

EDUCATION REPORT CARD 2018

Submitted by the Nashville Area Chamber of Commerce
Education Report Card Committee
Co-Chairs Dane Danielson & Clifton Harris
Metropolitan Nashville Public Schools | 2017-2018 School Year

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TABLE OF CONTENTS

4 Committee Roster

NARRATIVE

8 Executive Summary

10 Recommendations

12 Committee Commendations

14 Committee Concerns

16 Social and Emotional Learning

28 School System Performance

NUMBERS

36 Appendix A – MNPS Demographics and Enrollment

38 Appendix B – MNPS Chronic Absenteeism and Discipline Data

40 Appendix C – MNPS Funding Data

42 Appendix D – MNPS Student Achievement Data: Grades 3-8

44 Appendix E – MNPS Student Achievement Data: Grades 9-12

48 Appendix F – MNPS Teacher Data

50 Appendix G – Literacy Metrics

NOTES

54 Appendix H – Status of 2017 Education Report Card Recommendations

56 Appendix I – MNPS Organizational Chart

58 Appendix J – Experts Interviewed

60 Glossary

63 Acknowledgements

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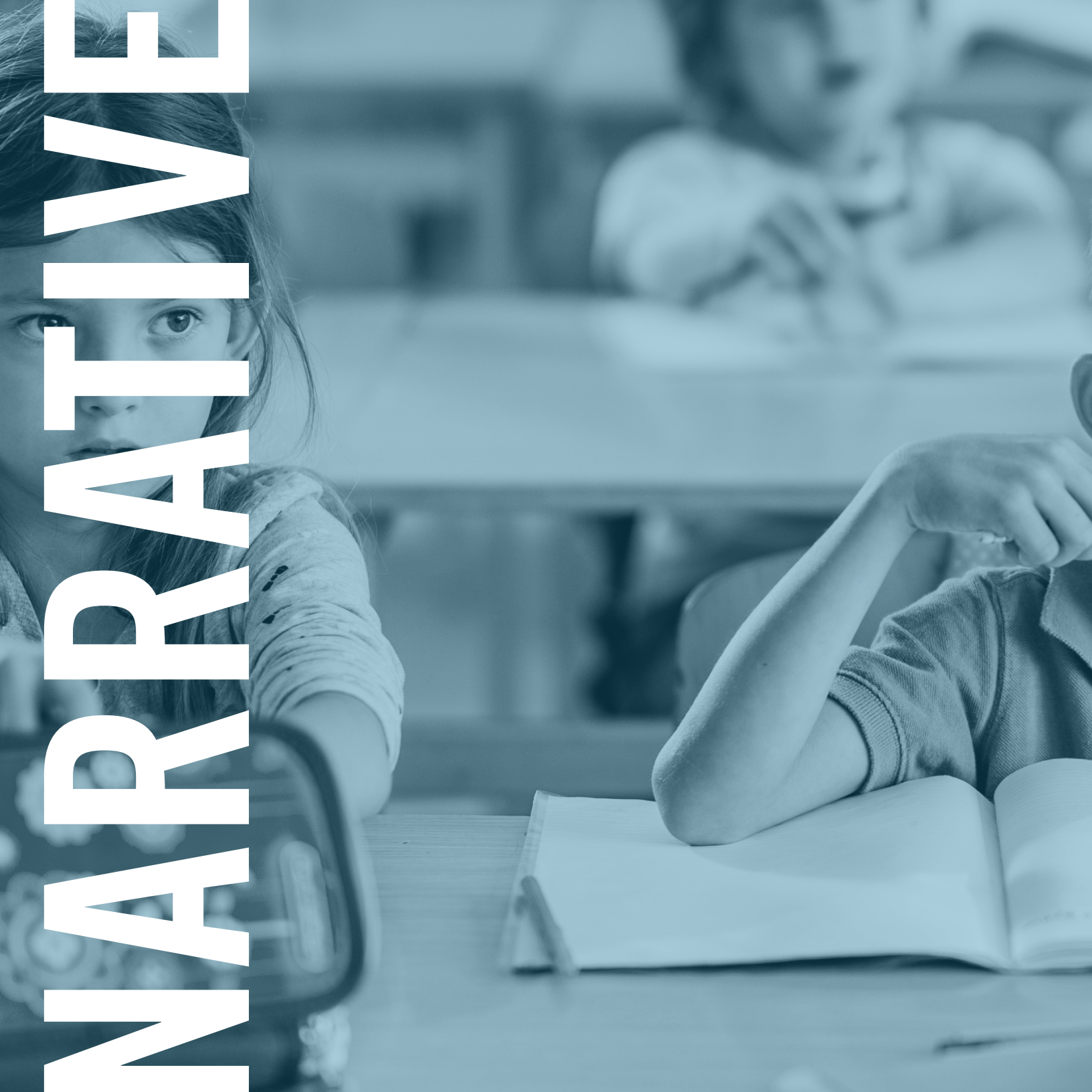
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NARRATIVE



