

LEAD Academy Charter Renewal Application

2017-2027



Date of submission: March 31, 2016

Section I - Executive Summary

LEAD Academy was founded in 2007 to provide a rigorous, high-quality education for students primarily in North Nashville. Built on a belief that all students can learn, graduate from high school, and go to college, LEAD has delivered on its promise to students and families by consistently outperforming other district and state schools. The first three graduating classes (2014, 2015 and 2016) have fulfilled the school's original vision that 100 percent of our graduates would be accepted to a four-year college. LEAD graduates have been accepted to Belmont University, Middle Tennessee State University, the University of Tennessee at the Knoxville and Chattanooga campuses, Spelman College, Western Kentucky University, the University of Memphis and LaSalle University, among others. LEAD Academy will continue its founding mission to support, train, and educate the next generation of responsible citizens. Beginning in August of 2016, LEAD Academy will consist of grades 9-12 and provide a high school option for our Cameron middle school students.

Whereas LEAD Academy has traditionally served African-American students, Cameron's student body is more than 50 percent Hispanic, 25 percent black and 20 percent white, and also hosts one of the highest EL populations of any school in the city (nearly 40%). These demographic influences will contribute to LEAD Academy becoming more diverse over the next ten years. In its new location, 1034 First Avenue South at Cameron, LEAD Academy will continue to open its doors to students from all over the Nashville community as room permits. While the demographics of our student population are changing, LEAD's promise is not: we will continue to provide a high-quality, college-preparatory educational experience for mostly underserved Nashville students in historically at-risk neighborhoods. LEAD Academy'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 behavioral -- is built on the LEAD Ethos. Students and adults are expected to exemplify these values in everything they do. LEAD Academy is the founding school in what has become LEAD Public Schools network, a charter management organization that serves the needs of 2,000 students across Nashville in five schools: Cameron, LEAD Southeast, Brick Church, Neely's Bend, and of course, LEAD Academy. LEAD Academy High and Middle schools, LEAD Southeast and Cameron have all earned Reward School status for growth over the last two years. Additionally, four of our five campuses scored a Level 5 on the TVAAS in 2015.

Finally, over the course of LEAD Academy's existence, the school and network have consistently met MNPS Financial Performance Indicators, secured a clean audit, and have had multiple years of budget surpluses, resulting in a strong cash position. For these reasons and the reasons outlined herein, we seek charter renewal for LEAD Academy from 2017 through 2027.

Section II - Academic Performance

Academic Performance Framework

LEAD Academy has achieved a three-year average of Excelling on the MNPS Academic Performance Framework. In both 2014 and 2015, LEAD achieved Excelling, increasing total points earned from 53.12 in 2013 to 76.57 in 2015. In 2014-15, LEAD Academy has named a Tennessee Reward School. LEAD has consistently outperformed district schools and many state schools in most content areas as evidenced on the End of Course exams from 2012-2015. In 2015, 43 percent of LEAD Academy students scored proficient on their English III exam compared to 41.7 percent in the state and 29.8 percent in MNPS. On the Algebra II exam in 2015, 65 percent of LEAD Academy students scored proficient versus 54.2 statewide and 40.4 percent in MNPS. Finally, based on Academic Performance Framework data, LEAD Academy High School was the third highest performing high school in the district in both 2014 and 2015 (please see attached charts in Appendix, A).

LEAD Academy follows the MNPS and Tennessee graduation requirements for a regular diploma. In addition, students must earn four credits for College Seminar Classes and Senior Capstone and take four extra elective classes. LEAD Academy does not accept nor provide summer school credit or credit recovery for failed courses. Students must make up any lost credit due to failure by retaking the class during the school year at LEAD Academy High School. All three graduating classes (2014, 2015 and 2016) have achieved the school's goal of 100 percent acceptance to a four-year college. As LEAD enters its 11th year of operation, the school will continue its mission to ensure that all seniors are admitted to a four-year school.

