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ABSOLUTE PRIORITIES

Absolute Priority 1 – Low-Income Demographic

Freedom Prep serves the most educationally disadvantaged students in Tennessee(at least 60% of our students are from low-income families)

FPCS is committed to serving the most disadvantaged students and closing achievement gaps in Memphis. FPCS currently serves students from the Westwood and Whitehaven neighborhoods in Southwest (SW) Memphis (zip codes 38109 and 38116). In this community, the student population is over 90 percent economically disadvantaged/low income, 97% African American, <1 percent are Hispanic, <1 percent English Language Learners (ELL), and 17% are students with disabilities (SWD). FPCS serves a student population that is similar to the surrounding neighborhood. Approximately 91% of FPCS students are economically disadvantaged/low income, 97% are African American, <1 percent are ELL, and 9.7% are students with disabilities. Figure 1 shows FPCS demographics relative to both the local district and state.

Figure 1: Student enrollment percentage in 2016-17 by subgroup

	FPCS	Shelby County	State
Econ Dis.	90.6	79.8	57.9
African American	96.8	78.4	24.1
Hispanic	3.2	11.3	8.5
ELL	>1	8.3	4.6
SWD	9.7	12.9	14

COMPETITIVE PRIORITIES

Competitive Preference Priority 1 – Promoting Diversity.

FPCS does not meet Competitive Preference Priority 1 as it does not have an intentional focus on recruiting and retaining racially and socioeconomically diverse student bodies.

Competitive Preference Priority 2 – School Improvement through Turnaround Efforts.

(a) Past Success in improving academic performance of a poor-performing public school

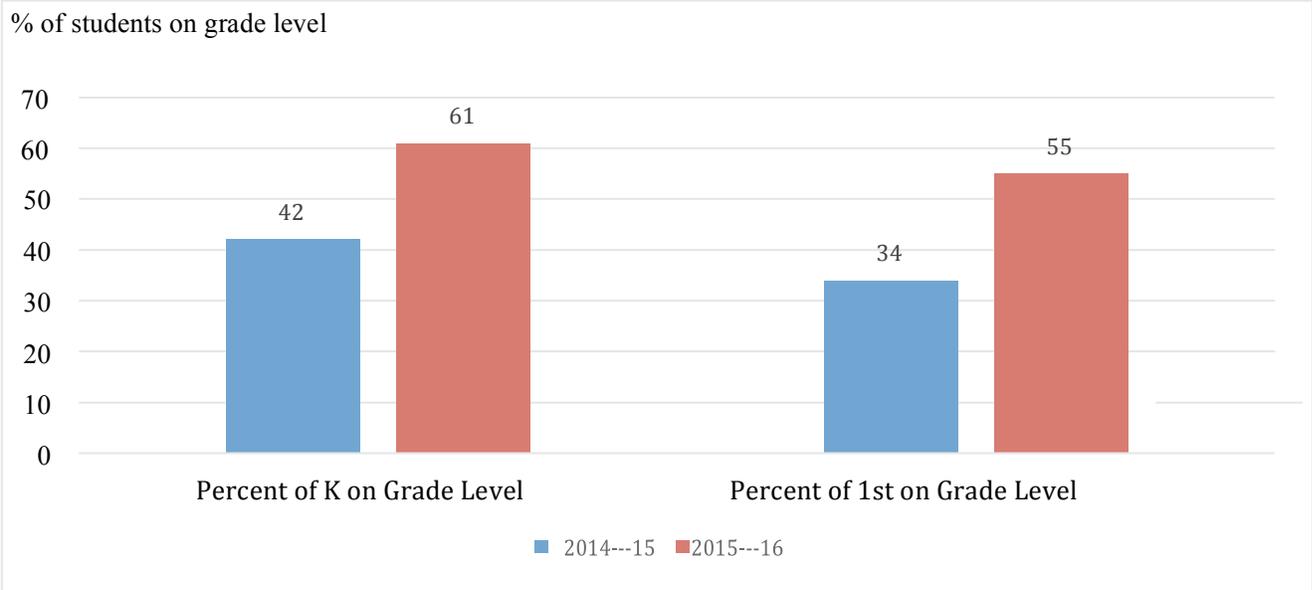
The Tennessee Achievement School District (ASD) is a state-wide school district to which the lowest performing schools (priority schools) in the state can be moved, with the goal of increasing student achievement in those schools. Specifically, the ASD aims to move the bottom five percent of schools in Tennessee to the top 25 percent by 2018 by two methods: (1) Direct-run charter schools; (2) Authorizing high-performing local and national charters to turnaround priority schools. In 2013, the ASD authorized FPCS to turnaround historically underperforming Westwood Elementary School, a priority school that had failed to make Adequate Yearly Progress (AYP) under NCLB for over two consecutive years. Freedom Prep Elementary - Westwood opened in the fall of 2014 and served Grades K-1 at Westwood Elementary, while Grades 2-5 continued to operate under the local school district (Shelby County). Instead of following the original growth plan of adding two grades per year, Freedom Prep partnered with the Shelby County School district, in the best interest of all children and families, and decided to assume operation of all remaining grades (2-5) at Westwood Elementary in the Fall of 2015. All students currently attending and zoned to Westwood Elementary were and are currently exempt from our enrollment lottery. This decision ensured that all students at Westwood Elementary would have access to a high quality public education that prepares them for college. Although we do not have state test results yet, FPCS has shown promising early academic results on the MAP exam and our reading assessment, STEP. Since the State of Tennessee only begins state accountability testing in grade 3, and since 2015-16 tests were void statewide because of technical errors, the best measures of student growth and achievement are the nationally normed referenced NWEA MAP and STEP assessments.

Our highest-valued assessment internally at the elementary level is the University of

Chicago’s STEP assessment. STEP is nationally recognized as a highly rigorous assessment of student reading skills in grades K-3. We entered the 2014-15 school year with a strong vision for our elementary school, and we also knew that in our talent market it would take time to build the team that could execute that vision. When comparing our 2014-15 STEP results for Kindergarten and 1st grade to our 2015-16 results, it is clear that our students have made extreme strides towards being on grade level well before they reach 6th grade at Freedom Prep.

- In the 2014-15 school year, Kindergarten ended the year with 6.5% of students on grade level, and 1st Grade ended the year with 5.0% on grade level.
- By the end of the 2015-16 school year, both Kindergarten and 1st Grade increased their percentages on grade level by approximately 20 percentage points: Kindergarten increased from 42% (2014-15) to 61% (2015-16) and 1st Grade increased from 34% (2014-15) to 65% (2015-16).

Figure 2: Students on STEP Grade Level at End of Year



Our strong results are not confined to just Kindergarten and 1st grade, as is demonstrated by examining our elementary MAP results for the school as a whole in 2014-15 compared to

2015-16. What is most significant about our increase in results from 2014-15 to 2015-16 – and this is true for many areas: middle school MAP, elementary school STEP and elementary school MAP – is that we improved performance while doubling enrollment across the network. Our elementary school alone tripled enrollment. Despite this exponential growth, we saw dramatic gains in student performance.

Figure 3: FPA MAP Growth – Mathematics

	2014-15	2015-16
Projected Growth	40.1	109.7
Observed Growth	38.9	130.8
Growth Projection Status	Not Met	Met
School Growth Percentile	43rd	94th

Figure 4: FPA MAP Growth – ELA

	2014-15	2015-16
Projected Growth	35.2	88.7
Observed Growth	35.9	90.5
Growth Projection Status	Met	Met
School Growth Percentile	52nd	54th

Our 2015-16 elementary MAP performance is equally impressive when compared to other schools in our district. The figure below shows that in 7 of the 12 tested areas where we have district comparative data, our students’ performance ranks in the top five schools in the district. This is even more impressive when considering that this is a measurement of achievement, not growth, and that all students in grades 3-5 at Freedom Prep this year were in their first year attending Freedom Prep, whereas the majority of students in those grades at the other schools in the comparative group have attended that school for multiple years. Additionally, as you can see in Appendix F, our ranking relative to the district schools was very low. However, in the 2015-16 school year we improved very rapidly and were in the top ranking schools in the district on many MAP assessments. Figure 5 below shows that we were

in the top 5 in all grades for reading except for 5th grade, and that our founding students (who were in K-1 in 2014-15 and in 1-2 in 2015-16) were in the top 5 in the district in math.

Figure 5: Grades and Subjects where Freedom Prep was top 5 among all schools in the district

Grade	Reading	Math
K	Top 5	-
1 st	Top 5	Top 5
2 nd	Top 5	Top 5
3 rd	Top 5	-
4 th	Top 5	-
5 th	-	-

(b) School Improvement. FPCS will continue to partner with the Tennessee Achievement School District to turnaround chronically underperforming schools.

Based on our early success, FPCS proposes to use CMO funds to replicate its model at Westwood Elementary and restart/turnaround a current struggling public school with a similar student population. We have not yet identified the struggling public school because State test data has been delayed for a year; however, we propose to restart/turnaround a struggling school in a community where the need is highest. FPCS, in accordance with section 4310(2)(B) of the ESEA, as amended by the ESSA, will exempt all students currently enrolled in the academically poor-performing public school at the time of the restart/turnaround.

Competitive Preference Priority 3 – Novice Applicant

FPCS is a novice applicant and has never received a Replication and Expansion grant, nor been a member of a group application, submitted in accordance with 34 CFR 75.127-75.129, that received a Replication and Expansion grant; and has not had an active discretionary grant from the Federal government in the five years before the deadline date for applications for new awards under this Replication and Expansion grant competition.

SELECTION CRITERIA

Section A: Quality of the Eligible Applicant

- FPCS significantly increases student academic achievement and attainment for all students (racial minority students, economically disadvantaged, ELLs, and SWDs)*

FPCS has a demonstrated track record of success serving all students, especially disadvantaged students, across a range of rigorous assessments. This section will discuss the track record of each of our three schools individually, beginning with our flagship middle school, Freedom Preparatory Academy (FPA).

Middle School. On the Tennessee Comprehensive Assessment Program (TCAP), the state accountability test, FPA students significantly outperform neighborhood schools and the district on a consistent basis. In addition, despite having significantly greater percentage of economically disadvantaged students (91 percent to 57.9 percent,) FPCS also outperforms state averages on both math and science (see Figure 6). Comparing the performance of economically disadvantaged FPA students to the state average for that subgroup, we see that FPA significantly outperforms state averages (see Figure 7). Additionally, our external accolades for our academic growth include the Education Equality Index naming Freedom Prep one of 10 schools in Memphis with the smallest internal achievement gap between non-economically disadvantaged and economically disadvantaged students.

Figure 6: Comparative TCAP Averages – ALL STUDENTS

Comparative TCAP Averages, 2012-13 to 2014-15 School Years – ALL STUDENTS						
Subject	FPA	Geeter	Chickasaw	Havenview	Shelby	State
6 th -8 th Math	55.2	13	21.7	17.1	41.6	54
6 th -8 th ELA	41.6	14.1	18.9	20.3	43.1	54
6 th -8 th	62	29.1	41	33.9	41.7	54
Highest Average Percentage						

Figure 7: Comparative TCAP Averages – ECON DIS STUDENTS

Comparative TCAP Averages P&A, 2012-13 to 2014-15 School Years						
Subject	FPA	Geeter	Chickasaw	Havenview	Shelby	State
6 th -8 th Math	54.3	13.2	18	16.2	41.6	54
6 th -8 th ELA	41.9	13.8	18.3	18.5	41.7	54
6 th -8 th	61	28.7	40.7	31.6	41.6	54
Highest Average Percentage						

More impressive than examining the middle school’s performance relative to subgroups is considering the 2014-15 performance of the tested subjects in 8th grade, the middle school’s exit grade: ELA, Science and Algebra 1, which is a high school course in the State of Tennessee. FPA 8th grade students take Algebra 1 in order to have a clear path to taking AP Calculus by their 12th grade year. As Figures 8, 9, and 10 below show, FPA performance on 8th grade ELA and Science was very impressive relative to other middle schools, as was our 8th graders’ performance on the Algebra 1 End of Course test (EOC) relative to high schools.

