



BOARD OF EDUCATION CONTRACT

FROM: METROPOLITAN BOARD
OF PUBLIC EDUCATION

TO: Jenneen Reed, Finance Director
Metropolitan Department of Finance

Contract Number: 7598147 Contractor: Rocketship Education

Sourcing Method: Board Approved Charter Application

Start Date: 7/1/2025 End Date: 6/30/2035

Address: 320 Plus Park Blvd

City: Nashville

State: TN

Zip: 37217

Supplier Number: 26315

Supplier Email: agifford@rsed.org

PURPOSE OF CONTRACT:

Charter School Agreement for Rocketship United Academy located at 320 Plus Park Blvd, Nashville, TN 37217.

CONTRACT SPECIFICS:

Does this engagement require fund authorization by the MBPE? **Yes**

Board Approval Date: **1/14/2025**

Is this an Intergovernmental Contract? **No**

Is there DBE Participation? **No**

Type of DBE (check all that apply): ☐ SBE ☐ MBE ☐ WBE ☐ SDV

Value/Percentage of DBE Participation:

GRANT SUMMARY (IF APPLICABLE):

Grant Name:

Amount expected to receive:

Business unit to which it will be deposited:

Are matching funds required? **No**

If yes, amount of obligation:

If yes, specify fund that is being obligated:

CONTRACT FINANCIAL SUMMARY:

At least annually, MNPS will monitor and periodically report on the charter school's progress in relation to the indicators, measures, metrics, and targets set out in the Performance Frameworks. Such reporting shall become part of the charter school's annual report to MNPS and the state commissioner of education.

BUDGET INFORMATION:

Account number: 80701668.502309.0.0.0.35135.080.0.0.0 Fund number: 35135

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MNPS Contact Person: Shereka Roby-Grant

Email Address: shereka.robby@mnps.org

Contract Agent: Jackie Taylor

Email Address: Jackie.Taylor@mnps.org



Renewed Charter School Agreement

This renewed Charter Agreement ("**Agreement**") is entered into between The Metropolitan Nashville Public Schools ("**Chartering Authority**") and Rocketship Education Tennessee, a nonprofit corporation ("**RSED-TN**") operating Rocketship United Academy ("**RUA**" or "**Charter School**"). Chartering Authority and RSED-TN are herein collectively referred to as the "**Parties**".).

To the extent that an obligation on the Charter School described in this Agreement also or alternatively applies to RSED-TN pursuant to the structure articulated in the paragraph above, RSED-TN's obligation and responsibilities shall be limited solely in relation to its role as the operator of the Charter School. No other aspect of RSED-TN's work, including with other charter schools in its portfolio, shall be covered by and/or subject to this agreement.

For purposes of this Agreement, the term "Governing Body" shall refer to the Rocketship Education Tennessee Board of Trustees.

This Agreement consists of the following documents:

- Any properly executed amendment to this Agreement, (most recent with first priority),
- This document,
- Exhibit 1: Approved Charter School Renewal Application,
- Exhibit 2: Metro Nashville Public Schools Charter School Performance Framework ("**Performance Framework**").
- Exhibit 3: Annenberg Standards ("**Annenberg Standards**")

Recitals:

WHEREAS, the State of Tennessee enacted the Tennessee Public Charter Schools Act of 2002 (T.C.A. §49-13-101 et. seq.) effective July 4, 2002 ("**the Act**") authorizing the establishment of independent, publicly supported schools known as charters schools; and

WHEREAS, the purposes of the Act include providing "options relative to the governance and improvement of high priority schools, the delivery of instruction for those students with special needs, improv[ing] learning for all students and clos[ing]...achievement gap[s];" and

WHEREAS, charter schools "provide [one] alternative means within the public school system for ensuring accomplishment of the necessary outcomes of education by allowing the establishment and maintenance of public charter schools that operate within a school district structure but are allowed maximum flexibility to achieve their goals;" and

WHEREAS, the Act empowers the Chartering Authority to ensure that only those charter schools open and remain open that are meeting the best interests of the pupils, the school district or the community, and the Act enables the Chartering Authority to do this through rigorous authorization processes, ongoing monitoring of the academic, organizational and financial performance of charter schools, and, when necessary, through the revocation or non-renewal of charters;



MNPS Contract: 7598138

NOW, THEREFORE, in consideration of the mutual covenants and promises contained herein and for other good and valuable consideration, the receipt of which is hereby acknowledged, the Parties agree as follows:

1. General Terms

- 1.1 Applicable Law.** This Agreement and the Charter School's operations shall be governed by and construed in accordance with the laws of the state of Tennessee and applicable federal laws of the United States. Though the Charter School may, pursuant to T.C.A. § 49-13-111, seek waivers from the Chartering Authority or the commissioner of education from Tennessee laws or rules of the State Board of Education that inhibit the Charter School's mission, the Parties understand that waivers may not be provided from the types of laws and rules specifically listed in T.C.A. § 49-13-111, from any provisions of Title 49, Chapter 13 (the Tennessee Public Charter Schools Act) or those included in the Act by reference, or from other laws specifically applicable to charter schools (such as those related to benefits or retirement of charter school employees contained in Title 8, Chapter 27, Part 3). Nothing in this section shall require staff members who work in a regional or national capacity and are not teachers at a school located in Tennessee to comply with the requirements of Title 8, Chapter 27, Part 3.

As required by T.C.A. § 49-13-110, this Agreement includes all components of the Charter School's Application, which is incorporated herein by reference and attached hereto as Exhibit 1.

- 1.2 Term/Effective Date.** This Agreement shall be effective July 1, 2025, following signature by the Charter School and the Chartering Authority and filing in the office of the Metropolitan Clerk. The Agreement shall expire on June 30, 2035 unless terminated early or renewed pursuant to the terms of this Agreement.
- 1.3 Charter School Performance.** The operation of the Charter School by RSED-TN shall be subject to the terms and conditions of this Agreement and the Act. Decisions by the Chartering Authority regarding renewal or revocation of the Agreement shall be based upon applicable laws and rules, this Agreement, the Performance Framework incorporated into this Agreement as Exhibit 2, and/or the Annenberg Standards incorporated into this Agreement as Exhibit 3.

The Chartering Authority shall have oversight authority as provided by law and this Agreement over the Charter School and may take all reasonable steps necessary to oversee the compliance with this Agreement and applicable law. This oversight authority includes the right to visit, examine, and inspect the Charter School and its records as needed to ensure the Charter School's compliance with the law and this Agreement, including during the annual monitoring visits, and to investigate a complaint. Upon reasonable notice, the Chartering Authority may interview Charter School employees, Governing Body members, students, and families as necessary in exercising its oversight authority. With respect to complaints and grievances, additional information is contained in Section 7.2. The Parties agree that the most critical

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performance measures are the academic measures, which may include student achievement, student growth measures (including annual measurable objectives and subgroup performance), readiness for successive school levels (middle, high, or post-secondary) and employment, as well as mission specific academic goals defined in the Performance Framework.

The Performance Framework supersede all assessment measures, educational goals and objectives, financial operations metrics, and organizational performance metrics set forth in the Application and not explicitly incorporated into the Performance Framework.

The Chartering Authority shall – at least annually – monitor and periodically report on the Charter School’s progress in relation to the indicators, measures, metrics, and targets set out in the Performance Framework. Such reporting shall become part of the Charter School’s annual report to the Chartering Authority and the state commissioner of education.

The Chartering Authority shall also conduct an interim review at the end of the fifth year after the effective date of the Agreement, pursuant to T.C.A. § 49-13-121.

During the course of this agreement, if the Tennessee Public Charter School Commission revises and publishes an updated Model Charter School Performance Framework, the Chartering Authority may elect to adopt that Performance Framework in complete entirety. Upon formal adoption by the Chartering Authority, and 60 days’ notice to the Charter School, whichever is latest, the updated Performance Framework shall govern.

- 1.4 Location.** The Charter School is located at 320 Plus Park Blvd, Nashville, TN 37217. If the school is located at a site controlled by the Chartering Authority; the use of such site shall be subject to and governed by a Facilities Agreement between the Parties. If the Charter School decides to change the location of the Charter School, the Charter School shall notify the Chartering Authority in writing at least 90 business days prior to any such change of location, so the Chartering Authority can ensure the new location is appropriate and in compliance with the renewal Application. Any change in location may require an amendment to the Charter Agreement as a material modification.
- 1.5 Employment Status.** All teachers and other staff of the Charter School shall be employed by the Charter School, not the Chartering Authority. The Charter School is required to notify the Chartering Authority within five (5) business days of staffing changes of any certificated Rocketship employee that is participating in the Chartering Authority’s pension and benefit system. Nothing in this Agreement shall prevent the Charter School from contracting with any other organization to provide staffing for the Charter School. Contracted employees of other organizations are not considered currently employed staff under this section, however the Charter School shall be responsible for ensuring its contractors’ compliance with state and federal law.



2. Charter School and Chartering Authority Organizational Responsibilities

2.1 Student Enrollment and Retention. The Charter School shall enroll students according to T.C.A. § 49-13-113. The Charter School shall not discriminate with respect to admissions on the basis of race, ethnicity, religion, national origin, English language proficiency, academic or athletic ability, gender identity, sexual orientation or the need for special education and related services as set forth in the Application and the Act. Timely enrollment will ensure access to student records in order for Charter School to determine if students have an Individualized Education Program from another school.

The Charter School may enroll students up to a Total Enrollment Cap without prior amendment of 545. Increases in total enrollment target numbers by year greater than 5% or 25 students, whichever is less, from the total target enrollment numbers projected below constitute a material change in this Agreement and are not permitted unless a formal amendment to this Agreement is secured in advance according to the provisions outlined in T.C.A. § 49-13-110(d). Charter School's decision to reduce total enrollment targets by greater than 5% or 50 students, whichever is less, from the enrollment numbers projected below must be reported to the Charter Authority's Office of Charter Schools and evaluated to determine if the reductions are material under this Agreement. Reductions in enrollment in successive years shall not be permitted unless a formal amendment to this Agreement is secured according to the provisions outlined in T.C.A. § 49-13-110(d), State Board Rule 0520-14-01-.06, and this Agreement.

If the number of applications exceeds the capacity of a program, class, grade level or building, enrollment shall occur according to the preferences in T.C.A. § 49-13-113(d). If enrollment within a group of preferences set out in subdivision (d)(2) exceeds the planned capacity of the Charter School, enrollment within that group shall be determined on the basis of a "lottery" that complies with the quoted statutes.

Year	Grade Level	Total Target Enrollment	Enrollment Cap without Amendment*
Year 1	K-5	525	545
Year 2	K-5	525	545
Year 3	K-5	525	545
Year 4	K-5	525	545
Year 5	K-5	525	545
Year 6	K-5	525	545
Year 7	K-5	525	545
Year 8	K-5	525	545
Year 9	K-5	525	545
Year 10	K-5	525	545

* Increases in total enrollment numbers by year greater than 5% or 25 students, whichever is less, are not permitted unless a formal amendment to this Agreement is secured in advance.



The Charter School may not “counsel out” or discourage students, directly or indirectly, from attending the Charter School for any reason, including but not limited to failure to comply with letters of commitment or similar proposed contracts between students, parents, and the Charter School.

- 2.2 Academic Program.** The Charter School shall operate the academic program in accordance with this Agreement, the Charter School’s Application, MNPS Policies that are both explicitly authorized under the Act and applicable to Charter Schools, and academic state and federal law, including providing the same equivalent time of instruction as other public schools and complying with assessment and accountability laws and rules (T.C.A. § 49-13-111).
- 2.3 Assessments.** The Charter School must administer the applicable state assessments required by the Tennessee Department of Education and/or by state or federal law. School-based formative assessment data may be required by the Chartering Authority. The Charter School may use additional assessments of its own choosing.
- 2.4 Exceptional Education.** Special education services, related services, modifications, and/or accommodations for students who are eligible under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973 (“Section 504”), the Americans with Disabilities Act (“ADA”), or any applicable provisions of state law, shall be provided in accordance with applicable state and federal law and this Agreement. The Chartering Authority is the local education agency (“LEA”) for purposes of compliance with the Individuals with Disabilities Education Act (“IDEA”), Section 504, and all other federal and state laws and regulations concerning the accommodation of and education of students with disabilities
- 2.4.1 Responsibility of the Chartering Authority.** As the local education agency (“LEA”), the Chartering Authority is responsible for ensuring that children with disabilities attending the Charter School are provided a free and appropriate public education (“FAPE”). The Chartering Authority executes this responsibility by ensuring the requirements of federal and state special education law and regulations are met in the Charter School, and that special education direct and/or related services are provided in the Charter School in the same manner as they are provided in the Chartering Authority’s district-run schools. The Chartering Authority shall notify the Charter School if an enrolling student has an existing IEP and the Chartering Authority shall provide the Charter School with such records within 10 business days of receipt of a request by the Charter School for the records.
- 2.4.2 Responsibility of the Charter School.** The Charter School is responsible to implement child find within the Charter School and for conducting any initial evaluations and re-evaluations for its students with disabilities. The Charter School shall provide a continuum of exceptional education services which complies with federal and state law. The Charter School is responsible for



the development and implementation of all special education and related documents, including the IEP and/or 504 plan.

Exceptional education services at the Charter School shall be delivered by individuals or agencies licensed and/or qualified to provide exceptional education and/or 504 services as required by the Tennessee Public Charter Schools Act, the IDEA, Section 504, and applicable state law. Charter School staff may participate in any Chartering Authority professional development related to exceptional education or the provision of services pursuant to Section 504. Consistent with a child's IEP and/or 504 plan, the Charter School shall deliver special education and 504 services in the least restrictive environment.

The Charter School may also enter into a separate fee for services agreement with a third-party provider of educational services ("Contract Services Provider"), provided that such third-party provider complies with all applicable laws and the requirements imposed on contractors by this Agreement.

The Charter School shall be responsible for monitoring individual case management of all exceptional education students and for arranging the provision of services required by their IEP and/or 504 plan. The Charter School shall maintain a file documenting the Charter School's compliance with exceptional education and 504 requirements.

2.4.3 Costs for Exceptional Education. The Charter School is financially responsible for initial evaluations, re-evaluations, and the provision of all services consistent with IEPs. The Chartering Authority shall pass federal IDEA funding, any applicable high-cost funds, and any applicable state funds to the Charter School based on a per pupil allocation calculated each year by the MNPS Dept of Exceptional Education. Funding is available on a reimbursement basis and is based on the count of students with federal disabilities at the Charter School who have an in-date eligibility and IEP. There shall be two count dates (one each semester) determined by the MNPS Dept of Exceptional Education. These count dates shall be communicated by July 1 each year. In addition, Charter Schools may participate in the annual High Cost Reimbursement Request process. Charter Schools may submit eligible High Cost Reimbursement Requests to the MNPS Dept of Education during June of each year. The Chartering Authority shall pool the Charter School Reimbursement Requests with the Chartering Authority requests and the requests with the highest reimbursement amounts shall be selected to submit to the Tennessee Dept of Education. If a Charter School High Cost Reimbursement Request is reimbursed by the Tennessee Dept of Education, the Chartering Authority shall submit the reimbursed amount to the Charter School once the total High Cost Reimbursement amount is paid to the Chartering Authority.



MNPS Contract: 7598138

- 2.4.4 Compliance.** No student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, exceptional education services or accommodations pursuant to Section 504 or the IDEA.

The Charter School shall promptly report to the Chartering Authority any and all administrative complaints and due process complaints filed with the Tennessee Department of Education related to the IDEA and formal filings with the Office for Civil Rights related to discrimination.

The Charter School shall indemnify the Chartering Authority for any costs, attorney fees, and/or financial penalties imposed on the Chartering Authority by state and/or federal authorities arising out of actions or omissions of the Charter School relating to special education. Charter School shall not indemnify Chartering Authority for costs, attorney fees, and/or financial penalties imposed on Chartering Authority resulting from Chartering Authority's reckless misconduct or grossly negligent act or omissions.

- 2.5 English Learners.** The Charter School shall address the needs of English Learner ("EL") students pursuant to applicable federal and state laws and regulations (including Title III of the Elementary and Secondary Act (ESEA)). The Charter School agrees to maintain and consistently implement a policy to identify students in need of EL services, to provide services in an equitable manner to ensure access to the Charter School's educational program (including the provision to appropriate accommodations), and to facilitate the exit from EL services according to individual student capacity.

The Charter School must follow the Tennessee State Board of Education English as a Second Language ("ESL") Rule 0520-01-19. The Charter School must meet the state minimum Limited English Proficient ("LEP") student ratio and service delivery requirements. The Charter School shall report to the Chartering Authority the service delivery models, English Learner teacher names (with TN license number), service delivery schedules, and any English Learners staff vacancies as they occur. The Charter School shall maintain a current copy of EL student list, service delivery model(s), and staff schedules indicating the required hours of service are being met.

- 2.6 Student Discipline/Due Process.** In accordance with T.C.A. § 49-6-4002(a)(1), the Charter School is responsible for administering their school wide discipline policy in a manner that ensures students' due process rights are satisfied, including the provision of appropriate informal or formal hearings. The Charter School shall notify the Chartering Authority of students expelled within three (3) school days. Upon receiving notice, the Chartering Authority shall follow the Chartering Authority's procedural process around expulsion and only those offenses deemed expellable by the Chartering Authority's matrix shall be expelled. All others shall return to the Charter School. The Chartering Authority shall provide expelled Charter School students access to the Chartering Authority's alternative school programs in the same manner as it provides access to any student within the LEA in accordance with T.C.A. § 49-6-3402(h)(1).

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2.7 Student Information Reporting. While ensuring compliance with federal and state law regarding student records, the Charter School shall report to the Chartering Authority student information as follows:

- Enrollment projections for the coming year no later than February 15.
- Daily attendance must be recorded daily using the Chartering Authority's student management system.
- Student in-school suspensions and out of school suspensions must be recorded within two (2) school days of the determination by using the Chartering Authority's student management system.
- Student expulsions must be recorded within three (3) school days of the determination by using the Chartering Authority's student management system.
- Student enrollment for determining average daily attendance by the date required by the department of education.
- The Charter School shall monitor their student population with respect to student withdrawals, suspensions, transfers and expulsions. A quarterly dashboard may be required by the Chartering Authority.

3. Staffing

3.1 Teachers. The Charter School is the employer and shall ensure that teachers are licensed pursuant to state statutes and state board of education rules, and meet applicable state and federal qualifications, including the hiring of exceptional education certified and ESL certified teachers.

3.2 Background Checks. All current employees of the Charter School who have or will have contact with children at the Charter School within the scope of the individual's employment, and employees of contractors or subcontractors of the Charter School who have contact with children within the scope of the individual's employment, shall complete criminal background checks and receive clearance, in advance of having contact with children, as required by state law. Background checks must be completed every five years for current Charter School employees.

3.3 Employee Retirement Information. For the purposes of employee retirement benefit administration, the Charter School has an obligation to provide the Chartering Authority and/or the Metropolitan Government with accurate information regarding its employees. This includes, but is not limited to, new hire information, changes to classification status or work hours, licensure information and termination of employment. The information must be in a format reasonably required by the Chartering Authority or the Metropolitan Government. It shall be a material breach of this Agreement if the information is not provided. If the Charter School fails to provide accurate information and an employee must be switched from the Metropolitan Government pension plan to the Tennessee Consolidated Retirement System ("TCRS"), then the Charter School shall be responsible for making the required payments to TCRS on behalf of their employee. The Chartering Authority or the Metropolitan Government shall only refund up to 2 months of pension payments.



4. Facility

- 4.1** The Charter School shall ensure the Charter School's grounds and facilities comply with applicable health and safety laws, including the Americans with Disabilities Act, state and local fire and building codes, and state and local zoning and land use codes.

5. Food Service

- 5.1** If the Charter School offers food services on its own or through a third-party contract, the Charter School may apply directly to, and if approved, operate school nutrition programs with reimbursement from the United States Department of Agriculture ("USDA"), under supervision by the Tennessee Department of Education.
- 5.2** If the Charter School desires to offer food services through the Chartering Authority's Nutrition Services Department ("**Nutrition Services**"), the RSED-TN shall execute a separate Contract with the Chartering Authority for provision of food services.

6. Transportation

If the Charter School elects to provide transportation for its students, the Chartering Authority shall provide to the Charter School the funds that would otherwise have been spent to provide transportation as provided in T.C.A. § 49-13-114. In order to receive these funds, the Charter School must comply with state laws and state board of education rules regarding student transportation. Transporting students in buses that have not been approved for operation by the Department of Safety may be grounds for non-renewal or revocation of this Agreement.

7. Insurance

The Charter School shall maintain the following insurance:

- General Liability/Automobile Liability Policy: must be equal to or greater than \$5,000,000. This insurance shall be primary insurance. Any insurance or self-insurance programs covering the Metropolitan Government, its officials, employees, and volunteers shall be in excess of this insurance and shall not contribute to it. The first one million dollars must be with a company licensed to do business in the state of Tennessee. The remaining \$4,000,000 can be covered under an excess liability policy (also known as an "umbrella" policy). The general liability policy must name the Metropolitan Nashville Public Schools (2601 Bransford Avenue, Nashville, TN 37204) as an additional insured. The policy must cover contractual liability. Automobile coverage shall cover vehicles owned, hired, and non-owned.
- Professional Liability Policies: Directors and Officers Policy equal to or greater than \$5,000,000. Teachers Professional Liability Policy equal to or greater than \$1,000,000.
- Workers Compensation and Employers Liability Policy: The amount of coverage required for Workers Compensation is determined by statute. Charter School must comply with state statutes. Employers Liability must be a minimum of \$100,000.



- Property and Boiler Insurance Policy: If the Charter School purchases the property that shall be used by the Charter School, it shall purchase “all risks” property and boiler insurance. Insurance shall be for the full replacement cost of the property and contents with no coinsurance penalty provision.
- Sexual Abuse: \$1,000,000 required coverage.

Certificates of insurance, in a form satisfactory to the Chartering Authority, evidencing coverage shall be provided to the Chartering Authority prior to opening of the Charter School. Throughout the term of this Charter Agreement, Charter School shall provide updated certificates of insurance upon expiration of the current certificates.

8. Governance

- 8.1** RSED-TN’s Articles of Incorporation, a Certificate of Incorporation evidencing its incorporation as a nonprofit and evidence of its exemption from federal taxation under IRC § 501(c)(3), its Bylaws and amendments or modifications thereto shall be made part of this Agreement.

The Governing Body shall comply with the provisions of T.C.A. § 49-13-109.

The Charter School shall comply with all applicable provisions of the Tennessee Open Meetings Act, including with regard to the scheduling of Governing Body meetings, meeting agendas, public notice of meetings, and records of those meetings. At the start of each school year, the Charter School shall provide to the Chartering Authority a schedule of Governing Body meetings for that school year.

As required by T.C.A. § 49-13-111(f), the Governing Body shall be subject to the conflict of interest provisions contained in T.C.A. § 12-4-101 and 102.

- 8.2 Complaints.** The Governing Body shall be the first avenue for response in case of any complaints or grievances filed against the Charter School or its employees and volunteers. The Governing Body shall ensure that the Charter School establishes policies and procedures for employees and shall make those policies available to students, parents/guardians, employees and any other persons who request it. If grievances persist following the actions of the Governing Body, those complaints shall be investigated and resolved by the Chartering Authority. Investigation and sanctions by the Chartering Authority are limited to alleged violations of laws or the Charter Agreement.

The Charter School shall notify the Chartering Authority of any inappropriate contact between teacher(s) against students within 24 hours of the incident. This notification shall include all reports involving law enforcement, protective services, and/or media.

The Charter School shall notify the Chartering Authority as soon as possible, but no later than five (5) school days school days if the Charter School has been named a party to a lawsuit that has been filed in court.



8.3 The Charter School shall report the following to the Chartering Authority within five (5) days of change:

- The names and contact information of individuals who leave or join the Governing Body;
- Names and contact information of any individuals who, during the prior quarter, resign from or are hired to a leadership position in the Charter School, including any administrative position; and
- Any change to the Charter School's corporate legal status or any change in its standing with the Tennessee Secretary of State's Office.

8.4 Waivers. Waivers must be submitted through the process outlined in the Charter Office Handbook for review and approval.

9. Finance

9.1 State and Local Funds. The Chartering Authority shall allocate one hundred percent (100%) of state and local funds to the Charter School on a per pupil expenditure as provided in T.C.A. § 49-13-112 and as calculated by the formula provided by the Tennessee State Department of Education in accordance with T.C.A. § 49-3-101. The Chartering Authority shall allocate funds to the Charter School after each interval in accordance with the ten (10) attendance reporting intervals in accordance with Tenn. Comp. R. & Regs. 0520-14-01-.03. The Chartering Authority may withhold funds to cover the costs of participation in the LEA's benefits and retirement plans by the Charter School's employees, pursuant to T.C.A. §§ 49-13-112 and 119.

9.2 Fee for Services Agreement. Pursuant to T.C.A. § 49-13-142(f) the Parties may enter into a separate fee for services agreement, for the provision of services not already identified in this Agreement by the Chartering Authority to the Charter School (e.g., computer network services, food services, exceptional education providers, professional development services). Failure of the Charter School to enter such an agreement shall not be grounds for revocation or non-renewal of this Agreement.

9.3 Tuition. The Charter School shall not charge tuition, except to students residing outside the LEA enrolling in the Charter School pursuant to the enrollment requirements of T.C.A. § 49-13-113 and the Chartering Authority's out of district transfer policy (and said policy's tuition limit).

9.4 Charter School Debt. The Charter School is solely responsible for all debt it incurs, and the Chartering Authority shall not be contractually bound on the Charter School's account to any third party. The Chartering Authority shall not be liable for the Charter School's unpaid debts if the Charter School does not have sufficient funds to pay all of its debts in the event that it ceases operations.

The Charter School shall notify the Chartering Authority within thirty (30) days of a default on any obligation owed to the Chartering Authority, which shall include debts for



which payments are past due by sixty (60) business days or more, deficit fund balance, and/or tax liens. If debts are incurred in the provision of employee benefits pursuant to T.C.A. § 49-13-119, the Chartering Authority may withhold the amount owed from the monthly payment until such debts are satisfied. Any other debts owed to the Chartering Authority must be satisfied prior to the release of the last annual payment.

9.5 Financial Management. The Charter School shall control and be responsible for financial management and performance of the Charter School including budgeting and expenditures. The Charter School will maintain the following governance and managerial procedures and financial controls including:

- Accounting methods complying with T.C.A. § 49-13-111(m),
- A checking account,
- Adequate payroll procedures,
- An organizational chart,
- Procedures for the creation and review of monthly and quarterly financial report, including identification of the individual responsible for preparing such financial reports in the following fiscal year,
- Internal control procedures for cash receipts, disbursements, and purchases, and
- Maintenance of asset inventory lists and financial procedures for federal grants in accordance with applicable federal law.

Should the Charter School fail to comply with the above requirements, the Chartering Authority reserves the right to require more frequent reports as indicated in the Performance Framework.

The Charter School shall comply with T.C.A. § 49-13-111, 120, and 127 regarding completion and submission of annual financial reports and audits to the Chartering Authority and the state. The Charter School shall undergo an annual independent financial audit conducted in accordance with T.C.A. § 49-13-111 and 49-13-127.

9.6 Financial Records. All financial records of the Charter School pertaining to the management and operation of the Charter School are subject to inspection and production as required for fulfillment of the Chartering Authority's fiduciary responsibilities.

10. Amendments

Pursuant to T.C.A. § 49-13-110(d), an amendment to this Agreement shall follow the timelines established in the State Board Rule 0520-14-01-.06 and will not become effective, and the Charter School may not take action or implement the change requested in the amendment until the amendment is approved by the Chartering Authority.

Not all changes to school operation constitute material changes to the Agreement that require an amendment. However, the following changes (as well as any other changes mentioned in other sections of this Agreement as being material and requiring an amendment



as well as changes outlined in State Board Rule 0520-14-01-.06) are considered material and require an amendment:

- Changes identified in this Agreement as a material modifications or amendments;
- Changes in the Charter School's mission/academic focus set forth in this Agreement;
- Changes in governance structure (including, but not limited to, a change in the non-profit entity governing the school), or addition of or changes to the charter management organization;
- Changes in the agreed upon structure of the school's grade span;
- Changes in student enrollment which fall outside of the minimum or maximum enrollment thresholds set forth in this Agreement;
- The addition or removal of a plan to provide transportation to students attending the Charter School;
- Changes to the Charter School's location, if outside the geographic area set forth in this Agreement;
- Changes in the Charter school's calendar that reduce the calendar days by more than ten (10) calendar days, in the absence of timely notification of parents, or below the requirement to provide at least the same equivalent time of instruction as required in regular public schools in T.C.A. § 49-13-111(p)(12).; and
- And any additional changes enumerated in Tennessee Public Charter Commission Rule 1185-01-01-.04.

Educational program matters not specifically identified in this Agreement shall remain within the Charter School's authority and discretion.

The following changes do not require an amendment, but the Charter School must notify the Chartering Authority of any of the following within thirty (30) school days of the change:

- Changes in the mailing address, phone or fax number, or web address of the Charter School, and
- Changes in the members and duties of the Governing Body.

The following changes do not require an amendment, but upon the request of the Chartering Authority, the Charter School shall report the following to the Chartering Authority within thirty (30) school days of the change:

- Changes to the budget submitted in the attached Application, subject to the requirements of state and federal law, and
- Changes in the school leader or, if applicable, the chief executive of the charter management organization.

11. Renewal, Revocation, Closure and Dissolution

11.1 Renewal. Pursuant to T.C.A. § 49-13-121, the Charter School may apply for Renewal of this Charter Agreement by application submitted no later than April 1 of the year preceding the year in which this Agreement expires and in accordance with the Chartering Authority's renewal policies. The Agreement may be renewed without modification, except for the incorporation by attachment of the approved renewal application and process. The Parties may also amend the Agreement as part of the



MNPS Contract: 7598138

renewal process. Any proposed amendments to the Agreement that are rejected by one of the Parties shall constitute a denial of the renewal application, and the application may be appealed to the Tennessee Public Charter School Commission within ten (10) days of the decision to deny.

The Chartering Authority may elect not to renew this Charter Agreement pursuant to T.C.A. § 49-13-121, including for any of the applicable reasons in T.C.A. § 49-13-122, or for a material violation of any of the conditions, standards or procedures set forth in this Agreement.

11.2 Revocation. During the term of this Agreement, in accordance with the Chartering Authority's policies, and consistent with T.C.A. § 49-13-122(c), the Chartering Authority will provide written notice to the Charter School of non-compliance with applicable laws, rules, or this Agreement, articulating the underlying factual basis for the Chartering Authority's alleged non-compliance, and giving the Charter School a reasonable opportunity to cure the non-compliance prior to instituting revocation proceedings pursuant to T.C.A. §§ 49-13-122, unless the Chartering Authority determines the violations are so severe that such notice and an opportunity to cure should be waived. Such notice and opportunity to cure shall not be required for grounds upon which this Agreement or state law calls for immediate revocation of the Charter

The Chartering Authority may revoke this Charter Agreement for any reason set forth in T.C.A. § 49-13-122, and/or a material violation of any of the conditions, standards, or procedures set forth in this Agreement.

