



2021 CHAMBER EDUCATION REPORT

LEADERSHIP DEVELOPMENT



**THE DISTRICT IS
NOT ONE BODY
- IT IS MADE UP
OF SEVERAL
COMPONENTS...
FAMILIES, STUDENTS,
TEACHERS,
ADMINISTRATORS,
AND COMMUNITY
ORGANIZATIONS.**

CHRISTIANE BUGGS, MNPS SCHOOL BOARD CHAIR



OUR PURPOSE:

**TO CREATE ECONOMIC
PROSPERITY BY FACILITATING
COMMUNITY LEADERSHIP.**



TABLE OF CONTENTS

GREETINGS FROM THE CHAMBER	1
GREETINGS FROM THE CO-CHAIRS	2
GREETINGS FROM DR. ADRIENNE BATTLE	3
GREETINGS FROM CHRISTIANE BUGGS	4
EXECUTIVE SUMMARY	6
COMMITTEE ROSTER	11
COMMITTEE RECOMMENDATIONS	12
HOW TO USE THIS REPORT	13
COMMENDATIONS	15
SUCCESS STORIES	19
OUR EXPERTS	23
THE RESEARCH	25
MNPS BY THE NUMBERS	39
APPENDIXES	53
ORGANIZATIONAL CHART	56
EXPERTS INTERVIEWED	57
GLOSSARY	58
REFERENCES	60
ACKNOWLEDGMENTS	61
WHAT’S NEXT	62
SPONSORS	63
NOTES	64
THE CHARGE	65



GREETINGS FROM THE CHAMBER

The Education Report is released each year at a time when families gather, memories are made, and reflections are sought. As we present our 29th annual Education Report, we also pause to reflect. For nearly three decades, the Chamber has gathered a group of community members to research a topic critical to the success of Metro Nashville Public Schools, culminating in a data-driven framework for action and recommendations to support, drive, and assist MNPS and, thus, student outcomes. This year's report is no different, though the challenges reflected in our current environment are great, particularly as it relates to disruption caused by the COVID-19 pandemic.

A heartfelt thank you to the Education Report Committee for dedicating more than six months of their time to the development of this report. The committee is driven by a passion and commitment to education. As our team interacted with them, their deep interest in education became more apparent. They are determined to make a difference and help MNPS chart their next course.

THE COMMITTEE'S TOPIC OF LEADERSHIP DEVELOPMENT IS NOT NEW IN THEORY; THERE ARE MANY DIMENSIONS TO LEADERSHIP AND TRACKS ONE CAN TAKE AS THESE SKILLS ARE DEVELOPED AND PRACTICED.

At the Chamber, we emphasize situational leadership with the recognition that no one style of leadership is best; situational leadership provides for many variables and includes strategies

that most leaders face daily. MNPS principals are no different -- they work with families, support classroom instruction, and motivate and cultivate their team, all while maintaining budgets and the operational needs of their school.

WE COMMEND ALL OF THE LEADERS THE COMMITTEE INTERVIEWED FOR THEIR INSIGHTS, THEIR WILLINGNESS TO SERVE, AND, MOST IMPORTANTLY, THEIR COMMITMENT TO PLACING NASHVILLE'S STUDENTS FIRST.

We also commend the business community for their support of public education through their commitment of time, expertise, and financial resources. A successful school system is central to any community's prosperity, and education will always remain a central area of focus for our members.

Lastly, a special thank you to the Chamber's talent, research, communications, and member value teams for the coordination and facilitation required to produce this report.

As we present this year's Education Report, we would like to share a few new additions. Please note a "How to Use the Report Guide, Success Stories, and Areas of Consideration for the Business (Nonprofit) Community and Families." We encourage MNPS to continue to make the hard decisions, to hold their leadership to the highest standards possible, and to provide opportunities for continuous growth. As these plans are developed and designed, we look forward to activating areas where the business community can be of support.

Welcome to the 2021 Education Report.



RALPH SCHULZ
PRESIDENT AND CEO



STEPHANIE COLEMAN
CHIEF TALENT
DEVELOPMENT OFFICER



DR. RENA HALL
VP, EDUCATION INITIATIVES



GREETINGS FROM THE CO-CHAIRS

On behalf of the 2021 Education Report Committee, we are delighted to present our 2021 Education Report. Our 15 committee members are comprised of community representatives across the non-profit and for-profit business sectors, with our objective being to serve as a supplement to the essential work that MNPS is currently doing to ensure Nashville's children thrive.

To cement an alignment with MNPS, we took a collaborative approach to the report. The committee, over the course of 6 months, researched Leadership Development within MNPS. This topic is a part of the Leadership Framework developed by MNPS and the Nashville Public Education Foundation.

OUR ROLE WAS TO LISTEN FIRST, AND THEN SEEK TO UNDERSTAND THE VARIOUS DIMENSIONS OF LEADERSHIP, HOW LEADERS COULD BE SUPPORTED, AND IDENTIFY GAPS THROUGH THE LENS OF THE COMMUNITY.

We are excited to announce that, after the report, the committee will continue to engage and promote community

discussions across platforms, championing the "movement" ahead of us. To continue moving the needle on education, we understand that timing and commitment are critical; thus, the actions required are that of a movement, not of a moment.

We are asking for your active participation to help us determine how you, and others in the community, can support this necessary focus on our children in Nashville. As Myra Taylor, executive principal of Jones Paideia Elementary School, stated,

"WE ARE ASKING YOU TO FIND A SCHOOL AND MAKE A COMMITMENT. NOT TO CHOOSE AN ACTION, COMMIT TO THE SCHOOL AND THEIR STUDENTS FOR A YEAR AND ACTIVELY ENGAGE IN STUDENT MENTORING, READING ACTIVITIES, TEACHER MENTORING, AND ADMINISTERING TRAINING TO NAME A FEW."

If we all commit to the movement, Nashville's children will benefit within what is now "the IT city" and become first and foremost on the minds of all.

Respectfully,

TED ILANCHELIAN
CO-CHAIR

BRANDON CORBIN
CO-CHAIR



GREETINGS FROM DR. ADRIENNE BATTLE

The Education Report Committee chose to study and report on a key driver to improving public education in Metropolitan Nashville – leadership development – and I am thankful for our alignment about this essential priority. In fact, we have prioritized leadership (empowering and equipping leaders at all levels) as one of our four core tenets necessary to establishing Metro Schools as the premier large school district in Tennessee and beyond.

I am proud of the progress Metro Schools is making in leadership development, and I am eager for the next stages of the hard work ahead.

LET'S BE CLEAR: WITHOUT AMAZING PEOPLE IN OUR SCHOOLS LEADING FROM EACH OF THEIR ROLES, WE WILL NOT MAKE THE DRAMATIC EDUCATIONAL PROGRESS OUR STUDENTS DESERVE.

Teachers have systematically told us that principal leadership is a primary factor in their decision to remain in the classroom. Leaders drive high-quality instruction in our schools, prioritize

talent in each role, and manage complex operations to ensure the focus is on educating students.

Members of the Education Report Committee explored Metro Schools' Leadership Framework that was built in collaboration with the Nashville Public Education Foundation and derived from data analysis from Vanderbilt University's Tennessee Education Research Alliance. As a result of this partnership, Metro Schools is using the nation's best practices to hire and develop our leaders.

We have more work to do, and I am thankful for the extensive time that members of the Education Report Committee spent interviewing principals, teachers, Board Members, Support Hub experts, and national experts to learn more about leadership development. Most importantly, the Education Report Committee listened to the experiences of our students.

Leadership development is a complex topic that is essential to the success of Metro Schools. I am pleased that the Education Report Committee continues to call upon the broader Nashville community to support these strategic initiatives. It will truly take us all to achieve the gains essential for Nashville's students.



Adrienne Battle

DR. ADRIENNE BATTLE
DIRECTOR OF SCHOOLS

GREETINGS FROM CHRISTIANE BUGGS

Greetings from the Metro Nashville Public Schools Board.

I am Christiane Buggs, I proudly represent MNPS as an alum, former teacher, the current board chair, and pre-k parent.

As a Nashville native, I have seen our city change significantly. As a life-long educator, I have not always seen those changes benefit our youngest neighbors, our children. Siloed work and disconnected resources are often to blame, but a consistent "whole city approach to education" might very well be our saving grace.

It is an honor for my colleagues and I to both serve our community as board members and to work with the Chamber Education Report Committee. We have certainly seen this report develop in ways that have been both collaborative and fruitful! Over the years, we have seen the committee's awareness of MNPS challenges grow which has led to a report that is full of thoughtful questioning and advocacy that has the potential to positively impact systems change. In short, this committee of business leaders is becoming more of a partner to the district and their current focus around leadership development is right on time.

EVERY PARENT IN NASHVILLE WANTS THE VERY BEST FOR THEIR CHILD, AND EVERY EDUCATOR IN NASHVILLE WANTS TO OFFER THEIR STUDENTS THE VERY BEST EXPERIENCE.

This mutual love and support for students should seemingly result in every young person having all they need to become confident, thoughtful adults. Unfortunately, there is often a disconnect, though, in how we view our roles as collaborators, this has certainly impacted those young people

disproportionately. There also tends to be a disconnect in how we view the community's role in ensuring our most precious gifts, our children, are well taken care of.

SHIFTING OUR ATTENTION FROM HOW SCHOOLS ARE RESPONSIBLE FOR STUDENTS TO HOW THE ENTIRE COMMUNITY IS RESPONSIBLE FOR STUDENTS CALLS FOR A PARADIGM SHIFT.

This was the game changer the committee put forth. But asking a city of 700,000 to do something we aren't used to won't happen without strong leadership from everyone. That's right: teacher leaders, community leaders, parent leaders, etc., are integral to the strategic elevation of students.

I appreciate that the presentation of this report is not a one-time event for this group. As they take their "report on the road" and ask others "to join us" in the fight to effectively resource and adequately educate all children, my heart is full.

Educators and parents deserve more support, so their students/children have more support - so good luck and Godspeed Chamber Education Report Committee. We look forward to our continued work together as you use your positions in the community to help rally us all.



Christiane Buggs

CHRISTIANE BUGGS
CHAIR, MNPS SCHOOL BOARD



EXECUTIVE SUMMARY



THE WORK OF THIS YEAR'S COMMITTEE IS TIMELY AND CRITICAL IN THE WAKE OF THE

COVID-19 PANDEMIC.

THE DESIRE OF OUR CITY, STATE, AND NATION TO EMERGE FROM THE PANDEMIC STRONGER THAN BEFORE REQUIRES DETERMINED, UNIFYING LEADERSHIP.

THIS YEAR'S EDUCATION REPORT IS CENTERED ON

LEADERSHIP DEVELOPMENT.

The report is acknowledging the strength, flexibility, and awareness of Metro Nashville Public Schools (MNPS) principals and administrators while exploring the intensity, gaps, and laborious tasks each undertakes to ensure their school operates effectively, efficiently, and in adherence to state and district regulations. In addition to the exploration of principals and administrators, the report highlights the teacher-leader role and administrator pipeline.

Researchers, policymakers, and practitioners increasingly recognize the role of school leaders in developing high-performing schools. Educational leaders affect the climate, attitude, and reputation of their schools. Administrators are the cornerstone on which learning communities function and grow and student performance is cultivated. With successful leadership, schools become effective incubators of learning, places where students are not only educated but are challenged, nurtured, and encouraged.

As the committee explored the paradigm of leadership development, they were introduced to the MNPS Leadership Framework adopted by the district in 2020. This framework has three main components—**Driving Instruction, Prioritizing Talent, and Managing Operations**—highlighting the core elements of school leadership. These elements are not synonymous with MNPS; they are components of a larger leadership framework identified by several research entities and used across districts and cities nationwide as foundational to the principalship/leadership structure.

Please note that throughout this document, the terms principals and administrators are used interchangeably. Both terms refer to a school's executive principal.

DRIVING INSTRUCTION

INSTRUCTION IS THE KEY FORMAT AND INTENT OF EDUCATION.

In its basic forms, instruction outlines details in which things should be accomplished. Within the school system, “driving instruction” refers to the tools and strategies used to continually improve instructional strategies. In the committee’s interviews with experts, educators detailed their commitment to driving instruction, citing examples of how they intentionally infuse their classroom experiences with experiential activities and a diverse learning format. Dr. Mason Bellamy, MNPS Chief of Academics and Schools, stated that instruction has three core tenets: 1) tell the student what we will teach, 2) teach the lesson, and 3) check for understanding.

As educators strive to drive instruction, leaders must recognize and evaluate instructional formats to ensure learning objectives are mastered and educators have the tools and resources necessary to implement instruction effectively. Teachers and leaders alike must be able to relate to their students to address needs while maintaining high standards and creating an environment that challenges students to critically engage.

Ongoing professional development is an essential element of driving instruction. If administrators are going to impact student achievement, they must recognize that “sit-and-get,” or “one-time-single-topic” professional development is a concept of the past.

A poor or absent school administrator can undermine the goals of an educational system in less than a year. When schools lack a strong foundation and direction, learning is compromised and students suffer. As leaders develop their schools’ vision, these plans must be inclusive of families—a child’s first teacher, and community resources. To successfully drive instruction, leaders must act as managers of school improvement, cultivate the school’s vision, and use individualized data to support instructional practices while providing needed assistance to struggling students. Thus, strong leadership in schools includes the practice of encouraging and enabling school-wide teaching expertise to achieve a substantial rate of progress for all learners.

For an MNPS administrator to be successful in their role, they should be centered on driving teaching and student learning outcomes, first and foremost. This includes setting expectations for the school’s learning practices and ensuring the school’s values and behaviors reinforce a focus on student success.

Core elements of the driving instruction component are:

- ORIENT TOWARDS RESULTS
- RECOGNIZE AND DEVELOP RIGOROUS INSTRUCTION
- FOCUS ON CONTINUOUS IMPROVEMENT



EXECUTIVE SUMMARY

The Driving Instruction workgroup centered its focus on student needs and how both teachers and administrators support student outcomes. Our driving question became:

WHAT IS THE IMPACT OF A PRINCIPAL'S LEADERSHIP ON INSTRUCTION?

A key measurement of driving instruction is teacher retention. Clint Wilson, executive principal at Glenclyff High School, stated that teacher retention is a measurement of leadership success; thus it is critical to recruit, build, and retain a great team. Dr. Natalyn Gibbs, MNPS executive director, further stated that the most important role for an administrator is to be inside the classroom and to mentor and/or coach teachers.

Inspired by the quote,

“ADMINISTRATORS HAVE THE SECOND-LARGEST IMPACT ON STUDENT PERFORMANCE,”

from the Wallace Foundation’s report How Principals Affect Students and Schools, this workgroup extrapolated that an effective principal can accelerate instruction by three months compared to an ineffective principal. This concept was reinforced by Drs. Jason Grissom (Vanderbilt) and Paul Fleming (Learning Forward) who both spoke about the effect administrators have on student achievement.

PRIORITIZING TALENT

IDENTIFYING AND MAINTAINING TALENT IS IMPORTANT IN ANY ORGANIZATION.

Research has made it increasingly clear that teachers are the most important school-based factor in students’ academic success. Principals are the second most important school-based factor as their role includes fostering effective teaching and learning environments. Given the importance of teachers and administrators for students’ and schools’ success, MNPS is wise to hone its efforts related to identifying, attracting, retaining, and nurturing capable and committed talent.

When talent is prioritized within the education system’s culture, employees feel supported and heard. They are given the tools and resources to implement a high level of instructional/leadership practices that meet student-specific needs. Prioritizing talent encompasses pay, benefits, and continuous professional development and empowers employees to lead within their position to achieve their school’s vision.

Succession planning and administrator pipeline development are critical for sustainability in the educational system. Resources to foster the understanding and trajectory of various career paths within the district are recommended.

Within the prioritizing talent component, the following essential items are addressed:

- INSPIRING A SHARED VISION
- DEVELOPING YOUR TEAM
- CREATING A CULTURE OF BELONGING



EXECUTIVE SUMMARY

This workgroup’s recommendations were shaped by hearing from leaders in the school district, data from the district, state, and national level, and personal experiences. Early in our committee’s work, Tom Ward, led us to our focus on the role of principals in cultivating a vision and the importance of establishing a positive climate. The importance of the principal role was further highlighted by data showing the impact of effective principals on student achievement. Dr. Jason Grissom, faculty director of the Tennessee Education Research Alliance, communicated the importance of retaining principals.

HE ESTIMATED THAT WHEN A PRINCIPAL RESIGNS OR IS REMOVED, IT COSTS THE DISTRICT AROUND

\$75,000.

Our group also spent time thinking critically about teachers. While recognizing ongoing teacher shortages in the district, workgroups looked at teacher training programs and found that teacher residency programs like the Nashville Teacher Residency are creating pathways into the profession, especially for educators of color. Additionally, traditional teaching programs that are intentionally diversifying the teacher pipeline, such as the Pionero Scholars Program at Lipscomb University, provide great value. The committee heard from principals about the importance of recruiting the right talent for schools. Gini Pupo-Walker, MNPS School Board Member and State Director for Tennessee at The Education Trust, also encouraged us to think more critically around leadership opportunities for teachers outside of traditional pathways to principalship.

The MNPS Leadership Framework emphasizes three areas within the Prioritizing Talent component: **inspire a shared vision, develop your people, and create a culture of belonging.** Committee recommendations build and expand upon these important responsibilities.

As representatives of the city’s business and non-profit community, our recommendations are rooted in our own experiences and understandings of education through programs like the Academies of Nashville and Community Achieves. Recognizing the need for a collective effort, our recommendations include elements where the business community can support MNPS.

MANAGING OPERATIONS

THE STRONGEST LEADERS WITHIN THE EDUCATION SYSTEM BALANCE MOTIVATING TEAMS, CONNECTING WITH STUDENTS AND FAMILIES, DISCERNING CURRICULAR NEEDS, MANAGING BUDGETS, ENGAGING EXTERNAL COMMUNITIES, AND ACQUIRING NON-ACADEMIC RESOURCES.

However, not all individuals have the natural versatility to excel in all aspects. For example, a great leader may be able to motivate their team, connect with students and families, understand the rigor and curricular needs of each grade level, and can identify these needs in a matter of minutes. Yet, this same outstanding leader may not have the necessary skills to actively manage a school’s budget, allocate resources, or possess the political wherewithal to bridge gaps.

MNPS schools serve a diverse population of students. Nashville is being coined the new “melting pot.” As of this report, MNPS serves over 132 languages daily and has more high-poverty schools. MNPS is also challenged with low-performing schools, which further complicates operations. This reality underlines the necessity of having the right leader in place to lead schools to across-the-board success. Leaders must be able to adapt, manage, lead and connect as the operation of their school dictates and/or fluctuates. And, leaders must adeptly identify successful partnerships for assistance.