Assessment Data

LEAD puts a high premium on using data to drive student learning and as a means for closing the student achievement gap. The school has both a Dean of Instruction and Data and Assessment Coordinator to facilitate the use of data with teachers and students. LEAD teachers and leaders have time built into the school calendar to build strong data practices, including to calibrate grading of targeted written work to a common rubric and exemplar, to analyze assessment data, and to use this data to adjust daily, quarterly, and yearly planning. LEAD students also have time built into their calendar to reflect on their own data, in order to identify areas of strength and growth. LEAD Academy administers an array of assessments to obtain essential data used in designing unit and lesson plans, as well as in determining what classes to schedule students into and what additional interventions they may need. In addition to participating in TCAP, LEAD has regularly administered the EPAS assessments, and in 2014-15 piloted the ACT Aspire suite of assessments in the 9th and 10th grades. LEAD uses this data to gauge student readiness for college academics and adjusts coursework and instruction accordingly.

LEAD students in grades 5-8 take NWEA MAP assessments three times a year to provide data that LEAD uses to benchmark our students against all test takers nationwide. Eighth grade MAP scores for incoming 9th graders are one criterion used for class scheduling. Students performing below grade level or scoring below the 50th percentile in reading, for example, would be placed in an English Content Area Reading class where they would receive additional ELA support using Achieve 3000 and other intervention strategies. Similarly, a student performing below grade level or scoring below the 50th percentile in math receives additional support in a Math CAR classes that use ST Math as the anchor blended learning tool. Students in those classes track their own growth and are celebrated for their accomplishments. Students are also encouraged to reflect on their own data and then potentially opt in to English and Math CAR courses if they would like extra support with the subject. Eighth grade MAP scores are also used to help determine percentage of freshmen on track to graduate, a data point LEAD has prioritized as an indicator of high school success.

LEAD teachers regularly use data from formative and summative assessments to inform their instructional practices. Specifically, teachers use daily exit tickets to adjust instruction, meeting the needs of their students in real time. Furthermore, LEAD teachers administer Network Interim Assessments and semester exams aligned to Common Core and Tennessee Academic Standards. Students are expected to know and own their own data and to use it for setting individual academic goals. Students receive Progress Reports every two weeks which they review in crew (advisory) and seminar classes, then create bi-weekly action plans to ensure they are working toward meeting their academic goals. At the end of the first semester, students participate in Student-Led Conferences in which they explain their data, progress, and goals with their parent/guardian and, in many cases, with community and business leaders.

Curriculum

LEAD Academy's academic program is defined by its rigorous curriculum and student-centered learning. All students will meet college entrance requirements by graduation and will be proficient in the core subject areas of English language arts, math, science, and social studies. In addition, LEAD places a strong emphasis on world language and visual arts. LEAD teachers teach to the CCSS college readiness standards, using Understanding by Design planning strategies as the foundation for unit planning and rigorous lesson plans. LEAD has adopted Engage New York curriculum for our ELA classes and College Preparatory Math (CPM) for math instruction, both of which develop conceptual learning in our students and prepare them for TNReady assessments. LEAD Public Schools' Instructional Model for English Language Arts is grounded in textual analysis: students are required to do repeated close readings of grade-level complex texts in order to make meaning. This instructional component is designed to ensure all students are provided opportunities to access complex texts through multiple short cycles of Read-Write-Discuss-Revise, moving from teacher-led close reading to independent textual

analysis. EngageNY serves as the primary curricular resource because of its strong alignment to the Common Core and its selection of high quality and appropriately rigorous texts.

LEAD Public Schools' Instructional Model for Mathematics is grounded in task-based learning: students solve complex problems (tasks) in order to make meaning of concepts and connect them to mathematics procedures. This instructional component is defined by four phases of a lesson: Launch, Explore, Summary, and Generalization and Application. Each phase is designed to ensure all students are provided opportunities to access complex tasks, develop multiple approaches to solving a task, and engage in mathematical discourse with their peers and teacher about their solution paths. These phases also exist to shift from teacher-led instruction to collaborative, and independent problem-solving. College Preparatory Math's Core Connections serve as the curricular resource because of its strong alignment to the Common Core and its selection of high quality and appropriately rigorous tasks.

In order to fulfill LEAD's mission, it is vital that our students engage in a rigorous and coherent social studies program, which ensures college and career readiness by integrating the Literacy Standards as outlined by the Common Core State Standards with the content of the Tennessee State Standards for social studies. LEAD's social studies program includes a strong emphasis on methods of inquiry; analysis and evaluation of primary and secondary sources, and effective communication of thoughts and ideas to take informed action (Chicago Public Schools, 2012; National Council for Social Studies 2013). LEAD students take at least three science courses, including, but not limited to: Biology, Chemistry and Physics. While the school is currently awaiting Tennessee's revisions of state science standards before developing our science frameworks, science teachers have embraced inquiry, as well as writing, within science instruction. For example, students regularly participate in science labs that are aligned to current standards. These labs demand complex thinking and high-quality writing from all students. Science teachers also use the ACT College Readiness Science standards to guide the work they do with students until Tennessee finalizes new standards.

