



2019-2020 Performance Report

I. 2019-2020 school year success and challenges

Successes:

- 94% average daily attendance (based on pre COVID-19 closure)
- 86% of student LEADer retention (re-enrollment)
- Strong parental support and desire for student and school success
- 1-to-1 device initiative implemented early
- More than 500 applications for 360 open seats
- Received approximately \$835,000 in federal grants including CARES and ESSER
- Collaboration with *Alabama-Korea Education and Economic Partnership, AKEEP*, to teach Korean to our student LEADers
- *Project Lead the Way* training for all teacher LEADers

Challenges:

- At the end of the 2019-2020 school year there were 30 teacher LEADers but only 20 returned for the current school year
- Lack of standardized assessments for clear data
- Inadequate leadership from the Contracted Education Service Provider to the former campus level administrators
- Gaps between teacher experience, skills, curricular understanding and pedagogical awareness
- First year Charter with bad press that impacted morale
- Lawsuits between Charter and State and between fired Administrator and Charter

II. 2019-2020 goals and progress

Type	Indicator	Metric	Below	Meets	Exceeds
LEAD Mission Specific Goal 1	Academic Performance	Percent off students participating in leadership opportunities through extracurriculars, clubs, leadership-specific programming	25%	70-80%	81-100%
LEAD Mission Specific Goal 2	Academic Performance	Percent of students engaged in STEM problem and/or project based instructional practices weekly	0-84%	85-90%	100%
LEAD Mission Specific Goal 3	Professional Development	Percent of teaching staff who will achieve 10 or more PD hours annually	0-79%	80-90%	94%
ALSDE	Chronic Absenteeism	Percent of students missing 13 or more days (prorated for 10% of days before COVID-19)	100-45%	44-25%	19%
ALSDE	Student Growth Math	Scaled score growth on Performance Series	Overall Scale Score of 1951 increased to 2158		
ALSDE	Student Growth Reading	Scaled score growth on Performance Series	Overall Scale Score of 2315 increased to 2377		

III. Goals and priorities for the 2020-2021 school year

- 456 students enrolled K-6
- Student chronic absenteeism decreased from 19% to 10%
- 80% of students will show at least one years academic growth in Reading from the 2019 Performance series given prior to Covid to the 2020 NWEA Map test administered by the Charter in the Spring of 2021
- 85% of students will show at least one years academic growth in Math from the 2019 Performance series given prior to Covid to the 2020 NWEA Map test administered by the Charter in the Spring of 2021
- LEAD will secure philanthropic donations in excess of \$300,000 by the end of the school year to supplement the annual budget
- Developing a cohesive team including mutual respect and clear communication between administration and staff
- Implementing Professional Learning Communities
- Implementing Charlotte Danielson aligned teacher evaluation model
- Building capacity of the teacher pedagogical awareness within teaching, instructional strategies, and STEM-centered learning opportunities

IV. Reopening scenarios and plans for the 2020-2021 school year

LEAD sent out a survey to parents regarding returning to school for the 2020-2021 school year. Upon the review of these results the Board decided to have students return to school in a hybrid format with the option given to each family to choose between traditional or virtual learning. The students who chose virtual learning are taught daily by a grade level teacher who spends their time focused directly on their instruction and needs. The traditional learning students are socially distanced and provided learning opportunities within their classrooms. In the event schools are closed completely again like last school year, we now have a device for all students who attend LEAD to be able to participate in virtual learning remotely. We also have internet hotspots available for those families without internet access.

Through CARES funding LEAD hired a custodian to maintain cleanliness and sanitization of the school through repeated cleaning of all surfaces touched by students and staff throughout the day. As COVID-19 changes in scope, so will the needs of the school. LEAD will continue to monitor the CDC, ADPH, and Governor Ivey's recommendations to insure we are keeping our students safe and healthy.

LEAD 2019

Opportunities

We had amazing support from the Montgomery Area Association of Realtors when they donated \$200,000 to fund the start up of LEAD Academy in June 2019.

We had strong support from a local Rotary club who helped in cleaning and moving in during the week before school started.

We also had a benefactor in our landlord, Rod Frazer, who supported the school greatly with his ability to renovate the buildings and fold those costs into a lease that we could afford.

We had a lot of parent and community support from those who volunteered for individual teachers and in the office of the school, as well as the nurses office throughout the year. We also received large amount of donations of medical equipment and nursing supplies from area physicians. Others donated desks, file cabinets, shelving and adult chairs.

We were able to purchase a lot of our starting equipment for pennies on the dollar from Virginia College, St James School and the Surplus property store owned by the state. These items were the cafeteria tables, all of the teacher's desks, front office furniture, conference tables, fire proof file cabinets and other file cabinets, shelves, adult and teacher chairs. In fact, the only furniture we purchased at full cost was our student desks and chairs.

We had one volunteer who completed the entire inventory of the school and tagged all of the assets during the summer and fall of 2019.

We had incredible support from the State Department in assisting with getting our financials completed and helping us access Mr Austin and Dr Starnes to help with the Title budgets and inputting the data into the SDE system.

We did have many teachers who are very dedicated to LEAD and our students, and several who went above and beyond to provide our students with excellent opportunities.

We succeeded in earning a partnership with A-KEEP to allow our students to take Korean language classes starting in January. This partnership continued during the virtual schooling.

Challenges: While we didn't have the usual 1 year to begin the start of school, we did have plenty of time to plan while the lawsuit was slowly moving through the court system. The biggest impact on not having more time was in the ability to recruit and hire great administration and teachers. However, I am convinced that those people are going to be very hard to find in Montgomery. I would say our biggest challenge is one that every school faces-finding great educators who first and foremost care about students and want them to succeed. The entire state will suffer until we are able to better train the college students to come out of college able to teach well.

We faced many political challenges – our local city/county leaders do not support school choice. That's not surprising since we are in the home of the AEA. There are a few notable exceptions to that.

We continue to face a challenge in accessing the appropriate amount of local tax dollars that our students should receive.

As with every school, Covid presented a challenge to the end of year testing, but it could continue to impact our long term viability more than other schools. We realize that we are on a short time table to show student success and Covid shortened that by a full year.

Our student body is very deserving and we have determined that over 80% are eligible for free and reduced meals. This indicates a huge need for school choice in the area, but also presents a challenge that our school must face in bringing all students up to grade level without the entire community understanding why our students are below levels or how they got there.