Effective school leaders continuously apply their educational expertise and management skills to focus their efforts, and those of their teaching staff, on improving the quality of student learning outcomes. This includes remaining abreast of the latest teaching technologies and trends. It also requires excellent interpersonal skills as work with students, staff, families, and external partners are used to garner feedback and innovate for better outcomes.

The managing operations component identifies the following elements:

- STRATEGICALLY PLANNING AND MANAGING TOWARD GOALS
- BUILDING PARTNERSHIPS

This Education Report will highlight the district’s opportunities to further develop and execute the new leadership framework in order to create and enhance stronger leaders across the Nashville community under a “whole city approach to education.” MNPS has taken great steps to develop the framework and a pipeline of school leaders.

Our recommendations seek to support the consistent application of the leadership framework across Metro Schools. Community partners such as businesses and non-profit organizations are crucial factors to success. They are positioned to create connections to additional resources and support. At this stage, MNPS should lean on partnerships with businesses and nonprofits that can enhance outcomes, save resources, and avoid reinventing the wheel.

If our schools are going to be successful, the district must give space to leaders to be able to lead. Together, as a city, this goal can become a reality and collaboratively enhance our student’s educational experiences to prepare them for future success.

EXECUTIVE SUMMARY

Following the Leadership Framework, this workgroup defined Managing Operations as encompassing school operations, staffing requirements, community engagement, and family involvement. Conversations with school principals, business and nonprofit leaders, community members, students, and school board members provided valuable insight on what is currently being fulfilled and where gaps exist. In addition, several successful business and non-profit partnerships like the Academies of Nashville and Communities in Schools were reviewed. The workgroup formed our recommendations around the question:

HOW CAN THE COMMUNITY COLLECTIVELY SUPPORT MNPS LEADERS (SCHOOL BOARD, SUPPORT HUB, PRINCIPALS, SCHOOL LEADERS, STUDENTS, AND FAMILIES) TO BUILD SUSTAINABLE PARTNERSHIPS AND STRATEGICALLY PLAN?

In order to be a successful leader, one must rely on the people around you and build partnerships. Successful MNPS and community partnerships exist, along with individual examples driven by school leaders, that strive to improve their school’s environment, culture, and students’ experiences. Ultimately, opportunities also exist to grow and strengthen these partnerships, relying on the greater Nashville community to support MNPS principals and families.

This workgroup also examined the principal’s evaluation rubric used by MNPS executive directors. If the Leadership Framework is to be interpreted with equal weight on all three core elements—Driving Instruction, Prioritizing Talent, and Managing Operations—the evaluation rubric does not reflect this. The committee believes a stronger presence of Managing Operations needs to be incorporated into the evaluation rubric.

All research and information obtained stressed that school principals are essential to school success. 20 years of evidence show that principals have large impacts on student achievement and other important outcomes and that these effects are felt by all students and teachers in the school. As stated in the Wallace Foundation research by Dr. Grissom,

“IT IS DIFFICULT TO ENVISION AN INVESTMENT WITH A HIGHER CEILING ON ITS POTENTIAL RETURN THAN A SUCCESSFUL EFFORT TO IMPROVE PRINCIPAL LEADERSHIP.”

Dr. Grissom further states that the only way a framework is helpful is if it is used to guide *cultivating, selecting, and supporting* principals.

CULTIVATING: working with preparation programs to ensure that prospective leaders are building the capacities they need to be successful in MNPS (as defined by the framework), building district-level pipeline programs/strategies that intentionally further future leaders’ learning, and creating intentional learning opportunities for future leaders in their current positions (e.g., making principal preparation an explicit part of current principals’ work with their APs).

SELECTING: having recruiting and hiring processes explicitly designed to find and choose new principals with the skills the framework identifies.

SUPPORTING: structuring supervision, coaching, evaluation, and other professional learning opportunities for current leaders to support the work the framework highlights. The framework gives MNPS an opportunity to build these processes, which have often been considered as wholly separate, into a coherent system.



COMMITTEE ROSTER

CO-CHAIR BRANDON CORBIN

ASCENSION SAINT THOMAS
(SECOND YEAR)

CO-CHAIR TED ILANCHELIAN

CMIT SOLUTIONS OF BRENTWOOD & FRANKLIN
(THIRD YEAR)

MADLINE ADAMS

HOMEWORK HOTLINE
(FIRST YEAR)

DENISE BENTLEY

TENNESSEE YOUTH COURTS, INC
PEARL SENIOR HIGH SCHOOL ALUMNUS
(THIRD YEAR)

WENDY HOLCOMB BURCH

CROSSLIN
(FIRST YEAR)

TRAVIS CLAYBROOKS

RAPHAH INSTITUTE
(FIRST YEAR)

THOMAS DRUFFEL

METRO COUNCIL
MNPS PARENT
(FIRST YEAR)

ELLEN O’NEAL

HCA

JOSEPH GUTIERREZ

MADDOX FUND
(SECOND YEAR)

CARRIE HOBSON

EY
(FIRST YEAR)

MELISSA HUDSON-GANT

BIG BROTHERS BIG SISTERS
OF MIDDLE TENNESSEE
(FIRST YEAR)

LATRISHA JEMISON

REGIONS BANK
(THIRD YEAR)

RACHEL MOORE-BEARD

STRATEGY AND LEADERSHIP, LLC
HUME-FOGG ALUMNUS
MNPS PARENT
(THIRD YEAR)

TERRY VO

COMCAST
(SECOND YEAR)

HANK CLAY

METRO NASHVILLE PUBLIC SCHOOLS
(MNPS LIAISON)

RENA HALL, ED.D (EX-OFFICIO)

NASHVILLE AREA CHAMBER OF COMMERCE
(CHAMBER LIAISON)

SHOHREH DARAEI (EX-OFFICIO)

NASHVILLE AREA CHAMBER OF COMMERCE
HILLSBORO HIGH SCHOOL ALUMNUS
(CHAMBER LIAISON)

COMMITTEE RECOMMENDATIONS

THROUGH EXTENSIVE RESEARCH, CONVERSATIONS, AND DELIBERATIONS, THE THREE WORKGROUPS—***DRIVING INSTRUCTION, PRIORITIZING TALENT, AND MANAGING OPERATIONS***—PROPOSE THE FOLLOWING RECOMMENDATIONS DIRECTED TOWARD MULTIPLE AUDIENCES. THIS MULTI-FACETED APPROACH REFLECTS THE MAKEUP OF NASHVILLE’S COLLABORATIVE ECOSYSTEM.

DRIVING INSTRUCTION

1
A principal should be assigned to a school based on their leadership competencies, showing that they are equipped to meet the diverse needs of the school. A matching rubric should be created that compares the candidate’s skill set against the school’s needs.

2
Address non-academic needs of students through community cultivation and administrator engagement, allowing principals to focus more directly on teacher preparedness and the academic needs and growth of students.

3
As each student is led to academic success, relationships between students and staff, like their Navigator, must remain dynamic throughout the student’s academic career, ideally with one identified individual. Principals are effectively allocating resources to ensure all students are known, and the pathway for such is created and supported.

MAYOR’S OFFICE: ALIGN THE CITY’S RESOURCES TO MEET THE GROWING AND DIVERSE NEEDS OF STUDENTS.

PRIORITIZING TALENT

1
To attract and retain diverse talent, MNPS should utilize and enhance residency programs in support of the teacher/principal pipeline. This pipeline should first focus on local, homegrown talent and those placed in interim positions.

2
Administrators should incorporate internal and external developmental opportunities to allow education professionals time to recharge and explore throughout the year.

3
Principals are encouraged to set a community-driven vision for their schools, emphasizing families, businesses, social enterprises, etc.

MANAGING OPERATIONS

1
Hire or identify a program coordinator or program liaison within each school and/or cluster who acts as an outreach coordinator between that school/cluster and the community.

2
Principals should have the opportunity to enter into a peer relationship with a business leader that is mutually supportive for both the school leader and the community member.

3
Modify the principal evaluation rubric to clearly define and appropriately weigh the “Look For” behaviors to successfully manage operations.

MAYOR’S OFFICE:

- AS PROFESSIONAL DEVELOPMENT OPPORTUNITIES ARE SCHEDULED FOR CITY EMPLOYEES, INVITE MNPS ADMINISTRATORS AND EDUCATORS TO THE TABLE.
- CONDUCT LISTENING SESSIONS WITH FAMILIES TO DETERMINE WHERE GAPS EXIST AND HOW THE CITY CAN HELP TO REMOVE THEM.

HOW TO USE THIS REPORT

FOR THREE DECADES, THE CHAMBER HAS PRODUCED AN EDUCATION REPORT AIMED AT PROVIDING A CRITICAL LOOK INTO THE MNPS SYSTEM.

As the work of this committee began, the participants took a critical look at its structure and determined the best course of action was to take a collaborative approach to the report, or a “whole city” approach.

Therefore, this report is written and intended to be of use to multiple audiences, MNPS leaders (Support Hub), administrators (school-based), the business and

non-profit communities, and MNPS families. The committee’s goal is for the report to serve as an opportunity for engagement as gaps in service are identified and support for leaders and students alike are secured.

Please note the following uses of the report. These uses are also identified by color-coded sections in which multiple stakeholders can follow and begin to document actionable items.

As you read this section, keep in mind the African Proverb –

“IT TAKES A VILLAGE.”

If students are going to reach their optimal educational goals, communities and families must present in tandem to support all facets of the educational experience.



MNPS LEADERS (SUPPORT HUB)

Please use this report as a guide to supplement instructional and leadership practices/opportunities. It is well documented that MNPS serves a diverse population of students; thus, ask that you implement the recommendations within the report to cement classroom and experiential student opportunities.

The committee further asks MNPS Support Hub leaders to read the report in its entirety to understand the necessity of opening classrooms and schools to the community, providing meaningful methods of engagement to businesses, organizations, and families alike, and developing a pathway for consistent communication and platforms for such where needs are identified, and coordination necessary.

MNPS SCHOOL ADMINISTRATORS (EXECUTIVE PRINCIPALS, ASSISTANT PRINCIPALS AND TEACHER LEADERS)

As executive principals, the school-based leaders, it is understood that your plates are full and you are juggling many tasks. We, the Education Report Committee, simply ask that you read the report, document the levels and areas of support available to you, and stand ready for future engagements. We heard you. We understand you cannot lead alone. We are ready and willing to connect you to businesses and community-based organizations that will increase your team’s productivity and supplement areas where gaps are identified.

MNPS SCHOOL BOARD

As School Board members, you serve in a unique leadership role tasked with hiring and evaluating the director of schools, setting priorities, monitoring success, and communicating to the broader public. You set the tone for the district through the adoption of policies, budgets, and goals. Given the adoption of the Leadership Framework as a signature initiative of MNPS, the committee hopes you will read this report in its entirety to better understand the community’s perspective on the importance of leadership development and recommendations that apply to both the district and engagement of the broader community of businesses, nonprofits, and families.



BUSINESS & NON-PROFIT COMMUNITIES

A large number of the city’s business and non-profit organizations are already engaged with MNPS on some level. Thus, the report is written to incite continued engagement and a shift to more substantial commitments where possible. The report committee asks each business member and nonprofit to consider aligning their resources to support at a minimum one school fully. As you read the report, use the notes section to determine where you can augment MNPS needs and instructional practices with areas where your business excels. As Nashville has been called the “it” city, everyone must ensure our most precious resources, our children and our future, gain the “it” advantages: the education and support needed to grow, thrive, and become an integral part of their, and our, community.

FAMILIES

The Education Report Committee values you and your time. As many of the committee members are parents, we also understand your plight. It is also recognized that “family” can be defined in many ways, whether it includes parents, grandparents, non-relative adult guardians, or older siblings. The committee asks that you find a way to support your child’s or community’s school in a meaningful way. The way that you do this will be unique to you and your family; it is not prescriptive. As you read the report, note our suggestions and areas of engagement and engage as you can. Whatever you decide, remember you are your child’s first teacher, your engagement and approval of your child’s education will determine your student’s success.

If you are not a parent, you are still encouraged to get involved. Please contact a committee member, a school within your community, a partnering business or nonprofit, or the district to find meaningful opportunities of engagement.

MAYOR’S OFFICE

Our recommendations for your usage of this report are extensive. In its simplest form, the committee asks that you continue to support the district by engaging the community based on our recommendations. Please also consider the city’s resources and determine where you can help impact students. Lastly, the committee asks for open, candid, and consistent dialogue. As you read the report, notate where you can intentionally impact schools; thereby, increasing student outcomes and teacher preparedness.

Once again, public education is a community charge; your hands, support, and voices are needed to impact the learning and educational outcomes of Nashville’s students.

COMMENDATIONS

METRO NASHVILLE PUBLIC SCHOOLS

THE NAVIGATOR & REIMAGINED PROGRAMS PROMOTE SEL

ONE OF THE DISTRICT’S GOALS IS THAT EVERY STUDENT IS KNOWN—
THEIR NEEDS, CHALLENGES, STRENGTHS, AND GOALS.

UPON ENROLLMENT, STUDENTS ARE ASSIGNED A NAVIGATOR TO SERVE AS A MENTOR, ADVOCATE, AND ADVISOR. THESE INTENTIONAL, REGULAR CHECK-INS HELP ENSURE THAT EVERY STUDENT IS *CONNECTED AND SUPPORTED.*

Metro Schools’ ReimaginED initiative is a comprehensive planning process designed to thoroughly review a host of information that will aid administrators in planning exceptional experiences that are robust and rigorous. The initiative includes expanded areas of student support, rebranded and strengthened academic pathways, and a focus on cluster climate and culture. Metro Schools’ ReimaginED has identified uniform strategies that each cluster will implement alongside its educational programming and student supports.

A few of the strategies include:

- INTENSIVE, ONGOING PROFESSIONAL DEVELOPMENT FOR TEACHERS
- UNIFIED CLUSTER LEADERSHIP STRUCTURE
- CLUSTER SUPPORT NETWORK OF INTERNAL AND EXTERNAL LEADERS
- ADVOCACY CENTERS IN ALL ELEMENTARY SCHOOLS
- MENTORS FOR TEACHERS AND PRINCIPALS
- POST-SECONDARY OPPORTUNITIES AND TRANSITION SUPPORTS
- COMMUNITY PARTNERSHIPS FOR PERSONALIZED LITERACY
- ROBUST INSTRUCTIONAL TECHNOLOGY TO SUPPORT BLENDING LEARNING

These initiatives promote both social and emotional learning (SEL) and leadership development which are foundational to student success.



ELEMENTARY AND SECONDARY SCHOOL EMERGENCY RELIEF (ESSER) FUNDS CREATE EQUITY ACROSS THE SCHOOL DISTRICT

IN RESPONSE TO COVID-19, THE U.S. CONGRESS PASSED SEVERAL PIECES OF LEGISLATION THAT SENT BILLIONS OF DOLLARS IN RELIEF FUNDS TO STATES.

From this legislation, MNPS received

\$276 MILLION.

In determining priorities for the use of these funds, the district considered the diverse needs of students. As principals possess in-depth knowledge of their school-specific needs, the district empowered these leaders to determine how to spend those funds within the bounds of the grant. **The process of determining allocations per school creates greater equity for students.** Additionally, entrusting and empowering principals to make enhanced school-specific decisions creates stronger leaders and further provides opportunities to address student needs directly.

COMMITMENT TO LEADERSHIP DEVELOPMENT

MNPS HAS A FOCUS ON LEADERSHIP DEVELOPMENT, AS DEMONSTRATED THROUGH ITS SCHOOL LEADERSHIP FRAMEWORK.

The three pillars of the framework are:



These pillars align with the focus areas of the report and present a strong foundation for what leadership means at MNPS. Our recommendations serve as building blocks and additional considerations for executing the model to develop a whole city approach. In the midst of the pandemic, MNPS challenged its leadership structure at the district level and hired new leaders (e.g., Chief of HR, COO) to support the achievement of district goals.

Additionally, Support Hub leadership continued their commitment to students by redirecting funds and resources to address needs while building toward a strong future.

THIS WAS PARTICULARLY NOTICEABLE AS NASHVILLE EXPERIENCED A TORNADO, FLOODING AND DEALT WITH THE CHALLENGES OF COVID-19.

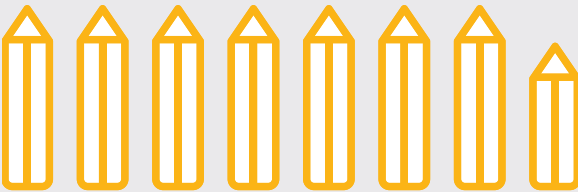
These efforts were led by MNPS Chief Strategy Officer Dr. Keri Randolph.



BUSINESS AND
NON-PROFIT COMMUNITY

MNPS FOSTERED RELATIONSHIPS WITH VARIOUS COMMUNITY PARTNERS (E.G., PENCIL, NASHVILLE PUBLIC EDUCATION FOUNDATION, DELOITTE, REGIONS BANK) TO BETTER SERVE STUDENT AND SCHOOL NEEDS.

These relationships embody elements of the whole city approach. For example, PENCIL facilitated **780 PENCIL PARTNERSHIPS** culminating in 19,746 volunteer hours within MNPS during the 2020-2021 school year.



In addition, Deloitte has been an integral component of the Academies of Nashville since its inception. Homework Hotline has partnered with MNPS and serviced the Nashville community with free K-12 tutoring over the telephone for more than 30 years. During COVID-19, the need for additional academic support was even more urgent, as parents and guardians became instructors and support staff for their students, teachers were navigating virtual platforms, and students needed to be even more resilient.

In the last four years within our community, Homework Hotline has supported over **3,500 STUDENTS.**

Homework Hotline is one of a handful of committed nonprofits with long-time partnerships with MNPS. As discussed within the recommendations section, the committee believes building upon and expanding the breadth of these types of relationships will foster an enhanced learning experience.

NEW SKILLS READY

NEW SKILLS READY SUPPORTS THE CREATION OF A SEAMLESS PIPELINE OF TALENT BY SUPPORTING THE TRANSITION OF UNDERREPRESENTED MNPS STUDENTS INTO POSTSECONDARY EDUCATION TO ENTER HIGH-WAGE, HIGH-DEMAND CAREER PATHWAYS

IN 2020, THE NASHVILLE CHAMBER WAS AWARDED A \$7 MILLION FIVE-YEAR GRANT BY JPMORGAN CHASE TO SUPPORT MNPS STUDENTS FROM FOUR HIGH SCHOOLS TO GRADUATE, GAIN A CREDENTIAL OR DEGREE, AND ENTER A HIGH-SKILL, HIGH-WAGE IN-DEMAND CAREER IN THE REGION.