Figure 8: Comparative 2014-15 8th Grade ELA Proficient/Advanced – ALL STUDENTS

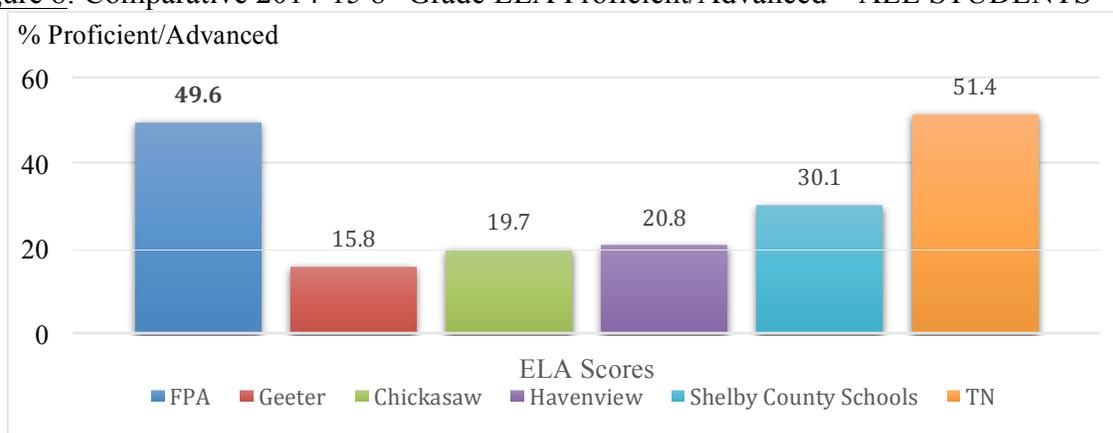


Figure 9: Comparative 2014-15 8th Grade Science Proficient/Advanced – ALL STUDENTS

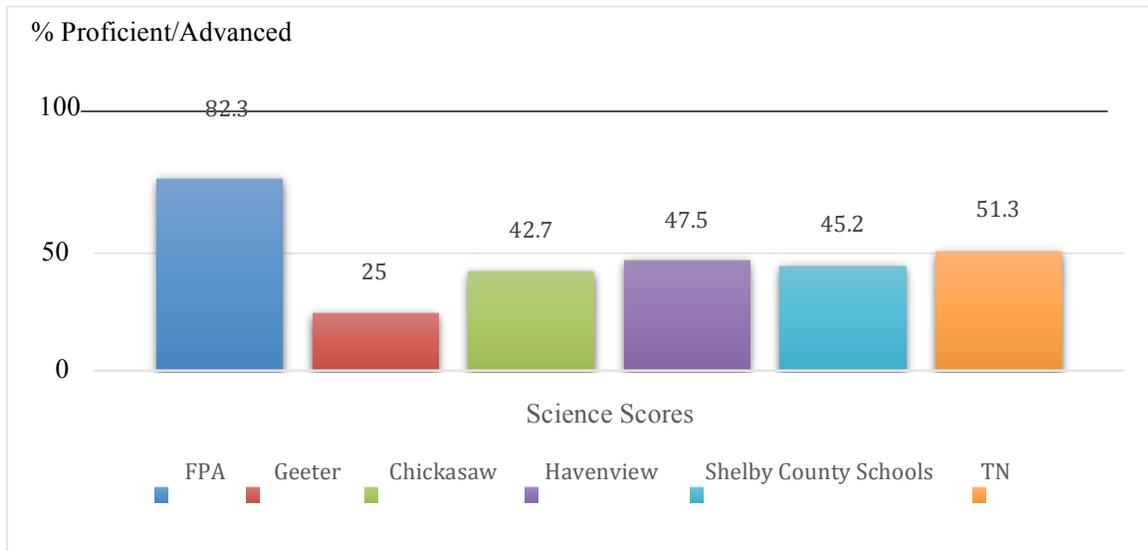
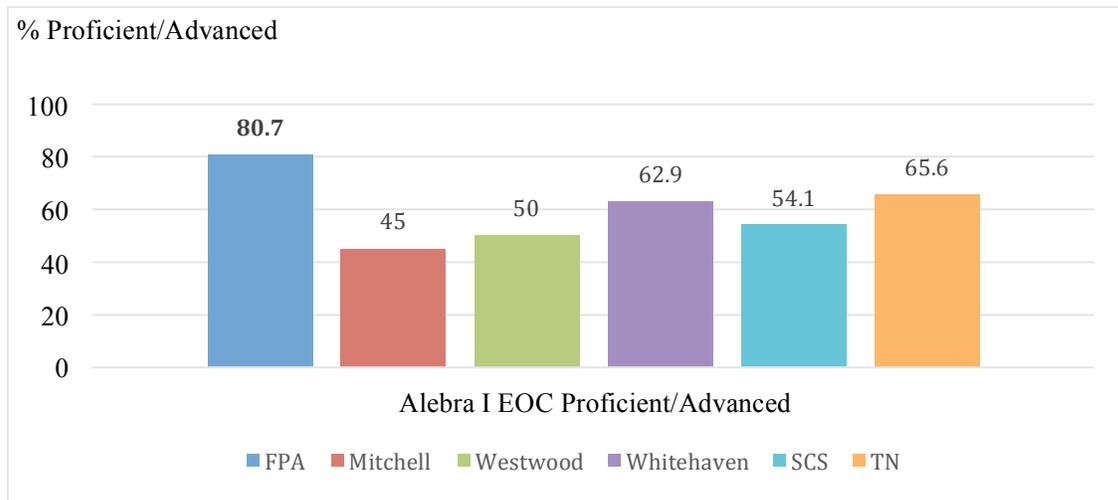


Figure 10: Comparative 2014-15 8th Grade Algebra 1 Proficient/Advanced



Perhaps the most impressive measure of FPA’s success to date is in comparison of value-add scores. The Tennessee Value-Added Assessment System (TVAAS) provides an objective and more precise way to measure student progress than the absolute measure of the annual TCAP proficiency percentages, which disregards how far behind students may baseline. By considering the value-add of schools by measuring the longitudinal growth of students annually and over 3-year periods, each school in the state is assigned a score. The higher the score, the

greater value-add for students (demonstrating the most significant growth from baseline to end-of-the-year assessment data). In the 2012-2013 school year, FPA's TVAAS scores ranked first in the state for ELA and 15th in the state for math (highest performing charter school and highest performing school in Memphis for both content areas). Our absolute value-add TVAAS scores were also highest in the State among all public middle schools for the 2013-2014 school year. And in the 2014-2015 school year, FPA students ranked in the top seven percent of the State for academic growth based on TVAAS scores.

The following scatterplots detail FPCS student performance in comparison to all other schools in the state that have an overall African American population of 90-100%. The captions beneath each scatterplot detail the specifics of each filter, how many total schools met the standards of said filter, and FPA's relative achievement and growth scores. On the scatterplots, FPA is the red star.

Figure 11: 2015 4th-8th Reading Growth Composite, compared to 121 schools with 90-100% African American population in the state (FPA Achievement=46.2 Growth=4.2)

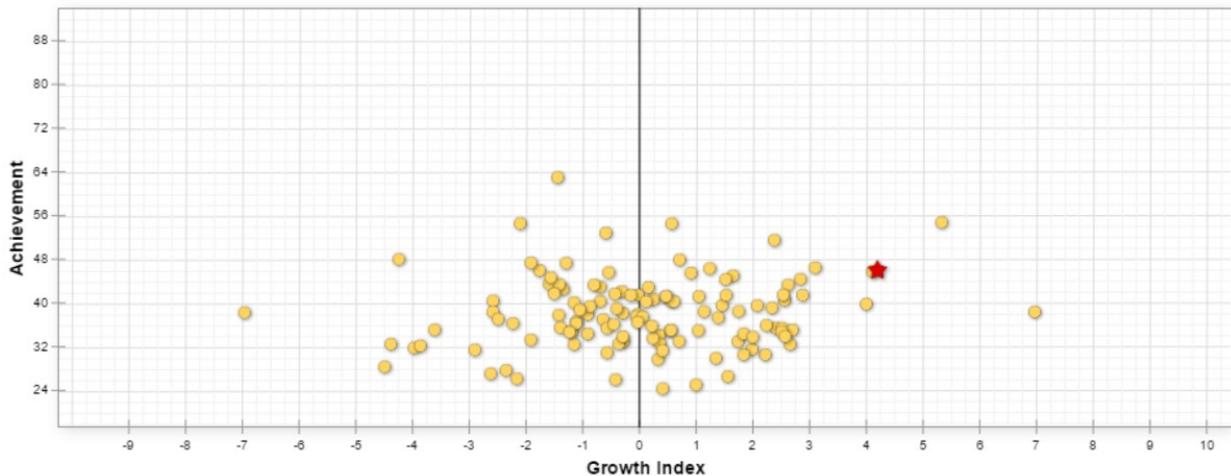
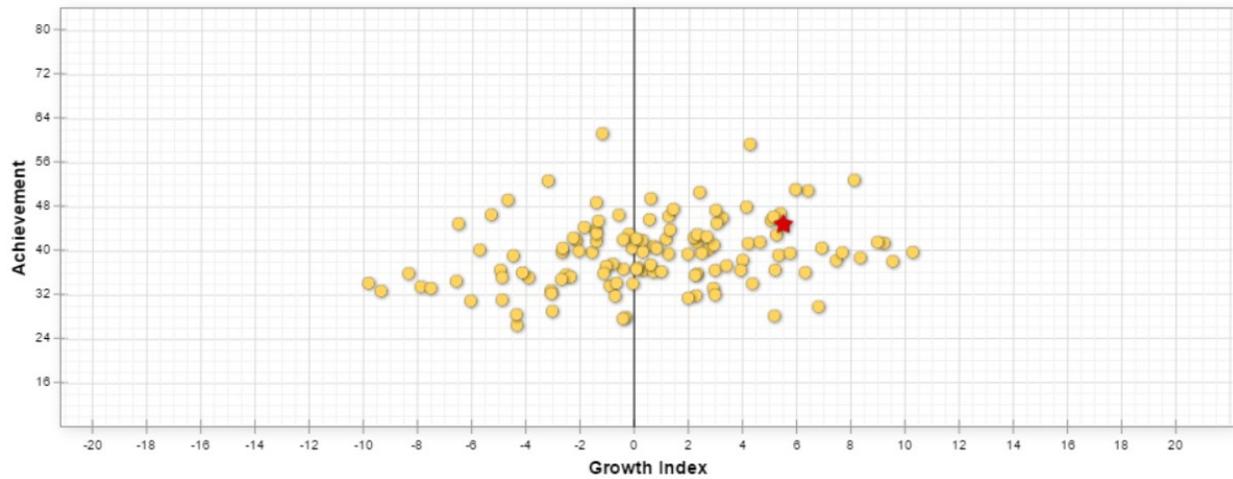


Figure 12: 2015 4th-8th Math Growth Composite, compared to 121 schools with 90-100% African American population in the state, (FPA Achievement=44.81 Growth=5.5)



Based on the phenomenal successes highlighted above – consistently having TVAAS scores ranking in the top 5 percent in the state – FPA has received the State of Tennessee’s Reward School distinction for three of the past four school years (making FPA one of only two charter schools in Shelby County Schools to achieve that degree of exemplary consistency). Additionally, FPA is a Level 5 school, the highest possible rating, only given to schools whose students are making substantially more progress than the state growth standard/average.

In addition to TCAP, FPA measures students’ achievement and growth on the nationally norm-referenced NWEA MAP (Measures of Academic Progress) assessment. We began administering this assessment in 2014-15 to guide our transition to the new Tennessee State Standards, which are extremely similar to the Common Core State Standards (to which MAP is aligned). Figures 13 and 14 below summarize FPA performance on the MAP assessment for the 2014-15 and 2015-16 school years (we did not administer the assessment in 2013-14). As shown in both figures, students are entering Freedom Prep in the 6th grade performing very low in a national context. In 2014-15, our 6th graders entered our middle school performing at the 4th national percentile in math and the 17th national percentile in reading. In 2015-16, our 6th graders

entered our middle school performing on the 2nd national percentile in math and the 12th national percentile in reading.

Given low starting points, strong growth is essential to student success, and FPA is delivering on that measure. As seen in Figures 11 and 12, *observed* growth exceeded *projected* growth in both 2014-15 and 2015-16 in Mathematics and also in 2015-16 in both ELA and Mathematics, signaling that our students are growing more than expected (or, projected). The table also includes a “school growth percentile,” which ranks our average growth against all schools in nationally normed pool. As a school, our Mathematics ranking was above the 75th national percentile in both 2014-15 and 2015-16, and our ELA ranking jumped nearly 50 percentile points from 2014-15 to 2015-16.

Figure 13: FPA School-level MAP Growth – Mathematics

	2014-15	2015-16
Projected Growth	16.6	19
Observed Growth	24.8	27.9
Growth Projection Status	Met	Met
School Growth Percentile	83 rd	75 th

Figure 14: FPA School-level MAP Growth – ELA

	2014-15	2015-16
Projected Growth	11.4	13.3
Observed Growth	5.6	16.7
Growth Projection Status	Not Met	Met
School Growth Percentile	18 th	65 th

High School. From its founding, Freedom Prep High School has been the highest performing school in our neighborhood and one of the highest performing in the district, outperforming the district average by a significant margin and almost always outperforming the state average (despite a significantly higher percentage of economically disadvantaged students than the state). FPCS launched our high school in fall 2013 with grade 9, added grade 10 in fall 2014, and grade 11 in fall 2015. FPCS will welcome its inaugural grade 12 class in 2016-17. As a result, FPCS does not yet have high school graduation data or college enrollment and/or persistence data.

Therefore, the best measures for student achievement and growth for Freedom Prep are end of course (EOC) exams, TVAAS growth, and ACT performance.

As is the case with our middle school, we celebrate an exceptional track record of success on the state accountability exams with a predominately African American and Economically Disadvantaged student body. We are also proud of the high-quality high school educational option we provide families relative to the other options in our neighborhood, as described in this section. The graphs below document EOC results from our founding year in 2013-14 as well as our second year of operation in 2014-15. Beyond the proficiency rates displayed below, it is worth noting that during the 2013-14 school year, our students’ proficiency rates in both English 1 and Biology ranked in the top 25 public high schools in the State of Tennessee.

