

Birmingham City Schools Charter School Application for a 2022 Opening

New Charter Application #000667

Freedom Preparatory Academy Birmingham Campus

Submitted To:

Birmingham City Schools
Birmingham City Schools

2015 Park Place North
Birmingham, AL 35203
Phone: 205-231-4895

Submitted By:

Justin Hampton
136 Webster Ave
Memphis, TN 38126

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GENERAL

A. School Information

Open Date: September 7, 2021
Proposed Name: Freedom Preparatory Academy Birmingham Campus
School Type: Elementary / Middle
Grade Levels: [PK, K, 1, 2, 3, 4, 5, 6, 7, 8]
School District: Birmingham City Schools
Neighborhood / Community: Downtown
Organization Type: Non-profit Corporation (Out of State)
Sponsoring Entity: Non-profit Organization
Address: 136 Webster Ave , Memphis, TN 38126
Phone: (901) 538-9500
Fax:
Web Site: www.freedomprep.org
Calendar Type: Extended School Year - 183 instructional days
Educational Service Provider: Freedom Preparatory Academy Charter Schools (CMO)

B. Primary Contact Person

Name: Justin Hampton
Mailing Address: 136 Webster Ave Memphis, Tennessee 38126
Mobile Phone: (334) 557-3690
Alternate Phone:
Email: justin.hampton@freedomprep.org
Current Employer: Freedom Prep

C. Attendance Projections

Grade Level	2021-22 Enrollment		2022-23 Enrollment		2023-24 Enrollment		2024-25 Enrollment		2025-26 Enrollment		At Capacity 2028-29	
	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.
PK												
K	115	115	115	115	115	115	115	115	115	115	115	115
1	115	115	115	115	115	115	115	115	115	115	115	115
2	115	115	115	115	115	115	115	115	115	115	115	115
3			115	115	115	115	115	115	115	115	115	115
4					135	135	135	135	135	135	135	135
5							135	135	135	135	135	135
6									162	162	162	162
7											150	150
8											150	150

Total	345	345	460	460	595	595	730	730	892	892	1192	1192
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D. Board Members

Name	Title	Contact Information	Current Employer
Bayles, Ronald	Board Member	P: [Redacted]	Titusville Development Corporation
Brooks, Iesha	Board Member	[Redacted]	Office of the Public Defender, 15th Judicial Circuit
Burks, Lewis	Board Member	[Redacted]	Commonwealth National Bank
Davis-Maye, Denise	Board Member	[Redacted]	Alabama State University
Jackson, Chet	Board Member	[Redacted]	The Works Memphis
King, Kevin	Board Member	[Redacted]	The King's Canvas
Orrin, Cardell	Board Member	[Redacted]	Stand for Children
Sanford, Jeff	Board Member	[Redacted]	Retired

E. Start-up Team Members

Name	Title	Contact Information	Current Employer
Hampton, Justin	Chief Regional Officer	[Redacted].org	Freedom Preparatory Academy Charter Schools
Thompson, Larry	Proposed Principal Candidate	[Redacted]	Freedom Preparatory Academy Charter Schools

EXECUTIVE SUMMARY

1. Executive Summary

Evaluation Rating: **Partially Meets**

Mission & Vision

Mission: Freedom Prep prepares all students in grades PK-12 to excel in college and in life.

Vision: Freedom Prep will transform education for students of color across the South. We will prove what's possible. We will inspire broader change. We will carry the torch of the civil rights movement and help to realize its dream.

While Freedom Prep has made an impact in Memphis, and continues to seek improvement, FPA also recognizes the need to open new high-quality schools in other communities also deeply affected by generational policies that have aimed to limit the attainment of Black students. Over the past decade, Freedom Prep has been approached by a number of states and cities to expand and has always said no. However, given the organization's commitment to the legacy of the Civil Rights movement, FPA seeks to make its first step outside of Memphis into Birmingham, Alabama - another city deeply steeped in Civil Rights history and a narrative of social justice.

Educational Need & Anticipated Student Population

Educational Need and Anticipated Student Population

Freedom Prep desires to open a location in one of the following zip codes: 35203, 35204, 35234, 35205, or 35211. We narrowed down to these zip codes based upon demographics and school performance in these areas.

Freedom Prep's mission is to provide a high-quality educational option for families in traditionally disaffected communities. After careful consideration of all available data, and conversations with community leaders, it appears these specific zip codes are most in need of additional high-performing educational options.

	Total	35203	35204	35234	35205	35211
Population	66368	3798	10,337	6,311	19686	26236
Median Household Income	\$23,903	\$18,894	\$20,894	\$21,867	\$32,131	\$25,729
# Black	48020	2514	9534	5588	6561	23823
% Black	72.35%	66.20%	92.20%	88.50%	\$33.30	90.80%
With Kids	8625	195	3438	585	1235	3172
<\$25,000	48.93%	55.74%	58.29%	59.77%	41.14%	48.87%
\$25,000 to \$44,999	21.62%	9.63%	23.31%	19.41%	22.42%	22.26%
\$45,000-\$59,999	10.08%	10.29%	7.53%	10.67%	11.67%	9.62%
\$60,000-\$99,999	12.16%	9.63%	9.00%	7.84%	13.88%	13.12%
\$100,000-\$149,999	4.21%	11.81%	1.36%	2.31%	4.84%	4.19%
\$150,000-\$199,999	1.22%	0.00%	0.23%	0.00%	2.50%	0.90%
\$200,000+	1.78%	2.90%	0.28%	0.00%	3.55%	1.04%
Less than High School	18.82%	23.95%	28.17%	28.81%	10.51%	17.59%
High School	50.31%	48.33%	51.40%	57.90%	40.74%	55.14%
AA	6.72%	3.80%	7.23%	5.91%	5.52%	7.99%
BA	13.88%	13.00%	7.84%	5.06%	22.87%	12.30%
MA	6.13%	5.75%	4.37%	1.17%	9.93%	5.41%
Professional	2.05%	3.88%	0.78%	1.15%	4.44%	0.84%
PhD	2.09%	1.28%	0.21%	0.00%	5.99%	0.74%
Public School	7579	218	1709	995	1116	3541
Private School	591	0	52	11	252	276
Not Enrolled in School	1104	12	161	68	262	601

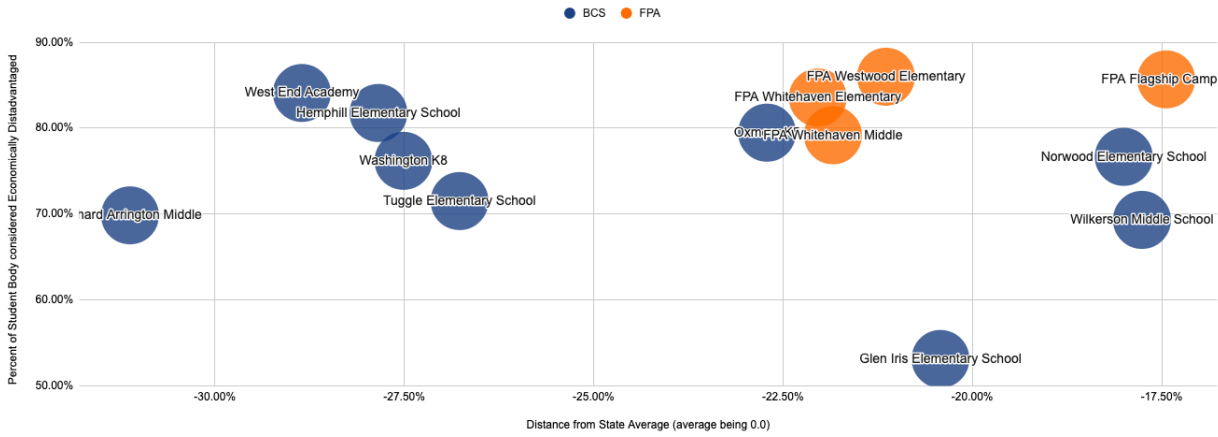
Anticipated Student Population

FPA currently serves a student population of more than 2,200 in Memphis, TN. Of that population, over 99 percent of students identify as BIPOC, or Black, Indigenous, People of Color. More specifically, roughly 91 percent of our student population is Black and roughly 8 percent is Latinx.

According to data from the Alabama Department of Education website, the schools in these zip codes align closely to the current FPA schools. That said, all schools in these areas have a lower population of students receiving free or reduced lunch than FPA as well as a lower population of students meeting grade level standards in mathematics. As another note, according to NAEP, the Tennessee state assessment is more difficult than the Alabama state assessment, indicating Freedom Prep students are closer to a state average that is more academically rigorous than the bar for Birmingham City Schools' students.

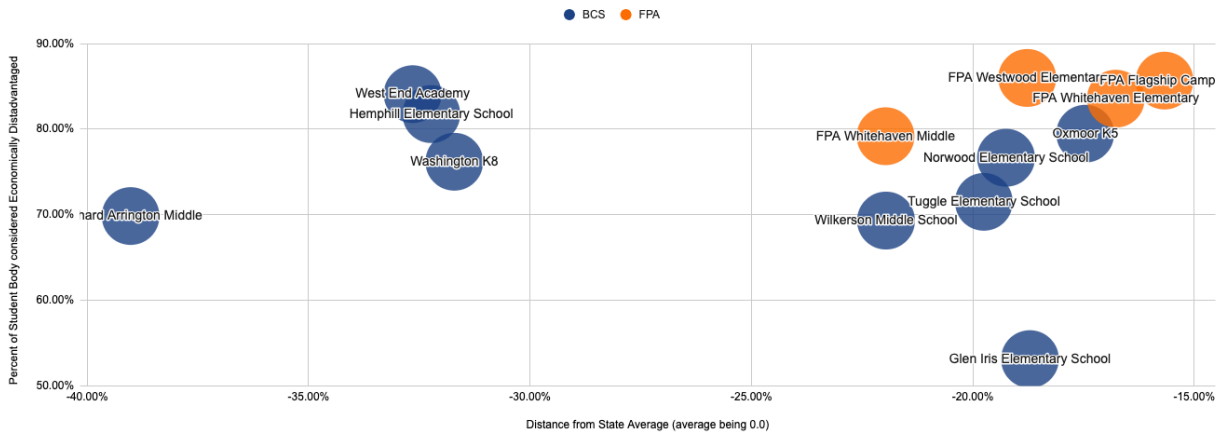
ELA Performance Compared to State

State Percent on Grade Level vs. School Percent on Grade Level



Math Performance Compared to State

State Percent of Students on Grade Level vs. School Percent of Students on Grade Level



Anticipated Academic Needs

Currently, the vast majority of schools in these zip codes are significantly behind the state’s average percentage of students on or above grade level in both math and reading. FPA has had a similar student population in Memphis where one of our five schools was a designated state turnaround school contracted to FPA for day-to-day management. During the time of our management, Westwood Elementary School went from the bottom 1st percentile to the 17th percentile in four years. We attribute this to the targeted intervention and high-quality instruction FPA provided to all K-5 students at this campus. While this has been tremendous growth, FPA’s goal is for Westwood (and the other four campuses) to operate within the top quartile of all schools across the state.

Non-Academic Challenges

Students from traditionally underserved communities can, at times, experience additional challenges related to poverty. These challenges include (but are not limited to) housing insecurity, food insecurity, job insecurity, health insecurity, and additional needs around mental and emotional health.

For this reason, FPA has hired a team of 11 social workers in Memphis who work with our 1,600

families to proactively and reactively address needs in our community. This team has partnered with various food banks, healthcare organizations, job resource centers, and mental health providers across the Westwood and Whitehaven neighborhoods to ensure families can get connected to various partners to combat these challenges. FPA would plan to replicate this practice in Birmingham schools.

Education Plan and School Design

FPA has a strategically-designed general education program focused on implementing the highest quality pedagogical techniques coupled with strong curricular resources sourced from across the country.

In reading/language arts, FPA takes a two-pronged approach. In the lower grades of K-2, FPA focuses on phonics and word acquisition to build the foundational skills necessary for a student to shift to reading absorption in later grades. This model allows the teachers to run multiple small-group learning experiences during each reading block while also enabling them to monitor student learning at centers across the room.

In classrooms for grades 3-8, students shift from “learning to read” to “reading to learn”. These classrooms are focused on textual analysis of fiction and nonfiction texts that build core content knowledge and background knowledge across all grade levels. Classroom experiences focus on textual analysis, responding to text through writing, and text discussions in whole and small groups. Teachers understand that their role in these grades is similar to that of a personal trainer, ensuring that students engage in the intellectual lift of doing the majority of the speaking, thinking, and writing about text in our ELA classrooms.

In mathematics, FPA focuses on two specific strands of mathematical learning: mathematical fluency and mathematical problem solving. In both strands, FPA follows the open-source curriculum from Uncommon Schools (largely considered one of the strongest charter school networks in the nation). FPA focuses on teacher understanding of the standards for their grade level’s mathematical standards and ensuring they understand the underlying mathematical principles and concepts that build student understanding to reach mastery of these standards. Students then experience a comprehensive and coherent sequence of standards across their learning experience at FPA.

In both ELA and mathematics, we recognize that not all learners progress at the same pace through all curriculum and grade levels. We know that grade levels are subjectively set based upon age. Given this, we’ve also developed a comprehensive RTI (response to intervention and instruction) program that allows students who are behind to continue to make progress and those who are above standard to further accelerate their academic learning. As noted throughout the academic portion of this application, the longer school day schedule allows for students to experience small group and individual learning instructional opportunities with targeted curriculum and instruction that pursues both of these goals.

Beyond ELA and math, FPA has also developed full curriculum and assessment systems for science and social studies. Additionally, we have developed a series of resources (albeit these are resources and not assigned curricula) for our elective courses, including music, art, PE, and foreign language. In science, our curriculum and instruction approach centers on the 5-E approach of inquiry-based learning around physical, life, and earth science. In social studies, our curriculum focuses on reframing history around exploring the voices of traditionally marginalized communities and their experiences through World and United States history and geography.

FPA Efficacy in Serving the Targeted Student Population

As noted in the first section of the Executive Summary, FPA schools are closer to the Tennessee average than Birmingham Schools in 35203, 35204, 35234, 35205, or 35211 are to the Alabama average. Also noted is that the Tennessee average for state assessments, according to the NAEP measurement, is more rigorous than the Alabama average. Given this, FPA believes its academic program and results demonstrate the option for enrollment in an FPA program would be advantageous if provided to families in these zip codes.

Community Engagement

Community partnerships are foundational to the success of Freedom Preparatory Academy. FPA builds meaningful and intentional connections with local universities, neighborhood associations, faith-based organizations, and youth-focused community groups. We hold space for parent-teacher associations within our network, encourage participation, and involve these various constituents in our ongoing decision-making as much as possible.

Beginning in February of 2021, FPA hired a Regional Director to focus specifically on building lasting relationships with the grassroots community and local leadership. Since that time, FPA has hosted Virtual Tours/Listening Sessions, met state officials, and begun conversations with the Titusville community.

Leadership and Governance

See Attachment 1: Leadership and Governance.

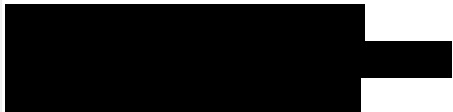
Enrollment Rationale

FPA plans to serve 115 students per grade level across five classrooms per grade level. Each classroom will have one teacher leading instruction for a 1:23 ratio of teachers to students in K:5. We will also have five teaching fellows and six special education staff pushing into classes throughout the instructional day to lower the student teacher ratio and provide additional opportunities for small group instruction. This is modeled after the current FPA model in its five

successful Memphis campuses, with the intention of increasing student access to teachers while in both small group and individualized learning experiences. In the middle grades, there would be six classrooms of 27 students in sixth grade and five classrooms of 30 in seventh and eighth (also modeled after Memphis campuses). At full growth capacity, this school would serve 690 students in grades K-5 and 462 students in grades 6-8, totaling a population of approximately 1,182 students.

Attachments

Section 1: Executive Summary

1.1	 Members	Hampton, Justin, 11/30/21 2:34 PM	PDF / 26.148 KB
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EDUCATIONAL PROGRAM DESIGN AND CAPACITY

1. Program Overview

Evaluation Rating: **Partially Meets**

Education Program Overview

Freedom Prep's sole focus in our academic program has been the same since we first opened our doors in 2009 – to prepare all of our students to excel in college and in life. The manner in which we have delivered on that promise has evolved and improved alongside educational research, but our intent has always been and will continue to be a well-rounded general academic program that develops critical thinking skills, broad content knowledge, and the ability to compete against peers across the country for seats at the most prestigious institutions of higher learning. Over our 12 years of operation, we have shifted from teachers fully owning the burden of curriculum and assessment design to an established academic program that propels students towards college-readiness (defined as a 21 or higher on the ACT assessment). The sections below will break down that model by content area, focusing on the four core content areas of literacy, mathematics, science and social studies. Over the past decade, many states (including Tennessee and Alabama) have shifted towards more rigorous career and college-readiness standards across all subjects. As such, the academic program describes FPA's current alignment to this new college-ready bar. Additionally, it should be noted that all description of instruction refers to the whole-group, co-taught instructional model to our standard class size of 28 students across grades K-8, unless otherwise noted.

Foundational Literacy At Freedom Prep, we work to ensure all students successfully transition from learning to read to reading to learn. As such, Freedom Prep provides instruction focused on phonological awareness, phonics, writing, conversational skills to all students at or below Lexile 440. All current research points to this Lexile level as the turning point for a student's instructional capacity to shift to independently reading and analyzing text and no longer working on mechanics. The core of our K-3 program is focused on these elements and measured through the University of Chicago's STEP reading assessment and the NWEA MAP reading assessment. Both of these measures demonstrate whether students are able to independently decode and fluently read, the building blocks for emerging comprehension. Our goal is for at least 70 percent of students to grow four STEP levels in each academic year and for at least 70 percent of students to reach their fall to spring NWEA MAP growth goal. As a note, all students in 3rd - 8th grade that are not yet at Lexile 440 will receive the appropriate dosage of intervention to ensure each and every child gets the skills necessary to realize their full reading potential.

Build Background Knowledge through Literacy In addition to foundational literacy, students also focus on comprehending and analyzing a wide range of fiction and nonfiction texts throughout every grade level at FPA. In the earlier grades, students listen to read-aloud stories to do this work and once they surpass Lexile 440, students are expected to begin the heavy lifting of reading on their own or in groups. Teachers focus on building knowledge, the core component of the career and college-ready standards in Alabama, to ensure students have a comprehensive

understanding of multiple topics so they can more independently make meaning of texts they encounter. Student growth and performance in textual analysis is measured by the STEP and NWEA MAP assessments as well as the state assessment each year, which heavily focuses on reading comprehension and writing. Our goal is for Freedom Prep to perform in the top quartile of all schools in terms of students at or above grade level in the state of Alabama.

Conceptual & Procedural Math Similar to literacy, Freedom Prep focuses on building number sense, counting and cardinality, and other primary mathematics skills in students during the early years of instruction. Students also receive a scaffolded approach to operational & algebraic thinking as well as geometric thinking. These skill groups, along with measurement and data, prepare our exiting 8th graders to be successful in higher level mathematics during their high school career. Freedom Prep ensures all mathematics teachers deeply understand their standards and the expected instructional approach (e.g., conceptual, procedural, or both). From here, teachers work throughout the year to spiral standards so students consistently revisit and further strengthen their understanding and mathematical practice. We measure this success using the NWEA MAP assessment and the state assessment in Alabama. Also similar to literacy, we expect at least 70 percent of students to meet their Fall to Spring NWEA MAP growth goal and for the school as a whole to perform in the top quartile of the state in terms of students at or above grade level for state test performance.

Exploratory Science Freedom Prep believes science and social studies instruction is equally important for student success in college and life as these subjects allow students to leverage their literacy and mathematics skills in a different way, thus contextualizing and deepening their understanding. All students begin science instruction in kindergarten and we add days and time of instruction each year until students take a full course of science beginning in 3rd grade. Our science approach leverages the 5-Es format to have students engage, explore, explain, elaborate, and evaluate each scientific topic. Further, we work with our science teachers to understand where their grade level's instruction picks up from the previous grade and prepares students for the next grade so that all physical, earth, and life science scaffolded concepts are covered by the time our 8th graders leave us for high school. We hold ourselves accountable to science instruction leveraging internally-created interim assessments that mirror the rigorous state assessment. Our goal, similar to literacy and math, is for our school to perform in the top quartile of the state in terms of students at or above grade level.

Facing History Freedom Prep provides a comprehensive social studies program focusing on United States history, world history, geography, government, civics, civil rights, and economics. Our goal in this program is to ensure students leverage non-fiction text analysis skills, coupled with deep historical knowledge, to build a better understanding of the world around us. We hold ourselves accountable to social studies instruction leveraging internally-created interim assessments that mirror the rigorous state assessment. Our goal, similar to literacy and math, is for our school to perform in the top quartile of the state in terms of students at or above grade level.

Attachments

Section 1: Program Overview

– No Attachments –

Notes

Pamela Williams, 1/11/22 1:31 PM:

The proposal clearly notes that literacy instruction will focus on phonological awareness, phonics, writing, conversational skills to all students at or below Lexile 440. There is no mention of the science of reading or standards. The discussion of the class size is a concern, with up to 28 students in K-3 classrooms. The discussion lacks information on fine arts, supporting sub-groups (EL) and physical education. The paper describes social studies courses that include United States history, world history, geography, government, civics, civil rights, and economics. The description is unclear because the courses identified refer only to 6-12 and a description appropriate to K-5 is not provided.

2. Curriculum and Instructional Design

Evaluation Rating: **Partially Meets**

Academic Focus

Freedom Prep's focus has been constant since 2009 – prepare all of our students to excel in college and in life. While our program has evolved alongside educational research, our intent has always been to be a well-rounded general academic program that develops critical thinking skills, broad content knowledge, and the ability to compete against peers across the country for seats at the most prestigious colleges. Over our 12 years of operation, we have shifted from teachers fully owning the burden of curriculum and assessment design to an established academic program that propels students towards college-readiness (defined as a 21 or higher on the ACT assessment). The sections below will break down that model by content area, focusing on the four core content areas of literacy, mathematics, science and social studies. Over the past decade, many states (including Tennessee and Alabama) have shifted towards more rigorous career and college-readiness standards across all subjects. As such, the academic program describes FPA's current alignment to this new college-ready bar.

Classroom Design

All literacy and mathematics classrooms in grades K-8 are co-taught. There are two teachers in the room with clear responsibilities. The lead teacher plans all instructional methods using curricular resources, anecdotal and formal student assessment data, and other information (as necessary). The lead teacher is the primary instructor for whole group instruction. The co-teacher circulates the classroom during whole group instruction, aggressively monitoring student practice and offering cues necessary for students to master the daily objective. When small group and intervention instruction is offered, the lead teacher leads specific, targeted instruction for students. The co-teacher typically leads scripted direct instruction lessons from our intervention program. Our science and social studies classes in 3rd - 8th grade are taught by one teacher.

Literacy

Literacy is the foundation for all future learning across all content areas. With this fact in mind, Kindergarten through second grade accounts for the first key steps in creating this solid foundation. At Freedom Prep Elementary, our K-2 students will engage with all components of

literacy in a 210 minute block every day which includes read aloud, reading comprehension, guided reading, phonics and phonological awareness, vocabulary, and independent reading instruction. Students have multiple opportunities to engage within small, differentiated learning groups with texts at their instructional and independent level as well as the opportunity to observe strong models of fluent reading and high-level comprehension by their teachers. Even our youngest students will be required to engage in meaningful discussion about the texts they read to demonstrate their understanding of what they read with prompting and support. By the age of five, students have developed a vocabulary of millions of words that they access to make meaning of the world around them, whether they are communicating orally, visually through writing, or reading anything they can set their eyes on. However, and is true in our target community, students who have not been exposed to the letters, sounds, and words that make up a rich and fluent vocabulary also lack background knowledge that they access when they communicate, read, write, and express themselves. Acknowledging this reality, we also know that our students and teachers are capable of incredible growth and achievement particularly in Kindergarten.

