EDUCATION REPORT CARD 2019

Submitted by the Nashville Area Chamber of Commerce
Education Report Card Committee
Co-Chairs Erika Borg & Courtney Hale
Metropolitan Nashville Public Schools | 2018-2019 School Year

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EXECUTIVE SUMMARY

A WHOLE CITY COMMITMENT TO PUBLIC EDUCATION

The 2018 Education Report Card special topic — Social and Emotional Learning (SEL) — highlighted the nationally-recognized work of school, district, and community leaders to help students build necessary life skills and create positive school cultures. However, the committee was struck by the magnitude of the challenges and deep-seated inequities many Metro Nashville Public School (MNPS) students face before they even get into the school building. Discussions with school and district leadership, teachers, parents, and community members revealed the profound needs of students and families across the city and the financial and human capital limitations that keep MNPS from addressing them on its own. Indeed, the Report Card concluded that, to fully support Metro Schools, "Nashville's students need a city-wide commitment to ensure that their basic needs are being met and that continued partnerships align community resources to best serve families."

With this context, the committee felt both a heaviness around the issues facing Metro Schools and a determination to dig deeper into the challenges. It was clear from conversations with a wide range of stakeholders that no one felt that public education was a priority for the city. As they pointed out, the challenges of the school system seemed in stark contrast to the economic boom that Nashville has experienced over the last decade.

It now goes without saying that Nashville is a city on the rise. National comparisons show that we are at the top of all Metros in growth and prosperity. The overall unemployment rate remains at under 3 percent. We continue to attract new companies to the region, while our existing firms continue to expand. Our in-migration demographics show that Nashville is attracting a younger, educated population. This is good news. However, the underside of this prosperity is that many people are getting left behind. While we are now at about the national average for cost of living, median earnings have not kept pace. Median gross rent in the region has increased by at least 22 percent since 2007 while median earnings increased by just 2.4 percent for whites, 0.4 percent for Hispanics, and actually decreased for blacks by nearly 10 percent[1]. According to the 2019 Community Needs Assessment released by Metro Social Services, 200,000 people in Nashville live below 200% of the poverty line. These community issues have a direct impact on MNPS students and families.

For these reasons, the Education Report Card committee unanimously chose "Whole City" as its special topic for 2019. The committee wanted to unpack how various systems impact MNPS and better understand how the entire city of Nashville could be better providing for MNPS students.

There is an urgent need to invest in public education. A school system is a measure of a community's health and prosperity. At 86,000 students, MNPS is educating the majority of the region's future workforce. The business case calls for a community investment into MNPS to ensure that our homegrown talent receive the high-quality education and support that will give them access and entrée into the jobs that companies like Amazon and Ernst Young have promised. The human case calls for a need to ensure that MNPS students, especially those living in poverty, have an educational pathway to economic security and stability. The structural and systemic barriers that keep many from a pathway to the middle class have a profound impact on families, schools, and communities.

[1] *Liu, Amy. 2019. "Greater Nashville's Moment: Achieving inclusive economic growth." Presentation to Nashville Area Chamber of Commerce. September 26.*

A whole city commitment to public education recognizes that the entire Nashville community is responsible for the success of Metro Nashville Public Schools (MNPS). As a whole city, we need for government, nonprofit, business, and community partners to come together to set a long-term vision for public education. We need to align resources to support teachers, schools, and the district in addressing systemic barriers that keep many of our students from excelling. All students — regardless of economic status, race, or zip code — must have the opportunity for a high-quality education.

After a tense year and difficult budgetary season, the community needs a vision and aspiration for MNPS. It also needs a call to action. This year, alongside the usual recommendations for key education stakeholders, the committee also includes recommendations for the whole city that identify at least three ways in which we can begin to hold ourselves accountable for the success and well-being of MNPS students:

1. Elect and hold accountable city and district leaders who make education the top priority

2. Determine what it means to sufficiently fund our public school and find a mechanism to get us there

3. Advocate and provide for equitable community investment across the school district.

The future prosperity of the whole city depends upon today's investment into our children. With a new Mayor, an interim Director of Schools, and changes at the school board, we are at a point of inflection and change. This is an opportunity to examine the structural and systemic problems of our community and work in tandem with the school system to ensure all students graduate with the knowledge, skills, and tools to be successful in postsecondary, career, and life. A unified city vision requires unified leadership.

We are the best champions for our schools and can provide critical support and advocacy for its most overwhelming challenges and celebrating its successes. Nashville has the chance to establish public education as the most important priority for the city. There is no city in the country better suited to assume the challenge of a whole city commitment to education.

2019 RECOMMENDATIONS

The Report Card committee encourages Metro Schools, the MNPS School Board, the Mayor's Office, and the Nashville community to strongly consider the following recommendations described in greater detail in the following sections. The committee believes each recommendation will help advance the district and community goals. This year, alongside each recommendation is also a corresponding whole city commitment.

[PG.17]

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

As a whole city: *We must elect and hold accountable city and district leaders who make education the top priority.*

[PG.21]

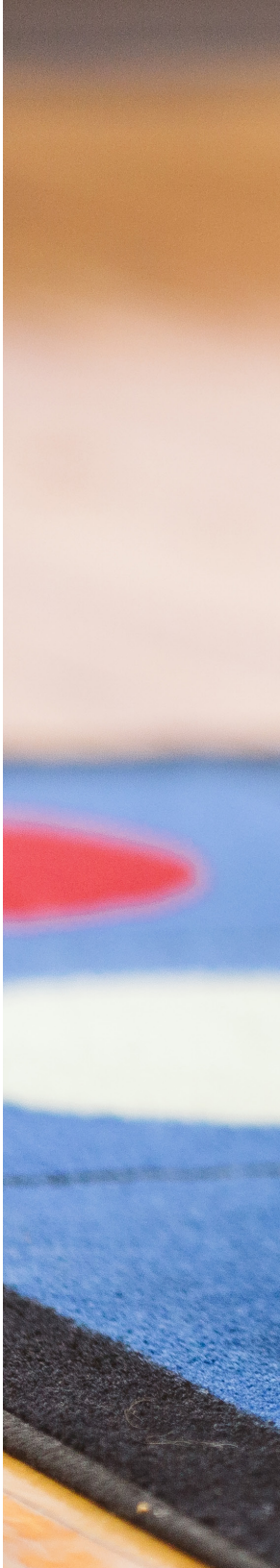
MNPS should provide the community with an aspirational funding amount that reflects what a high-quality education costs in order to guide budgetary conversations and encourage more private-public partnerships.

As a whole city: *We must determine what it means to sufficiently fund our public school and find a mechanism to get us there.*

[PG.24]

MNPS should prioritize the reinstatement of a district leader to implement the equity framework that was developed prior to the dissolution of the Office of Equity and Diversity to drive the equity work in Metro Schools.

As a whole city: *We must advocate and provide for equitable community investment across the school district.*



COMMITTEE COMMENDATIONS

• Dedicated MNPS principals, teachers and staff
We applaud the MNPS principals, teachers and staff who show incredible dedication to their students, schools, communities and profession. Despite big challenges and an outdated pay structure, teachers show up for their students and deserve to be adequately rewarded and respected for their passion, education, and expertise. From the teachers at Warner Arts Magnet Elementary who stayed after school until the aftercare program was established for their students to the teacher at Antioch High School who served as an advisor to several student groups, we applaud these heroes who nurture students and help build positive school cultures. As a whole city, we need to join MNPS in highlighting the great work of teachers and principals, and also recognize central office staff who provide critical leadership and expertise.

• Academic growth above national average
It takes dedicated support and strong instruction to make academic gains and we acknowledge the work of MNPS teachers who support students in making these leaps in learning. Academic proficiency is the metric often used to measure academic progress. Results from the state assessment show that the majority of MNPS students are not "on track" or "mastered" in core subject areas. Many students start the school year behind and elevating them to grade-level achievement requires double or triple the growth typically expected in a school year. Given this, indicators of growth might prove a more accurate representation of district improvement. The district uses Measures of Academic Progress (MAP) three times a year to assess student growth over the course of the academic year. Results from 2018-2019 show MNPS student growth was above the national average from August to February. MNPS also received a Tennessee Value-Added Assessment System (TVAAS) composite score of 3 in 2019, a notable improvement after a score of 1 in 2018. In literacy and numeracy, specifically, MNPS students exceeded the statewide growth average with scores of 4 and 5. This means students made academic growth equal to the state average across grades and subjects.

• Strong business, community, and nonprofit partnerships
When Nashville sees and embraces a challenge, our culture of volunteerism enables us to get things done. While the district and its students face numerous challenges, there are strong partnerships supporting the needs of school communities. Nashville's robust non-profit community recognizes the challenges in public education and places their efforts in fundraising, volunteering, and advocating on behalf of the school district. Business and community partners across Nashville bring critical resources into schools. As an Academies of Nashville business partner, the Tennessee Credit Union has built an onsite, student-run credit union at Antioch High School and provides internships for students to learn about the finance industry. Community school models like Community Achieves, Communities in Schools, and Family Resource Centers Structures bring partnerships into the schools to provide clothing, food, technology, and mentorship into the school building. We celebrate these non-profit, business, and community partners for the impact they make for students and schools.

• Principal leadership critical to partnerships
School leadership sets the tone for community partnerships. Over the past several years, the committee has seen the great work of principals turning around priority schools and much of this effort has involved opening the doors to community partners. Napier Elementary and Warner Arts are two schools with strong leadership that recognize the important role of the community in supporting their schools. They have invested time and energy into building critical partnerships that bring new resources and expertise into their schools. We look to these principals, and others like them, as examples for what it looks like to build strong relationships and to prepare a school for community partnerships.

• Widespread social and emotional learning practices
Despite limited funding and staff capacity, we saw widespread implementation of social and emotional learning practices. Schools across the district are utilizing restorative resources, such as student-led youth court programs and on-site restorative practitioners, to change what discipline looks like. New and innovative initiatives like the BeWell room at Warner Arts Magnet --which serves as a space to both process feelings and encourage healthy outlets like mindfulness-- highlight the need for student-centered approaches that support social and emotional well-being. Students across the district are also leading restorative work through programs like Tennessee Youth Courts. Given the increase in out-of-school suspensions over the past year, we hope to see more of these examples of restorative practices in schools and across the entire district.

• Mayor's commitment to funding schools
A city mayor sets the tone to prioritize the community's investment in public education. In his policy platform, Mayor Cooper identified education as one of the city's essential responsibilities and the key to sustainable growth. He made several important promises to Metro Schools, including providing pay raises for teachers, advocating for a readjustment of the state's Basic Education Program (BEP) formula, and dedicating half of new revenue to schools. Several of these will directly infuse much-needed funds into Metro Schools. We applaud the Mayor for his stated commitments to MNPS and encourage city leadership to continue to pursue potential sources of much-needed revenue to significantly increase this investment.

COMMITTEE CONCERNS

• Need for cooperation and collaboration between school and city leadership
Without a concerted effort to collaborate effectively on the school budget or to set a whole city vision for public education going forward, the same conflicts we saw between and among city and district leadership over the past year will continue to arise. For a high-quality public education system, there needs to be a true spirit of partnership that works creatively and systemically to tackle some of our greatest challenges including transportation, housing affordability, and mental health. With new city and district leaders in place, there is an opportunity to commit to more consistent dialogue across silos. The new chairs of the education committee of Metro Council and the school board have already shared with the committee their commitment to work more closely. Without these types of collaborations, we fear continued silos and mistrust.

• Undefined Funding Needs
What does it mean to be fully funded? For some, MNPS is fully funded when the Mayor's proposed budget is approved. For others, fully funding MNPS would have been funding the school board's request for a $76.7 million increase to fund teacher raises. Without a consistent definition, the term is open to interpretation. There is general agreement that the school system is underfunded but no clear articulation of the dollar amount it would take to fund MNPS to a level that would allow students, teachers, and schools to realize their full potential. Conversations with stakeholders made clear that the district often asks for a budget that is politically feasible, not for the amount that will accelerate progress towards their goals. This keeps the school system in a continuous cycle of underfunding forcing schools to make tough personnel decisions and rely upon external resources. While the committee's recommendations outline its belief that there needs to be a dollar amount and clear vision for where the money will be invested, the whole city cannot wait to rally around additional financial support of our public school system. The urgency is here and the needs are great. Some of the most noticeable gaps in funding are in teacher pay, poor facilities, social and emotional learning, behavioral health, and textbooks. The better question might be, what does it cost to provide a high-quality education and how do we get there?

• Equity Challenges
In the absence of a dedicated office, MNPS must be even more intentional in placing equity at the forefront of conversations. Equity is an ongoing school and community challenge. No student should have to go outside of their neighborhood for a high-quality education, but advocacy groups and local media have highlighted the disparities between schools in affluent communities and those in distressed neighborhoods. The Capital Improvement Budget requires MNPS to prioritize some renovation and maintenance projects over others, when most are needed and necessary. School capacity and enrollment factor into the rubric for identifying infrastructure items in their request meaning schools with low enrollment and capacity (often in poorer neighborhoods) may fall lower on the priority list. Even with Student-Based Budgeting (SBB), intended to equitably distribute resources and give principals more autonomy over their school budgets, many schools still do not have the financial or human capital to fully address needs of their students. Some principals can rely on

active Parent-Teacher Organizations (PTOs) to fundraise enough to fill the gaps. Others are not so lucky. Even school choice becomes an equity challenge when students cannot attend their preferred school because they do not have transportation from their neighborhood. For these reasons, the whole city must ensure that MNPS has a prominent voice in discussions around economic development, transportation, affordable housing, and public health.

• Need to better compensate teachers
Teachers need to be respected as professionals and paid an amount comparable to their credentialing and experience. Low pay and the mounting expectations lead to teacher burnout and empty classrooms. We believe the district's salary schedule needs to be updated, especially for mid-career teachers, and teachers should be provided with leadership opportunities that leverage their expertise. The MNPS Human Resource department has presented a district compensation plan proposal to the school board, benchmarking Nashville against other Tennessee school districts and peer cities. The Mayor's Office and Nashville Public Education Foundation have also commissioned an expert study on teacher pay to inform schedule adjustments. These studies should inform quick action such that teacher recruitment and retention does not remain a major obstacle for the district.

• Graduation does not mean college and career-ready
While the district's graduation rate increased to 82 percent this year, other metrics like the percent of students scoring a 21 on the ACT suggest that the number of graduates that are college and career-ready has not increased. ACT and TNReady scores are imperfect measures but they can also predict a student's potential success in postsecondary. The state's Ready Graduate indicator is a combination of ACT or SAT score, early postsecondary opportunities (EPSOs), and workforce readiness certification. An ACT score is not deterministic but can be useful in identifying where students need the extra support. Over the past several years, more students have taken advantage of EPSOs since the district has begun underwriting the cost. These opportunities provide students with early exposure to the standards and expectations of postsecondary work. We have a responsibility to ensure that MNPS graduates cross the stage with the academic preparation necessary to excel in postsecondary and career.

• Difficult to sustain momentum
With new leadership comes great opportunity but also the concern that existing programs and initiatives will get lost in the shuffle. To her credit, interim Director of Schools Dr. Adrienne Battle has made several personnel and structural shifts but has retained focus on the district's strategic plan and key performance indicators (KPIs). Teachers, school leaders, administrators and education advocates alike lament the loss of momentum behind great ideas when leadership transitions occur. As we welcome and support a new Mayor and Director of Schools, we also urge them to bring the whole city in to help determine where the priorities are. Long-term, systemic change cannot happen if we continue to lose steam every time we elect or hire a new leader. We need community ownership.

A WHOLE CITY COMMITMENT TO EDUCATION

The dialogue around public education over the past several years reveals a growing recognition that Metro Nashville Public Schools (MNPS) is dealing with challenges outside of its control. As the student demographic changes to reflect Nashville's growth and diversification, the cost for the district to provide a high-quality education to all students is limited by their financial and human capital challenges. An estimated 75 percent of MNPS students are living in some form of poverty. A third of students across the district change schools at least once during the academic calendar. The number of English Learners has continued to increase every year. While these factors are not deterministic, they bring significant barriers to a child's ability to flourish -- not just academically, but socially and emotionally, as well.

Educators and advocates are likely familiar with the "whole child" approach - the framework that focuses on developing future citizens by supporting students cognitively, socially, emotionally, mentally, and physically (Slade and Griffith 2013). In 2018, the Education Report Card committee explored Social and Emotional Learning (SEL) and the work of the district and community to support and nurture the whole child. The committee walked away with a better understanding of key frameworks, district practices, and community engagement in this work but also a sense that schools provide more for students than just academics, but without enough of the necessary resources and support.

Children are not educated in a vacuum. They are both the products and receptors of the complexities and systemic inequities that exist in their communities. The chronic and emerging issues present in their home environments manifest in schools in a variety of ways including increases in youth violence, growing mental health issues, and high student mobility. As such, the community must not only be thinking about a whole child perspective. It must consider what it means to make a "whole city" commitment to public education.

There are ways in which we can hold ourselves and the whole city accountable for the success of MNPS. This includes electing city and district leaders who make education the top priority and holding them accountable for student success. It involves determining what it means to sufficiently fund our public school and find a mechanism to get us there. It means advocating and providing for equitable community investment across the school district. There is no silver bullet but unpacking and understanding the way our systems should be working together can help us begin to tackle the district's biggest obstacles. It is the whole city's responsibility to guarantee that all children live a full, healthy, and productive life. There is no more worthwhile endeavor in our community than public education.

