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## Executive Summary

### A. An overview of the current mission and vision and any proposed changes.

Cameron College Prep is the first successful school district/charter turnaround partnership in Tennessee. This groundbreaking work began when Metropolitan Nashville Public Schools chose LEAD Public Schools as its charter partner to help turn around Cameron Middle School, which had been on the state's list of lowest performing schools (bottom 5%) for at least six years. Since assuming the charter in 2011, Cameron has been a TVAAS Level 5 school for overall growth every year and over the past five years has been the only zoned middle school in the district to receive Level 5 growth every year. In addition, Cameron has been named a Reward School for top academic growth three times: 2013-14, 2016-17, and 2017-18. The school has been featured by the Nashville Public Education Foundation as a thriving school and by Chalkbeat Tennessee for best practices (student-led conferences) and for its turnaround success.

Cameron's founding mission was to *support, train, and educate the next generation of responsible citizens*. Over the past 10 years, the mission has evolved to a more comprehensive focus on preparing *all of our students with the knowledge and skills to succeed in college and in life*. While not radically different than the founding mission, the current mission statement reflects our emphasis on all-means-all; every student who comes to Cameron no matter what their needs or educational level will leave the school prepared for the rigors of high school, with appropriate post-secondary options, and equipped with the social/emotional skills to succeed in life beyond school.

Cameron's core values are embodied in the school's Ethos, comprised of 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 Cameron Ethos. Students and adults are expected to exemplify these values in everything they do.

### B. The key components of your current educational model.

Cameron's educational model is built off of the belief that all students can excel when given the right opportunities and support. Cameron students learn rigorous, standards-aligned content that is based in research-proven curriculum meant to build the problem solving and thinking skills necessary to be on the path toward college- and career-readiness. Students at each grade level have at least 90 minutes of English and math instruction daily and 90 minutes of science and social studies instruction every other day. Students who are new to the country and have an ACCESS score of 2.5 or lower are placed in the Newcomer Academy, where they receive specialized content instruction to accelerate language development. Students who come to Cameron below grade level receive math and English interventions targeting the specific skills needed to bridge gaps. All learning is driven by data, as teachers and staff constantly analyze student work and adjust instruction or provide individualized support accordingly.

An effective educational environment cannot be limited to academics; thus, Cameron emphasizes social and emotional development as well. Crew is a weekly advisory time when students focus on soft skills needed to be productive, engaged young adults. A student-needs survey is administered at the beginning of the year and drives counselors' small groups throughout the year, focusing on anything from how to have healthy friendships to how to stay organized. A whole-school focus on restorative practices helps

students learn the communication skills needed to appropriately advocate for themselves. When it comes to excellence, staff at Cameron fully believe that students' feelings of safety and being loved are just as necessary as access to rigorous content.

Additional components of the educational model focus on engaging families and opportunities for students that extend beyond traditional academics. Parent and family nights, weekly surveys, and weekly notes help keep lines of communication between families and staff open. Electives offerings like photography and debate, after school sports and activities, and events like Boys' and Girls' Night and our Black History Month Homecoming Rally build students' knowledge and skills beyond traditional academics.

As a whole, Cameron's educational program can be summarized by the vision for effective teaching honed and practiced by all staff: effective teaching at Cameron is facilitating data-driven, student-centered work that is balanced by both rigor and love and is supported by a strong classroom culture and high expectations.

## Section 1- 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.

Cameron has shown significant academic achievement and growth results over the course of the current charter term. A main indicator of Cameron's academic performance is results on TNReady. Cameron has been a Level 5 school for overall growth every year since assuming the charter in 2011, and was named a Reward School for top academic growth three years over this timeframe: 2013-14, 2016-17, and 2017-18. In 2018-19, Cameron's overall growth index in ELA was the highest and math was the fourth highest of all middle schools in MNPS. This can be seen in Table 1 and Table 2. Additionally, in 5 years of data from 2013 to present, Cameron was a Level 5 for growth in 21 out of a possible 23 times, taking into account all subjects. The only subjects earning less than a 5 for overall growth were numeracy in 2016-17 and science in 2014-15, both of which were level 3. This can be seen in Table 9.

Cameron's consistently high growth measures combine with an increasing overall success rate to demonstrate a record of academic success. The state's shift to more rigorous college- and career-ready standards, introduced at Cameron in 2016-17 and implemented completely (in line with Tennessee's adoption) in 2017-18, necessitates a focus on data from this time period to benchmark academic success; academic data will therefore largely be discussed in reference to the years 2016-17, 2017-18, and 2018-19. In 2016-17, the average percentage of students earning on track or mastered in numeracy and literacy at Cameron was 13.9%. This increased to 18.2% in 2017-18 and 24.3% in 2018-19 (Appendix, Table 6). Cameron has demonstrated a particularly strong track record in math, where the percentage of students earning the "Below" designation in 2016-17 was 49.5%, decreasing to 27.8% in 2018-19. Additionally, the percentage of "On track" and "Mastered" increased from 14.3% to 34.5% in 2018-19 (Appendix, Table 6).

Cameron's ELA achievement has been more consistent over the last three years, mirroring the trend in the district and state. However, the fact that Cameron had the highest growth index in ELA of all 5-8 middle schools in MNPS in 2019, coupled with Cameron's WIDA ACCESS scores, indicates Cameron is also making substantial gains in this area. Specifically, the percentage of students meeting their differentiated growth standard based on prior composite level on WIDA ACCESS in 2019 was 51.5%, an increase of 21.6% from 2017-18. This is also in comparison to a state average of 49.8% and a district average of 47.1%, as Figure 3 (see pg. 6) shows. Similarly, the percentage of students who exited English Learner (EL) altogether was 19.7%, compared to 11.6% in 2017-18. In 2019, 14.3% of students exited in MNPS and 16.4% of students exited at the state, as seen on Figure 4 (see pg. 7). This is a success, especially given that the requirements became more rigorous in 2017-18 year, requiring students to earn at least a 5.0 on composite and literacy to exit, up from a 4.2 or higher composite and 4.0 for literacy previously<sup>1</sup>.

LEAD Public Schools began its partnership with MNPS in 2011 to turn around Cameron in 2011 from a priority school falling in the bottom 5% in the state. Cameron's record of academic growth and achievement indicate that the school has not only been turned around, but has become a top middle school

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<sup>1</sup> 7-28-17\_IV\_J\_ESL\_Program\_Policy\_3\_207\_Attachment\_Clean\_Copy.pdf

in the district by several measures, even as academic standards and expectations across the state have become more rigorous.

**Table 1 2018-2019 TVAAS ELA Composite Growth Index**

<b>Schools with Positive Growth Index</b>	<b>Index</b>	<b>Index Rank</b>
<b>Cameron College Preparatory</b>	5.39	1
<b>Liberty Collegiate Academy</b>	4.88	2
<b>Valor Flagship Academy</b>	4.65	3
<b>Valor Voyager Academy</b>	4.48	4
<b>STEM Prep Academy</b>	4.22	5
<b>KIPP Academy Nashville</b>	3.6	6
<b>McMurray Middle</b>	3.08	7
<b>LEAD Prep Southeast</b>	2.98	8
<b>Nashville Academy of Computer Science</b>	2.51	9
<b>Martin Luther King Jr School</b>	2.41	10
<b>Intrepid College Preparatory Charter School</b>	2.29	11
<b>H. G. Hill Middle</b>	2.21	12
<b>Donelson Middle</b>	2.11	13
<b>Antioch Middle</b>	2.04	14
<b>KIPP Nashville College Prep</b>	1.67	15
<b>William Henry Oliver Middle</b>	1.19	16
<b>Knowledge Academy</b>	0.71	17
<b>DuPont Hadley Middle</b>	0.49	18
<b>Gra-Mar Middle</b>	0.28	19
<b>Head Middle</b>	0.24	20
<b>KA @ The Crossings</b>	0.19	21

*Source: Tennessee Department of Education School Wide TVAAS 2018-19 Subject-Level*

**Table 2 2018-2019 TVAAS Math Composite Growth Index**

<b>Schools with Positive Growth Index</b>	<b>Index</b>	<b>Index Rank</b>
<b>Valor Voyager Academy</b>	16.86	1
<b>Valor Flagship Academy</b>	16.66	2
<b>Liberty Collegiate Academy</b>	13.76	3
<b>Cameron College Preparatory</b>	13.49	4
<b>KIPP Nashville College Prep</b>	12.13	5
<b>Nashville Academy of Computer Science</b>	10.65	6
<b>Nashville Prep</b>	8.12	7
<b>LEAD Prep Southeast</b>	6.41	8
<b>Stratford STEM Magnet School</b>	6.12	9
<b>KIPP Academy Nashville</b>	5.5	10
<b>McMurray Middle</b>	5.08	11
<b>Martin Luther King Jr School</b>	3.72	12
<b>Meigs Middle</b>	3.54	13
<b>Madison Middle</b>	3.23	14
<b>H. G. Hill Middle</b>	3.03	15
<b>Donelson Middle</b>	2.86	16
<b>Haynes Middle</b>	2.41	17
<b>Joelton Middle</b>	2.05	18
<b>Knowledge Academy</b>	1.77	19
<b>John F. Kennedy Middle</b>	1.42	20
<b>Head Middle</b>	0.99	21
<b>Thurgood Marshall Middle</b>	0.48	22
<b>KA @ The Crossings</b>	0.13	23

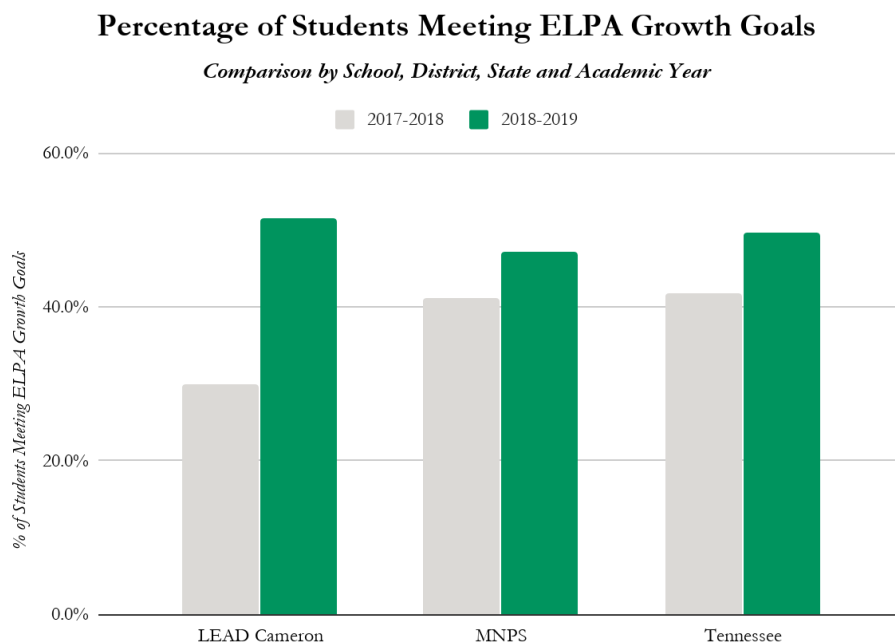
*Source: Tennessee Department of Education School Wide TVAAS 2018-19 Subject-Level*

**Table 9 Subject Level TVAAS Scores over Time**

Subject	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
School-Wide: Composite	5	--	5	5	5
School-Wide: Literacy	5	--	5	5	5
School-Wide: Numeracy	5	--	3	5	5
School-Wide: Literacy and Numeracy	5	--	5	5	5
School-Wide: Science	3	--	5	5	5

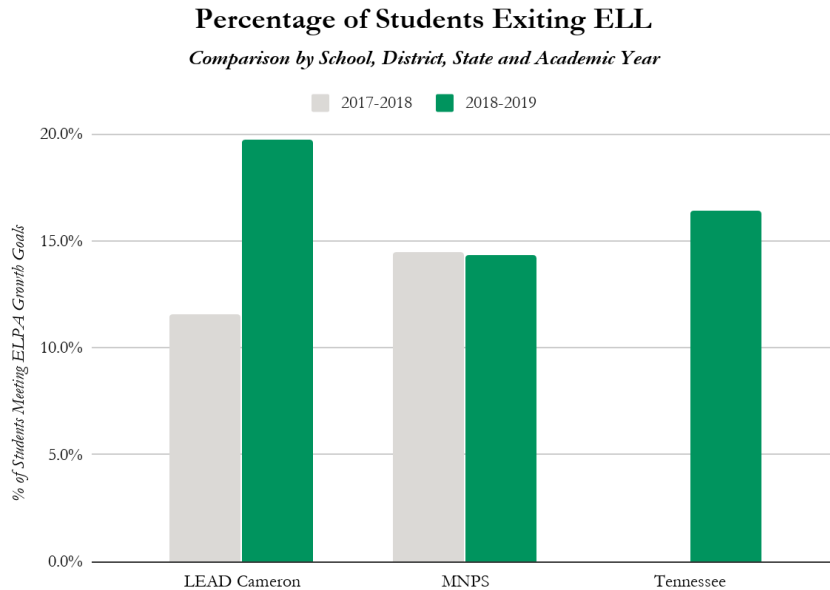
*Source: TDOE: TVAAS Composites: School-Wide TVAAS: 2014-2015, 2015-2016, 2016-2017, 2017-2018, and 2018-2019.*

**Figure 3 Percentage of Students Meeting ELPA Growth Targets: Comparison by School, District and State for Academic Years 2017-2018 and 2018-2019**



*Source: Tennessee Department of Education English Language Proficiency Assessment 2019 District Level, 2018 District Level, 2019 School Level, and 2018 School Level*

**Figure 4 Percentage of Students Exiting ELL Comparison by School, District and State for Academic Years 2017-2018 and 2018-2019**



**Source:** *Tennessee Department of Education English Language Proficiency Assessment 2019 District Level, 2018 District Level, 2019 School Level, and 2018 School Level*

B. Address progress toward meeting academic goals outlined in the current charter agreement. Were any amendments made to academic goals? If so, explain.

The state's shift to more rigorous college- and career-ready standards, implemented at Cameron in 2016-17 and across the state in 2017-18, has necessitated a focus on data from this time period to benchmark academic success. Moving forward, academic data will be mostly referenced for 2016-17, 2017-18, and 2018-19, with an emphasis on the last two years, as this was when standards were expected to be implemented with fidelity in all Tennessee schools<sup>2</sup>.

Since assuming the charter, LEAD has adopted new academic goals for Cameron as necessitated by the rigorous changes made over the last several years to Tennessee's academic standards, testing program, and accountability measures. Cameron's academic goals thus reflect what Tennessee's Department of Education has determined to be appropriate measures of academic success.

Cameron's current charter agreement states that Cameron must do the following:

<sup>2</sup> <https://www.tn.gov/education/instruction/academic-standards.html>

Sustain or improve students' rate of academic growth so that, within each student subgroup and grade that the Charter School manages, either: The percentage of students scoring at the proficient or advanced level in language arts and math equals or exceeds proficiency rates for student subgroups enrolled in the top decile of middle schools in Tennessee; or Students are achieving sufficient growth in language arts and math to meet proficiency standards within two years.

The goals as they are written in the current charter do not reflect that the state no longer uses the terminology "proficient" or "advanced", or the fact that there is no reported data of top decile scores in the state.

Recognizing the importance of assessing academic progress and setting rigorous goals for students, Cameron has since pivoted to using the state's Annual Measurable Objective (AMO) targets as academic goals, specifically looking at academic success, growth, and English Language Proficiency Assessment (ELPA) results for all students and subgroups. Ultimately, Cameron's goal is for all students to be ready for college and ready for life. The AMO targets set by the state indicate Cameron's progress toward this, taking into account the unique needs of its diverse population. In reference to AMO targets, data is specifically shared for the 2017-18 and 2018-19 school years to be directly in line with the shift in the state's accountability protocol, when there was a move from looking at overall number of students passing to having multiple indicators for multiple subgroups. Below, Cameron's progress toward each academic AMO is explained.

### Success Rate

The state's academic success rate is set to halve the non-success rate of all students and subgroups in 8 years<sup>3</sup>. Cameron's goal is to meet the AMO target set by the state for achievement overall and by subgroup. This is an ambitious goal; with an English Learner (EL) population currently at 44% (see Appendix, Table 7), a net attrition rate characteristic of a zoned school at 13.6% in 2018-19 (see Appendix, Table 17), and 76.82% or more of students coming to Cameron below the national norm in 5th grade, achievement is a particular challenge (see Appendix, Table 16). Still, Cameron staff work every year to meet these goals and have increased the success rate each year. For example, in 2016-17, the overall percentage of students earning "On Track" or "Mastered" was 13.9%, 18.2% in 2017-18, and 24.3% in 2018-19. Cameron has been particularly strong in math, where the percentage of students earning the "Below" designation in 2016-17 was 49.5% in math, decreasing to 27.8% in 2018-19 while the percentage of students earning "On Track" or "Mastered" increased from 14.3% to 34.5% in 2018-19 (Appendix, Table 6). Though Cameron earned a "2" in achievement for all students and black, Hispanic and Native American students, these students did better than 50 percent of middle school students in grades 5-8 across the district (see Table 11).

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<sup>3</sup> [https://www.tn.gov/content/dam/tn/education/accountability/Accountability\\_Protocol\\_2019.pdf](https://www.tn.gov/content/dam/tn/education/accountability/Accountability_Protocol_2019.pdf)

**Table 11 MNPS-Davidson County Middle School Achievement for 2018-2019**

*Note: 1-4 indicate the performance band for each subgroup based on how they performed relative to their goals for achievement; 4 is the highest while 1 is the lowest.*

<b>Subgroup</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>All Students</b>	50.00%	20.00%	16.00%	14.00%
<b>Black or African American</b>	50.00%	23.91%	13.04%	13.04%
<b>Black/Hispanic/Native American</b>	51.06%	23.40%	14.89%	10.64%
<b>Economically Disadvantaged</b>	52.08%	29.17%	8.33%	10.42%
<b>English Learners with Transitional 1-4</b>	41.18%	38.24%	5.88%	14.71%
<b>Hispanic</b>	31.58%	28.95%	21.05%	18.42%
<b>Students with Disabilities</b>	46.15%	38.46%	12.82%	2.56%
<b>Subgroups</b>	58.82%	17.65%	5.88%	17.65%
<b>Super Subgroup</b>	59.18%	16.33%	14.29%	10.20%
<b>White</b>	19.44%	27.78%	22.22%	30.56%

**Source:** TDOE: Accountability Indicator Scores and Data for Schools: School-Level 2019

#### Value Added

The Value Added target is the same across the state, with schools and districts measured based on TVAAS designation. Cameron's goal is to earn a Level 5 for overall growth and for each subgroup. Cameron has thus far met this goal for two years in a row (see Table 30). By earning the top measure for Value-Added accountability in 2018-19, Cameron performed better than other MNPS middle schools (grades 5-8) than roughly 60% of middle schools with all students, more than 80% of schools when it came to students with disabilities, more than 60% of schools when it came to English Language Learners, and roughly 70% of schools when it came to Black, Hispanic, and Native American students (see Table 10).

**Table 30 TVAAS Growth Scores by Subgroup for 2017-2018 and 2018-2019**

<b>Subgroup</b>	<b>2017-2018 Growth Score (out of 4)</b>	<b>2018-2019 Growth Score (out of 4)</b>
<b>All Students</b>	4	4
<b>Asian</b>	--	--
<b>Black or African American</b>	4	4
<b>Black/Hispanic/Native American</b>	4	4
<b>Economically Disadvantaged</b>	4	4
<b>English Learners with Transitional 1-4</b>	4	4
<b>Hispanic</b>	4	4
<b>Students with Disabilities</b>	4	4
<b>Subgroups</b>	4	4
<b>Super Subgroup</b>	4	4
<b>White</b>	4	4

***Source:** TDOE: Accountability Indicator Scores and Data for Schools: School-Level 2019: Suppressed School Indicator Scores 2017-2018 and 2018-2019*

**Table 10 MNPS-Davidson County Middle School TVAAS Growth for 2018-2019**

<b>Subgroup</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>All Students</b>	17.14%	34.29%	8.57%	40.00%
<b>Black or African American</b>	5.41%	54.05%	16.22%	24.32%
<b>Black/Hispanic/Native American</b>	10.53%	47.37%	10.53%	31.58%
<b>Economically Disadvantaged</b>	15.38%	43.59%	12.82%	28.21%
<b>English Learners with Transitional 1-4</b>	7.32%	36.59%	17.07%	39.02%
<b>Hispanic</b>	14.29%	45.24%	7.14%	33.33%
<b>Students with Disabilities</b>	25.00%	39.58%	16.67%	18.75%
<b>Subgroups</b>	21.74%	43.48%	4.35%	30.43%
<b>Super Subgroup</b>	5.26%	52.63%	7.89%	34.21%
<b>White</b>	11.76%	52.94%	8.82%	26.47%

*Source: TDOE: Accountability Indicator Scores and Data for Schools: School-Level 2019*

#### ELPA

The state's ELPA targets, a measure that is indicative of the progress of between 25% and 44% of our student body, is reflective of the percentage of students meeting their ELPA growth targets. Cameron's ELPA goal is to have 50% or higher of all students meet their ELPA growth target, as calculated by the state<sup>4</sup>. This measure is on par with an AMO target, with 60% or higher being reflective of a double AMO target. In 2018-19, Cameron met the target in ELPA for all students and four subgroups (see Appendix, Table 12). In 2018-19, Cameron also beat the district overall percentage in students with disabilities exiting EL, with an 8.3% compared to 5.5% with the district and 6.0% with the state (see Appendix, Table 4). (There were not enough students at Cameron with disabilities who took the assessment in 2017-18 for a data point).

<sup>4</sup> [https://www.tn.gov/content/dam/tn/education/accountability/Accountability\\_Protocol\\_2019.pdf](https://www.tn.gov/content/dam/tn/education/accountability/Accountability_Protocol_2019.pdf)

## MAP

Though not a state accountability measure, Cameron has also set benchmark goals around the Measure of Academic Progress (MAP) test, which indicates student growth over the course of the year. Unlike TNReady, MAP also offers a direct comparison to how Cameron students compare to their peers nationally. Cameron adjusts MAP goals annually to reflect the previous year's data, increasing the goal when it has been met. Cameron's MAP data has steadily increased in alignment with new standards. For example, in 2018-19, 58.6% of students met or exceeded their growth goal on MAP in reading and 68.5% in math, in comparison to 49.3% and 65.2% respectively in 2016-17 (see Table 18 and 19 below).

**Table 18 Student Fall to Spring Growth Mathematics Goal Attainment for NWEA MAP Scores by Academic Year**

	Percent Meeting Goal	Percent Not Meeting Goal
<b>2016-2017</b>	65.2%	34.8%
<b>2017-2018</b>	62.7%	37.3%
<b>2018-2019</b>	68.5%	31.5%

*Source: NWEA MAP with Fall and Spring Mathematics data for 2016-2017, 2017-2018, and 2018-2019.*

**Table 19 Student Fall to Spring Reading Growth Goal Attainment for NWEA MAP Scores by Academic Year**

	Percent Meeting Goal	Percent Not Meeting Goal
<b>2016-2017</b>	49.3%	50.7%
<b>2017-2018</b>	59.0%	41.0%
<b>2018-2019</b>	58.6%	41.4%

*Source: NWEA MAP with Fall and Spring Reading data for 2016-2017, 2017-2018, and 2018-2019.*

Additionally, the current charter agreement requires goals set based on number of instructional minutes, students enrolled in advanced coursework, and teacher performance. Below are details around these goals.

**Instructional minutes:** With 420 minutes in a student's day, the number of instructional minutes at Cameron surpasses the district's 390.

**Students enrolled in advanced coursework:** The primary advanced coursework offering at Cameron has been Integrated I math for high school credit, which allows 8th graders the opportunity to be on a trajectory to more easily take Advanced Placement Calculus in high school. Cameron's goal for

enrollment has evolved over time. A goal based on participation is not necessarily appropriate, as students who take Integrated I in place of 8th grade math will never be taught the concepts focused on in that course. A more appropriate goal is for 100% of students in Integrated I to be “On Track” or “Mastered” on the Integrated EOC exam. In 2016-17, 47% of 8th graders who took Integrated I were on “On Track” or “Mastered”, surpassing the district’s 39% of 8th graders and the state’s 40% of 8th graders (see Table 13 below). While better than other Integrated programs across the state, Cameron paused the program in 2017-18 because the number of “On Track” or “Mastered” was not close enough to 100% to justify students surpassing 8th grade math. In 2019-20, Cameron has coordinated with LEAD Academy High School to allow students who had a math RIT score on their 7th grade math MAP assessment of 240 or higher the opportunity to take Integrated I in addition to 8th grade math. At the close of Semester 1, 100% of students were on track to pass the course.