We will use the STEP (Strategic Teaching and Evaluation of Progress) assessment – a product of the University of Chicago - to determine student reading levels as well as monitor progress of their reading growth in both fluency and comprehension throughout the year. As in all grade levels, students will read and comprehend texts within the lexile level band for kindergarten including levels beginning reading (BR) – 150L.

As readers, our first and second graders must establish beginning fluency, reading, and listening comprehension. As fluent readers they will master individual letters and sounds as well as combinations of letters and the sounds they create with a focus on consonant and vowel blends (commonly used digraphs and trigraphs). They will internalize and use word attack strategies that aid in their decoding of unfamiliar words to ensure they are reading at an increasing rate with accuracy and expression. Students will also gain mastery of tier I, tier II, and some tier III vocabulary words to add to their schema as they tackle many more texts across content area, topic, and genre. By the end of the year, students will become proficient in their listening comprehension without the support of a teacher. Students will also gain proficiency in reading comprehension of texts at their independent level. Students will also show beginning proficiency of texts at their instructional level without the support of a teacher. As in all grade levels, students will read and comprehend texts within the lexile level band for first grade including levels 150-380L.

Literacy Block Structure

Our literacy block is broken into several different components that reflect the building blocks of how students learn to read and write – Read Aloud, Guided Reading, Reading Comprehension, Phonics & Phonemic Awareness/Fluency, Independent Reading, and Writing. Vocabulary instruction is embedded in each component as well as present in Math, Science, and Social Studies instruction.

Reading Block Rotation Schedules

Read Aloud and Writing are two lessons that will take place at the same time every day. The rotation for PPA, Guided Reading, Reading Comprehension, and Independent Reading is dependent on the number of students in each classroom and each child's individual reading level. Guided Reading and Reading Comprehension small group lessons will alternate days and take place for different amounts of time. Guided Reading lessons are on average 25 minutes and Reading Comprehension lessons are on average 45 minutes. Reading group rotations will follow the general schedule below in each classroom.

Foundational Beliefs Informing Literacy Rotations

Our literacy rotations are built upon beliefs regarding our students and their developmental needs for strong reading instruction. First, we believe that given the age and attention-span of our students, we provide different learning activities to effectively break up the 45 minutes of time they are working independently throughout the literacy block. We also believe that limiting the amount of time that students are engaged on a computer program to less than 30 minutes provides adequate time for students to make progress each day and stay focused and on-task. We believe that students must have daily exposure to phonics instruction to build automaticity and can focus best in a small group environment so every student is in a comprehension-focused small group every day. Our group structure also ensures that we can combine and break groups up depending on the reading levels and needs, with a maximum of 10 students in each group.

As a team, every adult in the building is committed to ensuring our students are ready for college and a life of choice. This means that our students end the academic year as strong readers and writers and by 2nd grade are performing on grade level.

Shifting to Reading to Learn in grades 3-8

Over the past five years, Freedom Prep has revisited its literacy canon for grades 3-8. During this shift, we have worked to ensure our text selection in fiction and non-fiction come from a diverse set of authors with a wide set of experiences and perspectives. One of our priorities in selecting those initial texts was to balance providing students mirrors for their own identities and cultures while also providing windows into other identities and cultures. Given our pre-existing texts of choice fit within the lexile recommendations of the new standards, it was our preference to seek out curriculum aligned to the new standards that matched our existing texts. We identified that the vast majority of our texts taught in middle school have a matching unit plan in the Uncommon Schools curriculum, even if not for the exact grade level at which we teach the text.

Assessments in grades 3-8 are assessments that currently model the demands of the Alabama state assessment and will align to the new Alabama standards. Assessments are embedded in the curriculum, with two “checkpoint” assessments within each unit and one “end of module” assessment at the end of each module. These assessments assess students’ reading comprehension, ability to analyze text for key details and ideas as well as the author’s craft and they also assess student writing through prompts based on reading passages.

Beyond grade-level instruction, we also provide independent reading and reading intervention in grades 3-8. Independent Reading is crucial for building students' reading stamina, growing their reading levels and developing their love of reading. The school library will be organized by genre and by lexile within genre so that students are able to identify texts they are interested in that present an appropriate challenge. Accelerated Reader will be used as an accountability tool to measure and incentivize student effort while reading independently. Reading intervention consists of an Orton-Gillingham aligned approach for phonics, Fountas & Pinnell’s scripted Leveled Literacy Intervention for Guided Reading, and Lexia – a computer-based phonics program.

Mathematics

As Tennessee has transitioned to new academic standards, Freedom Prep has benefited tremendously from the similarity between Tennessee’s academic standards and the Common Core State Standards. The same is true for Alabama and their adoption of more rigorous, college-ready standards. We will take our learnings from Tennessee and adopt them in Alabama. Beginning in October 2015, Freedom Prep Charter Schools began participation in an 18-month program called Accelerator, directed by Achievement First, a public charter school operating nearly 40 schools in New York, Connecticut and Rhode Island. This selective program builds the capacity of charter networks across the country to grow in scale while increasing school quality. One of the specific areas targeted in the Accelerator was the design & implementation of a

rigorous college-preparatory academic program. Given the timing of our participation aligned with Tennessee's adoption of new, more rigorous standards, Freedom Prep has adopted Achievement First's curriculum in several areas, including mathematics. The key goals of Achievement First's math program are described in their Program Overview as follows:

For students to thrive in the world they will face after college, they must be able to make sense of the world through a mathematical lens. Therefore, learning mathematics requires more than learning facts and procedures for solving certain types of problems. A well-prepared student will develop proficiency and expertise in a number of mathematical practices that have long standing importance in mathematics education...In the K-12 mathematics program at Achievement First, our vision is grounded in a belief that teaching and learning of mathematics should stimulate curiosity, inquiry, joy, and deep understanding of the mathematics outlined in the Common Core. We are building a program in which we will see mathematical practices come to life through the shifts (focus, coherence, rigor), called for by the standards.

Additionally, their program focuses on 5 key areas of: Problem Solving, Conceptual Understanding, Procedural Fluency, Adaptive Reasoning & Productive Disposition. The implementation support provided directly from Achievement First, as well as the on-the-ground support from Freedom Prep leaders at the network and school levels, has led to the Achievement First's math program becoming part of the fabric of Freedom Prep's academic program.

Teachers and leaders in grades K-8 are provided a suite of instructional plans and assessments to drive mathematics instruction. Course scope & sequences, detailed unit plans, detailed daily lesson plans, high-quality daily lesson materials and homework are all provided to teachers. Unit Internalization meetings and Daily Intellectual Prep meetings are facilitated by network and school based instructional leadership to ensure teachers are intellectually prepared to execute daily lessons. Daily math lessons are 45 minutes in grades K-2 and 60 minutes in grades 3-8. Teacher training, beginning in Summer Orientation, and ongoing observation & feedback cycles equip teachers with the skills necessary to execute daily lessons.

In grades 3-8, the daily math lesson is 60 minutes, consisting of the standard math lesson described above. In grades K-2, there is additional time allotted to math for a 15-minute Math Meeting in grades K-1 and 15 minutes of Math Stories in grades K-2. The total time in math for grades K-1 is 90 minutes and for grade 2 is 75 minutes. Math Meeting focuses on building students "foundational counting concepts and place value skills in a spiraling format in order to build stronger number sense and develop fluency." Math Stories will supplement our academic program in grades K-2. Math Stories is a routine that presents students with the opportunity to build their mathematical muscles solving situational word problems that are presented as real-life scenarios. During Math Stories, students first solve the problem using manipulatives, such as unifix cubes, then draw a representation of their model and then create a number sentence to match their strategy. Having operated middle schools where our students lacked a strong K-5 Freedom Prep foundation in mathematics, we have seen the need first-hand for students to be able to think about situations mathematically without a rigid set of rules. Students need to be able to think flexibly about situations and develop multiple mathematical strategies that represent a given situation. Through Math Stories, students will be able to excel when challenged by trickier standards involving real-world situations that arise in grades 3-8 and beyond.

By 8th grade, we will expect our highest achieving students to enroll in Algebra 1 in addition to 8th grade math. The content of 8th grade math provides students important understandings for the ACT, so we do not want students to miss out on this opportunity in order to enroll in Algebra 1. Conversely, enrolling in Algebra 1 in 8th grade provides the clearest path for students to enroll in AP Calculus AB once they matriculate to Freedom Prep High School.

Assessments are given in math as bi-weekly quizzes, unit tests and Interim Assessments.

Bi-weekly quizzes and unit tests originate from Achievement First and have been modified over time as the Achievement First curriculum has been modified over time to fit a Tennessee-specific scope & sequence and will fit with the Alabama standards for each grade level. These assessments are largely open response in format, requiring deep student understanding and thinking in order to demonstrate proficiency. Assessments are graded and go through a data cycle where leaders and teachers identify prioritized misconceptions and craft reteach plans both for all students and for student subgroups. Our math Interim Assessments were created to match the format and demands of TN Ready. While responsible year-over-year improvements are made to these assessments, the majority of the tests stay constant in order to generate a reliable year-over-year data point to show improvement.

Science

From 2009-10 through 2016-17 our academic program for science relied exclusively on teacher-created curriculum. In 2019-20 adopted the curriculum and lesson structure from STEMScopes. Our current assessments include bi-weekly content quizzes, unit assessments & Interim Assessments. As with math and literacy, our annual goal will be a year-over-year improvement of 10% proficiency on Interim Assessments. In grades K-2, students will receive 45 minutes per day of either science or social studies, on a rotating basis, whereas in grades 3-8 students will receive a daily 55-minute science course.

Social Studies

The purpose of our Social Studies program is to prepare students for the rigors of Advanced Placement history classes by the 11th grade. Therefore, our K-8 academic program must both align to the content demands of Alabama's academic standards while also being pitched towards the college-ready bar set by The College Board via advanced placement historical thinking skills and student performance expectations. Unlike Math & Literacy, there is no common set of social studies standards across states, meaning that the number of open source resources available for curriculum is lacking. Our current assessments, unit plans, lesson plans and daily lesson materials provided by Achievement First lay a blueprint we follow for our K-8 history program. As with math and literacy, our annual goal will be a year-over-year improvement of 10% proficiency on Interim Assessments. In grades K-2, students will receive 45 minutes per day of either science or social studies, on a rotating basis, whereas in grades 3-8 students will receive a daily 55-minute social studies course.

Attachments

Section 2: Curriculum and Instructional Design

2.1	ATTACHMENT 3 - Explanation of Curriculum.docx	Hampton, Justin, 11/17/21 9:27 PM	PDF / 55.544 KB
2.2	ATTACHMENT 2 - Sample Course Scope.docx	Hampton, Justin, 11/17/21 9:27 PM	PDF / 145.336 KB

Notes

Pamela Williams, 1/11/22 1:42 PM:

The description provides a thoughtful discussion of the literacy instruction, including identifying the use of

Read Alouds, Guided Reading, Reading Comprehension, Phonics & Phonemic Awareness/Fluency, Independent Reading, and Writing. Vocabulary instruction is embedded in each component as well as present in Math, Science, and Social Studies instruction. The discussion of math does not address counting and cardinality for grades K-2 and the description lacks information on the curriculum that is used to teach the standards. The descriptions of the science instruction are underdeveloped by lacking details about the structure of the instruction and learning environment.

3.Student Performance Standards

Evaluation Rating: **Partially Meets**

Student Performance Standards

Freedom Prep prepares all students to excel in college and in life through a focus on character education and college-preparatory academics. In all areas, FPA looks to career and college ready standards, like the Alabama Curriculum Standards, as both a high-bar for academic rigor and as the most important learning outcomes.

Grade	Literacy	Math	Social Studies	Science
Kindergarten	Alabama Curriculum Standards & STEP Assessment “Bottom Lines”	Alabama Curriculum Standards	Alabama Curriculum Standards	
1st				
2nd				
3rd				
4th				
5th				
6th	Alabama Curriculum Standards			
7th				

8th

Long-Term Academic Achievement Goals

Freedom Prep’s academic achievement goals are inspired by a deep belief in the potential of our students to excel academically at the same level as their most privileged peers. We also acknowledge our students’ average academic starting point is multiple years below grade level, and so we know they will have additional rigors on their academic journey. Our academic goals take into account both of these realities – our students can excel academically at the same levels as the most privileged children in America, even though their average academic starting point is multiple years below grade level.

Measuring Student Performance

In addition to state assessments, Freedom Prep utilizes a combination of assessments across grades K-8 to maximize students’ academic progress. The purpose of these assessments is two-fold: (1) to identify individual and trending student learning deficits and address those deficits through targeted instruction and (2) to identify and intervene in lagging areas through the use of comparative historical data. The assessments we utilize are detailed in the Academic Focus & Plan and explained further below in this section as well.

Table 19: Literacy & ELA Assessments

Assessment	Grades Administered	Origin of Assessment	Standard Alignment
STEP	K-2	University of Chicago	STEP Benchmarks
Freedom Prep Interim Assessments	6-8	Freedom Prep Charter Schools	State Academic Standards

The key driver of literacy instruction in grades K-2 is the STEP Assessment. STEP is a comprehensive reading assessment outlining rigorous reading habits to be mastered at each grade level. To be considered on grade level, a Kindergartner must reach a STEP 3 by the end of the year, a first grader must reach a STEP 6, and a second grader must reach a STEP 9. STEP is administered at a baseline round in the first weeks of school and three additional rounds spaced evenly throughout the school year.

ELA assessments in grades 3-8 focus on assessments that model the demands of the ACT and corresponding career and college ready standards in Alabama. In grades 3-5, assessments are embedded in the reading curriculum, with two “checkpoint” assessments within each module and one “end of module” assessment at the end of each module. These assessments assess students’ reading comprehension, ability to analyze text for key details and ideas as well as

author’s craft and they also assess student writing through prompts based on reading passages. In grades 6-8, we follow the same assessment cadence as in math – bi-weekly quizzes, unit tests and Interim Assessments.

Mathematics assessments are given as bi-weekly quizzes, unit tests and Interim Assessments. Bi-weekly quizzes and unit tests originate from Achievement First and have been modified over time as the Achievement First curriculum has been modified over time to fit a Tennessee-specific scope & sequence. These assessments are largely open-response in format, requiring deep student understanding and thinking in order to demonstrate proficiency. Assessments are graded and go through a data cycle where leaders and teachers identify prioritized misconceptions and craft reteach plans both for all students and for student subgroups.

In all other content areas, specifically science and social studies, we will employ the same model as mathematics – bi-weekly quizzes, unit tests and interim assessments. Currently, this model is true in science and social studies at Freedom Prep, but assessments in these content areas are still teacher-designed due to lack of national resources and existing leadership capacity being focused on mathematics and literacy.

More broadly than any one content area, Freedom Prep students take the NWEA MAP assessment each Fall and Spring to measure growth and achievement in a nationally normed setting. The NWEA MAP assessment provides nationally normed data in both math and reading. Through national networks including Building Excellent Schools, Achievement First’s Accelerator program, and the Charter School Growth Fund portfolio, Freedom Prep is able to acquire comparative data that places our students’ growth and achievement within the context of some of the highest performing charter schools nation-wide.

Student Promotion Policies and Standards

Promotion Criteria

In grades K-2, Freedom Prep promotes students to the following grade based upon two criteria: attendance & academic achievement. Students with 10 or more unexcused absences in a given school year are eligible to be retained rather than promoted. Additionally, students are eligible to be retained rather than promoted based on the promotion criteria in the table below based on the STEP Assessment.

Table 18 Lower Elementary Promotion Criteria and Target

Grade Level	Promotion Criteria	End of Grade Target
Kindergarten	STEP Level 2	STEP Level 3
1st Grade	STEP Level 5	STEP Level 6
2nd Grade	STEP Level 7	STEP Level 9

In grades 3-8, Freedom Prep promotes students to the following grade based upon two criteria: attendance & grades. Students with 10 or more unexcused absences in a given school year are eligible to be retained rather than promoted. In grades 3-8, promotion is based upon grades rather than academic achievement. Students must earn a 60% or higher in both reading & mathematics in order to earn promotion to the following grade level. Students earning a 60-69% F in reading and/or mathematics, as opposed to below a 60%, may be required to attend a summer intervention program to ensure they too are prepared to succeed in the next grade. When a student is a candidate for retention to their grade level due to a lack of work completion, academic achievement data from assessments will be considered by Freedom Prep to ensure that retention is in the best interest of the child and when it is not additional support plans may be implemented proactively for the following school year.

Exit Standards

By the 8th grade, we expect our students to be academically prepared to matriculate to a high-quality college prep high school. This means students are on track to excel on the ACT in 11th grade & on course-specific AP Exams. In order to determine that our students are on track for those ambitions, we will set the target that graduating 8th graders average at the 75th national percentile as measured by the NWEA MAP assessment. We know from experience that a cohort of new students in Memphis enrolling in Freedom Prep will average between the 15th and 25th national percentile when they enroll at Freedom Prep, whether that be in Kindergarten or in 6th grade. Based upon that, our goal of exiting 8th graders averaging at the 75th percentile marks a significant boost in achievement that places students on track to excel in the most competitive colleges. More specifically, we expect students by 8th grade to master the major work of the standards in 8th grade math, as measured by passing the state test. In ELA, we expect students to be able to independently comprehend texts within the upper boundary of the grades 6-8 Lexile band of 955-1155. More broadly than ELA, we expect students to combine their experience in history, reading & writing classes to produce a 10-page original research essay aligned to high expectations for quality prior to exiting 8th grade. Lastly, in terms of science, we expect exiting 8th graders to be able to work with a lab partner to complete a lab and produce a typed lab report aligned to high expectations for quality.

Attachments

Section 3: Student Performance Standards

3.1	ATTACHMENT 5 - Exit Standards.docx	Hampton, Justin, 11/17/21 9:28 PM	PDF / 159.128 KB
3.2	ATTACHMENT 4 - Sample Learning Standards.docx	Hampton, Justin, 11/17/21 9:28 PM	PDF / 124.655 KB

Notes

Pamela Williams, 1/11/22 1:47 PM:

Standards are clearly provided. Not found are grading rubrics or restrictions of grading criteria for students.

4.High School Graduation Requirements (High Schools Only)

We are not applying for high school.

Attachments

Section 4: High School Graduation Requirements (High Schools Only)

– No Attachments –

5.School Calendar and Schedule

Evaluation Rating: **Partially Meets**

Academic Calendar

Freedom Prep’s calendar reflects and supports the needs of our academic program by providing ample time for teacher professional development and providing teacher in-service days as Data Days following major assessments. Teacher Orientation runs for 15 days (3 weeks) in the summer prior to the first day of school, with 5 days for new hires only and 10 days for all staff. During this time, we acculturate and train new teachers to lead strong Freedom Prep classrooms in their first year with Freedom Prep, and we train all teachers on topics related to Freedom Prep’s annual priorities. . The Data Days following major assessments provide time for teachers and leaders to analyze and action plan around student achievement data following STEP and Interim Assessments Rounds 1 & 2, allowing instructors to have tailored plans for their students’ needs.

School Day

Freedom Prep’s school day runs from 8:00am-3:00pm Monday-Thursday and 8:00am-2:00pm on Fridays, with the purpose of the 2:00pm Friday dismissal being additional time for teacher professional development on a bi-weekly basis. Prior to the 2017-18 school year, Freedom Prep’s school day ran longer than 3:00pm, but we found diminishing returns due to student fatigue made that additional time difficult to justify.

Grades K-2

Literacy – 210 Minutes

- 135 Minutes: Phonics, Guided Reading & Independent Reading Rotations (Three 45 minute rotations)
- 30 Minutes: Read Aloud
- 45 Minutes: Writing

Mathematics – 75 Minutes

- 45 Minutes: Math Lesson
- 15 Minutes: Math Stories
- 15 Minutes: Math Meeting

Science/Social Studies – 40 Minutes

- Alternating between 45 Minutes Science & 45 Minutes Social Studies

Electives – 35 Minutes

- Rotating through Physical Education, Library & Technology

Lunch & Recess – 60 Minutes

Grades 3-5

Literacy – 165 Minutes

- 55 Minutes: Group Reading
- 55 Minutes: Guided Reading
- 55 Minutes: Writing

Math – 55 Minutes

- 55 Minutes: Math Lesson

Science – 55 Minutes

- 55 Minutes: Science Lesson

Social Studies – 55 Minutes

- 55 Minutes: Social Studies Lesson

Electives – 35 Minutes

- Rotating through Physical Education, Library & Technology

Lunch & Recess – 55 Minutes

Grades 6-8

Literacy – 165 Minutes

- 55 Minutes: Reading Lesson
- 55 Minutes: Writing Lesson
- 55 Minutes: Independent Reading/Reading Intervention

Math – 55 Minutes

- 55 Minutes: Math Lesson

Science – 55 Minutes

- 55 Minutes: Science Lesson

Social Studies – 55 Minutes

- 55 Minutes: Social Studies Lesson

Electives – 35 Minutes

- Rotating through Physical Education, Library & Technology

Lunch & Recess – 55 Minutes

Attachments

Section 5: School Calendar and Schedule

5.1	ATTACHMENT 7 - Sample Daily Weekly Schedule	Hampton, Justin, 11/17/21 9:29 PM	PDF / 23.072 KB
5.2	ATTACHMENT 6 - FPA Calendar 2023-24	Hampton, Justin, 11/17/21 9:29 PM	PDF / 54.311 KB

Notes

Pamela Williams, 1/11/22 1:50 PM:

Schedules are clearly provided for students that include ample time for literacy. There is a concern with the time allotted for math in the middle grades as this is the time when students who struggle in math fall further behind. Also, the schedules do not indicate an intervention time. The schedule describes students rotating and students are required to attend physical education every day in Alabama.

6.School Culture

Evaluation Rating: **Partially Meets**

High Standards for Academics, High Standards for Behavior

Freedom Preparatory Academy Charter Schools view high academic standards and high behavioral standards as coupled rather than competing priorities. FPA, in fact ascribes to Michael Fullan’s claim that a school’s academic achievement is contingent upon and inextricably linked to its ability to establish a strong school culture, first. This is precisely the ideology behind FPA opening each year with parents, students, and teachers convening and committing to one another to uphold all FPA behavioral expectations and norms. First and Foremost, Freedom Prep is distinguished by its structured and orderly environment, which creates the space for true learning. Freedom Prep expects teachers and students to create and cultivate a strong community based on the core values of community, respect, responsibility, integrity, and excellence. With a sense of community, and the active engagement of students in their learning, disciplinary problems and disruption are minimized. The Freedom Prep community is committed to maintaining a respectful and courteous environment in which students are held socially accountable for displaying the high levels of care and respect learned from their very first teachers, their parents. Our school must remain a connection to their home, and we must never expect nor allow them to be less than what they were taught by their families. Therefore, FPA students should politely greet staff and one

another each morning, greet teachers as they enter the classroom, and welcome any guests who are visiting the building with a handshake, a pleasant greeting, and an introduction. Freedom Prep establishes a safe environment for students to practice these skills and demonstrate them daily. These social skills are an important factor not only in creating the type of school environment we desire, but are an essential part of every FPA student's growth into young adulthood. True to its goal, Freedom Prep's unequivocal commitment to providing a safe and orderly environment has proven effective in improving academic performance as FPA's elementary school students grow multiple STEP levels and FPA middle and high school students receive reward status for exponential growth on all assessments.

Character Education

For the school community to be operational and true to the mission of preparing students to excel in college and in life, every member of the community must be committed to the school's mission, dedicated to embodying the core values, and contributing members of the Freedom Prep Community. Freedom Prep ensures that students exemplify and increasingly internalize the school's core values in everything that they do. During the opening ceremony at student orientation, all Freedom Prep students sign the Freedom Prep Code of Conduct signifying that they will uphold the core values of Freedom Prep: Respect, Responsibility, Integrity, Excellence, and Community. Students and families learn about these core values in their initial family meetings the school conducts ahead of student orientation each year. During these meetings, students and families learn about each of the five core values and the expectations for being a member of the Freedom Prep family. Students who enter midyear also engage in a family meeting and an individual student orientation led by the Dean of Students.