As a whole city, we must elect city and district leaders who make education the top priority and hold them accountable for student success.

Communities have a role in to play in the success of a school district. Effective schools are found in communities that are informed about educational issues have education goals and priorities and are willing to support and pay for achieving these goals (Education Writers Association 2003). Community and district leaders must agree on student achievement as the top priority and provide long-term advocacy and support that outlasts a director or school board tenure (Hanover Research 2014). The community must also elect and hold accountable the decision-makers who will make the necessary investments to public education.

As a voting body, the whole city makes critical decisions about the people and the policies that represent our interests and values. Voters hold elected officials accountable to the job they were voted in to

do. Three out of the four most crucial positions for Metro Schools are elected – school board, Metro council and the mayor. The fourth position, the director of schools, is hired by the elected school board. As a city, we hold these positions accountable for making decisions that best work in favor of ensuring the school system makes progress.

The Director Of Schools And School Board

The director of schools is the chief executive officer for a school system. They are accountable for the district's overall strategic direction, operations, and outcomes. They work to develop processes and procedures that comply with board-approved policies. The director hires, oversees, and evaluates the executive leadership team and tasks them with managing the district's human capital and financial resources appropriately.

The research on the link between director of schools and student performance is limited, but the studies that exist identify key leadership qualities that are associated with academic progress (Water and Marzano 2006). Several studies show that superintendents in school systems making growth on state assessments kept the focus on district goals and supported that vision through staff development and use of key instructional practices (Petersen 1999). In their meta-analysis of studies examining the effect of superintendents on student achievement, Water and Marzano (2006) found five district-level leadership responsibilities that had a positive significant effect on average student academic achievement: collaborative goal-setting; non-negotiable goals for achievement and instruction; monitoring the goals for achievement and instruction; use of resources to support achievement and instruction goals; and board alignment with and support of district goals.

Waters and Marzano also found value in leadership stability. The tenure of a superintendent had a positive effect on average student achievement. The average tenure of a school superintendent is five to six years, though this number may be different for urban school districts (American Association of School Administrators 2006). This is starkly different from CEOs in major corporations, many of whom stay for more than 20 years (Whittle 2005).

More research exists to support the idea that successful school systems have positive and collaborative relationships between the director of schools and the school board (Hanover Research 2014; Waters and Marzano 2006). Districts with high student achievement have alignment between director and school board with both parties acting as one voice (Hanover 2014). In school systems making growth, schools boards gave their superintendents the room and flexibility to make decisions (Petersen 1999).

One major obstacle to a productive relationship is the lack of clear differentiation of roles between school board and director. In one poll, most superintendents reported they felt their school board interfered where they should not have and believed their school board wanted to hire someone they could control (Education Writers Association 2003). Aside from hiring the director, the School Board is responsible for creating and implementing policy and making budgetary decisions. They are also tasked with being promoters of the school district, highlighting the examples of excellence within the district and working together to address the challenges.

Academic achievement and growth are measures of a school systems success. The school board and director of schools are together responsible for achieving academic goals but are evaluated differently. The director's performance is evaluated by the school board while the school board's performance is largely judged by voters. Studies are mixed when it comes to whether measures like test scores determine a community's approval of school board performance (as measured by votes for an elected school board). In some work, incumbent school board members win more votes when test scores show improvement (Berry and Howell 2007), while in others low test scores do not have an impact on school board elections (Peskowitz 2016). Other research finds that voter turnout is higher for elections when test scores have worsened (Holbein 2016).

Last academic year, the relationship between the MNPS school board and then-Director Shawn Joseph was non-conducive to district goals. On their 2019 self-evaluation, most of the school board disagreed, as a whole, that they demonstrated respect for the professional expertise of the director (56 percent), worked with him in a manner which promotes trust and mutual respect (67 percent), avoid involvement in administration (56 percent), and have established processes for managing conflicts between the board and superintendent (89 percent). Education researchers believe that when superintendents know they will be supported by their board, they are more likely to take risks that can pay off.

Effective school districts also have unified school boards. Last year also saw significant fragmentation within the MNPS board. All but one school board member disagreed on the self-evaluation that the board was not dominated by cliques of school board members who attempt to control board deliberations. When it came to the question of whether the board listens respectfully to all opinions and points of view represented on the board, 67 percent disagreed. One school board member stepped down citing the disfunction of the board as his reason.

A challenge with school boards across the U.S. is the trap of reverting from a trustee to a delegate – someone who speaks on

behalf of stakeholders and protects the special interests of their supporters (Alsbury; McCurdy 1993). When the individual interests of school board members distract from overall district goals, they can undermine progress (Water and Marzano 2006). School board members may take a political lens to recommendations or decisions from the superintendent especially when constituents are vocal and when technology has made decision-making highly visible (Hanover Research 2014). This can undermine board unity.

Another major responsibility for the school board is to communicate with government officials about the issues and opportunities in their school system. In their self-evaluation, the school board averaged about a 3 on a 5-point scale from strongly disagree (1) to strongly agree (5) on meeting regularly with local government officials/bodies to discuss education and related issues. The same was true for having cooperative relationships with city/state governments. This is likely not unique to Nashville. A study from the University of Georgia found that school systems and local governments in the state demonstrate low levels of formal and informal communication, creating a barrier to collaboration (Carl Vinson Institute of Government 2015).

The Role Of Government In Public Education

When key leaders and systems can work together effectively, the district moves towards progress. This is especially true for urban school systems like MNPS where many students come to school with significant social and economic challenges that are affected by government functions like transportation, housing, and public health. However, the relationship between local government and school systems is not a natural one. It requires a level of intentionality to begin forming partnerships and there are certain conditions conducive to successful government-school system collaboration: motivation and mutuality; communication and credibility; and leadership (Carl Vinson Institute of Government 2015).

Although largely removed from the day-to-day operations of MNPS, Metro Government can play a major role in supporting the school district. Different missions and financial constraints may keep city and school leaders from collaborating, but the partnerships can be mutually beneficial. One example is with the Juvenile Courts system. The Tennessee Youth Courts program allows students who commit first-time, misdemeanor crimes at several MNPS high schools to go before a jury of their peers at their school, rather than a judge in a courtroom. It is a restorative approach that keeps students from entering the criminal justice system, brings them back into the school community, and has seen low rates of recidivism. It also helps to introduce students who act as attorneys and jurors to careers in criminal justice.

While the previous example was fairly straight forward given the relationship already in place between the juvenile courts system and MNPS, it illustrates creative thinking that aligns the two entities under a common goal. Another opportunity might lie with planning and zoning decisions. Metro Planning and MNPS have planning documents for growth, the two do not always coincide. NashvilleNext guides how the community grows and Metro Planning works with MNPS to acquire necessary information to adjust and/or push forward the plan, as needed. However, the growth of the school system does not always align with planned growth. MNPS has struggled to find land to build much needed schools in the Southeast region of the city. These departments need to work together to figure out how to manage Nashville's growth in a way that provides for the needs of students and families.

Though candidates for the position may run on platforms that speak to educational issues neither the Mayor nor Metro Council is directly involved in the day-to-day functions of MNPS. The 40-member Metro Council has a limited, but important role with Metro Schools. They vote to approve the city budget which includes that of the school district. Metro Council also has an education committee, however this group only meets to discuss education legislation and does not otherwise have a formal working relationship with the school system. There is the potential to strengthen partnerships through joint meetings or other opportunities for the two groups to engage. Without consistent communication, there is the possibility that policies and decisions can be made by either body without input from the other (Carl Vinson Institute of Government 2015). The more sharing of information, the greater the chance for collaboration.

Regardless of their limited role in district operations, the Mayor sets the tone and vision for the community's support of public education. They can emphasize the importance of a high-quality education, utilize data to create structures and systems of support for the district, and integrate various services to support things like physical and mental health needs (Comer and Darling Hammond 2019). As head of Metro departments, the Mayor can ensure that government services (social services, juvenile courts, public health) are aligned to best meet the needs of Metro Schools especially if they recognize the impact of external factors on a student's ability to be academically successful.

Nashville mayors have taken advantage of their position to help establish community goals and bring attention to crucial issues in education. Mayor Karl Dean charged a task force with developing a Child and Youth Master Plan in 2010. The plan had 14 desired outcomes for children and youth in Nashville and Davidson County including: have safe outdoor spaces in their neighborhood, experience a safe and caring school environment that supports social, emotional, and academic development, and have safe transportation

options. Each of the outcomes had a set of objectives and strategies to inform the NashvilleNext plan. For her part, Mayor Megan Barry commissioned a Youth Violence Summit chaired by Judge Sheila Calloway and Criminal Court Clerk Howard Gentry in response to the increase in youth violence in Nashville. The report identified key principles and goals for moving forward.

We can look to other cities for examples of community plans for public education. One example in our own state is the development of Chattanooga 2.0. A report was commissioned by the Chattanooga Area Chamber of Commerce, the Benwood Foundation, the Public Education Foundation, and the Hamilton County Department of Education and served as a call to action for improving the educational pipeline in Hamilton County. The release of the report was followed by 100 days of community conversations in which stakeholders were invited to create a community plan around the future of children in Hamilton County.

Because of their ability to bring people together and to set an agenda for the whole city, **the Mayor's Office should convene MNPS, Metro departments, the nonprofit 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**. With new leadership at the helm, this is a critical opportunity for the whole city to be brought together to define what a high-quality education looks like and how the community provides the foundation to ensure the district is successful in these goals. To ensure longevity, it should be a plan that is tied to the whole city not to a director or a mayor.

As a whole city, we must determine what it means to sufficiently fund our public school and find a mechanism to get us there.

The city's financial well-being is intimately tied to the health of Metro Schools. There are community benefits for our investment into public education. When a student graduates from high school, they are more likely to be employed, less likely to rely upon government assistance, less likely to be incarcerated, and more likely to have a higher quality of life. An educated population increases tax revenue, reduces crime, and increases political participation. As a tax base, the whole city funds public education primarily through sales tax and property tax. When we understand how the money is distributed to and used by Metro Schools, we can better articulate how the school system is funded and hold ourselves accountable for providing MNPS with what it needs to achieve its goals.

Scattered Accountability

The one commonality among the director of school, school board, Mayor's Office, and Metro Council is that they each have a say in the budget for Metro Schools. However, each entity owns a different aspect of the process. As a result, there is scattered accountability with no one body ultimately responsible for ensuring that Metro Schools is receiving sufficient funding.

Director of Schools	School Board	Mayor's Office	Metro Council
Presents budget proposal to School Board Finance Committee	Votes on proposed budget and presents to the Mayor's Office	Presents city budget to Metro Council, which includes his proposed school budget	Holds budget hearing with the school district and votes on city budget

The director of schools works with their administration and MNPS departments to create a budget proposal. This proposal is presented to the school board finance committee. The school board finance committee reviews the budget and requests changes as needed. The school board votes to approve the district's budget proposal and presents the district's ask to the mayor. Following the presentation of the Mayor's budget, the school board has a budget hearing with Metro Council to explain their proposal. The city budget gets approved through a majority vote of Metro Council.

The 2019 budget process illustrated how this fragmentation can create tension and frustration. The school board voted to present an ambitious budget of $962.9 million, asking for $76.7 million budget increase to cover the cost of a 10 percent teacher pay increase and step increases for all employees. Mayor Briley's proposed city budget totaled $2.33 billion with $914 million going to MNPS (Metro Government 2019). This was an increase of $28.2 million more for schools over the previous year and a proposed 3 percent Cost of Living Adjustment (COLA) for school employees. As Metro Council members worked to find money to make up the difference, three different proposals for property tax increases were put on the table ranging from 3.5 percent to 16.6 percent. All three proposals were voted down and the Mayor's budget was approved. The district ultimately received $914 million.

As the example illustrates, the school board has a fiduciary responsibility and is ultimately accountable for the district's outcomes but does not have the authority on its own to raise funds for Metro Schools. The one option available is to place a referendum on the ballot for voters to decide. The Metro Charter outlines that the board can vote through a two-thirds majority to declare the funds allocated to the district insufficient and inadequate. This would allow the board to vote to place a referendum on the ballot to levy additional property taxes for schools.

In contrast, the Mayor and Metro Council are not involved in the day-to-day operations of the district and have no mechanism for ensuring proper allocations of fund. However, the council gets final approval of the city budget and by extension, the Metro Schools budget. They also have the authority to vote for a property tax increase. Though the schools budget makes up nearly 40 percent of the Metro budget, neither the Mayor nor Metro Council is held accountable for the outcomes of the school district.

In a separate process, MNPS also makes a capital budget request using the school's capital improvements budget (CIB) which is the list of needs prioritized according to a set rubric. The capital spending plan determines the amount that can be used for maintenance and repairs of existing schools, school remodels, or the construction of new schools. The Mayor's Office selects infrastructure items from the list to be funded. The district's request has historically fallen short. Last year, MNPS received $60 million from the city after requesting nearly $349 million. The request for 2019-2020 is about $296 million but the approved amount has yet to be determined.

Where The Money Comes From

There are six budgetary funds for Metro Nashville, but two are specifically earmarked for schools. The School Fund is Metro's biggest special revenue fund receiving a portion of the property tax and, by state law, a portion of the local option sales tax. The expenditures for this fund are budgeted and controlled by the school board. The Debt Service Fund finances the payment of interest and principal on long-term general obligation debt. It does not go directly to schools. The GSD School fund provides $0.994 per $100, while $.126 per $100 goes to the GSD Schools Debt Service. Unlike Metro Departments, the district does not have access to the GSD General Reserve from which the Mayor and Council may appropriate money by resolution for the purpose of equipment for any department that derives its operating funds from the general fund budget.

Property taxes have been a core part of the conversations around increasing revenue for Davidson County. At its current rate of $3.155 per $100 of assessed value, the property tax is at its lowest in the history of Metro Government. When Metro was consolidated in 1968, the property tax rate was $5.30 (Jeong 2019). While property values across the city have dramatically increased over the past several years, property taxes were last increased by 53 cents in 2012. The property tax rate is also the lowest among the four urban cities in Tennessee. While Metro Nashville has a property tax rate of $3.15, Hamilton County (Chattanooga), Knox County (Knoxville), and Shelby County (Memphis) have tax rates of $5.04, $4.58, and $7.25, respectively. Currently, an estimated 35% of Davidson County property taxes go to Metro Schools. State law does not allow the mayor and the council to have a dedicated funding source (e.g. a property tax surcharge or a hotel room tax) only for schools but the additional revenue for the city would help support Metro Schools.

Although property taxes are low, the sales tax in Davidson County is among the highest in the nation. Nashville's combined sales tax rate is at 9.25 percent -- 7 percent for the state sales tax, plus 2.25 percent for Davidson County's sales tax. While Tennessee Code states that at least 1/2 of the local sales tax must be allocated to schools, 69 percent of the local options sales tax in Davidson County goes to public education.

The Role Of The State

The struggle to find additional local funds for Metro Schools has stirred a renewed interest in examining the state's Basic Education Program (BEP). Since 1992, the BEP has been the funding formula by which funds are generated for and distributed to Tennessee's school districts. It is the state's estimation of the cost of a basic level of education which fulfills the mandate of the General Assembly to "support a system of free public schools that provides, at least, the opportunity to acquire general knowledge, develop the powers of reasoning and judgment, and generally prepare students intellectually for a mature life and a career path." The BEP review committee made up of school district and state representatives from across Tennessee, makes recommendations for changes every year, but not all are adopted. Over the past several years, special emphasis has been placed on updating the formula to increase funding for technology and to

State BEP funds as percentage of total MNPS operating revenues, 2009-2019

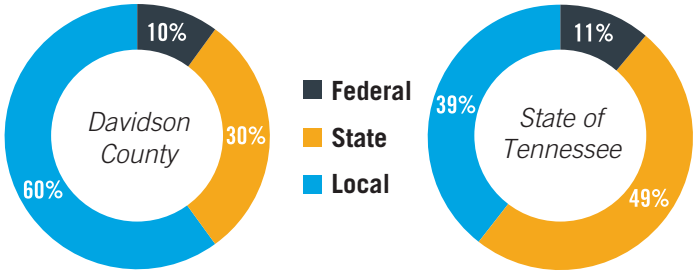
	State BEP
2009	30%
2010	31%
2011	32%
2012	33%
2013	34%
2014	34%
2015	35%
2016	34%
2017	33%
2018	29%
2019	30%

Source: Metro Nashville Public Schools

adjust funding ratios for school counselors, nurses and social workers. The BEP was last updated in 2007.

Data over the last ten years shows that state BEP funds have made up about a third of MNPS operating revenues. The rest is provided by local dollars and federal funding. The amount of local district support is determined by an equalization formula based primarily on property values and the county sales tax. In Davidson County, nearly 60 percent of the budget is funded by local dollars compared to a statewide average of 40 percent and a national average of 45 percent (Leachman, Masterson and Figueroa 2017). In dollars, this equates to $3,959 from the state per student in Davidson County compared to $5,087 from the state per student in Tennessee. The local dollars come from the Metro General Fund which include local property taxes, local option sales taxes and licenses, permits and other fees. While Mayor Cooper ran on a platform that discouraged raising property taxes, he promised to advocate for an adjustment of the BEP formula to help get more state funds into Metro Schools.

