

Tennessee Charter School Renewal Application Applicant Information Cover Page

Charter School Name: LEAD Neely's Bend

CMO Name (if applicable): LEAD Public Schools

School Address: 1251 Neelys Bend Rd, Madison, TN 37115

School Phone: (615) 645-6461

School Website: <https://leadpublicschools.org/schools/neelys-bend/>

Current School Leader: Dominique Smith

Name of Charter School Primary Contact: Adrienne Useted, Chief Strategy Officer

Primary Contact Phone: (615) 775-5254

Primary Contact Email: Adrienne.Useted@leadpublicschools.org

Current Authorizer: Tennessee Charter School Commission

Date Charter Awarded: 2015

First Year of Operation: 2015-2016

Date Charter Expires: 2024-2025

Student Demographics ¹	
Total Existing Enrollment	280.1
% Economically Disadvantaged*	47%
% of Students with Disabilities*	15%
% of English Language Learners*	31%

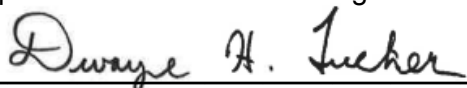
Proposed Grades / Enrollment for New Charter Term		
School Year	Proposed Grade Levels	Proposed Student Enrollment
Y1 - 2025-2026	5,6,7,8 Grades	250
Y2 - 2026-2027	5,6,7,8 Grades	270
Y3 - 2027-2028	5,6,7,8 Grades	295
Y4 - 2028-2029	5,6,7,8 Grades	300
Y5 - 2029-2030	5,6,7,8 Grades	300
Y6 - 2030-2031	5,6,7,8 Grades	300
Y7 - 2031-2032	5,6,7,8 Grades	300
Y8 - 2032-2033	5,6,7,8 Grades	300
Y9 - 2033-2034	5,6,7,8 Grades	300
Y10 - 2034-2035	5,6,7,8 Grades	300

¹ Existing enrollment based on 23-24 year to date totals; remaining demographics based on 2023 State Report Card

Assurances

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

1. operate as a public, nonsectarian, non-religious public school, with control of instruction vested in the governing body of the school under the general supervision of its authorizer and in compliance with its charter agreement and the Tennessee Public Charter Schools Act of 20024;
2. follow all federal, state and local laws and regulations that pertain to the operation of a public school, unless waived according to T.C.A. § 49-13-111(p);
3. provide special education services for students as provided in Tennessee Code Annotated Title 49, Chapter 10, Part B of the Individuals with Disabilities Education Act; Title II of the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973;
4. adhere to all applicable provisions of federal law relating to students who are English learners, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974;
5. follow all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, national origin, religion, ancestry, or need for special education services;
6. comply with all provisions of the Tennessee Public Charter Schools Act of 2002, as amended;
7. employ individuals to teach who hold a license to teach in a public school in Tennessee;
8. comply with Open Meetings and Open Records laws (T.C.A. §§ 8-44-101 et seq.; 10-7-503, 504);
9. not charge tuition, except for students transferring from another district to the school pursuant to the local board's out-of-district enrollment policy and T.C.A. § 49-6-3003;
10. follow state financial (budgeting and audit) procedures and reporting requirements according to T.C.A. § 49-13-111, 120 and 127;
11. require any member of the governing body, employee, officer or other authorized person who receives funds, has access to funds, or has authority to make expenditures from funds, to give a surety bond in the form prescribed by T.C.A. § 8-19-101;
12. maintain all necessary and appropriate insurance coverage;
13. obtain all necessary permits, licenses, and certifications related to fire, health, and safety within the school building and on school property;
14. notify its authorizer immediately of any change in circumstances that may have a significant impact on the school's ability to fulfill its goals as stated in its charter agreement; and
15. submit a request to amend its charter agreement if the school plans to make a change to its operations.



Signature of Authorized Applicant

Representative Date

Dwayne Tucker

Print Representative Name

Table of Contents

Table of Contents	3
Section I - Academic Success	4
Academic Success: Overview	4
School Mission	5
School Context	6
Overall Academic Performance	8
Addressing Academic Deficits	12
Reducing Differentials in Subgroups	13
Data Driven Approach	17
Robust Intervention Practices	22
Professional Development and Teacher Effectiveness	23
Improving Chronic Absenteeism	24
Supporting Diverse Learners	24
Academic Goals	25
Academic Summary	26
Section II – Operational Stability	27
Operational Success: Overview	28
Family Engagement and Enrollment	31
Healthy School Environment	34
Talent Strategy	36
Section III - Financial Health	40
Financial Health: Overview	40
Financial Practices	40
Fiscal Challenges	42
Section IV – Future Plans/Projections	43
Future School Goals: Academics and School Culture	43
Future School Goals: Operations and Finance	44
Plan for Meeting Goals	45
Appendices	46
Assessment Table	46
SNAP Tracker Example	48

Section I - Academic Success

- a. Describe the school's academic achievement and growth results over the course of the current charter term. Include tables, charts, or graphs, as applicable, to illustrate cumulative and/or yearly assessment results.*
- b. Address progress toward meeting the academic goals outlined in the current charter agreement. Were any amendments made to academic goals? If so, explain.*
- c. Outline the school's assessment system and explain how assessments are used to inform instructional practice, evaluate teacher effectiveness, and implement professional development.*
- d. Describe how the school uses other data (qualitative and quantitative) to evaluate the effectiveness of the academic program.*
- e. Discuss progress made toward closing achievement gaps.*
- f. Outline leader and teacher professional development and its impact on student achievement.*
- g. Explain how the school supports diverse learners.*
- h. Discuss areas of academic concern and changes made to address any deficiencies.*
- i. Explain why the school's academic outcomes merit renewal of its charter agreement.*

Academic Success: Overview

Since its founding in 2015, LEAD Neely's Bend (LNB) has made significant progress toward achieving its mission to ensure students are equipped with the knowledge and skills to succeed in college and in life. When LEAD first began its partnership with LNB, it was one of the lowest-performing schools in the state of Tennessee. Today, LNB has transitioned to the Tennessee Public Charter School Commission (TPCSC) and offers a strong option for families in our area. During its first charter term, LNB has accomplished significant outcomes, including:

- Exiting both Priority and Comprehensive Support and Improvement Status
- Maintaining a consistent Level 5 composite TVAAS in every year with state testing since 2018
- A trajectory of closing achievement gaps in comparison to the ASD
- Outperforming its resident district of the ASD in Math and ELA in most years
- Demonstrating a trajectory of growth in ELA and Math proficiency over time

Due to its successful performance, LNB exited priority status in 2022 and was eligible to leave the Achievement School District. Over the past year, LNB has transitioned to the TPCSC. While the school is still in its first year with the TPCSC and has not yet been evaluated according to the full TPCSC framework, LNB did receive rich data and feedback during the most recent school site visit.

During that visit, LNB was commended for multiple areas of strength in its school model. The TPCSC specifically pointed to the school's alignment to mission, its focus on culture and family engagement, and student performance with regard to reductions in chronic absenteeism and

suspension rates alongside the academic and SEL support provided to the school by its network. In its review, the commission stated that “a clear strength of LNB is its positive school culture... staff spoke to the effectiveness of SNAP in working to support students.” Further, the commission made note of the fact that “LNB has been intentional and thoughtful in planning for EL and SPED groups.” There is a clear throughline in the TPCSC’s report of LNB demonstrating a commitment to serving all students and making intentional and successful efforts to reduce chronic absenteeism and suspension while continuing to deepen both the rigor and effectiveness of classroom instruction and intervention programs.

Today, LNB continues to evidence strong student growth and increasing proficiency, narrowing the gap between overall achievement in Math and ELA with the geographic district. While we celebrate this historic accomplishment for our students, we recognize our students are not yet performing to their full potential. To that end, LNB has firmly established a strong instructional model, data-driven teaching practices, and a culture of support for both students and staff that evidences worthwhile growth. LEAD has a clear plan in place to ensure that this growth continues so that all LNB students will achieve at high levels over the next charter term.

TNReady Proficiency in comparison to ASD

TNReady	2019		2022		2023	
	School	ASD	School	ASD	School	ASD
ELA	12.8%	8.4%	9.4%	9.6%	11.3%	9.1%
Math	13.6%	11.1%	9.3%	7.4%	11.2%	8.8%

Recent TVAAS performance

	2021	2022	2023
TVAAS Composite	5	5	5
TVAAS ELA	4	3	5
TVAAS Math	4	5	4

School Mission

The mission of LNB is to prepare all students for college and life. Our mission reflects our emphasis on all-means-all; every student who comes to LNB, no matter what their needs or educational level, will leave the school prepared for the rigors of life and equipped with the social/emotional skills to succeed in and out of school. LNB’s core values are embodied in the school’s Ethos, comprising five components: courage, commitment, discipline, self-reliance, and service to others. All of the school’s programming—both academic and cultural—is built on the LEAD Ethos. Students and adults are expected to exemplify these values in everything they do. Over the past nine years, LEAD has delivered on its mission for students in grades 5 through 8 from the LNB community.

At LNB, effective teaching means facilitating data-driven, student-centered work that is balanced by both rigor and love and supported by a strong classroom culture and high expectations. Since we believe and research demonstrates that mastering academic standards sets students up for success in life, students at LNB spend extra instructional and small group time focused on literacy and numeracy development as we work to close academic gaps and ensure all of our learners are ready for college and life. Students learn rigorous, standards-aligned content based on research-proven curricula designed to enhance problem-solving and critical thinking skills necessary for college and career readiness. Students recognize the rigor at our school, with 84% reporting on our most recent student survey, “ALL of my teachers have high expectations” and 91% of students stating, “I know I can learn when I work hard”.

An effective educational environment is not limited to academics; LNB emphasizes the social and emotional development of every student as well. The foundation for this growth begins with the strong relationships that our teachers build with our students to create the space for social-emotional growth. School culture feedback has shown that LNB is a place where students develop strong relationships with adults. Eighty-eight percent of LNB students agree that “It is OK to make a mistake in class” and 87% agree that “I feel safe participating in class”. In addition to the relationships that our teachers build with their students in our core content classes, we have a specific focus on social-emotional development through our Crew structure in which a small group of students is paired with one teacher for lessons on character traits, recent events, executive functioning skills, and real-life reflection. Crew is also a space where teachers conduct academic and well-being checks to ensure that all of each student’s needs as a whole child are being met.

We have also focused on creating a learning space that is respectful of student backgrounds, culturally responsive, and supportive of all student needs. We have developed a cultural model that includes having trained counselors on staff and a robust culture team, led by an assistant principal of students who works with support staff to bring joy and discipline to our school. Additionally, we have a dedicated staff member in our family and community engagement coordinator who works with families and neighborhood partners to make sure that we are seeking and acting upon input from all of our stakeholders. The family and community engagement coordinator at LNB has an active Family Leadership Council that contributes to our school improvement plan creation, Title I spending, and various school-level events, and consistently meets with the principal to discuss how parents and the community can play a major role in supporting our school.

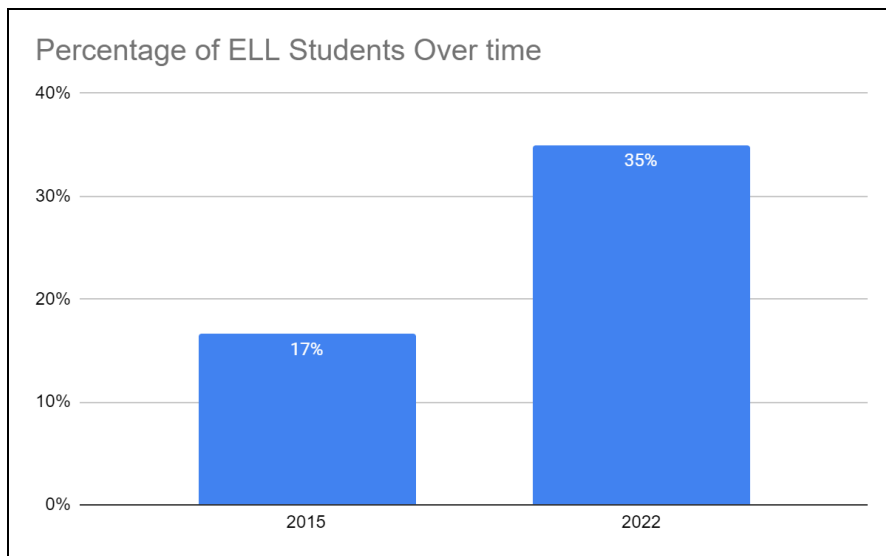
School Context

LNB was founded in 2015 as the second ASD school in Nashville. The school was founded under the premise of year-by-year turnaround, in which LEAD would take over one grade at a time. By 2017, MNPS had decided that they would no longer operate the 8th grade and moved

all students to another school. LEAD filled the gap and opened an 8th grade class a year early for MNPS students, retaining nearly 80% of that student population.

Over its last charter term, we have seen a shift in the student demographics of LNB that has corresponded with a shift in the overall Madison community. In the last year under Metro Nashville operation of the school, LNB served about equal populations of Hispanic and Black students with 17% of students as ELL students. We now serve a much greater percentage of Hispanic students and fewer Black and White students. As of 2022, 35% of our students are ELL with Transitional 1-4 students. LNB also went from no newcomer students to approximately 20 newcomer students in the same timeframe. Today, 48% of our students speak a language other than English at home.

