



# LAUREATE ACADEMY

## CHARTER SCHOOL

### Board Meeting Agenda

September 27, 2017 @ 6:30PM

**Location:** 3400 6<sup>th</sup> St. Harvey,  
LA 70058

Agenda Item	Lead	Materials
<b>Roll Call</b>	Chair	
<b>Approval of Minutes – VOTE</b>	Chair	July Minutes
<b>Head of School Report</b> <ul style="list-style-type: none"><li>- Staff Update</li><li>- Enrollment Update</li><li>- Calendar Reminders</li><li>- Facility Update</li><li>- Academic Update</li><li>- Highlights from August</li></ul>	Head of School	
<b>Finance Committee Report</b> <ul style="list-style-type: none"><li>- Financial Update</li></ul>	Treasurer	July& August Financial Reports  Audit Update
<b>Governance Committee Report</b> <ul style="list-style-type: none"><li>- Updates</li></ul>	Chair	
<b>Development Committee Report</b> <ul style="list-style-type: none"><li>- Celebrations<ul style="list-style-type: none"><li>• \$3,000 from The Scheidel Foundation for music program</li></ul></li><li>- Annual Board member giving</li><li>- Donor Invitations to School</li></ul>	Chair	
<b>Shout Outs</b>		
<b>Adjournment</b>	Chair	

## HEAD OF SCHOOL REPORT

*Updated September 25, 2017*

### Staff Update

- 25 total staff members
  - 5 Leadership Team Member
  - 8 Lead Teachers
  - 8 Co-Teachers
  - 1 Special Education Teacher
  - 1 Interventionist (Assistant Teacher)
  - 2 Enrichment Teachers (Fitness & Music)
  - 1:9.6 adult: student ratio
  - 1:15 teacher: student ratio
- **Excellent School Visit** to RISE Prep Mayoral Academy in Woonsocket, Rhode Island scheduled for October 16-17<sup>th</sup>. 23 of 25 staff are attending. Cost is approximately \$20,000 (previously budgeted).
- Most recent staff survey (submitted on September 23, 2017)
  - **Areas of strength (100% of staff agree or strongly agree)**
    - The Head of School seems to care about me as a person.
    - The Head of School is effective at helping me meet my classroom achievement goals.
    - The Assistant Head of School seems to care about me as a person.
    - My Instructional Leader (Head of School or Special Education Coordinator) meets with me at least 2-3 times/month to give me feedback on my instruction, plan for the upcoming week, or do a general check-in.
    - The Operations Coordinator is responsive and helpful in my growth in organization and increased efficiency skills.
    - When I raise concerns they are addressed fairly and within a reasonable amount of time.
    - There is a collegial atmosphere among the faculty at the school.
    - I feel valued as a member of the Laureate Academy team.
    - I want to come to work daily.
  - **Areas of growth (at least 1 staff member was neutral)**

Area of Growth	Action Steps
The Assistant Head of School is effective at helping me meet my classroom achievement goals.	Discuss with AHOS ways to get into classroom more often with a focus on scholar achievement
The Dean of Culture is responsive and helpful in my growth in classroom management & family partnership skills.	Discuss with DOC ways to increase support of classroom behaviors & family partnerships.
I am comfortable going to my School Leadership Team to raise concerns.	Check-in with teachers individually more often & have LT members actively build more trust
Staff morale at the school is positive.	Increase precise praise to staff

## Enrollment Update

Grade Level	Enrolled for 2017-2018	Notes
Kindergarten	60	
1 <sup>st</sup> grade	64	<i>Over-enrolled by 4</i>
2 <sup>nd</sup> grade	64	<i>Over-enrolled by 4</i>
3 <sup>rd</sup> grade	55	<i>Not filling from waitlist to ensure attention is given to scholars behind grade level</i>
TOTAL	243	<i>Potentially 2 scholars exiting on 9/26</i>

## Calendar Update

Date	Details
Wednesday, September 27 6:30PM	Board Meeting
Thursday, September 28 6:00PM	University Night: Literacy
Friday September 29 8:15AM	September Legendary Celebration
October 9 <sup>th</sup> – November 5 <sup>th</sup>	<b>National Disability Awareness Month</b>
October 13 <sup>th</sup>	<b>All Grades in for Progress Reports</b>
October 16-17 <sup>th</sup>	<b>NO SCHOOL FOR SCHOLARS: PROFESSIONAL DEVELOPMENT</b> - Excellent School Visit
October 19 <sup>th</sup>	<b>Progress Reports</b>
October 28 <sup>th</sup>	<b>Fall Fest</b>
October 30 <sup>th</sup> -November 3 <sup>rd</sup>	<b>Spirit Week</b>
November 1 <sup>st</sup> -December 1 <sup>st</sup>	<b>Krispy Kreme Fundraiser</b>