If the Chartering Authority determines that any grounds for revocation exist, it may revoke this Charter Agreement according to the procedures set forth in T.C.A. § 49-13-122.

11.3 Closure and Dissolution. In the event that the Charter School is required to cease operation for any reason, including but not limited to non-renewal, revocation, or voluntary surrender of the charter, the Charter School shall cooperate with the Chartering Authority to ensure orderly closure of the Charter School. The Chartering Authority shall be responsible for the process and timeline identified in the current MNPS Charter Authorization Handbook.

Dissolution of the Charter School following revocation or non-renewal shall comply with T.C.A. §§ 49-13-121 and 122. The Charter School shall be responsible for winding down operations, including payment of any and all debts, obligations, or liabilities incurred at any time by the Charter School. Under no circumstances shall the Authorizer be responsible for such obligations.

12. Indemnification and Hold Harmless



The Chartering Authority and Charter School each shall give prompt written notice to the other of the assertion of any claim or the commencement of any litigation for which indemnification is sought and shall cooperate with each other in the defense of the claim or litigation.

The Charter School shall indemnify and hold harmless the Chartering Authority, its officers, agents and employees from:

- Any claims, damages, costs and attorney fees for injuries or damages arising, in part or in whole, from the negligent or intentional acts or omissions of the Charter School, its officers, employees, and/or agents, including its sub- or independent contractors, in connection with the performance of this Agreement, and,
- Any claims, damages, penalties, costs and attorney fees arising from any failure of the Charter School, its officers, employees, and/or agents, including its sub- or independent contractors, to observe applicable laws.

13. Contract Construction

13.1 Waiver. The failure of either Party to insist on strict performance of any term or condition of this Agreement shall not constitute a waiver of that term or condition, even if the Party accepting or acquiescing in the nonconforming performance knows of the nature of the performance and fails to object to it.

13.2 Non-assignability. No right or interest in this Agreement shall be assigned by anyone on behalf of the Charter School, and delegation of any contractual duty of the Charter School shall not be made without prior written approval of the Chartering Authority. A violation of this provision shall be grounds for immediate termination of this Agreement and revocation of the Charter School.

Should the Charter School propose to enter into a contract with another non-profit entity to manage the Charter School, the Charter School agrees to submit all information requested by the Chartering Authority regarding the management arrangement, including a copy of the proposed contract and a description of the management company, with identification of its principals and their backgrounds. The Charter School shall not enter into a management contract without written approval from the Chartering Authority.

13.3 Agreement. The Parties intend this Agreement, including all attachments and exhibits, to represent a final and complete expression of their agreement, which shall be considered the Agreement. All prior representations, understandings and discussions are merged herein, and no course of prior dealings between Parties shall supplement or explain any terms used in this document. The Parties recognize that amendments to this Agreement may be executed from time to time hereafter.

13.4 Survival of Representations and Warranties. All representations and warranties hereunder shall be deemed to be material and relied upon by the Parties with or to whom the same were made, notwithstanding any investigation or inspection made by or on behalf of such Party or Parties. The representations and warranties covered in this



MNPS Contract: 7598138

Agreement shall survive the termination or expiration of this Agreement.

13.5 Severability. The provisions of this Agreement are severable. Any term or condition deemed illegal or invalid shall not affect any other term or condition, and the remainder of the Agreement shall remain in effect unless otherwise terminated by one or both of the Parties.

13.6 Authority. The individual officers, agents, and employees of the parties hereto who execute this Agreement do hereby individually represent and warrant that they have full power and authority to execute this Agreement.

13.7 Notice. Any notice required or permitted under this Agreement shall be in writing, sent via electronic or other means, and shall be effective immediately upon personal delivery, subject to verification of service or acknowledgement of receipt, or three (3) business days after mailing when sent by certified mail, postage prepaid.

13.8 Notices and Designation of Agent for Service of Process. Notice of assignment of any rights to money due to the Charter School under this Agreement MUST be mailed or hand delivered to the attention of the DIRECTOR OF FINANCIAL OPERATIONS, FINANCIAL OPERATIONS, METROPOLITAN BOARD OF PUBLIC EDUCATION, 2601 BRANSFORD AVENUE, NASHVILLE, TN 37204, with a copy to the recipient for Chartering Authority notices listed below.

13.8.1 All other notices to Chartering Authority shall be mailed or hand delivered to:

Dept:	Procurement
Attn:	Director of Procurement
Addr:	2601 Bransford Avenue, Nashville, TN 37204
Phone:	(615) 259-8400
E-mail addr:	purchasing@mnps.org

13.8.2 Notices to Rocketship Education Tennessee shall be sent to:

Charter School:	Rocketship Education Tennessee
Attn:	Executive Director of Schools
Addr:	311 Plus Park Blvd, Suite130 Nashville, TN 37217

E-mail addr:	nashville@rsed.org, compliance@rsed.org and mheredia@rsed.org
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13.8.3 Rocketship Education Tennessee designates the following as the organization's agent for service of process and shall waive any objection to service of process if process is served upon this agent:

Designated Agent:	Telos Legal Corporation
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MNPS Contract: 7598138

Addr: 992 Davidson Drive, Suite B
Nashville, TN 37205

13.8.4 Rocketship Education Tennessee's Federal Tax I.D. Number: 87-4651451

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MNPS Contract: 7598138

**THE METROPOLITAN GOVERNMENT OF
NASHVILLE AND DAVIDSON COUNTY BY AND
THROUGH THE METROPOLITAN NASHVILLE
PUBLIC SCHOOLS:**

APPROVED:

Frederic Player
MBPE Board Chair

RECOMMENDED:

Kevin Edwards *SG*
Director of Procurement

Shereka Roby-Grant
Department Head

Renita Perry
Executive Staff Member

APPROVED AS TO AVAILABILITY OF FUNDS:

Account#: 80701668.502309.0.0.0.35135.0860.0.0 *del* April Taylor
Signature

Jorge Pobles
Chief Financial Officer

Jennine Reed/Mf *Adrienne*
Metropolitan Director of Finance

APPROVED AS TO INSURANCE:

Balogun Cobb
Metropolitan Director of Insurance

APPROVED AS TO FORM AND LEGALITY:

Jailee Gotow
Metropolitan Attorney

ROCKETSHIP EDUCATION TENNESSEE

Rocketship Public Schools
Charter School Name

Eric Dailey
Signature

Eric Dailey
Name

Executive Director
Title

4/9/2025 | 11:00 PM CDT
Date

**GOVERNING BODY OF ROCKETSHIP EDUCATION
TENNESSEE:**

April Taylor
Signature

April Taylor
Name

Adrienne *Board*
Title

4/10/2025 | 4:41 AM PDT
Date

**FILED IN THE OFFICE OF THE
METROPOLITAN CLERK:**

Austin Kyle
Metropolitan Clerk

5/9/2025 | 2:21 PM PDT
Date File

[N0517529.2]

Renewal Application

Applicant Information Cover Page

General Information	
Name of Charter School	Rocketship United Academy
CMO Name (if applicable)	Rocketship Education
Mailing Address	320 Plus Park Blvd., Nashville, TN 37217
School Phone	(615) 712-7499
School Website	https://www.rocketshipschools.org/schools/united-academy/
Current School Leader	Ben Harp, Principal

Primary School Contact	
Name of Primary Contact	William Hill
Title of Contact	Executive Director
Contact Telephone	(443) 538-2482
Contact E-Mail Address	whill@rsed.org

Charter Agreement	
Current Authorizer	Metro Nashville Public Schools
First Year of Operation	2015-16
Year Current Charter Awarded	2014
Year Current Charter Expires	2025

Current Year Student Enrollment & Demographics			
Total Enrollment	% Economically Disadvantaged	% Students with Disabilities	% English Learners
507	70%	9%	51%

Proposed Grade Levels and Student Enrollment for Next 10-yr Term		
Year Following Renewal	Grade Levels	Total Student Enrollment
Year 1	K-5	525
Year 2	K-5	525
Year 3	K-5	525
Year 4	K-5	525
Year 5	K-5	525
Year 6	K-5	525
Year 7	K-5	525
Year 8	K-5	525
Year 9	K-5	525
Year 10	K-5	525

Assurances

As the authorized representative of the school, I hereby certify that the information submitted in this renewal application is true, to the best of my knowledge and belief, and if awarded a charter, the school will:

1. operate as a public, nonsectarian, non-religious public school, with control of instruction vested in the governing body of the school under the general supervision of its authorizer and in compliance with its charter agreement and the Tennessee Public Charter Schools Act of 2002¹;
2. follow all federal, state, and local laws and regulations that pertain to the operation of a public school, unless waived according to T.C.A. § 49-13-111(p),
3. provide special education services for students as provided in Tennessee Code Annotated Title 49, Chapter 10, Part B of the Individuals with Disabilities Education Act; Title II of the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973,
4. adhere to all applicable provisions of federal law relating to students who are English learners, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974,
5. follow all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, national origin, religion, ancestry, or need for special education services,
6. comply with all provisions of the Tennessee Public Charter Schools Act of 2002, as amended,
7. employ individuals to teach who hold a license to teach in a public school in Tennessee,
8. comply with Open Meetings and Open Records laws (T.C.A. §§ 8-44-101 *et seq.*; 10-7-503, 504),
9. not charge tuition, except for students transferring from another district to the school pursuant to the local board's out-of-district enrollment policy and T.C.A. § 49-6-3003,
10. follow state financial (budgeting and audit) procedures and reporting requirements according to T.C.A. § 49-13-111, 120 and 127,
11. require any member of the governing body, employee, officer, or other authorized person who receives funds, has access to funds, or has authority to make expenditures from funds, to give a surety bond in the form prescribed by T.C.A. § 8-19-101,
12. maintain all necessary and appropriate insurance coverage,
13. obtain all necessary permits, licenses, and certifications related to fire, health, and safety within the school building and on school property,
14. notify its authorizer immediately of any change in circumstances that may have a significant impact on the school's ability to fulfill its goals as stated in its charter agreement; and
15. submit a request to amend its charter agreement if the school plans to make a change to its operations.

Signature of Authorized Applicant Representative: William H. Hill, Jr.

Date: March 28, 2024

Print Representative Name: William H. Hill, Jr.

¹ Tennessee Public Charter Schools Act of 2002 T.C.A. §§ 49-13-101-145.

Executive Summary: Rocketship United Academy Renewal Application²

Rocketship United Academy recently was recognized by the Tennessee Department of Education (TDOE) for the second consecutive year as a *Tennessee Reward school, making it among the top 21% of public schools in the State for academic performance in 2022/23*.³ We are pleased to present this Renewal Application for another 10-year charter term for Rocketship United Academy (RUA, or School), located in the Glencliff Cluster of Metro Nashville Public Schools (MNPS). Our young K-4 students (we call them Rocketeers) are 45% Black/African American, 49% Hispanic (94% Black/Hispanic/Native American (BHN)), 70% Economically Disadvantaged (ED), 51% English Learners (ELs) and 9% Students with Disabilities (SWD).⁴ RUA's Rocketeers have demonstrated impressive resilience in recovering from nationwide learning loss due to the COVID-19 global pandemic and are once again meeting and exceeding the performance of their peers across the Glencliff Cluster (Cluster), MNPS and Tennessee:

- **Top school in cluster.** On the new Tennessee School Report Card for 2022/23, RUA earned the *highest score among all the elementary schools in the Glencliff Cluster*, with an overall grade of "B" and a weighted final score of 4.0 out of 5.0.⁵
- **Sustained success on TVAAS.** In *four of the five years* that RUA has been issued scores for the Tennessee Value-Added Assessment System (TVAAS) measuring growth, *RUA scored 5/5 in all four metrics:* ELA (Literacy), Math (Numeracy), Literacy & Numeracy, and Composite.
- **Outpacing the district and state in closing achievement gaps.** Prior to the pandemic, the Success Rates (ELA+Math) of all four RUA student groups (ED, BHN, EL, and SWD) *were outperforming their peers across the Cluster, MNPS, and the State*, in some cases by a large margin. After suffering learning loss through the pandemic, as of 2022/23, based on the new Success Rates (ELA+Math+Science) *ED, BHN, and EL students are outperforming and even doubling the rates of their peers across the Cluster, MNPS and the State, while our SWD are on par with their peers.*
- **Meets all requirements for renewal.** RUA "Meets the Standards" on the MNPS Performance Framework in Academics, Operations and Finances and the School provides a viable plan for the goals for the next charter term and demonstrates the capacity to meet those goals.

RUA is part of Rocketship Public Schools (Rocketship), a national network of public elementary charter schools serving students in low-income communities. We believe that truly transformative schools do

² Consistent with instructions in the *MNPS Charter Authorization Handbook 2023-2024, Revised 8.28.23 (MNPS Charter Handbook)*, we provide this two-page Executive Summary, expanding TDOE's 50-page limit to 52 pages. Pagination throughout this document thus reflects a total of 51 pages, with a 52nd page reserved for RUA's 5-year budget projection as an Appendix. MNPS Charter Handbook, pp. 12-13.

³ In 2022/23, 400 out of a total of 1,921 public schools across TN were recognized as Reward schools, or 20.8% of the schools in the State. Just 21 schools in MNPS earned Reward school honors.
<https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/2024-sbe-meetings/february-16%2C-2024/2-16-24%20VI%20M%20State%20Identified%202022-23%20Reward%20School%20Designations%20Attachment.pdf>

⁴ Statewide averages, by comparison, are 37% BHN, 30% ED, 8% EL and 13% SWD (for 2021/22, the most recent year with publicly available demographic data for the State). All data contained in this Renewal Application is sourced from *TN Department of Education, Data Downloads and Requests: State Assessments*: <https://www.tn.gov/education/districts/federal-programs-and-oversight/data/data-downloads.html>, unless otherwise stated.

⁵ *Data Notes*: Reported results are for 3rd-4th grades except for the three Glencliff cluster schools (Fall-Hamilton, Glenview, and Whitsitt) that added 5th grade in 2022-23, where 3rd-5th is included.

more than educate students; they empower teachers, engage parents, and inspire communities. Our mission is to catalyze transformative change in low-income communities through a scalable and sustainable public charter school model that propels student achievement, develops exceptional educators, and partners with parents who enable high-quality public schools to thrive in their community. At Rocketship, we are driven by our vision of *equal access to opportunity for all*.

The three pillars of the Rocketship school model continue to guide all aspects of our program at RUA:

Rocketeer Students: Personalized Learning and Growth. Recognizing that each person learns in different ways, and at a different pace, our instructional model is highly personalized. Whole class and small group instruction, independent and collaborative learning, project-based learning (PBL) and adaptive online learning programs all are carefully orchestrated, with a variety of assessment tools complementing these efforts and providing real-time data on proficiency and progress. We employ a rotational model, where students rotate between three content blocks every day: Humanities, STEM, Learning Lab, and enrichments. Our teachers are subject experts who specialize in either Humanities, STEM (or enrichments), allowing them to develop deeper expertise in their subject areas and improving student understanding along the way. Rocketeers enjoy enrichments (P.E., art, music, LEGO Robotics, coding), skills centers, online learning, and 1:1 tutoring. Social-emotional learning (SEL) and support is crucial in our model, as many of our Rocketeers have experienced some form of trauma in their young lives. Teachers, instructional leaders, and interventionists collaborate closely to develop classroom management strategies, create data-driven instructional plans, and problem-solve to address student needs in an integrated RTI² approach.

Teachers and Leaders: Elevating and Celebrating Instruction. Teachers and leaders are one of the most important factors in student success. Just as we personalize learning for our students, we personalize our professional development and coaching of our instructional staff. The school site Principal and Assistant Principals are each assigned a roster of teachers that they coach throughout the year. This coaching is robust, frequent, and personalized – Rocketeers are used to seeing their Principal and APs in the classrooms. Professional development (PD) at RUA includes a three-week summer session, Data Days throughout the year after beginning, mid-and end-of-year benchmark assessments for collaboration and intensive review of each student's data, and weekly PD sessions targeted to specific student and teacher needs, based on data. Ongoing leadership training begins with a three-week summer PD session for all school leaders, supporting our educators to grow professionally and personally.

Parent Engagement: Leaders in the Home, the School, and the Community. Parents are the first teachers of their children. Consequently, a strong partnership between families and schools is essential to our Rocketeers' success in school and life. Every year, our teachers and leaders visit the home of every student to learn more about their family, life, and experiences outside of school, developing deeper ties with our parents that carry through the school year and beyond. Monthly leader coffees, community meetings, classroom volunteering, school event planning, field trips and regular parent-teacher communication all provide opportunities for us to further strengthen these bonds. In addition to regular engagement with families throughout the year, we provide three family conferences every year to review student progress and engage parents in learning strategies to support their child's growth and development.

We have a strong and stable foundation established at RUA, meeting or exceeding standards across Academics, Operations and Finances. We look forward to partnering with MNPS in a new charter term.

Rocketship United Academy Renewal Application Narrative

As detailed in this Renewal Application, according to Tennessee Department of Education (TDOE) standards, Rocketship United Academy's performance across Academics, Operations and Finances during our first charter term warrants renewal for another 10-year term. Reports from the Metro Nashville Public Schools (MNPS) *agree* according to MNPS' recently issued FY25 *Rocketship United Cumulative Renewal Report* (MNPS RUA Renewal Report):

Academics: During the 9 years of your charter agreement with MNPS, the school has not received a Priority, Targeted Support, and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) status from the Tennessee Department of Education. [6]

* * *

Operations: During the 9 years of your charter contract with MNPS, your charter school has *consistently performed at a rating of Meets the Standard* with the district. This standing is based on the operational data of the Annual Performance Framework. Overall, the MNPS Charter Schools Office *has not had any major concerns* or identified measures within the Performance Framework of Falls Far Below category for three or more consecutive years resulting in immediate revocation of the charter.

Finance: During the 9 years of your charter contract with MNPS, your charter school has *consistently performed at a rating of Meets the Standard* for the majority of the indicators included in the metrics of the Model Performance Framework Financial section. Overall, the MNPS Charter Schools Office has *not had any major concerns* or identified measures within the Performance Framework of Falls Far Below category for three or more consecutive years resulting in immediate revocation of the charter.⁷

The State Board of Education has adopted Quality Charter Authorizing Standards in Policy 6.111. Standard 5(3) addresses renewal decisions based on merit and inclusive evidence. A "quality authorizer" bases the renewal process and renewal decisions on "thorough analyses of a comprehensive body of objective evidence defined by the performance framework in the charter agreement" and "[g]rants renewal only to schools that have achieved the standards and targets stated in the charter agreement, are organizationally and fiscally viable, and have been faithful to the terms of the contract and applicable law." An application that merits a recommendation for renewal should satisfy each of these criteria. Further, "A charter school should be renewed if it did not commit a material violation of its charter agreement, met or made sufficient progress toward the performance expectations in its charter agreement, and generally met the accepted standards of fiscal management."⁸

Accordingly, based on the MNPS Performance Framework, MNPS' own recent "cumulative" Renewal Report, and the "comprehensive body of objective evidence," Rocketship United Academy (RUA or School) should be renewed for a new ten-year term.

⁶ As discussed below, MNPS never states whether RUA does, or does not "Meet Standards" in Academics. (MNPS RUA Renewal Report, pp. 2-3.) But with a total Academic Performance Framework (APF) score of 2.9 and based on TDOE guidance that the APF score "will be rounded to the nearest whole number," RUA's rounded score of "3" equals "**Meets the Standard.**" (See Section I.a., below; TDOE Charter Schools' *Model Charter School Performance Framework*, January 2018, p. 8.)

⁷ MNPS RUA Renewal Report, pp. 2-3, 3-4 (emphasis added).

⁸ TN Department of Education, Charter Schools, Ratings and Criteria, 2/10/2022.

Section I: Academic Success

Rocketship United Academy – *a Tennessee Reward school for the second consecutive year (2022/23)* -- has demonstrated consistently strong student outcomes and growth over the past eight years, since opening in the Fall of 2015. According to TDOE, “Schools are recognized as a Reward school when they demonstrate high levels of performance and/or improvement in performance by meeting objectives across performance indicators and student groups, and the Reward school distinction places significant emphasis on performance and improvement across all indicators from the prior school year.”⁹ On the new Tennessee School Report Card for 2022/23, RUA earned the *highest score among all the elementary schools in the Glencliff Cluster* in MNPS, with an **overall grade of “B” and a weighted final score of 4.0 out of 5.0**.¹⁰

RUA – a school that has 2.5 times the statewide percentage of students of color (94% compared to 37%), more than double the rate of Economically Disadvantaged (ED) students as Tennessee (TN) (70% compared to 30%), and more than six times the rate of English Learners (ELs) than is found across TN (51% compared to 8%) – *is among the top 21% of public schools in the State for Academic performance in 2022/23*.¹¹

RUA’s 2023/24 Enrollment Demographics Compared to MNPS and TN Averages			
	RUA ¹ 2	MNP S	TN ¹³
% Black/African American	45%	39%	24%
% Hispanic	49%	31%	13%
% White	6%	25%	60%
% Economically Disadvantaged (ED)	70%	35%	30%
% English Learners (EL)	51%	27%	8%
% Students with Disabilities (SWD)	9%	12%	13%

As we have diligently pursued our vision to provide equal access to opportunity for all we have weathered a variety of challenges common to start-up schools, along with the profoundly damaging disruption of the global COVID-19 pandemic. Throughout these challenges, in addition to the accomplishments already noted above, RUA has had several impressive achievements:

⁹ <https://www.tn.gov/education/news/2024/2/20/tdoe-announces-school-and-district-designations-for---2022-23-school-year.html>

¹⁰ All data contained in this Renewal Application is sourced from *TN Department of Education, Data Downloads and Requests: State Assessments*: <https://www.tn.gov/education/districts/federal-programs-and-oversight/data/data-downloads.html>, unless otherwise stated. Reported results are for 3rd-4th grades except for the three Glencliff cluster schools (Fall-Hamilton, Glenview, and Whitsitt) that added 5th grade in 2022-23, where 3rd-5th is included.

¹¹ In 2022/23, 400 out of a total of 1,921 public schools across TN were recognized as Reward schools, or 20.8% of the schools in the State. Just 21 schools in MNPS earned Reward school honors.
<https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/2024-sbe-meetings/february-16%2C-2024/2-16-24%20VI%20M%20State%20Identified%202022-23%20Reward%20School%20Designations%20Attachment.pdf>

¹² Internal data.

¹³ The most recent MNPS and statewide demographics reported are from 2021/22.

- In *four of the five years*, that RUA has been issued scores for Tennessee Value-Added Assessment System (TVAAS), ***RUA scored 5/5 in all four metrics:*** ELA (Literacy), Math (Numeracy), Literacy & Numeracy, and Composite.
- Prior to the pandemic, the Success Rates (ELA+Math) of all four RUA student groups (Economically Disadvantaged (ED), Black/Hispanic/Native American (BHN), English Learners (EL) and Students with Disabilities (SWD)) ***were outperforming their peers across the Glenclyff Cluster, MNPS and the State, in some cases by a large margin.*** After dropping significantly through the pandemic, as of 2022/23, based on the new Success Rates (ELA+Math+Science) ***ED, BHN and EL students are outperforming and even doubling the rates of their peers across the Glenclyff Cluster, MNPS and the State, while our SWD are on par with their peers.*** In other words, students who are ED, BHN, EL+ or SWD are achieving better outcomes and closing achievement gaps more readily at RUA than their peers across the State.
- In 2022, *U.S. News & World Report* ranked RUA the #4 charter elementary school in Tennessee.¹⁴
- Since 2018-19, RUA has offered extensive sports and extracurricular programming, including co-ed basketball, co-ed soccer, art club, drama club, cheer, wrestling, yoga, and gardening; our young athletes in 3rd/4th grades have won several regional championships in inter-school basketball and soccer competitions. RUA was awarded a Good Sports grant (August 2023) to provide more equitable access to youth sports via equipment donations to high-need families; a donation from Dick's Sporting Goods Foundation (Jan. 2023); and became a Nike Community Ambassador (current Tennessee Titans and USA Women's basketball teams play on campus for a sports clinic). We also have established partnerships and had site visits from the FISK drumline, Vanderbilt football and cheer teams, Titans, Predators, and other local partners.
- Parents/guardians consistently rate RUA very favorably on annual surveys: over the past eight years, on average, 87% of parents have said they have "recommended Rocketship," 84% have said "Overall, I'm satisfied with the school," and 81% have said, "My child's teachers have built strong relationships with my child."¹⁵
- Similarly, our teachers and staff love working at RUA: 95% of staff surveyed throughout RUA's history have agreed with the statement, "I'm passionate about Rocketship's mission and values," and 89% indicated, "I feel I make a difference here"; 79% of our staff say they would "recommend Rocketship as a great place to work."

The three pillars of the Rocketship model continue to guide all aspects of our program at RUA:

Rocketeer Students: Personalized Learning and Growth. Recognizing that each person learns in different ways, and at a different pace, our instructional model is highly personalized. Whole class and small group instruction, independent and collaborative learning, project-based learning (PBL) and adaptive online learning programs all are carefully orchestrated, with a variety of assessment tools complementing these efforts and providing real-time data on proficiency and progress. We employ a rotational model, where students rotate between three content blocks every day: Humanities, STEM, and Enrichments. Rocketship teachers are subject experts who specialize in either the Humanities, STEM, or Tiered interventions.

¹⁴ <https://news.yahoo.com/top-ranked-elementary-middle-schools-152318998.html>.

¹⁵ Internal Data.

or Enrichments, allowing them to develop deeper expertise that improves student understanding of core subjects. Our Rocketeers enjoy enrichments (P.E., art, Music, foreign language, LEGO Robotics, coding), skills centers, online learning, and 1:1 tutoring. Social-emotional learning (SEL) and support is crucial in our model, as many of our Rocketeers have experienced some form of trauma in their young lives. Teachers, instructional leaders, and interventionists collaborate closely to develop classroom management strategies, create data-driven instructional plans, and problem-solve to address student needs in an integrated RTI² approach.

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As detailed here, our student achievement data demonstrates success in achieving our mission, and meeting TDOE and MNPS’ rigorous measures of performance.

- a. Describe the school’s academic achievement and growth results over the course of the current charter term. Include tables, charts, or graphs, as applicable, to illustrate cumulative and/or yearly assessment results.**

REWARD SCHOOL

TDOE first recognized RUA as a **Reward school** in 2017/18, only our second year of eligibility,¹⁶ and one of just 22 schools out of 159 in MNPS to receive the recognition. “Schools receiving this designation

typically demonstrate high levels of performance and/or growth across all indicators.”¹⁷ RUA was the only elementary school in the Glencliff Cluster (Cluster) of MNPS to be recognized that year.

RUA’s Success Rate in English Language Arts (ELA) and Math increased slightly in 2018/19 (see more details below).

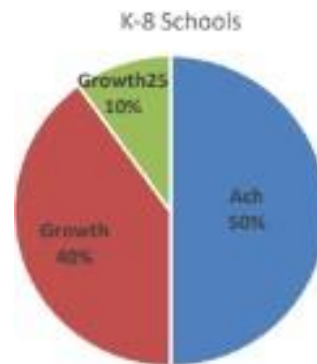
¹⁶ Reward school recognition is based in part on growth data; thus, RUA was not eligible our first year (2015/16).

¹⁷ <https://tdepublicschools.ondemand.sas.com/school/001908070>.

For the *past two consecutive years*, RUA has achieved Reward School status. *In 2022/23, RUA was one of just 21 schools (of any grade level) in MNPS to achieve Reward School status.*

2022/23 TN REPORT CARD

For the first time in early 2024, TDOE released the new TN Report Card for every public school in TN, issuing a letter grade (A-F) for each school, intended to facilitate comparisons between schools over time. “The calculation to generate A-F letter grades for [K-8] schools . . . includes [three] separate indicators—student achievement, student academic growth, [and] growth of the highest need students...Schools will receive an indicator score for each of the indicators, ranging from levels 1-5. Each indicator score will be multiplied by a weight based off the grade band to create a total score, which will then be used to determine the school’s letter grade.¹⁸



Among the seven elementary schools in our Glenwood Cluster,¹⁹ RUA achieved the highest overall grade of “B” and the highest weighted final score of 4.0.²⁰ TDOE graded four of the Cluster schools “C” and the last, Glenview ES, received a “D” for 2022/23 with a weighted final score of 1.6. ***RUA outperformed the other six elementary schools in our Glenwood Cluster in 2022/23.*** Notably, *RUA was the only school in the Cluster to achieve a growth score of “5” for our students furthest from academic success: we are helping these students make gains to grade-level proficiency more effectively than our Cluster peers.*

TN 2022/23 Report Card Scores – Glencliff Cluster

School Name	Overall Grade	Weighted Final Score	ach_score	growth_score	growth25_score
Rocketship United	B	4	3	5	5
Fall-Hamilton Elementary	C	2.9	2	4	3
Glencliff Elementary	C	3.2	2	5	2
Glengarry Elementary	C	2.9	2	4	3
Glenview Elementary	D	1.6	1	2	3
John B. Whitsitt Elementary	B	3.9	3	5	4
Paragon Mills Elementary	C	2.9	1	5	4

Source: <https://www.tn.gov/education/districts/federal-programs-and-oversight/data/data-downloads.html>

¹⁸ <https://www.tn.gov/education/schoollettergrades.html>

¹⁹ Aventura Elementary is a new charter school that opened in 2022/23 with K-1st grades; it does not yet have state test data. Aventura is the eighth elementary school in the Cluster, and the second charter school.

²⁰ Whitsitt ES is a themed magnet school (Environmental Engineering) with an application process, and thus an optional school of choice for families in MNPS.