Percentage of ELL Students at LNB over charter term



Almost all of our students come to us from MNPS traditional elementary schools, and the academic starting point of our students at LNB is fundamentally different from students at our other open-enrolled schools. According to NWEA, our students arrive at LNB two to three years behind on average. In our most recent round of MAP assessments, only 20% of students scored at or above the national norm, with 64% eligible for Tier 2 or Tier 3 reading intervention. Math readiness was even lower, with only 6% of students meeting the national norm and 75% eligible for Tier 2 or Tier 3 intervention due to their incoming readiness score. While we do not have comparison MAP scores for our local geographic counterparts, these readiness indicators are by far the lowest of our four Nashville middle schools.

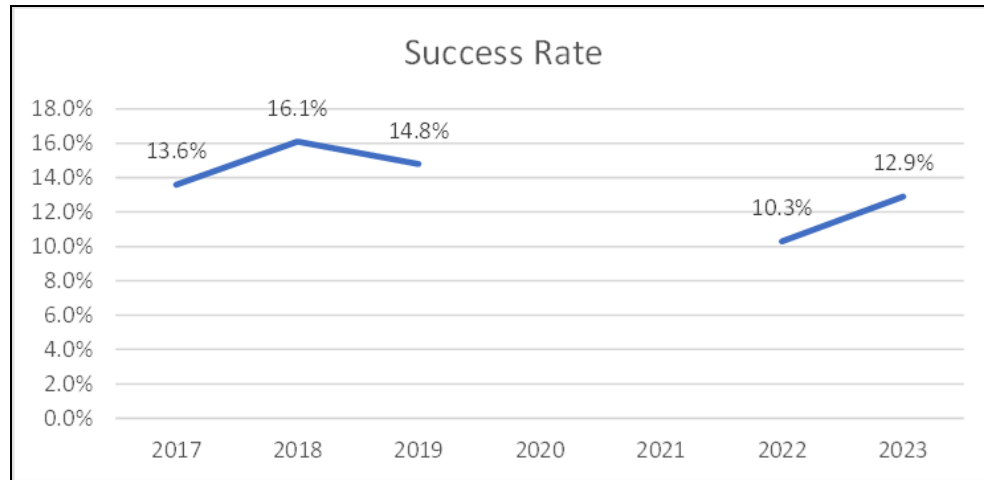
Fall 2023 Incoming 5th Grade MAP Results

Subject	% entering at or above the national norm	% eligible for intervention based on MAP
Reading	20%	64%

Math	6%	75%
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Overall Academic Performance

LNB Success Rate over Charter Term



Early Years (2015-2019)

LEAD Public Schools began operation of LNB in the 2015-16 school year. During this school year, state testing data was not released due to the change in state assessment, so a baseline proficiency for our charter term is not possible to establish. In the first two years of operation, we focused on building a strong school culture, but our academic results in 2016-17 did not meet our expectations for our school overall with a Level 1 TVAAS composite. While ELA results were promising (Level 5 Literacy and 11.2% proficiency), our Math results (Level 1 Numeracy with <10% proficiency) fell far below our expectations. As a result, we made a school leader change, appointing a proven turnaround leader laser-focused on not only building a strong school culture, but also translating that school culture into real academic results. As a result, we saw a significant change in both growth and proficiency in the subsequent two years. LNB earned consistent Level 5 TVAAS scores in 2018 and 2019 and saw increasing proficiency rates, doubling math proficiency from 2017 to 2019. While we saw gains in ELA proficiency, they were not as substantial as those in Math, as we struggled to quickly adapt to the changing needs of our increasing ELL population. Despite the demographic changes to the school and required curricular changes to serve a larger portion of ELL students, LNB was able to increase proficiency rates by 5-10% across subject areas in the 2017-2018 school year. Heading into the 2019-2020 school year the school was confident that it was on the pathway to exiting the priority list, however, due to the interruption of the pandemic, students did not receive state testing for two years.

Pandemic (2020-2021)

With a clear leadership pathway established, LNB managed the pandemic well, one of the only schools in the ASD or MNPS to receive a level 5 TVAAS during the 2021 school year. In fall 2020, we went 100% online. Like most districts and schools across the state, we worked with families to design an online learning system that held students accountable while allowing flexibility for students and families to navigate the pandemic. Teachers either taught from their classrooms at school or from home offices. During this time we saw our mobility drop significantly at LNB and our enrollment demonstrated a small uptick. We believe this was due to families being able to continue to log into our online systems despite disruptions to living situations. We also saw a decrease in chronic absenteeism due to the change in what constituted being chronically absent during online instruction. We navigated through state testing in the spring of 2021, designing a program for bringing students in grade by grade, administering in smaller groups, and generally working with families to ensure they felt comfortable sending their children to test. This included testing for ACCESS just prior to TNReady. What we saw from that year's testing, despite the Level 5 growth results, was that our children were falling further behind, especially the ones at the greatest risk - our ELL, SPED, and students with existing trauma as reported in the student survey.

In 2021-22, we came back to a hybrid approach. Only 50% of our students elected to return in person, the lowest number of returning students out of all of our schools. Parents reported a high level of fear when it came to the return and, in our 2021-2022 fall student survey, students reported high levels of trauma related to the pandemic with many having experienced displacement, death of a family member, and other domestic trauma. This fear translated into a chronic absenteeism rate of nearly 40% in the 2021-2022 school year, a sharp jump from the prior year. Despite the number of virtual students and low proficiency scores from 2020-21, our Level 5 and returning leadership team brought LNB back to in-person learning well-positioned to exit the priority list. We knew our students were behind but as we dove into the work of figuring out exactly where they were behind, we made some pretty significant discoveries around gaps in math and ELA. We took this information and expanded intervention programs to address learning loss.

Specifically, during the 2021-22 school year, we implemented a task force to design and plan for student intervention based on scores from our universal screener, MAP. We evaluated the intervention tools we were using in tiers 1, 2 and 3 (iXL, iReady and teacher designed materials), when/how intervention was scheduled throughout the day, and the student results. The first step in revamping our intervention program was to create separate space in our schedules for intervention blocks. Beginning in the 2022-223 school year, we increased the number of students receiving reading intervention to include over 50% of students, adopted new reading intervention curriculum, and hired dedicated reading interventionists. We expanded enhancements to math intervention in 2023-204, adopting Do the Math curriculum, hiring dedicated math interventionists and again opening this program up to over 50% of students at LNB. We made adjustments to both our reading and math curriculum, delving deeper into complex texts and focusing on significant math standards from previous grades to which

students may not have been exposed. Throughout the year, it became apparent that while in ELA students were behind. In math, students were missing entire standards that were needed to build to the next grade. Within our Achievement First math program, we began to make major adjustments to timing and teaching strategy to address these gaps.

From an evaluator's standpoint, in the 2020-21 school year, LNB was rated as "meeting expectations" on the School Performance Framework. The school exceeded expectations in its progress toward increasing its student success rate percentile rank and its strong TVAAS score. LNB met expectations with a 10.3% success rate percentile rank. However, we did not meet expectations on raw proficiency. By the 2021-22 school year, LNB made improvements according to the Achievement School District School Performance Framework, earning an overall "exceeding" rating as a school, exceeding expectations in success rate, percentile rank, and TVAAS. LNB scored "approaching" on decreasing the number of students scoring below or approaching by 10%.

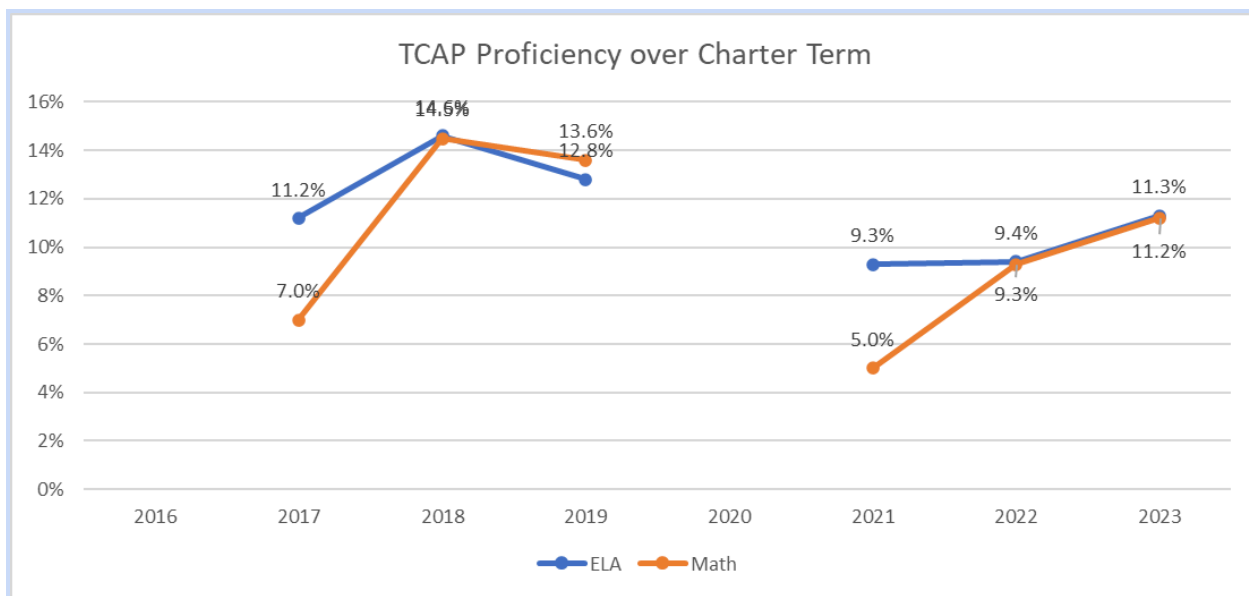
Rise Since the Pandemic (2021-current)

Starting in 2022, LEAD expanded a reading intervention program to serve 50-60% of students, and, in 2023, expanded our math intervention program to serve around 50% of students. Through our beginning of the year testing with NWEA MAP, we saw that students entered with ever-increasing gaps in ELA, but especially in math, where they had missed out on the in-person help they needed to master mathematical concepts. For example, only 6% of students entered LNB on grade level for math during the 2023-24 school year. Due to our intervention programs and the targeted work of our teachers, we were able to stay relatively stable from a proficiency standpoint and increase proficiency scores in the second year since the end of the pandemic. We also understand that proficiency scores are but one part of the overall school health picture and we put in place new chronic absenteeism procedures and family outreach programs to build new connections with families. These resulted in declining chronic absenteeism and increased family engagement, as measured through Possip.

Due to success in 2021-2023, LNB exited the priority list by being in the 10th percentile or above for success rate two years in a row. In 2023, LNB applied for entry into the TPCSC. LNB qualified to exit the priority list with multiple years left on its original charter contract. Despite the pandemic, LNB was able to navigate that upheaval, provide a baseline of growth for its students that outpaced both MNPS and the ASD, and positioned its students and community for a period of sustained growth that met the standard to not only to exit to priority list but to enter into a contract with the TPCSC.

Achievement Results

LEAD Neely's Bend TCAP Proficiency in ELA and Math over Charter Term*



*<5% for 2021 Math Proficiency

Currently, LNB has a 12.9% overall success rate, which is in-line with the school's success rate prior to pandemic closures. During its two most recent ASD performance framework reports, LNB met or exceeded the academic components of the framework, scoring 88% and 91% during the 2020-21 and 2021-22 school years. While we did not meet the success rate component during the pandemic closure year of 2020-21, we exceeded the academic component of the school performance framework in 2022-23

In addition, LNB has met the standard of evidencing a trajectory of closing achievement gaps in comparison to the ASD in the years prior to earning priority exit status. In fact, LNB has outperformed the ASD in Math and ELA proficiency, with the exception of a single year since 2017. In the pandemic year of 2020-21 we doubled the ASD proficiency in Math and ELA and, by 2022-23, continued to exceed our local district by two to three percentage points.

While LNB exceeds the ASD standard for proficiency, it does not yet exceed the overall proficiency of our local district. We do outperform other schools in North Nashville in certain proficiency areas, but underperform in others. We serve a higher proportion of ELL and SPED students than other North Nashville schools and exceed proficiency rates in ELA at our most similar school: Madison Middle. Madison Middle outperforms LNB in overall Math success rate, which we attribute to the extremely low level of our incoming students, who enter with only 6% of students meeting the national average on NWEA MAP. We also believe that this low starting point accounts for overall math scores being lower than our ELA scores across multiple academic years.

Growth Results

TVAAS Composite over Charter Term

School Year	2016	2017	2018	2019	2020	2021	2022	2023
TVAAS Composite	n/a	1	5	5	n/a	5	5	5

When we look at LNB's TVAAS scores in comparison to the district, the school outperforms individual comparison schools and the district as a whole, both in the ASD and MNPS. LNB is notable for its consistent Level 5 performance among other schools serving 5-8th graders, both within the ASD and against its geographic peers in MNPS. From the perspective of TVAAS, LNB is the only ASD school to maintain a Level 5 TVAAS since the 2017 school year, and the only MNPS school in its geographic zone to do the same.

To maintain our strong TVAAS scores, we will continue to focus on meeting each child where they are and working with them to improve not only their grade level performance, but also their standards level mastery. We will use MAP as the main data-driven instruction (DDI) tool to determine whether or not we are on track for meeting our growth goal.