Character Education through Liberation Arts

For students to develop a sense of community and the social skills necessary to be competitive in the professional world, FPA offers a character education course called Liberation Arts. In addition to Liberation Arts, the entire Freedom Preparatory Academy community gathers in Community Circle in the morning three times per week. Students engage in a character education course called Liberation Arts. Required once per week, this course creates a common vocabulary and framework of Freedom Prep's shared core values. Liberation Arts serves as the vehicle by which FPS explicitly teaches core values and social/life skills. Examples of Liberation Arts teachings are found below:

Respect. Students are taught they must treat others with respect. Follow the Golden Rule. Be tolerant of differences. Use good manners. Be considerate of other's feelings. Deal peacefully with anger, insults, and disagreements.

Responsibility. Students are taught that they should do what they are supposed to do. Persevere. Use self-control. Be self-disciplined. Think before you act – consider the consequences. Be accountable for your choices.

Integrity. Students are taught to stand up for what they believe in. Students pledge that they will not lie, cheat, or steal. During student orientation, all students are invited to sign the Freedom Prep Code of Conduct.

Excellence. Students are reminded that they must strive for excellence in everything that they do. For example, students are taught that their uniforms must be neat and tidy to reflect excellence. Students are also taught that all of their work, including homework, must reflect excellence.

Community. Students are taught the value and meaning of their home community, their school community, their city community, and the global community. Students understand their role in their respective communities and how they can work to change injustices or wrongs in their community. In addition to the explicit teaching of these core values, every classroom has the core values prominently displayed.

During the middle school years, the focus of Liberation Arts is to develop strong character, citizenship, and effective social skills in our students. Preparing students for the professional world beyond school, Liberation Arts provides instruction in additional life skills such as effective formal and informal communication and public speaking, conflict resolution, and financial management - skills that not only strengthen the students' social skills in the moment, but provide valuable training for the social skills necessary to succeed in the professional world in the future. Students have an opportunity in the second half of the school year to focus more closely on current local, national, and world affairs in the development of their character and community awareness. Once students reach high school, FPS takes the strong citizens it has developed throughout the middle school years and directs the focus of Liberation Arts to students giving back to their local, national, and global community. Students have a community service requirement for each grade level and for graduation.

Supporting All Learners

At Freedom Prep, all staff members meet frequently to identify what is and is not working for all of our students, including our students who are members of the special populations department (IEP and ESL). As a result, our Deans of Students, Social Workers, and Special Populations department members write specific Behavior Intervention Plans (BIPs) and train our staff to implement to address all types of needs that our learners bring to our schools.

We believe in all students having the same high bar for behavior; however, we recognize that all learners need different supports in order to achieve this high bar.

Special Education

Students with IEPs have their behavior accommodations codified into their Individual Education Plan (IEP). These modifications include extrinsic rewards, intrinsic rewards, additional break

times, manifestation criteria for their disabilities, and any other modification that can make the student most successful in their academic career at Freedom Prep.

ESL

Students who are English Language Learners are provided additional opportunities to be fully integrated into the school culture including 1) ensuring all official and unofficial communication from the school is in both English and the home language, 2) giving opportunities for after school clubs that allow for exploring home heritage and language practice, 3) ensuring sports and extracurricular activities take into account all student interests. For example, in Memphis at Freedom Prep High School, the athletic department added both a boys and girls soccer team at the suggestion of our ESL population and their families.

Students at Risk of Academic Failure

Students at risk of academic failure are given ample other opportunities to achieve academic mastery through our RTI program (outlined in the Special Populations Section 8). This ensures our students do not have to miss out on student culture times such as electives, lunch, and after school activities. We work to ensure our tutoring and intervention services allow our students to still be seen as full members of the student body and not as academic or cultural outcasts.

A Day in the Life of a Freedom Prep Student

Freedom Preparatory Academy students begin the day by sitting down to Brain Breakfast from 7:30 AM – 7:55 AM. Students have to make sure to turn in their homework from the previous day in the homework bins for each class before 7:55 AM. A few designated students play the Djembe drum to call the entire school community to Community Circle. Students clean up after themselves for breakfast and join the circle with the entire Freedom Prep community, including faculty and staff. At 8:25 AM, students line up in their respective cohorts and walk in line to their first class beginning at 8:30 AM. Students are greeted at each classroom door by their teachers with a handshake. All students will have 55 minutes of Reading and 55 minutes of Writing (encompassing the 110 literacy block). Students will also have 55 minutes of Math Computation and 55 minutes of Math Problem Solving (encompassing the 110 minute math block). Each student will also attend 55 minutes of Science and 55 minutes of Social Studies per day. Finally, at the end of the day and students will have an Enrichment course (art, theatre, etc). First dismissal at Freedom Prep is at 4:30 PM.

Typical School Day – Teacher

While a student's school day may last from 7:29am-3:00pm, a typical school day for a Freedom Prep teacher runs from 7:00am-4:30pm. A teacher will arrive and go to their classroom to ensure that all materials are prepared and that the classroom is fully ready for students to enter in an hour. By 7:15 am, a teacher will report to our staff morning meeting, where we will stand in a circle and staff will share motivational and uplifting shout outs for students and other student stories. This ritual is to focus our minds on our students and prepare ourselves as educators of children for the day ahead. Announcements will be shared by the Head of School, and we will close out by

putting our hands in the middle, like a sports team, and by saying our Freedom Prep call and response: Change their lives Change their lives Change Memphis Change Memphis Our Movement is Freedom...Freedom!

From there we will move to our arrival posts, where teachers will have posts checking homework, checking uniform, monitoring breakfast and greeting students. Once the academic day begins, teachers will be in front of their students teaching except for their 90-120 minutes of planning. During this time, teachers will complete lesson plans, grade student work, meet with colleagues for collaborative intellectual prep meetings and meet with their Dean for coaching meetings. Once the school day is over, teachers will perform their dismissal duty post, maintaining a strong, focused Freedom Prep school culture throughout dismissal, which ends by 3:20pm. From 3:20pm-4:30pm, teachers finalize preparations for the next day, including making copies and creating anchor charts, as well as grading student work and finalizing upcoming lesson plans beyond tomorrow's lesson.

Attachments

Section 6: School Culture

– No Attachments –

7. Supplemental Programming

Evaluation Rating: **Does Not Meet**

Summer School

Freedom Prep offers a four week summer school program focused on strengthening reading, mathematics, and social skills. This program runs from 8am until 1pm daily. Students have three hours of academic instruction and two hours of lunch, recess, and elective. We specifically use our RTI rosters and students who opt into the program and we leverage teachers who opt into the program to serve as staff members (for an additional stipend).

Extra-curricular/Co-curricular Activities

Freedom Preparatory Academy will provide direct exposure to a diverse array of enrichment opportunities and experiences, outside of the individual student's world of experience, providing each student with the self-confidence and social knowledge needed to be competitive in the world. Students will have some of the following extra-curricular activities and classes:

- ATHLETICS: football, basketball, softball, track, cheerleading, and soccer.
- FINE ARTS: Chorus, Art Club
- ELECTIVES: Music, Art, Foreign Language

Social Emotional Learning

Freedom Prep keeps a 1:200 ratio of social worker to student across our schools. As a result, our

social workers are tasked with teaching a weekly lesson on social emotional learning. Further, our Social Workers also provide proactive and reactive counseling sessions to students based upon identification from our RTI-B process (articulated in Section 8)

Liberation Arts

Middle school students will engage in a character education course called Liberation Arts. Liberation Arts will be required once per week and will create a common vocabulary and framework of our shared core values. Liberation Arts will be the vehicle by which we explicitly teach our core values and social/life skills. For example, Respect. Students will be taught that they must treat others with respect; follow the Golden Rule. Be tolerant of differences. Use good manners. Be considerate of other's feelings. Deal peacefully with anger, insults and disagreements. Responsibility. Students will be taught that they should do what they are supposed to do. Persevere. Use self-control. Be self-disciplined. Think before you act – consider the consequences. Be accountable for your choices. Integrity. Students will be taught to stand up for what they believe in. Students will also pledge that they will not lie, cheat, or steal. During student orientation, all students will be invited to sign the Freedom Prep Code of Conduct. Excellence. Students will be reminded that they must strive for excellence in everything that they do. For example, students will be taught that their uniforms must be neat/ tidy and reflect excellence. Students will also be taught that all of their work, including homework must reflect excellence. Community. Students will be taught the value and meaning of their home community, their school community, their city community, and the global community. Students will understand their role in their respective communities and how they can work to change injustices or wrongs in their community. In addition to the explicit teaching of these core values, every classroom will have the core values prominently displayed.

During the middle school years, the focus of Liberation Arts is to develop strong character, citizenship, and effective social skills in our students. Preparing students for the professional world beyond school, Liberation Arts will provide instruction in additional life skills such as effective formal and informal communication and public speaking, conflict resolution, and financial management - skills that will not only strengthen our students' social skills now, but provide valuable training for the social skills necessary to succeed in the professional world in the future. Students will have an opportunity in the second half of the school year to focus more closely on current local/national/world affairs in the development of their character and community awareness. Once students reach high school, we will take the strong citizens that we have developed throughout the middle school years and direct the focus of Liberation Arts to students giving back to their local, national, and global community. Students will have a community service requirement for each grade level and for graduation.

Attachments

Section 7: Supplemental Programming

– No Attachments –

8.Special Populations and At-Risk Students

Evaluation Rating: **Partially Meets**

Experience With Special Populations

The instructional leader and the Freedom Prep Director of Special Populations have extensive years of experience with working with special populations including ESL, Special Education, RTI, and 504s. We also know that while some state implementations will vary state by state, the overarching tenets of IDEA (Individuals with Disabilities Education Act) remain true given it is a federal law. We are confident our strong practices for our special populations in Tennessee will translate to student learning and success in Alabama.

As we move to Alabama, we will continue to implement a research-based system to identify students with disabilities, also known as our Child-Find Study/Referral Process, which will include observations, medical history, parental input, teacher input, along with academic and behavior data. In addition to the process, we will have a student support team (SST) in which our Special Populations/RTI Lead will facilitate scheduling, gathering, and conducting meetings to present student cases. The student support team (SST) will make team decisions and be composed of our school psychologist, speech and language pathologist, general education/referring teacher, school social worker/behavior specialist (if applicable), and parent. Parents will be invited to attend the student support team meeting to advocate and discuss academic/behavioral/developmental concerns, and to give consent for a comprehensive evaluation, if deemed necessary by the student support team. Likewise, during student support team meetings, action plans will be developed for students that may or may not include assessment or 504 initials. In the event that a student requires more intervention or additional support services but not a 504 or comprehensive evaluation, an action plan will be completed at the student support team meeting to address all responsible parties, the actions to be taken, and a timeline for the actions to be completed. In addition to the student support team, students continuing with academic and behavior intervention are reviewed and discussed during monthly RTI2 data team meetings facilitated by the RTI Lead. The RTI Lead facilitates the team, which includes the general education teacher/interventionist, school psychologist, and dean of academics.

Special Populations Qualified Staffing

The need for special populations' staff is planned based on the projected enrollment of the school, as well as the individual needs of the students. We estimate a minimum of 10% of our projected student population to be students with special needs. The daily/master matrix schedule is created with first priority being special populations, the type of services that are needed, and the human resources we have available. In addition, our overall staffing plan is to keep the student-teacher ratio low, while also providing high quality, rigorous instructional support and direct instruction to students based on their individual skill deficit areas as outlined in their IEPs; or accommodations/service plan according to his/her 504. Service providers such as a school nurse and behavior specialist/analyst will be recruited by our talent team, screened, and hired as FPA employees. Our speech language pathologist and occupational/physical therapist will be contracted through a third party service provider (i.e. Speaking Life Healthcare). Our audiology services will be fulfilled by contracting with a third-party vendor on an as-needed basis either with Colonial Hearing, Vision, and Speech Center, or with the student's servicing audiologist as outlined in medical documentation or his/her IEP. Our behavior analyst/specialist will be hired as a contracted service on an as-needed basis for a set number of hours per week, based on the service needs of the caseload. Support strategies will include tier two and three math and reading intervention embedded within math and literacy grade level instruction (per literacy rotations and math instructional block). Teacher residents will serve as interventionists to provide research-based academic interventions in the areas of math and literacy. Residents/interventionists will be in addition to special education staff for the specific purpose of intervention and progress monitoring.

Serving Students With Special Needs

Our comprehensive plan for serving students with special needs include the following:

Conduct universal screeners (i.e. STEP for K-2, and MAP for 3-12) and identifying students falling below the 40th percentile as candidates for RTI services. In K-5, all students will also receive daily computer-based intervention via Lexia during literacy rotations. After students are populated for RTI services:

- K-2- students are tiered based on how many STEP levels they are behind the goal
- 3-12- students are assessed with the Benchmark Assessment System (BAS) with Leveled Literacy Instruction (LLI) curriculum, then tiered
- Students placed in tier 2 receive daily intervention from their classroom teacher
- Students placed in tier 3 receive daily intervention from interventionists
- Students in tier 2 are progress monitored bi-weekly, and tier 3 scholars are progress monitored weekly
- In addition, students with disabilities also receive instructional supports with accommodations and modifications as outlined in their IEPs

In addition to serving students academically, we will also implement a Response to Intervention-Behavior (RTI-B) process and system to identify, track, and respond to students' disciplinary actions that may be linked to the social/emotional health and development of the student. A universal screener for behavior will be administered 2-3 times per school year to identify high, medium, and low behavioral risks. After the universal screener is conducted, the risk roster will be cross-referenced with the behavioral referral tracker to analyze the behavioral risks. Students will then be tiered based on risk rating. Students that are synonymously high risk will be referred for a functional behavior assessment (FBA) and development of a tier three behavior intervention plan (BIP). Students that are rated as medium risk may or may not be referred for an FBA, data collection of specific behavior are tracked, and based on the outcome are considered for the development and implementation of a Tier 2 BIP.

Students rated as low risk will be monitored for behaviors exhibited via classroom observation of social emotional learning (SEL) curriculum implementation. Appropriate family supports will also be offered to all students through our service personnel, which includes our School Social Worker, ESL Teachers, Special Populations Teachers and Chairpersons. Our School Social Workers will host monthly events for families and parents, as well as our ESL Lead Teacher will serve as the committee chairperson for our ESL parent/family advocacy group. In addition, our Special Populations teachers will contact parents regularly via phone, text, and school events. School leadership and instructional staff will ensure that students with disabilities participate in a full school day, with regards to their IEP services and accommodations. Students receiving transportation services outlined and documented in their IEPs will also receive those services. School leaders and teachers will track assessment, progress monitoring, exit ticket, and other pertinent intervention data by inputting data into a goals tracker for each student with an IEP, which captures EasyCBM data, intervention data, and classroom performance. Special Education teachers will collaborate and plan with general education teachers weekly about student progress. Making changes to the services and programming, if necessary, will be done by the Case Manager/Special Populations Teacher contacting the parent to schedule an IEP meeting, along with the IEP team members to discuss student progress.

Data Driven Instruction for Special Populations

Various means of data will be utilized to drive instruction and evaluate academic progress for

Special Populations' students. Universal screeners will be administered in the fall semester, along with secondary and tertiary screeners to determine students needing intervention. After the universal screener is conducted, then students will be assessed with the benchmark assessment system (Leveled Literacy Instruction) for comprehension/fall benchmark (EasyCBM), both of which that will determined instructional level for skill areas. This data will be cross-referenced along with WIDA Access scores for ELs to help make informed decisions about servicing. Likewise, the universal screeners will provide necessary data for the initial indicator or characteristic of gifted students. Students scoring above the 90th percentile range on the MAP assessment will initially be considered for the child-find study for gifted education. In addition to universal screeners and tertiary assessments, ongoing throughout the school year, goal trackers will be created for special education case managers/teachers, interventionists, and ESL teachers to update with exit ticket tracking information, interim assessments (benchmark), as well as attendance and discipline data. The goal tracker will be utilized for teacher accountability and to also inform service providers of how current services and instruction is impacting the achievement gap between skill deficits and standard mastery. General education and special populations' teachers will collaborate weekly, as well as during professional development/in-service/data days. The data will also be utilized to make program changes, which may be centralized or specific to this one school campus. Data will be analyzed and used to inform instructional shifts, cultural norms, and to inform the network team of school needs.

Educating Students With Special Needs

The methods for identifying students with special needs while avoiding misidentification includes implementing our child-find study process, which requires multiple sources of information to be considered and reviewed by our student support team. Additionally, our student support team, while some team members are stationary, some members are constantly changing based on the type of referral. Utilizing multiple referral sources. Likewise, in the event that parents request evaluation, the student support team will respond to the parent's request by conducting a meeting and inviting the parent to share his/her concerns and to consider all academic/behavioral data. Our school will address over-identification by ensuring that we offer high quality, tier one quality instruction, and consistently analyzing student achievement data, as well as behavioral data, to ensure that our academic programs and behavioral/culture programs align to consistently create a conducive learning environment. Also, instructional staff will receive ongoing training through observations and feedback, professional development which includes modeling and execution of research-based teacher moves. These preemptive notions will provide valuable input about our tier one instruction. Likewise, another way that we will address over-identification is by implementing our child-find study process/protocol with fidelity for every suspected case. Response to intervention, data team meetings, and intervention-planning will be pivotal to ensure that students are not over-identified. All RTI Leads and interventionists will be held to a very high standard of practice for implementing intervention, progress monitoring, conducting universal screeners, as well as following up with secondary and tertiary assessment to identify the most basic skill deficit areas. Providing meaningful, and strategic training to interventionists, RTI Leads, as well as Academic Deans and Heads of Schools will be necessary to ensure that each person of the team is clear and aware of his/her role in providing, implementing, and monitoring intervention practices. Specific instructional programs that will be utilized to improve basic skill deficiencies include phonics programs such as Reading Mastery and Wilson Phonics. In addition to the phonics instructional programs, comprehension programs to be implemented included Leveled Literacy Instruction (LLI) and Guided Reading. Special Population's Teachers will employ the same standards of student expectations as general education teachers, with consideration to the skill deficit areas. Special Populations Teachers will be advocates, service providers, and liaisons for students with disabilities. Special Populations Teachers will inform and educate General Education Teachers by co-teaching along with them, when applicable. The co-teaching model will be used for inclusive settings, which not only benefits students with disabilities, but general education students as well. Co-Teaching models can vary from low leverage to high leverage.

Our Special Populations Teachers will implement the high-leverage co-teaching models such as pull a group within a group, alternate teaching, and parallel teaching. Ensuring academic success for all students is a priority, including students with disabilities. Our Special Populations Teachers will have access and be encouraged to share a service provider directory which includes various service providers, and resources for wrap around services for our scholars. Providing informational access to our parents and families increases the success rate for students with disabilities. Special Populations Teachers will be trained in providing accommodations, and making modifications to ensure students' access to the general education curriculum. Plans for monitoring and evaluating the progress of students with disabilities include data tracking with a goals tracker spreadsheet, tracking attendance and discipline data via PowerSchool, discipline referrals and Kickboard data as tracked by the Dean of Students, and using all data points in a comparative analysis. The comparative analysis will be conducted through out the school year to verify that student success is aligned with student services. Likewise, if student success and services are misaligned, then we will consider program changes, professional development for teachers, deans, instructional coaches, or change in service providers/services per and IEP team decision.

The Special Populations Department will be driven by three main goals and the priorities for each goal.

The goals are as followed:

1. Goal: Department will be in compliance with all federal and state mandated laws.
 - Priority: Special Populations teachers hold themselves accountable in accordance with federal and state laws, and Freedom Prep expectations.

2. All students with disabilities grow 10 percentile annually in math and/or reading as measured by NWEA's MAP assessment.
 - Priority: Special Populations teachers use student achievement data to drive instruction.

3. By the end of 10th grade, students will lead their IEP meetings.
 - Priority: Students meet grade-level expectations for self-advocacy.

Educating English Learners

Identifying our English learners will begin during open enrollment on the application. We will include the home language survey, which gives us a starting point for identifying possible ELs. We will also inquire about further information during entrance interviews with students and families. In addition, we will be reviewing incoming WIDA Access scores from students that may come from Birmingham City Schools, or other schools out of state to help determine language proficiency. We will employ phonics and comprehension instructional programs such as, but not limited to Lexia, The plans for monitoring and evaluating progress and success of EL students, including those that may be exiting from EL services will be data analysis, and ongoing

collaboration between our ESL and general education teachers. Analyzing student work samples, comparing skill mastery to standard mastery, reviewing intervention data, if applicable, as well as universal screeners and interim assessments is going to be key in evaluating our ESL program and the progress of our EL students. Conducting classroom observations during ESL service times and providing valuable and actionable feedback to the ESL teacher regarding instructional strategies, techniques, curriculum-use, etc. will also be a means to evaluate the progress and success of EL students. Analyzing the rigor of the instructional delivery to ELs will be vital in determining the impact on student success.

At-Risk Students

Our methods for identifying at-risk students through academic and behavioral processes include conducting universal screeners (i.e. STEP for K-2, and MAP for 3-12) and identifying students falling below the 40th percentile as candidates for RTI services. In K-5, all students will also receive daily computer-based intervention via Lexia during literacy rotations. After students are populated for RTI services: K-2- students are tiered based on how many STEP levels they are behind the goal; 3-12- students are assessed with the Benchmark Assessment System (BAS) with Leveled Literacy Instruction (LLI) curriculum, then tiered students placed in tier 2 will receive daily intervention from their classroom teacher. Students placed in tier 3 receive daily intervention from interventionists. Students in tier 2 are progress monitored bi-weekly, and tier 3 scholars are progress monitored weekly. In addition, students with disabilities also receive instructional supports with accommodations and modifications as outlined in their IEPs. In addition to serving students academically, we will also implement a Response to Intervention- Behavior (RTI-B) process and system to identify, track, and respond to students' disciplinary actions that may be linked to the social/emotional health and development of the student. A universal screener for behavior will be administered 2-3 times per school year to identify high, medium, and low behavioral risks. After the universal screener is conducted, the risk roster will be cross-referenced with the behavioral referral tracker to analyze the behavioral risks. Students will then be tiered based on risk rating. Students that are synonymously high risk will be referred for an functional behavior assessment (FBA) and development of a tier three behavior intervention plan (BIP). Students that are rated as medium risk may or may not be referred for an FBA, data collection of specific behavior are tracked, and based on the outcome are considered for the development and implementation of a Tier 2 BIP. Students rated as low risk will be monitored for behaviors exhibited via classroom observation of social emotional learning (SEL) curriculum implementation. Appropriate family supports will also be offered to all students through our service personnel, which includes our School Social Worker, ESL Teachers, Special Populations Teachers and Chairpersons. Our School Social Workers will host monthly events for families and parents, as well as our ESL Lead Teacher will serve as the committee chairperson for our ESL parent/family advocacy group. In addition, our Special Populations teachers will contact parents regularly via phone, text, and school events. School leadership and instructional staff will ensure that students with disabilities participate in a full school day, with regards to their IEP services and accommodations. Students receiving transportation services outlined and documented in their IEPs will also receive those services. School leaders and teachers will track assessment, progress monitoring, exit ticket, and other pertinent intervention data by inputting data into a goals tracker for each student with an IEP, which captures EasyCBM data, intervention data, and classroom performance. Special Education teachers will collaborate and plan with general education teachers weekly about student progress. Making changes to the services and programming, if necessary, will be done by the Case Manager/Special Populations Teacher contacting the parent to schedule an IEP meeting, along with the IEP team members to discuss student progress.

Intellectually Gifted Students

Our methods for identifying and meeting the needs of intellectually gifted students include the child-find study process beginning with the universal screeners and then following up with observations and questionnaires to be completed by general education teachers. Our research-based instructional programs include adaptive rigor to provide additional challenge for gifted students. Likewise, instructional strategies such as action-based learning/project-based learning will be implemented to provide gifted students a more individualized approach to learning with more rigor. Special Populations Teachers will inform and educate General Education Teachers by co-teaching along with them, when applicable. The co-teaching model will be used for inclusive settings, which not only benefits students with disabilities, but general education students as well. Co-Teaching models can vary from low leverage to high leverage. Our Special Populations Teachers will implement the high-leverage co-teaching models such as pull a group within a group, alternate teaching, and parallel teaching. Ensuring academic success for all students is a priority, including students with disabilities. Our Special Populations Teachers will have access and be encouraged to share a service provider directory, which includes various service providers, and resources for wrap around services for our scholars. Providing informational access to our parents and families increases the success rate for students with disabilities. Special Populations Teachers will be trained in providing accommodations, and making modifications to ensure students' access to the general education curriculum. Plans for monitoring and evaluating the progress of students with disabilities include data tracking with a goals tracker spreadsheet, tracking attendance and discipline data via PowerSchool, discipline referrals and Kickboard data as tracked by the Dean of Students, and using all data points in a comparative analysis. The comparative analysis will be conducted through out the school year to verify that student success is aligned with student services. Likewise, if student success and services are misaligned, then we will consider program changes, professional development for teachers, deans, instructional coaches, or change in service providers/services per and IEP team decision.

