "I'm looking for..." -Give multiple At Bats with the shortest possible cue

							(e.g. "Pencils..")
--	--	--	--	--	--	--	--------------------

### Professional Development

At Nashville Classical, teacher professional development is critical to the success of the school and scholars. According to external, anonymous staff surveys, teachers agree. Last year, as measured by the TNTP Insight Survey, NCCS professional development ranked in the top ten percent of more than 3,000 schools surveyed.

Specifically, NCCS success stems from a strategic approach that aligns how the school plans, delivers, and monitors the effectiveness of PD for teachers and leaders. For example, Assistant Principals conduct weekly walkthroughs each Wednesday to observe the school and select potential objectives for upcoming professional development. Then, Assistant Principals meet with Grade Level Team Leaders on Wednesday afternoons to describe their objective and verify its alignment. On Thursday and Friday, leaders plan Professional Development, collecting videos of exemplars and creating materials. On Monday afternoons, the entire school meets from 3:15 - 4:30 for staff development. Finally, leaders observe on Wednesday to monitor implementation of PD and the entire cycle begins anew.

Together, staff work on a variety of weekly, quarterly, and annual cycles. In this work, all teachers and leaders work to set a vision and unpack exemplars, monitor and identify gaps, and plan and practice next steps. All of these decisions occur in the context of scholar achievement and learning with interims, exit tickets, and unit tests leveraged to measure success and impact (See **Figure 29**) for a sample.

**Figure 29 - Professional Development Examples**

When	What	Owner
Last Thursday of each Quarter	Quarterly Leader Stepback to analyze interim Data and prepare for Staff PD	Head of School
First Monday of each Quarter	All Staff PD to review interim data and implement reteach plans	Principal
Second Monday of each Quarter	Formal observations to score teachers on a rubric and identify priority plans for the quarter	Head of School
Wednesdays during school	Leader walkthrough to visit classrooms and monitor implementation of PD and upcoming action steps	Head of School

Wednesdays after school	Principal meets with Grade Level Team Leaders to give weekly updates and prepare for upcoming PD	Principal
Mondays after school	All staff weekly PD to review a whole school action step	Assistant Principals
Weekly during Specials	Weekly Data Meetings to unpack standards and identify scholar progress on exit tickets and unit tests	Assistant Principals
Weekly during Specials	Weekly one-on-one meetings to identify one high leverage, bite sized, observable action step to implement for the week	Assistant Principals

Finally, NCCS is committed to sharing these techniques. Nashville Classical’s founder, Charlie Friedman, is a previous Fellow with the Leverage Leadership Institute.<sup>44</sup> As a result of this Fellowship, he is a certified trainer in the Leverage Leadership Framework and techniques and has delivered Professional Development to more than 2,000 teachers, Principals, and Superintendents. Previous presentations have included The School District of Philadelphia, Pueblo Public Schools in Colorado, Teach For America: New York, and Teach For America: Nashville.

In addition, Nashville Classical facilitated a unique Principal PLC for MNPS Principals in the 2017-2018 school year. As a result of this PLC, seven MNPS Principals visited Nashville Classical quarterly for classroom visits, training, and professional development. According to anonymous surveys delivered after the session

- 100% of MNPS Principals agreed or strongly agreed that “Today’s session content helped me to learn a framework I can use to navigate change at my school.”
- 100% agreed or strongly agreed that “Today’s session content helped me to set a vision for what CKLA Looks like in action.”
- 85% agreed or strongly agreed “Today’s session materials will help me effectively use CKLA at my school.”

- f. Select one or more of the network’s schools whose performance is relatively low or not satisfactory and discuss the school’s performance. Be specific about the results on which you base your judgement that performance is unsatisfactory.**
- i. Describe the primary causes to which you attribute the school’s problems.**
  - ii. Explain the specific strategies that you are employing to improve performance.**

<sup>44</sup> [https://www.relay.edu/sites/default/files/2021-01/LLI%202017-2018%20Cohort\\_1.pdf](https://www.relay.edu/sites/default/files/2021-01/LLI%202017-2018%20Cohort_1.pdf)

- iii. **How will you know when performance is satisfactory? What are your expectations for satisfactory performance in terms of performance levels and timing?**

Not applicable.

- g. **For all schools operating under another authorizer: provide, as Attachment R, the most recent performance/evaluation/renewal reports produced by the authorizer(s) or by a third-party evaluator, if applicable.**

Not applicable.

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

See **ATTACHMENT S**

- i. **List any contracts with charter schools that have been terminated by the network, the school's authorizer, or the school, including the reason(s) for such termination and whether the termination was for material breach.**

Not applicable.

- j. **List any and all charter revocations, non-renewals, shortened or conditional renewals, or withdrawals/non-openings of schools operated by the network, and explain what caused these actions.**
- k. **Explain any performance deficiencies or compliance violations that have led to formal authorizer interventions with any school operated by the network in the last three years and how such deficiencies or violations were resolved.**

Not applicable.

- l. **Identify any current or past litigation, including arbitration proceedings, that has involved the network or any charter school it operates. Provide in Attachment T, if not subject to confidentiality protection: (1) the demand, (2) any response to the demand, and (3) the results of the arbitration or litigation.**

Not applicable.



## **Appendix 1**

### **Enrollment and Waitlist Data**

We have included

- An analysis of School Options data for every public school in Davidson County
- A spreadsheet that lists the number of applications received by every public school in Davidson County.
- A spreadsheet that lists the names of students currently on our official “waitlist.” Families are added and removed from our waitlist by the MNPS School Options Office. Our waitlist frequently grows throughout the school year.

## Nashville Classical Is One Of The Most Applied-To Schools In Nashville

### Total Applications: 2020-21 and 2021-22 School Years

- Among all 157 K-12 schools, Nashville Classical ranks sixth in total applications over the last two years
- Among the 97 schools serving grades K-4, Nashville Classical ranks 2nd in total applications
- Among the 85 schools serving Kindergarteners, Nashville Classical ranks 3rd in total applications

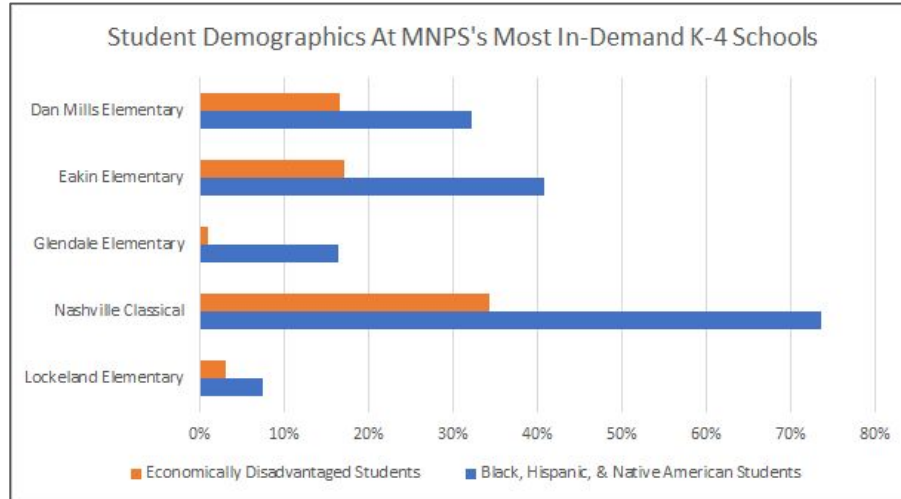
Total Applications: SY2020-21 & SY21-22		
Grade Level	Nashville Classical Ranking	Schools
K	3	85
K-4	2	97
K-12	6	157

# Nashville Classical Is Significantly More Diverse Than Other Top K-4 Choices

## Enrollment At MNPS's Five Most Applied-To K-4 Schools

During the past two school years, Nashville Classical received the second-most applications of all K-4 schools citywide. Compared to other top choices:

- Nashville Classical enrolls Black, Hispanic, and Native American students at a rate 33 points higher than any other school in the top five
- Nashville Classical enrolls economically disadvantaged students at a rate more than double any other school in the top five



Student Demographics At MNPS's Most In-Demand K-4 Schools			
School	SY21 - SY22 Application Total	Black, Hispanic, & Native American Students	Economically Disadvantaged Students
Lockeland Elementary	822	7.5%	3.1%
Nashville Classical	804	73.6%	34.3%
Glendale Elementary	707	16.4%	0.9%
Eakin Elementary	659	40.8%	17.0%
Dan Mills Elementary	585	32.1%	16.5%

# Nashville Classical Is More Diverse Than Other Top School Choices

## Enrollment At MNPS's Most Applied-To School Choices K-12

During the past two school years, Nashville Classical received the sixth-most applications of all MNPS schools citywide. Compared to other top choices:

- Nashville Classical enrolls Black, Hispanic, and Native American students at a higher rate (74%) than any other school in the top seven
- Nashville Classical enrolls economically disadvantaged students at a higher rate (34%) than any other school in the top seven

Student Demographics At MNPS's Most In-Demand Schools			
School	SY21 - SY22 Application Total	Black, Hispanic, & Native American Students	Economically Disadvantaged Students
Head Middle	1,733	69.7%	22.7%
Meigs Middle	1,778	34.4%	8.6%
Martin Luther King Jr. School	1,495	47.7%	10.3%
Rose Park Middle	1,332	72.6%	21.7%
Hume-Fogg High	1,268	29.8%	6.7%
Nashville Classical	1,175	73.6%	34.3%
Hillsboro High	1,017	58.6%	28.1%

SchoolCode	SchoolType	SchoolName	Grade	2020-21	2021-22	Grand Total
100	DISTRICT	Margaret Allen Middle	5	27	32	59
100	DISTRICT	Margaret Allen Middle	6	8	6	14
100	DISTRICT	Margaret Allen Middle	7	9	2	11
100	DISTRICT	Margaret Allen Middle	8	6	1	7
<b>100 Total</b>				<b>50</b>	<b>41</b>	<b>91</b>
105	DISTRICT	Amqui Elementary	PreK	100	73	173
105	DISTRICT	Amqui Elementary	K	25	25	50
105	DISTRICT	Amqui Elementary	1	5	5	10
105	DISTRICT	Amqui Elementary	2	2	1	3
105	DISTRICT	Amqui Elementary	3	1	3	4
105	DISTRICT	Amqui Elementary	4		2	2
<b>105 Total</b>				<b>133</b>	<b>109</b>	<b>242</b>
110	DISTRICT	Antioch High School	9	4	1	5
<b>110 Total</b>				<b>4</b>	<b>1</b>	<b>5</b>
111	DISTRICT	Antioch Middle	5	9		9
111	DISTRICT	Antioch Middle	6	2	3	5
111	DISTRICT	Antioch Middle	7	1		1
111	DISTRICT	Antioch Middle	8	2		2
<b>111 Total</b>				<b>14</b>	<b>3</b>	<b>17</b>
118	CHARTER	Brick Church College Prep	5	64	45	109
118	CHARTER	Brick Church College Prep	6	21	4	25
118	CHARTER	Brick Church College Prep	7	19	3	22
118	CHARTER	Brick Church College Prep	8	13	6	19
118	CHARTER	Brick Church College Prep	9	1	1	2
<b>118 Total</b>				<b>118</b>	<b>59</b>	<b>177</b>
120	DISTRICT	Jere Baxter Middle	5	11		11
120	DISTRICT	Jere Baxter Middle	6	3	3	6
120	DISTRICT	Jere Baxter Middle	7	5	2	7
120	DISTRICT	Jere Baxter Middle	8	4	2	6
<b>120 Total</b>				<b>23</b>	<b>7</b>	<b>30</b>
122	DISTRICT	Lakeview Elementary	PreK	348	259	607
122	DISTRICT	Lakeview Elementary	K	7	1	8
122	DISTRICT	Lakeview Elementary	1	1		1
122	DISTRICT	Lakeview Elementary	3	1		1
<b>122 Total</b>				<b>357</b>	<b>260</b>	<b>617</b>
130	DISTRICT	Bellevue Middle	5	6	5	11
130	DISTRICT	Bellevue Middle	6	5	2	7
130	DISTRICT	Bellevue Middle	7		1	1
130	DISTRICT	Bellevue Middle	8	2	1	3
<b>130 Total</b>				<b>13</b>	<b>9</b>	<b>22</b>
135	DISTRICT	Bellshire Elementary	PreK	151	108	259
135	DISTRICT	Bellshire Elementary	K	25	22	47
135	DISTRICT	Bellshire Elementary	1	6	8	14
135	DISTRICT	Bellshire Elementary	2	2	4	6
135	DISTRICT	Bellshire Elementary	3	2	4	6
135	DISTRICT	Bellshire Elementary	4	2	2	4
<b>135 Total</b>				<b>188</b>	<b>148</b>	<b>336</b>
142	DISTRICT	Nashville Big Picture High School	9	181	141	322
142	DISTRICT	Nashville Big Picture High School	10	25	7	32
142	DISTRICT	Nashville Big Picture High School	11	13	11	24
142	DISTRICT	Nashville Big Picture High School	12	4		4
<b>142 Total</b>				<b>223</b>	<b>159</b>	<b>382</b>
145	DISTRICT	Norman Binkley Elementary	PreK	129	101	230
145	DISTRICT	Norman Binkley Elementary	K	65	42	107
145	DISTRICT	Norman Binkley Elementary	1	7	9	16
145	DISTRICT	Norman Binkley Elementary	2	8	2	10
145	DISTRICT	Norman Binkley Elementary	3	3	1	4
145	DISTRICT	Norman Binkley Elementary	4	7	1	8
<b>145 Total</b>				<b>219</b>	<b>156</b>	<b>375</b>
152	DISTRICT	Ivanetta H. Davis Learning Center at Bordeaux	PreK	239	135	374
152	DISTRICT	Ivanetta H. Davis Learning Center at Bordeaux	K	3		3