Education Funding by Revenue Source



Source: Metro Nashville Public Schools

Aside from needing to adjust the formula to meet the current needs of schools, another critique of the BEP is that it is underfunded and does not provide enough money to school districts with higher student needs. The BEP funds districts according to Average Daily Membership (ADM) and though it has a component for students considered at-risk according to ADM, it does not include one for students who are economically disadvantaged (2019-2020 BEP Blue Book). MNPS and Shelby County schools were among several school districts that sued the state of Tennessee in 2016 for inadequate funding for its English Language Learners (ELs). The school board voted in 2017 to join Memphis again in a lawsuit against the state over not meeting its obligation to provide a "free, adequate, and equitable education" to Tennessee students. That case is still pending. Without adequate funding at the state level, local districts are forced to make up the difference.

A 2019 Report by the Education Law Center scored Tennessee at the bottom relative to other states for its funding level (grade: F), funding effort (grade: F), and funding distribution (grade: C). Based on an analysis of the 2017 U.S. Census Annual Survey of School System Finances, the study found Tennessee was at the bottom 10 of all states for cost-adjusted per pupil funding level with $10,052 compared to a national average of $14,046. When it came to the percent difference in per pupil funding in high-poverty districts and low-poverty districts, Tennessee earned a C with low poverty districts averaging $9,724 per pupil and high poverty districts averaging $100 less at $9,601. The research suggests that much of this is driven by an over-reliance on local property taxes to fund public education. Finally, Tennessee was given an F for its funding effort defined as its K-12 education revenues as a percentage of state GDP. With a GDP per capita of $46,741, Tennessee's education revenue was 2.85 percent relative to a national average of 3.79 percent.

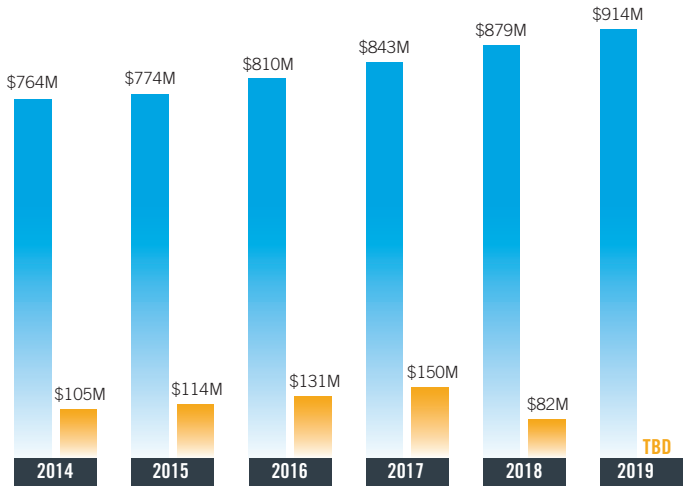
Where The Money Goes

The 2019-2020 operating budget for MNPS is $914 million, an increase of about $35 million over the previous year. As the MNPS operating budget has increased every year, so have the costs for operating Metro Schools. School districts with significant levels of poverty need more funding to educate students. Students in poverty often do not receive quality early education are more likely to have Adverse Childhood Experiences (ACEs) and are more likely to miss school for reasons related to health. This all impedes a student's ability to learn and requires additional scaffolding (National Institute of Health 2012). Additionally, with aging infrastructure and an average age of school buildings at 50 years old, the district's capital requests are becoming more urgent[1].

To some, a budget of nearly a billion dollars for the school district seems like more than enough. The committee heard from some community members who did not have confidence that the district was being a good steward of taxpayer money. The concern was largely

[1] *While it is difficult to determine how much the district should be receiving every year, some guidance is provided by the Council of Great City Schools, who recommends $60 million in deferred maintenance costs per district. Only $19 million in the 2018 budget went towards deferred maintenance.*

Metro Schools Operating and Capital Budgets, 2014-2019



Source: Metro Nashville Public Schools

around the perception of bloating in central office. Centralized services make up 27 percent of the operating budget. The $250 million in centralized services go towards things like transportation, utilities, IT, nurses and psychological services. $2.1 million of that amount goes to district leadership.

The school district utilizes Student-Based Budgeting (SBB) to push more funds directly to schools. SBB has three goals: to improve equity, increase transparency, and expand flexibility. Through the process, principals have a great deal of autonomy over how they spend their funds. The formula provides additional weights based on differentiated student needs with more money per pupil going to economically disadvantaged students, English Learners and students in exceptional education. For example, a high school student who is economically disadvantaged and an English Learner will receive the base weight for all students ($4,710) plus the poverty weight ($236) and the EL weight ($1,130). If they have not met proficiency standards, they would also receive the weight for prior academic performance ($236).

Though the formula may include the appropriate weights, the amount of funding per student may not be sufficient. For the student in the example above, a school is receiving a little over $6,000. The overall funding available ultimately determines how much a school receives. The bigger the pot, the greater potential to provide more to students with greater needs. However, student-weighted allocations like the district's SBB are a path to greater resource equity within a school district (Miles and Roza 2006). MNPS allocates 54 percent of its operating budget directly to schools, more than the school systems in Cleveland (40 percent), Denver (45 percent), and Indianapolis (40 percent) (Roza 2019).

Student-Based Budgeting Weights

	Elementary	Middle	High
Base Weight (1.0)	$4,710		
Grade Weight	.10	.05	.0
Prior Academic Performance (Poverty as a proxy in ES)	.10	.10	.05
English Learners	.24		
Poverty	.05		
Special Education	Varies by Option Type (Range from 0.55 to 2.32)		
Adjustments	Small Schools/Hold-Harmless		

Source: Metro Nashville Public Schools

Aspiring For More

Even with SBB, schools often rely on supplemental funds to support their operating budgets. At Waverly Belmont, a strong Parent Teacher Organization helped to fundraise more than $80,000 last year. These additional funds went towards supplies for teachers, upkeep of technology, and other needs that arose during the school year. At Warner Elementary Arts Magnet, additional funds from priority school designation and from the Magnet Schools Assistance Program (MSAP) grant helped the school make several much needed upgrades to physical space and set aside money for teacher professional development. At McKissack Middle School, a priority school, the additional funds from the state have helped provide teacher retention bonuses. That these supports were outside of the operations budget does not make them extraneous.

The challenge in determining whether the district is receiving enough funding is exemplified by different definitions around what it means for Metro Schools to be fully funded. In conversations with a variety of stakeholders within and outside of the district, it was clear there was no consistent definition of a "fully funded" MNPS. For Metro Council, the district is fully funded when the Mayor's

proposed budget (which includes Metro Schools) is approved. For others, MNPS has never been fully funded because politics and limits on city revenue keep the district from asking for an amount that truly meets their needs. During the 2019 budget cycle, "fully fund MNPS" became a rallying cry, especially as it concerned the push for an increase in teacher pay. However, in a budget meeting with Metro Council in the spring, school board member Anna Shepherd explained that even the school board's requested $76 million increase was not enough to fully fund MNPS.

A definitive per pupil expenditure number is hard to identify. For MNPS, the average per pupil expenditure is somewhere between $11,000 -$14,000, varying by source. The National Center for Education Statistics (NCES) estimates that MNPS spent $11,206 per student in 2017 while the 2018 Tennessee state report card shows that the per pupil expenditure for Nashville was $13,376. As a point of comparison, private schools in Nashville (parochial and independent) average about $16,000 for high school. Schools with strong academic reputations like the University School of Nashville and Ensworth cost between $25,000- $30,000 for high school. Families who are able and willing to spend these amounts certainly expect a return on their investment.

As a whole city, we need to be pushed to think about how much we should invest in Metro Schools such that supplemental funding fulfills bonus needs, not necessary ones. To this end, we believe that **MNPS should provide the community with an aspirational funding amount that reflects what a high-quality education costs for MNPS students in order to guide budgetary conversations and encourage more private-public partnerships.** We challenge MNPS to think beyond what is fiscally feasible. What would it look like to provide a high-quality education if there were no limitations to the ask? How would our conversations around the budget be different if we had a number to aspire to? How much better could the business and philanthropic community contribute if the needs and dollar amount were more precisely outlined?

As a whole city, we must advocate and provide for equitable community investment across the school district.

While more money alone is not enough to ensure a high-quality education, research by economists show that increasing school funding has the largest impact on low-income students. In their 2015 National Bureau of Economic Research paper, Jackson, Johnson and Persico find that increases in per pupil expenditure have a long-term effect on completed years of education, higher wages, and a reduction of poverty. Schools and districts with more students in poverty need greater funding to educate those students. Students in poverty can be less engaged in school for a variety of reasons including food insecurity, distress, and a lack of positive relationships (Jensen 2013). Half of MNPS students are considered economically disadvantaged according to state definition, but local leaders and advocates place the figure at closer to 75 percent.

Poverty should not be seen as a limitation to student potential. Studies comparing high and low performing school districts show that high-achieving school districts see social and economic challenges as obstacles but not complete barriers to student success (Hanover 2014; Iowa Association of School Boards 2000). However, schools and communities with high levels of concentrated poverty need additional resources (Farrie et al. 2019). As a whole city, we should support the district's work to increase resource equity across schools and commit to make our own investments to bridge gaps.

Enrollment Trends Across The District

Many of the causes of inequities across schools and neighborhoods are systemic and an extension of Nashville's own equity challenges. Student enrollment often reflects demographic shifts across the city and reveals the degree to which a community is thriving. Nashville's growth over the past 20 years is reflected in overall MNPS student enrollment -- with an increase in student enrollment from 68,345 in 2000 to 85,161 in 2019-- but is not universal across the district. District enrollment data shows a stark contrast across different communities, largely based on median income and race.

Cluster enrollment and utilization numbers show the range in these differences. The biggest increases in cluster enrollment are seen in the southern half of Nashville. The Cane Ridge cluster shows the highest percent increase in cluster enrollment at 7.7 percent over five years. Schools in the Antioch and Cane Ridge clusters are at upwards of 94 percent utilization meaning the school building is nearly full. Also showing high levels of utilization, the Hillsboro and Overton clusters in the Southwest quadrant have each increased student enrollment by about 2.5 percent and have nearly a 95 percent utilization. In contrast, other areas of the city have schools sitting half empty. The Pearl-Cohn and Whites Creek clusters especially have seen big decreases in their student enrollment with each losing about 38.7 percent and 44.4 percent of their student population in the last five years. Schools in these clusters sit at 48.7 and 52.1 percent utilization, respectively.

The data also shows suggests that while public school enrollment is greater than it was several decades ago, many families are choosing

MNPS Cluster and School Demographic Profile

	Quadrant	High School Zipcode	Median Income in Zipcode	Cluster Enrollment	Percent Change since 2015	Cluster Building Utilization	% Private School (HS zipcode)	% Economically Disadvantaged	ACT (HS)	Ready Graduate % (HS)
Antioch	Southeast	37013	$52,816	8,250	-2.5%	94.2%	8.9%	46.6%	17.9	14.1%
Cane Ridge	Southeast	37013	$52,816	7,038	7.3%	97.9%	8.9%	45.5%	17.3	14.2%
Glencliff	Southeast	37211	$50,209	5,009	-10.2%	89.8%	9.3%	59.3%	17	9.7%
Hillsboro	Southwest	37215	$112,047	4,897	2.5%	95.4%	53.3%	21.5%	20.4	33.5%
Hillwood	Southwest	37205	$91,149	4,630	-7.7%	88.3%	68.4%	31.6%	18.9	25.7%
Hunters Lane	Northwest	37207	$35,645	5,008	-24.4%	74.7%	6.0%	57.2%	16.5	10.5%
Maplewood	Northeast	37216	$52,927	2,950	-24.5%	57.7%	7.2%	68.6%	16	5.2%
McGavock	Northeast	37214	$54,837	8,526	-9.8%	81.5%	16.4%	47.0%	18.5	21.0%
Overton	Southwest	37220	$114,841	8,491	2.6%	94.3%	58.6%	44.3%	18.4	22.9%
Pearl-Cohn	Northwest	37208	$33,105	2,356	-38.7%	48.7%	3.9%	78.5%	16	7.0%
Stratford	Northeast	37216	$52,927	2,705	-22.8%	72.6%	7.2%	62.2%	16.7	9.7%
Whites Creek	Northwest	37189	$56,673	1,801	-44.4%	52.1%	14.6%	67.7%	15.5	NA

options outside of traditional MNPS schools. Private school is one such option. The share of Nashville children attending private school is higher than the national average at 16 percent compared to 11 percent nationally. This also exceeds the percent of students that attend private school in peer cities like Charlotte (11 percent), Austin (12 percent), Raleigh (14 percent) and Indianapolis (11 percent).

Private and public schools show similar enrollment trends across neighborhoods. Zip codes with high percentages of students attending private schools are also home to public schools with the greatest building utilization. Hillsboro, Hillwood, and Overton, all located in the southwest quadrant, are clusters with utilization at upwards of 88 percent, even while more than 50 percent of students in the high school zip code attend private school. These zip codes have the highest median incomes among clusters ranging between $91,000 - $115,000.

Clusters with the lowest building utilization are also often in zip codes with the lowest median incomes and low private school enrollment. The Hunters Lane, Stratford and Maplewood clusters are at less than 75 percent utilization and have private school enrollments of less than eight percent. The exception is the White's Creek cluster where utilization is the lowest in the district at 52 percent but private school enrollment is at 14 percent. In these zip codes, families may not be opting for a private school education, but they are also not choosing to attend the school in their cluster.

Enrollment numbers also show the rapid increase of charter school enrollment. As the majority of MNPS clusters have experienced decreases in student enrollment, the number of students attending charter schools has increased by more than 65 percent over the past five years. The rise of charter schools suggests that families are exercising choice in the selection of their schools. The opportunity for choice within traditional Metro schools is challenged by the fact that the district does not provide transportation for most students who choose to go outside of their zoned school. Because they must recruit for students, charter schools are often willing to transport students from anywhere in the city.

Indeed, MNPS data shows that many students who attend a school outside of their zoned school are going to charter schools. For 9 out of the 12 zoned high schools, there is at least one charter school listed in the top three schools students are choosing instead. Glencliff High School is the one zoned school where all three alternate schools are charters. The three zoned schools without a charter represented in their top three alternate schools are Stratford, McGavock, and Hillwood. Students in these zones are opting for magnet schools – East Nashville School, Martin Luther King Jr. School, Nashville School of The Arts, and Hume-Fogg High. The only zoned schools present in the list of alternate schools are Hillsboro and Hillwood.

More than a third of all MNPS students attend a school outside of their zone (Wadhwani and Gonzales 2019). At the high school level, this ranges from 25 percent to 66 percent of students choosing

Percent of students In-zone and Choice Schools, by High School

	% Out of Zone	1	2	3
Antioch High School	41.1%	STEM Prep High School	LEAD Southeast	Martin Luther King Jr School
Cane Ridge High School	30.8%	Valor Flagship Academy	Intrepid College Prep Charter	Martin Luther King Jr School
Glencliff High School	44.1%	LEAD Academy	STEM Prep High School	LEAD Southeast
Hillsboro High	41.9%	Hume-Fogg High	Martin Luther King Jr School	Valor Flagship Academy
Hillwood High	42.8%	Martin Luther King Jr School	Hume-Fogg High	Hillsboro High
Hunters Lane High	48.6%	RePublic High School	East Nashville School	KIPP Nashville Collegiate High School
John Overton High	24.8%	Valor Flagship Academy	Hume-Fogg High	Martin Luther King Jr School
Maplewood High	55.1%	KIPP Nashville Collegiate High School	East Nashville School	RePublic High School
McGavock High	27.0%	Martin Luther King Jr School	Hume-Fogg High	Nashville School Of The Arts
Pearl-Cohn High	62.3%	Hillwood High	RePublic High School	Hillsboro High
Stratford STEM Magnet School	53.0%	East Nashville School	Hume-Fogg High	Nashville School Of The Arts
Whites Creek High School	66.0%	East Nashville School	Martin Luther King Jr School	RePublic High School

a school outside of their zoned high school. Consistent with the enrollment data, Whites Creek, Pearl-Cohn, and Maplewood have the highest percentage of students going out of zone. Overton, McGavock, and Cane Ridge have the lowest.

When families choose a school outside of their zone, perceptions about a school's academic rigor can drive much of the choice. Parents often use academic performance as a defining factor in a high-quality school (Holbein 2016). High schools with the highest ACT scores and the greatest number of students considered a Ready Graduate[2] by the state also have among the highest utilization. These schools also have the smallest percentage of students who are economically disadvantaged. In contrast, the schools with the lowest ACT scores and the lowest percent of students considered a Ready Graduate have the lowest utilization. They are also in schools with the highest concentration of students who are economically disadvantaged.

Families who exercise choice are making decisions about what is best for their students, but the unintended consequence is that many schools are losing students quickly. In Metro Schools, low enrollment appears to be coupled with concentrated poverty. Students who remain in those schools are largely economically disadvantaged. The Pearl-Cohn cluster has the highest concentration of poverty with 78.5 percent of students economically disadvantaged (Boschma and Brownstein 2016). Work by the National Equity Atlas finds that between 2010-2016, 60 percent of students of color in Nashville were in high-poverty schools compared to 32 percent of white students. This is critical because concentrated poverty is cited as the largest driver of the racial achievement gap.