RTI

Freedom Prep has built a cohesive RTI program to ensure that we are meeting the demands of our mission by preparing all students in PreK-12 to excel in college and in life. The stated mission of our RTI program is to aggressively grow all students through: (1) general education instruction that is differentiated to reach all learners (2) a robust intervention program that grows all students as fast as possible and (3) utilizing a reliable, tier 3 state-approved progress monitoring tool.

Our comprehensive plan for serving students with special needs include the following:

Conduct universal screeners (i.e. STEP for K-2, and MAP for 3-12) and identifying students falling below the 40th percentile as candidates for RTI services.

In K-5, all students will also receive daily computer-based intervention via Lexia during literacy rotations.

After students are populated for RTI services:

1. K-2- students are tiered based on how many STEP levels they are behind the goal
2. 3-12- students are assessed with the Benchmark Assessment System (BAS) with Leveled Literacy Instruction (LLI) curriculum, then tiered
3. Students placed in tier 2 receive daily intervention from their classroom teacher
4. Students placed in tier 3 receive daily intervention from interventionists

5. Students in tier 2 are progress monitored bi-weekly, and tier 3 scholars are progress monitored weekly

Universal screeners will be administered in the fall semester and spring, along with secondary and tertiary screeners to determine students needing intervention. After the universal screener is conducted, then students will be assessed with the benchmark assessment system (Leveled Literacy Instruction) for comprehension/fall benchmark (EasyCBM). This data will be cross-referenced along with WIDA Access scores for ELs to help make informed decisions about servicing. Likewise, the universal screeners will provide necessary data for the initial indicator or characteristic of gifted students. Students scoring above the 90th percentile range on the MAP assessment will initially be considered for the child-find study for gifted education. In addition to universal screeners and tertiary assessments, ongoing throughout the school year, goal trackers will be created for special education case managers/teachers, interventionists, and ESL teachers to update with exit ticket tracking information, interim assessments (benchmark), as well as attendance and discipline data. The goal tracker will be utilized for teacher accountability and to also inform service providers of how current services and instruction is impacting the achievement gap between skill deficits and standard mastery. General education and special populations' teachers will collaborate weekly, as well as during professional development/in-service/data days. The data will also be utilized to make program changes, which may be centralized or specific to this one school campus.

The methods for identifying students with special needs while avoiding misidentification includes implementing our child-find study process, which requires multiple sources of information to be considered and reviewed by our student support team. Additionally, our student support team, while some team members are stationary, some members are constantly changing based on the type of referral. Likewise, in the event that parents request evaluation, the student support team will respond to the parent's request by conducting a meeting and inviting the parent to share his/her concerns and to consider all academic/behavioral data. Providing meaningful, and strategic training to interventionists, RTI Leads, as well as Academic Deans and Heads of Schools will be necessary to ensure that each person of the team is clear and aware of his/her role in providing, implementing, and monitoring intervention practices. Specific instructional programs that will be utilized to improve basic skill deficiencies include phonics programs such as Reading Mastery and Wilson Phonics. In addition to the phonics instructional programs, comprehension programs to be implemented included Leveled Literacy Instruction (LLI) and Guided Reading.

The figure below outlines our accountability model of how Freedom Prep's Leadership/Staff is responsible for RTI implementation.

HEAD OF SCHOOL	Support quality instruction through a systematic approach (reinforce quality instruction for all tiers)
DEAN OF ACADEMICS	Support quality instruction through ongoing observation, feedback, and performance evaluations of instructional delivery for all tiers
DEAN OF STUDENTS	Support quality instruction through ongoing observation, feedback, and performance evaluations of classroom culture and behavior expectations
SPECIAL POPULATIONS CHAIRPERSON/RTI LEAD	Support quality instruction in the general education classroom (i.e. inclusion), conduct progress monitoring for SWD, and serve as a designee of DOA to conduct intervention fidelity checks
INTERVENTIONIST	Conduct high leverage research-based interventions with fidelity and track student progress/growth via progress monitoring on individual skill needs
TEACHER	Prep and deliver academically-rigorous, quality standards-based differentiated instruction for all scholars

Figures 7 & 8 outline FPA’s approach for RTI implementation for literacy and mathematics:

LITERACY					
Grade Level	Universal Screener	Progress Monitoring	Intervention Curriculum	Tier 1 Strategy	Tier 3 %tile
K-2	<ul style="list-style-type: none"> STEP 1-2 MAP EasyCBM 	<ol style="list-style-type: none"> Quiz to drive instruction Easy CBM <ul style="list-style-type: none"> To determine ROA Inform contributing factors of student progress 	<ol style="list-style-type: none"> Reading Mastery Guided Reading Wilson (Foundations) 	<ol style="list-style-type: none"> K-5 (Lexia) STEP-Aligned Spelling List (K-2 Only) Differentiated strategies to maximize student access to curriculum (Ex. Explicit VB instruction) 	<p>*40th %ile and below (based on Spring/Fall MAP Scores)</p>
3-5	<ul style="list-style-type: none"> F&P EasyCBM Fluency (Students will be back-testing to functional, independent levels) 	<p>*If X, then MCRC & → LLI</p> <p>If Z, then, PRF → Wilson</p> <p>If X, then WRF → Wilson</p> <p>(To be determined by HOS/DOA)</p>	<p>LLI</p> <p>Wilson</p> <p>Wilson</p>	<ol style="list-style-type: none"> Level 1 basic comprehension (show how much heavy lifting do kids do here?) Fluent read Make recording available How much HL are kids doing to make inferences? Effective co-teaching/co-planning 	<ol style="list-style-type: none"> What # of students 3-5% in Tier 3 ? What # of students scored below 40th %ile on EasyCBM Capacity check (how many do you have the capacity to serve)
6-8	<ul style="list-style-type: none"> Spring/Fall MAP (RIT score of 200 or below) fluency screenings (if fluency is on grade level, then F&P) F&P EasyCBM (if below 40th %ile) 	<ul style="list-style-type: none"> 4th – Grade Level-Multiple Choice Reading Comprehension (MCRC) → LLI 3rd and Below- Passage Reading Fluency (PRF) → Wilson 1st grade level (and above 10th %ile, then may need word reading fluency) → Wilson 	<p>LLI</p> <p>Wilson</p> <p>Wilson</p>		
9-12	<ul style="list-style-type: none"> ACT MAP EasyCBM (if below 40th %tile) 				

Figure 3: RTI Implementation for Literacy K-12

MATH					
Grade Level	Universal Screener	Progress Monitoring	Intervention Curriculum	Tier 1 Strategy	Tier 3 %tile
K-2	<ul style="list-style-type: none"> STEP 1-2 MAP EasyCBM 	<ol style="list-style-type: none"> Weekly quizzing to drive instruction EasyCBM to: <ul style="list-style-type: none"> Determine Rate of Improvement (ROA) Inform contributing factors to student progress 	Math Progress Monitoring <ul style="list-style-type: none"> Within the general education classroom 45 minutes Procedural – jam session, eureka sprint, Intellectual Prep Process Find standard in progress that matches student level 	Differs by school with the following standardized components: <ul style="list-style-type: none"> Co-teacher will lead through application problem Lead-Teacher will do Eureka lesson (concept development) 	Lead math teacher pulls as many Tier 2-3 students as possible <ol style="list-style-type: none"> What # of students 3-5% in Tier 3 ? What # of students scored below 40th %ile on EasyCBM Capacity check (how many do you have the capacity to serve)
3-5	<ul style="list-style-type: none"> MAP EasyCBM (if below 40th percentile) 				
6-8					
9-12	<ul style="list-style-type: none"> ACT MAP EasyCBM (if below 40th %tile) 		(In K-2, students will be pulled from computer rotation)		

Figure 4: RTI Implementation for Mathematics K-12

Attachments

Section 8: Special Populations and At-Risk Students

– No Attachments –

9.Unique/Innovative Program Offering

Evaluation Rating: **Does Not Meet**

Freedom Prep focuses on African tradition, embraces African cultural practices, and teaches African and African American history to students in all grades. Founded by Black people and designed for Black students, Freedom Prep accomplishes these goals in the following ways:

Community Circle

Community Circle is an integral part of creating and developing a strong, structured and supportive community for our students. Too often, students from economically disadvantaged, urban environments can be attracted and gravitate towards the dangerous, self-destructive communities on the streets...outside of school. “Gangs take root in schools for many reasons, but the primary attraction of gangs is their ability to respond to student needs that are not otherwise being met; they often provide youth with a sense of family and acceptance otherwise lacking in their lives.” Freedom Prep intends to combat that pressure from the outside community by creating a strong and safe community within the walls of our school. We strive to build a sense of community where all students feel a part of a shared mission larger than themselves. Every other morning, the entire Freedom Prep family will gather as a community in a circle. The circle will be called together by the Djembe drum where school leaders, teachers and students share words of inspiration and often participate in a mini-lesson on current/past events and people. Students will also have a variety of after school activities like soccer, P.E., basketball, cheerleading, and African

Drumming. Students will also attend field lessons at least once a month with at least one college visit to continually reinforce the college preparatory focus of Freedom Prep.

African Drumming

One elective offered at Freedom Prep schools is African drumming. The drum has a long and rich history in a multitude of African cultures and was used for bonding, communication, celebrations, and art.

Liberation Arts

A focus of the Freedom Prep programming and curriculum is Civil Rights. As such, it is integral for our students to deeply know and understand their history as Black Americans. We begin this instruction in lower elementary by learning famous Black figures throughout the year. We continue this in our upper elementary classes by focusing our social studies curriculum on Black history as it informs American History, Geography, and World History. In middle school, Liberation Arts is an elective class taught to all students in 6th, 7th, and 8th grades.

Black Authors

We work to ensure our reading curriculum has a mix of authors in our selected canon of texts; however, we are specific to ensure we select texts written by Black authors. As we work to partner with families in Alabama, we feel this initiative will directly impact our ability to contribute to the Alabama Reading Initiative (ARI) and prepare all of our students to successfully and fluently read at their grade level's stretch Lexile band.

Location Based Learning

At Freedom Prep we recognize the tremendous contributions and sacrifices that were made to advance the cause of Civil Rights in America. While these contributions were made across the country, many of the most recognized and most significant of these contributions were made in Alabama. We believe that a major part of students gaining a sense of their personal and cultural identity is found in learning the unique historical and present contributions of their own community to national history. Birmingham offers a unique opportunity for students to gain location specific knowledge through site visits, the firsthand accounts of their elders, and linking the Freedom Prep core values to their own identity through the recounting of the historic trials and triumphs of their own community.

Attachments

Section 9: Unique/Innovative Program Offering

– No Attachments –

10.Student Recruitment and Enrollment

Evaluation Rating: **Partially Meets**

Freedom Prep plans to recruit students from across the 35204, 35234, 35205, and 35211 zip codes. We've identified these zip codes based upon socio-economic factors and current

education outcomes.

During this recruitment campaign, similar to our Tennessee schools, we will advertise our academic program, our mission and vision, our extended day/extended school year, our results of sending 100 percent of graduating seniors to college at our existing schools, and our athletic/extracurricular programs.

Currently, nine percent of current Freedom Prep students in Tennessee are in the special education program compared to eleven percent for Shelby County Schools (the Memphis school district). We pride ourselves on recruiting a diverse set of learners who each bring unique perspectives and gifts to our student body. We plan to advertise our special education inclusion model, English Language Learner programmatic model, and other educational supports we offer to students.

We utilize both a digital and traditional enrollment campaign to reach all families within targeted zip codes. Our traditional methods of reaching students include: 1) door to door canvassing, 2) billboards, 3) newspaper advertisements, 4) radio advertisements, 5) community events (picnics, block parties, etc.), 6) phone banking, 7) direct certification mailers. Our digital methods of reaching students include: 1) targeted Facebook and Instagram ads, 2) targeted ads on TikTok, 3) email listservs using church, community, and other listservs.

Tentative Dates

Recruitment Campaign

August 2022 - December 2022

FPA will conduct traditional and digital outreach to recruit students in target grade levels. During this period, FPA will collect family information so we are able to register students at the start of the year. We will set "intent to enroll" form collection targets to ensure we are on track to spreading the word about the new school.

Registration

January 2023 - May 31, 2023

Beginning the second week of January, FPA will open up its registration process using the InfoSnap digital platform. Families will be able to complete all required forms for registration during this time and manage/monitor their accounts from a computer, tablet, or smartphone. We will use the "intent to enroll" contact information to have students complete the registration process.

Lottery

June 1, 2023

If any target grade is oversubscribed, we will conduct a lottery. The FPA lottery process has been certified by a CPA and meets all requirements to ensure fairness and equity. All students selected and those not selected will be notified of their status on June 2, 2023.

Family Meetings

June 2 - July 28, 2023

Students who have successfully registered and been selected by the randomized lottery will

schedule their family meetings during the months of June and July. All students are required to have a family meeting ahead of student orientation. FPA hears about student and family academic and life goals and also provides information about FPA core values and expectations.

New Student Orientation

July 31 - August 11, 2023

All students have two weeks of orientation ahead of the first day of school. During these orientation days, students will 1) meet their classmates, 2) learn and practice FPA academic and cultural expectations, 3) meet their teachers, 4) begin to practice classroom expectations and lessons.

Waitlist Management

August 14, 2023 - Ongoing

FPA will manage the waitlist of any grade that is oversubscribed throughout the year. Students will be ordered by the lottery and will be contacted in that order to fill seats, if seats open during the year.

Attachments

Section 10: Student Recruitment and Enrollment

10.1	ATTACHMENT 8 - School Enrollment Plan	Hampton, Justin, 11/17/21 9:30 PM	PDF / 26.373 KB
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11. Student Discipline Policy and Plan

Evaluation Rating: **Partially Meets**

Practices for Promoting Good Discipline and Positive Behavior

Students cannot learn in chaos; there must be a clear, consistent behavior strategy and plan that includes positive and negative reinforcements. Staff explicitly teach behavioral expectations and daily requirements for academic support and behavioral consequences.

Students are explicitly trained in and subsequently held accountable to the Freedom Prep Code of Conduct. An extensive three-week teacher orientation is conducted during the summer to ensure that staff is prepared to effectively build a school culture that drives student achievement through a structured and disciplined learning environment.

A mandatory student orientation is held for incoming students for one week at the beginning of the school year to teach every student the expectations for conduct. Students are required to wear uniforms, which are checked daily to ensure compliance to the uniform policy. The code of conduct is consistently enforced network-wide.

While all Freedom Prep teachers are trained to uniformly hold a college-ready bar behaviorally, the method of progress monitoring student behavior differs based on age appropriateness. While students in 3-8 are rewarded through a school paycheck system, the K-2 students best respond to

behavioral charts differentiated by color.

Suspension and Expulsion

All student discipline infractions that result in suspension and expulsion are listed in Attachment 9 and not listed here due to the 500 word limit. In addition to any of the preceding infractions, any breaches of Federal law, Alabama State law, or bylaws of the City of Birmingham may be handled in cooperation with the Birmingham Police Department and may result in expulsion.

Discipline of Students with Special Education Services

The Freedom Prep Code of Conduct supports and explicitly requires the excellent behavior of all students within our school community. In the case of a special education student, or a student who receives 504 accommodations, Freedom Prep ensures that we make the necessary adjustments to comply with all mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Specifically, if addressing a major incident involving a Section 504 student or special education student, the Head of School convenes a review committee to determine all of the following: whether the student's misconduct was a manifestation of his or her disability; whether the student was appropriately placed and receiving the appropriate services at the time of the misconduct; and/or whether behavior intervention strategies were in effect and consistent with the student's IEP or 504 Plan.

Notification of Discipline Policy

Student & Family Handbook: All students and families receive the Student and Family handbook at the start of each year. This handbook contains the discipline policy as well as all pertinent information for making the school year a success.

- Family Orientation Meetings: All students new to Freedom Prep must have a family orientation meeting with the Dean of Students. During this meeting, the Dean of Students gets to know the student and family members and introduces the discipline procedures to the family.

Attachments

Section 11: Student Discipline Policy and Plan

11.1	ATTACHMENT 9 - Sample Discipline Policy.docx	Hampton, Justin, 11/17/21 9:30 PM	PDF / 84.829 KB
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12. Family and Community Involvement

Evaluation Rating: Partially Meets

The Need in Alabama

Replicating the success that Freedom Prep has seen among our students and families in Memphis depends not only on utilizing our proven model of instruction, but also on the support of

the community surrounding the school, and tailoring our efforts to the unique needs of that community. Thus far our efforts have focused on the Titusville neighborhood and on our school opening in the former Our Lady of Fatima, Catholic school facility. At the invitation of the Our Lady of Fatima parish, we have toured the facility and virtually hosted over 15 of their parish members and leadership, an elected BCS School Board member, and a Black Alabamians for Education representative, to share our school model and gain their feedback. This, first of many planned engagements, allowed us to gain insight into what their hopes for a school in the Our Lady of Fatima facility could look like, answer questions around future partnership opportunities, and schedule an in-person meeting for more of their parish and community members to attend. As we continue to cultivate those relationships we are also reaching out to all elected officials associated with the focus community, neighborhood associations, and local residents to share our plans for opening, while allowing them to guide our efforts. We are also utilizing census and local school performance data and neighborhood demographic information to determine potential community interest and need in the Titusville area.

We Are Community

“We are community” is the affirmation chanted by FPA students, staff, and family members. The hard work being embarked upon requires the support and cooperation of peers and colleagues, and all understand that the community is only as strong as its weakest link. The core values of FPA speak to the role Freedom Prep does and will continue to play in the community as the network grows. “Through Excellence, Integrity, Responsibility and Respect, we will build a community at FPA.” The chants and recitations practiced by all stakeholders reinforce the common thread woven through the fabric of FPA, which is a focus on creating, building, supporting, and partnering with the community to ensure that the mission of college for every child is accomplished. 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 ups, Open Houses, parent nights, chaperoning local field lessons and end-of-year field lessons, and have opportunity to participate in the life of the school through the Freedom Prep Parent, Teacher, and Student Organization (PTSO).

Communication is Key

School-to-Community communication is vital to bringing into fruition the village concept often referred to in the Yoruba proverb regarding the raising of children. FPA information sessions for all families will be conducted prior to the 2023-24 opening to share the information and guiding principles in the Student and Family Handbook. The school and community will also use this opportunity to review key academic, philosophical, and operational elements that have contributed to the success of FPA in Memphis and will soon help Alabama students, too, reach their full potential. FPA staff members have been successful in garnering impressive numbers of PTSO interests during summer information sessions. For this reason, well-attended PTSO meetings each month have been a highly effective mechanism in sharing with school families and the broader community updates on academic progress, policy changes, and pertinent information about the local educational landscape. FPA will reserve a minimum of two parent seats on our Alabama governing board.

Parent Programming

To ensure Freedom Prep continues developing and improving parent programming as a network to benefit students and support the school mission and vision, FPA is committed to the following:

- Hiring an additional Community Outreach Manager in the planning year to target outreach in the feeder pattern of the new school and facilitate frequent, ongoing communication within the Birmingham community.
- Enlisting the services of a long-time supporter of the school, who works as a community outreach specialist for local non-profits, and is providing guidance in the crafting of a formal network community engagement strategy.
- Collaborating with community action plan organizers to support the initiatives through partnerships and an exploration of mixed use at the school sites (including supplementary programming for families before and after school).
- Creating an FPA – Birmingham Campus advisory council, comprised of parents, staff, and other community leaders, who advocate for the specific school site and the broader community. This provides a more local level of representation in the governance model for each school and provides another means of community participation.

Family Meetings

Parents and Freedom Prep staff begin forging meaningful relationships before day 1 of the school year through individual parent meetings for all incoming FPA students. In this initial interaction, bonds are formed and expectations are agreed upon. The parent, student, and teacher sign their names in commitment to being present every day and on time (with any exceptions accompanied by a parent note). These relationships pay dividends FPA leaders contact a parent and engage in trusting, candid, and helpful conversations when a student shows patterns of arriving late, missing school, or misbehaving. All FPA parents are also asked to participate in Freedom Prep's Parent Teacher Staff Organization (PTSO), which meets on the third Thursday of each month translators, are provided along with dinner and childcare for those who need. During this meeting our parent leaders share the goals they have set for the organization for the upcoming school year. There are four main areas of focus: 1) Advocacy, 2) Volunteer, 3) Fundraising and 4) Enrollment & Registration. FPA intentionally creates a family environment for parents to feel comfortable participating in the FPA community and safe enough to make their request and needs known so that we can best support them.

Attachments

Section 12: Family and Community Involvement

– No Attachments –

13. Partnership or Contractual Relationships

Evaluation Rating: **Does Not Meet**

Reconstruction Partners - Supplemental Academic Curriculum

Freedom Prep recognizes the educational inequities that exist particularly in the African-American and Latinx communities. As such, we seek partnerships that intentionally reaffirm the identity and historical contributions of those communities that is often left untold in traditional classroom settings. Reconstruction Partners offers a virtual curriculum of history, math, literacy, and extracurricular activities that highlights “Black contributions to our country and our world.” Live virtual sessions are led by young professionals, content specialists, artists, and leaders in their fields. Our partnership with Reconstruction Partners will allow us to provide supplemental curriculum and extracurricular options during student intervention, elective instruction, as well as after school and Saturday school offerings.

Our Lady of Fatima Catholic Church

Continues to express deep interest in partnering with Freedom Prep on a number of levels. As a pillar of the historic Birmingham community and the neighborhood of Titusville, the parish members are highly optimistic about a potential facilities partnership of either sale or lease of the former school facility located on the parish property. The parish members of Our Lady of Fatima have a wide range of business, educational, and organizational experience that both organizations believe will inevitably lead to additional partnerships that foster the success of Freedom Prep in the city.

The University of Alabama Birmingham

UAB is located in close proximity to the Titusville community. Conversations with multiple community stakeholders have pointed to the necessity of alternative educational options for employees of the university, as well as the need to create and leverage a formalized relationship with the institution to provide academic enrichment through college student involvement, medical services for families, and through partnership on how to most effectively impact the community.

Irma Munoz: Charter School Growth Fund - Expansion Operations Advising

At Freedom Prep we take the success of our students very seriously and experience has taught us that the operational strength of our organization is a major determinant of producing those outcomes. With this in mind we understand the nuances of cross-state expansion require the establishment of new management systems and undergirding currently existing management structures. Our partnership with Irma Munoz, a proven expert in school specific expansion operations, lends us strength and perspective that we believe ensures we have foresight of potential operational challenges as well as the acumen to address them as we move forward in Alabama.

ANF Architects - Architecture and Facility Design

As one of the premier design firms in Memphis, TN, ANF has been the contracted architectural and design partner of Freedom Prep in the redesign, development, and repurposing of all four of our school campuses in Memphis. With their array of project experience with The University of Tennessee, University of Memphis, Auburn University, Freedom Prep, as well as numerous corporate clients, ANF continues to be our chosen partner for renovations and design in Alabama.

AFTON Partners LLC - Board, CEO, and CFO financial capacity support

Since its inception in 2011, Afton has been the national thought leader in financial planning for education innovation. Afton works with Districts, Charter networks, State Education Agencies, funders, and other stakeholders to deeply understand how innovative education models and

strategies can be developed and implemented in a financially sustainable way. This support also includes a focus on implementation of best practices in financial governance as well as strategic development for our Chief Financial Officer. Our partnership with Afton is focused on creating and expanding financial systems and policies within the organization that ensure long-term sustainability that creates meaningful change for our students.

