

# December 2024 Governmental Affairs & Public Policy Committee

**Schedule** Wednesday, December 4, 2024 9:00 AM — 9:30 AM CST  
**Organizer** Colton Cockrum

## Agenda

---


1. Call to Order and Opening Remarks 1  
Presented by Doug Edwards

---

2. Roll Call and Declaration of Quorum 2  
For Approval - Presented by Colton Cockrum

---

3. Approval of Governmental Affairs & Public Policy Committee Meeting Minutes from June 5, 2024 3  
For Approval - Presented by Colton Cockrum



  -  Governmental Affairs & Public Policy Meeting Minutes.docx 4

---

4. State Agenda 6  
Presentation - Presented by Ken Moody




---

5. Board Self-Assessment Results 7  
Presentation - Presented by Colton Cockrum

  -  Agenda Item Template - BOT Self Assessment Results 2024.docx 8
  -  BOT Self Assessment Results 2024.pdf 9

---

6. University Schools Consent Agenda Items: Policies for Adoption, University Schools Summer Instructional Plan, University Schools Approval of Accelerated Courses, University Schools 2025/2026 Academic Calendar, the TDOE TISA Accountability Report, and the TDOE Compliance Report 36  
For Approval - Presented by Sally Parish

  -  Agenda Item - University Schools Consent Agenda.docx 37
  -  Dec 2024 Powerpoint Template US edits.pptx 38
  -  University Schools Consent Agenda Items Dec 2024.pdf 45

---

<b>7. Additional Business</b>	<b>88</b>
For Discussion - Presented by Doug Edwards	

---

<b>8. Adjournment</b>	<b>89</b>
Presented by Doug Edwards	

---

# 1. Call to Order and Opening Remarks

Presented by Doug Edwards



## 2. Roll Call and Declaration of Quorum

For Approval

Presented by Colton Cockrum



### 3. Approval of Governmental Affairs & Public Policy Committee Meeting Minutes from June 5, 2024

For Approval

Presented by Colton Cockrum

**University of Memphis Board of Trustees**  
**Governmental Affairs & Public Policy Committee Meeting**  
**June 5, 2024**

**Meeting Minutes**

**Agenda Item 1: Call to Order and Opening Remarks**

- Trustee Edwards called the meeting to order
- Trustee Edwards introduced Cato, Trustee McKinney, Trustee Ellison was not present.
- Trustee Edwards noted that this was not the year where money was handed out during the legislative session.

**Agenda Item 2: Roll Call and Declaration of Quorum**

- Trustee Edwards recognized Secretary Cockrum
- Secretary Cockrum called roll. The following trustees were present: Trustee McKinney, Chairman Johnson, Trustee Edwards

**Agenda Item 3: Legislative Update**

Trustee Edwards recognized Allie Jones, Deputy Chief Government Relations & Policy Officer. Allie provided a recap of the items that were addressed in legislative session. Included in this recap was a description of bills that were approved that related to higher education including, SB 2557 Innovative School District; SB1711 Artificial Intelligence Policy; SB709 Name, Image, and Likeness; SB2743 Military Affiliated In-State Tuition; SB2501 Divisive Concepts Investigation Procedures; SB2528 Accreditation, SB2095 Security of Academic Research; and SB2610 Resources and Support for Terrorist Organizations.

Trustee Edwards thanked Allie as well as Senator Brent Taylor, Mark Green, Senator Stevens for their support of the university. Chairman Carter wanted to know who would be working on AI, how we would proceed to get that in front of the board and have that work done. Allie stated the University of Memphis already has some internal steps that have already been taken. Provost Russomanno stated that the faculty senate does have a policy that they endorsed around use of AI in the classroom and academic setting.

**Agenda Items 4-7 were addressed by Dr. Sally Parish, Associate Vice President of Educational Initiatives**

- Trustee Edwards recognized Dr. Sally Parish, Associate Vice President of Educational Initiatives. Dr. Parish provided a recap of the history of the University Schools at the University of Memphis.
- Trustee Johnson commended the team for making the Innovative School District happen.
- Trustee McKinney echoed Chairman Johnson's remarks.



- Trustee Springfield asked if there is a timeline for how quickly we can add capacity for additional students. Dr. Parish advised they are currently working to develop an expansion team of community leaders to help inform that growth. Advised there is a 10-year growth plan to be able to meet local need and welcome any Trustee engagement involvement in that process.
- Received wide bipartisan support.
- Trustee Edwards asked to be reminded of the trajectory of our expansion of the campus school from elementary to middle school to high school and when there will be a graduating class out of the high school. Dr. Parish said the first graduating class will be in 2 years

#### **Agenda Item 4: Innovative School District Approval**

- **Trustee Edwards** – Called for a voice vote. Asked for a motion to approve the creation of the Innovative School District.
- A motion was made and properly seconded.
- A voice vote was called, and the motion carried.

#### **Agenda Item 5: Governmental Affairs & Public Policy Committee Charter Revision**

- **Trustee Edwards** – called for a motion for approval for the Governmental Affairs & Public Policy Committee Charter revisions, as noted in the meeting materials.
- A Motion was made and properly seconded.
- A voice vote was called, and the motion carried.

#### **Agenda Item 6: Innovative School District Policy**

- **Trustee Edwards** – call for a motion for approval for the Innovative School District Policy.
- A motion was made and properly seconded.
- A voice vote was called, and the motion carried.

#### **Agenda Item 7: Approval of Director of Schools**

- **Trustee Edwards** – Called for a motion and a second to approve Dr. Sally Parish as the inaugural Director of Schools for the Innovative School District
- A motion was made and properly seconded.
- A voice vote was called, and the motion carried.

#### **Agenda Item 8: Additional Business**

- President Hardgrave thanked Dr. Parish for all her work.
- Next meeting will be September 4, 2024

#### **Agenda Item 9: Adjournment**

- Trustee Edwards asks for a motion and a second for adjournment.
- The motion was made and the meeting adjourned.



## 4. State Agenda

Presentation

Presented by Ken Moody



# 5. Board Self-Assessment Results

Presentation

Presented by Colton Cockrum

# The University of Memphis Board of Trustees

Information  
For Discussion

**Date:** December 4, 2024

**Committee:** Governmental Affairs & Public Policy Committee

**Presentation:** Board of Trustees Self-Assessment

**Presented by:** Colton Cockrum, Secretary of the Board of Trustees and Senior Associate Vice Provost.

## Background:

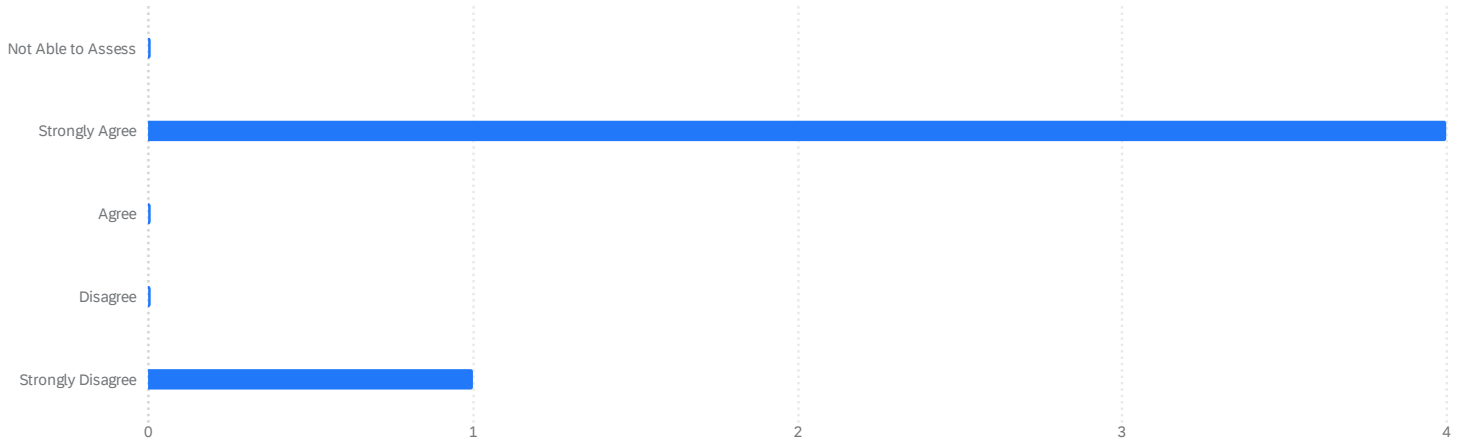
The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Standard 4.2.g requires a governing board to define and regularly evaluate its responsibilities and expectations. Consistent with the Board of Trustees' policy related to annual self-assessment, members of the UofM Board of Trustees were administered the self-assessment and the results were received in July 2024.

The Board of Trustees is comprised of ten members. Five of the current board members completed the questionnaire.

Results indicate that the Board of Trustees agree (agree or strongly agree) that they keep themselves informed of the University of Memphis' performance against predetermined plans and goals, that the Board regularly reviews the University of Memphis mission statement and strategic plan, that Board roles and responsibilities are clearly defined, the Board's role in setting University of Memphis policies, the Board delegates authority to the President to lead the University of Memphis, the Board's method for evaluating the President's performance is satisfactory, the Board fully discusses and understands the institution's annual budget prior to approval, the Board regularly reviews the fiscal health of the institution, the Board regularly reviews and approves academic programs at the institution, the Board provides visionary leadership for the institution, that Board members demonstrate integrity, that the Board is an effective decision-making body, and that the Board is regularly informed about important trends in the larger environment that might affect the organization. Some areas where the members diverged in their responses included: whether the Board understands its fiduciary responsibilities, its ethical duties, whether it receive sufficient training, its able to complete its work in a timely manner, and that meeting materials are helpful.

Written comments are also included in the report.

The Board understands its responsibilities, including its fiduciary responsibilities. 5 ⓘ



The Board understands its responsibilities, including its fiduciary responsibilities. 5 ⓘ

Q1 - The Board understands its responsibilities, including its fiduciary responsibilities.	Percentage	Count
Not Able to Assess	0%	0
Strongly Agree	80%	4
Agree	0%	0
Disagree	0%	0
Strongly Disagree	20%	1

The Board understands its responsibilities, including its fiduciary responsibilities. 5 ⓘ

The Board understands its responsibilities, including its fiduciary respons...	Average	Minimum	Maximum	Count
Not Able to Assess	-	-	-	0
Strongly Agree	2.00	2.00	2.00	4
Agree	-	-	-	0
Disagree	-	-	-	0
Strongly Disagree	5.00	5.00	5.00	1

Comments (optional) 5 ⓘ

Comments (optional)

Comments (optional)

---

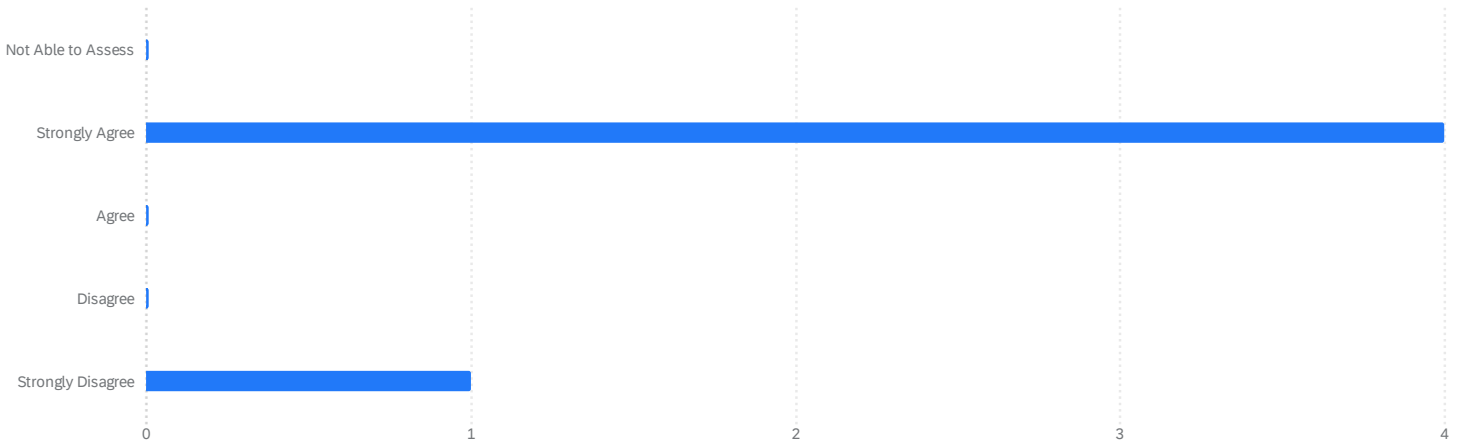


---



---

The Board understands its ethical duties, including conflict of interest issues. 5 ⓘ



The Board understands its ethical duties, including conflict of interest issues. 5 ⓘ

Q2 - The Board understands its ethical duties, including conflict of interest issues.

Percentage

Count

	Percentage	Count
Not Able to Assess	0%	0
Strongly Agree	80%	4
Agree	0%	0
Disagree	0%	0
Strongly Disagree	20%	1

The Board understands its ethical duties, including conflict of interest issues. 5 ⓘ

The Board understands its ethical duties, including conflict of interest is...

Average

Minimum

Maximum

Count

	Average	Minimum	Maximum	Count
Not Able to Assess	-	-	-	0
Strongly Agree	2.00	2.00	2.00	4
Agree	-	-	-	0
Disagree	-	-	-	0
Strongly Disagree	5.00	5.00	5.00	1



Comments (optional) 5 ⓘ

Comments (optional)

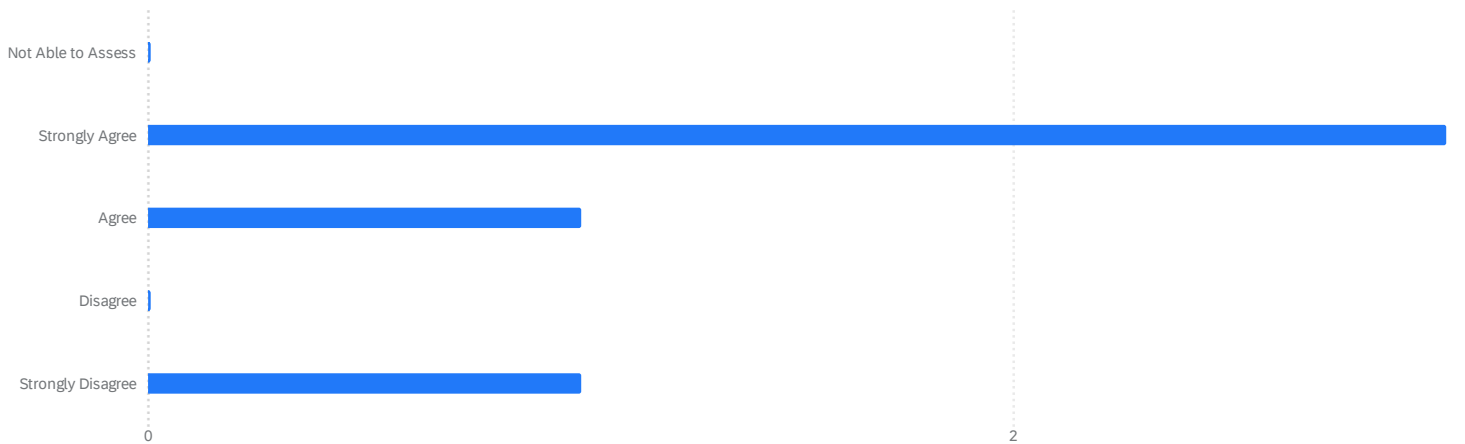
---

---

---

---

The Board receives sufficient training and information related to its responsibilities, including its fiduciary and ethical duties. 5 ⓘ



The Board receives sufficient training and information related to its responsibilities, including its fiduciary and ethical duties. 5 ⓘ

Q3 - The Board receives sufficient training and information related to its responsibilities, including its fiduciary and ethical duties.

Percentage

Count

Response	Percentage	Count
Not Able to Assess	0%	0
Strongly Agree	60%	3
Agree	20%	1
Disagree	0%	0
Strongly Disagree	20%	1

The Board receives sufficient training and information related to its responsibilities, including its fiduciary and ethical duties. 5 ⓘ

The Board receives sufficient training and information related to its respo...

Average

Minimum

Maximum

Count

Response	Average	Minimum	Maximum	Count
Not Able to Assess	-	-	-	0
Strongly Agree	2.00	2.00	2.00	3
Agree	3.00	3.00	3.00	1

The Board receives sufficient training and information related to its respo...	Average	Minimum	Maximum	Count
Disagree	-	-	-	0
Strongly Disagree	5.00	5.00	5.00	1

Comments (optional) 5 ⓘ

Comments (optional)

---



---



---



---



The Board's structure aids the Board in completing its work in a timely and efficient manner. 5 ⓘ

Q4 - The Board's structure aids the Board in completing its work in a timely and efficient manner.