MNPS PERFORMANCE FRAMEWORK

The MNPS 22.23 RUA Performance Framework evaluation is based on the following factors for Academics:²¹

Overall Achievement Metrics

Sub-Category	Description	Grade Level	Falls Far Below Standard	Does Not Meet Standard	Meets Standard	Exceeds Standard	Total Weight
	Points Total		1	2	3	4	
Absolute Achievement	Absolute performance in ELA, as measured by Tennessee state assessments - Percent of students scoring On Track/Mastered	All	Less than 20%	20%-34.9%	35%-49.9%	50% or more	8.3%
	Absolute performance in math, as measured by Tennessee state assessments - Percent of students scoring On Track/Mastered	All	Less than 20%	20%-34.9%	35%-49.9%	50% or more	8.3%
	Absolute performance in science, as measured by Tennessee State Assessments - Percent of students scoring On Track/Mastered	All	Less than 40%	40%-49.9%	50%-70%	Greater than 70%	8.3%
Growth	TVAAS overall composite index	All	Level 1	Level 2	Level 3	Level 4 & 5	20%
Chronic Absenteeism	The percent of students missing 10 percent or more of enrolled school days	HS	Greater than 30%	20.1-30%	10.1%-20%	10% or less	5%
		K-8	Greater than 20%	13.1%-20%	6.1%-13%	6% or less	

Comparative Performance Metrics

Measure	Description		Falls Far Below Standard	Does Not Meet Standard	Meets Standard	Exceeds Standard	Total Weight
2a	School comparative performance to authorizing district average in ELA	All Grades	More than 15 percentage points lower than the authorizing district	5.1-15 percentage points lower than the authorizing district	Up to 5 percentage points below or above the authorizing district	Greater than 5 percentage points higher than the authorizing district	7.5%
2b	School comparative performance to authorizing district average in math	All Grades	More than 15 percentage points lower than the authorizing district	5.1-15 percentage points lower than the authorizing district	Up to 5 percentage points below or above the authorizing district	Greater than 5 percentage points higher than the authorizing district	7.5%
2c	School comparative performance to authorizing district average in science	All Grades	More than 15 percentage points lower than the authorizing district	5.1-15 percentage points lower than the authorizing district	Up to 5 percentage points below or above the authorizing district	Greater than 5 percentage points higher than the authorizing district	7.5%
2d	School comparative performance to authorizing district average in social studies	All Grades	More than 15 percentage points lower than the authorizing district	5.1-15 percentage points lower than the authorizing district	Up to 5 percentage points below or above the authorizing district	Greater than 5 percentage points higher than the authorizing district	7.5%

²¹ MNPS 22.23 RUA Performance Framework, p. 1.

School Culture Metrics

Measure	Description	Grade Level	Falls Far Below Standard	Does Not Meet Standard	Meets Standard	Exceeds Standard	Total Weight
3a	Suspension rate	ES	5% or more	4%-4.9%	3%-3.9%	Less than 3%	5%
		MS	20% or more	13%-19.9%	5%-12.9%	Less than 5%	
		HS	10% or more	8%-9.9%	4%-7.9%	Less than 4%	
3b	Student attrition rate	All	35% or more	25%-34.9%	15%-24.9%	Less than 15%	5%
3c	Teacher retention rate	All	Less than 65%	65%-74.9%	75%-84.9%	85% or more	5%
3d	Student attendance rate	All	Less than 90%	90%-93.9%	94%-96.9%	97% or more	5%

Source: MNPS 22.23 RUA Performance Report, pp. 1-2.

According to the MNPS rubric, RUA's 2022/23 APF score was 2.9 out of 4.0.²² While not expressly stated by MNPS, according to TDOE Charter Schools' *Model Charter School Performance Framework, January 2018*, (identical to/adopted as MNPS' Performance Framework):

*To assign the final [APF] score determination, the "Average Total Rating" **will** be rounded to the nearest whole number. (For example, a score of 2.5 would be rounded up to a 3 and assigned the determination of "Meets Standard." A score of 2.4 would be rounded down to a 2 and a determination of "Does Not Meet Standard.")²³

Accordingly, RUA's APF score of 2.9 is rounded up to a "3" and RUA clearly **Meets the Academic Standard** for renewal, even though MNPS never expressly states this in their Report. As detailed fully throughout this Section, RUA consistently outperforms the other elementary schools in the Glencliff Cluster, regularly matches or exceeds MNPS' district-wide performance, and matches or exceeds statewide averages on several metrics – all while serving a more cognitively diverse and socioeconomically disadvantaged student community. In reviewing all the data collectively, it is clear that RUA **meets** the Academic standard for renewal of a new charter term.

PROFICIENCY MEASURES: TNREADY – ALL STUDENTS

On the 2022/23 TNReady standardized assessments in ELA, Math, and Science, RUA's students achieved the following:

- In ELA, with 39% of our 3rd and 4th grade Rocketeers scoring proficient/advanced, RUA outperformed all six Glenwood Cluster schools (average 21% proficiency-- **an eighteen-percentage point difference**) and outperformed the MNPS average for the same grades. Notably, since 2017-18, the second year of TNReady testing, RUA has been the #1 ranking elementary school in the Glenwood Cluster. (See more details with Growth discussion below.)
- In Math, RUA's 31% proficiency rate was on par with the MNPS average (32%) and outperformed the Glenwood Cluster's average of 25%.²⁴ With the TN average for the same grades at 42%, we know we have work to do. Prior to the pandemic, RUA was the #1 ranking school in Math in the Glencliff Cluster each year since the launch of TNReady testing. Since the pandemic RUA has ranked

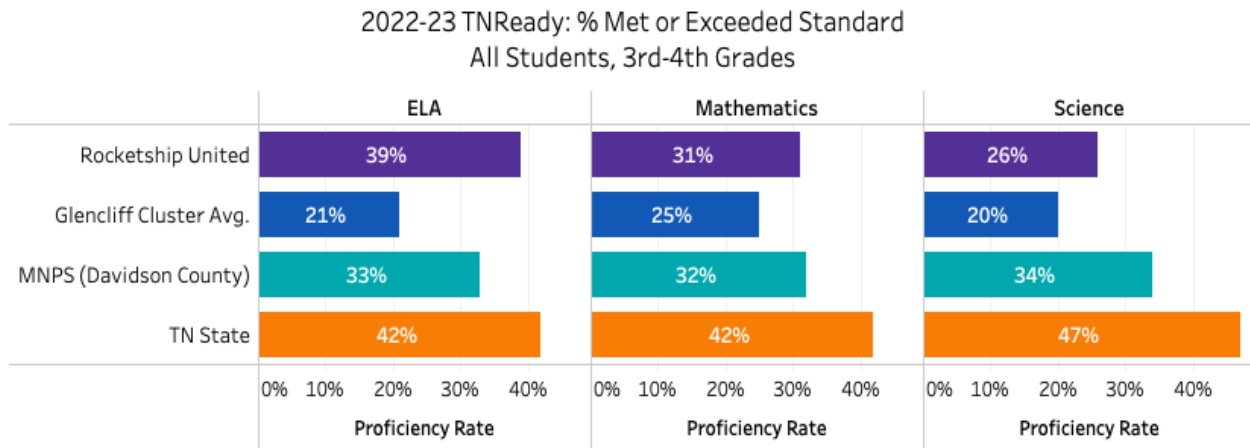
²² According to the MNPS APF, only one other elementary school (Whitsitt) in the Cluster is meeting or very close to meeting academic standards, while the other schools would be rated "Does Not Meet Standard/2" or "Falls Far Below Standard/1." RUA is an important option for families in this community.

²³ TDOE Model Performance Framework, p. 8 (emphasis added).

²⁴ Whitsitt ES, a STEM-themed magnet school, achieved 44% proficiency, higher than the State rate of 42%.

#2 in Math each year.²⁵ As detailed below, we are taking several steps to increase student math achievement, including the adoption of new TNMath Academic Standards aligned curriculum EM2.

- In Science, RUA's 26% proficient outperformed the Glenwood Cluster average of 20% but is below the MNPS rate of 32% and the TN average of 47%. As detailed below, this school year we increased our Science instruction to daily instead of three times a week, in order to bolster our Rocketeers' exposure to science, further ignite their curiosity, and deepen their science knowledge.



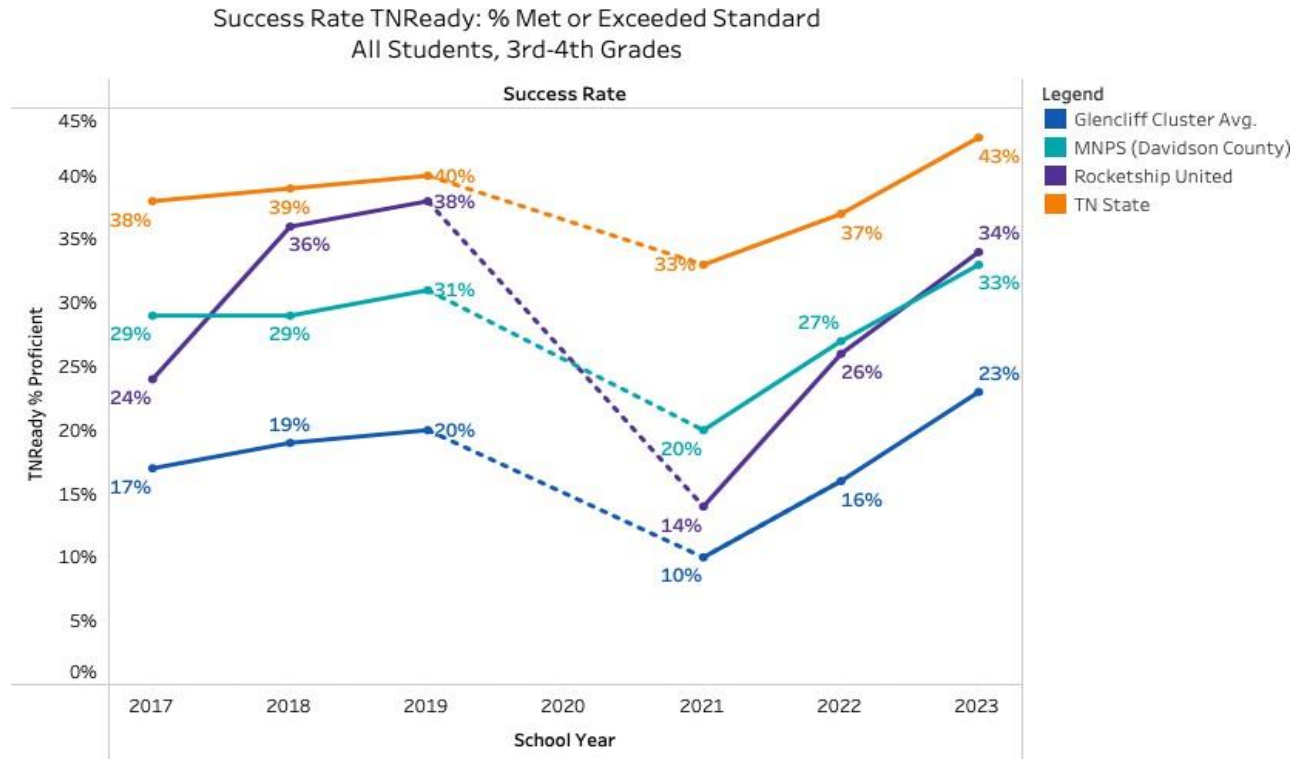
Source: <https://www.tn.gov/education/districts/federal-programs-and-oversight/data/data-downloads.html>

Success Rates – All Students. Prior to 2022/23, TDOE calculated each school's "Success Rate" as a weighted average of ELA and Math proficiency. From 2016/17 through 2021/22, RUA's students outperformed the Glenwood Cluster average *every year* by 4-18 percentage points and outperformed or have been on par with MNPS in four out of the six years scored. As illustrated above,²⁶ while RUA's socioeconomically vulnerable student population experienced a deeper learning loss during the pandemic than the TN average, RUA made rapid gains over the past three years of 21 percentage points – 2.5 times our 2020/21 proficiency. The Glenwood Cluster has gained 13 percentage points (2.3x increase); MNPS has gained 10 percentage points (1.6x increase); and TN has gained nine percentage points (1.3x increase).

Starting with 2022/23, TDOE added Science to the Success Rates (ELA+Math+Science), with RUA scoring 34%, eleven percentage points higher than the Glenwood Cluster average (23%), on par with MNPS (33%), yet lower than the TN average (43%). RUA's Rocketeers have grown from 13% proficiency to 26% proficiency in Science in two years since the TN Science test has been consistently administered, and RUA is well on track to match TN averages and ultimately, proficiency goals.

²⁵ Again, Whitsitt ES scored 42% proficient, exceeding the District (32%) and matching the State (42%).

²⁶ Notes on data: 2020-21 Cluster average calculated using reported school data. Several Cluster school results were suppressed in the school downloadable file. Success Rate calculated using ELA+Math for all years except 2022-23, when the Success Rate was changed in the TN accountability framework to ELA (40%) +Math (40%) +Science (20%). TNReady canceled in 2019-20. Dotted line represents missing year due to COVID.



Source: <https://www.tn.gov/education/districts/federal-programs-and-oversight/data/data-downloads.html>

GROWTH MEASURES: TN VALUE-ADDED ASSESSMENT SYSTEM (TVAAS)

In three out of the four years, that TDOE has issued TVAAS scores since RUA opened, RUA has achieved the top score of “5” in all four categories: ELA (Literacy), Math (Numeracy), Literacy & Numeracy, and Composite. Our Rocketeers are making more rapid gains in proficiency than their peers across the State. “In Tennessee, student growth is measured by the [TVAAS]. This measure is different from student proficiency...[G]rowth represents that not all students start at the sameplace with their learning, but every student should learn and grow throughout the school year. In calculating a TVAAS score, a student’s performance is compared relative to the performance of his or her peers who have performed similarly on past assessments.”²⁷

RUA TVAAS Rates

Subject	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
ELA (Literacy)	n/a - 1st year (no growth available)	Level 5	Level 3	n/a - TNReady not administered	n/a - No growth available	Level 5	Level 5
Math (Numeracy)		Level 5	Level 3			Level 5	Level 5
Literacy & Numeracy		Level 5	Level 3			Level 5	Level 5
Composite		Level 5	Level 3			Level 5	Level 5

Source: <https://www.tn.gov/education/districts/federal-programs-and-oversight/data/data-downloads.html>

While the Performance Framework unfortunately does not give RUA “full credit” for the “5” rating and instead downgrades it to a “4” (using just four levels instead of five), given the devastating impact of the

²⁷ <https://www.tn.gov/education/districts/federal-programs-and-oversight/data/tvaas.html>.

pandemic, we are very pleased by the strong growth our Rocketeers have recorded in the past two years.²⁸ Moreover, in the four years that TDOE has issued TVAAS scores (2019/20 and 2020/21 were not issued due to the pandemic), RUA has scored the second highest number of TVAAS 5's of all the elementary schools in its Glenclyff Cluster: 12 out of 16 possible ratings across four categories and four years.²⁹ RUA is achieving more growth year-over-year than most of the Glenclyff Cluster elementary schools.

Cluster TVAAS Rates

School	Subject	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	Total # of 5 scores
Fall-Hamilton Elementary	ELA (Literacy)	1	3	Na	na	4	4	0
Glenclyff Elementary	ELA (Literacy)	5	5	Na	na	4	5	3
Glengarry Elementary	ELA (Literacy)	3	5	na	na	5	5	3
Glenview Elementary	ELA (Literacy)	3	5	na	na	5	3	2
John B. Whitsitt Elementary	ELA (Literacy)	5	3	na	na	4	3	1
Paragon Mills Elementary	ELA (Literacy)	5	5	na	na	4	3	2
Rocketship United	ELA (Literacy)	5	3	na	na	5	5	3
Fall-Hamilton Elementary	Math (Numeracy)	3	1	na	na	5	3	1
Glenclyff Elementary	Math (Numeracy)	2	4	na	na	5	5	2
Glengarry Elementary	Math (Numeracy)	3	3	na	na	5	3	1
Glenview Elementary	Math (Numeracy)	1	2	na	na	3	1	0
John B. Whitsitt Elementary	Math (Numeracy)	3	5	na	na	5	5	3
Paragon Mills Elementary	Math (Numeracy)	5	5	na	na	5	5	4
Rocketship United	Math (Numeracy)	5	3	na	na	5	5	3
Fall-Hamilton Elementary	Literacy & Numeracy	1	1	na	na	5	4	1
Glenclyff Elementary	Literacy & Numeracy	4	5	na	na	5	5	3
Glengarry Elementary	Literacy & Numeracy	3	4	na	na	5	4	1
Glenview Elementary	Literacy & Numeracy	1	4	na	na	5	3	1
John B. Whitsitt Elementary	Literacy & Numeracy	4	5	na	na	5	5	3
Paragon Mills Elementary	Literacy & Numeracy	5	5	na	na	5	5	4
Rocketship United	Literacy & Numeracy	5	3	na	na	5	5	3
Fall-Hamilton Elementary	Composite	1	1	na	na	5	4	1
Glenclyff Elementary	Composite	4	5	na	na	5	5	3
Glengarry Elementary	Composite	3	4	na	na	5	4	1
Glenview Elementary	Composite	1	4	na	na	5	2	1
John B. Whitsitt Elementary	Composite	4	5	na	na	5	5	3
Paragon Mills Elementary	Composite	5	5	na	na	5	5	4
Rocketship United	Composite	5	3	na	na	5	5	3

Source: <https://www.tn.gov/education/districts/federal-programs-and-oversight/data/data-downloads.html>

²⁸ The “cumulative” MNPS RUA Renewal Report does not include any growth data or mention of RUA’s TVAAS scores during the charter term. It does include tables reporting on the proficiency rates of RUA, the Cluster and MNPS since 2015-16 in Math, ELA, and Science. (MNPS RUA Renewal Report, pp. 2-3.) In these tables, MNPS erroneously states that RUA served grades K-1 in 2015-16, K-2 in 2016-17, and K-3 in 2017-18. In fact, RUA enrolled a full K-4 contingent starting in Year One (2015-16) – the first TNReady was administered in 2016/17 to our 3rd and 4th graders, and the data is reported here.

²⁹ Paragon Mills has scored 14 5’s, though its proficiency levels are consistently lower than RUA across all subjects and the TDOE School Report Card grade for Paragon Mills was a “C” in 2022/23.

Total Cluster TVAAS Scores of 5 Over the Past Six Years

School	Total 5's
Fall-Hamilton Elementary	3
Glenclyff Elementary	11
Glengarry Elementary	6
Glenview Elementary	4
John B. Whitsitt Elementary	10
Paragon Mills Elementary	14
Rocketship United	12

Finally, as discussed in Section I.e., below, each of our four major student groups (Black/Hispanic/Native American, ED, EL+ and SWD) are outperforming their peers across the Glenwood Cluster, MNPS and the State on multiple metrics, and are achieving growth at more rapid rates than their peers across the State.

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

According to the Charter Agreement between MNPS and Rocketship, the goals for the charter are those included the the-new MNPS 2014 Performance Framework, attached to the Charter Agreement:

The Performance Framework sets the academic, organizational, and fiscal standards by which Metro Nashville Public Schools students will be evaluated, informing both Metro Nashville Public Schools and individual school officials about school performance and sustainability. The Academic Performance Framework includes measures that allow MNPS to evaluate the school's academic performance or outcomes. Specifically, this section answers the question: *Is this school an academic success?* A charter school that meets the standards in this area is implementing its academic program effectively, and student learning—the central purpose of every school—is taking place on a regular, sustained basis.³⁰

As expressly detailed in the Charter Agreement's language:

1.4 Charter Performance

Decisions by the Chartering Authority regarding renewal or revocation of the Charter Agreement shall be based upon applicable laws and rules, this Agreement and/or the academic, organizational, and financial Performance Frameworks incorporated into this Agreement as Exhibit 3.

* * *

The Parties agree that the most critical performance measures are the academic measures, which may include student achievement, student growth measures (including annual measurable objectives), readiness for successive school levels (middle, high, or post-secondary) and employment, as well as mission specific academic goals defined in the Frameworks. The Performance Frameworks supersede all assessment measures, educational goals and objectives, financial operations metrics, and organizational performance metrics set forth in the

³⁰ MNPS 2014 PF, p. 3. While the specific rubric in the MNPS Performance Framework was amended when MNPS adopted TDOE's 2018 Model Performance Framework, the MNPS Performance Framework still applies.

Application and not explicitly incorporated into the Performance Frameworks. The specific terms, form, and requirements of the Performance Frameworks are maintained and disseminated by the Chartering Authority and will be binding on the Charter School.³¹

As detailed throughout this Section, RUA Meets the Standard for having made sufficient progress towards the academic goals for our School defined in the MNPS Performance Framework.

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

CURRENT ASSESSMENT TOOLS³²

RUA continues to use a comprehensive suite of formative and summative assessments to continuously gather student achievement data to inform teachers' differentiation and instructional practice, evaluate our teachers' effectiveness, and plan and implement both formal PD and ongoing in-classroom coaching. Data gathered on a daily and weekly basis from online curricula, teacher and publisher-created tests and quizzes, interim benchmarks three times per year (NWEA MAP, nationally normed assessments), and state testing all are disaggregated in our data platform (Schoolzilla). This data is accessible to all levels of our organization – classroom teachers, school site leaders, regional support office staff, and the national Rocketship office. Parents/guardians also can access current data and information about their child(ren) online.

Assessment tool changes since our initial charter application in 2014 include the following:

- NWEA MPG for grades K-1 has now been folded into the general NWEA MAP test. Thus, we administer MAP to all students in grades K-4, three times annually.
- TNReady assessments replaced TCAP in 2016-17; the Social Studies test has not been administered in recent years; Science has been consistently administered since 2021/21.
- While RUA original proposed a K-5 school, MNPS authorized RUA as a K-4 school to align with the Cluster,³³ thus we have not administered the 5th grade Writing assessment. In this renewal application, we are seeking to expand to grade 5 to better meet the needs of our students and families, and to prevent a developmentally questionable transition to middle school.
- Since 2017-18, ELs in TN “are assessed each year with an assessment called ACCESS 2.0. The results from ACCESS 2.0 are used in accountability measures and to provide districts with information to determine EL placement in courses; student results on ACCESS 2.0 guide decisions regarding student participation in content area classrooms, as well as their need for English as a Second Language (ESL) services. Results from this assessment also provide districts and schools with valuable information to evaluate the effectiveness of their programming and support for ELs.”³⁴
- In 2023/24, RUA replaced STEP assessments of literacy with DIBELS®, “Dynamic Indicators of Basic Early Literacy Skills, a set of procedures and measures for assessing the acquisition of literacy skills” in K-8. “The measures are consistent with many of the Common Core State

³¹ MNPS Board of Education Charter Agreement with Rocketship Education TN, dated 6/24/14 and 1/13/15 (MNPS-RUA Charter Agreement; approving new Rocketship charter school on April 1, 2014). In addition to the MNPS 2014 Performance Framework, the MNPS-RUA Charter Agreement also incorporates the charter application and MNPS' Pre-Opening Charter Accountability Workbook (dated 5.15.14). The attached MNPS 2014 Performance Framework does not incorporate any of goals or objectives from the charter application.

³² Changes to specific curricula we use are detailed in Section I.g., below.

³³ In 2022/23, three of the six elementary schools in our Cluster added 5th grade.

³⁴ <https://www.tn.gov/education/districts/lea-operations/assessment/english-learner-assessments.html>

Standards in Reading, especially those for Foundational Skills, and each subtest has been thoroughly researched and demonstrated to be a reliable and valid indicator of recognized and empirically validated skills in early literacy development.”³⁵

INSTRUCTIONAL PRACTICE

RUA is relentless about continuously using data from myriad of credible sources to differentiate instruction for each student’s needs to meeting them where they are in the moment. Following initial diagnostic assessments and subsequently after mid-year and end-of-year benchmark assessments, RUA holds full-day comprehensive data reviews and PD for teachers and school leaders. A key component of our Data Days is the identification of overall positive trends as well as any challenges and/or achievement gaps among students. Teachers identify each student’s progress towards mastery of content standards, set new academic goals, and adjust student groups, and unit plans to meet student needs over the next unit of instruction.

Next, the teacher begins to develop an instructional plan for these specific students, which is intended to ensure that these students realize the goals that have been set for them in the next weeks.

Similarly, at the end of each unit, summative assessments tied to the TDOE Power Standards measure each student’s mastery of the content and skills. If students fall short of grade level mastery, teachers supplement instruction using alternate strategies, re-teaching, offering more practice to develop content mastery and address any gaps in understanding. Our model includes subject-matter specialist teachers in grades K-4 (Humanities and STEM), along with a daily Learning Lab rotation that includes PBL, independent work on OLPs, skills centers, 1:1 tutoring, and enrichments (P.E., art, music, LEGO Robotics, coding). Through our RTI² model (detailed below), targeted supports and interventions are provided efficiently and effectively through 4-8 week data cycles.

TEACHER EFFECTIVENESS

Our model uses data to set short- and long-term goals for students, and to develop, coach and evaluate our teachers and leadership teams, as detailed in our original charter application. To evaluate and improve teacher effectiveness, every teacher at RUA has an Individual Learning Plan (ILP) that is focused on their professional growth and development as a teacher, and is customized to meet their needs.³⁶ The ILP is initially introduced at the beginning of the school year after a teacher’s primary coach³⁷ has the opportunity to observe the teacher multiple times and after the results of our beginning of year diagnostic assessments are available. The coach then meets with the teacher in a 1:1 meeting to collaboratively determine opportunities and PD priorities.

During this meeting, coaches and teachers also set short-term SMARTE goals in the teacher’s ILP regarding the identified focus students for the data cycle. Finally, coaches and teachers determine their next steps to address these priorities and record them in the ILP tool. Following several coaching cycles and the results of the subsequent interim assessments, these priorities may shift as teachers meet their previous ILP goals.

³⁵ <https://dibels.uoregon.edu/about-dibels>

³⁶ In our original charter we referred to this as a Professional Growth Plan. In response to staff perception that this terminology suggested an “improvement” plan for low-performing teachers, we changed the name to ILPs.

³⁷ The Principal, AP of Humanities and AP of STEM each are assigned a roster of teachers to mentor and coach.

Following Rocketship's "Criteria for Success," each coach conducts 1:1's with their assigned teachers either weekly or bi-weekly, grounded in data and student impact. At the end of each coaching session, the teacher and coach collaboratively write a clear goal, action steps, coach supports and planned follow-up. Real-time coaching occurs weekly for all team members and daily for teachers requiring more intensive support. In addition, annual teacher evaluations incorporate student achievement data as one of many measures of teachers' performance. Similarly, school leaders are evaluated, in part, on the success of their students. In this way, our leaders and teachers' success are directly aligned to our students' success.

PROFESSIONAL DEVELOPMENT (PD)

As detailed in our original charter application, our faculty participate in ongoing professional development through summer (three full weeks), Data Days after benchmark assessments, and weekly PD on how to interpret assessment data and engage in critical analysis to determine how the school can address any performance deficiencies or negative data trends. Teachers learn a myriad of instructional strategies, and then receive ongoing coaching in choosing the right strategies for each student, based on data. In this way, our faculty are continuously challenged to rethink current pedagogical practices to meet the changing needs of students.

Our data management platform, Schoolzilla, allows educators to identify specific learning challenges early, quickly drill down to identify underlying skill deficits, review, and coordinate students' progress, and facilitate communications and updates between stakeholders. Our use of real-time data enables our school leaders and Regional Office staff to quickly identify any negative trends in the data and address them during the weekly PD sessions. Our PD program takes a both and approach with pre-set sessions related to the implementation of a our model and operations, and at all times RUA is rapidly responsive to the data, implementing targeted PD in real-time to ensure teachers continuously improve their practice and meet the specific needs of our Rocketeers.

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

MULTILINGUAL LEARNERS

Most notably, while not a factor in the MNPS Performance Framework, or the new TN School Report Card, we are diligent about continuously measuring Multilingual Learner (MLL)/English Learner (EL) students' development of English language proficiency, and reclassifying students based on their overall composite proficiency levels (1-6). RUA complies with TN EL Identification and Placement criteria. As illustrated in the table below, in each year since ACCESS 2.0 data has been publicly reported, RUA's EL Rocketeers have outperformed their EL peers across MNPS, and in two out of the four years with reported state-level data, RUA's ELs outperformed the State. While data has not yet been fully reported for 2022/23, 60.7% of RUA's EL Rocketeers met their expected growth on the ACCESS 2.0, and 8.6% of ELs were reclassified.

ACCESS 2.0 Results, 2018-2023

	% Students Met Expected Growth (ACCESS)					
School Name	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Rocketship United	48.2%	66.4%	50.0%	18.2%	46.6%	60.7%
Glencliff Elementary Cluster Average	46.9%	58.7%	58.1%	17.2%	48.7%	Data not yet posted
MNPS (Davidson County)	41.2%	47.0%	47.1%	15.8%	41.1%	
TN State	50.4%	49.8%	not reported	25.8%	43.0%	

NWEA MAP

In addition to mandated state testing, RUA administers NWEA MAP's nationally normed adaptive tests in Reading and Math to all students, K-4, three times each year (beginning, middle and end-of-year). Similarly, data from DIBELS assessments and our OLPs provide detailed, real-time snapshots of standards a Rocketeer has mastered, and which may require more practice or an alternative approach. This data helps us track both student's proficiency levels and their growth over time. Our Rocketeers have achieved higher than typical growth every year since RUA opened (the test was not administered in 2020-21 due to the pandemic), with 1.2 to 1.5 years of growth each year in Math, and 1.1 to 1.4 years of growth each year in Reading, consistently exceeding national norms.

RUA's NWEA MAP Outcomes³⁸

School Year	NWEA Norms	Mathematics			Reading		
		% At/Above 50th Percentile (Absolute)	Avg. Growth Years	% Met 1 Year Growth (aka met or exceeded NWEA growth norm)	% At/Above 50th Percentile (Absolute)	Avg. Growth Years	% Met 1 Year Growth (aka met or exceeded NWEA growth norm)
2015-16	2015	49%	1.5	82%	46%	1.4	73%
2016-17	2015	56%	1.3	75%	48%	1.2	66%
2017-18	2020	61%	1.2	65%	60%	1.3	72%
2018-19	2020	67%	1.3	70%	62%	1.3	67%
2019-20	2020	65%	1.5	71%	55%	1.3	61%
2020-21	2020	na	na	na	na	na	na
2021-22	2020	43%	1.2	63%	41%	1.1	57%
2022-23	2020	45%	1.2	59%	46%	1.3	67%

Source: Internal NWEA MAP results.

³⁸ Internal data. 2019/20 includes Fall-Winter; Spring 2020 and 2021/22 testing suspended due to COVID.

CURRICULAR CHANGES

In 2017, Tennessee replaced the Common Core State Standards with the Tennessee Academic Standards (TAS). Since that shift, Rocketship has worked to adopt and create instructional materials specifically aligned to the TAS.

After an extensive national curriculum review process, we adopted **Amplify CKLA Skills**, a TDOE-approved ELA curriculum, in 2023/24 for grades K-2. CKLA Skills provides explicit instruction rooted in a systematic scope and sequence that covers all 44 sounds and their 150 spellings in a logical, progressive sequence. Student independence is built throughout the program as students have multiple opportunities to build automaticity through intensive practice. CKLA's alignment to TDOE's Reading 360 initiative (based on the science of reading and launched to address COVID-19 pandemic learning loss) is reflected in the curriculum's emphasis on explicit, systematic, and sequential instruction in phonics, phonological awareness, and fluency. Further, our adoption of the CKLA Skills curriculum is closely aligned to the TDOE RTI² model, which is instrumental in supporting differentiated instruction and intervention for students who may require additional support. Specifically, CKLA Skills includes built-in progress monitoring tools that allow us to regularly assess student progress, adjust instruction, and provide targeted interventions.