TVAAS Composite of LNB in comparison to other ASD and Geographic Peers

School	Comparison Set	2018	2019	2021	2022	2023
LEAD Neely's Bend		5	5	5	5	5
Cornerstone Prep - Lester Campus	ASD	3	2	4	3	3
Fairley High School	ASD	1	1	2	2	2
Memphis Scholars Raleigh-Egypt	ASD	5	2	1	1	3
Wooddale Middle School	ASD	5	1	1	5	5
LEAD Brick Church	ASD	4	5	1	5	3
Liberty Collegiate Academy	Geographic Peer- Charter	5	5	3	5	5
Goodlettsville Middle	Geographic Peer- Zoned	1	1	1	1	3
Isaac Litton Middle	Geographic Peer- Zoned	1	3	1	5	3
Madison Middle	Geographic Peer- Zoned	1	3	1	4	4

Addressing Academic Deficits

While pleased with our progress toward our mission, there are a number of challenges that remain in regards to fully realizing our promise of preparing students for college and life. Our students have not yet recovered their proficiency levels from the pre-pandemic years and, while

growth is strong, we must accelerate our students' absolute success rate in order to ensure that all students are prepared for college and career.

As stated in the original TPCSC application, we are taking a multi-pronged approach to meeting our academic goals at LNB. These strategies are already yielding results. Our interim assessments point to a 3-5% increase in math and ELA success rates, with some grade levels doubling their success rate year over year. Our interim assessments also point to a 3-5% point increase in science and social studies. We expect our students to continue their upward trajectory in proficiency and though we are proud of the predicted 3-5% increases in proficiency we have planned the following:

- **Math Intervention:** Drive math achievement in line with surrounding schools and the district as a whole. We will continue the practice of separating the math intervention block from the math teaching block.
- **SNAP Data:** Include disaggregated subgroup data at the ED and Black and Hispanic level in our SNAP process which currently includes SWD and ELL.
- **Curricular Updates:** Making adjustments to our ELA curriculum including trading out some novels and units, adjusting mid unit, and unit assessments to reflect the rigor of TNReady, and adding an additional ELD course for transitional ELL students.
- **Interim Assessments:** Strengthening our interim assessment (IA) practices by tying IA performance to strong reteach plans and Do Now and exit ticket implementation. We will tie the data practices we have established with IAs to Do Now and Exit tickets.

These key testing and curricular adjustments should allow us to grow even faster and exceed the 25% proficiency threshold set in our original application. We will use multiple measures to know whether or not these curricular adjustments are working in the 2024-25 school year, starting with qualitative classroom observation and moving into quantitative standard-aligned exit tickets, mid-unit assessments, unit assessments, and IAs. We believe that these adjustments, the enrollment patterns we are currently seeing, and a second and third year in our intervention and IA programs will allow us to meet district and state averages by the end of the 2025-26 school year.

In order to continue to decrease achievement gaps and increase overall student performance, LNB has focused on data, intervention, teacher development, reducing subgroup differentials, and improving attendance, each of which we detail in greater detail below:

Reducing Differentials in Subgroups

LNB serves a larger portion of economically disadvantaged, Black and Hispanic students, students with disabilities, and ELL students, than both MNPS and the ASD as a whole.

LNB Demographic Data per 2022 State Report Card & TPCSC Renewal Criteria

	ED	ELL	SPED	Black and Hispanic
LNB	46%	35%	14%	85%
MNPS	35%	27%	12%	71%
ASD	62%	7%	12%	97%

From the beginning, LNB has put forth significant resources and efforts into supporting diverse learners. Provision of excellent service to diverse learners is a key component of LNB's academic program. LNB celebrates the diversity of its student body and is inclusive of students with different learning abilities and various language and cultural backgrounds.

In recognition that our diverse learners are not yet meeting their full potential, LNB entered a partnership with All Means All (AMA), a 15-month, cohort-based fellowship for school leaders and their school- or network-based teams. The program pairs key levers to address inequity in schools with deep coaching, feedback, and collaboration to sustain it. Our principal at LNB is currently completing this residency. Due to the work she has completed there every week, the leadership at LNB looks at disaggregated data by subgroup in order to close differentials to gen-ed populations to 5% or less.

Through this work, we have been able to shine a light on systemic barriers to achievement for our diverse learners and begin the work to address the root causes of lack of strong student outcomes. Essential to this work is our focus on narrowing the differentials in achievement on both our network-wide and state assessments. After each interim assessment, these differentials are analyzed and strategies for addressing areas of need are formulated. AMA has also informed our work around hiring, staff development, and staff ownership of the opportunities and challenges at LNB.

While more detailed analysis around subgroup populations can sometimes be difficult due to data suppression rules, understanding our differentials is a critical component of our All Means All philosophy. LNB has made progress in closing achievement gaps with the ASD throughout its charter term, exceeding overall success rate and success rate for subgroup populations, and having been rated "meeting" or "exceeding" for subgroup performance on the two most recent school performance frameworks from the ASD.

We are laser focused on increasing overall student achievement while ensuring students within each subgroup receive the support needed to meet or exceed the performance of their peers in the "all students" category. Strategies that are moving the needle for all our diverse learners include:

- **Teacher Development and Staffing:** Targeted professional learning for teachers focused on lesson planning with diverse learners in mind. Additional co-teacher in classrooms based on needs.
- **Data Analysis:** We monitor our progress towards our goal through analysis of IA data, as well as through analysis of MAP data and our progress towards growing our students in the lowest quintiles at a rate well above their expected one year growth goal. Changed data protocols to identify subgroup differentials and lead with these differentials as part of school and network level PD. We will also host weekly data meetings with EL and ExEd Teachers.
- **Intervention:** Intervention programming that addresses 50-60% of students in ELA and Math, providing students with additional support at the tier 2 and tier 3 levels. Created a separate math intervention block for students with defined interventionists and math intervention curricula. In school day tutoring groups for all core content areas (weekly and daily).
- **School Culture:** A focus on making connections with every student that has led to increases in key student survey indicators. Specific Crew lessons (SEL learning) addressing involvement and effort in school.

For school year 2024-25, we are looking at the following additional changes to account for subgroup differentials and meeting the standard set forth in the TPCSC framework:

- **Curriculum Adjustments:** Adjustments to ELA and math to account for multilingual learners including, but not limited to, adjusted assessments to reflect the rigor of TNReady and “AMP” packets to provide academic language support.
- **Data Analysis:** Our ED number often intersects with our ELL and ExEd populations. We have seen that students who have two subgroup population identifications can be in greater danger of not making adequate progress. We are looking at our data protocols to be able to better identify students identified in two+ groups, and students identified as economically disadvantaged.
- **Interim Assessments:** Continued implementation of the interim assessment program alongside more structured IA protocols, including earlier intervention and action for students identified as at risk.

Although many of these strategies support diverse learners as a whole, we recognize that subgroups are not a monolith and we must analyze the data and respond to specific subgroups individually.

Students with Disabilities

One notable bright spot is our results for students with disabilities. LNB consistently outperforms both the ASD and MNPS when it comes to performance with students with disabilities. Within its current comparison district of MNPS, LEAD has made progress in closing achievement gaps for students with disabilities. In 2023, LEAD posted proficiency rates for students with disabilities that exceeded MNPS rates in both ELA and Math.

Our approach to working with students with disabilities consists of few key components. First, we work to keep caseloads as small as possible for all ExEd teachers, generally aiming to keep less than 20 students on caseload. We also provide additional administrative support in the form of a dedicated instructional coach for SPED populations. This coach works not only on instructional practices but also on writing clear and appropriate IEPs. We have a clear owner of IEPs across the school with principals and APs also being involved in the management and creation of instructionally appropriate IEPs. For students with behavioral disabilities, we employ a robust SEL team, including a behavioral expert at the network who can write appropriate plans of support for students. The SEL team focuses on understanding the child's needs, designing supports, and then measuring the implementation of said supports in such a way as to be beneficial to the student's learning and the teacher's understanding of the student's disability.

English Language Learners

We have not demonstrated adequate growth or proficiency within our ELL population. While we have a robust ELL program, including two newcomer classes, our ELL population has proved somewhat intractable when it comes to creating the environment for success. Recent innovations to our program that we believe will produce results include the following:

- Now its second year, we have expanded our ELL Newcomer program to two cohorts. We are committed to providing all ELL students with the curricular support needed to learn English and integrate successfully into their grade-level cohort. We have also implemented ELD classes as a bridge course for ELL students that reside between newcomer and general education classes.
- Split our newcomer class into two parts, offering a year 1 and year 2 sequence for students.
- Implementation of a newcomer academy with 20+ students receiving separate subject area instruction to ease integration into gen-ed classes.
- New cohort design that allows for flexible grouping patterns throughout the day, allowing for ELL students to receive differentiated services beyond ILP requirements.
- Adjusted ELA curriculum with a focus on ELL specific strategies such as “amplify, not simplify” and adjustments to novels that spend additional time on key texts versus less time on more texts.
- Smaller class sizes in ELL classrooms.
- Changed ELL model to ELL specific classes in ELA.
- Additional intervention support to address phonemic gaps and grade level gaps.

Black, Hispanic, and Native American

With our Black and Hispanic populations, we are not demonstrating adequate overall proficiency but have demonstrated that we are on track for growing our students over time. Since the pandemic, we have improved overall proficiency rates by 4-8% in ELA and math, ending the 2022-23 school year at 11.3% proficient in ELA and 12% proficient in math. As 85% of our

students are Black, Hispanic or Native American, we recognize that our strategies listed throughout this application to improve proficiency to be “on track” for all students will also apply to this subgroup. However, one shift we have made recently is to begin disaggregating all internal data by race. Up to this point, we have only looked at ELL and SWD data in a disaggregated fashion. Due to the changes in authorizer and our principal’s involvement in AMA, we now look at all unit assessments and IAs not only by SWD and ELL, but also by ED and Black and Hispanic subgroups. The plan for next year is to disaggregate this data down to the classroom assessment level.

Economically Disadvantaged Students

We understand that due to student matching protocols and the lack of including undocumented students in ED designations, our ED rate is likely underreported and, as a result, we operate as if a far greater proportion of students are ED than are represented. Our economically disadvantaged subgroup is off track for growth and proficiency in comparison to the district. There are particular years where LNB exceeds in MNPS and the ASD in ELA and Math but overall performs below our resident LEA’s. Although we believe that ED designation is a poor indicator of true income status, we recognize that our ED students experience stronger barriers to accessing school and, as a result, we see greater chronic absenteeism in this subgroup. Last year, chronic absenteeism was 13 percentage points higher for our economically disadvantaged students than for our students as a whole. As a result, we have strengthened our approach to not only combating chronic absenteeism, but also to supporting families holistically, including launching our LEAD Exchange program for families. We have also increased our counseling supports for students. See the Operations section below for further details. Finally, as mentioned above, we have begun disaggregating all internal data with ED status at the interim assessment level so that our teams can better understand and track our performance in this area.

Data Driven Approach

To meet our academic goals, LNB is laser focused on using data to inform our strategies. Effective assessment should make student thinking visible and require teacher and student response and action. We believe that an assessment should only be administered if the data will be useful in improving instruction for students. Therefore, every assessment we administer has a data analysis and action component.

LNB depends on an extensive assessment system in order to inform instructional practice, evaluate teacher effectiveness, and design and implement professional development. Assessments, both summative and formative, are given throughout the year and leveraged immediately by staff to enhance academic outcomes for students. See the appendix for a list of the major assessments given and their rationale.

Below we outline how we use the assessment data to impact instruction:

Screeners and Progress Monitoring. We use MAP as our universal screening tool for reading and math. This is administered at the beginning, in the middle, and at the end of each year to monitor student progress. MAP results are initially used to create student roster groupings and identify students for further screening and interventions; we then monitor progress toward our goals of 1.5+ years of growth via the mid and end of year test administration. FastBridge (reading and math) and PWRS (reading) are administered to students who fall below the 40th percentile to determine level of need for additional interventions, with additional focus on students scoring at the 25th percentile or below as we evaluate for the characteristics of dyslexia. Students in reading and math interventions have progress monitoring via FastBridge weekly for Tier 3 and biweekly for Tier 2. Progress monitoring data is reviewed monthly with instructional leaders and interventionists to determine student progress and adjust instruction accordingly. Instructional leaders conduct formal fidelity checks twice per quarter in intervention classes and coach interventionists to a minimum of 80% fidelity to the intervention curriculum. Each quarter intervention teams complete data analysis to adjust instruction and to adjust student groupings based on progress. After each administration of MAP data are reviewed not only to determine individual student progress towards meeting growth goals, but also to analyze the percentage of students within each quintile. Through reading and math intervention, it is our expectation that we will increase the percentage of students meeting yearly growth goals and, in turn, increase the percentage of students demonstrating proficiency at or above grade level as compared to their peers nationally.

Instructional Data. Perhaps more important than the exam itself are the robust procedures we have in place for analysis and action post assessment. Teachers and leaders at LNB use the LEAD Public Schools interim assessments through MasteryConnect as a foundation for our instructional data collection and analysis protocols, administered three times per year. This allows us to measure progress toward proficiency for all students and for our subgroups and make quarter-long adjustments to instructional priorities.

Throughout each quarter, teachers and instructional leaders use mid and end of unit assessment data to make adjustments within the unit and to provide additional reinforcement or reteaches during data response days in the pacing calendar, Do Nows, and/or spiral reviews. Instructional managers also use this data with teachers as they complete unit preparation for each new unit to determine and plan for any areas of emphasis for review skills or concepts. Unit assessments have been updated to reflect TNReady style questioning.

Each week, our teachers and co-teachers complete stack audits of student work and/or exit tickets, during which they look at the qualities of the work in comparison to an exemplar and make decisions about how to adjust the next day's lesson. Instructional leaders model, coach, and support teachers in the process to build content knowledge and teachers' capacity to see and respond to instructional data in ways that move students forward each day.