	Percentage	Count
Not Able to Assess	20%	1
Strongly Agree	40%	2
Agree	20%	1
Disagree	0%	0
Strongly Disagree	20%	1

The Board's structure aids the Board in completing its work in a timely and efficient manner. 5 ⓘ

The Board's structure aids the Board in completing its work in a timely and...	Average	Minimum	Maximum	Count
Not Able to Assess	1.00	1.00	1.00	1
Strongly Agree	2.00	2.00	2.00	2
Agree	3.00	3.00	3.00	1
Disagree	-	-	-	0
Strongly Disagree	5.00	5.00	5.00	1

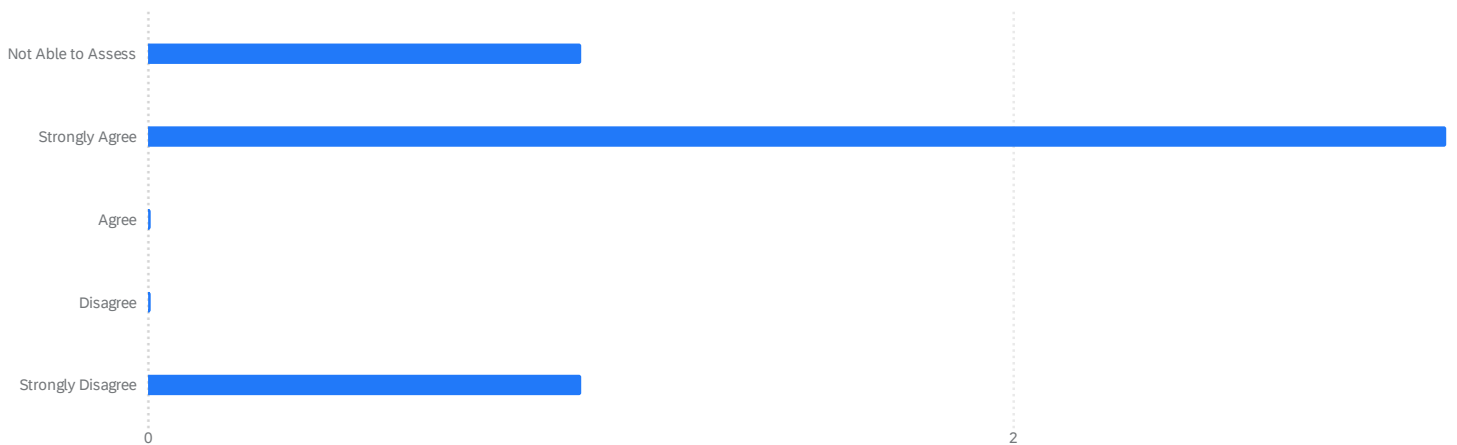
Comments (optional) 5 ⓘ

Comments (optional)

The impediments are due to state open meetings requirements and open records sometimes limiting the Boards ability to consider a matter fully when the matter involves a hire, termination or other matter requiring come confidentiality until an action is taken at the Board leve.

As I am a new board member, I am looking forward to learning more about the manner in which operations are completed and in what timeline.

The materials provided in the committee and board books are helpful for the study of agenda items prior to board action. 5 ⓘ



The materials provided in the committee and board books are helpful for the study of agenda items prior to board action. 5 ⓘ

Q5 - The materials provided in the committee and board books are helpful for the study of agenda items prior to board action.	Percentage	Count
Not Able to Assess	20%	1
Strongly Agree	60%	3

Q5 - The materials provided in the committee and board books are helpful for the study of agenda items prior to board action.

Percentage

Count

	Percentage	Count
Agree	0%	0
Disagree	0%	0
Strongly Disagree	20%	1

The materials provided in the committee and board books are helpful for the study of agenda items prior to board action. 5 ⓘ

The materials provided in the committee and board books are helpful for the...

Average

Minimum

Maximum

Count

	Average	Minimum	Maximum	Count
Not Able to Assess	1.00	1.00	1.00	1
Strongly Agree	2.00	2.00	2.00	3
Agree	-	-	-	0
Disagree	-	-	-	0
Strongly Disagree	5.00	5.00	5.00	1

Comments (optional) 5 ⓘ

Comments (optional)

---



---

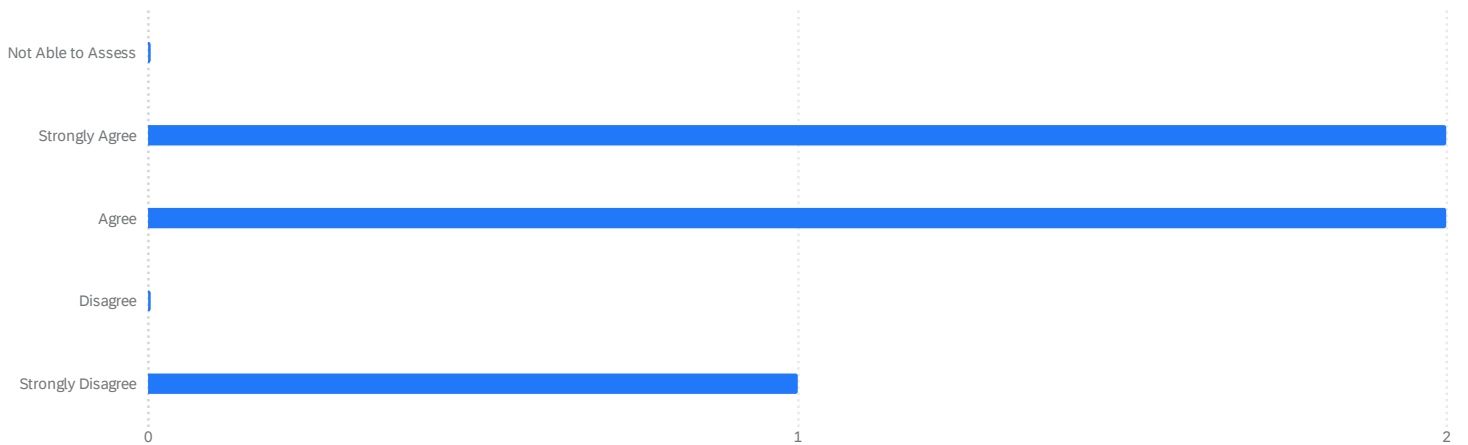


---



---

Board meetings have a good balance of information sharing, discussion and decision-making. 5 ⓘ



Board meetings have a good balance of information sharing, discussion and decision-making. 5 ⓘ

Q6 - Board meetings have a good balance of information sharing, discussion and decision-making.	Percentage	Count
Not Able to Assess	0%	0
Strongly Agree	40%	2
Agree	40%	2
Disagree	0%	0
Strongly Disagree	20%	1

Board meetings have a good balance of information sharing, discussion and decision-making. 5 ⓘ

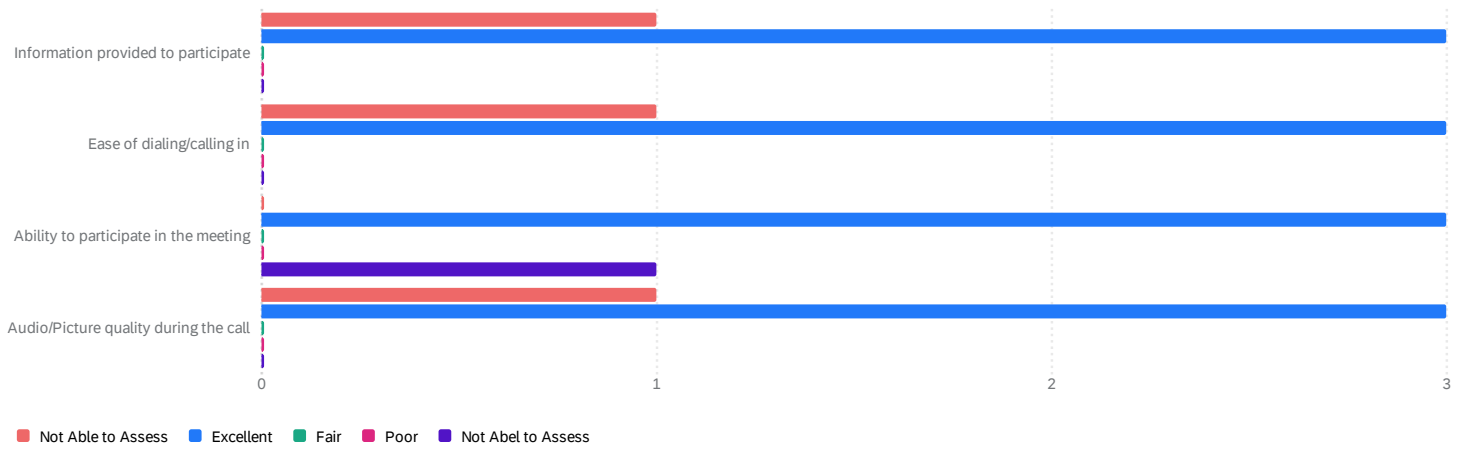
Board meetings have a good balance of information sharing, discussion and d...	Average	Minimum	Maximum	Count
Not Able to Assess	-	-	-	0
Strongly Agree	2.00	2.00	2.00	2
Agree	3.00	3.00	3.00	2
Disagree	-	-	-	0
Strongly Disagree	5.00	5.00	5.00	1

Comments (optional) 5 ⓘ

Comments (optional)

see prior comments

If you have participated in a Board of Trustees meeting virtually, please rate the following: 4 ⓘ



If you have participated in a Board of Trustees meeting virtually, please rate the following: 4 ⓘ

If you have participated in a Board of Trustees meeting virtually, please r...	Not Able to Assess	Excellent	Fair	Poor	Not Able to Assess
Information provided to participate	1	3	0	0	0
Ease of dialing/calling in	1	3	0	0	0
Ability to participate in the meeting	0	3	0	0	1
Audio/Picture quality during the call	1	3	0	0	0

If you have participated in a Board of Trustees meeting virtually, please rate the following: 4 ⓘ

If you have participated in a Board of Trustees meeting virtually, please r...	Average	Minimum	Maximum	Count
Information provided to participate	1.75	1.00	2.00	4
Ease of dialing/calling in	1.75	1.00	2.00	4
Ability to participate in the meeting	1.75	1.00	2.00	4
Audio/Picture quality during the call	1.75	1.00	2.00	4

Comments (optional) 5 ⓘ

Comments (optional)

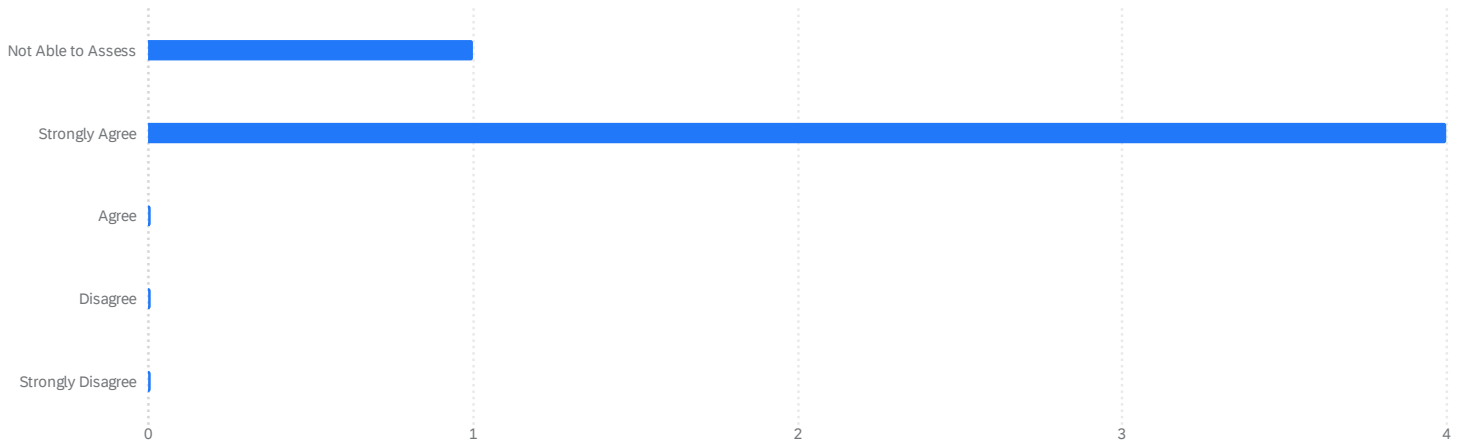
---

---

---

---

The Board keeps itself informed of the University of Memphis' performance against predetermined plans and goals. 5 ⓘ



The Board keeps itself informed of the University of Memphis' performance against predetermined plans and goals. 5 ⓘ

Q8 - The Board keeps itself informed of the University of Memphis' performance against predetermined plans and goals.

Percentage

Count

Response Category	Percentage	Count
Not Able to Assess	20%	1
Strongly Agree	80%	4
Agree	0%	0
Disagree	0%	0
Strongly Disagree	0%	0

The Board keeps itself informed of the University of Memphis' performance against predetermined plans and goals. 5 ⓘ

The Board keeps itself informed of the University of Memphis' performance a...

Average

Minimum

Maximum

Count

Response Category	Average	Minimum	Maximum	Count
Not Able to Assess	1.00	1.00	1.00	1
Strongly Agree	2.00	2.00	2.00	4
Agree	-	-	-	0

The Board keeps itself informed of the University of Memphis' performance a...	Count
Disagree	0
Strongly Disagree	0

Comments (optional) 5 ⓘ

Comments (optional)

---



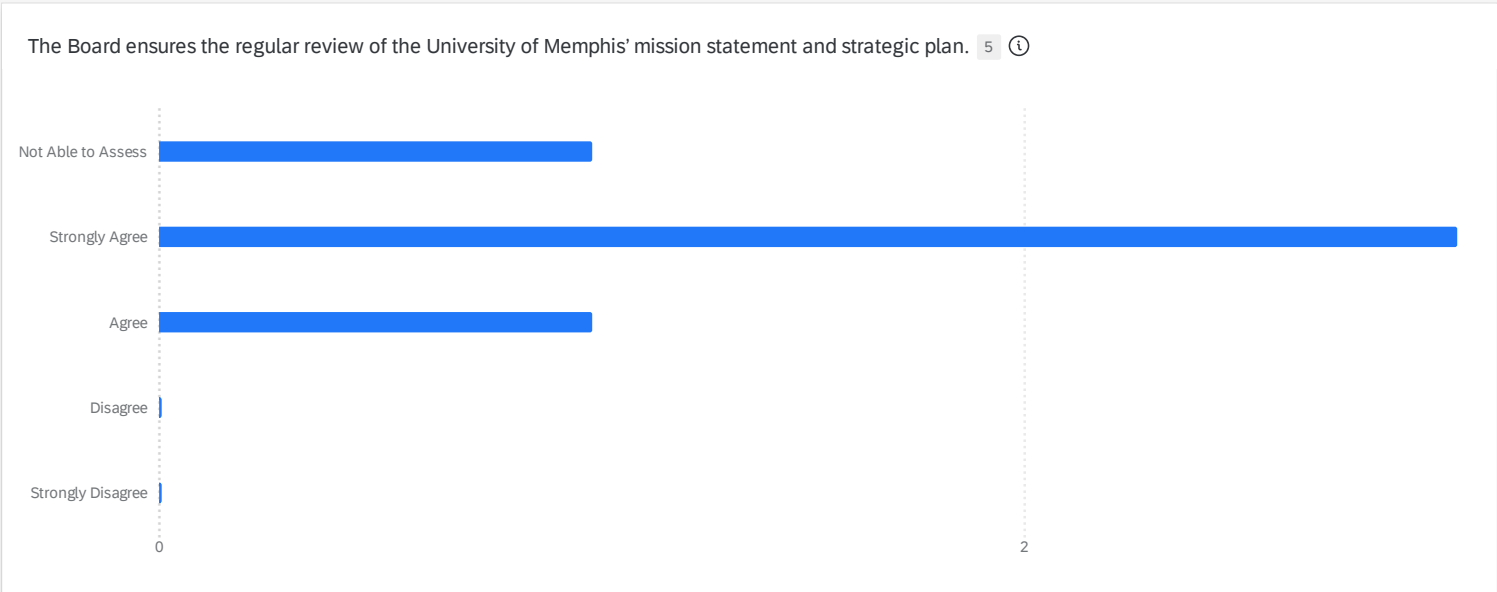
---



---



---



The Board ensures the regular review of the University of Memphis' mission statement and strategic plan. 5 ⓘ

Q9 - The Board ensures the regular review of the University of Memphis' mission statement and strategic plan.	Percentage	Count
Not Able to Assess	20%	1
Strongly Agree	60%	3
Agree	20%	1
Disagree	0%	0
Strongly Disagree	0%	0



The Board ensures the regular review of the University of Memphis' mission statement and strategic plan. 5 ⓘ

The Board ensures the regular review of the University of Memphis' mission...	Average	Minimum	Maximum	Count
Not Able to Assess	1.00	1.00	1.00	1
Strongly Agree	2.00	2.00	2.00	3
Agree	3.00	3.00	3.00	1
Disagree	-	-	-	0
Strongly Disagree	-	-	-	0

Comments (optional) 5 ⓘ

Comments (optional)

---



---

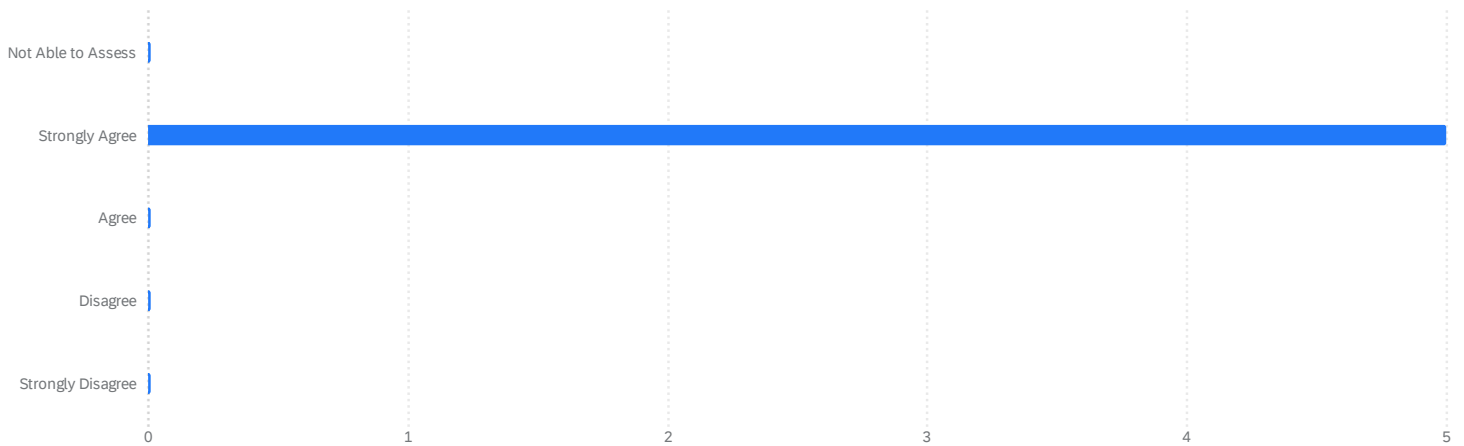


---



---

The roles and responsibilities of the Board are clearly defined and separate from those of University of Memphis employees. 5 ⓘ



The roles and responsibilities of the Board are clearly defined and separate from those of University of Memphis employees. 5 ⓘ

Q10 - The roles and responsibilities of the Board are clearly defined and separate from those of University of Memphis employees.	Percentage	Count
Not Able to Assess	0%	0
Strongly Agree	100%	5
Agree	0%	0
Disagree	0%	0

Q10 - The roles and responsibilities of the Board are clearly defined and separate from those of University of Memphis employees.

