



2015 EDUCATION REPORT CARD

Submitted by the Chamber Education Report Card Committee
Co-Chairs Rob Elliott and Jewell Winn
Metropolitan Nashville Public Schools | 2014-2015 School Year

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EXECUTIVE SUMMARY

Since 1992, the Nashville Area Chamber of Commerce has organized a diverse and committed group of Nashvillians to assess the progress of Metro Schools. The 23 members of the Education Report Card Committee began their work in July 2015. They conducted interviews and had conversations with city and school system leaders, community stakeholders, principals, teachers and students. The committee also collected data and visited schools before developing findings and recommendations. This report represents our consensus view of the 2014-2015 school year.

Each year, the Education Report Card Committee spends four months evaluating the performance of Metro Nashville Public Schools (MNPS) by considering insights from school officials and stakeholder groups, public opinion, state assessments, ACT scores, graduation rates, public opinion, the strategic plan Education 2018, and, most importantly, the district's own measurement of school effectiveness, the Academic Performance Framework (APF). The purpose of this report is to provide an independent assessment of whether Metro Schools has made progress over the previous school year. In addition, the committee offers a number of recommendations intended to support improvement in the near future.

Since the state of Tennessee instituted more rigorous standards in 2010, this report card has documented clear academic progress in Metro Schools. **Therefore, we are disappointed that MNPS did not record overall improvement during the 2014-2015 school year.** This conclusion is based on the district's own APF measurement, a composite of student proficiency in math and English, academic growth, reduction of achievement gap between demographic groups, and school culture. In 2015, the district did not increase the overall number of effective schools, and the number of "target" schools, the lowest-performing category on the APF, increased from 13 to 18. Overall, one out of every 10 MNPS students attended a target school.

It is important to note that the APF categorizes the performance of all public schools in the county regardless of school type, reflecting both the struggles and successes of district and charter

schools. Replicating the successful programs and strategies found within schools of various types should be a priority for the district, as should increasing the means by which collaboration is able to take place between school leaders who serve similar types of students.

Despite the lack of progress district-wide, there are pockets of success. MNPS remained in good standing with the state by meeting the majority of accountability targets for all students for the fourth straight year. In addition, the district met 10 of 11 Tennessee Department of Education targets for overall achievement, and 14 MNPS schools were identified as "reward schools," those schools in the top five percent statewide for achievement and/or growth. High school students made slight gains in academic performance in every subject requiring an end-of-course exam - English I, English II, English III, algebra I, algebra II, biology I, and chemistry. The most dramatic improvement was in algebra II, which saw an increase to 40 percent proficient or advanced, up from 29 percent in 2014. In addition, the graduation rate continued its climb to 81.6 percent, up from 78.7 percent in 2014. Metro Schools has again made incremental improvement on the ACT, with 30 percent of 11th-grade students making at least a 21 on the ACT, up from 29 percent in 2014. But the district's goal of half its students scoring at least a 21 remains a too-distant prospect at the current pace.

The district's greatest challenges continue to be in the earlier grades. In the middle school grades, there were improvements in both math and reading/language arts over the previous year, but, unfortunately, more than half of the district's eighth-graders remain below proficiency in these key subject areas. Even more disturbing, math and reading/language arts proficiency declined in the fourth grade, the culminating grade for most MNPS elementary schools. More than 60 percent of MNPS' students entered middle school this fall unable to read above the most basic levels of proficiency. With this startling and unacceptable statistic in mind, we believe MNPS must implement dramatic interventions for teaching literacy to its youngest students. An emphasis on early-grade instruction should

include strengthening the state's voluntary pre-K program to ensure high-quality instruction, a focus on school readiness and better coordination with the instruction that happens later in the early elementary grades.

Metro Schools' future improvement hinges on the successful recruitment and retention of excellent teachers. Ensuring every classroom has a supported, highly effective educator is the most important initiative the district can pursue to improve academic achievement. Employing more than 6,000 certified teachers, nearly 10 percent of whom are new to the district each year, MNPS must compete nationally for top-talent teachers who also reflect the racial and cultural diversity of Nashville's students. Currently, 74 percent of MNPS teachers are white, compared to only 40 percent of its students. Twenty-one percent of the district's students are Hispanic, while only 1 percent of the district's teachers come from the same ethnic background. With a small recruitment budget and a staff that is stretched thin trying to manage an inefficient hiring and onboarding process, Metro Schools should engage with community partners to help modernize its hiring practices and develop a national recruiting strategy that highlights the city of Nashville and the teaching opportunity in its public schools.

In a growing city and region that attracts an average of 65 new residents every day, starting-salary compensation is an important factor when recruiting teachers. While MNPS teacher salaries are competitive with the school systems in surrounding counties, this is not the case when salaries are viewed through a national lens. Millennial generational attitudes regarding single-employer careers and the abandonment of defined benefit plans in the private sector call for new approaches to teacher compensation. Creative ways for both MNPS and the State of Tennessee to significantly increase teachers' starting salaries should be part of any strategy to attract education talent.

Teacher retention is also a significant challenge for MNPS. On average, nearly 16 percent of the district's teaching force leaves the classroom every year. Internal promotions within MNPS, retirement, and personal reasons all play a role in these departures. But so, too, does dissatisfaction with a school's culture or administration. Some school leaders are extremely skilled

at providing feedback and mentorship to the teachers in their buildings, while other schools struggle to provide this professional support. Utilizing increased budget autonomy at the school level, some principals create summer professional development opportunities for their staff before the start of the school year, while other school leaders hire part-time professional coaches and mentors. This kind of instructional leadership must exist consistently across all schools if MNPS is to become the preferred district of choice for the nation's teaching talent.

Our committee believes the district faces a number of identified but unaddressed challenges to guarantee a quality education for all students, regardless of school or zip code. This prevents MNPS from becoming the high performing district described in its strategic plan, Education 2018. We come to this conclusion having talked to many MNPS teachers, principals and administrators who are committed to improving the lives of our city's children, putting in long hours in challenging circumstances. Yet this year's performance data indicates that Nashville's school system continues to leave many – in most cases a majority – of our students unprepared for their future, whether that is a postsecondary degree or simply the next grade level. Efforts to increase autonomy among principals – those who know their school communities best – have been well-received and yielded positive results in pockets of schools. Work remains in recruiting and retaining diverse and talented teachers, those in MNPS who are ultimately closest to our city's students. This remains a challenge, in part, because MNPS has been without a permanent leader for nearly six months, creating a sense of instability with no known date of resolution. Hiring well for the next director of schools is critical and necessary in order to implement many of the strategies required for system-wide improvement. The need is immediate for our great city to be able to guarantee a quality education to all students without caveats or exceptions.

RECOMMENDATIONS

To their great credit, each year the school board and administration carefully consider the Report Card Committee's findings and recommendations. Metro Nashville Public Schools' responses to last year's Report Card recommendations can be found in Appendix F.

In looking back at the 2014-2015 school year, the committee encourages MNPS and the broader community to thoughtfully consider each of these recommendations, as we look to see real progress on them over the coming year.

1. Metro Schools should implement a dramatic intervention for all students reading below grade level in first through third grades. [page 15](#)
2. Metro Schools should increase collaboration among educational delivery systems, including charter, zoned and choice schools. [page 12](#)
3. The State of Tennessee should strengthen the current pre-K program by requiring districts to re-apply for early childhood grants, with a plan for ensuring high quality and coordination with early elementary grade instruction. [page 15](#)
4. The State of Tennessee should explore offering first-year teachers increased choice in benefit packages, with any savings directed toward increasing starting salary. [page 19](#)
5. Metro Schools should conduct an independent, comprehensive review of its human capital department using HR professionals from some of Nashville's leading businesses. [page 22](#)



SCHOOL SYSTEM PERFORMANCE

The Education Report Card Committee examines the overall performance of Metropolitan Nashville Public Schools (MNPS) during the most recently completed school year using an analysis of the 2015 Academic Performance Framework (APF). This district-created tool sorts Nashville's public schools into five performance categories using a variety of data points. The APF is a composite measure that takes into account academic attainment (10 percent), academic growth (50 percent), achievement gap closure (5 percent), and school culture (15 percent), allowing for a more nuanced approach to evaluating school performance versus looking at the district as a whole. Each year, MNPS applies a slight statistical adjustment based on statewide trends when calculating APF scores. Adjusted APF numbers appear in this report. In 2015, instead of 15 percent, only 6 percent of a school's APF score came from school culture because of low participation in a district-administered school climate survey administered to families, as well as student-supplied climate data being lost by My Student Survey, a third-party vendor.

MNPS Enrollment/Capacity by Academic Performance Framework Status

	Number of schools		Number of students		Number of students, excluding schools missing program capacity data		Number of seats (program capacity)		Percent enrollment/capacity	
	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015
Excelling	24	21	10,117	8,851	6,758	7,007	6,847	6,923	98.7%	101.2%
Achieving	10	12	4,634	7,773	4,574	7,540	4,882	8,881	93.7%	84.9%
Satisfactory	71	75	48,164	46,387	46,983	44,974	51,705	49,951	90.9%	90.0%
Review	27	21	13,330	10,221	12,739	9,930	14,709	11,575	86.6%	85.8%
Target	13	18	6,353	8,481	6,353	8,218	6,400	8,423	99.3%	97.6%
Total	145	147	82,598	81,713	77,407	77,669	84,543	85,753	91.6%	90.6%

While Metro Schools has made clear progress since Tennessee’s move to more rigorous academic standards beginning in 2010, we are disappointed to report that overall progress has stalled during the 2014-2015 school year. In 2015, there were 33 excelling and achieving schools, a net decrease of one school in these categories. The number of students served by these schools, however, increased by 1,873 students. This is a 2 percent increase over the previous year – from 18 to 20 percent – of MNPS students attending excelling or achieving schools. Unfortunately, this slight positive growth was countered by an increase in the number of students attending low-performing schools. Over the previous year, five more schools – all in the elementary or middle school tiers – were in “target” status, the district’s designation for its lowest-performing schools. There were 2,128 more students served by target schools in 2015, an increase of 2 percent over 2014. Overall, one out of every 10 MNPS students attends a target school.

In addition to Metro Schools’ APF, the Tennessee Department of Education (TDOE) has its own process for identifying the state’s lowest-performing “priority” schools. Last fall, TDOE announced the number of “priority” schools in MNPS rose from 6 in 2011 to 15 in 2014. These schools performed in the bottom 5 percent of all schools in Tennessee. A year later, in July 2015, MNPS announced a newly created position – executive officer of priority schools – to focus exclusively on these schools.

This new position split out priority schools from the responsibilities previously shared by the district’s Office of Innovation. The Innovation Zone (iZone) was founded in 2011 and managed charter schools as well as lower performing schools through a focus on innovation. The office was based on a portfolio management approach to the schools in its purview, offering them greater flexibility in implementing innovative structures or initiatives. The Office of Innovation no longer exists, and charter schools now are managed by an MNPS executive officer of charter schools.

It can be argued that true improvement is difficult to determine, as Tennessee was in its second year of misalignment between Tennessee State Standards – now in its fourth year of use – and the outdated standardized TCAP tests administered to measure student mastery. Perhaps MNPS’ lackluster performance in third- through eighth-

grade TCAP scores gives further credence to the argument against misaligned standards and assessments. TNReady, a new state-created assessment designed in alignment with Tennessee State Standards, is scheduled to be administered statewide to students in spring 2016. Though the Report Card’s overall assessment of the district is guided by the APF, the framework’s true value is realized when it is used in decision making by MNPS administrators. Schools that struggle on certain measurements included in the APF receive additional federal funds for specific interventions. In addition, the APF informs the grouping of schools into networks mentored by a lead principal. These lead principals are, in turn, selected through a competitive process that includes their schools’ APF ranking. And it is APF trend data, usually in three-year increments, that helps inform decisions about a principal’s continued leadership at a school or potential reassignment to another role.

MNPS definitions of school types

- **Choice School** – A district-operated school that has voluntary enrollment. This list includes schools that have a zoned population with partial voluntary enrollment and other schools that have no zoned population.

The following choice schools have academic entrance requirements: Hume-Fogg Magnet, Martin Luther King Jr. Magnet and Meigs Middle Magnet. The following schools require students to audition and/or interview: Creswell Middle Prep School of the Arts, Nashville School of the Arts, MNPS Middle College, MNPS Virtual School and Nashville Big Picture High School.

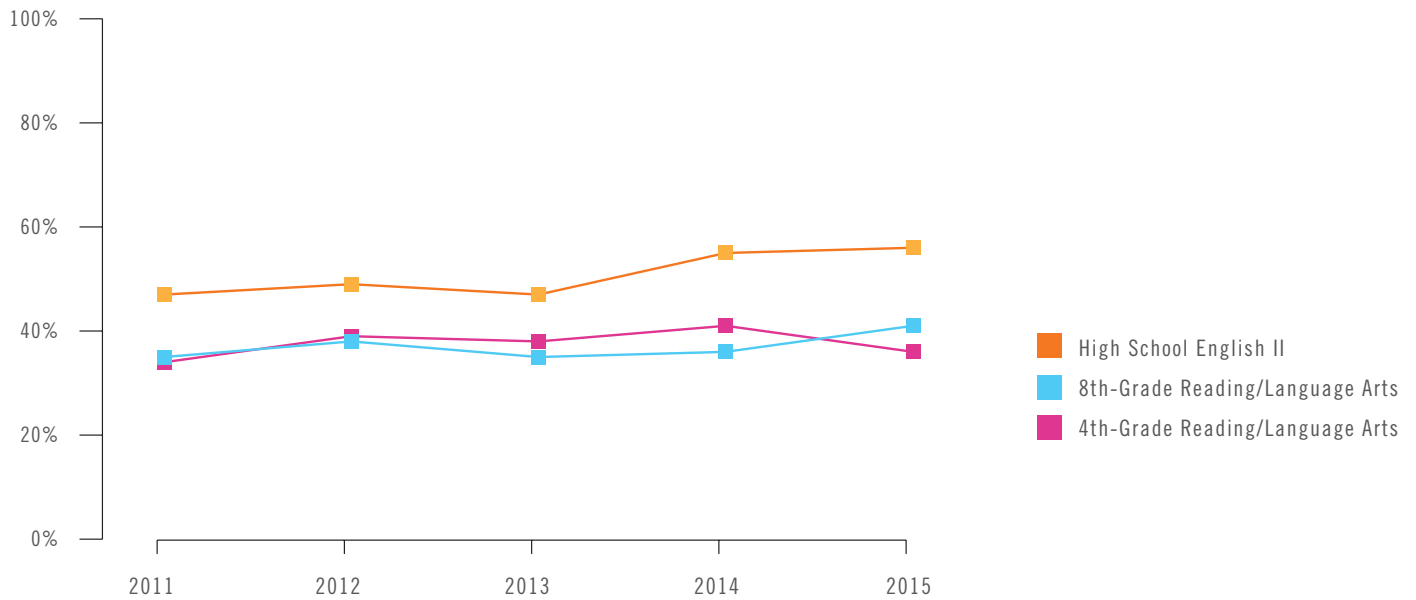
- **Charter School** – A public school that is operated by a private nonprofit charter organization. Most of the charter schools are voluntary enrollment, but a few charter schools have a zoned population.
- **Zoned School** – Schools that have a zoned population and do not have capacity for voluntary enrollment.

Based on our evaluation of the district’s performance, we believe there is effective teaching and learning taking place in every Metro school. System-level improvement for nearly 82,000 students cannot happen if central office administrators fail to ensure that best practices are shared across school type and tier. **MNPS should increase collaboration among educational delivery systems, including charter, zoned and choice schools.** Teachers and principals can benefit from learning about the practices of their peers in all of the types of schools within the district and could be included in this work. The district should consider bringing back its annual shared practices summit to facilitate the exchange of ideas and practices. At the monthly principal meetings already required of MNPS school leaders, there should be increased intentionality of connecting principals from schools with similar demographics and challenges, regardless of type of school or grades served.