**Table 13 TNReady Proficiency Band Comparison for Integrated Math during the 2016-2017 Academic Year**

	LEAD Cameron	MNPS	Tennessee
<b>Number On Track &amp; Mastered</b>	14	161	179
<b>Number of Valid Tests</b>	30	412	445
<b>Percent On Track &amp; Mastered</b>	47%	39%	40%

*Source: TDOE: State Assessments: Assessment Files: School-Level 2017*

Cameron’s second focus around advanced coursework has been to engage 100% of students who are at or above grade level in reading and writing to participate in an additional academic offering to extend learning. Since 2013-14, Cameron has facilitated participation of students in the Duke Talent Identification Program (TIP), where qualifying students take the ACT in hopes of scoring high enough to be invited to a 4-week program at Duke University. Since first participating in the program, approximately 2 to 3 students qualify for the program each year, which typically means they scored a 21 or higher on the ACT; 2 students have also earned full scholarships to attend the program.

Science Fair is an additional opportunity for students. This also began in 2013, with 20 5th graders. Participation has expanded each year. In its 7th year, Cameron’s science fair now has 71 student participants in grades 5-8. This year, Cameron is able to send 30 students to Belmont University’s Middle Tennessee Science and Engineering Fair (MTSEF) because of awards won in the past. Several students have one 2nd, 3rd, and 4th place, and one student won an engineering award. MTSEF has also been able to earn grants as a result of the diversity brought to the fair by Cameron students.

Finally, since 2011 Cameron has had two students qualify as gifted. Cameron implemented the following supports to help these students succeed:

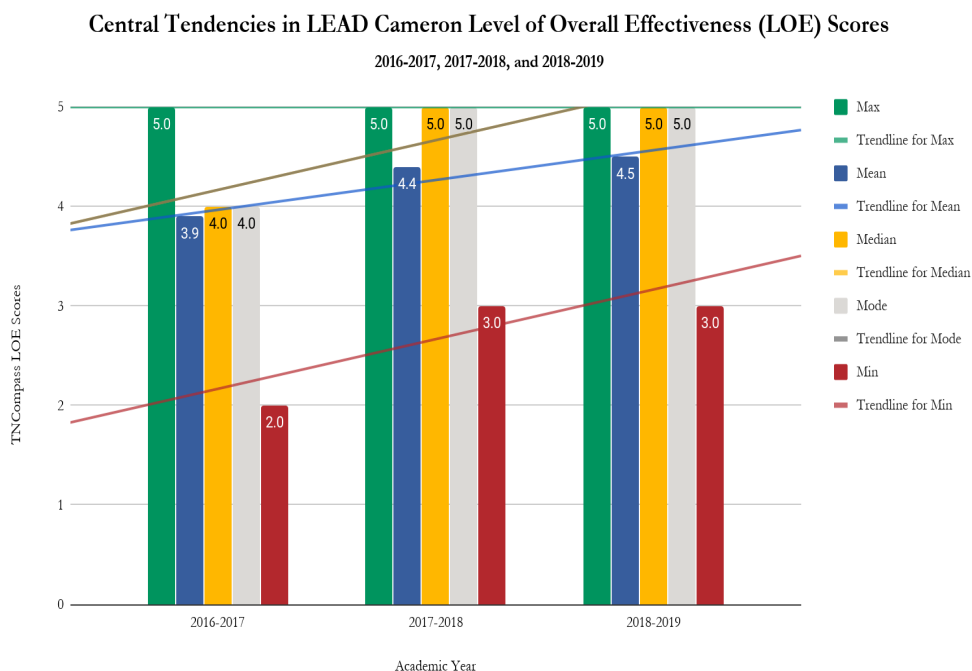
- Testing for Eligibility, IEP creation, development, and implementation
- Subject-specific grade acceleration
- Training grade level staff on characteristics of students who are gifted and on evidence-based practices to enrich content for students who are gifted, including “ ‘that’ plus ‘and’ ” strategy to add complexity to student projects

- Resources for teachers including "cheat sheets" to support with adding complexity and depth to their lessons
- Renzulli program for project opportunities for students who are gifted
- Project-based intervention as a result of a collaboration between a general education teacher and gifted specialist that used complexity, creative thinking, and problem solving.

Teacher performance: Cameron's goals for teacher performance center around two areas -- teacher Level of Effectiveness (LOE) and TEAM evaluation scores.

Teacher Level of Effectiveness: LOE is a measure of teacher effectiveness calculated by the state using a number of factors including TVAAS, which is how much students grow in comparison to their peers and based on their past performance<sup>5</sup>. A vast majority of Cameron students come to Cameron below their peers across the country, as evidenced by MAP data (see Table 16). Thus, teacher LOE is an appropriate measure of teacher performance, with the goal of 100% of teachers earning a 3 or higher each year. According to TNCompass, this goal was met in both 2017-18 and 2018-19, with only one teacher earning a 2 in 2016-17. Additionally, the average teacher LOE has increased each year, with a 3.9 in 2016-17, a 4.4 in 2017-18, and a 4.5 in 2018-19 (see Figure 9 below).

**Figure 9 Central Tendencies and Trends Over the Past Three Consecutive Years for LEAD Cameron Teachers' TNCompass Level of Effectiveness (LOE) Scores**



**Source:** TNCompass Level of Effectiveness (LOE) Scores 2016-2017, 2017-2018, and 2018-2019.

TEAM: The Tennessee Educator Acceleration Model (TEAM) rubric is a product of a collaboration between the Tennessee Department of Education and National Institute for Excellence in Teaching to

<sup>5</sup> <https://team-tn.org/wp-content/uploads/2020/01/TEAM-LOE-FAQ.pdf>

outline standards of teaching using research and publications based on education psychology, cognitive science research, and national and state teacher standards organizations<sup>6</sup>. Cameron has thus set goals using this measure of academic success to review averages in teacher evaluation performance as well as average rubric scores for high-leverage components of the TEAM rubric. Teacher instruction has improved over time, averaging above expectations with a 3.23 average in 2016-17, a 3.51 average in 2017-18, and a 3.52 average in 2018-19 (See Table 8 below). Over the course of this time, average scores in Questioning, Feedback, and Thinking, three benchmarks of rigorous student learning, have also increased. The average score in Questioning at Cameron in 2016-17 was 3.13, increasing to a 3.36 in 2018-19; the average in Academic Feedback was a 3.1 in 2016-17, increasing to a 3.39 in 2018-19, and the average in Thinking was a 2.96 in 2016-17, increasing to a 3.02 in 2018-19 (see Appendix, Table 22).

**Table 8 Central Tendencies for Staff Instructional, Professionalism and Level of Overall Effectiveness Scores Over a Three Year Span**

Central Tendency	Instructional				Professionalism				Level of Overall Effectiveness (LOE)			
	16-17	17-18	18-19	Avg	16-17	17-18	18-19	Avg	16-17	17-18	18-19	Avg
<b>Max</b>	4.10	4.40	4.40	4.40	5.00	5.00	5.00	4.92	5.00	5.00	5.00	5.00
<b>Mean</b>	3.23	3.51	3.52	3.40	3.79	3.85	4.09	3.90	3.90	4.40	4.50	4.26
<b>Median</b>	3.20	3.50	3.50	3.40	3.80	3.80	4.30	3.92	4.00	5.00	5.00	4.00
<b>Mode</b>	3.20	3.50	3.10	3.20	3.00	3.80	4.30	4.25	4.00	5.00	5.00	4.00
<b>Min</b>	2.40	2.30	2.50	2.40	3.00	1.80	2.00	2.00	2.00	3.00	3.00	2.00

**Source:** TNCompass "Observation Data Export: Teacher: TEAM General Educator" Report for 2016-2017, 2017-2018, and 2018-2019; TNCompass "Observation Data Export: Teacher: TEAM Professionalism" Report for 2016-2017, 2017-2018, and 2018-2019; TNCompass "Evaluation of Scores by Educator" Report for 2016-2017, 2017-2018, and 2018-2019.

C. Outline the school's assessment system and explain how assessments are used to inform instructional practice, evaluate teacher effectiveness, and design and implement professional development.

Cameron relies on a robust assessment system to inform instructional practice, evaluate teacher effectiveness, and design and implement professional development. Assessments, both summative and

<sup>6</sup> <https://team-tn.org/research/>

formative, are given throughout the year and leveraged immediately to enhance academic outcomes for students. Below is an overview of the major assessments given at Cameron, as well as how data from assessments are utilized.

**TNReady Data:** Though TNReady is taken at the conclusion of each year, both growth and achievement data are thoroughly reviewed for trends across subjects, grade levels, and subgroups. The findings from this review dictate the school-wide focus and goals for the coming year; these goals are reflected in the internal Professional Development calendar as well as in instructional coaching and ongoing data analysis priorities. For example, Cameron's math results in 2016-17 led to a change in planning practices and teacher expectations for the 2017-18 school year, which ultimately put Cameron on the trajectory of success for the 2018-19, when Cameron jumped 20.2% in achievement from the 2016-17 school year (see Appendix, Table 6). Teacher Levels of Effectiveness and TEAM scores are also reviewed in relation to this data to craft professional development plans for individual teachers based on need.

**Measure of Academic Progress (MAP) reading and math tests:** Cameron students take the MAP assessment twice a year, once at the beginning and once at the end. The data from this assessment reveals how students perform in comparison to their grade level peers across the country, which specific skills they struggle with and excel at, and how students grow from test to test.

The comparative data from MAP is used to assign students to classes. For example, students above grade level are placed on track to take Integrated I for high school credit in 8th grade. This information and method of creating classes allow for students who need the most support in ELA and math to have the strongest teachers as defined by Levels of Effectiveness. MAP scores also dictate intervention placement, with students receiving additional targeted support in ELA and math as needed. Science and social studies classes are rostered by mixed ability level.

MAP data is used throughout the year to inform small group instruction within classes. Instructional coaches launch MAP data analysis using whole group professional development, then follow up with teachers individually to analyze where each student in their classes is at using RIT scores and the learning continuum on MAP. The learning continuum shows specific areas of need by student and subject area. This information is the basis of small group plans and expectations for scaffolding instruction.

**Network Interim Assessments:** Network Interim Assessments (NIAs) are administered to students twice a year and are an opportunity to see how students demonstrate knowledge and skills on high-leverage standards in ELA and math. The NIAs are given at the same time across the LEAD network to allow for thorough data analysis and shared best practices among teachers and leaders at different schools. At Cameron, NIA data is analyzed within two weeks of administering the assessment. Coaches work individually with ELA and math grade level teams to determine student misconceptions and plan reteaches. The data is also paired with MAP data to predict whether students are on track to pass TNReady. This information supports small group instruction and changes in remediation groups.

**Common Math and ELA Unit Assessments:** Cameron teachers employ Understanding by Design, a research-based best practice, for planning units and assessments. Using the knowledge and skills required by the standards, end of unit and mid unit assessments are revised and finalized prior to the beginning of each school year. Grade level teachers administer the assessments on the same days as each other, and use the results of the assessments to plan reteach lessons on reteach days already built into unit plans. Exit tickets are written to align to the end-of-unit assessments so that teachers can assess how students are progressing throughout the course of a unit. These exit tickets, along with key assignments, are reviewed

in data meetings with coaches using a format where teachers break down the standard again, review student work at varying levels, identify gaps between student work and the teacher exemplar, identify the misconceptions students have that are leading to those gaps, and plan whole class or small group reteaches to address those gaps.

**WIDA ACCESS Scores:** ACCESS scores are used in a variety of ways to assess programmatic success and inform instructional decisions. Instructional leaders at Cameron review ACCESS scores by domain and across teachers, as well as look at the percentage of students who met their growth goals on ACCESS and the percentage of students who exited out of English Learner (EL) programming. Student overall scores dictate placement of individual students in classes, with students scoring lower than a 2.5 considered for Cameron's Newcomer Academy, where they receive targeted instruction on the requisite language skills needed to successfully access grade level content with provided scaffolds. Additionally, coaching assignments are partly dictated by teacher need as determined by ACCESS scores. For example, ELA teachers working with EL students will receive coaching from an EL expert trained in SIOP strategies. ACCESS scores by domain dictate one of Cameron's whole-school focuses every year. In 2018-19, for example, Cameron focused on quality conversations in classrooms between students, in part as a result of lower speaking scores on ACCESS from the prior year. Also, instructional leaders annually make revisions to EL lessons based on data. For example, the lessons in Cameron's Newcomer Academy were intentionally revised in 2018-19 with a greater emphasis on vertical alignment to non-Newcomer Academy classes to further promote the successful transition of students out of Newcomer Academy. ACCESS results in 2018-19 indicate programmatic success, which can be attributed in part to these changes (see Appendix, Tables 3 and 4). Finally, while not every teacher works directly with EL students, Cameron takes on the philosophy that teaching with EL strategies is good teaching; thus whole-staff professional development focused on EL strategies is regularly built in to professional development calendar.

D. We will be reviewing all state recorded summative data. Describe how the school will use this data along with other data (qualitative and quantitative) to evaluate the effectiveness of the academic program. You will need to include an explanation for any decreases in the data and measures taken to correct the decreases.

A number of measures are used to determine the effectiveness of Cameron's academic program. First and foremost is state recorded summative data, specifically TNReady and ACCESS results. TNReady growth and achievement scores, as well as ACCESS scores, are disaggregated and reviewed by content, grade level, teacher, and subgroup. ACCESS data is also reviewed by domain and with consideration to students meeting growth goals as well as the percentage of students exiting English Learner (EL) programming. Cameron's instructional team analyzes areas of particular strength and weakness to determine which practices from the previous year were successful and should be repeated, as well as what needs to change. This information is analyzed in conjunction with MAP, teacher Levels of Effectiveness and TEAM scores, as well as attendance data, suspension data, and student survey results to determine the effectiveness of Cameron's program. Attendance, suspensions, and student survey results are viewed as measures of student engagement, which is critical to student learning.

Current and past assessment data indicate an overall successful academic program at Cameron. Cameron has been a Level 5 school for overall growth every year since assuming the charter in 2011 (See Appendix Table 9), and was named a Reward School for top academic growth three years over this timeframe:

2013-14, 2016-17, and 2017-18. In 2018-19, Cameron’s overall growth index in ELA was the highest and math was the fourth highest of all 5-8 middle schools in MNPS (see Appendix, Tables 1 and 2). Additionally, in 5 years of data from 2013 to present, LEAD Cameron was a Level 5 for growth in 21 out of a possible 23 times, taking into account all subjects. The only subjects earning less than a 5 for overall growth were numeracy in 2016-17 and science in 2014-15, both of which were level 3 (see Appendix, Table 9).

By earning the top measure for Value-Added accountability in 2018-19, Cameron performed better than roughly 60% other MNPS middle schools (grades 5-8) when it came to all students, better than more than 80% of schools when it came to students with disabilities, better than more than 60% of schools when it came to English Language Learners, and better than roughly 70% of schools when it came to Black, Hispanic and Native American students (see Appendix, Table 10).

Achievement percentages also indicate success. In 2016-17, the average percentage of students earning On Track or Mastered in numeracy and literacy at Cameron was 13.9% This increased to 18.2% in 2017-18 and 24.3% in 2018-19. Cameron has been particularly strong in math, where the percentage of students earning the “Below” designation in 2016-17 was 49.5%, decreasing to 27.8% in 2018-19 (see Appendix, Table 6). This is similar in Cameron’s population of Students with Disabilities (SWD): in 2016-17, the percentage of students “Below” was 73.3%, decreasing to 63.5% in 2018-19 (see Appendix, Table 26). Additionally, the percentage of all students who earned the “On Track” or “Mastered” designation increased from 14.3% in 2016-17 to 34.5% in 2018-19 (see Appendix, Table 26). Though Cameron earned a “2” in its AMO for achievement (Success Rate) for all students and Black, Hispanic, and Native American students subgroup in 2018-19, these students did better than 50 percent of middle school students in grades 5-8 across the district (see Appendix, Table 11).

WIDA ACCESS scores further indicate overall success of Cameron’s academic program. Specifically, the percentage of students meeting their differentiated growth standard based on prior composite level on WIDA ACCESS in 2019 was 51.5%, an increase of 21.6% from 2017-18. This is also in comparison to a state average of 49.8% and a district average of 47.1% in 2019 (see Appendix, Table 3). Similarly, the percentage of students who exited EL demonstrates programmatic success, as this number was 19.7% in 2018-19, compared to 11.6% in 2017-18. In 2019, 14.3% of students in MNPS exited and 16.4% of students in the state exited (see Appendix, Table 4). This is a success, especially given that the requirements became more rigorous in 2017-18 year, requiring students to earn at least a 5.0 on composite and literacy to exit, up from a 4.2 or higher composite and 4.0 for literacy previously and demonstrate higher language skills to get the same proficiency levels.

Measures of student engagement are also strong. Cameron’s three year average on key questions in a whole-school student survey indicates this (see Table 14 below), as does Cameron’s increase in attendance (see Appendix, Table 20) over time and a decrease in suspensions each year, from 17.6% in 2014-15 to 8.8% in 2018-19 (see Table 21 below).

**Table 14 Averaged Student Culture Survey Data for Academic Years 2016-2017, 2017-2018, and 2018-2019**

Question or Prompt	Students who (Strongly) Agree
I have an adult in the school I know I can trust	81.40%

<b>My teachers believe in me</b>	89%
<b>My school is a good place to learn</b>	90.9

**Source:** Internal LEAD Cameron School Culture Surveys Completed by Students for Academic Years 2016-2017, 2017-2018, and 2018-2019.

**Table 21 Suspensions Over Time**

<b>School Year</b>	<b>Individual Suspensions</b>	<b>Individual Students</b>	<b>Percent of All Students</b>
<b>2014 - 2015</b>	248	138	17.6%
<b>2015 - 2016</b>	167	110	14%
<b>2016 - 2017</b>	232	105	11.9%
<b>2017 - 2018</b>	152	77	9.1%
<b>2018 - 2019</b>	125	75	8.8%

**Source:** Metro Nashville Public Schools Data Warehouse

The data indicate three areas that need improvement, which can be seen in Table 26 below. The first is achievement in math for EL students, which has increased over time but not as substantially as all students. Additionally, ELA achievement has been relatively stagnant despite immense growth. Cameron had 13.5% of All Students “On Track” or “Mastered” in 2016-17 compared to 14.3% in 2018-19. Finally, the relative performance of Students with Disabilities as a subgroup compared to all students necessitates attention.

**Table 26 Proficiency on TNReady Three Testing Administrations**

		ELA			MATH		
		2016-2017	2017-2018	2018-2019	2016-2017	2017-2018	2018-2019
ELL	<b>Below</b>	67.2%	61.2%	59.8%	62.3%	61.1%	43.3%
	<b>Approaching</b>	32.3%	35.4%	39.6%	31.9%	27.4%	45.7%
	<b>On Track</b>	0.5%	3.4%	0.6%	5.8%	10.9%	11.0%
	<b>Mastered</b>	0.0%	0.0%	0.0%	0.0%	0.6%	0.0%
Ex Ed	<b>Below</b>	67.6%	64.9%	68.5%	73.3%	67.3%	63.5%
	<b>Approaching</b>	31.0%	28.1%	28.8%	22.5%	24.1%	29.7%
	<b>On Track</b>	1.4%	7.0%	2.7%	2.8%	6.9%	5.4%
	<b>Mastered</b>	0.0%	0.0%	0.0%	1.4%	1.7%	1.4%
All	<b>Below</b>	38.1%	34.2%	34.1%	49.5%	42.5%	27.8%
	<b>Approaching</b>	48.4%	49.2%	51.6%	36.2%	37.8%	37.7%
	<b>On Track</b>	12.7%	16.1%	12.7%	12.4%	17.1%	29.9%
	<b>Mastered</b>	0.8%	0.5%	1.6%	1.9%	2.6%	4.6%

*Source: Metro Nashville Public Schools Data SharePoint Three Year Aggregated Summary*

These areas of concern are caused by several factors. First is the substantial change in student population being served at Cameron. Here are some measures that illustrate this change over time:

- In the 2013-14 school year, 24.05% of Cameron students were EL. In 2018-19, that percentage was 34.3%. Today, it is 44% (see Table 7 below).
- In 2013-14, 29.4% of Cameron's student population was white (largely of middle eastern descent), 44.3% was Hispanic, and 22.5% was black; in 2018-19, 11.3% was white, 61.4% was Hispanic, and 25.4% was black (see Appendix, Table 23).
- In 2016-17. The largest percentage of non-native students came from Egypt. In 2018-19 and today, the largest percentage of non-native students come from Guatemala (see Appendix, Figure 18).
- In 2016-17, there were 233 native English speakers and 344 native Spanish speakers at Cameron. In 2018-19, there were 182 native English speakers and 410 native Spanish speakers. Today, there are 157 native English speakers and 507 native Spanish speakers, some of which actually speak native Mayan languages, but are classified as Spanish (see Appendix, Table 25).

**Table 7 English Language Learner Population at LEAD Cameron Over Time**

	ELL		Not ELL	
	Count	Percent	Count	Percent
2013-2014	127	24.05%	401	75.95%
2014-2015	183	25.63%	531	74.37%
2015-2016	220	33.23%	442	66.77%
2016-2017	241	32.39%	503	67.61%
2017-2018	243	32.93%	495	67.07%
2018-2019	241	34.33%	461	65.67%
2019-2020	319	44.68%	395	55.32%

**Sources:** *EIS Research Queries: English Language Learners 2013-2014, 2014-2015, 2015-2016, 2016-2017, 2017-2018, 2018-2019; EIS Standard Reports: Net Enrollment Annual 2013-2014, 2014-2015, 2015-2016, 2016-2017, 2017-2018, 2018-2019; Infinite Campus 2019-2020 as of 2/14/2020.*

As Cameron's population has shifted, so have a number of policies and structures. More rigorous ELA and math standards were implemented across Tennessee in 2017-18. Additionally, Cameron adjusted how dually identified students received services this same year, moving dually identified students to EL ELA classes with inclusion support. While this service model is the best method to ensure students are getting all of their needs met, it posed a new challenge for teachers working with these students. When pairing this with the typical challenges of working with a zoned population, including the high mobility rate -- 40% in 2018-19 (see Appendix Table 17)-- and students who come to us below the national norm -- consistently more than 78.5% in math and 76.8% reading (see Appendix Table 16) -- Cameron has had to intentionally refine its academic program to support all students.

To address ELA achievement, the LEAD network partnered with The New Teacher Project in 2019 to audit instructional practices. The findings from this audit are currently being used to make adjustments to the materials put in front of students. At the same time, the instructional team at Cameron has intentionally adjusted support for ELA teachers so they receive coaching on strategies and practices needed for successful instruction of English Language Learners and dually identified students. This includes, but is not limited to, SIOP strategies and Universal Design for Learning. As Cameron's EL population has increased, so has the need for additional EL teachers and instructional support. Throughout the 2019-20 school year, Cameron has restructured the Newcomer Academy to support more English learners with foundational language development. Cameron added newcomer and EL math support for the first time in 2019-20, building an intentional curriculum to blend needed math remediation and grade level standards. The Newcomer Academy is now serving approximately 150 students, compared to between 50 and 60 in 2018-19. For the 2020-21 school year, Cameron is further expanding EL program needs, with additional newcomer classes to lower the class sizes further and differentiate more. At the

same time Cameron is increasing the number of certified EL teachers and support, including adding an additional full time coach and reading expert.

To support students with disabilities, Cameron added a reading interventionist in 2019-20; she specifically focuses on working with students with disabilities on their reading IEP goals. This teacher has one class on each grade level which students attend in addition to their grade level ELA inclusion class. Cameron also employs a full time Exceptional Education (ExEd) coordinator who gives in-depth feedback on all IEPs and observes ExEd teachers in the classroom to ensure students are getting exceptional instructional services. The ExEd coordinator engages in data discussions with each teacher to plan for small group instruction based on student need and provides feedback on small group lessons. Additionally, the coordinator has begun to develop in-depth attendance plans for each student with a disability who is identified as on track to being chronically absent. For the 2020-2021 school year, Cameron plans to hire an additional coach specifically to focus on instructional practices of co-teaching, with the purpose of building the capability of all teachers to serve students with disabilities more effectively.