Percentage

Count

Strongly Disagree

0%

0

The roles and responsibilities of the Board are clearly defined and separate from those of University of Memphis employees. 5 ⓘ

The roles and responsibilities of the Board are clearly defined and separat...

Average

Minimum

Maximum

Count

Not Able to Assess

-

-

-

0

Strongly Agree

2.00

2.00

2.00

5

Agree

-

-

-

0

Disagree

-

-

-

0

Strongly Disagree

-

-

-

0

Comments (optional) 5 ⓘ

Comments (optional)

---



---

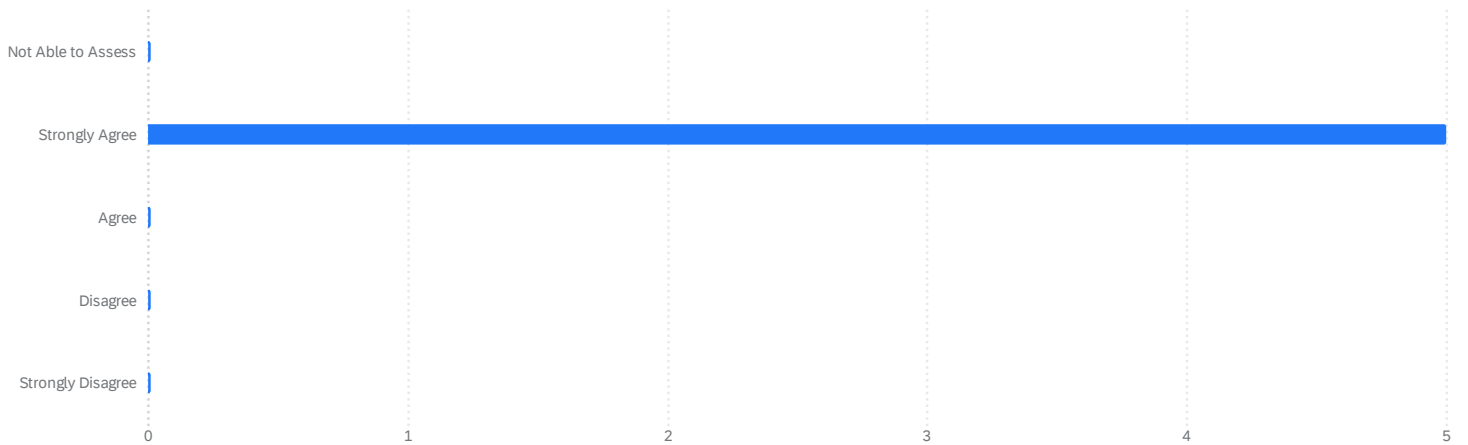


---



---

The Board's role in setting University of Memphis policies is appropriate. 5 ⓘ



The Board's role in setting University of Memphis policies is appropriate. 5 ⓘ

Q11 - The Board's role in setting University of Memphis policies is appropriate.

	Percentage	Count
Not Able to Assess	0%	0
Strongly Agree	100%	5
Agree	0%	0
Disagree	0%	0
Strongly Disagree	0%	0

The Board's role in setting University of Memphis policies is appropriate. 5 ⓘ

The Board's role in setting University of Memphis policies is appropriate.

	Average	Minimum	Maximum	Count
Not Able to Assess	-	-	-	0
Strongly Agree	2.00	2.00	2.00	5
Agree	-	-	-	0
Disagree	-	-	-	0
Strongly Disagree	-	-	-	0

Comments (optional) 5 ⓘ

Comments (optional)

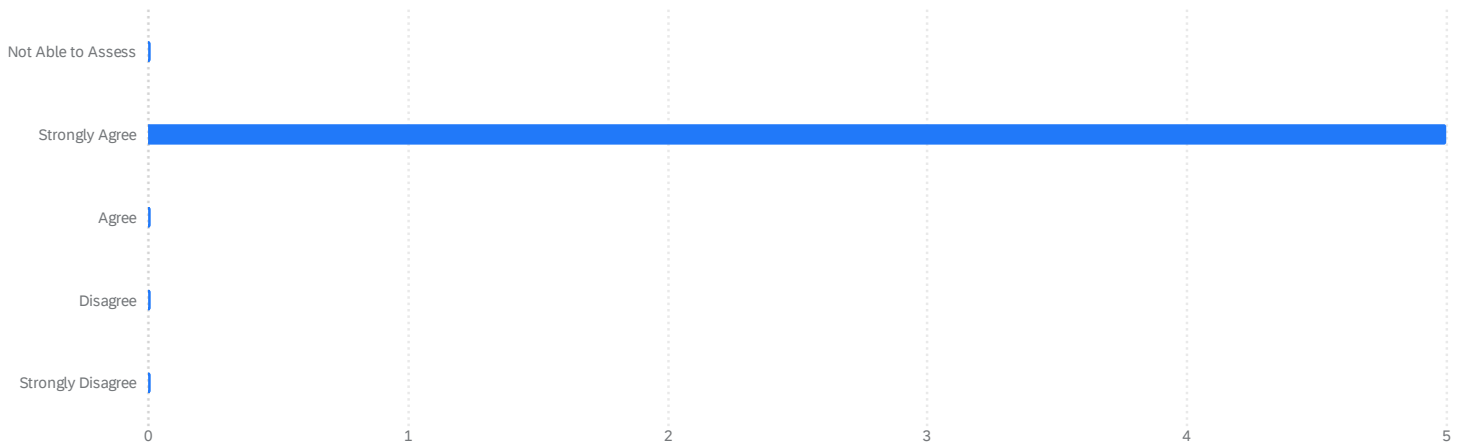
---

---

---

---

The Board delegates to the President authority to lead the University of Memphis employees to carry out its mission. 5 ⓘ



The Board delegates to the President authority to lead the University of Memphis employees to carry out its mission. 5 ⓘ

Q12 - The Board delegates to the President authority to lead the University of Memphis employees to carry out its mission.

Percentage

Count

Response Category	Percentage	Count
Not Able to Assess	0%	0
Strongly Agree	100%	5
Agree	0%	0
Disagree	0%	0
Strongly Disagree	0%	0

The Board delegates to the President authority to lead the University of Memphis employees to carry out its mission. 5 ⓘ

The Board delegates to the President authority to lead the University of Me...

Average

Minimum

Maximum

Count

Response Category	Average	Minimum	Maximum	Count
Not Able to Assess	-	-	-	0
Strongly Agree	2.00	2.00	2.00	5
Agree	-	-	-	0
Disagree	-	-	-	0
Strongly Disagree	-	-	-	0

Comments (optional) 5 ⓘ

Comments (optional)

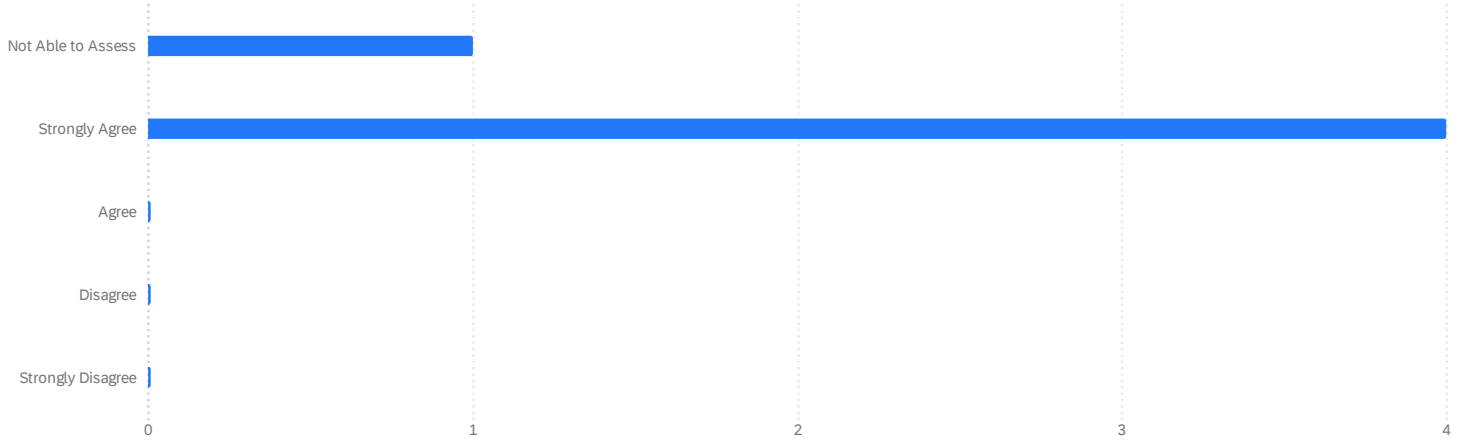
---



---

Comments (optional)

The Board's method for evaluating the President's performance is satisfactory. 5 ⓘ



The Board's method for evaluating the President's performance is satisfactory. 5 ⓘ

Q13 - The Board's method for evaluating the President's performance is satisfactory.	Percentage	Count
Not Able to Assess	20%	1
Strongly Agree	80%	4
Agree	0%	0
Disagree	0%	0
Strongly Disagree	0%	0

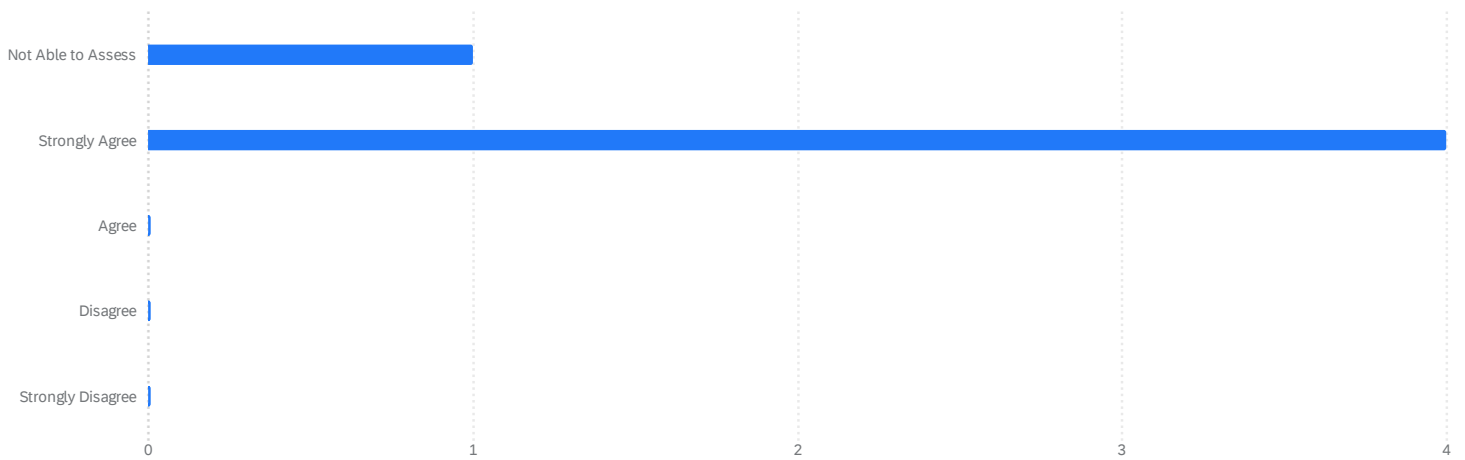
The Board's method for evaluating the President's performance is satisfactory. 5 ⓘ

The Board's method for evaluating the President's performance is satisfacto...	Average	Minimum	Maximum	Count
Not Able to Assess	1.00	1.00	1.00	1
Strongly Agree	2.00	2.00	2.00	4
Agree	-	-	-	0
Disagree	-	-	-	0
Strongly Disagree	-	-	-	0

Comments (optional) 5 ⓘ

Comments (optional)

The Board fully discusses and understands the University of Memphis' annual budget prior to approval. 5 ⓘ



The Board fully discusses and understands the University of Memphis' annual budget prior to approval. 5 ⓘ

Q14 - The Board fully discusses and understands the University of Memphis' annual budget prior to approval.

Percentage

Count

Response Category	Percentage	Count
Not Able to Assess	20%	1
Strongly Agree	80%	4
Agree	0%	0
Disagree	0%	0
Strongly Disagree	0%	0

The Board fully discusses and understands the University of Memphis' annual budget prior to approval. 5 ⓘ

The Board fully discusses and understands the University of Memphis' annual...	Average	Minimum	Maximum	Count
Not Able to Assess	1.00	1.00	1.00	1
Strongly Agree	2.00	2.00	2.00	4
Agree	-	-	-	0
Disagree	-	-	-	0
Strongly Disagree	-	-	-	0

Comments (optional) 5 ⓘ

Comments (optional)

---



---

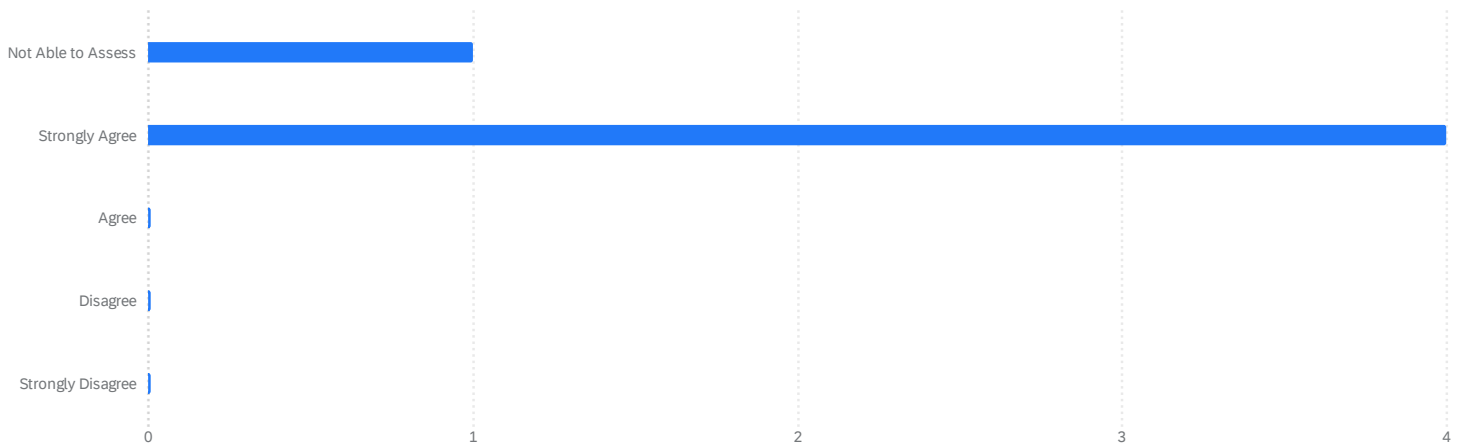


---



---

The Board regularly reviews the fiscal health of the University of Memphis. 5 ⓘ



The Board regularly reviews the fiscal health of the University of Memphis. 5 ⓘ

Q15 - The Board regularly reviews the fiscal health of the University of Memphis.	Percentage	Count
Not Able to Assess	20%	1
Strongly Agree	80%	4
Agree	0%	0
Disagree	0%	0

Q15 - The Board regularly reviews the fiscal health of the University of Memphis.

Percentage

Count

Strongly Disagree

0%

0

The Board regularly reviews the fiscal health of the University of Memphis. 5 ⓘ

The Board regularly reviews the fiscal health of the University of Memphis.