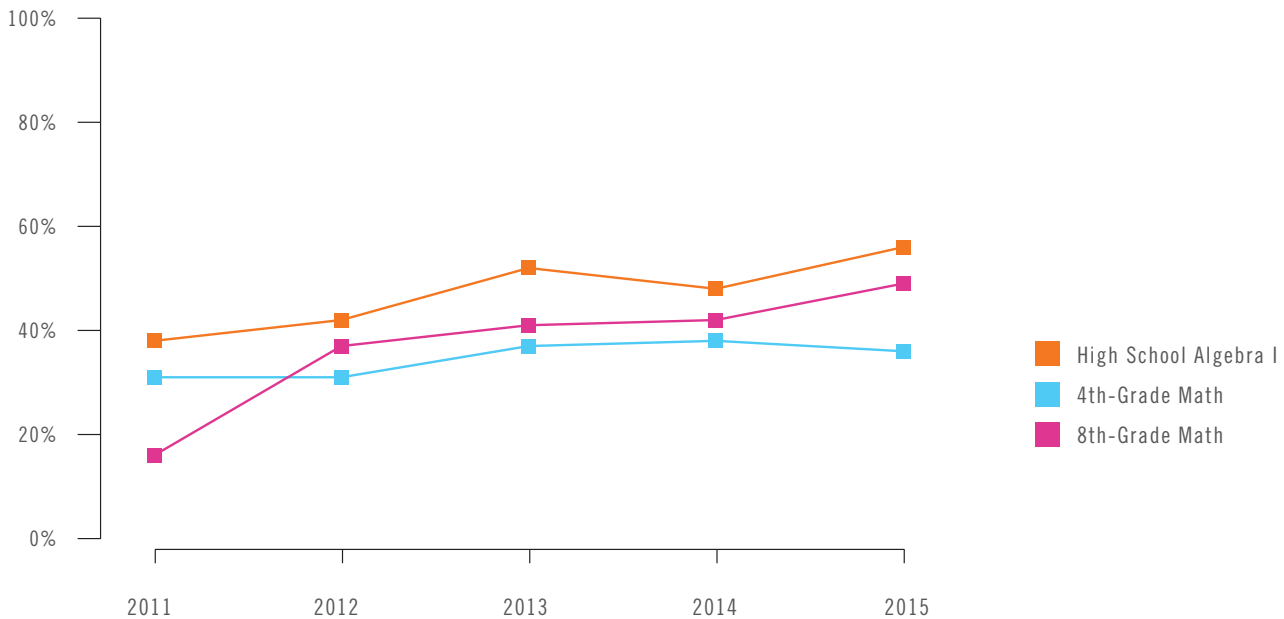
This increased collaboration could be supported by reinvigorating the Nashville–Davidson County Collaboration Compact, which has yet to convene in the 2015-2016 academic year. The compact was created based on a 2009 recommendation presented to the Metro Nashville School Board by the MNPS Charter School Working Group. The compact details specific ways in which both district leadership and charter school leaders should work together, including a written commitment to “collaborate as partners in the city-wide effort to provide an excellent education for all students and, as partners, work to share best practices between classrooms, schools and leaders.” The full compact can viewed at <http://bit.ly/rMNgam6>.

	2015 number proficient or advanced	2015 number of students tested	2015 percent proficient or advanced	2014 number proficient or advanced	2014 number of students tested	2014 percent proficient or advanced
English I (Grade 9)	3,441	5,403	64	3,278	5,251	62
English II (Grade 10)	2,834	5,034	56	2,755	5,003	55
Algebra I	2,470	4,380	56	2,142	4,488	48
Algebra II	2,074	5,136	40	1,298	4,544	29
Math (Grade 8)	2,779	5,628	49	2,358	5,614	42
Reading/Language Arts (Grade 8)	2,324	5,637	41	2,010	5,606	36
Math (Grade 4)	2,423	6,674	36	2,399	6,282	38
Reading/Language Arts (Grade 4)	2,390	6,670	36	2,581	6,281	41

Grades 4 & 8 Reading/Language Arts and High School English II Percentage of MNPS Students Scoring “Proficient” or “Advanced” 2011-2015



Grades 4 & 8 Math and High School Algebra I Percentage of MNPS Students Scoring “Proficient” or “Advanced” 2011-2015



High school students continue to make the highest gains in the district. Seven subject areas require the administration of end-of-course exams: English I, English II, English III, algebra I, algebra II, biology I, and chemistry. In 2015, MNPS students increased their academic performance in every subject. Additionally, students' rate of proficiency growth exceeded the state average in every subject area but English II. In that case, the state outperformed the district by only 0.2 percent.

Slight gains were made in language arts. Sixty-four percent of Metro's ninth-grade students were proficient or advanced on the English I assessment, up from 62 percent in 2014. In English II, 56 percent of MNPS sophomores were proficient or advanced in 2015, up from 55 percent in 2014. End-of-course scores in math increased more significantly. A total of 2,470 students – 56 percent of test takers – scored proficient or advanced in algebra I, up from 48 percent in 2014. Forty percent of students scored proficient or advanced in algebra II, up dramatically from 29 percent the previous year. This equates to an additional 776 students – a total of 2,074 – reaching proficiency. Fifty-two percent of biology I students scored proficient or advanced, and in chemistry, 37 percent of students scored proficient or advanced.

Graduation rate – the percentage of all ninth-grade students who graduate from high school within four years and a summer – increased to 81.6 percent from 78.7 percent in 2014, exceeding the state-set goal for MNPS of 80 percent. Over 10 years, the district's graduation rate has increased 19.7 percentage points, despite a change in calculation. Prior to 2011, English Learners (EL) and special-education students were given a fifth year to graduate high school successfully and still count in the district's graduation rate. Special-education students, while having a federally ensured right to a publicly funded education until they are 21 years old, do not count toward a district's graduation rate unless they graduate in four years and a summer, like their typically developing peers. Eighteen of MNPS' 23 high schools saw an increase in graduation rates in 2015. While there has been important progress in graduation rates, what matters most is whether students are adequately prepared for what awaits beyond high school. The percentage of 11th-grade students earning at least a 21 on the ACT rose 1 percent to 30 in 2015, up from 29 percent in 2014. The district's rate of growth in this area will not

enable MNPS to reach its goal of 50 percent of students receiving a 21 or above by 2018. Reaching at least a 21 on the ACT is significant because that score qualifies a student for the lottery-funded HOPE scholarship, especially important in a district where nearly 75 percent of students live in poverty.

What students do after high school is an equally important question for this community to answer. Slightly more than half of MNPS graduates are taking advantage of a postsecondary option. The 2013 college-going rate for Davidson County was 52.5 percent, according to the most recent data available from the Tennessee Higher Education Commission. The college-going rate measures the percentage of public high school students who enroll in a postsecondary institution anywhere in the country the fall after their graduation from high school.

In its second year, Tennessee Promise is a last-dollar scholarship that can be used by Tennessee graduates to attend any Tennessee community college or college of applied technology. In Davidson County, 4,228 students – nearly every member of MNPS' Class of 2015 – began the Tennessee Promise application process. Twenty-eight percent (1,202 students) successfully completed all the benchmarks required to receive Tennessee Promise dollars, according to the Governor's Office. Fall 2015 postsecondary enrollment numbers are not yet available.

While it is important for students to pursue postsecondary education, it is also important to understand how well prepared they are for these next steps. The ACT College Readiness Benchmarks are the minimum score that predict a high likelihood of success in postsecondary. Each of the four subjects tested on the ACT (English, mathematics, reading, and science) has a different benchmark score. The ACT College Readiness rate shows what percentage of students in a district meet the benchmark in all four subjects. The ACT College Readiness rate for Davidson County was 14 percent for the 2014-2015 school year. This low rate raises the question of whether or not those students graduating from high schools are adequately prepared to succeed in their postsecondary pursuits.

In MNPS middle schools, eighth-grade math scores climbed to 49 percent in 2015, a seven-percentage-point improvement over 2014. Even so, only half of students entering ninth grade are proficient or advanced in math. Proficiency rates increased by 6 percent in reading/language arts last year. This increase brings to 41 the percentage of MNPS eighth-grade students leaving middle school proficient or advanced in English. The academic challenges many of these students – and their teachers – will face in high school will be formidable as the complexity of material increases and the opportunity to receive remediation and focused reading support becomes more challenging.

Faring worst are the district's elementary schools, where academic growth has been essentially nonexistent for five years. Fourth-graders scoring proficient or advanced in reading/language arts fell by 5 percent, leaving the district's youngest students with a 36 percent proficient and advanced rate. Math proficiency also fell by two percent. Kindergarten through fourth-grade years provide the educational foundation for students. This committee finds it unacceptable that 64 percent of MNPS' students are entering middle school able to read at only basic or below basic levels. Using the state-defined classification, these students are either minimally prepared or not prepared for the next level of study, having shown "partial mastery" or "not demonstrated mastery" in this critical subject. This means 4,360 of the 6,813 MNPS fourth-graders were inadequately prepared to succeed in reading/language arts when they left elementary school.

Students learn to read in kindergarten through third grades, then read to learn in subsequent grades. Children who have not mastered reading and language skills by the end of third grade have an increasingly difficult time comprehending academic material in later grades. For this reason, **Metro Schools should implement a dramatic intervention for all students reading below grade level in first through third grades.** MNPS must identify the most effective means for teaching literacy and numeracy to its youngest students and ensure these students receive the academic support they need. Some help in this endeavor may come from the Tennessee Department of Education. Commissioner Candice McQueen has appropriately made literacy and improved performance in the early grades of elementary school a state priority

for TDOE, a decision reflected in TDOE's new strategic plan. Likewise, MNPS must place more emphasis on supporting teachers and students in these earliest grades.

Additional support for improved elementary outcomes can come from increasing the impact of early learning opportunities provided by the district and ensuring close coordination between pre-K and early elementary grade standards and curriculums. In addition to nearly 70 school and community-based pre-K classroom sites, MNPS has three model pre-K centers – Bordeaux, Casa Azafrán and Ross – that helped educate more than 2,800 students in 2015. Using funds from a federal grant awarded only to MNPS and the Shelby County school system, the district is focused on increasing instructional delivery, providing quality professional development to teachers and serving entire families with wraparound services. Though the discussion about the long-term educational effect of pre-K continues, MNPS is committed to providing critical access to structured learning for this city's youngest residents. Similarly, **the state of Tennessee should strengthen the current pre-K program by requiring districts to reapply for early childhood grants, with a plan for ensuring high quality and coordination with early elementary grade instruction.**

The question of where our schools go from here looms large. Progress has been made since 2010, but the pace of that improvement has stalled. Students in the elementary grades are not achieving as well as they can and should. Additionally, the district remains under interim leadership as the school board continues a search for a new director of schools. In spite or perhaps because of – these challenges, this committee encourages our community to continue insisting on educational excellence for all of Nashville's children.

TEACHER RECRUITMENT AND RETENTION

MNPS officials, national education experts and principals frequently cite the presence of a highly effective teacher in every classroom as the most important strategy in providing a quality educational experience for children. This year, the committee focused on the recruitment and retention of quality teachers.

In 2014-2015, MNPS employed 6,200 certified teachers in grades pre-K through 12. Of those teachers, 653 were new to the district, and most were new to the teaching profession. According to the National Research Council's division of behavioral and social sciences and education, most teachers in the United States are employed within 50 miles of where they completed their teacher preparation programs. This finding holds true in Nashville, with approximately 60 percent of MNPS teachers graduating from 15 programs, nine of which are located in Middle Tennessee.

Teacher Preparation Programs of MNPS' New Hires

	2015-2016	2014-2015	2013-2014	% of completers teaching 3 out of 4 years in TN public schools	Overall program positive TVAAS percentage	Overall program negative TVAAS percentage
Teach for America	56	69	77	80%	36%	2%
Lipscomb University	51	48	40	57%	27%	0%
Middle Tennessee State University	45	66	56	49%	0%	17%
Tennessee State University	43	89	54	51%	0%	4%
Vanderbilt University	39	67	44	21%	6%	3%
Trevecca University	26	36	40	54%	0%	33%
Belmont University	23	28	23	41%	25%	11%
Nashville Teaching Fellows	3	56	100	N/A	N/A	N/A

Administrators from the four universities whose graduates are most frequently hired from by MNPS – Tennessee State University, Vanderbilt University, Middle Tennessee State University and Lipscomb University – shared with the committee their efforts to improve the quality of experience of their teaching students. This is an effort to graduate more effective, better-prepared teachers, with a particular emphasis on teaching in diverse, urban school districts. The goal is to attract high-performing students to enter the profession and expose them to as many classroom experiences as possible before they graduate and become responsible for teaching their own students. Strategies include increasing admissions standards by raising minimum required ACT scores, as well as partnering with area districts to increase classroom time, job shadows and opportunities to be mentored by veteran teachers. For example, within MNPS, Buena Vista Enhanced Option Elementary School partners with Lipscomb University's College of Education, and Valor Collegiate Prep hosts students from Vanderbilt University's Peabody College.

While there are 42 Tennessee teacher training programs recognized by the Tennessee Higher Education Commission (THEC), the diversity of their graduates does not reflect the diversity of Nashville or the students of MNPS. Of the 4,784 graduates of Tennessee teacher preparation programs in 2014, 86 percent were white, 9 percent were African American and 1 percent were Hispanic. In comparison, 44 percent of MNPS students are African American, 31 percent are white and 21 percent are Hispanic. District-wide, approximately three out of four MNPS teachers are white, and 75 percent are female.

Racial Diversity of Davidson County, MNPS Teachers, MNPS Students and Tennessee-based Teacher Education Programs

Sources: U.S. Census; 2014 Tennessee Report Card on the Effectiveness of Teacher Training Programs; MNPS data



In order to recruit more diverse teachers, the district will have to draw graduates from teaching programs beyond Tennessee, putting MNPS into competition with other districts that target diverse teachers, including Atlanta, Houston, Washington, D.C., Charlotte, and Memphis. MNPS must actively market itself as a desirable school system in which to teach, as well as ensure applicants consider Nashville an appealing city in which to live and work. With only one full-time recruiter and a total recruitment budget of approximately \$160,000 in 2014-2015, it is difficult to expect a successful execution of a national campaign without assistance from community partners. Other districts, including Shelby County and its Teach 901 program, provide examples of successful public/private recruitment partnerships. The importance of an effective, more robust national recruitment strategy is critical when looking for diverse teachers, but also when looking for effective teachers. According to THEC’s 2015 Report Card on the Effectiveness of Teacher Training Programs, of the six teacher preparation programs MNPS hires from most frequently, only three have a positive TVAAS impact on their students.

MNPS rightfully sees potential in the nearly 200 students enrolled at Whites Creek’s Academy of Education and Law and Antioch’s Academy of Teaching and Service as part of a “grow-our-own” strategy to increase the diversity of its teachers. Both schools have a majority of African American students, with Antioch also having a sizable Hispanic student population. Problematic to this strategy, though, is the college-readiness of students and their ability to gain admission to teacher preparation programs. At Antioch, only 34 percent of students earned a 19 or higher on the ACT, with 21 percent earning a 21. At Whites Creek, those percentages fall to 10 percent earning a 19 or higher and 4 percent earning a 21 or higher. The entrance ACT score for MTSU’s education program is a 22. If MNPS is serious about preparing its students to become its future teachers, there will have to be a more concerted effort to ensure students are academically prepared to be admitted to and successfully complete teacher preparation programs. In addition, MNPS should engage its alumni throughout their college careers, encouraging them to return to teach in the district from which they graduated.

As in any profession, compensation is an important element of recruitment. MNPS offers a competitive salary compared to other school systems in Middle Tennessee. When viewed against other cities that are most often cited as peer districts, however, MNPS falls in the ranking.