#### E. Discuss progress made toward closing achievement gaps

Cameron has seen significant growth with students of all subgroups, consistent with growth among all students. Since the state began setting Annual Measurable Objectives (AMOs) in the 2017-18 school year, every subgroup at Cameron has earned the top designation for growth (see Appendix, Table 30). Since Cameron began implementing college- and career-ready standards in 2016, Hispanic and black and African American students' achievement is reflective of All Students' Achievement. For example, in 2018-19, 27% of African American and 33% of Hispanic students were on track/mastered in math, compared to 31% of all students (see Appendix, Table 27). In 2018-19, Cameron met its AMO target for Hispanic students and economically disadvantaged students in Achievement (see Appendix, Table 29).. AMO targets for ELPA were also met this year for African American students, English learners, and Hispanic students (see Appendix Table 12). Any time an AMO target is met, it is an indication that a school is making adequate progress toward closing an achievement gap.

With a large percentage of English Learner (EL) students, Cameron looks to the percentage of students exiting the program each year as a measure of closing achievement gaps, as this indicates students are able to successfully engage in the general education curriculum. In 2018-19, 19.7% of students exited the program, which is an increase from 2017-18 when it was 11.6% and compares favorably to MNPS, which was 14.3%, and the state, which was 16.4% in 2018-19 (see Appendix Table 4).

LEAD is also proud to close the gap between students with disabilities and students without disabilities in their college and career pathway. LEAD boasts a 100% college acceptance rate. In 2019, two students with moderate to severe disabilities who attended Cameron's first class were accepted into post-secondary programs, one enrolling with the Community Based Transition Program with MNPS and one enrolling at Tennessee Rehabilitation Center. This is a significant accomplishment as it indicates the overall success of LEAD's program in closing gaps that could persist after high school.

Areas of focus remain achievement with EL students and students with disabilities, as their percentage of achievement in math and ELA is lower than the whole school percentage. To support closing this gap, teachers and instructional leaders at Cameron review assessments by subgroup and craft reteach plans targeting the specific needs of students. Additionally, EL students and students with disabilities receive

remediation during intervention time in literacy. All students identified as significantly below their peers in math also receive small group instruction at least twice a week in addition to small groups that occur more regularly in class as needed. Students with a ACCESS score lower than 2.5 receive further intentional support in literacy instruction in all subjects through Cameron's Newcomer Academy. Cameron staff will continue to collect, analyze, and act on data to ensure students in these subgroups are making progress towards catching up with their peers.

#### F. Outline leader and teacher professional development and its impact on student achievement.

Cameron's structures are designed to have the greatest impact on student achievement. In addition to the principal and assistant principal of instruction (API), Cameron has three instructional coaches, an Exceptional Education (ExEd) coordinator, an EL coordinator, and a content leader for each subject. This team makes up Cameron's instructional leadership team. Prior to each school year, the principal and API develop professional development for the rest of the instructional team using best practices published by reputable instructional institutions and organizations, including TNTP, Relay, and ASCD. Professional development targets not only instructional practices needed by students, such as Understanding by Design, Universal Design for Learning, Sheltered Instruction Observation Protocol, and TN Standards for Mathematical practices, but also best practices in developing teachers, including how to give high quality feedback, live coach, give strong lesson plan feedback, and prepare for and lead high quality data meetings. The instructional team meets approximately once a month to dive into a problem of practice, sharpen skills, and discuss trends with instructional practices across the school. Members of the team also co-observe classrooms on an approximately weekly basis to assess trends, and the principal and API co-observe and provide feedback to coaches on their observation feedback, data meeting, and lesson plan feedback practices on a weekly basis. The principal and API are currently engaged in leadership coaching to hone their skills of building the capacity of the rest of the team. They also participate in monthly professional development and collaboration sessions with administrators from other LEAD schools.

The professional development that is most frequently cited by teachers as having a significant impact on their instruction is instructional coaching. Each teacher has a coach who observes them anywhere between once every two weeks to three times a week based on need. Coaches work with teachers to define precise focus areas and action steps to improve their instructional practice. Coaches are sounding boards for teachers and co-plan and assess data with them. Cameron has consistently scored in the top quartile of Tennessee charter schools on the Insight survey, which measures staff perception of the culture within a school. At the end of the 2018-19 school year, Cameron was in the 100th percentile for schools on the three survey questions that research suggests correlate to high student outcomes (see Figure 20 below).

**Figure 20 Spring Insight 2019 Index Score and Percentile**

**To print this report:**

1. Select a school from the drop down filter
2. Click *Download* in top right corner
3. Select *PDF*
4. Change *This View to Specific sheets from this workbook*
5. Click *Select All* to print the entire report  
Or, select the sheets you wish to print
6. Click *Create PDF*

**Spring 2019 Insight Data for**

Cameron College Prep

**Index Scores**

The Instructional Culture Index is a summary measure of a school's instructional culture. Schools with strong Index Scores generally have strong student outcomes and retain more of their most effective teachers. Your school's Index score and Index Percentile Rank are below.

School Index Score

**8.9**

Index Percentile Rank

**100%**

***Source: TNTP LEAD Cameron Insight Report 2019***

The impact of coaching on teacher development is immediate. To illustrate this, consider one of our 8th grade ELA teachers. On the first round of TEAM, she scored a 3 in Presenting Instructional Content, Academic Feedback, and Questioning. After weeks of coaching and action steps based on sub-objectives, dispersing questioning, aggressively monitoring student work and providing feedback in the moment, and pushing students to unpack their own errors, this teacher's scores improved on Round 2 to a 5 in Presenting Instructional Content and 4s in Academic Feedback and Questioning. Student data increased along with this; this teacher's students scored 78.9% of her students mastered RL.KID.2 on the first End of Unit Assessment, which happened around Round 1. 63.8% of students mastered RL.CS.4 on this assessment, and 48.80% of students mastered RL.CS.6 on this assessment (see Figure 21 below). On the second End of Unit assessment, these numbers increased to 86.4%, 77.80%, and 80.60% respectively. Data meetings have a similar impact. For example, after 5th grade teachers implemented a reteach on standard NBTA.A.3 targeted the student misconception of not conceptualizing how the placement of a digit changes the value of the number, mastery improved from 52.6% to 63.5%. Both are just examples of the impact that is seen on a regular basis.

**Figure 21 Impact of Coaching on Teacher Development and Student Learning**

Impact of Coaching on Teacher Development and Student Learning				
<p>TEAM Growth <i>Round 1</i> → <i>Round 2, 2019</i></p> <p>Presenting Instructional Content: 3 → 5</p> <p>Academic Feedback: 3 → 4</p> <p>Questioning: 3 → 4</p> <p>Coaching Action Steps for this teacher:</p> <p>Create purposeful, oral check for understanding for each sub objective and use them to disperse thinking through intentional cold call</p> <p>Check students' independent work to determine whether they're learning what you're teaching by 1) naming the lap 2) plan your track 3) exemplar in hand 4) check answers against your exemplar 5) track correct and incorrect answers</p> <p>Increase the rigor by letting students unpack their own errors &amp; building a solution 1) use an example that mirrors the expectation you want them to meet then 2) ask "what is the difference between what you wrote and this example?"</p>	End of Unit Assessment Growth			
		RL.KID.2	RL.KID.3	RL.CS.4
	2019 TNReady	48%	48%	54%
	End of Unit 1 Assessment	78.90%	66.60%	63.80%
	End of Unit 2 Assessment	86.40%	69.90%	77.80%
<p>This chart highlights the growth of standards that were assessed on both the End of Unit 1 and End of Unit 2 assessments. There were four overlying standards. Each percentage represents the number of points earned towards a particular standard. These standards are measured and tracked this way to match Tennessee Department of Education's method of tracking standards on TNReady. Not only is there growth between the End of Unit assessments, but there is substantial growth from how students scored on the 2019 TNReady assessment.</p>				
<p>Teacher Narrative</p> <p>The improvements in my scores for both Feedback and Questioning came as a direct result of professional development, and receiving specific, actionable steps via coaching. Incorporating consistent [Aggressive Monitoring], and anticipating places in the lesson where there may be student misconceptions allows me to plan targeted questions to push students toward mastery.</p> <p>Questioning, Feedback and Presenting instructional Content are all intertwined. Individual student data collected during the lesson provides an opportunity to give feedback targeted to the individual. One week, my coaching feedback related directly to this. In a writing conference, I worked with a student on their thesis, and told them how they needed to change it. The feedback I received was to use questioning to guide student thinking, allowing them to produce their own, replicable thesis.</p> <p>Moving forward, I planned questions to scaffold student thinking to craft a strong thesis, and the impact was as</p>				

you would expect: regardless of where their starting point was, students began writing stronger thesis statements. Individual data collected during a lesson [also] provides an opportunity to give whole group feedback. When there is a common error or misconception in the class, we pause.

A year ago, I would likely have told them the right answer, and had them revise. Now, as a result of consistent coaching and professional development meetings, I use questioning. The questioning provides more insight as to the root of the misconception, and puts the thinking on the students. My coach often comments on moments within the lesson where questioning or internal summaries would work well, and align with sub-objectives. As I began incorporating this step in my own lesson planning practice, I watched my TEAM score improve, and student mastery of standards right along with it. There is a direct correlation between lesson plans which scored higher in these areas, or reflect the 3-5 range on the TEAM rubric, and the standards where students are achieving the most growth.

*-J. Orozco, 8th grade ELA*

**Source:** *Internal LEAD Cameron Impact of Coaching on Teacher Development and Student Learning*

Professional development formally begins for teachers before the school year even begins. LEAD schedules network and school-based time for teachers to prepare for the year; this is called Lead U. During this time Cameron teachers norm on best instructional practices and expectations. They also engage in professional development with outside professionals where appropriate. For example, last summer, the LEAD brought in experts from Uncommon Schools to train new teachers on behavior practices needed to set a strong foundation for learning in the classroom. At the school level, Cameron refreshed returning staff on these strategies and then engaged in a two week walkthrough program at the start of the school year to help all staff implement strategies correctly, ensuring consistency for students. Other professional development offerings during Cameron's 2019 Lead U included standards breakdown and alignment, remediation strategies for students, and unconscious bias in the school community.

The instructional team also develops professional development for teachers throughout the course of the year. Sometimes, this is a whole group strategy session based on a particular trend. For example, if data from coaching indicates that many teachers are circulating without actually collecting in-the-moment data on student mastery, the instructional team might do a whole-group roll out of aggressive monitoring, an instructional strategy that necessitates collecting and using data in the moment. Professional Learning Communities facilitated by teacher content leaders also occur approximately once a month. In these sessions, teacher content leaders spotlight another teacher's problem of practice, providing teachers with the opportunity to share their expertise for all students.

Finally, all staff members have the opportunity to engage in professional development outside of the building and bring back best practices to share with the rest of the team. For example, the principal participated in Relay during the 2017-18 school year, honing instructional leadership skills like coaching and data which were used to support other instructional leaders. The ExEd coordinator attends the Council for Exceptional Children's annual conference and shares that learning with EE staff. Quality professional development helps staff continue to develop their instructional expertise to impact student outcomes.

## G. Explain how the school supports diverse learners.

The entire Cameron community prioritizes supporting diverse learners; as a zoned school, this is a key aspect of Cameron's mission. 13.27% of students at Cameron had disabilities in 2018-19, which has been fairly consistent over time (see Appendix Table 15). Additionally, the percentage of English Learner (EL) students at Cameron has increased over time, from 25.6% in 2014-15 to 44.6% today (see Appendix Table 7). Cameron not only celebrates the diversity of its student body, but actively promotes equitable access to the education needed to be successful in high school and beyond. This begins with the school values, which state a professional expectation that staff at Cameron demonstrate through their words and actions a belief that all students can learn.

### Students with Disabilities

The Exceptional Education (ExEd) coordinator, in conjunction with the principal, Assistant principal of Students, and network Director of Diverse Learners, maintains the structures and programming needed to ensure high quality support for students with disabilities at Cameron. Staff understand that the least restrictive setting is the most appropriate for each child. For a majority of Cameron students, this setting is inclusion. Math and ELA classes 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. Nearly all inclusion science and social studies classes receive additional support from educational assistants. Students with disabilities also receive targeted instruction based on their disabilities and needs. Students with basic reading skill deficits, for example, are in a second reading class taught by an ExEd teacher who focuses on these deficits. ExEd teachers also provide adaptive behavior and emotional services at the beginning of the school day. Based on need, ExEd teachers may also pull students during lunch and recess to help them with homework, executive functioning skills, or social and emotional needs.

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. For example, all teachers are trained in Google Read and Write to ensure students who need read aloud can receive it on any assessment. Also, grade level teams allocate time at each meeting to review Functional Behavior Assessments (FBAs), Behavior Intervention Plans (BIPs), and safety plans, and the ExEd coordinator conducts fidelity checks for FBAs and BIPs on a quarterly basis to support implementation. 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 to build shared ownership over student goals.

In addition to inclusion, Cameron provides special education services to support students who are low incidence. These students receive vocational and life skills opportunities, including cooking classes that follow a task analysis to support each step in the process, as well as practice using shopping at a mock grocery store and making and selling popcorn to other students. Students in this class who are non-verbal also receive modified programming, lessons, and activities in order to engage in the same activities as their peers. For example, when the entire school participates in Student Led Conferences, an opportunity to share with family and community members individual progress over the course of the year, students who are non-verbal create visuals to communicate their strengths and goals.

Furthermore, ExEd teachers are committed to ongoing professional development to optimize instructional practices for student learning. For example, Cameron's ExEd coordinator attends the Council for Exceptional Children's annual conference to learn the most recent strategies for ExEd interventions. She brings these back to Cameron teachers and supports them with classroom implementation. Additionally, all ExEd teachers and support staff are trained annually in Crisis Prevention and Intervention training.

To support failing students with disabilities, ExEd teachers and the ExEd coordinator take a number of steps. First, the ExEd coordinator works with the ExEd teacher to delineate between supporting students and helping students with executive functioning needs. Here are some actions that the ExEd coordinator and teacher might then take:

- Reach out to general education teachers about students of concern and get additional context on student performance
- Provide updated IEP at-a-glance for teachers to have in hand when calling parents about failing grades
- Read aloud missing tests
- Communicate with parents about why the student is failing if it is not due to deficits (Ex. calling parents to let them know that the student has received three opportunities to complete test corrections, but is choosing not to do so for homework)
- Hold make-up tests/assignment lunch sessions
- Work with a student on homework or provide a reteach during arrival
- Help with backpack organization to support with loss of papers (homework or test corrections)
- Check-in with students after progress reports to review grades and create goals

## English Learners

As Cameron's EL population has increased, so has the need to support EL students in additional ways. Cameron's EL programming is in line with the Tennessee English Learner Framework and English Second Language Manual. The models utilized at Cameron differ by student ACCESS score, with students scoring below a 2.5 in a sheltered setting, and students above a 2.5 in a non-sheltered setting. Here is an overview of the specific models utilized at Cameron by ACCESS score, followed by in-depth rationale for this choice:

- 1.0 to 1.5: Students are in a sheltered ELA class that focuses on foundational English reading and writing through teacher-created thematic vocabulary and ELA skills. Students receive small group reading intervention as well, with a curriculum meant to reinforce foundational reading, language development, and ELA skills. Students are in a sheltered math class that focuses on remediating foundational math skills through modified grade level instruction using hands-on math curriculum for math. Students are in a sheltered social studies and science class that utilizes a modified curriculum meant to reinforce language development through grade level standards. In addition to these academic supports, several students at this level are also considered Students with Interrupted Formal Education (SIFE). SIFE students receive an even greater level of differentiated instruction to address the gaps present in their education.
- 1.5 to 2.5: Students are in a sheltered ELA class that focuses on modified grade level instruction using teacher created ELA materials that address content-specific vocabulary and appropriate grade level ELA skills with EL accommodations. Students receive small group reading intervention as well, with a curriculum meant to reinforce foundational reading, language

development, and ELA skills. Students are in a sheltered math class that focuses on modified grade level standards delivered with EL strategies and small group support for foundational math skills for math. Students are in a sheltered social studies and science class that utilizes a modified curriculum meant to reinforce language development through grade level standards.

- 2.5 to 3.5: Students receive modified grade level instruction in a sheltered setting using teacher-created ELA materials that address content-specific vocabulary and appropriate grade level ELA skills with EL support. ELA intervention uses a blended learning reading intervention program to support reading comprehension, fluency, and language development. The grade level math curriculum is delivered in a non-sheltered setting with appropriate EL accommodations. Science and social studies is in a non-sheltered setting and focuses on building background knowledge, using cooperative learning strategies, emphasizing vocabulary, and using comprehensible input to build understanding of grade level social studies and science content
- 3.5 and above and transitional: Students focus on grade level content and standards with EL accommodations as needed in a non-sheltered setting. Intervention focuses on language development, reading skills, and the use of academic vocabulary. Math, science, and social studies are in a non-sheltered setting with EL support as needed.

This service model, which has evolved as Cameron's EL population has changed and increased, is appropriate and effective for several reasons. Newcomer EL students with less than 2 years in the United States and below a 2.5 ACCESS score need sheltered instruction; this allows students to achieve the highest level of participation using lessons intentionally designed to support newcomer populations. Such lessons require purposeful language scaffolding that far exceeds what is necessary for non-Newcomer EL students. For example, the WIDA Can-Do indicators state that Level 1 students in grades 6-8 can "process explanations by matching content-related objects, pictures, or media to words and phrases"<sup>7</sup>. This means that teachers need to be prepared to instruct with heavy picture support at the word/phrase level. Material therefore needs to be approached in a different, slower manner. Sheltered instruction allows teachers to provide this level of attention at a pace required for comprehensible input. In non-sheltered classes with newcomers, where teachers are required to meet the needs of all levels of students at the same time, newcomer students participate less because they often do not receive adequate accommodations. Short and Boyson, in their 2012 review of newcomer programs in the United States entitled "Helping Newcomer Students Succeed in Secondary Schools and Beyond," confirm: "A number of programs reported the advantage that [newcomer] small classes provided in accelerating the students' learning. Mainstream and sheltered classroom teachers noted that the newcomers who had experienced newcomer curricula with specialized materials were better prepared for the curriculum they taught than other English language learners" (p. 77)<sup>8</sup>.

Additionally, by targeting students' content knowledge and language acquisition simultaneously through a specially designed curriculum, newcomers will quickly move out of EL programming. This is confirmed by research and anecdotal evidence at Cameron. For example, several students in the 7th and 8th grade started as newcomers in 5th grade and have now surpassed the mid-EL cohort. Comprehensible input and language practice must be prevalent in content-area learning; Callahan (2005) stated: "Essentially, English learners must be exposed to twice as much instruction as native English speakers in terms of both language and content. To provide effective instruction to English learners, educators will need to revisit

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<sup>7</sup> <https://wida.wisc.edu/teach/can-do/descriptors>

<sup>8</sup>

[https://production-carnegie.s3.amazonaws.com/filer\\_public/ff/fd/ffda48e-4211-44c5-b4ef-86e8b50929d6/ccny\\_report\\_2012\\_helping.pdf](https://production-carnegie.s3.amazonaws.com/filer_public/ff/fd/ffda48e-4211-44c5-b4ef-86e8b50929d6/ccny_report_2012_helping.pdf)

allotments of time and course-taking patterns in an effort to integrate higher levels of language alongside academic content" (p. 324). (American Educational Research Journal Summer 2005, Vol. 42, No. 2, pp. 305-328). Newcomer programming at Cameron is achieving this aim.

Finally, newcomers at Cameron, some with refugee status and many with histories of trauma, need extensive socioemotional support in their first months to engage comfortably with school. Newcomer programs allow students to build community with one another and feel successful immediately. While the assimilation process usually speaks to a newcomer "silent period" in which students' affective filter is so high they do not engage in learning, this is not a characteristic of newcomer students at Cameron. Given the large population of newcomer students, students quickly begin engaging in lessons as they know they are learning among similar peers. The structure of EL also ensures that wraparound services can be provided with less impact to learning. For example, earlier this school year, more than 100 Cameron newcomers were able to attend a dental clinic for free services. Because a majority of students attended, teachers were able to accommodate this in their unit plans.

In addition to the service delivery model, all staff work to support students with being successful with the curriculum. Some regular actions include the following:

- Coaches provide feedback on lessons with a particular eye toward accessibility without diminishing rigor.
- Coaches observe classrooms often and provide coaching on EL strategies.
- Teachers are supported with the development of anchor charts and visuals.
- EL students are pulled for tutoring and remediation in small groups during class and at lunch and recess.

#### H. Discuss areas of academic concern and changes made to address any deficiencies.

Areas of academic concern at Cameron are overall achievement, as well as adequate growth for our population of diverse learners. While Cameron students largely grow at a rate higher than their peers as evidenced by TVAAS and the school's growth index, students need to be achieving at higher rates to be considered college- and career-ready. With a 5th grade class that historically comes to Cameron substantially below grade level (see Appendix Table 16), Cameron's Family and Community Engagement Coordinator works with families to help students stay at Cameron throughout all of middle school so they can be on track to college- and career-readiness by the time they leave 8th grade. Still, the mobility and attrition rates that Cameron faces as a zoned school makes this a challenge, as students who are below grade level continue to come to Cameron throughout the year as those who have made gains sometimes leave. To help all students work toward achievement as evidenced by success on TNReady, Cameron students participate in reading and math intervention 4 to 5 times a week using research-based practices and programs, including Read180, System 44, 95 Percent, and Dreambox. All teachers practice data analysis on a daily and weekly basis, crafting reteach plans based on student need. Ongoing professional development and coaching targets teacher growth as a method of increasing student achievement. Instructional practices, programs, and structures are reviewed on a consistent basis at the school and network level, with specific action steps necessitating changes as appropriate.

Concerns about the success of students with disabilities was addressed this year through the hiring of an additional Exceptional Education (ExEd) teacher to provide reading intervention support. Additionally, the ExEd coordinator has begun crafting and managing student attendance plans, as students with

disabilities at Cameron tend to miss school at a rate higher than their non-disabled peers. A barrier to success has been a shortage of quality ExEd teachers. LEAD's Director of Talent has been focusing on recruiting strong teachers while the ExEd coordinator, principal, and Director of Diverse Learners are working to cultivate talent within the building. For the 2020-21 school year, staff also plan to hire an additional coach who will focus solely on improving co-teaching and small group instructional practices to help students with disabilities further.

Concerns about success with English Learner (EL) students is largely due to Cameron's population increase and shifting demographics. While indicators thus far show Cameron has been relatively successful in supporting EL students, particularly with ACCESS goals, Cameron leaders understand that they need to adjust structures and systems to accommodate additional students and accelerate growth. This is being achieved through large scale programmatic changes. First and foremost, Cameron leaders are actively seeking to hire additional licensed EL personnel. Currently, Cameron has 11 full-time teachers with EL certification, as well as one EL certified coach and one EL certified coordinator who provide intervention support. Additionally, Cameron has applied for two staff waivers and one staff permit on behalf of educators who work with EL students. For Cameron's EL program to be optimally effective, leaders are looking to expand EL support by adding three teachers on each grade level to provide services to students. Four teachers have already been hired for the 2020-21 school year. Additionally, Cameron leaders are hiring a coach to ensure all EL staff have adequate instructional and planning support. By expanding the number of teachers and staff, Cameron's newcomer class sizes will be approximately 15 students, allowing teachers to focus on language in the context of subject-specific matter (i.e. math, science, social studies). Additionally, teachers of non-newcomers will have expanded capacity to improve their practices.

## Section 2: Operational Stability

### a. Address progress toward meeting operational goals outlined in the charter agreement.

Cameron has made significant progress in meeting the operational goals outlined in the charter agreement.

While truancy is a consideration, Cameron's primary focus is on the higher bar of chronic absenteeism for students. To address chronic absenteeism, Cameron has implemented many of the recommendations provided by the MNPS School Attendance Procedures Guideline. Cameron follows MNPS recommended format for attendance plans, including escalating supports for students as they incur additional absences. These interventions range from phone calls home, meetings with families in person, home visits and referrals from Counselors. As a result, chronic absenteeism has decreased from 21.1% in the 2016-17 school year to 18.5% in the 2018-19 school year. Current year to date chronic absenteeism stands at 14.1%. Daily average attendance has held steady between 94% and 95% for the past three years, falling just shy of our 95% goal. Teacher attendance remains strong at 98.1%.