Instructional data analysis goes hand in hand with instructional planning. Our teachers and co-teachers plan weekly with support from school and/or network staff, including planning for

students with diverse learning needs. During planning meetings, instructional leaders build content and pedagogy knowledge. This planning process is informed by the instructional data collected through stack audits, quizzes, and unit assessments.

Intervention staff utilize data from student screeners, which are administered at the beginning, middle, and end of the year to make adjustments to student intervention placements. Progress monitoring data is reviewed during monthly meetings and/or coaching sessions, with clear benchmarks for growth that are used to determine any potential movement of students between intervention groupings. Weekly (Tier 3) and bi-weekly (Tier 2) progress monitoring data, along with observation data and/or fidelity check data, is used to make instructional adjustments to lessons and teaching strategies.

All of this data and planning is then used by our instructional leaders to adjust their schedules and focus areas for teacher coaching and support. Instructional leaders observe, live coach, and assist students based on the teacher's action steps, teaching data, and student performance data.

Annual Data Review

While TCAP data functions primarily as a lagging indicator for our schools, we do utilize this data in two meaningful ways. First, we use the previous year's TCAP achievement scores and standards analysis to shine a light on gaps in our current curriculums so we can adjust instruction to ensure we are providing teachers with the tools they need to move more students towards mastery of TN State Standards. We also use TVAAS data to help us identify highly effective teachers to help inform strategies/best practices that can be shared across the school and/or network. These teachers are often engaged in the development and implementation of professional learning for their peers.

Student Needs Analysis Protocol

At the middle of each quarter we run the LEAD Public Schools Student Needs Analysis Protocol (SNAP). The SNAP process analyzes student risk levels for attendance, behavior, and grades according to common network-established criteria. Each round begins with our SNAP leadership team (school leaders, school counselors, family engagement coordinator, and network MTSS staff) unpacking the school data to identify bright spots and trends in the data, as well as the school actions that contributed to the bright spots and trends. The SNAP leadership team then identifies key Tier 1 actions that the school will take for the next nine week cycle, e.g. adding new attendance incentives or refining the gradebook check process with instructional leaders. School-level data highlights and trends, individual student celebrations, and Tier 1 school actions are shared with the full staff.

The SNAP leadership team also assumes responsibility for creating and implementing intervention plans for the students at the highest levels of risk for a) all categories and b) behavior. After this, grade-level teams meet to complete the iSNAP (individual SNAP) process.

In this process, teams of teachers and support staff identify students with high risk in all categories or at the highest level of behavior risk, then develop interventions and assign implementers. The student support team takes students with Tier 3 behavior needs and provides customized, higher intensity interventions and incentives to promote appropriate behavior.

LEAD's MTSS team provides resources for identifying hypothesized student needs and interventions to meet those needs. All information regarding interventions is recorded in the SNAP Tracker and is revisited in the middle of each quarter. Intervention owners, especially those on the school leadership team, use customized DeansList reports for their personalized intervention group rosters to monitor progress, engage in reflections with students in their intervention groups, and celebrate success and progress with students.

During grade-level team meetings, each grade level's iSNAP facilitator leads an agenda that includes time for sharing bright spots about student growth, strategies to more effectively serve students including diverse learners, and other grade-level specific items related to the culture and academics within the grade. One of our school leaders and members of the student support team (student support coordinators and/or counselors) sits on each grade-level team to provide connections to each team in the building. To illustrate our data driven approach, see the appendix for an example of the SNAP Dashboard for a current 7th grader at LNB.

Our approach to supporting students with the most significant needs is resulting in fewer students requiring the highest level of intervention. This year, we've seen the number of students requiring Tier 3 intervention decrease from 10% to 4%; this compares to 9% at the end of the prior year.

Culture Data

LEAD Public Schools uses DeansList as a primary tool for recording and analyzing student culture data. This data is analyzed by our culture leaders, student support team, and instructional leaders on a regular basis. Data analysis includes staff-focused data (positivity ratio, referrals by teacher, grade level trends, communication data) and student-focused data (positivity ratio, referrals by student, silent lunches earned, grade level trends).

Instructional leaders review data with their teachers to ensure that positivity ratios are high and that any issues reflected in referral data are addressed (e.g. specific classes that would benefit from push-in support, students who need a restorative conversation / call home, etc.). Our culture leader and student support team members review data for high frequency locations, times, staff, and students on a biweekly basis. Each round, they make adjustments to their schedules and support priorities to address areas of need.

Student Data

At LNB, we are committed to engaging with students in their own data. Teachers share data and celebrate progress with students during reading intervention classes/progress monitoring, after class assessments, and even after turning around stack audits to highlight the qualities of student work and growth that they are making in their grade-level skills.

All school staff and students are engaged in Individual Growth Goal (IGG) data conferences, which occur approximately every month through the Crew sessions on Wednesdays. School staff team up to work with specific Crew groups. Prior to IGG conferences, staff pull data from the LEAD Student Data Dashboard including attendance, behavior, grades, and at specific times of the year, assessment data (MAP, IAs, etc). This data is then shared with students using a data reflection template during the IGG Crew Conferences. Students reflect on their data and identify key areas of strength and one area for growth. They then work with the adult to set a goal for the next IGG conference (e.g., miss no more than 1 day of school; improve positivity ratio to 3:1; improve grade in a class to X%). Students then name ways that school staff can support them in reaching their goal by the next month and set a schedule for checking in on progress toward the goal. This data is recorded on the IGG conference logs and revisited each month to celebrate success and set new goals.

We also conduct a LEAD Public Schools student survey in the fall and spring to assess, analyze, and create action plans about student experiences and perceptions of the school. This data is shared with the school team after each administration and our leadership teams use it to guide strategic actions in the building. For example, to improve students' perception of the school as a joyful place, our leadership team has intentionally calendared more events and incentives, including events that were suggested by students and teachers.

Leader Data

LNB's leadership teams use a set of recurring data cycles to guide our work in achieving the annual school goals for academics and culture. All data cycles are guided by the school scorecard, a comprehensive set of data metrics for all LEAD middle schools including academics (e.g. TCAP, MAP, unit assessments, formative language assessments, RTI progress monitoring and screening data, teacher observation data, teacher action step progress, strong start/instructional strategy implementation data, etc.), culture (e.g. suspension rate, referrals by teacher/student, positivity ratio, silent lunches earned, student survey data, staff survey data, etc.), and operations (daily attendance rates, chronic absenteeism rates, chronically absent students, students at risk for attendance, enrollment, family engagement, etc.). Scorecard goals are consistent with the goals listed in this application.

Our school leadership team members (principal, assistant principals of instruction, assistant principal of students, director of school operations, family and community engagement coordinator) regularly engage in a radical problem-solving process learned in the All Means All training. This process includes reviewing the data for each person's assigned metrics in weekly

1:1 meetings with the principal, identifying bright spots and hot spots, and establishing one area for potential problem solving with the larger team.

When the school leadership team meets each week, every leader shares their bright spots and most urgent challenges for the week as it pertains to the school's metrics. The team then determines one to two challenges for the day and engages in a problem-solving protocol to identify immediate actions that will address the challenge at hand and allow for progress within a week. Leaders then revise their schedules and tasks to ensure that they are prioritizing the right work for themselves and their teams in the upcoming week.

As a result of this process, our team is able to make quick traction on school challenges by leveraging the collective talents of the broader team and narrowing our focus to the most important, urgent work that moves us toward our school goals. As we deepen our expertise with this protocol, we are also launching implementation of radical problem-solving strategies with our instructional leadership team, student support team, and grade-level teams.

Robust Intervention Practices

Expanded math and reading intervention programs have allowed us to engage more students in intervention to build essential foundational skills in reading and math. We will meet our goal of increasing the percentage of students exiting Tier 2 or Tier 3 reading and/or math intervention by 5% each year. The key to success in reaching this goal is in-depth training in the components of our reading and math intervention curricula as well development of strong knowledge of essential reading and math skills.

Common curricula are utilized for both reading and math intervention for students with IEPs, as well as for Tiers II and III of Response to Instruction and Intervention. For reading intervention, exceptional education teachers utilize Brainspring Phonics First & Structures curricula, Orton-Gillingham Multisensory Structured Literacy programs. Both programs are accredited by the International Dyslexia Association (IDA). RTI Reading Interventions utilize SRA Corrective Reading Decoding Strands A, B1, B2, C. SRA Corrective Reading provides intensive direct instruction-based reading intervention for students in Grades 3–Adult who are reading below grade level. This direct instruction reading intervention program delivers tightly sequenced, carefully planned lessons that give struggling students the structure and practice necessary to become skilled, fluent readers and better learners. The program is research-based and highly scripted.

For math intervention, RTI math interventionists utilize the Do the Math curriculum. This heavily scripted, direct instruction curriculum is grounded in manipulatives and focused on building students' numerical reasoning skills through multiple representations. Do The Math builds and rebuilds critical foundations by focusing on understanding and skills with both whole numbers and fractions. Students make progress through carefully scaffolded instruction from the basics to more complex operational work. Students learn, process, and build a deep understanding of crucial arithmetic concepts. Math intervention is provided daily in small doses to groups of 3-8

students. Students are placed in intervention groups focused on addition and subtraction, multiplication, division, or fractions based on need determined through a combination of universal screening and math placement tools.

LNB has invested in separate math intervention blocks within their schedule, utilizing “Do the Math” across addition, subtraction, multiplication, and division algorithms alongside other Tier 1 and Tier 2 interventions. These intensive intervention blocks serve 50% of students in the school and greater than 75% of our ELL, ED, and Black and Hispanic populations.

Professional Development and Teacher Effectiveness

LEAD is committed to developing leaders and teachers. We have robust development tracks for teachers and leaders. These tracks intersect at points but also give staff members individualized support in order to learn new skills, improve existing competencies, and drive student performance.

LEAD is committed to meeting every employee where they are, providing them with the resources and support they need to improve, and then iterating on this process in order to help employees achieve their overarching career goals. LEAD strongly believes that employees quit their leaders, not their organization. To this end, every LEAD employee receives direct coaching and support from a one up manager, engages in performance management training, and is rewarded through a performance-based compensation plan. The impact on student achievement from this leadership philosophy is three fold: 1) LEADers are aligned in how we lead across our schools 2) There is a succession plan in place across our schools 3) Teachers and staff receive network and school level professional development that targets student subgroup populations and overall achievement and growth targets.

Teacher and staff development revolves around our observation feedback cycle. We have a robust observation feedback protocol rooted in student data and strong curricula.

At the school level, all teachers, paraprofessionals, counselors, media specialists, and instructional coaches participate in observation feedback cycles, rooted in a variety of instructional strategies including, TLAC, Trauma Informed Care, Curriculum Support. Staff members are observed at minimum, once every week, provided feedback on the observed actions and then observed again for implementation of the action step. Additionally, teachers receive feedback in lesson plan design and data cycles. Other staff members participate in performance management training with their manager, setting yearly goals, reviewing these goals on a quarterly basis, and weekly coaching on progress towards these goals.

LEAD Public Schools uses the Tennessee Educator Acceleration Model (TEAM) to evaluate all licensed teaching staff. This model engages principals and teachers through frequent observations, constructive feedback, student data, and professional development.

TEAM-Certified school leaders observe teachers at multiple points during the year and score them using the TEAM rubric. TEAM scores are utilized throughout the year to guide our Instructional Managers in providing 1:1 support to improve teacher effectiveness. See

Operational Stability: Personnel section below for further details.

Supporting our academic training, all staff members receive professional development on the socioemotional learning components of our model. All teachers learn how to lead a crew, mitigate student behaviors, work with families and student progress, and develop relationships with classes and individual students. When needed teachers and staff members attend network development on meeting our cultural competency goals, led by our network staff.

Additional opportunities for development include LEAD University. Every school offers three weeks of staff member professional development to start the school year. During the school year staff members receive weekly PD on Wednesdays for one hour and five to seven PD days where we complete data analysis, practice lesson plan development, and receive other timely feedback and development. Managers at the school level receive additional executive coaching through LEAD's executive coaching program.

By providing all teachers with a robust observation feedback and data cycle, along with training on rigorous curricula, we ensure that students are being pushed to grow and learn. Combined with the development we offer around our SEL model, we believe that teachers are well equipped to create lasting relationships with their students that will result in academic success. Further, the training offered to our support staff is centered around subgroup population support and SEL support, giving our schools another tool to push student learning.

Improving Chronic Absenteeism

Although school culture indicators are considered “organizational” metrics for purposes of the framework, we believe that they play a key role in driving academic results. LNB is currently on track to meet its year-over-year goals in chronic absenteeism and suspension rate. A greater analysis can be found below in the operations section.

Supporting Diverse Learners

LEAD Neely's Bend devotes significant resources and efforts into supporting diverse learners, including students with IEPs and English Language Learners. We maintain a strong focus on ensuring each student's individual needs are met, documenting students with IEPs and ILPs on our Diverse Learner's Dashboard (DLD). Students with ILP-Ds will be added to the DLD starting with the 2024-2025 school year. The DLD allows teachers to easily determine, by class period, the diverse learners they serve and the accommodations identified as critical for their success. Below is a summary of our approach to supporting students with diverse needs.