Figure 15: EOC Percentage Proficient and Advanced, 2013-14 School Year – ALL STUDENTS

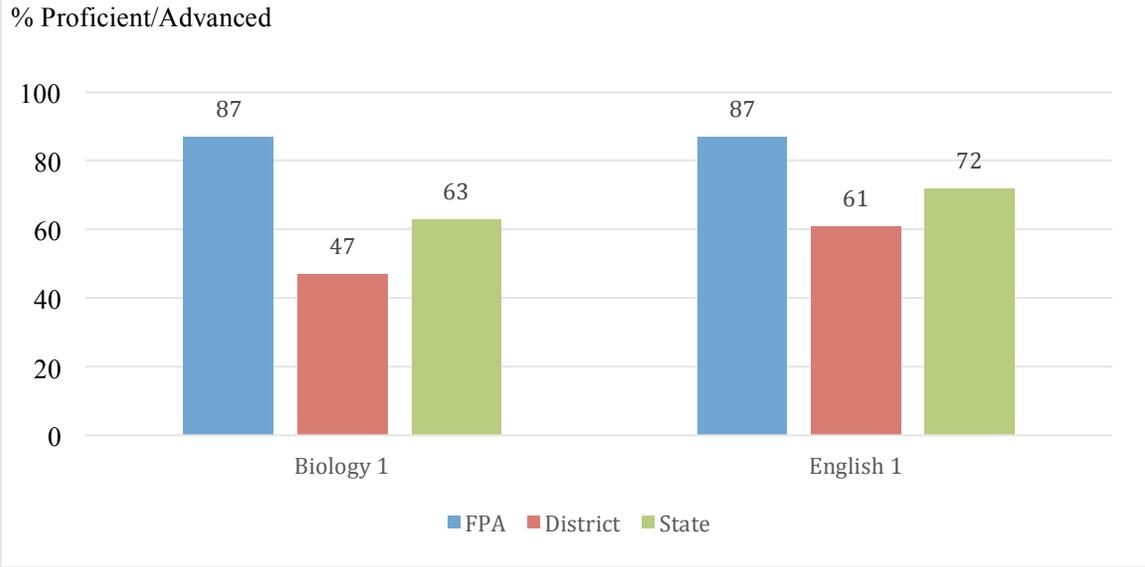


Figure 18: 2015 ELA II EOC Growth Composite, compared to 36 Schools with 90-100% African American Population in the state (FPA Achievement= 705.7 Growth= 0.99)

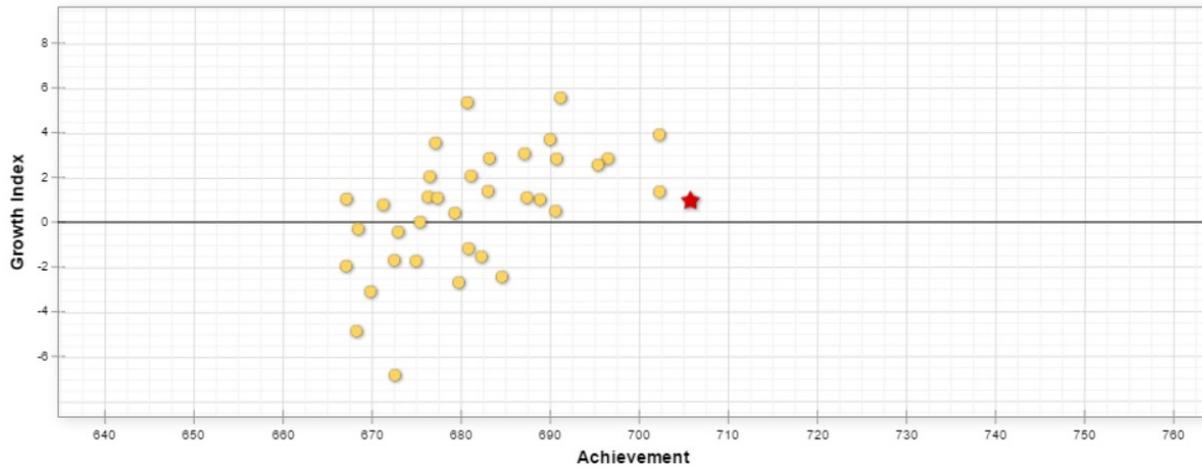


Figure 19: 2015 Biology EOC Growth Composite, compared to 40 Schools with 90-100% African American Student Population in the state (FPA Achievement= 694.22 Growth = 2.75)

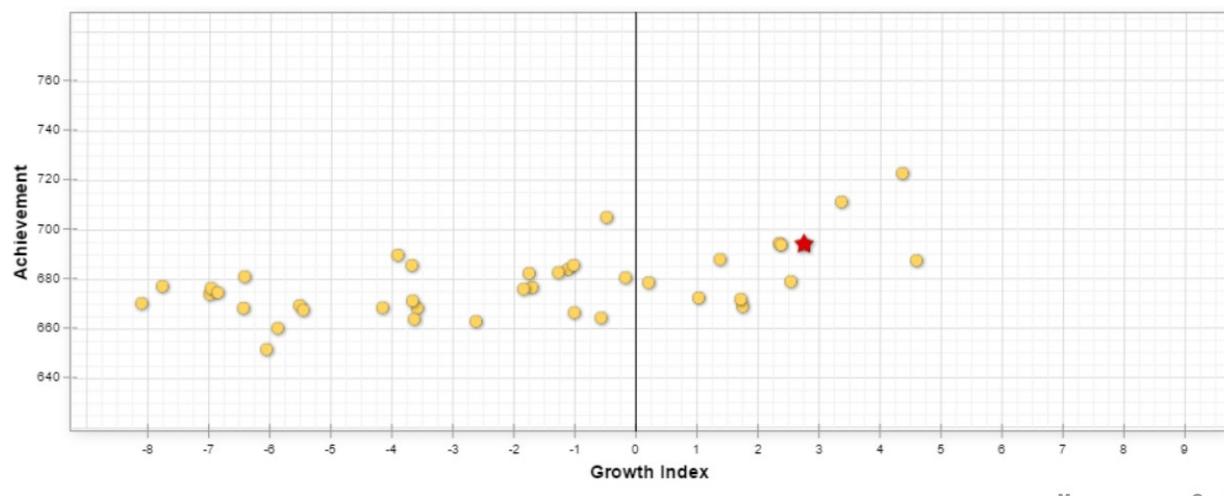
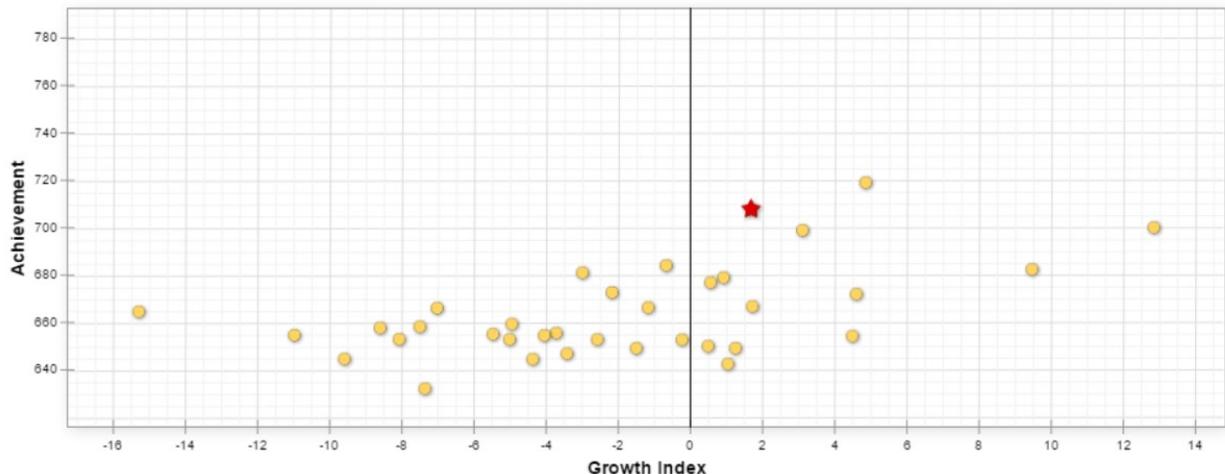


Figure 20: 2015 Chemistry EOC Growth Composite, compared to 35 Schools with 90-100% African American Population in the state (FPA Achievement= 708.21 Growth= 1.6)



The most meaningful measures of student achievement in high school are those that colleges and universities use to determine academic admissibility, and in Tennessee the preferred assessment is the ACT. Our students’ ACT scores are promising and have exceeded the local schools’ averages and are among the highest scores of charter schools in Memphis. Freedom Prep students ACT scores far exceed the neighborhood averages. In the past year, Freedom Prep students scored an average of 17.6 on the ACT, compared to a 14.5 at neighboring Mitchell High School, a 14.5 at Westwood High School, and a 16.7 at Whitehaven High School. If we compare Freedom Prep to our local charters, all of whom have been operating high schools for longer than Freedom Prep, our students score among the highest. While we trail the state average (19) by one point and the national average (21) by three points, our first class of 11th graders scoring an 18 is an extremely strong start and we are confident that number will increase with each rising class of 11th graders.

Figure 21: Comparative ACT averages vs. neighborhood schools

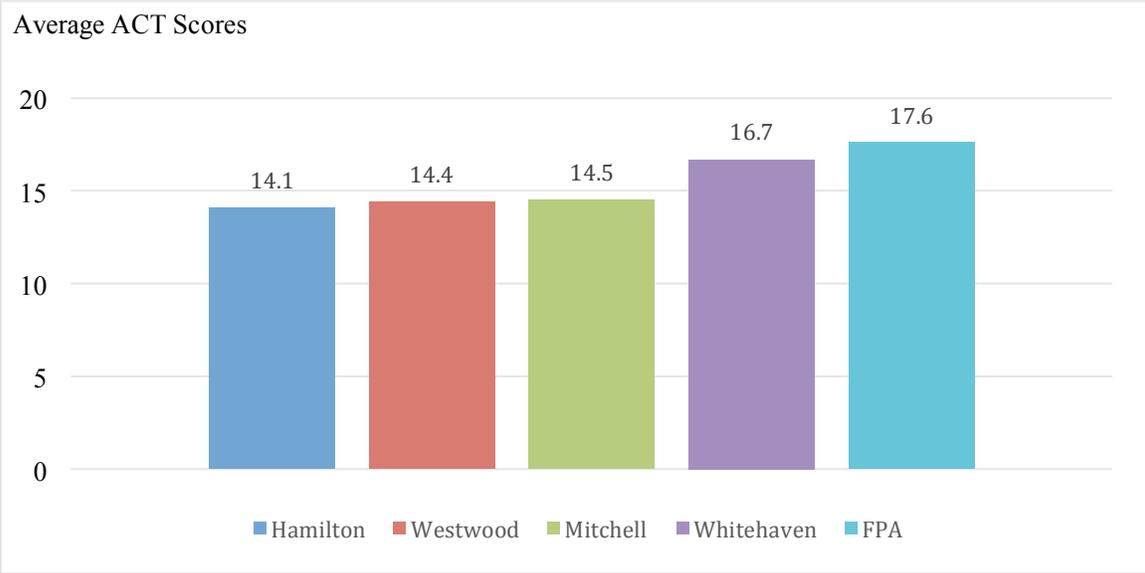
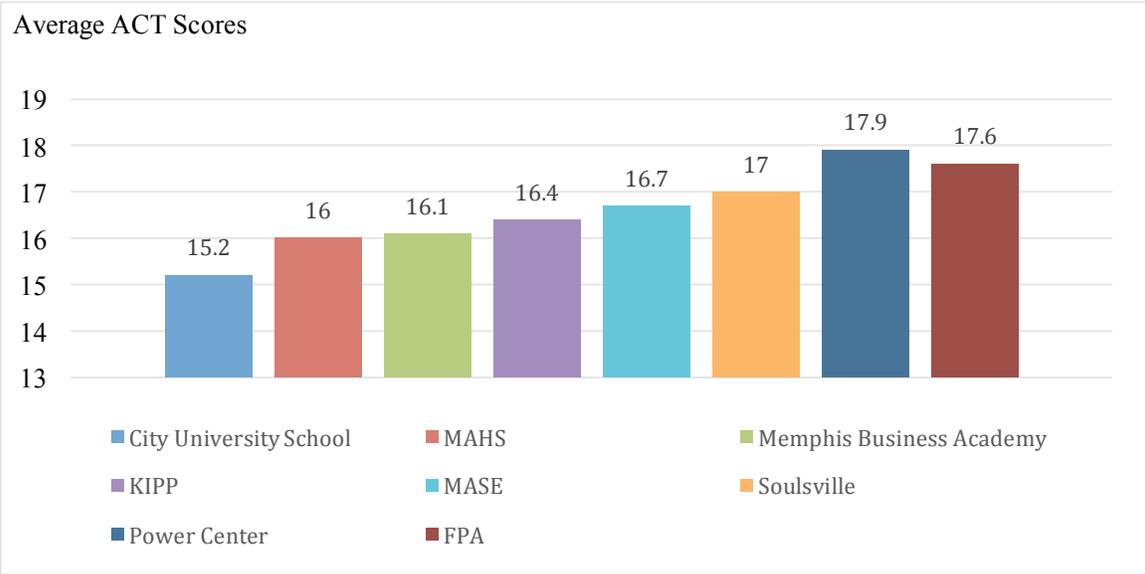