<b>152 Total</b>				<b>242</b>	<b>135</b>	<b>377</b>
165	DISTRICT	Buena Vista Elementary	PreK	65		65
165	DISTRICT	Buena Vista Elementary	K	17		17
165	DISTRICT	Buena Vista Elementary		1	2	2
165	DISTRICT	Buena Vista Elementary		2	1	1
165	DISTRICT	Buena Vista Elementary		3	1	1
165	DISTRICT	Buena Vista Elementary		4	1	1
<b>165 Total</b>				<b>87</b>		<b>87</b>
175	DISTRICT	Ida B. Wells Elementary	PreK	102	68	170
175	DISTRICT	Ida B. Wells Elementary	K	27	28	55
175	DISTRICT	Ida B. Wells Elementary		1	4	3
175	DISTRICT	Ida B. Wells Elementary		2	1	1
175	DISTRICT	Ida B. Wells Elementary		3	1	2
175	DISTRICT	Ida B. Wells Elementary		4	1	1
175	DISTRICT	Ida B. Wells Elementary		5	6	6
<b>175 Total</b>				<b>136</b>	<b>107</b>	<b>243</b>
181	CHARTER	Cameron College Preparatory		5	35	34
181	CHARTER	Cameron College Preparatory		6	14	7
181	CHARTER	Cameron College Preparatory		7	10	7
181	CHARTER	Cameron College Preparatory		8	8	2
<b>181 Total</b>				<b>67</b>	<b>50</b>	<b>117</b>
182	DISTRICT	Cane Ridge High School		9	14	4
182	DISTRICT	Cane Ridge High School		11	3	3
<b>182 Total</b>				<b>17</b>	<b>4</b>	<b>21</b>
184	DISTRICT	Cane Ridge Elementary	PreK	248	251	499
184	DISTRICT	Cane Ridge Elementary	K	7	2	9
184	DISTRICT	Cane Ridge Elementary		1	2	2
184	DISTRICT	Cane Ridge Elementary		3	1	1
184	DISTRICT	Cane Ridge Elementary		5	2	2
<b>184 Total</b>				<b>260</b>	<b>253</b>	<b>513</b>
185	MAG	Carter-Lawrence Elementary	PreK	49	63	112
185	MAG	Carter-Lawrence Elementary	K	76	44	120
185	MAG	Carter-Lawrence Elementary		1	8	12
185	MAG	Carter-Lawrence Elementary		2	9	4
185	MAG	Carter-Lawrence Elementary		3	13	7
185	MAG	Carter-Lawrence Elementary		4	9	3
<b>185 Total</b>				<b>164</b>	<b>133</b>	<b>297</b>
186	DISTRICT	Casa Azafran Early Learning Center	PreK	180	132	312
186	DISTRICT	Casa Azafran Early Learning Center	K	5		5
<b>186 Total</b>				<b>185</b>	<b>132</b>	<b>317</b>
200	DISTRICT	Chadwell Elementary	PreK	96	66	162
200	DISTRICT	Chadwell Elementary	K	28	25	53
200	DISTRICT	Chadwell Elementary		1	5	11
200	DISTRICT	Chadwell Elementary		2	3	2
200	DISTRICT	Chadwell Elementary		3		4
200	DISTRICT	Chadwell Elementary		4		3
200	DISTRICT	Chadwell Elementary		5		4
<b>200 Total</b>				<b>132</b>	<b>115</b>	<b>247</b>
205	DISTRICT	Charlotte Park Elementary	PreK	106	96	202
205	DISTRICT	Charlotte Park Elementary	K	36	28	64
205	DISTRICT	Charlotte Park Elementary		1	5	3
205	DISTRICT	Charlotte Park Elementary		2	3	1
205	DISTRICT	Charlotte Park Elementary		3	3	2
205	DISTRICT	Charlotte Park Elementary		4	3	1
<b>205 Total</b>				<b>156</b>	<b>131</b>	<b>287</b>
215	DISTRICT	Cockrill Elementary	PreK	139	76	215
215	DISTRICT	Cockrill Elementary	K	32	15	47
215	DISTRICT	Cockrill Elementary		1	6	4
215	DISTRICT	Cockrill Elementary		2	3	3
215	DISTRICT	Cockrill Elementary		3	1	1
215	DISTRICT	Cockrill Elementary		4	2	1
215	DISTRICT	Cockrill Elementary		5	2	2

<b>215 Total</b>				<b>183</b>	<b>102</b>	<b>285</b>
225	DISTRICT	Cole Elementary	PreK	240	189	429
225	DISTRICT	Cole Elementary	K	7	3	10
225	DISTRICT	Cole Elementary	1		1	1
225	DISTRICT	Cole Elementary	2	1		1
225	DISTRICT	Cole Elementary	3	2		2
225	DISTRICT	Cole Elementary	4		1	1
<b>225 Total</b>				<b>250</b>	<b>194</b>	<b>444</b>
230	DISTRICT	Hattie Cotton Elementary	PreK	145	75	220
230	DISTRICT	Hattie Cotton Elementary	K	41	42	83
230	DISTRICT	Hattie Cotton Elementary	1	11	7	18
230	DISTRICT	Hattie Cotton Elementary	2	2	7	9
230	DISTRICT	Hattie Cotton Elementary	3	5	4	9
230	DISTRICT	Hattie Cotton Elementary	4	6	4	10
230	DISTRICT	Hattie Cotton Elementary	5		7	7
<b>230 Total</b>				<b>210</b>	<b>146</b>	<b>356</b>
235	DISTRICT	Crieve Hall Elemenary	K	14	4	18
235	DISTRICT	Crieve Hall Elemenary	2	2		2
235	DISTRICT	Crieve Hall Elemenary	3		1	1
235	DISTRICT	Crieve Hall Elemenary	4	2		2
<b>235 Total</b>				<b>18</b>	<b>5</b>	<b>23</b>
238	DISTRICT	Croft Middle	5	158	114	272
238	DISTRICT	Croft Middle	6	25	15	40
238	DISTRICT	Croft Middle	7	26	11	37
238	DISTRICT	Croft Middle	8	19	14	33
238	DISTRICT	Croft Middle	9	1		1
<b>238 Total</b>				<b>229</b>	<b>154</b>	<b>383</b>
240	DISTRICT	Cumberland Elementary	K	15	14	29
240	DISTRICT	Cumberland Elementary	1	1		1
240	DISTRICT	Cumberland Elementary	2	4	2	6
240	DISTRICT	Cumberland Elementary	4	2	2	4
240	DISTRICT	Cumberland Elementary	5		2	2
<b>240 Total</b>				<b>22</b>	<b>20</b>	<b>42</b>
242	MAG	Nashville School of the Arts	8	1		1
242	MAG	Nashville School of the Arts	9	306	259	565
242	MAG	Nashville School of the Arts	10	44	22	66
242	MAG	Nashville School of the Arts	11	21	20	41
242	MAG	Nashville School of the Arts	12	7	3	10
<b>242 Total</b>				<b>379</b>	<b>304</b>	<b>683</b>
252	DISTRICT	Dodson Elementary	PreK	153	96	249
252	DISTRICT	Dodson Elementary	K	27	24	51
252	DISTRICT	Dodson Elementary	1	2	4	6
252	DISTRICT	Dodson Elementary	2	5	3	8
252	DISTRICT	Dodson Elementary	3	1	1	2
252	DISTRICT	Dodson Elementary	4		2	2
<b>252 Total</b>				<b>188</b>	<b>130</b>	<b>318</b>
260	DISTRICT	Donelson Middle	5	10	2	12
260	DISTRICT	Donelson Middle	6		2	2
260	DISTRICT	Donelson Middle	7		1	1
<b>260 Total</b>				<b>10</b>	<b>5</b>	<b>15</b>
265	DISTRICT	DuPont Elementary	PreK	122	42	164
265	DISTRICT	DuPont Elementary	K	35	26	61
265	DISTRICT	DuPont Elementary	1	3	1	4
265	DISTRICT	DuPont Elementary	2	2	3	5
265	DISTRICT	DuPont Elementary	3	3	3	6
265	DISTRICT	DuPont Elementary	4	2	2	4
<b>265 Total</b>				<b>167</b>	<b>77</b>	<b>244</b>
270	DISTRICT	DuPont Hadley Middle	5	97	90	187
270	DISTRICT	DuPont Hadley Middle	6	17	3	20
270	DISTRICT	DuPont Hadley Middle	7	17	11	28
270	DISTRICT	DuPont Hadley Middle	8	11	3	14
<b>270 Total</b>				<b>142</b>	<b>107</b>	<b>249</b>