EXECUTIVE SUMMARY

What is one idea you want students to learn in order for them to be successful in life?

Early in the Report Card process, committee members were asked by a leader in Metro Nashville Public Schools (MNPS) to name one idea they felt students needed to learn in order for them to be successful. The answers included things like resiliency, knowing one's worth, and building relationships -- skills that are often thought to be external to academics but still instrumental in student success. It is this question - "What do students need to be successful?" - that has framed the conversation around the 2018 special topic, Social and Emotional Learning (SEL).

Students need SEL skills. SEL is a process that allows children and adults to build the skills needed to function in school and in life. This includes managing emotions, creating positive relationships and setting goals. Too often, SEL is mislabeled as "soft skills," reduced to discipline measures or made secondary to academics. Increasingly, the conversation around SEL is interdisciplinary, making its way into sectors like business, healthcare and criminal justice. Industry leaders recognize that the skills gap keeping students from being successful are often not technical, but interpersonal.

Students need committed leadership. MNPS and the broader Nashville community have great leaders shepherding this work and they have created tools, trainings and supports to help implement SEL district-wide. Metro Schools is considered a national model in SEL, working closely with the Collaborative for Academic, Social and Emotional Learning (CASEL). The district has benefited from grants that have propelled their work in setting the SEL foundation, teaching MNPS teachers and administrators about Adverse Childhood Experiences (ACEs) and integrating restorative practices. Without ongoing training and support, SEL could be perceived as just another education trend that will come and go. District leaders, school administrators and teachers agree that leadership is vitally important for creating a positive school culture and for embedding SEL practices in all

aspects of teaching and learning. The focus on SEL does not take away from academics but provides a more holistic approach to student learning.

Students need strong academics. Each year, it is important to review measures of academic performance. As it does annually, the Report Card committee examined district and state data and found that the district was stagnant and continued to struggle in its overall academic progress in 2017-2018.

TNReady scores showed a decrease in the percentage of high school students that were "on track" or "mastered" in English/Language Arts (ELA) and Mathematics from the previous year. Because of administration issues and resulting questions of reliability, the committee focused their attention on other academic indicators. The results were mixed. The graduation rate held at 80.2 percent, a marginal 0.1 percent decrease from the year prior. More students took the ACT in 2018 than in 2017, allowing the district to reach 95 percent participation. It is encouraging to see that even with more test-takers, the district saw a small increase in both the composite average (from 18.8 in 2017 to 18.9 in 2018) and in the share of students earning a 21 (from 31.1 percent to 32.3 percent). With the district underwriting the cost, more students than ever took advantage of Early Post-Secondary Opportunities (EPSOs), especially Advanced Placement (AP) exams and industry certifications. Though the pass rate decreased from 48 to 40 percent, the number of students taking AP courses increased by 20 percent and the total number of exams passed increased by more than 200. The number of industry certification exams taken increased by 69 percent and the pass rate increased from 59 to 61 percent, with 300 more students earning these certifications.

Metrics for elementary and middle school students were also mixed but told a consistent story, with growth in ELA and Reading and less progress in Math. Fall 2018 scores from the Measures of Academic Progress (MAP) indicate that a little more than half of students (51.5 percent) exceeded growth expectations

in both Reading and Math, with scores in Reading surpassing Math scores. TNReady administration went relatively smoothly for grades 3-8 this year and scores showed small increases in the percentage of students grades 3-5 and 6-8 who were “on track” or “mastered” in ELA, but slight dips in Math. Likewise, Tennessee Value-Added Assessment System (TVAAS) scores for grades 4-8 showed growth above the state average in ELA, but lower than state average growth in Math.