Progress on meeting the following goals may be found in further sections:

- Student waiting list goals are addressed below in section b.
- Disciplinary goals are addressed below in section e.
- Parent satisfaction goals are addressed below in section f.

### 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 and at what grade level?

Cameron is proud to be a neighborhood school, enrolling 100% of all students who live in the zone and wish to attend the school. Unlike other more typical fresh start charter schools, Cameron is contractually obligated to serve all in-zone students and to allow incoming new students throughout the entire school year. Cameron's enrollment has increased over time, serving 520 students in 2010 and 704 for the same period in 2019. Over the years, Cameron has built out its programmatic capacity to support increased enrollment. One notable example of a change in programming to better meet the needs of students as well as to accommodate additional enrollment is the creation of our Newcomer Academy. Cameron maintains a waitlist for students out of zone who wish to enroll in the school. If flat to decreased enrollment trends predicted by MNPS hold true over the next few years, we will take out-of-zone students from our waitlist to ensure a healthy enrollment at the school.

### c. Describe trends in student attrition rates and how leaders have addressed any concerns in attrition.

Using the MNPS calculation for mobility as the number of entries and exits after the second week of school (day 11) as a percentage of its primary enrollment, Cameron has consistently performed similarly

to its district counterparts within the Glencliff Cluster - Glenview Elementary, Fall Hamilton Enhanced Option, John B. Whitsitt Elementary, and Wright Middle School. Over the past four years, these schools averaged a mobility rate ranging from 16% for Fall Hamilton Enhanced Option in 2018-2019 to 56% for John B. Whitsitt in 2017-2018. As you can see in the table below, LEAD Cameron's mobility rate largely is comparable or better than those of Wright Middle School, the other middle school in the Glencliff Cluster.

**Table 31 Mobility Rate Comparison between LEAD Cameron and Wright Middle School by Academic Year**

<b>Mobility Rates</b>	<b>LEAD Cameron</b>	<b>Wright Middle School</b>
<b>2016-2017</b>	34%	38%
<b>2017-2018</b>	40%	34%
<b>2018-2019</b>	40%	43%
<b>2019-2020</b>	28%	30%

***Source:** Metro Nashville Public Schools Data Warehouse*

Secondly, as reported in EIS, Cameron's gross attrition rate, the percentage of this year's student enrollment that withdrew from Cameron since the 11th day of school, has been between 12 - 17% since 2014. Currently we are on track to continue on this trend and outperforming last year's rate. Since the 2014-2015 academic year, Cameron's net attrition rate, which is referencing our total enrollment as a percent change since the 11th day, has shown a net gain of students by year's end annually with the exception of 2016-2017.

As a neighborhood school, Cameron has remained committed to the families within its MNPS defined enrollment zone. In doing so, Cameron, like the other schools within the Glencliff cluster, continues to work with its zoned families to lower its mobility and attrition rates year over year. Underlying these two metrics is the need to engage families intentionally to improve their educational experience. With this in mind, we prioritized engaging our students, families, and community by adding the Family and Community Engagement Coordinator role a few years ago. Results of this are evidenced in our successfully engaging 92% of our student body through our ongoing engagement efforts. We are proud to celebrate Cameron being on track this year to have our lowest mobility rate over the past four years. In order to do this, Cameron worked collaboratively with counselors, its Family and Community Engagement Coordinator, and its campus leadership to identify families that were interested in withdrawing for reasons within our purview of control and encouraging them to remain with Cameron. In the 2019-2020 school year, these efforts have yielded great results with only 11 of the total 98 withdrawals considering other options within the zone. Another 31 students were either out of the state, home school designation, or out of district. In addition, as a support to students that move out of zone during the school year and wish to continue their enrollment, we offer MTA bus passes to those interested families (currently 22 families take advantage of these services). Lastly, Cameron's current enrollment is 84.04% zoned. Because of lower mobility and attrition and increasing enrollment the last couple of years,

we currently are not enrolling students from outside the zone at Cameron.

d. Explain how the school provides a safe environment and addresses the physical, social, emotional, and health needs of students.

Cameron's first step in addressing the full needs of our students begins with a robust Student Needs Assessment. 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 school counseling team and used 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 (therapy, Department of Children Services, Big Brothers Big Sisters, etc.), and school-wide culture initiatives.

Meeting the social and emotional needs of our students is critical to Cameron's culture. Cameron staffs three full time school counselors 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. Cameron also provides a Student Support Coordinator for each grade level who enforces 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.

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. Cameron 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 schools 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, Cameron provides a full time certified LPN nurse. Through Well Child, Cameron provides health and vision screenings for all 6th and 8th graders; students eligible for TennCare also receive full physicals and this year we partnered with Meharry Medical College to provide dental cleanings for our students.

To provide for the physical safety of our students, Cameron follows and trains staff members on MNPS crisis procedures. While the district has not advised MNPD to staff a full time School Resource Officer at our zoned neighborhood school, we have engaged in an informal partnership with Metro Police and Metro School Security to have full lines of communication throughout the day, as well as a MNPD officer to support during our dismissal. We continue to encourage MNPS to prioritize a licensed police officer to this campus in the future.

e. Describe the trend in students' discipline data and any changes made to address areas that have increased over time.

Since our first year serving all four grades (2014-15) we have cut the percentage of students being suspended in half. See the chart below for specifics.

**Table 21 Suspensions Over Time**

School Year	Individual Suspensions	Individual Students	Percent of All Students
2014 - 2015	248	138	17.6%
2015 - 2016	167	110	14%
2016 - 2017	232	105	11.9%
2017 - 2018	152	77	9.1%
2018 - 2019	125	75	8.8%

*Source: Metro Nashville Public Schools Data Warehouse*

We have been able to decrease our suspension numbers because we have invested time in determining which types of behaviors we will never, sometimes, and always suspend for. Research shows that exclusionary practices are ineffective, so we have worked to create guidelines for suspension that align with the expectations of the district.

Over the last five years, we have seen a steady incline in the number of cyberbullying incidents reported in our lower grades as well as other online events that negatively affect the following school day. To address this we have done the following:

- Implemented school-wide guidance lessons at the beginning of the school year about cyber safety and cyberbullying that are differentiated by grade level
- Revisited cyber safety and cyberbullying in small discussion groups known as Crew meetings
- Our Family and Community Engagement Coordinator and school counselors go to our feeder elementary school to present to families of rising 5th graders about the changes they can expect from their students, including the increased involvement in an “online lifestyle.” The presenters make recommendations for how families can best talk with their children about their online life and safety.
- We have worked closely with school security and MNPd to talk with students about the long term consequences of poor choices they may make online now.

f. Explain how the school has made community connections and developed working relationships with parents and families.

As a part of our continued efforts to improve our family engagement efforts, Cameron is excited to share that we have successfully engaged 92% (roughly 648 students) of our families through our family engagement efforts led by our Family and Community Engagement Coordinator. Not only does this include campus-led initiatives such as on-going parent/teacher meetings, on and off-campus events and involvement in our Family LEADership Team, but also community partnerships with Meharry Medical Center, University School of Nashville, Caza Azafran, NAZA After-School Alliance, and Harvest Hands. This year, we implemented Possip which provides weekly surveys to parents gauging parent satisfaction with Cameron. Weekly, we average around 120 responses through Possip. One of our more successful engagement initiatives is our Student-Led Conferences (SLCs) which Cameron 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. This year, we had 180 students complete their SLC with their families.

g. Explain how the school sustains a well-functioning organizational structure and provides for personnel stability and effective teacher retention.

LEAD Public Schools has exceptional organizational capacity at both the school level and the network level. At the network level, the LEAD model is executed under the direction of the Head of Schools in close collaboration with the school principal. This team is supported by human resource, academic, operations, finance, and enrollment teams. Students with exceptional education or EL needs are supported by specially certified staff who remain in close communication with district supports.

At the school level, the administrative structure includes assistant principals focused on both instruction and student support, multiple instructional coaches, and counseling support among other roles. Cameron has established a strong employee value proposition, focused on retaining and developing high quality teachers. As such, there is one instructional leader at Cameron for every eight teachers aligning both the educational environment and job responsibilities of our team toward teacher development and efficacy. Teachers are evaluated using the TEAM rubric and LEAD places a strong focus on using this evaluation to provide individual coaching plans administered by coaches in place for each teacher. Our compensation model is aligned to performance on the TEAM rubric and most teachers are compensated at a rate higher than they would be at other local district schools. In addition to our compensation plan, LEAD has crafted a benefits package that allows up to 16 weeks of paid leave for primary caretakers after one year of service.

h. Explain the governing board's oversight and how are they involved in making decisions for the school and how they provide oversight?

The school is governed by an experienced Board of Directors with expertise in a range of industries including public education, law, business, entrepreneurial growth, and includes a parent representative.

The Board of Directors regularly requests and receives reports on academic, financial, operational, compliance, and strategic results that are documented in approved minutes to meetings and posted publicly on LEAD's website. The Board establishes academic, financial, and enrollment goals each year and tracks against this progress regularly. The Board has successfully ensured that long-term executive leadership is in place and that effective succession planning is occurring. Board trainings are conducted annually, and the Board holds leadership accountable for delivering and reporting on academic outcomes. Various public events are conducted each year where staff, students, and parents have opportunities to interact with board members.

The Board undergoes annual training, evaluates the CEO and provides effective governance and approval of key strategic initiatives, annual budgets, contract approvals. The Board reviews compensation of senior level leaders each year and supports management in evaluating contract proposals. When necessary, the board takes active involvement in key issues such as facilities identification, renovation, or in the case of performance issues, corrective action. The nominating function of the Board results in a broad range of expertise and effective fundraising and community relationship capacity in addition to parent engagement and legal, compliance support as needed. The Board has legal representation and utilizes it as necessary. Board members have clear expectations and orientation for their roles and participate in various committees to further support the school. A conflict of interest policy is in place and annual conflict affidavits are signed by each board member. The student and staff handbooks each have complaint procedures documented and the Board is available to ensure due process is given to any and all complaints. The Board holds all meetings in accordance with the state's Open Meetings law and records minutes for all meetings and posts the publicly on our website.

## Section 3: Financial Health

- a. Address progress toward meeting financial goals outlined in the charter agreement.

While specific financial goals were not outlined in the charter agreement, LEAD Public Schools has met and continues to meet, all financial compliance goals including meeting and exceeding performance indicators, securing clean financial audits and maintaining a healthy cash balance. LEAD is required by our bank to maintain a surplus each year and LEAD also maintains a healthy cash balance (current cash on hand is equivalent to roughly 70 days of expenses). Cash flow is monitored and reported to LEAD's Board Finance Committee on a monthly basis. In addition, LEAD has access to a line of credit through Capstar Bank. While LEAD has never accessed this LOC and does not foresee a need to do so in the future, this line of credit provides additional liquid reserves should the network require it.

- b. Report on the fiscal management of the school during the current charter term, based on previously submitted audits and financial reports.

In the past 10 years, LEAD has met or exceeded MNPS Financial Performance Indicators, secured a clean audit, and has had budget surpluses at Cameron every year, resulting in a strong cash position. LEAD has met financial compliance expectations, including submitting annual budgets and audited financial statements to MNPS and the state in a timely fashion. LEAD has also maintained robust internal controls and a comprehensive set of fiscal policies and procedures. LEAD's CFO has a strong background in accounting and finance, as do many members of the Board of Directors. In addition, LEAD is supported by LBMC, an external accounting vendor that provides financial accounting services.

- c. Address the alignment between expenditures and the school's mission and plans for student academic growth and staff professional development.

Each year, the LEAD finance team works in collaboration with Cameron's School Leadership Team to ensure that resources are aligned to student needs. Most notably, Cameron chooses to fund multiple instructional coaches, a data and assessment coordinator, and student support staff beyond what is funded in the BEP calculation, as those are strategic investments deemed necessary by the school leadership team to execute on teacher development and academic growth. Cameron invests over \$70K per year in curriculum, intervention tools and instructional materials at the school campus.

- d. Review how any significant fiscal challenges were addressed during the current charter term.

School funding is intricately tied to student enrollment and as Cameron has consistently outperformed student enrollment expectations, Cameron has not experienced any significant fiscal challenges during the

charter term.

e. Describe efforts to operate the school in a financially sound and transparent manner.

Each year, the Cameron budget is set based on anticipated enrollment and the resulting anticipated BEP and federal funding. Financial reports are provided and reviewed by both the network finance team, school leadership team, and board of directors on an ongoing basis. Cameron has met or exceeded its budget each year over the past ten years. As Cameron is fully enrolled, the school is not reliant on private fundraising. At the LEAD network level, 3% of expenses are covered by private fundraising. Our fundraising primarily offsets the cost of the facilities we lease from MNPS as well as strategic investments in areas such as college counseling supports.

Fiscal and governing transparency is critical to maintaining the public trust. LEAD complies with all laws, rules and regulations for transparency, including making its audited financial results, and board meeting schedules available to the public and by posting the required documentation on the LEAD website. LEAD Public Schools has a strong record of compliance with the terms of its charter and applicable state and federal laws, rules and regulations including but not limited to reporting in a timely manner, teacher licensing, open meetings, conflict of interest, and audits.

## Section 4: Future Plans/Projections

a. Provide an overview of the charter school's future goals and plans for goal achievement.

Cameron plans to continue providing a high performing middle school for students zoned to the school.

b. Include the plan for:

1. Academics and updated academic benchmarks (TNReady Scores and TVAAS)

Cameron's future academic benchmarks are to meet the state's Annual Measurable Objective (AMO) targets for growth and ELPA, while making progress on AMO targets for success. To meet these goals, Cameron is doing the following:

- Expanding English Learner (EL) programming by adding three teachers per grade level to provide language-specific support within given content areas.
- Expanding EL and Exceptional Education support by hiring additional coaches
- Reviewing and changing curriculum to be more rigorous, beginning with Achievement First math for the 2020-21 and moving to ELA

Throughout the course of the year, Cameron staff utilize the assessments given to students to determine progress towards meeting AMO goals and make necessary adjustments to accelerate success.

2. Achievement first

Cameron's achievement goal is to meet or exceed the state-defined AMO targets

3. Organizational changes (if applicable)

Not applicable.

4. Projected financial security

LEAD does not anticipate any significant differences in the financial performance of Cameron over the next renewal term. Overall, we anticipate continuing to increase teacher salaries in line with increases in our annual BEP rate, currently anticipated to be about 2-3% 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.

Cameron has operated between 550 and 700 students in the past and as a result, we have a good understanding of the staffing model required to serve those number of students. If Cameron's enrollment were to decrease during the next renewal term, we would reduce staffing in line with what we have experienced in prior years. For example, we could move from a 6 cohort to a 5 cohort per grade model which would require fewer electives teachers and interventionist positions.

## 5. Operational management

While we do not anticipate any major changes in our future operational management, every year we continue to make incremental improvements to our operations. One adjustment is that we will be putting additional staffing toward monitoring and impacting chronic absenteeism in the 2020-21 school year.

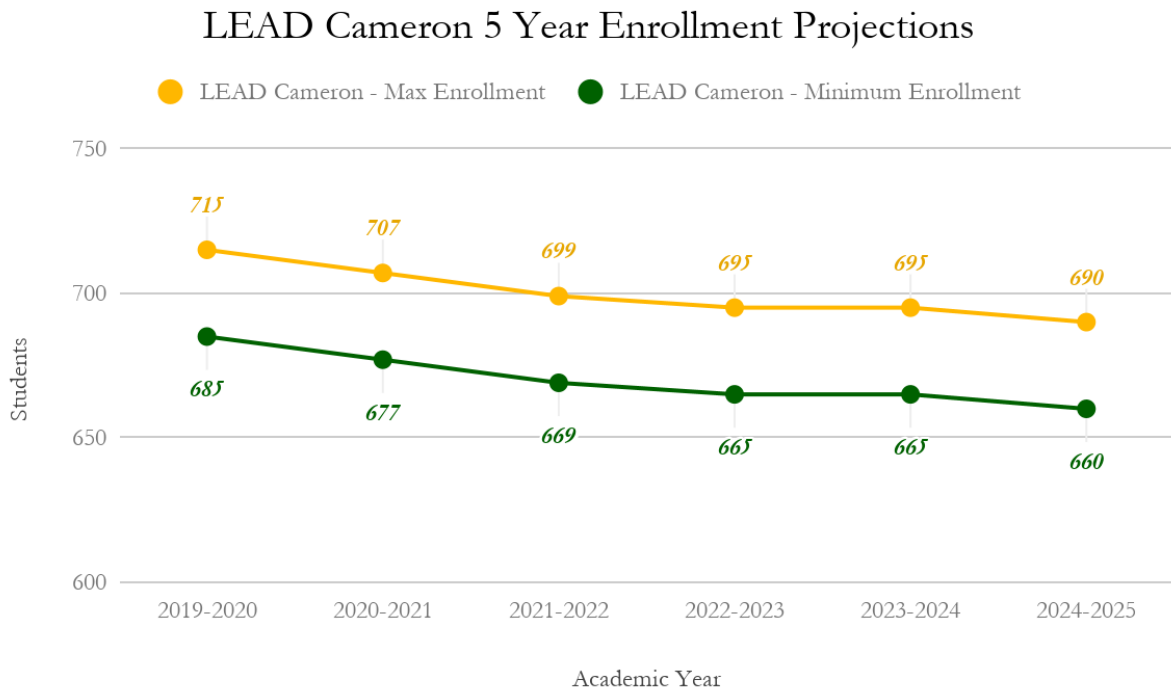
The Cameron facility currently accommodates our full enrollment. LEAD has invested in facilities upgrades and adding portables to the property to ensure that this facility continues to meet the needs of students and staff. Based on future projections (see section below) we do not anticipate enrollment increasing at Cameron. Nonetheless, we will continue to work in partnership with the district, the owner of our facility, to ensure that necessary maintenance of the building occurs in a timely and cost-effective manner in order to ensure a long-term home for this school.

## 6. Enrollment Projections over the next 5 years.

Assumptions - The following assumptions were used when considering Cameron's 5- year enrollment projections. The information listed is a combination of information received from MNPS, reporting done collaboratively with the Charter School Growth Fund, and our knowledge of current enrollment trends for the district.

- We do not anticipate other dramatic increases in our enrollment over the next five years, and consistent with our feeder enrollment, we anticipate it to decline gradually.
- South Nashville total enrollment is up, though kindergarten decline (down 14%) signals potential longer term enrollment challenges. *\*Note: Data was collected from a study done by the Charter School Growth Fund, analyzing the district's enrollment and neighborhood trends.*
- South Nashville continues to see its enrollment move further south into the Antioch area, where we continue to see growing enrollment.
- Our elementary feeders - Glenview Elementary, Fall Hamilton Enhanced Option, and John B. Whitsitt Elementary - have 3rd and 4th grade enrollment that is trending down (as pictured below). *\*Note: Feeder school data was provided by Metro Nashville Public Schools.*
- In 2016-2017, LEAD Cameron had a similar enrollment spike as it did in 2019-2020, after which we saw a decline in enrollment.
- Less mobility, lower attrition, and continued improvement with our family and community engagement efforts are all contributing factors for our assumptions that the decline in enrollment from this year to next will not be dramatic.

**Figure 24 Five Year Enrollment Projections**



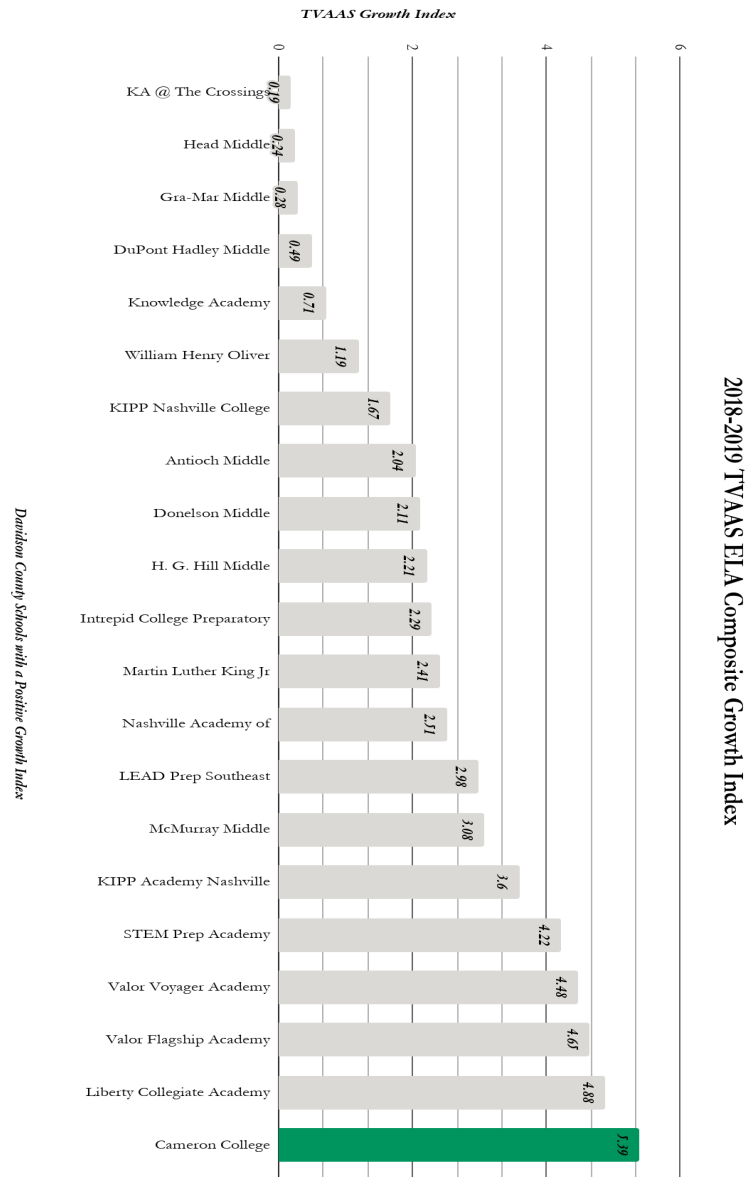
**Source:** Metro Nashville Public Schools Data Warehouse, MNPS Infinite Campus

Are you planning to present an amendment application?

No.