275	DISTRICT	DuPont Tyler Middle		5	3		3
275	DISTRICT	DuPont Tyler Middle		8	1		1
<b>275 Total</b>					<b>4</b>		<b>4</b>
278	DISTRICT	Eagle View Elementary	PreK		257	240	497
278	DISTRICT	Eagle View Elementary	K		8	3	11
278	DISTRICT	Eagle View Elementary		1	2		2
278	DISTRICT	Eagle View Elementary		3	2		2
278	DISTRICT	Eagle View Elementary		4	2		2
278	DISTRICT	Eagle View Elementary		5	3		3
<b>278 Total</b>					<b>274</b>	<b>243</b>	<b>517</b>
280	DISTRICT	Eakin Elementary	K		227	201	428
280	DISTRICT	Eakin Elementary		1	47	43	90
280	DISTRICT	Eakin Elementary		2	31	30	61
280	DISTRICT	Eakin Elementary		3	24	22	46
280	DISTRICT	Eakin Elementary		4	17	17	34
280	DISTRICT	Eakin Elementary		5		1	1
<b>280 Total</b>					<b>346</b>	<b>314</b>	<b>660</b>
285	DISTRICT	John Early Middle		5	77		77
285	DISTRICT	John Early Middle		6	14	7	21
285	DISTRICT	John Early Middle		7	12	1	13
285	DISTRICT	John Early Middle		8	9	7	16
<b>285 Total</b>					<b>112</b>	<b>15</b>	<b>127</b>
286	CHARTER	East End Preparatory School	PreK		23		23
286	CHARTER	East End Preparatory School	K		150	119	269
286	CHARTER	East End Preparatory School		1	28	29	57
286	CHARTER	East End Preparatory School		2	26	21	47
286	CHARTER	East End Preparatory School		3	16	14	30
286	CHARTER	East End Preparatory School		4	53	17	70
286	CHARTER	East End Preparatory School		5	16	91	107
286	CHARTER	East End Preparatory School		6	15	19	34
286	CHARTER	East End Preparatory School		7	8	18	26
286	CHARTER	East End Preparatory School		8	3	9	12
286	CHARTER	East End Preparatory School		9		1	1
<b>286 Total</b>					<b>338</b>	<b>338</b>	<b>676</b>
290	MAG	East Nashville Magnet High School		9	398	335	733
290	MAG	East Nashville Magnet High School		10	55	40	95
290	MAG	East Nashville Magnet High School		11	26	13	39
290	MAG	East Nashville Magnet High School		12	24	9	33
<b>290 Total</b>					<b>503</b>	<b>397</b>	<b>900</b>
296	MAG	East Nashville Middle		4	1		1
296	MAG	East Nashville Middle		5	242	202	444
296	MAG	East Nashville Middle		6	45	28	73
296	MAG	East Nashville Middle		7	54	29	83
296	MAG	East Nashville Middle		8	37	19	56
<b>296 Total</b>					<b>379</b>	<b>278</b>	<b>657</b>
305	CHARTER	Explore Community School	K		189	128	317
305	CHARTER	Explore Community School		1	37	26	63
305	CHARTER	Explore Community School		2	34	15	49
305	CHARTER	Explore Community School		3	35	13	48
305	CHARTER	Explore Community School		4	47	15	62
305	CHARTER	Explore Community School		5	74	63	137
305	CHARTER	Explore Community School		6	1	7	8
<b>305 Total</b>					<b>417</b>	<b>267</b>	<b>684</b>
308	DISTRICT	Fall-Hamilton Elementary	PreK		188	90	278
308	DISTRICT	Fall-Hamilton Elementary	K		83	63	146
308	DISTRICT	Fall-Hamilton Elementary		1	6	8	14
308	DISTRICT	Fall-Hamilton Elementary		2	11	3	14
308	DISTRICT	Fall-Hamilton Elementary		3	11	3	14
308	DISTRICT	Fall-Hamilton Elementary		4	9	5	14
<b>308 Total</b>					<b>308</b>	<b>172</b>	<b>480</b>
310	DISTRICT	J. E. Moss Elementary	PreK		213	173	386
310	DISTRICT	J. E. Moss Elementary	K		3	2	5



310	DISTRICT	J. E. Moss Elementary		2	1		1
310	DISTRICT	J. E. Moss Elementary		3	2		2
<b>310 Total</b>					<b>219</b>	<b>175</b>	<b>394</b>
315	DISTRICT	Gateway Elementary	PreK			39	39
315	DISTRICT	Gateway Elementary	K		12	15	27
315	DISTRICT	Gateway Elementary		1	3	3	6
315	DISTRICT	Gateway Elementary		2		2	2
315	DISTRICT	Gateway Elementary		3		2	2
<b>315 Total</b>					<b>15</b>	<b>61</b>	<b>76</b>
320	DISTRICT	Glenclyff Elementary	PreK		208	122	330
320	DISTRICT	Glenclyff Elementary	K		60	50	110
320	DISTRICT	Glenclyff Elementary		1	6	10	16
320	DISTRICT	Glenclyff Elementary		2	4	3	7
320	DISTRICT	Glenclyff Elementary		3	8	3	11
320	DISTRICT	Glenclyff Elementary		4	7	4	11
<b>320 Total</b>					<b>293</b>	<b>192</b>	<b>485</b>
325	DISTRICT	Glenclyff High School		9	42	37	79
325	DISTRICT	Glenclyff High School		10	14	11	25
325	DISTRICT	Glenclyff High School		11	5	2	7
325	DISTRICT	Glenclyff High School		12	5	4	9
<b>325 Total</b>					<b>66</b>	<b>54</b>	<b>120</b>
330	MAG	Glendale Elementary	PreK		128	99	227
330	MAG	Glendale Elementary	K		296	268	564
330	MAG	Glendale Elementary		1	38	51	89
330	MAG	Glendale Elementary		2	12	20	32
330	MAG	Glendale Elementary		3	10	12	22
<b>330 Total</b>					<b>484</b>	<b>450</b>	<b>934</b>
335	DISTRICT	Glengarry Elementary	PreK		159	65	224
335	DISTRICT	Glengarry Elementary	K		37	32	69
335	DISTRICT	Glengarry Elementary		1	5	5	10
335	DISTRICT	Glengarry Elementary		2	8	3	11
335	DISTRICT	Glengarry Elementary		3	2	1	3
335	DISTRICT	Glengarry Elementary		4	8	1	9
<b>335 Total</b>					<b>219</b>	<b>107</b>	<b>326</b>
345	DISTRICT	Glenview Elementary	PreK		61	68	129
345	DISTRICT	Glenview Elementary	K		4	1	5
345	DISTRICT	Glenview Elementary		2	1		1
345	DISTRICT	Glenview Elementary		4	1		1
<b>345 Total</b>					<b>67</b>	<b>69</b>	<b>136</b>
350	DISTRICT	Goodlettsville Elementary	PreK		80	54	134
350	DISTRICT	Goodlettsville Elementary	K		5	4	9
350	DISTRICT	Goodlettsville Elementary		1	2	1	3
350	DISTRICT	Goodlettsville Elementary		2	1		1
350	DISTRICT	Goodlettsville Elementary		3	2		2
<b>350 Total</b>					<b>90</b>	<b>59</b>	<b>149</b>
355	DISTRICT	Goodlettsville Middle		5	7	1	8
355	DISTRICT	Goodlettsville Middle		6		1	1
355	DISTRICT	Goodlettsville Middle		7	1		1
<b>355 Total</b>					<b>8</b>	<b>2</b>	<b>10</b>
360	DISTRICT	Gower Elementary	PreK		96	101	197
360	DISTRICT	Gower Elementary	K		45	37	82
360	DISTRICT	Gower Elementary		1	3	10	13
360	DISTRICT	Gower Elementary		2	2	5	7
360	DISTRICT	Gower Elementary		3		3	3
360	DISTRICT	Gower Elementary		4	3	2	5
<b>360 Total</b>					<b>149</b>	<b>158</b>	<b>307</b>
365	DISTRICT	Gra-Mar Middle		5	15		15
365	DISTRICT	Gra-Mar Middle		6	2		2
365	DISTRICT	Gra-Mar Middle		7	3		3
365	DISTRICT	Gra-Mar Middle		8	4		4
<b>365 Total</b>					<b>24</b>		<b>24</b>
370	DISTRICT	Granbery Elementary	K		10	8	18

370	DISTRICT	Granbery Elementary		2			2
<b>370 Total</b>					<b>12</b>	<b>8</b>	<b>20</b>
375	DISTRICT	Alex Green Elementary	PreK		121	92	213
375	DISTRICT	Alex Green Elementary	K		49	15	64
375	DISTRICT	Alex Green Elementary		1	6	7	13
375	DISTRICT	Alex Green Elementary		2	6	3	9
375	DISTRICT	Alex Green Elementary		3	8	5	13
375	DISTRICT	Alex Green Elementary		4	6	3	9
375	DISTRICT	Alex Green Elementary		5		5	5
<b>375 Total</b>					<b>196</b>	<b>130</b>	<b>326</b>
380	DISTRICT	Julia Green Elementary	K		5	7	12
380	DISTRICT	Julia Green Elementary		1	1		1
380	DISTRICT	Julia Green Elementary		2	2	1	3
380	DISTRICT	Julia Green Elementary		4	1		1
<b>380 Total</b>					<b>9</b>	<b>8</b>	<b>17</b>
395	DISTRICT	Harpeth Valley Elementary	PreK		84	82	166
395	DISTRICT	Harpeth Valley Elementary	K		12	3	15
395	DISTRICT	Harpeth Valley Elementary		1	1		1
395	DISTRICT	Harpeth Valley Elementary		2	1		1
395	DISTRICT	Harpeth Valley Elementary		3	1		1
395	DISTRICT	Harpeth Valley Elementary		4	1		1
<b>395 Total</b>					<b>100</b>	<b>85</b>	<b>185</b>
397	SPED	Harris-Hillman Special Education	PreK		56	32	88
<b>397 Total</b>					<b>56</b>	<b>32</b>	<b>88</b>
400	DISTRICT	Haynes Middle		5	69		69
400	DISTRICT	Haynes Middle		6	9	5	14
400	DISTRICT	Haynes Middle		7	19	5	24
400	DISTRICT	Haynes Middle		8	16	7	23
<b>400 Total</b>					<b>113</b>	<b>17</b>	<b>130</b>
405	DISTRICT	Haywood Elementary	PreK		178	126	304
405	DISTRICT	Haywood Elementary	K		5	1	6
405	DISTRICT	Haywood Elementary		3	1		1
<b>405 Total</b>					<b>184</b>	<b>127</b>	<b>311</b>
410	MAG	Head Middle		5	637	524	1161
410	MAG	Head Middle		6	145	81	226
410	MAG	Head Middle		7	118	89	207
410	MAG	Head Middle		8	68	71	139
<b>410 Total</b>					<b>968</b>	<b>765</b>	<b>1733</b>
415	DISTRICT	Hermitage Elementary	PreK		103	76	179
415	DISTRICT	Hermitage Elementary	K		39	25	64
415	DISTRICT	Hermitage Elementary		1	8	5	13
415	DISTRICT	Hermitage Elementary		2	2	5	7
415	DISTRICT	Hermitage Elementary		3	2	1	3
415	DISTRICT	Hermitage Elementary		4	2	4	6
<b>415 Total</b>					<b>156</b>	<b>116</b>	<b>272</b>
419	DISTRICT	Cambridge Early Learning Center	PreK		376	311	687
419	DISTRICT	Cambridge Early Learning Center	K		4		4
<b>419 Total</b>					<b>380</b>	<b>311</b>	<b>691</b>
420	DISTRICT	Hickman Elementary	PreK		89	70	159
420	DISTRICT	Hickman Elementary	K		5	3	8
420	DISTRICT	Hickman Elementary		2	1		1
420	DISTRICT	Hickman Elementary		3	1		1
<b>420 Total</b>					<b>96</b>	<b>73</b>	<b>169</b>
434	DISTRICT	H. G. Hill Middle School		5	18	2	20
434	DISTRICT	H. G. Hill Middle School		6		1	1
434	DISTRICT	H. G. Hill Middle School		7	2	1	3
434	DISTRICT	H. G. Hill Middle School		8	3	1	4
<b>434 Total</b>					<b>23</b>	<b>5</b>	<b>28</b>
435	DISTRICT	Hillsboro High		9	461	358	819
435	DISTRICT	Hillsboro High		10	61	37	98
435	DISTRICT	Hillsboro High		11	46	24	70
435	DISTRICT	Hillsboro High		12	20	10	30