## Facility Update

- Salem Lutheran Church
  - o Met with architect who believes the public parking should be for dual use. She's setting up a meeting with Gretna this week.
- Modular Campus
  - o Contacted Jack Stumpf for properties – waiting to hear back
  - o Estimated around \$7 million + land
- Renovation of Non-traditional space
  - o No update
- Archdiocese
  - o Pat? Any update?
- Kathy Padian – Tensquare
  - o Facility consultant with experience in New Orleans
  - o New Orleans-based
  - o See proposal

## Academic Update

Currently still on track for over 50% of scholars to score Mastery or Advanced on the LEAP. This is based on the projections from the NWEA MAP Assessment. Based on the 2017 baseline data, 53.3% of scholars in third grade will score mastery or advanced in reading and 61.8% will score mastery or advanced in math.

### ○ STEP Data

	<i>Baseline (May/ August)</i>	<i>Wave 1: September 11<sup>th</sup>-22<sup>nd</sup></i>	<i>Change</i>
Total above grade level	33.2%	39.8%	+6.6%
Total on grade level	42.6%	32.4%	-10.2%
Total below grade level	24.2%	27.9%	+3.7%

- Why did below grade level increase since August?
  - 15 new scholars; 13 are below grade level
  - Benchmark increased for kindergarten (0% were below grade level at the beginning of the year; now about 33.3% have not passed pre-reader assessment). This is mostly due to a deep deficit coming into kindergarten or missing 1 component of the assessment (I.e rhyming)

### ○ MAP Data (National Percentile Ranking)

	Reading Percentile	Math Percentile
Kindergarten	64 <sup>th</sup>	54 <sup>th</sup>
1 <sup>st</sup> Grade	66 <sup>th</sup>	64 <sup>th</sup>
2 <sup>nd</sup> Grade	63 <sup>rd</sup>	62 <sup>nd</sup>
3 <sup>rd</sup> Grade	54 <sup>th</sup>	34 <sup>th</sup>

- *3<sup>rd</sup> grade scored decreased due to taking the test without read-aloud for the first time. Scores are anticipated to increase as scholars progress within the grade level.*

## August Highlights

- 94% family attendance at Open House in July
- Successful beginning to the year in all classrooms
- Fully enrolled with waiting list for all grades
- Professional Development for Enriched Guest Educators
- COMPASS Evaluator Training

## September Highlights

- 70% family attendance at Back to School Night

## Other Notes

- Annual Report for 2016-2017 will be available in October
  - Claire will send for feedback in the upcoming weeks
  - Scheduling event for board/staff in December & May
  - Schedule breakfast for donors

## Minutes from July

*There was no meeting in August  
due to the potential storm  
(Harvey) hitting the area.*

## Board Meeting Agenda Minutes

July 26, 2017 @ 6:30PM

**Location:** 3400 6th St. Harvey, LA 70058

### Roll Call

*Board Members: Bill Aaron, Lisa Rebowe, Nick Aucoin, Allison Plaisance, Pat Leblanc*

*Other Attendees: Claire Heckerman (Head of School)*

*Bill Aaron called to order at 6:42PM*

### Approval of Minutes – VOTE

Allison moved to approve the minute; Pat seconded; Motion carried 5:0

### Head of School Report

- Staff Update – *VOTE on adding new position*

*Fully staffed as of beginning of July*

*Claire is requesting to hire an additional Assistant Teacher for interventions and to cover third grade co-teacher on parental leave. Cost is \$33,000 salary plus benefits. Pat motioned; Allison seconded; 5:0 motion carries*

- Enrollment Update

*Currently 243 scholars enrolled with 95 on the waiting list*

- Calendar Reminders – *VOTE on changing PD days in October*

*Claire is requesting to change the professional development days on the calendar from October 9th and 10th to October 16th and 17th. Allison motioned; Pat seconded; 5:0 motion carries.*

- Facility Update

*Working on Salem Lutheran Church; Stuck due to parking. Bill will work on getting in contact with parking lot owner*

*Pat is working on meeting with the Archdiocese regarding St. John Boscoe building*

- Academic Update

*Strong end of Year 2. Working to catch up entering 3rd grade class, particularly in reading*

### Finance Committee Report

- Financial Update – VOTE

*Ratios are strong, closed the books for the fiscal year*

*Over \$200,000 in surplus*

*Finance committee is working on having clearer deadlines so finances can be sent to the board with more time for review*

*Nick moved to approve financial update subject to audit; Pat seconded; Motion carries 5:0*

### **Governance Committee Report**

- Updates

*Working on adding 2 more members ASAP*

### **Development Committee Report**

- Celebrations
- Annual Board member giving
- Donor Invitations to School

*Claire needs to send JCF a thank you with a picture of kids using instruments from \$2,000 grant*