## Appendix

Figure 1 2018-2019 TVAAS ELA Composite Growth Index



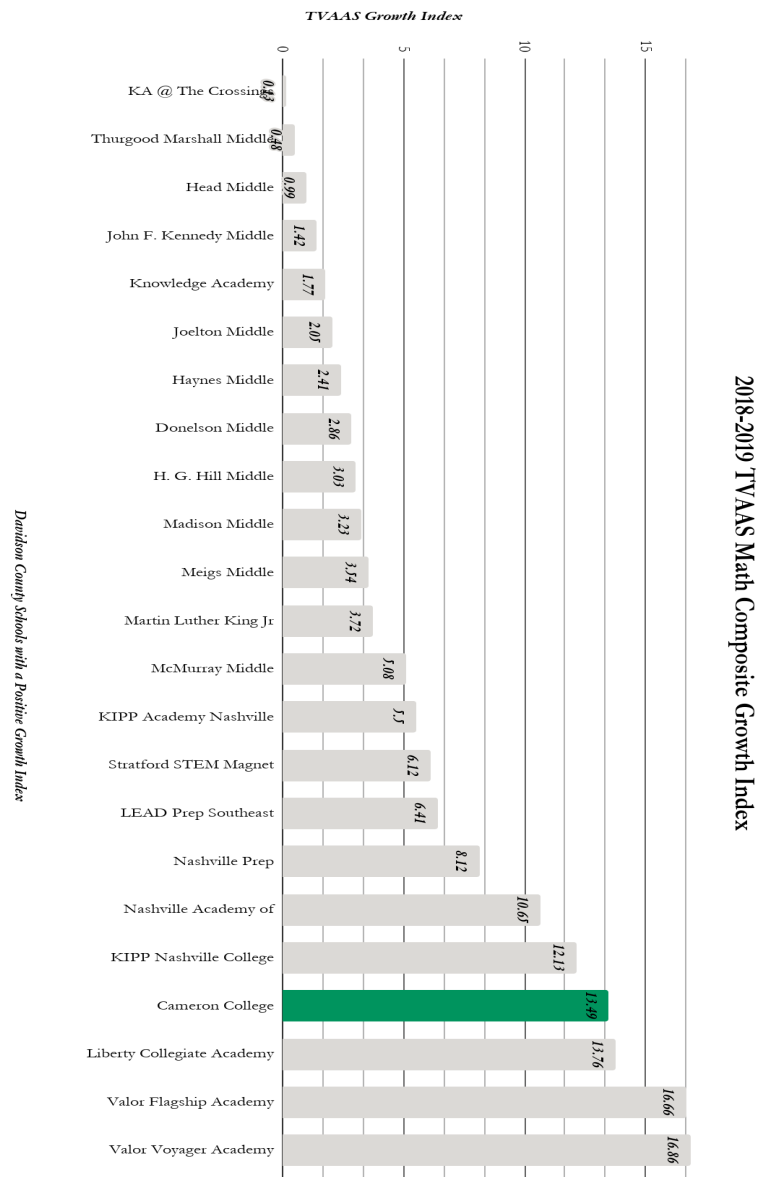
**Source:** Tennessee Department of Education School Wide TVAAS 2018-19 Subject-Level

**Table 1 2018-2019 TVAAS ELA Composite Growth Index**

<b>Schools with Positive Growth Index</b>	<b>Index</b>	<b>Index Rank</b>
<b>Cameron College Preparatory</b>	<b>5.39</b>	<b>1</b>
Liberty Collegiate Academy	4.88	2
Valor Flagship Academy	4.65	3
Valor Voyager Academy	4.48	4
STEM Prep Academy	4.22	5
KIPP Academy Nashville	3.6	6
McMurray Middle	3.08	7
LEAD Prep Southeast	2.98	8
Nashville Academy of Computer Science	2.51	9
Martin Luther King Jr School	2.41	10
Intrepid College Preparatory Charter School	2.29	11
H. G. Hill Middle	2.21	12
Donelson Middle	2.11	13
Antioch Middle	2.04	14
KIPP Nashville College Prep	1.67	15
William Henry Oliver Middle	1.19	16
Knowledge Academy	0.71	17
DuPont Hadley Middle	0.49	18
Gra-Mar Middle	0.28	19
Head Middle	0.24	20
KA @ The Crossings	0.19	21

**Source:** *Tennessee Department of Education School Wide TVAAS 2018-19 Subject-Level*

**Figure 2 2018-2019 TVAAS Math Composite Growth Index**



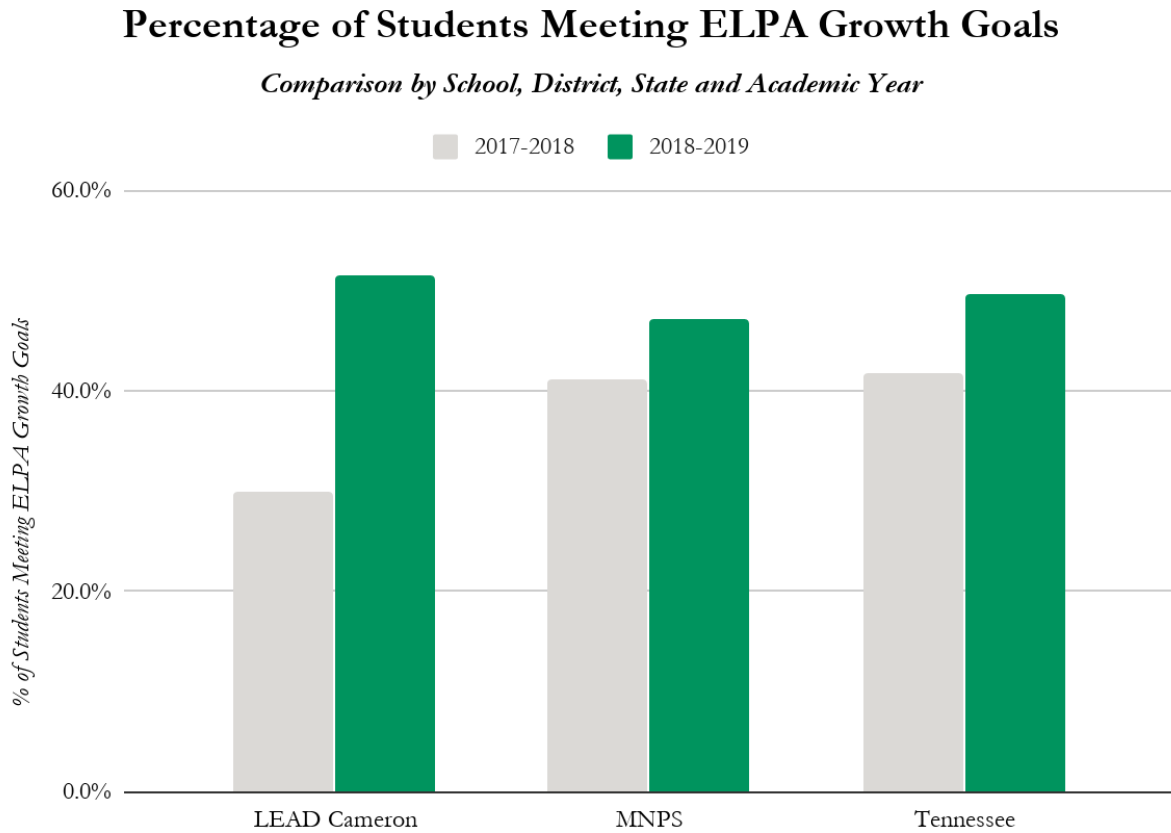
**Source:** Tennessee Department of Education School Wide TVAAS 2018-19 Subject-Level

**Table 2 2018-2019 TVAAS Math Composite Growth Index**

<b>Schools with Positive Growth Index</b>	<b>Index</b>	<b>Index Rank</b>
Valor Voyager Academy	16.86	1
Valor Flagship Academy	16.66	2
Liberty Collegiate Academy	13.76	3
<b>Cameron College Preparatory</b>	<b>13.49</b>	<b>4</b>
KIPP Nashville College Prep	12.13	5
Nashville Academy of Computer Science	10.65	6
Nashville Prep	8.12	7
LEAD Prep Southeast	6.41	8
Stratford STEM Magnet School	6.12	9
KIPP Academy Nashville	5.5	10
McMurray Middle	5.08	11
Martin Luther King Jr School	3.72	12
Meigs Middle	3.54	13
Madison Middle	3.23	14
H. G. Hill Middle	3.03	15
Donelson Middle	2.86	16
Haynes Middle	2.41	17
Joelton Middle	2.05	18
Knowledge Academy	1.77	19
John F. Kennedy Middle	1.42	20
Head Middle	0.99	21
Thurgood Marshall Middle	0.48	22
KA @ The Crossings	0.13	23

**Source:** *Tennessee Department of Education School Wide TVAAS 2018-19 Subject-Level*

**Figure 3 Percentage of Students Meeting ELPA Growth Targets: Comparison by School, District and State for Academic Years 2017-2018 and 2018-2019**



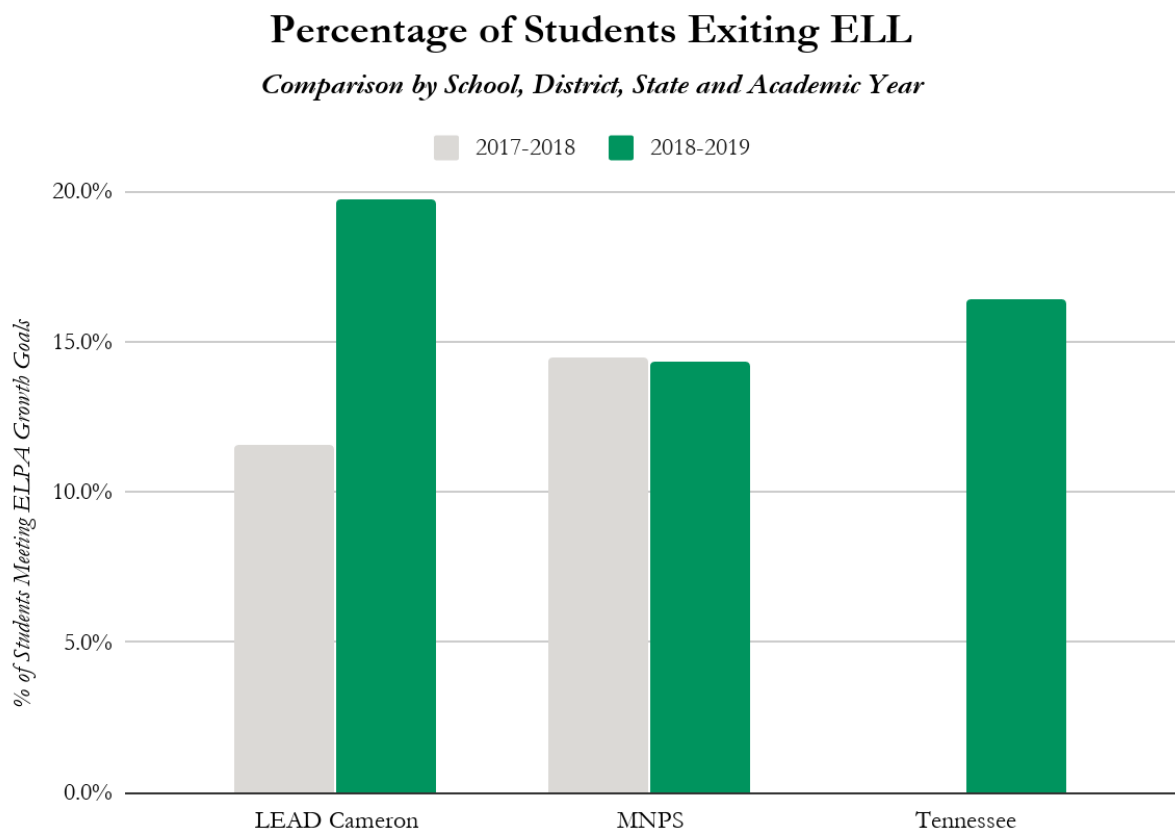
**Source:** Tennessee Department of Education English Language Proficiency Assessment 2019 District Level, 2018 District Level, 2019 School Level, and 2018 School Level

**Table 3 2017-2018 and 2018-2019 Percentage of Students Meeting ELPA Growth Targets**

Subgroups	2017-2018			2018-2019		
	LEAD Cameron	MNPS	Tennessee	LEAD Cameron	MNPS	Tennessee
<b>All Students</b>	29.9%	41.2%	41.8%	51.5%	47.1%	49.6%
<b>Asian</b>	--	45.5%	48.7%	N/A	51.1%	52.9%
<b>Black/Hispanic/Native American</b>	30.0%	40.3%	40.3%	51.9%	46.5%	48.4%
<b>Economically Disadvantaged</b>	30.6%	40.7%	40.7%	46.7%	46.9%	48.1%
<b>English Language Learners</b>	29.9%	41.2%	41.8%	51.5%	47.1%	--
<b>Hispanic</b>	29.8%	40.6%	40.4%	52.1%	47.2%	48.6%
<b>Native Hawaiian or Pacific Islander</b>	--	--	15.5%	--	--	--
<b>Non-Economically Disadvantaged</b>	28.8%	42.1%	42.5%	57.0%	47.3%	50.1%
<b>Non-Students with Disabilities</b>	29.9%	41.3%	42.3%	57.9%	49.1%	52.3%
<b>Super Subgroup</b>	29.9%	41.2%	41.8%	51.9%	46.5%	N/A
<b>Unidentified</b>	N/A	27.8%	16.3%	--	--	--
<b>White</b>	32.0%	43.5%	44.8%	30.0%	48.9%	51.5%
<b>American Indian or Alaska Native</b>	--	--	0.0%	--	--	35.4%
<b>Black or African American</b>	--	37.4%	36.0%	50.0%	41.7%	43.9%
<b>Students with Disabilities</b>	--	27.7%	25.5%	27.8%	34.5%	31.4%

*Source: Tennessee Department of Education English Language Proficiency Assessment 2019 District Level, 2018 District Level, 2019 School Level, and 2018 School Level*

**Figure 4 Percentage of Students Exiting ELL Comparison by School, District and State for Academic Years 2017-2018 and 2018-2019**



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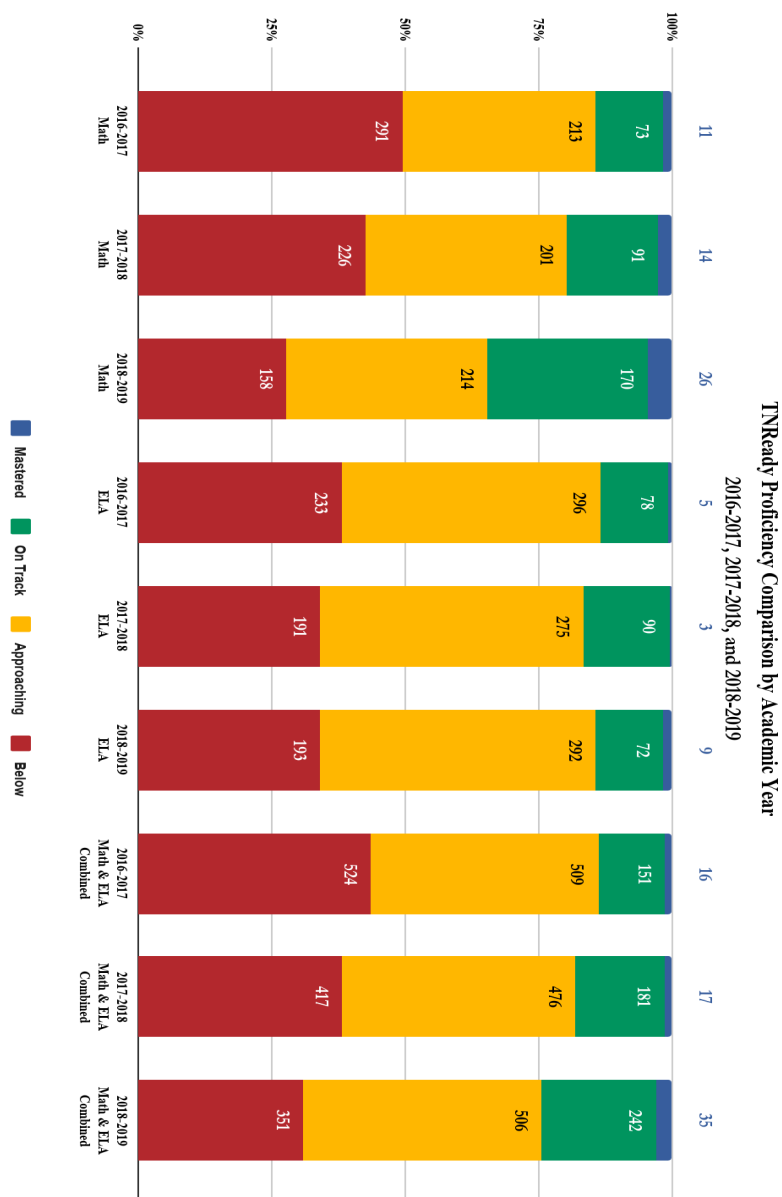
**Source:** Tennessee Department of Education English Language Proficiency Assessment 2019 District Level, 2018 District Level, 2019 School Level, and 2018 School Level

**Table 4 2017-2018 and 2018-2019 Percentage of Students Exiting ELL**

Subgroups	2017-2018			2018-2019		
	LEAD Cameron	MNPS	Tennessee	LEAD Cameron	MNPS	Tennessee
<b>All Students</b>	11.6%	14.5%	--	19.7%	14.3%	16.4%
<b>Asian</b>	--	18.6%	--	--	21.7%	26.6%
<b>Black/Hispanic/Native American</b>	12.3%	13.9%	--	18.7%	13.3%	15.0%
<b>Economically Disadvantaged</b>	13.6%	13.9%	--	20.9%	15.5%	16.5%
<b>English Language Learners</b>	11.6%	14.5%	--	19.7%	14.3%	16.4%
<b>Hispanic</b>	12.6%	13.9%	--	19.2%	13.4%	15.0%
<b>Native Hawaiian or Pacific Islander</b>	--	10.0%	--	--	--	9.0%
<b>Non-Economically Disadvantaged</b>	8.5%	15.4%	--	18.7%	13.6%	16.3%
<b>Non-Students with Disabilities</b>	11.6%	14.5%	--	21.8%	15.4%	17.8%
<b>Super Subgroup</b>	11.6%	14.5%	--	18.7%	13.3%	15.0%
<b>Unidentified</b>	--	7.8%	--	--	--	--
<b>White</b>	8.6%	15.6%	--	20.0%	16.5%	19.2%
<b>American Indian or Alaska Native</b>	--	--	--	--	--	25.7%
<b>Black or African American</b>	10.0%	13.9%	--	12.5%	12.4%	14.0%
<b>Students with Disabilities</b>	--	4.8%	--	8.3%	5.5%	6.0%

***Source:** Tennessee Department of Education English Language Proficiency Assessment 2019 District Level, 2018 District Level, 2019 School Level, and 2018 School Level*

**Figure 5 Overall TNReady Proficiency Bands by Subject Across Three Academic Years**



*Source: SharePoint: TNReady Assessment by School for 2016-2017, 2017-2018, and 2018-2019.*

**Table 5 Count of TNReady Tests within Each Proficiency Band by Subject  
Across Three Academic Years**

	Math			ELA			Math & ELA Combined		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
<b>Below</b>	291	226	158	233	191	193	524	417	351
<b>Approaching</b>	213	201	214	296	275	292	509	476	506
<b>On Track</b>	73	91	170	78	90	72	151	181	242
<b>Mastered</b>	11	14	26	5	3	9	16	17	35

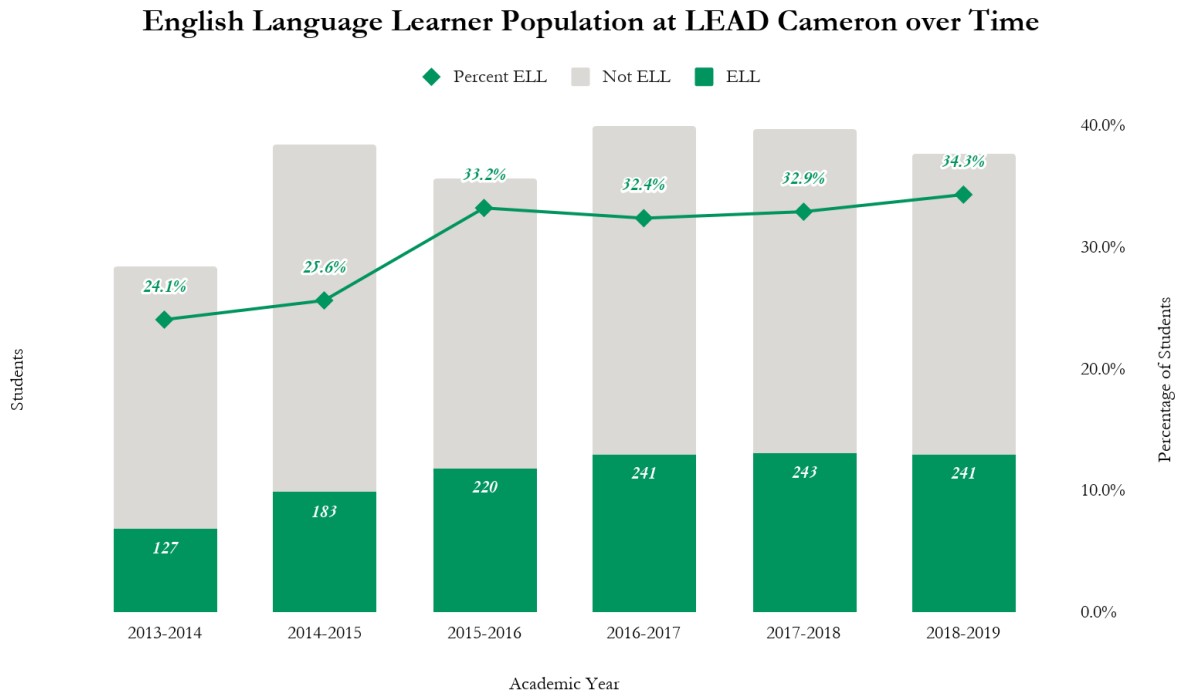
*Source: SharePoint: TNReady Assessment by School for 2016-2017, 2017-2018, and 2018-2019.*

**Table 6 Percentage of TNReady Tests within Each Proficiency Band by Subject Across Three Academic Years**

	<u>Math</u>			<u>ELA</u>			<u>Math &amp; ELA Combined</u>		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
<b>Below</b>	49.5%	42.5%	27.8%	38.1%	34.2%	34.1%	43.7%	38.2%	31.0%
<b>Approaching</b>	36.2%	37.8%	37.7%	48.4%	49.2%	51.6%	42.4%	43.6%	44.6%
<b>On Track</b>	12.4%	17.1%	29.9%	12.7%	16.1%	12.7%	12.6%	16.6%	21.3%
<b>Mastered</b>	1.9%	2.6%	4.6%	0.8%	0.5%	1.6%	1.3%	1.6%	3.1%

*Source: SharePoint: TNReady Assessment by School for 2016-2017, 2017-2018, and 2018-2019.*

**Figure 6 English Language Learner Population Growth at LEAD Cameron Over Time**



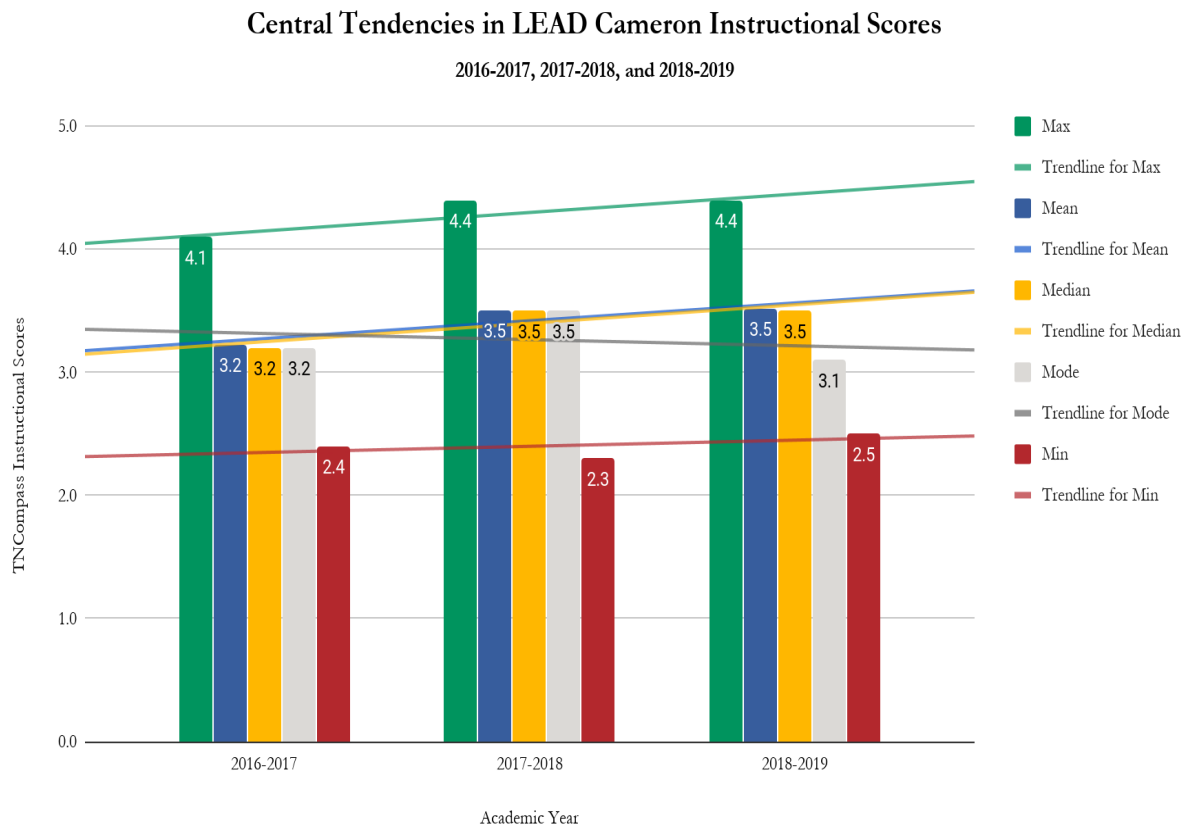
**Sources:** EIS Research Queries: English Language Learners 2013-2014, 2014-2015, 2015-2016, 2016-2017, 2017-2018, 2018-2019; EIS Standard Reports: Net Enrollment Annual 2013-2014, 2014-2015, 2015-2016, 2016-2017, 2017-2018, 2018-2019; Infinite Campus 2019-2020 as of 2/14/2020.

