MNPS NEXT: Delivering Great Schools
Board of Education Work Session August 22, 2017
Work Session Agenda

1. Review of MNPS NEXT Phase I Purpose, Goals, Steps, and Process
2. Summary of Community Engagement Findings
3. Summary of Research Findings
4. Summary of Some Key District Data
5. Summary of Initial Scenarios
6. Initial Observations
7. Next Steps
8. Discussion Questions
Review of MNPS NEXT
Phase I Purpose, Goals, Steps, and Process
MNPS Next: Delivering Great Schools

Context

• The School Choice Transition Team Committee Report which included findings and recommendations regarding grade configuration and capacities

• Low or Declining Enrollment at multiple schools (e.g. 22 schools projected to have fewer than 300 students; and 23 – with some overlap – that are at less than 70% of capacity)

• Evolving Demographics and Gentrification that have changed the distribution of student populations across the district

• Fiscal Realities and Constraints that limit available funding for schools
MNPS Next: Issues to Address

1. Quality of academic programs across the district
2. Student access to high-quality academic programs across the district
3. Learning environments that provide academic and social & emotional support to our most at risk students
4. Parental perception about safety/security and developmental appropriateness of middle school grade configuration
5. Student flight from MNPS traditional public schools over the course of elementary and up to middle school
6. Better utilization of space and capital and operating resources
7. Student mobility
Phase I Scope (2017)

Looking first at the feasibility of moving 5th grade allowed us to:

1. Break the analysis into phases (elementary/middle and then secondary)
2. Consider how to address under- and over-capacity MNPS elementary and middle schools
3. Align our schools to the way in which TN standards are organized
4. Align our schools to national norms for elementary and middle schools
5. Align our schools to TN accountability framework
6. Align our grade configuration to those of surrounding counties and private schools
7. Test and respond parent preference

We started by this project by:

Determining the feasibility of moving 5th grade to elementary schools to help address student attrition between elementary and middle school

(Transition Team specific recommendation)
**MNPS Next: Goals**

**GOAL 1:** Improved Student Outcomes

**GOAL 2:** Increased Resource and Fiscal Efficiencies

**GOAL 3:** Increased MNPS Market Share/Desirability
MNPS Next: Phase I, Nine-Step Scope of Work

- **Phase I Project Initiation**
  - March - April

- **Data Collection and Analysis**
  - April - June

- **Initial Board Input and Discussion**
  - April (ongoing)

- **Peer District Process Comparisons**
  - March - April

- **Community Engagement**
  - June - July

- **Decision-Making Matrix Development**
  - August

- **Present Draft Scenarios**
  - Fall 2017

- **Board Action**
  - Fall 2017

- **MNPS Next Scenarios**
  - July - August

- **MNPS Next: Delivering Great Schools**

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**MNPS Next:**

- **Scenarios**
  - July - August

- **Present Draft**
  - Fall 2017

- **Board Action**
  - Fall 2017

- **Decision-Making Matrix Development**
  - August

- **Peer District Process Comparisons**
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- **Community Engagement**
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- **Phase I Project Initiation**
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Planning Components/Process

**MNPS Next Background**
- 100 Day Report
- Choice Transition Team
- MNPS Strategic Framework
- Master School Facilities Plan

**MNPS Next Goals**
- Student Achievement
- Resource/Fiscal Efficiencies
- MNPS Market Share/Desirability

**Quantitative & Qualitative Data**
- Student enrollment
- Choice selection patterns
- Demographics
- Diversity
- Academic program availability
- Student participation in academic courses & programs
- Student participation in extracurricular & after school programs
- Class size
- School size
- Grade configuration
- Community investments
- Community partnerships
- Budget
- Facilities condition
- Learning technology availability
- Capacity/utilization
- Academic performance
- Community feedback
- Attendance data
- Research on grade configuration, school start times, and class size

**Community Engagement Sessions**
- Themes
- Scenarios

**Funding & Phasing Plan**
- Implement
- Monitor
- Evaluate

**Updated Facilities Master Plan**

**MNPS 3-Year MNPS Next Plan**

**Community Engagement Plan**

**Data**
## Data Priorities to Consider

<table>
<thead>
<tr>
<th>Quantitative &amp; Qualitative Data</th>
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</thead>
<tbody>
<tr>
<td>1. Student enrollment</td>
</tr>
<tr>
<td>3. Demographics</td>
</tr>
<tr>
<td>5. Academic program availability</td>
</tr>
<tr>
<td>6. Student participation in</td>
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<tr>
<td>academic courses &amp; programs</td>
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<tr>
<td>7. Student participation in</td>
</tr>
<tr>
<td>extracurricular &amp; after-school</td>
</tr>
<tr>
<td>programs</td>
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<tr>
<td>8. Class size</td>
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Summary of Community Engagement Findings
Community Engagement Survey

- Of the 800+ parents, 47% agree and 53% disagree that grade configuration contributes to student achievement.

