AMENDED AGENDA

METROPOLITAN BOARD OF PUBLIC EDUCATION
2601 Bransford Avenue, Nashville, TN 37204
Regular Meeting – January 13, 2015 - 5:00 p.m.
Sharon Dixon Gentry, EdD, Chair

TIME
5:00 I. CONVENE and ACTION
A. Establish Quorum
B. Pledge of Allegiance

5:05 II. AWARDS AND RECOGNITIONS
A. Stratford High School – Jeff Davis and Sonia Crews

5:10 III. AND THE GOOD NEWS IS...
A. Hillsboro High School Football Team

5:20 IV. PUBLIC PARTICIPATION
The Board will hear from those persons who have requested to appear at this Board meeting. In the
interest of time, speakers are requested to limit remarks to three minutes or less. Comments will be
timed.
A. Chris Reynolds - Priority Schools
B. Jorie Smith - Support of KIPP at Kirkpatrick
C. Carolyn Cantwell - Support of KIPP at Kirkpatrick
D. John Haubenreich - East Nashville Plan and Local School Councils
E. Joshua Harris - KIPP partnership at Kirkpatrick
F. Jessica Woods – KIPP partnership at Kirkpatrick

5:35 V. GOVERNANCE ISSUES
A. Actions
   1. Consent
      a. Approval of Minutes – 09/23/2014 Regular Meeting
      b. Recommended Award of Contract for Architectural Services for
         Library Renovations at McGavock and Overton High Schools –
         Street Dixon Rick Architecture, PLC
      c. Recommended Award of Contract for HVAC Renovations at Bailey
         Middle School – Advanced Mechanical Contractors, Inc.
      d. Recommended Approval of Change Order #1 for John Early Middle
         School Renovations – Carden Construction, Inc.
      e. Recommended Approval of Change Order #2 for Granbery
         Elementary School Additions – Orion Construction Corporation
      f. Recommended Approval of Change Order #6 for Hume-Fogg
         Magnet High School Gymnasium Addition – D.F. Chase, Inc.
      g. Recommended Approval of Request #3 for Instrument Storage
         Cabinets (Hume-Fogg Magnet High School) - Wenger Corporation
      h. Recommended Approval of Request #21 for District-wide
         Maintenance, Repairs, and General Construction (Dupont-Tyler
         Cafeteria Alterations) – Southland Constructors, LLC
      i. Recommended Approval of Request #22 for District-wide
         Maintenance, Repairs, and General Construction (New Overton
         Cluster Elementary School) - Southland Constructors, LLC
      j. Awarding of Purchases and Contracts
         (1) Alignment Nashville
         (2) Annenberg Institute for School Reform
(3) California Creative Solutions
(4) Claim Technologies
(5) Earthwalk Communications
(6) Imagination Specialties, Inc. dba Imagination Branding
(7) Industrial Fire & Safety
(8) Knowledge Academies
(9) Mass Insight Education
(10) McGrath Training Systems
(11) My Student Survey
(12) Proctor and Graves Service Co.
(13) Rocketship Education
(14) Sexual Assault Center
(15) Southeast Marketing Group dba Sportswear Express
(16) STEM Prep Academy
(17) Tennessee Department of Education
(18) The New Teacher Project
(19) Tyco SimplexGrinnell
(20) Valor Collegiate Academy

k. Recommended Approval of Lease Agreement with East End Preparatory Charter School for Use of Space in the Dalewood School Building

l. Recommended Approval of Request for Compulsory Attendance Waiver

m. Legal Settlement Claim C-32027 ($20,000)

2. Approval of KIPP Conversion at Kirkpatrick Elementary School

5:45 VI. REPORTS
A. Director’s Report
   1. Priority Schools Updates: Next Steps
   2. Community Achieves

B. Committee Reports
   1. Teaching and Learning
   2. Capital Needs
   3. Community Engagement

C. Board Chairman’s Report
   1. Announcements
   2. Closing Remarks

6:30 VII. WRITTEN INFORMATION TO THE BOARD (not for discussion)
A. Sales Tax Collections as of December 20, 2014
B. Upcoming Committee Meetings:
   • January 27th – Capital Needs at 4:00 p.m.
   • January 28th – Teaching and Learning at 11:30 a.m.

6:30 VIII. ADJOURNMENT
## Metropolitan Nashville Public Schools
### Board of Education
#### Regular Called Meeting
##### Minutes

**September 23, 2014**

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>DISCUSSION/MOTION</th>
<th>FOLLOW-UP/OUTCOME</th>
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<tbody>
<tr>
<td>• Roll Call</td>
<td>Present: Dr. Jo Ann Brannon, Amy Frogge, Dr. Sharon Gentry, Chair, Tyese Hunter,</td>
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<td>Elissa Kim, Vice-Chair, Mary Pierce, Will Pinkston, Anna Shepherd, Jill Speering,</td>
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<td>Dr. Jesse Register, Director of Schools</td>
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<td></td>
<td>Dr. Gentry called the meeting to order at 5:00 p.m.</td>
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<td>• Pledge of Allegiance</td>
<td>Led by Dillon Kinston, a student from Overton High School.</td>
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### ANNOUNCEMENTS

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<tr>
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<tr>
<td>• Litton Middle School Tour</td>
<td>Ms. Speering announced that she toured Litton Middle School. During the tour, she</td>
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<td>observed students involved in Project-Based Learning.</td>
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<td>• Maplewood High School</td>
<td>Ms. Speering congratulated Principal Woodard, and the students and staff at</td>
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<td>Maplewood High School, for having the highest percentage gains of all of the</td>
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<td>district high schools.</td>
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<td>• Stratford High School</td>
<td>Ms. Speering congratulated Principal Steele and staff at Stratford High School</td>
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<td>for achieving a 4 in literacy and a 3 in numeracy on their TVASS scores. The</td>
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<td>Stratford graduation rate rose 13.9 %.</td>
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<td>• TEA/MNEA Meeting</td>
<td>Ms. Speering announced that she attended the TEA/MNEA meeting on September 8th.</td>
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<td>Members of the East Nashville community attended the meeting and voiced their</td>
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<td>community concerns.</td>
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<td>• Teaching and Learning Committee</td>
<td>Ms. Speering announced that a Teaching and Learning Committee meeting</td>
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<td>will be held October 28th in the Board Conference Room prior to the Board</td>
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<td>meeting.</td>
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<td>• McGavock High School</td>
<td>Ms. Shepherd announced that she attended McGavock High School’s Promise to</td>
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<td>Graduation Ceremony on September 2nd.</td>
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<td>• Donelson Middle Prep</td>
<td>Ms. Shepherd announced that Donelson Middle Prep held their kick-off for the</td>
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<td>Watch Dogs Program, and the event was highly attended.</td>
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<td>• Board Retreat</td>
<td>Ms. Shepherd also thanked Liz Allen Faye for conducting the Board Retreat on</td>
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<td>September 6th.</td>
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**TOPIC** | **DISCUSSION/MOTION** | **FOLLOW-UP/OUTCOME**
---|---|---
• Bellevue Middle School | Ms. Frogge welcomed the new principal at Bellevue Middle School, James Mann, to the district. A Meet and Greet will be held at Bellevue on October 20th at 6:00 p.m. |  

**AND THE GOOD NEWS IS…**

• Nola Jones, MNPS Coordinator of Visual and Performing Arts | Dr. Jones addressed the Board concerning the Music Makes Us Program. |  

**GOVERNANCE ISSUES**


**REPORTS**

1. Director’s Report
   1. District Accountability Data | Dr. Changas presented the District Accountability Data to the Board. |  

2. Priority Schools Update: Community Involvement | Dr. Register presented a Priority Schools Update to the Board. | Ms. Kim asked Dr. Register if he had considered organizing an advisory committee for the East Nashville Plan? Dr. Register said yes. Mr. Pinkston asked if there was a plan to update parents or solicit feedback from parents? Dr. Register said yes, parents and the community will be engaged during the development of the East Nashville Plan. Mr. Bass stated that the Communications Department had been working with individual schools to |  

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September 23, 2014
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<tr>
<td>2.</td>
<td>Priority Schools Update: Community Involvement - (continued)</td>
<td>determine the best way to communicate with parents. Mr. Bass stated that he would forward Mr. Pinkston a copy of the letter that will be going out to parents. Ms. Shepherd asked if transportation will be provided to the East Nashville community meetings? Mr. Bass stated he will talk to principals about providing transportation to the meetings.</td>
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<td>3.</td>
<td>English Learners</td>
<td>Mr. Stacey and Dr. Critchlow presented a Power Point to the Board on English Learners (EL). Ms. Speering asked, how many years does it take for a student to exit the EL program? Mr. Stacey said, after three years most students can pass the exit test although they may not be fluent. Ms. Speering asked, how soon after an EL student enters the program are they required to take the test? Mr. Stacey said EL students are immediately required to take all achievement tests except the Arts test (students are exempt from the Arts test the first year). Mr. Pinkston said he would like to have a discussion in the future around what is needed to help MNPS clusters with higher EL populations? Such as more teachers, more interpreters, smaller class sizes; and then consider how that will affect the budget. Mr. Pinkston asked if there are any other successful EL programs to monitor or partner with for success? Dr. Gentry asked that future reports include an “Ask” slide.</td>
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<td>4.</td>
<td>Mobility Report</td>
<td>Dr. Register distributed a Mobility Report to the Board.</td>
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<td>5.</td>
<td>Leadership Transition</td>
<td>Dr. Register announced that he would not be seeking to renew his contract, but he hopes to continue the work of the district through June 30th.</td>
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<tr>
<td>2.</td>
<td>Committee Reports</td>
<td>Ms. Frogge stated that the Governance Committee met prior to the Board meeting. The following items were discussed: GP-7 Committee Appointments and Assignments. The next meeting will be held October 27th at 11:30 a.m. in the Board Conference Room.</td>
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<tr>
<td>1.</td>
<td>Governance</td>
<td>Ms. Kim stated that the Director’s Evaluation Committee met prior to the Board meeting. The following items were discussed: revisions to BDR – 5 Monitoring Director’s Performance and the Director’s Evaluation Tool.</td>
</tr>
<tr>
<td>3.</td>
<td>Board Chairman’s Report</td>
<td>Dr. Gentry read the Board committee assignments, gave a brief of the Board Retreat, and also gave closing thoughts.</td>
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</tbody>
</table>
### Metropolitan Nashville Public Schools
### Board of Education
### Regular Called Meeting
### Minutes
### September 23, 2014

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<tr>
<td>• Board Calendar Items</td>
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<tr>
<td>• Adjournment</td>
<td>Ms. Frogge adjourned the meeting at 7:59 p.m.</td>
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<tr>
<td>• Signatures</td>
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**Written Information to the Board**

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<tbody>
<tr>
<td>Chris M. Henson</td>
<td>Sharon Dixon Gentry</td>
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<tr>
<td>Board Secretary</td>
<td>Board Chair</td>
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Ms. Frogge adjourned the meeting at 7:59 p.m.
III. GOVERNANCE ISSUES

A. ACTION

2. CONSENT

b. RECOMMENDED AWARD OF CONTRACT FOR ARCHITECTURAL SERVICES FOR LIBRARY RENOVATIONS AT MCGAVOCK AND OVERTON HIGH SCHOOLS – STREET DIXON RICK ARCHITECTURE, PLC

In accordance with the Board of Education’s policy for selecting architects on the basis of past performance, the following architectural firm is being recommended for the Library Renovations at McGavock and Overton High Schools.

<table>
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<tr>
<th>Project:</th>
<th>Firm:</th>
<th>Amount:</th>
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<tbody>
<tr>
<td>McGavock and Overton High Schools Library Renovations</td>
<td>Street Dixon Rick Architecture, PLC</td>
<td>$70,356</td>
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</table>

It is recommended that this contract be approved.

Legality approved by Metro Department of Law.

FUNDING: Metro Public Library Funds

DATE: January 13, 2015

c. RECOMMENDED AWARD OF CONTRACT FOR HVAC RENOVATIONS AT BAILEY MIDDLE SCHOOL – ADVANCED MECHANICAL CONTRACTORS, INC.

Bid Date: December 2, 2014 Bid Time: 2:00 PM
Engineer: MP & E Engineering, LLC

<table>
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<tr>
<th>Bidder:</th>
<th>Amount:</th>
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<tbody>
<tr>
<td>Advanced Mechanical Contractors, Inc.</td>
<td>$134,500</td>
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<td>Demand Mechanical</td>
<td>$142,750</td>
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</tbody>
</table>

It is recommended that this contract be awarded to Advanced Mechanical Contractors, Inc. on the basis of their low bid in the total sum of $134,500.

Projects recently successfully completed:
- HVAC Renovations at Hunters Lane High School
- HVAC Renovations at Antioch High School
- HVAC Renovations at Hillsboro High School

It is recommended that this contract be approved.

Legality approved by the Metro Department of Law.

FUNDING: 45015.80406415

DATE: January 13, 2015
III. GOVERNANCE ISSUES

A. ACTION

2. CONSENT

d. RECOMMENDED APPROVAL OF CHANGE ORDER #1 FOR JOHN EARLY MIDDLE SCHOOL RENOVATIONS – CARDEN COMPANY, INC.

You are requested to make the following changes to this Contract:

1. Add Owner’s Contingency Allowance for remediation of unsuitable soils $100,000

Total $100,000

It is recommended that this change order be approved.

Legality approved by Metro Department of Law.

FUNDING: 45013.80404513

DATE: January 13, 2015

e. RECOMMENDED APPROVAL OF CHANGE ORDER #2 FOR GRANBERY ELEMENTARY SCHOOL ADDITIONS – ORION BUILDING CORPORATION

You are requested to make the following changes to this Contract:

1. Replace Fire Alarm System. Existing Fire Alarm System does not meet current Code $10,244

Total $10,244

It is recommended that this change order be approved.

Legality approved by Metro Department of Law.

FUNDING: 45014.80404414

DATE: January 13, 2015
III. **GOVERNANCE ISSUES**

A. **ACTION**

2. **CONSENT**

   f. **RECOMMENDED APPROVAL OF CHANGE ORDER #6 FOR HUME-FOGG MAGNET HIGH SCHOOL GYMNASIUM ADDITION – D.F. CHASE, INC.**

   You are requested to make the following changes to this Contract:

   1. Revise structural steel framing based on retention of existing brick wall, and add column and beams at existing slab opening $4,562
   2. Install new AT&T conduits $18,964
   3. Install wall pack security lights $3,618
   4. Install new canopy LED lights $2,938
   5. Install temporary heating unit and transformer in lower Band Room $5,944

   Total $36,026

   It is recommended that this change order be approved.

   Legality approved by Metro Department of Law.

   **FUNDING:** 45015.80404915

   **DATE:** January 13, 2015

   g. **RECOMMENDED APPROVAL OF REQUEST #3 FOR INSTRUMENT STORAGE CABINETS (HUME-FOGG MAGNET HIGH SCHOOL) - WENGER CORPORATION**

   We are requesting approval to increase the existing purchase order against the existing contract for The Cooperative Purchasing Network (TCPN) Contract No. R-4925 for the purchase, delivery and installation of instrument storage cabinets for Hume-Fogg Magnet High School Band Room in the amount of $5,270.

   It is recommended that this request be approved.

   Legality approved by Metro Department of Law.

   **FUNDING:** 45015.80404915

   **DATE:** January 13, 2015
III. GOVERNANCE ISSUES

A. ACTION

2. CONSENT

h. RECOMMENDED APPROVAL OF REQUEST #21 FOR DISTRICT-WIDE MAINTENANCE, REPAIRS, AND GENERAL CONSTRUCTION (DUPONT-TYLER CAFETERIA ALTERATIONS) – SOUTHLAND CONSTRUCTORS, LLC

We are requesting approval to increase the existing purchase order for District-wide Maintenance, Repairs, and General Construction for the Cafeteria Alterations at DuPont-Tyler Middle School in the amount of $61,873.00.

It is recommended that this request be approved.

Legality approved by Metro Department of Law.

FUNDING: 45014.80405714

DATE: January 13, 2015

i. RECOMMENDED APPROVAL OF REQUEST #22 FOR DISTRICT-WIDE MAINTENANCE, REPAIRS, AND GENERAL CONSTRUCTION (NEW OVERTON CLUSTER ELEMENTARY SCHOOL) - SOUTHLAND CONSTRUCTORS, LLC

We are requesting approval to issue a purchase order for District-wide Maintenance, Repairs, and General Construction for the construction of the New Overton Cluster Elementary School in the amount of $8,500,000.

It is recommended that this request be approved.

Legality approved by Metro Department of Law.

FUNDING: 45015.80404215

DATE: January 13, 2015
III. GOVERNANCE ISSUES

A. ACTION

2. CONSENT

j. Awarding of Purchases and Contracts

(1) VENDOR: Alignment Nashville

SERVICE/GOODS: Development of (1) a K-12 college and career readiness strategic plan, including a minimum of 6 focus groups with key stakeholders and a final report, (2) a high school badging system and student voice feedback on school climate survey, including 12 focus groups and a final report, (3) community leaders training workshops, providing training and support for student ambassadors and teachers using data from the school climate survey.

TERM: January 14, 2015 through September 1, 2015

FOR WHOM: Selected MNPS Schools

COMPENSATION:
College and career readiness strategic plan: $20,000
High school badging system: $20,000
Community leaders training workshops: $15,000
Student incentives for participation: $10,000

Total compensation under this contract is not to exceed $65,000.

OVERSIGHT: Leadership and Learning

EVALUATION: Quality of deliverables submitted, alignment to state and district standards/expectations, demographic representation in focus groups, and the final report.

MBPE Contract Number: 2-608577-01
Legal Control Number: Pending
Source of Funds: Federal Funds - Safe and Supportive Schools (S3) Grant
III. GOVERNANCE ISSUES

A. ACTION

2. CONSENT

j. Awarding of Purchases and Contracts

(2) VENDOR: Annenberg Institute for School Reform at Brown University

SERVICE/GOODS: Conduct a qualitative review of the MNPS Principal Leadership Institutes, in the context of the overall MNPS strategy of developing principal leadership.

TERM: January 14, 2015 through September 30, 2015

FOR WHOM: Leadership and Learning

COMPENSATION: Total compensation under this contract is not to exceed $60,000.

OVERSIGHT: Leadership and Learning; Federal Programs

EVALUATION: Based on timeliness and quality of analysis conducted and final reports.

MBPE Contract Number: 2-701566-01
Legal Control Number: Pending
Source of Funds: Federal Funds – Race to the Top

j. Awarding of Purchases and Contracts

(3) VENDOR: California Creative Solutions, Inc.

SERVICE/GOODS: Temporary Personnel services of Paras Metaliya. Services were previously provided through Majestic Systems Integration under Metro Nashville contract #18678, which expired October 31, 2014.

TERM: January 14, 2015 through January 13, 2018

FOR WHOM: Technology and Information Services

COMPENSATION: Total compensation under this contract is not to exceed $285,000.

OVERSIGHT: Technology and Information Services

EVALUATION: Based on satisfactory completion of tasks assigned.

MBPE Contract Number: 2-178279-00
Legal Control Number: Pending
Source of Funds: Operating Budget
III. GOVERNANCE ISSUES

A. ACTION

2. CONSENT

j. Awarding of Purchases and Contracts

(4) VENDOR: Claim Technologies, Inc.

SERVICE/GOODS: Third Amendment to the contract, adding a Pharmacy Benefit
Manager (PBM) and Employer Group Waiver Plan auditing services to audit the period
from August 1, 2013 through December 31, 2014.

TERM: October 10, 2012 through October 9, 2017

FOR WHOM: Employee Benefits

COMPENSATION: This amendment increases total compensation under the contract by
$49,325.

Total Compensation under this contract is not to exceed $514,325.

OVERSIGHT: Employee Benefits

EVALUATION: Based on successful completion of services as outlined in Contractor’s
proposal, timeliness of communication, overall customer service, and effectiveness in
working with MNPS 3rd party administrators.

MBPE Contract Number: 2-00381-00A3
Legal Control Number: Pending
Source of Funds: Insurance Trust Fund

j. Awarding of Purchases and Contracts

(5) VENDOR: Earthwalk Communications, Inc.

SERVICE/GOODS: Purchase requisition #98164 for one hundred twenty-five (125)
MiniMax 32 carts for Dell laptops. These devices will be distributed to schools receiving
Dell laptops. This purchase piggybacks the BuyBoard Cooperative Purchasing contract
with Earthwalk Communications, Inc.

TERM: January 14, 2015 through June 30, 2015

FOR WHOM: Technology and Information Services

COMPENSATION: Total purchase is not to exceed $212,125.

OVERSIGHT: Technology and Information Services

EVALUATION: Timeliness of delivery and quality of the products purchased.

MBPE Contract Number: BuyBoard contract #409-12
Legal Control Number: N/A
Source of Funds: Capital Funds – Technology
III. GOVERNANCE ISSUES

A. ACTION

2. CONSENT

j. Awarding of Purchases and Contracts

(6) VENDOR: Imagination Specialties, Inc. dba Imagination Branding

SERVICE/GOODS: Various promotional products (pens, lanyards, static clings, and table cloths) for marketing 38 MNPS middle schools as Middle Preps. This contract is awarded from MNPS Invitation to Bid #B15-12.

TERM: January 14, 2015 through January 13, 2016

FOR WHOM: MNPS Middle Schools participating in the Middle Prep marketing campaign

COMPENSATION: Total compensation under this contract is not to exceed $50,000.

OVERSIGHT: Leadership and Learning

EVALUATION: Based on timeliness and quality of products provided.

MBPE Contract Number: 2-191749-00
Legal Control Number: Pending
Source of Funds: Operating Budget

j. Awarding of Purchases and Contracts

(7) VENDOR: Industrial Fire & Safety Co.

SERVICE/GOODS: Hydrostatic testing to National Fire Protection Association (NFPA) 10 standard for portable fire extinguishers, installation of parts for units needing repair, recharging of fire extinguishers, and inspection, pick up, and delivery of units. This contract is awarded from MNPS Invitation to Bid #B15-3.

TERM: January 14, 2015 through June 30, 2019

FOR WHOM: Facility and Grounds Maintenance

COMPENSATION: Total compensation under this contract is not to exceed $100,000.

OVERSIGHT: Facility and Grounds Maintenance

EVALUATION: Based upon timeliness of service and installation of parts.

MBPE Contract Number: 2-216975-00
Legal Control Number: Pending
Source of Funds: Operating Budget
III. GOVERNANCE ISSUES

A. ACTION

2. CONSENT

j. Awarding of Purchases and Contracts

(8) VENDOR: Knowledge Academies, Inc.

SERVICE/GOODS: Charter School services for grades 9 through 12. Schedule of services:
Year 1: Grade 9
Year 2: Grades 9 & 10
Year 3: Grades 9 – 11
Year 4 & beyond: Grades 9 - 12

TERM: August 1, 2015 through June 30, 2025

FOR WHOM: Students attending the Charter School

COMPENSATION: Compensation to the school shall be based on state/local revenue per pupil allocations established by the State Department of Education. 10 payments will be made from approximately August through June of each year.

OVERSIGHT: Office of Innovation

EVALUATION: Twice annual monitoring according to State guidelines.

MBPE Contract Number: 2-837481-02
Legal Control Number: Pending
Source of Funds: Operating Budget

j. Awarding of Purchases and Contracts

(9) VENDOR: Mass Insight Education

SERVICE/GOODS: Conduct a qualitative Diagnostic to assess MNPS’ current capacity to transform itself into a high-performance organization. The Diagnostic will (1) evaluate the state of the district, (2) research, gather, and analyze best practices, and (3) develop high-yield recommendations in support of district improvement efforts.

TERM: January 14, 2015 through June 30, 2015

FOR WHOM: Leadership and Learning

COMPENSATION: Total compensation under this contract is not to exceed $150,000.

OVERSIGHT Leadership and Learning

EVALUATION: Based on timeliness and quality of analysis conducted, and final reports.

MBPE Contract Number: Pending
Legal Control Number: Pending
Source of Funds: Operating Budget
III. GOVERNANCE ISSUES

A. ACTION

2. CONSENT

j. Awarding of Purchases and Contracts

(10) VENDOR: McGrath Training Systems, Inc.

SERVICE/GOODS: First Amendment to the contract, adding instructor certification training in Bullying, Sexual Harassment, Abuse, and Discrimination.

TERM: October 15, 2014 through October 14, 2019

FOR WHOM: Selected MNPS Staff

COMPENSATION: 
Instructor Certification Program: $3,500 per trained instructor
Learning Materials: $95 per trainee

Total compensation under this contract is increased by $45,510.

Total compensation under this contract is not to exceed $81,670.

OVERSIGHT: Support Services

EVALUATION: Successful completion of training and positive evaluations.

MBPE Contract Number: 2-692860-01A1
Legal Control Number: Pending
Source of Funds: Federal Funds – Safe and Supportive Schools (S3) Grant; Operating Budget

j. Awarding of Purchases and Contracts

(11) VENDOR: My Student Survey, LLC

SERVICE/GOODS: Develop and administer a survey of MNPS parents, including post-survey analysis and reports for the district and individual schools.

TERM: January 14, 2015 through June 30, 2015

FOR WHOM: MNPS district and school staff

COMPENSATION: Total compensation under this contract is not to exceed $32,900.

OVERSIGHT: Research, Assessment and Evaluation

EVALUATION: Timeliness of survey, quality of analysis and reports, and response rate from parents.

MBPE Contract Number: 2-178213-00
Legal Control Number: Pending
Source of Funds: Operating Budget
III. GOVERNANCE ISSUES

A. ACTION

2. CONSENT

j. Awarding of Purchases and Contracts

(12) VENDOR: Proctor and Graves Service Co., LLC

SERVICE/GOODS: Installation of plumbing backflow preventers and components. This is the second contract awarded to Contractor from MNPS Invitation to Bid #B14-3.

TERM: January 14, 2015 through June 30, 2016

FOR WHOM: Facility and Grounds Maintenance

COMPENSATION: Total compensation under this contract is not to exceed $486,475.

OVERSIGHT: Facility and Grounds Maintenance

EVALUATION: Based upon timeliness and quality of parts installation.

MBPE Contract Number: 2-420048-01
Legal Control Number: Pending
Source of Funds: Capital Funds

j. Awarding of Purchases and Contracts

(13) VENDOR: Rocketship Education

SERVICE/GOODS: Charter School services for grades K through 4. This is the second Charter School authorized for this Contractor.

TERM: August 1, 2015 through June 30, 2025

FOR WHOM: Students attending the Charter School

COMPENSATION: Compensation to the school shall be based on state/local revenue per pupil allocation set by the State Department of Education. 10 payments will be made from approximately August through June of each year.

OVERSIGHT: Office of Innovation

EVALUATION: Twice annual monitoring according to State guidelines.

MBPE Contract Number: 2-00589-02
Legal Control Number: Pending
Source of Funds: Operating Budget
III. **GOVERNANCE ISSUES**

A. **ACTION**

2. **CONSENT**

j. Awarding of Purchases and Contracts

(14) **VENDOR:** Sexual Assault Center

**SERVICE/GOODS:** On-line access to Contractor’s web-based middle school and high school curriculum known as “Safe At Last”. The core concepts of this curriculum are Sexual Assault, Healthy Relationships, Technology, and Bystander Intervention. The curriculum is administered by school counselors to small student groups.

**TERM:** January 14, 2015 through February 28, 2018

**FOR WHOM:** All MNPS Middle Schools and High Schools

**COMPENSATION:** $375 per school for unlimited 3-year access. Total compensation under this contract is not to exceed $27,000.

**OVERSIGHT:** Support Services

**EVALUATION:** Based on compliance of the curriculum and alignment to state and district standards/expectations. Students will also participate in formative and summative activities to determine mastery of the standards and objectives covered in the lessons.

**Contract#** 2-648111-00  
**Legal Control Number:** Pending  
**Source of Funds:** Federal Funds - Safe and Supportive Schools (S3) Grant

j. Awarding of Purchases and Contracts

(15) **VENDOR:** Southeast Marketing Group dba Sportswear Express

**SERVICE/GOODS:** Various promotional products (pens, lanyards, static clings, and table cloths) for marketing 38 MNPS middle schools as Middle Preps. This contract is awarded from MNPS Invitation to Bid #B15-12.

**TERM:** January 14, 2015 through January 13, 2016

**FOR WHOM:** MNPS Middle Schools participating in the Middle Prep marketing campaign

**COMPENSATION:** Total compensation under this contract is not to exceed $50,000.

**OVERSIGHT:** Leadership and Learning

**EVALUATION:** Based on timeliness and quality of products provided.

**MBPE Contract Number:** 2-178211-00  
**Legal Control Number:** Pending  
**Source of Funds:** Operating Budget
III. GOVERNANCE ISSUES

A. ACTION

2. CONSENT

j. Awarding of Purchases and Contracts

(16) VENDOR: STEM Prep Academy

SERVICE/GOODS: Charter School services for grades 9 through 12. The schedule of services is:
Year 1: Grade 9
Year 2: Grades 9-10
Year 3: Grades 9-11
Year 4 and beyond: Grades 9-12

TERM: August 1, 2015 through June 30, 2025

FOR WHOM: Students attending the Charter School

COMPENSATION: Compensation to the school shall be based on state/local revenue per pupil allocation set by the State Department of Education. 10 payments will be made from approximately August through June of each year.

OVERSIGHT: Office of Innovation

EVALUATION: Twice annual monitoring according to State guidelines.

MBPE Contract Number: 2-769721-02
Legal Control Number: Pending
Source of Funds: Operating Budget
III. GOVERNANCE ISSUES

A. ACTION

2. CONSENT

j. Awarding of Purchases and Contracts

(17) VENDOR: Tennessee Department of Education

SERVICE/GOODS: Math and Science Partnership Grant contract for school year 2014-2015. Under this Grant, MNPS will:

- Partner with the University of Tennessee at Martin and Tennessee Technological University to provide mathematics professional development.
- Provide professional development directly correlated to Tennessee’s Standards that focuses on the instructional shifts necessary for implementation and employs research-based pedagogical methodology for delivery of instruction.
- Provide pre- and post-institute opportunities that serve to support teachers with implementation of project goals (e.g. pre/post assessments, readings, assignments, webinars on specific topics, etc.).
- Conduct a professional development workshop/institute during the summer of 2015 for a duration of two weeks, or the equivalent of these hours in multiple sessions.

TERM: February 1, 2015 through June 30, 2016

FOR WHOM: Selected MNPS Mathematics Teachers

COMPENSATION: Total funds available under this Grant are $957,000.

OVERSIGHT: Federal Programs; Leadership and Learning

EVALUATION: Evaluation criteria to be established for each contract/purchase that uses the MSP Grant funds.

MBPE Contract Number: 2-235925-55
Legal Control Number: Pending
Source of Funds: Revenue
III. GOVERNANCE ISSUES

A. ACTION

2. CONSENT

j. Awarding of Purchases and Contracts (18)

VENDOR: The New Teacher Project, Inc.

SERVICE/GOODS: Development of a more informed and reliable candidate selection model to aid in teacher selection, and provide training in use of the new model. Contractor will provide:

1. A redesign of MNPS’ selection model to more accurately assess the same competencies and skills during the application process as the evaluation process.
2. Replacement of application questions with those requiring candidates to demonstrate skills.
3. Training on the new selection model rubric.
4. Interview tools and interview questions.
5. Development of a school-based component to the selection model that may include:
   A. Sample lessons where a principal evaluates a candidate against specific teaching competencies.
   B. An opportunity for the candidate to reflect and adjust in response to principal feedback on the candidate’s lesson.
   C. An opportunity for the candidate to re-teach a lesson in order to assess how well the candidate incorporates feedback.

TERM: January 14, 2015 through April 15, 2015

FOR WHOM: Human Capital

COMPENSATION: Payment will be in 4 equal monthly installments of $10,230. Total compensation under this contract is not to exceed $40,920.

OVERSIGHT: Human Capital

EVALUATION: Based on deliverables in Contractor’s Statement of Work.

MBPE Contract Number: 2-00164-02
Legal Control Number: Pending
Source of Funds: Operating Budget
III. GOVERNANCE ISSUES

A. ACTION

2. CONSENT

j. Awarding of Purchases and Contracts

(19) VENDOR: Tyco SimplexGrinnell

SERVICE/GOODS: Hydrostatic testing to National Fire Protection Association (NFPA) 10 Standard for portable fire extinguishers, installation of parts for units needing repair, recharging of fire extinguishers, and inspection, pick up, and delivery of units. This contract is awarded from MNPS Invitation to Bid #B15-3.

TERM: January 14, 2015 through June 30, 2019

FOR WHOM: Facility and Grounds Maintenance

COMPENSATION: Total compensation under this contract is not to exceed $100,000.

OVERSIGHT: Facility and Grounds Maintenance

EVALUATION: Based upon timeliness of service and installation of parts.

MBPE Contract Number: 2-420048-03
Legal Control Number: Pending
Source of Funds: Operating Budget

j. Awarding of Purchases and Contracts

(20) VENDOR: Valor Collegiate Academy

SERVICE/GOODS: Charter School services for grades K through 8. This is the second Charter School authorized for this Contractor. Schedule of services is:
Year 1: Grades 5-6
Year 2: Grades K-1, 5-7
Year 3: Grades K-2, 5-8
Year 4: Grades K-3, 5-8
Year 5 & beyond: Grades K-8

TERM: August 1, 2015 through June 30, 2025

FOR WHOM: Students attending the Charter School

COMPENSATION: Compensation to the school shall be based on state/local revenue per pupil allocation set by the State Department of Education. 10 payments will be made from approximately August through June of each year.

OVERSIGHT: Office of Innovation

EVALUATION: Twice annual monitoring according to State guidelines.

MBPE Contract Number: 2-158009-02
Legal Control Number: Pending
Source of Funds: Operating Budget
III. GOVERNANCE ISSUES

A. ACTION

2. CONSENT

k. RECOMMENDED APPROVAL OF LEASE AGREEMENT WITH EAST END PREPARATORY CHARTER SCHOOL FOR USE OF SPACE IN THE DALEWOOD SCHOOL BUILDING

East End Preparatory Charter School presently has a lease utilizing 36,836 square feet of the Dalewood School Building, located at 1460 McGavock Pike. They are requesting to convert their existing lease to a ten-year lease, with the intention of increasing the lease area to the entire building as space becomes available.

Goodlettsville Middle School is now housed in the portion of Dalewood not used by East End Preparatory Charter School. When construction of the new Goodlettsville Middle School is completed and students occupy the new building, East End Preparatory Charter School will expand into vacated space at Dalewood.

Approval of this lease conversion is recommended.
Memorandum

To: Jesse Register, Ed. D., Director of Schools
From: Alvin Jones, Executive Director, Support Services
Date: 1/6/2015
Re: Compulsory Attendance Waiver Request

This request for exemption from compulsory school attendance has been reviewed. The request meets the guidelines for exemption as approved by the State Board of Education and MNPS policy. I recommend approval of this request.

<table>
<thead>
<tr>
<th>NAME</th>
<th>AGE</th>
<th>SCHOOL</th>
<th>Waiver</th>
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MEMO

To: Board of Education

From: Director of Schools Jesse B. Register, Ed.D.
       Randy Dowell, KIPP Nashville Executive Director

Date: Thursday, Jan. 8, 2015

Re: Community engagement for KIPP partnership at Kirkpatrick

In conjunction with the announcement of Kirkpatrick Elementary school as the preferred location for a KIPP partnership on Dec. 4, district officials and leadership at KIPP Nashville began a thorough public engagement effort targeted to engage families of Kirkpatrick students in grades Pre-K-4. These engagement efforts were a continuation of the communication and engagement with all of the priority schools in the district, which began early in the fall semester after the state released the list of schools. Communication and engagement with Kirkpatrick families and staff will be an ongoing priority to ensure a smooth transition process. Below is a summary of the additional engagement that has taken place since Dec. 4.

Notification

The engagement efforts began with a callout to families on the evening of Dec. 4, which took place immediately following a meeting with school faculty. The faculty meeting was scheduled to allow teachers and staff the opportunity to hear the announcement directly from district leaders and ask questions. The family callout notified recipients of the proposed KIPP partnership and the upcoming parent meetings.

A letter was sent home to parents in student backpacks the following day further explaining the announcement and again notifying them of upcoming parent meetings. A flyer was developed to serve as a third notification about the parent meeting and was distributed to families the week before the meeting. The same flyer was printed in large format and posted in multiple locations around the entrance of the school. Principal Mildred Nelson recorded a callout to families to remind them about the parent meetings.

Informational Meetings

Kirkpatrick families were given the opportunity to attend one of two informational meetings on Monday, Dec. 15. At the suggestion of Ms. Nelson, two meetings were scheduled on the
same day. One was held immediately before Pre-K dismissal and one immediately after regular dismissal. Twenty attendees signed in at the two meetings, 12 of which self-identified as Kirkpatrick parents or guardians.

The format of the parent meeting was designed to give Kirkpatrick parents a genuine opportunity for dialogue with district officials and KIPP representatives so they could have questions answered specific to their child’s situation and academic needs. The meetings comprised of a brief presentation followed by an information fair to allow parents to interact one-on-one with KIPP and district representatives.

The presentation was given by Principal Nelson, district leaders and the new KIPP elementary Principal Amy Galloway. A brief introductory video to KIPP was shown after Principal Galloway spoke. The Information Fair was held in the school library and included information booths on these topics: General Information, School Transportation, KIPP Information, Schedule a Meeting with KIPP Principal, Schedule a KIPP Tour, and information booths for other nearby elementary schools – Explore Elementary, Rosebank Elementary and Lockeland Elementary.

Survey to Seek Additional Input

The day after the informational meetings, a survey was sent home with students to gather information from parents about how the KIPP partnership at Kirkpatrick could best serve them and what they want from their child’s school experience. The survey was distributed again on Tuesday, Jan. 6. To date 60 surveys have been returned and surveys are still being collected.

On the survey, parents were asked “Would you be willing to be part of a group of parents who help make the KIPP partnership at Kirkpatrick a success?” and 18 respondents indicated an interest in participating in this group. Parents were also asked “What concerns do you have about a KIPP partnership at Kirkpatrick?” Out of the 60 surveys reviewed so far, only three respondents shared being against the partnership. Additionally, 40 shared no concerns, 12 shared concerns that are addressed in KIPP’s family information packet, three shared they didn’t know about or understand the changes proposed for the school, and two shared a desire for KIPP to begin with more grades. More detailed results from the survey will be shared with the Board in advance of the Jan. 13 Board meeting under separate cover.

Door-to-Door Outreach

Ms. Galloway was provided a list of families who have children enrolled at Kirkpatrick, and she has been going door-to-door to meet each of these families in person. Parents have also been given the opportunity to schedule a visit that fits their schedule. During each home visit conversation, Ms. Galloway asks what families know or have heard about the partnership, asks what families want for their kids for the future, what they like about Kirkpatrick, and what they might like to see change. She shares the vision for the KIPP school, as well as specific information that addresses frequently asked questions. She leaves behind the family information packet, and asks families if they are interested in enrolling their child in KIPP at Kirkpatrick, and if they are interested in being part of a planning committee of parents if the partnership does happen. There are approximately 215 families with kids at
Kirkpatrick. Ms. Galloway has met with 53 of these families so far and is continuing these visits until she has the opportunity to connect in person with every family. Of the 53 families visited, 52 have said they would like their children to enroll in KIPP at Kirkpatrick. Two of those 2 families have said yes contingent on Ms. Nelson staying at Kirkpatrick next year.

Additional Outreach and Information Shared with Parents

The same family information packet that Ms. Galloway is sharing with families during her home visits was sent home with every student on Dec. 18. Yard signs have been placed at the entrance of Kirkpatrick with a phone number and e-mail address for families to contact if they need additional information about the KIPP partnership. District staff have also worked on specific outreach strategies to Somali families. Approximately 13 families who speak Somali have children at Kirkpatrick. An interpreter has been engaged to offer translation services for Somali families with questions about the KIPP partnership and the family survey was translated into Somali to ensure every family at the school has an opportunity to have their voice heard.

Please find the following attachments as documentation of the public engagement described above:

- District callout to notify parents on 12/4 (script and data report)
- Letter home to families in backpacks on 12/5
- Flyer home to families in backpacks on 12/11
- Principal callout with meeting reminder on 12/14 (script and data report)
- PowerPoint presentation and KIPP video link from informational meeting on 12/15
- Principal callout to families about survey on 12/16 (script and data report)
- Family survey distributed on 12/16 and again on 1/6
- KIPP information packet distributed door-to-door and to all students on 12/18
- Pictures of the yard signs 1/5
District Callout Notification on KIPP Partnership on Thursday, Dec. 4:

**Script**

Hello, this call is from Metro Nashville Public Schools and we are calling with important news about possible changes to Kirkpatrick Elementary next school year and how you can be involved in those changes. Kirkpatrick has been named a priority school by the State Department of Education, which means student achievement at the school must be improved. After a thorough review and meetings with faculty and parents, Metro Schools is proposing Kirkpatrick as the preferred school to partner with KIPP Nashville for a charter conversion starting next school year. Over the next few weeks, you will have the opportunity to learn more about KIPP and what this partnership would mean for your family. Tomorrow, you will receive a letter with more information. Also, please mark your calendars for a parent meeting that will be held Monday, Dec. 15, at 4 p.m. at Kirkpatrick. A final decision will be made in January. Thank you for being involved in your child’s education and for your input in this important decision.

**Data Report**

![Delivered](chart)

Total recipients: 417
- delivered: 274 (66%)
- not delivered: 143 (34%)

![Phone](chart)

Total recipients: 417
- Answering machine: 124 (29%)
- Live answer: 90 (21%)
- Recipient hung up - message played: 60 (14%)
- No answer: 83 (19%)
- The recipient has no phone number: 36 (8%)
- Operator intercept: 20 (4%)
- Busy: 9 (<1%)
- Fax machine detected: 1 (<1%)
Dec. 5, 2014

Dear Kirkpatrick Elementary School Parents,

We are writing to tell you about an important change being planned for your school next year. The change would primarily affect next year’s Kindergarten and 1st grade classes (students who are currently Pre-Kindergarten age or in Kindergarten this year), and we want to be sure you have all the information and opportunities to have your questions answered.

The state and our local school district measure student achievement at all schools to determine if students are receiving an education that will prepare them for success in life. Based on the data measured by the state and our school district, unfortunately, Kirkpatrick Elementary School is not currently giving students the high-quality education they deserve.

District and school leaders are developing plans to improve all low-performing schools in Nashville, including Kirkpatrick. The school district has looked closely at Kirkpatrick’s challenges and needs, and believes the school could benefit the most from a partnership with a charter school in order to provide extra attention and support for the students in the school. Charter schools are independent public schools operated by a separate organization approved by the School Board.

The School Board authorized KIPP Nashville as a public charter school operator to convert a low-performing school starting in the 2015-2016 school year, and we are considering their support in transforming Kirkpatrick into a high-performing neighborhood school. KIPP currently operates two high-performing neighborhood public schools in Nashville and just opened Collegiate High School this summer in East Nashville. KIPP Academy Nashville and KIPP Nashville College Prep are both rated in the top performance category on the annual review of school performance by the school district. KIPP Academy Nashville, located at the Highland Heights building in East Nashville, has also been identified by the state of Tennessee as a “Reward” school, which means it ranked in the top 10% of the state in academic gains made by students. KIPP is committed to serving students in East Nashville with a community school that offers strong college preparatory education, a safe character-building culture for every single child and supports for students and families to and through college.

KIPP’s plan is a “phased conversion” for Kirkpatrick, which means they will begin by operating only Kindergarten and 1st grade next year. KIPP will then add an extra grade each year until they operate the entire school. This allows them to provide individual attention to students, get to know the community, and build a positive school culture. During this time of transition, MNPS would continue to manage the other grades and share the school with KIPP. This is called “co-location” and it means that if KIPP transforms Kirkpatrick, students in the 2nd, 3rd, or 4th grades next year will not be part of the KIPP school.

We want to know your opinions on the needs at Kirkpatrick. A parents’ meeting with KIPP’s leaders will be held at Kirkpatrick on Monday, December 15 at 4 p.m. School representatives will also be in your neighborhood in the coming weeks to talk with you personally.

Alan Coverstone  Jesse Register
Executive Officer for Innovation  Director of Schools
Metropolitan Nashville Public Schools  Metropolitan Nashville Public Schools

www.mnps.org
Frequently Asked Questions

Why is Kirkpatrick being considered for this transformation partnership with KIPP?  Kirkpatrick has the highest need of all elementary schools in the district. Fewer than one in five children at Kirkpatrick are at grade level in math, reading and science. Teachers and parents have shared that their children need strong psychological supports and other wrap-around services. There is also a need for much stronger parent engagement so students come to school every day, stay in their school and have consistent educational support at home.

What does this mean for my child? Under this partnership, KIPP would operate kindergarten and first grade at Kirkpatrick starting in the 2015-16 school year. Metro Schools would operate grades 2-4, with one more grade going to KIPP each year until 2018-19. The district will also continue to operate the prekindergarten classes at Kirkpatrick. While KIPP operates lower grades, the upper grades at Kirkpatrick would also implement a full turnaround strategy. Metro Schools is committed to serving the 2nd – 4th grades in the school next year and until KIPP eventually serves the entire school. This helps families (for example, keeping siblings together and ensuring every zoned student still has access to the same neighborhood school) and gives the schools an opportunity to collaborate.

Is this a final decision? The Director of Schools is ready to recommend Kirkpatrick for a KIPP partnership. It is the highest need school and fits well with the KIPP model. A final decision will be made once there has been additional communication and engagement with parents.

Will students be offered any other school choices? Yes, and Metro Schools will work to make sure parents are fully informed of the school options available to them. Families can choose from a number of schools in the community, like:

- KIPP at Kirkpatrick in grades K-1;
- Kirkpatrick Elementary in grades 2-4;
- Explore Community School in grades K-1;
- Lockeland Elementary School, with transportation provided by MNPS (available to those who apply through the school selection process);
- Rosebank Elementary School, with transportation provided by MNPS; and more.

District staff will make personal contact with each family to make sure they understand their options and can make an active choice of which school they want to attend.

What can you tell me about KIPP? KIPP is a respected local public charter operator and its two neighborhood schools in Nashville have great results. They just opened their third school, a high school, this school year. Families are encouraged to visit the website, www.kippnashville.org, attend the upcoming parent meeting, and take a tour of KIPP schools. KIPP representatives will be visiting homes in the coming weeks to talk with families and schedule tours.