A school budget is directly tied to enrollment. Through student-based budgeting, the money follows the student. For schools with lots of students, this means more money for staffing and programs. For schools with low enrollment, this can mean cuts to core positions and functions. Compounded with the fact that schools with the lowest enrollment also have the highest shares of economically disadvantaged students, the result is fewer resources for students who need additional supports to achieve academic success.

Equity Leadership

With the diversity of MNPS and the disparities across the school system, it is important that district leadership have a unified focus on student achievement for all students. MNPS has taken active steps in making equity a priority. In 2012, the MNPS School Board passed a resolution that reaffirmed its "commitment to embrace and

[2] *See School System Performance section*

value a diverse student population and community" and outlined components meant to monitor diversity. This included establishing a definition of an integrated school, developing a strategy for maximizing the number of schools meeting that definition and tracking data to monitor the status of diversity. Released annually, the Diversity Management Plan[3] has allowed MNPS staff to assess the potential implication of a decision on diversity.

Metro Nashville Public Schools took a greater step towards equity when it established the first Equity and Diversity office in 2016. Over the next several years, the executive officer and small staff were tasked with providing professional development modules for teachers, crafting diversity awareness programming and developing an equity and diversity framework. A draft of the framework was presented to district and community stakeholders in the spring and included the following proposed new definition of equity and diversity:

> ***When educational practices, policies, curricula, resources, and school cultures are representative of all students, such that all students have access to, participate in, and make progress in high quality learning experiences, no longer predictable by, but rather uplifted by their race, sex or gender identity and expression, ability, religious affiliation or belief system, national origin, linguistic diversity, or other characteristics.***

The framework includes four components: (1) climate and culture, (2) access to opportunity to rigorous and culturally relevant academic programs and instructional support, (3) families and communities as partners, and (4) systemic policies, procedures, and practices. It also introduced a self-assessment and action planning tool. The 2018-2019 Diversity Management Plan integrates several components outlined in the framework, including gaps in academic achievement, school discipline, and participation in gifted programs.

The executive officer position was not included in the budget for 2019-2020, effectively closing the office and leaving two equity coaches housed under the Office of Federal Programs and an equity and diversity coordinator for the English Learners Office. The three positions do important work -- they lead professional development across the district and host programs to highlight the cultural diversity in MNPS. However, no one is tasked with implementing the equity and diversity framework that was created for the district.

All equity work should certainly not live in one office, but it is important to have someone thinking about strategy and implementation. Because of the urgency around providing districtwide guidance, **MNPS should prioritize the reinstatement of a district leader to implement the equity framework that was developed prior to the dissolution of the Office of Equity and Diversity to drive the equity work in Metro Schools**. The investment in this leadership position will help push along the work the district has already started, as well as ensure that someone wakes up every day thinking about the policies, processes, and procedures necessary to advance district equity goals.

Equity also becomes an urgent task for the school board. On their self-evaluation, less than half of the school board agreed they review community needs, including demographic data, as part of the district's planning process. The board was also neutral (neither agreed or disagreed) on whether they ensure equitable distribution of resources across schools and programs. Considering the range of school and student needs, it is critical that school board members understand the district's student demographic profile and take active steps to distribute resources to where they are most needed.

A close look at school board districts shows a trend similar to that of the district's enrollment and demographic profiles. There is great variance in the distribution of students in schools and the demographic characteristics across each of the nine districts. There is an unequal and inequitable distribution of students and schools across each of the nine districts. On one end of the spectrum, District 5 has more than 40 schools and 8,700 students. Students in District 5 are 82 percent non-white and 60 percent economically disadvantaged. On the other end, District 8 represents 10 schools and 3,000 students. Students in District 8 are 21 percent non-white and 6 percent economically disadvantaged.

A school board member with fewest students and schools has the same one vote as a school board member with the most. Some communities may have easier access to their school board member just based on the ratio of student or school to school board member. District 8 and District 9 are school districts with the fewest schools and smallest number of students. They are also the ones that have the smallest percentages of non-white and economically disadvantaged students. District 6 has the greatest number of students and has a student population that is 79 percent non-white, 27 percent EL, and 35 percent economically disadvantaged. Given these disparities, it is critical that school board members ensure they are making decisions that are right for the entire system.

All responsibility for ensuring equity cannot fall on MNPS. The equity and diversity framework include the critical role of

[3] *https://static1.squarespace.com/static/57752cbed1758e541bdeef6b/t/5d82508adf9b752886feda52/1568821399351/2018-19+Annual+Diversity+Report+083019.pdf*

	School Board Member	Cluster	# of Schools	# of students	% Non-white	% EL	%ED
District 1	Dr. Sharon Gentry	Whites Creek	29	10,323	91.3%	5.6%	57.0%
District 2	Rachel Anne Elrod	Overton	11	11,863	69.4%	27.4%	31.0%
District 3	Jill Speering	Maplewood/Hunters Lane	20	9,293	78.9%	16.5%	40.8%
District 4	Anna Shepherd	McGavock	18	8,253	58.4%	8.8%	31.9%
District 5	Christiane Buggs	Pearl-Cohn/Stratford	42	8,691	82.4%	7.5%	59.6%
District 6	Fran Bush	Antioch/Cane Ridge	20	16,865	79.2%	27.3%	35.7%
District 7	Freda Player-Peters	Glencliff	25	10,494	76.0%	31.2%	35.7%
District 8	Gini Pupo-Walker	Hillsboro	10	3,093	21.1%	2.1%	5.5%
District 9	Amy Frogge	Hillwood	12	6,034	47.7%	11.1%	20.5%
	TOTAL MNPS		187	84,909	67.2%	15.3%	35.3%

Source: Metro Nashville Public Schools

community and family partnerships in this work. Indeed, the district already has the support of many non-profits in the community working to narrow achievement gaps and to give more students access to information and resources they might not otherwise. For example, several non-profits support students as they prepare for postsecondary. Organizations like the YMCA, Conexión Américas, the Oasis Center and Martha O'Bryan work in partnership with high schools to provide students with the foundation and guidance they need to prepare for, apply to and be successful in postsecondary.

To further this work and target resources where they are most needed, the community needs a unified definition of equity, a vision for where the school system should be and an alignment of expertise and resources to get us there. The district already has strong models of community engagement. Community schools models like Community Achieves, Communities in Schools Tennessee, and Family Resource Centers have site coordinators and case managers tasked with identifying the needs of their school communities. The Academies of Nashville –the district's wall-to-wall career academies in the 12 zoned high schools – have more than 350 business partners that offer students experiential learning opportunities like field trips, job shadows, internships, and industry certification tutoring. Some businesses have even invested in capital projects within schools to create in-house credit unions, auto shops, and health clinics. In 2017-2018, PENCIL business and community partners reported more than 54,000 in volunteer hours and $4.1 million in community investment (PENCIL Annual Report FY18). With a unified, district-led vision for equity, the community could better leverage its resources to target areas of highest need.

It is a critical time for Nashville to make a whole city commitment to public education. With a new mayor, a new interim director of schools and new school board chair, there is an opportunity for Nashville to establish a vision for its public education system and to commit to helping MNPS fulfill this vision. Davidson County leaders are working to balance the budget and find new revenue for the city. This should not make public education any less of a priority. In fact, it should make it a higher one. The urgency around the city's finances should be fueled by the need to provide for our children and better fund Metro Schools. We can push for this to happen. As a whole city, a voting body, and a tax base, we carry significant responsibility for the state of our public education system.

As a whole city, we must elect city and district leaders who make education the top priority and hold them accountable for student success.

Nashville needs a strong vision for public education that outlives any mayor or director of schools. To do this, the community needs to hold itself accountable for the health and well-being of the school system. Effective schools and districts do not simply appear – they are fostered by the community in which they sit. City leaders should provide the avenue for crafting a whole city vision that invites the community in as a partner in addressing the challenges and celebrating the success of Metro Schools. As a voter base, we must ensure that the people we elect to office –our mayor, Metro Council, and school board -- share our commitment to public education and hold them accountable to the work that needs to be done to move the district forward.

As a whole city, we must determine what it means to sufficiently fund our public school and find a mechanism to get us there.

The Mayor and Metro Council have the final responsibility of funding Metro Government and MNPS, but the whole city has a responsibility to understand how we fund public education and what the benefits are to this investment. Many of our community's challenges – youth violence, poverty, mental health – can be addressed through a strong and well-resourced public education system. To ensure we get our schools to where they need to be, we need an aspirational funding amount that guides our investments and maps out where local and private dollars can be leveraged to support the district's highest needs. As a tax base, the whole city funds public education and we need to hold ourselves accountable for providing MNPS with what it needs to achieve its goals.

As a whole city, we must provide and advocate for equitable community investment across the school district.

MNPS data shows that there are vast inequities across our schools and communities. Some schools sit half empty as families make the decision to send their children elsewhere. The result is concentrated poverty with some schools serving small student populations that are nearly three-quarters economically disadvantaged. We need equity leadership in the district and community to guide the whole city in the work needed to increase resource equity across schools and committing to make our own investments to bridge the gaps. We have a business and human case to ensure that no student — regardless of economic status, race, or zip code — has to leave their neighborhood for a high-quality education.

As a whole city, we must make a commitment to ensuring a high-quality public education for all students.

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SCHOOL SYSTEM PERFORMANCE

Every year, the Education Report Card includes an overview of school system performance based on academic and non-academic metrics. We rely primarily on data provided by Metro Nashville Public Schools (MNPS) and the Tennessee State Report card including scores on TNReady, Measures of Academic Progress (MAP), ACT scores, and graduation rates. This section also includes data on teacher retention, chronic absenteeism rates, student mobility, and suspensions.

There is certainly cause for celebration. The district leaped two levels in state ranking moving from "In Need of Improvement" in 2018 to "Satisfactory" in 2019. TNReady scores showed that, along with overall system improvement, MNPS students made more growth than their state peers in key subject areas. English Learners (ELs), in particular, showed greater growth than their peers within district and across the state. The district also has 37 state-designated Reward schools - an increase of 15 over the previous year. The district reduced its rate of chronic absenteeism and the graduation rate increased from 80.2 percent in 2018 to 82.4 percent in 2019, the highest level in nine-years.

There are also things that need to continue to be monitored. While system-wide improvement provides a reason to be optimistic, just a third of MNPS students are considered "on track" or "mastered" on TNReady and trail behind their peers across the state. Literacy has been a major focus of the district and community but MNPS has struggled to make major gains in English/Language Arts (ELA). While making strides on state assessments, the district did not meet any of its key performance indicators (KPIs) in 2019. Even with a new policy to effectively end out of school suspensions for grades Pre-k-4, the number of students suspended and the number of suspension events increased in 2019.

Overall, these indicators suggest that MNPS is making positive academic growth and moving in the right direction. MNPS is certainly not where it needs to be when it comes to achievement scores, but even small percentage gains are meaningful in a district of 86,000 students. We celebrate the hard work of teachers, principals, and administrators in supporting all students in their growth. "Satisfactory" is the first step and we are confident the district can continue to make the steady march to "Exemplary."

District Key Performance Indicators (KPI) Not Met

Despite the transition in school leadership, MNPS has stayed the course in monitoring KPIs that align with the strategic plan and outline the district's priority areas - literacy, chronic absenteeism, and out-of-school suspensions. In 2018-2019, the district outlined three KPIs.

Key Performance Indicator	Outcome*
Increase the percentage of students in every subgroup who meet or exceed their academic growth projections in literacy to 60% by May 2019.	February MAP results showed that 57.7% of students in grades 2-9 met or exceeded their growth projections, just a few percentage points below the district's goals.
Increase Average Daily Attendance (ADA) from 94% to 95% by May 2019.	At the end of the academic school year, ADA was at 94% - unchanged from 2017-2018.
Reduce the rate of out-of-school suspensions of African-American students from 13.7% to 12.7% by May 2019.	Despite policy changes in early 2019 to eliminate the option of out-of-school suspensions in pre-k-4th grade, the number of suspensions increased to 14.5%, an increase of 0.8% from 2017-2018.

**The results include charter schools for every KPI, except for literacy. While all charter schools take TNReady, they are not obligated to take the MAP assessment.*

The KPIs were not met for 2019. The percent of students meeting or exceeding growth projections in literacy fell a few percentage points short of the district's goal of 60 percent. Average Daily Attendance (ADA) defined as the average number of students per day stayed flat at 94 percent despite the goal to increase that figure to 95 percent. While MNPS implemented a policy change to eliminate out-of-school suspensions in Pre-K-4th grade, there was a one percentage point increase in the rate of African-American students suspended. Because these goals were unmet in 2018-2019, the district has kept these goals for 2019-2020 and added a fourth KPI, increase the percentage of students in every subgroup who meets or exceeds their academic growth projections in mathematics to 60 percent.

MAP shows growth over academic year

MNPS uses the Measures of Academic Progress (MAP) assessment as a universal screener. MAP is nationally-standardized with the average Median Growth National Percentile normed at 50. The assessment is administered three times (August, November, and February) and is used to measure performance and growth over the academic year. School year 2019-2020 marks the fourth year of data collection.

MNPS students show important growth on the MAP assessment. The Median Growth National Percentile (MGNP) shows that MNPS students made growth at or above the national average (50) in reading and this varies across grade. While students in the 2nd grade had a MGNP of 66, students in the 5th grade were right at the national average with a MGNP of 50. The district fell a few percentage points short of its goal of 60 percent of students meeting or exceeding their growth projections with 58 percent hitting that target. A greater percentage of students in early grades (2-4) met or exceeded their growth projections, but nearly all grades (with the exception of grade 9) exceeded 50 percent.

Measure of Academic Progress (MAP)- Reading, Grades 2-9

	Median National Percentile				
Grade	August '18	November '18	February '19	Median Growth National Percentile	% Students Meeting Projection
2	30	37	43	66	64.7%
3	40	42	46	59	59.4%
4	39	41	44	62	61.5%
5	40	37	38	50	52.4%
6	41	35	40	51	54.1%
7	42	39	44	54	55.3%
8	45	43	46	59	59.0%
9	50	42	44	51	49.3%
2-9	40	39	43	56	58.0%

Source: Metro Nashville Public Schools

Median National Percentiles show an overall increase over the academic year. MNPS students were at the 40th percentile in August and in the 43rd percentile in February. February MNPs show an increase over August for every grade but 5th, 6th, and 9th. While students in grade 5 and 6 fell by just one or two percentiles, students in the 9th grade fell by six percentiles.

As with reading, MGNPs in math differ across grade level, ranging from students in the 3rd grade reaching the 65th percentile while 5th graders fall below the national average at the 43rd percentile. While not a KPI last year, the district is adding the goal of increasing the percentage of students in every student group who meets or exceeds their academic growth projections in mathematics to 60 percent. The 2018-2019 data shows that the early grades (2 and 3) are already exceeding that goal. All other grades are a few percentage points off but exceeding 50 percent. The exception is in the 5th grade, with just 46 percent of students are meeting or exceeding growth projections.

Measure of Academic Progress (MAP)- Mathematics, Grades 2-9

	Median National Percentile				
Grade	August '18	November '18	February '19	Median Growth National Percentile	% Students Meeting Projection
2	34	34	41	59	60.9%
3	37	37	42	65	65.9%
4	36	33	37	53	55.6%
5	32	28	27	43	46.0%
6	26	24	29	52	55.2%
7	31	27	31	55	57.3%
8	37	34	36	55	57.3%
9	35	34	34	51	53.9%
2-9	33	32	35	54	57.0%

Source: Metro Nashville Public Schools

Students saw lower MNPs in math than in reading. Students in grades 2-9 were in the 33rd percentile in August and in the 35th in February. Students in grades 5, 8, and 9 actually saw a slip throughout the school year, ending the year with an MNP lower than where they started. The greatest gains in MNP were in grades 2 and 3, with 2nd graders moving from the 34th percentile in August to the 41st in February and 3rd graders moving from the 37th percentile in August to the 42nd in February.

Disaggregating the MAP data shows disparities across student groups but nearly every student group reached the 50th percentile (national average) in growth for reading and mathematics. The only exception was for black students who missed the 50th percentile mark by one percentile. As with achievement, students reached higher growth percentiles in reading than in math. ELs far exceeded the growth of their peers in reading, with a MGNP of 71.

February 2019 MAP Median Growth National Percentiles, by Student Group

	All Students	Asian	Black	White	Hispanic	Economically Disadvantaged	English Learners	Students With Disabilities
Reading	57	59	50	61	62	55	71	59
Math	55	59	49	60	56	51	59	52

Source: Metro Nashville Public Schools

February 2019 MAP Median National Percentiles, by Student Group

	All Students	Asian	Black	White	Hispanic	Economically Disadvantaged	English Learners	Students With Disabilities
Reading	43	59	34	66	31	30	13	13
Math	35	55	26	56	25	23	11	7

Source: Metro Nashville Public Schools

While all student groups had higher MNP in reading than in math, some groups were consistently above the national average. Asian and white students far exceed the district's median national percentile for both reading and math achievement and are above the national average. While the district as a whole scored in the 43rd percentile for reading, Asian and white students scored in the 59th and 66th percentile, respectively. Similarly, these students also exceeded the district's average in math. Asian students reached the 55th percentile and white students reached the 56th percentile compared to the district's score in the 35th percentile. Meanwhile, students who were black, Hispanic, economically disadvantaged, English Learners, and who had disabilities trailed substantially behind their peers.