Average

Minimum

Maximum

Count

Not Able to Assess

1.00

1.00

1.00

1

Strongly Agree

2.00

2.00

2.00

4

Agree

-

-

-

0

Disagree

-

-

-

0

Strongly Disagree

-

-

-

0

Comments (optional) 5 ⓘ

Comments (optional)

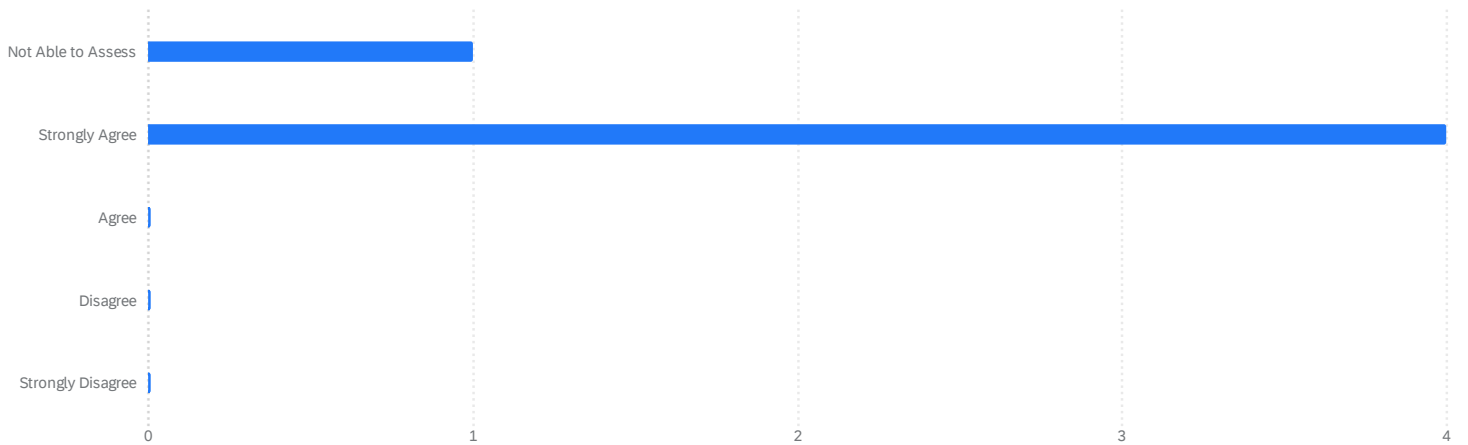
---

---

---

---

The Board reviews and approves academic programs at the University of Memphis. 5 ⓘ





The Board reviews and approves academic programs at the University of Memphis. 5 ⓘ

Q16 - The Board reviews and approves academic programs at the University of Memphis.	Percentage	Count
Not Able to Assess	20%	1
Strongly Agree	80%	4
Agree	0%	0
Disagree	0%	0
Strongly Disagree	0%	0

The Board reviews and approves academic programs at the University of Memphis. 5 ⓘ

The Board reviews and approves academic programs at the University of Memph...	Average	Minimum	Maximum	Count
Not Able to Assess	1.00	1.00	1.00	1
Strongly Agree	2.00	2.00	2.00	4
Agree	-	-	-	0
Disagree	-	-	-	0
Strongly Disagree	-	-	-	0

Comments (optional) 5 ⓘ

Comments (optional)

---



---

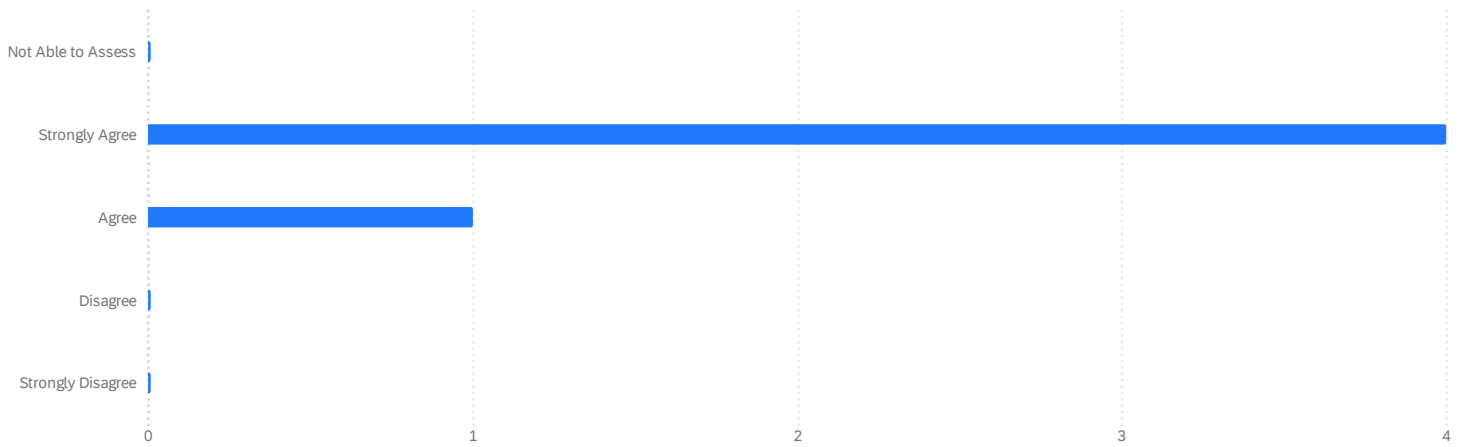


---



---

The Board provides visionary leadership for the University of Memphis. 5 ⓘ



The Board provides visionary leadership for the University of Memphis. 5 ⓘ

Q17 - The Board provides visionary leadership for the University of Memphis.

Percentage

Count

Response Category	Percentage	Count
Not Able to Assess	0%	0
Strongly Agree	80%	4
Agree	20%	1
Disagree	0%	0
Strongly Disagree	0%	0

The Board provides visionary leadership for the University of Memphis. 5 ⓘ

The Board provides visionary leadership for the University of Memphis.

Average

Minimum

Maximum

Count

Response Category	Average	Minimum	Maximum	Count
Not Able to Assess	-	-	-	0
Strongly Agree	2.00	2.00	2.00	4
Agree	3.00	3.00	3.00	1
Disagree	-	-	-	0
Strongly Disagree	-	-	-	0

Comments (optional) 5 ⓘ

Comments (optional)

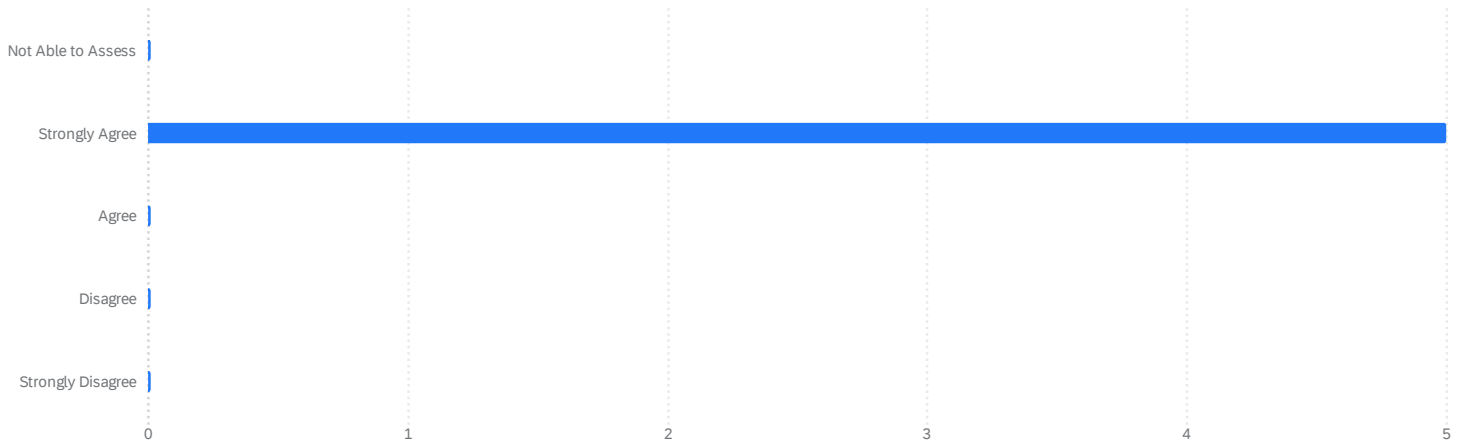
---

---

---

---

Board members demonstrate integrity. 5 ⓘ



Board members demonstrate integrity. 5 ⓘ

Q18 - Board members demonstrate integrity.	Percentage	Count
Not Able to Assess	0%	0
Strongly Agree	100%	5
Agree	0%	0
Disagree	0%	0
Strongly Disagree	0%	0

Board members demonstrate integrity. 5 ⓘ

Board members demonstrate integrity.	Average	Minimum	Maximum	Count
Not Able to Assess	-	-	-	0
Strongly Agree	2.00	2.00	2.00	5
Agree	-	-	-	0
Disagree	-	-	-	0

Board members demonstrate integrity.	Count
Strongly Disagree	0

Comments (optional) 5 ⓘ

**Comments (optional)**

---



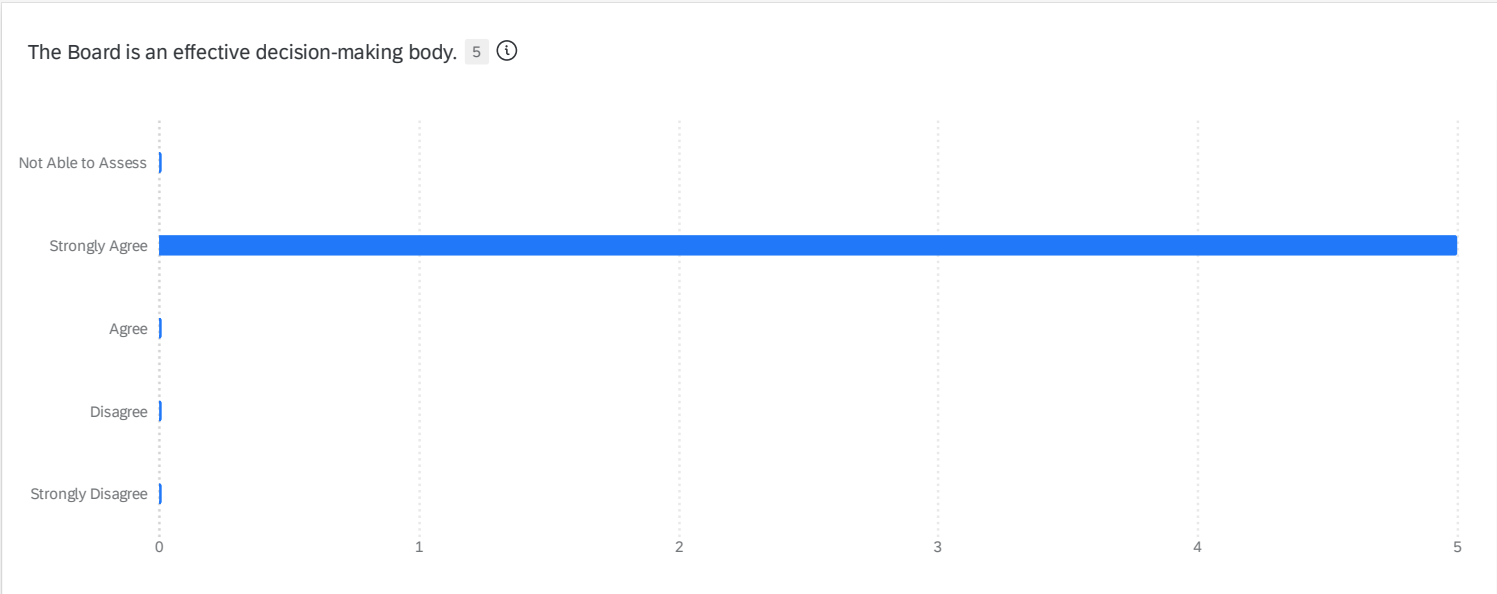
---



---



---



The Board is an effective decision-making body. 5 ⓘ

Q19 - The Board is an effective decision-making body.	Percentage	Count
Not Able to Assess	0%	0
Strongly Agree	100%	5
Agree	0%	0
Disagree	0%	0
Strongly Disagree	0%	0

The Board is an effective decision-making body. 5 ⓘ

The Board is an effective decision-making body.	Average	Minimum	Maximum	Count
Not Able to Assess	-	-	-	0
Strongly Agree	2.00	2.00	2.00	5
Agree	-	-	-	0
Disagree	-	-	-	0
Strongly Disagree	-	-	-	0

Comments (optional) 5 ⓘ

Comments (optional)

---



---

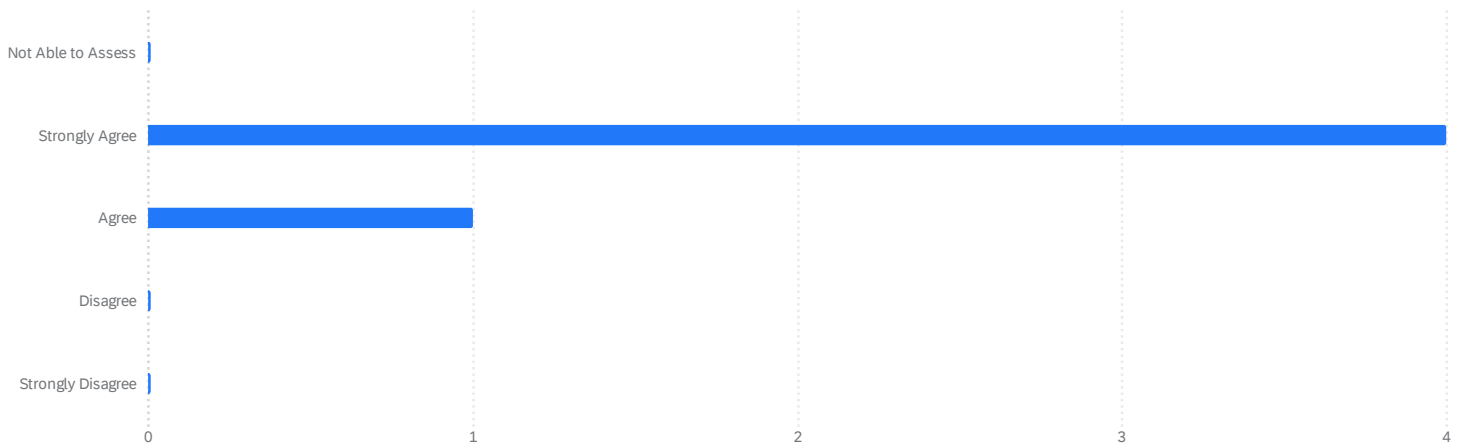


---



---

The Board is regularly informed about important trends in the larger environment that might affect the organization. 5 ⓘ



The Board is regularly informed about important trends in the larger environment that might affect the organization. 5 ⓘ

Q20 - The Board is regularly informed about important trends in the larger environment that might affect the organization.	Percentage	Count
Not Able to Assess	0%	0
Strongly Agree	80%	4
Agree	20%	1
Disagree	0%	0
Strongly Disagree	0%	0

Q20 - The Board is regularly informed about important trends in the larger environment that might affect the organization.

Percentage

Count

Strongly Disagree

0%

0

The Board is regularly informed about important trends in the larger environment that might affect the organization. 5 ⓘ

The Board is regularly informed about important trends in the larger enviro...

Average

Minimum

Maximum

Count

Not Able to Assess

-

-

-

0

Strongly Agree

2.00

2.00

2.00

4

Agree

3.00

3.00

3.00

1

Disagree

-

-

-

0

Strongly Disagree

-

-

-

0

Comments (optional) 5 ⓘ

Comments (optional)

---



---

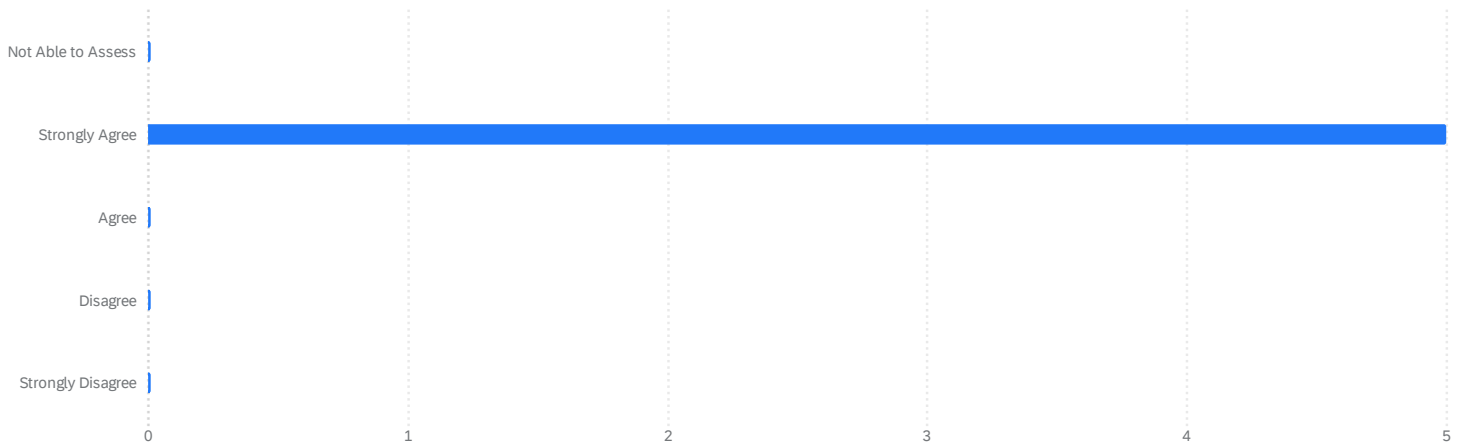


---



---

The Board devotes its attention to the University of Memphis' major issues. 5 ⓘ



The Board devotes its attention to the University of Memphis' major issues. 5 ⓘ

Q21 - The Board devotes its attention to the University of Memphis' major issues.

Percentage

Count

Not Able to Assess

0%

0

Strongly Agree

100%

5

Agree

0%

0

Disagree

0%

0

Strongly Disagree

0%

0

The Board devotes its attention to the University of Memphis' major issues. 5 ⓘ

The Board devotes its attention to the University of Memphis' major issues.