*Bill requested a list of board donations this year*

*Claire requested monthly calls to discuss fundraising ideas*

### **Adjournment**

*Pat moved to adjourn; Allison seconded; meeting adjourned at 7:22PM*

Proposal from Kathy Padian/  
Ten Square to manage our  
facility acquisition/project

*Please review and send Claire  
questions.*





September 15, 2017

*Via e-mail to:*

Claire Heckerman  
Founder and Head of School  
Laureate Academy Public Charter School  
3400 6<sup>th</sup> Street  
Harvey, LA 70058

**Re: Proposal for School Facility Search and Acquisition**

Dear Claire,

Thank you for the opportunity to present this proposal to Laureate Academy to assist with your facility needs. The TenSquare team is excited about the potential opportunity to work with you to help assist in the search and acquisition of a facility for the next school year and beyond. With a relatively short timeline, we are eager to get started.

TenSquare is a national education consulting group. The five partners along with our supporting team members are all recognized leaders in education reform. We specialize in school turnaround, strategic expansion and charter school facility development. With three offices in Washington DC, New Orleans and Las Vegas, we are able to support schools, charter management organizations, school districts and State agencies in nine states. TenSquare holds a competitive advantage in providing charter school facility development services.

**Statement of Interest:**

In response to our recent conversation, I am presenting this proposal to provide Development Consulting Services to assist the Laureate Academy in its efforts to identify and occupy a new facility. We believe TenSquare is well suited, perhaps uniquely so, to provide such services to the Laureate Academy. We have demonstrated experience in successfully managing complex school projects and we can help you navigate your project through to completion.

TenSquare provides unique school experience among real estate developers. Having started and worked with schools in a variety of roles, TenSquare provides a deep understanding of the needs of a school and the interaction between the educational program and facilities. This hands-on experience is valuable when reviewing design, translating school issues for architects, interacting with representatives of funding sources, and providing advice to schools on potential program changes. We provide a bridge between your school and the landlord, developer, construction team and all other external parties and we will guarantee that your interests are always well represented.

## PROPOSED SCOPE OF WORK:

It is our understanding that Laureate Academy has outgrown its current facility and requires a new location with expanded instructional and administrative space for the 2018-19 school year. While the ideal goal is to find a long-term solution that the school can grow into over the next several years (through the full enrollment of K through 8<sup>th</sup> grades), an interim location may be required.

TenSquare proposes the following phased Scope of Work for Laureate Academy:

### Phase One

1. Review all existing plans, feasibility studies, etc. that currently exist for Laureate Academy's facility program including:
  - Outline program of spaces (indoor and outdoor), adjacencies
  - Confirm LEED strategy
  - Generate performance criteria / specifications for Owner technical systems:
    - Information technology
    - Access control
    - Cable television
    - Communications
    - Audio-visual
    - Security/surveillance
2. Assess existing potential sites for relocation for the 2018-19 school year and provide analysis
3. Develop both short-term and long-term strategy for Laureate Academy's facilities to include assessments of geographical preference, enrollment plan and financing
4. Negotiate lease terms and oversee buildout (if necessary)
5. Produce a draft development/asset management plan with options based on market study, Laureate Academy's goals and priorities, and initial financial analysis; establish viable financing options based on desired/achievable Financing Terms (if necessary).

Phase Two (related to new construction or substantial renovation of an existing site):

Research & study various available financing options for financing including:

- a. Tax Exempt Bond Financing
- b. Bank Qualified Bond Financing
- c. Conventional and/or Agency Debt
- d. New Market Tax Credits
- e. Subordinated Debt if required

Produce an initial financial analysis of selected alternatives including a draft development budget and pro forma

Prepare an Underwriting Timeline, Estimate of Capital Improvement Expenditures,

Development Timeline, Occupancy Schedule and outline appropriate steps needed to undertake financing.

Secure Project Financing

- a. Source potential sources of financing
- b. Work with Laureate Academy to create, submit, and coordinate Request for Financing packages
- c. Coordinate/respond to communication between lenders and school, including any ad hoc requests and/or ongoing due diligence items
- d. Source and apply for other subordinate lending as needed
- e. Secure additional resources for asset management/redevelopment and negotiate best possible deals with capital sources.
- f. Negotiate best possible arrangements with capital sources.

Coordinate/assist in closing all financing

Identify, assess, and select the development team for the development of the property

Pre-Development Management (as needed)

Prepare General Contractor Requests for Proposals

Oversee effort between school and design team throughout programmatic design

Oversee design team (A&E) from conceptual stage through permit set of construction drawings.

The design team will design the Project to specifications agreed upon by the Laureate Academy and TenSquare. Laureate Academy and TenSquare will provide written approval of the plans and specifications for the Improvements. Once the plans for the Improvements are approved, any changes must be agreed upon by both Laureate Academy and TenSquare.