Overall District Improvements in State Assessments

Tennessee's Every Student Succeeds Act (ESSA) plan was authorized in 2017. Accountability is based on several indicators: academic achievement; student academic growth, graduation rates; college and career readiness; chronic absenteeism; and English Language proficiency for English language learners. School districts receive one of five accountability statuses: Exemplary, Advancing, Satisfactory, Marginal, and In Need of Improvement. MNPS received a status of "In Need of Improvement" in 2018 but improved to a "Satisfactory" rating for 2019.[1]

Student Academic Growth

The district saw improvement in the student academic growth indicator that uses the Tennessee Value-Added Assessment System (TVAAS). TVAAS measures individual student growth by comparing students to peers across the state and provides a score from Level 1 to Level 5. Level 1 is the lowest performing and Level 5 is the highest

[1] *2019 was to be the first year in which districts and schools received letter grades but the rollout of the grading system was postponed for a second year in a row. Two emergency state laws passed after TNReady testing problems in 2018 protected schools from consequences resulting from those scores. The grades would have been partially based on student achievement results for the past two years. Schools and districts are expected to receive grades after the 2019-2020 school year.*

performing. While receiving a TVAAS composite score of 1 in 2018, MNPS improved to a score of 3 in 2019, indicating that students made academic growth equal to the state average across grades and subjects. MNPS students exceeded the statewide growth average in literacy and numeracy, receiving scores of 4 and 5, respectively, but received a 1 for Social Studies.

There is a concerning disparity between TVAAS scores in grades 4-8 and those for End of Course Exams at the high school level. While receiving scores of 5 for every component but social studies in grades 4-8, the district received scores of 1 across the board for End of Course exams indicating that student growth was below that of their peers statewide.

MNPS Tennessee Value-Added Assessment System (TVAAS) Scores, 2019

	Composite	Literacy	Numeracy	Literacy & Numeracy	Social Studies
Overall	3	4	5	5	1
Grades 4-8 TNReady	5	5	5	5	1
End of Course (EOC) Exams	1	1	1	1	1

Source: Metro Nashville Public Schools

An individual school's achievement and growth scores determine whether or not they receive one of four state designations.

- Reward schools are identified annually based on achievement and growth for all students and subgroups. There is no cap on Reward Schools as they are determined every year based on an overall accountability score of 3.1 on a 4-point scale.
- Priority schools are those identified as the most in need of support and improvement (bottom five percent in state assessment performance for three years).

Two new designations were added this year, both of which indicate schools had one or more groups of students in the bottom 5% in the state for one or more of the areas measured.

- Targeted Support and Improvement (TSI) schools are those that fall in the bottom five percent for their weighted overall accountability score for any given student group (i.e. Black/Hispanic/Native American, Economically Disadvantaged, English Learners, or Students with Disabilities) or any given racial or ethnic group.
- Additional Targeted Support and Improvement (ATSI) schools are the schools with the lowest performance across student groups.

Priority, TSI, and ATSI schools will be supported by the Department of Education and are eligible for additional funding.

Thirty-seven MNPS schools are designated Reward Schools, compared to 22 the previous year. The district has 23 school designated Priority Schools, with an additional 22 designated as either TSI or ATSI.

Academic achievement

The state assesses a district's academic achievement based on the percentage of students performing on grade level on state assessments and on improvement in this percentage from one year to the next. A student is considered on grade level if they score "on track" or "mastered." Accountability data for MNPS shows that the percentage of students who tested on grade level across subject areas increased in all grade spans (3-5, 6-8, 9-12) and for most student groups the state considers in its scoring (black/Hispanic/Native American[2], economically disadvantaged, English learners). Students with disabilities showed increases in grades 3-5 but not in 6-8 or 9-12.

[2] *For the purposes of accountability, the state combines black, Hispanic, and Native American students to account for those districts that may not have sufficient numbers to be included in the analysis.*

TNReady Achievement Data, by gradeband and student group

	All Students		Black/Hispanic Native American		Economically Disadvantaged		English Learner		Student with Disabilities	
Grade	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
3-5	27.8	31.1	19.3	22.5	16.0	18.7	17.3	21.1	10.9	11.2
6-8	25.8	26.0	18.2	18.5	15.3	15.4	14.1	15.7	10.5	10.3
9-12	15.7	20.0	9.4	12.5	6.9	9.9	3.2	5.0	6.1	6.1

Source: Metro Nashville Public Schools

Separating out results by subject area and grade levels, less than 30 percent of students in grades 3-8 test "on track" or "mastered" In English/Language Arts (ELA). Grades 3 and 5 saw increases over the previous year, but all other grades saw decreases. In Mathematics, a greater percentage of students in every grade level were "on track" or "mastered" than in the previous year. In both ELA and Math, the greatest percentage of students "on track" or "mastered" is in grade 3rd, while the smallest percentage is in grade 8. Social Studies, which is only administered to grades 6-8, also saw mixed results with higher percentages of students in grades 6 and 8 testing "on track" or "mastered" but a lower percentage of 7th graders reaching that level. Science was field tested and scores were not available for 2019.

TNReady, Percent of students grades 3-8 "on track" or "mastered"

	English/ Language Arts		Mathematics		Science		Social Studies	
Grade	2018	2019	2018	2019	2018	2019	2018	2019
3	27.3%	28.8%	28.9%	34.3%	NA	NA	27.5%	NA
4	30.7%	27.4%	28.9%	36.2%	NA	NA	26.1%	NA
5	22.5%	26.9%	25.4%	31.8%	41.1%	NA	29.8%	NA
6	27.8%	24.7%	22.4%	26.6%	43.6%	NA	24.2%	25.3%
7	28.8%	25.8%	21.8%	23.1%	48.9%	NA	30.4%	29.9%
8	22.3%	21.1%	21.9%	25.7%	35.9%	NA	27.6%	27.9%

Source: Metro Nashville Public Schools

In grades 9-12, a greater share of students scored "on track" or "mastered" in ELA, Math, and U.S. History than the year prior. These gains were most substantial in ELA and Math which showed eight percent and four percent increases, respectively. The district cautions against putting too much weight on these increases. Since its launch in 2016, TNReady has been plagued with distribution and technical challenges including shipping delays and scoring issues. In 2018, challenges with the online rollout of TNReady likely contributed to a decrease in the percent of students reaching "on track" or "mastered." The 2019 increases may be inflated as the district bounces back from 2018.

TNReady, Percent of students grades 9-12 "on track" or "mastered"

	ELA	Mathematics	Science	History
2016	22.8%	12.2%	34.3%	18.4%
2017	24.4%	12.1%	35.7%	15.0%
2018	18.1%	9.5%	25.6%	10.3%
2019	26.4%	13.4%	NA	10.6%

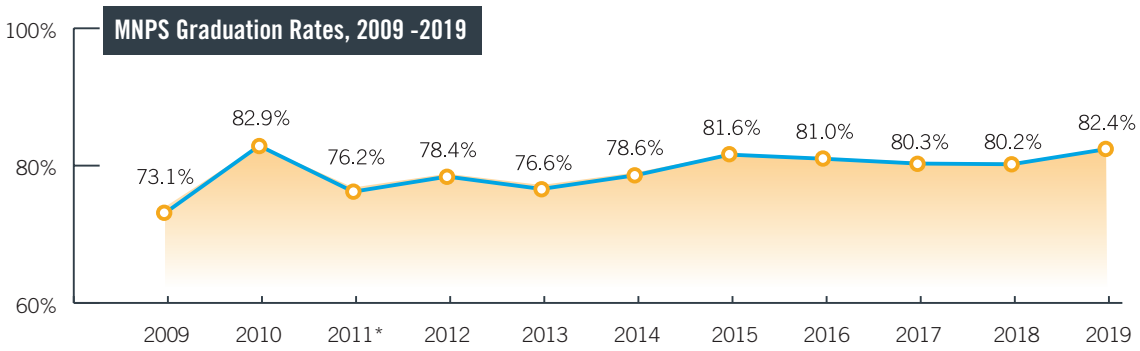
Note: Science was field tested in 2019 and Social Studies was only administered in grades 6-8.

Source: Metro Nashville Public Schools

Graduation Rates

The state defines on-time graduation as graduating within four years and a summer. For the purposes of accountability, the state uses the graduation rate for the year prior. For 2019 reporting, the state used the graduation rate for the class of 2018 (80.2 percent). This was a slight dip from the year prior (80.3 percent) and fell below the statewide average of 89.1 percent.

However, the class of 2019 shows an increase in graduation rate after several years of stagnation. The graduation rate in 2019 was 82.4 percent, compared to 80.2 percent in 2018. This represents a nine-year high and almost reaches the 2010 graduation level of 82.9 percent (prior to the change in Tennessee's graduation rate). Even with this gain, the MNPS graduation rate falls several percentage points below the state's rate of 89.7 percent.



**Tennessee's graduation rate calculation changed in 2011*

Source: Metro Nashville Public Schools

The district also monitors the graduation rate by student group. The majority of student groups saw improvements to graduation rates, though many lag behind the overall district average. Among racial and ethnic groups, white, black, and Asian students have graduation rates above the district average. Hispanic students fall about six percentage points behind their peers. Similarly, graduation rates for students who are economically disadvantaged have disabilities or who are Limited English Proficient lag behind that of the district.

MNPS Graduation Rate, by Student Group 2014-2019

	Economically Disadvantaged	Special Education	Limited English Proficiency	Black	Hispanic	Asian	White	Total
2014	75.3%	53.6%	71.0%	78.4%	73.2%	86.9%	80.7%	78.7%
2015	79.3%	54.6%	73.5%	81.4%	79.2%	86.4%	82.3%	81.6%
2016	79.5%	60.3%	71.7%	82.0%	75.5%	87.6%	81.9%	81.0%
2017	75.6%	58.2%	69.0%	81.6%	74.1%	88.0%	81.1%	80.3%
2018	75.7%	57.8%	66.6%	81.5%	72.6%	91.6%	82.2%	80.2%
2019	78.0%	61.3%	66.0%	82.8%	76.3%	93.8%	85.5%	82.4%

Source: Metro Nashville Public Schools

Ready Graduate

Graduation rate captures persistence through high school but may not be the most accurate measure for college and career readiness. For state accountability, a ready graduate is a student who graduated on time and either:

- earned a composite ACT score of 21 or higher, or the equivalent score on the SAT;
- completed four early postsecondary opportunities (EPSOs);
- completed two EPSOs + earned an industry certification;
- completed two EPSOs + earned a score of 31* on the Armed Services Vocational Aptitude Battery (ASVAB) or Armed Forces Qualifying Test (AFQT);
- completed two EPSOs + earned a WorkKeys National Career Readiness Certificate.

The Ready Graduate indicator is based on lagged data, so the accountability indicator released in Fall 2019 is based on data from seniors who graduated in spring/summer 2018.[3]

More students than ever are taking the ACT since the test became a graduation requirement several years ago. The state also invests in ACT retakes providing thousands of graduating seniors across Tennessee with free test re-administration. Strong performance on the ACT comes with certain benefits. A score of 21 or above — the benchmark for college and career readiness — makes a student eligible for the lottery-funded HOPE Scholarship which offers postsecondary financial support for qualified high school graduates. The district has also implemented an ACT strategic planning process to double the number of students earning at least a 21 by 2025.

[3] *For the purposes of this report, we use the most recent available data, even if jumps ahead of the state's accountability reporting*

Two hundred more students sat for the ACT in 2019 bringing the number up to nearly 4600 and total student participation to 99 percent. MNPS students had an average composite score of 18.9 in 2018 which decreased slightly to 18.5 in 2019. This was likely due to the increase in student participation. The district's average composite score falls below a 21, the college and career-ready benchmark. The percent of students scoring a 21 decreased as well, from 32.3 percent in 2018 to 30.4 percent in 2019.

The district's ACT scores also show a discrepancy between student groups. White students are the only student group that has an average composite score above 21 (at 21.4). All other groups fall below, but to varying degrees. English Language Learners and students with disabilities are the furthest behind their peers with an average score of 14.5 and 15.3, respectively. However, students with disabilities were also the only group to improve their average ACT score increasing from 14.8 in 2018 to 15.3 in 2019. Interestingly, while the percentage of students scoring at least a 21 decreased across the board (with the exception of students with disabilities) the number of students scoring a 21 or higher actually increased for most students groups - Asians, blacks, Hispanics, economically disadvantaged, and students with disabilities.

MNPS District-Wide ACT Average Composite Score by Student Group, 2019

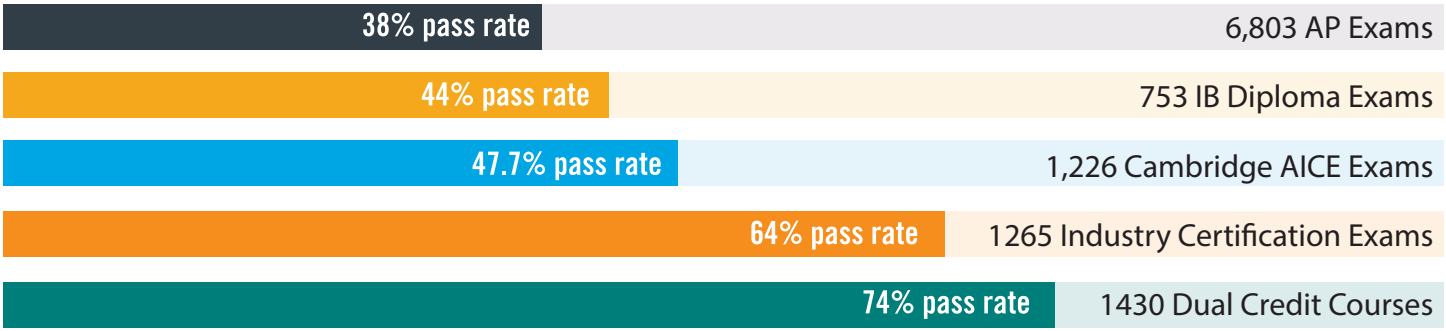
	# Tested		Average ACT Composite Score		# of Students scoring 21+		% of Students scoring 21+	
	2018	2019	2018	2019	2018	2019	2018	2019
All Students	4352	4570	18.9	18.5	1405	1388	32.3%	30.4%
Asian	233	240	20.6	20.4	106	107	45.5%	44.6%
Black	1985	2096	17.5	17.3	412	429	20.8%	20.5%
Hawaiian/Pacific Islander	5	4	NA	NA	NA	NA	NA	NA
Hispanic	852	1014	17.2	17.2	178	204	20.9%	20.1%
Native American	7	10	NA	NA	NA	NA	NA	NA
White	1270	1206	22	21.4	701	639	55.2%	53.0%
Black/Hispanic/Native American	2844	3120	17.4	17.3	594	639	20.9%	20.5%
Economically Disadvantaged	2200	2566	17.1	16.8	418	457	19.0%	17.8%
Non-ED	2152	2004	20.8	20.7	985	931	45.8%	46.5%
English Language Learners*	522	511	14.9	14.5	36	21	6.9%	4.1%
Non-ELL	3830	4059	19.5	19	1367	1367	35.7%	33.7%
Students with Disabilities	352	445	14.8	15.3	26	41	7.4%	9.2%
Non-SWD	4000	4125	19.3	18.9	1380	1347	34.5%	32.7%

Note: *The average ACT Composite scores shown above do not include scores for some students that would have been higher if SAT scores were converted to the ACT scale. The state only converts those SAT scores in very limited situations (e.g., the ACT score on file is below 21 but the SAT score converts to 21 or above).*

Source: Metro Nashville Public Schools

High school students who take advantage of early postsecondary opportunities (EPSOs) can earn early college credit before graduation. These include industry certifications, Advanced Placement Exams (AP), International Baccalaureate (IB), Cambridge AICE, and dual credit. The district began underwriting the cost of these exams to remove the financial barrier and increase access. In 2019, students took:

Early Postsecondary Opportunities (EPSO), 2019



Source: Metro Nashville Public Schools

Chronic Absenteeism

Chronic absenteeism is another component of district and school accountability under Tennessee's ESSA Plan. Students considered chronically-out-of-school have missed 10 percent or more of the available school days (approximately 18 days) for any reason including excused absences and suspensions. MNPS data for 2019 shows that chronic absenteeism rates decreased from a ten-year high of 17.8 percent in 2018 to 16 percent in 2019. The Tennessee State Report Card shows that the district's chronically out of school rate is 16 percent, higher than the 2019 state average (12.5 percent) and Hamilton County (12.7 percent), but lower than that of Shelby County (18.4 percent).

Individual student groups also saw decreases in the percent of students who were chronically absent in 2019. Across race/ethnicity, all groups saw decreases in chronic absenteeism with the largest decrease among Hispanic students from 16.3 percent in 2018 to 13.4 percent in 2019. Students who are economically disadvantaged saw a decrease from 25.5 percent to 22.3 percent. English learners decreased from 14.6 percent to 10.7 percent while students with disabilities who were chronically absent decreased from 26.1 percent to 22.5 percent. A fifth of all students who are black, economically disadvantaged, or who have disabilities are chronically absent.