Average

Minimum

Maximum

Count

Not Able to Assess

-

-

-

0

Strongly Agree

2.00

2.00

2.00

5

Agree

-

-

-

0

Disagree

-

-

-

0

Strongly Disagree

-

-

-

0

Comments (optional) 5 ⓘ

Comments (optional)

What are your thoughts on the Board portal, Convene? 5 ⓘ

What are your thoughts on the Board portal, Convene?

Only issue is the limited ability to download all meeting materials in a single stroke. I use an Ipad.

no thoughts

Are there major issues to which the Board should devote more time? 5 ⓘ

**Are there major issues to which the Board should devote more time?**

Athletics needs more attention overall and the creation of the Athletics Committee should help.

none at this time.

I feel the board effectively prioritize key issues.

What advice would you offer the Board to sustain or improve its relationship with university stakeholders? 5 ⓘ

**What advice would you offer the Board to sustain or improve its relationshi...**

none

continue to be involved with the Community

consider establishing a series of in-person (not virtual) town-halls with 2-3 Trustee Members and key student leaders to listen to their thoughts and concerns.

What advice would you offer the Board to sustain or improve its relationship with community stakeholders? 5 ⓘ

**What advice would you offer the Board to sustain or improve its relationshi...**

continue to discuss with all groups who we are and what we are.

consider conducting similar town-halls with key business leaders in Memphis.

What other information would you like to share regarding the Board's performance? 5 ⓘ

**What other information would you like to share regarding the Board's perfor...**

always continue to talk with each others.



**What other information would you like to share regarding the Board's perfor...**

I think President Hardgrave and the Board is doing an exceptional job.

**Based on your experience with other boards you have participated on, do you have any recommendations as to what we could do better or differently?** 5 ⓘ

**Based on your experience with other boards you have participated on, do you...**

not at this time.

The board is operating very efficiently.

**I recommend that the board has the following goals for the coming year.** 5 ⓘ

**I recommend that the board has the following goals for the coming year.**

1. Enrollment impact on current and near term years and strategy for addressing going forward. 2. Impact of enrollment and athletics on university budget 3. Plan to address capital expenditures and maintenance and restoration of existing buildings 4. Athletic Department strategy in light of changes in national collegiate athletics and our stadium acquisition

none that we donot already have.

grow student attendance, improve student retention and create a more consistent pipeline for employment after graduation.



6. University Schools Consent Agenda  
Items: Policies for Adoption, University  
Schools Summer Instructional Plan,  
University Schools Approval of  
Accelerated Courses, University Schools  
2025/2026 Academic Calendar, the TDOE  
TISA Accountability Report, and the  
TDOE Compliance Report

For Approval

Presented by Sally Parish

# The University of Memphis Board of Trustees

Recommendation

Approval

**Date:** December 4, 2024

**Committee:** Governmental Affairs and Public Policy

**Approval:** University Schools Consent Agenda Approval

**Presented by:** Doug Edwards

**Background:** In serving as the school board for University Schools, the state's first Innovative School District, we are required by law to approve a number of academic and operational items for our district including policies, the district's summer instructional plan, University Schools accelerated course offerings, our University Schools Academic Calendar, the Tennessee Department of Education TISA Accountability Report, and the Tennessee Department of Education Compliance Report. These items have all been shared with board members and are included within the University Schools consent agenda in your board materials.

**The Governmental Affairs and Public Policy Committee recommends a motion to approve the University Schools consent agenda items that include the district's policies, the district's summer instructional plan, the University Schools accelerated course offerings, the University Schools Academic Calendar, the Tennessee Department of Education TISA Accountability Report, and the Tennessee Department of Education Compliance Report, as contained in your meeting materials.**

# *University Schools Consent Agenda Approvals\**

*Governmental Affairs & Public Policy*

*\*supplementary slides for board member information, not  
intended for presentation*

December 4, 2024  
University Center



**Board** *of*  
**Trustees**

DECEMBER 2024

The following slides detail the University Schools Consent Agenda Items and are not intended for presentation, but for the purpose of providing an overview for board members. Board materials include full documentation of each consent agenda item including full policy language, instructional plans, course listings, calendar, and compliance reports.

- University Schools Policies for Adoption
  - Policy revisions to the following:
    - 200.2 ELRC Enrollment Priority
    - 200.8 Continued Enrollment
    - 415 Grading System for Grades 6-12
    - 416 Graduation Requirements
- University Schools Summer Instructional Plan
- University Schools Approval of Accelerated courses, AP courses, honors courses, and industry certifications
- University Schools 2025-2026 School Year Calendar
- University Schools TDOE Compliance Approvals
  - 2024-2025 TISA Accountability Report
  - 2024 Local Education Agency Compliance Report

## University Schools Enrollment- Policy 200

- Updates to the Early Learning & Research Center admissions process
- Addition of probationary terms to better support students with unique circumstances in K12 Schools

## Grading System for Grades 6-12 - Policy 415

- State policy aligned grading policies for Grades 6-8 and Grades 9-12.
- Updated language to reflect 4x4 block schedule.
- Additional clarifications for courses taken outside University High School.

## Early Graduation - Policy 416

- State 'Move On When Ready' allows graduation at the end of Junior year.
- UHS Early Graduation option available for December of Senior year.

## Class Designations - Policy 416

- Summa Cum Laude: GPA of 4.4 and above.
- Magna Cum Laude: GPA of 4.2-4.39.
- Cum Laude: GPA of 3.9-4.19.
- University Schools will not rank students numerically. A blind internal rank based on Weighted GPA will be provided to higher education institutions upon request.

## Valedictorian/Salutatorian - Policy 416

- Valedictorian/Salutatorian selection is determined by index score:  
Index Score = Weighted GPA x 9 + Composite ACT Score. (Ex: 4.57 GPA x 9 + 34 ACT= **75.13**)  
Top Index Score= Valedictorian; Second Highest Index Score= Salutatorian; Ties permitted.

## University High Legacy Scholar - Policy 416

- Recognizes the student who best embodies the mission, vision, and core values of University High.
- Selection by committee and based on a holistic evaluation of the student's engagement across various aspects of the University High experience
- Valedictorian and Salutatorian are not eligible for the award.

## **Summer Learning Camps: Designed to provide support to students who are at risk (as defined by TDOE) or achieving below grade level expectations**

Districts are required to provide Summer Learning Camps that meet the following requirements:

- Rising grades K, 1, 2, and 3 who are at risk as defined by TDOE
- 6 hours of daily programming
  - Daily programming must include 4 hours of reading and math instruction (with at least one hour of this block dedicated to math and at least one hour for reading)
  - One hour of intervention
  - One hour of physical activity or “play”
- 5 days per week for 6 weeks
- Location: Campus School with preference given to our current teachers for staffing; stipends will be provided and determined based on funding from TDOE

## **STREAM Mini Camps: Designed to further support student learning and engage students in STREAM activities**

Districts are required to provide STREAM Mini Camps that meet the following requirements:

- Rising grades K, 1, 2, and 3 who are at risk as defined by TDOE
- STREAM is “Science, Technology, Reading, Engineering, Arts, and Math”
- One hour of daily programming focused on a STREAM educational approach
- 4 days per week for 6 weeks, provided by a licensed teacher or a trained aspiring educator/alternative educator
- Location: Campus School with preference given to our current teachers for staffing; stipends will be provided and determined based on funding from TDOE

## **Learning Loss Bridge Camps: Designed to provide support to students who are at risk (as defined by TDOE) or achieving below grade level expectations**

Districts are required to provide Learning Loss Bridge Camps that meet the following requirements:

- Rising grades 4, 5, 6, 7, 8, and 9 who are at risk as defined by TDOE
- 6 hours of daily programming
  - Daily programming must include 4 hours of reading and math instruction (with at least one hour of this block dedicated to math and at least one hour for reading)
  - One hour of intervention
  - One hour of physical activity or “play”
- 5 days per week for 4 weeks
- Location: University Middle School with preference given to our current teachers for staffing; stipends will be provided and determined based on funding from



- Campus School
  - Enrichment grades K-2
  - Intellectually gifted education grades 3-5 (GATE)
- University Middle School
  - Honors courses in core subject areas
  - Intellectually gifted education in core areas (GATE)
  - High school credits in physical science, Algebra I, & Spanish I
- University High School
  - Comprehensive advanced & honors courses
  - Dual-enrollment partnership with University of Memphis
  - Developing industry certifications

## UNIVERSITY SCHOOLS | 2025-26 CALENDAR

**JULY 2025 (0)**

Su	M	T	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

**AUGUST 2025 (18)**

Su	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

**SEPTEMBER 2025 (21)**

Su	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

**OCTOBER 2025 (17)**

Su	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

**NOVEMBER 2025 (15)**

Su	M	T	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

**DECEMBER 2025 (15)**

Su	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

**JANUARY 2026 (18)**

Su	M	T	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

**FEBRUARY 2026 (19)**

Su	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

**MARCH 2026 (16)**

Su	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

**APRIL 2026 (21)**

Su	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

**MAY 2026 (16)**

Su	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

**JUNE 2026 (0)**

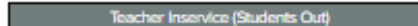
Su	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

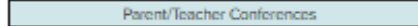
**CALENDAR KEY**

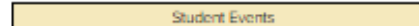
 Holiday (Everyone Out)

 Half Day of School (Dec. 19, May 22)

 First Day of School (Aug. 6)

 Teacher Inservice (Students Out)

 Parent/Teacher Conferences

 Student Events

## TISA Accountability Report

[T.C.A. § 49-3-112](#) requires each school district to submit an annual accountability report to the Tennessee Department of Education.

This report must include:

- Goals for student achievement
  - One of the goals must include the district's plan to pursue the goal of seventy percent (70%) or more of the district's third grade students to score "met expectations" or "exceeded expectations" on the English Language Arts (ELA) portion of the TCAP tests. This goal must also detail the district's goal to increase 3<sup>rd</sup> grade ELA proficiency rates by 15% of the gap over the next three years (starting with the 2022-23 TCAP results) to achieve the district's stated goal of at least 70% of 3<sup>rd</sup> grade students proficient in ELA.
- Explanation how the district's stated goals can be met within the district's budget.
- *For reports submitted **starting in the 2024-25** school year, a description of how the district's budget and expenditures from the prior school year enabled the district to make progress toward the stated student achievement goals. (exempt)*

The district's TISA accountability report is required to be presented to the public for review and comment. Board approval and Chair signature are required before the report is submitted to the department.

## TDOE Annual Compliance Report

As a new LEA, University Schools is not under any corrective action plans required by the Tennessee Department of Education as of the time of this material submission. Because University Schools has no knowledge of any noncompliance issues with state or federal laws, University Schools may certify that it is following all requirements and is in compliance with state and federal education laws and SBE rules. Board approval and Chair signature are required.

# *University Schools Consent Agenda Approvals\**

*Governmental Affairs & Public Policy*

*\*supplementary slides for board member information, not  
intended for presentation*

December 4, 2024  
University Center



DECEMBER 2024

The following slides detail the University Schools Consent Agenda Items and are not intended for presentation, but for the purpose of providing an overview for board members. Board materials include full documentation of each consent agenda item including full policy language, instructional plans, course listings, calendar, and compliance reports.

- University Schools Policies for Adoption
  - Policy revisions to the following:
    - 200.2 ELRC Enrollment Priority
    - 200.8 Continued Enrollment
    - 415 Grading System for Grades 6-12
    - 416 Graduation Requirements
- University Schools Summer Instructional Plan
- University Schools Approval of Accelerated courses, AP courses, honors courses, and industry certifications
- University Schools 2025-2026 School Year Calendar
- University Schools TDOE Compliance Approvals
  - 2024-2025 TISA Accountability Report
  - 2024 Local Education Agency Compliance Report

## University Schools Enrollment- Policy 200

- Updates to the Early Learning & Research Center admissions process
- Addition of probationary terms to better support students with unique circumstances in K12 Schools

## Grading System for Grades 6-12 - Policy 415

- State policy aligned grading policies for Grades 6-8 and Grades 9-12.
- Updated language to reflect 4x4 block schedule.
- Additional clarifications for courses taken outside University High School.

## Early Graduation - Policy 416

- State 'Move On When Ready' allows graduation at the end of Junior year.
- UHS Early Graduation option available for December of Senior year.

## Class Designations - Policy 416

- Summa Cum Laude: GPA of 4.4 and above.
- Magna Cum Laude: GPA of 4.2-4.39.
- Cum Laude: GPA of 3.9-4.19.
- University Schools will not rank students numerically. A blind internal rank based on Weighted GPA will be provided to higher education institutions upon request.

## Valedictorian/Salutatorian - Policy 416

- Valedictorian/Salutatorian selection is determined by index score:  
Index Score = Weighted GPA x 9 + Composite ACT Score. (Ex: 4.57 GPA x 9 + 34 ACT= **75.13**)  
Top Index Score= Valedictorian; Second Highest Index Score= Salutatorian; Ties permitted.

## University High Legacy Scholar - Policy 416

- Recognizes the student who best embodies the mission, vision, and core values of University High.
- Selection by committee and based on a holistic evaluation of the student's engagement across various aspects of the University High experience
- Valedictorian and Salutatorian are not eligible for the award.

## **Summer Learning Camps: Designed to provide support to students who are at risk (as defined by TDOE) or achieving below grade level expectations**

Districts are required to provide Summer Learning Camps that meet the following requirements:

- Rising grades K, 1, 2, and 3 who are at risk as defined by TDOE
- 6 hours of daily programming
  - Daily programming must include 4 hours of reading and math instruction (with at least one hour of this block dedicated to math and at least one hour for reading)
  - One hour of intervention
  - One hour of physical activity or “play”
- 5 days per week for 6 weeks
- Location: Campus School with preference given to our current teachers for staffing; stipends will be provided and determined based on funding from TDOE

## **STREAM Mini Camps: Designed to further support student learning and engage students in STREAM activities**

Districts are required to provide STREAM Mini Camps that meet the following requirements:

- Rising grades K, 1, 2, and 3 who are at risk as defined by TDOE
- STREAM is “Science, Technology, Reading, Engineering, Arts, and Math”
- One hour of daily programming focused on a STREAM educational approach
- 4 days per week for 6 weeks, provided by a licensed teacher or a trained aspiring educator/alternative educator
- Location: Campus School with preference given to our current teachers for staffing; stipends will be provided and determined based on funding from TDOE

## **Learning Loss Bridge Camps: Designed to provide support to students who are at risk (as defined by TDOE) or achieving below grade level expectations**

Districts are required to provide Learning Loss Bridge Camps that meet the following requirements:

- Rising grades 4, 5, 6, 7, 8, and 9 who are at risk as defined by TDOE
- 6 hours of daily programming
  - Daily programming must include 4 hours of reading and math instruction (with at least one hour of this block dedicated to math and at least one hour for reading)
  - One hour of intervention
  - One hour of physical activity or “play”
- 5 days per week for 4 weeks
- Location: University Middle School with preference given to our current teachers for staffing; stipends will be provided and determined based on funding from TDOE

- Campus School
  - Enrichment grades K-2
  - Intellectually gifted education grades 3-5 (GATE)
- University Middle School
  - Honors courses in core subject areas
  - Intellectually gifted education in core areas (GATE)
  - High school credits in physical science, Algebra I, & Spanish I
- University High School
  - Comprehensive advanced & honors courses
  - Dual-enrollment partnership with University of Memphis
  - Developing industry certifications



## UNIVERSITY SCHOOLS | 2025-26 CALENDAR

**JULY 2025 (0)**

Su	M	T	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

**AUGUST 2025 (18)**

Su	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

**SEPTEMBER 2025 (21)**

Su	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

**OCTOBER 2025 (17)**

Su	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

**NOVEMBER 2025 (15)**

Su	M	T	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

**DECEMBER 2025 (15)**

Su	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

**JANUARY 2026 (18)**

Su	M	T	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

**FEBRUARY 2026 (19)**

Su	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

**MARCH 2026 (16)**

Su	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

**APRIL 2026 (21)**

Su	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

**MAY 2026 (16)**

Su	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

**JUNE 2026 (0)**

Su	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

**CALENDAR KEY**

Holiday (Everyone Out)

Half Day of School (Dec. 19, May 22)

First Day of School (Aug. 6)

Teacher Inservice (Students Out)

Parent/Teacher Conferences

Student Events

## TISA Accountability Report

[T.C.A. § 49-3-112](#) requires each school district to submit an annual accountability report to the Tennessee Department of Education.

This report must include:

- Goals for student achievement
  - One of the goals must include the district's plan to pursue the goal of seventy percent (70%) or more of the district's third grade students to score "met expectations" or "exceeded expectations" on the English Language Arts (ELA) portion of the TCAP tests. This goal must also detail the district's goal to increase 3<sup>rd</sup> grade ELA proficiency rates by 15% of the gap over the next three years (starting with the 2022-23 TCAP results) to achieve the district's stated goal of at least 70% of 3<sup>rd</sup> grade students proficient in ELA.
- Explanation how the district's stated goals can be met within the district's budget.
- *For reports submitted **starting in the 2024-25** school year, a description of how the district's budget and expenditures from the prior school year enabled the district to make progress toward the stated student achievement goals. (exempt)*

The district's TISA accountability report is required to be presented to the public for review and comment. Board approval and Chair signature are required before the report is submitted to the department.

