

MEMPHIS SCHOOL OF EXCELLENCE CORDOVA

A Charter School Application



Submitted by:

Read Foundation

February 3, 2020

GENERAL INFORMATION

Name of proposed school: Memphis School of Excellence Cordova

Projected year of school opening: 2021

Charter authorizer for proposed school: Shelby County Schools

Sponsor/Sponsoring Agency: Read Foundation

The sponsor is a not-for-profit organization with 501(c)(3) status: Yes X No _____ In Process _____

Model or focus of proposed school: 6-12; Focus on STEM

Name of primary contact person (this person should serve as the contact for follow-up, interviews, and notices regarding this application):

Muhammet Turkey

Mailing address: 4450 S Mendenhall Road St. 1 Memphis, TN 38141

Primary Telephone: (901) 491-6854 Alternate Telephone: (901) 367-7814

Email Address: mturkey@sememphis.org

Names, current employment, and roles of all people on school design team (add lines as needed):

Full name	Current job title and employer	Position with proposed school
Muhammet Turkey	Executive Director, MSE	Executive Director
Samuel Beyhan	Assistant Executive Director, MSE	Assistant Executive Director
Gabriella Nelson	Director of Academics, MSE	Director of Academics
Gregory Thompson	Financial Adviser-Consultant, GT3 Group	Financial Adviser-Consultant

Name of proposed school leader (if any): To be determined

Proposed school leader's current employment: _____

City or geographic community: Cordova

Does the proposed school intend to contract or partner with a charter management organization (CMO) or not-for-profit education service provider? Yes _____ No X

If yes, identify the CMO or other partner organization: _____

Does this applicant have charter school applications under consideration by any other authorizer(s)? Yes _____ No X

☐ If yes, complete the table below, adding lines as needed:

State	Authorizer	Proposed School Name	Application Due Date	Decision Date	Proposed opening year

Indicate Applicant Type:

- ☐ New-Start Applicant
☐ Existing TN Operator Proposing New Focus/Grade OR Existing non-TN operator OR Existing ASD operator
☒ Existing Tennessee Operator Proposing Exact Focus/Grade Structure

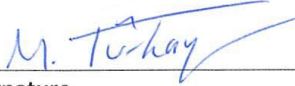
ASSURANCES

As the authorized representative of the sponsor, I hereby certify that the information submitted in this application for a charter for Memphis School of Excellence Cordova is true to the best of my knowledge and belief, realizing that any misrepresentation could result in disqualification from the application process or revocation after award; and if awarded a charter, the school:

1. Will operate as a public, nonsectarian, non-religious public school, with control of instruction vested in the governing body of the school under the general supervision of the chartering authority and in compliance with the charter agreement and the Tennessee Public Charter Schools Act;
2. Will follow all federal, state, and local laws and regulations that pertain to the operation of a public school, unless waived according to T.C.A. § 49-13-105;
3. Will provide special education services for students as provided in Tennessee Code Annotated Title 49, Chapter 10, Part B of the Individuals with Disabilities Education Act; Title II of the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973;
4. Will adhere to all provisions of federal law relating to students who are limited English proficient (LEP), including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, that are applicable to it;
5. Will follow all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, national origin, religion, ancestry, or need for special education services;
6. Will utilize this application as a contract with the authorizer, if no other agreement is signed, pursuant to Tennessee Attorney General Opinion No. 10-45;
7. Will comply with all provisions of the Tennessee Public Charter Schools Act, including, but not limited to
 - a. employing individuals to teach who hold a license to teach in a public school in Tennessee;
 - b. complying with Open Meetings and Open Records laws (T.C.A. §§ 8-44-101 et seq.; 10-7-503, 504) (guidance is available from the Office of Open Records Counsel);
 - c. not charging tuition, except for students transferring from another district to the school pursuant to the local board's out-of-district enrollment policy and T.C.A. § 49-6-3003;

- d. following state financial (budgeting and audit) procedures and reporting requirements according to T.C.A. § 49-13-111, 120, and 127;
- e. requiring any member of the governing body, employee, officer, or other authorized person who receives funds, has access to funds, or has authority to make expenditures from funds, to give a surety bond in the form prescribed by T.C.A. § 8-19-101; and

8. Will, at all times, maintain all necessary and appropriate insurance coverage.



Signature

Muhammet Turkey

Printed Name of Authorized Signer

Executive Director

Title of Authorized Signer

Table of Contents

New Application

Section 1: Academic Plan Design and Capacity

1.2 Enrollment Summary	1
1.12 Community Involvement and Parent Engagement	12
1.13 Existing Academic Plan	24
1.14 Performance Management	30

Section 2: Operations Plan Design and Capacity

2.11 Network Vision, Growth Plan, & Capacity	47
2.12 Network Management	64
2.13 Network Governance	79
2.14 Charter School Management Contracts	93
2.15 Personnel/Human Capital – Network-wide Staffing Projections	94
2.16 Personnel/Human Capital – Staffing Plans, Hiring, Management, and Evaluation	98

Section 3: Finances

3.4 Financial Plan	111
--------------------	-----

Section 4: Portfolio Review/Performance Record

4.1 Past Performance	114
----------------------	-----

Attachments

E: Pledged Support	135
F: Board Documents	147
G: School Organizational Chart	165
L: Organization/Network Annual Reports or Audits	166
M: Network Organizational Chart	306
O: Planning and Budget Worksheet	309
P: Budget Narrative	317
Q: Network Budget	325
R: Student Achievement/Growth Results	337
S: Portfolio Summary Template	342
U: School Financials	344

Original Application	362
----------------------	-----

Section 1: Academic Plan Design and Capacity

1.2 Enrollment Summary

In this section:

- a. Describe the community from which the proposed school intends to draw students, including the demographic profile and school zones within the LEA.**

Our school will be located in the Cordova area of Memphis, which is zoned under Shelby County schools. In recent years, Cordova has experienced rapid commercial and residential growth – many new businesses and organizations have opened, and numerous housing developments have been, or are in the process of being, built across the Cordova area. Since the most recent available census data is from 2010, the demographic profile captured during the census does not mirror the demographic profile of students currently enrolled in the public schools operating in Cordova. Given this discrepancy, the following chart details the demographic profile of students enrolled in every public school operating in Cordova as detailed on 2019 State report cards:

School	Percentage of Black, Hispanic, and Native American Students	Percentage of Economically Disadvantaged Students	Percentage of English Learner Students	Percentage of Students with Disabilities
Chimneyrock Elementary School	82.1%	41.9%	11.3%	8.9%
Cordova Elementary School	81.3%	43.4%	10.1%	11.9%
Dexter Elementary School	86.5%	46.3%	8.0%	10.7%
Kate Bond Elementary School	84.0%	43.9%	30.0%	11.5%
Macon-Hall Elementary School	80.8%	29.9%	6.2%	6.8%
Riverwood Elementary School	74.5%	29.7%	6.5%	8.6%
Cordova Middle School	82.7%	36.2%	3.6%	11.9%
Dexter Middle School	82.7%	36.2%	3.6%	11.9%

School	Percentage of Black, Hispanic, and Native American Students	Percentage of Economically Disadvantaged Students	Percentage of English Learner Students	Percentage of Students with Disabilities
Kate Bond Middle School	87.6%	45.8%	10.2%	11.7%
Cordova High School	88.3%	37.9%	8.1%	12.8%

b. Provide a rationale for selecting the community where the proposed school will locate.

The rationale for selecting the community where the proposed school will locate revolves around four primary reasons: 1) help alleviate the problem of over-enrollment of the public schools currently in operation in Cordova; 2) provide needed high-quality seats in Cordova at the middle and high school levels; 3) expand public school choice in Cordova for parents; and 4) offer students the opportunity to engage in STEM-centered academic program.

As indicated above, the Cordova area of Memphis has experienced recent rapid commercial and residential growth, which has yet to slow. Continued growth of both businesses and households is predicted to further populate the Cordova neighborhood in the upcoming years. As stated on Wikipedia, per the 2010 Census, the population of Cordova was 52,264, and the estimated population of Cordova in 2017 was 60,762, which is a 16.3% increase in just 7 years. Complementary to census data is qualitative data. Over the course of the past decade, the main highway through Cordova has expanded to eight lanes. New businesses and community organizations have opened, and numerous housing developments have been built, including Woodland Hills. Business and residential growth continues. For instance, an IKEA, LA Fitness, and numerous restaurants, including Freddy's, recently opened. Additionally, Regency is in the process of building several new large residential developments, all of which indicate that Cordova is anticipated to continue to grow.

While commercial facilities and housing developments have been built in response to this growth, the creation of enough new schools to accommodate the growing number of school-aged children, as well as provide families with school choice has not kept pace with demand. More specifically, there are currently only three middle schools and one high school operating in the Cordova area. While SCS's Fall 2019 Educational Priorities Document/Rubric indicates that the average middle school building utilization in Cordova is only currently 68%, we project that the middle schools will soon reach, and eventually exceed, enrollment capacity.

More specifically, as more families with children move to Cordova and as families currently living in Cordova have children, the population of school-aged children will grow. As such, while the middle schools are currently under-enrolled, more middle school students will eventually reside in and attend school Cordova, filling vacant seats. Further, on average, elementary schools in Cordova are over-enrolled, with approximately 105% building utilization, which equates to roughly 300 needed seats. As elementary school students matriculate, they will also fill vacant

middle school seats. More specifically, the five public elementary schools in Cordova have approximately 5,000 total students enrolled. The public middle schools in Cordova have the capacity to serve approximately 3,320 students. Given the number of elementary school students currently enrolled in Cordova public schools, as well as continued population growth as evidenced by expansions in infrastructure, opening of new businesses, and development of residential housing, empty middle school seats will be filled in the near future.

In Year 1 of operation, we will enroll only 175 total middle school students. In Year 2, we will enroll 200 students. In Year 3, we will reach scale at the middle school, capping enrollment at 225 total students. As such, we are enrolling a very small percentage of total middle school students across Cordova, which greatly minimizes the impact on existing middle schools that are currently under-enrolled in Cordova. As more middle school students populate Cordova, MSE will very likely help to alleviate over-enrollment of the public middle schools in future years. Additionally, the average high school building utilization is 104%, indicating that the one public high school option in Cordova is already over-enrolled. Accordingly, we selected Cordova, in part, to alleviate the problem of anticipated and current over-enrollment

Additionally, per SCS' own analysis, "Quality seats are needed in the Cordova neighborhood." Further evidencing this determination is the December 19, 2019 Shelby County School Board meeting, during which time new charter applicants were provided with SCS demographic data. The presenter explained that some students live in Cordova but elect to attend other SCS public schools in the city, which highlights the need for high-quality seats in Cordova, as well as contributes to under-enrollment. SCS analysis further concluded that high-quality seats are especially needed "...in the high school grade band. The only high school in the region scored below a 3.0 on the 2019 School Performance Scorecard [SPS]."¹ SCS continues, stating that "Based on the most recent School Performance Scorecard (2018-19), the Cordova neighborhood has the highest percentage of students in 6-8 and 9-12 schools with a School Performance Scorecard rating below a 3.00 in the East region." Based on these data, SCS indicates that 769 more middle school (6-8) seats are needed at schools with a 3.00+ SPS and 2187 more high school (9-12) seats are needed at schools with 3.00+ SPS. In SY 2017-18, MSE, which serves grades 6-12 in Hickory Hill, earned a 3.95 SPS.² Further, as explained below and throughout this application, MSE has a solid track record of earning consistently high SPS scores. As such, MSE selected the Cordova for replication due to this need for high-quality seats at the middle and high school levels.

With only three public middle schools and one public high school currently in operation, parents seeking a public-school education for their child(ren) currently have limited options in Cordova. Two of the middle schools and the high school are large, with enrollments of more than 700 and 2,000 students, respectively. While the other middle school currently serves approximately 400 students, middle schools in Cordova are about 30% under-enrolled, which means a much larger student body upon reaching enrollment capacity. While some parents may prefer a large school setting for their child(ren), other parents may wish to send their child(ren) to a small school but

¹ <http://www.scsk12.org/charter/files/2019/Final-EDPR-Nov-28-Rev1.pdf>

² At the time of submission, SY 2018-19 SCS data was not released for public consumption; accordingly, previous years' data are referenced throughout this application.

do not have the option to currently do so in Cordova. We intentionally designed our school to be small to keep class sizes down, to provide an individualized learning environment, and to cultivate a family-like school culture. By year five of operation, we will be operating at capacity with enrollment capped at 475 total students across grades six through twelve. Our school will provide parents seeking a small school environment for their child(ren) an option that does not currently exist in Cordova.

Further, all three middle schools and the high school operate as traditional public schools. Similar to size, some parents may prefer a traditional school. Others, however, may want another public option, which is not currently available to them in Cordova. Under the traditional model, schools must implement the district's curricula and administer specific district-mandated assessments, as well as adhere to the district's academic and operational policies and procedures. Our school will operate as a charter, which will grant us certain autonomies that traditional public schools do not enjoy. While we will be accountable for meeting established school goals – including academic, operational, and financial targets, as well as will be required to administer all State-mandated assessments – we will have more control over our academic and cultural programming, as well as more freedom around the operation of the school. Such autonomy will enable us to implement an innovative academic program, which will have a strong science, technology, engineering, and mathematics (STEM) focus (discussed in more detail below).

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

Public School	Total Enrollment	Graduation Rate	On Track Plus Mastered Rate 2019 ELA	On Track Plus Mastered Rate 2019 Math	School TVAAS Composite Rating	School TVAAS Rating 2019 Literacy	School TVAAS Rating 2019 Numeracy
Cordova Middle School	731	N/A	21.2%	13.8%	1	2	1
Dexter Middle School	411	N/A	20.5%	17.3%	5	5	5
Kate Bond Middle School	1131	N/A	20.6%	13.0%	2	4	1
Cordova High School	2210	87.2%	13.8%	6.3%	1	1	1
SCS Average	N/A	79.6%	20.4%	19.6%	2	5	1
State Average	N/A	89.1%	32.8%	33%	Data Not Available		
SCS Average Middle School Building Utilization in Cordova						68%	
SCS Average High School Building Utilization in Cordova						104%	

As explained above, the Cordova area of Memphis has experienced recent rapid commercial and residential growth, which has yet to slow. Per the United States Census, the total population of Cordova was 52,262 in 2010. Estimates put the total population at 60,762 as of 2017, which is 16.3% increase in just seven years. Despite this growth, there are currently only three public middle schools and one public high school operating in the Cordova area. While Shelby County Schools (SCS) Supplemental Information for Charter School Applicants indicates that the average middle school building utilization is only currently 68%, we project that the middle schools will soon reach, and eventually exceed, enrollment capacity. More specifically, the five public elementary schools operating in Cordova currently serve a combined total of about 4,000 students across the schools. With the matriculation of these elementary school students and projected continued growth of the Cordova area, the middle schools will soon reach enrollment capacity and will likely eventually become over-enrolled. Additionally, the average high school building utilization is 104%, indicating that the one public high school option is already over-enrolled.

According to SCS' School Performance Scorecards for the 2017-18 school year, the public middle schools operating in Cordova exceeded the district's average for on-track plus mastered rates in English language arts (ELA); however, none of the middle school met the State's average. All three middle schools also fell below the district and State's average in mathematics. Additionally, one middle school earned a Tennessee Value-Added Assessment System (TVAAS) composite score of 5 while another earned a 2 and the other received a 1. The high school currently in operation in Cordova was significantly below the district and State's average for on-track plus mastered rates in ELA and mathematics and earned a composite TVAAS score of 1. While the high school exceeded the district's graduation rate, it did not meet that of the State.

Data related to academic performance is not publicly available for private schools; below outlines enrollment information and trends for private schools in proximity to MSE's Cordova location to the extent that data are available:

Private School	Enrollment Requirements ³	Grades Served ⁴	Total Enrollment SY 2018-19 ⁵	Total Enrollment SY 2017-18 ⁶	Annual Tuition Range SY 2018-19 ⁷	Annual Tuition Range SY 2017-18 ⁸	Percent of Students Receiving Financial Aid ⁹
Evangelical Christian School (Shelby Farms)	Submit prior current report cards and achievement scores	PK3-12	677	711	\$5900K – \$16470K	\$5600K - \$16150	22%

³ Information about enrollment requirements taken from the school's website

⁴ <https://www.bizjournals.com/memphis/subscriber-only/2019/02/01/memphis-area-private-schools.html>

⁵ Ibid.

⁶ Ibid.

⁷ Ibid.

⁸ Ibid.

⁹ http://schools.memphischoolguide.org/schools/?keywordSearch=true&filter_keywords=Cordova+

Private School	Enrollment Requirements ³	Grades Served ⁴	Total Enrollment SY 2018-19 ⁵	Total Enrollment SY 2017-18 ⁶	Annual Tuition Range SY 2018-19 ⁷	Annual Tuition Range SY 2017-18 ⁸	Percent of Students Receiving Financial Aid ⁹
First Assembly Christian School	Submit prior and current report cards and achievement scores; pastor teacher, and administrator recommendations; student testimony; testing; and interview	PK3-12	630	663	\$5293K – \$11297K	\$5041K - \$10759K	25%
St. Francis of Assisi Catholic School	Submit Baptismal Certificate; Parish Affiliation Form; all report cards and standardized test results; and entrance or placement testing	PK3-8	537	572	\$6885K - \$10920K	\$6885K - \$10920K	10%

*While Heritage Baptist Academy is in proximity to MSE's Cordova campuses, no current enrollment or financial aid data are available, so we did not include the school in the above chart. Additionally, St. Benedict at Auburndale is in proximity to MSE. However, this response and chart is in regard to middle school enrollment, and St. Benedict does not serve middle school students, so the school is not included in the above chart.

As indicated above, there are five private schools in proximity to MSE's Cordova campus. Four of the five schools serve middle school students, and current enrollment and tuition data is available for three of the schools; no data is available Heritage Baptist Academy. Per the chart above, the three private schools (for which data are available) in proximity to MSE that serve middle school students, have total enrollments of well less than 1,000 total students. Two of these schools serve students in PK3-12 and one serves PK3-8. As depicted above, total enrollment divided by number of grades served (enrollment data by grade level at each school is unavailable), shows that the number of students in each grade level is very small, averaging just 45 students in SY 2018-19. Thus, these private schools serve a small number of total students across grades 6-8 (approximately 135 students at each school). Further, as indicated above, enrollment rates declined across all three school from SY 2017-18 to SY 2018-19. Each school lost an average of 34 students, indicating that parents are seeking other educational options for their child(ren).

Further, as outlined above, these private schools charge tuition, ranging from approximately \$5K to \$11K annually. Likely in response to decreased enrollment among other potential factors, two of the three schools raised annual tuition rates by an average of \$353. Additionally, while financial aid is available for some students, the percentage of students who receive it is small, averaging just 19% across the three schools. With an annual median household income of \$67,642¹⁰ in Cordova, many families cannot afford such rates, especially if they continue to rise.

¹⁰ <https://www.bestplaces.net/economy/zip-code/tennessee/cordova/38018>

All five private schools also have extensive admission requirements and do not guarantee to accept all students who apply.

Further, there is historical evidence of demand for our school. During a two-week period in July 2019, we engaged with multiple organizations in Cordova, including churches, day care centers, and businesses. We attended sporting events and sent brochures to Cordova businesses and residences. Current staff and Board members also informed the Cordova community about MSE. Additionally, we utilized online platforms to collect the signatures of Cordova parents who want to enroll their child(ren) in MSE, as well as to allow parents to complete intent-to-enroll applications upon our opening. We only accepted the signatures of parents who live in Cordova.

Through the efforts described above, in just two weeks, parents of a total of 488 school-aged children indicated their interest in, and intent to enroll their child(ren) in, MSE for SY 2020-21. Of those 488 students, 84 were identified as students who will be in grades 6-8 in SY 2020-21. Parents also indicated intent to enroll 30 students in grade 9 and 34 students were indicated for the higher grades of 10-12, which we will not serve in our opening year. Further, parents did not indicate the grade levels of 121 children, so the middle school and grade 9 numbers are very likely even higher. In short, in just two weeks, we secured intent to enroll signatures for 48% of our total middle school enrollment target and for 60% of our 9th grade enrollment target, which evidenced clear demand for our school..

Grade Level	Number of Signatures	Opening Year Enrollment Target	Percentage of Target Met as Indicated by Signatures
6	34	75	45%
7	30	50	60%
8	20	50	40%
9	30	50	60%
10, 11, 12	34	N/A	N/A
121 Parents who indicated intent-to-enroll did not provide their child(ren)'s grade level(s)			

Our school will be public; as evidenced by the historical demand described above, we will be a much needed option for parents who desire a high-quality education for their child(ren) in a small school setting but who cannot or do not want to pay thousands of dollars annually and/or do not want to submit themselves and their child(ren) to a rigorous, multi-step admissions process that does not guarantee acceptance and enrollment. Accordingly, private school enrollment will not impact or impede us in meeting our enrollment targets. In short, our school will provide ALL parents and students with much-needed high-quality public-school option in the Cordova area as evidenced by our solid history of success.

Since opening in 2010, our network has a solid track record of success. More specifically, since its first graduating class in 2014, MSE has consistently graduated nearly 100% of seniors, with graduation rates of 100% from 2014-16 as well as 2018, and a 98% graduation rate in 2017 and 2019. Further, in 2018, 100% of graduates were accepted into college, the majority of whom participated in the TN Promise Program and collectively earned more than \$6M in scholarships.

The school has significantly increased its American College Test (ACT) score average over the past 5 years (from 13.8 in 2014 to 18.5 in 2019); ranks #5 among all SCS high school in terms of the percentage of its graduates who are college-ready; and is in the top quartile of all SCS high schools for its ACT average. These successes contributed to MSE being recognized by US News and World Report, which ranked it the #1 charter high school in Tennessee and #26 among all high schools in the State in the spring of 2018.¹¹

In 2016, Tennessee moved to more rigorous State standards and tests, which resulted in a significant decline in student proficiency rates across Shelby County and the State. Despite the more challenging academic environment, MSE has performed well among its peers in math and English Language Arts (ELA) – as well as in academic growth.

On SCS' School Performance Framework (SPF) in 2017-18, MSE ranked #12 of 82 middle and high schools in the district and #8 of 42 high schools. In 2016-17, MSE's SPF was ranked #4 among all SCS high schools. In terms of math and reading/language arts proficiency, MSE has performed in the top 20% of all middle/high schools in the district over the past two academic years. Finally, MSE has consistently achieved strong TVAAS scores over the past 8 years, achieving a Level 4 or 5 in seven of the last eight years. We are eager to expand to the Cordova community to provide the area with a high-quality middle and high school option that will help to alleviate anticipated and current over enrollment, as well as provide parents with a high-quality option to increase public-school choice in Cordova.

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

We intend to serve students residing in Cordova. Accordingly, we anticipate that approximately 35% of our students will qualify for free and reduced-price lunch as indicated by PowerSchool data. We also predict that the majority of our student body will be composed of students of color. More specifically, we anticipate that most of our students will be African American. We also predict that Latino students will account for approximately a fifth of our student body, followed by Caucasian and Asian students. Given enrollments in public schools currently operating in Cordova, we anticipate that approximately a twelfth of our student body will be students with special needs and less than a tenth will be students who are English language learners (ELLs).

e. Summarize what the proposed school would do more effectively than the schools that are now serving the targeted population.

As described above, our network has a solid track record of success. We intend to replicate the exact grade structure and focus of our school currently in operation in Hickory Hill. We are confident that the replication of our model will also result in positive student outcomes and

¹¹ <https://www.usnews.com/education/best-high-schools/tennessee/districts/shelby-co/memphis-school-of-excellence-147620>

success in Cordova. The following explains the key design elements that we will implement to more effectively serve the students of Cordova:

- **Enriched Curriculum:** Our curriculum and learning environment will provide all students with access to engaging, stimulating, and rigorous curriculum. More specifically, our curriculum will be personalized, inquiry-based and, as applicable, aligned to the Common Core State Standards (CCSS), Next Generation Science Standards, and Tennessee Academic Standards. STEM will be infused across our academic program, and students will have ample opportunities to apply their learning through projects and science fairs. In addition, all students will take a STEM class that will employ coding curriculum. We also plan to have a robotics club; all students will have the opportunity to join. The robotics club will meet regularly and will expand on the STEM concepts and skills learned during the school day. Members will have the opportunity to compete in local, State, and national competitions. The club currently active at our school in Hickory Hill has enjoyed numerous wins and top placements in competitions over the last several years. Further, we will implement Math Counts and American Math Competition as extracurricular activities, which will also serve to further reinforce and extend STEM skills and concepts learned during the school day.
- **Technology Integration:** To support our STEM focus, as well as equip students with the technology skills needed to succeed in the 21st century, all students will take a technology class as an elective. This class will teach and reinforce the fundamentals of effectively using a computer, as well as expose students to more complex STEM-related concepts and activities through the implementation of coding curriculum, which will enable students to master the fundamental, as well as more advanced, principles and concepts of computer science. Additionally, the technology classroom will be outfitted with a three-dimensional (3-D) printer, which will allow students to participate in numerous STEM projects, such as creating the specifications for, and printing, a working prosthetic hand (among other items). Additionally, technology will be infused across other disciplines. Laptops and iPads will be readily available for teachers to use during instruction; classrooms will be outfitted with technological tools such as document cameras and SMARTBoards to utilize during instruction. We will also provide a fully outfitted computer lab. Our robust integration of technology across contents and classrooms through the use of computer-based programs such as Accelerated Reader, Accelerated Math, iReady, MobyMax, Kuta, and Study Island, as well as digital curricular resources, will better equip students with critical skills and will enable us to implement our STEM focus.
- **Standardized and Authentic Assessment:** To ensure that students are mastering the standards and content taught through our enriched curriculum, we will implement a robust assessment program. We will administer all required State standardized assessments, as well as regular benchmark assessments, to gauge student proficiency on pre-established benchmarks of learning at specific points in time. Benchmarks will be formative and summative, allowing teachers to adjust instruction to meet the needs of every student and enabling teachers to discern proficiency rates. We will also measure student growth through administrations of the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) assessment three times a year. Our authentic assessment system will work to complement the standardized assessments we administer. Teachers will collect and analyze

student work over time. Work samples and teacher observations will be housed in student portfolios, enabling teachers and students to see progressive growth.

- **Robust Student Support Staff:** To ensure that all students enrolled in MSE schools are identified for, and receive, all needed supports and services, we will employ numerous student support staff at the network and school level. More specifically, beginning in SY 2020-21, we will employ the following network-level student support staff positions:
 - Response to Intervention (RtI) Coordinator: The RtI Coordinator oversees the RtI programming and services across the network. With support from the Director of Academics, the RtI Coordinator supports all schools operating within the network in ensuring that all students identified as struggling, at-risk, and/or otherwise in need of intervention receives all required supports. The RtI Coordinator is also tasked with monitoring the effectiveness of intervention programming and will oversee gifted learner programming.
 - Special Education Coordinator: The Special Education Coordinator oversees the special education program and services across the network. With support from the Director of Academics, the Special Education Coordinator supports all schools operating within the network in ensuring full legal compliance; in creating, implementing, monitoring, and updating individual education plans; and in ensuring students receive all needed and mandated modifications, accommodations, services, and supports.
 - English as a Second Language (ESL) Coordinator: The ESL Coordinator is responsible for the oversight and implementation of the English language learner programming across the network. The ESL Coordinator supports schools operating within the network in ensuring full legal compliance and in providing students with all necessary and mandated language services and supports. The ESL Coordinator works with the Director of Academics to ensure that language learner students have full access to all academic programming. The ESL Coordinator also works hand-in-hand with the Special Education Coordinator and RtI Coordinator to ensure that language learner students with special needs, as well as those who require intervention or enrichment, receive all needed supports and services.

In addition to the above network-level student support positions, interventionists, special education teachers, ESL teachers, and counselors will be employed at the school level to provide robust and effective supports and services to students. As outlined in detail in the Personnel/Human Capital – Network-wide Staffing Projections section, all of these positions will be filled beginning in the school's opening year, with more student support staff being added as the school comes to scale, to ensure every student receives what s/he needs to achieve academic success.

- **Robust Support for Instructional Staff:** To ensure that our instructional staff provides rigorous, high-quality instruction and effectively implements our academic focus and model, we will provide robust supports. More specifically, every teacher will be assigned an instructional coach who will provide individualized support through observation and feedback cycles, as well as unit and lesson plan design and implementation support. Every teacher will have two daily planning periods to enable teachers ample time to create and revise plans. Further, we will provide extensive assessment and data supports. Leadership will create all benchmark exams for teachers. In addition, we will offer an electronic test

center, which will enable teachers to enter tests and have scantrons created and graded by the center. The center will also allow teachers to assign standards to every question. The center will provide teachers with easy access to disaggregated data to the question and standard level, as well as by subpopulation, cohort, and individual student levels, to inform upcoming instructional plans. To support teachers in using the center and becoming fluent in data, we will offer robust professional development (PD) and support around data-driven instruction (DDI) throughout the year. Further, we will implement a “Grow Your Own Administration” program, which will build leadership capacity.

- **Parental Involvement:** We believe that parents are our partners; we will actively engage parents and community members in the life of our school. We will build strong family-school partnerships that will strengthen support for learning and encourage parent involvement through methods such as the following, which are thoroughly described in the Community Involvement and Parent Engagement section:

- Parent-Board Member
- School Advisory Council
- Parent-Teacher Organization
- Orientations
- Meet-and-Greets
- Home Visits
- Communication Methods (school website, social media (e.g., Facebook, Instagram, Twitter, YouTube, Google Business Site), school database, parent mobile application, language translation services, monthly newsletter, phone calls, emails, in-person communications, suggestion boxes)
- Parent-Teacher Conferences
- School Events
- Volunteering Opportunities
- Parent Information Room
- Parent Recognition Program
- Adult Education Classes
- Parent Academy

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

The enrollment practices, processes, and policies that we will implement at the proposed school will not differ from those currently being implemented at our existing school.

- g. Complete the enrollment summary and anticipated demographics charts below.**

Anticipated Demographics	% of Economically Disadvantaged Students	% of Students with disabilities	% of English language learners
African American: 70% Latino: 20% Caucasian: 8% Asian: 2%	35%	12%	7%

1.12 Community Involvement and Parent Engagement (after school opens)

In this section:

a. Describe student recruitment after the school has opened. How will it differ from pre-opening recruitment?

As we prepare for our pre-opening year, we have already evidenced historical demand for our school. During a two-week period in July 2019, we engaged with multiple organizations in Cordova, including churches, day care centers, and businesses. We attended sporting events and sent brochures to Cordova businesses and residences. Current staff and Board members also informed the Cordova community about MSE. Additionally, we utilized online platforms to collect the signatures of Cordova parents who want to enroll their child(ren) in MSE, as well as to allow parents to complete intent to enroll applications upon our opening. Given that we only accepted the signatures of parents who live in Cordova, it can be inferred that these parents very likely have children who are enrolled in other schools in Cordova and are seeking another option.

Through the efforts described above, in just two weeks, parents of a total of 488 school-aged children indicated their interest in and intent to enroll their child(ren) in MSE for SY 2020-21. Of those 488 students, 84 were identified as students who will be in grades 6-8 in SY 2020-21. Parents also indicated intent to enroll 30 students in grade 9 and 34 students were indicated for the higher grades of 10-12, which we will not serve in our opening year. Further, parents did not indicate the grade levels of 121 children, so the middle school and grade 9 numbers are very likely even higher. In short, in just two weeks, we have already secured intent-to-enroll signatures for 48% of our total middle school enrollment target and for 60% of our 9th grade enrollment target, which evidenced clear demand for our school

Grade Level	Number of Signatures	Opening Year Enrollment Target	Percentage of Target Met as Indicated by Signatures
6	34	75	45%
7	30	50	60%
8	20	50	40%
9	30	50	60%
10, 11, 12	34	N/A	N/A
121 Parents who indicated intent-to-enroll did not provide their child(ren)'s grade level(s)			

Once our proposed school opens, we will expand our marketing and recruitment efforts to ensure that we fulfill enrollment targets every year. We will still employ many of the same recruitment strategies as we do during our pre-opening year: developing and distributing marketing materials in languages other than English; visiting community centers and hubs (e.g., faith-based organizations, businesses, feeder schools); placing advertisements; and employing social media.

However, after we open, we will shift the focus of many of our recruitment efforts to highlight the school as it exists in operation. More specifically, on our website and social media accounts, we will feature current school events and programming. We will advertise upcoming events, highlight events immediately after they occur, and celebrate the success of past events, creating multiple points of exposure for each. In short, with permission, we will highlight students who are enrolled in our school engaging in school activities so that potential parents and students can appreciate the student experience while attending our school. On our website and every social media account, we will also solicit the contact information of prospective families, enabling us to cultivate a robust database of potential students. In addition to our website (also discussed below), the social media outlets we intend to utilize are:

- **School website:** We will maintain a comprehensive website that is informational and easy to navigate. Our website will advertise our academic program and upcoming events for students, as well as families and the community, so that prospective students and parents can see the wide range of programming and activities offered by the school. The website will also feature special happenings and recognitions, such as visits from local officials and community members and results from sports and robotics competitions. Additionally, our website will provide potential students and parents with valuable academic information, including access to our State report card, which will showcase and educate prospective students and parents about our school's success. Our enrollment form will always be prominently featured on our website so that interested students and parents can easily complete and submit the form electronically.
- **Facebook:** We will leverage our Facebook page to serve as a complement to our school website. We will regularly post upcoming school activities, as well as provide accounts of school events by posting pictures and descriptions as soon as activities unfold so that prospective students and parents can gain a fuller perspective of the student experience while attending our school. We will include hashtags and links to our other social media account(s), as well as to our website, to drive traffic to our other outlets. A direct link to our enrollment form will also be embedded on our page, allowing potential students and parents to easily locate and complete the form in the moment of interest. We will also place advertisements for our school on Facebook, increasing our exposure.
- **Twitter:** Our Twitter account will dovetail the content contained on our website and posts to our other social media outlets. We will regularly tweet about school events and programming, as well as content related to our school, such as STEM. We will utilize Twitter's streamlined approach to communication to our advantage, posting links to our website and other social media account(s) to drive traffic to other outlets. In our profile, we will also provide direct links to our enrollment form so that interested students and parents can easily access, complete, and submit the form.
- **Instagram:** We will also advertise our school through postings on Instagram. Like our other social media accounts, we will upload videos and pictures of school activities immediately after they occur to expose prospective students and parents to our event offerings. We will also link our other accounts to our Instagram to direct users through our social media suite and school website. Our enrollment form will be easily accessible to those interacting with our Instagram account.

- **YouTube:** We will maintain a YouTube channel where we will post videos of school events to attract potential students and parents. We will also utilize YouTube to answer questions; more specifically, we will produce a Frequently Asked Questions (FAQs) video. The FAQs video will feature the commonly-asked questions by students and parents. School staff will answer these questions and direct viewers to resources if they want additional information. We will embed links to our website, enrollment form, and other social media accounts on our YouTube page.
- **Google:** We have established a Google-verified Google Business Site, on which we will upload pictures of school events and activities, as well as other notable school happenings. We will also publish news about our school on our Google site to inform prospective parents and students about our mission, model, and programming. We will also leverage the ability to manage advertisements about our school through our Google site, as well as drive traffic to our other social media accounts via links. Our Google site will also allow us track searches, which will enable us to refine our recruitment plans if analysis of search data deems it necessary.

In addition to our website and active social media campaign, we will hold open houses for prospective students and parents to enable them to see our school in operation first-hand. Open houses will occur at least seven times a year, mostly during third and fourth quarter. During open houses: potential students and parents will receive a comprehensive tour of the school; will be provided with literature further highlighting and explaining the school; will be given an enrollment form and will be offered support in completing the form; and will have the opportunity to ask any questions. We will also advertise and demonstrate our robust school database and parent mobile application during open houses. We will show parents how they will be able to access information about their child(ren) through our school database and parent mobile application, including upcoming class activities, assignments, and projects, as well as grades and test scores. Additionally, we will demonstrate how behavioral and attendance data will be contained in the database and application, so parents can track their child(ren)'s conduct, as well as be alerted to absences and tardies. Further, we will emphasize how the database will serve as a direct link between teachers and students. Teachers and parents will be able to leave notes for, and send, electronic communications to each other, enabling frequent and fluid communications.

Open house participants will be asked to provide some personal information such as name, mailing address, phone number, and email address, which will enable us to keep in contact with them after the open house. We will follow-up with attendees via physical and electronic mailings and phone calls to maintain their interest in our school, as well as answer any questions and solicit feedback about our school. Prospective parents and students may also request a tour of the school outside of offered open houses.

We will also publish a comprehensive monthly newsletter that will highlight all of the school's recent past and upcoming events and accomplishments. Newsletters will be disseminated through electronic mailings and postings on our website. All prospective students and parents whose information will be captured in our database, cultivated through the channels described above, will receive newsletters. In addition, we will send newsletters to all currently-enrolled student and parents, staff, Board members, and other school stakeholders, such as community

members and organizations to ensure that a wide swath of school stakeholders regularly receive information about our school.

Further, we will enlist the support of school stakeholders – staff members working at the school, students attending the school, parents involved with the school, Board members governing the school, and community members and organizations supporting the school. We will encourage this robust group of school stakeholders to advertise our school, through word-of-mouth, engagement with our social media accounts (e.g., Facebook likes, retweets), and sharing of newsletter publications. We will implement a referral program; students currently enrolled in the school will be eligible to participate. Students who refer a student who then completes an enrollment form get a free dress day. Students who refer three students who submit enrollment forms get a free uniform shirt.

b. Outline how the school will engage parents and community members in the life of the school (in addition to any proposed governance roles). Explain the plan for building family-school partnerships that strengthen support for learning and encourage parent involvement.

Our mission calls for us to prepare students for higher learning in a safe, caring, and collaborative atmosphere. To realize our mission, we will actively engage parents and community members in the life of our school. Accordingly, we value input and feedback from all parents. To make it convenient for parents to provide us with suggestions, comments, and/or concerns, we created a virtual suggestion box just for parents on our website in 2013. Parents are able to easily submit their thoughts and feedback. Principals regularly access the suggestion box to review responses and respond accordingly, whether that be replying back to a specific comment or passing a comment along to network-level leadership. To date, 148 parents have utilized the virtual suggestion box, which has resulted in school improvements. For example, we received feedback via the box about the need for a bus to transport students to and from school. After considering and researching this feedback, we now have a bus. Additionally, once we started to bus students, we received feedback via the box that the bus driver was allowing students to exit the bus prior to the school being open in the morning. We responded by implementing a policy that calls for students to stay on the bus until the building is open. We will encourage Cordova parents to provide us with feedback during our pre-opening and opening year (as well as every year beyond) so that we can consider and address input related to the development of our Cordova school.

In addition to soliciting all parents' feedback, parents serving on advisory boards and councils, will be included in the school improvement plan process, which involves analyzing data from the previous school year, identifying areas for improvement, and creating a plan for improvement. During our pre-opening year, this process will largely involve goal setting, as well as reflection on development and design processes leading up to opening.

Upon being awarded our charter, we will build strong family-school partnerships that will strengthen support for learning and encourage parent involvement through methods such as:

- **Parent Board Member:** As outlined thoroughly in the Network Governance section, the Board of Directors that governs our schools currently in operation will also serve as the Governing Board of the proposed school. Currently, a parent whose child is enrolled in our existing

schools in the Hickory Hill area serves as an active Board member. Additionally, within six months of opening, a parent whose child attends school at our Cordova location will be appointed to the Board. We will have two parents on the Board to ensure that parents are actively engaged in the governance of the school, as well as to enable parent voices to be officially represented in the areas in which we operate.

- **Advisory Council:** Also explained in detail in the Network Governance section, each school will have an advisory council. In accordance with Tennessee Code § 49-13-109, an advisory school council shall include no fewer than five (5) members and shall include the Principal, at least one (1) parent, and at least one (1) teacher representative. Advisory councils will convene quarterly to discuss needs, identify areas for improvement, pinpoint problems, and recommend solutions. Following every meeting, each advisory council will submit a report detailing the council's conversations, needs, and recommendations among other pertinent information to the Board. The advisory council offers parents another layer of official representation in the oversight of the school, as well as another opportunity to actively engage in the school's operations.
- **Parent-Teacher Organization (PTO):** Every school will have a Parent-Teacher Organization (PTO) that meets regularly to discuss matters related to the school's operation and programming. PTO meetings will enable parents to formally convene to discuss ideas, identify concerns, brainstorm solutions, and offer feedback about the operation of the school. The PTO will offer parents the opportunity to form relationships with other parents and with school staff, as well as provide parents with a forum in which they can contribute to the functioning of the school.
- **Orientation:** Prior to the start of school, we will hold orientation sessions for parents to orient them to the school building, as well as educate them about the school's policies and procedures. Parents will also learn about the school's database and parent mobile application, which is detailed thoroughly below, as well as other communication structures and opportunities to engage with the school, including upcoming family activities and our home visit program.
- **Meet-and-Greet:** Parents will be encouraged to attend a meet-and-greet event, which will occur within the first two weeks of school. During this time, parents will meet their child(ren)'s teachers and other school staff and tour the school. The meet-and-greet will also serve as an opportunity to introduce the curricula that will be taught and educational software that will be used, as well as (re)familiarize parents with the school's policies, website, database, and parent mobile application. Parents will receive support in creating usernames and passwords and logging into the database and downloading and accessing the application – both of which serve as central communication platforms between school and home.
- **Home Visits:** We will encourage and compensate our teachers for making visits to the homes of students they serve. Home visits will enable teachers to make authentic connections with their students and students' families. During home visits, teachers will engage students and families in conversations about the school and about themselves. Teachers will provide strategies and suggest activities in which students and parents can engage together that will reinforce and extend what is learned at school. Teachers will also support parents in using the school's database and parent mobile application, which serve as the primary

communication methods between home and school. Home visits will also act as a source of support when students and their families are facing difficulty such as the loss of a loved one.

- **Communication Methods:** We will utilize multiple communication methods to ensure that students and parents are fully informed about school activities. Among these are:
 - **School Website:** As indicated above, we will maintain a comprehensive website with information about the school's programming, performance, and events. The school website will be updated regularly to provide timely announcements to students and parents. Links to our social media account(s), school database, parent mobile application download, and newsletter will also be prominently featured on the website.
 - **Social Media:** Also described above, we will utilize social media, including Facebook, Twitter, and Instagram, as means to engage with, and provide timely information to students and parents. We will post and tweet regularly about upcoming activities so that students and parents are fully informed about and have ample notice to participate in school events. We will often post and tweet immediately after events conclude, which allows families to stay informed about activities at which they could not be physically present. We will also embed links to our school website and database on our home page and profile so that users can access and engage with them easily.
 - **School Database:** Parents will be able to access information about their child(ren) through our school database. Teachers will post upcoming class activities, assignments, and projects, as well as record students' grades so that parents can receive timely updates about their child(ren)'s progress and achievement. Assessment data will also be housed on the database so that parents can access benchmark and other test scores. Additionally, behavioral and attendance data will be contained in the database so parents can track their child(ren)'s conduct, as well as be alerted to absences and tardies. Further, the database will serve as a direct link between teachers and students. Teachers and parents will be able to leave notes for, and send electronic communications to, each other, enabling frequent and fluid communications.
 - **Parent Mobile Application:** We will offer an application that can be downloaded so that parents can access information from the database on their mobile devices. The application will allow parents to monitor their child(ren)'s progress; grades, homework assignments, behavioral data, and attendance records can be accessed on the application. In addition, the application will provide important school information such as the school bell schedule, lunch menus and payments, and the school calendar of events. In addition, our newsletter, described below, will be included in the application every week, enabling parents to easily stay informed about, and engaged in, their child(ren)'s educational experience, as well as school events and happenings.
 - **RemindMe Application:** We will also employ the RemindMe application to remind parents about upcoming events and activities. The application will also enable us to send out announcements so that parents are informed in a timely manner.
 - **Language Translation:** All of our parents must be informed about, and given the opportunity to engage with, the school. We will translate all documents into languages other than English most commonly spoken at the school. Our website is also equipped with a translation program that allows it to be translated into multiple languages. In addition, at least one front office staff member will be bilingual and fluent in the language

other than English spoken most frequently. We will also enlist the services of translators, when necessary, to ensure that all parents can effectively communicate with, and receive communications from, the school.

- **Monthly Newsletter:** We will publish a comprehensive monthly newsletter that will highlight all of the school's recent past and upcoming events and accomplishments. Newsletters will be disseminated through website postings and electronic mailings to all families whose child(ren) attend our school. Parents utilizing the parent mobile application will receive the newsletter via their application every month.
- **Phone Calls:** We will conduct robocalls to make school-related announcements, as well as inform families about upcoming events. All robo calls will be translated into Spanish. In addition, teachers will make frequent phone calls to the parents of their students to highlight successes, as well as discuss any concerns. Teachers will be required to return parent phone calls within 48 business hours to ensure that parents' questions, comments, and/or concerns are addressed in a timely manner.
- **Emails:** As indicated above, our database streamlines electronic communications between parents and teachers. As with phone calls, teachers will be required to reply to emails within 48 business hours. Emails will be utilized as a means for parents and teachers to quickly and fluidly communicate with each other.
- **In-person Communications:** We will welcome parents to visit our school. Parents will be encouraged to make appointments to confer with their child(ren)'s teachers, and school leadership will have an open-door policy for parents. In addition, we will encourage parents and teachers, as well as other school staff, to engage in short conversations during morning drop-off and afternoon dismissal. During this time, teachers and staff will be visible and available to briefly engage with parents.
- **Suggestion Boxes:** We will welcome feedback and input so that we can continually improve our school and be responsive to the needs and ideas expressed by parents. We will install a suggestion box in the main lobby of our school. Parents will be encouraged to communicate their opinions, suggestions, and concerns about the school. We will also build a virtual suggestion box on our website, allowing parents to submit their thoughts remotely and electronically. When suggestions are submitted, school leadership will promptly review the suggestion and take appropriate action.
- **Parent Teacher Conferences:** Conferences will be held at minimum twice a year – once during the first quarter and once during the third quarter. Conferences will enable teachers and parents to discuss academic achievement, behavioral progress, assessment scores, and upcoming curricula. Parents can also use this time to address any concerns or questions. Parents unable to attend will be encouraged to schedule a meeting with their child(ren)'s teachers at another time.
- **School Events:** Throughout the year, we will hold a number of school events for students and families. Many of these events will be academic in nature, such as curriculum nights, during which teachers and staff will review upcoming curricula with parents so that they are fully informed about what their child(ren) is/are learning. Curriculum nights will allow parents to engage with the skills and content their child(ren) will be expected to master, as well as ask any questions and/or voice any concerns about the material. During this time, teachers will also provide strategies about how parents can support learning of the curricula at home. In

addition, we will host multiple social events for families so that staff, students, and parents can come together as a community. Among these events will likely be festivals, food and clothing drives, and dinners and banquets. We will also hold assemblies throughout the year, such as honor roll celebrations, to celebrate students and the school and cultivate school spirit. Further, we will offer events specifically for our parents; these events will enable parents to interact and build relationships with school staff. For example, we plan to host regular Muffins for Moms and Donuts for Dads meetings, allowing parents to form and strengthen relationships with each other and school leadership and staff.

- **Volunteering Opportunities:** All parents will be asked to volunteer upon their child(ren) enrolling in the school. While volunteering will be optional, we will highly encourage it as a means to engage in the school and form meaningful relationships with staff, students, and other parents. Parents will be presented with a wide range of volunteering activities from which to choose, including supporting teachers by making copies, reading with and/or to students, providing instructional support to students, and assisting with field trips.
- **Parent Information Room:** We understand that not all parents have access to computers and printers or to mobile devices. Accordingly, we will dedicate a space equipped with Internet and outfitted with a kiosk machine, computer, and printer for parents' use. Parents will be able to access our website, social media platform(s), and database to retrieve information and monitor their child(ren)'s progress. They can print announcements and reports at their convenience. School staff will be available for parents in need of technological assistance in utilizing the parent room.
- **Parent Recognition Program:** Just as we will celebrate our students' success and contributions to the school on social media, in newsletters, and during assemblies and other school events, we will recognize parents who are actively engaged and involved in the school. Parents who volunteer for a certain number of hours and who participate in a certain amount of school events and programs – both of which will be exactly determined in the future upon the school's opening – will receive recognition. More specifically, recognized parents' names will be published on our school website. We will also host a reception during which recognized parents will be awarded a certificate. Such recognition will encourage other parents to volunteer and participate in school activities and will motivate parents who are active to continue to engage with the school.
- **Adult Education Classes:** We believe in supporting and empowering our parents. To that end, we will offer a series of language classes and computer classes throughout the school year. Classes will be held once a week for 45 minutes. Language classes will support parents who speak languages other than English in gaining English language proficiency. Computer classes will cover the fundamentals of computer use, as well as how to work in the Google suite and Microsoft Office. For parents who possess more advanced technological skills, classes will support them in earning Apple and Google certifications.
- **Parent Academy:** In addition to language and computer classes, we will hold a parent academy – a series of educational and inspirational sessions. Topics covered will likely include: How to Help Your Child with Math Homework; Conscious Discipline at Home; Helping Your Child Make Healthy Relationship Choices; How to Stay Involved at the Secondary Level; Healthy Eating Habits; Mentoring; College Preparation and Financial Aid; STEM High School Activities; and Northwest Evaluation Association Measures of Academic Progress (NWEA

MAP). We fully believe parents are our partners. Our parent academy will strengthen this partnership, as well as support parents in creating healthy learning environments at home.

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

As indicated above, we fully appreciate that for our school to be successful, we need to create strong partnerships with parents and engage them in the life of our school. The foundation of building these robust partnerships with parents is communication. We must ensure that our parents are fully informed of, and educated about, all school policies and volunteer opportunities. We will accomplish this through initiatives such as:

- **Registration:** During registration, parents will receive a parent/student handbook that comprehensively outlines all of the school's policies and procedures. Parents will be required to sign a receipt of acknowledgement that they received, and will abide by, the handbook. During orientation and the meet-and-greet event, time will be dedicated to more thoroughly explaining the policies and procedures detailed in the handbook. Additionally, during the registration process, parents will be asked to complete a volunteer form to indicate volunteering preferences, such as frequency and type of volunteer work. While volunteering will not be mandatory, we will highly encourage parents to volunteer as much as able.
- **Parent Student Handbook:** Parents will receive, and sign for, a comprehensive parent/student handbook during the registration process. The handbook will explicitly outline the school's mission and vision, as well as – among others – all the school's policies and procedures, including expectations for field trips, school visitors, arrival and dismissal, attendance and absences, dress code, technology use, code of conduct, behavioral consequences, and school closure. The parent-student handbook will also be available in languages other than English and will be easily accessible on the school's website.
- **Orientation:** Prior to the start of school, we will hold orientation sessions for parents to orient them to the school building, as well as educate them about the school's policies and procedures as outlined in the parent-student handbook they received during registration. During orientation, parents will be reminded about the ample volunteering opportunities available to them. Parents will also learn about the school's database and parent mobile application, detailed below – both of which house information about the school's policies and volunteer opportunities.
- **Meet-and-Greet:** Parents will be encouraged to attend a meet-and-greet event, which will occur within the first two weeks of school. During this time, parents will meet their child(ren)'s teachers and other school staff and tour the school. The meet-and-greet will also serve as an opportunity to introduce the curricula that will be taught and educational software that will be used, as well as (re)familiarize parents with the school's policies and procedures as outlined in the parent/student handbook. During the meet-and-greet, teachers will also discuss volunteering opportunities with parents, providing them with their monthly parent volunteer wish list.
- **Home Visits:** To build relationships with our families, as well as inform them about school policies and volunteer opportunities, we will implement a robust home visit program. Home visits will enable teachers to make authentic connections with their students and students'

families. During home visits, teachers will engage students and families in conversations about themselves, as well as review school policies and procedures and volunteering. Teachers will provide strategies and suggest activities in which students and parents can engage together that reinforce and extend what is learned at school. Teachers will also support parents in using the school's database and parent mobile application (described below), which will serve as the primary communication methods between home and school.

- **School Database:** Parents will be able to access information about the school and their child(ren) through our school database. Teachers will post upcoming class activities, assignments, and projects, as well as record students' grades so that parents can receive timely updates about their child(ren)'s progress and achievement. Assessment data will also be housed on the database, so that parents can access benchmark and other test scores. Additionally, behavioral and attendance data will be contained in the database, so parents can track their child(ren)'s conduct, as well as be alerted to absences and tardies.
- **Mobile Parent Application:** We will offer an application that can be downloaded so that parents can access information from the database on their mobile devices. The application will allow parents to monitor their child(ren)'s progress; grades, homework assignments, behavioral data, and attendance records can be accessed on the application. In addition, the application will provide important school information, such as the school bell schedule, lunch menus and payments, and the school calendar of events. In addition, our newsletter, described below, will be included in the application every week, enabling parents to easily stay informed about and engaged in their child(ren)'s educational experience, as well as school policies and events.
- **School Website:** As indicated above, we will maintain a comprehensive website with information about the school's policies, procedures, programming, performance, and events. The school website will be updated regularly to provide timely announcements to students and parents. Links to our social media account(s), school database, parent mobile application download, and newsletter will also be prominently featured on the website so that parents can easily stay informed about the school.
- **Social Media:** Also described above, we will utilize social media, including Facebook, Twitter, and Instagram as means to engage with and provide timely information to students and parents. We will post and tweet regularly about parent volunteer opportunities so that parents can stay abreast of the most current opportunities to help in the school. We will also embed links to our school website and database on our home page and profile so that users can access and engage with them easily.
- **Board Meeting Agendas and Minutes:** Following every Board meeting, the meeting agenda and minutes will be promptly uploaded on to our school website so that parents can access them, and be informed about, Board discussions and decisions. Parents may request hard copies of all Board agendas and minutes. Parents will also be encouraged to physically attend Board meetings as a means to stay informed about the school.
- **Advisory Council Reports:** Also explained in detail in the Network Governance section, each school will have an advisory council. In accordance with Tennessee Code § 49-13-109, an advisory school council shall include no fewer than five (5) members and shall include the Principal, at least one (1) parent, and at least one (1) teacher representative. Advisory councils will convene quarterly to discuss needs, identify areas for improvement, pinpoint

problems, and recommend solutions. Following every meeting, each advisory council will submit a report detailing the council's conversations, needs, and recommendations among other pertinent information to the Board. These reports will be available to parents not serving on the council so that they can stay informed about discussions regarding and proposed modifications to the school's policies and procedures.

- **PTO Membership and Meeting Minutes:** Every school will have a Parent-Teacher Organization (PTO) that meets regularly to discuss matters related to the school's operation and programming. Parents will be encouraged to volunteer to participate on the PTO. PTO meetings will enable parents to formally convene to discuss ideas, identify concerns, brainstorm solutions, and offer feedback about the operation of the school. For parents who are unable to participate on the PTO, meeting minutes will be uploaded to the school's website so that all parents can be informed of discussions about and suggested changes to school policies and procedures.
- d. **If already identified, describe any programs you will offer to parents and/or the community and how they may benefit students and support the school mission and vision.**

Our mission entails preparing students for higher learning in a safe, caring, and collaborative atmosphere, and our vision revolves around enabling students to succeed in secondary school, college, and in the workplace, and to provide an option for students to enter STEM careers after college completion. As indicated throughout this section, we firmly believe creating strong partnerships with parents is critical to realizing our mission and vision and, ultimately, to our school's success. Robust parent partnerships better ensure that student learning and achievement is reinforced at home. As a means to cultivate these partnerships, as well as provide a source of support to parents in expanding their own skill sets and, in their efforts to support their child(ren)'s academic and social-emotional development and achievement at home, we plan to offer the following the programs:

- **Adult Education Classes:** We will offer a series of language classes and computer classes throughout the school year. Classes will be held once a week for 45 minutes. Language classes will support parents who speak languages other than English in gaining English language proficiency. Computer classes will cover the fundamentals of computer use, as well as how to work in the Google suite and Microsoft Office. For parents who possess more advanced technological skills, classes will support them in earning Apple and Google certifications. Since our school will have a heavy STEM focus, developing parents' technology skills will, in turn, help them support their child(ren)'s mastery of STEM concepts.
- **Parent Academy:** In addition to language and computer classes, we will hold a parent academy – a series of educational and inspirational sessions. Topics covered will likely include: How to Help Your Child with Math Homework; Conscious Discipline at Home; Helping Your Child Make Healthy Relationship Choices; How to Stay Involved at the Secondary Level; Healthy Eating Habits; Mentoring; College Preparation and Financial Aid; STEM High School Activities; and Northwest Evaluation Association Measures of Academic Progress (NWEA MAP). We fully believe parents are our partners. Our parent academy will strengthen this partnership, as well as support parents in creating healthy learning environments at home.

- **Thanksgiving Food Drive:** While our mission and vision are largely academic in nature, our mission calls for us to cultivate a caring environment. We will hold an annual food drive during the month of November to collect food items for families in need. The school will provide turkeys to every family who cannot otherwise afford one. We believe that ensuring every family enjoys a Thanksgiving dinner will contribute to the creation of a caring environment, strengthening the bond between home and school.

1.13 Existing Academic Plan (for existing operators)

In this section:

a. Describe any key academic plan features for the replication school that will differ from the operator's existing schools.

MSE believes that every student possesses natural curiosity and a distinct intelligence from which a love of learning can be fostered. Our approved academic plan and focus has proven to be effective and successful as evidenced by our consistently high Tennessee Value-Added Assessment System (TVAAS) scores, high graduation rates, and strong American College Test (ACT) scores, as well as impressive Measures of Academic Progress (MAP) growth rates at the elementary school level. We do not intend to implement any key academic plan features that will differ from our existing school.

Following is a list of the key components of our academic focus and plan that we will replicate; these are articulated in our previously approved charter application, as well as described in detail in the Past Performance section:

- Enriched Curriculum
- Technology Integration
- Standardized and Authentic Assessment
- Robust Student Support Staff
- Robust Support for Instructional Staff
- Parent Involvement

Additionally, as outlined in our original application, MSE implements a Science, Technology, Engineering, and Math (STEM) focus that aligns to the technology integration component of our academic focus and plan. We are currently engaged in the process of becoming a STEM-certified school through the TNDOE. We have completed all required components of the application for our two campuses currently in operation in Hickory Hill and anticipate approval for certification by the end of SY 2020-21. Upon approval of this application, we will engage in the certification process for our Cordova middle and high school campus. We will also pursue certification of our elementary school in Cordova, which is approved to open in SY 2020-21. We anticipate that it will take two years to obtain certification for both schools.

As we have grown and gained experience, our STEM focus has also evolved and is now embedded across all areas of our schools. As we continue to grow and expand, we will replicate the following practices across all schools in our network:

- **Invested in Technology:** Central to implementing STEM activities and furthering our STEM focus, we have allocated funds to procuring technology. Both schools currently have fully outfitted computer labs with 30 desktop computers and a 3-D printer in each. We will provide identical computer labs in both of our replicated schools. In addition, we have purchased devices (e.g., iPads, Chromebooks) to enable a 2:1 ratio in the middle and high school and a 1:1 ratio in the elementary school. Teachers across disciplines incorporate technology-driven

instruction and activities, enabling students to master critical technology skills. At the middle and high school, elective teachers are also required to implement technology in their instructional plans, ensuring students receive ample exposure. As we scale, we will replicate these technology ratios and practices.

- **Gained Certifications:** At the elementary school, all teachers and administrators are Apple- or Google-certified. To earn certification, participants must complete online classes and pass certification tests. Such training and certification ensure that teachers have the knowledge and skills needed to fully utilize as a meaningful instructional tool. Additionally, we offer a Google certification class to high school students as an elective, which will teach them how to fully utilize the Google suite, as well as leverage technology for educational, as well as for future professional, purposes.
- **Enriched Science and Mathematics Instruction:** Elementary school students across grades kindergarten through five take a coding class as an elective, meeting once a week. The course utilizes multiple STEM-related resources, including the code.org STEM-focused curricula. Additionally, we recently established a partnership with CodeCrew – an organization that provides robust support around coding. More specifically, CodeCrew provides curricula and in-person support to teachers around delivering coding instruction to students. Facilitators from the organization also push-in to sixth and seventh grade technology classes twice a week to help both students and teachers with coding and other STEM-related content. Further, all middle school students spend more hours in science than at traditional public schools. More specifically, MSE middle school students have 7-or-8 45-minute periods a week in science classes as compared with the traditional average of 5 periods a week. Additionally, high school students are provided with opportunities to take additional science and mathematics courses outside of what is minimally required for graduation. Based on enrollment, interest, and need, we offer more rigorous science and mathematics classes that provide STEM-related instruction, including (but not limited to) Advanced Placement (AP) Statistics, AP Calculus, and AP Biology.
- **STEM Activities:** We have an in-school STEM festival every year. This one-day festival involves students preparing and presenting STEM-related projects to their peers, parents, and teachers. In addition, we invite outside professionals who work in STEM fields to attend and participate. This past year, a professor attended and conducted an experiment about dry ice for festival participants to watch. In addition, we offer robust STEM-focused extracurricular activities, including:
 - **Science Olympiad:** Students in grades 6-12 participate in the club and engage in a variety of STEM-related events and activities. Participants also compete at the state and national level. In the 2018-19, the team placed second out of twelve in the Memphis City competition; we have placed every year that we have participated.
 - **Robotics:** High school students participate in this club. Using the FIRST Tech Challenge (FTC) model, they design and build a robot that is programmed to accomplish a specific goal, such as throwing a ball or pushing a box. In 2016, the team placed second out of 41 teams in the West Region Tennessee competition. In 2013, the team placed first out of 26 teams in the West Region Tennessee competition. In 2012, the team placed third out of 46 teams in the West Region Tennessee competition.

- **3-D Printing:** In this club, students in grades 3-12 work on computers to design plans to be printed via the 3-D printer. Examples of plans that have been created and printed include cell phone holders, Pikachu figurines, doorstops, and pencil cups.

b. Explain why you would implement these different features, any new resources they would require, and the rationale for the variation in approach.

We do not intend to implement any key academic plan features that will differ from our existing school. However, as we have scaled and gained more experience, we have implemented the following enhancements that have proven to strengthen our academic focus and plan. Enhancements are correlated to the relevant core component of our plan as listed above:

- **Enriched Curriculum:** In response to academic standards changing in SY 2015-16, we adopted new textbooks that fully aligned to all changes. More specifically, at the elementary level, we adopted Houghton Mifflin Harcourt for English language arts (ELA) and mathematics (i.e., Journeys). At the middle and high school level, we adopted Prentice Hall (Tennessee version) for mathematics, and Holt for science. We also updated our lesson plan template, which all teachers are required and submit for review and revise according to feedback, to ensure that teachers are unpacking and demonstrating increased levels of instructional rigor in response to the new standards. The updated template also requires teachers to plan and script higher-order thinking questions that align to standards being taught. Further, in SY 2014-15, we created the Academic Coordinator position to support the middle and high school and elementary school. The Academic Coordinator is tasked with directly implementing the school's academic program by supporting the development and execution of instructional plans and assessments anchored in the school's curricula. The Academic Coordinator has been integral in the creation and refinement of academic systems (described above and below in standardized and authentic assessment) and in supporting the delivery of effective instructional plans. The Academic Coordinator works closely with coaches and teachers to ensure that effective instruction is being delivered to all students. The Academic Coordinator's efforts have ensured that MSE's academic program is successful as evidenced by high TVAAS scores, high ACT scores, high graduation rates, and impressive growth as measured by MAP at the elementary level. In anticipation of further growth, we have created a network-level position – Director of Academics – who implements and oversees the academic focus and plan across the network. We will retain the Academic Coordinator position at the school level to ensure that individual schools and teachers receive robust support in creating effective instructional plans and delivering effective lessons to students. As we continue to scale, we will add more Academic Coordinators to ensure effective implementation of our academic plan. The Director of Academics will serve as direct support to Academic Coordinators.
- **Technology Integration:** In addition to the STEM focus described above and the relevant STEM-related practices we implement, we have also expanded our use of educational software to better meet students' individual learning needs. Among these new selections are MobyMax, iReady, myON, STAR Reading and Math, newsELA, and Naviance. We have also largely discontinued the use of Study Island; we determined through various forms of assessment data that the program was not sufficiently meeting students' needs.

- **Standardized and Authentic Assessment:** To enhance our use of standardized and authentic assessment tools, we created an electronic test center in 2010. The center enables teachers to enter tests and have scantrons created and graded by the center. The center allows teachers to assign standards to every question. The center provides teachers with easy access to disaggregated data to the question-and-standard level, as well as by subpopulation, cohort, and individual student levels, to inform upcoming instructional plans. Providing our teachers with the ability to disaggregate data in multiple ways and student groupings has cultivated a robust culture of data-driven instruction (DDI), which has greatly contributed to our success. Additionally, as standards have been revised, we have updated the electronic test center accordingly to ensure that we assess our students on the most recent and rigorous standards. Further, during SY 2018-19, we piloted the MAP assessment in grades K-2 as a means to collect nationally-normed student proficiency and growth data. Starting in SY 2019-20, we will implement MAP across all grade levels in all of our schools. MAP is administered three times a year – at the beginning of the year, in the Winter, and in the Spring. This enables us to measure growth in addition to precisely identifying individual student proficiency levels. These data are used by teachers and the Academic Coordinator to analyze student performance and growth at the individual, cohort, teacher, sub-population, grade, and school level, providing critical insight into the instructional strengths and areas of need at the school. Moving forward, the Director of Academics will also analyze the data, enabling a comprehensive view of proficiency and growth at the network and school level, as well as at the disaggregated levels previously described.
- **Robust Student Support Staff:** To ensure that all students enrolled in MSE schools are identified for and receive all needed supports and services, we will employ numerous student support staff at the network and school level. More specifically, beginning in SY 2020-21, we will employ the following network-level student support staff positions:

 - Response to Intervention (RtI) Coordinator: The RtI Coordinator oversees the RtI programming and services across the network. With support from the Director of Academics, the RtI Coordinator supports all schools operating within the network in ensuring that all students identified as struggling, at-risk, and/or otherwise in need of intervention receives all required supports. The RtI Coordinator is also tasked with monitoring the effectiveness of intervention programming and will oversee gifted learner programming.
 - Special Education Coordinator: The Special Education Coordinator oversees the special education program and services across the network. With support from the Director of Academics, the Special Education Coordinator supports all schools operating within the network in ensuring full legal compliance; in creating, implementing, monitoring, and updating individual education plans; and in ensuring students receive all needed and mandated modifications, accommodations, services, and supports.
 - English as a Second Language (ESL) Coordinator: The ESL Coordinator is responsible for the oversight and implementation of the English language learner programming across the network. The ESL Coordinator supports schools operating within the network in ensuring full legal compliance and in providing students with all necessary and mandated language services and supports. The ESL Coordinator works with the Director of Academics to ensure that language learner students have full access to all academic

programming. The ESL Coordinator also works hand-in-hand with the Special Education Coordinator and RtI Coordinator to ensure that language learner students with special needs, as well as those who require intervention or enrichment, receive all needed supports and services.

In addition to the above network-level student support positions, interventionists, special education teachers, ESL teachers, and counselors will be employed at the school level to provide robust and effective supports and services to students. As outlined in detail in the Personnel/Human Capital – Network-wide Staffing Projections section, all of these positions will be filled beginning in the school's opening year, with more student support staff being added as the school comes to scale, to ensure every student receives what s/he needs to achieve academic success.

- **Robust Support for Instructional Staff:** To ensure that teachers are trained to effectively implement the above-mentioned programs, we provided robust professional development (PD) on each program. In addition, we have leveraged skilled teachers to deliver PD sessions, recognizing the impact of teachers teaching teachers. Teacher-led PD occurs approximately four times per year. We are also working with TNCORE SW to provide PD to our instructional staff. Further, we have expanded our PD offerings to better onboard teachers who are new to MSE. In addition to the summer PD offered to returning teachers, we added a full-day orientation session for new instructional staff. Also, as indicated throughout this application, our robust coaching program stands as a critical component to our success. Beginning in SY 2016-17, we identified four teachers to also serve as instructional coaches. Every teacher, including teachers of non-core classes, has an assigned instructional coach who provides individualized support through observation and feedback cycles, as well as unit and lesson plan design and implementation support. Every teacher also now has two daily planning periods to enable teachers ample time to create and revise effective instructional plans, as well as engage in coaching sessions.
- **Parent Involvement:** To meaningfully engage parents, we created a virtual suggestion box in 2013. Parents are able to easily submit their thoughts and feedback. Principals regularly access the suggestion box to review responses and respond accordingly, whether that be replying back to a specific comment or passing a comment along to network-level leadership. To date, 148 parents have utilized the virtual suggestion box, which has resulted in school improvements. For example, we received feedback via the box about the need for a bus to transport students to and from school. After considering and researching this feedback, we now have a bus. Additionally, once we started to bus students, we received feedback via the box that the bus driver was allowing students to exit the bus prior to the school being open in the morning. We responded by implementing a policy that calls for students to stay on the bus until the building is open. In addition, in 2014, we created a Parent Teacher Organization (PTO); there is a functioning PTO at each MSE school. The PTO sponsors family events, as well as plans activities in addition to providing input and feedback on school-related matters such as programming and school improvement. Additionally, in 2017, we tasked Mr. Metin, our identified PowerSchool and Engagement Coordinator, with assisting with and expanding offerings for family events. Since then, we have observed an increase in the number of parents who attend academic events such as our STEM festival, Black History Month program,

and spelling bee. Additionally, parental involvement in athletic activities has increased as evidenced by higher attendance rates at games and competitions.

1.14 Performance Management (for existing operators)

In this section:

- a. If different than the original application, describe any mission-specific educational goals and targets that the organization will have. State goals clearly in terms of the measures or assessments you plan to use.

Since submitting our original middle and high school application submitted in 2009 and our original elementary school application submitted in 2015, we have refined our mission-specific educational goals and targets for our organization. They are:

Goal	Method of Measurement	Frequency	Measurable Student Outcomes
Academic Achievement and Growth			
Math, Reading, Science, Social Studies Achievement & Growth	TNReady	1x/year	Proficiency rates at each grade level and subject will exceed the district average by at least 10 percentage points each academic year. This will be an annual goal for the school. At each grade level and subject, 50% of the students who have been enrolled in an MSE school for three consecutive years will be proficient. This will be an annual goal for the school.
	TVAAS	1x/year	All reporting categories (grades/subjects) will show significant growth, with a combined TVAAS score of a 3 or higher each academic year. This will be an annual goal for the school.
	NWEA MAP	3x/year	60% of students will meet growth targets. Students enrolled in the school for at least three years will score at the 60th percentile or higher. This will be an annual goal for the school.
SCS School Performance Framework	SCS School Performance scoring rubrics	1x/year	All MSE schools will score at least 3.5 out of 5 on SCS' School Performance Framework (which measures academic achievement and growth, college readiness, and school climate). This will be an annual goal for the school.

Goal	Method of Measurement	Frequency	Measurable Student Outcomes
ELL Programmatic Goals			
WIDA Performance Goal	WIDA test	1x/year	50% of ELL students will meet their growth standard on the WIDA test <u>each academic year.</u>
Academic Performance	NWEA MAP	3x/year	50% of ELL students will meet their growth targets <u>each academic year.</u>
ELL Program Exit	Percentage of students exiting ELL programmatic services	Throughout academic year	It is the goal of MSE that at least 25% of its students receiving ELL program support will <u>exit the program each academic year.</u>
STEM Programmatic Goals			
STEM Designation	Review from TN Department of Education	One-time	MSE will achieve STEM Designation from the TN Department of Education for its elementary school in Cordova by the end of the 2021-22 academic year.
			MSE will achieve STEM Designation from the TN Department of Education for its middle and high school in Cordova by the end of the 2022-23 academic year.
Campus STEM Festival/Science Fair	Student participation rates	1x/year	<u>Each year</u> , MSE will host a STEM Festival/Science Fair, in which students develop and present their science projects. While participation in the Science Fair is voluntary for students, they do receive a credit toward their subject grade. It is the goal of MSE that at least 50% of its students in grades K-10 will participate in 2020-21 and participation rates will increase by 10% each year thereafter. Due to their heavier academic load and post-secondary entrance examinations, 11 th and 12 th grade students typically do not participate.

Goal	Method of Measurement	Frequency	Measurable Student Outcomes
STEM-related Academic Competitions (Science Olympiad, Robotics, Coding)	Student participation rates	Throughout academic year	<u>Each year</u> , MSE will facilitate opportunities for its students to participate in STEM-related Academic Competitions including a Science Olympiad, Robotics, and Coding. MSE has a goal of at least 10% of its students participating in an Academic Competition in 2020-21 and will increase the participation rate each year with the goal of having at least a 25% participation rate by year three (2022-23).
STEM-related Elective Course	Student participation rates; quarterly benchmark assessments.	Throughout academic year	100% of MSE's students will take a STEM-related course <u>each academic year</u> (i.e., Computer Literacy, Computer Science, Coding) and 100% will achieve a passing grade in the course (>70% mastery of content and skills as measured by quarterly assessments).
Apple or Google Certification	Certification assessments	Throughout academic year	>90% of MSE teachers and administrators will achieve either Apple or Google certification by the end of the 2020-2021 academic year.
High School Graduation and College Readiness			
Ready Graduate	Early Post-Secondary Opportunities (EPSO), ACT, Armed Services Vocational Aptitude Battery (ASVAB)	1x/year	For the 2018-19 year, the TN Department of Education, under its strategic plan, <i>Tennessee Succeeds</i> , has developed the following criteria for Ready Graduates. <ul style="list-style-type: none"> • A composite score of 21 or higher on the ACT or a 1060 or higher on the SAT; or • Complete four early postsecondary opportunities (EPSOs); or • Complete two EPSOs + earn an industry certification; or • Complete two EPSOs + earn a score of 31* on the Armed Services Vocational Aptitude Battery; (ASVAB) Armed Forces Qualifying Test (AFQT); or • Complete two EPSOs + earn a WorkKeys National Career Readiness Certificate

Goal	Method of Measurement	Frequency	Measurable Student Outcomes
			<u>Using the criteria above, MSE has set a baseline target of at least 55% of its graduates being Ready Graduates in 2020-2021 with the goal of increasing the percentage of students who are Ready Graduates by 5% each year thereafter (with a cap of 75%).</u>
AP and College Courses	Enrollment Numbers	1x/year	40% of students will be enrolled in at least one AP or dual enrollment course.
AP Exams	AP Test	1x/year	The percentage of students passing an AP exam with a score of 3 or above will increase by 5% each year.
College Admissions	ACT	1x/year	40% of students will score at least a 21 on the ACT.
HS Graduation	Student Information System (SIS)	1x/year	At least 95% of MSE seniors will graduate each year.
Post-secondary Matriculation	SIS/College Tracker	1x/year	<p>90% of graduating students will matriculate to a post-secondary institution.</p> <p>With the baseline goal in 2020-21 of at least 55% of its seniors graduating as Ready Graduates (as defined by the criteria developed by the TN Department of Education as noted above), MSE recognizes that some of its graduates entering higher education may need additional support after matriculation into a post-secondary institution.</p> <p>Based on its track record of its graduates matriculating into and persisting through post-secondary institutions, MSE is confident that it will continue its success of sending over 90% of its graduates to post-secondary opportunities.</p> <p>Further, MSE, each year, will continue to increase the percentage of its graduates who are Ready Graduates.</p> <p>Below outlines MSE's matriculation data for the graduating classes of 2019, 2018, and 2017:</p>

Goal	Method of Measurement	Frequency	Measurable Student Outcomes			
				Class of 2019	Class of 2018	Class of 2017
			# of Graduates	47	52	40
			Total College Enrollment	42	41	31
			% of Graduating Class that Enrolled in College	89%	79%	78%
			4-year College Enrollment	31	23	19
			2-year College Enrollment	11	16	12
			Technical College	0	2	0
			Military	2	1	0
			Did Not Enroll in College	5	10	9
			Total Number of Submitted College Applications (2- or 4-year)	502	367	184
			Total Number of College Acceptance	343	208	181
			Average Number of College Acceptance per Student	7	11	9

Goal	Method of Measurement	Frequency	Measurable Student Outcomes			
			Total Amount of Scholarship Money Awarded	\$4,388,484	\$6,070,528	\$4,302,180
			Average Amount of Scholarship Money Awarded per Student	\$93,372	\$116,741	\$107,555
School Climate						
Attendance	SIS	1x/year	>97%			
Suspensions	SIS	1x/year	Elementary: <3%; High School: <10% MSE has developed an effective discipline point system that rewards students for positive behavior and that leads to consequences for behaviors that need to be addressed. Accumulation of a certain number of points (points vary by infraction) would lead to corrective measures, including, in some cases, suspensions. It is MSE’s goal to provide every student with the support s/he/ needs to be successful. For students who need additional support because of behavioral challenges, MSE has Guidance Counselors to work with those students. Based on its experience operating elementary, middle, and high schools, MSE anticipates that potentially 5-10 students at each of its schools each academic year may need these additional supports. MSE’s goal is for 80% of these students to make behavioral and academic improvements necessary to exit from these additional supports, and 20% to exit after one academic year.			

Goal	Method of Measurement	Frequency	Measurable Student Outcomes
			In addition to the support provided by Guidance Counselors, teachers at MSE will each have a group of students they work with as part of the school's Teacher Advisory Program. Within this support system (in which approximately 10% of the student population may participate), students facing academic and/or behavioral challenges will receive support from their teacher around individualized academic and behavioral goals. It is MSE's goal and expectation that 100% of the students receiving support within this programmatic support system will demonstrate progress toward their individualized academic and behavioral goals.
Expulsions	SIS	1x/year	Elementary: 0%; High School: <1%
Student Retention	SIS	1x/year	>90%
Staff Retention	HR Files	1x/year	>90%
Financial Goals			
Financials	Budget	Monthly	MSE will demonstrate fiscal sustainability and stability through efficient use and monitoring of resources and develop and maintain balanced budgets each year.
Audit	Third Party Audit	1x/year	MSE will ensure that an annual audit is conducted by an independent certified public accountant and contains no material findings.
SCS Operations and Financial Scorecards	SCS Report	1x/year	MSE will score at least a 4 out of 5 on both SCS' Operations and Financial Scorecard each year.

Development of Goals and Targets. In developing academic achievement and growth goals for its students, MSE evaluated historical results from the schools it has operated, as well as considered the level of achievement and growth that will be critical for MSE to fulfill its mission of preparing its students for post-secondary and career opportunities. Each of the academic achievement and growth goals will be applicable for each academic year and is line with MSE's high expectations for its students every year. MSE believes that its internal assessments as well as assessments from TNReady, NWEA MAP, WIDA, ACT, AP courses, and STEM courses and competitions are all important indicators of how well prepared its students are for post-secondary and career opportunities. The school has carefully developed metrics associated with these assessments (as well as other goals and metrics around school climate and student behavior, finances, and operations) to ensure its students' success.

b. Explain how the organization will measure and evaluate academic progress of individual schools within your network throughout the school year.

We will measure and evaluate academic progress of individual schools within our network throughout the school year in the following ways:

- **Benchmark Assessment Scores:** Students are assessed every six weeks in contents and on standards that are tested on State-mandated assessments. The same benchmark assessments are administered at each school, which allows for comparative analysis across schools and accurate monitoring and evaluation of individual schools. Leadership creates all benchmark assessments to ensure every test aligns with, and accurately gauges, students' levels of proficiency and progress toward mastery of standards. Further, we have created a virtual test center, which allows test results to be disaggregated to the question and standard level, as well as by subpopulation, cohort, and individual student levels. Coupled, our benchmark assessment system and ability to disaggregate benchmark data through our test center enables us to closely and accurately monitor and evaluate the academic progress of all students enrolled in each of our schools throughout the year.
- **Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) Growth Results:** All students take NWEA MAP assessments three times a year. NWEA MAP is highly regarded and is given in many SCS schools, as well as in schools around the nation. NWEA MAP measures students' proficiency in mathematics, science, reading, and language arts, identifying each student's individual proficiency levels, as well as rate of growth. Since NWEA MAP is a nationally-normed assessment and all students enrolled in schools across our network will be taking it, we can monitor proficiency levels and rates of growth to measure and evaluate the academic progress of individual schools within our network.
- **Teacher Observation Scores:** Every teacher is assigned a coach who conducts frequent informal observations using a standardized tool. In addition to coaches, school-level leadership also completes formal and informal observations on a regular basis. All observers norm and calibrate throughout the year to ensure consistency of scoring across the network. Additionally, coaches and school-level leadership regularly meet to analyze observation data to identify trends, areas of strength, and areas of opportunity – the results of which are then presented to network-level leadership. Every formal observation is scored and documented in TNCompass so that network leadership has access to, and can closely monitor, teachers'

observation scores across the network. The database enables network-level leadership to compare observation scores and/or averages at the school level and grade level, as well as by content and/or specific class. Since the provision of high-quality instruction stands as the primary determinant of positive academic outcomes, the systems and mechanisms we have established allow us to closely monitor, as well as respond to, the quality of instruction being provided to our students across our network of schools throughout the school year.

- **Attendance Rates:** Students cannot learn if they do not attend school. As such, network-level leadership vigorously monitors the attendance rates at each school in the network. Attendance is checked on a daily basis; staff also call the homes of absent students every day. If students are chronically absent or otherwise flagged for excessive absences, the Principal and/or counselor meets with the student's parents to determine the root cause of the absences. Once identified, support plans are collaboratively created and implemented to ensure that students attend school. At the network-level, attendance data is housed in PowerSchool and our database is examined weekly. If attendance rates are a cause for concern, student attendance data is disaggregated at the subpopulation, cohort, and individual student levels to identify, and respond to, trends. Network-level leadership works closely with school-level leadership to monitor attendance rates as a means to monitor academic progress throughout the school year.
- c. **Describe the organization's approach to academic underperformance for schools that fall short of student academic achievement expectations or goals at the school-wide, classroom, or individual student level.**

Underperformance at the school-wide level. If a school underperforms academically as a whole, we will have already flagged the school as being at-risk for underperformance prior to the end of the school year based on the monitoring and evaluation of benchmark scores, NWEA MAP results, teacher observation scores, and/or attendance rates throughout the year. Upon being flagged for underperformance, network-level leadership will engage in a root cause analysis and needs assessment to pinpoint the specific areas and reasons for, as well as remedies to, underperformance. Since the Principal is responsible for, and held accountable to, the academic success of the school, once identified, the Executive Director, in collaboration with the Principal, will create a specific growth plan to remedy underperformance, which will include the following steps and actions:

- **Design a Growth Plan** - the design of the growth plan will include the following:
 - Outline specific and measurable actions, expectations, and desired outcomes
 - Detail resources to be allocated as supports for growth (e.g., coaching, targeted professional development, assignment of a mentor)
 - Include a detailed timeline for progress monitoring
 - Receive formal approval from the Executive Director
- **Implement the Growth Plan** - the implementation of the growth plan will entail the following:
 - Monitor closely the implementation of, as well as progress made toward, the plan by the Executive Director
 - Adhere to the plan's timeline for implementation, monitoring, and progress made

- **Evaluate Employment Status** – the evaluation of employment status will encompass the following:
 - Consider employment status if monitoring reveals insufficient progress has been made in accordance with the determined timeline
 - Terminate employment only after exhausting every avenue and effort to remedy unsatisfactory performance

Underperformance at the classroom level. Since we administer benchmark assessments every six weeks and frequently conduct classroom observations – the results of which are analyzed and uploaded to a network-wide database – as well as engage in regular conversations at the school and network level about instructional trends, strengths, and needs, we will have already flagged a classroom in danger of not meeting student academic achievement expectations or goals prior to the end of the school year. Classroom teachers are responsible for, and held accountable to, the academic success of their students. As such, if a classroom teacher is identified as being at-risk of not meeting academic expectations, the Principal, with support from the Executive Director, will create a specific improvement plan to remedy underperformance, which will include the following steps and actions:

- **Create an Improvement Plan** - the creation of an improvement plan will entail the following:
 - Outline specific and measurable actions, expectations, and desired outcomes
 - Detail resources to be allocated as supports for growth (e.g., more frequent coaching, targeted professional development)
 - Include a detailed timeline for progress monitoring
 - Receive formal approval from the Principal
- **Implement the Improvement Plan** - the implementation of the implementation plan will involve the following:
 - Monitor closely the implementation of, as well as progress made toward, the plan by the academic coordinator
 - Adhere to the plan's timeline for implementation, monitoring, and progress made
- **Evaluate Employment Status** – the evaluation of employment status will encompass the following:
 - Consider employment status if monitoring reveals insufficient progress has been made in accordance with the determined timeline
 - Terminate employment only after exhausting every avenue and effort to remedy the unsatisfactory performance

Underperformance at the individual student level. As indicated above, we will closely monitor individual student's indicators of, and progress toward, meeting academic expectations and goals throughout the school year. If at any time benchmark results, NWEA MAP scores, and/or attendance rates, as well as other sources of academic data, indicate that a student is underperforming and at risk or struggling to achieve positive academic outcomes, we will immediately do the following:

- **Assign Individualized Tutoring:** As indicated above, students are assessed through benchmark tests every six weeks in contents and standards that are tested by State-mandated assessments. After each benchmark administration, students' scores are analyzed; students whose benchmark results indicate that they require more support are assigned to

tutoring. Based on individual students' needs, students are either tutored during the school day during pull-out sessions that typically occur during electives, after school, or on the weekend during Saturday tutoring, which occurs mid-January through mid-April.

- **Refer to Response to Instruction and Intervention (RtI²):** We implement a robust RtI² program to provide effective, individualized support to students who are identified as struggling and/or at risk of underperforming. More specifically, in the event that Tier I instruction and/or individualized tutoring is not meeting the needs of some students, they are referred to the Student Support Team (SST). The SST then convenes, analyzes multiple sources of data, examines the effectiveness of, and progress made through, previously applied supports and interventions, and prescribes appropriate Tier II interventions. The SST monitors the implementation and effectiveness of Tier II interventions; if adequate progress is not made, students will receive Tier III supports, which is also closely progress-monitored.
 - **Evaluate for Specialized Services:** In the event that RtI² interventions and supports do not result in sufficient academic progress and/or at students' parents or guardians request, students are referred for testing to determine if they qualify for specialized services. If evaluation results indicate a need for specialized services, the Special Education Coordinator will work closely with school special education staff to create and implement Individualized Educational Plans (IEPs) to ensure that students receive all necessary and mandated supports and services.
- d. **Describe the organization's plans to monitor performance of the portfolio as a whole. What actions will you take if the network as a whole fails to meet goals?**

Plans to monitor performance. We will monitor performance of the portfolio as a whole through the following measures academic, operational, and financial measures and targets.

- **Academic Measures:**
 - **SCS School Performance Framework (SPF) Rankings:** We have set a minimum target of 3.5 on our annual SPF rankings.
 - **State-Mandated Assessment Results:** We expect that the percentage of students scoring on-track plus mastered on State-mandated assessments will meet our Annual Measurable Objectives (AMOs) every year. Proficiency rates at each grade level and subject will exceed the district average by at least 10 percentage points each academic year. At each grade level and subject, 50% of the students who have been enrolled in an MSE school for three consecutive years will be proficient.
 - **Tennessee Value-Added Assessment System (TVAAS) Scores:** We expect that our combined TVAAS score is at minimum a 3 each year.
 - **ACT Results:** We established the target of at least 40% of students scoring at least a 21.
 - **Graduation Rates:** We have set a minimum of 95% as our target annual graduation rate.
- **Operational Measures:**
 - **Student Retention Rates:** We have established a 90% student retention rate as our annual minimum target.
 - **Staff Retention Rates:** To be considered satisfactory, we must retain at least 90% of our staff every year.
 - **Teacher Recruitment:** We expect that our recruitment efforts result in every vacant position being filled by highly-qualified, high-quality candidates.

- **Survey Results:** We have established a 90% satisfaction response rate for all stakeholder groups surveyed.
- **Financial Measures:**
 - **Budget:** We will demonstrate fiscal sustainability and stability through efficient use and monitoring of resources and develop and maintain balanced budgets each year.
 - **Audit:** We will ensure that an annual audit is conducted by an independent certified public accountant and contains no material findings.
 - **SCS Operations and Financial Scorecards:** We will score at least a 4 out of 5 on both SCS' Operations and Financial Scorecard each year.

Actions Taken if the Network Fails to Meet Goals. If the network as a whole fails to meet goals, we will have already flagged the network's collective underperformance prior to the end of the school year based on the monitoring and evaluation of the academic, operational, and financial measures described above in detail. Upon being flagged for underperformance, network-level leadership, with guidance and oversight from the Board, will engage in a root cause analysis and needs assessment to pinpoint the specific areas and reasons for, as well as remedies to, underperformance. Since the Executive Director is responsible for, and held accountable to, the success of the network, once identified and analyzed, the Board will act swiftly, enacting steps such as:

- **Design a Corrective Action Plan** - the design of the corrective action plan will include the following:
 - Outline a needs assessment and root cause analysis, as well as specific and measurable actions, expectations, and desired outcomes
 - Include a detailed timeline for progress monitoring
 - Receive formal approval from the Board of Directors
- **Implement the Corrective Action Plan** - the implementation of the corrective action plan will entail the following:
 - Monitor closely the implementation of, as well as progress made toward, the plan by the Board of Directors
 - Adhere to the plan's timeline for implementation, monitoring, and progress made
- **Evaluate Employment Status** - the evaluation of employment status will encompass the following:
 - Consider employment status if monitoring reveals insufficient progress has been made in accordance with the determined timeline
 - Terminate employment only after exhausting every avenue and effort to remedy unsatisfactory performance

e. Discuss how the organization assesses its readiness to grow and under what circumstances the organization will delay or modify its growth plan.

Readiness to Grow. We assessed our readiness to grow based on three primary factors: our track record of consistent success academically, operationally, and financially as described below:

- **Academic Success:** As explained throughout this section, we have consistently been academically successful since 2014 as evidenced by the following measures and indicators:

- **SCS School Performance Framework Ranking:** On SCS' School Performance Framework in 2017-18, we ranked #12 of 82 middle and high schools in the district and #8 of 42 high schools.
- **State-Mandated Assessment Results:** Since opening, we have consistently improved our State-mandated assessment scores. Further, our scores have been in the top 10% of all SCS since 2014.
- **Tennessee Value-Added Assessment System (TVAAS) Scores:** We have consistently achieved strong TVAAS scores over the past 8 years, achieving a level 4 or 5 in seven of the last eight years (2010-2018).
- **ACT Results:** We have significantly increased our ACT average score over the past 6 years (from 13.8 in 2014 to 18.5 in 2019). We are in the top quartile of all SCS high schools for ACT average. More specifically, in 2018-19, we were 7th in the district. In 2017-18, we also ranked #5 among all SCS high schools in terms of the percentage of graduates who are college-ready. These successes contributed to MSE being recognized by US News and World Report, which ranked us the #1 charter high school in Tennessee and #26 among all high schools in the State in the Spring of 2018.
- **Graduation Rates:** Since our first graduating class in 2014, we have consistently graduated nearly 100% of seniors. More specifically, we achieved graduation rates of 100% from 2014-16 as well as in 2018, and a 98% graduation rate in 2017 and 2019. Further, in 2018, 100% of graduates were accepted into a 4-year college, the majority of whom participated in the TN Promise Program and collectively earned more than \$6M in scholarships.
- **SCS Operational Scorecard:** MSE received the highest operational scorecard among all charter schools in 2016¹², 2017¹³, and 2018¹⁴.
- **Extracurricular Offerings:** We believe that extracurricular activities contribute to our students' success and positive learning outcomes. Accordingly, we have successfully established numerous extracurricular activities for students, providing them with the opportunity to participate in a number of sports, including volleyball, basketball, soccer, track, cross-country, baseball, softball, bowling, and cheerleading. Participation in athletics position students to gain critical skills that translate to the classroom, including collaboration, cooperation, and teamwork. We also have multiple clubs that students may join such as Drama, Robotics, Math Counts, Science Olympiad, National Junior Honor Society, National Honor Society, Student Council, Chess, Board Games, and Bingo. Like sports, clubs encourage students to collaborate and work together. In addition, clubs reinforce and extend academic learning; for example, students in the robotics club apply principles and concepts learned during their mathematics, science, and technology classes.

¹² <http://www.scsk12.org/calendar/files/2016/2016-Charter-Report.pdf>

¹³ <http://www.scsk12.org/charter/files/2017/2017-CHARTER-ANNUAL-REPORT.pdf>

¹⁴ <http://www.scsk12.org/charter/files/2018/2018-CHARTER-REPORT.pdf>

- **Operational Success:** We have a solid history of operational success since our organization's establishment in 2010 as indicated by the following measures and indicators:
 - **Student Retention Rates:** We have historically retained the vast majority of our students. More specifically, we have maintained an approximate 90% student retention rate from year-to-year – one of the highest in the district.
 - **Staff Retention Rates:** From 2013-2018, our average staff retention rate was 85%. We retained 85% of staff from the 2018-19 school year which indicates that our staff believes and is invested in our school.
 - **Teacher Recruitment:** As explained thoroughly in the Personnel/Human Capital – Staffing Plans, Hiring, Management, and Evaluation section, we have developed and implemented comprehensive teacher recruitment plans. Our recruitment efforts have consistently resulted in the hiring of high-quality teachers in both of our schools currently in operation, as evidenced by our consistently high TVAAS scores.
 - **Staff Development:** We have successfully implemented a program entitled, “Grow Your Own Administration” at our two schools currently in operation. The program targets teachers who have expressed interest in building capacity around leadership skills, indicated the desire to transition to administration in the future, and have at least two years of teaching experience with track records of success educating students and working with parents. Once identified, staff will complete a formal tuition and service agreement, and school leadership will work with candidates to pinpoint the leadership programs best suited for their current skill sets and desired leadership outcomes and roles. Once candidates are enrolled in leadership programs, MSE will reimburse tuition of up to \$10,500 per year for up to three years. To date, seven staff members have successfully completed the program, and two more are currently participating in the program. We anticipate the four more members will enter the program this spring (2020). We intend to utilize graduates of the program in key leadership roles at our proposed school. Since our proposed school will replicate the exact grade structure and focus of our existing schools, these future leaders have valuable, extensive experience with our mission, vision, model, academic and cultural programming, policies, and procedures. Such institutional knowledge and experience coupled with the skills learned through the successful completion of their leadership programs will better ensure the smooth opening and operation of our school.
 - **Virtual Test Center:** We created an electronic test center that enables teachers to enter tests and have scantrons created and graded by the center. The center allows teachers to assign standards to every question. The center provides teachers with easy access to disaggregated data to the question and standard level, as well as by subpopulation, cohort, and individual student levels, to inform upcoming instructional plans. Providing our teachers with the ability to disaggregate data in multiple ways and student groupings has cultivated a robust culture of data-driven instruction, which has greatly contributed to our success.
 - **School Database:** We created a comprehensive database that successfully enables parents to access information about their child(ren). Teachers post upcoming class activities, assignments, and projects, as well as record students' grades so that parents can receive timely updates about their child(ren)'s progress and achievement.

Assessment data are also housed on the database, so that parents can access benchmark and other test scores. Additionally, behavioral and attendance data is contained in the database, so parents can track their child(ren)'s conduct, as well as be alerted to absences and tardies. Further, the database serves as a direct link between teachers and students. Teachers and parents leave notes for and send electronic communications to each other, enabling frequent and fluid communications. One-hundred percent of our parents have completed the registration process to access our database, and 70% use it at least once a week.

- **Parent Mobile Application:** We offer an application that can be downloaded so that parents can access information from the database on their mobile devices. The application allows parents to monitor their child(ren)'s progress as grades, homework assignments, behavioral data, and attendance records can be accessed on the application. In addition, the application provides important school information, such as the school bell schedule, lunch menus and payments, and the school calendar of events. In addition, our newsletter, described below, is included in the application every month, enabling parents to easily stay informed about, and engaged in, their child(ren)'s educational experience, as well as school events and happenings.
- **Survey Results:** We administer surveys to our staff, parents, and students every year to collect qualitative data about the state of the school. Surveys ask stakeholders to provide input around, as well as rate, various aspects of our school, including leadership, the academic program, and culture and climate, among other indicators. Survey data consistently indicates that staff, parents, and students approve of, and enjoy, our school.
- **Financial Success:** Since our organization's inception in 2010, we have maintained a solid track record of financial success as evidenced by the following indicators and measures:
 - **Budget Surplus:** MSE has achieved a budget surplus every year since its founding in 2010.
 - **Strong Balance Sheet:** The balance sheet is strong and reflects that the organization has more than 60 days of cash on hand.
 - **Clean Audits:** MSE has received clean audits every year since inception.
 - **SCS Financial Scorecard:** In 2017-18 MSE scored a 4.5 out of 5 on SCS' Financial Scorecard, indicating strong financial health per the following:
 - Clean and timely audit
 - Timely submission of budget and financial reports to authorizer
 - Timely filing of tax return
 - Healthy financial ratios

Circumstances to Delay or Modify Growth Plans. While we do not intend to grow beyond the elementary school approved to open in 2020 and the proposed middle and high school, we have established the following thresholds to ensure that our network maintains academic, operational, and financial success. In the event that we decide to expand our network in the future, these thresholds will also serve to inform us about the viability of expansion. Accordingly, if we were planning to expand, we will delay or modify our growth plan under the following circumstances:

- **Academic Circumstances:** In the event that our academic performance drops over multiple consecutive years, we will likely delay or modify growth plans. The measures below specify the outcomes that would result in delay or modification:
 - **SCS School Performance Framework (SPF) Rankings:** Not meeting our target of 3.5 on our annual SPF rankings for 2 consecutive years.
 - **State-Mandated Assessment Results:** Not achieving our Annual Measurable Objective (AMO) for 2 consecutive years.
 - **Tennessee Value-Added Assessment System (TVAAS) Scores:** Not earning a minimum 3 combined TVAAS score for each tested subject area for 2 consecutive years.
 - **ACT Results:** Not achieving our target of at least an 18.5 average ACT score for 2 consecutive years.
 - **Graduation Rates:** Not achieving a graduation rate of 95% for 2 consecutive years.
- **Operational Circumstances:** If factors contributing to our operational success begin to underperform, we would likely delay or modify growth plans as indicated below:
 - **Student Retention Rates:** In the unlikely event that our student retention rate dropped below 80% for 2 consecutive years, we would re-examine our growth plans until we recovered and stabilized our retention rates.
 - **Staff Retention Rates:** If our staff retention rates fell below 80% for 2 consecutive years, we would modify our growth plans to identify, analyze, and remediate the causes contributing to declining staff retention.
 - **Staff Recruitment:** We have a robust teacher recruitment program as outlined in the Personnel/Human Capital – Staffing Plans, Hiring, Management, and Evaluation section. Our recruitment plans have consistently proved successful year-after-year; we have consistently hired high-quality staff to fill all instructional positions as they become vacant. However, in the event that our recruitment efforts do not produce a pool of highly-qualified candidates from which to hire, resulting in multiple instructional vacancies, we would examine our growth plans and delay and modify, as needed, to allow us to examine and adjust our recruitment program to ensure that we are able to attract and hire high-quality teachers to fill all needed positions.
 - **Staff Development:** As described above, we have implemented a “Grow Your Own Administration” program, from which seven staff members have graduated. These graduates will be strategically placed in leadership roles to leverage their institutional knowledge of, and experience with, our mission, vision, academic and cultural programming, and general operation of the school and network. In the unlikely event that these teachers decided that they do not want to assume the leadership roles for which they are slated, we would analyze our growth plan and delay and modify, as needed, to secure highly-qualified candidates to fill leadership positions within the school and network.
 - **Survey Results:** We administer surveys to our staff, parents, and students every year to collect qualitative data about the state of the school. Surveys ask stakeholders to provide input around, as well as rate, various aspects of our school, including leadership, the academic program, and culture and climate, among other indicators. Survey data consistently indicates that staff, parents, and students approve of, and enjoy, our school. In the unlikely event that survey data from multiple stakeholders revealed a pattern of

dissatisfaction, we would analyze the results, determine root causes, identify solutions, as well as make adjustments to our growth plan as appropriate.

- **Financial Circumstances:** If factors contributing to our financial success were to decline and underperform, we would likely delay or modify our growth as indicated below:
 - **Budget Surplus:** If we did not maintain a surplus for two consecutive years, we would likely delay or modify our growth plans to analyze financial projections and implement any needed allocation adjustments to ensure the financial sustainability of the organization.
 - **Strong Balance Sheet:** If we did not have at least 60 days of cash of hand, we would likely delay growth to build a stronger financial foundation for growth.
 - **Clean Audits:** If we did not receive a clean audit, we would likely delay or modify our growth plan to implement any and all needed solutions to remedy all adverse audit findings.
 - **High Fiscal Scorecard Rating:** If we do not receive a minimum score of 4 on SCS' Fiscal Performance Scorecard for 2 consecutive years, we would likely delay or modify our growth plans to identify, analyze, and remediate the causes contributing to declining scorecard scores.

Section 2: Operations Plan Design and Capacity

Section 2.11 Network Vision, Growth Plan, & Capacity

- (a) Describe the network’s strategic vision, desired impact, and five-year growth plan for developing new schools in Tennessee. Include the following information: proposed years of opening; number and types of schools; any pending applications; all currently targeted markets/communities and criteria for selecting them; and projected enrollments.**

Memphis School of Excellence’s strategic vision is to enable students to succeed in secondary school, college and in the workplace, and to provide an option for students to enter Science, Technology, Engineering, and Math (STEM) careers after college completion.

The organization is seeking to create two separate K-12 feeder patterns in the city: Hickory Hill, where the organization is currently operating a K-5 elementary charter and a grades 6-12 middle and high school charter; and Cordova, where the organization is approved to open a new K-5 elementary charter and is applying to open a new grades 6-12 middle and high school charter.

The rationale for selecting the Cordova community where the proposed schools will locate revolves around helping to alleviate the problem of current and anticipated over-enrollment of the public schools currently in operation in that area and offering additional high-quality options to students and families in Cordova -- particularly high-quality options with a STEM focus.

The Cordova area of Memphis has experienced rapid commercial and residential growth, which has yet to slow. Continued growth of both businesses and households is predicted to further populate the Cordova neighborhood in the upcoming years. While commercial facilities and housing developments have been built in response to this growth, the creation of enough new schools to accommodate the growing number of school-aged children, as well as provide families with school choice, has not kept pace with demand, which is detailed thoroughly in the Enrollment Summary section.

Additionally, per SCS’ own analysis, “Quality seats are needed in the Cordova neighborhood, specifically in the high school grade band. The only high school in the region scored below a 2.0 on the 2019 School Performance Scorecard [SPS].”¹⁵ SCS continues, stating that “Based on the most recent School Performance Scorecard (2018-19), the Cordova neighborhood has the highest percentage of students in 6-8 and 9-12 schools with a School Performance Scorecard rating below a 3.00 in the East region.” Based on these data, SCS indicates that 769 more middle school (6-8) seats are needed at schools with a 3.00+ SPS and 2187 more high school (9-12) seats are needed at schools with 3.00+ SPS. In SY 2017-18, MSE, which serves grades 6-12 in Hickory Hill, earned a 3.95 SPS. More specifically, all three of the middle schools in the Cordova area are underperforming the district and State in mathematics, with one of the middle schools receiving a TVAAS composite score of 1 and another earning a 2. Also, the only high school in the area (Cordova High School) was significantly below the district and State’s average for ELA and mathematics proficiency and earned a TVAAS composite score of 1.

¹⁵ <http://www.scsk12.org/charter/files/2019/Final-EDPR-Nov-28-Rev1.pdf>

MSE believes that it will provide additional high-quality options in the Cordova area – given the organization’s strong academic track record to date.

- On SCS’ School Performance Framework (SPF) in 2017-18, MSE ranked #12 of 82 middle and high schools in the district and #8 of 42 high schools across SCS.
- In 2016-17, MSE was ranked #4 among all the district’s high schools on the SPF.
- In math and reading/language arts proficiency, MSE has performed in the top 20% of all middle and high schools in the district since 2014.
- MSE has consistently achieved strong TVAAS scores (Level 4 or 5 in seven of the last eight years [2010-18]).
- Since its first high school graduating class in 2014, the school has graduated nearly 100% of its students each year and almost 100% of its graduates have been accepted into post-secondary institutions. During that same timeframe, the school’s ACT Scores have improved from 13.8 to 18.5.

After the opening of the approved elementary school in 2020 and approval of the middle and high school, which will open in 2021-22, Memphis School of Excellence will be serving approximately 1,700 students in the Hickory Hill and Cordova areas and graduating each year more than 125 students who will be prepared for college and STEM-related fields.

MSE does not anticipate expanding further within the next five years.

School Opening and Enrollment Summary

School	Year Opened	Grade structure (at full capacity)	Enrollment				
			2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024	2024 - 2025
MSE Middle and High	2010	6-12	502	524	609	609	609
MSE Elementary	2017	K-5	286	390	390	390	390
MSE Elementary Cordova	2020	K-5	190	260	285	310	310
MSE Middle and High Cordova	2020	6-12	0	225	300	375	450

(b) If the existing portfolio or growth plan includes schools in other states, explain specifically how Tennessee fits into the overall growth plan.

Not applicable.

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

To prepare for the growth of additional schools, Memphis School of Excellence created a network-level team starting in SY 2019-20, which ensures the Network and each of its schools has the tools, resources, experience, and expertise to effectively implement the academic program and achieve the organization’s goals, as well as effectively manage operations and financial resources.

These positions, their responsibilities, and start year at the network-level are included in the following table.

Position	Start Year (Network Level)	Responsibilities	Selected Staff
Executive Director	2019-20	The Executive Director is responsible for making high-level strategic decisions, including the oversight and hiring of network-level leadership and Principals, the establishment of organization-wide expectations, and implementation of organizational systems, business processes, and academic and cultural programming—all of which must align with, and support, MSE’s mission and vision. The Executive Director also manages vendor relations, contract oversight, food service, facilities, and security and safety systems.	<p>Muhammet Turkay currently serves as Executive Director, overseeing all MSE schools. Mr. Turkay has been an educator for 14 years and began his career by assisting with the expansion of a high school in Oklahoma in 2006. The following school year, he was integral in the founding of an Oklahoma charter school. After contributing to the successful expansion and founding of schools, Mr. Turkay founded MSE Middle and High School in 2010 and MSE Elementary School in 2015.</p> <p>Mr. Turkay has a proven track record of successfully navigating the operational and financial aspects of opening and running schools. As part of his scope of work in the high school expansion, Mr. Turkay was a key player in preparing and finding a suitable facility and helped manage the \$2.6M project. He played a similar role as a primary founding staff member the following year, assisting with the \$1.7M project. As the founder of MSE Middle and High School, Mr. Turkay managed the \$1.6M project and authored a start-up</p>

Position	Start Year (Network Level)	Responsibilities	Selected Staff
			<p>grant that awarded the school \$600K. He also oversaw several MSE expansion projects as the school scaled, including one in 2014 with a budget of \$0.5M and in 2016 with a budget of \$3M. As Executive Director, he continued to write subsequent grants, and in 2015, and was awarded \$250K from the Walton foundation. Further, upon being granted the charter for MSE Elementary School, Mr. Turkey wrote another start-up and a facilities grant, which awarded MSE \$600K and \$185K, respectively, as well as an additional \$100K in 2018.</p> <p>In addition to successful operational and financial leadership, under Mr. Turkey's tenure as Executive Director, MSE Middle and High School has earned consistently high TVAAS and ACT scores and has ensured a graduation rate of 100% for four of the six years MSE has graduated seniors; two years, the rate was 98%.</p> <p>Mr. Turkey holds a Master's degree of Science in Industrial Engineering from the University of Houston and a Master's degree in Educational Leadership from Christian Brothers University. He is also certified as a Tennessee Educator Acceleration Model (TEAM) evaluator for teachers and administrators.</p>

Position	Start Year (Network Level)	Responsibilities	Selected Staff
Assistant Executive Director	2019-20	<p>The Assistant Executive Director provides leadership and robust support around operational aspects across the network, including oversight of student and parent engagement, technology, counseling programs, 504 plans, and athletic and sports programming. The Assistant Executive Director also assists the Executive Director with the oversight of school Principals and the Director of Academics. In addition to providing support to, and receiving training from, the Executive Director, the Assistant Executive Director supports the Technology Coordinator and Human Resources and supports the Federal Programs Manager to ensure that systems and policies related to technological infrastructure, human capital, and federal programs operate effectively and comply with all local, State, and federal laws, regulations, and statutes.</p>	<p>Samuel Beyhan serves as MSE’s Assistant Executive Director. Mr. Beyhan started his career in education 20 years ago and has one year of network-level leadership experience and nine years of campus administrative experience.</p> <p>He was a primary founder of Harmony School of Innovation in Waco, Texas. He was instrumental in all stages of founding the school – from construction to first year of operation. As a founder, Mr. Beyhan created and managed a budget of \$6 million, with a start-up grant of \$800K and a STEM grant of \$120K.</p> <p>He then served as Assistant Principal and Special Programs Coordinator at a school in Texas in 2011. In this role, Mr. Beyhan oversaw special education, the English language learner program, and gifted and talented programming. The following school year, he assumed the role of Assistant Principal at a high school in Dallas, Texas.</p> <p>Subsequently, he became Principal of a school in Waco, Texas from 2012 to 2017. Under his leadership, the school went from turnaround status and not meeting adequate yearly progress (AYP) targets to being named the top school in Waco and number 302 in the nation</p>

Position	Start Year (Network Level)	Responsibilities	Selected Staff
			<p>by US News and World Report. Additionally, he successfully supervised and managed an average annual budget of \$8M, oversaw 90 staff members, and served 800 students. In 2018, Mr. Beyhan joined MSE as Assistant Executive Director at the campus level.</p> <p>Mr. Beyhan holds a Master's of Education from Tarleton State University in Educational Administration and a Master's of Science in Mathematics and Instructional Leadership License-Beginning and is licensed to teach mathematics. Additionally, he holds certifications in special education and gifted and talented areas. Mr. Beyhan is also certified as a TEAM evaluator for teachers and administrators and STAR Teacher Pre-Screener.</p>
Director of Academics	2019-20	The Director of Academics is responsible for overseeing, implementing, and supporting the network's academic programming, including instruction, assessment, and professional development. While the Executive Director is ultimately responsible for the success of the network, as well as the success of the individual schools operating across the network, the Director of Academics is also held accountable for the academic performance of each school. The Director of	Gabriella Nelson serves as MSE's Director of Academics. Before assuming this position, she currently served as the Academic Coordinator for MSE Middle and High School and MSE Elementary School. She began her time at MSE as a teacher. Ms. Nelson taught for three years at MSE before assuming the position as an instructional coach. As a coach, Ms. Nelson proved so skilled that she assumed the role of Academic Coordinator after just one year. She has served as coordinator for three years.

Position	Start Year (Network Level)	Responsibilities	Selected Staff
		<p>Academics oversees the network's instructional coaches, as well as manages the Academic Coordinators at the school level. Additionally, the Director of Academics is responsible for the oversight of Response to Instruction and Intervention (RtI²), special education, English language learner, and gifted and talented programming</p>	<p>As a teacher at MSE, Ms. Nelson's students demonstrated so much growth that the school consistently earned level 5 English TVAAS scores. As a coach and coordinator, she has been instrumental in refining numerous academic systems, including the school's virtual test center and rigorous interim assessment program (described throughout this application). Further, Ms. Nelson has been integral in the consistently high TVAAS and ACT scores that the school has earned for the past five years.</p>
Director of Finance	2020-21 (position begins at the network-level upon the opening of the Cordova Elementary campus)	<p>The Director of Finance is responsible for the financial health and sustainability of the network. The Director of Finance oversees the financial aspects of the network, including budget development, payroll preparation, accounts payable and receivable, and grant reimbursements. The Director of Finance also reports monthly to the Tennessee Consolidated Retirement System. The Director of Finance works closely with the Executive Director to ensure that budget allocations reflect and support the operational and academic needs of the network. The Director of Finance, in collaboration with the Executive Director, also works with Principals,</p>	<p>Erhan Ozduran has worked with MSE since 2016 as the Business Manager of the MSE's schools currently in operation in Hickory Hill. He possesses over six years of network experience in school finance and compliance and holds an MBA. Accordingly, Mr. Ozduran is a strong candidate to assume the position of Director of Finance. We will definitively hire for this position by the time administrative in-service is held for SY 2020-21.</p>

Position	Start Year (Network Level)	Responsibilities	Selected Staff
		supporting them in school-based budgeting and financial decisions.	
Technology Coordinator	Summer 2020	The Technology Coordinator oversees all technology-related functions across the network, including supporting the implementation of educational technology initiatives, the installation of technology tools and systems, management and maintenance of technological systems and equipment, oversight of technological inventory, and provision of technology support to schools and individuals across the network. The Technology Coordinator also works with the PowerSchool and Engagement Coordinator to support the technological needs around effectively implementing PowerSchool.	We have not yet identified who will serve as the Technology Coordinator. Given that this position will begin in the summer of 2020, we have already begun recruiting for this position and will have a candidate identified by the time administrative in-service is held for SY 2020-21.
PowerSchool and Engagement Coordinator	2019-20	The PowerSchool and Engagement Coordinator will be tasked with overseeing the implementation of PowerSchool across the network. The PowerSchool and Engagement Coordinator ensures that PowerSchool is effectively employed to house and manage student data, including grades and attendance records. The PowerSchool and Engagement Coordinator lends robust direct support to school leaders and staff across the network in the effective and proper utilization of the PowerSchool database and receives	Metin Caliskan serves as the PowerSchool and Engagement Coordinator. Mr. Metin has three years of successful experience working with PowerSchool and other database platforms at MSE. Mr. Metin's work resulted in MSE consistently receiving scores of 5 in PowerSchool Compliance on MSE's school report cards. In addition, in 2017, we tasked Mr. Metin with assisting with and expanding offerings for family events. Since then, we have observed an increase in the number of parents who attend academic events such as

Position	Start Year (Network Level)	Responsibilities	Selected Staff
		technological support from the Technology Coordinator. The PowerSchool and Engagement Coordinator also oversees student, parent, and staff engagement activities, as well as the network's home visit program.	our STEM festival, Black History Month program, and spelling bees. Additionally, parental involvement in athletic activities has increased as evidenced by higher attendance rates at games and competitions.
Human Resources and Federal Programs Manager	2020-21 (position begins at the network-level upon the opening of the Cordova Elementary campus)	The Human Resources and Federal Program Manager is responsible for maintaining and enhancing the network's human capital through the planning, implementation, and evaluation of staff relations and human resource programs, practices, and policies. The Human Resources and Federal Program Manager also ensures full legal compliance with all human resource-related local, State, and federal rules, regulations, requirements, and laws. The Human Resources and Federal Program Manager is also tasked with overseeing the Principals in the implementation of all relevant federal programs to ensure full compliance with all applicable rules, regulations, requirements, and laws.	We have not yet identified who will serve as the Human Resources and Federal Programs Manager. Given that this position will begin in SY 2020-21, we began recruiting for this position by in the Fall of 2019 and will have a candidate by the time administrative in-service is held for SY 2020-21.
Rtl Coordinator	2020-21 (position begins at the network-level upon the opening of the	The Rtl Coordinator oversees the Rtl programming and services across the network. With support from the Director of Academics, the Rtl Coordinator supports all schools operating within the network in	We have not yet identified who will serve as the Rtl Coordinator. Given that this position will begin in SY 2020-21, we began recruiting for this position by in the Fall of 2019 and will

Position	Start Year (Network Level)	Responsibilities	Selected Staff
	Cordova Elementary campus)	ensuring that all students identified as struggling, at-risk, and/or otherwise in need of intervention receives all required supports. The Rtl Coordinator is also tasked with monitoring the effectiveness of intervention programming and oversees gifted learner programming.	have a candidate by the time administrative in-service is held for SY 2020-21.
Special Education Coordinator	2020-2021 (position begins at the network-level upon the opening of the Cordova Elementary campus)	The Special Education Coordinator oversees the special education program and services across the network. With support from the Director of Academics, the Special Education Coordinator supports all schools operating within the network in ensuring full legal compliance; in creating, implementing, monitoring, and updating individual education plans; and in ensuring students receive all needed and mandated modifications, accommodations, services, and supports.	Elizabeth Terrell has been an educator for more than 25 years and will serve as the Special Education Coordinator. Ms. Terrell was the founding special education teacher at MSE Middle and High School. Her experience and leadership were critical to building MSE's successful special education program, which currently serves approximately 30 students. For the past nine years, Ms. Terrell has overseen and managed MSE's special education program. She manages one special education teacher, ensuring that all students with disabilities receive all needed supports and services. Due to Ms. Terrell's oversight of the program, MSE has consistently received scores of 5 in areas related to special education compliance on MSE's report cards.
English as a Second Language	Spring 2020	The ESL Coordinator is responsible for the oversight and implementation of the English language learner programming across the network. The ESL Coordinator supports	We have not yet identified who will serve as the English as a Second Language (ESL) Coordinator. Given that this position will begin in SY 2020-21, we will likely promote an

Position	Start Year (Network Level)	Responsibilities	Selected Staff
(ESL) Coordinator		schools operating within the network in ensuring full legal compliance and in providing students with all necessary and mandated language services and supports. The ESL Coordinator works with the Director of Academics to ensure that language learner students have full access to all academic programming. The ESL Coordinator also works hand-in-hand with the RtI Coordinator and Special Education Coordinator to ensure that language learner students with special needs, as well as those who require intervention or enrichment, receive all needed supports and services.	internal ESL teacher to this position and will have a firm candidate identified by the time administrative in-service is held for SY 2020-21.
4 Middle/High Instructional Coaches (Math 6-12; English 6-12; Science 6-12; Social Studies 6-12)	2020-21-	Instructional coaches are responsible for supporting and coaching teachers to ensure the delivery of high-quality instruction across the network. Instructional coaches work closely with the Director of Academics and Academic Coordinators to support teachers in planning and implementing instruction. Instructional coaches conduct frequent informal observation and coaching cycles to refine and, when necessary, remediate teacher performance.	As explained previously, we created instructional coaching positions at the school level in SY 2016-17. These individuals will serve as the network instructional coaches given their established effectiveness and strong coaching track record. All have taught for numerous years in their content areas with demonstrated academic success.
Instructional Coach (K-5)	2020-2021	The instructional coach is responsible for supporting and coaching teachers to ensure the delivery of high-quality instruction across	We have not yet identified who will serve as the K-5 Instructional Coach. Given that this position will begin in SY 2020-21, we will have

Position	Start Year (Network Level)	Responsibilities	Selected Staff
		the network. The instructional coach works closely with the Director of Academics and Academic Coordinators to support teachers in planning and implementing instruction. The instructional coach conducts frequent informal observation and coaching cycles to refine and, when necessary, remediate teacher performance.	a candidate identified by the time administrative in-service is held for SY 2021-22. We will likely promote an internal teacher who has proven to be effective to this position.

In addition to the positions detailed above (who will provide support to all four schools in the network), MSE has a strong leadership structure established at each school. The school leadership teams will be responsible for the day-to-day academic and operational functioning of the schools.

For the new middle and high school proposed to open in Cordova in 2021, the founding Principal will start in January of the planning year to participate in essential pre-opening activities.

These key positions include:

- **Principal:** The Principal is responsible for, and given the autonomy to lead, the day-to-day academic and operational functioning of the school. Among the responsibilities of the Principal is hiring and evaluating school staff, ensuring the effective execution of the school's academic and cultural programming and cultivating a safe and positive school culture and learning environment. The Principal reports to, receives support from, and is evaluated by the Executive Director or Assistant Executive Director. We have not yet identified who will serve as the Principal. Given that this position will begin in January 2021, we will have begun recruiting for this position by September 2020 and will have a candidate identified by November 2020. We may promote a staff member who has successfully completed the "Grow Your Own Admin" program to this position.
- **Academic Coordinator:** While the Principal is responsible for, and held accountable to, the school's academic performance, with support from the Director of Academics, the Academic Coordinator is tasked with directly implementing the school's academic program. The Academic Coordinator works closely with instructional staff, supporting the development and execution of instructional plans and assessments anchored in the school's curricula. The Academic Coordinator also oversees the creation and implementation of teacher improvement plans. The Academic Coordinator reports to, receives support from, and is evaluated by the Principal. The Academic Coordinator also receives support from the Director of Academics. We have not yet identified who will serve as the Academic Coordinator. Given that this position will begin in SY 2021-22, we have begun recruiting for this position by Spring 2021 and will have a candidate identified by Summer 2021.
- **Dean of Students:** The Dean of Students is responsible for overseeing the cultural and behavior management aspects of the school. The Dean of Students is fundamental in maintaining a positive and safe school environment and provides support and directs resources to students who are struggling behaviorally and/or social-emotionally. The Dean of Students also handles all discipline-related issues. The Dean of Students reports to, receives support from, and is evaluated by the Principal. We have not yet identified who will serve as the Dean of Students. Given that this position will begin in SY 2021-22, we will begin recruiting for this position by Spring 2021 and will have a candidate identified by the time administrative in-service is held for SY 2021-22.
- **Counselor:** The Counselor is responsible for tracking and making recommendations about student attendance, truancy, and transcript data. In addition, a primary component of our school culture is emphasis on college readiness. The Counselor not only ensures students are on-track to matriculate/graduate through regular reviews of transcripts, they also help students in developing their post-secondary goals and plans. The Counselors aids students in identifying colleges and universities that meet their individual learning needs. The Counselor

also assists students in the college and financial aid application process. We have not yet identified who will serve as the Counselor. Given that this position will begin in SY 2021-22, we have begun recruiting for this position by Spring 2021 and will have a candidate identified by the time administrative in-service is held for SY 2021-22.

To ensure all network-level and school-level leadership positions have the capacity, skill sets, and resources needed to effectively implement the organization's academic and operational plans, MSE has a robust set of strategies around bench development, as well as established professional development activities (as more detailed in the Personnel/Human Capital section):

- **Cross-training among organizational leadership positions:** MSE strategically embeds cross-training tasks and duties in the roles and responsibilities of other network-level leadership positions to ensure that individuals in MSE are ready and able to assume other network-level leadership roles if needed. For instance, the Director of Finance works closely with the Assistant Executive Director in understanding the operational processes and needs of the organization. The Rtl Coordinator, Special Education Coordinator, and ESL Coordinator work closely with, and receive training from, the Director of Academics who, in turn, receives training and development in supporting and evaluating staff.
- **“Grow Your Own Administration” program:** For teachers expressing an interest in school leadership or administrative roles, MSE provides funding support and matches teachers with established leadership training programs to develop their skill sets. This initiative will be particularly important and effective as MSE replicates new schools.
- **Preparation and development of school-level leadership:** Organization-level leadership works closely with school-level leadership, especially with the Principal and Academic Coordinator. Such collaboration not only ensures that school-level leadership receives ample support in executing their current roles, but it also provides valuable development and training in the event a school-level leader is tasked with assuming a network-level leadership role.
- **Coaching support for teachers:** MSE will utilize instructional coaches at the network level (in addition to the Academic Coordinator) to provide observation and ongoing instructional support to teachers at the classroom level. Teachers are also provided with timely assessment data (via the test center) to analyze student achievement and make instructional adjustments as needed.

We believe that the collection of these strategies – the establishment of a network support team, strong instructional leadership teams at each school site, and a robust set of bench development and professional development strategies – equips MSE with the necessary capacity to successfully operate four charter schools and achieve strong academic results.

Evidence of this capacity is further bolstered in the context of a strong academic and operational track record (as discussed in subsection [a] and detailed in SCS's School Performance Framework and Operational and Financial Scorecards) and the historically high staff retention rates at MSE, which ensures the continuity of organizational knowledge and continuity and MSE.

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

Not applicable.

(e) Discuss the results of past replication efforts and lessons learned – including particular challenges or troubles encountered and how you have addressed them.

Our application to open an elementary school in Cordova was approved by SCS in mid-September 2019, which will replicate the model and effective practices of our elementary school currently in operation in Hickory Hill. Given that we are only a few months into our pre-opening year and active replication efforts, we do not yet have lesson learned specific to replication.

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

There are a number of risks, both internal and external, that pose challenges to Memphis School of Excellence and to any organization opening new charter schools. Identifying risks and taking concrete steps to mitigate those risks is critical in MSE being able to successfully achieve its desired goals and outcomes. Those risks include:

- **Talent Recruitment** - In growing its network of schools, it is critical to have education talent at all levels of the organization – network-level, school leadership and administration, teachers, and support staff. To ensure that MSE has the human capital to successfully achieve its desired outcomes, it is establishing a number of strategies to recruit/retain talent – see more detail in Section 2.16 (Personnel/Human Capital):
 - Advertising through print, radio, and online media outlets; school leader and teacher preparation programs; universities; and education job sites.
 - Attending job fairs (Teach901, Christian Brothers University)
 - Networking with local colleges and universities that produce teacher candidates (University of Memphis, Rhodes, Christian Brothers University (CBU), Relay Graduate School, Bethel University, Union University)
 - Developing relationships with local education organizations (Memphis Teacher Residency, Teach For America)
 - Utilizing our internal database; since opening in 2010, MSE has been compiling a job application database. Currently, our database contains more than 1,500 instructional candidates from which we can hire.
 - Leveraging referrals from current MSE employees
 - Utilizing current talent at MSE for its new charter schools opening in Cordova
 - Developing leadership pipelines through our “Grow Your Own Admin” program, which is referenced throughout this application and described in detail in the Performance Management and Personnel/ Human Capital - Staffing Plans, Hiring, Management, and Evaluation sections
 - Allocating veteran and new staff strategically across the network so that our new schools are staffed with teachers and administrators who have valuable experience from working

at our other school(s), allowing them to provide meaningful operational and academic support to staff new to MSE and/or teaching, described in more detail in the Personnel/ Human Capital - Staffing Plans, Hiring, Management, and Evaluation

Advertising our high staff retention rates. As indicated in the Performance Management section, for the past five years, our average staff retention rate is 85%. Additionally, we retained 85% of our staff from SY 2018-19, which is a powerful marketing tool when recruiting new staff.

- **Student Recruitment:** Being able to attract students and families is important for the academic and operational success and financial sustainability of the organization. MSE has been successful in recruiting and retaining families at its schools in Hickory Hill since inception, with a student retention rate of nearly 90%. The organization is approved to open an elementary school and is seeking to open a middle and high school in Cordova – a different area of the city from which it has been serving families. To build relationships in the Cordova community, Memphis School of Excellence has been engaging in a number of community engagement activities: visiting community centers and hubs (i.e., faith-based organizations, businesses, feeder schools); conducting open houses; and placing advertisements in print and through online media platforms and social media.
- **School Culture:** We appreciate the importance of establishing and maintaining a strong school culture. As explained in the Enrollment Summary section, the size of our schools attracts students and families who desire a small school and learning environment. We intentionally designed our school to be small to keep class sizes down, to provide an individualized learning environment, and to cultivate a family-like school culture; our small size will also enable us to establish a school culture firmly focused on college readiness. All of our staff will work closely and in concert to emphasize the importance of college readiness and cultivate a culture of high expectations. For example, the counselor will work in collaboration with grade-level teachers and closely with students directly around college readiness. The counselor will not only ensure students are on-track to graduate through regular reviews of transcripts, s/he will also help students in developing their post-secondary goals and plans. The counselors will aid students in identifying colleges and universities that meet their individual learning needs. The counselors also assist students in the college and financial aid application process. In addition, we will host an annual college fair and offer a practice ACT program to further build a college-readiness culture on campus. Additionally, throughout the year, we will hold a number of school events for students and families. Many of these events will be academic in nature, such as curriculum nights, during which teachers and staff will review upcoming curricula with parents so that they are fully informed about what their child(ren) is/are learning. In addition, we will host multiple social events for families so that staff, students, and parents can come together as a community. Among these events will be festivals, food and clothing drives, and dinners and banquets. We will also hold assemblies, such as honor roll celebrations throughout the year to celebrate students and the school and cultivate school spirit. We also firmly believe that parents are our partners and are integral to helping us cultivate a strong school culture of high expectations and college readiness. Accordingly, we will implement a robust set of parent engagement initiatives such as forming a PTO, holding orientation sessions, hosting meet and greets, conducting home visits, having

parent teacher conferences, and communicating frequently and through multiple mediums – all of which are outlined in detail in the Community Involvement and Parent Engagement section. In short, we will enlist our parents to reinforce and replicate the tenets of our school culture at home.

- **Facilities and Funding:** As described in subsection (g) below, MSE is in the process of purchasing (the closing date is planned for 02/06/2020) the Harding Academy campus in Cordova to house two new charter schools (approved elementary school and proposed middle and high school). The elementary school has been approved to open in SY 2020-21; we are seeking approval to open the middle and high school in SY 2021-22. MSE did not take for granted securing the resources to effectuate the purchase and actively engaged with lenders a year-and-a-half prior to the elementary school's approval to open to ensure it had the financing to purchase and move into its new campus in the summer of 2020. In addition, MSE has carefully crafted a multi-year budget to ensure it can operate its network office and its schools in a financially sustainable manner in the short- and long-term.
- **Local and State-wide Charter Policies and Regulations:** MSE recognizes that it operates in a policy and regulatory environment that, periodically, is subject to change. These changes can have a positive or negative impact on the environment in which MSE operates its schools (e.g., funding impact, impact on student eligibility). MSE continually monitors the policy and regulatory environment at the local, State, and national level to ensure that it is in compliance and that it is acting as an effective and responsible steward of public resources and serving its students and families well.

(g) If you have already identified a charter school facility, indicate the location(including street address and school zone). Describe the facility, including whether it is new construction or part of an existing public or private school building. If a facility has not been identified, indicate any existing possibilities and the process that will be used to find a suitable facility. Include a timeline for facility selection and requisition.

MSE is in the process of purchasing the Harding Academy campus in Cordova (located at 8360 Macon Road, Cordova, TN 38018); the closing date is planned for 02/06/2020. The Harding Academy campus has two separate buildings, totaling approximately 90,000 square feet and 20 acres and would have the capacity to house the approved new elementary charter and middle and high school charter upon approval over the long-term.

(h) Provide, as Attachment L, the organization's most recent annual report.

See Attachment L.

2.12 Network Management (for existing operators)

In this section:

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

Network-level leadership will oversee and support all MSE schools. With guidance and support from organization-level leadership, school-level leadership will lead the day-to-day operational and academic functioning of the school. As such, our organizational structure will include:

Network-level Leadership

- **Executive Director:** The Executive Director serves as the leader of the network and is ultimately responsible for ensuring that the network as a whole, as well as each school within the network, succeeds. The Executive Director oversees and supports Principals and ensures that they run effective, high-quality schools. As such, the Executive Director is tasked with making high-level, strategic decisions, including the oversight and hiring of network-level leadership and Principals, establishment of organization-wide expectations, implementation of organizational systems, business processes, and academic and cultural programming – all of which must align with, and support, MSE's mission and vision. The Executive Director also manages vendor relations, contract oversight, food service, facilities, and security and safety systems. The Executive Director is responsible for cultivating a healthy culture across the organization – one of accountability, collaboration, and collegiality. The Executive Director reports to, receives support from, and is evaluated by the Board of Directors.
- **Assistant Executive Director:** The Assistant Executive Director provides leadership and robust support around operational aspects across the network, including oversight of student and parent engagement, technology, counseling programs, 504 plans, and athletic and sports programming. The Assistant Executive Director also assists the Executive Director with the oversight of Principals and the Director of Academics. In addition to providing support to, and receiving training from, the Executive Director, the Assistant Executive Director supports the Technology Coordinator and Human Resources and supports the Federal Programs Manager to ensure that systems and policies related to technological infrastructure, human capital, and federal programs operate effectively and comply with all local, State, and federal laws, regulations, and statutes. The Assistant Executive Director reports to, receives support from, and is evaluated by the Executive Director.
- **Director of Academics:** The Director of Academics is responsible for overseeing, implementing, and supporting the network's academic programming, including instruction, assessment, and professional development. While the Executive Director is ultimately responsible for the success of the network, as well as the success of the individual schools operating across the network, the Director of Academics is also held accountable for the academic performance of each school. The Director of Academics oversees the network's instructional coaches, as well as manages the Academic Coordinators at the school level. Additionally, the Director of Academics is responsible for the oversight of Response to Instruction and Intervention (RtI²), special education, English language learner, and gifted and talented programming. Accordingly, the Director of Academics oversees and provides support to the RtI Coordinator, Special Education Coordinator, and English-as-a-Second Language Coordinator to ensure that students with special needs and who are English

language learners receive curricular and instructional support, accommodations, modifications, and language services as mandated by law and as outlined in individual education plans and language learner plans. The Director of Academics reports to, receives support from, and is evaluated by the Executive Director.

- **Director of Finance:** The Director of Finance is responsible for the financial health and sustainability of the network. The Director of Finance oversees the financial aspects of the network, including budget development, payroll preparation, accounts payable and receivable, and grant reimbursements. The Director of Finance also reports monthly to the Tennessee Consolidated Retirement System. The Director of Finance works closely with the Executive Director to ensure budget allocations reflect and support the operational and academic needs of the network. The Director of Finance, in collaboration with the Executive Director, also works with Principals, supporting them in school-based budgeting and financial decisions. The Director of Finance reports to, receives support from, and is evaluated by the Executive Director.
- **Rtl Coordinator:** The Rtl Coordinator oversees the Rtl programming and services across the network. With support from the Director of Academics, the Rtl Coordinator supports all schools operating within the network in ensuring that all students identified as struggling, at-risk, and/or otherwise in need of intervention receives all required supports. The Rtl Coordinator is also tasked with monitoring the effectiveness of intervention programming and oversees gifted learner programming. The Rtl Coordinator reports to, receives support from, and is evaluated by the Director of Academics.
- **Special Education Coordinator:** The Special Education Coordinator is tasked with overseeing the special education program and services across the network. With support from the Director of Academics, the Special Education Coordinator supports all schools operating within the network in ensuring full legal compliance; in creating, implementing, monitoring, and updating individual education plans; and in ensuring that students receive all needed and mandated modifications, accommodations, services, and supports. The Special Education Coordinator reports to, receives support from, and is evaluated by the Director of Academics.
- **English as a Second Language (ESL) Coordinator:** The ESL Coordinator is responsible for the oversight and implementation of the English language learner programming across the network. The ESL Coordinator supports schools operating within the network in ensuring full legal compliance and in providing students with all necessary and mandated language services and supports. The ESL Coordinator works with the Director of Academics to ensure that language learner students have full access to all academic programming. The ESL Coordinator also works hand-in-hand with the Rtl Coordinator and Special Education Coordinator to ensure that language learner students with special needs, as well as those who require intervention or enrichment, receive all needed supports and services. The ESL Coordinator reports to, receives support from, and is evaluated by the Director of Academics.
- **Technology Coordinator:** The Technology Coordinator oversees all technology-related functions across the network, including supporting the implementation of educational technology initiatives, the installation of technology tools and systems, management and maintenance of technological systems and equipment, oversight of technological inventory, and provision of technology support to schools and individuals across the network. The Technology Coordinator also works with the PowerSchool and Engagement Coordinator to

support the technological needs around effectively implementing PowerSchool. The Technology Coordinator reports to, receives support from, and is evaluated by the Assistant Executive Director.

- **PowerSchool and Engagement Coordinator:** The PowerSchool and Engagement Coordinator will be tasked with overseeing the implementation of PowerSchool across the network. The PowerSchool and Engagement Coordinator ensures that PowerSchool is effectively employed to house and manage student data, including grades and attendance records. The PowerSchool and Engagement Coordinator lends robust direct support to school leaders and staff across the network in the effective and proper utilization of the PowerSchool database and receives technological support from the Technology Coordinator. The PowerSchool and Engagement Coordinator also oversees student, parent, and staff engagement activities, as well as the network's home visit program. The PowerSchool and Engagement Coordinator reports to, receives support from, and is evaluated by the Executive Director.
- **Human Resources and Federal Programs Manager:** The Human Resources and Federal Program Manager is responsible for maintaining and enhancing the network's human capital through the planning, implementation, and evaluation of staff relations and human resource programs, practices, and policies. The Human Resources and Federal Program Manager also ensures full legal compliance with all human resource-related local, State, and federal rules, regulations, requirements, and laws. The Human Resources and Federal Program Manager is also tasked with overseeing the Principals in the implementation of all relevant federal programs to ensure full compliance with all applicable rules, regulations, requirements, and laws. The Human Resources and Federal Program Manager reports to, receives support from, and is evaluated by the Executive Director.

School-level Leadership:

- **Principal:** The Principal is responsible for, and given the autonomy to lead, the day-to-day academic and operational functioning of the school. Among the responsibilities the Principal is tasked with are hiring and evaluating school staff, ensuring the effective execution of the school's academic and cultural programming, and cultivating a safe and positive school culture and learning environment. The Principal reports to, receives support from, and is evaluated by the Executive Director or Assistant Executive Director.
- **Academic Coordinator:** While the Principal is responsible for, and held accountable to, the school's academic performance, with support from the Director of Academics, the Academic Coordinator is tasked with directly implementing the school's academic program. The Academic Coordinator works closely with instructional staff, supporting the development and execution of instructional plans and assessments anchored in the school's curricula. The Academic Coordinator also oversees the creation and implementation of teacher improvement plans. The Academic Coordinator reports to, receives support from, and is evaluated by the Principal. The Academic Coordinator also receives support from the Director of Academics.
- **Dean of Students:** The Dean of Students is responsible for overseeing the cultural and behavior management aspects of the school. The Dean of Students is fundamental in maintaining a positive and safe school environment and provides support and directs resources to students who are struggling behaviorally and/or social-emotionally. The Dean of

Students also handles all discipline-related issues. The Dean of Students reports to, receives support from, and is evaluated by the Principal.

Counselors: Counselors are responsible for tracking and making recommendations about student attendance, truancy, and transcript data. In addition, a primary component of our school culture is emphasis on college readiness. Counselors not only ensure students are on-track to matriculate/graduate through regular reviews of transcripts, they also help students in developing their post-secondary goals and plans. Counselors aid students in identifying colleges and universities that meet their individual learning needs. Counselors also assist students in the college and financial aid application process. Counselors report to, receive support from, and are evaluated by the Principal.

Provide, as Attachment M, the organization charts for Year 1 networks as a whole (including both network management and schools within the network). Year 3 network as a whole and Year 5 network as a whole. The network organization charts should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the schools. If the school intends to contract with a charter management organization clearly show the provider’s role in the organizational structure of the school.

See Attachment M.

b. Explain any shared or centralized support services the network organization will provide to schools in Tennessee. Describe the structure, specific services to be provided, the cost of those services, how costs will be allocated among schools, and specific service goals. How will the organization measure successful delivery of these services? (In the case of a governing board proposing to contract with a management organization, service goals should be outlined in the term sheet and draft contract).

Services to be provided. To ensure each MSE school has strong academic, operational, and financial support, MSE’s Network office and team will provide services to MSE’s schools in the form of:

- Shared professional development opportunities for school leaders, teachers, and staff members (coordinated by the Network leadership team)
- Curriculum selection and design (and standards for development of unit and lesson plans, pacing, and level of rigor)
- Data management (i.e., test center and analysis of formative and summative assessments; student enrollment, attendance, transfer, and withdrawal data; local, State, and federal compliance reporting)
- Accounting and budget management
- Vendor management and procurement
- Information Technology (IT) management (computers, equipment)
- Facilities management and maintenance (including financing and funding to secure school facilities)
- Human Resources management

- Staff recruitment and hiring
- Payroll processing and benefits administration
- Student recruitment
- Fundraising (for the organization on behalf of MSE schools)
- Community relations

The services provided by the Network office are carried out by the network leadership team, who provide a breadth of experience and skill sets around the service areas outlined above.

Cost and allocation of services. Schools will share in the costs of the network office (staffing, operating expenses) pro rata based on each school's percentage of the organization's total student enrollment. For example, if one of MSE school's enrollment is 25% of the enrollment of all MSE schools, that school would pay 25% of the network office's expenses from the school's Basic Education Payment revenue.

The following table summarizes the costs of the network office over the next five years.

Fiscal Year	Network costs
2020-2021	~\$1.40M
2021-2022	~\$1.45M
2022-2023	~\$1.48M
2023-2024	~\$1.50M
2024-2025	~\$1.53M

In no scenario will schools pay more than 13% of their BEP revenue each year for shared network costs.

Below are details regarding the percentage of BEP revenue each school will pay each year for shared network costs.

	2020-21	2021-22	2022-23	2023-24	2024-25
MSE Elementary Cordova	10.43%	9.93%	9.26%	8.70%	8.30%
MSE Cordova	NA	9.86%	9.19%	8.63%	8.24%
MSE K-8 Hickory Hill	12.57%	9.93%	9.26%	8.70%	8.30%
MSE High Hickory Hill	12.43%	9.83%	9.17%	8.61%	8.22%

Service goals. Memphis School of Excellence is seeking to create a network and a K-12 feeder pattern that serves the Hickory Hill and Cordova communities of Memphis.

By creating a network support team and office, MSE is seeking to leverage resources, experience, and expertise to ensure academic leaders, teachers, and staff can focus on driving student achievement, and that they have professional development and coaching, curricular materials, financial resources, and effective operational processes to support them in that effort.

As such, the service goals of the network support team are to:

1. Provide professional development and other learning opportunities for school leaders and teachers to allow them to grow as educators (“Grow Your Own Administration program” as one example). As a network, MSE educators will have access to a vast array of learning opportunities from within the network and outside the network.
2. Provide access to a robust set of curricular resources and materials aligned to Tennessee State standards, and provide effective frameworks, standards, feedback, and coaching around unit and lesson plan development and data-driven instructional cycles.
3. Provide access to, and analysis of, student achievement data and trends.
4. Provide Human Resources (HR) management (recruiting, on-boarding, payroll systems, benefits) to ensure MSE schools have the education talent to meet its vision and mission.
5. Provide the financial resources (and help individual school leaders prioritize spending) to maximize teaching and learning in the school. This includes fundraising on behalf of the needs of MSE’s individual schools.
6. Provide an efficient system of procurement to ensure that each MSE school has the supplies, materials, and equipment to operate effectively.
7. Provide well-maintained and functioning facilities that support teaching and learning in the school and that provides students with an array of enrichment activities, clubs, and sports.
8. Assist MSE schools with student recruitment efforts to ensure that each school is fully enrolled each year.

Service delivery success measures. To measure how the network office is doing in terms of school support, a survey will be administered to school level leaders, teachers, and staff at least two times per year with a series of satisfaction-related questions around the service goals mentioned above (with opportunities for comments and feedback). For example, questions will address whether, and to what extent, schools feel supported by the network in professional development, curricular resources, HR management, budgeting and financial management, facilities, and student recruitment. In addition to formal surveys, MSE will create informal feedback loops in which the network team and school-level personnel communicate (in-person and via written communications) on the effectiveness of support services.

Finally, MSE will develop a monthly dashboard to continuously evaluate quantitative measures around its support services. Dashboard metrics would include:

- Frequency and types of professional development (and percentage of participation from school level staff)
- Monitoring of any instances of procurement delays, absence of materials, supplies, and equipment
- Teacher evaluation (coaching and observation frequency and quality)
- School level financial metrics (monthly budget to actuals, cash balances, timeliness of closing books each month)
- Student enrollment and attendance
- Staff hiring and retention
- Frequency of facilities-related issues
- Timeliness of student achievement data availability and analysis

Using the table below, summarize school- and organization-level decision-making responsibilities as they relate to key functions.

Function	Network Decision Making	School Decision Making	Decision-Making Clarifications to Ensure Alignment and Address Disagreements at the Network and School Level
Performance Goals	The Executive Director, in collaboration with relevant network- and school-level leaders and with approval from the Board of Directors, is responsible for decisions related to performance goals. Examples of such decisions may include: the establishment of network-wide academic, operational, and financial performance goals; identification of benchmark measures and metrics; and specification of monitoring mechanisms for the network as a whole and individual schools within the network, as well as adjustments to academic, operational, and financial programming, policies, and practices in support of achieving goals.	The Principal, with support from, and in collaboration with, the Executive Director and other relevant network- and school-level leaders, is responsible for decisions related to school-specific performance goals that support the achievement of network-wide goals. Examples of such decisions may include the establishment of goals specific to subpopulations and cohorts of students, as well as contents and grade levels as applicable to the network's goals.	For clarity, the Executive Director will outline and provide a framework detailing performance goals and metrics for the network and its schools. The school principals will have input into the development of goals and metrics and would be able to develop sub-goals and metrics at the school site that are in alignment with network-wide goals. In the event there is a situation in which there are goals and metrics that are not aligned between the schools and the network, the Executive Director would have final sign-off and decision-making rights.
Curriculum	The Director of Academics, with support and oversight from the Executive Director, is responsible for decisions related to curriculum. Examples of such decisions may include unit and lesson plan design requirements to ensure alignment to all applicable standards, appropriate pacing, and high levels of rigor, as well as the elimination and adoption of curricular resources.	The Academic Coordinator, with support and oversight from the Director of Academics and Principal, is responsible for decisions related to curriculum at the school level. Examples of such decisions may include the determination of school-specific details around unit and lesson plan review, as well as the deployment and allocation of curricular resources.	For clarity, in this area, the Director of Academics, with support and oversight from the Executive Director, provides a framework and guidance on the requirements for lesson plan design, pacing, and rigor, as well as options for curricular resources (aligned to State standards). The Academic Coordinator (with guidance from the Principal) would make specific choices on curricular resources used in the school's classrooms. In the event there is a disagreement or an objection from the Director of Academics

			as it relates to curricular selections, unit and lesson plan designing, and rigor, the Director of Academics would have final sign-off and decision-making rights.
Professional Development	The Director of Academics, with support and oversight from the Executive Director, is responsible for decisions related to professional development (PD). Examples of such decisions may include the creation and implementation of the network's PD plan in support of achievement of the network's established performance goals, as well as determinations about PD offerings as informed by formal and informal observation data, benchmark scores, and other sources of data.	The Principal and/or the Academic Coordinator, with oversight and support from the Director of Academics, is responsible for decisions related to PD at the school level. Such decisions may include determinations about instructional staff in need of additional support and development, as well as requests to the network for PD on specific topics as informed by various sources of data like teacher request, observations, and assessment results.	For clarity, in this area, the Director of Academics, with support and oversight from the Executive Director, provides guidance and oversight on areas to be covered through professional development (including directing professional development opportunities that are offered network-wide). In addition, the Director of Academics provides budgetary amounts for schools to spend on professional development. The Academic Coordinator and Principal would have the decision-making authority to engage in specific professional development opportunities they feel are appropriate for the school's teachers and staff (based on specific needs and data at the school site), and that are aligned to the professional development goals and strategies of the network. In the event there is a disagreement or an objection from the Director of Academics as it relates to professional development activities, the Director of Academics would have final sign-off and decision-making rights.
Data Management and Interim Assessments	The PowerSchool and Engagement Coordinator, with input from the Technology Coordinator, when applicable, and with support and oversight from the Executive Director, is	The Counselor, with support and oversight from the Principal and Academic Coordinator, is tasked with decisions around data management at the school level. Examples of such	For clarity, the PowerSchool and Engagement Coordinator, with input from the Technology Coordinator, will oversee, and ultimately be responsible for, the maintenance of systems that

	<p>responsible for decisions related to data management. Examples of such decisions may include creating and/or modifying the master schedule in PowerSchool, fulfilling State and district reporting requirements, as well as tracking student attendance, enrollment, transfer, and withdrawal data. The Director of Academics, with support and oversight from the Executive Director, is responsible for decisions regarding interim assessments. Examples of such decisions include creating and validating all internal benchmark assessments and establishing and modifying assessment administration practices, as well as vetting and proposing the adoption, elimination, or replacement of external standardized interim assessments such as NWEA MAP.</p>	<p>decisions include tracking and making recommendations about student attendance, truancy, and transcript data. The Academic Coordinator, with support and oversight from the Principal and Director of Academics, is responsible for decisions regarding interim assessments at the school level. Examples of such decisions may include making determinations about tutoring groups, as well as prescribing student interventions and assigning teacher supports as informed by analysis of benchmark interim assessments.</p>	<p>track and manage network-wide data and reporting data to the district and state. The School Counselor will track and report to the network office and PowerSchool and Engagement Coordinator, school and student-level data.</p> <p>The Director of Academics (and network office) will develop and validate all interim assessments for the network, including internally-developed benchmark assessments and external standardized interim assessments such as NWEA MAP. The Academic Coordinator will have the opportunity to provide input regarding interim assessments and will drive student groupings and instructional responses to interim assessment data. In addition, the Academic Coordinator would also have the opportunity to work with teachers on additional, informal assessments administered in the school throughout the academic year.</p> <p>In the event there is a disagreement regarding interim assessments, the Director of Academics would have final sign-off and decision-making rights.</p>
Promotion Criteria	<p>The Executive Director, with input from the Director of Academics and approval from the Board of Directors, is responsible for decisions related to promotion criteria. Examples of such decisions may include modifying promotion thresholds, as well as revising</p>	<p>The Principal, with support and oversight from the Executive Director, is responsible for decisions related to promotion criteria at the school level. Such decisions may include determinations of retention as outlined</p>	<p>For clarity, the Executive Director, with input from the Director of Academics, would determine promotional criteria and retention policies for the network's schools—with the Principal making specific decisions regarding students at the school level using the network's</p>

	retention policies and practices while still complying with all applicable district and State mandated requirements.	by the network's policies, as well as alternative solutions to retention.	<p>promotion and retention policies and guidelines.</p> <p>In the event there is a disagreement regarding a promotion or retention decision, the Executive Director would have final sign-off and decision-making rights.</p>
Culture	The Executive Director is responsible for decisions related to the network's culture as whole, as well as the cultural programming implemented in each of the network's schools. Examples of such decisions may include the adoption of social-emotional curriculum and implementation of cultural structures, as well as changes to the network's behavioral management practices and discipline policies.	The Dean of Students, with support and oversight from the Principal and, by extension, the Executive Director, is responsible for school-level decisions related to culture. Examples of such decisions may include the establishment or modification of school-specific cultural practices in support of the network's cultural vision and programming, as well as determinations about student-specific consequences in alignment to the network's behavioral plan as related to discipline infractions.	<p>For clarity, the Executive Director will be responsible for determining the framework and structures for culture across the network and its schools – as well as be responsible for policies related to behavioral management.</p> <p>The Dean of Students (with oversight from the Principal) will have the ability and decision-making authority to establish practices at the school level that are in alignment with the cultural framework and structures established by the Executive Director.</p> <p>In the event there is a disagreement regarding a cultural practice or a decision related to behavioral management at the school level, the Executive Director would have final sign-off and decision-making rights.</p>
Budgeting, Finance, and Accounting	The Director of Finance, with support and oversight from the Executive Director and, by extension, the Board of Directors, is responsible for decisions related to budgeting, finance, and accounting. Examples of such decisions may include initial budget development, proposed resource allocations, as well as	The Principal, in collaboration with the Executive Director and Director of Finance, is responsible for decisions related to budgeting, finance, and accounting at the school level. Examples of such decisions may include allocations for school-specific resources like instructional materials and supplies and	<p>For clarity, the Director of Finance (with oversight from the Executive Director and Board of Directors and input from the school Principals) will establish budgetary limits in school-level budgets.</p> <p>The Principal will have the decision-making rights to make expenditures and drive school-level activities within the</p>

	practices guiding payroll preparation, accounts payable and receivable, and grant reimbursements.	PD, as well as for offerings such as school-specific school events and clubs.	budgetary limits established by the Director of Finance.
Student Recruitment	The Executive Director, with support and input from the Assistant Executive Director and Director of Finance, is responsible for decisions regarding student recruitment. Examples of such decisions may include creation of or adjustment to recruitment plans, such as advertising mechanisms, target markets, and events, as well as adjustments to student enrollment targets.	The Principal, with support and oversight from the Executive Director, is responsible for decisions regarding student recruitment at the school level. Such decisions may include details regarding open houses, as well as school-specific advertising and marketing content.	For clarity, the Executive Director will establish network-wide goals for student recruitment (including enrollment targets for each school). Further, the Executive Director will establish policies and budget amounts for student recruitment activities. The Principal will have decision-making rights on specific student recruitment activities the school level that are in alignment with the budgeted resources and recruitment strategies outlined at the network level.
School Staff Recruitment and Hiring	The Executive Director, with support and input from the Assistant Executive Director, Director of Academics, Director of Finance, and Human Resources and Federal Programs Manager, is responsible for decisions regarding school staff recruitment and hiring. Examples of such decisions may include advertising mechanisms, target markets, and events, as well as adjustments to hiring targets. Decisions also may encompass changes to hiring practices and compensation packages, which would comply with all applicable district, State, and federal laws and policies.	The Principal, with support and oversight from the Executive Director, is responsible for school staff recruitment and hiring at the school level. Examples of such decisions may include participation details in recruitment events such as fairs, as well as hiring determinations for school-specific vacancies. Hiring determinations will be made from a pool of candidates previously screened or approved by network-level leadership.	For clarity, the Executive Director, with support and input from the Assistant Executive Director, Director of Academics, Director of Finance, and Human Resources and Federal Programs Manager, will have decision-making rights on the number and types of staffing positions at the network office and school site. Further, the Executive Director will establish policies and budget amounts for staff recruitment activities, including compensation packages. The Principal will have decision-making rights on specific staff recruitment activities at the school level as well as hiring decisions.