We also have updated curriculum to align with the newly revised TAS for Math for 2023/24, and to address the significant learning loss in Math that our socioeconomically vulnerable student population suffered during the pandemic. In accordance with the new TN Math standards, our instruction focuses on the core mathematical concepts and skills that are foundational to success in each grade level, and on developing students' ability to apply both the standards for mathematical practice and the literacy standards for mathematics that are interwoven across all grade levels. To accomplish this, after a thorough national curriculum review, in 2023/24 Rocketship Tennessee adopted the Tennessee edition of **Eureka Math2 (EM2)**, a curriculum that is nationally recognized for its rigor and its commitment to advancing equity in math instruction. Eureka Math is the most widely used math curriculum in the United States, and EM2, released in 2022, provides important and exciting elevations in curricular design which directly support our ability to differentiate instruction to support learners of all backgrounds and levels on our campuses. EM2 includes revisions that increase the accessibility of the curriculum, such as improving readability by simplifying language and providing more visual support for our MLL students, without sacrificing the mathematical rigor of the curriculum. These changes will allow a greater share of our Rocketeers – including those in special populations – to access grade-level content and move towards college and career readiness more readily.

Reflecting Tennessee's new emphasis on Science – reflected in the upcoming revised TAS for Science for 2025/26 and recently revised Success Rate formulations that include TNReady results in Science, along with ELA and Math (effective 2023/24) – we currently utilize both **Discovery Education Science TechBook (TechBook)**, and **Mystery Science** curriculum, both tailored to TAS. TechBook provides rigorous, application-based practice for students while also allowing them to engage in science more independently – directly aligning to our core belief of incorporating critical thinking and application of learning through hands-on experiences. This curriculum helps our STEM teachers support students' scientific growth in addition to hands-on learning. Mystery Science complements the application-based practice of Techbook by introducing curiosity-sparking, hands-on activities that are leveraged during science instruction. This prioritizes our core beliefs of curiosity and experiential learning while also supporting many of our MLLs with built-in Spanish narration. In 2023/24, we have moved to providing Science instruction daily instead of three times a week, to bolster students' grade level.

proficiency with consistent opportunities to deepen their science knowledge, make cross-curricular connections, and apply their learning to the real world.³⁹

ADDITIONAL DATA

Organizational Health Dashboards are regularly reviewed by our executive team, local and national Boards (see Section II. g, below), and school leaders to make sure RUA is academically on-track. Summary data showing student progress toward the goals and outcomes from assessment instruments is regularly reported to our stakeholders. Rocketship continues to comply with all state and federal public records laws and regulations.

Operational and financial metrics also are tracked (see Sections II and III, below), which are of course interrelated with the success of the academic program. For example:

Stakeholder Surveys: Annual surveys are a critical tool in evaluating our effectiveness. In 2022/23:

- 90% of RUA Parents/Guardians indicated that they “have recommended Rocketship.”
- 85% of RUA Parents indicated that “Overall, I’m satisfied with this school.”
- 80% of RUA Parents indicated that “My child’s teachers have built strong relationships with my child.”

For the same year (2022-23):

- 97% of RUA’s teachers/staff indicated “I’m passionate about Rocketship’s mission and values.”
- 92% of teachers/staff agreed, “I feel I make a difference here.”
- 83% indicated that they’d “recommend Rocketship as a great place to work.”

In short, our families and our staff love RUA and proudly recommend RUA to other families and educators to join their school community.

Attendance and Chronic Absenteeism: We know that Rocketeers need to be in school daily to reach and surpass grade level proficiency. As reported by MNPS, our 2022/23 Average Daily Attendance (ADA) was 91.7% and chronic absenteeism was 29.6%.⁴⁰ Like schools across the nation, we have struggled with chronic absenteeism since the onset of the pandemic.⁴¹ In 2021/22, due to repeated illness outbreaks and quarantines, chronic absenteeism at RUA jumped to 37.6%, consistent with trends nationwide. While we achieved a notable decline for 2022/23, we are working hard to reduce this to pre-pandemic levels via the following actions, which will continue into the new charter term:

- When a student is absent, the School calls home to determine the reason and see if there is any support RUA can provide to ensure the student returns to school.
- If a student has three unexcused absences, the parent(s) is asked to come in and meet with a school leader

³⁹ With the launch of new TAS in Science in 2025/26, if Rocketship determines that a new or additional Science curriculum is needed, we will select from the list of TDOE-approved curricula.

⁴⁰ MNPS RUA Renewal Report, p. 1.

⁴¹ See, e.g., Chang, H. et al (2023). *Rising Tide of Chronic Absence Challenges Schools*, Attendance Works. <https://www.attendanceworks.org/rising-tide-of-chronic-absence-challenges-schools/?preview=true> (“An unprecedented wave of chronic absenteeism has spread across the country. New data from the U.S. Department of Education show striking findings at the school level: In 2021-22, two-thirds (66%) of enrolled students attended a school with high or extreme levels of chronic absence [an enormous increase from pre-pandemic levels of 25%].”) “Falling in 33 of 39 states reporting data, chronic absenteeism rates improved in 2023 but still remained 75 percent higher than the pre-pandemic baseline.” Malkus, N. (2024). *Long COVID for Public Schools: Chronic Absenteeism Before and After the Pandemic*. American Enterprise Institute. <https://www.aei.org/wp-content/uploads/2024/01/Long-COVID-for-Public-Schools.pdf?x91208>.

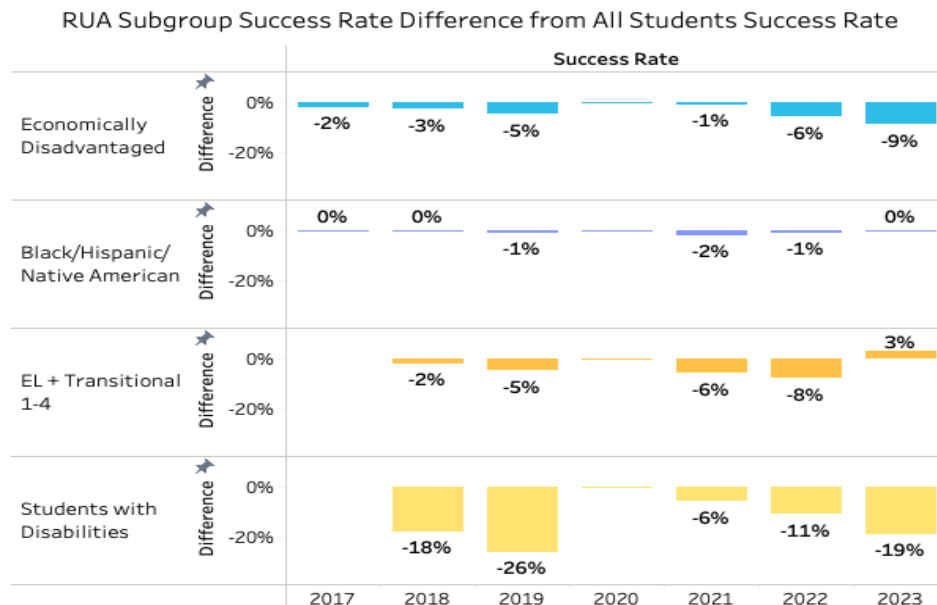
to discuss any challenges they are facing and so we can emphasize the importance of regular attendance.

- If a student has five unexcused absences, the Principal meets with the parent/guardian and the student is placed on an attendance contract with specific expectations and strategies to encourage consistent attendance. Parents/guardians also are informed about Rocketship’s reporting requirements to the MNPS attendance officer and (with 10 unexcused absences) the MNPS Court Liaison under T.C.A. § 49-6-3007(e).
- Finally, RUA celebrates students with consistent attendance at weekly assemblies, and offers incentives for students with consistent attendance.

Suspensions: RUA is committed to minimizing out-of-school suspensions and expulsions and utilizing other forms of behavior motivation and correction for our young students. We have long employed a “trauma-informed” approach and Positive Behavioral Interventions and Support (PBIS), with PD and coaching for all staff. As noted in the MNPS RUA Renewal Report, RUA had 1.7% out-of-school suspension rate in 2022/23. This slight increase in our suspension rate in SY 23 was largely related to our zero-tolerance of toy guns. We are proud that our commitment to keeping students in school coupled with our approach to SEL achieved after five straight years of students’ suspension rates < 1.0%. As RUA has re-acclimated our school community to in-person learning, adopted more social emotional learning strategies, and more effectively implemented targeted behavior interventions in our RTI2 model, we are confident that our suspension rates will continue to remain lower the local and national averages.

e. Discuss progress made toward closing achievement gaps.

RUA’s four major student groups are achieving our mission of closing achievement gaps. Evidence of closing the achievement gap is especially seen in a comparison of Success Rates since TNReady assessments were implemented in 2016/17.⁴² In all cases, except for our SWD, *each student group has had less than a 10% difference from the overall student Success Rate*. As illustrated in the graphic below, BHN students, a group that has steadily grown from 86% of our enrollment to a current high of 95%, not surprisingly mirror the overall Success Rates with negligible variance.



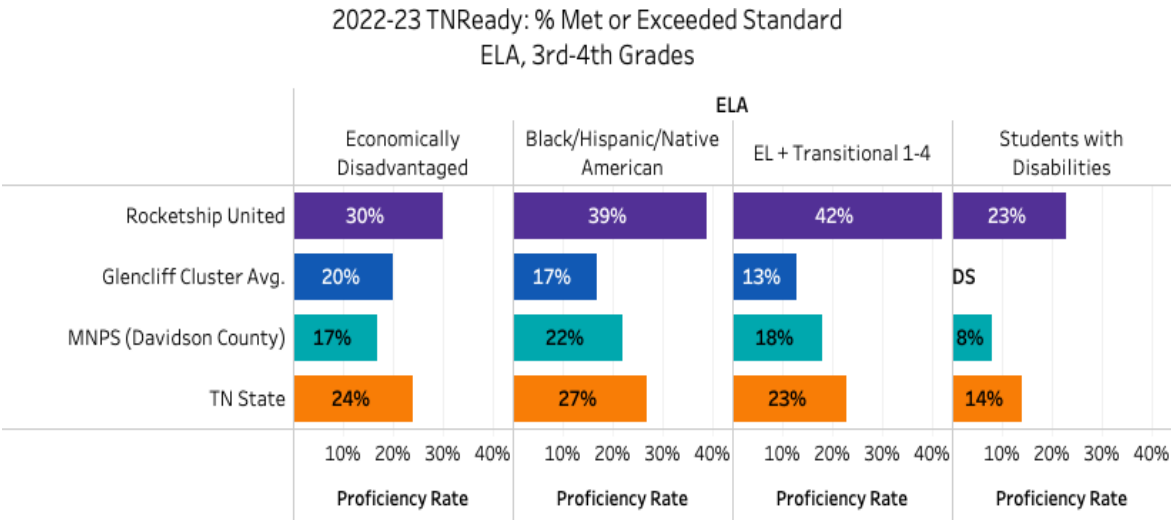
⁴² Notes on data: Some student group data not reported or suppressed. Success Rate calculated using ELA and Math results for all school years until 2022-23 when Science was added to the TN state accountability framework; TN accountability calculations used. TNReady administration canceled in 2019-20.

ED students, 27-79% of our population each year (currently 70%), had their largest variance from the “all students” Success Rate in 2022/23, at 9%. While we note that ED families may struggle with chronic absenteeism more than their counterparts; attendance is a crucial part of school success. Going forward, to ensure our ED students more closely match -overall student performance, we are continuing to implement our data-driven model of personalized instruction and focus on individual student success. EL+ Rocketeers have generally had a small variance from the schoolwide Success Rates; the largest variance was in 2021/22 at 8%, but the following year (2022/23) *EL+ students were 2% higher than the overall Success Rate*. Finally, our SWD Success Rates vary considerably over the years, which is understandable given the variance in the actual students served, and what their disability(ies) may be and how that may impact their test proficiency. Like all of our students, Rocketeers with disabilities benefit from our personalized instructional program and tailored supports and interventions.

Our student groups are demonstrating strong achievement and growth compared to their peers who are ED, BHN, EL+ or SWD across the Glencliff Cluster, MNPS and the State, with Success Rates ***higher than statewide averages*** for the same student groups both before the pandemic and on the most recent testing (2022/23).

In ELA in 2022/23, all four of our student groups outperformed their peers in the Cluster, in MNPS and across TN on every comparison:

- RUA’s ED students achieved a higher proficiency rate (30%) in ELA compared to ED students in the Glencliff Cluster (20%), across MNPS (17%), and across TN (24%).
- RUA’s BHN students achieved a higher proficiency rate (39%) in ELA compared to BHN students in the Glencliff Cluster (17%), MNPS (22%) and across TN (27%).
- RUA’s EL+ students achieved a higher proficiency rate (42%) in ELA compared to EL+ students in the Glencliff Cluster (13%), MNPS (18%) and TN (23%); and
- RUA’s SWD (23% proficient) outperformed SWD across the Glencliff Cluster, MNPS (8%) and TN (14%).⁴³



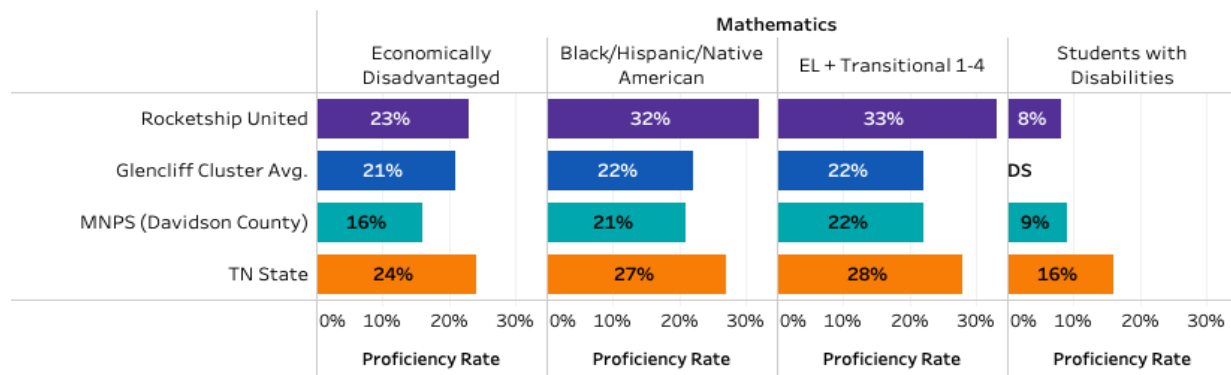
Source: <https://www.tn.gov/education/districts/federal-programs-and-oversight/data/data-downloads.html>

⁴³ Data for SWD across the Cluster was suppressed; if proficiency is less than 5%, the data is suppressed.

In Math, our students were on par with or outperformed their peers on all but one metric:

- RUA's ED students (23% proficient) exceeded the proficiency of their ED peers in the Glencliff Cluster (21%) and MNPS (16%) and nearly matched proficiency of their ED peers across TN (24%).
- RUA's BHN (32% proficient) outperformed their BHN peers in the Glencliff Cluster (22%), MNPS (21%) and TN (27%).
- RUA's EL+ students (33% proficient) outperformed their EL+ peers in the Glencliff Cluster (22%), MNPS (22%) and TN (28%); and finally,
- RUA's SWD (8% proficient) were on par with SWD peers in MNPS, but lower than TN (16%).

2022-23 TNReady: % Met or Exceeded Standard
Mathematics, 3rd-4th Grades

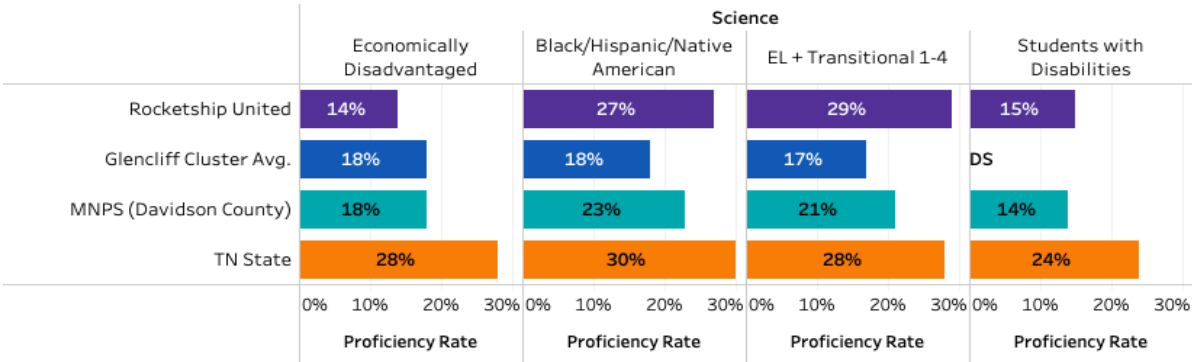


Source: <https://www.tn.gov/education/districts/federal-programs-and-oversight/data/data-downloads.html>

In Science, our student group performance is more mixed, with BHN and EL+ students especially showing strong performance:

- RUA's ED students (14% proficient) were four percentage points short of the achievement levels of their ED peers at the Glencliff Cluster (18%) and MNPS (18%), all lower than the TN average (28%).
- RUA's BHN (27% proficient) outperformed BHN students in the Glencliff Cluster (18%), and MNPS (21%), but were three percentage points lower than TN (30%).
- RUA's EL+ students (29% proficient) outperformed the Glencliff Cluster's EL+ students (17%), MNPS (21%), and TN (28%).
- RUA's SWD (15% proficient), were on par with MNPS (14%) and lower than TN average (24%).

2022-23 TNReady: % Met or Exceeded Standard
Science, 3rd-4th Grades

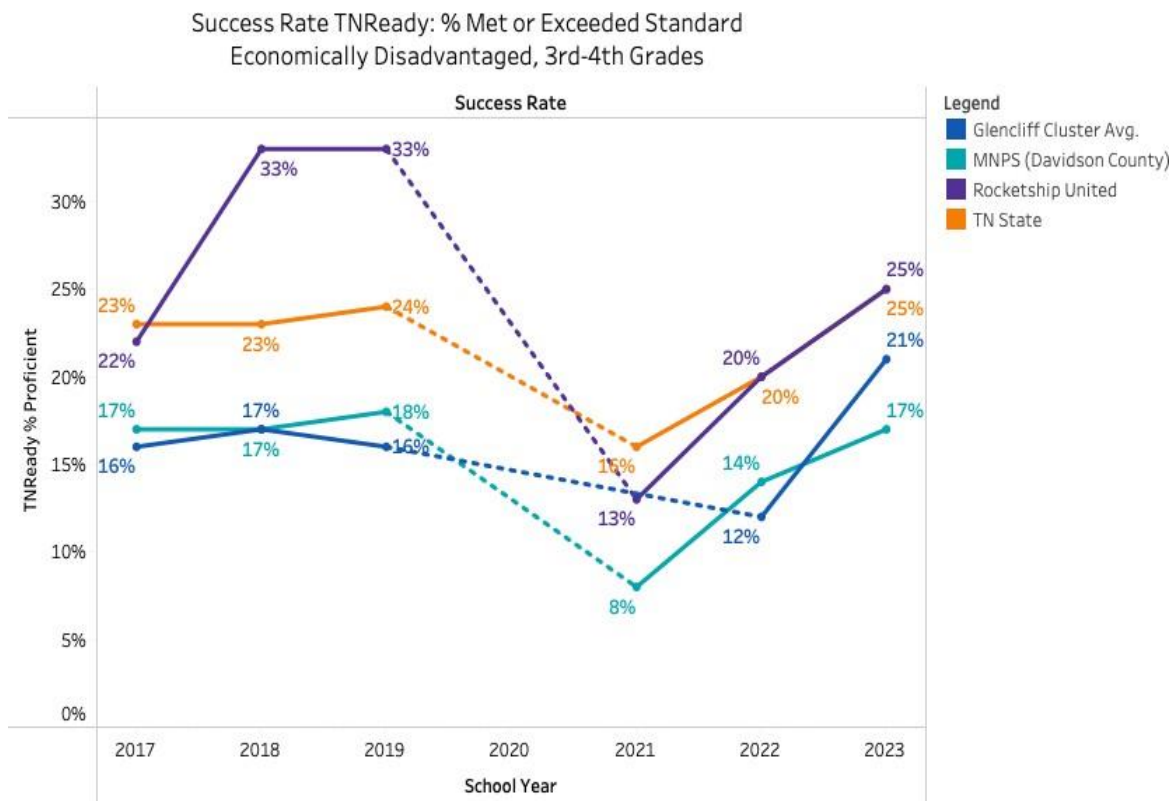


Source: <https://www.tn.gov/education/districts/federal-programs-and-oversight/data/data-downloads.html>

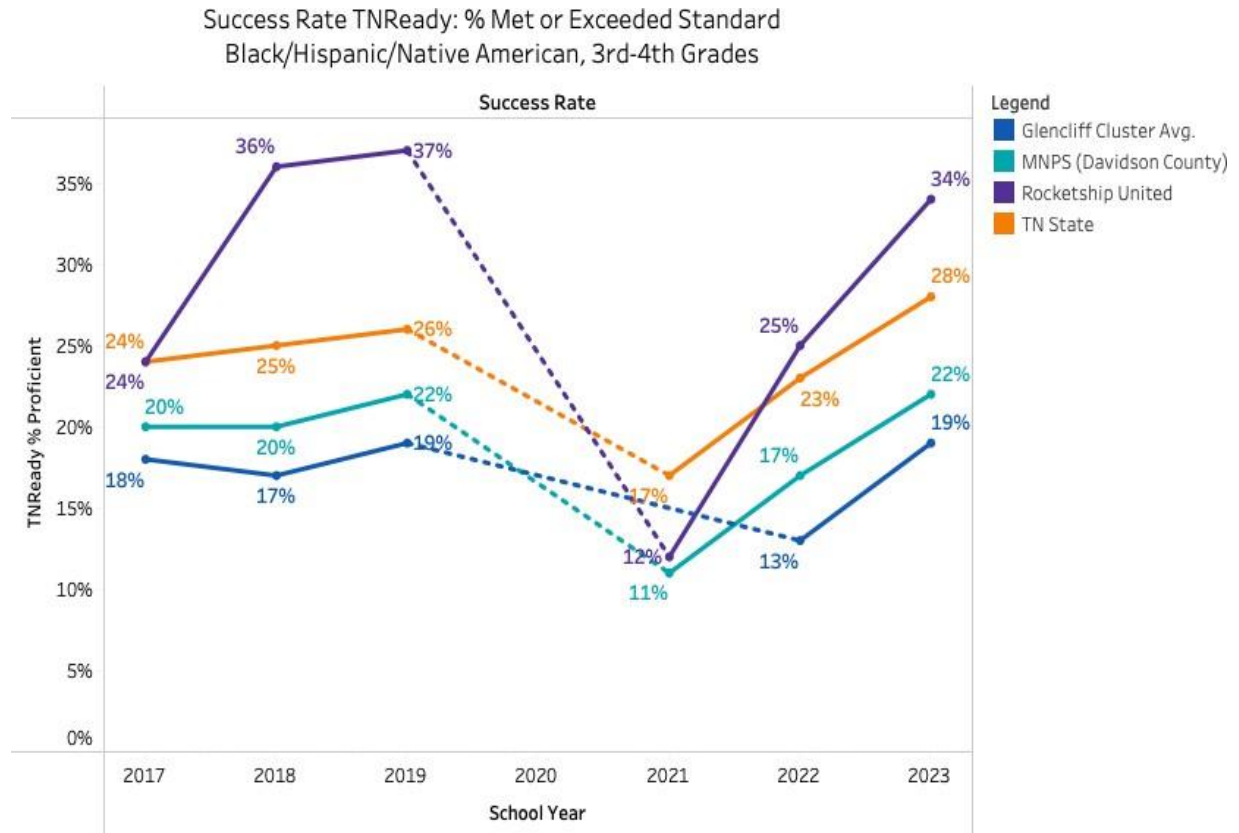
In looking at growth over time for our student groups:

- Prior to the pandemic, ***the Success Rates (ELA+Math) of all four student groups (ED, BHN, EL+ and SWD) were outperforming their respective student group peers across the Glenclyff Cluster, MNPS and the State, in some cases by a large margin.***
- After suffering significant learning loss during the pandemic, as of 2022/23, ***the Success Rates (ELA+Math +Science) of ED, BHN, EL students are outperforming – even doubling -- their respective student group peers across the Glenclyff Cluster, MNPS and the State, with our SWD comparable to their peers.***
- Given consistently strong growth rates throughout our initial charter term and especially in recovering from pandemic learning loss, we are confident our Rocketeers will regain and surpass the Success Rate levels seen prior to the pandemic.

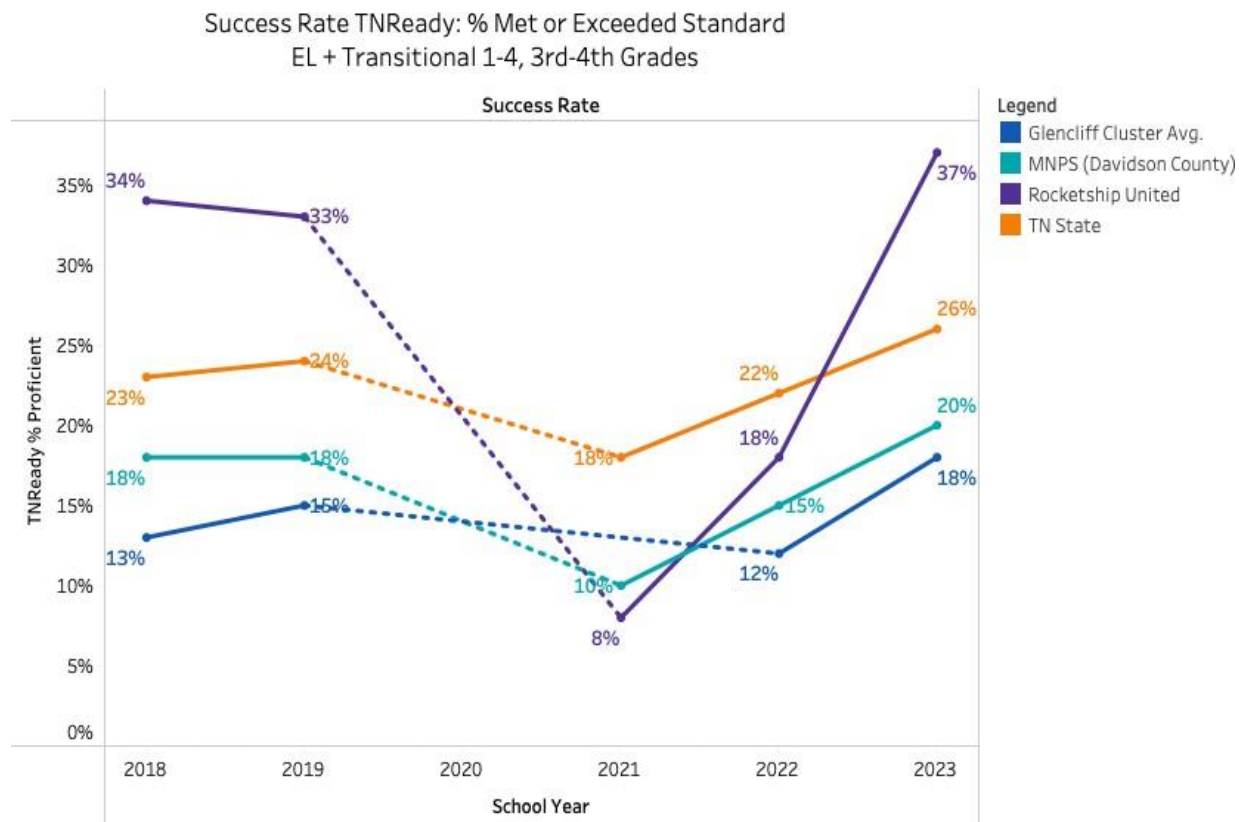
Specifically, as illustrated in the graph below, RUA's ED students were outperforming their ED peers across the Glenclyff Cluster, MNPS and State prior to the pandemic – even doubling the proficiency rate of their ED peers across the Glenclyff Cluster (33% Success Rate for RUA in 2019, compared to 16% across the Glenclyff Cluster, 18% for MNPS and 24% across TN). While not yet back to pre-pandemic levels, we are pleased to see that our ED students in 2022/23 (25% Success Rate) meet or exceed the ED proficiency level across the Glenclyff Cluster (21% Success Rate in 2023), MNPS (17% Success Rate) and TN (25% Success Rate).



Similarly, our BHN students were outperforming their peers prior to the pandemic (37% Success Rate for RUA, 22% Glenclyff Cluster, 19% MNPS and 26% TN). After a significant drop in 2020/21, our BHN Rocketeers made rapid gains in the last two years and are again outperforming all the comparisons: RUA's BHN 22/23 Success Rate (ELA+Math+Science) was 34%, compared to 19% Glenclyff Cluster, 22% MNPS and 28% TN.