## TDOE Annual Compliance Report

As a new LEA, University Schools is not under any corrective action plans required by the Tennessee Department of Education as of the time of this material submission. Because University Schools has no knowledge of any noncompliance issues with state or federal laws, University Schools may certify that it is following all requirements and is in compliance with state and federal education laws and

**SBE rules. Board approval and Chair signature are required.**



# UNIVERSITY SCHOOLS

## AN INNOVATIVE SCHOOL DISTRICT

UNIVERSITY OF MEMPHIS

### University Schools Board Approval Items

#### Consent Agenda

- University Schools Policies for Adoption  
Policy revisions to the following:
  - 200.2 ELRC Enrollment Priority
  - 200.8 Continued Enrollment
  - 415 Grading System for Grades 6-12
  - 416 Graduation Requirements
- University Schools Summer Instructional Plan
- University Schools Approval of Accelerated courses, AP courses, honors courses, and industry certifications
- University Schools 2025-2026 School Year Calendar
- University Schools TDOE Compliance Approvals
  - 2024-2025 TISA Accountability Report
  - 2024 Local Education Agency Compliance Report

**University Schools Board Approval Items**  
**Consent Agenda- Supporting Materials**

- University Schools Policies for Adoption  
Policy revisions to the following:
  - 200.2 ELRC Enrollment Priority (pg. 3)
  - 200.8 Continued Enrollment (pg. 3)
  - 415 Grading System for Grades 6-12 (pg. 6)
  - 416 Graduation Requirements (pg. 12)
- University Schools Summer Instructional Plan (pg. 20)
- University Schools Approval of Accelerated courses, AP courses, honors courses, and industry certifications (pg. 21)
- University Schools 2025-2026 School Year Calendar (pg. 24)
- University Schools TDOE Compliance Approvals (pg. 25)
  - 2024-2025 TISA Accountability Report (pg. 26)
  - 2024 Local Education Agency Compliance Report (pg. 36)

## University Schools Policies for Adoption or Revision

Policy language that is recommended for removal is ~~struck through~~; policy language that is recommended for adoption is *italicized*.

### **200.2 ELRC Enrollment Priority**

Enrollment priority is offered in the following order: (1) children/dependents of University of Memphis full-time faculty and staff; (2) siblings of currently enrolled ELRC students; (3) children/dependents of full-time University of Memphis students; and (4) Individuals residing within two (2) miles of the University administration building.

~~Selections in each category are decided on a first-come, first-served basis, so families are encouraged to apply as soon as possible after the birth of your child.~~

*The waitlist at the ELRC rolls over from year to year, so families are encouraged to apply as soon as possible after the birth of their child. While the date of application is factored into enrollment decisions, it is not the sole determining factor. Other factors considered for enrollment include student age and date of birth, program preference, priority groups, and program specific criteria, based on the unique demands of each program.*

*Families who sign an Intent to Return agreement at the ELRC for the next academic year will be ineligible to be considered for enrollment at Campus School for that same academic year.*

### **200.8 Continued Enrollment**

#### ELRC

Grounds for discontinued enrollment at the ELRC include, but are not limited to:

- Consistent and documented failure of the student or parent/guardian to comply with school policies
- Failure to pay tuition in a timely manner
- Documented disciplinary actions that have not been able to be successfully remediated

#### K-12 University Schools

Continued enrollment in the University Schools K-12 programs complies with TCA § 49-2-128 regarding attendance, conduct, and effort. Grounds for discontinued enrollment at any of the K-12 University schools include, but are not limited to:

- Consistent and documented failure of the student or parent/guardian to comply with University Schools or University of Memphis policies;
- The student has accumulated any combination of 15 or more excused or unexcused tardies and/or absences to school, early dismissals from school, or late pick-ups in academic year

- o Medical exceptions may be granted on the basis of extreme cases that are documented by a health professional as having an unavoidable and adverse impact on a student’s ability to attend school due to a documented severe medical condition or course of treatment (i.e. long term hospitalization, chemotherapy treatments, in-patient therapy, etc.). In these circumstances, the student’s current University School must have been consulted and engaged in a collaborative process to support the student through their medically-excused absences. Medically excused absences will not be considered as an exception to existing enrollment policy without current university school documentation.
- The student has been referred to the District Attorney’s Office for Truancy (SARB);
- Student is not maintaining acceptable academic progress (2 or more D’s and/or at least one F for their Semester 1 or Semester 2 grades r) and is not satisfactorily participating in the school-sanctioned academic growth plan;
- The student has received any of the following during one academic year:
  - o 3 office referrals and/or In-School Suspensions (ISS), or Short Term Out-Of-School Suspensions (OSS) (1-3 days)
  - o 2 (or more) Short Term Out-Of-School Suspensions (OSS) of 4-10 days for any reason
  - o Any Long-Term Out-Of-School Suspension/Expulsion
  - o A failure to participate in probationary or remediation activities as requested by the school leadership team in response to behavioral concerns;
  - o Evidence that the parent/guardian has falsified or provided fraudulent supporting documents when applying for the transfer.

When a student is at risk of violating any of the aforementioned criteria (other than the student committing an offense that results in a long-term suspension/expulsion or the parent falsifying documents to obtain the transfer), an administrator must communicate with the parent/guardian to warn them that their child’s transfer is in jeopardy of being rescinded, reason why, and what they must do to keep the rescission from happening. A final determination that enrollment should be revoked will result in immediate transfer out of University Schools.

The following grievance procedure shall be used for all parents and guardians who wish to appeal their student’s discontinued enrollment at a University School. No other method of appeal shall be accepted:

1. For purposes of this policy, “Business Day” means any weekday not designated by University Schools as a holiday or administrative closure day. When calculating a time period of Business Days specified in this Policy, the Business Day of the event that triggers a time period is excluded.
2. Parents and guardians shall have ten (10) business days from notice of discontinued enrollment to appeal. If ten (10) business days pass and no appeal is filed, the student’s enrollment is discontinued, and the Director’s decision is final.
3. All appeals shall be delivered in writing by either email to the school Director or hard copy delivered to the school Director. All appeals shall contain a basis for appeal and shall include any information that the parent or guardian wishes to be considered by the person(s) reviewing the appeal.

4. The Director of the school where the student is seeking to continue enrollment will review the appeal within five (5) business days. The Director will respond to the appeal in writing by either granting or denying the appeal.
5. If the Director denies the appeal, the parent or guardian has ten (10) business days to make one (1) final appeal with the Chief Academics and Operations Officer. If ten (10) business days pass and no appeal is filed, the student's enrollment is discontinued and the Director's decision is final.
6. All final appeals shall be delivered in writing by either email to the Chief Academics and Operations Officer or hard copy delivered to the Central office. All appeals shall contain a basis for appeal and shall include any information that the parent or guardian wishes to be considered by the person(s) reviewing the appeal.
7. The Chief Academics and Operations Officer will review the appeal within five (5) business days. The Chief Academics and Operations Officer will respond to the appeal in writing by either granting or denying the appeal.

*School Directors may determine that in lieu of a discontinued enrollment, a student may benefit from a probationary enrollment period. Probation is an opportunity offered at the sole discretion of the school directors only in rare and unique circumstances. Parents and students cannot apply for, appeal for, or request a probationary status. Probationary determinations (to extend, or discontinue) are final and not appealable.*

**415 Grading System for Grades 6-12**

University Schools policy in accordance with the Tennessee Uniform Grading System establishes the grading system for grades 6-12.

Report cards are issued in PowerSchool at the end of each nine-week period and sent to parents at the end of each nine-week period unless the parents/guardians have exercised their option for paperless reports. Parents must be notified within a report card period when a student is not doing acceptable work. Parent-teacher conferences should be held to gain parental support in an effort to improve student performance. In all schools, students' conduct is graded as excellent, satisfactory, needs improvement or unsatisfactory, and the initial letter "E", "S", "N", or "U" is used to report the conduct grade. It is to be reported at each grading period on the report card with each subject grade. NOTE: If an erroneous grade has been entered, correction must be made, and a new card issued to the student.

**Grading System for Grades 6-8**

1. Grades will be reported on report cards and transcript records using numerical values as indicated below:

A	90-100
B	80-89
C	70-79
D	60-69
F	Below 60

2. Grades given at the end of each nine-week period will be determined by the average of daily work, oral and written assignments, and tests.
3. Students will receive a minimum of 10 grades per quarter.
4. Not every assignment that is turned in will be for a grade.
5. Fifty percent of the ten grades should be earned and recorded by the interim of the nine-week term. This gives the teachers the basis for the grades at the end of the grading period. The teacher will assess all student assignments and weigh the value of grades given for various assignments within the nine-week term in computing the term grade. This procedure will enable the teacher to allow for individual student differences in the grading process. Homework assignments will not be given in the traditional sense.
6. Students will be expected to prepare for upcoming classes outside of normal class time.
7. Work that is begun, but not completed in class, will be homework.
8. Students may be asked to do pre-reading or pre-work, but it may not be for a grade.



NOTE: Grading systems other than the above must be reviewed by the Executive Director of Academics and approved in writing by the Vice Provost & Director of Schools.

- A student's academic grade is solely intended to reflect the student's acquired knowledge, ability, and/or skills in the designated subject. Therefore, academic credit/points may not be awarded or deducted for any purpose that is not directly related to the student's academic performance. For example, academic credit/points may not be awarded as an incentive to participate or achieve a certain goal in a school fundraising event. Academic credit/points may not be deducted for failure to purchase certain brands or types of school supplies. A reasonable number of academic points may be deducted from a student's academic grade for failure to submit homework or other assigned academic work on the date specified by the teacher.
- Regular attendance should be necessary for passing grades. In the event of an excused absence, students are expected to make up work missed within a reasonable time, defined by the instructor.
- Semester exams are not given in grades 6-8 with the exception of high school level courses. Students who successfully complete a high school course will earn high school credit. Semester grades earned in high school courses mentioned above will be recorded on the high school transcript. The grades earned will be included in the high school GPA.
- Students in grades 6 & 7 will complete two (2) PBL projects each year, one per semester. These projects will comprise 15% of the semester grade
- Students in grade 8 will complete one year-long project which will make up 15% of the second semester grade.
- Beginning with the 2011-2012 school year, for students in grades 6-8, scores on the Tennessee Comprehensive Assessment Program (TCAP) shall comprise 15% of the student's final grade for the spring (second) semester in mathematics, reading/language arts, science and social studies. \* The Writing Assessment will be factored into the student's 4th nine-weeks grade.
- Students who meet only the minimum requirements should be given minimum passing grades. No student should fail for the semester or year if the only failing grade is that of the semester examination, provided the student has made an honest effort on the examination.
- Credits will be awarded in .5 increments upon successful completion of a semester.
- If there is no semester exam in a course, the semester grade will be an average of the two quarters. Each quarter grade will represent 50% of the final semester grade.
- For courses, which have, a Tennessee State mandated EOC exam required during second semester the semester grades are determined as follows:
  - For first semester courses, the semester grade will be an average of the two quarters. Each quarter grade will represent 50% of the final semester grade.
  - Second semester grades are determined by counting the two quarter grades as 75%, the semester examination, or comparable evaluation as 10%, and the state mandated exam as 15%.
- ~~In all grades for Honors courses at the secondary level in grades 6-8,~~ three (3) points shall be added to each quarter numerical grade, and each semester exam grade. The two 9-week grades, the semester exam grade, with the added Honors course points included, will be used to calculate the semester average.
- A student having a 90 or higher average for the two terms in a specific course and having three (3) or fewer excused absences in that same course will be exempted from the semester exam if the student desires. When a student is exempted from the examination, the semester average will be the average of the two term grades and any state-mandated exam as outlined in Number 9. Any unexcused absence in the course will disqualify the student from all exemptions. Exemptions apply only to the teacher-made semester examinations.

Grading System for Grades 9-12

High School Level Course in Middle School

Students who successfully complete a high school course in the middle school will earn a high school credit. Semester grades earned in high school courses will be recorded on the high school transcript, but these grades will factor into the student’s GPA or class rank at the high school level.

For courses which have no Tennessee State mandated EOC exam required during a given semester, semester grades are determined by counting each of the two quarter grades as 50%.

For courses which have a Tennessee State mandated EOC exam required during second semester, the semester grades are determined as follows:

- First semester grades are determined by counting each of the two quarter grades as 50%,
- Second semester grades are determined by counting each of the two quarter grades as 50%.
- The weight of the EOC examination on the student’s final yearly average shall be fifteen percent (15%), with each semester average weighted at 42.5%.
- If University Schools does not receive its students’ state mandated test scores at least one (1) instructional day before the end of the school year, the state mandated test scores will not be included in the University Schools students’ grades in the subject areas of mathematics, language arts, science and social studies.

GRADES 9-12<sup>1</sup>

University Schools Board of Education policy in accordance with the Tennessee Uniform Grading System establishes the grading system for grades 9-12.

Report cards are issued in Powerschool at the end of each nine-week period. Parents must be notified within a report card period when a student is not doing acceptable work.

Grades will be reported on report cards and transcript records using numerical values as indicated below.

A	90-100
B	80-89
C	70-79
D	60-69

F	Below 60
---	----------

Grades given at the end of each nine-week period will be determined by homework, classwork, and other meaningful assessments that allow students to demonstrate mastery of skills and concepts. A minimum of eighteen grades for the nine-week period should be recorded for each subject. Teachers of career, and other competency-based courses may appeal to the principal on an annual basis for a waiver of this requirement. Fifty percent of the student’s grade in the course should be earned and recorded by the interim of the nine-week term. This gives the teachers the basis for the grades at the end of the grading period.

**GRADES FROM INSTITUTIONS OTHER THAN UNIVERSITY SCHOOLS:**

University Schools students may only receive high school credit for a course taken through another institution with pre-approval from University High School. Students who successfully complete a pre-approved high school course through an institution other than University High will earn a high school credit. Final grades earned in high school courses will be recorded on the high school transcript and these grades will factor into the student’s GPA or class rank at the high school level. Transfer grades will be recorded on the University High transcript and will factor into the University High GPA.

**SEMESTER BLOCK SCHEDULE FINAL GRADES:**

For courses which have no Tennessee State mandated EOC exam required during a given semester, semester grades are determined by counting each of the two quarter grades as 50%.

For courses which have a Tennessee State mandated EOC exam required during second semester, the semester grades are determined as follows:

- First semester grades are determined by counting each of the two quarter grades as 50%,
- Second semester grades are determined by counting each of the two quarter grades as 50%.
- The weight of the EOC examination on the student’s final yearly average shall be fifteen percent (15%), with each semester average weighted at 42.5%.
- If University Schools does not receive its students’ state mandated test scores at least one (1) instructional day before the end of the school year, the state mandated test scores will not be included in the University Schools students’ grades in the subject areas of mathematics, language arts, science and social studies.

For Dual Enrollment and Advanced Placement courses, the final grades are determined as follows:

- **Advanced Placement:** The grades will be determined by counting each of the two quarter grades as 50%.
- **Dual Enrollment:** The dual enrollment courses will follow the university’s grading system for that specific course.
- Students are required to complete their final AP Assessment (Exam, Portfolio, etc). If a student does not sit for their final test, the additional points added to each term will be removed from the student’s grade and final grade will be re-calculated to reflect that change.

Calculation for High School Course GPA Weighting:

Grade	Percentage Range	Standard	Honors / National Industry Certification	Statewide Dual Credit	Dual Enrollment and Advanced Placement
A	90-100	4.0	4.5	4.75	5.0
B	80 - 89	3.0	3.5	3.75	4.0
C	70 - 79	2.0	2.5	2.75	3.0
D	60 - 69	1.0	1.5	1.75	2.0
F	Below 60	0.0	0.0	0.0	0.0

GRADES NINE - TWELVE GRADING SCALE AND LOTTERY SCHOLARSHIPS<sup>3</sup>

Grade	Percentage Range		Honors Courses	Dual Enrollment and Advanced Placement Courses
A	90	100	Shall include the	Shall include the
B	80	89	addition of 3	addition of 5
C	70	79	percentage	percentage
D	60	69	points to the	points to the
F	0	59	quarter grades and excused to	quarter grades and
			exam used to	exams used to
			calculate the	calculate the
			final average.	final average.

Local education agencies may allow students to participate in credit recovery programs as outlined in the State Board of Education’s High School Policy 2.103. Students passing credit recovery courses shall receive a grade of sixty percent (60%). The original failing grade shall not be considered in the HOPE Scholarship Eligibility Grade Point Average calculation. A student may repeat any course in which an “F” is made if the schedule of the student allows it. The subsequent grade, if higher than an “F” will be placed on the student’s transcript and the “F” will be removed. The course taken over must be the same course code number as the course which was failed, and the course must be retaken in a University School. University Schools will not remove an “F” from a transcript unless the course is repeated in a University School.

The GPA used to determine eligibility for the HOPE Scholarship and other Tennessee Student Assistance Corporation funds shall be reported on the student’s transcript as the “Hope Scholarship GPA.” The grade scale used to calculate the “Hope Scholarship GPA” and is the TN State Uniform Grading System

and will be calculated as follows in accordance with the State Board of Education’s Uniform Grading Policy 3.301:

<i>Grade</i>	<i>Percentage Range</i>		<i>Honors Courses</i>	<i>Dual Enrollment and Advanced Placement Courses</i>
<i>A</i>	<i>90</i>	<i>100</i>	<i>Shall include the</i>	<i>Shall include the</i>
<i>B</i>	<i>80</i>	<i>89</i>	<i>addition of 3</i>	<i>addition of 5</i>
<i>C</i>	<i>70</i>	<i>79</i>	<i>percentage</i>	<i>percentage</i>
<i>D</i>	<i>60</i>	<i>69</i>	<i>points to the</i>	<i>points to the</i>
<i>F</i>	<i>0</i>	<i>59</i>	<i>quarter grades and</i>	<i>quarter grades and</i>
			<i>exams used to</i>	<i>exams used to</i>
			<i>calculate the</i>	<i>calculate the</i>
			<i>final average.</i>	<i>final average.</i>

**416 Graduation Requirements**

The State Board of Education has established minimum standards for graduation from any Tennessee public high school. Any student who meets those requirements shall be awarded the appropriate diploma as specified in the Tennessee State Board of Education Rules, Regulations and Minimum Standards for the Operation of the Public School System. The University delegates to the Associate Vice President for Educational Initiatives the authority to delineate areas that may be substituted for the physical education requirement and to identify areas of elective focus beyond those listed in the State’s High School Policy.