What comes next?

- Parent meeting at Kirkpatrick, December 15 at 4pm
- Parent survey distributed on December 16
- Tours for Kirkpatrick parents of KIPP’s other two schools in December and January
- Home visits from a school representative
Come learn what KIPP has to offer the Kirkpatrick community.

Monday, Dec. 15

1 p.m.
for pre-K families prior to pick-up

4 p.m.
for all families zoned for Kirkpatrick

Please join us for an informational parent meeting hosted by Ms. Nelson on the future of Kirkpatrick and what a partnership with KIPP could mean for your child. Get answers to your questions about Kirkpatrick, KIPP and the other school choices available to you next year.

Ms. Nelson will be joined by Director of Schools Dr. Jesse Register, KIPP principal Amy Galloway and other district and KIPP officials.

If you have any more questions, please feel free to ask Ms. Nelson or your child’s teacher.
Principal Callout with Meeting Reminder on Friday, Dec. 12:

*Script*

Good evening Kirkpatrick families. This is Ms. Nelson. I hope you can join us this Monday, December the 15th for a parent meeting about the future of Kirkpatrick and what a partnership with KIPP charter school could mean for your child. I am hosting this meeting with Director of Schools Dr. Jesse Register and KIPP Principal Amy Galloway. There will be booths setup at our school for you to get information about KIPP and other school options you have. There will also be plenty of time for you to ask your questions one-on-one with district and KIPP representatives. There are two chances for you to attend on Monday: 1 p.m. for pre-kindergarten families and 4 p.m. for all families who attend or are zoned for Kirkpatrick. Please make plans to attend at one of these times and please encourage your friends and neighbors with children at Kirkpatrick to attend too. We want to hear from all our parents and future parents and we want to make sure everyone gets answers to their questions. Thank you. And we will see you on Monday.

*Data Report*

Delivered

- Total recipients: 383
- Delivered: 249 (65%)
- Not delivered: 134 (35%)

Phone

- Delivered: 249 (65%)
- Total recipients: 383
- Answering machine: 105 (27%)
- Recipient hung up - message played: 77 (20%)
- Live answer: 63 (16%)
- Recipient hung up - message not played: 4 (1%)
- No answer: 62 (21%)
- The recipient has no phone number: 34 (9%)
- Operator intercept: 12 (3%)
- Busy: 5 (1%)
- Fax machine detected: 1 (<1%)
KIPP Collaboration at Kirkpatrick
Parent Meeting
December 15, 2014

Benefits of Partnering with KIPP
• KIPP is one of the top-performing schools in the district and our state
• A similar partnership at Cameron Middle School with LEAD Public Schools made it a top-performing school

Why was Kirkpatrick selected?
• KIPP is positioned to address the school’s unique needs and challenges
• KIPP uses a “whole child” approach to learning with equal importance on academics and social/emotional development

School Options
Options available to families zoned for Kirkpatrick during the 2015-16 school year:
• KIPP at Kirkpatrick for grades K-1
• Kirkpatrick Elementary for grades 2-4
• Explore Preparatory School for Kindergarten
• Lockeland Elementary School with transportation provided by MNPS (available to those who apply through the school selection process)
• Rosebank Elementary School with transportation provided by MNPS

We Need Your Input
Tell us how we can make the KIPP Collaboration at Kirkpatrick a success and best serve your child:
• Information Fair following presentations
• Complete a question or comment card
• Parent survey

KIPP Video Link:
http://player.vimeo.com/video/102245560
Principal Callout on Family Survey Tuesday, Dec. 16:

*Script*

Good afternoon Kirkpatrick Cougar families. This is Ms. Nelson with a few announcements. Today your child brought home a family survey. Please complete that survey and return it to school tomorrow. Friday is a half day and we will dismiss at 11:30 a.m. Students may wear their PJs to school on Friday. Just a reminder, food bags will be delivered to school on Thursday and your child needs help bringing the bag home. Thank you very much.

*Data Report*

**Delivered**

- Total recipients: 383
  - delivered: 264 (69%)
  - not delivered: 119 (31%)

**Phone**

- Delivered: 262 (68%)

- Total recipients: 383
  - Answering machine: 110 (28%)
  - Live answer: 110 (28%)
  - Recipient hung up – message played: 42 (10%)
  - No answer: 61 (15%)
  - The recipient has no phone number: 34 (9%)
  - Operator intercept: 13 (4%)
  - Busy: 7 (1%)
KIPP Collaboration at Kirkpatrick

FAMILY SURVEY

We want to learn more from you about how your student can best be served through a KIPP partnership at Kirkpatrick and what additional supports are most needed to help all students at the school succeed. Please answer the following questions.

TELL US ABOUT YOU:

1. Do you have a child in grades Pre-Kindergarten through 4th grade currently attending Kirkpatrick Elementary School?
   - No
   - Not now, but I have a baby, toddler or preschool-age child zoned for Kirkpatrick.
   - Yes. Circle your child’s grade (circle all grades that apply if you have more than one child attending the school):
     - Pre-K  Kindergarten  1st grade
     - 2nd grade  3rd grade  4th grade

2. Do you have a child in grades Pre-Kindergarten through 4th grade attending a different public school, such as a magnet school, charter school or other public school with open enrollment?
   - No
   - Yes. Name of the school:

3. Would you be willing to be part of a group of parents who help make the KIPP partnership at Kirkpatrick a success?
   - No
   - Yes. What time is best for you to meet? Please provide your name and contact information (phone, email or both).

4. What types of additional supports will help your child succeed in school?
   (Check all that apply)

   **Additional supports at school:**
   - Tutoring
   - Better instruction in the classroom
   - Afterschool programs
   - Time for student to engage in hands-on activities
   - Social and emotional skills instruction
   - Use of technology

   **Additional supports at home:**
   - Regular, healthy meals
   - Help purchasing uniforms
   - Transportation to events/school functions
   - Resources like books and flashcards to reinforce learning at home

   **Additional supports in the neighborhood:**
   - Access to youth sports
   - Access to camps
   - A safer neighborhood
WHAT DO YOU WANT FROM YOUR SCHOOL:

5. Would your child benefit from having two teachers in the classroom?
   □ No
   □ Yes
   □ I don’t know

6. Would your child benefit from small group instruction?
   □ No
   □ Yes
   □ I don’t know

7. Which special class options most interest you for your kids?
   □ Gym / recess / “kid’s fitness”
   □ Music
   □ Spanish
   □ Dance
   □ Art
   □ Yoga

8. Should parent conferences happen at school or in your home?
   □ I prefer to attend parent conferences at the school
   □ I would prefer to have a teacher come to my home for a parent conference
   □ I don’t have a preference

9. What type of community events would you like to see at the school?
   □ Family dinners
   □ Youth sports
   □ After school programs
   □ Celebrations of student learning and student work
   □ Music and arts performances

10. What is working well at Kirkpatrick that you don’t want to see change?

11. What concerns do you have about a KIPP partnership at Kirkpatrick?

Metro Schools is considering a partnership with charter school operator KIPP Nashville to turn Kirkpatrick Elementary School into a high-performing neighborhood school. The partnership would likely involve KIPP managing kindergarten and 1st grade next school year and growing by one grade each additional year until they manage the entire school. Grades 2-4 next year will also receive additional supports to improve student achievement.
KIPP/ Metro Collaboration at Kirkpatrick

What do I need to know about KIPP?

We will **serve all students** who are zoned for Kirkpatrick regardless of the academic and behavioral needs.

**School Mission:**

Our mission is to positively impact ALL students’ lives by building a school grounded in love for our students, families, and our community. We encourage students to take risks to learn the character, academic, and social skills needed to choose their futures in high school, college, and the world beyond.

**School Values:**

*Love* *Bravery* *Joy* *Curiosity* *Patience*

<table>
<thead>
<tr>
<th>Well-rounded, whole-child, education</th>
<th>Special education</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Students will have recess daily.</td>
<td>- We will embrace diverse learners and create an inclusive culture that makes our school a safe space for every child regardless of need.</td>
</tr>
<tr>
<td>- Students will have one class of related arts/specials daily, this will be some offering of gym, art, music, dance, Spanish.</td>
<td>- We will have a special education teacher for each grade level.</td>
</tr>
<tr>
<td>- Kindergarteners will have nap/quiet time daily.</td>
<td>- We will provide all needed related services.</td>
</tr>
<tr>
<td>- Teachers will use yoga to give kids wiggle breaks as needed throughout the day.</td>
<td>- Our universal screening of all new students and monthly intervention meetings will ensure we identify students who have needs to get services in place as early as possible.</td>
</tr>
<tr>
<td>- We will use the Responsive Classroom Approach to school wide culture and discipline including logical consequences and collaborative problem solving.</td>
<td>- We will serve all students regardless of their needs and adhere to all state and MNPS special education requirements.</td>
</tr>
<tr>
<td>- Teachers will use Second Step curriculum for social skill instruction.</td>
<td>- KIPP will continue to provide social/emotional supports like mental health counseling and Communities in School supports.</td>
</tr>
</tbody>
</table>

Call Amy Galloway with any questions or comments: 615-476-2641
**Family and Community**

- We will work with community partners to ensure we can offer **before and after care options** for kids.
- We will work with families to provide support for kids who may need supervision walking to and from school.
- We will have **Family Saturdays** four times throughout the year when kids and families come to school together to do projects and share learning with each other.
- **Students will have homework that increases in amount as they get older.** Mostly, we will expect that kids take books home and are **reading at night.** In Kindergarten and 1st grade, practice work will go home on Monday and be due the following week which allows for kids and families to work on it on a schedule that works well for them.
- A **communication log will be sent home daily** to be signed so families know how a student’s behavior was in school each day.

**Uniforms**

- **Student will wear a solid color uniform polo with khaki pants and closed toe shoes.**
- All students will be given one at no cost to families.
- KIPP will have a uniform closet at school to support families who need help with extra uniforms or for kids who come to school out of uniform. We will also have uniform swaps for clothing to be passed down when a student grows out of it.
- KIPP will also partner with Operation School Bell, of the Assistance League of Nashville, to help families who need supports with uniforms.
- **Students will not be sent home or kept from class if they are out of uniform.**

**Teachers**

- We will hire experienced, successful teachers who have taught in schools with high need student populations.
- We will work with MNPS to keep as many Kirkpatrick teachers as possible, who are up for staying.
- Teachers will love kids and know how to build relationships with kids and families.
- Teachers will have a skill set for dealing with students who have high needs behaviorally and academically.

**What will the classroom be like?**

- We will have 2 teachers in kindergarten and 1st grade classrooms.
- Students will have daily small group instruction in both reading and math, at their personal level.
- Students will have time on computers for 30 minutes each day in math and reading using programs that target their personal learning needs.
- Learning will be hands on and engaging- students will regularly work together in groups.
- Students will engage in a project over the course of each unit that demonstrates their learning.
# KIPP/ Metro Collaboration at Kirkpatrick

Please fill out and return to school

<table>
<thead>
<tr>
<th>Family/ Parent/Guardian Name</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students names and grades</td>
<td></td>
</tr>
<tr>
<td>Family phone number</td>
<td></td>
</tr>
<tr>
<td>Family email address</td>
<td></td>
</tr>
<tr>
<td>Input on Kirkpatrick</td>
<td></td>
</tr>
</tbody>
</table>

I am interested in my child attending KIPP at Kirkpatrick

__________ YES ____________ NO

Call Amy Galloway with any questions or comments: 615-476-2641
Yard Signs Posted at Kirkpatrick Jan. 5-16
MEMO

To: Board of Education

From: Jesse B. Register, Ed.D.

Date: January 6, 2015

Re: Data Profiles and District Priority School Support Plans

Please find attached a Data Profile and a District Support Plan for each of the 12 Priority schools. These reports represent the first two fundamental steps in our process for laying the foundation for an effective, multi-year turnaround plan to be developed and implemented for each school. We detailed this process to you in a written report and during a presentation at the Nov. 25 Board meeting. To briefly recap the process, it includes four primary steps:

1. Conduct a detailed diagnostic of each priority school (summarized in the attached Data Profiles)
2. Address immediate needs to begin improving academic performance during the current school year (summarized in the District Support Plans attached)
3. Identify a strong leader for each priority school early in 2015 so he or she can begin advance planning for the 2015-16 school year, which includes selecting their staff – some of whom will be proven effective teachers with turnaround experience from the MNPS Turnaround Corps
4. Empower the school leaders to develop and implement an effective turnaround plan and hold them accountable for the results

We have completed step one of the above process and efforts are well underway with both steps two and three.

Addressing School Leadership

Identifying the right leaders for each of these schools and giving them the flexibility and resources they need to undertake effective turnaround plans are critical pieces of this process.

While neither of the attached reports evaluate or address current school leadership directly, the diagnostic process has been informative in helping us glean a better understanding of the type of leader needed and of the effectiveness of leadership at each school. In some cases, the right leader is already in place and simply needs more time and support to yield greater
results. However, many of these schools will need principals who are experienced in leading turnaround efforts at a struggling school, which is a unique skill set.

As you know, we undertook a national recruitment effort this fall to find 10 school leaders and 100 teachers to comprise the MNPS Turnaround Corps. The application period closed on Dec. 19. We received 96 applications for the school leader positions, 25 of which passed phase one of our three-phase screening and interview process. We recently implemented a new screening and interview process for school leaders, which is extensive and aims to seek out candidates who understand how to establish and achieve high expectations for all students. We will continue to update you as our work to identify the right leaders for each of these schools progresses.

**How the Data Profiles will be used**

The Data Profiles help identify each school’s greatest challenges. We have analyzed a wide range of data, conducted classroom observations and held meetings with faculty and parents at each school. While each school is unique, a number of common themes have emerged. Some of the commonalities among the schools include:

- A large number of inexperienced teachers and high teacher turnover rates
- Low expectations for students evidenced by a lack of academic rigor in the classroom
- School climate issues such as disruptive behavior in the classroom and high chronic absenteeism
- Insufficient or ineffective parent and community engagement efforts

The data summarized in the Data Profiles informed the District Support Plans. As previously stated, these diagnostic reports are also informing our evaluation of current school leadership. Additionally, we expect these reports to assist the school leaders – whether they are current or hired new during this spring semester – as they make faculty decisions for the 2015-16 school year and work to develop customized turnaround plans for their schools.

**Understanding the scope of the District Support Plans**

The District Support Plans detail how the district is providing the necessary resources to address the school’s most immediate needs to see academic improvement starting this school year. While a comprehensive, multi-year turnaround plan developed at the school level is paramount to see the academic gains needed for each of these schools to come off the state’s priority list in three years, the current school year should not be lost in those planning efforts.

We made additional resources available to the priority schools beginning in the fall semester this year. As our diagnostic work at each school progressed, a clearer picture began to emerge of the type of district-level supports that could benefit these schools and make a difference this year. The classroom observations that took place during the instructional rounds at each school were especially informative for the development of these District Support Plans.
You will notice that each support plan is brief. With only half of the current school year remaining, we intended to be aggressive yet realistic with what could be accomplished in the near term and be most beneficial to student outcomes.

**Next Steps**

For our eight newly-identified priority schools, MNPS will use the resources from the $1.3 million Priority School Planning Grant to address the issues in the data profiles as the schools develop their comprehensive multi-year turnaround plans. By May 2015, the school leaders at the eight priority schools will have completed their three-year turnaround plans and submitted school improvement grant (SIG) applications to secure resources for implementation.

The four previously identified priority schools are currently undertaking turnaround plans funded by a federal School Improvement Grant (SIG), which the district applied for and received after the school was initially identified as a priority school in November 2011. Each school built their new school designs with sustainability in mind and will complete their first phase of their turnaround this spring. They will work through the newly established budget flexibility process to build their sustainability plans into their local and Title I budgets for next year. Each of these schools improved its outcomes to satisfactory on the Academic Performance Framework for the past year and will be expected to meet aggressive Annual Measurable Objectives (AMOs) that will keep them on target to exit the priority schools list.

In addition, as I've previously shared with the Board, the district is engaging consulting firm Mass Insight to conduct a district diagnostic this spring to advise us on the organizational structure and school management practices that will best support school improvement. As we empower our school leaders to develop and implement effective turnaround plans, we must have the right district supports in place to ensure their success and our work with Mass Insight will give us some guidance to achieve that.
Buena Vista Elementary
District Priority School Support Plan
Immediate Needs and Action Steps

Note: Buena Vista is currently in the third year of a three-year turnaround plan funded by a federal School Improvement Grant (SIG), which the district applied for and received after the school was initially identified as a priority school in November 2011.

Immediate Need 1: Provide effective support for mobile students and families
Buena Vista has the most mobile student population in the district – nearly three-fourths of the students who start the school year at Buena Vista do not finish it there. Many Buena Vista students have unique social-emotional needs; four shelters for homeless and domestic violence survivors feed to the school. Because of the mobility rate and special needs of students, more instructional and social-emotional supports are needed.

### ACTION STEPS
The district has or will:

<table>
<thead>
<tr>
<th>ACTION STEPS</th>
<th>2014 – 2015 Implementation Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Oct-Dec</td>
</tr>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>Continue to enhance community engagement strategies through further implementation of the Community Achieves model</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>Investigate options with transportation, community supports, and zoning policies to reduce mobility</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>Increase social work services to four times a week and add external counseling services to address social-emotional needs and behavior</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>Support the principal in revising the school-wide discipline plan to include restorative practices to address student behavior</td>
<td></td>
</tr>
</tbody>
</table>

### Immediate Need 2: Improve the quality of instruction
The school has implemented an effective instructional model that increases the number of adults in most classrooms, but student engagement and behavior in the classroom always continues to be a focus for improvement.

### ACTION STEPS
The district has or will:

<table>
<thead>
<tr>
<th>ACTION STEPS</th>
<th>2014 – 2015 Implementation Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Oct-Dec</td>
</tr>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>Provide professional development and support to Multi-Classroom Leaders; additionally, continue to support the Aspiring Teacher model</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>Support the school in ensuring that teachers are accurately interpreting formative and interim benchmark data to track progress in reading and math</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>Provide professional development on planning, specifically focusing on engaging students, for all teachers at Buena Vista</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>Conduct a time audit, which will address instructional time lost through transitions and/or lengthy morning meetings; the purpose of a time audit is to reflect on current structures and processes with the end result of increasing instructional time</td>
<td></td>
</tr>
</tbody>
</table>
OVERVIEW

Buena Vista is in its third year of turnaround and its final year of School Improvement Grant (SIG) funding. Michelle McVicker was hired in the spring of 2012 to turn the school around after it was identified as a Priority School. Mrs. McVicker has improved and stabilized the teaching force by utilizing turnaround competencies coupled with intense coaching and professional development.

Buena Vista Elementary is located in the heart of the Metro Center area off Eighth Avenue North. Buena Vista serves approximately 360 students in the Pearl-Cohn Cluster, which includes four homeless shelters. The student body is 96.9 African-American, 1.4 percent Hispanic, 1.4 percent White, and 0.3 percent Asian. Buena Vista has a 76 percent mobility rate, which presents a unique challenge in improving student achievement.

Buena Vista has a highly qualified teaching staff with a focus on building life skills through quality technology rich common core and literacy instruction. Buena Vista is equipped with a uniquely designed teaching model which consists of Multi-Classroom Leaders, Lead Teachers, and Aspiring Teachers (ATs). ATs serve as full time staff members; every classroom will be staffed with a certified teacher and an aspiring teacher.

The staff at Buena Vista is comprised of 34 teachers with 52.8 percent having three or fewer years of teaching experience. In 2013-2014, 100 percent of teachers had individual Tennessee Value–Added Assessment System (TVAAS) growth scores of three or higher. The majority of the teachers returned for the 2014-2015 school year.

Buena Vista has Satisfactory status on Metro Nashville Public Schools’ Academic Performance Framework and the school saw gains in 2013-14; however student achievement continues to be a challenge. Only 7.5 percent of students scored proficient/advanced in 3rd - 8th grade Reading and 15 percent in 3rd – 8th grade Math on the Tennessee Comprehensive Assessment Program (TCAP) test in 2013-2014.
STUDENT DEMOGRAPHICS

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Students</th>
<th>Percent Economically Disadvantaged</th>
<th>Percent EL Students</th>
<th>Percent Students with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014 - 2015</td>
<td>360</td>
<td>96.39%</td>
<td>1.67%</td>
<td>11.39%</td>
</tr>
</tbody>
</table>

TEACHER EXPERIENCE AND PERFORMANCE

The chart labeled Total Years Experience % is the total years of education experience, both in and outside of MNPS.

The chart labeled 2013-14 Overall Level of Effectiveness % (TEAM Score) is the distribution of 2013-14 overall TEAM scores for all current teachers and administrators. The overall TEAM score includes:

- the average observation rating
- the growth score (individual growth, if the teacher is in a tested subject/grade; school-wide growth if not)
- the achievement score (also known as the 15% measure).

The chart labeled % Staff with Indi. Growth Score below is the percent of current teachers with individual TVAAS scores in 2013-14 for each TVAAS rating (1 through 5). These scores include a minimum of one year and maximum of three years of data depending on how long the teacher has taught the tested subject/grade.

The chart labeled 2013-2014 Average Observation Score % is the distribution of scores from the observation component of the TEAM evaluation. The average observation includes a minimum of
one and maximum of four observations, as determined by the teacher’s license status and prior year’s performance.

**Teacher Retention Rate**

Percent of teachers who began the 2013-14 school year and were retained in 2014-15 at this school: 58.3%

---

**STUDENT DISCIPLINE**

### 2013 – 2014 Out of School Suspensions

<table>
<thead>
<tr>
<th>OSS Days</th>
<th>SWD</th>
<th>School</th>
<th>School</th>
<th>Tier</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>7</td>
<td>43</td>
<td>7 %</td>
<td>3 %</td>
<td>6 %</td>
</tr>
<tr>
<td>3-5</td>
<td>2</td>
<td>21</td>
<td>4 %</td>
<td>1 %</td>
<td>3 %</td>
</tr>
<tr>
<td>6-9</td>
<td>1</td>
<td>2</td>
<td>0 %</td>
<td>0 %</td>
<td>2 %</td>
</tr>
<tr>
<td>10+</td>
<td>5</td>
<td>1 %</td>
<td>0 %</td>
<td>1 %</td>
<td></td>
</tr>
</tbody>
</table>

### 2014 – 2015 Out of School Suspensions as of 11/22/14

<table>
<thead>
<tr>
<th>OSS Days</th>
<th>SWD</th>
<th>School</th>
<th>School</th>
<th>Tier</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>36</td>
<td>7 %</td>
<td>1 %</td>
<td>3 %</td>
<td></td>
</tr>
<tr>
<td>3-5</td>
<td>3</td>
<td>11</td>
<td>2 %</td>
<td>0 %</td>
<td>2 %</td>
</tr>
<tr>
<td>6-9</td>
<td>1</td>
<td>5</td>
<td>1 %</td>
<td>0 %</td>
<td>1 %</td>
</tr>
<tr>
<td>10+</td>
<td>1</td>
<td>0 %</td>
<td>0 %</td>
<td>0 %</td>
<td></td>
</tr>
</tbody>
</table>
STUDENT ATTENDANCE AND MOBILITY

The following charts contain attendance data for the school compared to the district average. The chronic absence rate is defined as the percentage of active students having absences (excused & unexcused) = 10% or more of all school days. Attendance counts are cumulative/year to date for primary enrollment schools.
### School Summary

<table>
<thead>
<tr>
<th>Overall Attendance</th>
<th>District Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>94.5 %</td>
<td>94.7 %</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chronic Absence</th>
<th>District Chronic Absence</th>
</tr>
</thead>
<tbody>
<tr>
<td>17.6 %</td>
<td>14.8 %</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Satisfactory Attendance</th>
<th>District Satisfactory Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>55.7 %</td>
<td>61.2 %</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Perfect Attendance</th>
<th>District Perfect Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.3 %</td>
<td>5.5 %</td>
</tr>
</tbody>
</table>

### 2014 – 2015 Attendance Summary

<table>
<thead>
<tr>
<th>School Summary</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Attendance</td>
<td>District Attendance</td>
</tr>
<tr>
<td>95.3 %</td>
<td>95.3 %</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chronic Absence</th>
<th>District Chronic Absence</th>
</tr>
</thead>
<tbody>
<tr>
<td>14.2 %</td>
<td>13.1 %</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Satisfactory Attendance</th>
<th>District Satisfactory Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>66.1 %</td>
<td>68.7 %</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Perfect Attendance</th>
<th>District Perfect Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>20.8 %</td>
<td>23.7 %</td>
</tr>
</tbody>
</table>

### Student Mobility Rate

<table>
<thead>
<tr>
<th>School Year</th>
<th>School</th>
<th>Enrollment</th>
<th>#Students</th>
<th>#Entries/Exits</th>
<th>#Entries</th>
<th>#Exits</th>
<th>Mobility Rate Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2014</td>
<td>Buena Vista Enhanced Option School</td>
<td>375</td>
<td>218</td>
<td>285</td>
<td>153</td>
<td>132</td>
<td>76</td>
</tr>
<tr>
<td>2014-2015</td>
<td>Buena Vista Enhanced Option School</td>
<td>360</td>
<td>120</td>
<td>133</td>
<td>63</td>
<td>70</td>
<td>37</td>
</tr>
</tbody>
</table>

### PER PUPIL EXPENDITURES

The “School Per Pupil Expenditure (PPE)” reflects all actual SY13-14 general operating and grant expenditures that are attributed to individual schools divided by the Day 40 student count from the same school year. The “School PPE” includes expenditures such as teacher salaries and benefits, principals, librarians, school counselors, utilities, etc. It excludes central office expenses such as human resources, purchasing, and information technology, centralized services such as food service, transportation, and custodians, and non-operating expenses such as capital projects.
and debt services. The “District PPE” is the average “School PPE” for all MNPS schools except Special Education, Alternative, and Non-Traditional schools.

### School Tier Comparison

<table>
<thead>
<tr>
<th>School</th>
<th>Tier</th>
<th>School Per Pupil Expenditure</th>
<th>Tier Per Pupil Expenditure</th>
<th>District Per Pupil Expenditure</th>
<th>% Above Tier</th>
<th>% Above District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buena Vista Enhanced Option</td>
<td>Elementary</td>
<td>$10,684</td>
<td>$6,590</td>
<td>$6,256</td>
<td>62.1%</td>
<td>70.8%</td>
</tr>
</tbody>
</table>

### Academic Performance

#### State-Level Success Rate

Schools with success rates below the state’s 5th percentile are labeled “priority schools.” The success rate is the average proficiency across subjects and is calculated by dividing the number of math, science, and reading/language arts proficient or advanced scores for 2012, 2013 and 2014 by the total number of tests taken in these three subjects over the same period.

<table>
<thead>
<tr>
<th>State Accountability Success Rate</th>
<th>2010-2012</th>
<th>2012-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rate</td>
<td>15.9%</td>
<td>16.1%</td>
</tr>
<tr>
<td>TN Percentile</td>
<td>0.84</td>
<td></td>
</tr>
</tbody>
</table>

#### The Academic Performance Framework

The Academic Performance Framework (APF) was developed in an effort to combine various student, teacher and parent data into one overall school performance measure and to support meeting state-assigned district accountability targets. Since the state does not assign a status to most schools each year, the district uses the framework to assign schools one of five categories. Overall performance and status are determined by adding together points earned for each measure.

<table>
<thead>
<tr>
<th>Academic Performance Framework (APF) Overall Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>School # School</td>
</tr>
<tr>
<td>-------------------------------------</td>
</tr>
<tr>
<td>70 Buena Vista ES</td>
</tr>
</tbody>
</table>

Half of APF points are assigned based on academic growth. Shown below is the Tennessee Value Added Assessment System (TVAAS) mean one-year Normal Curve Equivalent (NCE) gain for TCAP Reading, Math, and Science. The second measure below is the Mean Achievement Level Increase for TCAP Reading, Math, and Science, adjusted for statewide trends. Targets for increases are set by asking schools to move below basic scores to basic, basic scores to proficient, and proficient
scores to advanced. Targets are higher for schools with large numbers of basic and below basic scores.

Achievement measures are allotted 30% of APF points. The percent of students scoring proficient or advanced on TCAP Reading, Math and Science exams account for half the points in this category. The other half are based on the percent of students in grade 4 or 8 (or the school’s highest grade level) that are projected by TVAAS to have a 21 or higher ACT composite score. Also shown below are the gap indices and their associated points, which account for 5% of APF points. The weighted gap index is based on the differences in percent proficient or advanced between subgroups of students (school-wide) that are traditionally disadvantaged and their traditionally non-disadvantaged peers (district-wide).

<table>
<thead>
<tr>
<th>TVAAS Gain</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of Pts</td>
<td>-1.2</td>
<td>5.3</td>
<td>22.8</td>
</tr>
<tr>
<td>MALI</td>
<td>84.6</td>
<td>76.8</td>
<td>77.9</td>
</tr>
<tr>
<td>% of Pts</td>
<td>-4.3</td>
<td>-2.4</td>
<td>0.0</td>
</tr>
<tr>
<td>MALI</td>
<td>84.6</td>
<td>76.8</td>
<td>77.9</td>
</tr>
<tr>
<td>% of Pts</td>
<td>13.5</td>
<td>67.8</td>
<td>6.0</td>
</tr>
<tr>
<td>MALI</td>
<td>84.6</td>
<td>76.8</td>
<td>77.9</td>
</tr>
</tbody>
</table>

School culture survey measures comprise the last 15% of points in the APF. In 2013-14 educators and students were surveyed with the TELL and Tripod, respectively. This year the district will also include a parent survey. Mean composite favorability (agreement with positive culture statements) on these surveys provide the basis for scoring.

<table>
<thead>
<tr>
<th>Percent Proficient/Advanced</th>
<th>Percent 21+ on ACT</th>
<th>Achievement Gap Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>20.5</td>
<td>0.8%</td>
<td>9.2</td>
</tr>
</tbody>
</table>

**STRENGTHS, WEAKNESSES, OPPORTUNITIES, AND THREATS (SWOT) ANALYSIS**

**Participants**

Teachers, School Administration, Instructional Coaches, District Facilitator

**Process**

- Data was sent to participants to review before the SWOT Analysis
- A district administrator led the protocol.
  - Step 1: Norms were set by the group
  - Step 2: Desired Outcomes: Participants brainstormed desired outcomes for the school, and then shared out to whole group. A list was compiled.
  - Step 3: Participants were able to ask clarifying questions about the list.
Step 4: Participants were given 10 minutes to individually jot down their perceived strengths, weaknesses, opportunities, and threats. After individuals had time to process their thoughts, participants discussed their thoughts in pairs.

Step 5: Participants discussed, in round robin fashion, the identified strengths, weaknesses, opportunities, and threats. Responses were charted on paper.

Step 6: Participants reflected on what was charted and then developed next steps for the school.

Trends

- **Strengths:** Internal pipeline; Teacher leaders- multi-classroom leaders; Design/Creative Structure of day; Feedback – weekly, support, small group; instruction – design, related arts, guided reading, common formative assessments

- **Weaknesses:** Discipline Management, Teachers able to build credibility with parents, Responsive classroom – fidelity, lack of ability of whole-group natural connections to world, students ability to express self which can lead to discipline incidences

- **Opportunities:** Flexibility, Partnerships with Vanderbilt/Centerstone/TennCare, GED Classes for parents, Instruction – improved direct instruction, improved presentation of content, improved pacing and lesson structure

- **Threats:** Priority school status, Mobility rate, four homeless shelters in area, parents with bad school experiences, lack of diversity in teaching staff, lack of community resources, Social Worker only visits one day per week.

**INSTRUCTIONAL ROUNDS SUMMARY**

Problem of Practice
At Buena Vista, we believe in bringing vital educational opportunities to every student. To ensure this happens, every teacher has developed a management plan that assists in developing a classroom culture to help students succeed. Teachers have also worked to develop lessons that are engaging and offer an invigorating level of instruction. Both a lack of classroom management and lack of engagement can inhibit student learning. The teachers and administration have been working together to improve their success at engaging students and meeting high academic standards.

Focus Questions
1. What evidence do you see that a classroom management plan is in place, and the culture in the classroom supports student success?
2. What level of productive engagement do you see between the students and the tasks they have been given? Do some tasks appear to generate greater student engagement that others? How do you see teachers promoting student engagement during the lesson?

Findings
Through the evidence gathered and analyzed during the instructional rounds, it was clear a classroom management system is in place. Due to the strong management plan, students know what is expected, understand classroom procedures and rules, and feel safe in the classroom. This plan is enhanced by the use of aspiring teachers in all classrooms.
Evidenced gathered related to engagement between students and tasks indicated that all classrooms visited had a vast majority of students on task. Students were actively participating in the lesson activity. Although students were on task, there were questions surrounding the actual level of engagement between the students and the tasks.

**Recommendations**

It is recommended that the classroom management plan remain in place, and the use of aspiring teachers continues.

Recommendations were made for the staff to collaboratively discuss and distinguish between time on task and engagement, participate in professional learning regarding the differentiation of tasks, incorporate high order questioning, implement Responsive Classroom to increase levels of engagement, and conduct a time audit in classrooms to be aware of and decrease the amount of lost instructional time during routine classroom transitions.

Other recommendations were made based on school data. It is recommended that the district increase the number of days allotted for social work services, add a behavioral support person, have a full or part-time SRO, house a family resource center, and offer GED classes for the surrounding community at Buena Vista. This school has high SEL needs and as such, needs additional supports outside of the classroom.

---

**COMMUNITY MEETING – PUBLIC COMMENTS**

**Q&A**

- **I’m not for charter schools. One of the reasons we have trouble is because of the homeless shelters. I’ve only been here three weeks, and I’m very impressed with this school. I think the school could provide public transportation if they want to keep their children here.**
  - Part of what contributes to the high mobility rate is this school serves four homeless shelters.
  - Ms. McVicker: There are a lot of other families who qualify as homeless, but don’t fill out the paper work.
  - Dr. Register: I asked if they would like to reassign the shelters to other schools and the principal said they can take care of the children better than anyone else. I don’t have an answer for this yet. Transportation may be an answer.

- **Families may work across town.**
  - Any way we can get children to stay in their school, we want to do it. One of the problems with mobility and letting children go to schools they choose is that many families don’t have the transportation to get students to another school. That’s a real concern.

- **The school system is going to have to make the parents more accountable. The curriculum is so tough, parents may not know how to work with it.**
  - We’re doing something that’s growing called Parent University. One of the faculty recommendations was to develop a community school
here to provide broader services for children and families here.

- **Kids are going to fight. I think we need in-school suspension so children aren’t at home not learning.**
  - One of the suggestions the faculty made was to provide a behavior specialist. What you want to do with children having problems is help them solve those problems. Why are they misbehaving at school and how can we help them? This school has a good program called Aspiring Teachers. There are two adults in every classroom.

- **Have there been any efforts to hire retired teachers part-time?**
  - We don’t have a budget for that on a wholesale basis right now. This ties to what we were talking about earlier – community and family engagement.

- **Older people have a more calming effect. Can we use grandparents here? [question about special needs services]**
  - Dottie Critchlow: We want to serve students in their zoned schools and we’re working with ways to make that happen. We do have more intensive schools for severe behavior issues. But we always want to send the child to a general, zoned school first.
  - McVicker: I have a strong special needs staff – 7. We have fewer special needs identified students in this building than other priority schools. Some of that has to do with the mobility rate. Some student we lose before the identification process is complete. The district offers a lot of opportunities for special schools in other places. I consider it a personal failure to send one of our kids to one of those places. I hate it when their needs are beyond our reach.

- **Some of the in-school counseling services my child needs only take TennCare. I have to take him out to get services because I have private insurance.**
  - There’s not a way for us to get aligned with TennCare requirements. The supports we get are paid for through TennCare.
  - Betty Jones, School Social Worker: We try to work with those children. I am only here one day a week. We try to stand in the gap, but we have limited time.

- **We’ve been here since kindergarten. The school has been getting a lot of funding because we’re a priority school. What happens when the funding runs out?**
  - That’s my challenge. The SIG money runs out this year. We have to find the strategies that work and fund them. We don’t need to do things that last one year. If this is working and there are other things that are working, we will make a real strong effort to put that in this year’s budget. That’s why we’re doing this work now. We want to know what works. We’re looking at all the data we can, listening to teachers and parents to figure out what works.

- **I work nights. Can I get tutoring in the daytime?**
  - [lots of parent interest in Saturday and before school tutoring programs; Ms. McVicker makes a note of it.]

- **It takes longer than three years to turn a school around. Can we get an extension?**
  - The great majority of our money comes from Metro Govt. The Council and Mayor have been very supportive of public schools. I’ve been a superintendent in four districts. The financial support we get here is better than I’ve seen anywhere else. The SIG money is federal money that comes through the state. The state
doesn’t support us as much as local govt. The federal money are three year grants. We need to find ways to keep the high-yield programs going when the grant money runs out.

- **The success of the students, the chronic absenteeism and the mobility rate affected by behavior and parental involvement. Is there a way to label the school as having special needs in order to get that funding?**
  o I don’t want to label the school. What I want to do is put a support system in place to deal with those problems. Let’s talk about academic success. It’s only going to happen when we support children socially and emotionally and provide whole-child services. Tony Majors and Support Services needs to address the issues at Buena Vista. Those are expensive programs.

- **I think the problem is relying on the government for money in the first place. The school needs to find other ways to generate funds. You could offer services to the community like GED classes or other services at an affordable rate. You can sell these programs to the community to generate money.**

- **My child does very well. But it’s not just about my child, it’s about every child.**

- **These children need programs to give them an extra push for their social and emotional development.**

- **There’s not enough communication going on.**

- **I’d like to be able to work with other parents. If my child has a problem with another child, I can work with the parent to solve it. We need a parent support group.**

- **It’s disappointing that there were more parents at the showcase than are here tonight.**

- **At Park Avenue Elementary, we had a reading night for kids to come into the library to read at their level. Parents and teachers were involved and would praise the kids.**

- **The principal has been here three years. Will she stay here? She’s turned this school around.**
  o Very likely. We’ll make a decision about leadership and teachers at each priority school. What I’m hearing and seeing is that this school is turning in the right direction. We need to support that.

- **My child gets a lot of support from her teachers and at home. I don’t have a problem with anyone here. I do like to see improvement.**
  o One of the things we see in a lot of struggling schools is a revolving door of teachers. What we’re seeing here is a turnaround effort. Ms. McVicker’s first year, there was a lot of turnover. Almost all the teachers today told me they want to stay. The data shows us all the teachers are high performing here.

- **When I was in school, gifted kids got pullout services. Has the school looked into outside options for the kids here?**
  o We want to work to do more and more programs from outside – like the Mayor’s afterschool program for middle schools.
  o Ms. McVicker: We’ve heard a lot of conversation about community schools. That allows for a lot more focus on things like that. We focus on tutoring because students need to grow. We are doing another Disney production in the spring and other things like the spelling bee.
  o Dr. Register: The community schools concept has a lot of possibility here.
• We talk to our children about great possibilities. We want our daughter to see those possibilities.
• The TCAP scores don’t look good. How much outsourcing have we done in areas like STEM? Others around the country work with new methods and new ways to turnaround schools.
  o What I see here looks like it’s going to work.
  o Ms. McVicker: Besides the two teachers in every room, we have individualized learning plans for every students in the building. We only have a few minutes a day when students are in a big group working together. Most of the time they are working in small groups with technology and immediate feedback on what they’re learning. We have teachers delivering direct instruction to different groups of kids and another group is writing and another group is working independently. They rotate through these centers all day. They are getting specialized instruction just for them. Every Wednesday, everyone who serves your child comes together as a team to develop an individual plan for your child. Imagine how much better we could do if we had children for the entire year?
  o Dr. Register: What will happen to those scores this year?
  o Ms. McVicker: We expect all level 5 growth. Growth scores take into account if children have been there for an extended period of time. Test scores only account for what child is sitting in the seat at a particular moment in time. There is no magic recipe. It takes daily attention and planning.
• That’s why you need another three years here.
  o That’s a really good last word. Let’s keep it going.

FACULTY MEETING – PUBLIC COMMENTS

Q&A
• How would becoming a charter help with the lack of diversity? Can we improve that in other ways?
  o The issue of diversity is a big challenge for this school. That’s my problem. We have to look at increasing capacity in this area. We need to serve the children who live in this neighborhood. Germantown neighbors would love to go here, but they want more diversity. How do we provide opportunities to increase diversity here? We’re looking at ways to do pupil assignment. One thing we can do is provide transportation out of this community. Do we need to do that?
  o Teachers: Answer is ‘yes’ from some; they already do that for some families who can go to Harpeth Valley, but very few do that. A lot of parents don’t have transportation to get to Harpeth Valley.
  o Dr. Register: We can track where your children go after they leave here. You might already know. Maybe we can run a bus back here so children can go here even if they move.
  o Teacher: The shelters have grown, so our mobile children have grown, too.
  o Teacher: Our kids go everywhere from here. There’s not one area where they find housing. They end up all over town. The HERO program provides
continuity transportation, but no one wants to put their small child on an MTA bus.
  o Dr. Register: I don’t know if spreading the children around is the solution
    because you know how to work with these families and you’ve done it
    before. I want to work with the homeless shelters to find a solution.
  • **We need more resources for social work, behavior intervention, medication...**
    Many of our children come in here so broken that we spend most of our time
    trying to put them back together.
  • **We need a full-time truancy person.** One of the key things is having a family
    resource center in the school. We need those resources inside our school. That
    would be monumental for us.
  • **This school needs to be the hub of the community.** We provide food and clothing for
    our children. We can provide everything families need, but we’re just missing one or
    two pieces. If we had those, it would help.
  • **Something important for the turnaround model is to look at situations like ours and**
    **ask what needs to be brought here for more wraparound services.** We have pieces of
    it, but not a complete picture.
  • **Diversity is important.** We’re not diverse. Our children live together, play together,
    fight each other – they are all the same families. They bring all of that here.
    o What percentage of your children come from the public housing
      around here?
    o Ms. McVicker: At least 30%. We have another 15-20% who hop and
      come in and out. We did home visits this summer for kids who were registered. We
      visited 60% and only one group had to get in a car. We could walk everywhere
      else.
    o Derek Sanborn: All of our diversity comes from the shelter.
    o McVicker: We have mixed feelings about serving the homeless
      shelters.
    o Dr. Register: I want to be really intentional about that. It could create some
      capacity for you, but we don’t need to further break that issue. I want to talk
      more about this.
  • **Ms. McVicker: We are uniquely prepared to deal with the most mobile homeless**
    **students.** We are here to serve them, despite what the priority list says. Refusing them
    or moving them around is not what is best for them.
    o We have to consider these issues if we’re really going to work toward our goal.
    o This is a very different conversation than I’ve had in other schools.
      You are being effective. You have the right leadership team. You are all
      high performing teachers. To have this many staff members for 374 kids is
      unbelievable.
    o One of the great concerns I had at Napier is they only had one person per
      classroom. Having two people in every classroom is a great strategy.
  • **The aspiring teacher program is a great thing.** When working with students with
    extreme needs, there are kids acting out in almost every classroom. We need a full-
    time behavior specialist or analyst who can work with teachers to put in place a
    behavior program.
• I’m a first year teacher. Last year I was an aspiring teacher. It’s great to have them in my classroom, but it’s also challenging because I’m still learning in my own classroom.

• I was an aspiring teacher last year. I learned more in my first month here. We figure things out together. This school is a family. We help each other.

• Being an aspiring teacher helps you grow and learn. At other schools they don’t get that leadership potential and capacity. This is like Buena Vista University. It’s like a learning hospital.

• For the students, having two adults in the classroom helps build a positive culture and climate. Instruction doesn’t have to stop when something happens. But if the partnership isn’t ideal, there can be friction. You develop a close relationship.
  o How many of you would give us the aspiring teacher program for smaller class sizes?
  o [No one raises her hand.]

• The students aren’t diverse demographically, but they are diverse learners. Having two teachers lets us differentiate.

• If you’re out sick, the aspiring teacher can pick up where you left off with a substitute teacher.

• Sanborn: Another pro with the data – the discipline and suspension rates went down 76% when we got the aspiring teacher program.

• I’ve worked in schools that have done aspiring teacher and then moved back to one person in the classroom, I see a lot more fidelity in this model. Manpower is essential.
  o We need to bring all the deans at all the schools of education here to see the model and get them all to do it, too.

• Being a multi-classroom leader, I’ve been on a lot of interview teams for recruiting. Many teachers I speak to have taught for years, but get more experience here. Multi-classroom leaders are also essential.

• MCLs are essential. I’m leaps and bounds ahead of where I would be if I just student taught. They give great feedback.

• The Turnaround Corps is great, but you can bring in level 5 teachers from other schools and they won’t know how to teach in this building. Do we have to reapply to be here?
  o No. How many would like to come back this year if given the opportunity?
  o [Nearly everyone raises her hand.]
  o Stability is very important.
  o Katie Cour: You are doing incredible work. If you want to come back to this school next year and your principal wants you to come back, you will be back. Don’t think you will be taken out. Your principal will work with you on the right fit for you.
  o Cour: We have great teachers in this district. We need to retain them and attract more. You are eligible if you teach a core subject and have experience. You can get an 11-month contract, bonuses, leadership roles.
  o Cour: There is a three-year experience requirement. That experience in specific turnaround environments. Priority school teachers who are excelling are already eligible.
Dr. Register: We want to fill vacancies with these experienced people. If you want to stay and your principal wants you to stay, you’re safe.

- **Is there a commitment?**
  - Cour: We will ask for a two-year commitment at the very least.

- **How does this affect special educators?**
  - Cour: Special education is not eligible. We struggled with that one. We asked principals what their biggest needs are and they listed endorsement areas. We want to provide these opportunities to all teachers, but there’s a financial component.

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- **What if you have interim experience before you’re a full-time teacher?**
o Cour: You have to have three years of experience by the end of this year. We’re looking at them on a case by case basis. The problem with an interim – and that can be excellent experience – is that you need to provide evidence of student growth.

o Dr. Register: From my perspective, if we fill our buildings with teachers like what we’re talking about, then we’ve won. I hope the 100 teachers strategy is just the first installment. When it comes to special ed and other programs, the only thing to do is grow it. This has as much potential as anything else we’re doing.

- **In terms of the signing bonus, is that only outside recruits?**
  - No, that’s inside and outside. We don’t know the exact amount yet.