Attachments

Section 13: Partnership or Contractual Relationships

13.1	ATTACHMENT 10 - Vendor Partnership Contracts	Hampton, Justin, 11/17/21 9:31 PM	PDF / 2.61 MB
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14. Educational Service Providers (ESP) and Other Partnerships

Evaluation Rating: **Partially Meets**

Freedom Prep Alabama will partner with Freedom Prep Charter Schools. Freedom Prep Charter Schools was founded in 2009 in Memphis, TN and has grown from one grade level of 90 students to serve over 2,200 students across grades K-12 in the Whitehaven and Westwood neighborhoods of Memphis, Tennessee. Freedom Prep’s student body identifies as 89 percent Black or African descent and 11 percent Latinx. For the past five years, one hundred percent of Freedom Prep graduates have been accepted to a four year college or university and FPA is the highest performing charter school network, in terms of growth and achievement, in Memphis.

Beyond academics, Freedom Prep schools meet all operational and financial benchmarks set by their authorizer, Shelby County Schools. These benchmarks include successful financial management, as determined by audits, cash reserve, and other measures, as well as operational management including compliance and safety.

Freedom Prep is also the first charter management school in Tennessee to successfully turnaround a neighborhood school and return a school from the state’s Achievement School District to its local district. This was based on FPA moving the school from the bottom first percentile in the state to the 14th percentile in five years.

The Freedom Prep Alabama board will contract with Freedom Prep’s national team to provide academic, financial, and operational support. The contract will be evaluated once every three years and all service level agreements will be continually measured. A sample contract is in attachment 12.

Attachments

Section 14: Educational Service Providers (ESP) and Other Partnerships

14.1	ATTACHMENT 12 - FPA Sample ESP Contract	Hampton, Justin, 11/17/21 9:31 PM	PDF / 1,018.97 KB
	ATTACHMENT 11 - Portfolio		

15. Educational Program Capacity

Evaluation Rating: **Partially Meets**

School Leadership

Freedom Prep has identified three founding members of the Alabama team: Justin Hampton, Larry Thompson, and Natasha Jean-Louis.

Justin Hampton

Justin Hampton, a native of Montgomery, Alabama, earned his bachelor's degree from Tuskegee University and his master's degree in public policy from Harvard University. A community organizer, Justin formerly worked for the Mayor's office and the Montgomery Education Foundation. Justin brings expertise in community engagement, family communication and involvement, and school governance from his previous roles. As the Regional Director for Alabama, Justin will translate these skills into action for Freedom Prep by managing our regional team and our Head of School. The regional team will oversee and support school operations, finance, performance management, and academics.

Larry Thompson

Larry Thompson, a native of East Atlanta, Georgia, earned his bachelor's degree from Amherst College and he engaged in post graduate studies in educational leadership at Christian Brother's University in Memphis. Larry has served on staff at Freedom Prep the past six years as a teacher, middle school assistant principal, elementary school assistant principal, and middle school principal. In these roles, Larry has both led his faculty members to achieve academic excellence while also managing student culture and family relationships. During his time as middle school principal, Larry's campus earned a TVAAS 5 in the state of Tennessee's performance management system, the highest rating possible for a school. Larry will transition from Freedom Prep in Memphis to Freedom Prep in Alabama to be the founding Head of School if the charter is approved.

Natasha Jean-Louis

Natasha Jean-Louis, a native of New York City, NY, has been at Freedom Prep for the past nine years as a teacher, assistant principal, and network-wide mathematics leader. Natasha earned her bachelor's degree from SUNY Stony Brook and her master's degree in education from Christian Brother's University in Memphis. Natasha will relocate to Alabama to support Freedom Prep's founding to ensure all classrooms meet the same high-quality as the Memphis schools. Natasha brings expertise and experience in curriculum, instruction, assessment, teacher coaching, teacher performance management, and administration.

Organizations, Agencies, Consulting Partners

Freedom Prep's home office will serve as partners in planning and establishing the school. Over the past twelve years, members of the Freedom Prep senior leadership team and network team have led the expansion of Freedom Prep from a one grade level, 90 student school, to a network of five high performing charter schools serving over 2,200 students across the Whitehaven and Westwood neighborhoods of Memphis, Tennessee. The senior leaders, and their teams, will continue this work with the Birmingham school.

Roblin Webb

A native of Camden, Arkansas, Roblin Webb is the founder and CEO of Freedom Prep Charter schools. A graduate of Rhodes College (BA) and Rutgers University (JD), Roblin has led the organization's growth from an initial class of 90 sixth grade students in 2009 to 2,450 students across five campuses in 2021. Before her time at FPA, Roblin worked in education reform and, before that, was an education attorney.

Lars Nelson

A native of Shreveport, Louisiana, Lars Nelson is the Chief of Schools for Freedom Prep Charter schools. A graduate of Rhodes College (BA) and a Teach For America alumnus, Lars is responsible for managing our five school leaders and the various teams that support their academic success. Lars started his career at Freedom Prep as a founding history and math teacher before moving into school leadership and leading our team to top tier results. Lars leads the Schools team which oversees curriculum, instruction, assessment, special education services, performance management, and talent recruitment.

Anika Baltimore

A native of Grand Rapids, Michigan, Anika Baltimore is the Chief Financial Officer for Freedom Prep Charter schools. A graduate of Tennessee State University (BA & MBA), Anika is responsible for the financial health of our \$38 million dollar organization. Before her time at FPA, Anika worked at multiple charter school networks in various financial and operational capacities, learning the best practices that she brings to FPA today. Anika leads the Finance team which oversees budget forecasting, audits, federal, state, and local compliance, grants, accounts payable, and contracts.

Corey Strong

A native of Memphis, Tennessee, Corey Strong is the Chief Operating Officer for Freedom Prep Charter schools. A graduate of the US Naval Academy (BA), San Diego State University (MBA), the University of Memphis (JD), and The Broad Center (M.Ed), Corey leads the team responsible for all non-academic functions at our organization. Most recently, his team has managed the full-scale renovation of our high school/middle school campus and the construction of our central office. Before his time at FPA, Corey worked at various education and legal organizations. Corey leads the Operations team which oversees transportation, nutrition, facilities, janitorial, technology, student information, data, compliance, marketing, communications, community engagement, and enrollment.

Head of School

Larry Thompson

Larry's qualifications are outlined in the section above and those qualifications describe the experience and expertise Larry brings to the founding and ongoing management of the new Freedom Prep campus. Larry, as Head of School, will be responsible for the following workstreams:

1. Establish the Staff and Student Culture: Larry will establish all expectations for staff and student culture at the building and will coach all members of the team to live up to all five Freedom Prep core values.

2. Recruiting and Hiring a Dynamic School Leadership Team: Larry will hire one Dean of Academics, one Dean of Students, and one Dean of Operations to launch his school team.
3. Recruiting and Hiring Teachers: Larry, in partnership with his Dean of Academics, will hire a founding team of teachers.
4. Build Partnership with Families: Larry, in partnership with his Dean of Students, will meet with every family ahead of student orientation each year. Larry will also maintain family communication.

School Leadership Team

Our Head of School, along with our Talent Team, will recruit, interview, and select a strong school leadership team for the school founding.

Timeline

- Recruitment (January 2022 - September 2022): Over the course of the first nine months, Freedom Prep Alabama will recruit a diverse pool of candidates for the Dean of Academics, Dean of Operations, and Dean of Students role. We will engage in networking meetings across these months to recruit candidates to apply for these positions.
- Selection (October 2022 - December 2022): During this three month period, candidates will engage in an initial interview, a task-based assignment that mimics their day-to-day responsibilities, and a final interview with situational and reflective tasks. From here, the Head of School, Regional Director, and Talent Team will make final selections and job offers.
- Onboarding (January 2023 - May 2023): All new team members will be offered a stipend to engage in monthly onboarding activities, including onboarding trainings, traveling to Memphis to see Freedom Prep schools in action, attending teacher recruitment events, and preparing for leader and teacher summer training.
- First Day (June 1, 2023): All new staff members will officially come on board on June 1, two full months before the first day of school. This will allow the Dean of Operations to prepare the building and all services, the Dean of Students to conduct family meetings, and the Dean of Academics to prepare Teacher professional development.

Attachments

Section 15: Educational Program Capacity

15.1	ATTACHMENT 14 - Resumes for School Leadership Team.pdf	Hampton, Justin, 11/17/21 9:32 PM	PDF / 670.441 KB
15.2	ATTACHMENT 13 - Job Description and Timeline for School Leadership Positions	Hampton, Justin, 11/17/21 9:32 PM	PDF / 138.019 KB

OPERATIONS PLAN AND CAPACITY

18. Legal Status and Governing Documents

Evaluation Rating: **Meets**

Freedom Preparatory Academy, Inc. (“Freedom Prep”), is a Tennessee nonprofit corporation formed January 11, 2008. Freedom Prep has received their tax-exempt status from the Internal Revenue Service (“IRS”) pursuant to Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (“Code”). Freedom Prep qualified as a tax-exempt entity pursuant to Section 170(b)(1)(A)(ii) as an educational organization (“Educational Organization”). Freedom Prep is formed for the purpose of preparing all students in PK through grade 12 to excel in college and life. Its focus is a clear strategic and direct path to college for every student that enters its doors (“Tax Exempt Purpose”). Freedom Prep is governed by a board of directors, and Roblin Webb (“Roblin”) serves as the Chief Executive Officer.

Freedom Prep desires to expand and provide its Tax Exempt Purpose to children in Alabama. Freedom Prep desires to create a corporate structure that will allow for the immediate opening of the Birmingham charter school, while allowing it to achieve the expansion goals effectively and efficiently.

Freedom Prep will establish an Alabama 501(c)3 organization to manage its Birmingham, Alabama school site. The Alabama 501(c)3 will have a sole member, which would be Freedom Prep and a full Alabama-based board of directors, 20 percent of which will be parent members of current students at Freedom Prep campuses in Alabama.

Freedom Prep will maintain separate accounting records for each location and make those financials public. Each board of directors would report to Robin as the Member’s designated representative. Robin would then report to the board of directors of Freedom Prep as she currently does.

Attachments

Section 18: Legal Status and Governing Documents

18.1	ATTACHMENT 16 - Other Policies	Hampton, Justin, 11/17/21 9:34 PM	PDF / 2.818 MB
18.2	ATTACHMENT 15 - 501c3 designation	Hampton, Justin, 11/17/21 9:33 PM	PDF / 23.896 KB

19. Organization Structure and Relationships

Evaluation Rating: **Partially Meets**

Year One

The school will begin with one Head of School, one Dean of Operations, one office manager, the

founding teachers, and the founding co-teachers.

Fully Grown

The K-8 campus, at full capacity, will have two Heads of School: one for grades K-5 and one for grades 6-8. Each Head of School will report to the Regional Director for Alabama. Each Head of School will also manage a full leadership team. The leadership team will be one Dean of Operations, two Deans of Academics, and two Deans of Students. The teaching staff will be managed by the various deans.

Attachments

Section 19: Organization Structure and Relationships

19.1	ATTACHMENT 17 - Org Chart.docx	Hampton, Justin, 11/17/21 9:34 PM	PDF / 93.993 KB
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20. Governing Board

Evaluation Rating: **Partially Meets**

Governance Philosophy

It is the intention of FPA to maintain a single board governance structure for the entire network of schools in Birmingham. This structure provides a number of benefits. Because the greater Birmingham area is relatively small with limited bench depth of potential board members, FPA is better positioned to recruit strong board members for a single board rather than less strong candidates for potentially three schools. As the charter market grows and creates greater competition for the small number of board candidates increases over the coming years, FPA has more leverage to recruit high-capacity Directors to a single organizational board, rather than smaller school site boards.

Governance Structure

Board Size and Skills

The board will be composed of 7-15 members with diverse skills and networks to be leveraged on behalf of the network of schools. The governance committee will work closely with the Regional Director and other board members to conduct ongoing recruitment for board candidates. If a vacancy arises or a gap is identified, the committee nominates an appropriate candidate to interview with the board. New board members are elected in by a majority of votes of directors and serve two-year terms with no more than seven consecutive years in office (established in response to the odd numbered years of the founding board). Once elected, new directors meet with the board chair and Regional Director to review an onboarding packet that will include (but is not limited to):

- mission statement and goals
- by-laws and articles of incorporation
- charter contract

- bios and resumes for current Board members
- board policies – including conflicts of interest policies and legal requirements
- school information, such as brief description of curriculum, student achievement data
- organizational chart
- operating and strategic plans
- recent reports – financial, administrative, programmatic audits, annual report

This onboarding process and materials are currently being restructured and it is the intention of the board and CEO to continue a partnership with Board On Track to ensure the board has the support it needs to develop a strong process.

We aim for the Birmingham board of directors to be diverse in both composition and skillset. Our goal is to have a number of community members from the neighborhoods we serve on the board and for the board to have community organizing, legal, financial, accounting, operational, and academic skill sets represented across the Directors.

Ownership of Vision

The board's role as FPA grows is to guide the vision of the organization and ensure compliance with regulations, goals, and agreements. The board will maintain the vision that has been established by supporting the evaluation of the Regional Director, Alabama and working closely with the Freedom Prep CEO and staff to provide any reinforcement needed. Through evaluation of the Regional Director, Alabama, 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 for Alabama schools.

Fiscal Management

The Board Finance Committee oversees the financial management through a close working relationship with the CFO 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.

FPA currently completes all accounting needs through the fully staffed accounting department, to address business process needs like accounting, accounts payable, payroll, and reporting compliance. On a monthly basis, the accounting department prepares financial statements along with an ongoing analysis of the school's financial outlook. The finances are reviewed with the board and the finance committee on a bi-monthly basis, and the CFO makes recommendations on decisions regarding finances and operations to the board. In addition, the board commissions an annual audit by an outside, independent auditor for each school and the organization as a whole. The finance committee works closely with the auditor and fiscal arm of the CFO to ensure a clean annual audit.

Role of Community and Parents in Governance

To encourage parents to participate in the governance process and ensure community representation, the board will actively recruit new directors from the communities served by the

schools. At least two designated parent seats are reserved on the board annually, and those parents are recruited and nominated by the governance committee from a pool of candidates contributed by PTSO (Parent Teacher Student Organization).

Role in Grievances

The FPA Board of Directors has developed a grievance policy for families, staff, and community members that requires the aggrieved to first pursue resolution with the teacher(s) or staff member(s) involved. Appeals are next heard by the Head of School, and for those grievances not resolved by the Head of School, they are next heard by the Regional Director of Alabama. Any grievance that is not resolved in this process is then formally heard and resolved by the Board of Directors, whose resolution serves as the final step in the process.

Resource Development

At present, the board plays a minimal role in resource development for FPA, which is primarily led by the CEO and Regional Director. To date, because the majority of the resources that have been tapped have been largely federal (DOE CSP) or state grant-based (such as I3) and initiated by the CEO, a more significant focus on private philanthropy and local support will be established by the board moving forward. In addition to establishing a standing committee focused on development, the board plans to increase its “give or get” annual pledge and begin to organize a more formal vision for the board’s role in fundraising. As the board grows, there is a focus on recruiting directors with access to wealth and access to local philanthropy to supplement the relationships and initiatives of the CEO. It is anticipated that the board development committee will work closely with development staff, once hired, at the CMO level to initiate greater philanthropic support and local relationships.

Responsibilities and Qualifications

Responsibilities and Qualifications

- Denise Davis-Maye, PhD: A New York native and current chair of the Social Work department at Alabama State University in Montgomery, AL. An alumna of Clark Atlanta University, Hunter College of New York, and the University of Alabama. Dr. Davis-Maye has served in a number of community roles, including developing academic and cultural enrichment program for African American teens, college tours, and the youth ministry at her church.
- Ilesha Brooks, JD: Ms. Brooks is currently an indigent defense investigator for the Office of the Public Defender, 15th Judicial Circuit. Ms. Brooks holds a bachelor’s from Alabama State University and a juris doctorate from Faulkner University. She has served the Montgomery community in a variety of capacities, including the Montgomery Housing Authority, Mayor’s Young Professional Council, Community Revitalization Fellowship, the PAC of the Montgomery Public Schools, and been awarded the Parent of the Year by Montgomery Public Schools.
- Kevin King: The current Executive Director of The King’s Canvas, a network of underground Black artists in Alabama, Mr. King holds a Bachelor’s degree from Tuskegee University. Prior to his time at The King’s Canvas, Mr. King was the Associate Director of Common Ground Montgomery.
- Lewis G. Burks, Jr.: Mr. Burks is currently a Vice President with Commonwealth National Bank in Birmingham, Alabama. Prior to the private sector, Mr. Burks was in the US Marines and the US Air Force Reserves. He holds a bachelor’s degree from the University of

Montevallo and has served on the board of the Smith-Craig Scholarship Foundation, the North Alabama Fair Housing Center, and the Collaborative Solutions, Inc.

- Cardell Orrin: The Regional Director of Stand for Children in Memphis, TN, Cardell brings decades of community organizing and board service experience. Cardell holds a bachelor's degree from the University of Pennsylvania.
- Chet Jackson, MBA: Chet Jackson is currently the Director of Multi Family & Commercial Development at The Works, Inc. Originally from New York, Chet currently resides in Memphis, TN. He holds a bachelor's from City College of New York and an MBA from the University of Missouri - Kansas City.
- Jeff Sanford: Jeff Sanford has decades of consulting and real estate experience for mid-major urban areas across the South and Midwest. Jeff currently resides in Memphis and is the former board chair of the International Downtown Association, Memphis City Council, Memphis Symphony Orchestra, Memphis Convention & Visitors Bureau, and Memphis in May International Festival. Jeff holds a bachelor's degree from the University of Wisconsin.
- Ronald Bayles: Founder of the Rebirth Community Development organization in Birmingham, Alabama, Ronald supports an organization focused on GED completion, vocational certificates, and job readiness programs. A graduate of Miles College, the University of Alabama, and the University of Alabama Birmingham, Dr. Bayles has over 15 years of work at every level of education. Dr. Bayles is a resident and pillar of the Titusville community of Birmingham.

Timeline

- November 2021 - June 2022:
 - Formation of the Alabama 501(c)3
 - Formation of the Birmingham LLC
 - Recruiting at least 7-15 founding board members
 - Establishing the Board of Directors
 - Adopting the bylaws and board calendar
- July 2022 - December 2022:
 - Director onboarding
 - First two formal meetings
 - Establish the governance, academic, HR & finance, and executive committees
 - Board members begin recruitment of a pool of future potential board members
- January 2023 - August 2023:
 - Continue formal meeting structure
 - Begin committee structure in preparation for school launch

- Continue board member candidate cultivation for potential director vacancies

Criteria

- Birmingham resident, a resident of neighborhoods served is a plus
- Specific skill set (community engagement, legal, accounting, finance, HR, academic, operational) the Director can bring to the board composition
- Time and ability to serve

Process for Recruitment

- GOVERNANCE COMMITTEE
 - FIRST: The Governance Committee will recruit and vet all potential candidates.
 - SECOND: The Governance committee will provide a slate of new board members to the full Board for adoption.
 - FINAL: Once formally adopted, the new Directors will be on boarded by the Board Chair and the Regional Director, Alabama

Transition to Formal Governing Board

From the months of November 2021 through June 2022, Freedom Prep will establish its Alabama Board of Directors for its 501(c)3 organization. During this time, the already established Freedom Prep Board of Directors in Tennessee will provide oversight and governance for the work in Alabama.

Once a full slate of directors has been identified and onboarded, the Freedom Prep Board of Directors will host its first meeting in July 2022. During this meeting, the board will elect its officers, adopt its bylaws (and other formal policies), establish its committees, and begin to formally provide governance for the establishment of Freedom Prep in Alabama.

Existing Non-Profit

As noted above, the existing non-profit board for Freedom Preparatory Academy, Inc. will provide governance until the board for the 501(c)3 in Alabama has been established. The roles and responsibilities for governance will then shift from the existing non-profit Board of Directors of Freedom Preparatory Academy, Inc. to the Alabama board of directors.

There will be no need to transform board membership, mission, and bylaws for the existing non-profit as the mission and vision will remain the same (preparing all students to excel in college and in life) and the Alabama board will comprise of local, Birmingham representation. The bylaws for the Alabama 501(c)3 would allow, to the extent possible, for Freedom Preparatory Academy, Inc. to have authority to appoint and replace board members for the Alabama corporation.

Further, prior to fully populating the board of directors, the Alabama 501(c)3 would approve the organizational documents drafted to operate the Alabama 501(c)3 in a manner consistent with Freedom Prep's historical methods, and enter into a licensing agreement and consulting agreement with Freedom Prep.

Meetings and Committee Structures

The board of directors will meet quarterly in public meetings held at the school site. There will be four committees that do the work of the board: governance, HR & finance, academics, and executive. Committee meetings will also be held quarterly.

The governance committee will manage board terms, elections, selections, and compliance. The HR and finance committee will oversee the financial governance of the organization. The academics committee will ensure academic excellence associated with the Freedom Prep brand, and the executive committee will ensure any work of the board that must be completed between meetings can be completed.

Conflicts of Interest & Code of Ethics

Freedom Preparatory Academy Inc. already has a policy for conflicts of interest and a code of ethics. These are attached in Attachment 20 and will be adopted by the Alabama non-profit organization’s board of directors.

Increasing Capacity over Time

In addition to board recruitment, the board will also focus on skill development of board capacity to address the growing needs of the network. The network budget includes an annual allocation for development, and the board is in the process of determining the proper development needed to further individualized growth for its members. The goal of this development is that the board will begin to establish routines and best practices that are not currently in place and begin to enable the board to initiate some elements that are currently being initiated by the CEO.

Attachments

Section 20: Governing Board

20.1	ATTACHMENT 19 - Governing Board Forms & Resumes	Hampton, Justin, 11/30/21 2:35 PM	PDF / 10.38 MB
20.2	ATTACHMENT 20 - Code of Ethics	Hampton, Justin, 11/17/21 9:35 PM	PDF / 301.402 KB
20.3	ATTACHMENT 18 - Governing By-Laws	Hampton, Justin, 11/17/21 9:34 PM	PDF / 115.028 KB

21. Advisory Bodies

Evaluation Rating: Partially Meets

Advisory Council

Each school will organize and maintain a School Site Advisory Council as part of its governance structure. The Advisory Council will be composed of three staff members (the Head of School, the Community Outreach Manager, and a third staff member elected by his/her colleagues) two

parents who are elected by the parent organization (PTO) annually and up to four additional community members from the immediate community of the school.

The role of the Advisory Council is to serve as a formal advocacy body for each school. As such a body, the Advisory Council is specifically charged with the following:

- Initiating and managing school site development goals and fundraising initiatives
- Organizing community partnerships and collaborations
- Recruiting and training potential volunteers
- Supporting supplementary programming for the school site
- Collaborating with the head of school to find additional uses for each facility that benefit the community during hours the school is not in operation
- Sponsoring individual classroom projects and special annual events (such as career day, specific students group meetings, prom, etc.)
- Connecting school staff with additional professional development opportunities
- Advocating for the school needs to the board
- Serving as liaison between the school site it represents and the governing board
- Providing a means of appeal for parent grievance before they reach the network board if satisfactory resolution cannot be devised by the head of school.

Advisory Council terms for community members will be two years with no cap on consecutive terms (staff, parents, and the high school student representative will be re-elected annually). The advisory council will organize its own bylaws that meet the needs of the specific school, including designated offices and standing committees to provide each school with the support it specifically needs.

Attachments

Section 21: Advisory Bodies

– No Attachments –

22. Grievance/Complaint Process

Evaluation Rating: **Partially Meets**

While we hope these processes never have to be utilized, we recognize that there may be times a Freedom Prep family does not agree with a particular decision made at the school level, or where a family has a question, concern, or grievance about Freedom Prep and our practices. Our goal is to ensure we can answer those questions and concerns for the family in a safe, efficient, and confidential process and bring resolution to any concern in a swift manner. Below are the outlines of our grievance and parent appeals processes.