<b>435 Total</b>				<b>588</b>	<b>429</b>	<b>1017</b>
440	DISTRICT	Hillwood High	9	81	79	160
440	DISTRICT	Hillwood High	10	20	12	32
440	DISTRICT	Hillwood High	11	13	5	18
440	DISTRICT	Hillwood High	12	5	6	11
<b>440 Total</b>				<b>119</b>	<b>102</b>	<b>221</b>
450	MAG	Hume-Fogg High	8		1	1
450	MAG	Hume-Fogg High	9	558	453	1011
450	MAG	Hume-Fogg High	10	89	54	143
450	MAG	Hume-Fogg High	11	49	44	93
450	MAG	Hume-Fogg High	12	12	8	20
<b>450 Total</b>				<b>708</b>	<b>560</b>	<b>1268</b>
451	MAG	Hull-Jackson Elementary	PreK	301	227	528
451	MAG	Hull-Jackson Elementary	K	114	69	183
451	MAG	Hull-Jackson Elementary	1	27	9	36
451	MAG	Hull-Jackson Elementary	2	17	12	29
451	MAG	Hull-Jackson Elementary	3	20	8	28
451	MAG	Hull-Jackson Elementary	4	15	8	23
451	MAG	Hull-Jackson Elementary	5		1	1
<b>451 Total</b>				<b>494</b>	<b>334</b>	<b>828</b>
452	DISTRICT	Hunters Lane High	9	47	40	87
452	DISTRICT	Hunters Lane High	10	10	7	17
452	DISTRICT	Hunters Lane High	11	15	5	20
452	DISTRICT	Hunters Lane High	12	3	1	4
<b>452 Total</b>				<b>75</b>	<b>53</b>	<b>128</b>
455	DISTRICT	Inglewood Elementary	PreK	92	118	210
455	DISTRICT	Inglewood Elementary	K	112	67	179
455	DISTRICT	Inglewood Elementary	1	12	6	18
455	DISTRICT	Inglewood Elementary	2	9	5	14
455	DISTRICT	Inglewood Elementary	3	8	6	14
455	DISTRICT	Inglewood Elementary	4	9	7	16
<b>455 Total</b>				<b>242</b>	<b>209</b>	<b>451</b>
457	CHARTER	Intrepid College Prep Charter	5	214	96	310
457	CHARTER	Intrepid College Prep Charter	6	51	4	55
457	CHARTER	Intrepid College Prep Charter	7	49	6	55
457	CHARTER	Intrepid College Prep Charter	8	46	3	49
457	CHARTER	Intrepid College Prep Charter	9	75	11	86
457	CHARTER	Intrepid College Prep Charter	10	37		37
457	CHARTER	Intrepid College Prep Charter	11	2		2
<b>457 Total</b>				<b>474</b>	<b>120</b>	<b>594</b>
460	DISTRICT	Andrew Jackson Elementary	PreK	125	117	242
460	DISTRICT	Andrew Jackson Elementary	K	96	90	186
460	DISTRICT	Andrew Jackson Elementary	1	14	11	25
460	DISTRICT	Andrew Jackson Elementary	2	8	8	16
460	DISTRICT	Andrew Jackson Elementary	3	10	7	17
460	DISTRICT	Andrew Jackson Elementary	4	5	3	8
<b>460 Total</b>				<b>258</b>	<b>236</b>	<b>494</b>
465	DISTRICT	Joelton Elementary	PreK	34	19	53
465	DISTRICT	Joelton Elementary	K	20	13	33
465	DISTRICT	Joelton Elementary	1	1	4	5
465	DISTRICT	Joelton Elementary	2		2	2
465	DISTRICT	Joelton Elementary	3		2	2
465	DISTRICT	Joelton Elementary	5		3	3
<b>465 Total</b>				<b>55</b>	<b>43</b>	<b>98</b>
470	DISTRICT	Joelton Middle	5	4		4
470	DISTRICT	Joelton Middle	6	1		1
470	DISTRICT	Joelton Middle	7	1		1
<b>470 Total</b>				<b>6</b>		<b>6</b>
485	MAG	Jones Elementary	PreK	39	70	109
485	MAG	Jones Elementary	K	54	29	83
485	MAG	Jones Elementary	1	12	6	18
485	MAG	Jones Elementary	2	9	3	12

485	MAG	Jones Elementary		3	12	3	15
485	MAG	Jones Elementary		4	5	4	9
485	MAG	Jones Elementary		5		8	8
<b>485 Total</b>					<b>131</b>	<b>123</b>	<b>254</b>
495	DISTRICT	Tom Joy Elementary	PreK		131	152	283
495	DISTRICT	Tom Joy Elementary	K		54	52	106
495	DISTRICT	Tom Joy Elementary		1	8	9	17
495	DISTRICT	Tom Joy Elementary		2	3	6	9
495	DISTRICT	Tom Joy Elementary		3	1	4	5
495	DISTRICT	Tom Joy Elementary		4	3	7	10
495	DISTRICT	Tom Joy Elementary		5		2	2
<b>495 Total</b>					<b>200</b>	<b>232</b>	<b>432</b>
496	DISTRICT	A. Z. Kelley Elementary	PreK		161	151	312
496	DISTRICT	A. Z. Kelley Elementary	K		11	2	13
496	DISTRICT	A. Z. Kelley Elementary		1	2		2
496	DISTRICT	A. Z. Kelley Elementary		2	2		2
496	DISTRICT	A. Z. Kelley Elementary		3	1	1	2
<b>496 Total</b>					<b>177</b>	<b>154</b>	<b>331</b>
497	MAG	Martin Luther King Jr. School		7	250	155	405
497	MAG	Martin Luther King Jr. School		8	89	83	172
497	MAG	Martin Luther King Jr. School		9	392	330	722
497	MAG	Martin Luther King Jr. School		10	78	41	119
497	MAG	Martin Luther King Jr. School		11	41	23	64
497	MAG	Martin Luther King Jr. School		12	8	5	13
<b>497 Total</b>					<b>858</b>	<b>637</b>	<b>1495</b>
498	DISTRICT	John F. Kennedy Middle		5	1		1
<b>498 Total</b>					<b>1</b>		<b>1</b>
499	CHARTER	KIPP Academy Nashville Elementary	PreK		1		1
499	CHARTER	KIPP Academy Nashville Elementary	K		146	1	147
499	CHARTER	KIPP Academy Nashville Elementary		1	33		33
499	CHARTER	KIPP Academy Nashville Elementary		2	22		22
499	CHARTER	KIPP Academy Nashville Elementary		3	28		28
499	CHARTER	KIPP Academy Nashville Elementary		4	29		29
<b>499 Total</b>					<b>259</b>	<b>1</b>	<b>260</b>
500	DISTRICT	Robert E. Lillard Elementary	K		13		13
500	DISTRICT	Robert E. Lillard Elementary		4	4		4
<b>500 Total</b>					<b>17</b>		<b>17</b>
501	CHARTER	KIPP Nashville College Prep Elementary	K		153	1	154
501	CHARTER	KIPP Nashville College Prep Elementary		1	34		34
501	CHARTER	KIPP Nashville College Prep Elementary		2	39		39
501	CHARTER	KIPP Nashville College Prep Elementary		3	32		32
501	CHARTER	KIPP Nashville College Prep Elementary		4	40		40
<b>501 Total</b>					<b>298</b>	<b>1</b>	<b>299</b>
502	CHARTER	KIPP Academy Nashville		4	4		4
502	CHARTER	KIPP Academy Nashville		5	319		319
502	CHARTER	KIPP Academy Nashville		6	59		59
502	CHARTER	KIPP Academy Nashville		7	41		41
502	CHARTER	KIPP Academy Nashville		8	22		22
<b>502 Total</b>					<b>445</b>		<b>445</b>
503	CHARTER	KIPP Nashville College Prep		4	3		3
503	CHARTER	KIPP Nashville College Prep		5	217	1	218
503	CHARTER	KIPP Nashville College Prep		6	38		38
503	CHARTER	KIPP Nashville College Prep		7	45		45
503	CHARTER	KIPP Nashville College Prep		8	21		21
<b>503 Total</b>					<b>324</b>	<b>1</b>	<b>325</b>
504	CHARTER	KIPP Nashville Collegiate High School		8	3		3
504	CHARTER	KIPP Nashville Collegiate High School		9	316		316
504	CHARTER	KIPP Nashville Collegiate High School		10	33		33
504	CHARTER	KIPP Nashville Collegiate High School		11	23	1	24
504	CHARTER	KIPP Nashville Collegiate High School		12	11		11
<b>504 Total</b>					<b>386</b>	<b>1</b>	<b>387</b>
506	CHARTER	Knowledge Academy		5	65	49	114

506	CHARTER	Knowledge Academy	6	22	14	36
506	CHARTER	Knowledge Academy	7	20	15	35
506	CHARTER	Knowledge Academy	8	18	4	22
<b>506 Total</b>				<b>125</b>	<b>82</b>	<b>207</b>
507	CHARTER	LEAD Prep Southeast	4	6		6
507	CHARTER	LEAD Prep Southeast	5	236	176	412
507	CHARTER	LEAD Prep Southeast	6	40	17	57
507	CHARTER	LEAD Prep Southeast	7	44	19	63
507	CHARTER	LEAD Prep Southeast	8	42	22	64
507	CHARTER	LEAD Prep Southeast	9	91	73	164
507	CHARTER	LEAD Prep Southeast	10	34	14	48
507	CHARTER	LEAD Prep Southeast	11	8	6	14
507	CHARTER	LEAD Prep Southeast	12	4	2	6
<b>507 Total</b>				<b>505</b>	<b>329</b>	<b>834</b>
508	CHARTER	LEAD Academy	8	6		6
508	CHARTER	LEAD Academy	9	321	252	573
508	CHARTER	LEAD Academy	10	36	12	48
508	CHARTER	LEAD Academy	11	16	8	24
508	CHARTER	LEAD Academy	12	10	2	12
<b>508 Total</b>				<b>389</b>	<b>274</b>	<b>663</b>
510	DISTRICT	Isaac Litton Middle	5	142	97	239
510	DISTRICT	Isaac Litton Middle	6	22	12	34
510	DISTRICT	Isaac Litton Middle	7	19	9	28
510	DISTRICT	Isaac Litton Middle	8	10	8	18
510	DISTRICT	Isaac Litton Middle	9	1		1
<b>510 Total</b>				<b>194</b>	<b>126</b>	<b>320</b>
511	CHARTER	Knowledge Academies High School	8	1		1
511	CHARTER	Knowledge Academies High School	9	96	107	203
511	CHARTER	Knowledge Academies High School	10	26	6	32
511	CHARTER	Knowledge Academies High School	11	11	5	16
511	CHARTER	Knowledge Academies High School	12	3	1	4
<b>511 Total</b>				<b>137</b>	<b>119</b>	<b>256</b>
512	CHARTER	KA @ The Crossings MS	5	43	31	74
512	CHARTER	KA @ The Crossings MS	6	21	7	28
512	CHARTER	KA @ The Crossings MS	7	12	11	23
512	CHARTER	KA @ The Crossings MS	8	11	3	14
<b>512 Total</b>				<b>87</b>	<b>52</b>	<b>139</b>
517	CHARTER	Liberty Collegiate Academy	4	2		2
517	CHARTER	Liberty Collegiate Academy	5	175	105	280
517	CHARTER	Liberty Collegiate Academy	6	49	11	60
517	CHARTER	Liberty Collegiate Academy	7	46	11	57
517	CHARTER	Liberty Collegiate Academy	8	33	9	42
<b>517 Total</b>				<b>305</b>	<b>136</b>	<b>441</b>
520	DISTRICT	Lockeland Elementary	PreK		2	2
520	DISTRICT	Lockeland Elementary	K	287	218	505
520	DISTRICT	Lockeland Elementary	1	57	57	114
520	DISTRICT	Lockeland Elementary	2	43	34	77
520	DISTRICT	Lockeland Elementary	3	36	34	70
520	DISTRICT	Lockeland Elementary	4	34	22	56
<b>520 Total</b>				<b>457</b>	<b>367</b>	<b>824</b>
522	DISTRICT	Ruby Major Elementary	PreK	164	92	256
522	DISTRICT	Ruby Major Elementary	K	59	43	102
522	DISTRICT	Ruby Major Elementary	1	5	6	11
522	DISTRICT	Ruby Major Elementary	2	3	3	6
522	DISTRICT	Ruby Major Elementary	3	3	3	6
522	DISTRICT	Ruby Major Elementary	4	6	2	8
<b>522 Total</b>				<b>240</b>	<b>149</b>	<b>389</b>
530	DISTRICT	McGavock Elementary	PreK	184	72	256
530	DISTRICT	McGavock Elementary	K	33	30	63
530	DISTRICT	McGavock Elementary	1	4	6	10
530	DISTRICT	McGavock Elementary	2	2	2	4
530	DISTRICT	McGavock Elementary	3	5	1	6