Human Resources (H/R) Services (e.g., payroll, benefits)	The Director of Finance and Human Resources and Federal Programs Manager, with support and oversight from the Executive Director and Assistant Executive Director, are responsible for decisions related to H/R Services. The Director of Finance may make decisions such as changes to payroll procedures, as well as recommendations about compensation and benefits packages. The Human Resources and Federal Programs Manager may make determinations about personnel policies, as well as human resource programming across the network.	The Principal, with support and oversight from the Executive Director and input from the Human Resources and Federal Programs Manager, is responsible for decisions regarding H/R Services at the school level. Examples of such decisions may include assigning extra duties as needed, allocating stipends for duties related to sports and clubs, as well as determining payroll deductions for situations, such as teacher absences or lost equipment.	For clarity, the Director of Finance and Human Resources and Federal Programs Manager, with support and oversight from the Executive Director, will be responsible for the establishment of HR policies across the network, with the Principal having decision-making rights regarding assignment duties of staff, stipends, and payroll deductions (within budget limits established by the network office as well network-established HR policies).
Development/ Fundraising	The Executive Director, with support and input from the Assistant Executive Director and Director of Finance, is responsible for decisions related to development and fundraising. Examples of such decisions may include fundraising targets, markets, and events, as well as the allocation of monies raised by fundraising efforts.	The Principal, with support and oversight from the Executive Director, Assistant Executive Director, and Director of Finance, is responsible for school-level decisions related to development/ fundraising. Examples of such decisions may include the development and implementation of fundraising targets and events, as well as the allocation of raised funds to support school-specific initiatives.	For clarity, the Executive Director, with support and input from the Assistant Executive Director and Director of Finance, will establish network-wide goals for fundraising (including fundraising targets for each school). Further, the Executive Director would provide guidance on fundraising strategies and activities. The Principal would have input and decision-making rights on specific fundraising activities engaged in by the school to meet fundraising goals established by the network office. Further the Principal would have input (but not final decision-making rights) on the allocation of raised funds to support school-specific initiatives.

Community Relations	<p>The PowerSchool and Engagement Coordinator, with support and oversight from the Executive Director, is responsible for decisions regarding internal community relations. Examples of such decisions may include the development of parent and community events and programs, as well as oversight of and changes to the network's home visit program. The Human Resources and Federal Programs Manager, with support and oversight from the Executive Director, is tasked with decisions regarding external community relations. Examples of such decisions may include planning and implementing community stakeholder events, as well as managing media relations.</p>	<p>The Dean of Students, with support and oversight from the Principal and PowerSchool and Engagement Coordinator, is responsible for decisions regarding community relations at the school level. Examples of such decisions may include school-specific implementation details of network-wide parent and community events and programs and the home visit program, as well as the development and implementation of school-specific community offerings, such as computer and language classes.</p>	<p>For clarity, the PowerSchool and Engagement Coordinator, with support and oversight from the Executive Director, would provide strategic guidance and parameters around the frequency, methods, and types of internal and external communication. The Dean of Students and Principal would then have the decision-making authority around specifics of school level communications and community engagement in alignment with the strategic guidance provided by the network office.</p> <p>The network level team would be responsible for media relations.</p> <p>In the event there is a disagreement regarding communication activities or messaging, the PowerSchool and Engagement Coordinator (with oversight from the Executive Director) would have final sign-off and decision-making rights.</p>
Information Technology (I/T)	<p>The Technology Coordinator, with support and oversight from the Assistant Executive Director and input from the PowerSchool and Engagement Coordinator, is responsible for decisions related to I/T. Examples of such decisions include the proposal of educational technology initiatives and assessment of technology-related needs and maintenance plans, as well as the allocation of technological support provided to schools.</p>	<p>The Technology Coordinator, with support and oversight from the Assistant Executive Director and input from the PowerSchool and Engagement Coordinator as applicable, is responsible for decisions related to I/T at the school level. The Technology Coordinator rotates between all MSE campuses to oversee and manage each school's technological infrastructure and systems. The Principal is tasked with alerting the Technology Coordinator to all school-specific technology needs and issues, to</p>	<p>For clarity, the Technology Coordinator, with support and oversight from the Executive Director, the Assistant Executive Director and input from the PowerSchool and Engagement Coordinator, will drive all decision-making around IT systems, initiatives, and equipment.</p> <p>The Principal will have input on the technological needs of the school and the support that is needed from the network office.</p>

		which the Technology Coordinator decides how to respond. Additional examples of decisions may include assigning school specific technology resources, as well as providing customized technology support to staff and students.	
Facilities Management	The Executive Director, with support and input from the Assistant Executive Director and Director of Finance, is responsible for decisions regarding facilities management. Examples of such decisions include the provision of security and safety systems, assessment of building-specific needs and maintenance plans, selection and execution of facility-related vendors and contracts, as well as determinations about facility procurement.	The Principal, with support and oversight from the Executive Director and/or Assistant Executive Director, is tasked with decisions regarding facilities management at the school level. Examples of such decisions may include determining and reporting facility needs, remedying maintenance issues under \$1K, communicating with approved vendors, as well as evaluating custodial performance.	<p>For clarity, the Executive Director, with support and input from the Assistant Executive Director and Director of Finance, will have decision-making rights over material decisions regarding facilities managements (i.e., facilities selection, facility-related vendor contracts, facility plans including safety and security, renovations, and maintenance costs exceeding \$1K.)</p> <p>The Principal would be responsible for managing the relationship at the school site with selected facility vendors (including custodial services) and for routine maintenance under \$1K.</p> <p>There will be frequent communication and collaboration between the school and the network office on the facility needs at each school site.</p>
Vendor Management/ Procurement	The Executive Director, with support and input from the Assistant Executive Director and Director of Finance and approval from the Board of Directors, is responsible for decisions regarding vendor management/procurement. Examples of such decisions may include establishment and advertisement of RFPs, use of SCS approved RFPs and	The Principal, with support and oversight from the Executive Director, Assistant Executive Director, and Director of Finance, is responsible for vendor management/procurement decisions at the school level. Examples of such decisions may include procuring items under \$1K, as well as working with approved vendors.	For clarity, the Executive Director, with support and input from the Assistant Executive Director and Director of Finance and approval from the Board of Directors, is responsible for developing systems, methods, and criteria for procurement and selection of vendors (particularly vendors that will be serving schools across the network).

	vendors, selection and management criteria for vendors, as well as determinations about resource allocations for procurements.		<p>The Principal will have input into the process and will be responsible for managing the relationship at the school level.</p> <p>In the event there is a disagreement regarding procurement or there is a vendor-related issue to be resolved, the Executive Director would have final sign-off and decision- making rights.</p>
--	--	--	---

2.13 Network Governance (for existing operators)

- a. **As applicable, describe the governance structure at the network level and how that relates to the individual school.**
- **Will each school/campus have an independent governing board, or will there be a single network-level board governing multiple schools? If there will be a network-level board, discuss the plan for satisfying the statutory requirement of either: having a parent from one of the network's Tennessee schools serve on the governing body, or having advisory councils at each school.**

A single network-level Board will govern all of our schools. More specifically, our sponsoring entity – Read Foundation (RF) – is a nonprofit corporation that was established according to Federal and Tennessee nonprofit corporation laws. The Board of Directors of the RF are dedicated to quality education and the promotion of science, mathematics, engineering, and technology (STEM) in school environments. The primary purpose of the foundation is to organize and operate exclusively for charitable, educational, scientific, and literary purposes. Accordingly, the Board of Directors of the Read Foundation will serve as the governing body for all MSE schools. More specifically, the Board of Directors and its committees will oversee and review all network-level and school-level academic, operational, and financial matters. As such, the Board and its committees will review all necessary school-level data (e.g., assessment scores, growth rates, discipline metrics, attendance, enrollment, staff and student retention, survey data, financial statements, budget-to-actual), as well as all necessary network-level data to ensure effective and prudent oversight of each individual school and the network as a whole. Essentially, the Board will be tasked with ensuring the academic, operational, and financial health and viability of each school, as well as of the entire network. MSE's Executive Director oversees the operation of all MSE schools and is evaluated annually by the Board of Directors.

To satisfy the statutory requirement of parental representation on the Board, one parent whose child is currently enrolled in one of our operating schools in the Hickory Hill neighborhood of Memphis serves as an active Board Member. On approval of the proposed school's charter, another parent whose child is enrolled in our school located in Cordova will be appointed to the Board within six months of the school's opening, ensuring parent representation in both areas of Memphis in which we will operate. Additionally, each school will have an advisory council. In accordance with Tennessee Code § 49-13-109, an advisory school council shall include no fewer than five (5) members and shall include the Principal, at least one (1) parent, and at least one (1) teacher representative. Parent and teacher membership will be determined by election. In addition, at least one community member who is active in the area in which the school resides will also be appointed to each advisory council to ensure that constituencies local to each school are also represented. Advisory councils will convene quarterly to discuss needs, identify areas for improvement, pinpoint problems, and recommend solutions. Following every meeting, each advisory council will submit a report detailing the council's conversations, needs, and recommendations among other pertinent information to the Board. Each Principal on the advisory councils will attend Board meetings to further expound on the needs and requests identified in reports. Upon hearing from individual school's Principals and receiving reports, the

Board will determine what further actions need to be taken in response to the councils' input. Accordingly, based on individual needs, the Board may elect to adopt school-specific policies, such as implementing varying pay scales, employing retention bonuses, and enacting sports compensation policies. In short, advisory councils will ensure that each school has representation and will inform the Board of each school's individual needs and interests, allowing the Board to effectively govern all schools.

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

Size and composition of the Board. Currently, the Board is composed of six highly qualified, diverse individuals who are committed to MSE's mission, vision, and model. In anticipation of replication, the Board recently added new members, taking membership to six directors. The addition of directors ensures that the Board will be able to effectively govern all MSE schools, as well as enabling effective representation of key stakeholders. As indicated above, upon approval of, and opening of, the proposed school, the Board will appoint an additional parent to serve as an active director. The Board does not currently intend to add additional directors beyond that of a parent in the near future. The current Board has the collective expertise, competence, and experience to effectively govern and ensure the financial, operational, and educational success of all our schools.

Active and effective representation of key stakeholders: The size and composition of the Board will enable active and effective representation of key stakeholders through:

- **Parent Representation:** As explained above, a parent whose child is currently enrolled in one of our schools in operation is an active Board Member. Additionally, upon approval of the charter and opening of the proposed school, a parent whose child is enrolled in our school in Cordova will be appointed to the Board. These members lend key parent voice and representation of the Hickory Hill and Cordova areas of Memphis to the Board.
- **Advisory Councils:** As indicated above, each school will have an advisory council. In accordance with Tennessee Code § 49-13-109, an advisory school council shall include no fewer than five (5) members and shall include the Principal, at least one (1) parent, and at least one (1) teacher representative. In addition, at least one community member who is active in the area in which the school resides will also be appointed to each advisory council to ensure constituencies of each school are also represented. Every council will meet quarterly and, upon convening, will submit a report to the Board for review. Advisory council reports, as well as further information provided by Principals who reside on councils, will ensure that school stakeholders are actively and effectively represented.
- **Tennessee Open Meetings Act:** All Board meetings are open to the public; the Board encourages all stakeholders to regularly attend. Board meeting dates, agendas, minutes, and policies are published on MSE's website. Stakeholders may request hard copies of public Board artifacts.
- **Parent-Teacher Organization:** Every school will have a Parent-Teacher Organization (PTO) that meets regularly to discuss matters related to the school's operation and programming. Each PTO employs a robust governing structure that consists of the following elected officers:

President, First Vice President, Second Vice President, Secretary, Treasurer, Assistant Treasurer, and Parliamentary and Liaison Officers. After PTO meetings, the President or his/her designee will meet with the Principal to relay comments, concerns, and ideas. The Principal will then share relevant information with the Board for consideration.

- **Stakeholder Input:** The Board values community stakeholder input and will regularly solicit feedback from stakeholders, such as parents, community members, local businesses, and community hubs through methods such as surveys, presentations, meetings, and forums.
- c. **Discuss the powers and duties of the governing board(s). Identify key skills, areas of expertise, and constituencies that will be represented on the governing board(s).**

Powers and duties of the Governing Board. The Board is ultimately responsible for the success of all MSE schools. As outlined in the Board's by-laws, the composition of the Board includes a President, Vice President, Treasurer, and Secretary. The by-laws define each officer's powers and duties as follows:

- **President:** The president shall be the chief executive officer of the Corporation. The president shall supervise and control all of the business and affairs of the Corporation. The president shall preside at all meetings of the members and of the Board of Directors. The president may execute any deeds, mortgages, bonds, contracts, or other instruments that the Board of Directors has authorized to be executed. However, the president may not execute instruments on behalf of the Corporation if this power is expressly delegated to another officer or agent of the Corporation by the Board of Directors, the bylaws, or statute. The president shall perform other duties prescribed by the Board of Directors and all duties incident to the office of president.
- **Vice President:** When the president is absent, is unable to act, or refuses to act, a vice president shall perform the duties of the president. When a vice president acts in place of the president, the vice president shall have all the powers of and be subject to all the restrictions of the president. If there is more than one vice president, the vice presidents shall act in place of the president in the order of the votes received when elected. A vice president shall perform other duties as assigned by the president or Board of Directors.
- **Treasurer:** The treasurer shall:
 - Have charge and custody of and be responsible for all funds and securities of the Corporation.
 - Receive and give receipts for moneys due and payable to the Corporation from any source.
 - Deposit all moneys in the name of Corporation in banks, trust companies, or other depositories as provided in the bylaws or as directed by the Board of Directors or president.
 - Write checks and disburse funds to discharge obligations of the Corporation.
 - Maintain the financial books and records of the Corporation.
 - Prepare financial reports at least annually.
 - Perform other duties as assigned by the president or by the Board of Directors.
 - If required by the Board of Directors, give a bond for the faithful discharge of his/her duties in a sum and with a surety as determined by the Board of Directors.
 - Perform all of the duties incident to the office of treasurer.

- **Secretary:** The secretary shall:
 - Give all notices as provided in the bylaws or as required by law.
 - Take minutes of the meetings of the members and the Board of Directors and keep the minutes as part of the corporate records.
 - Maintain custody of the corporate records and of the seal of the Corporation.
 - Affix the seal of the Corporation to all documents as authorized.
 - Keep a register of the mailing address of each director, officer, member, and employee of the Corporation.
 - Perform duties as assigned by the president or by the Board of Directors.
 - Perform all duties incident to the office of secretary.

The Board's by-laws also dictate that the Board must have an Academic Committee and Finance Committee; each committee's activities and scope of work is as follows:

- **Academic Committee:** Reviews curriculum to ensure alignment with MSE's mission; recommends policy changes to the Board when appropriate; and participates in program development and evaluation.
- **Finance Committee:** Drafts annual operating and capital budgets for approval by the Board; reviews and presents monthly actual revenues and expenditures of operating, capital, and enterprise activities to the Board; and provides advice to the Board and school leadership about financial matters.

In addition to the committees outlined above, the by-laws indicate that the Board may adopt a resolution establishing one or more committees. A committee must include two or more directors and may include members who are not serving as directors. However, if the Board delegates any of its authority to a committee, the majority of the committee will consist of directors.

Key skills and areas of expertise represented on the Governing Board. Individually and collectively, directors possess the skills and expertise to govern and ensure each school achieves academic, operational, and financial success. More specifically, the Board is composed of six dedicated educators and distinguished community members who have expertise in community service and outreach, the law, public relations, education, management, parent and community involvement, finance, marketing, fundraising and grant writing, personnel and human capital, and non-profit governance. Directors also have vast experience in school administration, medicine, science, mathematics, and computer education at a national as well as at an international level.

Name	Current Job and Employer	Focus/Expertise
Dr. Cem Akkus	GIS Analyst at the School of Public Health, University of Memphis	Community Service/Outreach, Community Involvement
Patty Farmer	Not Applicable – Parent Representative	Community Service/Outreach, Education, Organizational Experience
Dr. Richard E. Potts	Associate Professor of Education, Christian Brothers University	Community Service/Outreach, Education, Management/ Organization Experience

Name	Current Job and Employer	Focus/Expertise
Bayram Demirbuga	Statistical Programmer, TN Department of Health	Community Service/Outreach, Education
Veda V.T. Cherry	Lawyer, Cherry & Cherry, LLC	Legal Expertise/Attorney, Community Involvement , Public Relations
Dr. David C. Akdemir	Director of Leadership Development, Harmony Public Schools	Personnel/Human Capital, Education, Finance, Marketing

Dr. Akkus is an educator and consultant to a charter school; he has been instrumental in creating and implementing after-school programs for underprivileged and underserved students. Mrs. Farmer serves as the Board’s parent representative and has extensive experience working with PTOs, as well as sponsoring and executing robust fundraising activities. Additionally, Mrs. Farmer annually organizes an open house, welcoming all community members to attend; most recently, more than 150 families and community stakeholders visited our operational schools. Dr. Potts is an associate professor at Christian Brothers University Education Department with expertise in higher education and educational management. Mr. Demirbuga is a former teacher who currently works for the TN Department of Health; he brings valuable science, technology, engineering, and mathematics (STEM) knowledge and experience to the Board. Ms. Cherry is a practicing lawyer; she is a founding partner at Cherry & Cherry, LLC and offers a wealth of legal expertise. Dr. Akdemir is the current Director of Leadership Development at Harmony Public Schools. He possesses extensive experience and knowledge in K-12 education, as well as is an expert in personnel and human capital and educational leadership. Dr. Akdemir also brings finance and marketing expertise to the Board.

Constituencies represented by the Governing Board. As explained throughout this section, each school will have an advisory council. In accordance with Tennessee Code § 49-13-109, an advisory school council shall consist of no fewer than five (5) members and shall include the Principal, at least one (1) parent, and at least one (1) teacher representative. In addition, at least one community member – such as a local leader and/or member of a faith-based or other community organization who is active in the area in which the school resides – will be appointed to each advisory council to ensure that constituencies of each school are also represented. Advisory councils will convene quarterly to discuss needs, identify areas for improvement, pinpoint problems, and recommend solutions. Following every meeting, each advisory council will submit a report detailing the council’s conversations, needs, and recommendations among other pertinent information to the Board. Each Principal on the advisory councils will attend Board meetings to further explain the needs and requests identified in reports. Upon hearing from individual school’s Principals and receiving reports, the Board will determine what further actions need to be taken in response to the councils’ input.

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

Ensuring the school will be an educational and operational success. The Board of Directors is ultimately accountable for the oversight and success of all MSE schools. As such, the Board's primary focus is to ensure that all necessary resources are available to accomplish MSE's mission and goals. The Board will delegate to the appointed Principal authority and decision-making responsibility for day-to-day operations of the school, including (but not limited to): hiring and dismissing school staff; designing the school's curriculum; and creating the school's annual budget (subject to Board approval). To that end, Board Members' responsibilities include (but are not limited to):

- Affirm MSE's mission, goals, and objectives
- Attend regular and special Board meetings
- Provide leadership to Board committees and sub-committees
- Help prepare the budget collaboratively with the Executive Director and Director of Finance
- Commit time to developing financial resources for the charter school
- Evaluate the performance of the Executive Director
- Establish and maintain all policies governing the operation of MSE schools
- Ensure that MSE schools adhere to the mission and goals outlined in the charter
- Hold the Executive Director accountable for the academic success and fiscal responsibility of MSE schools
- Provide support to schools for additional fund-raising, marketing, and other services as needs arise
- Hear and render decisions on issues brought to the Board's attention
- Participate in disputes that are brought to the Board's attention as they relate to MSE's discipline policy – especially disputes arising in the areas of expulsion and long-term suspension
- Handle complaints submitted to the Board in a timely manner per the complaints process detailed in the charter application
- Responsibly review and act on committee recommendations
- Assist in identifying resources and attracting resourceful people
- Advocate on behalf of MSE by working to establish partnerships with community organizations, institutions of higher learning, and nonprofit foundations

In addition to the robust responsibilities of each Board Member, the collective expertise of the Board will further ensure that MSE schools will be an educational and operational success. As described in detail above, the Board possesses extensive knowledge in the key areas of community service and outreach, law, public relations, education, management, parent and community involvement, finance, marketing, and personnel and human capital. Members' collective experience enables the Board to provide informed oversight and effectively govern MSE schools.

The Board is composed of four officers: President, Vice President, Treasurer, and Secretary. These offices have distinct powers and duties (described above) as dictated by the Board's by-laws.

Such clear delineation of roles and responsibilities further ensures success as each officer is specifically tasked with, and held accountable to, clear responsibilities related to the operational success of MSE schools.

Additionally, as detailed above, the Board implements a robust committee structure. Collectively, committees oversee critical educational and operational aspects of MSE schools, including curricula and academic programming, facilities and equipment needs, financial health, and personnel matters. In short, the Board's layered approach to governance, including extensive member responsibilities, depth and breadth of member expertise, clearly defined offices, and comprehensive committees ensure that each MSE school is, and will be, an educational and operational success.

Evaluating the success of the school. The Board of Directors is ultimately accountable for the success of MSE schools. The Board will evaluate each school against the applicable goals outlined in the Performance Management section. Data gleaned from the district Operational Scorecard and Performance Framework, TN report card, State assessment results, and audit reports will inform evaluation of the school. In addition, the Executive Director or his designee provides information about each school's performance via a dashboard that outlines metrics during Board meetings. Such data includes:

- Student academic achievement and growth
- Financial reports
- Behavioral and discipline reports
- Enrollment data
- Average daily attendance

As stated above, the Board has an Academic Committee and Finance Committee, which are responsible for reviewing school-level and network-level data as relevant to each committee's purview. Such analysis is brought to the entire Board for discussion and inquiry and, ultimately, for evaluation by the Board to determine the academic, operational, and financial success of the school. Below outlines the data that, at minimum, will be evaluated against the goals and metrics detailed in the Performance Management section to make determinations about the success of the school:

- **Academic Committee:** Meets quarterly to analyze academic and operational data as relevant (i.e., ACT scores are not applicable to the elementary school), released, and/or available, including NWEA MAP, TNReady, and internal benchmark assessment results, as well as TVAAS, SCS School Performance scoring rubrics, EPSO, ACT, ASVAB, AP, WIDA exam results. Attendance, high school graduation, college admission, and post-matriculation rates are also examined, as well as enrollment rates in AP and dual enrollment courses. This committee also examines attendance, suspension, expulsion, student retention, and staff retention rates.
- **Finance Committee:** Meets quarterly to analyze financial data as relevant, released, and/or available to evaluate the financial health of the school as a critical determinant of success. Such documents include Annual Financial Reports, Monthly Financial Reports, audit reports, monthly expense reports, budget-to-actual, enrollment reports and projections, staffing plans and projections, and SCS Operations and Financial Scorecard.

The Executive Director will ultimately be held accountable for the success of the network. As outlined in the Performance Management section, should schools underperform and not meet academic, financial, or operational benchmarks, we will have already flagged them as being at-risk for underperformance prior to the end of the school year based on robust monitoring and evaluation. Upon being flagged for underperformance, network-level leadership will engage in a root cause analysis and needs assessment to pinpoint the specific areas and reasons for, as well as remedies to, underperformance. Since the Executive Director is responsible for, and held accountable to, the academic, financial, and operational benchmarks, once identified, the Executive Director, in collaboration with the Board of Directors, will create a specific growth plan to remedy underperformance, which will include the following steps and actions:

- **Design a Growth Plan** - the design of the growth plan will include the following:
 - Outline specific and measurable actions, expectations, and desired outcomes
 - Detail resources to be allocated as supports for growth (e.g., coaching, targeted professional development, assignment of a mentor)
 - Include a detailed timeline for progress monitoring
 - Receive formal approval from the Board of Directors
- **Implement the Growth Plan** - the implementation of the growth plan will entail the following:
 - Monitor closely the implementation of, as well as progress made toward the plan by the Executive Director
 - Adhere to the plan's timeline for implementation, monitoring, and progress made
- **Evaluate Employment Status** – the evaluation of employment status will encompass the following:
 - Consider employment status if monitoring reveals insufficient progress has been made in accordance with the determined timeline
 - Terminate employment only after exhausting every avenue and effort to remedy unsatisfactory performance

Evaluating the success of the leader. The Board of Directors is responsible for evaluating the success of the Executive Director. The Executive Director will be evaluated annually as outlined below:

- **Evaluation Objectives:** Through an annual evaluation of the Executive Director, the Board of Directors will accomplish the following:
 - Ensure progress towards mutually agreed upon goals for MSE, as well as realization of MSE's mission, vision, strategic goals, and core beliefs and commitments of the Board and the Executive Director
 - Develop harmonious working relationships between the Board and Executive Director through honest and constructive communication regarding goals and performance
 - Foster effective administrative leadership for excellence in MSE schools and determine the strengths, opportunities for improvement and the areas to be addressed by the Executive Director in his/her professional development action plan
 - Communicate effectively to the community the Executive Director's evaluation process, as well as his/her current performance objectives and priorities

- **Evaluation Process:** At a time agreed to by the Board and the Executive Director, but not later than September, the Board will meet as a body to evaluate the Executive Director's performance in accordance with the following:
 - In alignment with the performance goals outlined in the Performance Management section, the Board will develop, with the Executive Director, a set of specific performance objectives based on the needs of the system for the ensuing academic year. This will occur no later than October. If no action, then the Board will use the prior annual evaluation performance objectives/instrument.
 - The evaluation will be a composite of the evaluation by individual Board members, but the Board, as a whole, will meet with the Executive Director to discuss the composite evaluation.
 - Both the Board and Executive Director will prepare for the formal evaluation; the Executive Director will conduct and submit a self-evaluation with any supporting documentation at least 14 days prior to the formal evaluation, which may inform the formal written evaluation; and Board members will document the evidence used in rating the Executive Director's performance.
 - All documentation will be supported by objective evidence and will align with the metrics of the evaluation instrument.
 - The Executive Director shall have a right to prepare a written or oral response to the evaluation.
 - The results of the Executive Director's annual evaluation shall be made available to the public.
- **Evaluation Categories:** The Executive Director will be evaluated against indicators across 14 key categories. Relevant data for each indicator in each category will be analyzed to determine performance; indicators will be rated on a 5-point scale:
 - **1: Significantly Below Expectations**
 - **2: Below Expectations**
 - **3: At Expectations**
 - **4: Above Expectations**
 - **5: Significantly Above Expectations**

After rating each indicator in a category, indicator ratings will be averaged to arrive at a mean score for each category. The composite mean score for each category will be calculated by averaging the mean scores given by each individual Board member. Below are the categories and corresponding high-level descriptions on which the Executive Director will be evaluated:

- **Board Relationships:** Builds a harmonious relationship with the Board and effectively communicates all necessary information
- **Facilities and Finance:** Ensures that related network-level and school-level goals are met to guarantee that the network and individual schools are physically and fiscally sound and viable
- **Student Achievement:** Ensures that network-level and school-level student achievement goals are met; ensures compliance to all accountability measures
- **Technology:** Assesses the overall technology needs of the network and individual schools; develops and implements a plan to ensure needs are met

- **Strategic Planning:** Identifies appropriate and manageable key priorities and goals and targets resources effectively
- **Communication:** Listens to others in an effective and respectful manner; clearly and effectively presents and understands information verbally and in writing; effectively communicates decisions to relevant stakeholders
- **Collaboration:** Builds and leverages diverse relationships with internal and external stakeholders
- **Systems Perspective:** Understands the interrelationships of school and district contexts, systems, and external stakeholders, and applies that understanding to advancing the achievement of meeting the goals of the school district
- **Results Orientation:** Assumes responsibility for and ownership of decisions; takes prompt action as issues emerge; resolves short-term issues while balancing them against long-term goals
- **Organizational Leadership:** Creates a vision for area of responsibility aligned with organizational vision and customer focus; appropriately delegates and inspires others to take ownership of and implement effective strategies to achieve the vision
- **People Development:** Provides ongoing timely, relevant, and constructive feedback and coaching to team members; builds trusting relationships; and practices differentiated management

If the Board determines that the Executive Director's performance is unsatisfactory, the Board will act swiftly, enacting steps such as the following:

- **Design a Corrective Action Plan** - the design of the corrective action plan will include the following:
 - Outline specific and measurable actions, expectations, and desired outcomes
 - Include a detailed timeline for progress monitoring
 - Receive formal approval from the Board of Directors
 - **Implement the Corrective Action Plan** - the implementation of the corrective action plan will entail the following:
 - Monitor closely the implementation of, as well as progress made toward, the plan by the Board of Directors
 - Adhere to the plan's timeline for implementation, monitoring, and progress made
 - **Evaluate Employment Status** - the evaluation of employment status will encompass the following:
 - Consider employment status if monitoring reveals insufficient progress has been made in accordance with the determined timeline
 - Terminate employment only after exhausting every avenue and effort to remedy unsatisfactory performance
- e. Explain how the interests of individual schools will be balanced with network interests and how key stakeholders will be represented.**

As previously indicated, each school will have an advisory council. In accordance with Tennessee Code § 49-13-109, an advisory school council shall consist of no fewer than five (5) members and shall include the Principal, at least one (1) parent, and at least one (1) teacher representative.

Parent and teacher membership will be determined by election. In addition, at least one community member who is active in the area in which the school resides will also be appointed to each advisory council to ensure that constituencies of each school are also represented. In short, advisory councils serve to identify and represent the specific interests of individual schools in the network. Advisory councils will convene quarterly to discuss needs, identify areas for improvement, pinpoint problems, and recommend solutions. Following every meeting, each advisory council will submit a report detailing the council's conversations, needs, and recommendations among other pertinent information to the Board. Each Principal on an advisory council will also attend Board meetings to further explain the needs and requests identified in reports. Upon hearing from individual school's Principals and receiving council reports, the Board will determine what further school-specific actions need to be taken in response to each councils' input. Accordingly, based on individual needs, the Board may elect to adopt school-specific policies, such as implementing varying pay scales, employing retention bonuses, and enacting sports compensation policies. In short, advisory councils will ensure that the interests of individual schools are balanced with network interests.

The Board will ensure active and effective representation of key stakeholders through the following:

- **Parent Representation:** As explained above, a parent whose child is currently enrolled in one of our schools in operation is an active Board Member. Additionally, upon approval of the charter and opening of the proposed school, a parent whose child is enrolled in our school in Cordova will be appointed to the Board. These members lend key parent voice and representation of the Hickory Hill and Cordova areas of Memphis to the Board.
- **Advisory Councils:** As indicated above, each school will have an advisory council. In accordance with Tennessee Code § 49-13-109, an advisory school council shall consist of no fewer than five (5) members and shall include the Principal, at least one (1) parent, and at least one (1) teacher representative. In addition, at least one community member who is active in the area in which the school resides will also be appointed to each advisory council to ensure that constituencies of each school are also represented. Every council will meet quarterly and, upon convening, will submit a report to the Board for review. Advisory council reports, as well as further information provided by Principals who reside on councils, will ensure that school stakeholders are actively and effectively represented.
- **Tennessee Open Meetings Act:** All Board meetings are open to the public; the Board encourages all stakeholders to regularly attend. Board meeting dates, agendas, minutes, and policies are published on MSE's website. Stakeholders may request hard copies of public Board artifacts.
- **Parent-Teacher Organization:** Each school in operation has an active Parent-Teacher Organization (PTO) that meets regularly to discuss matters related to the school's operation and programming. Each PTO employs a robust governing structure, which can consist of the following elected officers: President, First Vice President, Second Vice President, Secretary, Treasurer, Assistant Treasurer, and Parliamentarian and Liaison Officers. After PTO meetings, the President or his/her designee will meet with the Principal to relay comments, concerns, and ideas. The Principal will then share relevant information with the Board for consideration.

- **Stakeholder Input:** The Board values community stakeholder input and will regularly solicit feedback from stakeholders, such as parents, community members, local businesses, and community hubs through methods such as surveys, presentations, meetings, and forums.
- f. **Will the charter be held by the same existing non-profit board or will a new board be formed?**

The charter will be held by the same existing nonprofit Board.

- **If the existing board will also govern the new school:**
 - **Include a copy of the by-laws and organizational chart, with emphasis on what changes, if any, will need to take place at the board level for it to be effective (i.e., add members, redistribute roles, responsibilities, etc.).**

See Attachment F.

- **Discuss any plans to transform the board's membership, mission, and by-laws to support the charter school expansion/replication plan. Describe the plan and timeline for completing the transition and orienting the board to its new duties.**

Transformation of the Board's membership, mission, and by-laws. As previously indicated, in anticipation of replication, the Board recently appointed additional members, increasing membership to six directors. In addition, upon approval of the charter and opening of the proposed school, another parent will be appointed to the Board to ensure parent voice and representation of the Cordova area of Memphis. The Board's mission and by-laws will not change; the crux of the mission is to provide effective oversight and support to ensure each school is successful. The by-laws as adopted also allow for robust membership, as well as a healthy officer and committee structure; thus, they do not need to be amended. They already dictate effective governance guidelines for multiple schools.

Transition and orientation plan. As stated above, the existing Board will serve as the Governing Board of the proposed school. Since the proposed school will replicate the exact same focus and grade structure, the Board is already very familiar with the proposed school's academic and cultural programming, as well as operations. However, to ensure that the Board is fully oriented to the proposed school, the Board president and secretary will organize an orientation program that will include the selected Principal of the proposed school to certify that s/he also fully understands the role responsibility of the Board. The goals of the orientation will be to:

- Communicate and discuss the mission, vision, and goals of the proposed school
- Define the roles and responsibilities of the Board
- Provide an overview of the proposed school's educational program
- Discuss the bylaws of the Board
- Discuss Open Meetings Act and pertinent laws relative to charter schools

As indicated throughout this section, the Board will appoint another parent to serve on the Board within six months of the school's opening. To orient the new parent Board Member, as well as any future new member, the Board will provide a robust orientation to ensure s/he quickly becomes familiar with Board duties, responsibilities, policies, and practices. New member orientation will cover topics such as:

- Mission and vision
- Academic focus and plan
- Key design elements
- Cultural and parent programming
- Demographic data and student enrollment

A thorough summary of MSE's approved charter applications, as well as the roles and responsibilities of the Board, officers, and committees and key Board policies will be provided. New members will receive a binder that houses the above information, as well as Board agendas, minutes, and handbooks.

In addition to the initial and new Board Member orientations, the Board will participate in development activities throughout the year. As indicated above, the Board has partnered with BoardOnTrack, which specializes in developing charter Board capacity. The Board will engage in development activities facilitated by and/or provided by BoardOnTrack throughout each school year to continuously expand capacity and grow knowledge. Development topics may include the following:

- Supporting and evaluating the Executive Director
- Archiving documents and cultivating institutional memory
- Simplifying processes and streamlining board logistics
- Engaging in coaching calls from Board experts
- Participating in member-only webinars, virtual coaching, and on-demand training and resources to learn about best practices

The Board will also engage in other professional development, including at least one annual Board training as mandated by Tennessee law. Other activities may include:

- Literature: The Board may study publications that relate to the school's academic programming and student population, such as Making Science by Christa Flores. In addition, the Board may read titles related to building Board capacity, including Board Meetings: A Guide for Charter Schools and Board Structure: A Guide to Bylaws, Officers and More! both authored by Marci Cornell-Feist.
- School Visits: The Board may visit schools that are successfully implementing similar programming to learn more about best practices.
- Community Events: The Board may engage in events provided by local foundations and organizations that align to and support the MSE's mission, vision, and programming.

Orientation timeline. The Board will adhere to a timeline such as the following around orientation and development activities:

- Initial board orientation for proposed school: Within one month of the school's opening
- Orientation for new member: Within one month of appointment
- Capacity building activities: Ongoing
- Board retreat: Annually

- **If a new board will be formed:**
 - **Describe how and when the board will be created and what the relationship between the two boards will be (including any overlapping responsibilities). Please include biographies of the new board members, roles and responsibilities needed to govern the new school, organizational chart, and governing board structure. If available, include the by-laws of the new governing board. Please indicate if the charter will ultimately be held by the existing non-profit or a different non-profit board. If the latter, explain the transition.**

Not applicable.

2.14 Charter School Management Contracts (for existing operators, if applicable)

If the proposed school intends to contract with a charter management organization (CMO) or other education service provider (ESP) for school management, provide the following information as Attachment N:

- a. An explanation of how and why the CMO was selected;**
- b. A term sheet setting forth the proposed duration of the contract; roles and responsibilities of the school governing board, the school staff, and the service provider; scope of services and resources to be provided by the CMO; performance evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement; investment disclosure; and conditions for renewal and termination of the contract;**
- c. A draft of the proposed management contract;**
- d. Disclosure and explanation of any existing or potential conflicts of interest between the school governing board and proposed service provider or any affiliated business entities; and**
- e. Documentation of the service provider's non-profit status and evidence that it is authorized to do business in Tennessee.**

Not applicable.

2.15 Personnel/Human Capital - Network-wide Staffing Projections (for existing operators)

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

While we have modified the titles of positions since our original application, such as changing the title of the Assistant Principal to the Academic Coordinator, as well as have created network-level leadership positions as we have expanded, our core staffing model has not changed since submission of the original application for each school in our network.

Year	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Number of elementary schools	2	2	2	2	2
Number of middle/high schools	1	2	2	2	2
Total Schools	3	4	4	4	4
Student Enrollment	1,104	1,409	1,509	1,609	1,684
Network Positions					
Executive Director	1	1	1	1	1
Assistant Executive Director	1	1	1	1	1
Director of Academics	1	1	1	1	1
Director of Finance	1	1	1	1	1
Power School & Engagement Coordinator	1	1	1	1	1
Technology Coordinator	1	1	1	1	1
Human Resources and Federal Programs Manager	1	1	1	1	1
Instructional Coach - ELA (6-12)	1	1	1	1	1
Instructional Coach - Math (6-12)	1	1	1	1	1
Instructional Coach - Science (6-12) / STEM Coordinator	1	1	1	1	1
Instructional Coach - Social Studies (6-12)	1	1	1	1	1
RTI Coordinator	1	1	1	1	1
ESL Coordinator	1	1	1	1	1
SPED Coordinator	1	1	1	1	1
Instructional Coach K-5	1	1	1	1	1
Total back-office FTEs	15	15	15	15	15

Elementary School Staff					
Principal	2	2	2	2	2
Academic Coordinator	2	2	2	2	2
Dean of Students	3	3	3	3	3
Classroom Teachers (Core Subjects)	26	30	32	32	32
Classroom Teachers (Specials/SPED/Intervention)	20	23	24	24	24
Counselor	2	2	2	2	2
Business Manager	0	0.5	0.5	0.5	0.5
Teacher Aides and Assistants	7	8	8	9	9
Secretaries	5	5	5	5	5
ISS Teacher	1.0	1.0	1.0	1.0	1.0
Total FTEs at elementary schools	68.0	76.5	79.5	80.5	80.5
Middle/High School Staff					
Principal	1.5	2	2	2	2
Academic Coordinator	1	2	2	2	2
Dean of Students	1	2	2	2	2
Counselor	1	2	2	2	3
Classroom Teachers (Core Subjects)	25	35	39	41	45
Classroom Teachers (Electives/SPED/Intervention)	8	15	16	20	21
ISS Teacher		0.5	0.5	0.5	0.5
Business Manager	0	0.5	0.5	0.5	0.5
Secretaries	2.5	4	4	4	4
Total FTEs at middle/high schools	40.0	63.0	68.0	74.0	80.0

As indicated throughout this application, providing a robust and effective coaching model to support and grow our teachers is of the utmost importance. Middle and high school coaches will be licensed in grades 6-12 for their respective subject areas (i.e., ELA, mathematics, science, social studies). The elementary school coach will be licensed in grades K-5.

Beginning in SY 2020-21, four middle and high school instructional coaches will be employed at the network level; instructional coaches will coach full-time. They will not have additional responsibilities, such as teaching classes, in order to ensure that their caseloads stay manageable and enable them to effectively coach. All teachers, including specialty teachers who teach non-core courses, will be assigned to a coach and will participate fully in the coaching process.

In SY 2020-21, we will employ a total of 33 middle and high school teachers, making each coach's caseload approximately 8 teachers. Since coaches will solely focus on coaching, effectively managing and serving a caseload of 8 is very feasible. With the opening of the proposed middle and high school in SY 2021-22, each middle and high school coach's caseload will grow to approximately 13 teachers. In SY 2022-23, coaching caseloads will be capped at 14. Accordingly, starting in SY 2023-24, middle and high school-level leadership (i.e., Principals, Academic Coordinators, Deans of Students) will assume coaching roles to enable coaches to maintain caseloads of no more than 14 teachers. Since we will employ 2 Principals, 2 Academic Coordinators, and 2 Deans of Students at the middle and high school level, a total of 6 leaders will provide coaching to teachers. Below is a table outlining caseloads by year at the middle and high school levels as we scale:

Middle and High School Level						
	Total Number of Teachers	Total Caseload for All Four Instructional Coaches	Individual Caseload of Each Instructional Coach	Total Caseload for School-level Leaders	Total Number of School-level Leaders	Individual Coaching Caseload of Each School-level Leader
Year 1	33	33	~ 8	0	3.5	0
Year 2	50	51	~ 13	0	6	0
Year 3	55	55	~ 14	0	6	0
Year 4	61	56	~ 14	5	6	2-2.5 (only the Academic Coordinators will coach in Year 4)
Year 5	66	56	~ 14	10	6	1-2

Teacher aides and assistants will not be assigned a coach, but they will be required to attend all PD sessions. In addition, teacher aides/assistants will receive individualized, regular support from the Academic Coordinator. When the Academic Coordinator is observing classroom teachers and is in a classroom with an aide/assistant, s/he will also observe the aide/assistant and provide feedback during monthly in-person meetings. Since we will only have one teacher aide/assistant until SY 2023-24 when we will hire a second, the Academic Coordinator will be able to reasonably and effectively provide this support. In addition to the support from the Academic Coordinator, the Principal will have meetings with aides/assistants once a quarter to discuss performance, address any issues, and answer questions.

To ensure that the administrative duties that are shared among teachers who also serve as special education and ESL coordinators are able to be effectively balanced with teaching their responsibilities, we will examine our enrollment prior to the start of the year, as well as actively monitor it throughout the year, to determine the number of students requiring services and the percentage of time teachers/coordinators will need to teach/provide services to ensure that students receive all necessary and legally-mandated supports and services. We will then allocate

all other time for administrative duties that coordinators must complete to ensure compliance and an effective program.

If it is determined that insufficient time is allocated for administrative duties due to teachers/coordinators needing to teach more students than anticipated, we will leverage instructional staff who possess the required certifications to provide supports and services. For instance, if the ESL coordinator needs more time to complete administrative duties, we may assign one of our ESL-certified English teachers to provide supports and services to English language learner (ELL) students. Since all teachers have two daily planning periods, our master schedule will allow for such assignments. Teachers who are leveraged as additional support will be compensated accordingly. We also may elect to hire additional full-time special education and/or ESL teachers to enable coordinators to assume administrative roles full time. We will have a surplus in Year 2 of replication, allowing us to hire for additional positions as needed.

As previously indicated, we will actively monitor enrollment. We recognize enrollment may change and students with special and/or language needs may enroll at different points throughout the year, which will allow us to proactively identify if additional hiring is required. This proactive approach will enable us to hire and onboard additional staff prior to the start of school, as well as at any point necessary in the school year.

2.16 Personnel/Human Capital – Staffing Plans, Hiring, Management, and Evaluation

In this section complete the following, if not previously addressed (in 2.4):

a. Describe the organizational structure of the proposed school.

Network-level leadership will oversee and support all MSE schools. With guidance and support from organization-level leadership, school-level leadership will lead the day-to-day operational and academic functioning of the school. As such, our organizational structure will include:

Network-level Leadership

- **Executive Director:** The Executive Director serves as the leader of the network and is ultimately responsible for ensuring that the network as a whole, as well as each school within the network, succeeds. The Executive Director oversees and supports Principals and ensures that they run effective, high-quality schools. As such, the Executive Director is tasked with making high-level, strategic decisions, including the oversight and hiring of network-level leadership and Principals, establishment of organization-wide expectations, implementation of organizational systems, business processes, and academic and cultural programming – all of which must align with, and support, MSE’s mission and vision. The Executive Director also manages vendor relations, contract oversight, food service, facilities, and security and safety systems. The Executive Director is responsible for cultivating a healthy culture across the organization – one of accountability, collaboration, and collegiality. As indicated in the Network Vision, Growth Plan, and Capacity section, Mr. Muhammet Turkay serves as MSE’s Executive Director. Mr. Turkay has a proven track record of successfully navigating the operational and financial aspects of opening and running schools. He helped manage the expansion of a school and was a founding member of another school before founding MSE in 2010. All endeavors required him to manage numerous operational aspects, as well as oversee multi-million-dollar budgets. As Executive Director, Mr. Turkay has also ensured that MSE schools have achieved academic success. MSE consistently earns high TVAAS scores and is rated at the top of Shelby County Schools (SCS). In the event that the Executive Director position ever becomes vacant, candidates will be required to demonstrate experience and capacity commensurate with that of Mr. Turkay. The Executive Director reports to, receives support from, and is evaluated by, the Board of Directors.
- **Assistant Executive Director:** The Assistant Executive Director provides leadership and robust support around operational aspects across the network, including oversight of student and parent engagement, technology, counseling programs, 504 plans, and athletic and sports programming. We have already hired our Assistant Executive Director as stated in the Network Vision, Growth Plan, and Capacity section. Mr. Samuel Beyhan previously served as a Specials Program Coordinator, Assistant Principal, and Principal. Additionally, he holds certification in special education. Given his ample experience running the operational aspects of schools and working with students who have special needs, including those who have 504 plans, we allocated this responsibility to him. In the event that Mr. Beyhan assumes a different role, we will require the incoming candidate to have commensurate experience with, and expertise in, operations and special education and 504 plans. However, we may elect to reassign duties related to 504 plans to another qualified network-level leader. The Assistant Executive Director also assists the Executive Director with the oversight of school

Principals and the Director of Academics. In addition to providing support to, and receiving training from, the Executive Director, the Assistant Executive Director supports the Technology Coordinator and Human Resources and supports the Federal Programs Manager to ensure that systems and policies related to technological infrastructure, human capital, and federal programs operate effectively and comply with all local, State, and federal laws, regulations, and statutes. The Assistant Executive Director reports to, receives support from, and is evaluated by, the Executive Director.

- **Director of Academics:** The Director of Academics is responsible for overseeing, implementing, and supporting the network's academic programming, including instruction, assessment, and professional development. While the Executive Director is ultimately responsible for the success of the network, as well as the success of the individual schools operating across the network, the Director of Academics is also held accountable for the academic performance of each school. The Director of Academics oversees the network's instructional coaches, as well as manages the Academic Coordinators at the school level. Additionally, the Director of Academics is responsible for the oversight of Response to Instruction and Intervention (RtI²), special education, English language learners, and gifted and talented programming. Accordingly, the Director of Academics oversees and provides support to the RtI Coordinator, Special Education Coordinator, and English-as-a-Second Language Coordinator to ensure that students with special needs and who are English language learners receive curricular and instructional support, accommodations, modifications, and language services as mandated by law and as outlined in individual education plans and language learner plans. As indicated in the Network Vision, Growth Plan, and Capacity section, Ms. Gabriella Nelson will serve as the Director of Academics. Ms. Nelson has a strong track record of academic leadership and competence. She was a level 5 TVAAS English teacher and effective instructional coach before becoming Academic Coordinator. In this role, Ms. Nelson has been pivotal in creating and refining academic systems, including MSE's robust interim assessment program. In the event that the Director of Academics position becomes vacant, candidates must demonstrate a successful academic track record (e.g., improved student outcomes), as well as the ability to improve and refine instruction at the teacher, school, and network level. The Director of Academics reports to, receives support from, and is evaluated by, the Executive Director.
- **Director of Finance:** The Director of Finance is responsible for the financial health and sustainability of the network. The Director of Finance oversees the financial aspects of the network, including budget development, payroll preparation, accounts payable and receivable, and grant reimbursements. The Director of Finance also reports monthly to the Tennessee Consolidated Retirement System. The Director of Finance works closely with the Executive Director to ensure budget allocations reflect and support the operational and academic needs of the network. The Director of Finance, in collaboration with the Executive Director, also works with Principals, supporting them in school-based budgeting and financial decisions. For this position, the following requirements are preferred:
 - Bachelor's Degree in Business or Finance
 - Minimum of 3 years of campus-level experience, with budgeting responsibilities and, preferably, within a charter school environment
 - Experience working on a financial team

- Experience in grant funding

The Director of Finance reports to, receives support from, and is evaluated by, the Executive Director.

- **Rtl Coordinator:** The Rtl Coordinator oversees the Rtl programming and services across the network. With support from the Director of Academics, the Rtl Coordinator supports all schools operating within the network in ensuring that all students identified as struggling, at-risk, and/or otherwise in need of intervention receives all required supports. The Rtl Coordinator is also tasked with monitoring the effectiveness of intervention programming and oversees gifted learner programming. For this position, the following requirements are preferred:
 - Minimum of 3 years teaching in elementary or middle and high school settings, preferably as an interventionist
 - All required credentials and licensure
 - Advanced degree preferred
- **Special Education Coordinator:** The Special Education Coordinator is tasked with overseeing the special education program and services across the network. With support from the Director of Academics, the Special Education Coordinator supports all schools operating in the network in ensuring full legal compliance; in creating, implementing, monitoring, and updating individual education plans; and in ensuring that students receive all needed and mandated modifications, accommodations, services, and supports. As indicated in the Network Vision, Growth Plan, and Capacity section, Ms. Elizabeth Terrell will serve as the Special Education Coordinator. Ms. Terrell was the founding special education teacher at MSE Middle and High School. Her experience and leadership were critical to building MSE's successful special education program. Currently, Ms. Terrell oversees and manages MSE's special education programming, ensuring that all students with disabilities receive all needed supports and services. Due to Ms. Terrell's oversight of the program, MSE has consistently received scores of 5 in areas related to special education compliance on MSE's report cards. Should the Special Education Coordinator position become vacant, candidates must possess all necessary credentials and licensure, as well as demonstrate academic and compliance success in overseeing special education programming. The Special Education Coordinator reports to, receives support from, and is evaluated by, the Director of Academics.
- **English as a Second Language (ESL) Coordinator:** The ESL Coordinator is responsible for the oversight and implementation of the English language learner programming across the network. The ESL Coordinator supports schools operating in the network in ensuring full legal compliance and in providing students with all necessary and mandated language services and supports. The ESL Coordinator works with the Director of Academics to ensure that language learner students have full access to all academic programming. The ESL Coordinator also works hand-in-hand with the Rtl Coordinator and Special Education Coordinator to ensure that language learner students with special needs, as well as those who require intervention or enrichment, receive all needed supports and services. For this position, the following requirements are preferred:
 - Minimum of 3 years teaching in elementary or middle and high school settings as an ELL teacher
 - All required credentials and licensure

- Advanced degree in Language Acquisition or culturally and linguistically diverse education or related field is ideal

The ESL Coordinator reports to, receives support from, and is evaluated by, the Director of Academics.

- **Technology Coordinator:** The Technology Coordinator oversees all technology-related functions across the network, including supporting the implementation of educational technology initiatives, the installation of technology tools and systems, management and maintenance of technological systems and equipment, oversight of technological inventory, and provision of technology support to schools and individuals across the network. The Technology Coordinator also works with the PowerSchool and Engagement Coordinator to support the technological needs around effectively implementing PowerSchool. For this position, the following requirements are preferred:
 - Demonstrated training and competence in areas related to Information Technology (e.g., certification); prefer Bachelor's degree in Computer Science or Computer Engineering
 - Minimum of 3 years in Information Technology management, including experience in developing, installing, managing, and maintaining information systems
 - Experience with setting up, configuring, and managing network components
 - Demonstrated troubleshooting skills
 - Knowledge of, and experience with, classroom technology (e.g., document camera, SMARTBoard)

The Technology Coordinator reports to, receives support from, and is evaluated by, the Assistant Executive Director.

- **PowerSchool and Engagement Coordinator:** The PowerSchool and Engagement Coordinator will be tasked with overseeing the implementation of PowerSchool across the network. The PowerSchool and Engagement Coordinator ensures that PowerSchool is effectively employed to house and manage student data, including grades and attendance records. The PowerSchool and Engagement Coordinator lends robust direct support to school leaders and staff across the network in the effective and proper utilization of the PowerSchool database and receives technological support from the Technology Coordinator. The PowerSchool and Engagement Coordinator also oversees student, parent, and staff engagement activities, as well as the network's home visit program. As indicated in the Network Vision, Growth Plan, and Capacity section, Metin Caliskan will serve as the PowerSchool and Engagement Coordinator. Mr. Metin has three years of successful experience working with PowerSchool and other database platforms at MSE. Mr. Metin's work resulted in MSE consistently receiving scores of 5 in PowerSchool Compliance on MSE's school report cards. Additionally, Mr. Metin has successfully coordinated MSE's home visit program and has planned and implemented numerous events for families (e.g., STEM fair). Should the PowerSchool and Engagement Coordinator position become vacant, candidates must demonstrate competence in the ability effectively manage PowerSchool, as well as show a proven track record of implementing programs and activities that successfully engage students, staff, and families. The PowerSchool and Engagement Coordinator reports to, receives support from, and is evaluated by, the Executive Director.
- **Human Resources and Federal Programs Manager:** The Human Resources and Federal Program Manager is responsible for maintaining and enhancing the network's human capital

through the planning, implementation, and evaluation of staff relations and human resource programs, practices, and policies. The Human Resources and Federal Program Manager also ensures full legal compliance with all human resource-related local, State, and federal rules, regulations, requirements, and laws. The Human Resources and Federal Program Manager is also tasked with overseeing the Principals in the implementation of all relevant federal programs to ensure full compliance with all applicable rules, regulations, requirements, and laws. For this position, the following requirements are strongly preferred:

- Bachelor's degree in Human Resources (HR) or related field
- 5+ years' experience in human resources department
- 3+ years' experience in a HR leadership position, preferably in an educational environment
- Strong understanding of the interviewing process, benefits administration, payroll and other HR functions
- Professional in Human Resources (PHR) or equivalent certification

The Human Resources and Federal Program Manager reports to, receives support from, and is evaluated by, the Executive Director.

School-level Leadership:

- **Principal:** The Principal is responsible for, and given the autonomy to lead, the day-to-day academic and operational functioning of the school. Among the responsibilities with which the Principal is tasked are hiring and evaluating school staff, ensuring the effective execution of the school's academic and cultural programming, and cultivating a safe and positive school culture and learning environment. For this position, the following requirements are strongly preferred:

- Advanced degree in education ideal
- Administrative certification
- Demonstrated success in a leadership position
- Demonstrated successful teaching experience

The Principal reports to, receives support from, and is evaluated by, the Executive Director or Assistant Executive Director.

- **Academic Coordinator:** While the Principal is responsible for, and held accountable to, the school's academic performance, with support from the Director of Academics, the Academic Coordinator is tasked with directly implementing the school's academic program. The Academic Coordinator works closely with instructional staff, supporting the development and execution of instructional plans and assessments anchored in the school's curricula. The Academic Coordinator also oversees the creation and implementation of teacher improvement plans. The Academic Coordinator reports to, receives support from, and is evaluated by, the Principal. For this position, the following requirements are strongly preferred:

- Advanced degree in education ideal
- Demonstrated successful teaching experience
- Demonstrated competence in pedagogy and ability to coach and provide feedback

The Academic Coordinator also receives support from the Director of Academics.

- **Dean of Students:** The Dean of Students is responsible for overseeing the cultural and behavior management aspects of the school. The Dean of Students is fundamental in maintaining a positive and safe school environment and provides support and directs resources to students who are struggling behaviorally and/or social-emotionally. The Dean of Students also handles all discipline-related issues. For this position, the following requirements are strongly preferred:
 - Advanced degree in education ideal
 - Demonstrated successful teaching experience
 - Demonstrated competence in social-emotional learning, behavioral systems, and discipline practices

The Dean of Students reports to, receives support from, and is evaluated by, the Principal.

- **Counselors:** Counselors are responsible for tracking and making recommendations about student attendance, truancy, and transcript data. In addition, a primary component of our school culture is emphasis on college readiness. Counselors not only ensure students are on-track to matriculate/graduate through regular reviews of transcripts, they also help students in developing their post-secondary goals and plans. Counselors aid students in identifying colleges and university that meet their individual learning needs. Counselors also assist students in the college and financial aid application process. For this position, the following requirements are strongly preferred:
 - Advanced degree
 - Possess all required certifications, licenses, and credentials
 - Minimum of 3 years of experience

b. Provide the school organizational chart as Attachment G.

See Attachment G.

c. Delineate the relationship of the school organization to the network organization as a whole.

The network as a whole has two schools currently in operation – an elementary school and a middle and high school, both of which are located in the Hickory Hill neighborhood of Memphis. The network is approved to open a new elementary school and is proposing to open a new middle and high school, both of which will replicate the exact grade structure and focus of its counterpart in Hickory Hill. The approved elementary school will open in 2020, and we anticipate that the proposed middle and high school will open in 2021. Both will be located in the Cordova area of Memphis, for a total of four schools in operation across our network. We do not have plans to expand or replicate additional schools at this time.

Each school that is a part of the network will be overseen and supported by network-level leadership. However, each school will have a school leadership structure independent of network leadership. School-level leadership will be responsible for the day-to-day operational and academic functioning of the school. School-level leadership will also be tasked with managing and evaluating school staff. See Attachment G for our school organizational chart and Attachment M for our network organizational chart.

- d. **Describe the operator’s current or planned process for sourcing and training potential school leaders. Explain how you have developed or plan to establish a pipeline of potential leaders for the network as a whole. If known, identify candidates already in the pipeline for future positions.**

Sourcing and training potential school leaders. We fully appreciate the importance of cultivating a cadre of potential school leaders. To establish a robust pipeline, we have successfully implemented a program entitled, “Grow Your Own Administration,” at our two schools currently in operation. The program targets teachers who have expressed interest in building capacity around leadership skills, indicated the desire to transition to administration in the future, and have at least two years, teaching experience with track records of success educating students and working with parents. Once identified, staff will complete a formal tuition and service agreement, and school leadership will work with candidates to pinpoint the leadership programs best suited for their current skill sets and desired leadership outcomes and roles. For instance, candidates may pursue a Master’s of Science in Leadership or Master’s of Education degree or may elect to receive development and training through Ops360. Once candidates are enrolled in leadership programs, MSE will reimburse tuition of up to \$10,500 per year for up to three years. Tuition reimbursement does require that candidates formally agree to remain employees of MSE for two years. To date, seven staff members have successfully completed the program, and two more are currently participating in the program. We also anticipate four additional staff members starting the program this spring (2020). As we continue to grow with the opening of our proposed school, newly-hired teachers who demonstrate success in their classrooms, as well as articulate the desire to learn about, and transition to, school administration will be eligible for the program, which will deepen our pool of potential school leaders.

Identified candidates for future leadership positions. As indicated above, seven staff members have successfully completed the program. We intend to utilize them in key leadership roles at our proposed school. More specifically, we anticipate these individuals eventually filling the leadership roles of Principal, Academic Coordinator, Dean of Students, Director of Academics, and Human Resources and Federal Programs Manager. Since our proposed school will replicate the exact grade structure and focus of our existing middle and high school, these future leaders have valuable, extensive experience with our mission, vision, model, academic and cultural programming, policies, and procedures. Such institutional knowledge and experience, coupled with the skills learned through the successful completion of their leadership programs, will better ensure the smooth opening and operation of our school.

Pipeline development of potential leaders for the network as a whole. In addition to our “Grow Your Own administration” program described above, we also have strategically enacted the following to create a viable pipeline of potential leaders for the network as a whole:

- **Hired an Assistant Executive Director:** We recently hired an Assistant Executive Director. This person has extensive expertise in, and experience with, overseeing and managing educational, operational, and financial processes, as well as academic programming. The Assistant Executive Director intentionally works closely with the Executive Director to provide support, as well as receive training and development, around the role and responsibilities of the Executive Director. In addition, the Assistant Executive Director is tasked with supporting and overseeing the Technology Coordinator, including completing his/her formal evaluation,

as well as providing to support to the Human Resources and Federal Programs Manager. Accordingly, we have strategically structured the working relationship between the Executive Director and Assistant Executive Director, as well as assigned the Assistant Executive Director to support and oversight roles, to ensure that he is able to seamlessly assume the role of Executive Director if ever needed.

- **Cross-train Organization-level Leadership:** Just as we have intentionally developed and positioned the Assistant Executive Director to be able to smoothly take over the role of Executive Director if needed, we have strategically embedded cross-training tasks and duties within the roles and responsibilities of other organization-level leadership positions to ensure they are ready and able to assume other organization-level leadership roles if needed. For instance, the Director of Finance works closely with the Assistant Executive Director in understanding the operational processes and needs of the organization. The Rtl Coordinator, Special Education Coordinator, and ESL Coordinator work closely with, and receive training from, the Director of Academics, who, in turn, receives training and development in supporting and evaluating staff. In short, organization-level leadership roles are not siloed and were intentionally designed to enable cross-training across positions, which deepens and strengthens the pipeline of leaders at the organization level.
 - **Prepare School-level Leadership:** As outlined above, organization-level leadership works closely with school-level leadership, especially with the Principal and Academic Coordinator. Such collaboration not only ensures that school-level leadership receives ample support in executing their current roles but also provides valuable development and training in the event a school-level leader is tasked with assuming an organization-level leadership role.
- e. **Describe your organization’s strategy and plans for recruiting and hiring teaching staff, including the plan for hiring highly qualified staff. Explain other key selection criteria and any special considerations relevant to your school design.**

Strategy and plans for recruiting and hiring highly-qualified teaching staff. To ensure that we are able to recruit and hire highly-qualified teaching staff, we will implement a robust recruitment plan. Central to our recruitment efforts will be the advertisement of the extensive supports we will provide for our teachers. More specifically, we will highlight that every teacher is assigned an instructional coach who will be provided with individualized support through observation and feedback cycles, as well as unit and lesson plan design and implementation support. We will also emphasize that we believe in autonomy with oversight; we will allow our teachers to innovate and adapt curricula and instructional plans as long as instruction is anchored in, and aligns to, grade-level Common Core State Standards, Next Generation Science Standards, and/or Tennessee Academic Standards, as applicable. Instructional coaches and/or the Academic Coordinator will review all lesson plans on a weekly basis. Since we believe in creativity and innovation, as well as instructional oversight, we will highlight that every teacher will have two daily planning periods to enable teachers ample time to create and revise plans. Further, we will also advertise our extensive assessment and data supports. We will explain how leadership will create all benchmark exams for teachers. In addition, we will offer an electronic test center, which will enable teachers to enter tests and have scantrons created and graded by the center. The center will also allow teachers to assign standards to every question. The center will provide teachers with easy access to disaggregated data to the question and standard level, as well as by

subpopulation, cohort, and individual student levels, to inform upcoming instructional plans. To support teachers in using the center and becoming fluent in data, we will discuss how we will offer robust professional development and support around data-driven instruction throughout the year. Further, we will advertise that we will implement a “Grow Your Own Administration” program, which builds leadership capacity and opportunity within the MSE organization through mentorship and tuition reimbursement. We will additionally highlight that we will provide a moving stipend for teachers who have to relocate more than 50 miles as a result of accepting employment at MSE. As such, we will implement the following actions to recruit and inform highly-qualified candidates about our school.

- **Place Advertisements:** We will advertise teaching vacancies through numerous outlets, including in local print and online newspapers, on local radio stations, on our website and social media accounts, on other websites, including the Teach For America (TFA) Alumni site, and the Tennessee Department of Education’s recruitment and referral site, as well as on jobs boards, such as Christian Brothers University, Union University, Bethel University, University of Memphis, Vanderbilt University, Students for Education Reform, Teach901, Idealist.org, Teach.org, WantToTeach.com, Teachers-Teachers.com, EducationCrossing.com, LinkedIn, Indeed.com, SchoolSpring.com, Monster, and Top School Jobs.
- **Attend Job Fairs:** We will attend multiple job fairs, including Teach901 and Christian Brothers University, among others.
- **Network with Higher Education Institutions:** We have established a relationship with Christian Brothers University. Our relationship with the university provides us access to teacher candidates who are highly-qualified. In addition, we are currently in the process of establishing relationships with the University of Memphis and Bethel University, which will enable us to connect with their highly-qualified pool of teaching candidates.
- **Build Relationships with Local Education Organizations:** We plan to establish and leverage relationships with local education organizations that can help us in recruiting highly-qualified teaching candidates. Among the organizations with which we intend to work are Memphis Teacher Residency (MTR) and TFA Memphis. We have a successful track record of retaining TFA teachers as stated in the letter included in Attachment E. Of the approximate 20 TFA members who have taught for MSE, 7 have elected to stay beyond their corps commitment to continue their work with MSE. Currently, MSE has 13 total TFA teachers who are in year three or beyond. To continue to attract and retain candidates recruited via MTR and TFA, we will employ the following strategies:
 - Provide MTR and TFA teachers with leadership opportunities after three years of successfully teaching. Such opportunities may include becoming a mentor teacher, instructional coach, grade level chair, or academic coordinator.
 - Invite them to participate in school improvement meetings with school-level leadership and network-level leadership, as appropriate, to solicit their ideas and feedback about how to improve the school and network as a whole.

Additionally, we will employ the following proven retention strategies for all our staff, which will effectively retain MTR and TFA teachers as well:

- Offer pay and benefits that are very competitive with Shelby County Schools and surrounding districts.

- Grant moving allowances up to \$3K to newly-hired teachers who do not live in Memphis and must move at minimum 50 miles at the time of hire to help offset relocation costs.
- Provide a positive staff culture that emphasizes collaboration and collegiality over isolation and competition.
- Assign an instructional coach who will provide non-evaluative support through robust coaching cycles.
- **Leverage Current School Stakeholders:** We will call on the stakeholders employed and educated by, as well as involved in, our existing schools to advertise vacancies to their own professional and/or personal networks. We enjoy a deep pool of active school stakeholders who will serve as spokespeople for the school, informing us about and connecting us to potential high-quality candidates. Additionally, we will implement a teacher referral program for staff employed by MSE, excluding hiring Managers, Principals, Assistant Principals, Human Resource Staff, hiring committee members and directors at the network level. If a staff referral results in the hiring of a teaching candidate and that candidate works for MSE for a minimum of 90 days, the referring staff member will receive a stipend.

In addition to the actions above, we also intend to transfer some of our staff who teach at our school currently in operation to the proposed school upon opening. Since we are proposing to replicate the exact same grade structure and focus, teaching staff at our current school have valuable knowledge of and experience in implementing our mission, vision, academic and cultural programming, and school policies and procedures. The placement of current teaching staff at our proposed school will better ensure continuity of our model and practices across the organization. Additionally, transferred staff will be positioned to provide support and insight to those new to MSE.

Even with our robust recruitment plan, we understand that recruiting and hiring for a new school poses a challenge. In anticipation of that, we will hire the Principal of this proposed school by January 1, 2021, so that s/he may begin working mid-way through the pre-opening year. More specifically, the Principal will be employed full-time on pre-opening contracts, which will enable him or her to fully participate in essential pre-opening activities, including hiring. Prior to the Principal assuming his or her part-time work loads, network-level leadership will have already implemented many of the recruitment actions described above, which will ensure that the Principal has a foundational pool of candidates from which to draw. Additionally, since its opening in 2010, MSE has been compiling a job application database. Currently, our database contains more than 1,500 instructional candidates from which we can hire. Further, our two other schools in operation in Hickory Hill will almost be fully grown by the 2020-21 school year. We have an approximate 85% staff retention rate, so minimal hiring will have to be done to fill Hickory Hill vacancies. Further, we will identify staff who will be transferred from Hickory Hill to Cordova early in the pre-opening year, allowing the network and school ample time to hire for those positions. Given our extensive recruitment plans and teacher database, as well as strategic pre-opening year Principal start date, current retention rates, and early identification of staff that will be transferred, we are confident that we will be able to fill all vacancies with high-quality staff.

Key selection criteria. Every MSE-hired staff member, regardless of title and position, will demonstrate a firm commitment to the following key selection criteria:

- Implementing MSE's mission and vision
- Supporting high-quality, rigorous instruction for every student
- Holding high expectations for every student
- Working to achieve MSE's goals
- Showing respect for all members of the MSE community

Special Considerations: To ensure that we hire high-quality teachers and staff, the following special considerations will also be taken into account:

- Hold high-qualified status in accordance with Every Student Succeeds Act (ESSA), as applicable
- Demonstrate evidence of producing positive student outcomes, as applicable
- Possess expertise in and experience with science, technology, engineering, and mathematics (STEM), as applicable

f. Explain how the organization intends to handle unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover.

Unsatisfactory leadership performance. The Executive Director will ultimately be held accountable for the success of the school. The Board of Directors will evaluate the Executive Director annually in accordance with the evaluation procedures and criteria outlined in the Network Governance section. If the Board determines that the Executive Director's performance is unsatisfactory, the Board will act swiftly, enacting steps such as the following:

- **Design a Corrective Action Plan** - the design of the corrective action plan will include the following:
 - Outline specific and measurable actions, expectations, and desired outcomes
 - Include a detailed timeline for progress monitoring
 - Receive formal approval from the Board of Directors
- **Implement the Corrective Action Plan** - the implementation of the corrective action plan will entail the following:
 - Monitor closely the implementation of, as well as progress made toward, the plan by the Board of Directors
 - Adhere to the plan's timeline for implementation, monitoring, and progress made
- **Evaluate Employment Status** - the evaluation of employment status will encompass the following:
 - Consider employment status if monitoring reveals insufficient progress has been made in accordance with the determined timeline
 - Terminate employment only after exhausting every avenue and effort to remedy unsatisfactory performance

The Principal will be accountable for the day-to-day operation of the school, as well as for achieving school-specific goals. The Executive Director will be tasked with evaluating the Principal. If the Executive Director determines that the Principal's performance is unsatisfactory, s/he will act swiftly by immediately placing the Principal on a growth plan as follows:

- **Design a Growth Plan** - the design of the growth plan will include the following:
 - Outline specific and measurable actions, expectations, and desired outcomes
 - Detail resources to be allocated as supports for growth (e.g., coaching, targeted professional development, assignment of a mentor)
 - Include a detailed timeline for progress monitoring
 - Receive formal approval from the Executive Director
- **Implement the Growth Plan** - the implementation of the growth plan will entail the following:
 - Monitor closely the implementation of, as well as progress made toward, the plan by the Executive Director
 - Adhere to the plan's timeline for implementation, monitoring, and progress made
- **Evaluate Employment Status** - the evaluation of employment status will encompass the following:
 - Consider employment status if monitoring reveals insufficient progress has been made in accordance with the determined timeline
 - Terminate employment only after exhausting every avenue and effort to remedy unsatisfactory performance

The school-level administrative team, including the Academic Coordinator(s), Dean(s) of Students, and Counselor(s), will be responsible for their articulated responsibilities and for supporting the Principal in the day-to-day operation of the school. These members of the school-level administrative team will be evaluated by the Principal two times per year using the Tennessee Educator Acceleration Model (TEAM) Administrator Evaluation model. If the Principal deems any member of the administrative team's performance is unsatisfactory, s/he will act quickly by immediately placing him/her on a growth plan as follows:

- **Design a Growth Plan** - the design of the growth plan will include the following:
 - Outline specific and measurable actions, expectations, and desired outcomes
 - Detail resources to be allocated as supports for growth (e.g., coaching, targeted professional development, assignment of a mentor)
 - Include a detailed timeline for progress monitoring
 - Receive formal approval from the Principal and Executive Director
- **Implement the Growth Plan** - the implementation of the growth plan will entail the following:
 - Monitor closely the implementation of, as well as progress made toward, the plan by the Principal
 - Adhere to the plan's timeline for implementation, monitoring, and progress made
- **Evaluate Employment Status** - the evaluation of employment status will encompass the following:
 - Consider employment status if monitoring reveals insufficient progress has been made in accordance with the determined timeline
 - Terminate employment only after exhausting every avenue and effort to remedy unsatisfactory performance

Unsatisfactory teacher performance. Teachers will be formally evaluated using the Tennessee Educator Acceleration Model (TEAM) Teacher Evaluation model. Additionally, teachers will also be informally observed using an in-house informal observation tool, on which coaches and leaders will be trained and normed. Our in-house tool mirrors the TEAM formal evaluation rubric

to ensure that informal observations and coaching supports teacher improvement and performance as outlined by TEAM. The results of informal observations inform coaching cycles, which are modelled after the best practices of *Getting Better Faster*. If the results of formal and/or informal evaluation and observation indicate that a teacher is struggling to provide high-quality instruction and effective classroom management that results in positive student outcomes, the following steps will be taken:

- **Create an Improvement Plan** - the creation of an improvement plan will entail the following:
 - Outline specific and measurable actions, expectations, and desired outcomes
 - Detail resources to be allocated as supports for growth (e.g., more frequent coaching, targeted professional development)
 - Include a detailed timeline for progress monitoring
 - Receive formal approval from the Principal
- **Implement the Improvement Plan** - the implementation of the implementation plan will involve the following:
 - Monitor closely the implementation of, as well as progress made toward, the plan by the academic coordinator
 - Adhere to the plan's timeline for implementation, monitoring, and progress made
- **Evaluate Employment Status** - the evaluation of employment status will encompass the following:
 - Consider employment status if monitoring reveals insufficient progress has been made in accordance with the determined timeline
 - Terminate employment only after exhausting every avenue and effort to remedy unsatisfactory performance

Leadership changes and turnover. The continuity of leadership is critical to the success of the network as a whole, as well as to individual schools operating in the network. As such, every effort will be made and every available resource will be exhausted prior to termination, especially if the school year is in session. If, after exhausting all courses of action, the Board determines the termination of the Executive Director is absolutely necessary, or in the unlikely event that the Executive Director decides to resign from his/her position, the Board will create and enact a leadership transition plan to guide the network through leadership changes and turnover. Similarly, if after exhausting all courses of action, the Executive Director determines the termination of the Principal is absolutely necessary, or in the unlikely event that the Principal decides to resign from his/her position, the Executive Director will create and enact a leadership transition plan to guide the school through leadership changes and turnover.

Teacher changes and turnover. The continuity of instruction is paramount to students' success and to the success of the school. Accordingly, every effort will be made and every available resource will be exhausted prior to termination, especially if the school year is in session. If, after exhausting all courses of action, the Principal, with the Executive Director's approval, determines the termination of a teacher is absolutely necessary, or in the unlikely event that a teacher resigns from his/her position, the Principal, with support from the Executive Director and other network-level leadership, will create and enact a teacher transition plan and immediately begin the hiring to fill the vacancy.

Section 3: Finances

3.4 Financial Plan (for existing operators NOT required to complete Sections 3.1 and 3.2)

In this section:

- a. **Describe the systems and processes by which the organization will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted; and describe the criteria and procedures for the selection of contractors.**

While Memphis School of Excellence contracts with outside parties for bookkeeping services and the production of monthly financial statements, payroll, and audits, the Director of Finance (with oversight from the Executive Director) is responsible for all aspects of the financial management of the network, including: budget development and analysis of budgets to actuals; payroll processing; accounts payable and receivable; grant reimbursements; retirement reporting; and financial compliance with local, State, and federal government agencies. The Director of Finance works closely with the Executive Director to ensure the use of financial resources reflects and supports the operational and academic needs of the network. The Director of Finance, in collaboration with the Executive Director, also works with Principals, supporting them in school-based budgeting and financial decisions.

- **Accounting & Payroll** – MSE uses Whitehorn Tankersley & Davis, PLLC for Accounting/Bookkeeping Services and payroll processing.
- **Purchasing** – See MSE’s internal controls, processes, policies, and procedures manual, which has been included as Attachment P.
- **Audits** – MSE’s Board of Directors and network and school leadership teams recognize the vital role an independent financial audit plays in the long-term success of the organization. MSE contracts with an auditing firm each year (and currently works with Cannon Wright Blount). Each Spring, the auditing firm presents to the MSE Board an overview of the audit process, as well as the roles and responsibilities of all parties. After the audit is complete, the audit report and findings are presented to the MSE Board and copies of the final audit report are forwarded to the TN Comptroller’s office, as well as Shelby County Schools.

- b. **If applicable, describe the fiscal health of other schools in your network. Are any of the schools on fiscal probation or in bankruptcy?**

The current schools operated by Memphis School of Excellence are not on fiscal probation and not in bankruptcy.

Since MSE opened its first school in Shelby County in 2010, its schools have been financially healthy as evidenced by strong balance sheets and balance sheet ratios (including cash reserves) – as well as its ratings on SCS’ financial scorecard. For example, on the 2015-16 and 2016-17 financial scorecards (the last available scorecards for the organization), MSE scored a 4.93 out of 5 and 4.29 out of 5, respectively. In 2017-18, MSE scored a 4.5 out of 5 on SCS’ Financial Scorecard.

- c. **Present, as Attachment P, a detailed budget narrative describing assumptions and revenue estimates.**

See Attachment P

- d. Include any committed contributions or in-kind donations of goods or services to be received by the charter school that will assist in evaluating the financial viability of the school. You should clearly indicate between those grants or in-kind donations which have already been firmly committed and those you are planning to pursue. For grants or donations that you are planning to pursue provide the source, estimated amount of contribution, and expected date of receipt if known.**

Memphis School of Excellence may pursue private funding from local and/or national foundations to further strengthen its academic programming, support for students, and for facilities. Grants would potentially support college-preparation programming, extracurricular activities, student support services, and facilities-related needs. MSE does believe it is important to be able to operate its core programming on public revenues for long-term sustainability and has diligently established a strong balance sheet with adequate cash reserves to do so.

The Executive Director of the organization is responsible for cultivating relationships with potential donors and applying for grant funding.

- e. Provide 24-month cash flow projections.**

Cash Flow Projections for the Fiscal Years (July 1, 2020 – June 30, 2021; and July 1, 2021 – June 30, 2022) have been included as Attachment Q.

- f. Detail the contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.**

As evidenced in MSE's cash flow statements for the 2020-21 and 2021-22 fiscal years -- and the organization's consolidated 5-year budget -- MSE is projecting to continue to have a healthy cash balance, even with the start-up costs for MSE Cordova. Should revenues from the Basic Education Program (BEP) not be as expected, MSE would make reductions in staff and operating expenses necessary to align expenses with reduced revenues. The organization would also seek a line of credit to bridge any cash flow needs created by the timing of revenue receipts.

- g. Describe Year 1 cash flow contingency, in the event that revenue projections are not met in advance of opening.**

As mentioned in subsection (f), MSE is projecting to continue to have strong cash flow balances going forward (\$1.85M at the end of the 2019-20 fiscal year; \$2.45M at the end of the 2020-21 fiscal year; and \$3.2M at the end of the 2020-21 fiscal year. Because of its strong cash flow balances, and history of achieving budget surpluses, MSE will be able to absorb the start-up costs of MSE Cordova, even if it did not receive start-up funds from public or private grants. MSE is planning to apply for start-up funding from the TN Department of Education, as well as the Walton Family Foundation, which would provide additional resources for school start-up expenses.

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

As mentioned in subsection (d), MSE may pursue private funding from local and/or national foundations to further strengthen its academic programming, support for students, and for facilities-related needs. The Executive Director is responsible for cultivating relationships with stakeholders, including local and national donors in the pursuit of private funding.

MSE does believe, however, that it is important to be able to operate its core programming on public revenues for long-term sustainability and has diligently established a strong balance sheet with adequate cash reserves to do so. The organization has also historically achieved budget surpluses, which will further strengthen the organization's cash reserves. As such, private fundraising has not been included in the budgets for Memphis School of Excellence or MSE Cordova in the interest of conservative budgeting.

i. Provide, as Attachment O, a detailed budget for the proposed school, and as Attachment Q, the network budget as a whole. You may reference school-level budgets provided in the original application, as appropriate. Applicants must submit financial forms detailing:

- **A back-office budget**
- **Financial implications of facilities plans**
- **All major assumptions including but not limited to:**
 - **Student enrollment;**
 - **All anticipated funding sources³, including:**
 - **Local, State, and federal per-pupil funding; eligibility levels; and annual increases;**
 - **Other government resources;**
 - **Private fundraising;**
 - **eRate; and**
 - **Student fees;**
- **Total employee compensation (network/CMO level), including the percentage of the total compensation allocated for the proposed school;**
- **Line items for each major expense and delineation of assumptions (at the school level only), including:**
 - **Instructional materials and supplies;**
 - **School equipment and furniture;**
 - **Technology for student and instructional use;**
 - **Professional development;**
 - **Student assessments;**
 - **Student information system;**
 - **Special education services;**
 - **Student activities;**
 - **Contracted services at school (audit, I/T, PD, etc.);**
 - **Rent and utilities;**
 - **Office supplies and equipment;**
 - **Technology for administrative use; and**
 - **Fundraising materials and resources (non-staff);**
- **School start-up costs;**
- **Management fees and any other management compensation to the CMS or network (if applicable);**
- **Facility scenarios; and**
- **Capital, contingency, and insurance reserve funds.**

See Attachment O and Q.

Section 4: Portfolio Review/Performance Record

4.1 Past Performance

For applicants with only one school in their network, please mark not applicable where necessary.

In this section:

a. Describe your existing educational program and whether it is a success.

Explained in more detail below, our elementary school that is in the Hickory Hill neighborhood of Memphis does not yet have a track record historical data as we are only in our third year of operation and are served grades kindergarten through five for the first time during SY 2018-19. . However, the results of easyCBM mathematics assessments administered to second through fourth grade students in the Fall and Winter of SY 2018-19 are strong. More specifically, of the 19 second grade students who took the assessment in the Fall and Winter, all but one showed growth. Of the 20 students who took the Winter assessment, 14 scored in the 89th percentile and 3 scored in the 100th. Third grade students also demonstrated great growth, with 17 out of 22 students improving their scores from the Fall. Additionally, 11 out of 24 students scored in 89th percentile, and 3 scored in the 100th. Further, of the 19 fourth grade students who took the assessment in the Fall and Winter, 11 demonstrated growth on the Winter administration; 15 out of 21 students who took the assessment in the Winter scored in the 89th percentile and 1 scored in the 100th.

Additionally, our middle and high school has been in operation since 2010 and has consistently been successful as indicated by SCS school performance framework ranking, State assessment results, TVAAS scores, ACT results, graduation rates, student retention rates, and stakeholder survey results. We have replicated the key design elements of our educational program that resulted in the consistent success of our middle and high school at the elementary level; they are:

- **Enriched Curriculum:** Our curriculum and learning environment provides all students with access to engaging, stimulating, and rigorous curriculum. More specifically, our curriculum is personalized, inquiry-based, and aligned, as applicable, to the Common Core State Standards, Next Generation Science Standards, and Tennessee Academic Standards. STEM is infused across our academic program, and students have ample opportunities to apply their learning through projects and science fairs. In addition, all students take a STEM class that employs coding curriculum. We also have a robotics club that meets regularly and expands on the STEM concepts and skills learned during the school day. Members have the opportunity to compete in local, State, and national competitions. The club currently active at our school in Hickory Hill has enjoyed numerous wins and top placements in competitions over the last several years. Further, we will implement Math Counts and American Math Competition as extracurricular activities, which will also serve to further reinforce and extend STEM skills and concepts learned during the school day.
- **Technology Integration:** To support our STEM focus, as well as equip students with the technology skills needed to succeed in the 21st century, all students take a technology class as an elective. This class teaches and reinforces the fundamentals of effectively using a

computer, as well as exposes students to more complex STEM-related concepts and activities through the implementation of coding curriculum, which enables students to master the fundamental, as well as more advanced, principles and concepts of computer science. Additionally, the technology classroom is outfitted with a three-dimensional (3-D) printer, which allows students to participate in numerous STEM projects, such as creating the specifications for, and printing, a working prosthetic hand, among other items. Additionally, technology is infused across other disciplines. Laptops and iPads are readily available for teachers to use during instruction, and classrooms are outfitted with technological tools such as document cameras and SMARTBoards to utilize during instruction. We also provide a fully-outfitted computer lab. Our robust integration of technology across contents and classrooms through the use of computer-based programs such as Accelerated Reader, Accelerated Math, iReady, MobyMax, Kuta, and Study Island, as well as digital curricular resources, equips students with critical skills and enables us to implement our STEM focus.

- **Standardized and Authentic Assessment:** To ensure that students are mastering the standards and content taught through our enriched curriculum, we implement a robust assessment program. We administer all required State standardized assessments, as well as regular benchmark assessments to gauge student proficiency on pre-established benchmarks of learning at specific points in time. Benchmarks are formative and summative, allowing teachers to adjust instruction to meet the needs of every student and enabling teachers to discern proficiency rates. We also measure student growth through administrations of the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) assessment three times a year. Our authentic assessment system works to complement the standardized assessments we administer. Teachers collect and analyze student work over time. Work samples and teacher observations are housed in student portfolios, enabling teachers and students to see progressive growth.
- **Robust Student Support Staff:** To ensure that all students enrolled in MSE schools are identified for and receive all needed supports and services, we will employ numerous student support staff at the network and school level. More specifically, beginning in SY 2020-21, we will employ the following network-level student support staff positions:
 - Response to Intervention (RtI) Coordinator: The RtI Coordinator oversees the RtI programming and services across the network. With support from the Director of Academics, the RtI Coordinator supports all schools operating within the network in ensuring that all students identified as struggling, at-risk, and/or otherwise in need of intervention receives all required supports. The RtI Coordinator is also tasked with monitoring the effectiveness of intervention programming and will oversee gifted learner programming.
 - Special Education Coordinator: The Special Education Coordinator oversees the special education program and services across the network. With support from the Director of Academics, the Special Education Coordinator supports all schools operating within the network in ensuring full legal compliance; in creating, implementing, monitoring, and updating individual education plans; and in ensuring students receive all needed and mandated modifications, accommodations, services, and supports.
 - English as a Second Language (ESL) Coordinator: The ESL Coordinator is responsible for the oversight and implementation of the English language learner programming across

the network. The ESL Coordinator supports schools operating within the network in ensuring full legal compliance and in providing students with all necessary and mandated language services and supports. The ESL Coordinator works with the Director of Academics to ensure that language learner students have full access to all academic programming. The ESL Coordinator also works hand-in-hand with the RtI Coordinator and Special Education Coordinator to ensure that language learner students with special needs, as well as those who require intervention or enrichment, receive all needed supports and services.

In addition to the above network-level student support positions, interventionists, special education teachers, ESL teachers, and counselors will be employed at the school level to provide robust and effective supports and services to students. As outlined in detail in the Personnel/Human Capital – Network-wide Staffing Projections section, all of these positions will be filled beginning in the school’s opening year, with more student support staff being added as the school comes to scale, to ensure every student receives what s/he needs to achieve academic success.

- **Robust Support for Instructional Staff:** To ensure that our instructional staff provides rigorous, high-quality instruction and effectively implements our academic focus and model, we provide robust supports. More specifically, every teacher is assigned an instructional coach who provides individualized support through observation and feedback cycles, as well as unit and lesson plan design and implementation support. Every teacher has two daily planning periods to enable teachers ample time to create and revise plans. Further, we provide extensive assessment and data supports. Leadership creates all benchmark exams for teachers. In addition, we offer an electronic test center that enables teachers to enter tests and have scantrons created and graded by the center. The center also allows teachers to assign standards to every question. The center provides teachers with easy access to disaggregated data to the question and standard level, as well as by subpopulation, cohort, and individual student levels, to inform upcoming instructional plans. To support teachers in using the center and becoming fluent in data, we offer robust professional development and support around data-driven instruction throughout the year. Further, we implement a “Grow Your Own Administration” program, which builds leadership capacity.
- **Parental Involvement:** We believe that parents are our partners. We actively engage parents and community members in the life of our school. We build strong family-school partnerships that will strengthen support for learning and encourage parent involvement through methods such as the following, which are thoroughly described in the Community
 - Parent Board Member
 - School Advisory Council
 - Parent-Teacher Organization
 - Orientations
 - Meet-and-Greets
 - Home Visits
 - Parent-Teacher Conferences
 - School Events
 - Volunteering Opportunities
 - Parent Information Room
 - Parent Recognition Program
 - Adult Education Classes

- Communication Methods (school website, social media, school database, parent mobile application, language translation services, monthly newsletter, phone calls, emails, in-person communications, suggestion boxes)
- Parent Academy

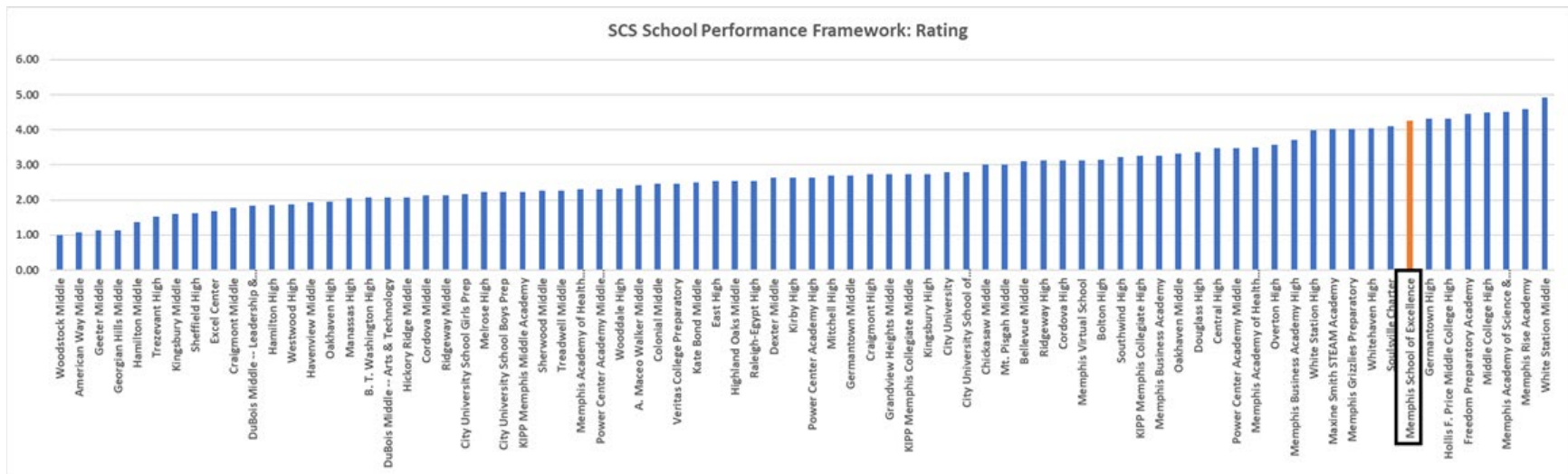
b. Provide detailed student achievement and growth results for each school in the network as Attachment R.

See Attachment R.

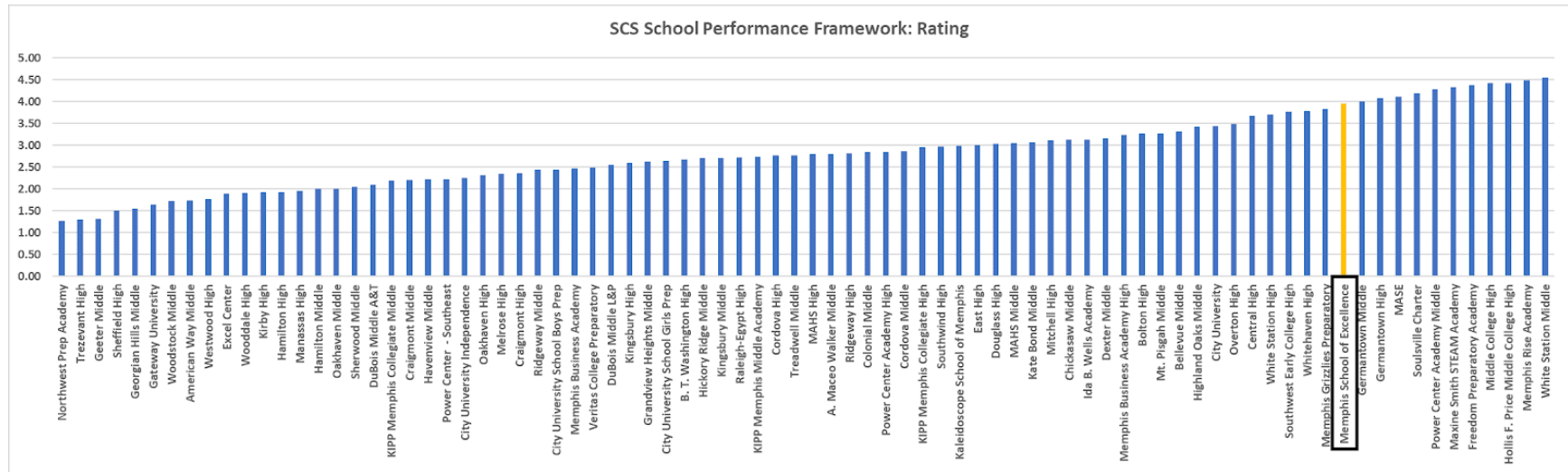
c. Have the schools in the network demonstrated success in raising student achievement levels by meeting/exceeding state and national standards for most students?

Our elementary school that is in the Hickory Hill neighborhood of Memphis does not yet have a track record of historical data, as we are only in our third year of operation and served grades kindergarten through five for the first time during SY 2018-19. However, our middle and high school has been in operation since 2010 and has consistently been high-performing and has a solid track record of academic success by raising student achievement levels – even in 2016, when Tennessee moved to more rigorous State standards and tests, which resulted in a significant decline in student proficiency rates across Shelby County and the State. Despite the more challenging academic environment, MSE has performed well among its peers in math and English Language Arts – as well as in academic growth.

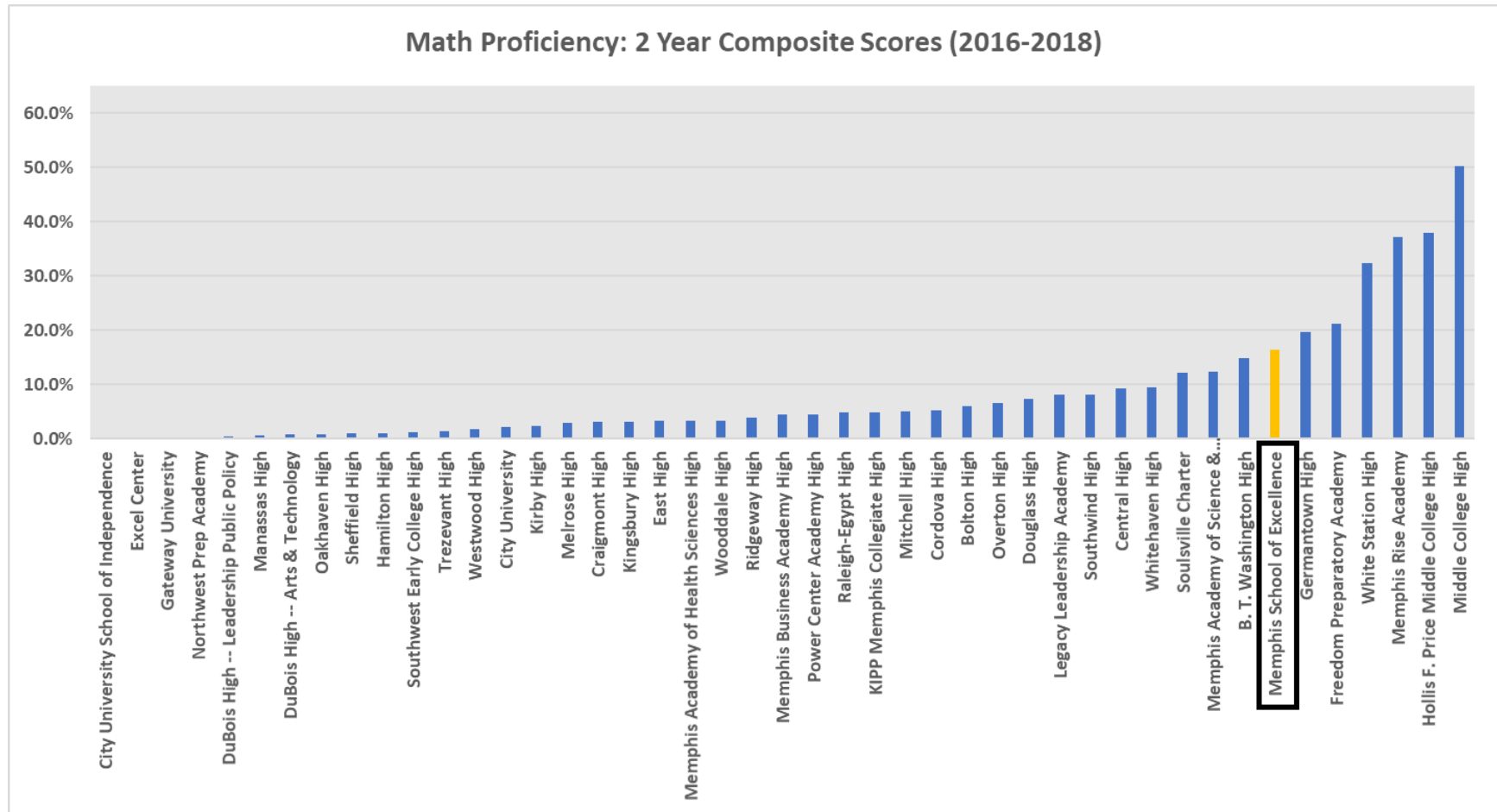
On SCS' 2016-17 School Performance Framework (which measures academic achievement and growth, college graduation and readiness, and school climate), MSE ranked #8 of 78 middle and high schools in the district and #4 of all charter schools in Shelby County.



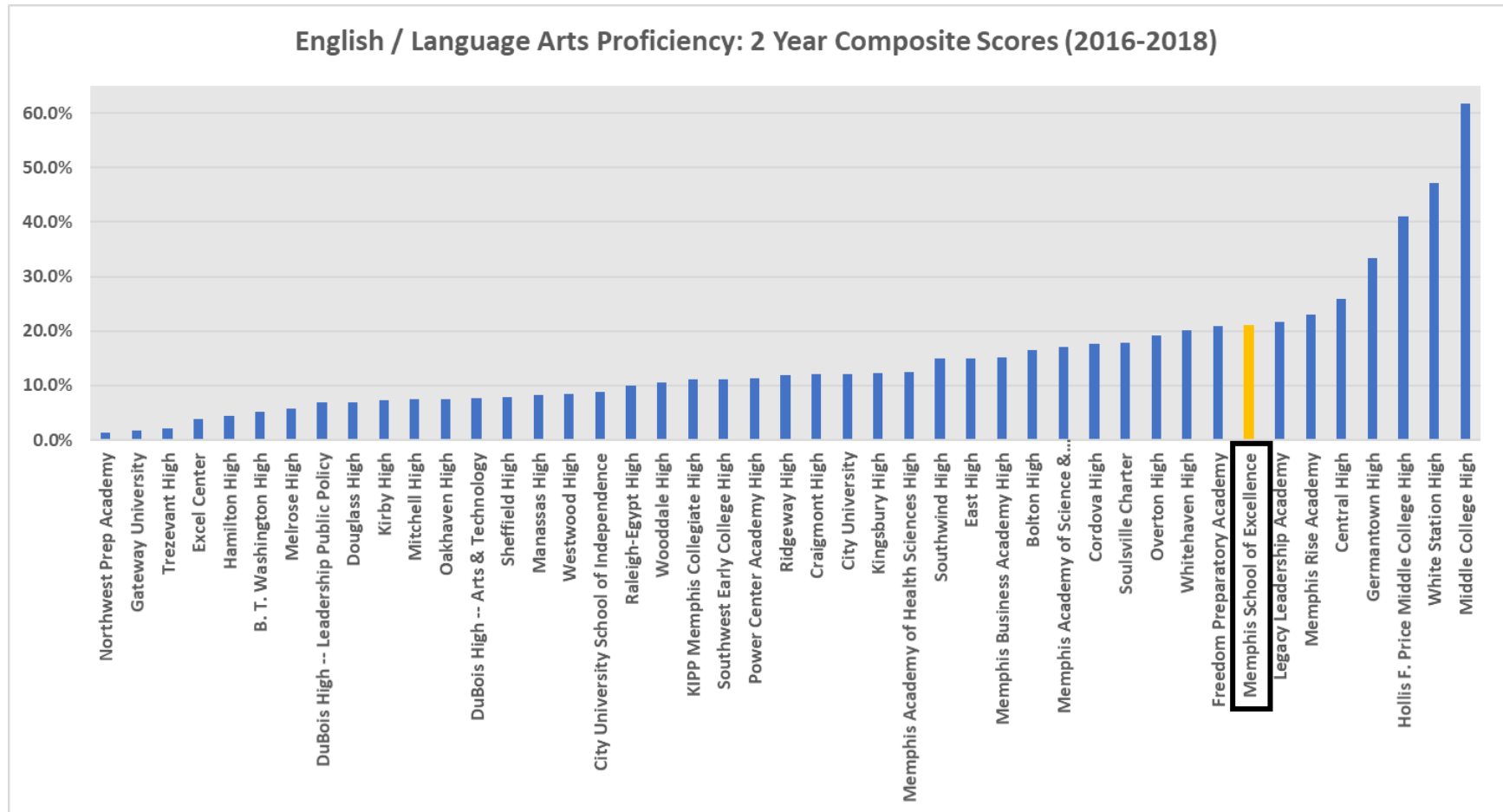
In 2017-18, MSE ranked #12 of 82 middle and high schools in the district and # 6 of all charter schools in Shelby County on the School Performance Framework.



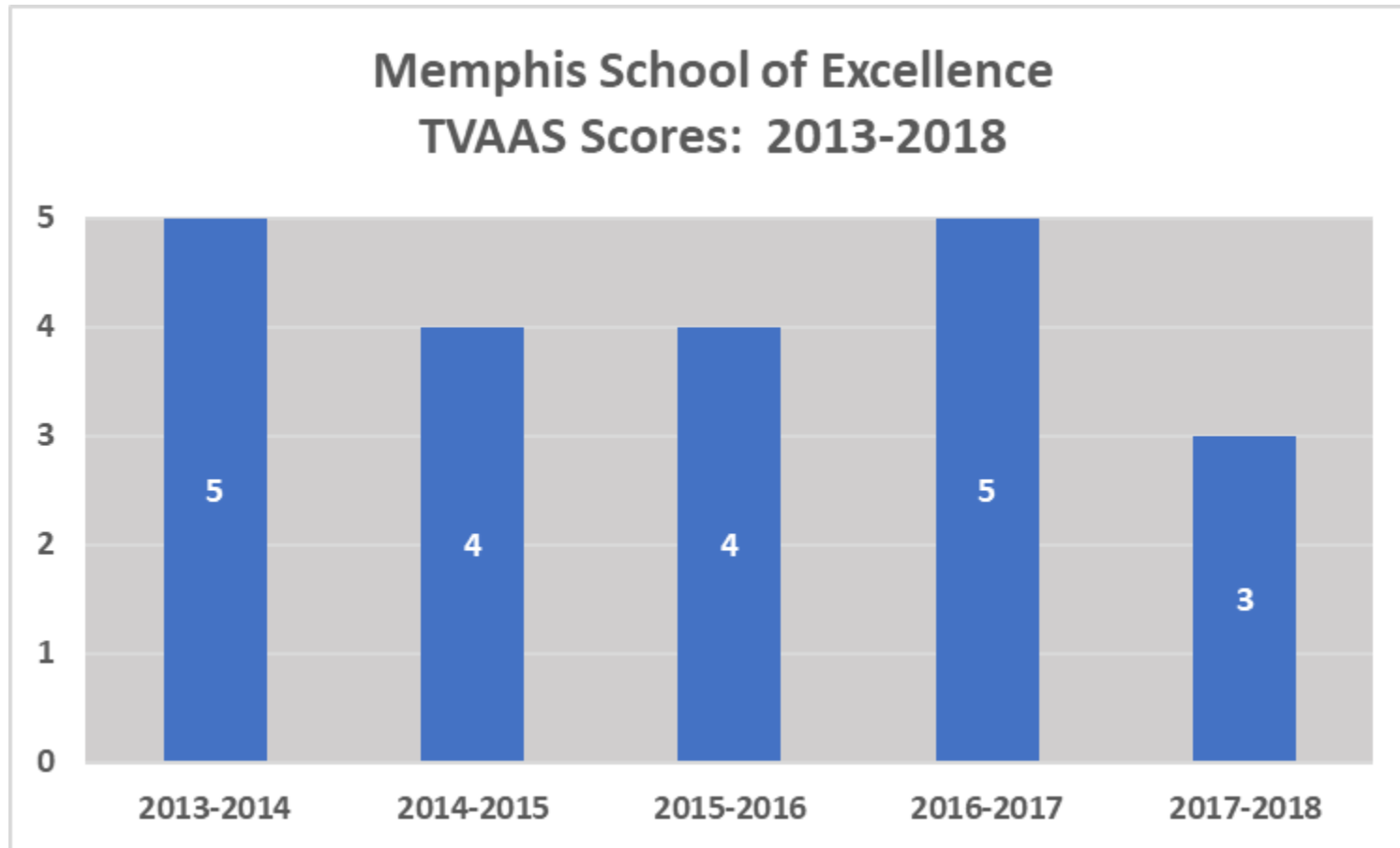
Among the 42 high schools in Shelby County, MSE ranked #8 on the 2017-18 School Performance Framework.



In English/Language Arts proficiency, MSE has performed in the top 20% of all High Schools in the district over the past two academic years.



MSE has consistently achieved strong TVAAS scores.



Further, since its first graduating class in 2014, MSE has consistently graduated nearly 100% of its seniors.

- 2014: 100% graduation rate
- 2015: 100% graduation rate
- 2016: 100% graduation rate
- 2017: 98% graduation rate
- 2018: 100% graduation rate
- 2019: 98% graduation rate

Snapshot of 2018 and 2019 Graduating Classes

Class of 2018	Class of 2019
<ul style="list-style-type: none">• 52 graduates• 41 (78.8%) matriculated into post-secondary institutions<ul style="list-style-type: none">○ 23 into a 4-year college○ 16 into a 2-year college○ 2 into a technical college• \$5.8M earned in scholarship funding	<ul style="list-style-type: none">• 47 graduates• 42 (89.4%) matriculated into post-secondary institutions<ul style="list-style-type: none">○ 31 into a 4-year college○ 11 into a 2-year college○ 0 into a technical college• \$4.4M earned in scholarship funding

MSE has significantly increased its ACT score average over the past 5 years (from 13.8 in 2014 to 18.5 in 2019).

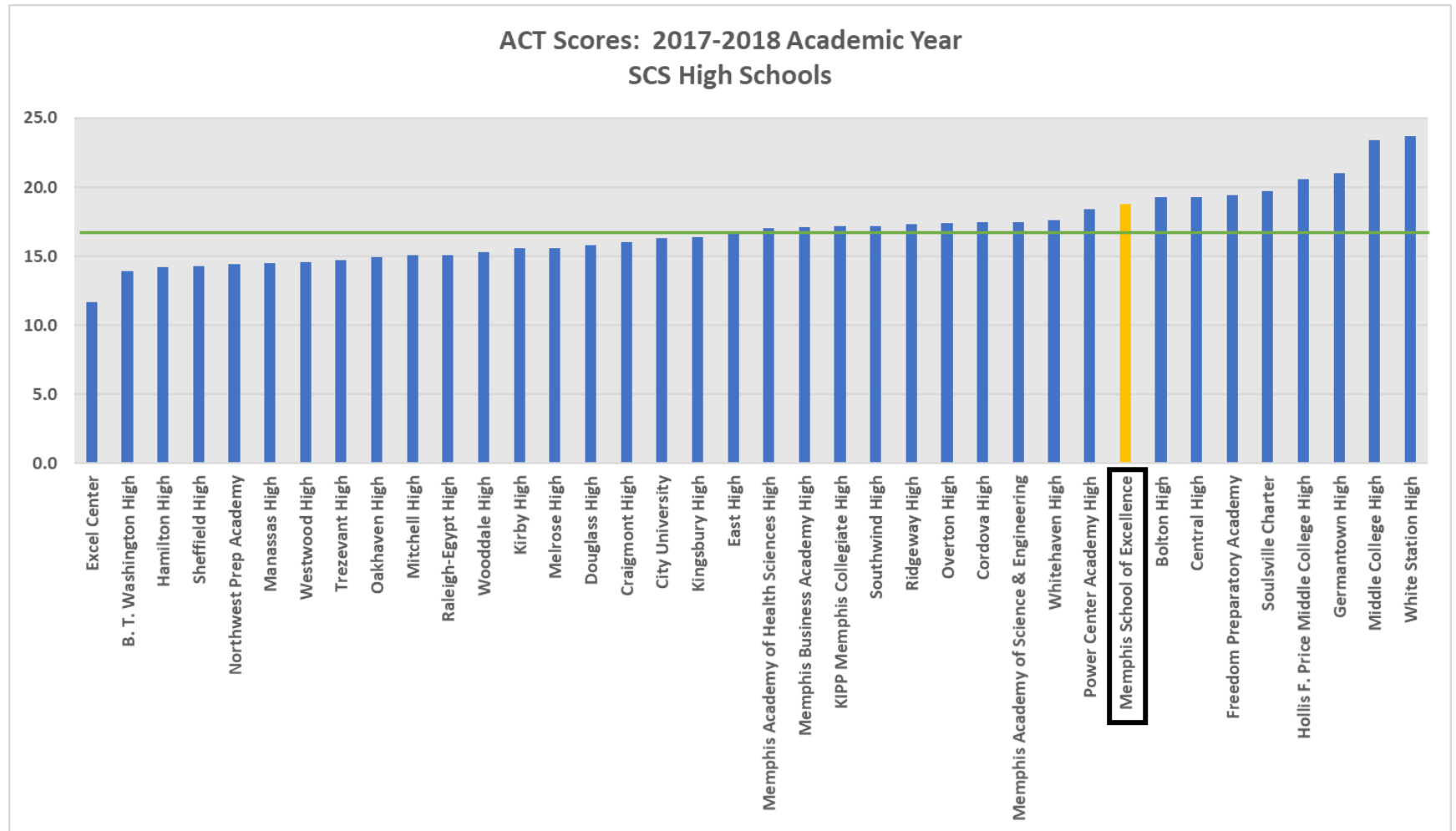
Current ACT data for private schools in proximity to MSE in Cordova (i.e., Evangelical Christian School, First Assembly Christian School, Heritage Baptist Academy, St. Benedict at Auburndale, St. Francis of Assisi Catholic School) is not publicly available. Memphis School Guide used to provide ACT data for some private schools as available. However, Memphis School Guide is no longer being actively updated. The only ACT data available on Memphis School Guide in relation to schools near MSE in Cordova was for St. Benedict at Auburndale. Memphis School Guide reported that in SY 2014-15, the school had an average ACT score of 24. However, the number of students who took the ACT against the number of students enrolled who were eligible to take the ACT was not provided. Accordingly, we are unable to compare our performance against that of private schools in proximity. Further, we amended our language to indicate that we will only recruit in Cordova and not in surrounding areas.

Our ACT scores are drawing closer to the State and national averages. To ensure that our ACT average score continues to surpass that of SCS, as well as continues to rise to meet State and national averages, we will implement the following:

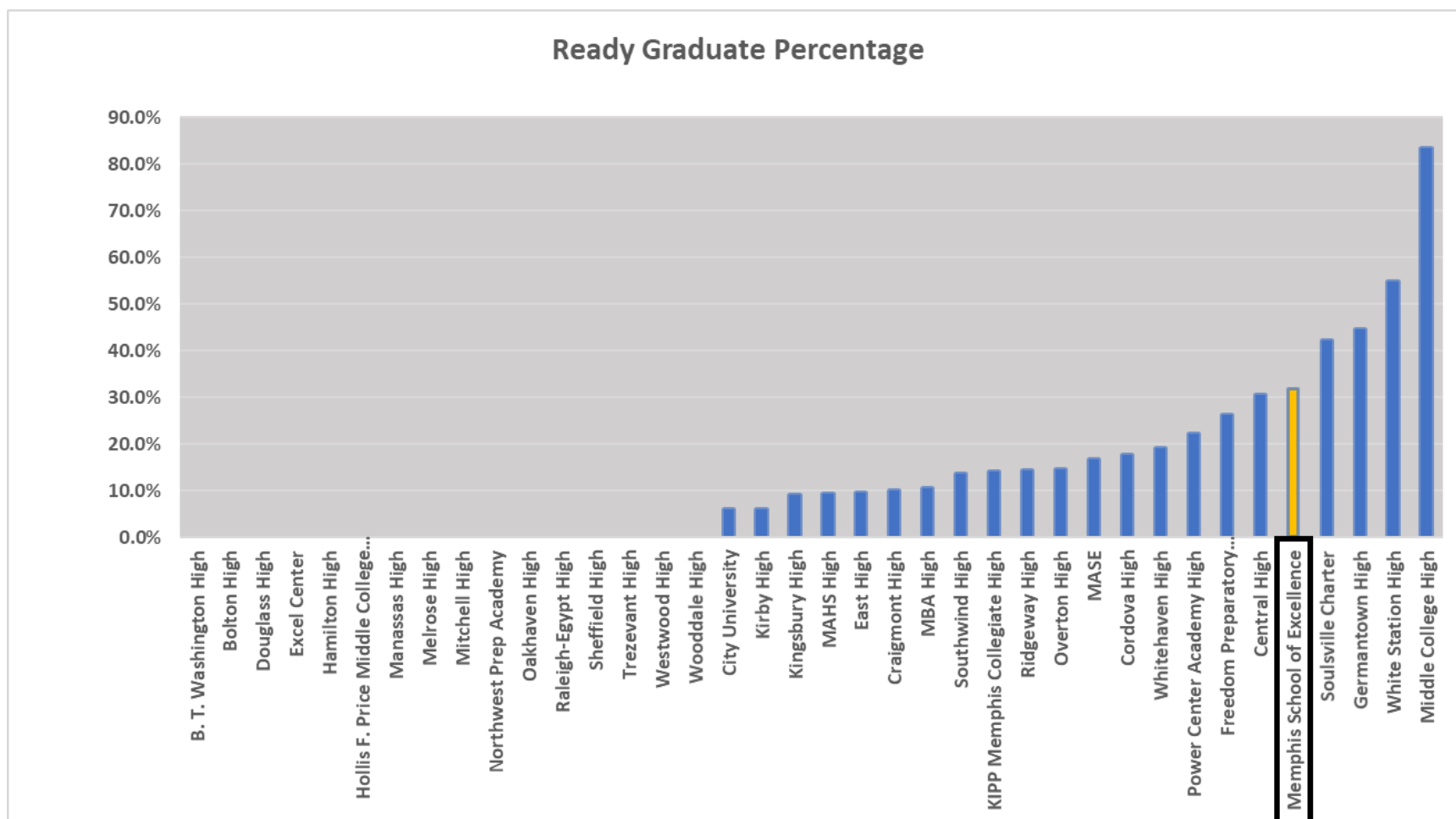
- Provide pre-ACT practice for all students in grades 9 and 10. Such practice will expose students to the ACT, as well as provide them with ACT test preparation skills. Additionally, this practice will allow us to collect critical data about students' areas of need and strengths so that we can provide needed supports, as well as inform subsequent programming around preparation.
- Offer ACT preparation classes for 11th grade students. We will continue to offer robust preparation classes, as well as SAILS mathematics to help prepare juniors for the ACT. Additionally, we will leverage pre-ACT practice data (described above) as relevant to students taking the preparation classes.
- Expand ACT test preparation for 12th grade students. This past school year (SY 2018-19), we added more ACT test preparation opportunities for seniors taking the ACT in October, including taking mock tests and going to tutoring. Additionally, we held ACT Blitzes on Saturdays; students signed-up for sessions that targeted their weakest areas and received targeted support.

Given that our ACTs have consistently improved and considering our expanded programming around preparing students to succeed on the ACT, our ACT scores will continue to outperform the SCS' average and will continue to rise to meet State and national averages.

In SY 2017-18, MSE ranked in the top quartile of all SCS high schools in ACT average.



In SY 2017-18, MSE ranked #5 among all SCS high school in terms of the percentage of its graduates who are “College Ready” (i.e., score a 21 or higher on the ACT and graduate on time).



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

Since graduating our first class in 2014, we have consistently graduated nearly 100% of our senior students. The chart below details our graduation rate by year:

Year	2014	2015	2016	2017	2018	2019
Graduation Rate	100%	100%	100%	98%	100%	98%

e. Using the Portfolio Summary Template, provide a detailed summary of all of the schools in the operator's portfolio as Attachment S.

See Attachment S.

f. Select one or more of the consistently high-performing schools that the organization operates and discuss the school's performance.

- Be specific about the results on which you base your judgment that the school is high-performing.
- Discuss the primary causes to which you attribute the school's distinctive performance.
- Discuss any notable challenges that the school has overcome in achieving its results.
- Identify any ways in which the school's success has informed or affected how other schools in the network operate. Explain how the effective practice or structure or strategy was identified and how it was implemented elsewhere in the network.

Results. Our elementary school that is in the Hickory Hill neighborhood of Memphis does not yet have a track record of historical data from which to inform a judgment about performance as we are only in our third year of operation and served grades kindergarten through five for the first time during SY 2018-19. However, our middle and high school has been in operation since 2010 and has consistently been high-performing. The following results inform this judgment about our middle and high school:

- **SCS School Performance Framework Ranking:** On SCS' School Performance Framework in 2017-18, we ranked #12 of 82 middle and high schools in the district and #8 of 42 high schools.
- **State-Mandated Assessment Results:** Since opening, we have consistently improved our State-mandated assessment scores. Further, our scores have been in the top 10% of all SCS schools since 2014.
- **Tennessee Value-Added Assessment System (TVAAS) Scores:** We have consistently achieved strong TVAAS scores over the past 8 years (2010-2018), earning a level 4 or 5 in seven of those eight years.
- **ACT Results:** We have significantly increased our ACT average score over the past 6 years (from 13.8 in 2014 to 18.5 in 2019). We are in the top quartile of all SCS high schools for ACT average. We also rank #5 among all Shelby County Schools (SCS) high schools in terms of the percentage of graduates who are college-ready. These successes contributed to MSE being recognized by US News and World Report, which ranked us the #1 charter high school in Tennessee and #26 among all high schools in the State in the Spring of 2018.
- **Graduation Rates:** Since our first graduating class in 2014, we have consistently graduated nearly 100% of seniors. More specifically, we achieved graduation rates of 100% from 2014-

16 and, as well as in 2018, and a 98% graduation rate in 2017 and 2019. Further, in 2019, 100% of graduates were accepted into college, the majority of whom participated in the TN Promise Program and collectively earned over \$4M in scholarships.

- **SCS Operational Scorecard:** MSE received the highest operational scorecard among all charter schools in 2016¹⁶, 2017¹⁷, and 2018¹⁸.
- **Student Retention Rates:** We have historically retained the vast majority of our students. More specifically, we have maintained an approximate 90% student retention rate from year-to-year – one of the highest in the district.
- **Survey Results:** We administer surveys to our staff, parents, and students every year to collect qualitative data about the state of the school. Surveys ask stakeholders to provide input around, as well as rate, various aspects of our school, including leadership, the academic program, and culture and climate, among other indicators. Survey data consistently indicates that staff, parents, and students approve of, and enjoy, our school.
- **Extracurricular Competition Placements:** As explained in more detail below, we offer numerous extracurricular activities for our students, some of which involve participating in competitions. Our competing clubs have experienced great success, including:
 - Science Olympiad Team: In the 2018-19, the team placed second out of twelve in the Memphis City competition; we have placed every year that we have participated.
 - Robotics Team: In 2016, the team placed second out of 41 teams in the West Region Tennessee competition. In 2013, the team placed first out of 26 teams in the West Region Tennessee competition. In 2012, the team placed third out of 46 teams in the West Region Tennessee competition.

Primary Causes of Distinctive Performance. We attribute our school's distinctive performance to the following primary causes:

- **Small Class Sizes:** Our average class size is 24. This low student-to-teacher ratio enables teachers to provide individualized, differentiated instruction to meet the needs of every child enrolled in their class. Our small class sizes also allow teachers to form supportive, trusting relationships with their students, as well as positions students to be able to foster meaningful relationships with each other. We firmly believe the academic and cultural benefits of small class sizes has greatly contributed to our success.
- **Benchmark Assessment and Tutoring System:** Students are assessed every six weeks in contents that are tested through State-mandated assessments. The Academic Coordinator creates all benchmark assessments to ensure that every test aligns with the standards and accurately gauges students' levels of proficiency and progress toward mastery of standards. After each benchmark administration, teachers analyze students' scores, the results of which inform upcoming instructional plans. In addition, benchmark results determine student groupings for, and the focus of, tutoring. More specifically, students whose benchmark results indicate that they require more support are assigned to tutoring. Based on individual students' needs, students are either tutored during the school day during pull-out sessions that typically occur during electives, after school, or on the weekend during Saturday

¹⁶ <http://www.scsk12.org/calendar/files/2016/2016-Charter-Report.pdf>

¹⁷ <http://www.scsk12.org/charter/files/2017/2017-CHARTER-ANNUAL-REPORT.pdf>

¹⁸ <http://www.scsk12.org/charter/files/2018/2018-CHARTER-REPORT.pdf>

tutoring, which occurs every week from mid-January to mid-April. Further, benchmark results are examined during data meetings, during which the Academic Coordinator and instructional coach meet with teachers individually to set instructional goals and determine upcoming benchmark targets.

- **Test Center:** We created an electronic test center that enables teachers to enter tests and have scantrons created and graded by the center. The center allows teachers to assign standards to every question. The center provides teachers with easy access to disaggregated data to the question and standard level, as well as by subpopulation, cohort, and individual student levels, to inform upcoming instructional plans.
- **College Readiness:** A primary component of our school culture is emphasis on college readiness. We employ two full-time counselors who work in collaboration with grade-level teachers and closely with students directly around college readiness. Counselors not only ensure students are on-track to graduate through regular reviews of transcripts, they also help students in developing their post-secondary goals and plans. Counselors aid students in identifying colleges and university that meet their individual learning needs. Counselors also assist students in the college and financial aid application process. In addition, we host an annual college fair and offer a practice ACT program to further build a college-readiness culture on campus.
- **School Community Focus:** We intentionally cultivate a positive school culture for students, parents, students, and staff. More specifically, throughout the year, we hold a number of school events for students and families. Many of these events are academic in nature, such as curriculum nights, during which teachers and staff review upcoming curricula with parents so that they are fully informed about what their child(ren) is/are learning. In addition, we host multiple social events for families so that staff, students, and parents can come together as a community. Among these events are festivals, food and clothing drives, and dinners and banquets. We will also hold assemblies, such as honor roll celebrations throughout the year to celebrate students and the school and cultivate school spirit. Further, we will offer events just for our parents; these events enable parents to interact and build relationships with school staff. For example, we have regular Muffins for Moms and Donuts for Dads meetings. In addition, we engage in team-building activities as a staff every month. This team-building is critical to staff forming and maintaining positive, collegial relationships, which fosters a collaborative and respectful staff culture.
- **Home Visits:** In addition to building strong partnerships with parents through our school community focus as described above, we also implement a robust home visit program. Home visits enable teachers to make authentic connections with their students and students' families. During home visits, teachers engage students and families in conversations about the school and about themselves. Teachers provide strategies and suggest activities in which students and parents can engage together that reinforce and extend what is learned at school. Teachers also support parents in using the school's database and parent mobile application (described below), which serve as the primary communication methods between home and school.
- **Parent Communication:** We believe that parents are our partners and need to be fully informed about their child(ren)'s progress, which, in turn, better enables parents to hold their child(ren) accountable for their learning. To that end, parents are able to access information

about their child(ren) through our school database and parent mobile application. Teachers post upcoming class activities, assignments, and projects, as well as record students' grades so that parents can receive timely updates about their child(ren)'s progress and achievement. Assessment data are also available through the database and application, so that parents can access benchmark and other test scores. Additionally, behavioral and attendance data will be contained in the database, so parents can track their child(ren)'s conduct, as well as be alerted to absences and tardies. Further, the database serves as a direct link between teachers and students. Teachers and parents are able to leave notes for and send electronic communications to each other, enabling frequent and fluid communications.

- **Extracurricular Offerings:** While academics are our primary focus, we believe that extracurricular activities contribute to our students' success and positive learning outcomes. Accordingly, we offer students the opportunity to participate in a number of sports, including volleyball, basketball, soccer, track, cross-country, baseball, softball, bowling, and cheerleading. Participation in athletics position students to gain critical skills that translate to the classroom, including collaboration, cooperation, and teamwork. We also have multiple clubs that students may join, such as Drama, Robotics, Math Counts, Science Fairs, American Math Competition, Science Olympiad, National Junior Honor Society, National Honor Society, Bingo, and Board Games Club. Like sports, clubs encourage students to collaborate and work together. In addition, clubs reinforce and extend academic learning. For example, students in the robotics club apply principals and concepts learned during their mathematics, science, and technology classes.

Challenges. We faced and overcame two notable challenges in achieving our results. These challenges are:

- In 2012, our test scores resulted in us being placed on the priority list in the bottom 5% of all schools across the State. Our low performance and placement on the priority list caused us to examine our data, as well as our systems and structures to identify the root causes of poor student outcomes, which were determined to be: 1) instruction was not aligned to Common Core State Standards and/or Tennessee Academic Standards; and 2) students did not receive enough instructional time in English language arts (ELA) and mathematics. In response, we modified our professional development plans to provide sessions and implementation support around designing and delivering standards-based instruction, implemented a standardized lesson plan structure, provided an electronic test center, and modified our daily schedule to provide students with double blocks of ELA and mathematics instruction – all of which is described below in more detail. Resultantly, our test scores improved, and we were removed from the priority list in 2014. Additionally, our scores have been in the top 10% of all SCS schools since 2014, and we have achieved a Level 4 or 5 TVAAS score in seven of the last eight years (2010-2018).
- In 2014, our ACT average was ranked as one of the lowest across the State. In examining factors that contributed to this poor performance, we noted that students were testing poorly on math questions. In response, we began to offer ACT Bridge math – a class for credit – that provides a comprehensive review of math concepts tested on the ACT. We also pinpointed the lack of ACT test preparation and support as a root cause. Accordingly, we created and implemented an after-school ACT tutoring program, which has been successful

in raising scores. The tutoring program is implemented by grade-level teachers who use the results of practice ACT assessments to inform the tutoring focus for each session. Both of these offerings have proven successful. We have significantly increased our ACT average score over the past 5 years, from 13.8 in 2014 to 18.5 in 2019. We are now in the top quartile of all SCS high schools for ACT average.

Network Operation. Upon deciding and receiving approval to open our elementary school, which is currently in its third year of operation, we strategically located the elementary school to the same grounds as the middle school so that both schools would be in very close proximity. The closeness of the two schools enabled middle school leadership to also oversee the elementary school upon opening. We intentionally structured overlapping oversight of the elementary and middle school so that we could replicate the key design elements (described above) to which we directly attribute the consistent high-performance of our middle and high school. Since middle school leadership had valuable knowledge of, and experience in, implementing and managing our systems and structures, we were able to replicate them with fidelity at the elementary school.

Of the replicated best practices, our benchmark assessment and tutoring system stands as the most impactful. More specifically, upon implementing our benchmark assessment and tutoring system (described above) in 2010 at the middle and high school, we observed the positive impact it had on students' test scores on State-mandated assessments. After implementation, we have consistently improved our State-mandated assessment scores. Further, since 2014, our scores have been in the top 10% of all SCS schools.

To ensure efficient and effective replication, the Academic Coordinator was tasked with overseeing the creation and implementation of the benchmark assessment and tutoring system at the elementary level. She ensured that instructional staff received professional development around the system so that they fully understood how and why benchmarks are created; administration procedures; how to analyze and apply results to inform instruction and tutoring groupings; and how to set goals based on results. In addition to overseeing the system at the elementary school, the Academic Coordinator also continued to manage the benchmarks and tutoring at the middle and high school to ensure the system was implemented with fidelity and continuity at both schools.

In addition to replicating our benchmark assessment and tutoring system in our elementary school, during the 2017-18 school year, we also helped another charter school organization implement the system in their schools. More specifically, this network has three schools operating across their organization. Each school within the network was not performing well on State-mandated assessments and was not demonstrating student growth as evidenced by TVAAS scores of 1s. After seeing the successful results of our test scores and high operational scorecard, the organization contacted us for support. After implementing our system for just one year, each school saw a significant improvement in their test and TVAAs scores, which went from 1s at all three schools to a 2, 4, and 5 in 2018.

- g. **Select one or more of the organization's schools whose performance is relatively low or not satisfactory and discuss the school's performance. Be specific about the results on which you base your judgment that performance is unsatisfactory.**
- **Describe the primary causes to which you attribute the school's problems.**
 - **Explain the specific strategies that you are employing to improve performance.**
 - **How will you know when performance is satisfactory? What are your expectations for satisfactory performance in terms of performance levels and timing?**

As explained above, our elementary school that is in the Hickory Hill neighborhood of Memphis does not yet have a track record of historical data as we are only in our third year of operation and served grades kindergarten through five for the first time during SY 2018-19. However, our middle and high school, which has been consistently high-performing since 2014 as discussed above, experienced low, unsatisfactory performance in the initial years after opening.

Primary Causes. As indicated above, in 2012, our test scores resulted in us being placed on the priority list in the bottom 5% of all schools across the State. Our middle school English language arts, mathematics, and science scores were very low, 8.82%, 2.45%, and 8.82% proficient and advanced respectively, and greatly contributed to our priority status. Upon isolating our middle school scores, we analyzed our instructional practice, systems, and structures, and identified two primary causes of such unsatisfactory performance:

- Instruction was not aligned to Common Core State Standards and Tennessee Academic Standards as evidenced by test scores, informal and formal teacher observation data, and reviews of instructional plans.
- Students were not receiving enough instructional minutes in ELA and mathematics to master the content; most students enrolled below grade level and needed additional time to build foundation skills to enable them to engage in and master grade-level standards and content.

Strategies for Improvement. To remedy the primary causes of unsatisfactory performance as described above, we successfully implemented the following strategies for improvement:

- **Professional Development:** To ensure that instruction aligned to Common Core State Standards and Tennessee Academic Standards, we first examined our professional development plans and realized that we were not offering sufficient professional development around implementing standards-based instruction. As a result, we immediately altered our professional development calendar and dedicated a number of professional development sessions to the following:
 - Understanding and unpacking the standards
 - Writing standards-based learning objectives
 - Determining specific learning outcomes to indicate if students mastered learning objectives
 - Designing instructional plans, including learning activities and assessments, aligned to and driven by standards-based objectives and desired learning outcomes
 - Analyzing data sources to identify objectives that were not mastered and creating reteach plans
- **Standardized Lesson Plan Structure:** In addition, we also implemented a standardized lesson plan structure to support teachers in creating instructional plans with standards-based learning objectives and outcomes that aligned to learning plans and activities. As indicated

above, we provided robust professional development around the lesson plan structure. Further, we required all teachers to submit their plans to be reviewed by the Academic Coordinator, who provided intensive implementation support in revising, as well as creating plans. We ensured that every teacher had two daily planning periods so that they would have ample time to engage in purposeful planning and revision.

- **Test Center:** We created an electronic test center that enables teachers to enter tests and have scantrons created and graded by the center. The center allows teachers to assign standards to every question. The center provides teachers with easy access to disaggregated data to the question and standard level, as well as by subpopulation, cohort, and individual student levels, to inform upcoming instructional plans. Providing our teachers with the ability to disaggregate data in multiple ways and student groupings has cultivated a robust culture of data-driven instruction, which has greatly contributed to our success.
- **Additional Time for Core Instruction in ELA and Mathematics:** We modified our daily schedule to enable students to receive additional time for core instruction. More specifically, we implemented double ELA and mathematics blocks so that students received a total of 90 minutes of instruction in each subject. The double blocks ensured that students had ample time to engage in ELA and mathematics. The double blocks also provided teachers the time they needed to provide individualized remediation and/or intervention to struggling students in need of support.

Expectations for satisfactory performance. We have established the following academic measures and targets, which outline our expectations for satisfactory performance:

- **SCS School Performance Framework (SPF) Rankings:** We have set a minimum target of 3.5 on our annual SPF rankings.
 - **State-Mandated Assessment Results:** To be deemed satisfactory, we expect that the percentage of students scoring on-track plus mastered on State-mandated assessments will meet our Annual Measurable Objective every year. Proficiency rates at each grade level and subject will exceed the district average by at least 10 percentage points each academic year. At each grade level and subject, 50% of the students who have been enrolled in an MSE school for three consecutive years will be proficient.
 - **Tennessee Value-Added Assessment System (TVAAS) Scores:** We expect that our combined TVAAS score is at minimum a 3 each year.
 - **ACT Results:** We established the target of at least 40% of students scoring 21.
 - **Graduation Rates:** We have set 95% as our target annual graduation rate.
- h. **For all schools operating under another authorizer: provide, as Attachment T, the most recent performance/evaluation/renewal reports produced by the authorizer(s) (or by a third-party evaluator, if applicable).**

Not applicable.

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

See Attachment U.

- j. List any contracts with charter schools that have been terminated by either the organization or the school, including the reason(s) for such termination and whether the termination was for “material breach.”**

Not applicable.

- k. List any and all charter revocations, non-renewals, shortened or conditional renewals, or withdrawals/non-openings of schools operated by the organization, and explain what caused these actions.**

Not applicable.

- l. Explain any performance deficiencies or compliance violations that have led to formal authorizer intervention with any school operated by the organization in the last three years and how such deficiencies or violations were resolved.**

Not applicable.

- m. Identify any current or past litigation, including arbitration proceedings, by school, that has involved the organization or any charter schools it operates. If applicable, provide in Attachment V: (1) the demand, (2) any response to the demand, and (3) the results of the arbitration or litigation.**

Not applicable.



DEPARTMENT OF EDUCATION
650 East Parkway South
Memphis, Tennessee 38104
(901) 321-4350 • Fax (901) 321-3299
www.cbu.edu

February 26, 2019

To Whom it May Concern:

Please accept this letter of support on behalf of the Memphis School of Excellence (MSE) Cordova campus. As you are aware, MSE has submitted an application to establish and open a charter school in the Cordova area. MSE's STEM-focused education and small class size will provide students in Cordova a strong educational opportunity in these important areas.

The Department of Education at Christian Brothers University has been working with MSE for several years. Our professors conduct PDs and teacher observations throughout the year. We are also looking forward to placing teachers at MSE campuses next year as part of our residency program.

With Cordova schools operating over capacity, many parents and students would welcome the option of a charter school and I am confident that MSE's history of success will enable them to provide the same experiences to students in the Cordova area.

I am pleased to give my support to Memphis School of Excellence Cordova.

Sincerely,

Samantha M. Alperin, Ed.D.
Chair, Professor of Education
Director of Undergraduate and Graduate Programs
(901) 321-3116 salperin@cbu.edu

March 7, 2019

Dear Shelby County School Board:

On behalf of The Children's Museum of Memphis, I am proud to declare our intent to collaborate with and support the School of Excellence Memphis. Access to high quality education is a critical component for all of the children in Memphis. Providing strong educational options is important to building and maintaining a healthy community. The Children's Museum is committed to providing hands-on learning experiences for our guests and we believe that there is alignment between our mission and the work taking place at the School of Excellence Memphis.

In recent years, the School of Excellence has proven a commitment to the success of their students by consistently performing well, growing quality programs, and cultivating a positive and supportive school culture. I am excited about the value the School of Excellence Memphis can add to the Cordova community. Building a successful partnership will benefit the educators, students, and families that are and will become a part of the school family. It is with great enthusiasm that we commit to be a collaborating resource for the School of Excellence Memphis at Cordova.

If you have any questions, please contact me at (901) 458-2678 ext. 230 or

Avis.Robinson@CMOM.com

Sincerely,

A handwritten signature in dark ink, appearing to read 'Avis Robinson', followed by a long horizontal flourish.

Avis Robinson, Director of Education

The Children's Museum of Memphis

DEXTER RIDGE HOA

March 01, 2019

Please accept this letter of support on behalf of the Memphis School of Excellence Cordova (MSE). As you are aware, MSE has submitted an application to establish and open a charter school in our area in order to better serve the needs of our students. MSE's STEM-focused education and small class size will provide students in Cordova with a strong educational opportunity.

As past president of the homeowners association, I know that there are many parents and students in the neighborhood who are interested in a quality public school option. After meeting with MSE administrators, I am confident that MSE's history of success in Hickory Hill will enable them to provide the same experience to students in Cordova.

I am pleased to give my support to Memphis School of Excellence Cordova. We look forward to welcoming them to the neighborhood.

Sincerely,



Eleanor Merrill
Past President
Dexter Ridge HOA

One day, all children in this nation will have the opportunity to attain an excellent education.



March 6, 2019

Charter Authorizer Review Committee
Shelby County Schools
995 S. Lauderdale, Room 212
Memphis, TN 38126

Dear Review Committee:

It is my pleasure to write a letter in support of the proposal Memphis School of Excellence (MSE) has presented to you seeking approval for their expansion in Cordova. As the Executive Director of Teach For America – Memphis, I believe that Memphis School of Excellence provides students with a foundational academic experience as well as one where they're affirmed and given access to a multitude of opportunities to broaden their worldviews and make them competitive for college and careers.

Teach For America has partnered with MSE since 2011 in the placement of our first and second year teachers. Mr. Turkey and his team of administrators and teachers have welcomed our corps members and established a strong culture and community of support for them and for the students and families they serve. We currently have over 20 current and former Teach For America corps members working across the three campuses, including 7 alumni who have chosen to stay beyond their corps commitment to continue their work with the MSE team.

Based on MSE's past record of success, as demonstrated by their local and national rankings and recognition, I believe they will add to the growing number of schools in our community that believe that every child can achieve at the highest level and that, when given the right supports and in partnership with many, students can transcend what demographics would otherwise predict for their futures and that we can all create a different paradigm of schooling that works with, not against, students' success. I'm excited about what MSE's expansion could mean for the infinitely talented students in Cordova and, at Teach For America, we're committed to the successful continuation of our partnership.

Thank you for your consideration of Memphis School of Excellence's application. I know the school will be an asset to our students, the community of Cordova and our district. I look forward to working with MSE in the future and helping them build on the successes they have seen at their initial campuses.

Sincerely,

A handwritten signature in black ink that reads "Mackenzie Smith". The signature is fluid and cursive, with a stylized "M" and "S".

Mackenzie Smith
Managing Director, Participant Operations, Teach For America Memphis



AN AMERICORPS PROGRAM

M E M P H I S
MOTOR WERKS
European Car Experts Since 1985

To whom it may concern,

Please accept this letter as evidence of our support for the Memphis School of Excellence in Cordova. We feel that this school would fill a void for formal technical education in our community and offer additional options to families in the area.

We value the STEM focused curriculum and feel that science, engineering, and math are key components to a good overall education and will prepare students for the tech jobs when the time comes.

Having owned and operated Memphis Motorwerks at 9063 Macon Road for over 24 years, we have come in contact with hundreds of customers and their families. Schools are a common topic of conversation. We feel we also can express their support of the additional education opportunities that Memphis School of Excellence will offer Cordova students.

Sincerley,



David LaBarreare, Owner

To Whom it May Concern:

Please accept this letter of support on behalf of the Memphis School of Excellence Cordova (MSE). As you are aware, MSE has submitted an application to establish and open a charter school in our area in order to better serve the needs of our students. MSE's STEM-focused education and small class size will provide students in Cordova with a strong educational opportunity.

As a resident of the Cordova area, I know that there are many parents and students in my neighborhood who are interested in a quality public school option. After meeting with MSE administrators, I am confident that MSE history of success in Hickory Hill will enable them to provide the same experience to students in Cordova.

I am pleased to give my support to Memphis School of Excellence Cordova. We look forward to welcoming them to the neighborhood.

Sincerely,

Traci Smith
Resident 38018

March 4, 2019

To Whom It May concern:

Please accept this letter of support on behalf of Memphis School of Excellence, Cordova Campus (MSE). As you are aware, MSE recently applied for the establishment of a new charter school in our area. MSE's STEM-focused education and small student/teacher ratio will provide Cordova students the opportunity to reach high educational goals and achievement in grades K-12.

As a pastor in the Cordova community at Advent Presbyterian Church for 33 years and now working part time in my retirement at the church, I believe our students and our community would greatly benefit from an additional public-school option. After reviewing the mission and history of MSE, I am confident that its success in Memphis, if granted the opportunity, will extend to Cordova as well.

I am pleased to give my support for the establishment of Memphis School of Excellence, Cordova Campus, because it will offer another needed option for our community. I look forward to MSE becoming a part of our community.

Sincerely,

A handwritten signature in black ink that reads "David A Schieber". The signature is written in a cursive, flowing style.

David A. Schieber, Minister to Senior Adults, Advent Presbyterian Church

To Whom it May Concern:

Please accept this letter of support on behalf of the Memphis School of Excellence Cordova (MSE). As you are aware, MSE has submitted an application to establish and open a charter school in our area in order to better serve the needs of our students. MSE's STEM-focused education and small class size will provide students in Cordova with a strong educational opportunity.

As SAILS field coordinator, I know that MSE provides a quality public school option. After meeting with MSE administrators, I am confident that MSE history of success in Hickory Hill will enable them to provide the same experience to students in Cordova. I have observed the classes there and was very impressed with the quality of education they have provided their students. This opportunity would enable them to bring that same quality to the Cordova area. With the administrative support the teachers feel they are more than willing to go above and beyond to bring quality education to the students daily.

I am pleased to give my support to Memphis School of Excellence Cordova. We look forward to welcoming them to the neighborhood.

Sincerely,



Brenda McCall
Field Coordinator, West TN
Seamless Alignment and Integrated Learning Support (SAILS)
Department of K-12 Initiatives
Office of Academic Affairs
Phone: 901-413-7327
SAILS Office: 615-365-1518
www.tbr.edu/sails

March 8, 2019

To The Charter Authorizer Review Committee:

I am providing this letter of recommendation of support for Memphis School of Excellence Cordova.

As a Faculty in the Department of Computer Science at University of Memphis, I've experienced that students with strong STEM background perform better. Therefore, having a STEM-focused curriculum would strengthen the background of students in science, engineering and math before they major a related field in a university or college. Currently, I have been personally offering coding classes as an after-school activity at MSE's Winchester location. I would like to continue and offer the same club in MSE Cordova Campus.

I served as a board member for three years in Memphis School of Excellence's board. During this time, I had a chance to closely observe MSE's teachers and administrators. Their hard work and dedication for their students always impressed me and I felt fortunate to serve for such a successful school.

I strongly believe that they would succeed in the Cordova area when they are given the opportunity. Therefore, I am pleased to support for the new establishment of Memphis School of Excellence in Cordova.

Sincerely,



Fatih Şen, Instructor, Ph.D.
Computer Science
University of Memphis



School of Public Health

339 Robison Hall
Memphis, Tennessee 38152-3370
Office: 901.678.1340
Fax: 901.678.0372

www.memphis.edu/sph/people/faculty_profiles/ullmann.php

3/8/2019

Muhammet Turkey
Memphis School of Excellence
4450 S. Mendenhall Road
Memphis, TN 38141

Dear Mr. Turkey:

We are happy to confirm our intent to support the application of the proposed Memphis School of Excellence Cordova Campus and our willingness to work with MSE on health-related educational efforts. MSE is known for using innovative ways to inspire students' learning process

(<https://www.commercialappeal.com/story/news/education/2017/04/07/memphis-school-3d-prints-prosthetic-arm-student/100133266/>).

The School of Public Health of the University of Memphis has been working with MSE for several years on projects to address the epidemic of childhood obesity.