Grievance Process

Families at Freedom Prep will be able to leverage the Freedom Prep Grievance Process. All campuses will advertise the process in their main office, regular family communication, and on the Freedom Prep website. Families with a question, concern, or grievance may submit them to info@freedomprep.org. From there, our Community Outreach team in Alabama will contact the family within 24 hours. The goal is to collect more information and determine the next steps. Based upon the level of complaint, the Community Outreach team will either conduct an investigation alongside the Head of School if it is a school based complaint or with the Regional Director if the complaint is about school leadership. The aggrieved party will be kept informed at least once every two days until the grievance is resolved.

Complaint Process

Freedom Prep surveys families four times per year. During these surveys, Freedom Prep collects family opinions on school operations, academic programming, and determines areas of strength and improvement for each campus. We also collect open responses during these surveys to ensure families are able to share anecdotal compliments and complaints for school leadership teams to address. These surveys are administered by our network office and the Board of Directors, CEO, Regional Director, Heads of School, school leadership teams, and teachers are all privy to the responses. We also know families may have complaints in between survey windows. We advertise the info@freedomprep.org email address in all family communications, the website, social media, and at campus locations so families know a way to reach Freedom Prep with complaints, thoughts, or suggestions.

Parent Appeals Process

In the event that a student or parent would like to dispute or appeal a discipline/retention decision made at the school level, the parent is notified by the school administration to contact the Regional Director of Alabama (and are provided the email address, phone number, and office address). The Regional Director, as an impartial party, affords the parent time and attention to express their concern about the matter. Before rendering a final decision, the Regional Director of Alabama discusses the matter with school administration for a school-based understanding of the decision in question. Within 48 hours of the parent meeting, the Regional Director of Alabama contacts both the school administration and the parent explaining the final decision. If the matter requires investigation to be extended beyond 48 hours, both parties will be notified.

Attachments

Section 22: Grievance/Complaint Process

– No Attachments –

23. Staff Structure

Evaluation Rating: **Partially Meets**

Freedom Prep schools are staffed with school leadership team members, lead teachers, co-teachers, student support staff, and operations team members. The definitions of these roles is listed below:

- **Head of School (school leadership team):** The Head of School is responsible for everything at the campus. All academic, student culture, and adult culture results are tied back to the Head of School. The Head of School reports to the Regional Director, Alabama and manages the school leadership team.
- **Dean of Academics (school leadership team):** The Dean of Academics manages a caseload of lead teachers and co-teachers at the school. The Dean of Academics is responsible for curriculum, instruction, assessment, academic data collection, academic data analysis, academic intervention, tutoring, and teacher professional development. We will start with one DOA and add a second once we pass 270 students (one will manage literacy (ELA, social studies) and one will manage STEM).
- **Dean of Students (school leadership team):** The Dean of Students will be the holder of student and staff culture. They are in charge of proactive and reactive student discipline, parent communication, parent engagement, rewards, ceremonies, and other student-facing events at the school. The Dean of Students manages a small set of teachers who may need additional support with classroom management throughout the year.
- **Dean of Operations (school leadership team):** The Dean of Operations manages all non-academic functions at the school including finance, facilities, nutrition, student information, technology, etc. The Dean of Operations will manage all operational vendors and the front office manager.
- **Lead Teachers:** Lead Teachers are responsible for classroom instruction. They prepare and execute lessons to classes of roughly 30 students. Lead Teachers report into a Dean of Academics. In some instances, they may temporarily report into a Dean of Students if they are working on classroom management skills.
- **Co-Teachers:** Co-Teachers work alongside Lead Teachers and manage some instruction in the classroom throughout the day to roughly 30 students. Co-Teachers traditionally execute scripted curriculum such as Reading Mastery (direct instruction).
- **Special Populations Teachers:** Special Populations teachers are licensed in ESL or SPED services and lead inclusion work based upon student IEP needs. Each SP teacher has a caseload no more than 20:1.

Total Student: Adult Ratio (assuming 690 students, 140 of which have an IEP)

- 23 students:1 adult per classroom (23 students and one lead)
- 10 students: 1 adult for the school

Attachments

Section 23: Staff Structure

23.1	ATTACHMENT 21 - Staffing Chart	Hampton, Justin, 11/17/21 9:35 PM	PDF / 50.576 KB
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24. Staffing Plans, Hiring, Management, and Evaluation

Evaluation Rating: **Partially Meets**

Freedom Prep currently employs 282 individuals in Memphis, TN. All employees are at-will and their employment is governed by the FPA Employee Handbook (attachment 22). Year over year, Freedom Prep has one of the highest employee retention rates of charter and traditional school districts in Memphis. We attribute much of this retention to our strong staff culture, attractive employee benefits, and our salary compensation system.

Compensation

Salary Range

Freedom Prep's salary range starts at \$41,000 for first year teachers and ends at \$75,000 by year 20.

Benefits

Freedom Prep offers competitive health, dental, vision, life, and optional benefits to all employees.

Reward Structures

Freedom Prep offers 10 flex days throughout the year, ample vacation days, retention bonuses, and referral bonuses.

Hiring & Retention

Retaining High-Performing Teachers

Freedom Prep employs strategies from the TNTP paper "The Irreplaceables" which describes specific strategies for retaining high-performing teachers. First, FPA conducts quarterly evaluation conversations with every lead and co-teacher. During these conversations, Heads of School share feedback and begin to have conversations about the next school year even in Quarter One (October). We also hold a high bar for performance and celebrate teachers when they meet and exceed those expectations.

Hiring "Highly Qualified" Staff

Freedom Prep requires teachers to demonstrate active licensure when applying for a position. On the off chance we are not able to hire a licensed educator, we apply for an emergency one-year permit (in line with all Federal and State laws) and put the candidate through the iTeach program out of the University of North Texas. We also have study materials for the Praxis teacher certification exam. We provide all teachers who are working towards their certification and we provide Praxis study sessions to educators.

Recruitment & Pipelines

Talent Managers recruit teachers through online postings and marketing materials, participation in local hiring events and participation in regional and national hiring events. Recruitment for the FPA Teacher Residency specifically focuses on college campuses, where the talent team regularly speaks on campuses, visits classes at the invitation of professors to dialogue with students on issues impacting education and recruits at campus-hosted hiring events.

Freedom Prep carefully selects its employees through written applications, certification reviews,

personal interviews, sample lessons and reference checks. This selection process helps Freedom Prep find and employ people who are concerned with the success of its students; people who are certified and highly qualified in their job assignments; people who can carry on their work with skill and ability; and people who are comfortable with Freedom Prep and who can work well with our team. The process map below indicates the Freedom Prep hiring process. The hiring manager for all teacher positions is the Head of School.

Given Freedom Prep's confidence in its training programs and internal pipelines, Freedom Prep looks for the following attributes in candidates above all else:

1. Learns Quickly
2. Receives Feedback & Adjusts
3. Ability to Think Critically
4. Social-Justice Orientation
5. Certification Pathway

During the in-person interview, the candidate teaches a sample lesson that they have planned in response to a specific standard or objective provided to the candidate. Following the sample lesson, feedback is given. If there is concern about the candidate's ability to learn quickly or receive feedback & adjust, the candidate is given a short amount of time to process the feedback and then teaches the sample lesson again to another group of students. If there is concern about the candidate's likelihood to build trusting, academically focused relationships with students or likelihood to garner student engagement, student feedback is sought by the hiring manager.

Freedom Prep relies on the accuracy of the information provided in these written applications and personal interviews, as well as the accuracy of other data presented throughout the hiring process and employment. Any misrepresentations, falsifications, or material omissions in any of this information or data may result in exclusion of the individual from further consideration for employment or, if the person has been hired, termination of employment.

Personnel Policies

Hiring & Dismissal

In situations where evaluation indicates that a particular teacher or Head of School is not effective, Freedom Prep Charter Schools will determine any additional development that person may need to be successful and, if it is deemed that the particular employee is not the right fit for their current role, Freedom Prep frequently is able to find a better-fit role for that individual within the organization. In situations where that individual is determined to not be a fit for the organization, all of Freedom Prep's Human Resources policies and procedures iterated in our previous charter that this is a replication of remain in place.

Leader Evaluation

Rubric

The Freedom Prep Leadership Framework includes four Domains: Leading the Team, Driving Results, Setting Culture & Learning in Leadership. Each Domain includes rubric rows that outline Freedom Prep's vision for the non-negotiables of high quality leadership in the Principal role across all Freedom Prep schools. See attachment 23 for the rubric.

Quarterly Principal Evaluation Meetings

Prior to the end of each of the four instructional quarters, the Chief Schools Officer conducts an evaluation conversation with each Head of School. Twenty-four hours prior to the start time of the debrief meeting, the Chief Schools Officer sends the completed evaluation document to the Head of School and the Head of School sends a completed Self-Evaluation document to the Chief Schools Officer. In the debrief conversation, growth is acknowledged, differences in rubric row ratings are discussed and areas of focus for the next instructional quarter are prioritized. Action steps aligning to selected priority area for growth are set and agreed upon with corresponding learning experiences.

Teacher Evaluation

Freedom Prep Charter Schools will determine the effectiveness of all teachers using their own evaluation framework. The teacher evaluation rubric identifies strengths and areas for improvement for classroom teachers. Teachers who struggle with classroom management receive real-time feedback from Deans of Students and Instructional Leaders multiple times per day. Teachers who struggle with lesson planning meet daily with Instructional Leaders to internalize and practice tomorrow's lesson.

Freedom Prep Teacher Evaluation Framework

A whole number score of 1-5 factors in as 60% of a teacher's qualitative component score based on a composite of the four highest scoring formal classroom observations across the school year in each domain (Classroom Culture, Planning, & Lesson Execution). Each domain accounts for one-third of a teachers classroom observation composite score, which means each domain accounts for 10% of a teacher's overall effectiveness score. Domain scores are calculated as an average of the scores on the rows within that domain. A rating of exemplary factors in as a 4, a rating of "Meets Expectations" factors in as a 3, a rating of "Approaches Expectations" factors in as a 2 and a rating of "Needs Improvement" factors in as a 1.

Five Point Scale Conversion for Classroom Observations

Observation Composite	5 Point Conversion
3.5 – 4.0	5
3.0 – 3.5	4
2.5 – 2.99	3
2.0 – 2.49	2
1.0 – 1.99	1

A whole number score of 1-5 factors in as 40% of a teacher’s qualitative component score based on a teacher’s mid-year and end of year evaluation conducted by their Head of School. We have found that new teachers (whether new to teaching or simply new to Freedom Prep) acclimate to Freedom Prep’s expectations across their first semester, therefore new teachers’ second semester Professionalism evaluation is weighted at 60% and their first semester is weighted at 40%. Teachers in Year 2 or beyond at Freedom Prep have each semester’s Professionalism evaluation weighted evenly at 50%. An average of all rows within the rubric generates a composite score for each semester. A rating of exemplary factors in as a 4, a rating of “Meets Expectations” factors in as a 3, a rating of “Approaches Expectations” factors in as a 2 and a rating of “Needs Improvement” factors in as a 1.

Five Point Scale Conversion for Professionalism

Professionalism Composite	5 Point Conversion
3.5 – 4.0	5
3.0 – 3.5	4
2.5 – 2.99	3
2.0 – 2.49	2
1.0 – 1.99	1

Overall Level of Effectiveness Descriptors & Score Ranges

Descriptor	Score Range
Exemplary	4.5 – 5.0
Meets Expectations	4.0 – 4.49
Approaches Expectations	3.0 – 4.0

Needs Improvement	2.0 – 2.99
Below Expectations	0.0 – 1.99

CLASSROOM OBSERVATION: RUBRIC, FREQUENCY & FEEDBACK COMPONENT

Design Process

Freedom Prep has implemented its own internally curated observation rubric since 2009, with key improvements made over the years based on internal learning, external best practices and available research. Foundational in curating this rubric have been resources from partner charter networks across the country, namely Uncommon Schools and Achievement First, as well as partnerships with Teach Like A Champion and Instruction Partners. Review of research-proven approaches to teacher evaluation, such as Danielson (1996), has also been very helpful as we have sought to improve the impact of our rubric over the years. On top of external research, we have pared down the areas we prioritize for observation by determining the factors that have the greatest impact on student academic growth within daily lessons in our own classrooms at Freedom Prep. We take confidence in the validity of our choices within this rubric through our students' academic growth, which has ranked in the top 10% in the State of Tennessee based on TVAAS consistently since the 2011-12 school year, frequently in the top 5% and twice in the top 1%. Additionally, Freedom Prep operates more Level 5 TVAAS schools than any other Charter Management Organization in the Memphis area (3 out of 4 Freedom Prep schools), which also indicates that our blueprint and aligned trainings for developing effective teachers are able to translate beyond the confines of one school building to multiple school buildings, with different contexts, grade spans and school leaders.

Rubric

The Freedom Prep Classroom Observation Rubric includes three Domains: Classroom Culture, Planning & Lesson Execution. Each Domain includes rubric rows that outline Freedom Prep's vision for the non-negotiables of high quality classroom instruction across content areas and across Grades K-12. See attachment 24 for the rubric.

Observation Frequency

As articulated in the Overview of Freedom Prep Teacher Evaluation Framework, differentiation of observation frequency at Freedom Prep is based on teacher tenure at Freedom Prep. We have found that it is very helpful to teachers who have taught before but are new to Freedom Prep to receive as much observation as teachers who are brand new to teaching, because while their skill level is naturally higher given their prior classroom experience they do need a large amount of support as they acclimate to Freedom Prep.

Freedom Prep defines formal observations as observations that last the duration of one academic lesson and provide the teacher a rating on all rubric rows within all three Domains of the Classroom Observation Rubric.

Mini observations are observations of 10 minutes or more that are narrower in focus and may align to as few as one rubric row within one Domain, or possibly have a focus that is specific to a content initiative, school-specific initiative or something the teacher has asked their instructional leader to observe. The purpose of mini observations is to maintain a pulse on the quality of instruction within all teachers' classrooms beyond formal observations.

Educator Feedback Component

Following each formal observation, each teacher will receive electronic feedback within 24 hours and sit down with their instructional leader (the observer) to debrief the observation and agree upon aligned action steps. Electronic feedback will be sent via the Whetstone platform, which Freedom Prep has piloted during the 2018-19 school year. Within the Whetstone platform the Freedom Prep Classroom Observation Rubric will be uploaded. During observations, the observer will draft the ratings. Each rubric row will include additional observation notes and/or evidence to provide necessary context on the purpose of each rating.

Potential Turnover

While it is never the intention to lose staff mid-year, we recognize there may be times where a teacher or leader must leave the organization. Given this, Freedom Prep builds a bench within the school to ensure we have people identified who can step into each position. Freedom Prep engages in succession planning each summer with the Head of School and Chief of Schools. We primarily identify a HOS successor from the School Leadership Team. We identify potential successors for each member of the School Leadership Team from the staff and we identify successors for Lead Teachers from our Co-Teacher pool.

Attachments

Section 24: Staffing Plans, Hiring, Management, and Evaluation

24.1	ATTACHMENT 24 - FPA Educator Evaluation Tool.pdf	Hampton, Justin, 11/17/21 9:36 PM	PDF / 898.705 KB
24.2	ATTACHMENT 23 - Freedom Prep Charter Schools Leader Evaluation Framework.vFinal	Hampton, Justin, 11/17/21 9:36 PM	PDF / 447.161 KB
24.3	ATTACHMENT 22 - Employee Manual	Hampton, Justin, 11/17/21 9:36 PM	PDF / 1.62 MB

25. Professional Development

Evaluation Rating: **Partially Meets**

The Dean of Academics and the Head of School lead all professional development opportunities at Freedom Prep, in conjunction with the Alabama regional team and the Freedom Prep national team. They set the calendar for topics covered, ensure quality of sessions, and follow-up with post-session observations to ensure mastery has translated to classroom practice for all employees at the organization.

Our goal is to ensure all Freedom Prep staff members get the specific training, development, and feedback necessary to excel in their job. We believe having well-tailored plans aligned to a strategic professional development calendar is the best strategy to ensure fidelity to our academic program and core values - the foundation of our student and staff culture.

Components of Professional Development

Curriculum Development

Teachers will participate in PD around their curricular tools throughout the summer and again throughout the year to ensure fidelity, continued mastery, and to reflect upon their implementation. Most of this development is done internally; however, there are times where we bring in external providers directly from the curriculum providers (Uncommon Schools and Achievement First) to lead the PD. That said, we mostly have the providers train the DOA and HOS and then they turn-key the session to teachers.

Pedagogical Development

In addition to curricular development, we also work extensively with our teachers to build pedagogical expertise. This includes discipline procedures, social-emotional learning, and problem solving in student support teams. This development is led by our Dean of Students and Social Worker. Teachers practice “at bats” where they engage in practice sessions to build muscle memory they can bring into the classroom. The vast majority of our moves in these sessions come from the Teach Like a Champion studies conducted by Doug Lemov from Uncommon Schools.

Assessment Analysis & Planning

Freedom Prep administers a number of assessments throughout the academic year. We administer the NWEA MAP assessment in reading and mathematics three times per year, the STEP assessment to all readers in K-5 five times per year, and we administer quarterly interim assessments in ELA, math, science, and social studies. Each quarter, we host one full assessment analysis day where DOAs and HOS lead all teachers through analyzing their results, building their whole class response plan, their Response to Intervention and Instruction (RTI2) plans, their small group lesson sequence, and their weekly goal milestones to monitor before the next assessment.

Operational Development

There are also times that teachers engage in operational development. During these sessions, teachers learn about operations specific subjects, such as how to conduct drills (fire, tornado, earthquake, active shooter, etc.), how to take attendance, how to monitor student behavior, how to collect data, how to input report cards, how to engage in family-teacher conferences, etc.

Special Populations

Our Special Education and English Language Learner teachers conduct quarterly sessions with the staff to review specific needs, identified by the Special Populations department for the general education teachers. These sessions may include how to provide appropriate accommodations, how to read an Individualized Education Plan, how to provide scaffolded support for language acquisition in classes where you have an EL student, how to engage in an IEP meeting, etc. These sessions are tailored based upon reviews conducted by the Special Populations department and their specialists at the regional team and national team.

Professional Development Schedule

Pre Service Training

Freedom Prep has a four week pre service training session for all teachers ahead of the new school year. During this time, all lead teachers, co-teachers, and school leadership team members come together for 20 days of learning, practice, and bonding. Each year, we begin this four week training session with a full day called “The Soul of Freedom Prep” where we examine our past, our

future, and the foundations of Civil Rights in the American experience. We then build upon that foundation with learning how we realize our mission and vision through curriculum, pedagogy, teaching, and preparing all students to excel in college and in life. The first two weeks of the program focus primarily on student management and engagement moves and then we shift in the latter half of the program towards digging into curriculum, assessment, and instruction. The core of this program is practice, feedback, and then implementing the feedback into additional practice. We believe building muscle memory in isolation allows teachers to bring it all together once they are in the classroom with students.

Weekly Professional Development

Freedom Prep has extended days for four of the five days each week and then students are released at 2pm one day per week for teachers to have a two hour weekly professional development session. The topics of these sessions are set by the Professional Development Calendar at the beginning of the year. We rotate between curriculum, pedagogy, operations, and assessment analysis and various leaders lead each session depending on the topic.

Quarterly Data Days

As noted above, we have one full day where teachers are in session and students are out of session each quarter. During this time, teachers and leaders analyze the specific data that was collected in the previous quarter and then use the time to plan an action plan and prepare to adjust their unit plans and lesson plans to tailor instruction to the needs of students based upon most recent performance.

Professional Development Calendar

Freedom Prep conducts 264 hours of professional development each year. Each session is considered sacred and each plan is reviewed by the Dean of Academics, Head of School, or a member of the regional or national team. We also collect feedback from teachers based upon the efficacy of sessions, conduct mastery reviews where we do pop-in observations of a sample of classrooms to look for the reviewed skill in action and determine if follow-up is needed.

Development for Other Roles

Leader Development

All Freedom Prep leaders have a full week of development ahead of the Pre Service Training. During this time, we set our goals and vision for the year, practice specific leadership competencies identified in the previous year's leader development, and engage in team building to ensure alignment and focus across the school leadership team before bringing teachers to the table the next week.

Operations Development

Our operations team development is set by Freedom Prep's Chief Operating Officer (COO). The COO sets a calendar that focuses on building strong front of house customer service for family facing services and then back of house knowledge related to nutrition, finance, facility management, technology, systems, compliance, and other subjects related to operational excellence. Beyond working on skill-building, the other major component of operations development is monthly case studies. During case studies, the operations team follows a standard protocol to dig into schools that are facing common problems that may have manifested across multiple schools or to highlight a best practice we want to solidify across all ops teams at all Freedom Prep campuses.

Social Work Development

Social Workers set their own professional development calendars in conjunction with the Head of School's feedback and approval. We allot a budget line item to this so they are able to identify specific courses or learning external from the school.

Attachments

Section 25: Professional Development

– No Attachments –

26. Performance Management

Evaluation Rating: **Partially Meets**

Freedom Prep monitors school performance each week, month, and quarter through a series of assessment analyses, data collections, in-person audits, and surveys.

While these are specific measures used across our operational areas at Freedom Prep, at the highest level, our Regional Director and our school leadership team will ask themselves this question: are we serving the mission of Freedom Prep? These measures help guide the work each quarter to ensure we are meeting our students' needs; however, these quantitative measures are nothing without the qualitative measure of determining whether or not our instruction and school environment are preparing all students to excel in college and in life.

That said, we use these progress monitoring tools to inform managers when to potentially re-prioritize, adjust support, or leverage different strategies throughout a quarter to reach goals.

Goal Setting

Freedom Prep sets aggressive annual goals for academics, operations, and finances. At the highest levels, the CEO and Senior Leadership Team of the full organization are held accountable for these goals. This team monitors these goals ongoing throughout the year and does a quarterly stepback to ensure the organization is on track to meet all annual targets.

The Regional Director, Alabama is fully accountable for all goals that Alabama schools work towards and the Head of School is accountable for all goals at their campus. As such, the Head of School and Regional Director will lead a quarterly stepback with the school leadership team, similar to that of the Senior Leadership Team, to action plan for the next quarter.

Much of the work of the stepback is completed by the Freedom Prep data team. This team compiles the latest data and information from all sources and provides a school-level breakdown (grade level, teacher, etc.), a breakdown for regions (those Freedom Prep sites with more than one school), and a breakdown across the entire Freedom Prep network. Having these comparison points allows for leaders to benchmark their progress to determine if they are moving towards their goals at an acceptable rate.

Attendance & Enrollment

- Weekly
 - Weekly enrollment and attendance numbers by grade level are shared in the weekly Eagles Notes email. The Eagles Notes email is distributed to all school leadership team members, Alabama and Memphis regional team members, and the Freedom Prep central office staff.
- Monthly
 - Heads of School monitor enrollment and attendance numbers monthly with their school leadership team to determine if any particular steps must be taken to increase attendance or to bring students off of the wait list.
 - Heads of School and Deans of Students also run our monthly chronic absenteeism response protocol to send 3-day, 5-day, 10-day letters to families and partner with the Social Worker to build Student Attendance Response Team plans to support families.
- Quarterly
 - All Heads of School lead a quarterly stepback on attendance and enrollment with their school leadership teams once per quarter and share findings with the Regional Director.

Compliance

- Monthly
 - The Head of School ensures monthly compliance with all appropriate drills (earthquake, fire, intruder, etc.).
- Quarterly
 - Cumulative Files: Once per quarter, the regional team checks a random selection of 10 percent of student cumulative files to ensure full compliance with local, state, and federal guidelines. These results are shared in our quarterly operations scorecard with all schools.
 - Special Education Files: Once per quarter, the Special Populations department checks a random selection of 10 percent of SPED files to ensure full compliance. These results are reviewed between the Head of School, the Chief of Schools, and the Director of Special Populations for Freedom Prep.

Operations

- Weekly
 - The Dean of Operations and Head of School conduct a facilities walkthrough once per week. During this time, they look for any plumbing, HVAC, foundational issues, etc. as well as cosmetic issues such as janitorial, paint, etc.
- Monthly
 - The Dean of Operations conducts a monthly meal count audit to ensure compliance with our State Food Authority agreement.