Teacher Compensation Comparisons - Tennessee

	Year 1 (Bachelor's)	Year 5 (Bachelor's)	Year 15 (Bachelor's)
Shelby County	\$42,343	\$46,160	\$56,272
Davidson County charter*	\$41,800	\$50,031	n/a
MNPS	\$41,256	\$41,256	\$51,850
Wilson County	\$38,000	\$38,000	\$44,000
Franklin SSD	\$37,007	\$40,794	\$50,944
Hamilton County	\$36,044	\$38,084	\$48,286
Rutherford County	\$35,723	\$38,477	\$47,646
Knox County	\$35,385	\$38,235	\$46,675
Hickman County	\$35,000	\$36,930	\$40,748
Williamson County	\$35,000	\$37,179	\$45,365
Sumner County	\$34,633	\$37,393	\$45,171
Robertson County	\$34,320	\$36,468	\$41,556
Cheatham County	\$33,925	\$36,639	\$43,424

** Average based on information provided by KIPP:Nashville, LEAD Public Schools, Valor Collegiate Academy, STEM Prep, and Purpose Prep.*

Teacher Compensation Comparisons - National

	Year 1 (Bachelor's)	Year 5 (Bachelor's)	Year 15 (Bachelor's)
Houston Independent School District	\$51,500	\$53,000	\$55,500
Chicago Public Schools	\$50,653	\$57,654	\$81,887
District of Columbia Public Schools	\$49,085	\$53,957	\$72,206
Atlanta Public Schools	\$44,312	\$48,449	\$60,676
Austin Independent School District	\$43,286	\$43,292	\$46,685
MNPS	\$41,256	\$41,256	\$51,850
Cincinnati City School District	\$40,832	\$44,324	\$63,142
Charlotte-Mecklenburg Schools	\$40,246	\$41,982	\$50,255
Denver Public Schools	\$38,765	\$39,720	\$53,838
St. Louis Public School District	\$38,250	\$40,956	\$56,681

With MNPS competing at a national and regional level for talent, **we believe the State of Tennessee should explore offering first-year teachers increased choice benefit packages, with any savings directed toward increasing starting salary.** The state has already begun offering different benefit options for teachers and other state employees. On July 1, 2014, Tennessee introduced a hybrid retirement program option for state employees as an alternative to the traditional Tennessee Consolidated Retirement System. There is still room, however, to produce an option that can increase teachers' take-home pay. Therefore, more immediately, MNPS should explore the types of locally determined benefit packages it offers teachers to identify additional opportunities to realize savings and return those savings to teachers' paychecks. The district also should work with the Tennessee treasurer's office to ensure that new teachers understand the full benefits and resources available to them as state employees. With 50 percent of teachers leaving the profession after five years, a more nuanced approach to retirement and other benefits should be explored at the state and local levels for opportunities to convert existing money to increases in salary.

In order for recruitment efforts to be completely successful, applicants to MNPS would ideally experience a professional, easy-to-navigate process. A job is posted, an application is submitted, an offer is made. In reality – as shared by both principals and current first-year teachers – the current MNPS process is neither intuitive nor user-friendly for those applying or for those hiring. Principals wishing to hire for a new position use the Filebound program to complete a vacancy request with grade and subject area. This alerts the central office of a vacancy, as well as the funding stream and name of the position. Human capital staff then post the vacancy, along with a detailed job description and necessary qualifications, into an application tracking software system (APS). Within this system, principals can review applicants and identify those whom they choose to interview. Using an APS of this sort is an almost universally standardized process across American school districts. MNPS differs, however, in its use of a separate system in which applicants upload additional education credentials and qualifications, as well as complete a brief pre-screening activity. There is little interaction between the two systems, requiring job posters and job seekers to work within two separate programs.

Reflecting the difficulty of navigating two systems, principals shared that they rely heavily on word-of-mouth references from current and former teachers when looking for candidates, as opposed to checking the applications supplied to human capital. With only two and a half positions devoted to working with MNPS principals on all human resources issues, it is impossible for these human capital partners to do much proactive work in the way of alerting principals to potential candidates for specific positions within schools. The first-year MNPS teachers interviewed by this committee shared there is often little done to match them to principals or open positions after they submit their information and pass the pre-screening. Instead, teachers describe actively approaching the principals of the schools where they were interested in teaching. This interest could be based on reputation of school leader, type of school or type of students served. Several teachers were looking to teach in schools that served a high percentage of EL or economically disadvantaged students. Williamson County Schools was specifically mentioned as a district that has a welcoming, user-friendly hiring process for teachers.

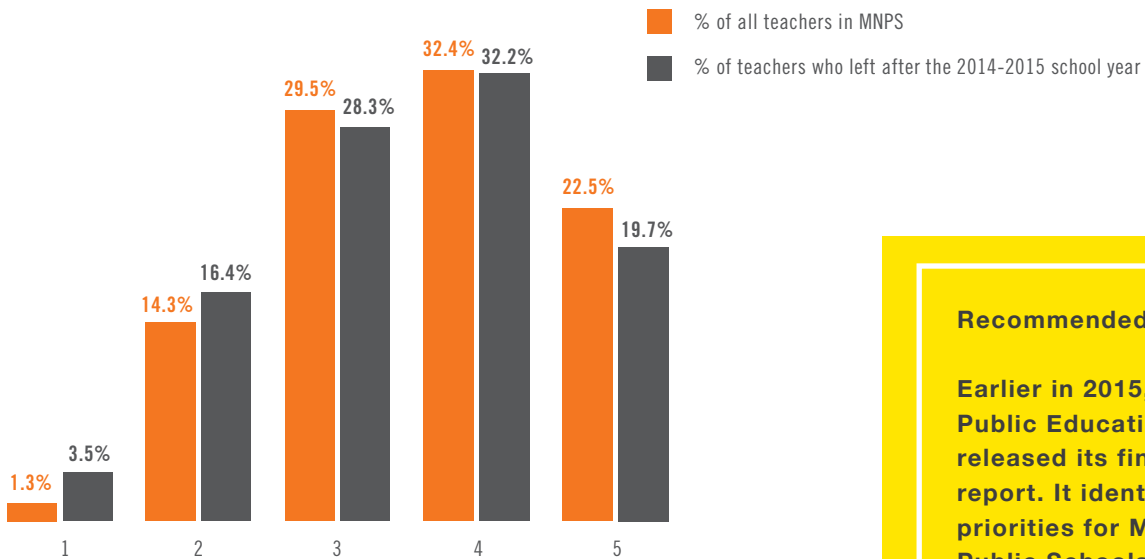
Once teacher applicants and principals do connect, principals conduct interviews in a variety of ways. Some use a team approach; some require sample lessons to be taught. Each school leader is ultimately responsible for making his/her own hiring decision. When a decision is made to offer an applicant a job, the hiring principal informs the human capital department, which then confirms that individual's ability to be hired – appropriate certifications, background checks – and extends an official offer on behalf of MNPS. This multi-step, labor- and time-intensive process seems to highlight a disconnect between the system administered from the central office and the actual way in which principals and applicants must connect in order to fill approximately 600 teaching positions each year.

Once a teacher is employed by MNPS, she or he works both with a school leader and the district to begin work. An official onboarding at the district level takes place – in most instances – within a month of being hired. This is a very general overview about what it means to be a district employee, how to access time off and a summary of benefits. At the school, a teacher receives an additional orientation – and, in ideal cases, is partnered with a mentor teacher – to help

with issues within the building. Another common theme heard from new teachers was about the number of district-level technical problems they encountered. From an inability to access email and student information to failure to receive a paycheck because of an incorrect mailing address, systems issues were consistently cited as a frustration of new hires to MNPS.

Once a teacher is hired into MNPS, the focus, appropriately, shifts from recruitment to retention. According to THEC data, only half of the graduates from Tennessee’s teacher education programs are still teaching three out of four years later. For the last five years, an average of approximately 860 certified teachers – 16 percent of the teaching force – has left the district each year. That number reached a peak in 2013-2014, when 989 teachers left MNPS, in significant part because of a one-time retirement incentive program. At the end of 2015, the most recently completed school year, 879 teachers did not return to the classroom. From that total, 278 stayed in the district in non-teaching positions, including academic coaches and administrators; 157 retired from the profession; 190 non-tenured teachers were non-renewed; and 254 voluntarily resigned. Making the loss even more acute is the fact that 52 percent of teachers who did not return to the classroom had been determined to be effective or highly effective at teaching, scoring a 4 or 5 on their annual evaluation. The largest percentage of teachers leaving classrooms actually stayed in the district, meaning the district’s most effective teachers increased their distance from students.

Effectiveness of MNPS Teachers



Recommended Reading:

Earlier in 2015, the Nashville Public Education Foundation released its final Project RESET report. It identifies five top priorities for Metro Nashville Public Schools, including teacher talent. The full report is available at <http://bit.ly/1Lj4BFj>.

It is difficult to know exactly why teachers leave. Only 10 percent of the teachers leaving MNPS choose to complete an online exit survey, with an additional handful opting for an in-person interview with human capital staff. Industry experts indicate an average response rate is approximately 30 percent for exit interviews when employees leave a job. That figure should be 65 percent or higher if an organization is truly interested in understanding what drives departures.

From its limited exit survey data, MNPS finds teachers leave for three primary reasons: school culture, dissatisfaction with current administration, or personal reasons. In any organization, culture matters, as does satisfaction with leadership. In education, in particular, the culture of a school can be significantly more important to a teacher than the overall culture of a district. School culture and dissatisfaction with current administration accounted for 44 percent of departures, according to exit interview responses from the last two years. Another 21 percent of departures were because of job offers from other school districts, which may have resulted from dissatisfied teachers actively exploring teaching opportunities outside MNPS.

The MNPS educators we interviewed emphasized how incredibly significant a school-specific vision is to fostering a healthy culture. When students, teachers and leaders all know and understand their school-specific vision, they feel an attraction to the work of that school. This attraction and sense of purpose was cited frequently as a means by which teachers can be retained by their schools and by the district. Some principals are extremely skilled at developing and sharing a school-wide vision, while others could use greater support from MNPS in both creating this vision and understanding its importance to school culture.

Beyond feeling good about and being committed to a school, principals and educators say teachers want opportunities to improve their teaching through professional development and mentorship. Some principals ensure the teachers in their building receive mentoring from a veteran teacher or from members of a team of other teachers who provide both curriculum and classroom management support. Additionally, some school leaders structure weekly feedback and coaching sessions for their teachers. Critically,

these coaching sessions take place outside of the formal evaluation system and focus exclusively on helping teachers improve their classroom effectiveness. This is made possible, in part, by employing additional school staff who focus specifically on mentoring or professional development. This might be a designated coach or a lead teacher, with limited classroom responsibilities. As principals explore new ways to use their fiscal autonomy, some use their funds to support teachers' professional development.

The district provides a menu of hundreds of professional development opportunities to teachers each year and has five required in-service days that are scheduled throughout the academic year. Leadership and learning, the office of English learners, and student services are among the many MNPS central office departments offering these trainings and workshops. Summer training is another opportunity for teachers to receive specific instruction that helps improve teaching. Many charter schools have several weeks of teacher training, team lesson planning and school culture development incorporated into their teachers' schedules. Without a similar calendar, several MNPS principals shared that they use their fiscal autonomy to pay teachers to begin the school year early, although that pay is at a much-reduced substitute rate of \$70 per day. Tactics and strategies to increase the quality and consistency of professional development for teachers is another area that will benefit from increased collaboration among educational delivery systems, including charter, zoned and choice schools.

Just as salary is an important factor in teacher recruitment, it is also critical to retention. While MNPS teachers usually expect to receive a 2 percent cost-of-living pay increase each year, the long-term opportunity for dramatic salary growth does not exist. Teachers with a bachelor's degree and 28 years of experience – excluding cost-of-living raises – will make approximately \$13,700 more than what they did the first year in the classroom.

There are myriad factors that cause individuals to leave the teaching profession. In a district like MNPS, with nearly 75 percent of children living in poverty and 20 percent of students speaking a language other than English, the challenges teachers face can be daunting. Without strong support to meet the non-academic needs of students, some teachers find themselves feeding, clothing and counseling the children in their classrooms, in addition to explaining mathematic concepts and teaching reading. Teachers have expressed feeling a dramatic increase in expectations for ensuring that students perform well on state- and district-required assessments. And this is all happening in a profession that has historically and frequently changed direction, focus and commitment to particular programs or initiatives. We believe it is important to recognize these challenges in order to acknowledge the great, exhausting effort so many teachers pour into their classrooms each and every day. Education is a challenging, complex environment, and there is an acute need for increased teacher supports to counter these pressures.

When considered in total, there are many opportunities for strengthening the recruitment and retention efforts of MNPS. Instead of looking at issues or problems in isolation,

Metro Schools should conduct an independent, comprehensive review of its human capital department using HR professionals from some of Nashville's leading businesses. In 2014, Metro Council required a complete audit of MNPS, which included human capital. The audit, though, did not mention a number of the issues both principals and teachers have raised as concerns, nor is it apparent that any efforts are being made to resolve the issues that were identified. The recommended review will bring area experts in to look at and share best practices in the area of human capital, including hiring, developing competitive compensation models, onboarding, and human capital technology solutions.

Any number of organizations in Nashville – including MNPS – are currently focused on recruiting and retaining high-quality teachers for Metro Schools. With a search underway for a new director of schools, it behooves MNPS to pay special attention to the educators who come to – and leave – the district each year. Every child in every school needs and deserves a great teacher.



index today is Wednesday. I have been noticing that the weather is changing. I think the season of **Fall** is almost here! Yesterday, I even saw King of Kings. I will buy King of Kings for my room. I love autumn. I love Fall.

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Parts of Speech

- Nouns** - A noun is the name of a place, thing, or idea.
- Pronouns** - A pronoun takes the place of a noun in a sentence.
- Verbs** - A verb shows what action someone is doing or experiencing.
- Adjectives**
- Articles**
- Adverbs**
- Prepositions**
- Conjunctions**
- Interjections**

Shapes

oval	octagon
trapezoid	rhombus
triangle	hexagon



COMMITTEE COMMENDATIONS

High school results continue to lead district improvement

According to MNPS' Academic Performance Framework, eight of 23 high schools performed at the level of excelling or achieving, an increase of three schools over last year's calculation. As important, for the second year in a row, no high school was in the lowest tier of APF performance. There were increases in the number of high school students proficient or advanced on end-of-course exams in English I, English II, algebra I, algebra II, biology I and chemistry.

Graduation rate up nearly 20 percent in 10 years

In 2015, more than 80 percent of MNPS ninth-grade students graduated within four years and a summer. With a graduation rate of 81.6 percent, the district exceeded the state set goal of 80 percent. Over 10 years, MNPS' graduation rate has increased 19.7 percentage points from 61.9 percent. It is nearing its previous high of 83 percent from 2010, when English Learners and exceptional education students were given a fifth year to graduate. Eighteen of MNPS' 23 high schools saw an increase in graduation rates in 2015. Achieving greater than 5 percent increases were Pearl-Cohn, Nashville Big Picture and Stratford. For the second year in a row, Martin Luther King, Jr. Magnet School boasted a 100 percent graduation rate.

Increased principal autonomy empowers school leaders

MNPS' move toward increased principal autonomy is an innovative way to allow school leaders to make decisions tailored to their specific school communities. Started as a turnaround strategy in the district's lowest-performing school in 2011, school-level autonomy was rolled out to high school principals and some middle school principals the following year and to all elementary school leaders in 2015. Principal autonomy enables school leaders to eliminate or add positions without first seeking district-level approval. Principals are responsible for developing their budgets and creating unique school improvement plans that meet the needs of their students and are informed by Education 2018. MNPS provides district-level support and professional development to principals, who now operate as both CEOs and CFOs of their schools. The district continuously

evaluates the process of school-level budgeting to identify and share both best practices and common obstacles. This evaluation is managed by MNPS department of finance staff, as well as a committee of lead principals from across the district.

The school leaders interviewed shared that increased autonomy has been well-received. Principals cite greater independence as the single most effective way for them to improve school culture, as well as increase teacher and student support and performance. MNPS could go further still in the amount of school-level control it gives principals. There is spending flexibility in only 19 percent of a school's budget, while a much larger 81 percent continues to be predetermined by mandates from both the state and the district. Included in this 81 percent are such fixed costs as teaching positions mandated by state student/teacher ratios, staff positions required by MNPS, as well as utilities and food services fees. Additionally, the district must ensure that central office support for budget autonomy continues in light of staff departures from the finance department. With this autonomy, there must continue to be accountability measures for principals, specifically student performance as measured by the Academic Performance Framework.