530	DISTRICT	McGavock Elementary	4	4	1	5
<b>530 Total</b>				<b>232</b>	<b>112</b>	<b>344</b>
532	DISTRICT	McGavock High	9	163	131	294
532	DISTRICT	McGavock High	10	24	13	37
532	DISTRICT	McGavock High	11	12	6	18
532	DISTRICT	McGavock High	12	8	7	15
<b>532 Total</b>				<b>207</b>	<b>157</b>	<b>364</b>
535	DISTRICT	Moses McKissack Middle	5	10		10
535	DISTRICT	Moses McKissack Middle	6	1	2	3
535	DISTRICT	Moses McKissack Middle	7	1	2	3
<b>535 Total</b>				<b>12</b>	<b>4</b>	<b>16</b>
540	DISTRICT	McMurray Middle	5	2	2	4
540	DISTRICT	McMurray Middle	6		1	1
540	DISTRICT	McMurray Middle	7	1		1
540	DISTRICT	McMurray Middle	8	1		1
<b>540 Total</b>				<b>4</b>	<b>3</b>	<b>7</b>
545	DISTRICT	Madison Middle	5	23	17	40
545	DISTRICT	Madison Middle	6	5	5	10
545	DISTRICT	Madison Middle	7	9	3	12
545	DISTRICT	Madison Middle	8	6	1	7
<b>545 Total</b>				<b>43</b>	<b>26</b>	<b>69</b>
550	DISTRICT	Maplewood High	9	73	65	138
550	DISTRICT	Maplewood High	10	17	9	26
550	DISTRICT	Maplewood High	11	8	5	13
550	DISTRICT	Maplewood High	12	10	5	15
<b>550 Total</b>				<b>108</b>	<b>84</b>	<b>192</b>
551	DISTRICT	Thurgood Marshall Middle	5	41	34	75
551	DISTRICT	Thurgood Marshall Middle	6	8	8	16
551	DISTRICT	Thurgood Marshall Middle	7	12	8	20
551	DISTRICT	Thurgood Marshall Middle	8	13	8	21
<b>551 Total</b>				<b>74</b>	<b>58</b>	<b>132</b>
552	DISTRICT	Henry C. Maxwell Elementary	PreK	169	125	294
552	DISTRICT	Henry C. Maxwell Elementary	K	3		3
552	DISTRICT	Henry C. Maxwell Elementary	2	4		4
<b>552 Total</b>				<b>176</b>	<b>125</b>	<b>301</b>
555	MAG	Meigs Middle	5	545	555	1100
555	MAG	Meigs Middle	6	154	105	259
555	MAG	Meigs Middle	7	163	102	265
555	MAG	Meigs Middle	8	84	70	154
<b>555 Total</b>				<b>946</b>	<b>832</b>	<b>1778</b>
560	DISTRICT	Dan Mills Elementary	PreK	164	167	331
560	DISTRICT	Dan Mills Elementary	K	214	182	396
560	DISTRICT	Dan Mills Elementary	1	42	29	71
560	DISTRICT	Dan Mills Elementary	2	25	20	45
560	DISTRICT	Dan Mills Elementary	3	20	19	39
560	DISTRICT	Dan Mills Elementary	4	19	15	34
<b>560 Total</b>				<b>484</b>	<b>432</b>	<b>916</b>
562	DISTRICT	Middle College High	9	122	115	237
562	DISTRICT	Middle College High	10	23	15	38
562	DISTRICT	Middle College High	11	8	10	18
562	DISTRICT	Middle College High	12	2		2
<b>562 Total</b>				<b>155</b>	<b>140</b>	<b>295</b>
563	DISTRICT	John Trotwood Moore Middle	5	218	190	408
563	DISTRICT	John Trotwood Moore Middle	6	11	16	27
563	DISTRICT	John Trotwood Moore Middle	7	3	22	25
563	DISTRICT	John Trotwood Moore Middle	8	2	12	14
<b>563 Total</b>				<b>234</b>	<b>240</b>	<b>474</b>
575	DISTRICT	Thomas A. Edison Elementary	PreK	244	235	479
575	DISTRICT	Thomas A. Edison Elementary	K	5		5
575	DISTRICT	Thomas A. Edison Elementary	1	2		2
575	DISTRICT	Thomas A. Edison Elementary	2	1		1
575	DISTRICT	Thomas A. Edison Elementary	4	3		3

<b>575 Total</b>				<b>255</b>	<b>235</b>	<b>490</b>
576	DISTRICT	Mt. View Elementary	PreK	249	241	490
576	DISTRICT	Mt. View Elementary	K	4	3	7
576	DISTRICT	Mt. View Elementary	2	3		3
<b>576 Total</b>				<b>256</b>	<b>244</b>	<b>500</b>
577	DISTRICT	Apollo Middle	5	4	1	5
577	DISTRICT	Apollo Middle	7	1		1
577	DISTRICT	Apollo Middle	8	2		2
<b>577 Total</b>				<b>7</b>	<b>1</b>	<b>8</b>
585	SPED	Murrell School	1	1		1
<b>585 Total</b>				<b>1</b>		<b>1</b>
589	CHARTER	Nashville Academy of Computer Science	4	1		1
589	CHARTER	Nashville Academy of Computer Science	5	50		50
589	CHARTER	Nashville Academy of Computer Science	6	15		15
589	CHARTER	Nashville Academy of Computer Science	7	8		8
589	CHARTER	Nashville Academy of Computer Science	8	6		6
<b>589 Total</b>				<b>80</b>		<b>80</b>
590	DISTRICT	Napier Elementary	PreK	36	23	59
590	DISTRICT	Napier Elementary	K	24	16	40
590	DISTRICT	Napier Elementary	1	5	4	9
590	DISTRICT	Napier Elementary	2	3	1	4
590	DISTRICT	Napier Elementary	3	2	4	6
590	DISTRICT	Napier Elementary	4	2	1	3
<b>590 Total</b>				<b>72</b>	<b>49</b>	<b>121</b>
592	CHARTER	Nashville Classical	PreK		1	1
592	CHARTER	Nashville Classical	K	256	197	453
592	CHARTER	Nashville Classical	1	65	48	113
592	CHARTER	Nashville Classical	2	50	39	89
592	CHARTER	Nashville Classical	3	42	27	69
592	CHARTER	Nashville Classical	4	53	27	80
592	CHARTER	Nashville Classical	5	124	118	242
592	CHARTER	Nashville Classical	6	39	22	61
592	CHARTER	Nashville Classical	7	21	27	48
592	CHARTER	Nashville Classical	8	11	8	19
592	CHARTER	Nashville Classical	9		1	1
<b>592 Total</b>				<b>661</b>	<b>515</b>	<b>1176</b>
594	CHARTER	Nashville Prep	4	1		1
594	CHARTER	Nashville Prep	5	135	88	223
594	CHARTER	Nashville Prep	6	51	8	59
594	CHARTER	Nashville Prep	7	32	8	40
594	CHARTER	Nashville Prep	8	44	9	53
<b>594 Total</b>				<b>263</b>	<b>113</b>	<b>376</b>
595	DISTRICT	Neely's Bend Elementary	PreK	79	64	143
595	DISTRICT	Neely's Bend Elementary	K	16	21	37
595	DISTRICT	Neely's Bend Elementary	1	3	3	6
595	DISTRICT	Neely's Bend Elementary	2	1		1
595	DISTRICT	Neely's Bend Elementary	3	4	2	6
595	DISTRICT	Neely's Bend Elementary	4		2	2
<b>595 Total</b>				<b>103</b>	<b>92</b>	<b>195</b>
601	CHARTER	Neelys Bend College Prep	5	21	13	34
601	CHARTER	Neelys Bend College Prep	6	2	3	5
601	CHARTER	Neelys Bend College Prep	7	4	1	5
601	CHARTER	Neelys Bend College Prep	8	2	2	4
<b>601 Total</b>				<b>29</b>	<b>19</b>	<b>48</b>
610	DISTRICT	Old Center Elementary	PreK	94	77	171
610	DISTRICT	Old Center Elementary	K	6	5	11
610	DISTRICT	Old Center Elementary	1	1	3	4
610	DISTRICT	Old Center Elementary	2		2	2
610	DISTRICT	Old Center Elementary	3	1		1
610	DISTRICT	Old Center Elementary	4		2	2
<b>610 Total</b>				<b>102</b>	<b>89</b>	<b>191</b>
612	DISTRICT	William Henry Oliver Middle	5	13	1	14



612	DISTRICT	William Henry Oliver Middle		6	4	1	5
612	DISTRICT	William Henry Oliver Middle		8	2		2
<b>612 Total</b>					<b>19</b>	<b>2</b>	<b>21</b>
615	DISTRICT	John Overton High		9	139	128	267
615	DISTRICT	John Overton High		10	6	17	23
615	DISTRICT	John Overton High		11	1	8	9
615	DISTRICT	John Overton High		12	1	3	4
<b>615 Total</b>					<b>147</b>	<b>156</b>	<b>303</b>
618	DISTRICT	Paragon Mills Elementary	PreK		242	109	351
618	DISTRICT	Paragon Mills Elementary	K		6	2	8
618	DISTRICT	Paragon Mills Elementary		2	1		1
<b>618 Total</b>					<b>249</b>	<b>111</b>	<b>360</b>
620	DISTRICT	Park Avenue Elementary	PreK		151	83	234
620	DISTRICT	Park Avenue Elementary	K		32	26	58
620	DISTRICT	Park Avenue Elementary		1	2	3	5
620	DISTRICT	Park Avenue Elementary		2	4		4
620	DISTRICT	Park Avenue Elementary		3	4		4
620	DISTRICT	Park Avenue Elementary		4	2	1	3
620	DISTRICT	Park Avenue Elementary		5		4	4
<b>620 Total</b>					<b>195</b>	<b>117</b>	<b>312</b>
632	DISTRICT	Pearl-Cohn High		8	1		1
632	DISTRICT	Pearl-Cohn High		9	126	95	221
632	DISTRICT	Pearl-Cohn High		10	15	15	30
632	DISTRICT	Pearl-Cohn High		11	10	5	15
632	DISTRICT	Pearl-Cohn High		12	12	3	15
<b>632 Total</b>					<b>164</b>	<b>118</b>	<b>282</b>
640	DISTRICT	Pennington Elementary	PreK		127	73	200
640	DISTRICT	Pennington Elementary	K		40	41	81
640	DISTRICT	Pennington Elementary		1	6	7	13
640	DISTRICT	Pennington Elementary		2	7	2	9
640	DISTRICT	Pennington Elementary		3	6	1	7
640	DISTRICT	Pennington Elementary		4	4		4
<b>640 Total</b>					<b>190</b>	<b>124</b>	<b>314</b>
650	DISTRICT	Percy Priest Elementary	K		11	4	15
650	DISTRICT	Percy Priest Elementary		2	1		1
<b>650 Total</b>					<b>12</b>	<b>4</b>	<b>16</b>
652	CHARTER	Purpose Prep	PreK			2	2
652	CHARTER	Purpose Prep	K		165	110	275
652	CHARTER	Purpose Prep		1	46	22	68
652	CHARTER	Purpose Prep		2	43	14	57
652	CHARTER	Purpose Prep		3	31	13	44
652	CHARTER	Purpose Prep		4	37	15	52
<b>652 Total</b>					<b>322</b>	<b>176</b>	<b>498</b>
660	CHARTER	RePublic High School		8	1		1
660	CHARTER	RePublic High School		9	323	235	558
660	CHARTER	RePublic High School		10	29	9	38
660	CHARTER	RePublic High School		11	11	5	16
660	CHARTER	RePublic High School		12	6	3	9
<b>660 Total</b>					<b>370</b>	<b>252</b>	<b>622</b>
667	CHARTER	Rocketship Nashville Northeast Elementary	K		167	68	235
667	CHARTER	Rocketship Nashville Northeast Elementary		1	23	16	39
667	CHARTER	Rocketship Nashville Northeast Elementary		2	34	4	38
667	CHARTER	Rocketship Nashville Northeast Elementary		3	33	8	41
667	CHARTER	Rocketship Nashville Northeast Elementary		4	36	4	40
<b>667 Total</b>					<b>293</b>	<b>100</b>	<b>393</b>
668	CHARTER	Rocketship United	K		180	123	303
668	CHARTER	Rocketship United		1	40	19	59
668	CHARTER	Rocketship United		2	31	11	42
668	CHARTER	Rocketship United		3	39	11	50
668	CHARTER	Rocketship United		4	30	9	39
<b>668 Total</b>					<b>320</b>	<b>173</b>	<b>493</b>
670	DISTRICT	Rosebank Elementary	PreK		175	129	304