- The Head of School, Dean of Operations, and Regional Director all review our ZenDesk ticket completion rates, satisfaction rates, and completion times. During this time, they determine areas to target for additional support.
- Quarterly
 - The Dean of Operations conducts quarterly contract reviews with all vendors to ensure they are aware of the Service Level Agreements that are being met or not being met and determine if the contracts are on track or off track for renewal.
 - Each quarter, families, staff, and students take a survey about academics and operations. These survey results are shared across the network and will allow the school leadership team and regional leadership to set goals, priorities, and adjustments for the next quarter.

Finance

- Monthly
 - The Dean of Operations and Freedom Prep finance team will meet monthly to examine cash flow, current ratio, unrestricted cash flow, and primary reserve ratio.

Academics

- Weekly
 - Freedom Prep uses Illuminate Education to track student progress on all academic standards across ELA, Math, Science, and Social Studies. Each week, the Dean of Academics pulls a school wide report to show each classroom's progress in each academic area. Further, this report shows the percent change from the past week. The Dean of Academics and Head of Schools use this information to monitor progress throughout the quarter.
- Quarterly
 - At the end of the quarter, the Dean of Academics pulls together a full report to provide to the School Leadership Team and faculty. This report contains our quarterly exams (NWEA MAP, STEP, interim assessments) and a breakdown of the percent of students mastering the content on the exam, the students within reach, and the students who need additional support. This report also highlights specific standards across grade levels that departments, like ELA or math, need to focus on building teacher skill level within the coming quarter. As an example, the math department may find that Operations and Algebraic thinking is a struggle across all classrooms and therefore the faculty should dig into how to teach OA standards in a way that leads to student mastery.

Attachments

Section 26: Performance Management

– No Attachments –

27. Facilities

Evaluation Rating: **Does Not Meet**

We have not formally signed a lease for the exact facility for the proposed Freedom Preparatory Academy – Birmingham Campus, however Freedom Prep now has a track record of successfully finding a facility to start a school year 35 out of 35 times – 100% of the time. (This counts each new school year at each Freedom Prep school over the course of our 12 years as an organization). We do have a letter from Our Lady of Fatima Church stating our ongoing relationship to secure their facilities if the charter is approved.

Beyond the Our Lady of Fatima site, we are working a realtor to identify potential facilities to lease or purchase in the Titusville and Ensley neighborhoods of Birmingham. We have selected these neighborhoods based upon community need, stakeholder input, supply of potential facilities, and because these neighborhoods are in the heart of Civil Rights history.

Further, Freedom Prep currently owns three out of its four Memphis facilities and has overseen a multi-million dollar renovation of two of these sites (3750 Millbranch Road and 817 Brownlee Road) with plans to renovate the remaining purchased site and to purchase and renovate the final site. Freedom Prep has successfully secured an umbrella loan through the Equitable Facilities Fund, an organization that has committed \$496 million in high-impact funding to support schools serving more than 37,000 students across 14 states. They are the current holders of the liens for the Freedom Prep facilities as we pay down this debt with a low-cost loan.

Table 11

Facility Timeline	Owner	Time	Notes
Identify Target Area for new school location	Chief Team	Nov 2021	
Engage Broker	CEO/CFO&O	Dec 2021	
Communicate Target Area with Broker	CFO&O/CSO	Jan 2022	
Identify & Select Property for new facility	CEO/CFO&O	April 2022	
Secure Funding			Assuming a similar funding model as 3750

for purchase & renovation of new facility	CFO&O	June 2022	Millbranch location: hybrid funding of CDFI (LIIF or NFF/BCC) and traditional financial institution funding (Pinnacle Financial Partners, Iberia Bank, etc)
Purchase of location finalized	CEO/CFO&O/Board	June 2022	
Contractor & Project Manager Selected	CFO&O / DNO	Aug 2022	
Renovations Complete	Contractor	May 2023	
School Furnishings Purchased	DNO / DOO	May 2023	
Inspections Complete / Certificate of Occupancy Obtained	Contractor / DNO	June 2023	
Occupancy of Building	HOS / Leadership Team	July 2023	

Attachments

Section 27: Facilities

27.1	ATTACHMENT 26 - Facility Details	Hampton, Justin, 11/17/21 9:37 PM	PDF / 2.967 MB
27.2	ATTACHMENT 25 - Proof of Facility in Birmingham	Hampton, Justin, 11/17/21 9:37 PM	PDF / 94.525 KB

28.Start-Up and Ongoing Operations

Evaluation Rating: Partially Meets

As Freedom Prep launches a new school in a new state, it will be important for all functional areas to be on the same page, working towards a shared vision of success. The Regional Director, Alabama has created a project plan designed to bring together Freedom Prep's Operations, Academic, Talent, Governance, and Community Outreach teams so we work in one accord.

The Regional Director, Alabama has set overarching work responsibilities for each team and is working alongside the Chief of Schools (manages the Academic and Talent teams), Chief Operating Officer (manages the Operations team), and the Managing Director, Systems (manages the Governance and Community Outreach teams) to lead monthly check-ins towards milestones and stepbacks for each phase of the work.

Responsibilities by Team

Academic Team

The Academic Team is responsible for replicating the successful Freedom Prep academic program from our Tennessee Schools to our Alabama Schools. The Academic Team will contextualize our work to ensure all of our curriculum and resources align to the rigor of the Alabama state assessment and meet the bar set by the Alabama academic standards. Further, this team will learn about the AIR and AMSTI initiatives to tailor programming to meet the overall priorities of the state department of education.

The Academic Team will also set the initial calendar for the 264 hours of professional development Freedom Prep provides to teachers to cover the specific needs that will be specific to Alabama and will replicate past school launches Freedom Prep took on in Tennessee.

To ensure all learners are supported, the Academic Team will also prepare to support students with individual education plans and English language learners in accordance with Federal and State law. That includes building inclusion and support models that ensure students are in their least restrictive environment while also exploring and securing partnerships for occupational therapy, speech language therapy, physical therapy, and counseling.

Lastly, the academic team will be responsible for tailoring the curricular, assessment, and other academic calendars to meet the needs of Alabama requirements.

Talent Team

The Talent Team will be responsible for hiring our regional team, school leadership team, academic staff, and non-academic staff.

The Talent Team will focus its time initially building a pool of strong candidates across all positions by networking with various talent pipelines across the Birmingham area. This includes colleges of education as well as other colleges and universities where we can recruit non-education majors to complete alternative paths to teacher licensure.

Beyond academic networking, the Talent Team, will also host monthly networking events to recruit professionals from various fields for the non-academic roles at the school and regional support team.

Finally, the Talent Team will continue to network based upon contacts to generate applicants who can be interviewed and matriculated into hires.

Operations Team

The Operations Team will support the Regional Director and Head of School to identify, secure, and renovate a facility that can both serve us in year one and grow into a K-8 facility. The initial renovation can be just for the K, 1st, and 2nd grade classrooms; however, the goal is for the full facility to be renovated before students first occupy the building in August 2023.

In addition to basic renovation, the Operations Team will also lead contracting for janitorial, facility maintenance, lawn care, and technology services to ensure all needs are met for students and staff members.

At the same time, the Operations Team will conduct a request for proposal process to identify a transportation vendor, nutrition vendor, technology vendor (hardware and systems management), copiers, and potential nursing for the first year.

After all vendors have been properly selected and contracts signed, the Operations Team will onboard all vendors to understand the expectations and Service Level Agreements of Freedom Prep and the Birmingham campus.

Governance Team

The Governance Team will work with the Regional Director, Alabama to secure the formal charter from Birmingham City Schools, including drafting the charter and preparing for the full charter interview.

In addition to the charter, the Governance Team will help establish the Alabama 501(c)3 to govern the Birmingham school and identify, recruit, select, and onboard new Directors for the board of the organization.

Beyond the work of deliverables, the Governance Team will also support the Regional Director and Head of Schools in their work with the Birmingham City Schools Board of Education, the management team at Birmingham City Schools, and the Alabama Department of Education to ensure all compliance needs are met in a timely manner.

Community Outreach Team

The Community Outreach team will work with the Head of School specifically to launch the initial enrollment campaign, focused on matriculating at least 270 students in grades kindergarten through 2nd grade. This campaign will include community meetings, community canvassing, phone banking, and responding to email, text, and phone calls. The Community Outreach team is also working to bring neighborhood community groups in Birmingham to the Memphis schools to see Freedom Prep in action and bring back a first hand experience about what they saw in the schools.

Phases of the Work

Therefore, the Freedom Prep expansion project plan will guide each team through monthly milestones leading to three milestones. Please see attachment 27 for specific monthly milestones.

Phase 1: Laying Foundation (Nov 2021 through Sept. 2022)

Phase 2: Ramp-Up to Launch (Oct. 2022 through March 2023)

Phase 3: Final Launch (April 2023 through August 2023)

Transportation Plan

Freedom Prep has offered morning and afternoon bus services to students since the 2014-15 school year. The Freedom Prep transportation policy requires students to live at least two miles or more from school, up to ten miles. Freedom Prep consolidates bus routes to maximize efficiency and ensure students are on the bus for the fewest number of minutes possible each day.

In addition to daily transportation, Freedom Prep does offer busing transportation for field trips and athletic events.

In light of COVID-19, Freedom Prep requires all students to remain masked on buses with all windows down at all times.

School Safety Plan

Freedom Prep schools pride themselves on offering safe, secure, welcoming environments to all students and family members. The description of these safety measures are below.

General Campus Safety

All Freedom Prep campuses, including Freedom Preparatory Academy - Birmingham, have a safety officer present during school hours. The goal of this safety officer is to provide additional security for students, staff, and families in case of an emergency or intruder.

All Freedom Prep campuses have magnetic doors with badge access and a double entrance. All doors are magnetically sealed and require either a staff badge to open or for the front office to allow access through a door bell system. There are also always two consecutive doors at Freedom Prep which allows for us to lock the second door in light of an external security threat.

Freedom Prep develops an annual comprehensive campus safety plan which includes all drills, emergency contacts, and procedures. These comprehensive plans are kept in each classroom and practiced each month throughout the year on a rotating calendar.

All visitors to campus are required to be processed using our RAPTOR sign-in system. This system takes a photo identification and runs a rapid background check to ensure the visitor is not a child predator or other threat. All visitors must wear their printed visitor pass while on campus and be escorted by a Freedom Prep employee.

Safety in Light of COVID-19

The novel coronavirus, COVID-19, has posed a number of additional safety issues related to transmission and spread in our schools. Therefore, Freedom Prep has adopted additional safety measures to protect our students, families, and staff.

All staff, students, and guest are required to have a temperature check completed at the beginning of each day. Any adult or child with a temperature of 100.1 or higher is not allowed on campus. We also complete a basic screener asking if the individual is experiencing any of the common symptoms with COVID-19.

Everyone is required to have a face covering (KN95 is preferred) over their nose and mouth at all times unless actively eating or drinking behind a plastic desk shield. Students and staff are provided mask breaks twice per day outside of the building keeping social distance.

Attachments

Section 28: Start-Up and Ongoing Operations

28.1	ATTACHMENT 28 - Budget Workbook (Birmingham)	Hampton, Justin, 11/17/21 9:39 PM	XLSX / 483.994 KB
28.2	ATTACHMENT 30 - Meal Delivery Plan	Hampton, Justin, 11/17/21 9:38 PM	PDF / 201.69 KB
28.3	ATTACHMENT 29 - Insurance	Hampton, Justin, 11/17/21 9:37 PM	PDF / 398.681 KB
28.4	ATTACHMENT 27 - Long Term Expansion Plan	Hampton, Justin, 11/17/21 9:37 PM	PDF / 45.201 KB

29. Operations Capacity

Evaluation Rating: **Partially Meets**

Freedom Preparatory Academy, Inc.'s operations team is led by the Chief Operating Officer, Corey Strong. A native of Memphis, Tennessee, Corey Strong is the Chief Operating Officer for Freedom Prep Charter schools. A graduate of the US Naval Academy (BA), San Diego State University (MBA), the University of Memphis (JD), and The Broad Center (M.EdL), Corey leads the team responsible for all non-academic functions at our organization. Most recently, his team has managed the full-scale renovation of our high school/middle school campus and the construction of our central office. Before his time at FPA, Corey worked at various education and legal organizations.

The Operations Team is supported by the Managing Director, Systems, Josh Czupryk. Josh leads the governance, data and student information, special projects, and strategic management work for Freedom Prep. Josh is a graduate of the University of Florida (BA, BS) and The Broad Center (M.EdL). Josh has led the project management work for the renovation of our 817 Brownlee Road project include acquiring building permits, transportation studies, and vendor management.

Corey and Josh lead and support the full Operations Team at Freedom Prep including hiring, onboarding, supporting, conducting performance management, and offboarding employees (if applicable). They also lead the professional development for the Operations Team and ensure all organizational goals and metrics are met on time and exceeding expectation.

Over its 12 year history, Freedom Prep has acquired three buildings and renovated two of these buildings. Freedom Prep currently owns 5132 Jonetta Street, 3750 Millbranch Road, and 817 Brownlee Road. Freedom Prep is currently working to purchase 778 Parkrose Road. Freedom Prep has also conducted a full renovation of the Millbranch Road and Brownlee Road locations with renovations planned for the Jonetta and Parkrose location. Freedom Prep plans to leverage this extensive institutional knowledge to acquire the facility for the Freedom Preparatory Academy - Birmingham campus.

Attachments

Section 29: Operations Capacity

– No Attachments –

30. Unique/Innovative Operational Aspects

Evaluation Rating: Does Not Meet

In service of our academic program, our operational systems work to both supplement and support learning in three ways: maximize classroom technology, provide alternative learning spaces across campus, and provide comprehensive wrap-around services to meet all of the needs for a student and their family. Ultimately, Freedom Prep seeks to serve the whole child and understands that all needs must be met for a student to most successfully meet their learning goals.

High Tech Classrooms

Over the past three years, Freedom Prep has worked extensively to integrate technology into our classrooms. We began this initiative ahead of the COVID-19 pandemic; however, having to operate virtual schools forced us to immediately move our curriculum and instruction online. We purchased one iPad for each student in grades K-2 and one Google Chromebook for each student in grades 3-12. We moved all of our courses onto the Schoology platform for easy access and grading of assignments and curriculum. Finally, once we returned to campus, we increased our wireless network capabilities and added flatscreen televisions in every K-5 classroom for ease of teacher presentation. Now, students follow lessons on their iPad or Chromebook, complete assignments on their devices, and are able to conduct research projects via their technology. This initiative has required us to simultaneously increase our investment in hardware and software to meet student needs.

Supplemental Learning Spaces

COVID-19 has forced our students to spread out; however, we have also worked to be thoughtful in offering additional non-classroom spaces for students to meet. We have added a learning garden at our Jonetta Street campus (with plans to add at Millbranch, Brownlee, and Parkrose) and would like to construct an outdoor classroom and garden at our Birmingham location. These alternative spaces allow students and teachers to meet out of the normal confines of a traditional classroom and spark additional conversation and learning.

Comprehensive Wrap Around services

Finally, Freedom Prep maintains a 200:1 student to social worker ratio and provides a full-time nurse at each campus. The goal of the student support team is to provide proactive and reactive support to students for a variety of mental and physical health needs. We recognize that in order for learning goals to be met, student needs must first be met. During the pandemic, our 12 social workers and 5 nurses worked to provide online counseling to students, connect families with community resources across Memphis, and to provide rapid tests for COVID-19 on a drive through basis. We will continue these responsive wrap around services at our Birmingham campus. We will provide proactive and reactive social work services to students who are identified using our RTI2-B process (Response to Intervention and Instruction - Behavior) through our social work team as well as providing proactive programming to all students so all families are aware of the additional services offered at the Freedom Prep Birmingham campus.

While these three structures are hallmarks of Freedom Prep's program, we also recognize that the underlying theme with these structures is Freedom Preps' commitment to understand, and

respond to, the needs of our students and their families. We seek to open and operate community hubs that truly support our students to excel in college and in life.

Attachments

Section 30: Unique/Innovative Operational Aspects

– No Attachments –

FINANCIAL PLAN AND CAPACITY

31. Financial Plan

Evaluation Rating: Does Not Meet

FINANCIAL PLAN AND CAPACITY

Freedom Preparatory Academy currently operates five charter schools with Shelby County Schools. As a result, Freedom Preparatory Academy is very familiar with how to implement a compliance-oriented accounting and reporting environment for multiple schools and anticipates limited difficulty implementing for the Birmingham school being proposed. In FY 2014, Freedom Preparatory Academy launched its Central Office. With the help of EdTec, the back-office firm Freedom Prep previously contracted with, Freedom Preparatory Academy was able to centralize its financial management within its Central Office. In FY 2015, Freedom Preparatory Academy internalized the back office accounting services, including accounting, purchasing, payables and payroll.

Compliance and Audit

Freedom Preparatory Academy submits annual reports in compliance with the state approved chart of accounts coding structure. It currently follows practices consistent with federal cost reimbursement programs such as Title I, Title II and IDEA. In years when Freedom Preparatory Academy or its network of schools will expend more than \$500,000 in federal funding, Freedom Preparatory Academy will engage its audit firm to conduct an A-133 audit to meet federal grant spending compliance. To date, Freedom Prep has had no audit issues with state and federal accounting and reporting, it has met the required GASB reporting requirements, and it is in good standing with SCS and was in good standing with ASD each year we operated under their authority.

When Freedom Prep has engaged an audit firm, the accounting department of Freedom Prep ensures the audit firm has access to all necessary financial information and records. Said work and records are maintained and organized contemporaneously to facilitate a smoother audit process. During the course of the audit, any other requests by the audit firm are directed to the Accounting Manager, who will field them to the accounting staff, as deemed appropriate. After the audit is complete, the CEO and CFO review the audit report and management letter. Should the audit report or management letter include any findings, the CEO and CFO work together to address said findings and implement corrective action as necessary.

Network Fiscal Health

At the end of FY 2021, Freedom Preparatory Academy operated 5 schools (under 4 charters), 2 elementary, 2 middle and 1 high school. As a network, Freedom Preparatory Academy reported during SY 2021: \$27.7M in gross revenue and \$25.5M of expenses, resulting in net income of \$2.2M. Elementary School #1 reported net income of \$527k; Elementary School #2 reported net income of \$800K; Middle School #1 / High School #1 (one charter) reported a combined net income of \$344k; and Middle School #2 reported a combined net income of \$251k. All of the schools within the Freedom Prep network are operating strong financially and are not nor have been in risk of bankruptcy.

Full Implementation and Theory of Action

The best evidence that the proposed budget is adequate to ensure that the Freedom Preparatory Academy model can be implemented fully is the fact that it is currently being successfully implemented with its five existing schools. The proposed budget plan draws on staffing and spending approaches being currently implemented in a K through 5 and a 6 through 8 setting, which is reflective of our existing Elementary School (operating since 2014) and Middle School (operating since 2009) models. Because of the schools successful longevity of each model, Freedom Preparatory Academy feels comfortable that the budget and model can be replicated. In addition, Freedom Prep has validated this proposed budget via an extensive strategic budget plan that was developed to solicit an investment from the Charter School Growth Fund. In the course of developing this strategic budget plan, Freedom Preparatory Academy mapped out a financial roadmap for how to ultimately open and launch six new schools. Ultimately, Freedom Preparatory Academy was successful in securing a \$6.7M investment from the Charter School Growth Fund during FY 2015, to be used to subsidize both the scale up of Freedom Prep's Central Office, as well as providing assistance to each school it opens to scale up. In addition, Freedom Prep has been successful in securing the Federal Charter Schools Plan Replication & Expansion of High Quality Charter Schools Grant for \$4.3M

The proposed budget calls for 1 teacher per 30 students, per grade, ensuring a 30:1 student to teacher model. The budget also calls for a Head of School, a Dean (Students / Academics) and a Dean of Operations in year 1. This staffing model can prove to be expensive in the early stages of operations. By leveraging its Charter School Growth Fund commitment to subsidize this model in early years, Freedom Preparatory Academy is implementing its theory of action: implementing our leadership model at the onset of the school, allows our leaders to effectively focus on culture, academics and behavior consecutively, which is critical to meeting our goals.

Student Enrollment and Revenue Projections

Student enrollment assumptions are 115 students per grade level in K through 5 and 150 students per grade level in grades 6 through 8, with Freedom Preparatory Academy having a projected enrollment of 345 in FY 2024, grades K, 1 and 2. In FY 2025, Freedom Preparatory Academy would recruit a new class of 115 kindergarten students, as well as recruit to backfill any students lost to attrition in our rising 1st and 2nd grades. We would continue to grow in this pattern until the elementary school is at scale. At that point, we would begin enrolling 162 5th grade students and continue each year until the middle school is at scale.

The baseline for Alabama funding is units. The state has pre-determined the number of units (or staff) needed to operate a school. For teachers, the enrollment divisor varies based on grades served and ranges from 14.25 to 19.70. The divisor is weighted to incorporate special education and career and technical education. Schools are also allotted one principal, as well as assistant principals(s), guidance counselor(s) and librarian(s) that vary based on enrollment ranges. Per the 2021-2022 guide to state allocation calculations, the average funding per unit for salaries is ~\$54k and benefits ~\$21k. Additional state funding for classroom instruction support includes: teacher materials and supplies (\$700/unit), technology (\$500/unit), library enhancement (\$158/unit), professional development (\$100/unit), and textbooks (\$75/student). Additional state funding for other services include: nurse (\$70,111 plus \$42.28/student for additional nurses), technology coordinator (\$60,966 for the local operator), at-risk (~\$20/student), and capital purchase (~\$200/student).

All Anticipated Funding Sources

In addition to Alabama per pupil funding, Freedom Preparatory Academy has included assumptions for the public funding sources Title I, Title II-B, Title IV-A, IDEA B, and ARI Reading

Specialist based on guidance received from ALSDOE funding levels and the appropriate drivers, including an assumed Free and Reduced Lunch percentage of 90%. National School Lunch Program funding has been included and the daily amount per student aligns roughly with the breakfast and lunch meal reimbursement rates for free and reduced priced students. An E-Rate assumption has not been included, but assuming Freedom Preparatory Academy participates more broadly in E-Rate across its network of schools, Freedom Prep will add this to the revenue sources.

All Anticipated Expenditures

Across the 7-year outlook, the financial picture is good for Freedom Preparatory Academy. With the operating budget expected to reach full scale by year 7, from a \$3.6M+ budget to a \$10.5M+ budget, Freedom Preparatory demonstrates ability to scale in the longer term. Operating income is anticipated to be positive in most years. Some flattening of expenses will have to occur in an otherwise relatively flat funding environment when expenses naturally tend to increase over time. The reserve that the proposed school would be able to develop by the end of the 7th year is projected to be approximately \$1.9M or ~65 days of cash on hand, which assumes the school continues to rent a facility versus purchasing.

In terms of staffing, personnel numbers are expected to grow from 27 staff in FY 2024 to 81 staff in FY 2030 the year in which the school reaches full scale K-8. Biggest area of staffing growth is among instructional staff year over year, with average lead teacher salaries of \$48K.

A 2% year over year increase has been budgeted for COLA. All the standard employer taxes and benefits have been budgeted for: Social Security at 6.2% of salaries; Medicare at 1.45% of salaries; 4% of the first \$9K per employee per calendar year for state unemployment insurance, retirement (TRS) costs budgeted using Cavanaugh MacDonald valuation for fiscal year ending FY 2023 of 12.59%. Health insurance has been budgeted using historical trends, 10%, including vision and dental.

As far as the other key expenses, such as instructional materials, supplies, furniture, student & adult technology, professional development, etc., Freedom Prep has included a robust amount of spending on a per student basis that adequately reflects all of these programmatic and operational requirements, based on our historical costs / contracted rates previously established for the network across similar sized and structured schools. The largest expenses include its expense for the renovation of leased space. This budgeted amount is consistent with current space that Freedom Prep leases. Janitorial services have been budgeted at \$2.25/square foot, which is consistent with the current contracted level at existing Freedom Preparatory Academy facilities. Utilities are budgeted at \$2.20/square foot. The proposed school's budget also includes a management fee equal to 14% of state and local revenue in each year to go to the Central Office to provide additional support and access to key back-office items like human resources, finance, talent recruitment, retention and development, insurance, technology support, and instructional and curriculum support that are otherwise not included in the school level budget. The budget also includes a 2% authorizer fee, in preparation for approval pending legislation.