These metrics are important benchmarks and indicate areas of focus for improving student achievement. Academic performance is and should be a priority. However, SEL could move the needle for Metro School students. Not only does national research make the link between SEL and positive academic outcomes, here in Nashville schools like Napier Elementary and Pearl-Cohn High School credit an intentional shift in school culture with their move off the state’s priority school list. In this SEL work, they committed to taking care of the child first, then the student.

Students need community. Nashville is experiencing tremendous growth and prosperity, signaled by the relocation and expansion of major companies and a winning bid for a major sports team, while families and longtime residents of the city struggle against the impacts of gentrification and the shortage of affordable homes. How do we leverage community partnerships to not only support students and families, but to empower them as well? There are several models for this work. Family Resource Centers and Community Achieves sites provide families with the wrap-around services, resources and information they need. Grassroots and non-profit organizations like Gideon’s Army, STARS and the Oasis Center continue to support both the schools and juvenile courts in their SEL and restorative work. Community partners need to be invited into the schools and supported when they answer the call.

Students need us. Over the course of several months, the committee has studied the district’s work to overcome their challenges and invest in their vision for what Metro Schools could be. But MNPS cannot do it alone. The obstacles are too great and the need is too high. Relationships, both within and outside of schools, are essential. The recommendations for the 2018 Education Report Card, directed not only at MNPS, but at the school board, Mayor’s Office and broader community as well, reflect the consensus from the committee that addressing these challenges and ensuring students are building the necessary skills to succeed is a collective responsibility. All stakeholders must come to the table. If the Nashville community can commit to becoming the most child-friendly city in the country, MNPS can and will fulfill its vision of becoming the fastest improving urban school district in the U.S.

2018 RECOMMENDATIONS

The Report Card committee encourages Metro Schools, the MNPS School Board, Mayor's Office, and the Nashville community to strongly consider the following recommendations, described in greater detail in the following sections. The committee believes that each recommendation will help advance district and community goals.

- [19] 1. 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).
- [24] 2. 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.
- [26] 3. 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.
- [27] 4. 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.
- [27] 5. 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 focus on how services to address these issues are mindful of the needs of families with children.





COMMITTEE COMMENDATIONS

- **SEL leadership recognized across the U.S.**

Great leaders throughout the district are at the helm of the Social and Emotional Learning (SEL) work in Metro Schools. These leaders, in central office, within schools and as part of the SEL teacher council, help make MNPS a recognized leader in SEL across the country. They have begun the work of transforming school and district culture. Every school has selected a universal behavior approach tied to SEL and their implementation is being monitored. Through support from the Collaborative for Academic, Social, and Emotional Learning (CASEL), MNPS has created tools being replicated in different school districts. The 2018 Music City Conference on Social and Emotional Learning attracted 900 people from around the world. In addition, several schools have been recognized for their work in building community schools, integrating restorative practices and embedding SEL throughout the school day.

- **Strong community partnerships supporting Metro Schools**

Nashville is fortunate to have robust non-profit, grassroots and business communities with a willingness to support public schools. This is evident in the district's community schools and Family Resource Centers, the result of partnerships with organizations like Communities in Schools, United Way, PENCIL, and Family and Children's Services. The Academies of Nashville has nearly 400 community and business partners who provide students with experiential learning opportunities. Together, the district and community partners leverage resources to expand opportunities for students and families. Partnerships with STARS, Gideon's Army, the Oasis Center and Youth Courts TN have made it possible to integrate restorative practices into the schools, ensuring that children are restoring trust back into their communities and confronting the consequences of their actions head on.

- **Continued gains in Early Post-Secondary Opportunities**

In 2018, with the district underwriting the cost of all Early Post-Secondary Opportunities (EPSOs), more students than ever before took Advanced Placement (AP), Cambridge AICE, International Baccalaureate (IB) and Industry Certification exams. While fewer students passed Cambridge and IB exams, there were significant gains for AP and Industry Certifications. Nearly 500 more students took AP than the year prior, 3011 in 2018 compared to 2504 in 2017. Even with an increase of 480 more test takers, the pass rate for industry credentials increased from 59 to 61 percent, resulting in 716 students earning certifications. Although the pass rate decreased for AP, Cambridge and IB exams, it is encouraging that many more students are attempting to earn early college credit. This year, when funding for EPSOs was uncertain due to budget restraints, Metro Council worked with MNPS to commit additional funds for students to still have free access to these opportunities.