COMMITTEE CONCERNS

College readiness not apparent by ACT scores

Too few MNPS students are college-ready, according to their performance on the ACT. In Tennessee, a minimum ACT test score of 19 is the entrance requirement for state colleges and universities. The HOPE scholarship becomes available with a 21 or higher. In 2015, 29.8 percent of students in the district earned a 21 or higher, up from 29 percent in 2014. Nearly half (42 percent) earned a 19 or better. The district's growth in this area has marginally increased, but the pace is not enough to meet the district's 50 percent goal by 2018. It is time for an increased focus on preparing students for this critical exam. This additional attention is especially important with nearly 75 percent of the district's students in poverty, often making attending a four-year postsecondary institution difficult without the funds provided by the HOPE scholarship.

Lack of principal engagement with teachers' professional development

Currently, the district provides a choice of hundreds of professional development opportunities to teachers and has five required in-service days scheduled throughout the academic year. Leadership and learning, office of English learners and student services are among the multiple MNPS central office departments that offer professional development training, often with little or no coordination between them. Metro Schools' principals have significant autonomy to plan school budgets and create tailored school improvement plans aligned with Education 2018, the district's strategic plan. They do not, however, have as much involvement with the development of personalized professional development plans for the teachers in their buildings, a concern if the district is interested

in strategically approaching improving teaching and retaining their most effective teachers. While some principals have developed creative ways to personalize development for their teachers with special summer institutes and peer-to-peer professional development offerings, this does not appear to be a district-wide practice. The professional development of teachers must be more carefully managed with principals' input in order to thoughtfully improve the quality instruction provided by teachers while supporting their work within unique school communities.

Metro School Board continues to struggle

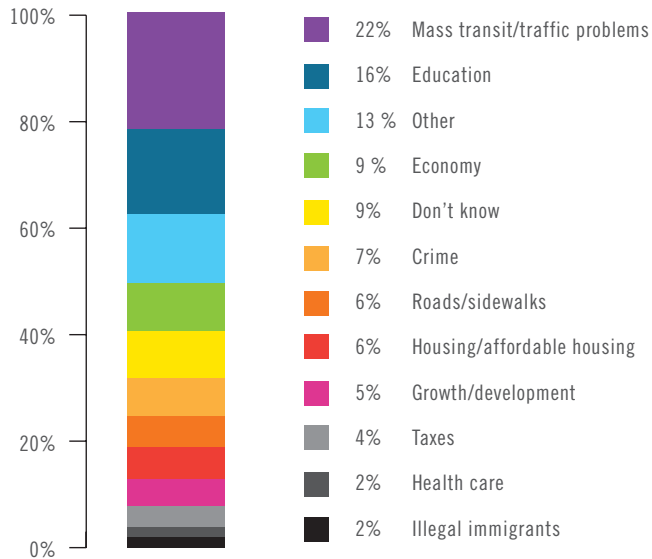
For the first time in the eight years we have conducted annual public polling, there is little difference in the number of Nashvillians who have a negative perception (34 percent) of our school board as have a positive perception (33 percent). There is a distinction between airing differences of opinion on policy issues, which all popularly elected bodies have a responsibility to do, and projecting an aura of dysfunction and lack of civility. Too often, news media stories center around the politics and personalities of board members, rather than issues that directly relate to student achievement. To their great credit, district educators and administrators give the appearance of not being distracted. But the board continues a director of schools search, in which the best candidates will be far less inclined to overlook a broken board. We hope that board members will find ways to return to the respectful deliberations surrounding their director candidate interviews demonstrated earlier this year. Ultimately, it is up to the members of the school board to address their differences in way that provides leadership to the rest of the system.

APPENDIX A: NASHVILLE PUBLIC OPINION ON EDUCATION

May 2015

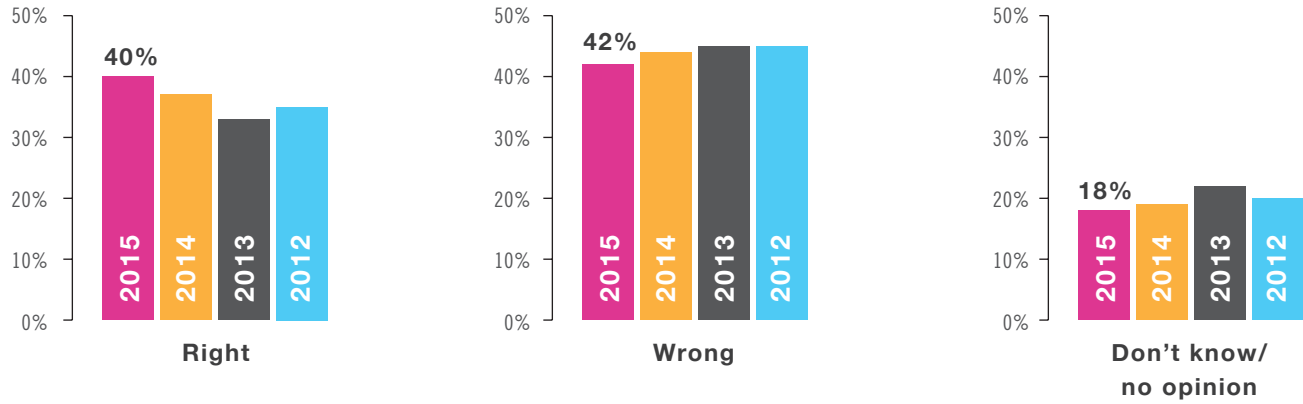
The following graphs represent results of the eighth annual telephone survey commissioned by the Nashville Area Chamber of Commerce. The survey was designed, written and analyzed by McNeely Pigott & Fox Public Relations in Nashville. SSI of Shelton, Conn., randomly surveyed 500 Davidson County residents May 4-11, 2015. The survey has a margin of error of approximately plus or minus 4.6 percent for the total sample.

In your opinion, what is the most important issue or problem facing Nashville?

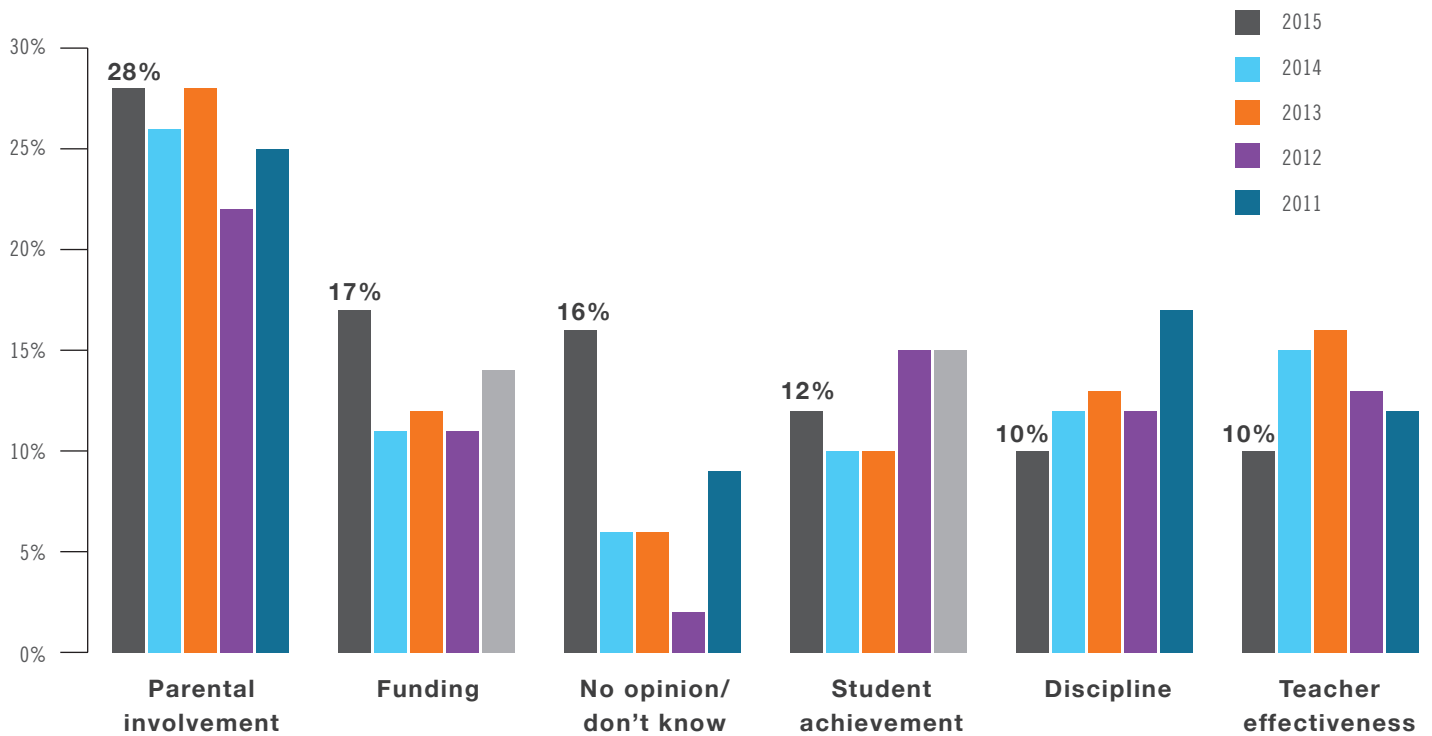


For the eighth year, education remains a top priority for poll respondents. For the first time, mass transit and traffic is the highest priority.

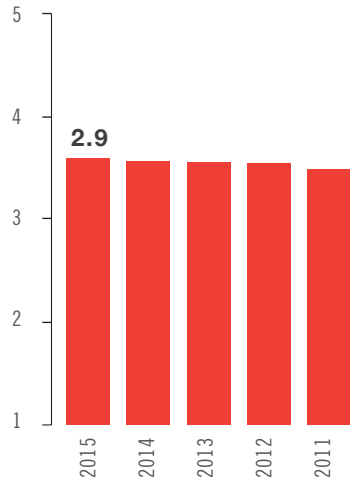
Thinking about public schools in Nashville, do you think the Nashville school system is heading in the right direction or the wrong direction?



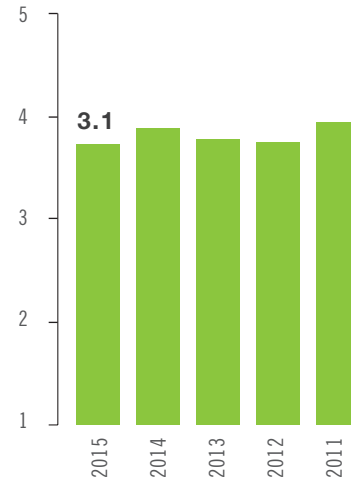
When it comes to education, what do you think is the most important issue facing Metro Public Schools today?



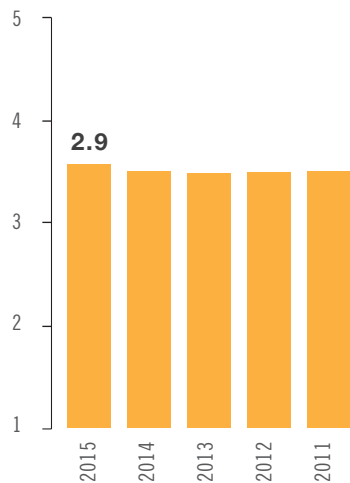
How would you rate the overall performance of Nashville's public school system, rated on a scale of 1 to 5, with 1 being poor, 3 being average and 5 being excellent?



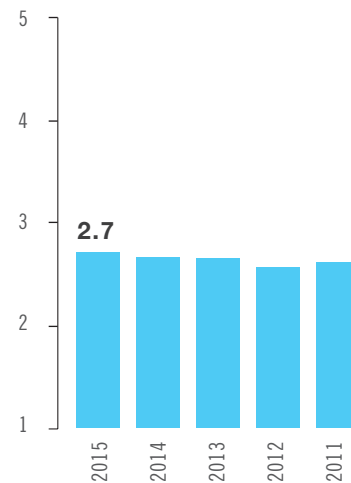
How would you rate public elementary schools in Nashville on a scale of 1 to 5, with 1 being poor, 3 being average and 5 being excellent?



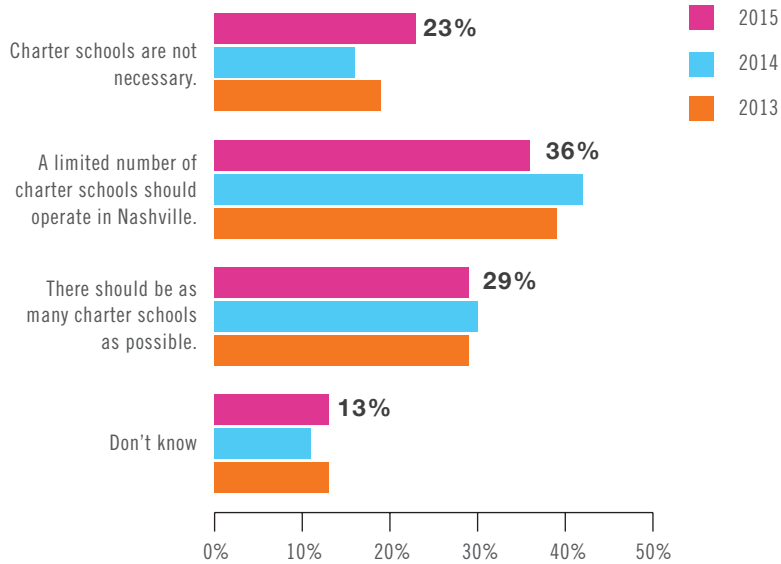
How would you rate public middle schools in Nashville on a scale of 1 to 5, with 1 being poor, 3 being average and 5 being excellent?



How would you rate public high schools in Nashville on a scale of 1 to 5, with 1 being poor, 3 being average and 5 being excellent?



Charter schools are public schools that are run independently from the school district. Which of the following statements most closely matches your opinion of charter schools in Nashville?



Every student should have access to a computer with an Internet connection at school and at home.

	2015	2014	2013
Agree	80%	66%	77%
Strongly	52%	43%	50%
Somewhat	28%	23%	27%
Disagree	17%	28%	20%
Strongly	7%	14%	10%
Somewhat	10%	14%	10%
Don't know	3%	7%	3%

A teacher who receives a high evaluation score should be paid more than a teacher who receives a low evaluation score, assuming they have the same amount of experience.

	2015	2014
Agree	66%	67%
Strongly	39%	35%
Somewhat	26%	32%
Disagree	29%	25%
Strongly	14%	14%
Somewhat	15%	11%
Don't know	6%	8%

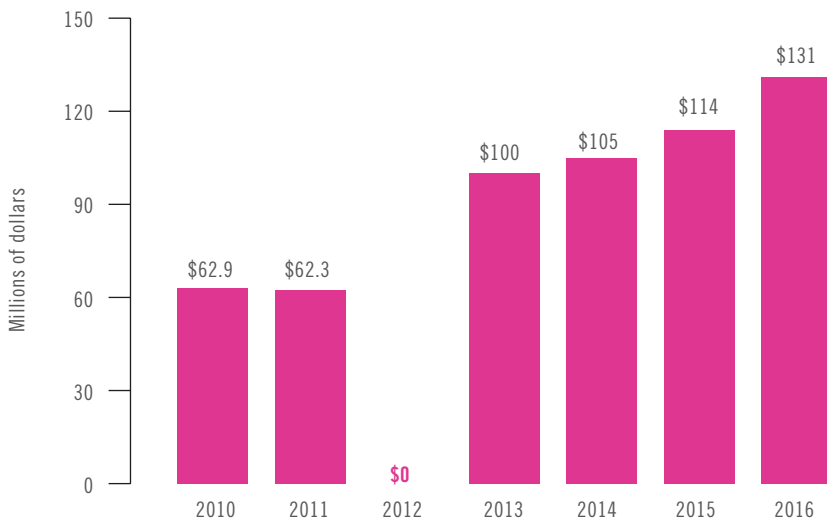
APPENDIX B: MNPS FUNDING

MNPS Operating Budget



The MNPS operating budget is 41 percent of Metro Government's total budget, by far the largest recipient of funds. Public safety receives the second largest portion of the budget at 21 percent.