Instructional Leadership

LEAD Academy believes that outstanding teachers are the most important factor in student achievement. Toward that end, LEAD seeks teachers who possess a passion for their work, believe every child can learn, and are deeply committed to improving their practice. LEAD continues to recruit, plan for, and hire, whenever possible, a diverse population of teachers and staff who reflect the demographics of our student population. LEAD Academy has developed a robust instructional support model that provides every teacher with instructional coaching resources, on-going professional development both in and outside the school setting, and an extensive summer training period called LEAD University (LEAD U). The school's instructional leadership is driven by the LEAD Public Schools' network-level Academic Team. The overarching work of the Academic Team is to develop high-impact strategies and clear plans

for school support that ensure teachers and leaders are equipped with the knowledge, skills and resources needed to: 1) provide outstanding instruction to all students; 2) coalesce and coordinate “the power of the network” to execute the work with shared responsibility to accomplish what is needed; and 3) strengthen leadership and collaboration across all teachers and leaders. The Academic Team provides support and training that drive toward a central vision, ensuring that teachers and leaders have the capacity to provide high-quality instruction that will result in improved outcomes and college- and career-based opportunities for students.

Professional Development

High-quality teacher professional development plays a critical role in student success. LEAD recognizes that just as students learn in different ways, teachers do, too, and they deserve exemplary professional development delivered in a variety of formats. These include at least three “Sustaining Saturday” PD sessions on Saturday mornings throughout the year and upwards of 23 PD afternoons built into the schedule on Wednesdays. Additionally, LEAD hosts an intensive PD workshop, named LEAD University (LEAD U), each July. The LEAD modes of professional development are as follows:

- **Content Team**

LEAD content team are made up of teachers who teach the same content. The purpose of LEAD content teams is to provide dedicated space for teachers to focus on the “concrete task of teaching, assessment, observation, and reflection, looking at how students learn specific content in particular context” (Darling-Hammond, 2010, pp.226-227). While in content teams, teachers study the very material they intend to teach, analyzing text, working problems, writing questions, considering assessments, and anticipating student responses.

- **Individual Instructional Coaching (TEAMwork)**

Instruction is the key to improved student learning. Traditional forms of professional development such as workshops and conferences, however, do little to impact instructional practice (Darling-Hammond L., Wei, R.C., Andree A., Richardson, N., Orphanos S., 2009). Instructional coaches can provide a long-term impact on instruction through continued use of the instructional strategies even after the work with the coach was over. (Garet, et al.’s, 2001).

All LEAD teachers have an instructional coach they engage with on a regular basis. This coaching is intended to improve practice and is not directly tied to evaluation. LEAD instructional Coaches use methods of cognitive coaching to empower teachers to reflectively engage in improving their practice. They also follow a cycle of professional learning (Tobia, 2007) outlined below:

- Observe/Investigate: Coaches observe using the TEAM rubric and highlight indicators observed.
 - Targeted Feedback: Coaches share feedback from the observation. The intention is for teachers to improve their practice by implementing new strategies to improve practice.
 - Plan: Coaches collaborate with teacher to craft a plan of action around one TEAM goal.
 - Implementing/Do: Implement the plan. Plans sometimes include reading a professional article or resource but often include co-planning and co-teaching.
 - Measure/Reflect: The coach and teacher reflect using evidence to determine whether the work needs to continue or if a new coaching cycle is set to begin.
- LEAD U and Sustaining Saturdays

LEAD teachers begin each school year attending two weeks of intensive Professional Development known as LEAD U. During this time, teachers have the opportunity to work with their colleagues in many areas, as well as do extensive planning for their own instruction. In addition, LEAD conducts three Sustaining Saturday workshops that continue the work of LEAD U during the school year. Both LEAD faculty and outside experts conduct Sustaining Saturday workshops.

At-Risk Students

LEAD Academy employs practices and procedures that ensure at-risk students are identified. Through years of collaboration, LEAD has adopted S-team policies and practices from MNPS for the use of identifying at-risk students. LEAD works closely with MNPS school psychologists to ensure that proper S-team practices are being followed and the RTI2 standards are being met.