Free online tools such as FitKids (memphisfitkids.memphis.edu, <https://www.ncbi.nlm.nih.gov/pubmed/?term=memphisfitkids>) and FitWizard were developed by researchers at the University of Memphis to combat the sedentary habits and childhood obesity that threaten many students' scholastic success. Researchers made teachers, students and parents aware about these tools. We will continue to work with MSE to guide parents, students and teachers to a healthy lifestyle, and we look forward to including the proposed MSE Cordova campus in our efforts to improve health for all students and their families.

Sincerely,

Gerhild Ullmann, PhD, CPH

Research Assistant Professor, Div. Social and Behavioral Sciences
School of Public Health



The University of Memphis

339 Robison Hall, Memphis, TN 38152 USA

901.678.1340 ullmann1@memphis.edu

https://www.memphis.edu/sph/people/faculty_profiles/ullmann.php

SOUTHWEST

TENNESSEE COMMUNITY COLLEGE

P.O. Box 780 • Memphis, TN 38101-0780 • (901) 333-5000 • www.southwest.tn.edu

To Whom it May Concern:

Please accept this letter of support on behalf of the Memphis School of Excellence Cordova (MSE). As you are aware, MSE has submitted an application to establish and open a charter school in our area in order to better serve the needs of our students. MSE's STEM-focused education will provide students in Cordova with a strong educational opportunity.

As a Recruiter, I know that there are many parents and students in my neighborhood who are interested in a quality public school option. After meeting with MSE administrators, I am confident that MSE history of success in Hickory Hill will enable them to provide the same experience to students in Cordova.

I am pleased to give my support to Memphis School of Excellence Cordova. We look forward to welcoming them to the neighborhood.

Sincerely,

Shenay Nolan



Shelby County Schools
Office of Charter Schools
160 S. Hollywood Street
Memphis, TN 38111

To Whom It May Concern:

On behalf of the Tennessee Charter School Center, I am writing to express our support of the proposed Memphis School of Excellence Cordova charter schools.

At the Tennessee Charter School Center, we are committed to developing and supporting high-performing public charter schools while advocating for autonomy, accountability, and choice across public education in Tennessee. Over the years, Memphis School of Excellence has proven its ability to demonstrate meaningful growth and success for Shelby County students. MSE has earned Level 4 or 5 TVAAS score for six out of the last seven years. With a 100% graduation rate in 4 of the last 5 years and a 98% college acceptance rate, it is clear that MSE has discovered a method to move the needle for students in Memphis.

Memphis School of Excellence's mission is to provide a safe and collaborative environment by utilizing programs and strategies as well as math, science and technology tools to promote academic excellence, lifelong learning, and strong character development. MSE is a school that places an emphasis on developing creative approaches to problem solving and preparing students for secondary school and for their future careers as skilled professionals.

TCSC is passionately committed to our belief that all families deserve access to high-quality public education options and opportunities. As the state's primary charter school support organization, we have witnessed first-hand the transformative work that is happening in our charter school sector. We feel optimistic that Memphis School of Excellence's new campuses will provide those high-quality seats for students in Cordova based on their performance over the last several years.

Sincerely,

A handwritten signature in black ink, appearing to read 'Maya Bugg', is written over a light blue horizontal line.

Maya Bugg
Chief Executive Officer

David C Akdemir, Ed.D

Experience

2016 - Current Harmony Public Schools - Central Office Houston, TX

Director of Leadership Development

- Sets the vision and priorities of the leadership development team
- Manages all work streams toward the vision
- Collaborates closely with chiefs and area superintendents to implement leadership development programs
- Uses data to drive decision-making about program content and structure
- Ensures full implementation of leadership development initiatives in schools and districts
- Leads group workshops and coaches individual rising leaders in select topics
- Leads to organize annual leadership summit and regional development events, seminars, and workshops for leaders
- Facilitates performance management systems for leaders that include TPESS (Texas Principal Evaluation and Support System) and HPESS (Harmony Performance Evaluation and Support System)
- Facilitates new leadership academies such as New Principals Academy
- Facilitates leadership coaching programs
- Facilitates organizational assessment programs for campus leaders
- Leads to maintain TEA required charter officer and administrator training
- Facilitates succession management system
- Facilitates online learning management system with assistants

2014 - 2016 Harmony Public Schools - Austin Austin, TX

Area Superintendent

- Functioned as the Superintendent for assigned cluster
- Managed of human resources, maintenance, plant operations, facilities planning/management, construction and support services
- Implemented selection, training, and supervision of personnel
- Supervised school operations
- Supervised and evaluated principals; serves as liaison between principals and the Superintendent and Chiefs; works with principals to resolve school-based concerns and problems; assists principals and teachers in striving for maximum student achievement
- Supervised and conducted personnel administration duties for principals, including evaluating, assigning special duties, monitoring attendance and travel reports

- Supervised principals in analyzing school achievement data and to discuss implications for curriculum and instructional needs
- Developed and administered the district/cluster budget in cooperation with Finance Department using sound fiscal practices
- Ensured implementation of federal, state, and local mandated programs in relation to school site instructional and operational programs
- Provided professional and leadership development to principals and leadership teams in conjunction with the Human Resources Department
- Hired principals and cluster office personnel
- Holds regular meetings with school Principals, cluster directors/coordinators and other administrators to discuss the progress and problems of the cluster
- Directly monitored the work of cluster office personnel
- Visited campuses regularly to coordinate support services with principals
- Initiated and maintained ongoing and effective communication with community and parents regarding student achievement and school programs; supports school-based parent outreach programs and strategies to engage parents in student learning
- Resolved conflict with administrators, parents, teachers, staff, and community regarding extracurricular activities
- Assisted in determining school plant needs of the district by utilizing pupil projections, demographic studies, educational requirements, facilities requirements, and financial projections
- Served as district resource person in dealing with legal issues regarding staff members
- Implemented policies established by federal and state laws, State Board of Education rule, and local board policies
- Supported the alignment of functions between schools and central office divisions
- Worked with various committees and school administrative teams to review school's staffing allocations and forecasted enrollments
- Attended board meetings, and make presentations to the board

2010 - 2014

LISA Academy

Little Rock, AR

Principal/Superintendent

- Coordinated and assisted teachers and students in implementing Arkansas Standards and Frameworks.
- Provided professional development for teacher on state assessment standards.
- Maintained and monitored records for ESL, GT and Special Education students.
- Assisted an efficiency study to analyze how campus could be more fiscally resourceful.
- Provided leadership and mentoring opportunities to assistant principals
- Provided instructional resources and materials to support teachers in accomplishing instructional goals
- Communicated and promoted expectations for high-level performance to staff and students.
- Built common vision for school improvement with staff

- Directed planning activities and put programs in place with staff to ensure attainment of school's mission.
- Observed employee performance, recorded observations, and conducted evaluation conferences with staff.
- Used student achievement data to recommend improvement in the purpose, design, materials, and implementation of the instructional program
- Supervised maintenance of facilities to ensure a clean, orderly, and safe campus.
- Ensured that school rules are uniformly observed and that student discipline is appropriate and equitable in accordance with Student Code of Conduct and Student Handbook.
- Developed master schedule based on campus data.
- Attended conferences, workshops, seminars, and disseminated relevant information to instructional team leaders and members
- Used appropriate and effective techniques to encourage community and parent involvement.
- Ensured the effective and quick resolution of conflicts.
- Implemented Staff Hiring – Personnel Issues/Resolutions/Supervision/Staff Development – Planning and Execution

2009- 2010 LISA Academy Little Rock, AR

Vice Principal/System Manager

- Managed academic programs for middle and high school classes
- Created and maintained class schedules
- Supervised teachers as Curriculum Director
- Provided High School Counseling for 8th grade and High School Students
- Managed Professional Development and Appraisal System
- Managed Student report cards and transcripts
- Managed Practice Mock Tests and State Tests
- Provided IT supports for servers, printers, computers and network

2008-2009 LISA Academy – North Little Rock Sherwood, AR

Vice Principal/System Manager

- Managed academic programs for elementary and middle school classes
- Created and maintained class schedules
- Supervised teachers as Curriculum Director
- Provided High School Counseling for 8th graders
- Managed Professional Development and Appraisal System
- Managed student report cards and transcripts
- Managed practice mock tests and state tests
- Provided IT supports for servers, printers, computers and network

Computer Science Teacher/System Manager

- | | | |
|-----------|----------------------------|-------------------|
| 2003-2004 | Dove Science Academy - OKC | Oklahoma City, OK |
|-----------|----------------------------|-------------------|

Computer Science Teacher

Education

- Doctorate in Educational Leadership and Administration
- Dissertation Titled “Perceptions of Teachers in a Charter School District Regarding Administrator Strategies That Contribute to Teacher Retention”

- Master in Educational Leadership and Administration

- B.S., Computer Education

- High School Diploma from Computer Science

Interests

Licensure Areas

150

VEDA V. T. CHERRY

3228 Whisperwind Cove
Memphis, TN 38125
404-277-5787

EDUCATION

The George Washington University School of Law
Juris Doctor, May 1995

Washington, DC

The Georgia Institute of Technology
Bachelor of Electrical Engineering, September 1991

Atlanta, GA

Tougaloo College
Bachelor of Science in Physics, Magna Cum Laude, May 1991

Tougaloo, MS

LEGAL EXPERIENCE

Cherry & Cherry, LLC
Member (Managing Partner)

Atlanta, GA (1/05-present)

Established law firm in 2005. The firm's primary practice areas are intellectual property law, business transactions, and entertainment law.

The Institute of Paper Science and Technology, Inc.
General and Patent Counsel/Board of Trustees Secretary

Atlanta, GA (6/98-12/04)

Reported to the President. Managed the intellectual property portfolio. Provided legal counsel, advice, and training in general and intellectual property matters. Outsourced projects to general and patent law firms and managed outside general and patent counselors. Performed in-house patent prosecution and oversaw outside patent prosecution. Drafted, reviewed, and monitored IPST service contracts, technology licenses, material transfer, secrecy and research agreements. Negotiated general and technology licensing agreements. Established, reviewed, and approved company policies. Chaired the IPST intellectual property management council that determines intellectual property strategy. Monitored and advised on anti-trust compliance at IPST industry meetings. Served as Secretary on the Board of Trustees, provided guidance in corporate compliance, and prepared the minutes for board meetings.

Jones & Askew (merged with Kilpatrick-Stockton in 2000)
Associate

Atlanta, GA (9/95-5/98)

Prepared and prosecuted patent applications in the fields of software and telecommunications and in the electrical and mechanical arts. Prepared patentability and non-infringement opinions and IP licenses. Handled trademark prosecution and trademark opposition matters. Prepared and negotiated intellectual property agreements. Advised and counseled clients in intellectual property matters.

LICENSES AND MEMBERSHIPS

State Bar of Georgia License, Registered U.S. Patent Attorney. State Bar of Georgia Association, Atlanta Bar Association.

BYLAWS

Read Foundation

4450 S. Mendenhall Rd. St 1
Memphis, TN, 38141

ARTICLE 1

OFFICES

Principal Office

- 1.01. The principal office of the Read Foundation ("Corporation") shall be located at 4450 S Mendenhall Rd. St 1 Memphis, TN 38141. The Corporation may have such other offices, either in Tennessee or elsewhere, as the Board of Directors may determine. The Board of Directors may change the location of any office of the Corporation.

Registered Office and Registered Agent

- 1.02. The Corporation shall comply with the requirements of the Act and maintain a registered office and registered agent in Tennessee. The registered office may, but need not, be identical with the Corporation's principal office in Tennessee. The Board of Directors may change the registered office and the registered agent as provided in the Act.

ARTICLE 2

BOARD OF DIRECTORS

Management of the Corporation

- 2.01. The affairs of the Corporation shall be managed by the Board of Directors.

Number Qualifications and Tenure of Directors

- 2.02. The number of Directors shall be no less than three (3). The number of the directors may be increased or decreased as needed by amendments by majority vote of the directors. Number of Directors may never be less than three (3). Directors need not be residents of Tennessee.

Nomination of Directors

- 2.03. At any meeting at which the election a director occurs, a director may nominate a person with the second of any other director. In addition to nominations made at meetings, a nominating committee shall consider possible nominees and, make nominations for each election of directors. The secretary shall include the names nominated by the nomination committee, and any report of the committee, with the notice of the meeting at which the election occurs.

Election of Directors

- 2.04. A person who meets any qualification requirements to be a director and who has been duly nominated may be elected as director. Directors shall be elected by the vote of the majority of the Board of Directors. Each director shall hold office until a successor is elected and qualified. A director may- [if desired, add: not] be elected to succeed himself or herself as director.

Vacancies

- 2.05. Any vacancy occurring in the board of directors, and any director position to be filled due to an increase in the number of directors, shall be filled by the affirmative vote of a majority of the remaining board of directors. When a vacancy on the Board exists, nominations for new members may be received from present board members one week in advance of a board meeting.

Annual Meeting

- 2.06. The annual meeting of the Board of Directors shall be held in the first two week of July of each year. The date of the annual meeting may be changed with a written notice by the President who shall also set the time and place of that delayed meeting. The president or the secretary shall give a written notice of the meeting to each director not less than five nor more than 30 days before the date of the meeting and shall post a written notice for general public as required in section 2.09 of this bylaw.

Regular meeting

- 2.07. Regular meetings of the board shall be held at the principal office as noted online. Meetings days, hours and locations for the upcoming year will be posted in December of the previous year. The number of meetings may be increased or decreased by a resolution of the board. The president or the secretary shall give a written notice of the meeting to each director not less than five nor more than 30 days before the date of the meeting and shall post a written notice for general public as required in section 2.09 of this bylaw.

Special Meetings

- 2.08. Special meetings of the Board of Directors may be called by or at the request of the president or any two directors. A person or persons authorized to call special meetings of the Board of Directors may fix any place for holding a special meeting. The person or persons calling a special meeting shall notify the secretary of the information required to be included in the notice of the meeting. Then, the secretary shall give a written notice of the meeting to each director not less than five nor more than 30 days before the date of the meeting and shall post a written notice for general public as required in section 2.09 of this bylaw.

Notices

- 2.09. All meeting (Annual, Regular, and Special Meetings) notices must be in writing. The written notices must be posted and must be readily accessible by the general public at all times for at least 72 hours before the scheduled time of the meeting. The written notice shall include agenda items, day, time, and the location of the meeting. The written notice shall use plain, concise English.

Quorum

- 2.10. A majority of the number of directors then in the office shall constitute a quorum for the transaction of business at any meeting of the Board of Directors. Directors present by proxy may not be counted toward a quorum. The directors present at a duly called or held meeting at which a quorum is present may continue the meeting even if enough directors leave the meeting so that less than a quorum remains. However, no action may be approved without the vote of at least a majority of the number of directors required to constitute a quorum. If less than a quorum is present at any meeting, a majority of the directors present may adjourn the meeting at any time without further notice.

Duties of Directors

- 2.11. Directors shall exercise ordinary business judgments in managing the affairs of the Corporation. Directors shall act as fiduciaries with respect to the interests of the members. In acting in their official capacity as directors of this corporation, directors shall act in good faith and take actions they reasonably believe to be in not take any action that they should reasonably believe would be opposed to the Corporation's best interests or would be unlawful. A director shall not be liable if, in the exercise of ordinary care, the director acts in good faith relying on written financial and legal statements provided by an account or attorney retained by the Corporation.

Actions of Board of Directors

- 2.12. The Board of Directors shall try to act by consensus. The act of a majority of the Directors present at a meeting at which a quorum is present shall be the act of the Board unless the act of a greater number is required by law or these bylaws. If a quorum is present but thereafter a sufficient number of Directors leave such meeting so that a quorum no longer present, then any action taken by the remaining Directors shall not be the act of the Board.

Proxies

- 2.13. Board of Directors may not issue a proxy or may not be represented by a proxy.

Compensation

- 2.14. Directors shall not receive salaries for their services. The Board of Directors may adopt a resolution providing for a reimbursement payment according to the state law to the Directors for their expenses of attendance, if any, for attendance at each meeting of the Board of Directors.

Removal of Directors

- 2.15. The Board of Directors or members may vote to remove a director at any time, only for good cause. Good cause for removal of a director shall include the unexcused failure to attend four consecutive meetings of the Board of Directors. A meeting to consider the removal of a director may be called and noticed following the procedures provided in the bylaws. The notice of the meeting shall state the issue of possible removal of the director that will be on the agenda the notice shall state the possible cause for removal. The director shall have the right to be represented by an attorney at and before the meeting. At the meeting, the Corporation shall consider possible arrangements for resolving the problems that are in the mutual interest of the Corporation and the director. A director may be removed by the affirmative vote of fifty one (51) percent of the Board of Directors.

ARTICLE 3

OFFICERS

Officer Positions

The officers of the Corporation shall be a president, vice president, a secretary, a treasurer. The Board of Directors may create additional officer positions, define the authority and duties of each such position, and elect or appoint persons to fill the positions. Any two or more offices may be held by the same person, except the offices of president and secretary.

Election and Term of Office

- 3.02 The officers of the Corporation shall be elected annually by the Board of Directors at the regular annual meeting of the Board of Directors. If the election of officers is not held at this meeting, the election shall be held as soon thereafter as conveniently as possible. Each officer shall hold office until a successor is duly selected and qualified. An officer may be elected to succeed himself or herself in the same office.

Removal

- 3.03 Any officer elected or appointed by the Board of Directors may be removed by the Board of Directors with or without good cause. The removal of an officer shall be without prejudice to the contract rights, if any, of the officer.

Vacancies

- 3.04. A vacancy in any office may be filled by the Board of Directors for the unexpired portion of the officer's term.

President

3.05. The president shall be the chief executive officer of the Corporation. The president shall supervise and control all of the business and affairs of the Corporation. The president shall preside at all meetings of the members and of the Board of Directors. The president may execute any deeds, mortgages, bonds, contracts, or other instruments that the Board of Directors has authorized to be executed. However, the president may not execute instruments on behalf of the Corporation if this power is expressly delegated to another officer or agent of the Corporation by the Board of Directors, the bylaws, or statute. The president shall perform other duties prescribed by the Board of Directors and all duties incident to the office of president.

Vice President

3.06. When the president is absent, is unable to act, or refuses to act, a vice president shall perform the duties of the president. When a vice president acts in place of the president, the vice president shall have all the powers of and be subject to all the restrictions upon the president. If there is more than one vice president, the vice presidents shall act in place of the president in the order of the votes received when elected. A vice president shall perform other duties as assigned by the president or board of directors.

Treasurer

3.07. The treasurer shall:

- (a) Have charge and custody of and be responsible for all funds and securities of the Corporation.
- (b) Receive and give receipts for moneys due and payable to Corporation from any source.
- (c) Deposit all moneys in the name of Corporation in banks, trust companies, or other depositories as provided in the bylaws or as directed by the Board of Directors or president.
- (d) Write checks and disburse funds to discharge obligations of the Corporation.
- (e) Maintain the financial books and record of the Corporation.
- (f) Prepare financial reports at least annually.
- (g) Perform other duties as assigned by the president or by the Board of Directors.
- (h) If required by the Board of Directors, give a bond for the faithful discharge of his or her duties in a sum and with a surety as determined by the Board of Directors.
- (i) Perform all of the duties incident to the office of treasurer.

Secretary

3.08 The secretary shall:

- (a) Give all notices as provided in the bylaws or as required by law.
- (b) Take minutes of the meetings of the members and the Board of Directors and keep the minutes as part of the corporate records.
- (c) Maintain custody of the corporate records and of the seal of the Corporation.
- (d) Affix the seal of the Corporation to all documents as authorized.
- (e) Keep a register of the mailing address of each [if corporation has members, add: member], director, officer, and employee of the Corporation.
- (f) Perform duties as assigned by the president or by the Board of Directors.
- (g) Perform all duties incident to the office of secretary.

ARTICLE 4

COMMITTEES

Establishment of Committees

4.01. The Board of Directors may adopt a resolution establishing one or more committees delegating specified authority to a committee, and appointing or removing members of a committee. A committee shall include two or more directors and may include persons who are not directors. If the Board of Directors delegates any of its authority to a committee, the majority of the committee shall consist of directors.

The Board of Directors may establish qualifications for membership on a committee. The Board of Directors may delegate to the president its power to appoint and remove members of a committee that has not been delegated any authority to it shall not relieve the Board of Directors, or any individual director, of any responsibility imposed by the Bylaws or otherwise imposed by law. No committee shall have the authority of the Board of Directors to:

- (a) Amend the articles of incorporation.
- (b) Adopt a plan of merger or a plan of consolidation with another corporation.
- (c) Authorize the sale, lease, exchange, or mortgage, of all or substantially all of the property and assets of the Corporation.
- (d) Authorize the voluntary dissolution of the Corporation.
- (e) Revoke proceedings for the voluntary dissolution of the Corporation.
- (f) Adopt a plan for the distribution of the assets of the Corporation.
- (g) Amend, alter, or repeal the bylaws.
- (h) Eject, appoint, or remove a member of a committee or a director or officer of the Corporation.
- (i) Approve any transaction to which the Corporation is a party and that involves a potential conflict of interests as defined in paragraph 5.04, below.
- (j) Take any action outside the scope of authority delegated to it by the Board of Directors.

Authorization of Specific Committee

- 4.02. There shall be the following committees: Academic and Finance Committees. The Board of Directors shall define the activities and scope of authority of each committee by resolution.

Term of Office

- 4.03. Each member of a committee shall continue to serve on the committee until the next annual meeting of the Directors of the Corporation and until a successor is appointed. However, the term of a committee member may terminate earlier if the committee is terminated or if the member dies, ceases to qualify, resigns, or, is removed as a member. A vacancy on a committee may be filled by an appointment made in the same manner as an original appointment. A person appointed to fill a vacancy on a committee shall serve for the unexpired portion of the terminated committee member's term.

Chair and Vice-Chair

- 4.04. One member of each committee shall be designated as the chair of the committee and the other member of each committee shall be appointed by the president of the Corporation. The chair and vice-chair shall be appointed by the president of the Corporation. The chair shall call and preside at all meetings of the committee. When the chair is absent, is unable to act, or refuses to act, the vice-chair shall perform the duties of the chair. When a vice-chair acts in place of the chair, the vice-chair shall have all the powers of and be subject to all the restrictions upon the chair.

Notice of Meetings

- 4.05. Written or printed notice of a committee meeting shall be delivered to each member of a committee not less than, seven nor more than 30 days before the date of the meeting. The notice shall state the place, day, and time of the meeting, and the purpose or purposes for which the meeting is called.
- 4.06. A majority of the number of persons shall constitute a quorum of a committee for the transaction of business at any meeting of the committee. The directors present at a duly called or held meeting at which a quorum is present may continue the meeting even if enough directors leave the meeting so that less than a quorum remains. However, no action may be approved without the vote of at least a majority of the number of directors required to constitute a quorum. If less than a quorum is present at any meeting, a majority of the directors present may adjourn the meeting at any time without further notice.

Actions of Committees

- 4.07. Committees shall try to take action by consensus. However, the vote of a majority of committee members present and voting at a meeting at which a quorum is present shall be sufficient to constitute the act of the committee unless the act of a greater number is required by law or the bylaws. A

committee member who is present at a meeting and abstains from a vote is not considered to be present and voting for the purpose of determining the act of the committee.

Proxies

4.08. A committee member may not vote by a proxy.

Compensation

4.09. Committee members shall not receive salaries for their services. The Board of Directors may adopt a resolution providing for the payment to committee members of a fixed sum and expenses of attendance, if any, for attendance at each meeting of the committee. A committee member may serve the Corporation in any other capacity and receive compensation for those services. Any compensation that the Corporation pays to a committee member shall be commensurate with the services performed and shall be reasonable in amount. However, the Board of Directors is highly encouraged to provide services on a voluntary basis and request no compensation.

Rules

4.10. Each committee may adopt rules for its own operation not inconsistent with the bylaws or with rules adopted by the Board of Directors.

ARTICLE 5

TRANSACTIONS OF THE CORPORATION

Contracts

5.01. The Board of Directors may authorize any officer or agent of the Corporation to enter into a contract or execute and deliver any instrument in the name of and on behalf of the Corporation. This authority may be limited to a specific contract or instrument or it may extend to any number and type of possible contracts and instruments.

Deposit

5.02. All funds of the Corporation shall be deposited to the credit of the Corporation in banks, trust companies or other depositories that the Board of Directors selects.

Gifts

5.03. The Board of Directors may accept on behalf of the Corporation any contribution, gift, bequest, or devise for the general purposes or for any special purpose of the Corporation. The Board of Directors may make gifts and give charitable contributions that are not prohibited by the bylaws, the articles of incorporation, state law, and any requirements for maintaining the Corporation's federal and state tax status.

Potential Conflicts of Interest

5.04. The corporation shall not make any loan to a director or officer of the corporation. The Corporation shall not borrow money from or otherwise transacts business with a member, director, officer, or, committee member of the Corporation unless the transaction is described fully in a legally binding instrument and is in the best interests of the Corporation. The Corporation shall not borrow money from or otherwise transact business with a director, officer, or committee member of the Corporation without full disclosure of all relevant facts and without the approval of the Board of Directors, not including the vote of any person having a personal interest in the transaction.

Annual Statements Regarding Conflict of Interest Policy

5.05. Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

(a) Has received a copy of the conflicts of interest policy,

- (b) Has read and understands the policy,
- (c) Has agreed to comply with the policy, and
- (d) Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Records of Proceedings

5.06. The minutes of the governing board and all committees with board delegated powers shall contain:

- (a) The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.
- (b) The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Violations of the Conflicts of Interest Policy

5.07. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Prohibited Acts

5.08. As long as the Corporation is in existence, and except with the prior approval of the Board of Directors, no director, officer or committee member shall:

- (a) Do any act in violation of the bylaws or a binding obligation of the Corporation.
- (b) Do any act with the intention of harming the Corporation or any of its operations.
- (c) Do any act that would make it impossible or unnecessarily difficult to carry on the intended or ordinary business of the Corporation.
- (d) Receive an improper benefit from the operation of the Corporation.
- (e) Use the assets of the Corporation, directly or indirectly, for any purpose other than carrying on the business of the Corporation.
- (f) Wrongfully transfer or dispose of Corporation property, including intangible property such as good will.
- (g) Use the name of the Corporation (or any substantially similar name) or any trademark or trade name adopted by the Corporation, except on behalf of the Corporation in the ordinary course of the Corporation's business.
- (h) Disclose any of the Corporation business practices, trade secrets, or any other information not generally known to the business community to any person not authorized to receive it.

ARTICLE 6

BOOKS AND RECORDS

Required Books and Records

6.01. The Corporation shall keep complete books and records of account. The Corporation's books and records shall include:

- (a) A file-endorsed copy of all documents filed with Tennessee Secretary of State relating to the Corporation, including, but not limited to, the articles of Corporation, and any articles of

- amendment, restated articles, articles of merger, articles of consolidation, and statement of change of registered office or registered agent.
- (b) A copy of the bylaws, and any amended versions or amendments to the bylaws.
 - (c) Minutes of the proceedings of the Board of Directors, and committees having any of the authority of the Board of Directors.
 - (d) A list of the names and addresses of the directors, officers and any committee members of the Corporation.
 - (e) A financial statement showing the assets, liabilities and net worth of the Corporation at the end of the three most recent fiscal years.
 - (f) A financial statement showing the income and expenses of the Corporation for the three most recent fiscal years.
 - (g) All rulings, letters, and other documents relating to the Corporation's federal, state, and local tax status.

ARTICLE 7

FISCAL YEAR

- 7.01 The fiscal year of the Corporation shall begin on the first day of July and end on the last day in June in each year.

ARTICLE 8

INDEMNIFICATION

When Indemnification is Required, Permitted, and Prohibited

- 8.01. (a) The Corporation shall indemnify a director, officer, committee member, employee or agent of the Corporation who was, is or may be named defendant or respondent in any proceeding as a result of his or her actions or omissions within the scope of his or her official capacity in the Corporation. For the purposes of this article, an agent includes one who is or was serving at the request of the Corporation as a director, officer, partner, venturer, proprietor, trustee, partnership, joint venture, sole proprietorship, trust, employee benefit plan, or other enterprise. However, the Corporation shall indemnify a person only if he or she acted in good faith and reasonably believed that the conduct was in the Corporation's best interests. In a case of criminal proceeding, the person may be indemnified only if he or she had no reasonable cause to believe that the conduct was unlawful. The Corporation shall not indemnify a person who is found liable to the Corporation or is found to be liable to another on the basis of improperly receiving a personal benefit. A person is conclusively considered to have been found liable in relation to any claim, issue, or matter if the person has been adjudged liable by a court of competent jurisdiction and all appeals have been exhausted.
- (b) The termination of a proceeding by judgment, order, settlement, conviction, or on a plea of *nolo contendere* or its equivalent does not necessarily preclude indemnification by the Corporation.
 - (c) The Corporation shall pay or reimburse expenses incurred by a director, officer, committee member, employee, or agent of the Corporation in connection with the person's appearance as a witness or other participation in a proceeding involving or affecting the Corporation when the person is not a named defendant or respondent in the proceeding.
 - (d) In addition to the situations otherwise described in this paragraph, the Corporation may indemnify a director, officer, committee member, employee, or agent of the Corporation to the extent permitted by law. However, the Corporation shall not indemnify any person in any situation in which indemnification is prohibited by the terms of paragraph 8.01., above.

- (e) Before the final disposition of a proceeding, the Corporation may pay indemnification expenses permitted by the bylaws and authorized by the Corporation. However, the Corporation shall not pay indemnification expenses to a person before the final disposition of a proceeding. If the person is a named defendant or respondent in a proceeding brought by the Corporation; or the person is alleged to have improperly received a personal benefit or committed other willful or intentional misconduct.
- (f) If the Corporation may indemnify a person under the bylaws, the person may be indemnified against judgment, penalties, including excise and similar taxes, fines, settlements, and reasonable expenses (including attorney's fees) actually incurred in connection with the proceeding. However, if the proceeding was brought by or on behalf of the Corporation, the indemnification is limited to a reasonable expenses actually incurred by the person in connection with the proceeding.

Procedures Relating to Indemnification Payments

- 8.02. (a) Before the Corporation may pay any indemnification expenses (including attorney's fees), and determine that expenses to be reimbursed are reasonable, except as provided in paragraph 8.02(c), below. The Corporation may make these determinations and decisions by any one of the following procedures:
- (i) Majority vote of the quorum consisting of directors who, at the time of the vote, are not named defendants or respondents in the proceeding.
 - (ii) If such a quorum cannot be obtained, by a majority vote of committee of the Board of Directors, designated to act in the matter by a majority vote of all directors, consisting solely of two or more who at the time of the vote are not named defendants or respondents in the proceeding.
 - (iii) Determination by special legal counsel selected by the Board of Directors by votes as provided in paragraph 10.02(a)(i) or 10.02(a)(ii), or if such a quorum cannot be obtained and such a committee cannot be established, by a majority vote of all directors.
- (b) The Corporation shall authorize indemnification and determine that expenses to be reimbursed are reasonable in the same manner that it determines whether indemnification is permissible. If the determination that the facts then known to those making the determination would not preclude indemnification and authorization of payment shall be made in the same manner as a determination that indemnification is permissible under paragraph 8.02(a), above. The person's written affirmation shall state that he or she has met the standard of conduct necessary for indemnification under the bylaws. The written undertaking shall provide for repayment of the amount paid or reimbursed by the Corporation if it is ultimately determined that the person has not met the requirements for indemnification. The undertaking shall be an unlimited general obligation of the person, but it need not be secured and it may be accepted without reference to financial ability to make repayment.

ARTICLE 9

NOTICES

Notice by Mail, Telegram, email

- 9.01. Any notice required or permitted by the bylaws to be given to a director, officer or member of a committee of the Corporation may be given by mail, telegram or email. If mailed a notice shall be deemed to be delivered when deposited in the United States mail addressed to the person at his or her address as it appears on the records of the Corporation, with postage prepaid. If given by telegram, a notice shall be deemed to be delivered when accepted by the Telegram Company and addressed to the person at his or her address as it appears on the records of the Corporation. A person may change his or her address by giving written notice to the secretary of the Corporation.

Signed Waiver of Notice

- 9.02. Whenever any notice is required to be given under the provisions of the act or under the provisions of the articles of incorporation or the bylaws, a waiver in writing signed by a person entitled to receive a notice shall be deemed equivalent to the giving of the notice. A waiver of the notice shall be effective whether signed before or after the time stated in the notice being waived.

Waiver of Notice by Attendance

- 9.03. The attendance of a person at a meeting shall constitute a waiver of notice of the meeting unless the person attends for the express purpose of objecting to the transaction or any business because the meeting is not lawfully called or convened.

ARTICLE 10**SPECIAL PROCEDURES CONCERNING MEETINGS****Meeting by Telephone or Internet**

- 10.01. A. Subject to the provisions required or permitted by the Tennessee Open Meetings Act or notice of meetings, unless otherwise restricted by the articles of incorporation or bylaws, members of the board of directors of the corporation, or members of any committee designated by such board may participate in and hold a meeting of such members, board, or committee by means of: (1) conference telephone or similar communications equipment by which all persons participating in the meeting can hear each other; or (2) another suitable electronic communications system, including videoconferencing technology or the Internet, only if: (a) each member entitled to participate in the meeting consents to the meeting being held by means of that system; and (b) the system provides access to the meeting in a manner or using a method by which each member participating in the meeting can communicate concurrently with each other participant.

B. Participation in a meeting pursuant to this Article shall constitute presence in person at such meeting, except where a person participates in the meeting for the express purpose of objecting to the transaction of any business on the ground that the meeting is not lawfully called or convened.

ARTICLE 11**AMENDMENTS TO BYLAWS**

- 11.01 The bylaws may be altered, amended, or repealed, and new bylaws may be adopted a majority vote by the Board of Directors. The notice of any meeting at which the bylaws are altered, amended, or repealed, or at which new bylaws are adopted shall include the text of the proposed bylaw provisions as well as the text of any existing provisions proposed to be altered, amended, or repealed. Alternatively, the notice may include a fair summary of those provisions.

ARTICLE 12

MISCELLANEOUS PROVISIONS AND CLAUSES

Dissolution Clause

- 12.01. Upon the dissolution of this organization, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal code, or shall be distributed to the federal government, or to a state or local government, for a public purposes.

Legal Authorities Governing Constructions of Bylaws

- 12.02. The bylaws shall be construed in accordance with the laws of the State of Tennessee. All references in the bylaws to statutes, regulations, or other sources of legal authority shall refer to the authorities cited, or their successors, as they may be amended from time to time.

Legal Construction

- 12.03. If any bylaw provision is held to be invalid, illegal, or unenforceable in any respect, the invalidity, illegality, or unenforceability shall not any other provision and the bylaws shall be construed as if the invalid, illegal, or unenforceable provision had not been included in the bylaws.

Headings

- 12.04. The headings used in the bylaws are used for inconvenience and shall not be considered in contouring the terms of the bylaws.

Gender

- 12.05. Wherever the context requires, all words in the bylaws in the male gender shall be deemed to include female or neuter gender, all singular words shall include the plural, and all plural words shall include the singular.

Seal

- 12.06. The Board of Directors may provide for a corporate seal such a seal would consist of two concentric circles containing the words Read Foundation, "Tennessee," in on encircle and the word "Incorporated" together with the date of incorporation of the Corporation in the other circle.

Power of Attorney

- 12.07. A person may execute any instrument related to the Corporation by means of a power of attorney if an original executed copy of the Corporation to be kept with the Corporation records.

Parties Bound

- 12.08. The bylaws shall be binding upon and inure to the benefits of the directors, officers, committee members, employees, and agents of the Corporation and their respective heirs, executors, administrators, legal representatives, successors, and assigns except as otherwise provided in the bylaws.

ARTICLE 13

THE NON-DISCRIMINATORY STATEMENT

- 13.01. It is the policy of Read Foundation not to discriminate on the basis of age, color, handicap or disability, ancestry, national origin, marital status, race, religion, gender, veteran status, or political affiliation, in its educational programs and/or activities.

CERTIFICATE OF APPROVAL

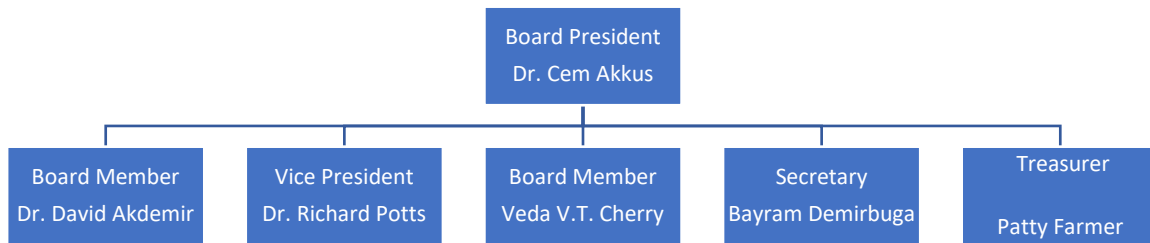
I certify that I am the duly elected and acting president of Read Foundation and that the foregoing Bylaws constitute the Bylaws of the Corporation. These Bylaws were duly adopted at a meeting of the Board of Directors held on _____, 20____.

[Signature]

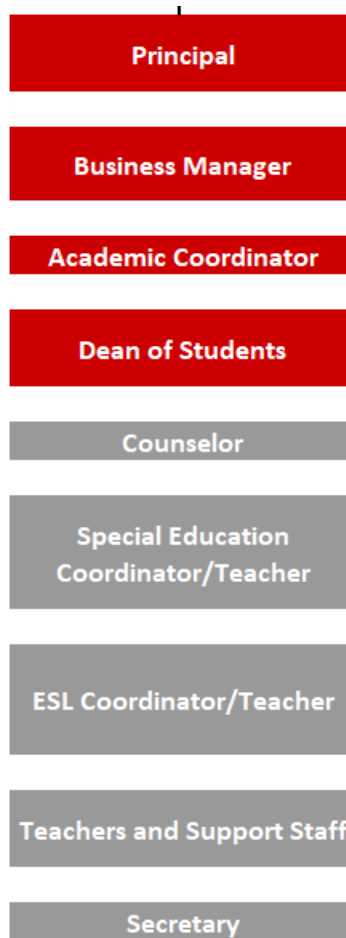
____ / ____ / ____
Date (mm/dd/yyyy)

[Name]

Board of Directors Organizational Chart



Attachment G: School Organizational Chart Years 1 and 5





Memphis School of Excellence Annual Progress Report 09/30/2019

MSE 6-7:

Address: 4450 S. Mendenhall Rd. St1 Memphis, TN 38141

Phone: 901-367-7814 Fax: 901-367-7816

Website: www.sememphis.org

MSE 8-12:

Address: 4921 Winchester Rd. Memphis, TN 38118

Phone: 901-425-2932 Fax: 901-729-6494

Website: www.sehmemphis.org

Contact Info:

Muhammet Turkey

Executive Director

mturkay@sememphis.org

Cell: 901-491-6854

Contents

Introduction to the School	3
School Progress Report Indicators	4
Section I: School Academic Performance	4
A. Progress made toward performance framework objectives	4
Goal #1. Students will receive a thorough and comprehensive, balanced education, meeting and exceeding the Tennessee Curriculum Standards.	5
Goal #2. All students will be educated in an environment of mutual respect. Character Education and Leadership development will be provided.	6
Goal #3. All students will become computer literate so that they will become part of the digital revolution. The school website will be another communication tool between school and home.	7
Goal #4. Students will be given the opportunity to expand their knowledge in the subject of their interests beyond curriculum levels.	8
2018-2019 School Year Achievements	9
US News Report 2019 School Ranking	9
District Reports	9
Graduation Rate	10
Sport Teams	10
Goal #5. A large number of parents will be involved in school activities and families will be visited. Peer Tutorial, Mentoring, and Counseling will be provided.	10
Goal #6. All students will benefit from a smaller class size.	10
Goal #7. Build and maintain positive relationships among all school and community members.	11
Goal #8. Develop a sound financial plan to provide high quality, cost-effective educational opportunities for all.	11
Goal #9. Maintain a clean, safe, and modern facility that provides a setting for appropriate academic, extracurricular, and community activities.	11
Goal #10. Multicultural and multiethnic diversity will be considered valuable attributes.	12
B. Academic Areas of Concern	12
C. Highest Priority Action Steps	12
Section II: School Operations	13
Section III: School Finance	16
Appendix A: Leadership Roster and Contact Information	17
Appendix B: Student Attrition Information	19

Introduction to the School

Name of School: Memphis School of Excellence			
Authorizer	Shelby County Schools	School Hours	7:30-4:00 (For Grades 6-7) 7:15-3:45 (for Grades 8-12)
Year Opened	2010	Next Renewal Year	2020
Current Enrollment	Total:516 (As of 9/30/19)	Max. Enrollment per Charter Agreement	675
Current Grade Span Served	6-12	Grade Span Approved in Charter	6-12
# Instructional Days per School Year	180	Current # of Students on Waitlist	Total: 458 (As of 9/30/2019)
Mission Statement	The mission of Memphis School of Excellence (MSE) is to provide a safe and collaborative environment which will cultivate the academic and social development of its students by emphasizing math, science, and technology for the purpose of students setting and meeting higher education goals.		

School Progress Report Indicators

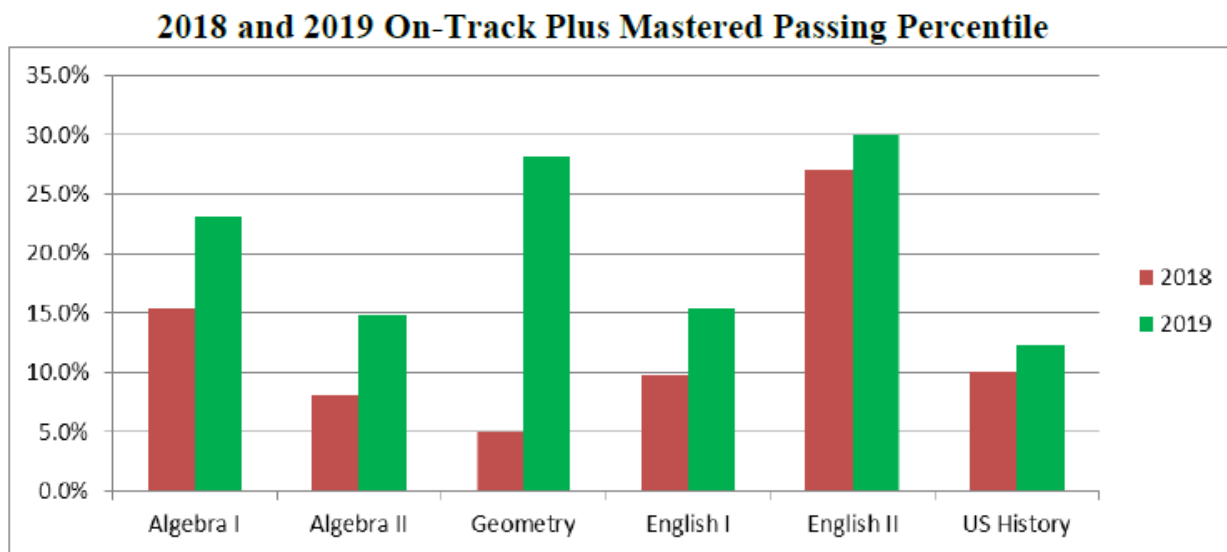
Section I: School Academic Performance

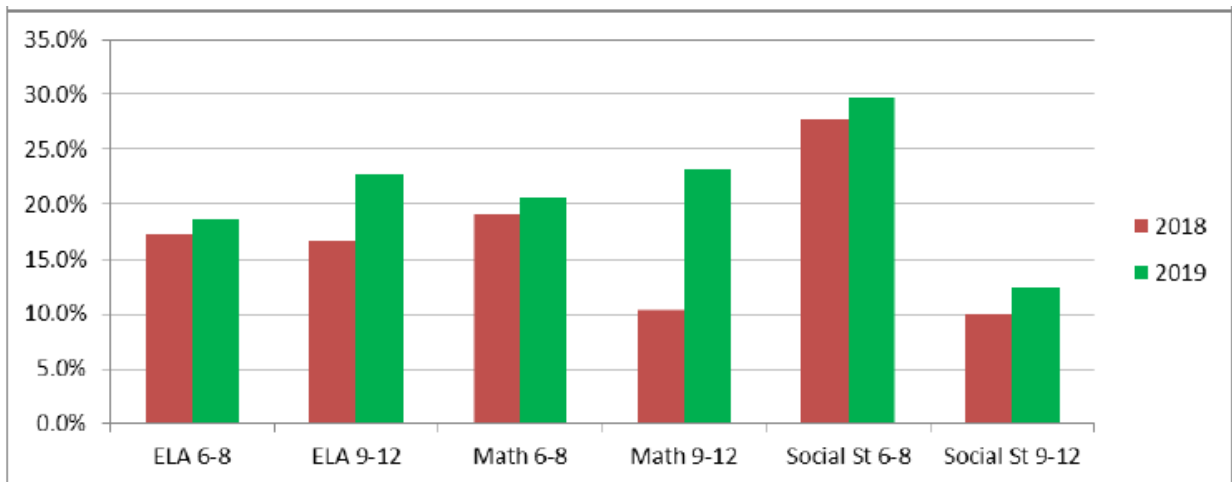
A. Progress made toward performance framework objectives

Describe the progress made during the last year toward performance framework objectives and all school academic goals outlined in the charter agreement. For each goal or indicator, please answer the following:

- 1. What progress toward this goal or objective was made over the course of the previous academic year? Provide the applicable quantitative data that supports this analysis.*
- 2. If the goal or metric was met, what key levers, policies, and/or practices led to success?*
- 3. If the goal or metric was not met, what hindered the organizations' abilities to attain the desired outcome? How is the governing board planning to address any areas of weakness moving forward?*

Memphis School of Excellence students improved their TNReady test results on all subjects in all grade levels. MSE earned a combined TVAAS score of 3.





		On Track Plus Mastered		
Subject	Grades	2018	2019	Change in Rates
ELA 6-8	6-8	17.2%	18.6%	1.3%
ELA 9-12	9-12	16.6%	22.8%	6.2%
Math 6-8	6-8	19.1%	20.6%	1.5%
Math 9-12	9-12	10.4%	23.2%	12.8%
Social St 6-8	6-8	27.7%	29.8%	2.0%
Social St 9-12	9-12	10.0%	12.3%	2.3%

		On Track Plus Mastered		
Subject	Grades	2018	2019	Change in Rates
Algebra I	HS	15.4%	23.1%	7.7%
Algebra II	HS	8.0%	14.9%	6.9%
Geometry	HS	4.9%	28.2%	23.3%
English I	HS	9.8%	15.4%	5.6%
English II	HS	27.1%	30.0%	2.9%
US History	HS	10.0%	12.3%	2.3%

Goal #1. Students will receive a thorough and comprehensive, balanced education, meeting and exceeding the Tennessee Curriculum Standards.

- a. Teachers submitted their weekly plans and standards through Google Docs. Instructional coaches provided feedback and post comments on Google Docs. The Academic Coordinator and Instructional Coaches prepared 5 benchmark tests based on what students learned over the last six-week period. Data was analyzed with teachers. Students were tutored based on their test data and what they missed. Students were tutored after

school, on Saturdays, and during pull out sessions. We also added evening tutoring for students who participate in other after school activities. Tutors made a plan based on students' needs.

- b. All students were given standardized diagnostic tests at the beginning of the school year. Test data helped teachers and administrators adjust the instructional level and arrange appropriate support programs for students at risk. Test results were also utilized by the administrative staff to modify the curriculum if necessary, in order to emphasize areas of the deficiency by the end of the first school year.
- c. Students with special needs have been receiving individualized goals, and as appropriate, students suspected of being eligible for special education were referred for evaluation, evaluated, and, if classified, received Individualized Educational Plans developed and implemented, according to the state and federal timelines. School special education teachers, Mrs. Terrell and Mr. Hackworth, have been working cooperatively with school administrators to arrange and follow up on IEPs.
- d. All students entering with IEPs were accommodated according to the IEP in place.
- e. The Special Education teachers utilized a consultative model to work with all classroom teachers and other applicable staff members to assist with modifications to the students' programs within the mainstream classrooms. This process began as early as the faculty orientation.
- f. MSE has a 100% graduation rate for classes of 2014, 2015, 2016, and 2018. In 2017 and 2019 MSE had a 98% graduation rate.
- g. MSE offered ACT prep classes and tutoring sessions throughout the year. MSE's ACT score has gone up at least a point every year. Our average score was 13.8 in 2014 and rose to 15.8 in 2015, 16.9 in 2016, and 18.6 in 2017 and 2018. Our 2019 average score is expected to be 18.8. We have had several students scored over a 24 and two students score over 30.

Goal #2. All students will be educated in an environment of mutual respect. Character Education and Leadership development will be provided.

- a. All students participated in classroom activities geared towards problem-solving, conflict resolution, peer support, leadership, group sharing, cooperative learning projects, and self-esteem.
- b. Students and families completed a feedback questionnaire (2018-2019 Parent Climate Survey and MSE Student Survey) regarding satisfaction with the atmosphere concerning mutual respect.
- c. The counselor provided students with classroom guidance on a variety of topics, including anti-bullying information.
- d. Several students participated in the Memphis Reach program, the MAP program, and St. Jude's youth program.

Goal #3. All students will become computer literate so that they will become part of the digital revolution. The school website will be another communication tool between school and home.

- a. All parents had access to student academic information (Notifications, Test Center, grades, graduation plan, homework, attendance, schedule, discipline, lunch, library, teacher comments, parent comments) via the internet. The school web site has been used as a strong communication tool between school and home. The web page has been updated regularly with ongoing projects, activities, announcements, and homework logs. Many parents use the school's website daily.
- b. Student Information Management System (SIMS) Database is a smartphone application working with Apple and Android products. Parents and students can keep in contact with the school and track their child's progress by using their smartphones. Parents get a notification for any change on a student's record, such as new homework, low grade, discipline problem, skipping class, teacher messages, etc. More than half of our parents are using the smartphone application.
- c. All students in middle school, juniors, and seniors received computer instruction according to achievement level, grade level, and appropriateness of technology use for the specific lessons. Eventually, all students in middle school will be able to utilize the computer for word processing, data collection and maintenance, research, use of the Internet, report cards, and portfolios.

- d. Teachers will utilize computer technology and other electronic media such as video, audio, and computer software from the inception of the academic program. All teachers use technology in the classroom. All classrooms have projectors, desktop or laptop computers, and some had document cameras or smartboards.
- e. Teachers were aided in their use of computers for classroom instruction through in-service training prior to the opening of the school by administrators and computer teacher.
- f. The school has five mobile laptops sets and purchased a Chromebook set for teachers to use in-class activities and projects. Mobile laptops and Chromebooks helped students and teachers to work with the computer during their class periods.
- g. MSE offered a 3-D printing club as an after school activity. Students were able to stay after school and learn more about computers. Also, after school hours, the computer lab is available to all students. They can practice and finish their homework in the computer lab.

Goal #4. Students will be given the opportunity to expand their knowledge in the subject of their interests beyond curriculum levels.

All students have been encouraged to become self-directed learners and competitors, through encouragement, provision of choices, and opportunities for success that are consistently presented.

- a. MSE offers a Robotics club for both Middle and High School students.
2016: Memphis School of Excellence's robotics team, SUPEREAGLES, won the 2nd place award in Robot Strategy & Innovation category and ranked 4th in Robot Game Award at West Tennessee First Lego League Competition out of 41 teams.
2015: Memphis School of Excellence robotics team, Eaglebots, won the first place award in the Robot Design category at West Tennessee First Lego League Competition out of 30 teams.
2013: MSE FLL Robotics team won the 1st place in State-Wide FLL Robotics Competition. The team won the "Robot Performance Award," scored the highest point in the competition.
2012: MSE Robotics Team was awarded 3rd place in State-Wide FLL Robotics Competition among 50 teams.

- b. MSE Science Olympiad team received the overall second place at the 2019 Regional Science Olympiad competition and qualified to the state level. Our team competed at 23 events and received four first places, five second places, and seven third places.
- c. MSE started to offer a 3D printing club. MSE purchased 3D printers and related equipment and materials. Science teachers attended 3D printing PDs throughout the year.
- d. Opportunities for the academic competition were presented for student choice. Competitions included: Science Olympiad, Spelling Bee, Geography Bee, AMC, and Math Counts.
- e. MSE offered several clubs and activities to all students to expand their knowledge in the subject of their interests beyond curriculum levels.

Memphis School of Excellence offers the following clubs and activities: ACT Tutoring English, ACT tutoring Math, HS + MS Cheerleading, HS + MS Soccer, HS + MS Robotics, HS Basketball Boys & Girls, MS Basketball Boys & Girls, HS + MS Volleyball, Art Club, Student Council, HS + MS Track, Cross Country, MS Show Choir, HS Baseball, Bowling, Math-ELA-Science-Soc. Studies Tutoring, Drama Club.

2018-2019 School Year Achievements

US News Report 2019 School Ranking

In the most recent report by US News and World Report (Spring 2019), the Memphis School of Excellence was ranked #2 best charter school (HS) in Tennessee and #37 among all TN high schools. MSE was awarded a bronze medal. The US News and World Report rankings are based on our students' performance on state tests and their college readiness.

<https://www.usnews.com/education/best-high-schools/tennessee/districts/shelby-co/memphis-school-of-excellence-147620>

District Reports

- Shelby County Schools (SCS) evaluates its charter schools using the Operational Scorecard.

MSE had one of the highest scores on the Operational Scorecard among all charter schools.

<http://scsk12.org/charter/application-supplement?PID=1151>

Graduation Rate

- MSE has a 100% graduation rate for classes of 2014, 2015, 2016, and 2018, and a 98% graduation rate for the class of 2017 and 2019.
- 100% of MSE students have been accepted to a 4-year college.
- As of May 2019, the class of 2019 raised more than \$4.39 million dollars in scholarships.

Sport Teams

MSE offered several sports teams during the 2018-2019 school year. More than 250 students participated in sports. Sports helped the school to reduce discipline problems and increase academic achievement and retention rates. Our HS volleyball team was the district runnerup. MSE offered the following sports: Middle School Boys Basketball, Middle School Girls Basketball, High School Boys Basketball, High School Girls Basketball, MS + HS Volleyball, HS Softball, HS Baseball, MS + HS Soccer, Middle School Boys Track, Middle School Girls Track, High School Boys Track, High School Girls Track, Bowling, HS Cross Country.

Goal #5. A large number of parents will be involved in school activities and families will be visited. Peer Tutorial, Mentoring, and Counseling will be provided.

- a. Teachers are required to regularly contact parents to discuss the students' progress in academic and non-academic areas.
- b. All parents have been encouraged to participate in activities of the classrooms, cafeteria, and many other extra-curricular affairs. The school utilizes the school website, Automatic Phone Calling System, and Bulk Emailing System to inform the parents of Family Nights, TCAP Nights, and Parent-Teacher Conferences.
- c. HS parents participated in the TN FAFSA frenzy.
- d. Students and parents were invited to a college and career fair hosted at MSE.

Goal #6. All students will benefit from a smaller class size.

- a. The student to teacher ratio is 16 to 1.
- b. Individual instruction in a small class size setting is available to those who are deficient in their subject areas. There were 18 groups in our Saturday Tutoring Program. Each group consisted of less than 6 students.
- c. Students were tutored in small groups throughout the year.

- d. The intervention teachers had small groups tutoring throughout the year. Each group had less than 6 students.

Goal #7. Build and maintain positive relationships among all school and community members.

- a. A comprehensive and dynamic school website is active so that parents and community members can be well-informed.
- b. Community members were invited to several school programs including graduation, 8th-grade promotion, Hispanic Heritage Month, Black History Month, Bullying Awareness Month, etc.
- c. MSE Parent Teacher Organization (PTO) was actively involved in school and community activities.
- d. A monthly e-newsletter was sent to all parents and key community stakeholders to share what was going on at MSE.

Goal #8. Develop a sound financial plan to provide high quality, cost-effective educational opportunities for all.

- a. The school has a well-balanced budget development and presentation format.
- b. MSE purchased and renovated a building for its high school.

Goal #9. Maintain a clean, safe, and modern facility that provides a setting for appropriate academic, extracurricular, and community activities.

- a. All the furniture in the classrooms was checked and some were replaced with new furniture. The school has a contract with a cleaning company that cleans the building before, during, and after schools. The staff reports if there is any cleaning problem in their classes or any other place.
- b. MSE installed 33 cameras inside and outside of the school. Cameras improve safety and reduce discipline problems. MSE installed fences and cameras to HS location. All doors have magnet locks. Fences were installed around HS building entrances.

- c. MSE has a closed campus; outside doors are locked during school hours. The staff uses electromagnets to open the lobby doors and entrance doors. Parents or visitors cannot enter the building without permission from the office.

Goal #10. Multicultural and multiethnic diversity will be considered valuable attributes.

- a. All students are encouraged to think beyond cultural boundaries, to show tolerance and acceptance of individuals or groups with different cultural backgrounds, and to accept people in their own ethical and cultural positions.
- b. The school explored training options to allow focus on issues of sensitivity to ethnic and cultural backgrounds for the entire staff. All staff will be encouraged to participate in training scheduled prior to the opening of the school.
- c. Black History Month: We celebrated Black History Month during February 2019. Several parents and community members participated in the program.
- d. Hispanic Heritage Month: MSE celebrated Hispanic Heritage Month during October 2018. Community members, including families, Hispanic representatives, and the Mayor's office were invited to the events and activities.

B. Academic Areas of Concern

Outline any academic areas of concern identified in authorizer performance frameworks or other notices of concern over the past year. How is the governing board planning to address these deficiencies moving forward?

There are no major academic areas of concern identified in authorizer performance frameworks or other notices of concern over the past year. There are a few areas that would be decided to be improved which is outlined in the next section.

C. Highest Priority Action Steps

Based on the information outlined above, please describe the 3-5 highest priority action steps the governing board plans to take to address any concerns about academic performance and/or to drive continuous improvement.

1. Low ELL academic scores: We fully understand that providing English as a Second Language (ESL) services and supports to students who are ELLs is a separate program and model from our RtI2 programming, which supports

students who have been identified as struggling. We have seen a high increase in the ELL student population. To provide a robust English language learner programming, we ensure that students who are acquiring English language proficiency receive all needed and legally-mandated services and supports. We understand that students who are working to achieve English language proficiency have different needs than students who have been identified as needing intervention through RtI2 programming. We also understand that some students who are English Learners (ELs) may also need intervention through RtI2 programming in addition to ESL supports and services. We just hired a third full-time ESL teacher to serve to English language learners. We are also offering additional/optional PD's to the general education teachers so that they can effectively differentiate instruction in their class.

2. Low Middle School Mathematics Scores: At the middle school, students spend more hours in math than at traditional public schools. More specifically, MSE middle school students have 10 45-minute periods a week in math classes as compared with the traditional average of 5 periods a week. Additionally, high school students are provided with opportunities to take additional mathematics courses outside of what has minimally required for graduation. Recently we hired two part-time math interventionists to serve in middle and high school.
3. ACT Scores: MSE's ACT score has been going up every year at least a point. We believe the increase is related to the ongoing programs we have at the school. MSE's ACT score for 2018 is 18.6. Although the score is above the regions' average score it is still less than the state and national average. MSE will offer ACT after school programs to all interested students. In addition, MSE will have ACT/Bridge Math class for all juniors and some seniors are taking SAILS math to build their ACT skills. We will have mock tests throughout the year for all high school students and purchase additional resources for the ACT program. MSE will implement ACT Blitzes on Saturdays in the weeks before the official retest to better prepare students.

Section II: School Operations

- A. *Complete the table in **Appendix A** for identifying members of the governing board and school leadership for the 2019-20 school year. Below, please answer the following questions:*

1. *What turnover, if any, has occurred on the school's governing board?*

2. *What changes in school leadership, if any, occurred during the previous school year?*

There is no turnover occurred on the school's governing board. In addition, the school added two new directors to the governing board. Dr. David is a former superintendent, and currently serving as a Director of Leadership Development at a large charter school. Ms. Cherry is a managing member of a law firm and an attorney practicing in intellectual property law, business transactions, and entertainment law.

B. *Identify any operational deficiencies identified in authorizer performance frameworks or provided in other notices of concern. What steps is the governing board taking to remedy these deficiencies?*

Number of students: MSE has been serving more students every year. The Mendenhall campus reached its full capacity. We decided to move eight graders to the Winchester campus until the new classrooms are added to the Mendenhall location. We expect the construction will start in January 2020 and will be ready by June 2020. In this way, we will be able to serve more students in the waiting list.

C. *Complete the student attrition table in **Appendix B** outlining reasons students withdrew over the course of the previous school year. Do not include student names or initials. Referencing the data included in the chart, please answer the following:*

-How does the school track the reasons for student attrition? How does that data inform school planning?

What steps will the school take to gauge and, if necessary, improve student attrition this year?

-Briefly summarize the parent and community engagement efforts undertaken by the school during the previous school year. How did the school engage parents over the course of the year? What community partnerships were cultivated or maintained?

MSE had one of the highest retention rates among all charter schools. MSE has been providing transportation since the 2016-17 school year. MSE also hosted student celebrations, (Academic and social-emotional, A-Honor Roll, AB Honor Roll, Perfect Attendance... e.tc), grade level field trips, parent events to increase the engagement of the students and parents which improved the student's attrition number. Some of the parent events are listed in the next section.

D. Briefly summarize the parent and community engagement efforts undertaken by the school during the previous school year. How did the school engage parents over the course of the year? What community partnerships were cultivated or maintained?

- MSE PTO met the 1st Wednesday of every month.
- PTO sponsored several activities during Teacher Appreciation Week.
- PTO members volunteered with school sport teams.
- Thanksgiving Food Drive – Parents and students donated enough canned food items and nonperishable food items to fill 50 food baskets for needy families in our school community.
- Parents participated in field trips as extra chaperones.
- More parents attended scheduled parent-teacher conferences.
- During the year as supplies began to dwindle, parents assisted by donating items such as tissues, wipes, paper, hand sanitizer, pencils, and band-aids.
- Grade-level conferences were held with parents, teachers, and the student who required assistance in getting back on track for academic and behavior problems.
- Phone calls and emails were made and sent when parents had concerns pertaining to their child's academics and behavior.
- Parents assisted in preparing food or purchasing food for parties for a grade section and for Student Council parties.
- Some parents volunteered to purchase food for Teacher Appreciation Week.
- Parents volunteered to purchase extra snacks for Saturday tutoring sessions where students were given extra assistance in preparation for state tests.
- There was more parental supervision and assistance in homework.
- There was more parental involvement in attending school functions and programs, especially academic programs.
- MSE had "Meet and Greet" night during the second week of school and more than 150 parents attended the program.

Section III: School Finance

- A. *Provide a detailed accounting, including the amounts and sources, of funds other than those funds received under per-pupil state and local funds and federal formula allocations. Include any funds received from:*

1. *direct federal grants,*
2. *grants, gifts, or donations from any private sources (identified by source), and*
3. *state funds appropriated directly to support of the public charter school, such as BEP capital outlay.*

MSE received a facility grant, capital outlay, and Title I funds (through SCS) in FY2019. The amounts are below:

- STATE OF TN - FACILITY GRANT: \$ 100,000.00
- CAPITAL OUTLAY: \$ 233,000.00
- SHELBY CO - TITLE I: \$ 250,892.00

- B. *Identify any financial deficiencies identified in authorizer performance frameworks or other notices of concern over the past year. What steps is the governing board taking to remedy these deficiencies?*

There were no findings in the most recently completed school audit.

Please see the attached Annual Financial report for Memphis School of Excellence.

- C. *Please attach a copy of the most recent annual audit for the school.*

Attached

- D. *If the annual audit identified any internal control deficiencies or material weakness, please outline the corrective actions being taken to remedy the deficiencies.*

There were no findings in the most recently completed school audit.

Appendix A: Leadership Roster and Contact Information

BOARD MEMBERS FOR THE 2019-2020 SCHOOL YEAR			
Name	Position on the Board	Email Address	Length of term (start and end date)
Dr. Cem Akkus	President	cakkus@memphis.edu	Start: 09/12/2009 End: None
Patty Farmer	Treasury	patty_farmer@yahoo.com	Start: 03/29/2014 End: None
Dr. Richard E. Potts	Member	rpotts@cbu.edu	Start: 09/26/2015 End: None
Bayram Demirbuga	Secretary/ Member	Bayram.Demirbuga@tn.gov	Start: 09/26/2015 End: None
Dr. David C. Akdemir	Member	davidcakdemir@gmail.com	Start: 01/29/2019 End: None
Veda V. T. Cherry	Member	cherrylaw@aol.com	Start: 01/29/2019 End: None

SCHOOL LEADERSHIP ROSTER FOR THE 2019-2020 SCHOOL YEAR			
Name	Title	Email Address	Start Date
Daniel Demir	6-7 Principal	idemir@sememphis.org	07/01/2017
Alise Pruitt	8-12 Principal	apruitt@sememphis.org	04/15/2016
Terrance Henderson	Dean of Students , Behavior and Culture Specialist (8-12)	thenderson@sememphis.org	07/01/2015
Relista Ward	High School Counselor	rward@sememphis.org	10/17/2016
William Perrine	Academic Coordinator (8-12)	wperrine@sememphis.org	07/01/2019
Christopher Williams	Dean of Students , Behavior and Culture Specialist (6-7)	cwilliams@sememphis.org	07/01/2017

Appendix B: Student Attrition Information

Reason	# of students
Moved out of district or state	10
Transportation	13
Concerned with academic expectations	3
Concerned with discipline practices	0
Expelled	1
Withdrawn due to breach of behavior agreement (but not expelled)	1
Unknown	6
Other (please specify)	2 (Enrolled in Corps:1 Family Issues:1)
Total # of Students Withdrawn	36
Student Attrition Rate (%)	96%



Memphis School of Excellence Elementary Annual Progress Report 09/30/2019

MSE Elementary K-5:

Address: 4450 S. Mendenhall Rd. St#1 Memphis, TN 38141

Phone: 901-367-7814 Fax: 901-367-7816

Website: www.sememphis.org

Contact Info:

Muhammet Turkey

Executive Director

mturkay@sememphis.org

Cell: 901-491-6854

Contents

Introduction to the School	3
SECTION I: Progress Towards the Charter School's Goals (including academic achievement)	4
Academic and Organizational Goals	4
A. Progress made toward performance framework objectives	4
Goal #1. Students will receive a thorough and comprehensive, balanced education, meeting and exceeding the Tennessee Curriculum Standards.	4
Goal #2. All students will be educated in an environment of mutual respect. Character Education and Leadership development will be provided.	5
Goal #3. All students will become computer literate so that they will become part of the digital revolution. The school website will be another communication tool between school and home.	6
Goal #4. Students will be given the opportunity to expand their knowledge in the subject of their interests beyond curriculum levels.	6
2018-2019 School Year Achievements	7
Goal #5. A large number of parents will be involved in the school activities and families will be visited. Peer Tutorial, Mentoring, and Counseling will be provided.	7
Goal #6. All students will benefit from a smaller class size.	7
Goal #7. Build and maintain positive relationships among all school and community members.	8
Goal #8. Develop a sound financial plan to provide high quality, cost effective educational opportunities for all.	8
Goal #9. Maintain a clean, safe, and modern facility that provides a setting for appropriate academic, extracurricular, and community activities.	8
Goal #10. Multicultural and multiethnic diversity will be considered valuable attributes.	9
B. Academic Areas of Concern	9
C. Highest Priority Action Steps	9
Section II: School Operations	10
Section III: School Finance	12
Appendix A: Leadership Roster and Contact Information	14
Appendix B: Student Attrition Information	16

Introduction to the School

Name of School: Memphis School of Excellence			
Authorizer	Shelby County Schools	School Hours	7:30 AM - 4:00 PM
Year Opened	2017	Next Renewal Year	2027
Current Enrollment	283 (As of 9/30/2019)	Max. Enrollment per Charter Agreement	450
Current Grade Span Served	K-5	Grade Span Approved in Charter	K-5
# Instructional Days per School Year	180	Current # of Students on Waitlist	Total:331 (As of 9/30/2019)
Mission Statement	The mission of Memphis School of Excellence (MSE) is to provide a safe and collaborative environment which will cultivate the academic and social development of its students by emphasizing math, science, and technology for the purpose of students setting and meeting higher education goals.		

SECTION I: Progress Towards the Charter School's Goals (including academic achievement)

Academic and Organizational Goals

A. Progress made toward performance framework objectives

Describe the progress made during the last year toward performance framework objectives and all school academic goals outlined in the charter agreement. For each goal or indicator, please answer the following:

- 1. What progress toward this goal or objective was made over the course of the previous academic year? Provide the applicable quantitative data that supports this analysis.*
- 2. If the goal or metric was met, what key levers, policies, and/or practices led to success?*
- 3. If the goal or metric was not met, what hindered the organizations' abilities to attain the desired outcome? How is the governing board planning to address any areas of weakness moving forward?*

Memphis School of Excellence Elementary TN Ready Results

		On Track Plus Mastered	
Subject	Grade	*2018	2019
ELA	3-5	NA	20.3%
Math	3-5	NA	39.7%

**MSE Elementary students were not tested in 2018.*

Goal #1. Students will receive a thorough and comprehensive, balanced education, meeting and exceeding the Tennessee Curriculum Standards.

- a. Teachers submitted their weekly plans and standards through Google Docs. The academic coordinator and/or the instructional coach prepared a test based on what students learned over the last benchmark period. Data was analyzed with teachers. Students were tutored based on their test data and what they missed. Students were tutored after school; Saturday tutoring was offered during the second semester.
- b. All 3rd-5th students were given standardized diagnostic tests at the beginning of the school year. Test data helped teachers and administrators adjust the instructional level and arrange

appropriate supportive programs for students at risk. Test results were also utilized by the administrative staff to modify the curriculum if necessary, in order to emphasize areas of deficiency by the end of the first school year.

- c. All K-2 students took MAP testing in reading and math to determine their skill levels and areas for focused teacher interventions.
- d. Students with special needs received individualized goals, and as appropriate, students suspected of being eligible for special education were referred for evaluation, evaluated, and, if classified, received Individualized Educational Plans developed and implemented according to the state and federal timelines. School special education teachers, Mrs. Terrell and Mr. Hackworth worked cooperatively with school administrators to arrange and follow up on IEPs.
- e. All students entering with IEPs were accommodated according to the IEP in place.
- f. The special education teacher utilized a consultative model to work with all classroom teachers and other applicable staff members to assist with modifications to the students' programs within the mainstream classrooms. This process began during faculty orientation.
- g. All identified ELL students were accommodated through their ILPs and received the appropriate amount of daily instruction from a certified ELL teacher.

Goal #2. All students will be educated in an environment of mutual respect. Character Education and Leadership development will be provided.

- a. All students participated in classroom activities geared towards problem solving, conflict resolution, peer support, leadership, group sharing, cooperative learning projects, and self-esteem.
- b. Families completed a feedback questionnaire (2018-2019 Parent Climate Survey) regarding satisfaction with the atmosphere concerning mutual respect.
- c. We began both a Brownie and Daisy Girl Scout Troop for our K-3 students to promote leadership and character education. Girl Scouts make a promise to be considerate and kind, friendly and helpful, courageous and strong, respectful of others, and responsible for what they say and do.
- d. The guidance counselor provided classroom guidance to students on a variety of topics, including anti-bullying information.

Goal #3. All students will become computer literate so that they will become part of the digital revolution. The school website will be another communication tool between school and home.

- a. All parents are able to access student academic information (Notifications, Test Center, grades, graduation plan, homework, attendance, schedule, discipline, lunch, library, teacher comments, parent comments) via the internet. The school web site was used as a strong communication tool between school and home. The web page was updated regularly with ongoing projects, activities, announcements, and homework logs.
- b. Student Information Management System (SIMS) Database is a smartphone application working with Apple and Android products. Parents and students can keep in contact with the school and track their child's progress by using their smartphones. Parents get a notification for any change on a student's record, such as new homework, low grade, discipline problem, skipping class, teacher messages, etc. More than 70% of our parents are using the smartphone application.
- c. Teachers utilized computer technology and other electronic media such as video, audio, and computer software from the inception of the academic program. All teachers used technology in the classroom. All classrooms have projectors, desktop computers, and document cameras.
- d. Teachers were aided in their use of computers for classroom instruction through in-service training prior to the opening of the school by administrators and computer teacher.
- e. The school initially purchased three mobile laptops sets and two I-Pad sets for teachers to use in class activities and projects. Mobile laptops, iPads, and Chromebooks helped students and teachers to work with computer during their class periods.

Goal #4. Students will be given the opportunity to expand their knowledge in the subject of their interests beyond curriculum levels.

- a. MSE offered several clubs and activities to all students to expand their knowledge in the subject of their interests beyond the curriculum, including but not limited to Art Club, participation in the Scripps National Spelling Bee, Destination Imagination, and Girl Scouts.

- b. All students were encouraged to become self-directed learners and competitors, through verbal encouragement, provision of choices, and opportunities for success.

2018-2019 School Year Achievements

District Reports

- Shelby County Schools (SCS) evaluates its charter schools using the Operational Scorecard. MSE Elementary had one of the highest scores on Operational Scorecard among all charter schools.

<http://scsk12.org/charter/application-supplement?PID=1151>

- MSE Elementary students have been tested throughout the year to measure the progress of each student. MSEE students showed more than 1 year of growth during 2018-19 school year.

Goal #5. A large number of parents will be involved in the school activities and families will be visited. Peer Tutorial, Mentoring, and Counseling will be provided.

- a. Teachers are required to regularly contact parents to discuss the students' progress in academic and non-academic areas. Elementary teachers keep either physical contact logs or have digital receipts if they prefer to use an app for communication purposes.
- b. All parents were encouraged to participate in activities of the classrooms, cafeteria, and many other extra-curricular affairs. The school utilized the school website, Automatic Phone Calling System, e-newsletters, and the bulk emailing system to inform the parents of Family Nights, TCAP Nights, and Parent-Teacher Conferences.
- c. STEM Fair, the black history month wax museum, winter program, Hispanic Heritage program, K + 5th graduation, and Grandparents' Day were organized to engage parents in their children's learning.

Goal #6. All students will benefit from a smaller class size.

- a. The student to teacher ratio is less than 16 to 1.
- b. Students were tutored in small groups throughout the year.
- c. The intervention teachers had small groups tutoring throughout the year. Each group had less than 6 students.

Goal #7. Build and maintain positive relationships among all school and community members.

- a. A comprehensive and dynamic school website is active so that parents and community members can be well-informed.
- b. Community members were invited to several school programs including graduation, 5th grade and K promotion, Hispanic Heritage Month, Black History Month, Bullying Awareness Month, etc.
- c. MSE Parent Teacher Organization (PTO) was actively involved in school and community activities.
- d. It was expected that teachers communicate positive updates regarding both behavior and academics with parents as a means of building trust and rapport.
- e. A monthly newsletter was sent to all parents and key community stakeholders to share what was happening at the school.

Goal #8. Develop a sound financial plan to provide high quality, cost effective educational opportunities for all.

- a. The school has a well balanced budget development and presentation format.
- b. MSE Elementary was awarded startup and Read to be Ready grant. (RTBR grant was received in FY2020)

Goal #9. Maintain a clean, safe, and modern facility that provides a setting for appropriate academic, extracurricular, and community activities.

- a. All furniture in the classrooms is new. The school has a contract with a cleaning company that cleans the building before, during, and after school. The staff reports if there are any cleaning problems in their classes or any other place.
- b. MSE installed 31 cameras inside and outside of the school. Cameras improve safety and reduce discipline problems.
- c. MSE has a closed campus; outside doors are locked during school hours. The staff uses electromagnets to open the lobby doors and entrance doors. Parents or visitors cannot enter the building without permission from the office; they must check in at the front office and be given a sticker to identify them.

- d. MSEE completed all required safety drills and had procedures in place for each type of incident.

Goal #10. Multicultural and multiethnic diversity will be considered valuable attributes.

- a. All students are encouraged to think beyond cultural boundaries, to show tolerance and acceptance of individuals or groups with different cultural backgrounds, and to accept people in their own ethical and cultural positions.
- b. The school explored training options to allow focus on issues of sensitivity to ethnic and cultural backgrounds for the entire staff. All staff will be encouraged to participate in training scheduled prior to the opening of the school.
- c. Black History Month: We celebrated Black History Month during February 2019. Several parents and community members participated in the program. The program was a wax museum; students each chose a significant figure from Black History, completed a report on their selected person, dressed up like that individual and then gave a presentation about that person's life.
- d. Hispanic Heritage Month: MSE celebrated Hispanic Heritage Month during October 2019. Community members, including families, Hispanic representatives, and Mayor's office were invited to the events and activities.

B. Academic Areas of Concern

Outline any academic areas of concern identified in authorizer performance frameworks or other notices of concern over the past year. How is the governing board planning to address these deficiencies moving forward?

There are no major academic areas of concern identified in authorizer performance frameworks or other notices of concern over the past year. There are a few areas that would be decided to be improved which are outlined in the next section.

C. Highest Priority Action Steps

Based on the information outlined above, please describe the 3-5 highest priority action steps the governing board plans to take to address any concerns about academic performance and/or to drive continuous improvement.

1. Low ELL academic scores: We fully understand that providing English as a Second Language (ESL) services and supports to students who are ELLs is a separate program and model from our RtI2 programming, which supports students who have been identified as struggling. We have seen a high increase in the ELL student population. To provide a robust English language learner programming, we ensure that students who are acquiring English language proficiency receive all needed and legally-mandated services and supports. We understand that students who are working to achieve English language proficiency have different needs than students who have been identified as needing intervention through RtI2 programming. We also understand that some students who are English Learners (ELs) may also need intervention through RtI2 programming in addition to ESL supports and services. We just hired a third full-time ESL teacher to serve to English language learners. We are also offering additional/optional PD's to the general education teachers so that they can effectively differentiate instruction in their class.
2. Intervention Period: We have students with a variety of abilities, many of whom need additional SPED, ELL, or RTI reports. We created a separate intervention period for each grade level so that students can receive needed services during that time and not miss crucial Tier 1 instruction.
3. Bilingual Staff: Since we have an increased ELL population, we have a high number of non-English speaker parents in elementary. To reach them and improve communication with Spanish-speaking parents, MSE hired additional bilingual teacher aides to have an effective communication with Spanish speaking-students and parents.

Section II: School Operations

A. Complete the table in **Appendix A** for identifying members of the governing board and school leadership for the 2019-20 school year. Below, please answer the following questions:

1. What turnover, if any, has occurred on the school's governing board?
2. What changes in school leadership, if any, occurred during the previous school year?

There is no turnover occurred on the school's governing board. In addition, the school added two new directors to the governing board. Dr. David is a former superintendent, and currently serving as a Director of Leadership Development at a large charter school. Ms.

Cherry is a managing member of a law firm and an attorney practicing in intellectual property law, business transactions, and entertainment law.

- B. Identify any operational deficiencies identified in authorizer performance frameworks or provided in other notices of concern. What steps is the governing board taking to remedy these deficiencies?*

Number of students: MSE has been serving more students every year. The Mendenhall campus reached its full capacity. We decided to move eight graders to the Winchester campus until the new classrooms are added to the Mendenhall location. MSE is in the process of expanding our current location into the empty warehouse space in the back for the 2020-2021 school. When this expansion is completed, there will be an additional cafeteria and gym for the elementary school as well as 12 additional classrooms and several new offices. We expect the new building construction will start in January 2020 and will be ready by June 2020. In this way, we will be able to serve more students in the waiting list.

- C. Complete the student attrition table in **Appendix B** outlining reasons students withdrew over the course of the previous school year. Do not include student names or initials. Referencing the data included in the chart, please answer the following:*

-How does the school track the reasons for student attrition? How does that data inform school planning?

What steps will the school take to gauge and, if necessary, improve student attrition this year?

-Briefly summarize the parent and community engagement efforts undertaken by the school during the previous school year. How did the school engage parents over the course of the year? What community partnerships were cultivated or maintained?

MSE had one of the highest retention rates among all charter schools. MSE has been providing transportation since school started. MSE also hosted student celebrations, (Academic and social-emotional, A-Honor Roll, AB Honor Roll, Perfect Attendance..etc), grade level field trips, parent events to increase the engagement of the students and parents which improved the student's attrition number. Some of the parent events are listed in the next section.

- D. Briefly summarize the parent and community engagement efforts undertaken by the school during the previous school year. How did the school engage parents over the course of the year? What community partnerships were cultivated or maintained?*

- MSE PTO met the 1st Wednesday of every month.
- PTO sponsored several activities during Teacher Appreciation Week.
- PTO members volunteered with school sport teams.
- Thanksgiving Food Drive – Parents and students donated enough canned food items and nonperishable food items to fill 50 food baskets for needy families in our school community.
- Parents participated in field trips as extra chaperones.
- More parents attended scheduled parent-teacher conferences.
- During the year as supplies began to dwindle, parents assisted by donating items such as tissues, wipes, paper, hand sanitizer, pencils, and band-aids.
- Grade-level conferences were held with parents, teachers, and the student who required assistance in getting back on track for academic and behavior problems.
- Phone calls and emails were made and sent when parents had concerns pertaining to their child's academics and behavior.
- Parents assisted in preparing food or purchasing food for parties for a grade section and for Student Council parties.
- Some parents volunteered to purchase food for Teacher Appreciation Week.
- Parents volunteered to purchase extra snacks for Saturday tutoring sessions where students were given extra assistance in preparation for state tests.
- There was more parental supervision and assistance in homework.
- There was more parental involvement in attending school functions and programs, especially academic programs.
- MSE had "Meet and Greet" night during the second week of school and more than 150 parents attended the program.

Section III: School Finance

- A. *Provide a detailed accounting, including the amounts and sources, of funds other than those funds received under per-pupil state and local funds and federal formula allocations. Include any funds received from:*

1. *direct federal grants,*

2. *grants, gifts, or donations from any private sources (identified by source), and*
3. *state funds appropriated directly to support of the public charter school, such as BEP capital outlay.*

MSE received a start-up grant, charter school grant, capital outlay, and Title I funds (through SCS) in FY2019. MSE also raised funds through before and after school care. The amounts are below:

- Start-up Grant: \$ 383,980.02
- CAPITAL OUTLAY: \$ 62,000.00
- SHELBY CO - TITLE 1: \$ 95,929.00
- Before and After School Care: \$2,039.00

- B. Identify any financial deficiencies identified in authorizer performance frameworks or other notices of concern over the past year. What steps is the governing board taking to remedy these deficiencies?*

There were no findings in the most recently completed school audit.

Please see the attached Annual Financial report for Memphis School of Excellence

- C. Please attach a copy of the most recent annual audit for the school.*

Attached

- D. If the annual audit identified any internal control deficiencies or material weakness, please outline the corrective actions being taken to remedy the deficiencies.*

There were no findings in the most recently completed school audit.

Appendix A: Leadership Roster and Contact Information

BOARD MEMBERS FOR THE 2019-2020 SCHOOL YEAR			
Name	Position on the Board	Email Address	Length of term (start and end date)
Dr. Cem Akkus	President	cakkus@memphis.edu	Start: 09/12/2009 End: None
Patty Farmer	Treasury	patty_farmer@yahoo.com	Start: 03/29/2014 End: None
Dr. Richard E. Potts	Member	rpotts@cbu.edu	Start: 09/26/2015 End: None
Bayram Demirbuga	Secretary/ Member	Bayram.Demirbuga@tn.gov	Start: 09/26/2015 End: None
Dr. David C. Akdemir	Member	davidcakdemir@gmail.com	Start: 01/29/2019 End: None
Veda V. T. Cherry	Member	cherrylaw@aol.com	Start: 01/29/2019 End: None

SCHOOL LEADERSHIP ROSTER FOR THE 2019-2020 SCHOOL YEAR

Name	Title	Email Address	Start Date
Daniel Demir	K-5 Principal	idemir@sememphis.org	07/01/2017
Bethany Woodley	Academic Coordinator	bwoodley@sememphis.org	07/16/2018
Santanna Ward	Dean of Students , Behavior and Culture Specialist	sward@sememphis.org	07/16/2018
Christopher Williams	Dean of Students , Behavior and Culture Specialist	cwilliams@sememphis.org	07/01/2017

Appendix B: Student Attrition Information

Reason	# of students
Moved out of district or state	8
Transportation	4
Concerned with academic expectations	1
Concerned with discipline practices	0
Expelled	0
Withdrawn due to breach of behavior agreement (but not expelled)	0
Unknown	7
Other (please specify)	0
Total # of Students Withdrawn	20
Student Attrition Rate (%)	96%

**Read Foundation
Combined Financial Statements
June 30, 2019**

ANNUAL FINANCIAL REPORT

**TENNESSEE PUBLIC CHARTER SCHOOLS OPERATED BY
the READ FOUNDATION**

**MEMPHIS SCHOOL OF EXCELLENCE
MEMPHIS SCHOOL OF EXCELLENCE ELEMENTARY SCHOOL**

Table of Contents

June 30, 2019

	Page
Governance Officials	4
Independent Auditor's Report.....	5
Management's Discussion and Analysis	7
Basic Combined Financial Statements	
<i>Government-Wide Financial Statements:</i>	
Combined Statement of Net Position	11
Combined Statement of Activities	12
<i>Combined Fund-Financial Statements:</i>	
Combined Balance Sheet - Governmental Funds	13
Reconciliation of the Combined Balance Sheet to the Combined Statement of Net Position – Governmental Activities	14
Combined Statement of Revenues, Expenditures, and Changes in Fund Balances - Governmental Funds	15
Reconciliation of the Combined Statement of Revenues, Expenditures, and Changes in Fund Balance of Governmental Funds to the Combined Statement of Activities.....	16
Notes to the Combined Financial Statements	17
Required Supplementary Information	
Schedule of Proportionate Share of the Net Pension Liability (Asset) – Teacher Legacy Pension Plan of the TCRS	38
Schedule of Contributions – Teacher Legacy Pension Plan of the TCRS.....	39
Schedule of Proportionate Share of the Net Pension Liability (Asset) – Public Employee Pension Plan of the TCRS – Non Teacher	40
Schedule of Contributions – Public Employee Pension Plan of the TCRS – Non Teacher.....	41
Schedule of Proportionate Share of the Net Pension Liability (Asset) Teacher Retirement Plan of the TCRS	42
Schedule of Contributions – Teacher Retirement Plan of the TCRS.....	43
Other Supplementary Information	
Combining Schedule of Assets, Liabilities, and Fund Balances – Governmental Funds.....	45

	Page
Combining Schedule of Revenues, Expenditures, and Changes in Fund Balances – Governmental Funds	46
Schedule of Combined Expenditures of Federal Awards and State Financial Assistance.....	47
Non-Financial Information	
Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with <i>Government Auditing Standards</i>	49
Schedule of Findings and Responses.....	51
Schedule of Prior Year Findings and Responses	52

BOARD OF DIRECTORS

Dr. Cem Akkus, President

Patty Farmer, Treasurer

Bayram Demirbuga, Secretary

Dr. Richard Potts

Dr. David C. Akdemir

Veda V.T. Cherry

ADMINISTRATIVE OFFICIALS

Muhammet Turkay, Executive Director



INDEPENDENT AUDITOR'S REPORT

To the Board of Directors
Read Foundation
Memphis, Tennessee

Report on the Combined Financial Statements

We have audited the accompanying combined financial statements of the governmental activities and the major fund of the Read Foundation as of and for the year ended June 30, 2019, and the related notes to the combined financial statements, which collectively comprise the Read Foundation's basic combined financial statements as listed in the table of contents.

Management's Responsibility for the Combined Financial Statements

Management is responsible for the preparation and fair presentation of these combined financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of combined financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these combined financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the combined financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the combined financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the combined financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the combined financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the combined financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the combined financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and the major fund of the Read Foundation as of June 30, 2019, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and the required supplementary information, as listed in the table of contents, be presented to supplement the basic combined financial statements. Such information, although not a part of the basic combined financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic combined financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the management's discussion and analysis and the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic combined financial statements, and other knowledge we obtained during our audit of the basic combined financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Information

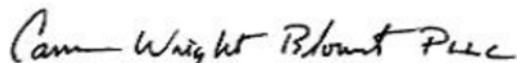
Our audit was conducted for the purpose of forming opinions on the combined financial statements that collectively comprise the Read Foundation's basic combined financial statements. The governance officials schedule, the combining financial statements of the governmental funds, and the schedule of combined expenditures of federal awards and state financial assistance are presented for purposes of additional analysis and are not a required part of the basic combined financial statements.

The combining schedules of the governmental funds and the schedule of combined expenditures of federal awards and state financial assistance are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic combined financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic combined financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic combined financial statements or to the basic combined financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the combining financial statements of the governmental funds and the schedule of combined expenditures of federal awards and state financial assistance are fairly stated, in all material respects, in relation to the basic combined financial statements as a whole.

The governance officials schedule has not been subjected to the auditing procedures applied in the audit of the basic combined financial statements and, accordingly, we do not express an opinion or provide any assurance on it.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report, dated December 31, 2019, on our consideration of the Read Foundation's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Read Foundation's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Read Foundation's internal control over financial reporting and compliance.



Memphis, Tennessee
December 31, 2019

The following Management's Discussion and Analysis (MD&A) of the Read Foundation's ("the Foundation") activities and financial performance provides the reader with an introduction and overview to the financial statements of the Foundation for the year ended June 30, 2019. This information should be considered within the context of the accompanying financial statements and note disclosures.

OVERVIEW OF THE FINANCIAL STATEMENTS

Financial Highlights

- The assets of the Read Foundation exceeded its liabilities at the end of the fiscal year by \$4,689,850 (net position).
- The Read Foundation's total net position increased by \$763,397.
- The Read Foundation's total expenses increased by \$1,227,861, primarily due to increase in salaries and for the addition of several new teachers and office expenses.

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

Reporting the Read Foundation as a Whole

The Statement of Net Position and Statement of Activities:

In general, users of these financial statements want to know if the Foundation is better off or worse off as a result of the year's activities. The Statement of Net Position and Statement of Activities report information about the Foundation as a whole and about the Foundation's activities in a manner that helps to answer that question. These statements include all assets and liabilities using the accrual basis of accounting. Under the accrual basis, all of the current year's revenue and expenses are taken into consideration regardless of when cash is received or paid.

The Statement of Net Position reports the Foundation's net position (total assets less total liabilities). Private sector entities would report retained earnings. The Foundation's net position balance at year-end represents available resources for future growth. The Statement of Activities reports the change in net position as a result of activity during the year. Private sector entities have a similar report titled the statement of operations, which reports net income. It provides the user a tool to assist in determining the direction of the Foundation's financial health during the year. Users will want to consider non-financial factors as well as the financial data in arriving at a conclusion regarding the overall health of the Foundation.

Reporting the Read Foundation's Funds

Fund Financial Statements:

The Read Foundation's governmental fund financial statements, the Balance Sheet and the Statement of Revenues, Expenditures, and Changes in Fund Balances, provide detailed information about the Foundation's most significant funds, not the Foundation as a whole. Funds are established by the Foundation to help manage money for particular purposes and compliance with various grant provisions.

The Read Foundation funds are categorized as "governmental funds." Governmental funds focus on how money flows into and out of the funds and the balances left at year-end that are available for spending in future periods. Fund financial statements are reported using an accounting method called "modified accrual" accounting, which measures cash and other financial assets that can readily be converted to cash. This basis of accounting is different from the accrual basis used in the government – wide financial statements to report on the Foundation as a whole. The modified accrual basis of accounting treats capital assets purchased and debt payments as expenses and new debt as income. There is no depreciation expense since the capital assets are expensed when acquired. Capital assets acquired during the current year were \$360,233. The relationship between governmental activities, as reported in the Balance Sheet and the Statement of Revenues, Expenditures, and Changes in Fund Balances is reconciled following the basic financial statements.

FINANCIAL ANALYSIS

A summary of the Read Foundation's financial position for its governmental activities is as follows:

	2019	2018	Increase (Decrease)
Current and other assets	\$ 2,115,715	\$ 1,326,252	\$ 789,463
Capital assets	4,202,853	4,181,324	21,529
Total assets	6,318,568	5,507,576	810,992
Deferred outflows of resources	429,417	433,947	(4,530)
Total assets and deferred outflows	6,747,985	5,941,523	806,462
Long-term liabilities	1,701,327	1,786,969	(85,642)
Other liabilities	139,562	91,273	48,289
Total liabilities	1,840,889	1,878,242	(37,353)
Deferred inflows of resources	217,246	209,192	8,054
Total liabilities and deferred inflows	2,058,135	2,087,434	(29,299)
Net investment in capital assets	2,501,526	2,394,355	107,171
Restricted	71,693	-	71,693
Unrestricted	2,116,631	1,459,734	656,897
Total net position	\$ 4,689,850	\$ 3,854,089	\$ 835,761

A summary of the Read Foundation's operations from governmental activities is as follows:

	2019	2018	Increase (Decrease)
Revenues	\$ 7,361,107	\$ 6,105,225	\$ 1,255,882
Expenses	6,597,710	5,369,849	1,227,861
Change in net position	\$ 763,397	\$ 735,376	\$ 28,021

Revenues

Funding for the Read Foundation comes primarily through the per-pupil allocation from the Shelby County Schools' Board of Education. An analysis of the changes between the current year and prior year governmental activity revenues are as follows:

	2019	2018	Increase (Decrease)
Shelby County Schools	\$ 6,122,994	\$ 5,222,408	\$ 900,586
Operating grants and contributions	743,926	389,887	354,039
Capital grants and contributions	395,000	424,000	(29,000)
Charges for services	97,175	68,930	28,245
Other income	2,012	-	2,012
Total	\$ 7,361,107	\$ 6,105,225	\$ 1,255,882

The variance for the Foundation's per-pupil allocation is due to the increase in the Foundation's enrollment, from an average of 475 students in the prior year to an average of 675 students in the current year plus an increase in the per-pupil allocation from \$8,707 to \$9,000 per-pupil. Federal awards increased due to the Foundation being awarded a Planning and Implementation grant for Memphis School of Excellence Elementary. The Capital Outlay funds are based on student enrollment. Because of the increase in student enrollment in the current year, the Foundation received more capital outlay funding than in the previous year. The Foundation also received \$295,000 from capital outlay grants for the purpose of assisting public charter schools in acquiring and improving property to educate students.

Expenses

An analysis of the changes between the current year and prior year governmental activities funds expenses are as follows:

	2019	2018	Increase (Decrease)
Salaries, wages, and benefits			
Instructional	\$ 3,081,390	\$ 2,499,440	\$ 581,950
General and administrative	1,073,052	724,507	348,545
Other instructional	1,924,624	1,717,394	207,230
General and administrative	435,431	346,158	89,273
Debt service	83,213	82,350	863
Total	\$ 6,597,710	\$ 5,369,849	\$ 1,227,861

The increase in salaries, wages, and benefits and other instructional expenses is due to more teachers and other instructional staff employed during the current year because of the increase in enrollment.

ECONOMIC FACTORS

Significant economic factors affecting the Read Foundation are as follows:

- The amount of State funding received per student for the year. This amount per student can fluctuate from year to year based on total funds available to the State and the number of students enrolled during the school year.
- The continued funding of other programs and grants.
- Inflationary pressure on utility rates, supplies, insurance, and other costs.
- Local labor supply and demand, which can affect salary and wage rates.

REQUEST FOR INFORMATION

This financial report is designed to provide a general overview of the Foundation's finances for all those with an interest in the Foundation. Questions concerning any of the information provided in this report may be addressed to the office of:

Read Foundation
4450 South Mendenhall Road, Suite 1
Memphis, Tennessee 38141
Telephone (901) 367-7814

Basic Combined Financial Statements

Combined Statement of Net Position

June 30, 2019

	Governmental Activities
Assets	
Cash	\$ 1,558,216
Restricted cash and cash equivalents	39,851
Grants receivable	110,760
Prepaid expenses	107,800
Deposit	50,000
Net pension asset	249,088
Non-depreciable capital assets	779,900
Depreciable capital assets, net of accumulated depreciation	3,422,953
Total assets	6,318,568
Deferred outflows of resources - pensions	429,417
Total assets and deferred outflows of resources	6,747,985
Liabilities	
Accounts payable	99,311
Accrued liabilities	40,251
Notes payable - due in one year	1,623,886
Notes payable - due in more than one year	77,441
Total liabilities	1,840,889
Deferred inflows of resources - pensions	217,246
Total liabilities and deferred inflows of resources	2,058,135
Net position	
Net investment in capital assets	2,501,526
Restricted	71,693
Unrestricted	2,116,631
Total net position	\$ 4,689,850

Combined Statement of Activities

For the Year Ended June 30, 2019

Governmental Activities	Total	Functions		
		Instructional and Student Services	General and Administrative	Debt Service
Program expenses:				
Employee compensation	\$4,154,442	\$ 3,081,390	\$ 1,073,052	\$ -
Office	311,938	-	311,938	-
Depreciation	338,704	325,156	13,548	-
Occupancy	1,244,355	1,194,581	49,774	-
Supplies	153,780	136,268	17,512	-
Staff development	20,947	11,976	8,971	-
Travel	170,870	170,870	-	-
Advertising	27,208	-	27,208	-
Other	92,253	85,773	6,480	-
Interest	83,213	-	-	83,213
Total expenses	6,597,710	5,006,014	1,508,483	83,213
Program revenues:				
Operating grants and contributions	743,926	743,926	-	-
Capital grants and contributions	395,000	395,000	-	-
Charges for services	97,175	97,175	-	-
Total program revenues	1,236,101	1,236,101	-	-
Net program expenses	(5,361,609)	<u><u>\$(3,769,913)</u></u>	<u><u>\$ (1,508,483)</u></u>	<u><u>\$ (83,213)</u></u>
General revenues:				
SCS per pupil allocations	6,122,994			
Other income	2,012			
Change in net position	763,397			
Net position - beginning of year, as previously reported	3,854,089			
Prior period adjustment	72,364			
Net position - beginning of year, as restated	3,926,453			
Net position - end of year	<u><u>\$4,689,850</u></u>			

Combined Balance Sheet – Governmental Funds

June 30, 2019

	General Fund
ASSETS	
Cash	\$ 1,558,216
Restricted cash and cash equivalents	39,851
Grants receivable	110,760
Prepaid expenses	107,800
Deposit	50,000
Total assets	\$ 1,866,627
LIABILITIES AND FUND BALANCE	
Liabilities	
Accounts payable	\$ 99,311
Accrued liabilities	40,251
Total liabilities	139,562
Fund balance	
Non-spendable	107,800
Restricted	39,851
Unassigned	1,579,414
Total fund balance	1,727,065
Total liabilities and fund balance	\$ 1,866,627

***Reconciliation of the Combined Balance Sheet to the Combined Statement
of Net Position – Governmental Activities***

June 30, 2019

	General Fund
Total governmental fund balance	\$ 1,727,065
Amounts reported for governmental activities in the Statement of Net Position are different because:	
Net pension asset/liability is not carried on the General Fund Balance Sheet	249,088
Capital assets used in governmental activities are not financial resources and, therefore, are not reported in the funds.	4,202,853
Long-term debt is not due and payable in the current period and, therefore, is not reported in the general fund	(1,701,327)
Deferred outflows/inflows related to pensions are not reported in the General Fund Balance Sheet	212,171
Net position of governmental activities	\$ 4,689,850

**Combined Statement of Revenues, Expenditures, and
Changes in Fund Balance – Governmental Fund**

For the Year Ended June 30, 2019

	General Fund
Revenues:	
Shelby County Schools	\$ 6,122,994
Operating grants and contributions	743,926
Capital grants and contributions	395,000
Charges for services	97,175
Other income	2,012
Total revenues	7,361,107
Expenditures:	
Current:	
Salaries, wages and benefits:	
Instructional	3,240,288
General and administration	1,073,052
Instructional	1,599,468
General and administration	421,883
Capital outlay:	
Current expenditures	360,233
Debt service:	
Principal payments on notes payable	85,642
Interest	83,213
Total expenditures	6,863,779
Change in fund balance	497,328
Fund balance - beginning of year, as previously reported	1,157,373
Prior period adjustment	72,364
Fund balance - beginning of year, as restated	1,229,737
Fund balance - end of year	\$ 1,727,065

***Reconciliation of the Combined Statement of Revenues,
Expenditures, and Changes in Fund Balance of Governmental
Funds to the Combined Statement of Activities***

For the Year Ended June 30, 2019

	General Fund
Net change in fund balance - governmental funds	\$ 497,328
Amounts reported for governmental activities in the Statement of Activities are different because:	
GASB 68 negative pension expense is not reported in the Statement of Revenues, Expenditures, and Changes in Fund Balance	158,898
Capital outlays, reported as expenditures in governmental funds, are shown as capital assets on the Statement of Net Position	360,233
Repayment of the principal of long-term debt consumes the current financial resources of governmental funds. These transactions do not have an effect on net position	85,642
Depreciation expense on capital assets is included only in the governmental activities in the Statement of Activities	(338,704)
<u>Change in net position of governmental activities</u>	<u>\$ 763,397</u>

Note 1 - Summary of Significant Accounting Policies**Reporting Entity**

The Read Foundation was formed as a Tennessee non-profit corporation. The Read Foundation (the "Foundation"), is the sponsor of Memphis School of Excellence and Memphis School of Excellence Elementary School. Pursuant to the provisions of the Tennessee Public Charter Schools Act of 2002 (the Act), T.C.A. Section 49-12-101, et seq., Memphis School of Excellence has been approved as a public charter school. Pursuant to the Act, public charter schools are part of the state's public education program offering an alternative means within the public school system for accomplishing necessary outcomes of education. Memphis School of Excellence, through the Read Foundation, as sponsor, entered into a Charter School Agreement with the Board of Education of the Shelby County Schools to operate a charter school in Memphis, Tennessee, for the purpose of operating an alternative school to improve the learning of students with special needs as specified in the Federal Individuals with Disabilities Education Act. The School began classes in September 2010, with grades sixth through ninth. The initial Charter School Agreement expires in June 30, 2020, and is subject to renewal at the discretion of the Board of Education for the Shelby County Schools.

Memphis School of Excellence Elementary School was formed pursuant to the provisions of the Tennessee Public Charter Schools Act of 2002 (the Act), T.C.A. Section 49-12-101, et seq. Memphis School of Excellence Elementary School, through the Read Foundation, as sponsor, entered into a Charter School Agreement with the Board of Education of the Shelby County Schools to operate a charter school in Memphis, Tennessee. Memphis School of Excellence Elementary School began classes in August 2017, with kindergarten through second grade. The initial Charter School Agreement expires on June 30, 2027, and is subject to renewal at the discretion of the Board of Education for the Shelby County Schools.

Measurement focus, basis of accounting and presentation

The Foundation, in accordance with the applicable Governmental Accounting Standards Board (GASB) statement, are considered a special-purpose governmental entity and is not a component unit of another governmental entity. Therefore, the financial statements have been prepared in the same manner as general-purpose governments.

The Foundation's basic financial statements include both government-wide and fund financial statements.

The combined government-wide financial statements (i.e., the combined statements of net position and the combined statements of activities) report information on all the non-fiduciary activities of the primary government. Governmental activities normally are supported by taxes and inter-governmental revenues and are paid to the Foundation through the Board of Education of the Shelby County Schools. The combined government-wide financial statements of the Foundation have been prepared on the accrual basis of accounting. Under the accrual basis, revenues are recognized when earned and expenses are recognized when incurred.

The combined governmental fund financial statements are presented on the modified accrual basis of accounting. Revenues under the modified accrual basis are recognized when measurable and available. Revenues are considered available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the Foundation considers revenues available if they are collected within 60 days of the end of the current fiscal period. Expenditures generally are recorded when the related liability is incurred, as under accrual accounting.

Combined Government-wide Financial Statements

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

GASB regulations require the classification of net position into three components: invested in capital assets, net of related debt; restricted; and unrestricted. These classifications are defined as follows:

Net investment in capital assets – This component of net position consists of capital assets, including restricted capital assets, net of accumulated depreciation and reduced by outstanding balances (if any) of bonds, mortgages, notes or other borrowings that are attributable to the acquisition, construction or improvement of those assets.

If there are significant unspent related debt proceeds at year end, the portion of the debt attributable to the unspent proceeds is not included in the calculation of invested in capital assets, net of related debt. Rather, that portion of the debt is included in the same net position component as the unspent proceeds.

Restricted – This component of net position consists of constraints placed on net position use through external constraints imposed by creditors (such as through debt covenants), contributors or laws or regulations of other governments or constraints imposed by law through constitutional provisions or enabling legislation.

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

The government-wide statement of activities demonstrates the degree to which the direct expenses of a given function or program is offset by program revenues. Direct expenses are those that are clearly identifiable with a specific function or segment. Program revenues include 1) charges to students for lunches, school supplies, after school care, athletic programs, and other services; 2) grants and contributions that are restricted to meeting the operational or capital requirements of a particular function or segment; and 3) contributions that are generally unrestricted.

The primary sources of the Foundation's revenue is from the following:

Shelby County Schools – the Foundation receives funds from Shelby County Schools (SCS) based on a per-pupil allocation. The Foundation received \$9,000 per-pupil and had an average of 510 students in the High School and 165 students in the Elementary School for the year ended June 30, 2019. The per-pupil allocation received for the year ended June 30, 2019, totaled \$6,122,994 and is included in the Shelby County Schools revenue.

Federal Awards – the Foundation is a recipient of Title I and Planning and Implementation federal grant awards. The Foundation recognizes grant income when it is earned. The Foundation recognized \$743,926 in federal grant revenue for the year ended June 30, 2019. The Foundation also received \$395,000 from the State of Tennessee Capital Outlay Grant, which was disbursed through the Board of Education of the Shelby County Schools.

Contributions – Contributions are recognized as support when they are pledged or received. The Foundation report gifts of cash and other assets as unrestricted support unless they are received with donor stipulations that limit the use of the donated assets.

Governmental Combined Fund Financial Statements

The financial transactions of the Foundation are reported in individual funds in the fund financial statements. Each fund is accounted for by providing a separate set of self-balancing accounts that comprise its assets, liabilities, reserves, fund equity, revenues and expenditures. The Foundation reports the following major governmental fund:

The General Fund is the primary operating fund of the Foundation and accounts for all financial resources of the general government, except those required to be accounted for in another fund, if any.

The governmental funds' focus is upon the determination of financial resources, their balance, sources and use, rather than upon net income. In accordance with the applicable GASB statement, the Foundation classifies governmental fund balances as: non-spendable, restricted, committed, assigned and unassigned based on the level of constraints on the fund balances. When an expenditure is incurred in which both restricted and unrestricted funds are available for use, it is the Foundation's policy to spend restricted funds first, then unrestricted funds. When an expenditure has been incurred for purposes in which multiple categories of unrestricted funds are available, it is the Foundation's policy to spend funds in the following order, committed, then assigned, and lastly unassigned funds. The classifications of fund balances are defined as follows:

Non-spendable – This classification consists of fund balances that cannot be spent because they are either not in spendable form, for example, noncash amounts that are not expected to be converted to cash, or the funds are legally or contractually required to be maintained intact.

Restricted – This classification consists of fund balances with external constraints on use imposed by creditors (such as through debt covenants), contributors or laws or regulations of other governments or constraints imposed by law through constitutional provisions or enabling legislation.

Committed – This classification consists of fund balances that can only be used for specific purposes established by formal action of the Foundation's Board of Directors, its highest level of decision making authority. Such commitments should include contractual obligations of fund assets. Fund balance commitments can only be removed by the same process of the same body employed to previously commit those amounts.

Assigned – This classification consists of all fund balances that are not in the general fund or classified as non-spendable, restricted, or committed. In addition, general fund balances that the Foundation intends to use for specific purposes are classified as assigned. The Foundation gives the authority to assign amounts for specific purposes to the Schools' office manager and personnel under the supervision of the schools' office manager tasked with financial recording responsibilities.

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

Other Accounting Policies

Cash and Cash Equivalents

The Foundation consider deposits that can be redeemed on demand and investments that have original maturities of less than three months, when purchased, to be cash equivalents.

Grants Receivable

Grants Receivable represents amounts due from the State of Tennessee for reimbursement of expenses allocated to the Title I and Capital Outlay grants. An allowance for doubtful accounts is maintained based upon collection experience and a review of the collectability of specific outstanding receivables. Receivables are charged against the allowance when they are determined to be uncollectible by management. There is no allowance for doubtful accounts as of June 30, 2019, as management believes all amounts are collectible.

Capital Assets

Capital assets acquired by the Foundation are considered to be owned by the Foundation. However, State funding sources may maintain equitable interest in the capital assets purchased with grant monies as well as the right to determine the use of any proceeds from the sale of these assets. The State's equitable interest is in capital assets with an acquisition cost which equals or exceeds \$5,000 and an estimated useful life of more than one year. The costs of normal maintenance and repairs that do not add to the value of the asset or materially extend assets' lives are not capitalized. Capital assets purchased are stated at cost, if purchased, or the estimated value on the date received, if donated. Depreciation is computed using the straight-line method over the estimated useful lives of the assets and over the term of the lease for leasehold improvements, ranging from 3 to 39 years. The Foundation follows the practice of capitalizing all expenditures for property and equipment items over \$1,500.

Accrued Compensated Absences

No accrual of compensated absences is necessary for the Foundation's faculty/staff because the summer months, during which classes are not in session, are considered employees' vacation. The administrative employees of the Foundation follow the same schedule as the instructors of the charter schools; therefore, no compensated absences accrual for any of the employees of the Foundation is appropriate.

Income Taxes

The Foundation has been determined to be exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code (IRC) as evidenced by a letter of determination dated September 17, 2009. As an exempt corporation, the Foundation must operate in conformity with the IRC in order to maintain its tax-exempt status. The Foundation is also exempt from state income tax. As of June 30, 2019, the following tax years remain open due to the applicable tax authority's ability to review and assess previously issued returns: federal – June 30, 2016, 2017, and 2018.

Pensions (Teacher Legacy Pension Plan; Teacher Retirement Plan; Public Employee Retirement Plan)

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

Deferred Outflows / Inflows of Resources

As defined in GASB statement 63, in addition to assets, the statement of financial position will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, *Deferred Outflows of Resources*, represents a consumption of net position that applies to a future period and so will not be recognized as an expense or expenditure until then.

As defined in GASB statement 63, in addition to liabilities, the statement of net position will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, *Deferred Inflows of Resources*, represents an acquisition of net position that applies to a future period and so will not be recognized as revenue until then.

Obligations

In the government-wide financial statements, debt and other obligations are reported as liabilities in the applicable governmental activities and statement of net position.

In the fund financial statements, any obligations secured by capital assets would not be reflected as a liability.

Estimates and Uncertainties

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Concentrations

Approximately 86% of the Foundation's funding during the year ended June 30, 2019, was from the Board of Education of Shelby County Schools for their per-pupil allocation.

Events occurring after reporting date

The Foundation has evaluated subsequent events for potential recognition and disclosure through November 16, 2018, the date that the combined financial statements were approved for issuance.

Note 2 – Deposits with Financial Institutions

Legal Provisions

Deposits must be collateralized by federal depository insurance, the Tennessee Bank Collateral Pool, collateral held by the School's agent in the School's name, collateral held by the Federal Reserve Banks acting as third party agents, or a combination of these methods. State statute requires that all uninsured deposits with financial institutions must be collateralized by securities whose market value is equal to 105% of the average daily balance of public deposits held. Collateral securities required to be pledged by the participating banks to protect their public fund accounts are pledged to the state treasurer on behalf of the bank collateral pool. The securities pledged to protect these accounts are pledged in the aggregate rather than against each account. The members of the pool may be required by agreement to pay an assessment to cover any deficiency. Under this additional assessment agreement, public fund accounts covered by the pool are considered to be insured for purposes of credit risk disclosure.

Custodial Credit Risk

Custodial credit risk is the risk that in the event of a bank failure, the School's deposits may not be returned to it. The School's policy for custodial risk is to follow state guidelines. As of June 30, 2019, all bank deposit were entirely insured by federal depository insurance and collateralized by the Tennessee Bank Collateral Pool.

Note 3 – Capital Assets

Capital asset activity for the year ended June 30, 2019, was as follows:

	Balance June 30, 2018	Additions	Transfers/ Disposals	Balance June 30, 2019
Non-depreciable capital assets:				
Land	\$ 779,900	\$ -	\$ -	\$ 779,900
Depreciable capital assets:				
Leasehold improvements	2,567,332	95,104	-	2,662,436
Building	2,139,930	-	-	2,139,930
Furniture and equipment	504,493	265,129	-	769,622
Total depreciable capital assets	5,211,755	360,233	-	5,571,988
Less accumulated depreciation:				
Leasehold improvements	(1,464,345)	(220,999)	-	(1,685,344)
Building	(50,297)	(54,870)	-	(105,167)
Furniture and equipment	(295,689)	(62,835)	-	(358,524)
Total accumulated depreciation	(1,810,331)	(338,704)	-	(2,149,035)
Total depreciable capital assets, net	3,401,424	21,529	-	3,422,953
Total capital assets, net	\$ 4,181,324	\$ 21,529	\$ -	\$ 4,202,853

Depreciation expense was \$338,704 for the year ended June 30, 2019. The allocation of this expense is as follows:

Governmental Activities:	
Instructional	\$ 325,156
General and Administrative	13,548
Total depreciation expense - governmental activities	<u>\$ 338,704</u>

Note 4 – Operating Leases

The Foundation leases office and instructional facilities under a lease agreement which will expire July 2032. Rent expenses under this lease totaled \$553,941 for the year ended June 30, 2019. The Foundation also leases certain equipment which will expire between August 2019 and June 2021. Rent expense under these leases totaled \$20,399 for the year ended June 30, 2019.

Notes to the Combined Financial Statements

June 30, 2019

Future minimum lease payments required under these leases for the years ending June 30 are as follows:

Year Ending June 30:		
2020	\$	592,475
2021		659,595
2022		670,143
2023		683,654
2024		697,165
Thereafter		<u>6,172,142</u>
Total	\$	<u>9,475,174</u>

Note 5 – Notes payable

The Foundation has a \$1,680,000 non-revolving line of credit with a financial institution for construction. The line has been fully drawn, bears interest at 4.66%, is secured by real estate, and matures on June 21, 2020. At June 30, 2019, the amount outstanding under this non-revolving line of credit was \$1,588,997. The line of credit is payable in monthly principal and interest installments of \$10,774. The Foundation also has a \$46,173 note payable to a financial institution. The note bears interest at 4.55%, is secured by certain equipment, is payable in monthly principal and interest installments of \$1,493, and matures on March 8, 2022. The Foundation also has an \$66,157 promissory note with a financial institution for construction. The note bears interest at 5.10%, is secured by certain equipment, is payable in monthly principal and interest installments of \$1,804, and matures on October 1, 2022.

	Beginning Balance	Additions	Reductions	Ending Balance	Due Within One Year
Notes payable transactions for the year	\$ 1,786,969	\$ -	\$ (85,642)	\$ 1,701,327	\$ 1,623,886

Principal and interest payments required to maturity for the long-term debt agreements mentioned above for the years ending June 30 are as follows:

	Principal	Interest	Total
2020	\$ 1,623,886	\$ 77,362	\$ 1,701,248
2021	36,618	2,947	39,565
2022	33,853	1,153	35,006
2023	6,970	66	7,036
	<u>\$ 1,701,327</u>	<u>\$ 81,528</u>	<u>\$ 1,782,855</u>

Note 6 – Commitments

The Foundation entered into a contract to purchase land and buildings which will be used for school purposes once the property is placed into service. The purchase price of the property is \$6,000,000 and the Foundation paid a \$50,000 earnest money deposit during the year ended June 30, 2019. The purchase is expected to be completed during the year ending June 30, 2020.

The Foundation has an educational professional services agreement with Teach for America, a Connecticut-based non-profit organization for recruiting, selecting, training and providing ongoing professional development to teachers within the charter school system. The contract expires on May 31, 2020. Under the agreement the Foundation agreed to hire eight to ten teachers from the Teach for America program for each academic year through the end of the contract, and pay Teach for America an annual fee of \$5,000 per teacher for each year the teachers are employed. The Foundation paid \$70,000 under this agreement for the year ended June 30, 2019.

Note 7 - Teacher Legacy Pension Plan

General Information about the Pension Plan

Plan description. The Tennessee Consolidated Retirement System (TCRS) was created by state statute under Tennessee Code Annotated Title 8, Chapters 34-37. The TCRS Board of Trustees is responsible for the proper operation and administration of all employer pension plans in the TCRS. The Tennessee Treasury Department, an agency in the legislative branch of state government, administers the plans of the TCRS. The TCRS issues a publically available financial report that can be obtained at <https://treasury.tn.gov/Retirement/Boards-and-Governance/Reporting-and-Investment-Policies>.

Teachers employed by the Foundation with membership in the TCRS before July 1, 2014 are provided with pensions through the Teacher Legacy Pension Plan, a cost sharing multiple-employer pension plan administered by the TCRS. The Teacher Legacy Pension Plan closed to new membership on June 30, 2014, but will continue providing benefits to existing members and retirees.

Beginning July 1, 2014, the Teacher Retirement Plan became effective for teachers employed by Local Education Agencies (LEAs) after June 30, 2014. The Teacher Retirement Plan is a separate cost-sharing, multiple-employer defined benefit plan.

Benefits provided. Tennessee Code Annotated Title 8, Chapters 34-37 establishes the benefit terms and can be amended only by the Tennessee General Assembly. Members of the Teacher Legacy Pension Plan are eligible to retire with an unreduced benefit at age 60 with 5 years of service credit or after 30 years of service credit regardless of age. Benefits are determined by a formula using the member's highest five consecutive year average compensation and the member's years of service credit. A reduced early retirement benefit is available at age 55 and vested. Members are vested with five years of service credit. Service related disability benefits are provided regardless of length of service. Five years of service is required for non-service related disability eligibility. The service related and non-service related disability benefits are determined in the same manner as a service retirement benefit but are reduced 10 percent and include projected service credits. A variety of death benefits are available under various eligibility criteria. Member and beneficiary annuitants are entitled to automatic cost of living adjustments (COLAs) after retirement. A COLA is granted each July for annuitants retired prior to the 2nd of July of the previous year. The COLA is based on the change in the consumer price index (CPI) during the prior calendar year, capped at 3 percent, and applied to the current benefit. No COLA is granted if the change in the CPI is less than one-half percent. A one percent COLA is granted if the CPI change is between one-half percent and one percent. A member who leaves employment may withdraw their employee contributions, plus any accumulated interest.

Contributions. Contributions for teachers are established in the statutes governing the TCRS and may only be changed by the Tennessee General Assembly. Teachers contribute 5 percent of salary. The Foundation makes employer contributions at the rate set by the Board of Trustees as determined by an actuarial valuation. By law, employer contributions for the Teacher Legacy Pension Plan are required to be paid. TCRS may intercept the state shared taxes of the sponsoring governmental entity of the Foundation if the required employer contributions are not remitted. Employer contributions by the Foundation for the year ended June 30, 2019, to the Teacher Legacy Pension Plan were \$116,510 which is 10.45% of covered payroll. The employer rate, when combined with member contributions, is expected to finance the costs of benefits earned by members during the year, the cost of administration, as well as an amortized portion of any unfunded liability.

Pension Liabilities (Assets), Pension Expense (Negative Expense), and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

Pension liabilities (assets). At June 30, 2019, the Foundation reported a liability (asset) of (\$100,160) for its proportionate share of net pension liability (asset). The net pension liability (asset) was measured as of June 30, 2018, and the total pension liability used to calculate the net pension liability (asset) was determined by an actuarial value as of that date. The Foundation's proportion of the net pension liability was based on the Foundation's share of contributions to the pension plan relative to the contributions of all participating LEAs.

Notes to the Combined Financial Statements

June 30, 2019

At the measurement date of June 30, 2018, the Foundation's proportion was 0.028463%. The proportion measured as of June 30, 2017, was 0.022962 percent.

Pension expense (negative pension expense). For the year ended June 30, 2019, the Foundation recognized pension expense (negative pension expense) of \$26,035.

Deferred outflows of resources and deferred inflows of resources. For the year ended June 30, 2019, the Foundation reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	\$ 20,246	\$ 135,123
Changes in assumptions	59,155	-
Net difference between projected and actual earnings on pension plan investments	-	21,799
Changes in proportion of Net Pension Liability (Asset)	135,982	24,649
Read Foundation's contributions subsequent to the measurement date of June 30, 2018	116,510	(not applicable)
Total	\$ 331,893	\$ 181,571

The Foundation's employer contributions of \$116,510, reported as pension related deferred outflows of resources subsequent to the measurement date, will be recognized as an increase in net pension liability (asset) in the year ended June 30, 2020. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year Ended June 30:		
2020	\$	75,353
2021		22,720
2022		(58,754)
2023		(5,509)
2024		-
Thereafter		-

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

Actuarial assumptions. The total pension liability in the June 30, 2018, actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	2.5 percent
Salary increases	Graded salary ranges from 8.72 to 3.44 percent based on age, including inflation, averaging 4.00 percent

Investment rate of return	7.25 percent, net of pension plan investment expenses, including inflation
Cost-of Living Adjustment	2.25 percent

Mortality rates were based on actual experience including an adjustment for some anticipated improvement.

The actuarial assumptions used in the June 30, 2018, actuarial valuation were based on the results of an actuarial experience study performed for the period July 1, 2012 through June 30, 2016. The demographic assumptions were adjusted to more closely reflect actual and expected future experience.

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees in conjunction with the June 30, 2016 actuarial experience study. A blend of future capital market projections and historical market returns was used in a building-block method in which a best-estimate of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) is developed for each major asset class. These best-estimates are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation of 2.5 percent. The best-estimates of geometric real rates of return and the TCRS investment policy target asset allocation for each major asset class are summarized in the following table:

Asset Class	Long-Term Expected Real Rate of Return	Target Allocation
U.S. equity	5.69%	31%
Developed market international equity	5.29%	14%
Emerging market international equity	6.36%	4%
Private equity and strategic lending	5.79%	20%
U.S. fixed income	2.01%	20%
Real estate	4.32%	10%
Short-term investments	0.00%	1%
		<hr/> 100%

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees as 7.25 percent based on a blending of the factors described above.

Discount rate. The discount rate used to measure the total pension liability was 7.25 percent. The projection of cash flows used to determine the discount rate assumed that employee contributions will be made at the current rate and that contributions from all LEAs will be made at the actuarially determined contribution rate pursuant to an actuarial valuation in accordance with the funding policy of the TCRS Board of Trustees and as required to be paid by state statute. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make projected future benefit payments of current active and inactive members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the proportionate share of net pension liability (asset) to changes in the discount rate. The following presents the Foundation's proportionate share of the net pension liability (asset) calculated using the discount rate of 7.25 percent, as well as what the Foundation's proportionate share of the net pension liability (asset) would be if it were calculated using a discount rate that is 1-percentage-point lower (6.25 percent) or 1-percentage-point higher (8.25 percent) than the current rate:

	1% Decrease (6.25%)	Current Discount Rate (7.25%)	1% Increase (8.25%)
Read Foundation's proportionate share of the net pension liability (asset)	\$ 772,094	\$ (100,160)	\$ (821,828)

Pension plan fiduciary net position. Detailed information about the pension plan's fiduciary net position is available in a separately issued TCRS financial report.

Payable to the Pension Plan

At June 30, 2019, the Foundation reported a payable of \$13,925 for the outstanding amount of contributions to the pension plan required at the year ended June 30, 2019.

Note 8 – Non-Teacher Retirement Plan

General Information about the Pension Plan

Plan description. Employees of the Foundation are provided a defined benefit pension plan through the Public Employee Retirement Plan, a cost-sharing multiple-employer pension plan administered by the TCRS. The TCRS was created by state statute under Tennessee Code Annotated Title 8, Chapters 34-37. The TCRS Board of Trustees is responsible for the proper operation and administration of the TCRS. The Tennessee Treasury Department, an agency in the legislative branch of state government, administers the plans of the TCRS. The TCRS issues a publically available financial report that can be obtained at <https://treasury.tn.gov/Retirement/Boards-and-Governance/Reportingand-Investment-Policies>.

Benefits provided. Tennessee Code Annotated Title 8, Chapters 34-37 establishes the benefit terms and can be amended only by the Tennessee General Assembly. The chief legislative body may adopt the benefit terms permitted by statute. Members are eligible to retire with an unreduced benefit at age 60 with 5 years of service credit or after 30 years of service credit regardless of age. Benefits are determined by a formula using the member's highest five consecutive year average compensation and the member's years of service credit. Reduced benefits for early retirement are available at age 55 and vested. Members vest with five years of service credit. Service related disability benefits are provided regardless of length of service. Five years of service is required for non-service related disability eligibility. The service related and non-service related disability benefits are determined in the same manner as a service retirement benefit but are reduced 10 percent and include projected service credits. A variety of death benefits are available under various eligibility criteria.

Member and beneficiary annuitants are entitled to automatic cost of living adjustments (COLAs) after retirement. A COLA is granted each July for annuitants retired prior to the 2nd of July of the previous year. The COLA is based on the change in the consumer price index (CPI) during the prior calendar year, capped at 3 percent, and applied to the current benefit. No COLA is granted if the change in the CPI is less than one-half percent. A one percent COLA is granted if the CPI change is between one-half percent and one percent. A member who leaves employment may withdraw their employee contributions, plus any accumulated interest.

Contributions. Contributions for employees are established in the statutes governing the TCRS and may only be changed by the Tennessee General Assembly. Employees contribute 5 percent of salary. The Foundation makes employer contributions at the rate set by the Board of Trustees as determined by an actuarial valuation. For the year ended June 30, 2019, the employer contributions for the Foundation were \$16,053 based on a rate of 6.00

percent of covered payroll. By law, employer contributions are required to be paid. The TCRS may intercept the Foundation's state shared taxes if required employer contributions are not remitted. The employer's ADC and member contributions are expected to finance the costs of benefits earned by members during the year, the cost of administration, as well as an amortized portion of any unfunded liability.

Net Pension Liability (Asset)

Pension liabilities (assets). The Foundation's net pension liability (asset) was measured as of June 30, 2018, and the total pension liability used to calculate net pension liability (asset) was determined by an actuarial valuation as of that date. At the measurement date of June 30, 2018, the Foundation's proportion was 0.055369 percent. The proportion measured as of June 30, 2017 was 0.036978 percent.

Actuarial assumptions. The total pension liability in the June 30, 2018, actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	2.5 percent
Salary increases	Graded salary ranges from 8.72 to 3.44 percent based on age, including inflation, averaging 4.00 percent
Investment rate of return	7.25 percent, net of pension plan investment expenses, including inflation
Cost-of Living Adjustment	2.25 percent

Mortality rates were based on actual experience including an adjustment for some anticipated improvements.

The actuarial assumptions used in the June 30, 2018, actuarial valuation were based on the results of an actuarial experience study performed for the period July 1, 2012 through June 30, 2016. The demographic assumptions were adjusted to more closely reflect actual and expected future experience.

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees in conjunction with the June 30, 2016 actuarial experience study. A blend of future capital market projections and historical market returns was used in a building-block method in which a best-estimate of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) is developed for each major asset class. These best-estimates are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation of 2.5 percent. The best-estimates of geometric real rates of return and the TCRS investment policy target asset allocation for each major asset class are summarized in the following table:

Asset Class	Long-Term Expected	
	Real Rate of Return	Target Allocation
U.S. equity	5.69%	31%
Developed market international equity	5.29%	14%
Emerging market international equity	6.36%	4%
Private equity and strategic lending	5.79%	20%
U.S. fixed income	2.01%	20%
Real estate	4.32%	10%
Short-term investments	0.00%	1%
		<hr/> 100%

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees as 7.25 percent based on a blending of the factors described above.

Discount rate. The discount rate used to measure the total pension liability was 7.25 percent. The projection of cash flows used to determine the discount rate assumed that employee contributions will be made at the current rate and that contributions from all LEAs will be made at the actuarially determined contribution rate pursuant to an actuarial valuation in accordance with the funding policy of the TCRS Board of Trustees and as required to be paid by state statute. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make projected future benefit payments of current active and inactive members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the net pension liability (asset) to changes in the discount rate. The following presents the net pension liability (asset) of the Foundation calculated using the discount rate of 7.25 percent, as well as what the net pension liability (asset) would be if it were calculated using a discount rate that is 1-percentage-point lower (6.25 percent) or 1-percentage-point higher (8.25 percent) than the current rate:

	1% Decrease (6.25%)	Current Discount Rate (7.25%)	1% Increase (8.25%)
Read Foundation's proportionate share of the net pension liability (asset)	\$ 51,981	\$ (74,721)	\$ (180,554)

Pension Expense (Negative Pension Expense) and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

Pension expense (negative pension expense). For the year ended June 30, 2019, the Foundation recognized pension expense (negative pension expense) of (\$7,707).

Notes to the Combined Financial Statements

June 30, 2019

Deferred outflows of resources and deferred inflows of resources. For the year ended June 30, 2019, the Foundation reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	\$ 18,299	\$ 19,773
Net difference between projected and actual earnings on pension plan investments	-	3,749
Changes in assumptions	12,601	-
Contributions subsequent to the measurement date of June 30, 2018	16,053	(not applicable)
Total	\$ 46,953	\$ 23,522

The amount shown above for "Contributions subsequent to the measurement date of June 30, 2017," will be recognized as a reduction (increase) to net pension liability (asset) in the following measurement period.

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

Year Ended June 30:	
2020	\$ 2,760
2021	3,756
2022	(719)
2023	1,581
2024	-
Thereafter	-

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

Payable to the Pension Plan

At June 30, 2019, the Foundation reported a payable of \$2,218 for the outstanding amount of contributions to the pension plan required at the year ended June 30, 2019.

Note 9 – Teacher Retirement Plan (After June 30, 2014)

General Information about the Pension Plan

Plan description. The TCRS was created by state statute under Tennessee Code Annotated Title 8, Chapters 34-37. The TCRS Board of Trustees is responsible for the proper operation and administration of all employer pension plans in the TCRS. The Tennessee Treasury Department, an agency in the legislative branch of state government,

administers the plans of the TCRS. The TCRS issues a publically available financial report that can be obtained at <https://treasury.tn.gov/Retirement/Boards-and-Governance/Reporting-and-Investment-Policies>.

Teachers employed by the Foundation with memberships in TCRS before July 1, 2014 are provided with pensions through the Teacher Legacy Pension Plan, a cost sharing multiple-employer pension plan administered by the TCRS. The Teacher Legacy Pension Plan closed to new membership on June 30, 2014, but will continue providing benefits to existing members and retirees. Beginning July 1, 2014, the Teacher Retirement Plan became effective for teachers employed by Local Education Agencies (LEAs) after June 30, 2014. The Teacher Retirement Plan is a separate cost-sharing, multiple-employer defined benefit plan.

Benefits provided. Tennessee Code Annotated Title 8, Chapters 34-37 establishes the benefit terms and can be amended only by the Tennessee General Assembly. Members of the Teacher Retirement Plan are eligible to retire with an unreduced benefit at age 65 with 5 years of service credit or pursuant to the rule of 90 in which the member's age and service credit total 90. Benefits are determined by a formula using the member's highest five consecutive year average compensation and the member's years of service credit. A reduced early retirement benefit is available at age 60 and vested or pursuant to the rule of 80. Members are vested with five years of service credit. Service related disability benefits are provided regardless of length of service. Five years of service is required for non-service related disability eligibility. The service related and non-service related disability benefits are determined in the same manner as a service retirement benefit but are reduced 10 percent and include projected service credits. A variety of death benefits are available under various eligibility criteria. Member and beneficiary annuitants are entitled to automatic cost of living adjustments (COLAs) after retirement. A COLA is granted each July for annuitants retired prior to the 2nd of July of the previous year. The COLA is based on the change in the consumer price index (CPI) during the prior calendar year, capped at 3 percent, and applied to the current benefit. No COLA is granted if the change in the CPI is less than one-half percent. A one percent COLA is granted if the CPI change is between one-half percent and one percent. A member who leaves employment may withdraw their employee contributions, plus any accumulated interest. Under the Teacher Retirement Plan, benefit terms and conditions, including COLAs, can be adjusted on a prospective basis. Moreover, there are defined cost controls and unfunded liability controls that provide for the adjustment of benefit terms and conditions on an automatic basis.

Contributions. Contributions for teachers are established in the statutes governing the TCRS and may only be changed by the Tennessee General Assembly or by automatic cost controls set out in law. Teachers contribute 5 percent of salary. The Foundation makes employer contributions at the rate set by the Board of Trustees as determined by an actuarial valuation. Per the statutory provisions governing the TCRS, the employer contribution rate cannot be less than 4 percent, except for in years when the maximum funded level, approved by the TCRS Board of Trustees, is reached. By law, employer contributions for the Teacher Retirement Plan are required to be paid. The TCRS may intercept the state shared taxes of the sponsoring governmental entity of the Foundation if the required employer contributions are not remitted. Employer contributions by the Foundation for the year ended June 30, 2019, to the Teacher Retirement Plan were \$38,637 which is 1.94% of covered payroll. The employer rate, when combined with member contributions, is expected to finance the costs of benefits earned by members during the year, the cost of administration, as well as an amortized portion of any unfunded liability.

Pension Liabilities (Assets), Pension Expense (Negative Pension Expense), and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

Pension liabilities (assets). At June 30, 2019, the Foundation reported a liability (asset) of (\$74,207) for its proportionate share of net pension liability (asset). The net pension liability (asset) was measured as of June 30, 2018, and the total pension asset used to calculate the net pension liability (asset) was determined by an actuarial value as of that date. The Foundation's proportion of the net pension liability (asset) was based on The Foundation's share of contributions to the pension plan relative to the contributions of all participating LEAs. At the measurement date of June 30, 2018, the Foundation's proportion was 0.163621 percent. The proportion measured as of June 30, 2017, was 0.148179 percent.

Pension expense (negative pension expense). For the year ended June 30, 2019, the Foundation recognized pension expense (negative pension expense) of \$25,251.

Deferred outflows of resources and deferred inflows of resources. For the year ended June 30, 2019, the Foundation reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	\$ 4,203	\$ 2,956
Net difference between projected and actual earnings on pension plan investments	-	4,192
Changes in assumptions	3,501	-
Changes in proportion of Net Pension Liability (Asset)	4,230	5,005
Read Foundation's contributions subsequent to the measurement date of June 30, 2018	38,637	(not applicable)
Total	\$ 50,571	\$ 12,153

The Foundation's employer contributions of \$38,637, reported as pension related deferred outflows of resources, subsequent to the measurement date, will be recognized as an increase of net pension liability (assets) in the year ended June 30, 2020. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year Ended June 30:	
2020	\$ (635)
2021	(768)
2022	(1,365)
2023	(270)
2024	288
Thereafter	2,532

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

Actuarial assumptions. The total pension liability in the June 30, 2018, actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	2.5 percent
Salary increases	Graded salary ranges from 8.72 to 3.44 percent based on age, including inflation, averaging 4.00 percent
Investment rate of return	7.25 percent, net of pension plan investment expenses, including inflation
Cost-of Living Adjustment	2.25 percent

Mortality rates are customized based on actual experience including an adjustment for some anticipated improvement.

The actuarial assumptions used in the June 30, 2018, actuarial valuation were based on the results of an actuarial experience study performed for the period July 1, 2012 through June 30, 2016. The demographic assumptions were adjusted to more closely reflect actual and expected future experience.

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees in conjunction with the June 30, 2016 actuarial experience study. A blend of future capital market projections and historical market returns was used in a building-block method in which a best-estimate of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) is developed for each major asset class. These best-estimates are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation of 2.5 percent. The best-estimates of geometric real rates of return and the TCRS investment policy target asset allocation for each major asset class are summarized in the following table:

Asset Class	Long-Term Expected Real Rate of Return	Target Allocation
U.S. equity	5.69%	31%
Developed market international equity	5.29%	14%
Emerging market international equity	6.36%	4%
Private equity and strategic lending	5.79%	20%
U.S. fixed income	2.01%	20%
Real estate	4.32%	10%
Short-term investments	0.00%	1%
		100%

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees as 7.25 percent based on a blending of the factors described above.

Discount rate. The discount rate used to measure the total pension liability was 7.25 percent. The projection of cash flows used to determine the discount rate assumed that employee contributions will be made at the current rate and that contributions from all LEAs will be made at the actuarially determined contribution rate pursuant to an actuarial valuation in accordance with the funding policy of the TCRS Board of Trustees and as required to be paid by state statute. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make projected future benefit payments of current active and inactive members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the proportionate share of net pension liability (asset) to changes in the discount rate. The following presents the Foundation's proportionate share of the net pension liability (asset) calculated using the discount rate of 7.25 percent, as well as what the Foundation's proportionate share of the net pension liability (asset) would be if it were calculated using a discount rate that is 1-percentage-point lower (6.25 percent) or 1-percentage-point higher (8.25 percent) than the current rate:

	1% Decrease (6.25%)	Current Discount Rate (7.25%)	1% Increase (8.25%)
Read Foundation's proportionate share of the net pension liability (asset)	\$ 11,472	\$ (74,207)	\$ (137,332)

Pension plan fiduciary net position. Detailed information about the pension plan's fiduciary net position is available in a separately issued TCRS financial report.

Payable to the Pension Plan

At June 30, 2019, the Foundation reported a payable of \$11,609 for the outstanding amount of contributions to the pension plan required at the year ended June 30, 2019.

401(k) Plan

The Teacher Retirement Plan provides a combination of a defined benefit plan and a defined contribution plan. The defined benefit portion of the Teacher Retirement Plan is managed by TCRS. The defined contribution assets are deposited into the State's 401(k) plan where the employees manage the investments within the 401(k) plan. Contributions are made on a tax-deferred basis. Employer contributions by the Foundation for the year ended June 30, 2019, to the 401(k) plan were \$102,703 which is 5 percent of covered payroll.

Note 10 – Reconciliation of Net Pension Assets and Liabilities at June 30, 2019

	Net Pension Asset	Deferred Outflows of Resources	Net Pension Liability	Deferred Inflows of Resources
Teacher Legacy Pension Plan	\$ 100,160	\$ 331,893	\$ -	\$ 181,571
Non-Teacher Retirement Plan	74,721	46,953	-	23,522
Teacher Retirement Plan (After June 30, 2014)	74,207	50,571	-	12,153
Total assets and liabilities	<u>\$ 249,088</u>	<u>\$ 429,417</u>	<u>\$ -</u>	<u>\$ 217,246</u>

Note 11 – TCRS Stabilization Trust

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

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

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

Investments are reported at fair value or amortized which approximates fair value. Securities traded on a national exchange are valued at the last reported sales price. Investment income consists of realized and unrealized appreciation (depreciation) in the fair Securities and securities transactions are recorded in the financial statements on a trade-date basis. The fair value of assets of the TRGT held at June 30, 2019, represents the

price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants. Assets held are categorized for fair value measurement within the fair value hierarchy established by GAAP. The hierarchy is based on the valuation inputs used to measure the fair value of the asset and give the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (Level 1 measurements) and the lowest priority to unobservable inputs (Level 3 measurements).

- Level 1 – Unadjusted quoted prices for identical assets or liabilities in active markets that can be accessed at the measurement date.
- Level 2 – Quoted prices for similar assets or liabilities in active markets; quoted prices for identical or similar assets or liabilities in markets that are not active; assets or liabilities that have a bid-ask spread price in an inactive dealer market, brokered market and principal-to-principal market; and Level 1 assets or liabilities that are adjusted.
- Level 3 – Valuations derived from valuation techniques in which significant inputs are unobservable.

Investments using the Net Asset Value (“NAV”) per share have no readily determinable fair value and have been determined using amortized cost which approximates fair value.

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

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

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

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

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

Investments in private mutual funds, traditional private equity funds, strategic lending funds and real estate funds that report using GAAP, the fair value, as well as the unfunded commitments, were determined using the prior quarter’s NAV, as reported by the fund managers, plus the current cash flows. These assets were then categorized by investment strategy. In instances where the fund investment reported using non-GAAP standards, the investment was valued using the same method, but was classified in Level 3.

At June 30, 2019, the Foundation had the following investments held by the trust on its behalf.

Investment	Weighted Average Maturity (days)	Maturities	Fair Value
Investments at Fair Value:			
U.S. Equity	N/A	N/A	\$ 12,354
Developed Market International Equity	N/A	N/A	5,579
Emerging Market International Equity	N/A	N/A	1,594
U.S. Fixed Income	N/A	N/A	7,970
Real Estate	N/A	N/A	3,985
Short-term Securities	N/A	N/A	399
Investments at Amortized Cost using the NAV:			
Private Equity and Strategic Lending	N/A	N/A	7,970
Total			\$ 39,851

Investment by Fair Value Level	Fair Value 6-30-19	Fair Value Measurements Using			Amortized Cost
		Quoted Prices in Active Markets for Identical Assets (Level 1)	Significant Other Observable Inputs (Level 2)	Significant Unobservable Inputs (Level 3)	NAV
U.S. Equity	\$ 12,354	\$ 12,354	\$ -	\$ -	\$ -
Developed Market International Equity	5,579	5,579	-	-	-
Emerging Market International Equity	1,594	1,594	-	-	-
U.S. Fixed Income	7,970	-	7,970	-	-
Real Estate	3,985	-	-	3,985	-
Short-term Securities	399	-	399	-	-
Private Equity and Strategic Lending	7,970	-	-	-	7,970
Total	\$ 39,851	\$ 19,527	\$ 8,369	\$ 3,985	\$ 7,970

Risks and Uncertainties. The trust's investments include various types of investment funds, which in turn invest in any combination of stock, bonds and other investments exposed to various risks, such as interest rate, credit, and market risk. Due to the level of risk associated with certain investment securities, it is at least reasonably possible that changes in the values of investment securities will occur in the near term and that such changes could materially affect the amounts reported for trust investments.

Interest Rate Risk. Interest rate risk is the risk that changes in interest rates will adversely affect the fair value of an investment. The Foundation does not have the ability to limit trust investment maturities as a means of managing its exposure to fair value losses arising from increasing interest rates.

Credit Risk. Credit risk is the risk that an issuer or other counterparty to an investment will not fulfill its obligations. The Foundation does not have the ability to limit the credit ratings of individual investments made by the trust.

Concentration of Credit Risk. Concentration of credit risk is the risk of loss attributed to the magnitude of the county's investment in a single issuer. The Foundation places no limit on the amount the county may invest in one issuer.

Custodial Credit Risk. Custodial credit risk for investments is the risk that, in the event of a failure of the counterparty to a transaction, the county will not be able to recover the value of its investments or collateral securities that are in the possession of an outside party. Pursuant to the trust agreement, investments are held in the name of the trust for the benefit of the Foundation to pay retirement benefits of the Foundation's employees.

For further information concerning the Foundation investments with the TCRS Stabilization Reserve Trust, audited financial statements of the Tennessee Consolidated Retirement System may be obtained at <https://comptroller.tn.gov/content/dam/cot/sa/advanced-search/disclaimer/2019/ag18092.pdf>.

Note 12 – Risk Management

The Foundation is exposed to the normal risks of loss related to torts; theft or damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters. The Foundation's policy is to minimize these risks through the purchase of commercial insurance. Settled claims have not exceeded the commercial insurance coverage in the past three years.

Note 13 – Prior Period Adjustment

Net position as of the beginning of the fiscal year has been adjusted to record a grant receivable of \$72,364 not recognized at June 30, 2018. The correction has no effect on the results of the current year activities or net position.

Required Supplementary Information

Schedule of Proportionate Share of the Net Pension Liability (Asset)*
Teacher Legacy Pension Plan of the TCRS
 Last Fiscal Year Ended June 30

	2018	2017	2016	2015	2014
Memphis School of Excellence's proportion of the net pension liability (asset)	\$ (100,160)	\$ (7,511)	\$ 135,893	\$ -	\$ 5,648
Memphis School of Excellence's proportionate share of the net pension liability (asset)	0.028463%	0.022962%	0.021745%	0.000000%	0.034755%
Memphis School of Excellence's covered payroll	\$ 996,690	\$ 811,701	\$ 784,941	\$ -	\$ 1,364,143
Memphis School of Excellence's proportionate share of the net pension liability (asset) as a percentage of its covered payroll	-10.05%	-0.93%	17.31%	0.00%	0.41%
Plan fiduciary net position as a percentage of the total pension liability	101.49%	100.14%	97.14%	0.00%	100.08%

* GASB 68 requires a 10-year schedule for this data to be presented starting *with the implementation of GASB 68*. The information in this schedule is not required to be presented retroactively prior to the implementation date.

Schedule of Contributions
Teacher Legacy Pension Plan of the TCRS
 Last Fiscal Year Ended June 30

	2019	2018	2017	2016	2015	2014
Contractually required	\$ 116,510	\$ 90,499	\$ 73,378	\$ 70,959	\$ 91,917	\$ 121,136
Contribution in relation to the contractually required contribution	116,510	90,499	73,378	70,959	91,917	121,136
Contribution deficiency (excess)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Memphis School of Excellence's covered payroll	\$ 1,115,112	\$ 996,690	\$ 811,704	\$ 784,941	\$ 1,016,779	\$ 1,364,144
Contributions as a percentage of Memphis School of Excellence's covered payroll	10.45%	9.08%	9.04%	9.04%	9.04%	8.88%

* GASB 68 requires a 10-year schedule for this data to be presented starting *with the implementation of GASB 68*. The information in this schedule is not required to be presented retroactively prior to the implementation date.

Changes of assumptions. In 2017, the following assumptions were changed: decreased inflation rate from 3.00 percent to 2.50 percent; decreased the investment rate of return from 7.50 percent to 7.25 percent; decreased the cost-of-living adjustment from 2.50 percent to 2.25 percent; decreased salary growth graded ranges from an average of 4.25 percent to an average of 4.00 percent; and modified mortality assumptions.

Required Supplementary Information

June 30, 2019

Schedule of Proportionate Share of the Net Pension Liability (Asset)*
Public Employee Pension Plan of the TCRS – Non Teacher
 Last Fiscal Year Ending June 30

	2018	2017	2016	2015	2014
Memphis School of Excellence's proportion of the net pension liability (asset)	\$ (74,721)	\$ (31,001)	\$ (13,262)	\$ (15,613)	\$ (29,512)
Memphis School of Excellence's proportionate share of the net pension liability (asset)	0.140000%	0.060000%	0.040000%	0.040000%	0.050000%
Memphis School of Excellence's covered payroll	\$ 223,165	\$ 92,489	\$ 58,527	\$ 57,055	\$ 84,344
Memphis School of Excellence's proportionate share of the net pension liability (asset) as a percentage of its covered payroll	-33.48%	-33.52%	-22.66%	-27.36%	34.99%
Plan fiduciary net position as a percentage of the total pension liability	107.06%	107.19%	104.89%	105.80%	109.03%

* GASB 68 requires a 10-year schedule for this data to be presented starting *with the implementation of GASB 68*. The information in this schedule is not required to be presented retroactively prior to the implementation date.

Schedule of Contributions*
Public Employee Pension Plan of the TCRS – Non Teacher
 Last Fiscal Year Ending June 30

	2019	2018	2017	2016	2015
Contractually required contribution	\$ 16,053	\$ 10,935	\$ 8,583	\$ 5,405	\$ 4,038
Contributions in relation to the contractually required contribution	16,053	15,631	8,583	5,405	4,038
Contribution deficiency (excess)	\$ -	\$ (4,696)	\$ -	\$ -	\$ -
Memphis School of Excellence's covered payroll	\$ 273,445	\$ 223,165	\$ 92,489	\$ 58,527	\$ 43,560
Contributions as a percentage of Memphis School of Excellence's covered payroll	5.87%	7.00%	9.28%	9.24%	9.27%

* GASB 68 requires a 10-year schedule for this data to be presented starting *with the implementation of GASB 68*. The information in this required to be presented retroactively prior to the implementation date.

Changes in assumptions. In 2017, the following assumptions were changed: decreased inflation rate from 3.00 percent to 2.50 percent; decreased the investment rate of return from 7.50 percent to 7.25 percent; decreased the cost-of-living adjustment from 2.50 percent to 2.25 percent; decreased salary growth graded ranges from an average of 4.25 percent to an average of 4.00 percent; and modified mortality assumptions.

