MNPS NEXT: Delivering Great Schools
Board Work Session September 26, 2017
Work Session Agenda

1. Quick Recap of MNPS NEXT Phase I Purpose, Goals, Steps, and Process
2. Updated Enrollment Information and Capacity Data (revisit)
3. Data on Under Capacity Schools
4. Next Steps
Quick Recap of MNPS NEXT Phase I

Purpose, Goals, Steps, and Process
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 supports 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 – plus use of capital and operating resources
7. Student mobility
**MNPS Next: Goals**

**GOAL 1:** Improved Student Outcomes

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

**GOAL 3:** Increased MNPS Market Share/Desirability
Background/Context

• MNPS has...

  • **Low or Declining Enrollment** in approximately 37 schools

  • **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
Phase I Scope (2017)

We started this project to:

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

(Transition Team specific recommendation)

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. Possibly align our schools to the way in which TN standards, accountability measures, and teacher certification requirements are organized
4. Possibly align our schools to national norms for elementary and middle schools
5. Possibly align our grade configuration to those of surrounding counties and private schools
6. Test and respond to parent preference
**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

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

- **Board Action**
  - Fall 2017

**MNPS Next: Delivering Great Schools**
Conclusions Re: Feasibility of Moving 5th Grade

1. Postpone all four September Community Engagement sessions

2. Examine and model, by October 2017, shorter-term solutions tailored to address immediate term 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

3. Standardize the junctures at which students change schools / make choices

4. Reschedule Community Engagement sessions to occur in October

5. 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

6. Communicate and market our middle schools’ uniqueness (e.g., band in 5th grade; STEAM)

7. Continue to find ways to bolster middle school programming via STEAM, 5th grade academies, etc.

8. Develop capital budget
Values Governing this Project

• **EQUITY**
  We believe in equitable access and opportunities for all students from early childhood through graduation.

• **WHOLE LEARNER**
  We believe in meeting each child at the point of need to maximize individual unlimited potential and success.

• **EXCELLENCE**
  We believe all students benefit from high-quality instruction and high expectations each year, in each subject, and in each classroom.
Theory of Action

**TO ENSURE WE...**
- Improve Student Achievement
- Improve Student Academic Growth
- Close Achievement Gaps
- Ensure College and Career Readiness
- Increase Graduation Rates
- Increase Student Retention in MNPS

**WE MUST FIRST...**
- Increase Equitable Access to Quality Programs
- Reduce Disproportionate Suspensions
- Increase Meaningful Family & Guardian Engagement
- Increase Staff Satisfaction and Engagement
- Increase Customer Satisfaction
- Increase Internal Accountability

**WE WILL DO THIS BY...**
- Promoting Active Student Engagement and Consistent Improvement in Academic Achievement
- Building a Culture of Collaboration and Shared Accountability
- Ensuring Organizational Excellence
- Sustaining Strong Partnerships With Families, Guardians and Community

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# Strategic Framework Actions

**PROVIDE EQUITABLE ACCESS — ACROSS MNPS SCHOOLS AND CLUSTERS — TO A HIGH-QUALITY WELL-ROUNDED PRE-K–12 EDUCATION.**

1. Conduct a district-wide assessment of school programs, capacities, facilities, and grade configurations to improve student equity, fiscal efficiencies, MNPS enrollment, and academic achievement.

2. Conduct a program audit of the MNPS English Learner strategy, content, and classes to assess the service models’ effective implementation and students’ equal access to grade-level curricula as required by law; implement improvement recommendations.

3. Conduct a program audit of the MNPS Exceptional Education strategy, content, and classes to assess special needs students’ receipt of services required by law and rigorous instruction; implement improvement recommendations.

4. Launch a vocabulary development program to enable students’ access to grade-level curriculum.

5. Standardize and increase access to quality early-learning programs across MNPS.

6. **Identify patterns of inequitable student enrollment in “related arts,” quality academics, and in advanced academic courses such as ENCORE, Advanced Placement, International Baccalaureate, Cambridge, Honors, post-secondary, and selective enrollment schools. Implement improvement recommendations.**

7. Expand middle and high school students’ access to and success in acquiring post-secondary and industry credentials and credit (Early post-secondary credit options — Middle College, Virtual School, dual credit, industry certification, work-based learning).