- An overwhelming 75% of parents who responded favor a K-5 grade configuration.

- Only 29% of parents favored adding Pre-K vs K-5.

- The option of adding Pre-K and 5th grade to elementary grade configuration appealed to 60% of parents.

- 67% of parents oppose a Pre-K/K-8 elementary/middle grade configuration.

- 70% of parents believe that a Pre-K/K-5 elementary grade configuration positively impacts student achievement.

2005 total respondents; of which approximately 40% were parents.
• 51% of parents believe a Pre-K/K-8 elementary-middle grade configuration would have a negative impact on student achievement, while only 21% believed it would have a positive impact

• Parents were split on how current grade configuration impacts their families’ decision to enter or remain in MNPS schools, with 50% agreeing and 50% disagreeing it contributes to their decision

• When asked which factors had the strongest influence on a family’s decision not to enroll/stay in an MNPS school, parents ranked the following factors in this order: quality of programs 59%, safety 32%, programs offered 5% and transportation 5%
Discussion

• What questions does this provoke?
• What should we plan to address in our analysis, messaging, and future community engagement meetings?
Summary of Research Findings
Regardless of grade configuration, the number of school transitions a student experiences over their K-12 career has a much bigger impact on their academic achievement.

The fewer the number of transitions, the better students performed academically.

Elementary grade configurations (K-5, K-6, K-8) produce fewer social/emotional/behavioral issues (e.g., student misconduct, absenteeism, disengagement).

K-8 configurations have been shown to produce academic gains.
Grade Configuration Research

What Really Makes a Difference:

• Academic, health, mental health, and other services that support student learning and healthy development

• Access to an array of curricular and extra-curricular activities that foster healthy development, creativity, critical thinking, career exploration, and civic responsibility

• A fair share of federal, state, and local resources for middle-grades schools and students
Discussion

• What questions does this provoke?
• What should we plan to address in our analysis, messaging, and future community engagement meetings?
Summary of Some Key District Data
### Facilities Master Plan & Capital Budgets

<table>
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<tr>
<th>Budget Type</th>
<th>2013-14</th>
<th>2014-15</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
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<tbody>
<tr>
<td>Construction</td>
<td>$58.94M</td>
<td>$75.00M</td>
<td>$99.00M</td>
<td>$105.00M</td>
<td>$67.20M</td>
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<tr>
<td>Districtwide</td>
<td>$40.58M</td>
<td>$35.00M</td>
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<td>Approved</td>
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<td>$110.00M</td>
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<td>$150.00M</td>
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<td>Request</td>
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<td>$173.60M</td>
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NSA: $90,000,000  
Hillwood: $80,000,000  
Hillsboro: $93,340,000  
Total: $263,340,000
Preferred Capacity

High School: 1,200 – 2,400
Middle School: 500 – 1,000
Elementary School: 400 – 800

• We allocate an additional $7.7M (beyond their school based budgeting amount) to 22 schools with fewer than 300 students

• We allocate an additional $3.5M to 17 schools with between 300 and 400 students
### Enrollment Trends

<table>
<thead>
<tr>
<th>Year</th>
<th>2nd Mo. Member</th>
<th>2nd Mo. Member</th>
<th>2nd Mo. Member</th>
<th>2nd Mo. Member</th>
<th>2nd Mo. Member</th>
<th>3-Yr. Avg. Surv. Rat.</th>
<th>3-Yr. Avg. Stud. lost/gain</th>
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<tr>
<td>2012</td>
<td>7,810</td>
<td>7,793</td>
<td>7,209</td>
<td>7,219</td>
<td>7,052</td>
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<td>2013</td>
<td>7,436</td>
<td>7,655</td>
<td>7,748</td>
<td>7,080</td>
<td>7,113</td>
<td>0.987</td>
<td>-90</td>
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<tr>
<td>2014</td>
<td>6,975</td>
<td>7,173</td>
<td>7,480</td>
<td>7,648</td>
<td>6,933</td>
<td>0.981</td>
<td>-134</td>
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<tr>
<td>2015</td>
<td>6,493</td>
<td>6,891</td>
<td>7,055</td>
<td>7,329</td>
<td>7,350</td>
<td>0.975</td>
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<tr>
<td>2016</td>
<td>6,060</td>
<td>6,306</td>
<td>6,771</td>
<td>6,982</td>
<td>7,180</td>
<td>0.984</td>
<td>-118</td>
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</table>