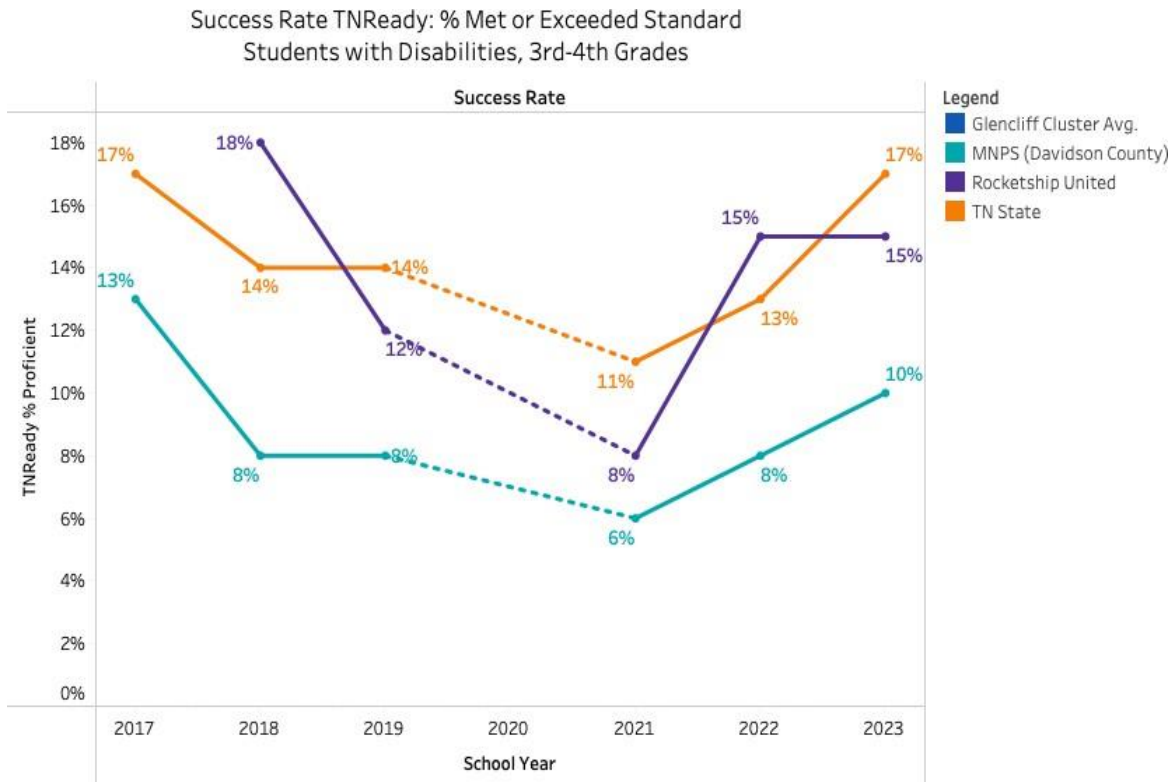


Our EL Rocketeers also were – and again are – outperforming their peers, as illustrated below. Prior to the pandemic our EL+ students were at 33% Success Rate – higher than the Glenclyff Cluster (16%), MNPS (18%) and TN (24%). Most notably, these EL+ Rocketeers have made tremendous growth and are now at a *higher Success Rate – including in Science – than they were pre-pandemic* (37% Success Rate) and are again outperforming the Glenclyff Cluster (18%), MNPS (20%) and TN (26%).



Finally, our SWDs' performance varies from year-to-year dependent on the individual students tested and their specific abilities and disabilities (see graphic below), with a Success Rate ranging from a high of 18% in 2017/18, down to a low of 8% in 2021/22 (post-pandemic), and recovery up to a 15% Success Rate (ELA+Math+Science) for 2022/23. The student group has generally outperformed or matched the statewide average Success Rate of their peers, and the Success Rate of SWD across MNPS.⁴⁴

⁴⁴ Cluster data was suppressed in many instances making a meaningful comparison impossible for the Cluster.



While we have more work to do to fully close any gaps in achievement, we are pleased by the progress of our Rocketeers during the first charter term.

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

RUA's school leaders (Principal, two APs and Manager of RTI²), begin their annual three-week summer PD in June of each year, in preparation for the upcoming school year. Our leaders' PD starts with understanding our student achievement data, annual trends, and opportunities for improvement. A typical scope and sequence of summer Leader PD is:

- Understanding the TDOE-adopted Power Standards
- Mapping unit plans to Power Standards
- Supporting intellectual preparation
- Providing constructive feedback on intellectual preparation materials
- High-impact instructional strategies
- Using data to center instructional coaching
- Instructional coaching cycles

In addition to the comprehensive summer PD, school leaders also participate in bi-weekly leadership PD during the school year, led by content leaders. During the school day, leaders spend most of their time supporting classroom instruction. This focus on effective instruction results in our teachers receiving the instructional coaching needed to improve their instructional practices. It also means that leaders are intimately aware of student data, teacher performance data, and where to spend their time to ensure student success.

Please refer above to Section I.c. for a detailed discussion of how we use data to track teacher efficacy and inform teacher PD. Our teacher PD plan has improved structurally and fundamentally from what we detailed in the original charter application (pp. 65-67) by ensuring that all PD is part of comprehensive series of adult learning. Certain specific curricular and assessment resources have changed (i.e., STEP has been replaced with DIBELS), and we note that instead of an Academic Dean, RUA has two Assistant Principals (one for Humanities and one for STEM). Teachers still participate in three weeks of summer PD, data days for intensive collaborative analysis after beginning, middle and end-of-year benchmark assessments, and weekly PD and collaborative planning time.

As new initiatives – and new laws and state requirements – are implemented, we conduct intensive training for all of our instructional personnel. For example,

- In the summer of 2021, we held PD for school leaders and content teachers on the new MLL program’s core beliefs and 21/22 priorities, including: classroom teachers’ role in the student's path to proficiency, ELD in the first 30 days, how to access resources, and the scope and structure of MLL-focused PD during the school year.
- In the summer of 2023, we adopted the “science of reading” and are placing a larger emphasis on oral language development, phonemic awareness, phonics and spelling, vocabulary and morphology, fluency, syntax, and writing. Our summer PD included five days dedicated to foundational literacy skills, emphasizing practical classroom application of research findings around strong instruction in phonological awareness, phonemic awareness, phonics, fluency, and vocabulary.
- During the school year, teachers received continued training on:
 - How teachers can collaborate and plan instruction for students who are both MLL and SWD, as a co-teaching team,
 - Collaborating with EL Specialists on designated ELD (DELD) instruction aligned to classroom lessons and thematic units⁴⁵ designated ELD within thematic units,
 - Progress monitoring for MLLs, based on ACCESS and Composite score levels.

All of our PD and coaching is designed to realize increases in student achievement and place students on the path to college and career readiness, and success in life. We believe our Rocketeers’ rapid rates of growth across subject areas – including two years into recovery from dramatic pandemic-related learning loss – is evidence of the success of our Professional learning and development program.

g. Explain how the school supports diverse learners.

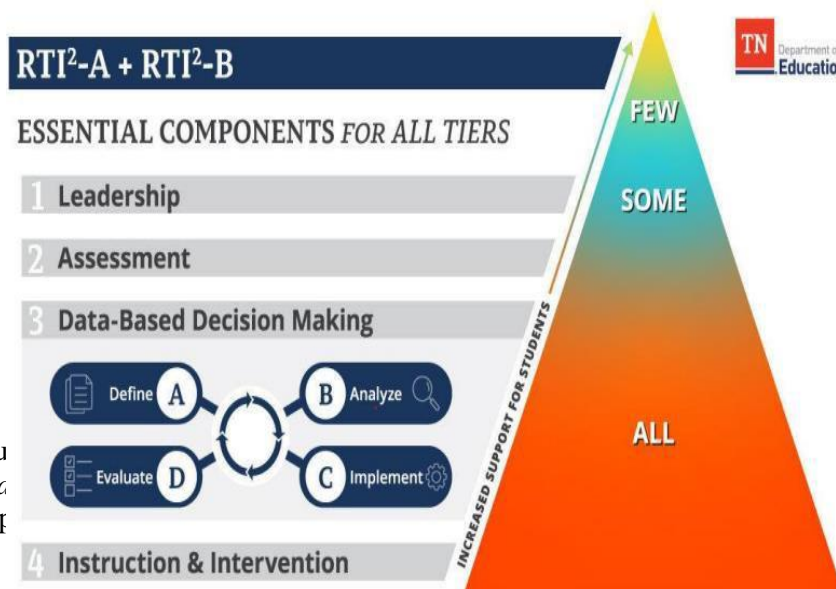
Rocketship is designed to support diverse learners via our highly personalized, data-driven instructional model. We believe that all our students benefit from differentiated instruction in all content areas. Thus, we analyze student-data from multiple sources to determine where we can improve. In 2022/23, for example, as part of our adoption of the new TN RTI² model (see below), we are placing more emphasis on small group instruction for all of our students, in Tier I, II and III. While we have always used small group instruction as a valued intervention method, we have expanded this practice and increased the frequency of small group instruction in all Tier I classrooms to align with the TN RTI² model, with positive results.

We have continuously updated and refined our model and instructional practices, both based on our student’s data, current research, and changes to statewide laws, norms and “best practices.” Key modifications are noted here:

⁴⁵ Our MLL Rocketeers are supported by EL Specialists (in K – 4th grade, one per grade), who teach DELD in small groups daily or every other day based on student proficiency levels and needs. Our online curricula also include specific programs for MLLs.

RTI²

Our Original Charter detailed a common RTI program; in 2022/23, RUA transitioned to an RTI² model. In 2023, TDOE issued a *Response to Instruction and Intervention Manual* on the transition,⁴⁶ citing research from the National Institute for Excellence in Teaching that older intervention models that focus solely on remediation tend not to produce results that incorporating an *accelerated* model is more effective when planning and implementing content and skill standards.



The goal of Tennessee’s Response to Instruction and Intervention (RTI²) Manual is to provide a multi-tiered approach focused on prevention and early intervention that uses a data-driven, problem-solving model to identify and prioritize coherence and alignment of instruction to ensure all students are provided the supports needed to access grade level content. RTI² is founded on high-quality core instruction for all students (i.e., Tier I), targeted learning acceleration supports for some students (i.e., Tier II), and intensive skills-based intervention for a few students (i.e., Tier III), situating RTI² within a continuum of student support that accelerates all students’ learning and access to grade-level standards by increasing the capacity of educators to provide instructional coherence amongst tiers and to make timely data-based decisions for students.⁴⁷

The three tiers of the framework operate in tandem to provide accelerated student instruction and additional intervention support.

High-quality Tier I or core “instruction” – the first “i” – is the foundation of effective RTI² implementation and is provided for all students. During Tier I instruction, Rocketeers receive core instruction that is differentiated to meet individual students’ needs. During dedicated data analysis and planning time, teachers review evidence from multiple assessments to determine patterns, areas of need, and proof of content mastery. Based on this deliberative work, teachers are able to identify students who are struggling and need further supports beyond Tier I core instruction.

⁴⁶ *Response to Instruction and Intervention Manual*, TN Department of Education, August 2023 (RTI² Manual); https://www.tn.gov/content/dam/tn/education/special-education/rti/Updated_RTII2_Manual.pdf.

⁴⁷ RTI² Manual, p. 2.

Intervention is the second “I” in RTI². Teachers provide Tier II interventions, based on the specific identified needs of individual students, alongside core instruction in the regular classroom. The interventions are a form of additional or alternative instruction, dependent on students’ needs. The TDOE RTI² Manual provides this example:

A student on grade-level may receive high-quality Tier I instruction and enrichment, while another student who is showing slight deficits in specific areas may receive the same high-quality Tier I instruction in addition to targeted interventions through Tier II. Alternately, a student who has significant needs may receive extended, intensive interventions through Tier III in conjunction with Tier I instruction.⁴⁸

For RTI² to be successful, teachers must first understand where their students are at any given point in time. RUA starts with a universal screening process to assess student needs, administering the DIBELS assessment as the universal reading screener, in compliance with the dyslexia screening requirements established in § 49-1-229 and Tennessee’s RTI² Manual. DIBELS is administered to all Rocketeers at least three times annually (beginning, mid- and end-of-year). For Math, we use NWEA MAP as our universal screener, also administered three times annually.

Our general education teachers receive weekly, individualized coaching to build their skills in differentiating instruction to ensure that Tier I instruction is equally accessible to any students receiving tiered supports. Tier I instruction for all students includes high expectations with differentiation and supplementary aids to support participation and engagement with the curriculum. Teachers receive detailed and continuous feedback through coaching and collaboration with their peers in determining initial approaches for the delivery of new content or student practice, instructional planning that focuses on the supports across the tiers, making the decision to re-teach and how, and providing scaffolded instruction based on student’s needs. School leaders facilitate data meetings, provide coaching, lead weekly school leadership team instructional walkthroughs, and conduct bi- weekly consultation meetings with our support personnel for interventions.

Rocketeers participating in Tier II interventions receive different evidence-based approaches based on student needs, including small group instruction, 1:1 tutoring, extended learning time, a focus on basic organizational skills, or additional time with online adaptive learning programs (that adjust in real-time based on student’s responses, either giving them more practice or alternative approaches, or moving on to different skills/content). In Reading, for example, teachers may select from a variety of different tools, dependent on the student’s needs, coupled with a separate small group intervention program at a time that does not remove the student from core instructional time. During Tier III, Rocketeers may participate daily in targeted, short interventions based on the science of reading during before- or after-school tutoring, or perhaps have 1:1 tutoring using the Wilson Foundations Reading, which uses the multi-sensory Orton-Gillingham approach, a particularly effective tool for some of our SWD who co-designated MLL. Similarly in math, a variety of online and teacher/interventionist-led strategies and online tech-based tools such as Eureka Math Equip, “an

⁴⁸ Ibid, p. 5.

adaptive digital diagnostic tool designed to identify learning gaps and address them through direct instructional videos and fluency practice,” ensure our teachers have different tools to meet different student needs.⁴⁹

It is important to note that RTI² encompasses behavioral interventions as well, in recognition of the fact that academic and behavior outcomes typically are linked. For Tier I, our program encompasses direct instruction in social-emotional learning with Rocketship’s Shortest Distance Curriculum, the RULER program from Yale’s Center for Emotional Intelligence, and Kimochis. We implement common practices across the school so that even our youngest Rocketeers can understand what is expected of them. For Tier II behavior interventions, strategies such as check-in/check-out, take a break, reflection forms, and at times, whole class interventions are implemented to quickly and effectively redirect behavior in a more positive way. Tier III behavior interventions may include mentoring with an older student or adult, targeted social skills development, counseling, and behavior contracts.

Students participating in interventions are progress-monitored weekly. Every to eight weeks, data is more formally reviewed, and any students that are not making sufficient progress have their intervention plan updated. This may result in new or additional Tier II strategies, or result in a movement to Tier III, and include a combination of increased duration or frequency of intervention time as well as a potential use of an additional curricular resource, such as Phonics for Reading.

When we place any Rocketeer in a tiered intervention, the family is informed of their student’s placement and progress and given resources and coaching to support their child’s learning in school and at home. Rocketeers may be referred for evaluation for special education services at any point in the RTI² process when a disability may be suspected. Rocketship finds, nationally, that our intensively personalized model of instruction and intervention results in fewer children needing special education services in our data-driven, differentiated model.

MULTILINGUAL LEARNER PROGRAM

In tandem with the shift at TDOE, we continue to serve our students who are learning English through a comprehensive Multilingual Learners (MLL) program, offering asset-based instruction and culturally responsive teaching practices to embrace the diverse home cultures and languages of our students. This shift has aligned well with our student population (currently 51% EL), who speak a variety of different languages. RUA’s MLL program includes both integrated and designated English language development:

Integrated ELD: Embedding language development into content instruction: Teacher PD includes extensive training on Project GLAD strategies for English Learners, culturally responsive teaching, and other research-based “best practices” in helping English learners become fluent. Strategies such as input charts, gestures, and Total-Physical Response (TPR), realia, chants or songs, and picture support, along with daily opportunities for cooperative learning with their peers all help our young students master English quickly. Therefore, integrated ELD at RUA includes frequent opportunities for students to talk and actively engage in content instruction. Teachers use the Habits of Discourse⁵⁰ method to

⁴⁹ Especially given the rapid development pace of online learning tools, Rocketship empowers our teachers to become skilled strategists in first identifying a student’s specific needs or gaps in learning, and then determining the best strategies to meet those needs. Newly released programs since our original charter application include: <https://www.fountasandpinnell.com/lli/>; <https://www.wilsonlanguage.com/programs/wilson-reading-system/>; <https://greatminds.org/math/eureka/math/equip/>; <https://amplify.com/programs/mclass-intervention/>.

⁵⁰ <https://www.habitsofdiscourse.com/>.

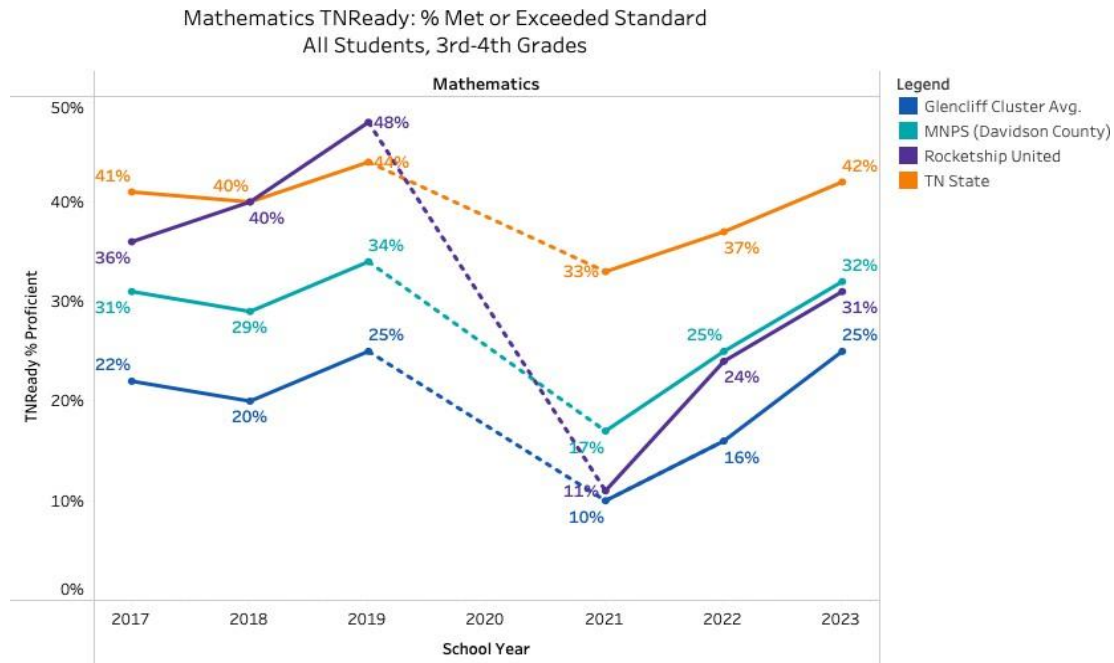
prompt meaningful interactions with fluent or more fluent peers, during partner work, small group, and class discussions. Throughout their day, Rocketeers enjoy a language-rich environment that supports them in making meaning of content via a multitude of strategies.

Designated ELD (DELD): Using content instruction to engage in language study: EL Specialists lead DELD with RUA's EL students for at least 20-30 minutes each day in small groups based on English proficiency level. During content instruction, students benefit from explicit instruction in academic language and vocabulary so that students have meaningful opportunities to apply new language skills. Over the course of the year, students learn more about English at the *word level* (grammar, types of speech vocabulary), *sentence level* (syntax, conventions, connecting/condensing), *text level* (language functions, text structures), and mastery of *foundational skills*. Teachers also make cross-language connections to support students in transferring what they already know about languages.

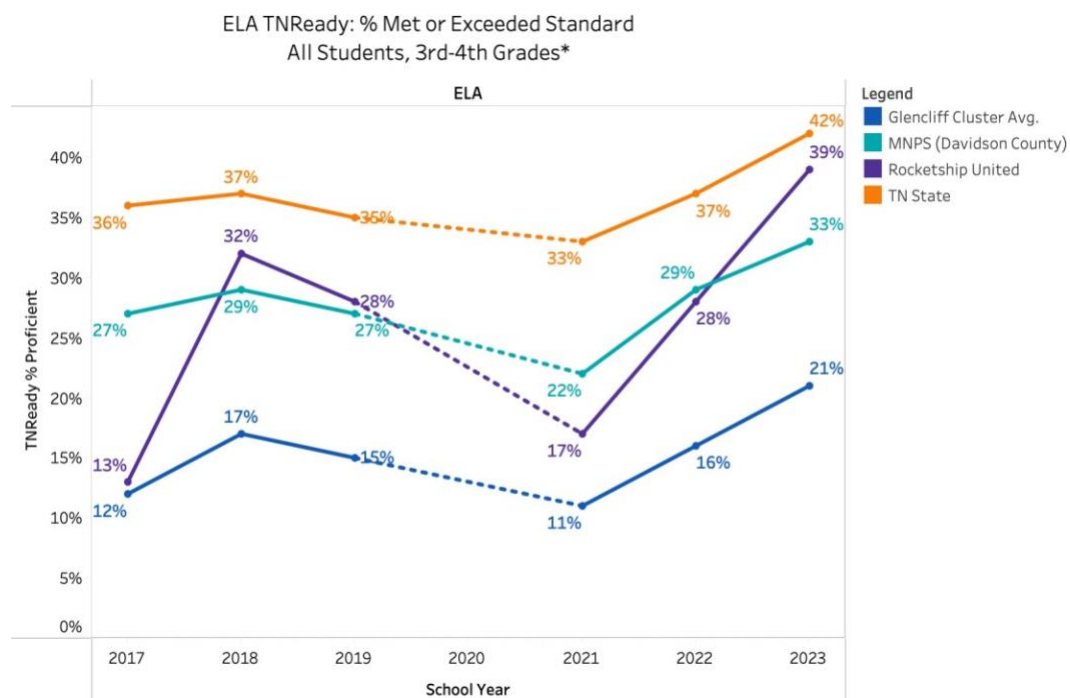
h. Discuss areas of academic concern and changes made to address any deficiencies.

Like virtually every school across the nation, we have been focused tirelessly on recouping learning loss associated with the pandemic. While we are quite proud of our Rocketeers' rapid growth, we know there is more work to be done. We continue to strengthen our RTI² program through targeted PD and coaching of individual teachers, as well as the hiring of additional interventionists. RUA's Manager of RTI² collaborates with our teachers and other school leaders to ensure Rocketeers who have additional varying needs are identified rapidly, provided appropriate and effective supports quickly, and are monitored and updated every four to eight weeks (depending on the subject and intervention) to ensure that the strategies are successful, or to determine a new approach.

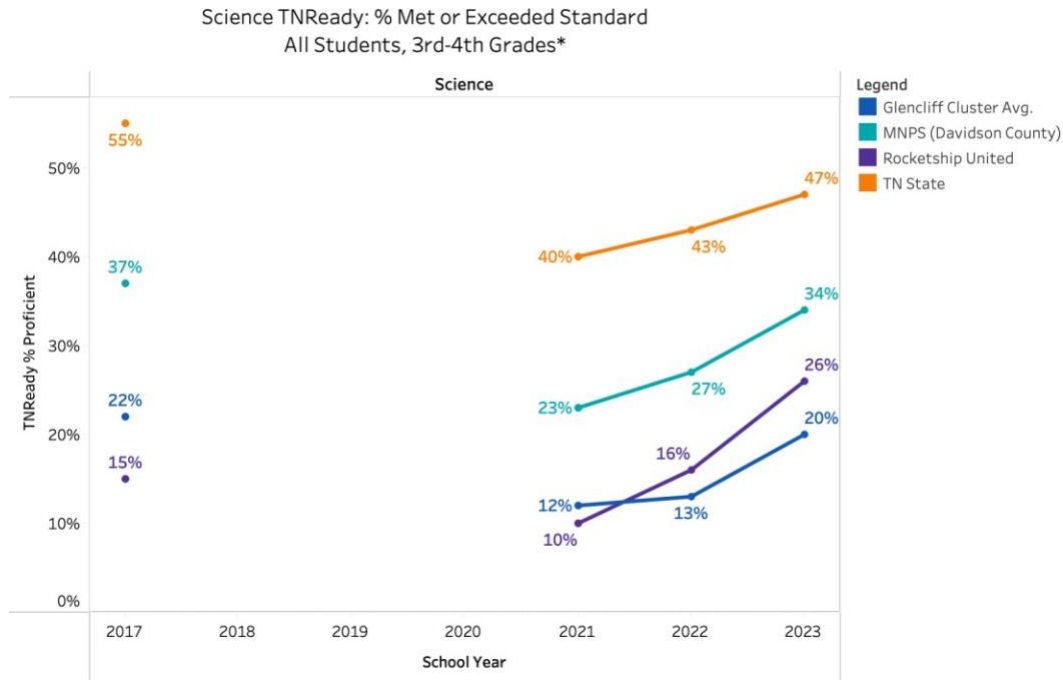
Math proficiency was a high point for RUA prior to the pandemic, with our Rocketeers attaining higher proficiency rates than the State. (See graphic below.) During the pandemic however, our Socioeconomically vulnerable Rocketeers had a particularly dramatic drop in math, from 48% proficient in 2019 to just 11% in 2021. While losses were realized across the State and nation, this prompted Rocketship to begin studying alternative curricula and strategies on a national basis. As detailed above in Section 1.d., effective in 2023/24, Rocketship Tennessee has adopted the EM2 math curriculum, TN edition, aligned to the new TN Academic Standards in Math. All our school leaders, STEM teachers and interventionists have participated in intensive and ongoing PD in the EM2 curriculum, including tools that help teachers effectively differentiate instruction based on data for our diverse learners.



While RUA's ELA proficiency rates have bounced back and now exceed pre-pandemic levels (39% proficiency in 2022/23), exceeding MNPS (33%) and the Glenclyff Cluster (21%), we believe our students can meet and exceed the achievement levels realized statewide, despite socioeconomic differences. To ensure continued growth and increased proficiency among our students, we have fully implemented the science of reading in our fluency block, implemented the CKLA Skills curriculum, replaced STEP with DIBELS 8 so that we can collect rapid, real-time checks for understanding more effectively, incorporating writing across the Curriculum, and adding classic novels featuring people of color in grades 3-4.



In Science, we have seen steady growth with consistent science testing the past three years, from 10% proficiency in 2020/21 to 26% in 2022/23. Unfortunately, this fell short of MNPS (34% proficient) and TN averages (47%) but exceeded the Glencliff Cluster performance (20%). As noted above, we are now ensuring science instruction occurs daily, with engaging opportunities for hands-on learning that support our students to develop deeper understanding. As the State implements new Academic Standards in Science in 2025/26, we are evaluating our science curricula to determine if new or additional resources are warranted.



i. Explain why the school’s academic outcomes merit renewal of its charter agreement.

According to the MNPS Performance Framework scoring, RUA “Meets the Standard.” In addition to the information and data above showing RUA’s strong academic performance, we present here a summary of the ways in which RUA’s Academics merit renewal, based on the TDOE-defined “characteristics of a strong record” contained in the manual, *Charter Renewal Application: Applying to Renew a Charter Agreement with the Existing Authorizer, Charter Agreements ending in 2024-25*, TDOE, Updated January 2024 (*TDOE Charter Renewal Manual*):

- **The school has been faithful to its mission and vision, and to its academic focus and plan. “MET”.** Sections I.a, d-e. RUA is realizing its mission by accelerating student achievement, developing exceptional educators, and partnering with parents to close achievement gaps.
- **The school met or made sufficient progress toward achieving the academic goals as defined in its charter agreement. “MET”.** Sections I.a., d-e. RUA met the academic standards in the MNPS Performance Framework and accountability tools such as the TN School Report Card, with a grade of “B,” the highest in our Cluster. RUA is among the top 21% of elementary schools in the entire State according to our Reward school recognition, while serving significantly more ED, BHN and EL+ students than state averages. Particularly considering nationwide pandemic-related learning loss, RUA has made more than “sufficient” progress in rapidly making gains towards pre-pandemic levels of student proficiency.

- **The school has demonstrated strong academic achievement and growth results over the course of the current charter term, as measured by state assessments and TVAAS scores. “MET”.** Sections I.a., d-e. As evidenced by RUA’s TN Report Card, Success Rates, TVAAS scores and other data, RUA has demonstrated strong academic achievement and growth.
- **The school consistently met or exceeded expectations on the local board's annual performance evaluation. “MET”.** While MNPS has not explicitly stated that RUA “Meets Standards” in Academics (either in the MNPS 22.23 Performance Report or prior annual reports), RUA has, in fact, met MNPS’ expectations with an APF of “3.”
- **There is sufficient evidence that the school uses data to evaluate the effectiveness of its academic program, inform instructional practice, evaluate teacher effectiveness, and implement professional development. “MET”.** Section I.c. RUA is intensely data driven.
- **The school has made progress toward closing achievement gaps for all students. “MET”.** Sections I.a., e. RUA consistently has had less than 10% variance between student group outcomes and overall schoolwide outcomes, except for some years of SWD performance, which is to be expected. Moreover, our ED, BHN and especially EL students are outperforming their peers across TN; RUA is closing achievement gaps for all students.
- **The school demonstrates clear and compelling evidence of successful student outcomes for diverse learners. “MET”.** Sections I.a., d-e. RUA is designed for diverse learners with our personalized learning approach; the data presented shows clear and compelling evidence that our ED, BHN, EL and SWD are achieving successful outcomes.
- **The school did not receive any notices of concern or other interventions from the LEA or, if received, corrected the finding quickly. “MET”.** If applicable, RUA has addressed any concerns promptly.
- **The school’s academic outcomes merit renewal of the charter. “MET”.** The “Comprehensive body of objective evidence” contained herein presents a compelling case for the continued operation of RUA and renewal of the charter.

Section II: Operational Stability

a. Address progress toward meeting the operational goals outlined in the charter agreement, if applicable.

According to MNPS:

Operations:

During the 9 years of your charter contract with MNPS, your charter school *has consistently performed at a rating of Meets the Standard* with the district. This standing is based on the operational data of the Annual Performance Framework. Overall, the MNPS Charter Schools Office *has not had any major concerns* or identified measures within the Performance Framework of Falls Far Below category for three or more consecutive years resulting in immediate revocation of the charter.⁵¹

The MNPS 22.23 RUA Performance Framework, however, identifies two areas in which RUA purportedly does not meet standards: Credentialing, and Other Obligations. No details are provided. Instead, MNPS indicates a “complete evaluation” is “forthcoming,” without any indication of when this might be

⁵¹ MNPS RUA Renewal Report, pp. 3-4, emphasis added.

received.⁵² RUA’s teacher and staff credentialing is regularly monitored by both local and network staff, and the School is confident that it is compliant with applicable laws, rules, and regulations. Further, RUA has not received any communication regarding potential failures in “other obligations” and has consistently complied with applicable legal, statutory, regulatory, and contractual requirement. RUA welcomes a discussion to resolve any confusion regarding these issues.

MNPS also states that an evaluation of the Financial Management and Oversight components of the Operations Framework is “Pending.” Again, no additional information has been provided. RUA is confident that it has complied with Financial Management and Oversight obligations and looks forward to this confirmation once MNPS completes its evaluation. ***We have no reason to believe that RUA has been deficient in any way on teacher credentialing, or any “other obligation.”*** RUA has not received any Notices of Concern about these, or any other operational issues. RUA warrants renewal based on the Operations standards. MNPS confirms that RUA has met all other Operational standards (and as ultimately concluded by MNPS, **RUA Meets the Standard for renewal**).⁵³

Educational Program

Charter Terms	
Compliance with Education Requirements	Meets Standards
Students with Disabilities Rights	Meets Standards
English Language Learners Rights	Meets Standards

Financial Management and Oversight

Financial Management and Compliance	Pending
Generally Accepted Accounting Principles	Pending

Governance and Reporting

Governance Requirements	Meets Standard
Accountability of Management	Meets Standard
Reporting Requirements	Meets Standard

Students and Employees

Rights of Students	Meets Standard
Credentialing	Does Not Meet Standard
Employment Rights	Meets Standard
Background Checks	Meets Standard

School Environment

Facilities and Transportation	Meets Standard
Health and Safety	Meets Standard
Information Handling	Meets Standard

Additional Obligations

Other Obligations	Does Not Meet Standard
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MNPS 22.23 RUA Performance Framework, pp. 3-4.