All told, the average spend per student is expected to be around \$10.5K in FY 2024 but then level off around \$9.1K at full enrollment.

Contingency Plans

The major precipitator of lower funding is usually lower enrollment. So, in the event that initial trends indicate that the state foundation allocation for the year will be lower because of initial enrollment, discretionary resources will be diverted towards recruitment and targeted outreach for

late and mid-year enrollments.

Even so, Freedom Preparatory Academy recognizes that some things are not in their control, such as a decline in state funding or an increase in enrollment of students with high needs / disabilities. In the event that there is a decline from projected revenues, both Freedom Preparatory Academy leadership and the board of directors will look to evaluate areas for reduction. Specifically, they will look at focusing reductions that do not impact instructional programming or are otherwise vital to Freedom Prep's theory of action with regards to student preparation for college and life. Some measures would include reevaluating vendor relationships, potentially asking for scope reductions across non-essential services in exchange for pricing concessions or discounts. Other measures might include delaying or deferring the hiring of non-instructional roles until a later time.

In the event our students with special needs populations increase, Freedom Prep will engage the vendors and resources that are currently utilized to service any additional special populations students we may have that we are unable to support with our internal resources.

Freedom Preparatory Academy's proposed budget also includes building a cash reserve, with a goal of building up to 60 days cash on hand and maintaining at least 30 to 45 days cash at scale. This will provide leadership and the board a runway to make shifts / adjustments to the budget to account for any significant revenue gaps. We will also work with our partner bank to acquire and maintain a line of credit that is the equivalent of two months of payroll. These are a standard practice deployed with our TN operated schools.

Idle / Reserve Funds

Freedom Preparatory Academy has adopted financial policies that require it to maintain bank accounts, which are FDIC insured. Freedom Prep currently banks with Simmons Bank and Pinnacle Financial Partners, which are members of the State of Tennessee Collateral Pool. Participation in this pool provides additional security for deposits in excess of FDIC insurance limits. Said accounts are not speculative instruments, but rather basic business checking and savings accounts; the latter earns interest at less than 0.1% per year. In addition to its basic checking account, Freedom Preparatory Academy has available cash in a highly liquid money market account. We will replicate a similar structure for Alabama schools to ensure cash is secured.

Periodically, the Freedom Preparatory Board, in consultation with its finance committee, CFO, and its banking representatives, will evaluate additional banking instruments to maximize interest earnings on available funds, while maintaining security of said funds and ensuring continued liquidity. It was this process that ultimately drove the decision to open a money market savings account to maximize interest earning potential.

In conjunction with this, when Freedom Preparatory Academy's reserves reach levels greater than 10% of its operating budget, both network leadership and the board of directors look for opportunities to invest and expand the impact of their schools, including but not limited to providing additional resources for students, investing in staffing and hire in anticipation of future initiatives, and key investments in school infrastructure and equipment. However, because Freedom Preparatory Academy plans to open 1 other school after this proposed charter, there is an emphasis on saving as much cash for future investments, facilities, and other major cash expenses associated with a growing organization.

Independent Annual Audit

On an annual basis, all charter schools in the state of Tennessee must contract with an

independent, approved certified public accountant or accounting firm to complete the audit of the school’s financial statements and issue an unqualified opinion on the representation of those statements. Freedom Preparatory Academy has complied with this requirement since its inception and it will continue to adhere to this requirement. Each spring, the finance committee issues a request for proposals from audit firms, with special attention to cost, as well as reputation, experience, and expertise with charter school finance. After it secures proposals, in conjunction with recommendations from school staff an audit firm is selected. We will replicate a similar process in Alabama as well.

Contracted Services

Freedom Prep uses a Request for Proposal process to select any contracted support for over \$10,000. All Freedom Prep RFPs can be found at <https://freedomprep.org/governance/request-for-proposals/>. We advertise all RFPs for a minimum of 10 business days and proactively send RFPs out to all potential vendors we can find in the area for the given service. Our goal in the RFP is to find the best fit vendor based upon our needs while maximizing our funds and ensuring we are protecting tax dollars by selecting the best value organization.

Currently, FPA contracts for transportation, nutrition, janitorial, lawn care, and technology services.

Liability Insurance

Freedom Prep plans to acquire liability insurance to indemnify the school, its board, staff and teachers against tort claims.

Attachments

Section 31: Financial Plan

31.1	ATTACHMENT 32 - Donor List	Hampton, Justin, 11/17/21 9:42 PM	PDF / 12.946 KB
31.2	ATTACHMENT 31 - Budget Narrative	Hampton, Justin, 11/17/21 9:41 PM	PDF / 81.081 KB
31.3	ATTACHMENT 30 - Budget Workbook	Hampton, Justin, 11/17/21 9:40 PM	XLSX / 483.994 KB

32. Financial Management Capacity

Evaluation Rating: **Partially Meets**

In July of 2015, Freedom Prep internalized all financial back office support for its Central Office and Schools with the hiring of their CFO and accounting manager. All back office accounting functions are performed by the CFO, Controller, Senior Accountant, and in partnership with school-based operations, including but not limited to: purchasing, invoice payment, account reconciliation, vendor management, maintenance of accounting records, internal controls management, and preparation of financial statements. Freedom Preparatory Academy, records and processes all invoices, securing approvals for payments by the school Deans of Operations for school related purchases and the purchase initiator for expenses at the Central Office, following approver threshold requirements. The Human Resources team, in partnership with the

Finance team, processes payroll and manages benefits. In July 2016, Freedom Prep began to process payroll internally, utilizing PayChex to include but not limited to, employer tax calculation, elective and mandated processing deductions. In 2018, Freedom Prep changed payroll processing vendors and began to use Paylocity for all payroll processing and reporting. These records conform to the generally accepted accounting principles, as promulgated by GASB. They are tracked using an enterprise accounting system, Intacct. The current financial policies and procedures in place at Freedom Prep have been included as well.

Freedom Prep's financial organization is led by Anika Baltimore, the Chief Financial Officer for Freedom Preparatory Academy Charter Schools. Prior to joining Freedom Prep, Anika was the Managing Director, Finance for KIPP Nashville, a seven school CMO, from 2011 until 2020. Prior to KIPP Nashville, she worked as Managing Director, Finance & HR for KIPP Delta, a five school CMO in Arkansas, from 2006 - 2013. Upon graduation from Tennessee State University, Anika began her career with the Tennessee Department of Treasury. Anika holds her BBA with a concentration in Public Accounting from the Tennessee State University and obtained her MBA with concentration in finance from Walden University.

The members of the accounting and operations team have a combined over 40 years of accounting and operations experience. All key accounting and operations personnel hold degrees (Masters and bachelors) in accounting and / or finance from their respective college or university. Their combined years of experience in the accounting profession make them both competent and qualified to enforce and implement the accounting policies, controls and procedures needed to ensure the successful management of an accounting department and operations organization.

Freedom Prep also has a full time development manager, Alexis Rosado. Alexis is in her third year with the organization and manages our relationship with all major foundations in Tennessee and Alabama, organizes our annual giving campaign, and leads all development work.

Attachments

Section 32: Financial Management Capacity

– No Attachments –

EXISTING OPERATORS

33.Existing Operators

Evaluation Rating: **Partially Meets**

Growth Plans

Freedom Preparatory Academy is a growing network of high-performing, college-preparatory charter schools in southwest Memphis. Built on the success of the Flagship 6-12 school in 2009, the network seeks to grow from the highest performing charter management organization in Memphis to expand our reach to prepare even more Black and Brown students to excel in college and in life across the South.

While our work is in education, we operate as a Civil Rights organization. We believe each and every student of color in the South is both capable and deserving of the highest-quality education, which we believe we can provide.

It is for this reason we seek to expand to other Southern states, the first being Alabama and the city of Birmingham. At full scale, Freedom Prep plans to serve over 5,500 students at eleven schools in Memphis, Birmingham, and Montgomery.

FPA was founded as the first Building Excellent Schools (BES) site in Tennessee and now serves nearly 2,200 students in grades pre k-12. Since inception, the school has proven that the Freedom Prep approach can close the achievement gap and prepare previously under-served students for college.

With consistently strong results, Freedom Prep's network of schools is distinctive for several reasons:

- FPA is concentrated on a cluster of communities that have suffered severe economic decline and a decreasing population. Of the 14 elementary and middle schools open in the community in 2009, 12 scored in the lowest 5% of schools in the state. Since, many of these schools have closed for under-enrollment or remained on the priority list for persistent low performance.
- FPA has a distinctive approach to culture that has been compared by stakeholders to that found in the most prestigious private schools. The standards for behavior and student ownership are exceedingly high, with remarkable levels of buy-in from students, parents, and staff.
- FPA has historically focused on a deeper impact within a smaller cluster of communities rather than growing a network across the region. Our commitment to the southwest Memphis community remains as strong as ever. We seek to expand into the Birmingham community to meet the need for additional high-quality K-8 seats.
- FPA is heavily influenced by the cultural and academic practices of Uncommon Schools and Building Excellent Schools (BES) and particularly North Star Academy in Newark, NJ, making it the only school in the region with this influence. In addition to adopting cultural

practices, data protocols, and even staffing models, all leadership candidates participate in BES leadership training and residencies in Uncommon Schools as an element of their development for leadership at FPA.

- FPA has demonstrated exceptional operational and fiscal health over the 12 years of its operation. The school has been awarded nearly \$14.5M in private philanthropy and competitive grants, such as the Federal Charter Schools Plan Replication & Expansion of High Quality Charter Schools Grant of \$4.3M. Stakeholder survey and student and staff retention data underpin the network's superior operational and programmatic approach, with more than 95% of each stakeholder group reporting they are satisfied or very satisfied with the FPS program.

We seek not only to prepare our students to be successful in college and in life, but also to close the achievement gap still evident in our city. To meet these goals, our educational program focuses on intense and rigorous instruction to prepare students academically. We also work to create strong citizens with a wealth of experience through our character education program and expansive enrichment opportunities. We emphatically adhere to and hold our students to highly rigorous standards to ensure that they are prepared to compete globally.

We believe that education is our modern day civil rights struggle. To that end, our goal is to measurably and dramatically close the achievement gap in Memphis between racially and economically disparate students. Currently, in the city of Memphis and Birmingham, we share an economic gap that is ultimately tied to the achievement gap in our communities.

FPA has officially taken residence among the highest performing non-optional academic programs in the city of Memphis. With approximately 2,200 students in grades PreK-12 across 5 schools and 4 campuses, Freedom Prep is resolved in its commitment to provide a high quality educational opportunity to an increasing number of Memphis students and families and to share this program with our future students in Birmingham and Montgomery.

Capacity

Freedom Prep has a full central office with an Academic, Operations, Talent, Community Engagement, Governance teams. Freedom Prep also has a Memphis regional team to directly monitor and support the five schools in Memphis and is planning to replicate this team with an Alabama regional team.

Portfolio Performance

Now in our 13th year of active service of Memphis' families, FPA has:

- Performed in the top 10% in the State of Tennessee for academic growth annually since 2012, specifically performing in the top 5% in 2011-12, 2013-14 and 2016-17 and the top 1% in 2012-13 and 2017-18.
- Achieved the highest End of Course exam school success rate amongst all local charter operators in all three TN Ready assessment cycles, including being the highest performing non-selective school in Shelby County Schools in 2017-18 with 25 percent of students being "on track" or "mastered" across all subject areas.
- Earned Reward School Status more frequently than any other charter operator in Shelby County over the past six state test cycles
- Achieved the highest academic growth of all Shelby County Schools middle schools in

2017-18 as measured by Composite TVAAS & achieved the highest ELA academic growth out of all 154 Shelby County Schools operated schools in 2017-18 as measured by ELA TVAAS.

- Exceeded local ACT performance consistently over the past five years.
- Seen 100% of its first five graduating classes earn admission to 4-Year Colleges & Universities with alumni persistence rates that project college graduation rates dramatically higher than the national data for our student population
- Established an Elementary School Model to build on and improve the long-standing success of our Middle & High Schools, as evidenced by our TVAAS Level 5 at Freedom Prep Millbranch Elementary School in 2017-18 and doubling the percent of elementary students who meet state standards in 2018-19 from 12 percent to 25 percent across both elementary schools (top 5 percent of growth in the state of Tennessee).
- Freedom Prep has maintained strength of academic program relative to other growing charter operators in the Memphis market, as evidenced by 2017-18 TVAAS school-level composite scores. Freedom Prep had a network average of 4.5 across our four schools (5.0 is the highest). Operator #2 was a 4.0 (two schools), Operation #3 and #4 were a 3.33 (both three schools), Operation #5 was a 3.32 (six schools), Operator #6 was a 2.9 (seven schools), Operator #7 was a 2.3 (three schools), and Operator #8 was a 2.0 (four schools)

Successful Program as Evidenced by SCS School Performance Framework

FPA Flagship Middle & High School Campus and FPA Elementary School Campus both received high marks in 2017-18 relative to the comparative 6-12 and K-8 Charters, respectively, as evidenced by the charts below. Additionally, these charts show that Freedom Prep outperformed the SCS regional average in its school group for both existing SCS FPA Charters. These charts come from the SCS-Authorized Charter Schools Annual Report released January 2019.

Successful Program as Evidenced by 10-Year Renewal Process

Freedom Prep also takes confidence in the quality of our program by Shelby County Schools' decision to renew our Flagship Campus' charter this year, during which Freedom Prep received the highest ratings of any renewed school.

Successful Program as Evidenced by High School Results

While Freedom Prep is not proposing grades 9-12 in this charter application, the performance of Freedom Prep High School speaks to the overall strength of Freedom Prep Charter Schools.

The data points below highlight the performance of Freedom Prep High School:

- Freedom Prep High School has earned 100% acceptance to 4-year colleges and universities across each of its first three graduating classes, including the Class of 2021. The Class of 2021 alone has been admitted to the following schools:

<ul style="list-style-type: none"> • Agnes Scott College • Alabama A&M University 		
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|---|---|--|
| <ul style="list-style-type: none"> • Alabama State University | <ul style="list-style-type: none"> • Harris Stowe State University | <ul style="list-style-type: none"> • Southwestern University (TX) |
| <ul style="list-style-type: none"> • Albion College | <ul style="list-style-type: none"> • Hendrix College | <ul style="list-style-type: none"> • Spelman College |
| <ul style="list-style-type: none"> • Art Academy of Cincinnati | <ul style="list-style-type: none"> • Howard University | <ul style="list-style-type: none"> • Spring Hill College |
| <ul style="list-style-type: none"> • Alcorn State University | <ul style="list-style-type: none"> • Hurston-Tillotson University | <ul style="list-style-type: none"> • Stillman College |
| <ul style="list-style-type: none"> • Arizona State University | <ul style="list-style-type: none"> • Indiana State University | <ul style="list-style-type: none"> • Syracuse University |
| <ul style="list-style-type: none"> • Ashland University | <ul style="list-style-type: none"> • Jackson State University | <ul style="list-style-type: none"> • Tennessee State University |
| <ul style="list-style-type: none"> • Austin Peay State University | <ul style="list-style-type: none"> • Johnson C. Smith University | <ul style="list-style-type: none"> • Tuskegee University |
| <ul style="list-style-type: none"> • Barton University | <ul style="list-style-type: none"> • Johnson and Wales University | <ul style="list-style-type: none"> • University of Arkansas, Pine Bluff |
| <ul style="list-style-type: none"> • Bellarmine University | <ul style="list-style-type: none"> • Lane College | <ul style="list-style-type: none"> • University of Maryland Shore |
| <ul style="list-style-type: none"> • Belmont University | <ul style="list-style-type: none"> • Langston University | <ul style="list-style-type: none"> • University of Memphis |
| <ul style="list-style-type: none"> • Birmingham Southern College | <ul style="list-style-type: none"> • Lee University | <ul style="list-style-type: none"> • University of Minnesota- Twin City |
| <ul style="list-style-type: none"> • Blue Mountain College | <ul style="list-style-type: none"> • LeMoyne-Owen College | <ul style="list-style-type: none"> • University of Missouri |
| <ul style="list-style-type: none"> • Carleton College | <ul style="list-style-type: none"> • Life University | <ul style="list-style-type: none"> • University of Missouri-St. Louis |
| <ul style="list-style-type: none"> • Centenary College | <ul style="list-style-type: none"> • Lindenwood University | <ul style="list-style-type: none"> • University of Nevada, Las Vegas |
| <ul style="list-style-type: none"> • Centre College | <ul style="list-style-type: none"> • Lipscomb University | <ul style="list-style-type: none"> • University of South Alabama |
| <ul style="list-style-type: none"> • Central State University | <ul style="list-style-type: none"> • Long Island University | <ul style="list-style-type: none"> • University of Southern California |
| <ul style="list-style-type: none"> • Central Washington University | <ul style="list-style-type: none"> • Middle Tennessee State University | <ul style="list-style-type: none"> • University of Tennessee, Knoxville |
| <ul style="list-style-type: none"> • Christian Brothers University | <ul style="list-style-type: none"> • Millsaps College | <ul style="list-style-type: none"> • University of Tennessee, Martin |
| <ul style="list-style-type: none"> • Clark Atlanta University | <ul style="list-style-type: none"> • Mississippi State University | <ul style="list-style-type: none"> • Virginia State |
| <ul style="list-style-type: none"> • Columbia College, Chicago | <ul style="list-style-type: none"> • Missouri University of Science and Technology | |
| <ul style="list-style-type: none"> • Dartmouth College | <ul style="list-style-type: none"> • Morehouse College | |
| | <ul style="list-style-type: none"> • Murray State University | |
| | <ul style="list-style-type: none"> • Norwich University | |
| | <ul style="list-style-type: none"> • Oglethorpe University | |
| | <ul style="list-style-type: none"> • Paine College | |

<ul style="list-style-type: none"> • Davenport University • Depaw University • Dillard University • Drew University • Drexel University • Eastern Kentucky University • Eastern Michigan University • East Tennessee State University • Georgetown College • Georgia State University • Fisk University 	<ul style="list-style-type: none"> • Paul Quinn College • Philander Smith College • Robert Morris University • Rhodes College • Rust College • Seton Hall University • Southeast Missouri State University • Southern A&M University • Southwest Tennessee Community College 	<ul style="list-style-type: none"> • University • Voorhees College • Washington University in St. Louis • West Virginia University • Western Kentucky University • Xavier University of Louisiana
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- Freedom Prep High School students have earned the highest Exam Success Rate of all Shelby County Schools charter schools in 2015-16, 2016-17 and 2017-18. In 2017-18, Freedom Prep EOC Success Rate was the highest out of all non-selective high schools in Shelby County Schools
- Freedom Prep High School students have improved performance on the ACT across our first three graduating classes, with the Class of 2019 nearly reaching the State of Tennessee average from 2018. Freedom Prep’s average composite was a 19.5 while the state’s average was a 19.7.

Successful Program as Evidenced by Middle School Results

Freedom Prep’s impressive academic performance is shared at both the high school and middle school levels. Since its inception as a middle school in 2009, the stated and implied mission of Freedom Preparatory Academy Charter Schools has been “to prepare all students in grades PK-12 to excel in college and life,” and by every tested academic and cultural measure, the Freedom Prep program is deemed successful.

The data points below highlight the performance of Freedom Prep middle school students in comparison to their peers in our current neighborhoods, in Shelby County Schools and in the State of Tennessee:

- Freedom Prep Flagship Middle School performed in the top 10% in the State of Tennessee for academic growth annually since 2012, specifically performing in the top 5% in 2011-12, 2013-14 and 2016-17 and the top 1% in 2012-13 and 2017-18.
- Freedom Prep Flagship Middle School achieved the highest academic growth of all Shelby

County Schools middle schools in 2017-18 as measured by Composite TVAAS & achieved the highest ELA academic growth out of all 154 Shelby County Schools operated schools in 2017-18 as measured by ELA TVAAS

- Freedom Prep Flagship Middle School students have performed above the neighborhood average for non-selective schools consistently since our founding in 2009, providing a stronger academic choice for families than the other options in our neighborhood.
- Freedom Prep middle school students earned a TVAAS Level 5 in all subjects in 2017-18 and 2018-19 (there was no state test in 2019-20 and we are awaiting 2020-21 TVAAS scores to be made public).
- Freedom Prep 8th graders enrolled in Algebra 1 passed at a rate of 83% in 2017-18, ranking at the 96th percentile in Shelby County Schools amongst all schools where 8th graders enrolled in Algebra 1. Even more significantly, 8th grade students enrolled at Freedom Prep 3 or more years exceeded the State of Tennessee average in math.

While these data points speak to the strength of our middle school academic program, and while there are areas where Freedom Prep's middle school academic results are exceptional, we remain dissatisfied with our overall results. In terms of overall proficiency, Freedom Prep has historically hovered between the district and state average, at times dipping slightly below the district average. It is our urgent focus through the academic program improvements to move beyond exceptional growth and achieve the exceptional proficiency rates we know our students can achieve.

Successful Program as Evidenced by Elementary School Results

Freedom Prep opened the doors to its first elementary school in the Fall of 2014 through the Achievement School District. Historically having operated only middle and high schools, Freedom Prep had a steep learning curve to climb to ensure Freedom Prep elementary schools truly set the academic foundation for students to excel in college and in life. While this was made even more difficult by having to establish our elementary school model within the complexity of a turnaround context, we are proud to currently operate two elementary schools (one in the Achievement School District, one in Shelby County Schools), both of which are on an extremely positive academic trajectory. The data points below highlight the performance of Freedom Prep elementary school students:

- FPA Whitehaven Elementary at Millbranch Campus earned a TVAAS Level 5 in its first year of state-testing in 2017-18. Both Elementary Schools earned a TVAAS Level 3 in 2018-19; however, they also doubled the percent of students at state standard in math from 12 percent to 25 percent.
- Grades K-2 Reading data as measured by the STEP assessment has increased significantly across the Freedom Prep network in 2019-20, a change accomplished through a curriculum change, daily schedule change, improved teacher development and improved leader development. These results stayed steady through online instruction in 2020-21, pointing to a return to stronger results now that we are back in person for 2021-22.
- FPA Westwood Elementary at Parkrose Campus is the first school to successfully exit the state of Tennessee's Achievement School District and return to local control under Freedom Prep's management.

The most significant improvement in our elementary programming came in reading. Freedom Prep made shifts to the K-2 academic program in the 2018-19 school year. In 2018-19, Freedom Prep

Charter Schools named K-2 Literacy Achievement as one of our three organizational priorities, as measured by significantly increasing students' reading levels on the STEP assessment. The STEP assessment is a rigorous assessment of grades K-3 reading skills produced by the University of Chicago and utilized by high-performing schools across the country, including Uncommon Schools. In support of this priority, we changed all elements of our K-2 academic program, including curriculum and daily schedule, as well as hiring a K-5 ELA Specialist to serve on our network team supporting heavily in grades K-2 literacy at both campuses. On top of professional development, this support includes weekly grade-level team meetings, weekly data meetings and weekly leader development for school-based instructional leaders, all aligned to best practices that will yield achievement on STEP. The results of this priority are showcased above and prove that Freedom Prep's elementary academic model is improving significantly. Given last year's 3rd grade students who came through our previous, weaker K-2 academic program were the highest achieving in the ASD last year, Freedom Prep is confident and cannot wait to see what 2018-19's Kindergarteners are able to achieve in 3rd grade and beyond.

Disclosure

No Freedom Prep schools have been closed or non-renewed, nor have any charters been revoked.

Attachments

Section 33: Existing Operators

33.1	ATTACHMENT 34 - Portfolio Summary	Hampton, Justin, 11/17/21 9:42 PM	XLSX / 23.145 KB
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Recommendation

School Name:	Freedom Preparatory Academy Birmingham Campus
Primary Contact:	Justin Hampton
Submission Date:	November 30, 2021
Recommendation Date:	January 27, 2022
Recommended By:	Jarett Fields
Charter Status:	Denied

Based on the scoring rubric and concerns expressed within the comments, the final recommendation is to deny this application.