LEAD Academy uses a variety of methods to identify students who are at-risk. NWEA MAP data is analyzed for all incoming 9th graders, as well as their middle school report cards, behavior reports, and attendance data. Access scores are reviewed for all English Language Learners. In the event that a student is identified as having an educational disability, LEAD follows all state laws regarding identification and eligibility for Special Education services. Once a student qualifies for Special Education services, LEAD works with the IEP team to ensure that services are provided in the least restrictive educational environment. This includes:

- Implementation of RTI2

While full implementation of RTI2 is not required for high schools until the 2016-17 school year, LEAD is working to make sure courses/interventions are in place to meet the

needs of diverse learners. Interventions currently in place include Achieve 3000, ST Math, as well as additional tutoring during and after school. School leaders are currently attending State RTI2 workshops as they begin to develop the course of academic study for the 2016-17 school year.

- School monitors the progress of at-risk students
All students are assigned to a small group advisory called Crew. Each week in Crew, students work closely with a mentor teacher to review their current grades and benchmark data from interventions that apply. In addition to student ownership of grades, grade level teams meet once per week and review school data through the Illuminate online grading system. Students who are failing or are at risk of failing are assigned an intervention based on the area of need. Students in the intervention classes (Math CAR/English CAR) are tracked based on the progress they are making in Achieve 3000 (lexile growth) and/or STMath (syllabus progress). Finally, students participate in twice-year Student Led Conferences during which they review their academic as well as behavioral information with parents/guardians. SLCs provide students the opportunity to take responsibility for their own learning and behavior and allow parents to be accountable as well for how their students are performing in school.
- English Language Learners:
LEAD Academy follows closely the requirements set forth by the state for English Language Learners. LEAD employs teachers who have the proper ELL endorsement to provide services directly to EL students and to provide classroom teachers with best practices for serving the students' needs. Finally, EL teachers at LEAD Academy work closely with the state WIDA standards to ensure that EL students are progressing and getting appropriately scaffolded English instruction.
- Professional Development
LEAD offers teachers a variety of professional development aimed at the goal of meeting the needs of a diverse population of learners. Professional development opportunities are offered during the summer as well as weekly PD sessions.

Section III – Operations and Governance

Mission and Key Design Elements

LEAD Academy has kept an unwavering focus on its mission, vision, and key design elements since its founding. Our mission is to support, educate and train the next generation of responsible citizens, and our vision is to graduate 100 percent of our students and send them to a four-year college or university. Staff and students collaboratively pursue this vision with a shared culture built upon our five-part Ethos of Courage, Commitment, Discipline, Self-

Reliance, and Service to Others. Original key design elements included a rigorous academic model, an advisory structure for social and emotional learning, and authentic experiences including expeditionary learning opportunities, community service and college trips. All of these endeavors drive LEAD's work and have evolved successfully at LEAD Academy and across the network. During the first charter approval period LEAD Academy has earned reward status for both the high school and middle school grades and all three graduating classes have earned 100 percent college acceptance.

Commitment to Diversity

As noted in our diversity statement on file with MNPS, LEAD operates both open- and zoned-enrollment charter schools in various geographic regions of Davidson County, Tennessee. These regions draw families from a diverse range of socio-economic backgrounds. LEAD's commitment to diversity includes, but is not limited to, certain key components of our network and school model: LEAD will continue to provide transportation to students at both open-enrollment and zoned-enrollment charter schools; LEAD schools do not create academic entry barriers that could prevent entry to low-performing students; LEAD's student population percentage that receives special education services is representative of the prevailing percentages for the Metro Nashville Public School district; LEAD is committed to pursuing a diverse faculty that is reflective of Nashville's broad diversity; LEAD's enrollment efforts span the whole of Davidson County and occur across multiple forms of media, including physical mail, online advertising, radio advertising, and phone calls; this messaging is also provided in multiple languages; and LEAD's enrollment outreach includes neighborhood canvassing and presentations in diverse communities throughout Davidson County.

Parents and Students

Parents and students remain engaged, satisfied, and supportive of the school and are well-informed on matters relating to their child as well as the school as a whole. LEAD conducts student-led conferences (SLCs) twice per year during which students communicate their successes and challenges and are able to review their academic progress with family members and community volunteers. In addition, LEAD surveys students and families at various times of the year and hosts multiple school events to bring the school community together. LEAD Academy consistently posts high TELL Survey ratings. Student enrollment has grown steadily each year and the high school annually has a waiting list of students seeking to enroll. Student attrition is low compared to other charter schools and is dramatically lower than MNPS high school attrition rates.