Figure 22: Comparative ACT scores vs. top Memphis charters



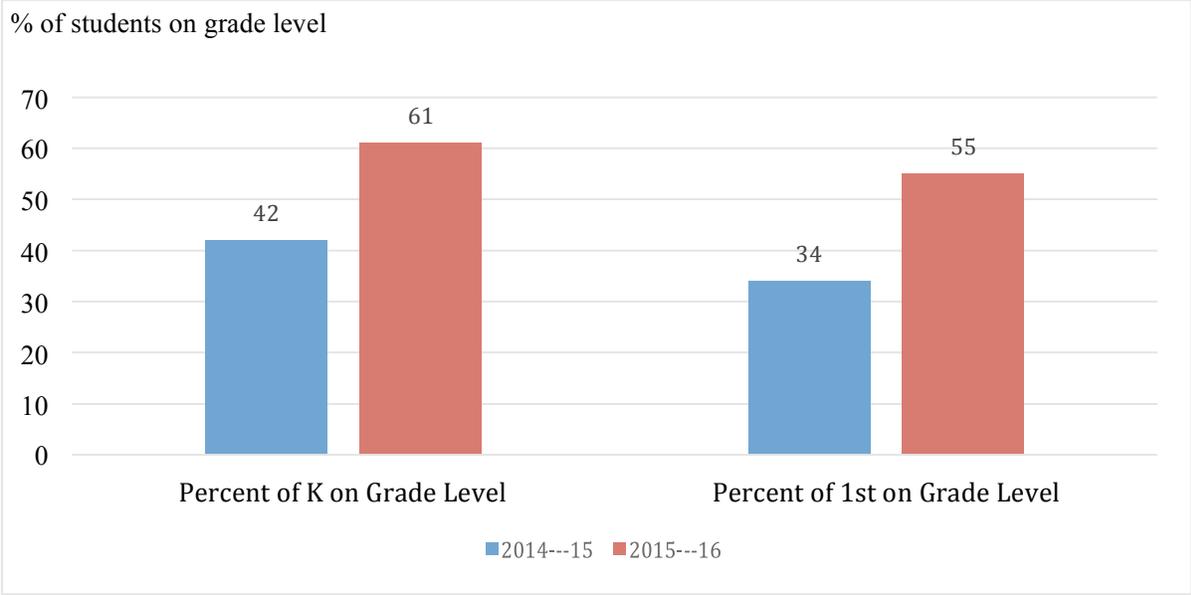
Elementary School. Not long after we opened our middle school in 2009, we realized that to have the transformational impact we desired on students’ academic trajectories, we needed to start an elementary school. The very low starting points of our 6th graders’ on MAP (and subsequent growth once they are enrolled at FPCS) demonstrate how dramatically different their academic trajectories could be if they started with us in Kindergarten. We launched our

elementary school in 2014-15 with grades K-1 as a turnaround of a neighborhood school performing in the bottom 5 percent of schools in the state, and we expanded to a full PK-5 in 2015-16. Since the State of Tennessee only begins state accountability testing in grade 3, and since 2015-16 tests were cancelled statewide, the best measures of student growth and achievement are the nationally normed referenced NWEA MAP and STEP assessments.

Our highest-valued assessment internally at the elementary level is the University of Chicago's STEP assessment. STEP is nationally recognized as a highly rigorous assessment of student reading skills in grades K-3. We entered the 2014-15 school year with a strong vision for our elementary school, and we also knew that in our talent market it would take time to build the team that could execute that vision. When comparing our 2014-15 STEP results for Kindergarten and 1st grade to our 2015-16 results, it is clear that our students have made extreme strides towards being on grade level well before they reach 6th grade at Freedom Prep.

- In the 2014-15 school year, Kindergarten ended the year with 6.5% of students on grade level, and 1st Grade ended the year with 5.0% on grade level.
- By the end of the 2015-16 school year, both Kindergarten and 1st Grade increased their percentages on grade level by approximately 20 percentage points times: Kindergarten increased from 42% (2014-15) to 61% (2015-16) and 1st Grade increased from 34% (2014-15) to 65% (2015-16).

Figure 23: Students on STEP Grade Level at End of Year



Our strong results are not confined to just Kindergarten and 1st grade, as is demonstrated by examining our elementary MAP results for the school as a whole in 2014-15 compared to 2015-16. What is most significant about our increase in results from 2014-15 to 2015-16 – and this is true for many areas: middle school MAP, elementary school STEP and elementary school MAP – is that we improved performance while doubling enrollment across the network. Our elementary school alone tripled enrollment. Despite this exponential growth, we saw dramatic gains in student performance.

Figure 24: FPA MAP Growth – Mathematics

	2014-15	2015-16
Projected Growth	40.1	109.7
Observed Growth	38.9	130.8
Growth Projection Status	Not Met	Met
School Growth Percentile	43rd	94th

Figure 25: FPA MAP Growth – ELA

	2014-15	2015-16
Projected Growth	35.2	88.7
Observed Growth	35.9	90.5
Growth Projection Status	Met	Met
School Growth Percentile	52nd	54th

Our 2015-16 elementary MAP performance is equally impressive when compared to other schools in our district. The figure below shows that in seven of the twelve tested areas where we have district comparative data, our students’ performance ranks in the top five schools in the district. This is even more impressive when considering that this is a measurement of achievement, not growth, and that all students in grades 3-5 at Freedom Prep this year were in their first year attending Freedom Prep, whereas the majority of students in those grades at the other schools in the comparative group have attended that school for multiple years.

Figure 26: Grades and Subjects where Freedom Prep was top 5 among all schools in the district

Grade	Reading	Math
K	Top 5	-
1 st	Top 5	Top 5
2 nd	Top 5	Top 5
3 rd	Top 5	-
4 th	Top 5	-
5 th	-	-

2. *FPCS has achieved results for low-income and other educationally disadvantage students that are significantly above the average academic achievement results for such students in the State*

Freedom Prep has achieved success in closing the achievement gap in our schools in comparison to the State. Since almost 100 percent of FPCS students are economically disadvantaged and 96.8% are African-American, this section focuses on subgroup comparisons

against the state for those groups (vs. comparisons within FPCS). As the following figures show, FPCS consistently and significantly outperforms state subgroup averages, often by 10+ percentage points (“--” in the table represents no present data).

Figure 27-A: Comparative TCAP Proficiency/Advanced - Economically Disadvantaged

		FPCS	FPCS	FPCS	State	State	State	Diff.	Diff.	Diff.
		12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Math	Grades 6-8	46.9	50.5	42.9	39.7	40.2	44.8	7.2	10.3	-1.9
	Algebra 1	66.6	63.5	71.2	51	53.5	57.6	15.6	10.0	13.6
ELA	Grades 6-8	47.2	38.5	39.9	37.8	37.1	35.9	9.4	1.4	4
	English 1	--	84.8	75.6	55.9	59.7	60.9	--	25.1	14.7
Science	Grades 6-8	58.8	61.9	61.1	50.7	52	53.4	8.0	9.9	7.7
	Chemistry	--	--	43.8	--	23.5	30.2	--	--	13.6

Figure 27-B: Comparative TCAP Proficiency/Advanced - African American

		FPCS	FPCS	FPCS	State	State	State	Diff.	Diff.	Diff.
		12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Math	Grades 6-8	46.6	50	42.1	33.5	34	38.7	13.1	16.0	3.4
	Algebra 1	70.9	63.9	72.8	43.7	48.9	53.6	27.2	15.0	19.2
ELA	Grades 6-8	44.6	38.7	39.6	31.2	31.6	31	13.4	7.1	8.6
	English 1	--	86.8	75.3	47.5	54	54.9	--	32.8	20.4
Science	Grades 6-8	61.8	61.7	60.7	39.6	42.2	44.4	22.2	19.5	16.3
	Chemistry	--	--	49.2	--	30.8	24.2	--	--	25

In addition to our historical TCAP data, the new state test, TN Ready, was administered in the 2015-16 school year. Due to operational failures with the state test, the only data we have is from our high school. An analysis of our results for Economically Disadvantaged (ED) students and Black, Hispanic and Native American (BHNA) students shows that our students in those subgroups are proficient at a rate higher than both the district and the state on every single assessment for both subgroups, sometimes by a very wide margin.

Group	Subject	All Proficiency	ED Proficiency	BHNA Proficiency
SCS	Algebra I	7	3.4	4.7
TN	Algebra I	14.1	6.9	5.9
FPA	Algebra I	25.6	13	25.6
SCS	Algebra II	10.7	5.7	7.1
TN	Algebra II	24	11	10.8
FPA	Algebra II	21.1	15.8	21.1
SCS	Biology	35.2	27	31.4
TN	Biology	26.5	39.9	37.5
FPA	Biology	48.6	43.4	48.6
SCS	Chemistry	20.3	15.9	11.6
TN	Chemistry	39.7	22.6	22.2
FPA	Chemistry	30.8	29.3	30.8
SCS	English I	16.7	13	9.7
TN	English I	27.5	14.5	15.6
FPA	English I	23.6	17.6	23.6
SCS	English II	25	21.3	16.2
TN	English II	35.8	20.1	22.1
FPA	English II	31.2	33.3	31.2
SCS	English III	16.2	9.7	13.2
TN	English III	27.4	15.5	14.4
FPA	English III	29.1	30	29.1
SCS	Geometry	8.6	4.1	5.8
TN	Geometry	24	10.5	10.4
FPA	Geometry	43.6	47.6	43.6

Student attendance and retention data

FPCS has stronger annual student attendance and retention rates, particularly for economically disadvantaged students in the State of Tennessee. Over the course of four years, Freedom Prep’s annual attendance rate was 98.2 percent compared to the State’s attendance rate of 95.4 percent.

In terms of annual student retention across the network, in the 2012-13 school year we had 79 percent returning, in 2013-14 we had 82 percent returning, and in 2014-15 we had 83 percent returning, demonstrating a strong and upward trend. In 2014-15, our high school retained 95 percent of students, our middle school retained 84 percent, and our elementary school retained 73 percent. Our elementary school is a turnaround model and we expected a one-year dip in

retention as the result of the transition. We expect that number to stabilize and trend upward to be consistent with our strong network-wide performance.

High School Graduation & College Retention Data

As Freedom Prep High School has not yet had a graduating class, there is no high school graduation or college retention data to include. Our first graduating class graduates in May 2017, and 80% have already been accepted to a 4-year college or university.

Suspension & Expulsion Rates

Freedom Prep sets itself apart from the charter market at large by not over-relying on suspension & expulsion. We coined the term *No Excuses with Empathy* to articulate the key difference between our approach and that common of *No Excuses* charter schools. At Freedom Prep we recognize that while it is important to help students understand there are no excuses for not doing their best, there are often very legitimate reasons why doing their best is more challenging than it is for students not growing up in poverty. It is with empathy for that challenge that we seek to invest our students and families in our school culture and ensure that they remain with us. Since our founding in 2009, we have expelled less than 10 students total (less than 1% of Freedom Prep students have been expelled). In addition, our suspension rates are 10% or lower across all schools in operation.

Year	MS	HS	ES (Westwood)
2013-2014	10 suspensions (out of 320 enrollment); 0 expulsions	12 suspensions; 0 expulsions	n/a(school not in operation)
2014-2015	15 suspensions (out of 340 enrollment); 1 expulsion	10 suspensions; 0 expulsions	14 suspensions(out of 168 enrollment); 1 expulsion
2015-2016	18 suspensions (out of 360); 3 expulsions	12 suspensions; 1 expulsion	45 suspensions (out of 550 enrollment); 1 expulsion

3. Freedom Prep has received clean audits and clean financials annually.

Since inception, Freedom Prep Academy has received an unqualified opinion on our audit reports, issued by our engaged independent Certified Public Accounting firm. In

addition, there have been no material weaknesses nor significant deficiencies identified in our control environment. In addition to our audits, FPCS has received passing scores on our most recent district Operational Scorecard. Since inception, FPCS has also not identified any compliance issues within its schools in the areas of student safety, financial management, or statutory or regulatory compliance.

Section B: Contribution in Assisting Educationally Disadvantaged Students

1. *FPCS’ replicated schools serve educationally disadvantaged students at rates comparable to surrounding public schools*

The demographics of FPCS students are similar to the surrounding neighborhood where we serve a nearly 100 percent minority population and 91 percent economically disadvantaged student body, and a nearly 10 percent Special Education (SWD) population. Figure 28 shows FPCS demographics compared to all public schools located in the same zip code for the 2015-16 school year.

Figure 28: FPCS student enrollment percentages compared to neighborhood schools

School	Econ Dis	African	Hispanic	ELL	SWD
FPCS (all schools)	91	96.8	3.2	<1	9.7
Ford Road	0.0	98.1	1.6	1.6	14
Geeter	99.3	98	<1	<1	20.6
Chickasaw	99.8	99.3	<1	<1	18.8
Manor Lake	87.8	98.3	1.7	<1	10.2
Havenview	69.8	98.5	<1	<1	19.7

Since Freedom Prep’s opening in 2009, FPCS has consistently and successfully educated a community of students including those with diagnosed disabilities and eligible for special needs services. Over the past four years, approximately 10-13% of all FPCS students were identified as students with disabilities (SWD). Not only has Freedom Prep served a similar percentage of SWDs as the surrounding school district, but we have also outperformed the local

school district with this specific population. Since Freedom Prep's opening in 2009, we have consistently and successfully educated a community of students including those with diagnosed disabilities and eligible for special needs services. On the 2013-2014 state exam, we outperformed both the local District and the State on the percentage of students with disabilities scoring proficient or advanced in Math. In previous years, we have outperformed both the District and the State on the percentage of students with disabilities scoring P/A in both ELA and Math. In the 2013-14 SY, in Math, 33.3% of our SWD scored proficient or advanced compared to 31% in the District, and 28.5% in the State.

We believe that all students, regardless of ability, can learn at high levels if provided with the appropriate supports in an inclusion model. In support of our mission and in support of serving students with disabilities, FPCS will comply with all relevant state and federal statutes including Title II of the Americans with Disabilities Act of 1990, the Individuals with Disabilities Education Act (IDEA), and Section 504 of the Rehabilitation Act of 1973. To the greatest extent possible, Freedom Prep will educate disabled students alongside their non-disabled peers in the regular education classroom and only remove them from the classroom if the severity of their disability requires. FPCS will not discriminate in its admission and enrollment practices against students having—or suspected of having—disabilities. Further we make every effort to ensure that any student with an IEP has a set of assessments that enable us to measure their academic progress and be responsive to their academic needs.