Schedule of Proportionate Share of the Net Pension Liability (Asset)*
Teacher Retirement Plan of the TCRS
 Last Fiscal Year Ended June 30

	2018	2017	2016	2015	2014
Memphis School of Excellence's proportion of the net pension liability (asset)	0.163621%	0.148179%	0.189570%	0.000000%	0.000000%
Memphis School of Excellence's proportionate share of the net pension liability (asset)	\$ (74,207)	\$ (39,093)	\$ (19,735)	\$ -	\$ -
Memphis School of Excellence's covered payroll	\$ 1,429,854	\$ 1,001,284	\$ 834,118	\$ -	\$ -
Memphis School of Excellence's proportionate share of the net pension liability (asset) as a percentage of its covered payroll	-5.19%	-3.90%	-2.37%	0.00%	0.00%
Plan fiduciary net position as a percentage of the total pension liability	126.97%	126.81%	121.88%	0.00%	0.00%

* GASB 68 requires a 10-year schedule for this data to be presented starting *with the implementation of GASB 68*. The information in this schedule is not required to be presented retroactively prior to the implementation date.

Schedule of Contributions
Teacher Retirement Plan of the TCRS
 Last Fiscal Year Ended June 30

	2019	2018	2017	2016	2015
Contractually required contribution	\$ 38,637	\$ 23,317	\$ 38,902	\$ 20,880	\$ 287
Contribution in relation to the contractually required contribution	38,637	57,194	38,902	33,365	11,486
Contribution deficiency (excess)	\$ -	\$ (33,877)	\$ -	\$ (12,485)	\$ (11,199)
Memphis School of Excellence's covered payroll	\$1,991,598	\$1,429,854	\$1,001,284	\$ 834,118	\$ 287,166
Contributions as a percentage of Memphis School of Excellence's covered payroll	1.94%	4.00%	3.89%	4.00%	4.00%

* GASB 68 requires a 10-year schedule for this data to be presented starting *with the implementation of GASB 68*. The information in this schedule is not required to be presented retroactively prior to the implementation date.

Changes of assumptions. In 2017, the following assumptions were changed: decreased inflation rate from 3.00 percent to 2.50 percent; decreased the investment rate of return from 7.50 percent to 7.25 percent; decreased the cost-of-living adjustment from 2.50 percent to 2.25 percent; and decreased salary growth graded ranges from an average 4.25 percent to an average of 4.00 percent.

Other Supplementary Information

	Governmental Activities			
	Memphis School of Excellence	Memphis School of Excellence Elementary School	Elimination	TOTAL
ASSETS				
Cash	\$ 1,558,216	\$ -	\$ -	\$ 1,558,216
Restricted cash and cash equivalents	39,851	-	-	39,851
Grants receivable	110,760	-	-	110,760
Prepaid expenses	107,800	-	-	107,800
Deposit	50,000	-	-	50,000
TOTAL ASSETS	\$ 1,866,627	\$ -	\$ -	\$ 1,866,627
LIABILITIES				
Accounts payable	\$ 99,311	\$ -	\$ -	\$ 99,311
Accrued liabilities	40,251	-	-	40,251
TOTAL LIABILITIES	139,562	-	-	139,562
FUND BALANCE				
Non-spendable	107,800	-	-	107,800
Restricted	39,851	-	-	39,851
Unassigned	1,579,414	-	-	1,579,414
TOTAL FUND BALANCE	1,727,065	-	-	1,727,065
TOTAL LIABILITIES AND FUND BALANCE	\$ 1,866,627	\$ -	\$ -	\$ 1,866,627

**Combining Schedule of Revenues, Expenditures, and
Changes in Fund Balances – Governmental Funds**

For the Year Ended June 30, 2019

	General Funds			
	Memphis School of Excellence	Memphis School of Excellence Elementary School	Elimination	TOTAL
Revenues:				
Shelby County Schools	\$ 4,595,389	\$ 1,527,605	\$ -	\$ 6,122,994
Operating grants and contributions	273,049	470,877	-	743,926
Capital grants and contributions	333,000	62,000	-	395,000
Charges for services	83,422	13,753	-	97,175
Other income	2,012	-	-	2,012
TOTAL REVENUES	5,286,872	2,074,235	-	7,361,107
Expenditures:				
Current:				
Salaries, wages, and benefits:				
Instructional	2,358,138	882,150	-	3,240,288
General and administrative	796,693	276,359	-	1,073,052
Instructional	1,412,614	186,854	-	1,599,468
General and administrative	277,315	144,568	-	421,883
Capital Outlay:				
Current expenditures	360,233	-	-	360,233
Debt Service:				
Principal payments on long-term debt	85,642	-	-	85,642
Interest	83,213	-	-	83,213
Total expenditures	5,373,848	1,489,931	-	6,863,779
Revenue over (under) expenditures	(86,976)	584,304	-	497,328
Other financial sources				
Transfers	927,551	(927,551)	-	-
Change in fund balance	840,575	(343,247)	-	497,328
Fund balance - beginning of year, as previously reported	886,490	270,883	-	1,157,373
Prior period adjustment	-	72,364	-	72,364
Fund balance - beginning of year, as restated	886,490	343,247	-	1,229,737
Fund balance - end of year	\$ 1,727,065	\$ -	\$ -	\$ 1,727,065

***Schedule of Combined Expenditures of Federal Awards
and State Financial Assistance***

For the Year Ended June 30, 2019

Federal Grantor / Pass-through Grantor / Program Title	CFDA Number	Contract Number	Expenditures
<u>Federal Awards</u>			
U.S. Department of Education / Board of Education of Shelby County Schools / Title I Grants to Local Educational Agencies	84.010	N/A	\$ 345,701
U.S. Department of Education / Office of Innovation and Improvement / Charter Schools Program	84.282	N/A	383,980
Total Federal Awards			729,681
<u>State Financial Assistance</u>			
Tennessee Department of Education / Board of Education of Shelby County Schools / ADA Per-Pupil Funding Allocation	N/A	N/A	6,122,994
Tennessee Department of Education / Board of Education of Shelby County Schools / Capital Outlay Funding	N/A	N/A	395,000
Tennessee Department of Education / Board of Education of Shelby County Schools / Read to be Ready	N/A	N/A	14,245
Total State Financial Assistance			6,532,239
Total Federal Awards and State Financial Assistance		\$	7,261,920

Note 1 - Basis of Presentation

The Schedule of Combined Expenditures of Federal Awards and State Financial Assistance includes the federal and state grant activity of the Read Foundation for the year then ended June 30, 2019, and is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of the State of Tennessee Department of Audit, Audit Manual. Therefore, some amounts presented in the schedule may differ from amounts presented in, or used in the preparation of, the basic combined financial statements.

Non-Financial Information

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

To the Board of Directors
Read Foundation
Memphis, Tennessee

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the combined financial statements of the governmental activities and the major fund of the Read Foundation as of and for the year ended June 30, 2019, and the related notes to the combined financial statements, which collectively comprise the Read Foundation's basic combined financial statements, and have issued our report thereon dated December 31, 2019.

Internal Control over Financial Reporting

In planning and performing our audit of the combined financial statements, we considered the Read Foundation's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the combined financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Read Foundation's internal control. Accordingly, we do not express an opinion on the effectiveness of the Read Foundation's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's combined financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that have not been identified. We did identify certain deficiencies in internal control, described in the accompanying schedule of findings and questioned costs as 2019-01 and 2019-02 that we consider to be material weaknesses.

Compliance and Other Matters

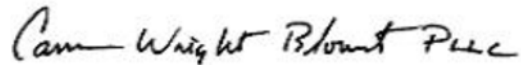
As part of obtaining reasonable assurance about whether the Read Foundation's combined financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of combined financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Read Foundation's Response to Findings

Read Foundation's response to the finding identified in our audit is described in the accompanying schedule of findings and questioned costs. Read Foundation's response was not subjected to the auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on it.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



Memphis, Tennessee
December 31, 2019

A. FINDINGS – FINANCIAL STATEMENT AUDIT

2019-01

Material Weakness

Condition: The entity's financial statements required a material prior period adjustment to be in conformity with generally accepted accounting principles. Specific areas in which significant adjustments were recorded include: grants receivable and net position.

Criteria: Management is responsible for establishing and maintaining effective internal controls over financial reporting.

Cause: The entity's procedures did not identify certain necessary adjustments required to present the financial statements in accordance with generally accepted accounting principles or identify the needed adjustments on a timely basis.

Effect: There is an increased risk of misstatements in the monthly and year-end financial statements.

Recommendation: Management should modify monthly and year-end closing procedures to ensure sufficient controls are in place so that accounts and financial statements are prepared in accordance with generally accepted accounting principles.

Management Response: Management agrees to monitor and revise monthly and year-end closing procedures to ensure sufficient controls are in place to assure accounts and financial statements are materially correct in terms of generally accepted accounting principles.

2019-02

Material Weakness

Condition: The entity's financial statements required a material current period adjustment to be in conformity with generally accepted accounting principles. Specific areas in which significant adjustments were recorded include: grants receivable and grant revenue.

Criteria: Management is responsible for establishing and maintaining effective internal controls over financial reporting.

Cause: The entity's procedures did not identify certain necessary adjustments required to present the financial statements in accordance with generally accepted accounting principles or identify the needed adjustments on a timely basis.

Effect: There is an increased risk of misstatements in the monthly and year-end financial statements.

Recommendation: Management should modify monthly and year-end closing procedures to ensure sufficient controls are in place so that accounts and financial statements are prepared in accordance with generally accepted accounting principles.

Management Response: Management agrees to monitor and revise monthly and year-end closing procedures to ensure sufficient controls are in place to assure accounts and financial statements are materially correct in terms of generally accepted accounting principles.

Schedule of Prior Year Findings and Responses

June 30, 2019

There were no findings and/or responses for the fiscal year ended June 30, 2018.

**Read Foundation
Financial Statements
June 30, 2018**

ANNUAL FINANCIAL REPORT

**TENNESSEE PUBLIC CHARTER SCHOOLS OPERATED BY
the READ FOUNDATION**

**MEMPHIS SCHOOL OF EXCELLENCE
MEMPHIS SCHOOL OF EXCELLENCE ELEMENTARY SCHOOL**

Table of Contents

June 30, 2018

	Page
Governance Officials	4
Independent Auditor's Report	5
Management's Discussion and Analysis	7
Basic Combined Financial Statements	
<i>Government-Wide Financial Statements:</i>	
Combined Statement of Net Position	11
Combined Statement of Activities	12
<i>Combined Fund-Financial Statements:</i>	
Combined Balance Sheet - Governmental Funds	13
Reconciliation of the Combined Balance Sheet to the Combined Statement of Net Position – Governmental Activities	14
Combined Statement of Revenues, Expenditures, and Changes in Fund Balances - Governmental Funds	15
Reconciliation of the Combined Statement of Revenues, Expenditures, and Changes in Fund Balance of Governmental Funds to the Combined Statement of Activities.....	16
Notes to the Combined Financial Statements	17
Required Supplementary Information	
Schedule of Proportionate Share of the Net Pension Liability (Asset) – Teacher Legacy Pension Plan of the TCRS	36
Schedule of Contributions – Teacher Legacy Pension Plan of the TCRS.....	37
Schedule of Changes in Net Pension Liability (Asset) and Related Ratios Based on Participation in the Public Employee Pension Plan of the TCRS – Non Teacher	38
Schedule of Contributions Based Upon Participation in the Public Employee Pension Plan of the TCRS – Non Teacher	40
Schedule of Proportionate Share of the Net Pension Liability (Asset) Teacher Retirement Plan of the TCRS	41
Schedule of Contributions – Teacher Retirement Plan of the TCRS.....	42
Other Supplementary Information	
Combining Schedule of Assets, Liabilities, and Fund Balances – Governmental Funds.....	44

	Page
Combining Schedule of Revenues, Expenditures, and Changes in Fund Balances – Governmental Funds	45
Schedule of Combined Expenditures of Federal Awards and State Financial Assistance.....	46
Non-Financial Information	
Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with <i>Government Auditing Standards</i>	48
Schedule of Findings and Responses.....	50
Schedule of Prior Year Findings and Responses	51

BOARD OF DIRECTORS

Dr. Cem Akkus, President

Patty Farmer, Treasurer

Bayram Demirbuga, Secretary

Dr. Richard Potts

ADMINISTRATIVE OFFICIALS

Muhammet Turkey, Executive Director



INDEPENDENT AUDITOR'S REPORT

To the Board of Directors
Read Foundation
Memphis, Tennessee

Report on the Combined Financial Statements

We have audited the accompanying combined financial statements of the governmental activities and the major fund of the Read Foundation as of and for the year ended June 30, 2018, and the related notes to the combined financial statements, which collectively comprise the Read Foundation's basic combined financial statements as listed in the table of contents.

Management's Responsibility for the Combined Financial Statements

Management is responsible for the preparation and fair presentation of these combined financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of combined financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these combined financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the combined financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the combined financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the combined financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the combined financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the combined financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the combined financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and the major fund of the Read Foundation as of June 30, 2018, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and the required supplementary information, as listed in the table of contents, be presented to supplement the basic combined financial statements. Such information, although not a part of the basic combined financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic combined financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the management's discussion and analysis and the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic combined financial statements, and other knowledge we obtained during our audit of the basic combined financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Information

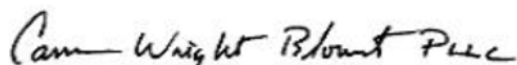
Our audit was conducted for the purpose of forming opinions on the combined financial statements that collectively comprise the Read Foundation's basic combined financial statements. The governance officials schedule, the combining financial statements of the governmental funds, and the schedule of combined expenditures of federal awards and state financial assistance are presented for purposes of additional analysis and are not a required part of the basic combined financial statements.

The combining schedules of the governmental funds and the schedule of combined expenditures of federal awards and state financial assistance are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic combined financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic combined financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic combined financial statements or to the basic combined financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the combining financial statements of the governmental funds and the schedule of combined expenditures of federal awards and state financial assistance are fairly stated, in all material respects, in relation to the basic combined financial statements as a whole.

The governance officials schedule has not been subjected to the auditing procedures applied in the audit of the basic combined financial statements and, accordingly, we do not express an opinion or provide any assurance on it.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report, dated November 16, 2018, on our consideration of the Read Foundation's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Read Foundation's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Read Foundation's internal control over financial reporting and compliance.



Memphis, Tennessee
November 16, 2018

The following Management's Discussion and Analysis (MD&A) of the Read Foundation's ("the Foundation") activities and financial performance provides the reader with an introduction and overview to the financial statements of the Foundation for the year ended June 30, 2018. This information should be considered within the context of the accompanying financial statements and note disclosures.

OVERVIEW OF THE FINANCIAL STATEMENTS

Financial Highlights

- The assets of the Read Foundation exceeded its liabilities at the end of the fiscal year by \$3,854,089 (net position).
- The Read Foundation's total net position increased by \$735,376.
- The Read Foundation's total expenses increased by \$1,120,588, primarily due to increase in salaries and for the addition of several new teachers and office expenses.

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

Reporting the Read Foundation as a Whole

The Statement of Net Position and Statement of Activities:

In general, users of these financial statements want to know if the Foundation is better off or worse off as a result of the year's activities. The Statement of Net Position and Statement of Activities report information about the Foundation as a whole and about the Foundation's activities in a manner that helps to answer that question. These statements include all assets and liabilities using the accrual basis of accounting. Under the accrual basis, all of the current year's revenue and expenses are taken into consideration regardless of when cash is received or paid.

The Statement of Net Position reports the Foundation's net position (total assets less total liabilities). Private sector entities would report retained earnings. The Foundation's net position balance at year-end represents available resources for future growth. The Statement of Activities reports the change in net position as a result of activity during the year. Private sector entities have a similar report titled the statement of operations, which reports net income. It provides the user a tool to assist in determining the direction of the Foundation's financial health during the year. Users will want to consider non-financial factors as well as the financial data in arriving at a conclusion regarding the overall health of the Foundation.

Reporting the Read Foundation's Funds

Fund Financial Statements:

The Read Foundation's governmental fund financial statements, the Balance Sheet and the Statement of Revenues, Expenditures, and Changes in Fund Balances, provide detailed information about the Foundation's most significant funds, not the Foundation as a whole. Funds are established by the Foundation to help manage money for particular purposes and compliance with various grant provisions.

The Read Foundation funds are categorized as "governmental funds." Governmental funds focus on how money flows into and out of the funds and the balances left at year-end that are available for spending in future periods. Fund financial statements are reported using an accounting method called "modified accrual" accounting, which measures cash and other financial assets that can readily be converted to cash. This basis of accounting is different from the accrual basis used in the government – wide financial statements to report on the Foundation as a whole. The modified accrual basis of accounting treats capital assets purchased and debt payments as expenses and new debt as income. There is no depreciation expense since the capital assets are expensed when acquired. Capital assets acquired during the current year were \$524,331. The relationship between governmental activities, as reported in the Balance Sheet and the Statement of Revenues, Expenditures, and Changes in Fund Balances is reconciled following the basic financial statements.

FINANCIAL ANALYSIS

A summary of the Read Foundation's financial position for its governmental activities is as follows:

	2018	2017	Increase (Decrease)
Assets and deferred outflows of resources	\$ 5,941,523	\$ 5,334,692	\$ 606,831
Liabilities and deferred inflows of resources	2,087,434	2,215,579	(128,145)
Net position			
Invested in capital assets	2,394,355	2,491,801	(97,446)
Unrestricted	1,459,734	626,912	832,822
Total net position	<u>\$ 3,854,089</u>	<u>\$ 3,118,713</u>	<u>\$ 735,376</u>

A summary of the Read Foundation's operations from governmental activities is as follows:

	2018	2017	Increase (Decrease)
Revenues	\$ 6,105,225	\$ 4,642,451	\$ 1,462,774
Expenses	5,369,849	4,249,261	1,120,588
Change in net position	<u>\$ 735,376</u>	<u>\$ 393,190</u>	<u>\$ 342,186</u>

Revenues

Funding for the Read Foundation comes primarily through the per-pupil allocation from the Shelby County Schools' Board of Education. An analysis of the changes between the current year and prior year governmental activity revenues are as follows:

	2018	2017	Increase (Decrease)
Shelby County Schools	\$ 5,222,408	\$ 4,076,530	\$ 1,145,878
Operating and capital grants and contributions	813,887	462,780	351,107
Other charges for services	68,930	103,141	(34,211)
Total	<u>\$ 6,105,225</u>	<u>\$ 4,642,451</u>	<u>\$ 1,462,774</u>

Management's Discussion and Analysis

June 30, 2018

The variance for the Foundation's per-pupil allocation is due to the increase in the Foundation's enrollment, from an average of 475 students in the prior year to an average of 600 students in the current year plus an increase in the per-pupil allocation from \$8,506 to \$8,707 per-pupil. Federal awards increased due to the Foundation being awarded a Planning and Implementation grant for Memphis School of Excellence Elementary. The Capital Outlay funds are based on student enrollment. Because of the increase in student enrollment in the current year, the Foundation received more capital outlay funding than in the previous year. The Foundation also received \$185,000 from a new capital outlay grant for the purpose of assisting public charter schools in acquiring and improving property to educate students.

Expenses

An analysis of the changes between the current year and prior year governmental activities funds expenses are as follows:

	2018	2017	Increase (Decrease)
Salaries, wages, and benefits			
Instructional	\$ 2,499,440	2,141,182	\$ 358,258
General and administrative	724,507	301,136	423,371
Other instructional	1,717,394	1,406,913	310,481
General and administrative	346,158	356,515	(10,357)
Debt service	82,350	43,515	38,835
Total	\$ 5,369,849	\$ 4,249,261	\$ 1,120,588

The increase in salaries, wages, and benefits and other instructional expenses is due to more teachers and other instructional staff employed during the current year because of the increase in enrollment.

ECONOMIC FACTORS

Significant economic factors affecting the Read Foundation are as follows:

- The amount of State funding received per student for the year. This amount per student can fluctuate from year to year based on total funds available to the State and the number of students enrolled during the school year.
- The continued funding of other programs and grants.
- Inflationary pressure on utility rates, supplies, insurance, and other costs.
- Local labor supply and demand, which can affect salary and wage rates.

REQUEST FOR INFORMATION

This financial report is designed to provide a general overview of the Foundation's finances for all those with an interest in the Foundation. Questions concerning any of the information provided in this report may be addressed to the office of:

Read Foundation
4450 South Mendenhall Road, Suite 1
Memphis, Tennessee 38141
Telephone (901) 367-7814

Basic Combined Financial Statements

Combined Statement of Net Position

June 30, 2018

	Governmental Activities
Assets	
Cash	\$ 1,108,748
Grants receivable	34,113
Prepaid expenses	105,785
Net pension asset	77,606
Non-depreciable capital assets	779,900
Depreciable capital assets, net of accumulated depreciation	3,401,424
Total assets	5,507,576
Deferred outflows of resources - pensions	433,947
Total assets and deferred outflows of resources	5,941,523
Liabilities	
Accounts payable	17,929
Accrued liabilities	73,344
Notes payable - due in one year	89,754
Notes payable - due in more than one year	1,697,215
Total liabilities	1,878,242
Deferred inflows of resources - pensions	209,192
Total liabilities and deferred inflows of resources	2,087,434
Net position	
Net investment in capital assets	2,394,355
Unrestricted	1,459,734
Total net position	\$ 3,854,089

Combined Statement of Activities

For the Year Ended June 30, 2018

Governmental Activities	Total	Functions		
		Instructional and Student Services	General and Administrative	Debt Service
Program expenses:				
Employee compensation	\$3,223,947	\$ 2,499,440	\$ 724,507	\$ -
Office	258,644	-	258,644	-
Depreciation	326,616	313,551	13,065	-
Occupancy	1,166,830	1,120,157	46,673	-
Supplies	110,940	105,349	5,591	-
Staff development	14,184	6,512	7,672	-
Travel	96,458	96,038	420	-
Advertising	8,411	-	8,411	-
Other	81,205	75,523	5,682	-
Student services	264	264	-	-
Interest	82,350	-	-	82,350
Total expenses	5,369,849	4,216,834	1,070,665	82,350
Program revenues:				
Operating grants and contributions	365,887	365,887	-	-
Capital grants and contributions	448,000	448,000	-	-
Charges for services	68,930	68,930	-	-
Total program revenues	882,817	882,817	-	-
Net program expenses	(4,487,032)	<u>\$(3,334,017)</u>	<u>\$ (1,070,665)</u>	<u>\$ (82,350)</u>
General revenues:				
SCS per pupil allocations	5,222,408			
Change in net position	735,376			
Net position - beginning of year	3,118,713			
Net position - end of year	<u>\$3,854,089</u>			

Combined Balance Sheet – Governmental Funds

June 30, 2018

	General Fund
ASSETS	
Cash	\$ 1,108,748
Grants receivable	34,113
Prepaid expenses	105,785
Total assets	\$ 1,248,646
LIABILITIES AND FUND BALANCE	
Liabilities	
Accounts payable	\$ 17,929
Accrued liabilities	73,344
Total liabilities	91,273
Fund balance	
Non-spendable	105,785
Unassigned	1,051,588
Total fund balance	1,157,373
Total liabilities and fund balance	\$ 1,248,646

***Reconciliation of the Combined Balance Sheet to the Combined Statement
of Net Position – Governmental Activities***

June 30, 2018

	General Fund
Total governmental fund balance	\$ 1,157,373
Amounts reported for governmental activities in the Statement of Net Position are different because:	
Net pension asset/liability is not carried on the General Fund Balance Sheet	77,606
Long-term debt is not due and payable in the current period and, therefore, is not reported in the general fund	(1,786,969)
Capital assets used in governmental activities are not financial resources and, therefore, are not reported in the funds.	4,181,324
Deferred outflows/inflows related to pensions are not reported in the General Fund Balance Sheet	224,755
Net position of governmental activities	\$ 3,854,089

**Combined Statement of Revenues, Expenditures, and
Changes in Fund Balance – Governmental Fund**

For the Year Ended June 30, 2018

	General Fund
Revenues:	
Shelby County Schools	\$ 5,222,408
Operating grants and contributions	365,887
Capital grants and contributions	448,000
Charges for services	68,930
	<hr/>
Total revenues	6,105,225
	<hr/>
Expenditures:	
Current:	
Salaries, wages and benefits:	
Instructional	2,550,028
General and administration	779,929
Instructional	1,403,843
General and administration	333,093
Capital outlay:	
Current expenditures	524,331
Debt service:	
Principal payments on notes payable	218,258
Interest	82,350
	<hr/>
Total expenditures	5,891,832
	<hr/>
Revenues over (under) expenditures	213,393
Other financial sources	
Issuance of notes payable	513,419
	<hr/>
Change in fund balance	726,812
Fund balance - beginning of year	430,561
	<hr/>
Fund balance - end of year	\$ 1,157,373

**Reconciliation of the Combined Statement of Revenues,
Expenditures, and Changes in Fund Balance of Governmental
Funds to the Combined Statement of Activities**

For the Year Ended June 30, 2018

	General Fund
Net change in fund balance - governmental funds	\$ 726,812
Amounts reported for governmental activities in the Statement of Activities are different because:	
GASB 68 negative pension expense is not reported in the Statement of Revenues, Expenditures, and Changes in Fund Balance	106,010
Repayment of the principal of long-term debt consumes the current financial resources of governmental funds. These transactions do not have an effect on net position	218,258
Issuance of long-term debt provides the current financial resources to governmental funds. These transactions do not have an effect on net position	(513,419)
Capital outlays, reported as expenditures in governmental funds, are shown as capital assets on the Statement of Net Position	524,331
Depreciation expense on capital assets is included only in the governmental activities in the Statement of Activities	(326,616)
Change in net position of governmental activities	\$ 735,376

Note 1 - Summary of Significant Accounting Policies**Reporting Entity**

The Read Foundation was formed as a Tennessee non-profit corporation. The Read Foundation (the "Foundation"), is the sponsor of Memphis School of Excellence and Memphis School of Excellence Elementary School. Pursuant to the provisions of the Tennessee Public Charter Schools Act of 2002 (the Act), T.C.A. Section 49-12-101, et seq., Memphis School of Excellence has been approved as a public charter school. Pursuant to the Act, public charter schools are part of the state's public education program offering an alternative means within the public school system for accomplishing necessary outcomes of education. Memphis School of Excellence, through the Read Foundation, as sponsor, entered into a Charter School Agreement with the Board of Education of the Shelby County Schools to operate a charter school in Memphis, Tennessee, for the purpose of operating an alternative school to improve the learning of students with special needs as specified in the Federal Individuals with Disabilities Education Act. The School began classes in September 2010, with grades sixth through ninth. The initial Charter School Agreement expires in October 1, 2020, and is subject to renewal at the discretion of the Board of Education for the Shelby County Schools.

Memphis School of Excellence Elementary School was formed pursuant to the provisions of the Tennessee Public Charter Schools Act of 2002 (the Act), T.C.A. Section 49-12-101, et seq. Memphis School of Excellence Elementary School, through the Read Foundation, as sponsor, entered into a Charter School Agreement with the Board of Education of the Shelby County Schools to operate a charter school in Memphis, Tennessee. Memphis School of Excellence Elementary School began classes in August 2017, with kindergarten through second grade. The initial Charter School Agreement expires on June 30, 2026, and is subject to renewal at the discretion of the Board of Education for the Shelby County Schools.

Measurement focus, basis of accounting and presentation

The Foundation, in accordance with the applicable Governmental Accounting Standards Board (GASB) statement, are considered a special-purpose governmental entity and is not a component unit of another governmental entity. Therefore, the financial statements have been prepared in the same manner as general-purpose governments.

The Foundation's basic financial statements include both government-wide and fund financial statements.

The combined government-wide financial statements (i.e., the combined statements of net position and the combined statements of activities) report information on all the non-fiduciary activities of the primary government. Governmental activities normally are supported by taxes and inter-governmental revenues and are paid to the Foundation through the Board of Education of the Shelby County Schools. The combined government-wide financial statements of the Foundation have been prepared on the accrual basis of accounting. Under the accrual basis, revenues are recognized when earned and expenses are recognized when incurred.

The combined governmental fund financial statements are presented on the modified accrual basis of accounting. Revenues under the modified accrual basis are recognized when measurable and available. Revenues are considered available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the Foundation considers revenues available if they are collected within 60 days of the end of the current fiscal period. Expenditures generally are recorded when the related liability is incurred, as under accrual accounting.

Combined Government-wide Financial Statements

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

GASB regulations require the classification of net position into three components: invested in capital assets, net of related debt; restricted; and unrestricted. These classifications are defined as follows:

Net investment in capital assets – This component of net position consists of capital assets, including restricted capital assets, net of accumulated depreciation and reduced by outstanding balances (if any) of bonds, mortgages, notes or other borrowings that are attributable to the acquisition, construction or improvement of those assets.

If there are significant unspent related debt proceeds at year end, the portion of the debt attributable to the unspent proceeds is not included in the calculation of invested in capital assets, net of related debt. Rather, that portion of the debt is included in the same net position component as the unspent proceeds.

Restricted – This component of net position consists of constraints placed on net position use through external constraints imposed by creditors (such as through debt covenants), contributors or laws or regulations of other governments or constraints imposed by law through constitutional provisions or enabling legislation.

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

The government-wide statement of activities demonstrates the degree to which the direct expenses of a given function or program is offset by program revenues. Direct expenses are those that are clearly identifiable with a specific function or segment. Program revenues include 1) charges to students for lunches, school supplies, after school care, athletic programs, and other services; 2) grants and contributions that are restricted to meeting the operational or capital requirements of a particular function or segment; and 3) contributions that are generally unrestricted.

The primary sources of the Foundation's revenue is from the following:

Shelby County Schools – the Foundation receives funds from Shelby County Schools (SCS) based on a per-pupil allocation. The Foundation received \$8,707 per-pupil and had an average of 534 students in the High School and 66 students in the Elementary School for the year ended June 30, 2018. The per-pupil allocation received for the year ended June 30, 2018, totaled \$5,222,408 and is included in the Shelby County Schools revenue.

Federal Awards – the Foundation is a recipient of Title I and Planning and Implementation federal grant awards. The Foundation recognizes grant income when it is earned. The Foundation recognized \$365,887 in federal grant revenue for the year ended June 30, 2018. The Foundation also received \$448,000 from the State of Tennessee Capital Outlay Grant, which was disbursed through the Board of Education of the Shelby County Schools.

Contributions – Contributions are recognized as support when they are pledged or received. The Foundation report gifts of cash and other assets as unrestricted support unless they are received with donor stipulations that limit the use of the donated assets.

Governmental Combined Fund Financial Statements

The financial transactions of the Foundation are reported in individual funds in the fund financial statements. Each fund is accounted for by providing a separate set of self-balancing accounts that comprise its assets, liabilities, reserves, fund equity, revenues and expenditures. The Foundation reports the following major governmental fund:

The General Fund is the primary operating fund of the Foundation and accounts for all financial resources of the general government, except those required to be accounted for in another fund, if any.

The governmental funds' focus is upon the determination of financial resources, their balance, sources and use, rather than upon net income. In accordance with the applicable GASB statement, the Foundation classifies governmental fund balances as: non-spendable, restricted, committed, assigned and unassigned based on the level of constraints on the fund balances. When an expenditure is incurred in which both restricted and unrestricted funds are available for use, it is the Foundation's policy to spend restricted funds first, then unrestricted funds. When an expenditure has been incurred for purposes in which multiple categories of unrestricted funds are available, it is the Foundation's policy to spend funds in the following order, committed, then assigned, and lastly unassigned funds. The classifications of fund balances are defined as follows:

Non-spendable – This classification consists of fund balances that cannot be spent because they are either not in spendable form, for example, noncash amounts that are not expected to be converted to cash, or the funds are legally or contractually required to be maintained intact.

Restricted – This classification consists of fund balances with external constraints on use imposed by creditors (such as through debt covenants), contributors or laws or regulations of other governments or constraints imposed by law through constitutional provisions or enabling legislation.

Committed – This classification consists of fund balances that can only be used for specific purposes established by formal action of the Foundation's Board of Directors, its highest level of decision making authority. Such commitments should include contractual obligations of fund assets. Fund balance commitments can only be removed by the same process of the same body employed to previously commit those amounts.

Assigned – This classification consists of all fund balances that are not in the general fund or classified as non-spendable, restricted, or committed. In addition, general fund balances that the Foundation intends to use for specific purposes are classified as assigned. The Foundation gives the authority to assign amounts for specific purposes to the Schools' office manager and personnel under the supervision of the schools' office manager tasked with financial recording responsibilities.

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

Other Accounting Policies

Cash and Cash Equivalents

The Foundation consider deposits that can be redeemed on demand and investments that have original maturities of less than three months, when purchased, to be cash equivalents.

Grants Receivable

Grants Receivable represents amounts due from the State of Tennessee for reimbursement of expenses allocated to the Title I and Capital Outlay grants. An allowance for doubtful accounts is maintained based upon collection experience and a review of the collectability of specific outstanding receivables. Receivables are charged against the allowance when they are determined to be uncollectible by management. There is no allowance for doubtful accounts as of June 30, 2018, as management believes all amounts are collectible.

Capital Assets

Capital assets acquired by the Foundation are considered to be owned by the Foundation. However, State funding sources may maintain equitable interest in the capital assets purchased with grant monies as well as the right to determine the use of any proceeds from the sale of these assets. The State's equitable interest is in capital assets with an acquisition cost which equals or exceeds \$5,000 and an estimated useful life of more than one year. The costs of normal maintenance and repairs that do not add to the value of the asset or materially extend assets' lives are not capitalized. Capital assets purchased are stated at cost, if purchased, or the estimated value on the date received, if donated. Depreciation is computed using the straight-line method over the estimated useful lives of the assets and over the term of the lease for leasehold improvements, ranging from 3 to 39 years. The Foundation follows the practice of capitalizing all expenditures for property and equipment items over \$1,500.

Accrued Compensated Absences

No accrual of compensated absences is necessary for the Foundation's faculty/staff because the summer months, during which classes are not in session, are considered employees' vacation. The administrative employees of the Foundation follow the same schedule as the instructors of the charter schools; therefore, no compensated absences accrual for any of the employees of the Foundation is appropriate.

Income Taxes

The Foundation has been determined to be exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code (IRC) as evidenced by a letter of determination dated September 17, 2009. As an exempt corporation, the Foundation must operate in conformity with the IRC in order to maintain its tax-exempt status. The Foundation is also exempt from state income tax. As of June 30, 2018, the following tax years remain open due to the applicable tax authority's ability to review and assess previously issued returns: federal – June 30, 2015, 2016, and 2017.

Pensions (Teacher Legacy Pension Plan; Teacher Retirement Plan; Public Employee Retirement Plan)

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

Deferred Outflows / Inflows of Resources

As defined in GASB statement 63, in addition to assets, the statement of financial position will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, *Deferred Outflows of Resources*, represents a consumption of net position that applies to a future period and so will not be recognized as an expense or expenditure until then.

As defined in GASB statement 63, in addition to liabilities, the statement of net position will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, *Deferred Inflows of Resources*, represents an acquisition of net position that applies to a future period and so will not be recognized as revenue until then.

Obligations

In the government-wide financial statements, debt and other obligations are reported as liabilities in the applicable governmental activities and statement of net position.

In the fund financial statements, any obligations secured by capital assets would not be reflected as a liability.

Estimates and Uncertainties

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Concentrations

Approximately 86% of the Foundation's funding during the year ended June 30, 2018, was from the Board of Education of Shelby County Schools for their per-pupil allocation.

Events occurring after reporting date

The Foundation has evaluated subsequent events for potential recognition and disclosure through November 16, 2018, the date that the combined financial statements were approved for issuance.

Note 2 – Deposits with Financial Institutions

At June 30, 2018, the Foundation's carrying amount of deposits was \$1,108,748 and the bank balances totaled \$1,165,341. Accounts at the institution are insured by the Federal Deposit Insurance Company up to an aggregate of \$250,000, therefore, the Foundation maintains its bank accounts at a banking institution that is included as a Collateral Pool Participant, which provides collateral coverage for public funds deposits in excess of \$250,000

Note 3 – Capital Assets

Capital asset activity for the year ended June 30, 2018, was as follows:

	Balance June 30, 2017	Additions	Transfers/ Disposals	Balance June 30, 2018
Non-depreciable capital assets:				
Land	\$ -	\$ -	\$ 779,900	\$ 779,900
Construction in progress	2,564,714	355,116	(2,919,830)	-
Total non-depreciable capital assets	2,564,714	355,116	(2,139,930)	779,900
Depreciable capital assets:				
Leasehold improvements	2,567,332	-	-	2,567,332
Building	-	-	2,139,930	2,139,930
Furniture and equipment	335,278	169,215	-	504,493
Total depreciable capital assets	2,902,610	169,215	2,139,930	5,211,755
Less accumulated depreciation:				
Leasehold improvements	(1,244,079)	(220,266)	-	(1,464,345)
Building	-	(50,297)	-	(50,297)
Furniture and equipment	(239,636)	(56,053)	-	(295,689)
Total accumulated depreciation	(1,483,715)	(326,616)	-	(1,810,331)
Total depreciable capital assets, net	1,418,895	(157,401)	2,139,930	3,401,424
Total capital assets, net	\$ 3,983,609	\$ 197,715	\$ -	\$ 4,181,324

Depreciation expense was \$326,616 for the year ended June 30, 2018. The allocation of this expense is as follows:

Governmental Activities:	
Instructional	\$ 313,551
General and Administrative	13,065
Total depreciation expense - governmental activities	\$ 326,616

Note 4 – Operating Leases

The Foundation leases office and instructional facilities under a lease agreement which will expire July 2020. Rent expenses under this lease totaled \$537,592 for the year ended June 30, 2018. The Foundation also leases certain equipment which will expire between August 2019 and June 2021. Rent expense under these leases totaled \$20,399 for the year ended June 30, 2018.

Future minimum lease payments required under these leases for the years ending June 30 are as follows:

Year Ending June 30:	
2019	\$ 581,713
2020	592,475
2021	56,650
	\$ 1,230,838

Note 5 – Notes payable

The Foundation has a \$1,680,000 non-revolving line of credit with a financial institution for construction. The line has been fully drawn, bears interest at 4.66%, is secured by real estate, and matures on June 21, 2020. At June 30, 2018, the amount outstanding under this non-revolving line of credit was \$1,641,515. The line of credit is payable in monthly principal and interest installments of \$10,774. The Foundation also has a \$61,567 note payable to a financial institution. The note bears interest at 4.55%, is secured by certain equipment, is payable in monthly principal and interest installments of \$1,493, and matures on March 8, 2022. The Foundation also has an \$83,887 promissory note with a financial institution for construction. The note bears interest at 5.10%, is secured by certain equipment, is payable in monthly principal and interest installments of \$1,804, and matures on October 1, 2022.

	Beginning Balance	Additions	Reductions	Ending Balance	Due Within One Year
Notes payable transactions for the year	\$ 1,491,808	\$ 513,419	\$ (218,258)	\$ 1,786,969	\$ 89,754

Principal and interest payments required to maturity for the long-term debt agreements mentioned above for the years ending June 30 are as follows:

	Principal	Interest	Total
2019	\$ 89,754	\$ 79,101	\$ 168,855
2020	1,620,407	77,362	1,697,769
2021	36,618	2,947	39,565
2022	33,638	1,153	34,791
2023	6,552	66	6,618
	<u>\$ 1,786,969</u>	<u>\$ 160,629</u>	<u>\$ 1,947,598</u>

Note 6 – Commitments

On July 1, 2013, the Foundation entered into an educational professional services agreement with Harmony Public School, a Texas-based non-profit organization, to provide management and consulting services, training and providing ongoing professional development to the schools in all areas within the charter school system. The contract is a three year agreement which expired June 30, 2016. The Foundation agreed to pay Harmony Public School an annual fee of \$15,000 per year. As of June 30, 2016, the contract has been extended an additional three years which will expire on June 30, 2019, with all of the above terms and annual fee remaining the same.

On December 31, 2014, the Foundation entered into an educational professional services agreement with Teach for America, a Connecticut-based non-profit organization for recruiting, selecting, training and providing ongoing professional development to teachers within the charter school system. As of June 30, 2018, the contract has been extended an additional two years and will expire on May 31, 2020. The revised terms to the extended agreement are the Foundation agrees to hire a minimum of six (6) teachers from the Teach for America program for the academic years ending 2018, 2019, and 2020 and pay Teach for America an annual fee of \$5,000 per teacher for each year the teachers are employed. The Foundation paid \$65,000 under this agreement for the year ended June 30, 2018.

Note 7 - Teacher Legacy Pension Plan

General Information about the Pension Plan

Plan description. Teachers with membership in the Tennessee Consolidated Retirement System (TCRS) before July 1, 2014 of the Foundation are provided with pensions through the Teacher Legacy Pension Plan, a cost sharing multiple-employer pension plan administered by the TCRS. The Teacher Legacy Pension Plan closed

to new membership on June 30, 2014, but will continue providing benefits to existing members and retirees. Beginning July 1, 2014, the Teacher Retirement Plan became effective for teachers employed by the Foundation after June 30, 2014. The Teacher Retirement Plan is a separate cost-sharing, multiple-employer defined benefit plan. The TCRS was created by state statute under Tennessee Code Annotated Title 8, Chapters 34-37. The TCRS Board of Trustees is responsible for the proper operation and administration of all employer pension plans in the TCRS. The Tennessee Treasury Department, an agency in the legislative branch of state government, administers the plans of the TCRS. The TCRS issues a publically available financial report that can be obtained at www.treasury.tn.gov/tcrs.

Benefits provided. Tennessee Code Annotated Title 8, Chapters 34-37 establishes the benefit terms and can be amended only by the Tennessee General Assembly. Members of the Teacher Legacy Pension Plan are eligible to retire with an unreduced benefit at age 60 with 5 years of service credit or after 30 years of service credit regardless of age. Benefits are determined by a formula using the member's highest five consecutive year average compensation and the member's years of service credit. A reduced early retirement benefit is available at age 55 and vested. Members are vested with five years of service credit. Service related disability benefits are provided regardless of length of service. Five years of service is required for non-service related disability eligibility. The service related and non-service related disability benefits are determined in the same manner as a service retirement benefit but are reduced 10 percent and include projected service credits. A variety of death benefits are available under various eligibility criteria. Member and beneficiary annuitants are entitled to automatic cost of living adjustments (COLAs) after retirement. A COLA is granted each July for annuitants retired prior to the 2nd of July of the previous year. The COLA is based on the change in the consumer price index (CPI) during the prior calendar year, capped at 3 percent, and applied to the current benefit. No COLA is granted if the change in the CPI is less than one-half percent. A one percent COLA is granted if the CPI change is between one-half percent and one percent. A member who leaves employment may withdraw their employee contributions, plus any accumulated interest. Under the Teacher Legacy Pension Plan, benefit terms and conditions, including COLAs, can be adjusted on a prospective basis. Moreover, there are defined cost controls and unfunded liability controls that provide for the adjustment of benefit terms and conditions on an automatic basis.

Contributions. Contributions for teachers are established in the statutes governing the TCRS and may only be changed by the Tennessee General Assembly. Teachers contribute 5 percent of salary. The Foundation makes employer contributions at the rate set by the Board of Trustees as determined by an actuarial valuation. By law, employer contributions for the Teacher Legacy Pension Plan are required to be paid. TCRS may intercept the state shared taxes of the sponsoring governmental entity of the Foundation if the required employer contributions are not remitted. Employer contributions by the Foundation for the year ended June 30, 2018, to the Teacher Legacy Pension Plan were \$91,330 which is 9.08 percent of covered payroll. The employer rate, when combined with member contributions, is expected to finance the costs of benefits earned by members during the year, the cost of administration, as well as an amortized portion of any unfunded liability.

Pension Liabilities (Assets), Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

Pension liabilities (assets). At June 30, 2018, the Foundation reported a liability (asset) of (\$7,511) for its proportionate share of net pension liability (asset). The net pension liability (asset) was measured as of June 30, 2017, and the total pension liability used to calculate the net pension liability (asset) was determined by an actuarial value as of that date. The Foundation's proportion of the net pension liability was based on the Foundation's share of contributions to the pension plan relative to the contributions of all participating LEAs. At the measurement date of June 30, 2017, the Foundation's proportion was 0.022962 percent. The proportion measured as of June 30, 2016, was 0.021745 percent.

Pension expense (negative pension expense). For the year ended June 30, 2018, the Foundation recognized pension expense (negative pension expense) of \$52,169.

Notes to the Financial Statements

June 30, 2018

Deferred outflows of resources and deferred inflows of resources. For the year ended June 30, 2018, the Foundation reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	\$ 4,529	\$ 155,105
Changes in assumptions	63,629	-
Net difference between projected and actual earnings on pension plan investments	1,140	-
Changes in proportion of Net Pension Liability (Asset)	180,664	32,866
Read Foundation's contributions subsequent to the measurement date of June 30, 2017	91,330	(not applicable)
Total	\$ 341,292	\$ 187,971

The Foundation's employer contributions of \$91,330, reported as pension related deferred outflows of resources subsequent to the measurement date, will be recognized as an increase in net pension liability (asset) in the year ended June 30, 2019. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year Ended June 30:	
2019	\$ (1,677)
2020	75,181
2021	32,720
2022	(44,233)
2023	-
Thereafter	-

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

Actuarial assumptions. The total pension liability in the June 30, 2017, actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	2.5 percent
Salary increases	Graded salary ranges from 8.75 to 3.45 percent based on age, including inflation, averaging 4.00 percent
Investment rate of return	7.25 percent, net of pension plan investment expenses, including inflation
Cost-of Living Adjustment	2.25 percent

Mortality rates were based on actual experience including an adjustment for some anticipated improvement.

The actuarial assumptions used in the June 30, 2017, actuarial valuation were based on the results of an actuarial experience study performed for the period July 1, 2012 through June 30, 2016. The demographic assumptions were adjusted to more closely reflect actual and expected future experience.

Changes of assumptions. In 2017, the following assumptions were changed: decreased inflation rate from 3.00 percent to 2.50 percent; decreased the investment rate of return from 7.50 percent to 7.25 percent; decreased the cost-of-living adjustment from 2.50 percent to 2.25 percent; decreased salary growth graded ranges from an average of 4.25 percent to an average of 4.00 percent; and modified mortality assumptions.

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees in conjunction with the June 30, 2016 actuarial experience study. A blend of future capital market projections and historical market returns was used in a building-block method in which a best-estimate of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) is developed for each major asset class. These best-estimates are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation of 2.5 percent. The best-estimates of geometric real rates of return and the TCRS investment policy target asset allocation for each major asset class are summarized in the following table:

Asset Class	Long-Term Expected Real Rate of Return	Target Allocation
U.S. equity	5.69%	31%
Developed market international equity	5.29%	14%
Emerging market international equity	6.36%	4%
Private equity and strategic lending	5.79%	20%
U.S. fixed income	2.01%	20%
Real estate	4.32%	10%
Short-term investments	0.00%	1%
		100%

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees as 7.25 percent based on a blending of the factors described above.

Discount rate. The discount rate used to measure the total pension liability was 7.25 percent. The projection of cash flows used to determine the discount rate assumed that employee contributions will be made at the current rate and that contributions from all LEAs will be made at the actuarially determined contribution rate pursuant to an actuarial valuation in accordance with the funding policy of the TCRS Board of Trustees and as required to be paid by state statute. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make projected future benefit payments of current active and inactive members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the proportionate share of net pension liability (asset) to changes in the discount rate. The following presents the Foundation's proportionate share of the net pension liability (asset) calculated using the discount rate of 7.25 percent, as well as what the Foundation's proportionate share of the net pension liability (asset) would be if it were calculated using a discount rate that is 1-percentage-point lower (6.25 percent) or 1-percentage-point higher (8.25 percent) than the current rate:

	1% Decrease (6.25%)	Current Discount Rate (7.25%)	1% Increase (8.25%)
Read Foundation's proportionate share of the net pension liability (asset)	\$ 674,115	\$ (7,511)	\$ (570,923)

Pension plan fiduciary net position. Detailed information about the pension plan's fiduciary net position is available in a separately issued TCRS financial report.

Payable to the Pension Plan

At June 30, 2018, the Foundation reported a payable of \$41,850 for the outstanding amount of contributions to the pension plan required at the year ended June 30, 2018.

Note 8 – Non-Teacher Retirement Plan

General Information about the Pension Plan

Plan description. Employees of the Foundation are provided a defined benefit pension plan through the Public Employee Retirement Plan, an agent multiple-employer pension plan administered by the TCRS. The TCRS was created by state statute under Tennessee Code Annotated Title 8, Chapters 34-37. The TCRS Board of Trustees is responsible for the proper operation and administration of the TCRS. The Tennessee Treasury Department, an agency in the legislative branch of state government, administers the plans of the TCRS. The TCRS issues a publically available financial report that can be obtained at www.treasury.tn.gov/tcrs.

Benefits provided. Tennessee Code Annotated Title 8, Chapters 34-37 establishes the benefit terms and can be amended only by the Tennessee General Assembly. The chief legislative body may adopt the benefit terms permitted by statute. Members are eligible to retire with an unreduced benefit at age 60 with 5 years of service credit or after 30 years of service credit regardless of age. Benefits are determined by a formula using the member's highest five consecutive year average compensation and the member's years of service credit. Reduced benefits for early retirement are available at age 55 and vested. Members vest with five years of service credit. Service related disability benefits are provided regardless of length of service. Five years of service is required for non-service related disability eligibility. The service related and non-service related disability benefits are determined in the same manner as a service retirement benefit but are reduced 10 percent and include projected service credits. A variety of death benefits are available under various eligibility criteria.

Member and beneficiary annuitants are entitled to automatic cost of living adjustments (COLAs) after retirement. A COLA is granted each July for annuitants retired prior to the 2nd of July of the previous year. The COLA is based on the change in the consumer price index (CPI) during the prior calendar year, capped at 3 percent, and applied to the current benefit. No COLA is granted if the change in the CPI is less than one-half percent. A one percent COLA is granted if the CPI change is between one-half percent and one percent. A member who leaves employment may withdraw their employee contributions, plus any accumulated interest.

Employees covered by benefit terms. At the measurement date of June 30, 2017, the following employees were covered by benefit terms:

Inactive employees or beneficiaries currently receiving benefits	4,452
Inactive employees entitled to but not yet receiving benefits	7,154
Active employees	<u>3,921</u>
Total Employees	<u>15,527</u>

Contributions. Contributions for employees are established in the statutes governing the TCRS and may only be changed by the Tennessee General Assembly. Employees contribute 5 percent of salary. The Foundation makes employer contributions at the rate set by the Board of Trustees as determined by an actuarial valuation. For the year ended June 30, 2018, the employer contributions for the Foundation were \$16,182 based on a rate of 7.00 percent of covered payroll. By law, employer contributions are required to be paid. The TCRS may intercept the Foundation's state shared taxes if required employer contributions are not remitted. The employer's ADC and member contributions are expected to finance the costs of benefits earned by members during the year, the cost of administration, as well as an amortized portion of any unfunded liability.

Net Pension Liability (Asset)

The Foundation's net pension liability (asset) was measured as of June 30, 2017, and the total pension liability used to calculate net pension liability (asset) was determined by an actuarial valuation as of that date.

Actuarial assumptions. The total pension liability in the June 30, 2017, actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	2.5 percent
Salary increases	Graded salary ranges from 8.75 to 3.45 percent based on age, including inflation, averaging 4.00 percent
Investment rate of return	7.25 percent, net of pension plan investment expenses, including inflation
Cost-of Living Adjustment	2.25 percent

Mortality rates were based on actual experience including an adjustment for some anticipated improvements.

The actuarial assumptions used in the June 30, 2017, actuarial valuation were based on the results of an actuarial experience study performed for the period July 1, 2012 through June 30, 2016. The demographic assumptions were adjusted to more closely reflect actual and expected future experience.

Changes in assumptions. In 2017, the following assumptions were changed: decreased inflation rate from 3.00 percent to 2.50 percent; decreased the investment rate of return from 7.50 percent to 7.25 percent; decreased the cost-of-living adjustment from 2.50 percent to 2.25 percent; decreased salary growth graded ranges from an average of 4.25 percent to an average of 4.00 percent; and modified mortality assumptions.

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees in conjunction with the June 30, 2016 actuarial experience study. A blend of future capital market projections and historical market returns was used in a building-block method in which a best-estimate of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) is developed for each major asset class. These best-estimates are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation of 2.5 percent. The best-estimates of geometric real rates of return and the TCRS investment policy target asset allocation for each major asset class are summarized in the following table:

Asset Class	Long-Term Expected	
	Real Rate of Return	Target Allocation
U.S. equity	5.69%	31%
Developed market international equity	5.29%	14%
Emerging market international equity	6.36%	4%
Private equity and strategic lending	5.79%	20%
U.S. fixed income	2.01%	20%
Real estate	4.32%	10%
Short-term investments	0.00%	1%
		<hr/> 100%

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees as 7.25 percent based on a blending of the three factors described above.

Discount rate. The discount rate used to measure the total pension liability was 7.25 percent. The projection of cash flows used to determine the discount rate assumed that employee contributions will be made at the current rate and that contributions from all LEAs will be made at the actuarially determined contribution rate pursuant to an actuarial valuation in accordance with the funding policy of the TCRS Board of Trustees and as required to be paid by state statute. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make projected future benefit payments of current active and inactive members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Changes in the Net Pension Liability (Asset)

	Increase (Decrease)		
	Total Pension Liability	Plan Fiduciary Net Position	Net Pension Liability (Asset)
	(a)	(b)	(a) - (b)
Balance at 6/30/16	\$ 406,732	\$ 426,624	\$ (19,892)
Changes for the year:			
Service cost	8,265	-	8,265
Interest	30,174	-	30,174
Differences between expected and actual experience	2,182	-	2,182
Changes in assumptions	9,001	-	9,001
Contributions - employer	-	8,583	(8,583)
Contributions - employees	-	4,635	(4,635)
Net investment income	-	47,649	(47,649)
Benefit payments, including refunds of employee contributions	(25,347)	(25,347)	-
Administrative expense	-	(197)	197
Other changes	-	62	(62)
Net changes	24,275	35,385	(11,110)
Balance at 6/30/17	\$ 431,007	\$ 462,009	\$ (31,002)

Sensitivity of the net pension liability (asset) to changes in the discount rate. The following presents the net pension liability (asset) of the Foundation calculated using the discount rate of 7.25 percent, as well as what the net pension liability (asset) would be if it were calculated using a discount rate that is 1-percentage-point lower (6.25 percent) or 1-percentage-point higher (8.25 percent) than the current rate:

	1% Decrease (6.25%)	Current Discount Rate (7.25%)	1% Increase (8.25%)
Read Foundation's proportionate share of the net pension liability (asset)	\$ 20,379	\$ (31,002)	\$ (73,914)

Pension Expense (Negative Pension Expense) and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

Pension expense (negative pension expense). For the year ended June 30, 2018, the Foundation recognized pension expense (negative pension expense) of (\$3,867).

Notes to the Financial Statements

June 30, 2018

Deferred outflows of resources and deferred inflows of resources. For the year ended June 30, 2018, the Foundation reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	\$ 1,746	\$ 14,783
Net difference between projected and actual earnings on pension plan investments	18	-
Changes in assumptions	7,201	-
Contributions subsequent to the measurement date of June 30, 2017	16,182	(not applicable)
Total	\$ 25,147	\$ 14,783

The amount shown above for "Contributions subsequent to the measurement date of June 30, 2017," will be recognized as a reduction (increase) to net pension liability (asset) in the following measurement period.

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

Year Ended June 30:	
2019	\$ (6,270)
2020	505
2021	932
2022	(986)
2023	-
Thereafter	-

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

Payable to the Pension Plan

At June 30, 2018, the Foundation reported a payable of \$3,053 for the outstanding amount of contributions to the pension plan required at the year ended June 30, 2018.

Note 9 – Teacher Retirement Plan (After June 30, 2014)

General Information about the Pension Plan

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

Benefits provided. Tennessee Code Annotated Title 8, Chapters 34-37 establishes the benefit terms and can be amended only by the Tennessee General Assembly. Members of the Teacher Retirement Plan are eligible to retire with an unreduced benefit at age 65 with 5 years of service credit or pursuant to the rule of 90 in which the member's age and service credit total 90. Benefits are determined by a formula using the member's highest five consecutive year average compensation and the member's years of service credit. A reduced early retirement benefit is available at age 60 and vested or pursuant to the rule of 80. Members are vested with five years of service credit. Service related disability benefits are provided regardless of length of service. Five years of service is required for non-service related disability eligibility. The service related and non-service related disability benefits are determined in the same manner as a service retirement benefit but are reduced 10 percent and include projected service credits. A variety of death benefits are available under various eligibility criteria. Member and beneficiary annuitants are entitled to automatic cost of living adjustments (COLAs) after retirement. A COLA is granted each July for annuitants retired prior to the 2nd of July of the previous year. The COLA is based on the change in the consumer price index (CPI) during the prior calendar year, capped at 3 percent, and applied to the current benefit. No COLA is granted if the change in the CPI is less than one-half percent. A one percent COLA is granted if the CPI change is between one-half percent and one percent. A member who leaves employment may withdraw their employee contributions, plus any accumulated interest. Under the Teacher Retirement Plan, benefit terms and conditions, including COLAs, can be adjusted on a prospective basis. Moreover, there are defined cost controls and unfunded liability controls that provide for the adjustment of benefit terms and conditions on an automatic basis.

Contributions. Contributions for teachers are established in the statutes governing the TCRS and may only be changed by the Tennessee General Assembly or by automatic cost controls set out in law. Teachers contribute 5 percent of salary. The Foundation makes employer contributions at the rate set by the Board of Trustees as determined by an actuarial valuation. Per the statutory provisions governing the TCRS, the employer contribution rate cannot be less than 4 percent, except for in years when the maximum funded level, approved by the TCRS Board of Trustees, is reached. By law, employer contributions for the Teacher Retirement Plan are required to be paid. The TCRS may intercept the state shared taxes of the sponsoring governmental entity of the Foundation if the required employer contributions are not remitted. Employer contributions by the Foundation for the year ended June 30, 2018, to the Teacher Retirement Plan were \$58,120 which is 4.00 percent of covered payroll. The employer rate, when combined with member contributions, is expected to finance the costs of benefits earned by members during the year, the cost of administration, as well as an amortized portion of any unfunded liability.

Pension Liabilities (Assets), Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

Pension liabilities (assets). At June 30, 2018, the Foundation reported a liability (asset) of (\$39,093) for its proportionate share of net pension liability (asset). The net pension liability (asset) was measured as of June 30, 2017, and the total pension asset used to calculate the net pension liability (asset) was determined by an actuarial value as of that date. The Foundation's proportion of the net pension liability (asset) was based on The

Foundation's share of contributions to the pension plan relative to the contributions of all participating LEAs. At the measurement date of June 30, 2017, the Foundation's proportion was 0.148179 percent. The proportion measured as of June 30, 2016, was 0.189570 percent.

Pension expense (negative pension expense). For the year ended June 30, 2018, the Foundation recognized pension expense (negative pension expense) of \$17,940.

Deferred outflows of resources and deferred inflows of resources. For the year ended June 30, 2018, the Foundation reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	\$ 1,370	\$ 2,940
Net difference between projected and actual earnings on pension plan investments	-	2,104
Changes in assumptions	3,435	-
Changes in proportion of Net Pension Liability (Asset)	4,583	1,394
Read Foundation's contributions subsequent to the measurement date of June 30, 2017	58,120	(not applicable)
Total	\$ 67,508	\$ 6,438

The Foundation's employer contributions of \$58,120, reported as pension related deferred outflows of resources, subsequent to the measurement date, will be recognized as an increase of net pension liability (assets) in the year ended June 30, 2019. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year Ended June 30:	
2019	\$ 21
2020	21
2021	(100)
2022	(641)
2023	351
Thereafter	3,298

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

Actuarial assumptions. The total pension liability in the June 30, 2017, actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	2.5 percent
Salary increases	Graded salary ranges from 8.75 to 3.45 percent based on age, including inflation, averaging 4.00 percent
Investment rate of return	7.25 percent, net of pension plan investment expenses, including inflation
Cost-of Living Adjustment	2.25 percent

Mortality rates are customized based on actual experience including an adjustment for some anticipated improvement.

The actuarial assumptions used in the June 30, 2016, actuarial valuation were based on the results of an actuarial experience study performed for the period July 1, 2012 through June 30, 2016. The demographic assumptions were adjusted to more closely reflect actual and expected future experience.

Changes of assumptions. In 2017, the following assumptions were changed: decreased inflation rate from 3.00 percent to 2.50 percent; decreased the investment rate of return from 7.50 percent to 7.25 percent; decreased the cost-of-living adjustment from 2.50 percent to 2.25 percent; and decreased salary growth graded ranges from an average 4.25 percent to an average of 4.00 percent.

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees in conjunction with the June 30, 2016 actuarial experience study. A blend of future capital market projections and historical market returns was used in a building-block method in which a best-estimate of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) is developed for each major asset class. These best-estimates are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation of 2.5 percent. The best-estimates of geometric real rates of return and the TCRS investment policy target asset allocation for each major asset class are summarized in the following table:

Asset Class	Long-Term Expected Real Rate of Return	Target Allocation
U.S. equity	5.69%	31%
Developed market international equity	5.29%	14%
Emerging market international equity	6.36%	4%
Private equity and strategic lending	5.79%	20%
U.S. fixed income	2.01%	20%
Real estate	4.32%	10%
Short-term investments	0.00%	1%
		<hr/> 100%

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees as 7.25 percent based on a blending of the three factors described above.

Discount rate. The discount rate used to measure the total pension liability was 7.25 percent. The projection of cash flows used to determine the discount rate assumed that employee contributions will be made at the current rate and that contributions from all LEAs will be made at the actuarially determined contribution rate pursuant to an actuarial valuation in accordance with the funding policy of the TCRS Board of Trustees and as required to be paid by state statute. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make projected future benefit payments of current active and inactive members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the proportionate share of net pension liability (asset) to changes in the discount rate. The following presents the Foundation's proportionate share of the net pension liability (asset) calculated using the discount rate of 7.25 percent, as well as what the Foundation's proportionate share of the net pension liability (asset) would be if it were calculated using a discount rate that is 1-percentage-point lower (6.25 percent) or 1-percentage-point higher (8.25 percent) than the current rate:

	1% Decrease (6.25%)	Current Discount Rate (7.25%)	1% Increase (8.25%)
Read Foundation's proportionate share of the net pension liability (asset)	\$ 7,800	\$ (39,093)	\$ (73,493)

Pension plan fiduciary net position. Detailed information about the pension plan's fiduciary net position is available in a separately issued TCRS financial report.

Payable to the Pension Plan

At June 30, 2018, the Foundation reported a payable of \$6,691 for the outstanding amount of contributions to the pension plan required at the year ended June 30, 2018.

401(k) Plan

The Teacher Retirement Plan provides a combination of a defined benefit plan and a defined contribution plan. The defined benefit portion of the Teacher Retirement Plan is managed by TCRS. The defined contribution assets are deposited into the State's 401(k) plan where the employees manage the investments within the 401(k) plan. Contributions are made on a tax-deferred basis. Employer contributions by the Foundation for the year ended June 30, 2018, to the 401(k) plan were \$72,650 which is 5 percent of covered payroll.

Note 10 – Reconciliation of Net Pension Assets and Liabilities at June 30, 2018

	Net Pension Asset	Deferred Outflows of Resources	Net Pension Liability	Deferred Inflows of Resources
Teacher Legacy Pension Plan	\$ 7,511	\$ 341,292	\$ -	\$ 187,971
Non-Teacher Retirement Plan	31,002	25,147	-	14,783
Teacher Retirement Plan (After June 30, 2014)	39,093	67,508	-	6,438
Total assets and liabilities	<u>\$ 77,606</u>	<u>\$ 433,947</u>	<u>\$ -</u>	<u>\$ 209,192</u>

Note 11 – Risk Management

The Foundation is exposed to the normal risks of loss related to torts; theft or damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters. The Foundation's policy is to minimize these risks through the purchase of commercial insurance. Settled claims have not exceeded the commercial insurance coverage in the past three years.

Required Supplementary Information

Schedule of Proportionate Share of the Net Pension Liability (Asset)*
Teacher Legacy Pension Plan of the TCRS
 Last Fiscal Year Ended June 30

	2017	2016	2015	2014
Memphis School of Excellence's proportion of the net pension liability (asset)	\$ (7,511)	\$ 135,893	\$ -	\$ 5,648
Memphis School of Excellence's proportionate share of the net pension liability (asset)	0.022962%	0.021745%	0.000000%	0.034755%
Memphis School of Excellence's covered payroll	\$ 811,701	\$ 784,941	\$ -	\$ 1,364,143
Memphis School of Excellence's proportionate share of the net pension liability (asset) as a percentage of its covered payroll	-0.93%	17.31%	0.00%	0.41%
Plan fiduciary net position as a percentage of the total pension liability	100.14%	97.14%	0.00%	100.08%

* GASB 68 requires a 10-year schedule for this data to be presented starting *with the implementation of GASB 68*. The information in this schedule is not required to be presented retroactively prior to the implementation date. Please refer to previously supplied data from the TCRS GASB website for prior year's data, if needed.

Schedule of Contributions
Teacher Legacy Pension Plan of the TCRS
 Last Fiscal Year Ended June 30

	2018	2017	2016	2015	2014
Contractually required	\$ 91,330	\$ 73,378	\$ 70,959	\$ 91,917	\$ 121,136
Contribution in relation to the contractually required contribution	91,330	73,378	70,959	91,917	121,136
Contribution deficiency (excess)	\$ -	\$ -	\$ -	\$ -	\$ -
Memphis School of Excellence's covered payroll	\$ 1,005,837	\$ 811,704	\$ 784,941	\$ 1,016,779	\$ 1,364,144
Contributions as a percentage of Memphis School of Excellence's covered payroll	9.08%	9.04%	9.04%	9.04%	8.88%

* GASB 68 requires a 10-year schedule for this data to be presented starting *with the implementation of GASB 68*. The information in this schedule is not required to be presented retroactively prior to the implementation date. Please refer to previously supplied data from the TCRS GASB website for prior year's data, if needed.

Required Supplementary Information

June 30, 2018

Schedule of Changes in Net Pension Liability (Asset) and Related Ratios*
Based on Participation in the Public Employee Pension Plan of the TCRS – Non Teacher
 Last Fiscal Year Ending June 30

	2017	2016	2015	2014
Total pension liability				
Service cost	\$ 8,265	\$ 5,620	\$ 5,728	\$ 8,757
Interest	30,174	19,995	19,398	24,997
Changes in benefit terms	-	-	-	-
Differences between actual & expected experience	2,182	(7,217)	(412)	(20,101)
Change of assumptions	9,001	-	-	-
Benefit payments, including refunds of employee contributions	(25,347)	(16,445)	(16,860)	(22,997)
Net change in total pension liability	24,275	1,953	7,854	(9,344)
Total pension liability - beginning	406,732	269,202	261,347	336,028
Total pension liability - ending (a)	<u>\$ 431,007</u>	<u>\$ 271,155</u>	<u>\$ 269,201</u>	<u>\$ 326,684</u>
Plan fiduciary net position				
Contributions - employer	\$ 8,583	\$ 5,405	\$ 5,289	\$ 7,579
Contributions - employee	4,635	2,917	2,853	4,241
Net investment income	47,649	7,455	8,653	51,507
Benefit payments, including refunds of employee contributions	(25,347)	(16,445)	(16,860)	(22,997)
Administrative expense	(197)	(115)	(77)	(106)
Other	61	386	-	-
Net change in plan fiduciary net position	35,384	(397)	(142)	40,224
Plan fiduciary net position - beginning	426,624	284,814	284,956	315,972
Plan fiduciary net position - ending (b)	<u>\$ 462,008</u>	<u>\$ 284,417</u>	<u>\$ 284,814</u>	<u>\$ 356,196</u>
Net Pension Liability (Asset) - ending (a) - (b)	<u>\$ (31,001)</u>	<u>\$ (13,262)</u>	<u>\$ (15,613)</u>	<u>\$ (29,512)</u>
Plan fiduciary net position as a percentage of total pension liability	107.19%	104.89%	105.80%	109.03%
Covered payroll	\$ 92,489	\$ 58,527	\$ 53,898	\$ 84,344
Net pension liability (asset) as a percentage of covered payroll	-33.52%	-22.66%	28.97%	34.99%

Required Supplementary Information**June 30, 2018**Notes to Schedule:

Changes of assumptions. In 2017, amounts reported as changes of assumptions resulted from changes to the inflation rate, investment rate of return, cost-of-living adjustment, salary growth and mortality improvements.

** GASB 68 requires a 10-year schedule for this data to be presented starting *with the implementation of GASB 68*. The information in this schedule is not required to be presented retroactively prior to the implementation date. Please refer to previously supplied data from TCRS GASB website for prior years' data, if needed.

Schedule of Contributions*
Based Upon Participation in the Public Employee Pension Plan of the TCRS – Non Teacher
 Last Fiscal Year Ending June 30

	2018	2017	2016	2015	2014
Actuarially determined contribution	\$ 16,182	\$ 8,583	\$ 5,405	\$ 4,038	\$ 7,579
Contributions in relation to the actuarially determined contribution	16,182	8,583	5,405	4,038	7,579
Contribution deficiency (excess)	\$ -	\$ -	\$ -	\$ -	\$ -
Covered payroll	\$ 231,171	\$ 92,489	\$ 58,527	\$ 43,560	\$ 84,344
Contributions as a percentage of covered payroll	7.00%	9.28%	9.24%	9.27%	8.99%

* GASB 68 requires a 10-year schedule for this data to be presented starting *with the implementation of GASB 68*. The information in this schedule is not required to be presented retroactively prior to the implementation date. Please refer to previously supplied data from the TCRS GASB website for prior year's data, if needed.

Notes to Schedule

Valuation date: Actuarially determined contribution rates for fiscal year 2018 were calculated based on June 30, 2017, actuarial valuation.

Methods and assumptions used to determine contribution rates:

Actuarial cost method	Entry age normal
Amortization method	Level dollar, closed (not to exceed 20 years)
Remaining amortization period	Varies by Year
Asset valuation	10-year smoothed within a 20 percent corridor to market value
Inflation	3.0 percent
Salary increases	Graded salary ranges from 8.97 to 3.71 percent based on age, including inflation
Investment Rate of Return	7.50 percent, net of investment expense, including inflation
Retirement age	Pattern of retirement determined by experience study
Mortality	Customized table based on actual experience including an adjustment for some anticipated improvement
Cost of Living Adjustments	2.50 percent

Schedule of Proportionate Share of the Net Pension Liability (Asset)*
Teacher Retirement Plan of the TCRS
 Last Fiscal Year Ended June 30

	2017	2016	2015	2014
Memphis School of Excellence's proportion of the net pension liability (asset)	0.148179%	0.189570%	0.000000%	0.000000%
Memphis School of Excellence's proportionate share of the net pension liability (asset)	\$ (39,093)	\$ (19,735)	\$ -	\$ -
Memphis School of Excellence's covered payroll	\$1,001,284	\$ 834,118	\$ -	\$ -
Memphis School of Excellence's proportionate share of the net pension liability (asset) as a percentage of its covered payroll	-3.90%	-2.37%	0.00%	0.00%
Plan fiduciary net position as a percentage of the total pension liability	126.81%	121.88%	0.00%	0.00%

* GASB 68 requires a 10-year schedule for this data to be presented starting *with the implementation of GASB 68*. The information in this schedule is not required to be presented retroactively prior to the implementation date. Please refer to previously supplied data from the TCRS GASB website for prior year's data, if needed.

Schedule of Contributions
Teacher Retirement Plan of the TCRS
 Last Fiscal Year Ended June 30

	2018	2017	2016	2015	2014
Contractually required contribution	\$ 58,120	\$ 38,902	\$ 20,880	\$ 287	\$ -
Contribution in relation to the contractually required contribution	58,120	38,902	33,365	11,486	-
Contribution deficiency (excess)	\$ -	\$ -	\$ (12,485)	\$ (11,199)	\$ -
Memphis School of Excellence's covered payroll	\$ 1,453,000	\$ 1,001,284	\$ 834,118	\$ 287,166	\$ -
Contributions as a percentage of Memphis School of Excellence's covered payroll	4.00%	3.89%	4.00%	4.00%	0.00%

* GASB 68 requires a 10-year schedule for this data to be presented starting *with the implementation of GASB 68*. The information in this schedule is not required to be presented retroactively prior to the implementation date. Please refer to previously supplied data from the TCRS GASB website for prior year's data, if needed.

Other Supplementary Information

Combining Schedule of Assets, Liabilities, and Fund Balances – Governmental Funds

June 30, 2018

	Governmental Activities			
	Memphis School of Excellence	Memphis School of Excellence Elementary School	Elimination	TOTAL
ASSETS				
Cash	\$ 837,865	\$ 270,883	\$ -	\$ 1,108,748
Grants receivable	34,113	-	-	34,113
Prepaid expenses	105,785	-	-	105,785
TOTAL ASSETS	\$ 977,763	\$ 270,883	\$ -	\$ 1,248,646
LIABILITIES				
Accounts payable	\$ 17,929	\$ -	\$ -	\$ 17,929
Accrued liabilities	73,344	-	-	73,344
TOTAL LIABILITIES	91,273	-	-	91,273
FUND BALANCE				
Non-spendable	105,785	-	-	105,785
Unassigned	780,705	270,883	-	1,051,588
TOTAL FUND BALANCE	886,490	270,883	-	1,157,373
TOTAL LIABILITIES AND FUND BALANCE	\$ 977,763	\$ 270,883	\$ -	\$ 1,248,646

**Combining Schedule of Revenues, Expenditures, and
Changes in Fund Balances – Governmental Funds**

For the Year Ended June 30, 2018

	General Funds			
	Memphis School of Excellence	Memphis School of Excellence Elementary School	Elimination	TOTAL
Revenues:				
Shelby County Schools	\$ 4,647,771	574,637	\$ -	\$ 5,222,408
Operating grants and contributions	365,887	-	-	365,887
Capital grants and contributions	424,000	24,000	-	448,000
Charges for services	76,059	6,121	(13,250)	68,930
TOTAL REVENUES	5,513,717	604,758	(13,250)	6,105,225
Expenditures:				
Current:				
Salaries, wages, and benefits:				
Instructional	2,208,904	341,124	-	2,550,028
General and administrative	740,501	39,428	-	779,929
Instructional	1,317,173	86,670	-	1,403,843
General and administrative	269,198	77,145	(13,250)	333,093
Capital Outlay:				
Current expenditures	524,331	-	-	524,331
Debt Service:				
Principal payments on long-term debt	218,258	-	-	218,258
Interest	82,350	-	-	82,350
Total expenditures	5,360,715	544,367	(13,250)	5,891,832
Revenue over (under) expenditures	153,002	60,391	-	213,393
Other financial sources				
Issuance of notes payable	513,419	-	-	513,419
Transfers	(70,336)	70,336	-	-
Change in fund balance	596,085	130,727	-	726,812
Fund balance - beginning of year	290,405	140,156	-	430,561
Fund balance - end of year	\$ 886,490	\$ 270,883	\$ -	\$ 1,157,373

***Schedule of Combined Expenditures of Federal Awards
and State Financial Assistance***

For the Year Ended June 30, 2018

Federal Grantor / Pass-through Grantor / Program Title	CFDA Number	Contract Number	Expenditures
<u>Federal Awards</u>			
U.S. Department of Education / Board of Education of Shelby County Schools / Title I Grants to Local Educational Agencies	84.010	N/A	\$ 222,251
U.S. Department of Education / Office of Innovation and Improvement / Charter Schools Program	84.282	N/A	143,636
Total Federal Awards			365,887
<u>State Financial Assistance</u>			
Tennessee Department of Education / Board of Education of Shelby County Schools / ADA Per-Pupil Funding Allocation	N/A	N/A	5,222,408
Tennessee Department of Education / Board of Education of Shelby County Schools / Capital Outlay Funding	N/A	N/A	263,000
Tennessee Department of Education / Board of Education of Shelby County Schools / High-Quality Charter School Facilities Program	N/A	N/A	185,000
Total State Financial Assistance			5,670,408
Total Federal Awards and State Financial Assistance		\$	6,036,295

Note 1 - Basis of Presentation

The Schedule of Combined Expenditures of Federal Awards and State Financial Assistance includes the federal and state grant activity of the Read Foundation for the year then ended June 30, 2018, and is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of the State of Tennessee Department of Audit, Audit Manual. Therefore, some amounts presented in the schedule may differ from amounts presented in, or used in the preparation of, the basic combined financial statements.

Non-Financial Information

**INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING
AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL
STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS**

To the Board of Directors
Read Foundation
Memphis, Tennessee

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the combined financial statements of the governmental activities and the major fund of the Read Foundation as of and for the year ended June 30, 2018, and the related notes to the combined financial statements, which collectively comprise the Read Foundation's basic combined financial statements, and have issued our report thereon dated November 16, 2018.

Internal Control over Financial Reporting

In planning and performing our audit of the combined financial statements, we considered the Read Foundation's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the combined financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Read Foundation's internal control. Accordingly, we do not express an opinion on the effectiveness of the Read Foundation's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's combined financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

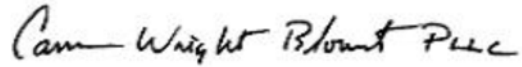
Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or, significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Read Foundation's combined financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of combined financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

A handwritten signature in black ink that reads "Cam Wright Blount PLLC". The signature is written in a cursive, flowing style.

Memphis, Tennessee
November 16, 2018

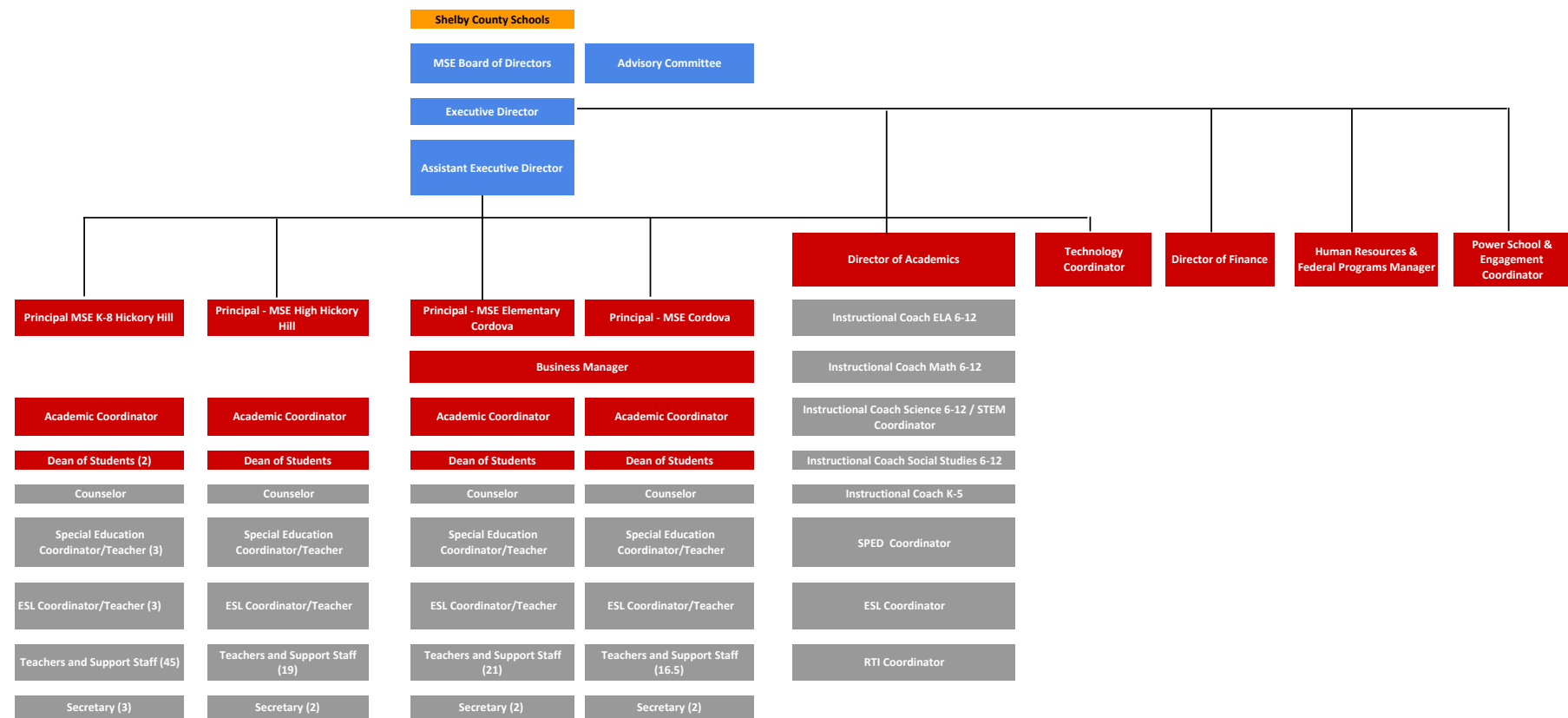
Schedule of Findings and Responses***For the Year Ended June 30, 2018***

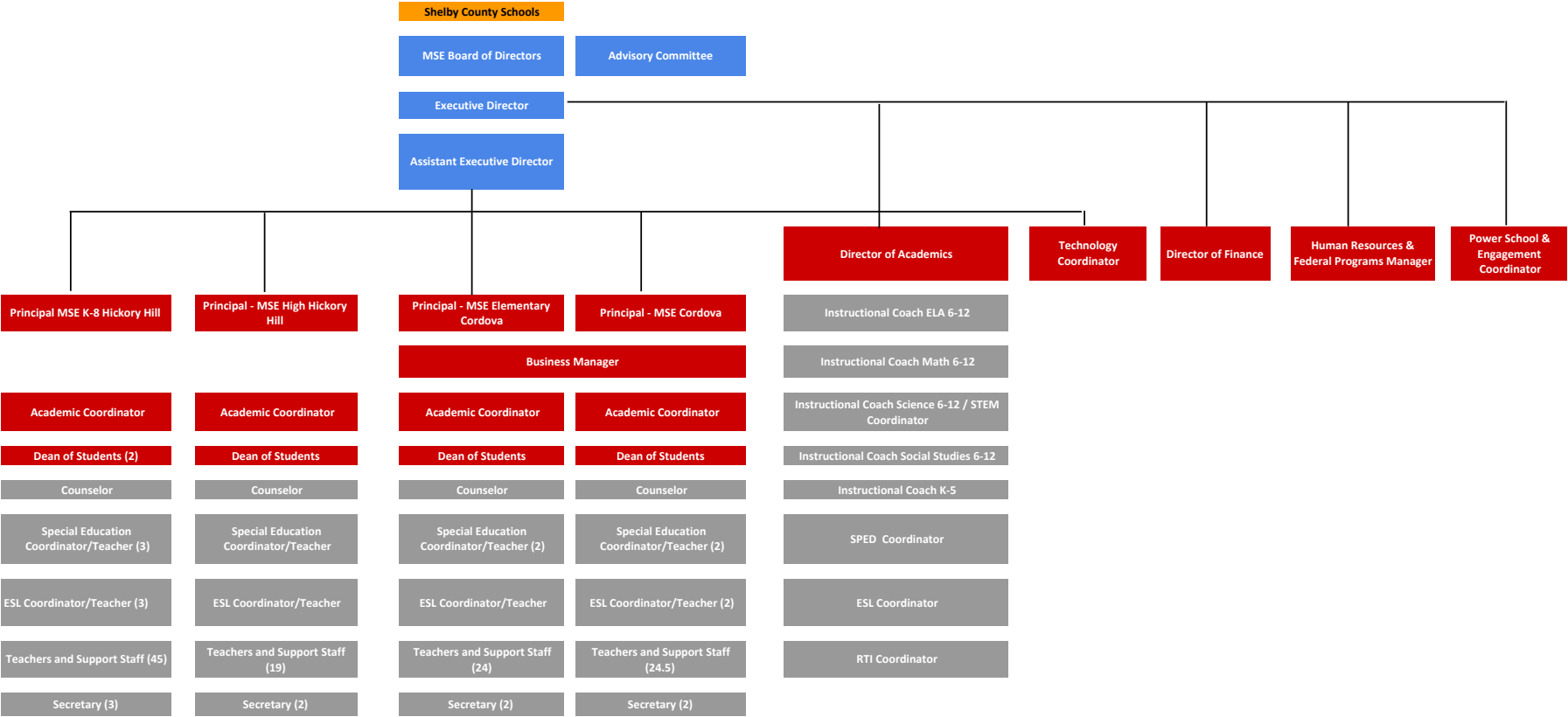
There were no findings and/or responses for the fiscal year ended June 30, 2018.

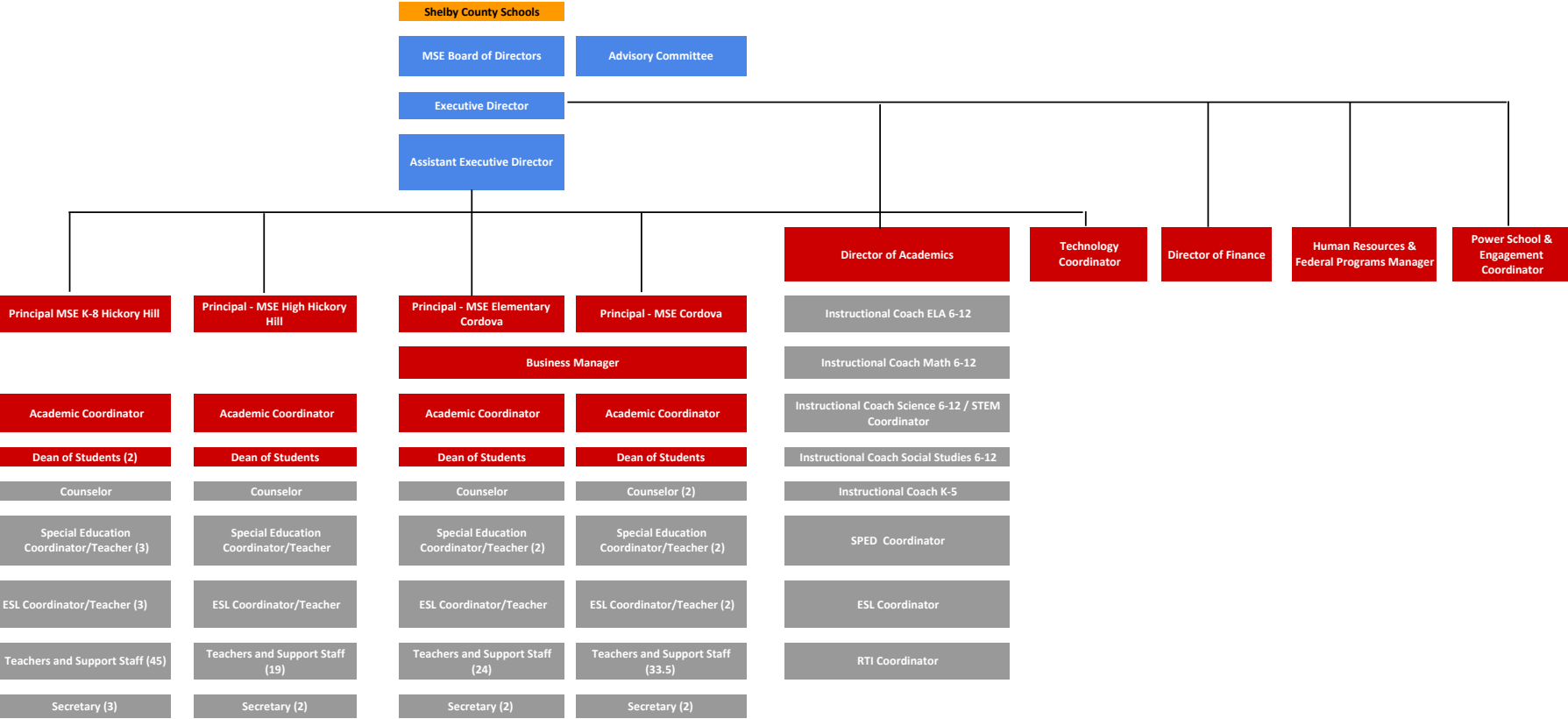
Schedule of Prior Year Findings and Responses

June 30, 2018

There were no findings and/or responses for the fiscal year ended June 30, 2017.







Attachment O

The budget for Memphis School of Excellence Cordova has been carefully developed to ensure the fiscal stability of the school, as well as ensure students have access to excellent teachers, support services, curricular materials, and other elements that will ensure their success. The budget reflects leadership's experience in operating schools in Tennessee and is based on both historical data and the elements necessary to run the school.

Student Enrollment

Memphis School of Excellence Cordova will begin with 225 students in grades 6-9, and grow to 475 students in grades 6-12 by year 5. Enrollment growth is detailed in the table below.

Memphis School of Excellence Cordova Enrollment Summary

Memphis School of Excellence Cordova						
	Planning Year 2020-2021	Year 1 2021-2022	Year 2 2022-2023	Year 3 2023-2024	Year 4 2024-2025	Year 5 2025-2026
6th Grade		75	75	75	75	75
7th Grade		50	75	75	75	75
8th Grade		50	50	75	75	75
9th Grade		50	50	50	75	75
10th Grade			50	50	50	75
11th Grade				50	50	50
12th Grade					50	50
Total Enrollment		225	300	375	450	475

Revenue

The primary source of revenue for Memphis School of Excellence Cordova will be from the Basic Education Program (BEP). The school has used the current BEP funding levels in 2019-2020 (\$9,190 per student) and assumed 2.0% growth year over year to conservatively project budget revenues for its first operational year (2021-2022) and expects to receive approximately \$9,561 per student -- which includes the transportation allocation. Additionally, MSE Cordova has budgeted to receive BEP capital funds in the amount of \$457 per student per year (based on historical funding levels) and Federal Title I funds of \$450 per student per year.

While MSE Cordova will apply for startup funds from the Charter School Planning grant program from the TN Department of Education as well as startup funding from the Walton Family Foundation, we recognize these funds are a part of competitive grant processes and are not guaranteed. As such, the school has not included these amounts in its budget. Additionally, the school will pursue philanthropic funds – as needed – to close any budget shortfalls.

Expenses

Salaries and Benefits

Memphis School of Excellence Cordova has included the following positions for the planning year and its first five years of operation (see Staffing Chart table below).

**Memphis School of Excellence Cordova
Staffing and Salaries Chart**

Memphis School of Excellence Cordova		Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5
	Starting Annual Salary	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Principal	\$90,000.00	0.5	1	1	1	1	1
Academic Coordinator	\$65,000.00		1	1	1	1	1
Dean of Students	\$65,000.00		1	1	1	1	1
Business Manager	\$65,000.00		0.5	0.5	0.5	0.5	0.5
Guidance Counselor	\$55,000.00		1	1	1	2	2
Secretary	\$30,000.00	0.5	2	2	2	2	2
Total Administrators		1	6.5	6.5	6.5	7.5	7.5
Classroom Teachers							
English	\$50,000.00		3	4	5	6	7
Math	\$50,000.00		3	4	5	6	7
Science	\$50,000.00		2	3	3	4	5
Social Studies	\$50,000.00		2	3	3	4	5
Total Classroom Teachers		0	10	14	16	20	24
Other Teachers							
PE	\$50,000.00		1	1	2	2	2
Art	\$50,000.00		0.5	0.5	0.5	0.5	0.5
Music	\$50,000.00		0.5	0.5	0.5	0.5	0.5
Computer	\$50,000.00		1	1	1	2	2
Spanish Teacher	\$50,000.00			1	1	1	1
Interventionist/RTI	\$50,000.00		2	2	3	3	3
ESL Coordinator/Teacher	\$50,000.00		1	1	2	2	2
SPED Coordinator/Teacher	\$55,000.00		1	1	2	2	2
Part-Time ISS	\$30,000.00		0.5	0.5	0.5	0.5	0.5
Total Other Teachers		0	7.5	8.5	12.5	13.5	13.5
Total FTEs		1	24	29	35	41	45

A 2.0% annual increase has been budgeted for salaries.

Benefits include standard employer payroll taxes, such as FICA and Medicare; \$250 per employee per year for unemployment insurance; and employer contributions to the Tennessee Consolidated Retirement System (TCRS) at an average of 9% of salaries. Health insurance per employee is based on costs incurred in the past by MSE and is budgeted at \$5,400 per employee per year. Additional benefits include life insurance (budgeted at \$96 per employee per year) and workers' comp (budgeted at \$60 per employee per year).

Programmatic and Operating Expenses

The table below outlines assumptions for the programmatic and operating expenses of MSE Cordova.

Contracted Services	
Substitute Teachers	Assumes 5 days per teacher for needed substitutes (at \$130 per day).
Nurse Service Well Child	\$5,400 per year (based on historical costs).
Cleaning /Janitorial Services	\$45,000 per year (based on historical costs).
Trash Removal Services	\$6,000 per year (based on historical costs).
Transportation	Assumes 1 bus route in years 1-3 and 2 bus routes in years 4-5. (\$50,000 per bus route).
SCS Administrative Services	3% of BEP or \$35,000 cap.
TFA	\$5,000 fee per corps member. Assumes MSE Cordova will have 2 corps members in year 1, 4 in year 2, 6 in year 3, 8 in year 4, and 9 in year 5.
Database Fee	\$5,000 per year for the licensing of an assessment/data management software.
Phone/Internet Fees	\$6,000 per year (based on historical costs).
Professional Development	\$500 per full-time staff member per year (costs include professional development fees and travel).
Contracted Services - SPED	\$15,000 per year for contracted services with licensed providers.
Supplies & Materials	
Computers (classrooms/labs)	\$20,000 during the planning year for the purchase of laptops for faculty and staff. \$10,000 per year is budgeted for each year thereafter for replacement costs and purchases of computers for computer labs. Should MSE secure funding from the CSP grant, it would consider additional purchases of Chromebooks (or other similar student computers) for instructional purposes.
Curricular Materials (Textbooks, software)	\$20,000 during the planning year for the purchase of curricular materials and supplies (including software). \$10,000 per year is budgeted for each year thereafter for replacement costs and/or additional curricular materials purchases.
Office Supplies/Copy Paper	\$6,000 per year (includes office supplies and copy paper). Based on historical costs.
Testing/Evaluation	\$5,000 per year (includes interim assessments and state assessments) for years 1-2; \$10,000 per year for years 3-5. Based on historical costs.
Copier	\$6,000 per year (based on historical costs).
Janitorial/Cleaning Supplies	\$8,000 per year (based on historical costs).
School Furniture	\$45,000 during the planning year and \$15,000 per year is budgeted for each year thereafter for replacement costs. MSE anticipates that there will

	already by some furniture available in the facility it is purchasing (described below).
Security Equipment (i.e. cameras and related equipment)	\$15,000 during the planning year for the purchase of equipment. \$5,000 per year is budgeted for each year thereafter for replacement costs.
Facility Related Expenses	
Rent/Debt Service	Memphis School of Excellence has entered into a purchase agreement for the Harding Academy Cordova campus and will be closing on the property in February 2020. The budget assumes MSE Cordova would share debt service costs with MSE Elementary Cordova. Assumptions include a \$6M loan with a 20-year amortization schedule at 3.59% interest.
Utilities	\$40,000 per year for the MSE Cordova building.
Facilities Maintenance	\$15,000 per year for routine maintenance repairs.
Security Services	\$3,000 per year (based on historical costs).
Advertisement	\$10,000 per year for student recruitment and advertising. Based on historical costs.
Insurance	\$15,000 per year (based on historical costs).

Costs for accounting, audit, and legal services will be incurred at the network office.

Special Education Services

MSE Cordova will have a special education coordinator/teacher on staff in years 1-2 and will add a second special education teacher in year 3. In addition, MSE has budgeted \$15,000 per year to contract for additional services as needed (i.e. speech therapy, behavioral services). All other special education services will be delivered internally at the school or through the use of Shelby County Schools professionals.

Facilities

As mentioned in the assumptions above, Memphis School of Excellence has entered into a purchase agreement for the Harding Academy Cordova campus, which would provide a long-term home for MSE Cordova. The school would co-locate on the campus with MSE Elementary Cordova.

The Cordova campus has two buildings on the property, totaling 90,000 square feet: an elementary building, comprised of approximately 35,000 square feet, and a middle/high building, comprised of approximately 55,000 square feet. MSE has secured financing for the property, and will be closing on the property in February 2020. MSE Cordova will share debt services costs with MSE Elementary Cordova and has included debt service costs in its budget. Please see the summary table below for debt service cost assumptions.

Loan Amount	\$6,000,000
Amortization Period	20 years
Interest Rate	3.59%

Monthly Payment	\$35,075.71	
Annual Payment	\$420,908.52 (split between MSE Elementary Cordova and MSE Cordova by student enrollment).	
Annual Shared Debt Service Payments	MSE Elementary Cordova	MSE Cordova
2020-2021	\$420,908.52	
2021-2022	\$225,641.68	\$195,266.84
2022-2023	\$205,058.00	\$215,850.52
2023-2024	\$190,484.15	\$230,424.37
2024-2025	\$171,686.37	\$249,222.15

Network Fees

As part of the MSE network of schools, MSE Cordova will share in the costs of the network office, based on the school's percentage of the network's total student enrollment.

The table below summarizes these costs for MSE Cordova (highlighted in yellow) over its first five years.

Fiscal Year	Network costs
2019-2020	\$604,086
2020-2021	\$1,415,045
2021-2022	\$1,453,820
2022-2023	\$1,478,069
2023-2024	\$1,507,804
2024-2025	\$1,533,033

	Enrollment				
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
MSE K-8 Hickory Hill	624	624	624	624	624
MSE Middle/High Hickory Hill	290	300	300	300	300
MSE Elementary Cordova	190	260	285	310	310
MSE Cordova	0	225	300	375	450
Total Enrollment	1,104	1,409	1,509	1,609	1,684

	Network Costs				
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
MSE K-8 Hickory Hill	\$799,808	\$643,849	\$611,210	\$584,754	\$568,060
MSE Middle/High Hickory Hill	\$371,706	\$309,543	\$293,851	\$281,132	\$273,106
MSE Elementary Cordova	\$243,531	\$268,270	\$279,158	\$290,503	\$282,209
MSE Cordova	\$0	\$232,157	\$293,851	\$351,415	\$409,658
Total Network Costs	\$1,415,045	\$1,453,820	\$1,478,069	\$1,507,804	\$1,533,033

The table on the following page summarizes revenues and expenses for Memphis School of Excellence Cordova during the planning year and its first five years of operation.

Memphis School of Excellence Cordova
Budget Summary

	Planning Year 2020-2021	Year 1 2021-2022	Year 2 2022-2023	Year 3 2023-2024	Year 4 2024-2025	Year 5 2025-2026
REVENUE						
Basic Education Program	\$0	\$2,254,142	\$3,062,891	\$3,901,759	\$4,771,640	\$5,133,124
PreK Funding	\$0	\$0	\$0	\$0	\$0	\$0
Title I	\$0	\$101,250	\$135,000	\$168,750	\$202,500	\$213,750
TOTAL REVENUE	\$0	\$2,355,392	\$3,197,891	\$4,070,509	\$4,974,140	\$5,346,874
EXPENSES						
Salaries	\$60,000	\$1,237,500	\$1,513,250	\$1,848,515	\$2,190,485	\$2,434,295
Benefits	\$15,796	\$345,388	\$420,330	\$510,988	\$602,762	\$666,580
Contracted Services	\$0	\$195,775	\$216,525	\$283,425	\$299,675	\$309,275
Supplies & Materials	\$100,000	\$65,000	\$65,000	\$70,000	\$70,000	\$70,000
Facility Related Expenses	\$0	\$253,267	\$273,851	\$288,424	\$307,222	\$312,690
Other Charges	\$0	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000
Network Fee	\$0	\$232,157	\$293,851	\$351,415	\$409,658	\$409,658
TOTAL EXPENSES	\$175,796	\$2,354,087	\$2,807,806	\$3,377,767	\$3,904,803	\$4,227,498
NET INCOME	(\$175,796)	\$1,306	\$390,085	\$692,742	\$1,069,337	\$1,119,376

MSE recognizes that the Cordova campus will have an operating deficit in the planning year (due to initial startup costs and not receiving BEP funding until year one). Because MSE has a strong balance sheet (approximately \$1.7M in cash is projected to be on the balance sheet at the end of the 2019-2020 fiscal year, and the organization will have operating surpluses at its current charter schools), MSE, as an organization, will be financially strong.

In addition, MSE will be applying for startup funds from the TN Department of Education as well as startup funds from the Walton Family Foundation, which, if awarded, would significantly decrease deficits from initial school startup expenses.

Memphis School of Excellence Cordova Rev&Exp							
		Planning Year 2020- 2021	Year 1 2021- 2022	Year 2 2022- 2023	Year 3 2023- 2024	Year 4 2024- 2025	Year 5 2025- 2026
Student Enrollment							
	K						
	1st						
	2nd						
	3rd						
	4th						
	5th						
	6th	0	75	75	75	75	75
	7th	0	50	75	75	75	75
	8th	0	50	50	75	75	75
	9th	0	50	50	50	75	75
	10th	0	0	50	50	50	75
	11th	0	0	0	50	50	50
	12th		0	0	0	50	50
	Total	0	225	300	375	450	475
	% SPED		10.00%	10.00%	10.00%	10.00%	10.00%
	Number of SPED Students		23.00	30.00	38.00	45.00	48.00
	% ELL		5.00%	5.00%	5.00%	5.00%	5.00%
	Number of ELL Students		11.00	15.00	19.00	23.00	24.00
	Staffing						
	Instructional	0.0	17.5	22.5	28.5	33.5	37.5
	Non-Instructional	2.0	6.5	6.5	6.5	7.5	7.5
	Total	2.0	24.0	29.0	35.0	41.0	45.0
		Pre-Opening Year 2020-2021	Year 1 2021- 2022	Year 2 2022- 2023	Year 3 2023- 2024	Year 4 2024- 2025	Year 5 2025- 2026
	REVENUE						
	Basic Education Program						
	BEP - SCS	\$0.00	\$2,151,317.25	\$2,925,791.46	\$3,730,384.11	\$4,565,990.15	\$4,916,049.40
	Transportation Allocation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	Capital Allocation (SCS)	\$0.00	\$102,825.00	\$137,100.00	\$171,375.00	\$205,650.00	\$217,075.00
	Total Basic Education Program	\$0.00	\$2,254,142.25	\$3,062,891.46	\$3,901,759.11	\$4,771,640.15	\$5,133,124.40
	Title I	\$0.00	\$101,250.00	\$135,000.00	\$168,750.00	\$202,500.00	\$213,750.00
	TOTAL REVENUE	\$0.00	\$2,355,392.25	\$3,197,891.46	\$4,070,509.11	\$4,974,140.15	\$5,346,874.40
	Per Student		\$10,468.41	\$10,659.64	\$10,854.69	\$11,053.64	\$11,256.58
	EXPENSES						
	Personnel						
	Salaries	60,000.00	1,237,500.00	1,513,250.00	1,848,515.00	2,190,485.30	2,434,295.01
	Benefits	\$15,796.00	\$345,387.75	\$420,330.13	\$510,987.75	\$602,761.80	\$666,580.12
	Total Personnel	\$75,796.00	\$1,582,887.75	\$1,933,580.13	\$2,359,502.75	\$2,793,247.10	\$3,100,875.12
	Contracted Services						
	Substitute Teachers	\$0.00	\$11,375.00	\$14,625.00	\$18,525.00	\$21,775.00	\$24,375.00
	Nurse Service Well Child	\$0.00	\$5,400.00	\$5,400.00	\$5,400.00	\$5,400.00	\$5,400.00
	Cleaning/Janitorial Services	\$0.00	\$40,000.00	\$45,000.00	\$45,000.00	\$45,000.00	\$45,000.00
	Trash Removal Services	\$0.00	\$6,000.00	\$6,000.00	\$6,000.00	\$6,000.00	\$6,000.00
	Transportation	\$0.00	\$50,000.00	\$50,000.00	\$100,000.00	\$100,000.00	\$100,000.00

	Memphis School of Excellence Cordova Rev&Exp						
		Planning Year 2020- 2021	Year 1 2021- 2022	Year 2 2022- 2023	Year 3 2023- 2024	Year 4 2024- 2025	Year 5 2025- 2026
	SCS Admin Fee	\$0.00	\$35,000.00	\$35,000.00	\$35,000.00	\$35,000.00	\$35,000.00
	TFA	\$0.00	\$10,000.00	\$20,000.00	\$30,000.00	\$40,000.00	\$45,000.00
	Database Fee	\$0.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00
	Phone/Internet Fees	\$0.00	\$6,000.00	\$6,000.00	\$6,000.00	\$6,000.00	\$6,000.00
	Professional Development	\$0.00	\$12,000.00	\$14,500.00	\$17,500.00	\$20,500.00	\$22,500.00
	Contracted Services - SPED	\$0.00	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00
	Construction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	Architectural Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	Total Contracted Services	\$0.00	\$195,775.00	\$216,525.00	\$283,425.00	\$299,675.00	\$309,275.00
	Supplies & Materials						
	Computers (classrooms/labs)	\$20,000.00	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00
	Curricular Materials (Textbooks, software)	\$20,000.00	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00
	Office Supplies/Copy Papers	\$0.00	\$6,000.00	\$6,000.00	\$6,000.00	\$6,000.00	\$6,000.00
	Testing/Evaluation	\$0.00	\$5,000.00	\$5,000.00	\$10,000.00	\$10,000.00	\$10,000.00
	Copier	\$0.00	\$6,000.00	\$6,000.00	\$6,000.00	\$6,000.00	\$6,000.00
	Copy Paper	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	Janitorial/Cleaning Supplies	\$0.00	\$8,000.00	\$8,000.00	\$8,000.00	\$8,000.00	\$8,000.00
	School Furniture	\$45,000.00	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00
	Security Equipment	\$15,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00
	Total Supplies & Materials	\$100,000.00	\$65,000.00	\$65,000.00	\$70,000.00	\$70,000.00	\$70,000.00
	Facility Related Expenses						
	Rent/Debt Service	\$0.00	\$195,266.84	\$215,850.52	\$230,424.37	\$249,222.15	\$254,689.87
	Utilities	\$0.00	\$40,000.00	\$40,000.00	\$40,000.00	\$40,000.00	\$40,000.00
	Facility Maintenance	\$0.00	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00
	Security Services	\$0.00	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00
	Total Facility Related Expenses	\$0.00	\$253,266.84	\$273,850.52	\$288,424.37	\$307,222.15	\$312,689.87
	Other Charges						
	Advertisement	\$0.00	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00
	Insurance	\$0.00	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00
	Total Other Charges	\$0.00	\$25,000.00	\$25,000.00	\$25,000.00	\$25,000.00	\$25,000.00
	Network Fee	\$0.00	\$232,157.14	\$293,850.73	\$351,414.80	\$409,658.48	\$409,658.48
	TOTAL EXPENSES	175,796.00	2,354,086.73	2,807,806.38	3,377,766.92	3,904,802.73	4,227,498.47
	SURPLUS / (DEFICIT)	(\$175,796.00)	\$1,305.52	\$390,085.08	\$692,742.19	\$1,069,337.42	\$1,119,375.93

Attachment P

Student Enrollment

Memphis School of Excellence Cordova will begin with 225 students in grades 6-9, and grow to 475 students in grades 6-12 by year 5. Enrollment growth is detailed in the table below.

Memphis School of Excellence Cordova Enrollment Summary

Memphis School of Excellence Cordova						
	Planning Year 2020-2021	Year 1 2021-2022	Year 2 2022-2023	Year 3 2023-2024	Year 4 2024-2025	Year 5 2025-2026
6th Grade		75	75	75	75	75
7th Grade		50	75	75	75	75
8th Grade		50	50	75	75	75
9th Grade		50	50	50	75	75
10th Grade			50	50	50	75
11th Grade				50	50	50
12th Grade					50	50
Total Enrollment		225	300	375	450	475

Revenue

The primary source of revenue for Memphis School of Excellence Cordova will be from the Basic Education Program (BEP). The school has used the current BEP funding levels in 2019-2020 (\$9,190 per student) and assumed 2.0% growth year over year to conservatively project budget revenues for its first operational year (2021-2022) and expects to receive approximately \$9,561 per student -- which includes the transportation allocation. Additionally, MSE Cordova has budgeted to receive BEP capital funds in the amount of \$457 per student per year (based on historical funding levels) and Federal Title I funds of \$450 per student per year.

While MSE Cordova will apply for startup funds from the Charter School Planning grant program from the TN Department of Education as well as startup funding from the Walton Family Foundation, we recognize these funds are a part of competitive grant processes and are not guaranteed. As such, the school has not included these amounts in its budget. Additionally, the school will pursue philanthropic funds – as needed – to close any budget shortfalls.

Expenses

Salaries and Benefits

Memphis School of Excellence Cordova has included the following positions for the planning year and its first five years of operation (see Staffing Chart table below).

Memphis School of Excellence Cordova Staffing and Salaries Chart

Memphis School of Excellence Cordova		Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5
	Starting Annual Salary	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Principal	\$90,000.00	0.5	1	1	1	1	1
Academic Coordinator	\$65,000.00		1	1	1	1	1
Dean of Students	\$65,000.00		1	1	1	1	1
Business Manager	\$65,000.00		0.5	0.5	0.5	0.5	0.5
Guidance Counselor	\$55,000.00		1	1	1	2	2
Secretary	\$30,000.00	0.5	2	2	2	2	2
Total Administrators		1	6.5	6.5	6.5	7.5	7.5
Classroom Teachers							
English	\$50,000.00		3	4	5	6	7
Math	\$50,000.00		3	4	5	6	7
Science	\$50,000.00		2	3	3	4	5
Social Studies	\$50,000.00		2	3	3	4	5
Total Classroom Teachers		0	10	14	16	20	24
Other Teachers							
PE	\$50,000.00		1	1	2	2	2
Art	\$50,000.00		0.5	0.5	0.5	0.5	0.5
Music	\$50,000.00		0.5	0.5	0.5	0.5	0.5
Computer	\$50,000.00		1	1	1	2	2
Spanish Teacher	\$50,000.00			1	1	1	1
Interventionist/RTI	\$50,000.00		2	2	3	3	3
ESL Coordinator/Teacher	\$50,000.00		1	1	2	2	2
SPED Coordinator/Teacher	\$55,000.00		1	1	2	2	2
Part-Time ISS	\$30,000.00		0.5	0.5	0.5	0.5	0.5
Total Other Teachers		0	7.5	8.5	12.5	13.5	13.5
Total FTEs		1	24	29	35	41	45

A 2.0% annual increase has been budgeted for salaries.

Benefits include standard employer payroll taxes, such as FICA and Medicare; \$250 per employee per year for unemployment insurance; and employer contributions to the Tennessee Consolidated Retirement System (TCRS) at an average of 9% of salaries. Health insurance per employee is based on costs incurred in the past by MSE and is budgeted at \$5,400 per employee per year. Additional benefits include life insurance (budgeted at \$96 per employee per year) and workers' comp (budgeted at \$60 per employee per year).

Programmatic and Operating Expenses

The table below outlines assumptions for the programmatic and operating expenses of MSE Cordova.

Contracted Services	
Substitute Teachers	Assumes 5 days per teacher for needed substitutes (at \$130 per day).

Nurse Service Well Child	\$5,400 per year (based on historical costs).
Cleaning /Janitorial Services	\$45,000 per year (based on historical costs).
Trash Removal Services	\$6,000 per year (based on historical costs).
Transportation	Assumes 1 bus route in years 1-3 and 2 bus routes in years 4-5. (\$50,000 per bus route).
SCS Administrative Services	3% of BEP or \$35,000 cap.
TFA	\$5,000 fee per corps member. Assumes MSE Cordova will have 2 corps members in year 1, 4 in year 2, 6 in year 3, 8 in year 4, and 9 in year 5.
Database Fee	\$5,000 per year for the licensing of an assessment/data management software.
Phone/Internet Fees	\$6,000 per year (based on historical costs).
Professional Development	\$500 per full-time staff member per year (costs include professional development fees and travel).
Contracted Services - SPED	\$15,000 per year for contracted services with licensed providers.
Supplies & Materials	
Computers (classrooms/labs)	\$20,000 during the planning year for the purchase of laptops for faculty and staff. \$10,000 per year is budgeted for each year thereafter for replacement costs and purchases of computers for computer labs. Should MSE secure funding from the CSP grant, it would consider additional purchases of Chromebooks (or other similar student computers) for instructional purposes.
Curricular Materials (Textbooks, software)	\$20,000 during the planning year for the purchase of curricular materials and supplies (including software). \$10,000 per year is budgeted for each year thereafter for replacement costs and/or additional curricular materials purchases.
Office Supplies/Copy Paper	\$6,000 per year (includes office supplies and copy paper). Based on historical costs.
Testing/Evaluation	\$5,000 per year (includes interim assessments and state assessments) for years 1-2; \$10,000 per year for years 3-5. Based on historical costs.
Copier	\$6,000 per year (based on historical costs).
Janitorial/Cleaning Supplies	\$8,000 per year (based on historical costs).
School Furniture	\$45,000 during the planning year and \$15,000 per year is budgeted for each year thereafter for replacement costs. MSE anticipates that there will already be some furniture available in the facility it is purchasing (described below).
Security Equipment (i.e. cameras and related equipment)	\$15,000 during the planning year for the purchase of equipment. \$5,000 per year is budgeted for each year thereafter for replacement costs.
Facility Related Expenses	

Rent/Debt Service	Memphis School of Excellence has entered into a purchase agreement for the Harding Academy Cordova campus and will be closing on the property in February 2020. The budget assumes MSE Cordova would share debt service costs with MSE Elementary Cordova. Assumptions include a \$6M loan with a 20-year amortization schedule at 3.59% interest.
Utilities	\$40,000 per year for the MSE Cordova building.
Facilities Maintenance	\$15,000 per year for routine maintenance repairs.
Security Services	\$3,000 per year (based on historical costs).
Advertisement	\$10,000 per year for student recruitment and advertising. Based on historical costs.
Insurance	\$15,000 per year (based on historical costs).

Costs for accounting, audit, and legal services will be incurred at the network office.

Special Education Services

MSE Cordova will have a special education coordinator/teacher on staff in years 1-2 and will add a second special education teacher in year 3. In addition, MSE has budgeted \$15,000 per year to contract for additional services as needed (i.e. speech therapy, behavioral services). All other special education services will be delivered internally at the school or through the use of Shelby County Schools professionals.

Facilities

As mentioned in the assumptions above, Memphis School of Excellence has entered into a purchase agreement for the Harding Academy Cordova campus, which would provide a long-term home for MSE Cordova. The school would co-locate on the campus with MSE Elementary Cordova.

The Cordova campus has two buildings on the property, totaling 90,000 square feet: an elementary building, comprised of approximately 35,000 square feet, and a middle/high building, comprised of approximately 55,000 square feet. MSE has secured financing for the property, and will be closing on the property in February 2020. MSE Cordova will share debt services costs with MSE Elementary Cordova and has included debt service costs in its budget. Please see the summary table below for debt service cost assumptions.

Loan Amount	\$6,000,000	
Amortization Period	20 years	
Interest Rate	3.59%	
Monthly Payment	\$35,075.71	
Annual Payment	\$420,908.52 (split between MSE Elementary Cordova and MSE Cordova by student enrollment).	
Annual Shared Debt Service Payments	MSE Elementary Cordova	MSE Cordova

2020-2021	\$420,908.52	
2021-2022	\$225,641.68	\$195,266.84
2022-2023	\$205,058.00	\$215,850.52
2023-2024	\$190,484.15	\$230,424.37
2024-2025	\$171,686.37	\$249,222.15

Network Fees

As part of the MSE network of schools, MSE Cordova will share in the costs of the network office, based on the school's percentage of the network's total student enrollment.

The table below summarizes these costs for MSE Cordova (highlighted in yellow) over its first five years.

Fiscal Year	Network costs
2019-2020	\$604,086
2020-2021	\$1,415,045
2021-2022	\$1,453,820
2022-2023	\$1,478,069
2023-2024	\$1,507,804
2024-2025	\$1,533,033

	Enrollment				
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
MSE K-8 Hickory Hill	624	624	624	624	624
MSE Middle/High Hickory Hill	290	300	300	300	300
MSE Elementary Cordova	190	260	285	310	310
MSE Cordova	0	225	300	375	450
Total Enrollment	1,104	1,409	1,509	1,609	1,684

	Network Costs				
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
MSE K-8 Hickory Hill	\$799,808	\$643,849	\$611,210	\$584,754	\$568,060
MSE Middle/High Hickory Hill	\$371,706	\$309,543	\$293,851	\$281,132	\$273,106
MSE Elementary Cordova	\$243,531	\$268,270	\$279,158	\$290,503	\$282,209
MSE Cordova	\$0	\$232,157	\$293,851	\$351,415	\$409,658
Total Network Costs	\$1,415,045	\$1,453,820	\$1,478,069	\$1,507,804	\$1,533,033

The table on the following page summarizes revenues and expenses for Memphis School of Excellence Cordova during the planning year and its first five years of operation.

Memphis School of Excellence Cordova
Budget Summary

	Planning Year 2020-2021	Year 1 2021-2022	Year 2 2022-2023	Year 3 2023-2024	Year 4 2024-2025	Year 5 2025-2026
REVENUE						
Basic Education Program	\$0	\$2,254,142	\$3,062,891	\$3,901,759	\$4,771,640	\$5,133,124
PreK Funding	\$0	\$0	\$0	\$0	\$0	\$0
Title I	\$0	\$101,250	\$135,000	\$168,750	\$202,500	\$213,750
TOTAL REVENUE	\$0	\$2,355,392	\$3,197,891	\$4,070,509	\$4,974,140	\$5,346,874
EXPENSES						
Salaries	\$60,000	\$1,237,500	\$1,513,250	\$1,848,515	\$2,190,485	\$2,434,295
Benefits	\$15,796	\$345,388	\$420,330	\$510,988	\$602,762	\$666,580
Contracted Services	\$0	\$195,775	\$216,525	\$283,425	\$299,675	\$309,275
Supplies & Materials	\$100,000	\$65,000	\$65,000	\$70,000	\$70,000	\$70,000
Facility Related Expenses	\$0	\$253,267	\$273,851	\$288,424	\$307,222	\$312,690
Other Charges	\$0	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000
Network Fee	\$0	\$232,157	\$293,851	\$351,415	\$409,658	\$409,658
TOTAL EXPENSES	\$175,796	\$2,354,087	\$2,807,806	\$3,377,767	\$3,904,803	\$4,227,498
NET INCOME	(\$175,796)	\$1,306	\$390,085	\$692,742	\$1,069,337	\$1,119,376

MSE recognizes that the Cordova campus will have an operating deficit in the planning year (due to initial startup costs and not receiving BEP funding until year one). Because MSE has a strong balance sheet (approximately \$1.7M in cash is projected to be on the balance sheet at the end of the 2019-2020 fiscal year, and the organization will have operating surpluses at its current charter schools), MSE, as an organization, will be financially strong.

In addition, MSE will be applying for startup funds from the TN Department of Education as well as startup funds from the Walton Family Foundation, which, if awarded, would significantly decrease deficits from initial school startup expenses.

Memphis School of Excellence Cordova Rev&Exp							
		Planning Year 2020- 2021	Year 1 2021- 2022	Year 2 2022- 2023	Year 3 2023- 2024	Year 4 2024- 2025	Year 5 2025- 2026
Student Enrollment							
	K						
	1st						
	2nd						
	3rd						
	4th						
	5th						
	6th	0	75	75	75	75	75
	7th	0	50	75	75	75	75
	8th	0	50	50	75	75	75
	9th	0	50	50	50	75	75
	10th	0	0	50	50	50	75
	11th	0	0	0	50	50	50
	12th		0	0	0	50	50
	Total	0	225	300	375	450	475
	% SPED		10.00%	10.00%	10.00%	10.00%	10.00%
	Number of SPED Students		23.00	30.00	38.00	45.00	48.00
	% ELL		5.00%	5.00%	5.00%	5.00%	5.00%
	Number of ELL Students		11.00	15.00	19.00	23.00	24.00
	Staffing						
	Instructional	0.0	17.5	22.5	28.5	33.5	37.5
	Non-Instructional	2.0	6.5	6.5	6.5	7.5	7.5
	Total	2.0	24.0	29.0	35.0	41.0	45.0
		Pre-Opening Year 2020-2021	Year 1 2021- 2022	Year 2 2022- 2023	Year 3 2023- 2024	Year 4 2024- 2025	Year 5 2025- 2026
	REVENUE						
	Basic Education Program						
	BEP - SCS	\$0.00	\$2,151,317.25	\$2,925,791.46	\$3,730,384.11	\$4,565,990.15	\$4,916,049.40
	Transportation Allocation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	Capital Allocation (SCS)	\$0.00	\$102,825.00	\$137,100.00	\$171,375.00	\$205,650.00	\$217,075.00
	Total Basic Education Program	\$0.00	\$2,254,142.25	\$3,062,891.46	\$3,901,759.11	\$4,771,640.15	\$5,133,124.40
	Title I	\$0.00	\$101,250.00	\$135,000.00	\$168,750.00	\$202,500.00	\$213,750.00
	TOTAL REVENUE	\$0.00	\$2,355,392.25	\$3,197,891.46	\$4,070,509.11	\$4,974,140.15	\$5,346,874.40
	Per Student		\$10,468.41	\$10,659.64	\$10,854.69	\$11,053.64	\$11,256.58
	EXPENSES						
	Personnel						
	Salaries	60,000.00	1,237,500.00	1,513,250.00	1,848,515.00	2,190,485.30	2,434,295.01
	Benefits	\$15,796.00	\$345,387.75	\$420,330.13	\$510,987.75	\$602,761.80	\$666,580.12
	Total Personnel	\$75,796.00	\$1,582,887.75	\$1,933,580.13	\$2,359,502.75	\$2,793,247.10	\$3,100,875.12
	Contracted Services						
	Substitute Teachers	\$0.00	\$11,375.00	\$14,625.00	\$18,525.00	\$21,775.00	\$24,375.00
	Nurse Service Well Child	\$0.00	\$5,400.00	\$5,400.00	\$5,400.00	\$5,400.00	\$5,400.00
	Cleaning/Janitorial Services	\$0.00	\$40,000.00	\$45,000.00	\$45,000.00	\$45,000.00	\$45,000.00
	Trash Removal Services	\$0.00	\$6,000.00	\$6,000.00	\$6,000.00	\$6,000.00	\$6,000.00
	Transportation	\$0.00	\$50,000.00	\$50,000.00	\$100,000.00	\$100,000.00	\$100,000.00

	Memphis School of Excellence Cordova Rev&Exp						
		Planning Year 2020- 2021	Year 1 2021- 2022	Year 2 2022- 2023	Year 3 2023- 2024	Year 4 2024- 2025	Year 5 2025- 2026
	SCS Admin Fee	\$0.00	\$35,000.00	\$35,000.00	\$35,000.00	\$35,000.00	\$35,000.00
	TFA	\$0.00	\$10,000.00	\$20,000.00	\$30,000.00	\$40,000.00	\$45,000.00
	Database Fee	\$0.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00
	Phone/Internet Fees	\$0.00	\$6,000.00	\$6,000.00	\$6,000.00	\$6,000.00	\$6,000.00
	Professional Development	\$0.00	\$12,000.00	\$14,500.00	\$17,500.00	\$20,500.00	\$22,500.00
	Contracted Services - SPED	\$0.00	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00
	Construction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	Architectural Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	Total Contracted Services	\$0.00	\$195,775.00	\$216,525.00	\$283,425.00	\$299,675.00	\$309,275.00
	Supplies & Materials						
	Computers (classrooms/labs)	\$20,000.00	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00
	Curricular Materials (Textbooks, software)	\$20,000.00	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00
	Office Supplies/Copy Papers	\$0.00	\$6,000.00	\$6,000.00	\$6,000.00	\$6,000.00	\$6,000.00
	Testing/Evaluation	\$0.00	\$5,000.00	\$5,000.00	\$10,000.00	\$10,000.00	\$10,000.00
	Copier	\$0.00	\$6,000.00	\$6,000.00	\$6,000.00	\$6,000.00	\$6,000.00
	Copy Paper	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	Janitorial/Cleaning Supplies	\$0.00	\$8,000.00	\$8,000.00	\$8,000.00	\$8,000.00	\$8,000.00
	School Furniture	\$45,000.00	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00
	Security Equipment	\$15,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00
	Total Supplies & Materials	\$100,000.00	\$65,000.00	\$65,000.00	\$70,000.00	\$70,000.00	\$70,000.00
	Facility Related Expenses						
	Rent/Debt Service	\$0.00	\$195,266.84	\$215,850.52	\$230,424.37	\$249,222.15	\$254,689.87
	Utilities	\$0.00	\$40,000.00	\$40,000.00	\$40,000.00	\$40,000.00	\$40,000.00
	Facility Maintenance	\$0.00	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00
	Security Services	\$0.00	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00
	Total Facility Related Expenses	\$0.00	\$253,266.84	\$273,850.52	\$288,424.37	\$307,222.15	\$312,689.87
	Other Charges						
	Advertisement	\$0.00	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00
	Insurance	\$0.00	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00
	Total Other Charges	\$0.00	\$25,000.00	\$25,000.00	\$25,000.00	\$25,000.00	\$25,000.00
	Network Fee	\$0.00	\$232,157.14	\$293,850.73	\$351,414.80	\$409,658.48	\$409,658.48
	TOTAL EXPENSES	175,796.00	2,354,086.73	2,807,806.38	3,377,766.92	3,904,802.73	4,227,498.47
	SURPLUS / (DEFICIT)	(\$175,796.00)	\$1,305.52	\$390,085.08	\$692,742.19	\$1,069,337.42	\$1,119,375.93

Attachment Q

Network-Wide Budget

The tables below include the consolidated budget for the entire network, the network office (back-office) as well as each school in the MSE network.

Memphis School of Excellence: Network-wide Budget

	FISCAL YEAR (JULY - JUNE)				
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
MSE K-8 Hickory Hill	624	624	624	624	624
MSE High School Hickory Hill	290	300	300	300	300
MSE Elementary Cordova	190	260	285	310	310
MSE Cordova		225	300	375	450
Total Enrollment	1,104	1,409	1,509	1,609	1,684

	FISCAL YEAR (JULY - JUNE)				
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
REVENUE					
Basic Education Program	\$10,795,157	\$14,052,346	\$15,340,725	\$16,673,504	\$17,788,894
Title I	\$496,800	\$634,050	\$679,050	\$724,050	\$757,800
Charter School Startup Grant	\$200,000	\$0	\$0	\$0	\$0
Rent Income	\$198,000	\$0	\$0	\$0	\$0
Shared Fees from Network Schools	\$1,415,045	\$1,453,820	\$1,478,069	\$1,507,804	\$1,533,033
TOTAL REVENUE	\$13,105,003	\$16,140,215	\$17,497,844	\$18,905,358	\$20,079,727
EXPENSES					
Salaries	\$6,323,693	\$8,033,467	\$8,595,136	\$9,096,039	\$9,582,960
Benefits	\$1,760,933	\$2,229,549	\$2,369,515	\$2,493,558	\$2,609,466
Contracted Services	\$998,250	\$1,210,975	\$1,243,675	\$1,322,725	\$1,339,975
Supplies & Materials	\$418,000	\$348,000	\$348,000	\$353,000	\$353,000
Facility Related Expenses	\$1,484,651	\$1,556,151	\$1,542,651	\$1,542,651	\$1,542,651
Other Charges	\$108,000	\$133,000	\$133,000	\$133,000	\$133,000
Network Fee	\$1,415,045	\$1,453,820	\$1,478,069	\$1,507,804	\$1,533,033
TOTAL EXPENSES	\$12,508,572	\$14,964,962	\$15,710,047	\$16,448,776	\$17,094,085
NET INCOME	\$596,430	\$1,175,254	\$1,787,798	\$2,456,582	\$2,985,643

		FISCAL YEAR 2020-2021												
		Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
Basic Education Program														
BEP - SCS	\$10,348,822		\$1,034,882	\$1,034,882	\$1,034,882	\$1,034,882	\$1,034,882	\$1,034,882	\$1,034,882	\$1,034,882	\$1,034,882		\$1,034,882	\$10,348,822
Transportation Allocation	\$0		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		\$0	\$0
Capital Allocation (SCS)	\$446,336		\$44,634	\$44,634	\$44,634	\$44,634	\$44,634	\$44,634	\$44,634	\$44,634	\$44,634		\$44,634	\$446,336
Total Basic Education Program	\$10,795,157	\$0	\$1,079,516	\$1,079,516	\$1,079,516	\$1,079,516	\$1,079,516	\$1,079,516	\$1,079,516	\$1,079,516	\$1,079,516	\$0	\$1,079,516	\$10,795,157
Title I	\$496,800						\$165,600			\$165,600		\$165,600		\$496,800
Charter School Startup Grant	\$200,000			\$22,222	\$22,222	\$22,222	\$22,222	\$22,222	\$22,222	\$22,222	\$22,222			\$200,000
Rent Income	\$198,000	\$16,500	\$16,500	\$16,500	\$16,500	\$16,500	\$16,500	\$16,500	\$16,500	\$16,500	\$16,500	\$16,500	\$16,500	\$198,000
Other Income	\$1,415,045												\$1,415,045	\$1,415,045
TOTAL REVENUE	\$13,105,003	\$16,500	\$1,096,016	\$1,118,238	\$1,118,238	\$1,118,238	\$1,283,838	\$1,118,238	\$1,118,238	\$1,283,838	\$1,118,238	\$204,322	\$2,511,061	\$13,105,003
Per Student														
EXPENSES														
Personnel														
Salaries	\$6,323,693	\$526,974	\$526,974	\$526,974	\$526,974	\$526,974	\$526,974	\$526,974	\$526,974	\$526,974	\$526,974	\$526,974	\$526,974	\$6,323,693
Benefits	\$1,760,933	\$146,744	\$146,744	\$146,744	\$146,744	\$146,744	\$146,744	\$146,744	\$146,744	\$146,744	\$146,744	\$146,744	\$146,744	\$1,760,933
Total Personnel	\$8,084,626	\$673,719	\$673,719	\$673,719	\$673,719	\$673,719	\$673,719	\$673,719	\$673,719	\$673,719	\$673,719	\$673,719	\$673,719	\$8,084,626
Contracted Services														
Substitute Teachers	\$84,750			\$9,417	\$9,417	\$9,417	\$9,417	\$9,417	\$9,417	\$9,417	\$9,417	\$9,417		\$84,750
Nurse Service Well Child	\$30,400			\$3,378	\$3,378	\$3,378	\$3,378	\$3,378	\$3,378	\$3,378	\$3,378	\$3,378		\$30,400
Accounting/Payroll Services	\$50,000	\$4,167	\$4,167	\$4,167	\$4,167	\$4,167	\$4,167	\$4,167	\$4,167	\$4,167	\$4,167	\$4,167	\$4,167	\$50,000
Audit Services	\$30,000							\$30,000						\$30,000
Legal Services	\$40,000	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$40,000
Cleaning/Janitorial Services	\$171,600	\$14,300	\$14,300	\$14,300	\$14,300	\$14,300	\$14,300	\$14,300	\$14,300	\$14,300	\$14,300	\$14,300	\$14,300	\$171,600
Trash Removal Services	\$28,000	\$2,333	\$2,333	\$2,333	\$2,333	\$2,333	\$2,333	\$2,333	\$2,333	\$2,333	\$2,333	\$2,333	\$2,333	\$28,000
Transportation	\$230,000		\$23,000	\$23,000	\$23,000	\$23,000	\$23,000	\$23,000	\$23,000	\$23,000	\$23,000	\$23,000		\$230,000
Field Trips	\$4,000			\$444	\$444	\$444	\$444	\$444	\$444	\$444	\$444	\$444		\$4,000
SCS Admin Fee	\$105,000					\$52,500				\$52,500				\$105,000
TFA	\$95,000				\$47,500				\$47,500					\$95,000
Database Fee	\$15,000							\$7,500			\$7,500			\$15,000
Phone/Internet Fees	\$24,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$24,000
Professional Development	\$60,500		\$6,050	\$6,050	\$6,050	\$6,050	\$6,050	\$6,050	\$6,050	\$6,050	\$6,050	\$6,050		\$60,500
Contracted Services - SPED	\$30,000		\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000		\$30,000
Total Contracted Services	\$998,250	\$26,133	\$58,183	\$71,422	\$118,922	\$123,922	\$71,422	\$108,922	\$118,922	\$123,922	\$78,922	\$71,422	\$26,133	\$998,250
Supplies & Materials														
Computers (classrooms/labs)	\$72,000	\$72,000												\$72,000
Curricular Materials (Textbooks, software)	\$110,000	\$110,000												\$110,000
Office Supplies/Copy Papers	\$21,000	\$1,750	\$1,750	\$1,750	\$1,750	\$1,750	\$1,750	\$1,750	\$1,750	\$1,750	\$1,750	\$1,750	\$1,750	\$21,000
Testing/Evaluation	\$16,500	\$8,250	\$8,250											\$16,500
Copier	\$31,000	\$2,583	\$2,583	\$2,583	\$2,583	\$2,583	\$2,583	\$2,583	\$2,583	\$2,583	\$2,583	\$2,583	\$2,583	\$31,000
Copy Paper	\$9,000	\$750	\$750	\$750	\$750	\$750	\$750	\$750	\$750	\$750	\$750	\$750	\$750	\$9,000
Janitorial/Cleaning Supplies	\$35,500	\$2,958	\$2,958	\$2,958	\$2,958	\$2,958	\$2,958	\$2,958	\$2,958	\$2,958	\$2,958	\$2,958	\$2,958	\$35,500
School Furniture	\$95,000	\$95,000												\$95,000
Security Equipment	\$26,000	\$26,000												\$26,000
Phone System	\$2,000	\$2,000												\$2,000
Total Supplies & Materials	\$418,000	\$321,292	\$16,292	\$8,042	\$8,042	\$8,042	\$8,042	\$8,042	\$8,042	\$8,042	\$8,042	\$8,042	\$8,042	\$418,000
Facility Related Expenses														
Rent/Debt Service	\$1,193,151	\$99,429	\$99,429	\$99,429	\$99,429	\$99,429	\$99,429	\$99,429	\$99,429	\$99,429	\$99,429	\$99,429	\$99,429	\$1,193,151
Utilities	\$186,000	\$15,500	\$15,500	\$15,500	\$15,500	\$15,500	\$15,500	\$15,500	\$15,500	\$15,500	\$15,500	\$15,500	\$15,500	\$186,000
Facility Maintenance	\$65,000	\$5,417	\$5,417	\$5,417	\$5,417	\$5,417	\$5,417	\$5,417	\$5,417	\$5,417	\$5,417	\$5,417	\$5,417	\$65,000
Security Services	\$40,500	\$3,375	\$3,375	\$3,375	\$3,375	\$3,375	\$3,375	\$3,375	\$3,375	\$3,375	\$3,375	\$3,375	\$3,375	\$40,500

		FISCAL YEAR 2020-2021												
		Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
Total Facility Related Expenses	\$1,484,651	\$123,721	\$123,721	\$123,721	\$123,721	\$123,721	\$123,721	\$123,721	\$123,721	\$123,721	\$123,721	\$123,721	\$123,721	\$1,484,651
Other Charges														
Advertisement	\$45,000	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	\$45,000
Insurance	\$63,000	\$5,250	\$5,250	\$5,250	\$5,250	\$5,250	\$5,250	\$5,250	\$5,250	\$5,250	\$5,250	\$5,250	\$5,250	\$63,000
Total Other Charges	\$108,000	\$9,000	\$9,000	\$9,000	\$9,000	\$9,000	\$9,000	\$9,000	\$9,000	\$9,000	\$9,000	\$9,000	\$9,000	\$108,000
Network Fee	\$1,415,045												\$1,415,045	\$1,415,045
TOTAL EXPENSES	\$12,508,572	\$1,153,865	\$880,915	\$885,904	\$933,404	\$938,404	\$885,904	\$923,404	\$933,404	\$938,404	\$893,404	\$885,904	\$2,255,660	\$12,508,572
SURPLUS / (DEFICIT)	\$596,430	-\$1,137,365	\$215,101	\$232,334	\$184,834	\$179,834	\$397,934	\$194,834	\$184,834	\$345,434	\$224,834	-\$681,581	\$255,401	\$596,430
Beginning Cash		\$1,850,000	\$712,635	\$927,736	\$1,160,071	\$1,344,905	\$1,524,739	\$1,922,673	\$2,117,508	\$2,302,342	\$2,647,776	\$2,872,611	\$2,191,029	
Ending Cash		\$712,635	\$927,736	\$1,160,071	\$1,344,905	\$1,524,739	\$1,922,673	\$2,117,508	\$2,302,342	\$2,647,776	\$2,872,611	\$2,191,029	\$2,446,430	

		FISCAL YEAR 2021-2022												
		Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
Basic Education Program														
BEP - SCS	\$13,472,028		\$1,347,203	\$1,347,203	\$1,347,203	\$1,347,203	\$1,347,203	\$1,347,203	\$1,347,203	\$1,347,203	\$1,347,203		\$1,347,203	\$13,472,028
Transportation Allocation	\$0		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		\$0	\$0
Capital Allocation (SCS)	\$580,318		\$58,032	\$58,032	\$58,032	\$58,032	\$58,032	\$58,032	\$58,032	\$58,032	\$58,032		\$58,032	\$580,318
Total Basic Education Program	\$14,052,346	\$0	\$1,405,235	\$1,405,235	\$1,405,235	\$1,405,235	\$1,405,235	\$1,405,235	\$1,405,235	\$1,405,235	\$1,405,235	\$0	\$1,405,235	\$14,052,346
Title I	\$634,050						\$211,350					\$211,350		\$634,050
Charter School Startup Grant	\$0			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		\$0
Rent Income	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other Income	\$1,453,820												\$1,453,820	\$1,453,820
TOTAL REVENUE	\$16,140,215	\$0	\$1,405,235	\$1,405,235	\$1,405,235	\$1,405,235	\$1,616,585	\$1,405,235	\$1,405,235	\$1,616,585	\$1,405,235	\$211,350	\$2,859,054	\$16,140,215
<i>Per Student</i>														
EXPENSES														
Personnel														
Salaries	\$8,033,467	\$669,456	\$669,456	\$669,456	\$669,456	\$669,456	\$669,456	\$669,456	\$669,456	\$669,456	\$669,456	\$669,456	\$669,456	\$8,033,467
Benefits	\$2,229,549	\$185,796	\$185,796	\$185,796	\$185,796	\$185,796	\$185,796	\$185,796	\$185,796	\$185,796	\$185,796	\$185,796	\$185,796	\$2,229,549
Total Personnel	\$10,263,016	\$855,251	\$855,251	\$855,251	\$855,251	\$855,251	\$855,251	\$855,251	\$855,251	\$855,251	\$855,251	\$855,251	\$855,251	\$10,263,016
Contracted Services														
Substitute Teachers	\$101,325			\$11,258	\$11,258	\$11,258	\$11,258	\$11,258	\$11,258	\$11,258	\$11,258	\$11,258		\$101,325
Nurse Service Well Child	\$35,800			\$3,978	\$3,978	\$3,978	\$3,978	\$3,978	\$3,978	\$3,978	\$3,978	\$3,978		\$35,800
Accounting/Payroll Services	\$55,000	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$55,000
Audit Services	\$30,000													\$30,000
Legal Services	\$40,000	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$40,000
Cleaning/Janitorial Services	\$211,600	\$17,633	\$17,633	\$17,633	\$17,633	\$17,633	\$17,633	\$17,633	\$17,633	\$17,633	\$17,633	\$17,633	\$17,633	\$211,600
Trash Removal Services	\$34,000	\$2,833	\$2,833	\$2,833	\$2,833	\$2,833	\$2,833	\$2,833	\$2,833	\$2,833	\$2,833	\$2,833	\$2,833	\$34,000
Transportation	\$280,000		\$28,000	\$28,000	\$28,000	\$28,000	\$28,000	\$28,000	\$28,000	\$28,000	\$28,000	\$28,000		\$280,000
Field Trips	\$4,000			\$444	\$444	\$444	\$444	\$444	\$444	\$444	\$444	\$444		\$4,000
SCS Admin Fee	\$140,000					\$70,000				\$70,000				\$140,000
TFA	\$105,000				\$52,500				\$52,500					\$105,000
Database Fee	\$20,000							\$10,000			\$10,000			\$20,000
Phone/Internet Fees	\$30,000	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$30,000
Professional Development	\$79,250		\$7,925	\$7,925	\$7,925	\$7,925	\$7,925	\$7,925	\$7,925	\$7,925	\$7,925	\$7,925		\$79,250
Contracted Services - SPED	\$45,000		\$4,500	\$4,500	\$4,500	\$4,500	\$4,500	\$4,500	\$4,500	\$4,500	\$4,500	\$4,500		\$45,000
Total Contracted Services	\$1,210,975	\$30,883	\$71,308	\$86,989	\$139,489	\$156,989	\$86,989	\$126,989	\$139,489	\$156,989	\$96,989	\$86,989	\$30,883	\$1,210,975
Supplies & Materials														
Computers (classrooms/labs)	\$47,000	\$47,000												\$47,000
Curricular Materials (Textbooks, software)	\$100,000	\$100,000												\$100,000
Office Supplies/Copy Papers	\$27,000	\$2,250	\$2,250	\$2,250	\$2,250	\$2,250	\$2,250	\$2,250	\$2,250	\$2,250	\$2,250	\$2,250	\$2,250	\$27,000
Testing/Evaluation	\$21,500	\$10,750	\$10,750											\$21,500
Copier	\$37,000	\$3,083	\$3,083	\$3,083	\$3,083	\$3,083	\$3,083	\$3,083	\$3,083	\$3,083	\$3,083	\$3,083	\$3,083	\$37,000
Copy Paper	\$9,000	\$750	\$750	\$750	\$750	\$750	\$750	\$750	\$750	\$750	\$750	\$750	\$750	\$9,000
Janitorial/Cleaning Supplies	\$43,500	\$3,625	\$3,625	\$3,625	\$3,625	\$3,625	\$3,625	\$3,625	\$3,625	\$3,625	\$3,625	\$3,625	\$3,625	\$43,500
School Furniture	\$45,000	\$45,000												\$45,000
Security Equipment	\$16,000	\$16,000												\$16,000
Phone System	\$2,000	\$2,000												\$2,000
Total Supplies & Materials	\$348,000	\$230,458	\$20,458	\$9,708	\$9,708	\$9,708	\$9,708	\$9,708	\$9,708	\$9,708	\$9,708	\$9,708	\$9,708	\$348,000
Facility Related Expenses														
Rent/Debt Service	\$1,193,151	\$99,429	\$99,429	\$99,429	\$99,429	\$99,429	\$99,429	\$99,429	\$99,429	\$99,429	\$99,429	\$99,429	\$99,429	\$1,193,151
Utilities	\$226,000	\$18,833	\$18,833	\$18,833	\$18,833	\$18,833	\$18,833	\$18,833	\$18,833	\$18,833	\$18,833	\$18,833	\$18,833	\$226,000
Facility Maintenance	\$80,000	\$6,667	\$6,667	\$6,667	\$6,667	\$6,667	\$6,667	\$6,667	\$6,667	\$6,667	\$6,667	\$6,667	\$6,667	\$80,000
Security Services	\$57,000	\$4,750	\$4,750	\$4,750	\$4,750	\$4,750	\$4,750	\$4,750	\$4,750	\$4,750	\$4,750	\$4,750	\$4,750	\$57,000

		FISCAL YEAR 2021-2022												
		Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
Total Facility Related Expenses	\$1,556,151	\$129,679	\$129,679	\$129,679	\$129,679	\$129,679	\$129,679	\$129,679	\$129,679	\$129,679	\$129,679	\$129,679	\$129,679	\$1,556,151
Other Charges														
Advertisement	\$55,000	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$55,000
Insurance	\$78,000	\$6,500	\$6,500	\$6,500	\$6,500	\$6,500	\$6,500	\$6,500	\$6,500	\$6,500	\$6,500	\$6,500	\$6,500	\$78,000
Total Other Charges	\$133,000	\$11,083	\$11,083	\$11,083	\$11,083	\$11,083	\$11,083	\$11,083	\$11,083	\$11,083	\$11,083	\$11,083	\$11,083	\$133,000
Network Fee	\$1,453,820												\$1,453,820	\$1,453,820
TOTAL EXPENSES	\$14,964,962	\$1,257,356	\$1,087,781	\$1,092,711	\$1,145,211	\$1,162,711	\$1,092,711	\$1,132,711	\$1,145,211	\$1,162,711	\$1,102,711	\$1,092,711	\$2,490,425	\$14,964,962
SURPLUS / (DEFICIT)	\$1,175,254	-\$1,257,356	\$317,454	\$312,523	\$260,023	\$242,523	\$523,873	\$272,523	\$260,023	\$453,873	\$302,523	-\$881,361	\$368,629	\$1,175,254
Beginning Cash		\$2,446,430	\$1,189,075	\$1,506,529	\$1,819,052	\$2,079,076	\$2,321,599	\$2,845,472	\$3,117,996	\$3,378,019	\$3,831,893	\$4,134,416	\$3,253,055	
Ending Cash		\$1,189,075	\$1,506,529	\$1,819,052	\$2,079,076	\$2,321,599	\$2,845,472	\$3,117,996	\$3,378,019	\$3,831,893	\$4,134,416	\$3,253,055	\$3,621,684	

Network Office (back-office)

Revenue

Because the network office serves as a support system and provides support services to MSE's schools, revenue from the network office includes fees from each of the schools (paid through BEP funds). Each school shares in the network office costs based on pro rata enrollment. For example, if a school in the network has 25% of the network's total enrollment, that school would incur 25% of the network office costs.

	<u>2020-2021</u>	<u>2021-2022</u>	<u>2022-2023</u>	<u>2023-2024</u>	<u>2024-2025</u>
REVENUE					
Shared Fees from Network Schools	\$1,415,045	\$1,453,820	\$1,478,069	\$1,507,804	\$1,533,033
TOTAL REVENUE	\$1,415,045	\$1,453,820	\$1,478,069	\$1,507,804	\$1,533,033
EXPENSES					
Salaries	\$1,019,036	\$1,039,417	\$1,060,205	\$1,081,409	\$1,103,037
Benefits	\$256,009	\$259,403	\$262,864	\$266,395	\$269,996
Contracted Services	\$135,000	\$145,000	\$145,000	\$150,000	\$150,000
Supplies & Materials	\$5,000	\$10,000	\$10,000	\$10,000	\$10,000
TOTAL EXPENSES	\$1,415,045	\$1,453,820	\$1,478,069	\$1,507,804	\$1,533,033
NET INCOME	\$0	\$0	\$0	\$0	\$0

Expenses

Staffing

The table below details staffing positions and salaries for the network office.

Memphis School of Excellence - Network Staff						
	Annual Salary	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Executive Director	\$113,300	1	1	1	1	1
Assistant Executive Director	\$97,200	1	1	1	1	1
Director of Academics	\$75,000	1	1	1	1	1
Director of Finance	\$63,000	1	1	1	1	1
Power School & Engagement Coordinator	\$60,500	1	1	1	1	1
Technology Coordinator	\$70,000	1	1	1	1	1
Human Resources and Federal Programs Manager	\$60,000	1	1	1	1	1
Instructional Coach - ELA (6-12)	\$60,000	1	1	1	1	1
Instructional Coach - Math (6-12)	\$60,000	1	1	1	1	1
Instructional Coach - Science (6-12) / STEM Coordinator	\$60,000	1	1	1	1	1
Instructional Coach - Social Studies (6-12)	\$60,000	1	1	1	1	1
RTI Coordinator	\$60,000	1	1	1	1	1
ESL Coordinator	\$60,000	1	1	1	1	1
SPED Coordinator	\$60,000	1	1	1	1	1
Instructional Coach K-5	\$60,000	1	1	1	1	1
Total FTEs		15	15	15	15	15

Operational Expenses

Other expenses in the network office include:

- Professional Development – Budgeted at \$15K in 2020-2021 and \$20K per year for each year thereafter.
- Accounting/Bookkeeping - \$50K in 2020-2021; \$55K in 2021-2022 and 2022-2023; and \$60K per year in each year thereafter.
- Audit - \$30K per year.
- Legal services - \$40K per year.
- Computers - \$5K per year beginning with 2021-2022 year.
- Office supplies - \$5K per year.
- Office space – The MSE network office will be housed at one of MSE's schools, so will not incur rent expense.