For our students with disabilities, the exceptional education (ExEd) instructional manager, in conjunction with the principal, assistant principal of instruction, and network directors of ExEd, maintains the structures and programming needed to ensure high-quality support for students with disabilities. Staff understand that the least restrictive setting is the most appropriate for

each child. For a vast majority of LNB students, this setting is inclusion. Math and ELA courses are co-taught by a content expert and ExEd teacher. In these classes, ExEd teachers use data to plan and pull small groups when appropriate or work with the general education teacher to parallel teach or co-teach. Students with disabilities also receive targeted instruction based on their disabilities and needs identified in their Individual Education Plans (IEPs). For example, students with a reading deficit will spend time in a smaller intervention style class (in addition to their English course) that provides targeted support for their areas of deficit.

General education teachers are supported in understanding and implementing the tools and strategies needed for students with disabilities to be successful in an inclusion setting. Time is set aside in grade-level team meetings with ExEd team representatives to review student accommodations and ensure all teachers are informed and confident in implementing accommodations in their classrooms. Furthermore, teacher input is elicited prior to and during IEP meetings, and IEPs at-a-glance are reviewed with teachers prior to the school year and/or coupon student enrollment to build shared ownership over student goals. In addition to services in more inclusive settings, LNB provides special education services to support students with low incidence disabilities. These students receive vocational and life skills opportunities. LNB also implements the LEAD Say Dyslexia Guidance which outlines how to identify, create ILP-D plans for, and support students meeting the characteristics of Dyslexia.

For our English Language Learners, our goal is to provide an equitable education with research-based strategies for multilingual students by developing and supporting all professionals who work with and educate multilingual students in order to prepare them for college and life. LNB's English Language Learner programming is in line with the Tennessee English Learner Framework and English Second Language Manual. The model and supports utilized at LNB differ by student ACCESS score. All students are served in their heterogeneous English Language Arts classes. Our goal is to have all ELA teachers EL Certified. Currently, an ESL co-teacher also pushes into the ELA classroom. Newcomer students (below a 2.5 on WIDA ACCESS) receive an additional weekly hour with a certified ESL teacher to work on developing oral and social language. This service model allows for students in grades 5-8 to receive the services that are most in line with their level of language acquisition. The model is staffed by EL certified teachers and overseen by an instructional manager at the middle school. In addition, our English Learners are given opportunities to demonstrate proficiency in their home language and pursue the pathway to the Seal of Biliteracy through Avant assessments. Students' progress towards achieving their ACCESS growth goals is monitored using internally developed formative language assessments. Strong instructional practices are evaluated using internally developed EL Arcs of the Year, a document focused on best practices in EL instruction.

Academic Goals

Our long term goals are rooted in the Charter Commission Performance Framework . Our goals are:

- **School Letter Grade:** LNB will “Meets Standard” on the TPCSC framework in student

outcomes. This means that we will either be an A or B school, or meet the TVAAS performance necessary to earn a “Meets Standard” as a C school.

- **Absolute Achievement and Comparison to Geographic District:** LNB will improve proficiency in all tested subjects each year until such time that it has met or exceeded district success rate averages.
- **Growth:** LNB will continue to be a Level 4 or 5 school for overall composite growth, as well as a Level 4 or 5 for students in the bottom 25%.

To achieve these long term academic goals, we also set internal metrics that allow us to monitor our progress towards our year end goals. These internal goals include:

- Reduction of differentials among subgroups and all students to 5% or less;
- Reduction of students in tier 2 and tier 3 intervention in reading and math;
- Sixty-five percent or more of students will meet their individual growth goals (IGGs) on MAP;
- ELPA: 60% of LNB students will meet the growth goal; and
- Sixty-five percent or more of students will reduce their needs score in the Student Needs Tracker.

Academic Summary

Since 2017, LNB has demonstrated exceptional growth, posting a Level 5 TVAAS in every intervening year. Concurrently, LEAD saw an increase in proficiency from 2017-2019 and again from 2021-2023. This increase in proficiency along with Level 5 growth led to LNB exiting the priority list and being accepted into the TPCSC.

More specifically, since 2019, LNB has outperformed the overall success rate of its comparison district, the ASD. From 2015-2019 LNB nearly tripled its prior success rates, going from sub 5% overall success rate to nearly 13% overall success rates. Then, post pandemic, LNB has nearly doubled its success rates from 2021-2023. Due to its overall success rate improvement in comparison to the state, LNB earned priority exit status in 2023. We also understand that our success rate improvement is critical to providing a high-quality education to all of our students. While we accomplished our big goal of exiting the priority list, we have now turned that laser-like focus to improving overall success rates, implementing a robust intervention program and interim assessment program to this end. LNB has been a Level 5 school for growth in state since 2017, consistently placing at or near the top of growth rates for schools in both the ASD and MNPS. Due to its consistent growth metrics and overall success rate improvement, LNB is well positioned to make the leap to meeting or exceeding its new resident district of MNPS.

LNB does not face any challenges alone; instead, it is supported by full resources of the LEAD Public Schools network. LEAD Public Schools was identified as a “gap buster” in both reading and math for closing achievement gaps by Stanford Credo’s National Charter School Study

2023², in addition to evidencing strong positive growth results in both reading and math. LEAD has a proven track record of delivering on its mission to prepare students for college and life and has been a key partner in closing the achievement gap in Davidson County for the past 15 years.

In summary, LNB has shown excellent TVAAS results over its charter time, has a higher success rate than the ASD as a whole, and outperforms MNPS in growth, and localized comparison schools in success rate. According to the renewal framework provided by the TPCSC to LEAD, we are on track to meet or exceed our expected targets in a number of academic areas, including closing achievement gaps with its comparison district as a whole and for students with disabilities and growth for students as a whole and black and hispanic students. LNB accomplished these goals while serving a greater proportion of economically disadvantaged students, Black and Hispanic students, ELL students, and ExEd students than the district.

All of these increases happened because LEAD embraced the LNB community. The team's dedication to its community and its students shines through in the consistent improvement, evidenced in academic results post pandemic. LNB has already made numerous investments in the past several years, including staffing model changes, revised curricula, a strong coaching model, and enhanced support from the network. These investments are showing promising results from internal data, giving us confidence that LNB will continue to see increased proficiency over the next charter term. We understand how much further we have to go and have plans in place to address student proficiency, chronic absenteeism, and subgroup performance. Our school's growth since the pandemic demonstrates we are on the right path and we're confident that we have the leadership and academic practices to continue that trajectory over the next charter term. We also know how far we have come, are proud of this work, and with the support of the TPCSC, we are ready for the next 10 years.

Section II – Operational Stability

- a. Address progress toward meeting the operational goals outlined in the charter agreement, if applicable.*
- b. Discuss student enrollment over the course of the current charter term. Is the school operating at maximum capacity? How many students are currently on the waitlist?*
- c. Describe trends in student attrition rates and how leaders have addressed any concerns in attrition.*
- d. Explain how the school provides a safe environment and addresses the physical, social, emotional, and health needs of students.*
- e. Explain how the school has made community connections and developed working relationships with parents and families.*

²<https://ncss3.stanford.edu/wp-content/uploads/2023/06/Credo-NCSS3-Report.pdf>

- f. Explain how the school sustains a well-functioning organizational structure that provides for personnel stability and effective teacher retention.*
- g. Describe the development of the board members and school leadership during the current charter term.*
- h. Describe any facility changes/improvements and their impact on achieving school goals.*
- i. Explain why the school's operational condition merits renewal of its charter agreement.*

Operational Success: Overview

Overall, LEAD Neely's Bend (LNB) has met, or is making significant progress, in meeting our operational goals outlined in our charter agreement and performance framework. LNB is in compliance with all operational requirements in the TPCSC charter agreement, including staffing, facilities, food service, transportation, insurance, and governance requirements. While LNB has not yet been formally evaluated in the Organizational Performance section of the TPCSC School Performance Framework, we are on track to meet standards in many categories, and are working towards on-track status in others.

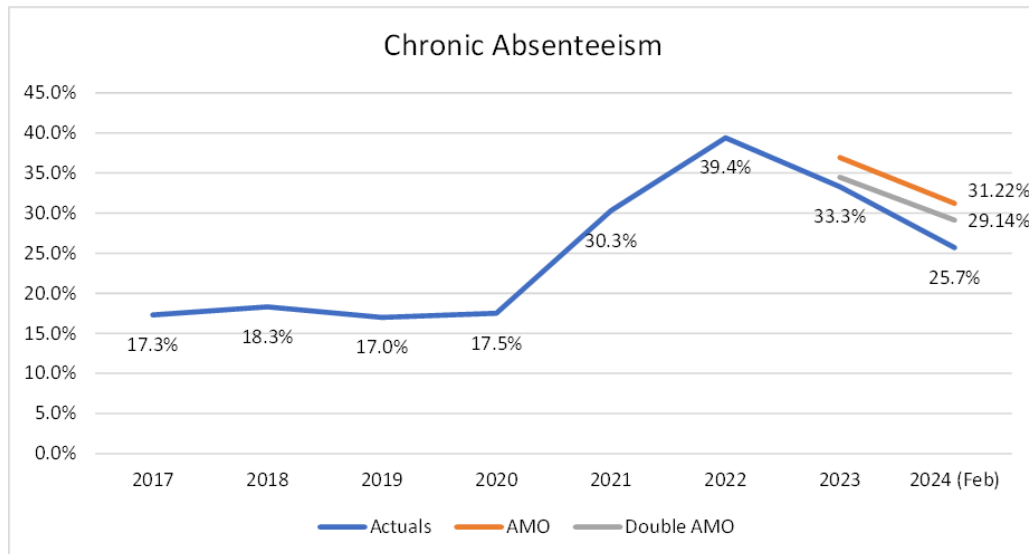
Compliance

LNB was rated a "meeting expectations" in the Achievement School District Student & Family Rights Category in both the 2020-21 and 2021-22 school years. We have no significant ongoing concerns with the TPCSC's quarterly monitoring process. Cumulative on-time submission rate for all compliance documentation is 93.1% as of Feb 2024, exceeding the TPCSC standard of 85%. We are also on track for standards related to open meeting laws and board items. When we do experience an issue, we are quick to address it. For example, upon notification of not meeting the framework for teacher credentialing in October, we completely resolved our licensure within weeks to meet 100% compliance. We have fully implemented a corrective action plan and as of this semester, all teachers met the TPCSC certification standards. Moving forward, we have put into place a more comprehensive review process, at the initial application stage, to ensure compliance throughout the year. LEAD Public Schools has invested in a full time network individual to monitor and project management all compliance expectations from our authorizers. We continue this strong oversight to continue during the next charter term.

Chronic Absenteeism

LNB is not alone in the struggle to encourage regular attendance; according to the CREDO State of the American Student released in Fall 2023, 72% of public schools nationally have reported significant increases in absenteeism since emerging from the pandemic, with at least 10% of students missing at least 5 or more days in a month in 2023. That is a 5% increase since 2020. Despite this national trend, we recognize that attendance has a direct connection with student outcomes and have worked diligently to improve this metric in the past two years.

Chronic Absenteeism rates in comparison to AMO and double AMO target



Prior to the pandemic LNB consistently had a chronic absenteeism rate averaging around 17% but we saw significant increases in chronic absenteeism during and after the pandemic. Upon returning to in person learning, we struggled to gain traction with student attendance and chronic absenteeism peaked at 39.4%. As a result of this unacceptably high rate, we made reducing chronic absenteeism a key priority in the 2022-23 school year.

We have taken a multipronged approach to combat high chronic absenteeism rates at LNB. The first step is ensuring that we have a school team member who is completely focused on ensuring students have the incentives and support to make going to school each day a priority. We found that having this responsibility distributed among multiple team members was not having a strong effect, so we have now hired a manager of chronic absenteeism (CA) at the school level and worked with them to design and implement a CA program that focuses on chronic absenteeism and the truancy process. While this individual leads the process, they work collaboratively with an attendance team composed of our Family and Community Engagement liaison (F.A.C.E.), principal, director of school operations, school counselors, and office manager. This team meets biweekly to review current attendance data, monitor progress of students in attendance interventions, and proactively identify an action plan for students in specific attendance risk categories (e.g. 3-5 absences, 6-8 absences, etc). In addition to the required attendance and truancy processes, the attendance team is responsible for planning and implementing a comprehensive incentive plan, including daily, weekly, monthly, and quarterly incentives for various groups (e.g. high-risk students, students in targeted attendance categories, students with perfect attendance, students maintaining 95%+ attendance, etc.). The FACE team also prioritizes providing family support to reduce barriers, more details of which are outlined below in the family engagement section.

We also recognized that while we had a strong data feedback loop in our instructional areas, that focus on data was missing from our approach to attendance. We found we were spending too much time focused on general daily attendance rather than focusing our attention most on

students that were most likely to be at risk of being chronically absent. To combat this, we have invested in a learning platform called DeansList. All student attendance and family communication, including every phone call and text message, is housed in a single platform that allows our attendance team to quickly identify students who require the most support, track our outreach to the family and course correct, if needed. DeansList also includes multiple language options, allowing us to communicate better in a family's home language. This program has significantly streamlined and improved our family communication and has allowed us to work with our families to impress on them the importance of school attendance as the determinant factor in their students' success.

This emphasis is working; in the 2022-23 school year, we saw a 6 percentage point decline in chronic absenteeism, beating both our Annual Measurable Objective (AMO) and double AMO targets set by the state. Again in 2023-24, we are displaying a significant reduction year over year and are on track to meet our double AMO again in the 2023-24 school year. Chronic absenteeism is 26% as of February 2024. While we did not meet the TPCSC standard of a consistent three year declining trend, we are confident we will meet that standard in the 2023-24 school year and continue to see declining rates over time.