Organizational Capacity

LEAD has exceptional organizational capacity at both the school level and the network level. The LEAD model is executed under the direction of the Chief Academic Officer in close collaboration with the School Director. The administrative structure of the school includes

instructional coaches, a dean of instruction, a dean of students, and college counseling support among other roles. The school director reports to the head of school who reports to the chief academic officer. Additional supports exist for various functions: finance, operations, data, curriculum, fundraising, etc. at the network level. Internal evaluations of school quality is done each year as part of our network oversight and support to the school. Students with special education or EL needs are supported by specially certified staff. LEAD's complaint policy is in the student handbook that is made available to all parents and is available on each school's website. Enrollment is strong and LEAD has a network wide diversity statement that guides our work the school and aligns with the MNPS diversity plan and initiatives. LEAD Academy and LEAD Public Schools have had no adverse findings of compliance with health, safety, fire code, etc. during the life of the school and have had a long term home at St. Vincent's for nine years. Future facilities for this school will be shared at our Cameron campus.

Board 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 community engagement, and includes a parent representative (please see our list of board members in Appendix, B, as well as how to access our annual report online in Appendix, C). 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.

Governance

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, bids, and other vendor relationships ensuring there is value in exchange for contracts. 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.

Legal Requirements

LEAD Academy 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. The school has received clean audits in each year of its existence and maintains effective HR, purchasing, technology, and other related policies. Legal support is provided by Sherrard & Roe PLC and regularly reviews contract language, HR materials, charter contracts, leases, etc. The school has no record of litigation over its lifespan. Were such a situation to occur, LEAD Academy has legal representation available at all times. Additional reviews of internal processes and other policies are also conducted by our legal advisors.

Section IV- Budget and Finance

LEAD's History of Financial Health

LEAD Academy has aligned its resources not only to support a high-quality academic program, but also to ensure continued opportunities for college counseling and alumni support, as well as to support students in their academic growth and staff in their professional development. This is only possible given LEAD's proven track record of financial strength. In the past 10 years, LEAD has met or exceeded MNPS Financial Performance Indicators, secured a clean audit, and has had multiple years of budget surpluses, 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 and CEO both have strong backgrounds in accounting and finance, as do many members of the Board of Directors. In addition, LEAD is supported by WSquared, an external accounting vendor that provides financial accounting services to a number of charter schools.

Critical Financial Levers

Enrollment and attendance are essential to both student and financial success, that LEAD monitors these metrics on a daily dashboard sent to all network leaders. Average Daily Membership (ADM) is reviewed monthly and reconciled with MNPS data if necessary. In the event of enrollment variances above or below budget LEAD is able to respond effectively and make necessary adjustments. In the 2015-16 School Year, 97 percent of LEAD Academy High School's expenses are covered by recurring revenue (BEP, IDEA and Title 1 funding). As the school continues to increase in enrollment, LEAD expects to see continued economies of scale in

personnel and facilities costs. As it approaches full enrollment, LEAD Academy High School expects to cover 100 percent of its expenses covered by recurring state and federal revenue.

As a combined network, recurring revenue covers 87 percent of expenses; federal growth grants (School Improvement Grant and Charter School Program) cover 3 percent of expenses and the remaining 10 percent of expenses are covered by other philanthropic sources. In the long term, LEAD anticipates raising approximately \$500 per student per year to support its academic programs. Given the existing fundraising level of \$1,100 per student per year, the network believes this is a reasonable level of fundraising in the future. LEAD's full-time Director of Development, in collaboration with the Fundraising Committee of the Board of Directors, is currently executing a five-year development plan. The team shares progress toward goals on a monthly basis. LEAD 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 do not foresee a need to do so in the future, this line of credit provides additional liquid reserves should the network require it.