**Table 7 English Language Learner Population at LEAD Cameron Over Time**

	ELL		Not ELL	
	Count	Percent	Count	Percent
<b>2013-2014</b>	127	24.05%	401	75.95%
<b>2014-2015</b>	183	25.63%	531	74.37%
<b>2015-2016</b>	220	33.23%	442	66.77%
<b>2016-2017</b>	241	32.39%	503	67.61%
<b>2017-2018</b>	243	32.93%	495	67.07%
<b>2018-2019</b>	241	34.33%	461	65.67%
<b>2019-2020</b>	319	44.68%	395	55.32%

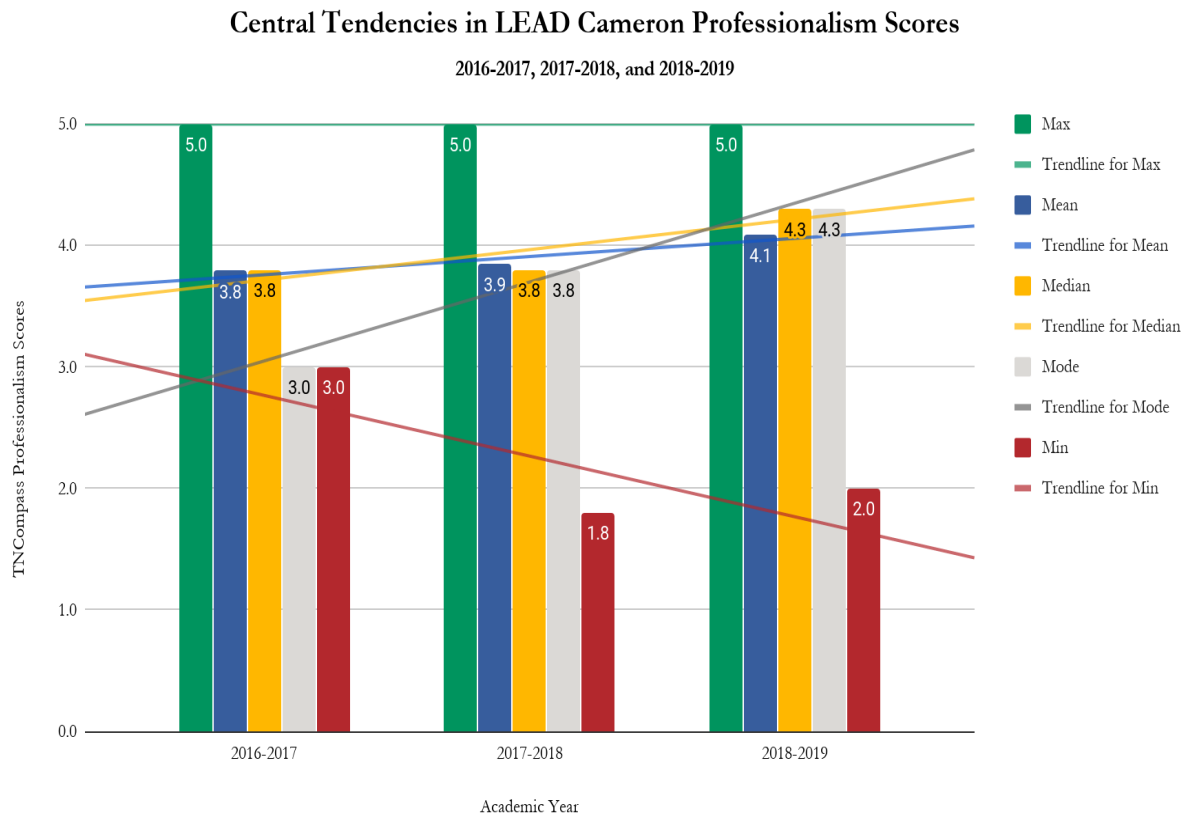
**Sources:** *EIS Research Queries: English Language Learners 2013-2014, 2014-2015, 2015-2016, 2016-2017, 2017-2018, 2018-2019; EIS Standard Reports: Net Enrollment Annual 2013-2014, 2014-2015, 2015-2016, 2016-2017, 2017-2018, 2018-2019; Infinite Campus 2019-2020 as of 2/14/2020.*

**Figure 7 Central Tendencies and Trends Over the Past Three Consecutive Years for LEAD Cameron Teachers' TNCompass Instructional Scores**



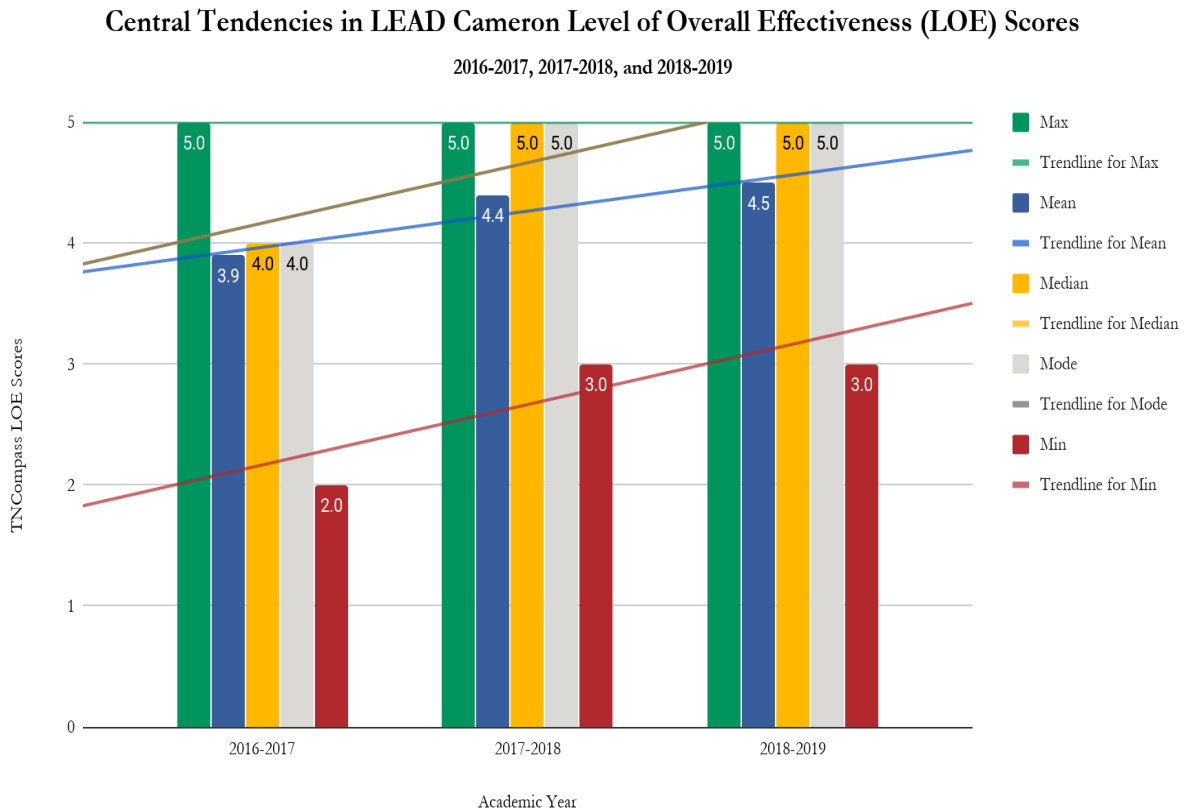
**Source:** TNCompass Instructional Scores 2016-2017, 2017-2018, and 2018-2019.

**Figure 8 Central Tendencies and Trends Over the Past Three Consecutive Years for LEAD Cameron Teachers' TNCompass Professionalism Scores**



**Source:** TNCompass Professionalism Scores 2016-2017, 2017-2018, and 2018-2019.

**Figure 9 Central Tendencies and Trends Over the Past Three Consecutive Years for LEAD Cameron Teachers' TNCompass Level of Effectiveness (LOE) Scores**



**Source:** TNCompass Level of Effectiveness (LOE) Scores 2016-2017, 2017-2018, and 2018-2019.

**Table 8 Central Tendencies for Staff Instructional, Professionalism and Level of Overall Effectiveness Scores Over a Three Year Span**

Central Tendency	Instructional				Professionalism				Level of Overall Effectiveness (LOE)			
	16-17	17-18	18-19	Avg	16-17	17-18	18-19	Avg	16-17	17-18	18-19	Avg
<b>Max</b>	4.10	4.40	4.40	4.40	5.00	5.00	5.00	4.92	5.00	5.00	5.00	5.00
<b>Mean</b>	3.23	3.51	3.52	3.40	3.79	3.85	4.09	3.90	3.90	4.40	4.50	4.26
<b>Median</b>	3.20	3.50	3.50	3.40	3.80	3.80	4.30	3.92	4.00	5.00	5.00	4.00
<b>Mode</b>	3.20	3.50	3.10	3.20	3.00	3.80	4.30	4.25	4.00	5.00	5.00	4.00
<b>Min</b>	2.40	2.30	2.50	2.40	3.00	1.80	2.00	2.00	2.00	3.00	3.00	2.00

**Source:** TNCompass "Observation Data Export: Teacher: TEAM General Educator" Report for 2016-2017, 2017-2018, and 2018-2019; TNCompass "Observation Data Export: Teacher: TEAM Professionalism" Report for 2016-2017, 2017-2018, and 2018-2019; TNCompass "Evaluation of Scores by Educator" Report for 2016-2017, 2017-2018, and 2018-2019.

**Table 9 Subject Level TVAAS Scores over Time**

<b>Subject</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>
<b>School-Wide: Composite</b>	5	--	5	5	5
<b>School-Wide: Literacy</b>	5	--	5	5	5
<b>School-Wide: Numeracy</b>	5	--	3	5	5
<b>School-Wide: Literacy and Numeracy</b>	5	--	5	5	5
<b>School-Wide: Science</b>	3	--	5	5	5

***Source:** TDOE: TVAAS Composites: School-Wide TVAAS: 2014-2015, 2015-2016, 2016-2017, 2017-2018, and 2018-2019.*

**Table 10 MNPS-Davidson County Middle School TVAAS Growth for 2018-2019**

<b>Subgroup</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>All Students</b>	17.14%	34.29%	8.57%	40.00%
<b>Black or African American</b>	5.41%	54.05%	16.22%	24.32%
<b>Black/Hispanic/Native American</b>	10.53%	47.37%	10.53%	31.58%
<b>Economically Disadvantaged</b>	15.38%	43.59%	12.82%	28.21%
<b>English Learners with Transitional 1-4</b>	7.32%	36.59%	17.07%	39.02%
<b>Hispanic</b>	14.29%	45.24%	7.14%	33.33%
<b>Students with Disabilities</b>	25.00%	39.58%	16.67%	18.75%
<b>Subgroups</b>	21.74%	43.48%	4.35%	30.43%
<b>Super Subgroup</b>	5.26%	52.63%	7.89%	34.21%
<b>White</b>	11.76%	52.94%	8.82%	26.47%

Source: *TDOE: Accountability Indicator Scores and Data for Schools: School-Level 2019*

**Table 11 MNPS-Davidson County Middle School TVAAS Achievement for 2018-2019**

<b>Subgroup</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>All Students</b>	50.00%	20.00%	16.00%	14.00%
<b>Black or African American</b>	50.00%	23.91%	13.04%	13.04%
<b>Black/Hispanic/Native American</b>	51.06%	23.40%	14.89%	10.64%
<b>Economically Disadvantaged</b>	52.08%	29.17%	8.33%	10.42%
<b>English Learners with Transitional 1-4</b>	41.18%	38.24%	5.88%	14.71%
<b>Hispanic</b>	31.58%	28.95%	21.05%	18.42%
<b>Students with Disabilities</b>	46.15%	38.46%	12.82%	2.56%
<b>Subgroups</b>	58.82%	17.65%	5.88%	17.65%
<b>Super Subgroup</b>	59.18%	16.33%	14.29%	10.20%
<b>White</b>	19.44%	27.78%	22.22%	30.56%

*Source: TDOE: Accountability Indicator Scores and Data for Schools: School-Level 2019*

**Table 12 LEAD Cameron ELPA Scores by Subgroup for 2018-2019**

<b>Subgroup</b>	<b>ELPA Score</b>
<b>All Students</b>	3
<b>Black or African American</b>	3
<b>Black/Hispanic/Native American</b>	3
<b>Economically Disadvantaged</b>	2
<b>English Learners with Transitional 1-4</b>	3
<b>Hispanic</b>	3
<b>Students with Disabilities</b>	1
<b>Subgroups</b>	2.25
<b>White</b>	1

*Source: TDOE: Accountability Indicator Scores and Data for Schools: School-Level 2019*

**Table 13 TNReady Proficiency Band Comparison for Integrated Math during the 2016-2017 Academic Year**

	LEAD Cameron	MNPS	Tennessee
Number On Track & Mastered	14	161	179
Number of Valid Tests	30	412	445
Percent On Track & Mastered	47%	39%	40%

*Source: TDOE: State Assessments: Assessment Files: School-Level 2017*

**Table 14 Averaged Student Culture Survey Data for Academic Years 2016-2017, 2017-2018, and 2018-2019**

Question or Prompt	Students who (Strongly) Agree
I have an adult in the school I know I can trust	81.40%
My teachers believe in me	89%
My school is a good place to learn	90.9

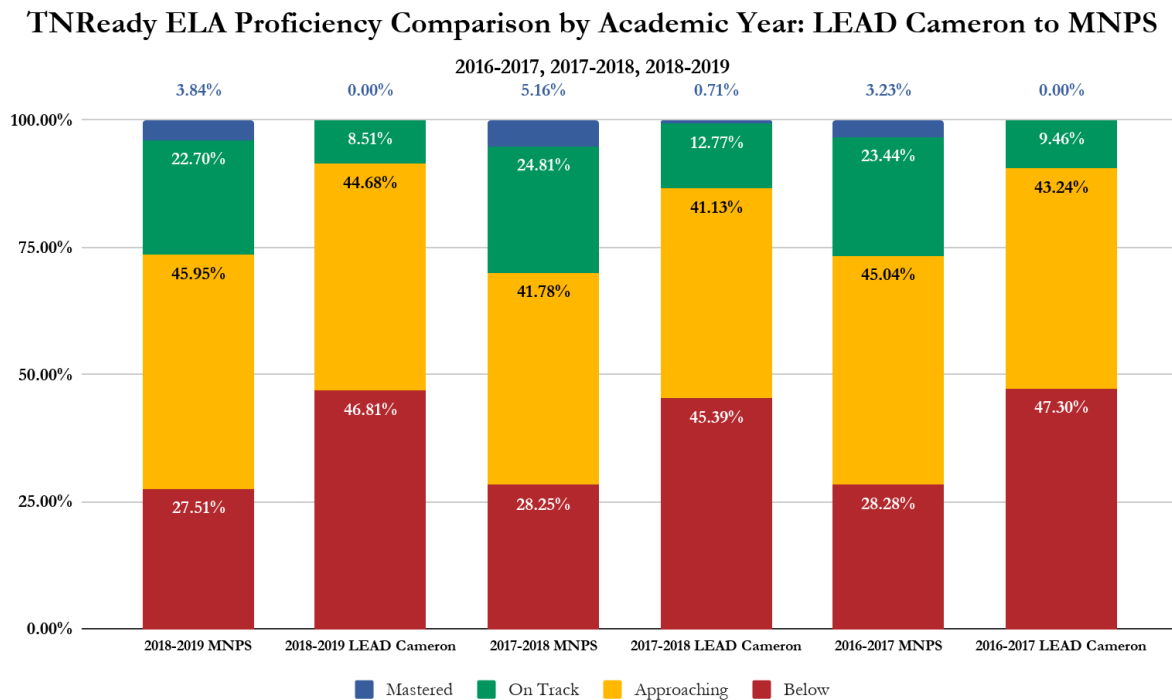
***Source:** Internal LEAD Cameron School Culture Surveys Completed by Students for Academic Years 2016-2017, 2017-2018, and 2018-2019.*

**Table 15 LEAD Cameron Students with Disabilities Population over Time**

Academic Year	Count SpEd	Percent SpEd
2014-2015	62	10.60%
2015-2016	66	11.00%
2016-2017	87	12.90%
2017-2018	78	12.50%
2018-2019	86	13.27%
2019-2020	77	10.88%

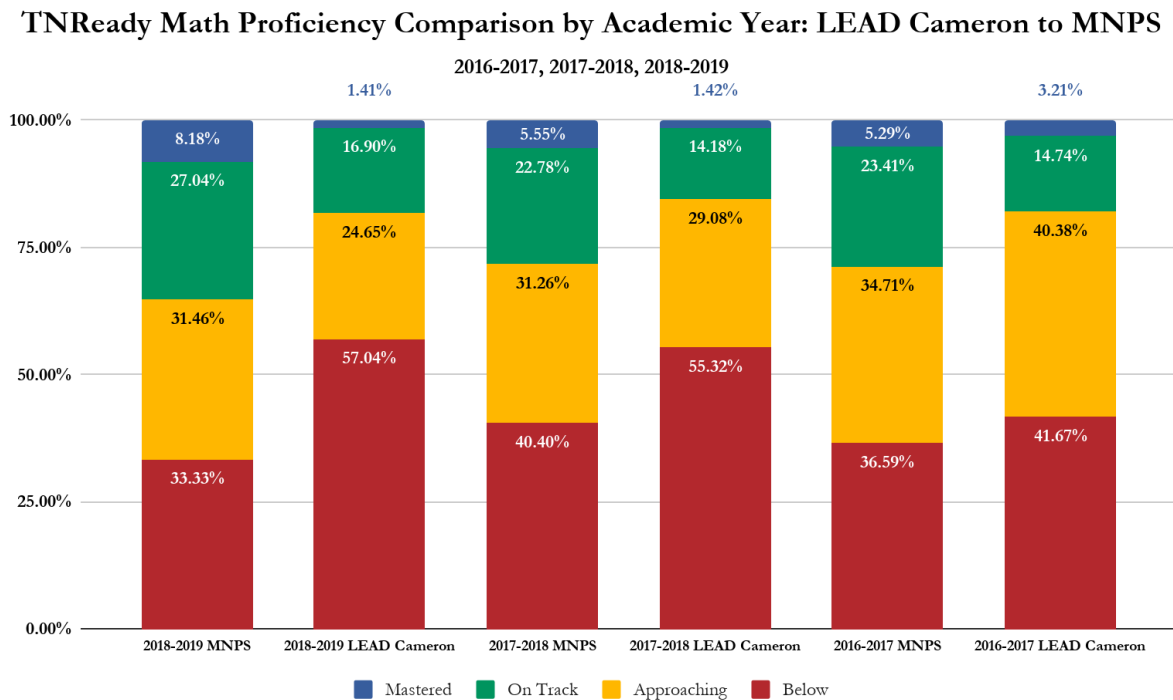
**Sources:** TDOE: Profile and Demographic Information: Profile Data Files: School-Level 2014-2015, 2015-2016, 2016-2017, and 2017-2018. Easy IEP 2018-2019, 2019-2020.

**Figure 10 LEAD Cameron and ELA MNPS TNReady Proficiency Comparison for Incoming 5th Graders during their 4th Grade Year for Academic Years 2016-2017, 2017-2018, and 2018-2019**



***Source:** MNPS Data Warehouse: Assessment Details for Active Students: Enrollment Year 2019-2020 for 2018-2019 Testing, Enrollment 2018-2019 for 2017-2018 Testing, and Enrollment Year 2017-2018 for 2016-2017 Testing.*

**Figure 11 LEAD Cameron and MNPS Math TNReady Proficiency Comparison for Incoming 5th Graders during their 4th Grade Year for Academic Years 2016-2017, 2017-2018, and 2018-2019**



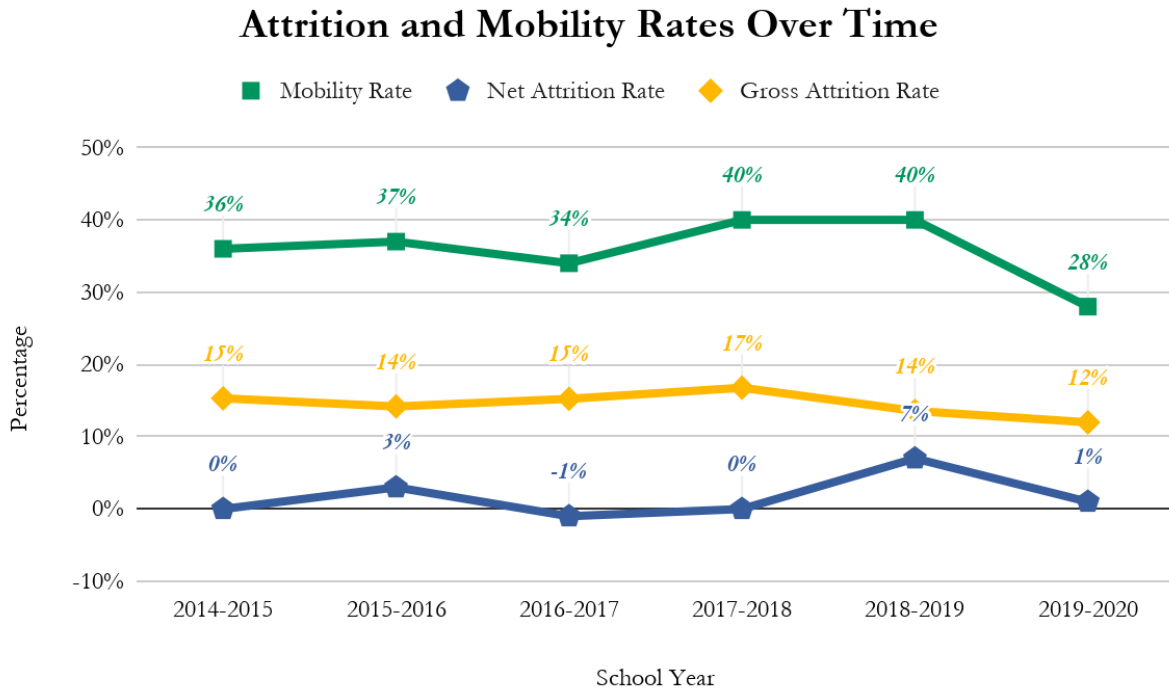
***Source:** MNPS Data Warehouse: Assessment Details for Active Students: Enrollment Year 2019-2020 for 2018-2019 Testing, Enrollment 2018-2019 for 2017-2018 Testing, and Enrollment Year 2017-2018 for 2016-2017 Testing.*

**Table 16 Percentage of 5th Graders Below the RIT National Norm for Reading and Mathematics by Academic Year**

Academic Year	Reading	Mathematics
Fall 2014-2015	81.25%	86.88%
Fall 2015-2016	82.19%	84.35%
Fall 2016-2017	76.97%	83.15%
Fall 2017-2018	77.06%	79.41%
Fall 2018-2019	76.82%	78.52%
Fall 2019-2020	82.89%	86.41%

***Source:** NWEA MAP 5th Grade Fall RIT Scores for Academic Years 2014-2015, 2015-2016, 2016-2017, 2017-2018, 2018-2019, and 2019-2020.*

**Figure 12 Rate of LEAD Cameron’s Student Population Change Over Time Measured by Mobility, Net Attrition and Gross Attrition**



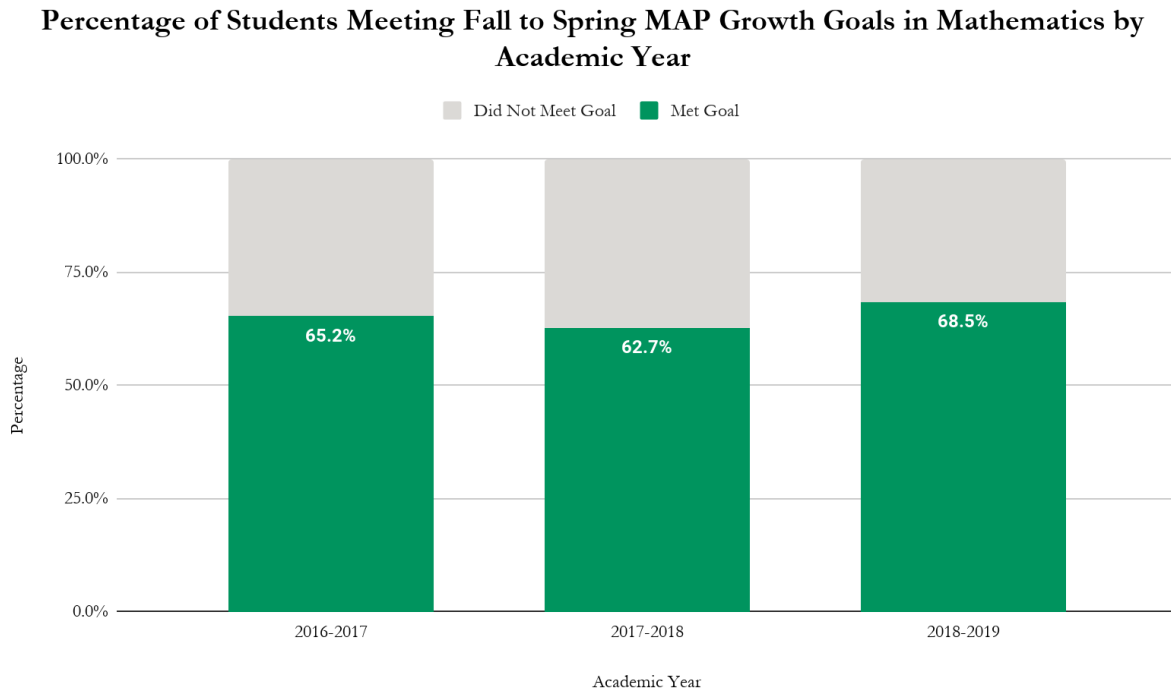
**Source:** EIS: Research Queries: Mobility and Attrition as of the eleventh day of school for academic years 2014-2015, 2015-2016, 2016-2017, 2017-2018, 2018-2019, and 2019-2020.