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  - No, that’s inside and outside. We don’t know the exact amount yet.
Note: Churchwell is currently in the third year of a three-year turnaround plan funded by a federal School Improvement Grant (SIG), which the district applied for and received after the school was initially identified as a priority school in November 2011.

Immediate Need 1: Improve the quality of instruction
Due to leadership changes and teacher turnover in the building, sustained improvement has not been seen at Churchwell. A new leadership team is now in place that has the confidence of district leadership. Teachers have made good progress in developing instructional focus on best classroom instructional practices. District support is needed to allow the school staff to continue with improvements that are being put in place.

<table>
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<th>ACTION STEPS</th>
<th>2014 – 2015 Implementation Timeline</th>
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<tbody>
<tr>
<td>The district has or will:</td>
<td>Oct-Dec</td>
</tr>
<tr>
<td>1. Support the school in ensuring that teachers are accurately interpreting formative and interim benchmark data to track progress in reading and math</td>
<td></td>
</tr>
<tr>
<td>2. Provide professional development on planning for all teachers at Churchwell; sessions will focus on emphasizing student-centered instruction</td>
<td></td>
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</tbody>
</table>

Immediate Need 2: Address high mobility rate, chronic absenteeism and student behavior
Early data this year indicates improvements in the reduction of behavioral issues and also an improvement in attendance. Chronic absenteeism is declining, but the school needs capacity to establish a case management approach to continuing problems. A high mobility rate needs additional wrap around services for children and family supports for mobile families.

<table>
<thead>
<tr>
<th>ACTION STEPS</th>
<th>2014 – 2015 Implementation Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>The district has or will:</td>
<td>Oct-Dec</td>
</tr>
<tr>
<td>1. Add social work services to three times per week.</td>
<td></td>
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<tr>
<td>2. Implement student behavior case management specific to third and fourth grade students</td>
<td></td>
</tr>
<tr>
<td>3. Provide chronic absenteeism case management for kindergarten and first grade students</td>
<td></td>
</tr>
<tr>
<td>4. Provide differentiated professional development on classroom management</td>
<td></td>
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</table>
ROBERT CHURCHWELL
ELEMENTARY
DATA PROFILE

METROPOLITAN NASHVILLE PUBLIC SCHOOLS

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OVERVIEW

Trellaney Lane was hired as the turnaround principal for Robert Churchwell Museum Magnet Elementary School for the 2014-2015 school year. Ms. Lane is the third administrator to serve as principal since Churchwell was identified as a Priority School in 2012 and will lead the school through its third year of turnaround and its final year of School Improvement Grant (SIG) funding.

Churchwell ES is located in North Nashville and serves approximately 505 students in the Pearl-Cohn Cluster. The student body is 93.3 African-American, 3 percent White, 2.6 percent Hispanic, and 0.6 percent American-Indian. Roughly 96 percent of students are economically disadvantaged, 12.3 percent are students with disabilities, and 5.9 percent are English language learners.

Churchwell’s museum focus provides student learning, enhanced through Integrated Thematic Instruction utilizing museums as a means for including a range of resources.

Churchwell attained Satisfactory status on Metro Nashville Public Schools’ Academic Performance Framework in 2013-14, but student achievement continues to be a challenge. Only 18.6 percent of students scored proficient or advanced in reading and 19.1 percent in math on the Tennessee Comprehensive Assessment Program (TCAP) assessment in 2013-2014. The school’s mobility rate is above the district average at 38 percent.
STUDENT DEMOGRAPHICS

<table>
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<tr>
<th>Year</th>
<th>Number of Students</th>
<th>Percent Economically Disadvantaged</th>
<th>Percent EL Students</th>
<th>Percent Students with Disabilities</th>
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<td>2014-2015</td>
<td>505</td>
<td>95.85%</td>
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<td>12.25%</td>
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### TEACHER EXPERIENCE AND PERFORMANCE

The chart labeled *Total Years Experience %* is the total years of education experience, both in and outside of MNPS.

The chart labeled *2013-14 Overall Level of Effectiveness % (TEAM Score)* is the distribution of 2013-14 overall TEAM scores for all current teachers and administrators. The overall TEAM score includes:

- the average observation rating
- the growth score (individual growth, if the teacher is in a tested subject/grade; school-wide growth if not)
- the achievement score (also known as the 15% measure).

The chart labeled *% Staff with Indi. Growth Score* below is the percent of current teachers with individual TVAAS scores in 2013-14 for each TVAAS rating (1 through 5). These scores include a minimum of one year and maximum of three years of data depending on how long the teacher has taught the tested subject/grade.

The chart labeled *2013-2014 Average Observation Score %* is the distribution of scores from the observation component of the TEAM evaluation. The average observation includes a minimum of
one and maximum of four observations, as determined by the teacher’s license status and prior year’s performance.

Total Years Experience %

2013-2014 Overall Level of Effectiveness % (TEAM Score)

2013-2014 Average Observation Score % *

Teacher Retention Rate

| Percent of teachers who began the 2013-14 school year and were retained in 2014-15 at this school | 44.4% |
STUDENT DISCIPLINE

The charts below contain student discipline data. Out-of-School suspensions are reported by the number of students. The MNPS student code of conduct was updated at the end of the 2013-14 school year. Changes were made to the codes used for student disciplinary infractions. As a result, some codes were eliminated, and others were added to improve disciplinary reporting.

### 2013 – 2014 Out of School Suspensions

<table>
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<tr>
<th>OSS Days</th>
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<td>5 %</td>
<td>1 %</td>
</tr>
<tr>
<td>6-9</td>
<td>3</td>
<td>16</td>
<td>2 %</td>
<td>0 %</td>
</tr>
<tr>
<td>10+</td>
<td></td>
<td>4</td>
<td>1 %</td>
<td>0 %</td>
</tr>
</tbody>
</table>

### 2013 – 2014 Incidences by Offense Category

<table>
<thead>
<tr>
<th>Offense Category</th>
<th># Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Violation of school rules</td>
<td>237</td>
</tr>
<tr>
<td>Fighting</td>
<td>25</td>
</tr>
<tr>
<td>Assault of student</td>
<td>9</td>
</tr>
<tr>
<td>Bullying</td>
<td>7</td>
</tr>
<tr>
<td>Theft of property</td>
<td>6</td>
</tr>
<tr>
<td>Other type of threat</td>
<td>3</td>
</tr>
<tr>
<td>Possession of weapon other than firearm</td>
<td>3</td>
</tr>
<tr>
<td>Vandalism/damage of property</td>
<td>3</td>
</tr>
<tr>
<td>Assault of teacher or staff</td>
<td>1</td>
</tr>
</tbody>
</table>

### 2014 – 2015 Out of School Suspensions as of 11/21/14

<table>
<thead>
<tr>
<th>OSS Days</th>
<th>SWD</th>
<th>School</th>
<th>School Tier</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>5</td>
<td>33</td>
<td>5 %</td>
<td>1 %</td>
</tr>
<tr>
<td>3-5</td>
<td>4</td>
<td>15</td>
<td>2 %</td>
<td>0 %</td>
</tr>
<tr>
<td>6-9</td>
<td>2</td>
<td>0 %</td>
<td>0 %</td>
<td>1 %</td>
</tr>
<tr>
<td>10+</td>
<td>0</td>
<td>0 %</td>
<td>0 %</td>
<td>0 %</td>
</tr>
</tbody>
</table>

### 2014 – 2015 Incidences by Offense Category as of 11.21.14

<table>
<thead>
<tr>
<th>Offense Category</th>
<th># Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Violation of school rules</td>
<td>41</td>
</tr>
<tr>
<td>Fighting</td>
<td>12</td>
</tr>
<tr>
<td>Assault of student</td>
<td>7</td>
</tr>
<tr>
<td>Assault of teacher or staff</td>
<td>4</td>
</tr>
<tr>
<td>Sexual Harassment</td>
<td>1</td>
</tr>
</tbody>
</table>
STUDENT ATTENDANCE AND MOBILITY

The following charts contain attendance data for the school compared to the district average. The chronic absence rate is defined as the percentage of active students having absences (excused & unexcused) = 10% or more of all school days. Attendance counts are cumulative/year to date for primary enrollment schools.

2013 – 2014 Attendance Summary

<table>
<thead>
<tr>
<th>School Summary</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Attendance</td>
<td>93.9 %</td>
</tr>
<tr>
<td>(This School Only)</td>
<td>94.7 %</td>
</tr>
<tr>
<td>Chronic Absence</td>
<td>19.1 %</td>
</tr>
<tr>
<td></td>
<td>14.8 %</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>52.9 %</td>
</tr>
<tr>
<td>(95+ % Present)</td>
<td>61.2 %</td>
</tr>
<tr>
<td>Perfect Attendance</td>
<td>2.3 %</td>
</tr>
<tr>
<td>(100 % Present)</td>
<td>5.5 %</td>
</tr>
</tbody>
</table>

2014 – 2015 Attendance Summary 11.22.14

<table>
<thead>
<tr>
<th>School Summary</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Attendance</td>
<td>95.6 %</td>
</tr>
<tr>
<td>(This School Only)</td>
<td>95.3 %</td>
</tr>
<tr>
<td>Chronic Absence</td>
<td>12.1 %</td>
</tr>
<tr>
<td></td>
<td>13.1 %</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>66.1 %</td>
</tr>
<tr>
<td>(95+ % Present)</td>
<td>68.7 %</td>
</tr>
<tr>
<td>Perfect Attendance</td>
<td>25.1 %</td>
</tr>
<tr>
<td>(100 % Present)</td>
<td>23.7 %</td>
</tr>
</tbody>
</table>

Student Mobility Rate

<table>
<thead>
<tr>
<th>School Year</th>
<th>School</th>
<th>Enrollment</th>
<th>#Students</th>
<th>#Entries/Exits</th>
<th>#Entries</th>
<th>#Exits</th>
<th>Mobility Rate Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2014</td>
<td>Robert Churchwell Museum Magnet Elementary School</td>
<td>556</td>
<td>197</td>
<td>209</td>
<td>115</td>
<td>94</td>
<td>38</td>
</tr>
</tbody>
</table>
PER PUPIL EXPENDITURES

The “School Per Pupil Expenditure (PPE)” reflects all actual SY13-14 general operating and grant expenditures that are attributed to individual schools divided by the Day 40 student count from the same school year. The “School PPE” includes expenditures such as teacher salaries and benefits, principals, librarians, school counselors, utilities, etc. It excludes central office expenses such as human resources, purchasing, and information technology, centralized services such as food service, transportation, and custodians, and non-operating expenses such as capital projects and debt services. The “District PPE” is the average “School PPE” for all MNPS schools except Special Education, Alternative, and Non-Traditional schools.

<table>
<thead>
<tr>
<th>School</th>
<th>Tier</th>
<th>School Per Pupil Expenditure</th>
<th>Tier Per Pupil Expenditure</th>
<th>District PPE</th>
<th>% Above Tier</th>
<th>% Above District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robert Churchwell Museum Magnet</td>
<td>Elementary</td>
<td>$8,980</td>
<td>$6,590</td>
<td>$6,256</td>
<td>36.3%</td>
<td>43.5%</td>
</tr>
</tbody>
</table>

ACADEMIC PERFORMANCE

State-Level Success Rate
Schools with success rates below the state’s 5th percentile are labeled “priority schools.” The success rate is the average proficiency across subjects and is calculated by dividing the number of math, science, and reading/language arts proficient or advanced scores for 2012, 2013 and 2014 by the total number of tests taken in these three subjects over the same period.

<table>
<thead>
<tr>
<th>State Accountability Success Rate</th>
<th>2010-2012</th>
<th>2012-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rate</td>
<td>17.9%</td>
<td>22.1%</td>
</tr>
<tr>
<td>TN Percentile</td>
<td>3.77</td>
<td></td>
</tr>
</tbody>
</table>

The Academic Performance Framework
The Academic Performance Framework (APF) was developed in an effort to combine various student, teacher and parent data into one overall school performance measure and to support meeting state-assigned district accountability targets. Since the state does not assign a status to most schools each year, the district uses the framework to assign schools one of five categories. Overall performance and status are determined by adding together points earned for each measure.
Half of APF points are assigned based on academic growth. Shown below is the Tennessee Value Added Assessment System (TVAAS) mean one-year Normal Curve Equivalent (NCE) gain for TCAP Reading, Math, and Science. The second measure below is the Mean Achievement Level Increase for TCAP Reading, Math, and Science, adjusted for statewide trends. Targets for increases are set by asking schools to move below basic scores to basic, basic scores to proficient, and proficient scores to advanced. Targets are higher for schools with large numbers of basic and below basic scores.

Achievement measures are allotted 30% of APF points. The percent of students scoring proficient or advanced on TCAP Reading, Math and Science exams account for half the points in this category. The other half are based on the percent of students in grade 4 or 8 (or the school’s highest grade level) that are projected by TVAAS to have a 21 or higher ACT composite score. Also shown below are the gap indices and their associated points, which account for 5% of APF points.

School culture survey measures comprise the last 15% of points in the APF. In 2013-14 educators and students were surveyed with the TELL and Tripod, respectively. This year the district will also include a parent survey. Mean composite favorability (agreement with positive culture statements) on these surveys provide the basis for scoring.
STRENGTHS, WEAKNESSES, OPPORTUNITIES, AND THREATS (SWOT) ANALYSIS

Participants

Teachers, School Administration, Instructional Coaches, District Facilitator

Process

- Data was sent to participants to review before the SWOT Analysis
- A district administrator led the protocol.
  - Step 1: Norms were set by the group
  - Step 2: Desired Outcomes: Participants brainstormed desired outcomes for the school, and then shared out to whole group. A list was compiled.
  - Step 3: Participants were able to ask clarifying questions about the list.
  - Step 4: Participants were given 10 minutes to individually jot down their perceived strengths, weaknesses, opportunities, and threats. After individuals had time to process their thoughts, participants discussed their thoughts in pairs.
  - Step 5: Participants discussed, in round robin fashion, the identified strengths, weaknesses, opportunities, and threats. Responses were charted on paper.
  - Step 6: Participants reflected on what was charted and then developed next steps for the school.

Trends

- **Strengths**: Common planning, personnel, collaboration, discipline plan, high expectations, data focused, phonics and mental math instruction.

- **Weaknesses**: Lack of fidelity to school-wide initiatives, low attendance at PD, social emotional awareness, familiarity with community.

- **Opportunities**: Daily planning times, utilization of data, community engagement, partnerships with organizations, leadership.

- **Threats**: Attendance, lack of parental involvement, external perceptions, poverty, lack of reading materials at home, changes in leadership, time.
INSTRUCTIONAL ROUNDS SUMMARY

Problem of Practice

The achievement data at Robert Churchwell Elementary indicates that the students are not achieving at a level needed to meet state standards. Administration and teacher leaders recently participated in a SWOT analysis and identified that the level of in-depth inquiry for students is a weakness. They know that this is key to increasing the level of inquiry that is happening in each classroom. If the work that the students are being asked to do is aligned to standards and learning targets, then the work should be at grade level and above. This is the first step in offering challenging work that will allow students to problem solve and do high level work as well as provide scaffolded instruction for all students to access high level work.

Focus Question

1. What evidence do you see or hear in the areas of questioning/academic feedback that indicates the in-depth level of student work is at the appropriate grade level according to the standard(s) and learning targets?
2. What evidence do you see or hear that indicates the standards and learning targets are scaffolded for diverse learners?

Findings

Questioning
- All classes had evidence of direct questioning
- Majority of classes used in-depth questioning
- Some classes had consistent use of different levels of questioning

Academic Feedback
- Some teachers gave ongoing individual feedback to students
- All classes had evidence of group feedback
- Most classes had evidence of student feedback to other students

Scaffolding
- Most classes had evidence of scaffolding
- A few classes had scaffolding throughout the lesson
- All classes linked to prior knowledge

Further Exploration
- How are teachers using ongoing formative assessments to determine what students have or have not mastered?
- What are teachers doing with the information regarding mastery?
COMMUNITY MEETING – PUBLIC COMMENTS

Q&A

I don’t come to visit as much because I am a grandparent. But I’d like to see grandparents more involved in their grandchildren’s education.

• So would I. Thank you.

I’d like to see an improvement in the way parents find out what children need in the classroom, what the standards are, etc. Some of the school websites are better equipped.

• Janel Lacy: Tomorrow the district launches a new website. As part of the new site, there will be much better tools for families and teachers. Over the next several months, we’ll be working with schools to create their own pages. Parents will be able to see all the information on all their kids from one page. It relies on teachers to enter the information, but it will be available. We’ll work with the faculty to make sure they have the resources they need.

Can Churchwell representatives go to houses personally to build relationships?

• That’s a great idea. We have someone working with us now who helps schools organize that. She’s been focusing on East Nashville, but she can come over to work with Churchwell also. They’ve already organized Saturday door knocking campaigns. We already have positive results.

• We have to do better with that. We have to reach out better. A lot of our people haven’t learned how to do that. We want to build a support system to make that easier for them.

My children’s teachers do a great job. At parent meetings, it seems that we are going slowly.

• We are looking at instruction very closely. We have a recruitment campaign for great teachers. We’ll recruit 100 proven, successful teachers. If Churchwell has openings, they may get some. Or we may hire some of the teachers here now. We’re really looking at ways to improve instruction. One way we’re doing it is instructional rounds. Leaders come in to observe instruction and give feedback to teachers. We want to make sure the rigor and quality is where it needs to be. Are we teaching to high standards?

Maybe some of this needs to slow down. There isn’t enough emphasis on basic math and literature, even in elementary schools.

• We’re taking as broad a look as we can at what the challenges are for each school. Very soon we will come out with a plan for each school that’s tailor made for each school. The quality of teaching may be a problem in some schools but not others. If we’ve made a mistake in the last few years, it was to rely too much on just academic standardized testing. I saw the music classroom today. It was terrific. We need to support the social and emotional development of children too. That has an effect on academics. We need to make sure academic instruction is rigorous and that we’re teaching the right things. Kinds need to problem solve and be creative, work in groups, use technology.
• One thing I heard from teachers today is that class size is really important. We have a core

There is a direct correlation between music and math and language. Arts programs are actually very strong here. Discipline is also vitally important. When talking about principal changes, is it principals deciding to leave or is Metro changing them out? And where does it leave Churchwell if you pull out high performing teachers? How can we get college students in here to tutor? How can kids get extra help they need?
  • Trellaney Lane: We have a reading clinic that started last Thursday. The tutors come from local universities.
  • Dr. Register: We will not pull good teachers out of this school. You need them as much or more. I want to ensure every single teacher is high performing. The high performing teacher here can apply for the Turnaround Corps. I want these teachers to stay.
  • Principals are all on a one-year contract. We’ve had to make changes here, and that’s not good. But when we get the right leader here, we’re going to do everything we can to stabilize leadership.

Maybe teachers can send home more information about what’s happening in the classroom.
  • Ms. Lane: I will address that.

Everything is about standardized testing. There is so much emphasis on getting kids to score well. There’s a lot of pressure. How do we make the transitions a little better if we can’t change the standardized testing system?
  • We spoke to the faculty about that this afternoon. I believe strongly in the new standards we have in Tennessee. They are designed to help kids be successful. We are dealing now with a standardized test that’s not really aligned with what they are teaching. We have some meetings with the state to help us with that.
  • It’s my responsibility and the state’s responsibility to give teachers this support. We want to culture in this school to be supportive for your children all the time. If we take care of that, test scores will take care of themselves.

I don’t see much diversity here. Is that because of zoning?
  • We consider diversity in every decision we make about schools. We can’t force it, but we can make decisions that promote diverse schools. This school is a magnet school. The goal was increase diversity. It hasn’t happened. That’s a real challenge for us in a number of places in this community. Our diversity is increasing overall, but not at every school. That has a lot to do with the community. We need to promote schools to attract students of all backgrounds. If we can get out of priority status, we will begin to see more diversity here.

Students are exposed to content that is harder than what they can do. Can we have parts of schools where students are placed according to their performance level?
  • If you take all the children in the second grade and put the lowest performing kids in one room, that’s not good. What happens is you find that expectations are really low for the
bottom performing group and higher for the top performing group. Even if you put these children in a classroom together, there are still differences.

- We need to give teachers the tools they need to differentiate instruction. You want diversity in the classroom.

Follow: There is a need for meeting each child’s needs. Give extra supports to those who need them and move on those kids who need to move on. Family abilities are different, too. We have to make sure all kids feel good.

Ms. Lane: We will hold classes to teach parents how to help teach.

We need more after school help. Parents work in the evening. Families can have a hard time with homework, too. We also need to look at programs for kids who are different – like ADD.

- The percentage of special needs children in this school is higher than the district average. We need to improve the support systems there. We need to make sure resources follow the needs of children.
- Dr. Dottie Critchlow: We’re changing the way IEPs are written to be more specific to each student’s individual needs. Maybe students don’t need to be pulled out of class.

Mr. Robert Churchwell: We want Churchwell Elementary to be a light in North Nashville. We have a parent support group that meets the third Thursday of every month. We also want to educate you about our school psychologist and our social worker. Learn what they do.

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**FACULTY MEETING – PUBLIC COMMENTS**

**Q&A**

**Have we thought about using scripted reading programs?**

- I feel like for the first time, we have a K-12 master plan for reading.
- Dottie Critchlow: Many people who use it do so because they have new cohorts of teachers coming in. It helps cohere reading programs. That would be interesting to look at a little more and consider. We’re also trying to make sure we meet each child’s needs. Maybe RTI can work with that.

**Can you speak more about the turnaround teacher plan?**

- We’re recruiting 100 great teachers and 10 great leaders with proven turnaround experience. That could be you or it could be someone we recruit nationally. In turnaround situations, you can’t miss. Every teacher has to be high performing. It doesn’t mean we’re replacing the faculty here. We need to fill the gaps in out bottom 25% schools. I encourage you to apply for it. We have to make sure we have the highest quality teaching force there is. There has got to be stability. My perception is that Churchwell is turning a corner.
- We will look at leadership first in our turnaround schools. Great leaders bring great teachers. You’ve had four principals in four years. That’s unacceptable.
What does that role look like?

- It’s not a new teacher recruit. It’s somebody who can demonstrate success in challenging schools. It’s about the performance of students. Maybe you become part of the leadership team here. You work closely with the principals.
- We’re doing instructional rounds in every school in the bottom 25%. We want a closer look at instruction. It’s constructive observation, not about identifying teachers. We want to look at the rigor of instruction. Often what you see in challenging schools is a lowering of expectations. We don’t want to accommodate challenges. We can’t be saying “he can’t do any better than this.” We can’t raise achievement by lowering expectations. The teacher corps will help us do that.
- We’re also recruiting principals on that basis. If I have to change a principal, I want to do it in January. We might be able to bring some people in this year to get used to working with the school. We want them to get started early, not on July 1. What can you do on July 1?

Will we be able to keep the supports we have in place now this school year? We have things that are working well.

- Alan Coverstone: The School Improvement Grant is coming to an end. The flexible budget will allow you to design the school and keep as much of that as possible. You need to identify what’s working and what’s not. You can request of us additional funding. The per-pupil expenditure here is quite high.
- Trellaney Lane: We did not use SIG money to pay for people, so staff positions are safe.

How is the district approaching maintaining enhanced option and extended day programs?

- We haven’t made a decision on ending enhanced option. We’re not in a budget crisis. We’re not inclined to cut that.

Class size has an impact on differentiated instruction. Some of our classes have good class sizes. Others are a little bigger. That’s something we need to do across the board for all grade levels. It’s also a significant help with behavior.

- Protecting what we have is the best I can promise now.

Dr. Register: I do not see Churchwell converting to a charter school. I am very encouraged by what I see here and the work you are doing. Looking at statistics on you, I am encouraged by your leader. What else do we need to do? And watch for the benchmarks we set and do everything you can to meet those because we don’t want to be a priority school.
**Immediate Need 1: Improve the quality of instruction**

Teachers have not consistently developed high expectations for all students. Administration and teacher leaders also identified a low level of student expectations as a weakness for teachers at Inglewood. Teachers have a difficult time engaging all students. As a result, student discipline in some classes is a concern. To address the lack of rigor in the classroom, the district added an assistant principal in November to focus on quality instruction in every classroom. The assistant principal, in collaboration with the principal, is responsible for observing teachers and providing high-quality feedback on a daily basis, therefore holding teachers accountable towards high expectations for all students by ensuring lessons are appropriately rigorous. A high number of discipline referrals, particularly in 4th grade, have caused consistent disruption within the learning environment. The school is currently experiencing mid-year staff turnover, which negatively impacts the momentum that the school is trying to reach.

### ACTION STEPS

<table>
<thead>
<tr>
<th>The district has or will:</th>
<th>2014 – 2015 Implementation Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Oct-Dec</td>
</tr>
<tr>
<td>1. Add an assistant principal to focus on quality instruction in every classroom</td>
<td></td>
</tr>
<tr>
<td>2. Add a reading intervention teacher to work in small group instruction with students reading well below grade level</td>
<td></td>
</tr>
<tr>
<td>3. Add a numeracy coach to work with teachers on grade-level content and instructional strategies in math to provide assistance with ensuring the work is rigorous</td>
<td></td>
</tr>
<tr>
<td>4. Leveled Readers of multiple genres to support the needs of all students and differentiate instruction</td>
<td></td>
</tr>
<tr>
<td>5. Provide additional administrative support trained in the TEAM evaluation model to assist in the observation and evaluation of teachers in order to improve the quality of evaluations and the use of feedback</td>
<td></td>
</tr>
<tr>
<td>6. Provide professional development on teaming for all teachers at Inglewood, focusing on how to function as a highly effective team; the district will meet with teams 2-3 days per month to support and monitor teacher teams</td>
<td></td>
</tr>
<tr>
<td>7. Provide professional development on planning for all teachers at Inglewood. Sessions will focus on implementing high-yield strategies in lessons, such as differentiating instruction, emphasizing student-centered instruction, implementing writing in lessons, ensuring in-depth inquiry in lessons, and using and interpreting formative assessments</td>
<td></td>
</tr>
<tr>
<td>8. Add trained volunteers to assist with daily Response to Instruction and Intervention sessions; volunteers will work with students in small group sessions allowing teachers to work in depth with specific students</td>
<td></td>
</tr>
</tbody>
</table>
**Immediate Need 2: Address the social-emotional needs of students**

Parents, teachers and community members have voiced the need for additional resources to address the social-emotional needs of students. Chronic absenteeism in lower grade levels and school-wide mobility and student discipline have all been concerns at Inglewood. The addition of resources will assist school personnel in these areas.

<table>
<thead>
<tr>
<th>ACTION STEPS</th>
<th>2014 – 2015 Implementation Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>The district has or will:</td>
<td>Oct-Dec</td>
</tr>
<tr>
<td>1. Add external counseling services to focus on providing conflict resolution, bullying prevention and restorative practices</td>
<td></td>
</tr>
<tr>
<td>2. Increase social work services for Inglewood to three days a week</td>
<td></td>
</tr>
<tr>
<td>3. Work with the administration to provide training on chronic absenteeism intervention to specifically address kindergarten and first grade student absenteeism</td>
<td></td>
</tr>
<tr>
<td>4. Provide case management services for identified grade students who need additional social-emotional supports</td>
<td></td>
</tr>
</tbody>
</table>

**Immediate Need 3: Improve parental and community engagement**

Inglewood has consistently had a low level of parental and community engagement. Last year, Inglewood’s PTO was nonexistent due to the low level of parental engagement. This year, the Inglewood PTO is in full operation; however, they can benefit from outside expertise and support to build a strong parent support organization and improve student academic outcomes.

<table>
<thead>
<tr>
<th>ACTION STEPS</th>
<th>2014 – 2015 Implementation Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>The district has or will:</td>
<td>Oct-Dec</td>
</tr>
<tr>
<td>1. Work with the administration to help parents better understand how to support their child's education and develop academic support plans</td>
<td></td>
</tr>
<tr>
<td>2. Develop family engagement plan in collaboration with the district’s family engagement plan to recruit families in East Nashville, with a targeted focus for Inglewood. Leverage support from the Community PTO</td>
<td></td>
</tr>
<tr>
<td>3. Increase community engagement through implementation of the Community Achieves model</td>
<td></td>
</tr>
</tbody>
</table>

*Working Document as of 1/6/15*
INGLEWOOD
ELEMENTARY SCHOOL
DATA PROFILE

METROPOLITAN NASHVILLE PUBLIC SCHOOLS

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OVERVIEW

Ms. Carrie Mickle became the principal of Inglewood Elementary in June 2011. She previously served as the assistant principal at Cole Elementary and as a classroom teacher in MNPS.

The following demographic information is based upon data from the 2014-15 school year. Current enrollment at Inglewood is 299 students. The student body is 80.7 percent African-American, 12 percent White, and six percent Hispanic. Roughly 95 percent of Inglewood’s students are economically disadvantaged, 11.3 percent are students with disabilities, and four percent are English language learners.

Attendance at Inglewood is not a major concern; the attendance rate is above the district average and chronic absenteeism is below the district average. Mobility is more of a concern, with a 2013-2014 mobility rate of 32 percent. To date, 13 students have been suspended out-of-school with six of those students receiving suspensions of five days or more. The majority of the offenses were categorized as violation of school rules.

Inglewood students struggle to make achievement gains in reading and mathematics. TCAP data for 2013-14 revealed 16.5 percent of 3rd and 4th grade students scored proficient/advanced in reading and 19.6 percent in math. Based on three years of data, the overall status of Inglewood is Target according to the MNPS Academic Performance Framework.

The staff at Inglewood is comprised of 30 teachers with one-third having three to nine years of teaching experience. In 2013-14, 45 percent of teachers earned an overall score of at expectations based on the Tennessee Educator Acceleration Model (TEAM).
STUDENT DEMOGRAPHICS

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Students</th>
<th>Percent Economically Disadvantaged</th>
<th>Percent EL Students</th>
<th>Percent Students with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014 - 2015</td>
<td>292</td>
<td>95.32%</td>
<td>4.01%</td>
<td>11.37%</td>
</tr>
</tbody>
</table>

TEACHER EXPERIENCE AND PERFORMANCE

The chart labeled *Total Years Experience %* is the total years of education experience, both in and outside of MNPS.

The chart labeled *2013-14 Overall Level of Effectiveness % (TEAM Score)* is the distribution of 2013-14 overall TEAM scores for all current teachers and administrators. The overall TEAM score includes:
- the average observation rating
- the growth score (individual growth, if the teacher is in a tested subject/grade; school-wide growth if not)
- the achievement score (also known as the 15% measure).

The chart labeled *% Staff with Indi. Growth Score* below is the percent of current teachers with individual TVAAS scores in 2013-14 for each TVAAS rating (1 through 5). These scores include a minimum of one year and maximum of three years of data depending on how long the teacher has taught the tested subject/grade.
The chart labeled 2013-2014 Average Observation Score % is the distribution of scores from the observation component of the TEAM evaluation. The average observation includes a minimum of one and maximum of four observations, as determined by the teacher’s license status and prior year’s performance.

### Teacher Retention Rate

Percent of teachers who began the 2013-14 school year and were retained in 2014-15 at this school: 73.9%

---

**STUDENT DISCIPLINE**

The charts below contain student discipline data. Out-of-School suspensions are reported by the number of students. The MNPS student code of conduct was updated at the end of the 2013-14 school year. Changes were made to the codes used for student disciplinary infractions. As a result, some codes were eliminated, and others were added to improve disciplinary reporting. One incident can have more than one offense code in the charts labeled *Incidences by Offense Category*.

#### 2013 – 2014 Out of School Suspensions

<table>
<thead>
<tr>
<th>OSS Days</th>
<th># at School</th>
<th>School</th>
<th>Tier</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>23</td>
<td>6 %</td>
<td>3 %</td>
<td>6 %</td>
</tr>
<tr>
<td>3-5</td>
<td>4</td>
<td>1 %</td>
<td>1 %</td>
<td>3 %</td>
</tr>
<tr>
<td>6-9</td>
<td>7</td>
<td>2 %</td>
<td>0 %</td>
<td>2 %</td>
</tr>
<tr>
<td>10+</td>
<td>4</td>
<td>1 %</td>
<td>0 %</td>
<td>1 %</td>
</tr>
</tbody>
</table>

#### 2014 – 2015 Out of School Suspensions as of 11/22/14

<table>
<thead>
<tr>
<th>OSS Days</th>
<th># at School</th>
<th>School</th>
<th>Tier</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>6</td>
<td>2 %</td>
<td>1 %</td>
<td>3 %</td>
</tr>
<tr>
<td>3-5</td>
<td>3</td>
<td>1 %</td>
<td>0 %</td>
<td>2 %</td>
</tr>
<tr>
<td>6-9</td>
<td>3</td>
<td>1 %</td>
<td>0 %</td>
<td>1 %</td>
</tr>
<tr>
<td>10+</td>
<td>1</td>
<td>0 %</td>
<td>0 %</td>
<td>0 %</td>
</tr>
</tbody>
</table>
STUDENT ATTENDANCE AND MOBILITY

The following charts contain attendance data for the school compared to the district average. The chronic absence rate is defined as the percentage of active students having absences (excused & unexcused) = 10% or more of all school days. Attendance counts are cumulative/year to date for primary enrollment schools.

### 2013 – 2014 Attendance Summary

<table>
<thead>
<tr>
<th>School Summary</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Attendance (This School Only)</td>
<td>94.5 %</td>
</tr>
<tr>
<td>Chronic Absence</td>
<td>14.0 %</td>
</tr>
<tr>
<td>Satisfactory (95+ % Present)</td>
<td>56.8 %</td>
</tr>
<tr>
<td>Perfect Attendance (100 % Present)</td>
<td>4.0 %</td>
</tr>
</tbody>
</table>

### 2014 – 2015 Attendance Summary as of 11.22.14

<table>
<thead>
<tr>
<th>School Summary</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Attendance (This School Only)</td>
<td>95.4 %</td>
</tr>
<tr>
<td>Chronic Absence</td>
<td>12.4 %</td>
</tr>
<tr>
<td>Satisfactory (95% Present)</td>
<td>65.2 %</td>
</tr>
<tr>
<td>Perfect Attendance (100 % Present)</td>
<td>19.7 %</td>
</tr>
</tbody>
</table>

### 2013 – 2014 Incidences by Offense Category

<table>
<thead>
<tr>
<th>Offense Category</th>
<th># of incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Violation of school rules</td>
<td>71</td>
</tr>
<tr>
<td>Fighting</td>
<td>16</td>
</tr>
<tr>
<td>Assault of student</td>
<td>2</td>
</tr>
<tr>
<td>Bullying</td>
<td>1</td>
</tr>
<tr>
<td>Other type of threat</td>
<td>1</td>
</tr>
<tr>
<td>Possession of handgun</td>
<td>1</td>
</tr>
<tr>
<td>Sexual Harassment</td>
<td>1</td>
</tr>
</tbody>
</table>

### 2014 – 2015 Incidences by Offense Category as of 11.22.14

<table>
<thead>
<tr>
<th>Offense Category</th>
<th># of incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Violation of school rules</td>
<td>20</td>
</tr>
<tr>
<td>Fighting</td>
<td>9</td>
</tr>
<tr>
<td>Assault of teacher or staff</td>
<td>6</td>
</tr>
<tr>
<td>Assault of student</td>
<td>2</td>
</tr>
<tr>
<td>Other type of threat</td>
<td>2</td>
</tr>
</tbody>
</table>
### Student Mobility Rate

<table>
<thead>
<tr>
<th>School Year</th>
<th>School</th>
<th>Enrollment</th>
<th>#Students</th>
<th>#Entries/Exits</th>
<th>#Entries</th>
<th>#Exits</th>
<th>Mobility Rate Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2014</td>
<td>Inglewood Elementary School</td>
<td>301</td>
<td>79</td>
<td>96</td>
<td>49</td>
<td>47</td>
<td>32</td>
</tr>
<tr>
<td>2014-2015 (to date)</td>
<td>Inglewood Elementary School</td>
<td>299</td>
<td>51</td>
<td>56</td>
<td>27</td>
<td>29</td>
<td>19</td>
</tr>
</tbody>
</table>

### PER PUPIL EXPENDITURES

The “School Per Pupil Expenditure (PPE)” reflects all actual SY13-14 general operating and grant expenditures that are attributed to individual schools divided by the Day 40 student count from the same school year. The “School PPE” includes expenditures such as teacher salaries and benefits, principals, librarians, school counselors, utilities, etc. It excludes central office expenses such as human resources, purchasing, and information technology, centralized services such as food service, transportation, and custodians, and non-operating expenses such as capital projects and debt services. The “District PPE” is the average “School PPE” for all MNPS schools except Special Education, Alternative, and Non-Traditional schools.

<table>
<thead>
<tr>
<th>School</th>
<th>Tier</th>
<th>School Per Pupil Expenditure</th>
<th>Tier Per Pupil Expenditure</th>
<th>District Per Pupil Expenditure</th>
<th>% Above Tier</th>
<th>% Above District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inglewood</td>
<td>Elementary</td>
<td>$7,285</td>
<td>$6,590</td>
<td>$6,256</td>
<td>10.5</td>
<td>16.4</td>
</tr>
</tbody>
</table>

### ACADEMIC PERFORMANCE

#### State-Level Success Rate

Schools with success rates below the state’s 5th percentile are labeled “priority schools.” The success rate is the average proficiency across subjects and is calculated by dividing the number of math, science, and reading/language arts proficient or advanced scores for 2012, 2013 and 2014 by the total number of tests taken in these three subjects over the same period.

<table>
<thead>
<tr>
<th>State Accountability Success Rate</th>
<th>2010-2012</th>
<th>2012-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rate</td>
<td>18.8%</td>
<td>17.1%</td>
</tr>
<tr>
<td>TN Percentile</td>
<td>1.14</td>
<td></td>
</tr>
</tbody>
</table>
The Academic Performance Framework

The Academic Performance Framework (APF) was developed in an effort to combine various student, teacher and parent data into one overall school performance measure and to support meeting state-assigned district accountability targets. Since the state does not assign a status to most schools each year, the district uses the framework to assign schools one of five categories. Overall performance and status are determined by adding together points earned for each measure.

<table>
<thead>
<tr>
<th>School #</th>
<th>School</th>
<th>Academic Performance Framework (APF) Overall Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>360</td>
<td>Inglewood ES</td>
<td>10.03 Target</td>
</tr>
</tbody>
</table>

Half of APF points are assigned based on academic growth. Shown below is the Tennessee Value Added Assessment System (TVAAS) mean one-year Normal Curve Equivalent (NCE) gain for TCAP Reading, Math, and Science. The second measure below is the Mean Achievement Level Increase for TCAP Reading, Math, and Science, adjusted for statewide trends. Targets for increases are set by asking schools to move below basic scores to basic, basic scores to proficient, and proficient scores to advanced. Targets are higher for schools with large numbers of basic and below basic scores.

<table>
<thead>
<tr>
<th>TN Value Added Assessment System (TVAAS)</th>
<th>Mean Achievement Level Increase (MALI)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012 TVAAS % of Pts</td>
<td>2012 TVAAS Mean</td>
</tr>
<tr>
<td>0.3</td>
<td>24.3%</td>
</tr>
</tbody>
</table>

Achievement measures are allotted 30% of APF points. The percent of students scoring proficient or advanced on TCAP Reading, Math and Science exams account for half the points in this category. The other half are based on the percent of students in grade 4 or 8 (or the school’s highest grade level) that are projected by TVAAS to have a 21 or higher ACT composite score. Also shown below are the gap indices and their associated points, which account for 5% of APF points. The weighted gap index is based on the differences in percent proficient or advanced between subgroups of students (school-wide) that are traditionally disadvantaged and their traditionally non-disadvantaged peers (district-wide).

<table>
<thead>
<tr>
<th>Percent Proficient/Advanced</th>
<th>Percent 21+ on ACT</th>
<th>Achievement Gap Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>14.7</td>
<td>0.0%</td>
<td>15.3</td>
</tr>
</tbody>
</table>

School culture survey measures comprise the last 15% of points in the APF. In 2013-14 educators and students were surveyed with the TELL and Tripod, respectively. This year the district will also include a parent survey. Mean composite favorability (agreement with positive culture statements) on these surveys provide the basis for scoring.

<table>
<thead>
<tr>
<th>TELL TN Survey</th>
<th>Tripod Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.77</td>
<td>53.3%</td>
</tr>
</tbody>
</table>
STRENGTHS, WEAKNESSES, OPPORTUNITIES, AND THREATS (SWOT) ANALYSIS

Participants
Teachers, School Administration, Instructional Coaches, District Facilitator

Process
- Data was sent to participants to review before the SWOT Analysis
- A district administrator led the protocol.
  o **Step 1**: Norms were set by the group
  o **Step 2**: Desired Outcomes: Participants brainstormed desired outcomes for the school, and then shared out to whole group. A list was compiled.
  o **Step 3**: Participants were able to ask clarifying questions about the list.
  o **Step 4**: Participants were given 10 minutes to individually jot down their perceived strengths, weaknesses, opportunities, and threats. After individuals had time to process their thoughts, participants discussed their thoughts in pairs.
  o **Step 5**: Participants discussed, in round robin fashion, the identified strengths, weaknesses, opportunities, and threats. Responses were charted on paper.
  o **Step 6**: Participants reflected on what was charted and then developed next steps for the school.

Desired Outcomes:
- Increased student achievement, increased focus on social emotional skills, continued teacher collaboration, a mentoring structure in place, increased parent engagement, decrease tardies

Trends
- **Strengths**: Leadership, quality instruction, utilization of instructional coaches and other positions, literacy, use of data, teacher collaboration
- **Weaknesses**: Lack of parental involvement and engagement, low academic achievement, lack of instructional planning in some grade levels, student behavior issues, student attendance/tardies
- **Opportunities**: Community support, PTO involvement and outreach, creating connections with other schools, implementation of reading clinic and staff,
- **Threats**: Discipline problems at community center, student attendance/tardies, placement on priority list, Charter school takeover, increased mobility
INSTRUCTIONAL ROUNDS SUMMARY

Problem of Practice

The achievement data at Inglewood Elementary indicates that the students are not achieving at a level needed to meet state standards. Administration and teacher leaders recently participated in a SWOT analysis and identified that the low level of expectations that teachers have for students is a weakness. The teachers and administrative staff have participated in professional development to ensure alignment of student work to standards and learning targets. They know that this is key to increasing the level of inquiry that is happening in each classroom. If the work that the students are being asked to do is aligned to standards and learning targets then the work should be at grade level and above. This is the first step in offering challenging work that will allow students to problem solve and do high level work.

Focus Question

1. What evidence do you see or hear that indicates an alignment of student work to standards and learning targets?

Findings

Objectives
- Many of the classrooms had broad learning targets posted.
- Few of the classrooms had clear and specific targets posted.
- Most of the classroom had activities connected to the target.

Activities and Materials
- Most classrooms had activities and materials related to the standards posted.
- Most classrooms had low-level activities (worksheets) for students to complete.
- Few classrooms had higher level questioning.
- Few teachers had differentiated instruction or tasks.

Assessments
- Few classrooms utilized formative assessments during instruction.
- Few classrooms had students that showed mastery of learning targets.

Student Engagement
- Most classrooms had small group instruction.
- Some teachers had clear classroom procedures.
- Few teachers gave academic feedback to students.

Recommendations
- Professional development on highly effective teaming and planning NOTE: the principal stated, during the debrief, that she had not attended a grade-level planning session yet during that school year.
- Centers should be engaging with the use of manipulatives and less worksheets
- Formative assessments should be used to effectively determine mastery of content
COMMUNITY MEETING – PUBLIC COMMENTS

Inglewood Community Meeting
September 24, 2014

Comments/Questions:
- Social services are needed at Inglewood
- GED classes should be offered here

Dr. Register:
- Community Achieves and the community schools model can help to offer those things
- We have added a person to assist school people in connecting with parents and recruiting students to come/stay at the school, but you all need to help in that effort

Comments/Questions:
- We have too many choices close by
- Dr. Register, you won’t be here next year, so why do this now?
- We choose to attend here, and stats are just tests; they do not tell the story; some kids just do not test well
- You should eliminate all these choices, even if there will be pushback
- Cannot put the responsibility on teachers; it starts with parents and the conditions in which students live; students who are “not eating” cannot learn, and that’s not teachers’ job
- What about a new program (STEM, Paideia, IB)?
- Build it and they will come
- Teachers here do a great job; what about caring for students with special needs?
- The changes in the neighborhood economy are pushing people out; that’s why they are leaving; the school needs more resources
- Ms. Mickle is doing a great job; 3 new 3rd grade teachers
- Parents and PTO working hard; great staff
- Behavioral problems and poor backgrounds are the problem
- 90% of the teachers are wonderful; secondary distractions are the problem
- Teachers are not allowed to teach; everyone is not given a chance
- Teachers cannot control parents, but they need a little more time
- Why close schools in the neighborhood; buses are expensive; school buses do not make kids smart
- Why are you pushing this if you are leaving?

Dr. Register:
- The purpose is to improve schools
- Cannot just leave it alone and do nothing
• Every student deserves an opportunity to succeed

Comments:
• I have a child with ADHD who struggled elsewhere and is doing well here
• Amazing teachers here at Inglewood
• Nothing compares to this school
• Parents can keep schools open and help them to thrive (Litton and Rosebank)
• Teachers are the heart and soul of schools; parents have tough jobs sometimes working 2-3 jobs to support their children
• Technical question on the relationship between the state law and the situation at Inglewood and what can be done about it – Can we leave the Priority Schools alone?

Dr. Register:
• No, if we do nothing, the Achievement School District will take more of the schools in future years
• Our goal is to eliminate Priority Schools altogether; we should not have any
• Need more knocking on doors to get the word out
• Need to consider transportation to reduce mid-year mobility

Comments:
• Need more early childhood education
• Consider assigning TFA alums to homes to help guardians at home to get ready
• Consider sharing facilities with charter schools
• Teachers work in a culture of fear
• Theirs is an integral voice in the process
• Teachers leave for less money

Comments:
• Teachers great; principal great
• Staff believes we can do it
• Charter schools use big classes
• Inglewood is a wonderful place; what can I do as a grandparent; what can we do together?
• Inglewood is our sister school at Dan Mills; want to go to Litton together; what can I do to volunteer and help Inglewood? We will fill it up
• Will Pinkston says that charters are taking all new revenue from the district
• Tutoring in community and churches can help
Inglewood Faculty Meeting
September 24, 2014

Faculty comments:
- Common core is responsible for low scores; tests not aligned; but we do not teach to the test either
- Charters take students and give them back (KIPP and Liberty); they recruit heavily
- Achievement and poverty linked; we are not measured on growth

Dr. Register comments:
- We are about solutions; it cannot just stay the same
- Leadership is the first place to start; need great principals to engage in turnaround strategies
- We need to look constructively at teacher effectiveness too
- Our work with CASEL is connected to the issue and challenges of poverty; we are offering support for social and emotional learning
- We are building a funding formula to allocate greater resources to schools whose students have greater needs
- Hired a new person to assist you in learning to recruit students and families
- Parent involvement is very low here; it needs to grow
- We need greater diversity in schools and ways to reduce highly concentrated poverty, so what does it take to do all of that?