Chronic Absenteeism, 2007-2019

	Enrollment	# Chronically Absent	% Chronically Absent
2007-2008	73,385	11,403	15.5%
2008-2009	74,067	10,526	14.2%
2009-2010	76,596	11,510	15.0%
2010-2011	78,105	12,386	15.9%
2011-2012	79,327	11,022	13.9%
2012-2013	81,024	12,178	15.0%
2013-2014	82,781	12,417	15.0%
2014-2015	85,309	12,958	15.2%
2015-2016	86,170	13,470	15.6%
2016-2017	86,735	14,679	16.9%
2017-2018	85,613	15,327	17.9%
2018-2019	84,989	13,564	16.0%

Source: Metro Nashville Public Schools

Chronic Absenteeism, by student group

	All Students	White	Black	Hispanic	Asian	Economically Disadvantaged	English Learners	Students With Disabilities
2018	18.1	15.8	21.2	16.3	8.7	25.5	14.6	26.1
2019	16.0	13.8	20.0	13.4	7.0	22.3	10.7	22.5

Source: Metro Nashville Public Schools

English Language Proficiency Growth, 2018 and 2019

	All Students	Black/Hispanic Native American	Economically Disadvantaged	Students With Disabilities
2018	47.0	45.1	46.7	31.8
2019	47.1	46.5	46.9	34.5

Source: Metro Nashville Public Schools

English Language proficiency growth for English Learners
The indicator for progress on English language proficiency is defined as the percentage of English Learners who are making sufficient progress on the state's assessment of English language proficiency known as WIDA ACCESS, the English Language Proficiency Assessment (ELPA).

MNPS students saw a slight increase in the percent of students showing English Language proficiency from 47.0 percent in 2018 to 47.1 percent in 2019. Among different subgroups, the increases were more substantial. Among Black/Hispanic/ Native American students, the percent who were English proficient grew from 45.1 percent in 2018 to 46.5 percent in 2019. Students who are economically disadvantaged made narrower growth increasing from 46.7 percent to 46.9 percent. The greatest increase was among students with disabilities whose percentage meeting English language proficiency grew from 31.8 percent to 34.5 percent.

Other Indicators of School System Performance
Aside from academic performance and growth data from the state and district, the Report Card also looks at other indicators of school system performance, many that speak to culture and climate. These include student mobility, out of school suspensions, and teacher recruitment and retention.

Student mobility
Student mobility is frequently used as a metric to describe the challenges Metro Schools face, as students who change schools may lose momentum and suffer setbacks as they adjust to a new classroom. The mobility rate is defined as the entries and exits after day 11 as a percentage of primary enrollment. The overall district mobility rate is 31 percent. This includes traditional schools, as well as charters, alternative learning centers, and all other schools that fall under MNPS. Looking at the school types with the greatest number of students, the lowest mobility rate is among charter schools at 21 percent. At the elementary and middle school level, mobility is at

28 and 29 percent, respectively. The highest mobility rate is in high schools at 33 percent.

Data looking at student withdrawals reveals that students move for a variety of reasons. The most common reasons students leave their school are to attend another Metro School or when they leave the county completely. Thirty-six percent of students who moved stay within the district, while a comparable 37 percent moved outside of Davidson County. An additional six percent transferred to a charter school and a small percentage (2 percent) left to a private school.

Demographic data shows that different student groups are moving for distinct reasons. Among white students, 21 percent are staying in the district, 4 percent are enrolling in a charter school, 6 percent are transferring to private schools, and 45 percent are moving outside of Davidson County, and 25 percent are leaving for other reasons, including homeschooling and early graduation. In contrast, nearly half of black students stay within the district, seven percent transfer to a charter, and 31 percent move outside of the county. Just one percent are leaving for private schools. Equal shares (37 percent) of Hispanic students are moving to another MNPS school or leaving the county.

District Mobility Rates, by school type

	Enrollment	# Entries/Exits	# Entries	# Exits	Mobility Rate %
Charter	13,018	2,685	1,152	1,533	21
Elementary School	33,653	9,375	5,025	4,350	28
High School	18,670	6,171	2,759	3,412	33
Middle School	18,156	5,213	2,737	2,476	29
District Mobility Rate	84,982	26,003	13,108	12,895	31

Source: Metro Nashville Public Schools

Student group, by reason for move

	Enrollment	Economically Disadvantaged	English Learners	White	Black	Hispanic	Other
Within district	36.4%	41.2%	38.7%	21.0%	45.1%	37.1%	24.4%
Charter	5.7%	6.2%	6.1%	3.6%	6.8%	6.1%	2.1%
Private	2.3%	1.3%	0.6%	5.8%	1.3%	1.0%	1.3%
Outside Davidson	37.2%	35.6%	40.1%	45.1%	31.0%	38.0%	56.9%
Other	18.5%	15.8%	14.6%	24.5%	15.9%	17.8%	15.3%

Note: *Other location includes dropouts, rehab, homeschool, early grad, and court ordered*

Source: Metro Nashville Public Schools

Out-of-school suspensions

Reducing out-of-school suspensions is another district priority outlined in the MNPS KPIs. While the number of suspension incidents had been decreasing for at least the last five years, the number of out-of-school suspensions actually increased across the district in 2018-2019. More than 9,100 students were involved in 18,500 suspension events. This represents an increase of 3.6 percent more students suspended and 15.5 percent increase in events over the previous year.

The district has been explicit about their goal of reducing the number of suspensions among black students. While representing 40 percent of the students in the district, black students were 67 percent of students suspended in 2019. This number has remained flat over the past two years. While Hispanics represent a growing share of students suspended, this percentage is lower than their overall district representation (17.1 percent vs. 28 percent).

The 2018 Education Report Card recommended that the school board implement a policy that ends out-of-school suspensions, expulsions, or arrests for students in Pre-k-4th grade, except for the most egregious acts (as identified by PASSAGE). While this policy was implemented in early 2019, many teachers and principals feel conflicted about its effectiveness. Ongoing conversations around behavior suggest that central office must provide more professional development around restorative practices and mental health supports for schools.

MNPS Out Of School Suspensions, 2013-2019

	Cumulative OSS students	Asian	Black	Hispanic	White
2013-2014	10,837	1.2%	68.3%	12.5%	17.8%
2014-2015	10,408	1.1%	68.6%	12.4%	17.6%
2015-2016	10,263	1.2%	68.6%	13.2%	16.8%
2016-2017	8,456	1.4%	69.5%	13.0%	15.8%
2017-2018	8,823	1.2%	66.7%	16.1%	15.8%
2018-2019	9,143	1.0%	66.8%	17.1%	15.0%

Note: *Students who are American Indian or Pacific Islanders make up less than 1% of those suspended.*

Source: Metro Nashville Public Schools

MNPS Out of School Suspension Events, 2013-2019

	Cumulative OSS events	Asian	Black	Hispanic	White
2013-2014	21,510	0.9%	71.7%	11.6%	15.7%
2014-2015	21,558	0.7%	72.2%	11.0%	15.9%
2015-2016	21,455	0.9%	72.6%	11.3%	15.0%
2016-2017	17,727	1.0%	73.7%	10.9%	14.2%
2017-2018	16,032	1.0%	68.8%	14.5%	15.4%
2018-2019	18,518	0.9%	69.7%	14.7%	14.5%

Source: Metro Nashville Public Schools

2018-2019 MNPS Out of School Suspensions, by gradeband

	OSS Students		White		Black		Hispanic		Asian	
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
Prek-4	1,021	590	14.7%	13.4%	74.8%	80.0%	9.0%	6.1%	1.1%	0.2%
5-8	3,615	4,058	15.2%	15.4%	68.9%	67.8%	14.6%	15.6%	1.0%	0.9%
9-12	3,864	4,094	17.2%	15.5%	61.1%	62.7%	20.0%	20.5%	1.4%	1.2%

Source: Metro Nashville Public Schools

Looking at suspensions in 2018-2019 by gradeband shows a different story at each tier level. The number of students suspended in Pre-K-4 decreased by 42 percent, from 1,021 to 590. However, the share of black students increased from 75 percent to 80 percent, while the share of white, Hispanic and Asian students decreased. In grades 5-8 and 9-12, the number of students suspended increased by several hundred student but racial and ethnic distribution has remained largely unchanged from 2018 to 2019. The share of black students who are suspended decreases from Pre-k to 9-12, from 80 percent of those suspend to 63 percent. The opposite is true among Hispanic students where the share of students suspended increases at every grade band, from 6 percent at Pre-K-4, 16 percent in grades 5-8, to 21 percent in 9-12.

Teacher Recruitment and Retention

The greatest asset in any school district is its teaching force. Teacher recruitment and retention rates are a marker of culture and climate at both a school and district level. After a tense budget cycle and teacher sick-outs in the spring, the mayor found money in his budget to provide teachers with a six percent raise. However, teacher pay remains a central issue of concern for the district and community. Newspaper reports[4] highlight the challenges teachers face to live and work in Nashville. While the starting teacher salary in MNPS is competitive, the salary schedule does not reward mid-career teachers appropriately, given their experience. Most teachers leave the profession within their first three years making seasoned teachers a critical asset for the district.

The district's culture and climate survey can reveal many of the reasons why teachers may choose to leave the profession. Results from the Fall 2018 Panorama results show that while 81 percent of teachers feel like they are equipped to handle the diverse needs of students, they lack feedback, support, and leadership. When it comes to professional growth, 50 percent of teachers rated feedback and coaching favorably and 58 percent rated professional learning favorably. Just 60 percent of teachers responded favorably to their perception of the effectiveness of school leadership. In addition, just 78 percent responded favorably to school climate and 65 percent rated safety and discipline favorably.

The school year began with 94 teacher vacancies. While schools were affected at every tier level, the greatest number of vacancies were in the high schools. Pearl-Cohn and Maplewood, had 11 and 9 teacher vacancies, respectively. The district also had about 170 classrooms without certified teachers, less than half of which were covered by substitutes.

New Teacher Hires, 2015-2019

	Total	Remained to Date	Attrition to Date	Remained End of Year	Left End of Year
2015	1045	93.6%	6.4%	73.8%	26.2%
2016	957	95.0%	5.0%	78.1%	21.9%
2017	930	95.6%	6.5%	78.7%	21.3%
2018	987	95.0%	5.0%	73.8%	26.2%
2019	886	93.8%	6.2%	TBD	TBD

Source: Metro Nashville Public Schools

Rates of teacher recruitment and retention can serve as an indicator of how successful the district has been to improve the climate for educators. In 2019, MNPS recruited 886 teachers, the fewest number

2018-19 Teacher Retention Rates

All Teachers	White	Black	Hispanic	Asian	Female	Male
83.3%	82.4%	86.5%	85.1%	71.2%	84.0%	80.6%

Source: Metro Nashville Public Schools

[4] *Bliss, Jessica and Anita Wadhwani. 2019. "Student loans and second jobs: Nashville teachers struggle to get by" Tennessean August 28.*

of teachers in recent years. As of early November, 93.8 percent remained, compared to 95 percent this time last year. At the end of 2018-2019, more than a quarter of the district's new hires left after just their first year, compared to 21 percent the year prior.

When looking at teacher retention rate by race, a larger percentage of black and Hispanic teachers are staying in the district compared to their white and Asian counterparts. Female teachers show a higher retention rate than their male counterparts.

The district has also made it a priority to recruit a diverse teaching force that reflects its students. This is a difficult shift to make and data from the past two years shows little movement.

White students make up 27 percent of the district, while white teachers make up 72 percent of the teaching workforce. Forty percent of MNPS students are black but just a quarter of teachers are African American. Hispanic students make up 28 percent of MNPS students, but just 2 percent of teachers are Hispanic. Less than one percent of teachers are Asian, compared to a student body of 4 percent.

Looking Ahead

With several changes in the district, there is an opportunity for continued momentum where there have been gains and renewed energy around many of the district's goals left unmet. Literacy, chronic absenteeism, out-of-school suspensions, and now numeracy, remain key priority areas for MNPS. TNReady results indicate the district has made much needed gains in academic achievement and that students are making significant growth. The move from a state-designated status of "In Need of Improvement" to "Satisfactory" signals that the district is making positive gains in critical areas. Relatedly, MAP results show that while MNPS students fall below the national average in their performance, their growth exceeds that of their peers across the country.

MNPS has placed additional efforts in a few of their priority areas, many in the planning stages. Human resources has conducted a teacher compensation study and strategy for addressing their talent recruitment challenges. The district is developing a strategic plan for doubling the number of students scoring at least a 21 on the ACT. Literacy continues to be a focal area with the district and partners working together to implement community-wide strategies. As these efforts continue, we remain optimistic that the district can make important gains that will positively impact student outcomes and district culture.

MNPS Teacher Race and Gender Demographics

	2018-19	2018-19
Female	79.7%	79.5%
Male	20.3%	20.5%
White	71.4%	71.9%
Black	25.2%	24.7%
Hispanic	2.1%	2.1%
Asian	0.9%	0.8%

Source: Metro Nashville Public Schools

MNPS Teacher and Student Race/ Ethnicity Demographics

	Teacher	Student
White	71.9%	27.2%
Black	24.7%	40.0%
Hispanic	2.1%	28.3%
Asian	0.8%	4.3%

Source: Metro Nashville Public Schools

NUMBERS

APPENDIX A
MNPS DEMOGRAPHICS AND ENROLLMENT

Metro Schools Demographics by Quadrant

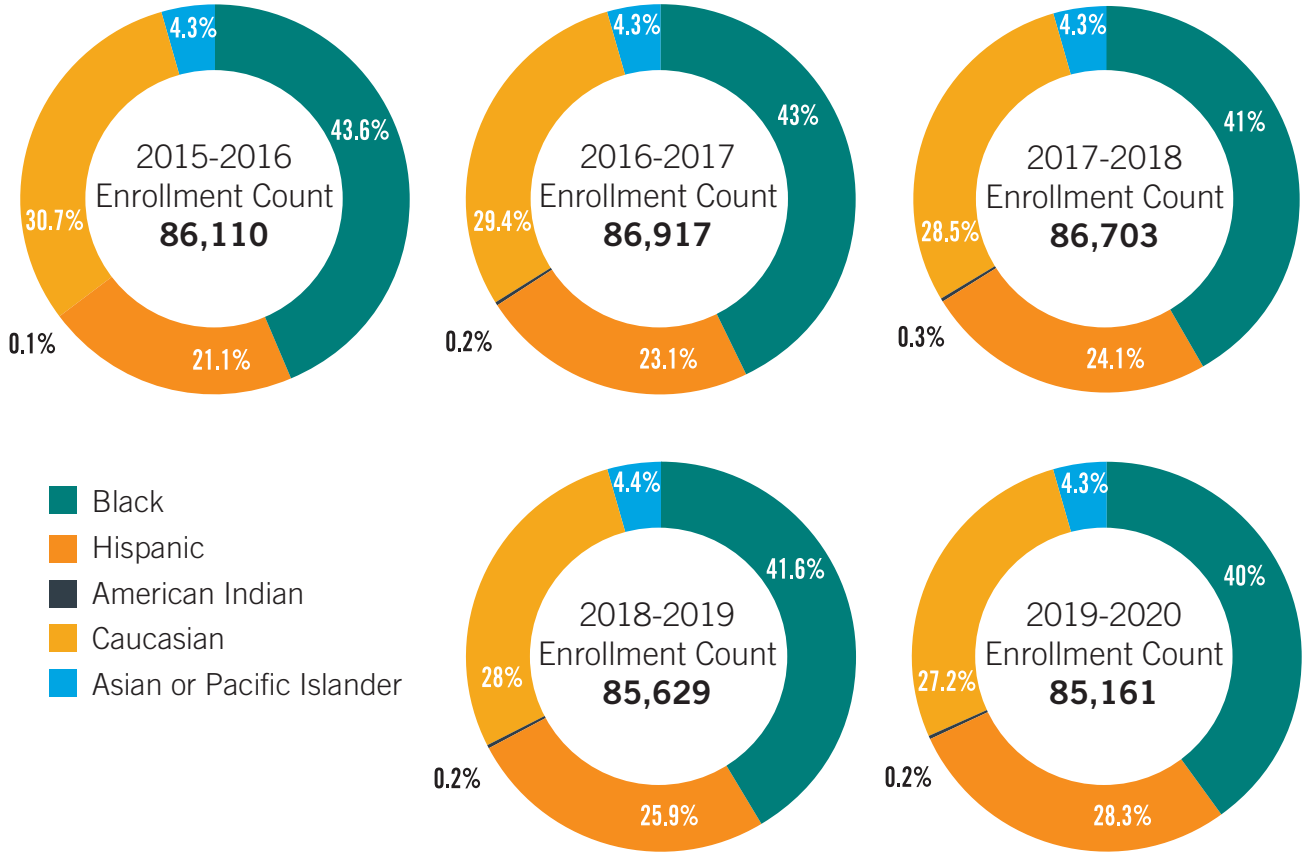
	Enrollment	Black	Hispanic	Asian	White	Asian/Pacific Islander	Economically Disadvantaged	Students with Disabilities	English Learner
Northeast	19,887	48.8%	18.4%	0.3%	30.4%	2.1%	43.5%	13.5%	10.2%
Northwest	16,797	67.6%	18.8%	0.2%	12.4%	0.9%	50.7%	14.3%	9.2%
Southeast	28,233	31.2%	43.3%	0.1%	20.6%	4.8%	35.6%	10.1%	29.3%
Southwest	19,716	20.2%	25.0%	0.2%	46.0%	8.6%	25.3%	10.4%	17.5%
Average	84,911	42.0%	26.4%	0.2%	27.3%	4.1%	38.8%	12.0%	16.6%

Metro Schools Demographic Trends by School Tier

	Enrollment	Black	Hispanic	Asian	White	Asian/Pacific Islander	Economically Disadvantaged	Students with Disabilities	English Learner
Pre-K	3,064	45.6%	22.3%	0.2%	27.0%	4.9%	40.4%	16.0%	0.0%
Elementary (K-4)	34,148	37.6%	28.2%	0.2%	29.4%	4.5%	39.6%	10.5%	23.8%
Middle (5-8)	25,042	40.8%	29.6%	0.2%	25.6%	3.8%	39.4%	12.9%	15.2%
High (9-12)	22,907	42.1%	27.8%	0.1%	25.8%	4.2%	33.8%	11.7%	15.0%
Average	85,161	41.4%	27.0%	0.2%	27.0%	4.4%	38.2%	12.8%	13.5%

Metro Schools enrollment and demographic Trends, 2015-2020

Source: Provided by Metro Nashville Public Schools



	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Economically Disadvantaged	35.2%	40.3%	44.0%	45.1%	38.0%
Students with Disabilities	9.1%	10.2%	11.1%	12.2%	11.8%
English Language Learner	6.7%	9.2%	12.3%	16.2%	18.1%

Note: Totals do not include Brick Church College Prep, Neely's Bend College Prep or Adult HS; Students who are economically disadvantaged are those whose families are directly certified and receiving certain government assistance.