FPCS currently operates in Southwest Memphis, an area of significant need for high-quality college preparatory school options. Strikingly, when FPCS was founded in 2009, over 60 percent of the failing schools in the District were located in Southwest Memphis. Students and families in this community were mostly trapped in failing schools. As demonstrated throughout this section, FPCS is dramatically outperforming neighborhood schools, providing families a

desperately needed high-quality school option that is closing achievement gaps and preparing all students for college success. FPCS will use grant funds to open new schools and deepen impact in the same high-need community in which we already operate schools.

2. *FPCS has a plan to recruit and enroll educationally disadvantaged students*

FPCS has served, and will continue to serve, a population that is educationally disadvantaged, with nearly 90 percent of all students qualifying for free or reduced price lunch and approximately 10 percent qualifying for special education services. Our schools have supported students in outperforming neighborhood, district, and state comparison groups on key academic measures, as described in Section A. This project will support the replication and expansion of five (new) schools that will ultimately serve more than 2,300 students at full enrollment. This includes continuing the growth of our newly opened elementary school, launched in fall 2016 (grades K-1), a new middle school in fall 2017, a new elementary school in fall 2018, a new elementary school in fall 2019, and a new high school in fall 2020.

The schools will be located in the educationally underserved Southwest Memphis community where we already operate, enabling us to deliver a deeper impact in the primary focus area (comprised of zip codes 38109, 38116, and 38118) by serving approximately 20 percent of the total school-aged population (+/- 3,000 total students) and potentially as much as one-third of the community’s graduates once the network reaches capacity with eight schools. A secondary focus area comprised of zip codes 38116, and 38118 will enable FPCS to recruit from an expanded area that is more densely populated, should schools be unable to meet enrollment targets with the primary focus area of 38109 alone.

Figure 29: Location on planned new FPCS schools

School Name	Location	2017-18	2018-19	2019-20	2020-21	2021-22
ES 2	38116	K-2	K-3	K-4	K-5	K-5
MS 2	38116	6*	6-7	6-8	6-8	6-8
ES 3	38118		K-1*	K-2	K-3	K-4

MS 3	38118			6*	6-7	6-8
HS 2	38116				9*	9-10

*Launch year

One of our significant drivers for the growth model is community need. The communities targeted for new school locations have few high-performing school options and academic outcomes and college matriculation rates for residents are anomalously low. The target student population is predominantly low-income and African-American. Both the primary and secondary focus areas are characterized by economic decline, low levels of educational attainment, and high levels of poverty amongst the declining number of residents:

- Only 10.5 percent of adults hold a four-year college degree (compared to 23 percent citywide and 62.9 percent in downtown Memphis).
- The average income in the primary focus area is \$14,834 (compared to downtown Memphis, where the average income is \$47,555).
- A child born in zip code 38109 (primary focus area) is twice as likely to be born to a low-income family where neither parent holds a college degree.

The number of high-performing, non-optional schools (public or private) is minimal in these communities and across the southern corridor that comprises the land between the interstate and the Mississippi state line, establishing the secondary focus area as another critical area lacking in high-quality school choices. Although public school options improve in the southeast area of the city, school performance throughout the southern corridor is largely poor and the charter schools situated just above this corridor (of which there are few) recruit from areas north as well, where the city is more densely populated. Of the 14 elementary and middle schools operating in the community in 2009, 12 scored in the lowest five percent of schools in the state. In the seven years since Freedom Prep opened, these schools have closed for under-enrollment or remained on the priority list for persistent low performance. Freedom Prep schools

are also currently the highest-performing open-enrollment schools in the primary focus area.

These communities are largely ignored by other charter operators because of their diminishing populations and lesser density of residents across each zip code, which has exacerbated the already dismal educational landscape: of the 50 charters in operation or approved to open in Memphis, FPCS is one of only two schools in its zip code and three of only six in the entire primary focus area (which is comprised of 38109 and 38116). Although the economic depression of these communities has instigated a decrease in population (which makes the area less attractive to charter operators), FPCS remain committed to the communities it has become a part of over the past six years of operation and seeks to deepen its impact by serving a larger percentage of the students in the area. Although it has been seven years since the original Freedom Prep school was founded, little has improved for families throughout the area in that time. In addition to the schools on the priority list that are slated for transformation through the I-Zone model or ASD, many schools are being closed for under-enrollment. Perhaps worse, of the few community schools that are not on the priority list, most are still performing abysmally with some proficiency rates in the single digits.

Based on current enrollment in public schools (alternative, traditional, and charter) in southwest Memphis, FPCS will graduate approximately 32 percent of the total graduates in that area, and approximately 22 percent of the total school aged population. Because most of these communities have few residents with college attainment, the deeper approach to serving a specific cluster of communities translates to a significant increase in college attainment for community residents (from 10 percent to as much as 28 percent). If 32 percent of graduates in the community annually matriculate to college as a result of their education at FPCS, the educational attainment statistics in this community will more than triple within the first five years. By moving from four to eight schools, FPCS will increase the number of seats at high-

performing schools in the primary focus area by more than seven times and deepen the impact from serving 2 percent of the community to 22 percent. Because the population in this primary area is largely homogenous, this means the increased impact will be felt mostly in low-income, African American communities.

While other charter operators are focusing on more densely populated areas of the city or communities throughout the metropolitan area, the southwest region has remained under-served and lacking in high-quality options, a challenge compounded by the closure of under-enrolled schools. By establishing FPCS within this cluster of neighborhoods, FPCS not only provide access to high-quality public education for residents within the community, but also open the community to Memphians who would otherwise have no reason to visit. As urban planning initiatives in these communities are being executed, real estate experts continue to point to abysmal school performance and lack of access to educational alternatives as key deterrents for new families that might move in. Establishing additional strong schools in these communities offer a promise of increased interest for potential residents that align with the community action plans currently guiding revitalization. As demonstrated by the work of entities like Purpose-Built Communities¹, high-performing schools in economically depressed communities pave the way for myriad initiatives and advocates that engender community stability and growth at best and at worst, stymie the exodus of families with school-aged children. FPCS, as an established charter operator with the highest value-add scores in the state, is focusing on these communities to both increase the educational quality and attainment of its residents, but help instigate and support the communities' revitalization. Although FPCS has achieved some of the highest outcomes of optional and non-optional schools in the region (and the highest growth outcomes), one of the primary drivers of the growth plan is the opportunity to reach students earlier. Leadership

¹ <http://purposebuiltcommunities.org/success-stories>. December 12, 2013

recognizes that the promise of college will not come easy for those students who have had to overcome significant cultural and academic barriers leading to enrollment in 6th grade (or later). College preparation should start on a child's first day of elementary education, and with this growth plan, for FPCS students it will. Waiting to address the pathway towards college until middle and high school for students from disadvantaged backgrounds (when they are often multiple grade levels behind, disengaged from their education, and entering kindergarten exposed to 30 million fewer words than their affluent peers) presents a far more difficult challenge to students and families than is necessary. The FPCS vision for growth ensures the most high-needs students are targeted for the K-12 pipeline through elementary schools that feed into small, supportive middle and high schools as the predictive path for college success. Like all public schools, FPCS enrolls all children, regardless of a child's specific needs. Based on TN law and Section 43039(c)(3)(A) of the ESEA, as amended by the ESSA, FPCS conducts an initial student application period for at least thirty(30) days. If, after that period, FPCS has more applicants than places, we conduct an enrollment lottery within seven (7) calendar days of the close of the initial student application period. If spaces become available after the lottery is conducted, or if applicants do not exceed places after the initial period, enrollment occurs on a first come, first served basis.

Section C: Quality of the Evaluation Plan

Project evaluation will be conducted by a four-person team assembled by Ford Research & Solutions (FRS). All evaluation team members are directors and/or faculty of Replicating Quality Schools, a growth planning training program that has been offered twice in Tennessee since 2012, and in which FPCS participated. *(Please see bios for evaluation team and info in Appendix H.)* Project evaluation will focus on achievement of three distinct sets of performance targets: organizational growth; academic performance; and financial health, non-academic operations, and sustainability. Specific annual performance targets and evaluation measures are

summarized in the FPCS Evaluation Plan.

The overall evaluation process will be managed by Jim Ford, President, FRS, an experienced school and CMO underwriter and evaluator. Cat Alexander, President of the CA Group, formerly a Program Officer at the Michael & Susan Dell Foundation, and former Chief Operating Officer, will lead program evaluation protocol and stakeholder survey design, as well as development of an annual evaluation report template, which will be finalized by December 31, 2017, and used initially to evaluate performance metrics targets beginning with the 2017-18 school year.

Annual evaluation of academic performance targets achievement will commence no less than 30 days after receipt of state assessment results and be led by David Nitkin, Independent Consultant. The evaluation will be both school specific and network-wide and include review and independent analysis of state assessment performance data, state rankings and comparative results, internal assessment data, academic performance dashboards, and assessments performed by school partners, contractors, and investors, including the Achievement First Accelerator Program, Building Excellent Schools, and the Charter School Growth Fund. Annual evaluation of growth, financial, and non-academic operational performance targets will coincide with prescribed submission dates for independent audits and other non-academic compliance requirements. This aspect of project evaluation will focus primarily on overall network performance and be led by Matthew Shaw, Principal, MCS Advisors, who routinely performs financial and non-academic review and evaluation services on behalf of the National Association of Charter School Authorizers, individual authorizers, charter school funders, and facilities lenders and investors. The bulk of non-academic evaluation will consist of independent analyses of internally generated data and dashboards, authorizer reviews and performance framework results, assessments performed by school partners (per above), board

minutes, audited financial statements, and other relevant documents. The overall evaluation will include interviews with representatives of all key organizational partners and external parties. At least two FRS team members will participate in evaluating the three distinct sets of performance targets.

FRS will submit an evaluation report to FPCS by no later than December 31st of each year and present the results of each annual evaluation to FPCS's governing board at an annual retreat or at a special meeting to be held in January or February. The annual evaluation report will be approved by FPCS's governing board for submission to the US Department of Education.

Section D: Quality of the Management Plan and Personnel (including logic model)

1. FPCS will expand and deepen its impact in educationally disadvantaged Memphis communities

Our network expansion model not only considers the need for K-12 pipelines to college and a vision for deeper impact within an under-served community; it also proactively mitigates challenges that have emerged for charter operators growing elsewhere in the region. In order to ensure families zoned for persistently low-performing schools can access the FPCS program, FPCS plans to open two additional elementary sites. During the 2014-15 school year, Freedom Prep Elementary School at Westwood began the turnaround of the low-performing SCS, Westwood Elementary. Westwood Elementary ranked in the lowest five percent of schools in the State of TN. Freedom Prep Elementary at Westwood opened in the Fall of 2014 with Grades K-1 and added all remaining grades during the 2015-16 school year, to serve students in Pre-K to 5th grade. Aligning with the mission and goals of the ASD, Freedom Prep plans to turn Westwood from performing in the bottom 5% of the State to the top 25% in five years. Only students who are either zoned to attend an ASD eligible school or are currently attending an ASD eligible school are allowed to enroll, thereby ensuring that the students and families who most need a strong education are served. Middle schools #2 - #3 and high school #2 will all be authorized as open enrollment,

new start Shelby County authorized schools. Elementary school #3 may either be authorized as an ASD turnaround school OR a new start Shelby County authorized school, depending on the current educational climate at the time.

Figure 30: FPCS network growth at a glance

	2016-17	2017-18	2018-19	2019-20	2020-21
# of New Schools	1	2	3	4	5
# of Students	120	232	352	372	387
Grades	2	4	8	12	16

1.1 Parents and community members will be involved in the planning and launch of new schools

FPCS is a community based upon shared values and shared goals. Parents are a key part of that community. Upon authorization, we will conduct multiple informational meetings within the larger Westwood/Whitehaven community, at such locations as the YWCA in Whitehaven, the Westwood Neighborhood Community Center, and current parents’ homes. We will also host families at our current schools, providing tours and information sessions on a monthly basis.

Before the school year, we will hold information sessions for all families where we will share the Student and Family Handbook, review all key academic and operational elements of the school, and together sign the Freedom Prep Community contract. The Dean of Students will meet with individual families as needed and train part-time “campaign-like” staff to conduct home visits of all new families enrolling at Freedom Prep. The Special Education Director will meet with all families whose children have a pre-existing IEP, to review goals and services, and to update the IEP as may be needed and as parents agree. Parental support is an integral part of a student’s education, and we will make every effort to ensure that parents are an active part of our community from day one. Parents sign the Freedom Prep Community Contract to support their children and the educational mission of the school. These parental commitments include

ensuring that their child is at school and on time, in their uniform each day, helping with homework and ensuring that it is complete, reading with their child each night in the elementary school, assisting their child in contacting the teacher regarding any problems or questions on an assignment in the middle school, providing a quiet place with light for their child to read and study at home at all grade levels, and being available to meet with the teachers at home or at school if the need arises. Parents understand that they may get a phone call from the school for any reason regarding their child. Other opportunities for parental involvement include report card pick up, Open Houses, parent night, chaperoning local field lessons and end-of-year field lessons and have the opportunity to participate in the life of the school through the Freedom Prep Parent Teacher Association (PTA).