Suspension

We have seen a consistent decline in our suspension rate, from 14% in 2022 to 5% in the current school year. In 2023, 8% of students were suspended; this compares to our local geographic middle school peer, where suspension rate was 15.2% last year. An important tool to proactively address both attendance and behavior issues is our LEAD MTSS/SNAP framework, which has been fully adopted this year. We use this process to identify and intervene with students who are at risk for attendance, behavior, and/or grades. Prioritized areas for us include attendance (via attendance team interventions) and behavior (interventions come from the school leadership team, the student support team, grade-level teams, and individual teachers). Data is reviewed whole-school in the middle of each quarter with checkpoints on a regular basis throughout the 9-week intervention cycle. See the "Data Driven Approach" section above for further details.

Suspension rates

	2018	2019	2020	2021	2022	2023	2024 Year to Date (Feb)
Percent Suspended	18%	15%	13%	n/a	14%	8%	5%

Enrollment Stability

The area in which we do not meet standards include being fully enrolled with the charter agreement. See below for a detailed analysis of our approach to resetting our enrollment targets and ensuring sustainable enrollment for LNB.

Family Engagement and Enrollment

Currently, LNB is not operating at maximum enrollment capacity and is not meeting the TPCSC standards. Our strategy to meet expectations in enrollment are three-fold: rightsize our enrollment target and related staffing, maintain strong student retention, and increase the number of newly incoming students.

Historical context is important to understanding how we have right-sized our enrollment target. At the time our enrollment target was set during the TPCSC application process, we anticipated the challenge of moving from a zoned-enrolled to an open enrolled school, however we did not anticipate that the local district would rezone the two local elementary schools, previously our feeder schools, to K-8 schools. This resulted in increasing the local middle school options from two schools to four, and greatly increased the number of middle school seats available in our local community. We were prepared to compete with the local middle school option for enrollment, but we were not prepared to compete with the elementary school option, of which families already have many years of established relationships. Fundamentally, this changes the pool of available students to recruit from within a reasonable geographic area, and as a result, we are requesting a readjustment of our enrollment limit in order to bring this more in line to our expectations.

In our first year of operation under the authorization of the TPCSC, we have seen enrollment numbers more aligned to the 250-300 that is reflected in the enrollment chart. Lower enrollment dictates that we reduce staff at LNB. While our goal, and our expectation, is to retain 100% of highly effective teachers, and 75% of teachers overall, staff reductions have taken the form of proportional reductions in teachers while maintaining class size, as well as reducing some non-instructional positions. We also revised our budget in 2023-24 to reflect our new financial assumptions, both in terms of reduced enrollment and reduced staffing.

Proposed enrollment over next charter term

School Year	Y1 - 2025-2026	Y2 - 2026-2027	Y3 - 2027-2028	Y4 - 2028-2029 and beyond
Proposed Student Enrollment	250	270	295	300

In addition, we have developed a comprehensive strategy to recruit a greater proportion of students within the LNB community, as well as attract families from a further distance. We have enhanced our optional schools application to create an improved experience for families (translated application and integrated registration process), shifted to a year-round recruitment cycle, and added additional staffing capacity to recruit in new markets. Coupling these efforts are enhanced marketing and communications efforts, including but not limited to mailers, yard signs, banners, and engaging the business community in expanding the LEAD brand as an

optional school throughout the Madison area and new markets. With new housing complexes being built adjacent to our school, opportunities for student recruitment are continuing to grow. We have also added bus routes into the broader Madison area to make attending LNB easier for a larger number of families. The enrollment numbers listed in the projections earlier in the application reflect a gradual enrollment increase as we shift the enrollment processes and recruitment in new markets.

As evidenced in our other LEAD schools that are fully optional enrollment, LEAD Southeast and LEAD Academy, we will be able to make this shift and provide an educational experience that will pull in additional enrollment over time. As we incorporate best practices learned both in our first year operating LNB with the Tennessee Public Charter School Commission and also from operating other fully open enrolled campuses, we have confidence in our ability to increase enrollment year over year.

Student Retention (2022-23 to 2023-24 School Year)

Student Group	Total Number of 5-7 Students Enrolled (10/1/2022)	Total Number of 6-8 Students Returning (10/1/2023)	One Year Retention Rate	One Year Attrition Rate
All Students	262	195	74%	26%
SPED	39	34	87%	13%
ELL	59	47	80%	20%

Another critical metric to both strong enrollment, as well as maintaining a healthy school, is strong student retention. LNB's current one year retention rate is 74.4%, based on the TPCSC framework of Oct 1 to Oct 1 reenrollment. This number falls just short of the TPCSC goal of 75% student retention. Our internal data show that the primary reason for students leaving LNB is moving outside of district. Notably, our student retention for English Language Learners and Students with Disabilities is higher than our overall student group and well above the TPCSC expectation. This means that the work our school is doing to specifically engage and serve families in multiple languages and families who have students with an IEP is yielding results.

Family engagement is a key lever to our strong retention rates. We have prioritized engaging our students, families, and community by adding additional capacity at the network, 2 family engagement associates and a network manager of family engagement and customer experience, to enhance our ability to successfully retain current families and recruit and engage families in the cluster. We have seen tremendous engagement results, having upwards to 96% of families having been successfully engaged once through our family engagement efforts. More impressive is our second metric in being able to meaningfully engage 74.7% of our families 3 or more times. This compares to our prior years performance of 75-80% successfully engaged and 35-45% meaningfully engaged. These increased results in the current school year are due to the work of our family and community engagement coordinator, and also intentional

partnerships with school leadership as we look to deepen our connections with families through value-added family engagements.

Our family engagement efforts are aimed to successfully engage the majority of our enrollment through engaging activities including the following: parent teacher conferences, survey completions, attending on and off campus events, volunteering on campus, and providing resources to support our LNB community. One of our more successful engagement initiatives is our Student-Led Conferences (SLCs) which LNB conducts annually. During these sessions, students communicate their successes and challenges and are able to review their academic progress with family members and community volunteers.

Other initiatives include improved attendance initiatives - for example, partnering staff members with students that have been listed as chronically absent to incentivize and impress upon them the importance of attending school daily. We host monthly family engagement events and have engaged the broader Madison community in bringing resources and experiences for families that has yielded more positive feedback via Possip and as mentioned above, evidenced in more engagement in school offerings. Our braiding club and partnership with UniCycle (school uniform and clothing assistance) are two examples that support our family engagement goal to provide more innovative and consistent opportunities for families to remain in our LEAD community.

At LEAD Public Schools, we work to identify barriers to student success, attendance, and provide real-time interventions to help alleviate them. A variety of factors can lead to mobility and make it difficult for a child to attend school daily - including a lack of access to basic needs – such as laundry detergent and hygiene products. Our LEAD Exchange, which recently launched, and our LEAD Serve Others Stations, that is in year 4 of operations, have provided a value-add to families in their experience with LNB. It also gives us confidence that we can improve our chronic absenteeism, deepen relationships and partnerships with families, and increase our ability to successfully recruit more families. Our LEAD Care Portal initiative, which supports families with some of the more chronic lived experiences that lead to mobility, has been able to provide furniture, MTA bus passes, rental assistance, gas cards, utility bill assistance, clothing and food support totalling more than \$3500 benefitting 68 LNB families. These initiatives ensure that the campus is intentionally building authentic relationships with our families that encourage engagement with our school community.

Finally, as a school community we have a range of tools to ensure strong, two-way communication with our families. Those include:

- **DeansList:** A text-message tool that allows us two-way communication to families in their home language
- **Possip:** Pulse surveys that provide bi-weekly surveys to parents gauging parent satisfaction with our school. Fifty-seven percent of families have provided feedback via Possip, and we average around 15-25 responses bi-weekly.

- **Family LEADership Team Meeting:** A group of parents that come together monthly to discuss school-wide initiatives.
- **Grade Level Team Meeting (2x Month):** The School Team has dedicated time in their meetings to make connections with families about attendance, grades, behavior, and schoolwide events.

LNB is part of the broader community, and has developed partnership with several community organizations, such as with Meharry Medical Center, Caza Azafran, NAZA After-School Alliance, and Harvest Hands.

Healthy School Environment

At LNB, we value culture as the foundation that supports all other aspects of our school. A positive school environment that prepares students for life and meets their daily needs is crucial to success within the classroom. We are committed to improving our practices each year to build our students up and grow them in ways that will result in the highest quality education, accessible by all. This is accomplished by having clear and consistent high expectations, earning rewards and acknowledgment for meeting those expectations and holding students accountable when they choose not to meet our expectations. The ultimate goal of LNB is to strengthen our cultural roots and invest students in learning. By creating a safe and joyous school environment, we embolden our staff and students to be LEADers in our team and family.

In order to achieve our culture goals and to promote a positive academic environment, LNB employs the following programs and strategies:

- PBIS and a School Wide Behavior System
- Social Emotional Learning and Development through our Crew Program
- Family Engagement Events
- Trauma Informed Professional Development for all Staff
- Tier 1 Process of Universal Support
- Tier II PBIS/RTI2B Process - Supplemental Support
- Tier 3 PBIS Process - Individual Support
- Student and Staff Climate Surveys

LNB's first step in addressing the full needs of our students begins with a robust Student Climate Survey. This assessment, which is translated into multiple languages, is given within the first month of school and again in the spring (pre and post data). These responses are analyzed by the assistant principal of students, principal and school counseling team to determine supports for individual students, subgroups, and the whole school. Some examples of recent responses include small groups, individual counseling, referral to outside agencies (CenterStone Counseling, Department of Children Services, etc.), and school-wide culture initiatives.

Meeting the social and emotional needs of our students is critical to LNB's culture. LNB staffs two full-time school counselors, in addition to one CenterStone outsourced counselor, who run a comprehensive school counseling program using the guidelines of the American School Counseling Association. Our school counselors develop, implement, and evaluate a data driven school counseling program. They use a student needs assessment and the school/network goals to determine the direction of programming. It is the responsibility of the school counselor to promote and enhance student achievement through the delivery of short term and long term interventions tied to standards in academic, career, and personal/social development. LNB also staffs two student support coordinators who enforce the maintenance of high cultural expectations to protect the learning environment for all students, coach students and families through their navigation of our school behavioral systems, facilitate restorative conversations between students and teachers, analyze student behavior data and plan responsive services accordingly and anticipate student behavior needs and proactively address them. These supports are further reinforced by our strong partnership with Centerstone, an outsourced counseling provider.

Our staff creates and provides a safe environment by diligently maintaining consistency of high expectations. Our students feel safe at school because they know exactly what is expected of them. LNB utilizes many strategies to communicate with both students and adults those exact expectations, including detailed minute by minute routines at the beginning of the year, a Leadership Academy for students that sets cultural expectations in the first week of school and a normed point and mark system. These are reinforced throughout the year with school wide system walkthroughs, grade level walkthroughs and using professional development time to reinforce expectations.

To address the health needs of our students, LNB provides a full time certified LPN nurse. To provide for the physical safety of our students, LNB follows and trains staff members on crisis procedures, completes regular safety drills and follows all laws and guidance around school safety. LNB also staffs a full time security officer to provide an added layer of safety to the school community.

The LNB facility is in excellent condition and there are no known structural issues that would negatively impact the schools ability to meet and exceed its performance goals. While the facility itself is in excellent condition, we do plan to invest in aesthetic and safety and security enhancements that will benefit the school community. We have identified interior painting of community areas, restroom painting and flooring, and enhancements to the schools security system as the primary facility needs for 2024-2025. It is our belief that investments in the look and feel of the learning environment will have a positive impact on students and staff; and that the enhancement of the schools existing security camera system will improve the schools overall safety and security.

Talent Strategy

At LEAD we have built an integrated talent management system to assure that we have the right people in the right roles at the right time. This is key to achieving student outcomes at scale and over the long-term. Our integrated approach to talent management and organizational development was built on evidenced based approaches (McKinsey, Gallup, Center for Creative Leadership, and Towers Watson) and includes four key areas:

- **Talent attraction and selection:** Sourcing, selecting, and onboarding the right people for the right roles at the right time.
- **Managing performance and developing talent:** Engaging each member of the team, focusing on performance, quality conversations, and coaching to build skills and capabilities.
- **Employee value proposition:** Compensation strategy as part of a complete employee value proposition unique to the organization including rewards, work, organization, people, and opportunity.
- **Building organizational capacity and capability:** Organization structure, role definition with linked and clear accountabilities, effective teams, and solid human resource administration.

While all are important to sustainable organizational results, talent development and effective leadership are the most critical to achieving organizational success and teacher retention. Our leadership development model for school and executive leaders is designed around leader competencies to ensure our leaders are equipped with the skills and support needed to drive dynamic results for students.

LEAD has spent the past four years refining a process to ensure a robust pipeline of talent. In the 2019-20 school year, LEAD launched its Employee Value Proposition (more information below) and talent development initiative and implemented an innovative performance-based compensation model for all staff. LEAD's talent calibration and succession planning process engages school principals and network executives in a review of performance, progress towards goals, and development towards LEAD's Leadership Competencies. The goal is to evaluate role readiness and identify necessary development areas for leaders across the network. Through this process, leaders are identified as successors and are assigned leadership development appropriate with their level of performance and potential.

Leadership Development and Retention

In 2018, LEAD announced a comprehensive talent strategy to develop current leaders and calibrate leadership talent across our network of six schools. In order to support growth and sustainability of academic results, we complete talent calibration and succession planning twice a year for all network and school leadership from instructional managers to CEO. Our unique leadership development and talent strategy, includes individual 360 feedback and executive

coaching for six months. This allows us to develop current leaders while building a pipeline of future leaders all grounded in our unique leadership Ethos. We believe this process of identifying and developing leaders will significantly impact our success and sustainability in the long term while leading to higher levels of engagement and retention.