Assist in selection and hiring process of Architect and or General Contractor and contract negotiations

Facilitate necessary permit applications and processing as required

Create, maintain and report on project schedules and budgets

Conduct outreach and interface with the relevant government agencies.

Coordinate with the architect and relevant subcontractors to ensure the proper permits are obtained in a timely fashion.

Develop construction schedule and construction budget; track project performance goals and review expenditures.

Act as “Owner’s Representative” during the entire acquisition, financing and development phases of the Project/Real Estate, during negotiations with capital sources and on behalf of the Owner as requested by Owner with all governmental agencies and departments.

#### Development Management

- a. Maintain project team from construction commencement through project completion and school move-in
- b. Coordinate communication between school, project team, and city officials
- c. Ensure project is proactively meeting city requirements required for bond financing.
- d. Maintain/monitor project schedule, project budgets, permits, and inspections
- e. Coordinate and maintain relationship with lending institutions throughout construction period
- f. Assist in school move-in activities at completion of construction
- g. Maintain documentation file for project record
- h. Participate in meetings as a member of the project team to monitor project progress, schedule, budget, and address issues needing school input

Assist the Owner in the management of the development process for the Project/Real Estate, including coordination with any architects, engineers, third party professionals, general contractors, or subcontractors/material suppliers.

Act as “Owner’s Representative” with any general contractor to help develop construction schedule and construction budget, and to manage Project performance through to completion.

Manage the building occupancy process including the punch list, delivery of the building, system training, and identifying and tracking warranty items.

## PROPOSED PROJECT TEAM

**Project Lead** – Kathleen Padian will be the lead partner for phase one of this project. She will be the primary point of contact on the project for the Laureate Academy and will ensure that all aspects of the Scope of Work are completed in a timely fashion. As the project manager, Kathy will have the primary responsibility for assisting the school leadership and the board in selecting the location for the school beginning in July 2018. Kathy will ensure Laureate Academy is satisfied with the quality of all services delivered by TenSquare

**Project Support** – **Karl Jentoft** will provide support for Kathleen Padian during phase one of this project. Karl will provide any required assistance on issues relating to the financing, zoning and renovation of the selected site. During phase two, Karl may become the project lead depending upon the decision of which path to pursue – a longer term lease for a larger facility or the construction of a new facility.

Additional support and services that may be required will be provided by our network of experienced and trusted team members.

## BILLING RATES AND COMPENSATION

For this engagement, TenSquare proposes compensation arrangements, as follows

Phase One: A monthly stipend of \$3,000 per month payable on the final business day of each month. TenSquare does not work on an hourly basis, we will dedicate as much time as needed to ensure the successful completion of all tasks.

Phase Two (new construction of substantial renovation of existing property) If TenSquare is selected to act as developer for a long-term facility project, our fee is 2.5% of total project costs. We will continue to invoice at \$3,000 per month with credit assigned for fees paid to date (including fees paid during phase one) with the remaining 50% the Development Fee paid at the closing of the financing and 50% of the Development Fee paid as a percentage of construction completion.

In addition, we require reimbursement of out of pocket, third party expenses.

We would be happy to furnish any additional information about our qualifications and of course, to answer any questions you or the members of your board of trustees or staff might have. We are available to meet with you and to discuss these matters at your convenience. We look forward to working with Laureate Academy.

Respectfully Submitted,

Kathleen Padian  
Partner  
TenSquare, LLC

**TenSquare**, LLC is a District of Columbia company specializing in providing real estate development and consulting services to charter school clients. These services include: facilities acquisition, financing, development and management; strategic planning; organizational assessment and restructuring; executive recruitment; governance and fundraising. TenSquare's five principals, Karl Jentoft, Joshua Kern, Kathleen Padian, Alexandra Pardo, and Katie Herman, have significant experience with both charter school operations and real estate development. TenSquare has offices in the New Orleans, the District of Columbia and Clark County, Nevada. TenSquare works with charter school clients across the United States with current clients in Louisiana, Minnesota, the District of Columbia, Illinois, Georgia, Maryland, New Jersey, Missouri and Nevada.

**TenSquare** is a District of Columbia Certified Business Enterprise (CBE) as a Small Business, Local Business and Resident-Owned Business.

### Services Offered

#### **Real Estate Development:**

TenSquare provides comprehensive real estate development services to its clients. These services include developing a project strategy, conducting feasibility analysis of possible facility options, securing the site, assessing and arranging financing, overseeing the project design, and managing the project during construction to eventual occupancy. The result: a complete facility solution that meets the school's program requirements and is designed and built within a client's budget and time constraints.