Faculty comments:
- We are developing clubs and activities – the debate team is one example
- The size of the school matters; small school limits administrative flexibility
- Why have iZone school improved (focused leadership, effective teaching, team design and planning, strong professional feedback, and commitment to the belief that every child can learn regardless of circumstances)
- Enhanced option means 5 students per class fewer; should help centers
- The office is “running crazy.” Keeping up with funds and payroll; children coming in for medications; only 1 nurse for 4-5 schools; nurses could help
- Parents say principal and teachers very open
- Equality does not mean the same; fair means getting what we need to be successful; the need here is great; we are improving, but those improvements not yet seen in test scores

Dr. Register comments:
- We have to figure out how to be more successful
- I hear you about resources but have to learn what else
- What else can you do; where do you need to focus?
- Community Achieves and the community schools model can address all the issues you mentioned, but you have to run with it to succeed; managing behaviors; extending time; utilizing all tools
Napier Elementary
District Priority School Support Plan
Immediate Needs and Action Steps

Note: Napier is currently in the third year of a three-year turnaround plan funded by a federal School Improvement Grant (SIG), which the district applied for and received after the school was initially identified as a priority school in November 2011.

Immediate Need 1: Improve the quality of instruction
Napier is a chronically low-performing school. However, the turnaround efforts at the school are beginning to yield results; the school made significant gains last year – the largest academic gains of any Priority school in the district. The school would benefit from an instructional model that increases the number of adults in most classrooms, similar to what has been implemented at Buena Vista.

<table>
<thead>
<tr>
<th>ACTION STEPS</th>
<th>2014 – 2015 Implementation Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>The district has or will:</td>
<td>Oct-Dec</td>
</tr>
<tr>
<td>1. Support the school in ensuring that teachers are accurately interpreting</td>
<td>[ ]</td>
</tr>
<tr>
<td>formative and interim benchmark data to track progress in reading and math</td>
<td></td>
</tr>
<tr>
<td>2. Support Napier in designing and implementing a multi-classroom leader</td>
<td>[ ]</td>
</tr>
<tr>
<td>and aspiring teacher model</td>
<td></td>
</tr>
<tr>
<td>3. Provide professional development on planning for all teachers at Napier</td>
<td>[ ]</td>
</tr>
<tr>
<td>sessions will focus on implementing high-yield strategies in lessons,</td>
<td></td>
</tr>
<tr>
<td>such as differentiating instruction, engaging students, and ensuring in-depth</td>
<td></td>
</tr>
<tr>
<td>inquiry in lessons</td>
<td></td>
</tr>
</tbody>
</table>

Immediate Need 2: Address chronic absenteeism and student behavior
Faculty concerns at Napier have focused on the need for additional supports in classrooms for disruptive children. Teachers are concerned about lost instructional time on a regular basis due to problems that children bring to school and on disruptive behavior which often is a result. Chronic absenteeism is also a problem for the school.

<table>
<thead>
<tr>
<th>ACTION STEPS</th>
<th>2014 – 2015 Implementation Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>The district has or will:</td>
<td>Oct-Dec</td>
</tr>
<tr>
<td>1. Increase social worker services to address the social and emotional</td>
<td>[ ]</td>
</tr>
<tr>
<td>needs of students</td>
<td></td>
</tr>
<tr>
<td>2. Add a Behavior Interventionist for the remainder of 2014-15 school year</td>
<td>[ ]</td>
</tr>
<tr>
<td>3. Add two AmeriCorps VISTA volunteers to focus on chronic</td>
<td>[ ]</td>
</tr>
<tr>
<td>absenteeism case management for the remainder of 2014-15 school year</td>
<td></td>
</tr>
</tbody>
</table>
Immediate Need 3: Hire a high-quality turnaround instructional leader to replace the retiring principal

Dr. Ronald Poe was assigned principal at Napier starting in the 2011-12 school year. He has done an excellent job of moving the school from crisis management to a school that is showing steady progress with academic achievement. Much support for the school has been brought to bear through the services of a Family Resource Center and use of community volunteers and organizations. Replacing the retiring principal with an outstanding turnaround school leader is of critical importance to keep and increase momentum going forward.

<table>
<thead>
<tr>
<th>ACTION STEPS</th>
<th>2014 – 2015 Implementation Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>The district will:</td>
<td>Oct-Dec</td>
</tr>
<tr>
<td>1. Hire an experienced turnaround leader by January 31, 2015 to engage in planning and staffing for the 2015-16 school year</td>
<td></td>
</tr>
</tbody>
</table>
NAPIER ENHANCED OPTION ELEMENTARY SCHOOL

DATA PROFILE

METROPOLITAN NASHVILLE PUBLIC SCHOOLS

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2. Student Demographics – page 3
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4. Student Discipline – page 4
5. Student Attendance and Mobility – page 5
6. Per Pupil Expenditures – page 6
7. Academic Performance – page 7
8. Strengths, Weaknesses, Opportunities, And Threats (SWOT) Analysis – page 8
9. Instructional Rounds Summary – page 9
10. Community Meeting – Public Comments – page 10
OVERVIEW

Dr. Ronald Powe was assigned as principal of Napier Enhanced Option Elementary School in 2011-2012 to begin the turnaround efforts. In 2011, Napier was identified as a Priority school by the Tennessee Department of Education and was awarded a School Improvement Grant (SIG). The 2014-15 school year marks the fourth year of turnaround efforts for Napier and the final year of SIG funding.

Napier Elementary serves approximately 492 students in the McGavock Cluster, most of whom live within walking distance of the school. The student body is comprised of 90.7 percent African American, 4.3 percent Hispanic, 4.5 percent White, 0.4 percent Asian, and 0.2 percent American Indian. Ninety-five percent of Napier’s students are economically disadvantaged, 13 percent are students with disabilities, and 2.6 percent are English language learners. Napier’s mobility rate was 48 percent in 2013-2014, which presents a unique challenge in improving student achievement.

2013-2014 discipline data indicates 47 students have been suspended out of school with 8 students suspended five days or more. The majority of offenses have been categorized as violation of school rules. In 2014-2015, 29 students have been suspended with two students suspended five or more days.

The staff at Napier is comprised of 47 teachers with 42 percent having 10 or more years of experience. All of Napier’s teachers are rated at expectations or higher.

Napier continues to struggle with chronic absenteeism. In 2013-2014, almost a quarter of all students were chronically absent (defined as missing 10 percent or more of all school days).

Thought the school saw significant growth in 2013-2014, academic achievement continues to be the school’s biggest challenge. Only 16 percent of students scored proficient or advanced in 3rd through 8th grade Reading and 16.1% in 3rd through 8th grade Math on the Tennessee Comprehensive Assessment Program (TCAP) assessment in 2013-2014.
STUDENT DEMOGRAPHICS

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Students</th>
<th>Percent Economically Disadvantaged</th>
<th>Percent EL Students</th>
<th>Percent Students with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014 - 2015</td>
<td>492</td>
<td>95.53</td>
<td>2.64</td>
<td>13.01</td>
</tr>
</tbody>
</table>

TEACHER EXPERIENCE AND PERFORMANCE

The chart labeled Total Years Experience % is the total years of education experience, both in and outside of MNPS.

The chart labeled 2013-14 Overall Level of Effectiveness % (TEAM Score) is the distribution of 2013-14 overall TEAM scores for all current teachers and administrators. The overall TEAM score includes:
- the average observation rating
- the growth score (individual growth, if the teacher is in a tested subject/grade; school-wide growth if not)
- the achievement score (also known as the 15% measure).

The chart labeled % Staff with Indi. Growth Score below is the percent of current teachers with individual TVAAS scores in 2013-14 for each TVAAS rating (1 through 5). These scores include a minimum of one year and maximum of three years of data depending on how long the teacher has taught the tested subject/grade.
The chart labeled **2013-2014 Average Observation Score %** is the distribution of scores from the observation component of the TEAM evaluation. The average observation includes a minimum of one and maximum of four observations, as determined by the teacher’s license status and prior year’s performance.

**Teacher Retention Rate**

Percent of teachers who began the 2013-14 school year and were retained in 2014-15 at this school | 76.3%

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**STUDENT DISCIPLINE**

The charts below contain student discipline data. Out-of-School suspensions are reported by the number of students. The MNPS student code of conduct was updated at the end of the 2013-14 school year. Changes were made to the codes used for student disciplinary infractions. As a result, some codes were eliminated, and others were added to improve disciplinary reporting. One incident can have more than one offense code in the charts labeled **Incidences by Offense Category**.

**2013 – 2014 Out of School Suspensions**

<table>
<thead>
<tr>
<th>OSS Days</th>
<th>School</th>
<th>School Tier</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>30</td>
<td>5 %</td>
<td>3 %</td>
</tr>
<tr>
<td>3-5</td>
<td>11</td>
<td>2 %</td>
<td>1 %</td>
</tr>
<tr>
<td>6-9</td>
<td>6</td>
<td>1 %</td>
<td>0 %</td>
</tr>
<tr>
<td>10+</td>
<td>1</td>
<td>0 %</td>
<td>0 %</td>
</tr>
</tbody>
</table>

**2014 – 2015 Out of School Suspensions 11/26/14**

<table>
<thead>
<tr>
<th>OSS Days</th>
<th>School</th>
<th>School Tier</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>22</td>
<td>4 %</td>
<td>1 %</td>
</tr>
<tr>
<td>3-5</td>
<td>5</td>
<td>1 %</td>
<td>0 %</td>
</tr>
<tr>
<td>6-9</td>
<td>2</td>
<td>0 %</td>
<td>0 %</td>
</tr>
<tr>
<td>10+</td>
<td>0 %</td>
<td>0 %</td>
<td>0 %</td>
</tr>
</tbody>
</table>
STUDENT ATTENDANCE AND MOBILITY

The following charts contain attendance data for the school compared to the district average. The chronic absence rate is defined as the percentage of active students having absences (excused & unexcused) = 10% or more of all school days. Attendance counts are cumulative/year to date for primary enrollment schools.

### 2013–2014 Attendance Summary

<table>
<thead>
<tr>
<th>School Summary</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Attendance</td>
<td>92.8 %</td>
</tr>
<tr>
<td>(This School Only)</td>
<td>94.7 %</td>
</tr>
<tr>
<td>Chronic Absence</td>
<td>23.6 %</td>
</tr>
<tr>
<td>Satisfactory (95+ % Present)</td>
<td>39.4 %</td>
</tr>
<tr>
<td>Perfect Attendance</td>
<td>1.9 %</td>
</tr>
<tr>
<td>(100 % Present)</td>
<td>5.5 %</td>
</tr>
</tbody>
</table>

### 2014–2015 Attendance Summary as of 11/26/15

<table>
<thead>
<tr>
<th>School Summary</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Attendance</td>
<td>93.9 %</td>
</tr>
<tr>
<td>(This School Only)</td>
<td>95.2 %</td>
</tr>
<tr>
<td>Chronic Absence</td>
<td>18.9 %</td>
</tr>
<tr>
<td>Satisfactory (95+ % Present)</td>
<td>55.1 %</td>
</tr>
<tr>
<td>Perfect Attendance</td>
<td>12.6 %</td>
</tr>
<tr>
<td>(100 % Present)</td>
<td>22.0 %</td>
</tr>
</tbody>
</table>

### Offense Category

<table>
<thead>
<tr>
<th>Offense Category</th>
<th># of incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Violation of school rules</td>
<td>46</td>
</tr>
<tr>
<td>Fighting</td>
<td>24</td>
</tr>
<tr>
<td>Bullying</td>
<td>5</td>
</tr>
<tr>
<td>Other type of threat</td>
<td>2</td>
</tr>
<tr>
<td>Assault of student</td>
<td>1</td>
</tr>
<tr>
<td>Sexual Harassment</td>
<td>1</td>
</tr>
</tbody>
</table>

### Offense Category as of 11/26/15

<table>
<thead>
<tr>
<th>Offense Category</th>
<th># of incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Violation of school rules</td>
<td>23</td>
</tr>
<tr>
<td>Fighting</td>
<td>19</td>
</tr>
<tr>
<td>Assault of student</td>
<td>1</td>
</tr>
<tr>
<td>Assault of teacher or staff</td>
<td>1</td>
</tr>
<tr>
<td>Vandalism/damage of property</td>
<td>1</td>
</tr>
</tbody>
</table>
**Student Mobility Rate**

<table>
<thead>
<tr>
<th>School Year</th>
<th>School</th>
<th>Enrollment</th>
<th>#Students</th>
<th>#Entries/Exits</th>
<th>#Entries</th>
<th>#Exits</th>
<th>Mobility Rate Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2014</td>
<td>Napier Enhanced Option School</td>
<td>475</td>
<td>194</td>
<td>227</td>
<td>127</td>
<td>100</td>
<td>48</td>
</tr>
<tr>
<td>2014-2015 (to date)</td>
<td>Napier Enhanced Option School</td>
<td>491</td>
<td>91</td>
<td>98</td>
<td>67</td>
<td>31</td>
<td>20</td>
</tr>
</tbody>
</table>

**PER PUPIL EXPENDITURE**

The “School Per Pupil Expenditure (PPE)” reflects all actual SY13-14 general operating and grant expenditures that are attributed to individual schools divided by the Day 40 student count from the same school year. The “School PPE” includes expenditures such as teacher salaries and benefits, principals, librarians, school counselors, utilities, etc. It excludes central office expenses such as human resources, purchasing, and information technology, centralized services such as food service, transportation, and custodians, and non-operating expenses such as capital projects and debt services. The “District PPE” is the average “School PPE” for all MNPS schools except Special Education, Alternative, and Non-Traditional schools.

<table>
<thead>
<tr>
<th>School</th>
<th>Tier</th>
<th>School Per Pupil Expenditure</th>
<th>Tier Per Pupil Expenditure</th>
<th>District Per Pupil Expenditure</th>
<th>% Above Tier</th>
<th>% Above District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Napier Enhanced Option School</td>
<td>Elementary</td>
<td>$10,550</td>
<td>$6,590</td>
<td>$6,256</td>
<td>60.1%</td>
<td>68.6%</td>
</tr>
</tbody>
</table>
ACADEMIC PERFORMANCE

State-Level Success Rate
Schools with success rates below the state’s 5th percentile are labeled “priority schools.” The success rate is the average proficiency across subjects and is calculated by dividing the number of math, science, and reading/language arts proficient or advanced scores for 2012, 2013 and 2014 by the total number of tests taken in these three subjects over the same period.

<table>
<thead>
<tr>
<th>State Accountability Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2012</td>
</tr>
<tr>
<td>Rate</td>
</tr>
<tr>
<td>TN Percentile</td>
</tr>
</tbody>
</table>

The Academic Performance Framework
The Academic Performance Framework (APF) was developed in an effort to combine various student, teacher and parent data into one overall school performance measure and to support meeting state-assigned district accountability targets. Since the state does not assign a status to most schools each year, the district uses the framework to assign schools one of five categories. Overall performance and status are determined by adding together points earned for each measure.

<table>
<thead>
<tr>
<th>School #</th>
<th>School</th>
<th>Academic Performance Framework (APF) Overall Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>45.60</td>
<td>Satisfactory</td>
<td>9.55 Target 32.50 Satisfactory 29.22 Satisfactory</td>
</tr>
</tbody>
</table>

Half of APF points are assigned based on academic growth. Shown below is the Tennessee Value Added Assessment System (TVAAS) mean one-year Normal Curve Equivalent (NCE) gain for TCAP Reading, Math, and Science. The second measure below is the Mean Achievement Level Increase for TCAP Reading, Math, and Science, adjusted for statewide trends. Targets for increases are set by asking schools to move below basic scores to basic, basic scores to proficient, and proficient scores to advanced. Targets are higher for schools with large numbers of basic and below basic scores.

<table>
<thead>
<tr>
<th>TN Value Added Assessment System (TVAAS)</th>
<th>Mean Achievement Level Increase (MALI)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.4</td>
<td>67.3%</td>
</tr>
</tbody>
</table>

Achievement measures are allotted 30% of APF points. The percent of students scoring proficient or advanced on TCAP Reading, Math and Science exams account for half the points in this category. The other half are based on the percent of students in grade 4 or 8 (or the school’s highest grade level) that are projected by TVAAS to have a 21 or higher ACT composite score. Also shown below are the gap indices and their associated points, which account for 5% of APF points. The weighted gap index is based on the differences in percent proficient or advanced between subgroups of students (school-wide) that are traditionally disadvantaged and their traditionally non-disadvantaged peers (district-wide).
School culture survey measures comprise the last 15% of points in the APF. In 2013-14 educators and students were surveyed with the TELL and Tripod, respectively. This year the district will also include a parent survey. Mean composite favorability (agreement with positive culture statements) on these surveys provide the basis for scoring.

<table>
<thead>
<tr>
<th>Percent Proficient/Advanced</th>
<th>Percent 21+ on ACT</th>
<th>Achievement Gap Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>17.0 0.0%</td>
<td>15.9 0.0%</td>
<td>19.8 0.0%</td>
</tr>
</tbody>
</table>

STRENGTHS, WEAKNESSES, OPPORTUNITIES, AND THREATS (SWOT) ANALYSIS

Participants

Teachers, School Administration, Instructional Coaches, District Facilitator

Process

- Data was sent to participants to review before the SWOT Analysis
- A district administrator led the protocol.
  - Step 1: Norms were set by the group
  - Step 2: Desired Outcomes: Participants brainstormed desired outcomes for the school, and then shared out to whole group. A list was compiled.
  - Step 3: Participants were able to ask clarifying questions about the list.
  - Step 4: Participants were given 10 minutes to individually jot down their perceived strengths, weaknesses, opportunities, and threats. After individuals had time to process their thoughts, participants discussed their thoughts in pairs.
  - Step 5: Participants discussed, in round robin fashion, the identified strengths, weaknesses, opportunities, and threats. Responses were charted on paper.
  - Step 6: Participants reflected on what was charted and then developed next steps for the school.

Trends

- **Strengths**: Use of data – multiple sources of data and use of protocols to analyze data, Academic growth on common formative assessments, collaboration at all grade levels, access to technology, administration, feedback, analyze student work
- **Weaknesses**: Unit planning, departmentalization of upper grades, writing, Instructional coaches role, common understanding of standards, fidelity of guided reading
Opportunities: Agreement that all kids can learn and understanding the learning is our business, reading clinics, K-1 guided reading, commitment of staff, Napier developed pacing guide, walkthroughs by administration

Threats: small groups 1st-4th grade, fidelity of standards across grade level

INSTRUCTIONAL ROUNDS SUMMARY

Problem of Practice

The achievement data at Napier Enhanced Option School indicates the students are not achieving at a level needed to meet state standards. Administration and teacher leaders recently participated in a SWOT analysis and identified the level of in-depth inquiry and the use of high yield strategies in small group instruction as areas to strengthen. The teachers and administrative staff have participated in professional development to ensure the use of high yield strategies in classroom instruction. They know this is vital to increasing the level of inquiry occurring in each classroom. If the use of high yield strategies and in-depth inquiry are an embedded part of instruction, we will see students mastering grade level standards.

Focus Questions

1. What evidence do you see or hear that indicates the use of high yield strategies during small group instruction?

2. What evidence do you see or hear that indicates the in-depth level of student work is at the appropriate level for all learners?

Findings

High Yield Small Group Instruction Strategies

- All classes had evidence of teacher led small group instruction.
- In some classrooms, anchor charts/graphic organizers were present and referenced.
- Some classes had consistent use of different levels of questioning.
- In all classes observed, students were using each other as a resource.

In-depth level of student work is appropriate for all learners

- In some classrooms, teachers used higher order questions.
- There was evidence of some differentiation for individual work.
- Technology use was observed in classrooms (iReady/calculators).
- In some classrooms, centers were aligned to “I can” statements.
Further Exploration

- How do you ensure accountability and accuracy during independent practice during center work?
- How can relevance and rigor be increased to produce authentic work?
- How can learning tasks be increased to deeper levels?
- How can students use more academic vocabulary when speaking and writing?

COMMUNITY MEETING – PUBLIC COMMENTS

QUESTIONS: How can we improve the success rate for your children?

Turning around a school is hard
   Do you have a great school leader – yes
   Do you have great teachers – yes
   What else?

Common Core – is it working?
   Parental engagement is better
   Good effort
   First one to attend with good parental turnout
   Engaging parents is really important

Willing to do whatever it takes as a grandparent to help; if there is another avenue to get involved
   Hard to get to meetings, but very important to support teachers by getting the students here and letting them know it is important

If we could take a poll and fill out what days are good for them to come together to get it started; not just the principal and teachers
   One advantage is Family Resource Center; attempt to engage parents; also a student support team by
   Come on by to volunteer

Thank you to the teachers; need parent volunteers; and that would help

Need to help us with the student behaviors

Dr. Lawless: Thank you to the parents
   Friday is walk to school day
   Parents to volunteer

It is not OK to have children unsuccessful in school; academically, socially, and emotionally.
**Immediate Need 1: Improve the quality of instruction**

Whitsitt serves a high percentage of English learners and a high percentage of economically disadvantaged students. A climate of low expectations existed in the school among faculty and leadership, resulting in a lack of rigor in instructional practices and lack of high expectations for student achievement. Therefore, there is a need for a common instructional focus on high expectations for students and high-yield strategies of instructional practice.

<table>
<thead>
<tr>
<th>ACTION STEPS</th>
<th>2014 – 2015 Implementation Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>The district has or will:</td>
<td>Oct-Dec</td>
</tr>
<tr>
<td>1. Add a reading intervention teacher to work in small group instruction with students reading well below grade level</td>
<td></td>
</tr>
<tr>
<td>2. Purchase two carts of 25-30 laptops to enhance the use of language acquisition software for English language learners</td>
<td></td>
</tr>
<tr>
<td>3. Purchase 35 books on guided reading to strengthen professional development for teachers</td>
<td></td>
</tr>
<tr>
<td>4. Add leveled readers of multiple genres to support the needs of English language learners and differentiate instruction</td>
<td></td>
</tr>
<tr>
<td>5. Purchase language acquisition software licenses to support English language learners</td>
<td></td>
</tr>
<tr>
<td>6. Provide additional administrative support trained in the TEAM evaluation model to assist in the observation and evaluation of teachers in order to improve the quality of evaluations and the use of feedback</td>
<td></td>
</tr>
<tr>
<td>7. Continue to seek support from the state to support administrators in TEAM implementation (the district asked the state to conduct side-by-side observations with administrators to ensure fidelity of TEAM implementation, which occurred in fall 2014)</td>
<td></td>
</tr>
<tr>
<td>8. Provide professional development on how to function as a highly effective team and on planning for all teachers at Whitsitt; sessions will focus on implementing high-yield strategies in lessons, such as implementing small group differentiation in guided reading, ensuring in-depth inquiry in lessons, employing higher-level questioning aligned to learning targets</td>
<td></td>
</tr>
<tr>
<td>9. Conduct a time audit, which will address instructional time lost through transitions and/or lengthy morning meetings. The purpose of a time audit is to reflect on current structures and processes with the end result of increasing instructional time</td>
<td></td>
</tr>
</tbody>
</table>
### Immediate Need 2: Provide targeted supports for English learners (EL)

Over half of the students at Whitsitt are English learners. Teachers need additional professional development in high-yield English learner instructional strategies.

<table>
<thead>
<tr>
<th>ACTION STEPS</th>
<th>2014 – 2015 Implementation Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>The district has or will:</td>
<td>Oct-Dec</td>
</tr>
<tr>
<td>1. Add a part-time EL coach to work with teachers on instructional strategies</td>
<td></td>
</tr>
<tr>
<td>2. Provide professional development for all teachers on the use of EL instructional software Imagine Learning</td>
<td></td>
</tr>
<tr>
<td>3. Provide district support to ensure English language strategies are embedded in units of study</td>
<td></td>
</tr>
<tr>
<td>4. Support the administration in restructuring extended learning time for EL students</td>
<td></td>
</tr>
</tbody>
</table>

### Immediate Need 3: Improve parental and community engagement

Parental and community engagement has been active at Whitsitt. However, due to a lack of focus and the majority of parents being non-English speakers, the district will add additional resources to help strengthen the school/home connection.

<table>
<thead>
<tr>
<th>ACTION STEPS</th>
<th>2014 – 2015 Implementation Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>The district has or will:</td>
<td>Oct-Dec</td>
</tr>
<tr>
<td>1. Utilize Community Achieves process to identify areas of need and opportunities for increase community engagement</td>
<td></td>
</tr>
<tr>
<td>2. Provide Parent University training sessions to help parents better understand how to support their child’s education and develop academic support plans</td>
<td></td>
</tr>
<tr>
<td>3. Work with the administration to develop and implement a family engagement and recruitment plan</td>
<td></td>
</tr>
</tbody>
</table>
JOHN B. WHITSITT ELEMENTARY SCHOOL
DATA PROFILE

METROPOLITAN NASHVILLE PUBLIC SCHOOLS

CONTENTS:

1. Overview – page 2
2. Student Demographics – page 3
3. Teacher Experience and Performance – page 3
4. Student Discipline – page 4
5. Student Attendance and Mobility – page 5
6. Per Pupil Expenditures – page 6
7. Academic Performance – page 7
8. Strengths, Weaknesses, Opportunities, And Threats (SWOT) Analysis – page 8
9. Instructional Rounds Summary – page 9
10. Community Meeting – Public Comments – page 10
11. Faculty Meeting – Public Comments – page 12
OVERVIEW

Justin Uppinghouse became the principal of Whitsitt Elementary in June 2014. He previously served as an executive principal, an assistant principal, a teacher and a social worker in Illinois.

The following demographic information is based upon data from the 2014-15 school year. Current enrollment at Whitsitt is 514 students. The student body is 65 percent Hispanic, 16.7 percent African-American and 14.6 percent White. Males comprise 52 percent of the student body and females 48 percent. Ninety-two percent of Whitsitt’s students are economically disadvantaged, 6.2 percent are students with disabilities, and 55.3 percent are English language learners.

Attendance at Whitsitt is not a major concern; the attendance rate is above the district average and chronic absenteeism is below the district average. To date, the mobility rate is 13 percent. The 2013-14 mobility rate was 27 percent. To date, two students have been suspended out-of-school, and no students have received suspension of five days or more.

Whitsitt Elementary students struggle to make achievement gains in reading and mathematics. TCAP data for 2013-14 revealed 17.7 percent of 3rd and 4th grade students scored proficient or advanced in reading and 21.8 percent in math. Based on three years of data, the overall status of Whitsitt is Target according to the MNPS Academic Performance Framework.

The staff at Whitsitt is comprised of 43 teachers with almost one-half of the teachers having 10 years or more of teaching experience and one-fourth having three to nine years of experience. In 2013-14, 46.9 percent of teachers earned an overall effect score of at expectations on the Tennessee Educator Acceleration Model (TEAM).
**STUDENT DEMOGRAPHICS**

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<tr>
<th>Year</th>
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<th>Percent EL Students</th>
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<td>92.02</td>
<td>54.28</td>
<td>6.23</td>
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**TEACHER EXPERIENCE AND PERFORMANCE**

The chart labeled *Total Years Experience %* is the total years of education experience, both in and outside of MNPS.

The chart labeled *2013-14 Overall Level of Effectiveness % (TEAM Score)* is the distribution of 2013-14 overall TEAM scores for all current teachers and administrators. The overall TEAM score includes:

- the average observation rating
- the growth score (individual growth, if the teacher is in a tested subject/grade; school-wide growth if not)
- the achievement score (also known as the 15% measure).

The chart labeled *% Staff with Indi. Growth Score* below is the percent of current teachers with individual TVAAS scores in 2013-14 for each TVAAS rating (1 through 5). These scores include a minimum of one year and maximum of three years of data depending on how long the teacher has taught the tested subject/grade.
The chart labeled 2013-2014 Average Observation Score % is the distribution of scores from the observation component of the TEAM evaluation. The average observation includes a minimum of one and maximum of four observations, as determined by the teacher’s license status and prior year’s performance.

Teacher Retention Rate
Percent of teachers who began the 2013-14 school year and were retained in 2014-15 at this school 70.3%

STUDENT DISCIPLINE

The charts below contain student discipline data. Out-of-School suspensions are reported by the number of students. The MNPS student code of conduct was updated at the end of the 2013-14 school year. Changes were made to the codes used for student disciplinary infractions. As a result, some codes were eliminated, and others were added to improve disciplinary reporting.

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<th>School Tier</th>
<th>District</th>
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<td>0 %</td>
<td>3 %</td>
</tr>
<tr>
<td>3-5</td>
<td>3</td>
<td>0 %</td>
<td>1 %</td>
</tr>
<tr>
<td>6-9</td>
<td>1</td>
<td>0 %</td>
<td>0 %</td>
</tr>
<tr>
<td>10+</td>
<td>0 %</td>
<td>0 %</td>
<td>1 %</td>
</tr>
</tbody>
</table>
STUDENT ATTENDANCE AND MOBILITY

The following charts contain attendance data for the school compared to the district average. The chronic absence rate is defined as the percentage of active students having absences (excused & unexcused) = 10% or more of all school days. Attendance counts are cumulative/year to date for primary enrollment schools.

### 2013 – 2014 Attendance Summary

<table>
<thead>
<tr>
<th>School Summary</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Attendance</td>
<td>95.8 %</td>
</tr>
<tr>
<td>(This School Only)</td>
<td>94.7 %</td>
</tr>
<tr>
<td>Chronic Absence</td>
<td>9.9 %</td>
</tr>
<tr>
<td></td>
<td>14.8 %</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>68.4 %</td>
</tr>
<tr>
<td>(95+ % Present)</td>
<td>61.2 %</td>
</tr>
<tr>
<td>Perfect Attendance</td>
<td>7.5 %</td>
</tr>
<tr>
<td>(100 % Present)</td>
<td>5.5 %</td>
</tr>
</tbody>
</table>

### 2014 – 2015 Attendance Summary

<table>
<thead>
<tr>
<th>School Summary</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Attendance</td>
<td>97.0 %</td>
</tr>
<tr>
<td>(This School Only)</td>
<td>95.3 %</td>
</tr>
<tr>
<td>Chronic Absence</td>
<td>7.2 %</td>
</tr>
<tr>
<td></td>
<td>13.1 %</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>81.7 %</td>
</tr>
<tr>
<td>(95+ % Present)</td>
<td>68.7 %</td>
</tr>
<tr>
<td>Perfect Attendance</td>
<td>35.6 %</td>
</tr>
<tr>
<td>(100 % Present)</td>
<td>23.7 %</td>
</tr>
</tbody>
</table>

### 2014 – 2015 Incidences by Offense Category

<table>
<thead>
<tr>
<th>Offense Category</th>
<th># Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Violation of school rules</td>
<td>12</td>
</tr>
</tbody>
</table>

### 2013 – 2014 Incidences by Offense Category

<table>
<thead>
<tr>
<th>Offense Category</th>
<th># Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assault of student</td>
<td>2</td>
</tr>
<tr>
<td>Bullying</td>
<td>1</td>
</tr>
<tr>
<td>Violation of school rules</td>
<td>1</td>
</tr>
</tbody>
</table>
**Student Mobility Rate**

<table>
<thead>
<tr>
<th>School Year</th>
<th>School</th>
<th>Enrollment</th>
<th>#Students</th>
<th>#Entries/Exits</th>
<th>#Entries</th>
<th>#Exits</th>
<th>Mobility Rate Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2014</td>
<td>Whitsitt Elementary School</td>
<td>535</td>
<td>126</td>
<td>146</td>
<td>67</td>
<td>79</td>
<td>27</td>
</tr>
<tr>
<td>2014-2015 (to date)</td>
<td>Whitsitt Elementary School</td>
<td>514</td>
<td>61</td>
<td>65</td>
<td>32</td>
<td>33</td>
<td>13</td>
</tr>
</tbody>
</table>

**PER PUPIL EXPENDITURES**

The “School Per Pupil Expenditure (PPE)” reflects all actual SY13-14 general operating and grant expenditures that are attributed to individual schools divided by the Day 40 student count from the same school year. The “School PPE” includes expenditures such as teacher salaries and benefits, principals, librarians, school counselors, utilities, etc. It excludes central office expenses such as human resources, purchasing, and information technology, centralized services such as food service, transportation, and custodians, and non-operating expenses such as capital projects and debt services. The “District PPE” is the average “School PPE” for all MNPS schools except Special Education, Alternative, and Non-Traditional schools.

<table>
<thead>
<tr>
<th>School</th>
<th>Tier</th>
<th>School Per Pupil Expenditure</th>
<th>Tier Per Pupil Expenditure</th>
<th>District Per Pupil Expenditure</th>
<th>% Above Tier</th>
<th>% Above District</th>
</tr>
</thead>
<tbody>
<tr>
<td>John B. Whitsitt</td>
<td>Elementary</td>
<td>$6,541</td>
<td>$6,590</td>
<td>$6,256</td>
<td>-0.7%</td>
<td>4.6%</td>
</tr>
</tbody>
</table>

**ACADEMIC PERFORMANCE**

**State-Level Success Rate**

Schools with success rates below the state’s 5th percentile are labeled “priority schools.” The success rate is the average proficiency across subjects and is calculated by dividing the number of math, science, and reading/language arts proficient or advanced scores for 2012, 2013 and 2014 by the total number of tests taken in these three subjects over the same period.
The Academic Performance Framework

The Academic Performance Framework (APF) was developed in an effort to combine various student, teacher and parent data into one overall school performance measure and to support meeting state-assigned district accountability targets. Since the state does not assign a status to most schools each year, the district uses the framework to assign schools one of five categories. Overall performance and status are determined by adding together points earned for each measure.

Half of APF points are assigned based on academic growth. Shown below is the Tennessee Value Added Assessment System (TVAAS) mean one-year Normal Curve Equivalent (NCE) gain for TCAP Reading, Math, and Science. The second measure below is the Mean Achievement Level Increase for TCAP Reading, Math, and Science, adjusted for statewide trends. Targets for increases are set by asking schools to move below basic scores to basic, basic scores to proficient, and proficient scores to advanced. Targets are higher for schools with large numbers of basic and below basic scores.

Achievement measures are allotted 30% of APF points. The percent of students scoring proficient or advanced on TCAP Reading, Math and Science exams account for half the points in this category. The other half are based on the percent of students in grade 4 or 8 (or the school’s highest grade level) that are projected by TVAAS to have a 21 or higher ACT composite score. Also shown below are the gap indices and their associated points, which account for 5% of APF points. The weighted gap index is based on the differences in percent proficient or advanced between subgroups of students (school-wide) that are traditionally disadvantaged and their traditionally non-disadvantaged peers (district-wide).

School culture survey measures comprise the last 15% of points in the APF. In 2013-14 educators and students were surveyed with the TELL and Tripod, respectively. This year the district will also
include a parent survey. Mean composite favorability (agreement with positive culture statements) on these surveys provide the basis for scoring.

<table>
<thead>
<tr>
<th>TELL TN Survey</th>
<th>Tripod Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.71</td>
<td>43.0%</td>
</tr>
</tbody>
</table>

STRENGTHS, WEAKNESSES, OPPORTUNITIES, AND THREATS (SWOT) ANALYSIS

Participants

Teachers, School Administration, Instructional Coaches, District Facilitator

Process

- Data was sent to participants to review before the SWOT Analysis
- A district administrator led the protocol.
  - Step 1: Norms were set by the group
  - Step 2: Desired Outcomes: Participants brainstormed desired outcomes for the school, and then shared out to whole group. A list was compiled.
  - Step 3: Participants were able to ask clarifying questions about the list.
  - Step 4: Participants were given 10 minutes to individually jot down their perceived strengths, weaknesses, opportunities, and threats. After individuals had time to process their thoughts, participants discussed their thoughts in pairs.
  - Step 5: Participants discussed, in round robin fashion, the identified strengths, weaknesses, opportunities, and threats. Responses were charted on paper.
  - Step 6: Participants reflected on what was charted and then developed next steps for the school.

Trends

- **Strengths:** Administration — transparency of expectations/support, student families — invested in child’s education, use of data, instructional coaches, diversity of students and families, reading clinic, reading recovery, volunteers, 3rd grade math scores, student behavior, good attendance, safe and conducive environment for instruction
- **Weaknesses:** Lack of data driven instruction, execution of instructional strategies, lack of willingness to change instructional practices, use of data and connecting it to individual students, team collaboration – processes/protocols, students behind grade level, low expectations – using EL as an excuse, lack of consistency in instruction
- **Opportunities:** Funding, leveraging parents, leveraging bi-lingual families, district EL support, pencil partners, changing direction of school, district provided professional development and tools, teacher voice
- **Threats:** Time, frustration level of teachers, poverty
Problem of Practice

Achievement data indicates Whitsitt students are generally not performing at the level needed to meet state standards. Data from Whitsitt’s common formative assessments and walkthroughs indicate that students are held to different expectations in different settings and, at times, the expectations are too low.

Focus Questions

1. What evidence of high expectations for all students do you see in the kinds of tasks students are asked to do and in the work they produce?
2. Do you see evidence of high expectations in student participation in the lesson?
3. What is the teacher doing that sends a message of both high expectations and student support promoting academic achievement for all students?

Findings:

Objectives and Learning Targets
- Most classrooms had objectives posted.
- Few classrooms defined or reviewed objectives.

Activities and Materials
- Some classrooms had activities and materials related to objectives and learning targets.
- Few teachers had rigorous tasks that required higher order thinking.
- Few teachers had differentiated instruction or tasks for students at varying proficiency levels.
- Rigor and materials were not consistent across the grade levels.

Questioning
- Few higher level questions were asked during lessons.
- Few classes had consistent use of different levels of questioning.

Student Participation and Engagement
- Most classrooms had whole group instruction.
- Most students were following classroom rules/procedures.
- Students were eager for higher level tasks and questions.

Recommendations

- Professional development on highly effective teaming and planning – that includes designing rigorous tasks and questioning for all students
- Differentiated lessons based on students’ varying proficiency levels and aligned to state standards?
- Use of data from formative assessments to plan differentiated instruction for whole group and small groups?
COMMUNITY MEETING – PUBLIC COMMENTS

Q&A

What else do we need? Want to hear from parents.

1. Question about high percentage of EL students and how that is impacted by a TCAP test in English (why we have to look at what else is needed, important for all children to be academically successful and in comparison we have other schools with a higher percentage of EL that are not in priority status).

2. Looking at zoning map, all schools were either in bottom or lower level – son is going to middle school and what are his options? Everything around here seems to be high priority. (Your assigned middle school is Cameron. Cameron is a reward school/it is a charter school.) Concerned he isn’t prepared to excel at a school next year by being here this year. (There are choices available to parents and it is an important decision to make. That’s why we don’t waste this school year. We want to pay attention to your child and every other child this year. What can we do now to make a difference?)

3. What is proficiency rate for elementary schools (not sure of number – first time question, but high 40s) Not sure I caught the entire question on this one – OB

4. Is it an advantage to be a KIPP school or a disadvantage? (Hard question. First issue with us is turnaround? What will it take? Won’t have 13 KIPP schools. Our first priority is to develop the plan that will work in this school. Some schools are harder to change than others.)

5. The 22.5% obviously didn’t happen overnight. Wouldn’t expect it to change overnight. Appreciate your strategies. Is there a timeframe you expect to see changes occur? (Has to begin this year. The priority schools are three year averages. We need to look at what happens this year and set benchmarks that are trajectories for success.)

6. Parent of three daughters – all have gone to Whitsitt. Daughter has gone to STEM Prep, they say she is reading at second grade level. Why has that happened? I am proud of my daughter because she is now advanced. But I am worried about my other daughter. (We are worried about your daughter, too. Why we have the sense of urgency.)

7. Do we have to be forced to stay here through this process? Can we change schools? (I wouldn’t recommend that – hard to change in school year and leadership is strong and in place – principal)
added for parents to not look at the overall number, but look at where their child is academically and have conversations with teacher, etc. Kids have homework every night. If you don’t know the questions to ask, ask principal, AP, etc."

8. If everyone is focusing on their child – the numbers for school will go up and improve.

9. Why Whitsitt is so low – is it scores on the test. (It is test scores)

10. Where do they get all these scores for these tests? Do they have a time limit? Some can do in time, others need more time. (It is a good question. It is a state standardized test that has been in place for several years. It is an achievement test. How many answers right does each child get? This data is based on a three-year average. You can agree or disagree with the measure, but it looks equally at every school in the state and rank orders performance. We don’t have all the answers. We are trying to find the answers and they will be different at each school)

11. Response to earlier question - Students have to take the test after 1 year of English instruction. We have looked at data over multiple years and we are seeing that EL students who have exited the program are performing at a higher level. Shows EL program is working well, it just takes more time.

12. Is that what you’re bringing to our school? (We have looked at your program, and have looked at changing instruction and providing more help. Different levels of proficiency – some speak little English and then some have some limited proficiency and some are more fluent. Right now, the EL last year were in same class last year all day with Gen Ed students. Needed to make sure they are getting right level of instruction for where they needed to be. Information on content provided and work with EL teacher during reading/language instruction. Special time for intervention and EL are going for language support. Kevin Stacey shared questions to ask of teacher.)

13. How does it affect teachers when you have a child who has issues – such as anger management issues – and he or she shuts down after an episode? (Principal Uppinghouse–We have support teams who can provide resources and supports for students and for the teachers. Also important for parent to let school know about child’s needs, etc.)

14. Concern over child who does not do well on test. He does much better in class than on test. I know other parents deal with the same thing. (Things can be worked through to help get children accommodations they need for testing.)

15. Would smaller class sizes help? Third grade has 23-25 in classes and with so many EL students that can take time away from other instruction. (Generally, across district, class size is pretty good. We fall below state requirements. As a strategy, reducing class size across the district is millions of dollars – not possible.)

16. Have had in the past an after school program where teachers stay after school and tutoring is
offered – will that be done again? (So we have been funded for an extended day, looking at what time will work, either before or after school or on a Saturday to work with a teacher on specific areas.)

17. Most of us parents here come from other countries and Whitsitt has been a good school. He comes home and brings assignments and we work on those at home. We have to look at report cards and as parents we have to work with our kids. (If we are going to be successful, it has to be a partnership. We have to have the quality of instruction in every classroom.)

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FACULTY MEETING – PUBLIC COMMENTS

Q&A

The ASD has the authority to take over the schools. Can they take over all 13 without restriction?
- Yes. I don’t think they will. But they have the authority by state law to take any priority school. I know they’ll take one middle school. I’m somewhat expecting them to move on an elementary school, too. I can’t stop that, but I can negotiate.

- Do they factor in the data over the last three years? We have a new leader and don’t have any data under him yet?
  - That would be an arguing point for me. We’ve changed leadership and a number of teachers. We’re also looking at how we provide EL services in this district.

- Would the conversion happen mid-year?
  - It would be next school year. The ASD will identify some potential schools. They will hold meetings there and find the best fit where they can be most successful.

- Would you anticipate an entire faculty being on the turned over in the turnaround teacher program?
  - That’s up to the leadership and the TEAM evaluation scores. I doubt there are any circumstances where an entire faculty would be turned over. We hired 700 new teachers this year.

- If we’re not selected by the principal to stay, what would happen to us?
  - That’s an individual decision. We have the capacity to place people. If you’re a 1 or 2 it’s harder. You would not just be put out and blackballed.

- You spoke about incentivizing and the time it takes to build a new culture. Is there some help we can get for instructional planning and training for give us extra help and try to get us to be more cohesive?
  - If that’s a priority for you, it’s something we can consider. Your principals are going to hear about some strategies this Thursday. I’m very pleased with how we’re developing our EL program, but we’re certainly not where we need to be.
  - Kevin Stacy: We’re restructuring our services. 60% of your students are prefunctional or beginning. Most of your students aren’t refugees, so they have educational background. We need to concentrate on our planning. What do we need to do with our manipulatives and other strategies? Look at your past
scores. Where are students not achieving? What scaffolding can we put in place?
  o Dr. Register: This is the highest percentage of EL of all priority schools. How do you more effectively serve EL students?

- **Even though we have some students who don’t qualify for services any longer, many are just recently separated from services or have parents who don’t speak English. Their only language support is here.**
  o We need to look intensively at parental engagement. That’s very important when it comes to turning around a school. We’re not always effective with that.
  o Kevin Stacy: If a child has become proficient and is not doing well, we can always do an S-team and bring them back in. We have to scaffold our work exactly so they will be successful with common core rigor. Any time a student needs support, we can look at it and put accommodations there. The goal is to have strong support in the language proficiency process so when they’re transitioning out of EL they can succeed at grade level. We want to look at each child individually. Tammy Lipsey and I are working closely together on literacy for ELs. I encourage you to look at that PD as it comes out.
  o Dr. Register: It’s probably an advantage that most of your students speak Spanish. Some of our schools have 35-40 different languages. You have one dominant language here. You have support systems like Casa Azafran nearby. The EL kids in this community for the most part have functional families. They bring good family values and support systems. That’s a great advantage. We need to take advantage of it. I know the language is a challenge, but go to some of these other communities with generational poverty and look at the challenges there. You’ll see that yours aren’t so bad. We have the capacity to help that.

- **Do you foresee every teacher being certified in EL?**
  o Not at this time. We have some licensure programs – like the one with Lipscomb. We’ve increased the number, but we don’t need across the Board. Is that the right certification for every teacher? Or do we need a higher certification?
  o Kevin Stacy: We got a lot of bad feedback on the inclusive model for EL. Now we change classes so students get 60 minutes of service during related arts time and more language support during intervention time.

- **You said there won’t be 1s and 2s in priority schools. Are you basing that on the score we know or the score we get after this year?**
  o That’s a decision for later in the year. We’ll work with your principal on that. Teachers with two years of 1s can be dismissed. We’re not talking about dismissal. We cannot get SIG grants if we have 1s and 2s in a school.
  o Alan Coverstone: They use the teacher’s composite score.
  o Dr. Register: Depending on how high your observation scores are, it’s virtually impossible to get a 1 based on overall school scores.