670	DISTRICT	Rosebank Elementary	K	108	92	200
670	DISTRICT	Rosebank Elementary	1	18	19	37
670	DISTRICT	Rosebank Elementary	2	10	12	22
670	DISTRICT	Rosebank Elementary	3	7	7	14
670	DISTRICT	Rosebank Elementary	4	5	4	9
<b>670 Total</b>				<b>323</b>	<b>263</b>	<b>586</b>
675	MAG	Rose Park Middle	4	1		1
675	MAG	Rose Park Middle	5	537	413	950
675	MAG	Rose Park Middle	6	101	44	145
675	MAG	Rose Park Middle	7	83	61	144
675	MAG	Rose Park Middle	8	51	41	92
<b>675 Total</b>				<b>773</b>	<b>559</b>	<b>1332</b>
681	DISTRICT	Ross Early Learning Center	PreK	395	289	684
681	DISTRICT	Ross Early Learning Center	K	1		1
<b>681 Total</b>				<b>396</b>	<b>289</b>	<b>685</b>
682	DISTRICT	May Werthan Shayne Elemenatary School	PreK	135	132	267
682	DISTRICT	May Werthan Shayne Elemenatary School	K	10	2	12
682	DISTRICT	May Werthan Shayne Elemenatary School	1	1	1	2
682	DISTRICT	May Werthan Shayne Elemenatary School	2	2	1	3
682	DISTRICT	May Werthan Shayne Elemenatary School	4	3		3
<b>682 Total</b>				<b>151</b>	<b>136</b>	<b>287</b>
685	DISTRICT	Shwab Elementary	PreK	156	91	247
685	DISTRICT	Shwab Elementary	K	55	33	88
685	DISTRICT	Shwab Elementary	1	7	7	14
685	DISTRICT	Shwab Elementary	2	4	7	11
685	DISTRICT	Shwab Elementary	3	4	6	10
685	DISTRICT	Shwab Elementary	4	6	4	10
685	DISTRICT	Shwab Elementary	5		1	1
<b>685 Total</b>				<b>232</b>	<b>149</b>	<b>381</b>
686	DISTRICT	Smith Springs Elementary School	PreK	201	221	422
686	DISTRICT	Smith Springs Elementary School	K	75	44	119
686	DISTRICT	Smith Springs Elementary School	1	15	11	26
686	DISTRICT	Smith Springs Elementary School	2	5	6	11
686	DISTRICT	Smith Springs Elementary School	3	11	4	15
686	DISTRICT	Smith Springs Elementary School	4	8	5	13
<b>686 Total</b>				<b>315</b>	<b>291</b>	<b>606</b>
687	CHARTER	Smithson Craighead Academy	K	74	46	120
687	CHARTER	Smithson Craighead Academy	1	17	6	23
687	CHARTER	Smithson Craighead Academy	2	16	5	21
687	CHARTER	Smithson Craighead Academy	3	11	6	17
687	CHARTER	Smithson Craighead Academy	4	17	7	24
<b>687 Total</b>				<b>135</b>	<b>70</b>	<b>205</b>
690	DISTRICT	Stanford Elementary	PreK	344	273	617
690	DISTRICT	Stanford Elementary	K	151	134	285
690	DISTRICT	Stanford Elementary	1	45	40	85
690	DISTRICT	Stanford Elementary	2	29	18	47
690	DISTRICT	Stanford Elementary	3	25	12	37
690	DISTRICT	Stanford Elementary	4	20	9	29
<b>690 Total</b>				<b>614</b>	<b>486</b>	<b>1100</b>
695	CHARTER	STEM Prep Academy	4	1		1
695	CHARTER	STEM Prep Academy	5	176		176
695	CHARTER	STEM Prep Academy	6	20		20
695	CHARTER	STEM Prep Academy	7	27		27
695	CHARTER	STEM Prep Academy	8	20		20
<b>695 Total</b>				<b>244</b>		<b>244</b>
696	CHARTER	STEM Prep High School	PreK	1		1
696	CHARTER	STEM Prep High School	8		1	1
696	CHARTER	STEM Prep High School	9	180	148	328
696	CHARTER	STEM Prep High School	10	13	8	21
696	CHARTER	STEM Prep High School	11	5	3	8
696	CHARTER	STEM Prep High School	12	2		2
<b>696 Total</b>				<b>201</b>	<b>160</b>	<b>361</b>

705	DISTRICT	Stratford STEM Magnet School		5	82	86	168
705	DISTRICT	Stratford STEM Magnet School		6	19	11	30
705	DISTRICT	Stratford STEM Magnet School		7	21	13	34
705	DISTRICT	Stratford STEM Magnet School		8	14	4	18
705	DISTRICT	Stratford STEM Magnet School		9	148	120	268
705	DISTRICT	Stratford STEM Magnet School		10	22	9	31
705	DISTRICT	Stratford STEM Magnet School		11	13	8	21
705	DISTRICT	Stratford STEM Magnet School		12	11	8	19
<b>705 Total</b>					<b>330</b>	<b>259</b>	<b>589</b>
710	DISTRICT	Stratton Elementary	PreK		100	75	175
710	DISTRICT	Stratton Elementary	K		19		19
710	DISTRICT	Stratton Elementary		1	4		4
710	DISTRICT	Stratton Elementary		2	1		1
710	DISTRICT	Stratton Elementary		3	1		1
710	DISTRICT	Stratton Elementary		4	2		2
<b>710 Total</b>					<b>127</b>	<b>75</b>	<b>202</b>
712	CHARTER	Strive Collegiate Academy		4	3		3
712	CHARTER	Strive Collegiate Academy		5	167	113	280
712	CHARTER	Strive Collegiate Academy		6	21	12	33
712	CHARTER	Strive Collegiate Academy		7	28	9	37
712	CHARTER	Strive Collegiate Academy		8	18	6	24
712	CHARTER	Strive Collegiate Academy		9		1	1
<b>712 Total</b>					<b>237</b>	<b>141</b>	<b>378</b>
715	DISTRICT	Sylvan Park Elementary	PreK			1	1
715	DISTRICT	Sylvan Park Elementary	K		148	136	284
715	DISTRICT	Sylvan Park Elementary		1	29	22	51
715	DISTRICT	Sylvan Park Elementary		2	17	13	30
715	DISTRICT	Sylvan Park Elementary		3	14	11	25
715	DISTRICT	Sylvan Park Elementary		4	11	9	20
<b>715 Total</b>					<b>219</b>	<b>192</b>	<b>411</b>
717	DISTRICT	Tulip Grove Elementary	PreK		112	99	211
717	DISTRICT	Tulip Grove Elementary	K		45	19	64
717	DISTRICT	Tulip Grove Elementary		1	6	5	11
717	DISTRICT	Tulip Grove Elementary		2	3	2	5
717	DISTRICT	Tulip Grove Elementary		3	2	3	5
717	DISTRICT	Tulip Grove Elementary		4	2	2	4
<b>717 Total</b>					<b>170</b>	<b>130</b>	<b>300</b>
725	DISTRICT	Tusculum Elementary	PreK		211	164	375
725	DISTRICT	Tusculum Elementary	K		7	3	10
725	DISTRICT	Tusculum Elementary		2	3		3
725	DISTRICT	Tusculum Elementary		4	1		1
<b>725 Total</b>					<b>222</b>	<b>167</b>	<b>389</b>
730	DISTRICT	Two Rivers Middle		5	35	30	65
730	DISTRICT	Two Rivers Middle		6	3	5	8
730	DISTRICT	Two Rivers Middle		7	11	4	15
730	DISTRICT	Two Rivers Middle		8	9	2	11
<b>730 Total</b>					<b>58</b>	<b>41</b>	<b>99</b>
735	DISTRICT	Una Elementary	PreK		146	165	311
735	DISTRICT	Una Elementary	K		2	1	3
735	DISTRICT	Una Elementary		2	1		1
<b>735 Total</b>					<b>149</b>	<b>166</b>	<b>315</b>
743	CHARTER	Valor Flagship Academy		5	155		155
743	CHARTER	Valor Flagship Academy		6	17		17
743	CHARTER	Valor Flagship Academy		7	22		22
743	CHARTER	Valor Flagship Academy		8	16		16
743	CHARTER	Valor Flagship Academy		9	169		169
743	CHARTER	Valor Flagship Academy		10	15		15
743	CHARTER	Valor Flagship Academy		11	2		2
<b>743 Total</b>					<b>396</b>		<b>396</b>
744	CHARTER	Valor Voyager Academy		5	147		147
744	CHARTER	Valor Voyager Academy		6	19		19
744	CHARTER	Valor Voyager Academy		7	15		15