**Table 17 Rate of LEAD Cameron’s Student Population Change Over Time Measured by Mobility, Net Attrition and Gross Attrition**

School Year	Mobility Rate	Net Attrition Rate	Gross Attrition Rate
2014-2015	36%	0%	15%
2015-2016	37%	3%	14%
2016-2017	34%	-1%	15%
2017-2018	40%	0%	17%
2018-2019	40%	7%	14%
2019-2020	28%	1%	12%

**Source:** EIS: Research Queries: Mobility and Attrition as of the eleventh day of school for academic years 2014-2015, 2015-2016, 2016-2017, 2017-2018, 2018-2019, and 2019-2020; The Higher Education Statistics Agency defines (gross) attrition, also called non-continuation, as “the number of individuals who leave a programme of study before it has finished.” (HESA)

**Figure 13 Student Fall to Spring Growth Mathematics Goal Attainment for NWEA MAP Scores by Academic Year**



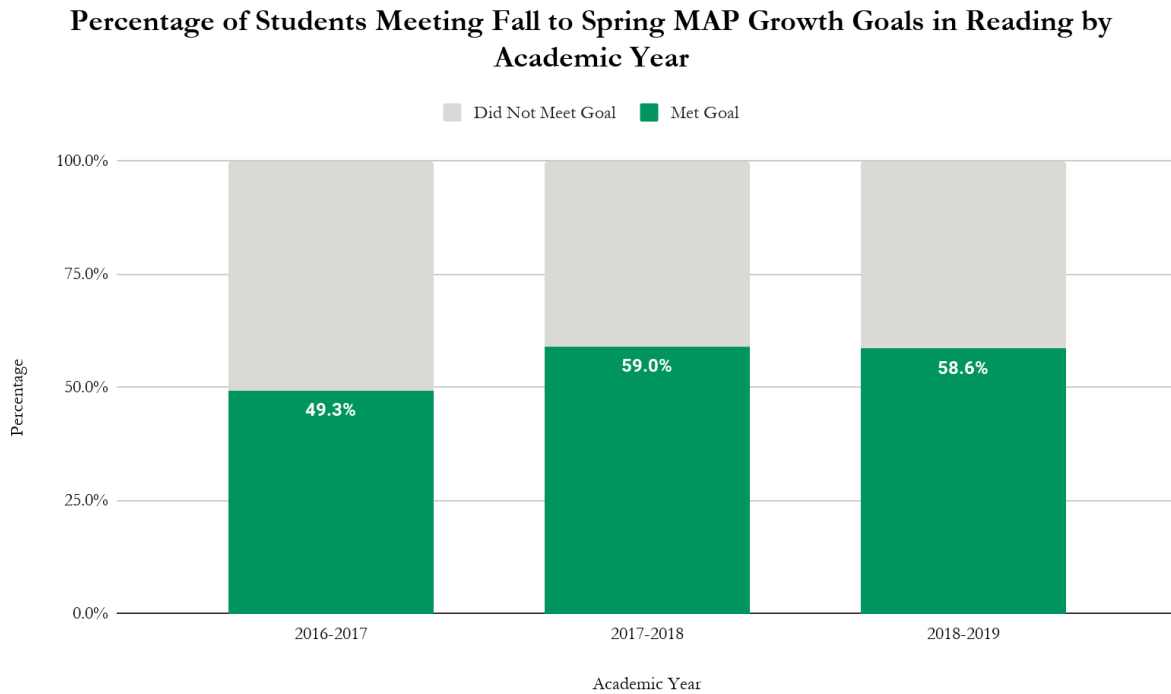
**Source:** NWEA MAP with Fall and Spring Mathematics data for 2016-2017, 2017-2018, and 2018-2019.

**Table 18 Student Fall to Spring Growth Mathematics Goal Attainment for NWEA MAP Scores by Academic Year**

	Met Goal	Did Not Meet Goal
2016-2017	65.2%	34.8%
2017-2018	62.7%	37.3%
2018-2019	68.5%	31.5%

*Source: NWEA MAP with Fall and Spring Mathematics data for 2016-2017, 2017-2018, and 2018-2019.*

**Figure 14 Student Fall to Spring Reading Growth Goal Attainment for NWEA MAP Scores by Academic Year**



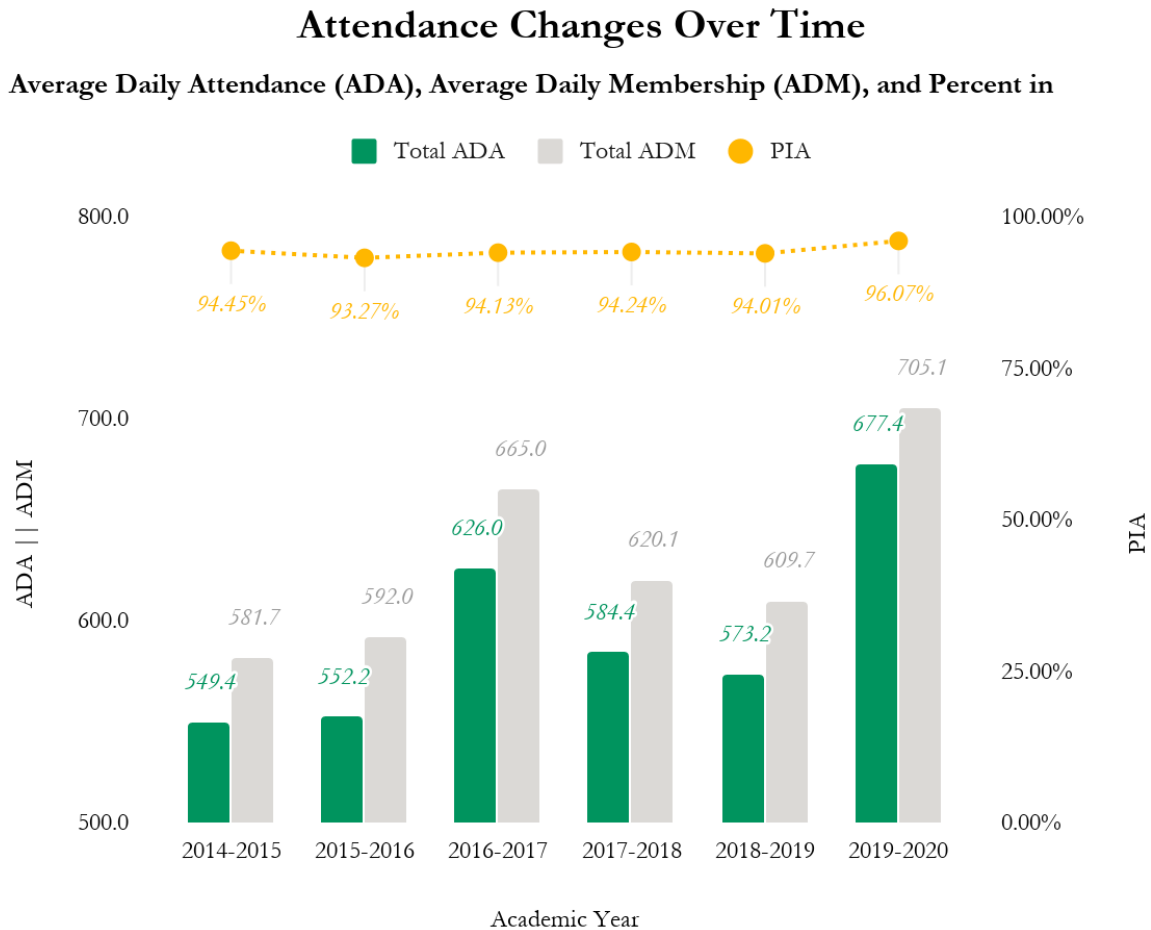
**Source:** NWEA MAP with Fall and Spring Reading data for 2016-2017, 2017-2018, and 2018-2019.

**Table 19 Student Fall to Spring Reading Growth Goal Attainment for NWEA MAP Scores by Academic Year**

	Percent Meeting Goal	Percent Not Meeting Goal
2016-2017	49.3%	50.7%
2017-2018	59.0%	41.0%
2018-2019	58.6%	41.4%

*Source: NWEA MAP with Fall and Spring Reading data for 2016-2017, 2017-2018, and 2018-2019.*

**Figure 15 Attendance Over Time Shown through Average Daily Attendance (ADA), Average Daily Membership (ADM), and Percent in Attendance (PIA)**



**Source:** EIS: Standard Reports: Director's Membership Attendance Annual

**Table 20 Attendance Over Time Shown through Average Daily Attendance (ADA), Average Daily Membership (ADM), and Percent in Attendance (PIA)**

<b>Academic Year</b>	<b>Total Students</b>	<b>Membership</b>	<b>Total ADA</b>	<b>Total ADM</b>	<b>PIA</b>
<b>2015-2016</b>	659	595	552.2	592.0	93.27%
<b>2016-2017</b>	739	658	626.0	665.0	94.13%
<b>2017-2018</b>	733	620	584.4	620.1	94.24%
<b>2018-2019</b>	691	633	573.2	609.7	94.01%
<b>2019-2020</b>	810	706	677.4	705.1	96.07%

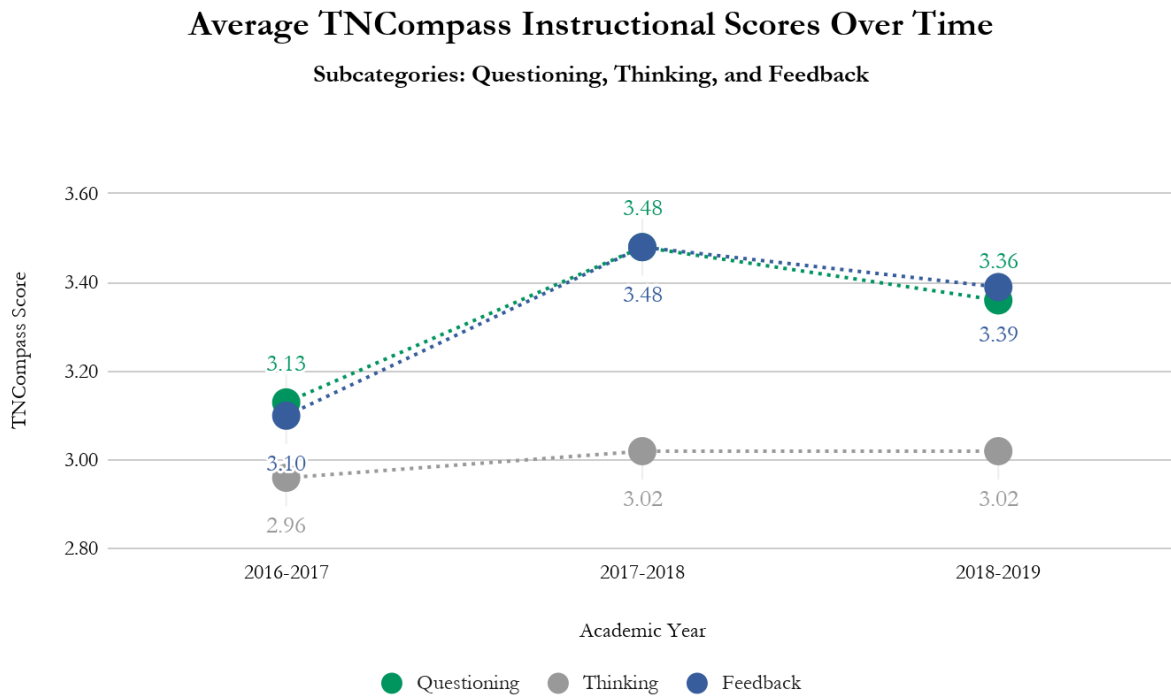
*Source: EIS: Standard Reports: Director's Membership Attendance Annual*

**Table 21 Suspensions Over Time**

School Year	Individual Suspensions	Individual Students	Percent of All Students
2014 - 2015	248	138	17.6%
2015 - 2016	167	110	14%
2016 - 2017	232	105	11.9%
2017 - 2018	152	77	9.1%
2018 - 2019	125	75	8.8%

*Source: Metro Nashville Public Schools Data Warehouse*

**Table 16 TNCompass Average Instructional Scores for the Questioning, Thinking, and Feedback Subcategories Over a Three Year Span**



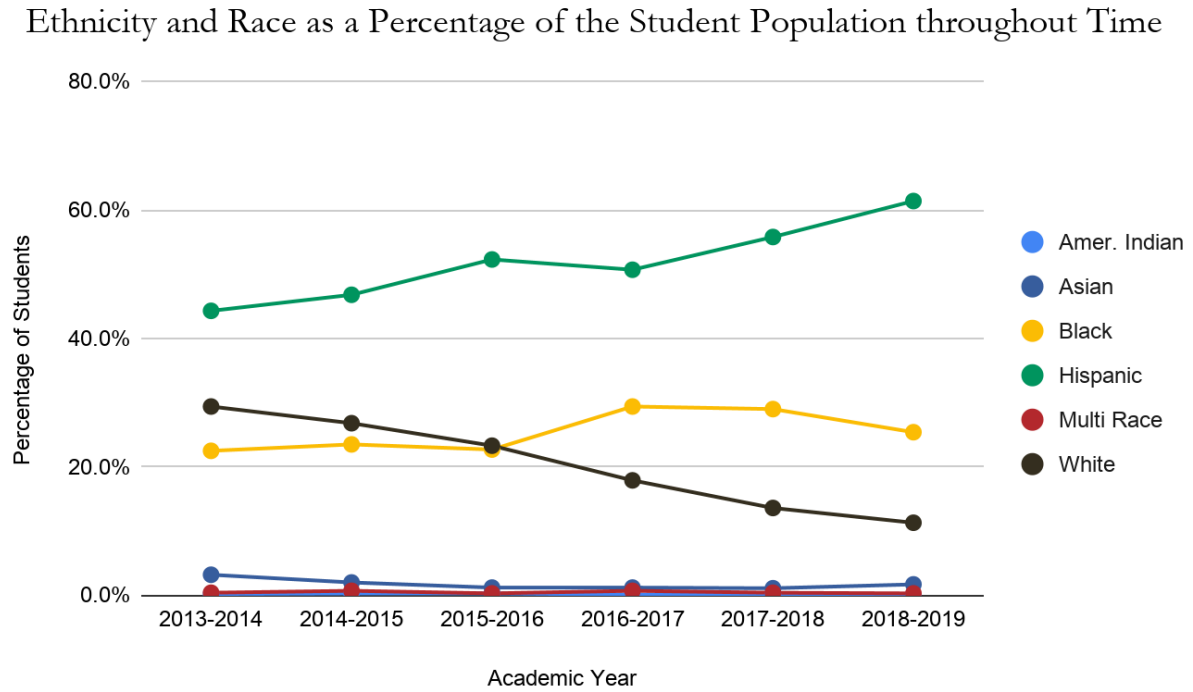
**Source:** TNCompass "Observation Data Export: Teacher: TEAM General Educator" Report for 2016-2017, 2017-2018, and 2018-2019

**Table 22 TNCompass Average Instructional Scores for the Questioning and Thinking Subcategories Over a Three Year Span**

	Questioning	Thinking	Feedback
2016-2017	3.13	2.96	3.10
2017-2018	3.48	3.02	3.48
2018-2019	3.36	3.02	3.39

**Source:** TNCompass "Observation Data Export: Teacher: TEAM General Educator" Report for 2016-2017, 2017-2018, and 2018-2019

**Figure 17 Percentages of the Student Population by Race and Ethnicity Over Time**



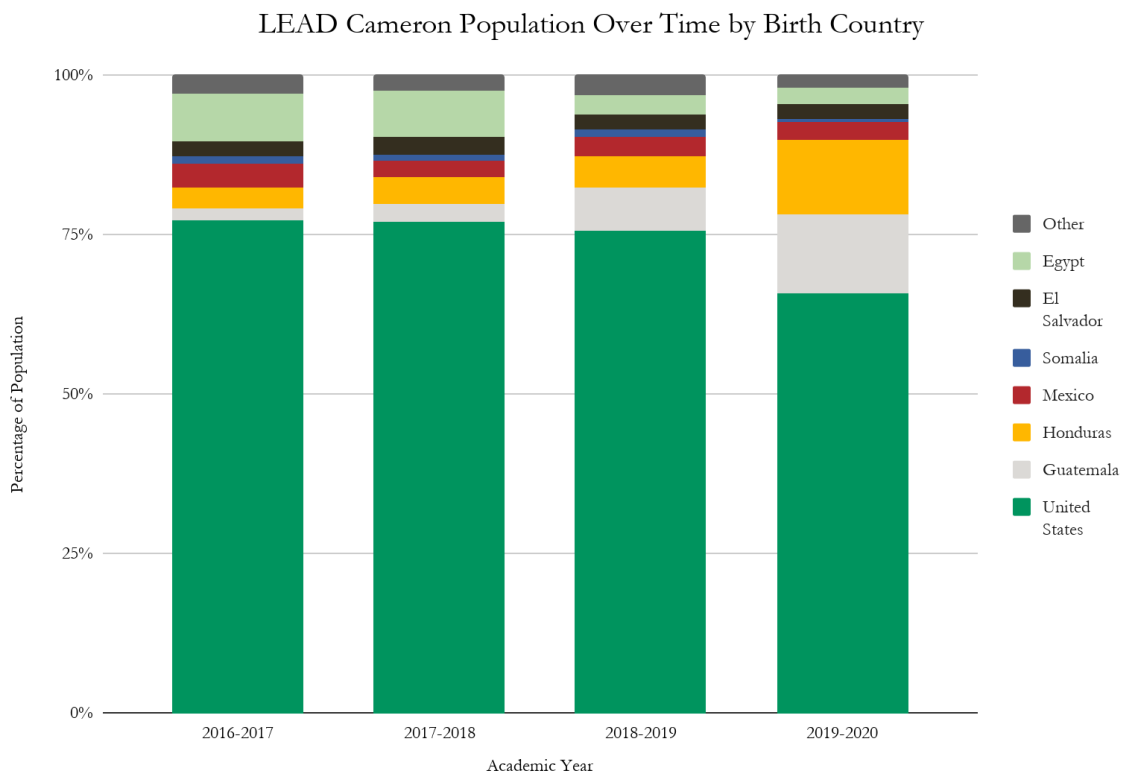
Source: EIS

**Table 23 Percentages of the Student Population by Race and Ethnicity Over Time**

<b>Race/Ethnicity</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>
<b>Amer. Indian</b>	0.2%	0.3%	0.3%	0.1%	0.1%	0.0%
<b>Asian</b>	3.2%	2.0%	1.2%	1.2%	1.1%	1.7%
<b>Black</b>	22.5%	23.5%	22.7%	29.4%	29.0%	25.4%
<b>Hispanic</b>	44.3%	46.8%	52.3%	50.7%	55.8%	61.4%
<b>Multi Race</b>	0.4%	0.7%	0.3%	0.7%	0.4%	0.3%
<b>White</b>	29.4%	26.8%	23.3%	17.9%	13.6%	11.3%

*Source: EIS*

**Figure 18 Student Population by Birth Country Over Time**



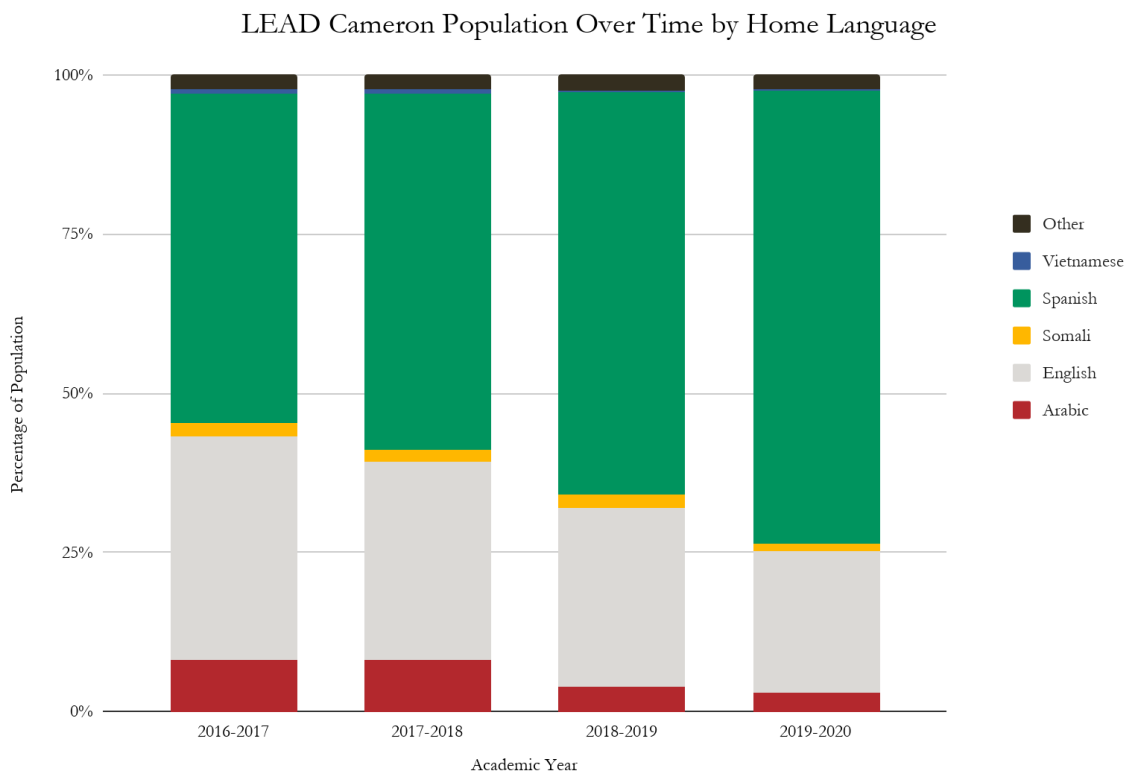
**Source:** Metro Nashville Public Schools Infinite Campus enrollment data for students enrolled at the end of the academic year (2016-2017, 2017-2018, 2018-2019) and currently enrolled (2019-2020).