⁵² As of March 18, 2024, less than two weeks before this Renewal Application is due, no additional evaluation has been received.

⁵³ MNPS 22.23 RUA Performance Framework, pp. 3-4.

b. Discuss student enrollment over the course of the current charter term. Is the school operating at maximum capacity? How many students are currently on the waitlist?

RUA has had strong and steady enrollment over this initial charter term, from 368 students in Year 1 (across a full grade span of K-4) or 72% of the contracted capacity for Year 1 of 425 students. In Year 2, enrollment increased to 533 students in K-4, or 102% of our MNPS-contracted “maximum” capacity of 525 students; since Year 3, contracted-capacity has been 575 students.⁵⁴

RUA maintained 92-102% enrollment capacity for six years, *including through the 2020 global Covid-19 pandemic*. In 2022/23, we experienced a decline to 494 students – 86% of capacity – when 86 students transferred from RUA to our newly-opened Rocketship Dream Community Prep, approximately 10 miles away from the RUA campus. We had anticipated this move as several families had been traveling to RUA and asking for another Rocketship school in the Antioch community.⁵⁵ Enrollment at RUA is back on the upward trajectory, increasing for the current year to 507 students, which represents 88% of our 575 contracted capacity.⁵⁶

Rocketship United Academy Enrollment

Year	Grades	Contracted Capacity	Actual # Students	% of Max Capacity
2015/16	K-4	475	368	78%
2016/17	K-4	525	533	102%
2017/18	K-4	575	530	92%
2018/19	K-4	575	544	95%
2019/20	K-4	575	552	96%
2020/21	K-4	575	582	101%
2021/22	K-4	575	560	97%
2022/23	K-4	575	494*	86%
2023/24	K-4	575	507*	88%
2024/25	K-4	575		

*Internal data; not yet publicly available.

RUA’s fiscal position is very strong (see Section III, below) and operations are stable and consistent. Notably, MNPS has not sent any Notice of Concern about our enrollment.

⁵⁴ MNPS-RUA Charter Agreement, Clause 2.1.

⁵⁵ Rocketship Dream has exceeded enrollment expectations and is currently serving 389 Rocketeers in grades K-5 in just its second year of operations.

⁵⁶ Despite being slightly below our maximum capacity, RUA’s operations are stable, and the fiscal position is quite strong, as detailed in Section III, below, and the attached 5-year budget projections in Appendix A. Notably, we conservatively base our fiscal planning on enrollment of just 500 students.

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

MNPS reports that RUA's student attrition rate was 13.6% for 2022-23; RUA's attrition rate challenges are largely due to our families relocating, with many moving out of the country (mainly to Africa) or to areas like Clarksville or Murfreesboro, where the cost of living is lower than Nashville.

RUA's highest attrition rate since opening was in 2021/22, when 86 students transferred from RUA to the newly opened Rocketship Dream Community Prep, located 10 miles away in the Antioch community of Nashville. While these families left RUA, they did not leave Rocketship. As evidenced by the Parent/Guardian survey results highlighted above, our families are pleased with Rocketship and highly recommend our school to a close friends and family members.

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

As detailed in our Original Charter Application, we believe that for students to learn and thrive, they need a predictable structure and intellectually safe environment where they feel safe, supported, valued, and experienced a sense of belonging. To create this kind of environment at RUA, we take steps to provide:

- ***Safe physical environment:***
 - A facility that meets the highest safety standards, including the new TN "security law" requirements that schools have a single point of entry for visitors and cameras on all exterior doors.⁵⁷ RUA has compliant cameras on all exterior doors, access control, impact-resistant glass, and has adopted a single point of entry for visitors, along with a screening system using visitor's driver's licenses.
 - A comprehensive **100+ page School Safety Plan** that is reviewed, revised, and adopted each year and which guides annual staff training on lockdowns, active shooters, natural disasters, medical emergencies, and other emergencies. The School Safety Plan also provides staff with clear guidance and training on harassment, intimidation, bullying, self-harm threats, and responses to serious injury; and
 - A comprehensive emergency preparedness training for all staff so that they are each prepared for any emergency that could arise.
- ***Social-Emotional Learning:***
 - We weave joy into all aspects of our student's experience, including regular celebrations of student achievement, growth, character, and core values.
 - We prioritize SEL lessons in morning Community Meetings, based on the work and evidence-based practices in RULER, from Yale's Center for Emotional Intelligence; Zones of Regulation; and Kimochis⁵⁸ such as relationship-building routines and practice in expressing a variety of emotions in appropriate way at school; and
 - We explicitly teach character development and apply our Core Values (Responsibility, Respect, Empathy, Persistence and Gratitude) daily through SEL and PBIS programming, including during our daily morning Community Meeting.
 - We create and use RULER-aligned emotional intelligence charts in all classrooms.

⁵⁷ The law has additional features for facilities built after July 1, 2023, such as entry-resistant film on all entrances, but these additional features are not required because RUA is in an existing building.

⁵⁸ <https://www.rulerapproach.org/>; <https://zonesofregulation.com/>; <https://www.kimochisway.com/>.

- ***Classroom Management/PBIS:***

- We employ a classroom management system that is aligned across the whole school and includes clear expectations for behavior, as well as a visual way for students to see feedback on their behavior and clear ways to recover from disciplinary or emotionally challenging experiences. The goal of our approach to classroom management is to help students develop sound character, self-regulation, and self-efficacy skills to successfully navigate a variety of challenging situations now and in the future.
- We convene our PBIS committee biweekly to reflect on school culture and plan incentives, celebrations for students, families, and the School. A calendar for family and student culture is created at the beginning of each year and semester.

- ***Student Health and Wellness:***

- We ensure all Rocketeers, have a nutritious school breakfast and hot lunch. Food service is currently contracted with the Food Service Management Company, SLA Management, who provide meals in compliance with the National School Lunch and Breakfast Programs.
- Thanks to a partnership with the Jackson Street Church of Christ for the past two years, free hot meals are provided once weekly for families who are in need. These meals are delivered near the end of the day for Rocketeers to take home and enjoy with their family.
- Rocketeers enjoy an enriching, standards-aligned physical education program with RUA's certified P.E. teacher, along with daily recess for structured play.
- Hearing and vision screenings are conducted annually.
- RUA's Student Support Coordinator assists teachers by leading check-in/check-out sessions as needed, along with social skills groups in our RTI2 model. RUA partners with CenterStone to provide counseling services for our students as needed.
- RUA provides an enriching after-school program in partnership with H.O.P.E. (Home of Potential and Excellence), a women- and Black-owned business founded by a former RUA substitute teacher. This robust and engaging program – offered without attendance fees – includes co-ed basketball, co-ed soccer, art, drama, cheer, wrestling, yoga, and gardening.

e. Explain how the school has made community connections and developed working relationships with parents and families.

As detailed in Section I.a., parents are the third pillar of our model – RUA works to establish a true partnership between school and home. (See I.d. discussion of resoundingly positive parent survey results.) We engage parents at the beginning of each school year with a home visit and continue to build deep and mutually respectful relationships throughout the school year. Notably, our parents named our school Rocketship United Academy, and they chose “United Academy” to honor the rich diversity and vibrant community they wanted to build at our school. Our founding parents also worked with our school leaders to select RUA's unique core value, Gratitude, which is woven into all aspects of our school culture, including at our daily full school assembly (called “Launch”) that parents are always welcome to attend.

Our campus is a warm and welcoming place for all students and families, fostering a sense of pride and belonging. Pictures and signage throughout our School, murals and other relevant images are reflective of the vast diversity of our families' cultures. Inspirational quotes are posted throughout indoor and outdoor learning spaces. In addition to creating physical spaces that reflect our vision as well as reflect and honor our communities, we also ensure that we prioritize justice and access in every part of our operations. We strive to accommodate parent schedules, linguistic literacy, and design spaces that foster cultural diversity.

Our teachers and school leaders conduct home visits every fall to meet our Rocketeers' families in their homes – changing the dynamic from a parent visiting a teacher in the school environment to the teacher visiting the parent in the home environment. We seek out active and in-person communication whenever possible, rather than exclusively using online platforms or phone calls.

Our active Parent Organizing Committee helps us encourage – but never require – our parents/guardians to volunteer in school life, whether volunteering in their child's classroom, helping chaperone a field trip, or planning an event to celebrate the RUA community. We regularly host informal parent coffees and meetings to educate and thought partner with our parents about ways they can support their children at home and how they can engage in advocating for their child, as well as leadership and engagement opportunities in the local community. Partnerships with local services providers, colleges/universities, and business help support our families and inspire our Rocketeers. We encourage our parents to recognize and take advantage of their influence in various ways, from giving input on budget priorities and enrichments, to helping our leadership teams interview candidates for open staff positions.

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

The second core pillar of our model is the development of our teachers and leaders. (See I.a., above.) As detailed in Section I.c above, we provide comprehensive and personalized PD for each teacher, and support their professional growth through opportunities for promotion and additional training. MNPS reported that RUA had 95% teacher retention for 2022/23; the prior year, MNPS reported teacher retention at 85%. As evidenced in Section I.d, above, annual survey data from our teachers indicate that they are proud to be at RUA, with 95% of staff surveyed *throughout RUA's history* agreeing, "I'm passionate about Rocketship's mission and values."

Beyond school-site strategies to develop and retain effective teachers and leaders, RUA's organizational structure benefits immensely from the expertise and experience of the accomplished leaders in our Regional Office, and our national network office. We work to define clear roles and responsibilities for each position and each level of the organization, while also adapting to changing circumstances and needs. The in-house support and supervision that the Regional Office and national network provide are all singularly focused on helping teachers at the school site most effectively meet the needs of their individual students, thereby achieving our mission of closing the achievement gap and creating equal access to opportunity for all. Teachers continuously learn how to improve their practice and our leaders continuously learn how to improve their leadership and coaching skills. In Rocketship's data-driven, reflective model, teacher and school leader evaluations include analysis of student outcome data as one of many measures of success. (See Section II.g., below, on Leader Development.)

g. Describe the development of the board members and school leadership during the current charter term.

CURRENT GOVERNANCE STRUCTURE AND ANTICIPATED GOVERNANCE TRANSITION

Since the charter was authorized in 2014, RUA has been governed by the Board of Directors of Rocketship Education (National Board). Rocketship Education is a California nonprofit public benefit corporation that is exempt under Section 501(c)(3) of the Internal Revenue Code (RSED-National). The National Board is responsible for the governance and oversight of the School.

Rocketship Education Tennessee (**RSED-TN**) is a Tennessee nonprofit public benefit corporation, incorporated under the laws of the State of Tennessee, having its own independent Board of Trustees (**RSED-TN Board**). As of the date of the filing of this charter renewal application, the RSED-TN Board serves in an advisory capacity, providing the National Board counsel on local matters relating to Rocketship Public Schools chartered in Tennessee.

RSED-TN has filed an application with the Internal Revenue Service to obtain tax exempt status. After receipt of its exemption letter, and obtaining required authorizations and approvals, RSED-National and RSED-TN plan to work together to transfer the RUA Charter, and all appropriate assets belonging to the School, from RSED-National to RSED-TN, completing a transition to a more local governance by RSED-TN. Until such time as the transfer of the School Charter takes place, the RSED-TN Board will continue to serve in an advisory capacity to the National Board on matters related to the Rocketship Public Schools chartered in Tennessee. It is important to note that RSED-TN and RUA will continue to receive academic, financial, and operational support from Rocketship Education at the same level that currently is provided, without disruption.

Currently, the RSED-TN Board Chair and a second RSED-TN Board member serve on the National Board and participate in the National Board's meetings as full voting members and as RSED-TN's representatives on national matters.

Both the National Board and the RSED-TN Board will continue to monitor RUA's performance, the performance of the Regional Team, and RUA school leader performance using customized data dashboards that are designed to measure network and regional health.

BOARD DEVELOPMENT AND TRAINING

The compositions of both the National Board and the RSED-TN Board are outlined in their respective Bylaws, including the minimum and maximum number of directors, process for nominating and seating new directors, and related provisions. Both Boards and any committees they may designate are designed to ensure stakeholder representation, content expertise and experience.

Currently, there are twenty (20) members on the National Board. In addition to the local expertise of the RSED-TN Board (noted below), RUA has benefited and will continue to benefit from expertise and experience of the National Board, which includes nationally recognized experts and leaders in the fields of education, non-profit leadership, community advocacy, business, finance, real estate development and human capital management.

The RSED-TN Board currently includes nine (9) racially/ethnically diverse members who are Nashville residents, including individuals with expertise in: finance and accounting, non-profit governance, real estate and facilities, law, human resources, fundraising, marketing, public education, and community partnerships. As needed, new Board members are recruited via existing members and other contacts in the community, based on the RSED-TN Board's specific needs at the time.

Board members have a responsibility to solicit input from the School's parents, faculty and staff regarding issues of significance, and to weigh their input and opinions carefully before taking action.

Board members receive a comprehensive board orientation and periodic on-going training directed to support Board members in meeting their fiduciary responsibilities to the organizations they serve. Board member training shall follow applicable requirements of TDOE Rule 0520-14-01-.07. New board

members will receive six (6) hours of training within twelve months of joining the board. This training will include the topics required for charter school boards by the State Board of Education. The Board will conduct at least one (1) annual board training course for all members.

SCHOOL LEADER DEVELOPMENT

RUA currently is led by Principal Ben Harp, who started at RUA as a teacher, was promoted to Assistant Principal and in 2022/23, became Principal when RUA's original Principal, Tygima Steele, was promoted to the RSO as Director of Schools. RUA's two current Assistant Principals were both promoted from within and started at RUA as teachers. Rocketship is firmly committed to promoting from within whenever possible.

h. Describe any facility changes/improvements and their impact on achieving school goals.

RUA occupies a 41,000 square foot two-story brick building on 2.28 acres of land, originally constructed for office use on Plus Park Boulevard in southeast Nashville. The building was acquired in 2014 by a private developer and renovated to meet Rocketship's needs and instructional model. Rocketship's real estate affiliate, Launchpad, subsequently purchased the property from the developer. The renovations to the building created 18 full-sized classrooms, five small breakout classrooms, a large Learning Lab expressly suited to our model, a two-story gymnasium space, a cafeteria with server-style kitchen, office and administrative space, and an age-appropriate outdoor playground space. The layout and design are expressly customized to support our model and foster student achievement – a first for Rocketship.

The building has been thoroughly maintained over the last 10 years, with Rocketship following a rigorous annual preventive maintenance and inspection calendar that provides for thirty "touches" per year to ensure elevators, fire safety devices, life safety devices (automatic defibrillators), HVAC systems, drainage systems, and the roof are all in good working order. As part of our response to the COVID-19 pandemic, RUA was provided with air filters and other facility modifications. Every three to five years, Rocketship contracts for a professional facilities condition report of the building that documents the condition of the entire building system by system, and projects a 10-year capital plan for major repairs. Each year, through both the facilities condition report and an annual inspection by our national facilities team, we determine each building's summer repair needs and conduct design, bidding, permitting (if necessary), and project management to execute on said summer repairs.

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

Simply put, MNPS has clearly stated in its "Cumulative" Renewal Report for RUA that, "During the 9 years of your charter contract with MNPS, your charter school ***has consistently performed at a rating of Meets the Standard*** with the district. This standing is based on the operational data of the Annual Performance Framework. Overall, the MNPS Charter Schools Office ***has not had any major concerns*** over the charter term, and that it "Meets Standards."⁵⁹ RUA has met each of the TDOE **characteristics of a strong record**:

⁵⁹ MNPS RUA Renewal Report, p. 4. Again, while MNPS apparently has some issue with Credentialing and Other Obligations at RUA, we have not been provided any supporting information or details about this, and the fact that the MNPS "cumulative" RUA Renewal Report concludes RUA Meets the Standard indicates any purported issues are immaterial. (See Section II.a., above.) We reiterate our objection to any "findings" that have not been provided to RUA in a timely fashion for us to respond.

- **The school has met or made significant progress toward achieving the operational goals outlined in the charter agreement. “MET”.** Section II.a. As concluded by MNPS, RUA consistently has received annual reviews noting that the School “Meets Standards” in Operations in the MNPS Performance Framework and has “not had any major concerns” over the charter term.
- **The school consistently met or exceeded expectations on the local board's annual performance evaluation. “MET”.** Section II.a. As concluded by MNPS, RUA consistently has received annual reviews noting that the School “Meets Standards” in Operations in the MNPS Performance Framework, as evidenced in the “Cumulative” MNPS RUA Renewal Report.
- **The school has consistently operated at or near capacity and effectively addresses student attrition. “MET”.** Sections II.b-c. Except for an anticipated one-time loss of students to a new nearby Rocketship school, RUA has had consistent full enrollment and effectively addresses student attrition.
- **The school provided clear and compelling evidence of parent and student satisfaction and community support. “MET”.** Section II. Our parents and Rocketeers love RUA and give the school strong marks on annual surveys.
- **The school has demonstrated the capacity of its governing board and school leadership to effectively govern the school. “MET”.** Section II.g. Rocketship’s National Board has capably governed RUA since the charter authorization, with the advisory support of the RSED-TN Board. Stable governance and operations will be ensured as the planned governance transition takes place.
- **The school has demonstrated the ability to provide a safe environment for its staff and students, making facility changes/improvements as needed. MET.** Section II.d, h. RUA provides a safe environment and facility in compliance with all applicable regulations.
- **The school consistently addresses the physical, social, emotional and health needs of its students. “MET”.** Section II.d. Daily P.E. and recess, SEL curriculum, daily Community Meetings in each class and more ensure RUA is addressing students’ needs.
- **The school has evidence of effective teacher retention, professional development, well-functioning organizational structures, and personnel stability. “MET”.** Section II.f. With a teacher retention rate of 95% in 2022/23, an exemplary and personalized PD and coaching program, strong regional and national network support, and personnel stability –RUA has established a strong and continuously improving instructional and operational team.
- **The school did not receive any notices of concern or other interventions from the LEA or, if received, corrected the finding quickly. MET.** Section II.a. No notices or other interventions have been provided by MNPS.
- **The school’s operational condition merits renewal of the charter. “MET”.** Based on all the information provided above, RUA’s operational condition merits renewal of the charter.

Section III: Financial Health

a. Address progress toward meeting the financial goals outlined in the charter agreement, if applicable.

RUA has executed effective financial management over the last nine years as reflected in MNPS’ Cumulative Renewal Report, which reads:

During the 9 years of your charter contract with MNPS, your charter school *has consistently*

performed at a rating of Meets the Standard for the majority of the indicators included in the metrics of the Model Performance Framework Financial [sic] section. Overall, the MNPS Charter Schools Office *has not had any major concerns* or identified measures within the Performance Framework of Falls Far Below category for three or more consecutive years resulting in immediate revocation of the charter.⁶⁰

RUA has demonstrated strong financial outcomes. We have met the standards in the financial section of the MNPS Performance Framework for the last five years with the sole exception of the FY2019 debt to asset ratio, which became a non-issue as the new start-up school became self-sustaining. Our FY23 audited financial statements show that we have far exceeded the standards in the Performance Framework. As of 6/30/2023 RUA had:

- Cash of \$4.1M or 169 days cash on hand (MNPS standard is 60 days cash on hand)
- Current ratio of 11.09 (MNPS standard is 1.1)
- Annual increases in net assets for the current year and prior three years
- Debt to asset ratio of 0.63 (MNPS standard is below 0.90)
- Positive one-year cash flow of \$1.1M and three-year cash flow of \$3.0M.

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

Rocketship is dedicated to the strong stewardship of public funds. We have robust financial management systems in place to implement strong controls, protect against fraud and mismanagement and meet all state and federal funding guidelines. Over the past four years, our audits have been free of material weaknesses or deficiencies in internal controls and have found us in compliance with federal programs (A-133 audits).

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

All expenditures are aligned with the achievement of our mission, ensuring student achievement, and professionally developing our staff. We comply with all TDOE and MNPS regulations. Each year, RUA's school leaders and RSO leadership collaborate with RUA's financial analyst to develop an annual budget, which is approved by the Board. This process includes engaging parents, teachers, staff, and other community members to help define budget priorities for the upcoming year and allocation of resources.

For the current year, for example, RUA has made some critical investments, including new roll-out of the Amplify CKLA curriculum for grades K-2, and EM2 math curricula in all grades. Not only does the budget include purchasing this curriculum for our teachers to use, but also an intensive investment of PD time and resources in ensuring each of our teachers and school leaders are familiarized with the new curricula (and in the case of math, the new TAS in Math). Ongoing coaching and PD is being provided throughout the year as our teachers become comfortable with these new programs.

RUA hired additional interventionists this year to work with our Rocketeers in Learning Lab and provide more 1:1 tutoring and support. With the implementation of the new RTI2 model, we have prioritized PD resources for teacher mastery of new or revised strategies as part of this refined approach to instruction

⁶⁰ MNPS RUA Renewal Report, p. 4, emphasis added.

and intervention.

As a final example, support and deep connection with our parents and families is as integral to the Rocketship model as our personalized learning program and educator development strategies. In recognition of this critical relationship, RUA has budgeted approximately \$80,000 to design and install a new playground for our youngest students (and their younger siblings) on the RUA campus over the summer of 2024.

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

At Rocketship, we have found that new schools often need five years before they are able to be fully financially self-sustaining. During this time, it is Rocketship Education's practice to support schools financially through loans and service fee deferrals, as we did with RUA. Over the last five years, RUA's financial position has become more robust such that it no longer needs Rocketship Education's financial support, and is repaying amounts owed to Rocketship Education in a timely fashion.

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

Rocketship is committed to operating in a financially sound and transparent manner. We have implemented robust policies to safeguard the school's assets and protect against fraud or mismanagement. We are intentional in our annual budgeting and ongoing financial management processes to dedicate the resources necessary to operate a strong program for students and families while ensuring that we are spending within our means. RUA has a dedicated financial analyst who partners with the school and regional leadership to guide them through budgeting and financial management throughout the school year. They partner with multiple departments (talent, payroll, accounting, etc.) to aggregate and synthesize financial information for the school leader and help them in making informed decisions. Throughout the year, this information is presented to the school leadership, regional leadership, and both the RSED-TN Board and the National Board, to provide for oversight at both the management and governance levels. Rocketship prides itself on financial transparency. We make our financial records public through our 990s, audited financial statements, and governance materials.

The organization's audited financial statements are approved by the National Board each year and provided to the appropriate oversight entities according to all applicable requirements and deadlines. Furthermore, the Board approves the school's budgets prior to the beginning of each fiscal year.

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

As discussed above, RUA's financial condition is strong. We have cash totaling \$4.1M and net assets of \$4.9M. RUA's financial position, in combination with our sound fiscal management and the CMO's ongoing financial stewardship, ensures that RUA will operate with robust financial health throughout its renewal term. As detailed in TDOE's **characteristics of a strong record**:

- **The application provided a detailed description of the school's fiscal health. "MET".** See Sections III.a. and III.f. above; a detailed five-year budget projection for RUA is attached as Appendix A.

- **The school has consistently met generally accepted standards of fiscal management. “MET”.** See Section III.b.. As indicated in our most recent audits, RUA consistently meets generally accepted standards of fiscal management.
- **The school is fiscally sound and consistently receives clean financial audits with no findings. “MET”.** See Sections III.a.-b and III.d.-f. RUA is fiscally sound and has had clean audits.
- **The school consistently met or exceeded expectations on the local board's annual performance evaluation. “MET”.** See Section III.a.; again, MNPS has found that RUA meets fiscal standards on the MNPS Performance Framework.
- **The school met or has made sufficient progress toward meeting financial goals outlined in the charter agreement. “MET”.** See Section III.a.; again, MNPS has found that RUA meets fiscal standards according to the MNPS Performance Framework.
- **The school has demonstrated a clear alignment between expenditures and the school's mission, academic growth, and staff development. “MET”.** See Section III.c. RUA has aligned expenditures to our mission, including fostering student achievement and growth and staff development.
- **The school has addressed any fiscal challenges effectively during the current charter term. “MET”.** See Section III.d. Again, MNPS has found that RUA meets fiscal standards with “no major concerns.”
- **The school did not receive any notices of concern or other interventions from the LEA or, if received, corrected the finding quickly. “MET”.** See Sections III.a. and III.d. RUA has not received any Notices or other interventions from MNPS relating to financial performance.
- **The school’s financial condition merits renewal of the charter. “MET”.** See Section III.f. RUA is in a strong financial position and is well-positioned for a new charter term.

Section IV: Future Plans/Projections

Provide an overview of the charter school’s future goals and plans for their achievement, including:

a. Academics and updated academic benchmarks.

RUA will continue to meet rigorous standards set by TDOE and MNPS in the Academic Performance Framework. We do not anticipate any changes to our Charter Agreement’s academic goals. That said, we reiterate that as an intensely data-driven organization, with a focus on personalizing instruction for each of our students daily, we are continuously setting and re-setting short- and longer-term goals for our students – and teachers -- based on the data. Through ongoing data cycles and reviews, our instructional and intervention staff collaborate closely to provide targeted support and interventions that are tailored to each student’s needs.

Other than the curricula and assessment changes detailed above that already are being implemented this year (CKLA, Eureka Math2, DIBELS, etc.), and potential additions or changes to RUA’s Science curricula as the new TAS in Science are implemented in 2025/26, we currently do not anticipate any additional changes of significance. Given the continued rapid development of tech-based learning and assessment tools, we will continue to evaluate new evidence-based resources as they are released or updated and ensure any newly used resources align with TAS and our model. RUA will continue to adapt fluidly to the specific needs of our Rocketeers and their families.

Both the RSED-National Board and the RSED-TN Board undertook strategic planning efforts over the last

year. The RSED-TN Board process began with the RSO leadership team engaging with faculty, staff, and families to determine stakeholder goals for the School. The RSED-TN Board adopted and is implementing a strategic plan aligned to the received feedback. Four of the five priorities impact RUA (the fifth involves regional growth so that more students can experience the model):

- 1. *Academic Excellence:*** Intentionally providing rigorous instructional programming, interventions, and after school opportunities to address specific academic and social needs of our diverse student body.

Our immediate focus continues to be on pandemic-related learning loss recovery. Our plan entails high-quality implementation of CKLA Skills and EM2, along with their associated online intervention programs. We also plan to focus intently on PD and coaching of our teachers in the high-quality implementation of Tier III intervention tools including Really Great Reading and Wilson Foundations. Based on data, school and regional leaders identified a need in our plan for more consistent development of high-quality instructional planning in core subject areas, thus leadership PD and their coaching of teachers, along with formal teacher PD plans include such strategies as daily asking intentional HOT questions aligned to Bloom's Taxonomy, Universal strategies implementation, error analysis and reteaching after every formative assessment, and implementation of common assessments at the middle and end-of-unit.

Our plan includes targeted PD for our school leaders by the RSO and national network staff, such as monthly Learning Walks for Principals, and helping RUA's Principal develop data discussions with teachers that facilitate thought-partnership, demonstrate progress towards goals, and realign focus. RUA is supporting our teachers' Professional Learning Communities (PLCs), each led by the Principal or an AP, with three duty-free planning periods for core teachers each week. PLCs will analyze formative assessment data, complete error analysis to adjust instruction, and plan effective lessons.

Based on demonstrated needs indicated by data, as well as stakeholder input, Social-Emotional Learning continues to be an emphasis at RUA as we help our Rocketeers learn about and express their emotions and emotional intelligence in ways that align with the expectations of our community. Our PBIS team will intentionally plan for increased parent and community engagement.

- 2. *Providing Pathways to Broader Opportunities:*** Offering real-world opportunities to our students to experience college, career, and the world through experiential learning, field trips, and strategic partnerships.

Our Rocketeers and their families love the opportunities we provide for hands-on/expeditionary learning, outings in the community and to nearby colleges, and the partnerships that have exposed our Rocketeers to new opportunities and enriching experiences. Enrichments in coding and LEGO Robots are giving our Rocketeers exposure to tomorrow's basic skills and real-world impact in their learning from a young age. Our college visits and college-going culture show our young students – and their families – that college is an attainable goal, with practical information as well as inspiration. We believe the arts and P.E. continue to be crucial for young students to express themselves and discover their talents.

Partnerships with organizations such as the FISK Drumline or Vanderbilt football and cheer teams have helped our students see the success of people who look like they do. Visits to our campus, field trips into the community, and our strong competitive sports teams help build connection and a sense of belonging as our Rocketeers feel pride in their School.

- 3. *Parent Partnership:*** Forming deep and trusting partnerships with our parents to support our students' education, navigate the systems and structures necessary for a healthy life, and to advance for their children's needs and best interests locally, statewide, and nationally.

RUA will continue to prioritize parent partnership as a cornerstone of our model, as detailed above.

- 4. *Team Culture and Quality:*** Developing strong teamwork culture and only hiring and retaining people that make excellent teammates.

Rocketship continues to dedicate significant time and resources to teacher and school leader PD and coaching and evaluation; establishing a strong, collaborative school culture; and meaningful evaluations – informal and formal – that facilitate personal and professional development.

b. Organizational changes (if applicable)

Please refer to Section II.g., above, regarding our planned Governance changes, which will be formally presented to MNPS as a contract amendment before these changes are implemented.

We do not anticipate any major changes to our national or regional organizational structures other than what already has been discussed above.

c. Expansion (if applicable)

RSED-TN and RSED are currently evaluating community need, demand, facilities, and other conditions to consider submitting a replication charter application in 2025 to launch our fourth school in Nashville.

d. Facility improvements

Based on family input, RUA is planning to add a playground space for our youngest children (and their younger siblings) that is more appropriate for their needs. The cost for this project is estimated at \$80,000, with plans to complete the work in summer 2024. Currently, we do not anticipate any other major facilities improvements other than ongoing and necessary repairs and maintenance. Based on past facility experience, we expect RUA's facility to be in stable shape in the next 10 years, but some maintenance will likely be needed – *e.g.* repaving the parking lot and other common touchpoints that tend to occur on a 10-year occupancy timeline.

e. Projected financial security

As detailed in Section III, above, RUA's financial position has been improving steadily over the past four years. The School, and RSED-TN are in good financial health, and we will ensure that the School's financial performance, as measured by the MNPS Performance Framework, remains strong over the term of the next charter term. A five-year budget projection is attached as Appendix A. Rocketship has demonstrated thoughtful, conservative, and responsible stewardship of public funds and has invested state, federal and private resources to create a robust program for students and families that demonstrates strong academic outcomes. Further, as evidenced by our annual audits, Rocketship has the systems and controls in place to safeguard RUA's assets and meet federal compliance requirements.

f. Operational management

RUA has established a solid foundation for ongoing operations, both at the School and in the RSO. We do not anticipate any significant changes and will continue to meet MNPS and TDOE standards for sound operational management of a public charter school.

g. Addressing any past academic, organizational, or financial deficits

We do not have any outstanding academic, organizational, or financial “deficits” that warrant new plans. RUA “Meets the Standards” in Academics, Organization and Finances, as detailed above. While we are continually seeking to improve student academic outcomes, and refine and improve our programs and strategies based on data and research, the data detailed in this Renewal Application encourages us to continue on the same path in meeting the needs of the diverse students we serve.