With cross-sector stakeholder leadership, New Skills Ready-Nashville will build high-quality career pathways focused on students who are underserved and under-resourced in four MNPS schools – Maplewood, Overton, Pearl Cohn, and Whites Creek. Students will be supported to-and-through postsecondary education and into promising careers in the region, while also addressing systemic inequities and barriers to postsecondary access, persistence, and success.

The New Skills Ready Grant is a partnership between MNPS, Nashville State Community College, Middle Tennessee State University, Scarlett Family Foundation, Tennessee College Access and Success Network, Tennessee Department of Education, Tennessee Department of Labor and Workforce Development, Tennessee Higher Education Commission, the Tennessee Board of Regents, and multiple community-based organizations, with the Chamber serving as the backbone organization and convener. Over the past year, five working groups have made progress on building high-quality career pathways, work-based learning opportunities, establishing key equity measures, and creating a college and career readiness framework across the large systems using a framework for system change.

THE FOLLOWING PRIORITIES DEFINE THE WORK:

- Strengthening the alignment and rigor of career pathways
- Designing, implementing, and scaling real-work work experiences
- Building seamless transitions to support post-secondary success
- Closing equity gaps

LEADERSHIP PUBLIC EDUCATION (LPE)

THE NASHVILLE CHAMBER CREATED LEADERSHIP PUBLIC EDUCATION TO GROW AND EDUCATE COMMUNITY LEADERS TO BE BETTER ADVOCATES FOR PUBLIC EDUCATION.

LPE is a six-month leadership development program that empowers individuals with the knowledge and skills to serve in community leadership roles at all levels of MNPS. From January to June 2021, the second LPE cohort learned about the structures, challenges, and opportunities that impact MNPS. The group included 23 people from community-based organizations, employers, Metro Nashville, and higher education.

MAYOR’S OFFICE AND
METRO COUNCIL

THE COMMITTEE COMMENDS THE MAYOR’S OFFICE AND METRO COUNCIL FOR ITS BUDGET APPROVAL AS IT REFLECTS LEADERSHIP BY EXAMPLE IN A WHOLE CITY APPROACH TO EDUCATION.

A tangible impact of the new budget was to increase teacher salaries, making MNPS the top paying district in the state.

FAMILIES AND STUDENTS

SURVIVING 2020-2021 AS A PARENT, TEACHER, PRINCIPAL, PE INSTRUCTOR, AND CAFETERIA MANAGER MUST BE ACKNOWLEDGED.

As the landscape of your child’s educational environment changed, you became extensions of the school while also managing your home environments and work demands.

Students had to grapple with an ever-changing learning environment while experiencing loss and devastation due to the 2020 tornado, the downtown Nashville bombing, flooding, and COVID-19.



SUCCESS STORIES



**DR. WATECHIA
LAWLESS-MITCHELL**

DR. WATECHIA LAWLESS-MITCHELL, EXECUTIVE PRINCIPAL OF NAPIER ELEMENTARY, HAS SERVED IN LEADERSHIP AT NAPIER FOR THE PAST 13 YEARS.

During her tenure as assistant principal and then executive principal, Dr. Lawless-Mitchell's leadership resulted in the school's rise from being the

LOWEST-PERFORMING IN THE STATE TO RECEIVING A REWARD SCHOOL DESIGNATION IN 2019.

This reclassification was based on significant improvements in student proficiency and student attendance.

DR. LAWLESS-MITCHELL CONSIDERS HERSELF A SERVANT LEADER.

She states that her ability to love the children she serves is what keeps her going and helps her to plan strategically. Her awareness of where the school was, coupled with a vision of what she wanted the school to be, enabled her to make tangible progress. As a part of the school's journey, Dr. Lawless-Mitchell championed instilling an attitude of self-efficacy—that everyone, including students, families, faculty, staff, and community partners, had gifts, talents, skillsets and resources that could contribute to making the school better.

Dr. Lawless-Mitchell leads with a whole-community mindset. In addition to setting a community-centered vision that is focuses on serving the entire community and enhancing relationships with community partners, she includes promoting student centered instructional practices, creating a loving and nurturing environment by supporting the social and emotional needs of students, families, faculty and staff and building teacher capacity that will result in improved student proficiency as core



values of the school. Partnering with the community is a tenet of how the school operates. As an example, she stated that prior to COVID-19, Napier partnered with MDHA to provide laptops for all students. The difference between these laptops and the ones students received during COVID-19 were that these were for family use to help close the digital divide and provide access to more opportunities.

DR. LAWLESS-MITCHELL COMMENDED THE LONGEVITY, COMMITMENT, AND WILLINGNESS OF THE OVER 80 COMMUNITY PARTNERS THAT HAVE PROVIDED SUPPORT FOR THE PAST DECADE.

Ongoing challenges create opportunities to support our school system as it works to combat the impact of Covid. Dr. Lawless-Mitchell highlighted the need for extensive academic intervention and social-emotional support for students, families, faculty and staff. She stated,

“EVERY PERSON CAN LEARN AND GROW WITH THE RIGHT LEVEL OF SUPPORT AND LOVE.”

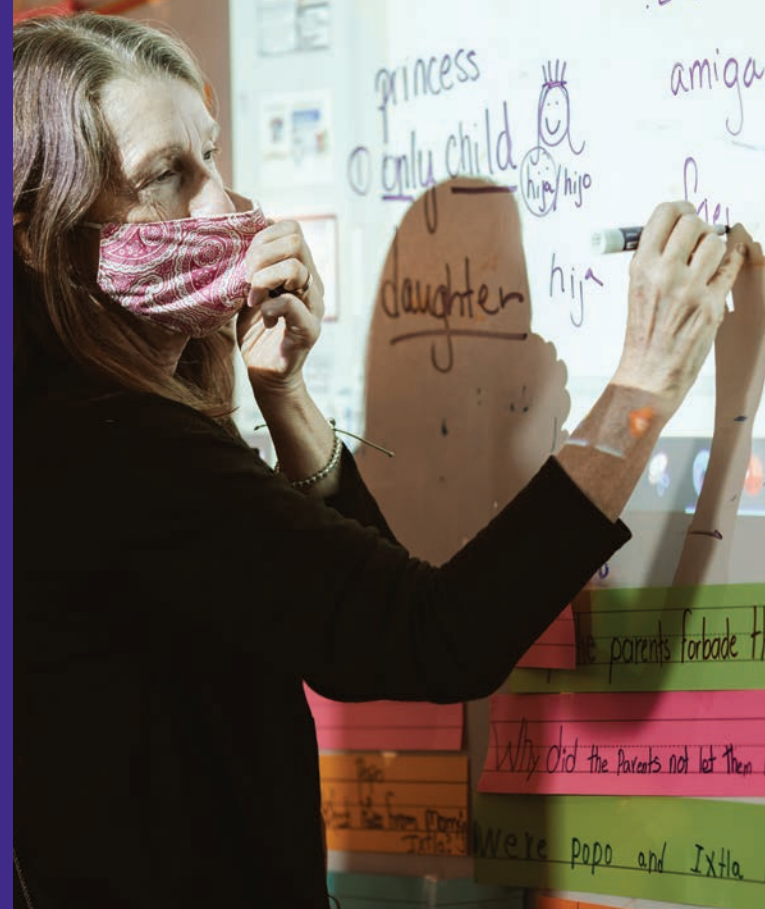
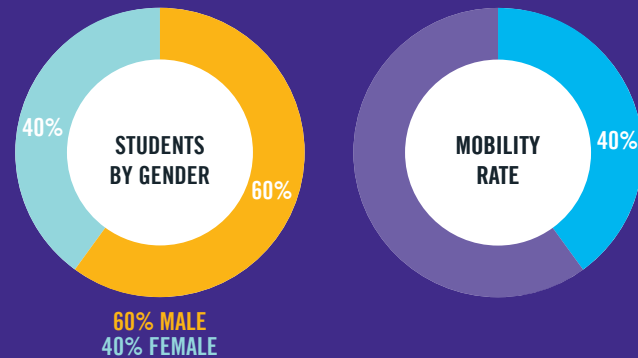
From the mantra, “If not you, who? If not now, when?” Dr. Lawless-Mitchell, the committee salutes and commend you for leading and serving the Napier community.



MR. CLINT WILSON

NASHVILLE, AND MNPS, HOLDS A DIVERSE POPULATION, REFLECTED STRONGLY IN SOME MNPS SCHOOLS. GLENCLIFF HIGH SCHOOL IS ONE OF THE MOST DIVERSE SCHOOLS IN THE SYSTEM.

In fact, 35 countries are represented, 25 languages are spoken with half of the students being English Language Learners, and a 40% mobility rate exists with students coming and going throughout the school year due to shifting home situations. Yet, Mr. Clint Wilson states there is no place else he would rather be.



Mr. Wilson, executive principal at Glenduff High School, is a transformational servant leader. He reports to work each day with zest, energy, and a mission of

“PROVIDING EVERY STUDENT A BETTER TOMORROW FOR TODAY.”

He embraces the diversity of his community and is a cheerleader and advocate for his students and staff.

This committee salutes Mr. Wilson for his tenacity, leadership, and ability to serve and touch the lives of students who would not otherwise feel connected. He prides himself in knowing every one of his students and strives to connect them with the resources they need.

Glenduff High School serves students from a variety of backgrounds and is a high-needs school. Mr. Wilson and his team communicate regularly with community organizations and personnel to ensure all students’ needs are met and staff receive the support needed to instruct daily. Challenges presented include serving ELL students with minimal language support in the school, struggling with the current funding solution that works negatively against Glenduff High School due to the high ELL population, and lacking bilingual and mental health staff to adequately serve his students.

As a leader, Mr. Wilson constantly seeks to collaborate with staff, to better understand where they are with the acknowledgment that their mental and physical health impacts students. As he walks the building daily, “it’s eye contact that matters,” he comments.

“I HAVE TO BE ‘TUNED IN’ WITH THEM ALL.”

“Monitoring classrooms is one of my favorite roles,” he states. “Not only am I able to see and hear instruction, I am getting a better idea of the inner workings of it all,” he continued. “I can see the gaps as I observe and listen.” When visiting classrooms, he constantly looks to ensure the teachers are “on-PAR.” PAR means Posted (learning objectives), Aligned (to standard), and Referenced (standards are referenced once every 20 minutes). He also wants to ensure all students have a rich, engaging learning experience. This means hands-on learning opportunities to hone or build concepts being taught.

As with any great leader, Mr. Wilson is also a listener. He invites students and faculty to the table to hear and understand their perspectives. He also engages his team in strategic leadership planning and vision setting so everyone understands the connection to and intent of the school’s goals of improving the graduation rate and increasing student growth.

Mr. Wilson, your exemplary leadership is noted and appreciated. As the late Dr. Rita Pearson, former educator, stated, “every child needs a champion.” The Chamber commends you for championing the students at Glenduff.



OUR EXPERTS

TOM WARD



As an administrator, everything is foundational to building relationships.

RETIRED EDUCATOR

PAUL FLEMING



Collaboration and a shared leadership approach is what is needed to move a principal from a novice to an expert, this is where the community can support leadership.

LEARNING FORWARD

DR. JASON GRISSOM



When an effective administrator is in place, the impact can be seen by a three-month increase in student outcomes.

TERA & VANDERBILT U.

CHRISTIANE BUGGS



There is a misconception that you can stick any good leader in an education role, and they will thrive. Education is not like any business field. You are dealing with young people.

SCHOOL BOARD CHAIR

DR. KERI RANDOLPH



A school leader can't be great at everything. The best school leaders recognize their strengths and weakness and build an effective team that can do it all.

MNPS CHIEF OF STRATEGY

DR. ADRIENNE BATTLE



We must become serious as a city about what we're providing for our young people. We need to understand the landscape- MNPS doesn't turn any students away, we are charged with meeting the needs of all students.

DIRECTOR OF SCHOOLS

DR. WATECHIA LAWLESS-MITCHELL



Trauma and PTSD are constant at our schools. Self-care and mental health for teachers and administrators are so important. Unfortunately, at some point, everyone experiences it at the same time.

EXECUTIVE PRINCIPAL

MYRA TAYLOR



I view my role as a school leader as that of an usher. I am a conduit through which students access learning and new experiences.

EXECUTIVE PRINCIPAL

DR. NATALYN GIBBS



The goal of the executive director is to remove barriers so principals can be the instructional leaders they were charged to be.

EXECUTIVE DIRECTOR

ABENEZER HAILE



With leadership, you have to create an environment where students can feel like they can flourish and feel safe.

STUDENT

ANGELIE QUIMBO



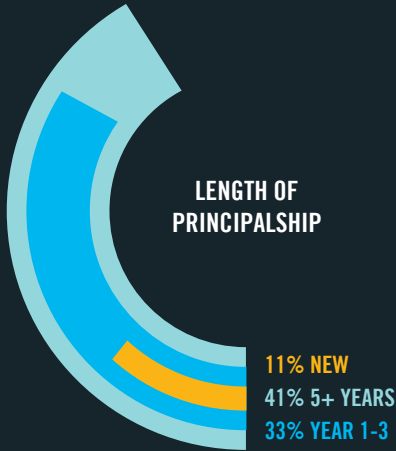
Something I admire about my school with such great leadership is their consideration for students' voices, not only adult voices.

STUDENT

THE RESEARCH

2019 MNPS DATA REVEALED THAT 11% OF PRINCIPALS WERE NEW TO THE PRINCIPALSHIP ROLE AND 33% WERE IN THEIR FIRST THREE YEARS OF ADMINISTRATION. ALSO DURING 2019, 41% OF ADMINISTRATORS WERE REACHING THEIR FIFTH OR HIGHER YEAR OF ADMINISTRATION.

Conversely, 22 principal openings were documented at the start of the 2020 school year; however, at the beginning of the 2021 school year, only 6 openings remained. As of November 2021 632 administrators led MNPS schools, with a 95% retention rate. The data depicts a growing range of and needs for strategic growth of administrators and leaders across the district. The data is further complicated as administrators in high-poverty schools experience principal turnover at a rate of 29% compared to their counterparts at 16% (TN Education Research Alliance, 2021).



LEADERSHIP WITHIN SCHOOLS IS NUANCED, STRATEGIC, AND OFTENTIMES LONELY.

LEADERSHIP IS ALSO COMPLICATED.

Mr. Clint Wilson, executive principal at Glencliff High School, stated in his conversation with the Education Report Committee that

“LEADERSHIP IS MULTIFACETED AND INCLUDES TASKS THAT SOME LEADERS CAN MASTER EASILY BUT OTHERS STRUGGLE TO ATTAIN.”

As leadership development is further documented, seven skills and behaviors that support learning have been identified. As illustrated in the chart below from the Wallace Foundation, these behaviors and skills are associated with factors that delineate effective practices which ultimately link to student outcomes.

Both Drs. Jason Grissom (Vanderbilt) and Paul Fleming (Learning Forward) stressed the importance of proper alignment and the necessity of administrators to possess these behaviors/skills as each impacts culture, teacher preparedness, and capacity building. Expanded further, Dr. Fleming stated administrators must come to the table with the dimensions listed. On day one of their jobs, they will be expected to act. It is critical that leadership prepare administrators prior to this juncture. This preparedness includes feedback, training, conversations, and culture alignment. He stated that “an administrator may not be a good fit at one school, but would be a great fit at another.”



SCHOOL + STUDENT OUTCOMES

SKILLS

PEOPLE

Human development and relationship skills:
1. Caring
2. Communication

INSTRUCTION

Skills to support teachers and classroom instruction

ORGANIZATION

Management skills that transcend schools:
1. Data use
2. Strategic thinking
3. Resource allocation

LEADERSHIP BEHAVIORS

Engaging in instructionally focused interactions with teachers.

Building a productive climate.

Facilitating collaboration and professional learning communities.

Managing personnel and resources strategically.

Dr. Mason Bellamy, MNPS Chief of Academics and Schools, communicated and defined support for administrators. He stressed that the district follows Franklin Covey’s “4 Disciplines of Execution.” **Within this framework, he stresses to administrators the need to put first things first, to be proactive as much as possible, and to make the day as routine and predictable as possible. By doing this, the culture of schools is impacted and learning becomes a priority.**

THIS APPROACH ALSO REQUIRES MNPS TO STRONGLY CONSIDER DIVERSITY, EQUITY, AND INCLUSION NEEDS AND IDENTIFY WHERE INEQUITIES EXIST.

Equity is not equality, and with the vast diversity of MNPS students, equity within schools and across the district is complicated. Melissa Roberge, MNPS Chief Human Resources Officer, cited a three-phase process as administrators are considered. She stated that while the process is full-circle (includes school-based employees, executive level conversations, and presentations/role-playing), there are still areas the community can support to ensure the right people are selected.