**Kinder.**

**Grade 1**

**Grade 2**

**Grade 3**

**Grade 4**

**Elementary Tier**

**Grade 5**

**Grade 6**

**Grade 7**

**Grade 8**

**Middle Tier**

**Grade 9**

**Grade 10**

**Grade 11**

**Grade 12**

**High Tier**

**Spec. Educ.**

**Total**

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*Does not include Prek

**Kindergarten percentages are based off of live births.
Discussion

• What questions does this provoke?
• What should we plan to address in our analysis, messaging, and future community engagement meetings?
Summary of Initial Scenarios
Scenario Drivers

- Moving 5th grade to be with elementary grades
- Adding space at elementary schools
- Consolidating pre-Ks to create space in elementary schools
- Rezoning
- Middle school consolidation
- Balancing distribution of special programs
- Repurposing middle schools as elementary schools or special program facilities
Review Criteria Established

• Moves 5th grade students
• Increases program equity/access
• Aligns with Diversity Management Plan
• Increases student achievement
• Maximizes facility use efficiency
• Increases financial efficiency
• Is desirable to community
• Uses financial resources reasonably
Initial Scenarios Modeled

1. Move 5th grades to elementary buildings, repurpose under-enrolled middle school buildings, add space to elementary buildings, and relocate some programs

2. Move 5th grade to elementary buildings, repurpose under-enrolled middle school buildings, consolidate pre-Ks into quadrant-based centers, add space to elementary buildings, and relocate some programs

3. Move 5th grades to elementary buildings, repurpose under-enrolled middle school buildings, add space to elementary buildings, relocate some programs, and rezone to balance and diversify enrollment

4. Move 5th grade to elementary buildings, repurpose under-enrolled middle school buildings, consolidate pre-Ks into quadrant-based centers, add space to elementary buildings, relocate some programs, and rezone to balance and diversify enrollment

5. Repurpose elementary and middle school buildings as preK-8 and K-8 buildings, rezone to balance and diversify enrollment, and balance special programs across quadrants
Discovery

1. Construction costs, regardless of scenario, would be several hundreds of millions of dollars
   a. This estimated $300M would be in addition to what is currently planned for NSA, Hillsboro, and Hillwood), which may not be feasible or be fiscally doable

2. The needed facility renovations could take at least five years, which would require long term political support stretching over mayoral, board, and council terms

3. Rezoning options may not be popular

4. Moving Pre-K out of elementary buildings did not gain us much in space

5. The K-8 scenario, while research based, better utilizes all of our space but would still require the several hundred million construction investment

6. We did not formally model using portables; we know that,
   a. We would need, in currently overcrowded schools, to add enough portables to accommodate fifth graders in those schools
   b. Some sites do not have space to accommodate portables
Discussion

• What questions does this provoke?
• What should we plan to address in our analysis, messaging, and future community engagement meetings?
Initial Observations
Initial Observations re: K-5

- We’ve studied moving 5th grade to be with other elementary grades
  - Moving 5th grade to be with other elementary grades is desired by parents
  - Moving 5th grade makes sense given accountability, certification, standards, and common national practices
  - It isn’t supported (one way or the other) by research
  - While we could move to K-5s by using portables, portables are expensive and neither aesthetically pleasing nor welcomed by staff and parents
  - It would cost more than past annual capital budgets have indicated is supportable
  - Its cost would compete with other capital projects
  - Moving 5th grade could require us to rezone
  - It would take at least five years to implement, even if we were able to increase our annual capital budgets
Proposed Next Steps
Proposed Next Steps

1. Postpone all four September Community Engagement sessions
2. Survey community regarding cost estimates for moving 5th grade
3. Begin a Phase I-b to examine and model, by October 2017, shorter-term solutions tailored to address each quadrant’s needs to help us better manage elementary and middle school capacity, enrollment, academic needs, and social & emotional supports
   a. Seek feedback from Advisory Committee
   b. Share information with board
4. Standardize the junctures at which students change schools / make choices
5. Reschedule Community Engagement sessions to occur in October to share information from short-term solutions and specific recommendations the board has at that point
6. Continue to find ways to improve student access to comparable extracurricular and academic program offerings regardless of their place of residence and access to transportation
7. Communicate and market our middle schools’ uniqueness (e.g., band in 5th grade; STEAM)
8. Continue to find ways to bolster middle school programming via STEAM, 5th grade academies, etc.
9. Develop capital budget to support implementation of recommendations from Phase Ia and Ib
10. Begin Phase II analysis and focus on high schools
Additional Discussion