School Level Budget Summaries

Memphis School of Excellence: Grades K-8 Hickory Hill

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
REVENUE					
Basic Education Program	\$6,083,958	\$6,200,945	\$6,320,271	\$6,441,984	\$6,566,131
Title I	\$280,800	\$280,800	\$280,800	\$280,800	\$280,800
TOTAL REVENUE	\$6,364,758	\$6,481,745	\$6,601,071	\$6,722,784	\$6,846,931
EXPENSES					
Salaries	\$2,819,628	\$2,876,021	\$2,933,541	\$2,992,212	\$3,052,056
Benefits	\$809,072	\$818,461	\$828,039	\$837,807	\$847,771
Contracted Services	\$409,462	\$409,462	\$409,462	\$409,462	\$409,462
Supplies & Materials	\$152,000	\$112,000	\$112,000	\$112,000	\$112,000
Facility Related Expenses	\$766,500	\$780,000	\$766,500	\$766,500	\$766,500
Other Charges	\$44,000	\$44,000	\$44,000	\$44,000	\$44,000
Network Fee	\$799,808	\$643,849	\$611,210	\$584,754	\$568,060
TOTAL EXPENSES	\$5,800,470	\$5,683,793	\$5,704,751	\$5,746,735	\$5,799,849
NET INCOME	\$564,288	\$797,952	\$896,320	\$976,049	\$1,047,082

Memphis School of Excellence: Grades 9-12 Hickory Hill

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
REVENUE					
Basic Education Program	\$2,858,712	\$3,013,532	\$3,070,901	\$3,129,416	\$3,189,103
Title I	\$130,500	\$135,000	\$135,000	\$135,000	\$135,000
TOTAL REVENUE	\$2,989,212	\$3,148,532	\$3,205,901	\$3,264,416	\$3,324,103
EXPENSES					
Salaries	\$1,425,029	\$1,453,530	\$1,482,600	\$1,512,252	\$1,542,497
Benefits	\$392,679	\$397,425	\$402,265	\$407,202	\$412,238
Contracted Services	\$247,138	\$247,138	\$247,138	\$247,138	\$247,138
Supplies & Materials	\$92,000	\$92,000	\$92,000	\$92,000	\$92,000
Facility Related Expenses	\$234,242	\$234,242	\$234,242	\$234,242	\$234,242
Other Charges	\$39,000	\$39,000	\$39,000	\$39,000	\$39,000
Network Fee	\$371,706	\$309,543	\$293,851	\$281,132	\$273,106
TOTAL EXPENSES	\$2,801,795	\$2,772,878	\$2,791,097	\$2,812,967	\$2,840,221
NET INCOME	\$187,417	\$375,654	\$414,804	\$451,450	\$483,881

Memphis School of Excellence Elementary Cordova

	Year 1 2020-2021	Year 2 2021-2022	Year 3 2022-2023	Year 4 2023-2024	Year 5 2024-2025
REVENUE					
Basic Education Program	\$1,852,487	\$2,583,727	\$2,886,662	\$3,200,345	\$3,262,020
Title I	\$85,500	\$117,000	\$128,250	\$139,500	\$139,500
Charter School Startup Grant	\$200,000	\$0	\$0	\$0	\$0
Rent Income	\$198,000	\$0	\$0	\$0	\$0
TOTAL REVENUE	\$2,335,987	\$2,700,727	\$3,014,912	\$3,339,845	\$3,401,520
EXPENSES					
Salaries	\$1,000,000	\$1,427,000	\$1,605,540	\$1,661,651	\$1,694,884
Benefits	\$287,376	\$408,873	\$456,017	\$471,166	\$476,699
Contracted Services	\$206,650	\$213,600	\$225,550	\$232,700	\$233,700
Supplies & Materials	\$69,000	\$69,000	\$69,000	\$69,000	\$69,000
Facility Related Expenses	\$483,909	\$288,642	\$268,058	\$253,484	\$234,686
Other Charges	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000
Network Fee	\$243,531	\$268,270	\$279,158	\$290,503	\$282,209
TOTAL EXPENSES	\$2,315,466	\$2,700,385	\$2,928,324	\$3,003,504	\$3,016,179
NET INCOME	\$20,521	\$342	\$86,589	\$336,341	\$385,342

Memphis School of Excellence Cordova

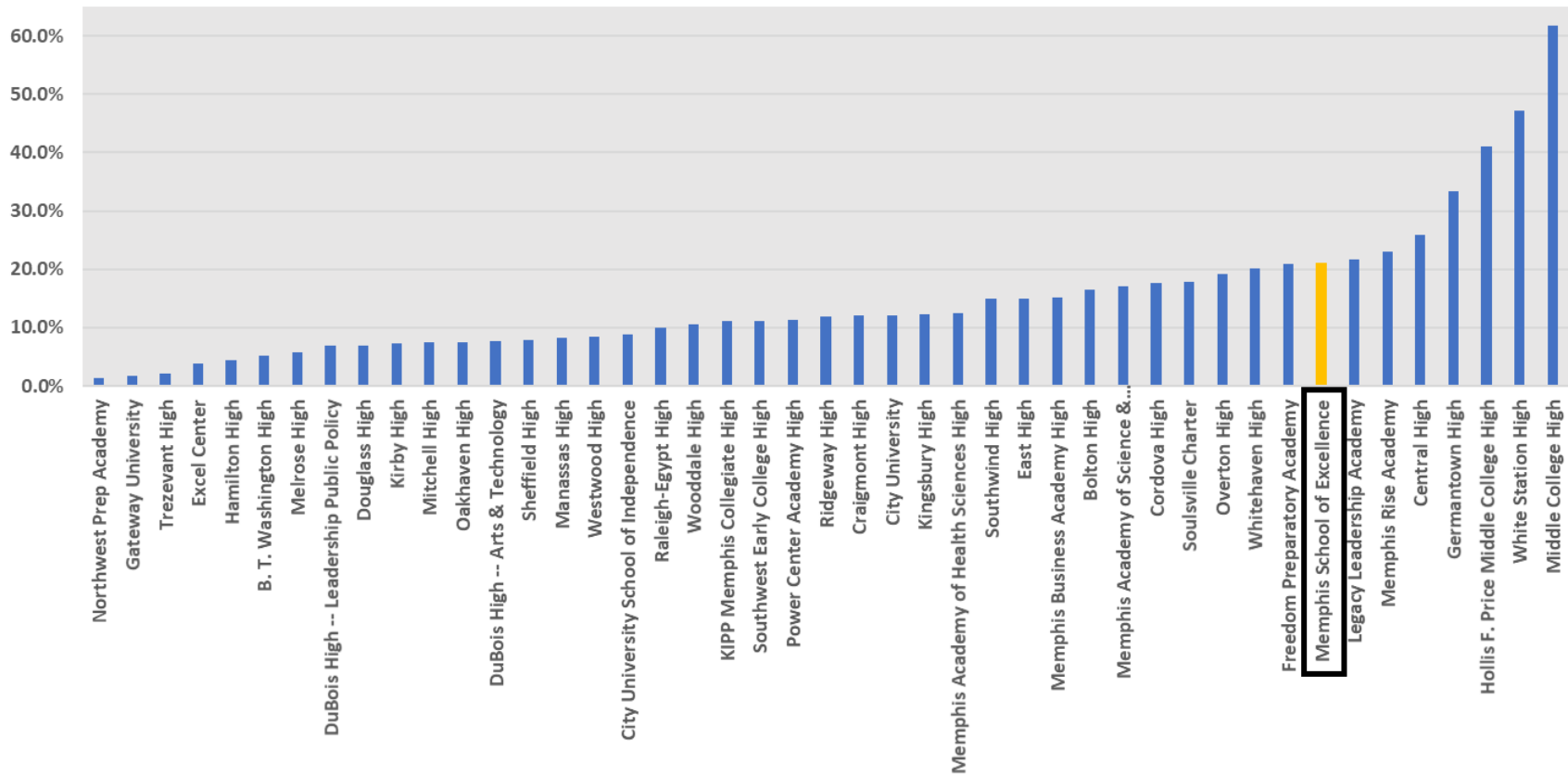
	Planning Year 2020-2021	Year 1 2021-2022	Year 2 2022-2023	Year 3 2023-2024	Year 4 2024-2025	Year 5 2025-2026
REVENUE						
Basic Education Program	\$0	\$2,254,142	\$3,062,891	\$3,901,759	\$4,771,640	\$5,133,124
Title I	\$0	\$101,250	\$135,000	\$168,750	\$202,500	\$213,750
TOTAL REVENUE	\$0	\$2,355,392	\$3,197,891	\$4,070,509	\$4,974,140	\$5,346,874
EXPENSES						
Salaries	\$60,000	\$1,237,500	\$1,513,250	\$1,848,515	\$2,190,485	\$2,434,295
Benefits	\$15,796	\$345,388	\$420,330	\$510,988	\$602,762	\$666,580
Contracted Services	\$0	\$195,775	\$216,525	\$283,425	\$299,675	\$309,275
Supplies & Materials	\$100,000	\$65,000	\$65,000	\$70,000	\$70,000	\$70,000
Facility Related Expenses	\$0	\$253,267	\$273,851	\$288,424	\$307,222	\$312,690
Other Charges	\$0	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000
Network Fee	\$0	\$232,157	\$293,851	\$351,415	\$409,658	\$409,658
TOTAL EXPENSES	\$175,796	\$2,354,087	\$2,807,806	\$3,377,767	\$3,904,803	\$4,227,498
NET INCOME	(\$175,796)	\$1,306	\$390,085	\$692,742	\$1,069,337	\$1,119,376

Detailed budget assumptions have been included in Attachment O.

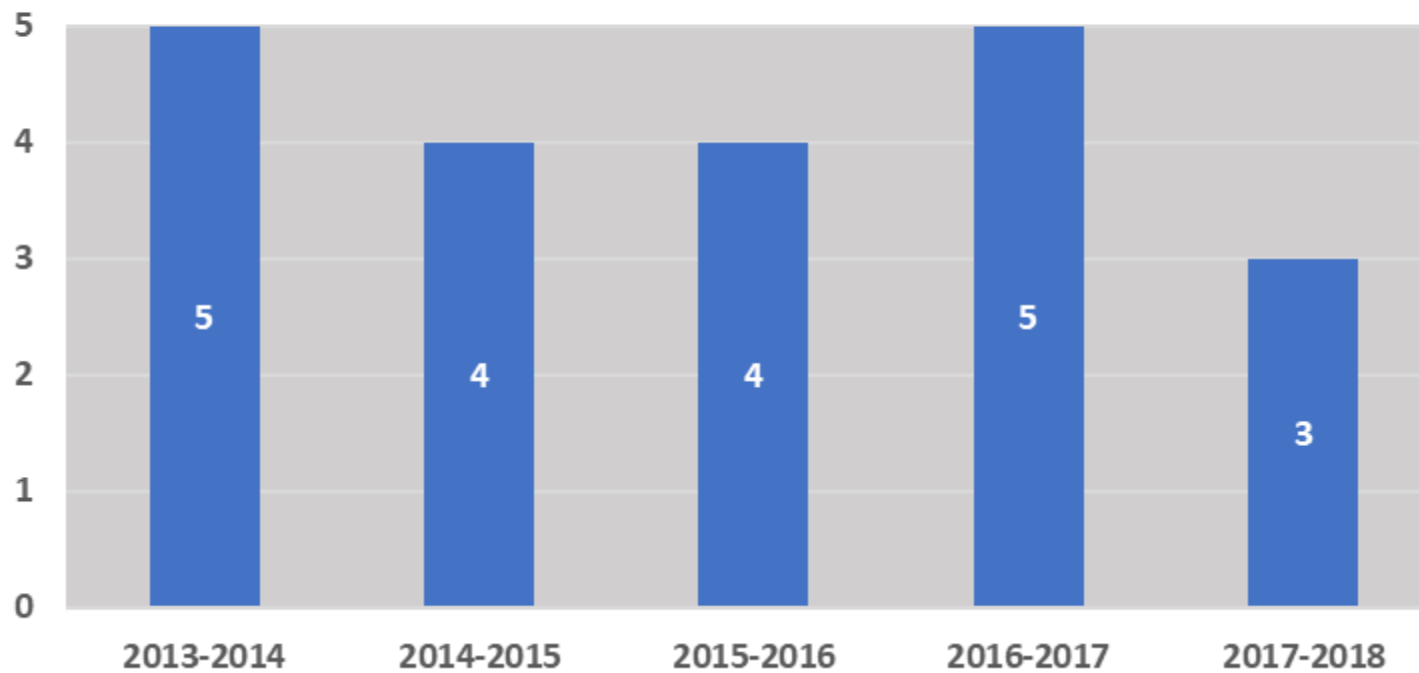
Attachment R: Student Achievement/Growth Results

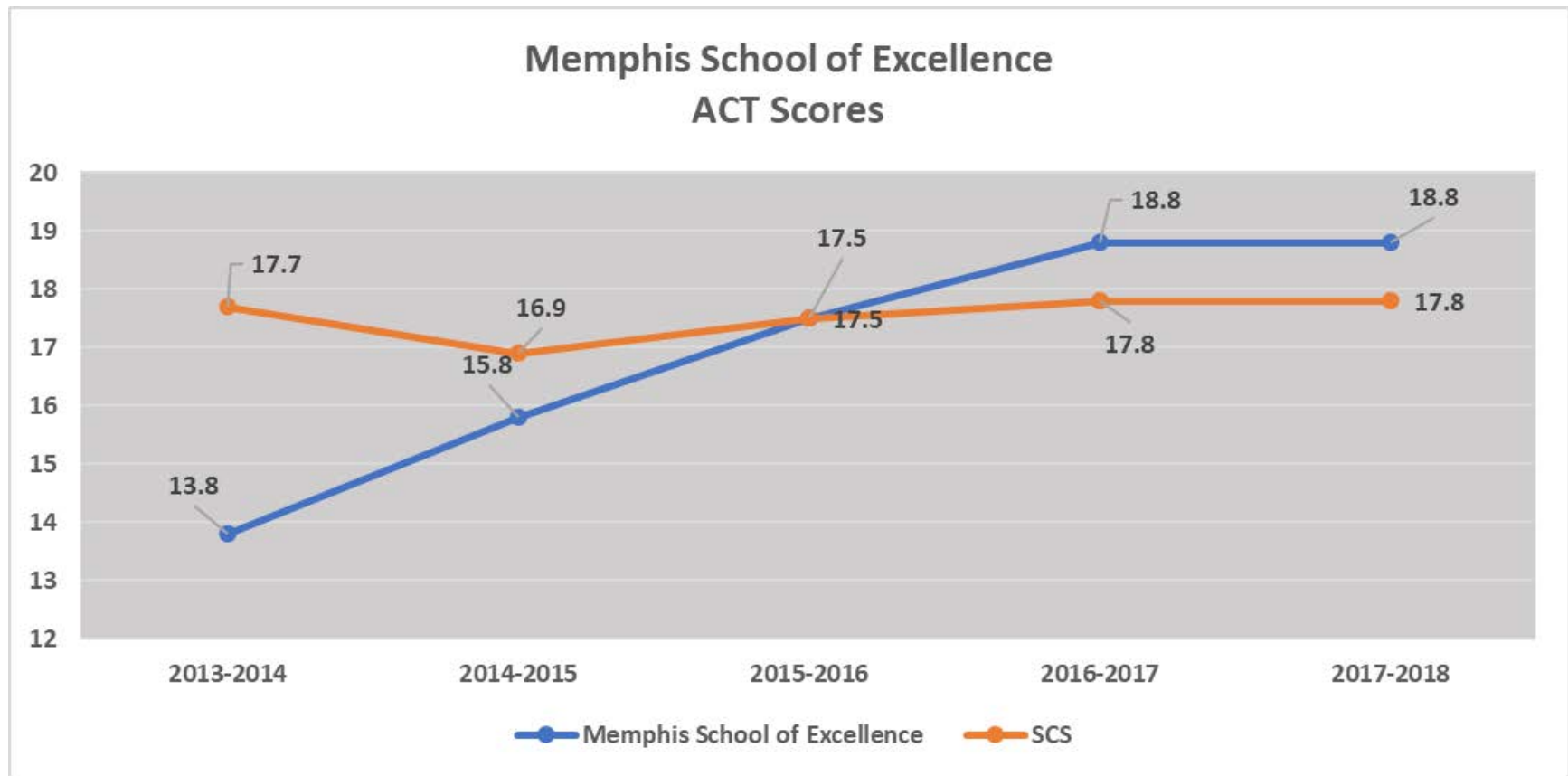
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

English / Language Arts Proficiency: 2 Year Composite Scores (2016-2018)



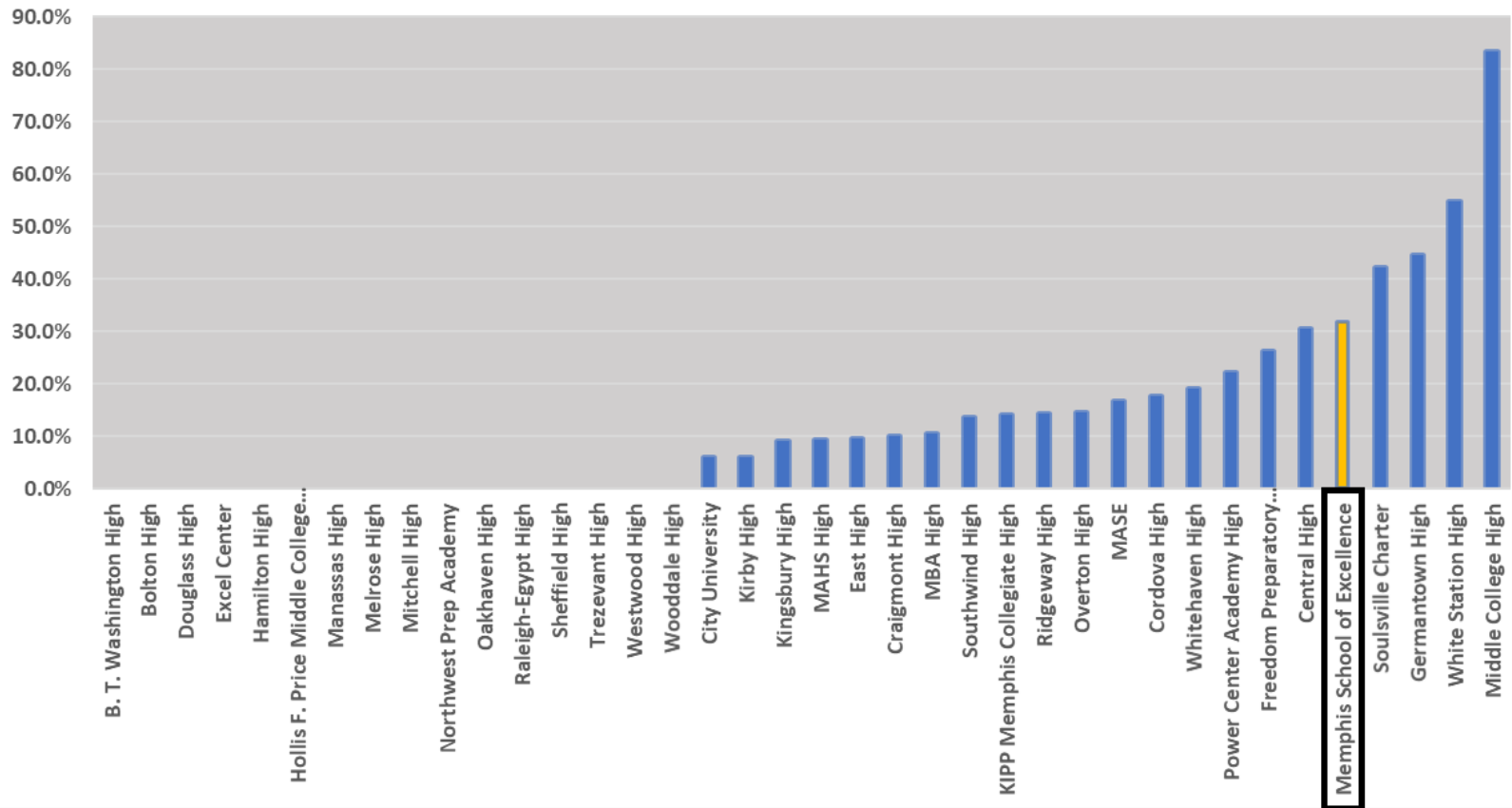
Memphis School of Excellence TVAAS Scores: 2013-2018





MSE's average ACT score was 18.5 in 2019.

Ready Graduate Percentage



School Contact Info				Authorizer Contact Information				
Contact Name	Contact Title	Contact Email	Contact Phone	Authorizing Organization	Contact Name	Contact Title	Contact Email	Contact Phone
Muhammet Turkey	Executive Director	mturkay@sememphis.org	901-491-6854	Shelby County Schools	Brittany Monda	Director of Charter Schools	MONDABM@scsk12.org	901-416-5321
Muhammet Turkey	Executive Director	mturkay@sememphis.org	901-491-6854	Shelby County Schools	Brittany Monda	Director of Charter Schools	MONDABM@scsk12.org	901-416-5321

						Demographics and Socioeconomics						
School Name	Year Opened	City	State	Grades Served	Total Enrollment	% African American	% Hispanic	% White	% Other Race/ Ethnicity	% FRPL	% SPED	% ELL
Memphis School of Excellence Middle and High School	2010	Memphis	TN	6-12	513	60	38	1	1	100	6	7
Memphis School of Excellence Elementary School	2017	Memphis	TN	K-5	285	53	45	2	0	100	4	22

Attachment U: School Financials

Refer Attachment L: Network Annual Audits for last two audited financial statements.

**READ FOUNDATION
dba MEMPHIS SCHOOL OF EXCELLENCE**

**FINANCIAL STATEMENTS
AND SUPPLEMENTAL INFORMATION
NOVEMBER 30, 2019**

FINANCIAL STATEMENTS

ACCOUNTANT'S COMPILATION REPORT

The Board of Directors
Read Foundation
dba Memphis School of Excellence
Memphis, Tennessee

Management is responsible for the accompanying financial statements of Read Foundation, Inc. (a nonprofit organization) which comprise the Statement of Net Position as of November 30, 2019 and the related Statements of Activities - Actual and Budgeted for the month and the year to date periods then ended in accordance with accounting principles generally accepted in the United States of America. We have performed a compilation engagement in accordance with Statements on Standards for Accounting and Review Services promulgated by the Accounting and Review Services Committee of the AICPA. We did not audit or review the accompanying financial statements, nor were we required to perform any procedures to verify the accuracy or completeness of the information provided by management. Accordingly, we do not express an opinion, a conclusion, nor provide any form of assurance on these financial statements.

Accounting principles generally accepted in the United States of America require that capital assets which have future value and use be capitalized on the statement of net position and have depreciation recorded in the statements of activities. The organization capitalizes its current year capital asset additions and records depreciation expense in connection with its annual audit. In addition, categories of net position are required to be presented for each period presented. The organization chooses to adjust these categories of net position only in connection with its annual audit. Also, deferred inflows and outflows related to pension assets and liabilities are adjusted only in connection with the annual audit. Management has not determined the effects of these departures on the financial statements.

Management has elected to omit substantially all of the disclosures required by accounting principles generally accepted in the United States of America. If the omitted disclosures were included in the financial statements, they might influence the user's conclusions about the organization's financial position and changes in net assets. Accordingly, these financial statements are not designed for those who are not informed about such matters.

The accompanying budgeted statements of activities for the month ended November 30, 2019, and for the year ending June 30, 2020 and the schedules of activities - actual and budgeted by school are presented for purposes of additional analysis and are not a required part of the basic financial statements. This information is the responsibility of management. The information was not subject to our compilation engagement. We have not audited or reviewed the supplementary budgeted information and, accordingly, we do not express an opinion, a conclusion, nor provide any form of assurance on such supplementary information.

Management has elected to omit the summaries of significant assumptions and accounting policies required under established guidelines for presentation of prospective financial statements. If the omitted summaries were included with the annual budgeted information, they might influence the user's conclusions about Read Foundation dba Memphis School of Excellence's budgeted information. Accordingly, this budgeted information is not designed for those who are not informed about such matters.

We are not independent with respect to Read Foundation, Inc.

Whitelorn Tankersley & Davis, PLLC

January 3, 2020
Memphis, Tennessee

**READ FOUNDATION
MEMPHIS SCHOOL OF EXCELLENCE
STATEMENT OF NET POSITION
As of November 30, 2019**

ASSETS

CURRENT ASSETS

Cash in Bank-Checking	\$ 1,816,090.86
Cash in Bank-Activity Fund	32,301.22
Accounts Receivable	13.00
Prepaid Insurance	27,029.14
Prepaid Rent	56,194.08
Prepaid Expenses	<u>60,498.20</u>

Total Current Assets	<u><u>1,992,126.50</u></u>
-----------------------------	----------------------------

CAPITAL ASSETS

Building	2,139,929.67
Land	779,900.00
Furniture & Equipment-G&A	119,161.81
Accum Depr-Furniture & Equipment-G&A	(81,993.03)
Accum Depr - Building	(50,297.00)
Building Improvements	2,567,331.81
Accum Depr-Leasehold Improvement	(1,464,345.09)
Furniture, Fixtures & Equipment	369,709.68
Accum Depr-F&E-Instruction	(206,912.01)
Food Service Equipment	15,620.77
Accum Depr-F&E-Food Service	<u>(6,784.31)</u>

Net Capital Assets	<u><u>4,181,322.30</u></u>
---------------------------	----------------------------

OTHER ASSETS

Prepaid Security Deposit	50,000.00
Net Pension Asset	<u>77,606.00</u>

Total Other Assets	<u><u>127,606.00</u></u>
---------------------------	--------------------------

DEFERRED OUTFLOWS OF RESOURCES-PENSION	<u><u>433,947.00</u></u>
---	--------------------------

TOTAL ASSETS AND DEFERRED OUTFLOWS OF RESOURCES	<u><u>\$ 6,735,001.80</u></u>
--	-------------------------------

**READ FOUNDATION
MEMPHIS SCHOOL OF EXCELLENCE
STATEMENT OF NET POSITION
As of November 30, 2019
LIABILITIES AND NET POSITION**

CURRENT LIABILITIES

Accounts Payable	\$ 206,083.22
State Income Tax Withheld	855.13
Retirement-TCRS	37,531.85
Retirement-Hybrid	5,492.12
401(k) Contributions	1,164.85
Roth 401(k)	209.38
After Tax Insurance Deductions	(180.48)
Current Portion-Regions Construction Loan	55,997.00
Current Portion of Regions Promissory Note	15,608.86
Current Portion of Regions Loan for HS Gym	<u>18,148.42</u>

Total Current Liabilities	<u>340,910.35</u>
----------------------------------	-------------------

LONG-TERM LIABILITIES

Mortgage Payable-Regions	1,507,964.55
Regions Promissory Note	23,942.07
Regions-Loan for HS Gym Building Work	40,228.11

Total Long-Term Liabilities	<u>1,572,134.73</u>
------------------------------------	---------------------

Total Liabilities	<u>1,913,045.08</u>
--------------------------	---------------------

DEFERRED INFLOWS OF RESOURCES-PENSION	<u>209,192.00</u>
--	-------------------

NET POSITION

Investment in Capital Assets, net	2,519,433.29
Restricted	193,721.42
Unrestricted	1,640,297.77
Change in Net Position	<u>259,312.24</u>

Total Net Position	<u>4,612,764.72</u>
---------------------------	---------------------

TOTAL LIABILITIES, DEFERRED INFLOWS OF RESOURCES AND NET POSITION	<u>\$ 6,735,001.80</u>
--	------------------------

READ FOUNDATION
dba MEMPHIS SCHOOL OF EXCELLENCE
STATEMENTS OF ACTIVITIES - ACTUAL AND BUDGETED

	1 Month Ended November 30, 2019 Actual	1 Month Ended November 30, 2019 Budget	5 Months Ended November 30, 2019 Actual	Annual Budget	Budget Variance
Revenues					
Sale of Materials & Supplies	\$ 9,810.59	\$ 8,333.33	\$ 27,195.85	100,000.00	\$ (72,804.15)
Contributions & Gifts	-	152.75	-	1,833.00	(1,833.00)
Other Local Revenue	-	-	143.40	-	143.40
Basic Education Program	42,300.00	37,327.67	133,200.00	447,932.00	(314,732.00)
Other State Grants	108,800.00	2,083.33	110,243.01	25,000.00	85,243.01
Transfer In	711,230.27	630,581.41	2,874,797.89	7,566,977.00	(4,692,179.11)
Total Revenue	872,140.86	678,478.49	3,145,580.15	8,141,742.00	(4,996,161.85)
Program Expenses					
County Official/Administrative Officer	11,263.52	9,725.00	54,778.94	116,700.00	61,921.06
Assistant(s)	-	8,233.34	-	98,800.00	98,800.00
Principal	15,083.34	15,083.42	61,523.36	181,001.00	119,477.64
Supervisor/Director	25,183.32	15,140.83	108,836.60	181,690.00	72,853.40
Teachers	246,042.98	275,229.76	959,567.46	3,302,757.00	2,343,189.54
Career Ladder Program	5,208.34	15,849.99	20,908.36	190,200.00	169,291.64
Accountants/Bookkeepers	-	3,070.84	-	36,850.00	36,850.00
Guidance Personnel	10,300.00	11,977.08	41,800.00	143,725.00	101,925.00
Assistant Principal	10,641.68	-	43,016.72	-	(43,016.72)
Secretary	7,044.74	9,865.00	39,347.39	118,380.00	79,032.61
Educational Assistants	9,063.85	6,666.67	27,923.35	80,000.00	52,076.65
In Service Training	-	1,555.49	-	18,666.00	18,666.00
Social Security	20,015.50	22,279.00	80,213.97	267,348.00	187,134.03
State Retirement	30,723.62	32,688.00	122,076.68	392,256.00	270,179.32
Life Insurance	-	61.67	-	740.00	740.00
Medical Insurance	30,655.38	14,726.74	154,459.23	176,721.00	22,261.77
Dental Insurance	388.14	250.02	3,975.30	3,000.00	(975.30)
Unemployment Compensation	238.63	1,614.95	2,674.70	19,379.00	16,704.30
Employer Medicare	4,681.07	6,685.51	18,759.76	80,226.00	61,466.24
Other Fringe Benefits	1,348.16	75.00	6,305.29	900.00	(5,405.29)
Advertising	1,089.26	4,635.92	12,830.81	55,631.00	42,800.19
Audit Services	-	1,986.08	-	23,833.00	23,833.00
Communication	2,017.99	1,736.08	7,336.80	20,833.00	13,496.20

See Accountant's Compilation Report

READ FOUNDATION
dba MEMPHIS SCHOOL OF EXCELLENCE
STATEMENTS OF ACTIVITIES - ACTUAL AND BUDGETED

	1 Month Ended November 30, 2019 Actual	1 Month Ended November 30, 2019 Budget	5 Months Ended November 30, 2019 Actual	Annual Budget	Budget Variance
Dues & Memberships	150.16	429.18	6,863.21	5,150.00	(1,713.21)
Janitorial Services	10,600.00	9,828.75	52,135.00	117,945.00	65,810.00
Legal Services	2,460.00	2,222.17	14,857.00	26,666.00	11,809.00
Maintenance & Repair Services - Building	14,758.36	6,500.00	96,027.31	78,000.00	(18,027.31)
Maintenance & Repair Serv-Equipment	-	166.67	-	2,000.00	2,000.00
Postal Charges	-	2,972.17	2,580.89	35,666.00	33,085.11
Rentals	47,684.70	53,930.75	237,014.10	647,169.00	410,154.90
Travel	19,477.13	5,930.41	60,979.92	71,165.00	10,185.08
Disposal Fees	1,145.37	1,416.67	5,662.76	17,000.00	11,337.24
Contracts for Substitute Teachers-Non-certified	-	3,927.75	-	47,133.00	47,133.00
Other Contracted Services	14,031.40	24,304.78	170,456.97	291,657.00	121,200.03
Plant Oper-Electricity	10,045.60	13,000.00	55,479.98	156,000.00	100,520.02
Instructional Supplies & Materials	1,052.50	6,388.84	24,181.86	76,666.00	52,484.14
Office Supplies	154.29	500.00	3,987.75	6,000.00	2,012.25
Textbooks	71.99	5,833.33	15,387.82	70,000.00	54,612.18
Other Supplies & Materials	592.46	7,583.36	41,788.17	91,000.00	49,211.83
Liability Insurance	3,195.84	3,986.59	15,386.25	47,839.00	32,452.75
Premium on Corporate Surety Bonds	150.00	250.00	750.00	3,000.00	2,250.00
Workers' Compensation Insurance	1,602.81	1,508.33	9,274.04	18,100.00	8,825.96
In Services/Staff Development	2,508.72	6,388.84	18,077.72	76,666.00	58,588.28
Other Charges	11,967.52	15,458.25	91,568.02	185,499.00	93,930.98
Interest on Notes	6,506.44	-	32,818.65	-	(32,818.65)
Administrative Equipment	164.61	1,666.68	913.94	20,000.00	19,086.06
Building Construction	3,937.96	30,637.75	3,937.96	367,653.00	363,715.04
Building Improvements	124,651.70	8,677.67	124,651.70	104,132.00	(20,519.70)
Plant Operation Equipment	-	833.33	-	10,000.00	10,000.00
Regular Instruction Equipment	(474.00)	5,000.00	35,152.17	60,000.00	24,847.83
Total Program Expenses	<u>707,425.08</u>	<u>678,478.66</u>	<u>2,886,267.91</u>	<u>8,141,742.00</u>	<u>5,255,474.09</u>
Change in Net Position	<u>\$ 164,715.78</u>	<u>\$ (0.17)</u>	<u>\$ 259,312.24</u>	<u>\$ -</u>	<u>\$ 259,312.24</u>

See Accountant's Compilation Report

SUPPLEMENTAL INFORMATION

READ FOUNDATION
dba MEMPHIS SCHOOL OF EXCELLENCE
SCHEDULE OF ACTIVITIES - ACTUAL AND BUDGETED
MIDDLE & HIGH SCHOOL

	1 Month Ended November 30, 2019 Actual	1 Month Ended November 30, 2019 Budget	5 Months Ended November 30, 2019 Actual	Annual Budget	Budget Variance
Revenues					
Sale of Materials & Supplies	\$ 6,624.72	\$ 7,000.00	\$ 17,723.52	\$ 84,000.00	\$ (66,276.48)
Contributions & Gifts	-	41.67	-	500.00	(500.00)
Other Local Revenue	-	-	143.40	-	143.40
Basic Education Program	19,035.00	19,416.67	77,835.00	233,000.00	(155,165.00)
Other State Grants	56,032.00	-	56,032.00	-	56,032.00
Transfer In	285,938.96	284,997.83	1,442,210.20	3,419,974.00	(1,977,763.80)
Total Revenue	367,630.68	311,456.17	1,593,944.12	3,737,474.00	(2,143,529.88)
Program Expenses					
County Official/Administrative Officer	4,376.26	4,376.25	22,853.74	52,515.00	29,661.26
Assistant(s)	-	3,705.00	-	44,460.00	44,460.00
Principal	7,645.84	7,645.83	34,176.48	91,750.00	57,573.52
Supervisor/Director	9,056.26	8,820.83	45,392.10	105,850.00	60,457.90
Teachers	120,429.28	137,500.59	504,815.66	1,650,007.00	1,145,191.34
Career Ladder Program	-	5,433.33	-	65,200.00	65,200.00
Guidance Personnel	5,508.34	7,185.42	23,471.90	86,225.00	62,753.10
Assistant Principal	5,433.34	-	27,341.70	-	(27,341.70)
Secretary	4,544.60	5,000.00	24,994.60	60,000.00	35,005.40
Social Security	9,184.36	9,843.08	40,071.56	118,117.00	78,045.44
State Retirement	14,748.15	14,473.42	63,022.95	173,681.00	110,658.05
Medical Insurance	16,150.94	4,537.25	95,764.50	54,447.00	(41,317.50)
Dental Insurance	132.17	183.34	2,428.54	2,200.00	(228.54)
Unemployment Compensation	55.76	764.92	1,058.09	9,179.00	8,120.91
Employer Medicare	2,147.98	3,615.42	9,371.62	43,385.00	34,013.38
Other Fringe Benefits	671.30	25.00	3,578.84	300.00	(3,278.84)
Advertising	1,089.26	2,500.00	10,304.28	30,000.00	19,695.72
Audit Services	-	1,041.67	-	12,500.00	12,500.00
Communication	1,151.54	1,125.00	4,189.76	13,500.00	9,310.24
Dues & Memberships	111.08	208.34	3,338.81	2,500.00	(838.81)
Janitorial Services	7,423.75	4,825.00	36,770.00	57,900.00	21,130.00

See Accountant's Compilation Report

READ FOUNDATION
dba MEMPHIS SCHOOL OF EXCELLENCE
SCHEDULE OF ACTIVITIES - ACTUAL AND BUDGETED
MIDDLE & HIGH SCHOOL

	1 Month Ended November 30, 2019 Actual	1 Month Ended November 30, 2019 Budget	5 Months Ended November 30, 2019 Actual	Annual Budget	Budget Variance
Legal Services	2,460.00	1,666.67	14,857.00	20,000.00	5,143.00
Maintenance & Repair Services - Building	4,197.04	3,166.67	67,131.15	38,000.00	(29,131.15)
Maintenance & Repair Serv-Equipment	-	166.67	-	2,000.00	2,000.00
Postal Charges	-	1,250.00	2,085.89	15,000.00	12,914.11
Rentals	47,684.70	14,071.25	237,014.10	168,855.00	(68,159.10)
Travel	4,336.79	3,666.66	25,785.49	44,000.00	18,214.51
Disposal Fees	539.43	750.00	2,747.27	9,000.00	6,252.73
Contracts for Substitute Teachers-Non-certified	-	2,916.67	-	35,000.00	35,000.00
Other Contracted Services	8,875.16	11,508.93	85,494.74	138,107.00	52,612.26
Plant Oper-Electricity	4,405.43	7,500.00	28,574.72	90,000.00	61,425.28
Instructional Supplies & Materials	129.35	4,166.67	11,532.12	50,000.00	38,467.88
Office Supplies	66.93	-	2,353.83	-	(2,353.83)
Textbooks	71.99	2,500.00	3,617.69	30,000.00	26,382.31
Other Supplies & Materials	405.87	4,750.01	8,281.89	57,000.00	48,718.11
Liability Insurance	1,597.92	2,455.00	7,693.13	29,460.00	21,766.87
Premium on Corporate Surety Bonds	150.00	150.00	750.00	1,800.00	1,050.00
Workers' Compensation Insurance	-	878.00	3,214.20	10,536.00	7,321.80
In Services/Staff Development	2,508.72	5,083.34	17,307.72	61,000.00	43,692.28
Other Charges	11,119.50	3,666.66	83,902.75	44,000.00	(39,902.75)
Interest on Notes	6,506.44	-	32,818.65	-	(32,818.65)
Administrative Equipment	-	833.34	749.33	10,000.00	9,250.67
Building Construction	-	8,333.33	-	100,000.00	100,000.00
Building Improvements	62,325.85	4,166.67	62,325.85	50,000.00	(12,325.85)
Regular Instruction Equipment	-	5,000.00	27,591.10	60,000.00	32,408.90
Total Program Expenses	<u>367,241.33</u>	<u>311,456.23</u>	<u>1,678,773.75</u>	<u>3,737,474.00</u>	<u>2,058,700.25</u>
Change in Net Position	<u>\$ 389.35</u>	<u>\$ (0.06)</u>	<u>\$ (84,829.63)</u>	<u>\$ -</u>	<u>(84,829.63)</u>

See Accountant's Compilation Report

READ FOUNDATION
dba MEMPHIS SCHOOL OF EXCELLENCE
SCHEDULE OF ACTIVITIES - ACTUAL AND BUDGETED
ELEMENTARY SCHOOL

	1 Month Ended November 30, 2019 Actual	1 Month Ended November 30, 2019 Budget	5 Months Ended November 30, 2019 Actual	Annual Budget	Budget Variance
Revenues					
Sale of Materials & Supplies	\$ 1,633.87	\$ 1,000.00	\$ 7,001.12	12,000.00	\$ (4,998.88)
Contributions & Gifts	-	83.33	-	1,000.00	(1,000.00)
Basic Education Program	14,805.00	8,955.50	31,037.30	107,466.00	(76,428.70)
Other State Grants	38,760.00	2,083.33	40,203.01	25,000.00	15,203.01
Transfer In	277,740.34	229,189.00	924,066.16	2,750,268.00	(1,826,201.84)
Total Revenue	<u>332,939.21</u>	<u>241,311.16</u>	<u>1,002,307.59</u>	<u>2,895,734.00</u>	<u>(1,893,426.41)</u>
Program Expenses					
County Official/Administrative Officer	3,403.72	3,403.75	19,936.04	40,845.00	20,908.96
Assistant(s)	-	2,881.67	-	34,580.00	34,580.00
Principal	4,834.38	4,834.42	19,537.52	58,013.00	38,475.48
Supervisor/Director	12,102.08	5,058.33	51,334.56	60,700.00	9,365.44
Teachers	95,145.48	83,562.50	366,125.67	1,002,750.00	636,624.33
Career Ladder Program	5,208.34	5,208.33	20,908.36	62,500.00	41,591.64
Accountants/Bookkeepers	-	1,954.17	-	23,450.00	23,450.00
Guidance Personnel	3,114.58	3,114.58	12,458.32	37,375.00	24,916.68
Secretary	-	2,500.00	4,559.53	30,000.00	25,440.47
Educational Assistants	9,063.85	6,666.67	27,923.35	80,000.00	52,076.65
In Service Training	-	1,166.66	-	14,000.00	14,000.00
Social Security	7,872.26	7,972.50	31,136.94	95,670.00	64,533.06
State Retirement	11,575.02	11,735.41	45,742.79	140,825.00	95,082.21
Life Insurance	-	46.67	-	560.00	560.00
Medical Insurance	10,243.87	9,541.67	46,554.52	114,500.00	67,945.48
Dental Insurance	119.64	33.34	1,249.06	400.00	(849.06)
Unemployment Compensation	145.08	433.35	1,457.50	5,200.00	3,742.50
Employer Medicare	1,841.09	1,893.00	7,282.04	22,716.00	15,433.96
Other Fringe Benefits	460.27	25.00	2,149.16	300.00	(1,849.16)
Advertising	-	1,469.25	1,526.53	17,631.00	16,104.47
Audit Services	-	708.33	-	8,500.00	8,500.00
Communication	866.45	458.33	3,147.04	5,500.00	2,352.96

See Accountant's Compilation Report

READ FOUNDATION
dba MEMPHIS SCHOOL OF EXCELLENCE
SCHEDULE OF ACTIVITIES - ACTUAL AND BUDGETED
ELEMENTARY SCHOOL

	1 Month Ended November 30, 2019 Actual	1 Month Ended November 30, 2019 Budget	5 Months Ended November 30, 2019 Actual	Annual Budget	Budget Variance
Dues & Memberships	7.00	166.67	2,680.50	2,000.00	(680.50)
Janitorial Services	2,064.60	3,753.75	9,291.70	45,045.00	35,753.30
Legal Services	-	416.67	-	5,000.00	5,000.00
Maintenance & Repair Services - Building	9,961.32	2,083.33	24,876.28	25,000.00	123.72
Postal Charges	-	1,666.67	495.00	20,000.00	19,505.00
Rentals	-	29,859.50	-	358,314.00	358,314.00
Travel	11,527.09	1,750.00	23,677.39	21,000.00	(2,677.39)
Disposal Fees	605.94	500.00	2,915.49	6,000.00	3,084.51
Contracts for Substitute Teachers-Non-certified	-	758.33	-	9,100.00	9,100.00
Other Contracted Services	4,664.09	9,979.17	65,647.43	119,750.00	54,102.57
Plant Oper-Electricity	5,004.52	4,166.67	25,006.00	50,000.00	24,994.00
Instructional Supplies & Materials	923.15	1,666.67	8,324.65	20,000.00	11,675.35
Office Supplies	87.36	333.33	1,485.86	4,000.00	2,514.14
Textbooks	-	2,500.00	9,490.93	30,000.00	20,509.07
Other Supplies & Materials	186.59	1,833.34	31,635.19	22,000.00	(9,635.19)
Liability Insurance	1,597.92	1,148.67	7,693.12	13,784.00	6,090.88
Premium on Corporate Surety Bonds	-	75.00	-	900.00	900.00
Workers' Compensation Insurance	1,602.81	472.75	5,524.15	5,673.00	148.85
In Services/Staff Development	-	875.00	470.00	10,500.00	10,030.00
Other Charges	635.03	9,916.67	5,492.42	119,000.00	113,507.58
Administrative Equipment	164.61	416.67	164.61	5,000.00	4,835.39
Building Construction	3,937.96	9,804.42	3,937.96	117,653.00	113,715.04
Building Improvements	62,325.85	2,500.00	62,325.85	30,000.00	(32,325.85)
Regular Instruction Equipment	(474.00)	-	5,401.27	-	(5,401.27)
Total Program Expenses	<u>270,817.95</u>	<u>241,311.21</u>	<u>959,564.73</u>	<u>2,895,734.00</u>	<u>1,936,169.27</u>
Change in Net Position	<u>\$ 62,121.26</u>	<u>\$ (0.05)</u>	<u>\$ 42,742.86</u>	<u>\$ -</u>	<u>\$ 42,742.86</u>

See Accountant's Compilation Report

READ FOUNDATION
dba MEMPHIS SCHOOL OF EXCELLENCE
STATEMENTS OF ACTIVITIES - ACTUAL AND BUDGETED
MIDDLE SCHOOL - 6th & 7th

	1 Month Ended November 30, 2019 Actual	1 Month Ended November 30, 2019 Budget	5 Months Ended November 30, 2019 Actual	Annual Budget	Budget Variance
Revenues					
Sale of Materials & Supplies	\$ 1,552.00	\$ 333.33	\$ 2,471.21	\$ 4,000.00	\$ (1,528.79)
Contributions & Gifts	-	27.75	-	333.00	(333.00)
Basic Education Program	8,460.00	8,955.50	24,327.70	107,466.00	(83,138.30)
Other State Grants	14,008.00	-	14,008.00	-	14,008.00
Transfer In	147,550.97	116,394.58	508,521.53	1,396,735.00	(888,213.47)
Total Revenue	<u>171,570.97</u>	<u>125,711.16</u>	<u>549,328.44</u>	<u>1,508,534.00</u>	<u>(959,205.56)</u>
Program Expenses					
County Official/Administrative Officer	3,483.54	1,945.00	11,989.16	23,340.00	11,350.84
Assistant(s)	-	1,646.67	-	19,760.00	19,760.00
Principal	2,603.12	2,603.17	7,809.36	31,238.00	23,428.64
Supervisor/Director	4,024.98	1,261.67	12,109.94	15,140.00	3,030.06
Teachers	30,468.22	54,166.67	88,626.13	650,000.00	561,373.87
Career Ladder Program	-	5,208.33	-	62,500.00	62,500.00
Accountants/Bookkeepers	-	1,116.67	-	13,400.00	13,400.00
Guidance Personnel	1,677.08	1,677.08	5,869.78	20,125.00	14,255.22
Assistant Principal	5,208.34	-	15,675.02	-	(15,675.02)
Secretary	2,500.14	2,365.00	9,793.26	28,380.00	18,586.74
In Service Training	-	388.83	-	4,666.00	4,666.00
Social Security	2,958.88	4,463.42	9,005.47	53,561.00	44,555.53
State Retirement	4,400.45	6,479.17	13,310.94	77,750.00	64,439.06
Life Insurance	-	15.00	-	180.00	180.00
Medical Insurance	4,260.57	647.82	12,140.21	7,774.00	(4,366.21)
Dental Insurance	136.33	33.34	297.70	400.00	102.30
Unemployment Compensation	37.79	416.68	159.11	5,000.00	4,840.89
Employer Medicare	692.00	1,177.09	2,106.10	14,125.00	12,018.90
Other Fringe Benefits	216.59	25.00	577.29	300.00	(277.29)
Advertising	-	666.67	1,000.00	8,000.00	7,000.00
Audit Services	-	236.08	-	2,833.00	2,833.00
Communication	-	152.75	-	1,833.00	1,833.00
Dues & Memberships	32.08	54.17	843.90	650.00	(193.90)

See Accountant's Compilation Report

READ FOUNDATION
dba MEMPHIS SCHOOL OF EXCELLENCE
STATEMENTS OF ACTIVITIES - ACTUAL AND BUDGETED
MIDDLE SCHOOL - 6th & 7th

	1 Month Ended November 30, 2019 Actual	1 Month Ended November 30, 2019 Budget	5 Months Ended November 30, 2019 Actual	Annual Budget	Budget Variance
Janitorial Services	1,111.65	1,250.00	6,073.30	15,000.00	8,926.70
Legal Services	-	138.83	-	1,666.00	1,666.00
Maintenance & Repair Services - Building	600.00	1,250.00	4,019.88	15,000.00	10,980.12
Postal Charges	-	55.50	-	666.00	666.00
Rentals	-	10,000.00	-	120,000.00	120,000.00
Travel	3,613.25	513.75	11,517.04	6,165.00	(5,352.04)
Disposal Fees	-	166.67	-	2,000.00	2,000.00
Contracts for Substitute Teachers-Non-certified	-	252.75	-	3,033.00	3,033.00
Other Contracted Services	492.15	2,816.68	19,314.80	33,800.00	14,485.20
Plant Oper-Electricity	635.65	1,333.33	1,899.26	16,000.00	14,100.74
Instructional Supplies & Materials	-	555.50	4,325.09	6,666.00	2,340.91
Office Supplies	-	166.67	148.06	2,000.00	1,851.94
Textbooks	-	833.33	2,279.20	10,000.00	7,720.80
Other Supplies & Materials	-	1,000.01	1,871.09	12,000.00	10,128.91
Liability Insurance	-	382.92	-	4,595.00	4,595.00
Premium on Corporate Surety Bonds	-	25.00	-	300.00	300.00
Workers' Compensation Insurance	-	157.58	535.69	1,891.00	1,355.31
In Services/Staff Development	-	430.50	300.00	5,166.00	(300.00)
Other Charges	212.99	1,874.92	2,172.85	22,499.00	20,326.15
Administrative Equipment	-	416.67	-	5,000.00	5,000.00
Building Construction	-	12,500.00	-	150,000.00	150,000.00
Building Improvements	-	2,011.00	-	24,132.00	24,132.00
Plant Operation Equipment	-	833.33	-	10,000.00	10,000.00
Regular Instruction Equipment	-	-	2,159.80	-	(2,159.80)
Total Program Expenses	<u>69,365.80</u>	<u>125,711.22</u>	<u>247,929.43</u>	<u>1,508,534.00</u>	<u>1,255,438.57</u>
Change in Net Position	<u>\$ 102,205.17</u>	<u>\$ (0.06)</u>	<u>\$ 301,399.01</u>	<u>\$ -</u>	<u>\$ 301,399.01</u>

See Accountant's Compilation Report

READ FOUNDATION
dba MEMPHIS SCHOOL OF EXCELLENCE
STATEMENTS OF ACTIVITIES - ACTUAL AND BUDGETED
COMBINED MIDDLE & HIGH SCHOOL

	1 Month Ended November 30, 2019 Actual	1 Month Ended November 30, 2019 Budget	5 Months Ended November 30, 2019 Actual	Annual Budget	Budget Variance
Revenues					
Sale of Materials & Supplies	\$ 8,176.72	\$ 7,333.33	\$ 20,194.73	88,000.00	\$ (67,805.27)
Contributions & Gifts	-	69.42	-	833.00	(833.00)
Other Local Revenue	-	-	143.40	-	143.40
Basic Education Program	27,495.00	28,372.17	102,162.70	340,466.00	(238,303.30)
Other State Grants	70,040.00	-	70,040.00	-	70,040.00
Transfer In	433,489.93	401,392.41	1,950,731.73	4,816,709.00	(2,865,977.27)
Total Revenue	<u>539,201.65</u>	<u>437,167.33</u>	<u>2,143,272.56</u>	<u>5,246,008.00</u>	<u>(3,102,735.44)</u>
Program Expenses					
County Official/Administrative Officer	7,859.80	6,321.25	34,842.90	75,855.00	41,012.10
Assistant(s)	-	5,351.67	-	64,220.00	64,220.00
Principal	10,248.96	10,249.00	41,985.84	122,988.00	81,002.16
Supervisor/Director	13,081.24	10,082.50	57,502.04	120,990.00	63,487.96
Teachers	150,897.50	191,667.26	593,441.79	2,300,007.00	1,706,565.21
Career Ladder Program	-	10,641.66	-	127,700.00	127,700.00
Accountants/Bookkeepers	-	1,116.67	-	13,400.00	13,400.00
Guidance Personnel	7,185.42	8,862.50	29,341.68	106,350.00	77,008.32
Assistant Principal	10,641.68	-	43,016.72	-	(43,016.72)
Secretary	7,044.74	7,365.00	34,787.86	88,380.00	53,592.14
In Service Training	-	388.83	-	4,666.00	4,666.00
Social Security	12,143.24	14,306.50	49,077.03	171,678.00	122,600.97
State Retirement	19,148.60	20,952.59	76,333.89	251,431.00	175,097.11
Life Insurance	-	15.00	-	180.00	180.00
Medical Insurance	20,411.51	5,185.07	107,904.71	62,221.00	(45,683.71)
Dental Insurance	268.50	216.68	2,726.24	2,600.00	(126.24)
Unemployment Compensation	93.55	1,181.60	1,217.20	14,179.00	12,961.80
Employer Medicare	2,839.98	4,792.51	11,477.72	57,510.00	46,032.28
Other Fringe Benefits	887.89	50.00	4,156.13	600.00	(3,556.13)
Advertising	1,089.26	3,166.67	11,304.28	38,000.00	26,695.72
Audit Services	-	1,277.75	-	15,333.00	15,333.00
Communication	1,151.54	1,277.75	4,189.76	15,333.00	11,143.24

See Accountant's Compilation Report

READ FOUNDATION
dba MEMPHIS SCHOOL OF EXCELLENCE
STATEMENTS OF ACTIVITIES - ACTUAL AND BUDGETED
COMBINED MIDDLE & HIGH SCHOOL

	1 Month Ended November 30, 2019 Actual	1 Month Ended November 30, 2019 Budget	5 Months Ended November 30, 2019 Actual	Annual Budget	Budget Variance
Dues & Memberships	143.16	262.51	4,182.71	3,150.00	(1,032.71)
Janitorial Services	8,535.40	6,075.00	42,843.30	72,900.00	30,056.70
Legal Services	2,460.00	1,805.50	14,857.00	21,666.00	6,809.00
Maintenance & Repair Services - Building	4,797.04	4,416.67	71,151.03	53,000.00	(18,151.03)
Maintenance & Repair Serv-Equipment	-	166.67	-	2,000.00	2,000.00
Postal Charges	-	1,305.50	2,085.89	15,666.00	13,580.11
Rentals	47,684.70	24,071.25	237,014.10	288,855.00	51,840.90
Travel	7,950.04	4,180.41	37,302.53	50,165.00	12,862.47
Disposal Fees	539.43	916.67	2,747.27	11,000.00	8,252.73
Contracts for Substitute Teachers-Non-certified	-	3,169.42	-	38,033.00	38,033.00
Other Contracted Services	9,367.31	14,325.61	104,809.54	171,907.00	67,097.46
Plant Oper-Electricity	5,041.08	8,833.33	30,473.98	106,000.00	75,526.02
Instructional Supplies & Materials	129.35	4,722.17	15,857.21	56,666.00	40,808.79
Office Supplies	66.93	166.67	2,501.89	2,000.00	(501.89)
Textbooks	71.99	3,333.33	5,896.89	40,000.00	34,103.11
Other Supplies & Materials	405.87	5,750.02	10,152.98	69,000.00	58,847.02
Liability Insurance	1,597.92	2,837.92	7,693.13	34,055.00	26,361.87
Premium on Corporate Surety Bonds	150.00	175.00	750.00	2,100.00	1,350.00
Workers' Compensation Insurance	-	1,035.58	3,749.89	12,427.00	8,677.11
In Services/Staff Development	2,508.72	5,513.84	17,607.72	66,166.00	(17,607.72)
Other Charges	11,332.49	5,541.58	86,075.60	66,499.00	(19,576.60)
Interest on Notes	6,506.44	-	32,818.65	-	(32,818.65)
Administrative Equipment	-	1,250.01	749.33	15,000.00	14,250.67
Building Construction	-	20,833.33	-	250,000.00	250,000.00
Building Improvements	62,325.85	6,177.67	62,325.85	74,132.00	11,806.15
Plant Operation Equipment	-	833.33	-	10,000.00	10,000.00
Regular Instruction Equipment	-	5,000.00	29,750.90	60,000.00	30,249.10
Total Program Expenses	<u>436,607.13</u>	<u>437,167.45</u>	<u>1,926,703.18</u>	<u>5,246,008.00</u>	<u>3,253,138.82</u>
Change in Net Position	<u>\$ 102,594.52</u>	<u>\$ (0.12)</u>	<u>\$ 216,569.38</u>	<u>\$ -</u>	<u>\$ 216,569.38</u>

See Accountant's Compilation Report

Charter Applicant Information Sheet

Name of Proposed Public Charter School: Memphis School of Excellence

Proposed School Address (if known): N/A

City, County, and School System in which Proposed School is Located: Memphis, Shelby County, Memphis City Schools

Legal Name of Group (Sponsor) Applying for Charter: Read Foundation

Primary Contact Person: Cem Akkus (President), Dr. Soner Tarim (Spokesperson)

Address: 198 Island Bluff Dr.

City: Memphis

State: TN

Zip: 38103

Daytime Telephone: Cem Akkus 646-387-9885, Dr. Tarim; 832-641-5588 **Fax:** 901-595-4585

Email Address: Mr. Akkus (cakkus@memphis.edu), Dr. Tarim (sonertarim@gmail.com)

Proposed Grade Levels & Total Student Enrollment:


Year	Grade Levels	Total Student Enrollment
Year One	6-9	<u>300</u>
Year Two	6-10	<u>350</u>
Year Three	6-11	<u>400</u>
Year Four	6-12	<u>475</u>
Year Five	6-12	<u>475</u>

Ultimately, once all grade spans have been added, what is the proposed grade configuration of the school? 6-12

Brief description of the proposed school's focus and mission (2-3 sentences):

The mission of Memphis School of Excellence is to provide a safe and collaborative environment which will cultivate the academic and social development of its students by emphasizing math, science, and technology for the purpose of students setting and meeting higher education goals.

MSE's school model is rigorous (prepares students for college), relevant (reinforces math and science skills) and is underpinned by a tight web of relationships (a strong culture reinforced by teachers and parents). Student achievement/outcome will be built on 3 core principles within the school model: a challenging math and science curriculum supported by theory; a focus on assessment; and a culture of constructive competition, discipline and parental engagement. MSE will utilize technology across all of these dimensions to reinforce its school model and curriculum.

Signature of Primary Contact Person: 

Date: December 8, 2009

Assurances Form

This form must be signed by a duly authorized representative of the sponsor and submitted with the application. An application will be considered incomplete if it is not accompanied by the Assurances Form signed by an authorized individual.

As the authorized representative of the sponsor, I hereby certify that the information submitted in this application for a charter for the Memphis School of Excellence to be located at the MNPS Clusters is true to the best of my knowledge and belief; and further I understand that, if awarded a charter, the school:

1. will operate as a public, nonsectarian, non-religious public school, with control of instruction vested in the governing body of the school under the general supervision of the chartering authority and in compliance with the charter agreement and the charter school act;
2. will meet the same performance standards and requirements adopted by the state board of education for public schools;
3. will provide special education services for students as provided in Title 49, Chapter 10;
4. will follow all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, national origin, religion, ancestry, or need for special education services;
5. will follow any federal and state court orders in place in the local school district;
6. will comply with federal and state applicable health and safety standards;
7. will not be a conversion of any private, parochial, cyber-based, or home-based school;
8. will not be a cyber-based school;
9. (if conversion school) will demonstrate that parents of sixty percent of the children enrolled at a public school or sixty percent of the teachers assigned to the school have consented their support to conversion (please provide petitions as attachment);
10. will open to bid all contracts for goods and services in excess of five thousand dollars (\$5,000);
11. will be subject to the provisions of Tenn. Code Ann. §12-4-101 and 12-4-102 with regard to conflicts of interest;
12. will deem meetings of the governing body as public business and be held in compliance with Tenn. Code Ann. §8-44-102;
13. will employ individuals to teach who hold a license to teach in a public school in Tennessee or meet the minimum requirements for licensure as defined by the state board of education;
14. will follow state audit procedures and audit requirements;

15. will not charge tuition, unless the governing body of the charter school approves a transfer from another district to a public charter school in its district pursuant to the provisions of Tenn. Code Ann. §49-6-3003;
16. will operate on a July 1 to June 30 fiscal year and will adopt and operate under an annual budget for such fiscal year;
17. will prepare a budget in the same format as that required by the state department of education for local education agencies;
18. will maintain its accounts and records in accordance with generally accepted accounting principles and in conformance with the uniform chart of accounts and accounting requirements prescribed by the comptroller of the treasury;
19. will prepare and publish an annual financial report that encompasses all funds and includes the audited financial statements of the charter school;
20. will require any member of the governing body, employee, officer or other authorized person who receives funds, has access to funds, or has authority to make expenditures from funds, to give a surety bond in the form prescribed by Tenn. Code Ann. §8-19-101;
21. will at all times maintain all necessary and appropriate insurance coverage;
22. will be non-religious in its programs, admissions policies, governance, employment practices and all other operations, and its curriculum will be completely secular;
23. will adhere to all provisions of federal law relating to students who are limited English proficient (LEP), including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, that are applicable to it;
24. will follow any and all federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school;

Cem Akkus

Name of Authorized Signer (Print or type)

President

Title of Authorized Signer


Signature

December 8, 2009

Date

1. Mission Statement

Section 1 – Provide a statement defining the mission and goals of the proposed public charter school. Explain the mission of your proposed public charter school. Provide a clear and concise statement that defines the purposes and nature of the school. Your mission statement should in one or two sentences indicate what the school intends to do, for whom, and to what degree.

Explain the need for this particular school in the community it will serve and the target student population. If your school currently exists and is applying for a conversion to charter status, explain how the school will benefit from becoming a public charter school and how the conversion will more adequately meet the needs of the students being served.

State the goals for the proposed school. Specify in clear and measurable terms what you hope to accomplish in the areas of (1) academic performance, (2) organizational performance, and (3) other school-specific goals.

The Mission Statement

The mission of Memphis School of Excellence (MSE) is to provide a safe and collaborative environment which will cultivate the academic and social development of its students by emphasizing math, science, and technology for the purpose of students setting and meeting higher education goals. Graduates of MSE will have the tools necessary to positively impact their communities as they pursue their personal and professional aspirations. Memphis School of Excellence believes an effective and adequate education necessary for the citizens of the future relies heavily on a multidimensional academic curriculum in which all core subjects will be blended together through various teaching methods while promoting the development of a strong character that supports and respects society. We strongly believe that MSE's mission statement and our outlined goals relate to the Memphis City Schools' strategic plan which is based on student achievement, accountability, parent and community involvement, healthy youth development, safety and diversity.

Memphis School of Excellence believes that focusing on an overall high academic achievement will include providing opportunities for individual skills and talents to develop to higher levels. This will inspire in students a lifelong love of learning and desire for self-improvement and creativity. MSE strives to lead each and every student to these accomplishments by using enhanced Tennessee Curriculum Standards. The No Child Left Behind (NCLB) Act of 2001 will serve as a guideline in our commitment to teach every student how to reach his or her fullest potential. As part of the NCLB Act, instruction at MSE will be research based and evaluated

APPENDIX A

Connected Mathematic Projects

The Connected Mathematics Project (CMP) headquartered at Michigan State University, was funded by the National Science Foundation between 1991 and 1997 to develop a mathematics curriculum for grades 6, 7, and 8. The result was Connected Mathematics, a complete mathematics curriculum that helps students develop understanding of important concepts, skills, procedures, and ways of thinking and reasoning in number, geometry, measurement, algebra, probability, and statistics.

In 2000, with funding from NSF and input from CMP teachers and other professionals, the Connected Mathematics curriculum undertook a five-year revision process similar to the process used to develop Connected Mathematics Project-2 (CMP2). Each unit went through at least three cycles of reviews, revision, field-testing, and evaluation. Forty-nine schools, approximately 390 teachers, and 45,000 students were involved in the revisions.

Connected Mathematics is used in all fifty states and some foreign countries

The Goal of Connected Mathematics

The overarching goal of Connected Mathematics is to help students and teachers develop mathematical knowledge, understanding, and skill, as well as an awareness and appreciation of the rich connections among mathematical strands and between mathematics and other disciplines. As the CMP materials were developed, the authors synthesized multiple mathematical goals into a single standard:

All students should be able to reason and communicate proficiently in mathematics. This includes knowledge of and skill in the use of vocabulary, forms of representation, materials, tools, techniques, and intellectual methods of the discipline of mathematics, including the ability to define and solve problems with reason, insight, inventiveness, and technical proficiency.

This statement makes a commitment to skill, but skill that is much more than just proficiency with computation and manipulation of symbols. Skill in CMP means that a student can use the

mathematical tools, resources, procedures, knowledge, and ways of thinking that have been developed over time to make sense of new situations that he or she encounters.

Below are some key features of Connected Mathematics:

- It is organized around important mathematical ideas and process. The mathematics in the curriculum is carefully selected and sequenced to develop a coherent, connected curriculum.
- It is problem centered. Important mathematical concepts are embedded in interesting problems to promote deeper engagement and learning for students.

Students develop deep understanding of key mathematical ideas, related skills, and ways of reasoning as they explore the problems, individually, in a group, or with the class.

- It builds and connects mathematical ideas from problem to problem, investigation to investigation, unit to unit, and grade to grade. The name of the curriculum points to the importance of students making connections among mathematical ideas. Rather than seeing mathematics as a series of unrelated experiences, students learn to recognize how ideas are connected and develop a disposition to look for connections in the mathematics they study — it has coherence.
- It provides practice with concepts and related skills. The in-class development problems and the homework problems give students practice distributed over time with important concepts, related skills, and algorithms.
- It help students grow in their ability to reason effectively with information represented in graphic, numeric, symbolic, and verbal forms and to move flexibly among these representations.
- It supports instruction and learning based on inquiry. The teacher launches the problem, the students explore the problem individually or in small groups with the teacher guiding, probing, redirecting, extending as needed, and then together the class summarizes the mathematics and reasoning.
- It is for teachers as well as students. The Connected Mathematics materials were written to support teacher learning of both mathematical content and pedagogical strategies. The teacher's

guides include extensive help with mathematics, pedagogy, and assessment. Multidimensional tasks are provided in the assessment materials.

- It is research based. Each Connected Mathematics unit was field tested, evaluated, and revised over a six-year period. Approximately 200 teachers and 45,000 students in diverse school settings across the United States participated in the development of the curriculum

Alignment with the State and NCTM Standards

Connected Mathematics is correlated to Tennessee Mathematics Curriculum Standards and aligned with the National Council of Teachers of Mathematics Standards for School Mathematics (NCTM 1989, 1991, 1995, 2000). Most of the mathematics curriculum frameworks for the fifty states reflect the NCTM Standards. This means that Connected Mathematics is a good fit over the middle grades for most states.

At the University of Washington, Adams et al. (2002) conducted a research study that compared three middle school mathematics curricula — Connected Mathematics, another NSF-funded program, and the Singapore curriculum — to the 2000 NCTM Principles and Standards. Connected Mathematics received very high scores and outscored the other two curricula compared to the Standards.

The following chart shows the alignment of Connected Mathematics with NCTM Principles and Standards 2000.

Content Standards

Number and Operations

- Prime Time (Grade 6)
- Bits and Pieces I (Grade 6)
- Bits and Pieces II (Grade 6)
- Comparing and Scaling (Grade 7)
- Numbers Around Us (Grade 7)

- Accentuate the Negative (Grade 7)
- Looking for Pythagoras (Grade 8)
- Clever Counting (Grade 8)

Algebra

- Variables and Patterns (Grade 7)
- Moving Straight Ahead (Grade 7)
- Thinking With Mathematical Models (Grade 8)
- Looking for Pythagoras (Grade 8)
- Growing, Growing, Growing (Grade 8)
- Frogs, Fleas, and Painted Cubes (Grade 8)
- Say It With Symbols (Grade 8)
- Shapes of Algebra (Grade 8)

Geometry

- Shapes and Designs (Grade 6)
- Ruins of Montarek (Grade 6)
- Stretching and Shrinking (Grade 7)
- Filling and Wrapping (Grade 7)
- Looking for Pythagoras (Grade 8)
- Kaleidoscopes, Hubcaps, and Mirrors (Grade 8)

Measurement

- Shapes and Designs (Grade 6)

- Covering and Surrounding (Grade 6)
- Stretching and Shrinking (Grade 7)
- Filling and Wrapping (Grade 7)
- Data Around Us (Grade 7)
- Looking for Pythagoras (Grade 8)

Data Analysis and Probability

- Data About Us (Grade 6)
- How Likely Is It? (Grade 6)
- What Do You Expect? (Grade 7)
- Data Around Us (Grade 7)
- Distributions (Grade 8)
- Samples and Populations (Grade 8)
- Clever Counting (Grade 8)

Process Standards

Problem Solving

- All Units: Because Connected Mathematics is a problem- centered curriculum, problem solving is an important part of every unit.

Reasoning and Proof

- All units: Throughout the curriculum, students are encouraged to look for patterns, make conjectures, provide evidence for their conjectures, refine their conjectures and strategies, connect their knowledge, and extend their findings. Informal reasoning evolves into more deductive arguments as students proceed from Grade 6 through Grade 8.

Communication

- All units: As students work on the problems, they must communicate ideas with others.

Emphasis is placed on students' discussing problems in class, talking through their solutions, formalizing their conjectures and strategies, and learning to communicate their ideas to a more general audience. Students learn to express their ideas, solutions, and strategies using written explanations, graphs, tables, and equations.

Connections

- All units: In all units, the mathematical content is connected to other units, to other areas of mathematics, to other school subjects, and to applications in the real world. Connecting and building on prior knowledge is important for building and retaining new knowledge.

Representation

- All units: Throughout the units, students organize, record, and communicate information and ideas using words, pictures, graphs, tables, and symbols.

They learn to choose appropriate representations for given situations and to translate among representations. Students also learn to interpret information presented in various forms.

National Recognition of Connected Mathematics Project The American Association for the Advancement of Science (1999), in its review of twelve nationally available middle school mathematics curricula, ranked Connected Mathematics highest, stating that it “contains both in-depth mathematics content and excellent instructional support.”

Connected Mathematics was the only middle school mathematics curriculum awarded “exemplary” status by the U.S. Department of Education’s Mathematics and Science Education Expert Panel (1999). Of the 61 elementary, middle school, and high school curricula submitted for review, only five received this exemplary status. CMP is the only middle school mathematics program that has been received this status.

CMP development has been guided by five instructional themes:

- **Mathematical Investigations:** The curriculum is organized around "big ideas" in mathematics - clusters of important, related mathematical concepts, processes, ways of thinking, skills, and problem-solving strategies - that are studied in depth with the development of deep understanding as a goal.
- **Reasoning:** Students grow in their ability to reason effectively with information represented in pictorial, graphic, numeric, symbolic, and verbal forms, and to move flexibly among these representations.
- **Teaching for Understanding:** Instruction emphasizes inquiry and discovery of mathematical ideas through investigation of rich problem situations.
- **Connections:** The curriculum emphasizes significant connections among various mathematical topics and problems in other school subjects. The curriculum offers an opportunity to revisit and deepen understanding of ideas over time.
- **Technology:** Selection of mathematical goals and teaching approaches reflects the information processing capabilities of calculators and computers and the fundamental changes these tools are making in the way people learn and apply their knowledge. During grades six through eight, CMP students develop knowledge and skill within five mathematical strands: number, geometry and measurement, probability, statistics, and algebra. Outcomes are specified for each of these areas by the end of eighth grade. CMP is a problem-centered curriculum.

It is organized into units that address mathematical ideas through a series of "investigations." Each investigation contains problems for teachers and students to explore. As students explore a series of connected problems, they develop deep understandings of important mathematical concepts embedded within the problems.

Evidence of Effectiveness

Below are some examples of effectiveness of CMP curriculum. Students exposed to CMP

Curriculum in Massachusetts, Louisiana, Missouri, Texas, Maine, Wisconsin, Washington, Michigan, Florida, Arkansas, Minneapolis, Oregon, Colorado, and Arizona significantly outperformed the non-CMP students on state and standardized tests such as ITBS, SAT9, and TerraNova.

An analysis of the Iowa Test of Basic Skills (ITBS) and the Louisiana Education

Assessment Program (LEAP) mathematics data in 2000 indicates the following: (1) the CMP schools significantly outperformed the non-CMP schools on both standardized tests (2) questionnaires distributed to the teachers and to a sample of the students indicated that both groups believe the program is helping students become better problem solvers and (3) teachers find CMP more challenging for their students, while the students note that CMP encourages more thought on their parts. CMP students in Missouri received significantly higher scores on the algebra items than the comparison students, even though a much greater percentage of students in the comparison district were enrolled in algebra 1 course (60% versus 25%). CMP students also received significantly higher scores on Data, Probability, and Statistics items. The differences in scores for the other strands and for the TerraNova portion of the test were not significant.

Student MCAS scores improved two points for every ten hours of professional development.

- The more CMP1 units taught over the three years, the better students performed on both the MCAS and the TerraNova.
- In year 3, both School A and School B used some CMP1 units in grade 8. The scores in these schools showed statistically significant improvement that year.
- The percentage of special education students designated with the warning status on the MCAS each year decreased by 10% at the CMP1 School, compared to a 3% decrease for School A and a 0% decrease for School B that have used traditional curriculum.

Student Populations

CMP is implemented in regions across the nation including urban, suburban, and rural settings covering a wide socioeconomic spectrum. Settings range from largely white to predominately

minority to mixed environments. Regular, special education, at-risk, and gifted and talented students from both public and private schools participate.

APPENDIX B

Accelerated Readers



Tennessee State Standards Alignments

Standards List with Aligned Product Skills

The Standards List with Aligned Product Skills Report is a standards-oriented document showing the entire list of standards for the subject and grade on the left side of the report with the aligning product objectives on the right side. This alignment report shows the breadth of standards coverage for the purpose and focus of this product. Alignments are for both English and Spanish quizzes.

Introduction Letter	iii
Grade 6	104
Grade 7	128
Grade 8	154
Grade 9	182
Grade 10	190
Grade 11	198
Grade 12	204



Note to educator:

Thank you for your interest in Renaissance Learning[™] technology. The attached document contains the alignment between the software and/or instructional materials and the skills described in the state standard documentation.

At Renaissance Learning, we recognize the impact that the standards-based reform movement and high-stakes standardized testing have on schools, and we share the concerns of educators and administrators that students perform well on high-stakes assessments.

We hope that this report answers your questions regarding the alignment of Renaissance Learning technology and materials to your state standards. If you have any questions about the attached document, please feel free to call us at (877) 204-5058.

Sincerely,

Renaissance Sales and Funding Staff

Helping educators improve schools through technology, professional development and research

P.O. Box 8036 • Wisconsin Rapids, WI 54495-8036 • Phone: (715) 424-3636 • Fax: (715) 424-4242 • www.renlearn.com

Standards List with Aligned Product Skills

Agency Tag Set Name		Product Name	
Tennessee, English Language Arts, 2001, Grade 6, Curriculum Standards, produced by Tennessee Department of Education		Accelerated Reader	
Standard	Product Description	Skill Area Description	Skill Description
- READING			
TN 1.0 - The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print and non-print text.			
TN 6.1.01 - Continue to develop oral language and listening skills.			
TN 6.1.01a - Model active listening in both formal and informal settings.			
TN 6.1.01b - Know and use rules for conversations.			
TN 6.1.01c - Continue to formulate and respond to questions from teachers and classmates.			
TN 6.1.01d - Organize and share information, stories, experiences, ideas, and feelings with others in both formal and informal situations.			
TN 6.1.01e - Participate in creative responses to text (e.g., dramatizations, speeches).			
TN 6.1.01f - Deliver an oral presentation or recitation that conveys a clear point, using information from any content area and utilizing visual aids for contextual support.			
TN 6.1.01g - Introduce the importance of using correct stress, pitch, and juncture in oral reading and presenting.			
TN 6.1.01h - Continue to interpret and use a variety of non-verbal communication techniques to enhance meaning (e.g., posture, gestures, facial expressions, tone of voice, eye contact).			
TN 6.1.02 - Develop an understanding of the concepts of print.			
TN 6.1.02a - Continue to use parts of text effectively for learning (e.g., title page, preface, table of contents, glossary, appendix, index).	Product 1 - Accelerated Reader	Skill Area 3 - Reading Practice Quizzes (RPQ)	Skill 2 - RPQ02 Identifying book title and author

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 6, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
		Skill Area 6 - Other Reading Quizzes (ORQ)	Skill 2 - ORQ02 Identifying book title and author
TN 6.1.02b - Continue to demonstrate knowledge of the structure and organization of various text features to locate information (e.g., headings, key words, graphics, pictures, captions, sidebars).			
TN 6.1.02c - Continue to recognize that print format varies according to purpose and genre (e.g., prose, poetry, newspaper/magazine, letters, dramas, technical manuals, textbooks).			
TN 6.1.03 - Expand reading skills through phonemic awareness.			
TN 6.1.03a - Continue to develop an awareness of the sounds of language through repeated exposure to a variety of auditory experiences (e.g., poems, music lyrics, books on tape, read alouds).			
TN 6.1.03b - Identify patterns of rhyme and rhythm.			
TN 6.1.03c - Respond to and analyze the effects of sound in language (e.g., alliteration, onomatopoeia, rhythm, accent, rhyme).			
TN 6.1.04 - Use decoding strategies to read unfamiliar words.			
TN 6.1.04a - Use knowledge of root words, prefixes, suffixes, and syllabication to decode unfamiliar words.	Product 1 - Accelerated Reader	Skill Area 13 - Vocabulary Acquisition (VA)	Skill 4 - VA04 Recognizing prefixes
			Skill 5 - VA05 Recognizing suffixes
TN 6.1.04b - Use context clues to determine unknown words and to discriminate between multiple meaning words.	Product 1 - Accelerated Reader	Skill Area 13 - Vocabulary Acquisition (VA)	Skill 9 - VA09 Using context clues to infer the meaning of unfamiliar words
			Skill 11 - VA11 Determining the definition of words with multiple meanings

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 6, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 6.1.04c - Decode unknown grade level words utilizing previously learned strategies to verify the word's meaning within the context of the selection.	Product 1 - Accelerated Reader	Skill Area 13 - Vocabulary Acquisition (VA)	Skill 9 - VA09 Using context clues to infer the meaning of unfamiliar words
			Skill 10 - VA10 Supporting interpretations with examples drawn from text
TN 6.1.05 - Read to develop fluency, expression, accuracy, and confidence.			
TN 6.1.05a - Demonstrate the ability to read fluently with expression, accuracy, and with poise from a variety of texts (e.g. paired reading, choral reading, read alongs, and readers' theater).			
TN 6.1.05b - Participate in guided reading.			
TN 6.1.05c - Read using appropriate pronunciation, expression, and rate.			
TN 6.1.05d - Adjust speed based on the purpose for reading.			
TN 6.1.05e - Read independently on a daily basis.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 1 - OP01 Engaging in guided independent reading practice
		Skill Area 15 - Professional Development (PD) - Set up for Success	Skill 1 - PD07 Practicing reading daily in and outside of class
			Skill 2 - PD08 Reading independently with guidance
TN 6.1.06 - Expand reading vocabulary.			
TN 6.1.06a - Build vocabulary by listening to literature, participating in class discussions, and reading self-selected and/or assigned texts.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 5 - OP05 Self-selecting appropriate books for success
			Skill 18 - OP18 Choosing a variety of reading material

Standards List with Aligned Product Skills

Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 6, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
		Skill Area 13 - Vocabulary Acquisition (VA)	Skill 1 - VA01 Reading from a variety of genres
TN 6.1.06b - Build vocabulary by reading from a wide variety of print and non-print texts and literary genres.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 5 - OP05 Self-selecting appropriate books for success
			Skill 18 - OP18 Choosing a variety of reading material
		Skill Area 13 - Vocabulary Acquisition (VA)	Skill 1 - VA01 Reading from a variety of genres
TN 6.1.06c - Increase knowledge of roots, prefixes, and suffixes to infer word meanings.	Product 1 - Accelerated Reader	Skill Area 13 - Vocabulary Acquisition (VA)	Skill 4 - VA04 Recognizing prefixes
			Skill 5 - VA05 Recognizing suffixes
TN 6.1.06d - Determine the meaning of unfamiliar words using context clues, dictionaries, electronic sources, glossaries, and other resources.	Product 1 - Accelerated Reader	Skill Area 12 - Vocabulary Practice Quizzes (VPQ)	Skill 1 - VPQ01 Acquiring vocabulary by encountering words in context
			Skill 2 - VPQ02 Learning new vocabulary in context
		Skill Area 13 - Vocabulary Acquisition (VA)	Skill 9 - VA09 Using context clues to infer the meaning of unfamiliar words
TN 6.1.06e - Replace unknown words with appropriate synonyms and/or antonyms to determine word meaning.			
TN 6.1.06f - Continue to use appropriate synonyms, antonyms, homonyms, and multiple meaning words in reading, writing, and speaking.	Product 1 - Accelerated Reader	Skill Area 13 - Vocabulary Acquisition (VA)	Skill 11 - VA11 Determining the definition of words with multiple meanings
			Skill 12 - VA12 Applying knowledge of synonyms to determine meaning
TN 6.1.06g - Continue to foster word consciousness (e.g., word play, word walls, graphic organizers, nuances of words, new and unusual words to share).			

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 6, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 6.1.06h - Explore mnemonic devices (e.g. rhyming words, vocabulary cartoons, kinesthetic) to acquire new vocabulary.			
TN 6.1.06i - Continue to determine the correct meaning/usage of multiple meaning words.	Product 1 - Accelerated Reader	Skill Area 13 - Vocabulary Acquisition (VA)	Skill 11 - VA11 Determining the definition of words with multiple meanings
TN 6.1.06j - Use the correct word to complete an analogy.			
TN 6.1.06k - Recognize widely used foreign words (e.g., bon jour; hasta la vista).			
TN 6.1.07 - Employ pre-reading strategies to facilitate comprehension.			
TN 6.1.07a - Continue to establish a purpose for reading (e.g., to understand, to interpret, to enjoy, to solve problems, to answer specific questions, to identify information/facts, to discover models of writing).			
TN 6.1.07b - Utilize personal experiences to build background knowledge for reading.			
TN 6.1.07c - Use previously learned strategies to front load text (e.g., skimming and scanning).			
TN 6.1.07d - Preview text, using supports (e.g., illustrations/pictures, captions, graphs, diagrams, headings, subheadings, and footnotes).			
TN 6.1.07e - Identify the importance and the significance of the reading selections to learning and life.			
TN 6.1.07f - Explore significant words to be encountered in the text.	Product 1 - Accelerated Reader	Skill Area 15 - Professional Development (PD) - Set up for Success	Skill 8 - PD14 Reviewing lists of book-specific vocabulary words before and during reading
TN 6.1.07g - Make predictions about text.	Product 1 - Accelerated Reader	Skill Area 10 - Literacy Skills Quizzes - Inferential Comprehension (IC)	Skill 5 - IC05 Making Predictions

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 6, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 6.1.07h - Relate text to prior personal experiences or opinions as well as previously read print and non-print texts.			
TN 6.1.08 - Use active comprehension strategies to derive meaning while reading and to check for understanding after reading.			
TN 6.1.08a - Derive meaning while reading.			
TN 6.1.08a1 - Derive meaning while reading by continuing to formulate clarifying questions while reading.			
TN 6.1.08a2 - Derive meaning while reading by predicting outcomes, state reasonable generalizations, and draw conclusions from the reading selection based on prior knowledge and information.	Product 1 - Accelerated Reader	Skill Area 10 - Literacy Skills Quizzes - Inferential Comprehension (IC)	Skill 2 - IC02 Drawing Conclusions
			Skill 5 - IC05 Making Predictions
TN 6.1.08a3 - Derive meaning while reading by using metacognitive and self-monitoring strategies while reading (e.g. pausing, rereading, recognizing miscues, consulting other sources, reading ahead, asking for help).	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 8 - OP08 Building comprehension
TN 6.1.08a4 - Derive meaning while reading by engaging in reading between the lines (i.e. stating implied information).			
TN 6.1.08a5 - Derive meaning while reading by continuing to create mental pictures from abstract information.			
TN 6.1.08a6 - Derive meaning while reading by continuing to relate text to prior personal experiences or opinions as well as previously read print and non-print texts.			
TN 6.1.08a7 - Derive meaning while reading by continuing to make inferences.	Product 1 - Accelerated Reader	Skill Area 10 - Literacy Skills Quizzes - Inferential Comprehension (IC)	Skill 3 - IC03 Making Inferences

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 6, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 6.1.08a8 - Derive meaning while reading by verifying or modifying prereading purpose as addition information is obtained.			
TN 6.1.08a9 - Derive meaning while reading by exploring ways to interact with text (e.g., mark the text, use post-it notes, ask questions and make comments within the text).			
TN 6.1.08b - Derive meaning after reading.			
TN 6.1.08b1 - Derive meaning after reading by indicating the sequence of events.	Product 1 - Accelerated Reader	Skill Area 3 - Reading Practice Quizzes (RPQ)	Skill 14 - RPQ14 Recalling sequence of events
		Skill Area 6 - Other Reading Quizzes (ORQ)	Skill 15 - ORQ15 Recalling sequence of events
		Skill Area 8 - Literacy Skills Quizzes - Initial Understanding (IU)	Skill 6 - IU06 Understanding Sequence
TN 6.1.08b2 - Derive meaning after reading by recognizing and stating the main idea/central element in a given reading selection noting details that support the main idea/central element.		Skill Area 3 - Reading Practice Quizzes (RPQ)	Skill 7 - RPQ07 Recalling details
			Skill 16 - RPQ16 Identifying the main idea
		Skill Area 6 - Other Reading Quizzes (ORQ)	Skill 8 - ORQ08 Recalling details
			Skill 17 - ORQ17 Identifying the main idea
		Skill Area 8 - Literacy Skills Quizzes - Initial Understanding (IU)	Skill 3 - IU03 Recognizing Details
		Skill Area 11 - Literacy Skills Quizzes - Constructing Meaning (CM)	Skill 6 - CM06 Understanding the Main Idea
TN 6.1.08b3 - Derive meaning after reading by identifying the author's purpose.			

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 6, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 6.1.08b4 - Derive meaning after reading by discussing similarities and differences in events and characters using evidence cited from the text or various texts.	Product 1 - Accelerated Reader	Skill Area 10 - Literacy Skills Quizzes - Inferential Comprehension (IC)	Skill 1 - IC01 Comparing and Contrasting
TN 6.1.08b5 - Derive meaning after reading by finding contextual support for responses to questions, for assistance in formulating ideas and opinions, and for supporting personal responses (i.e. grounding students in the text).			
TN 6.1.08b6 - Derive meaning after reading by determining cause and effect relationships.	Product 1 - Accelerated Reader	Skill Area 10 - Literacy Skills Quizzes - Inferential Comprehension (IC)	Skill 6 - IC06 Recognizing Cause and Effect
TN 6.1.08b7 - Derive meaning after reading by determining whether a given statement is a fact or an opinion.	Product 1 - Accelerated Reader	Skill Area 11 - Literacy Skills Quizzes - Constructing Meaning (CM)	Skill 2 - CM02 Differentiating Fact and Opinion
TN 6.1.08b8 - Derive meaning after reading by identifying and interpreting figurative language (idioms, similes, metaphors, hyperboles, personification, imagery, puns).	Product 1 - Accelerated Reader	Skill Area 11 - Literacy Skills Quizzes - Constructing Meaning (CM)	Skill 1 - CM01 Deriving Word or Phrase Meaning
TN 6.1.08b9 - Derive meaning after reading by demonstrating an understanding of stated and implied themes and recognizing that themes recur throughout literature.			
TN 6.1.08b10 - Derive meaning after reading by reflecting upon comprehension strategies used to make meaning from texts.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 8 - OP08 Building comprehension
TN 6.1.08b11 - Derive meaning after reading by making connections among various print (e.g. other stories) and non-print texts (e.g., movies, photographs, artwork).			
TN 6.1.08b12 - Derive meaning after reading by making connections among the various literary genres and themes with personal, historical, and cultural experiences.			

Standards List with Aligned Product Skills

Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 6, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 6.1.09 - Refine study skills and develop methods of research to enhance learning.			
TN 6.1.09a - Use and discern appropriate reference sources in various formats (e.g., encyclopedias, card/electronic catalogs, almanacs, periodicals, Internet).			
TN 6.1.09b - Recognize media (e.g., on-line catalog, non-fiction books, encyclopedias, CD-ROM, references, Internet) as resources for viewing, reading, and representing information.	Product 1 - Accelerated Reader	Skill Area 6 - Other Reading Quizzes (ORQ)	Skill 3 - ORQ03 Reading textbooks for information
		Skill Area 16 - Professional Development (PD) - Motivation	Skill 11 - PD30 Reading textbooks and assigned reading for information
			Skill 12 - PD31 Reading magazine articles for information
TN 6.1.09c - Use current technology (e.g., the Internet, CD-ROMs, online catalogs) as a research communication tool.			
TN 6.1.09d - Understand a variety of reference sources (biographical sketches, letters, diaries, encyclopedia, periodicals, procedural manuals).			
TN 6.1.09e - Distinguish between primary and secondary source documents.			
TN 6.1.09f - Continue to use the dictionary, glossary, thesaurus, and other word-referenced materials to eliminate word problems.			
TN 6.1.09g - Use skimming and scanning skills.			
TN 6.1.09h - Retrieve, organize, and represent information to demonstrate effectively knowledge acquired.[sic]			
TN 6.1.09i - Develop notes that include important concepts, summaries, and identification of reference sources.			

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 6, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 6.1.09j - Identify various forms of media and consider their impact on daily life.			
TN 6.1.09k - Demonstrate knowledge of propaganda techniques (i.e. bandwagon, loaded words, testimonials).			
TN 6.1.09l - Use a variety of materials to prepare a research paper that includes a title page and list of sources.			
TN 6.1.10 - Develop skills to facilitate reading in the content areas.			
TN 6.1.10a - Develop and maintain vocabulary specific to content areas and to current events.			
TN 6.1.10b - Locate information using available text features (e.g., tables of content, maps, timelines, charts, graphics, indexes, glossaries, and footnotes).			
TN 6.1.10c - Continue to apply comprehension skills and strategies to informational text in the content areas.			
TN 6.1.10d - Continue to use self-correction strategies while reading (pausing, rereading, consulting other sources, asking for help).	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 8 - OP08 Building comprehension
TN 6.1.10e - Interact with the text (e.g., mark the text, use post-it notes, ask questions and make comments within the text).			
TN 6.1.10f - Analyze the reliability of sources by examining the authors' backgrounds.			
TN 6.1.11 - Read independently for a variety of purposes.			
TN 6.1.11a - Read for literary experience.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 1 - OP01 Engaging in guided independent reading practice
			Skill 14 - OP14 Nurturing intrinsic love of reading
			Skill 15 - OP15 Engaging in literature-based reading

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 6, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 6.1.11b - Read to gain information.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 1 - OP01 Engaging in guided independent reading practice
		Skill Area 6 - Other Reading Quizzes (ORQ)	Skill 3 - ORQ03 Reading textbooks for information
		Skill Area 16 - Professional Development (PD) - Motivation	Skill 11 - PD30 Reading textbooks and assigned reading for information
			Skill 12 - PD31 Reading magazine articles for information
TN 6.1.11c - Read to perform a task.			
TN 6.1.11d - Read for enjoyment.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 5 - OP05 Self-selecting appropriate books for success
			Skill 14 - OP14 Nurturing intrinsic love of reading
			Skill 18 - OP18 Choosing a variety of reading material
TN 6.1.11e - Read to expand vocabulary.	Product 1 - Accelerated Reader	Skill Area 12 - Vocabulary Practice Quizzes (VPQ)	Skill 1 - VPQ01 Acquiring vocabulary by encountering words in context
			Skill 2 - VPQ02 Learning new vocabulary in context
		Skill Area 13 - Vocabulary Acquisition (VA)	Skill 1 - VA01 Reading from a variety of genres
TN 6.1.11f - Read to build fluency.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 6 - OP06 Recognizing effect of reading practice on reading level
			Skill 12 - OP12 Accelerating reading growth
		Skill Area 3 - Reading Practice Quizzes (RPQ)	Skill 3 - RPQ03 Practicing reading with guidance and accountability

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 6, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
		Skill Area 6 - Other Reading Quizzes (ORQ)	Skill 4 - ORQ04 Practicing reading with guidance and accountability
		Skill Area 15 - Professional Development (PD) - Set up for Success	Skill 1 - PD07 Practicing reading daily in and outside of class
TN 6.1.12 - Experience and explore the elements of various literary and media genres.			
TN 6.1.12a - Read, view various literary (e.g., short stories, novels, plays, legends, poetry, autobiographies/biographies, non-fiction of high interest) and media (e.g., music, films, videos, documentaries, the arts, photographs) genres.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 15 - OP15 Engaging in literature-based reading
			Skill 18 - OP18 Choosing a variety of reading material
TN 6.1.12b - Recognize the elements of each literary and media genre.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 16 - OP16 Acquiring understanding of literary features
			Skill 17 - OP17 Acquiring understanding of literary types
TN 6.1.12c - Identify the theme and determine if theme is stated or implied.			
TN 6.1.12d - Recognize that certain themes recur and be familiar with commonly recurring themes.			
TN 6.1.12e - Identify the plot element of exposition (i.e. introduction of characters, setting, and conflict) in print and non-print text.			
TN 6.1.12f - Explore the author's development of characters/characterization (e.g., through words, speeches, actions, thoughts, narrator's comments, interactions with other characters, motivations).	Product 1 - Accelerated Reader	Skill Area 3 - Reading Practice Quizzes (RPQ)	Skill 20 - RPQ20 Recognizing characters' feelings

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 6, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
			Skill 21 - RPQ21 Understanding characterization
		Skill Area 6 - Other Reading Quizzes (ORQ)	Skill 21 - ORQ21 Recognizing characters' feelings
			Skill 22 - ORQ22 Understanding characterization
		Skill Area 8 - Literacy Skills Quizzes - Initial Understanding (IU)	Skill 4 - IU04 Recognizing Feelings
			Skill 5 - IU05 Understanding Dialogue
		Skill Area 9 - Literacy Skills Quizzes - Literary Analysis (LA)	Skill 4 - LA04 Understanding Characterization
TN 6.1.12g - Identify the characteristics of stereotypical and realistic characters.			
TN 6.1.12h - Explore how an author creates mood to set a tone.	Product 1 - Accelerated Reader	Skill Area 9 - Literacy Skills Quizzes - Literary Analysis (LA)	Skill 6 - LA06 Understanding the Author's Craft
TN 6.1.12i - Compare and contrast the elements of plot between or among stories.			
TN 6.1.12j - Determine the narrator's/author's point of view (i.e. first person or third person).			
TN 6.1.12k - Summarize and paraphrase selected passages for discussion and/or written assignments or presentations.			
TN 6.1.12l - Demonstrate knowledge of similes, metaphors, personification, imagery, and symbolism.	Product 1 - Accelerated Reader	Skill Area 11 - Literacy Skills Quizzes - Constructing Meaning (CM)	Skill 1 - CM01 Deriving Word or Phrase Meaning
TN 6.1.12m - Explore deductive reasoning to facilitate and to extend understanding of texts.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 13 - OP13 Improving critical thinking
		Skill Area 10 - Literacy Skills Quizzes - Inferential Comprehension (IC)	Skill 2 - IC02 Drawing Conclusions
TN 6.1.12n - Explore the concepts of foreshadowing and flashback.	Product 1 - Accelerated Reader	Skill Area 9 - Literacy Skills Quizzes - Literary Analysis (LA)	Skill 6 - LA06 Understanding the Author's Craft

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 6, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 6.1.13 - Develop and sustain a motivation for reading.			
TN 6.1.13a - Visit libraries/media centers, book fairs, bookstores, and other print rich environments to explore books.			
TN 6.1.13b - Use personal criteria to select reading material (personal interest, knowledge of authors, text difficulty, text genres, recommendation of others).	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 4 - OP04 Matching book level to one's own reading level
			Skill 5 - OP05 Self-selecting appropriate books for success
			Skill 18 - OP18 Choosing a variety of reading material
			Skill 19 - OP19 Setting individual goals to increase reading comprehension
		Skill Area 15 - Professional Development (PD) - Set up for Success	Skill 3 - PD09 Selecting books to accelerate reading growth
			Skill 5 - PD11 Setting goals for quantity of reading practice and level of challenge(book level)
TN 6.1.13c - Read daily from self-selected materials.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 5 - OP05 Self-selecting appropriate books for success
		Skill Area 15 - Professional Development (PD) - Set up for Success	Skill 1 - PD07 Practicing reading daily in and outside of class
TN 6.1.13d - Relate literary experiences (book discussions, literary circles, writing, oral presentations, artistic expressions).			
TN 6.1.13e - Experience and develop an awareness of literature that reflects a diverse society.	Product 1 - Accelerated Reader	Skill Area 3 - Reading Practice Quizzes (RPQ)	Skill 11 - RPQ11 Understanding historical/cultural factors

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 6, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
		Skill Area 6 - Other Reading Quizzes (ORQ)	Skill 12 - ORQ12 Understanding historical/cultural factors
		Skill Area 9 - Literacy Skills Quizzes - Literary Analysis (LA)	Skill 5 - LA05 Understanding Historical/Cultural Factors
TN 6.1.13f - Maintain a personal reading list/or reading log/journal to reflect reading gains and accomplishments.	Product 1 - Accelerated Reader	Skill Area 15 - Professional Development (PD) - Set up for Success	Skill 5 - PD11 Setting goals for quantity of reading practice and level of challenge(book level)
		Skill Area 16 - Professional Development (PD) - Motivation	Skill 6 - PD25 Communicating regularly, student with the teacher, to monitor progress and set goals
TN 6.1.13g - Engage in reading as a leisure time activity.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 14 - OP14 Nurturing intrinsic love of reading
- WRITING			
TN 2.0 - The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.			
TN 6.2.01 - Engage in prewriting, using a variety of strategies.			
TN 6.2.01a - Generate, focus, and organize ideas through brainstorming, mapping and webbing, and classroom discussions.			
TN 6.2.01b - Use print and non-print materials along with prior knowledge to provide background for writing.			
TN 6.2.01c - Develop writing by using appropriate organizational strategies, including outlining and other graphic organizers, to show evidence of a prewriting plan.			
TN 6.2.01d - Select and limit a topic.			
TN 6.2.01e - Determine appropriate audience (i.e., personal).			

Standards List with Aligned Product Skills

Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 6, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 6.2.01f - Establish a purpose for writing (e.g., to inform, to describe, to explain, to persuade).			
TN 6.2.02 - Write for a variety of audiences and purposes.			
TN 6.2.02a - Determine the intended audience (i.e., a focus on personal audiences including classmates, family, friends, teachers, school, and community).			
TN 6.2.02b - Identify the mode, the usage level, and conventions for appropriate sharing of information with the selected personal audience.			
TN 6.2.02c - Continue to write competently in the narrative and descriptive modes.			
TN 6.2.02d - Explore writing in the expository mode.			
TN 6.2.02e - Write in response to expository prompts.			
TN 6.2.02f - Write personal reflections to experiences and events.			
TN 6.2.02g - Produce original works of creative and imaginative writings.			
TN 6.2.02h - Write to acquire knowledge (e.g., express, organize, and clarify thinking, take notes, synthesize information, enhance communication).			
TN 6.2.03 - Compose drafts of written works.			
TN 6.2.03a - Use prewriting plan to guide the first draft.			
TN 6.2.03b - Write and think freely while drafting.			
TN 6.2.03c - Select mode based on purpose.			
TN 6.2.03d - Develop a thesis statement appropriate to topic.			
TN 6.2.03e - Present sufficient knowledge of topic to reflect background and understanding			
TN 6.2.03f - Compose the draft with an introduction, a body, and a conclusion.			

Standards List with Aligned Product Skills

Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 6, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 6.2.03g - Use precise language including vivid words, colorful modifiers, and figurative language.			
TN 6.2.03h - Develop sentences that are clear, varied, and appropriate to the audience.			
TN 6.2.04 - Show evidence of and determine appropriate revisions within the written draft.			
TN 6.2.04a - Revise writing to focus on purpose.			
TN 6.2.04b - Evaluate and determine if word choices are appropriate for the target audience.			
TN 6.2.04c - Evaluate and revise writing to focus on fluency of thought and coherence (e.g., sentences and paragraphs flow smoothly together, evidence of syntactic variety/varied sentence structures).			
TN 6.2.04d - Evaluate and determine the effectiveness of the organization of the written draft (chronological order or sequence maintained, creative introduction, appropriate thesis, supportive statements, and effective transitions).			
TN 6.2.04e - Evaluate and revise writing to insure consistent development of ideas (e.g., appropriate and logical reasoning, key ideas covered, evidence of support for ideas, examples used, supportive statistics).			
TN 6.2.04f - Explore the use of words and phrases that create mood to establish a tone.			
TN 6.2.04g - Analyze writing for clarity of thought.			
TN 6.2.05 - Include editing before the completion of finished work.			
TN 6.2.05a - Edit for elements of language.			
TN 6.2.05b - Proofread using prior knowledge and reference materials.			

Standards List with Aligned Product Skills

Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 6, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 6.2.05c - Create readable documents.			
TN 6.2.06 - Evaluate own and others' writing.			
TN 6.2.06a - Develop and use a rubric for evaluation of writing focused on specific skills.			
TN 6.2.06b - Make appropriate suggestions for improvement, using the Tennessee State assessment rubric.			
TN 6.2.06c - Recognize the strengths, errors, and challenges in peers' writing.			
TN 6.2.06d - Evaluate improvements made in own and others' work.			
TN 6.2.07 - Experience numerous publishing opportunities.			
TN 6.2.07a - Produce a variety of written works suitable for publication and/or sharing.			
TN 6.2.07b - Use multiple technological resources to prepare and present work.			
TN 6.2.07c - Identify opportunities for publication (e.g., school bulletin boards and publications, board of education bulletin boards and publications, Internet websites, newspaper/periodicals).			
TN 6.2.08 - Write in the expository mode.			
TN 6.2.08a - Write in response to expository prompts, including frequent opportunities for timed writing.			
TN 6.2.08b - Write frequently in the expository mode.			
TN 6.2.08c - State a thesis with relevant supporting details.			
TN 6.2.08d - Determine the appropriate organizational format for an expository essay.			
TN 6.2.08e - Explore models of expository writing through reading.			
TN 6.2.08f - Determine an appropriate title that creatively reflects the topic.			

Standards List with Aligned Product Skills

Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 6, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 6.2.08g - Determine the qualities of strong introductory and concluding paragraphs to enrich writing assignments.			
TN 6.2.08h - Explain/illustrate key ideas clearly.			
TN 6.2.08i - Incorporate varied expository structures (i.e., compare/contrast and question/answer).			
TN 6.2.08j - Apply the Tennessee State assessment rubric to an expository essay.			
TN 6.2.08k - Continue to demonstrate facility in the use of language.			
TN 6.2.09 - Write frequently across all content areas.			
TN 6.2.09a - Produce a variety of creative works utilizing knowledge from the content areas (e.g., journals, magazines, poems, letters to the editor, dialogues between famous people, WebPages).			
TN 6.2.09b - Produce a variety of technical works utilizing knowledge from the content areas (e.g., explanations of projects, science experiment projects, demonstrations, editorials, documents).			
TN 6.2.09c - Research topics and organize gathered information from the content areas into presentable documents.			
TN 6.2.09d - Compose and respond to original questions and/or problems from all content areas.			
TN 6.2.09e - Respond expressively and creatively to the arts incorporating the arts into all content areas.			
TN 6.2.09f - React and respond to content area information in creative ways (e.g., create graphic, non-text essays; write and design a children's book).			

Standards List with Aligned Product Skills

Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 6, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 6.2.10 - Write expressively in order to develop an effective writing style.			
TN 6.2.10a - View, read, and/or listen to examples of various writing styles and modes.			
TN 6.2.10b - Demonstrate the use of vivid words (e.g., action verbs, figurative language).			
TN 6.2.10c - Support ideas through use of sensory details and/or concrete examples.			
TN 6.2.10d - Use a variety of sentence structures.			
TN 6.2.10e - Select appropriate transitional devices.			
TN 6.2.10f - Develop a consistent voice in original works.			
TN 6.2.11 - Write in response to literature.			
TN 6.2.11a - Express ideas or opinions through creative responses to a variety of literary forms and genres.			
TN 6.2.11b - Write basic character analyses.			
TN 6.2.11c - Demonstrate through writing an understanding of the elements of literature (i.e., setting and characters).			
TN 6.2.11d - Compare and contrast themes, settings, and characters, from a variety of literary selections and genres.			
TN 6.2.11e - Write creative, imaginative, and original responses to literature (e.g., poems, raps, stories, commercials).			
TN 6.2.12 - Write in a variety of modes and genres.			
TN 6.2.12a - Write works of fiction in the descriptive mode (e.g., short stories, t.v. scripts, fables, tall tales).			
TN 6.2.12b - Write poetry (e.g., haiku and bio-poem).			

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 6, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 6.2.12c - Write biographical/autobiographical sketches with specific actions and significant details.			
TN 6.2.12d - Continue to write friendly and business letters.			
TN 6.2.12e - Write diaries and journals in the narrative mode.			
TN 6.2.12f - Write and select appropriate mode for announcements, short scripts for radio, commercials, and letters to the editor.			
TN 6.2.12g - Develop and write personal essays for portfolio.			
TN 6.2.12h - Compose technical writing (e.g., directions to a geographical location, a recipe).			
TN 6.2.12i - Compile gathered information into a written research paper.			
TN 6.2.12j - Explore writing in the persuasive mode.			
TN 6.2.13 - Locate and analyze information to prepare written works and presentations.			
TN 6.2.13a - Use dictionaries, thesauruses, and other word reference materials.			
TN 6.2.13b - Utilize resources available in the media center.			
TN 6.2.13c - Conduct or read interviews to use as a primary source.			
TN 6.2.13d - Examine journals, diaries, and narratives as support for research.			
TN 6.2.13e - Use computer technology to find information and to create reports and presentations.			
TN 6.2.13f - Use examples and details collected from available resources.			
- ELEMENTS OF LANGUAGE			
TN 3.0 - The student will use standard English conventions and proper spelling as appropriate to speaking and writing.			

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 6, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 6.3.01 - Demonstrate knowledge of standard English usage.			
TN 6.3.01a - Use nouns appropriately (e.g., collective nouns, nouns as objects, predicate nouns).			
TN 6.3.01b - Use verbs appropriately (e.g., agree with the subject in person and number, action verbs that take objects, linking verbs, helping verbs, verb phrases, verb tenses, regular and irregular verb forms).			
TN 6.3.01c - Use pronouns appropriately (e.g., proper pronoun case, objects of prepositions, agreement with antecedents in person and number, indefinite, relative, and demonstrative pronouns).			
TN 6.3.01d - Use adjectives appropriately (e.g., predicate adjectives, comparative and superlative forms).			
TN 6.3.01e - Use adverbs appropriately (e.g., negatives, forms of comparative and superlative phrases).			
TN 6.3.01f - Use conjunctions appropriately (e.g., coordinating, subordinating).			
TN 6.3.01g - Place prepositional phrases correctly according to the words they modify within the sentence.			
TN 6.3.01h - Use interjections appropriately.			
TN 6.3.01i - Recognize usage errors (e.g., double negatives, troublesome word pairs {accept/except, capitol/capital, principle/principal, between/among}).			
TN 6.3.01j - Explore variations in the use of English in different parts of the country.			

Standards List with Aligned Product Skills

Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 6, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 6.3.02 - Demonstrate knowledge of standard English mechanics.			
TN 6.3.02a - Continue the correct use of capitalization (e.g., proper adjectives, within quotations).			
TN 6.3.02b - Demonstrate the correct use of commas (e.g., after introductory words, to set off appositive and interrupters, and before a coordinating conjunction joining independent clauses to form compound sentences; colons (e.g., in business letters, preceding a list of items); semicolons (e.g., to combine sentences); quotation marks (e.g., with explanatory material within the quote, proper use with end marks).			
TN 6.3.02c - Continue to form singular and plural possessives using apostrophes.			
TN 6.3.02d - Continue to write legibly.			
TN 6.3.03 - Demonstrate knowledge of standard English spelling.			
TN 6.3.03a - Spell high-frequency words correctly.			
TN 6.3.03b - Spell correctly commonly misspelled words appropriate to grade level.			
TN 6.3.03c - Spell correctly words commonly used in content specific vocabulary.			
TN 6.3.03d - Correctly spell affixed words (e.g., mis+spell=misspell; ready+ness=readiness.)			
TN 6.3.03e - Proofread and edit for accuracy of spelling, using appropriate strategies to confirm spelling and to correct errors.			
TN 6.3.03f - Determine correct spelling of words utilizing electronic and print tools (e.g., spell check, dictionaries, word walls, charts).			

Standards List with Aligned Product Skills

Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 6, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 6.3.03g - Maintain a consciousness toward correct spelling across the content areas.			
TN 6.3.04 - Demonstrate knowledge of correct sentence structure.			
TN 6.3.04a - Correct run-on sentences (fused or comma splice) (e.g., use punctuation, conjunctions, or other means to join or to separate the elements of a run-on sentence).			
TN 6.3.04b - Correct sentence fragments by supplying the missing sentence elements.			
TN 6.3.04c - Combine sentences using a variety of techniques (e.g., comma + coordinating conjunction, use of semicolon, introductory phrases and/or clauses).			
TN 6.3.04d - Identify and use adjectival and adverbial phrases and clauses.			
TN 6.3.04e - Use transitional words to indicate clear relationships within and among sentences and paragraphs.			

Standards List with Aligned Product Skills			
Agency Tag Set Name		Product Name	
Tennessee, English Language Arts, 2001, Grade 7, Curriculum Standards, produced by Tennessee Department of Education		Accelerated Reader	
Standard	Product Description	Skill Area Description	Skill Description
- READING			
TN 1.0 - The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print and non-print text.			
TN 7.1.01 - Continue to develop oral language and listening skills.			
TN 7.1.01a - Continue to model active listening in both formal and informal settings.			
TN 7.1.01b - Adhere to rules for public conversation.			
TN 7.1.01c - Continue to formulate and respond to questions from teachers and classmates.			
TN 7.1.01d - Continue to organize and share information, stories, experiences, ideas, and feelings with others in both formal and informal situations.			
TN 7.1.01e - Participate in creative responses to text (e.g. dramatizations, speeches).			
TN 7.1.01f - Deliver an oral presentation, using multiple sources of information from any content area, utilizing visual aids for contextual support.			
TN 7.1.01g - Use the proper stress, pitch, and juncture in oral reading and presenting.			
TN 7.1.01h - Continue to use a variety of non-verbal communication techniques to enhance meaning (e.g., posture, gestures, facial expressions, tone of voice, eye contact).			
TN 7.1.02 - Develop an understanding of the concepts of print and non-print materials.			
TN 7.1.02a - Use parts of text effectively for learning (e.g., title page, preface, table of contents, epilogue, glossary, appendix, index).	Product 1 - Accelerated Reader	Skill Area 3 - Reading Practice Quizzes (RPQ)	Skill 2 - RPQ02 Identifying book title and author

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 7, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
		Skill Area 6 - Other Reading Quizzes (ORQ)	Skill 2 - ORQ02 Identifying book title and author
TN 7.1.02b - Analyze the structure and organization of various text features to locate information (e.g., headings, key words, graphics, pictures, captions, sidebars).			
TN 7.1.02c - Identify the differences among various print and non-print formats (i.e. prose, poetry, newspaper/magazine, letters, dramas, technical manuals, screenplays, photographs, works of art, and textbooks).	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 17 - OP17 Acquiring understanding of literary types
TN 7.1.03 - Expand reading skills through phonemic awareness.			
TN 7.1.03a - Continue to develop an awareness of the sounds of language through repeated exposure to a variety of auditory experiences (e.g., poems, music lyrics, books on tape, read alouds).			
TN 7.1.03b - Analyze patterns of rhyme and rhythm to determine effectiveness.			
TN 7.1.03c - Analyze the effects of sound in language (e.g., alliteration [assonance and consonance], onomatopoeia, accent, repetition).			
TN 7.1.04 - Use decoding strategies to read unfamiliar words.			
TN 7.1.04a - Expand knowledge of root words, prefixes, and suffixes to facilitate the decoding of unknown words.	Product 1 - Accelerated Reader	Skill Area 13 - Vocabulary Acquisition (VA)	Skill 4 - VA04 Recognizing prefixes
			Skill 5 - VA05 Recognizing suffixes
TN 7.1.04b - Continue to use context clues to determine unknown words and identify multiple meaning words.	Product 1 - Accelerated Reader	Skill Area 13 - Vocabulary Acquisition (VA)	Skill 11 - VA11 Determining the definition of words with multiple meanings
TN 7.1.04c - Continue to decode unknown grade level words utilizing previous learned strategies and verify the words meaning within the context of the selection.	Product 1 - Accelerated Reader	Skill Area 13 - Vocabulary Acquisition (VA)	Skill 9 - VA09 Using context clues to infer the meaning of unfamiliar words

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 7, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
			Skill 10 - VA10 Supporting interpretations with examples drawn from text
TN 7.1.05 - Read to develop fluency, expression, and accuracy.			
TN 7.1.05a - Continue to demonstrate the ability to read fluently with expression, accuracy, and poise from a variety of texts (e.g., paired reading, choral reading, and read alongs).			
TN 7.1.05b - Continue to participate in guided reading.			
TN 7.1.05c - Continue to read using appropriate pronunciation, expression, and rate.			
TN 7.1.05d - Continue to adjust speed based on the purpose for reading.			
TN 7.1.05e - Continue to read independently on a daily basis.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 1 - OP01 Engaging in guided independent reading practice
		Skill Area 15 - Professional Development (PD) - Set up for Success	Skill 1 - PD07 Practicing reading daily in and outside of class
			Skill 2 - PD08 Reading independently with guidance
TN 7.1.06 - Expand reading vocabulary.			
TN 7.1.06a - Continue to build vocabulary by listening to literature, participating in class discussions, and reading self-selected and assigned texts.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 5 - OP05 Self-selecting appropriate books for success
			Skill 18 - OP18 Choosing a variety of reading material
		Skill Area 13 - Vocabulary Acquisition (VA)	Skill 1 - VA01 Reading from a variety of genres
TN 7.1.06b - Build vocabulary by reading from a wide variety of texts, literary genres and modes.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 5 - OP05 Self-selecting appropriate books for success

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 7, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
			Skill 18 - OP18 Choosing a variety of reading material
		Skill Area 13 - Vocabulary Acquisition (VA)	Skill 1 - VA01 Reading from a variety of genres
TN 7.1.06c - Determine word meanings using expanded knowledge of roots, prefixes, and suffixes.	Product 1 - Accelerated Reader	Skill Area 13 - Vocabulary Acquisition (VA)	Skill 4 - VA04 Recognizing prefixes
			Skill 5 - VA05 Recognizing suffixes
TN 7.1.06d - Continue to determine the meaning of unfamiliar words using context clues, dictionaries, electronic sources, glossaries, and other resources.	Product 1 - Accelerated Reader	Skill Area 13 - Vocabulary Acquisition (VA)	Skill 9 - VA09 Using context clues to infer the meaning of unfamiliar words
TN 7.1.06e - Continue to replace unknown words with appropriate synonyms and/or antonyms to determine word meaning.			
TN 7.1.06f - Analyze and incorporate grade appropriate synonyms, antonyms, homonyms, and multiple meaning words into reading vocabulary and writing.	Product 1 - Accelerated Reader	Skill Area 13 - Vocabulary Acquisition (VA)	Skill 11 - VA11 Determining the definition of words with multiple meanings
			Skill 12 - VA12 Applying knowledge of synonyms to determine meaning
TN 7.1.06g - Continue to foster word consciousness (e.g., word play, word walls, graphic organizers, nuances of words, new and unusual words to share).			
TN 7.1.06h - Use mnemonic devices (e.g. rhyming words, vocabulary cartoons, kinesthetics) to acquire new vocabulary.			
TN 7.1.06i - Continue to determine the correct meaning/usage of multiple meaning words.	Product 1 - Accelerated Reader	Skill Area 13 - Vocabulary Acquisition (VA)	Skill 11 - VA11 Determining the definition of words with multiple meanings
TN 7.1.06j - Select the correct word or phrase to complete an analogy.			

Standards List with Aligned Product Skills			
Agency Tag Set Name		Product Name	
Tennessee, English Language Arts, 2001, Grade 7, Curriculum Standards, produced by Tennessee Department of Education		Accelerated Reader	
Standard	Product Description	Skill Area Description	Skill Description
TN 7.1.06k - Consider word etymology and semantic change as part of vocabulary study.			
TN 7.1.06l - Recognize, decode, and interpret widely used foreign phrases (e.g., bon voyage; mi casa es su casa).			
TN 7.1.06m - Define connotation and denotation to use for vocabulary studies.			
TN 7.1.06n - Discover ways by which a language acquires new words (e.g., borrowing from other languages, compounding words).			
TN 7.1.06o - Identify words that serve as clues to reveal time periods and cultures represented (e.g. use of vocabulary associated with a particular time period, region, or country).			
TN 7.1.07 - Employ pre-reading strategies to facilitate comprehension.			
TN 7.1.07a - Continue to establish a purpose for reading (e.g., to understand, to interpret, to enjoy, to solve problems, to answer specific questions, to discover information/facts, to discover models of writing).			
TN 7.1.07b - Utilize reference sources and personal experience to build background knowledge for reading.			
TN 7.1.07c - Continue to use previously learned strategies to front load text (e.g., skimming and scanning).			
TN 7.1.07d - Continue to preview text, using supports (e.g., illustrations/pictures, captions, timelines, graphs, diagrams, headings, subheadings, and footnotes).			
TN 7.1.07e - Explain the importance and the significance of the reading selections to learning and life.			

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 7, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 7.1.07f - Define significant words to be encountered in the text.	Product 1 - Accelerated Reader	Skill Area 15 - Professional Development (PD) - Set up for Success	Skill 8 - PD14 Reviewing lists of book-specific vocabulary words before and during reading
TN 7.1.07g - Make predictions about text.	Product 1 - Accelerated Reader	Skill Area 10 - Literacy Skills Quizzes - Inferential Comprehension (IC)	Skill 5 - IC05 Making Predictions
TN 7.1.07h - Relate text to prior personal experiences or opinions, historical knowledge, and current events as well as previously read print and non-print texts.			
TN 7.1.08 - Use active comprehension strategies to derive meaning while reading and to check for understanding after reading.			
TN 7.1.08a - Derive meaning while reading.			
TN 7.1.08a1 - Derive meaning while reading by continuing to formulate clarifying questions.			
TN 7.1.08a2 - Derive meaning while reading by adjusting predictions made while pre-reading based on information gained.			
TN 7.1.08a3 - Derive meaning while reading by continuing to predict outcomes, state reasonable generalizations, and draw conclusions based on prior knowledge and information gained while reading.	Product 1 - Accelerated Reader	Skill Area 10 - Literacy Skills Quizzes - Inferential Comprehension (IC)	Skill 2 - IC02 Drawing Conclusions
			Skill 5 - IC05 Making Predictions
TN 7.1.08a4 - Derive meaning while reading by using metacognitive and self-monitoring strategies while reading (pausing, rereading, miscues, consulting other sources, reading ahead).	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 8 - OP08 Building comprehension
TN 7.1.08a5 - Derive meaning while reading by engaging in reading between the lines (i.e., imagining parallel events, stating implied information.)			

Standards List with Aligned Product Skills

Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 7, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 7.1.08a6 - Derive meaning while reading by continuing to create mental pictures from abstract information.			
TN 7.1.08a7 - Derive meaning while reading by continuing to relate text to prior personal experiences or opinions as well as previously read print and non-print texts.			
TN 7.1.08a8 - Derive meaning while reading by making inferences and recognizing unstated assumptions.	Product 1 - Accelerated Reader	Skill Area 10 - Literacy Skills Quizzes - Inferential Comprehension (IC)	Skill 3 - IC03 Making Inferences
TN 7.1.08a9 - Derive meaning while reading by verifying or modifying pre-reading purpose as additional information is obtained.			
TN 7.1.08a10 - Derive meaning while reading by exploring ways to interact with text (e.g., mark the text, use post-it notes, ask questions and make comments within the text).			
TN 7.1.08b - Derive meaning after reading.			
TN 7.1.08b1 - Derive meaning after reading by indicating and analyzing the sequence of events.	Product 1 - Accelerated Reader	Skill Area 3 - Reading Practice Quizzes (RPQ)	Skill 14 - RPQ14 Recalling sequence of events
		Skill Area 6 - Other Reading Quizzes (ORQ)	Skill 15 - ORQ15 Recalling sequence of events
		Skill Area 8 - Literacy Skills Quizzes - Initial Understanding (IU)	Skill 6 - IU06 Understanding Sequence
TN 7.1.08b2 - Derive meaning after reading by recognizing and stating the main idea/central element in a given reading selection noting details that support the main idea/central element.	Product 1 - Accelerated Reader	Skill Area 3 - Reading Practice Quizzes (RPQ)	Skill 7 - RPQ07 Recalling details
			Skill 16 - RPQ16 Identifying the main idea
		Skill Area 6 - Other Reading Quizzes (ORQ)	Skill 8 - ORQ08 Recalling details

Standards List with Aligned Product Skills			
Agency Tag Set Name		Product Name	
Tennessee, English Language Arts, 2001, Grade 7, Curriculum Standards, produced by Tennessee Department of Education		Accelerated Reader	
Standard	Product Description	Skill Area Description	Skill Description
			Skill 17 - ORQ17 Identifying the main idea
		Skill Area 8 - Literacy Skills Quizzes - Initial Understanding (IU)	Skill 3 - IU03 Recognizing Details
		Skill Area 11 - Literacy Skills Quizzes - Constructing Meaning (CM)	Skill 6 - CM06 Understanding the Main Idea
TN 7.1.08b3 - Derive meaning after reading by identifying the author's purpose and determining if the purpose is met.			
TN 7.1.08b4 - Derive meaning after reading by discussing similarities and differences in events and characters using evidence cited from the text or various texts.	Product 1 - Accelerated Reader	Skill Area 10 - Literacy Skills Quizzes - Inferential Comprehension (IC)	Skill 1 - IC01 Comparing and Contrasting
TN 7.1.08b5 - Derive meaning after reading by finding contextual support for responses to questions, for assistance in formulating ideas and opinions, and for supporting personal responses.			
TN 7.1.08b6 - Derive meaning after reading by analyzing cause and effect relationships.	Product 1 - Accelerated Reader	Skill Area 10 - Literacy Skills Quizzes - Inferential Comprehension (IC)	Skill 6 - IC06 Recognizing Cause and Effect
TN 7.1.08b7 - Derive meaning after reading by analyzing statements as fact or opinion.	Product 1 - Accelerated Reader	Skill Area 11 - Literacy Skills Quizzes - Constructing Meaning (CM)	Skill 2 - CM02 Differentiating Fact and Opinion
TN 7.1.08b8 - Derive meaning after reading by interpreting figurative language (e.g., idioms, similes, metaphors, personification, imagery, puns).	Product 1 - Accelerated Reader	Skill Area 11 - Literacy Skills Quizzes - Constructing Meaning (CM)	Skill 1 - CM01 Deriving Word or Phrase Meaning
TN 7.1.08b9 - Derive meaning after reading by demonstrating an understanding of implied themes and identify themes that commonly recur in literature.			
TN 7.1.08b10 - Derive meaning after reading by reflecting upon comprehension strategies utilized to make meaning from texts.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 8 - OP08 Building comprehension

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 7, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 7.1.08b11 - Derive meaning after reading by continuing to make connections among various print and non-print texts.			
TN 7.1.08b12 - Derive meaning after reading by continuing to make connections among the various literary genres and themes with personal, historical, and cultural experiences.			
TN 7.1.09 - Refine study skills and develop methods of research to enhance learning.			
TN 7.1.09a - Use and discern appropriate reference sources in various formats (e.g. encyclopedias, card/electronic catalogs, almanacs, periodicals, Internet).			
TN 7.1.09b - Use media (e.g. on-line catalog, non-fiction books, encyclopedias, CD-ROM, references, Internet) to view, read, and represent information.	Product 1 - Accelerated Reader	Skill Area 6 - Other Reading Quizzes (ORQ)	Skill 3 - ORQ03 Reading textbooks for information
		Skill Area 16 - Professional Development (PD) - Motivation	Skill 11 - PD30 Reading textbooks and assigned reading for information
			Skill 12 - PD31 Reading magazine articles for information
TN 7.1.09c - Use current technology (e.g., the Internet, CD-ROMs, online catalogs) as a research communication tool.			
TN 7.1.09d - Use a variety of reference sources (e.g., biographical sketches, letters, diaries, encyclopedia, periodicals).			
TN 7.1.09e - Distinguish between primary and secondary source documents.			
TN 7.1.09f - Continue to use the dictionary, glossary, thesaurus, and other word-referenced materials.			
TN 7.1.09g - Continue to use skimming and scanning skills.			

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 7, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 7.1.09h - Retrieve, organize, represent, and analyze information to demonstrate effectively knowledge acquired.			
TN 7.1.09i - Develop and use notes that include important concepts, summaries, and identification of reference sources.			
TN 7.1.09j - Analyze various forms of media and consider their impact on daily life.			
TN 7.1.09k - Recognize and use the techniques of propaganda (i.e. bandwagon, loaded words, testimonials).			
TN 7.1.09l - Select and use a variety of sources to prepare a research paper that includes a title page, outline, notes, and a bibliography.			
TN 7.1.10 - Develop skills to facilitate reading in a variety of content areas.			
TN 7.1.10a - Increase and maintain vocabulary specific to content and to current events.			
TN 7.1.10b - Continue to locate information using available text features (e.g., maps, charts, timelines, graphics, footnotes, indexes, glossaries, and tables of content, captions).			
TN 7.1.10c - Apply and analyze comprehension skills and strategies to informational text in the content areas.	Product 1 - Accelerated Reader	Skill Area 15 - Professional Development (PD) - Set up for Success	Skill 13 - PD19 Focusing attention on reading and cognitive skills to help with learning other subjects
TN 7.1.10d - Continue to use self-correction strategies while reading (pausing, rereading, consulting other sources, miscues).	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 8 - OP08 Building comprehension
TN 7.1.10e - Continue to interact with the text.			
TN 7.1.10f - Assess the reliability of sources.			
TN 7.1.11 - Read independently for a variety of purposes.			

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 7, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 7.1.11a - Read for literary experience.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 1 - OP01 Engaging in guided independent reading practice
			Skill 14 - OP14 Nurturing intrinsic love of reading
			Skill 15 - OP15 Engaging in literature-based reading
TN 7.1.11b - Read to gain information.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 1 - OP01 Engaging in guided independent reading practice
		Skill Area 6 - Other Reading Quizzes (ORQ)	Skill 3 - ORQ03 Reading textbooks for information
		Skill Area 16 - Professional Development (PD) - Motivation	Skill 11 - PD30 Reading textbooks and assigned reading for information
			Skill 12 - PD31 Reading magazine articles for information
TN 7.1.11c - Read to perform a task.			
TN 7.1.11d - Read for enjoyment.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 14 - OP14 Nurturing intrinsic love of reading
			Skill 18 - OP18 Choosing a variety of reading material
TN 7.1.11e - Read to expand vocabulary.	Product 1 - Accelerated Reader	Skill Area 12 - Vocabulary Practice Quizzes (VPQ)	Skill 1 - VPQ01 Acquiring vocabulary by encountering words in context
			Skill 2 - VPQ02 Learning new vocabulary in context
		Skill Area 13 - Vocabulary Acquisition (VA)	Skill 1 - VA01 Reading from a variety of genres
TN 7.1.11f - Read to build fluency.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 6 - OP06 Recognizing effect of reading practice on reading level
			Skill 12 - OP12 Accelerating reading growth

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 7, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
		Skill Area 3 - Reading Practice Quizzes (RPQ)	Skill 3 - RPQ03 Practicing reading with guidance and accountability
		Skill Area 6 - Other Reading Quizzes (ORQ)	Skill 4 - ORQ04 Practicing reading with guidance and accountability
		Skill Area 15 - Professional Development (PD) - Set up for Success	Skill 1 - PD07 Practicing reading daily in and outside of class
TN 7.1.12 - Experience and explore the elements of various literary and media genres.			
TN 7.1.12a - Continue to read, view, recognize various literary (e.g., short stories, novels, plays, legends, poetry, autobiographies/biographies, non-fiction of high interest) and media (e.g., music, films, videos, documentaries, visual and performing arts) genres.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 15 - OP15 Engaging in literature-based reading
			Skill 18 - OP18 Choosing a variety of reading material
TN 7.1.12b - Recognize the distinguishing elements of various literary and media genres.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 16 - OP16 Acquiring understanding of literary features
			Skill 17 - OP17 Acquiring understanding of literary types
TN 7.1.12c - Identify the elements found in the exposition (i.e. introduction of characters, setting, and conflict) of print and non-print text.			
TN 7.1.12d - Determine how the author develops characters/characterization (e.g., through words, speech, actions, thoughts, narrator, interactions, motivation).	Product 1 - Accelerated Reader	Skill Area 3 - Reading Practice Quizzes (RPQ)	Skill 21 - RPQ21 Understanding characterization
		Skill Area 6 - Other Reading Quizzes (ORQ)	Skill 22 - ORQ22 Understanding characterization

Standards List with Aligned Product Skills

Agency Tag Set Name		Product Name	
Tennessee, English Language Arts, 2001, Grade 7, Curriculum Standards, produced by Tennessee Department of Education		Accelerated Reader	
Standard	Product Description	Skill Area Description	Skill Description
		Skill Area 9 - Literacy Skills Quizzes - Literary Analysis (LA)	Skill 4 - LA04 Understanding Characterization
			Skill 6 - LA06 Understanding the Author's Craft
TN 7.1.12e - Identify and explain the rising action, climax, and falling action of a story/event.	Product 1 - Accelerated Reader	Skill Area 3 - Reading Practice Quizzes (RPQ)	Skill 12 - RPQ12 Recognizing plot
		Skill Area 6 - Other Reading Quizzes (ORQ)	Skill 13 - ORQ13 Recognizing plot
		Skill Area 9 - Literacy Skills Quizzes - Literary Analysis (LA)	Skill 1 - LA01 Recognizing Plot
TN 7.1.12f - Identify words and phrases used by authors to create mood to establish a tone.			
TN 7.1.12g - Compare and contrast elements of plot between or among stories.			
TN 7.1.12h - Continue to identify how point of view (i.e., first person or third person, limited and omniscient) shapes the plot of the story or the perspective of the characters and audience.			
TN 7.1.12i - Summarize and paraphrase selected passages/film clips for discussion and/or for written assignments or presentations.			
TN 7.1.12j - Make inferences about print and non-print text.	Product 1 - Accelerated Reader	Skill Area 10 - Literacy Skills Quizzes - Inferential Comprehension (IC)	Skill 3 - IC03 Making Inferences
TN 7.1.12k - Use deductive reasoning to facilitate and to extend understanding of print and non-print texts.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 13 - OP13 Improving critical thinking
		Skill Area 10 - Literacy Skills Quizzes - Inferential Comprehension (IC)	Skill 2 - IC02 Drawing Conclusions

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 7, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 7.1.12l - Explore the differences among non-fiction materials (e.g., letters, memoirs, diaries, journals, autobiographies, biographies, and educational, informational and technical texts).			
TN 7.1.12m - Demonstrate knowledge of similes, metaphors, personification, symbolism, idioms, puns, flashback and foreshadowing.	Product 1 - Accelerated Reader	Skill Area 9 - Literacy Skills Quizzes - Literary Analysis (LA)	Skill 6 - LA06 Understanding the Author's Craft
		Skill Area 11 - Literacy Skills Quizzes - Constructing Meaning (CM)	Skill 1 - CM01 Deriving Word or Phrase Meaning
TN 7.1.12n - Explore the concept of irony.			
TN 7.1.13 - Develop and sustain a motivation for reading.			
TN 7.1.13a - Visit libraries/media centers, book fairs, bookstores, and other print rich environments to explore books.			
TN 7.1.13b - Use personal criteria to select reading material (e.g., personal interest, knowledge of authors, text difficulty, text genres, recommendation of others).	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 4 - OP04 Matching book level to one's own reading level
			Skill 5 - OP05 Self-selecting appropriate books for success
			Skill 18 - OP18 Choosing a variety of reading material
			Skill 19 - OP19 Setting individual goals to increase reading comprehension
		Skill Area 15 - Professional Development (PD) - Set up for Success	Skill 3 - PD09 Selecting books to accelerate reading growth
			Skill 5 - PD11 Setting goals for quantity of reading practice and level of challenge(book level)

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 7, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 7.1.13c - Read daily from self-selected materials.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 5 - OP05 Self-selecting appropriate books for success
		Skill Area 15 - Professional Development (PD) - Set up for Success	Skill 1 - PD07 Practicing reading daily in and outside of class
TN 7.1.13d - Relate literary experiences (e.g., book discussions, literary circles, writing, oral presentations, artistic expressions).			
TN 7.1.13e - Experience and develop an awareness of literature that reflects a diverse society and encourages tolerance.	Product 1 - Accelerated Reader	Skill Area 3 - Reading Practice Quizzes (RPQ)	Skill 11 - RPQ11 Understanding historical/cultural factors
		Skill Area 6 - Other Reading Quizzes (ORQ)	Skill 12 - ORQ12 Understanding historical/cultural factors
		Skill Area 9 - Literacy Skills Quizzes - Literary Analysis (LA)	Skill 5 - LA05 Understanding Historical/Cultural Factors
TN 7.1.13f - Maintain a personal reading list/or reading log/journal to reflect reading gains and accomplishments.	Product 1 - Accelerated Reader	Skill Area 15 - Professional Development (PD) - Set up for Success	Skill 5 - PD11 Setting goals for quantity of reading practice and level of challenge(book level)
		Skill Area 16 - Professional Development (PD) - Motivation	Skill 6 - PD25 Communicating regularly, student with the teacher, to monitor progress and set goals
- WRITING			
TN 2.0 - The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.			
TN 7.2.01 - Engage in prewriting, using a variety of strategies.			
TN 7.2.01a - Generate, focus, and organize ideas through personal resources, brainstorming, literary models, and classroom discussions.			

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 7, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 7.2.01b - Use print and non-print materials, along with prior knowledge and content area knowledge, to provide background for writing.			
TN 7.2.01c - Continue to develop writing by using appropriate organizational strategies, including outlining and other graphic organizers, to produce a prewriting plan that leads to writing.			
TN 7.2.01d - Select, limit, and refine a topic.			
TN 7.2.01e - Determine appropriate audience (i.e., formal audience).			
TN 7.2.01f - Evaluate purposes for writing (e.g., to inform, to describe, to explain, to persuade).			
TN 7.2.02 - Write for a variety of audiences and purposes.			
TN 7.2.02a - Determine the intended audience (i.e., formal audience).			
TN 7.2.02b - Identify the mode, the usage level, and conventions for appropriate sharing of information with the selected personal audience.			
TN 7.2.02c - Continue to write competently in the narrative and descriptive modes.			
TN 7.2.02d - Develop and refine writing in the expository mode.			
TN 7.2.02e - Continue to write in response to expository prompts.			
TN 7.2.02f - Explore the techniques of persuasive writing.			
TN 7.2.02g - Write personal reflections of experiences and events for self and others.			
TN 7.2.02h - Continue to produce original works of creative and imaginative writings.			
TN 7.2.02i - Continue to write to acquire knowledge (e.g., express, organize, and clarify thinking, take notes, synthesize information, enhance communication).			

Standards List with Aligned Product Skills

Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 7, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 7.2.03 - Compose drafts of written works.			
TN 7.2.03a - Continue to use prewriting plan to guide the first draft.			
TN 7.2.03b - Continue to write and think freely while drafting.			
TN 7.2.03c - Select mode based on purpose (i.e., descriptive, narrative, expository, and persuasive).			
TN 7.2.03d - Develop a thesis statement appropriate to topic.			
TN 7.2.03e - Support and focus on topic, using details.			
TN 7.2.03f - Present and support sufficient knowledge of topic to reflect background and understanding.			
TN 7.2.03g - Compose the draft with an introduction to engage the audience interest, body paragraphs, and a conclusion.			
TN 7.2.03h - Use precise language including active verbs, vivid words, colorful modifiers, figurative language, and imagery.			
TN 7.2.03i - Continue to develop sentences that are clear, varied, and appropriate to the audience.			
TN 7.2.04 - Show evidence of and determine appropriate revisions within the written draft.			
TN 7.2.04a - Revise writing to focus on purpose and audience.			
TN 7.2.04b - Evaluate and determine if word choices are appropriate for the target audience.			
TN 7.2.04c - Evaluate and revise writing to focus on fluency of thought and coherence (e.g., sentences and paragraphs flow smoothly together, evidence of syntactic variety/varied sentence structures).			

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 7, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 7.2.04d - Evaluate and determine the effectiveness of the organization of the written draft (e.g., chronological order or sequence maintained, creative introduction, appropriate thesis, supportive statements, and effective transitions).			
TN 7.2.04e - Evaluate and revise writing to insure consistent development of ideas (e.g., appropriate and logical reasoning, key ideas covered, evidence of support for ideas, examples used, supportive statistics).			
TN 7.2.04f - Explore the use of words and phrases that create mood to establish a tone.			
TN 7.2.04g - Analyze writing for clarity of thought.			
TN 7.2.05 - Include editing before the completion of finished work.			
TN 7.2.05a - Continue to edit for elements of language.			
TN 7.2.05b - Proofread using prior knowledge and experience, reference materials, and technology.			
TN 7.2.05c - Continue to create readable documents.			
TN 7.2.05d - Explore appropriate proofreading symbols.			
TN 7.2.06 - Evaluate own and others' writing.			
TN 7.2.06a - Continue to develop and use a rubric for evaluation.			
TN 7.2.06b - Continue to make appropriate suggestions for improvement, using state assessment rubric.			
TN 7.2.06c - Recognize the strengths, errors, and challenges in peers' writing and make appropriate comments of praise and suggestions for improvement.			
TN 7.2.06d - Continue to evaluate improvements made in own work and others' work.			

Standards List with Aligned Product Skills

Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 7, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 7.2.07 - Experience numerous publishing opportunities.			
TN 7.2.07a - Produce a final draft of a selected work suitable for publication and/or sharing.			
TN 7.2.07b - Use multiple technological sources to prepare and present work and to add graphs, tables, and/or illustrations.			
TN 7.2.07c - Identify opportunities for publication (e.g., school bulletin boards and publications, local and national contests, Internet websites, newspaper/periodicals).			
TN 7.2.08 - Write in the expository mode.			
TN 7.2.08a - Write in response to expository prompts, including frequent opportunities for timed writing.			
TN 7.2.08b - Write frequently in the expository mode.			
TN 7.2.08c - State a well-developed, appropriate thesis.			
TN 7.2.08d - Support and focus topic with relevant elaboration using supporting details and/or supporting examples.			
TN 7.2.08e - Select the most appropriate organizational format for an expository essay.			
TN 7.2.08f - Use models of expository writing to enhance the writing process.			
TN 7.2.08g - Create and select an appropriate title that creatively and accurately reflects the topic.			
TN 7.2.08h - Determine the qualities of strong and clinching concluding paragraphs to enrich writing assignments.			
TN 7.2.08i - Continue to explain/illustrate key ideas clearly.			
TN 7.2.08j - Incorporate varied expository structures (i.e., problem and solution, and present potential arguments).			

Standards List with Aligned Product Skills

Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 7, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 7.2.08k - Continue to apply the Tennessee state assessment rubric to an expository essay.			
TN 7.2.08l - Continue to demonstrate facility in the use of language.			
TN 7.2.09 - Write frequently across all content areas.			
TN 7.2.09a - Continue to produce a variety of creative works utilizing knowledge from the content areas (e.g., journals, magazines, poems, letters to the editor, dialogues between famous people, WebPages).			
TN 7.2.09b - Continue to produce a variety of technical works utilizing knowledge from the content areas (e.g., explanations of projects and problems, science experiment projects, demonstrations, editorials, documents).			
TN 7.2.09c - Continue to research topics and organize gathered information from the content areas into presentable documents.			
TN 7.2.09d - Continue to compose and respond to original questions and/or problems from all content areas.			
TN 7.2.09e - Continue to respond expressively and creatively to the arts incorporating the arts into all content areas.			
TN 7.2.09f - Continue to react and respond to content area information in creative ways (e.g., create graphic, non-print essays; write and design a children's book and create a tape to accompany book).			
TN 7.2.09g - Incorporate knowledge from the content areas across the content areas to enhance writing and display knowledge.			

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 7, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 7.2.10 - Write expressively in order to develop an effective writing style.			
TN 7.2.10a - Continue to view, read, and/or listen to examples of various writing styles.			
TN 7.2.10b - Demonstrate the use of vivid words (e.g., action verbs, figurative language, and imagery).			
TN 7.2.10c - Support ideas through use of sensory details, concrete examples, and anecdotes.			
TN 7.2.10d - Continue to use a variety of sentence structures.			
TN 7.2.10e - Continue to select appropriate transitional devices to enhance organization and unity of work.			
TN 7.2.10f - Develop a unique and consistent voice in original works.			
TN 7.2.11 - Write in response to literature.			
TN 7.2.11a - Continue to express ideas or opinions through creative responses to a variety of literary forms and genres.			
TN 7.2.11b - Write extended character analyses.			
TN 7.2.11c - Demonstrate through writing an understanding of the elements of literature (e.g., plot, conflicts, setting, and characters).			
TN 7.2.11d - Compare and contrast plots, conflicts, themes, and characters, from a variety of literary selections and genres.			
TN 7.2.11e - Write creative, imaginative, and original responses to literature to enhance the literary experience (e.g., poems, songs, stories, dances, art, advertising campaigns).			
TN 7.2.12 - Write in a variety of forms and genres.			
TN 7.2.12a - Write works of fiction in the descriptive or narrative modes (e.g., short story, television scripts, fables, tall tales).			

Standards List with Aligned Product Skills

Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 7, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 7.2.12b - Write poetry (e.g., haiku, bio-poem, limericks).			
TN 7.2.12c - Write biographical/autobiographical sketches, using relevant dialogue and anecdotes.			
TN 7.2.12d - Continue to write friendly and business letters.			
TN 7.2.12e - Write reflective pieces to clarify thinking and determine understanding.			
TN 7.2.12f - Write and select appropriate mode for documentary scripts, commercials, journalistic articles, and letters to the editor.			
TN 7.2.12g - Write personal essays and collect other works for portfolio.			
TN 7.2.12h - Compose technical writing (e.g., to set a VCR or computer, to assemble a bike or other product).			
TN 7.2.12i - Assemble collected information into a research document or presentation.			
TN 7.2.12j - Write a persuasive argument, stating a clear position supported by relevant evidence to convince an audience.			
TN 7.2.13 - Locate and analyze information to prepare written presentations or reports.			
TN 7.2.13a - Continue to use dictionaries, thesauruses and other word referenced materials.			
TN 7.2.13b - Continue to utilize resources available in the media center.			
TN 7.2.13c - Demonstrate ability to use interviews in writing and presenting.			
TN 7.2.13d - Examine surveys and polls as support for research.			
TN 7.2.13e - Continue to use computer technology to find information, to create reports and presentations, and to support research.			

Standards List with Aligned Product Skills

Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 7, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 7.2.13f - Continue to use examples and details collected from available resources.			
TN 7.2.13g - Recognize that two equally reliable sources may present material from different perspectives.			
- ELEMENTS OF LANGUAGE			
TN 3.0 - The student will use standard English conventions and proper spelling as appropriate to speaking and writing.			
TN 7.3.01 - Demonstrate knowledge of standard English usage.			
TN 7.3.01a - Use nouns correctly (e.g., collective nouns, compound nouns, noun functions as direct and indirect objects, and as predicate nouns).			
TN 7.3.01b - Use verbs appropriately (e.g. agreement with subject in person and number, verbs that take objects, linking verbs with predicate adjectives and predicate nouns; verb phrases, consistency in verb tenses, regular and irregular verb forms, correct use of the three simple and the three perfect tenses).			
TN 7.3.01c - Use pronouns appropriately (e.g., proper case: nominative, objective, possessive; reflexive pronouns, interrogative, demonstrative; agreement of pronouns with their antecedents).			
TN 7.3.01d - Use adjectives appropriately (e.g., comparative and superlative forms, compound predicate adjectives, adjective clauses).			
TN 7.3.01e - Use adverbs appropriately (e.g., comparative and superlative forms, punctuation with introductory adverb phrases and clauses, correct placement within the sentence).			

Standards List with Aligned Product Skills

Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 7, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 7.3.01f - Use conjunctions appropriately (e.g., coordinating, correlative, and subordinating conjunctions to combine words, phrases, clauses, and sentences).			
TN 7.3.01g - Identify and use appropriately prepositional phrases. (Recognize them as adjective/adverb modifiers and note their functions in the sentence.)			
TN 7.3.01h - Use interjections appropriately.			
TN 7.3.01i - Recognize and correct usage errors (e.g., subject/verb agreement, pronoun case {with emphasis on who/whom}), double negatives, comparative and superlative forms, troublesome word pairs {rise/raise, stationary/stationery, complement/compliment, beside/besides}).			
TN 7.3.02 - Demonstrate knowledge of standard English mechanics.			
TN 7.3.02a - Continue the correct use of capitalization (e.g., titles, friendly and business letters, quotations, proper adjectives).			
TN 7.3.02b - Demonstrate the correct use of commas (e.g., after introductory words, phrases or clauses; setting off appositive and interrupters; before a coordinating conjunction joining independent clauses to form compound sentences); colons (e.g., in business letters or before a list of items in a series); semicolons (e.g., titles, words, letters, and figures); quotation marks (e.g., with direct quotations, to set off dialogue in titles, use of end punctuation with quotation marks).			
TN 7.3.02c - Continue to form both singular and plural possessives using apostrophes.			
TN 7.3.02d - Continue to write legibly.			

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 7, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 7.3.03 - Demonstrate knowledge of standard English spelling.			
TN 7.3.03a - Spell high frequency words correctly.			
TN 7.3.03b - Spell correctly commonly misspelled words appropriate to grade level.			
TN 7.3.03c - Spell correctly words commonly used in content specific vocabulary.			
TN 7.3.03d - Recognize incorrectly spelled words within the context of sentences or phrases.			
TN 7.3.03e - Spell affixes correctly (e.g., il+legible=illegible; dine+ing=dining).			
TN 7.3.03f - Proofread and edit for accuracy of spelling, using appropriate strategies to confirm spelling and to correct errors.			
TN 7.3.03g - Determine correct spelling of words utilizing electronic and print tools (e.g., spell check, dictionaries, word walls, and charts).			
TN 7.3.03h - Maintain a consciousness toward correct spelling across the content areas.			
TN 7.3.04 - Demonstrate knowledge of correct sentence structure.			
TN 7.3.04a - Correct run-on sentences by using conjunctions, semicolons, and periods to join or to separate run-on elements.			
TN 7.3.04b - Correct sentence fragments by supplying the missing elements.			
TN 7.3.04c - Recognize and differentiate among simple, compound, and complex sentences.			
TN 7.3.04d - Combine sentences using a variety of strategies.			
TN 7.3.04e - Recognize and use appositives and appositive phrases.			

Standards List with Aligned Product Skills

Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 7, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 7.3.04f - Recognize and use infinitives and infinitive phrases.			
TN 7.3.04g - Identify and place correctly within a sentence adjective, adverb, and noun clauses.			
TN 7.3.04h - Use subordination, apposition, coordination, prepositional phrases, transitional words and phrases and other devices to indicate clear relationships.			
TN 7.3.04i - Identify the complete subject and complete predicate of interrogative and other inverted sentence patterns.			