744	CHARTER	Valor Voyager Academy		8	22		22
<b>744 Total</b>					<b>203</b>		<b>203</b>
748	DISTRICT	Metro Nashville Virtual School		4		9	9
748	DISTRICT	Metro Nashville Virtual School		5	6	5	11
748	DISTRICT	Metro Nashville Virtual School		6	13	8	21
748	DISTRICT	Metro Nashville Virtual School		7	11	8	19
748	DISTRICT	Metro Nashville Virtual School		8	10	8	18
748	DISTRICT	Metro Nashville Virtual School		9	24	7	31
748	DISTRICT	Metro Nashville Virtual School		10	15	9	24
748	DISTRICT	Metro Nashville Virtual School		11	10	10	20
748	DISTRICT	Metro Nashville Virtual School		12	11	6	17
<b>748 Total</b>					<b>100</b>	<b>70</b>	<b>170</b>
755	DISTRICT	Warner Elementary	PreK		61	72	133
755	DISTRICT	Warner Elementary	K		58	61	119
755	DISTRICT	Warner Elementary		1	5	9	14
755	DISTRICT	Warner Elementary		2	8	1	9
755	DISTRICT	Warner Elementary		3	4	8	12
755	DISTRICT	Warner Elementary		4	9	4	13
<b>755 Total</b>					<b>145</b>	<b>155</b>	<b>300</b>
765	DISTRICT	Waverly-Belmont Elementary School	PreK			1	1
765	DISTRICT	Waverly-Belmont Elementary School	K		201	167	368
765	DISTRICT	Waverly-Belmont Elementary School		1	44	28	72
765	DISTRICT	Waverly-Belmont Elementary School		2	21	16	37
765	DISTRICT	Waverly-Belmont Elementary School		3	16	7	23
765	DISTRICT	Waverly-Belmont Elementary School		4	9	9	18
765	DISTRICT	Waverly-Belmont Elementary School		5		1	1
<b>765 Total</b>					<b>291</b>	<b>229</b>	<b>520</b>
770	DISTRICT	West End Middle		5	295	220	515
770	DISTRICT	West End Middle		6	72	20	92
770	DISTRICT	West End Middle		7	43	31	74
770	DISTRICT	West End Middle		8	24	24	48
<b>770 Total</b>					<b>434</b>	<b>295</b>	<b>729</b>
775	DISTRICT	Westmeade Elementary	K		4	1	5
<b>775 Total</b>					<b>4</b>	<b>1</b>	<b>5</b>
783	MAG	Creswell Middle School of the Arts		5	133	68	201
783	MAG	Creswell Middle School of the Arts		6	22	16	38
783	MAG	Creswell Middle School of the Arts		7	28	14	42
783	MAG	Creswell Middle School of the Arts		8	7	10	17
<b>783 Total</b>					<b>190</b>	<b>108</b>	<b>298</b>
784	DISTRICT	Robert Churchwell Elementary	PreK		127	81	208
784	DISTRICT	Robert Churchwell Elementary	K		39	33	72
784	DISTRICT	Robert Churchwell Elementary		1	6	6	12
784	DISTRICT	Robert Churchwell Elementary		2	9	7	16
784	DISTRICT	Robert Churchwell Elementary		3	2	3	5
784	DISTRICT	Robert Churchwell Elementary		4	5	7	12
784	DISTRICT	Robert Churchwell Elementary		5		4	4
<b>784 Total</b>					<b>188</b>	<b>141</b>	<b>329</b>
787	DISTRICT	Whites Creek High School		9	46	31	77
787	DISTRICT	Whites Creek High School		10	10	4	14
787	DISTRICT	Whites Creek High School		11	6	2	8
787	DISTRICT	Whites Creek High School		12	3	4	7
<b>787 Total</b>					<b>65</b>	<b>41</b>	<b>106</b>
790	DISTRICT	John B. Whitsitt Elementary	PreK		124	71	195
790	DISTRICT	John B. Whitsitt Elementary	K		33	31	64
790	DISTRICT	John B. Whitsitt Elementary		1	6	9	15
790	DISTRICT	John B. Whitsitt Elementary		2	1	1	2
790	DISTRICT	John B. Whitsitt Elementary		3	7		7
790	DISTRICT	John B. Whitsitt Elementary		4	5	3	8
<b>790 Total</b>					<b>176</b>	<b>115</b>	<b>291</b>
805	DISTRICT	Wright Middle		5	24	23	47
805	DISTRICT	Wright Middle		6	4	4	8
805	DISTRICT	Wright Middle		7	7		7

805	DISTRICT	Wright Middle	8	10	2	12
805 Total				45	29	74
Grand Total				33718	22815	56533

<b>Updated: 5/11</b>			
<b>First</b>	<b>Last</b>	<b>Grade</b>	<b>Lottery Status</b>
Ian	Willingham	1	Waitlist
Magnolia	Morgan	1	Waitlist
Ethan	Tatum	1	Waitlist
Hannah	Giger	1	Waitlist
Myleigh	Thrash	1	Waitlist
Dylan	Campbell	1	Waitlist
Shannon	Southern	1	Waitlist
Christian	Leavell	1	Waitlist
Jordynn	Douglas	1	Waitlist
Aury	Slaton	1	Waitlist
Ethan	Fleming	1	Waitlist
Turin	Lorraine	1	Waitlist
Hafsa	Sheraz	1	Waitlist
Nolan	Casha	1	Waitlist
Noble'le	Spears	1	Waitlist
Sydney	Meneese	1	Waitlist
Malachi	Ferguson	1	Waitlist
Everytt	Gomez-Johnstun	1	Waitlist
Nile	Snyder	1	Waitlist
Aaliyah	Smotherman	1	Waitlist
Emma	Gooch	1	Waitlist
Kensley	Logan	1	Waitlist
Jadalyn	Stewart	1	Waitlist
Isabel	Onyensoh	1	Waitlist
BrookLynn	Austin	1	Waitlist
Kylee	McElrath	1	Waitlist
Titus	Webb	1	Waitlist
Fatima	Hamsa	1	Waitlist
Greta	Fritscher	1	Waitlist
Ethan	Wiseman	1	Waitlist
Andrea	Henry	1	Waitlist
Mila	Woodard	1	Waitlist
Claire	Duitch	2	Waitlist
Joseph	Freeman	2	Waitlist
Junia	Gorman	2	Waitlist

Donald	Goods	2	Waitlist
Destinee	Davis	2	Waitlist
James	Hernand	2	Waitlist
Rylan	Alston	2	Waitlist
Leilani	Pearson	2	Waitlist
Hermona	Feleke	2	Waitlist
Fern	Dixon	2	Waitlist
David	Johnson	2	Waitlist
Kyra	Booker	2	Waitlist
Jordynn	Matthews	2	Waitlist
Liam	Casha	2	Waitlist
MaKayla	McNeal	2	Waitlist
Yarezi	Alvarez	2	Waitlist
Charus	Anderson	2	Waitlist
Felix	Gill	2	Waitlist
Ambreyel	Guest	2	Waitlist
Aubrey	Guest	2	Waitlist
Juliet	Veler	2	Waitlist
Jermanei	Johnson	2	Waitlist
Dallas	Campbell	2	Waitlist
Isaiah	Blacksmith	2	Waitlist
Patience	Spearman	2	Waitlist
Ava	Johnson	2	Waitlist
Lena	Ortiz Ramos	2	Waitlist
Anthonella	Hernandez	3	Waitlist
Esme	Rayburn	3	Waitlist
Ezra	Magut	3	Waitlist
Margo	Duitch	3	Waitlist
Aniyah	Hancock	3	Waitlist
Makyla	Batts	3	Waitlist
Eliezer	Lorraine	3	Waitlist
Mahir	Hamza	3	Waitlist
Claire	Vallone	3	Waitlist
Martin	Bebawi	3	Waitlist
Kynnedi	McElrath	3	Waitlist
Kelsey	Bufford	3	Waitlist
Justin	Harris	3	Waitlist

Paxton	Kimbro	3	Waitlist
Remi	Casady	3	Waitlist
Yoseph	Asrat	4	Waitlist
Chad	Alston	4	Waitlist
Claire	Hernand	4	Waitlist
Elijah	Saddy	4	Waitlist
George	Dixon	4	Waitlist
Charissa	Gorman	4	Waitlist
Gabrielle	Holbert	4	Waitlist
Ariyana	Avant	4	Waitlist
Da'Viyonna	Johnson	4	Waitlist
Eyre	Rayburn	4	Waitlist
Kelan	Booker	4	Waitlist
Robert	Ketner	4	Waitlist
Lorelei	Fritscher	4	Waitlist
Z'Arriah	Stewart	4	Waitlist
Sarelle	Isen	4	Waitlist
Teona	Gardner	4	Waitlist
Ezekiel	Harke	4	Waitlist
Kenleigh	Fletcher	4	Waitlist
Keith	Buford	4	Waitlist
Yarisleidy	Perez Martinez	5	Waitlist
Tess	Hamilton	5	Waitlist
Joshua	Lindsey	5	Waitlist
Orlis	Mulliken	5	Waitlist
Paul	Giger	5	Waitlist
Q'Nii	Dowell	5	Waitlist
Zion	Woods	5	Waitlist
Alessandra	Herrera	5	Waitlist
Kayson	White	5	Waitlist
Kerilos	Ayoub	5	Waitlist
Ja'Niyah	Douglas	5	Waitlist
Caedyn	Williams	5	Waitlist
Chloe	Meneese	5	Waitlist
Maxton	Little	5	Waitlist
Layla	Ewin	5	Waitlist
Eden	Jenkins	5	Waitlist

Elizabeth	Hickman	5	Waitlist
Adrienne	Stone	5	Waitlist
Robert	Garcia	5	Waitlist
Henry	Harrington	5	Waitlist
Josiah	Smith	5	Waitlist
Truett	Dixon	5	Waitlist
Taylor	Williams	5	Waitlist
Abrielle	Beasley	5	Waitlist
Langston	Fuqua	5	Waitlist
Oliver	Weinberg	5	Waitlist
Austin	Johnson	5	Waitlist
Alinda	Freeman	5	Waitlist
Autumn	Foxx	5	Waitlist
Jocelynn	Waddell	5	Waitlist
Paul	Gates	5	Waitlist
Lazarus	Matheny	5	Waitlist
Khloe	Dalton	5	Waitlist
Caitlin	Cummings	5	Waitlist
Andrew	Dotson	5	Waitlist
Noelani	Harke	5	Waitlist
Gabriel	Triminio-Arguello	5	Waitlist
David	Patton	5	Waitlist
Layla	Pillow	5	Waitlist
Marquis	Haynes	5	Waitlist
Hayden	Mitchell	5	Waitlist
Anna	Metcalf	6	Waitlist
Tyler	Williams	6	Waitlist
Anastasia	Carty	6	Waitlist
Lasean	Bonds	6	Waitlist
Hendrix	Biggerstaff	6	Waitlist
Neymah	Ray	6	Waitlist
Langley	Pate	6	Waitlist
Shaun	Stockard	6	Waitlist
Sophie	Harris	6	Waitlist
Alec	Logan	6	Waitlist
Kyriaki-Anna	Karageorgou-Bastea	6	Waitlist
Grace	Grimes	6	Waitlist



Daniel	Prado-Covic	6	Waitlist
Jordan	Hearing	6	Waitlist
Jade	Knight	7	Waitlist
Kaylee	Toombs	7	Waitlist
Kamani	Eason	7	Waitlist
Alayah	Hyché	7	Waitlist
Isaac	Rosburg	7	Waitlist
Monroe	Fitchuk	7	Waitlist
Cedric	Numbers	7	Waitlist
Jamia	Moore	7	Waitlist
Ian	McLeod	7	Waitlist
Coleton	Bowen	7	Waitlist
Jamil	Bizigo	7	Waitlist
Joi	Stewart	7	Waitlist
Emiyah	Blacksmith	7	Waitlist
Kendall	Thomas	7	Waitlist
Olivia	Patton	7	Waitlist
Jeremiah	Smith	8	Waitlist
Quintavious	Wolfe	8	Waitlist
Oliver	Dixon	8	Waitlist
Miles	Little	8	Waitlist
Jermaysia	Garrett	8	Waitlist
Keala	Harke	8	Waitlist
Valerie	Liverman	9	Waitlist
Hayden	Bowens	K	Waitlist
Lincoln	Bolton	PreK	Waitlist
Lenora	Calvert	K	Waitlist
Luna	Perez	K	Waitlist

## **Appendix 2**

### **Landscape Analysis Resource**

We have included

- A list of community organizations, daycares, and nonprofit organizations that we have begun to partner with and will continue to engage in the next year.