#### **Planning and Growth:**

Charter school clients in need of assistance in planning for expansion and growth rely on TenSquare to guide them through the process of strategic analysis of options, as they seek to attain higher levels of academic achievement, management expertise, financial stability and facility needs. Having founded, successfully operated and achieved significant success at a District of Columbia public charter high school for over a decade, Josh Kern and the other principals of TenSquare know first-hand the many difficult obstacles and concerns that need to be addressed and overcome in order to bring charter schools up to ever higher levels of performance. Whether it be board of trustees or staff leadership and development, overall school management, finances, fundraising, staffing, resource allocation, teacher performance, curriculum or any other aspect of charter school operations, the principals of TenSquare have had substantial experience and knowledge in all of these areas and are able to bring their expertise to the table for the benefit of TenSquare's charter school clients. Kathleen Padian was responsible for more than \$550 million of new construction and renovation projects in New Orleans during her tenure as the Deputy Superintendent of the Orleans Parish School Board.

#### **School Improvement:**

If a charter school client is in need of more in-depth assistance to resolve regulatory concerns, charter renewal applications or issues, or threatened revocation of authority to operate, TenSquare works intensively with board and staff to restructure the school's management, staff and operations. These efforts can and often include executive recruitment handled directly by TenSquare to locate the right professionals for the school's leadership, management and staff, including principals, board members, administrative staff and teachers. It can also typically include putting new procedures into place for school operations, seeking to locate additional resources for the school, helping to enhance or modify development plans and techniques, entering into negotiations with third parties to restructure the school's outstanding debts or other

contractual obligations, assessing the quality of the school's financial controls and procedures, and modifying financial operations as needed.

Similar Projects Recently Completed:

**KIPP: New Jersey:**

Location: Newark, New Jersey

Type of Project: Ground up construction of a new 100,000+ SF facility

Role: Owner's Representative and Project Manager

Purchase Price: \$2,405,000

Total Renovation Cost: \$26,648,125

Delivered: July 2016

**Northeast College Prep (For CSDC as Owner and Landlord):**

Location: Minneapolis, MN

Type of Project: Purchase and renovation of a former warehouse and charter school building

Role: Real Estate Developer Services

Purchase Price: \$ 3,600,000

Total Renovation Cost: \$ 6,412,484

Delivered: August 2016

**Hiawatha Leadership Academy (For CSDC as Owner and Landlord):**

Location: Minneapolis, MN

Type of Project: Ground up construction of a new middle school facility (Northrup School)

Role: Real Estate Developer Services

Purchase Price: N/A (Property already owned by CSDC)

Total Renovation Cost: \$ 6,950,000

Delivered: November 2015

**Mundo Verde Public Charter School:**

Location: Washington, DC

Type of Project: Renovation and addition to a former public school building

Role: Real Estate Developer Services as Owner's Representative

30 Year Lease from the District of Columbia

Total Renovation Cost: \$ 12,166,000

Delivered: November 2015

**Encore Academy Charter School**

Location: New Orleans, LA

Type of project: renovation and expansion of the former John Shaw school building

Role: Real estate developer and financing

Purchase price: \$250,000 from OPSB

Total renovation cost: \$7 million

Delivered: August 2015

Additional School Projects Under Contract:

Columbia Parc New Orleans, LA K-8 building for the Bayou District Foundation

Early Childhood Academy Washington, DC tenant representative for buildout and occupancy

5959 Shady Oak Road, Minnetonka, MN for the International Spanish Language Academy

2835 Morse Road, Columbus OH for the Horizon Science Academy

220 Taylor Street, NE, Washington, DC for Washington Yu Ying PCS

### **3. The TenSquare Team**

#### **TenSquare LLC**

**Karl Jentoft** is an experienced real estate developer with prior experience in banking and education. He has developed school buildings, affordable housing, and mixed-use developments. Prior to joining TenSquare, Karl worked for two years as the Vice President for Corporate Development at Charter Schools Development Corporation. At Charter Schools Development Corporation, Karl developed charter school properties across the country and established a new real estate consulting business. Karl has developed over 30 charter school facility projects, working with schools in 5 states and the District of Columbia. Karl's projects have comprised over \$150 Million and 800,000 square feet of development work.

In his 19 years of educational work, Karl helped create Capital City Public Charter School in Washington, DC and served for seven years as the Board Treasurer, he was appointed to the DC State Education Office Credit Enhancement Committee which oversaw the disbursement of public funds for direct loans and credit enhancements for charter school facility projects, and he was appointed to the DC Public Charter School Board which authorizes all DC public charter schools and provides oversight to 60 schools on 92 campuses. Mr. Jentoft currently serves on the Board of Trustees for the Friends of Choice in Urban Schools.