- **Are we eligible for a SIG grant next year?**
  o Yes. We’re writing a planning grant now. When those funds come, a lot of them will go straight to the schools. Then we can apply for the big three-year grant.
  o We’re also looking at weighted student funding. I’m not sure how much we can do there, but we’re looking at putting more money in our budget to follow student needs like EL, poverty and more. I think EL is a big one.
• Because I scored threes and the school was so low, I had a 1. Does that mean I need to look for another job?
  o It’s important for you to know where you stand. I don’t want to stand in front of a crowd and talk about your future. But we need to be realistic. If there’s a question about that, we’ll speak with you specifically about it. I don’t want to misstate in front of your faculty what your status is.
• Has the district looked into individual grade level performance?
  o The NWEA item bank for assessments is coming online this week. You can create common formative assessments from that.
• Is there any way to use some of that money to give us extra PD beyond the five days we get?
  o If you tell us what PD is important to you, we’ll make it happen.
  o Mr. Uppinghouse: We’ll work with you on that.
• I haven’t used the assessment piece, but I saw it’s just been added for students where we can test a specific skill. Where does the student sign on to take the quiz? Computer lab?
  o Fred Carr: Dr. Kecia Ray’s group is preparing online PD to answer all of these questions. That will be out this week.
• You’re on the priority list for three years, right?
  o Yes. The state established a three-year priority list two years ago. They were going to use this year’s test scores as the third year. They changed the rule. They’re still using three years worth of data, but they backed up. They did that because we were supposed to go to PARCC testing this year and it wouldn’t have been aligned. I asked the Commissioner and the Gov. to change that.
Immediate Need 1: Improve the quality of instruction

Bailey has chronically struggled with attracting high quality teachers; the school has the lowest teacher retention rate in the district. Recent improvements in teacher recruitment, likely stemming from targeted efforts by the principal to promote collaboration and innovation based on teacher-leadership, are promising; however, the school continues to need intensive coaching and development for newer teachers. The school’s teaming design strives to provide rigorous, high-level instruction in every classroom; however, some teachers are providing rigorous tasks on a regular basis, while others are over-reliant on worksheets and low-level tasks. This inconsistency highlights the need for further coaching and feedback to support development of strong practice. Additionally, teachers are not yet held consistently accountable across the school and the school’s leadership team is developing strategic focus not present before turnaround began.

<table>
<thead>
<tr>
<th>ACTION STEPS</th>
<th>2014 – 2015 Implementation Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>The district has or will:</td>
<td>Oct-Dec Jan Feb Mar Apr May Jun</td>
</tr>
<tr>
<td>1. Work with Bailey leadership to focus instructional improvement efforts on key high-yield strategies</td>
<td></td>
</tr>
<tr>
<td>2. Work with Bailey leadership to build and implement consistent coaching and feedback structures for faculty</td>
<td></td>
</tr>
<tr>
<td>3. Support the school in ensuring that teachers are accurately interpreting formative and interim benchmark data to track progress in reading, math, and science</td>
<td></td>
</tr>
</tbody>
</table>

Immediate Need 2: Address discipline, culture, and chronic absenteeism

The school needs support in developing highly-effective and consistent behavioral expectations through a strong discipline plan built on social-emotional learning; administrators implement consequences for actions without consistently holding teachers accountable for providing appropriate behavior interventions. The school also suffers from chronic absenteeism.

<table>
<thead>
<tr>
<th>ACTION STEPS</th>
<th>2014 – 2015 Implementation Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>The district has or will:</td>
<td>Oct-Dec Jan Feb Mar Apr May Jun</td>
</tr>
<tr>
<td>1. Support the principal in revising the school-wide discipline plan to include restorative practices to address student behavior</td>
<td></td>
</tr>
<tr>
<td>2. Provide professional development to the school’s administration on restorative practices</td>
<td></td>
</tr>
<tr>
<td>3. Increase social work services to four times a week and add external counseling services to address social-emotional and behavioral concerns</td>
<td></td>
</tr>
<tr>
<td>4. Support the school in establishing 5th grade transition strategies for feeder schools to assist in building common cultural norms and expectations</td>
<td></td>
</tr>
<tr>
<td>5. Support the school in case managing chronic absenteeism using the Communities In Schools site coordinator</td>
<td></td>
</tr>
<tr>
<td>6. Assist the school with continuing to enhance community engagement strategies through further implementation of the Community Achieves model</td>
<td></td>
</tr>
</tbody>
</table>
BAILEY STEM MIDDLE PREP
DATA PROFILE

METROPOLITAN NASHVILLE PUBLIC SCHOOLS

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10. Community Meeting – Public Comments – page 10
OVERVIEW

Dr. Christian Sawyer was hired as the turnaround principal for Bailey STEM Magnet in the Spring of 2012 after the school was identified as a Priority School. Bailey is in its third year of turnaround and its final year of School Improvement Grant (SIG) funding.

Bailey STEM is located in East Nashville and serves approximately 393 students in the Stratford Cluster. The student body is comprised of 82.19% African American, 10.94% White, 4.58% Hispanic, and 2.29% Asian. Subgroups represented include 92.11% Economically Disadvantaged, 22.14% Students with Disabilities, and 5.34% Limited English Proficient.

Bailey has a STEM (Science, Technology, Engineering and Math) focus for students interested in exploring a curriculum enriched with a design process approach. STEM Magnet students partner with the top scientists, engineers, mathematicians, and researchers in the region and utilize the most current technologies. Problem solving, thinking, and other skills are taught to students to expose them to a variety of careers.

In the 2013 – 2014 school year, Bailey STEM attained Satisfactory status on Metro Nashville Public Schools’ Academic Performance Framework. However, student achievement continues to be a challenge. Only 17.1% of students scored proficient or advanced in 3rd through 8th grade Reading, and 11.8% in 3rd through 8th grade Math on the Tennessee Comprehensive Assessment Program (TCAP) test in 2013-2014.
STUDENT DEMOGRAPHICS

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Students</th>
<th>Percent Economically Disadvantaged</th>
<th>Percent EL Students</th>
<th>Percent Students with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014 - 2015</td>
<td>393</td>
<td>92.11%</td>
<td>3.31%</td>
<td>22.14%</td>
</tr>
</tbody>
</table>

TEACHER EXPERIENCE AND PERFORMANCE

The chart labeled Total Years Experience % is the total years of education experience, both in and outside of MNPS.

The chart labeled 2013-14 Overall Level of Effectiveness % (TEAM Score) is the distribution of 2013-14 overall TEAM scores for all current teachers and administrators. The overall TEAM score includes:

- the average observation rating
- the growth score (individual growth, if the teacher is in a tested subject/grade; school-wide growth if not)
- the achievement score (also known as the 15% measure).

The chart labeled % Staff with Indi. Growth Score below is the percent of current teachers with individual TVAAS scores in 2013-14 for each TVAAS rating (1 through 5). These scores include a minimum of one year and maximum of three years of data depending on how long the teacher has taught the tested subject/grade.

The chart labeled 2013-2014 Average Observation Score % is the distribution of scores from the observation component of the TEAM evaluation. The average observation includes a minimum of one and maximum of four observations, as determined by the teacher’s license status and prior year’s performance.
Teacher Retention Rate

Percent of teachers who began the 2013-14 school year and were retained in 2014-15 at this school: 28.1%

STUDENT DISCIPLINE

The charts below contain student discipline data. Out-of-School suspensions are reported by the number of students. The MNPS student code of conduct was updated at the end of the 2013-14 school year. Changes were made to the codes used for student disciplinary infractions. As a result, some codes were eliminated, and others were added to improve disciplinary reporting.

### 2013 – 2014 Out of School Suspensions

<table>
<thead>
<tr>
<th>OSS Days</th>
<th>School</th>
<th>School Tier</th>
<th>District</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>78</td>
<td>12%</td>
<td>6%</td>
<td>6%</td>
</tr>
<tr>
<td>3+</td>
<td>79</td>
<td>12%</td>
<td>5%</td>
<td>3%</td>
</tr>
<tr>
<td>6-9</td>
<td>39</td>
<td>6%</td>
<td>2%</td>
<td>2%</td>
</tr>
</tbody>
</table>

### 2013 – 2014 Incidences by Offense Category

<table>
<thead>
<tr>
<th>Offense Category</th>
<th># Incidents</th>
<th>Expelled</th>
<th>ISS</th>
<th>OSS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Violation of school rules</td>
<td>504</td>
<td>2</td>
<td>628</td>
<td>274</td>
</tr>
<tr>
<td>Fighting</td>
<td>10</td>
<td>11</td>
<td>88</td>
<td></td>
</tr>
</tbody>
</table>

### 2014 – 2015 Out of School Suspensions as of 11.21.14

<table>
<thead>
<tr>
<th>OSS Days</th>
<th>School</th>
<th>School Tier</th>
<th>District</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>29</td>
<td>5%</td>
<td>4%</td>
<td>3%</td>
</tr>
<tr>
<td>3+</td>
<td>40</td>
<td>7%</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>6-9</td>
<td>19</td>
<td>1%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

### 2014 – 2015 Incidences by Offense Category as of 11.21.14

<table>
<thead>
<tr>
<th>Offense Category</th>
<th># Incidents</th>
<th>Expelled</th>
<th>ISS</th>
<th>OSS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Violation of school rules</td>
<td>274</td>
<td>11</td>
<td>104</td>
<td>3</td>
</tr>
<tr>
<td>Fighting</td>
<td>17</td>
<td>12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
STUDENT ATTENDANCE AND MOBILITY

The following charts contain attendance data for the school compared to the district average. The chronic absence rate is defined as the percentage of active students having absences (excused & unexcused) = 10% or more of all school days. Attendance counts are cumulative/year to date for primary enrollment schools.

### 2013 – 2014 Attendance Summary

<table>
<thead>
<tr>
<th>School Summary</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Attendance (This School Only)</td>
<td>92.7 % 94.7 %</td>
</tr>
<tr>
<td>Chronic Absence</td>
<td>29.1 % 14.8 %</td>
</tr>
<tr>
<td>Satisfactory (95+ % Present)</td>
<td>42.9 % 61.2 %</td>
</tr>
<tr>
<td>Perfect Attendance (100 % Present)</td>
<td>2.4 % 5.5 %</td>
</tr>
</tbody>
</table>

### 2014 – 2015 Attendance Summary as of 11.21.14

<table>
<thead>
<tr>
<th>School Summary</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Attendance (This School Only)</td>
<td>93.6 % 95.3 %</td>
</tr>
<tr>
<td>Chronic Absence</td>
<td>18.6 % 12.9 %</td>
</tr>
<tr>
<td>Satisfactory (95+ % Present)</td>
<td>55.2 % 69.2 %</td>
</tr>
<tr>
<td>Perfect Attendance (100 % Present)</td>
<td>19.1 % 24.1 %</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Year</th>
<th>School</th>
<th>Enrollment</th>
<th>#Students</th>
<th>#Entries/Exits</th>
<th>#Entries</th>
<th>#Exits</th>
<th>Mobility Rate Percent</th>
</tr>
</thead>
</table>


PER PUPIL EXPENDITURES

The “School Per Pupil Expenditure (PPE)” reflects all actual SY13-14 general operating and grant expenditures that are attributed to individual schools divided by the Day 40 student count from the same school year. The “School PPE” includes expenditures such as teacher salaries and benefits, principals, librarians, school counselors, utilities, etc. It excludes central office expenses such as human resources, purchasing, and information technology, centralized services such as food service, transportation, and custodians, and non-operating expenses such as capital projects and debt services. The “District PPE” is the average “School PPE” for all MNPS schools except Special Education, Alternative, and Non-Traditional schools.

<table>
<thead>
<tr>
<th>School</th>
<th>Tier</th>
<th>School Per Pupil Expenditure</th>
<th>Tier Per Pupil Expenditure</th>
<th>District Per Pupil Expenditure</th>
<th>% Above Tier</th>
<th>% Above District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bailey STEM Magnet</td>
<td>Middle</td>
<td>$8,239</td>
<td>$6,238</td>
<td>$6,256</td>
<td>32.1%</td>
<td>31.7%</td>
</tr>
</tbody>
</table>

ACADEMIC PERFORMANCE

State-Level Success Rate
Schools with success rates below the state’s 5th percentile are labeled “priority schools.” The success rate is the average proficiency across subjects and is calculated by dividing the number of math, science, and reading/language arts proficient or advanced scores for 2012, 2013 and 2014 by the total number of tests taken in these three subjects over the same period.

<table>
<thead>
<tr>
<th>State Accountability Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2012</td>
</tr>
<tr>
<td>Rate</td>
</tr>
<tr>
<td>11.0%</td>
</tr>
<tr>
<td>TN Percentile</td>
</tr>
</tbody>
</table>

The Academic Performance Framework
The Academic Performance Framework (APF) was developed in an effort to combine various student, teacher and parent data into one overall school performance measure and to support meeting state-assigned district accountability targets. Since the state does not assign a status to most schools each year,
the district uses the framework to assign schools one of five categories. Overall performance and status are determined by adding together points earned for each measure.

<table>
<thead>
<tr>
<th>School #</th>
<th>School</th>
<th>2012 Total Pts</th>
<th>2012 Status</th>
<th>2013 Total Pts</th>
<th>2013 Status</th>
<th>2014 Total Pts</th>
<th>2014 Status</th>
<th>3-Year Avg Pts</th>
<th>3-Year Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>Bailey MS</td>
<td>17.39 Target</td>
<td>19.21 Target</td>
<td>28.58 Satisfactory</td>
<td>21.73 Review</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Half of APF points are assigned based on academic growth. Shown below is the Tennessee Value Added Assessment System (TVAAS) mean one-year Normal Curve Equivalent (NCE) gain for TCAP Reading, Math, and Science. The second measure below is the Mean Achievement Level Increase for TCAP Reading, Math, and Science, adjusted for statewide trends. Targets for increases are set by asking schools to move below basic scores to basic, basic scores to proficient, and proficient scores to advanced. Targets are higher for schools with large numbers of basic and below basic scores.

<table>
<thead>
<tr>
<th>Year</th>
<th>TVAAS Gain</th>
<th>TVAAS % of Pts</th>
<th>VAAAS Gain</th>
<th>VAAAS % of Pts</th>
<th>VAAAS Gain</th>
<th>VAAAS % of Pts</th>
<th>MALI % of Pts</th>
<th>MALI Gap</th>
<th>MALI % of Pts</th>
<th>MALI Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>-1.4</td>
<td>5.9%</td>
<td>-0.5</td>
<td>15.5%</td>
<td>-0.7</td>
<td>14.0%</td>
<td>12.2</td>
<td>53.7%</td>
<td>6.7</td>
<td>42.9%</td>
</tr>
<tr>
<td>2013</td>
<td>1.7</td>
<td>21.4%</td>
<td>2.5%</td>
<td>21.4%</td>
<td>3.4</td>
<td>4.6%</td>
<td>1.7</td>
<td>2.2%</td>
<td>1.7</td>
<td>2.2%</td>
</tr>
<tr>
<td>2014</td>
<td>1.7</td>
<td>21.4%</td>
<td>2.5%</td>
<td>21.4%</td>
<td>3.4</td>
<td>4.6%</td>
<td>1.7</td>
<td>2.2%</td>
<td>1.7</td>
<td>2.2%</td>
</tr>
</tbody>
</table>

Achievement measures are allotted 30% of APF points. The percent of students scoring proficient or advanced on TCAP Reading, Math and Science exams account for half the points in this category. The other half are based on the percent of students in grade 4 or 8 (or the school’s highest grade level) that are projected by TVAAS to have a 21 or higher ACT composite score. Also shown below are the gap indices and their associated points, which account for 5% of APF points. The weighted gap index is based on the differences in percent proficient or advanced between subgroups of students (school-wide) that are traditionally disadvantaged and their traditionally non-disadvantaged peers (district-wide).

<table>
<thead>
<tr>
<th>Year</th>
<th>Percent Proficient/Advanced</th>
<th>Percent 21+ on ACT</th>
<th>Achievement Gap Index</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

School culture survey measures comprise the last 15% of points in the APF. In 2013-14 educators and students were surveyed with the TELL and Tripod, respectively. This year the district will also include a parent survey. Mean composite favorability (agreement with positive culture statements) on these surveys provide the basis for scoring.

<table>
<thead>
<tr>
<th>Year</th>
<th>TELL TN Survey</th>
<th>Tripod Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012 Favor</td>
<td>2013 Favor</td>
</tr>
<tr>
<td></td>
<td>2012 Favor % Pts</td>
<td>2013 Favor % Pts</td>
</tr>
<tr>
<td></td>
<td>2012 Favor % Pts</td>
<td>2013 Favor % Pts</td>
</tr>
<tr>
<td></td>
<td>0.51</td>
<td>0.59</td>
</tr>
</tbody>
</table>

Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis

Participants
Teachers, School Administration, Instructional Coaches, District Facilitator

Process
- Data was sent to participants to review before the SWOT Analysis
- A district administrator led the protocol.
  - **Step 1**: Norms were set by the group
  - **Step 2**: Desired Outcomes: Participants brainstormed desired outcomes for the school, and then shared out to whole group. A list was compiled.
  - **Step 3**: Participants were able to ask clarifying questions about the list.
  - **Step 4**: Participants were given 10 minutes to individually jot down their perceived strengths, weaknesses, opportunities, and threats. After individuals had time to process their thoughts, participants discussed their thoughts in pairs.
  - **Step 5**: Participants discussed, in round robin fashion, the identified strengths, weaknesses, opportunities, and threats. Responses were charted on paper.
  - **Step 6**: Participants reflected on what was charted and then developed next steps for the school.

Desired Outcomes:
- Science scores will increase by 20-30%;
- Math will exceed AMOs for 5th and 6th grades;
- 5th grade Reading will increase by 15%;
- Climate: 30% reduction in suspension related to referrals, decrease in classroom offenses;
- 6th grade reading scores will increase by 10%;
- By end of the 2014 – 2015 school year, all students will receive instruction from a teacher with TEAM score of 4 or 5;
- 7th grade math scores will increase by 10%;
- 8th grade Algebra I scores will increase by 20%.

Trends
**Strengths**: Bailey’s identity, teacher/student relationships, leader roles: dedicated, focused, creating planning, Vanderbilt partnership, technology, buy-in for SEL, collaboration/learning from each other is passionate, data informed

**Weaknesses**: Consistent behavior concerns, technology issues, 6th grade literacy, chronic absence, achievement gap, high number of tier II and III students, high number of suspensions

**Opportunities**: Bring up tier 2/3 students, professional development (PD) on balanced math/literacy integration, PD on formative assessment—classroom assessment for learning, instructional intervention, differentiated instruction in math, cross-curricular connections, getting good news out about Bailey, developing professional learning community, networking

**Threats**: Transition (4th to 5th), mobility, reality of need for dramatic increase, continuity of literacy instruction from elementary school to middle school, Twilight school not in place during the 1st quarter, teacher burnout, and lack of technology support
INSTRUCTIONAL ROUNDS SUMMARY

Problem of Practice

The achievement data at Bailey Middle Prep indicates the students are not achieving at a level needed to meet state standards. The nine teacher leaders and administrative staff have participated in professional development on how to use data-driven design to develop rigorous tasks that are aligned to standards and learning targets. The nine teacher leaders co-plan and co-teach with teachers on how to measure what students are learning and then design tasks based on the results of the measurement. This collaboration is key to increasing the level of inquiry happening in each classroom. If the work students are being asked to complete is high-level, aligned to standards and learning targets; then the work should be at or above grade level. This is the first step in offering challenging work that will promote high-level thinking and allow students to problem solve and do high-quality work.

Focus Questions

1. What evidence do you see or hear that indicates an alignment of student task to standards and learning targets?
2. What evidence do you see or hear that indicates the tasks that students are asked to complete will promote high-level thinking?

Findings

Alignment

The alignment of student tasks to standards in the rooms observed at Bailey was inconsistent. All rooms displayed standards and learning targets, but there were different standards posted in a few rooms. Rarely did teachers make a connection to the standard/learning target. There was evidence that most teachers had prepared the tasks to be aligned to the learning target. This was not consistent for all teachers.

High-Level Thinking

Bailey uses the multi-classroom leader structure, which provides more than one adult in each classroom. This approach allows for more small-group instruction for students. The level of thinking required for the tasks observed in each classroom was inconsistent. The small groups were teacher led, which did not allow for student voice. Worksheets were observed and in use in several classrooms. There was evidence that some tasks allowed for high-level thinking. Questions asked by teachers were also inconsistent. Some teachers asked high-level questions, and some asked low-level questions.

Recommendations

- Post the correct learning targets
- Ask high level questions and increase wait time
- Increase student-to-student interaction to increase student-to-student questioning
- Increase student voice – small group instruction needs to be less teacher-led and allow for more student collaboration
COMMUNITY MEETING – PUBLIC COMMENTS

QUESTIONS:
Bailey Parent:
- Children are hooked on STEM; it’s excellent
- We transport from the Neely’s Bend area every day for the school we love
- Why not repurpose schools for “true magnets”?

Goal is to increase the number of students in high-performing schools.
- Could mean repurposing schools
- You identified the reason for transportation ideas, although within East Nashville might not extend to you
- We would maintain priority zones and repurpose or close to improve capacity utilization
- If you live close to a school, we want it to be a great choice so you will choose it, and we won’t take it away from you if you want it.

Community Member:
- What about co-locating college classes at Stratford or operating a charter school side-by-side inside Stratford?

Bailey Parent:
- STEM conversion has transformed the school; it’s excellent
- Different classes working together, project-based learning are really helping
- We drive a great distance but people in the neighborhood do not choose Bailey – we need to get the word out here
- Transportation would help

Community Member:
- Why not extend the summer so the students will have more learning time during the school year?

Bailey Teacher:
- Come see what we do with STEM; the Scholars love being here, and we encourage everyone to come see what they are doing.

Bailey Parent:
- Live around the corner; fell in love with the program; we feed off the excitement of the students

Bailey Parent:
- Up to us as parents to get the word out about these schools
- Parents need to stand up and not point fingers at others
- Parents need to be fully engaged
Bailey Parent:
- Drive the neighborhoods; you can see the growth in the area – need to be prepared
- Schools will fill up

Community Member:
- Poverty is the reason schools do not perform
- Let’s talk more about the issues children face
  - “we can work on improving schools, but until we deal effectively with poverty, especially in East Nashville, that’s not going to happen.”

Community Member:
- Dr. Sawyer has worked hard to build community support; he engages the community
- He does very specific things and engages us to help in very specific ways – like a coat drive
- We want the school as part of the neighborhood
- Closure or repurposing will continue the lack of continuity from the previous years that has severed the relationship between school and community
- It will do harm to Bailey; it may never recover
Immediate Need 1: Improve the quality of instruction

Jere Baxter Middle Prep has been struggling academically for several years. Three years ago, the district instituted a teacher-led, alternative leadership model at the school, which was not successful at increasing student performance. In July 2014, the district named Miriam Harrington as principal. Harrington brings much-needed vision to the school, and has focused on improving the quality of instruction through observation and feedback, school-wide goal-setting, and consistent use of data to inform teaching practice. Still, consistent and high-quality instruction continues to be an issue and requires additional district support. Some teachers are providing rigorous tasks on a regular basis, while others are over-reliant on whole-group instruction.

<table>
<thead>
<tr>
<th>ACTION STEPS</th>
<th>2014 – 2015 Implementation Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>The district has or will:</td>
<td>Oct-Dec</td>
</tr>
<tr>
<td>1. Support the school’s leadership team by providing on-site mentoring for the principal and leadership team</td>
<td></td>
</tr>
<tr>
<td>2. Support the school in ensuring that teachers are accurately interpreting formative and interim benchmark data to track progress in reading and math</td>
<td></td>
</tr>
<tr>
<td>3. Provide additional administrative support trained in the TEAM evaluation model to assist in the observation and evaluation of teachers in order to improve the quality of evaluations and the use of feedback</td>
<td></td>
</tr>
<tr>
<td>4. Provide professional development on teaming for all teachers at Jere Baxter, focusing on how to function as a highly effective team</td>
<td></td>
</tr>
<tr>
<td>5. Provide professional development on planning for all teachers at Jere Baxter; sessions will focus on implementing high-yield strategies in lessons, such as engaging students and ensuring tasks are appropriately rigorous and aligned to learning targets</td>
<td></td>
</tr>
<tr>
<td>6. Provide professional development for all teachers at Jere Baxter on integrating technology in high-quality instruction to differentiate instruction and increasing student engagement</td>
<td></td>
</tr>
<tr>
<td>7. Support Jere Baxter’s administration in developing and implementing mentoring programs for the schools’ newer teachers</td>
<td></td>
</tr>
<tr>
<td>8. Provide professional develop to inform and address the needs of exceptional education students</td>
<td></td>
</tr>
<tr>
<td>9. Purchase reading intervention software and online assessment tool</td>
<td></td>
</tr>
<tr>
<td>10. Add two full-time reading intervention teachers</td>
<td></td>
</tr>
</tbody>
</table>
Immediate Need 2: Improve parental and community engagement
The school also struggles with community involvement. Geographic isolation from neighborhoods, coupled with historical low expectations for Jere Baxter students, has likely stifled parent involvement.

<table>
<thead>
<tr>
<th>ACTION STEPS</th>
<th>2014 – 2015 Implementation Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>The district has or will:</td>
<td>Oct-Dec</td>
</tr>
<tr>
<td>1. Work with the administration to develop and implement a family engagement and recruitment plan</td>
<td></td>
</tr>
<tr>
<td>2. Increase community engagement through implementation of the Community Achieves model</td>
<td></td>
</tr>
</tbody>
</table>

Immediate Need 3: Address school climate, culture, and behavior concerns
The school suffers from a climate of high chronic absenteeism, high discipline referrals and social promotion of students regardless of skill attainment.

<table>
<thead>
<tr>
<th>ACTION STEPS</th>
<th>2014 – 2015 Implementation Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>The district has or will:</td>
<td>Oct-Dec</td>
</tr>
<tr>
<td>1. Increase social work services to three days per week</td>
<td></td>
</tr>
<tr>
<td>2. Provide professional development on classroom management for teachers</td>
<td></td>
</tr>
</tbody>
</table>
JERE BAXTER MIDDLE PREP
DATA PROFILE

METROPOLITAN NASHVILLE PUBLIC SCHOOLS

CONTENTS:

1. Overview – page 2
2. Student Demographics – page 3
3. Teacher Experience and Performance – page 3
4. Student Discipline – page 4
5. Student Attendance and Mobility – page 5
6. Per Pupil Expenditures – page 6
7. Academic Performance – page 6
8. Strengths, Weaknesses, Opportunities, And Threats (SWOT) Analysis – page 8
9. Instructional Rounds Summary – page 9
10. Community Meeting – Public Comments – page 10
OVERVIEW

Miriam Harrington was hired as the turnaround principal for Jere Baxter Middle Prep in the Spring of 2014. She previously served as the Freshman Academy Principal at Hunter’s Lane High School.

Jere Baxter serves approximately 362 students in the Maplewood Cluster. The student body is comprised of 64.09% African American, 14.92% White, 19.06% Hispanic, and 1.93% Asian. Subgroups represented include 91.99% Economically Disadvantaged, 21.27% Students with Disabilities, and 9.39% Limited English Proficient.

Jere Baxter Middle Prep students struggle to make achievement gains in reading and mathematics. Tennessee Comprehensive Assessment Program (TCAP) data for 2013 – 2014 revealed 15.8% of students scored proficient or advanced in 3rd – 8th grade reading and 25.5% in 3rd -8th grade math. Based on three years of data, the overall status of Jere Baxter Middle is Review on Metro Nashville Public Schools’ Academic Performance Framework. Discipline incidents that result in students missing instructional time are an additional challenge that impacts academic achievement. Students with out-of-school suspensions (five or more days) were 76 in 2013-2014, and 39 to date in 2014-2015.

Student mobility and attendance are major concerns for Jere Baxter. The mobility rate was 58% in the 2013-2014 school year and is currently 27 percent. Overall attendance is below the district average at 93.3%, and the chronic absences rate (equal to 10% or more of all school days) is currently almost twice the district average at 24.7%.

Jere Baxter is an extended learning time school that works towards innovative experiences that expand learning time within the school day. They offer extended social emotional learning sessions (ExSEL) with topics that are nurturing to the whole child. As a result of data analysis and review of instructional practices, Jere Baxter is focused on improving the quality of instruction through evaluation and feedback, school-wide goal setting, and consistent use of data.
STUDENT DEMOGRAPHICS

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Students</th>
<th>Percent Economically Disadvantaged</th>
<th>Percent EL Students</th>
<th>Percent Students with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014 - 2015</td>
<td>362</td>
<td>91.99%</td>
<td>8.29%</td>
<td>21.27%</td>
</tr>
</tbody>
</table>

TEACHER EXPERIENCE AND PERFORMANCE

The chart labeled Total Years Experience % is the total years of education experience, both in and outside of MNPS.

The chart labeled 2013-14 Overall Level of Effectiveness % (TEAM Score) is the distribution of 2013-14 overall TEAM scores for all current teachers and administrators. The overall TEAM score includes:

- the average observation rating
- the growth score (individual growth, if the teacher is in a tested subject/grade; school-wide growth if not)
- the achievement score (also known as the 15% measure).

The chart labeled % Staff with Indi. Growth Score below is the percent of current teachers with individual TVAAS scores in 2013-14 for each TVAAS rating (1 through 5). These scores include a minimum of one year and maximum of three years of data depending on how long the teacher has taught the tested subject/grade.
The chart labeled 2013-2014 Average Observation Score % is the distribution of scores from the observation component of the TEAM evaluation. The average observation includes a minimum of one and maximum of four observations, as determined by the teacher’s license status and prior year’s performance.

Teacher Retention Rate

Percent of teachers who began the 2013-14 school year and were retained in 2014-15 at this school | 55.6%

### STUDENT DISCIPLINE

The charts below contain student discipline data. Out-of-School suspensions are reported by the number of students. The MNPS student code of conduct was updated at the end of the 2013-14 school year. Changes were made to the codes used for student disciplinary infractions. As a result, some codes were eliminated, and others were added to improve disciplinary reporting.

#### 2013 – 2014 Out of School Suspensions

<table>
<thead>
<tr>
<th>OSS Days</th>
<th>School</th>
<th>School Tier</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>79</td>
<td>13 %</td>
<td>8 %</td>
</tr>
<tr>
<td>3-5</td>
<td>50</td>
<td>8 %</td>
<td>5 %</td>
</tr>
<tr>
<td>6-9</td>
<td>31</td>
<td>5 %</td>
<td>2 %</td>
</tr>
<tr>
<td>10+</td>
<td>24</td>
<td>4 %</td>
<td>1 %</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>OSS Days</th>
<th>School</th>
<th>School Tier</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>61</td>
<td>12 %</td>
<td>4 %</td>
</tr>
<tr>
<td>3-5</td>
<td>49</td>
<td>9 %</td>
<td>3 %</td>
</tr>
<tr>
<td>6-9</td>
<td>23</td>
<td>4 %</td>
<td>1 %</td>
</tr>
<tr>
<td>10+</td>
<td>2</td>
<td>0 %</td>
<td>0 %</td>
</tr>
</tbody>
</table>
STUDENT ATTENDANCE AND MOBILITY

The following charts contain attendance data for the school compared to the district average. The chronic absence rate is defined as the percentage of active students having absences (excused & unexcused) = 10% or more of all school days. Attendance counts are cumulative/year to date for primary enrollment schools.

2013 – 2014 Incidences by Offense Category

<table>
<thead>
<tr>
<th>Offense Category</th>
<th># Incidents</th>
<th>ISS</th>
<th>OSS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Violation of school rules</td>
<td>739</td>
<td>280</td>
<td></td>
</tr>
<tr>
<td>Fighting</td>
<td>76</td>
<td>11</td>
<td>65</td>
</tr>
<tr>
<td>Bullying</td>
<td>14</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>Sexual Harassment</td>
<td>9</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>Assault of student</td>
<td>7</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Other type of threat</td>
<td>5</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Vandalism/damage of property</td>
<td>5</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Possession/use/distribution of illegal drugs</td>
<td>4</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Possession of weapon other than firearm</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Theft of property</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Possession/use/distribution of alcohol</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

2014 – 2015 Incidences by Offense Category

<table>
<thead>
<tr>
<th>Offense Category</th>
<th># Incidents</th>
<th>ISS</th>
<th>OSS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Violation of school rules</td>
<td>387</td>
<td>144</td>
<td></td>
</tr>
<tr>
<td>Fighting</td>
<td>46</td>
<td>9</td>
<td>37</td>
</tr>
<tr>
<td>Bullying</td>
<td>39</td>
<td>11</td>
<td>18</td>
</tr>
<tr>
<td>Other type of threat</td>
<td>17</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>Sexual Harassment</td>
<td>3</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Vandalism/damage of property</td>
<td>5</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Assault of teacher or staff</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Assault of student</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Possession of weapon other than firearm</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

2013 – 2014 Attendance Summary

<table>
<thead>
<tr>
<th>School Summary</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Attendance (This School Only)</td>
<td>94.2 %</td>
</tr>
<tr>
<td>Chronic Absence</td>
<td>18.4 %</td>
</tr>
<tr>
<td>Student Mobility Rate</td>
<td>51.3 %</td>
</tr>
<tr>
<td>Perfect Attendance (100 % Present)</td>
<td>4.0 %</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>School Summary</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Attendance (This School Only)</td>
<td>93.3 %</td>
</tr>
<tr>
<td>Chronic Absence</td>
<td>24.7 %</td>
</tr>
<tr>
<td>Satisfactory (95+ % Present)</td>
<td>49.6 %</td>
</tr>
<tr>
<td>Perfect Attendance (100 % Present)</td>
<td>11.4 %</td>
</tr>
<tr>
<td>School Year</td>
<td>School</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>2013-2014</td>
<td>Jere Baxter Middle School</td>
</tr>
<tr>
<td>2014-2015</td>
<td>Jere Baxter Middle School</td>
</tr>
</tbody>
</table>

**PER PUPIL EXPENDITURES**

The “School Per Pupil Expenditure (PPE)” reflects all actual SY13-14 general operating and grant expenditures that are attributed to individual schools divided by the Day 40 student count from the same school year. The “School PPE” includes expenditures such as teacher salaries and benefits, principals, librarians, school counselors, utilities, etc. It excludes central office expenses such as human resources, purchasing, and information technology, centralized services such as food service, transportation, and custodians, and non-operating expenses such as capital projects and debt services. The “District PPE” is the average “School PPE” for all MNPS schools except Special Education, Alternative, and Non-Traditional schools.

<table>
<thead>
<tr>
<th>School</th>
<th>Tier</th>
<th>School Per Pupil Expenditure</th>
<th>Tier Per Pupil Expenditure</th>
<th>District Per Pupil Expenditure</th>
<th>Percent Above Tier</th>
<th>Percent Above District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jere Baxter</td>
<td>Middle</td>
<td>$6,654</td>
<td>$6,238</td>
<td>$6,256</td>
<td>6.7%</td>
<td>6.4%</td>
</tr>
</tbody>
</table>

**ACADEMIC PERFORMANCE**

**State-Level Success Rate**

Schools with success rates below the state’s 5th percentile are labeled “priority schools.” The success rate is the average proficiency across subjects and is calculated by dividing the number of math, science, and reading/language arts proficient or advanced scores for 2012, 2013 and 2014 by the total number of tests taken in these three subjects over the same period.

<table>
<thead>
<tr>
<th>State Accountability Success Rate</th>
<th>2010-2012</th>
<th>2012-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rate</td>
<td>17.1%</td>
<td>22.4%</td>
</tr>
<tr>
<td>TN Percentile</td>
<td>3.96</td>
<td></td>
</tr>
</tbody>
</table>

The Academic Performance Framework
The Academic Performance Framework (APF) was developed in an effort to combine various student, teacher and parent data into one overall school performance measure and to support meeting state-assigned district accountability targets. Since the state does not assign a status to most schools each year, the district uses the framework to assign schools one of five categories. Overall performance and status are determined by adding together points earned for each measure.

Half of APF points are assigned based on academic growth. Shown below is the Tennessee Value Added Assessment System (TVAAS) mean one-year Normal Curve Equivalent (NCE) gain for TCAP Reading, Math, and Science. The second measure below is the Mean Achievement Level Increase for TCAP Reading, Math, and Science, adjusted for statewide trends. Targets for increases are set by asking schools to move below basic scores to basic, basic scores to proficient, and proficient scores to advanced. Targets are higher for schools with large numbers of basic and below basic scores.

Achievement measures are allotted 30% of APF points. The percent of students scoring proficient or advanced on TCAP Reading, Math and Science exams account for half the points in this category. The other half are based on the percent of students in grade 4 or 8 (or the school’s highest grade level) that are traditionally disadvantaged and their traditionally non-disadvantaged peers (district-wide).

School culture survey measures comprise the last 15% of points in the APF. In 2013-14 educators and students were surveyed with the TELL and Tripod, respectively. This year the district will also include a parent survey. Mean composite favorability (agreement with positive culture statements) on these surveys provide the basis for scoring.
STRENGTHS, WEAKNESSES, OPPORTUNITIES, AND THREATS (SWOT) ANALYSIS

Participants

Teachers, School Administration, Instructional Coaches, District Facilitator

Process

- Data was sent to participants to review before the SWOT Analysis
- A district administrator led the protocol.
  - **Step 1:** Norms were set by the group
  - **Step 2:** Desired Outcomes: Participants brainstormed desired outcomes for the school, and then shared out to whole group. A list was compiled.
  - **Step 3:** Participants were able to ask clarifying questions about the list.
  - **Step 4:** Participants were given 10 minutes to individually jot down their perceived strengths, weaknesses, opportunities, and threats. After individuals had time to process their thoughts, participants discussed their thoughts in pairs.
  - **Step 5:** Participants discussed, in round robin fashion, the identified strengths, weaknesses, opportunities, and threats. Responses were charted on paper.
  - **Step 6:** Participants reflected on what was charted and then developed next steps for the school.

Trends

- **Strengths:** Academic focused, student focused, regular feedback, in-house professional development, advisory clubs, community partners, content planning
- **Weaknesses:** Student attendance, teacher turnover, Exceptional Education student achievement, use of ineffective/traditional instructional strategies, questioning
- **Opportunities:** Clubs, community partners, social media, social emotional awareness, college visits, exceptional education coach, new leadership
- **Threats:** Mobility, state take-over, low performing teachers, lack of common assessments, unclear communication
INSTRUCTIONAL ROUNDS SUMMARY

Problem of Practice - Key Points
- Level of Rigor
- Defined Engagement – Relevant to grade level and target
- Evidence of grade-level planning

Patterns
**Group 1 Patterns**
3 out of 4 classes had evidence of grade level structured (6th), exit tickets, reflection journals.
2 out of 4 classes had formal language for positive behavior.
4 out 4 classrooms used worksheets.
2 out 4 used Thinking Maps.
2 out of 4 classes had tasks matched the learning target.
3 out 4 classes had planned partnering/group tasks.
4 out of 4 used modeling as a means of engagement.

2 out of 4 classes were on task.
1 out of 4 had worked posted for early finishers.

**Group 2 Patterns**
3 out of 4 classes had tasks aligned to the target
2 out of 4 classes had productive engagement
1 out of 4 had consistent engagement from beginning to end
0 out of 4 had evidence of collaborative team planning
2 out of 4 had appropriate level of rigor.

I wonder Statements:
I wonder if trainings have occurred for the following:
- Journeys materials?
- Collaborative planning?
- Creating learning targets?
- Using scope & sequence?
- Common definition of Rigor?
- Writing – PLC

- Discrepancy in class sizes and gender distribution?
- Grouping
- Discipline/disruptions
  - Worksheet to minimize disruptions?
  - Is the school using SWPBS?
- Why were the laptop carts not being used?

I wonder about instruction:

**Next Steps**
- Training on protocols for team planning that focuses on looking at student work. (Curriculum and Instruction Division)
- Ensure tasks are adequately aligned to the learning targets and are rigorous/ Cross content integration planning. (Learning Technology Office/ EL Office)
- Continue with plan on trainings for Thinking Maps & SIOP. (EL Office)
- Provide training on tech integration to increase student engagement. (Learning Technology Office)
- Training on Deconstructing Standards to develop learning targets. (EL Office)
COMMUNITY MEETING – PUBLIC COMMENTS

QUESTIONS:
Getting kids to come back to the school – more teachers at Jere Baxter and current principal are good teachers and instructors; have the principal recruit the students; they make calls about students; show school is important to parents; very pleased with principal but choose to still go to school even though we move out of zone.

  Great leaders and great teachers and then they have to come together
  More high performing teachers in this building; core is here to make it work, but it also takes community engagement; help us with that

Special transfer to get into Jere Baxter – teachers send reports on students helping parents to stay up on helping to work with them. Never come home with any books, but teachers can; they have books to use.

Nephews in the area chose to go to Liberty, and they do not have books at all at Liberty.

Comes here to help teachers every day, but I am only one parent. Students not focused on what they need to be focused on. Teachers can use some help. Need some parents to help out the teachers. Teachers cannot focus on teaching because everyone wants the teachers’ attention.

When students leave, where are they going? Largest number going to charters? What are they doing to draw the children in? They are more successful, and they outrecruit us. Jere Baxter faculty and parents can recruit to Jere Baxter.

  Not ok for parents who can transport to have choice and others not to have it. We want every parent to have a choice of a school that is a good school. Has to be a good school. Test scores the best measure we have, and the way the state measures it. We do more than that, but I want every child to be successful in everyone’s eyes.

Focus on the uproar in school so they can focus on what is needed for instruction.
Ms. Wade and Ms. McCaskill, the students always engaged and focused; disruption not part of every class

Right – not in every class – we came from Two Rivers MS; daughter did not want to come, but met new students when she got here. I do have ideas to get with the staff and the principals about.
  Clubs and activities here
  Need involvement and support
Getting parents involved is key – they think Rocketship and KIPP are like Ivy League schools
Changing perceptions and culture are what is hard about turnaround
Creating a culture that people want and then creating the perception that it is a good school
Then it becomes a good schools, and that’s a big example of the differences (Dan Mills illustrates)
Very important to engage parents at Jere Baxter to move out of bottom five percent

Judging by how many show up here at Open Houses, etc., I don’t think all the parents as involved in their children’s education as they should be. Came from Murfreesboro schools, and all the college teacher programs helped to infuse teacher aides into the schools. Why not try to compete as far as offering the things the charters are offering.
Offerings may be greater than in proximate charter schools
Building our middle school programs
Want to see every child engaged in something beyond academics
Trying to create a social and emotional connections
See more regimented culture that a lot of parents choose
25% of all the children in Nashville make a choice; do we want to take that away? I think the answer is “No”

Starting advanced academics, high school courses in middle schools, middle school algebra program today that was outstanding; passed 100% on Algebra I test last year.

What is being done to get the test scores up?
Strong literacy and instructional focus
Teachers have gone through training and have professional development every month
Asking students to read more and engage in the texts; using the data to match students with tier needs
Constantly making changes to instructional practice; how did it work?
Teachers observing one another’s work; new this year, but teachers really responding

How is that beneficial to a child already behind?
Standard does not change based on where they are
Based on the data that we have, we intervene daily
Use the data to provide the extra support the students need to help them catch up
Cluster support team also helps with the other needs students have

Plan seems to focus on no Priority Schools, and we can all get behind it. What happens in year 4 if Memphis closes

15 schools, is it just more to ASD and charter; what’s the end game to get out and keep out?
Goal is all high-performing schools; cannot waste this year. School like Jere Baxter has good plans
Don’t want any of the bottom five percent here
Opportunity to eliminate low-performing schools in this district. We have made advances: graduation rate up 2 points this year. Many other good things going on here.
Need to address the need; one is ASD school, and once effective, they are back to the school system.
Martha O’Bryan, and we need to work together
Constructively work together for them to be part of the solution and not the problem.
May have more than we need in this area; closing a school is not part of a plan to turn it over to a charter school.
Reverse loss of enrollment is the challenge.
Challenge is to create good schools.
Moral obligation not to ignore low-performance, and I take that very seriously.

Hearing kids at Glenn say, “I’m going to Jere Baxter next year.” Not a lot of stability; no principal more than three years. School needs stability and amazing teachers who have been here for the long haul. Commit to more great teachers over here with needed supports.

Went to school to be a teacher not a business person or marketer; we are busy teaching; where does the time come from, and why is that an expectation of our profession? Will we fund people to do that, or will it be put on the teachers.

As enrollment increases, staff increases.
It is a different day now, and the expectations and requirements on teachers are significant.
You are the best salesperson; not necessarily you knocking on doors, although many of you have, but it is about developing a plan for engaging the community.
We can create great teachers and leaders with help from Human Capital, but recruiting students is a matter we have been too complacent about; First thing is that it has to be a good school. Will be door knocking next month.

It is everybody’s business to sell education; it doesn’t mean door-knocking – in the grocery store; on Facebook or Twitter, you sell the school and the district. Your degrees show that you feel good about who you are and what you do; put them up – selling education is easy; it always comes up, but it depends on how you leave the people you talk to.

Best teachers were the ones who made the school; when the teachers more concerned about the kids then that sells the school. You will be remembered as the teacher who helped change a life, and that’s what sells the school.

Great job on many of the things you have done. Our concern is that the decision on how schools will be affected should have more voices from here in the community than at metro. Wonderful new
administrator will be in the same boat in three years that Ms. Mickle is in. Whatever you change it to will take time as well. Keep her here for 7 years, and bring the scores up. Everybody can be part of the group – we will help you if your school needs help, let us know. All in it together. It is bold and different, but it is important. What happens here affects everyone.