As detailed in TDOE’s **characteristics of a strong record**:

- **The school's future goals and plans for goal achievement are rigorous, measurable, and attainable.** “MET”. See Section III.a. In collaboration with our regional and network leaders, RUA carefully plans and implements new curricula, assessments, and strategies to increase student achievement in our data-driven model.
- **Growth plans are robust, detailed, and strategic.** “MET”. See Section III.a. Rocketship is carefully studying our options for growth in Tennessee.
- **Changes to academic benchmarks and/or organizational structures are reasonable given the school's current standings.** “MET”. See Section III.a. No changes proposed.
- **Plans for addressing any past academic, organizational, and/or financial deficits are comprehensive and realistic.** “MET”. See Section III.a. There are no deficits that warrant plans.
- **The school provides a viable plan for its goals for the next charter term and demonstrates the capacity to meet its goals, if renewed.** “MET”. See Section III.a. RUA’s work in the coming charter term will be guided by its original charter application and this renewal application, our regional and network planning based on data and stakeholder input, and especially our individual Rocketeers’ specific needs. RUA has ample capacity, supported by our regional and network teams, to continue offering an alternative model of education to families with young elementary-aged children in MNPS.

Conclusion

For all of the reasons set forth herein and based on strong performance as determined by both TDOE and MNPS, this charter has met the Performance Framework standards and warrants renewal of the Rocketship United Academy charter for a new 10-year term, in accordance with T.C.A. 49-13-121.

Appendix A**Rocketship United Academy 5-Year Proforma**

	FY25	FY26	FY27	FY28	FY29
Enrollment	500	500	500	500	500
State Revenue	8,500,000	8,755,000	9,017,650	9,288,180	9,566,825
Federal Revenue	1,052,500	1,084,075	1,084,075	1,116,597	1,150,095
Philanthropy					
Total Revenue	9,552,500	9,839,075	10,101,725	10,404,777	10,716,920
	-	-	-	-	
Salaries	3,779,128	3,892,502	4,009,277	4,129,556	4,129,556
Benefits	1,209,321	1,245,601	1,282,969	1,321,458	1,321,458
Total Compensation	4,988,449	5,138,103	5,292,246	5,451,013	5,451,013
Non Comp (non facility/food service)	2,100,000	2,163,000	2,227,890	2,294,727	2,363,569
Food Service	400,000	412,000	424,360	437,091	450,204
Rent	510,000	510,000	510,000	510,000	510,000
Support Fee - Regional	455,875	469,551	482,684	497,164	512,079
Support Fee - National	911,750	939,103	965,368	994,329	1,024,158
Total Non Comp	4,377,625	4,493,654	4,610,301	4,733,310	4,860,010
Total Expense	9,366,074	9,631,757	9,902,547	10,184,324	10,311,023
CINA	186,426	207,318	199,178	220,453	405,897

Addendum to Rocketship United Academy's April 2024 Charter Renewal Application

This is an addendum to the Charter Renewal Application ("Renewal Application") filed by Rocketship United Academy ("the School" or "RUA"). This Addendum continues topics mentioned in the original Application and provides developments since the April 2024 submission ("Addendum"). Initially, the subject matter contained in this Addendum was presented to Metro Nashville Public Schools ("MNPS") through a formal charter amendment application ("Amendment Application") initiated by a Letter of Intent filed on September 1, 2024. However, based on guidance from MNPS,¹ RUA agreed to formally address these topics through this Addendum, submitted as a supplement to the written record related to the Renewal Application, and in the context of the capacity interview and general RUA renewal review.

5th Grade Addition

RUA's plan to add the fifth grade was included in the Renewal Application under Proposed Grade Levels and Student Enrollment for Next 10-yr Term table. Since the filing of the Application, additional relevant information has been assessed and updated.

Families at RUA continue to express strong interest in having their student(s) continue at RUA through fifth grade. To better understand this interest, the School conducted a survey in which current families overwhelmingly supported the addition of fifth grade. Below are a few responses explaining why they would like to see fifth grade added to RUA:

- "I love Rocketship and the teachers and staff. This school has helped my son and I would love for him to continue loving the school as long as possible!"
- "After coming from a school where my son had fallen behind my son has made great progress at Rocketship. It would be amazing for him to get another year of preparation."
- "So that my daughter can receive her entire elementary journey with those she started with at Rocketship."
- "I [want] my child [to] be in Rocketship school because she is been in this school since kindergarten and she has friends, teachers, principals who became family members. I want to keep her as long as possible and also her siblings are with her too. And so much more."
- "Me gusta que agregaran el 5to grado de una vez así para no cambiar ah mi hija de la escuela ,ah ella le gusta Mucho." (*I want 5th grade added because I don't want my daughter to change schools, she likes it a lot*).

¹ More specifically, guidance was provided by MNPS staff including Mr. Justin Marsh (Legal Counsel) and Ms. Shereka Roby-Grant (Director of Charter Schools, Office of Innovation).

One of the primary reasons families advocate for the addition of fifth grade at RUA is to facilitate a smoother, more prepared transition into middle school with only one transition from elementary school to middle school.

When the School was founded, it was customary for surrounding public elementary schools to enroll students from kindergarten to fourth grade, with fifth-grade students attending public middle schools. However, in recent years, MNPS has restructured its educational framework, moving fifth grade from middle school to elementary school. (*A Selection from MNPS Website regarding its grade spans is included as Attachment 1*). As a result, many local public elementary schools now serve students in grades Kindergarten through fifth grade, with middle school beginning in sixth grade.

Since RUA currently serves grades kindergarten through fourth grade, rising fifth-graders must navigate finding a solution for their fifth-grade year before transitioning again to middle school. This often requires students to experience two consecutive years of school transitions after fourth grade and then again after fifth grade. By adding a fifth grade, RUA will provide students with continuity in their education, allowing them to remain with a program and school community they know well before transitioning into middle school. This continuity in learning and community affords students time to build stronger relationships with school staff and their peers, better preparing them for success in middle school.

RUA's proven track record and the community interest supporting its grade expansion request support the addition of fifth grade.

Change in Governance Structure

RUA's introduction and description of the planned changes to the governance structure can be found in its Renewal Application, Section II. g., pages 41-43.

As noted in the Renewal Application, since the charter was authorized in 2014, RUA has been governed by the Board of Directors of Rocketship Education ("National Board"). Rocketship Education ("RSED-National") is a California nonprofit public benefit corporation tax-exempt under Section 501(c)(3) of the Internal Revenue Code. The National Board is responsible for the governance and oversight of the School. Rocketship Education Tennessee ("RSED-TN") is a Tennessee nonprofit public benefit corporation, incorporated under the laws of the State of Tennessee, with its own independent Board of Trustees ("RSED-TN Board"). The RSED-TN Board serves in an advisory capacity to the National Board, providing counsel on local matters related to the School.

While the governance structure has facilitated significant collaboration between the National Board and the RSED-TN Board in overseeing the School, both Boards jointly plan to transition governance from the National Board to the RSED-TN Board. Completing the transition will establish a more localized governance structure, which will bring decision-

making closer to the communities served and foster greater opportunities for local discourse.

The transition of governance from the National Board to the RSED-TN Board was first predicated on RSED-TN's receipt of its exemption letter from the Internal Revenue Service ("IRS"). As of the filing date of the Renewal Application in April 2024, the RSED-TN Board had applied to the IRS for tax-exempt status. On June 25, 2024, a couple of months after its submission of the Renewal Application, the IRS issued the Exemption Letter to RSED-TN. *(A copy of the Exemption Letter is included as Attachment 2).*

RSED-National and RSED-TN are taking the necessary steps to transfer the RUA Charter, and all appropriate assets from RSED-National to RSED-TN, with the goal of completing the transition on or before July 1, 2025. This timeline will permit the entities sufficient time to plan and execute an efficient and effective transfer of key operational functions from RSED-National to RSED-TN including, but not limited to (1) the transfer of state and federal funding; (2) the transfer of any other state and federal accounts; (3) the transfer of employees as needed; and, (4) the transfer of the School Charter, and other assets belonging to the School.

RUA sincerely appreciates the opportunity to submit this Addendum as part of the formal record supporting the Renewal Application. Thank you for your continued partnership and support as RUA strives to enhance the educational offerings for our students and families.

Should you need anything additional information, please contact:

Daimon Hardy
Rocketship Education Tennessee
Chief of Staff
DHardy@rsed.org

ATTACHMENT 1

MNPS Website

METRO SCHOOLS REIMAGINED

An Initiative to Improve Academic Outcomes for All Students

Metro Schools is a diverse, vibrant school system, committed to finding innovative solutions that provide students with the best possible Pre-K-12 experience.

Through Metro Schools' ReimaginED initiative, a comprehensive planning process that seeks to thoroughly review many different types of information - including student academic achievement, current and projected enrollment, building use, programs and staffing - and

take that information to reimagine how to best improve academic outcomes for all students, the district is exploring new systems of supports, rebranded and strengthened academic pathways and a focus on cluster climate and culture.



Metro Schools ReimaginED has identified uniform strategies that each cluster will implement alongside its academic programming and student supports.

Uniform Strategies

- Intensive, ongoing professional development for teachers
- Unified cluster leadership structure
- Cluster support network of internal and external leaders
- Community partnerships
- Advocacy Centers in all elementary schools



- Mentors for teachers and principals
- Post-secondary opportunities and transition supports
- Consistent instructional support for literacy
- Community partnerships for personalized literacy
- PreK/K-5, 6-8, 9-12 school model
- SEL + Academics integration
- Robust instructional technology to support blending learning

These uniform strategies, coupled with the district's [Focused Outcomes](#), will mean that MNPS students will receive educational experiences that are robust and rigorous, that allow students to explore their interests, and that create choice for families. Across the district, all MNPS students can expect exposure to all the uniform strategies.

Hunters Lane, McGavock, and Stratford have started in-depth data dives and cluster collaborations to identify best practices that can be leveraged across clusters and determine academic pathways that reflect each cluster's strength and diversity.

Transition Timeline for Martin Luther King Jr. Academic Magnet and MLK @ Head Magnet Middle



Head Magnet will transition to the grades 6 to 8 model along with all other

magnet middle schools in the 2024-25 school year.

- Martin Luther King, Jr. Academic Magnet will transition to a grade 9 to 12 high school in the 2027-2028 school year.

We have outlined [details of upcoming changes](#) at MLK and Head Magnet Middle, including information on enrollment, academics, staffing and more.

Reimagining 5th Grade at MNPS

Starting in 2021, 5th grade began moving from middle schools to elementary schools with the Pearl-Cohn, Maplewood and Whites Creek clusters.

MNPS data shows 5th-grade students who remain in the elementary setting outperform their peers who are in a middle school setting, and this change would better align MNPS grade levels with state grade band curriculum standards. Additionally, previous engagement efforts show that MNPS parents would like their 5th-grade students to remain in the elementary setting.

The following is the schedule for transition for elementary schools from a Pre-K-4 to a Pre-K-5 model. Some of the transition timelines will be contingent on capital funding allocations to allow for the expansion or replacement of existing schools. Optional middle magnet schools are scheduled to transition to the 6-8 model in 2024-25.



Watch this informational video on the 5th Grade Transition Process and Timeline

2021-22 2022-23 2023-24 2024-25

- Cockrill Elementary
- Park Avenue Elementary
- Robert Churchwell Museum Magnet Elementary
- Jones Paideia Elementary Magnet
- Ida B. Wells Elementary
- Shwab Elementary
- Tom Joy Elementary
- Chadwell Elementary
- Hattie Cotton Elementary
- Joelton Elementary
- Cumberland Elementary
- Alex Green Elementary

Advocacy Centers

We have long recognized that our youngest learners need support to help them develop their emotional wellbeing and behavioral regulation strategies.

An [Advocacy Center](#), then, is a regulation space that employs a structured model

designed to support wellness for elementary students who become emotionally or behaviorally dysregulated during the school day and need short-term, trauma-



informed and restorative care. Each center will have a coach who has completed extensive training in the use of calming, restorative strategies designed to assist students in regulating their emotions so that they can return to their classroom communities.

Centers are designed and furnished with materials that support stress reduction and regulation. All elementary schools in the first six ReimaginedED clusters and all early-learning centers are in the process of establishing their centers and hiring coaches.

Advocacy Centers have been established in all district elementary schools thanks to investments by Mayor John Cooper, the Metro Council, the Board of Education, and the use of federal ESSER grant funds.

Learn More About MNPS ReimaginedED

Read about [Metro Schools ReimaginedED](#).

ATTACHMENT 2

IRS Exemption Letter



Department of the Treasury
Internal Revenue Service
Tax Exempt and Government Entities
P.O. Box 2508
Cincinnati, OH 45201

CALEB BARRON ESQ
1600 DIVISION STREET SUITE 700
NASHVILLE, TN 37203

Date:
06/25/2024
Taxpayer ID number:
87-4651451
Taxpayer or applicant name:
ROCKETSHIP EDUCATION
TENNESSEE
Form or application number:
1023
Person to contact:
Name: Naziat Adnan
ID number: 11795
Telephone: 718-834-2256

Dear Representative:

We're sending the enclosed material to you because of a power of attorney or other authorization we have on file.

If you have questions, contact the person listed at the top of this letter.

Sincerely,

Stephen A. Martin

Stephen A. Martin
Director, Exempt Organizations
Rulings and Agreements

Enclosures:
Letter 947



Department of the Treasury
Internal Revenue Service
Tax Exempt and Government Entities
P.O. Box 2508
Cincinnati, OH 45201

ROCKETSHIP EDUCATION TENNESSEE
350 TWIN DOLPHIN DRIVE SUITE 109
REDWOOD CITY, CA 94065-1023

Date:
06/25/2024
Employer ID number:
87-4651451
Person to contact:
Name: Naziat Adnan
ID number: 11795
Telephone: 877-829-5500
Accounting period ending:
June 30
Public charity status:
170(b)(1)(A)(ii)
Form 990 / 990-EZ / 990-N required:
Yes
Effective date of exemption:
March 7, 2022
Contribution deductibility:
Yes
Addendum applies:
No
DLN:
26053756005633

Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

Information for Charter Schools

You're not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you operate under a contract with the local government. If your method of operation changes to the extent that your charter is not approved, terminated, cancelled or not renewed, you should notify us. You'll also be required to comply with Revenue Procedure 75-50.

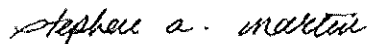
If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

For important information about your responsibilities as a tax-exempt organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

We sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,

A handwritten signature in cursive script that reads "Stephen A. Martin".

Stephen A. Martin
Director, Exempt Organizations
Rulings and Agreements



Model Charter School Performance Framework

August 2018

Introduction

Pursuant to Tennessee Code Annotated (T.C.A.) § 49-13-143, if a chartering authority has not adopted a performance framework for all of its schools, it must adopt the model performance framework developed by the department for its charter schools. The Tennessee Department of Education has adopted the following model performance framework for charter schools in compliance with this statute.

This model is based on the framework created by the Tennessee State Board of Education in 2014 and revised in January 2018.

This model charter school performance framework was designed to be modified and may be adjusted as appropriate to align with the specific performance goals within each charter school's agreement.

Section I. Academic Performance & School Culture

Pursuant to T.C.A. § 49-13-102, two of the purposes of a charter school are to improve learning for all students and to ensure that children have the opportunity to reach proficiency on state academic assessments. In addition, the law states that “[t]he performance-related provisions within a charter agreement shall be based on a performance framework that clearly sets forth the academic and operational performance indicators, measures, and metrics that will guide the authorizer's evaluation of each public charter school.”¹ For students, families, and the community, the main question that needs to be answered is: “Is this school a high-achieving school?” With increased school autonomy, a bedrock of charter school authorization, comes the expectation of high academic achievement. The following pages outline the measures by which a charter school's academic performance may be evaluated for purposes of yearly monitoring, potential interventions and plans of correction, and renewal and revocation decisions. A school will be evaluated on each performance measure and will receive a rating for each measure as well as a composite score that encompasses the entire academic performance framework.

¹ T.C.A. § 49-13-143(a)

The academic performance framework is made up of three key areas, which are outlined below. Additional details and explanations around these areas are included in the pages that follow.

1. Student Achievement (50%)
2. Comparative Performance (30%)
3. School Culture (20%)

1: Student Achievement (50%)

Charter schools will be evaluated in the following three areas in student achievement. The total weight of the following three areas equals 50 percent of the total final score for this area.

1. *Absolute Achievement*: Absolute achievement will be measured by the percentage of students scoring “On Track” or “Mastered” on the Tennessee state assessments in the subject areas of ELA, math, and science.² The total scoring weight for absolute achievement is 25 percent with each subject area consisting of 8.3 percent of the total 25 percent. If a school is not being tested in a certain area, the total of 25 percent will be reallocated equally among the total tested subject areas.
2. *Growth*: Growth in achievement will be measured by the TVAAS overall composite index. TVAAS composites are reported on a 1-5 scale and are one-year scores.
3. *Chronic Absenteeism*: Defined as the percent of students missing 10 percent or more of enrolled school days.

² The science thresholds are based on Tennessee state assessment data from 2017. Once the new aligned science TNReady assessments are released, these science thresholds will be updated to be more consistent with the latest science assessment data.

The following table is provided as a model and may be adjusted as necessary to align with agreed upon performance goals between the authorizer and the charter operator.

Sub-Category	Description	Grade Level	Falls Far Below Standard	Does Not Meet Standard	Meets Standard	Exceeds Standard	Total Weight
	Points Total		1	2	3	4	
Absolute Achievement	Absolute performance in ELA, as measured by Tennessee state assessments - Percent of students scoring On Track/Mastered	All	Less than 20%	20%-34.9%	35%-49.9%	50% or more	8.3%
	Absolute performance in math, as measured by Tennessee state assessments - Percent of students scoring On Track/Mastered	All	Less than 20%	20%-34.9%	35%-49.9%	50% or more	8.3%
	Absolute performance in science, as measured by Tennessee State Assessments - Percent of students scoring On Track/Mastered	All	Less than 40%	40%-49.9%	50%-70%	Greater than 70%	8.3%
Growth	TVAAS overall composite index	All	Level 1	Level 2	Level 3	Level 4 & 5	20%
Chronic Absenteeism	The percent of students missing 10 percent or more of enrolled school days	HS	Greater than 30%	20.1-30%	10.1%-20%	10% or less	5%
		K-8	Greater than 20%	13.1%-20%	6.1%-13%	6% or less	

2: Comparative Performance (30%)

This section of the performance framework measures comparative performance between the charter school and the authorizing district average in the subject areas of English/language arts, mathematics, science and social studies. Comparison of charter performance to the authorizing district average allows for the evaluation of whether the charter school is providing a better option for students. Comparative achievement will be measured by evaluating the percentage of students who scored “On Track” or “Mastered” on the state assessments at the charter school, as compared to the authorizing district average.

- In grades 3-8, an average percent “On Track” or “Mastered” of all grades will be calculated for each tested subject.
 - This average will be calculated by taking the total number of students scoring “On Track” or “Mastered” and dividing it by the total number of students who took the test in grades 3-8.
- In high school, an average percent “On Track” or “Mastered” will be calculated for end-of-course (EOC) assessments in English I and II, Algebra or Integrated Math I, Geometry or Integrated Math II, Algebra II or Integrated Math III, Biology, and U.S. History.
 - This average will be calculated by taking the total number of students scoring “On Track” or “Mastered” and dividing it by the total number of students who took the tests, which will be grouped by subject.
 - EOC assessments will be grouped by subject in the following way:
 - ELA: English I and II
 - Math: Algebra or Integrated Math I, Geometry or Integrated Math II, Algebra II or Integrated Math III
 - Science: Biology
 - Social Studies: U.S. History

*If a school is not being tested in certain subject areas, the total weight will be reallocated equally among the total tested subject areas.

The following table is provided as a model and may be adjusted as necessary to align with agreed upon performance goals between the authorizer and the charter operator.

Measure	Description		Falls Far Below Standard	Does Not Meet Standard	Meets Standard	Exceeds Standard	Total Weight
2a	School comparative performance to authorizing district average in ELA	All Grades	More than 15 percentage points lower than the authorizing district	5.1-15 percentage points lower than the authorizing district	Up to 5 percentage points below or above the authorizing district	Greater than 5 percentage points higher than the authorizing district	7.5%
2b	School comparative performance to authorizing district average in math	All Grades	More than 15 percentage points lower than the authorizing district	5.1-15 percentage points lower than the authorizing district	Up to 5 percentage points below or above the authorizing district	Greater than 5 percentage points higher than the authorizing district	7.5%
2c	School comparative performance to authorizing district average in science	All Grades	More than 15 percentage points lower than the authorizing district	5.1-15 percentage points lower than the authorizing district	Up to 5 percentage points below or above the authorizing district	Greater than 5 percentage points higher than the authorizing district	7.5%
2d	School comparative performance to authorizing district average in social studies	All Grades	More than 15 percentage points lower than the authorizing district	5.1-15 percentage points lower than the authorizing district	Up to 5 percentage points below or above the authorizing district	Greater than 5 percentage points higher than the authorizing district	7.5%

3: School Culture (20%)

This section of the performance framework measures aspects of the school culture by assessing the school's suspension, student attrition, teacher retention, and student attendance rates.

The following table is provided as a model and may be adjusted as necessary to align with agreed upon performance goals between the authorizer and the charter operator.

Measure	Description	Grade Level	Falls Far Below Standard	Does Not Meet Standard	Meets Standard	Exceeds Standard	Total Weight
3a	Suspension rate	ES	5% or more	4%-4.9%	3%-3.9%	Less than 3%	5%
		MS	20% or more	13%-19.9%	5%-12.9%	Less than 5%	
		HS	10% or more	8%-9.9%	4%-7.9%	Less than 4%	
3b	Student attrition rate	All	35% or more	25%-34.9%	15%-24.9%	Less than 15%	5%
3c	Teacher retention rate	All	Less than 65%	65%-74.9%	75%-84.9%	85% or more	5%
3d	Student attendance rate	All	Less than 90%	90%-93.9%	94%-96.9%	97% or more	5%

3a: The suspension rate is measured as the percentage of individual students suspended one or more times at a school during the school year. This rate includes out-of-school suspensions only.

3b: The student attrition rate is measured as the total percentage of students who left the school for reasons other than completing the highest grade in one annual cycle between Oct. 1 of a given year and Oct. 1 of the next year.³ This annual cycle was selected to account for student attrition during the school year and during the summer months.

3c: Teachers who are non-renewed are not included as part of the teacher retention rate. This metric will also hold harmless teachers who move into a different role at the school or in the charter management organization.

3d: The student attendance rate is measured as an average number of days students attend school as compared to the average number of days students are enrolled.

³ Oct. 1 is commonly used as the date by which schools track official enrollment numbers, because typical beginning-of-year fluctuations in enrollment even out by Oct. 1. The National Center for Education Statistics (NCES) also uses this date when referencing enrollment for a given year.

Section I Rating System

Each school will receive points for each measure based on where they fall on the range (from “Falls Far Below Standard” through “Exceeds Standard”). Then, the points for the measure will be weighted according to each measure’s assigned weight. Each rating will receive the following number of points:

Rating	Falls Far Below Standard	Does Not Meet Standard	Meets Standard	Exceeds Standard
Points	1	2	3	4

The number of points received will be multiplied by the section weight to yield a final score for the academic and cultural section.

Example: ABC Charter School

Section	Section Weight	Indicator	Falls Far Below Standard	Does Not Meet Standard	Meets Standard	Exceeds Standard	Final Score	Indicator Weight	Weighted Score
Student Achievement	50%	School academic performance, as measured by TN's accountability system	1	2	3	4	3	50%	1.5
Comparative Performance	30%	School comparative performance to authorizing district average in ELA	1	2	3	4	2	7.5%	0.15
		School comparative performance to authorizing district average in math	1	2	3	4	3	7.5%	0.225
		School comparative performance to authorizing district average in science	1	2	3	4	1	7.5%	0.075
		School comparative performance to authorizing district average in social studies	1	2	3	4	3	7.5%	0.225
Culture	20%	Suspension rate	1	2	3	4	2	5%	0.10
		Student attrition rate	1	2	3	4	3	5%	0.15
		Teacher retention rate	1	2	3	4	3	5%	0.15
		Student attendance rate	1	2	3	4	3	5%	0.15
Average Total Rating* = 3 (Meets Standard)									

*To assign the final score determination, the “Average Total Rating” will be rounded to the nearest whole number. (For example, a score of 2.5 would be rounded up to a 3 and assigned the determination of “Meets Standard.” A score of 2.4 would be rounded down to a 2 and a determination of “Does Not Meet Standard.”)

Section II. Financial Performance

In addition to academic performance, another important indicator of short-term and long-term success of charter schools is financial performance. Annually, a charter school will be rated on the following near term and sustainability indicators. Any school that receives a “Falls Far Below” rating in any category will receive an immediate Plan of Correction to assist in remedying the deficiencies in this financial area. Three or more successive years of ratings that include a measure in the “Falls Far Below” category may result in a recommendation of immediate revocation of the charter.

The following indicators, measures and suggested ratings are provided as a model and may be adjusted as necessary to align with agreed upon performance goals between the authorizer and the charter operator.

Indicators and Measures:

1. Near Term Indicators:
 - a. Current Ratio
 - b. Unrestricted Days Cash
 - c. Enrollment Variance
 - d. Default
2. Sustainability Indicators:
 - a. Total Margin
 - b. Debt to Asset Ratio
 - c. Cash Flow
 - d. Debt Service Coverage Ratio

1: Near Term Indicators**1(a). Current Ratio:**

The Current Ratio is determined by dividing the charter school's total current assets divided by the current liabilities.

☐ Meets Standard

- Current Ratio is greater than or equal to 1.1, OR
- Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's)
- *For schools in their first or second year of operation, the Current Ratio is greater than or equal to 1.1*

☐ Does Not Meet Standard

- Current Ratio is between 0.9 and 1.0 or equal to 1.0, OR
- Current Ratio is between 1.0 and 1.1 and one-year trend is negative

☐ Falls Far Below Standard

- Current Ratio is less than or equal to 0.9, OR
- If a school is in their first or second year of operation, Current Ratio is less than 1.1

1(b). Unrestricted Days Cash:

Unrestricted Days Cash divided by ([Total Expense minus Depreciation Expenses] Divided by 365)

☐ Meets Standard

- 60 Days Cash, OR
- Between 30 and 60 Days Cash and one-year trend is positive
- For schools in their first or second year of operation, Days Cash is 30 days or greater

☐ Does Not Meet Standard

- Days Cash is between 15-30 days, OR
- Days Cash is between 30-60 days and one-year trend is negative

☐ Falls Far Below Standard

- Fewer than 15 days cash, OR
- For schools in their first or second year of operation, Days Cash is less than 30 days

1(c). Enrollment Variance:

Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget

- ☐ Meets Standard
 - Enrollment Variance equals or exceeds 95 percent in the most recent year
- ☐ Does Not Meet Standard
 - Enrollment Variance is between 85 percent and 95 percent in the most recent year
- ☐ Falls Far Below Standard
 - Enrollment Variance is less than 85 percent in the most recent year

1(d). Default:

- ☐ Meets Standard
 - School is not in default of loan covenant(s) and/or is not delinquent with debt service payments
- ☐ Does Not Meet Standard
 - School is in default of loan covenant(s), but has worked with lender(s) to restructure debt service payments
- ☐ Falls Far Below Standard
 - School is in default of loan covenant(s) and/or is delinquent with debt service payment

2: Sustainability Measures

2(a). Total Margin:

Total Margin is Net Income divided by Total Revenue, and Aggregated Total Margin is Total Three-Year Net Income divided by Total Three-Year Revenues

- ☐ Meets Standard
 - Aggregated Three-Year Total Margin is positive and the most recent year Total Margin is positive, OR
 - Aggregated Three-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive
 - For schools in their first or second year of operation, the cumulative Total Margin is positive

- Does Not Meet Standard
 - Aggregated Three-Year Total Margin is greater than -1.5 percent, but trend does not “Meet Standard”
- Falls Far Below Standard
 - Aggregated Three-Year Total Margin is less than or equal to -1.5 percent,
 - The most recent year Total Margin is less than -10 percent, OR
 - For schools in their first or second year of operation, the cumulative Total Margin is negative

2(b). Debt to Asset Ratio:

Total Liabilities divided by Total Assets

- Meets Standard
 - Debt to Asset Ratio is less than 0.9
- Does Not Meet Standard
 - Debt to Asset Ratio is between 0.9 and 1.0
- Falls Far Below Standard
 - Debt to Asset Ratio is greater than 1.0

2(c). Cash Flow:

Multi-Year Cash Flow = Year 3 Total Cash – Year 1 Total Cash; One-Year Cash Flow = Year 2 Total Cash – Year 1 Total Cash

- Meets Standard
 - Multi-Year Cumulative Cash Flow is Positive and Cash Flow is positive each year, OR
 - Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive
 - For schools in their first or second year of operation, cash flow is positive
- Does Not Meet Standard
 - Multi-Year Cumulative Cash Flow is positive, but trend does not “Meet Standard”

- ☐ Falls Far Below Standard
 - Multi-Year Cumulative Cash Flow is negative, OR
 - For schools in their first or second year of operation, cash flow is negative

2(d). Debt Service Coverage Ratio:

(Net Income + Depreciation + Interest Expense) divided by (Annual Principal, Interest, and Lease Payments)

- ☐ Meets Standard
 - Debt Service Coverage Ratio is equal to or exceeds 1.1
- ☐ Does Not Meet Standard
 - Debt Service Coverage Ratio is less than 1.1
- ☐ Falls Far Below Standard
 - Not Applicable

Section III: Organizational Performance

A charter school's performance in the organizational measures is a large piece of the overall health of a charter school. Deficiencies or weaknesses in organizational performance may be an indicator of the overall health of the charter school. Any school that receives a "Falls Far Below" rating in any category will receive an immediate Plan of Correction to assist in remedying the deficiencies in this organizational area. Three or more successive years of ratings that include a measure in the "Falls Far Below" category may result in a recommendation of immediate revocation of the charter.

The following indicators, measures and suggested ratings are provided as a model and may be adjusted as necessary to align with agreed upon performance goals between the authorizer and the charter operator.