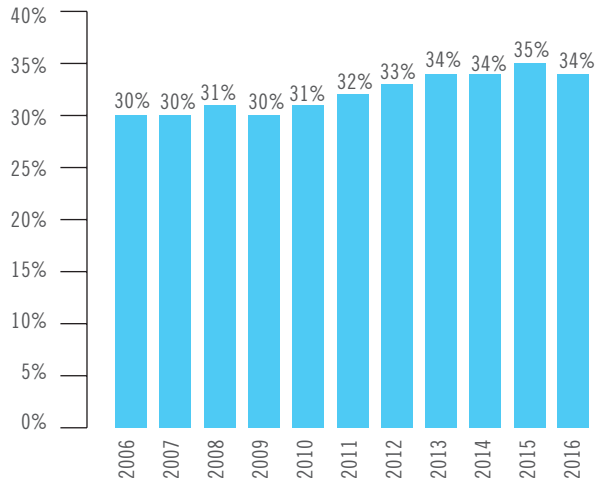
MNPS Capital Budget



Capital dollars fund new school construction, deferred maintenance and purchases of technology and school buses.

State Share of BEP Funding

State funds as a percentage of the MNPS operating budget, 2006-2016



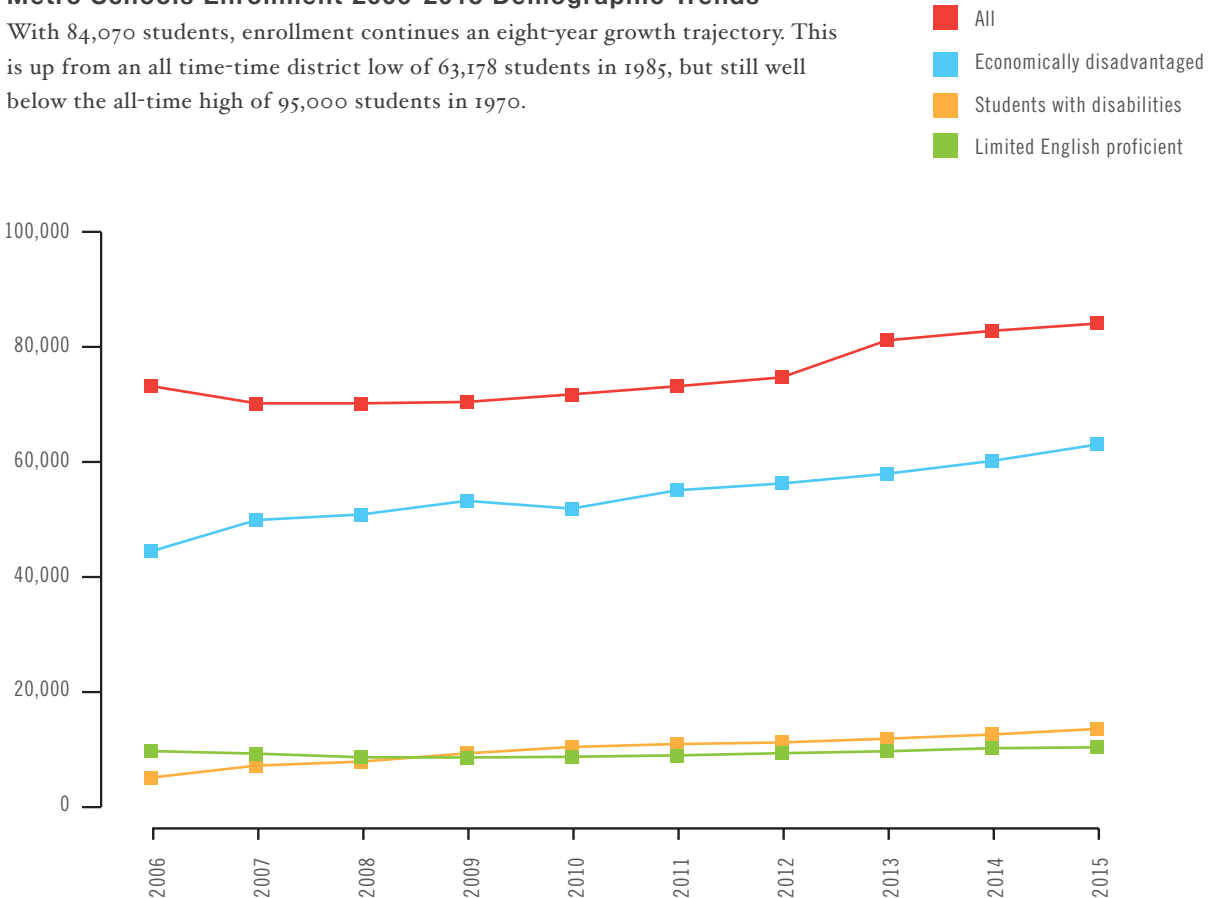
MNPS receives state and local education funding based on the Basic Education Program (BEP) formula. This formula determines the funding level required for each school system in order to provide a common, basic level of service for all students.

APPENDIX C: MNPS DEMOGRAPHIC AND ACHIEVEMENT DATA

This section represents a summary and analysis of data about MNPS. The most recent data included in the report are from the 2014-2015 school year. Unless otherwise noted, the source of the data for this report is the 2015 Tennessee Department of Education State Report Card, accessible at tn.gov/education/topic/report-card.

Metro Schools Enrollment 2006-2015 Demographic Trends

With 84,070 students, enrollment continues an eight-year growth trajectory. This is up from an all-time district low of 63,178 students in 1985, but still well below the all-time high of 95,000 students in 1970.



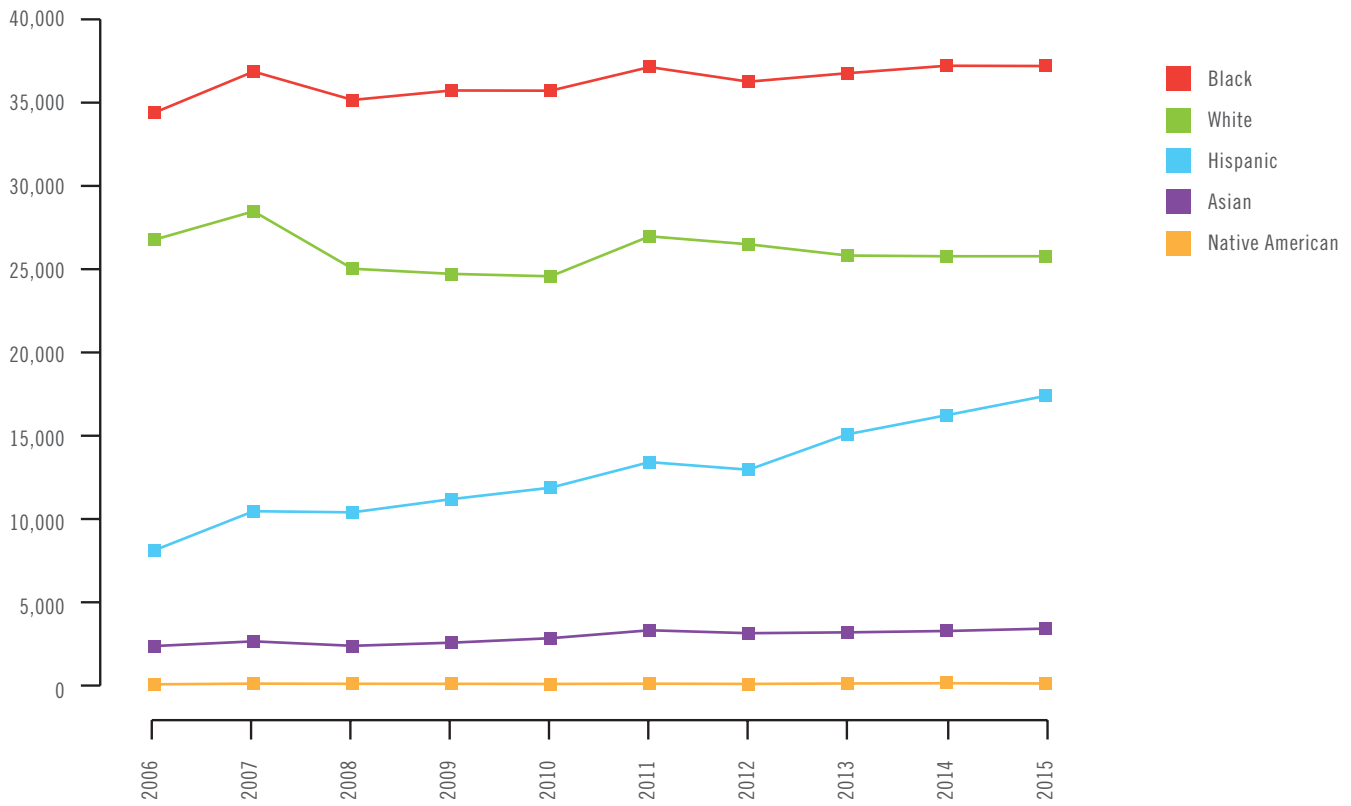
Demographic Subgroup Data

Year	All		Economically disadvantaged		Students with disabilities		Limited English proficient	
	%	Number	%	Number	%	Number	%	Number
2015	100	84,070	75	63,052	12	10,465	16	13,655
2014	100	82,806	73	60,199	12	10,297	15	12,675
2013	100	81,134	72	57,954	12	9,749	15	11,945
2012	100	74,680	72	56,268	13	9,396	14	11,287
2011	100	73,117	75	55,076	12	9,001	14	11,010
2010	100	71,708	72	51,882	12	8,746	14	10,489
2009	100	70,378	76	53,233	12	8,615	13	9,374
2008	100	70,140	73	50,861	12	8,658	11	7,934
2007	100	70,140	72	49,889	13	9,324	9	7,230
2006	100	73,144	61	44,449	14	9,773	7	5,128

Demographic Subgroup Data

Year	Asian		Black		Hispanic		Native American		White	
	%	Number	%	Number	%	Number	%	Number	%	Number
2015	4	3,446	44	37,202	21	17,409	0.2	144	31	25,769
2014	4	3,298	45	37,218	20	16,247	0.2	168	31	25,766
2013	4	3,215	45	36,767	19	15,099	0.2	147	32	25,810
2012	4	3,162	46	36,252	16	12,965	0.1	107	34	26,489
2011	4	3,343	46	37,138	17	13,422	0.2	128	33	26,972
2010	4	2,853	48	35,706	16	11,882	0.1	105	33	24,554
2009	3	2,577	48	35,719	15	11,196	0.2	115	33	24,701
2008	3	2,383	48	35,144	14	10,399	0.2	119	34	25,012
2007	3	2,659	47	36,864	13	10,467	0.2	134	36	28,483
2006	3	2,370	47	34,378	11	8,119	0.1	73	37	26,770

Subgroup Enrollment 2006-2015



Charter Enrollment History

These numbers provide a year-to-year comparison of number of students enrolled in charter schools, as well as what type of schools those students were enrolled in on the last day of the previous academic year. Numbers provide an end-of-year to end-of-year comparison.

	2010-2011 enrollment	2011-2012 enrollment	2012-2013 enrollment	2013-2014 enrollment	2014-2015 enrollment
Previous end-of-year at charter	664	834	1,543	2,103	2,795
Not in MNPS at end of previous year	81	264	281	487	636
Previous end-of-year at MNPS non-charter	429	1,052	1,190	1,231	2,047
End-of-year charter enrollment	1,174	2,150	3,014	3,821	5,478

MNPS Enrollment - District and Charter Schools

	District school	Charter school
2007-2008	71,169	425
2008-2009	71,453	543
2009-2010	72,239	1,090
2010-2011	73,509	1,174
2011-2012	73,896	2,150
2012-2013	75,089	3,014
2013-2014	75,859	3,821
2014-2015	75,507	5,478

Enrollments and Withdrawals

This table reflects the number and rate of students withdrawing from MNPS and enrolling in another Tennessee public school system, a Tennessee private school, or a public or private school outside the state. New enrollment numbers include students transferring to MNPS from any of these sources. These numbers reflect the district's final enrollments and withdrawals for any given year. They do not include pre-K enrollment.

Year	End-of-year enrollment	New enrollment in MNPS		Withdrawal TN public		Withdrawal out of state (public or private)		Withdrawal TN private	
	Number	Number	%	Number	%	Number	%	Number	%
2007-2008	71,600	8,598	12.0%	3,930	5.5%	3,152	4.4%	811	1.1%
2008-2009	71,995	8,067	11.2%	3,550	4.9%	3,200	4.4%	762	1.1%
2009-2010	73,329	7,734	10.5%	3,207	4.4%	3,052	4.2%	711	1.0%
2010-2011	74,683	8,003	10.7%	3,321	4.4%	3,115	4.2%	765	1.0%
2011-2012	76,046	8,166	10.7%	3,363	4.4%	2,972	3.9%	1,089	1.4%
2012-2013	78,103	8,226	10.5%	3,552	4.5%	2,727	3.5%	892	1.1%
2013-2014	79,680	8,315	10.4%	3,850	4.8%	2,652	3.3%	911	1.1%
2014-2015	80,985	8,306	10.3%	3,792	4.7%	2,686	3.3%	833	1.0%



Identification and Analysis of Plastics

Plastic is a synthetic material that is made from petroleum. It is a polymer, which means it is made of long chains of repeating units. There are many different types of plastics, each with its own unique properties. Some plastics are used for packaging, while others are used for building materials. The identification and analysis of plastics is an important part of environmental science and chemistry.

Plastic Type 1: Polyethylene Terephthalate (PET)

Plastic Type 2: High Density Polyethylene (HDPE)

Plastic Type 3: Polyvinyl Chloride (PVC)

Plastic Type 4: Low Density Polyethylene (LDPE)

Plastic Type 5: Polypropylene (PP)

Plastic Type 6: Polystyrene (PS)

Plastic Type 7: Other

Importance of Maintaining Clean Oceans

What is the North Pacific Gyre?

The North Pacific Gyre is a large oceanic gyre in the North Pacific Ocean. It is a circular current of water that moves clockwise. The gyre is formed by the combination of the North Pacific Drift and the California Current. The gyre is known for its ability to collect and concentrate plastic debris, which has led to the formation of the Great Pacific Garbage Patch.

What is all that garbage in the ocean?

The Great Pacific Garbage Patch is a large area of accumulated marine debris in the North Pacific Ocean. It is estimated to contain over 100,000 tons of plastic waste. The debris is mostly made of plastic, which can harm marine life and the environment. It is important to take steps to reduce plastic waste and maintain clean oceans.

MNPS INNOVATION CLUSTER SCHOOLS

In 2011, MNPS placed 10 schools in an Innovation Cluster that gave principals greater autonomy for hiring staff, as well as budgetary independence. The objective was to turn around the lowest-performing schools in the district. Since that time, some schools have moved out of the iZone, and others have moved in. In many cases, leadership changes have taken place across multiple years, as principals at these schools are hired specifically for their ability as turnaround specialists and are expected to achieve certain academic results in order to stay in their roles. The 2014-2015 academic year was the final year of the Innovation Cluster.

Schools that have been in the iZone since its creation are in bold.

MNPS Innovation Cluster Schools – APF Status

School	Type	2013 APF status	2014 APF status	2015 APF status
Bailey STEM Magnet MS	iZone School	Target	Satisfactory	Satisfactory
Buena Vista Enhanced Option ES	iZone School	Target	Satisfactory	Satisfactory
Gra-Mar MS	iZone School	Satisfactory	Review	Review
John Early Museum Magnet MS	iZone School	Target	Satisfactory	Review
Napier Elementary Enhanced Option ES	iZone School	Target	Satisfactory	Target
Robert Churchwell Museum Magnet ES	iZone School	Target	Satisfactory	Satisfactory
Brick Church MS*	Transformation Partnership	Target	Satisfactory	Achieving
Margaret Allen MS	Innovation Design School	Achieving	Satisfactory	Satisfactory
Jere Baxter MS	Innovation Design School	Review	Review	Satisfactory

*Brick Church is being converted to a charter school one grade at a time. Its conversion is through an Achievement School District partnership with LEAD Public Schools. Only the non-converted grades are represented in this table.