**Table 24 Total Student Population by Birth Country Over Time**

	United States	Guatemala	Honduras	Mexico	Somalia	El Salvador	Egypt	Other
<b>2016-2017</b>	513	13	21	25	8	16	50	19
<b>2017-2018</b>	484	17	27	16	6	17	46	15
<b>2018-2019</b>	489	45	31	20	7	16	20	20
<b>2019-2020</b>	469	89	82	20	3	18	17	15

***Source:** Metro Nashville Public Schools Infinite Campus enrollment data for students enrolled at the end of the academic year (2016-2017, 2017-2018, 2018-2019) and currently enrolled (2019-2020).*

**Figure 19 Total Student Population by Home Language Over Time**



**Source:** Metro Nashville Public Schools Infinite Campus enrollment data for students enrolled at the end of the academic year (2016-2017, 2017-2018, 2018-2019) and currently enrolled (2019-2020).

**Table 25 Total Student Population by Home Language Over Time**

	Arabic	English	Somali	Spanish	Vietnamese	Other
<b>2016-2017</b>	54	233	15	344	4	15
<b>2017-2018</b>	51	195	12	352	4	14
<b>2018-2019</b>	26	182	13	410	1	16
<b>2019-2020</b>	22	157	9	507	2	16

***Source:** Metro Nashville Public Schools Infinite Campus enrollment data for students enrolled at the end of the academic year (2016-2017, 2017-2018, 2018-2019) and currently enrolled (2019-2020).*

**Table 26 Proficiency on TNReady Three Testing Administrations**

		ELA			MATH		
		2016-2017	2017-2018	2018-2019	2016-2017	2017-2018	2018-2019
ELL	<b>Below</b>	67.2%	61.2%	59.8%	62.3%	61.1%	43.3%
	<b>Approaching</b>	32.3%	35.4%	39.6%	31.9%	27.4%	45.7%
	<b>On Track</b>	0.5%	3.4%	0.6%	5.8%	10.9%	11.0%
	<b>Mastered</b>	0.0%	0.0%	0.0%	0.0%	0.6%	0.0%
ExEd	<b>Below</b>	67.6%	64.9%	68.5%	73.3%	67.3%	63.5%
	<b>Approaching</b>	31.0%	28.1%	28.8%	22.5%	24.1%	29.7%
	<b>On Track</b>	1.4%	7.0%	2.7%	2.8%	6.9%	5.4%
	<b>Mastered</b>	0.0%	0.0%	0.0%	1.4%	1.7%	1.4%
All	<b>Below</b>	38.1%	34.2%	34.1%	49.5%	42.5%	27.8%
	<b>Approaching</b>	48.4%	49.2%	51.6%	36.2%	37.8%	37.7%
	<b>On Track</b>	12.7%	16.1%	12.7%	12.4%	17.1%	29.9%
	<b>Mastered</b>	0.8%	0.5%	1.6%	1.9%	2.6%	4.6%

*Source: Metro Nashville Public Schools Data SharePoint Three Year Aggregated Summary*

# Figure 20 Spring Insight 2019 Index Score and Percentile

**To print this report:**  
1. Select a school from the drop down filter  
2. Click *Download* in top right corner  
3. Select *PDF*  
4. Change *This View* to *Specific sheets from this workbook*  
5. Click *Select All* to print the entire report  
Or, select the sheets you wish to print  
6. Click *Create PDF*

## Spring 2019 Insight Data for

Cameron College Prep

### Index Scores

The Instructional Culture Index is a summary measure of a school's instructional culture. Schools with strong Index Scores generally have strong student outcomes and retain more of their most effective teachers. Your school's Index score and Index Percentile Rank are below.

School Index Score

8.9

Index Percentile Rank

100%

**Source:** *TNTP LEAD Cameron Insight Report 2019*

**Figure 21 Impact of Coaching on Teacher Development and Student Learning**

Impact of Coaching on Teacher Development and Student Learning																								
<p><b>TEAM Growth Round 1 → Round 2, 2019</b></p> <p>Presenting Instructional Content: 3 → 5</p> <p>Academic Feedback: 3 → 4</p> <p>Questioning: 3 → 4</p> <p><b>Coaching Action Steps for this teacher:</b></p> <p>Create purposeful, oral check for understanding for each sub objective and use them to disperse thinking through intentional cold call</p> <p>Check students' independent work to determine whether they're learning what you're teaching by 1) naming the lap 2) plan your track 3) exemplar in hand 4) check answers against your exemplar 5) track correct and incorrect answers</p> <p>Increase the rigor by letting students unpack their own errors &amp; building a solution 1) use an example that mirrors the expectation you want them to meet then 2) ask "what is the difference between what you wrote and this example?"</p>		<p><b>End of Unit Assessment Growth</b></p> <table> <tr> <th></th><th>RL.KID.2</th><th>RL.KID.3</th><th>RL.CS.4</th><th>RL.CS.6</th></tr> <tr> <td>2019 TNReady</td><td>48%</td><td>48%</td><td>54%</td><td>22%</td></tr> <tr> <td>End of Unit 1 Assessment</td><td>78.90%</td><td>66.60%</td><td>63.80%</td><td>48.80%</td></tr> <tr> <td>End of Unit 2 Assessment</td><td>86.40%</td><td>69.90%</td><td>77.80%</td><td>80.60%</td></tr> </table> <p>This chart highlights the growth of standards that were assessed on both the End of Unit 1 and End of Unit 2 assessments. There were four overlying standards. Each percentage represents the number of points earned towards a particular standard. These standards are measured and tracked this way to match Tennessee Department of Education's method of tracking standards on TNReady. Not only is there growth between the End of Unit assessments, but there is substantial growth from how students scored on the 2019 TNReady assessment.</p>				RL.KID.2	RL.KID.3	RL.CS.4	RL.CS.6	2019 TNReady	48%	48%	54%	22%	End of Unit 1 Assessment	78.90%	66.60%	63.80%	48.80%	End of Unit 2 Assessment	86.40%	69.90%	77.80%	80.60%
	RL.KID.2	RL.KID.3	RL.CS.4	RL.CS.6																				
2019 TNReady	48%	48%	54%	22%																				
End of Unit 1 Assessment	78.90%	66.60%	63.80%	48.80%																				
End of Unit 2 Assessment	86.40%	69.90%	77.80%	80.60%																				
<p><b>Teacher Narrative</b></p> <p>The improvements in my scores for both Feedback and Questioning came as a direct result of professional development, and receiving specific, actionable steps via coaching. Incorporating consistent [Aggressive Monitoring], and anticipating places in the lesson where there may be student misconceptions allows me to plan targeted questions to push students toward mastery.</p> <p>Questioning, Feedback and Presenting instructional Content are all intertwined. Individual student data collected during the lesson provides an opportunity to give feedback targeted to the individual. One week, my coaching feedback related directly to this. In a writing conference, I worked with a student on their thesis, and told them how they needed to change it. The feedback I received was to use questioning to guide student thinking, allowing them to produce their own, replicable thesis.</p> <p>Moving forward, I planned questions to scaffold student thinking to craft a strong thesis, and the impact was as you would expect: regardless of where their starting point was, students began writing stronger thesis statements. Individual data collected during a lesson [also] provides an opportunity to give whole group feedback. When</p>																								

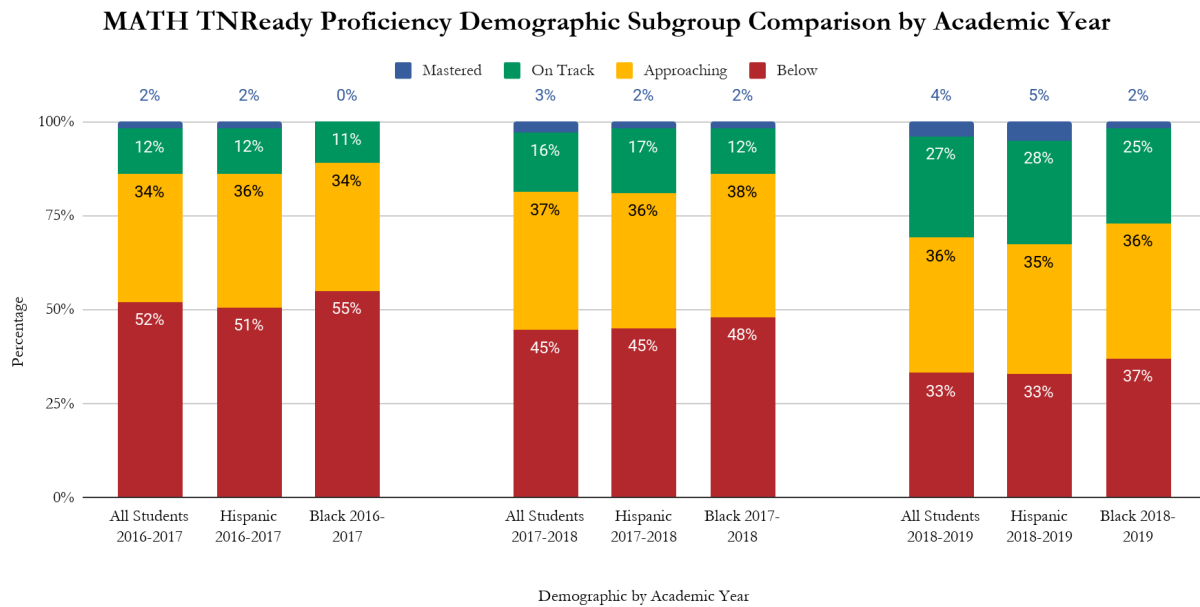
there is a common error or misconception in the class, we pause.

A year ago, I would likely have told them the right answer, and had them revise. Now, as a result of consistent coaching and professional development meetings, I use questioning. The questioning provides more insight as to the root of the misconception, and puts the thinking on the students. My coach often comments on moments within the lesson where questioning or internal summaries would work well, and align with sub-objectives. As I began incorporating this step in my own lesson planning practice, I watched my TEAM score improve, and student mastery of standards right along with it. There is a direct correlation between lesson plans which scored higher in these areas, or reflect the 3-5 range on the TEAM rubric, and the standards where students are achieving the most growth.

*-J. Orozco, 8th grade ELA*

**Source:** *Internal LEAD Cameron Impact of Coaching on Teacher Development and Student Learning*

**Figure 22 Math TNReady Comparison between All Students, Black Students, and Hispanic Students by Academic Year**



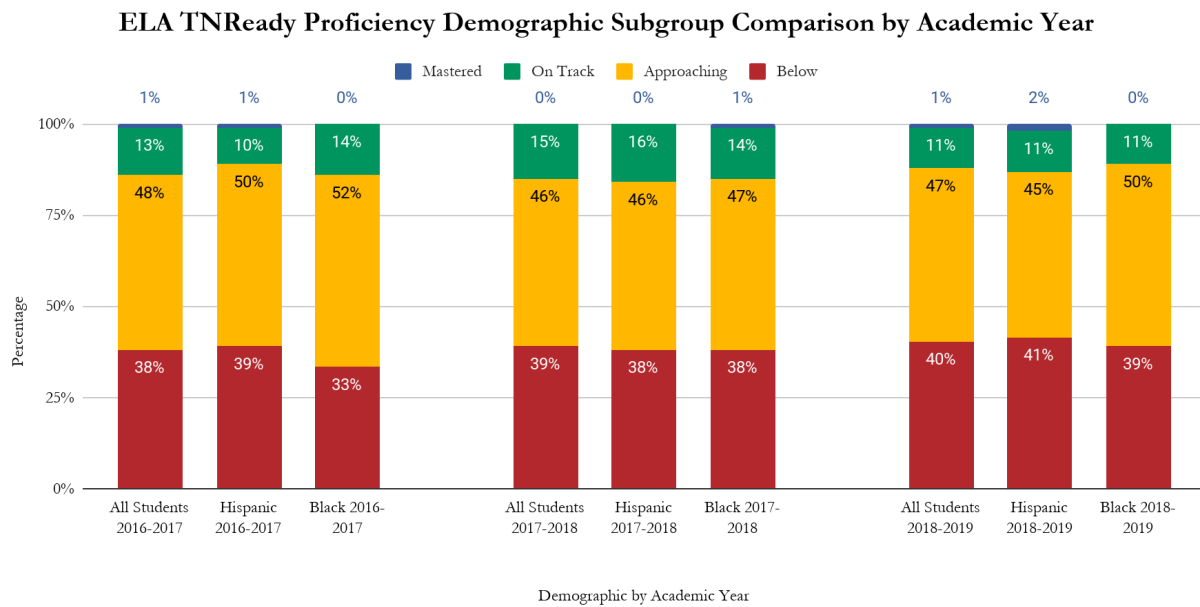
**Source:** Metro Nashville Public Schools Data Warehouse: Assessment: Student Proficiency List: Math TNReady Assessment Scale Scores for 2016-2017, 2017-2018, 2018-2019

**Table 27 Math TNReady Comparison between All Students, Black Students, and Hispanic Students by Academic Year**

	2016-2017			2017-2018			2018-2019		
	All	Hispanic	Black	All	Hispanic	Black	All	Hispanic	Black
<b>Below</b>	52%	51%	55%	45%	45%	48%	33%	33%	37%
<b>Approaching</b>	34%	36%	34%	37%	36%	38%	36%	35%	36%
<b>On Track</b>	12%	12%	11%	16%	17%	12%	27%	28%	25%
<b>Mastered</b>	2%	2%	0%	3%	2%	2%	4%	5%	2%

***Source:** Metro Nashville Public Schools Data Warehouse: Assessment: Student Proficiency List: Math TNReady Assessment Scale Scores for 2016-2017, 2017-2018, 2018-2019*

**Figure 23 ELA TNReady Comparison between All Students, Black Students, and Hispanic Students by Academic Year**



**Source:** Metro Nashville Public Schools Data Warehouse: Assessment: Student Proficiency List: ELA TNReady Assessment Scale Scores for 2016-2017, 2017-2018, 2018-2019

**Table 28 ELA TNReady Comparison between All Students, Black Students, and Hispanic Students by Academic Year**

	2016-2017			2017-2018			2018-2019		
	All	Hispanic	Black	All	Hispanic	Black	All	Hispanic	Black
<b>Below</b>	38%	39%	33%	39%	38%	38%	40%	41%	39%
<b>Approaching</b>	48%	50%	52%	46%	46%	47%	47%	45%	50%
<b>On Track</b>	13%	10%	14%	15%	16%	14%	11%	11%	11%
<b>Mastered</b>	1%	1%	0%	0%	0%	1%	1%	2%	0%

***Source:** Metro Nashville Public Schools Data Warehouse: Assessment: Student Proficiency List: ELA TNReady Assessment Scale Scores for 2016-2017, 2017-2018, 2018-2019*

**Table 29 Indicator Scores by Subgroup for 2018-2019**

<b>Subgroup</b>	<b>Achievement Score</b>	<b>Growth Score</b>	<b>Absenteeism Score</b>
<b>All Students</b>	2	4	2
<b>Asian</b>	--	--	--
<b>Black or African American</b>	2	4	2
<b>Black/Hispanic/Native American</b>	2	4	3
<b>Economically Disadvantaged</b>	3	4	2
<b>English Learners with Transitional 1-4</b>	2	4	3
<b>Hispanic</b>	3	4	4
<b>Students with Disabilities</b>	1	4	4
<b>Subgroups</b>	2	4	3
<b>Super Subgroup</b>	2	4	--
<b>White</b>	3	4	0

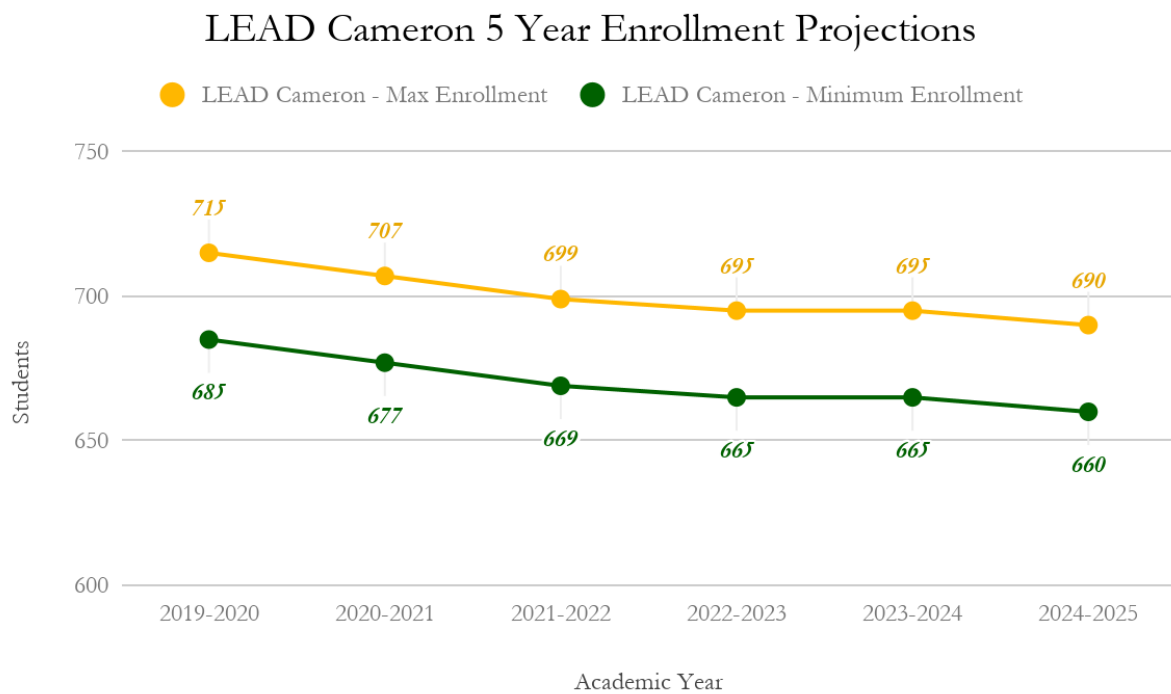
**Source:** TDOE: Accountability Indicator Scores and Data for Schools: School-Level 2019: Suppressed School Indicator Scores 2018-2019

**Table 30 TVAAS Growth Scores by Subgroup for 2017-2018 and 2018-2019**

Subgroup	2017-2018 Growth Score	2018-2019 Growth Score
All Students	4	4
Asian	--	--
Black or African American	4	4
Black/Hispanic/Native American	4	4
Economically Disadvantaged	4	4
English Learners with Transitional 1-4	4	4
Hispanic	4	4
Students with Disabilities	4	4
Subgroups	4	4
Super Subgroup	4	4
White	4	4

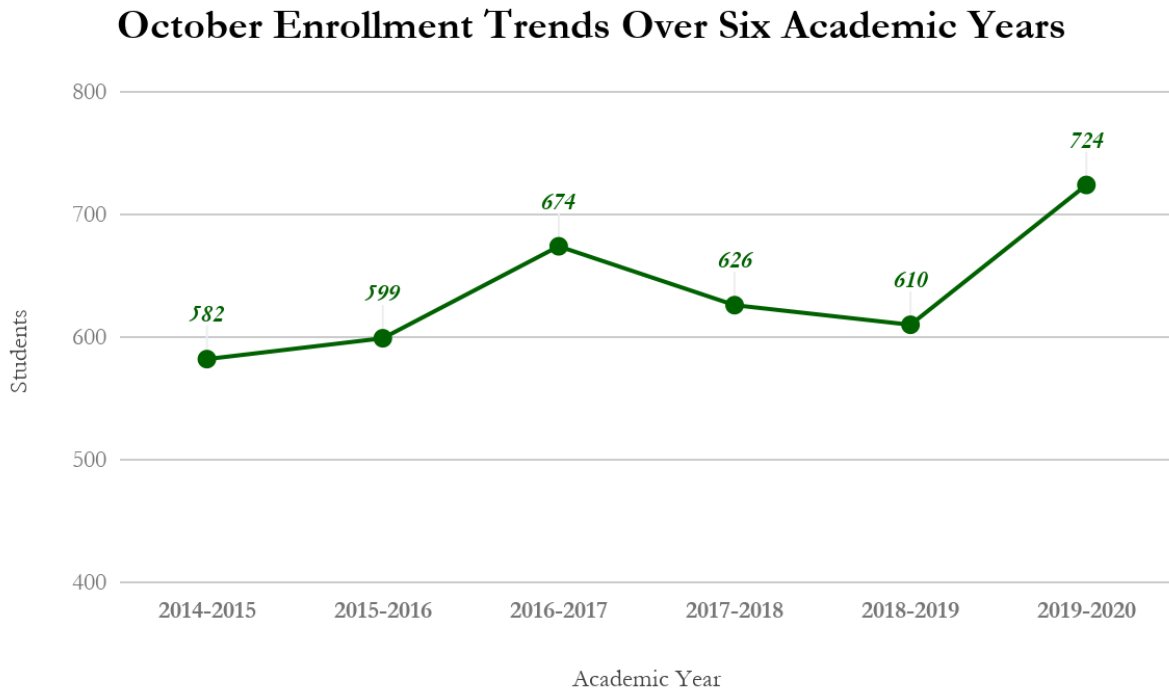
**Source:** TDOE: Accountability Indicator Scores and Data for Schools: School-Level 2019: Suppressed School Indicator Scores 2017-2018 and 2018-2019

**Figure 24 Five Year Enrollment Projections**



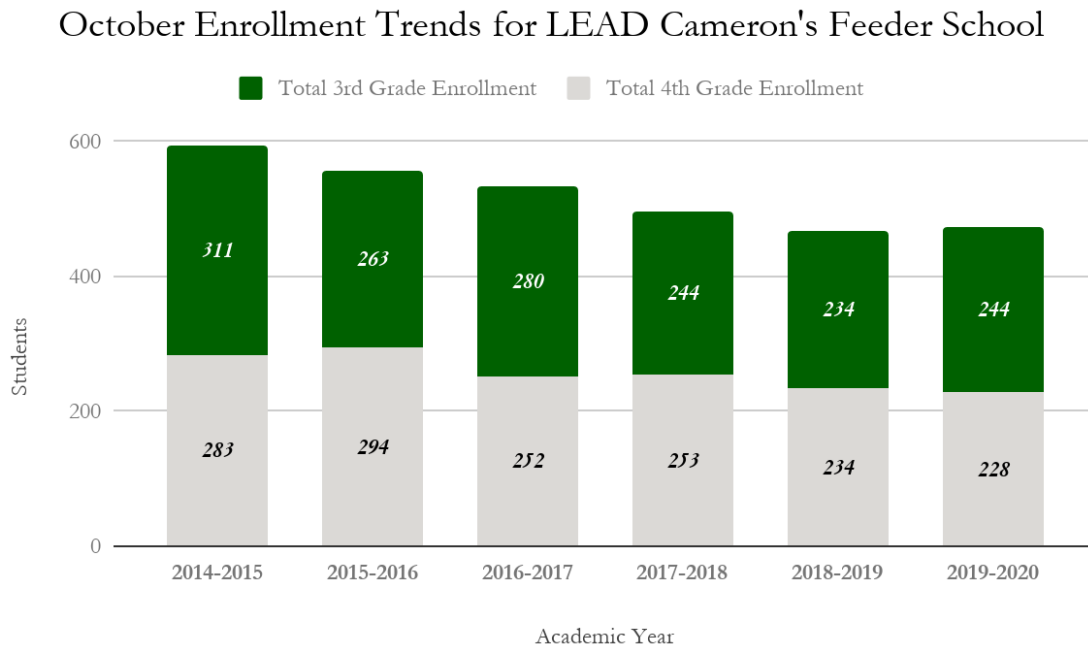
**Source:** Metro Nashville Public Schools Data Warehouse, MNPS Infinite Campus, Internal Enrollment Tracking and Management (LEAD Public Schools)

**Figure 25 October Enrollment Trends Over Six Academic Years**



**Source:** Based on enrollment data in Metro Nashville Public Schools Data Warehouse, MNPS Infinite Campus.

**Figure 26 October Enrollment Trends for LEAD Cameron's Feeder School**



**Source:** Based on enrollment data from Metro Nashville Public Schools Data Warehouse, MNPS Infinite Campus.

**Table 31 Mobility Rate Comparison between LEAD Cameron and Wright Middle School by Academic Year**

Mobility Rates	LEAD Cameron	Wright Middle School
2016-2017	34%	38%
2017-2018	40%	34%
2018-2019	40%	43%
2019-2020	28%	30%

**Source:** Metro Nashville Public Schools Data Warehouse, MNPS Infinite Campus

The Higher Education Statistics Agency defines (gross) attrition, also called non-continuation, as “the number of individuals who leave a programme of study before it has finished. (HESA).”