<b>Organization Name</b>	<b>Organization Type</b>	<b>Address</b>
St. Luke's Community House	Pre-School	5601 New York Ave, Nashville, TN 37209
St. Mary Villa Child Development Center	Daycare	1704 Heiman St, Nashville TN 37208
West Nashville Dream Center	Non-Profit Organization	520 39th Ave N, Nashville, TN 37209
Andrew Jackson Courts	Apartments/Housing Communities	1457 Jackson St, Nashville, TN 37208
Hadley Park Community Center	Community Center	1037 28th Ave N, Nashville, TN 37208
Blessed Babies Learning Academy	Daycare	1033 Jefferson St, Nashville, TN 37208
Trinity Way Enrichment Center	Daycare	2600 Heiman St, Nashville, TN 37208
Eighteenth Avenue Family Enrichment Center	Daycare	1811 Osage St, Nashville TN 37208
HCA Centennial Development	Daycare	2606 Charlotte Ave, Nashville, TN 37209
John Henry Hale Apartments	Apartments/Housing Communities	1433 Jo Johnston Ave, Nashville, TN 37203
Fifteenth Avenue Baptist Community Development	Non-Profit Organization	930 Scovel St, Nashville, TN 37208
Elizabeth Center	Community Center	1701 Arthur Ave, Nashville, TN 37208
Muslim American Community Center	Community Center	2420 Batavia St, Nashville, TN 37208
Morgan Recreation Center	Community Center	411 Hume St, Nashville, TN 37208
South Inglewood Community Center	Community Center	1624 Rebecca St, Nashville, TN 37216
PHP Learning Center	Daycare	2207 Buchanan St. #A Nashville, TN 37208
Little Heart Daycare Center	Daycare	2805 Albion St Nashville, TN 37209
PHP Learning Center	Daycare	2207 Buchana St. Nashville, Tn 37208
North Headstart	Pre-School/Headstart	1624 5th Ave N, Nashville, TN 37208
Cheatam Place	Apartments/Housing Communities	1564 9th Ave N, Nashville, TN 37208
The Little Pantry that Could	Non-Profit Organization	2011 24th Ave N, Nashville, TN 37208
Looby Park and Community Center	Community Center	2301 Rosa L Parks Blvd, Nashville, TN 37228
Little Scholars Child Development	Daycare	1206 Buchanan St, Nashville Tn 37208
African American Cultural Alliance	Non-Profit Organization	1215 9th Ave N #210, Nashville, TN 37208
United Way of Greater Nashville	Non-Profit Organization	250 Venture Cir, Nashville, TN 37228
Neighborhood Resources Center	Non-Profit Organization	240 Great Circle Rd #318, Nashville, TN 37228
West Recreation Center	Non-Profit Organization	6105 Morrow Rd, Nashville, TN 37209
Youth Encouragement Services	Community Center	location: 11 Lindsley Ave, Nashville, TN 37210
Edgehill Apartments	Apartments/Housing Communities	1496 11th Ave S, Nashville, TN 37203
Hands on Nashville	Non-Profit Organization	37 Peabody St, Nashville, TN 37210
Watkins Community Center	Community Center	616 17th Ave N, Nashville, TN 37203
Temple Academy Preschool	Pre-School/Headstart	3810 Kings Ln Nashville , Tn 37218
Ivanetta H. Davis Learning Center	Pre-School/Headstart	1910 Hamilton Rd, Nashville, TN 37218
Backfield in Motion	After School Program	920 Woodland St, Nashville, TN 37206
Hartman Park Community Center	Community Center	2801 Tucker Rd, Nashville, TN 37218
McFerrin Community Center	Community Center	310 Grace St, Nashville, TN 37207
Sevier Park Community Center	Community Center	3021 Lealand Ln, Nashville, TN 37204
YMCA Fun Company	After School Program	1021 Russell St, Nashville, TN 37206
Vine Hill Apartments	Apartments/Housing Communities	
Tennessee State University Early Learning Center	Daycare	3098 John A Merritt Blvd. Nashville, TN 37209
Mini Rock Stars	Daycare	3123 Kings Ln, Nashville, TN 37218
Shelby Park Community Center	Community Center	401 S 20th St, Nashville, TN 37206
Center for Non-Profit Management	Non-Profit Organization	37 Peabody St # 201, Nashville, TN 37210
McCabe Park Community Center	Community Center	101 46th Ave N, Nashville, TN 37209
Richland Head Start	Pre-School/Headstart	5900 Charlotte Pike, Nashville, TN 37209
Hickory Kinder Care	Pre-School/Headstart	497 Old Hickory Blvd. Nashville, TN 37209
American Child Care	Daycare	5508 Corbett Ln, Nashville, TN 37209
Nashville State Community College	Potential Partner	120 White Bridge Rd, Nashville, TN 37209
Preston Taylor Apartments	Apartments/Housing Communities	3900 Clifton Ave, Nashville, TN 37209

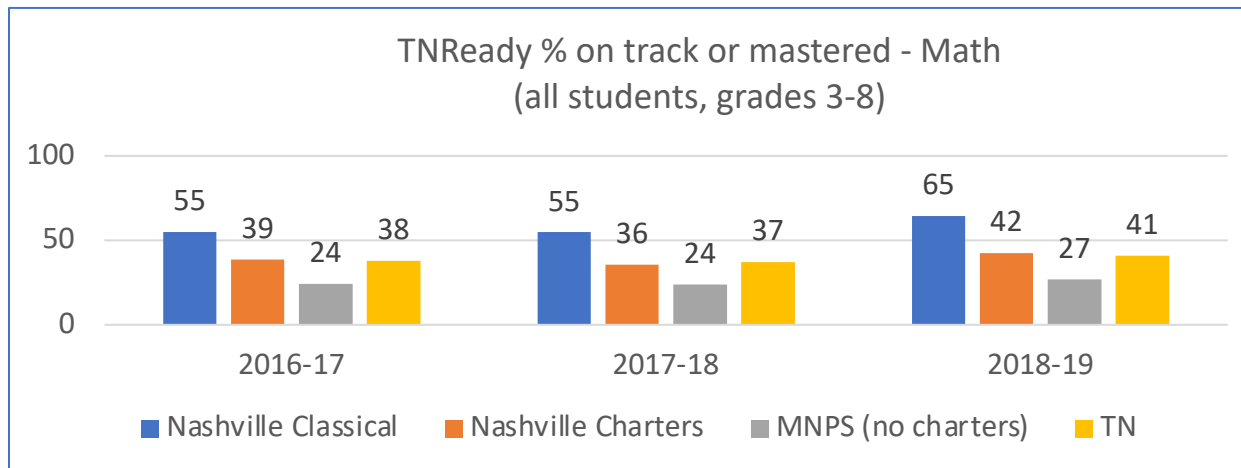
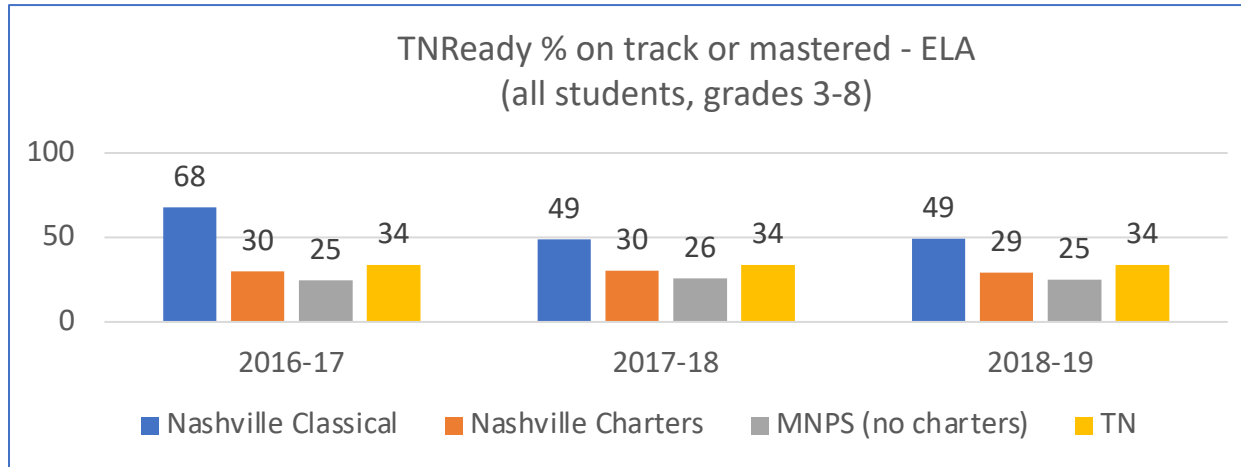
## **Appendix 3**

### **Additional Academic (TNReady) Data**

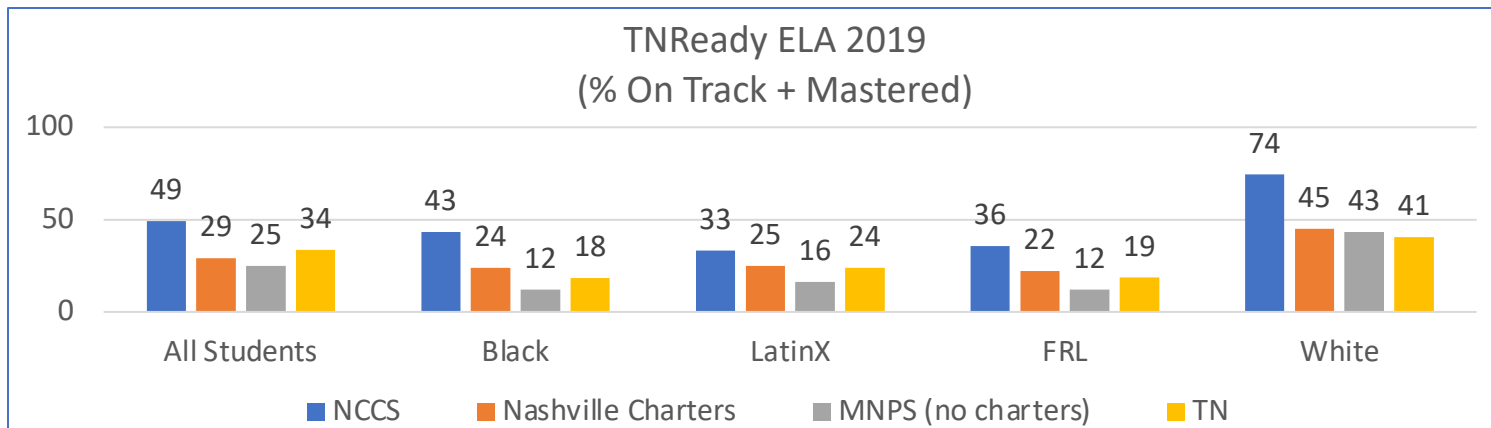
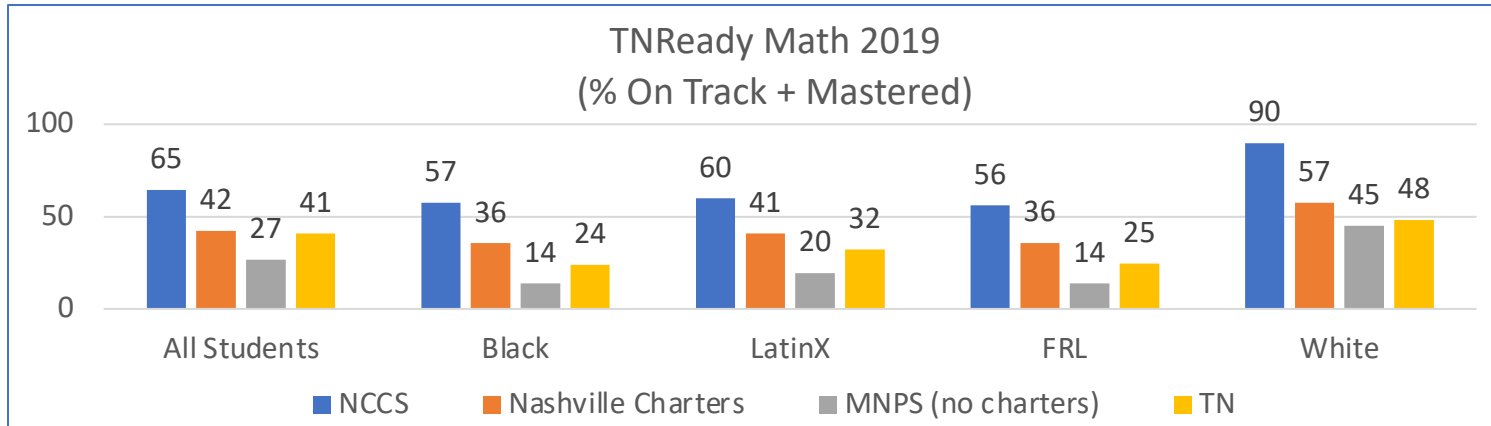
We have included

- Additional analysis of TNReady data that compares Nashville Classical's performance over time and among subgroups to performance in MNPS, other charter schools, and the state of Tennessee.

## Absolute achievement: Relative performance over time vs. Nashville Charters, Districts, State



## Absolute achievement: Performance by subgroup vs. Nashville Charters, Districts, State (3-8)



**NCCS students outperform their peers in the Nashville charter sector, district schools, and state**