Standards List with Aligned Product Skills			
Agency Tag Set Name		Product Name	
Tennessee, English Language Arts, 2001, Grade 8, Curriculum Standards, produced by Tennessee Department of Education		Accelerated Reader	
Standard	Product Description	Skill Area Description	Skill Description
- READING			
TN 1.0 - The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print and non-print text.			
TN 8.1.01 - Continue to develop oral language and listening skills.			
TN 8.1.01a - Continue to model active listening in both formal and informal settings.			
TN 8.1.01b - Continue to adhere to rules for public conversations.			
TN 8.1.01c - Continue to formulate and respond to questions from teachers and classmates.			
TN 8.1.01d - Continue to organize and share information, stories, experiences, ideas, and feelings with others in both formal and informal situations.			
TN 8.1.01e - Participate in creative responses to text (e.g., debates, dramatizations, speeches).			
TN 8.1.01f - Deliver a focused, well-organized oral presentation, using multiple sources of information from any content area utilizing visual aids for contextual support.			
TN 8.1.01g - Incorporate into oral reading, discussions, and presentations the use of correct stress, pitch, and juncture.			
TN 8.1.01h - Analyze a variety of non-verbal communication techniques and how they impact the audience and speaker.			
TN 8.1.02 - Develop an understanding of the concepts of print.			
TN 8.1.02a - Recognize the defining characteristics of a variety of texts (e.g., identify differences between poetry and narration, between plays and essays, between biography and historical fiction).	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 16 - OP16 Acquiring understanding of literary features

Standards List with Aligned Product Skills

Agency Tag Set Name		Product Name	
Tennessee, English Language Arts, 2001, Grade 8, Curriculum Standards, produced by Tennessee Department of Education		Accelerated Reader	
Standard	Product Description	Skill Area Description	Skill Description
			Skill 17 - OP17 Acquiring understanding of literary types
TN 8.1.02b - Approach texts according to their type using appropriate skills and prior knowledge (e.g., read poetry aloud, bring knowledge of history to a reading of biography, provide "between the lines" information in drama, determine how the form/genre informs meaning).			
TN 8.1.02c - Recognize the structure and organization of various text features to locate information (e.g., sidebars, questions at the end of chapter/unit, footnotes, endnotes).			
TN 8.1.03 - Expand reading skills through phonemic awareness.			
TN 8.1.03a - Continue to develop an awareness of the sounds of language through repeated exposure to a variety of auditory experiences (e.g., poems, music lyrics, books on tape, read alouds).			
TN 8.1.03b - Evaluate patterns of rhyme and rhythm and how they affect understanding.			
TN 8.1.03c - Evaluate the effects of sound in language (e.g., alliteration [assonance and consonance], onomatopoeia, slant rhyme, internal rhyme, accent, repetition).			
TN 8.1.04 - Use decoding strategies.			
TN 8.1.04a - Recognize and identify the base/root word from words having affixes.			
TN 8.1.04b - Determine the meaning of prefixes and suffixes through identification and usage.			
TN 8.1.04c - Use context clues to determine multiple meaning words.	Product 1 - Accelerated Reader	Skill Area 13 - Vocabulary Acquisition (VA)	Skill 11 - VA11 Determining the definition of words with multiple meanings

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 8, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 8.1.04d - Decode unknown grade level words utilizing previous learned strategies and verify the word's meaning within the context of the selection.	Product 1 - Accelerated Reader	Skill Area 13 - Vocabulary Acquisition (VA)	Skill 9 - VA09 Using context clues to infer the meaning of unfamiliar words
			Skill 10 - VA10 Supporting interpretations with examples drawn from text
TN 8.1.05 - Read to develop fluency, expression, accuracy, and confidence.			
TN 8.1.05a - Demonstrate the ability to read fluently with expression, accuracy, and poise from a variety of texts (e.g., paired reading, choral reading, and read alongs).			
TN 8.1.05b - Continue to participate in guided reading.			
TN 8.1.05c - Continue to read using appropriate pronunciation, expression, and rate.			
TN 8.1.05d - Continue to adjust speed based on the purpose for reading.			
TN 8.1.05e - Continue to read independently on a daily basis.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 1 - OP01 Engaging in guided independent reading practice
		Skill Area 15 - Professional Development (PD) - Set up for Success	Skill 1 - PD07 Practicing reading daily in and outside of class
			Skill 2 - PD08 Reading independently with guidance
TN 8.1.06 - Expand reading vocabulary.			
TN 8.1.06a - Build vocabulary by listening to literature, viewing films and documentaries, participating in class discussions, and reading self-selected and assigned texts.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 5 - OP05 Self-selecting appropriate books for success
			Skill 18 - OP18 Choosing a variety of reading material

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 8, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
		Skill Area 13 - Vocabulary Acquisition (VA)	Skill 1 - VA01 Reading from a variety of genres
TN 8.1.06b - Build vocabulary by reading and viewing from a wide variety of print and non-print texts, literary and media genres and modes.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 5 - OP05 Self-selecting appropriate books for success
			Skill 18 - OP18 Choosing a variety of reading material
		Skill Area 13 - Vocabulary Acquisition (VA)	Skill 1 - VA01 Reading from a variety of genres
TN 8.1.06c - Analyze word meanings using roots, prefixes, and suffixes.	Product 1 - Accelerated Reader	Skill Area 13 - Vocabulary Acquisition (VA)	Skill 4 - VA04 Recognizing prefixes
			Skill 5 - VA05 Recognizing suffixes
TN 8.1.06d - Continue to determine the meaning of unfamiliar words using context clues, dictionaries, electronic sources, glossaries, and other resources.	Product 1 - Accelerated Reader	Skill Area 13 - Vocabulary Acquisition (VA)	Skill 9 - VA09 Using context clues to infer the meaning of unfamiliar words
TN 8.1.06e - Evaluate the use of synonyms, antonyms, homonyms, and multiple meaning words, and determine how they assist with understanding.			
TN 8.1.06f - Continue to foster word consciousness (e.g., word play, word walls, graphic organizers, nuances of words, power words).			
TN 8.1.06g - Analyze and use useful mnemonic devices (e.g., rhyming words, vocabulary cartoons, kinesthetic) to acquire new vocabulary.			
TN 8.1.06h - Select the correct word or phrase to complete an analogy.			
TN 8.1.06i - Recognize the historical influences on and changes to the English language.			
TN 8.1.06j - Consider word etymology and semantic change as part of vocabulary study.			

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 8, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 8.1.06k - Recognize and interpret widely used foreign phrases (e.g., e pluribus unum, c'est la vie).			
TN 8.1.06l - Use connotation and denotation for vocabulary studies.			
TN 8.1.06m - Recognize that word choices create a mood to set a tone.	Product 1 - Accelerated Reader	Skill Area 9 - Literacy Skills Quizzes - Literary Analysis (LA)	Skill 6 - LA06 Understanding the Author's Craft
TN 8.1.06n - Discover ways by which a language acquires new words (e.g., brand names, acronyms).			
TN 8.1.06o - Identify words and phrases that serve as clues to reveal time periods, cultures and regions represented (e.g., use of vocabulary associated with a particular time period, region, or country).			
TN 8.1.07 - Develop independent pre-reading strategies to facilitate comprehension.			
TN 8.1.07a - Continue to establish a purpose for reading and viewing (e.g., to understand, to interpret, to enjoy, to solve problems, to answer specific questions, to discover information/facts, to discover models of writing).			
TN 8.1.07b - Continue to utilize reference sources to build background knowledge for reading.			
TN 8.1.07c - Continue to use previously learned strategies to front load text (e.g., skimming and scanning, connecting to prior knowledge).			
TN 8.1.07d - Preview text, using supports such as illustrations/pictures, captions, graphs, diagrams, headings, subheadings, and footnotes.			
TN 8.1.07e - Relate the importance and the significance of the reading, listening, and viewing selections to learning and life.			

Standards List with Aligned Product Skills

Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 8, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 8.1.07f - Analyze significant words to be encountered in the text.	Product 1 - Accelerated Reader	Skill Area 15 - Professional Development (PD) - Set up for Success	Skill 8 - PD14 Reviewing lists of book-specific vocabulary words before and during reading
TN 8.1.07g - Make predictions about print and non-print text.	Product 1 - Accelerated Reader	Skill Area 10 - Literacy Skills Quizzes - Inferential Comprehension (IC)	Skill 5 - IC05 Making Predictions
TN 8.1.07h - Relate print and non-print text to prior personal experiences or opinions, historical knowledge, current events and cultural background as well as previously read print and non-print texts.			
TN 8.1.08 - Use active comprehension strategies to derive meaning while reading and check for understanding after reading.			
TN 8.1.08a - Derive meaning while reading.			
TN 8.1.08a1 - Derive meaning while reading by continuing to formulate clarifying questions.			
TN 8.1.08a2 - Derive meaning while reading by evaluating predictions made in prereading and making adjustments.			
TN 8.1.08a3 - Derive meaning while reading by continuing to predict outcomes, state reasonable generalizations, and draw conclusions based on prior knowledge and information gained while reading.	Product 1 - Accelerated Reader	Skill Area 10 - Literacy Skills Quizzes - Inferential Comprehension (IC)	Skill 2 - IC02 Drawing Conclusions
			Skill 5 - IC05 Making Predictions
TN 8.1.08a4 - Derive meaning while reading by using metacognitive and self-monitoring strategies while reading (e.g. pausing, rereading, consulting other sources, reading ahead, asking for help).	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 8 - OP08 Building comprehension

Standards List with Aligned Product Skills

Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 8, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 8.1.08a5 - Derive meaning while reading by engaging in reading between the lines (i.e., changing perspective among characters to determine thoughts, imagining parallel events, stating implied information).			
TN 8.1.08a6 - Derive meaning while reading by continuing to create mental pictures from abstract information.			
TN 8.1.08a7 - Derive meaning while reading by continuing to relate text to prior personal experiences or opinions as well as previously read print and non-print texts.			
TN 8.1.08a8 - Derive meaning while reading by making inferences and recognizing unstated assumptions.	Product 1 - Accelerated Reader	Skill Area 10 - Literacy Skills Quizzes - Inferential Comprehension (IC)	Skill 3 - IC03 Making Inferences
TN 8.1.08a9 - Derive meaning while reading by verifying or modifying pre-reading purpose as additional information is obtained.			
TN 8.1.08a10 - Derive meaning while reading by exploring ways to interact with text (e.g., mark the text, use post-it notes, ask questions and make comments within the text).			
TN 8.1.08b - Derive meaning after reading.			
TN 8.1.08b1 - Derive meaning after reading by indicating, analyzing, and evaluating the sequence of events.	Product 1 - Accelerated Reader	Skill Area 3 - Reading Practice Quizzes (RPQ)	Skill 14 - RPQ14 Recalling sequence of events
		Skill Area 6 - Other Reading Quizzes (ORQ)	Skill 15 - ORQ15 Recalling sequence of events
		Skill Area 8 - Literacy Skills Quizzes - Initial Understanding (IU)	Skill 6 - IU06 Understanding Sequence
TN 8.1.08b2 - Derive meaning after reading by recognizing and stating the main idea/central element in a given reading selection, noting details that support the main idea/central element.	Product 1 - Accelerated Reader	Skill Area 3 - Reading Practice Quizzes (RPQ)	Skill 7 - RPQ07 Recalling details

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 8, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
			Skill 16 - RPQ16 Identifying the main idea
		Skill Area 6 - Other Reading Quizzes (ORQ)	Skill 8 - ORQ08 Recalling details
			Skill 17 - ORQ17 Identifying the main idea
		Skill Area 8 - Literacy Skills Quizzes - Initial Understanding (IU)	Skill 3 - IU03 Recognizing Details
		Skill Area 11 - Literacy Skills Quizzes - Constructing Meaning (CM)	Skill 6 - CM06 Understanding the Main Idea
TN 8.1.08b3 - Derive meaning after reading by identifying the author's purpose and analyzing to determine if purpose is met.			
TN 8.1.08b4 - Derive meaning after reading by discussing similarities and differences in events and characters using evidence cited from the text or various texts.			
TN 8.1.08b5 - Derive meaning after reading by analyzing and evaluating the text to find contextual support for responses to questions, for assistance in formulating ideas and opinions, and for supporting personal responses.			
TN 8.1.08b6 - Derive meaning after reading by assessing the accuracy and appropriateness of an author's details to support claims and assertions, noting instances of bias and stereotyping.			
TN 8.1.08b7 - Derive meaning after reading by evaluating cause and effect relationships.	Product 1 - Accelerated Reader	Skill Area 10 - Literacy Skills Quizzes - Inferential Comprehension (IC)	Skill 6 - IC06 Recognizing Cause and Effect
TN 8.1.08b8 - Derive meaning after reading by evaluating statements as fact or opinion.	Product 1 - Accelerated Reader	Skill Area 11 - Literacy Skills Quizzes - Constructing Meaning (CM)	Skill 2 - CM02 Differentiating Fact and Opinion

Standards List with Aligned Product Skills			
Agency Tag Set Name		Product Name	
Tennessee, English Language Arts, 2001, Grade 8, Curriculum Standards, produced by Tennessee Department of Education		Accelerated Reader	
Standard	Product Description	Skill Area Description	Skill Description
TN 8.1.08b9 - Derive meaning after reading by analyzing the use of figurative language (idioms, similes, metaphors, personification, imagery, puns).	Product 1 - Accelerated Reader	Skill Area 11 - Literacy Skills Quizzes - Constructing Meaning (CM)	Skill 1 - CM01 Deriving Word or Phrase Meaning
TN 8.1.08b10 - Derive meaning after reading by analyzing themes, whether stated or implied.			
TN 8.1.08b11 - Derive meaning after reading by evaluating and reflecting upon comprehension strategies utilized to make meaning from texts.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 8 - OP08 Building comprehension
TN 8.1.08b12 - Derive meaning after reading by making connections among various print and non-print texts.			
TN 8.1.08b13 - Derive meaning after reading by making connections among the various literary genres and themes with personal, historical, and cultural experiences.			
TN 8.1.08b14 - Derive meaning after reading by evaluating reading selections for their application to daily life (e.g., extend and apply meaning derived from text to different situations).			
TN 8.1.09 - Refine study skills and develop methods of research to enhance learning.			
TN 8.1.09a - Determine appropriate reference sources in various formats (e.g., encyclopedias, card/electronic catalogs, almanacs, periodicals, Internet).			
TN 8.1.09b - Use media (e.g., films, video, the visual and performing arts, on-line catalogs, non-fiction books, encyclopedias, CD-ROMs, references, Internet) to view, read, and represent information.	Product 1 - Accelerated Reader	Skill Area 6 - Other Reading Quizzes (ORQ)	Skill 3 - ORQ03 Reading textbooks for information
		Skill Area 16 - Professional Development (PD) - Motivation	Skill 11 - PD30 Reading textbooks and assigned reading for information

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 8, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
			Skill 12 - PD31 Reading magazine articles for information
TN 8.1.09c - Use current technology (e.g., the Internet, CD-ROMs, online catalogs) as a research communication tool.			
TN 8.1.09d - Analyze a variety of reference sources (e.g., biographical sketches, letters, diaries, encyclopedias, periodicals).			
TN 8.1.09e - Distinguish between and use primary and secondary source documents.			
TN 8.1.09f - Evaluate resources for validity and reliability.			
TN 8.1.09g - Continue to refine skimming and scanning skills.			
TN 8.1.09h - Retrieve, organize, represent, analyze, and evaluate information to demonstrate knowledge effectively acquired.			
TN 8.1.09i - Develop and use notes that include important concepts, summaries, and identification of reference sources.			
TN 8.1.09j - Investigate and evaluate the impact of bias/persuasive devices on daily life.			
TN 8.1.09k - Recognize and identify a statement as an example of persuasive and/or propaganda techniques (e.g., false generalizations, loaded words, snob appeal, name-calling, bandwagon, testimonials, and inconsistencies of logic).	Product 1 - Accelerated Reader	Skill Area 11 - Literacy Skills Quizzes - Constructing Meaning (CM)	Skill 4 - CM04 Identifying Persuasive Language
TN 8.1.09l - Use and evaluate a variety of sources to prepare a research paper that includes a title page, outline, notes, and a bibliography.			
TN 8.1.09m - Define and apply internal (subjective) and external (objective) criteria in making critical evaluations of given statements.			

Standards List with Aligned Product Skills

Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 8, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 8.1.10 - Apply vocabulary development and comprehension skill to facilitate reading to learn in content areas.			
TN 8.1.10a - Expand and maintain vocabulary specific to content areas and to current events.			
TN 8.1.10b - Continue to locate information using available text features (e.g., maps, charts, timelines, graphics, indexes, glossaries, footnotes, author's biography, and tables of content).			
TN 8.1.10c - Apply, analyze, and evaluate comprehension skills and strategies used to obtain meaning from informational text in the content areas.	Product 1 - Accelerated Reader	Skill Area 15 - Professional Development (PD) - Set up for Success	Skill 13 - PD19 Focusing attention on reading and cognitive skills to help with learning other subjects
TN 8.1.10d - Continue to use self-correction strategies while reading (e.g., pausing, rereading, consulting other sources.).	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 8 - OP08 Building comprehension
TN 8.1.10e - Continue to interact with the text and analyze its effectiveness.			
TN 8.1.10f - Determine the reliability of sources by exploring the author's background, intentions and motives.			
TN 8.1.11 - Read independently for a variety of purposes.			
TN 8.1.11a - Read for literary experience.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 1 - OP01 Engaging in guided independent reading practice
			Skill 14 - OP14 Nurturing intrinsic love of reading
			Skill 15 - OP15 Engaging in literature-based reading
TN 8.1.11b - Read to gain information.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 1 - OP01 Engaging in guided independent reading practice
		Skill Area 6 - Other Reading Quizzes (ORQ)	Skill 3 - ORQ03 Reading textbooks for information

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 8, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
		Skill Area 16 - Professional Development (PD) - Motivation	Skill 11 - PD30 Reading textbooks and assigned reading for information
			Skill 12 - PD31 Reading magazine articles for information
TN 8.1.11c - Read to perform a task.			
TN 8.1.11d - Read for enjoyment.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 5 - OP05 Self-selecting appropriate books for success
			Skill 14 - OP14 Nurturing intrinsic love of reading
			Skill 18 - OP18 Choosing a variety of reading material
TN 8.1.11e - Read to expand vocabulary.	Product 1 - Accelerated Reader	Skill Area 12 - Vocabulary Practice Quizzes (VPQ)	Skill 1 - VPQ01 Acquiring vocabulary by encountering words in context
			Skill 2 - VPQ02 Learning new vocabulary in context
		Skill Area 13 - Vocabulary Acquisition (VA)	Skill 1 - VA01 Reading from a variety of genres
TN 8.1.11f - Read to build fluency.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 6 - OP06 Recognizing effect of reading practice on reading level
			Skill 12 - OP12 Accelerating reading growth
		Skill Area 3 - Reading Practice Quizzes (RPQ)	Skill 3 - RPQ03 Practicing reading with guidance and accountability
		Skill Area 6 - Other Reading Quizzes (ORQ)	Skill 4 - ORQ04 Practicing reading with guidance and accountability
		Skill Area 15 - Professional Development (PD) - Set up for Success	Skill 1 - PD07 Practicing reading daily in and outside of class

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 8, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 8.1.12 - Experience and explore the elements of various literary and media genres.			
TN 8.1.12a - Continue to read, view, and recognize various literary (e.g. novels, science fictions, plays, suspense, poetry, autobiographies/biographies, non-fiction of high interest) and media (e.g., music, films, videos, documentaries, the visual and performing arts) genres.			
TN 8.1.12b - Recognize and analyze the elements of various literary and media genres.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 15 - OP15 Engaging in literature-based reading Skill 18 - OP18 Choosing a variety of reading material
TN 8.1.12c - Explore the elements that determine types of fiction (e.g., suspense/mystery, comedy/humor, drama, historical fiction, romance, legends and myths).			
TN 8.1.12d - Identify and evaluate stated or implied themes and connect recurring themes to previously read materials and current readings.			
TN 8.1.12e - Evaluate how the author develops characters (e.g., through words, speech, action, thoughts, narrator, interaction, motivation) and evaluate whether the characters are stereotypical or realistic.	Product 1 - Accelerated Reader	Skill Area 3 - Reading Practice Quizzes (RPQ)	Skill 21 - RPQ21 Understanding characterization
		Skill Area 6 - Other Reading Quizzes (ORQ)	Skill 22 - ORQ22 Understanding characterization
		Skill Area 9 - Literacy Skills Quizzes - Literary Analysis (LA)	Skill 4 - LA04 Understanding Characterization
			Skill 6 - LA06 Understanding the Author's Craft
TN 8.1.12f - Evaluate words, phrases, and other devices used by authors to create mood to establish a tone.	Product 1 - Accelerated Reader	Skill Area 9 - Literacy Skills Quizzes - Literary Analysis (LA)	Skill 6 - LA06 Understanding the Author's Craft

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 8, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 8.1.12g - Determine the elements of the plot and trace them using graphic organizers (i.e. exposition, rising action, climax, falling action, resolution/denouement).	Product 1 - Accelerated Reader	Skill Area 3 - Reading Practice Quizzes (RPQ)	Skill 12 - RPQ12 Recognizing plot
		Skill Area 6 - Other Reading Quizzes (ORQ)	Skill 13 - ORQ13 Recognizing plot
		Skill Area 9 - Literacy Skills Quizzes - Literary Analysis (LA)	Skill 1 - LA01 Recognizing Plot
TN 8.1.12h - Distinguish among varying types of conflict (i.e., man v. man, man v. nature, man v. himself).			
TN 8.1.12i - Explore subplots in literary selections and films.	Product 1 - Accelerated Reader	Skill Area 3 - Reading Practice Quizzes (RPQ)	Skill 12 - RPQ12 Recognizing plot
		Skill Area 6 - Other Reading Quizzes (ORQ)	Skill 13 - ORQ13 Recognizing plot
		Skill Area 9 - Literacy Skills Quizzes - Literary Analysis (LA)	Skill 1 - LA01 Recognizing Plot
TN 8.1.12j - Compare and contrast between or among stories/events the elements of the plot.	Product 1 - Accelerated Reader	Skill Area 10 - Literacy Skills Quizzes - Inferential Comprehension (IC)	Skill 1 - IC01 Comparing and Contrasting
TN 8.1.12k - Determine the narrator's/author's point of view (i.e. first person, third person, limited or omniscient).			
TN 8.1.12l - Explore and explain how a story changes or an event is perceived if the point of view is changed.			
TN 8.1.12m - Summarize, paraphrase, and evaluate selected passages for discussion and/or written assignments or presentations.			
TN 8.1.12n - Make inferences about print and non-print text.	Product 1 - Accelerated Reader	Skill Area 10 - Literacy Skills Quizzes - Inferential Comprehension (IC)	Skill 3 - IC03 Making Inferences
TN 8.1.12o - Use deductive reasoning to facilitate and to extend understanding of texts.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 13 - OP13 Improving critical thinking

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 8, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
		Skill Area 10 - Literacy Skills Quizzes - Inferential Comprehension (IC)	Skill 2 - IC02 Drawing Conclusions
TN 8.1.12p - Determine the differences among non-fiction materials (e.g., letters, memoirs, diaries, journals, documentaries, autobiographies, biographies, and educational, informational and technical texts).			
TN 8.1.12q - Demonstrate knowledge of similes, metaphors, personification, symbolism, idioms, puns, hyperbole, flashback, foreshadowing, and irony.	Product 1 - Accelerated Reader	Skill Area 9 - Literacy Skills Quizzes - Literary Analysis (LA)	Skill 6 - LA06 Understanding the Author's Craft
		Skill Area 11 - Literacy Skills Quizzes - Constructing Meaning (CM)	Skill 1 - CM01 Deriving Word or Phrase Meaning
TN 8.1.12r - Explore the concept of allusion.			
TN 8.1.13 - Develop and sustain a motivation for reading.			
TN 8.1.13a - Visit libraries/media centers, book fairs, bookstores, and other print rich environments to explore books.			
TN 8.1.13b - Use personal criteria to select reading material (e.g., personal interest, knowledge of authors, text difficulty, text genres, recommendation of others).	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 4 - OP04 Matching book level to one's own reading level
			Skill 5 - OP05 Self-selecting appropriate books for success
			Skill 18 - OP18 Choosing a variety of reading material
			Skill 19 - OP19 Setting individual goals to increase reading comprehension
		Skill Area 15 - Professional Development (PD) - Set up for Success	Skill 3 - PD09 Selecting books to accelerate reading growth

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 8, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
			Skill 5 - PD11 Setting goals for quantity of reading practice and level of challenge(book level)
TN 8.1.13c - Read daily from self-selected materials.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 5 - OP05 Self-selecting appropriate books for success
		Skill Area 15 - Professional Development (PD) - Set up for Success	Skill 1 - PD07 Practicing reading daily in and outside of class
TN 8.1.13d - Relate literary experiences (e.g., book discussions, literary circles, writing, oral presentations, artistic expressions).			
TN 8.1.13e - Experience and develop an awareness of literature that reflects a diverse society.	Product 1 - Accelerated Reader	Skill Area 3 - Reading Practice Quizzes (RPQ)	Skill 11 - RPQ11 Understanding historical/cultural factors
		Skill Area 6 - Other Reading Quizzes (ORQ)	Skill 12 - ORQ12 Understanding historical/cultural factors
		Skill Area 9 - Literacy Skills Quizzes - Literary Analysis (LA)	Skill 5 - LA05 Understanding Historical/Cultural Factors
TN 8.1.13f - Maintain a personal reading list/or reading log/journal to reflect reading gains and accomplishments.	Product 1 - Accelerated Reader	Skill Area 15 - Professional Development (PD) - Set up for Success	Skill 5 - PD11 Setting goals for quantity of reading practice and level of challenge(book level)
		Skill Area 16 - Professional Development (PD) - Motivation	Skill 6 - PD25 Communicating regularly, student with the teacher, to monitor progress and set goals
- WRITING			
TN 2.0 - The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.			
TN 8.2.01 - Engage in prewriting, using a variety of strategies.			

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 8, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 8.2.01a - Continue to generate, focus, and organize ideas through brainstorming, literary models, and classroom discussions.			
TN 8.2.01b - Use print and non-print materials along with prior knowledge, content area knowledge, and personal experiences to provide background for writing.			
TN 8.2.01c - Continue to develop writing by using appropriate organizational strategies, including outlining and other graphic organizers, to produce a prewriting plan that leads to writing.			
TN 8.2.01d - Select, limit, and refine a topic.			
TN 8.2.01e - Determine appropriate audience (e.g., informal and formal audiences).			
TN 8.2.01f - Analyze purposes for writing (e.g., to inform, to describe, to explain, to persuade).			
TN 8.2.02 - Write for a variety of audiences and purposes.			
TN 8.2.02a - Determine the intended audience (e.g. private or public, informal or formal).			
TN 8.2.02b - Identify the mode, the usage level, and conventions for appropriate sharing of information with the selected audience.			
TN 8.2.02c - Continue to write competently in the narrative and descriptive modes.			
TN 8.2.02d - Write in the expository mode.			
TN 8.2.02e - Continue to write in response to expository prompts.			
TN 8.2.02f - Use the techniques of persuasive writing.			
TN 8.2.02g - Write personal reflections to situations, experiences, and events for self and others.			
TN 8.2.02h - Continue to produce original works of creative and imaginative writings.			

Standards List with Aligned Product Skills			
Agency Tag Set Name		Product Name	
Tennessee, English Language Arts, 2001, Grade 8, Curriculum Standards, produced by Tennessee Department of Education		Accelerated Reader	
Standard	Product Description	Skill Area Description	Skill Description
TN 8.2.02i - Continue to write to acquire knowledge (e.g., express, organize, and clarify thinking, take notes, synthesize information, enhance communication).			
TN 8.2.03 - Compose drafts of written works.			
TN 8.2.03a - Continue to use prewriting plan to guide the first draft.			
TN 8.2.03b - Continue to write and think freely while drafting.			
TN 8.2.03c - Evaluate the selection of mode based on purpose (i.e., descriptive, narrative, expository, and persuasive).			
TN 8.2.03d - Determine appropriate thesis statement.			
TN 8.2.03e - Present and support sufficient knowledge of topic to reflect background and understanding.			
TN 8.2.03f - Compose the draft with an introduction to engage audience interest, body paragraphs, and a strong conclusion that extends the thesis.			
TN 8.2.03g - Use precise language including active verbs, vivid words, colorful modifiers, figurative language, imagery, and experiment with incorporating allusion.			
TN 8.2.03h - Continue to develop sentences that are clear, varied, and appropriate to the audience.			
TN 8.2.04 - Show evidence of and determine appropriate revisions within the written draft.			
TN 8.2.04a - Revise writing to focus on purpose and audience.			
TN 8.2.04b - Evaluate and determine if word choices are appropriate for the target audience.			

Standards List with Aligned Product Skills

Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 8, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 8.2.04c - Evaluate and revise writing to focus on fluency of thought and coherence (e.g., sentences and paragraphs flow smoothly together, evidence of syntactic variety/varied sentence structures).			
TN 8.2.04d - Evaluate and determine the effectiveness of the organization of the written draft (e.g., chronological order or sequence maintained, creative introduction, appropriate thesis, supportive statements, and effective transitions).			
TN 8.2.04e - Evaluate and revise writing to insure consistent development of ideas (e.g., appropriate and logical reasoning, key ideas covered, evidence of support for ideas, examples used, supportive statistics).			
TN 8.2.04f - Analyze writing for clarity of thought.			
TN 8.2.05 - Include editing before the completion of finished work.			
TN 8.2.05a - Continue to edit for elements of language.			
TN 8.2.05b - Continue to proofread using prior knowledge and experience, reference materials, and technology.			
TN 8.2.05c - Continue to create readable documents.			
TN 8.2.05d - Use appropriate proofreading symbols.			
TN 8.2.06 - Evaluate own and others' writing.			
TN 8.2.06a - Continue to develop and use a rubric for evaluation.			
TN 8.2.06b - Continue to make appropriate suggestions for improvement, using the Tennessee state assessment rubric.			

Standards List with Aligned Product Skills

Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 8, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 8.2.06c - Continue to recognize the strengths, errors, and challenges in peers writing and make appropriate comments of praise and suggestions for improvement.			
TN 8.2.06d - Continue to evaluate improvements made in own work and others' work.			
TN 8.2.07 - Experience numerous publishing opportunities.			
TN 8.2.07a - Publish a final draft.			
TN 8.2.07b - Use multiple sources of technology to prepare and present work and to add photographs, graphs, tables, and/or illustrations to support the focus of the work.			
TN 8.2.07c - Identify opportunities for publication (e.g., local and national contests, Internet websites, newspaper/periodicals).			
TN 8.2.08 - Write in the expository mode.			
TN 8.2.08a - Continue to write in response to expository prompts, including frequent opportunities for timed writing.			
TN 8.2.08b - Continue to write frequently in the expository mode.			
TN 8.2.08c - State a well-developed, relevant thesis.			
TN 8.2.08d - Support thesis with elaboration, using supporting details, supporting examples and/or anecdotes.			
TN 8.2.08e - Analyze and select the most appropriate organizational format for an expository essay.			
TN 8.2.08f - Continue to use models of expository writing to enhance the writing process and further understanding of the expository mode.			
TN 8.2.08g - Analyze and select appropriate title that creatively and accurately reflects the topic.			

Standards List with Aligned Product Skills

Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 8, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 8.2.08h - Analyze writing for audience engaging introductory paragraphs and for strong and clinching concluding paragraphs.			
TN 8.2.08i - Continue to support and/or illustrate key ideas clearly.			
TN 8.2.08j - Incorporate varied expository structures (e.g., problem/solution, compare/contrast).			
TN 8.2.08k - Continue to apply the Tennessee state assessment rubric to an expository essay.			
TN 8.2.08l - Continue to demonstrate facility in the use of language.			
TN 8.2.09 - Write frequently across all content areas.			
TN 8.2.09a - Continue to produce a variety of creative works utilizing knowledge from the content areas (e.g., journals, magazines, poems, letters to the editor, dialogues between famous people, WebPages).			
TN 8.2.09b - Continue to produce a variety of technical works utilizing knowledge from the content areas (e.g., explanations of projects and problems, science experiment projects, demonstrations, editorials, documents).			
TN 8.2.09c - Continue to research topics and organize gathered information from the content areas into presentable documents.			
TN 8.2.09d - Continue to compose and respond to original questions and/or problems from all content areas.			
TN 8.2.09e - Continue to respond expressively and creatively to the arts, incorporating the arts into all content areas.			

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 8, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 8.2.09f - Continue to react and respond to content area information in creative ways (e.g., create graphic, non-print essays; write poems, create works of art).			
TN 8.2.09g - Enrich writing with information gathered from the various content areas (e.g., support literature with social studies ideas, math principles with art compositions).			
TN 8.2.10 - Write expressively in order to develop an effective writing style.			
TN 8.2.10a - Continue to view, read, and/or listen to examples of various writing styles.			
TN 8.2.10b - Demonstrate the use of vivid words (e.g., active verbs, figurative language, imagery, and explore using allusions).			
TN 8.2.10c - Analyze the use of sensory details, concrete examples, and anecdotes within works.			
TN 8.2.10d - Continue to use a variety of sentence structures.			
TN 8.2.10e - Analyze the effects of varied sentence structures.			
TN 8.2.10f - Select appropriate transitional devices.			
TN 8.2.10g - Continue to select appropriate transitional devices to enhance organization and unity of work.			
TN 8.2.10h - Explore tone as a way to develop a unique and consistent voice in original works.			
TN 8.2.11 - Write in response to literature.			
TN 8.2.11a - Continue to express ideas or opinions through creative responses to a variety of literary forms and genres.			
TN 8.2.11b - Analyze through writing an understanding of the elements of literature (e.g., plot, conflicts, setting, and characters).			

Standards List with Aligned Product Skills

Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 8, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 8.2.11c - Express ideas or opinions creatively through responses to a variety of literary forms.			
TN 8.2.11d - Continue to compare and contrast plots, conflicts, themes, and characters, from a variety of literary selections and genres.			
TN 8.2.11e - Write and develop creative, imaginative, and original responses to literature to enhance and to extend the literary experience (e.g. songs, dances, art, stories, puns, limericks, design memorials).			
TN 8.2.12 - Write in a variety of forms and genres.			
TN 8.2.12a - Write works of fiction in the descriptive or narrative modes (e.g., stories, scripts).			
TN 8.2.12b - Write poetry (e.g., haiku, bio-poem, limericks, ballads).			
TN 8.2.12c - Write biographical/autobiographical sketches, using specific actions, significant details, relevant dialogue, and anecdotes supported by citation of source information.			
TN 8.2.12d - Continue to write friendly and business letters.			
TN 8.2.12e - Write, share, and evaluate reflective pieces used to clarify thinking and to determine understanding.			
TN 8.2.12f - Write and recognize works of non-fiction.			
TN 8.2.12g - Write personal essays.			
TN 8.2.12h - Write text related to career development (e.g., job applications, business letters).			
TN 8.2.12i - Compose focused, concise, and accurate technical writing to instruct another in a multi-step process.			

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 8, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 8.2.12j - Analyze and assemble gathered information into a research paper or document.			
TN 8.2.12k - Write a persuasive paper with a clearly focused argument and relevant supporting details.			
TN 8.2.13 - Locate and analyze information to prepare written presentations or reports.			
TN 8.2.13a - Continue to use dictionaries, thesauruses and other word referenced materials.			
TN 8.2.13b - Continue to utilize resources available in the media center.			
TN 8.2.13c - Use interviews, surveys, polls, graphs, and illustrations in writing and presenting as support for research.			
TN 8.2.13d - Continue to use computer technology to find information, to create reports and presentations, and to support research.			
TN 8.2.13e - Continue to use examples and details collected from all available and reliable resources.			
TN 8.2.13f - Give credit for both quoted and paraphrased information in a bibliography.			
TN 8.2.13g - Evaluate Website sources for reliability.			
- ELEMENTS OF LANGUAGE			
TN 3.0 - The student will use standard English conventions and proper spelling as appropriate to speaking and writing.			
TN 8.3.01 - Demonstrate knowledge of standard English usage.			
TN 8.3.01a - Use nouns appropriately (e.g., predicate nouns, appositives).			

Standards List with Aligned Product Skills

Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 8, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 8.3.01b - Use verbs appropriately (e.g. agree with the subject in person and number, verbs that take objects, linking verbs with predicate nouns and adjectives; verb phrases; consistency in verb tense; regular and irregular verb forms; correct use of both simple and perfect tenses; proper use of active and passive voice, subjunctive mood).			
TN 8.3.01c - Use pronouns appropriately (e.g., use of proper pronoun case: objective, nominative, and possessive; pronoun-antecedent agreement).			
TN 8.3.01d - Use adjectives appropriately (e.g., correct comparative and superlative forms, predicate adjectives, adjective phrases and clauses).			
TN 8.3.01e - Use adverbs appropriately (e.g., correct comparative and superlative forms, adverb phrases and clauses, conjunctive adverbs).			
TN 8.3.01f - Use conjunctions appropriately (e.g., coordinating, correlative, and subordinating conjunctions to combine sentences and sentence elements).			
TN 8.3.01g - Use prepositions and prepositional phrases appropriately (e.g., recognize them as adjective or adverb modifiers and place properly within the sentence).			
TN 8.3.01h - Use interjections appropriately.			
TN 8.3.01i - Recognize and correct usage errors (e.g., subject/verb agreement, pronoun case, double negatives, comparative and superlative forms, troublesome word groups {where/were, which/that/who, who/whom}).			

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 8, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 8.3.01j - Compare regional differences in dialect, speech, and usage and explore reasons for those differences.			
TN 8.3.02 - Demonstrate knowledge of standard English mechanics.			
TN 8.3.02a - Continue the correct use of capitalization (e.g., titles, business letters, quotations, proper nouns and adjectives).			
TN 8.3.02b - Continue the correct use of commas (e.g., after introductory words, phrases, and clauses; to set off appositives and interrupters, before a coordinating conjunction joining independent clauses to form compound sentences); colons (e.g., business letters, before a long or formal quotation); semicolons (e.g., combining sentences, between items in a series of items already containing commas, before conjunctive adverbs); underlining and italicizing (e.g., titles, certain words, letters, figures, foreign words); quotation marks (e.g., to set off dialogue, around certain words, correct use with end marks); hyphens; and end marks.			
TN 8.3.02c - Continue to form both singular and plural possessives using apostrophes.			
TN 8.3.02d - Continue to write legibly.			
TN 8.3.03 - Demonstrate knowledge of standard English spelling.			
TN 8.3.03a - Spell high-frequency words correctly.			
TN 8.3.03b - Spell words correctly appropriate to grade level.			
TN 8.3.03c - Spell correctly words commonly used in content specific vocabulary.			
TN 8.3.03d - Recognize incorrectly spelled words within the context of sentences or phrases.			

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 8, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 8.3.03e - Spell correctly affixed words and use affixes as a spelling aid (e.g., happy+ness= happiness).			
TN 8.3.03f - Proofread and edit for spelling accuracy using appropriate strategies to confirm spelling and to correct errors.			
TN 8.3.03g - Spell correctly commonly used foreign words and expressions.			
TN 8.3.03h - Determine correct spelling of words utilizing electronic and print tools (e.g., spell check, dictionaries, word walls, charts).			
TN 8.3.03i - Maintain a consciousness toward correct spelling across the content areas.			
TN 8.3.04 - Demonstrate knowledge of correct sentence structure.			
TN 8.3.04a - Correct run-on sentences by using correct punctuation, forming separate sentences, using coordinating or subordinating clauses.			
TN 8.3.04b - Correct sentence fragments by supplying the missing sentence elements.			
TN 8.3.04c - Combine sentences using a variety of sentence combining strategies.			
TN 8.3.04d - Identify the subject and predicate of inverted order sentences.			
TN 8.3.04e - Use subordination, apposition, coordination, and appropriate phrases (prepositional, transitional) to indicate clear relationships within a sentence or paragraph.			
TN 8.3.04f - Recognize and use appropriately gerund and participial phrases.			

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, Grade 8, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 8.3.04g - Distinguish between clauses (independent and subordinate) and phrases (verb, adjective, adverb, appositive, prepositional, verbal).			

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, English 1 Grade 9, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
- WRITING			
TN WR 1.0 - The student will develop the structural and creative skills necessary to produce written language that can be read and interpreted by various audiences.			
TN WR 1.01 - Write to acquire knowledge, clarify thinking, synthesize information, improve study skills, gain confidence, and enhance lifelong communication.			
TN WR 1.02 - Write frequently for a variety of purposes such as narration, description, persuasion, exposition, and personal, creative expression.			
TN WR 1.03 - Identify and write for a variety of audiences.			
TN WR 1.04 - Recognize that language has several levels of usage determined by audience, purpose, and occasion.			
TN WR 1.05 - Approach writing tasks systematically and use elements of the writing process as appropriate.			
TN WR 1.06 - Practice a variety of prewriting activities to generate, focus and organize ideas.			
TN WR 1.07 - Use a variety of appropriate organizational strategies to develop writing on various topics.			
TN WR 1.08 - Develop organized writing containing focused, well-developed ideas.			
TN WR 1.09 - Demonstrate effective writing style by the use of vivid words, a variety of sentence structures, and appropriate transitions.			
TN WR 1.10 - Evaluate and revise writing to focus on purpose, organization, development, transitions, unity, and audience awareness.			

Standards List with Aligned Product Skills

Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, English 1 Grade 9, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN WR 1.11 - Recognize and demonstrate knowledge of standard English: usage, mechanics, spelling, and sentence structure.			
TN WR 1.12 - Identify and begin to use a variety of resources to revise and edit writing.			
TN WR 1.13 - Research information from various sources to prepare presentations or reports which use summarizing, paraphrasing, direct quotations, citation of sources, and bibliographic sources.			
TN WR 1.14 - Continue to respond actively and imaginatively to literature.			
TN WR 1.15 - Demonstrate an understanding of and respect for multicultural and ethnic diversity in language.			
- READING			
TN RE 1.0 - The student will develop the reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of the written text.			
TN RE 1.01 - Develop an understanding of and respect for multicultural, gender, and ethnic diversity in language use, patterns, and dialects.	Product 1 - Accelerated Reader	Skill Area 3 - Reading Practice Quizzes (RPQ)	Skill 11 - RPQ11 Understanding historical/cultural factors
		Skill Area 6 - Other Reading Quizzes (ORQ)	Skill 12 - ORQ12 Understanding historical/cultural factors
		Skill Area 9 - Literacy Skills Quizzes - Literary Analysis (LA)	Skill 5 - LA05 Understanding Historical/Cultural Factors
TN RE 1.02 - Discern reading strategies appropriate to text.			
TN RE 1.03 - Extend reading vocabulary.	Product 1 - Accelerated Reader	Skill Area 12 - Vocabulary Practice Quizzes (VPQ)	Skill 1 - VPQ01 Acquiring vocabulary by encountering words in context

Standards List with Aligned Product Skills

Agency Tag Set Name		Product Name	
Tennessee, English Language Arts, 2001, English 1 Grade 9, Curriculum Standards, produced by Tennessee Department of Education		Accelerated Reader	
Standard	Product Description	Skill Area Description	Skill Description
			Skill 2 - VPQ02 Learning new vocabulary in context
			Skill 3 - VPQ03 Identifying correct definitions for vocabulary words from books read
			Skill 4 - VPQ04 Reviewing missed words for mastery
		Skill Area 15 - Professional Development (PD) - Set up for Success	Skill 8 - PD14 Reviewing lists of book-specific vocabulary words before and during reading
			Skill 9 - PD15 Learning vocabulary with explicit, systematic supplemental vocabulary instruction
TN RE 1.04 - Use comprehension strategies to enhance understanding, to make predictions, and to respond to literature.	Product 1 - Accelerated Reader	Skill Area 10 - Literacy Skills Quizzes - Inferential Comprehension (IC)	Skill 5 - IC05 Making Predictions
		Skill Area 11 - Literacy Skills Quizzes - Constructing Meaning (CM)	Skill 3 - CM03 Identifying Reading Strategies
			Skill 5 - CM05 Responding to Literature
TN RE 1.05 - Improve comprehension by interpreting, analyzing, synthesizing, and evaluating written text.	Product 1 - Accelerated Reader	Skill Area 10 - Literacy Skills Quizzes - Inferential Comprehension (IC)	Skill 1 - IC01 Comparing and Contrasting
			Skill 2 - IC02 Drawing Conclusions
			Skill 3 - IC03 Making Inferences
			Skill 4 - IC04 Extending Meaning
			Skill 5 - IC05 Making Predictions
			Skill 6 - IC06 Recognizing Cause and Effect

Standards List with Aligned Product Skills

Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, English 1 Grade 9, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
		Skill Area 11 - Literacy Skills Quizzes - Constructing Meaning (CM)	Skill 5 - CM05 Responding to Literature
TN RE 1.06 - Use oral reading in individual and group presentations.			
TN RE 1.07 - Read independently for a variety of purposes.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 1 - OP01 Engaging in guided independent reading practice
			Skill 5 - OP05 Self-selecting appropriate books for success
			Skill 18 - OP18 Choosing a variety of reading material
		Skill Area 15 - Professional Development (PD) - Set up for Success	Skill 1 - PD07 Practicing reading daily in and outside of class
			Skill 2 - PD08 Reading independently with guidance
TN RE 1.08 - Use cognitive strategies to evaluate text critically.			
TN RE 1.09 - Develop skills in making inferences and recognizing unstated assumptions.	Product 1 - Accelerated Reader	Skill Area 10 - Literacy Skills Quizzes - Inferential Comprehension (IC)	Skill 3 - IC03 Making Inferences
TN RE 1.10 - Discern the purposes, main ideas, biases, points of view, and persuasive devices found in various texts.	Product 1 - Accelerated Reader	Skill Area 3 - Reading Practice Quizzes (RPQ)	Skill 16 - RPQ16 Identifying the main idea
		Skill Area 6 - Other Reading Quizzes (ORQ)	Skill 17 - ORQ17 Identifying the main idea
		Skill Area 11 - Literacy Skills Quizzes - Constructing Meaning (CM)	Skill 4 - CM04 Identifying Persuasive Language
			Skill 6 - CM06 Understanding the Main Idea
TN RE 1.11 - Interpret ideas, recognize logical relationships, and make judgments based on sufficient evidence.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 13 - OP13 Improving critical thinking

Standards List with Aligned Product Skills

Agency Tag Set Name		Product Name	
Tennessee, English Language Arts, 2001, English 1 Grade 9, Curriculum Standards, produced by Tennessee Department of Education		Accelerated Reader	
Standard	Product Description	Skill Area Description	Skill Description
		Skill Area 3 - Reading Practice Quizzes (RPQ)	Skill 17 - RPQ17 Understanding concepts and ideas
		Skill Area 6 - Other Reading Quizzes (ORQ)	Skill 18 - ORQ18 Understanding concepts and ideas
		Skill Area 10 - Literacy Skills Quizzes - Inferential Comprehension (IC)	Skill 2 - IC02 Drawing Conclusions
			Skill 3 - IC03 Making Inferences
			Skill 6 - IC06 Recognizing Cause and Effect
TN RE 1.12 - Select resource material in order to apply it effectively.			
TN RE 1.13 - Read, interpret, and respond in a variety of ways to various genres.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 1 - OP01 Engaging in guided independent reading practice
			Skill 5 - OP05 Self-selecting appropriate books for success
			Skill 15 - OP15 Engaging in literature-based reading
			Skill 18 - OP18 Choosing a variety of reading material
		Skill Area 3 - Reading Practice Quizzes (RPQ)	Skill 5 - RPQ05 Answering clarifying questions about what was read (Who, what, when, where, why, and how)
			Skill 6 - RPQ06 Demonstrating comprehension by identifying answers from a selection of possible answers
		Skill Area 6 - Other Reading Quizzes (ORQ)	Skill 6 - ORQ06 Answering clarifying questions about what was read (Who, what, when, where, why, and how)

Standards List with Aligned Product Skills			
Agency Tag Set Name		Product Name	
Tennessee, English Language Arts, 2001, English 1 Grade 9, Curriculum Standards, produced by Tennessee Department of Education		Accelerated Reader	
Standard	Product Description	Skill Area Description	Skill Description
			Skill 7 - ORQ07 Demonstrating comprehension by identifying answers from a selection of possible answers
		Skill Area 11 - Literacy Skills Quizzes - Constructing Meaning (CM)	Skill 5 - CM05 Responding to Literature
		Skill Area 13 - Vocabulary Acquisition (VA)	Skill 1 - VA01 Reading from a variety of genres
		Skill Area 15 - Professional Development (PD) - Set up for Success	Skill 2 - PD08 Reading independently with guidance
		Skill Area 16 - Professional Development (PD) - Motivation	Skill 11 - PD30 Reading textbooks and assigned reading for information
			Skill 12 - PD31 Reading magazine articles for information
TN RE 1.14 - Identify and interpret literary elements and figurative language.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 16 - OP16 Acquiring understanding of literary features
		Skill Area 9 - Literacy Skills Quizzes - Literary Analysis (LA)	Skill 6 - LA06 Understanding the Author's Craft
		Skill Area 11 - Literacy Skills Quizzes - Constructing Meaning (CM)	Skill 1 - CM01 Deriving Word or Phrase Meaning
TN RE 1.15 - Interact with text to form a personal interpretation.			
- VIEWING AND REPRESENTING			
TN VR 1.0 - The student will use, read, and view media/technology and analyze content and concepts accurately.			
TN VR 1.01 - Access and demonstrate multiple technological reference sources.			
TN VR 1.02 - Develop media applications for a variety of audiences and purposes.			

Standards List with Aligned Product Skills

Agency Tag Set Name		Product Name	
Tennessee, English Language Arts, 2001, English 1 Grade 9, Curriculum Standards, produced by Tennessee Department of Education		Accelerated Reader	
Standard	Product Description	Skill Area Description	Skill Description
TN VR 1.03 - Use media to view, to read, to write, to communicate, and to create.	Product 1 - Accelerated Reader	Skill Area 16 - Professional Development (PD) - Motivation	Skill 12 - PD31 Reading magazine articles for information
TN VR 1.04 - Analyze the impact of media on daily life.			
TN VR 1.05 - Research, organize, interpret, and present information from print and non-print media.			
TN VR 1.06 - Utilize multimedia to create, to display, and to explain information.			
TN VR 1.07 - Explore the advantages and limitations of the computer as a communication tool.			
TN VR 1.08 - Recognize the differences between using print and non-print media as a means of communication.			
TN VR 1.09 - Explain creative strategies used in the production of print and non-print media.			
- SPEAKING AND LISTENING			
TN SL 1.0 - The student will express ideas clearly and effectively in a variety of oral contexts and apply active listening skills in the analysis and evaluation of spoken ideas.			
TN SL 1.01 - Demonstrate skills in analysis, interpretation, and evaluation of literary works through spoken language.			
TN SL 1.02 - Demonstrate confidence and poise in various speaking situations.			
TN SL 1.03 - Follow and give oral directions.			
TN SL 1.04 - Utilize appropriate verbal and non-verbal feedback in a variety of situations.			
TN SL 1.05 - Demonstrate effective listening skills through note-taking.			
TN SL 1.06 - Demonstrate critical listening skills essential for comprehension and evaluation.			

Standards List with Aligned Product Skills

Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, English 1 Grade 9, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN SL 1.07 - Present oral summaries and/or analysis of material read or viewed.			
TN SL 1.08 - Engage in problem solving through group discussions.			
TN SL 1.09 - Present and support ideas/opinions in group discussions.			
TN SL 1.10 - Develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.			
TN SL 1.11 - Demonstrate appropriate language structure, tone and voice control in oral communication.			

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, English 2 Grade 10, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
- WRITING			
TN WR 1.0 - The student will develop the structural and creative skills necessary to produce written language that can be read and interpreted by various audiences.			
TN WR 1.01 - Write to acquire knowledge, clarify thinking, synthesize information, improve study skills, gain confidence, and promote lifelong communication.			
TN WR 1.02 - Write frequently for a variety of purposes including narration, description, persuasion, exposition, and personal, creative expression.			
TN WR 1.03 - Identify and write for a variety of audiences.			
TN WR 1.04 - Recognize that language has several levels of usage determined by audience, purpose and occasion.			
TN WR 1.05 - Approach writing tasks systematically and use elements of the writing process as appropriate.			
TN WR 1.06 - Practice a variety of prewriting activities to generate, focus and organize ideas.			
TN WR 1.07 - Use a variety of appropriate organizational strategies to develop writing on various topics.			
TN WR 1.08 - Develop organized pieces of writing containing focused, well-developed ideas.			
TN WR 1.09 - Demonstrate effective writing style by the use of vivid words, a variety of sentence structures, and appropriate transitions.			
TN WR 1.10 - Evaluate and revise writing to focus on purpose, organization, development, transitions, unity, and audience awareness.			

Standards List with Aligned Product Skills

Agency Tag Set Name		Product Name	
Tennessee, English Language Arts, 2001, English 2 Grade 10, Curriculum Standards, produced by Tennessee Department of Education		Accelerated Reader	
Standard	Product Description	Skill Area Description	Skill Description
TN WR 1.11 - Recognize and demonstrate appropriate use of standard English: usage, mechanics and standard spelling, and sentence structure.			
TN WR 1.12 - Identify and use a variety of resources to revise and edit writing.			
TN WR 1.13 - Research information to prepare presentations or reports which use summarizing, paraphrasing, direct quotations, citation of sources, and bibliographic entries.			
TN WR 1.14 - Continue to respond actively and imaginatively to literature.			
TN WR 1.15 - Demonstrate an understanding of and respect for multicultural and ethnic diversity in language.			
- READING			
TN RE 1.0 - The student will develop the reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of the written text.			
TN RE 1.01 - Develop an understanding of and respect for multicultural, gender, and ethnic diversity in language use, patterns, and dialects.	Product 1 - Accelerated Reader	Skill Area 3 - Reading Practice Quizzes (RPQ)	Skill 11 - RPQ11 Understanding historical/cultural factors
		Skill Area 6 - Other Reading Quizzes (ORQ)	Skill 12 - ORQ12 Understanding historical/cultural factors
		Skill Area 9 - Literacy Skills Quizzes - Literary Analysis (LA)	Skill 5 - LA05 Understanding Historical/Cultural Factors
TN RE 1.02 - Discern reading strategies appropriate to text.			
TN RE 1.03 - Extend reading vocabulary.	Product 1 - Accelerated Reader	Skill Area 12 - Vocabulary Practice Quizzes (VPQ)	Skill 1 - VPQ01 Acquiring vocabulary by encountering words in context

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, English 2 Grade 10, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
			Skill 2 - VPQ02 Learning new vocabulary in context
			Skill 4 - VPQ04 Reviewing missed words for mastery
		Skill Area 15 - Professional Development (PD) - Set up for Success	Skill 8 - PD14 Reviewing lists of book-specific vocabulary words before and during reading
			Skill 9 - PD15 Learning vocabulary with explicit, systematic supplemental vocabulary instruction
TN RE 1.04 - Use comprehension strategies to enhance understanding, to make predictions, and to respond to literature.	Product 1 - Accelerated Reader	Skill Area 10 - Literacy Skills Quizzes - Inferential Comprehension (IC)	Skill 5 - IC05 Making Predictions
		Skill Area 11 - Literacy Skills Quizzes - Constructing Meaning (CM)	Skill 3 - CM03 Identifying Reading Strategies
			Skill 5 - CM05 Responding to Literature
TN RE 1.05 - Improve comprehension by interpreting, analyzing, synthesizing, and evaluating written text.	Product 1 - Accelerated Reader	Skill Area 10 - Literacy Skills Quizzes - Inferential Comprehension (IC)	Skill 1 - IC01 Comparing and Contrasting
			Skill 2 - IC02 Drawing Conclusions
			Skill 3 - IC03 Making Inferences
			Skill 4 - IC04 Extending Meaning
			Skill 5 - IC05 Making Predictions
			Skill 6 - IC06 Recognizing Cause and Effect
		Skill Area 11 - Literacy Skills Quizzes - Constructing Meaning (CM)	Skill 5 - CM05 Responding to Literature
TN RE 1.06 - Use oral reading in individual and group presentations.			

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, English 2 Grade 10, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN RE 1.07 - Read independently for a variety of purposes.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 1 - OP01 Engaging in guided independent reading practice
			Skill 5 - OP05 Self-selecting appropriate books for success
			Skill 8 - OP08 Building comprehension
			Skill 18 - OP18 Choosing a variety of reading material
		Skill Area 15 - Professional Development (PD) - Set up for Success	Skill 1 - PD07 Practicing reading daily in and outside of class
			Skill 2 - PD08 Reading independently with guidance
TN RE 1.08 - Use cognitive strategies to evaluate text critically.			
TN RE 1.09 - Develop skills in making inferences and recognizing unstated assumptions.	Product 1 - Accelerated Reader	Skill Area 10 - Literacy Skills Quizzes - Inferential Comprehension (IC)	Skill 3 - IC03 Making Inferences
TN RE 1.10 - Discern the purposes, main ideas, biases, points of view, and persuasive devices found in various texts.	Product 1 - Accelerated Reader	Skill Area 3 - Reading Practice Quizzes (RPQ)	Skill 16 - RPQ16 Identifying the main idea
		Skill Area 6 - Other Reading Quizzes (ORQ)	Skill 17 - ORQ17 Identifying the main idea
		Skill Area 11 - Literacy Skills Quizzes - Constructing Meaning (CM)	Skill 4 - CM04 Identifying Persuasive Language
			Skill 6 - CM06 Understanding the Main Idea
TN RE 1.11 - Interpret ideas, recognize logical relationships, and make judgments based on sufficient evidence.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 13 - OP13 Improving critical thinking
		Skill Area 3 - Reading Practice Quizzes (RPQ)	Skill 17 - RPQ17 Understanding concepts and ideas

Standards List with Aligned Product Skills

Agency Tag Set Name		Product Name	
Tennessee, English Language Arts, 2001, English 2 Grade 10, Curriculum Standards, produced by Tennessee Department of Education		Accelerated Reader	
Standard	Product Description	Skill Area Description	Skill Description
		Skill Area 6 - Other Reading Quizzes (ORQ)	Skill 18 - ORQ18 Understanding concepts and ideas
		Skill Area 10 - Literacy Skills Quizzes - Inferential Comprehension (IC)	Skill 1 - IC01 Comparing and Contrasting
			Skill 2 - IC02 Drawing Conclusions
			Skill 3 - IC03 Making Inferences
			Skill 6 - IC06 Recognizing Cause and Effect
TN RE 1.12 - Select, evaluate, and adapt resource material in order to apply it effectively.			
TN RE 1.13 - Read, interpret, and respond in a variety of ways to various genres.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 1 - OP01 Engaging in guided independent reading practice
			Skill 5 - OP05 Self-selecting appropriate books for success
			Skill 15 - OP15 Engaging in literature-based reading
			Skill 18 - OP18 Choosing a variety of reading material
		Skill Area 3 - Reading Practice Quizzes (RPQ)	Skill 5 - RPQ05 Answering clarifying questions about what was read (Who, what, when, where, why, and how)
			Skill 6 - RPQ06 Demonstrating comprehension by identifying answers from a selection of possible answers
		Skill Area 6 - Other Reading Quizzes (ORQ)	Skill 6 - ORQ06 Answering clarifying questions about what was read (Who, what, when, where, why, and how)

Standards List with Aligned Product Skills

Agency Tag Set Name		Product Name	
Tennessee, English Language Arts, 2001, English 2 Grade 10, Curriculum Standards, produced by Tennessee Department of Education		Accelerated Reader	
Standard	Product Description	Skill Area Description	Skill Description
			Skill 7 - ORQ07 Demonstrating comprehension by identifying answers from a selection of possible answers
		Skill Area 11 - Literacy Skills Quizzes - Constructing Meaning (CM)	Skill 5 - CM05 Responding to Literature
		Skill Area 13 - Vocabulary Acquisition (VA)	Skill 1 - VA01 Reading from a variety of genres
		Skill Area 15 - Professional Development (PD) - Set up for Success	Skill 2 - PD08 Reading independently with guidance
		Skill Area 16 - Professional Development (PD) - Motivation	Skill 11 - PD30 Reading textbooks and assigned reading for information
			Skill 12 - PD31 Reading magazine articles for information
TN RE 1.14 - Identify and interpret literary elements and figurative language.	Product 1 - Accelerated Reader	Skill Area 9 - Literacy Skills Quizzes - Literary Analysis (LA)	Skill 3 - LA03 Understanding Literary Features
			Skill 6 - LA06 Understanding the Author's Craft
		Skill Area 11 - Literacy Skills Quizzes - Constructing Meaning (CM)	Skill 1 - CM01 Deriving Word or Phrase Meaning
TN RE 1.15 - Interact with text to form a personal interpretation.			
- VIEWING AND REPRESENTING			
TN VR 1.0 - The student will use, read, and view media/technology and analyze content and concepts accurately.			
TN VR 1.01 - Access and demonstrate multiple technological reference sources.			
TN VR 1.02 - Develop media applications for a variety of audiences and purposes.			

Standards List with Aligned Product Skills

Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2001, English 2 Grade 10, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN VR 1.03 - Use media to view, to read, to write, to communicate, and to create.	Product 1 - Accelerated Reader	Skill Area 16 - Professional Development (PD) - Motivation	Skill 12 - PD31 Reading magazine articles for information
TN VR 1.04 - Analyze the impact of media on daily life.			
TN VR 1.05 - Research, organize, interpret, and present information from print and non-print media.			
TN VR 1.06 - Utilize multimedia to create, to display, and to explain information.			
TN VR 1.07 - Explore the advantages and limitations of the computer as a communication tool.			
TN VR 1.08 - Examine the differences between using print and non-print media as a means of communication.			
TN VR 1.09 - Explain creative strategies used in the production of print and non-print media.			
- SPEAKING AND LISTENING			
TN SL 1.0 - The student will express ideas clearly and effectively in a variety of oral contexts and apply active listening skills in the analysis and evaluation of spoken ideas.			
TN SL 1.01 - Demonstrate skills in analysis, interpretation, and evaluation of literary works through spoken language.			
TN SL 1.02 - Demonstrate confidence and poise in various speaking situations.			
TN SL 1.03 - Demonstrate effective listening skills through note-taking.			
TN SL 1.04 - Demonstrate critical listening skills essential for comprehension and evaluation.			
TN SL 1.05 - Utilize appropriate volume, pitch, rate, diction, inflection, gestures, and body language to facilitate communication incorporating appropriate language structure.			

Standards List with Aligned Product Skills

Agency Tag Set Name		Product Name	
Tennessee, English Language Arts, 2001, English 2 Grade 10, Curriculum Standards, produced by Tennessee Department of Education		Accelerated Reader	
Standard	Product Description	Skill Area Description	Skill Description
TN SL 1.06 - Analyze audience and determine purpose in preparing oral presentations.			
TN SL 1.07 - Define and solve problems rationally and creatively through speaking, listening, and viewing.			
TN SL 1.08 - Utilize appropriate verbal and non-verbal feedback in a variety of situations.			

Standards List with Aligned Product Skills

Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2003, English 3 Grade 11, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
- WRITING			
TN 1.0 - The student will develop the structural and creative skills necessary to produce written language that can be read and interpreted by various audiences.			
TN 1.01 - Write to process knowledge, to clarify thinking, to synthesize and evaluate information , to improve study skills, to gain confidence, and to promote lifelong communication .			
TN 1.02 - Write frequently in various modes of discourse.			
TN 1.03 - Write for personal and imaginative expression.			
TN 1.04 - Use a variety of strategies for business purposes.			
TN 1.05 - Identify and write for a variety of audiences.			
TN 1.06 - Recognize that language has several levels of diction determined by audience, purpose , and occasion.			
TN 1.07 - Apply appropriate elements of the writing process: prewriting, drafting, revising , editing, and publishing.			
TN 1.08 - Use a variety of prewriting activities to generate, focus, and organize ideas.			
TN 1.09 - Construct coherent writing, maintaining a clear focus, well-developed ideas, syntactic variety, and effective transitions.			
TN 1.10 - Develop an effective writing style by the use of appropriate voices, diction, syntactic variety, and tone.			
TN 1.11 - Evaluate and revise writing to focus on purpose, organization, development, and style.			
TN 1.12 - Edit writing to correct errors..			
TN 1.13 - Apply effective research skills.			
TN 1.14 - Avoid plagiarism by correctly using sources.			

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2003, English 3 Grade 11, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 1.15 - Research various sources to present information in a variety of formats.			
TN 1.16 - Develop personal, imaginative, and analytical responses to literature.			
TN 1.17 - Develop an ongoing awareness of personal writing growth through comparison of drafts, paragraphs of analysis, and letters of reflection.			
- READING			
TN 2.0 - The student will develop the reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of the written text.			
TN 2.01 - Develop an understanding of and respect for cultural, gender, and ethnic diversity in language use, patterns, and dialects.	Product 1 - Accelerated Reader	Skill Area 3 - Reading Practice Quizzes (RPQ)	Skill 11 - RPQ11 Understanding historical/cultural factors
		Skill Area 6 - Other Reading Quizzes (ORQ)	Skill 12 - ORQ12 Understanding historical/cultural factors
		Skill Area 9 - Literacy Skills Quizzes - Literary Analysis (LA)	Skill 5 - LA05 Understanding Historical/Cultural Factors
TN 2.02 - Extend reading vocabulary.	Product 1 - Accelerated Reader	Skill Area 12 - Vocabulary Practice Quizzes (VPQ)	Skill 1 - VPQ01 Acquiring vocabulary by encountering words in context
			Skill 2 - VPQ02 Learning new vocabulary in context
			Skill 4 - VPQ04 Reviewing missed words for mastery
		Skill Area 15 - Professional Development (PD) - Set up for Success	Skill 8 - PD14 Reviewing lists of book-specific vocabulary words before and during reading

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2003, English 3 Grade 11, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
			Skill 9 - PD15 Learning vocabulary with explicit, systematic supplemental vocabulary instruction
TN 2.03 - Utilize a variety of interactive reading strategies appropriate to text.			
TN 2.04 - Reflect on strategies used by the reader to make meaning from text.	Product 1 - Accelerated Reader	Skill Area 14 - Professional Development (PD) - Measurement	Skill 3 - PD03 Monitoring comprehension
			Skill 4 - PD04 Monitoring comprehension on assigned reading materials
		Skill Area 15 - Professional Development (PD) - Set up for Success	Skill 12 - PD18 Identifying reading strengths and needs
TN 2.05 - Increase fluency in oral reading.			
TN 2.06 - Read independently for a variety of purposes.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 1 - OP01 Engaging in guided independent reading practice
			Skill 5 - OP05 Self-selecting appropriate books for success
			Skill 8 - OP08 Building comprehension
			Skill 18 - OP18 Choosing a variety of reading material
		Skill Area 15 - Professional Development (PD) - Set up for Success	Skill 1 - PD07 Practicing reading daily in and outside of class
			Skill 2 - PD08 Reading independently with guidance
TN 2.07 - Analyze the use of figurative language in various texts.	Product 1 - Accelerated Reader	Skill Area 11 - Literacy Skills Quizzes - Constructing Meaning (CM)	Skill 1 - CM01 Deriving Word or Phrase Meaning

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2003, English 3 Grade 11, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 2.08 - Analyze the impact of literary elements in various texts.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 16 - OP16 Acquiring understanding of literary features
		Skill Area 9 - Literacy Skills Quizzes - Literary Analysis (LA)	Skill 6 - LA06 Understanding the Author's Craft
TN 2.09 - Analyze persuasive devices found in various texts.	Product 1 - Accelerated Reader	Skill Area 11 - Literacy Skills Quizzes - Constructing Meaning (CM)	Skill 4 - CM04 Identifying Persuasive Language
TN 2.10 - Read to interpret ideas, recognize relationships, and make judgments.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 13 - OP13 Improving critical thinking
		Skill Area 3 - Reading Practice Quizzes (RPQ)	Skill 17 - RPQ17 Understanding concepts and ideas
		Skill Area 6 - Other Reading Quizzes (ORQ)	Skill 18 - ORQ18 Understanding concepts and ideas
		Skill Area 10 - Literacy Skills Quizzes - Inferential Comprehension (IC)	Skill 1 - IC01 Comparing and Contrasting
			Skill 2 - IC02 Drawing Conclusions
			Skill 3 - IC03 Making Inferences
			Skill 4 - IC04 Extending Meaning
			Skill 5 - IC05 Making Predictions
			Skill 6 - IC06 Recognizing Cause and Effect
		Skill Area 11 - Literacy Skills Quizzes - Constructing Meaning (CM)	Skill 3 - CM03 Identifying Reading Strategies
TN 2.11 - Recognize the influence of an author's background and experience on literary work.	Product 1 - Accelerated Reader	Skill Area 3 - Reading Practice Quizzes (RPQ)	Skill 11 - RPQ11 Understanding historical/cultural factors
		Skill Area 6 - Other Reading Quizzes (ORQ)	Skill 12 - ORQ12 Understanding historical/cultural factors

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2003, English 3 Grade 11, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
		Skill Area 9 - Literacy Skills Quizzes - Literary Analysis (LA)	Skill 5 - LA05 Understanding Historical/Cultural Factors
TN 2.12 - Consult resource materials to increase understanding of the text.			
TN 2.13 - Respond to reading selections by making connections.	Product 1 - Accelerated Reader	Skill Area 10 - Literacy Skills Quizzes - Inferential Comprehension (IC)	Skill 3 - IC03 Making Inferences
			Skill 4 - IC04 Extending Meaning
- VIEWING AND REPRESENTING			
TN 3.0 - The student will use, read, and view media/technology and analyze content and concepts accurately.			
TN 3.01 - Access and demonstrate multiple technological reference sources.			
TN 3.02 - Use media for a variety of audiences and purposes: to view, to experience, to read , to write, to communicate.	Product 1 - Accelerated Reader	Skill Area 16 - Professional Development (PD) - Motivation	Skill 12 - PD31 Reading magazine articles for information
TN 3.03 - Evaluate the impact of media on daily life.			
TN 3.04 - Evaluate varied media resources and information for accuracy and reliability.			
TN 3.05 - Develop research and analytical skills by using print and non-print media.			
TN 3.06 - Utilize media to create, display, and explain information.			
TN 3.07 - Evaluate the differences between using print and non-print media as means of communication.			
TN 3.08 - Explore production elements used in print and non-print media.			
- SPEAKING AND LISTENING			

Standards List with Aligned Product Skills

Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2003, English 3 Grade 11, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 4.0 - The student will express ideas clearly and effectively in a variety of oral contexts and apply active listening skills in the analysis and evaluation of spoken ideas.			
TN 4.01 - Use and/or demonstrate an understanding of effective communications skills in a variety of speaking situations.			
TN 4.02 - Conduct pertinent research for oral presentation(s).			
TN 4.03 - Consider and evaluate the perceptions of speakers and listeners.			
TN 4.04 - Adjust the level of language usage to the audience and purpose.			
TN 4.05 - Evaluate a variety of oral presentations.			
TN 4.06 - Improve critical listening skills essential for comprehension.			
TN 4.07 - Recognize the effects and implications of various dialects.			

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2003, English 4 Grade 12, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
- WRITING			
TN 1.0 - The student will develop the structural and creative skills necessary to produce written language that can be read and interpreted by various audiences.			
TN 1.01 - Write to process knowledge, clarify thinking, synthesize and evaluate information, improve study skills, gain confidence, and promote lifelong communication.			
TN 1.02 - Write frequently for a variety of purposes.			
TN 1.03 - Write for personal and imaginative expression.			
TN 1.04 - Use a variety of strategies for personal and business applications such as memos, resumes, letters, applications, proposals, and technical instructions.			
TN 1.05 - Identify and write for a variety of audiences.			
TN 1.06 - Recognize that language has several levels of diction determined by audience, purpose, and occasion.			
TN 1.07 - Approach writing tasks systematically by using steps in the writing process: prewriting, drafting, revising, editing, and publishing.			
TN 1.08 - Practice a variety of prewriting activities to generate, focus, and organize ideas.			
TN 1.09 - Develop and support a thesis statement.			
TN 1.10 - Construct coherent writing, maintaining a clear focus, well-developed ideas, syntactic variety, and effective transitions.			
TN 1.11 - Demonstrate effective writing style by the use of appropriate voice, word choice, and tone.			

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2003, English 4 Grade 12, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 1.12 - Evaluate and revise writing to focus on purpose, organization, development, and style.			
TN 1.13 - Edit writing to correct errors.			
TN 1.14 - Apply effective research skills.			
TN 1.15 - Avoid plagiarism by using sources correctly.			
TN 1.16 - Research various sources to present information in a variety of formats.			
TN 1.17 - Develop personal, imaginative, and analytical responses to literature.			
TN 1.18 - Develop an ongoing awareness of personal writing growth through comparison of drafts, paragraphs of analysis, and letters of reflection.			
- READING			
TN 2.0 - The student will develop the reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of the written text.			
TN 2.01 - Develop an understanding of and respect for multicultural, gender, and ethnic diversity in language use, patterns, and dialects, as well as for the development of the English language.	Product 1 - Accelerated Reader	Skill Area 3 - Reading Practice Quizzes (RPQ)	Skill 11 - RPQ11 Understanding historical/cultural factors
		Skill Area 6 - Other Reading Quizzes (ORQ)	Skill 12 - ORQ12 Understanding historical/cultural factors
		Skill Area 9 - Literacy Skills Quizzes - Literary Analysis (LA)	Skill 5 - LA05 Understanding Historical/Cultural Factors
TN 2.02 - Extend reading vocabulary.	Product 1 - Accelerated Reader	Skill Area 12 - Vocabulary Practice Quizzes (VPQ)	Skill 1 - VPQ01 Acquiring vocabulary by encountering words in context
			Skill 2 - VPQ02 Learning new vocabulary in context

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2003, English 4 Grade 12, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
			Skill 4 - VPQ04 Reviewing missed words for mastery
		Skill Area 15 - Professional Development (PD) - Set up for Success	Skill 8 - PD14 Reviewing lists of book-specific vocabulary words before and during reading
			Skill 9 - PD15 Learning vocabulary with explicit, systematic supplemental vocabulary instruction
TN 2.03 - Utilize a variety of interactive reading strategies appropriate to text.			
TN 2.04 - Improve comprehension by interpreting, analyzing, synthesizing, and evaluating written text.	Product 1 - Accelerated Reader	Skill Area 10 - Literacy Skills Quizzes - Inferential Comprehension (IC)	Skill 1 - IC01 Comparing and Contrasting
			Skill 2 - IC02 Drawing Conclusions
			Skill 3 - IC03 Making Inferences
			Skill 4 - IC04 Extending Meaning
			Skill 5 - IC05 Making Predictions
			Skill 6 - IC06 Recognizing Cause and Effect
		Skill Area 11 - Literacy Skills Quizzes - Constructing Meaning (CM)	Skill 5 - CM05 Responding to Literature
TN 2.05 - Reflect on strategies used by the reader to make meaning from text.	Product 1 - Accelerated Reader	Skill Area 14 - Professional Development (PD) - Measurement	Skill 3 - PD03 Monitoring comprehension
			Skill 4 - PD04 Monitoring comprehension on assigned reading materials
		Skill Area 15 - Professional Development (PD) - Set up for Success	Skill 12 - PD18 Identifying reading strengths and needs

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2003, English 4 Grade 12, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
TN 2.06 - Increase fluency in oral reading.			
TN 2.07 - Read independently for a variety of purposes.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 1 - OP01 Engaging in guided independent reading practice
			Skill 5 - OP05 Self-selecting appropriate books for success
			Skill 8 - OP08 Building comprehension
			Skill 18 - OP18 Choosing a variety of reading material
		Skill Area 15 - Professional Development (PD) - Set up for Success	Skill 1 - PD07 Practicing reading daily in and outside of class
			Skill 2 - PD08 Reading independently with guidance
TN 2.08 - Determine the effectiveness of figurative language in various texts.			
TN 2.09 - Determine the impact of literary elements on texts.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 16 - OP16 Acquiring understanding of literary features
		Skill Area 9 - Literacy Skills Quizzes - Literary Analysis (LA)	Skill 6 - LA06 Understanding the Author's Craft
TN 2.10 - Analyze persuasive devices found in various texts.	Product 1 - Accelerated Reader	Skill Area 11 - Literacy Skills Quizzes - Constructing Meaning (CM)	Skill 4 - CM04 Identifying Persuasive Language
TN 2.11 - Interpret ideas, recognize logical relationships, and make judgments based on sufficient evidence.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 13 - OP13 Improving critical thinking
		Skill Area 3 - Reading Practice Quizzes (RPQ)	Skill 17 - RPQ17 Understanding concepts and ideas
		Skill Area 6 - Other Reading Quizzes (ORQ)	Skill 18 - ORQ18 Understanding concepts and ideas
		Skill Area 10 - Literacy Skills Quizzes - Inferential Comprehension (IC)	Skill 1 - IC01 Comparing and Contrasting

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
Tennessee, English Language Arts, 2003, English 4 Grade 12, Curriculum Standards, produced by Tennessee Department of Education	Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
			Skill 2 - IC02 Drawing Conclusions
			Skill 3 - IC03 Making Inferences
			Skill 4 - IC04 Extending Meaning
			Skill 5 - IC05 Making Predictions
			Skill 6 - IC06 Recognizing Cause and Effect
		Skill Area 11 - Literacy Skills Quizzes - Constructing Meaning (CM)	Skill 3 - CM03 Identifying Reading Strategies
TN 2.12 - Recognize the influence of an author's background, biases, gender, environment, and experience on a literary work.	Product 1 - Accelerated Reader	Skill Area 3 - Reading Practice Quizzes (RPQ)	Skill 11 - RPQ11 Understanding historical/cultural factors
		Skill Area 6 - Other Reading Quizzes (ORQ)	Skill 12 - ORQ12 Understanding historical/cultural factors
		Skill Area 9 - Literacy Skills Quizzes - Literary Analysis (LA)	Skill 5 - LA05 Understanding Historical/Cultural Factors
TN 2.13 - Consult resource materials to increase understanding of text.			
TN 2.14 - Read, respond to, and interpret print and nonprint text.	Product 1 - Accelerated Reader	Skill Area 1 - Overall Product (OP)	Skill 1 - OP01 Engaging in guided independent reading practice
			Skill 5 - OP05 Self-selecting appropriate books for success
			Skill 15 - OP15 Engaging in literature-based reading
			Skill 18 - OP18 Choosing a variety of reading material
		Skill Area 10 - Literacy Skills Quizzes - Inferential Comprehension (IC)	Skill 1 - IC01 Comparing and Contrasting
			Skill 2 - IC02 Drawing Conclusions

Standards List with Aligned Product Skills			
Agency Tag Set Name		Product Name	
Tennessee, English Language Arts, 2003, English 4 Grade 12, Curriculum Standards, produced by Tennessee Department of Education		Accelerated Reader	
Standard	Product Description	Skill Area Description	Skill Description
			Skill 3 - IC03 Making Inferences
			Skill 4 - IC04 Extending Meaning
			Skill 5 - IC05 Making Predictions
			Skill 6 - IC06 Recognizing Cause and Effect
		Skill Area 11 - Literacy Skills Quizzes - Constructing Meaning (CM)	Skill 5 - CM05 Responding to Literature
		Skill Area 15 - Professional Development (PD) - Set up for Success	Skill 2 - PD08 Reading independently with guidance
TN 2.15 - Respond to reading selections by making connections.	Product 1 - Accelerated Reader	Skill Area 10 - Literacy Skills Quizzes - Inferential Comprehension (IC)	Skill 3 - IC03 Making Inferences
			Skill 4 - IC04 Extending Meaning
- VIEWING AND REPRESENTING			
TN 3.0 - The student will use, read, and view media/technology and analyze content and concepts accurately.			
TN 3.01 - Access and demonstrate multiple technological reference sources.			
TN 3.02 - Use media for a variety of audiences and purposes: to view, to experience, to read, to write, to communicate.	Product 1 - Accelerated Reader	Skill Area 16 - Professional Development (PD) - Motivation	Skill 12 - PD31 Reading magazine articles for information
TN 3.03 - Use and evaluate media in order to disseminate information.			
TN 3.04 - Evaluate varied media resources and information for accuracy, validity, and reliability.			
TN 3.05 - Research, interpret, critique, and present information from print and nonprint media.			
TN 3.06 - Utilize multimedia to create, to display, to explain, and to evaluate information.			

Standards List with Aligned Product Skills			
Agency Tag Set Name		Product Name	
Tennessee, English Language Arts, 2003, English 4 Grade 12, Curriculum Standards, produced by Tennessee Department of Education		Accelerated Reader	
Standard	Product Description	Skill Area Description	Skill Description
TN 3.07 - Evaluate production elements used in print and nonprint media.			
TN 3.08 - Use graphics for the purpose of interpreting, clarifying and communicating information.			
- SPEAKING AND LISTENING			
TN 4.0 - The student will express ideas clearly and effectively in a variety of oral contexts and apply active listening skills in the analysis and evaluation of spoken ideas.			
TN 4.01 - Use and/or demonstrate an understanding of appropriate volume, pitch, rate, diction, inflection, gestures, and body language to facilitate confident communication in a variety of speaking situations.			
TN 4.02 - Demonstrate effective interpersonal skills in group discussions.			
TN 4.03 - Use pertinent research for oral presentations.			
TN 4.04 - Evaluate viewpoints, judgments, and expectations from the perspectives of both speakers and listeners.			
TN 4.05 - Recognize various dialects and their implications, demonstrating their appropriate use based on purposes and audiences.			
TN 4.06 - Adjust the level of language usage (grammar, content, style, vocabulary) to the audience and the purpose.			
TN 4.07 - Evaluate a variety of oral presentations.			
TN 4.08 - Demonstrate critical listening skills essential for comprehension and evaluation.			
TN 4.09 - Define and solve problems rationally and creatively through speaking, listening, and viewing.			

Standards List with Aligned Product Skills

Agency Tag Set Name		Product Name	
Tennessee, English Language Arts, 2003, English 4 Grade 12, Curriculum Standards, produced by Tennessee Department of Education		Accelerated Reader	
Standard	Product Description	Skill Area Description	Skill Description
TN 4.10 - Recognize the effects and implications of various dialects.			
TN 4.11 - Present a position and/or opinion clearly and persuasively by citing sources of information/research.			

APPENDIX C

Vernier Lab Pro Standards Correlation

Vernier Lab Pro Standards Correlation

Middle School Science

Tennessee Performance Indicators State			
Experiment		State Correlation	
1	<u>A Hot Hand</u>	5.4.spi.1Grades: 5	read temperature using Fahrenheit and Celsius scales;
		5.4.spi.5Grades: 5	select appropriate standard units to measure length, perimeter, area, capacity, volume, weight, time, temperature, and angles;
2	<u>Heating of Land and Water</u>	5.4.spi.1Grades: 5	read temperature using Fahrenheit and Celsius scales;
		5.4.spi.5Grades: 5	select appropriate standard units to measure length, perimeter, area, capacity, volume, weight, time, temperature, and angles;
3	<u>The Greenhouse Effect</u>	5.4.spi.1Grades: 5	read temperature using Fahrenheit and Celsius scales;
		5.4.spi.5Grades: 5	select appropriate standard units to measure length, perimeter, area, capacity, volume, weight, time, temperature, and angles;
4	<u>Relative Humidity</u>	5.4.spi.1Grades: 5	read temperature using Fahrenheit and Celsius scales;
		5.4.spi.5Grades: 5	select appropriate standard units to measure length, perimeter, area, capacity, volume, weight, time, temperature, and angles;
6	<u>Absorption of Radiant Energy</u>	5.4.spi.1Grades: 5	read temperature using Fahrenheit and Celsius scales;
		5.4.spi.5Grades: 5	select appropriate standard units to measure length, perimeter, area, capacity, volume, weight, time, temperature, and angles;
		6.14.spi.4Grades: 6	select examples of refraction, reflection, and absorption of light.
		6.5.spi.7Grades:	connect data sets and their graphical

		6	representations (i.e., bar graphs, circle, graphs, and stem-and-leaf plots);
		7.5.spi.7Grades: 7	connect data sets and their graphical representation (i.e., bar graphs, stem-and-leaf plots, box plots, and scatterplots);
		SPI 0706.5.1Grades: 7	Interpret and employ various graphs and charts to represent data.
		SPI 0706.5.2Grades: 7	Select suitable graph types (such as bar graphs, histograms, line graphs, circle graphs, box-and-whisker plots, and stem-and-leaf plots) and use them to create accurate representations of given data.
7	<u>Reflectivity of Light</u>	5.12.spi.4Grades: 5	determine the appropriate metric unit of measurement for specific properties of matter.
		6.14.spi.4Grades: 6	select examples of refraction, reflection, and absorption of light.
		7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
8	<u>Schoolyard Study</u>	5.4.spi.1Grades: 5	read temperature using Fahrenheit and Celsius scales;
		5.4.spi.5Grades: 5	select appropriate standard units to measure length, perimeter, area, capacity, volume, weight, time, temperature, and angles;
9	<u>A Good Sock</u>	5.4.spi.1Grades: 5	read temperature using Fahrenheit and Celsius scales;
		5.4.spi.5Grades: 5	select appropriate standard units to measure length, perimeter, area, capacity, volume, weight, time, temperature, and angles;
		5.5.spi.1Grades: 5	represent data using bar graphs and pictographs;
		6.5.spi.2Grades: 6	interpret bar and line graphs to answer questions and solve real-world problems;
		7.5.spi.1Grades: 7	interpret bar and line graphs to answer questions and solve real-world problems.
10	<u>What Causes the</u>	6.7.spi.6Grades: 6	select the diagram that reflects the earth/sun

	<u>Seasons?</u>		relationship that accounts for the four seasons.
11	<u>Solar Homes</u>	6.14.spi.1Grades: 6	predict the direction of heat flow between objects.
13	<u>Boiling Temperature of Water</u>	5.12.spi.4Grades: 5	determine the appropriate metric unit of measurement for specific properties of matter.
		6.5.spi.7Grades: 6	connect data sets and their graphical representations (i.e., bar graphs, circle, graphs, and stem-and-leaf plots);
		7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
		7.5.spi.7Grades: 7	connect data sets and their graphical representation (i.e., bar graphs, stem-and-leaf plots, box plots, and scatterplots);
		SPI 0706.5.1Grades: 7	Interpret and employ various graphs and charts to represent data.
		SPI 0706.5.2Grades: 7	Select suitable graph types (such as bar graphs, histograms, line graphs, circle graphs, box-and-whisker plots, and stem-and-leaf plots) and use them to create accurate representations of given data.
14	<u>Freezing and Melting of Water</u>	5.4.spi.1Grades: 5	read temperature using Fahrenheit and Celsius scales;
		5.4.spi.5Grades: 5	select appropriate standard units to measure length, perimeter, area, capacity, volume, weight, time, temperature, and angles;
		6.5.spi.7Grades: 6	connect data sets and their graphical representations (i.e., bar graphs, circle, graphs, and stem-and-leaf plots);
		7.5.spi.7Grades: 7	connect data sets and their graphical representation (i.e., bar graphs, stem-and-leaf plots, box plots, and scatterplots);
		SPI 0706.5.1Grades: 7	Interpret and employ various graphs and charts to represent data.
		SPI 0706.5.2Grades:	Select suitable graph types (such as bar graphs, histograms, line graphs, circle graphs, box-

	7	and-whisker plots, and stem-and-leaf plots) and use them to create accurate representations of given data.
15	<u>How Low Can You Go?</u>	5.12.spi.3Grades: 5 recognize how temperature is associated with a change in the state of matter.
15B	<u>Ziplock Ice Cream</u>	5.12.spi.3Grades: 5 recognize how temperature is associated with a change in the state of matter.
		5.12.spi.4Grades: 5 determine the appropriate metric unit of measurement for specific properties of matter.
		5.4.spi.1Grades: 5 read temperature using Fahrenheit and Celsius scales;
		5.4.spi.5Grades: 5 select appropriate standard units to measure length, perimeter, area, capacity, volume, weight, time, temperature, and angles;
		7.12.spi.1Grades: 7 determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
16	<u>A Good Cold Pack</u>	5.12.spi.3Grades: 5 recognize how temperature is associated with a change in the state of matter.
		5.4.spi.1Grades: 5 read temperature using Fahrenheit and Celsius scales;
		5.4.spi.5Grades: 5 select appropriate standard units to measure length, perimeter, area, capacity, volume, weight, time, temperature, and angles;
		8.13.spi.5Grades: 8 classify a reaction is exothermic or endothermic.
17	<u>Lemon "Juice"</u>	5.12.spi.4Grades: 5 determine the appropriate metric unit of measurement for specific properties of matter.
		7.12.spi.1Grades: 7 determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
18	<u>Get a Grip!</u>	5.12.spi.4Grades: 5 determine the appropriate metric unit of measurement for specific properties of matter.
		7.12.spi.1Grades: 7 determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width,

			height), temperature.)
19	<u>Fun with Pressure</u>	5.12.spi.4Grades: 5	determine the appropriate metric unit of measurement for specific properties of matter.
		7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
20	<u>Water Hardness Study</u>	5.12.spi.4Grades: 5	determine the appropriate metric unit of measurement for specific properties of matter.
		7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
21	<u>Diffusion: How Fast?</u>	5.12.spi.4Grades: 5	determine the appropriate metric unit of measurement for specific properties of matter.
		7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
22	<u>A Water Field Study</u>	5.13.spi.3Grades: 5	identify a substance as an acid (i.e., vinegar or lemon juice) or a base (i.e., soap or baking soda).
		5.4.spi.1Grades: 5	read temperature using Fahrenheit and Celsius scales;
		5.4.spi.5Grades: 5	select appropriate standard units to measure length, perimeter, area, capacity, volume, weight, time, temperature, and angles;
		8.13.spi.2Grades: 8	identify a substance as an acid or a base, given its pH.
23	<u>Cooling Rates: Shaq vs. Susie</u>	5.4.spi.1Grades: 5	read temperature using Fahrenheit and Celsius scales;
		5.4.spi.5Grades: 5	select appropriate standard units to measure length, perimeter, area, capacity, volume, weight, time, temperature, and angles;
24	<u>Yeast Beasts in Action</u>	5.12.spi.4Grades: 5	determine the appropriate metric unit of measurement for specific properties of matter.
		5.13.spi.3Grades: 5	identify a substance as an acid (i.e., vinegar or lemon juice) or a base (i.e., soap or baking

			soda).
		7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
		8.13.spi.2Grades: 8	identify a substance as an acid or a base, given its pH.
25	<u>Heart Rate and Body Position</u>	5.12.spi.4Grades: 5	determine the appropriate metric unit of measurement for specific properties of matter.
		6.5.spi.7Grades: 6	connect data sets and their graphical representations (i.e., bar graphs, circle, graphs, and stem-and-leaf plots);
		7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
		7.5.spi.7Grades: 7	connect data sets and their graphical representation (i.e., bar graphs, stem-and-leaf plots, box plots, and scatterplots);
		SPI 0706.5.1Grades: 7	Interpret and employ various graphs and charts to represent data.
		SPI 0706.5.2Grades: 7	Select suitable graph types (such as bar graphs, histograms, line graphs, circle graphs, box-and-whisker plots, and stem-and-leaf plots) and use them to create accurate representations of given data.
26	<u>Heart Rate and Exercise</u>	5.12.spi.4Grades: 5	determine the appropriate metric unit of measurement for specific properties of matter.
		6.5.spi.7Grades: 6	connect data sets and their graphical representations (i.e., bar graphs, circle, graphs, and stem-and-leaf plots);
		7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
		7.5.spi.7Grades: 7	connect data sets and their graphical representation (i.e., bar graphs, stem-and-leaf plots, box plots, and scatterplots);

27	<u>Mapping a Magnetic Field</u>	SPI 0706.5.1Grades: 7	Interpret and employ various graphs and charts to represent data.
		SPI 0706.5.2Grades: 7	Select suitable graph types (such as bar graphs, histograms, line graphs, circle graphs, box-and-whisker plots, and stem-and-leaf plots) and use them to create accurate representations of given data.
		5.12.spi.4Grades: 5	determine the appropriate metric unit of measurement for specific properties of matter.
		5.14.spi.1Grades: 5	identify the poles of a magnet.
		5.14.spi.3Grades: 5	identify the description of a magnetic field.
		6.5.spi.7Grades: 6	connect data sets and their graphical representations (i.e., bar graphs, circle, graphs, and stem-and-leaf plots);
		7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
		7.5.spi.7Grades: 7	connect data sets and their graphical representation (i.e., bar graphs, stem-and-leaf plots, box plots, and scatterplots);
		SPI 0706.5.1Grades: 7	Interpret and employ various graphs and charts to represent data.
		SPI 0706.5.2Grades: 7	Select suitable graph types (such as bar graphs, histograms, line graphs, circle graphs, box-and-whisker plots, and stem-and-leaf plots) and use them to create accurate representations of given data.
28	<u>Electromagnets</u>	5.12.spi.4Grades: 5	determine the appropriate metric unit of measurement for specific properties of matter.
		5.14.spi.1Grades: 5	identify the poles of a magnet.
		5.14.spi.3Grades: 5	identify the description of a magnetic field.
		7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight,

			mass, volume, density, size (length, width, height), temperature.)
		SPI	Distinguish among the Earth's magnetic field,
		0807.12.3Grades:	a magnet, and the fields that surround a magnet
		8	and an electromagnet.
29	<u>Frictional Forces</u>	5.11.spi.2Grades:	determine the effect of slope and friction on
		5	the speed of an object.
		5.12.spi.4Grades:	determine the appropriate metric unit of
		5	measurement for specific properties of matter.
		7.12.spi.1Grades:	determine the measurable properties of matter
		7	and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
30	<u>First-Class Levers</u>	5.11.spi.3Grades:	match simple machines with their uses.
		5	
		5.12.spi.4Grades:	determine the appropriate metric unit of
		5	measurement for specific properties of matter.
		7.12.spi.1Grades:	determine the measurable properties of matter
		7	and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
		8.11.spi.2Grades:	identify simple machines.
		8	
		8.11.spi.5Grades:	choose the most appropriate simple machine to
		8	use for a specific task.
31	<u>Pulleys</u>	5.11.spi.3Grades:	match simple machines with their uses.
		5	
		5.12.spi.4Grades:	determine the appropriate metric unit of
		5	measurement for specific properties of matter.
		7.12.spi.1Grades:	determine the measurable properties of matter
		7	and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
		8.11.spi.2Grades:	identify simple machines.
		8	
		8.11.spi.5Grades:	choose the most appropriate simple machine to
		8	use for a specific task.
32	<u>Buoyancy</u>	5.12.spi.4Grades:	determine the appropriate metric unit of

	5	measurement for specific properties of matter.
	7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
33 <u>Graphing Your Motion</u>	5.12.spi.4Grades: 5	determine the appropriate metric unit of measurement for specific properties of matter.
	6.5.spi.7Grades: 6	connect data sets and their graphical representations (i.e., bar graphs, circle, graphs, and stem-and-leaf plots);
	7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
	7.5.spi.7Grades: 7	connect data sets and their graphical representation (i.e., bar graphs, stem-and-leaf plots, box plots, and scatterplots);
	SPI 0706.5.1Grades: 7	Interpret and employ various graphs and charts to represent data.
	SPI 0706.5.2Grades: 7	Select suitable graph types (such as bar graphs, histograms, line graphs, circle graphs, box-and-whisker plots, and stem-and-leaf plots) and use them to create accurate representations of given data.
34 <u>Velocity</u>	5.12.spi.4Grades: 5	determine the appropriate metric unit of measurement for specific properties of matter.
	6.5.spi.7Grades: 6	connect data sets and their graphical representations (i.e., bar graphs, circle, graphs, and stem-and-leaf plots);
	7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
	7.5.spi.7Grades: 7	connect data sets and their graphical representation (i.e., bar graphs, stem-and-leaf plots, box plots, and scatterplots);
	SPI 0706.5.1Grades: 7	Interpret and employ various graphs and charts to represent data.

		SPI 0706.5.2Grades: 7	Select suitable graph types (such as bar graphs, histograms, line graphs, circle graphs, box-and-whisker plots, and stem-and-leaf plots) and use them to create accurate representations of given data.
		8.11.spi.7Grades: 8	solve problems pertaining to distance, speed, velocity, and time, given illustrations, diagrams, graphs, or scenarios.
35	<u>The Indy 100</u>	5.12.spi.4Grades: 5	determine the appropriate metric unit of measurement for specific properties of matter.
		7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
		8.11.spi.7Grades: 8	solve problems pertaining to distance, speed, velocity, and time, given illustrations, diagrams, graphs, or scenarios.
35B	<u>Pencil Car</u>	5.12.spi.4Grades: 5	determine the appropriate metric unit of measurement for specific properties of matter.
		7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
36	<u>Crash Dummies</u>	5.12.spi.4Grades: 5	determine the appropriate metric unit of measurement for specific properties of matter.
		6.5.spi.7Grades: 6	connect data sets and their graphical representations (i.e., bar graphs, circle, graphs, and stem-and-leaf plots);
		7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
		7.5.spi.7Grades: 7	connect data sets and their graphical representation (i.e., bar graphs, stem-and-leaf plots, box plots, and scatterplots);
		SPI 0706.5.1Grades: 7	Interpret and employ various graphs and charts to represent data.
		SPI	Select suitable graph types (such as bar graphs,

37	<u>Falling Objects</u>	0706.5.2Grades: 7	histograms, line graphs, circle graphs, box-and-whisker plots, and stem-and-leaf plots) and use them to create accurate representations of given data.
		8.11.spi.7Grades: 8	solve problems pertaining to distance, speed, velocity, and time, given illustrations, diagrams, graphs, or scenarios.
		5.12.spi.4Grades: 5	determine the appropriate metric unit of measurement for specific properties of matter.
		6.5.spi.7Grades: 6	connect data sets and their graphical representations (i.e., bar graphs, circle, graphs, and stem-and-leaf plots);
		7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
		7.5.spi.7Grades: 7	connect data sets and their graphical representation (i.e., bar graphs, stem-and-leaf plots, box plots, and scatterplots);
38	<u>A Speedy Slide</u>	SPI 0706.5.1Grades: 7	Interpret and employ various graphs and charts to represent data.
		SPI 0706.5.2Grades: 7	Select suitable graph types (such as bar graphs, histograms, line graphs, circle graphs, box-and-whisker plots, and stem-and-leaf plots) and use them to create accurate representations of given data.
		5.12.spi.4Grades: 5	determine the appropriate metric unit of measurement for specific properties of matter.
		6.5.spi.7Grades: 6	connect data sets and their graphical representations (i.e., bar graphs, circle, graphs, and stem-and-leaf plots);
		7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
		7.5.spi.7Grades: 7	connect data sets and their graphical representation (i.e., bar graphs, stem-and-leaf plots, box plots, and scatterplots);

SPI 0706.5.1Grades: 7	Interpret and employ various graphs and charts to represent data.
SPI 0706.5.2Grades: 7	Select suitable graph types (such as bar graphs, histograms, line graphs, circle graphs, box-and-whisker plots, and stem-and-leaf plots) and use them to create accurate representations of given data.
8.11.spi.7Grades: 8	solve problems pertaining to distance, speed, velocity, and time, given illustrations, diagrams, graphs, or scenarios.

High School

Tennessee Performance Indicators State		
Experiment	State Correlation	
1 <u>Energy in Food</u>	5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.
	5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
	5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
	CI.2.1.5Grades: 9-12	distinguish between heat content and temperature when given a unit, a definition, or an example.
	CII.2.2.1Grades: 9-12	recognize critical temperature, critical pressure, and triple point using phase diagrams of one-component systems.
	CII.2.2.2Grades: 9-12	interpret changes in temperature and/or pressure using phase diagrams of one-component systems.
	ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments

	(thermometer, rain gauge, dry/wet thermometer, and barometer).
P.3.2.5Grades: 9-12	distinguish between endothermic and exothermic reactions, given a description of the temperature change in a reaction.
P.4.3.1Grades: 9-12	solve problems regarding heat, mass, specific heat capacity, and temperature change, given the equation.
PH.2.1.1Grades: 9-12	investigate temperature in relationship to kinetic energy.
PH.2.2.1Grades: 9-12	identify the characteristics of internal energy and temperature/heat (joules/calories).
PS.3.2.1Grades: 9-12	select the reaction that is endothermic or exothermic, given the temperature change during the reaction.
PS.4.1.3Grades: 9-12	determine the temperature scale, given the boiling and/or freezing point of water.
SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
SR.1.1.5Grades: 9-12	follow proper safety procedures.
SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
SR.2.2.5Grades: 9-12	analyze questions using technology and mathematics models. examine safety precautions during experimental design.
SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
SR.3.1.4Grades: 9-12	exhibit proper safety techniques.
SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.

		SR.4.1.1 Grades: 9-12	use graphing calculators or computers to process data.
		SR.4.1.2 Grades: 9-12	collect data with hand-held technology.
		SR.4.3.1 Grades: 9-12	develop a list of open-ended effects.
2	<u>Limitations on Cell Size: Surface Area to Volume</u>	7.12.spi.1 Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
		SPI 0706.5.1 Grades: 7	Interpret and employ various graphs and charts to represent data.
		5.A.4 Grades: 9-12	analyze student-collected data to make predications or generalizations.
		5.A.5 Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
		5.B.2 Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
		CII.1.1.3 Grades: 9-12	predict the charge for ions (groups 1, 2, 13-18) and the oxidation state of any atom in a compound or polyatomic ion.
		CII.3.3.1 Grades: 9-12	describe the common ion effect, buffers, and hydrolysis given a solution.
		ES.1.2.7 Grades: 9-12	interpret a tide chart using an almanac or the Internet.
		ES.3.1.7 Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
		G.1.2.12 Grades: 9-12	investigate methods of remote sensing for measuring and monitoring the earth's crust.
		SPI 3103.1.2 Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as

			being accurate or misleading.
		SR.1.1.5Grades: 9-12	follow proper safety procedures.
		SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
		SR.2.2.5Grades: 9-12	analyze questions using technology and mathematics models. examine safety precautions during experimental design.
		SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
		SR.3.1.4Grades: 9-12	exhibit proper safety techniques.
		SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
		SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
		SR.4.1.2Grades: 9-12	collect data with hand-held technology.
3	<u>Acids and Bases</u>	7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
		8.13.spi.2Grades: 8	identify a substance as an acid or a base, given its pH.
		5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.
		5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
		5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
		CI.4.1.1Grades: 9-12	classify substances as acids or bases, given the formula.
		CI.4.2.4Grades: 9-12	classify a substance as an acid or a base, given its properties (e.g., color of litmus, color of phenolphthalein, taste, pH and

	slippery or non-slippery).
CII.3.2.2Grades: 9-12	classify a solution as neutral, acidic, or basic, and calculate its pH given either the hydrogen or hydroxide ion concentration.
CII.3.2.4Grades: 9-12	characterize acids and bases using the Arrhenius, Brönsted-Lowry and Lewis definitions, and identify conjugate acid-base pairs.
CII.3.2.5Grades: 9-12	characterize a substance as amphoteric.
ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
G.1.2.12Grades: 9-12	investigate methods of remote sensing for measuring and monitoring the earth's crust.
P.3.1.3Grades: 9-12	identify a substance as acidic, basic, or neutral, given its pH.
PS.3.1.3Grades: 9-12	identify a substance as acidic, basic, or neutral, given its pH.
SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
SPI 3202.1.17Grades: 9-12	Identify a substance as acidic, basic, or neutral based on its pH or response to an indicator or instrument.
SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
SR.4.1.1Grades:	use graphing calculators or computers to

		9-12	process data.
		SR.4.1.2Grades: 9-12	collect data with hand-held technology.
		SR.4.3.1Grades: 9-12	develop a list of open-ended effects.
4	<u>Diffusion Through Membranes</u>	7.1.spi.6Grades: 7	predict the movement of substances through osmosis or diffusion across the cell membrane, given solutions of different concentrations..
		7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
		5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.
		5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
		5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
		AP.3.3.2Grades: 9-12	describe the molecular neurophysiology of membrane potentials as related to electrolyte function and active transport (sodium-potassium pump).
		BI.1.1.3Grades: 9-12	predict the movement of water molecules across the cell membrane, given solutions of different concentrations.
		BI.1.1.3Grades: 9-12	predict the movement of water molecules across a semi-permeable membrane, given a diagram showing solutions of different concentrations.
		ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
		G.1.2.12Grades: 9-12	investigate methods of remote sensing for measuring and monitoring the earth's

		crust.
	LS.1.1.3Grades: 9-12	predict the movement of water molecules across the cell membrane, given solutions of different concentrations.
	LS.1.2.2Grades: 9-12	relate the structure of the cell membrane to the role of maintaining homeostasis.
	SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
	SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
	SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
	SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
	SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
	SR.4.1.1Grades: 9-12	use graphing calculators or computers to process data.
	SR.4.1.2Grades: 9-12	collect data with hand-held technology.
	SR.4.3.1Grades: 9-12	develop a list of open-ended effects.
5	<u>Conducting Solutions</u>	7.12.spi.1Grades: 7
		determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
	5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.
	5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
	5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.

	ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
	G.1.2.12Grades: 9-12	investigate methods of remote sensing for measuring and monitoring the earth's crust.
	SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
	SR.1.1.5Grades: 9-12	follow proper safety procedures.
	SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
	SR.2.2.5Grades: 9-12	analyze questions using technology and mathematics models. examine safety precautions during experimental design.
	SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
	SR.3.1.4Grades: 9-12	exhibit proper safety techniques.
	SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
	SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
	SR.4.1.1Grades: 9-12	use graphing calculators or computers to process data.
	SR.4.1.2Grades: 9-12	collect data with hand-held technology.
	SR.4.3.1Grades: 9-12	develop a list of open-ended effects.
6A	<u>Enzyme Action: Testing Catalase Activity</u>	7.12.spi.1Grades: 7
		determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
	5.A.4Grades: 9-12	analyze student-collected data to make

		predications or generalizations.
	5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
	5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
	CII.3.2.11Grades: 9-12	describe the role of a catalyst in a chemical reaction and its relationship to activation energy.
	ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
	G.1.2.12Grades: 9-12	investigate methods of remote sensing for measuring and monitoring the earth's crust.
	SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
	SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
	SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
	SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
	SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
	SR.4.1.1Grades: 9-12	use graphing calculators or computers to process data.
	SR.4.1.2Grades: 9-12	collect data with hand-held technology.
	SR.4.3.1Grades: 9-12	develop a list of open-ended effects.
6B	<u>Enzyme Action:</u> <u>Testing Catalase</u>	7.12.spi.1Grades: 7 determine the measurable properties of matter and appropriate metric units (i.e.,

<u>Activity</u>	weight, mass, volume, density, size (length, width, height), temperature.)
5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.
5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
CII.3.2.11Grades: 9-12	describe the role of a catalyst in a chemical reaction and its relationship to activation energy.
ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
G.1.2.12Grades: 9-12	investigate methods of remote sensing for measuring and monitoring the earth's crust.
SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
SR.4.1.1Grades: 9-12	use graphing calculators or computers to process data.
SR.4.1.2Grades: 9-12	collect data with hand-held technology.
SR.4.3.1Grades:	develop a list of open-ended effects.

		9-12	
7	<u>Photosynthesis</u>	7.1.spi.3Grades: 7	distinguish between plant and animal cells.
		7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
		7.3.spi.2Grades: 7	identify photosynthesis as the food making process in plants.
		7.3.spi.6Grades: 7	identify the reactants and products of photosynthesis and respiration.
		7.3.spi.7Grades: 7	associate the processes of photosynthesis and respiration with appropriate cellular organelles.
		5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.
		5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
		5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
		BI.1.1.2Grades: 9-12	distinguish between plant and animals cells, given diagrams or scenarios.
		BI.1.1.5Grades: 9-12	compare and contrast the cell cycle in plant and animal cells, given a diagram or description.
		BI.3.1.1Grades: 9-12	identify the reactants and products of photosynthesis and/or respiration, given equations.
		BI.3.1.1Grades: 9-12	identify the reactants and products of photosynthesis and respiration, given the equations.
		BI.3.1.2Grades: 9-12	identify the cell organelle in which photosynthesis occurs, given a diagram of a plant.
		BI.3.1.2Grades:	identify the cell organelle in which

9-12	photosynthesis or respiration occurs, given a diagram.
BI.3.2.2Grades: 9-12	investigate the interdependence of photosynthesis and respiration in living organisms, given a diagram or scenario.
BI.3.2.2Grades: 9-12	relate the interdependence of the processes of photosynthesis and respiration to living organisms, given a diagram or a description.
EC.1.1.1Grades: 9-12	illustrate that energy for life is provided by the sun that is captured by plants through photosynthesis.
EC.1.2.1Grades: 9-12	explain the chemical components of biological processes such as photosynthesis, respiration, nitrogen fixation, or decomposition.
ENS.1.1.4Grades: 9-12	recognize that energy for life is provided by the sun and is captured by plants through photosynthesis.
ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
G.1.2.12Grades: 9-12	investigate methods of remote sensing for measuring and monitoring the earth's crust.
LS.1.1.2Grades: 9-12	distinguish between plant and animal cells, given diagrams or scenarios.
LS.1.2.1Grades: 9-12	compare and contrast the cell cycle in plant and animal cells, given a diagram.
LS.3.1.2Grades: 9-12	identify the reactants and products of photosynthesis and respiration, given equations.
LS.3.3.1Grades: 9-12	analyze the relationship between photosynthesis and respiration, given diagrams and descriptions.
SPI 3103.1.2Grades:	Recognize and describe errors in data collection and analysis as well as

		9-12	identifying representations of data as being accurate or misleading.
		SR.1.1.5Grades: 9-12	follow proper safety procedures.
		SR.2.2.5Grades: 9-12	analyze questions using technology and mathematics models. examine safety precautions during experimental design.
		SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
		SR.3.1.4Grades: 9-12	exhibit proper safety techniques.
		SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
		SR.4.1.2Grades: 9-12	collect data with hand-held technology.
8	<u>The Effect of Alcohol on Biological Membranes</u>	7.1.spi.6Grades: 7	predict the movement of substances through osmosis or diffusion across the cell membrane, given solutions of different concentrations..
		7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
		5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.
		5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
		5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
		AP.3.3.2Grades: 9-12	describe the molecular neurophysiology of membrane potentials as related to electrolyte function and active transport (sodium-potassium pump).
		BI.1.1.3Grades: 9-12	predict the movement of water molecules across the cell membrane, given solutions of different concentrations.

		BI.1.1.3Grades: 9-12	predict the movement of water molecules across a semi-permeable membrane, given a diagram showing solutions of different concentrations.
		ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
		G.1.2.12Grades: 9-12	investigate methods of remote sensing for measuring and monitoring the earth's crust.
		LS.1.1.3Grades: 9-12	predict the movement of water molecules across the cell membrane, given solutions of different concentrations.
		LS.1.2.2Grades: 9-12	relate the structure of the cell membrane to the role of maintaining homeostasis.
		SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
		SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
		SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
		SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
		SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
9	<u>Biological Membranes</u>	SR.4.1.2Grades: 9-12	collect data with hand-held technology.
		7.1.spi.6Grades: 7	predict the movement of substances through osmosis or diffusion across the cell membrane, given solutions of different concentrations..
		7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)

5.A.4	Grades: 9-12	analyze student-collected data to make predications or generalizations.
5.A.5	Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
5.B.2	Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
AP.3.3.2	Grades: 9-12	describe the molecular neurophysiology of membrane potentials as related to electrolyte function and active transport (sodium-potassium pump).
BI.1.1.3	Grades: 9-12	predict the movement of water molecules across the cell membrane, given solutions of different concentrations.
BI.1.1.3	Grades: 9-12	predict the movement of water molecules across a semi-permeable membrane, given a diagram showing solutions of different concentrations.
ES.3.1.7	Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
G.1.2.12	Grades: 9-12	investigate methods of remote sensing for measuring and monitoring the earth's crust.
LS.1.1.3	Grades: 9-12	predict the movement of water molecules across the cell membrane, given solutions of different concentrations.
LS.1.2.2	Grades: 9-12	relate the structure of the cell membrane to the role of maintaining homeostasis.
SPI 3103.1.2	Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
SR.2.1.4	Grades: 9-12	show correct use of scientific instruments.
SR.3.1.3	Grades:	describe basic laboratory procedures.

		9-12	
		SR.3.2.1 Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
		SR.3.2.3 Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
		SR.4.1.2 Grades: 9-12	collect data with hand-held technology.
10	<u>Transpiration</u>	7.12.spi.1 Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
		5.A.4 Grades: 9-12	analyze student-collected data to make predications or generalizations.
		5.A.5 Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
		5.B.2 Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
		BI.5.2.3 Grades: 9-12	infer the body symmetry of an organism, given a diagram or picture of the organism.
		BII.6.3.1 Grades: 9-12	explain the transpiration, tension-cohesion (adhesion-cohesion), and pressure flow models to describe transport of materials in vascular plants.
		BII.6.3.3 Grades: 9-12	describe and list plants, or parts of plants, that are helpful and harmful to animals, and especially humans, paying particular attention to sources of food, shelter, clothing, and medicines.
		ES.3.1.7 Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
		G.1.2.12 Grades: 9-12	investigate methods of remote sensing for measuring and monitoring the earth's crust.

	SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
	SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
	SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
	SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
	SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
	SR.4.1.2Grades: 9-12	collect data with hand-held technology.
11A <u>Cell Respiration</u>	7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
	7.3.spi.5Grades: 7	select the illustration that depicts the movement of oxygen and carbon dioxide between living things and their environment.
	7.3.spi.7Grades: 7	associate the processes of photosynthesis and respiration with appropriate cellular organelles.
	7.3.spi.8Grades: 7	interpret a diagram depicting the oxygen-carbon dioxide cycle.
	5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.
	5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
	5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
	BI.3.1.2Grades: 9-12	identify the cell organelle in which photosynthesis or respiration occurs, given a diagram.

	BI.3.3.1Grades: 9-12	recognize the transfer of energy from respiration to cellular work, given an equation or diagram of the ATP cycle.
	ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
	G.1.2.12Grades: 9-12	investigate methods of remote sensing for measuring and monitoring the earth's crust.
	LS.3.1.1Grades: 9-12	identify the cell organelles in which photosynthesis and respiration occur, given diagrams or descriptions.
	LS.3.1.2Grades: 9-12	identify the reactants and products of photosynthesis and respiration, given equations.
	SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
	SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
	SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
	SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
	SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
	SR.4.1.2Grades: 9-12	collect data with hand-held technology.
11B <u>Cell Respiration</u>	7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
	7.3.spi.5Grades: 7	select the illustration that depicts the movement of oxygen and carbon dioxide between living things and their environment.

7.3.spi.7Grades: 7	associate the processes of photosynthesis and respiration with appropriate cellular organelles.
7.3.spi.8Grades: 7	interpret a diagram depicting the oxygen-carbon dioxide cycle.
5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.
5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
BI.3.1.2Grades: 9-12	identify the cell organelle in which photosynthesis or respiration occurs, given a diagram.
BI.3.3.1Grades: 9-12	recognize the transfer of energy from respiration to cellular work, given an equation or diagram of the ATP cycle.
ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
G.1.2.12Grades: 9-12	investigate methods of remote sensing for measuring and monitoring the earth's crust.
LS.3.1.1Grades: 9-12	identify the cell organelles in which photosynthesis and respiration occur, given diagrams or descriptions.
LS.3.1.2Grades: 9-12	identify the reactants and products of photosynthesis and respiration, given equations.
SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
SR.2.1.4Grades: 9-12	show correct use of scientific instruments.

	SR.3.1.3	Grades: 9-12	describe basic laboratory procedures.
	SR.3.2.1	Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
	SR.3.2.3	Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
	SR.4.1.2	Grades: 9-12	collect data with hand-held technology.
11C <u>Cell Respiration</u>	7.12.spi.1	Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
	7.3.spi.5	Grades: 7	select the illustration that depicts the movement of oxygen and carbon dioxide between living things and their environment.
	7.3.spi.7	Grades: 7	associate the processes of photosynthesis and respiration with appropriate cellular organelles.
	7.3.spi.8	Grades: 7	interpret a diagram depicting the oxygen-carbon dioxide cycle.
	5.A.4	Grades: 9-12	analyze student-collected data to make predications or generalizations.
	5.A.5	Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
	5.B.2	Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
	BI.3.1.2	Grades: 9-12	identify the cell organelle in which photosynthesis or respiration occurs, given a diagram.
	BI.3.3.1	Grades: 9-12	recognize the transfer of energy from respiration to cellular work, given an equation or diagram of the ATP cycle.
	ES.3.1.7	Grades: 9-12	collect and interpret basic weather data from meteorological instruments

		(thermometer, rain gauge, dry/wet thermometer, and barometer).
	G.1.2.12Grades: 9-12	investigate methods of remote sensing for measuring and monitoring the earth's crust.
	LS.3.1.1Grades: 9-12	identify the cell organelles in which photosynthesis and respiration occur, given diagrams or descriptions.
	LS.3.1.2Grades: 9-12	identify the reactants and products of photosynthesis and respiration, given equations.
	SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
	SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
	SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
	SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
	SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
	SR.4.1.2Grades: 9-12	collect data with hand-held technology.
11D	<u>Cell Respiration</u>	
	7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
	7.3.spi.5Grades: 7	select the illustration that depicts the movement of oxygen and carbon dioxide between living things and their environment.
	7.3.spi.7Grades: 7	associate the processes of photosynthesis and respiration with appropriate cellular organelles.
	7.3.spi.8Grades: 7	interpret a diagram depicting the oxygen-carbon dioxide cycle.

5.A.4 Grades: 9-12	analyze student-collected data to make predications or generalizations.
5.A.5 Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
5.B.2 Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
BI.3.1.2 Grades: 9-12	identify the cell organelle in which photosynthesis or respiration occurs, given a diagram.
BI.3.3.1 Grades: 9-12	recognize the transfer of energy from respiration to cellular work, given an equation or diagram of the ATP cycle.
ES.3.1.7 Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
G.1.2.12 Grades: 9-12	investigate methods of remote sensing for measuring and monitoring the earth's crust.
LS.3.1.1 Grades: 9-12	identify the cell organelles in which photosynthesis and respiration occur, given diagrams or descriptions.
LS.3.1.2 Grades: 9-12	identify the reactants and products of photosynthesis and respiration, given equations.
SPI 3103.1.2 Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
SR.2.1.4 Grades: 9-12	show correct use of scientific instruments.
SR.3.1.3 Grades: 9-12	describe basic laboratory procedures.
SR.3.2.1 Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.

	SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
	SR.4.1.2Grades: 9-12	collect data with hand-held technology.
12A <u>Respiration of Sugars by Yeast</u>	7.3.spi.7Grades: 7	associate the processes of photosynthesis and respiration with appropriate cellular organelles.
	5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.
	5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
	5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
	BI.3.1.2Grades: 9-12	identify the cell organelle in which photosynthesis or respiration occurs, given a diagram.
	BI.3.3.1Grades: 9-12	recognize the transfer of energy from respiration to cellular work, given an equation or diagram of the ATP cycle.
	ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
	LS.3.1.1Grades: 9-12	identify the cell organelles in which photosynthesis and respiration occur, given diagrams or descriptions.
	SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
	SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
	SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
	SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.

	SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
	SR.4.1.2Grades: 9-12	collect data with hand-held technology.
12B <u>Sugar Fermentation</u>	7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
	8.13.spi.4Grades: 8	determine how temperature and concentration might affect the rate of a chemical reaction..
	5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.
	5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
	5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
	AP.5.2.6Grades: 9-12	differentiate among carbohydrate, lipid, and protein metabolism by the body.
	CII.3.2.9Grades: 9-12	explain rate of reaction, determine the order of a reaction, and calculate the rate constant from experimental data.
	CII.3.3.5Grades: 9-12	identify the rate-determining step given a reaction mechanism.
	ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
	G.1.2.12Grades: 9-12	investigate methods of remote sensing for measuring and monitoring the earth's crust.
	SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.

	SR.2.1.4	Grades: 9-12	show correct use of scientific instruments.
	SR.3.1.3	Grades: 9-12	describe basic laboratory procedures.
	SR.3.2.1	Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
	SR.3.2.3	Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
	SR.4.1.2	Grades: 9-12	collect data with hand-held technology.
13	<u>Population Dynamics</u>	5.A.4	Grades: 9-12 analyze student-collected data to make predications or generalizations.
	5.A.5	Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
	5.B.2	Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
	ENS.1.2.4	Grades: 9-12	discuss ways that populations can change over time.
	ENS.1.2.8	Grades: 9-12	read and interpret a population graph.
	ES.3.1.7	Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
	LS.2.1.2	Grades: 9-12	distinguish among populations, communities, and ecosystems, given examples.
	LS.6.2.1	Grades: 9-12	predict how environmental change can contribute to the emergence of a new species, change in a population size, or extinction of an existing species.
	SPI 3103.1.2	Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.

		SR.2.1.4	Grades: 9-12	show correct use of scientific instruments.
		SR.3.1.3	Grades: 9-12	describe basic laboratory procedures.
		SR.3.2.1	Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
		SR.3.2.3	Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
		SR.4.1.2	Grades: 9-12	collect data with hand-held technology.
14	<u>Interdependence of Plants and Animals</u>	7.3.spi.5	Grades: 7	select the illustration that depicts the movement of oxygen and carbon dioxide between living things and their environment.
		7.3.spi.8	Grades: 7	interpret a diagram depicting the oxygen-carbon dioxide cycle.
		5.A.4	Grades: 9-12	analyze student-collected data to make predications or generalizations.
		5.A.5	Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
		5.B.2	Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
		CII.3.3.6	Grades: 9-12	calculate the pH of buffer solutions.
		ES.3.1.7	Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
		ES.3.1.9	Grades: 9-12	recognize the basic geochemical cycles: oxygen/carbon dioxide cycle, nitrogen cycle, and carbon cycle.
		SPI 3103.1.2	Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.

		SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
		SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
		SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
		SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
		SR.4.1.2Grades: 9-12	collect data with hand-held technology.
15	<u>Biodiversity and Ecosystems</u>	5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.
		5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
		5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
		EC.1.1.4Grades: 9-12	explore the biodiversity in various biomes.
		ENS.1.2.2Grades: 9-12	explore the biodiversity of various biomes.
		ENS.1.2.6Grades: 9-12	illustrate that the abundance and distribution of living organisms are limited by available energy and certain forms of matter.
		ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
		SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
		SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
		SR.3.1.3Grades:	describe basic laboratory procedures.

	9-12	
	SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
	SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
	SR.4.1.2Grades: 9-12	collect data with hand-held technology.
16A <u>Effect of Temperature on Respiration</u>	7.3.spi.6Grades: 7	identify the reactants and products of photosynthesis and respiration.
	7.3.spi.7Grades: 7	associate the processes of photosynthesis and respiration with appropriate cellular organelles.
	5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.
	5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
	5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
	BI.3.1.1Grades: 9-12	identify the reactants and products of photosynthesis and/or respiration, given equations.
	BI.3.1.1Grades: 9-12	identify the reactants and products of photosynthesis and respiration, given the equations.
	BI.3.1.2Grades: 9-12	identify the cell organelle in which photosynthesis or respiration occurs, given a diagram.
	BI.3.1.3Grades: 9-12	interpret a diagram of the oxygen-carbon dioxide cycle, given a diagram.
	BI.3.2.2Grades: 9-12	relate the interdependence of the processes of photosynthesis and respiration to living organisms, given a diagram or a description.
	BI.3.2.2Grades: 9-12	investigate the interdependence of photosynthesis and respiration in living

	organisms, given a diagram or scenario.
BI.3.3.1 Grades: 9-12	recognize the transfer of energy from respiration to cellular work, given an equation or diagram of the ATP cycle.
BII.1.2.2 Grades: 9-12	relate methods of respiration to the anatomy and the habitat of an animal.
EC.1.2.1 Grades: 9-12	explain the chemical components of biological processes such as photosynthesis, respiration, nitrogen fixation, or decomposition.
ES.3.1.7 Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
LS.3.1.1 Grades: 9-12	identify the cell organelles in which photosynthesis and respiration occur, given diagrams or descriptions.
LS.3.1.2 Grades: 9-12	identify the reactants and products of photosynthesis and respiration, given equations.
LS.3.3.1 Grades: 9-12	analyze the relationship between photosynthesis and respiration, given diagrams and descriptions.
SPI 3103.1.2 Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
SR.2.1.4 Grades: 9-12	show correct use of scientific instruments.
SR.3.1.3 Grades: 9-12	describe basic laboratory procedures.
SR.3.2.1 Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
SR.3.2.3 Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
SR.4.1.2 Grades: 9-12	collect data with hand-held technology.

16B	<u>Effect of Temperature on Fermentation</u>	7.12.spi.1	Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
		7.3.spi.6	Grades: 7	identify the reactants and products of photosynthesis and respiration.
		7.3.spi.7	Grades: 7	associate the processes of photosynthesis and respiration with appropriate cellular organelles.
		8.13.spi.4	Grades: 8	determine how temperature and concentration might affect the rate of a chemical reaction..
		5.A.4	Grades: 9-12	analyze student-collected data to make predications or generalizations.
		5.A.5	Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
		5.B.2	Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
		BI.3.1.1	Grades: 9-12	identify the reactants and products of photosynthesis and/or respiration, given equations.
		BI.3.1.1	Grades: 9-12	identify the reactants and products of photosynthesis and respiration, given the equations.
		BI.3.1.2	Grades: 9-12	identify the cell organelle in which photosynthesis or respiration occurs, given a diagram.
		BI.3.1.3	Grades: 9-12	interpret a diagram of the oxygen-carbon dioxide cycle, given a diagram.
		BI.3.2.2	Grades: 9-12	relate the interdependence of the processes of photosynthesis and respiration to living organisms, given a diagram or a description.
		BI.3.2.2	Grades: 9-12	investigate the interdependence of photosynthesis and respiration in living organisms, given a diagram or scenario.

BI.3.3.1 Grades: 9-12	recognize the transfer of energy from respiration to cellular work, given an equation or diagram of the ATP cycle.
BII.1.2.2 Grades: 9-12	relate methods of respiration to the anatomy and the habitat of an animal.
CII.3.2.9 Grades: 9-12	explain rate of reaction, determine the order of a reaction, and calculate the rate constant from experimental data.
CII.3.3.5 Grades: 9-12	identify the rate-determining step given a reaction mechanism.
EC.1.2.1 Grades: 9-12	explain the chemical components of biological processes such as photosynthesis, respiration, nitrogen fixation, or decomposition.
ES.3.1.7 Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
G.1.2.12 Grades: 9-12	investigate methods of remote sensing for measuring and monitoring the earth's crust.
LS.3.1.1 Grades: 9-12	identify the cell organelles in which photosynthesis and respiration occur, given diagrams or descriptions.
LS.3.1.2 Grades: 9-12	identify the reactants and products of photosynthesis and respiration, given equations.
LS.3.3.1 Grades: 9-12	analyze the relationship between photosynthesis and respiration, given diagrams and descriptions.
SPI 3103.1.2 Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
SR.2.1.4 Grades: 9-12	show correct use of scientific instruments.
SR.3.1.3 Grades: 9-12	describe basic laboratory procedures.

	SR.3.2.1	Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
	SR.3.2.3	Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
	SR.4.1.2	Grades: 9-12	collect data with hand-held technology.
17	<u>Aerobic Respiration</u>	7.12.spi.1	Grades: 7 determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
	7.3.spi.7	Grades: 7	associate the processes of photosynthesis and respiration with appropriate cellular organelles.
	5.A.4	Grades: 9-12	analyze student-collected data to make predications or generalizations.
	5.A.5	Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
	5.B.2	Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
	BI.3.1.2	Grades: 9-12	identify the cell organelle in which photosynthesis or respiration occurs, given a diagram.
	BI.3.3.1	Grades: 9-12	recognize the transfer of energy from respiration to cellular work, given an equation or diagram of the ATP cycle.
	CII.2.2.1	Grades: 9-12	recognize critical temperature, critical pressure, and triple point using phase diagrams of one-component systems.
	ES.3.1.7	Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
	G.1.2.12	Grades: 9-12	investigate methods of remote sensing for measuring and monitoring the earth's crust.

	LS.3.1.1	Grades: 9-12	identify the cell organelles in which photosynthesis and respiration occur, given diagrams or descriptions.
	P.4.3.1	Grades: 9-12	solve problems regarding heat, mass, specific heat capacity, and temperature change, given the equation.
	PS.2.3.2	Grades: 9-12	determine the effects of pressure, temperature, or volume (related to Charles' and Boyle's law) on the behavior of gases, given a diagram
	PS.4.1.3	Grades: 9-12	determine the temperature scale, given the boiling and/or freezing point of water.
	SPI 3103.1.2	Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
	SR.2.1.4	Grades: 9-12	show correct use of scientific instruments.
	SR.3.1.3	Grades: 9-12	describe basic laboratory procedures.
	SR.3.2.1	Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
	SR.3.2.3	Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
18	SR.4.1.2	Grades: 9-12	collect data with hand-held technology.
	8.13.spi.2	Grades: 8	identify a substance as an acid or a base, given its pH.
	5.A.4	Grades: 9-12	analyze student-collected data to make predications or generalizations.
	5.A.5	Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
	5.B.2	Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
	CII.3.2.2	Grades:	classify a solution as neutral, acidic, or

	9-12	basic, and calculate its pH given either the hydrogen or hydroxide ion concentration.
	CII.3.3.6Grades: 9-12	calculate the pH of buffer solutions.
	EC.5.1.2Grades: 9-12	investigate the effects of acid rain on the environment.
	ENS.5.3.2Grades: 9-12	interpret data on ground level ozone, acid rain, and stratospheric ozone, given color-coded maps.
	ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
	P.3.1.3Grades: 9- 12	identify a substance as acidic, basic, or neutral, given its pH.
	P.3.2.6Grades: 9- 12	identify the effect of acid rain on the environment, given a scenario.
	PS.3.1.3Grades: 9-12	identify a substance as acidic, basic, or neutral, given its pH.
	PS.3.2.3Grades: 9-12	predict the effect of acid rain on people or the environment, given a scenario.
	SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
	SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
	SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
	SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
	SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
	SR.4.1.2Grades: 9-12	collect data with hand-held technology.
19	<u>Dissolved Oxygen in</u> 7	7.12.spi.1Grades: 7
		determine the measurable properties of

	<u>Water</u>		matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
		5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.
		5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
		5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
		ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
		G.1.2.12Grades: 9-12	investigate methods of remote sensing for measuring and monitoring the earth's crust.
		SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
		SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
		SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
		SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
		SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
		SR.4.1.2Grades: 9-12	collect data with hand-held technology.
20	<u>Watershed Testing</u>	7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
		5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.

		5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
		5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
		EC.5.2.1Grades: 9-12	conduct and interpret the results of various water quality tests.
		EC.5.3.4Grades: 9-12	conduct a study of a local watershed.
		ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
		G.1.2.12Grades: 9-12	investigate methods of remote sensing for measuring and monitoring the earth's crust.
		SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
		SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
		SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
		SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
		SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
		SR.4.1.2Grades: 9-12	collect data with hand-held technology.
21	<u>Physical Profile of a Lake</u>	7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
		SPI 0706.5.1Grades: 7	Interpret and employ various graphs and charts to represent data.

8.13.spi.2Grades: 8	identify a substance as an acid or a base, given its pH.
5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.
5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
CII.2.2.1Grades: 9-12	recognize critical temperature, critical pressure, and triple point using phase diagrams of one-component systems.
CII.3.2.2Grades: 9-12	classify a solution as neutral, acidic, or basic, and calculate its pH given either the hydrogen or hydroxide ion concentration.
CII.3.3.6Grades: 9-12	calculate the pH of buffer solutions.
ES.1.2.7Grades: 9-12	interpret a tide chart using an almanac or the Internet.
ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
G.1.2.12Grades: 9-12	investigate methods of remote sensing for measuring and monitoring the earth's crust.
P.3.1.3Grades: 9-12	identify a substance as acidic, basic, or neutral, given its pH.
P.4.3.1Grades: 9-12	solve problems regarding heat, mass, specific heat capacity, and temperature change, given the equation.
PS.2.3.2Grades: 9-12	determine the effects of pressure, temperature, or volume (related to Charles' and Boyle's law) on the behavior of gases, given a diagram
PS.3.1.3Grades:	identify a substance as acidic, basic, or

	9-12	neutral, given its pH.
	PS.4.1.3Grades: 9-12	determine the temperature scale, given the boiling and/or freezing point of water.
	SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
	SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
	SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
	SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
	SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
	SR.4.1.2Grades: 9-12	collect data with hand-held technology.
22	<u>Osmosis</u>	
	7.1.spi.6Grades: 7	predict the movement of substances through osmosis or diffusion across the cell membrane, given solutions of different concentrations..
	7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
	5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.
	5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
	5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
	CI.4.2.3Grades: 9-12	calculate the concentration of a solution in terms of molarity or mass percent, given mass of solute, and mass or volume of solution.

	CII.2.2.3	Grades: 9-12	calculate concentration of solutions (e.g., molarity, molality, and mass percent).
	CII.2.2.4	Grades: 9-12	determine the concentration of a dilute solution that is prepared from a concentrated solution of known molarity.
	CII.2.3.2	Grades: 9-12	investigate Beer's law using a dilution series.
	CII.3.3.7	Grades: 9-12	calculate the solubility and resulting concentration using the common-ion effect.
	ES.3.1.7	Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
	G.1.2.12	Grades: 9-12	investigate methods of remote sensing for measuring and monitoring the earth's crust.
	SPI 3103.1.2	Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
	SR.2.1.4	Grades: 9-12	show correct use of scientific instruments.
	SR.3.1.3	Grades: 9-12	describe basic laboratory procedures.
	SR.3.2.1	Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
	SR.3.2.3	Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
	SR.4.1.2	Grades: 9-12	collect data with hand-held technology.
23A <u>Effect of Temperature on Cold-Blooded Organisms</u>	7.12.spi.1	Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
	7.3.spi.3	Grades: 7	select the structures that animals use to obtain oxygen.

7.3.spi.5Grades: 7	select the illustration that depicts the movement of oxygen and carbon dioxide between living things and their environment.
7.3.spi.6Grades: 7	identify the reactants and products of photosynthesis and respiration.
7.3.tpi.4Grades: 7	classify animals according to their means of obtaining oxygen.
5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.
5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
AP.4.3.2Grades: 9-12	compare the molecular affinity of hemoglobin to oxygen with that of hemoglobin to carbon monoxide.
AP.5.2.6Grades: 9-12	differentiate among carbohydrate, lipid, and protein metabolism by the body.
BI.3.1.1Grades: 9-12	identify the reactants and products of photosynthesis and/or respiration, given equations.
BI.3.1.1Grades: 9-12	identify the reactants and products of photosynthesis and respiration, given the equations.
BI.3.1.3Grades: 9-12	interpret a diagram of the oxygen-carbon dioxide cycle, given a diagram.
BI.3.2.2Grades: 9-12	investigate the interdependence of photosynthesis and respiration in living organisms, given a diagram or scenario.
BI.3.2.2Grades: 9-12	relate the interdependence of the processes of photosynthesis and respiration to living organisms, given a diagram or a description.
BI.3.3.1Grades:	recognize the transfer of energy from

	9-12	respiration to cellular work, given an equation or diagram of the ATP cycle.
	BII.1.2.2Grades: 9-12	relate methods of respiration to the anatomy and the habitat of an animal.
	EC.1.2.1Grades: 9-12	explain the chemical components of biological processes such as photosynthesis, respiration, nitrogen fixation, or decomposition.
	ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
	G.1.2.12Grades: 9-12	investigate methods of remote sensing for measuring and monitoring the earth's crust.
	LS.3.1.2Grades: 9-12	identify the reactants and products of photosynthesis and respiration, given equations.
	LS.3.3.1Grades: 9-12	analyze the relationship between photosynthesis and respiration, given diagrams and descriptions.
	SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
	SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
	SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
	SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
	SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
	SR.4.1.2Grades: 9-12	collect data with hand-held technology.
23B <u>Effect of Temperature on Cold-Blooded</u>	7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size

Organisms

(length, width, height), temperature.)

7.3.spi.3Grades: 7	select the structures that animals use to obtain oxygen.
7.3.spi.5Grades: 7	select the illustration that depicts the movement of oxygen and carbon dioxide between living things and their environment.
7.3.spi.6Grades: 7	identify the reactants and products of photosynthesis and respiration.
7.3.tpi.4Grades: 7	classify animals according to their means of obtaining oxygen.
5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.
5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
AP.4.3.2Grades: 9-12	compare the molecular affinity of hemoglobin to oxygen with that of hemoglobin to carbon monoxide.
AP.5.2.6Grades: 9-12	differentiate among carbohydrate, lipid, and protein metabolism by the body.
BI.3.1.1Grades: 9-12	identify the reactants and products of photosynthesis and/or respiration, given equations.
BI.3.1.1Grades: 9-12	identify the reactants and products of photosynthesis and respiration, given the equations.
BI.3.1.3Grades: 9-12	interpret a diagram of the oxygen-carbon dioxide cycle, given a diagram.
BI.3.2.2Grades: 9-12	investigate the interdependence of photosynthesis and respiration in living organisms, given a diagram or scenario.
BI.3.2.2Grades: 9-12	relate the interdependence of the

	processes of photosynthesis and respiration to living organisms, given a diagram or a description.
BI.3.3.1 Grades: 9-12	recognize the transfer of energy from respiration to cellular work, given an equation or diagram of the ATP cycle.
BII.1.2.2 Grades: 9-12	relate methods of respiration to the anatomy and the habitat of an animal.
EC.1.2.1 Grades: 9-12	explain the chemical components of biological processes such as photosynthesis, respiration, nitrogen fixation, or decomposition.
ES.3.1.7 Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
G.1.2.12 Grades: 9-12	investigate methods of remote sensing for measuring and monitoring the earth's crust.
LS.3.1.2 Grades: 9-12	identify the reactants and products of photosynthesis and respiration, given equations.
LS.3.3.1 Grades: 9-12	analyze the relationship between photosynthesis and respiration, given diagrams and descriptions.
SPI 3103.1.2 Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
SR.2.1.4 Grades: 9-12	show correct use of scientific instruments.
SR.3.1.3 Grades: 9-12	describe basic laboratory procedures.
SR.3.2.1 Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
SR.3.2.3 Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.

	SR.4.1.2Grades: 9-12	collect data with hand-held technology.
24A <u>Lactase Action</u>	7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
	5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.
	5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
	5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
	AP.5.1.1Grades: 9-12	identify the organs of the digestive system, given a chart, diagram, specimen, or model.
	AP.5.1.2Grades: 9-12	give one or more specific function of each region/organ of the digestive system.
	AP.5.2.1Grades: 9-12	identify the types of tissue from each organ within the digestive system.
	AP.5.2.2Grades: 9-12	correlate the source organ and function of the enzymes and hormones within the digestive system.
	AP.5.3.2Grades: 9-12	trace a particular food item through the digestive tract, listing biochemical reactions, enzymes, and resultant substances formed.
	EC.1.2.5Grades: 9-12	read and interpret population graphs and list the factors that might result in the trend represented in the graphs.
	ENS.1.2.8Grades: 9-12	read and interpret a population graph.
	ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).

	G.1.2.12Grades: 9-12	investigate methods of remote sensing for measuring and monitoring the earth's crust.
	SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
	SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
	SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
	SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
	SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
	SR.4.1.2Grades: 9-12	collect data with hand-held technology.
	SR.4.1.3Grades: 9-12	analyze alternate methods for representing data graphically.
	SR.4.2.1Grades: 9-12	use spreadsheets, graphing, and database programs.
24B <u>Lactase Action</u>	7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
	5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.
	5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
	5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
	AP.5.1.1Grades: 9-12	identify the organs of the digestive system, given a chart, diagram, specimen, or model.
	AP.5.1.2Grades:	give one or more specific function of each

9-12	region/organ of the digestive system.
AP.5.2.1Grades: 9-12	identify the types of tissue from each organ within the digestive system.
AP.5.2.2Grades: 9-12	correlate the source organ and function of the enzymes and hormones within the digestive system.
AP.5.3.2Grades: 9-12	trace a particular food item through the digestive tract, listing biochemical reactions, enzymes, and resultant substances formed.
EC.1.2.5Grades: 9-12	read and interpret population graphs and list the factors that might result in the trend represented in the graphs.
ENS.1.2.8Grades: 9-12	read and interpret a population graph.
ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
G.1.2.12Grades: 9-12	investigate methods of remote sensing for measuring and monitoring the earth's crust.
SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
SR.4.1.2Grades: 9-12	collect data with hand-held technology.
SR.4.1.3Grades:	analyze alternate methods for representing

		9-12	data graphically.
		SR.4.2.1 Grades: 9-12	use spreadsheets, graphing, and database programs.
25	<u>Primary Productivity</u>	7.12.spi.1 Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
		7.3.spi.6 Grades: 7	identify the reactants and products of photosynthesis and respiration.
		BI.3.1.1 Grades: 9-12	identify the reactants and products of photosynthesis and/or respiration, given equations.
		BI.3.1.1 Grades: 9-12	identify the reactants and products of photosynthesis and respiration, given the equations.
		BI.3.1.3 Grades: 9-12	interpret a diagram of the oxygen-carbon dioxide cycle, given a diagram.
		BI.3.2.2 Grades: 9-12	investigate the interdependence of photosynthesis and respiration in living organisms, given a diagram or scenario.
		BI.3.2.2 Grades: 9-12	relate the interdependence of the processes of photosynthesis and respiration to living organisms, given a diagram or a description.
		BI.3.3.1 Grades: 9-12	recognize the transfer of energy from respiration to cellular work, given an equation or diagram of the ATP cycle.
		BII.1.2.2 Grades: 9-12	relate methods of respiration to the anatomy and the habitat of an animal.
		EC.1.2.1 Grades: 9-12	explain the chemical components of biological processes such as photosynthesis, respiration, nitrogen fixation, or decomposition.
		ES.3.1.7 Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).

		G.1.2.12Grades: 9-12	investigate methods of remote sensing for measuring and monitoring the earth's crust.
		LS.3.1.2Grades: 9-12	identify the reactants and products of photosynthesis and respiration, given equations.
		LS.3.3.1Grades: 9-12	analyze the relationship between photosynthesis and respiration, given diagrams and descriptions.
		SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
		SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
		SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
		SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
		SR.4.1.2Grades: 9-12	collect data with hand-held technology.
26	<u>Control of Human Respiration</u>	7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
		7.3.spi.6Grades: 7	identify the reactants and products of photosynthesis and respiration.
		5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.
		5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
		5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
		BI.3.1.1Grades: 9-12	identify the reactants and products of photosynthesis and/or respiration, given equations.
		BI.3.1.1Grades:	identify the reactants and products of

9-12	photosynthesis and respiration, given the equations.
BI.3.1.3Grades: 9-12	interpret a diagram of the oxygen-carbon dioxide cycle, given a diagram.
BI.3.2.2Grades: 9-12	investigate the interdependence of photosynthesis and respiration in living organisms, given a diagram or scenario.
BI.3.2.2Grades: 9-12	relate the interdependence of the processes of photosynthesis and respiration to living organisms, given a diagram or a description.
BI.3.3.1Grades: 9-12	recognize the transfer of energy from respiration to cellular work, given an equation or diagram of the ATP cycle.
BII.1.2.2Grades: 9-12	relate methods of respiration to the anatomy and the habitat of an animal.
EC.1.2.1Grades: 9-12	explain the chemical components of biological processes such as photosynthesis, respiration, nitrogen fixation, or decomposition.
ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
G.1.2.12Grades: 9-12	investigate methods of remote sensing for measuring and monitoring the earth's crust.
LS.3.1.2Grades: 9-12	identify the reactants and products of photosynthesis and respiration, given equations.
LS.3.3.1Grades: 9-12	analyze the relationship between photosynthesis and respiration, given diagrams and descriptions.
SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
SR.2.1.4Grades:	show correct use of scientific instruments.

	9-12	
	SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
	SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
	SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
	SR.4.1.2Grades: 9-12	collect data with hand-held technology.
27A <u>Heart Rate and Physical Fitness</u>	7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
	5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.
	5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
	5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
	AP.4.1.2Grades: 9-12	identify the layers, chambers, and valves of the heart.
	AP.4.1.3Grades: 9-12	trace the pathway of blood flow through the heart.
	AP.4.2.3Grades: 9-12	identify the structures of the mammalian heart.
	AP.4.3.1Grades: 9-12	identify the biochemical and physiological events related to contraction of the heart.
	AP.4.3.4Grades: 9-12	describe the conduction system of the heart in physiological and structural terms.
	BII.1.2.4Grades: 9-12	compare the circulatory systems of representative organisms, components of blood, and the differences among vertebrate hearts.
	EC.1.2.5Grades:	read and interpret population graphs and

	9-12	list the factors that might result in the trend represented in the graphs.
	ENS.1.2.8Grades: 9-12	read and interpret a population graph.
	ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
	G.1.2.12Grades: 9-12	investigate methods of remote sensing for measuring and monitoring the earth's crust.
	SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
	SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
	SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
	SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
	SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
	SR.4.1.2Grades: 9-12	collect data with hand-held technology.
	SR.4.1.3Grades: 9-12	analyze alternate methods for representing data graphically.
	SR.4.2.1Grades: 9-12	use spreadsheets, graphing, and database programs.
27B <u>Heart Rate and Physical Fitness</u>	7.12.spi.1Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
	5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.
	5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line)

	both by hand and using appropriate technology.
5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
AP.4.1.2Grades: 9-12	identify the layers, chambers, and valves of the heart.
AP.4.1.3Grades: 9-12	trace the pathway of blood flow through the heart.
AP.4.2.3Grades: 9-12	identify the structures of the mammalian heart.
AP.4.3.1Grades: 9-12	identify the biochemical and physiological events related to contraction of the heart.
AP.4.3.4Grades: 9-12	describe the conduction system of the heart in physiological and structural terms.
BII.1.2.4Grades: 9-12	compare the circulatory systems of representative organisms, components of blood, and the differences among vertebrate hearts.
EC.1.2.5Grades: 9-12	read and interpret population graphs and list the factors that might result in the trend represented in the graphs.
ENS.1.2.8Grades: 9-12	read and interpret a population graph.
ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
G.1.2.12Grades: 9-12	investigate methods of remote sensing for measuring and monitoring the earth's crust.
SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
SR.3.1.3Grades:	describe basic laboratory procedures.

		9-12	
		SR.3.2.1 Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
		SR.3.2.3 Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
		SR.4.1.2 Grades: 9-12	collect data with hand-held technology.
		SR.4.1.3 Grades: 9-12	analyze alternate methods for representing data graphically.
		SR.4.2.1 Grades: 9-12	use spreadsheets, graphing, and database programs.
28	<u>Monitoring EKG</u>	7.12.spi.1 Grades: 7	determine the measurable properties of matter and appropriate metric units (i.e., weight, mass, volume, density, size (length, width, height), temperature.)
		5.A.4 Grades: 9-12	analyze student-collected data to make predications or generalizations.
		5.A.5 Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
		5.B.2 Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
		AP.4.1.2 Grades: 9-12	identify the layers, chambers, and valves of the heart.
		AP.4.1.3 Grades: 9-12	trace the pathway of blood flow through the heart.
		AP.4.2.3 Grades: 9-12	identify the structures of the mammalian heart.
		AP.4.2.4 Grades: 9-12	use a variety of methods to measure blood pressure and pulse.
		AP.4.3.1 Grades: 9-12	identify the biochemical and physiological events related to contraction of the heart.
		AP.4.3.4 Grades: 9-12	describe the conduction system of the heart in physiological and structural terms.

		BII.1.2.4Grades: 9-12	compare the circulatory systems of representative organisms, components of blood, and the differences among vertebrate hearts.
		EC.1.2.5Grades: 9-12	read and interpret population graphs and list the factors that might result in the trend represented in the graphs.
		ENS.1.2.8Grades: 9-12	read and interpret a population graph.
		ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
		G.1.2.12Grades: 9-12	investigate methods of remote sensing for measuring and monitoring the earth's crust.
		SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
		SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
		SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
		SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
		SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
		SR.4.1.2Grades: 9-12	collect data with hand-held technology.
		SR.4.1.3Grades: 9-12	analyze alternate methods for representing data graphically.
		SR.4.2.1Grades: 9-12	use spreadsheets, graphing, and database programs.
29	<u>Ventilation and Heart Rate</u>	7.3.spi.6Grades: 7	identify the reactants and products of photosynthesis and respiration.
		5.A.4Grades: 9-12	analyze student-collected data to make

	predications or generalizations.
5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
AP.4.2.4Grades: 9-12	use a variety of methods to measure blood pressure and pulse.
BI.3.1.1Grades: 9-12	identify the reactants and products of photosynthesis and/or respiration, given equations.
BI.3.1.1Grades: 9-12	identify the reactants and products of photosynthesis and respiration, given the equations.
BI.3.1.3Grades: 9-12	interpret a diagram of the oxygen-carbon dioxide cycle, given a diagram.
BI.3.2.2Grades: 9-12	investigate the interdependence of photosynthesis and respiration in living organisms, given a diagram or scenario.
BI.3.2.2Grades: 9-12	relate the interdependence of the processes of photosynthesis and respiration to living organisms, given a diagram or a description.
BI.3.3.1Grades: 9-12	recognize the transfer of energy from respiration to cellular work, given an equation or diagram of the ATP cycle.
BII.1.2.2Grades: 9-12	relate methods of respiration to the anatomy and the habitat of an animal.
EC.1.2.1Grades: 9-12	explain the chemical components of biological processes such as photosynthesis, respiration, nitrogen fixation, or decomposition.
ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).