Before becoming a real estate developer, Karl held senior management positions in finance and banking firms throughout his career. Karl spent two years as Director at Octopus Investments in London, England and ten years in banking as an executive at Capital One. As President of Capital One, Services (Canada) and Director of New Business Development at Capital One Services, Inc. Karl ran Capital One's Canadian business and managed teams in the creation of new businesses in the United States. Formerly with McKinsey & Co and an Intelligence Officer in the U.S. Air Force, Mr. Jentoft has experience in all aspects of building and running a business including strategy development, marketing, contract negotiation, risk analysis, establishing operations, and recruiting and developing business teams.

Karl holds a BS in Economics and International Affairs from the United States Air Force Academy and a Masters of Public Management from the University of Maryland.

**Kathleen Padian** joined TenSquare, LLC as a Principle in September 2015 and opened an office for the rapidly expanding company in New Orleans, LA. She most recently served as the Deputy Superintendent for the Orleans Parish School Board. Her responsibilities included management of the Charter School and Facilities offices for the School Board. Kathleen grew the charter portfolio from 11 schools on 13 campuses to 18 schools on 24 campuses during her tenure; leading the approval process and supporting schools with placement of administrators



and board members, finding facilities and creating the first CMO under the OPSB. The charter enrollment comprised 80% of the District at the time of her departure. She was also responsible for creating the plan for the transfer of schools to the OPSB from the State-run Recovery School District, successfully changing legislation in order to protect autonomy of those schools during the change in authorizer. At OPSB, Kathleen was responsible for the oversight of all renovation and new construction of facilities; approximately \$500m in projects from 2011 through 2015.

Kathleen has over twenty years of experience in the K-12 public education field from her start as a classroom teacher to executive management of schools, non-profit and philanthropic organizations. She moved to New Orleans in 2008 to continue her work on charter school facility issues that she began while serving as Vice President of Building Hope, a foundation based in Washington, DC. At Building Hope she oversaw more than a dozen school facility construction and renovation projects and created the first charter school incubators space in a former DCPS building. Kathleen subsequently founded an organization dedicated to these issues in New Orleans, providing consultative services to a variety of clients including the LA Association of Public Charter Schools. Additional past experience includes serving as the National Director of Development for New Leaders for New Schools (New York, NY) and Strategic Investments Director at Fight for Children (Washington, DC).

Kathleen has consulted with authorizers and charter operators regarding the development of schools in Washington DC, Florida and Louisiana. She holds degrees from the University of Connecticut and Quinnipiac University and has studied special education and educational leadership at the Curry School of Education at the University of Virginia. She was selected as a member of the inaugural cohort for the NACSA Leaders Program in 2012. Kathleen was also the founding Board President of Achievement Prep Charter School in DC and served as President of the Board for NOLA 180, a CMO in New Orleans. She regularly serves on the Program Committee for the National Alliance for Public Charter Schools' annual conference and is a frequent speaker at a number of education reform convening's around the country. Kathleen's love of New Orleans and Mardi Gras led her to become a founding float lieutenant in the Krewe of Nyx in 2011. The job that she loves the most is being the mother of her 8-year-old daughter.

**Joshua M. Kern** has been the Managing Member of TenSquare, LLC since its inception. Based in Washington, DC, TenSquare is a national educational advisory services firm specializing in helping schools improve performance, acquire and finance sites and facilities, and achieve overall educational and growth objectives. Prior to founding TenSquare, Mr. Kern was the Co-Founder, President & Chief Executive Officer of Thurgood Marshall Academy Public Charter High School (TMA) in the Anacostia neighborhood of D.C. Mr. Kern initiated the effort that led to the creation of Thurgood Marshall Academy while attending law school at Georgetown University Law Center and serving, through the university's DC Street Law clinical program, as a teacher at Frank W. Ballou High School. Mr. Kern oversaw Thurgood Marshall Academy's growth and development from a start-up serving 80 9th graders at its inception in 2001 to a full service accredited institution serving 390 students in grades 9 - 12. Under Mr. Kern's leadership, Thurgood Marshall Academy garnered national recognition for the excellence and sustainability of its programs. Thurgood Marshall Academy students have the highest combined state standardized test scores among all open enrollment high schools in Washington, DC. 100% of students in all six graduating classes were accepted to college and 87% of the most recent alumni enrolled in college last year. In late 2009, the school was selected by the U.S. Department of Education to be featured as part of the Department's Doing What Works initiative. Thurgood Marshall Academy was the only charter school and one of just six schools in the country chosen as a national model of excellence for its use of data to improve student outcomes.

As founder and Executive Director of the Thurgood Marshall Academy Public Charter School for over ten years, Josh Kern initiated, developed and managed all charter school systems for successful operations, including site acquisition and development, budgeting, strategic planning, setting standards for academic performance, hiring and retention of staff and teachers, and evaluating organizational achievement. He is thoroughly familiar with all aspects of public charter school programming and operations, and has direct hands-on experience in all relevant areas that may be needed to provide educational consulting advice to charter schools.