FPCS has specific organizational and academic goals to ensure success in educating our children and families most in need. The Freedom Prep Accountability plan will consistently be used to evaluate school's progress annually and for the term of the charter. The Board of Directors, through its Academic Accountability Committee, will review progress towards measures in the accountability plan. The CEO will be evaluated on these measures and for every assessment described below, and the school has critical goals outlined in the Accountability Plan. Most importantly, the Accountability plan describes the goals that will be used to measure the degree to which we are making double-digit gains on an annual basis with our students. Evaluation based on student achievement data is far more effective than evaluation based on theoretical research or anecdote. Therefore, Freedom Prep will use data to drive instruction throughout its education program. Freedom Prep will administer, at a minimum, the TNReady tests, a criterion-based measure of proficiency to measure absolute achievement regarding state academic standards; the MAP, a national norm-referenced test to measure longitudinal growth of a cohort of students; STEP literacy assessments in K-3; externally created Achievement

Network standards-based assessments in grades K-8 four times during the year (approximate 12 week cycle); and internally created assessments (teacher created mid-terms) are given on an approximate 6-week cycle.

We have set clear, aggressive academic goals for our students to ensure that they are prepared to enter and excel in college and in life, starting in Kindergarten. Our goals are aligned to the goals and mission of local authorizers SCS and ASD as we work to transform the educational climate and expand strong education options in our target neighborhoods of Whitehaven/Westwood. Our goals will ensure that our schools move from the bottom five percent of the state academically to the top quartile within five years. Our goals and evidence of past performance towards meeting those goals are outlined below.

Goal 1: Open 5 new schools to provide 2,300 new students annually (at full enrollment) with an achievement gap closing education

Objective 1.1: Open 5 new schools serving 1,550 new students by 2020, and 2,238 by 2023

#	Outcome category	Outcomes
1.1.1	Total new schools opened (cumulative)	2017: 2 *(one school opened in 2016) 2018: 3 2019: 4 2020: 5 2021: 5
1.1.2	Student enrollment at new schools	2017: 372 2018: 744 2019: 1237 2020: 1618 2020: 1886 2023: 2300 (full enrollment)

Objective 1.2: Provide an achievement gap closing education to all enrolled students

#	Outcome category	Outcomes
1.2.1	Student growth – MAP nationally normed assessment	Freedom Prep’s growth percentile will average a minimum of 5 percentiles per year until the average national percentile score reaches 75
1.2.2	Student growth – state assessment (all grades, all subjects)	Freedom Prep’s State’s TVAAS Index score will meet or exceed the goal of being in the top 25% of schools in the state

1.2.3	Absolute Achievement for School Success Measure - Grades 3-11	Within 2 years, each FPCS schools will perform at or above the 25 th percentile of all schools in the state. Within 3 years, each FPCS school will perform at or above the 50 th percentile of all schools in the state of TN. Within 5 years, each FPCS school will perform at or above the 75 th percentile of all schools in the state of TN
1.2.4	Student achievement – state assessment (all grades, all subjects)	Students will show gains on the State’s TNReady greater than or equal to the 70 th percentile in the state (three year average)
1.2.5	Proficiency Rates in Third Grade Reading – TNReady state assessment	Within 2 years, third grade students will perform at a rate that meets or exceeds 25% of all schools in the state. Within 3 years, third grade students will perform, at a rate that meets or exceeds 50% of all schools in the state Within 5 years, third grade students will perform, at a rate that meets or exceeds 75% of all schools in the state
1.2.6	Proficiency Rates in Seventh Grade Math – TNReady state assessment	Within 2 years, seventh grade students will perform, at a rate that meets or exceeds 25% of all schools in the state Within 3 years, seventh grade students will perform, at a rate that meets or exceeds 50% of all schools in the state Within 5 years, seventh grade students will perform, at a rate that meets or exceeds 75% of all schools in the state
1.2.7	ACT Composite for High Schools	High school students will score an average of 21 on the ACT, with 25% scoring a 25 or above.
1.2.8	In-School Achievement Gap Closure (includes Special Ed)	FPCS will narrow the achievement gap between FRL students and non-FRL students every year by 6.3% or greater. FPCS will narrow the achievement gap between Students without Disabilities (SWD) and non-SWD every year by 6.3% or greater.
1.2.9	College matriculation, persistence, and graduation	College acceptance rate of 100% to college for graduating seniors College matriculation rate of 95% for graduating seniors College persistence and graduation rate of 75% within six years of high school graduation
1.2.10	Composite Score (set by the ASD that incorporates growth, absolute performance, and other community indicators)	Achieve an adequate composite score to ensure school is on track to meet student achievement growth and performance expectations. FPCS will ensure that they receive an annual composite score of 12 or greater.

Objective 1.3: Provide all students a strong foundation of character development, informed by our core values of Respect, Responsibility, Integrity, Excellence, and Community.

#	Outcome category	Outcomes
1.3.1	Commitment to Code of Conduct	100% of students sign and commit to the Freedom Prep Code of Conduct

1.3.2	Attendance	Average ADA will be 95% and students who are absent 10 or more days will not exceed 10%
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Goal 2: Scale with strong operational and financial management and governance

We have also set clear, organizational (financial and operational) and governance goals for our schools and network to ensure a strong, fiscally sound, sustainable organization. We will internally track our alignment with these goals twice each year.

Objective 2.1: Maintain strong financial performance

#	Outcome category	Outcomes
2.1.1	Financial audit	FPCS will receive an annual financial audit that is “clean” without any material weaknesses or qualified opinions.
2.1.2	Operating income	FPCS’s annual financial audit will indicate that the schools have a positive annual operating income.
2.1.3	Working capital	FPCS will maintain a current ratio (calculation derived from dividing current assets by current liabilities), ensuring it is able to pay its short term debt and payables (i.e., payroll)
2.1.4	Debt	FPCS will maintain a debt service coverage ratio (the amount of cash flow available to pay principal and interest on debt – calculated by dividing net operating
2.1.5	Debt payments, loan covenants and payroll	FPCS will meet all obligations related to debt payments, loan covenants and payroll.
2.1.6	Unrestricted cash on hand	FPCS will maintain an adequate level of cash to pay short term obligations and will maintain enough unrestricted cash to fund no less than 60 days of operations.

Objective 2.2: Maintain strong operational performance

#	Outcome category	Outcomes
2.2.1	Enrollment	FPCS will maintain enrollment that is at least or greater than 85% of its projected enrollment in its school contract(s).
2.2.2	State and Federal compliance requirements	FPCS will meet (draft/compile, submit/verify by deadline dates) 100% of prioritized compliance requirements for the state of Tennessee and the federal government.

Objective 2.3: Maintain strong governance

#	Outcome category	Outcomes
2.3.1	Membership	The FPCS Board of Directors will maintain a membership of no fewer than 9 directors annually to ensure capacity to oversee the organization.
2.3.2	Give/get contribution	Each member of the board will make a personally meaningful give or get contribution annually of no fewer than \$5000 (which may be increased by the board as appropriate)
2.3.3	Annual development and accountability structures	The board will participate in an annual retreat wherein annual goals for the board are developed and training is delivered. The board will self-assess progress against these goals as part of the year-end meeting.
2.3.4	Stakeholder relationships	Each board standing committee (excluding the governance committee) will be comprised of at least one member from a school site advisory council, board candidate or other interested party not currently serving on the board to increase access and interest in governance participation from the community.

FPCS has developed a robust management plan to ensure it meets its project objectives on time and within budget. FPCPS’s central office will manage the project, with oversight from the Board. The figure below presents key project activities, responsibilities, and timelines for the CSP project:

Major Activities and Milestones	Owner(s)	Support	Timing
<i>Grant oversight and management</i>			
Meet with central office and school-based leaders to discuss CSP plan and project targets	CEO	Sr. Leadership Team	Upon grant award
Update baseline demographics and other data to be collected throughout grant period	Data Analyst	COO	Upon grant award
Work with U.S. Department of Education and staff to establish reporting procedures, timelines, and methods	CEO	COO	Upon grant award
Major Activities and Milestones	Owner(s)	Support	Timing
<i>Grant evaluation and reporting</i>			
Gather interim data on student achievement, staff development, and community engagement, and assess progress toward goals and objectives	Data Analyst, COO	School Leadership	Ongoing

Administer state assessments and nationally-normed assessments	School Leadership	CAO	Annually
Track college readiness and computer science literacy among high school students by collecting ACT and AP Computer Science outcomes data	CAO	Data Analyst	Annually
Gather data on other measures of FPCS progress, including staff retention and parent satisfaction	Data Analyst	School Leadership	Annually
Submit program reports to U.S. Department of Education	CEO	COO & CFO	Annually
<i>New school launch and implementation</i>			
Identify community for new school; develop community relations	CEO & Sr. Leadership Team	Community Outreach Team	Two years before launch
Identify and train school leadership	CSO	Heads of Schools	One year before launch
Apply for charter from appropriate authorizing entity	COO	Sr. Leadership Team	One year before launch
Identify and prepare facility for occupancy, including capital improvements	COO	School Operations Team	One year before launch
Recruit and hire new faculty	CPO	Talent Recruitment Team	Six months before launch
Train and orient new faculty	Head of School	CPO and Human Resources Team	Six months before launch; complete by September 1
Recruit and orient new students and families	Community Outreach Team	Head of School and school-based leadership	Six months before launch; complete by September 1
Identify and sign contracts with key vendors (e.g., food services, transportation)	COO	N/A	Six months before launch
Recruit and hire additional instructional and non-instructional staff	CPO	Talent Recruitment Team	Six months before start of new school year
Recruit and enroll additional students	Community Outreach Team	School-based operations team	Annually; complete by September 1
Draft annual budget; monitor progress toward meeting targets	CFO	COO	Draft budget annually by June 30; monitoring is ongoing

Ensure academic program meets students' needs and aligns with state standards	CAO	COO & CFO	Ongoing
Support school-based staff with professional development and clear performance management framework to ensure high levels of satisfaction and retention	School Leadership	Human Resources	Ongoing
Develop multiple communication channels with students' families; respond to feedback; gather data on parent satisfaction	Community Outreach Team	School-based operations team	Ongoing
<i>Supporting services from central office</i>			
Training for board members of Freedom Prep Charter Schools	CEO	Chief Financial Officer	Annually by June 30
Professional development for office staff	CPO	Human Resources Team	Annually by June 30
Professional development for Freedom Prep Charter Schools heads of schools, teachers, and support staff	CSO & CPO	Talent Recruitment and Human Resources Team	Monthly
School support visits and audits	CSO & CAO	CEO	Biannually

1.2 FPCS's governance structure ensures effective management of each school

The board's role as FPCS grows is to guide the vision of the organization and to ensure compliance with regulations, goals, and agreements. The board will maintain the vision that has been established by supporting and evaluating the CEO and working closely with central office staff to provide any reinforcement needed. Through evaluation of the CEO, monitoring of the dashboard data, oversight of fiscal operations, fundraising and development, and community engagement and outreach, the board will ensure fidelity to the mission.

The board has adopted strong fiscal policies to ensure effective financial management of the organization. The board finance committee oversees the financial management through a close working relationship with the CEO and reviewing monthly reports, as well as taking an active role in annual budgeting for the network. The finance committee presents these monthly reports to the board, as well as advocates for the approval of a final budget and any revisions that

may arise throughout the year.

1.3 FPCS's central office supports high-quality schools and network growth

A key factor in the FPCS decision to grow its network in a focused community rather than more dispersed stand-alone sites across the region is the vision of collaboration and shared resources. As a network of schools collaborating and sharing resources toward the same goal in a small community, each student is supported by a host of dedicated experts working on his/her behalf, rather than just the staff at a single school site. Charter schools across the country have demonstrated the greater impact that can be had on students and communities by leveraging the benefits of an entire network. To this end, FPCS's vision of centralized support includes both a model of shared resources and collaboration that formalize access to effective horizontal and vertical teaming (and shared support services), as well as a central office structure that provides services and support for each school, tailored to the unique needs of the region.

The central office will support the expanded FPCS network, ensuring that schools have the resources, systems, and talents needed to best serve students. The role of FPCS's central office is to maintain excellence and consistency across the network by supporting schools across specific academic, financial, and operational functions that benefit from scale and centralized management. This model enables schools to have a clear focus on driving student achievement.

Key senior leadership within the central office includes: Roblin Webb, Founder/CEO; Sundiata Salaam, Chief People Officer; Lars Nelson, Chief Academic Officer; Teresa Thornton, Chief Operations Officer (newly hired); Charlise Clark, Chief Financial Officer; and Michael Brown, Chief Schools Officer. (See Appendixes B for résumés of these and other key personnel and Appendix I for the organizational chart). The central office senior leadership team, along with office staff, leverages expertise and support that could not be afforded at a single site and provides an economy of scale for services that enables each school to access competitive price

points for vendor services. FPCS's central office will carry out the following functions to support new schools.

Academics: The academic arm of the central office provides curriculum development, guidance, tools, and support for each head of school (as well as training for all head of school candidates). The data analysis function, special populations, and college success functions are also housed in this area, allowing for collaboration at the central office level for continuity of specialized services throughout the network.

Talent: A "People Team" consisting of both the traditional human resources and talent functions is located at the central office. Charter school networks in the region and throughout the country are experiencing more and more the challenge of hiring and keeping talent. In short, the pool for new talent is shallow, creating deficits for people in classrooms and loading the existing talent with unsustainable responsibilities. Heading these two areas independently, yet housing the functions under one umbrella allows for seamless collaboration for a pointed and deliberate focus on both talent *recruitment* and *retention*.