How can you make it possible for kids to not have to change schools? How?
Looking at organizing transportation so we can do it
MTA bus pass for all HS students can ride for free; doesn’t work for middle schools yet, but we are working on it.
High school students can choose; East Nashville compact, and we have opportunities to make a difference One corner has six buses taking kids to six different schools, that is not efficient, and we can make it work Working in Denver Kids can get to schools and stay put
In the planning process, and at the end of some work, we may be able to offer some of that beginning next year
Love for you to be able to leave your son here, if that’s what you choose to do, even if you move.
High schools are not comprehensive anymore; we have a core curriculum with theme-based academies
A student who wants something not offered at Maplewood

District teacher who previously worked for a charter school
At Brick Church, support was provided when the results were not too good the first year
Counselors do emotional support not test prep
Why can’t we do that?
Need to be thirteen plans for thirteen schools
We need to look at how they provide service differently and adjust to that
Asking all the principals to tell us what else they need; what else can we do?
Heard that more than once – need to support students with specific problems better
Like the idea of better services; schools being asked now; needs to be tailor-made to the needs of the school

Budget issue, right?
Could be, but we can do some things differently

We cannot supply full entrée BBQ dinners to families; we cannot offer those things?
We do fund-raisers, and business partners help
One of the things we are working on is to build business and community partnerships at the school level, and 25 new partners at JB

We did not have any community meetings last year, but we knew we had Priority Schools then
We have had a strategy for two years now
But it is not enough; there has to be more, and that’s exactly why we are doing that now
We have encouraged schools to do it
There is a greater urgency for engagement now; it is important
Restructured the Parent Advisory Council
Tried several different ways

New Board committee needs to be successful
**Joelton Middle**  
District Priority School Support Plan  
*Immediate Needs and Action Steps*

**Immediate Need 1: Improve the quality of instruction**
Joelton Middle Prep has had several years of poor academic performance and issues with student behavior.
Joelton made changes in teaching staff this year with more experienced and higher level teachers. The school moved from target in 2013 to satisfactory status in 2014 on the district’s Academic Performance Framework.
Joelton co-located with another middle prep last school year and only housed grades six through eight while its building underwent renovation work. This year, Joelton moved into a newly renovated building and has grades five through eight. The school made significant school-wide TVAAS growth last year moving from Level 1 to Level 5. Joelton continues to struggle with achievement and alignment with curriculum and delivery.

**ACTION STEPS**
The district has or will:  

<table>
<thead>
<tr>
<th>ACTION STEPS</th>
<th>2014 – 2015 Implementation Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Purchase reading intervention software</td>
<td>Oct-Dec Jan Feb Mar Apr May Jun</td>
</tr>
<tr>
<td>2. Add a full-time reading intervention teacher to work in small group instruction with students reading well below grade level and</td>
<td></td>
</tr>
<tr>
<td>3. Add a literacy coach to work with teachers on grade-level content and instructional strategies to ensure the work is rigorous</td>
<td></td>
</tr>
<tr>
<td>4. Examine and strengthen the quality of instructional leadership in Joelton Middle</td>
<td></td>
</tr>
<tr>
<td>5. Provide additional administrative support trained in the TEAM evaluation model to assist in the observation and evaluation of teachers in order to improve the quality of evaluations and the use of feedback</td>
<td></td>
</tr>
<tr>
<td>6. Provide professional development on how to function as a highly effective team and on planning for all teachers; sessions will focus on implementing high-yield strategies in lessons, such as differentiating instruction, emphasizing student-centered instruction, implementing writing in lessons, and using and interpreting formative assessments</td>
<td></td>
</tr>
<tr>
<td>7. Ensure participation in the Literacy Partnership and use the literacy coach to establish a model classroom for reading instruction</td>
<td>Oct-Dec Jan Feb Mar Apr May Jun</td>
</tr>
</tbody>
</table>

**Immediate Need 2: Address chronic absenteeism and student behavior**
Teachers lose a substantial amount of instructional time addressing inappropriate student behavior in the classroom. Both chronic absenteeism and the percentage of students with behavioral issues at school are significantly higher than the district average.

**ACTION STEPS**
The district has or will:  

<table>
<thead>
<tr>
<th>ACTION STEPS</th>
<th>2014 – 2015 Implementation Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Increase social workers to provide case management for students who have been identified as chronically absent for two and three years</td>
<td>Oct-Dec Jan Feb Mar Apr May Jun</td>
</tr>
</tbody>
</table>
### Immediate Need 3: Improve parental and community engagement

The student population at Joelton Middle is drawn from two geographically-separated and racially different communities – nearby Joelton residents who are primarily white and Bordeaux residents who are primarily black. The fact that this school serves two distinct communities has created a unique challenge with parent and community engagement. During the Priority school parent meeting at Joelton, parents and faculty described recent attempts to broaden parent and community engagement, such as holding half of parent-teacher conference day at the school and the other half at a church in Bordeaux to make parent-teacher conferences accessible to all parents. This type of innovative thinking around parent and community engagement is needed; however, a larger strategy to increase parent and community engagement is needed.

### Immediate Needs and Action Steps

<table>
<thead>
<tr>
<th><strong>Action Steps</strong></th>
<th><strong>2014 – 2015 Implementation Timeline</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The district has or will:</strong></td>
<td><strong>Oct-Dec Jan Feb Mar Apr May Jun</strong></td>
</tr>
<tr>
<td>1. Use the cluster family engagement specialist with the school leadership team to develop a parent and community engagement strategy focused on uniting segregated communities that share the school</td>
<td></td>
</tr>
<tr>
<td>2. Increase community engagement through implementation of the Community Achieves model</td>
<td></td>
</tr>
</tbody>
</table>
JOELTON MIDDLE PREP

DATA PROFILE

METROPOLITAN NASHVILLE PUBLIC SCHOOLS

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2. Student Demographics – page 3
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5. Student Attendance and Mobility – page 5
6. Per Pupil Expenditures – page 6
7. Academic Performance – page 6
8. Strengths, Weaknesses, Opportunities, And Threats (SWOT) Analysis – page 8
9. Instructional Rounds Summary – page 9
10. Community Meeting – Public Comments – page 10
11. Faculty Meeting – Public Comments – page 12
OVERVIEW

Mr. Bill Moody became the principal of Joelton Middle Prep in July 2012. He previously served as a middle school executive principal, assistant principal, and classroom teacher in MNPS.

The following demographic information is based upon data from the 2014 - 15 school year. Current enrollment at Joelton is 385 students. The student body is comprised of 63.12% Black, 31.43% White, 4.94% Hispanic, and less than one percent Asian. Males comprise 52.21% of the student body and females comprise 47.79 percent. Subgroups represented are 98.7% Economically Disadvantaged, 19.22% Students with Disabilities, and 1.56% Limited English Proficient.

The overall attendance for 2013-14 at Joelton was 92 percent. The chronic absentee rate was 33.1% which counts for 10% or more of all school days. To date, the overall attendance rate is 93.5%, and the chronic absentee rate is 23.1 percent. To date, the 2014-2015 mobility rate is 28 percent. The 2013 – 14 mobility rate was 48 percent. Teachers lose a substantial amount of instructional time addressing inappropriate student behavior in the classroom. To date, 73 students have been suspended out-of-school with six students suspended five days or more, and the majority of the offenses are categorized as violation of school rules.

Joelton Middle Prep students struggle to make achievement gains in reading and mathematics. TCAP data for 2013-14 revealed 21.5% of 5th – 8th grade and 19.8% of 7th grade students scored proficient/advanced in reading and 25.8% and 18.7%, respectfully, in mathematics. Based on three years of data, the overall status of Joelton is Target according to the MNPS Academic Performance Framework. The Tennessee Department of Education has identified Joelton as a school in Priority status as a result of overall student achievement ranking in the bottom five percent of Tennessee schools.

Joelton’s teaching staff comprises of 25 certificated teachers with 48.1 percent having 10-20 years of experience. In 2013-14, 33.3% of the teachers earned an overall effect score of four (out of five) and 29.2% scored an overall effect of five (out of five) based on the Tennessee Educator Acceleration Model (TEAM).

The TELL survey was completed by 100% of the faculty with the perceived areas of strength, according to results of the 2013-14 TELL survey are the following: teachers are encouraged to participate in school leadership roles, the school leadership consistently supports teachers, and school administrators support teachers’ efforts to maintain discipline in the classroom. Areas to strengthen are the need to have an appropriate amount of time for professional development, and to increase teacher collaboration to achieve consistency on instruction.

As a result of the data analysis, the staff at Joelton Middle Prep is focused on increasing collaboration through teaming to improve student achievement, building positive relationships and interactions with adults and students, and aligning Professional Development with the needs to increase student achievement.
STUDENT DEMOGRAPHICS

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Students</th>
<th>Percent Economically Disadvantaged</th>
<th>Percent EL Students</th>
<th>Percent Students with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014 - 2015</td>
<td>385</td>
<td>87.53%</td>
<td>1.30%</td>
<td>19.22%</td>
</tr>
</tbody>
</table>

**Ethnicity**
- White 32%
- African-American 63%
- Hispanic 5%

**Gender**
- Male 52%
- Female 48%

TEACHER EXPERIENCE AND PERFORMANCE

The chart labeled *Total Years Experience %* is the total years of education experience, both in and outside of MNPS.

The chart labeled *2013-14 Overall Level of Effectiveness % (TEAM Score)* is the distribution of 2013-14 overall TEAM scores for all current teachers and administrators. The overall TEAM score includes:
- the average observation rating
- the growth score (individual growth, if the teacher is in a tested subject/grade; school-wide growth if not)
- the achievement score (also known as the 15% measure).

The chart labeled *% Staff with Indi. Growth Score* below is the percent of current teachers with individual TVAAS scores in 2013-14 for each TVAAS rating (1 through 5). These scores include a minimum of one year and maximum of three years of data depending on how long the teacher has taught the tested subject/grade.
The chart labeled 2013-2014 Average Observation Score % is the distribution of scores from the observation component of the TEAM evaluation. The average observation includes a minimum of one and maximum of four observations, as determined by the teacher’s license status and prior year’s performance.

**Teacher Retention Rate**

Percent of teachers who began the 2013-14 school year and were retained in 2014-15 at this school 81.2%

---

**STUDENT DISCIPLINE**

The charts below contain student discipline data. Out-of-School suspensions are reported by the number of students. The MNPS student code of conduct was updated at the end of the 2013-14 school year. Changes were made to the codes used for student disciplinary infractions. As a result, some codes were eliminated, and others were added to improve disciplinary reporting.

### 2013 – 2014 Out of School Suspensions

<table>
<thead>
<tr>
<th>OSS Days</th>
<th>SWD</th>
<th>School</th>
<th>School Tier</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>13</td>
<td>54</td>
<td>13 %</td>
<td>8 %</td>
</tr>
<tr>
<td>3-5</td>
<td>5</td>
<td>31</td>
<td>8 %</td>
<td>5 %</td>
</tr>
<tr>
<td>6-9</td>
<td>6</td>
<td>20</td>
<td>5 %</td>
<td>2 %</td>
</tr>
<tr>
<td>10+</td>
<td></td>
<td>11</td>
<td>3 %</td>
<td>1 %</td>
</tr>
</tbody>
</table>

### 2014 – 2015 Out of School Suspensions as of 11.21.14

<table>
<thead>
<tr>
<th>OSS Days</th>
<th>SWD</th>
<th>School</th>
<th>School Tier</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>6</td>
<td>55</td>
<td>9 %</td>
<td>4 %</td>
</tr>
<tr>
<td>3-5</td>
<td>4</td>
<td>16</td>
<td>3 %</td>
<td>3 %</td>
</tr>
<tr>
<td>6-9</td>
<td>3</td>
<td>1 %</td>
<td>1 %</td>
<td>1 %</td>
</tr>
<tr>
<td>10+</td>
<td></td>
<td>0 %</td>
<td>0 %</td>
<td>0 %</td>
</tr>
</tbody>
</table>
### 2013 – 2014 Incidences by Offense Category

<table>
<thead>
<tr>
<th>Offense Category</th>
<th># Incidents</th>
<th>Expelled</th>
<th>ISS</th>
<th>OSS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Violation of school rules</td>
<td>1,451</td>
<td>1</td>
<td>839</td>
<td>211</td>
</tr>
<tr>
<td>Fighting</td>
<td>40</td>
<td>15</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Bullying</td>
<td>30</td>
<td>22</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Possession/use/distribution of illegal drugs</td>
<td>5</td>
<td>1</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Other type of threat</td>
<td>2</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Sexual Harassment</td>
<td>2</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Vandalism/damage of property</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

### 2014 – 2015 Incidences by Offense Category as of 11.22.14

<table>
<thead>
<tr>
<th>Offense Category</th>
<th># Incidents</th>
<th>Expelled</th>
<th>ISS</th>
<th>OSS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Violation of school rules</td>
<td>456</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fighting</td>
<td>33</td>
<td></td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>Bullying</td>
<td>16</td>
<td></td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>Vandalism/damage of property</td>
<td>10</td>
<td></td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Other type of threat</td>
<td>5</td>
<td></td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Assault of student</td>
<td>2</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Sexual Harassment</td>
<td>2</td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Assault of teacher or staff</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Possession/use/distribution of illegal drugs</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

### STUDENT ATTENDANCE AND MOBILITY

The following charts contain attendance data for the school compared to the district average. The chronic absence rate is defined as the percentage of active students having absences (excused & unexcused) = 10% or more of all school days. Attendance counts are cumulative/year to date for primary enrollment schools.

### 2013 – 2014 Attendance Summary

<table>
<thead>
<tr>
<th>School Summary</th>
<th>Overall Attendance (This School Only)</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>92.0 %</td>
<td>94.7 %</td>
</tr>
<tr>
<td>Chronic Absence</td>
<td>33.1 %</td>
<td>14.8 %</td>
</tr>
<tr>
<td>Satisfactory (95+ % Present)</td>
<td>37.5 %</td>
<td>61.2 %</td>
</tr>
<tr>
<td>Perfect Attendance (100 % Present)</td>
<td>1.8 %</td>
<td>5.5 %</td>
</tr>
</tbody>
</table>

### 2014 – 2015 Attendance Summary as of 11.22.14

<table>
<thead>
<tr>
<th>School Summary</th>
<th>Overall Attendance (This School Only)</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>93.5 %</td>
<td>95.3 %</td>
</tr>
<tr>
<td>Chronic Absence</td>
<td>23.1 %</td>
<td>13.1 %</td>
</tr>
<tr>
<td>Satisfactory (95+ % Present)</td>
<td>51.4 %</td>
<td>68.7 %</td>
</tr>
<tr>
<td>Perfect Attendance (100 % Present)</td>
<td>13.0 %</td>
<td>23.7 %</td>
</tr>
</tbody>
</table>
Student Mobility Rate

<table>
<thead>
<tr>
<th>School Year</th>
<th>School</th>
<th>Enrollment</th>
<th>#Students</th>
<th>#Entries/Exits</th>
<th>#Entries</th>
<th>#Exits</th>
<th>Mobility Rate Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2014</td>
<td>Joelton Middle School</td>
<td>275</td>
<td>106</td>
<td>132</td>
<td>71</td>
<td>61</td>
<td>48</td>
</tr>
<tr>
<td>2014-2015</td>
<td>Joelton Middle School</td>
<td>385</td>
<td>102</td>
<td>109</td>
<td>65</td>
<td>44</td>
<td>28</td>
</tr>
</tbody>
</table>

PER PUPIL EXPENDITURES

The “School Per Pupil Expenditure (PPE)” reflects all actual SY13-14 general operating and grant expenditures that are attributed to individual schools divided by the Day 40 student count from the same school year. The “School PPE” includes expenditures such as teacher salaries and benefits, principals, librarians, school counselors, utilities, etc. It excludes central office expenses such as human resources, purchasing, and information technology, centralized services such as food service, transportation, and custodians, and non-operating expenses such as capital projects and debt services. The “District PPE” is the average “School PPE” for all MNPS schools except Special Education, Alternative, and Non-Traditional schools.

<table>
<thead>
<tr>
<th>School</th>
<th>Tier</th>
<th>School PPE</th>
<th>Tier PPE</th>
<th>District PPE</th>
<th>% Above Tier</th>
<th>% Above District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joelton Middle Prep</td>
<td>Middle</td>
<td>$7,433</td>
<td>$6,238</td>
<td>$6,256</td>
<td>19.1</td>
<td>18.8</td>
</tr>
</tbody>
</table>

ACADEMIC PERFORMANCE

State-Level Success Rate

Schools with success rates below the state’s 5th percentile are labeled “priority schools.” The success rate is the average proficiency across subjects and is calculated by dividing the number of math, science, and reading/language arts proficient or advanced scores for 2012, 2013 and 2014 by the total number of tests taken in these three subjects over the same period.

<table>
<thead>
<tr>
<th>State Accountability Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2012</td>
</tr>
<tr>
<td>Rate</td>
</tr>
<tr>
<td>TN Percentile</td>
</tr>
</tbody>
</table>
The Academic Performance Framework

The Academic Performance Framework (APF) was developed in an effort to combine various student, teacher and parent data into one overall school performance measure and to support meeting state-assigned district accountability targets. Since the state does not assign a status to most schools each year, the district uses the framework to assign schools one of five categories. Overall performance and status are determined by adding together points earned for each measure.

### TN Value Added Assessment System (TVAAS)

<table>
<thead>
<tr>
<th>School #</th>
<th>School</th>
<th>2012 TVAAS Gain</th>
<th>2012 TVAAS % of Pts</th>
<th>2013 TVAAS Gain</th>
<th>2013 TVAAS % of Pts</th>
<th>2014 TVAAS Gain</th>
<th>2014 TVAAS % of Pts</th>
<th>2012 MALI % of Pts</th>
<th>2013 MALI % of Pts</th>
<th>2014 MALI % of Pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>385</td>
<td>Joelton MS</td>
<td>-2.5</td>
<td>0.0%</td>
<td>-2.6</td>
<td>0.0%</td>
<td>1.9</td>
<td>41.0%</td>
<td>6.0</td>
<td>42.4%</td>
<td>0.1</td>
</tr>
</tbody>
</table>

Half of APF points are assigned based on academic growth. Shown below is the Tennessee Value Added Assessment System (TVAAS) mean one-year Normal Curve Equivalent (NCE) gain for TCAP Reading, Math, and Science. The second measure below is the Mean Achievement Level Increase for TCAP Reading, Math, and Science, adjusted for statewide trends. Targets for increases are set by asking schools to move below basic scores to basic, basic scores to proficient, and proficient scores to advanced. Targets are higher for schools with large numbers of basic and below basic scores.

Achievement measures are allotted 30% of APF points. The percent of students scoring proficient or advanced on TCAP Reading, Math and Science exams account for half the points in this category. The other half are based on the percent of students in grade 4 or 8 (or the school’s highest grade level) that are projected by TVAAS to have a 21 or higher ACT composite score. Also shown below are the gap indices and their associated points, which account for 5% of APF points. The weighted gap index is based on the differences in percent proficient or advanced between subgroups of students (school-wide) that are traditionally disadvantaged and their traditionally non-disadvantaged peers (district-wide).

### Achievement Gap Index

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>19.7</td>
<td>0.0%</td>
<td>22.2</td>
<td>4.0%</td>
<td>22.8</td>
<td>5.0%</td>
<td>3.9</td>
<td>5.2%</td>
<td>6.0</td>
<td>7.9%</td>
<td>3.3</td>
<td>4.4%</td>
<td>17.6</td>
<td>12.0%</td>
<td>18.8</td>
<td>5.8%</td>
<td>18.0</td>
<td>12.0%</td>
</tr>
</tbody>
</table>

School culture survey measures comprise the last 15% of points in the APF. In 2013-14 educators and students were surveyed with the TELL and Tripod, respectively. This year the district will also include a parent survey. Mean composite favorability (agreement with positive culture statements) on these surveys provide the basis for scoring.

### TELL TN Survey

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0.65</td>
<td>29.8%</td>
<td>0.73</td>
<td>45.4%</td>
<td>0.79</td>
<td>58.8%</td>
</tr>
</tbody>
</table>

### Tripod Survey

<table>
<thead>
<tr>
<th>2013 Tripod Favor</th>
<th>2013 Tripod % of Pts</th>
<th>2014 Tripod Favor</th>
<th>2014 Tripod % of Pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.49</td>
<td>14.3%</td>
<td>0.46</td>
<td>2.9%</td>
</tr>
</tbody>
</table>
STRENGTHS, WEAKNESSES, OPPORTUNITIES, AND THREATS (SWOT) ANALYSIS

Participants

Teachers, School Administration, Instructional Coaches, District Facilitator

Process

- Data was sent to participants to review before the SWOT Analysis
- A district administrator led the protocol.
  - Step 1: Norms were set by the group
  - Step 2: Desired Outcomes: Participants brainstormed desired outcomes for the school, and then shared out to whole group. A list was compiled.
  - Step 3: Participants were able to ask clarifying questions about the list.
  - Step 4: Participants were given 10 minutes to individually jot down their perceived strengths, weaknesses, opportunities, and threats. After individuals had time to process their thoughts, participants discussed their thoughts in pairs.
  - Step 5: Participants discussed, in round robin fashion, the identified strengths, weaknesses, opportunities, and threats. Responses were charted on paper.
  - Step 6: Participants reflected on what was charted and then developed next steps for the school.

Trends

- **Strengths**: Data analysis, TCAP MAAS achievement, size of school, effective communication, TVAAS level five, community support.

- **Weaknesses**: Low expectations for students, media center involvement low, attendance, achievement gap, teacher collaboration, technology integration.

- **Opportunities**: PTO, technology, PBL, community involvement, closing achievement gap, tap into teacher strengths, PD in content areas.

- **Threats**: Lack of alignment between standards and assessments, poverty, high quality teacher recruitment, priority school status, school location.
Problem of Practice

The achievement data at Joelton indicates that the students are not achieving at a level needed to meet state standards. Administration and teacher leaders recently participated in a SWOT analysis and identified that the low level of expectations that teachers have for students is a weakness. The teachers and administrative staff have participated in professional development to ensure alignment of student work to standards and learning targets. They know this is key to increasing the level of inquiry happening in each classroom. If the tasks that the students are being asked to complete are aligned to standards and learning targets; then the tasks should be at grade level and above. This is the first step in offering challenging work that will promote high-level thinking and allow students to problem solve and do high-quality work.

Focus Question

1. What evidence do you see or hear that indicates an alignment of student work to standards and learning targets?

Findings

Through the evidence gathered and analyzed during the instructional rounds, it was apparent that student work was not clearly aligned to the standards or the learning targets that were posted in the classrooms. Several recommendations were made, many of which can be addressed immediately. Others will need more time.

Recommendations

Recommendations that can be addressed immediately included reconfiguring the classroom seating arrangement, differentiated tasks, and structured use of common planning time. Most classrooms had traditional rows of student desks. This arrangement does not encourage academic student interaction. If the classroom was structured to allow for easy grouping, students could interact with differentiated tasks more efficiently.

If teachers are using their common planning time to collaborate and design lessons, tasks can be more closely aligned to standards and learning targets and differentiated to meet student needs.

Other recommendations will need to be implemented over time. Several professional development needs will need time to be put into place. It is recommended that teachers receive professional development on integrating cross-curricular content, high order questions and tasks, student-centered instruction, intentional grouping of students, and using data to inform instruction. Implementing these recommendations will have a significant impact on teacher and student performance.
COMMUNITY MEETING – PUBLIC COMMENTS

- It’s got to start at home. There’s not a lot of support, as you can see. We’re working on it. I’m trying to start a PTO. How many students live in this area that go to this school?
  - It’s very low – about 40%. A lot of kids go to private schools and a lot go to charter schools.
- Parents on the other side of town come here and don’t care about the community. They aren’t part of it. Kids don’t care about the tests and the test scores. If there’s no support from home... I don’t know how to help that.
  - They are our children. We have to figure out how to get them involved. I agree that parents need to be responsible. But we also have to be responsible in getting them engaged. Frankly, we don’t do a good job of that. We’ve added some staff to help with that. It’s a high-yield strategy. I would advise the school to go across the way and get engaged in the elementary school and talk to parents there. Get them in this building. It has to be good, and I have to deal with that. It’s great to organize a PTO. That will help the school be successful. We have to deal with the circumstances we have.
- Is there a way for Metro to come up with laws to keep children in one school and not switch all the time? Someone has to be responsible for that. We’ve heard you want to turn this into a charter school.
  - Let’s talk about charter schools. The Board approved a KIPP conversion for an elementary school. The Achievement School District is a separate, state run school system. They have the authority to take one or all of the priority schools – by state law. They make the decision. We think they will take one priority middle school. There are several to choose from. We’re negotiating with them, but it’s their decision. It does not need to be Joelton. I am not in favor of that. What does it do to Whites Creek High School. I don’t think that’s the right thing to do.
  - We need strong K-12 feeder patterns. That’s fragile in Whites Creek. We need to strengthen it, not destroy it.
  - The ASD could take Joelton, but the rumors you’re hearing are not correct. The ASD will have community meetings in schools before they make decisions. They want to find the right match. They took Brick Church Middle without our involvement.
- Are there a large percentage of children in this school not from Joelton? That’s a huge group of students not connected to the community.
  - It’s the most rural middle school district we have. When there aren’t as many people, the geography becomes much more challenging. You’ve really got what appears to be two communities. But there aren’t enough children in Joelton to have its own school.
- There needs to be something to make them feel like they are part of the school. They have not attachment here.
  - You are absolutely right. The PTO has to reach out and engage parents all over the zone. We can’t make the zone smaller.
- It needs to start in fourth grade. I would feel so much better if someone from here would go there to talk to the fourth grade parents and tell them you’re making positive changes.
We’re losing kids from elementary to middle. They go private and magnet.
  o That’s a good message for the staff. It needs to happen at Joelton, Lillard, Cumberland.
  o Mr. Moody: We do that. I think it’s had an impact. We’re making inroads and will continue to do it
• The objective is that kids learn. Children don’t learn at the same rate. If we only teach in one way, not everyone is going to get it. If they’re not getting it, you’re not teaching it.
  o You’re absolutely right. If the quality of instruction is not good, we have to change it. A lot of that is differentiating instruction.
• You don’t recognize dyslexia as a disability.
  o Dottie Critchlow: We can’t provide special services because the state doesn’t recognize it as a disability. But there are extra supports we can give.
• Do you plan to make changes in the administration here?
  o We’ve made no decisions about plans for each school. I’ve heard some good things about Mr. Moody today and seen some good data. But we’re going to develop a plan tailor made for each school. Plans for each school will be different depending on the needs of that school.
• Will it also take into consideration the stability of the students? A lot of students don’t have stability at home. Last year they didn’t get that.
• Student: I went through the optional program to come here to Joelton. I got support from Mr. Churchwell and Mr. Moody. I loved all my teachers in sixth grade. I agree with some parents in here. I was supposed to go to Brick Church, but I didn’t want that.
• Parent: If every child can feel as good as he does – he loves Joelton – you’ll have a stronger community at the school.
  o You’re the best salesman Joelton Middle School has. That’s very important. We don’t recruit well. Parents do it better.
  o One of the things that’s really important is getting the two communities together. This is a good building. There are some supports we can give the school to help with that. We’ll commit to do that here at Joelton. It’s not easy. It doesn’t happen with just one meeting.
  o Robert Taylor, Family Involvement Specialist: We’re working with the faculty on this.
  o Mr. Moody: We’re training teachers on personal outreach to parents.
  o Today we split our conferences between here and down in Bordeaux. Once they know we care about their children, they will engage.
  o Dr. Register: How many parents came to conferences at Bordeaux?
  o Mr. Moody: It was fair, but word will spread. We will engage the community center there more frequently.
• We’re having a family night at the elementary school. We’d love to have middle school representatives there.
• I want my son to go here, but I need to know he’ll get what he needs here, that things are going to get better. You can’t make parents do right. The rest is up to the kids.
• My fourth grader is at Joelton Elementary and has heard nothing but negative things about this school. She doesn’t feel like she will be safe here. She doesn’t want to go here.
  o Mr. Moody: When parents tell me those things, I tell them that’s how it used to be, but it’s . Kids talk.
  o Dr. Register: We’re taking a hard look at instruction here. We finish rounds up in December.
  o Amy Downey: We have debriefed with Mr. Moody. He has a plan to work with his faculty and leadership team. We saw some good things happening and some things
that can improve. Having an open dialogue with administration and teachers is going to lead to improvement. We will follow up.

- Mr. Moody: One thing we’re doing now is a SWOT analysis. We did that prior to the team coming in and observing to identify areas where we’re weak. We’re now taking these new observations and matching them with what we saw.
- This year you moved lots of teachers around. Will you do that again next year?
  - Mr. Moody: No, I’m not planning on it. I did it this year based on strengths and where we could get the biggest bang for the buck based on student needs.
  - Dr. Register: We’re recruiting a pool of 100 great teachers from inside the district and nationally. We’ll give them extra time to work in priority schools like Joelton.
- Will you do that at Whites Creek?
  - Yes. It’s in the bottom 25% districtwide.
- What happens if this turns into a charter school and when will we know about that?
  - That would be in the 2015-16 school year. If this school became a charter school, it would be through the ASD. That means they have a zone so you will be zoned to go here. It’s a different school system. Brick Church Middle was taken by the ASD and it’s doing well.
- If charter schools are doing so much better, why is that focus not put into our schools?
- Charter school teachers have control over students. They make them take responsibility.
  - One thing I’m asking charter schools to do is to keep their kids and not be selective. What charters do a better job of is recruit the kind of engagement we’re talking about tonight. When you organize parents, invite me back. I’ll be here. The faculty and leadership team need to get engaged and bring parents in.

Dr. Register: You can expect to hear our plans over the coming months. We want to take action now and also do some longer range planning. What we won’t do it be satisfied with schools not performing adequately.

FACULTY MEETING – PUBLIC COMMENTS

- The attendance office is helping us getting in touch with parents for absenteeism and mobility. But we can’t reach them. Phones don’t work and parents stop answering the phone. If they aren’t going to talk to us, how can we talk to them? There are kids who have been chronically absent for four years and nothing has changed. We spoke three years ago with Mr. Moody about what could happen if things don’t change here. But we’ve had less money and more has been expected. But now we have enough money to hire 100 teachers with more salary and bonuses.
  - The question is, what else do we have to do? What else does it take? The 100 teachers strategy is what we choose to employ. You can apply for it. We’re not looking for new teachers and TFA. We’re looking for people who have shown they can be successful in a turnaround situation. You can be a good principal and still not be able to pull off a turnaround. The biggest gap between low performing schools and the rest is the gap in teacher quality. So we have to assess that.
- We want to recruit and keep a critical mass of high performing teachers in all these schools. If you’re one of them, apply for it. We’re already getting applications from inside and outside the district.
- We’ve been working with some of these schools for a long time. Many of these efforts weren’t enough. They weren’t working, so we have to do something different.
- Do you have to rely on the attendance center to deal with absenteeism and discipline? I’m going to do what I can to support you. Maybe you need a behavioral specialist. You’ve got to pull together as a team. You won’t be successful as individuals.
- Mr. Moody develops the schedule. Do you have common planning time? Can you work together as teams?
  - A couple of my colleagues in the system have DEA and they’re doing better than we are. Can we get DEA back? I can monitor my students’ progress throughout the year.
    - Mr. Moody asked me about that, too. You can get DEA as a school if you want it. That might be something else to put on that request list.
  - Are we getting the actual MAP assessments or the item bank?
    - Amy Downey: You’re getting the assessments. That’s what Mr. Moody requested.
    - Dr. Register: A concern is what’s happening with the state in delaying the aligned test. We have some people with the state coming to share some best practices.
  - If four of the 100 teachers come to Joelton, does that automatically displace four of us?
    - No. That’s a leadership decision. If you have the right leader in place, your leader will decide who needs to stay and go. You are eligible for a SIG grant. If you get the SIG grant, you can’t have 1s and 2s working here. They will have to go somewhere else.
  - If Joelton is taken off the priority list next year, will I lose my bonuses and extra time?
    - You can’t come off the priority list in one year. It’s a three year list. We’ll set up benchmarks you need to hit to come off the priority list. They’re not unattainable, but they are a stretch.
  - I’m new a Joelton and grateful for a school where students have consequences for their actions.
    - The school needs to be orderly. How do you get there? You have a lot of kids missing a lot of school for suspensions and expulsions.
  - One thing I see that contributes to disciplinary problems is when our numbers don’t match a four-person team for a grade. Is there any way we can lift those restrictions and keep a four-person team?
    - At this point in time during the school year, it’s really hard to fund that. Across the district that represents millions of dollars. We can do some things. Have you looked at alternative ways to schedule?
    - Discussion of class sizes among the group.
• I’m having a hard time understanding the 100 teachers. Will they be spread across the district?
  o They will go to the bottom 25% schools. We’ll place more in the priority schools as jobs are available there. We have some schools with 18-20 new teachers this year. At Kirkpatrick, they have 18 new teachers this year. Typically in priority schools we see a revolving door. You have a pretty high number of new teachers compared to the overall size of your faculty. We’re getting a lot of interest in the 100 teacher program. The goal is to elevate our recruiting program. We’re competing with other urban school systems, particularly for teachers of color and different cultures.
  o What do you have to do to create stability? One of the biggest causes of that is having a great principal. We have to look at that.
  o Turnaround is really hard. The other thing we can do is close a school. But we can’t close Joelton. It covers this whole part of the county. Although I sure would like to see the private school kids in this community recruited back. That’s a strategy, too. You have potential with this building.
  o The new building is great. Think about ways to use it to recruit kids back from the Christian school and the charter school.
• Friday night we did a harvest night and invited the community. We’re bringing the community in here. We give out information sheets about our school. There is a fear from the elementary parents about coming here. The rumors are bad about this school. Our administrators are making themselves known in the community. That didn’t used to happen.
  o Good. That’s important. The fact that you lose a lot of elementary kids when the school is right next door, I would concentrate on that.
• I’ve heard a lot of racial slurs about kids from this community.
  o I appreciate you saying that. You just have to deal with it and call it like it is. Get them in the building – but if your kids aren’t behaving, it won’t work.
• 60% of our students here are being bussed in. We need more assistance in the mental health areas. Our kids have a lot of emotional issues.
• We’ve worked so hard over the last couple of years and made a lot of changes. The progress we made doesn’t seem to count. We feel the stress of a deadline, almost like it’s something we can’t attain.
  o The immediate decisions are teacher and leader recruitment, support systems we can put in place and issues like that. There are also longer term decisions. Between now and Christmas, the Achievement School District will make its decision to take a middle school. Joelton is eligible for that. I don’t think they will come here, but I can’t say that for sure. I don’t have a say in that.
• We have great administrators here this year. This is Mr. Moody’s third year.
  o You’re just below the line for priority list. You’re in the fourth percentile. You cannot have a good school without a good leadership team and good teachers. What can we do to help you be that.
• Every decision that’s been made has been very short term and quick. Mr. Moody had just a month to move in here before the year started. We have a lot of students with high needs. That can ruin the chemistry of a classroom. If we had a couple of more people, that would help big time.
• We’re very research oriented. Research shows when kids come to school in survival mode, they won’t be able to do the work. They can learn. But it takes more time than some people are willing to give us. I drive 60 miles one way to work every day. I choose to come to Joelton.
• As for absenteeism, if students miss the bus, they can’t bring them to school. Parents have a hard time getting here.
  o What do you think we should do about that?
• I don’t know.
**Immediate Need 1: Improve the quality of instruction**

Kirkpatrick has been a chronically low-performing school. The shortcomings of comprehensive plans for reform, the inability to recruit and retain highly-effective teachers, and historically low expectations for Kirkpatrick students have been at the root of poor performance. Ninety-nine percent of Kirkpatrick’s students are economically disadvantaged and need additional social-emotional supports to help them be ready to learn each day.

<table>
<thead>
<tr>
<th>ACTION STEPS</th>
<th>2014 – 2015 Implementation Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>The district has or will:</td>
<td>Oct-Dec</td>
</tr>
<tr>
<td>1. Add a reading intervention teacher to work in small group instruction with students reading well below grade level</td>
<td></td>
</tr>
<tr>
<td>2. Ensure participation in the Literacy Partnership, through which Kirkpatrick’s literacy coach will establish a classroom lab to model effective literacy strategies for teachers</td>
<td></td>
</tr>
<tr>
<td>3. Purchase a cart of 25-30 laptops to enhance differentiated instruction</td>
<td></td>
</tr>
<tr>
<td>4. Provide additional administrative support trained in the TEAM evaluation model to assist in the observation and evaluation of teachers in order to improve the quality of evaluations and the use of feedback</td>
<td></td>
</tr>
<tr>
<td>5. Provide professional development on teaming for all teachers at Kirkpatrick, focusing on how to function as a highly effective team. Provide professional development on planning for all teachers at Kirkpatrick; sessions will focus on implementing high-yield strategies in lessons, such as differentiating instruction, aligning tasks to standards, implementing higher order questioning, adding writing components across content areas, and creating engaging student centers to allow student collaboration</td>
<td></td>
</tr>
<tr>
<td>6. Conduct a time audit, which will address instructional time lost through transitions and/or lengthy morning meetings. The purpose of a time audit is to reflect on current structures and processes with the end result of increasing instructional time</td>
<td></td>
</tr>
<tr>
<td>7. Add trained volunteers during one-hour daily Response to Instruction and Intervention sessions to work with students in small group sessions, allowing teachers to work in depth with specific students</td>
<td></td>
</tr>
</tbody>
</table>

Working Document as of 1/6/15
Kirkpatrick Elementary
District Priority School Support Plan
Immediate Needs and Action Steps

Immediate Need 2: Address behavior
Although considerable resources have been provided to enhance wrap around services to children served at Kirkpatrick, there are many children who need additional family interventions and counseling services to overcome behavioral issues at school, which are disruptive to classroom learning environments.

<table>
<thead>
<tr>
<th>ACTION STEPS</th>
<th>2014 – 2015 Implementation Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>The district has or will:</td>
<td>Oct-Dec</td>
</tr>
<tr>
<td>1. Increase social worker services to address the social and emotional needs of students</td>
<td></td>
</tr>
<tr>
<td>2. Provide case management for chronic absenteeism</td>
<td></td>
</tr>
<tr>
<td>3. Increase external counseling services to two days per week to focus on conflict resolution</td>
<td></td>
</tr>
</tbody>
</table>

Immediate Need 3: Improve parental and community engagement
Based on the school’s chronic performance issues, radical change is necessary. Pending final approval from the Board of Education, the school is converting to a KIPP charter school beginning with Kindergarten and first grade in the 2015-16 school year. As the school goes through the conversion, the district must ensure quality transitional services and supports to students, teachers, and families. These supports include efficient and timely communication with parents and students on transition, next steps, and alternative school options. Additionally, the district needs to provide continued support to the Kirkpatrick’s faculty for smooth transitions to other positions in the district as the school converts.

<table>
<thead>
<tr>
<th>ACTION STEPS</th>
<th>2014 – 2015 Implementation Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>The district has or will:</td>
<td>Oct-Dec</td>
</tr>
<tr>
<td>1. Help parents better understand how to support their child’s education and assist the administration with the development of academic support plans</td>
<td></td>
</tr>
<tr>
<td>2. Support two-way communication between teachers and families</td>
<td></td>
</tr>
<tr>
<td>3. Work with the Stratford cluster’s family engagement specialist to assist parents with transition</td>
<td></td>
</tr>
</tbody>
</table>
KIRKPATRICK ENHANCED OPTION ELEMENTARY SCHOOL DATA PROFILE

METROPOLITAN NASHVILLE PUBLIC SCHOOLS

CONTENTS:

1. Overview – page 2
2. Student Demographics – page 3
3. Teacher Experience and Performance – page 3
4. Student Discipline – page 4
5. Student Attendance and Mobility – page 5
6. Per Pupil Expenditures – page 6
7. Academic Performance – page 7
8. Strengths, Weaknesses, Opportunities, And Threats (SWOT) Analysis – page 8
9. Instructional Rounds Summary – page 9
10. Community Meeting – Public Comments – page 10
11. Faculty Meeting – Public Comments – page 11
OVERVIEW

Mildred V. Nelson became the principal of Kirkpatrick Enhanced Option Elementary School in July 2013. She previously served as an elementary executive lead principal, executive principal, assistant principal, program specialist, reading specialist, and classroom teacher in MNPS.

The following demographic information is based upon data from the 2014 - 15 school year. Current enrollment at Kirkpatrick is 386 students. The student body is 88.9 percent African-American, eight percent White, one percent Hispanic, and two percent Asian. Males comprise 49.7 percent of the student body and females 50.3 percent. One hundred percent of Kirkpatrick’s students are economically disadvantaged, 10 percent are students with disabilities, and four percent are English language learners.

The attendance at Kirkpatrick is below the district average with approximately one-third of the students being identified as chronically absent (10 percent or more of all school days). To date, the 2014-2015 mobility rate is 21 percent. The 2013 – 14 mobility rate was 41 percent. Teachers lose a substantial amount of instructional time addressing inappropriate student behavior in the classroom. To date, 11 students have been suspended out-of-school with two students suspended five days or more, and the majority of the offenses were categorized as violation of school rules.

Kirkpatrick Enhanced Option school students struggle to make achievement gains in reading and mathematics. TCAP data for 2013-14 revealed 14.8 percent of 3rd and 4th grade students scored proficient/advanced in reading and 13.9 percent in mathematics. Based on three years of data, the overall status of Kirkpatrick is Target according to the MNPS Academic Performance Framework.

Kirkpatrick faces challenges in recruiting and retaining teachers. More than one-half of classroom teachers are new to Kirkpatrick this school year. Of the new teachers, the majority are new to the profession. In 2013-14, close to 80 percent of teachers earned an overall effect score of at expectations on the Tennessee Educator Acceleration Model (TEAM).
STUDENT DEMOGRAPHICS

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Students</th>
<th>Percent Economically Disadvantaged</th>
<th>Percent EL Students</th>
<th>Percent Students with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014 - 2015</td>
<td>386</td>
<td>96.11%</td>
<td>4.40%</td>
<td>9.84 %</td>
</tr>
</tbody>
</table>

TEACHER EXPERIENCE AND PERFORMANCE

Mildred Nelson has been assigned as principal of Kirkpatrick Elementary School since the 2013 – 2014 school year. There are currently 34 certificated teachers on staff. The chart labeled Total Years Experience % is the total years of education experience, both in and outside of MNPS.

The chart labeled 2013-14 Overall Level of Effectiveness % (TEAM Score) is the distribution of 2013-14 overall TEAM scores for all current teachers and administrators. The overall TEAM score includes:
- the average observation rating
- the growth score (individual growth, if the teacher is in a tested subject/grade; school-wide growth if not)
- the achievement score (also known as the 15% measure).

The chart labeled % Staff with Indi. Growth Score below is the percent of current teachers with individual TVAAS scores in 2013-14 for each TVAAS rating (1 through 5). These scores include a minimum of one year and maximum of three years of data depending on how long the teacher has taught the tested subject/grade.
The chart labeled 2013-2014 Average Observation Score % is the distribution of scores from the observation component of the TEAM evaluation. The average observation includes a minimum of one and maximum of four observations, as determined by the teacher’s license status and prior year’s performance.

Teacher Retention Rate

- Percent of teachers who began the 2013-14 school year and were retained in 2014-15 at this school: 59.4%

**STUDENT DISCIPLINE**

The charts below contain student discipline data. Out-of-School suspensions are reported by the number of students. The MNPS student code of conduct was updated at the end of the 2013-14 school year. Changes were made to the codes used for student disciplinary infractions. As a result, some codes were eliminated, and others were added to improve disciplinary reporting.

### 2013 – 2014 Out of School Suspensions

<table>
<thead>
<tr>
<th>OSS Days</th>
<th>SWD</th>
<th>School</th>
<th>School</th>
<th>Tier</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>4</td>
<td>24</td>
<td>5%</td>
<td>3%</td>
<td>6%</td>
</tr>
<tr>
<td>3-5</td>
<td>3</td>
<td>15</td>
<td>3%</td>
<td>1%</td>
<td>3%</td>
</tr>
</tbody>
</table>

### 2013 – 2014 Incidences by Offense Category

<table>
<thead>
<tr>
<th>Offense Category</th>
<th># Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Violation of school rules</td>
<td>72</td>
</tr>
<tr>
<td>Fighting</td>
<td>11</td>
</tr>
</tbody>
</table>

### 2014 – 2015 Out of School Suspensions 11.22.14

<table>
<thead>
<tr>
<th>OSS Days</th>
<th>SWD</th>
<th>School</th>
<th>School</th>
<th>Tier</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>6</td>
<td>1%</td>
<td>1%</td>
<td>3%</td>
<td>1%</td>
</tr>
<tr>
<td>3-5</td>
<td>3</td>
<td>1%</td>
<td>0%</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>6-9</td>
<td>1</td>
<td>0%</td>
<td>0%</td>
<td>1%</td>
<td>1%</td>
</tr>
</tbody>
</table>
STUDENT ATTENDANCE AND MOBILITY

The following charts contain attendance data for the school compared to the district average. The chronic absence rate is defined as the percentage of active students having absences (excused & unexcused) = 10% or more of all school days. Attendance counts are cumulative/year to date for primary enrollment schools.

<table>
<thead>
<tr>
<th>Offense Category</th>
<th># Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Violation of school rules</td>
<td>16</td>
</tr>
<tr>
<td>Other type of threat</td>
<td>1</td>
</tr>
</tbody>
</table>

2014 – 2015 Incidences by Offense Category
As of 11/22/14

2013 – 2014 Attendance Summary
As of 11/22/14

<table>
<thead>
<tr>
<th>School Summary</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Attendance (This School Only)</td>
<td>92.2 %</td>
</tr>
<tr>
<td>Chronic Absence</td>
<td>28.9 %</td>
</tr>
<tr>
<td>Satisfactory (95+ % Present)</td>
<td>45.3 %</td>
</tr>
<tr>
<td>Perfect Attendance (100 % Present)</td>
<td>1.6 %</td>
</tr>
</tbody>
</table>

2014 – 2015 Attendance Summary
As of 11/22/14

<table>
<thead>
<tr>
<th>School Summary</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Attendance (This School Only)</td>
<td>93.7 %</td>
</tr>
<tr>
<td>Chronic Absence</td>
<td>22.0 %</td>
</tr>
<tr>
<td>Satisfactory (95+ % Present)</td>
<td>58.0 %</td>
</tr>
<tr>
<td>Perfect Attendance (100 % Present)</td>
<td>16.8 %</td>
</tr>
</tbody>
</table>

Student Mobility Rate
### School Year Enrollment #Students #Entries/Exits #Entries #Exits Mobility Rate Percent

<table>
<thead>
<tr>
<th>School Year</th>
<th>School</th>
<th>Enrollment</th>
<th>#Students</th>
<th>#Entries/Exits</th>
<th>#Entries</th>
<th>#Exits</th>
<th>Mobility Rate Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2014</td>
<td>Kirkpatrick Enhanced Option School</td>
<td>384</td>
<td>135</td>
<td>156</td>
<td>81</td>
<td>75</td>
<td>41</td>
</tr>
<tr>
<td>2014-2015 (to date)</td>
<td>Kirkpatrick Enhanced Option School</td>
<td>386</td>
<td>78</td>
<td>82</td>
<td>59</td>
<td>23</td>
<td>21</td>
</tr>
</tbody>
</table>

### PER PUPIL EXPENDITURE

The “School Per Pupil Expenditure (PPE)” reflects all actual SY13-14 general operating and grant expenditures that are attributed to individual schools divided by the Day 40 student count from the same school year. The “School PPE” includes expenditures such as teacher salaries and benefits, principals, librarians, school counselors, utilities, etc. It excludes central office expenses such as human resources, purchasing, and information technology, centralized services such as food service, transportation, and custodians, and non-operating expenses such as capital projects and debt services. The “District PPE” is the average “School PPE” for all MNPS schools except Special Education, Alternative, and Non-Traditional schools.