Priority Schools (Innovation Collaborative)

In summer 2015, MNPS shifted its focus exclusively to the 12 schools identified by the state as being in the bottom 5 percent. The number of priority schools rose to 15, up from just six in 2012. These schools are now under the direction of a newly created position – the executive officer of priority schools – who reports to the chief academic officer. The schools in bold were previously part of the Innovation Cluster. Other schools are new to the priority list.

MNPS Priority Schools – APF Status

School	Type	2013 APF status	2014 APF status	2015 APF status
Bailey STEM Magnet MS *	MNPS School	Target	Satisfactory	Satisfactory
Buena Vista Enhanced Option ES *	MNPS School	Target	Satisfactory	Satisfactory
Inglewood ES	MNPS School	Review	Review	Review
Jere Baxter MS	MNPS School	Review	Review	Satisfactory
Joelton MS	MNPS School	Target	Satisfactory	Review
Kirkpatrick ES**	Transformation Partnership	Review	Target	Review
Madison MS	MNPS School	Target	Review	Target
Napier Elementary Enhanced Option ES *	MNPS School	Target	Satisfactory	Target
Neely's Bend MS***	Transformation Partnership	Target	Review	Satisfactory
Pearl-Cohn Entertainment Magnet HS	MNPS School	Target	Review	Satisfactory
Robert Churchwell Museum Magnet ES	MNPS School	Target	Satisfactory	Satisfactory
Whitsitt ES	MNPS School	Target	Target	Target

*These schools have been on the state's priority schools list since 2012.

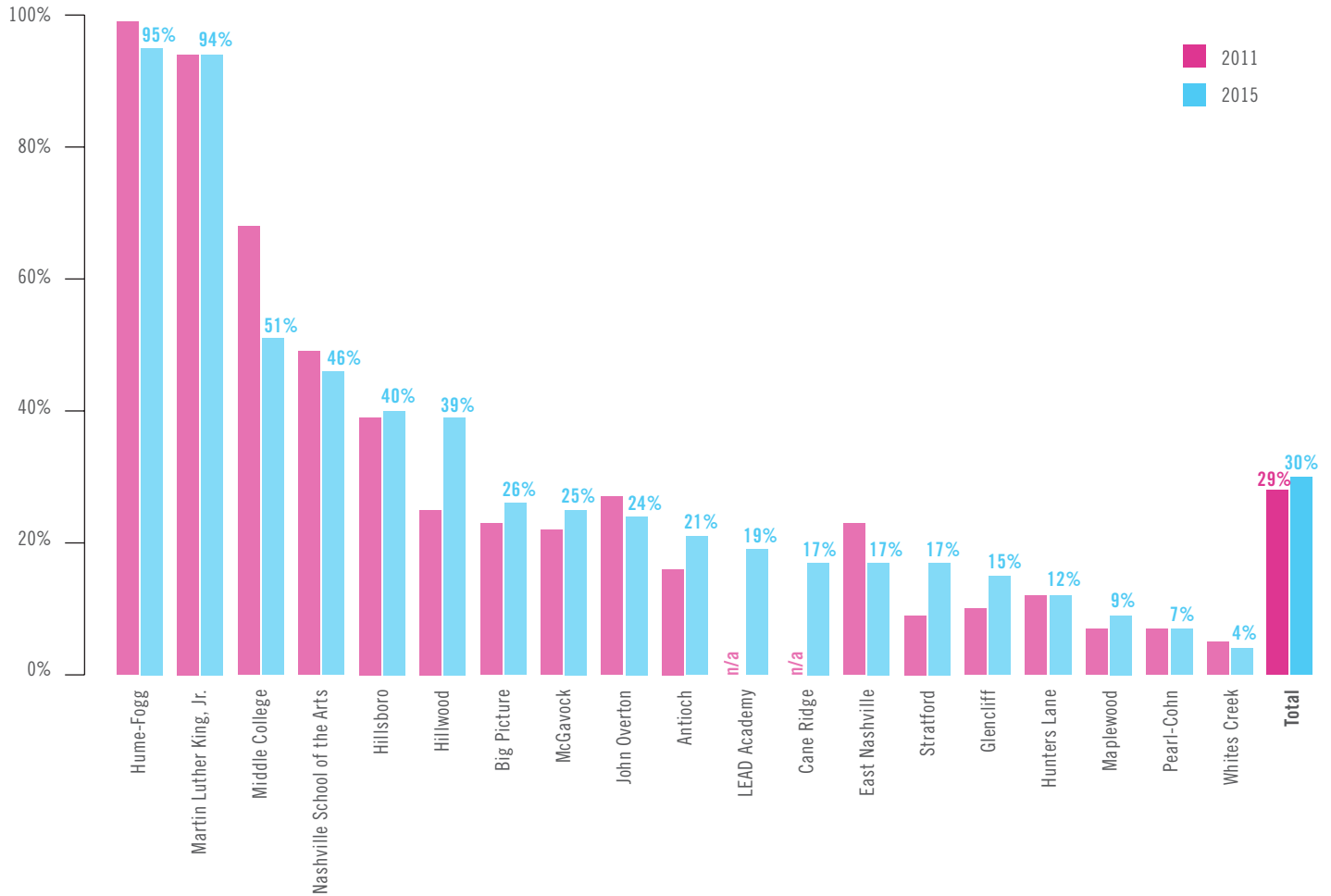
**Kirkpatrick is being converted to a charter school through an MNPS partnership with KIPP:Nashville. As the conversation didn't begin until the 2015-2016 school year, all grades are represented in this table.

***Neely's Bend Middle Prep is being converted to an Achievement School District (ASD) school. As the conversation didn't begin until the 2015-2016 school year, all grades are represented in this table.

ACT Scores

Another achievement measure reported by the state is the ACT test. An ACT composite score equal to or greater than 21 is the minimum necessary to qualify for a lottery-funded HOPE scholarship. A minimum score of 19 is the entrance requirement for Tennessee's four-year state colleges and universities. This graph shows the percentages of MNPS students attaining a 21 or higher composite score on the ACT.

Percent of MNPS Classes of 2011 and 2015 Scoring 21+ on ACT



Percent and Number of MNPS Students Scoring ACT Benchmark of 21+ (classes of 2014 and 2015)

School	Class of 2014			Class of 2015		
	21 + (percent)	21 + (students)	Number of students tested	21 + (percent)	21 + (students)	Number of students tested
Antioch	18%	64	355	21%	75	355
Cane Ridge	16%	49	307	17%	46	271
Big Picture	28%	9	32	26%	11	42
East Nashville	23%	32	141	17%	26	155
Glenclyff	13%	31	240	15%	36	226
Hillsboro	44%	87	198	40%	87	217
Hillwood	29%	73	253	39%	81	208
Hume-Fogg	98%	224	229	95%	218	229
Hunters Lane	13%	34	264	12%	32	268
John Overton	27%	97	360	24%	83	347
LEAD Academy	24%	12	50	19%	11	57
Maplewood	6%	9	156	9%	14	152
Martin Luther King, Jr.	94%	180	191	94%	172	183
McGavock	25%	101	402	25%	95	379
Middle College	44%	18	41	51%	22	43
Nashville School of the Arts	44%	68	154	46%	80	173
Pearl-Cohn	5%	7	130	7%	12	169
Stratford	12%	15	123	17%	15	87
Whites Creek	7%	11	160	4%	6	139
Total	29%	1,121	3,867	30%	1,137	3,790

Accountability Data

Tennessee uses accountability data to determine a school or district’s accountability status under the state’s waiver from the Elementary and Secondary Education Act (ESEA). Accountability data include gains on student assessments, gap closure between groups of students and graduation rate. In Tennessee, students are classified as “below basic,” “basic,” “proficient,” or “advanced.” In grades 3-8 TCAP tests, students are measured based on their scores in reading/language arts and math. Included on subsequent pages are the percentages of students scoring proficient or advanced in grades 4 and 8, which represent the culminating years for most MNPS elementary and middle schools. High school students are measured based on their end-of-course exams (English II, English III, algebra I and algebra II) and for meeting a specific on-time graduation rate.

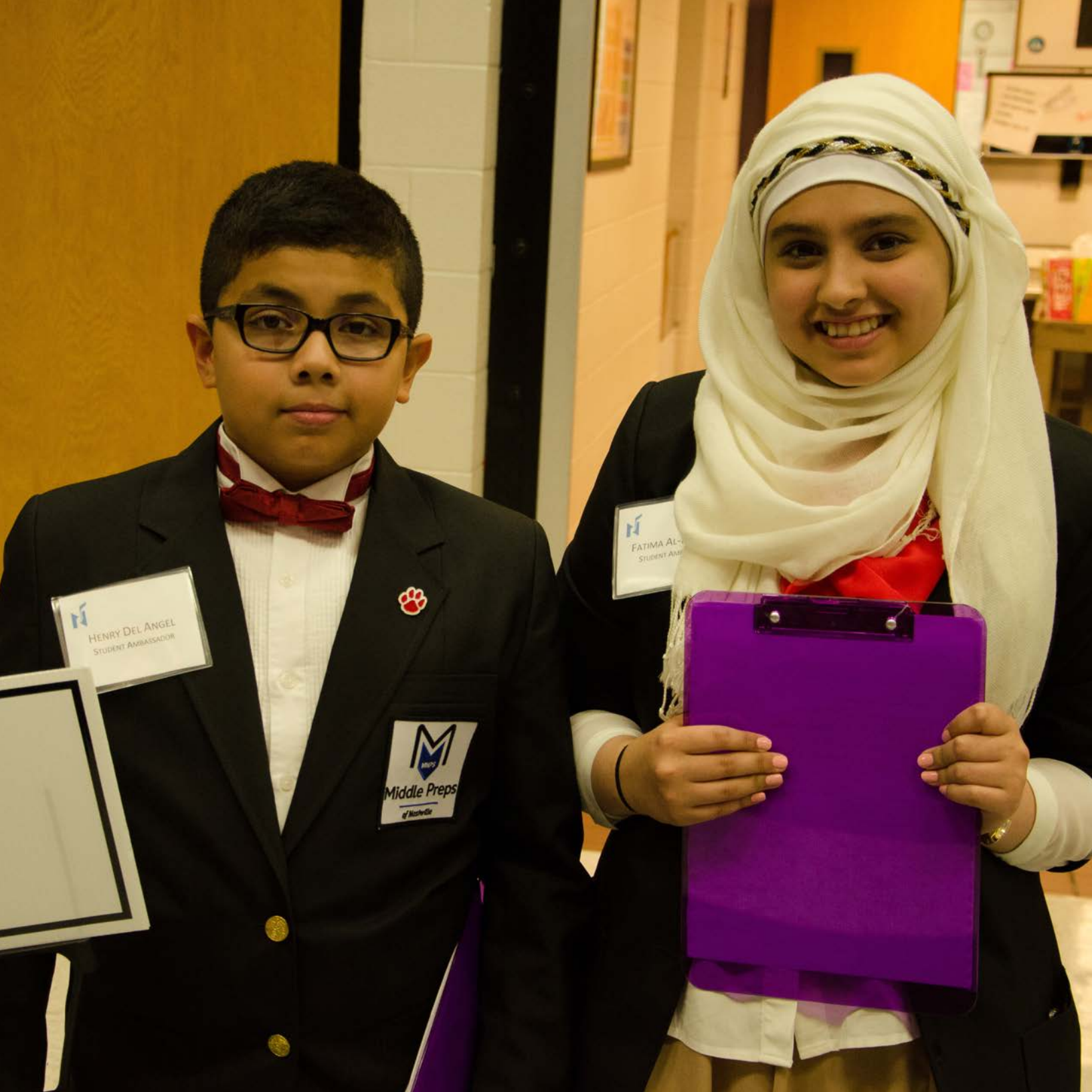
Achievement Measures: MNPS met 10 out of 11 of its achievement goals. Specifically, results in third-grade reading/language declined.

Achievement	3rd-grade math	7th-grade math	3rd-grade reading/language	7th-grade reading/language	3-8 math	3-8 reading/language	Algebra I	Algebra II	English II	English III	Grad rate
Goal met	yes	yes	no	yes	yes	yes	yes	yes	yes	yes	yes
Improvement	improved	improved	declined	improved	improved	improved	improved	improved	improved	improved	improved

Gap Closure Measures: The district has work to do in closing the achievement gap in all areas.

Gap Closure Goal Met	All students v. African Am., Hispanic, Native Am.	Economically disadvantaged (ED) v. non-ED	Limited English proficient (LEP) v. non-LEP	Students with disabilities (SWD) v. non-SWD
Math (3-8)	no	no	yes	no
Reading/language (3-8)	no	no	no	no
Algebra I & algebra II (9-12)	yes	yes	no	no
English II & English III (9-12)	yes	yes	no	no

Subgroup Improvement	African American	Asian	Hawaiian Pacific Islander	Hispanic	Native American	White	ED	LEP	SWD
Math (3-8)	improved	improved	improved	improved	improved	improved	improved	improved	improved
Reading/language (3-8)	improved	declined	improved	improved	improved	improved	improved	declined	declined
Algebra I	improved	improved	---	improved	---	improved	improved	improved	improved
Algebra II	improved	improved	---	improved	---	improved	improved	declined	improved
English II	improved	improved	---	improved	---	improved	improved	improved	declined
English III	improved	improved	---	improved	---	improved	improved	improved	improved



 HENRY DEL ANGEL
STUDENT AMBASSADOR


Middle Preps
of Nashville

 FATIMA AL-
STUDENT AMBASSADOR

Grades 4 and 8 Reading/Language Arts and Math Proficiency

Percent of MNPS Students in Grade 4 Scoring “Proficient” or “Advanced” in Reading/Language Arts by Subgroup

Year	All	Asian	Black	Hispanic	White	Economically disadvantaged	Students w/ disabilities	Limited English proficiency
2015	36	50	28	26	53	28	16	11
2014	41	56	31	33	58	31	30	17
2013	38	57	28	27	53	29	30	13

Percent of MNPS Students in Grade 4 Scoring “Proficient” or “Advanced” in Math by Subgroup

Year	All	Asian	Black	Hispanic	White	Economically disadvantaged	Students w/ disabilities	Limited English proficiency
2015	36	56	26	30	52	29	18	19
2014	38	63	28	32	53	29	30	23
2013	37	56	28	29	51	29	32	20

Percent of MNPS Students in Grade 8 Scoring “Proficient” or “Advanced” in Reading/Language Arts by Subgroup

Year	All	Asian	Black	Hispanic	White	Economically disadvantaged	Students w/ disabilities	Limited English proficiency
2015	41	57	32	36	57	35	20	7
2014	36	47	27	27	54	27	29	4
2013	35	52	27	28	48	27	26	4

Percent of MNPS Students in Grade 8 Scoring “Proficient” or “Advanced” in Math by Subgroup

Year	All	Asian	Black	Hispanic	White	Economically disadvantaged	Students w/ disabilities	Limited English proficiency
2015	49	77	41	51	59	45	23	30
2014	42	64	33	40	54	35	21	25
2013	41	69	32	36	52	34	22	19

Grades 9-12 English II, English III, Algebra I and Algebra II Proficiency

Percent of MNPS Students in Grades 9-12 Scoring “Proficient” or “Advanced” in English II by Subgroup

Year	All	Asian	Black	Hispanic	White	Economically disadvantaged	Students w/ disabilities	Limited English proficiency
2015	56	63	47	53	72	50	25	20
2014	55	63	46	50	71	46	27	16
2013	47	52	37	42	66	38	19	13

Percent of MNPS Students in Grades 9-12 Scoring “Proficient” or “Advanced” in English III by Subgroup

Year	All	Asian	Black	Hispanic	White	Economically disadvantaged	Students w/ disabilities	Limited English proficiency
2015	30	31	22	27	46	24	7	5
2014	23	29	29	19	39	17	4	4
2013	26	36	17	20	42	18	8	2