Finance: FPCS hired a CFO who transitioned the network's business process needs from an outside vendor to in-house, creating a more streamlined approach to decision-making. The set-up allows for a more tailored approach in designing yearly budgets that serve the unique needs of each of the schools within the network. The CFO prepares financial statements along with an ongoing analysis of the schools' and network financial outlook. The finances are reviewed with the board and the finance committee at monthly meetings, where the CFO makes recommendations on decisions regarding finances and operations.

Operations: The operations arm for the network houses: general schools operations (transportation, enrollment, food services, etc.,) student information systems management,

information technology, facilities, contracts, vendor relations and compliance. The set-up at the central office allows for better stewardship of processes that can be adapted on the schools level, ensuring consistency in day-to-day operations support throughout the network.

Facilities acquisition and management: In its relatively short history, FPCS has gained a significant amount of charter school real estate experience negotiating, renovating, and securing facility options. Facility negotiation, acquisition, development and management were handled primarily by the CEO until 2014. With the second new elementary school opened in the fall of 2016, the CEO began to delegate new facility support and acquisition to the COO and CFO. The CEO is also working to build board capacity to support with facilities acquisition and planning by forming a board committee to that end. Future facilities decisions will largely be driven by the following factors FPCS considers critical to creating a successful replication of a college preparatory school: An economically favorable authorizer relationship; a high need student demographic area with an interest and need in the FPS school model; proximity to the cluster of schools included in the feeder pattern; and an achievable student enrollment target supported by density in employment clusters of FPCS prospective parents.

Resource sharing and collaboration: In addition to the supports outlined above for the central office plays a key role in facilitating resource sharing and collaboration. Every FPCS staff member (including non-instructional staff) has access to collaboration with colleagues in the region and throughout the country through the network's formal and informal relationships with other high-performing schools (like Achievement First, North Star and the Uncommon Schools networks) and school support entities (such as Building Excellent Schools and Charter Network Accelerator,) professional development tailored to each position, and vast resources in order to offer some of the most innovative, effective instruction in the region. Because the network will afford this access and support to each school in the same way, all schools will have a consistent

approach to meeting students' needs that can be supported vertically and horizontally. Moreover, the consistency will ensure student matriculation through the schools in the network without the setbacks that transitions between schools can often incite.

Formal means of facilitating collaboration amongst staff will include regional professional development for specific staff cohorts and PD needs as determined by the CSO (with input from heads of schools); standardized scopes and sequences and benchmark assessments across the network; cloud-based sharing of lesson plans, best practices, and data; cohort approaches to support for specific positions across schools (like directors of business/operations, special education/interventionist teachers, and grade level/content chairs). Examples of network-wide PD might be a new teacher orientation for all new FPS teachers in the summer, a special PD from Marilyn Friend on co-teaching for all elementary co-teachers, or a special offering for any teacher in the network working on an individualized goal that aligns. FPCS schools are staffed to meet the needs of all students. *(Please see org charts in Appendix I for additional details.)*

Common operations across all school models. Operations/non-instructional staffing plans across all three school unit models (elementary, middle, and high school) is standardized to ensure consistent systems and roles across the organization. Operations positions that will reside at the school site include the Manager of School Operations (MSO), Registrar, and Office Manager (janitorial and building services are outsourced to a vendor, but managed by the MSO). The MSO reports to the head of school with dotted line accountability to the COO in the CMO office. The MSO supervises, coaches, and mentors the Office Manager and any other front office or operations assistants - his/her direct reports. Although the head of school and MSO will advise the CFO on their budgetary needs, budgets will be created annually by the CFO for each school with the support and approval of school site leadership. The CMO staff in the functional areas of

finance and operations is relatively lean and therefore it is an absolute necessity to decentralize elements of financial and operations down to the school unit level. A shift to a decentralized model provides organizational benefits and responsibilities some of which are included as follows:

- Greater access to information for real-time decision-making and alignment of programming to budget
- Standardization supports leveraging finance and operations external professional development and internal training across functional areas
- Standardization supports the development of communities of practice across MOS's and Office Managers
- School level exposure and ownership of budgetary accountability supported with sound procurement decisions
- The school operations team ensures that the head of school, teachers, faculty, and students, consistently have the materials they need to be successful
- CMO and school level operations co-develop and implements protocols to ensure that the school executes all necessary compliance procedures and collects all necessary data to meet the reporting requirements of the school's authorizer and other regulatory bodies
- School operations staff are accountable for tracking staff and student attendance and should be able to provide the head of school and CMO with timely information regarding attendance by school, grade, etc. as well as for staff attendance to inform management decision making

Common school leadership structure. Each school model will have a similar approach to the leadership team with similar reporting structure and responsibilities.

- Head of School (school site leadership team): Reports to Chief Schools Officer (CSO)

and accountable for all school-wide goals. Manages the leadership team and participates in periodic formal observations. Official lead for evaluation of all staff, using data provided by each staff member's manager.

- Dean of Academics (school site leadership team): Manage all teaching staff for designated content areas (in middle and high) or teaching role (for elementary), including observations, coaching, review and critique of plans and assessment data, and providing data for final evaluation. Accountable to head of school for all team outcomes.
- Dean of Students (school site leadership team): Manages all non-instruction students support staff and support systems. Behavior intervention, coaching for teachers on culture, sets and maintains cultural norms and systems across the school, primary point of contact for parents.
- Manager of School Operations (school site leadership team): Manages operations/finance staff for the school. Oversees all school site financials, facilities needs, and compliance.
- Community Outreach Manager (housed in central office with dotted line reporting to head of school): Primary liaison for the community. Marketing, recruitment, supplementary programming development and leadership (before and after school programming, partnerships with community vendors to provide services to families), plans parent education and involvement initiatives, mixed use initiatives for facilities.

Elementary school staffing model. The staffing model for elementary schools assumes 84 students per grade level divided into three classes of 28 students each. Each K-2 classroom will be led by a master teacher and co-teacher (a less experienced teacher or teacher candidate.) Grades 3-5 classrooms will be led by a master teacher with a shared co-teacher between two classrooms. The head of school will oversee the cohort of co-teachers annually with the support

of the CMO-level instructional coaches. This ensures high levels of support to build Freedom Prep master teachers to be hired on for future vacancies. The support of instructional coaches provides for network-wide co-teacher trainings and initiatives, building the network of future Freedom Prep teachers across schools. Master teachers will all be managed by the assistant head of school. The dean of students oversees culture and behavior and is the primary contact for all families. The dean manages the social workers and electives teachers to maintain a tight, college-bound culture across the school. The manager of school operations is the fifth member of the leadership team and manages administrative staff.

The co-teacher will be a credential-eligible or credential-holding teacher who just may need more experience and/or support to lead a classroom solo. Apprentice teachers who meet individual growth plan goals are then eligible to move into a master teacher role that may open in the subsequent year or remain in the apprentice role until s/he chooses to move to a master role.

Across the school, students are supported by a dean of students, who works with the social work staff to provide students and their families a strong, aligned system of non-academic support. The community outreach manager oversees supplemental programming and community engagement and will be largely responsible for family engagement and community involvement strategies. Social workers will largely attend to the socio-emotional needs of students, which have been demonstrated, to be more significant in transformation schools. Electives teachers are also organized under the dean to ensure school culture, a significant strength of the FPS network, is preserved across all classrooms and especially in those classrooms where culture and management can be most challenging. Although teachers will not report to the dean, s/he will provide ongoing feedback and support to teachers to engender a strong college-going culture in all classrooms and spaces, including those of supplementary programs.

Middle and high school staffing models. Middle and high schools, although authorized under one

charter, are organized as two separate schools, with one head of school for 6-8, one head of school for 9-12, and four total assistant heads of school: one assistant head of school with a STEM focus each for the 6-8 and one for 9-12, and one assistant head of school with a literacy/humanities focus each for the 6-8 and one for 9-12. This ensures a smaller number of direct reports for leadership and maintains a developmentally appropriate focus for each tier that is often lost in non-traditional school grouping such as this.

The teaching model for 6th and 7th grades assumes six teachers per grade level, with additional time for extended ELA and math instruction afforded by the additional teachers. In 8th grade, the number of grade-level teachers is reduced to four to account for attrition and maintains a smaller classroom size and additional support for core content areas as needed. It is likely that the need for intervention will not be as significant once the second middle school is fed primarily by FPCS elementary schools (in its second year of operation). Should that be the case, the additional staff is likely to be leveraged to provide a more intensive focus on enrichment.

1.4 The experience of FPCS's leadership will help ensure project effectiveness

FPCS founder and CEO Roblin Webb will be the project director for the CSP Replication and Expansion project. Roblin has dedicated her life's work to striving for equality for all people. She realizes that the modern day civil/equal rights struggle lies in providing a quality public education for all children. As a practicing education lawyer for a city school district, she began her work in pursuit of educational equality and opportunity. Through her legal work she became determined to find a way to make a deeper impact and see real progress towards her vision for the children of Memphis.

Roblin's passion for making more immediate change took her to a Deputy Director post with New Leaders for New Schools. At New Leaders, she recruited educators to become school leaders and created community partnerships. She believes that education is our modern day civil

rights struggle and to that end Roblin's goal is to measurably and dramatically close the achievement gap in Memphis between black and white and rich and poor. Roblin is currently a member of the second cohort of the national Charter Network Accelerator program (an intensive cohort-based training program for leaders of emerging CMOs). Ms. Webb graduated from Rhodes College with a bachelor's in Urban Studies and holds a Law degree and Masters in Politics and Public Affairs from Rutgers University.

The board chair of FPCS, Cardell Orrin, will also play an active role in the execution of this project. Cardell currently serves as the Memphis City Director for Stand for Children. More recently, Cardell was the founder and Principal of Linx Consulting. For more than 10 years, Cardell was involved in projects that stretched across a wide breadth of areas including strategic planning, community development, communications, community engagement, political campaigns, and technology services. Prior to founding Linx Consulting, Cardell worked as the Chief Information Officer (CIO) at LeMoyne-Owen College in Memphis. As the CIO, he managed all of the college's technology in addition to providing direction to the development and documentation of overall administrative processes.

Cardell attended public schools in Memphis till high school, at which time he had the opportunity to attend Phillips Academy Andover in Massachusetts. He later graduated from the University of Pennsylvania with a Bachelor of Science and Engineering in Computer Science and Engineering with additional studies in African American Studies and Entrepreneurial Management. (Biographies of all board members and other key personnel can be found in Appendix B.)

1.5 Beyond the Period of Federal CSP Funding, FPCS will provide the same support to schools through per-pupil funding

The Freedom Prep model, upon reaching full capacity, is sustainable on public funding

alone and leverages the support of a well-equipped central school support team that provides expertise, capacity, increased accountability, and a range of services that ensure every school in the network will deliver on its promise to the community. From school leader support to financial management, the central office ensures each school's leadership team can focus on what matters: preparing every student for college.

To ensure that its schools receive their commensurate share of federal education funds that are allocated by formula, FPCS will be responsible for the following:

- To receive federal funds under CSP guidelines, FPCS will notify either the local education agency (LEA) or state authorizing agency when schools will open, in order to receive funds in accordance with the final federal Charter Schools Program.
- If requested by the LEA or state authorizing agency, FPCS will provide all information necessary so that these entities can estimate how much public funding school is eligible to receive.
- Once an FPCS school opens, it will provide actual enrollment and eligibility data to the LEA or state agency.

1.6 FPCS benefits from strong long-term community and philanthropic partners

Among our support are philanthropic partners such as Charter School Growth Fund and Hyde Family Foundations, who maintain strong ties, continually lending valued input to the network as we continue to grow. Other civic, community and business partnership run the gamut - from Rhodes College to Mt. Vernon Baptist Church to parents of students. *(See Appendix C for Letters of Support from our host of valued partners.)*

1.7 FPCS schools have a formalized accountability relationship with authorizers

All new FPCS schools will be authorized by the Tennessee ASD or Shelby County Schools. Each school will be reviewed annually according to each authorizer's respective

Academic Performance Framework, which classifies schools into one of five categories based on student growth, college and career readiness, school culture, and student and family support. Schools that do not meet standards articulated in the framework are subject to being placed on probation; in the event that they are unable to meet performance targets, the authorizer can revoke their charter. *(See Appendix E for current charter agreements between SCS, ASD and FPCS.)*

1.8 FPCS has a clear plan for school improvement, and in extreme circumstances, closure

In accordance with our mission, goals and overall plan for continued growth, FPCS will work pointedly to monitor, support, and improve schools that are chronically underperforming. To remain ever vigilant in monitoring the success or failure of schools within the network, FPCS develops annual dashboards that collect academic and non-academic data throughout the network. Should the dashboards or audits reveal any gaps toward expected progress within a school, network and school leadership will develop action plans to address the school's weaknesses.

To support underperforming schools, FPCS as a network will provide resources, thought partnership, and coaching support over a sustained period of time. If a school does not exhibit demonstrable progress, FPCS will determine a timeframe for closure of a school. FPCS will partner with the appropriate authorizer to create strategic communication around the decision - in a manner most beneficial to students, families, and the larger community. We will also make every effort to provide the support necessary to ensure that students are able to enroll in a high-performing public school in the area.

APPLICATION REQUIREMENTS

- (a) Please see Appendix E for details and supporting documents
- (b) Please see Section A.1, 2, and 3 and Appendix F

(c) FPCS has had no compliance issues since inception , see Section D 1.8

(d) Please see Section D

(e) *The educational program will enable all students to meet state standards*

FPCS schools are characterized by distinct elements that make each school clearly part of a coherent and aligned K-12 approach. The foundation of each school is driven by the network instructional vision, providing for common cultures, expectations, strategies, and curricular materials. Each FPCS school is considered as a step in the pipeline from kindergarten to college acceptance with a K-12 vertically teamed approach.