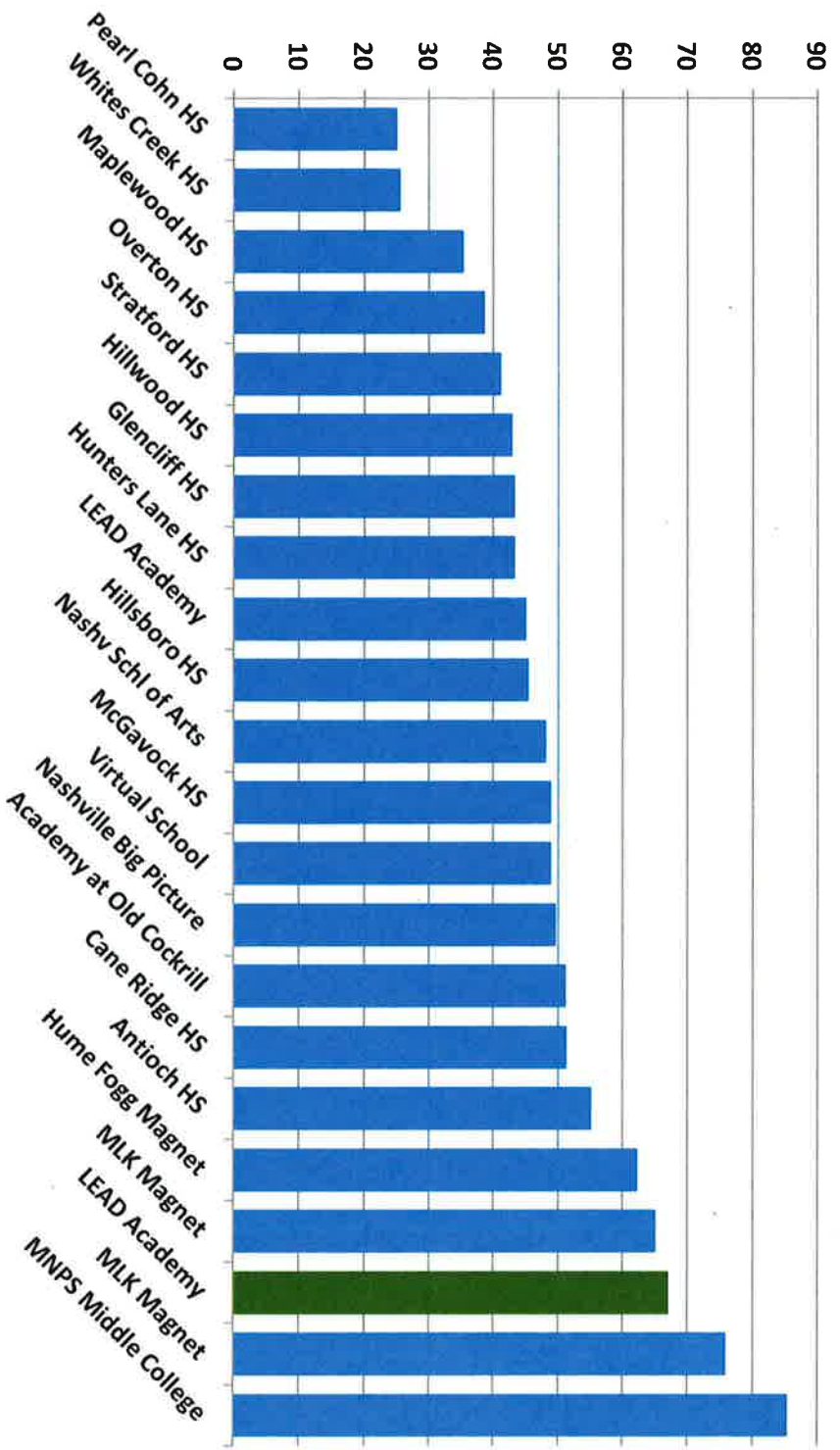
Challenges: Past and Future

During the current charter term, LEAD has navigated some financial challenges due to the lack of an adequate facility to support planned enrollment. In the current fiscal year, LEAD Academy is not projected to meet its budgeted enrollment goal. This year is the first year of the 9th grade at the Cameron facility and the number of students from Cameron middle grades who would enroll at LEAD High was overestimated. By the 10th day of school, LEAD had identified this challenge and took swift action to reallocate personnel resources across the network to minimize the budget risk to LEAD High. These actions have been successful and the network now anticipates a year-end projection of being off budget by only 3.5 percent. Additional network-wide challenges have included securing funding for a multi-year construction project for LEAD Southeast, as well as replacing a vacant CFO position in 2015.