Percent of MNPS Students in Grades 9-12 Scoring “Proficient” or “Advanced” in Algebra I by Subgroup

Year	All	Asian	Black	Hispanic	White	Economically disadvantaged	Students w/ disabilities	Limited English proficiency
2015	56	58	54	55	62	54	28	37
2014	48	53	43	47	57	45	25	35
2013	52	61	43	53	64	47	25	35

Percent of MNPS Students in Grades 9-12 Scoring “Proficient” or “Advanced” in Algebra II by Subgroup

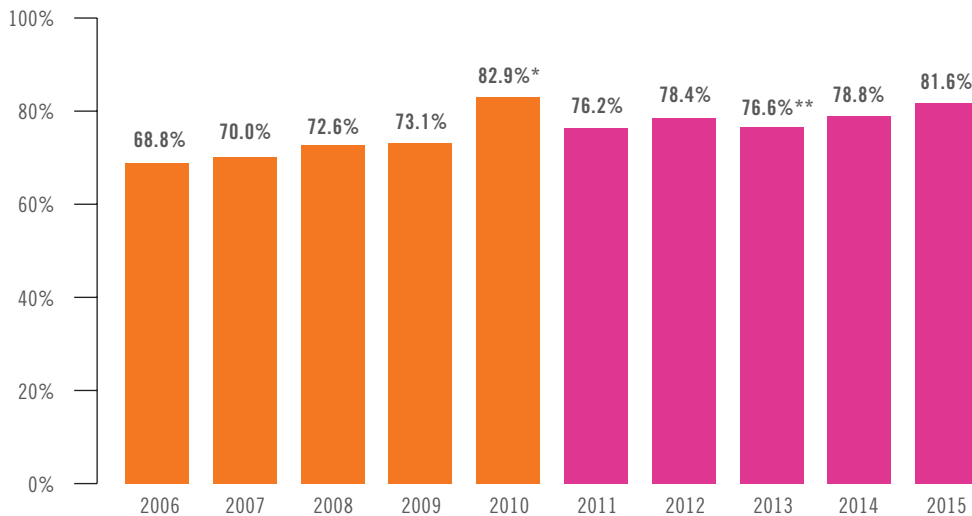
Year	All	Asian	Black	Hispanic	White	Economically disadvantaged	Students w/ disabilities	Limited English proficiency
2015	40	57	34	32	51	35	14	14
2014	29	53	19	21	43	22	7	16
2013	24	50	13	22	38	16	7	10

In Tennessee's accountability system under the ESEA waiver, there is a one-year lag between when a school district's high school graduation rate is reported and when that rate is applied toward district accountability. This delay allows for the inclusion of summer graduates in the graduation rate calculation. In 2014, the district's graduation rate of 78.7 percent exceeded the state-set target of 78.1 percent. In 2015, the district's graduation rate of 81.6 percent once again exceeded the state-set target of 80 percent. Accordingly, MNPS has already met one of its state accountability targets for next year.

Percentage of MNPS Graduation Rates by High School

	2011	2012	2013	2014	2015
Antioch	72.2	69.8	75.2	75.2	77.7
Cane Ridge	81.6	82.1	79.0	82.5	82.8
East Literature	94.1	96.1	100.0	100.0	99.3
Glenclyff	69.7	71.6	70.7	76.3	80.8
Hillsboro	79.8	80.3	84.2	82.4	87.1
Hillwood	82.4	84.0	84.4	82.8	84.7
Hume-Fogg	100.0	99.6	98.7	100.0	99.6
Hunters Lane	71.1	77.8	77.6	77.2	79.2
John Overton	77.9	78.8	72.7	81.6	86.4
Lead Academy	n/a	n/a	n/a	93.5	94.0
Maplewood	68.2	68.4	74.9	82.4	82.3
Martin Luther King, Jr.	100.0	99.4	100.0	100.0	100.0
McGavock	72.3	77.6	73.7	76.9	78.0
Middle College	97.3	94.1	95.7	97.4	100.0
Nashville Big Picture	95.7	94.6	94.7	89.7	97.6
Nashville School of the Arts	91.8	94.5	95.2	97.9	98.2
Pearl-Cohn	77.7	69.3	73.8	69.4	84.8
Stratford	64.9	64.4	59.9	75.0	81.5
Whites Creek	68.2	71.0	68.3	73.4	73.7
MNPS	76.2	78.4	76.6	78.7	81.6

MNPS Historical Graduation Rates



** Prior to 2010-2011, ELL and special education students were given a fifth year to complete a regular diploma.*

***Policy changes in 2013 required more detailed documentation for students leaving the district, making the 2013 graduation rate less comparable to previous years.*

Attendance (%) by Grade Tier

Year	K-8	9-12
2015	95.3	91.8
2014	95.5	92.1
2013	95.4	92.3
2012	95.5	91.9
2011	95.2	91.3

Both K-8 and high school average daily attendance rates have remained fairly steady for the past five years. The new accountability system under the ESEA waiver no longer includes an attendance target.

Suspensions

The percentage of students suspended dropped dramatically in 2015. While African American students continue to be significantly overrepresented compared to other demographic groups, the district has launched a major initiative to keep students in school. A suspension is defined as a student who is not allowed to attend school for a period of time not greater than 10 days and remains on the school rolls.

Suspensions as a Percentage of the Number of Students in Each Subgroup

Year	Discipline rate	% Asian	% Black	% Hispanic	% White
2015	6.8	1.5	10.8	3.7	4.0
2014	14.1	4.2	21.6	8.8	8.1
2013	14.1	4.1	21.5	8.4	8.2
2012	14.0	4.6	17.7	9.0	7.6
2011	12.8	4.0	18.6	8.8	8.0

Comparison of Tennessee's Four Large Urban School Systems

There are four urban school systems in Tennessee – Davidson, Hamilton, Knox, and Shelby counties. Davidson County ranks first in the amount of per-pupil spending and in its percentage of English learners. It ranks second in district size and percentage of economically disadvantaged students, with Shelby County leading in both categories. Davidson County ranks third in graduation rate and percentage of students scoring 21 or above on the 2015 ACT. In 2014, all four urban school systems had been in need of achievement target improvements in at least one student subgroup. In 2015, only two of the four systems – Shelby and Hamilton – still earned that accountability status.

Comparison of the Four Large Urban School Systems in Tennessee

	Davidson County	Shelby County	Knox County	Hamilton County
Accountability status	Intermediate	In Need of Subgroup Improvement (Hawaiian/Pacific Islander)	Exemplary	In Need of Subgroup Improvement (Native American, English Language Learners)
Achievement measures	Achieve	Achieve	Achieve	Achieve - Not Exemplary
Gap closure measures	Miss - Intermediate Possible	Miss - In Need of Subgroup Improvement	Achieve	Miss - In Need of Subgroup Improvement
Reward Schools (2015)*	14 out of 170 (8% of state's Reward Schools)	35 out of 170 (21% of state's Reward Schools)	6 out of 170 (4% of state's Reward Schools)	6 out of 170 (4% of state's Reward Schools)
Priority Schools (2012-2013 through 2014-2015)**	15 out of 85 (18% of state's Priority Schools)	50 out of 85 (59% of state's Priority Schools)	4 out of 85 (5% of state's Priority Schools)	5 out of 85 (6% of state's Priority Schools)
Focus Schools (2012-2013 through 2014-2015)**	9 out of 144 (6% of state's Focus Schools)	13 out of 144 (9% of state's Focus Schools)	9 out of 144 (6% of state's Focus Schools)	3 out of 144 (2% of state's Focus Schools)
2015 graduation rate	81.6%	75.0%	90.0%	85.4%
Student enrollment	84,070	116,059	59,750	43,797
Grades 3-8 TCAP Criterion Referenced Academic Achievement letter grades (math, reading, science)	B C C	C D D	A B A	A C B
Grades 4-8 "value-added" growth standard letter grades (math, reading, science)	B C C	n / a	B C B	B C C
Percent scoring 21 or above on 2015 ACT	29.8%	17.60%	48.5%	35.0%
Economically disadvantaged students	75.3%	79.80%	40.0%	60.5%
Students with disabilities	12.4%	12.90%	13.9%	12.7%
English Language Learners	16.2%	8.30%	4.3%	5.0%
Per-pupil expenditure	\$11,496.30	\$11,221.60	\$9,043.00	\$9,728.80



APPENDIX D: PERFORMANCE OF MIDDLE TENNESSEE AND URBAN SYSTEM DISTRICTS 2014-2015

System	Grade 3-8 Reading/ Language Prof. + Adv. (%)	Grade 3-8 Math Prof. + Adv. (%)	Grade 9-12 English II Prof. + Adv. (%)	Grade 9-12 Algebra I Prof. + Adv. (%)	Percent scoring 21 or higher on ACT	Graduation rate
Davidson County	39.3	47.4	56.3	56.4	29.8	81.6
Cannon County	45.1	49.7	61.2	N/A	30.5	88.1
Cheatham County	46.4	55.7	57.7	0.0	49.5	90.1
Dickson County	52.2	61.0	71.7	60.1	51.3	90.2
Hickman County	48.8	58.1	57.5	40.2	29.2	93.4
Macon County	43.0	49.1	63.6	49.0	26.1	80.1
Maury County	43.4	46.5	61.6	61.0	30.7	90.8
Montgomery County	55.5	64.1	70.6	71.2	36.2	96.5
Robertson County	47.5	56.0	67.7	71.6	38.7	95.2
Rutherford County	58.7	65.8	72.1	71.5	41.7	93.9
Murfreesboro	49.1	62.0	N/A	N/A	N/A	N/A
Smith County	48.4	57.1	68.5	N/A	29.4	90.7
Sumner County	60.4	68.5	70.0	70.5	44.8	91.6
Trousdale County	59.8	75.7	71.3	75.6	48.6	98.7
Williamson County	80.7	81.5	88.7	85.9	73.4	95.5
Franklin SSD	69.0	74.6	N/A	N/A	N/A	N/A
Wilson County	60.6	67.1	76.1	62.6	43.3	95.7
Lebanon SSD	49.8	53.8	N/A	N/A	N/A	N/A
Tennessee	48.4	55.6	64.8	65.6	37.4	87.8



APPENDIX E: MNPS ACADEMIC PERFORMANCE FRAMEWORK SCHOOLS

Schools Achieving the Same Status For Three Consecutive Years

	Performance
Glendale Elementary	Excelling
KIPP Academy	Excelling
Liberty Collegiate Academy	Excelling
Lockeland Elementary	Excelling
MNPS Middle College	Excelling
MLK Magnet	Excelling
AZ Kelley Elementary	Satisfactory
Bellevue Middle	Satisfactory
Chadwell Elementary	Satisfactory
Charlotte Park Elementary	Satisfactory
Gower Elementary	Satisfactory
HG Hill Middle	Satisfactory
Jones Paideia	Satisfactory
McMurray Middle	Satisfactory
Shayne Elementary	Satisfactory
Shwab Elementary	Satisfactory
Stratton Elementary	Satisfactory
Tom Joy Elementary	Satisfactory
Tulip Grove Elementary	Satisfactory
West End Middle	Satisfactory
Hillsboro High	Satisfactory
Hillwood High	Satisfactory
Hunters Lane High	Satisfactory
Nashville School of the Arts	Satisfactory
Inglewood Elementary	Review
JB Whitsitt Elementary	Target

High Performance and High Percentage of Economically Disadvantaged Students*

	Tier	% Economically Disadvantaged
Academy of Computer Science	K-8	82%
Brick Church Middle	K-8	91%
Cockrill Elementary	K-8	91%
Intrepid Prep	K-8	89%
KIPP Academy	K-8	89%
LEAD Academy	HS	82%
LEAD Academy	K-8	91%
LEAD Prep	K-8	82%
Liberty Collegiate Academy	K-8	89%
Nashville Prep	K-8	85%
New Vision Academy	K-8	90%
Old Center Elementary	K-8	87%
STEM Prep Academy	K-8	97%

*Excelling or Achieving for 2015 (single year) or three-year average

High Performance and High Percentage of Black, Hispanic or Native American Students*

	Tier	% Black/Hispanic/Native American
Academy of Computer Science	K-8	87%
Brick Church Middle	K-8	95%
East Nashville Magnet High	HS	90%
KIPP Academy	K-8	97%
LEAD Academy	HS	93%
LEAD Academy	K-8	87%
Liberty Collegiate Academy	K-8	84%
Nashville Prep	K-8	93%
New Vision Academy	K-8	90%
STEM Prep Academy	K-8	82%

*Excelling or Achieving for 2015 (single year) or three-year average

High Performance and High Percentage of English Learners*

	Tier	% English Learners
Crieve Hall Elementary	K-8	24%
Intrepid Prep	K-8	31%
LEAD Prep	K-8	23%
New Vision Academy	K-8	25%
STEM Prep Academy	K-8	30%

*Excelling or Achieving for 2015 (single year) or three-year average

High Performance and High Percentage of Students with Disabilities*

	Tier	% SWD
Brick Church Middle	K-8	24%
Cockrill Elementary	K-8	15%
Isaac Litton Middle	K-8	16%
Nashville Prep	K-8	16%

*Excelling or Achieving for 2015 (single year) or three-year average

Schools to Watch - Growth by Three APF Categories in Three Years

	2013	2014	2015
Alex Green Elementary	Target	Review	Satisfactory
Andrew Jackson Elementary	Satisfactory	Excelling	Excelling
Antioch Middle	Target	Satisfactory	Satisfactory
Bailey Middle	Target	Satisfactory	Satisfactory
Brick Church Middle	Target	Satisfactory	Achieving
Buena Vista Elementary	Target	Satisfactory	Satisfactory
Cockrill Elementary	Review	Achieving	Achieving
Dupont Tyler Middle	Target	Review	Satisfactory
Haynes Middle	Target	Satisfactory	Satisfactory
Neely's Bend Middle	Target	Review	Satisfactory
New Vision Academy	Satisfactory	Excelling	Excelling
Robert Churchwell	Target	Satisfactory	Satisfactory
Una Elementary	Target	Satisfactory	Satisfactory
LEAD Academy (HS)	Satisfactory	Excelling	Excelling
Pearl-Cohn High	Target	Review	Satisfactory

Schools to Watch - Decline by Three APF Categories in Three Years

	2013	2014	2015
Carter Lawrence Elementary	Satisfactory	Review	Target
Knowledge Academy	Achieving	Excelling	Review
Nashville Prep	Excelling	Excelling	Satisfactory
Old Center Elementary	Excelling	Excelling	Satisfactory
Paragon Mills Elementary	Satisfactory	Target	Target
Tusculum Elementary	Satisfactory	Target	Target
Warner Elementary	Satisfactory	Satisfactory	Target

■	Excelling
■	Achieving
■	Satisfactory
■	Review
■	Target

All 2015 APF data can be found at:

<http://bit.ly/1SfCOY4>

APPENDIX F: STATUS OF EDUCATION REPORT CARD COMMITTEE RECOMMENDATIONS FROM 2014 REPORT

1. Going forward, the Chamber's Education Report Card Committee should annually monitor the implementation of MNPS' strategic plan through 2018.

Implemented. Education 2018 is a singular source of consistency during a time of transition. Its goal is college and career readiness for all Metro School students, and its focus is threefold: quality teaching, equity and excellence, and transformational leadership. Education 2018 is less of a strategic plan that includes specific goals and objectives; it is a guiding vision for MNPS that informs work at every level across the district. The committee confirmed that while each tier of schools – elementary, middle and high – have their own very detailed three-year strategic plans, each one is deliberately aligned to the other as well as to the goals and foci of Education 2018. The same is true of other initiatives, including student-based budgeting and principal autonomy. The MNPS staff consistently reference aspects of Education 2018 as the reason behind specific aspects of their work in those areas. The Education Report Card Committee is confident that MNPS checks its successes and challenges against Education 2018 and is aware of how its work is increasing quality teaching, equity and excellence, and transformational leadership.