To ensure this seamless approach is preserved across all FPCS schools, the following elements are in place:

- **School model.** The academic and culture approaches to the FPCS network are inspired and based upon the founder’s residency at the highly successful North Star Academy flagship campus under Uncommon Schools. The current heads of schools have all also participated in training and observations at North Star. This shared experience (which every new head of school and leadership candidate in the network undergoes) has been critical to codifying and institutionalizing defining elements of the FPCS school model which include: strong cultural practices, authentic pervasiveness of school values, dedicated capacity around adult development, intentionality around the use of assessment and data to drive instruction, and a growth mindset across the organization.
- **School leadership.** Each head of school trains for at least one year as an assistant head of school in an existing FPCS site and then spends half of the planning year before a new school is opened engaged in supporting a FPCS site, outreach to the community of the new school, and training through BES and residencies at other high-performing schools. (Should an external candidate be the best fit for a school leader vacancy, this candidate

will participate in intensive training and residency at existing FPS schools and with BES and receive more support in the opening of the school from the CEO, CAO, and CSO to ensure model fidelity, which may include but is not limited to mentorship from existing principals, school visits, and more frequent observations/check-ins from CMO and other FPS school leadership staff.).

- **Curriculum and assessment.** Each school delivers our Freedom Prep curriculum and measures the effectiveness of their practice to drive student learning through administering Freedom Prep assessments. Curriculum, assessment and school model are controlled centrally in order to ensure both high standards and a seamless student learning experience across their K-12 career at Freedom Prep. To expedite our transition to the new Tennessee State Standards, which are heavily derived from the Common Core State Standards, we choose to adopt and adapt curriculum developed by charter schools that have an excellent track record of student achievement and a similar school model. Among the schools we work in partnership with are Achievement First, KIPP and Uncommon Schools. As is evident from Section A, we also rely heavily on external assessments with a track record of driving student success as the backbone of our academic program: STEP, MAP and ACT. The same holds true for our interim assessments used to gauge mastery of state standards to drive strong outcomes on the state's assessments, as we use a product developed by the PARCC Consortium, a nationally respected leader in common core assessment design.
- **Culture.** Each school maintains a common culture, as codified through the FPCS culture handbook, training for all teachers and leaders, and student orientation and behavior support systems. A visitor will be able to walk into any of the network schools and see clear indicators of the FPCS vision of a college-going culture, such as structured hallway

transitions, use of hand signals to reduce in-class distractions, clear alignment of instruction to character skills, and students who demonstrate professionalism at all times at school.

Elementary Model

The two new FPCS elementary schools will use the same model as our existing flagship elementary school. The primary elements of the FPCS elementary model are: Opening with K-1 and adding one grade per year over, use of a co-teaching model in grades K-2, grade levels comprised of three cohorts of approximately 28-30 students each, robust intervention and support teams for each school, designated roles at the CMO to provide intensive coaching and support to co-teachers across elementary schools, extended literacy time with a balanced literacy approach in each grade, computers and blended learning curriculum for each classroom to facilitate a flexible grouping/small group instruction approach in each grade.

Co-Teaching Model & Intervention

In each elementary school, grades K-5 have a co-teacher model that either affords two teachers per classroom (K-2) or a shared teacher per grade level (3-5) to facilitate flexible grouping and pullout. Robust intervention staffing at the elementary model will also be utilized to provide pullout and flexible groups according to data not just for students who are deemed eligible for IEP and LEP services, but those students struggling with specific standards and those students who are mastering standards and need enrichment to be challenged. The co-teaching model, in conjunction with the blended learning approach, affords students high-touch support from teachers in the earliest years with a gradual release approach as they matriculate through elementary grades. In grades K-2, every student receives 90 minutes per day of tailored small group instruction based on reading comprehension and phonics skills via two 45-minute rotations that are part of a 210-minute

literacy block. A team-taught daily math lesson also capitalizes on the co-teaching model by affording students 100 minutes of math in a 15:1 student teacher ratio environment. Each co-teacher will have a designated lead that mentors the junior co-teacher, and each will be responsible for developing lesson plans for specific content areas to halve the workload of planning. Common planning time for grade level teachers ensures a collaborative, aligned approach to planning that is complemented by access to teacher's plans from other schools through a cloud-based sharing platform.

Blended Learning

Each elementary classroom is equipped with at least 10 computers with independent learning stations. These stations are utilized in all content areas to provide a smaller student to teacher ratio through a blended learning approach. Students are organized into flexible groups according to assessment data and work in rough thirds, with one-third working directly with a teacher or co-teacher; one group working with a co-teacher, interventionist, or in independent or group practice; and a third group using self-paced online curriculum for additional practice. In an instructional block (which are organized into 45-minute chunks), students move through each "station" to receive different modalities of instruction and practice. The integration of the blended learning approach ensures that student to teacher ratios can remain small and that students have structured means of independent practice that is highly engaging. The network has implemented online curriculum through subscription to ensure that all students will have access to high-quality, rigorous blended learning materials, and all teachers receive professional development and ongoing coaching to ensure the rigor of this initiative.

Middle School Model

All new FPCS will use the same model as our existing middle school. Our middle school model is characterized by continuing our heavy investment of daily minutes in both math and

literacy, but also by a highly rigorous academic program across all subject areas to prepare students to succeed in a college prep high school. Given that 2016-17 is the first year our 6th graders will matriculate from a Freedom Prep school, our middle school model also builds in ample time for intervention via small group learning and blended learning. The third prong of our middle school approach is independent learning, which is most present through our Accountable Independent Reading (AIR) program.

Core Academic Program

Our middle school model reflects the same focus on literacy and math as our elementary school model. Students receive 120 minutes of instruction daily in both literacy and math, which is accomplished by having two math teachers per grade and two ELA teachers per grade (one Reading teacher and one Writing teacher). Students therefore receive two 60-minute math classes per day, one 60-minute reading class per day and one 60-minute writing class per day. The two math classes work in tandem to build on one another day-to-day, whereas the reading and writing courses have a parallel relationship. To give an example of that parallel relationship, our 7th graders read *The Giver* in reading class while engaging in a persuasive writing unit surrounding contemporary issues of ethics related to *The Giver* in writing class. This “double math, double literacy” approach allows students in math to receive the support they need to master the state’s rigorous standards, while also allowing them to go in depth in rigorous grade-level texts and become passionate, skilled writers across a range of genres. In addition to math and literacy, students receive 60 minutes of daily science instruction and 60 minutes of daily social studies instruction. A deep emphasis on critical thinking, reading informational text and argumentative writing are present throughout our science and social studies curriculum.

Intervention & Blended Learning

Our elementary schools’ commitment to aggressively grow all students mirrors that same

commitment we have always had at our middle school since the doors opened in 2009. We deliver a rigorous, grade-level curriculum, and the vast majority of our students come to us performing far below grade-level. While that exposure to and repetition with grade-level rigor drives student growth faster than if we strictly intervened on students' instructional levels, effective remediation is still a key ingredient to our students' success. To that end, our middle school runs twenty small group reading intervention groups daily, focusing on growing our lowest students as quickly as possible by providing them the same quality of targeted phonics and reading comprehension instruction that our elementary students receive. In addition to these teacher-led interventions, our middle schools students benefit from the same computer-delivered programs that our elementary school students use, as these are programs that span grades K-8.

Accountable Independent Reading

A hallmark of our middle school's student culture is the love of reading developed by our Accountable Independent Reading (AIR) program. All middle students, regardless of whether their instructional level is 2nd grade or 11th grade, have an AIR book that they have chosen from our AIR library. Every morning, our student librarians help peers select books that are in their Lexile band and from a genre of their choice. Our library is organized by genre, of which we offer many, and within each genre are books that span the Lexile range our students represent. Once students complete their book and pass an assessment, they are able to select a new book. While it is difficult to quantify the impact AIR has on our students' results, it is another key ingredient to our recipe for success because of how it so frequently ignites our students' intellectual selves by falling in love with a book of their choice that they are able to read.

High school Model

Our high school model is designed to hold a firm college-ready bar that mirrors that which students will experience in a college or university setting. That commitment is reflected

both in our course selection and pedagogy. As is the case with middle school, though at a much lesser rate because most of our high school students come from our middle school, we do have a number of high school students that still need significant academic support in order to become college-ready. For that reason, intervention for the students that need it most is still a key component of our high school model. Finally, and quite importantly, our College Success Team drives a wide range of non-academic initiatives that impact college-readiness and admissibility.

Firm College-Ready Bar

All Freedom Prep schools teach rigorous grade-level standards, so highlighting the firmness of our high school's college-ready bar is not to say that our elementary and middle schools do not hold a college-ready bar as well. The high school model accentuates the firmness of the college-ready bar over the incredible feeling of support students are given in grades K-8. Some charter high schools with strong results drag their middle school model out into high school, providing extensive support that does not prepare students to succeed in a college setting where they unlikely to have support provided for them without seeking it out. Our high school model assumes that a college preparatory academic experience does not coddle students; it holds students accountable to a firm college ready bar.

Our internal graduations requirements exceed the State of Tennessee's graduation requirements in several areas, including Science, Social Studies and Foreign Language, and soon we will add participation in an AP course as a requirement. Starting in 2015-16, we offered AP US History and AP Literature. Starting in 2016-17, all students will take AP US History in the 11th grade, and we will also offer AP Calculus, AP Biology, AP Language and a Dual Enrollment English course in partnership with the University of Memphis. Non-AP courses demonstrate a deep commitment to academic rigor as well, with students reading large amounts of text nightly and producing writing multiple times per week across all courses. We obsess over

our daily instruction placing the cognitive load on students, regularly engaging students in seminar-style discussions that are comparable to what they will experience in smaller classes in college. We also ensure students get adequate exposure to lectures, such that they are ready to thrive in lecture-heavy instructional settings as well. All details of our high school model focus on preparing students for college through holding a clear, firm college-ready bar.

Intervention

As with our elementary and middle schools, students are quickly identified as needing remediation and immediately begin working with interventionists in both 1-on-1 and small group settings. While there are less students in need of this type of remediation by the time we get to high school, those students have less time on the clock prior to college than their peers in elementary school and middle school who are performing far below grade level. For that reason, our staffing for intervention in high school is comparable to that of elementary and middle school, even though the number of students in need of remediation is lower. Computer-delivered interventions are also utilized at the high school level as an additional layer of intervention.

College Success Team

Our College Success Team is led by our Director of College Success and also includes our two College Counselors. The College Success Team ensures students are adequately equipped with the college knowledge and college-prep experiences required to be admitted to and persist through college. Upon our inaugural graduation in May 2017, we will bring a third college counselor on the team such that each college counselor will have one-third of our alumni that they will work with to ensure persistence through college. At present, given that we have yet to go through an admissions cycle or have alumni matriculate to college, our College Success Team focuses on ACT preparation, college selection, personal statements and summer programs. One unique feature of our high school model is our requirement that students participate in a

residential summer program on a college campus at least once prior to the beginning of their 12th grade year. We have had students attend local programs at the University of Memphis, and we have had students attend programs as far away as Brown University. The purpose of this requirement is to instill in our students that they do belong on a college campus, as well as to give them a real experience on a college campus that has more meaning than a tour. We have seen this to be a transformative experience for students in that it both solidifies their desire to attend college and provides authentic confidence that they can excel in college.

(f) Please see Section D 1.3

(g) Please see Appendix G and Section D 1.5

(h) Please see Section D 1.1

(i) Please see Section B 2

(j) *FPCS complies with IDEA and provides robust supports to ensure learning for students who qualify for special education*

Not only has FPCS served a similar percentage of students with disabilities (SWD) as the surrounding school district, but we have also outperformed the local school district with this specific population. Since Freedom Prep's opening in 2009, FPCS has consistently and successfully educated a community of students including those with diagnosed disabilities and eligible for special needs services. On the most recent state exam, FPCS outperformed both the local District and the State on the percentage of students with disabilities scoring proficient or advanced in Math. In previous years, FPCS has outperformed both the District and the State on the percentage of students with disabilities scoring P/A in both ELA and Math. In the 2013-14 SY, in Math, 33.3% of FPCS SWD scored proficient or advanced compared to 31% in the District, and 28.5% in the State. All FPCS students, including those identified as disabled under Tennessee State Law and Federal IDEA law (hereinafter IDEA students), will achieve the

school's mission of being prepared to enter into college and professional careers because we have instituted a thorough support system into our overall school design and model to support the academic needs of all students. We believe that all students, regardless of ability, can learn at high levels if provided with the appropriate supports in an inclusion model. In support of our mission and in support of serving students with disabilities, Freedom Prep will comply with all relevant state and federal statutes including Title II of the Americans with Disabilities Act of 1990, the Individuals with Disabilities Education Act (IDEA), and Section 504 of the Rehabilitation Act of 1973. To the greatest extent possible, Freedom Prep will educate disabled students alongside their non-disabled peers in the regular education classroom and only remove them from the classroom if the severity of their disability requires. Freedom Prep Academy will not discriminate in its admission and enrollment practices against students having—or suspected of having—disabilities. Ongoing assessment of student progress is essential to our school design. Students with IEPs will take all state, national, and internal assessments except in cases in which the student's IEP states that students cannot participate in such assessments. In these cases, alternative assessments will be administered as required by law. We will make every effort to ensure that any student with an IEP has a set of assessments as part of the IEP that will enable us to measure their academic progress and be responsive to their academic needs.

(k) Please see Section B

(l) Please see Appendix G

(m) N/A