The MNPS Leadership Framework is composed of three core elements. As stated throughout this report, these components

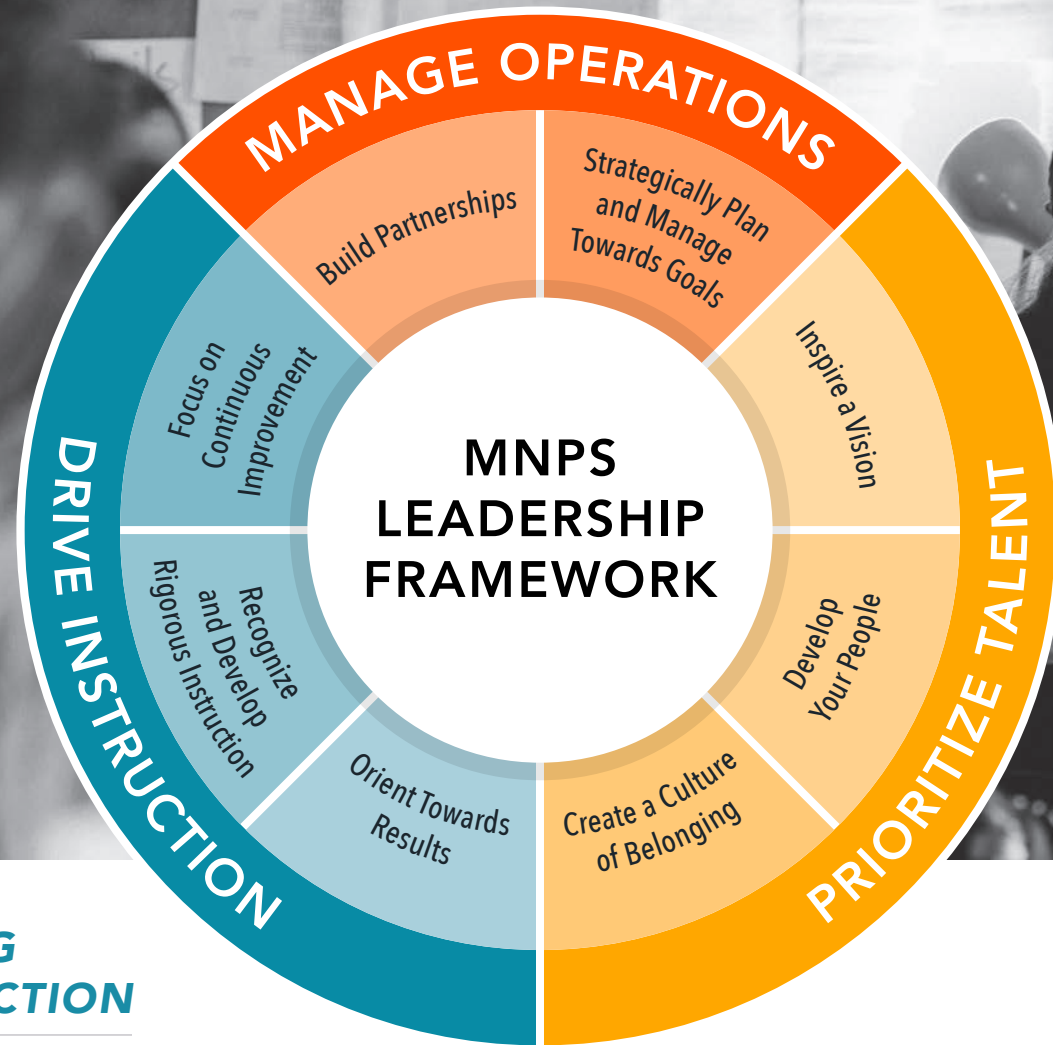
work in tandem to guide and direct the roles and responsibilities of the administrator/leader. MNPS worked with the Nashville Public Education Foundation to place the components of the framework together and create tools of support.

The committee supports and asks MNPS to deepen their lens and actions to ensure equitable opportunities exist across all environments. These include and should be focused on transportation, funding, school-based strategies and an administrator’s ability to act as their school’s chief executive officer.

In their creation of roles and support systems, MNPS documented belief statements that support principal leadership. These are:

- The most important role of the principal is to communicate and inspire a shared vision.
- The second most important role of the principal is to develop, support, and manage people.
- The principal is responsible for driving student success.
- Principals are the main drivers of teacher quality in their schools.

With these tenets in mind, the committee researched the core elements of the framework. Research that supports our recommendations are to follow.



DRIVING INSTRUCTION

ORIENT TOWARDS RESULTS

- Recognize and authentically celebrate student, teacher and school successes
- Use multiple forms of data to monitor and adjust challenging goals for instruction, growth, achievement and school operations
- Communicate high expectations for student success and inspire all school community members to hold themselves accountable to expectations

RECOGNIZE AND DEVELOP RIGOROUS INSTRUCTION

- Create and sustain shared accountability for achievement and growth goals
- Build capacity of educators to deliver high quality instruction aligned to grade-level standards
- Create structures that support educators in planning, implementing and assessing grade-level content

FOCUS ON CONTINUOUS IMPROVEMENT

- Seek out opportunities for feedback
- Acknowledge and reflect on missed opportunities/failures within the school community, and draw on others' expertise
- Model continuous improvement by developing systems of feedback and support to improve teacher practice

PRIORITIZING TALENT

INSPIRE A VISION

- Collaboratively create a clear, compelling vision centered on equity, diversity, and high academic achievement and growth for all students
- Establish goals and strategies aligned to the vision
- Articulate the rationale and purpose behind the vision, goals, and strategies
- Inspire others to own and commit to goals and strategies
- Develop and leverage communication systems that support and reinforce the vision

DEVELOP YOUR PEOPLE

- Provide clear expectations for staff performance
- Communicate successes to staff and provide consistent feedback and support when improvement in practice is necessary
- Demonstrate effective recruitment, interview, and selection skills
- Prioritize diversity, equity, and inclusion in recruitment and selection processes
- Ensure access to and support high-quality professional learning opportunities to build capacity for all educators
- Prioritize and develop quality induction, mentorship, and support for new and early career teachers
- Create opportunities to retain, grow, and leverage effective educators
- Create structures that empower teachers to use their collective strengths, skills and experiences to own and lead teams, deliver professional learning, and solve problems

CREATE A CULTURE OF BELONGING

- Set expectations for and promote a safe and respectful culture that embraces diverse perspectives
- Build quality feedback loops with stakeholders
- Develop structures that ensure that student, staff, parent, and community voices are heard, amplified, and acted on in key decisions
- Resolve conflict productively, professionally, and directly

MANAGING OPERATIONS

BUILD PARTNERSHIPS

- Identify, align, and leverage community resources to the school improvement plan
- Develop and implement structures that provide multiple ways for families to become involved in their child's education
- Ensure effective communication with families, partners, and all stakeholders

STRATEGICALLY PLAN AND MANAGE TOWARDS GOALS

- Define, communicate, and enforce school procedures for safety and fiscal responsibility
- Align strategies and allocate resources towards achieving goals
- Create classroom and school-wide systems that promote urgency, high expectations, and continued growth
- Collect, analyze, and use multiple forms of data to drive decision-making
- Embed continuous improvement cycles into all operations
- Monitor progress and adjust strategies as needed
- Collaborate with students, staff, families and the community to develop a school improvement plan aligned to the school's vision



DRIVING INSTRUCTION

EFFECTIVE INSTRUCTIONAL LEADERS DEMONSTRATE EXPERTISE AROUND HIGH-QUALITY INSTRUCTION THAT ENABLES THEM TO OBSERVE AND EVALUATE TEACHERS AND CLASSROOMS IN A CONSTRUCTIVE MANNER OFFERING RESPONSIVE AND ACTIONABLE FEEDBACK TO IMPROVE TEACHING AND LEARNING (WALLACE, 2021).

School administrators must possess the skills to provide effective, structured feedback to educators with the goal of inspiring them to perfect their practices. To ensure their teams are engaged in high-quality professional development opportunities, Executive Principal Myra Taylor noted that administrators need to be able to recognize the characteristics of high-touch, continuous professional learning.

After multiple conversations with MNPS executive principals and MNPS Executive Director Dr. Natalyn Gibbs, the Driving Instruction workgroup centered its focus on student needs and the ways teachers and administrators support student performance. The driving question that guided the research and recommendations is

WHAT IS THE IMPACT OF A PRINCIPAL'S LEADERSHIP ON INSTRUCTION?

A key measurement of driving instruction is teacher retention. Clint Wilson, executive principal at Glencliff High School, stated that teacher retention is a measurement of leadership

success; thus it is critical to recruit, build, and retain a great team. Dr. Natalyn Gibbs, MNPS executive director, further stated that the most important role for an administrator is to be inside the classroom to mentor and/or coach teachers. She expanded on the process and tool "Look Fors" she uses to provide feedback and coach principals so that they are effectively guiding their teams to be the best version of themselves.

Inspired by the quote, "Administrators have the second-largest impact on student performance," from the Wallace Foundation's report How Principals Affect Students and Schools,

THIS WORKGROUP EXTRAPOLATED THAT AN EFFECTIVE PRINCIPAL CAN ACCELERATE INSTRUCTION BY THREE MONTHS COMPARED TO AN INEFFECTIVE PRINCIPAL.

This concept was reinforced by Drs. Jason Grissom (Vanderbilt) and Paul Fleming (Learning Forward) who both spoke about the effect administrators have on student achievement.

This workgroup's recommendations are:

RECOMMENDATION 1

A PRINCIPAL SHOULD BE ASSIGNED TO A SCHOOL BASED ON THEIR LEADERSHIP COMPETENCIES, SHOWING THAT THEY ARE EQUIPPED TO MEET THE DIVERSE NEEDS OF THE SCHOOL. A MATCHING RUBRIC SHOULD BE CREATED THAT COMPARES THE CANDIDATE'S SKILL SET AGAINST THE SCHOOL'S NEEDS.

It is further recommended that executive directors include this rubric in their conversations with administrators. Should an administrator be misaligned with school/population needs, the committee recommends immediate training which can be performed by business partners.

The committee envisions a matrix that lists specific leadership competencies and school needs. Accordingly to the research, administrators work better when they are aware of gaps in service and skill sets. If principals are the second largest impact on instructional outcomes, leadership must ensure they are supplied with as many resources and tools as possible to drive this gain.

Research also documents that Leadership requires vision, transparency and empathy. As instruction is driven, administrators must be able to understand the places of their students and teaching team. These leadership qualities are promoted as boosting buyin, developing culture and bridging foundational gaps.

RECOMMENDATION 2

ADDRESS THE NON-ACADEMIC NEEDS OF STUDENTS THROUGH COMMUNITY CULTIVATION AND ADMINISTRATOR ENGAGEMENT. AS A RESULT, PRINCIPALS CAN FOCUS MORE DIRECTLY ON TEACHER PREPAREDNESS AND STUDENTS' ACADEMIC NEEDS AND GROWTH.

Non Academic needs of students are those that impede instruction such as Maslow's Hierarchy of Needs. Because of the performance levels of our schools, we know students are experiencing disadvantages and are therefore in need of community support and resources.

Having a dedicated person to address these needs and provide resources is essential. Many MNPS schools have a process and person in place to coordinate these resources; however, for the ones who do not, this responsibility ultimately lies with administrators.

All the administrators interviewed, identified their core role as working with teachers to ensure their preparedness and the evaluation of instruction. When administrators are engaged in classroom practices, and present across the learning environment; the impact on student achievement is increased by 3 months.

Lastly, this recommendation is timely as the workgroup understands that professional development opportunities must be connected to concepts, part of a series (no one-time-2nd-grade, isolated training), and transformational (active, hands-on, and immediately transferable).

THE PROPER ALLOCATION OF RESOURCES LENDS ITSELF TO DEDICATED STAFF WHO HAVE THE TIME AND ABILITY TO SUPPORT EACH AND EVERY STUDENT.

It also lends itself to practices that are intentional and meaningful as each and every student is known, supported and communicated with. As a student migrates from one school to another; the navigator or coordinator would be responsible for ensuring the incoming school is aware of the student and has elements in place to ensure success. For example, within the Department of Defense Schools, School Liaison Officers (SLO) greet each incoming family and ensure the school is aware of the students entry and needs (special or traditional). The SLO then serves as the point of contact until the student is fully adjusted. The SLO also helps to coordinate a student mentor/buddy for the incoming student. This person has the aim of showing them around the school, eating lunch with them for the first two weeks, etc. The emphasis is that this process creates a "community" and helps the student assimilate.

WHEN BARRIERS ARE REDUCED, LEARNING IS ACCELERATED.

RECOMMENDATION 3

AS EACH STUDENT IS LED TO ACADEMIC SUCCESS, RELATIONSHIPS BETWEEN STUDENTS AND STAFF, LIKE THEIR NAVIGATOR, MUST REMAIN DYNAMIC THROUGHOUT THE STUDENT'S ACADEMIC CAREER, IDEALLY WITH ONE IDENTIFIED INDIVIDUAL. PRINCIPALS SHOULD EFFECTIVELY ALLOCATE RESOURCES TO ENSURE ALL STUDENTS ARE KNOWN, AND THE PATHWAY FOR SUCH IS CREATED AND SUPPORTED.

BUSINESSES & NONPROFIT CONSIDERATIONS

- Provide classroom instruction to hone a concept or skill and to add real-life experiences while engaging students in monthly experiential learning opportunities.
- Mentor and support leadership and staff. Offer a seat at the table whenever possible to obtain the school/district's perspective.

FAMILY CONSIDERATIONS

- Ask the hard questions. Engage with your student's teachers to understand how your student is doing.
- Seek to understand the concepts being taught to help your student at home and foster continued discussions.
- Share your profession and/or craft with students throughout the year.

ACCOUNTABILITY MEASURES FOR DRIVING INSTRUCTION

MNPS

Accountability measures under Driving Instruction are directly tied to student performance. Additional measures can be seen in behavior changes of the teaching team and support staff, including the incorporation of experiential practices and high-impact learning formats. Lastly, success should be measured against the vision a principal set for their school rather than imposing a success measure from outside the building.

BUSINESS & NONPROFITS

Businesses should hold schools accountable by the number of enhanced engagement opportunities provided to all stakeholders, students, educators, and administrators. For example, businesses should be allowed to monthly engage students in experiential learning.

- Provide instruction to hone a concept or skill and to add real-life experiences. This is a concept Myra Taylor, executive principal, states students must have in order to fully understand and extend the concept being taught.
- Mentor and support leadership and staff.
- Businesses must be able to support families as well as the school environment as families are extensions of the student. Therefore, the committee advocates for quarterly business-family workshops and activities.

FAMILIES

- Families must ask the hard questions.
- They must understand the concepts being taught to encourage completion at home and to foster continued discussions.
- Families should also have the ability to participate in school related activities with their student.



PRIORITIZING TALENT

THE IN-SCHOOL FACTOR THAT HAS THE GREATEST INFLUENCE ON STUDENT LEARNING IS THE EFFECTIVENESS OF CLASSROOM TEACHERS.

One of the most important jobs of a school district, therefore, is to employ recruiting, hiring, placement, and retention practices that ensure a talented teacher leads every classroom. Across districts such as MNPS, filled with socioeconomic and racial diversity, the most effective teachers are often not equitably divided. Unfortunately, minority and low-income students typically do not have the same access to excellent teachers as their white or more affluent peers.

Tom Ward, retired educator, stressed the importance of talent within the district and the necessity of MNPS to strengthen and grow a diverse population of educators.

HE FURTHER STATED THAT THIS TALENT MUST REFLECT THE MAKEUP OF STUDENTS.

Myra Taylor, executive principal, shared that she prioritizes talent by

FIRST LOOKING AT HER SCHOOL AND DETERMINING WHERE GAPS EXIST.

She added that students benefit from teachers who are confident, engaged, and feel connected to the work.

Research documents that when talent is prioritized, each person senses a culture of acceptance, belonging, and care. For educators and administrators alike, this means that compensation is equitable, their environment supportive and their voice heard. A key factor in prioritizing talent is a shared language where clear expectations and standards are continuously practiced.

With the above insight, our driving question was:

HOW DO WE ATTRACT AND NURTURE SCHOOL TALENT?

RECOMMENDATION 2

ADMINISTRATORS SHOULD INCORPORATE INTERNAL AND EXTERNAL DEVELOPMENTAL OPPORTUNITIES TO ALLOW EDUCATION PROFESSIONALS TIME TO RECHARGE AND EXPLORE THROUGHOUT THE YEAR.

Especially during the past two years, school leaders are hyper-focused on getting through each day in order to support their students as best they can. With some schools losing staff and contending with quarantining and continued repercussions due to COVID-19, principals and teachers are more concerned about reaching every student academically. Individuals who choose education as a career often share a characteristic of putting others first, at times neglecting professional enrichment and self-care. As a result, this committee is recommending MNPS and the business community help leaders prioritize themselves in order to better serve their students, staff, and families. Executive principals Dr. Watechia Lawless-Mitchell and Clint Wilson both commented on this need and stressed that many educators are experiencing some sort of adjustment or social-emotional need. Another principal shared that she had a teacher resign abruptly who could not handle the dynamics of the current environment.

School leaders who previously held jobs outside of education stated that they learned valuable tools in their prior occupations that have helped them do their jobs better as educators. This recommendation can be implemented in the form of professional development opportunities from outside of the education field or by creating externships for both leaders and business professionals. In return, businesses can provide professionals to step into classrooms, creating a true “job-swap” and exposing students to a multitude of experts in their fields and potential career tracks. Similarly, principals and assistant principals can enter into rotations with other schools, exposing them to other MNPS communities. Lastly, providing externship opportunities could create an environment that reduces burnout.

RECOMMENDATION 1

WITH THE GOAL OF ATTRACTING AND RETAINING DIVERSE TALENT, MNPS SHOULD UTILIZE AND ENHANCE RESIDENCY PROGRAMS IN SUPPORT OF THE TEACHER/PRINCIPAL PIPELINE. THIS PIPELINE SHOULD FIRST FOCUS ON LOCAL, HOMEGROWN TALENT AND THOSE PLACED IN INTERIM POSITIONS.

Many MNPS leaders, with Director of Schools, Dr. Adrienne Battle and many principals as leading examples, arose from within MNPS or similar public school districts. Many were students in Nashville and, having completed their education, became committed to teaching and leading in the district in which they were raised.

As a result, this committee is recommending that MNPS create and support education career pipelines for current students, asking the question:

HOW CAN CURRENT STUDENTS EXPERIENCE CAREERS WITHIN PUBLIC EDUCATION?

Under this recommendation, the committee asks for an expansion of current teacher or principal residency programs, providing opportunities to grow and recruit diverse teachers. Similar programs include Nashville Teacher Residency, Teach For America, and programs at Lipscomb and Belmont universities.

When administrators and districts prioritize hiring, they are engaging in equity practices that have long-standing impacts on student performance.

CLOSELY TIED TO OTHER WORKGROUPS, THE THIRD RECOMMENDATION WITHIN PRIORITIZING TALENT RELIES ON COMMUNITIES AS A SUPPORT FOR SCHOOLS, TEACHERS, AND PRINCIPALS.

A whole community approach is critical to achieving MNPS’ district-wide goal of every student being known. In developing a whole community approach, we acknowledge that different schools represent different communities. This aligns with the MNPS Leadership Framework’s responsibility to “create a culture of belonging.”

The principals at each school should be empowered and trained to identify their school-specific needs and use that information to periodically establish a community-driven vision for their school which fits into overarching goals set by MNPS. Engaging with key stakeholders in the community (e.g., the business community, non-profit community, families, council members, etc.) allows the individuals and businesses called upon in the vision to have a voice. It also provides the forum to collaborate on pathways to meet school-specific needs. There are non-profit agencies (e.g., PENCIL Foundation and Communities in Schools) that can help facilitate community partnerships.

A tenet of community-led schools is that everyone is empowered to lead in their seat/position. This includes leadership roles for students and families in addition to providing autonomy for teachers as leaders in the classroom. A potential barrier to creating a community-centered model is a fixed mindset on our respective roles. As such, this shift in mindset must be intentional to gain buy-in from the key community stakeholders. The change management strategy may need to look different for each community in order to maximize engagement.