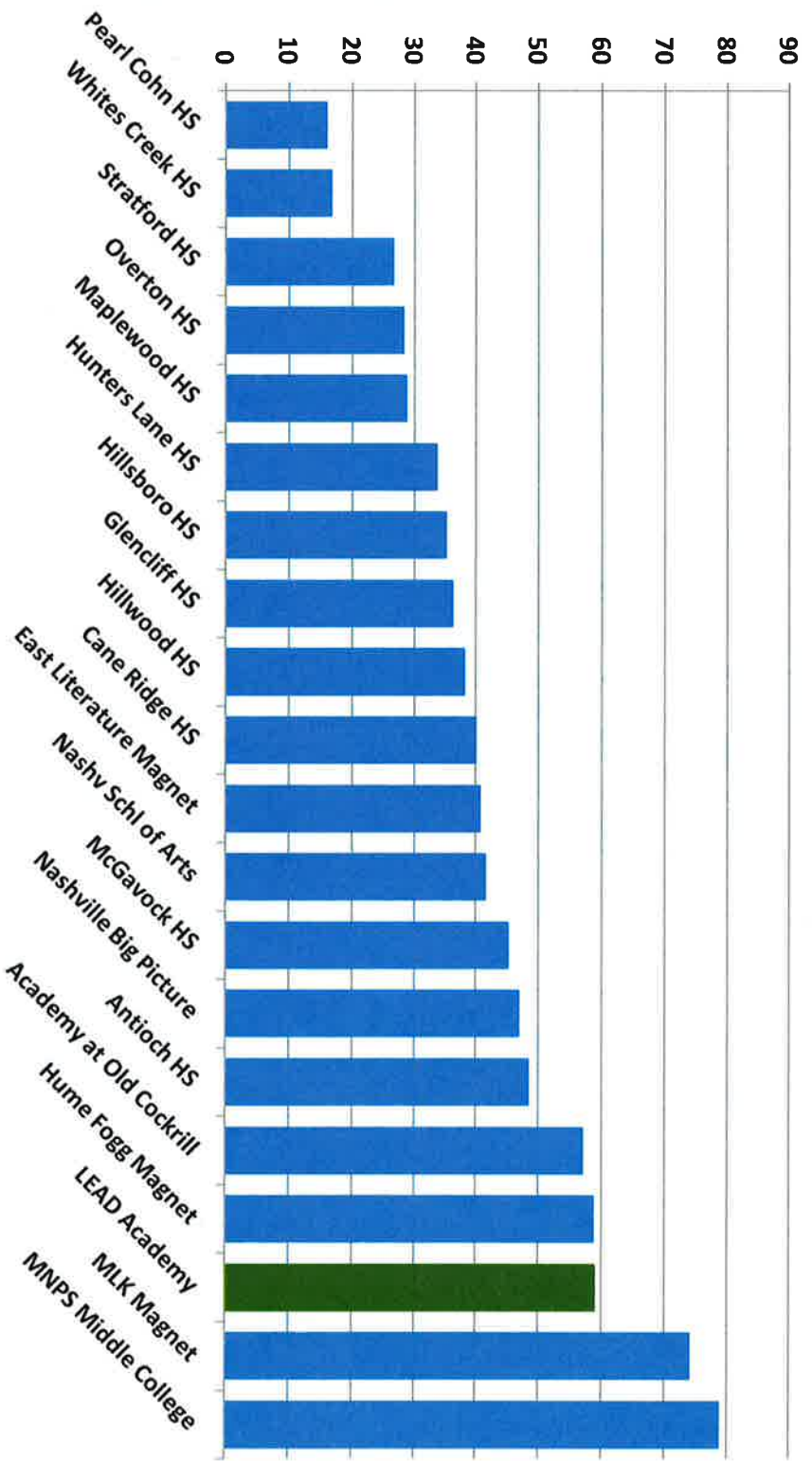
Should LEAD Academy receive renewal, the network anticipates a few challenges, namely around access to adequately maintained or renovated facilities. The Cameron facility which, if maintained, is a suitable facility. However, it has a long history of foregone maintenance expenses and growing capital repairs as identified by the district. LEAD has already begun discussions with MNPS executive staff about the need to work together collaboratively for a long term capital strategy for this facility. Similar to MNPS, another challenge we face is increasing transportation costs, for which LEAD is currently evaluating multiple outsourcing opportunities - including coordinating transport with MTA. Finally, the risk of an authorizer fee, which would reduce LEAD's recurring revenue, would require LEAD Public Schools to tighten expenditures at LEAD Academy.