Mr. Kern also has extensive experience with real estate development and finance for charter schools in the District of Columbia and elsewhere. He has managed all aspects of the design, construction, and capitalization of numerous charter schools' redevelopment projects. Mr. Kern is a founding member of the DC Public Charter School Association, Vice Chair of the Board of Friends of Choice in Urban Schools (FOCUS), a member of the Board of Barrack Academy, an Advisory Board member of the National Public Charter School Resource Center, and a member of the Board of Achievement Prep Public Charter School. He is also a frequent speaker at national conferences and seminars and before Congress concerning charter schools and related educational matters. Mr. Kern was recently appointed by the District of Columbia Council to serve on the University of the District of Columbia Community College (CCDC) Transition to Independence Advisory Board.

Mr. Kern is a member of the Pennsylvania Bar and in 2011 received the prestigious Robert F. Drinan Public Service Award from Georgetown Law. Mr. Kern was also named "Young Lawyer of the Year" by the Bar Association of DC. Mr. Kern graduated with honors from Georgetown University Law Center in 2001 and holds a BA and MBA from Tulane University. Mr. Kern lives in Washington, DC with his wife, Allison Rapp, and their new daughter, Caroline Bliss Kern.

**Katie R. Herman** is an experienced nonprofit leader with a keen eye for talent and proven success in building high performing teams and operations, leading towards strategic priorities, and creating sustainable infrastructures for educational nonprofits. For four years, Katie led the development efforts of College Summit, a national college access organization. As Vice President of Development, she built a national development team, oversaw a \$9M annual goal, and developed the infrastructure to support 11 regional operations. From 2001 through 2008, Katie served as Managing Director and Development Director for Thurgood Marshall Academy Public Charter High School (TMA), one of the highest performing public high schools in Washington, DC. Katie helped grow the school from 80 to 400 students and quadrupled philanthropic revenue. Among her accomplishments at the school, Katie oversaw an unconditional five-year charter renewal from the Public Charter School Board (the first unconditional renewal the PCSB ever granted to a high school); restructured the administration and hired the current leaders of the school; spearheaded the development of a nationally-recognized data-driven benchmark assessment system and standards-based curriculum; led annual fundraising and capital campaigns; designed and ran model volunteer-based, after-school programs; and closely supported the \$12M renovation and restoration of a century-old school building in Anacostia. She now serves as Secretary of the Board of Trustees. Katie has experience in education research and evaluation from her work at Policy Studies Associates, and is a committed educator with over twenty years of working with youth in the inner cities of Chicago, Providence and Washington, D.C. She is a graduate of Brown University.

**Alexandra Pardo** is an experienced charter school leader having joined TenSquare after working nine years at Thurgood Marshall Academy as Academic Director and Executive Director. Under Pardo's leadership, US News and World Report ranked Thurgood Marshall Academy as the

highest-performing open-enrollment high school in the city. She revamped the school's curriculum and approach to teaching and using performance data that resulted in the school achieving the highest math and reading test scores of any open-enrollment D.C. high school. Her work led the school to be recognized by the U.S. Department of Education and featured in the Paul Bambrick-Santoyo book *Driven by Data*. Pardo also received multiple state grants to do district-wide work to help other schools improve their use of student achievement data, professional development and teacher support.

Thurgood Marshall Academy earned a 2014 National Excellence in Education Award from the National Center for Urban School Transformation and a School Award from the Coalition of Schools Educating Boys of Color. Pardo received a Distinguished Educational Leadership award in 2013 from the Washington Post. A Teach for America alumna, Pardo earned a Bachelor of Arts in International Affairs from the George Washington University, a Masters of Arts in Teaching from American University, a Master of Science in Administration from Trinity University and a Doctor of Education from the George Washington University.

# Academic Update

*Page 1 & 2: Projected outcome  
on LEAP 2018*

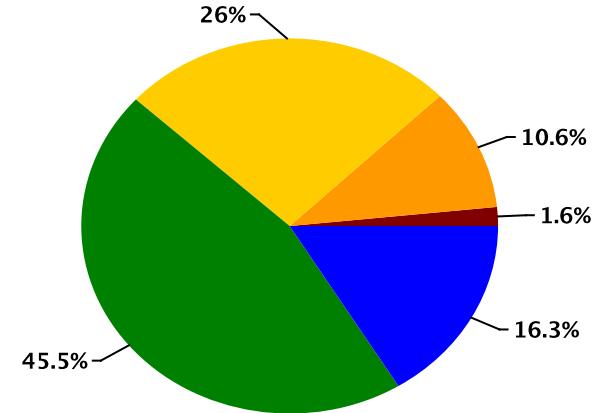
*Page 3: Report Card sample*

## Mathematics

Projected to: Louisiana Education Assessment Program taken in spring.