Our leadership development and talent strategy ensures a smooth leadership transition and allows for high potential staff to move throughout our network of schools. LEAD's first two years of LNB oversight saw significant school leadership and staff turnover, and as a result, slower academic growth. Unsatisfied with the school's progress, we made a principal and head of schools change. Since that time, LNB has been a model of our leadership succession planning, in which our last two principals have both participated in our leadership development program and served as high performing assistant principals prior to being promoted to the principal role. Our former LNB principals continue to work at LEAD as head of schools and as a director on the network academic team.

Leaders (e.g. managers at LEAD) participate in our executive coaching program where they receive individual support from a network of executive coaches. This coaching is focused on developing the competencies LEAD has defined as pivotal to leadership development. While these competencies change over time, recent competencies have included dealing with ambiguity, business acumen, and developing talent. All school and network leaders have defined career goals based on LEAD's talent pathways. Leadership is an act of service and through our model we develop servant leaders who act as support to our schools. The impact on student achievement is that on every level of the organization we are committed to our end goal of pushing students to learn more and grow faster, eventually closing achievement gaps for subgroup populations and our student population as a whole.

Teacher Recruitment and Retention

Our teacher recruitment strategy starts first and foremost with retaining our existing staff. We have developed our Employee Value Proposition to be more competitive in effectively attracting, developing and retaining great teachers. LEAD's Employee Value Proposition is based on five pillars:

- **Rewards.** We provide transparent performance-based compensation that allows excellent teachers to rapidly advance their base pay. Teachers can earn up to 10% base salary increases annually based on their performance. We offer market competitive benefits with 16 weeks paid parental leave for primary caretaker and flexible paid time off. We modified our reward structure to compensate our teachers, not by how many years they have worked, but by their positive impacts on students and schools, evidenced by their consistent performance in and out of the classroom.
- **Work.** Our work is mission-focused and vision-aligned – to ensure every student is ready for college, ready for life. We provide coaching, support, and autonomy. We take initiative and are solutions-oriented. We empower teachers to have a voice in the

direction that they want their career to go, whether that is staying in the classroom or transitioning to adult management.

- **Organization.** We are the largest homegrown charter school network in Nashville with a reputation for excellence. Our six schools serve all students through a rigorous academic experience, through both open- enrolled and zone-enrolled schools. We live our ethos - we are committed, courageous, disciplined, self-reliant and we serve others.
- **People.** We build trusting relationships and communicate with caring directness. We celebrate successes and recognize individual and team results. We have a growth mindset and provide opportunity for ongoing learning and individualized development. We listen actively and seek to understand. We are accountable.
- **Opportunity.** We invest in professional development and have a coaching culture of continuous improvement. Teachers and support staff have the opportunity to choose a career path aligned to their goals. We have restructured our staffing models within our schools to include more instructional leaders. At LEAD Public Schools, we have built a model wherein there is 1 instructional leader for every 6-8 teachers. This allows our coaches to prioritize the development of our teachers through regular, on-going feedback. Additionally, our Master Teacher program allows our highest performing teachers to earn up to \$100,000 base salary solely based on performance and not years of experience/advanced degrees.

LEAD Public Schools also recently received a multimillion dollar grant award from the US Department of Education's Teacher and School Leader grant program. The purpose of this grant is to increase educator effectiveness by investing in processes that will strengthen teacher evaluation, increase development of teachers and leaders, and provide incentives for high-performing teachers. This grant will allow LEAD to enhance our performance-based compensation program by offering competitive signing and retention bonuses in addition to student performance bonuses for teaching and support staff. This will ultimately help us enhance our Employee Value Proposition by strengthening our human capital strategy around recruiting, hiring, developing, and retaining high-quality talent both in the classroom and in positions of leadership.

Our talent strategy is working, as evidenced by our personnel stability. While teacher retention at LNB has remained fairly stable over the past several years, it was not yet meeting TPCSC standards. However, our most recent talent strategy is showing strong outcomes; our 2022-2023 teacher retention, as defined by the TPCSC, was 77%, exceeding the TPCSC standard of 75%. Our goal is to "meet expectations" on the performance framework by maintaining our teacher retention rate at 75-85%.

Annual Teacher Retention	18-19	19-20	20-21	21-22	22-23
LNB	68%	68%	71%	65%	77%

LEAD administers the TNTP Insight Survey twice per year to gain insight into future anticipated turnover. We pair that information with exit interviews to understand the primary factors driving teacher attrition. Although LEAD strives to retain all of its teachers, natural attrition has taken place with some of the most common reasons for leaving being teachers moving out of the area or leaving the teaching profession altogether. In order to maintain and improve our teacher retention rates, we continue to focus on the levers that are most associated with these reasons for leaving: compensation and managers. We have made significant investments in increasing the compensation of all LEAD teachers in order to make the profession more competitive with private sector jobs. Our Master Teachers can now earn up to \$100K by staying in the classroom and our rewards program allows returning teachers to earn up to a 10% increase per year based on their performance. In addition, we have shifted our instructional coach role into an instructional manager role so that teachers have a direct manager who is also responsible for their development. Beginning in 2022, each instructional manager has received significant training on not just Instructional Coaching, but also leadership and management. Instructional managers each have a personal Executive Coach provided to them to accelerate their management effectiveness. We believe that their effectiveness will be key to our Teachers envisioning the classroom as a long term career option for them.

LNB has experienced many of the same challenges that other schools in the state and across the country have faced in regards to teacher shortages, specifically in math and exceptional education. They have overcome these challenges through partnerships with organizations such as Relay and Nashville Teacher Residency. LEAD currently has a \$200K grant through Score focused on creating a new teacher residency program specifically for potential math teachers.

Board of Directors

LNB is supported by our network board of directors. It is the board's responsibility to ensure that the organization is effective in achieving its mission and efficient in using its resources. They establish academic, financial, and enrollment goals each year and track against progress regularly. The Board hires and completes annual evaluations of the CEO who is responsible for overall management of the LEAD organization and the results of all schools in the LEAD organization. These board members represent the major constituencies needed to support effective and efficient CMO operations, including academics, finance, fundraising, marketing, information technology, human resources, and facilities management, among other areas. All members of our Board have completed annual training as required by law from the approved State Board of Education list. Completion of training is monitored and tracked by leadership staff. In addition, Board members continue to develop their understanding of the work at LNB through providing school oversight, reviewing school performance indicators, and participating in the life of the school. Board members have clear expectations and orientation for their roles and participate in various committees to further support the school.

Section III - Financial Health

- a. Address progress toward meeting the financial goals outlined in the charter agreement, if applicable.*
- b. Report on the fiscal management of the school during the current charter term based on previously submitted audits, including A-133 audits if applicable, and financial reports.*
- c. Address the alignment between expenditures and the school's mission, plans for student academic growth, and staff professional development.*
- d. Review how any significant fiscal challenges were addressed during the current charter term.*
- e. Describe efforts to operate the school in a financially sound and transparent manner.*
- f. Explain why the school's financial condition merits renewal of its charter agreement.*

Financial Health: Overview

LEAD Neely's Bend (LNB) is "On Track" in both of the TPCSC financial performance indicators, meeting the Commission's SPF financial targets in its last three audit years, and being free from financial statement findings. LNB scored an "exceeding" on the ASD SPF in 20-21; 21-22 final ratings were not released with a "Pending submission of final audit" rating, but internal calculations show we were on track to also meet ASD SPF metrics in 21-22.

In assessing progress towards financial goals outlined in the charter agreement, it's essential to emphasize our commitment to prudent financial management and strategic allocation of resources. While specific targets may not have been explicitly outlined in our charter agreement, our overarching aim remains to achieve sustainable growth, maximize efficiency, and ensure fiscal responsibility. Through diligent monitoring of budgets, careful cost control measures, and proactive investment strategies, we are dedicated to fostering financial stability and enhancing stakeholder value. Our efforts are directed towards optimizing financial performance while mitigating risks, thereby laying a robust foundation for long-term success and resilience.

LEAD Public Schools continues to be in a strong financial position as described in detail in our annual audits, all of which are found on our website. LEAD has received an unqualified opinion (clean opinion) from outside auditors each year of its existence, and has had multiple years of budget surpluses, all of which have resulted in a strong cash position. LEAD has met financial compliance expectations, including submitting annual budgets and audited financial statements to authorizers and the state in a timely fashion. LEAD does not have any schools on fiscal probation or in bankruptcy.

Financial Practices

Each year, the LNB school leadership team, including the principal, assistant principals, directors of school operations, and family and community engagement coordinator participate in a budgeting process where they are able to direct resources to support the mission of the school. These individuals are then provided support from the finance team throughout the year

to track expenditures against budget to ensure that the leadership team can make pivots to reallocate resources, if needed, throughout the school year. LNB's school expenditures are meticulously aligned with our overarching mission of preparing students to be "Ready for College...Ready for Life." Every financial decision is guided by the imperative to enhance student academic growth and equip our staff with the necessary tools needed to help our students reach their goals.

From a budgetary standpoint, LEAD has consistently prioritized allocating funds towards staffing rather than material possessions. This strategic approach translates into the allocation of resources towards crucial roles within our schools aimed at enhancing student outcomes. These pivotal roles include our instructional managers and Reading/Math Interventionists. Instructional managers provide essential professional development and classroom management coaching to our teachers, ensuring consistency in teaching practices. Meanwhile, interventionists utilize data-driven strategies to target students' individual learning needs, facilitating personalized support. Additionally, LEAD utilizes a performance-based compensation model for our teachers that enables them to earn up to a 10% raise each year. This enables LEAD to stand out when recruiting teachers and rewards outcomes for teachers within our network.

While acknowledging that a quality staff is paramount to achieving our school's mission, we also recognize the significance of quality instructional materials, student support initiatives, transportation, and conducive learning environments in impacting student achievement. Therefore, in addition to personnel costs, we allocate funds towards improving curriculum, implementing student initiatives, enhancing transportation services, and maintaining facilities. These areas are prioritized as top budget items to ensure a holistic approach to supporting student success beyond the classroom.

Through our network resources, paid for through a management fee, LNB benefits from economies of scale that amplify the impact of our expenditures. By pooling resources and sharing best practices across our network of schools, we're able to optimize operational efficiencies and stretch our budgetary allocations further. This collaborative approach not only ensures the equitable distribution of resources but also allows LNB to access enhanced educational tools, professional development opportunities, and support services that might otherwise be financially prohibitive on an individual school level.

In summary, LNB's expenditure strategy is intricately woven into our mission, prioritizing investments in people, fostering professional growth, and leveraging the collective strength of our network to maximize educational outcomes for our students.

To deliver on our mission, we also have implemented sound and transparent fiscal processes. LEAD's CFO coordinates all finance and accounting activities at all schools, including the annual audit, and cash management. The CFO is responsible for the creation and implementation of school budgets, including quarterly update meetings with school principals to discuss budget and actual expenditures. The CFO serves as the staff lead on the Finance

Committee of the Board of Directors and manages payroll, accounts payable/receivable, budget amendments, financial reporting, and bank reconciliations. The LEAD CFO supervises a team of several accounting professionals to ensure that timely, accurate and compliant financial reporting occurs.

At LEAD, each School Leadership Team (SLT) is expected to manage their actual expenditures to their budget. Principals review and revise the personnel components, as they are the primary drivers of staffing decisions. In the pursuit of training all members of the SLT to take on more responsibility, the assistant principals of instruction and students manage the instructional and student support budgets, respectively and the director of school operations manages the school operations, transportation, and facilities budgets. All members of the SLT are trained by, monitored and supported by the network finance staff in this process.

The CFO is supported by the LEAD Public Schools Board and Finance Committee. The LEAD Board of Directors is ultimately responsible for the financial compliance and performance of the LEAD network as a whole. Proposed budgets and actual financial performance is shared and reviewed first at the Finance Committee meeting and then shared with the full board at the following Board meeting. The Finance Committee also reviews any substantial changes or updates to financial procedures, staffing or financial compliance. The Board approves the annual budget, annual audit, 990, contracts and other major financial investments. The Board of Directors arranges annually for an independent certified public accounting firm to conduct an audit of LEAD's financial statements. The Finance committee of the Board of Directors nominates the independent auditor and reviews the scope and results of the audit. The Finance committee receives notice of any consequential irregularities and management letter comments that the auditor noted during the engagement. Additionally, the committee develops any policies or action plans necessary to address relevant weaknesses noted by the auditor. The committee will also review all financial information of LEAD and provide recommendations to the Board of Directors.

Fiscal Challenges

During the current charter term, LNB faced the challenge of declining enrollment, particularly after transitioning from a zone-enrolled school to an open-enrollment model. While declining enrollment posed a financial impact, LEAD effectively addressed this challenge by implementing strategic measures. One significant action taken was the adjustment of the staffing model to accommodate the new enrollment size. By right-sizing the staff, we ensured that resources were allocated efficiently without compromising the quality of education provided. Additionally, LEAD developed proactive strategies to attract and retain students, laying the groundwork for potential future enrollment growth. Per TPCSC policy and as requested, LEAD resubmitted an updated budget reflecting an adjusted enrollment projection.