Appendix A

2015 MNPS Academic Performance Framework 3 Year APF Scores: All High Schools



2014 MNPS Academic Performance Framework 3 Year APF Scores: All High Schools



Appendix B

LEAD Board of Directors

Dwayne Tucker, Chairman
Kim Ames, Director
William Braddy, III, Director
Judge Richard Dinkins, Director
Earl Lattimore, Director
Dr. Annette Little, Director
Jerome Oglesby, Director
Jimmy Patton, Director
Stanley L. Ruta, Director
Tara Scarlett, Director
Donald B. Taylor, Director

**Complete bios can be found online at: <http://www.leadpublicschools.org/board-members>*

Appendix C

References:

Costa, A. L., & Garmston, R. J. (2002). *Cognitive coaching: A foundation for renaissance schools*. Norwood, Massachusetts: Christopher-Gordon Publishers, Inc.

Chappuis, S., Chappuis, J., & Stiggins, R. (2009). How teachers learn. *Education Leadership*, 66(5), 56-60.

Danielson, C. (2009). *Talk about teaching! leading professional conversations*. Thousand Oaks, California: Corwin Press.

Darling-Hammond L., Wei, R.C., Andree A., Richardson, N., Orphanos S., (2009) *Professional Learning in the Learning Profession: A Status Report on Teacher Development in the United States and Abroad*. National Staff Development Council (NSDC) and The School Redesign Network at Stanford University.

Guskey, T. R. (2000). *Evaluating professional development*. Thousand Oaks: Corwin Pr.

Loucks-Horsley, S. (2004). *Designing professional development for teachers of science and mathematics*. Corwin Pr.

Marshall, Kim. *Rethinking Teacher Supervision and Evaluation*. 2009.

Tobia, E. (2007). The professional teaching and learning cycle: implementing a standards-based approach to professional development. Southwest Education Development Laboratory (SEDL)
M. Garet, A. Porter, L. Desimone, B. Birman, K. Yoon (2001) What Makes Professional Development Effective? Results From a National Sample of Teachers. *American Educational Research Journal*. Volume 38, Issue 4, Sage Publications, pages 915-945

The 2015 LEAD Annual Report is available for viewing online via this link:
http://www.leadpublicschools.org/_cache/files/beb92777-2429-4f27-92c4-d7ae14c2ce7b/FB28CFACB6B217445E003A1BB7FDB779.lead-annual-report-final.pdf

Assurances

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

1. Will operate as a public, nonsectarian, non-religious public school, with control of instruction vested in the governing body of the school under the general supervision of the chartering authority and in compliance with the charter agreement and the Tennessee Public Charter Schools Act;
2. Will follow all federal, state, and local laws and regulations that pertain to the operation of a public school, unless waived according to T.C.A. § 49-13-105;
3. Will provide special education services for students as provided in Tennessee Code Annotated Title 49, Chapter 10, Part B of the Individuals with Disabilities Act; Title II of the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973.
4. Will adhere to all provisions of federal law relating to students who are limited English proficient (LEP), including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, that are applicable to it;
5. Will follow all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, national origin, religion, ancestry, or need for special education services;
6. Will comply with all provisions of the Tennessee Public Charter Schools Act, including, but not limited to
 - a. Employing individuals to teach who hold a license to teach in a public school in Tennessee;
 - b. Complying with Open Meetings and Open Records laws (T.C.A. §§ 8-44-101 et seq; 10-7-503,504) (guidance is available from the Office of Open Records Counsel, <https://www.comptroller.tn.gov/openrecords/>);
 - c. Not charging tuition, except for students transferring from another district to the school pursuant to the local board's out-of-district enrollment policy and T.C.A. §49-6-3003;
 - d. Following state financial (budgeting and audit) procedures and reporting requirements according to T.C.A. § 49-13-111, 120, and 127)
 - e. Requiring any member of the governing body, employee, officer, or other authorized person who receives funds, has access to funds, or has authority to make expenditures from funds, to give a surety bond in the form prescribed by T.C.A. § 8-19-101; and
7. Will, at all times, maintain all necessary and appropriate insurance coverage.



Signature

Chris Reynolds

Printed Name of Authorized Signer

CEO, LEAD Public Schools

Title of Authorized Signer