*Regular High School Diploma*

To earn a regular high school diploma, students must meet the minimum standards established by the State Board of Education and earn the following 22 units of credit and meet the University High School Standards.

Minimum Standards		University High School Standards	
<i>English</i>	4 units	Communication	1 unit
<i>Mathematics</i>	4 units	Prep Academy	2 units
<i>Science</i>	3 units	Entrepreneurship	1 unit
<i>Social Studies</i>	3 units	Competency and Portfolio Capstone	2 units

<i>Wellness</i>	<i>1 unit</i>	<del>Student-Selected Concentration</del>	<del>3 units</del>
<i>Physical Education</i>	<i>0.5 unit</i>	<del>Dual Enrollment Courses</del>	<del>3–12 courses [15–36 credit hours]</del>
<i>Personal Finance</i>	<i>0.5 unit</i>	<del>Total:</del>	<del>9 additional units</del>
<i>Area of Focus/ Pathway</i>	<i>3 units</i>		
<i>World Language</i>	<i>2 units</i>		
<i>Fine Arts</i>	<i>1 unit</i>		
<i>Total:</i>	<i>22 units</i>		

University High School requires all students to complete a capstone experience during senior year. Requirements for the Competency and Portfolio Capstone will be determined by University High’s Executive Director.

\* Beginning with the Class of 2028, all students must also complete 1.0 credit of Computer Science. University High School requires all students to complete a capstone experience during senior year. Requirements for the Competency and Portfolio Capstone will be determined by University High’s Executive Director.

*Graduation with State Honors*

Students who score at or above all of the subject area readiness benchmarks on the ACT or equivalent score on the SAT will graduate with honors.

Readiness Benchmarks	
English	18
Mathematics	22
Reading	21
Science	24

***University Schools Designation of Exemplary Recognition (applicable to all qualifying students)***

In order to best prepare students for college and an ever more competitive global job market, University Schools supports, encourages and motivates students to challenge themselves by taking the most rigorous course of study.

Students eligible for the Designation of Exemplary Recognition must have earned twelve (12) Honors or Advanced Placement credits (any combination) in Grades 9-12 or a combination of such credits totaling twelve (12), with each Advanced Placement credit equal to 1.5 honors credits. A minimum of two (2) Honors or Advanced Placement courses is required during the senior year. A qualified graduate will receive a Diploma that indicates the exemplar status and Designation of Exemplary Recognition will be printed on the Graduate's final high school transcript.

***Early Graduation Requirements***

A public-school student may complete an early high school graduation program and be eligible for unconditional entry into a public two-year institution of higher education or conditional entry into a public four-year institution of higher education, if the student meets the requirements below:



● Each student desiring to complete an early graduation program shall indicate to the high school principal the student's intent prior to the beginning of grade nine (9) or as soon thereafter as the intent is known. The intent shall be indicated on a form provided by the department of education and signed by the parent.

● For early graduation and unconditional entry into a public two-year institution or conditional entry into a public four-year institution, a student shall:

— Achieve a benchmark score as determined by the state board of education for each subject area in which end-of-course examinations are administered

— Successfully complete eighteen (18) credits to include: English I, II, III, and IV, Algebra I and II, Geometry, United States History, two (2) courses in the same foreign language, one (1) course selected from the following: (i) Economics; (ii) Government; (iii) World Civilization; or (iv) World geography; one (1) course selected from the following: (i) History and appreciation of visual and performing arts; or (ii) A standards-based arts course, which may include studio art, band, chorus, dance, or other performing arts; Health, Physical Education, Biology, and Chemistry

— Have a cumulative grade point average of at least 3.2 on a 4-point scale;

— Score on either the ACT or the SAT at or above benchmarks set by the Tennessee higher education commission for mathematics and English;

— Obtain a qualifying benchmark score as determined by the state board of education on a world language proficiency assessment approved by the board; and

— Complete at least two (2) courses from the following types of courses: AP, IB, Dual Enrollment, and Dual Credit

The courses specified in the 18 credits may be dual enrollment or dual credit courses, AP or IB courses, or standard courses for which high school credit is granted. Selected courses, as determined by the state board of education, may be completed at the middle school level. A student in the early graduation program may take two (2) high school English courses in an academic year. A student who completes the early graduation program in accordance with these requirements qualifies for unconditional admittance to all public two-year institutions of higher education. A public four-year institution may accept a student who completes the early graduation program. A student pursuing early graduation in accordance with these requirements is exempt from additional graduation requirements established by the state board of education. A student who completes the early graduation program shall be awarded a high school diploma.

The state board of education and the Tennessee higher education commission shall set the required benchmarks at scores that demonstrate exemplary high school performance and are indicative of an ability to perform college-level work. The state board of education or a local board of education shall not impose graduation requirements that would prohibit a student who is pursuing an early graduation program as outlined above from completing high school in less than four (4) years.

### *Graduation with State Distinction*

Students will be recognized as graduating with “distinction” by attaining a B or better average and completing at least one of the following:

- Earn a nationally recognized industry certification
- Participate in at least one Governor’s Schools
- Participate in one Tennessee All-State musical organizations
- Be selected as a National Merit Finalist or Semifinalist

- Attain a score of 31 or higher composite score on the ACT (or equivalent e.g., 1360 on the SAT)
- Attain a score of 3 or higher on at least two Advanced Placement exams
- Successfully complete the International Baccalaureate Diploma Programme
- Earn 12 or more semester hours of transcribed postsecondary credit

#### EARLY GRADUATION

##### STATE MOVE ON WHEN READY:

*A student pursuing early graduation through the Move on When Ready program shall complete an intent form available from the Department of Education and submit it to her or his high school principal and the Department of Education. Intent forms will be available in the counseling office of each high school and should be completed upon entry into the 9th grade. Applications will not be accepted for Move On When Ready later than May of the Sophomore year. A public high school student may complete an early high school graduation program and be eligible for unconditional entry into a public two (2)-year institution of higher education or conditional entry into a public four (4)-year institution of higher education, if the student fulfills each of the following requirements:*

*(a) Earns seventeen (17) credits that include:*

- 1. English I, II, III, and IV*
- 2. Algebra I and II\**
- 3. Geometry*
- 4. United States History*
- 5. Two (2) courses in the same world language;*
- 6. One (1) course selected from:*
  - (i) Economics*
  - (ii) Government*
  - (iii) World Civilizations*
  - (iv) World Geography*
- 7. One (1) course selected from:*
  - (i) History and appreciation of visual and performing arts*
  - (ii) A standards-based arts course, which may include studio art, band, chorus, dance, or other performing arts*
- 8. Health and Physical Education (Wellness)*
- 9. Biology*
- 10. Chemistry*

*(b) Has a cumulative GPA of at least 3.2 on the Uniform Grading System four (4) point scale;*

*(c) Scores at the on-track or mastered level on each end-of-course assessment taken (excluding end-of-course assessments taken during the student's final semester prior to early graduation);*

*(d) Meets benchmark scores of twenty-one (21) or higher composite score on the ACT or an equivalent score on the SAT;*

*(e) Achieves a passing score on a nationally recognized world language proficiency assessment;*

*(f) Achieve a passing score on a state-normed civics test, as required by the Tennessee State Board of Education; and*

*(g) Completes two (2) early postsecondary courses.*

*A student pursuing early graduation through the Move on When Ready Program may take two (2) high school English courses in an academic year and is exempt from any additional graduation requirements. A student who completes the Move on When Ready Program shall be awarded a regular high school diploma.*

#### UHS EARLY GRADUATION

*To earn a regular high school diploma, students must fulfill each of the following requirements:*

1. Be in the fourth (4th) year of high school;
2. Meet the minimum standards established by the State Board of Education;
3. Achieve a passing score on a state-normed civics test, as required by the Tennessee State Board of Education;
4. Candidates for early graduation shall submit an “Intent to Graduate Early” to their respective counselors prior to their senior year.
5. Meet qualifications for the state definition of a “Ready Graduate”.
6. Earn the following twenty-two (22) units of credit:
  - English 4 Units
  - Mathematics 4 Units
  - Science 3 Units
  - Social Studies 3 Units
  - Wellness 1 Unit
  - Physical Education 0.5 Unit
  - Personal Finance 0.5 Unit
  - Elective Focus 3 Units
  - Fine Arts (may be waived pursuant to State Board Policy 2.103) 1 Unit
  - World Language (may be waived pursuant to State Board Policy 2.103) 2 Units

*Adjustment of Graduation Requirements – Provisions for Students of Military Parents*

University Schools shall waive specific courses required for graduation for students of military parents who enroll/transfer into the district if the student has satisfactorily completed similar course work in another district; or University Schools shall provide reasonable justification for the denial. If a waiver is not granted to a student who would qualify to graduate from the sending school, University Schools shall provide an alternative means of acquiring the required course work. University Schools shall accept the exit or end-of-course exams required for graduation from the sending state, norm-referenced achievement tests, or alternative testing in lieu of testing requirements mandated for graduation by the state of Tennessee or University Schools. If alternatives cannot be accommodated by University Schools for a student transferring in their senior year, University Schools and the sending district shall ensure the receipt of a diploma from the sending district, if the student meets graduation requirements in the sending district.

Additionally, for a student of military parents transferring to University Schools at the beginning or during their senior year, who is ineligible to graduate after all alternatives have been considered, University Schools and the sending district shall ensure the receipt of a diploma from the sending district, if the student meets graduation requirements in the sending district. If the sending district is not a member of the Interstate Commission, University Schools shall use best efforts to facilitate the on-time graduation of the student through adjustment of graduation requirements based on course waivers and acceptance of the sending state’s examinations/tests or alternative testing.

*Special Education Diploma*

A special education diploma may be awarded at the end of their fourth year of high school to students with disabilities who have (1) not met the requirements for a high school diploma, (2) have satisfactorily completed an individualized education program, and (3) have satisfactory records of attendance and conduct. Students who obtain the special education diploma may continue to work towards the high school diploma through the end of the school year in which they turn twenty-two years old.

***Honor Roll, Awards, and Laude System***

## *Honor Roll*

*Honor roll students shall be determined by standards recommended by the Director of Schools.*

## *Awards and Contests*

*Prior to a school department or club presenting honors or awards or conducting contests, the school's Executive Director shall approve such honor, award or contest.*

## *Class Designation*

*A laude system will be used to delineate the three categories of High Academic Distinction, for 12<sup>th</sup> grade graduating students. The categories shall be determined by weighted cumulative grade point average. All high school credit grades earned in grades 7-11 and the first semester of 12<sup>th</sup> grade year will be counted towards the student's grade point average.*

*Summa Cum Laude: GPA of 4.4 and above*

*Magna Cum Laude: GPA of 4.2-4.39*

*Cum Laude: GPA of 3.9-4.19*

*University Schools will not rank students numerically. A blind internal calculation of rank (determined by Weighted GPA) will be provided to higher education institutions for scholarship purposes as requested.*

## *Valedictorian and Salutatorian*

- *Student must have been consecutively enrolled in their respective University School District High School since the first day of their 11<sup>th</sup> grade year.*
- *Student must qualify for the highest Latin System honor (Summa cum laude) awarded in the respective school (weighted 4.4 and above GPA) to be in consideration for valedictorian and/or salutatorian.*
- *Any disputes or discrepancies in the Valedictorian/Salutatorian selection process must be submitted, in writing, to the Executive Director of Academics by no later than the last day of January during the student's 12<sup>th</sup> grade year. The decision of the Executive Director of Academics shall be final.*
- *Selection process will be based on the score (rounded to the hundredth place) assigned using the Index Score Formula as calculated upon completion of the first semester of the senior year:  
Cumulative Weighted GPA (rounded to hundredth place) x 9 + ACT Composite\* = Index Score  
Ex: 4.57 GPA x 9 + 34 ACT = 75.13*

*\*Highest composite score on the official (State or National) ACT from a single test date taken no later than October of the senior year. Superscores will not be considered as part of this process. The "ACT Composite" score will be defined in the same way that ACT defines Composite scores on the date the exam is taken. No other standardized test scores will be considered in calculating the index score. The student with the highest Index Score will be named Valedictorian and the student with the second highest score will be named Salutatorian as long as they also meet the additional criteria listed below. In case of an exact tie, students may share a title. Graduating Juniors are excluded from Valedictorian and Salutatorian eligibility.*

## *University High Legacy Scholar*

*In addition to the Valedictorian and Salutatorian honors, the student who best reflects University High's mission and vision, and who most embodies the school's core values and competencies, will be recognized as the University High Legacy Scholar and receive a scholarship. This distinguished award will be granted based on a holistic evaluation of the student's engagement across various aspects of the*

*University High experience, including Dual Enrollment, Work-Based Learning, Experiential Learning, Community Service, and more. Selection for this prestigious award will be conducted through an application process and will be determined by a committee appointed by the Executive Director of University High School. The decision of the committee will be final and cannot be appealed. (Valedictorian/Salutatorian are not eligible to be designated University High Legacy Scholar). In addition to the criteria above, any student named Valedictorian, Salutatorian, or University High Legacy Scholar:*

- *Must successfully pass all courses they are registered for in the Spring semester of senior year and sit for any Advanced Placement exams or the Executive Director may rescind the Valedictorian or Salutatorian honors.*
- *Any instance of academic honesty will disqualify a student (including but not limited to cheating and/or plagiarism).*
- *Must not receive any major discipline violations in Junior or Senior year (i.e., Out of School Suspension).*

### **University Schools Summer Instructional Plan**

The TDOE requires board approval of the summer instructional plan. University Schools is committed to offering summer programming in alignment with TCA requirements as outlined below. If additional funding and interest are available, summer activities will be expanded to provide enrichment for students who do not meet the state’s priority criteria. Waivers may be available from Tennessee Department of Education (TDOE) to adjust the number of days/weeks to accommodate scheduling needs.

**Summer Learning Camps:** Designed to provide support to students who are at risk (as defined by TDOE) or achieving below grade level expectations

Districts are required to provide Summer Learning Camps that meet the following requirements:

- Rising grades K, 1, 2, and 3 who are at risk as defined by TDOE
- 6 hours of daily programming
  - Daily programming must include 4 hours of reading and math instruction (with at least one hour of this block dedicated to math and at least one hour for reading)
  - One hour of intervention
  - One hour of physical activity or “play”
- 5 days per week for 6 weeks
- Location: Campus School with preference given to our current teachers for staffing; stipends will be provided and determined based on funding from TDOE

**STREAM Mini Camps:** Designed to further support student learning and engage students in STREAM activities

Districts are required to provide STREAM Mini Camps that meet the following requirements:

- Rising grades K, 1, 2, and 3 who are at risk as defined by TDOE
- STREAM is “Science, Technology, Reading, Engineering, Arts, and Math”
- One hour of daily programming focused on a STREAM educational approach
- 4 days per week for 6 weeks, provided by a licensed teacher or a trained aspiring educator/alternative educator
- Location: Campus School with preference given to our current teachers for staffing; stipends will be provided and determined based on funding from TDOE

**Learning Loss Bridge Camps:** Designed to provide support to students who are at risk (as defined by TDOE) or achieving below grade level expectations

Districts are required to provide Learning Loss Bridge Camps that meet the following requirements:

- Rising grades 4, 5, 6, 7, 8, and 9 who are at risk as defined by TDOE
- 6 hours of daily programming
  - Daily programming must include 4 hours of reading and math instruction (with at least one hour of this block dedicated to math and at least one hour for reading)
  - One hour of intervention
  - One hour of physical activity or “play”
- 5 days per week for 4 weeks
- Location: University Middle School with preference given to our current teachers for staffing; stipends will be provided and determined based on funding from TDOE

## **University Schools Approval of Accelerated courses, AP courses, honors courses, and industry certifications**

**Background:** University Schools, An Innovative District, offers a comprehensive selection of advanced classes designed for students who are ready to move beyond the standard curriculum. These courses provide a more rigorous academic experience, allowing students to explore subjects in greater depth and at a faster pace. With opportunities in areas like mathematics, science, language arts, and dual-enrollment, our courses support high-achieving students in reaching their full potential, preparing them for college and career success through enriched learning and critical thinking development.

### **Campus School**

Campus School's gifted education program covers kindergarten through fifth grade. Students in grades K-2 participate in a primary enrichment program, and students in grades 3-5 enter the official Gifted and Talented Program. The programs are taught by supervising teachers with the title of Gifted and Talented Teachers (GATE Teachers).

### **University Middle School:**

At University Middle School, all admitted students are automatically enrolled in a rigorous academic program that includes Honors English Language Arts or Intellectually Gifted ELA, Math, Science, and Social Studies, ensuring a challenging and enriching educational experience. Additionally, 8th graders have the opportunity to earn high school credits in Physical Science, Algebra I, and Spanish I, allowing them to accelerate their learning and prepare for future academic success. This comprehensive curriculum, coupled with intentional Project Based Learning, is designed to foster critical thinking, creativity, and a strong foundation in core subjects, equipping students for high school and beyond.