<table>
<thead>
<tr>
<th>School</th>
<th>Tier</th>
<th>School Per Pupil Expenditure</th>
<th>Tier Per Pupil Expenditure</th>
<th>District Per Pupil Expenditure</th>
<th>% Above Tier</th>
<th>% Above District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kirkpatrick Enhanced Option</td>
<td>Elementary</td>
<td>$7,017</td>
<td>$6,590</td>
<td>$6,256</td>
<td>6.5%</td>
<td>12.2%</td>
</tr>
</tbody>
</table>
State-Level Success Rate
Schools with success rates below the state’s 5th percentile are labeled “priority schools.” The success rate is the average proficiency across subjects and is calculated by dividing the number of math, science, and reading/language arts proficient or advanced scores for 2012, 2013 and 2014 by the total number of tests taken in these three subjects over the same period.

<table>
<thead>
<tr>
<th>State Accountability Success Rate</th>
<th>2010-2012</th>
<th>2012-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rate</td>
<td>19.2%</td>
<td>17.0%</td>
</tr>
<tr>
<td>TN Percentile</td>
<td></td>
<td>1.07</td>
</tr>
</tbody>
</table>

The Academic Performance Framework
The Academic Performance Framework (APF) was developed in an effort to combine various student, teacher and parent data into one overall school performance measure and to support meeting state-assigned district accountability targets. Since the state does not assign a status to most schools each year, the district uses the framework to assign schools one of five categories. Overall performance and status are determined by adding together points earned for each measure.

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>425</td>
<td>Kirkpatrick ES</td>
<td>Target</td>
<td>18.33</td>
<td>Target</td>
<td>21.21 Review</td>
<td>6.50 Target</td>
<td>15.34 Target</td>
<td>15.34 Target</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Half of APF points are assigned based on academic growth. Shown below is the Tennessee Value Added Assessment System (TVAAS) mean one-year Normal Curve Equivalent (NCE) gain for TCAP Reading, Math, and Science. The second measure below is the Mean Achievement Level Increase for TCAP Reading, Math, and Science, adjusted for statewide trends. Targets for increases are set by asking schools to move below basic scores to basic, basic scores to proficient, and proficient scores to advanced. Targets are higher for schools with large numbers of basic and below basic scores.

<table>
<thead>
<tr>
<th>TN Value Added Assessment System (TVAAS)</th>
<th>Mean Achievement Level Increase (MALI)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.8</td>
<td>29.5%</td>
</tr>
</tbody>
</table>

Achievement measures are allotted 30% of APF points. The percent of students scoring proficient or advanced on TCAP Reading, Math and Science exams account for half the points in this category. The other half are based on the percent of students in grade 4 or 8 (or the school’s highest grade level) that are projected by TVAAS to have a 21 or higher ACT composite score. Also shown below are the gap indices and their associated points, which account for 5% of APF points. The weighted gap index is based on the differences in percent proficient or advanced between subgroups of students (school-wide) that are traditionally disadvantaged and their traditionally non-disadvantaged peers (district-wide).

<table>
<thead>
<tr>
<th>Percent Proficient/Advanced</th>
<th>Percent 21+ on ACT</th>
<th>Achievement Gap Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012 % P/A</td>
<td>2012 % P/A</td>
<td>2013 % P/A</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>19.1</td>
<td>0.0%</td>
<td>16.0</td>
</tr>
</tbody>
</table>
School culture survey measures comprise the last 15% of points in the APF. In 2013-14 educators and students were surveyed with the TELL and Tripod, respectively. This year the district will also include a parent survey. Mean composite favorability (agreement with positive culture statements) on these surveys provide the basis for scoring.

<table>
<thead>
<tr>
<th>TELL TN Survey</th>
<th>Tripod Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012 TELL TN % Favor</td>
<td>2012 TELL TN % Favor</td>
</tr>
<tr>
<td>0.66</td>
<td>0.63</td>
</tr>
<tr>
<td>31.6%</td>
<td>25.6%</td>
</tr>
</tbody>
</table>

**STRENGTHS, WEAKNESSES, OPPORTUNITIES, AND THREATS (SWOT) ANALYSIS**

**Participants**

Teachers, School Administration, Instructional Coaches, District Facilitator

**Process**

- Data was sent to participants to review before the SWOT Analysis
- A district administrator led the protocol.
  - **Step 1:** Norms were set by the group
  - **Step 2:** Desired Outcomes: Participants brainstormed desired outcomes for the school, and then shared out to whole group. A list was compiled.
  - **Step 3:** Participants were able to ask clarifying questions about the list.
  - **Step 4:** Participants were given 10 minutes to individually jot down their perceived strengths, weaknesses, opportunities, and threats. After individuals had time to process their thoughts, participants discussed their thoughts in pairs.
  - **Step 5:** Participants discussed, in round robin fashion, the identified strengths, weaknesses, opportunities, and threats. Responses were charted on paper.
  - **Step 6:** Participants reflected on what was charted and then developed next steps for the school.

**Desired Outcomes:**

- Increased student achievement, increased attendance/reduced tardies, better tools for classroom management

**Trends**

- **Strengths:** Instruction – social studies, small group, instructional coaching support; teacher collaboration; relationships with families; use of resources
- **Weaknesses:** Consistent management of discipline, lack of parental involvement, instruction – lack of rigor, lack of vertical alignment, teacher collaboration, content knowledge
- **Opportunities:** Increased attention and assistance, improved student success, professional development opportunities, Response to Intervention, faculty relationships, Martha O’Bryan partnership
• **Threats**: Student/family poverty, student tardies/attendance, student mobility rate, bringing home issues to school, lack of parents knowledge and skills – low literacy rate

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**INSTRUCTIONAL ROUNDS SUMMARY**

**Problem of Practice**

The achievement data at Kirkpatrick Elementary indicates that the students are not achieving at a level needed to meet state standards. Administration and teacher leaders recently participated in a SWOT analysis and identified that the low level of expectations that teachers have for students is a weakness. The teachers and administrative staff have participated in professional development to ensure alignment of student work to standards and learning targets. They know that this is key to increasing the level of inquiry that is happening in each classroom. If the work that the students are being asked to do is aligned to standards and learning targets then the work should be at grade level and above. This is the first step in offering challenging work that will allow students to problem solve and do high level work.

**Focus Question**

1. What evidence do you see or hear that indicates an alignment of student work to standards and learning targets?

**Findings**

**Standards and Objectives**

- Most of the teachers had learning targets posted.
- Few teachers were teaching content related to the objected posted.
- There was little evidence of grade-level planning and collaboration.

**Activities and Materials**

- Some classrooms provided differentiated instruction and tasks.
- Few classrooms had tasks aligned to standard.

**Questioning**

- Some teachers used higher order questioning

**Student Engagement**

- Most teachers used whole group instruction.
- All classrooms were working with worksheets.
- Some students were waiting on more work – tasks not difficult enough
- Some evidence of a focus on social emotional learning.

**Recommendations:**
• A time audit needs to be conducted - There was evidence of instructional time lost to transitions and morning meetings that lasted too long.
• Professional development on highly-effective teaming and planning
• Engaging centers need to be utilized to allow for student collaboration and student voice
• Student tasks developed at all levels of Blooms – too many tasks at low levels.

COMMUNITY MEETING – PUBLIC COMMENTS

Kirkpatrick Community Meeting
September 25, 2014

Comments/Questions:
• My son went to a charter school; may be good for some, but wasn’t best for him
• I am a special transfer to attend Kirkpatrick; the teachers care here
• Awesome teachers; drop in on people at home
• Great school; teachers hands-on and effective
• NCLB failed
• Sometimes you can feel if teachers care if students want to do their homework
• Parents care, and we want to see the scores turnaround; send test information home, and we will help
• We have a whole new staff and new principal; we do not want the school to close
• Many in the community do not care, but I do
• Students need help for their emotional states
• Charters cannot deal with individual student needs
• Student transferred here from another school; here she is opening up and becoming a leader
• If teachers and parents come together, we can do it
• Let’s expand space in the school and bring in better teachers; this school is all we have, and we send the best thing we have
• We know everybody in this school; don’t take it away
• Many young parents here; teachers have to do it
• Love of the job is the key to great teachers; not money
• My daughter is doing well; teachers are awesome; this is the only school she wants to come to
FACULTY MEETING – PUBLIC COMMENTS

Kirkpatrick Faculty Meeting
September 25, 2014

Comments:

• We are here for families and students
• Poverty leads to stress, malnourishment, sleep-deprivation
• Social/emotional needs not being met
• We need more resources to get to that
• Need counselors, behavioral specialists; even lower class sizes
• Don’t need after-school tutoring
• Need more people to use in the classrooms so that disruptive behaviors do not derail the entire room
• Need to look at how resources are helping children; parents comment on 1:1 help
• Intervention has not panned out
• 11 of 20 are more than 2 years behind
• What is the definition of a superstar teacher?
• Achievement measures no good if children start out behind; one test; one day
• Be involved in the plan with Ms. Nelson
• Need more competent people in each room (Dr. Register mentioned Buena Vista and Aspiring teachers model)
• 13 different sets of answers:
  o Crisis team
  o Resources to address behaviors and allow Ms. Nelson to steer the ship
  o Charter schools have second teachers in the rooms
  o Early intervention teams with master teachers on each team
  o Complex trauma training for teachers
  o SEL coach to support teachers and staff with real-life applications
  o Training in consultation
  o Increase consistent, extra support in classrooms
  o Safe support groups for teachers
  o Wrap around comprehensive services/supports
  o Whole child workshops/events; parents as partners
  o Educators with whole child perspective – integrate into academics
• Get creative without changing who runs the school
  o Therapeutic school
  o Specialists
  o What can we change drastically?
  o What resources can we add?
Dr. Register:

- We are working to increase autonomy
  - Limits on resources exist, but we are developing a formula to better match needs with resources
  - We will compete for School Improvement Grants

Comments:

- Need SEL support – the work is draining
- Too many on the downside of hope
- Hire people with education degrees AND counseling
- Use teams to assess children and decompression rooms for consequences
- More check-ins with students
- Need to give the leader more discretion
- Show love consistently
- Model the behavior we want to see
- Expose students to wider range of real world experiences they might not otherwise have
- Expectations are high; have to control behaviors
- Permanent subs; it’s hard to get subs
**Immediate Need 1: Improve the quality of instruction**

Madison Middle Prep is in its fifth year of existence and has struggled with poor academic performance and issues with student behavior and mobility. The current administration is in their second year of leading the school. Madison has a target status in 2013 and in 2014 moved to review status on the Academic Performance Framework. Improvements were made in student achievement and growth in 2014. The school continues to struggle with high quality teacher recruitment and retention, which has had a significant impact on achievement. This year the percentage of new teachers to Madison is over 60 percent. The administration in conjunction with the leadership team has created a turnaround plan this year, which focuses on instruction, assessments, data, and climate.

<table>
<thead>
<tr>
<th>ACTION STEPS</th>
<th>2014 – 2015 Implementation Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>The district has or will:</td>
<td>Oct-Dec</td>
</tr>
<tr>
<td>1. Add a part-time EL teacher to assist a small but growing population of English learners</td>
<td></td>
</tr>
<tr>
<td>2. Add a full-time reading intervention teacher to work in small group instruction with students reading below grade level</td>
<td></td>
</tr>
<tr>
<td>3. Evaluate structure and quality of the leadership team to ensure effective implementation of the School Improvement Plan and meet parent involvement goals</td>
<td></td>
</tr>
<tr>
<td>4. Provide additional administrative support trained in the TEAM evaluation model to assist in the observation and evaluation of teachers in order to improve the quality of evaluations and the use of feedback</td>
<td></td>
</tr>
<tr>
<td>5. Provide professional development on teaming for all teachers at Madison, focusing on how to function as a highly effective team; the district will meet with teams 2-3 days per month to support and monitor teacher teams; provide professional development on planning for all teachers at Madison; sessions will focus on implementing high-yield strategies in lessons, such as differentiating instruction, emphasizing student-centered instruction, and using and interpreting formative assessments</td>
<td></td>
</tr>
<tr>
<td>6. Support Madison’s administration in developing and implementing mentoring programs for the schools’ newer teachers</td>
<td></td>
</tr>
<tr>
<td>7. Provide professional development for the administration focused on hiring and retaining effective teachers</td>
<td></td>
</tr>
<tr>
<td>8. Participate in the Literacy Partnership, where Madison’s literacy support will establish a classroom lab to model effective literacy strategies for teachers</td>
<td></td>
</tr>
</tbody>
</table>
Immediate Need 2: Address school climate, culture, and behavior issues
Climate and culture of the school must improve with stability of leadership and teaching staff. Teachers lose a substantial amount of instructional time addressing inappropriate student behavior in the classroom. Behavior is problematic due to a lack of commonly agreed upon expectations for student behavior and approaches to student management from teachers and leaders in the building.

<table>
<thead>
<tr>
<th>ACTION STEPS</th>
<th>2014 – 2015 Implementation Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>The district has or will:</td>
<td>Oct-Dec</td>
</tr>
<tr>
<td>1. Provide professional development on classroom management</td>
<td></td>
</tr>
<tr>
<td>2. Support the principal in revising the school-wide discipline plan</td>
<td></td>
</tr>
<tr>
<td>3. Provide restorative practices training for administrators</td>
<td></td>
</tr>
<tr>
<td>4. Provide chronic absenteeism case management and immigrant family supports through the Family Resource Center</td>
<td></td>
</tr>
</tbody>
</table>

Immediate Need 3: Improve parental and community engagement
Increased mobility and changing demographics in the school and community have contributed to a lack of parental engagement in the school. A small but growing EL population has further complicated effective communications between the school and parents.

<table>
<thead>
<tr>
<th>ACTION STEPS</th>
<th>2014 – 2015 Implementation Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>The district has or will:</td>
<td>Oct-Dec</td>
</tr>
<tr>
<td>1. Increase community engagement through implementation of the Community Achieves model</td>
<td></td>
</tr>
<tr>
<td>2. Support the administration in fostering parental engagement and family support</td>
<td></td>
</tr>
</tbody>
</table>
MADISON MIDDLE PREP
DATA PROFILE

METROPOLITAN NASHVILLE PUBLIC SCHOOLS

CONTENTS:

1. Overview – page 2
2. Student Demographics – page 3
3. Teacher Experience and Performance – page 3
4. Student Discipline – page 4
5. Student Attendance and Mobility – page 5
6. Per Pupil Expenditures – page 6
7. Academic Performance – page 6
8. Strengths, Weaknesses, Opportunities, And Threats (SWOT) Analysis – page 8
9. Instructional Rounds Summary – page 9
10. Community Meeting – Public Comments – page 10
11. Faculty Meeting – Public Comments – page 14
OVERVIEW

Mrs. Michelle Brock-Demps became the principal of Madison Middle Prep in July 2013. She previously served as a Principal in Memphis and a teacher and School Improvement Program Facilitator in MNPS.

The following demographic information is based upon data from the 2014-15 school year. Current enrollment at Madison is 697 students. The student body is comprised of 62.55% Black, 17.79% White, 18.51% Hispanic, and one percent Asian and Pacific Islander combined. Males comprise 52.65% of the student body and females comprise 47.35 percent. Subgroups represented are 84.94% economically disadvantaged, 15.21% students with disabilities, and 6.6% limited English proficient.

The overall attendance for 2013-14 at Madison was 94.4 percent. The chronic absentee rate was 16.5%, which counts for 10% or more of all school days. To date the overall attendance rate is 94.9% and the chronic absentee rate is 16.8 percent. To date, the 2014-2015 mobility rate is 19 percent. The 2013-14 mobility rate was 42 percent. Teachers lose a substantial amount of instructional time addressing inappropriate student behavior in the classroom. To date, 86 students have been suspended out-of-school with six students suspended five days or more, and the majority of the offenses are categorized as violation of school rules.

Madison Middle Prep students struggle to make achievement gains in reading and mathematics. TCAP data for 2013-14 revealed 24% of 5th through 8th grade and 28.5% of 7th grade students scored proficient/advanced in reading and 18.6% and 16.3%, respectfully, in mathematics. Based on three years of data, the overall status of Madison is Review according to the MNPS Academic Performance Framework. The Tennessee Department of Education has identified Madison as a school in Priority status as a result of overall student achievement ranking in the bottom five percent of Tennessee schools.

Madison faces challenges in recruiting and retaining teachers. More than one-half of classroom teachers are new to Madison this school year. Of the new teachers, the majority are new to the profession. In 2013-14, close to 60% of teachers earned an overall effect score of three or higher (out of five) based on the Tennessee Educator Acceleration Model (TEAM).

The TELL survey was completed by 55.36% of the faculty in 2013-14 and the results revealed perceived areas of strength are the following: the school takes steps to solve problems, the faculty and leadership have a shared vision, professional development opportunities are aligned with the school’s improvement plan, and the school does a good job encouraging parent involvement. Areas to strengthen are the need for teachers have an appropriate level of influence on decision making in the school, and the need to increase teacher collaboration to achieve consistency of instruction.

As a result of the data analysis, the staff at Madison Middle Prep is focused on increasing collaboration through teaming to improve student achievement, creating instructional plans with increased rigor, utilizing an assessment program and coaching, developing teacher leaders, and aligning resources to support teachers’ professional development.
STUDENT DEMOGRAPHICS

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Students</th>
<th>Percent Economically Disadvantaged</th>
<th>Percent EL Students</th>
<th>Percent Students with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014 - 2015</td>
<td>697</td>
<td>84.94%</td>
<td>5.60%</td>
<td>15.21%</td>
</tr>
</tbody>
</table>

TEACHER EXPERIENCE AND PERFORMANCE

The chart labeled Total Years Experience % is the total years of education experience, both in and outside of MNPS.

The chart labeled 2013-14 Overall Level of Effectiveness % (TEAM Score) is the distribution of 2013-14 overall TEAM scores for all current teachers and administrators. The overall TEAM score includes:
- the average observation rating
- the growth score (individual growth, if the teacher is in a tested subject/grade; school-wide growth if not)
- the achievement score (also known as the 15% measure).

The chart labeled % Staff with Indi. Growth Score below is the percent of current teachers with individual TVAAS scores in 2013-14 for each TVAAS rating (1 through 5). These scores include a minimum of one year and maximum of three years of data depending on how long the teacher has taught the tested subject/grade.
The chart labeled 2013-2014 Average Observation Score % is the distribution of scores from the observation component of the TEAM evaluation. The average observation includes a minimum of one and maximum of four observations, as determined by the teacher’s license status and prior year’s performance.

STUDENT DISCIPLINE

The charts below contain student discipline data. Out-of-School suspensions are reported by the number of students. The MNPS student code of conduct was updated at the end of the 2013-14 school year. Changes were made to the codes used for student disciplinary infractions. As a result, some codes were eliminated, and others were added to improve disciplinary reporting.

2013 – 2014 Out of School Suspensions

<table>
<thead>
<tr>
<th>OSS Days</th>
<th>School</th>
<th>School Tier</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>108</td>
<td>11 %</td>
<td>8 %</td>
</tr>
<tr>
<td>3-5</td>
<td>67</td>
<td>7 %</td>
<td>5 %</td>
</tr>
<tr>
<td>6-9</td>
<td>29</td>
<td>3 %</td>
<td>2 %</td>
</tr>
<tr>
<td>10+</td>
<td>9</td>
<td>1 %</td>
<td>1 %</td>
</tr>
</tbody>
</table>
STUDENT ATTENDANCE, AND MOBILITY

The following charts contain attendance data for the school compared to the district average. The chronic absence rate is defined as the percentage of active students having absences (excused & unexcused) = 10% or more of all school days. Attendance counts are cumulative/year to date for primary enrollment schools.

2013 – 2014 Incidences by Offense Category

<table>
<thead>
<tr>
<th>Offense Category</th>
<th># Incidents</th>
<th>ISS</th>
<th>OSS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Violation of school rules</td>
<td>1,848</td>
<td>828</td>
<td>196</td>
</tr>
<tr>
<td>Fighting</td>
<td>185</td>
<td>33</td>
<td>152</td>
</tr>
<tr>
<td>Vandalism/damage of property</td>
<td>23</td>
<td>10</td>
<td>13</td>
</tr>
<tr>
<td>Bullying</td>
<td>18</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Assault of student</td>
<td>17</td>
<td>1</td>
<td>16</td>
</tr>
<tr>
<td>Other type of threat</td>
<td>17</td>
<td>1</td>
<td>16</td>
</tr>
<tr>
<td>Theft of property</td>
<td>13</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Sexual Harassment</td>
<td>12</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Possession of weapon other than firearm</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Possession/use/distribution of illegal drugs</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

2014 – 2015 Incidences by Offense Category 11.22.14

<table>
<thead>
<tr>
<th>Offense Category</th>
<th># Incidents</th>
<th>ISS</th>
<th>OSS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Violation of school rules</td>
<td>185</td>
<td>33</td>
<td>152</td>
</tr>
<tr>
<td>Fighting</td>
<td>13</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Vandalism/damage of property</td>
<td>10</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Bullying</td>
<td>8</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Assault of student</td>
<td>7</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Other type of threat</td>
<td>6</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Sexual Harassment</td>
<td>5</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Possession of weapon other than firearm</td>
<td>3</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Assault of teacher or staff</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

2013 – 2014 Attendance Summary

<table>
<thead>
<tr>
<th>School Summary</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Attendance (This School Only)</td>
<td>94.4 %</td>
</tr>
<tr>
<td>Chronic Absence</td>
<td>16.5 %</td>
</tr>
<tr>
<td>Satisfactory (95+ % Present)</td>
<td>55.9 %</td>
</tr>
<tr>
<td>Perfect Attendance (100 % Present)</td>
<td>3.6 %</td>
</tr>
</tbody>
</table>

2014 – 2015 Attendance Summary 11.22.14

<table>
<thead>
<tr>
<th>School Summary</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Attendance (This School Only)</td>
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</tr>
<tr>
<td>Satisfactory (95+ % Present)</td>
<td>65.6 %</td>
</tr>
<tr>
<td>Perfect Attendance (100 % Present)</td>
<td>21.8 %</td>
</tr>
</tbody>
</table>
### Student Mobility Rate

<table>
<thead>
<tr>
<th>School Year</th>
<th>School</th>
<th>Enrollment</th>
<th>#Students</th>
<th>#Entries/Exits</th>
<th>#Entries</th>
<th>#Exits</th>
<th>Mobility Rate Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2014</td>
<td>Madison Middle School</td>
<td>744</td>
<td>255</td>
<td>314</td>
<td>154</td>
<td>160</td>
<td>42</td>
</tr>
<tr>
<td>2014-2015 (to date)</td>
<td>Madison Middle School</td>
<td>697</td>
<td>121</td>
<td>133</td>
<td>66</td>
<td>67</td>
<td>19</td>
</tr>
</tbody>
</table>

### PER PUPIL EXPENDITURES

The “School Per Pupil Expenditure (PPE)” reflects all actual SY13-14 general operating and grant expenditures that are attributed to individual schools divided by the Day 40 student count from the same school year. The “School PPE” includes expenditures such as teacher salaries and benefits, principals, librarians, school counselors, utilities, etc. It excludes central office expenses such as human resources, purchasing, and information technology, centralized services such as food service, transportation, and custodians, and non-operating expenses such as capital projects and debt services. The “District PPE” is the average “School PPE” for all MNPS schools except Special Education, Alternative, and Non-Traditional schools.

<table>
<thead>
<tr>
<th>School</th>
<th>Tier</th>
<th>School Per Pupil Expenditure</th>
<th>Tier Per Pupil Expenditure</th>
<th>District Per Pupil Expenditure</th>
<th>% Above Tier</th>
<th>% Above District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Madison Middle Prep</td>
<td>Middle</td>
<td>$6,102</td>
<td>$6,238</td>
<td>$6,256</td>
<td>-2.2</td>
<td>-2.5</td>
</tr>
</tbody>
</table>

### ACADEMIC PERFORMANCE

#### State-Level Success Rate

Schools with success rates below the state’s 5\textsuperscript{th} percentile are labeled “priority schools.” The success rate is the average proficiency across subjects and is calculated by dividing the number of math, science, and reading/language arts proficient or advanced scores for 2012, 2013 and 2014 by the total number of tests taken in these three subjects over the same period.

<table>
<thead>
<tr>
<th>State Accountability Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rate</td>
</tr>
<tr>
<td>Rate</td>
</tr>
<tr>
<td>TN Percentile</td>
</tr>
</tbody>
</table>
The Academic Performance Framework

The Academic Performance Framework (APF) was developed in an effort to combine various student, teacher and parent data into one overall school performance measure and to support meeting state-assigned district accountability targets. Since the state does not assign a status to most schools each year, the district uses the framework to assign schools one of five categories. Overall performance and status are determined by adding together points earned for each measure.

Half of APF points are assigned based on academic growth. Shown below is the Tennessee Value Added Assessment System (TVAAS) mean one-year Normal Curve Equivalent (NCE) gain for TCAP Reading, Math, and Science. The second measure below is the Mean Achievement Level Increase for TCAP Reading, Math, and Science, adjusted for statewide trends. Targets for increases are set by asking schools to move below basic scores to basic, basic scores to proficient, and proficient scores to advanced. Targets are higher for schools with large numbers of basic and below basic scores.

<table>
<thead>
<tr>
<th>School #</th>
<th>School</th>
<th>2012 Total Pts</th>
<th>2012 Status</th>
<th>2013 Total Pts</th>
<th>2013 Status</th>
<th>2014 Total Pts</th>
<th>2014 Status</th>
<th>3-Year Avg Pts</th>
<th>3-Year Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>622</td>
<td>Madison MS</td>
<td>28.89 Review</td>
<td>13.54 Target</td>
<td>21.28 Review</td>
<td>20.56 Review</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Achievement measures are allotted 30% of APF points. The percent of students scoring proficient or advanced on TCAP Reading, Math and Science exams account for half the points in this category. The other half are based on the percent of students in grade 4 or 8 (or the school’s highest grade level) that are projected by TVAAS to have a 21 or higher ACT compos. Also shown below are the gap indices and their associated points, which account for 5% of APF points. The weighted gap index is based on the differences in percent proficient or advanced between subgroups of students (school-wide) that are traditionally disadvantaged and their traditionally non-disadvantaged peers (district-wide).

School culture survey measures comprise the last 15% of points in the APF. In 2013-14 educators and students were surveyed with the TELL and Tripod, respectively. This year the district will also include a parent survey. Mean composite favorability (agreement with positive culture statements) on these surveys provide the basis for scoring.

<table>
<thead>
<tr>
<th>TELL TN Survey</th>
<th>Tripod Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.82</td>
<td>63.0%</td>
</tr>
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</table>
STRENGTHS, WEAKNESSES, OPPORTUNITIES, AND THREATS (SWOT) ANALYSIS

Participants

Teachers, School Administration, Instructional Coaches, District Facilitator

Process

- Data was sent to participants to review before the SWOT Analysis
- A district administrator led the protocol.
  - **Step 1:** Norms were set by the group
  - **Step 2:** Desired Outcomes: Participants brainstormed desired outcomes for the school, and then shared out to whole group. A list was compiled.
  - **Step 3:** Participants were able to ask clarifying questions about the list.
  - **Step 4:** Participants were given 10 minutes to individually jot down their perceived strengths, weaknesses, opportunities, and threats. After individuals had time to process their thoughts, participants discussed their thoughts in pairs.
  - **Step 5:** Participants discussed, in round robin fashion, the identified strengths, weaknesses, opportunities, and threats. Responses were charted on paper.
  - **Step 6:** Participants reflected on what was charted and then developed next steps for the school.

Trends

- **Strengths:** Leadership, budgeting, strong exceptional education department, strong related arts and sports, data focused, decrease in discipline incidents, facility.
- **Weaknesses:** inconsistency with classroom management, parental involvement, making instruction/curriculum relevant, low expectations.
- **Opportunities:** Nashville Teaching Fellows, adult education opportunities, technology integration, marketing, family resource center.
- **Threats:** late start time, poverty, charter take over, class size, CTE in middle, lack of subs, teacher dismissal.
INSTRUCTIONAL ROUNDS SUMMARY

Problem of Practice

The achievement data at Madison Middle Prep indicates that the students are not achieving at a level needed to meet state standards. Administration and teacher leaders recently participated in a SWOT analysis and identified that the low level of expectations that teachers have for students is a weakness. The teachers and administrative staff have participated in professional development to ensure alignment of student work to standards and learning targets. They know this is key to increasing the level of inquiry happening in each classroom. If the work that the students are being asked to complete is aligned to standards and learning targets; then the work should be at grade level and above. This is the first step in offering challenging work that will allow students to problem solve and do high level work. This is the first step in offering challenging work that will promote high-level thinking and allow students to problem solve and do high-quality work.

Focus Question

1. What evidence do you see or hear that indicates an alignment of student work to standards and learning targets?

Findings

Alignment

The alignment of student tasks to standards in the rooms observed at Madison was inconsistent. All rooms displayed standards and learning targets, but there were different standards posted in a few rooms. Rarely did teachers make a connection to the standard/learning target. There was evidence that some teachers had prepared the tasks to be aligned to the learning target. This was not consistent for all teachers.

There was little evidence of teacher collaboration in planning. It is important to note that the principal was using lessons from Engage NY, and teachers had little input on lesson design. The principal was using this method to help teachers understand the level of rigor needed to teach the Tennessee State Standards. Even with the prescribed lesson, there was inconsistency in the standards/learning targets used in each classroom. There was little evidence that the tasks that students were asked to complete were at grade-level expectations. A concern was noted by participants; since teachers were asked to deliver a prescribed lesson, it is questionable why tasks were not aligned and appropriate for grade-level work.

Recommendations:

- The school should provide dedicated professional development on highly effective teaming and planning.
- Teachers should be consistent with standards and learning targets within grade-level.
- Tasks should be developed based on grade-level standards.
- More small group instruction should take place to allow for student collaboration and student voice.
Q&A

- **Mother of a fifth grader – We noticed she would come home frustrated by behavior and classroom management issues. I spoke to the counselor. We were told fifth grade was full. Is there a plan to get more teachers here?**
  - We monitor that on an on-going basis. As enrollment passes a certain point, we can add teachers. Enrollment is actually down a little at Madison this year. If necessary, she can make shifts within the faculty. If there continues to be a problem, we can add faculty.
  - We have twenty teachers here new to the profession and 30 new to Madison overall. When you think about discipline or behavior or school culture, it’s so hard to bring that many new people together and have them gel as a team. You can’t be successful as 30 individuals. If there is a revolving door of teachers, that creates a real problem. A new faculty can be a good thing if they are good teachers.

- **Same Mother: How does priority status relate to getting more Title I funding?**
  - We have to take a good, hard look at how existing teachers are used. If we’re adding reading and math teachers, that’s one thing. But what are we doing for the social and emotional support of the children in this school. I’ve heard at many of these parent meetings the need for greater social and emotional support, wrap-around services. It’s not just academics, particularly at the middle school level. They need stability and social and emotional supports, otherwise academics won’t happen. We’re taking a comprehensive look at that.
  - We’re doing instructional rounds to look at the quality of instruction here at Madison. We’ve done that and are waiting for the results. It’s a Harvard model. We want to audit the quality of instruction in our schools. That’s in addition to the test scores. A lot of times when you have a low performing school you will find faculties lower expectations. We need to make sure that’s not the case here. If you don’t expect very much, you won’t get very much.

- **Interpreted from Latino Parents: Parents want to be involved. Often they come and there aren’t interpreters who can bridge the gap and help them communicate. The Latino families want to be involved and informed. They want to know what the homework is and not just hearing it from the students. They are missing out on a lot by relying on the students. Parents would like to get more frequent updates on their kids in Spanish. GradeSpeed is a great tool, but the Internet can be a barrier. They want to start organizing a Latino parent group to get more involved.**
  - That’s very important for us to hear and for the faculty here to hear. The percentage of English learners is 10-12%, but it’s growing. Some schools have a much higher percentage. I heard the same concern yesterday at Neely’s Bend. We need to make that more accessible. That’s part of the wrap-around services that need to be here.
• The data here goes in a three-year cycle. How many years will be lost for our kids in quality instructional time? I’m concerned about the options for priority school parents in this cluster. What other options will be provided to us for quality classrooms?
  o Choice should be available on an equitable basis to all parents. We’re looking very carefully at whether parents have real, viable options to choose other schools. We want to ensure parents have viable opportunities – charters, magnets and other. In Madison, the middle school choices are outside the community. That makes it hard. It’s not okay to have choices for parents who can afford to transport their children and no options for other parents.

• On communication, some parents do have access to the Internet and would use email communication a lot more. When we look at the scores, some kids do well in class, but that isn’t reflected in the standardized test scores. I’m concerned about the quality of instruction. What can we do to start that? Parent focus groups? We don’t have a PTO. We need to start that now.
  o My goal is for your first choice to be a zoned school. 75% of parents choose zoned schools. That’s why every school needs to be a good school or we need to change it. That’s what we’re talking about now. Let’s put a plan in place now that will eliminate priority schools. I want to broaden communication and real parental engagement. Urban school systems don’t do a great job at that, but we have to. Some of our schools have a lot of engagement. Others don’t. I’m glad you’re all here, but this room needs to have three times as many people in it.

• Will middle school students get MTA passes if they are in priority schools? Is there any way to change the student-teacher ratio here?
  o That’s a tough one to make a big impact because it takes millions of dollars to do that. We are responsive as enrollment changes. We can make adjustments as enrollment goes up.

• My daughter’s elementary school offered after school tutoring. Can we do that here?
  o Principal: It’s not being done now, but we plan for it next semester.
  o Dr. Register: We push Title I funds in the schools. Schools make the decisions on how to use them. I don’t know what the plan is here, but the principal has the authority to shift and use the funds in ways that work best for Madison.

• What can we do as parents to visit a school with high attendance rates and meet with parents to see what they are doing? Can you help with that?
  o We are working on a plan to provide a parental engagement team and strategy to work with school faculties. We want to help principals and leadership teams better engage community. We have to give them the support to learn how to do that. Madison Now wants to help the school. You want to help the school. We have to learn how to do it better. Yes, it’s important.
When I went to the open house, I was ready to pull my child out of Metro Schools because they don’t assign homework. Homework is part of the learning process. It makes it difficult for parents to know what is going on in the classroom. We don’t need first year teachers here. We need experienced teachers.

- This goes back to the fundamental need for great teachers. We have a plan to recruit great teachers to the district. It’s a national search for 100 great teachers to be available for hire in these schools. These will not be new teachers. They will have demonstrated success in turnaround schools and improving performance. Some of those people are in this district right now. We want to incentivize them coming to these schools. The big difference between priority and high performing schools is quality of instruction. The #1 factor for getting great teachers in a school is having a great principal. We need to stop the revolving door here.

- Principal: Homework is a grade-level team decision. Sometimes homework has been an area of discontent. Many students just don’t do it. We also have to look at the amount of instructional time we have in the classroom. I expanded it to 90 minutes so students would have someone there in case they need extra practice. This year we reduced it to 70 minutes because we have RTI2. During that time teachers can work with kids on extra exercises that had previously been done in homework. Common Core is very deep and gives a lot of detail. We don’t want to put parents and students at a disadvantage.

- Teacher: We want you to know we are on the rise. We are very confident in our leadership here. Ms. Demps had 98% attendance at her previous school. This is only her second year here. We want all of these things. We want to do better. But it takes time. Having so many new teachers is a golden moment. We have a committed staff. We do have large class sizes, but we do the best we can.

- Teacher: I have never felt more confident about where we are going. The work these teachers are doing is a blend of veteran and new teachers. There is a level of expertise here now.

- Assistant Principal: We hear what you are saying here tonight, parents. We have the best leader here. Our focus this year is to have rigorous instruction. I understand and appreciate the feedback we’re getting here. Every parent wants the best education for their child. When we meet, we make sure lesson plans are rigorous and the bar is set high. We truly are getting there. We’ve got to do a better job with parental involvement. There is so much we are doing right now. This is a wonderful school and community. We want our parents to feel confident that this is going to happen.

I am very impressed with my daughter’s teachers. That’s not to say I don’t have concerns. I want to express those concerns because I think our teachers could get better supports from the Board. We keep running into obstacles when parents want to get involved. Can we work with PENCIL partners? Every kid in this district should get the same level of education. We don’t want new teachers we bring here to be pressured by the evaluation system. They need to be supported in the classroom.

- The state put a hold on changing tests to be aligned with Common Core. That’s a big concern for us, and we’re working with teachers on how to adjust for that. Student achievement measures are relative, and those schools Madison is compared to have the same challenges in this area. All teachers in the state have these same challenges.
• The evaluation system is a system we can rely on. We have 5,600 classroom teachers in our school system. The great majority of them are very good teachers and receive good evaluations. There are many in our priority schools performing very well. The state law now allows us to dismiss for cause an inadequate performing teacher if they receive the lowest score two years in a row. That score is made up of student performance and observations. Last year we notified 70 teachers they would eligible for dismissal if they received the lowest score once again. 42 of those improved and are performing adequately now. 20 more left at the end of the year. That’s a good change. 8 remain. This year they were notified they are eligible for dismissal. 5 more left. Three are left to be terminated. That’s less than one tenth of one percent out of 5,600 teachers. Today in the faculty meeting, a teacher asked me why we can’t more easily dismiss inadequate teachers? I appreciate that question. What was behind was a desire to make sure we have all good teachers in this school. Most of our teachers are very good. But we also have to be able to effectively deal with those who aren’t. Low performing schools cannot turnaround if they have chronically low performing teachers.

• How hard would it be for Metro Schools to create a three-level learning strategy? Not every kid will learn at the same speed as the others.
  o Our approach is different than that. That’s not considered the best strategy by many kids. It’s called tracking, separating the highest performers from the others. We want to differentiate instruction. When I last taught, I taught three levels of classes. The ones in the bottom class didn’t think they were smart and didn’t try very hard. We try to differentiate in the same class so it’s tailor made for different levels of children in a classroom. Our class sizes are actually pretty good for that. That’s the instructional challenge for our teachers is to learn how to do that. We’re not completely there with the technology, but we’re getting a lot closer than other school systems.

• Thank you to the principal and leadership. It makes a big difference when the principal really cares. With inclusion, how are teachers being trained to work with special education kids in regular education classrooms?
  o Amy Downey, Executive Lead Principal: Typically you have a teacher who is certified in special education there in the classroom with the general education teacher. They work together to plan lessons. There are sometimes when a student is able to attend class without that support. In those cases, the general ed teacher consults with the special education teacher. If you’re having an individual issue, speak with your principal or the special education coach on staff. We also have professional development in our system for general ed teachers to learn more about disabilities and how to address those in class.

• Madison Now is a new group the address the needs of our youth in Madison. It’s time to get the proper support for them. We encourage parents to get involved with us to help build programs for children. Anything we can do to help Madison Middle.
Q&A

- **Is there a correlation between mobility rates and discipline incidents?**
  - I’m sure. I don’t have that data, but that’s a factor. We have a lot of schools with high mobility, low SES, minority populations – but they’re all our kids. It’s not okay for them to not have a choice other than a low performing school. They deserve the most and we have to give it to them.

- **We have a transition school for kids coming from the criminal justice system. We’re missing a lot of the social and emotional piece with kids with high discipline incidents.**
  - **Do we have plans for a transition school for these kids and families?**
    - No, but we have to look at how we support them. The transition program is for students who have been incarcerated. Restorative justice is really important. Pay attention to the 42% of kids who come in and help assimilate them into a healthy school environment.

- **What does the Achievement School District do differently?**
  - They convert to charter schools. The highest ASD school in the state is Brick Church Middle. LEAD Academy is the charter there. They also run Cameron Middle, a conversion we did. It’s a reward school with the same kids. The ASD conversion will be another LEAD school. The process will be one grade at a time. That’s a tough transition, but it’s getting results.

- **How is that decision made?**
  - It’s made by the ASD. They do not release how they make it. They will work with Chris Reynolds at LEAD to look at all the middle schools and find a good fit for their program. I want them to have the one that does the least damage to what we’re doing with feeder patterns and the ones where we feel less likely to be successful. We’ve had three middle schools turnaround. I think a Madison or Joelton is more likely to be taken than a Bailey or Jere Baxter because there are already a lot of charter schools in East Nashville. I might be wrong about that.

- **When will we know?**
  - I think within four weeks, but I don’t know exactly. Chris Barbic is back at work. I think they will follow the same grade by grade approach because LEAD has been successful like that. And at Madison it’s too big. I don’t think they have the capacity for that. The building is pretty attractive.

- **This school has a turnaround principal. I am aware of tenure laws and evaluation methods. I would like to know why it takes us so long to get rid of teachers who do not meet the standard. Business people would not put up with this.**
  - The culture of the organization. I won’t blame it on tenure or anything other than school culture. When principals won’t make changes, that’s a bad culture. Frankly that’s been the dominant culture. I’ve had a good working relationship with MNEA. Our goal has been first to help teachers improve. If they don’t identify the problems, communicate that early and
replace people as the last straw. We have always been able to fire inadequate performers. We’ve been very deliberate with that process. We have to bite the bullet and deal with people who just can’t do this work. It is not easy work. We cannot be successful without great teacher.

Teacher recruitment is a turnaround strategy. 100-10-100. We’re going to incentivize this. 11-month contracts and bonuses. These will be veterans. I will make sure every priority school has a great principal by the end of this school year. That principal then gets to choose from a pool of proven teachers. That’s the foundation of a turnaround.

- **Are staffing and administrative changes possible here by January? I think it would be a mistake.**
  - I can’t tell you that now, but we’re not looking at a principal change here. I want to hear from you. I want to look at the instructional rounds. Why do we have so much turnover? The first decisions will be about leadership. I want to get a head start on leadership. If there are to be changes in faculty, the principal should be making those decisions. No decisions have been made about Madison. Where we have a revolving door, the chance of success is very low. Maybe it’s a great advantage that we have 30 new teachers here. There’s an opportunity for you to come together as a group.
Neely’s Bend Middle
District Priority School Support Plan
Immediate Needs and Action Steps

**Note:** As Neely’s Bend Middle transitions to the Achievement School District, the district must ensure quality transitional services and supports to students, teachers, and families. These supports include efficient and timely communication with parents and students on transition, next steps, and high school options. Additionally, the district needs to provide continued support to the Neely’s Bend faculty for smooth transitions to other positions in the district as the school converts.

**Immediate Need 1: Improve the quality of instruction**
Neely’s Bend Middle Prep has made significant changes in teaching assignments over the last two years; those changes have resulted in some growth in student achievement. As a result, the school moved from Target to Review status on the district’s Academic Performance Framework in 2014. The district needs to support new teachers in their professional development so that the school can continue its upward trend in student achievement.

**ACTION STEPS**
The district has or will:

<table>
<thead>
<tr>
<th>2014 – 2015 Implementation Timeline</th>
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<tbody>
<tr>
<td>Oct-Dec</td>
</tr>
<tr>
<td>1. Add a full-time reading intervention teacher to work in small group instruction to address students reading well below grade level</td>
</tr>
<tr>
<td>2. Add a full-time numeracy coach to work with teachers on grade-level content and instructional strategies to ensure math work is rigorous</td>
</tr>
<tr>
<td>3. Purchase reading intervention software</td>
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<tr>
<td>4. Purchase access to an online assessment measurement tool to assist teachers with conducting formative and summative assessments</td>
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<tr>
<td>5. Provide additional administrative support trained in the TEAM evaluation model to assist in the observation and evaluation of teachers in order to improve the quality of evaluations and the use of feedback</td>
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<tr>
<td>6. Provide professional development on how to function as a highly effective team and on planning for all teachers at Neely’s Bend Middle Prep; sessions will focus on implementing high-yield strategies in lessons, such as emphasizing student-centered instruction, incorporating writing in lessons, and using and interpreting formative assessments</td>
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**Immediate Need 2: Provide targeted social-emotional supports**
Over the last three years, the school has gone through two changes in school leadership and a high teacher turnover rate. A new administrative team this year has brought stability and common focus to the school and to the faculty, resulting in better school climate. The school still struggles with chronic absenteeism and has continuing need for consistency in student expectations for behavior.
## Immediate Needs and Action Steps

### ACTION STEPS

<table>
<thead>
<tr>
<th>The district has or will:</th>
<th>2014 – 2015 Implementation Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Increase external counseling services to a full-time position to focus on providing support for behavioral, social and emotional needs of students</td>
<td>Oct-Dec Jan Feb Mar Apr May Jun</td>
</tr>
<tr>
<td>2. Support the school in implementing restorative practices as a school-wide discipline model</td>
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<tr>
<td>3. Increase social work services to three days per week to expand the implementation of targeted interventions for at risk students</td>
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</table>
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5. Student Attendance and Mobility – page 5
6. Per Pupil Expenditures – page 6
7. Academic Performance – page 6
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9. Instructional Rounds Summary – page 9
10. Community Meeting – Public Comments – page 10
11. Faculty Meeting – Public Comments – page 11
OVERVIEW

Dr. Barbara Michelle Maultsby-Springer became the principal of Neely’s Bend Middle Prep in late September 2014. She previously served in principal and assistant principal positions at Bellevue Middle as well as a teacher in MNPS.

The following demographic information is based upon data from the 2014-15 school year. Current enrollment at Neely’s Bend is 554 students. The student body is comprised of 41.34% Black, 18.05% White, and 39.35% Hispanic. Males comprise 49.46% of the student body and females comprise 50.54 percent. Subgroups represented are 86.46% Economically Disadvantaged, 13.9% Students with Disabilities, and 16.43% Limited English Proficient.