8. Continue to provide access to school and county-wide library materials to enrich and personalize instruction.

9. Improve MNPS grading and reporting practices, expectations, and policies.
Updated Enrollment Information and Capacity Data
20 Day Enrollment Overview

• Average enrollment growth from 2010 to 2013 was 2.1% each year; and from 2014 to 2016, it was 1.8% each

• Current enrollment is down in MNPS traditional public schools for the first time since 2001

• The elementary tier has experienced the largest decrease at -1,445 (-3%)

• The middle tier grew by 2.1%
20 Day Enrollment Overview

• With both zoned and option students, the following trends hold:
  o Antioch, Cane Ridge, Hillsboro, and Overton clusters are experiencing increasing enrollment
  o The Hillwood cluster has experienced flat enrollment since 2010
  o The Stratford, McGavock, Perl-Cohn, Maplewood, Whites Creek, Glencliff, and Hunters Lane clusters have experienced steady decreased since 2010
Enrollment Overview

- Charter and ASD enrollment currently make up 17% of the K-12 enrollment in the district and it could grow to 22% by 2021-22
- Public charters have seen an increase of 14.2% and will add an additional 6,000 students by 2012-22 if they meet projections
- ASD Enrollment
  - Potentially impacting Buena Vista and Napier Elementary Schools
- Charter Enrollment
  - We do not have updated capacities for Charter Schools and there are several charters schools looking for new facilities, where they end up locating could have an impact on MNPS enrollment
  - KIPP ES opening in 2018
  - KIPP MS opening in 2019
  - 11 charter schools still adding grade levels
- ELL – is this enrollment decreasing or increasing? Early data shows the number of ELL students decreasing for the first time since 2004
## 20 Day Enrollment Overview

<table>
<thead>
<tr>
<th>SCHOOL TYPE</th>
<th>2016</th>
<th>Projected 2017</th>
<th>Day 20, 2017</th>
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<tbody>
<tr>
<td>MNPS</td>
<td>76,769</td>
<td>75,044</td>
<td>74,072</td>
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<tr>
<td>Charter</td>
<td>9,864</td>
<td>11,582</td>
<td>11,263</td>
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<tr>
<td>ASD</td>
<td>581</td>
<td>964</td>
<td>817</td>
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<tr>
<td>TOTAL</td>
<td>86,633</td>
<td>87,590</td>
<td>86,152</td>
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Enrollment Overview

Enrollment Growth by Tier and Operator

- MNPS (K-4)
- Charter (K-4)
- MNPS (5-8)
- Charter (5-8)
- MNPS (9-12)
- Charter (9-12)
- ASD

Enrollment Overview

![Enrollment Growth Chart]

- **Combined Growth**
- **District Growth**
- **Charter Growth**
Enrollment Overview

Enrollment Growth

- District Growth
- Charter Growth

Year-wise Enrollment Growth:
- 2010-11
- 2011-12
- 2012-13
- 2013-14
- 2014-15
- 2015-16
- 2016-17
- 2017-18
Activity

a. Considerations for our next steps
Data on Under-Capacity Schools
# MNPS Capacity

<table>
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<tr>
<th>SITE TYPE</th>
<th>MNPS CAPACITY</th>
<th>AVERAGE</th>
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<tr>
<td></td>
<td>RANGE</td>
<td></td>
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<tr>
<td></td>
<td>LOW</td>
<td>HIGH</td>
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<tr>
<td>Elementary Schools</td>
<td>237</td>
<td>830</td>
</tr>
<tr>
<td>Middle Schools</td>
<td>505</td>
<td>994</td>
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<tr>
<td>High Schools</td>
<td>660</td>
<td>2,531</td>
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<tr>
<td>Other</td>
<td>85</td>
<td>465</td>
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## MNPS 2017-18 Utilization

<table>
<thead>
<tr>
<th>SITE TYPE</th>
<th>2017 MNPS PROJECTED UTILIZATION</th>
<th>AVERAGE</th>
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<tbody>
<tr>
<td></td>
<td>RANGE</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LOW</td>
<td>HIGH</td>
</tr>
<tr>
<td>Elementary Schools</td>
<td>48%</td>
<td>117%</td>
</tr>
<tr>
<td>Middle Schools</td>
<td>44%</td>
<td>112%</td>
</tr>
<tr>
<td>High Schools</td>
<td>60%</td>
<td>118%</td>
</tr>
<tr>
<td>Other</td>
<td>33%</td>
<td>116%</td>
</tr>
</tbody>
</table>
## Schools under 70% or over 110% utilization

<table>
<thead>
<tr>
<th>SITE TYPE</th>
<th>MNPS UTILIZATION LESS THAN 70% OR OVER 110%</th>
<th>Total</th>
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<tbody>
<tr>
<td></td>
<td>&lt;70%</td>
<td>&gt;110%</td>
</tr>
<tr>
<td>Elementary Schools</td>
<td>15</td>
<td>3</td>
</tr>
<tr>
<td>Middle Schools</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>High Schools</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
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### MNPS Utilization

- **Elementary Schools**: 18 schools
- **Middle Schools**: 9 schools
- **High Schools**: 4 schools
- **Other**: 4 schools
Small or Underutilized Schools

- Map of school locations
- Map of diversity for schools
- School demographics
Activity

a. What obvious scenarios arise for 2018-19 and beyond?

b. How would you recommend we orchestrate community conversations?

c. Are there programs you think we should consider?

d. What about building re-use?
Next Steps