APPENDIX B
SCHOOL BOARD METRICS

The Metro Nashville Public Schools Board of Education has nine elected members. Each member represents a geographic area (school district). The chart represents the sitting board members for the 2018-2019 school year.

2018-2019 School Board Meetings
The school board metrics serve to outline key decisions made during 22 school board meetings from July 10, 2018 to June 25, 2019. Chamber staff examined school board minutes and agendas and reviewed video footage of each school board meeting. The data includes length of board meetings, attendance, and key issues voted on. We also report time spent on various recurring agenda items: public participation, consent agenda, and governance issues. Governance issues included a variety of topics but the awarding of purchases and contracts was the most consistent category. The remainder of board meetings are spent on varying topics such as awards and recognition, board updates, and directors reports. These topics were not included in the metrics since they were not consistent agenda items.

MNPS School Board members voted on 21 key issues in the 2018-2019 school year. School board members unanimously supported 57 percent of these issues and had opposing views on 43 percent of them.

School Board Member	District
Dr. Sharon Gentry	District 1
Rachel Anne Elrod	District 2
Jill Speering	District 3
Anna Shepherd	District 4
Christiane Buggs	District 5
Fran Bush	District 6
Freda Player-Peters	District 7
Gini Pupo-Walker	District 8
Amy Frogge	District 9

School Board Meetings

83% Attendance Rate:

2554 Total Meeting Minutes

116 Average Meeting Minutes

22 Number of Meetings

Key Agenda Items - *Time Spent*

16% Public Participation

2% Consent Agendas

17% Governance Issues

9% Awarding of Purchases and Contracts

8% Other Governance Issues

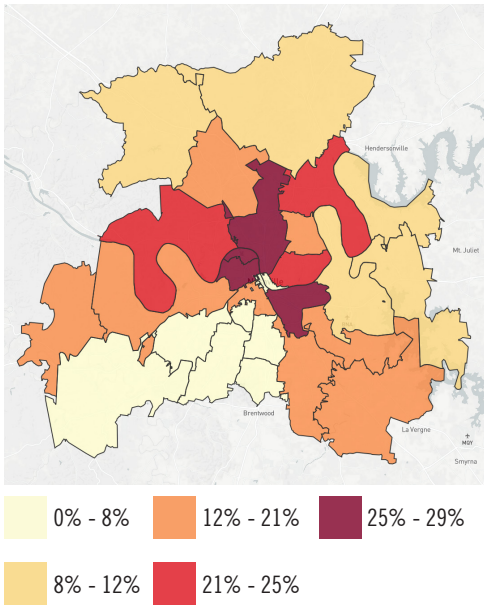
2018-2019 School Board Key Issues:	Unanimous Vote?
Voted to deny the charter school application for Journey to Success	Yes
Voted on Board Chair	No
Voted on Vice Chair	Yes
Voted to defer school calendar	Yes
Voted to approve the Hispanic Heritage Month Proclamation	Yes
Voted to approve the 2019-2020 school calendar	Fail
Voted to declare surplus property for sale	Yes
Voted to approve Gear UP Grant	No
Voted to approve the 2019-2020 Capital Needs Budget	Yes
Voted to approve No-Name Calling Week resolution	Yes
Voted to approve the resolution addressing school-based arrests, suspensions, and expulsions for elementary students	No
Voted to accept terms of the severance agreement with Dr. Joseph	No
Voted to approve the fiscal year 2019-2020 operating budget	No
Voted to appoint Dr. Adrienne Battle as Interim Director	No
Voted to accept the terms of the final severance agreement	No
Voted to approve the lease agreement with Nashville Classical Charter School for use of the Bailey Middle School Building	No
Voted to approve the Recommend Approval of Dodson/Tulip Grove Elementary Zoning	Yes
Voted to approve Interim Director of Schools Contract	Yes
Voted to approve the charter school committee recommendations to deny approval of the Rocketship Nashville #3 Elementary School	Yes
Voted to approve the charter school committee recommendations to deny approval of Nashville Collegiate Prep	Yes
Voted to approve a continuation budget until the July 9 Board meeting or until Dr. Battle and the Administration could present the Board the proposed budget cuts to address providing staff with step raise.	Yes

APPENDIX C
COMMUNITY DATA

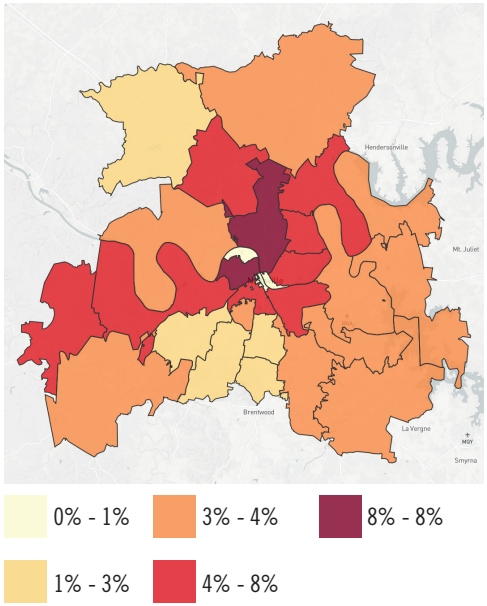
The Education Report Card Committee recognizes that there are various factors outside of the school that can influence a student's performance. It is important to highlight non-school factors associated with family and community that influence a child's educational outcome. Community data such as socioeconomic status, educational attainment, housing costs, etc. illustrate how these factors influence families and neighborhoods. It is important to note the disparities in the resources devoted to certain areas in the region based on these factors.

The child well-being ranking is based on rankings in categories listed below: health and access to health care, economic well-being, family and community (i.e. suspension rates, teen pregnancies, abuse and neglect), and education (i.e. reading and math proficiencies, graduation rates). ("County Profiles of Child Well-Being in Tennessee." Tennessee State Government - TN.gov, https://www.tn.gov/content/tn/tccy/kc/tccy-kcsoc/county-profiles.html.)

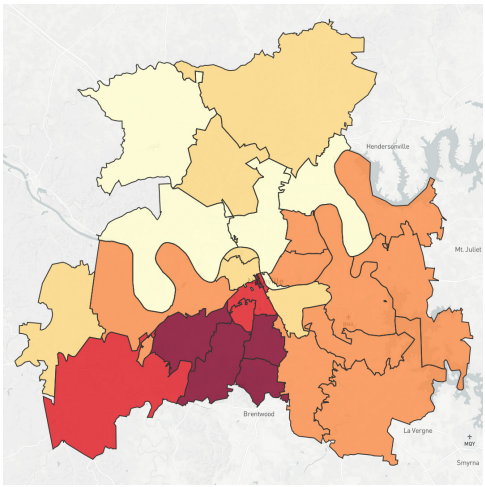
Percent of Households per Zipcode Receiving Food Stamps/SNAP Benefit



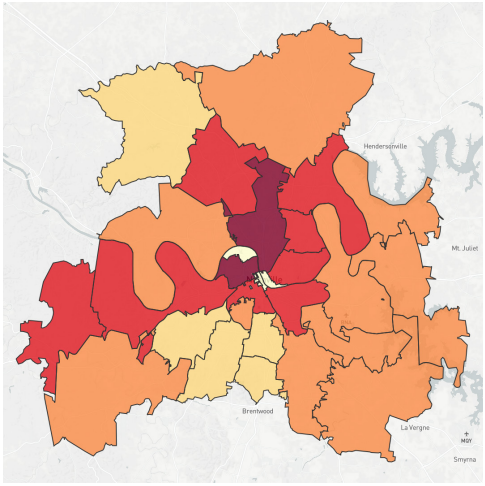
Total unemployment per capita over 16



Educational Attainment: Bachelor's Degree per capita Over 25



Excessive Housing Costs: Gross Rent 30 Percent or More of Income per renter occupied housing unit



Source: U.S. Census Bureau, 2013-2017 American Community Survey 5-Year Estimates. Maps generated by mySidewalk.

Types Of Computers And Internet Subscriptions, 2013-2017

Total Davidson County Households: 273,497

Types Of Computer	Total	Percent
Has one or more types of computing devices:	243,627	89.1%
Desktop or laptop	215,291	78.7%
Smartphone	207,996	76.1%
Tablet or other portable wireless computer	154,930	56.6%
No computer	29,870	10.9%
Type Of Internet Subscriptions		
With an Internet subscription:	217,447	79.5%
Broadband of any type	216,519	79.2%
Cellular data plan	153,073	56.0%
Broadband such as cable, fiber optic or DSL	186,878	68.3%
Without an Internet subscription	56,050	20.5%
Household Income In The Past 12 Months *(In 2017 Inflation-Adjusted Dollars)*		
Less than $20,000:	43,224	(X)
With dial-up Internet subscription alone	200	0.5%
With a broadband Internet subscription	23,278	53.9%
Without an Internet subscription	19,746	45.7%
$20,000 to $74,999:	136,233	(X)
With dial-up Internet subscription alone	567	0.4%
With a broadband Internet subscription	105,811	77.7%
Without an Internet subscription	29,855	21.9%
$75,000 or more:	94,040	(X)
With dial-up Internet subscription alone	161	0.2%
With a broadband Internet subscription	87,430	93.0%
Without an Internet subscription	6,449	6.9%

Source: American Community Survey 5 Year Estimates 2013-2017

Nashville Park Data

11%	Parks as percent of adjacent city area
100	Median park size out of 100 points
221	Total number of parks

Source: Trust for Public Land Score, 2019

Davidson County, TN	People
Total Population	678,322
Low Income People with Low Access to Store	46,009.19

Sources: US Census 2013-2017 ACS; USDA ERS Food Envir. Atlas

Walkability Ranking	Geography: Nashville
Transit Score: 24/100	Transit score measures how well a location is served by public transit. Nashville is a car dependent city with minimal transit.
Bike Score: 25/100	Bike score measures bike lanes and trails, road connectivity, hills and destinations. This score indicates that the city is "somewhat bikeable".
Walk Score: 28/100	Walk score measure the walkability of any address based on distance and pedestrian friendliness.

Source: Walkscore.com, 2019

NOTES

APPENDIX D
STATUS OF 2018 EDUCATION REPORT CARD RECOMMENDATIONS

The Mayor, Director of Schools, and MNPS School Board are presented with the Education Report Card in the hope that they will carefully consider its findings and recommendations. Former Education Report Card Committee members evaluate the progress of these recommendations.

Thank you to:
Dane Danielson, Gould Turner Group
Mel Fowler-Green, Metro Human Relations Commission
Melissa Spradlin, Book'em
Fallon Wilson, Black in Tech

The MNPS School Board should enact a policy that ends out-of-school suspensions, expulsions or arrests in Pre-k through 4th grade, except for the most egregious acts (as identified by PASSAGE).

Implemented. Earlier this year, the school board adopted a policy that ends out-of-school suspensions and expulsions for Pre-K through 4th grade. The data shows that the number of students suspended for this gradeband decreased from 1,021 to 590. The review committee strongly urges the district to ensure that the supports and resources are available to principals and teachers to make the policy manageable and meaningful on the school level.

MNPS should create a program to identify and develop highly effective principals as mentors for other administrators, with a specific emphasis on setting a school vision, establishing a restorative culture, and galvanizing multiple community resources to bolster SEL and academic achievement.

Not Implemented. A formal mentorship program has not been established. However, current professional development and learning structures for principals increase authentic connection between leaders through practices such as collaborative grouping and feedback loops. It is also important to recognize that principal hiring and professional development have been strengthened with the incorporation of SEL competencies. During interviews, interpersonal skills like warmth, positivity, and reflection are

assessed throughout the process. Trainings are structured to incorporate the very SEL practices that come directly from frameworks provided by the SEL department and that should be embedded in schools.

MNPS should require every in the school in district to identify one peer-elected teacher to serve as an SEL lead and provide them with the additional planning period to support and train other teachers, provide feedback on classroom culture, and communicate directly with the SEL department.

Partially implemented. Every school selected one person to be their SEL/Behavior MTSS Lead, but there is currently no expectation that this person will visit classrooms, do observations, and/or provide feedback to teachers. This Lead attends quarterly professional development with the SEL Department and rest of the MTSS team and is expected to share strategies learned from the quarterly professional development when they return to their school.

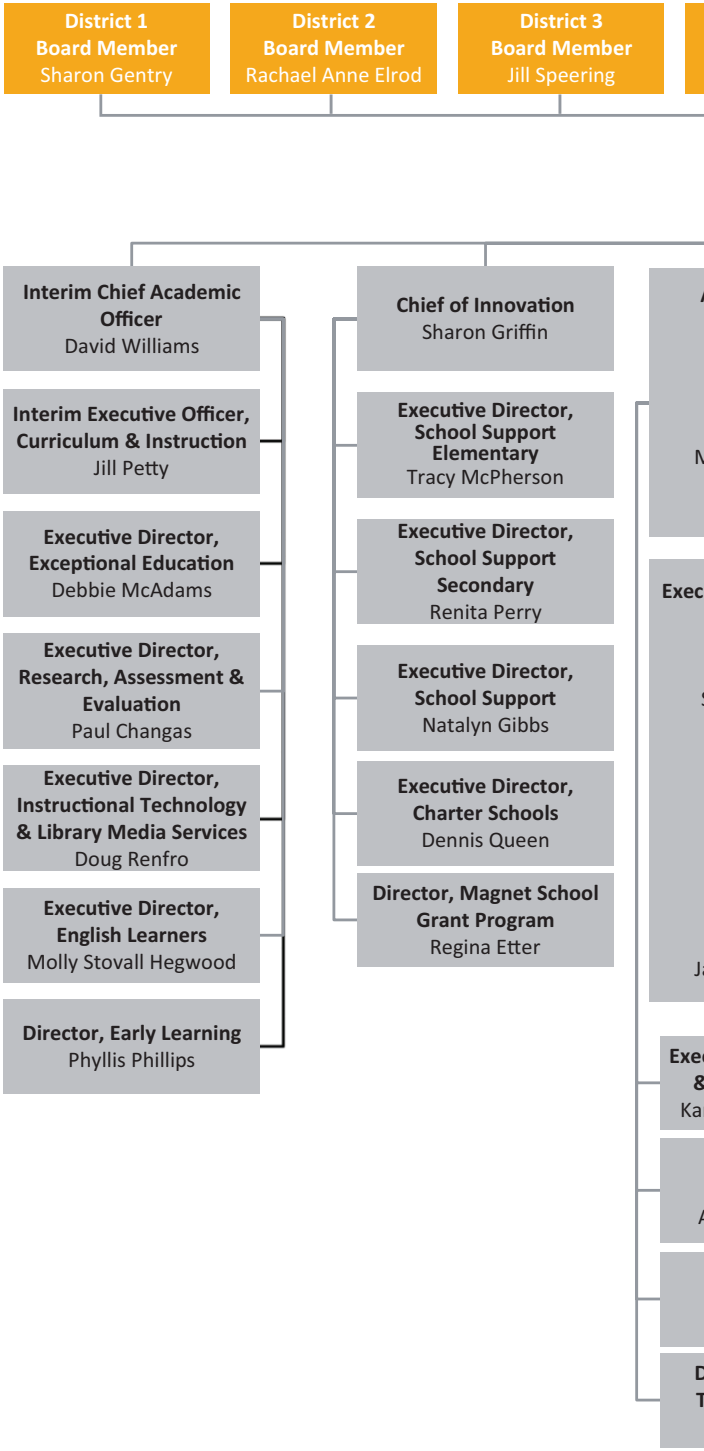
MNPS, in direct partnership with community partners, should conduct a cluster-based needs assessment with the goal of aligning MNPS and community resources across school tiers to provide consistent access for students and families.