Attendance at Neely’s Bend is currently at 94.7%, slightly below the district average, and chronic absenteeism is at 16.4%, which is above the district average. To date, the mobility rate is 16 percent. The 2013-14 mobility rate was 42%. To date, 51 students have been suspended out-of-school with seven of those students receiving suspensions of more than five days. The majority of the offenses were categorized as violation of school rules.

Neely’s Bend Middle students struggle to make achievement gains in reading and mathematics. Tennessee Comprehensive Assessment Program (TCAP) data for 2013-14 revealed that in the area of reading, 24.3% of 5th-8th grade students and 21.1% in 7th grade only scored proficient or advanced. In math, 26.2% of 5th-8th grade students and 19.6% of 7th grade only scored proficient or advanced. Based on three years of data, the overall status of Neely’s Bend is Target according to the MNPS Academic Performance Framework. The Tennessee Department of Education has identified Neely’s Bend as a school in Priority status as a result of overall student achievement ranking in the bottom five percent of Tennessee schools.

The staff at Neely’s Bend is comprised of 39 teachers with the majority of the staff having less than nine years experience. In 2013-14, 50% of teachers earned an overall effect score of four or five (out of five) based on the Tennessee Educator Acceleration Model (TEAM).

Perceived areas of strength, according to results of the 2013-14 TELL survey, are the following: teachers are encouraged to participate in school leadership roles, school leadership uses data to improve student learning, and teachers in this school use assessment data to inform their instruction. Areas to strengthen are atmosphere of trust and mutual respect and managing student conduct.

As a result of the data analysis, the staff at Neely’s Bend Middle are focused on improving school climate, raising teacher expectations of students, and quality of instruction.
**STUDENT DEMOGRAPHICS**

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Students</th>
<th>Percent Economically Disadvantaged</th>
<th>Percent EL Students</th>
<th>Percent Students with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014 - 2015</td>
<td>554</td>
<td>86.46 %</td>
<td>14.08 %</td>
<td>13.90 %</td>
</tr>
</tbody>
</table>

**TEACHER EXPERIENCE AND PERFORMANCE**

The chart labeled *Total Years Experience %* is the total years of education experience, both in and outside of MNPS.

The chart labeled *2013-14 Overall Level of Effectiveness % (TEAM Score)* is the distribution of 2013-14 overall TEAM scores for all current teachers and administrators. The overall TEAM score includes:

- the average observation rating
- the growth score (individual growth, if the teacher is in a tested subject/grade; school-wide growth if not)
- the achievement score (also known as the 15% measure).

The chart labeled *% Staff with Indi. Growth Score* below is the percent of current teachers with individual TVAAS scores in 2013-14 for each TVAAS rating (1 through 5). These scores include a minimum of one year and maximum of three years of data depending on how long the teacher has taught the tested subject/grade.
The chart labeled 2013-2014 Average Observation Score % is the distribution of scores from the observation component of the TEAM evaluation. The average observation includes a minimum of one and maximum of four observations, as determined by the teacher’s license status and prior year’s performance.

### Teacher Retention Rate

| Percent of teachers who began the 2013-14 school year and were retained in 2014-15 at this school | 54.8% |

### STUDENT DISCIPLINE

The charts below contain student discipline data. Out-of-School suspensions are reported by the number of students. The MNPS student code of conduct was updated at the end of the 2013-14 school year. Changes were made to the codes used for student disciplinary infractions. As a result, some codes were eliminated, and others were added to improve disciplinary reporting.

#### 2013 – 2014 Out of School Suspensions

<table>
<thead>
<tr>
<th>OSS Days</th>
<th>School</th>
<th>School Tier</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>60</td>
<td>8%</td>
<td>8%</td>
</tr>
<tr>
<td>3-5</td>
<td>83</td>
<td>11%</td>
<td>5%</td>
</tr>
<tr>
<td>6-9</td>
<td>35</td>
<td>5%</td>
<td>2%</td>
</tr>
<tr>
<td>10+</td>
<td>9</td>
<td>1%</td>
<td>1%</td>
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</table>

#### 2014 – 2015 Out of School Suspensions as of 11.22.14

<table>
<thead>
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<th>OSS Days</th>
<th>School</th>
<th>School Tier</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>20</td>
<td>3%</td>
<td>4%</td>
</tr>
<tr>
<td>3-5</td>
<td>24</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>6-9</td>
<td>6</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>10+</td>
<td>1</td>
<td>0%</td>
<td>0%</td>
</tr>
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</table>
### 2013 – 2014 Incidences by Offense Category

<table>
<thead>
<tr>
<th>Offense Category</th>
<th># Incidents</th>
<th>ISS</th>
<th>OSS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Violation of school rules</td>
<td>720</td>
<td>452</td>
<td>273</td>
</tr>
<tr>
<td>Fighting</td>
<td>34</td>
<td>3</td>
<td>91</td>
</tr>
<tr>
<td>Bullying</td>
<td>22</td>
<td>13</td>
<td>9</td>
</tr>
<tr>
<td>Assault of student</td>
<td>14</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td>Other type of threat</td>
<td>11</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Theft of property</td>
<td>8</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Sexual Harassment</td>
<td>5</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Vandalism/damage of property</td>
<td>4</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Assault of teacher or staff</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

### 2014 – 2015 Incidences by Offense Category as of 11.22.14

<table>
<thead>
<tr>
<th>Offense Category</th>
<th># Incidents</th>
<th>ISS</th>
<th>OSS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Violation of school rules</td>
<td>100</td>
<td>77</td>
<td>32</td>
</tr>
<tr>
<td>Fighting</td>
<td>29</td>
<td>8</td>
<td>21</td>
</tr>
<tr>
<td>Assault of student</td>
<td>19</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td>Other type of threat</td>
<td>6</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Vandalism/damage of property</td>
<td>4</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Possession/use/distribution of illegal drugs</td>
<td>3</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Assault of teacher or staff</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Bullying</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Sexual Harassment</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

### STUDENT ATTENDANCE AND MOBILITY

The following charts contain attendance data for the school compared to the district average. The chronic absence rate is defined as the percentage of active students having absences (excused & unexcused) = 10% or more of all school days. Attendance counts are cumulative/year to date for primary enrollment schools.

#### 2013 – 2014 Attendance Summary

<table>
<thead>
<tr>
<th>School Summary</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Attendance</td>
<td>94.0 %</td>
</tr>
<tr>
<td>(This School Only)</td>
<td></td>
</tr>
<tr>
<td>Chronic Absence</td>
<td>18.1 %</td>
</tr>
<tr>
<td>Satisfactory (95+ % Present)</td>
<td>55.6 %</td>
</tr>
<tr>
<td>Perfect Attendance (100 % Present)</td>
<td>5.2 %</td>
</tr>
</tbody>
</table>

#### 2014 – 2015 Attendance Summary as of 11.22.14

<table>
<thead>
<tr>
<th>School Summary</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Attendance</td>
<td>94.7 %</td>
</tr>
<tr>
<td>(This School Only)</td>
<td></td>
</tr>
<tr>
<td>Chronic Absence</td>
<td>16.4 %</td>
</tr>
<tr>
<td>Satisfactory (95+ % Present)</td>
<td>64.1 %</td>
</tr>
<tr>
<td>Perfect Attendance (100 % Present)</td>
<td>20.8 %</td>
</tr>
</tbody>
</table>
Student Mobility Rate

<table>
<thead>
<tr>
<th>School Year</th>
<th>School</th>
<th>Enrollment</th>
<th>#Students</th>
<th>#Entries/Exits</th>
<th>#Entries</th>
<th>#Exits</th>
<th>Mobility Rate Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2014</td>
<td>Neely’s Bend Middle School</td>
<td>541</td>
<td>185</td>
<td>225</td>
<td>113</td>
<td>112</td>
<td>42</td>
</tr>
<tr>
<td>2014-2015 as of 11.22.14</td>
<td>Neely’s Bend Middle School</td>
<td>554</td>
<td>84</td>
<td>86</td>
<td>45</td>
<td>41</td>
<td>16</td>
</tr>
</tbody>
</table>

PER PUPIL EXPENDITURES

The “School Per Pupil Expenditure (PPE)” reflects all actual SY13-14 general operating and grant expenditures that are attributed to individual schools divided by the Day 40 student count from the same school year. The “School PPE” includes expenditures such as teacher salaries and benefits, principals, librarians, school counselors, utilities, etc. It excludes central office expenses such as human resources, purchasing, and information technology, centralized services such as food service, transportation, and custodians, and non-operating expenses such as capital projects and debt services. The “District PPE” is the average “School PPE” for all MNPS schools except Special Education, Alternative, and Non-Traditional schools.

<table>
<thead>
<tr>
<th>School</th>
<th>Tier</th>
<th>School Per Pupil Expenditure</th>
<th>Tier Per Pupil Expenditure</th>
<th>District Per Pupil Expenditure</th>
<th>Percent Above Tier</th>
<th>Percent Above District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neely’s Bend Middle Prep</td>
<td>Middle</td>
<td>$5,702</td>
<td>$6,238</td>
<td>$6,256</td>
<td>-8.6</td>
<td>-8.9</td>
</tr>
</tbody>
</table>

ACADEMIC PERFORMANCE

State-Level Success Rate

Schools with success rates below the state’s 5th percentile are labeled “priority schools.” The success rate is the average proficiency across subjects and is calculated by dividing the number of math, science, and reading/language arts proficient or advanced scores for 2012, 2013 and 2014 by the total number of tests taken in these three subjects over the same period.

<table>
<thead>
<tr>
<th>State Accountability Success Rate</th>
<th>2010-2012</th>
<th>2012-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rate</td>
<td>21.9%</td>
<td>22.7%</td>
</tr>
<tr>
<td>TN Percentile</td>
<td>4.23</td>
<td></td>
</tr>
</tbody>
</table>
The Academic Performance Framework

The Academic Performance Framework (APF) was developed in an effort to combine various student, teacher and parent data into one overall school performance measure and to support meeting state-assigned district accountability targets. Since the state does not assign a status to most schools each year, the district uses the framework to assign schools one of five categories. Overall performance and status are determined by adding together points earned for each measure.

<table>
<thead>
<tr>
<th>School #</th>
<th>School</th>
<th>Academic Performance Framework (APF) Overall Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>520</td>
<td>Neely’s Bend MS</td>
<td>7.79 Target 14.32 Target 26.70 Review 16.27 Target</td>
</tr>
</tbody>
</table>

Half of APF points are assigned based on academic growth. Shown below is the Tennessee Value Added Assessment System (TVAAS) mean one-year Normal Curve Equivalent (NCE) gain for TCAP Reading, Math, and Science. The second measure below is the Mean Achievement Level Increase for TCAP Reading, Math, and Science, adjusted for statewide trends. Targets for increases are set by asking schools to move below basic scores to proficient, and proficient scores to advanced. Targets are higher for schools with large numbers of basic and below basic scores.

Achievement measures are allotted 30% of APF points. The percent of students scoring proficient or advanced on TCAP Reading, Math and Science exams account for half the points in this category. The other half are based on the percent of students in grade 4 or 8 (or the school’s highest grade level) that are projected by TVAAS to have a 21 or higher ACT composite score. Also shown below are the gap indices and their associated points, which account for 5% of APF points. The weighted gap index is based on the differences in percent proficient or advanced between subgroups of students (school-wide) that are traditionally disadvantaged and their traditionally non-disadvantaged peers (district-wide).

School culture survey measures comprise the last 15% of points in the APF. In 2013-14 educators and students were surveyed with the TELL and Tripod, respectively. This year the district will also include a parent survey. Mean composite favorability (agreement with positive culture statements) on these surveys provide the basis for scoring.

<table>
<thead>
<tr>
<th>TELL TN Survey</th>
<th>Tripod Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Favor</td>
<td>TN % of Pts</td>
</tr>
<tr>
<td>0.65</td>
<td>29.8%</td>
</tr>
</tbody>
</table>

The percent of students scoring proficient or advanced on TCAP Reading, Math, and Science exams account for half the points in this category. The other half are based on the percent of students in grade 4 or 8 (or the school’s highest grade level) that are projected by TVAAS to have a 21 or higher ACT composite score. Also shown below are the gap indices and their associated points, which account for 5% of APF points. The weighted gap index is based on the differences in percent proficient or advanced between subgroups of students (school-wide) that are traditionally disadvantaged and their traditionally non-disadvantaged peers (district-wide).
STRENGTHS, WEAKNESSES, OPPORTUNITIES, AND THREATS (SWOT) ANALYSIS

Participants

Teachers, School Administration, Instructional Coaches, District Facilitator

Process

- Data was sent to participants to review before the SWOT Analysis
- A district administrator led the protocol.
  - **Step 1**: Norms were set by the group
  - **Step 2**: Desired Outcomes: Participants brainstormed desired outcomes for the school, and then shared out to whole group. A list was compiled.
  - **Step 3**: Participants were able to ask clarifying questions about the list.
  - **Step 4**: Participants were given 10 minutes to individually jot down their perceived strengths, weaknesses, opportunities, and threats. After individuals had time to process their thoughts, participants discussed their thoughts in pairs.
  - **Step 5**: Participants discussed, in round robin fashion, the identified strengths, weaknesses, opportunities, and threats. Responses were charted on paper.
  - **Step 6**: Participants reflected on what was charted and then developed next steps for the school.

Trends

- **Strengths**: New Administration, teacher knowledge of students, having made some measurable improvement, student buy-in, collaborative planning, data-driven instruction
- **Weaknesses**: Lack of knowledge of how to access available resources, misalignment in instructional practice, the number of new teachers, lack of community partners, classroom management
- **Opportunities**: Increased technology, increased teacher-led professional development, increased focus on social-emotional learning, peer observations
- **Threats**: feeder schools, charter school take-over, district decisions, time, number of federal, state, district initiatives, student mobility, parent education levels
INSTRUCTIONAL ROUNDS SUMMARY

Problem of Practice

The achievement data at Neely’s Bend indicates that the students are not achieving at a level needed to meet state standards. Administration and teacher leaders recently participated in a SWOT analysis and identified that alignment of student work to standards and learning targets is a weakness. The teachers and administrative staff have worked in team meetings to ensure alignment of student work to standards and learning targets. They know that this is key to increasing the level of inquiry that is happening in each classroom. If the work that the students are being asked to do is aligned to standards and learning targets then the work should be at grade level and above. This is the first step in offering challenging work that will allow students to problem solve and do high level work.

Focus Questions

1. What evidence do you see or hear that indicates an alignment of student work to standards and learning targets?

2. What evidence of high expectations for all students do you see in the kinds of tasks students are asked to do and in the work they produce?

Alignment

Most tasks were aligned to standards and learning targets. Most teachers had consistent standard and learning targets posted. Few student tasks promoted high expectations.

High Expectations

Few tasks that were used promoted high expectations of students. Most teachers were using work sheets. Some teachers used high-level questions. Few teachers gave students wait time to answer questions. Most questions were low-level questions.

Next Level of Work

- Provide professional develop on highly effective teaming and planning.
- Work with teachers to plan high-level questions in advance and to learn to provide wait time for students to process questions and formulate answer.
- Work with teachers to design tasks that allow for students to think and show their thinking processes.
Parent Questions/Comments:

1. **Zoned parent choosing charter school – What are odds of charter being integrated into Neely's Bend?** If ASD takes the school, it takes the zone. The charter operator would take over the school, but would serve all children in zone.

2. **Madison Middle parent – What is strategy to get good teachers and keep them?** Have to have great leadership to attract and keep teachers. Need stability and a great leader and that leader will attract great teachers. Mentioned 100-10-100 strategy.

3. **Community member** – How can I help? I haven’t had a kid in school for 25 years and have been out for 50 years but I am concerned and want to help.

4. The charter schools push the parents to come and parent expressed via interpreter she is disappointed in the number of parents attending tonight. More home visits are needed.

5. Parent/grandparent of children for the past 23 years. There are excellent, excellent teachers who have gone the extra mile. Teachers we do not need to lose. This is a community school. We need to involve parents and community. There is very little involvement (as seen tonight). The teachers can’t do it without their involvement.

6. To have successful school you have to have parental support. More parents need to attend PAC meetings and parents need to know about those meetings. If something is strong in Madison and something is strong in Neely’s Bend, we need to collaborate as a cluster and work together.

7. A lot of people living in this community attended school here and there is a great interest in seeing this school succeed.

8. **Is there money to help Neely’s Bend bridge the gap between the school and the community – charters have more money?** Know charters get our pupil allocation for students they enroll. Don’t know about other resources for all charters.

9. **Want to discuss why the mobility rate is so high at some schools. Examples, some parents move around looking for a good school that works for their children. What are the options we will have for the schools in our cluster?** Choice is important part of pupil assignment in our county. 25% of our children are in choice schools. In East Nashville, 40% of children are in choice schools. Dr. Register stated preference that the zone school is the choice school. Would love to see at least 75% of children choose this school. Also believe in the equity of choice. If we have children a school that is classified as low performing/priority, there are some parents who have no real other choice. I want parents to have real choice.

10. **Jill Speering asked about transition should ASD take over Neely’s Bend** – all at once or a grade at a time. We will discuss with them, but likely a grade at a time.
11. **What do they look at to take over a school?** Their criterion for success is the same as ours.

12. **What is the chance for school to be closed or taken over by state?** I will not recommend closing Neely’s Bend. There is a possibility of ASD. It has been mentioned as one they are looking at. If it is chosen, it will be announced before winter break.

13. **What is difference in how a high performing school looks compared to a low performing school?** There are a lot of factors. Involvement of parents and community. The biggest indicator is the quality of teachers in the classroom.

14. **I know we are developing a process for getting high performing teachers in schools but I am concerned about the new grading scale for teachers and how it would affect those who don’t meet the grading scale.** Dr. Register shared the evaluation scores for last year and low numbers for those who had low performance.

15. **Is there an absentee status for staff/teachers districtwide?** Yes, there is data we gather and review. It varies quite a bit. Teacher attendance in some schools is an issue but I don’t have the data here at Neely’s Bend. Principal added that there is not a red flag for Neely’s Bend on staff attendance. Do have some that go out for PD, etc.

16. **What can we do, as parents, to make sure what you begin is carried on after you leave?** School board will still be here. Our Strategic Plan will still be here. This plan will be developed and they will vote on it and it will be here after I am gone.

---

**FACULTY MEETING – PUBLIC COMMENTS**

**Faculty Questions:**
A lot of technology problems to overcome. Need a swat team to come in and see what is working and what is not working and what is current and can be used. (Fred promised team to do evaluation)

A lot of vacancies. Some since beginning of the year. Substitutes coming in and out are disruptive. (1 EE, 1 parapro, 7th grade literacy and some teachers on leave or in due process pipeline).

Need to incentivize subs to come to our building – difficult to get subs to cover when teachers are out. (Dr. Springer has already selected a list of high quality subs who will be trained in school way and they will be called first).

Similar question about para pro subs.

Influx of new students as we get closer to April from charter schools. Most are not proficient or advanced and that can affect scores. (We will hold charters and our schools accountable for this – not acceptable for anyone to move kids).
Asked about accountability for charters in providing services to students with IEP.

Doing a major weed in the library and concern about being able to build a collection – will additional $$ be available to help with collection? (Not sure about $$, need to use Limitless Library)

Are we still offering incentives to attract people to come in and teach in high priority schools? (100-10-100 mentioned)
Immediate Need 1: Improve the quality of instruction
Pearl-Cohn High School has a long history of poor academic performance and issues with student behavior. The school has seen improvements both in student achievement and graduation rate, but the growth has been in small increments. Pearl-Cohn continues to struggle with teacher recruitment and retention, which has had a significant negative impact on instruction.

<table>
<thead>
<tr>
<th>ACTION STEPS</th>
<th>2014 – 2015 Implementation Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>The district has or will:</td>
<td>Oct-Dec Jan Feb Mar Apr May Jun</td>
</tr>
<tr>
<td>1. Add two part-time reading intervention teachers to work in small group</td>
<td></td>
</tr>
<tr>
<td>instruction with students reading well below grade level</td>
<td></td>
</tr>
<tr>
<td>2. Purchase reading intervention software geared toward students with extreme</td>
<td></td>
</tr>
<tr>
<td>reading disabilities</td>
<td></td>
</tr>
<tr>
<td>3. Provide additional administrative support trained in the TEAM evaluation</td>
<td></td>
</tr>
<tr>
<td>model to assist in the observation and evaluation of teachers in order to</td>
<td></td>
</tr>
<tr>
<td>improve the quality of evaluations and the use of feedback. In addition, the</td>
<td></td>
</tr>
<tr>
<td>administrative support will model coaching and post conferencing skills for</td>
<td></td>
</tr>
<tr>
<td>the school leadership team</td>
<td></td>
</tr>
<tr>
<td>4. Support the administration at Pearl-Cohn in recruiting a cohort of 10-12</td>
<td></td>
</tr>
<tr>
<td>effective teachers for the 2015-16 school year</td>
<td></td>
</tr>
<tr>
<td>5. Support the principal in improving the instructional leadership skills of</td>
<td></td>
</tr>
<tr>
<td>the assistant principals</td>
<td></td>
</tr>
<tr>
<td>6. Provide professional development for the leadership team on implementing</td>
<td></td>
</tr>
<tr>
<td>high-yield strategies for instruction such as differentiating instruction</td>
<td></td>
</tr>
<tr>
<td>7. Provide professional development on ensuring lessons are appropriately</td>
<td></td>
</tr>
<tr>
<td>rigorous and build on students' previous content knowledge</td>
<td></td>
</tr>
<tr>
<td>8. Provide professional development to inform and address the behavioral</td>
<td></td>
</tr>
<tr>
<td>needs and supports for exceptional education students</td>
<td></td>
</tr>
</tbody>
</table>

Immediate Need 2: Address school climate and culture
The school has suffered from an historic climate of low expectations. The current administration has worked diligently to improve school climate using restorative justice practices to improve student discipline.

<table>
<thead>
<tr>
<th>ACTION STEPS</th>
<th>2014 – 2015 Implementation Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>The district has or will:</td>
<td>Oct-Dec Jan Feb Mar Apr May Jun</td>
</tr>
<tr>
<td>1. Continue to enhance community engagement strategies through further</td>
<td></td>
</tr>
<tr>
<td>implementation of the Community Achieves model</td>
<td></td>
</tr>
<tr>
<td>2. Support the school in expanding its use of restorative behavioral</td>
<td></td>
</tr>
<tr>
<td>management practices</td>
<td></td>
</tr>
</tbody>
</table>

Working Document as of 1/6/15
Immediate Need 3: Address chronic absenteeism

Student enrollment has steadily increased; however, chronic student absenteeism remains a problem.

<table>
<thead>
<tr>
<th>ACTION STEPS</th>
<th>2014 – 2015 Implementation Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>The district has or will:</td>
<td>Oct-Dec</td>
</tr>
<tr>
<td>1. Add two AmeriCorps VISTA volunteers to focus on chronic absenteeism case management</td>
<td></td>
</tr>
<tr>
<td>2. Develop a coordinated building-level plan to address attendance issues</td>
<td></td>
</tr>
</tbody>
</table>
PEARL COHN ENTERTAINMENT MAGNET HIGH SCHOOL

DATA PROFILE

METROPOLITAN NASHVILLE PUBLIC SCHOOLS

CONTENTS:

1. Overview – page 2
2. Student Demographics – page 3
3. Teacher Experience and Performance – page 3
4. Student Discipline – page 4
5. Student Attendance and Mobility – page 5
6. Per Pupil Expenditures – page 6
7. Academic Performance – page 6
8. Strengths, Weaknesses, Opportunities, And Threats (SWOT) Analysis – page 8
9. Instructional Rounds Summary – page 9
OVERVIEW

Mrs. Sonia Stewart became the principal of Pearl-Cohn High School in 2012. She previously served as an assistant principal at Glencliff High as well as a teacher in MNPS.

The following demographic information is based upon data from the 2014-15 school year. Current enrollment at Pearl-Cohn is 924 students. The student body is comprised of 90.04% Black, 4.76% White, and 4.65% Hispanic. Males comprise 52.60% of the student body and females comprise 47.40%. Subgroups represented are 89.50% economically disadvantaged, 20.78% students with disabilities, and 2.71% limited English proficient.

Attendance at Pearl-Cohn is currently at 91.6%, below the district average, and chronic absenteeism is at 30%, which is above the district average. To date, the mobility rate is 17 percent. The 2013-2014 mobility rate was 52%. To date, 183 students have been suspended out-of-school with 32 of those students receiving suspensions of five or more days. The majority of the offenses were categorized as violation of school rules.

Pearl-Cohn students struggle to make achievement gains in reading and mathematics; however there were significant gains in English II last year. EOC data for 2013-2014 revealed that in the area of English II 26% of students scored proficient and advanced, while 6.3% scored proficient and advanced in English III. In Algebra I 24.3% of students scored proficient and advanced, and Algebra II had 5.2% score proficient and advanced. Biology I resulted in 21.9% of students scoring proficient and advanced. The graduation rate was 73.8%. Based on three years of data, the overall status of Pearl-Cohn is Target according to the MNPS Academic Performance Framework. The Tennessee Department of Education has identified Pearl-Cohn as a school in Priority status as a result of overall student achievement ranking in the bottom five percent of Tennessee schools.

The staff at Pearl-Cohn is comprised of 68 teachers with the majority of the staff having less than nine years experience. In 2013-2014, 2.7% of teachers earned an overall effect score of four (out of five) and zero earned a score of five based on the Tennessee Educator Acceleration Model (TEAM).

Perceived areas of strength, according to results of the 2013-2014 TELL survey are: the school maintains clear two-way communication with parents/guardians and the community, school administrators support teachers’ efforts to maintain discipline in the classroom, and teachers are encouraged to try new things to improve instruction. Areas to strengthen are professional development is evaluated and results are communicated to teachers and parents/guardians are influential decision makers in this school.

As a result of the data analysis, the staff at Pearl-Cohn is focused on increasing teacher capacity and differentiated support for individual students.
STUDENT DEMOGRAPHICS

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Students</th>
<th>Percent Economically Disadvantaged</th>
<th>Percent EL Students</th>
<th>Percent Students with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014 - 2015</td>
<td>924</td>
<td>89.50%</td>
<td>2.27%</td>
<td>20.78%</td>
</tr>
</tbody>
</table>

TEACHER EXPERIENCE AND PERFORMANCE

The chart labeled *Total Years Experience %* is the total years of education experience, both in and outside of MNPS.

The chart labeled *2013-14 Overall Level of Effectiveness % (TEAM Score)* is the distribution of 2013-14 overall TEAM scores for all current teachers and administrators. The overall TEAM score includes:
- the average observation rating
- the growth score (individual growth, if the teacher is in a tested subject/grade; school-wide growth if not)
- the achievement score (also known as the 15% measure).

The chart labeled % *Staff with Indi. Growth Score* below is the percent of current teachers with individual TVAAS scores in 2013-14 for each TVAAS rating (1 through 5). These scores include a minimum of one year and maximum of three years of data depending on how long the teacher has taught the tested subject/grade.
The chart labeled 2013-2014 Average Observation Score % is the distribution of scores from the observation component of the TEAM evaluation. The average observation includes a minimum of one and maximum of four observations, as determined by the teacher’s license status and prior year’s performance.

Teacher Retention Rate

| Percent of teachers who began the 2013-14 school year and were retained in 2014-15 at this school | 57.7% |

STUDENT DISCIPLINE

The charts below contain student discipline data. Out-of-School suspensions are reported by the number of students. The MNPS student code of conduct was updated at the end of the 2013-14 school year. Changes were made to the codes used for student disciplinary infractions. As a result, some codes were eliminated, and others were added to improve disciplinary reporting.

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OSS Days</strong></td>
<td><strong>School</strong></td>
</tr>
<tr>
<td>1-2</td>
<td>161</td>
</tr>
<tr>
<td>3-5</td>
<td>131</td>
</tr>
<tr>
<td>6-9</td>
<td>75</td>
</tr>
<tr>
<td>10+</td>
<td>37</td>
</tr>
</tbody>
</table>
### 2013-2014 Incidences by Offense Category

<table>
<thead>
<tr>
<th>Offense Category</th>
<th># Incidents</th>
<th>Expelled</th>
<th>ISS</th>
<th>OSS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Violation of school rules</td>
<td>2,568</td>
<td>18</td>
<td>1,450</td>
<td>882</td>
</tr>
<tr>
<td>Fighting</td>
<td>121</td>
<td>3</td>
<td>4</td>
<td>114</td>
</tr>
<tr>
<td>Other type of threat</td>
<td>57</td>
<td>5</td>
<td>5</td>
<td>47</td>
</tr>
<tr>
<td>Possession/use/distribution of illegal drugs</td>
<td>34</td>
<td>3</td>
<td>6</td>
<td>25</td>
</tr>
<tr>
<td>Assault of student</td>
<td>20</td>
<td>10</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>Bullying</td>
<td>10</td>
<td>1</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>Sexual Harassment</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Vandalism/damage of property</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Theft of property</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Assault of teacher or staff</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Possession of weapon other than firearm</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

### 2014-2015 Incidences by Offense Category

<table>
<thead>
<tr>
<th>Offense Category</th>
<th># Incidents</th>
<th>Expelled</th>
<th>ISS</th>
<th>OSS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Violation of school rules</td>
<td>35</td>
<td>10</td>
<td>404</td>
<td>221</td>
</tr>
<tr>
<td>Fighting</td>
<td>15</td>
<td>1</td>
<td>9</td>
<td>45</td>
</tr>
<tr>
<td>Other type of threat</td>
<td>24</td>
<td>4</td>
<td>3</td>
<td>17</td>
</tr>
<tr>
<td>Vandalism/damage of property</td>
<td>22</td>
<td>2</td>
<td>1</td>
<td>19</td>
</tr>
<tr>
<td>Assault of student</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Bullying</td>
<td>5</td>
<td>1</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Assault of teacher or staff</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Possession of weapon other than firearm</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Possession/use/distribution of illegal drugs</td>
<td>2</td>
<td>1</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Possession of handgun</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Possession/use/distribution of alcohol</td>
<td>1</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Sexual Harassment</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### STUDENT ATTENDANCE AND MOBILITY

The following charts contain attendance data for the school compared to the district average. The chronic absence rate is defined as the percentage of active students having absences (excused & unexcused) = 10% or more of all school days. Attendance counts are cumulative/year to date for primary enrollment schools.

#### 2013-2014 Attendance Summary

<table>
<thead>
<tr>
<th>School Summary</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Attendance (This School Only)</td>
<td>91.2 %</td>
</tr>
<tr>
<td>Chronic Absence</td>
<td>32.2 %</td>
</tr>
<tr>
<td>Satisfactory (95+ % Present)</td>
<td>37.8 %</td>
</tr>
<tr>
<td>Perfect Attendance (100 % Present)</td>
<td>1.0 %</td>
</tr>
</tbody>
</table>

#### 2014-2015 Attendance Summary (11.24.14)

<table>
<thead>
<tr>
<th>School Summary</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Attendance (This School Only)</td>
<td>91.6 %</td>
</tr>
<tr>
<td>Chronic Absence</td>
<td>30.4 %</td>
</tr>
<tr>
<td>Satisfactory (95+ % Present)</td>
<td>44.4 %</td>
</tr>
<tr>
<td>Perfect Attendance (100 % Present)</td>
<td>10.5 %</td>
</tr>
</tbody>
</table>
Student Mobility Rate

<table>
<thead>
<tr>
<th>School Year</th>
<th>School</th>
<th>Enrollment</th>
<th>#Students</th>
<th>#Entries/Exits</th>
<th>#Entries</th>
<th>#Exits</th>
<th>Mobility Rate Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2014</td>
<td>Pearl-Cohn High School</td>
<td>820</td>
<td>344</td>
<td>430</td>
<td>199</td>
<td>231</td>
<td>52</td>
</tr>
<tr>
<td>2014-2015</td>
<td>Pearl-Cohn High School</td>
<td>924</td>
<td>150</td>
<td>160</td>
<td>86</td>
<td>74</td>
<td>17</td>
</tr>
</tbody>
</table>

PER PUPIL EXPENDITURES

The “School Per Pupil Expenditure (PPE)” reflects all actual SY13-14 general operating and grant expenditures that are attributed to individual schools divided by the Day 40 student count from the same school year. The “School PPE” includes expenditures such as teacher salaries and benefits, principals, librarians, school counselors, utilities, etc. It excludes central office expenses such as human resources, purchasing, and information technology, centralized services such as food service, transportation, and custodians, and non-operating expenses such as capital projects and debt services. The “District PPE” is the average “School PPE” for all MNPS schools except Special Education, Alternative, and Non-Traditional schools.

<table>
<thead>
<tr>
<th>School</th>
<th>Tier</th>
<th>School Per Pupil Expenditure</th>
<th>Tier Per Pupil Expenditure</th>
<th>District Per Pupil Expenditure</th>
<th>Percent Above Tier</th>
<th>Percent Above District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearl-Cohn</td>
<td>High</td>
<td>$7.912</td>
<td>$5,657</td>
<td>$6,256</td>
<td>39.9%</td>
<td>26.5%</td>
</tr>
</tbody>
</table>

ACADEMIC PERFORMANCE

State-Level Success Rate

Schools with success rates below the state’s 5th percentile are labeled “priority schools.” The success rate is calculated by dividing the number of Algebra I and II, Biology I, English I, II, and III proficient or advanced scores and the number of on-time graduates with regular diplomas for 2012, 2013, and 2014 by the total number of tests taken in these subjects plus the number of students in the graduation cohorts over the same period.

<table>
<thead>
<tr>
<th>State Accountability Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rate</td>
</tr>
<tr>
<td>TN Percentile</td>
</tr>
</tbody>
</table>
The Academic Performance Framework

The Academic Performance Framework (APF) was developed in an effort to combine various student, teacher and parent data into one overall school performance measure and to support meeting state-assigned district accountability targets. Since the state does not assign a status to most schools each year, the district uses the framework to assign schools one of five categories. Overall performance and status are determined by adding together points earned for each measure.

<table>
<thead>
<tr>
<th>Schl #</th>
<th>School</th>
<th>2012 Total Pts</th>
<th>2012 Status</th>
<th>2013 Total Pts</th>
<th>2013 Status</th>
<th>2014 Total Pts</th>
<th>2014 Status</th>
<th>3-Year Avg Pts</th>
<th>3-Year Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>555</td>
<td>Pearl Cohn HS</td>
<td>7.60</td>
<td>Target</td>
<td>18.37</td>
<td>Target</td>
<td>21.70</td>
<td>Review</td>
<td>15.86</td>
<td>Target</td>
</tr>
</tbody>
</table>

Half of APF points are assigned based on academic growth. The first measure comprising this section is the Tennessee Value Added Assessment System (TVAAS) mean one-year scale score gain for Algebra I and II, Biology I, English I, II, and III end-of-course (EOC) exams. The second measure below is the Mean Achievement Level Increase for EOC tests in the same subjects, adjusted for statewide trends. Targets for increases are set by asking schools to move below basic scores to basic, basic scores to proficient, and proficient scores to advanced. Targets are higher for schools with large numbers of basic and below basic scores and lower for schools with high rates of proficiency.

<table>
<thead>
<tr>
<th>TN Value Added Assessment System (TVAAS)</th>
<th>Mean Achievement Level Increase (MALI)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012 TVAAS Gain</td>
<td>2012 TVAAS % of Pts</td>
</tr>
<tr>
<td>2013 TVAAS Gain</td>
<td>2013 TVAAS % of Pts</td>
</tr>
<tr>
<td>2014 TVAAS Gain</td>
<td>2014 TVAAS % of Pts</td>
</tr>
<tr>
<td>2012 MALI % of Pts</td>
<td>2012 MALI % of Pts</td>
</tr>
<tr>
<td>2013 MALI % of Pts</td>
<td>2013 MALI % of Pts</td>
</tr>
<tr>
<td>2014 MALI % of Pts</td>
<td>2014 MALI % of Pts</td>
</tr>
<tr>
<td>-7.7</td>
<td>0.0%</td>
</tr>
<tr>
<td>-12.7</td>
<td>0.0%</td>
</tr>
<tr>
<td>-5.8</td>
<td>0.0%</td>
</tr>
<tr>
<td>-14.5</td>
<td>0.0%</td>
</tr>
<tr>
<td>4.1</td>
<td>38.0%</td>
</tr>
<tr>
<td>8.9</td>
<td>48.4%</td>
</tr>
</tbody>
</table>

Achievement measures are allotted 30% of APF points. The percent of students scoring proficient or advanced on the aforementioned EOC exams account for a third of the points in this category. Another third is based on the percent of students that earn a 21 or higher ACT composite score. The final third is based on graduation rate.

<table>
<thead>
<tr>
<th>Percent Proficient/Advanced</th>
<th>Percent 21+ on ACT</th>
<th>Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012 % P/A</td>
<td>2013 % P/A</td>
<td>2014 % P/A</td>
</tr>
<tr>
<td>18.3</td>
<td>18.3</td>
<td>21.5</td>
</tr>
</tbody>
</table>

Shown below are the gap indices and their associated points, which account for 5% of APF points. The weighted gap index is based on the differences in percent proficient or advanced between subgroups of students (school-wide) that are traditionally disadvantaged and their traditionally non-disadvantaged peers (district-wide) on the EOC tests used in other measures. Also shown below are school culture survey measures, which comprise the last 15% of points in the APF. In 2013-14 educators and students were surveyed with the TELL and Tripod, respectively. This year the district will also include a parent survey. Mean composite favorability (agreement with positive culture statements) on these surveys provide the basis for scoring.

<table>
<thead>
<tr>
<th>Achievement Gap Index</th>
<th>TELL TN Survey</th>
<th>Tripod Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012 Gap Index</td>
<td>2012 TELL TN Favor</td>
<td>2013 TELL TN Favor</td>
</tr>
<tr>
<td>14.4</td>
<td>0.78</td>
<td>0.71</td>
</tr>
<tr>
<td>28.0%</td>
<td>55.4%</td>
<td>42.8%</td>
</tr>
<tr>
<td>16.8</td>
<td>0.49</td>
<td>0.48</td>
</tr>
<tr>
<td>16.1%</td>
<td>25.7%</td>
<td>25.7%</td>
</tr>
</tbody>
</table>
STRENGTHS, WEAKNESSES, OPPORTUNITIES, AND THREATS (SWOT) ANALYSIS

Participants
Teachers, School Administration, Instructional Coaches, District Facilitator

Process
- Data was sent to participants to review before the SWOT Analysis
- A district administrator led the protocol.
  - **Step 1**: Norms were set by the group
  - **Step 2**: Desired Outcomes: Participants brainstormed desired outcomes for the school, and then shared out to whole group. A list was compiled.
  - **Step 3**: Participants were able to ask clarifying questions about the list.
  - **Step 4**: Participants were given 10 minutes to individually jot down their perceived strengths, weaknesses, opportunities, and threats. After individuals had time to process their thoughts, participants discussed their thoughts in pairs.
  - **Step 5**: Participants discussed, in round robin fashion, the identified strengths, weaknesses, opportunities, and threats. Responses were charted on paper.
  - **Step 6**: Participants reflected on what was charted and then developed next steps for the school.

Trends
- **Strengths**: Great community resources and partnerships, positive student culture, unified vision, creative and passionate staff, great space and infrastructure, use of data, athletic program, personalized supports for both students and staff, academy theme is a draw for students, instruction is improving – slowly, departments becoming stronger- growing reality of shared practice
- **Weaknesses**: Teacher turnover, classroom management, student learning deficits, inability to design lesson or tasks to appropriately scaffold, chronic absenteeism, negative reputation
- **Opportunities**: In-house professional development, focus on student growth, support for new teacher development, develop new teachers, on boarding process of “new to Pearl-Cohn” teachers, partnerships, assessment development and unit planning
- **Threats**: Perception, poverty, students entering Pearl-Cohn with skill deficits, student’s external responsibilities, lack of student transportation, district and state expectations

Focus Question
1. What evidence of high expectations for all students do you see in the kinds of tasks students are asked to do and in the work they produce? Do you see evidence of high expectations in student participation in the lesson?

Findings
- **Tasks**
  - Few classes provided tasks that were relevant to current events
  - Most classes were teacher-centered with didactic lecturing
  - Most teachers asked low-level questions with little wait time for students to process and answer
- **High Expectations**
  - Some classes had high expectations through high level learning targets
  - Most students are not held to high expectations

Recommendations
- Teachers should plan for their high-level questions
- Planning for interdisciplinary connects should take place
- Professional development on accountable talk and high-level questioning
INSTRUCTIONAL ROUNDS SUMMARY

Problem of Practice

Pearl Cohn High School’s vision is to equip students to realize and achieve their potential, to involve families and to strengthen communities. Pearl Cohn challenges students through a rigorous, integrated curriculum that prepares them to engage effectively in the global community. However, during a recent SWOT analysis, teachers and administrators stated a concern that students are held to different expectations in different settings and, at times, the expectations are too low. Teachers and administrators have participated in professional learning and dedicated team meetings to learn ways to build scaffolding activities into their lessons so students get the support they need to meet higher expectations.

Focus Questions:

1. What evidence of high expectations for all students do you see in the kinds of tasks students are asked to do and in the work they produce?
2. Do you see evidence of high expectations in student participation in the lesson?

Findings:
- Tasks
  - Few classes provided tasks that were relevant to current events
  - Most classes were teacher-centered with didactic lecturing
  - Most teachers asked low-level questions with little wait time for students to process and answer
- High Expectations
  - Some classes had high expectations through high level learning targets
  - Most students are not held to high expectations

Recommendations
- Teachers should plan their high-level questions
- Planning for interdisciplinary connections should take place
- Professional development is needed on accountable talk and high-level questioning.
Please see the below response from Tony Majors concerning the information he provided to Ms. Frogge on Community Achieves.

As you know the community school model focuses on the alignment of support services and interventions to meet the needs of student and families. The school essential serves as the hub of services for the community. An essential component of the community school model is the community school site coordinator. The site coordinator is responsible for the coordination of services, identification of students, supervision of activities outside of the traditional school day, data tracking, and serves as the liaison between the school administration and community/service providers. Nationally, there are multiple approaches being used to facilitate the development of community schools. Our partner city Oakland, CA is currently using the community school model as its district strategy and funds 20+ site coordinators serving over 40 schools. In cities like Cincinnati, Cleveland, and Tulsa; there is a mix of district funded and agency funded representatives who serve as site coordinators. The strength of the community school model is that it allows for the effective and systemic alignment of services and resources. Partnerships are developed based on the identified needs of students and school/community. The investment is in the coordinators who facilitate program implementation, progress, and assessment.

MNPS is fortunate that we have data warehouse. Because of our data management system we will be able to develop cohort groups of students based on the interventions being used. This allows us to monitor student progress and performance. The immediate indicators are improved attendance and reduced disciplinary infractions followed by improved academic performance, which again can be tracked through data warehouse.

The $2.2 million amount provides for the following:

1. Funding for the district’s Community Achieves Coordinator
2. Funding for 1 site coordinator for 14 schools currently implementing Community Achieves
3. Funding for 1 site coordinator for each of our priority schools
4. Allows for the expansion of Community Achieves to 5 additional schools that want to implement the community school model
5. Professional development for all site coordinators, administrators, and school teams.

Roughly ($1.8 million in staffing and $400,000 in professional development and training)
<table>
<thead>
<tr>
<th>MONTH</th>
<th>2014-2015 Projection</th>
<th>TOTAL 2014-2015 COLLECTIONS</th>
<th>$ Change For Month - FY15 Projection</th>
<th>% Change For Month - FY15 Projection</th>
<th>% Increase / Decrease Year-To-Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>$14,205,643.23</td>
<td>$14,066,516.12</td>
<td>($139,127.11)</td>
<td>-0.99%</td>
<td>-0.99%</td>
</tr>
<tr>
<td>October</td>
<td>14,590,118.32</td>
<td>15,580,127.10</td>
<td>$990,008.78</td>
<td>6.35%</td>
<td>2.87%</td>
</tr>
<tr>
<td>November</td>
<td>14,978,963.81</td>
<td>16,200,311.53</td>
<td>$1,221,347.72</td>
<td>7.54%</td>
<td>4.52%</td>
</tr>
<tr>
<td>December</td>
<td>14,760,305.14</td>
<td>16,294,064.50</td>
<td>$1,533,759.36</td>
<td>9.41%</td>
<td>5.80%</td>
</tr>
<tr>
<td>January</td>
<td>14,454,497.18</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>February</td>
<td>18,664,831.90</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>March</td>
<td>13,272,686.03</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>April</td>
<td>13,491,507.44</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>May</td>
<td>16,159,388.11</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>June</td>
<td>15,187,143.40</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>July</td>
<td>15,536,632.96</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>August</td>
<td>16,781,582.46</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$182,083,300.00</td>
<td>$62,141,019.25</td>
<td>$3,605,988.74</td>
<td>5.80%</td>
<td></td>
</tr>
</tbody>
</table>

**Debt Service Fund**

<table>
<thead>
<tr>
<th>MONTH</th>
<th>2014-2015 Projection</th>
<th>TOTAL 2014-2015 COLLECTIONS</th>
<th>$ Change For Month - FY15 Projection</th>
<th>% Change For Month - FY15 Projection</th>
<th>% Increase / Decrease Year-To-Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>$1,512,981.26</td>
<td>$1,498,163.43</td>
<td>($14,817.83)</td>
<td>-0.99%</td>
<td>-0.99%</td>
</tr>
<tr>
<td>October</td>
<td>1,553,930.03</td>
<td>1,659,371.55</td>
<td>$105,441.52</td>
<td>6.35%</td>
<td>2.87%</td>
</tr>
<tr>
<td>November</td>
<td>1,595,344.27</td>
<td>1,725,424.69</td>
<td>$130,080.42</td>
<td>7.54%</td>
<td>4.52%</td>
</tr>
<tr>
<td>December</td>
<td>1,572,055.88</td>
<td>1,735,409.91</td>
<td>$163,354.03</td>
<td>9.41%</td>
<td>5.80%</td>
</tr>
<tr>
<td>January</td>
<td>1,539,485.61</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>February</td>
<td>1,987,910.05</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>March</td>
<td>1,413,616.04</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>April</td>
<td>1,436,921.76</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>May</td>
<td>1,721,066.13</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>June</td>
<td>1,617,516.53</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>July</td>
<td>1,654,739.14</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>August</td>
<td>1,787,333.32</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$19,392,900.01</td>
<td>$6,618,369.58</td>
<td>$384,058.14</td>
<td>5.80%</td>
<td></td>
</tr>
</tbody>
</table>