		LS.3.1.2Grades: 9-12	identify the reactants and products of photosynthesis and respiration, given equations.
		LS.3.3.1Grades: 9-12	analyze the relationship between photosynthesis and respiration, given diagrams and descriptions.
		SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
		SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
		SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
		SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
		SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
		SR.4.1.2Grades: 9-12	collect data with hand-held technology.
30	<u>Oxygen Gas and Human Respiration</u>	7.3.spi.3Grades: 7	select the structures that animals use to obtain oxygen.
		7.3.spi.5Grades: 7	select the illustration that depicts the movement of oxygen and carbon dioxide between living things and their environment.
		7.3.spi.6Grades: 7	identify the reactants and products of photosynthesis and respiration.
		7.3.spi.8Grades: 7	interpret a diagram depicting the oxygen-carbon dioxide cycle.
		7.3.tpi.4Grades: 7	classify animals according to their means of obtaining oxygen.
		5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.
		5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate

technology.

5.B.2Grades: 9-12 collect and analyze data to make conjectures about geometric relationships.

AP.4.3.2Grades: 9-12 compare the molecular affinity of hemoglobin to oxygen with that of hemoglobin to carbon monoxide.

BI.3.1.1Grades: 9-12 identify the reactants and products of photosynthesis and/or respiration, given equations.

BI.3.1.1Grades: 9-12 identify the reactants and products of photosynthesis and respiration, given the equations.

BI.3.1.3Grades: 9-12 interpret a diagram of the oxygen-carbon dioxide cycle, given a diagram.

BI.3.2.2Grades: 9-12 investigate the interdependence of photosynthesis and respiration in living organisms, given a diagram or scenario.

BI.3.2.2Grades: 9-12 relate the interdependence of the processes of photosynthesis and respiration to living organisms, given a diagram or a description.

BI.3.3.1Grades: 9-12 recognize the transfer of energy from respiration to cellular work, given an equation or diagram of the ATP cycle.

BII.1.2.2Grades: 9-12 relate methods of respiration to the anatomy and the habitat of an animal.

EC.1.2.1Grades: 9-12 explain the chemical components of biological processes such as photosynthesis, respiration, nitrogen fixation, or decomposition.

ES.3.1.7Grades: 9-12 collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).

LS.3.1.2Grades: 9-12 identify the reactants and products of photosynthesis and respiration, given equations.

	LS.3.3.1Grades: 9-12	analyze the relationship between photosynthesis and respiration, given diagrams and descriptions.
	SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
	SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
	SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
	SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
	SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
	SR.4.1.2Grades: 9-12	collect data with hand-held technology.
31A <u>Photosynthesis and Respiration</u>	7.3.spi.2Grades: 7	identify photosynthesis as the food making process in plants.
	7.3.spi.3Grades: 7	select the structures that animals use to obtain oxygen.
	7.3.spi.5Grades: 7	select the illustration that depicts the movement of oxygen and carbon dioxide between living things and their environment.
	7.3.spi.6Grades: 7	identify the reactants and products of photosynthesis and respiration.
	7.3.spi.7Grades: 7	associate the processes of photosynthesis and respiration with appropriate cellular organelles.
	7.3.spi.8Grades: 7	interpret a diagram depicting the oxygen-carbon dioxide cycle.
	7.3.tpi.4Grades: 7	classify animals according to their means of obtaining oxygen.
	5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.

5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
AP.4.3.2Grades: 9-12	compare the molecular affinity of hemoglobin to oxygen with that of hemoglobin to carbon monoxide.
BI.3.1.1Grades: 9-12	identify the reactants and products of photosynthesis and/or respiration, given equations.
BI.3.1.1Grades: 9-12	identify the reactants and products of photosynthesis and respiration, given the equations.
BI.3.1.2Grades: 9-12	identify the cell organelle in which photosynthesis occurs, given a diagram of a plant.
BI.3.1.2Grades: 9-12	identify the cell organelle in which photosynthesis or respiration occurs, given a diagram.
BI.3.1.3Grades: 9-12	interpret a diagram of the oxygen-carbon dioxide cycle, given a diagram.
BI.3.2.2Grades: 9-12	investigate the interdependence of photosynthesis and respiration in living organisms, given a diagram or scenario.
BI.3.2.2Grades: 9-12	relate the interdependence of the processes of photosynthesis and respiration to living organisms, given a diagram or a description.
BI.3.3.1Grades: 9-12	recognize the transfer of energy from respiration to cellular work, given an equation or diagram of the ATP cycle.
BII.1.2.2Grades: 9-12	relate methods of respiration to the anatomy and the habitat of an animal.
EC.1.1.1Grades: 9-12	illustrate that energy for life is provided by the sun that is captured by plants through photosynthesis.

	EC.1.2.1Grades: 9-12	explain the chemical components of biological processes such as photosynthesis, respiration, nitrogen fixation, or decomposition.
	ENS.1.1.4Grades: 9-12	recognize that energy for life is provided by the sun and is captured by plants through photosynthesis.
	ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
	LS.3.1.1Grades: 9-12	identify the cell organelles in which photosynthesis and respiration occur, given diagrams or descriptions.
	LS.3.1.2Grades: 9-12	identify the reactants and products of photosynthesis and respiration, given equations.
	LS.3.3.1Grades: 9-12	analyze the relationship between photosynthesis and respiration, given diagrams and descriptions.
	SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
	SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
	SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
	SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
	SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
	SR.4.1.2Grades: 9-12	collect data with hand-held technology.
31B <u>Photosynthesis and Respiration</u>	7.3.spi.2Grades: 7	identify photosynthesis as the food making process in plants.
	7.3.spi.3Grades: 7	select the structures that animals use to obtain oxygen.

7.3.spi.5Grades: 7	select the illustration that depicts the movement of oxygen and carbon dioxide between living things and their environment.
7.3.spi.6Grades: 7	identify the reactants and products of photosynthesis and respiration.
7.3.spi.7Grades: 7	associate the processes of photosynthesis and respiration with appropriate cellular organelles.
7.3.spi.8Grades: 7	interpret a diagram depicting the oxygen-carbon dioxide cycle.
7.3.tpi.4Grades: 7	classify animals according to their means of obtaining oxygen.
5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.
5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
5.B.2Grades: 9-12	collect and analyze data to make conjectures about geometric relationships.
AP.4.3.2Grades: 9-12	compare the molecular affinity of hemoglobin to oxygen with that of hemoglobin to carbon monoxide.
BI.3.1.1Grades: 9-12	identify the reactants and products of photosynthesis and/or respiration, given equations.
BI.3.1.1Grades: 9-12	identify the reactants and products of photosynthesis and respiration, given the equations.
BI.3.1.2Grades: 9-12	identify the cell organelle in which photosynthesis occurs, given a diagram of a plant.
BI.3.1.2Grades: 9-12	identify the cell organelle in which photosynthesis or respiration occurs, given a diagram.
BI.3.1.3Grades:	interpret a diagram of the oxygen-carbon

9-12	dioxide cycle, given a diagram.
BI.3.2.2 Grades: 9-12	investigate the interdependence of photosynthesis and respiration in living organisms, given a diagram or scenario.
BI.3.2.2 Grades: 9-12	relate the interdependence of the processes of photosynthesis and respiration to living organisms, given a diagram or a description.
BI.3.3.1 Grades: 9-12	recognize the transfer of energy from respiration to cellular work, given an equation or diagram of the ATP cycle.
BII.1.2.2 Grades: 9-12	relate methods of respiration to the anatomy and the habitat of an animal.
EC.1.1.1 Grades: 9-12	illustrate that energy for life is provided by the sun that is captured by plants through photosynthesis.
EC.1.2.1 Grades: 9-12	explain the chemical components of biological processes such as photosynthesis, respiration, nitrogen fixation, or decomposition.
ENS.1.1.4 Grades: 9-12	recognize that energy for life is provided by the sun and is captured by plants through photosynthesis.
ES.3.1.7 Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
LS.3.1.1 Grades: 9-12	identify the cell organelles in which photosynthesis and respiration occur, given diagrams or descriptions.
LS.3.1.2 Grades: 9-12	identify the reactants and products of photosynthesis and respiration, given equations.
LS.3.3.1 Grades: 9-12	analyze the relationship between photosynthesis and respiration, given diagrams and descriptions.
SPI 3103.1.2 Grades:	Recognize and describe errors in data collection and analysis as well as

	9-12	identifying representations of data as being accurate or misleading.
	SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
	SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
	SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
	SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
	SR.4.1.2Grades: 9-12	collect data with hand-held technology.
31C <u>Photosynthesis and Respiration</u>	7.3.spi.2Grades: 7	identify photosynthesis as the food making process in plants.
	7.3.spi.3Grades: 7	select the structures that animals use to obtain oxygen.
	7.3.spi.5Grades: 7	select the illustration that depicts the movement of oxygen and carbon dioxide between living things and their environment.
	7.3.spi.6Grades: 7	identify the reactants and products of photosynthesis and respiration.
	7.3.spi.7Grades: 7	associate the processes of photosynthesis and respiration with appropriate cellular organelles.
	7.3.spi.8Grades: 7	interpret a diagram depicting the oxygen-carbon dioxide cycle.
	7.3.tpi.4Grades: 7	classify animals according to their means of obtaining oxygen.
	5.A.4Grades: 9-12	analyze student-collected data to make predications or generalizations.
	5.A.5Grades: 9-12	collect data from a real-world situation and construct a graph (bar, circle, line) both by hand and using appropriate technology.
	5.B.2Grades: 9-12	collect and analyze data to make

	conjectures about geometric relationships.
AP.4.3.2Grades: 9-12	compare the molecular affinity of hemoglobin to oxygen with that of hemoglobin to carbon monoxide.
BI.3.1.1Grades: 9-12	identify the reactants and products of photosynthesis and/or respiration, given equations.
BI.3.1.1Grades: 9-12	identify the reactants and products of photosynthesis and respiration, given the equations.
BI.3.1.2Grades: 9-12	identify the cell organelle in which photosynthesis occurs, given a diagram of a plant.
BI.3.1.2Grades: 9-12	identify the cell organelle in which photosynthesis or respiration occurs, given a diagram.
BI.3.1.3Grades: 9-12	interpret a diagram of the oxygen-carbon dioxide cycle, given a diagram.
BI.3.2.2Grades: 9-12	investigate the interdependence of photosynthesis and respiration in living organisms, given a diagram or scenario.
BI.3.2.2Grades: 9-12	relate the interdependence of the processes of photosynthesis and respiration to living organisms, given a diagram or a description.
BI.3.3.1Grades: 9-12	recognize the transfer of energy from respiration to cellular work, given an equation or diagram of the ATP cycle.
BII.1.2.2Grades: 9-12	relate methods of respiration to the anatomy and the habitat of an animal.
EC.1.1.1Grades: 9-12	illustrate that energy for life is provided by the sun that is captured by plants through photosynthesis.
EC.1.2.1Grades: 9-12	explain the chemical components of biological processes such as photosynthesis, respiration, nitrogen fixation, or decomposition.

ENS.1.1.4Grades: 9-12	recognize that energy for life is provided by the sun and is captured by plants through photosynthesis.
ES.3.1.7Grades: 9-12	collect and interpret basic weather data from meteorological instruments (thermometer, rain gauge, dry/wet thermometer, and barometer).
LS.3.1.1Grades: 9-12	identify the cell organelles in which photosynthesis and respiration occur, given diagrams or descriptions.
LS.3.1.2Grades: 9-12	identify the reactants and products of photosynthesis and respiration, given equations.
LS.3.3.1Grades: 9-12	analyze the relationship between photosynthesis and respiration, given diagrams and descriptions.
SPI 3103.1.2Grades: 9-12	Recognize and describe errors in data collection and analysis as well as identifying representations of data as being accurate or misleading.
SR.2.1.4Grades: 9-12	show correct use of scientific instruments.
SR.3.1.3Grades: 9-12	describe basic laboratory procedures.
SR.3.2.1Grades: 9-12	design and use appropriate procedures for laboratory and fieldwork.
SR.3.2.3Grades: 9-12	demonstrate appropriate use of scientific tools and instruments.
SR.4.1.2Grades: 9-12	collect data with hand-held technology.

APPENDIX D

Special Education Forms and Timeline

Form 1: Parent Consent for Evaluation

Memphis School of Excellence

CONSENT FOR FULL AND INDIVIDUAL INITIAL EVALUATION/RE-EVALUATION CONSENTIMIENTO PARA UNA EVALUACIÓN (INICIAL EXTENSA E INDIVIDUAL) O RE EVALUACIÓN

Student/Estudiante: _____ Student #/# del Estudiante: _____
School/Escuela: _____ Grade/Grado _____ Date of Birth/Fecha de Nacimiento: _____

You have received the NOTICE OF FULL AND INDIVIDUAL EVALUATION/RE-EVALUATION/Usted ha recibido el AVISO DE LA EVALUACIÓN (INICIAL EXTENSA E INDIVIDUAL)/RE EVALUACIÓN.

We need your permission to conduct the evaluations or tests indicated for the reasons described in the Notice./Necesitamos su permiso para llevar a cabo las evaluaciones o exámenes indicados por las razones descritas en este formulario.

Please check the appropriate box by each statement, sign your name and date and return this form to the school as soon as possible/Favor de marcar donde corresponda, firmar su nombre, poner la fecha y regresar este formulario a la escuela, tan pronto como sea posible.

___ Yes/Si ___ No I have been fully informed and understand the evaluation process and why it has been recommended for my child/me./He sido totalmente informado y entiendo el proceso de la evaluación y el por qué ha sido recomendada para mi hijo(a)/o para mí.

___ Yes/Si ___ No I have been given the name and telephone number of a school staff member and other agencies I may call if I want more information or if I have any questions./Se me ha entregado el nombre y el número de teléfono de un miembro del personal de la escuela y de otras agencias a quien puedo llamar si deseo más información o si tengo alguna pregunta. If no please explain:/Si marca no, favor de explicar:

___ Yes/Si ___ No I give my permission for the evaluation that has been recommended for my child/me./Doy mi permiso para la evaluación que ha sido recomendada para mi hijo(a)/o para mí. If no please explain:/Si marca no, favor de explicar:

___ Yes/Si ___ No I understand that my consent is voluntary and may be revoked at any time. However, the revocation is not retroactive./Yo entiendo que mi consentimiento es voluntario y puede ser revocado en cualquier momento. Sin embargo, la revocación no es retroactiva.

___ Yes/Si ___ No I have been informed in my native language or other mode of communication./He sido informado(a) en mi idioma natal u otro modo de comunicación.

___ Yes/Si ___ No I give permission for the evaluation to begin immediately by waiving the required five school day waiting period between notice of evaluation and initiation of the evaluation./Doy mi permiso para que se inicie la evaluación inmediatamente, renunciando al aviso requerido de 5 días escolares de espera, entre el aviso y el inicio de la evaluación.

Signature of Parent, guardian, Surrogate Parent, or Adult Student
Firma del padre, guardian, padre sustituto, o estudiante adulto

Date/Fecha

Signature of Interpreter, if used/Firma del intérprete si fue utilizado

Date/Fecha

Please return this form to:/Favor de regresar este formulario a: _____
at/a _____ School Staff Person/Personal de la escuela
School/Escuela _____ as soon as possible./tan pronto como sea posible.

Form 2: Oral Language Rating Scale

MEMPHIS SCHOOL OF EXCELLENCE

School Address, Phone, Fax

ORAL LANGUAGE RATING SCALE

Student Name: _____

DOB: ____/____/____

	1	2	3	4	5
SENTENCE STRUCTURE	Always uses incomplete sentences with grammatical errors	Frequently uses incomplete sentences and/or numerous grammatical	Uses correct grammar; few errors of omission or incorrect use of prepositions, verb tense or pronouns	Above average oral language; rarely makes grammatical errors	Always speaks in grammatically correct sentences
VOCABULARY ABILITY	Always uses immature or improper vocabulary	Limited vocabulary including primary simple nouns, few precise descriptive words	Adequate vocabulary for age and grade	Above average vocabulary; uses numerous precise descriptive words	High level vocabulary; always uses precise words to convey message; uses abstractions
RECALLING WORD	Unable to call forth exact word	Often gropes forward to express himself	Occasionally searches for correct but adequate for age and grade	Above average ability; rarely hesitates on a word	Always speaks well never hesitates or substitutes words
TELLING STORIES	Unable to tell a comprehensive story	Has difficulty relating ideas in logical sequence	Average ability to tell stories	Above average ability; uses logical sequence	Exceptional ability to relate ideas in a logical meaningful manner
IDEA FORMULATION	Unable to relate isolated facts	Has difficulty relating isolated facts; ideas are isolated and incomplete	Usually relates facts into meaningful ideas; adequate for age and grade	Related facts and ideas well	Outstanding ability in relating facts appropriately
SPEECH	Speech is unintelligible and/or always dysfluent	Speech is difficult to understand; sometimes dysfluent; draws attention to itself	Speech is intelligible; fluent; adequate for age	Speech is usually clear and easy to understand	Speech is always distinct and fluent

Completed by: _____

Date: _____

Form 3: Behavior Rating Scale

MEMPHIS SCHOOL OF EXCELLENCE

School Address, Phone, Fax

BEHAVIOR RATING SCALE

Student Name: _____

DOB: ____/____/____

1	2	3	4	5
A. COOPERATION Continually disrupts classroom; unable to inhibit responses	Frequently demands the "spotlight"; often speaks out of turn	Waits his/her turn average for age and grade	Cooperates well; above average	Cooperates without adult encouragement
B. ATTENTION Is never attentive; very distractible	Rarely listens; attention frequently wanders	Attends adequately for age and grade	Above average; almost always attends	Always attends; long attention span
C. ABILITY TO ORGANIZE Is highly disorganized; very slovenly	Often disorganized in manner of work; inexact, careless	Maintains average organization or work; careful	Above average ability to organize and complete work	Always completes assignments in a highly organized manner
D. ADAPTS TO CHANGE Becomes extremely excitable; totally lacking in self-control	Often over-reacts; new situations are disturbing	Adapts adequately for age and grade	Adapts easily and quickly with confidence	Excellent adaptation, initiative, and independence
E. SOCIAL ACCEPTANCE Avoided by others	Tolerated by others	Liked by others; average for age and grade	Well liked by others	Sought by others
F. ACCEPTS RESPONSIBILITY Rejects responsibility; never initiates activity	Avoids responsibility	Accepts a good portion of responsibility; adequate for age and grade	Enjoys responsibility; above average; volunteers	Seeks responsibility; always takes initiative
G. COMPLETES ASSIGNMENTS Never finishes even with guidance	Seldom finishes even with guidance	Average ability to follow through on assignments	Above average ability to complete assignments	Always completes assignments without supervision
H. SOCIALIZATION Always rude	Usually disregards feelings of others	Average tactfulness; adequate social skills	Above average tactfulness; socially correct	Always tactful; excellent social skills; never rude

Completed by: _____

Date: _____

Form 4: Vision and Hearing Screening

Student: _____ Student #: _____ Birth Date: _____

PART III: HEALTH/SOCIOLOGICAL INFORMATION

VISION

Date of most recent screening: _____ Type of screening: _____

Name and position of person conducting screening: _____

- ☐ within normal limits ☐ without glasses ☐ with glasses
☐ not within normal limits (see report from ophthalmologist or optometrist)

☐ Yes ☐ No As a result of the screening, is there any indication of a need for further evaluation or adjustment?
If yes, explain: _____

☐ Yes ☐ No Has any follow-up treatment been recommended? If yes, explain: _____

HEARING

Date of most recent screening: _____ Type of screening: _____

Name and position of person conducting screening: _____

- ☐ within normal limits ☐ unaided ☐ aided
☐ not within normal limits (see report from otologist or audiologist)

☐ Yes ☐ No As a result of the screening, is there any indication of a need for further evaluation or adjustment?
If yes, explain: _____

☐ Yes ☐ No Has any follow-up treatment been recommended? If yes, explain: _____

HEALTH

☐ Yes ☐ No Does this student exhibit any signs of health or medical problems? If yes, cite observations: _____

☐ Yes ☐ No Is there a need for further assessment or referral of a medical problem? If yes, explain: _____

☐ Yes ☐ No Is this student receiving any medication at school? If yes, specify: _____

☐ Yes ☐ No Does this student require adaptive equipment or facility adaptation? If yes, specify: _____

☐ Yes ☐ No Does this student come to the clinic frequently with physical complaints (headaches, stomach aches, etc.)? If yes, provide what information you can without compromising confidentiality. _____

Signature: _____ Position: _____ Date: _____

Student: _____ Student #: _____ Birth Date: _____

SOCIOLOGICAL

- ☐ Form was sent home for parent to complete
- ☐ Form was completed by _____ on _____
during a phone conference with _____ relation to child _____
- ☐ An interpreter was used to assist the family in filling out the form.
Language or mode of communication: _____
Signature of interpreter: _____

FAMILY INFORMATION

Names of Parents/Step Parents/Guardians/Foster Parents with whom the child resides.

_____ Relationship to child _____

_____ Relationship to child _____

Is/are parent(s) employed? ___ Yes ___ No If yes, where? _____

Level of education of parents? _____

Number of siblings living in home: _____ Others living in the home: _____

Have there been any recent significant changes in the family, such as moves, births, deaths, illness, etc.)? ___ Yes
___ No If yes, please explain.

What is the family's expectation for their child's education? _____

What do they do to support their child's efforts in school? _____

LANGUAGE HISTORY

What languages are spoken in the home? _____

Was this the child's first language? _____

What language(s) does the child speak to his/her parents? _____

What language(s) does the child speak to his/her peers? _____

What language(s) do the parents use to speak to the child? _____

What language(s) do the brothers/sisters use to speak to the student? _____

EDUCATIONAL HISTORY

Has the student always attended school in this school district? ___ Yes ___ No If no, what other school(s) did the
student attend and when?

Year: _____ Grade: _____ School/District: _____

Year: _____ Grade: _____ School/District: _____

Year: _____ Grade: _____ School/District: _____

Year: _____ Grade: _____ School/District: _____

Year: _____ Grade: _____ School/District: _____

Has the student ever been retained? ___ Yes ___ No If yes, when and why? _____

Has the student ever attended school outside of the United States? ___ Yes ___ No if yes, please provide the
following. Country: _____ Grades attended: _____ Years: _____

Language of Instruction: _____ When did the child enroll in school in the US? _____

Has the student ever been evaluated? ___ Yes ___ No If yes, by whom? _____

When? _____ Why? _____

Student: _____ Student #: _____ Birth Date: _____

EDUCATIONAL HISTORY (cont.)

Did the child attend pre-school? ☐ Yes ☐ No If yes, where? _____

Does anyone in the family have a history of learning and/or speech problems? ☐ Yes ☐ No If yes, please explain. _____

HEALTH HISTORY

Country where student was born: _____

Any significant problems during the pregnancy? ☐ lack of pre-natal care ☐ took prescribed drugs or medications ☐ used other substances, such as cigarettes, alcohol or non-prescriptions drugs ☐ medical complications, serious illnesses or accidents
If any of the above are checked, please provide additional information.

Did the child experience any health complications at or follow birth or during infancy? ☐ Yes ☐ No If yes, please explain.

Has the student ever been seriously ill, seriously injured, or hospitalized? ☐ Yes ☐ No If yes, please explain.

Has the student had any of the following? ☐ asthma ☐ allergies ☐ ear infections ☐ respiratory infections
☐ convulsions ☐ high fevers ☐ heart problems ☐ kidney problems ☐ head injury ☐ vision problems
☐ hearing problems ☐ other: _____

If any are checked, please provide information related to treatment, prognosis, on going care, etc.

Has the student been given any of the following medical diagnosis' by a medical doctor or licensed psychologist?
☐ Down's Syndrome ☐ Fragile X ☐ ADD/ADHD ☐ Blindness ☐ Deafness ☐ Developmental Delay
☐ Prader-Willi Syndrome ☐ Seizure Disorder ☐ Cerebral Palsy ☐ Tourette's Syndrome ☐ Spina Bifida
☐ Pervasive Developmental Delay ☐ Autism ☐ Fetal Alcohol Syndrome ☐ Bi-Polar Disorder
☐ Other: _____

If any are checked, is the child currently under a doctor's care or taking medicine other than vitamins? ☐ Yes
☐ No If yes, please provide name of doctor, type of medication.

DE ELOP ENTAL DATA

Did the child go through developmental milestones at an appropriate rate? ☐ Yes ☐ No If no, please provide information about delays observed.

If the student appears to have significant articulation problems, check all that apply. ☐ experienced feeding problems during infancy ☐ used a pacifier ☐ sucked thumb or finger If any are checked, provide information as to how long, and whether or not any are still occurring.

Student: _____ Student #: _____ Birth Date: _____

HOME BEHAVIORS

Never	Seldom	Sometimes	Usually	Skill Area (Home)
				Appears to be happy
				Gets along well with others the same age
				Gets along well with parents
				Gets along well with other adults
				Follows rules and complies with requests at home
				Accepts criticism or correction appropriately
				Gets ready for school without unusual difficulty or delay
				Uses appropriate social language
				Becomes easily frustrated
				Has difficulty sleeping at night
				Appears unusually clumsy
				Normal activity level
				Displays heightened stress in cross cultural interactions

Additional information and/or comments regarding behavior.

PARENTAL CONCERNSDoes the parent have any current concerns regarding their child's progress in school? ☐ Yes ☐ No If yes, specify concerns.Does the parent have any current concerns regarding their child's behavior in school? ☐ Yes ☐ No If yes, specify concerns.Does the parent have any current concerns regarding their child's physical health or diagnosed medical needs as they impact their child's progress in school? ☐ Yes ☐ No If yes, specify concerns.Is there any other information the family would like to share regarding their child and how the school might be able to help him/her been more successful? ☐ Yes ☐ No If yes, please specify.

Name of informant: _____ Date: _____

Interviewer: _____

Form 6: Classroom Observation Form

CLASSROOM OBSERVATION

Student: _____ Student #: _____ Age of Student: _____
 Name of Observer: _____ Date of Observation: _____ Length of Observation: _____
 Campus: _____ Location of Observation: _____

RELEVANT BEHAVIOR(S):

Receptive Language:

☐ Yes ☐ No During the observation, the student was observed responding to conversation/questions in such a manner that indicated ability to understand what was said to the class or to him. If no, some examples of this problem are:

Expressive Language:

☐ Yes ☐ No During the observation, the student was observed responding in language that was appropriate for his/her age in vocabulary level, length and complexity of sentences and organization of thought. If no, some examples of this problem are:

Physical Functioning:

☐ Yes ☐ No During the observation, the student was observed engaging in behaviors that indicated he/she had appropriate vision, hearing and motor coordination. If no, some examples of this problem are:

Behavior:

☐ Yes ☐ No During the observation, the student demonstrated the following characteristics.

Characteristics	Poor	Below Avg.	Avg.	Above Avg.	Superior	Not Observed
Appropriate social interactions with peers						
Cooperation with teacher requests						
Appropriate work in interactions with peers						
Ability to work independently						
Ability to attend to task for an appropriate period of time						
Appropriate response to praise						
Appropriate response to correction						
Appropriate activity level						

Provide clarifying information regarding observed behaviors for any characteristics checked poor or below average.

Summary: Based on this observation, the relationship of the observed relevant behaviors to the child's academic functioning is:

Relevant Behavior(s)	Academic Areas				
	Reading	L.A.	Math	Sci	SS
Expressive Language					
Receptive Language					
Physical Functioning					
Behavior					

Use the following codes to indicate how each relevant behavior impacts the students academic functioning:
 1=Severe Impact 2= Moderate Impact 3= Mild Impact 4= No Impact

Provide clarifying information regarding observed behaviors for any areas with a severe or moderate impact.

Signature: _____

Position: _____

EDUCATIONAL SCREENING/EXISTING EVALUATION DATA

Name:	ID#:
Grade:	DOB:

**CURRENT CLASSROOM-BASED ASSESSMENTS
AND OBSERVATIONS****ATTACH SAMPLES OF STUDENT'S WORK.**

What instructional concerns do you have about this student?

- ☐ poor progress acquiring basic reading skills
☐ poor progress acquiring basic math skills
☐ difficulty in spelling
☐ none

- ☐ difficulty producing written work
☐ few appropriate cognitive learning strategies
☐ other: _____

What behavioral concerns do you have about this student?

- ☐ poor attention and concentration
☐ noncompliance with teacher directives
☐ excessively high activity level
☐ difficulty following directions
☐ easily frustrated

- ☐ extreme mood swings
☐ difficulty working with peers
☐ difficulty staying on task
☐ other: _____
☐ other: _____

RATE STUDENT'S BEHAVIOR IN EACH OF THE FOLLOWING AREAS:

Circle one: 1=poor 2=below average 3=average 4=above average 5=superior N=not observed
for each section, rating the student's behavior in relation to other students of the same age.

Receptive Language Skills**English****Other: _____**

Comprehends word meanings	1	2	3	4	5	N	1	2	3	4	5	N
Follows oral instructions	1	2	3	4	5	N	1	2	3	4	5	N
Comprehends classroom discussion	1	2	3	4	5	N	1	2	3	4	5	N
Remembers information just heard	1	2	3	4	5	N	1	2	3	4	5	N

Expressive Language Skills

Displays adequate vocabulary	1	2	3	4	5	N	1	2	3	4	5	N
Uses adequate grammar for general understanding	1	2	3	4	5	N	1	2	3	4	5	N
Expresses self fluently when called upon to speak	1	2	3	4	5	N	1	2	3	4	5	N
Relates a sequence of events in order (telling a story)	1	2	3	4	5	N	1	2	3	4	5	N
Organizes and relates ideas and factual information	1	2	3	4	5	N	1	2	3	4	5	N

Emotional / Behavioral / Social

Generally cooperates or complies with teacher requests	1	2	3	4	5	N
Adapts to new situations without getting upset	1	2	3	4	5	N
Accepts responsibility for own actions	1	2	3	4	5	N
Makes and keeps friends at school	1	2	3	4	5	N
Works cooperatively with others	1	2	3	4	5	N
Has an even, usually happy, disposition	1	2	3	4	5	N
Is pleased with good work	1	2	3	4	5	N
Initiates activities independently	1	2	3	4	5	N
Responds appropriately to praise and correction	1	2	3	4	5	N
Resists becoming discouraged by difficulties or minor setbacks	1	2	3	4	5	N

Motor Coordination

Exhibits adequate gross motor coordination	1	2	3	4	5	N
Displays adequate fine motor coordination	1	2	3	4	5	N

Form 7: Classroom Based Assessment - Page 2

Academic Characteristics -- Compared to students on same GRADE LEVEL.

English/Other _____

Reads aloud material (estimated grade level: _____).	1	2	3	4	5	N
Comprehends material read (estimated grade level: _____).	1	2	3	4	5	N
Performs math computations at expected proficiency (estimated grade level: _____).	1	2	3	4	5	N
Spells material adequately (estimated grade level: _____).	1	2	3	4	5	N
Writes legibly (estimated grade level: _____).	1	2	3	4	5	N
Retains instruction from week to week	1	2	3	4	5	N
Exhibits organization in accomplishing tasks	1	2	3	4	5	N
Completes tasks on time	1	2	3	4	5	N

FOR INITIAL EVALUATION ONLY

Student interventions, services and special programs provided or considered in response to student's problem(s):

	How long?	Currently	Results
<input type="checkbox"/> Counseling			
<input type="checkbox"/> School health services			
<input type="checkbox"/> Title I / Part A (must be provided or considered for students below referral.)			
<input type="checkbox"/> Bilingual program			
<input type="checkbox"/> English as a second language strategies			
<input type="checkbox"/> Local remedial program (specify)			
<input type="checkbox"/> Others (specify)			

Instructional modifications attempted in response to student's problem(s) include:

	How long?	Currently?	Results
<input type="checkbox"/> Individual tutoring			
<input type="checkbox"/> Alternate materials			
<input type="checkbox"/> Ability grouping			
<input type="checkbox"/> Changed seat			
<input type="checkbox"/> Changed class			
<input type="checkbox"/> Behavior management			
<input type="checkbox"/> Grading based on basis of individual growth			
<input type="checkbox"/> Oral tests			
<input type="checkbox"/> Peer tutoring			
<input type="checkbox"/> Modified or shortened assignments			
<input type="checkbox"/> Extra time for completion of work			
<input type="checkbox"/> Taping written materials			
<input type="checkbox"/> Spell checkers			
<input type="checkbox"/> Calculators			
<input type="checkbox"/> Taped textbooks			
<input type="checkbox"/> Others (specify)			
<input type="checkbox"/> English as a second language strategies			
<input type="checkbox"/> Hands on activities			

☐ Does the student exhibit any behaviors in the classroom which might indicate vision or hearing problems? If YES, cite specific observations:
YES NO

☐ Does this student exhibit any signs of a health or medical problem in the classroom? If YES, cite specific observations:
YES NO

Signature of person completing this section

Position

Form 8: Initial Referral Letter to Parent

LETTER TO PARENT

Date/Fecha: _____

To Parent of/A Los Padres de: _____

From/Desde: _____ Campus/Escuela: _____

You are invited to attend a meeting to discuss difficulty your child is having progressing in school. Your participation is important so we can work together to help your child be successful.

Esta invitado a una junta para hablar sobre la dificultad que su hijo(a) esta teniendo en su progreso escolar. Su participación es importante para poder trabajar juntos y ayudar al progreso de su hijo(a).

The meeting will be/La junta sera:

Date of Meeting/Fecha de Junta: _____

Time of Meeting/Hora de la Junta: _____

Place/Lugar: _____

Please contact me should you have any questions at/Por favor pongase en contacto conmigo si tiene alguna pregunta al _____

Signature _____

Position _____

Form 9: Intervention Forms - Page 1

Student: _____ Student #: _____ Birth Date: _____

INTERVENTIONS AND ACCOMMODATIONS

ACCOMMODATIONS/ INTERVENTIONS	DATE BEGAN	FOR HOW LONG	RESULTS
<u>Campus Programs:</u> Parent conferences Tutorials Ability Grouping School Counseling SpEd Services consult Dyslexia Program consult TCAP remediation Section 504 Accommodations consult Campus Reading Intervention Program Summer School Pre-K (if eligible) Extended Day Title I Retention Bilingual/ESL services Speech Therapy Consult -			
<u>Scientific Research Based Intervention</u> Description of Program: (include name of intervention as well as a thorough description of the process) (attach additional pages if needed)			(Describe qualitative and quantitative data which supports skills deficit area and need for special education) (attach additional pages if needed)
<u>Academic:</u> ___ altered format of materials ___ tape recording of content/materials ___ calculators/word processors ___ reduced length of assignment ___ alternative materials/content ___ lower reading level materials ___ small group instruction ___ note takers/sharing notes ___ limited paper/pencil tasks ___ modified tests - specify: _____ ___ individual instruction ___ frequent feedback ___ extended time ___ word banks ___ study aids/manipulatives ___ multisensory instruction ___ short/repeated directions ___ limited response selection ___			
<u>Behavior/Environmental:</u> ___ contracts ___ self-monitoring techniques ___ special privileges ___ supervision during transitions ___ clearly defined rules/limits/routines ___ monitor for consistent attendance ___ conference w/parent concerning attendance ___ organizational aides - specify: _____ ___ reduced distracters - specify: _____ ___ consultation with counselor ___ positive reinforcement ___ counseling ___ preferential seating ___			

Form 9: Intervention Forms - Page 2

Student: _____ Student #: _____ Birth Date: _____

Interventions and Accommodations (cont.)

ACCOMMODATIONS/ INTERVENTIONS	DATE BEGAN	FOR HOW LONG	RESULTS
<u>Language Differences</u> ___ bilingual/ESL materials ___ below level materials ___ bilingual/ESL strategies ___ vocabulary clarification ___			
<u>Speech Related:</u> ___ modeled correct pronunciation of sounds ___ allowed student to make oral presentations to teacher (instead of in front of class) ___ provided adequate wait time for oral responses ___ extra work on vocabulary development ___			
<u>Health Related:</u> ___ allowed use of glasses/hearing aids for adequate period of time after receiving ___ allowed use of prescribed medication for adequate period of time after beginning to take ___ conference w/parent concerning health issues ___ PE accommodations: Specify: _____ ___			

Other information regarding accommodations/interventions provided, student response to interventions, parent involvement in supporting school efforts, etc. that might provide clarification to the above information.

Summary of Special Education Timelines

“Day” means a calendar day unless otherwise noted.

All timing is found in “Special Education Programs and Services,” as adopted by the Tennessee Board of Education on 8-10-07.

<i>Action</i>	<i>Timeline</i>	<i>Time Counted From</i>	<i>Exceptions to the Timeline/Other Comments</i>
Initial evaluation	40 school days	Date of informed parent consent to test	The support team may be the IEP team. Both should include general and special education teachers as well as related service providers. Tests selected should accurately assess aptitude and achievement levels. Placement decisions can’t be based on any single test.
IEP initiation meeting	10 days	Date of invitation letter (if going from school to guardian) or from the date of the guardians’ letter (if they are initiating the meeting)	Parents may waive 10 days or request a later meeting date. Parents may be given a little as 24 hours notice for a misconduct-driven IEP meeting [34 CFR 300.530(e)].
Age span of SpEd services eligibility	3 rd birthday through the school year the student turns 22	student’s birth date and system’s school year	Federal rule says 3 to 21 years of age for SpEd services
Transition planning for 2 year olds starting public school at 3	90 days before 3 rd birthday	Backward from birthday	IEP has to be written prior to placement date
IEP Implementation	Immediately if all IEP team members agreed to placement	IEP meeting	Document any failure to implement the IEP once the meeting has occurred. In the case of disagreement, the placement/eligibility may be frozen for 14 days to allow the parents time to request a due process hearing.
Review of student’s special education program, appropriateness of placement, and revisions	At least annually or upon parents’ written request	Last IEP Meeting	
Use of foster parent at IEP meeting	must have had an ongoing relationship with the child for 1-year prior to the IEP meeting	whatever constitutes the start of the “ongoing relationship”	Biological/natural parents have to have terminated their right to address the child’s educational needs. The foster parent can’t have a conflict of interest (such as being a school system employee or relative of the biological parent). These provisions do not include adoptive or surrogate parents.

<i>Action</i>	<i>Timeline</i>	<i>Time Counted From</i>	<i>Exceptions to the Timeline/Other Comments</i>
Other-than-annual IEP meeting	10 school days	From the written request for the meeting	Can be called by any IEP team member if student lack of progress or other reasons warrant
Prior written notice of change in placement	10 school days before proposed action	Date written notice is given to guardians	10 school days does not apply if the placement is remaining the same
Homebound placement	30 school days	start of homebound services	Medical necessity or other extensions have to be reviewed every 30 school days
Reassessment	3 years	Date of current assessment/reassessment	May be more frequent if the situation warrants
Statement of transition service needs (4-year plan)	First IEP prior to 14 th birthday or 9 th grade entry, annually thereafter	Date of last IEP meeting	IEP team may begin this process earlier if they prefer
Statement of transition services, interagency responsibilities, and linkages.	First IEP meeting after 16 th birthday, annually thereafter	Date of last IEP meeting	IEP team may begin this process earlier if they prefer
Removal of SpEd student for school rules violation	Up to 10 school days		Removal may not constitute a change in placement nor may it exceed 10 days during the same school year without SpEd services being provided. The IEP team will need to either create or revise the student's Behavioral Intervention/Support Plan.
Removal to an interim alternative education setting	Up to 45 school days	Date of placement in IAES	Number of days should match nonSpEd students' punishment for the same offense. Tennessee uses the federal rule for this one. It isn't addressed in the state rule.

APPENDIX E

5-Year Budget



PUBLIC CHARTER SCHOOL
FIVE YEAR PLANNING BUDGET DOCUMENT
For Fiscal Years 2010 – 2011

CERTIFICATION OF CHARTER SCHOOL REPRESENTATIVES

This is to certify that the data contained in the *Five Year Planning Budget Document* (pages 1 through 33) has been prepared in accordance with guidelines specified by the Tennessee Department of Education. These guidelines, among other things, require the applicant charter school to "provide a realistic, line-item estimate of the revenues and expenditures for operating the [charter] school from approval through the fifth year of operation."

Signature of Charter School Superintendent/Director*

December 8, 2009
Date

Signature of Charter School Board Chairperson

December 8, 2009
Date

* Individual responsible for the day-to-day operations of the charter school who, among other things, is responsible for budget monitoring and compliance.

Memphis School of Excellence

ACCOUNT NO.	ESTIMATED REVENUES AND OTHER SOURCES	EXPENDITURES (APPROPRIATIONS) AND OTHER USES	Year 1	Year 2	Year 3	Year 4	Year 5
1	ESTIMATED REVENUES AND OTHER SOURCES						
2	43000	Charges for Current Services	32,832	37,993	43,200	51,120	51,120
3	44000	Other Local Revenues	42,000	42,538	44,000	48,500	48,500
4	46500	State Education Funds	-	-	-	-	-
5	46800	Other State Revenues	-	-	-	-	-
6	47100	Federal Funds Received Thru State	245,258	281,164	316,929	371,460	371,460
7	47600	Direct Federal Revenues	-	-	-	-	-
8	49000	Other Sources	2,248,458	2,537,500	2,960,000	3,562,500	3,740,625
9							
10	14100	TOTAL ESTIMATED REVENUES & OTHER SOURCES	2,568,548	2,899,195	3,364,129	4,033,580	4,211,705
11							
12	30000	Reserves and/or Fund Balances	-	110,527	257,266	332,643	409,022
13							
14		TOTAL AVAILABLE FUNDS	2,568,548	3,009,722	3,621,395	4,366,223	4,620,727
15							
16							
17							
18							
19							
20							
21							
22							
23							
24							
25							
26							
27							
28							
29							
30							
31							
32							
33							
34							
35							
36							
37							
38							
39							
40							

Memphis School of Excellence

ACCOUNT NO.	ESTIMATED REVENUES AND OTHER SOURCES EXPENDITURES (APPROPRIATIONS) AND OTHER USES	Year 1	Year 2	Year 3	Year 4	Year 5
1	EXPENDITURES (APPROPRIATIONS)					
2	Instruction					
3	71100 Regular Instruction Program	1,047,214	1,224,049	1,573,647	2,077,658	2,102,009
4	71150 Alternative Instruction Program	-	-	-	-	-
5	71200 Special Education Program	94,846	136,265	170,712	181,678	185,746
6	71300 Vocational Education Program	-	-	-	-	-
7	71400 Student Body Education Program	-	-	-	-	-
8	Support Services					
9	72110 Attendance	-	-	-	-	-
10	72120 Health Services	53,864	50,211	51,696	53,519	54,881
11	72130 Other Student Support	75,581	75,140	78,746	80,400	82,105
12	72210 Regular Instruction Program	61,752	56,175	57,372	58,606	59,876
13	72215 Alternative Instruction Program	-	-	-	-	-
14	72220 Special Education Program	-	-	-	-	-
15	72230 Vocational Education Program	-	-	-	-	-
16	72310 Board of Education	37,000	37,000	37,000	37,000	37,000
17	72320 Office of Superintendent	-	-	-	-	-
18	72410 Office of Principal	244,752	323,656	372,315	382,599	393,429
19	72510 Fiscal Services	58,304	58,190	59,617	61,089	62,603
20	72610 Operation of Plant	361,832	422,467	480,631	563,820	594,539
21	72620 Maintenance of Plant	40,000	40,000	46,000	52,000	58,000
22	72710 Transportation	-	-	-	-	-
23	72810 Central and Other	62,796	65,106	67,416	69,726	72,036
24	Operation of Non-Instructional Services					
25	73100 Food Service	212,980	264,197	293,600	339,107	341,287
26	73300 Community Services	-	-	-	-	-
27	73400 Early Childhood Education	-	-	-	-	-
28	76100 Regular Capital Outlay	-	-	-	-	-
29	80000 Education Debt Services	107,100	-	-	-	-
30	91300 Education Capital Projects	-	-	-	-	-
31	99000 Other Uses (Transfers)	-	-	-	-	-
32						
33	TOTAL EXPENDITURES (APPROPRIATIONS)	2,458,021	2,752,456	3,288,752	3,957,202	4,043,511
34	*Check should be 0	-	-	-	-	-
35						
36						
37						
38						
39						
40						

Memphis School of Excellence

ACCOUNT NO.		ESTIMATED REVENUES					
		Year 1	Year 2	Year 3	Year 4	Year 5	
1	43000	Charges for Current Services					1
2	43500	Education Charges					2
3	43511	Tuition - Regular Day Students	-	-	-	-	3
4	43513	Tuition - Summer School	-	-	-	-	4
5	43515	Tuition - Other State Systems	-	-	-	-	5
6	43516	Tuition - Out of State Systems	-	-	-	-	6
7	43517	Tuition - Other	-	-	-	-	7
8	43521	Lunch Payments - Children	20,520	23,746	27,000	31,950	8
9	43522	Lunch Payments - Adults	-	-	-	-	9
10	43523	Income from Breakfast	12,312	14,247	16,200	19,170	10
11	43524	Special Milk Sales	-	-	-	-	11
12	43525	Ala Carte Sales	-	-	-	-	12
13	43541	Contract for Adm. Services With Other LEA's	-	-	-	-	13
14	43542	Contract for Inst. Services With Other LEA's	-	-	-	-	14
15	43543	Contract for Student Support Services with Other LEA's	-	-	-	-	15
16	43544	Contract for Instructional Staff Support with Other LEA's	-	-	-	-	16
17	43545	Contract for Operation & Maint. Services with Other LEA's	-	-	-	-	17
18	43546	Contract for Food Services with Other LEA's	-	-	-	-	18
19	43547	Contract for Non-Instructional Services with Other LEA's	-	-	-	-	19
20	43551	School Based Health (FFS)	-	-	-	-	20
21	43570	Receipts from Individual Schools	-	-	-	-	21
22	43581	Community Service Fees - Children (Day Care)	-	-	-	-	22
23	43583	TBI Criminal Background Fee	-	-	-	-	23
24	43990	Other Charges for Services	-	-	-	-	28
25							29
26	43000	Total Charges for Current Services	32,832	37,993	43,200	51,120	30
27							31
28	44000	Other Local Revenues					28
29	44100	Recurring Items					29
30	44110	Investment Income	-	-	-	-	30
31	44120	Lease/Rentals	-	-	-	-	31
32	44130	Sale of Materials & Supplies	18,000	21,000	24,000	28,500	32
33	44170	Miscellaneous Refunds	-	-	-	-	33
34	44500	Nonrecurring Items					34
35	44520	Insurance Recovery	-	-	-	-	35
36	44530	Sale of Equipment	-	-	-	-	36
37	44540	Sale of Property	-	-	-	-	37
38	44560	Damages Recovered from Individuals	-	-	-	-	38
39	44570	Contributions & Gifts	24,000	21,538	20,000	20,000	39
40	44990	Other Local Revenue	-	-	-	-	40
41							41
42	44000	Total Other Local Revenues	42,000	42,538	44,000	48,500	42

Memphis School of Excellence

ACCOUNT NO.		ESTIMATED REVENUES					
		Year 1	Year 2	Year 3	Year 4	Year 5	
1	46000						1
2	46500						2
3	46511	-	-	-	-	-	3
4	46515	-	-	-	-	-	4
5	46520	-	-	-	-	-	5
6	46550	-	-	-	-	-	6
7	46590	-	-	-	-	-	7
8	46610	-	-	-	-	-	8
9	46612	-	-	-	-	-	9
10	46790	-	-	-	-	-	10
11							11
12	46500	-	-	-	-	-	12
13							13
14	46800						14
15	46980	-	-	-	-	-	15
16	46990	-	-	-	-	-	16
17							17
18	46800	-	-	-	-	-	18
19							19
20	47000						20
21	47100						21
22	47111	110,168	129,157	147,204	173,160	173,160	22
23	47113	58,590	62,757	67,725	77,175	77,175	23
24	47114	-	-	-	-	-	24
25	47131	-	-	-	-	-	25
26	47139	-	-	-	-	-	26
27	47141	76,500	89,250	102,000	121,125	121,125	27
28	47142	-	-	-	-	-	28
29	47143	-	-	-	-	-	29
30	47145	-	-	-	-	-	30
31	47189	-	-	-	-	-	31
32	47590				-	-	32
33							33
34	47100	245,258	281,164	316,929	371,460	371,460	34
35							35
36							36
37							37
38							38
39							39
40							40

ACCOUNT NO.	ESTIMATED REVENUES					
		Year 1	Year 2	Year 3	Year 4	Year 5
1						1
2	47600	Direct Federal Revenues				2
3	47640	ROTC Reimbursement	-	-	-	-
4	47650	Energy Grant	-	-	-	-
5	47990	Other Direct Federal Revenues	-	-	-	-
6						6
7	47600	Total Direct Federal Government	-	-	-	-
8						8
9	47000	Total Federal Government	<u>245,258</u>	<u>281,164</u>	316,929	371,460
10						10
11	140000	TOTAL ESTIMATED REVENUES	<u>320,090</u>	<u>361,695</u>	404,129	471,080
12						12
13	49000	Other Sources				13
14	49100	Bond Issued	-	-	-	-
15	49200	Note Issued	-	-	-	-
16	49300	Capitalized Leases Issued	-	-	-	-
17	49400	Refunding Debt Issued	-	-	-	-
18	49500	Other Loans Issued	102,000	-	-	-
19	49800	Transfers In (complete schedule below) *	<u>2,146,458</u>	<u>2,537,500</u>	2,960,000	3,562,500
20	49810	City General Fund Transfers (complete schedule below)	-	-	-	-
21						21
22	49000	Total Other Sources	<u>2,248,458</u>	<u>2,537,500</u>	2,960,000	3,562,500
23						23
24						24
25	14100	TOTAL ESTIMATED REVENUES AND OTHER SOURCES	<u>2,568,548</u>	<u>2,899,195</u>	3,364,129	4,033,580
26						26
27		* Payments from LEA for Charter School support.				27
28						28
29						29
30						30
31						31
32						32
33						33
34						34
35						35
36						36
37						37
38						38
39						39
40						40

ACCOUNT NO.	ESTIMATED REVENUES	Year 1	Year 2	Year 3	Year 4	Year 5
1						1
2	<u>SCHEDULE OF TRANSFERS</u>					2
3						3
FUND #	PURPOSE	FROM FUND	TO FUND	AMOUNT		4
5						5
6	MCS per-pupil is entered to transfer in.			-		6
7				-		7
8				-		8
9				-		9
10				-		10
11				-		11
12				-		12
13				-		13
14				-		14
15				-		15
16				-		16
17				-		17
18				-		18
19				-		19
20				-		20
21				-		21
22				-		22
23				-		23
24						24
25						25
26						26
27						27
28						28
29						29
30						30
31						31
32						32
33						33
34						34
35						35
36						36
37						37
38						38
39						39
40						40

ACCOUNT		RESERVES AND/OR FUND BALANCES						
NO.	BEGINNING-OF-YEAR	Year 1	Year 2	Year 3	Year 4	Year 5		
1	34000	RESERVES AND/OR FUND BALANCE BEGINNING OF YEAR					1	
2							2	
3		LOCAL RESERVES					3	
4	34210	Reserved for Unemployment Compensation	-	-	-	-	4	
5	34230	Reserved for Food Service	-	-	-	-	5	
6	34290	Other Local Education Reserves	-	-	-	-	6	
7							7	
8		STATE RESERVES					8	
9	34340	Reserved for Driver Education	-	-	-	-	9	
10	34379	Reserved for Career Ladder Extended Contract	-	-	-	-	10	
11	34380	Reserved for Career Ladder Program	-	-	-	-	11	
12	34385	Reserved for Early Childhood Education	-	-	-	-	12	
13	34386	Reserved for Basic Education Program	-	-	-	-	13	
14	34390	Other State Education Reserves	-	-	-	-	14	
15							15	
16		FEDERAL RESERVES					16	
17	34410	Reserved for Title I - Grants to Local Education Agencies	-	-	-	-	17	
18	34420	Reserved for Title VI - Innovative Ed. Program Strategies	-	-	-	-	18	
19	34430	Reserved for Special Education-Grants to States - IDEA	-	-	-	-	19	
20	34440	Other Federal Reserves	-	-	-	-	20	
21							21	
22		DESIGNATED FUND BALANCE					22	
23	35110	Designated for Purpose #1	-	-	-	-	23	
24	35120	Designated for Purpose #2	-	-	-	-	24	
25	35130	Designated for Purpose #3	-	-	-	-	25	
26	35140	Designated for Purpose #4	-	-	-	-	26	
27	35150	Designated for Purpose #5	-	-	-	-	27	
28							28	
29	39000	Undesignated Fund Balance	-	110,527	257,266	332,643	409,022	29
30								30
31	30000	TOTAL RESERVES AND/OR FUND BALANCES END OF YEAR	-	110,527	257,266	332,643	409,022	31
32								32
33		TOTAL AVAILABLE FUNDS	2,568,548	3,009,722	3,621,395	4,366,223	4,620,727	33
34								34
35								35
36								36
37								37
38								38
39								39
40								40

Memphis School of Excellence

ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1	INSTRUCTION - 71000						1
2	REGULAR INSTRUCTION PROGRAM (71100)						2
3	71100 116 Teachers	588,000	778,680	1,069,440	1,472,000	1,516,160	3
4	71100 117 Career Ladder Program	-	-	-	-	-	4
5	71100 127 Career Ladder Extended Contracts	-	-	-	-	-	5
6	71100 128 Homebound Teachers	-	-	-	-	-	6
7	71100 162 Clerical Personnel	-	-	-	-	-	7
8	71100 163 Educational Assistants	-	-	-	-	-	8
9	71100 189 Other Salaries & Wages	-	-	-	-	-	9
10	71100 195 Certified Substitute Teachers	-	-	-	-	-	10
11	71100 198 Non-Certified Substitute Teachers	8,000	10,000	13,000	19,000	19,000	11
12	71100 201 Social Security	45,594	60,334	82,807	114,062	117,440	12
13	71100 204 State Retirement	38,263	50,633	69,492	95,722	98,547	13
14	71100 206 Life Insurance	3,719	4,921	6,754	9,304	9,579	14
15	71100 207 Medical Insurance	57,344	69,632	81,920	102,400	105,472	15
16	71100 208 Dental Insurance	-	-	-	-	-	16
17	71100 210 Unemployment Compensation	2,646	3,402	4,536	6,048	6,048	17
18	71100 212 Employer Medicare	8,648	11,447	15,698	21,622	22,263	18
19	71100 299 Other Fringe Benefits	-	-	-	-	-	19
20	71100 311 Contracts with Other School Systems	-	-	-	-	-	20
21	71100 330 Operating Lease Payments	5,000	5,000	10,000	10,000	10,000	21
22	71100 336 Maintenance & Repair Services - Equipment	-	-	-	-	-	22
23	71100 356 Tuition	-	-	-	-	-	23
24	71100 369 Contracts for Substitute Teachers - Certified	-	-	-	-	-	24
25	71100 370 Contracts for Substitute Teachers - Non-Certified	-	-	-	-	-	25
26	71100 399 Other Contracted Services	-	-	-	-	-	26
27	71100 429 Instructional Supplies & Materials	30,000	35,000	40,000	47,500	47,500	27
28	71100 449 Textbooks	135,000	90,000	75,000	75,000	75,000	28
29	71100 499 Other Supplies & Materials	20,000	25,000	25,000	25,000	25,000	29
30	71100 535 Fee Waivers	-	-	-	-	-	30
31	71100 599 Other Charges	-	-	-	-	-	31
32	71100 722 Regular Instruction Equipment	105,000	80,000	80,000	80,000	50,000	32
33							33
34							34
35	71100 TOTAL REGULAR INSTRUCTION PROGRAM	1,047,214	1,224,049	1,573,647	2,077,658	2,102,009	35
36							36
37							37
38							38
39							39
40							40

Memphis School of Excellence

ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1	INSTRUCTION - 71000						1
2	ALTERNATIVE INSTRUCTION PROGRAM (71150)						2
3	71150 116 Teachers	-	-	-	-	-	3
4	71150 117 Career Ladder Program	-	-	-	-	-	4
5	71150 127 Career Ladder Extended Contracts	-	-	-	-	-	5
6	71150 128 Homebound Teachers	-	-	-	-	-	6
7	71150 162 Clerical Personnel	-	-	-	-	-	7
8	71150 163 Educational Assistants	-	-	-	-	-	8
9	71150 189 Other Salaries & Wages	-	-	-	-	-	9
10	71150 195 Certified Substitute Teachers	-	-	-	-	-	10
11	71150 198 Non-Certified Substitute Teachers	-	-	-	-	-	11
12	71150 201 Social Security	-	-	-	-	-	12
13	71150 204 State Retirement	-	-	-	-	-	13
14	71150 206 Life Insurance	-	-	-	-	-	14
15	71150 207 Medical Insurance	-	-	-	-	-	15
16	71150 208 Dental Insurance	-	-	-	-	-	16
17	71150 210 Unemployment Compensation	-	-	-	-	-	17
18	71150 212 Employer Medicare	-	-	-	-	-	18
19	71150 299 Other Fringe Benefits	-	-	-	-	-	19
20	71150 311 Contracts with Other School Systems	-	-	-	-	-	20
21	71150 330 Operating Lease Payments	-	-	-	-	-	21
22	71150 336 Maintenance & Repair Services - Equipment	-	-	-	-	-	22
23	71150 356 Tuition	-	-	-	-	-	23
24	71150 369 Contracts for Substitute Teachers - Certified	-	-	-	-	-	24
25	71150 370 Contracts for Substitute Teachers - Non-Certified	-	-	-	-	-	25
26	71150 399 Other Contracted Services	-	-	-	-	-	26
27	71150 429 Instructional Supplies & Materials	-	-	-	-	-	27
28	71150 449 Textbooks	-	-	-	-	-	28
29	71150 499 Other Supplies & Materials	-	-	-	-	-	29
30	71150 535 Fee Waivers	-	-	-	-	-	30
31	71150 599 Other Charges	-	-	-	-	-	31
32	71150 790 Other Equipment	-	-	-	-	-	32
33							33
34							34
35	71150 TOTAL ALTERNATIVE INSTRUCTION PROGRAM	-	-	-	-	-	35
36							36
37							37
38							38
39							39
40							40

ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1	INSTRUCTION - 71000						1
2	SPECIAL EDUCATION PROGRAM (71200)						2
3	71200 116 Teachers	48,000	74,160	100,000	103,000	106,090	3
4	71200 117 Career Ladder Program	-	-	-	-	-	4
5	71200 127 Career Ladder Extended Contracts	-	-	-	-	-	5
6	71200 128 Homebound Teachers	-	-	-	-	-	6
7	71200 162 Clerical Personnel	-	-	-	-	-	7
8	71200 163 Educational Assistants	-	-	-	-	-	8
9	71200 189 Other Salaries & Wages	-	-	-	-	-	9
10	71200 195 Certified Substitute Teachers	-	-	-	-	-	10
11	71200 198 Non-Certified Substitute Teachers	-	-	-	-	-	11
12	71200 201 Social Security	3,672	5,673	7,650	7,879	8,115	12
13	71200 204 State Retirement	3,082	4,761	6,420	6,613	6,811	13
14	71200 206 Life Insurance	-	-	-	-	-	14
15	71200 207 Medical Insurance	4,096	4,096	8,192	8,192	8,192	15
16	71200 208 Dental Insurance	-	-	-	-	-	16
17	71200 210 Unemployment Compensation	500	500	1,000	1,000	1,000	17
18	71200 212 Employer Medicare	696	1,075	1,450	1,494	1,538	18
19	71200 299 Other Fringe Benefits	-	-	-	-	-	19
20	71200 310 Contracts W/Other Public Agencies	-	-	-	-	-	20
21	71200 311 Contracts W/Other School Systems	-	-	-	-	-	21
22	71200 312 Contracts W/Private Agencies	12,000	17,000	20,000	25,000	25,000	22
23	71200 322 Evaluation & Testing	8,400	12,000	13,000	15,000	15,000	23
24	71200 330 Operating Lease Payments	-	-	-	-	-	24
25	71200 336 Maintenance & Repair Services - Equipment	-	-	-	-	-	25
26	71200 356 Tuition	-	-	-	-	-	26
27	71200 369 Contracts for Substitute Teachers - Certified	-	-	-	-	-	27
28	71200 370 Contracts for Substitute Teachers - Non-Certified	-	-	-	-	-	28
29	71200 399 Other Contracted Services	-	-	-	-	-	29
30	71200 429 Instructional Supplies & Materials	2,400	3,000	3,000	3,500	4,000	30
31	71200 449 Textbooks	6,000	7,000	5,000	5,000	5,000	31
32	71200 499 Other Supplies & Materials	-	-	-	-	-	32
33	71200 535 Fee Waivers	-	-	-	-	-	33
34	71200 599 Other Charges	-	-	-	-	-	34
35	71200 725 Special Education Equipment	6,000	7,000	5,000	5,000	5,000	35
36							36
37	71200 TOTAL SPECIAL EDUCATION PROGRAM	94,846	136,265	170,712	181,678	185,746	37
38							38
39							39
40							40

ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1	INSTRUCTION - 71000						1
2	VOCATIONAL EDUCATION PROGRAM (71300)						2
3	71300 116 Teachers	-	-	-	-	-	3
4	71300 117 Career Ladder Program	-	-	-	-	-	4
5	71300 127 Career Ladder Extended Contracts	-	-	-	-	-	5
6	71300 162 Clerical Personnel	-	-	-	-	-	6
7	71300 163 Educational Assistants	-	-	-	-	-	7
8	71300 189 Other Salaries & Wages	-	-	-	-	-	8
9	71300 195 Certified Substitute Teachers	-	-	-	-	-	9
10	71300 198 Non-Certified Substitute Teachers	-	-	-	-	-	10
11	71300 201 Social Security	-	-	-	-	-	11
12	71300 204 State Retirement	-	-	-	-	-	12
13	71300 206 Life Insurance	-	-	-	-	-	13
14	71300 207 Medical Insurance	-	-	-	-	-	14
15	71300 208 Dental Insurance	-	-	-	-	-	15
16	71300 210 Unemployment Compensation	-	-	-	-	-	16
17	71300 212 Employer Medicare	-	-	-	-	-	17
18	71300 299 Other Fringe Benefits	-	-	-	-	-	18
19	71300 311 Contracts W/Other School Systems	-	-	-	-	-	19
20	71300 330 Operating Lease Payments	-	-	-	-	-	20
21	71300 336 Maintenance & Repair Services - Equipment	-	-	-	-	-	21
22	71300 356 Tuition	-	-	-	-	-	22
23	71300 369 Contracts for Substitute Teachers - Certified	-	-	-	-	-	23
24	71300 370 Contracts for Substitute Teachers - Non-Certified	-	-	-	-	-	24
25	71300 399 Other Contracted Services	-	-	-	-	-	25
26	71300 429 Instructional Supplies & Materials	-	-	-	-	-	26
27	71300 448 T & I Construction Materials	-	-	-	-	-	27
28	71300 449 Textbooks	-	-	-	-	-	28
29	71300 499 Other Supplies & Materials	-	-	-	-	-	29
30	71300 535 Fee Waivers	-	-	-	-	-	30
31	71300 599 Other Charges	-	-	-	-	-	31
32	71300 730 Vocational Instruction Equipment	-	-	-	-	-	32
33							33
34							34
35	71300 TOTAL VOCATIONAL EDUCATION PROGRAM	-	-	-	-	-	35
36							36
37							37
38							38
39							39
40							40

ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1	INSTRUCTION - 71000						1
2	STUDENT BODY EDUCATION PROGRAM (71400)						2
3							3
4	71400 189 Other Salaries & Wages	-	-	-	-	-	4
5	71400 201 Social Security	-	-	-	-	-	5
6	71400 204 State Retirement	-	-	-	-	-	6
7	71400 206 Life Insurance	-	-	-	-	-	7
8	71400 207 Medical Insurance	-	-	-	-	-	8
9	71400 208 Dental Insurance	-	-	-	-	-	9
10	71400 210 Unemployment Compensation	-	-	-	-	-	10
11	71400 212 Employer Medicare	-	-	-	-	-	11
12	71400 299 Other Fringe Benefits	-	-	-	-	-	12
13	71400 399 Other Contracted Services	-	-	-	-	-	13
14	71400 429 Instructional Supplies and Materials	-	-	-	-	-	14
15	71400 449 Textbooks	-	-	-	-	-	15
16	71400 499 Other Supplies & Materials	-	-	-	-	-	16
17	71400 599 Other Charges	-	-	-	-	-	17
18	71400 790 Other Equipment	-	-	-	-	-	18
19							19
20	71400 TOTAL STUDENT BODY EDUCATION PROGRAM	-	-	-	-	-	20
21							21
22							22
23							23
24							24
25							25
26							26
27							27
28							28
29							29
30							30
31							31
32							32
33							33
34							34
35							35
36							36
37							37
38							38
39							39
40							40

ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1	SUPPORT SERVICES - 72000						1
2	STUDENTS (72100)						2
3	ATTENDANCE (72110)						3
4							4
5	72110 105 Supervisor/Director	-	-	-	-	-	5
6	72110 117 Career Ladder Program	-	-	-	-	-	6
7	72110 127 Career Ladder Extended Contracts	-	-	-	-	-	7
8	72110 130 Social Workers	-	-	-	-	-	8
9	72110 162 Clerical Personnel	-	-	-	-	-	9
10	72110 189 Other Salaries & Wages	-	-	-	-	-	10
11	72110 201 Social Security	-	-	-	-	-	11
12	72110 204 State Retirement	-	-	-	-	-	12
13	72110 206 Life Insurance	-	-	-	-	-	13
14	72110 207 Medical Insurance	-	-	-	-	-	14
15	72110 208 Dental Insurance	-	-	-	-	-	15
16	72110 210 Unemployment Compensation	-	-	-	-	-	16
17	72110 212 Employer Medicare	-	-	-	-	-	17
18	72110 299 Other Fringe Benefits	-	-	-	-	-	18
19	72110 317 Data Processing Services	-	-	-	-	-	19
20	72110 336 Maintenance & Repair Services - Equipment	-	-	-	-	-	20
21	72110 355 Travel	-	-	-	-	-	21
22	72110 399 Other Contracted Services	-	-	-	-	-	22
23	72110 499 Other Supplies & Materials	-	-	-	-	-	23
24	72110 524 In-Service/Staff Development	-	-	-	-	-	24
25	72110 599 Other Charges	-	-	-	-	-	25
26	72110 704 Attendance Equipment	-	-	-	-	-	26
27							27
28							28
29	72110 TOTAL ATTENDANCE	-	-	-	-	-	29
30							30
31							31
32							32
33							33
34							34
35							35
36							36
37							37
38							38
39							39
40							40

ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1	SUPPORT SERVICES - 72000						1
2	STUDENTS (72100)						2
3	HEALTH SERVICES (72120)						3
4							4
5	72120 131 Medical Personnel	35,000	36,050	37,132	38,246	39,393	5
6	72120 189 Other Salaries & Wages	-	-	-	-	-	6
7	72120 201 Social Security	2,678	2,758	2,841	2,926	3,014	7
8	72120 204 State Retirement	3,164	3,259	3,357	3,457	3,561	8
9	72120 206 Life Insurance	218	225	232	239	246	9
10	72120 207 Medical Insurance	4,096	4,096	4,096	4,096	4,096	10
11	72120 208 Dental Insurance	-	-	-	-	-	11
12	72120 210 Unemployment Compensation	500	500	500	500	500	12
13	72120 212 Employer Medicare	508	523	538	555	571	13
14	72120 299 Other Fringe Benefits	-	-	-	-	-	14
15	72120 336 Maintenance & Repair Services - Equipment	-	-	-	-	-	15
16	72120 355 Travel	-	-	-	-	-	16
17	72120 399 Other Contracted Services	-	-	-	-	-	17
18	72120 413 Drugs & Medical Supplies	<u>1,200</u>	<u>1,300</u>	1,500	2,000	2,000	18
19	72120 499 Other Supplies & Materials	-	-	-	-	-	19
20	72120 524 In-Service/Staff Development	500	500	500	500	500	20
21	72120 599 Other Charges	-	-	-	-	-	21
22	72120 735 Health Equipment	6,000	1,000	1,000	1,000	1,000	22
23							23
24							24
25	72120 TOTAL HEALTH SERVICES	53,864	50,211	51,696	53,519	54,881	25
26							26
27							27
28							28
29							29
30							30
31							31
32							32
33							33
34							34
35							35
36							36
37							37
38							38
39							39
40							40

Memphis School of Excellence

ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1	SUPPORT SERVICES - 72000						1
2	STUDENTS (72100)						2
3	OTHER STUDENT SUPPORT (72130)						3
4	72130 117 Career Ladder Program						4
5	72130 123 Guidance Personnel	45,000	46,350	47,741	49,173	50,648	5
6	72130 124 Psychological Personnel	-	-	-	-	-	6
7	72130 127 Career Ladder - Extended Contracts	-	-	-	-	-	7
8	72130 130 Social Workers	-	-	-	-	-	8
9	72130 135 Assessment Personnel	-	-	-	-	-	9
10	72130 161 Secretary(s)	-	-	-	-	-	10
11	72130 162 Clerical Personnel	-	-	-	-	-	11
12	72130 164 Attendants	-	-	-	-	-	12
13	72130 170 School Resource Officer	-	-	-	-	-	13
14	72130 189 Other Salaries & Wages	-	-	-	-	-	14
15	72130 201 Social Security	3,443	3,546	3,652	3,761	3,875	15
16	72130 204 State Retirement	2,889	2,976	3,065	3,157	3,252	16
17	72130 206 Life Insurance	-	-	-	-	-	17
18	72130 207 Medical Insurance	4,096	4,096	4,096	4,096	4,096	18
19	72130 208 Dental Insurance	-	-	-	-	-	19
20	72130 210 Unemployment Compensation	500	500	500	500	500	20
21	72130 212 Employer Medicare	653	672	692	713	734	21
22	72130 299 Other Fringe Benefits	-	-	-	-	-	22
23	72130 309 Contracts with Government Agencies	-	-	-	-	-	23
24	72130 311 Contracts with Other School Systems	-	-	-	-	-	24
25	72130 322 Evaluation & Testing	12,000	15,000	17,000	17,000	17,000	25
26	72130 336 Maintenance & Repair Services - Equipment	-	-	-	-	-	26
27	72130 355 Travel	-	-	-	-	-	27
28	72130 399 Other Contracted Services	-	-	-	-	-	28
29	72130 499 Other Supplies & Materials	-	-	-	-	-	29
30	72130 524 In-Service/Staff Development	1,000	1,000	1,000	1,000	1,000	30
31	72130 599 Other Charges	-	-	-	-	-	31
32	72130 790 Other Equipment	6,000	1,000	1,000	1,000	1,000	32
33							33
34							34
35	72130 TOTAL OTHER STUDENT SUPPORT	75,581	75,140	78,746	80,400	82,105	35
36							36
37							37
38							38
39							39
40							40

ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1	SUPPORT SERVICES - 72000						1
2	INSTRUCTIONAL STAFF (72200)						2
3	REGULAR INSTRUCTION PROGRAM (72210)						3
4	72210 105 Supervisor/Director	-	-	-	-	-	4
5	72210 117 Career Ladder Program	-	-	-	-	-	5
6	72210 127 Career Ladder Extended Contracts	-	-	-	-	-	6
7	72210 129 Librarian(s)	32,000	35,000	36,050	37,132	38,245	7
8	72210 132 Material Supervisor(s)	-	-	-	-	-	8
9	72210 136 Audiovisual Personnel	-	-	-	-	-	9
10	72210 137 Education Media Personnel	-	-	-	-	-	10
11	72210 138 Instructional Computer Personnel	-	-	-	-	-	11
12	72210 161 Secretary(s)	-	-	-	-	-	12
13	72210 162 Clerical Personnel	-	-	-	-	-	13
14	72210 163 Educational Assistants	-	-	-	-	-	14
15	72210 189 Other Salaries & Wages	-	-	-	-	-	15
16	72210 195 Certified Substitute Teachers	-	-	-	-	-	16
17	72210 196 In-Service Training	-	-	-	-	-	17
18	72210 198 Non-Certified Substitute Teachers	-	-	-	-	-	18
19	72210 201 Social Security	1,984	2,170	2,235	2,302	2,371	19
20	72210 204 State Retirement	2,054	2,247	2,314	2,384	2,455	20
21	72210 206 Life Insurance	-	-	-	-	-	21
22	72210 207 Medical Insurance	3,000	3,000	3,000	3,000	3,000	22
23	72210 208 Dental Insurance	-	-	-	-	-	23
24	72210 210 Unemployment Compensation	250	250	250	250	250	24
25	72210 212 Employer Medicare	464	508	523	538	555	25
26	72210 299 Other Fringe Benefits	-	-	-	-	-	26
27	72210 308 Consultants	-	-	-	-	-	27
28	72210 336 Maintenance & Repair Services - Equipment	-	-	-	-	-	28
29	72210 355 Travel	-	-	-	-	-	29
30	72210 369 Contracts for Substitute Teachers - Certified	-	-	-	-	-	30
31	72210 370 Contracts for Substitute Teachers - Non-Certified	-	-	-	-	-	31
32	72210 399 Other Contracted Services	-	-	-	-	-	32
33	72210 432 Library Books/Media	15,000	10,000	10,000	10,000	10,000	33
34	72210 437 Periodicals	1,000	1,000	1,000	1,000	1,000	34
35	72210 499 Other Supplies & Materials	5,000	1,000	1,000	1,000	1,000	35
36	72210 524 In Service/Staff Development	1,000	1,000	1,000	1,000	1,000	36
37	72210 599 Other Charges	-	-	-	-	-	37
38	72210 790 Other Equipment	-	-	-	-	-	38
39							39
40	72210 TOTAL REGULAR INSTRUCTION PROGRAM	61,752	56,175	57,372	58,606	59,876	40

ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1	SUPPORT SERVICES - 72000						1
2	INSTRUCTIONAL STAFF (72200)						2
3	ALTERNATIVE INSTRUCTION PROGRAM (72215)						3
4							4
5	72215 105 Supervisor/Director	-	-	-	-	-	5
6	72215 117 Career Ladder Program	-	-	-	-	-	6
7	72215 123 Guidance Personnel	-	-	-	-	-	7
8	72215 127 Career Ladder Extended Contracts	-	-	-	-	-	8
9	72215 129 Librarian(s)	-	-	-	-	-	9
10	72215 138 Instructional Computer Personnel	-	-	-	-	-	10
11	72215 161 Secretary(s)	-	-	-	-	-	11
12	72215 162 Clerical Personnel	-	-	-	-	-	12
13	72215 163 Educational Assistants	-	-	-	-	-	13
14	72215 189 Other Salaries & Wages	-	-	-	-	-	14
15	72215 196 In-Service Training	-	-	-	-	-	15
16	72215 201 Social Security	-	-	-	-	-	16
17	72215 204 State Retirement	-	-	-	-	-	17
18	72215 206 Life Insurance	-	-	-	-	-	18
19	72215 207 Medical Insurance	-	-	-	-	-	19
20	72215 208 Dental Insurance	-	-	-	-	-	20
21	72215 210 Unemployment Compensation	-	-	-	-	-	21
22	72215 212 Employer Medicare	-	-	-	-	-	22
23	72215 299 Other Fringe Benefits	-	-	-	-	-	23
24	72215 336 Maintenance & Repair Services - Equipment	-	-	-	-	-	24
25	72215 355 Travel	-	-	-	-	-	25
26	72215 399 Other Contracted Services	-	-	-	-	-	26
27	72215 432 Library Books/Media	-	-	-	-	-	27
28	72215 499 Other Supplies & Materials	-	-	-	-	-	28
29	72215 524 In Service/Staff Development	-	-	-	-	-	29
30	72215 599 Other Charges	-	-	-	-	-	30
31	72215 790 Other Equipment	-	-	-	-	-	31
32							32
33	72215 TOTAL ALTERNATIVE INSTRUCTION PROGRAM	-	-	-	-	-	33
34							34
35							35
36							36
37							37
38							38
39							39
40							40

ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1	SUPPORT SERVICES - 72000						1
2	INSTRUCTIONAL STAFF (72200)						2
3	SPECIAL EDUCATION PROGRAM (72220)						3
4							4
5	72220 105 Supervisor/Director	-	-	-	-	-	5
6	72220 117 Career Ladder Program	-	-	-	-	-	6
7	72220 124 Psychological Personnel	-	-	-	-	-	7
8	72220 127 Career Ladder Extended Contracts	-	-	-	-	-	8
9	72220 135 Assessment Personnel	-	-	-	-	-	9
10	72220 161 Secretary(s)	-	-	-	-	-	10
11	72220 162 Clerical Personnel	-	-	-	-	-	11
12	72220 171 Speech Pathologist	-	-	-	-	-	12
13	72220 189 Other Salaries & Wages	-	-	-	-	-	13
14	72220 196 In-Service Training	-	-	-	-	-	14
15	72220 201 Social Security	-	-	-	-	-	15
16	72220 204 State Retirement	-	-	-	-	-	16
17	72220 206 Life Insurance	-	-	-	-	-	17
18	72220 207 Medical Insurance	-	-	-	-	-	18
19	72220 208 Dental Insurance	-	-	-	-	-	19
20	72220 210 Unemployment Compensation	-	-	-	-	-	20
21	72220 212 Employer Medicare	-	-	-	-	-	21
22	72220 299 Other Fringe Benefits	-	-	-	-	-	22
23	72220 308 Consultants	-	-	-	-	-	23
24	72220 336 Maintenance & Repair Services - Equipment	-	-	-	-	-	24
25	72220 355 Travel	-	-	-	-	-	25
26	72220 399 Other Contracted Services	-	-	-	-	-	26
27	72220 499 Other Supplies & Materials	-	-	-	-	-	27
28	72220 524 In Service/Staff Development	-	-	-	-	-	28
29	72220 599 Other Charges	-	-	-	-	-	29
30	72220 790 Other Equipment	-	-	-	-	-	30
31							31
32	72220 TOTAL SPECIAL EDUCATION PROGRAM	-	-	-	-	-	32
33							33
34							34
35							35
36							36
37							37
38							38
39							39
40							40

CHARTER SCHOOL FIVE YEAR PLANNING BUDGET
Memphis School of Excellence

Page 19

ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1	SUPPORT SERVICES - 72000						1
2	INSTRUCTIONAL STAFF (72200)						2
3	VOCATIONAL EDUCATION PROGRAM (72230)						3
4							4
5	72230 105 Supervisor/Director	-	-	-	-	-	5
6	72230 117 Career Ladder Program	-	-	-	-	-	6
7	72230 127 Career Ladder Extended Contracts	-	-	-	-	-	7
8	72230 138 Instructional Computer Personnel	-	-	-	-	-	8
9	72230 161 Secretary(s)	-	-	-	-	-	9
10	72230 162 Clerical Personnel	-	-	-	-	-	10
11	72230 189 Other Salaries & Wages	-	-	-	-	-	11
12	72230 196 In-Service Training	-	-	-	-	-	12
13	72230 201 Social Security	-	-	-	-	-	13
14	72230 204 State Retirement	-	-	-	-	-	14
15	72230 206 Life Insurance	-	-	-	-	-	15
16	72230 207 Medical Insurance	-	-	-	-	-	16
17	72230 208 Dental Insurance	-	-	-	-	-	17
18	72230 210 Unemployment Compensation	-	-	-	-	-	18
19	72230 212 Employer Medicare	-	-	-	-	-	19
20	72230 299 Other Fringe Benefits	-	-	-	-	-	20
21	72230 308 Consultants	-	-	-	-	-	21
22	72230 336 Maintenance & Repair Services - Equipment	-	-	-	-	-	22
23	72230 355 Travel	-	-	-	-	-	23
24	72230 399 Other Contracted Services	-	-	-	-	-	24
25	72230 499 Other Supplies & Materials	-	-	-	-	-	25
26	72230 524 In Service/Staff Development	-	-	-	-	-	26
27	72230 599 Other Charges	-	-	-	-	-	27
28	72230 790 Other Equipment	-	-	-	-	-	28
29							29
30	72230 TOTAL VOCATIONAL EDUCATION PROGRAM	-	-	-	-	-	30
31							31
32							32
33							33
34							34
35							35
36							36
37							37
38							38
39							39
40							40

Memphis School of Excellence

ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1	SUPPORT SERVICES - 72000						1
2	GENERAL ADMINISTRATION (72300)						2
3	BOARD OF EDUCATION (72310)						3
4	72310 118 Secretary to Board	-	-	-	-	-	4
5	72310 189 Other Salaries & Wages	-	-	-	-	-	5
6	72310 191 Board and Committee Member Fees	-	-	-	-	-	6
7	72310 196 In-Service Training	3,000	3,000	3,000	3,000	3,000	7
8	72310 201 Social Security	-	-	-	-	-	8
9	72310 204 State Retirement	-	-	-	-	-	9
10	72310 206 Life Insurance	-	-	-	-	-	10
11	72310 207 Medical Insurance	-	-	-	-	-	11
12	72310 208 Dental Insurance	-	-	-	-	-	12
13	72310 210 Unemployment Compensation	-	-	-	-	-	13
14	72310 212 Employer Medicare	-	-	-	-	-	14
15	72310 299 Other Fringe Benefits	-	-	-	-	-	15
16	72310 305 Audit Services	5,000	5,000	5,000	5,000	5,000	16
17	72310 320 Dues & Memberships	3,000	3,000	3,000	3,000	3,000	17
18	72310 331 Legal Services	10,000	10,000	10,000	10,000	10,000	18
19	72310 348 Postal Charges	500	500	500	500	500	19
20	72310 355 Travel	2,000	2,000	2,000	2,000	2,000	20
21	72310 367 Maintenance & Repair Services - Records	-	-	-	-	-	21
22	72310 399 Other Contracted Services	-	-	-	-	-	22
23	72310 499 Other Supplies & Materials	-	-	-	-	-	23
24	72310 505 Judgments	-	-	-	-	-	24
25	72310 506 Liability Insurance	2,500	2,500	2,500	2,500	2,500	25
26	72310 508 Premium on Corporate Surety Bonds	10,000	10,000	10,000	10,000	10,000	26
27	72310 513 Worker's Compensation Insurance	-	-	-	-	-	27
28	72310 524 In Service/Staff Development	-	-	-	-	-	28
29	72310 533 Criminal Investigation of Applicants TBI	1,000	1,000	1,000	1,000	1,000	29
30	72310 534 Refund to Applicant for Criminal Investigation	-	-	-	-	-	30
31	72310 599 Other Charges	-	-	-	-	-	31
32							32
33	72310 TOTAL BOARD OF EDUCATION	37,000	37,000	37,000	37,000	37,000	33
34							34
35							35
36							36
37							37
38							38
39							39
40							40

Memphis School of Excellence

ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1	SUPPORT SERVICES - 72000						1
2	GENERAL ADMINISTRATION (72300)						2
3	OFFICE OF THE SUPERINTENDENT (72320)						3
4							4
5	72320 101 County Official/Administrative Officer	-	-	-	-	-	5
6	72320 103 Assistant(s)	-	-	-	-	-	6
7	72320 117 Career Ladder Program	-	-	-	-	-	7
8	72320 161 Secretary(s)	-	-	-	-	-	8
9	72320 162 Clerical Personnel	-	-	-	-	-	9
10	72320 189 Other Salaries & Wages	-	-	-	-	-	10
11	72320 196 In-Service Training	-	-	-	-	-	11
12	72320 201 Social Security	-	-	-	-	-	12
13	72320 204 State Retirement	-	-	-	-	-	13
14	72320 206 Life Insurance	-	-	-	-	-	14
15	72320 207 Medical Insurance	-	-	-	-	-	15
16	72320 208 Dental Insurance	-	-	-	-	-	16
17	72320 210 Unemployment Compensation	-	-	-	-	-	17
18	72320 212 Employer Medicare	-	-	-	-	-	18
19	72320 299 Other Fringe Benefits	-	-	-	-	-	19
20	72320 307 Communication	-	-	-	-	-	20
21	72320 320 Dues & Memberships	-	-	-	-	-	21
22	72320 336 Maintenance & Repair Services - Equipment	-	-	-	-	-	22
23	72320 348 Postal Charges	-	-	-	-	-	23
24	72320 355 Travel	-	-	-	-	-	24
25	72320 399 Other Contracted Services	-	-	-	-	-	25
26	72320 435 Office Supplies	-	-	-	-	-	26
27	72320 499 Other Supplies & Materials	-	-	-	-	-	27
28	72320 524 In-Service/Staff Development	-	-	-	-	-	28
29	72320 599 Other Charges	-	-	-	-	-	29
30	72320 701 Administration Equipment	-	-	-	-	-	30
31							31
32	72320 TOTAL OFFICE OF THE SUPERINTENDENT	-	-	-	-	-	32
33							33
34							34
35							35
36							36
37							37
38							38
39							39
40							40

Memphis School of Excellence

ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1	SUPPORT SERVICES - 72000						1
2	SCHOOL ADMINISTRATION (72400)						2
3	OFFICE OF THE PRINCIPAL (72410)						3
4							4
5	72410 104 Principal(s)	80,000	82,400	84,872	87,418	90,041	5
6	72410 117 Career Ladder Program	-	-	-	-	-	6
7	72410 119 Accountants/Bookkeepers	-	-	-	-	-	7
8	72410 127 Career Ladder Extended Contracts	-	-	-	-	-	8
9	72410 139 Assistant Principal(s)	60,000	120,000	123,600	127,308	131,127	9
10	72410 161 Secretary(s)	30,000	30,900	62,000	63,860	65,776	10
11	72410 162 Clerical Personnel	-	-	-	-	-	11
12	72410 189 Other Salaries & Wages	-	-	-	-	-	12
13	72410 196 In-Service Training	-	-	-	-	-	13
14	72410 201 Social Security	13,005	17,847	20,691	21,311	21,951	14
15	72410 204 State Retirement	10,914	14,977	17,621	17,885	18,421	15
16	72410 206 Life Insurance	-	-	-	-	-	16
17	72410 207 Medical Insurance	12,288	16,384	20,480	20,480	20,480	17
18	72410 208 Dental Insurance	-	-	-	-	-	18
19	72410 210 Unemployment Compensation	3,780	5,465	5,629	5,798	5,972	19
20	72410 212 Employer Medicare	2,465	3,383	3,922	4,039	4,161	20
21	72410 299 Other Fringe Benefits	-	-	-	-	-	21
22	72410 307 Communication	4,800	4,800	6,000	7,000	8,000	22
23	72410 317 Data Processing Services	-	-	-	-	-	23
24	72410 320 Dues & Memberships	2,500	2,500	2,500	2,500	2,500	24
25	72410 336 Maintenance & Repair Services - Equipment	-	-	-	-	-	25
26	72410 348 Postal Charges	5,000	5,000	5,000	5,000	5,000	26
27	72410 355 Travel	5,000	5,000	5,000	5,000	5,000	27
28	72410 399 Other Contracted Services	-	-	-	-	-	28
29	72410 411 Data Processing Supplies	-	-	-	-	-	29
30	72410 435 Office Supplies	5,000	5,000	5,000	5,000	5,000	30
31	72410 499 Other Supplies & Materials	-	-	-	-	-	31
32	72410 524 In Service/Staff Development	5,000	5,000	5,000	5,000	5,000	32
33	72410 599 Other Charges	-	-	-	-	-	33
34	72410 701 Administration Equipment	5,000	5,000	5,000	5,000	5,000	34
35							35
36	72410 TOTAL OFFICE OF THE PRINCIPAL	244,752	323,656	372,315	382,599	393,429	36
37							37
38							38
39							39
40							40

Memphis School of Excellence

ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1	SUPPORT SERVICES - 72000						1
2	BUSINESS ADMINISTRATION (72500)						2
3	FISCAL SERVICES (72510)						3
4							4
5	72510 105 Supervisor/Director	-	-	-	-	-	5
6	72510 113 Internal Audit Personnel	-	-	-	-	-	6
7	72510 119 Accountants/Bookkeepers	40,000	41,200	42,436	43,709	45,020	7
8	72510 122 Purchasing Personnel	-	-	-	-	-	8
9	72510 161 Secretary(s)	-	-	-	-	-	9
10	72510 162 Clerical Personnel	-	-	-	-	-	10
11	72510 189 Other Salaries & Wages	-	-	-	-	-	11
12	72510 196 In-Service Training	-	-	-	-	-	12
13	72510 201 Social Security	3,060	3,152	3,246	3,344	3,444	13
14	72510 204 State Retirement	2,568	2,645	2,724	2,806	2,890	14
15	72510 206 Life Insurance	-	-	-	-	-	15
16	72510 207 Medical Insurance	4,096	4,096	4,096	4,096	4,096	16
17	72510 208 Dental Insurance	-	-	-	-	-	17
18	72510 210 Unemployment Compensation	500	500	500	500	500	18
19	72510 212 Employer Medicare	580	597	615	634	653	19
20	72510 299 Other Fringe Benefits	-	-	-	-	-	20
21	72510 317 Data Processing Services	-	-	-	-	-	21
22	72510 320 Dues & Memberships	-	-	-	-	-	22
23	72510 336 Maintenance & Repair Services - Equipment	-	-	-	-	-	23
24	72510 355 Travel	-	-	-	-	-	24
25	72510 399 Other Contracted Services	3,500	3,500	3,500	3,500	3,500	25
26	72510 411 Data Processing Supplies	-	-	-	-	-	26
27	72510 435 Office Supplies	1,000	1,000	1,000	1,000	1,000	27
28	72510 499 Other Supplies & Materials	-	-	-	-	-	28
29	72510 524 In-Service/Staff Development	1,000	1,000	1,000	1,000	1,000	29
30	72510 599 Other Charges	-	-	-	-	-	30
31	72510 701 Administration Equipment	2,000	500	500	500	500	31
32							32
33	72510 TOTAL FISCAL SERVICES	58,304	58,190	59,617	61,089	62,603	33
34							34
35							35
36							36
37							37
38							38
39							39
40							40

Memphis School of Excellence

ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1	SUPPORT SERVICES - 72000						1
2	OPERATION & MAINTENANCE OF PLANT (72600)						2
3	OPERATION OF PLANT (72610)						3
4							4
5	72610 105 Supervisor/Director	-	-	-	-	-	5
6	72610 160 Guards	-	-	-	-	-	6
7	72610 161 Secretary(s)	-	-	-	-	-	7
8	72610 166 Custodial Personnel	25,000	25,750	26,523	27,318	28,138	8
9	72610 189 Other Salaries & Wages	-	-	-	-	-	9
10	72610 201 Social Security	1,913	1,970	2,029	2,090	2,153	10
11	72610 204 State Retirement	2,260	2,328	2,398	2,470	2,544	11
12	72610 206 Life Insurance	-	-	-	-	-	12
13	72610 207 Medical Insurance	4,096	4,096	4,096	4,096	4,096	13
14	72610 208 Dental Insurance	-	-	-	-	-	14
15	72610 210 Unemployment Compensation	500	500	500	500	500	15
16	72610 212 Employer Medicare	363	373	385	396	408	16
17	72610 299 Other Fringe Benefits	-	-	-	-	-	17
18	72610 328 Janitorial Services	-	-	-	-	-	18
19	72610 329 Laundry Service	-	-	-	-	-	19
20	72610 336 Maintenance & Repair Services - Equipment	5,000	6,000	7,000	8,000	9,000	20
21	72610 351 Rentals	270,000	320,000	367,500	440,000	460,000	21
22	72610 355 Travel	-	-	-	-	-	22
23	72610 359 Disposal Fees	4,200	4,200	4,200	4,200	4,200	23
24	72610 399 Other Contracted Services	-	-	-	-	-	24
25	72610 407 Coal	-	-	-	-	-	25
26	72610 410 Custodial Supplies	5,000	6,000	7,000	8,000	9,000	26
27	72610 415 Electricity	30,000	35,000	40,000	45,000	50,000	27
28	72610 423 Fuel Oil	-	-	-	-	-	28
29	72610 434 Natural Gas	5,000	7,500	10,000	12,500	15,000	29
30	72610 454 Water & Sewer	2,500	2,750	3,000	3,250	3,500	30
31	72610 499 Other Supplies & Materials	-	-	-	-	-	31
32	72610 501 Boiler Insurance	500	500	500	500	500	32
33	72610 502 Building & Content Insurance	5,000	5,000	5,000	5,000	5,000	33
34	72610 524 In-Service/Staff Development	-	-	-	-	-	34
35	72610 599 Other Charges	500	500	500	500	500	35
36	72610 720 Plant Operation Equipment	-	-	-	-	-	36
37							37
38	72610 TOTAL OPERATION OF PLANT	361,832	422,467	480,631	563,820	594,539	38
39							39
40							40

Memphis School of Excellence

ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1	SUPPORT SERVICES - 72000						1
2	OPERATION & MAINTENANCE OF PLANT (72600)						2
3	MAINTENANCE OF PLANT (72620)						3
4							4
5	72620 105 Supervisor/Director	-	-	-	-	-	5
6	72620 161 Secretary(s)	-	-	-	-	-	6
7	72620 167 Maintenance Personnel	-	-	-	-	-	7
8	72620 189 Other Salaries & Wages	-	-	-	-	-	8
9	72620 201 Social Security	-	-	-	-	-	9
10	72620 204 State Retirement	-	-	-	-	-	10
11	72620 206 Life Insurance	-	-	-	-	-	11
12	72620 207 Medical Insurance	-	-	-	-	-	12
13	72620 208 Dental Insurance	-	-	-	-	-	13
14	72620 210 Unemployment Compensation	-	-	-	-	-	14
15	72620 212 Employer Medicare	-	-	-	-	-	15
16	72620 299 Other Fringe Benefits	-	-	-	-	-	16
17	72620 307 Communication	-	-	-	-	-	17
18	72620 329 Laundry Service	-	-	-	-	-	18
19	72620 335 Maintenance & Repair Services - Building	20,000	23,000	26,000	29,000	32,000	19
20	72620 336 Maintenance & Repair Services - Equipment	-	-	-	-	-	20
21	72620 338 Maintenance & Repair Services - Vehicles	-	-	-	-	-	21
22	72620 355 Travel	-	-	-	-	-	22
23	72620 399 Other Contracted Services	-	-	-	-	-	23
24	72620 418 Equipment & Machinery Parts	-	-	-	-	-	24
25	72620 425 Gasoline	-	-	-	-	-	25
26	72620 426 General Construction Materials	10,000	10,000	13,000	16,000	19,000	26
27	72620 499 Other Supplies & Materials	5,000	5,000	5,000	5,000	5,000	27
28	72620 511 Vehicle and Equipment Insurance	-	-	-	-	-	28
29	72620 524 In-Service/Staff Development	-	-	-	-	-	29
30	72620 599 Other Charges	-	-	-	-	-	30
31	72620 701 Administration Equipment	-	-	-	-	-	31
32	72620 717 Maintenance Equipment	5,000	2,000	2,000	2,000	2,000	32
33							33
34	72620 TOTAL MAINTENANCE OF PLANT	40,000	40,000	46,000	52,000	58,000	34
35							35
36							36
37							37
38							38
39							39
40							40

Memphis School of Excellence

ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1	SUPPORT SERVICES - 72000						1
2	STUDENT TRANSPORTATION (72700)						2
3	TRANSPORTATION (72710)						3
4	72710 105 Supervisor/Director	-	-	-	-	-	4
5	72710 142 Mechanic(s)	-	-	-	-	-	5
6	72710 146 Bus Drivers	-	-	-	-	-	6
7	72710 162 Clerical Personnel	-	-	-	-	-	7
8	72710 189 Other Salaries & Wages	-	-	-	-	-	8
9	72710 196 In-Service Training	-	-	-	-	-	9
10	72710 201 Social Security	-	-	-	-	-	10
11	72710 204 State Retirement	-	-	-	-	-	11
12	72710 206 Life Insurance	-	-	-	-	-	12
13	72710 207 Medical Insurance	-	-	-	-	-	13
14	72710 208 Dental Insurance	-	-	-	-	-	14
15	72710 210 Unemployment Compensation	-	-	-	-	-	15
16	72710 212 Employer Medicare	-	-	-	-	-	16
17	72710 299 Other Fringe Benefits	-	-	-	-	-	17
18	72710 307 Communication	-	-	-	-	-	18
19	72710 311 Contracts with Other School Systems	-	-	-	-	-	19
20	72710 312 Contracts with Private Agencies	-	-	-	-	-	20
21	72710 313 Contracts with Parents	-	-	-	-	-	21
22	72710 314 Contracts with Public Carriers	-	-	-	-	-	22
23	72710 315 Contracts with Vehicle Owners	-	-	-	-	-	23
24	72710 329 Laundry Service	-	-	-	-	-	24
25	72710 338 Maintenance & Repair Service-Vehicles	-	-	-	-	-	25
26	72710 340 Medical and Dental Services	-	-	-	-	-	26
27	72710 351 Rentals	-	-	-	-	-	27
28	72710 355 Travel	-	-	-	-	-	28
29	72710 399 Other Contracted Services	-	-	-	-	-	29
30	72710 412 Diesel Fuel	-	-	-	-	-	30
31	72710 418 Equipment & Machinery Parts	-	-	-	-	-	31
32	72710 424 Garage Supplies	-	-	-	-	-	32
33	72710 425 Gasoline	-	-	-	-	-	33
34	72710 433 Lubricants	-	-	-	-	-	34
35	72710 450 Tires & Tubes	-	-	-	-	-	35
36	72710 453 Vehicle Parts	-	-	-	-	-	36
37	72710 499 Other Supplies & Materials	-	-	-	-	-	37
38	72710 511 Vehicle & Equipment Insurance	-	-	-	-	-	38
39	72710 524 In-Service/Staff Development	-	-	-	-	-	39
40	72710 599 Other Charges	-	-	-	-	-	40
41	72710 701 Administration Equipment	-	-	-	-	-	41
42	72710 729 Transportation Equipment	-	-	-	-	-	42

Memphis School of Excellence

ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1	SUPPORT SERVICES - 72000						1
2	OTHER SUPPORT SERVICES (72800)						2
3	CENTRAL AND OTHER (72810)						3
4							4
5	72810 105 Supervisor/Director	-	-	-	-	-	5
6	72810 120 Computer Programmer(s)	40,000	42,000	44,000	46,000	48,000	6
7	72810 121 Data Processing Personnel	-	-	-	-	-	7
8	72810 162 Clerical Personnel	-	-	-	-	-	8
9	72810 189 Other Salaries & Wages	-	-	-	-	-	9
10	72810 196 In-Service Training	2,000	2,000	2,000	2,000	2,000	10
11	72810 201 Social Security	3,060	3,213	3,366	3,519	3,672	11
12	72810 204 State Retirement	2,560	2,688	2,816	2,944	3,072	12
13	72810 206 Life Insurance						13
14	72810 207 Medical Insurance	4,096	4,096	4,096	4,096	4,096	14
15	72810 208 Dental Insurance	-	-	-	-	-	15
16	72810 210 Unemployment Compensation	500	500	500	500	500	16
17	72810 212 Employer Medicare	580	609	638	667	696	17
18	72810 299 Other Fringe Benefits	-	-	-	-	-	18
19	72810 308 Consultants	-	-	-	-	-	19
20	72810 317 Data Processing Services	-	-	-	-	-	20
21	72810 330 Operating Lease Payments	-	-	-	-	-	21
22	72810 336 Maintenance & Repair Service Equipment	5,000	5,000	5,000	5,000	5,000	22
23	72810 355 Travel	-	-	-	-	-	23
24	72810 399 Other Contracted Services	-	-	-	-	-	24
25	72810 411 Data Processing Supplies	1,000	1,000	1,000	1,000	1,000	25
26	72810 435 Office Supplies	500	500	500	500	500	26
27	72810 499 Other Supplies & Materials	500	500	500	500	500	27
28	72810 524 In Service/Staff Development	-	-	-	-	-	28
29	72810 599 Other Charges	-	-	-	-	-	29
30	72810 701 Administration Equipment	-	-	-	-	-	30
31	72810 709 Data Processing Equipment	2,000	2,000	2,000	2,000	2,000	31
32	72810 790 Other Equipment	1,000	1,000	1,000	1,000	1,000	32
33							33
34	72810 TOTAL CENTRAL AND OTHER	62,796	65,106	67,416	69,726	72,036	34
35							35
36	72000 TOTAL SUPPORT SERVICES EXPENDITURES	995,881	1,127,945	1,250,793	1,358,759	1,414,469	36
37							37
38							38
39							39
40							40

ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1	OPERATION OF NON-INSTRUCTIONAL SERV. (73000)						1
2	FOOD SERVICE (73100)						2
3	73100 105 Supervisor/Director	-	-	-	-	-	3
4	73100 117 Career Ladder Program	-	-	-	-	-	4
5	73100 119 Accountants/Bookkeepers	-	-	-	-	-	5
6	73100 162 Clerical Personnel	-	-	-	-	-	6
7	73100 165 Cafeteria Personnel	15,000	16,000	17,000	18,000	19,000	7
8	73100 189 Other Salaries & Wages	-	-	-	-	-	8
9	73100 196 In-Service Training						9
10	73100 201 Social Security	1,148	1,224	1,300	1,377	1,453	10
11	73100 204 State Retirement	1,356	1,446	1,537	1,627	1,717	11
12	73100 206 Life Insurance	-	-	-	-	-	12
13	73100 207 Medical Insurance	4,096	4,096	4,096	4,096	4,096	13
14	73100 208 Dental Insurance	-	-	-	-	-	14
15	73100 210 Unemployment Compensation	300	300	300	300	300	15
16	73100 212 Employer Medicare	210	224	238	252	266	16
17	73100 299 Other Fringe Benefits	-	-	-	-	-	17
18	73100 307 Communication	-	-	-	-	-	18
19	73100 329 Laundry Service	-	-	-	-	-	19
20	73100 330 Operating Lease Payments	-	-	-	-	-	20
21	73100 336 Maintenance & Repair Service Equipment	-	-	-	-	-	21
22	73100 342 Payments to Schools-Breakfast	-	-	-	-	-	22
23	73100 343 Payments to Schools-Lunch	-	-	-	-	-	23
24	73100 344 Payments to Schools-Other	-	-	-	-	-	24
25	73100 345 Payments to Schools-Other USDA	-	-	-	-	-	25
26	73100 348 Postal Charges	-	-	-	-	-	26
27	73100 354 Transportation - Other Than Students	-	-	-	-	-	27
28	73100 355 Travel	-	-	-	-	-	28
29	73100 399 Other Contracted Services	181,070	229,907	258,129	301,455	301,455	29
30	73100 421 Food Preparation Supplies	-	-	-	-	-	30
31	73100 422 Food Supplies	4,800	6,000	6,000	7,000	8,000	31
32	73100 435 Office Supplies	-	-	-	-	-	32
33	73100 451 Uniforms	-	-	-	-	-	33
34	73100 452 Utilities	-	-	-	-	-	34
35	73100 499 Other Supplies & Materials	-	-	-	-	-	35
36	73100 524 In Service/Staff Development	-	-	-	-	-	36
37	73100 599 Other Charges	-	-	-	-	-	37
38	73100 710 Food Service Equipment	5,000	5,000	5,000	5,000	5,000	38
39							39
40	73100 TOTAL FOOD SERVICE	212,980	264,197	293,600	339,107	341,287	40

Memphis School of Excellence

ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1	OPERATION OF NON-INSTRUCTIONAL SERV (73000)						1
2	COMMUNITY SERVICES (73300)						2
3							3
4	73300 105 Supervisor/Director	-	-	-	-	-	4
5	73300 116 Teachers	-	-	-	-	-	5
6	73300 117 Career Ladder Program	-	-	-	-	-	6
7	73300 162 Clerical Personnel	-	-	-	-	-	7
8	73300 163 Educational Assistant(s)	-	-	-	-	-	8
9	73300 169 Part time Personnel	-	-	-	-	-	9
10	73300 189 Other Salaries & Wages	-	-	-	-	-	10
11	73300 195 Certified Substitute Teachers	-	-	-	-	-	11
12	73300 198 Non-Certified Substitute Teachers	-	-	-	-	-	12
13	73300 201 Social Security	-	-	-	-	-	13
14	73300 204 State Retirement	-	-	-	-	-	14
15	73300 206 Life Insurance	-	-	-	-	-	15
16	73300 207 Medical Insurance	-	-	-	-	-	16
17	73300 208 Dental Insurance	-	-	-	-	-	17
18	73300 210 Unemployment Compensation	-	-	-	-	-	18
19	73300 212 Employer Medicare	-	-	-	-	-	19
20	73300 299 Other Fringe Benefits	-	-	-	-	-	20
21	73300 336 Maintenance & Repair Services - Equipment	-	-	-	-	-	21
22	73300 355 Travel	-	-	-	-	-	22
23	73300 369 Contracts for Substitute Teachers - Certified	-	-	-	-	-	23
24	73300 370 Contracts for Substitute Teachers - Non-Certified	-	-	-	-	-	24
25	73300 399 Other Contracted Services	-	-	-	-	-	25
26	73300 422 Food Supplies	-	-	-	-	-	26
27	73300 429 Instructional Supplies & Materials	-	-	-	-	-	27
28	73300 499 Other Supplies & Materials	-	-	-	-	-	28
29	73300 509 Refunds	-	-	-	-	-	29
30	73300 524 In Service/Staff Development	-	-	-	-	-	30
31	73300 599 Other Charges	-	-	-	-	-	31
32	73300 790 Other Equipment	-	-	-	-	-	32
33							33
34	73300 TOTAL COMMUNITY SERVICES	-	-	-	-	-	34
35							35
36							36
37							37
38							38
39							39
40							40

ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1	OPERATION OF NON-INSTRUCTIONAL SERV (73000)						1
2	EARLY CHILDHOOD EDUCATION (73400)						2
3							3
4	73400 105 Supervisor/Director	-	-	-	-	-	4
5	73400 116 Teachers	-	-	-	-	-	5
6	73400 117 Career Ladder Program	-	-	-	-	-	6
7	73400 162 Clerical Personnel	-	-	-	-	-	7
8	73400 163 Educational Assistant(s)	-	-	-	-	-	8
9	73400 189 Other Salaries & Wages	-	-	-	-	-	9
10	73400 195 Certified Substitute Teachers	-	-	-	-	-	10
11	73400 198 Non-Certified Substitute Teachers	-	-	-	-	-	11
12	73400 201 Social Security	-	-	-	-	-	12
13	73400 204 State Retirement	-	-	-	-	-	13
14	73400 206 Life Insurance	-	-	-	-	-	14
15	73400 207 Medical Insurance	-	-	-	-	-	15
16	73400 208 Dental Insurance	-	-	-	-	-	16
17	73400 210 Unemployment Compensation	-	-	-	-	-	17
18	73400 212 Employer Medicare	-	-	-	-	-	18
19	73400 299 Other Fringe Benefits	-	-	-	-	-	19
20	73400 310 Contracts W/Other Public Agencies	-	-	-	-	-	20
21	73400 311 Contracts W/Other School Systems	-	-	-	-	-	21
22	73400 312 Contracts W/Private Agencies	-	-	-	-	-	22
23	73400 336 Maintenance & Repair Services - Equipment	-	-	-	-	-	23
24	73400 355 Travel	-	-	-	-	-	24
25	73400 369 Contracts for Substitute Teachers - Certified	-	-	-	-	-	25
26	73400 370 Contracts for Substitute Teachers - Non-Certified	-	-	-	-	-	26
27	73400 399 Other Contracted Services	-	-	-	-	-	27
28	73400 422 Food Supplies	-	-	-	-	-	28
29	73400 429 Instructional Supplies & Materials	-	-	-	-	-	29
30	73400 499 Other Supplies & Materials	-	-	-	-	-	30
31	73400 509 Refunds	-	-	-	-	-	31
32	73400 524 In Service/Staff Development	-	-	-	-	-	32
33	73400 599 Other Charges	-	-	-	-	-	33
34	73400 790 Other Equipment	-	-	-	-	-	34
35							35
36	73400 TOTAL EARLY CHILDHOOD EDUCATION	-	-	-	-	-	36
37							37
38							38
39							39
40							40

Memphis School of Excellence

ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1	CAPITAL OUTLAY (76000)						1
2	REGULAR CAPITAL OUTLAY (76100)						2
3							3
4	76100 189 Other Salaries and Wages	-	-	-	-	-	4
5	76100 201 Social Security	-	-	-	-	-	5
6	76100 204 State Retirement	-	-	-	-	-	6
7	76100 206 Life Insurance	-	-	-	-	-	7
8	76100 207 Medical Insurance	-	-	-	-	-	8
9	76100 208 Dental Insurance	-	-	-	-	-	9
10	76100 210 Unemployment Compensation	-	-	-	-	-	10
11	76100 212 Employer Medicare	-	-	-	-	-	11
12	76100 299 Other Fringe Benefits	-	-	-	-	-	12
13	76100 304 Architects	-	-	-	-	-	13
14	76100 308 Consultants	-	-	-	-	-	14
15	76100 321 Engineering Services	-	-	-	-	-	15
16	76100 331 Legal Services	-	-	-	-	-	16
17	76100 399 Other Contracted Services	-	-	-	-	-	17
18	76100 706 Building Construction	-	-	-	-	-	18
19	76100 707 Building Improvements	-	-	-	-	-	19
20	76100 715 Land	-	-	-	-	-	20
21	76100 724 Site Development	-	-	-	-	-	21
22	76100 799 Other Capital Outlay	-	-	-	-	-	22
23							23
24	76100 TOTAL REGULAR CAPITAL OUTLAY	-	-	-	-	-	24
25							25
26	DEBT SERVICE (80000)						26
27	EDUCATION DEBT SERVICE (80000)						27
28	PRINCIPAL (82130)						28
29	82130 601 Principal on Bonds	-	-	-	-	-	29
30	82130 602 Principal on Notes	-	-	-	-	-	30
31	82130 610 Principal on Capitalized Leases	-	-	-	-	-	31
32	82130 612 Principal on Other Loans Payable	102,000	-	-	-	-	32
33	82130 620 Principal on Debt Service Contribution to Primary Government	-	-	-	-	-	33
34	INTEREST (82230)						34
35	82230 603 Interest on Bonds	-	-	-	-	-	35
36	82230 604 Interest on Notes	-	-	-	-	-	36
37	82230 611 Interest on Capitalized Leases	-	-	-	-	-	37
38	82230 613 Interest on Other Loans Payable	5,100	-	-	-	-	38
39	82130 620 Interest on Debt Service Contribution to Primary Government	-	-	-	-	-	39
40	OTHER DEBT SERVICE (82330)						40
41	82330 699 Other Debt Service	-	-	-	-	-	41
42							42

)	43	80000	TOTAL EDUCATION DEBT SERVICE)107,100	-	-	-	-	43)
---	----	-------	------------------------------	----------	---	---	---	---	----	---

481

481

Memphis School of Excellence

ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1	CAPITAL PROJECTS (90000)						1
2	EDUCATION CAPITAL PROJECTS (91300)						2
3							3
4	91300 189 Other Salaries & Wages	-	-	-	-	-	4
5	91300 201 Social Security	-	-	-	-	-	5
6	91300 204 State Retirement	-	-	-	-	-	6
7	91300 206 Life Insurance	-	-	-	-	-	7
8	91300 207 Medical Insurance	-	-	-	-	-	8
9	91300 208 Dental Insurance	-	-	-	-	-	9
10	91300 210 Unemployment Compensation	-	-	-	-	-	10
11	91300 212 Employer Medicare	-	-	-	-	-	11
12	91300 304 Architects	-	-	-	-	-	12
13	91300 308 Consultants	-	-	-	-	-	13
14	91300 321 Engineering Services	-	-	-	-	-	14
15	91300 325 Fiscal Agent Charges	-	-	-	-	-	15
16	91300 331 Legal Services	-	-	-	-	-	16
17	91300 399 Other Contracted Services	-	-	-	-	-	17
18	91300 701 Administration Equipment	-	-	-	-	-	18
19	91300 704 Attendance Equipment	-	-	-	-	-	19
20	91300 706 Building Construction	-	-	-	-	-	20
21	91300 707 Building Improvements	-	-	-	-	-	21
22	91300 709 Data Processing Equipment	-	-	-	-	-	22
23	91300 710 Food Service Equipment	-	-	-	-	-	23
24	91300 711 Furniture & Fixtures	-	-	-	-	-	24
25	91300 715 Land	-	-	-	-	-	25
26	91300 717 Maintenance Equipment	-	-	-	-	-	26
27	91300 720 Plant Operation Equipment	-	-	-	-	-	27
28	91300 722 Regular Instruction Equipment	-	-	-	-	-	28
29	91300 724 Site Development	-	-	-	-	-	29
30	91300 725 Special Education Equipment	-	-	-	-	-	30
31	91300 730 Vocational Instr Equipment	-	-	-	-	-	31
32	91300 735 Health Equipment	-	-	-	-	-	32
33	91300 790 Other Equipment	-	-	-	-	-	33
34	91300 799 Other Capital Outlay	-	-	-	-	-	34
35							35
36	91300 TOTAL EDUCATION CAPITAL PROJECTS	-	-	-	-	-	36
37							37
38							38
39							39
40							40

CHARTER SCHOOL FIVE YEAR PLANNING BUDGET
Memphis School of Excellence

ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5
1	OTHER USES (99000)					
2	TRANSFERS (99100)					
3						
4	99100 590 Transfers Out (complete schedule below)	-	-	-	-	-
5						
6						
7						
8	99000 TOTAL OTHER USES	-	-	-	-	-
9						
10						
11						
12	730000 GRAND TOTAL EXPENDITURES (APPROPRIATIONS)	2,458,021	2,752,456	3,288,752	3,957,202	4,043,511
13						
14						
15						
16						
17						
18						
19						
20						
21						
22	SCHEDULE OF TRANSFERS					
23	FUND # PURPOSE FROM FUND TO FUND AMOUNT					
24						
25						
26						
27						
28						
29						
30						
31						
32						
33						
34						
35						
36						
37						
38						
39						
40						

APPENDIX F

Financial Audit Proposal

TAMARA L. BECKMAN
CERTIFIED PUBLIC ACCOUNTANT

6 SOUTH MADISON AVENUE
COOKEVILLE, TN 38501
Office (931) 526-5489
Fax (931) 526-9064

BACKGROUND OF FIRM

Tamara L. Beckman, CPA is located in Cookeville, Tennessee. We have been in business for 20 years. Approximately 80% of our annual revenue is derived from audits in the nonprofit and government sectors. We currently provide audits for approximately 30 local governmental entities. Most of our government clients are small component units, including several school activity funds for local counties' board of education. During this year, we are providing audit services for the activity funds and centralized cafeteria fund for the Board of Education in Smith County, DeKalb County, Bledsoe County, Putnam County, and Warren County. In the nonprofit sector, we currently have approximately 20 organizations that we provide audit services for. Our staffing is stable with the only turnover in the last three years being an administrative assistant.

The clients we have lost in the past three years are as follows:

- Macon County Emergency Communications District. The client decided to find a CPA closer to the District.
- Double Springs Utility District – client just wanted to change auditors to gain another perspective.

These are the only audit clients we have lost in the past three years.

BILLING RATES

Our billing rates per hour for the past three years have been as follows:

<u>Personnel Class</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
Staff	45.00	45.00	45.00
Supervisor	90.00	90.00	90.00
Partner	180.00	180.00	180.00

OTHER ITEMS

Tamara L. Beckman, CPA is a small firm, but we make up for our size by the quality in our work and our ability to work well with our clients. We are friendly and professional and are able to provide personal attention to our clients throughout the year as well as during the audit process that the larger firms simply cannot do. As you can see, we have never lost a client due to disagreements with management. Clients enjoy working with us because we understand our client's business and we are used to working with nonprofit and governmental entities. We include our travel time and phone calls, etc. in the price of our bid, so as not to constantly be charging our clients for every conversation and every little detail.

Our approach to technical disagreement is much the same as any other firm. Between staff, we discuss the problem and do additional research if necessary to make sure the outcome is the correct course of action. As far as management disagreements, additional research may be needed as well. If the disagreements are of a material magnitude, we may withdraw from the engagement. This has not occurred as of yet with any client. We have always been able to work through any differences; however, ethical behavior is at the core of this firm and if a material problem could not be resolved to our satisfaction, we may choose to withdraw from the engagement.

EXPECTED AUDIT APPROACH

The staff to be assigned to your audit will be:

- **Tamara L. Beckman, CPA (proprietor)**
Tamara received her B.S. in Accounting Degree in 1990, passed the CPA exam in 1995 and earned an MBA degree in August, 2005. She has 10 years experience in public accounting with a total of 17 years experience in the accounting field. She has worked in various industries including manufacturing, health care and public accounting. She worked for this firm for 5 years as an auditor spending most of her time auditing nonprofits and governmental entities before purchasing the business in January, 2004.
- **Sabrina Cantrell, Audit Supervisor**
Sabrina began employment with this firm part-time finishing college. She earned her B.S. in Accounting Degree in 2002 and began working full time for the firm. She has had a total of 5 years experience in audit, spending most of her time auditing nonprofits and governmental entities.

Our audit approach will be as follows:

- Send confirmations on banks, income sources and material vendor balances.
- We will need access to all bank statements, paid invoices, deposit information, minutes of the board of directors meetings, all contracts, leases and loans, insurance policies, etc.
- We expect the field work to take approximately two days and then we will complete the audit at our office. The field work may be performed at your office if you prefer, or the books can be boxed and brought to our office.
- When the audit is complete, we would be glad to present it to your Board, Audit Committee, etc.

AUDIT FEES

We expect the audit fee range to be \$3,000 - \$4,000. This fee will include all phone calls, copies and travel expenses incurred by us. We will not increase our fee structure for three years. After three years, you may expect a \$500 increase.

Sincerely,

Tamara L. Beckman, CPA

Tamara L. Beckman, CPA

APPENDIX G

Resumes of Read Foundation

Board Members

Cem AKKUS

Experience	2009 -	<i>The University of Memphis</i>	<i>Memphis</i>
		Teaching Assistant	
		<ul style="list-style-type: none">• Landforms and GIS labs.• Preparing notes and quizzes for these classes.	
	2008 - 2009	<i>Infoserve Technologies Corporation</i>	<i>New York</i>
		QC and Network Engineer	
		<ul style="list-style-type: none">• Working with the programming department to improve the software; Master Merchant and Master Chef 2008.• Preparing demos for the company's internet page.	
	2002 - 2005	<i>EMI Mapping and Computing Inc.</i>	<i>Istanbul</i>
		GIS/CAD Specialist	
		<ul style="list-style-type: none">• Mapsheets Production Project in Facade Rehabilitation Project of Halic-Fatih / Eminonu Coasts and Inside Area of the Rampart with 1:500 Scale Terrestrial Photogrammetric Method• Registry Updating of Istanbul Municipality Properties and Evaluate on GIS• Urban Design Project in Istanbul Zeytinburnu County 58th Bulvar St.• Urban Design Project in Istanbul Eski Edirne Road• The Project of Determination of Independent Objects in Istanbul Eminonu County for Eminonu Municipality• MEER Cadastre Renovation Project for Marmarian Earthquake Area 1st Part - YALOVA	
	1995 - 1997	<i>Kismet Roof Factory</i>	<i>Manisa</i>
Education		Job Accounting Assistant	
		<ul style="list-style-type: none">• Accepted full-time position after one-year internship	
	2009	<i>The University of Memphis</i>	<i>Memphis</i>
		PhD, Department of Earth Science - Geography	
		<ul style="list-style-type: none">• Specialized in GIS and Geospatial Semantics	
	2008 - 2009	<i>Infoserve Technologies Institution</i>	<i>New York</i>
		Programming Certificate Course	
		<ul style="list-style-type: none">• Java Programming and Web Design	

2002 – 2005 Yildiz Technical University

Istanbul

MSc., Faculty of Civil Engineering - Geodesy and Photogrammetry Engineering

- 3.5 GPA
- Research papers about Metadata, Network Analysis, Address Geocoding and Graph Theory
- Thesis: Benefit Probabilities of Geographic Information Systems in Terms of Emergency Aid Services
- Currently working on a publication of the thesis with the Advisor

1997 – 2002 Karadeniz Technical University

Trabzon

Bachelor, Faculty of Engineering - Geodesy and Photogrammetry Engineering

- Thesis: Address Geocoding in Terms of Geographic Information Systems
- The highest scores of the class for C Programming and GIS
- C and GIS tutoring to some of my classmates

1993 – 1996 Salihli Trade High School

Manisa

High School, Accounting

- The highest score of the class for mathematics and accounting
- The only one who received the highest university quantitative examination score in this school and could enroll an engineering field up until now

**Language
Education**

2006 – 2007 Manhattan Language

New York

- Advanced Level – English

2005 – 2006 Horizont Bildungszentrum

Essen

- Elementary Level – German

2005 Wall Street Institute

Essen

- Upper-Intermediate Level – English

**Computer
Experiences**

General

: Windows 9X/NT/2000/XP/Vista, MS Office 9X/200X/XP

CAD/GIS

: Microstation SE/V8, Autocad, NetCAD, ArcView 3.2, ArcGIS 9.X

Design – Edit

: Coral Draw 12, Paint Shop Pro 7, Photoshop CS3, Ulead Video Studio, Total Video Converter, TMPGEnc 4.0 Xpress, Wondershare Demo Creator, Dreamweaver 8.0

Programming

: Java, C, Visual Basic, Avenue

Volunteer Works

- Mathematics and English Tutoring
- Designing presentations, advertisements and brochures for some Educational and/or Cultural Non-Profit Organizations
- Arranging educational and/or cultural organizations

Scholarships

- For Bachelor Degree, gained Prime Minister's Scholarship
- For Bachelor Degree, gained a scholarship from Ulku Roof Factory
- For my education expense in Germany, gained a scholarship from Ein Blick in Die Zukunft e.V. which is located in Germany

Hobbies

Chess, table tennis, ice skating, sightseeing, photography, hiking

References

Steve Hsiang	Infoserve Technologies Corporation, New York
• Chief Executive Officer	718-326-8888
Assoc. Prof. Cetin Comert	Karadeniz Technical University
• Bachelor Thesis Adviser	462-377-3123
Assist. Prof. Umit Gumusay	Yildiz Technical University
• Master Thesis Adviser	212-259-7070 / 2496
Dr. Hikmet Ates	EMI Mapping and Computing Inc.
• Head of GIS/RS Department	212-221-2264

CURRICULUM VITAE

Robert P. Connolly
Director, C.H. Nash Museum
Chucalissa Archaeological Site
1987 Indian Village Dr.
Memphis, TN 38109

Home address: 480 S. Greer St.
Memphis, TN 38111

901-323-5625 - home
901-604-3492 - cell
rpost54@bellsouth.net

Associate Professor
Department of Anthropology
316 Manning Hall
Memphis TN 38152

901-785-3160 - museum
901-678-3331 - campus
rcnnolly@memphis.edu

EDUCATION

- 1996 Ph.D. Anthropology, University of Illinois, Urbana-Champaign. (Dissertation Title: *Middle Woodland Hilltop Enclosures: The Built Environment, Construction and Function.*)
- 1991 M.A. Anthropology, University of Cincinnati. (Thesis Title: *Prehistoric Site Structure at the Fort Ancient Site: New Evidence from Lithic Analysis.* M.A. Thesis nominated by the Division of Research and Advanced Studies, University of Cincinnati, for Midwestern Association of Graduate Schools' 1992 Distinguished Master's Thesis Award).
- 1989 B.A. Anthropology with Departmental Honors, University of Cincinnati.

PROFESSIONAL POSITIONS

- 2007 - Present Director, C.H. Nash Museum at Chucalissa
Associate Professor, Department of Anthropology, The University of Memphis
- 2003-07 Cathedral Administrator, St. Andrew's Episcopal Cathedral, Jackson, MS
- 1996-03 Station Archaeologist, Poverty Point State Historic Site
Assistant Professor, University of Louisiana at Monroe, Department of Geosciences
- 1994 Instructor, College of Mount Saint Joseph Archaeological Field School
- 1993 Visiting Lecturer, University of Illinois, Urbana-Champaign
- 1993-96 Instructor, University of Cincinnati (full-time faculty replacement 1994-95)
- 1989-96 Instructor, University of Cincinnati Archaeological Field School
- 1991-92 Teaching Assistant, University of Illinois, Urbana-Champaign
- 1991 Instructor, College of Mount Saint Joseph Archaeological Field School
- 1989-90 Graduate Assistant, University of Cincinnati
- 1988-89 Co-Director, University of Cincinnati Archaeological Field School

COMMUNITY SERVICE

- Former Mentor, Millsaps College, Faith and Works Initiative
- Service on numerous professional boards and organizations including Native American, Interfaith, and Anthropological.
- Service work with a host of agencies from adolescence to the present including but not limited to, voter registration, Meals on Wheels, Habitat for Humanity in the United States and Honduras, Medical Missions to Kuna and Embara in Panama, substance abuse recovery service, Interfaith dialogue facilitator.
- As a volunteer, over 150 anthropologically related presentations to community and student groups.
- Graduate and former mentor, Education for Ministry, University of the South at Sewanee

COURSES TAUGHT

Introduction to Archaeology
Introduction to Cultural Anthropology
Prehistory of the New World
Prehistory of Mesoamerica
Origins of Agriculture
Anthropological Research Design
Archaeological Field Methods (Summer Field Schools)
Archaeological Survey Methods
Archaeological Laboratory Analysis
North American Prehistory
North American Indians
Museum Practices

RESEARCH INTERESTS

Public Archaeology
Education Curriculum in Anthropology
Public Interpretation in Anthropology
Native American Cultures of the Eastern Woodlands from 2000 B.C. to present
New World prehistoric monumental architecture
Origin of Complex Society
Prehistoric Symbolism and Cognition
Museum Studies

PUBLICATIONS

- 2007 An Assessment of Radiocarbon Age Results from the Poverty Point site *Louisiana Archaeology* Volume 28.
- 2005 (edited with Bradley Lepper) *The Fort Ancient Earthwork: Prehistoric Lifeways of the Hopewell in Southwestern Ohio*, Ohio Historical Society
- 2003 Final Report on the 1980 - 1982 Excavations, Northwest Ridge One, The Poverty Point Site, (16WC5). *Louisiana Archaeology*, Volume 25.
- 1999 (with Alan P. Sullivan III) Middle Woodland Earthwork Economics, Technology, and Settlement: Evidence From Surface Collections. In *Surface Archaeological Data and Their Inferential Potential* edited by Alan P. Sullivan III, University of New Mexico Press.
- 1998 The Architectural Grammar of Middle Woodland Hilltop Enclosures: Fort Ancient as a Case Study. In *Ancient Earthen Enclosures of the Eastern Woodlands*, edited by Lynne Sullivan and Robert Mainfort, University Press of Florida, Gainesville.
- 1997 Hopewellian Habitation at the Fort Ancient Site. In volume *Ohio Hopewell Community Organization* edited by William Dancey and Paul Pacheco, Kent State University Press.
- 1996 Prehistoric Land Modification at the Ft. Ancient Hilltop Enclosure - An Accretive Model of Development. In *Hopewell Archaeology: A View from the Core*, edited by Paul Pacheco, the Ohio Archaeological Council.
- 1993 (with Vernon L. Scarborough and Steven P. Ross) The Prehispanic Maya Reservoir System at Kinal, Peten, Guatemala. *Ancient Mesoamerica* Volume 5:97-106.

- 1992 The Fort Ancient Site (33Wa2) Warren County, Ohio: Activity Areas Examined, 1982-1990.
Florida State Journal of Anthropology, Volume 17:7-15.

FIELD EXPERIENCE

- 1996-2003 Multiple field investigations at the Poverty Point site (16WC5)
- 1989 - 96 Instructor for the University of Cincinnati, Department of Anthropology, summer field school excavations at the Fort Ancient State Memorial.
- 1994 Instructor for College of Mount Saint Joseph summer field school of historic period architecture at Music Hall site, Cincinnati, Ohio
- 1994 Archaeological Supervisor in forensic skeletal recovery (for State Medical Examiner, Kentucky) under the direction of Elizabeth Murray, College of Mount St. Joseph.
- 1993 Archaeological Supervisor in forensic skeletal recovery (for Campbell County Coroner's Office, Kentucky) under the direction of Elizabeth Murray, College of Mount St. Joseph.
- 1993 Field Director of Phase II and III Investigations at Fermco Water Line Project, Hamilton/Butler Counties, Ohio. Gray and Pape Cultural Resource Management.
- 1993 Field Director of Phase I and II Investigations for proposed improvements to Colonial Park, City of Lebanon, Warren County, Ohio. Gray and Pape Cultural Resource Management.
- 1992 Lithic analyst for six Phase II surface collections for South Milford Project, Clermont County, Ohio. University of Cincinnati Cultural Resources Management.
- 1992 Archaeological Supervisor in two forensic skeletal recoveries (for Hamilton County Coroner's Office, Ohio) under the direction of Elizabeth Murray, College of Mount St. Joseph.
- 1992 Field Director for Phase II Investigations at the Martin's Field Site (33Ha588) Hamilton County, Ohio. Gray and Pape Cultural Resource Management.
- 1991 Archaeologist for ten-week field project at Rio Azul, Guatemala, under the direction of Richard Adams and Vernon Scarborough.
- 1991 Instructor for the College of Mount St. Joseph summer field school excavations at the Fort Ancient State Memorial.
- 1991 Archaeological Supervisor in forensic skeletal recovery (for Montgomery County Coroner's Office, Ohio) under the direction of Elizabeth Murray, College of Mount St. Joseph.
- 1990 Archaeologist for Phase I shoreline reconnaissance of Buckhorn Lake, Buckhorn Lake State Park, Perry County, Kentucky. University of Cincinnati Cultural Resources Management.
- 1990 Archaeologist for Phase II reconnaissance of the proposed Woodsdale Generating Station, Butler County, Ohio. University of Cincinnati Cultural Resources Management.
- 1989 Co-Director of summer field excavations at the Fort Ancient State Memorial.
- 1989 Paleopathology analysis of skeletal material from the Saylor Park Mound, Hamilton County, Ohio. Cincinnati Museum of Natural History.

- 1988 Assistant Supervisor for University of Cincinnati, Department of Anthropology, summer field school excavations at the Fort Ancient State Memorial.
- 1988 Archaeologist for salvage excavation and artifact processing at the Madisonville Site, Hamilton County, Ohio. Cincinnati Museum of Natural History.
- 1987 University of Cincinnati, Department of Anthropology, summer field school excavations at the Fort Ancient State Memorial.

RESEARCH REPORTS

- 2003 2003 Annual Report of the Station Archaeologist at the Poverty Point State Historic Site. Report on file, Division of Archaeology, Baton Rouge

Research Design for the Poverty Point Site. Report on file, Division of Archaeology, Baton Rouge.
- 2002 2002 Annual Report of the Station Archaeologist at the Poverty Point State Historic Site. Report on file, Division of Archaeology, Baton Rouge
- 2001 Final Report on the 1980 - 1982 Excavations, Northwest Ridge One, The Poverty Point Site, (16WC5), Volumes I, II, and III. Report on file, Division of Archaeology, Baton Rouge.

2001 Annual Report of the Station Archaeologist at the Poverty Point State Historic Site. Report on file, Division of Archaeology, Baton Rouge
- 2000 2000 Annual Report of the Station Archaeologist at the Poverty Point State Historic Site. Report on file, Division of Archaeology, Baton Rouge
- 1999 1999 Annual Report of the Station Archaeologist at the Poverty Point State Commemorative Area. Report on file, Division of Archaeology, Baton Rouge
- 1998 1998 Annual Report of the Station Archaeologist at the Poverty Point State Commemorative Area. Report on file, Division of Archaeology, Baton Rouge

(with Lauren E. Sieg and Carol Yokell) Artifact Analysis. Volume IV, 1995 Report of Investigations at the Fort Ancient State Memorial
- 1997 1997 Annual Report of the Station Archaeologist at the Poverty Point State Commemorative Area. Report on file, Division of Archaeology, Baton Rouge

(with Lauren E. Sieg) Museum Expansion and Garden Zones. Volume I, 1995 Report of Investigations at the Fort Ancient State Memorial.

(with Lauren E. Sieg) The Gateway 84 Embankment Wall. Volume II, 1995 Report of Investigations at the Fort Ancient State Memorial.
- 1996 1996 Annual Report of the Station Archaeologist at the Poverty Point State Commemorative Area. Report on file, Division of Archaeology, Baton Rouge
- 1991 (with Lauren E. Sieg) Preliminary report of 1991 excavations at the Fort Ancient State Memorial. On file at the Ohio Historical Society, Columbus .
- 1989 Preliminary report of 1989 excavations at the Fort Ancient State Memorial. On file at the Ohio Historical Society, Columbus.

- 1988 Preliminary report of 1988 excavations at the Fort Ancient State Memorial. On file at the Ohio Historical Society, Columbus.
- 1988 Paleopathology analysis of skeletal material from the Saylor Park Mound. On file at the Cincinnati Museum of Natural History.

SELECTED PAPERS PRESENTED AT CONFERENCES

- 2003 Accountability in Public Interpretation: The Archaeologist as Expert and Guide. Paper presented in the symposium Emblems of American Archaeology's Past at the 68th Annual Meeting of the Society for American Archaeology, Milwaukee.
- 2002 Finally a Final Report on the 1980 - 1982 Excavations at Poverty Point. Paper presented at the 27th Annual Meeting of the Louisiana Archaeology Society, Leesville.
- 2001 Active vs. Passive Interpretation in Archaeology. Paper presented at the 58th Annual Meeting of the Southeastern Archaeology Conference, Chattanooga.
- 2001 (with Ted. S. Sunderhaus) Preparing the Canvas: Landform Modification Prior to Earthwork Construction Paper presented in invited symposium sponsored by the Geoarchaeology Interest Group, Society for American Archaeology, 66th Annual Meeting, New Orleans, Louisiana, April 18-22, 2001
- 2001 New Research with Old Artifacts: Results and Prospects. Presented at the 26th Annual Meeting of the Louisiana Archaeology Society, Natchitoches.
- 1999 Poverty Point Projectile Point Project: Variation by Ridge or Sector. Presented at the 56th Annual Meeting of the Southeastern Archaeology Conference, Pensacola
- (with Alisha D. Wright) Poverty Point Artifact Variation by Ridge or Sector. Presented at the 25th annual meeting of the Louisiana Archaeological Society, Monroe
- 1998 The Evidence of House Structures at Poverty Point: An Assessment of the 1980-82 Excavation Data. Presented at the 24th Annual Meeting of the Louisiana Archaeological Society, Baton Rouge.
- 1998 Morphological Variation in Artifact Size as an Indicator of Social Organization at the Poverty Point Site. Presented at the Annual Meeting of the Louisiana Academy of Sciences, Hammond.
- 1997 (with Ellen Ibert and Charles Parker) The Research Potential of Treefalls: A Case Study from the Poverty Point Site. Presented at the 54th Annual Meeting of the Southeastern Archaeology Conference, Baton Rouge
- 1996 Middle Woodland Hilltop Enclosures at Corporate/Sacred Centers: Analysis of Fort Ancient, Warren County, Ohio. Presented in the symposium "Ritual Landscapes" at the Annual Meeting, Society for American Archaeology, New Orleans.
- 1996 The Evidence of House Structures at Poverty Point: An Assessment of the 1980-82 Excavation Data. Presented at the 53rd Annual Meeting of the Southeastern Archaeological Conference, Birmingham.
- 1995 (with Lauren E. Sieg, Adrienne J. Lazazzera, and Ted S. Sunderhaus) Current Research at Fort Ancient. Presented at the Annual meeting of the Southeastern Archaeological Conference, Knoxville.

- 1994 The Built Environment of Hilltop Enclosures. Presented in the symposium "Middle Woodland Enclosures: The Archaeology of Structured Space" at Annual Meeting of the Southeastern Archaeological Conference, Lexington.
- 1994 (with Sue E. Kozarek) Middle Woodland Earthwork Economics, Technology, and Settlement: Evidence From Surface Collections. Presented in the symposium "Surface Archaeological Data and Their Inferential Potential" at Annual Meeting of the Society for American Archaeology, Anaheim.
- 1993 (with Lauren E. Sieg) Prehistoric Architecture and the Development of Public Space at the Fort Ancient Hilltop Enclosure. Presented at the Fifth International and Interdisciplinary Forum on Built Form and Culture Research, Cincinnati.
- 1992 Prehistoric Landscaping at the Fort Ancient Hilltop Enclosure. Presented at the Annual Meeting of the Midwest Archaeological Conference, Grand Rapids.
- 1992 Recent Excavations at the Fort Ancient State Memorial, Warren County, Ohio: Looking for the Hopewell People. Presented at the Annual Meeting of West Virginia Archaeological Society/Archaeological Society of Ohio, Marietta.
- 1992 Hopewellian Habitation at the Fort Ancient Site. Presented in the symposium "Testing the Prufer Model of Hopewell Settlement" at the Annual Meeting of the Society for American Archaeology, Pittsburgh.
- 1991 (with Vernon L. Scarborough and Steven P. Ross) Reservoirs and Watersheds in the Central Maya Lowlands. Presented at the Conference on Ancient Maya Agriculture and Biological Resource Management, Riverside, California.

PROFESSIONAL AFFILIATIONS

Southeast Museum Conference - Member
Society for Applied Anthropology - Member
Society for American Archaeology - Member
American Anthropological Association - Member
American Association of Museums - Member
Southeastern Archaeological Conference - Life Member
Louisiana Archaeological Society - Life Member
Mississippi Archaeological Association - Life Member

REFERENCES

On request

Emin Kuscü

**4912 Park Avenue
Memphis TN, 38117
Tel: (615) 243-9235
Email : ekuscu@utmem.edu**

SKILLS

Languages:	C#, Java, C/C++, Pascal
Internet:	ASP.NET 1.1/2.0, JavaScript, HTML, CSS, PHP, IE 7.0
Database:	Oracle 10g, ADO.NET, MS SQL 2000, Access, MySQL
IDE:	VS.NET 2003/2005, Eclipse, NetBeans, Dreamweaver 9

CERTIFICATION

Sun Certified Java Programmer (SCJP), 2007
devLink Technical Conference, Nashville, 2007

WORK EXPERIENCE

June 2008 - Present Web Application Developer, in Clinical and Translational Science Institute at University of Tennessee Health Science, Memphis, TN

- Designed and implemented applications for Clinical Research: Information systems for Clinical Data using web based technologies and Oracle Database.

2005 - 2007 .Net Application Developer, ITMRL Lab, Nashville TN

- Designed and implemented applications for Visual Telerobotics: Speech Recognition and Robot-Human (H-R) Dialogue: This application accomplishes to intelligent H-R interactions using speech to text and text to speech components.

Used Skills: C#, MS Access, Microsoft SDK Library for speech recognition, Text to Speech and Speech to Text

- Robot Localization using Indoor GPS: This application accomplishes finding the position and orientation of the mobile robot using beacons which have fixed locations.

Used Skills: C#, SQL Server 2000, ADO.Net, HTML, XML, CSS, JavaScript, Information fusion using mathematical calculations

- Robot Localization using Landmarks (Currently working): This application

accomplishes finding the position and orientation of the mobile robot using landmarks using camera which is located on the robot.

Used Skills: C#, Information fusion using mathematical calculations, Back Propagation algorithms for object recognition

- Face Recognition (Currently working): This application used recognizing the specific person among the other people using face recognition algorithms.

Used Skills: C#, MS Access, Back Propagation algorithms for object recognition

Java projects:

- Trilobot Navigation Project: This application provides full control of trilobot to navigate intelligently using sensors and provided components.

Used Skills: Java 1.5, JDBC, Oracle, Using serial communication libraries, Provided navigation, and control of compass, grabber, sonar sensors, camera, and laser.

2002-2004 Web Developer, Toksu & Chase Inc. Istanbul

Last web application what I established in that company:
<http://www.otoalsat.com> : Developed a portal application for B2B, B2P and B2C used&new car trading. It is chosen 4th best web site in online auto market

EDUCATION

2005-2007	Master of Engineering (Robotics) Tennessee State University, Nashville TN (GPA: 3.42/4.0)
1997-2002	Computer Engineering Sakarya University, Sakarya (GPA: 3.4/4.0)

ACTIVITIES

1998-2002	Mentor, Anafen Private Teaching Institution. Helping the middle and high school students with extra math and science classes
------------------	--

MUTLU CELIKOK

901 Wildbird Cove ♦ Collierville, TN 38017 ♦ Phone: (901) 854-7886 ♦ mcelikok@gmail.com

KEY QUALIFICATIONS

- ♦ Respected Leader: 7 years management experience leading a broad array of projects.
- ♦ Broad Experience: Diverse academic and professional assignments, utilizing advanced technology and contemporary management techniques to resolve challenging issues.
- ♦ Influential Change Agent: 8 years experience leading complex service improvement projects through cross-functional initiatives.
- ♦ Strong Analytical Skills: 3 years experience as Marketing Analyst, Engineering degree with specialization in Statistics and MBA with concentration in Finance and MIS.

EXPERIENCE

The University of Memphis, Fogelman College of Business & Economics, Memphis, TN
Adjunct Instructor, Marketing & Supply Chain, 08/2008-Present

Academic Instruction

- ♦ Teaching undergraduate level Principles of Marketing course to upper class students, in order to develop their understanding of core marketing concepts and how to apply them. Utilizing an innovative approach that involves a wide array of tools such as comprehensive class website and interactive business decision simulation assignment.

FedEx Corporate Services, Digital Access Marketing, Memphis, TN
Marketing Manager, 07/2000-Present

Leadership

- ♦ Proven ability to lead high impact organizations:
FedEx Global Trade Manager Program & International Shipping Experience Team
- ♦ Received Corporate Marketing's Shining Star Award in 2005 & 2006.
- ♦ Selected for International Panel at FedEx Leadership Institute's Diversity Class.
- ♦ Nominated to chair People First Cultural Competency group that developed innovative events, in order to build a higher performing, more inclusive organizational culture.

Product Development

- ♦ Oversaw the development of a portfolio strategy for FedEx Global Trade Manager that was designed to sustain leadership in international tools space. Through implementation of this plan, launched completely revamped user interface, expanded country coverage from 25 to 212 countries.
- ♦ Led the launch of industry's next generation online tracking system, FedEx Insight, which provided real time package tracking status through sophisticated online search and matching algorithms and did not require the users to have the tracking number.

Customer Experience Improvement

- ♦ Led development of Online Express Savings (OES) application with superb user experience. Program featured with a 2002 Super Bowl ad and cited in FY2002 Q2 earning press release as one of the four reasons for generating incremental revenue.

FedEx Corporation, Pricing & Product Development, Memphis, TN
Marketing Analyst, 07/1997-07/2000

Process Improvement

- ♦ Led Product Development Marketing Process Improvement Team. Designed a streamlined Stage Gate Methodology, Project Scoring Model and project templates. This was the foundation of Phase Gate process that guided development of new products and services from 2002 until 2004.

The University of Georgia, MIS Department, Athens, GA
Graduate Assistant, 09/1995 - 06/1996 & 09/1996 - 06/1997

Strategy Development

- ♦ Conducted research on electronic commerce strategy. Presented research paper highlighting role of Electronic Commerce in global competitiveness at UNESCO International Conference on Technology Management.

- ◆ Supported teaching activities for undergraduate level Management Information Systems courses in The University of Georgia, Terry College of Business.

The Gillette Company, Finance Department, Istanbul
Financial Planning & Reporting Intern, 07/96-09/96

Financial Analysis

- ◆ Prepared Braun Profit & Loss Statements and Product Profitability Analysis.
- ◆ Worked with Braun Country Manager to prepare annual business plan of \$10 Million.

EDUCATION

Master of Business Administration, June 1997

University of Georgia, Terry College of Business, GPA: 3.92/4.00, GMAT: 710

- ◆ Specializations: Corporate Finance & Management Information Systems
- ◆ Awarded 2nd Place Nationally in Camden Invitational Strategy Case Competition.
- ◆ Received Merit Based Assistantship for research on eStrategy.

Bachelor of Science in Industrial Engineering, July 1995

Bogazici University, Istanbul, GPA: 3.37/4.00

- ◆ Specialization: Statistics

PROFESSIONAL TRAINING

- ◆ Global Strategic Planning, Harvard Business School, 2006.
- ◆ Negotiation for Executives, Harvard Law School, 2005.
- ◆ Strategic Business Leadership, The University of Chicago Executive Education, 2004.
- ◆ Asian Business Culture, The University of Memphis & FedEx Global Education, 2004.
- ◆ Media Training, Spaeth Communications Inc., 2003.
- ◆ Leadership Foundations & Diversity Classes, FedEx Leadership Institute, 2002.
- ◆ Product Management, University of Wisconsin-Madison, 2000.

ADDITIONAL INFORMATION

- ◆ Computer Skills: All MS Office Applications, SAS, SQL, GQL, UNIX, MVS/TSO.
- ◆ Languages: English (Fluent), Turkish (Native), German (Intermediate).

Ozgenc Aktas-Kocak

198 Island Bluff Drive
Memphis, TN 38103
ozgenc13@msu.edu
(901) 528 9299

Professional Background and Goals:

The student Affairs Administration Program at Michigan State University is one of the best in the nation. Therefore, I feel privileged to have completed this program. Academic and hands-on experiences I had while pursuing my M.A. degree in Student Affairs Administration will help me deliver quality advising to students who deserve dependable, accurate, honest, friendly and professional guidance. I believe that my degree with its large scope of area emphasis enables me to become knowledgeable about the relevant policies, procedures, and rules of educational institutions in general.

Upon completing my degree, we moved to Memphis in 2002 as my husband was given the opportunity to work at one of the best places in medical research, St. Jude Children's Research Hospital. We had our two daughters here in Memphis and since then, I have been fulfilling my role of full time motherhood. Now that my daughters are going to school part time, I am ready to return to where I left off, on a part time basis.

I strongly believe that my interpersonal abilities and strong organizational skills, combined with my dependability and dedication, will enable me to make a valuable contribution to an educational institution if given the opportunity. I enjoy challenges and will work hard to achieve my goals. If you are seeking a qualified and productive individual who is ready and willing to learn, then I believe I am the right person.

Education:

- ◆ **Michigan State University.** East Lansing, MI. **1999-2001**
Master of Arts in Student Affairs Administration.
- ◆ **Hacettepe University.** Ankara **1994-1998**
Bachelor of Arts in Teaching English as a second language.
- ◆ **Kingsway College,** London, England. **1990-1993**
Studied English and took a certificate program on the development of European Community.
- ◆ **Dokuz Eylul University,** Izmir **1989-1990**
Associate degree in Business Administration.

Professional Experience:

St. Jude Children's Research Hospital, Memphis, TN **January 2008-Present**

- ◆ **Academic Programs Office**
 - Responsible for reviewing and filing of the travel authorization and expense reports of postdoctoral candidates and the Academic Programs Office (APO) employees;
 - Responsible for updating and maintaining the postdoctoral alumni database of APO;
 - Responsible for conducting and reporting surveys aiming at learning about the postdoctoral experience of St. Jude Postdocs and clinical fellows.

Michigan State University, East Lansing, MI

- ◆ **College of Arts and Letters.** **May 2002-August 2002**
Temporary Specialist, Academic Advisor
 - Advised Undergraduate Students in the College of Arts and Letters

including the new students attending the summer Academic Orientation Program.

- Advised new honors students during the summer Academic Orientation Program.

◆ **International Studies in Education, College of Education** **Sep. 1999 - Dec. 2001**
Graduate Assistant

- Advised international masters and doctoral students in academic issues such as finding grants, improving their computer skills, etc..
- Developed programs for the benefit of the international students.
- Coordinated support for the students and the visiting scholars.
- Assisted with recruitment of new international students to the College.
- Conducted surveys to improve the admissions process for the prospective international students.
- Assisted faculty members with various international projects.