RECOMMENDATION 3

PRINCIPALS ARE ENCOURAGED TO SET A COMMUNITY-DRIVEN VISION FOR THEIR SCHOOLS, EMPHASIZING FAMILIES, BUSINESSES, SOCIAL ENTERPRISES, ETC.



BUSINESSES & NONPROFIT CONSIDERATIONS

- Create opportunities for externships or job shadows for students and provide professional development opportunities for teachers/administrators.
- Share best practices with the district that can impact educator practices, leadership cultivation, and student outcomes.

FAMILY CONSIDERATIONS

- Support your schools, their leadership, and educators.
- Volunteer whenever your schedule allows, serving as classroom helpers and office support, ensuring teachers and staff alike can devote time to other duties and planning.



ACCOUNTABILITY MEASURES FOR PRIORITIZING TALENT

MNPS

- Annual updates to the school's vision.
- Communication and action planning on the vision with the school's executive director.
- Hire with an equity lens.
- Seek employee's input bi-annually. With a district as big as MNPS it is easy to miss things. If bi-annual evaluations are performed and feedback is collected more frequently, it will be easier to implement recommendations/suggestions.

BUSINESS & NONPROFITS

- Share best practices with the school/administrators.
- Agree to mentor and/or coach staff and personnel.
- Engage in ongoing conversations. Share and document your findings.
- Add your company's offerings to the professional development offerings available to educators/administrators.

FAMILIES

- Hold your student's school accountable. Ask about open positions, how they will be filled, and the diversity of candidates.
- Participate in interview panels and in feedback sessions.
- Engage with your employer or social group on avenues where they can be of support to staff. Think about professional development opportunities or mentorships activities.

MANAGING OPERATIONS

EFFECTIVE LEADERSHIP REQUIRES THE MANAGEMENT OF SCARCE RESOURCES.

Many of these resources are intangible such as those aligned with time (school's schedule, staffing, execution of administrator's role) and social capital. Managing operations is the part of leadership most associated with administrative tasks. This includes timetables, budget, and resource allocation. Yet, it is not as simple as the placement of numbers in a spreadsheet.

APPROPRIATE RESOURCE ALLOCATION REQUIRES THAT ADMINISTRATORS ARE IN TUNE WITH EVERY ASPECT OF THEIR SCHOOL'S OPERATION.

A key component of managing operations is succession planning that clearly defines processes and actionable steps. When operations are managed appropriately districts are able

to easily adapt to meet the needs of their stakeholders. Culture is also crucial to the management of operations and should evolve to encompass staff and the pliable environment of schools/education.

Managing operations goes beyond school operations; it also includes advocacy for students and families in addition to being a proponent for district initiatives and programs. "School leaders are exactly that," stated Executive Principal Dr. Watechia Lawless-Mitchell. **"We display and share the way."**

Within MNPS, managing operations encapsulates a "whole city approach" to education with the integration of community engagement.

This workgroup dissected Managing Operations according to the Leadership Framework's sub-elements: "strategically planning and managing toward goals" and "building partnerships." As such, our guiding question became:

HOW CAN THE COMMUNITY COLLECTIVELY SUPPORT MNPS LEADERS (SCHOOL BOARD, SUPPORT HUB, PRINCIPALS, SCHOOL LEADERS, STUDENTS, AND FAMILIES) TO BUILD SUSTAINABLE PARTNERSHIPS AND STRATEGICALLY PLAN?

Our expanded recommendations are:

RECOMMENDATION 1

HIRE OR IDENTIFY A PROGRAM COORDINATOR OR PROGRAM LIAISON WITHIN EACH SCHOOL AND/OR CLUSTER WHO ACTS AS OUTREACH COORDINATOR BETWEEN THAT SCHOOL/CLUSTER AND THE COMMUNITY.

Our first recommendation came about through conversations around the Community Achieves, Communities in Schools, and Community Schools strategies. **Conversations with principals and other school leaders indicated a need for more support within the community.** The committee learned that with full buy-in from school leadership, business, and non-profit communities, the Community Achieves or Communities in Schools models create supportive environments for students and their families.

With multiple models currently in place (Community Achieves and Communities in Schools), a sustainable increase in the Community Schools model focused on equitable support across MNPS can be realized. However, this model requires a program coordinator or community liaison stationed in schools, or in each cluster, to create direct connections within the community, building and maintaining relationships between schools, community organizations, families, and students. This person would work closely with school leadership and enhance the ability for schools to receive support from the community in terms of person-power or funding.

The committee recognizes this will not be possible immediately, and therefore recommend a tiered approach using the equity matrix to determine priority schools or clusters. **The workgroup also encourages looking at a student's trajectory within the district, where, strategically, support can be placed to impact a student's entire educational journey and not just a fraction of it.** The program liaison position would not supplant the principal's community engagement efforts but would enhance them, working closely with school leadership.

RECOMMENDATION 2

PRINCIPALS SHOULD HAVE THE OPPORTUNITY TO ENTER INTO A PEER RELATIONSHIP WITH A BUSINESS LEADER THAT IS MUTUALLY SUPPORTIVE FOR BOTH THE SCHOOL LEADER AND COMMUNITY MEMBER.

Our second recommendation also arose from conversations with MNPS principals. Principals told us repeatedly that they would love to learn more about effective leadership, gain insights from business leaders, and have more opportunities for vulnerable, solutions-focused conversations.

MNPS and supporting organizations, including the Nashville Area Chamber of Commerce, should engage with businesses to explore opportunities for collaboration between leaders of organizations and MNPS principals and/or school leaders. Our workgroup believes a formal mechanism for business/organization leaders in Nashville to engage one-on-one with principals will enhance community investment in school buildings and provide principals with opportunities to learn from leaders in our community through trusted and equitable partnerships.

Principals will not only have access to an outside perspective and quality expertise from a community leader, the community leader will also gain insight and in-depth knowledge of the inner workings of their community's school from an outside lens looking in. This community leader will become an advocate for the school, garnering support for that school's leaders, staff, students, and families.

To achieve this recommendation, MNPS and businesses need to create or strengthen formal mechanisms for Nashville business leaders to support administrators through a peer mentorship or peer coaching relationship. These mechanisms should include training expectations and accountability for both the business leaders and the principals, with regular check-ins for success and growth. The Chamber can function as a facilitator, recognizing potential business partners, and celebrating the collaborations during annual reports and/or meetings.

Lastly, in examining the Leadership Framework metrics in the principal evaluation rubric, the "Look For" behaviors to determine success were lacking in Managing Operations evaluation areas, compared to those of Prioritizing Talent and Driving Instruction. For example, across the three core elements of the framework, Driving Instruction included 37 markers, Prioritizing Talent 28, and Managing Operations only 10. When schools and communities create effective, working partnerships, the school leaders can direct their efforts to improve student achievement.

As such, our third recommendation is for MNPS to be intentional and to clearly define and identify "Look for" behaviors for both framework-identified sub-elements under Managing Operations: "strategically plan and manage toward goals" and "build partnerships." Our workgroup believes that if one of the core elements is managing operations, which includes school operations, staffing requirements, community engagement, and family involvement, then evaluations should reflect its importance. Dr. Gibbs, MNPS executive director, stressed the importance and use of the "Look For" behaviors and described how she cultivates leaders before, during, and after her visits. Understanding the uses of the tool, the committee asks the district to move quickly on this recommendation. The committee recognizes that measuring the effectiveness of leadership in building partnerships can be a challenge. Currently, the NPEF is conducting this type of evaluation to determine the success of their strategy and strategic plans. When principals are properly evaluated for this component of the Leadership Framework, managing operations will become a more established tenet.

RECOMMENDATION 3

MODIFY THE PRINCIPAL EVALUATION RUBRIC TO CLEARLY DEFINE AND APPROPRIATELY WEIGH THE "LOOK FOR" BEHAVIORS TO SUCCESSFULLY MANAGE OPERATIONS.



ACCOUNTABILITY MEASURES FOR MANAGING OPERATIONS

Action items and accountability lie within existing systems. Schools, businesses, and families need to remain committed to a sustainable expansion of this model and should hold a seat at the table—literally or figuratively—in supporting MNPS schools, leaders, families, and students. And, collaboration is essential across all factions involved.

MNPS

- Establish steps to listen to all stakeholders quarterly.
- Add seats at all MNPS tables for collaboration and have documented action items. Ensure administrators can track their duties and progress. This should not be a "check-the-box" exercise, but an actual tracking system where actionable deliverables are achieved, notes made and challenges documented. Executive directors should add these measures to their weekly/monthly check-ins.

BUSINESS & NONPROFITS

- Community members need to remain aware of upcoming proposed Community Achieves partnerships, or additional programs like it, while not neglecting current relationships between schools and communities.

FAMILIES

- Find a place at the table, (literally or figuratively) to ask questions and hold all stakeholders accountable.

MNPS BY THE NUMBERS 2020-21

IT IS NO SECRET THAT NUMBERS TELL A STORY.

When looking at numbers, businesses and consumers alike can answer questions such as:

HOW ARE WE DOING? WHAT ARE WE DOING WELL? WHAT ARE WE DOING RIGHT? AND WHAT IS OUR RETURN ON INVESTMENT?

The same is true for MNPS. Not only should the internal MNPS team ask and seek answers to these questions, the community and families should also continuously do the same.

EVERY YEAR, THE EDUCATION REPORT INCLUDES AN OVERVIEW OF MNPS'S PERFORMANCE BASED ON ACADEMIC AND NON-ACADEMIC METRICS.

Data for inclusion is captured and provided to the committee by Metro Nashville Public Schools and the Tennessee State Report Card (determined by TNReady, Measures of Academic Progress [MAP], and Graduation Rates). This section of the report also includes metrics on teacher retention, chronic absenteeism rates, student mobility, and suspensions. For the first time, the report also includes data on MNPS administrators, our 2021 focus.

As this section is reviewed, please note that some data points have been omitted or have inconclusive metrics due to COVID-19. For example, testing was not evaluated for 2020. The Chamber has noted this gap and will continue to monitor outcomes. As data is released, our team commits to update such on our website and share on the Chamber's Monday Morning Report e-newsletter, released each Monday and available on our website.

A SNAPSHOT OF THE DISTRICT AS OF NOVEMBER 2021

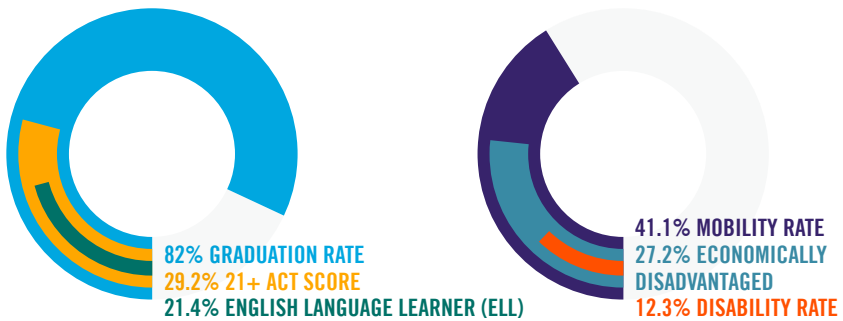
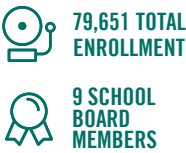


FIGURE 1

ENROLLMENT - GRADE TIER

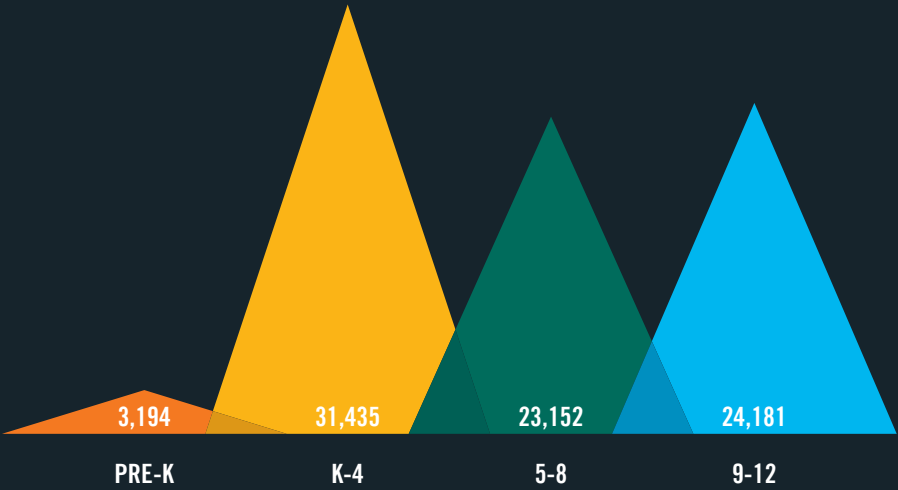


FIGURE 1 PROVIDES A SNAPSHOT OF WHERE STUDENTS ARE ENROLLED ACROSS THE DISTRICT.

K-4th grades represent the students with the most students at 31,435 students. Students in grades 9th - 12th reflect the next highest enrolled population at 24,181 with the middle school population reflecting 23,152 students.

FIGURES 2 AND 3 COMPARE RACIAL DEMOGRAPHICS.

African American students comprise 40% of the total enrollment, Hispanic students 31%, Caucasian students 25% and Asian students 4%.

TEACHER VS. STUDENT RACIAL BREAKOUT

FIGURE 2

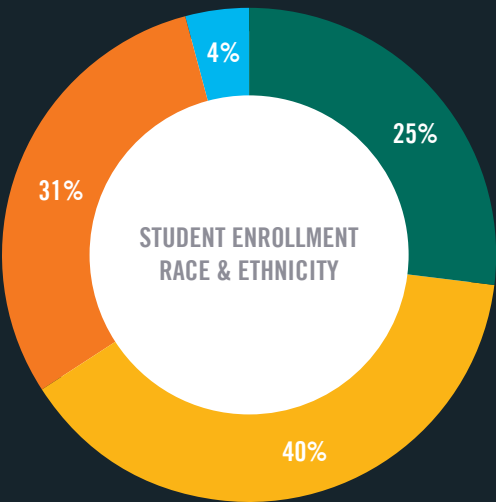
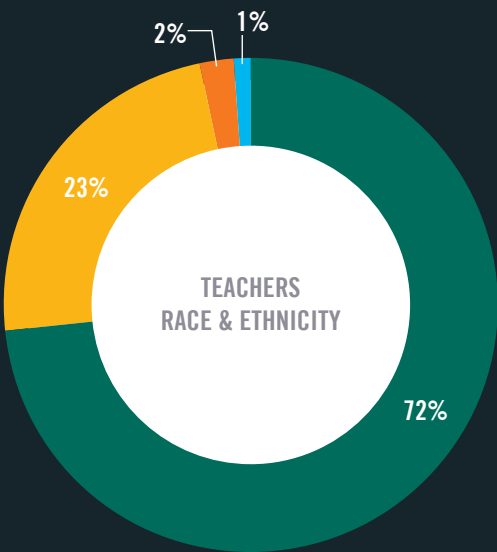


FIGURE 3



ACADEMIC ACHIEVEMENT

MEASURE OF ACADEMIC PROGRESS – READING AND MATH

The measure of Academic Progress (MAP) median national percentile measures how MNPS students fare nationally for reading and math for those students in 2nd to 9th grade. In 2021, for math, students in this cohort scored a median percentile of 23% meaning that 73% of students nationally had a higher median score than MNPS students. For reading, this measure was 32%, a substantial decrease from the previous year’s 52%.

While 2019 and 2020 data show an increase in median percentile scores, they are significantly lower in 2021 in both math and reading (FIGURE 4).

IT IS LIKELY THAT THE PANDEMIC AND ITS EFFECTS ON STUDENTS’ MENTAL HEALTH AND WELL-BEING, AND A SHIFTING EDUCATIONAL LANDSCAPE, CONTRIBUTED TO THIS DECREASE.