View Linking Study: <https://www.nwea.org/resources/louisiana-linking-study/>

Grade	Student Count	Unsatisfactory		Approaching Basic		Basic		Mastery		Advanced	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	66	1	1.5%	4	6.1%	13	19.7%	29	43.9%	19	28.8%
3	57	1	1.8%	9	15.8%	19	33.3%	27	47.4%	1	1.8%
<b>Total</b>	123	2	1.6%	13	10.6%	32	26.0%	56	45.5%	20	16.3%



### Explanatory Notes

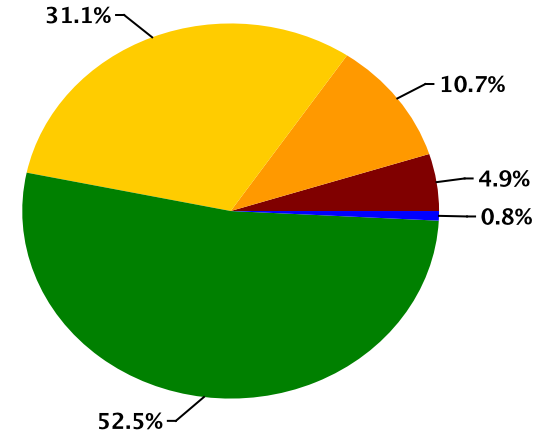
This report shows students' projected performance on the state assessment(s) based on NWEA alignment/linking studies. Performance categories are defined by the state and are specific to each state. For any state or location that does not have an associated state summative test the NWEA Generic Linking Study is provided.

## Reading

Projected to: Louisiana Education Assessment Program taken in spring.

View Linking Study: <https://www.nwea.org/resources/louisiana-linking-study/>

Grade	Student Count	Unsatisfactory		Approaching Basic		Basic		Mastery		Advanced	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	65	2	3.1%	4	6.2%	22	33.8%	36	55.4%	1	1.5%
3	57	4	7.0%	9	15.8%	16	28.1%	28	49.1%	0	0.0%
<b>Total</b>	122	6	4.9%	13	10.7%	38	31.1%	64	52.5%	1	0.8%



### Explanatory Notes

This report shows students' projected performance on the state assessment(s) based on NWEA alignment/linking studies. Performance categories are defined by the state and are specific to each state. For any state or location that does not have an associated state summative test the NWEA Generic Linking Study is provided.

# KENNER DISCOVERY HEALTH SCIENCES ACADEMY

2015-2016 • Jefferson Parish • Grades PK4,K-8 • 026125

# A

802 Enrolled • 12% Special Education • 58% Economically Disadvantaged

SPS = 102.1

## HOW DID STUDENTS PERFORM ON STATE ASSESSMENTS?

SCORE	SCHOOL	DISTRICT	STATE
<b>ON TRACK (Mastery and Above)</b>	<b>43%</b>	<b>31%</b>	<b>33%</b>
<b>NEED SUPPORT (Basic and Below)</b>	<b>57%</b>	<b>69%</b>	<b>67%</b>

NOTE: The table above includes students who take LAA 1. View how their performance is measured [here](#).  
Schools that are K-2 configurations have accountability data based on a paired school, designated by its district.

## HOW DID DIFFERENT GROUPS OF STUDENTS PERFORM?

SCORE	MINORITY STUDENTS			STUDENTS WITH DISABILITIES			ECONOMICALLY DISADVANTAGED STUDENTS		
	SCHOOL	DISTRICT	STATE	SCHOOL	DISTRICT	STATE	SCHOOL	DISTRICT	STATE
<b>ON TRACK (Mastery and Above)</b>	<b>36%</b>	<b>27%</b>	<b>23%</b>	<b>23%</b>	<b>18%</b>	<b>14%</b>	<b>38%</b>	<b>27%</b>	<b>26%</b>
<b>NEED SUPPORT (Basic and Below)</b>	<b>64%</b>	<b>73%</b>	<b>77%</b>	<b>77%</b>	<b>82%</b>	<b>86%</b>	<b>62%</b>	<b>73%</b>	<b>74%</b>

## DID THIS SCHOOL MAKE PROGRESS WITH STUDENTS WHO STRUGGLED ACADEMICALLY?

Schools earn a maximum of 10 progress points for students previously non-proficient but who exceeded expectations in the current year.

**TOTAL POINTS EARNED**

**5.9**

2013-2014

2014-2015

2015-2016

**B**

**SPS  
95.5**

**A**

**SPS  
103.5**

**A**

**SPS  
102.1**



**DATA  
CENTER**



During transition years (2013-2017), expectations for all students have been raised by increasing the quality of ELA and math assessments and phasing out of the LAA 2 assessments. During this transitional learning year, a curve policy is in place to ensure that the distribution of letter grades remains stable. [See more information about transition policies.](#)