We anticipate a new director of schools will adapt Education 2018 to include elements of his or her own vision and expectations for MNPS. It is the committee's stance, however, that the foundations for the district's continued improvement are already found in Education 2018. We continue to encourage district leadership – both current and future – and the school board to use this strategic plan to inform their work going forward.

2. Metro Schools should reform the pay supplement system to financially reward teachers who assume leadership roles at their schools.

Implemented. Many of the district's nearly 5,500 teachers take on leadership roles beyond their own classrooms in such positions as department chair, team lead, mentor or multi-classroom leader. In previous years, the average monetary stipend for these roles ranged from \$100 to \$250 per year. There was a great deal of inconsistency between schools, though, as some principals used discretionary funds to pay their teachers additional amounts for their additional responsibilities.

Governor Haslam and the Tennessee General Assembly allocated an additional \$98 million in teacher compensation as part of the 2015-2016 state budget. School districts had the flexibility to deploy these new resources as part of their differentiated compensation plan. MNPS chose to set aside a portion of this allocation for teacher leadership stipends in the amount of \$1.4 million. At the same time, MNPS' human capital department standardized the definition of teacher leadership roles as well as the amount of stipends for many of these positions, including lead teachers, multi-classroom leaders, instructional coaches and certain deans of instruction and deans of students. The stipend amounts were also significantly increased in amounts that ranged from several hundred dollars for lead teachers to several thousand dollars for instructional coaches.

3. Metro Schools should catalog those issues most commonly identified as impeding school-level autonomy in order to identify potential policy or statute changes.

Implemented. School-level autonomy empowers MNPS principals to plan annual budgets based on their schools' specific needs. There is flexibility in spending 19 percent of a school's budget, while a much larger 81 percent is pre-determined by MNPS in response to policies and mandates from both the state and the district. Staff from MNPS' department of finance have identified, cataloged and assigned a dollar figure to those policies, mandates and laws making up the pre-determined – or “locked” – portion of school budgets. Some examples of their findings include state laws that dictate minimum class sizes and district policies that require schools to employ staff positions that support such programs as Limitless Libraries and the Academies of Nashville.

A district-led committee of principals and central office administrators will annually evaluate those requirements that contribute to the locked portion of budgets. The intent is to continue to explore the feasibility of decreasing the locked percentage while meeting mandates and district strategic priorities as well as maintaining an economy of scale around such things as transportation, utilities and food service.

4. The Metro School Board should recommit its adherence to policy governance by engaging in ongoing professional development.

Not implemented. In 2002, the Metro School Board adopted policy governance as its model for operating. Eight of the nine current board members have been elected since that time, and the onboarding process for new board members specific to policy governance has been inconsistent. With this in mind, a recommendation was made that the board undertake ongoing professional development. To date, the board has not engaged in any professional development. They have chosen not to retain someone to work with them on policy governance or any other type of professional development. In January 2015, Strategy and Leadership, LLC was hired by the board not for professional development, but to facilitate a conversation about qualities that should be found in the new director of schools.

5. The Metro School Board should time the hiring of a new director of schools to take place after the election of Nashville's mayor in 2015.

Not implemented. The board chose to move forward with its search beginning in early January 2015. In March 2015 they hired Hazard, Young, Attea and Associates to manage the search process with a public goal of having a new director of schools in place by June 22, 2015. In late July, they made an offer to a candidate who did not accept. To date, there is an interim director of schools in place, and Mayor Megan Barry has publicly embraced the opportunity to work with the board on the second attempt at the search process.

APPENDIX G: EXPERTS INTERVIEWED

The Education Report Card Committee is grateful to the students, teachers, administrators, elected officials and community representatives who made time to talk with us. The following individuals shared their candid opinions and insights, providing the information necessary for us to complete this report. We offer our sincere thanks and appreciation.

Metropolitan Government of Nashville and Davidson County

The Honorable Megan Barry, mayor

Metropolitan Board of Public Education

The Honorable Sharon Gentry (chair), District 1

The Honorable Anna Shepherd (vice chair), District 4

The Honorable Jill Speering (chair, teaching and learning committee), District 3

MNPS Central Administration and Staff

Fred Carr, chief operating officer

Dr. Paul Changas, executive director of research, assessment and evaluation

Katie Cour, executive director of talent strategy

Dr. Alan Coverstone, executive officer, charter schools

Dana Eckman, director of early learning centers

Glenda Gregory, director of budgeting and financial reporting

Chris Henson, chief financial officer and interim director of schools

Dr. Julie McCargar, executive director of federal programs and grant management

Dr. Tony Majors, chief support services officer

Derek Richey, director of resource strategy

Kevin Stacey, director of English Learners

Dr. Jay Steele, chief academic officer

Dr. Tina Stenson, research coordinator for research, assessment and evaluation

Susan Thompson, chief human capital officer

Dr. Euna McGruder, executive officer for priority schools

MNPS Principals and School Leaders

Kevin Armstrong, principal, DuPont Hadley Middle Prep

Damon Cathey, principal, DuPont Tyler Middle Prep

Jenna Collins, principal, Oliver Middle Prep

Celia Conley, principal, Antioch Middle Prep

Todd Dickson, founder and CEO, Valor Collegiate Academies

Randy Dowell, founder and executive director, KIPP:Nashville

Dalila Duarte, director, Casa Azafrán Pre-K Center

Kimber Haliburton, principal, Waverly-Belmont Elementary School

Dr. Kellie Hargis, executive principal, Hume-Fogg Academic High School

Dr. Kristin McGraner, founder and executive director, STEM Preparatory Academy

Alison McMahan, principal, Tusculum Elementary School

Michelle McVicker, principal, Buena Vista Enhanced Option Elementary School

LaVoe Mulgrew, head of school, LEAD Academy

Lagra Newman, founder and head of school, Purpose Preparatory Academy

Dr. Shuler Pelham, executive principal, Hillsboro High School

Dr. Ron Woodard, executive principal, Maplewood High School

MNPS Teachers

Amy Emerson, Buena Vista Elementary

Edie Kelsey, Cohn Adult High School

Matthew Knorr, Martin Luther King Junior Magnet

Lindsey Rowe, Tusculum Elementary School

Higher Education

Dr. Deborah Boyd, dean, College of Education, Lipscomb University
Bobbi Lussier, executive director, student teaching/teacher
licensure office, College of Education, Middle Tennessee
State University
Dr. Heraldo Richards, associate dean, College of
Education, Tennessee State University
Dr. Barbara S. Stengel, professor of the practice of education;
associate chair for teacher education; director, secondary
education; interim co-director of teaching and learning in urban
schools, department of teaching and learning, Peabody College,
Vanderbilt University

Community and Advocacy Groups

Shannon Hunt, president, Nashville Public Education Foundation
Sharon Hurt, chief operating officer, SCORE
Erick Huth, president, Metropolitan Nashville
Education Association

Consultants and Topic Experts

Malika Anderson, deputy superintendent, Alternative
School District
Chris Barbic, superintendent, Alternative School District
Jennifer Escue, youth and elders program coordinator,
Catholic Charities of Tennessee, Inc.
Sylvia Flowers, executive director of operations,
Tennessee Department of Education
Kathleen Fuchs, senior program director, YMCA Latino
Achievers, YMCA of Middle Tennessee
Jeremy Norden-Paul, director of school and district
partnerships, Teach for America – Greater Nashville
Monica Vasquez, Pre-K Family Engagement Manager,
Conexión Américas
Lisa Wiltshire, executive director, Office of Early
Learning, Tennessee Department of Education

Schools Visited by Committee Members

School visits are an integral part of the work of this committee. We understand the time and effort required when hosting a group of our size, and so we are especially appreciative of these schools and their leaders for affording us the opportunity to talk with principals and school administrators, teachers, students and parents.

Casa Azafrán Early Learning Center
Hillsboro High School
Napier Elementary School
Oliver Middle Prep
Purpose Prep Academy
Tusculum Elementary School
West End Middle Prep

MNPS Liaison to the Committee

Fred Carr, COO

APPENDIX H: GLOSSARY

Academies of Nashville

MNPS high school transformation strategy initiated in 2006, in which the district's 12 zoned high schools have been reorganized into freshman academies for ninth-grade students and career and thematic academies for grades 10-12. www.myacademyblog.com

ACT – American College Testing

A standardized test, typically taken in 11th grade, to measure high school achievement and college readiness. The EXPLORE test, taken in the eighth grade, and PLAN test, taken in the 10th grade, provide students with a projection of how they will score on the ACT. www.act.org

AMOs – Annual Measurable Objectives

State performance targets that serve as the basis for Tennessee's accountability system. Tennessee's accountability system has two overall objectives: growth for all students every year, and closing achievement gaps by ensuring faster growth for students who are furthest behind.

APF – Academic Performance Framework

Standardized accountability metrics developed by MNPS to complement increased school-level autonomy and provide a transparent set of indicators to assess school performance. The APF is used to inform decisions regarding rewards, supports and resource allocation for schools, as well as evaluations of school leaders' performance.

BEP – Basic Education Program

The funding formula through which state education dollars are generated and distributed to Tennessee school systems.

Charter School

A public school governed and operated independently of the local school board, often with a curriculum and educational philosophy different from other schools in the district. Charter schools have a contract, or charter, with their local school board to operate within that district.

DEA – Discovery Education Assessments

Formative assessments administered in the fall, winter and spring to help improve K-12 student learning and performance. Each test is constructed to align with the state's high-stakes test.

Easter Egg

An intentional inside joke, hidden message or feature in a collaborative work such as a computer program, video game or annual report.

Education 2018: Excellence for Every Student

MNPS' 2013-2018 strategic plan, which was approved by the MNPS Board of Education on Sept. 10, 2013.

ELA – English Language Arts

ELL – English Language Learners

Students who have been assessed and identified as needing ELL instruction, and are actively receiving ELL services.

EOCs – End-of-Course Exams

EOCs are given in specific high school subjects that are used for accountability purposes and value-added analysis.

ESEA Flexibility

The U.S. Department of Education offers states the option of requesting flexibility in the form of a waiver regarding specific requirements of No Child Left Behind in exchange for rigorous and comprehensive state-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity and improve the quality of instruction.

www.ed.gov/esea/flexibility

Focus Schools

Under Tennessee’s accountability system, focus schools are the 10 percent of schools across the state with the largest achievement gaps, subgroup performance below a 5 percent proficiency threshold, or high schools with graduation rates less than 60 percent that are not already identified as priority schools. This designation does not indicate low achievement levels. Schools identified as focus schools retain the designation and varied support for three years.

Formative Assessment

An assessment to monitor student learning and provide ongoing feedback used by instructors to recognize and address areas where students are struggling.

GradeSpeed

An online platform provided by MNPS that allows teachers to post assignments and grades for parent and student review.

iZone

MNPS created the Innovation Zone (iZone) in 2011 to turn around its lowest-performing schools by engaging in strategic redesign. www.innovation.mnps.org

Lead Principal Network

An MNPS initiative in which certain principals receive more autonomy and decision-making power in return for supervising and sharing effective practices with small networks of schools.

LEADS – Longitudinal Education and Analysis Decision Support

The technical name for MNPS’ data warehouse.

LEP – Limited English Proficient

Students who are actively receiving ELL services, as well as students who are fewer than two years removed from exiting the ELL program.

MNPS – Metropolitan Nashville Public Schools

www.mnps.org

NAEP – National Assessment of Educational Progress

Also known as the “nation’s report card,” this assessment is given to a sample of students across the country, allowing for comparisons across states in fourth- and eighth-grade reading and math. www.nces.ed.gov/nationsreportcard

NCLB – No Child Left Behind Act

The 2001 reauthorization of the federal Elementary and Secondary Education Act, meant to hold primary and secondary schools measurably accountable to higher standards. Requires 100 percent of students within a school or school system to make adequate yearly progress and reach the same set of state standards in math and reading by 2014. Tennessee has been granted a waiver from NCLB and is now measured by a separate accountability system.

Priority Schools

Under Tennessee’s accountability system, priority schools are schools in the bottom 5 percent of overall performance across tested grades and subjects. Schools identified as priority schools retain the designation and varied support for three years.

Reward Schools

Under Tennessee’s accountability system, reward schools are schools in the top 5 percent for performance, as measured by overall student achievement levels, and the top 5 percent for year-over-year progress, as measured by gains in student achievement – a total of 10 percent of schools in all. This designation is determined annually.

SPIs – State Performance Indicators

Evidence of a student’s knowledge and skills measured in the state assessment. Common Core State Standards will replace SPIs in English language arts and mathematics.

STEM – Science, Technology, Engineering and Math**Summative Assessment**

An assessment to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark.

TELL Survey

A Tennessee Department of Education-administered survey that seeks input from teachers and administrators on the climate and performance of their schools.

TCAP – Tennessee Comprehensive Assessment Program

The annual assessment in Tennessee given to grades 3-8 in math, reading, social studies and science. TNReady assessments will replace TCAP as the state administered annual assessment in the 2015-2016 school year.

TFA – Teach For America

A national program implemented in Nashville in 2009 that selectively recruits college graduates from around the country to teach for at least two years in high-poverty, high-need K-12 public schools. www.teachforamerica.org

Title I

Federal funds aimed to bridge the gap between low-income students and other students. The U.S. Department of Education provides supplemental funding to local school districts through states to meet the needs of at-risk and low-income students.

TNReady

Tennessee's new and improved TCAP test for English language arts and math in grades 3-11. These tests are designed to address students' understanding instead of memorization and test-taking skills and are aligned with current state standards.

TVAAS - Tennessee Value-Added Assessment System

A statistical analysis performed by Dr. William Sanders at SAS Institute, Inc., estimating the academic progress or growth of individual students. TVAAS summary data are reported at the school and school system levels.

ACKNOWLEDGEMENTS

The purpose of the Nashville Area Chamber of Commerce is to facilitate community leadership to create economic prosperity. As we work toward our No. 1 priority of improving public education, we rely greatly on our dedicated volunteers, including the business and community leaders who serve on the Report Card Committee. Meeting nearly every Friday morning from August through December and attending a number of additional education-related field trips, these members gave their time – approximately 750 hours total – energy and talents toward the successful completion of this report.

Those who serve for three consecutive years rotate off the committee so others have a chance to become involved. We offer a special thank you and fond farewell to our third-year members: Co-Chair Rob Elliott, Scott Craddock, Jarod Delozier and Kate Read Ezell.

We also thank the many presenters who took time to share their expertise and viewpoints with us. Their candor and insights allow us to more accurately report the successes and challenges of our education system and to propose creative solutions for improvement.

The production of this report would be impossible without the full support and cooperation of Metropolitan Nashville Public Schools, especially the MNPS liaison to the committee, Chief Operations Officer Fred Carr. He offered valuable information and feedback throughout the process, always delivered in his special, wry way. These people, all from MNPS, are to be commended for their willingness to answer our multiple rounds of follow-up questions: Paul Changas, Katie Cour, Chris Henson and Jay Steele. Special thanks goes to the faculty and students at Tusculum Elementary School, Oliver Middle Prep, West End Middle Prep, Hillsboro High School, Purpose Preparatory Academy and Casa Azafrán Early Learning Center. Their willingness to host us during special visits provided committee members with a firsthand look at the hard work taking place every day at the school level. The committee also thanks Stansell Electric for hosting our weekly meetings. Jimmy Stansell, Raymond Matthews and especially Margaret Smith are to be commended for their unparalleled hospitality.

Finally, a number of Chamber staff provide support for the committee's work. We appreciate Marc Hill, chief policy officer, who possesses an impressive knowledge of Nashville's education landscape provides important context and guidance. We also appreciate Whitney Weeks, vice president of policy, for her "iron-fist-in-a-velvet-glove" approach to facilitating the weekly Report Card meetings. She, in turn, appreciates the Jack family for the unconditional support they provided mid-October through December 15. This report wouldn't be the incredible resource it is without Courtney Cotton and Lindsay Chambers ensuring this document is visually stunning as well as grammatically correct.

The Education Report Card is the collective work of many. We hope it spurs ongoing interest and dialogue around the progress of our public schools, while serving as an important resource for education stakeholders and the broader community.

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