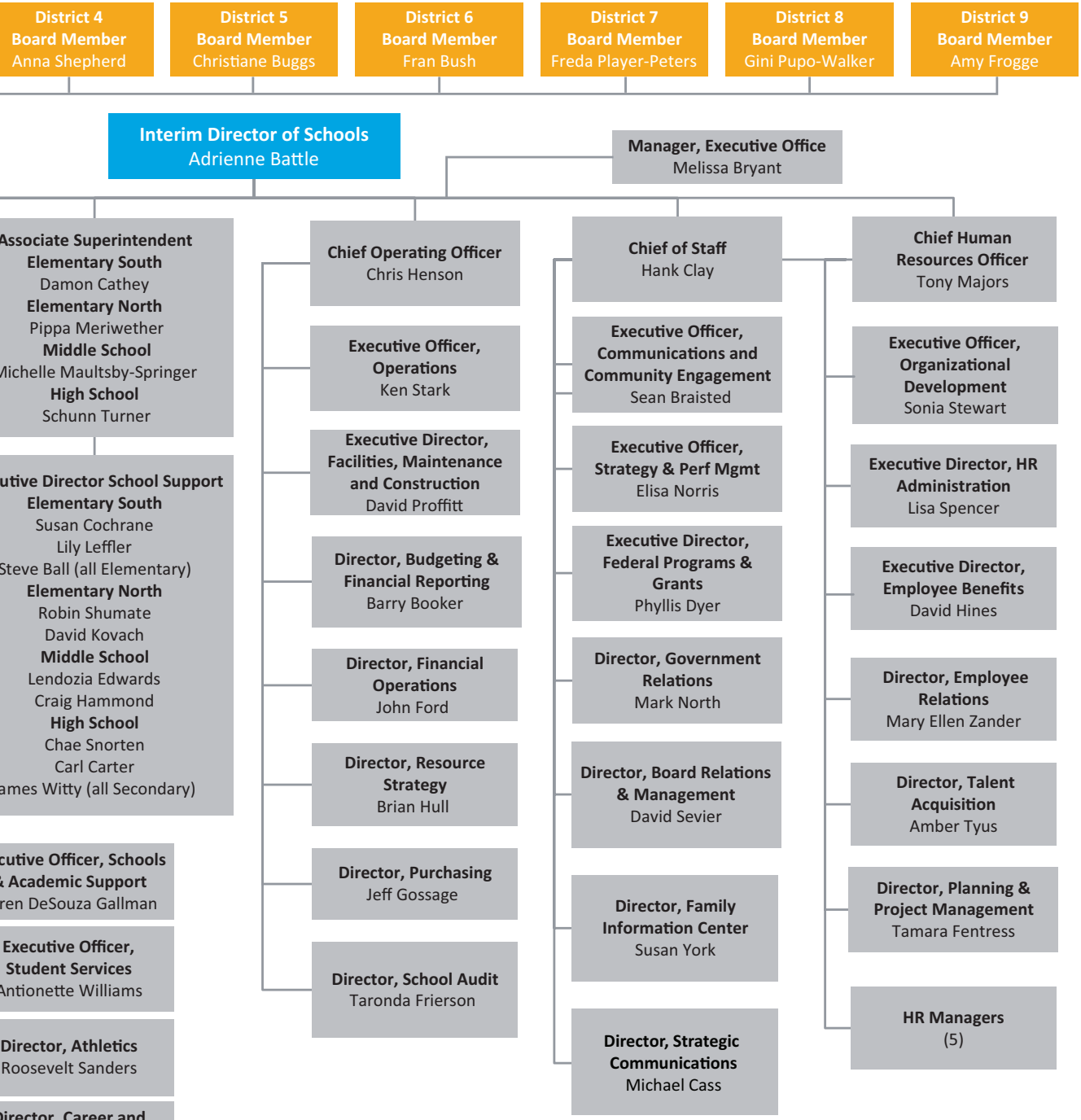
Not Implemented. The Student Support Services department did not conduct a cluster-based needs assessment. However, the Community Achieves work continues to partner with external groups and internal supports to identify gaps in need based on data. This continues to lead to collaboratively crafted solutions that are monitored through school-based plans. Additionally, the work conducted through the district's MNPS Next initiative is primarily focused on partnering with the community to better understand their perspective of the current state of education specific to each quadrant and collaboratively determine and vet solutions for proposing to the School Board. The review committee hopes that MNPS Next continues to look systematically at the distinct needs of each quadrant.

The Mayor's Office should create an action team made up of representatives from the school district, Metro government, and the business and non-profit communities to consider the impact of the city's growth on our youngest Nashvillians, specifically gentrification and displacement, and focuses on how services to address these issues are mindful of the needs of families with children.

Not implemented. The Mayor's Office did not create an action team this year. The review committee acknowledges the work of Mayor Briley's Office in concentrating their efforts on the MNPS schools with the highest needs – the priority schools – but hopes that Mayor Cooper will bring the city together to leverage our expertise and resources in specifically addressing issues that greatly impact our children.

APPENDIX E
MNPS ORGANI-ZATIONAL CHART




District 4 Board Member Anna Shepherd
District 5 Board Member Christiane Buggs
District 6 Board Member Fran Bush
District 7 Board Member Freda Player-Peters
District 8 Board Member Gini Pupo-Walker
District 9 Board Member Amy Frogge
Interim Director of Schools Adrienne Battle
Manager, Executive Office Melissa Bryant
Associate Superintendent Elementary South Damon Cathey Elementary North Pippa Meriwether Middle School Michelle Maultsby-Springer High School Schunn Turner
utive Director School Support Elementary South Susan Cochrane Lily Leffler Steve Ball (all Elementary) Elementary North Robin Shumate David Kovach Middle School Lendozia Edwards Craig Hammond High School Chae Snorten Carl Carter ames Witty (all Secondary)
cutive Officer, Schools & Academic Support ren DeSouza Gallman
Executive Officer, Student Services Antionette Williams
Director, Athletics Roosevelt Sanders
Director, Career and Technical Education Donna Gilley
Chief Operating Officer Chris Henson
Executive Officer, Operations Ken Stark
Executive Director, Facilities, Maintenance and Construction David Proffitt
Director, Budgeting & Financial Reporting Barry Booker
Director, Financial Operations John Ford
Director, Resource Strategy Brian Hull
Director, Purchasing Jeff Gossage
Director, School Audit Taronda Frierson
Chief of Staff Hank Clay
Executive Officer, Communications and Community Engagement Sean Braisted
Executive Officer, Strategy & Perf Mgmt Elisa Norris
Executive Director, Federal Programs & Grants Phyllis Dyer
Director, Government Relations Mark North
Director, Board Relations & Management David Sevier
Director, Family Information Center Susan York
Director, Strategic Communications Michael Cass
Chief Human Resources Officer Tony Majors
Executive Officer, Organizational Development Sonia Stewart
Executive Director, HR Administration Lisa Spencer
Executive Director, Employee Benefits David Hines
Director, Employee Relations Mary Ellen Zander
Director, Talent Acquisition Amber Tyus
Director, Planning & Project Management Tamara Fentress
HR Managers (5)

APPENDIX F
EXPERTS INTERVIEWED

Tennessee Department of Education
Commissioner Dr. Penny Schwinn

Metropolitan Government of Nashville and Davidson County
David Briley, Mayor 2018-2019
John Cooper, Mayor 2019-Present
Greg Claxton, Metro Planning Department

MNPS School Board Members
Dr. Sharon Gentry, District 1
Christiane Buggs, District 5

MNPS Central Administration and Staff
Dr. Adrienne Battle, Interim Director of Schools
Chris Henson, Chief Operating Officer
Hank Clay, Chief of Staff
Dr. David Williams, MNPS Interim Chief Academic Officer
Dr. Tony Majors, MNPS Chief Human Resources Officer
Brian Hull, MNPS Director of Resource Strategy
David Proffitt, MNPS Executive Director of Facilities, Maintenance, and Construction
Mark North, MNPS Director of Government Relations
Alisha Keig, MNPS Equity Coach
Ryan Latimer, Metro Nashville Public Schools
David Proffitt, Metro Nashville Public Schools
Dr. Paul Changas, Executive Director, Assessment and Evaluation
Dr. Pippa Meriwether, Associate Superintendent (Elementary)
Dr. Damon Cathey, Associate Superintendent (Elementary)
Dr. Michelle Maultsby-Springer, Associate Superintendent (Middle)
Dr. Schunn Turner, Associate Superintendent (High)

Community and Advocacy Groups
Melissa Jaggers, Alignment Nashville
Katie Cour, Nashville Public Education Foundation
Colleen Gilligan, Nashville Public Education Foundation
Angie Adams, PENCIL
Tom Ward, Oasis Center

Waverly Belmont Elementary School
Susan Blankenship, Principal
Tim Caher, Assistant Principal
Sarah Watts, School Counselor
Alice Walle, Music Teacher
Codi Cummings, First Grade lead
Brooke Temple, Literacy Teacher Development Specialist

Warner Arts Magnet Elementary School
Ricki Gibbs, Principal
Mr. Wren, Assistant Principal
Ms. Perez, Classroom teacher
Wanda Hodges, Special Education Teacher
Victoria Howard, English Language Learner Teacher
Jessica Rueckert, Instructional Coach
Jonathan Wren, Magnet School Site Coordinator
Michael Thompson, Curriculum Specialist
Carol Bain, First Grade Teacher
Julia Milano, Kindergarten Teacher
Nicole Glaze, Third Grade Teacher

McKissack Middle School
Thomas Chappelle, Principal
Dr. Tonja Trice, Literacy Teacher Development Specialist
Emily Russett, Numeracy Coach
Ashmal Steele
Efren Brooks

Antioch High School
Clarissa Zellars, Principal
Kinita Dollar, Academy Coach
Dr. Lesley Isabel, Academy Principal
Deante Alexander, Academy Principal
Matthew Kilkenny, Academy Principal
Tiffany Wilkerson, Academy Principal
Dr. Kelly Latham, Academy Principal
Jason Kirby, Academy Principal
Sirci Stinson, Advisor for Latino Achievers and Youth Court
2019-2020 Antioch High School Ambassadors

Teacher's Cabinet
Jennifer Ferguson
Paula Pendergrass
Jessica Bolus
Richard Prather
Carmen Jones
Tameka Marshall
Franklin Willis
Alecia Ford
Barbara Griffin

Parent's Cabinet
Kevin Edwards
Arthur Franklin
LaShanda Porter
Allison Simpson
Sandra Turpen
Anita Ryan
Shimeka Gordon
Rashed Fakhruddin
Bonnye Holt

MNPS Liaison to the Committee
Tamara Fentress, Director of Planning and project Management

GLOSSARY

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.

Basic Education Program (BEP) Funds – 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 nineteen local schools. Community Achieves has four pillars of support: College and Career Readiness, Parent/Family Engagement, Health and Wellness, Social Services.

Communities In Schools Tennessee – National wraparound service initiative operating in seventeen MNPS schools. CIS site coordinators perform school-based needs assessments and develop comprehensive service plans that integrate group and individualized supports. This can include but is not limited to academic assistance, life skills, family engagement, basic needs, and college and career preparation.

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-based Family Resource Centers run by community organizations.

District Scorecard – Released in late 2018, the District Scorecard is an online tool that outlines each KPI, along with a corresponding Progress Narrative which provides an explanation of variance from intended results, a detailed adjusted approach or intervention, and an updated projected target to realign KPIs that are not on track for improvement.

Economically Disadvantaged – A classification indicating a student is directly certified or receiving Supplemental Nutrition Assistance Program benefits (or food stamps), those whose families participate in the Temporary Assistance for Needy Families 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. Previously, this 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 will be implemented in the 2017-2018 academic year.

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 eleven school-based sites, including five elementary schools and five high schools, that are run by community organizations.

H.E.R.O Program – MNPS program for families in transition or experiencing a housing deficiency. Includes assistance with school enrollment and paperwork, obtaining vital records, referrals for dental or medical care, and provision of school supplies and attire.

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; Our Community.

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 Learner interventions in school as well as those who opt out of services.

Measure of Academic Progress (MAP) – A computerized adaptive test and benchmark assessment that students 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 Nashville-Davidson County. Enrollment is approximately 86,000 students with 11,000 employees and 167 schools.

Multi-Tiered System of Support (MTSS) – District framework used by educators and administrators to support academic and behavioral needs of students. Tier 1 targets all students and represents strategies for universal prevention, Tier 2 includes specialized supports such as additional academic assistance or SEL supports for some students, Tier 3 includes intensive and targeted interventions for a few students.

Positive and Safe Schools Advancing Greater Equity (PASSAGE) – A partnership between MNPS, the Annenberg Institute for Social Reform at Brown University, and the Oasis Center started in 2014. PASSAGE brings together families, community organizations, government agencies and other stakeholders to uncover the root causes of discipline issues and address prevailing racial disparities.

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

Restorative Practices – sets of processes and tools that seeks to repair harm and rebuild community trust after an offense byway 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 Schools – Under Tennessee's accountability system, reward schools are schools in the top 5 percent for performance, as measured by overall student achievement levels, and the top 5 percent for year-over-year progress, as measured by gains in student achievement – a total of 10 percent of schools in all. This designation is determined annually.

Response to Instruction and Intervention Framework (RTI^2) –The RTI^2 framework is a multi-tiered delivery system designed to address individual student needs. It relies on the premise of high-quality instruction and interventions tailored to student need where core instructional and intervention decisions are guided by student outcome data. Tennessee implemented RTI^2 in elementary schools in the 2014-2015 school year and middle schools in 2015-2016.

STEAM – Science, Technology, Engineering, Arts and Mathematics. STEAM has become a central focus of the district. With help from a five-year, $15 million federal grant, MNPS has converted five elementary schools into whole-school magnet programs. The district is also in the process of converting all middle schools into STEAM middle schools. In the first phase of implementation, 18 middle schools have been converted to STEAM schools.

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

Trauma-Informed School – School site where adults are trained and prepared to recognize and deescalate those who have been impacted by traumatic stress. This can include school administrators, teachers, staff, school-based law enforcement, nurses, etc. Students are also provided with clear expectations and communication strategies to guide them through stressful situations. Trauma informed school sites are rooted in mutual respect and support between students and staff, trauma informed strategic planning, staff training and direct intervention protocol.

Tennessee Value-Added Assessment System (TVAAS) – An assessment that estimates the academic progress or growth of individual students year to year. A student's performance is compared to like peers who have performed similarly on previous tests. TNReady and TVAAS together provide a more holistic picture of student performance. TVAAS summary data are reported at the school and school system levels.

ACKNOWLEDGEMENTS

The Nashville Area Chamber of Commerce remains committed to quality public education in the region and has produced some version of this Report Card since 1992. Report Card committee members are community leaders from across Nashville who meet weekly to hear presenters from the local and state level. This report is a product of those conversations and offers an unbiased and constructive overview of the challenges, successes, and opportunities within Metro Nashville Public Schools.

Our thanks and farewell to five of our committee members who have served three consecutive years with the Education Report Card. We would like to recognize Erika Borg, Clifton Harris, Perry Moulds, Deadrick Thaxton, and Abby Trotter for their contributions as they will be rotating off at the completion of this report. These individuals will continue to engage with the report card process as they follow-up with Metro Schools on the progress of 2019 Recommendations.

We also thank the five leaders of community advocacy groups who shared critical insights relating to our special topic over the past four months. We would not have been able to develop our recommendations and deepen our understanding without your perspective.

A special thank you to the faculty, staff, and students of Waverly Belmont Elementary School, Warner Arts Magnet Elementary School, McKissack Middle School, and Antioch High school. Visiting school sites is an invaluable part of the Report Card process and we applaud the excellent work taking place in Metro Schools every day.

The production of this report would be impossible without the full support and cooperation of Metropolitan Nashville Public Schools, especially the MNPS liaison to the committee, Director of Strategy and Results Management Tamara Fentress. For the third year, Tamara connected Chamber staff and committee members to experts within MNPS and answered numerous follow-up emails in a gracious manner. The committee also sends our sincerest gratitude to Office Resources, Inc. for hosting our weekly meetings, and to Colleen Gilligan of Nashville Public Education Foundation for connecting us with Metro Parent and Teacher Cabinets.

Finally, we'd like to thank the Chamber staff who provide support for the committee's work. We appreciate Nancy Eisenbrandt, Chief Workforce Development Officer and our communications team Landon Matney, Graphic Designer and Brand Manager and Dawn Cornelius, VP of Marketing and Communication for making sure this document is grammatically correct and finalized. We also wish to thank Linwood Hawkins, Jr., Creative Director, LHJ Brand Strategies for working with the team and making sure the report is visually stunning.

The Education Report Card is the collective work of many. We hope it spurs dialogue and action around the progress of our public schools while serving as an important resource for education stakeholders and all Nashvillians.

nashvillechamber.com