◆ **College of Arts and Letters,** **Sep. - Dec. 2001**
Practicum in Academic Advising

- Attended the student advising sessions.
- Involved in a research project, which aimed at increasing the retention rate of minority students at the College.
- Worked with the Assistant Director of Advising and Internship Coordinator.
- Discussed student advising issues and became familiar with MSU policies and Procedures.

◆ **Office of Admissions and Scholarship,** **Jan.- May 2001**
Practicum in International Admissions

- Attended the walk-in visits, which provided exposure to the wide spectrum of issues related to international admissions and domestic admissions.
- Assisted walk in visits when necessary.
- Evaluated international academic credentials.
- Assisted with mailings to prospective and admitted students.
- Organized a phone-a-thon for admitted international students residing in the U.S. and Europe.
- Attended the International Association Council's meetings and interacted with the presidents of the organizations regarding the admitted students.

◆ **Career Services and Development Center,** **Sep.- Dec. 2000**
Practicum in Career Development

- Researched and developed a training program for staff and students on Career Search.

◆ **International Students and Scholars Office,** **May -Aug. 1999**
Orientation Coordinator

- Coordinated the new student Airport-Pickup and provided accommodation for those without housing arrangements.
- Worked closely with the international student advisors.
- Assisted the new students during the orientation period.

◆ **International Students and Scholars Office,** **Jan. - May 1999**
Volunteer

- Worked at the office and assisted the international students on Visa related issues.

◆ **Internationalizing Student Life,** **Jan.- May 1999**
Volunteer

- Attended the activities and meetings of the office.
- Visited several senior classrooms as a guest speaker to promote diversity and cultural awareness

◆ **Speakers Bureau,**
Volunteer

- Visited the 7th grade class in Bath Middle School to create an awareness on Turkish and Islamic culture
- Visited Birch Run Nursing House and gave a presentation on Turkish culture.

National Computer Services (NCS-Pearson), East Lansing, MI

Scoring Supervisor/Scorer

March 1999-June 2002

- Supervised and trained a group of up to 12 people on a scoring project of Michigan Educational Assessment Program (MEAP)
- Scored efficiently and accurately the responses of secondary and high school students to open-ended questions in state-wide educational assessment exams such as MEAP mentioned above.

Ankara Education Association, Ankara

1994-1998

Instructor

- Taught English as a second language to Adult learners.

Skills:

Technical: Microsoft Windows operating systems, Microsoft Office Suite including MS Word, MS Excel, MS PowerPoint, MS Outlook, Outlook Express, Survey Monkey, and working knowledge of MS Access and Web Design, Michigan State University Student Information Services (SIS);

Language and Social: Proficiency in oral and written English, excellent organizational and interpersonal skills.

Organizations:

- American College Personnel Association (ACPA)
- LATTICE (Linking All Types of Teachers to International, Cross- Cultural Education).
- National Academic Advising Association (NACADA)
- Treasurer of Pleasant View School Parent-Teacher Organization

MARLON FOSTER

590 Jennette Place
Memphis, TN 38126
901.942.1512

CAREER SUMMARY

Founder and Executive Director of a community development organization, Knowledge Quest whose mission is "to vigorously grow communities through an intergenerational empowerment program model." Founding Pastor of Christ Quest Community Church, a non-denominational Christian church rooted in social justice and evangelism.

PROFESSIONAL EXPERIENCE

KNOWLEDGE QUEST, INC. MEMPHIS, TN

1998 - PRESENT

Executive Director

Responsible for development, implementation, evaluation and oversight of an inner city school age academy providing "adventure education" programs concentrating on academic, positive social behavior, and prevention of drug/alcohol use and gang activity within impoverished communities. The program operates an after-school program for public housing and inner city neighborhood youth in the South Memphis area of Memphis for students in grades Pre-K – 8th.

- Established an after school program for school-age children specializing in hands-on, "adventure education" opportunities for students in grades Pre-K – 5th.
- Established the Fowler Homes Brotherhood and Sisterhood, Teenage Social Clubs with an emphasis on community service and volunteerism which later evolved into the Knowledge Quest Teenage Academy; an ongoing after school program for teenagers.
- Established an Annual Fowler Festival that brought together hundreds of community residents, volunteers and vendors to celebrate arts, culture and community.
- Implemented a Parent Learning Academy that enables parents to better prepare themselves to be able to assist their children academically.
- Raised the funds and coordinated the efforts of 400 community volunteers to build a \$50,000 playground on the Fowler Homes public housing property.
- Generated more than \$2.5 million dollars in resources for the programs and services currently operating under the Knowledge Quest banner.

MEMPHIS THEOLOGICAL SEMINARY MEMPHIS, TN

2008 - PRESENT

Faith Formation Group Leader

Serve in an adjunct capacity guiding first-year and transfer students through a two-semester course in faith formation.

UNIVERSITY OF MEMPHIS, MEMPHIS TN**1996 - 1997*****Consultant, CURE Department (Community Urban Renewal Enterprise)***

Assisted in the development and implementation of community and supportive services for four public housing complexes, Hurt Village, Fowler Homes, Lauderdale Courts, and Lamar Terrace. Programs and services included GED training, job training, day care, and vocational skills training.

MEMPHIS HOUSING AUTHORITY MEMPHIS, TN**1995*****Assistant Grant Writer***

Assisted in writing the LeMoyne Gardens planning grant. Helped to administer the grant through coordination of all health and human service and economic development planning and projections. Collaborated with assisted in the coordination of efforts which included officials from the US Housing and Urban Development department, leadership within our local Memphis Housing Authority, the LeMoyne Gardens Resident's Council and local community leaders and stakeholders.

COMMUNITY INVOLVEMENT

Memphis Reads Community Council

Assisi Foundation Advisory Board

South Memphis Citizens United for Action

Visioneering Advisory Board (Memphis University School)

Women in Community Service (WICS) Advisory Board – Immediate Past Chair

Association of Executives of United Way Agencies – Immediate Past Chair

EDUCATION

Bachelor of Business Arts – LeMoyne Owen College, Memphis, TN, 1995

Masters of Divinity – Memphis Theological Seminary, Memphis, TN, 2008

APPENDIX H

Founding Documents (Articles of Incorporation)

**Secretary of State
Division of Business Services**

**312 Rosa L. Parks Avenue
4th Floor, William R. Snodgrass Tower
Nashville, Tennessee 37243**

DATE: 09/04/09
REQUEST NUMBER: 6590-2402
TELEPHONE CONTACT: (615) 741-2286
FILE DATE/TIME: 09/03/09 1419
EFFECTIVE DATE/TIME: 09/03/09 1419
CONTROL NUMBER: 0609537

TO:
CEM AKKUS
UNIV. OF MEMPHIS
001 JOHNSON HALL
MEMPHIS, TN 38152

RE:
READ FOUNDATION
CHARTER - NONPROFIT

CONGRATULATIONS UPON THE INCORPORATION OF THE ABOVE ENTITY IN THE STATE OF TENNESSEE, WHICH IS EFFECTIVE AS INDICATED.

A CORPORATION ANNUAL REPORT MUST BE FILED WITH THE SECRETARY OF STATE ON OR BEFORE THE FIRST DAY OF THE FOURTH MONTH FOLLOWING THE CLOSE OF THE CORPORATION'S FISCAL YEAR. ONCE THE FISCAL YEAR HAS BEEN ESTABLISHED, PLEASE PROVIDE THIS OFFICE WITH THE WRITTEN NOTIFICATION. THIS OFFICE WILL MAIL THE REPORT DURING THE LAST MONTH OF SAID FISCAL YEAR TO THE CORPORATION AT THE ADDRESS OF ITS PRINCIPAL OFFICE OR TO A MAILING ADDRESS PROVIDED TO THIS OFFICE IN WRITING. FAILURE TO FILE THIS REPORT OR TO MAINTAIN A REGISTERED AGENT AND OFFICE WILL SUBJECT THE CORPORATION TO ADMINISTRATIVE DISSOLUTION.

WHEN CORRESPONDING WITH THIS OFFICE OR SUBMITTING DOCUMENTS FOR FILING, PLEASE REFER TO THE CORPORATION CONTROL NUMBER GIVEN ABOVE. PLEASE BE ADVISED THAT THIS DOCUMENT MUST ALSO BE FILED IN THE OFFICE OF THE REGISTER OF DEEDS IN THE COUNTY WHEREIN A CORPORATION HAS ITS PRINCIPAL OFFICE IF SUCH PRINCIPAL OFFICE IS IN TENNESSEE.

FOR: CHARTER - NONPROFIT

ON DATE:

FROM:

RECEIVED: FEES \$0.00 \$0.00

TOTAL PAYMENT RECEIVED: \$0.00


Filing fee paid via credit card
using the State of Tennessee's
online One-Stop Business
Resources.

RECEIPT NUMBER:
ACCOUNT NUMBER:



SS-4458

Lee Hargett
TRE HARGETT
SECRETARY OF STATE

 <p>State of Tennessee</p> <p>Department of State Corporate Filings 312 Eighth Avenue North 6th Floor, William R. Snodgrass Tower Nashville, TN 37243</p>	<p><i>For Office Use Only</i></p>
<p>CHARTER (Nonprofit Corporation)</p>	
<p>The undersigned acting as incorporator(s) of a nonprofit corporation under the Tennessee Nonprofit Corporation Act adopts the following Articles of Incorporation.</p>	
<p>1. The name of the corporation is: <u>READ FOUNDATION</u></p>	
<p>2. Please complete all of the following sentences by checking one of the two boxes in each sentence: This corporation is a public benefit corporation. This corporation is not a religious corporation. This corporation will not have members.</p>	
<p>3. The name and complete address of the corporation's initial registered agent and office located in the State of Tennessee is:</p> <p><u>CEM AKKUS</u> (Name)</p> <p><u>198 ISLAND BLUFF DR.</u> <u>MEMPHIS</u> <u>TN, 38103</u> (Street Address) (City) (State/Zip Code)</p> <p><u>SHELBY</u> (County)</p>	
<p>4. List the name and complete address of each incorporator:</p> <p><u>OZGENC AKTAS-KOCAK</u> <u>198 ISLAND BLUFF DR., MEMPHIS, TN 38103</u> (Name) (Street Address, City, State and Zip Code)</p> <p><u>EMIN KUSCU</u> <u>6928 NAPLES DR., CORDOVA, TN 38018</u> (Name) (Street Address, City, State and Zip Code)</p> <p><u>CEM AKKUS</u> <u>UNIV. OF MEMPHIS, 001 JOHNSON HALL, MEMPHIS, TN 38152</u> (Name) (Street Address, City, State and Zip Code)</p>	
<p>5. The complete address of the corporation's principal office is:</p> <p><u>198 ISLAND BLUFF DR.</u> <u>MEMPHIS</u> <u>TN, SHELBY, 38103</u> (Street Address) (City) (State/County/Zip Code)</p>	
<p>6. The corporation is not for profit.</p>	
<p>7. If the document is not to be effective upon filing by the Secretary of State, the delayed effective date and time are:</p> <p style="text-align: right;">(Not to exceed 90 days.)</p> <p>(Date and Time)</p>	
<p>8. Insert here the provisions regarding the distribution of assets upon dissolution: IN THE EVENT OF THE DISSOLUTION OR LIQUIDATION OF THE CORPORATION, ANY ASSETS THEN REMAINING SHALL BE DISTRIBUTED AMONG SUCH ORGANIZATIONS AS SHALL QUALIFY AS EXEMPT ORGANIZATIONS DESCRIBED IN CODE SECTION 501(C)(3) AS THE DIRECTORS SHALL DETERMINE.</p>	
<p>9. Other provisions: READ FOUNDATION IS A NON PROFIT CORPORATION TO PERFORM CHARITABLE ACTIVITIES WITHIN THE MEANING OF INTERNAL REVENUE CODE SECTION 501(C)(3). IT IS BEING FILED PURSUANT TO THE TENNESSEE NONPROFIT CORPORATION ACT, COMPILED IN CHAPTERS 51-68 OF TITLE 48, TCA.</p>	
<p><u>09/03/2009</u> Signature Date</p>	<p>I Certify - Electronic Signature <u>CEM AKKUS</u> Incorporator's Name</p>

6590.2402

APPENDIX I

IRS Exemption Document (501(c)(3))

All required forms were submitted to the IRS to be an exempt organization [(501(c)(3))], please see attached letter.

Internal Revenue Service
Director, EO Rulings & Agreements
P.O. Box 2508
Cincinnati, OH 45201

Date: September 23, 2009

READ FOUNDATION
C/O CEM AKKUS
198 ISLAND BLUFF DR.
MEMPHIS, TN 38103

Department of the Treasury

Employer Identification Number:

94-3487601

Document Locator Number:

17053-094-15302-6

Toll Free Number: 877-829-5500

Application Form: 1023

User Fee Paid: \$750.00

Acknowledgement of your application

We received your application for exemption from federal income tax. When communicating with us, please refer to the employer identification number and document locator number shown above.

When can you expect to hear from us about your application?

Your application was entered into our computer system and has been sent for initial review. Applications are initially separated into three groups: (1) those that can be processed immediately based on information submitted, (2) those that need minor additional information to be resolved, and (3) those that require additional development.

If your application falls in the first or second group, you will receive your exemption letter or a request for additional information, via phone, fax, or letter, within approximately 60 days of the date the application was submitted.

If your application falls within the third group, you will be contacted when your application has been assigned to an Exempt Organizations specialist. We assign applications in the order we receive them. If, after additional development, we conclude that you qualify for exemption, we will send you a letter stating that you are exempt from federal income tax. If we conclude that you do not qualify for exemption, we will send you a letter explaining why we believe you do not qualify and will include a complete explanation of your appeal rights.

The IRS does not issue "tax exempt numbers" or "tax exempt certificates" for state or local sales or income taxes. If you need exemption from these taxes, contact your state or local tax offices.

Where can you learn more about the status of your application?

Unfortunately, we are experiencing delays in working applications that require further development. Please click on the **Where Is My Exemption Application?** link found at www.irs.gov/eq for the dates of cases currently being assigned.

APPENDIX J

Emergency Planning and Procedures Handbook

Table of Contents

Response Plan	3
Fire Procedure.....	6
Tornado/Severe Weather.....	7
Tornado Drills	7
Lock Down Procedure	8
Media Relations	9
Visitors in the Building	10
Bomb Threats/Explosive Device	11
Child Abuse Reporting.....	12
Confrontational Person	12
Custody Procedures.....	13
Death of a Student or Staff Member	13
Drug Overdose/Poisoning/Allergic Reaction.....	14
Accident/Serious Injury/Illness.....	14
Drug Use and Possession	14
Drug Use.....	14
Possession	14
Field Trips.....	15
Assault on Student or Staff	15
Hazardous Material Accident.....	16
Hostage Situation	16
Kidnapping	17
Missing Child	17
Mental Health Crisis/Suicide Threat	17
Rape/Suspected Rape	17
Shooting Incident	18
Threats to Harm Another	18
Utility Problems.....	18
Gas Leak.....	19
Weapons.....	19
Confirmation Form.....	20

Response Plan

This Quick Reference Crisis Response Guide is for use by all Memphis School of Excellence employees. The purpose of this guide is to keep procedures that need to be followed during critical incidents easily accessible. This guide should be considered a first response. It is critical for all employees to be aware of the following procedures for emergency situations.

This guide was developed by the School Board Members. Throughout this guide, there are steps that call for contacting various members of the School's Crisis Intervention and Emergency Planning team. Please refer to the contact people and their extensions as needed. In the event the Administrator's are out of the building, the person acting in their place will be(TBA).

Building Personnel Certified in Emergency Assistance

List the names of the personnel in your building who are certified in First Aid or CPR.

Mrs. (Ext. 123)

Ms. (Nurse) (Ext.345)

Mr. (Ext 678)

Helpful Telephone Numbers

Remember:

Police

Fire

Ambulance

Chemical Spills

Poison Control Hot Line

Bureau of ATF-Memphis

Call 911 for all Emergencies

911

911

911

911

1-800-222-1222

123-456-7890

DEA	123-456-7890
FBI	123-456-7890

Law Enforcement-Police - Non-Emergency:

Memphis Police Department	901-545-COPS
Shelby County Sheriff Department	901-545-5500
Memphis Fire Dept.	901-458-8281
Hot Line Numbers	
Missing and Exploited Children National Hot Line	(800) 843-5678
National Domestic Violence Hotline	(800)799-SAFE (7233)
National Suicide Prevention Lifeline	(800)273-TALK (8255)
National Response Center to Report Toxic Spills, and Terrorist Threats	(800)424-8802
National Runaway Switchboard	(800)786-2929
Suicide and Crisis Center of	(800) 784-2433

Municipalities

Memphis Water -Emergencies	000
American Red Cross	000-000-0000
Salvation Army	000-000-0000
Department of Human Services	000-000-0000

Memphis School of Excellence

Address: 1234 Anywhere St. Memphis, TX

HELPFUL NUMBERS AND EXTENSIONS

School Phone Number	901-000-0000
School Fax Number	901-000-0000

School Administrators

Mr.,	Principal	EXT. 100
Mr.,	Assistant Principal	EXT. 100
Mr.,	Assistant Principal	EXT. 111
Mrs.,	Activities Coordinator	EXT. 111

Crisis Intervention and Emergency Planning team

Mr.	cell# 123-000-0000	EXT. 505
Mr.		EXT. 104

School Nurse

Nurse	EXT. 315
-------------	----------

School Secretaries

Mrs.	EXT. 100
Mrs.	EXT. 101
Mrs.	EXT. 300

Special Ed. And ESL

Ms.	EXT. 119
Mrs.	EXT. 321

Finance

Mr.	EXT. 103
----------	----------

Fire Procedure

1. Pull the nearest fire alarm or call the office on the intercom to sound the alarm. Call an "All School Evacuation."
2. Call 911. Contact an Administrator.
3. If possible, shut the doors around the fire to contain it.
4. Attempt to put the fire out ONLY if you are trained in the use of a fire extinguisher and if the fire is in its beginning stages, and only after evacuation has started.
5. Evacuate the building according to predetermined procedures. Give consideration to wind direction. Do not remain in, or move to, an area downwind from the fire. Move at least 300 feet away from the building.
6. If you are unable to evacuate the building, seek a safer area as far from the fire as possible. Seal all doors and vents with cloth or other materials. Do whatever you can to communicate your location to rescue personnel.
7. Teachers should take attendance and report any missing students to the Administrator on duty.
8. If safety permits, appointees should check bathrooms and unoccupied rooms.
9. The Administrator on duty should have available to the Fire Department: the head custodian, location of fire, knowledge of missing people, all building keys, and a floor plan of the building.
10. Return students to the building ONLY on advice of Fire Department personnel. Attendance should be taken after returning to the room.

Tornado/Severe Weather

1. In threat of severe weather, monitor weather radios or news. Contact an administrator.
2. Have a transistor radio available in case of power outage.
3. When a tornado warning “Take Cover” has been issued, call a Tornado/Security alert for teachers to take their students to their designated positions.
4. Teachers should stay with their class at all times.
5. Designate someone to check all bathrooms, unoccupied classrooms, and other rooms where people might be.
6. Once the “All Clear” signal has been given, classes should return to their rooms and teachers should take attendance.
7. If necessary, assess the building for damage or down power lines. Do not allow students to leave the building until it is determined it is safe.

Tornado Drills

When a “Take Cover” announcement is heard:

1. Take class to the hallway without windows
2. Students should be down on knees, with head down, and hands over head.
3. Teachers should monitor student safety
4. Wait for “All Clear” announcement to return to classroom

Lock Down Procedure

If outside individuals are on campus and are behaving in a hostile or potentially hostile manner, or a campus situation has the potential to become uncontrollable, enact this procedure.

1. Contact an Administrator on duty or call 911.
2. Give the **“Secure Rooms”** announcement, telling teachers to hold their classes and lock their doors. Students and staff should remain away from windows and doors.
3. Teachers should shut and lock their classroom doors, move children to where they cannot be seen through the door and stay with the children.
4. Outside doors should be locked by school administrators.
5. Send bystanders back to class immediately.
6. If possible, try to intervene and diffuse the situation - do not place yourself, your staff, or your students in danger. Wait for the police if necessary.
7. Administrator or Committee member should appoint people to check bathrooms and unoccupied rooms for students out of the classroom when the **“Secure Rooms”** was given.
8. Send a staff member to meet the police outside and bring them directly to the place of disturbance, and tell them of the intruder’s last known whereabouts and description.
9. When situation is under control, give the **“All Clear”** announcement, telling teachers to return to normal schedule.
10. Call parents of the involved student(s) and inform them of the situation.

Media Relations

In the event the media arrives during an incident and Mr. Guvercin is unavailable or has not arrived, remember the following:

1. Contact the Administrator on duty. Administrators or Safety and Procedure Committee Members, Mr. Alexander or Mr. Soules should **ONLY** speak to the media. Teachers and Staff should not speak to the media, unless otherwise told.
2. In an emergency situation, police/fire should be consulted prior to making any statements. They should be considered the primary communicator in an emergency situation.

Speaking to the media procedures for Administrators and Safety Committee:

1. Be calm and polite. Anger or defensiveness will not communicate confidence to parents and patrons.
2. Ask the media to set up in a designated area of your choice, do not let them roam freely but do not kick them off the property. If you do not have sufficient information, delay the interview.
3. Never say "No Comment," instead say, "I will have to get back with you on this."
4. Never tell a reporter something "off the record." **REPORTERS ARE ALWAYS ON THE RECORD**, even if they agree to the "off the record" statement.
5. Never release names of victims or persons involved before speaking with the Director of Communications and/or the Superintendent Liaisons.
6. Do not allow a student to be interviewed without parental permission.
7. Always be honest! Keep your statements short and to the point, answer only what is asked and do not volunteer additional information unless you need to get information to parents.

Visitors in the Building

ALL visitors must sign in at the front office. At no point, should visitors be in the building without an ID badge

1. Any staff member seeing someone in the building without a badge must escort them to the front office.
2. Office staff will ask for ID and place in the raptor ID machine to verify this visitor is OK to enter the building.
3. Upon verifications, an ID sticker with their name and picture will be given to them to wear.
4. If verification comes up with a problem, office staff should contact an administrator. Under no circumstances should this person be allowed to enter the building.
5. If this occurs, follow procedures for confrontational person

Visitors in the GYM:

ALL visitors must sign in at the front office

1. Front and Back door to gym should remain locked.
2. Sign should be posted on the window to inform visitors to sign in at Middle/High School Building
3. Faculty or students should not allow a visitor in the gym unless an ID sticker is visible
4. If a problem occurs, follow procedures for confrontational person

Bomb Threats/Explosive Device

1. In the case of a bomb threat - the person receiving the threat should try to keep the individual on the phone as long as possible, asking questions about the bomb - location, size, detonation time, etc. Pay close attention to external noises, etc. that may assist investigators. Refer to the "Bomb Threat Checklist" behind this page. In the case of a suspicious package or item, it should be assumed to be a bomb. DO NOT TOUCH OR MOVE.
2. Turn off two-way radios and cellular telephones (frequencies could cause detonation).
3. Contact the Administrator on duty, if available. Call 911 IMMEDIATELY.
4. Evacuate the building with an "All School Evacuation" and pull the fire alarm. Direct students and personnel away from the area of the suspicious device or explosive (if known).
5. The "All School Evacuation" signal will tell teachers to take the students a minimum distance of 300 feet from the building.
6. Once the authorities arrive, cooperate with them on the search of the building and grounds.
7. Do not re-enter the building until the authorities give the "All Clear" signal (the decision to re-enter the building will be made by the Administrator).

Child Abuse Reporting

All employees must comply with state laws and statutes. In this regard, any employee that has reasonable cause to believe or suspect a child is being subjected to physical or sexual abuse or neglect must report their findings to the Department of Human Services immediately. Willful failure to do so may result in a misdemeanor charge. District employees who report an incident in good faith and exercise due care shall be immune from any civil or criminal liability.

1. Any person who has reason to believe a child under the age of 18 is a victim of abuse or neglect shall report the matter promptly to the Department of Human Services.
2. Contact Memphis Abuse Hotline at 800-000-0000 or
3. Advise Principal.

Confrontational Person

1. If a person insists on arguing or being confrontational, do not perpetuate the situation by arguing back. Remain calm and contact an Administrator .
2. Try to get the person isolated from the students by walking him/her to the office, but do not be alone with the angry person, have another adult near.
3. Ask "What can I do to fix this situation?" If you can do what is asked, DO IT.
4. If the person is asking for something you cannot do - explain that it is beyond your control to do what they want, but you will be willing to check into it.
5. Let them talk. Be as accommodating as you can. Sometimes being helpful or being an attentive listener will defuse the situation even though nothing may change.
6. If the person does not calm down, contact Mr..... Remember, safety to yourself, to the students and to the staff is your priority.
7. It is important to balance safety concerns and customer service. Asking a parent to leave for today is acceptable.

Custody Procedures

1. Maintain accurate records regarding custody, court orders, or special releases.
2. Make sure students with special custody situations are known by any employee of the school who may be responsible for releasing students to adults.
3. If a parent telephones stating that the school needs to release their child to someone other than himself/herself, follow up the call with a call back to the parent using the telephone numbers given in the student's file to verify that it was indeed the parent who called. Ask that the parent provide the request in writing if at all possible.
4. Never release a student solely on the word of the person who comes to pick him/her up. ALWAYS check the student's registration card for the names of individuals allowed to pick up the student.
5. If someone comes to pick up a student who does not have custody of the student, contact the Administrator on duty immediately. DO NOT let the student and the adult come in contact with each other.
6. If necessary, contact the police.
7. If the police are called, the media may become aware of the situation. No staff member should speak to the media. Refer to Mr. Guvercin

Death of a Student or Staff Member

Death Occurs Off Campus:

1. Contact Mr., Principal
2. Contact your staff, including Safety and Procedure Committee, and have a statement prepared for them to share with their students if needed.
3. Share the information with students in the classroom setting. NEVER announce the death of a student or staff member over the intercom.
4. Make a room available for counseling.
5. Escort students or staff who needs assistance to the counseling room.
6. Call a staff meeting after school to discuss how the day went, to identify students to watch, and to share new information.

Drug Overdose/Poisoning/Allergic Reaction

1. Call 911 immediately. Contact an Administrator on duty, if available.
2. Send for the nurse or first aid contact.
3. In the case of poisoning, contact the Poison Control Hot Line at 1-800-222-1222.
4. Check the student's or employee's file for medical alerts.

Accident/Serious Injury/Illness

1. If the person(s) is seriously injured or sick, call 911 immediately. Contact the Administrator on duty. Contact Nurse.
2. Only approach the injured if the area is safe for you to enter.
3. If there is blood or other bodily fluid, be sure to protect yourself with gloves, eye protection, and gown.
4. Send for the nurse or someone who knows first aid.
5. Do not move the injured person(s).
6. Make sure someone stays with the injured person(s) until help arrives.
7. Notify the emergency contact for the injured person(s) and inform him/her of the situation (which hospital if transported).
8. Notify a School Administrator

Drug Use and Possession

Drug Use

1. Contact an Administrator if a student is suspected to be under the influence of drugs. Call 911 if medical assistance is needed.
2. Contact Mr.
3. Call student's parents and inform them of the situation.

Possession

1. If a student is suspected of drug possession, contact the Administrator on duty.
 2. Contact Mr., or call 911.
 3. The investigation of the incident is the responsibility of the Police Department. The District has a NO TOLERANCE policy for drug possession.
 4. Call student's parents and inform them of the situation.
- Staff will follow Memphis School of Excellence Student Handbook

Field Trips

Follow any procedure in this handbook should an emergency occur while offsite. In addition, the following steps should be taken.

1. Field trip teachers call 911, if necessary.
2. Contact an Administrator
3. Administrator on duty contacts parents with information about their child (ren). Make sure to have all the information available.

Assault on Student or Staff

1. Contact school Administrator-Procedures and policies to follow according to staff and student handbook
2. Notify Mr. or Mr. for security or Nurse if medical attention is needed.
3. Assign a staff member to gather witnesses and/or suspects.
4. If the offender is in custody, keep him or her isolated from other students but always under adult supervision, as long as doing so does not pose a danger to yourself or others.
5. All parties involved should be asked for statements separately, away from peer pressure.

Hazardous Material Accident

If hazardous materials are inside the building;

1. Initiate evacuation of the building according to fire procedures. Give consideration to wind direction. Do not remain in, or move to, an area downwind from the hazardous material.
2. Contact an Administrator on duty, if available. Call 911
3. The Administrator on duty should have available to the Fire Department: the head custodian, location of hazardous material and what kind (if known), knowledge of missing people, and floor plan of building.

If hazardous materials are outside the building;

1. If you are unable to evacuate the building, seek a safer area as far from the hazardous material as possible. Seal all doors and vents with cloth or other materials. Do whatever you can to communicate your location to rescue personnel.
2. Contact an Administrator on duty, if available. Call 911
3. Make sure heating and air conditioning units are turned off.
4. The Administrator on duty should have available to the Fire Department: the head custodian, location of hazardous material and what kind (if known), knowledge of missing people, and floor plan of building.

Hostage Situation

1. Call 911. Be specific with 911 about the hostage situation so police can respond without sirens. Contact an Administrator on duty, if available.
2. Evaluate the situation. Can the building be evacuated by room-to-room alerts? If not, call a "Secure Rooms" announcement and lock down the building telling teachers to hold their classes and lock their doors.
3. The Administrator on duty should have available for police: custodians, building security, building floor plans, and any available witnesses or information.
4. When situation is over, call an "All Clear" announcement to notify teachers

Kidnapping

1. Call 911. Contact an Administrator on duty.
2. Call "Secure Rooms" alert if warranted.
3. Contact student's parents or legal guardian and inform them about the event.
4. Have student information, including picture, if possible, ready for the police.
5. Have all witnesses available to the police.
6. Give the "All Clear" signal when it has been determined the school is safe.

Missing Child

7. Contact an Administrator on duty, if available.
8. Conduct a search of the school.
9. If the student is not found, call 911
10. Call student's parents and inform them of the situation.
11. Contact friends and associates of the student to gain information on the student's whereabouts.

Mental Health Crisis/Suicide Threat

1. Contact an Administrator on duty, if available. If the student, staff member, or visitor is armed or violent, call 911 immediately, and announce a "Secure Room" announcement.
2. Isolate the student or staff member and make sure he/she cannot hurt himself or herself.
3. Keep student or staff member under constant supervision.
4. Call the parent or emergency contact and ask them to come to the site.
5. Announce "All Clear" when situation is taken care of.

Rape/Suspected Rape

1. Call 911. Contact an Administrator on duty, if available.
2. Take the victim someplace private, but do not leave him/her alone. Do not interview or question the victim.
3. Do not touch evidence or enter the scene. Secure scene until police arrive and takes control of the scene.
4. If suspect is present, detain (if possible without causing harm to yourself or others) and secure away from the victim.
5. Call student's parents and inform them of the situation.

Shooting Incident

(Shots Have Been Fired)

1. Call 911. Contact Administrator on duty, if available. Contact Nurse for medical emergency.
2. Call "Secure Rooms" announcement to lock down building, designate someone to scan the halls, and check restrooms for students.
3. Students should be instructed to take cover away from view of the doors and windows with the lights off.
4. Designate someone to stay near the intercom for communication if safety allows. Also designate someone to meet emergency personnel if safety allows.
5. When the situation is over, give the "All Clear" signal.

Threats to Harm Another

1. Contact an Administrator on duty, and the Mr. Alexander or Mr. Soules, if available. Follow Student Handbook Procedures.
2. Call 911 if the person has a weapon or is hostile.
3. Try to calm the person who is threatening others.
4. Try to isolate the person and keep students away.
5. Call the student's parents and inform them of the situation.

Utility Problems

Electrical/Down Power Lines

1. Contact an Administrator, if available.
2. Clear the area of all students and staff.
3. Call 911, if fire or safety hazard is evident.
4. If necessary, call "Secure Rooms" announcement to lock down the building until safety hazard is removed, or if warranted, evacuate the building, keeping students and personnel away from hazards. All rooms should have a flashlight.

Gas Leak

1. Contact an Administrator on duty, if available.
2. Do not activate the fire alarm, intercom or other electrical equipment. Do not use any flame producing items or candles in or near the building.
3. Evacuate the building using a room-to-room notification. Exit the building according to the normal fire drill procedures and take the students at least one block from the building. Give consideration to wind direction. Do not move students to or remain in an area down wind from the leak.
4. Have the custodian available when emergency personnel arrive.

Weapons

A weapon is any object which is dangerous or capable of inflicting harm.

Weapon suspected on student:

1. Contact an Administrator and Mr. Alexander or Mr. Soules, if available. Call 911.
2. Try to isolate the student suspected of having a weapon. Allow police to disarm the student.
3. Avoid confrontation.
4. Do not allow the student access to locker or book bag.
5. Call the student's parents and inform them of the incident.

Weapon found on property:

1. Contact the Administrator on duty and Mr. Alexander or Mr. Soules, if available. Call 911.
2. Do not touch weapon unless absolutely necessary.
3. Clear the area of all students.
4. Have an administrator or safety member stay with the weapon until police arrive.
5. Call the student's parents and inform them of the incident.

Confirmation Form

Crisis Intervention and Emergency Planning Handbook Confirmation Form

I, _____ have received a copy of the Memphis School of Excellence, Handbook. I have read all the information in this handbook, and will keep the handbook accessible at all times in my classroom. I agree to comply with expectations and responsibilities listed in the Safety and Procedure Handbook as necessary.

Print Name

Signature

Date

APPENDIX K

Bylaws

BYLAWS

Read Foundation

198 Island Bluff Dr.
Memphis, TN, 38103

ARTICLE 1

OFFICES

Principal Office

- 1.01. The principal office of the Read Foundation ("Corporation") shall be located at 198 Island Bluff Drive Memphis, TN 38103. The Corporation may have such other offices, either in Tennessee or elsewhere, as the Board of Directors may determine. The Board of Directors may change the location of any office of the Corporation.

Registered Office and Registered Agent

- 1.02. The Corporation shall comply with the requirements of the Act and maintain a registered office and registered agent in Tennessee. The registered office may, but need not, be identical with the Corporation's principal office in Tennessee. The Board of Directors may change the registered office and the registered agent as provided in the Act.

ARTICLE 2

BOARD OF DIRECTORS

Management of the Corporation

- 2.01. The affairs of the Corporation shall be managed by the Board of Directors.

Number of Directors

- 2.02. Number of Directors may never be less than five (5). The number of the directors may be increased or decreased as needed by amendments by majority vote of the directors. Directors need not be residents of Tennessee.

Nomination of Directors

- 2.03. At any meeting at which the election a director occurs, a director may nominate a person with the second of any other director. In addition to nominations made at meetings, a nominating committee shall consider possible nominees and, make nominations for each election of directors. The secretary shall include the names nominated by the nomination committee, and any report of the committee, with the notice of the meeting at which the election occurs.

Election and Terms of Directors

- 2.04. A person who meets any qualification requirements to be a director and who has been duly nominated may be elected as director. Board of directors shall be elected by the vote of a majority of directors. Directors shall be elected to a term of three years and may be reelected to successive terms. An

election to fill a vacancy may occur at any duly called meeting of the board at which a quorum is present.

Vacancies

- 2.05. Any vacancy occurring in the board of directors, and any director position to be filled due to an increase in the number of directors, shall be filled by the affirmative vote of a majority of the remaining board of directors. When a vacancy on the Board exists, nominations for new members may be received from present board members one week in advance of a board meeting.

Annual Meeting

- 2.06. The annual meeting of the Board of Directors shall be held on the first Saturday of September of each year. The date of the annual meeting may be changed with a written notice by the President who shall also set the time and place of that delayed meeting. The president or the secretary shall give a written notice of the meeting to each director not less than five nor more than 30 days before the date of the meeting and shall post a written notice for general public as required in section 2.09 of this bylaw.

Regular meeting

- 2.07. Regular meetings of the board shall be held at the principal office on the second Saturday of every other month starting September of each year. Number of meeting may be increased or decreased by a resolution of the board. The president or the secretary shall give a written notice of the meeting to each director not less than five nor more than 30 days before the date of the meeting and shall post a written notice for general public as required in section 2.09 of this bylaw.

Special Meetings

- 2.08. Special meetings of the Board of Directors may be called by or at the request of the president or any two directors. A person or persons authorized to call special meetings of the Board of Directors may fix any place for holding a special meeting. The person or persons calling a special meeting shall notify the secretary of the information required to be included in the notice of the meeting. Then, the secretary shall give a written notice of the meeting to each director not less than five nor more than 30 days before the date of the meeting and shall post a written notice for general public as required in section 2.09 of this bylaw.

Notices

- 2.09. All meeting (Annual, Regular, and Special Meetings) notices must be in writing. The written notices must be posted and must be readily accessible by the general public at all times for at least 72 hours before the scheduled time of the meeting. The written notice shall include agenda items, day, time, and the location of the meeting. The written notice shall use plain, concise English.

Quorum

- 2.10. A majority of the number of directors then in the office shall constitute a quorum for the transaction of business at any meeting of the Board of Directors. Directors present by proxy may not be counted toward a quorum. The directors present at a duly called or held meeting at which a quorum is present may continue the meeting even if enough directors leave the meeting so that less than a quorum remains. However, no action may be approved without the vote of at least a majority of the number of directors required to constitute a quorum. If less than a quorum is present at any meeting, a majority of the directors present may adjourn the meeting at any time without further notice.

Duties of Directors

- 2.11. Directors shall exercise ordinary business judgments in managing the affairs of the Corporation. Directors shall act as fiduciaries with respect to the interests of the members. In acting in their official capacity as directors of this corporation, directors shall act in good faith and take actions they reasonably believe to be in not take any action that they should reasonably believe would be opposed to the Corporation's best interests or would be unlawful. A director shall not be liable if, in the exercise of ordinary care, the director acts in good faith relying on written financial and legal statements provided by an account or attorney retained by the Corporation.

Actions of Board of Directors

- 2.12. The Board of Directors shall try to act by consensus. The act of a majority of the Directors present at a meeting at which a quorum is present shall be the act of the Board unless the act of a greater number is required by law or these bylaws. If a quorum is present but thereafter a sufficient number of Directors leave such meeting so that a quorum no longer present, then any action taken by the remaining Directors shall not be the act of the Board.

Proxies

- 2.13. Board of Directors may not issue a proxy or may not be represented by a proxy.

Compensation

- 2.14. Directors shall not receive salaries for their services. The Board of Directors may adopt a resolution providing for a reimbursement payment according to the state law to the Directors for their expenses of attendance, if any, for attendance at each meeting of the Board of Directors.

Removal of Directors

- 2.15. The Board of Directors or members may vote to remove a director at any time, only for good cause. Good cause for removal of a director shall include the unexcused failure to attend four consecutive meetings of the Board of Directors. A meeting to consider the removal of a director may be called and noticed following the procedures provided in the bylaws. The notice of the meeting shall state the issue of possible removal of the director that will be on the agenda the notice shall state the possible cause for removal. The director shall have the right to be represented by an attorney at and before the meeting. At the meeting, the Corporation shall consider possible arrangements for resolving the problems that are in the mutual interest of the Corporation and the director. A director may be removed by the affirmative vote of fifty one (51) percent of the Board of Directors.

ARTICLE 3

OFFICERS

Officers Positions

- 3.01 The officers of the Corporation shall be a president, two vice presidents, a secretary, and a treasurer. The Board of Directors may create additional officer positions, define the authority and duties of each such position, and elect or appoint persons to fill the positions. Any two or more offices may be the same person, except the offices of president and secretary.

Election and Terms of Officers

- 3.02 The Officers and directors shall be elected by the vote of a majority of directors. Officers and directors shall be elected to a term of three years and may be reelected to successive terms. An election to fill a vacancy may occur at any duly called meeting of the board at which a quorum is present.

Removal

- 3.03 Any officer elected or appointed by the Board of Directors may be removed by the Board of Directors with or without good cause. The removal of an officer shall be without prejudice to the contract rights, if any, of the officer.

Vacancies

- 3.04. A vacancy in any office may be filled by the Board of Directors for the unexpired portion of the officer's term.

President

3.05. The president shall be the chief executive officer of the Corporation. The president shall supervise and control all of the business and affairs of the Corporation. The president shall preside at all meetings of the members and of the Board of Directors. The president may execute any deeds, mortgages, bonds, contracts, or other instruments that the Board of Directors has authorized to be executed. However, the president may not execute instruments on behalf of the Corporation if this power is expressly delegated to another officer or agent of the Corporation by the Board of Directors, the bylaws, or statute. The president shall perform other duties prescribed by the Board of Directors and all duties incident to the office of president.

Vice President

3.06. When the president is absent, is unable to act, or refuses to act, a vice president shall perform the duties of the president. When a vice president acts in place of the president, the vice president shall have all the powers of and be subject to all the restrictions upon the president. If there is more than one vice president, the vice presidents shall act in place of the president in the order of the votes received when elected. A vice president shall perform other duties as assigned by the president or board of directors.

Treasurer

3.07. The treasurer shall:

- (a) Have charge and custody of and be responsible for all funds and securities of the Corporation.
- (b) Receive and give receipts for moneys due and payable to Corporation from any source.
- (c) Deposit all moneys in the name of Corporation in banks, trust companies, or other depositories as provided in the bylaws or as directed by the Board of Directors or president.
- (d) Write checks and disburse funds to discharge obligations of the Corporation.
- (e) Maintain the financial books and record of the Corporation.
- (f) Prepare financial reports at least annually.
- (g) Perform other duties as assigned by the president or by the Board of Directors.
- (h) If required by the Board of Directors, give a bond for the faithful discharge of his or her duties in a sum and with a surety as determined by the Board of Directors.
- (i) Perform all of the duties incident to the office of treasurer.

Secretary

3.08 The secretary shall:

- (a) Give all notices as provided in the bylaws or as required by law.
- (b) Take minutes of the meetings of the members and the Board of Directors and keep the minutes as part of the corporate records.
- (c) Maintain custody of the corporate records and of the seal of the Corporation.
- (d) Affix the seal of the Corporation to all documents as authorized.
- (e) Keep a register of the mailing address of each [if corporation has members, add: member], director, officer, and employee of the Corporation.
- (f) Perform duties as assigned by the president or by the Board of Directors.
- (g) Perform all duties incident to the office of secretary.

ARTICLE 4

COMMITTEES

Establishment of Committees

4.01. The Board of Directors may adopt a resolution establishing one or more committees delegating specified authority to a committee, and appointing or removing members of a committee. A committee shall include two or more directors and may include persons who are not directors. If the Board of Directors delegates any of its authority to a committee, the majority of the committee shall consist of directors.

The Board of Directors may establish qualifications for membership on a committee. The Board of Directors may delegate to the president its power to appoint and remove members of a committee that has not been delegated any authority to it shall not relieve the Board of Directors, or any individual director, of any responsibility imposed by the Bylaws or otherwise imposed by law. No committee shall have the authority of the Board of Directors to:

- (a) Amend the articles of incorporation.
- (b) Adopt a plan of merger or a plan of consolidation with another corporation.
- (c) Authorize the sale, lease, exchange, or mortgage, of all or substantially all of the property and assets of the Corporation.
- (d) Authorize the voluntary dissolution of the Corporation.
- (e) Revoke proceedings for the voluntary dissolution of the Corporation.
- (f) Adopt a plan for the distribution of the assets of the Corporation.
- (g) Amend, alter, or repeal the bylaws.
- (h) Eject, appoint, or remove a member of a committee or a director or officer of the Corporation.
- (i) Approve any transaction to which the Corporation is a party and that involves a potential conflict of interests as defined in paragraph 5.04, below.
- (j) Take any action outside the scope of authority delegated to it by the Board of Directors.

Authorization of Specific Committee

- 4.02. There shall be the following committees: Membership, Nominating and Program Committees. The Board of Directors shall define the activities and scope of authority of each committee by resolution.

Term of Office

- 4.03. Each member of a committee shall continue to serve on the committee until the next annual meeting of the Directors of the Corporation and until a successor is appointed. However, the term of a committee member may terminate earlier if the committee is terminated or if the member dies, ceases to qualify, resigns, or, is removed as a member. A vacancy on a committee may be filled by an appointment made in the same manner as an original appointment. A person appointed to fill a vacancy on a committee shall serve for the unexpired portion of the terminated committee member's term.

Chair and Vice-Chair

- 4.04. One member of each committee shall be designated as the chair of the committee and the other member of each committee shall be appointed by the president of the Corporation. The chair and vice-chair shall be appointed by the president of the Corporation. The chair shall call and preside at all meetings of the committee. When the chair is absent, is unable to act, or refuses to act, the vice-chair shall perform the duties of the chair. When a vice-chair acts in place of the chair, the vice-chair shall have all the powers of and be subject to all the restrictions upon the chair.

Notice of Meetings

- 4.05. Written or printed notice of a committee meeting shall be delivered to each member of a committee not less than, seven nor more than 30 days before the date of the meeting. The notice shall state the place, day, and time of the meeting, and the purpose or purposes for which the meeting is called.
- 4.06. A majority of the number of persons shall constitute a quorum of a committee for the transaction of business at any meeting of the committee. The directors present at a duly called or held meeting at which a quorum is present may continue the meeting even if enough directors leave the meeting so that less than a quorum remains. However, no action may be approved without the vote of at least a majority of the number of directors required to constitute a quorum. If less than a quorum is present at any meeting, a majority of the directors present may adjourn the meeting at any time without further notice.

Actions of Committees

- 4.07. Committees shall try to take action by consensus. However, the vote of a majority of committee members present and voting at a meeting at which a quorum is present shall be sufficient to constitute the act of the committee unless the act of a greater number is required by law or the bylaws. A

committee member who is present at a meeting and abstains from a vote is not considered to be present and voting for the purpose of determining the act of the committee.

Proxies

4.08. A committee member may not vote by a proxy.

Compensation

4.09. Committee members shall not receive salaries for their services. The Board of Directors may adopt a resolution providing for the payment to committee members of a fixed sum and expenses of attendance, if any, for attendance at each meeting of the committee. A committee member may serve the Corporation in any other capacity and receive compensation for those services. Any compensation that the Corporation pays to a committee member shall be commensurate with the services performed and shall be reasonable in amount. However, the Board of Directors is highly encouraged to provide services on a voluntary basis and request no compensation.

Rules

4.10. Each committee may adopt rules for its own operation not inconsistent with the bylaws or with rules adopted by the Board of Directors.

ARTICLE 5

TRANSACTIONS OF THE CORPORATION

Contracts

5.01. The Board of Directors may authorize any officer or agent of the Corporation to enter into a contract or execute and deliver any instrument in the name of and on behalf of the Corporation. This authority may be limited to a specific contract or instrument or it may extend to any number and type of possible contracts and instruments.

Deposit

5.02. All funds of the Corporation shall be deposited to the credit of the Corporation in banks, trust companies or other depositaries that the Board of Directors selects.

Gifts

5.03. The Board of Directors may accept on behalf of the Corporation any contribution, gift, bequest, or devise for the general purposes or for any special purpose of the Corporation. The Board of Directors may make gifts and give charitable contributions that are not prohibited by the bylaws, the articles of incorporation, state law, and any requirements for maintaining the Corporation's federal and state tax status.

Potential Conflicts of Interest

5.04. The corporation shall not make any loan to a director or officer of the corporation. The Corporation shall not borrow money from or otherwise transacts business with a member, director, officer, or committee member of the Corporation unless the transaction is described fully in a legally binding instrument and is in the best interests of the Corporation. The Corporation shall not borrow money from or otherwise transact business with a director, officer, or committee member of the Corporation without full disclosure of all relevant facts and without the approval of the Board of Directors, not including the vote of any person having a personal interest in the transaction.

Annual Statements Regarding Conflict of Interest Policy

5.05. Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

(a) Has received a copy of the conflicts of interest policy,

- (b) Has read and understands the policy,
- (c) Has agreed to comply with the policy, and
- (d) Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Records of Proceedings

- 5.06. The minutes of the governing board and all committees with board delegated powers shall contain:
- (a) The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.
 - (b) The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Violations of the Conflicts of Interest Policy

- 5.07. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Prohibited Acts

- 5.08. As long as the Corporation is in existence, and except with the prior approval of the Board of Directors, no director, officer or committee member shall:
- (a) Do any act in violation of the bylaws or a binding obligation of the Corporation.
 - (b) Do any act with the intention of harming the Corporation or any of its operations.
 - (c) Do any act that would make it impossible or unnecessarily difficult to carry on the intended or ordinary business of the Corporation.
 - (d) Receive an improper benefit from the operation of the Corporation.
 - (e) Use the assets of the Corporation, directly or indirectly, for any purpose other than carrying on the business of the Corporation.
 - (f) Wrongfully transfer or dispose of Corporation property, including intangible property such as good will.
 - (g) Use the name of the Corporation (or any substantially similar name) or any trademark or trade name adopted by the Corporation, except on behalf of the Corporation in the ordinary course of the Corporation's business.
 - (h) Disclose any of the Corporation business practices, trade secrets, or any other information not generally known to the business community to any person not authorized to receive it.

ARTICLE 6

BOOKS AND RECORDS

Required Books and Records

- 6.01. The Corporation shall keep complete books and records of account. The Corporation's books and records shall include:
- (a) A file-endorsed copy of all documents filed with Tennessee Secretary of State relating to the Corporation, including, but not limited to, the articles of Corporation, and any articles of

amendment, restated articles, articles of merger, articles of consolidation, and statement of change of registered office or registered agent.

- (b) A copy of the bylaws, and any amended versions or amendments to the bylaws.
- (c) Minutes of the proceedings of the Board of Directors, and committees having any of the authority of the Board of Directors.
- (d) A list of the names and addresses of the directors, officers and any committee members of the Corporation.
- (e) A financial statement showing the assets, liabilities and net worth of the Corporation at the end of the three most recent fiscal years.
- (f) A financial statement showing the income and expenses of the Corporation for the three most recent fiscal years.
- (g) All rulings, letters, and other documents relating to the Corporation's federal, state, and local tax status.

ARTICLE 7

FISCAL YEAR

- 7.01 The fiscal year of the Corporation shall begin on the first day of July and end on the last day in June in each year.

ARTICLE 8

INDEMNIFICATION

When Indemnification is Required, Permitted, and Prohibited

- 8.01. (a) The Corporation shall indemnify a director, officer, committee member, employee or agent of the Corporation who was, is or may be named defendant or respondent in any proceeding as a result of his or her actions or omissions within the scope of his or her official capacity in the Corporation. For the purposes of this article, an agent includes one who is or was serving at the request of the Corporation as a director, officer, partner, venturer, proprietor, trustee, partnership, joint venture, sole proprietorship, trust, employee benefit plan, or other enterprise. However, the Corporation shall indemnify a person only if he or she acted in good faith and reasonably believed that the conduct was in the Corporation's best interests. In a case of criminal proceeding, the person may be indemnified only if he or she had no reasonable cause to believe that the conduct was unlawful. The Corporation shall not indemnify a person who is found liable to the Corporation or is found to be liable to another on the basis of improperly receiving a personal benefit. A person is conclusively considered to have been found liable in relation to any claim, issue, or matter if the person has been adjudged liable by a court of competent jurisdiction and all appeals have been exhausted.
- (b) The termination of a proceeding by judgment, order, settlement, conviction, or on a plea of *nolo contendere* or its equivalent does not necessarily preclude indemnification by the Corporation.
 - (c) The Corporation shall pay or reimburse expenses incurred by a director, officer, committee member, employee, or agent of the Corporation in connection with the person's appearance as a witness or other participation in a proceeding involving or affecting the Corporation when the person is not a named defendant or respondent in the proceeding.
 - (d) In addition to the situations otherwise described in this paragraph, the Corporation may indemnify a director, officer, committee member, employee, or agent of the Corporation to the extent permitted by law. However, the Corporation shall not indemnify any person in any situation in which indemnification is prohibited by the terms of paragraph 8.01., above.

- (e) Before the final disposition of a proceeding, the Corporation may pay indemnification expenses permitted by the bylaws and authorized by the Corporation. However, the Corporation shall not pay indemnification expenses to a person before the final disposition of a proceeding. If the person is a named defendant or respondent in a proceeding brought by the Corporation; or the person is alleged to have improperly received a personal benefit or committed other willful or intentional misconduct.
- (f) If the Corporation may indemnify a person under the bylaws, the person may be indemnified against judgment, penalties, including excise and similar taxes, fines, settlements, and reasonable expenses (including attorney's fees) actually incurred in connection with the proceeding. However, if the proceeding was brought by or on behalf of the Corporation, the indemnification is limited to a reasonable expenses actually incurred by the person in connection with the proceeding.

Procedures Relating to Indemnification Payments

- 8.02. (a) Before the Corporation may pay any indemnification expenses (including attorney's fees), and determine that expenses to be reimbursed are reasonable, except as provided in paragraph 8.02(c), below. The Corporation may make these determinations and decisions by any one of the following procedures:
- (i) Majority vote of the quorum consisting of directors who, at the time of the vote, are not named defendants or respondents in the proceeding.
 - (ii) If such a quorum cannot be obtained, by a majority vote of committee of the Board of Directors, designated to act in the matter by a majority vote of all directors, consisting solely of two or more who at the time of the vote are not named defendants or respondents in the proceeding.
 - (iii) Determination by special legal counsel selected by the Board of Directors by votes as provided in paragraph 10.02(a)(i) or 10.02(a)(ii), or if such a quorum cannot be obtained and such a committee cannot be established, by a majority vote of all directors.
- (b) The Corporation shall authorize indemnification and determine that expenses to be reimbursed are reasonable in the same manner that it determines whether indemnification is permissible. If the determination that the facts then known to those making the determination would not preclude indemnification and authorization of payment shall be made in the same manner as a determination that indemnification is permissible under paragraph 8.02(a), above. The person's written affirmation shall state that he or she has met the standard of conduct necessary for indemnification under the bylaws. The written undertaking shall provide for repayment of the amount paid or reimbursed by the Corporation if it is ultimately determined that the person has not met the requirements for indemnification. The undertaking shall be an unlimited general obligation of the person, but it need not be secured and it may be accepted without reference to financial ability to make repayment.

ARTICLE 9

NOTICES

Notice by Mail or Telegram

- 9.01. Any notice required or permitted by the bylaws to be given to a director, officer or member of a committee of the Corporation may be given by mail or telegram. If mailed a notice shall be deemed to be delivered when deposited in the United States mail addressed to the person at his or her address as it appears on the records of the Corporation, with postage prepaid. If given by telegram, a notice shall be deemed to be delivered when accepted by the Telegram Company and addressed to the person at his or her address as it appears on the records of the Corporation. A person may change his or her address by giving written notice to the secretary of the Corporation.

Signed Waiver of Notice

- 9.02. Whenever any notice is required to be given under the provisions of the act or under the provisions of the articles of incorporation or the bylaws, a waiver in writing signed by a person entitled to receive a notice shall be deemed equivalent to the giving of the notice. A waiver of the notice shall be effective whether signed before or after the time stated in the notice being waived.

Waiver of Notice by Attendance

- 9.03. The attendance of a person at a meeting shall constitute a waiver of notice of the meeting unless the person attends for the express purpose of objecting to the transaction or any business because the meeting is not lawfully called or convened.

ARTICLE 10

SPECIAL PROCEDURES CONCERNING MEETINGS

Meeting by Telephone or Internet

- 10.01. A. Subject to the provisions required or permitted by the Tennessee Open Meetings Act or notice of meetings, unless otherwise restricted by the articles of incorporation or bylaws, members of the board of directors of the corporation, or members of any committee designated by such board may participate in and hold a meeting of such members, board, or committee by means of: (1) conference telephone or similar communications equipment by which all persons participating in the meeting can hear each other; or (2) another suitable electronic communications system, including videoconferencing technology or the Internet, only if: (a) each member entitled to participate in the meeting consents to the meeting being held by means of that system; and (b) the system provides access to the meeting in a manner or using a method by which each member participating in the meeting can communicate concurrently with each other participant.

B. Participation in a meeting pursuant to this Article shall constitute presence in person at such meeting, except where a person participates in the meeting for the express purpose of objecting to the transaction of any business on the ground that the meeting is not lawfully called or convened.

ARTICLE 11

AMENDMENTS TO BYLAWS

- 11.01 The bylaws may be altered, amended, or repealed, and new bylaws may be adopted a majority vote by the Board of Directors. The notice of any meeting at which the bylaws are altered, amended, or repealed, or at which new bylaws are adopted shall include the text of the proposed bylaw provisions as well as the text of any existing provisions proposed to be altered, amended, or repealed. Alternatively, the notice may include a fair summary of those provisions.

ARTICLE 12

MISCELLANEOUS PROVISIONS AND CLAUSES

Dissolution Clause

- 12.01. Upon the dissolution of this organization, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal code, or shall be distributed to the federal government, or to a state or local government, for a public purposes.

Legal Authorities Governing Constructions of Bylaws

- 12.02. The bylaws shall be construed in accordance with the laws of the State of Tennessee. All references in the bylaws to statutes, regulations, or other sources of legal authority shall refer to the authorities cited, or their successors, as they may be amended from time to time.

Legal Construction

- 12.03. If any bylaw provision is held to be invalid, illegal, or unenforceable in any respect, the invalidity, illegality, or unenforceability shall not any other provision and the bylaws shall be construed as if the invalid, illegal, or unenforceable provision had not been included in the bylaws.

Headings

- 12.04. The headings used in the bylaws are used for inconvenience and shall not be considered in contouring the terms of the bylaws.

Gender

- 12.05. Wherever the context requires, all words in the bylaws in the male gender shall be deemed to include female or neuter gender, all singular words shall include the plural, and all plural words shall include the singular.

Seal

- 12.06. The Board of Directors may provide for a corporate seal such a seal would consist of two concentric circles containing the words Read Foundation, "Tennessee," in on encircle and the word "Incorporated" together with the date of incorporation of the Corporation in the other circle.

Power of Attorney

- 12.07. A person may execute any instrument related to the Corporation by means of a power of attorney if an original executed copy of the Corporation to be kept with the Corporation records.

Parties Bound

- 12.08. The bylaws shall be binding upon and inure to the benefits of the directors, officers, committee members, employees, and agents of the Corporation and their respective heirs, executors, administrators, legal representatives, successors, and assigns except as otherwise provided in the bylaws.

ARTICLE 13

THE NON-DISCRIMINATORY STATEMENT

- 13.01. It is the policy of Read Foundation not to discriminate on the basis of age, color, handicap or disability, ancestry, national origin, marital status, race, religion, gender, veteran status, or political affiliation, in its educational programs and/or activities.

CERTIFICATE OF APPROVAL

I certify that I am the duly elected and acting president of Read Foundation and that the foregoing Bylaws constitute the Bylaws of the Corporation. These Bylaws were duly adopted at a meeting of the Board of Directors held on _____, 20__.

[Signature]

____ / ____ / ____
Date (mm/dd/yyyy)

[Name]

APPENDIX L

Insurance Proposal



09/18/09

8851 - TRIDENT FINANCIAL SERVICES
3847 GREENBRIAR ST.
HOUSTON TX 77098

Agent Fax #: 7135339692

Quote: 448563

Applicant: MEMPHIS SCHOOL OF EX

Effective Date: 10/01/09

Carrier: THE HARTFORD INS-SELE

Line of Business: PACKAGE

QUOTATION INFORMATION – PLEASE READ THOROUGHLY:

1. The quotation is valid for 30 days from the effective date of the quote.
This quotation expires at 12:01 a.m. on 10/18/09.
2. This carrier is ADMITTED.
3. You can obtain the current carrier rating on the AM Best website.
4. Please check the quotation thoroughly for accuracy as the coverage quoted may be different than requested.
5. Minimum earned premiums defined within the quotation do apply.
6. Coverage details are advised within the quotation and will be provided within the issued policy. Additional forms or endorsements may be added as required by the carrier.
7. The carrier audits all applicable risks and will have terms defined in each policy.
8. Any cancellations/changes to policies will be submitted to Memphis City Schools and the Tennessee State Department of Education within 10 days.
9. A written request to bind must be received by the quotation expiration date in order for policy issuance to begin. If a written request to bind is not received by the expiration date of this quotation the file will be considered closed with no further action.

Thank you for placing your business with The Combined Group.

ERIN LUHRING

Please visit our Web Site at: www.combinedgroup.com

2304 Tarpley Rd., Suite 124
Carrollton, Texas 75006

469.892.4000 Toll Free 800.275.3193
Fax 469.221.6900 Fax 800.275.3194



7135339692

CIA Quotation Cover Sheet

Date: 09/18/2009
By: ERIN LUHRING
Agent: 8851 TRIDENT FINANCIAL SERVICES
Attention: VEDAT
Insured: MEMPHIS SCHOOL OF EXCELLE
198 ISLAND BLUFF DRIVE
MEMPHIS TN 38103
Company: THE HARTFORD INS-SELECT CUSTOM
Coverage: PACKAGE

Quote #: 448563
Renewal of:

Terms and Conditions Applicable to this Quote

Thanks for the submission on the above insured.

The following quote is subject to:

If you have any questions, please let me know.

Thanks for the submission and good luck on your quote!

This quote is valid for 30 days. To bind coverage please complete the following and fax back to CIA:

Please Bind Effective:

Signed:

Signed application due with binder request.

Policy will be Direct Bill and can not be Premium Financed.

Voice (469) 892-4000 Toll Free (800) 275-3193
Fax (469) 221-6900 Toll Free (800) 275-3194
www.combinedgroup.com

TRIDENT INSURANCE
&
FINANCIAL SERVICES



Spectrum Proposal
Prepared for:

MEMPHIS SCHOOL OF EXCELLENCE
198 ISLAND BLUFF DRIVE
MEMPHIS, TN 38103

Proposed by TRIDENT FINANCIAL SERVICE

This document is a proposal of insurance for the applicant indicated above. It is not to be used as proof of coverage, unless bound by agent signature.

Coverage bound
for 30 days, Effective

_____ By _____
(Date) (Authorized Representative)

Proposal Date 9/24/2009

Regardless of whether an authorized representative has bound coverage, the coverages and premium stated herein are preliminary and subject to change based upon additional underwriting review. Coverage bound may be cancelled immediately upon notice to the insured and/or its agent subject to applicable state law. Coverage will expire upon the expiration of the 30-day period without further notice, unless extended in writing with consent of The Hartford. Coverage cannot be backdated without a signed no-loss letter and consent of The Hartford.

The premium amounts stated herein are determined based on the coverages and limits selected together with the specific characteristics of the insured. Changes to coverages, limits or insured characteristics may result in changes in premium and may only be determined by The Hartford or its automated submission system.

The coverage descriptions in this proposal are abbreviated. Any coverage bound in accordance with the terms of this proposal is subject to the terms, conditions, limitations and exclusions of the applicable policy(ies). If there is any conflict between the coverage statements within this proposal and the applicable insurance policy(ies), the policy provisions will prevail. For questions regarding this proposal, contact your independent Hartford agent or authorized Hartford representative.

Why The Hartford?

Company:

- Founded in 1810, The Hartford is a leading provider of business property and casualty, personal automobile and homeowners, investment products, life insurance and group benefits

Product:

- Broad coverages at competitive prices – The Hartford and (Agency Name) are committed to bringing value to you at an affordable price.

Claims Excellence:

- Claim reporting available any time, day or night
- State-of-the-art technology enables fast claim settlements

Numerous Premium Payment Options:

- Pay by phone or by check
- Or, take advantage of Electronic Funds Transfer (EFT) – no check, stamp or worries

The Hartford offers innovative solutions to other lines of commercial insurance as well. They realize that cash flow is very important to small business owners. Are you interested in paying your Workers' Compensation premium on a pay-as-you-go basis? QuickBooks®* payroll users are eligible for our XactPAY Web® billing option. The premium is calculated and withdrawn from your bank account with every payroll run through QuickBooks®. Benefits include:

- Elimination of a large down payment
- Elimination of late fees, finance and billing fees
- Elimination of the need to write checks
- Potential to minimize audit adjustments

Buying business insurance can be intimidating. The Hartford is here to help. A site dedicated to small business owners, <http://sb.thehartford.com/> helps you find out what hundreds of insurance terms mean and ways to reduce your risk.

**QuickBooks® is a registered trademark and service mark of Intuit, Inc. in the United States and other countries and is displayed herein with permission. XactPAY Web is a special edition for QuickBooks users with (1) the 2006 or newer version of QuickBooks Pro/Premier/Enterprise U.S. PC (XactPay Web is not available to QuickBooks Simple Start users), and (2) a subscription for Intuit QuickBooks Basic, Standard, Enhanced or Assisted Payroll (XactPay Web is not available to QuickBooks Online Payroll subscribers). The purchase of a Hartford Workers' Compensation policy is necessary to utilize the XactPAY Web service. All insurance policies offered by The Hartford are sold through licensed agents appointed by The Hartford. The Hartford coverages described herein may be offered by one or more of the property and casualty insurance subsidiaries of The Hartford Financial Group, Inc.*

Spectrum Quote Proposal
Proposed with
Sentinel Insurance Company
10/1/2009 to 10/1/2010

Total Annual Spectrum Premium **\$ 8,045.00 ***

Policy Level:

Property Coverage

Limits of Insurance

Special Property Coverage Form automatically includes the following coverages at *no additional charge*:

Valuable Papers Coverage On Premises	\$ 25,000
Valuable Papers Coverage Off Premises	\$ 25,000
Accounts Receivable Coverage On Premises	\$ 25,000
Accounts Receivable Coverage Off Premises	\$ 25,000
Money and Securities – Inside	\$ 10,000
Money and Securities – Outside	\$ 5,000
Fire Department Service Charge	\$ 25,000
Fire Extinguisher Recharge	\$ Included
Ordinance or Law Coverage:	
▶ Undamaged Portion	\$ 25,000
▶ Demolition Costs	\$ 25,000
▶ Increased Cost of Construction	\$ 25,000
▶ Tenants Improvements & Betterments Increased Cost of Construction	\$ 25,000
Appurtenant Structures not more than \$50,000 at each scheduled premises.	\$ Included
Appurtenant Structures not more than \$5,000 at each scheduled premises.	\$ Included
Newly Acquired or Constructed Property - Building	\$ 500,000
Business Personal Property at Newly Acquired Locations	\$ 250,000
Property Off-Premises – Building	\$ 5,000
Property Off-Premises – Business Personal Property	\$ 2,500
Automatic Increase in Building: Limit of Insurance: 8% Annual	\$ Included
Tenant's Glass	\$ 25,000
Arson and Theft Reward	\$ 10,000
Definition of Premises: 1000 feet	\$ Included

Liability Coverages

Limits of Insurance

Premium

Business Liability	Each Occurrence	\$ 1,000,000	
	General Aggregate	\$ 2,000,000	\$ 3,874
	Products/Completed Operations Aggregate	\$ 2,000,000	\$ Included
	Personal and Advertising Injury	\$ 1,000,000	\$ Included
Damage to Premises Rented to You		\$ 1,000,000	\$ Included
Medical Expenses		\$ 10,000	\$ Included
Educator's Legal Liability	Each Wrongful Act	\$ 1,000,000	\$ 975
	Aggregate	\$ 1,000,000	
ELL Retroactive Date:	10/01/2009		
Deductible		\$ 2,500	
Cyberflex Coverage		\$ Included	\$ Included
Terrorism			\$ 139

Umbrella Liability Coverages

	<u>Limits of Insurance</u>	<u>Premium</u>
Per Occurrence	\$ 5,000,000	
Aggregate	\$ 5,000,000	\$ 2,261
Self-Insured Retention	\$ 10,000	

Property Coverages

	<u>Limits of Insurance</u>	<u>Premium</u>
Property Deductible	\$ 1,000	
Automatic Equipment Breakdown Coverage which includes:	\$ Included	\$ 38
▶ Mechanical Breakdown	\$ Included	\$ Included
▶ Artificially Generated Electric Current	\$ Included	\$ Included
▶ Explosion of Steam Equipment	\$ Included	\$ Included
▶ Loss or damage to Steam Equipment	\$ Included	\$ Included
▶ Loss or damage to Water Heating Equipment.	\$ Included	\$ Included
Business Income And Extra Expense Actual Loss Sustained – 12 mos.	\$ Included	\$ 91
Terrorism		\$ 0
Identity Recovery Coverage	\$ 15,000	Included

Location/Building Level:**Location/Building Information:**

Location No./Building No. : 001/001
Street Address : 198 Island Bluff Drive
City, State and Zip Code : Memphis, TN 38103
Protection Class : 02
Class Code : 82261
Description : School - Private - Elementary, Middle Or Jr High
Construction : Fire Resistive
Year Built : 2000
Sprinklered : No
Area : 15,600

	<u>Limits of Insurance</u>	<u>Premium</u>
Business Personal Property	\$ 300,000	\$ 345
Fungi Limited Coverage	\$ 50,000	\$ Included
Fungi Limited Business Interruption	\$ 30 Days	\$ Included

Stretch Endorsements:**Premium**

Schools Stretch

See Stretch Summary Attached

\$

184

The Limits of Insurance for the following Additional Coverages are in addition to any other limit of insurance provided under this policy

<i>Stretch for Schools Summary</i>	
<i>Coverage</i>	<i>Limit</i>
Accounts Receivable – On/Off Premises	\$ 100,000
Additional Covered Property	Included
Animals	\$ 25,000/ \$1,500 per Animal
Claim Expenses	\$ 5,000
Computers and Media	\$ 50,000
Debris Removal	\$ 25,000
Fine Arts	\$ 25,000
Fire Department Service Charge Revised Limit	\$ 25,000
Lost Keys	\$ 500
Off-Premises Utility Services – Direct Damage	\$ 25,000
Ordinance or Law Coverage –	
- Loss to the Undamaged Portion of the Building	Included in Building Limit
- Demolition	\$ 100,000
- Increased Cost of Construction	\$ 100,000
Pairs or Sets	Up to Business Personal Property Limit
Paved Surfaces	\$ 100,000
Personal Property of Others	\$ 50,000
Pollutants and Contaminates – Clean Up Increased Limits	\$ 25,000
Property at Other Premises	\$ 10,000
Salespersons' Samples	\$ 5,000
Sewer and Drain Back Up	Included up to Covered Property Limit
Sump Overflow or Sump Pump Failure	\$ 15,000
Temperature Change	\$ 25,000
Tenant Building and Business Personal Property Coverage-Required by Lease	\$ 20,000
Transit Property in the Care of Carriers for Hire	\$ 100,000
Unauthorized Business Card Use	\$ 2,500
Valuable Papers and Records – On/Off Premises	\$ 100,000

The Limits of Insurance for the following Coverage Extensions are a replacement of the Limit of Insurance provided under the Property Coverage Form.

<i>Coverage</i>	<i>Limit</i>
Harvested Crops	\$ 25,000
Newly Acquired or Constructed Property – 180 Days	
Building	\$1,000,000
Business Personal Property	\$ 500,000
Business Income and Extra Expense	\$ 500,000
Outdoor Property	\$ 25,000 aggregate/ \$1,000 per item
Personal Effects of Employees	\$50,000 /\$10,000 per Employee Tools
Personal Effects of Students	\$100,000 /\$2,500 per Student
Property Off Premises	\$50,000

The following changes apply only if Business Income and Extra Expense are covered under this policy. The Limits of Insurance for the following Business Income and Extra Expense Coverages are in addition to any other Limit of Insurance provided under this policy:

Coverage

Business Income Extension for Off-Premises Utility Services
Business Income from Auxiliary Operations
Temporarily Leased or Rented Properties

Limit

\$ 25,000
\$25,000
10% of Business Income Limit Up to
\$100,000

The following Limit of Insurance for the following Business Income Coverage is a replacement of the Limit of Insurance provided under the Property Coverage Form.

Coverage

Extended Business Income

Limit

120 Days

The following changes apply only if the Special Property Coverage Form applies to this policy. The Limits of Insurance for the following Additional Coverages are a replacement of the limit of insurance provided under the Special Property Coverage form:

Coverage

Theft of Patterns, Dies, Molds and Forms

Limit

Up to Business Personal Property Limit

Recommendations and Comments

DISCLOSURE PURSUANT TO TERRORISM RISK INSURANCE ACT

On December 26, 2007, legislation was enacted extending the Terrorism Risk insurance Act (as amended "TRIA"). In accordance with TRIA, we are required to offer you coverage for "certified acts of terrorism" in policies for which the act applies. However, coverage for "certified acts of terrorism" is limited by the terms, conditions, exclusions, limits, endorsements and other provisions of your policy(ies), as well as any applicable rules of law to which this coverage quote applies.

"Certified act of terrorism" means an act that is certified by the Secretary of the Treasury, in concurrence with the Secretary of State and the Attorney General of the United States, to be an act of terrorism. The criteria contained in TRIA for a "certified act of terrorism" include the following:

1. The act resulted in insured losses in excess of \$5 million in the aggregate, attributable to all types of insurance subject to TRIA; and
2. The act resulted in damage within the United States, or outside the United States in the case of certain air carriers or vessels or the premises of an United States mission; and
3. The act is a violent act or an act that is dangerous to human life, property or infrastructure and is committed by an individual or individuals acting as part of an effort to coerce the civilian population of the United States or to influence the policy or affect the conduct of the United States Government by coercion.

Disclosure of Premium

In accordance with TRIA, we are required to provide you with a notice disclosing the portion of your premium, if any, attributable to coverage for "certified acts of terrorism" under TRIA. The portion of your premium attributable to this terrorism coverage is shown in the premium section(s) of this quote proposal.

Disclosure of Federal Participation in Payment of Terrorism Losses

The United States Department of the Treasury will pay a share of terrorism losses insured under the federal program. The federal share equals 85% of that portion of such insured losses that exceeds the applicable insurer deductible. However, if aggregate industry insured losses attributable to certified acts of terrorism under TRIA exceed \$100 billion in a Program Year (January 1 through December 31), the Treasury shall not make any payment for any portion of such losses that exceeds \$100 billion.

Cap on Insurer Participation in Payment of Terrorism Losses

If aggregate industry insured losses attributable to "certified acts of terrorism" under TRIA, exceed \$100 billion in a Program Year (January 1 through December 31) and we have met our insurer deductible under TRIA, we shall not be liable for the payment of any portion of the amount of such losses that exceeds \$100 billion, and in such case insured losses up to that amount are subject to pro rata allocation in accordance with procedures established by the Secretary of the Treasury.

PLEASE CONTACT YOUR AGENT, BROKER OR REPRESENTATIVE IF YOU HAVE QUESTIONS

* The Total Spectrum Annual Premium includes State Surcharges of \$ 0 and a policy base premium of \$138.00

Payment Plan: Monthly Installments - Three Months Down

The Hartford Direct Bill System, offers you the flexibility of various payment plans. You can tailor a plan to meet your cash flow needs. For each installment, there is a nominal fee. Also, to help you keep track of your premium payments, all of your Hartford Commercial Business can be placed on one payment plan.

To make paying your premiums as easy as possible, we also offer you the benefit of electronic payments. With this option, your payments are automatically deducted from your bank account, in accordance with the schedule you select. So there's no bill, no check, no stamp, no worry. When you receive your first bill, just call the toll free number provided and ask to sign up for Repetitive EFT (Repetitive Electronic Funds Transfer).

Total Annual Spectrum Premium

\$ 8,045.00*

Acknowledged and Accepted By

(Signature of the Insured) On _____

(Date)

Regardless of whether an authorized representative has bound coverage, the coverages and premium stated herein are preliminary and subject to change based upon additional underwriting review. Coverage bound may be cancelled immediately upon notice to the insured and/or its agent subject to applicable state law. Coverage will expire upon the expiration of the 30-day period without further notice, unless extended in writing with consent of The Hartford. Coverage cannot be backdated without a signed no-loss letter and consent of The Hartford.

The coverage descriptions in this proposal are abbreviated. Any coverage bound in accordance with the terms of this proposal is subject to the terms, conditions, limitations and exclusions of the applicable policy(ies). If there is any conflict between the coverage statements within this proposal and the applicable insurance policy(ies), the policy provisions will prevail. For questions regarding this proposal, contact your independent Hartford agent or authorized Hartford representative.

Policy Number: 46SBAVI5449

TRIDENT INSURANCE
&
FINANCIAL SERVICES



Workers' Compensation Proposal
Prepared for:

MEMPHIS SCHOOL OF EXCELLENCE
198 ISLAND BLUFF DRIVE
MEMPHIS, TN 38103

Proposed by Trident Insurance & Financial Services

This document is a proposal of insurance for the applicant indicated above. It is not to be used as proof of coverage, unless bound by agent signature.

Coverage
bound for
30 days,
Effective

By

(Date)

(Authorized Representative)

Proposal Date 9/24/2009

Regardless of whether an authorized representative has bound coverage, the coverages and premium stated herein are preliminary and subject to change based upon additional underwriting review. Coverage bound may be cancelled immediately upon notice to the insured and/or its agent subject to applicable state law. Coverage will expire upon the expiration of the 30-day period without further notice, unless extended in writing with consent of The Hartford. Coverage cannot be backdated without a signed no-loss letter and consent of The Hartford.

The premium amounts stated herein are determined based on the coverages and limits selected together with the specific characteristics of the insured. Changes to coverages, limits or insured characteristics may result in changes in premium and may only be determined by The Hartford or its automated submission system.

The coverage descriptions in this proposal are abbreviated. Any coverage bound in accordance with the terms of this proposal is subject to the terms, conditions, limitations and exclusions of the applicable policy(ies). If there is any conflict between the coverage statements within this proposal and the applicable insurance policy(ies), the policy provisions will prevail. For questions regarding this proposal, contact your independent Hartford agent or authorized Hartford representative.

Why The Hartford?

Company:

- Founded in 1810, The Hartford is a leading provider of business property and casualty, personal automobile and homeowners, investment products, life insurance and group benefits

Product:

- Broad coverages at competitive prices – The Hartford and (Agency Name) are committed to bringing value to you at an affordable price.

Claims Excellence:

- Claim reporting available any time, day or night
- State-of-the-art technology enables fast claim settlements

Numerous Premium Payment Options:

- Pay by phone or by check
- Or, take advantage of Electronic Funds Transfer (EFT) – no check, stamp or worries

The Hartford offers innovative solutions to other lines of commercial insurance as well. They realize that cash flow is very important to small business owners. Are you interested in paying your Workers' Compensation premium on a pay-as-you-go basis? QuickBooks®* payroll users are eligible for our XactPAY Web® billing option. The premium is calculated and withdrawn from your bank account with every payroll run through QuickBooks®. Benefits include:

- Elimination of a large down payment
- Elimination of late fees, finance and billing fees
- Elimination of the need to write checks
- Potential to minimize audit adjustments

Buying business insurance can be intimidating. The Hartford is here to help. A site dedicated to small business owners, <http://sb.thehartford.com/> helps you find out what hundreds of insurance terms mean and ways to reduce your risk.

**QuickBooks® is a registered trademark and service mark of Intuit, Inc. in the United States and other countries and is displayed herein with permission. XactPAY Web is a special edition for QuickBooks users with (1) the 2006 or newer version of QuickBooks Pro/Premier/Enterprise U.S. PC (XactPay Web is not available to QuickBooks Simple Start users), and (2) a subscription for Intuit QuickBooks Basic, Standard, Enhanced or Assisted Payroll (XactPay Web is not available to QuickBooks Online Payroll subscribers). The purchase of a Hartford Workers' Compensation policy is necessary to utilize the XactPAY Web service. All insurance policies offered by The Hartford are sold through licensed agents appointed by The Hartford. The Hartford coverages described herein may be offered by one or more of the property and casualty insurance subsidiaries of The Hartford Financial Group, Inc.*

Worker's Compensation Proposal
Proposed with
Hartford Insurance Company of the Midwest
10/1/2009 to 10/1/2010

Part I – Workers' Compensation Insurance (Coverage A and C)

Statutory Coverage as provided by the following states:

Tennessee

Coverage includes Medical and Loss of Income Benefits for injuries arising out of a work related injury.

Part II – Employers Liability Insurance (Coverage B)

Limits of Insurance

Bodily Injury By Accident	\$ 1,000,000	Each Accident
Bodily Injury By Disease	\$ 1,000,000	Policy Limit
Bodily Injury By Disease	\$ 1,000,000	Each Employee

Rating Information:

State:	Tennessee	Location:	01		
Class Code	Description:	Rate:	Premium Basis (Rate per \$100 of Exposure)	Class Premium:	
8868	School - Professional Employees & Clerical	.33	900,000	\$	2,970.00

State Recap:

Total Class Premium		\$	2,970.00
Increased Limits Part Two	2.80 %	\$	83.00
To Equal Increased Limits Minimum Premium		\$	67.00
Total Estimated Annual Standard Premium		\$	3,120.00
Expense Constant 0900		\$	180.00
Terrorism (9740) 900,000	.0100	\$	90.00
Catastrophe (9741) 900,000	.0200	\$	180.00
Total Estimated Annual Premium		\$	3,570.00

Notes

Premium is based on an estimated payroll and subject to annual audit.

At the inception of the policy period our records show that you have employees located in the following states:
Tennessee

If you have employees working in any other states, please notify our office immediately.

Sole Proprietors are not automatically covered for Workers' Compensation Coverage and must elect to be covered.

No single endorsement combines as many workers' compensation enhancements as our broad form. Both our no-cost basic version and our inexpensive extended version, exceed legal requirements.

Merit Mods are tentative and subject to final calculation.

- Our basic broad form offers a number of enhancements **at no additional charge**. A few of these coverages include: *(not applicable in all states)*
 - Voluntary Compensation Covered
 - Employer Liability Stop Gap in Monopolistic States
 - Pay for reasonable Expenses, including Loss of Earnings
- Our **Extended** broad form includes coverages in the **Basic** broad form and provides several additional coverages **for an added charge**: *(not applicable in all states)*
 - 500/500/500 Employers Liability Limits
 - Foreign Voluntary Compensation
 - Longshore and Harbor Workers' Compensation Act Coverage Endorsement

Recommendations and Comments

Premium Summary

10/1/2009 to 10/1/2010
Term

DISCLOSURE PURSUANT TO TERRORISM RISK INSURANCE ACT

On December 26, 2007, legislation was enacted extending the Terrorism Risk insurance Act (as amended "TRIA"). In accordance with TRIA, we are required to offer you coverage for "certified acts of terrorism" in policies for which the act applies. However, coverage for "certified acts of terrorism" is limited by the terms, conditions, exclusions, limits, endorsements and other provisions of your policy(ies), as well as any applicable rules of law to which this coverage quote applies.

"Certified act of terrorism" means an act that is certified by the Secretary of the Treasury, in concurrence with the Secretary of State and the Attorney General of the United States, to be an act of terrorism. The criteria contained in TRIA for a "certified act of terrorism" include the following:

1. The act resulted in insured losses in excess of \$5 million in the aggregate, attributable to all types of insurance subject to TRIA; and
2. The act resulted in damage within the United States, or outside the United States in the case of certain air carriers or vessels or the premises of an United States mission; and
3. The act is a violent act or an act that is dangerous to human life, property or infrastructure and is committed by an individual or individuals acting as part of an effort to coerce the civilian population of the United States or to influence the policy or affect the conduct of the United States Government by coercion.

Disclosure of Premium

In accordance with TRIA, we are required to provide you with a notice disclosing the portion of your premium, if any, attributable to coverage for "certified acts of terrorism" under TRIA. The portion of your premium attributable to this terrorism coverage is shown in the premium section(s) of this quote proposal.

Disclosure of Federal Participation in Payment of Terrorism Losses

The United States Department of the Treasury will pay a share of terrorism losses insured under the federal program. The federal share equals 85% of that portion of such insured losses that exceeds the applicable insurer deductible. However, if aggregate industry insured losses attributable to certified acts of terrorism under TRIA exceed \$100 billion in a Program Year (January 1 through December 31), the Treasury shall not make any payment for any portion of such losses that exceeds \$100 billion.

Cap on Insurer Participation in Payment of Terrorism Losses

If aggregate industry insured losses attributable to "certified acts of terrorism" under TRIA, exceed \$100 billion in a Program Year (January 1 through December 31) and we have met our insurer deductible under TRIA, we shall not be liable for the payment of any portion of the amount of such losses that exceeds \$100 billion, and in such case insured losses up to that amount are subject to pro rata allocation in accordance with procedures established by the Secretary of the Treasury.

PLEASE CONTACT YOUR AGENT, BROKER OR REPRESENTATIVE IF YOU HAVE QUESTIONS

Total WC Estimated Annual Premium

\$ 3,570.00

Policy Minimum Premium: \$ 381 (TN)

The Hartford Direct Bill System, offers you the flexibility of various payment plans. You can tailor a plan to meet your cash flow needs. For each installment, there is a nominal fee. Also, to help you keep track of your premium payments, all of your Hartford Commercial Business can be placed on one payment plan.

Acknowledged and Accepted By

The coverage descriptions in this proposal are abbreviated. Any coverage bound in accordance with the terms of this proposal is subject to the terms, conditions, limitations and exclusions of the applicable policy(ies). If there is any conflict between the coverage statements within this proposal and the applicable insurance policy(ies), the policy provisions will prevail. For questions regarding this proposal, contact your independent Hartford agent or authorized Hartford representative.

APPENDIX M

Financial Commitments

PROMISSORY NOTE

Amount: \$38,000.00

Date: 09/14/2009

FOR VALUE RECEIVED, after date, without grace, in the manner, on the date or dates, and in the amounts herein specified, the undersigned, Memphis School of Excellence (dba Read Foundation, a Tennessee nonprofit corporation, "Maker") promises to pay to the order of Murat Dagli (hereinafter called "Payee"), at 10618 Clearview Place Houston, TX 77025, or at such other address as the Payee or other owner and holder of this Note may from time to time, in writing, designate to the Maker, the principal sum of thirtyeight thousands and no/100 dollars (\$38,000.00) in legal and lawful money of the United States of America, which shall be legal tender for public and private debts at the time of payment, with interest from the date hereof on the principal balance from time to time remaining unpaid prior to default or maturity, at the pre-default rate of five percent (5%) per annum.

This Note shall be due and payable upon demand after 09/15/2011. Maker herein reserves the right to prepay all or a portion of this Note without penalty.

If default be made in the payment of any installment of principal or interest under this Note and such default continues for a period of ten (10) days following written notice of such default, then the entire principal balance and accrued interest owing hereon shall at once become due and payable without notice, at the option of the holder of this Note. Failure to exercise this option shall not constitute a waiver of the right to exercise the same in the event of any subsequent default.

All past-due principal and, if permitted by applicable state or federal law, of interest shall bear interest at the highest non-usurious interest rate permitted by applicable state or federal law, or if no such maximum rate is established by applicable state or federal law, then at the rate eighteen percent (18%) per annum or the maximum rate allowable by law.

The makers, signers, sureties, guarantors, and endorsers of this Note severally waive demand, presentment, notice of dishonor, notice of intent to accelerate maturity hereof, notice of acceleration, diligence in collecting, grace, notice, and protest and agree to one or more extensions for any period or periods of time and partial payments, before or after maturity, without prejudice to the holder; and if this Note or any instrument collateral to it shall be collected by legal proceedings or through a probate or bankruptcy court, or shall be placed in the hands of an attorney for collection after default or maturity, the undersigned agrees to pay all costs of collection, including reasonable attorneys' fees.

All agreements between the Maker and the holder hereof, whether now existing or hereafter arising and whether written or oral, are hereby limited so that in no contingency, whether by reason of acceleration of the maturity hereof

or otherwise, shall the interest paid or agreed to be paid to the holder hereof exceed the highest non-usurious interest rate permissible under applicable state or federal law (the "Maximum Rate"). If from any circumstance whatsoever interest would otherwise be payable to the holder hereof at a rate in excess of the Maximum Rate, then the interest payable to the holder hereof shall be reduced to the Maximum Rate, and if from any circumstance the holder hereof shall ever receive anything of value deemed interest by applicable law which would exceed interest at the Maximum Rate, an amount equal to any excessive interest shall be applied to the reduction of the principal amount hereunder and not to the payment of interest, or if such excessive interest exceeds the unpaid balance of principal hereof, such excess shall be refunded to the undersigned. All interest paid or agreed to be paid to the holder hereof shall, to the extent permitted by applicable law, be amortized, prorated, allocated, and spread throughout the full period until payment in full of the principal of this Note (including the period of any renewal or extension hereof) so that the rate of interest hereon is uniform throughout the term hereof. This paragraph shall control all agreements between the Maker and the holder hereof.

Any check, draft, money order, or other instrument given in payment of all or any portion of this Note may be accepted by the holder hereof and handled in collection in the customary manner, but the same shall not constitute payment hereunder or diminish any rights of the holder hereof except to the extent that actual cash proceeds of such instruments are unconditionally received by the holder and applied to this Note in the manner elsewhere herein provided.

THIS NOTE SHALL BE CONSTRUED AND ENFORCED UNDER AND IN ACCORDANCE WITH AND SHALL BE GOVERNED BY THE APPLICABLE LAWS OF THE STATE OF TENNESSEE AND THE UNITED STATES OF AMERICA.

Memphis School of Excellence (Read Foundation, a Tennessee non-profit corporation).

Maker

BY : Read Foundation

NAME : Cem Akkus

TITLE : President

PROMISSORY NOTE

Amount: \$42,000.00

Date: 09/17/2009

FOR VALUE RECEIVED, after date, without grace, in the manner, on the date or dates, and in the amounts herein specified, the undersigned, Memphis School of Excellence (dba Read Foundation, a Tennessee nonprofit corporation, "Maker") promises to pay to the order of Jacob Altunisik (hereinafter called "Payee"), at 9525 Katy Freeway #142 Houston, TX 77024, or at such other address as the Payee or other owner and holder of this Note may from time to time, in writing, designate to the Maker, the principal sum of fortytwo thousands and no/100 dollars (\$42,000.00) in legal and lawful money of the United States of America, which shall be legal tender for public and private debts at the time of payment, with interest from the date hereof on the principal balance from time to time remaining unpaid prior to default or maturity, at the pre-default rate of five percent (5%) per annum.

This Note shall be due and payable upon demand after 09/15/2011. Maker herein reserves the right to prepay all or a portion of this Note without penalty.

If default be made in the payment of any installment of principal or interest under this Note and such default continues for a period of ten (10) days following written notice of such default, then the entire principal balance and accrued interest owing hereon shall at once become due and payable without notice, at the option of the holder of this Note. Failure to exercise this option shall not constitute a waiver of the right to exercise the same in the event of any subsequent default.

All past-due principal and, if permitted by applicable state or federal law, of interest shall bear interest at the highest non-usurious interest rate permitted by applicable state or federal law, or if no such maximum rate is established by applicable state or federal law, then at the rate eighteen percent (18%) per annum or the maximum rate allowable by law.

The makers, signers, sureties, guarantors, and endorsers of this Note severally waive demand, presentment, notice of dishonor, notice of intent to accelerate maturity hereof, notice of acceleration, diligence in collecting, grace, notice, and protest and agree to one or more extensions for any period or periods of time and partial payments, before or after maturity, without prejudice to the holder; and if this Note or any instrument collateral to it shall be collected by legal proceedings or through a probate or bankruptcy court, or shall be placed in the hands of an attorney for collection after default or maturity, the undersigned agrees to pay all costs of collection, including reasonable attorneys' fees.

All agreements between the Maker and the holder hereof, whether now existing or hereafter arising and whether written or oral, are hereby limited so that in no contingency, whether by reason of acceleration of the maturity hereof

or otherwise, shall the interest paid or agreed to be paid to the holder hereof exceed the highest non-usurious interest rate permissible under applicable state or federal law (the "Maximum Rate"). If from any circumstance whatsoever interest would otherwise be payable to the holder hereof at a rate in excess of the Maximum Rate, then the interest payable to the holder hereof shall be reduced to the Maximum Rate, and if from any circumstance the holder hereof shall ever receive anything of value deemed interest by applicable law which would exceed interest at the Maximum Rate, an amount equal to any excessive interest shall be applied to the reduction of the principal amount hereunder and not to the payment of interest, or if such excessive interest exceeds the unpaid balance of principal hereof, such excess shall be refunded to the undersigned. All interest paid or agreed to be paid to the holder hereof shall, to the extent permitted by applicable law, be amortized, prorated, allocated, and spread throughout the full period until payment in full of the principal of this Note (including the period of any renewal or extension hereof) so that the rate of interest hereon is uniform throughout the term hereof. This paragraph shall control all agreements between the Maker and the holder hereof.

Any check, draft, money order, or other instrument given in payment of all or any portion of this Note may be accepted by the holder hereof and handled in collection in the customary manner, but the same shall not constitute payment hereunder or diminish any rights of the holder hereof except to the extent that actual cash proceeds of such instruments are unconditionally received by the holder and applied to this Note in the manner elsewhere herein provided.

THIS NOTE SHALL BE CONSTRUED AND ENFORCED UNDER AND IN ACCORDANCE WITH AND SHALL BE GOVERNED BY THE APPLICABLE LAWS OF THE STATE OF TENNESSEE AND THE UNITED STATES OF AMERICA.

Memphis School of Excellence (Read Foundation, a Tennessee non-profit corporation).

Maker

BY : Read Foundation

NAME : Cem Akkus

TITLE : President

PROMISSORY NOTE

Amount: \$22,000.00

Date: 09/15/2009

FOR VALUE RECEIVED, after date, without grace, in the manner, on the date or dates, and in the amounts herein specified, the undersigned, Memphis School of Excellence (dba Read Foundation, a Tennessee nonprofit corporation, "Maker") promises to pay to the order of Omer Ozmeral (hereinafter called "Payee"), at 5500 Highland Dr. #1431 Little Rock, AR 72223, or at such other address as the Payee or other owner and holder of this Note may from time to time, in writing, designate to the Maker, the principal sum of twentytwo thousands and no/100 dollars (\$22,000.00) in legal and lawful money of the United States of America, which shall be legal tender for public and private debts at the time of payment, with interest from the date hereof on the principal balance from time to time remaining unpaid prior to default or maturity, at the pre-default rate of five percent (5%) per annum.

This Note shall be due and payable upon demand after 09/15/2011. Maker herein reserves the right to prepay all or a portion of this Note without penalty.

If default be made in the payment of any installment of principal or interest under this Note and such default continues for a period of ten (10) days following written notice of such default, then the entire principal balance and accrued interest owing hereon shall at once become due and payable without notice, at the option of the holder of this Note. Failure to exercise this option shall not constitute a waiver of the right to exercise the same in the event of any subsequent default.

All past-due principal and, if permitted by applicable state or federal law, of interest shall bear interest at the highest non-usurious interest rate permitted by applicable state or federal law, or if no such maximum rate is established by applicable state or federal law, then at the rate eighteen percent (18%) per annum or the maximum rate allowable by law.

The makers, signers, sureties, guarantors, and endorsers of this Note severally waive demand, presentment, notice of dishonor, notice of intent to accelerate maturity hereof, notice of acceleration, diligence in collecting, grace, notice, and protest and agree to one or more extensions for any period or periods of time and partial payments, before or after maturity, without prejudice to the holder; and if this Note or any instrument collateral to it shall be collected by legal proceedings or through a probate or bankruptcy court, or shall be placed in the hands of an attorney for collection after default or maturity, the undersigned agrees to pay all costs of collection, including reasonable attorneys' fees.

All agreements between the Maker and the holder hereof, whether now existing or hereafter arising and whether written or oral, are hereby limited so that in no contingency, whether by reason of acceleration of the maturity hereof

or otherwise, shall the interest paid or agreed to be paid to the holder hereof exceed the highest non-usurious interest rate permissible under applicable state or federal law (the "Maximum Rate"). If from any circumstance whatsoever interest would otherwise be payable to the holder hereof at a rate in excess of the Maximum Rate, then the interest payable to the holder hereof shall be reduced to the Maximum Rate, and if from any circumstance the holder hereof shall ever receive anything of value deemed interest by applicable law which would exceed interest at the Maximum Rate, an amount equal to any excessive interest shall be applied to the reduction of the principal amount hereunder and not to the payment of interest, or if such excessive interest exceeds the unpaid balance of principal hereof, such excess shall be refunded to the undersigned. All interest paid or agreed to be paid to the holder hereof shall, to the extent permitted by applicable law, be amortized, prorated, allocated, and spread throughout the full period until payment in full of the principal of this Note (including the period of any renewal or extension hereof) so that the rate of interest hereon is uniform throughout the term hereof. This paragraph shall control all agreements between the Maker and the holder hereof.

Any check, draft, money order, or other instrument given in payment of all or any portion of this Note may be accepted by the holder hereof and handled in collection in the customary manner, but the same shall not constitute payment hereunder or diminish any rights of the holder hereof except to the extent that actual cash proceeds of such instruments are unconditionally received by the holder and applied to this Note in the manner elsewhere herein provided.

THIS NOTE SHALL BE CONSTRUED AND ENFORCED UNDER AND IN ACCORDANCE WITH AND SHALL BE GOVERNED BY THE APPLICABLE LAWS OF THE STATE OF TENNESSEE AND THE UNITED STATES OF AMERICA.

Memphis School of Excellence (Read Foundation, a Tennessee non-profit corporation).

Maker

BY : Read Foundation

NAME : Cem Akkus

TITLE : President

APPENDIX N

Board Resolution

Board Resolution
to Authorize the Submission of the Charter School Application

On the 26th day of September, 2009, at a meeting of the board of directors of the Read Foundation, a non-profit foundation, held in the City of Memphis, Shelby County, Tennessee with a quorum of the directors present, the following business was conducted;

It was duly moved and seconded that the following resolution be adapted:

BE IT RESOLVED that the Board of Directors of the above foundation do hereby authorize the President, Mr. Cem Akkus, and his successors in office to prepare and submit a charter school application on behalf of the Foundation and further we do hereby give him the power and authority to do all things necessary to implement, maintain, amend, or renew the contract.

The above resolution was passed by a unanimous voting in accordance with the bylaws and Article of Incorporation.

I certify that the above and foregoing constitutes a true and correct copy of a part of the minutes of a meeting of the board of directors of Read Foundation held on the 26th day of September, 2009.

Cem Akkus
Name of Board President

09 / 26 / 2009
Date (mm/dd/yyyy)



Signature of Board President

APPENDIX O

Additional key rules and policies for school operation

ORGANIZATION, PHILOSOPHY AND GOALS

Policy Development, Adoption and Review

The development and adoption of policies to govern operation of the School are the responsibility of the Board. In developing policy, the Board may solicit input from the community, staff and other professionals.

At any meeting of the Board, policies governing the schools may be enacted, amended or repealed by a majority vote. The formal adoption of policies shall be recorded in the minutes of the Board. Only those written statements so adopted and so recorded shall be regarded as official Board policy.

Implementation

The Principal is assigned the responsibility for insuring that all Board policies, rules and regulations are implemented. The Board authorizes the Principal to develop administrative guidelines in order to implement Board policy. The Principal shall notify all employees and students of their need to abide by Board policies and regulations. Administrators shall prepare staff, student and parent handbooks that interpret Board policies and state rules and regulations which affect each population set. The handbooks shall be revised annually and distributed within the first month of the school term.

Review

The Board shall review written policies on a continuing basis to ensure consistency and legality of Board action and administrative decisions. Policies shall be reviewed and revised as a result of newly enacted state and/or federal legislation, court decisions, as a result of research and/or policy development as presented by state and/or national organizations and agencies, or for other reasons as determined by the Board.

Posting Board Policies and Student Handbooks

During periods of time in which the School maintains a web site, the Board's policies and regulations along with student handbooks will be posted on the web site.

GENERAL ADMINISTRATION

Equal Opportunity

The School is committed to providing equal opportunity in all areas of education, recruiting, hiring, retention, promotion and contracted service. The School further commits itself to the policy that there shall be no unlawful discrimination against any person because of race, color, religion, disability, age, gender or national origin.

The School's equal opportunity policy extends to prohibitions against unlawful harassment of students or employees because of the individual's race, color, religion, disability, age, gender or national origin.

GENERAL ADMINISTRATION

Equal Opportunity

Civil Rights, Title IX, Section 504

The School assures that it will comply with:

1. Title VI of the Civil Rights Act of 1964, as amended, 42 U.S.C. 2000d et seq., which prohibits discrimination on the basis of race, color, or national origin in programs and activities receiving Federal financial assistance.
2. Section 504 of the Rehabilitation Act of 1973 (Section 504), as amended, 29 U.S.C. 794, which prohibits discrimination on the basis of disability in programs and activities receiving Federal financial assistance.
3. Title IX of the Education Amendments of 1972 (Title IX), as amended, 20 U.S.C. 1681 et seq., which prohibits discrimination on the basis of sex in educational programs and activities receiving Federal financial assistance. The provisions of Title IX apply to students with regard to educational opportunities and freedom from harassment, employees with regard to employment opportunities and freedom from harassment, and to individuals with whom the Board does business.
4. The Age Discrimination Act of 1975, as amended 42 U.S.C. 6101 et seq., which prohibits discrimination on the basis of age in programs or activities receiving Federal financial assistance.
5. All regulations, guidelines, and standards lawfully adopted under the above statutes by the United States Department of Education.

The School shall appoint an administrator(s) to assure compliance with Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, and the Age Discrimination Act of 1975. The School may designate only one employee to serve as both the Title IX and Section 504 Coordinator. In that case, the individual must assume the responsibilities of both coordinators. Those responsibilities are outlined in Regulation 1310.

It is the policy of the School to process all grievances in a fair and expeditious manner, with the intent of resolving them in a mutually agreeable manner. Regulation 1310 provides mechanisms for the resolution of grievances/complaints by employees, patrons and/or students relating to discrimination under Section 504 and Title IX.

GENERAL ADMINISTRATION

Parent/Family Involvement in Education

The Board recognizes the positive effects of parents/families' involvement in the education of their children. The Board is committed to strong parent/family involvement in working collaboratively with School staff as knowledgeable partners in educating School students. In order to implement the Board's commitment to parent/family involvement in education, the Principal will appoint a committee of parents, staff, and community representatives to serve as the school's Parent Involvement Committee. The Committee's responsibilities will include recommendations for program development, parent/staff training and program evaluation.

GENERAL ADMINISTRATION

Prohibition Against Firearms and Weapons

The presence of firearms and weapons poses a substantial risk of serious harm to School students, staff and community members. Therefore, possession of firearms and weapons is prohibited on school premises at all times except for law enforcement officials. As used in this policy, the phrase *school premises* includes all School buildings, grounds, vehicles and parking areas. This prohibition also extends to the sites of school activities, whether or not those school activities are conducted on School property.

Individuals found to be in violation of this policy will be dealt with severely. Students will be disciplined up to and including expulsion. Law enforcement officials will be notified and the individual violating this policy will be directed to leave school premises. Non-students violating this policy will be barred from all school premises and school activities for a period of one (1) year. Subsequent violations by the same individual will result in a permanent bar from school premises and school activities.

Student participation in school sanctioned gun safety courses, student military or ROTC courses, or other school sponsored firearm related events does not constitute a violation of this policy, provided the student does not carry a firearm or other weapon into any school, school bus, or onto the premises of any other activity sponsored or sanctioned by school officials. In addition, persons passing through school school property for purposes of dropping off or picking up a student do not violate this policy if they possess a lawful permitted weapon in the vehicle during this time.

GENERAL ADMINISTRATION

Public Access to School Documents

The School provides public access for the inspection and copying of the School's public records. As a general practice, the School requires advance payment of a copy fee that does not exceed ten (10) cents per page for pages not larger than nine by fourteen inches and a search and duplication fee that does not exceed the average hourly rate of pay for School clerical staff. However, copies of the School's public records may be provided without a fee or at a reduced fee when the Board determines that a reduction is in the public interest. In assessing fee reductions, the Board will consider the potential that the reduction will significantly contribute to public understanding of the School's operations and will consider the degree of commercial value to be gained by the person requesting a fee reduction. In accordance with state law, search time that would require more than clerical duplication of documents may be charged at the actual cost of research time.

Similarly the School will provide public access for inspection and duplication of the School's public records maintained on audio, video, or similar media. Public access includes but is not limited to computer facilities, recording tapes, discs, videotapes, films, pictures, slides, graphics, and illustrations. The School requires advance payment not to exceed the cost of copies, staff time (not to exceed the average hourly rate of pay for clerical staff), and the cost of the disk or tape used for duplication.

In order to facilitate public access to the School's public records, the Board will appoint a custodian of records. The custodian will be responsible for maintaining the School's public records as well as for assuring access to the School's public records. The identity, business address, and office telephone number of the custodian of records will be published annually and will be available at the School's administrative office.

The School will make available for public inspection, and provide upon request, to the parent, guardian, or other custodian of any school age pupil resident in Memphis City Schools the following information:

- the School's Charter;
- the School's most recent annual report card published according to state law; and
- the results of background checks on the school's board members.

GENERAL ADMINISTRATION

Public Complaints

Although no member of the school community shall be denied the right to petition the Board for redress of a grievance, the complaints will be referred through the proper administrative channels for solution before investigation or action by the Board. Exceptions are complaints that concern Board actions or Board operations only.

The Board advises the school community that the proper channeling of complaints involving instruction, discipline, or learning materials is as follows:

1. Teacher
2. Principal
3. Board

Any complaint about school personnel will be investigated by the Administration before consideration and action by the Board.

GENERAL ADMINISTRATION

Records

Custodian of School Records

The Board will designate the custodian of School records who shall maintain, protect, and make such records accessible to authorized persons.

GENERAL ADMINISTRATION

Protection of Student Rights

All instructional materials, including teachers' manuals, films, tapes or other supplementary material which will be used in connection with any student survey, analysis or evaluation shall be available for inspection by parents/guardians of the students. This requirement also applies to the collection, disclosure or use of student information for marketing surveys.

No student shall be required to submit to a survey, analysis, or evaluation as part of a school program or marketing survey that requires students to reveal personal information concerning:

1. Political affiliations of the student or student's family;
2. Mental and psychological problems of the student or his/her family;
3. Sexual behavior and attitudes;
4. Illegal, antisocial or self-incriminating behavior;
5. Critical appraisals of other individuals with whom respondents have close family relationships;
6. Religious practices and affiliations;
7. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians and ministers; or
8. Income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance.

The School will give parents notice of their right to inspect surveys and instructional materials used in educating their children, and of the right to opt their child out of participating in activities that concern any of the above eight areas.

GENERAL ADMINISTRATION

Administrative Reports

The Board may require reports from the Principal and other administrative officials concerning the status of School programs, educational needs and long-term School planning. The Board will take steps to monitor the success of the school in achieving its educational objectives.

The School will provide Memphis City Schools with all information necessary to confirm compliance with all provisions of the School's Charter and relevant state statutes in a timely manner as requested by Memphis City Schools.

STUDENTS

Nondiscrimination and Student Rights

The Board reaffirms its belief that every student regardless of race, creed, color, sex, cultural or socioeconomic status or disabling condition be given equal opportunity for educational development.

The Board recognizes the importance of providing each student with a school environment conducive to intellectual, emotional and social growth through participation in a full range of educational programs and activities. Board and staff commitments insure equal educational opportunities in course offerings, guidance and counseling, test procedures, extracurricular activities, discipline procedures and student support services.

(Additional Students Policies may be found in Appendix J – Emergency Handbook of Memphis School of Excellence Charter Proposal)

STUDENTS

Nondiscrimination and Student Rights

Equal Educational Opportunity

It is the policy of the Board to provide a free and appropriate education for students with disabilities. Students with disabilities are those who, because of certain atypical characteristics, have been identified by professionally qualified personnel as requiring special educational planning and services. Students with disabilities will be identified on the basis of physical, health, sensory, and/or emotional handicaps, behavioral problems or observable exceptionalities in mental ability. It is possible that a student may have more than one type of disability.

The School's programs and services available to meet the needs of these students will be in accordance with The Individuals with Disabilities Education Act, The Education for All Handicapped Students Act of 1975, The Rehabilitation Act of 1973, and Section 504. In addition, the identification of students with disabilities and the services provided by the School will be in accordance with the regulations and guidelines of the Memphis City Schools.

STUDENTS

Nondiscrimination and Student Rights

Harassment

It is the policy of the School to maintain a learning environment that is free from harassment because of an individual's race, color, sex, national origin, ethnicity, disability, sexual orientation, or perceived sexual orientation. The School prohibits any and all forms of unlawful harassment and discrimination because of race, color, sex, national origin, ethnicity, disability, sexual orientation, or perceived sexual orientation.

It shall be a violation of School policy for any student, teacher, administrator, or other school personnel of this School to harass or unlawfully discriminate against a student through conduct of a sexual nature, or regarding race, color, national origin, ethnicity, disability, sexual orientation, or perceived sexual orientation as defined by this Policy.

It shall also be a violation of School policy for any teacher, administrator, or other school personnel of this School to tolerate sexual harassment or harassment because of a student's race, color, national origin, ethnicity, disability, sexual orientation, or perceived sexual orientation, as defined by this Policy, by a student, teacher, administrator, other school personnel, or by any third parties who are participating in, observing, or otherwise engaged in activities, including sporting events and other extracurricular activities, under the auspices of the School.

For purposes of this Policy, the term "school personnel" includes school board members, school employees, agents, volunteers, contractors, or persons subject to the supervision and control of the School.

The school will act to promptly investigate all complaints, either formal or informal, verbal or written, of unlawful harassment or unlawful discrimination because of race, color, sex, national origin, ethnicity, disability, sexual orientation, or perceived sexual orientation; to promptly take appropriate action to protect individuals from further harassment or discrimination; and, if it determines that unlawful harassment or discrimination occurred, to promptly and appropriately discipline any student, teacher, administrator, or other school personnel who is found to have violated this Policy, and/or to take other appropriate action reasonably calculated to end the harassment/discrimination.

STUDENTS

Admission and Withdrawal

Homeless Students

The Board is committed to providing equal access for all eligible homeless students to a free, appropriate education in the same manner as is provided to other students. The Principal will review all School's policies to determine whether they act as barriers to the enrollment of homeless students. Special attention will be given to policies regarding immunization, residency, birth certificates, school records and guardianship.

STUDENTS

Admission and Withdrawal

Migrant Students

The Board is committed to the needs assessment and enrollment of migrant students living within the School's attendance area. The Principal is also responsible for implementation and maintenance of the School's program for migrant students.

STUDENTS

Admission and Withdrawal

Student Withdrawal From School

Students who withdraw from school for any reason are required to notify the principal and provide a specific reason for withdrawal.

The principal will submit a monthly report to the Board concerning the identity and reason of each student withdrawing from school. Drop outs will be reported to the Missouri Literacy Hotline.

The principals will respond within five (5) business days to requests by other schools for the records of students transferring from the school. Records transferred pursuant to such requests will include the written notification of criminal charges/adjudications by law enforcement officials for criminal acts.

STUDENTS

Attendance

Student Attendance

The Board believes that regular attendance is essential to achieving success in school. Education is a total process based upon continual communication and shared responsibilities among parents, students, teachers and school. As students mature and progress through the educational system, they should increasingly assume responsibility for regular attendance. However, parents have a legal and moral responsibility to require regular attendance at school.

STUDENTS

Attendance

Truancy and Educational Neglect

The Board believes regular attendance is important to academic success. Therefore, the Board directs that problems with attendance on the part of any student be investigated and acted upon promptly.

Truancy is defined as deliberate absence from school on the part of the pupil with or without the knowledge of the parent/guardian and for which no justifiable excuse is given. When a pattern of truancy becomes evident, the principal will investigate and take such action as circumstances dictate.

Any school official or employee who knows or has reasonable cause to suspect that a student is being subjected to home conditions or circumstances which would reasonably result in truancy will immediately report or cause a report to be made to the building principal, or his/her designee, who will then become responsible for making a report to the appropriate agencies.

STUDENTS

Student Educational Records

A cumulative educational record shall be maintained for each student from his/her entrance into school through the last date of attendance.

Each student's educational record will include information required by state and federal statutes, regulations or agencies and shall include other information considered necessary by school officials.

The School will comply with the mandates of the Family Educational Rights and Privacy Act (FERPA) and the Safe Schools Act regarding confidentiality of student records and disclosure of personally identifiable information.

The parents/guardians of students who are attending or have attended the School have the right to inspect and review the educational records of their students and to request amendment of their students' educational records. The School has adopted procedures for the granting of parental requests for access to the educational records of their students within a reasonable period of time, but in no case more than forty-five (45) days after the request is made.

All information contained in a student's educational record, except information designated as directory information by the School, shall be confidential and shall be directly accessible only to school officials who demonstrate a legitimate educational interest in the student's records and to parents/guardians or eligible students.

Upon request by military recruiters or an institution of higher learning, the School will provide students' names, addresses and telephone listings. Parents will be notified annually of their right to individually request that such information not be released without prior parental consent. Military recruiters will be provided the same access to students as is given to institutions of higher learning.

STUDENTS

Discipline

The School has the authority to control student conduct which is prejudicial to good order and discipline in the schools as provided by state law. School officials are authorized to hold students accountable for misconduct in school, on school property, during school-sponsored activities and for conduct away from school or in nonschool activities which affect school discipline.

Students forfeit their right to a public education by engaging in prohibited conduct. Disciplinary consequences include, but are not limited to, withdrawal of school privileges (athletics, intramurals, student clubs and activities and school social events); removal for up to ten (10) school days by the principal; and longer term suspension and expulsion from school by the Board.

The School will provide annual inservice training to all employees concerning the School's discipline regulations and their implementation. Annual training will also include, but will not be limited to, approved methods of dealing with school violence, discipline of students with disabilities, and the requirements of student confidentiality.

STUDENTS

Discipline

Firearms and Weapons in School

The School recognizes firearm and weapon possession as a potential threat to the health, safety and security of students, employees, and other persons. The School will not tolerate the presence of firearms or weapons on the premises of the school. This prohibition includes possession of firearms and weapons on school playgrounds, school parking lots, school buses, and at school activities, whether on or off school property. The School complies with the provisions of the Improving America's Schools Act of 1994, the Individuals with Disabilities Education Act, and other applicable federal and state law.

Nothing in this policy shall prohibit the School from permitting a Civil War re-enactor to bring a Civil War era weapon to school for educational purposes so long as the weapon is not loaded.

Students who violate this policy will be suspended for no less than one (1) year and are subject to permanent expulsion. However, the Principal may recommend to the Board a modification of the suspension on a case-by-case basis.

This policy will be annually submitted to the Department of Elementary and Secondary Education together with a report of disciplinary action taken for possession of a "firearm" or "weapon".

STUDENTS

Discipline

Student Use of Tobacco, Alcohol and Drugs

Smoking

The Board believes that smoking and the use of any tobacco product is detrimental to the health and well-being of staff and students. Therefore the Board prohibits the use, sale, transfer and possession of tobacco products at school and at school activities.

Alcohol and Drug Use

The improper use of controlled substances, alcohol and substances represented to be such is detrimental to the health and welfare of students and is detrimental to discipline in school. Such conduct as well as the possession of drug paraphernalia is prohibited and is subject to disciplinary action.

STUDENTS

Discipline

Drug-Free Schools

Pursuant to requirements of the 1989 amendments of the Drug-Free Schools and Communities Act and to the requirements of the Safe Schools Act, and for the purpose of preventing the use of illicit drugs and alcohol by students, the School shall provide age-appropriate, developmentally based drug and alcohol education and prevention programs to all students from early childhood level through grade twelve (12). Such programs will address the legal, social and health consequences of drug and alcohol use, and provide information about effective techniques for resisting peer pressure to use illicit drugs or alcohol.

The School shall provide information about any drug and alcohol counseling and rehabilitation and re-entry programs that are available to students. Students may be required to participate in such programs in order to avoid suspension or expulsion if they are found to be in violation of this policy. All parents/guardians and students shall annually be provided with a copy of this policy.

The School certifies that it has adopted and implemented the drug prevention program described in this policy in the form required by the Department of Elementary and Secondary Education or the United States Department of Education. The School conducts a biennial review of such program to determine its effectiveness, to implement necessary changes and to ensure that the disciplinary sanctions are consistently enforced.

STUDENTS

Discipline

Student Participation in Secret Organizations and Gangs

The Board prohibits membership in secret fraternities or sororities, or in other clubs or gangs not sponsored by established agencies or organizations recognized by the School.

The Board feels that the presence of gangs and gang activities can cause a substantial disruption of or material interference with school and school activities. A "gang" as defined in this policy is any group of two or more persons whose purposes include the commission of illegal acts. By this policy, the Board acts to prohibit existence of gangs and gang activities as follows:

No student on or about school property or at any school activity:

1. Shall wear, possess, use, distribute, display, or sell any clothing, jewelry, emblem, badge, symbol, sign, or other things which are evidence of membership or affiliation in any gang.
2. Shall commit any act or omission or use any speech either verbal or non-verbal (gestures, handshakes, etc.) showing membership or affiliation in a gang.
3. Shall use any speech or commit any act or omission in furtherance of the interests of any gang or gang activity, including but not limited to:
 - a Soliciting others for membership in any gangs.
 - b Requesting any person to pay protection or otherwise intimidating or threatening any person.
 - c Committing any other illegal act or other violation of School policies.
 - d Inciting other students to act with physical violence upon any other person.

STUDENTS

Discipline

Student Use and Care of School Property

The Board recognizes that acts of destruction, defacing, trespassing, burglary and theft of School property are contrary to the interests of students, staff and tax payers. The School officials will cooperate fully with all law enforcement agencies in the prevention of crimes against School property as well as in the prosecution of persons involved in such conduct.

The School will seek restitution from students and other persons who have damaged or destroyed School property. As permitted by law, the School will also seek restitution from the parent/guardian of children involved in such misconduct.

STUDENTS

Discipline

Bullying

The School is committed to maintaining a learning and working environment free of any form of bullying or intimidation by students toward School personnel or students on school grounds, or school time, at a school sponsored activity or in a school related context. Bullying is the intentional action by an individual or group of individuals to inflict physical, emotional or mental suffering on another individual or group of individuals.

Bullying occurs when a student:

- Communicates with another by any means including telephone, writing or via electronic communications, intention to intimidate, or inflict physical, emotional, or mental harm without legitimate purpose, or
- Physically contacts another person with the intent to intimidate or to inflict physical, emotional, or mental harm without legitimate purpose. Physical contact does not require physical touching, although touching may be included.

Students who are found to have violated this policy will be subject to a 10-30 day out of school suspension for the first offense. 180 day suspension will be imposed for the second offense, while the third offense will result in expulsion. The Board may reduce the length of suspension for elementary school students based upon the facts in each case.

STUDENTS

Student Welfare

Student Safety

The Board places a high priority on the safety of its students and employees. When a student or employee is the victim of a violent criminal offense, severe disciplinary consequences will be imposed. In addition and pursuant to the No Child Left Behind Act of 2001, student victims of a violent criminal offense that was committed on school premises will be offered transfer to another school. To insure awareness of this policy, the parents of student victims will be notified in writing of their right to a school transfer.

For purposes of this policy, a victim is a student who has suffered personal injury or injuries to his or her property as a direct result of a violent criminal offense. This definition does not include bystanders or witnesses to the act unless they suffered personal or property injury as a direct result of a violent criminal offense while on school premises.

The School will notify the Department of Elementary and Secondary Education (DESE) of all violent criminal offenses committed on school premises when the victim is a student or employee.

STUDENTS

Student Services

Guidance and Counseling Services

The Board supports a systematic program of Guidance and Counseling which will be provided to all students from kindergarten through twelfth grade. This program will be a total education process with a priority of assisting students in reaching their full potential in their personal and educational development.

The Guidance and Counseling program may include the following areas:

1. Counseling
2. Developmental Guidance
3. Testing
4. Orientation, Registration, and Scheduling
5. Referrals

STUDENTS

Student Services

Health Services

The Board of Education believes that in order to provide for the safety and well being of its students, it is necessary to implement and maintain a School-wide student health services program. The health service staff will be responsible to the principal.

The School will be responsible for providing first aid or emergency treatment for students in cases of sudden illness or injury. Where necessary, and with notice to the parent/guardian, emergency health services will be secured. The parent/guardian is responsible for their child's medical treatment.

FINANCIAL OPERATION

Financial Management

The Board will adopt a series of policies to provide direction regarding the School's budget and financial affairs which reflect the educational philosophy of the School and provide a framework in which the School's administration can effectively operate.

The budget and finance processes will conform to all state and local requirements as set forth by the State constitution, State statutes, Department of Elementary and Secondary Education rules, and Board policies.

Good business necessitates keeping accurate, legal and understandable records of receipts and expenditures. It is also essential that procedures be followed which will help to insure that the budget adopted by the Board is effective in providing parameters for the fiscal affairs of the School.

The purpose of the School budget and financial policies will be to provide direction for a systematized procedure that maintains continuity from year to year and informs the public regarding the education and financial operations of the School.

(Additional Financial Operations Policies may be found in Chapter 14 – Business Procedures of Memphis School of Excellence Charter Proposal)

FINANCIAL OPERATION

Financial Management

Preparation of Budget

Each year the Principal of the School is required to submit to the Board for their consideration a detailed annual budget showing estimates of income and expenditures for the ensuing fiscal year. The Board may accept, reject, modify or request revisions of the budget, but will adopt a budget by June 30, according to statutory provisions.

By law the approved estimated expenditures for each fund cannot exceed the estimated revenues to be received plus the unencumbered beginning cash balance for the fund. After the beginning of the fiscal year, the Principal shall review with the Board the adopted budget in relationship to the beginning cash balances for each fund.

FINANCIAL OPERATION

Financial Management

Purchases By and/or Solicitation of School Staff

Conflict of Interest

The School will not purchase supplies or materials from a staff member of the School, nor from a member of the household of the staff member, except in emergency situations as determined by the Principal. Neither will the School purchase supplies, materials or services from a member of the Board or from a member of his/her household, or from a firm in which he/she holds a major interest.

Endorsements

Employees of the School will not endorse products or services in such a manner that will identify the employee as an employee of the School.

Procurement Activities

In any purchasing activities all employees shall refrain from soliciting, discourage the offer of, and decline gifts if offered by any vendor wishing to do business with, or who is doing business with the School. Instead of making an offer of gifts, the vendor should be encouraged to discount the price of the goods to the school.

Solicitation/Distribution

The advertising of sale or distribution of any goods or service on school property, for any school activity, shall have prior approval from the principal. This includes but is not limited to: school personnel, students, parents/guardians, relatives, general public and commercial businesses.

Solicitations of School Staff

Agents, solicitors, and salespersons will be denied the privilege of seeing the school staff during the school day except with permission of the administration.

FINANCIAL OPERATION

Payroll

Expenditures for Instructional Staff

The Board shall expend for tuition, teacher retirement, and compensation for instructional staff an amount that reflects the requirements as outlined in state statute and Department of Elementary and Secondary Education regulations.

FINANCIAL OPERATION

Accounting and Reporting

Accounting System

The School will adhere to the accounting guidelines of the Tennessee Department of Education and Memphis City Schools.

FINANCIAL OPERATION

Accounting Reporting

Student Attendance Accounting

An accurate accounting of student attendance, transportation and food service records shall be kept by the School. The records will be in accordance with state law and appropriate regulations of the Tennessee Department of Education and Memphis City Schools.

Principal will be responsible for maintaining student attendance accounting, and for submitting monthly reports of such records to the Board, which will in turn be responsible for preparing reports to be submitted to the appropriate state offices.

FINANCIAL OPERATION

Auditing

Annual Audit

The books and accounts of the School will be audited by an independent certified public accountant in conformance with the prescribed standards and legal requirements. The Principal shall place before the Board the matter of the retaining of a certified public accountant. The auditor shall be selected by the Board. The audit shall be presented to the Board for examination.

A three-party contract will be obtained between the MCS, the Independent Auditor and the State of Tennessee Comptroller's office stipulating the responsibilities of each party.

The Principal will be responsible for filing copies of the audit with the proper authorities as prescribed by law.

PERSONNEL SERVICES

Employment

Equal Opportunity Employment

The Board of the School is an equal opportunity employer. The Board is committed to providing equal opportunity for all individuals in all areas of recruitment, selection, placement, training, assignment, transfer, compensation, benefits, discipline, retention, and promotion. The Board commits itself to the policy that there shall be no unlawful discrimination against any person because of race, ethnicity, national origin, religion, disability, gender, and income level, proficiency in the English language or athletics ability in their programs, admission, and for employment practices. The School will also not discriminate based on marital status, veteran status, and political affiliation. All decisions with regard to employment shall be in compliance with applicable state and federal laws.

The Board is required by the Immigration Reform and Control Act to employ only American citizens and aliens who are authorized to work in the United States. The purpose of this law is to preserve jobs for those individuals who are legally entitled to them.

(Additional Personnel Services Policies may be found in Chapter 12 – Human Resources & Employee Qualifications and Chapter 14 – Business Procedures of Memphis School of Excellence Charter Proposal)

PERSONNEL SERVICES

Employment

Instructional Staff Contracts

Employment contracts will be in writing and will be signed by the employee, the Board president and the Board secretary. Contracts will include the amount of annual compensation and the days of service. All such contracts will have opt out provisions for the teacher and the School.

Instructional staff members under contract include teachers, counselor, media specialists, and administrative staff. Beginning after the initial one (1) year contract, teachers who have demonstrated their competence through performance may be offered additional contracts.

The Board may elect to employ certain certificated individuals on a part-time basis, as needed. Part-time instructional employees will be contracted on a class-by-class basis, not as a percentage of full-time employment. Part-time employees will not be provided the benefits provided to full-time employees.

PERSONNEL SERVICES

Employment

Extra Duty and Extended Duty Contracts

Instructional employees may be contracted to provide sponsorship and coaching duties as recommended by the Principal and approved by the Board. Compensation for such positions will be provided in accordance with a Board approved extra duty salary schedule.

Instructional employees may be contracted for additional days beyond the regular contract period. Compensation for such extended duty will be calculated on the existing salary schedule. The Board may establish a separate salary schedule for summer school assignments.

Assignment to extra duty, extended duty and summer school is for one (1) year only and may be renewed or eliminated annually upon the recommendation of the Principal and at the discretion of the Board.

PERSONNEL SERVICES

Personnel Assignment and Transfer

Instructional Staff Duties, Schedules and Working Hours

The school year will be set annually by the Board. The start date, end date, and number of contracted days will be contained in staff contracts. The length of the teaching day will also be set by the Board.

Instructional staff are required to be on duty during the teaching day. In addition to the teaching day, instructional staff are required to attend scheduled staff meetings, parent conference days, IEP meetings, and other meetings as may be determined by the administration and Board.

PERSONNEL SERVICES

Personnel Assignment and Transfer

Support Staff Duties, Schedules and Working Hours

The school year and work calendars will be set annually by the Board. Work hours may be changed by the administration as needed.

Regular attendance is essential in order to maintain a high quality educational program. Support staff employees, with reasonable notice, will be subject to disciplinary action when their absenteeism is deemed to be excessive.

Overtime/Compensatory Time

Employees who work overtime must receive prior authorization from their immediate supervisors.

PERSONNEL SERVICES

Absences, Leave and Vacation

Personnel Leave

The Board shall adopt regulations for the following types of leave for School employees:

1. Sick Leave
2. Personal Leave
3. Bereavement Leave
4. Leave for Jury Duty
5. Military Leave
6. Leave of Absence
7. Family and Medical Care Leave

PERSONNEL SERVICES

Professional Activities, Training and Professional Growth

General Professional Development

The Board encourages all employees to be engaged in a continuous program of professional and technical growth in order that they may be qualified to provide quality educational programs and services for all students.

It is the policy of the Board that a program of in-service training be established to provide an opportunity for the continuous professional and technical growth for all employees. The in-service training program for each year will be outlined in the proposed budget for that year with estimated costs to be approved by the Board.

As a result of the operation of this policy, employees will become knowledgeable regarding new developments and changes in their specialized fields and will utilize new and improved methods in practice.

The administrative staff, employing administration and management techniques consistent with modern management development, will provide leadership that will assist each employee to make a maximum contribution to the School's effort to provide quality educational programs and services for all students.

PERSONNEL SERVICES

Performance Evaluation

Instructional Personnel Performance Evaluation

The Board's ultimate goal in education is to provide the highest quality educational experience to all students. The School performance-based evaluation system contributes to that goal by promoting the professional improvement of each staff member and, when necessary, by providing data to remove an employee whose employment is detrimental to students.

Performance-based evaluation is a process endorsed by the Board for performance improvement that includes identification of performance expectations, documentation of performance, discussion of performance, development of improvement plans, and making personnel decisions based upon performance. The evaluation process for every employee is an on-going process that takes place every day. Formal, summative evaluations will be prepared and reviewed with each teacher at least every other year. All other School employees will receive summative evaluations annually.

PERSONNEL SERVICES

Performance Evaluation

Staff Conduct

The Board requires all staff members to serve as positive role models for School students. The School exists to provide quality, cognitive, and affective education for School students. In achieving these objectives, staff are required to meet certain performance criteria including, but not limited to:

1. Properly prepare for student instruction.
2. Fully utilize instructional time for learning activities.
3. Maintain students under active supervision at all times.
4. Assess student performance in a regular and accurate manner.
5. Modify instructional goals to meet the needs of each student.
6. Comply with administrative directives.
7. Motivate students to achieve learning objectives.
8. Communicate with students in a professional and respectful manner.
9. Maintain relationships with students in a professional teacher-student model.
10. Review and comply with Board policies, regulations, and procedures as well as related building rules and practices.
11. Properly operate and maintain school property.
12. Utilize school technology solely for school business.
13. Maintain required records and submit requested reports in a timely manner.
14. Comply with all safety guidelines and directives.
15. Refrain from the use of profane and obscene language.
16. Dress in a professional manner.
17. Attend to all duties in a punctual manner.

PERSONNEL SERVICES

Staff Welfare

Sexual Harassment

Sexual harassment constitutes unlawful sex discrimination. It is the policy of the Board to maintain a learning and working environment that is free from sexual harassment.

It shall be a violation for any employee of the School to harass another staff member or student through conduct or communication of a sexual nature. It shall also be a violation of this policy for students to harass other students through conduct or comments of a sexual nature. Furthermore, it shall be a violation of this policy for any person who is not an employee or student of the School to harass a staff member or student of the School through conduct or comments of a sexual nature while such employee is engaged in the performance of duties for the School or while such student is under School supervision.

PERSONNEL SERVICES

Staff Welfare

Board/Staff Communications

While the primary line of communication between the staff and the Board remains through the Principal, the Board expresses a desire to maintain open communication with the certificated and support staff. Open communication between Board and staff facilitates continuing improvement of education and the proper disposition of personnel matters that may arise.

PERSONNEL SERVICES

Staff Welfare

Staff Involvement in Decision Making

The Board encourages the staff to provide input and participate in the development and implementation of School programs. However, the final decision on all policy matters will be made by the Board.

PERSONNEL SERVICES

Staff Welfare

Conflict of Interest

School employees are prohibited from engaging in any activity that would conflict, or raise a reasonable question of conflict, with their responsibilities in the School.

PERSONNEL SERVICES

Staff Welfare

Staff Dispute Resolution

The Board recognizes that in any workplace misunderstandings and disputes arise. If left unresolved, these disputes could undermine staff morale and can interfere with the educational mission of the School. The Board has adopted a formal process for dispute resolution that encourages specified employees to resolve concerns quickly and at the most immediate administrative level. This policy does not limit the right of any employee to file grievances.

PERSONNEL SERVICES

Staff Welfare

Personnel Records

Personnel files on all employees will be maintained in the School's administrative offices. It is the intent of the Board to maintain complete and current personnel files, including all information necessary to comply with the Fair Labor Standards Act, for all School employees.

The School will maintain the following information in personnel files: applications, certification documents, performance evaluations, current transcripts, employment contracts and performance related documents. Medical records, including health insurance records, will be maintained separately. Files containing immigration records will be kept separate from personnel files.

The personnel file(s) of an individual employee will be considered confidential to the extent allowed by law. Access to personnel files will be on a strict need-to-know basis by appropriate School administrators, legal counsel, or state agencies with authority.

Upon request to and in the presence of the appropriate administrative official, any employee will have the right during regular working hours to inspect his/her own personnel file, with the exception of the ratings, reports and records obtained prior to the employment of the individual, including confidential placement papers.

Information of a critical nature will not be entered or filed in the employee's personnel folder until the employee is given notice, as well as an opportunity to review the information and comment thereon. The employee will have the right to append a reply to the statement, which will also be included in the folder.

PERSONNEL SERVICES

Staff Welfare

Drug Free Workplace

The unlawful possession, use or distribution of illicit drugs and alcohol on school premises or as a part of school activities is strictly prohibited.

Employees under the influence of alcohol, drugs, or controlled substances while on duty are a serious risk to themselves, to students and to other employees. Employees who display physical manifestations of drug or alcohol use while on duty, may be subject to drug testing. Any employee who violates this policy will be subject to disciplinary action up to and including termination and referral for prosecution. Employees may also be required to satisfactorily participate in rehabilitation programs.

As a condition of employment, all employees must abide by the terms of this policy. Employees who are convicted of a drug offense which occurred on school premises or while on duty must notify the Principal of their conviction. Notification must be made by the employee to the Principal within five (5) days of the conviction. Within ten (10) days, the Principal will provide notice of such violation to the Impact Aid Program, United States Department of Education, or other appropriate government agency.

The School will institute a drug-free awareness program to inform employees of:

1. The dangers of drug and alcohol abuse in the workplace.
2. This policy of maintaining a drug-free workplace.
3. Available counseling and rehabilitation.
4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace.

On the basis of medical certification, employees with the illness of chemical dependency shall qualify for the employee benefits and group insurance coverages that are provided for under group health and medical insurance policies. The confidential nature of the medical records of employees with chemical dependency shall be preserved in the same manner as for all other medical records.

The School's responsibility for chemical dependency is limited to its effects on the employee's job performance. If the employee violates this policy, refuses to accept diagnosis and treatment, or fails to respond to treatment, and performance is adversely affected, the employee will be subject to employment action in proportion to the performance problem. Implementation of

this policy will not require or result in any special regulations, privileges or exemptions from the standard administrative practice applicable to job performance requirements.

Upon the request of the Department of Elementary and Secondary Education or an agency of the United States, the School shall certify that it has adopted and implemented the drug prevention program described in this policy, in the form required by such agency. The School shall conduct a biennial review of this policy to determine its effectiveness, implement necessary changes, and to ensure that the disciplinary sanctions are consistently enforced.

This policy shall be distributed in writing to all present and future employees.

PERSONNEL SERVICES

Staff Welfare

Driver Drug Testing

The School recognizes that it shares the responsibility to prevent accidents and injuries resulting from the misuse of alcohol or the use of controlled substances by its employees who operate commercial motor vehicles. The School complies with the provisions of the Omnibus Transportation Employee Testing Act of 1991, which mandates that the School test its drivers who are required to hold commercial drivers licenses under specified conditions. The School will regularly evaluate its policies and procedures to ensure that it remains in compliance with federal regulations.

PERSONNEL SERVICES

Staff Welfare

Alcohol And Illicit Drugs

The School prohibits all employees from the possession, distribution, or presence under the influence of alcohol and non-prescribed controlled substances while on school premises. Violation of this policy will result in disciplinary action up to and including termination. In addition, such violation may result in substantially reduced or forfeiture of workers compensation benefits where the use of substances prohibited by this policy was in conjunction with or related to a work place injury.

Post Accident Drug / Alcohol Testing

Employees under the influence of alcohol, drugs, or controlled substances while on duty are a serious risk to themselves, to students, to other employees, and to School property. Where an employee holding a safety sensitive position is involved in an accident producing injury, the School will require the employee to submit to post injury alcohol/drug testing.

Post accident testing will be utilized after any accident

- involving the loss of life;
- resulting from a violation of Board Policy or Regulations, or municipal, state, or federal law;
- which results in an injury to a person who receives medical treatment;
- resulting in disabling damage to any motor vehicle or piece of School equipment;
- resulting from a violation of a safety regulation or safety directive.

Refusal to submit to post injury testing will result in disciplinary action up to, and including termination, and may result in forfeiture of Workers Compensation benefits for injuries related to the request for testing.

Employees holding a non-safety sensitive position will be subject to post accident drug testing where a School administrator has sufficient cause to suspect the employee's use of alcohol or non-prescribed controlled substance producing accident, in conjunction with or related to a work place testing. Such post accident testing will be utilized in the instance of the occurrence of any of the five instances set forth in this policy.

Safety Sensitive Positions:

The following list of positions are hereby classified as “safety sensitive” due to the serious risk of harm that can result from performing said job duties while impaired by drugs or alcohol; therefore, employees occupying such positions are subject to drug testing in accordance with published Board Policies and Regulations:

- Food service employees.
- Transportation employees.
- Custodial employees.
- Maintenance employees (HVAC, Electrical, Plumbing).
- Any School employee whose job duties involve the performance of supervising children, including, but not limited to teachers, teachers’ aides, lunchroom/playground monitors, etc.

SUPPORT SERVICES

Safety, Security and Communications

Weather, Earthquake and Fire Emergencies

At the direction of the Board, the principal will determine areas in each building which are best suited for the protection of students during civil defense emergencies, including adverse weather conditions. School will not be dismissed in the case of a civil defense alert or tornado warning.

It shall also be the duty of the Principal to provide for fire inspections on an announced and unannounced basis in each building. The Principal is responsible for remedying unsafe conditions reported by local fire marshals acting in their official capacities.

The principal will assume responsibility for preparing a fire drill and emergency exit plan for each building. The plan will permit students to leave the building safely and quickly. Fire drills will be held the first full week of school and quarterly thereafter.

The School may adopt emergency plans for the use of the School's resources during natural disasters or other community emergencies. These resources may include food assistance through the use of federal commodity foods, and the use of school buildings and buses.

SUPPORT SERVICES

Safety, Security and Communications

Emergency School Closings

The Principal may order the delay of opening, early dismissal or the closing of schools due to inclement weather, hazardous road conditions or specific emergency situations which would make the operation of school impractical or hazardous to pupils. Notification of such actions will be given over local radio and television stations. Unless individually approved by the principal, after-school activities will be canceled on the day which school is closed or dismissed early due to weather or other emergency conditions.

Instructional time lost due to weather and other emergency conditions will be made up as required by the State and as approved by the Board.

SUPPORT SERVICES

Safety, Security and Communications

Use of Tobacco Products

The Board recognizes that the use of tobacco products represents a health and safety hazard. Therefore, the use of tobacco products shall be prohibited in all School facilities, grounds and vehicles. This policy applies to all employees, students and patrons attending school-sponsored activities and meetings.

SUPPORT SERVICES

Safety, Security and Communications

Safety Standards

The Board directs the Principal to ensure that the administration and management of all School operations be in compliance with local laws and regulations pertaining to student and staff safety and state and federal laws and standards regarding occupational safety and health. At various times School supervisors will issue specific safety standards and will provide ongoing directives, oral and written, to maximize employee and student safety. Failure to comply with such safety directives will be considered serious misconduct and will result in disciplinary action up to and including dismissal.

SUPPORT SERVICES

Safety, Security and Communications

Security of Buildings and Grounds

The administration will develop procedures to ensure that school facilities are safeguarded against criminal acts and negligent use. All School employees are responsible for the care and proper use of School property. Maintenance personnel are responsible for the care, repair and annual maintenance of School equipment and facilities. After school access to School facilities is limited to authorized individuals and groups.

SUPPORT SERVICES

Safety, Security and Communications

Vandalism and Theft

The administration will take appropriate actions to punish individuals determined to have vandalized School property. Such actions include, but are not limited to school disciplinary action, restitution and criminal and civil charges.

Incident reports are to be sent to the Principal no later than the day following an incident. A telephone call to the Principal is to be made on the day of discovery as soon as practical.

SUPPORT SERVICES

Inventory Management

Inventory Requirements

Annual Inventory

The Board shall require a physical count of all stock supply and equipment items at least once each year. This inventory total shall be recorded on the School's accounts.

This is done to provide:

1. Complete local property information for ready reference.
2. Information for insurance purposes.
3. Audit needs to determine capital worth.
4. Accountability of the physical property of the School.

The building principal is responsible for the inventory. The person responsible for the room and its contents should take the inventory.

"Physical Property" for inventory purposes is defined as that property other than the building and built-in facilities such as bookcases, wall lockers and toilets. "Physical Property" includes such items as desks, chairs, typewriters, computers, audio-visual equipment, shop, home economics and physical education equipment even though attached to the building (i.e., stage curtains, auditorium seating, clocks and public address systems). "Physical Property" meets all the following criteria:

1. Retains its original shape and appearance with use.
2. Is nonexpendable (more feasible to repair than replace).
3. Represents an investment of money which makes it advisable to capitalize the item.
4. Does not lose its identity through incorporation into a different or more complex unit.

"Physical Property" does not include supplies, textbooks, reference books, material, chalk and erasers, picture frames, cutlery, glassware, etc. Supply items which are not included are those which meet one or more of the following conditions:

1. Consumable
2. Loses its original shape or appearance
3. Expendable (more feasible to replace than repair)

SUPPORT SERVICES

Inventory Management

Maintenance and Control of Instructional Materials

All School instructional materials and equipment, including media materials and equipment, will be classified and catalogued. All textbooks purchased by the School are school property and will bear identification of School ownership. Obsolete materials and worn out equipment will be replaced on a regular basis.

Textbooks will be made available to all students in sufficient quantity and at appropriate levels, enabling teachers to meet both the planned curriculum sequence and the special instructional needs of the students.

Principals are responsible for textbooks assigned to teachers, and for instituting an inventory of all books at the end of the school year. Each teacher shall keep an accurate record of books issued to students. Students will be held responsible for the proper care of all schoolbooks, supplies, apparatus and furniture supplied to them by the Board. Any student who defaces or damages school property shall be required to pay for all damages. Any student who loses school property shall be required to pay for its replacement.

INSTRUCTIONAL SERVICES

Curriculum Services

Curriculum Development

The Board recognizes the need and value of a systematic and on-going program of curriculum review. The Board encourages and supports the professional staff in its efforts to identify and review new curricular ideas, develop and improve existing programs and evaluate all instructional programs.

The Board directs the Principal to continuously carry out the curriculum development and implementation process. As used in this Policy, curriculum is the process, attitudes, skills and knowledge that is taught and learned at the appropriate levels.

INSTRUCTIONAL SERVICES

Curriculum Services

Curriculum Planning

The plan for curriculum development will address all requirements indicated by the Tennessee Curriculum Standards by the Tennessee Department of Education. These standards include performance (process) standards and knowledge (content) standards. All curriculum developed by the School shall satisfy moving students toward achieving Tennessee's definition of what students should know and be able to do by the time they graduate from high school.

INSTRUCTIONAL SERVICES

Curriculum Services

Curriculum Adoption

All curriculum developed by School staff shall be formally presented to the Board for official approval before classroom implementation.

INSTRUCTIONAL SERVICES

Curriculum Services

Services for Students with Disabilities

The School does not have a general curriculum for students with disabilities. Instead, it is the policy of the School to develop an individualized educational program (IEP) for each public school student with a disability who needs special educational services pursuant to the Individuals with Disabilities Education Act (IDEA) and an accommodation plan for students who are qualified only pursuant to Section 504 of the Rehabilitation Act. Each IEP is designed to meet the unique needs of the student and to offer a free appropriate public education. In addition, the School's IEPs will address the extent to which each student's disability affects his/her ability to access the School's general curriculum and what modifications, accommodations, and supplementary aids and services, if appropriate, are necessary to provide for such access. Each public school student with a disability will be educated to the maximum extent appropriate with children who are nondisabled. However, students with disabilities may be assigned to special classes, separate schooling or removed from the regular educational environment when the nature or severity of the student's disability is such that education in the regular educational environment with the use of supplementary aids and services cannot be achieved satisfactorily.

The School will provide special education and/or other services to students with disabilities in accordance with applicable law, including the IDEA, and its amendments, Section 504 of Rehabilitation Act of 1973.

If a student has had his/her curriculum substantially altered or modified pursuant to an IEP, 504 Plan, and/or in connection with a plan of homebound instruction so that the academic requirements (including but not limited to the requirements for achieving a specific letter or numerical grade) for one or more courses have been significantly reduced as compared to the regular course or courses, the IEP team or 504 team (or in the case of a student receiving homebound instruction who is not covered by an IEP or 504 Plan, the principal, counselor, and classroom teacher(s) for such course(s) shall determine whether the student shall be included in the computation of class rank. Students who are not included in the class ranking shall still receive a cumulative grade point average (G.P.A.) and shall be eligible for the honor roll.

(Additional Curriculum Services for Students with Disabilities Policies may be found in Appendix D – Special Education Forms and Timeline of Memphis School of Excellence Charter Proposal)

INSTRUCTIONAL SERVICES

Curriculum Services

Curriculum for At-Risk Students

The Board directs that curriculum be developed to meet the needs of students at risk of failure. This curriculum is to include strategies infused in all areas of regular education, K - 12, to address the special needs of students at-risk due to disadvantaged backgrounds.

As provided by state and federal guidelines and funds, the Board directs the administration to utilize funds from ESEA, Title I and state programs for alternative education strategies, among others, as resources for curriculum development for students at-risk.

INSTRUCTIONAL SERVICES

Curriculum Services

Curriculum for Gifted and Talented Students

The Board directs that curriculum be developed to meet the needs of students who have been identified as gifted and talented by multi-criteria assessment developed by professional staff. This curriculum is to include strategies infused in all areas of regular education, K- 12, as well as specific curriculum designed to enrich the regular curriculum in order to meet the challenge of educating the gifted student.

The Board directs the Administration to seek whatever resources are available to develop curriculum and programs in this area.

INSTRUCTIONAL SERVICES

Curriculum Services

English As a Second Language (ESL/ESOL)

The Board is committed to identifying and assessing the educational needs of students whose native or home language is other than English. Once identified, the School will provide appropriate programs to address the needs of these students. Students entitled to considerations under this policy include limited English Proficient (LEP) students whose English language skills are insufficient to lead to success in an English-only classroom.

The School will also take steps to ensure to the maximum extent practicable that the interests of ESL students are included in the development and implementation of School programs and services that are offered by the School to and for its student body.

To ensure that parents/guardians are properly notified of the ESL program, all new and enrolling students are to be given the Student Home Language Survey. The form shall be completed and returned to the school by the parents/guardians if they feel their child may be in need of such services.

INSTRUCTIONAL SERVICES

Instruction

Instruction for Students with Disabilities

It is the policy of the School to provide a free appropriate public education to all public school students with disabilities. Students with disabilities are defined as those students who have one of the categorical disabilities and who also require special education services or who have a mental or physical impairment that substantially limits one or more major life activities as defined by Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act and who require accommodations or special education and related services.

The School will provide special education and/or other services to students with disabilities in accordance with applicable law, including the IDEA, and its amendments, Section 504 of Rehabilitation Act of 1973.

When providing print materials to students with visual impairments, the School will adhere to the National Instructional Materials Accessibility Standards (NIMAS) or will provide such print materials in timely high quality accessible materials.

FACILITIES DEVELOPMENT

Facilities Planning and Design

Educational Specifications

To ensure that all new and remodeled facilities are designed to best implement the educational program of the School, the Principal will provide for the development of detailed educational specifications to apply to the design and construction of new or remodeled buildings. The preparation of educational specifications will serve the following purposes.

1. Clarify and consolidate the thinking of the staff, administration, Board and community on the needs, desires and objectives of educational programs to be conducted within the proposed new or remodeled building.
2. Organize important information in a manner that can be easily and clearly interpreted by an architect.

When educational specifications are prepared, an introductory section will be devoted to a brief description of the community, enrollment trends, and the educational philosophy of the School. Educational specifications are detailed descriptions of the following items:

1. Activities that will take place in the building.
2. Organization of instruction and curriculum to be housed in the building.
3. Specific architectural characteristics desired.
4. Facilities needed, equipment required and space relationship to other facility elements.
5. Pertinent budget and other governing factors.

The persons involved in developing educational specifications should include: the Board, which adopts policies, approves final specifications, employs the architect and provides the budget; the Superintendent, who provides administrative leadership, interpretation and evaluation; principals, staff members, students and patrons, who utilize the facilities; and the architect, who develops architectural plans for the facility.

Consultants may be used in the development of educational specifications when deemed necessary by the Principal and the Board.

FACILITIES DEVELOPMENT

Facilities Planning and Design

Procurement of Architects, Engineers, and Land Surveyors

The School may need to engage the services of an architect, engineer, or land surveyor when capital improvement or other School needs arise. The School recognizes that hiring architects, engineers, or land surveyors who have performed acceptable work for the School in the past promotes continuity, efficiency, and quality. The School also recognizes that a construction contractor retained by the School may wish to work with a particular architect, engineer, or land surveyor with whom it has a solid working relationship. The School will observe the procedures when selecting architectural, engineering, or land surveying services.

Under this policy, the terms architect, land surveyor, and professional include, but are not limited to, any individual, firm, partnership, corporation or other entity providing architectural, engineering, or land surveying services.