- ELA 6, 7 and 8
- Math 6, 7, 8
- Science 6, 7, 8
- Intellectually Gifted 6, 7, 8
- Physical Science (8<sup>th</sup> Grade for HS Credit)
- Algebra I (8<sup>th</sup> Grade for HS Credit)
- Spanish 1 (8<sup>th</sup> Grade for HS Credit)

### **University High School:**

As a comprehensive high school. University High School prepares a diverse body of students with the knowledge, skills, and mindsets needed to thrive in the 21st century global community, through innovative and inclusive practices, transformational partnerships, and equitable access to opportunities that lead to success in college and in life. University High's advanced, honors, state dual credit (SDC) and dual-enrollment (DE) classes include:

DE Cybersecurity I
DE Cybersecurity II
DE Public Health I
DE Public Health II
DE Sport & Human Perf. I
DE Sport & Human Perf. II
DE Engineering I
DE Engineering II
DE Entrepreneurship I
DE Entrepreneurship II
Adv Creative Writing Honors
English I Honors
Pre-AP English I
English II Hon
World History and Geography Honors
AP Seminar
DE English Comp I
DE English Comp II
Algebra I Honors
Algebra II Honors
Geometry Honors

DE Coll Alg/Elem Calculus
DE Elem Calculus (EC)
DE Coll Alg/Elem Calculus
DE Calculus I
Phys Sci Honors
Biology I Honors
Chemistry I Honors
AP Environmental Science
Environmental Sci Hon-1HR
DE Biology I
DE Physics
U.S. Hist/Geography Honors
AP Human Geography
DE Personal Finance
DE Psychology
Visual Art II Honors
Visual Art III Honors
DE Intro to Art
DE Drawing
DE Health & Wellness (HS)
DE Health & Wellness

Spanish II Honors
Spanish III Honors
Japanese I Honors
Japanese II Honors
DE Spanish I
DE Spanish II
DE American Sign Lang I
DE American Sign Lang II
DE Career Read & Skills I
DE Career Readiness II



For the 2025-26 school year, the following UHS courses will be added.

US History (SDC)	AP Research
AP US History	AP American Government
DE Public Health III	DE American Government
DE Public Health IV	AP Macroeconomics
DE Sports/Human Perf III	DE Macroeconomics
DE Sports/Human Perf IV	DE African American Lit
DE Engineering III	DE Foundations Studio I
DE Engineering IV	Intro to Statistics (SDC)
DE Cybersecurity III	DE Calculus II
DE Cybersecurity IV	DE Anatomy & Physiology I
AP Comp Sciences Principles	DE Anatomy & Physiology II
DE Entrepreneurship III	DE Pre-Law I
DE Entrepreneurship IV	DE Pre-Law II
DE English Comp II	Intro to Business (SDC)

Industry certifications are being developed to support our students' post-secondary pathways. These certifications will be developed in consultation with our on and off-campus partners and will align with the recommendations put forth by Tennessee Department of Education. We are seeking the board's approval to allow the Director of Schools the discretion to add any additional industry certifications throughout the school year that will benefit our students, and our local workforce partnerships.

University Schools 2025-2026 School Year Calendar

UNIVERSITY SCHOOLS | 2025-26 CALENDAR

**JULY 2025 (0)**

Su	M	T	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

**AUGUST 2025 (18)**

Su	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

**SEPTEMBER 2025 (21)**

Su	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

**OCTOBER 2025 (17)**

Su	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

**NOVEMBER 2025 (15)**

Su	M	T	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

**DECEMBER 2025 (15)**

Su	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

**JANUARY 2026 (18)**

Su	M	T	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

**FEBRUARY 2026 (19)**

Su	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

**MARCH 2026 (16)**

Su	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

**APRIL 2026 (21)**

Su	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

**MAY 2026 (16)**

Su	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

**JUNE 2026 (0)**

Su	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

**CALENDAR KEY**

Holiday (Everyone Out)	Half Day of School (Dec. 19, May 22)	Teacher Inservice (Students Out)	Student Events
	First Day of School (Aug. 6)	Parent/Teacher Conferences	

## University Schools TDOE Compliance Approvals

1. TISA Accountability Report: As part of TISA, [T.C.A. § 49-3-112](#) requires each school district, starting in the 2023-24 school year, to submit an annual accountability report to the Tennessee Department of Education (department). Board approval and Chair signature are required.
2. 2024 LEA Compliance Report: As a new LEA, University Schools is not under any corrective action plans required by the Tennessee Department of Education as of the time of this material submission. Because University Schools has no knowledge of any noncompliance issues with state or federal laws, University Schools may certify that it is following all requirements and is in compliance with state and federal education laws and SBE rules. Board approval and Chair signature are required.



Tennessee Investment in Student Achievement

## 2024-25 Accountability Report

The Tennessee Investment in Student Achievement (TISA) public school funding formula marks a significant change in how Tennessee invests in public education. The TISA funding formula updates the way Tennessee funds public education for the first time in over 30 years to empower each student to read proficiently by third grade, prepare each high school graduate for postsecondary success, and provide resources needed for all students to ensure they succeed.

As part of TISA, [T.C.A. § 49-3-112](#) requires each school district, starting in the 2023-24 school year, to submit an annual accountability report to the Tennessee Department of Education (department). This report must include:

- Goals for student achievement
  - One of the goals must include the district's plan to pursue the goal of seventy percent (70%) or more of the district's third grade students to score "met expectations" or "exceeded expectations" on the English Language Arts (ELA) portion of the TCAP tests. This goal must also detail the district's goal to increase 3<sup>rd</sup> grade ELA proficiency rates by 15% of the gap over the next three years (starting with the 2022-23 TCAP results) to achieve the district's stated goal of at least 70% of 3<sup>rd</sup> grade students proficient in ELA.<sup>1</sup>
- Explanation how the district's stated goals can be met within the district's budget.
- For reports submitted **starting in the 2024-25** school year, a description of how the district's budget and expenditures from the prior school year enabled the district to make progress toward the stated student achievement goals.

Each district's TISA accountability report is required to be presented to the public for review and comment before the report is submitted to the department. The report must be submitted annually to the department by November 1<sup>st</sup>.

Furthermore, each district's TISA accountability report is required to be reviewed annually by the TISA Progress Review Board pursuant to [T.C.A. § 49-3-114](#) to determine whether the school district is taking the proper steps to achieve their stated goal.

This template is intended to assist districts in submitting their accountability reports to the department.

For questions, please review the TISA Accountability Report Guidance document or contact [tnedu.funding@tn.gov](mailto:tnedu.funding@tn.gov). Completed reports should be submitted in ePlan by **November 1, 2024**.

---

<sup>1</sup> T.C.A. § 49-3-114 requires the TISA Progress Review Board to review district TISA accountability reports and set a district's minimum goal to increase the district's 3<sup>rd</sup> grade proficiency by 15% of the gap to 70% in 3 years, starting with the 2022-23 TCAP results. This does not apply to districts who have 70% or more of 3<sup>rd</sup> grade students proficient in ELA.

DISTRICT INFORMATION		
District Name		University Schools
Director of Schools Name		Dr. Sally G. Parish
District Point of Contact for TISA Accountability Report	Name	Kendra Lambert
	Phone Number	901.678.4200
	Email Address	ktillis@memphis.edu
Percent of 3 <sup>rd</sup> grade students who scored proficient (“met expectations” or “exceeded expectations”) on the English Language Arts (ELA) portion of the most recent spring TCAP		72%

DISTRICT GOAL STATEMENT(S)	
<b>Goal Statement 1:</b> 3 <sup>rd</sup> Grade ELA Proficiency <sup>2</sup>	<b>73.6 percent of University School students will score proficient on the 3<sup>rd</sup> grade ELA TCAP by May 2025.</b>
<b>Goal Statement 2:</b>	<b>76.6 percent of University Schools third through eighth graders will meet or exceed expectations on TNReady math by May 2025.</b>
<b>Goal Statement 3:</b>	<b>75 percent of juniors will successfully complete at least one Dual Enrollment course by the end of the 2024-25 academic year.</b>

<sup>2</sup> **Note:** This is a required goal pursuant to T.C.A. § 49-3-112 and must include 70% or more of 3<sup>rd</sup> grade students proficient on the ELA TCAP. If your district already has 70% or more of 3<sup>rd</sup> grade students proficient in ELA, please state a goal that either maintains or increases that proficiency rate.

**Goal Statement 1 (3<sup>rd</sup> grade ELA proficiency): 73.6 percent of University School students will score proficient on the 3<sup>rd</sup> grade ELA TCAP by May 2025.**

Year	Annual Outcome Target(s)	Associated Metrics/Data
<b>Year 1:</b> 2023-2024 school year (Use actuals)	72.1	The district assessment file provided by TDOE will be used. The file's column "percent "met_exceeded" will be filtered to TNReady, 3 <sup>rd</sup> grade ELA (all students).
<b>Year 2:</b> 2024-2025 school year	73.6	
<b>Year 3:</b> 2025-2026 school year		
<b>Year 4:</b> 2026-2027 school year		
<b>Year 5:</b> 2027-2028 school year		
<b>Reflection:</b> Did your district meet its Year 1 outcomes target(s)? How will this impact your action plan for the coming years?	n/a	
<b>Prior Year Report:</b> What were the 2-3 major TISA investments you made in the prior year toward this goal? For each, please note the amount expended (rough estimate) and reflections on whether or not the investment contributed to progressing toward the goal or not, and how so.	n/a	

**Goal Statement 1 (3<sup>rd</sup> grade ELA proficiency): 73.6 percent of University School students will score proficient on the 3<sup>rd</sup> grade ELA TCAP by May 2025.**

**Action Plan:** List detailed action steps or strategies for the 2024-2025 school year to meet your annual target.

- Strengthening core instruction for K-12 students is vital for building foundational skills, ensuring equitable learning, and improving academic outcomes. High-quality instruction fosters student engagement, critical thinking, and long-term academic success. Building and district-level leaders will implement the TEAM observation rubrics with fidelity, providing actionable feedback to educators. Teacher observation and feedback enhance student outcomes by identifying instructional strengths and areas for growth. Regular observations provide actionable insights, enabling teachers to refine strategies, improve engagement, and tailor learning experiences effectively.
- The academics team will lead data digs with building-level leaders after each benchmark. Analyzing data improves core instruction by identifying trends, assessing student progress, and targeting areas for intervention. Data-driven insights enable teachers to adjust instruction, personalize learning, and enhance overall student achievement. Building level teams will provide data analysis and planning support to teachers for utilizing data to identify skill deficits and integrate skills-based instruction throughout lessons with small group instruction, peer support, and teacher modeling. Particular attention will be given to our SWD groups.
- University Schools will support teachers with literacy professional development throughout the year (flex days and as needed). Appropriate staff will continue participation in the Early Literacy Network for foundational grades. By building teachers' capacity to better understand the essential components of strong literacy instruction, they will recognize the value of the district-provided resources and apply that knowledge daily.

**Budget Narrative:** Describe how your district intends to use their budget to execute the action steps and meet the stated goal.

University Schools will prioritize TISA funding for salaries and benefits of teachers. Additional funding considerations include district-wide operational costs, support staff, and support programs.

**Goal Statement 2: 76.6 percent of University Schools third through eighth graders will meet or exceed expectations on TNReady math by May 2025.**

Year	Annual Outcome Target(s)	Associated Metrics/Data
<b>Year 1:</b> 2023-2024 school year (Use actuals)	75%	The district assessment file provided by TDOE will be used. The file's column "percent "met_exceeded" will be filtered to TNReady, math (all students) in grades 3-8.
<b>Year 2:</b> 2024-2025 school year	76.6	
<b>Year 3:</b> 2025-2026 school year		
<b>Year 4:</b> 2026-2027 school year		
<b>Year 5:</b> 2027-2028 school year		
<b>Reflection:</b> Did your district meet its Year 1 outcomes target(s)? How will this impact your action plan for the coming years?	n/a	



**Goal Statement 2: 76.6 percent of University Schools third through eighth graders will meet or exceed expectations on TNReady math by May 2025.**

<p><b>Prior Year Report:</b> What were the 2-3 major TISA investments you made in the prior year toward this goal? For each, please note the amount expended (rough estimate) and reflections on whether or not the investment contributed to progressing toward the goal or not, and how so.</p>	<p>n/a</p>
<p><b>Action Plan:</b> List detailed action steps or strategies for the 2024-2025 school year to meet your annual target.</p>	<p>Building-level teams will provide data analysis and planning support to teachers, enabling them to utilize benchmark data to identify skill deficits and integrate skills-based instruction throughout lessons with small group instruction, peer support, and teacher modeling.</p> <p>Teacher observation and feedback enhance student outcomes by identifying instructional strengths and areas for growth. Regular observations provide actionable insights, enabling teachers to refine strategies, improve engagement, and tailor learning experiences effectively.</p> <p>University Schools will support teachers with literacy professional development throughout the year (flex days and as needed). Appropriate staff will continue to participate in state sponsored or approved trainings building teachers' capacity to better understand the essential components of strong mathematical instruction, they will recognize the value of the district-provided resources and apply that knowledge daily.</p>

**Goal Statement 2: 76.6 percent of University Schools third through eighth graders will meet or exceed expectations on TNReady math by May 2025.**

**Budget Narrative:** Describe how your district intends to use their budget to execute the action steps and meet the stated goal.

University Schools will prioritize TISA funding for salaries and benefits of teachers. Additional funding considerations include district-wide operational costs, support staff, and support programs.

**Goal Statement 3: Seventy-five (75) percent of juniors will successfully complete at least one Dual Enrollment course by the end of the 2024-25 academic year.**

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Use actuals)		Grade reports at the end of the 2024-25 academic year will be used to calculate the percentage of juniors who completed at least one dual enrollment course with a final grade of a “C” or higher.
Year 2: 2024-2025 school year	75%	
Year 3: 2025-2026 school year		
Year 4: 2026-2027 school year		
Year 5: 2027-2028 school year		
<p><b>Reflection:</b> Did your district meet its Year 1 outcomes target(s)? How will this impact your action plan for the coming years?</p>	n/a	

**Goal Statement 3: Seventy-five (75) percent of juniors will successfully complete at least one Dual Enrollment course by the end of the 2024-25 academic year.**

<p><b>Prior Year Report:</b> What were the 2-3 major TISA investments you made in the prior year toward this goal? For each, please note the amount expended (rough estimate) and reflections on whether or not the investment contributed to progressing toward the goal or not, and how so.</p>	<p>n/a</p>
<p><b>Action Plan:</b> List detailed action steps or strategies for the 2024-2025 school year to meet your annual target.</p>	<p>Middle and high school students will complete a survey to identify their interests, strengths, and potential career paths. Through a series of questions, students gain insight into various fields of study and future job opportunities and can align their academic plans with their long-term goals and aspirations.</p> <p>Middle school and high school counselors will collaborate quarterly to ensure a more seamless transition for students. This will also provide timely communication regarding course offerings.</p> <p>University Schools, in partnership with the University of Memphis, will implement "Tiger Prep Academy" as a Career Readiness and Skills pathway. The Career Readiness and Skills pathway is intended for students who are seeking additional preparation before seeking university admission. The courses are competency-based and teach skills needed to be successful in other university-level courses. Additionally, students will focus on career exploration and personal development with an aim toward understanding how long-term goals connect to degree options and selection of a college major. The courses in this Pathway are aligned with "Tiger Prep Academy," which is a high school earned admissions initiative through the University of Memphis. Students who successfully complete the Pathway courses ("B" average or higher) will automatically be eligible for admission to the University of Memphis as a Dual Enrollment student and/or first-time Freshman. This two-semester Program of Study can be completed in either the Jr. or Sr. year.</p>

**Goal Statement 3: Seventy-five (75) percent of juniors will successfully complete at least one Dual Enrollment course by the end of the 2024-25 academic year.**

<p><b>Budget Narrative:</b> Describe how your district intends to use their budget to execute the action steps and meet the stated goal.</p>	<p>University Schools will prioritize TISA funding for salaries and benefits of teachers. Additional funding considerations include district-wide operational costs, support staff, and support programs.</p>
--	---

**Public Comment**

The TISA accountability report must be presented for public comment to parents, educators, and local community members prior to its submission to the department by November 1.

<p>Date(s) of opportunity for local public comment.</p>	<p>October 16-October 23</p>
<p>Description of public comment opportunities (e.g. collection of written comments, public hearing, local board meeting discussion, etc.)</p>	<p>The TISA Accountability Report for 2024-25 was posted on our district website, along with a feedback survey. Information was also distributed to our families with Q1 report cards.</p>
<p>Summary of public comment received, if any.</p>	<p>No public feedback was received. n/a</p>

## 2024 Local Education Agency Compliance Report

Local education agencies (LEAs) are required to comply with all federal and state education laws and State Board of Education (SBE) rules. This annual compliance report is one mechanism the department uses to ensure education laws and rules are faithfully executed. The commissioner of education is charged with taking corrective action when an LEA is noncompliant with those laws and rules or is not following a department-approved compliance plan.

Each LEA must submit this report and, if applicable, the corresponding corrective action plan, to the department by **November 29, 2024**. During completion, an LEA should carefully check the status of its compliance with all federal and state education laws and SBE rules. The department monitors and verifies LEA compliance via multiple data sources (e.g., Education Information System, internal program managers) and will consider those sources in making a final determination of an LEA's compliance. Please be advised annual compliance report data may inform an LEA's approval classification.

I certify that the LEA is in compliance with all federal and state education laws and SBE rules.

I certify that, with the exception of areas indicated in the **attached corrective action plan**, the LEA is in compliance with all federal and state education laws and SBE rules.

**LEA Name:** **University Schools**

**Director of Schools/Superintendent Name:** **Dr. Sally. G Parish**

**Director of Schools/Superintendent Signature:** 

**School Board Chair Name:** **Doug Edwards**

**School Board Chair Signature:**

**Date of School Board Approval:** **12/4/24**

## 7. Additional Business

For Discussion

Presented by Doug Edwards





## 8. Adjournment

Presented by Doug Edwards