Indicators and Measures:

1. Education Program:
 - a. Charter Terms
 - b. Compliance with Education Requirements
 - c. Students with Disabilities Rights
 - d. English Language Learner Rights
2. Financial Management and Oversight
 - a. Financial Reporting and Compliance Reporting
 - b. Generally Accepted Accounting Principles
3. Governance and Reporting
 - a. Governance Requirements
 - b. Accountability of Management
 - c. Reporting Requirements
4. Students and Employees
 - a. Rights of Students
 - b. Credentialing
 - c. Employment Rights
 - d. Background Checks
5. School Environment
 - a. Facilities and Transportation
 - b. Health and Safety
 - c. Information Handling
6. Additional Obligations
 - a. All Other Obligations

1: Education Program**1(a). Is the school implementing the material terms of the education program as defined in the current charter contract?**☐ Meets Standard

- The school implemented the material terms of the education program in all material respects and the education program in operation reflects the material terms as defined in the charter contract, or the school has gained approval for a charter modification to the material terms.

☐ Does Not Meet Standard

- The school failed to implement the material terms of the education program as defined in the charter agreement; however, the school promptly came into compliance once the shortcoming(s) were identified.

☐ Falls Far Below Standard

- The school failed to implement the material terms of the education program as defined in the charter agreement in the manner described above.

1(b). Is the school complying with applicable education requirements?☐ Meets Standard

- The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to education requirements, including but not limited to:
 - Instructional days or minutes requirements
 - Graduation and promotion requirements
 - Content standards
 - State assessments
 - Implementation of mandated programming as a result of state or federal funding

☐ Does Not Meet Standard

- The school failed to comply with all applicable laws, rules, regulations, and provisions of the charter agreement relating to education requirements as described above; however, the school promptly came into compliance once the shortcoming(s) were identified.

☐ Falls Far Below Standard

- The school failed to comply with all applicable laws, rules, regulations, and provisions of the charter agreement relating to education requirements as described above.

1(c). Is the school protecting the rights of students with disabilities?

☐ Meets Standard

- Consistent with the school's status and responsibilities, the school materially complies with applicable laws, rules, regulations, and provisions of the charter contract (including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act) relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to:
 - Equitable access and opportunity to enroll
 - Identification and referral
 - Appropriate development and implementation of Individualized Education Plans and Section 504 plans
 - Operational compliance, including provision of services in the least restrictive environment and appropriate inclusion in the school's academic program, assessments, and extracurricular activities
 - Discipline, including due process protections, manifestation determinations, and behavioral intervention plans
 - Access to the school's facility and programs in a lawful manner and consistent with students' IEPs or Section 504 Plans
 - Securing of all applicable funding

☐ Does Not Meet Standard

- The school did not materially comply with all applicable laws, rules, regulations, and provisions of the charter contract relating to the treatment of students with identified disabilities and those suspected of having a disability in the manner described above; however, the school promptly came into compliance once the shortcoming(s) were identified.

☐ Falls Far Below Standard

- The school failed to comply with all applicable laws, rules, regulations, and provisions of the charter agreement relating to the treatment of students with identified disabilities and those suspected of having a disability in the manner described above.

1(d). Is the school protecting the rights of English Language Learner (ELL) students?

☐ Meets Standard

- The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract (including Title III of the Elementary and Secondary Education Act (ESEA) and the US Department of Education authorities) relating to the English Language Learner requirements, including but not limited to:
 - Required policies related to the service of ELL students
 - Proper steps for identification of students in need of ELL services
 - Appropriate and equitable delivery of services to identified students
 - Appropriate accommodations on assessments
 - Exiting of students from ELL services
 - Ongoing monitoring of exited students

☐ Does Not Meet Standard

- The school did not materially comply with all applicable laws, rules, regulations, and provisions of the charter agreement relating to English Language Learner requirements in the manner described above; however, the school promptly came into compliance once the shortcoming(s) were identified.

☐ Falls Far Below Standard

- The school failed to comply with all applicable laws, rules, regulations, and provisions of the charter agreement relating to English Language Learner requirements in the manner described above.

2: Financial Management

2(a). Is the school meeting financial reporting and compliance requirements?

☐ Meets Standard

- The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to financial reporting requirements, including but not limited to:
 - Complete and on-time submission of financial reports, including annual budget, revised budget (if applicable), periodic financial reports as required by the authorizer, and any reporting requirements if the board contracts with an Education Service Provider (ESP)

- On-time submission and completion of annual independent audit and corrective action plans, if applicable
- All reporting requirements related to the use of public funds

□ Does Not Meet Standard

- The school failed to comply with all applicable laws, rules, regulations, and provisions of the charter agreement relating to financial reporting requirements as described above; however, the school promptly came into compliance once the shortcoming(s) were identified.

□ Falls Far Below Standard

- The school failed to comply with all applicable laws, rules, regulations, and provisions of the charter agreement relating to financial reporting requirements as described above.

2(b). Is the school following Generally Accepted Accounting Principles?

□ Meets Standard

- The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to:
 - An unqualified audit opinion
 - An audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses
 - An audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report

□ Does Not Meet Standard

- The school failed to comply with all applicable laws, rules, regulations, and provisions of the charter agreement relating to financial management and oversight expectations as described above; however, the school promptly came into compliance once the shortcoming(s) were identified.

□ Falls Far Below Standard

- The school failed to comply with all applicable laws, rules, regulations, and provisions of the charter agreement relating to financial management and oversight expectations as described above.

3: Governance and Reporting

3(a). Is the school complying with governance requirements?

☐ Meets Standard

- The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to governance by its board, including but not limited to:
 - Board policies, including those related to oversight of an Education Service Provider (ESP), if applicable
 - Board bylaws
 - State open meetings law
 - Code of ethics
 - Conflicts of interest
 - Board composition and/or membership rules (e.g., requisite number of qualified teachers, ban on employees or contractors serving on the board, etc.)
 - Compensation for attendance at meetings

☐ Does Not Meet Standard

- The school failed to comply with all applicable laws, rules, regulations, and provisions of the charter agreement relating to governance by its board as described above; however, the school promptly came into compliance once the shortcoming(s) were identified.

☐ Falls Far Below Standard

- The school failed to comply with all applicable laws, rules, regulations, and provisions of the charter agreement relating to governance by its board as described above.

3(b). Is the school holding management accountable?

☐ Meets Standard

- The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to oversight of school management, including but not limited to:
 - (For Education Service Providers [ESPs]) Maintaining authority over management, holding it accountable for performance as agreed under a written performance agreement, and requiring annual financial reports of the ESP

- (For Others) Oversight of management that includes holding it accountable for performance expectations which may or may not be agreed to under a written performance agreement

☐ Does Not Meet Standard

- The school failed to comply with all applicable laws, rules, regulations, and provisions of the charter agreement relating to oversight of school management; however, the school promptly came into compliance once the shortcoming(s) were identified.

☐ Falls Far Below Standard

- The school failed to comply with all applicable laws, rules, regulations, and provisions of the charter agreement relating to oversight of school management as described above.

3(c). Is the school complying with reporting requirements?

☐ Meets Standard

- The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to relevant reporting requirements to the school's authorizer, State Education Agency (SEA), , and/or federal authorities, including but not limited to:
 - Accountability tracking
 - Attendance and enrollment reporting
 - Compliance and oversight
 - Additional information requested by authorizer

☐ Does Not Meet Standard

- The school failed to comply with all applicable laws, rules, regulations, and provisions of the charter agreement relating to relevant reporting requirements as described above; however, the school promptly came into compliance once the shortcoming(s) were identified.

☐ Falls Far Below Standard

- The school failed to comply with all applicable laws, rules, regulations, and provisions of the charter agreement as described above.

4: Students and Employees

4(a). Is the school protecting the rights of all students?

☐ Meets Standard

- The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to the rights of students, including but not limited to:
 - Policies and practices related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment (including rights to enroll or maintain enrollment)
 - The collection and protection of student information (that could be used in discriminatory ways or otherwise contrary to law)
 - Due process protections, privacy, civil rights, and student liberties requirements, including First Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction
 - Conduct or discipline (discipline hearings and suspension and expulsion policies and practices)

☐ Does Not Meet Standard

- The school failed to comply with all applicable laws, rules, regulations, and provisions of the charter contract relating to the rights of students as described above; however, the school promptly came into compliance once the shortcoming(s) were identified.

☐ Falls Far Below Standard

- The school failed to comply with all applicable laws, rules, regulations, and provisions of the charter contract relating to the rights of students as described above.

4(b). Is the school meeting teacher and other staff credentialing requirements?

☐ Meets Standard

- The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract (including the federal Highly Qualified Teacher and Paraprofessional requirements within Title II of the Elementary and Secondary Education Act [ESEA]) relating to state certification requirements.

☐ Does Not Meet Standard

- The school failed to comply with all applicable laws, rules, regulations, and provisions of the charter contract relating to state certification requirements; however, the school promptly came into compliance once the shortcoming(s) were identified.

☐ Falls Far Below Standard

- The school failed to comply with all applicable laws, rules, regulations, and provisions of the charter contract relating to state certification requirements.

4(c). Is the school complying with laws regarding employee rights?

☐ Meets Standard

- The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to employment considerations, including those relating to the Family Medical Leave Act, the Americans with Disabilities Act, and employment contracts. The school does not interfere with employees' rights to organize collectively or otherwise violate staff collective bargaining rights.

☐ Does Not Meet Standard

- The school failed to comply with all applicable laws, rules, regulations, and provisions of the charter contract relating to employment considerations; however, the school promptly came into compliance once the shortcoming(s) were identified.

☐ Falls Far Below Standard

- The school failed to comply with all applicable laws, rules, regulations, and provisions of the charter contract relating to employment considerations.

4(d). Is the school completing required background checks?

☐ Meets Standard

- The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to background checks of all applicable individuals (including staff and members of the charter community, where applicable).

☐ Does Not Meet Standard

- The school failed to comply with all applicable laws, rules, regulations, and provisions of the charter contract relating to background checks; however, the school promptly came into compliance once the shortcoming(s) were identified.

☐ Falls Far Below Standard

- The school failed to comply with all applicable laws, rules, regulations, and provisions of the charter contract relating to background checks.

5: School Environment

5(a). Is the school complying with facilities and transportation requirements?

☐ Meets Standard

- The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to the school facilities, grounds, and transportation, including but not limited to:
 - Americans with Disabilities Act (ADA)
 - Fire inspections and related records
 - Viable certificate of occupancy or other required building use authorization
 - Documentation of requisite insurance coverage
 - Student transportation

☐ Does Not Meet Standard

- The school failed to comply with all applicable laws, rules, regulations, and provisions of the charter contract relating to the school facilities, grounds, and transportation as described above; however, the school promptly came into compliance once the shortcoming(s) were identified.

☐ Falls Far Below Standard

- The school failed to comply with all applicable laws, rules, regulations, and provisions of the charter contract relating to school facilities, grounds, and transportation as described above.

5(b). Is the school complying with health and safety requirements?☐ Meets Standard

- The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to safety and the provision of health-related services, including but not limited to:
 - Appropriate nursing services and dispensing of pharmaceuticals
 - Food service requirements
 - Other district services, if applicable

☐ Does Not Meet Standard

- The school failed to comply with all applicable laws, rules, regulations, and provisions of the charter contract relating to safety and the provision of health-related services as described above; however, the school promptly came into compliance once the shortcoming(s) were identified.

☐ Falls Far Below Standard

- The school failed to comply with all applicable laws, rules, regulations, and provisions of the charter contract relating to safety and the provision of health-related services as described above.

5(c). Is the school handling information appropriately?☐ Meets Standard

- The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to handling of information, including but not limited to:
 - Maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act and other applicable authorities
 - Accessing documents maintained by the school under the state's Freedom of Information law and other applicable authorities
 - Transferring of student records
 - Proper and secure maintenance of testing materials

☐ Does Not Meet Standard

- The school failed to comply with all applicable laws, rules, regulations, and provisions of the charter contract relating to the handling of information as described above; however, the school promptly came into compliance once the shortcoming(s) were identified.

☐ Falls Far Below Standard

- The school failed to comply with all applicable laws, rules, regulations, and provisions of the charter contract relating to the handling of information as described above.

6: Additional Obligations

6(a). Is the school complying with all other obligations?

☐ Meets Standard

- The school materially complies with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources:
 - Revisions to state charter law
 - Consent decrees
 - Intervention requirements by the authorizer
 - Requirements by other entities to which the school is accountable (e.g. State Education Agency[SEA])

☐ Does Not Meet Standard

- The school failed to materially comply with all other material, legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein as described above; however, the school promptly came into compliance once the shortcoming(s) were identified.

☐ Falls Far Below Standard

- The school failed to comply with all applicable laws, rules, regulations, and provisions contained in its charter contract that are not otherwise explicitly stated herein as described above.

Annenberg Standards

1. Charter School shall report on their websites and in enrollment and marketing materials the full range of academic, enrichment, and extracurricular offerings that they provide.
2. Members Charter School governing board are required to file full financial disclosure reports and identify any potential conflicts of interest, relationships with management companies, or other business dealings with the school, its management company, or other charter schools. These documents should be available online through MNPS' website.
3. Governing board of Charter School is required to hold all meetings in the district in which their school or schools operate. All meetings are to be open to the public and publicized in advance in accordance with applicable state law.
4. Charter School shall provide online access to minutes from Charter School governing board meetings, the school's policies, information about staff, instructional strategies, curriculum, school rules and behavior codes, school budgets, and information about management companies or other large contracts.
5. Charter Schools and MNPS are subject to state laws regarding freedom of information, public records, and public meetings.
6. Complete contracts for management services are required to be electronically posted on the schools' website within ten days of execution. The posting should include detailed information about the services to be provided by the management company and all financial commitments and compensation, as well as all fees and bonuses to be provided to the management company.
7. Charter School shall make full public financial disclosure by charter management organizations of their expenditures and net revenues related to the operation of each school they serve.
8. Charter Schools is prohibited from allowing anyone with a financial relationship to a management organization or the staff of any authorizing agency from serving on the governing board of the Charter School.
9. Charter School is prohibited from utilizing enrollment and registration procedures that directly or indirectly exclude or discourage certain students from enrolling at the school. Certain schools, such as academic magnets and performing arts schools, shall be exempted.
10. Charter School shall make available public documentation and reporting of student attrition throughout the school year, including date, reason, and disposition (where the student ends up). This should include all disciplinary actions, including both in- and out-of-school suspensions and referrals to law enforcement, and "voluntary" and "involuntary" exits. It should be disaggregated by race/ethnicity, gender, age, grade level, free/reduced meal status, disability status, and English proficiency status.
11. Before any student withdraws from Charter School, the student, his or her parent or guardian, and Charter School personnel shall sign a document stating that the student is withdrawing voluntarily and that the Charter School personnel have not prohibited, discouraged, or attempted to discourage the student from continued enrollment in the Charter School.
12. Charter School discipline policies and practices must be promulgated and implemented to avoid discriminatory and/or disproportionate punishments of students based on race, gender, or other characteristics and are consistent with federal school discipline laws and guidance.

13. Charter School shall make its school discipline policy publicly available on the school's website, so that parents can thoroughly review the policy before enrolling their child. Charter School discipline policies should include explicit provisions regarding due process for students, including the right to a hearing before long-term removal, suspension, expulsion, disciplinary or safety transfers, or alternative school placements, as well as parental appeals and notification rights.
14. Charter school shall report annually on all disciplinary actions and withdrawals from the school, including the reason for the student's departure, suspension, or other action and the statement that documentation of due process rights was available. These data should be disaggregated by race/ethnicity, gender, age, grade level, free/reduced meal status, disability status, and English proficiency status.
15. Charter school shall make financial documents available to the public annually on the websites of the school, the authorizer, and any management company. These documents should include a comprehensive statement of revenues, financial and in-kind donations, state and local funding, New Market Tax Credits, bond issuances, and any and all additional funds or debt service connected to the operation of the school and/or network of schools.
16. Charter School shall report on administrative expenses as well as funds paid to the authorizer for authorizing and oversight services. Charter School shall also publish reports on expenses incurred for student recruitment and marketing.
17. Charter School shall document and publicly disclose the owners of any non-public property used to house the Charter School, along with documentation of the amount of rent being paid for the facility and to whom payments are being made and verification that there are no conflicts of interest between the Charter School and the holder of the property.
18. Charter school shall send for publication all vendor or service contracts over \$10,000 as public information on the MNPS website.
19. Governing board members, administrators, parents, students, educators, school staff, and community members are protected from retaliation for whistleblowing in accordance with federal and state law.



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

4/4/2025

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an **ADDITIONAL INSURED**, the policy(ies) must have **ADDITIONAL INSURED** provisions or be endorsed. If **SUBROGATION** IS **WAIVED**, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Marsh & McLennan Agency LLC Marsh & McLennan Ins Agency LLC 1255 Treat Boulevard #950 Walnut Creek CA 94597	CONTACT NAME: Felicia McAroy PHONE (A/C, No, Ext): 925-482-9337 E-MAIL ADDRESS: Felicia.McAroy@MarshMMA.com FAX (A/C, No):														
INSURED Rocketship Education 2001 Gateway Place, Suite 230E San Jose CA 95100	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="text-align: center;">INSURER(S) AFFORDING COVERAGE</th> <th style="text-align: center;">NAIC #</th> </tr> <tr> <td>INSURER A: United Educators Ins a RecipRiskRet Grp</td> <td style="text-align: center;">10020</td> </tr> <tr> <td>INSURER B: Travelers Property Casualty Co of Amer</td> <td style="text-align: center;">25674</td> </tr> <tr> <td>INSURER C:</td> <td></td> </tr> <tr> <td>INSURER D:</td> <td></td> </tr> <tr> <td>INSURER E:</td> <td></td> </tr> <tr> <td>INSURER F:</td> <td></td> </tr> </table>	INSURER(S) AFFORDING COVERAGE	NAIC #	INSURER A: United Educators Ins a RecipRiskRet Grp	10020	INSURER B: Travelers Property Casualty Co of Amer	25674	INSURER C:		INSURER D:		INSURER E:		INSURER F:	
INSURER(S) AFFORDING COVERAGE	NAIC #														
INSURER A: United Educators Ins a RecipRiskRet Grp	10020														
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INSURER C:															
INSURER D:															
INSURER E:															
INSURER F:															

COVERAGES**CERTIFICATE NUMBER:** 1965056100**REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER:	Y		Q8521W	7/1/2024	7/1/2025	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 1,000,000 MED EXP (Any one person) \$ 5,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 3,000,000 PRODUCTS - COMP/OP AGG \$ 3,000,000 \$
B	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> OWNED AUTOS ONLY <input checked="" type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS ONLY <input checked="" type="checkbox"/> NON-OWNED AUTOS ONLY			BA9X36719A2414G	7/1/2024	7/1/2025	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
A	<input type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR <input checked="" type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED RETENTION \$			Q8521W	7/1/2024	7/1/2025	EACH OCCURRENCE \$ 25,000,000 AGGREGATE \$ 25,000,000 \$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y / N					<input type="checkbox"/> PER STATUTE <input type="checkbox"/> OTH-ER E.L. EACH ACCIDENT \$ E.L. DISEASE - EA EMPLOYEE \$ E.L. DISEASE - POLICY LIMIT \$
A	Educators Legal Liability/D&O Sexual Abuse/Molestaion			Q8521W	7/1/2024	7/1/2025	\$25,000,000 Occ/Agg \$1,000,000 Occ. \$75,000 Retention \$3,000,000 Agg.

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

As required by written contract: Metropolitan Nashville Public Schools is named as additional insureds with respects to General Liability.

CERTIFICATE HOLDER**CANCELLATION**
 Metropolitan Nashville Public Schools
 2601 Bransford Avenue
 Nashville TN 37204

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

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CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

3/6/2025

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER License # 0C32169 Rancho Mesa Insurance Services, Inc. 2355 Northside Drive Suite 200 San Diego, CA 92108	CONTACT NAME: PHONE (A/C, No, Ext): (619) 937-0164		FAX (A/C, No):
	E-MAIL ADDRESS:		
	INSURER(S) AFFORDING COVERAGE		NAIC #
	INSURER A : Travelers Property Casualty Co		25674
INSURED Rocketship Education, Inc. 2001 Gateway Place, #230E San Jose, CA 95110	INSURER B : Oak River Insurance Company		34630
	INSURER C : Homeland Ins Co of New York		34452
	INSURER D : Travelers Casualty And Surety Company Of America		19038
	INSURER E :		
	INSURER F :		

COVERAGES

CERTIFICATE NUMBER:

REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
	COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PROJECT <input type="checkbox"/> LOC OTHER:						EACH OCCURRENCE \$ DAMAGE TO RENTED PREMISES (Ea occurrence) \$ MED EXP (Any one person) \$ PERSONAL & ADV INJURY \$ GENERAL AGGREGATE \$ PRODUCTS - COMP/OP AGG \$ \$
A	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO OWNED AUTOS ONLY <input checked="" type="checkbox"/> HIRED AUTOS ONLY <input checked="" type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS ONLY			BA-9X36719A-24-14-G	7/1/2024	7/1/2025	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
	UMBRELLA LIAB <input type="checkbox"/> OCCUR EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED <input type="checkbox"/> RETENTION \$						EACH OCCURRENCE \$ AGGREGATE \$ \$
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) <input type="checkbox"/> Y / N If yes, describe under DESCRIPTION OF OPERATIONS below		N / A	ROWC534535	7/2/2024	7/2/2025	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTH-ER E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMIT \$ 1,000,000
C	Cyber Security			720000899-0002	8/8/2024	8/8/2025	Limit \$3,000,000 Ded 50,000
D	Employee Theft			108081681	7/1/2024	7/1/2025	Limit \$3,400,000 Ded 10,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
 RE: OPERATIONS OF THE NAMED INSURED AS CERTIFICATE HOLDERS INTEREST MAY APPEAR.

CERTIFICATE HOLDER

CANCELLATION

METROPOLITAN NASHVILLE PUBLIC SCHOOLS 2601 BRANSFORD AVENUE NASHVILLE, TN 37204	SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS. AUTHORIZED REPRESENTATIVE
--	---

Certificate Of Completion

Envelope Id: 8E07597D-4D61-46C1-AC2F-2458C7F6E7D0

Status: Completed

Subject: Rocketship Education dba Rocketship United Academy 7598138 Charter Renewal (2025-2035)

Source Envelope:

Document Pages: 114

Signatures: 12

Envelope Originator:

Certificate Pages: 4

Initials: 4

Jackie Taylor

AutoNav: Enabled

2601 Bransford Ave.

Envelopeld Stamping: Enabled

Nashville, TN 37204

Time Zone: (UTC-06:00) Central Time (US & Canada)

Jackie.Taylor@MNPS.org

IP Address: 96.4.9.1

Record Tracking

Status: Original

Holder: Jackie Taylor

Location: DocuSign

4/7/2025 2:26:06 PM

Jackie.Taylor@MNPS.org

Signer Events

Signature

Timestamp

Shereka Roby-Grant

Shereka Roby-Grant

Sent: 4/7/2025 2:35:46 PM

shereka.robby@mnps.org

Viewed: 4/8/2025 8:40:31 AM

Security Level: Email, Account Authentication
(None)

Signed: 4/8/2025 8:42:52 AM

Signature Adoption: Pre-selected Style

Using IP Address: 96.4.9.1

Electronic Record and Signature Disclosure:

Not Offered via DocuSign

Scott Ghee

SG

Sent: 4/8/2025 8:42:57 AM

Scott.Ghee@MNPS.org

Viewed: 4/8/2025 8:48:15 AM

Contracting Manager

Signed: 4/8/2025 8:48:31 AM

Metro Nashville Public Schools

Signature Adoption: Pre-selected Style

Security Level: Email, Account Authentication
(None)

Using IP Address: 96.4.9.1

Electronic Record and Signature Disclosure:

Not Offered via DocuSign

Eric Dailey

Eric Dailey

Sent: 4/8/2025 8:48:36 AM

EDailey@rsed.org

Viewed: 4/9/2025 10:58:06 PM

Executive Director

Signed: 4/9/2025 11:00:27 PM

Rocketship Public Schools

Signature Adoption: Pre-selected Style

Security Level: Email, Account Authentication
(None)

Using IP Address: 12.76.70.54

Electronic Record and Signature Disclosure:

Not Offered via DocuSign

April Taylor

April Taylor

Sent: 4/9/2025 11:00:32 PM

ApTaylor3@gmail.com

Viewed: 4/10/2025 6:40:48 AM

Board Chair

Signed: 4/10/2025 6:41:24 AM

Security Level: Email, Account Authentication
(None)


Signature Adoption: Pre-selected Style

Using IP Address: 136.58.46.169

Signed using mobile

Electronic Record and Signature Disclosure:

Not Offered via DocuSign

Signer Events	Signature	Timestamp
Kevin Knapp Kevin.Knapp@mnps.org Security Level: Email, Account Authentication (None)	 Signature Adoption: Pre-selected Style Using IP Address: 96.4.9.1	Sent: 4/10/2025 6:41:28 AM Resent: 4/11/2025 2:15:02 PM Viewed: 4/12/2025 10:05:32 AM Signed: 4/14/2025 9:29:16 AM
Electronic Record and Signature Disclosure: Not Offered via DocuSign		
Renita Perry renita.perry@mnps.org Chief of Academics and Schools Security Level: Email, Account Authentication (None)	 Signature Adoption: Pre-selected Style Using IP Address: 96.4.9.2	Sent: 4/14/2025 9:29:23 AM Viewed: 4/17/2025 10:58:59 AM Signed: 4/17/2025 10:59:21 AM
Electronic Record and Signature Disclosure: Not Offered via DocuSign		
Kevin Edwards Kevin.Edwards@mnps.org Director of Procurement Metro Nashville Public Schools Security Level: Email, Account Authentication (None)	 Signature Adoption: Pre-selected Style Using IP Address: 96.4.9.1	Sent: 4/17/2025 10:59:28 AM Viewed: 4/17/2025 12:40:10 PM Signed: 4/17/2025 12:41:15 PM
Electronic Record and Signature Disclosure: Not Offered via DocuSign		
Jorge Robles jorge.robles@mnps.org Security Level: Email, Account Authentication (None)	 Signature Adoption: Pre-selected Style Using IP Address: 96.4.9.1	Sent: 4/17/2025 12:41:20 PM Viewed: 4/18/2025 9:27:24 AM Signed: 4/18/2025 9:31:21 AM
Electronic Record and Signature Disclosure: Not Offered via DocuSign		
Freda Player Cameo.Bobo@mnps.org Board Chair Security Level: Email, Account Authentication (None)	 Signature Adoption: Pre-selected Style Using IP Address: 96.4.9.1	Sent: 4/18/2025 9:31:26 AM Viewed: 5/5/2025 8:49:29 AM Signed: 5/5/2025 9:01:12 AM
Electronic Record and Signature Disclosure: Not Offered via DocuSign		
Adrienne Frame Adrienne.frame@nashville.gov Security Level: Email, Account Authentication (None)	 Signature Adoption: Pre-selected Style Using IP Address: 170.190.198.190	Sent: 5/5/2025 9:01:17 AM Viewed: 5/6/2025 9:52:08 AM Signed: 5/6/2025 9:54:57 AM
Electronic Record and Signature Disclosure: Not Offered via DocuSign		

Signer Events	Signature	Timestamp
Jenneen Reed/MAL michelle.lane@nashville.gov PUrchasing Agent Security Level: Email, Account Authentication (None)	 Signature Adoption: Pre-selected Style Using IP Address: 170.190.198.190	Sent: 5/6/2025 9:55:02 AM Viewed: 5/8/2025 3:07:16 PM Signed: 5/8/2025 3:07:38 PM
Electronic Record and Signature Disclosure: Not Offered via DocuSign		
Sally Palmer sally.palmer@nashville.gov Security Level: Email, Account Authentication (None)	Completed Using IP Address: 170.190.198.100	Sent: 5/8/2025 3:07:44 PM Viewed: 5/9/2025 8:30:03 AM Signed: 5/9/2025 8:32:56 AM
Electronic Record and Signature Disclosure: Not Offered via DocuSign		
Balogun Cobb Balogun.cobb@nashville.gov Insurance Division Manager Security Level: Email, Account Authentication (None)	 Signature Adoption: Pre-selected Style Using IP Address: 170.190.198.185	Sent: 5/9/2025 8:33:01 AM Viewed: 5/9/2025 8:52:49 AM Signed: 5/9/2025 8:53:52 AM
Electronic Record and Signature Disclosure: Not Offered via DocuSign		
Jaehee Gotow jaehee.gotow@nashville.gov Security Level: Email, Account Authentication (None)	 Signature Adoption: Pre-selected Style Using IP Address: 2600:1700:1434:a010:7416:e5f8:5b5:18ba	Sent: 5/9/2025 8:53:59 AM Viewed: 5/9/2025 2:20:56 PM Signed: 5/9/2025 3:30:18 PM
Electronic Record and Signature Disclosure: Not Offered via DocuSign		
Austin Kyle publicrecords@nashville.gov Metropolitan Clerk Security Level: Email, Account Authentication (None)	 Signature Adoption: Pre-selected Style Using IP Address: 170.190.198.100	Sent: 5/9/2025 3:30:25 PM Viewed: 5/9/2025 4:20:33 PM Signed: 5/9/2025 4:21:01 PM
Electronic Record and Signature Disclosure: Not Offered via DocuSign		
In Person Signer Events	Signature	Timestamp
Editor Delivery Events	Status	Timestamp
Agent Delivery Events	Status	Timestamp
Intermediary Delivery Events	Status	Timestamp
Certified Delivery Events	Status	Timestamp
Carbon Copy Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp
Sally Palmer Sally.Palmer@nashville.gov Security Level: Email, Account Authentication (None) Electronic Record and Signature Disclosure: Not Offered via DocuSign	COPIED	Sent: 5/9/2025 3:30:24 PM
Abigail Gifford agifford@rsed.org Senior Legal Counsel- Rocketship Education Security Level: Email, Account Authentication (None) Electronic Record and Signature Disclosure: Not Offered via DocuSign	COPIED	Sent: 5/9/2025 4:21:06 PM Viewed: 5/9/2025 4:28:52 PM
Charter School Office charterschooloffice@mnps.org Security Level: Email, Account Authentication (None) Electronic Record and Signature Disclosure: Not Offered via DocuSign	COPIED	Sent: 5/9/2025 4:21:07 PM

Witness Events	Signature	Timestamp
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Notary Events	Signature	Timestamp
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Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	4/7/2025 2:35:46 PM
Envelope Updated	Security Checked	4/11/2025 2:15:01 PM
Envelope Updated	Security Checked	4/11/2025 2:15:02 PM
Envelope Updated	Security Checked	4/11/2025 2:15:02 PM
Envelope Updated	Security Checked	4/11/2025 2:15:02 PM
Certified Delivered	Security Checked	5/9/2025 4:20:33 PM
Signing Complete	Security Checked	5/9/2025 4:21:01 PM
Completed	Security Checked	5/9/2025 4:21:07 PM

Payment Events	Status	Timestamps
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