FIGURE 4

MEASURE OF ACADEMIC PROGRESS
MEDIAN NATIONAL PERCENTILE
GRADES 2-9

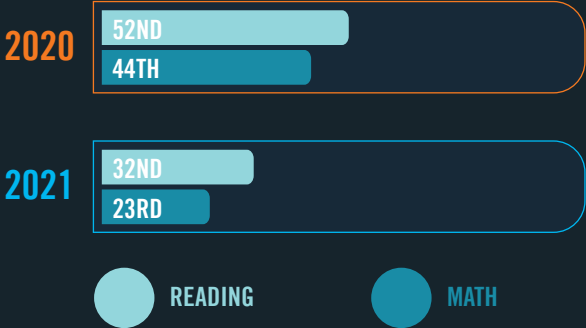
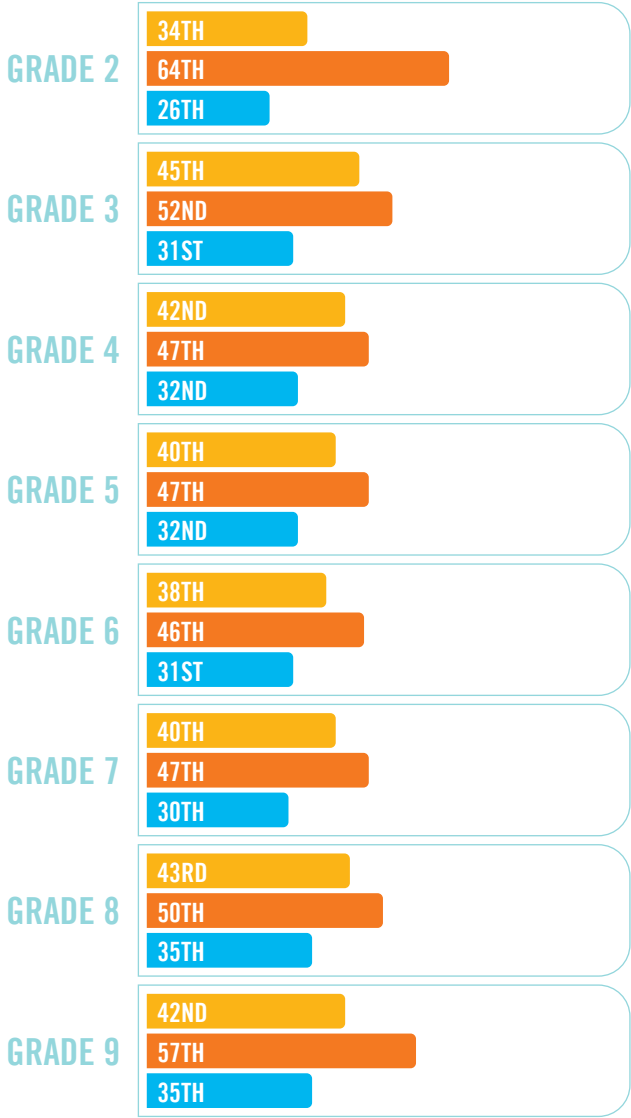


FIGURE 5

READING

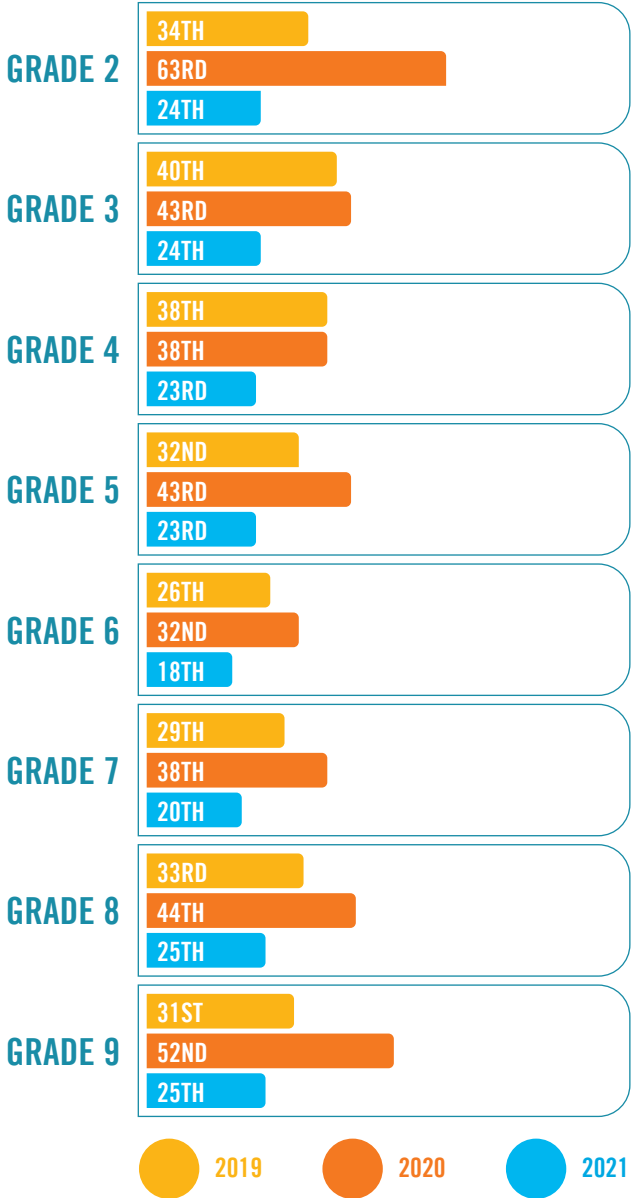


When broken out by grade (FIGURES 5 & 6), the MAP data show that this year’s 2nd grade cohort had the steepest decline compared to last year’s 2nd graders in reading, going from the 64th percentile to 26th. The same is true for Math; 2nd graders went from scoring in the 64th percentile to the 24th percentile.

MEASURE OF ACADEMIC PROGRESS BY GRADE

FIGURE 6

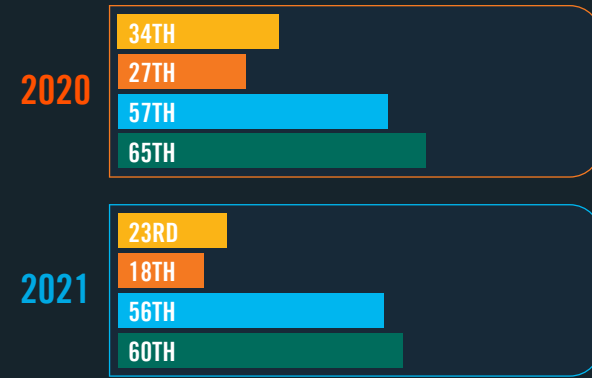
MATH



However, as noted in last year’s Education Report, MAP tests were administered virtually and at home, thus the reliability of the results is questionable.

FIGURE 7

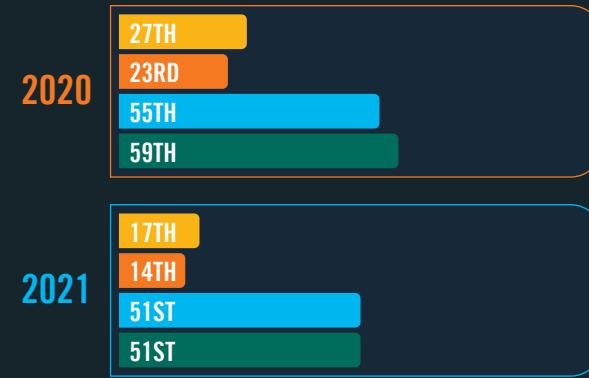
MEASURE OF ACADEMIC PROGRESS - RACE READING



Looking further at the decrease in the past year by race, African American and Hispanic students suffered the greatest decline in median percentile for reading as well as math (FIGURES 7 & 8).

FIGURE 8

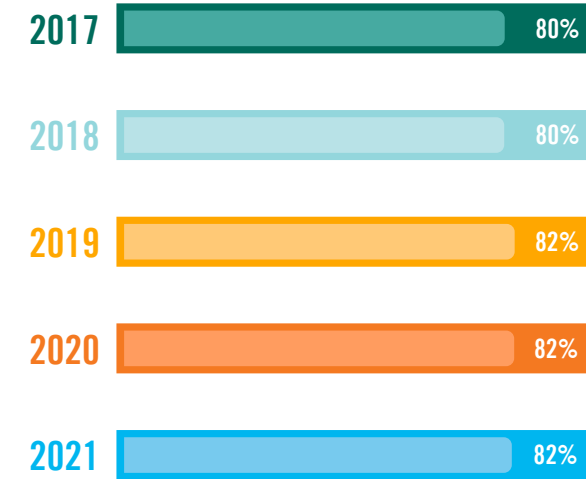
MEASURE OF ACADEMIC PROGRESS - RACE MATH



GRADUATION RATES

FIGURE 9

MNPS GRADUATION RATES, 2017-2021



Students who have at least one teacher of color have a higher percentage rate of graduating than those who do not.

PAUL FLEMING, LEARNING FORWARD

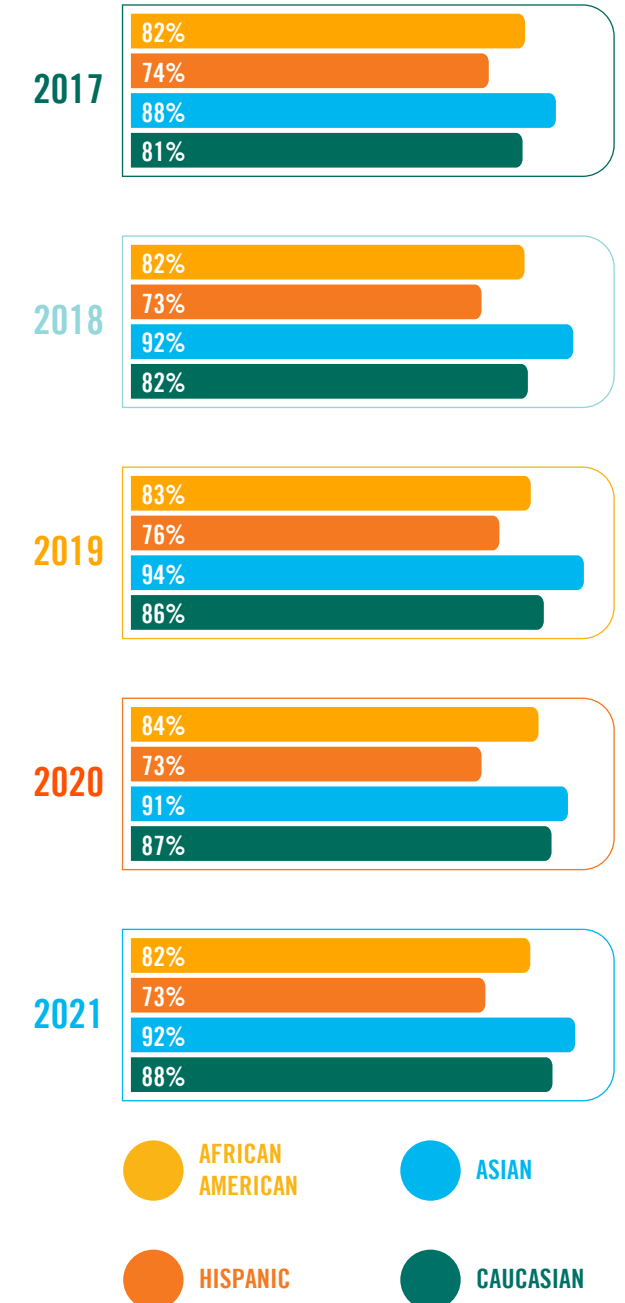
GRADUATION RATES

GRADUATION RATES IN THE PAST FIVE YEARS HAVE IMPROVED SLIGHTLY, INCREASING FROM 80% IN 2017 TO 82% IN 2021 (FIGURE 9).

In looking at graduation rates by race (FIGURE 10), Hispanic students have the lowest graduation rate – 73% in 2021, compared to 92% for Asian students, 87% for white students, and 83% for African American students.

FIGURE 10

MNPS GRADUATION RATES BY RACE, 2017-2021

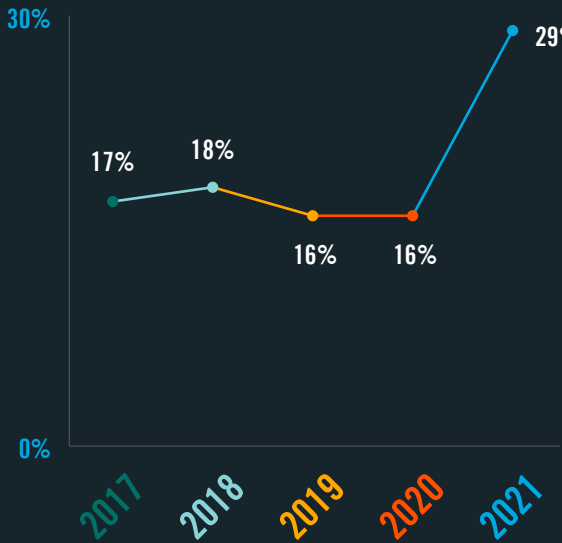


ABSENTEEISM

ONE OF THE EFFECTS OF THE PANDEMIC IS CLEARLY SEEN IN THE PERCENTAGE OF STUDENTS WITH CHRONIC ABSENTEEISM.

In the years prior to the pandemic, student chronic absenteeism was between 16% and 18%, yet this jumped to almost 30% in the 2020-2021 academic year (FIGURE 11).

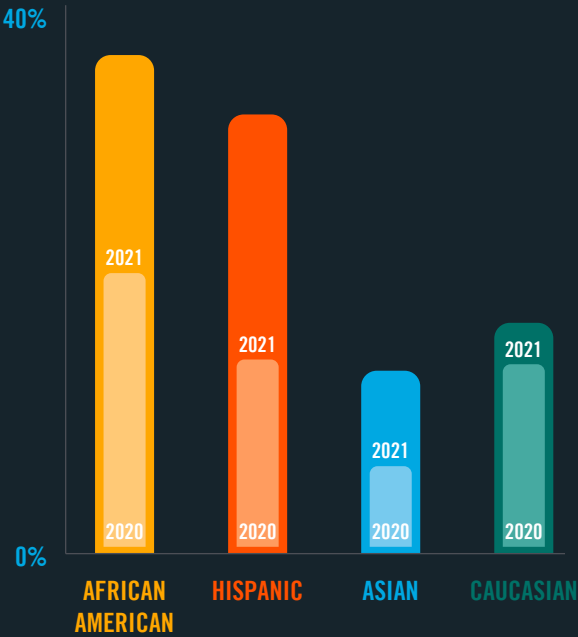
FIGURE 11
% OF STUDENTS WITH CHRONIC ABSENTEEISM



MY JOB IS TO PROVIDE THE NECESSARY RESOURCES INCLUDING QUALIFIED AND ENGAGED TEACHERS, A CLEAN, LOVING, AND SAFE LEARNING ENVIRONMENT, AND RIGOROUS AND EXCELLENT CURRICULA TO ENSURE STUDENTS HAVE EVERY SUPPORT POSSIBLE TO BECOME WHATEVER THEY DESIRE TO BE!

MYRA H. TAYLOR, EXECUTIVE PRINCIPAL | JONES PAIDEIA MAGNET ELEMENTARY SCHOOL

FIGURE 12
CHRONIC ABSENTEEISM BY RACE



WHEN BREAKING THIS OUT BY RACE, AFRICAN AMERICANS AND HISPANIC STUDENTS EXPERIENCED THE LARGEST INCREASE IN CHRONIC ABSENTEEISM FROM 2020 TO 2021.

Black students had a chronic absenteeism rate of 20% in 2020 which increased to 35% in 2021, while Hispanic students jumped from 14% to 32% (FIGURE 12).

OUT-OF-SCHOOL SUSPENSIONS

OUT-OF-SCHOOL SUSPENSIONS BY RACE HAVE REMAINED FAIRLY CONSISTENT OVER THE PAST FIVE YEARS (FIGURE 13).

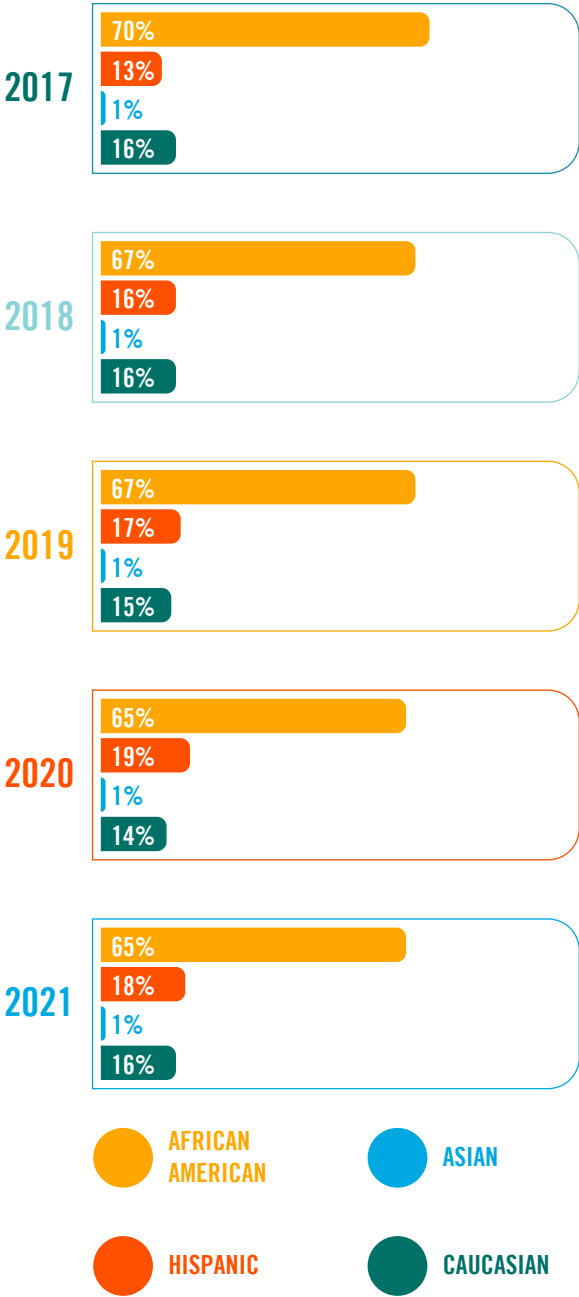
However, African American students make up about 60 to 70% of out-of-school suspensions, despite representing only 40% of total enrollment.

As leadership potential is demonstrated, there is a shifting of one’s mindset.

TOM WARD
RETIRED EDUCATOR



FIGURE 13
OUT OF SCHOOL SUSPENSIONS BY RACE



STUDENT MOBILITY

2020-2021 STUDENT MOBILITY BY REASON FOR MOVE AND STUDENT GROUP

MOVE TO	ENROLLMENT	ED	EL	CAUCASIAN	AFRICAN AMERICAN	HISPANIC	OTHER
WITHIN DISTRICT	40.7%	45.8%	44.3%	26.5%	47.8%	41.5%	25.4%
CHARTER	5.4%	5.9%	4.8%	3.3%	6.4%	5.5%	2.9%
PRIVATE	2.0%	0.9%	0.3%	5.8%	1.1%	0.6%	1.4%
OUTSIDE DAVIDSON	36.8%	34.5%	37.9%	46.5%	31.3%	36.3%	56.2%
OTHER LOCATION	15.2%	12.9%	12.6%	17.9%	13.4%	16.0%	14.1%

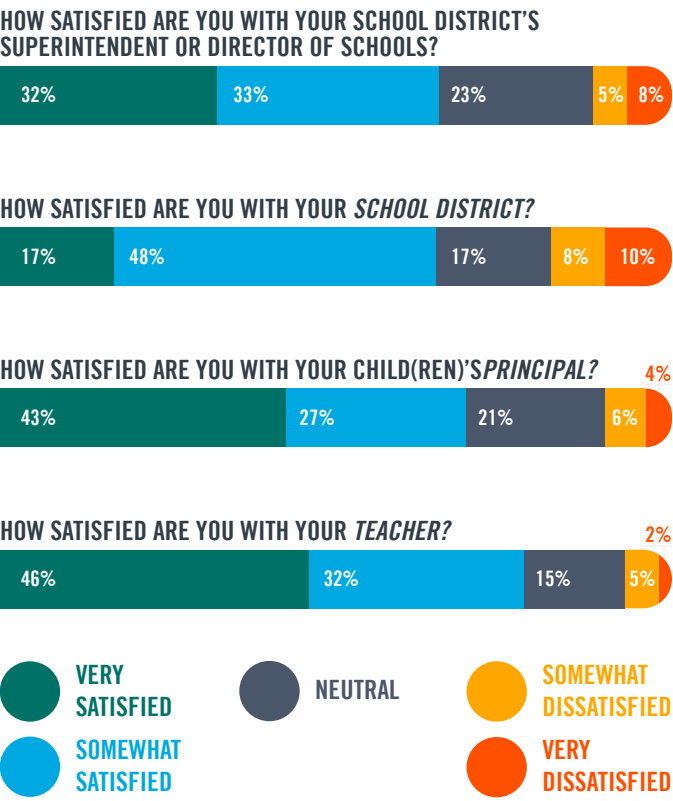
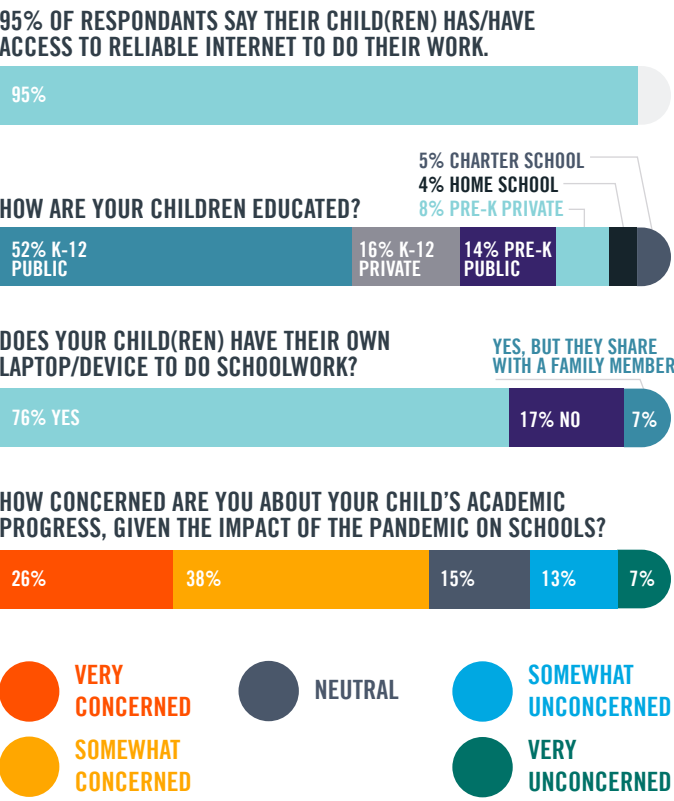
Note: Other Location includes dropouts, rehab, homeschool, early grad, and court-ordered

The majority of student mobility is either students moving to another school within the district or moving outside of Davidson county school district both accounting for anywhere between 73% to 82% depending on the demographic group.