Despite the fiscal challenge posed by declining enrollment, LNB School navigated through this period with resilience and foresight, positioning itself for continued success in the future. In reviewing the audited financial statements, LNB has never had a year in which it has experienced negative fund balances. LNB will continue to have positive fund balances, and in the event that we could not meet our enrollment targets, the network support team is prepared to invest additional philanthropic resources.

Section IV – Future Plans/Projections

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

- a. Academics and updated academic benchmarks*
- b. Organizational changes (if applicable)*
- c. Expansion (if applicable)*
- d. Facility improvements*
- e. Projected financial security*
- f. Operational management*
- g. Addressing any past academic, organizational, or financial deficits*

Future School Goals: Academics and School Culture

Please see Section I above for a detailed discussion on future academic and school culture goals.

School Culture:

- **Chronic Absenteeism:** LNB will meet its AMO target every year until Chronic Absenteeism is under 15%. We believe that daily work with our families is the key to addressing chronic absenteeism and to that end have hired a responsible party to lower Chronic Absenteeism at LNB who leads both the daily attendance team and the Chronic Absenteeism team.
- **Suspension rate:** LNB will keep our out of school suspension rate less than 10% of its students. We will do this by offering a number of alternatives to suspension within the school day, partnering with families to impress upon them the importance of our school expectations, and working with teachers and students to create positive and meaningful relationships that will contribute to decrease in suspension rates.
- **Student attrition rate:** Our goal is to retain 85% of students whose primary address remains in our geographic zone and to retain at least 75% of students overall. See the Family Engagement and Enrollment section for details on our plan to limit student attrition.
- **Teacher retention rate:** Our goal is to retain a minimum of 75% of teachers year over

year. See the Personnel section for our focus on retaining highly effective teachers.

Future School Goals: Operations and Finance

LEAD Public Schools has kept our current facility in strong working order and does not have any plans to make any significant improvements in the current facility. Remaining in this building is our preference as we believe it is in the best interest of our students and the community as a whole that this site remains LNB's home. We plan to fully engage MNPS about either signing a new lease or purchasing the current building. However, the reality is that we first need to secure a 10-year charter before MNPS will engage with us in a meaningful long term facilities conversation.

That said, we recognize that MNPS may not agree to allow us to stay in this building in the long term. As a result, we are prepared to purchase and develop a new, local, facility for LNB should the need arise. It would be irresponsible at this time to put an intent to purchase on a new site without an established long term charter agreement. So, as we go through the renewal process, we have used this interim time to complete due diligence to ensure we are prepared with a strong facilities contingency plan.

LEAD has a track record of successfully developing a private facility into a school and we have also established relationships with our real estate advisors, national and local brokers, lenders and architects to prepare for this possibility. With their support, we have identified the specific requirements of a space, including square footage, acreage and location. We have completed financial benchmarking and modeling to understand development and financing costs and have built a strong balance sheet and cash reserve so that we have secured the financial resources necessary to make a purchase. Our current timeline allows for 12 months to identify and negotiate the purchase of a site, with 18 months to complete the necessary build and renovations. Working backwards, this means that we must either have an agreement with MNPS to utilize the current facility in the long run, or to purchase a new facility, by Winter of 2024. Although much of the work we've done so far to secure a long-term option for LNB is preliminary, we feel confident that our timeline allows us ample time to either negotiate an option with MNPS or identify, purchase, and develop a new space.

LEAD does not anticipate any significant differences in the net financial performance of LNB over the next renewal term. Overall, we anticipate continuing to increase overall expenses in line with increases in our annual TISA rate, currently anticipated to be about 3% per year. In addition, we are always reviewing ways to reduce expenses on some non-essential resources (for example, renegotiating our transportation rates or reducing discretionary spend on some supplies) while reinvesting those resources back into our people. This allows for sustainability in our compensation model over time.

While we anticipate maintaining a small surplus each year, in line with our current financial performance, there are some areas in which we are prepared with contingencies, should the need arise. One area of our financial plan that we continue to monitor is progress towards our enrollment target. Our annual planning cycle involves ensuring that our finance, HR, enrollment and school schedule teams meet regularly to anticipate any changes, up or down, to our anticipated enrollment. Our scheduling model is flexible enough to adjust cohorts up or down, as needed, and to adjust staffing over time to accommodate. In addition, we continue to monitor our facilities costs. While we currently plan to remain in the LNB facility, we have a contingency plan in place should we need to develop a private facility.

While we do not anticipate any changes to the fundamental ways we operate the school, we are setting a new enrollment cap with the submission of our application. Our new enrollment of 250-300 students fully accounts for the shift to an open enrollment school, competing with the local elementary school, while allowing us to plan for a stable staffing model and operational environment.

Plan for Meeting Goals

LNB is deeply committed to continuing to deliver on its mission, school goals and meeting the TPCSC performance framework over the next 10 years. Our approach to addressing specific academic, organizational and financial goals can be found in Sections I, II and III of this application, above. More broadly, however, LEAD is prepared to deliver on its goals as a result of its strong bench of leaders and teachers, as well as its data-driven approach. LEAD will continue to invest in its people, providing coaching and development for teachers and leaders while creating strong succession planning to ensure stability. And LEAD will maintain its data driven approach to reviewing current school progress towards our goals and taking decisive action to quickly address any deficiencies. We are confident that these practices will result in strong results over the next charter term.

Appendices

Assessment Table

Assessment	Frequency	Student Group	Rationale
Interim Assessments (Mastery Connect)	Quarterly	All Students: 5th - ELA, Math, Science 6th-8th - ELA, Math, Science, Social Studies	Measure student progress towards meeting proficiency towards taught grade level standards
Unit Assessments, Mid-Unit Assessments, Anchor Labs, etc. (Common curriculum resources)	Ongoing ~Every 2-3 Weeks	All Students ELA, Math, Science, Social Studies	Measure student progress towards meeting proficiency towards taught grade level standards
Exit Tickets	Ongoing ~Daily	All Students ELA, Math, Science, Social Studies	Measure student progress towards meeting proficiency towards taught grade level standards. Real time measurement of student learning used to inform next day instruction.
FastBridge CBMR Screener	August, December, May, As Needed	Students in Reading Intervention Students New to LEAD (Fall/upon arrival)	Measure students' reading fluency against grade level norms .Used as reading intervention placement indicator for students who arrive after MAP administration.
Do The Math Placement Test	August, As Needed	Students New to LEAD (Fall/upon arrival)	Assess students' math calculation and fraction skills for appropriate placement into the Do The Math Tier II, III, & ExEd intervention
FastBridge mathAutomaticity L3GOM (General Outcome Measure) Screener	August, December, May	Students in Math Intervention	Secondary Screener for RTI & ExEd, Assess students' math calculation fluency in addition, subtraction, multiplication, and division
Progress Monitoring, Module Pre/Post	Ongoing ~Biweekly	Students in Reading Intervention Students in Math	Measuring students progress on their instructional level and specific to their skill deficits addressed

Assessments		Intervention	through the intervention
NWEA MAP Assessment	August, December, May	All Students	The purpose of MAP is to measure student growth against national norms. Additionally, MAP acts as our universal screener for intervention placement in Math and ELA. Lastly, we use MAP to design appropriate learning groups
TNReady	Mid-April to Early May	All Students: 5th - ELA, Math, Science 6th-8th - ELA, Math, Science, Social Studies	Measure of student mastery of TN State standards
WIDA Screener (2023-2024)	Ongoing	Student from Non-English Background Newly Enrolling into United States School	Measures English Proficiency and determines student need for English as a Second Language program placement and need for services according to federal education law
ELPA-21 Screener (July 2024-2025)	Ongoing	Student from Non-English Background Newly Enrolling into United States School	Measures English Proficiency and determines student need for English as a Second Language program placement and need for services according to federal education law
WIDA ACCESS (2023-2024)	Mid-February to Early April	All EL Students	Measure student language proficiency in English due to federal education law
ELPA-21 (Beginning 2024-2025)	Mid-February to Early April	All EL Students	Measure student language proficiency in English due to federal education law
WIDA Alternate ACCESS (2023-2024)	Mid-February to Early April	All Alt-qualifying ExEd and EL Dually-Identified Students	Measure student language proficiency in English due to federal education law
Alt ELPA-21 (Beginning 2024-2025)	Mid-February to Early April	All Alt-qualifying ExEd and EL Dually-Identified Students	Measure student language proficiency in English due to federal education law
Formative Language Assessments	3 Times per Year	All EL Students	Measure of student mastery of ACCESS standards.
Avant STAMP 4S,	4 Windows	Non-English Language	Measure student language

3S, Alta & WorldSpeak	Throughout the Year: August, November, January, May	Background Students in 8th- 12th Grade	proficiency in a language other than English in order to earn high school foreign language credits or Seal of Biliteracy
DLM	Fall and Spring	All Alt-qualifying ExEd Students	A measure of student mastery of TN State standards
TCAP Alt	Mid-March to Early May	All Alt-qualifying ExEd Students	This test is given to help measure how much a student grows academically over the course of a school year

SNAP Tracker Example

Below is an example of our SNAP tracker for a current LNB student identified as “at-risk”.

LEAD Public Schools
Student Data Dashboard

Student Demographics

grade_level	ell_status	exed_status	Reading Int	Math Int
8		Not ExEd		Add/Sub C

Select School: LEAD Neelys Bend (1) ▼
S

Grades

Student grades are shown below, with in-progress grades for the current quarter only displayed on the left, and student's final grades from Infinite Campus for previous quarters displayed on the right.

Final Grades Counts

grading_per...	grade_A	grade_B	grade_C	grade_D	grade_F
Q1	1	0	1	1	2
Q2	1	0	1	1	2

Gradebook In-Progress Grades

gradebook_title	numeric_grade	grade_source	grading_period	grade_type
8th Grad...	56.12	Canvas	Q3	Gradebook
8th Grad...	71.1	Canvas	Q3	Gradebook
8th Grad...	75.5	Canvas	Q3	Gradebook
8th Grad...	79.25	Canvas	Q3	Gradebook

1 - 5 / 5 < >

SIS Final Grades

course_title	numeric_grade	letter_grade	grade_source	grading_period	grade_type
Computer	100	A	PowerSchool	Q2	Final
8th Grade So...	55	F	PowerSchool	Q2	Final
8th Grade So...	59	F	PowerSchool	Q1	Final
8th Grade Sci	73	C	PowerSchool	Q1	Final

1 - 10 / 10 < >

Behavior

This section pulls data from both Deanslist and Infinite Campus. Suspension and attendance data are sourced from Infinite Campus, and are pulled every evening to reflect data as of the previous day. Behavior data points, such as incidents, ratio, and family communication, are pulled from DeansList each morning by 6am to reflect data as of the previous day.

Suspension

Total Suspensions
1

DeansList

No. of Incidents
30

Ratio
0.89:1

Attendance

PercentInAttendance
70.54%

Absences
38

Date	Infraction Code	Type	Days Duration
2024-03-21	211: Cutting Class	ISS	1

Communicate With	Phone	Text	Email	Letter	InPerson	Total
Parent/Relation	6	9	3	0	0	18

category	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Eloping	0	0	0	0	0	0	0	1	0	0
Disrupting school	0	0	0	0	0	0	2	0	0	0
Mobile support requested	2	2	1	5	1	0	3	3	0	0
Disrupting instruction	0	4	2	0	1	1	0	0	0	0
Attendance plan	0	0	1	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	1	0	0

Screening

This section includes data from various student screening tools. CBMR is a reading screener that students take three times a year. Student Risk scores are listed for a student based on their attendance, behavior, grades, and overall risk scores, as defined by the student risk tracker. Student tiers are also provided below, based on overall risk scores.

CBMR Screener

Fall 23 WRC	Fall GL Norm	Winter 23 WRC	Winter GL Norm	Spring 24 WRC	Spring GL Norm
No data	165	No data	170	No data	188

Do The Math Screener

# Core - Unit 1 Score	Add/Sub - Unit 2 Score	Multi - Unit 3 Score	Div - Unit 4 Score	Frac - Unit 5 Score	Overall Score
2	6	6	3	6	23

Student Need (SNAP)

MQ1 Tier Transitional	MQ2 Tier Tier 3
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MQ1 Action Pla...	MQ2 Action Plan Behavior: Contract	MQ3 Action Plan Behavior: Contract	MQ4 Action Plan
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MQ1 Attend
0

MQ2 Attend
4

MQ3 Attend
4.00

MQ1 Behavior
2

MQ2 Behavior
4

MQ3 Behavior
3.00

MQ1 Grades
4

MQ2 Grades
4

MQ3 Grades
0.00

MQ1 Overall
6

MQ2 Overall
12

MQ3 Overall
7.00

Assessments

Various assessment data points are included below. Interim assessments are shown for this year, alongside TNReady performance bands from last year. Next, FLAs are shown above a student's previous year ACCESS scores, as well as their current ACCESS goals. ACT data includes all tests from both Practice ACT and the statewide ACT. Finally, NWEA MAP data is shown for the previous two years, including various metrics for achievement and growth over time.

Interim Assessments

IA Round	Achievement Level	Percent Correct	Subject	Staff Name
IA1	1-	14.29%	8 English Language Arts	Anna Maestri
IA1	1-	23.33%	8 Mathematics	Natasha Buckingham
IA1	1-	23.33%	8 Social Studies	Mrs. Amy Coles

[Click Here for MC Performance Bands](#)

[Click Here for MC Performance Bands](#)

Previous TNReady Scores

ContentArea Code	ProficiencyClassification	school_year
SOC	Below Expectations	22-23
SCI	Below Expectations	22-23
MAT	Below Expectations	22-23
ENG	Below Expectations	22-23