VITAL SIGNS SURVEY

2021 VITAL SIGNS SURVEY RESULTS RELATED TO EDUCATION



CENSUS DATA

IN PREVIOUS YEARS, THE EDUCATION REPORT HAS INCLUDED CENSUS DATA SUCH AS UNEMPLOYMENT, MEDIAN HOUSEHOLD INCOME, ETC.

This data was historically collected from the Census’s American Community Survey (ACS) estimates. The pandemic has had an impact on the 2020 Census collection process and, as a result,

the Census did not release 2020 ACS estimates. The Census will be releasing 2020 experimental estimates in November 2021. However, it was reported that the level of validity may not be the same; therefore the results are not included in this year’s report.

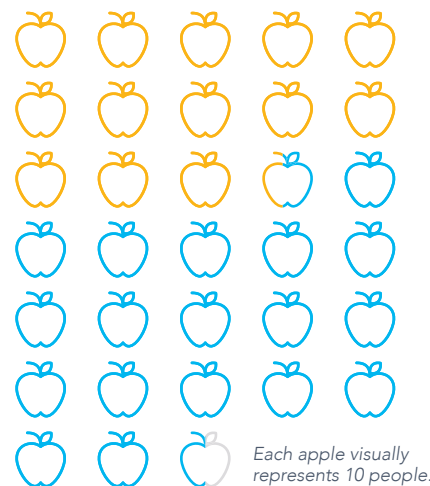
TEACHER RETENTION

523

TEACHERS WERE HIRED IN 2021 BY MNPS TO SUPPORT THE EDUCATIONAL PURSUITS OF STUDENTS.

THE TEACHERS WERE ALIGNED ACROSS EACH EDUCATIONAL SECTOR – ELEMENTARY, MIDDLE, AND HIGH.

95.4% of the newly hired teachers remained with the district at year's end. Additionally, 7 administrators were hired as executive principals across the district, all remaining at year's end.



132 ADMINISTRATORS (EXECUTIVE PRINCIPALS)
203 ASSISTANT PRINCIPALS

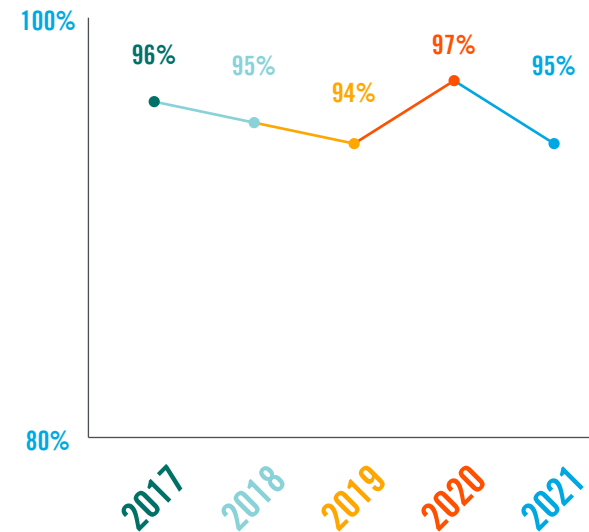


TEACHERS ARE THE MOST IMPORTANT ASPECT OF THE DISTRICT. IN ORDER FOR THEM TO BE AS SUCCESSFUL AS POSSIBLE, WE MUST ESTABLISH THE FEEDBACK LOOP.

TOM WARD, RETIRED EDUCATOR

FIGURE 14

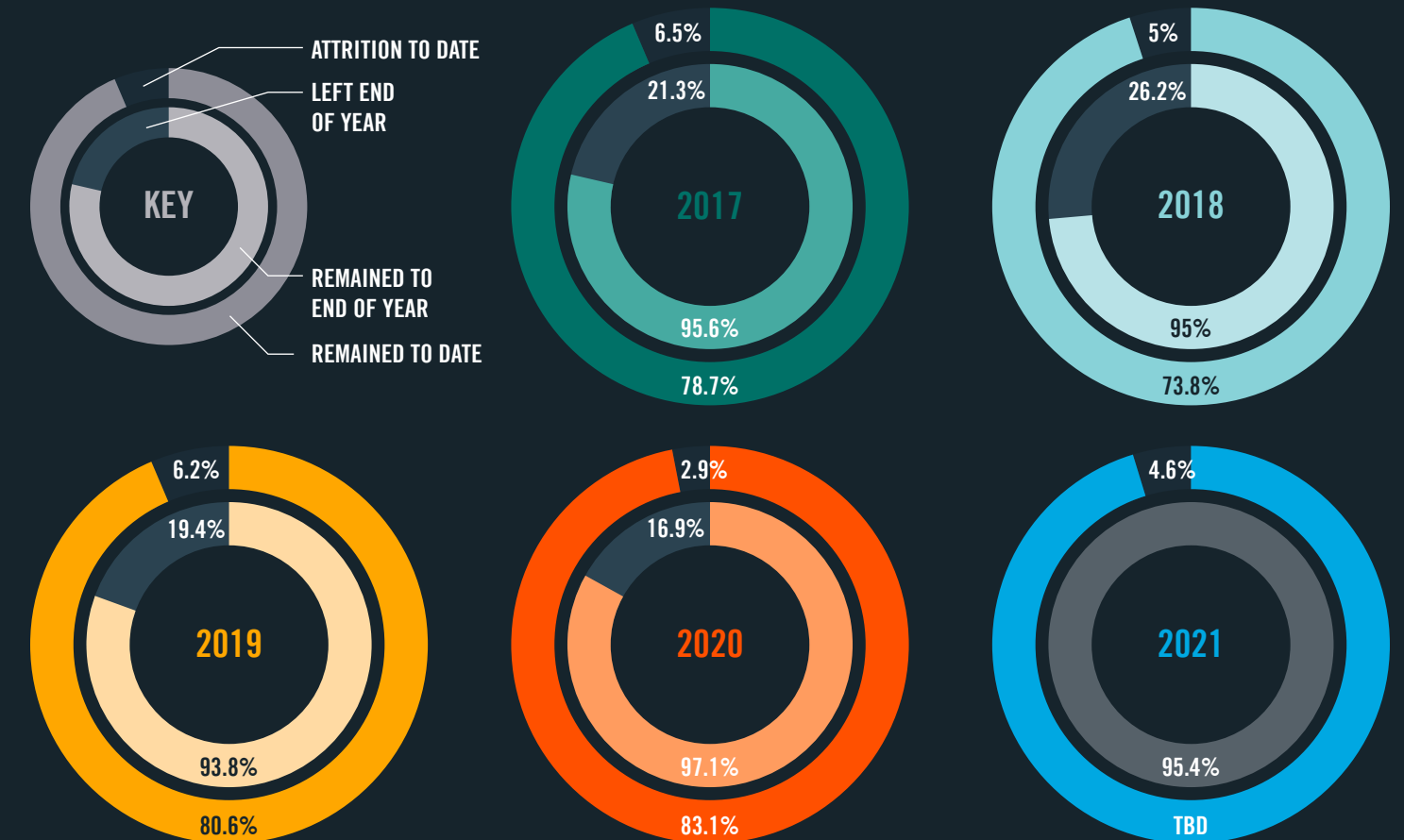
TEACHER RETENTION RATES



95% retention of teachers hired in 2021, slightly lower than 2020 (97%) but more in line with retention rates

FIGURE 15

ALL NEW CERTIFICATED & ADMINISTRATIVE HIRES



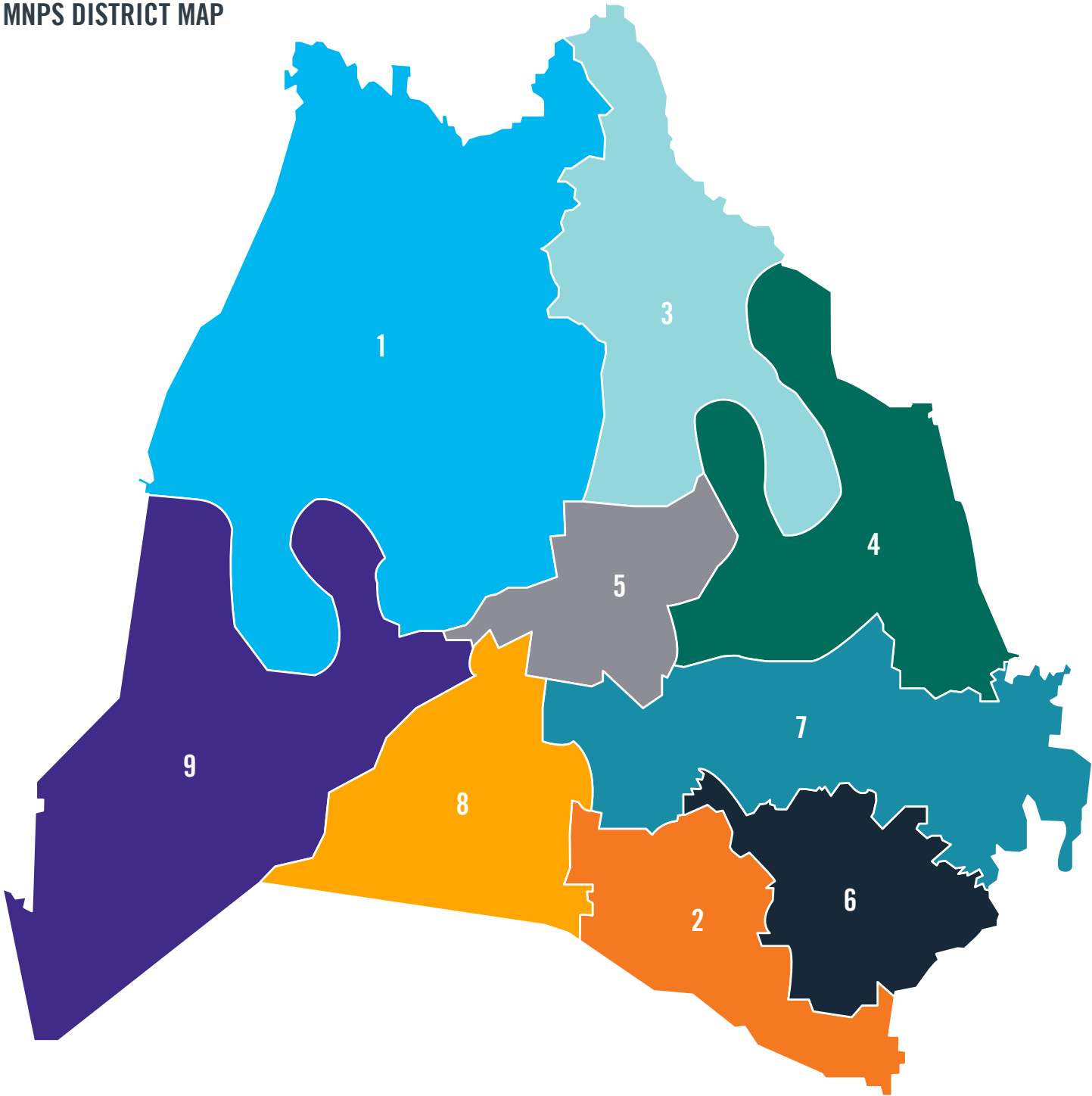
100%

OF THE 7 HIRED ADMINISTRATORS WERE RETAINED.

WHEN AN EFFECTIVE ADMINISTRATOR IS IN PLACE, THE IMPACT CAN BE SEEN BY A THREE-MONTH INCREASE IN STUDENT OUTCOMES.

DR. JASON GRISSOM,
TENNESSEE EDUCATION RESEARCH ALLIANCE (TERA)
AND VANDERBILT UNIVERSITY'S PEABODY COLLEGE

MNPS DISTRICT MAP



SCHOOL BOARD INFORMATION

DISTRICT #	DISTRICT MEMBER	SCHOOLS	STUDENTS
DISTRICT 1	DR. SHARON GENTRY	24	7,355
DISTRICT 2	RACHEL ANNE ELROD	11	9,287
DISTRICT 3	EMILY MASTERS	17	7,570
DISTRICT 4	JOHN LITTLE	18	8,864
DISTRICT 5	CHRISTIANE BUGGS	35	16,640
DISTRICT 6	FRAN BUSH	22	13,846
DISTRICT 7	FREDA PLAYER-PETERS	12	7,133
DISTRICT 8	GINI PUPO-WALKER	10	5,264
DISTRICT 9	ABIGAIL TAYLOR	11	5,099



APPENDIXES

STATUS OF 2020 EDUCATION REPORT RECOMMENDATIONS

THE 2020 EDUCATION REPORT COMMITTEE MADE THREE RECOMMENDATIONS TO MNPS, TWO TO THE MAYOR'S OFFICE, AND ONE RECOMMENDATION TO THE METRO COUNCIL.

Each year, the committee assesses whether the previous year's recommendations were implemented and the extent of such. The status of the recommendations made to MNPS are below. Unfortunately, we were unable to garner feedback from Metro Council.

WE MUST HAVE THE ABILITY TO SEE BEYOND THE INDIVIDUAL, TO SEE THE PROCESS AND DEVELOP THE PLAN AND THE TEAM. GOOD TEAMS BECOME GREAT TEAMS WHEN THEY LEARN TO SURRENDER THE ME FOR THE WE.

DR. NATALYN GIBBS
EXECUTIVE DIRECTOR OF
ELEMENTARY SCHOOLS, NORTHWEST

1

Metro Council should work with MNPS to create a targeted special committee focused on funding and incorporating the best SEL practices for when it is safe to return all students to the school building.

2

The Mayor's Office, Metro Council, MNPS, and community partners should develop a plan for allocating dedicated resources to the district for the purposes of using schools as community hubs.

3

MNPS should add "Technology" as a core value and internally develop a working definition that outlines the vision for how technology should be incorporated moving forward.

4

MNPS should use learnings from the pandemic to identify strategies for leveraging technology to increase access for all families and produce a report outlining these opportunities.

5

MNPS should provide the community with an aspirational funding amount that reflects what a high-quality education costs in order to guide budgetary conversations and encourage more private-public partnerships.

6

The Mayor's Office should convene MNPS, Metro departments, the non-profit sector, business leaders, and community stakeholders to craft a 2030 vision and aligned plan for a whole city approach to public education that is informed by an assessment of the needs of the school system and outlines cross-sector collaboration in addressing the gaps in support.



RESPONSES

3

PARTIALLY IMPLEMENTED
Metro Schools has established learning technology as an essential and integrated component of learning in Nashville. We will continue to strengthen professional development outreach and innovative curriculum integration. Prior to the 2020 Education Report, Metro Schools established four key core tenets, and we believe that "technology" is a key tool to achieving our focused student outcomes through the implementation of these core tenets instead of a standalone tenet.

4

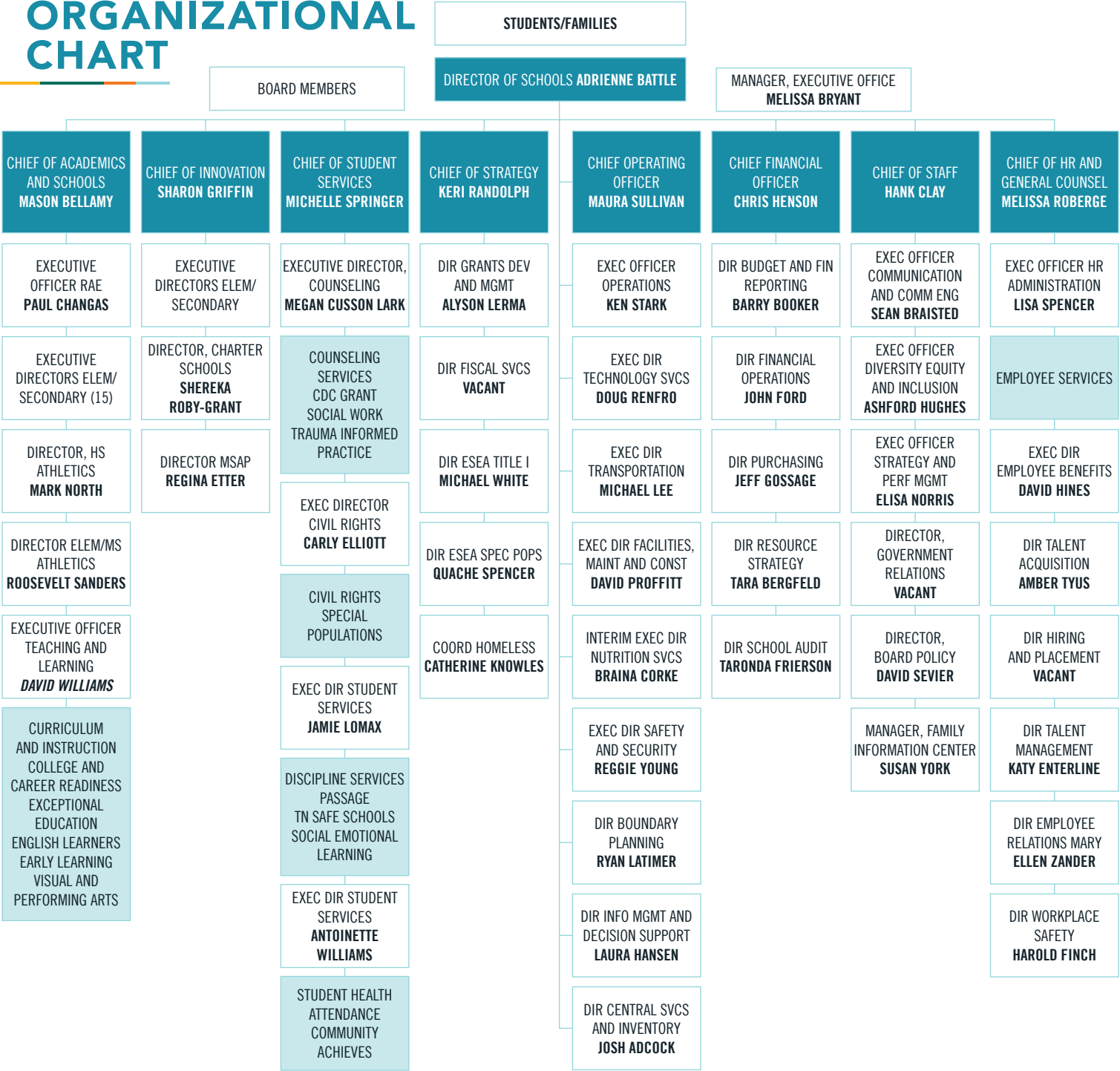
PARTIALLY IMPLEMENTED
Metro Schools has implemented extensive efforts to ensure equitable access to technology and connectivity among our students. Thanks to the Mayor and Metro Council, every student in Nashville has access to a laptop for use at home and in the classroom. Additionally, Metro Schools leveraged federal resources to make internet hotspots available to all students. Metro Schools listened to the needs of families and established in-person help centers in neighborhoods with language translation for our diverse families. Metro Schools is looking forward to the broader Nashville community addressing the fundamental inequities of access to internet.

5

IMPLEMENTED
Metro Schools has adopted an aspirational budget process that identifies the needs for the continuity of operations, along with a menu of options for the Board, Mayor, and Council to choose from. Using this strategy, MNPS received the largest single-year increase in funding from the Metro Government in FY21-22, which included best-in-state educator pay, increases for support staff, fully funding the continuity of operations budget, as well as additional investments in SEL supports for students. This is in addition to capital funding and federal funds received by the district.



ORGANIZATIONAL CHART



EXPERTS INTERVIEWED

OFFICE OF MAYOR JOHN COOPER

ROBERT FISHER, EDUCATION ADVISOR

MNPS SCHOOL BOARD MEMBERS

CHRISTIANE BUGGS, CHAIR

ABENEZER HAILE, STUDENT

GINI PUPO-WALKER, MEMBER

ANGELIE QUIMBO, STUDENT

MNPS HUB ADMINISTRATION AND STAFF

DR. ADRIENNE BATTLE, DIRECTOR OF SCHOOLS

DR. MASON BELLAMY, CHIEF OF ACADEMICS AND SCHOOLS

HANK CLAY, CHIEF OF STAFF

DR. NATALYN GIBBS, EXECUTIVE DIRECTOR OF ELEMENTARY SCHOOLS, NORTHWEST

DR. KERI RANDOLPH, CHIEF OF STRATEGY

MELISSA ROBERGE, CHIEF HUMAN RESOURCES OFFICER AND GENERAL COUNSEL

GLENCLIFF HIGH SCHOOL

CLINT WILSON, EXECUTIVE PRINCIPAL

JONES PAIDEIA ELEMENTARY MAGNET SCHOOL

MYRA TAYLOR, EXECUTIVE PRINCIPAL

NAPIER ELEMENTARY SCHOOL

DR. WATECHIA LAWLESS-MITCHELL, EXECUTIVE PRINCIPAL

COMMUNITY AND ADVOCACY GROUPS

KATIE COUR, NASHVILLE PUBLIC EDUCATION FOUNDATION

DR. JASON GRISSOM, TENNESSEE EDUCATION RESEARCH ALLIANCE (TERA) AND VANDERBILT UNIVERSITY’S PEABODY COLLEGE

DR. PAUL FLEMING, LEARNING FORWARD

BRIAN LOWENTHAL, IMPROVING THE ODDS

RALPH SCHULZ, NASHVILLE AREA CHAMBER OF COMMERCE

TOM WARD, RETIRED EDUCATOR

LEAD PUBLIC SCHOOLS

NIC FRANK, HUMAN RESOURCES

DWAYNE TUCKER, CHIEF EXECUTIVE OFFICER

GLOSSARY

ACADEMIES OF NASHVILLE - The Academies empower students through career exposure so they can make timely, informed decisions and discover their true passions while earning early college credit and nationally recognized industry certifications. General education content is taught through the lens of their academy, while more than 365 business and community partners provide authentic experiential learning opportunities at every level.

ACT – A standardized test, typically taken in 11th grade, to measure high school achievement and college readiness. It is used by most colleges and universities as part of their admission decisions. Scoring a 21 or above on the ACT indicates college and career readiness and is one criterion of receiving a Tennessee Hope Scholarship. In the state of Tennessee, the ACT is required for graduation. As part of the state accountability systems, districts are required to have 95 percent student participation.

ALIGNMENT NASHVILLE – A Nashville-based non-profit organization that mobilizes strategic partners to challenge and address systemic barriers in order to equitably impact the growth, development, and academic achievement of each MNPS student.

BASIC EDUCATION PROGRAM (BEP) – The funding formula through which state education dollars are generated and distributed to Tennessee school systems. The funds generated by the BEP are what the state has defined as sufficient to provide a basic level of education for Tennessee students.

CHRONIC ABSENTEEISM – Missing 10 percent or more available school days in one academic year. For MNPS, there are 180 days in the academic year.

COMMUNITY ACHIEVES – District-led wraparound service initiative operating out of the MNPS Support Services Department and based in 34 local schools. Community Achieves has four pillars of support: College and Career Readiness, Parent/Family Engagement, Health and Wellness, and Social Services.

COMMUNITIES IN SCHOOLS - Surrounds students with a community of support, empowering them to stay in school and achieve in life.

COMMUNITY SCHOOL – School site where partnerships with community organizations and agencies work to provide comprehensive, wraparound services for students including

academic assistance, family support, health supports, and social services. MNPS has several community school models, including their in-house Community Achieves program, partnerships with Communities in Schools Tennessee, and school and community organization-run Family Resource Centers.

COMMUNITY-DRIVEN SCHOOL – A school where the population is centered on a whole community approach. With this approach, the community “itself” is focused on the needs of the schools and is there to encompass these needs. For example, a neighbor may have a talent on which they can share and families feel welcomed regardless of their historical experiences. A community-driven school has community ownership that is not necessitated by an organization.

ECONOMICALLY DISADVANTAGED – A classification indicating a student is receiving Supplemental Nutrition Assistance Program benefits (SNAP), those whose families participate in the Temporary Assistance for Needy Families (TANF) program, students who are on the local school district liaison’s list of homeless students, Head Start participants, migrant youth, runaways, foster children, and others who may be certified by state or local officials. The definition narrowed in 2016 and previously included students who were eligible for free or reduced lunch.

ENGLISH LANGUAGE LEARNERS (ELL) – Students who have been assessed as Limited English Proficient (LEP) and are actively receiving services through the district. This also includes students who are fewer than two years removed from exiting the ELL program and continue to be monitored.

EVERY STUDENT SUCCEEDS ACT (ESSA) – This bipartisan measure was signed into law on December 10, 2015. It reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), the nation’s national education law, and longstanding commitment to equal opportunity for all students. A Tennessee-specific ESSA plan was approved in August of 2017 and was implemented in the 2017-2018 academic year.

ELEMENTARY AND SECONDARY SCHOOL EMERGENCY RELIEF FUND (ESSER) - Funds are provided to State educational agencies and school districts to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on the Nation’s students.



EXECUTIVE DIRECTOR – Executive Directors within MNPS serve as supervisors to Executive Principals. They are responsible for providing leadership, achieving district goals, and administering academic programs.

EXECUTIVE PRINCIPAL – Executive principals are the senior school officers. They hold responsibility for the day-to-day management of the school, its operations, and the safety and health of students.

FAMILY RESOURCE CENTERS (FRCS) – Coordinated and holistic approach to providing resources and services to families and students. Each center is a partnership of health and social service providers, residents, schools, businesses, and faith-based organizations. There are eight community-based centers, and 11 school-based sites, including five elementary schools and five high schools, that are run by community organizations.

KEY PERFORMANCE INDICATORS (KPIS) – Data tied directly to the MNPS strategic plan and collected to measure district progress. KPIs fall under four areas: Our Students; Our People; Our Organization; and Our Community.

LEADERSHIP – Leadership refers to an individual’s ability to influence, motivate, and enable others to contribute toward organizational success (Nayer, 2013).

LIMITED ENGLISH PROFICIENCY (LEP) – A classification for students who have limited ability to speak, read, write, and understand English. This includes those who are actively receiving English Language Learner interventions in school as well as those who opt out of services.

LOOK FORs – Evidence of preferred school leader behavior as noted within the leadership framework.

MEASURE OF ACADEMIC PROGRESS (MAP) – A computerized adaptive test and benchmark assessment that students in grades 2-9 take three times a year for Reading and Math. MAP is a measure of student growth over time and helps teachers, parents, and administrators know how their student is making progress. MNPS adopted Map-Reading in Winter of 2016 and Map-Math in Fall of 2017.

METROPOLITAN NASHVILLE PUBLIC SCHOOLS (MNPS) – School district servicing students and families in Davidson County.

PENCIL – A non-profit organization that builds strategic partnerships between community groups and the needs of Metro Nashville Public Schools (MNPS).

PRIORITY SCHOOLS – Priority schools are identified at least every three years, and they are the schools most in need of support and improvement. With priority status, these schools are eligible for additional funding and are supported in developing a plan to improve.

REMOTE LEARNING – Learning that is accessed through an online platform. Students are not physically present in a traditional classroom.

RESTORATIVE PRACTICES – Sets of processes and tools that seek to repair harm and rebuild community trust after an offense by way of holistic alternatives, like dialogue and mediation, to traditional disciplinary policies and practices. All parties affected have the opportunity to participate in its resolution.

REWARD SCHOOL – Reward schools are generally those that are improving in terms of achievement and growth for all students and student groups. These schools are identified annually.

SCHOOL BOARD – Represents the public’s voice in public education, providing oversight for what the public schools need and what the community wants. They are accountable for the performance of the schools. In Davidson County, the School Board is an elected body.

TNREADY – Part of the Tennessee Comprehensive Assessment Program (TCAP) suite, TNReady is designed to assess student understanding and is aligned to college-readiness standards. Students in third through eighth grade take assessments in English language arts, math, science, and social studies. High school students take TNReady assessments in English I-III, Algebra, U.S History/Geography, and Biology or Chemistry.

VIRTUAL LEARNING – Learning and instruction that is commonly used through an online platform using videos and technology incorporated in their learning. Students can be physically present in a traditional classroom or be remote and at home.

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ACKNOWLEDGMENTS

THE NASHVILLE AREA CHAMBER OF COMMERCE REMAINS COMMITTED TO QUALITY PUBLIC EDUCATION IN THE REGION AND HAS PRODUCED A VERSION OF THIS REPORT SINCE 1992.

THE CHAMBER EDUCATION REPORT COMMITTEE MEMBERS ARE BUSINESS AND COMMUNITY LEADERS FROM ACROSS NASHVILLE WHO MET WEEKLY FOR SIX MONTHS TO DIVE INTO THE SUCCESSES, CHALLENGES, AND OPPORTUNITIES WITHIN METRO NASHVILLE PUBLIC SCHOOLS (MNPS) FROM A LEADERSHIP DEVELOPMENT PERSPECTIVE.

This report includes a compilation of data from city and district leaders, school administrators, and students.

The production of this report would be impossible without the insight and expertise of the MNPS community and additional stakeholders outside of the district. Thank you to the experts who shared their time, research, and expertise with the committee. We express immense gratitude to Hank Clay, MNPS Chief of Staff and liaison to the committee.

Our report benefited greatly from insightful conversations, interviews, and discussions with the administrators, faculty, and staff at Napier Enhanced Optional Elementary School, LEAD Cameron, Jones Paideia Elementary Magnet School, Glencliff High School, Old Center Elementary School, and John Early Middle School. Your time with the committee and the allowance of the Chamber to capture your students is invaluable. Additional layers of gratitude to Dr. Paul Changas and the MNPS data collection team. The data you provided positioned us to share the MNPS story.

A big thank you to the Chamber’s communication team—Karl Houston, VP of Marketing & Communications, and Nathan Wingate, Digital Storyteller & Content Strategist—who provided the photography and communication direction for the report. We also commend a new partner, Kristin Bural, Soulbeam Studio, for designing the report. Special thanks to

the Chamber’s research team, Bishoy Mikhail, Jeffery Burris, and Barret Smith. We appreciate your data mindset and your continued support as we interpreted the data and asked subsequent questions.

As you can imagine, the creation of a report of this magnitude is no small feat; three committee members stepped up to support the writing, *Madeline Adams, Carrie Hobson, and Melissa Hudson-Gant*. The Chamber would also like to recognize the following seven individuals who have served consecutive terms on the committee: Rachel Moore-Beard, Denise Bentley, Brandon Corbin, Joseph Gutierrez, Ted Ilanchelian, Latrisha Jemison, and Terry Vo. Their contributions over the past several years have been immense, we thank them for their service as they rotate off the committee at the completion of this report.

LASTLY, A THANK YOU TO YOU, THE READER. YOU CAN HELP GUIDE NASHVILLE AND MNPS INTO THE FUTURE, AND TAKE PART IN CONVERSATIONS AND ACTIONS TO DO SO.

The Chamber Education Report is the collective work of many. The committee hopes it spurs dialogue and action around the progress of our public schools while serving as an important resource for education stakeholders and all Nashvillians. A final thank you to everyone who contributed to the report;

TOGETHER WE CAN, & TOGETHER WE DID!

WHAT’S NEXT

THIS REPORT IS JUST THE BEGINNING OF OUR MOVEMENT.

THE CHAMBER’S TALENT TEAM AND THE EDUCATION REPORT COMMITTEE ARE BRINGING THE REPORT TO YOU TO CONTINUE THE MNPS “WHOLE CITY APPROACH.”

Join us at the following events and follow us on social media to engage. Location and dates are subject to change, note that our website will hold the updated information.

2022 CHAMBER EVENTS

JANUARY 25	CHAMBER SOUTH
JANUARY 27	CHAMBER MIDTOWN
FEBRUARY 16	CHAMBER WEST
FEBRUARY 17	CHAMBER EAST
MARCH 16	CHAMBER WEST
APRIL 13	CHAMBER WEST
JUNE 8	CHAMBER WEST
JUNE 22	CHAMBER EAST
JUNE 28	CHAMBER SOUTH



IF YOU WOULD LIKE A COMMITTEE MEMBER TO SPEAK TO YOUR COMPANY/ ORGANIZATION, PLEASE DO NOT HESITATE TO CONTACT THE CHAMBER.



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NOTES

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THE CHARGE

EDUCATION IS AN IMPORTANT PROFESSION, ONE THAT TOUCHES EVERYONE'S LIFE AT ONE POINT OR ANOTHER.

As the committee began their task until completion, we centered our focus on student outcomes, administrator support, and teacher recognition. As stated earlier in the report, we wholeheartedly believe that “it takes a village” to engage and augment experiences. Now, it’s time for you to pick that village.

You have in your hands the interworkings of a viable “whole city approach” that encapsulates all aspects of education. The charge is now up to us - the city of Nashville - to make this moment a Movement. If we are going to improve student outcomes, provide resources for teachers, and lean into administrators with areas of support, the time is NOW. Please join us as we band together to leverage high-impact performance.

To further expand on this charge, I am reminded of an African tradition shared with us by Mr. Travis Claybrooks, an Education Report Committee member.

KASSERIAN INGERA?

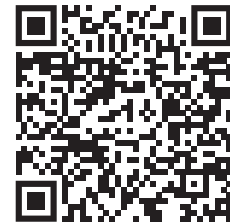
This is the traditional greeting among the mighty Maasai warriors. As a people living in a community with the natural world around them, Massai warriors are known for how they fiercely protect their communities from outside threats, primarily lions. Thus, it is no surprise to learn that their common greeting is shared as a powerful question, Kasserian ingera, which is translated as “And how are the children?”

This warrior greeting captures the immense value they place on their children. It signals their keen awareness that the state of their children is the strongest indicator of the wellbeing of their society. It reveals their perspective that securing their children’s welfare is their greatest and most important battle.

WHAT IF WE ADOPTED SUCH A RITUAL GREETING?

What would happen if when we sat for a meeting or conference, gathered for a meal, entered a place of worship, began a sporting event, opened every court hearing and every legislative proceeding, started every police and emergency room shift, we openly and intentionally asked one another, “And how are the children?” Would we come to see the welfare of all our children as a collective responsibility? Would we remind ourselves that every child belongs to all of us? Would it become normal for us to ensure that every child has what they need to thrive in our city?

I believe the answer is, “Yes!” So, I set before you this very simple, yet profound, call to action. Let us take up the Maasai ritual of greeting one another in a way that reminds us all that our children are our heritage.



Please contact the Nashville Chamber at 615-743-3153, scan the QR Code or visit our webpage at nashvillechamber.com to commit to a school and join the Movement.

AND HOW ARE THE CHILDREN?

In Partnership -



DR. RENA HALL
VP, EDUCATION INITIATIVES

WE MUST HAVE
THE ABILITY TO
SEE BEYOND THE
INDIVIDUAL, TO SEE
THE PROCESS AND
DEVELOP THE PLAN
AND THE TEAM.

DR. NATALYN GIBBS, MNPS EXECUTIVE DIRECTOR



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