- **District scorecard increases accessibility and transparency**

In 2017, Metro Schools developed Key Performance Indicators (KPIs) to track the progress of the district's Strategic Plan. These KPIs are now publicly available through the new District Scorecard. Updated quarterly, this tool is organized into four goal areas – Our Students, Our People, Our Organization and Our Community – and includes status indicators to show whether targets have been met. Given the 2017 Education Report Card committees focus on use of data for improving student outcomes, we commend the creation of this tool to make data more accessible and transparent for all stakeholders.

- **MAP offers MNPS an assessment that can inform instruction**

The district began using Measures of Academic Progress (MAP), a formative assessment from the Northwest Evaluation Association, in the Winter of 2016. Taken three times a year, MAP-Reading and MAP-Mathematics aligns with our content standards and provides teachers and principals a more immediate snapshot of how students are performing. MAP is a valuable tool that provides district leadership a reliable assessment to monitor ongoing progress and improve instruction

COMMITTEE CONCERNS

- **SEL needed before students can thrive academically**

SEL is sometimes perceived as a separate initiative from academics. School performance is judged almost exclusively by test scores and the most attention is paid to academic interventions. For many schools making great strides, academic improvements were not possible until after positive school and classroom cultures were established as a priority by school leadership. As one principal told the committee: when a child is distraught, it is not the moment to teach them math. SEL needs to be part of the formula for schools looking to make academic progress.

- **Strong relationships necessary for effective implementation**

SEL, or any program or policy, cannot be effectively implemented across the district without the time and opportunity for building strong relationships. These healthy and positive relationships should be modeled between members of the school board and the Director of Schools, between central office staff members and schools, and between school staff and their families and community. This relationship-building might involve central office staff spending more time in schools and having school staff collaborate with community organizations to engage their families.

- **Successful turnaround schools need continued support**

Priority Schools are the bottom five percent of schools in the state based on TNReady scores. The number of Priority Schools in MNPS increased from 15 in 2015 to 21 in 2018. Schools in the priority list are provided extra funding and resources to begin their turnaround efforts. The committee visited schools where these extra resources have played a vital role in their move off the priority schools list. However, once these schools improve and the one-year grace period is over, the extra supports that allowed for the school to make progress are taken away. Transition funds and long-term targeted support are needed so that these schools can maintain their momentum.

- **Metro's Capital Improvement Budget process needs clarity**

Safe and well-maintained facilities are important for children to be able to learn, grow and achieve academic success. Metro's Capital Improvement Budget process determines which MNPS schools receive funds for additions and renovations. Several elements are weighted to determine decisions on the final Capital Improvements Budget but there appears to be misalignment between what the district indicates as their biggest capital needs (informed by a Building Condition Assessment) and what projects get selected by the Mayor's Office. The decision-making process remains unclear, even after reviews of MNPS Capital Improvement Budget requests over the past several years and meetings with both the Mayor's Office and the Metro Planning department. The information received was conflicting and concerns the committee for issues of transparency and equity. With many schools in need of upgrades and shifting demographics across the city, there needs to be greater coordination and transparency between MNPS, the Mayor's Office and the public in this process.



SOCIAL AND EMOTIONAL LEARNING

An Introduction to Social and Emotional Learning

Conversations about Social and Emotional Learning (SEL) are taking place across sectors like education, non-profit, business, healthcare and criminal justice. This broad scope of conversation is not surprising. While SEL skills are known by several names -- 21st century skills, social and personal competencies, employability skills -- there is a general consensus that the ability to communicate, work with others and manage one's emotions is important for a child's future success and is, according to some, even more important than academics.

Metro Nashville Public Schools (MNPS) defines SEL as “the process through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; establish and maintain positive relationships; and make responsible decisions.” SEL is not a program but rather an approach to teaching and learning that takes into account the experiences and background of each student served by the district. In practice, SEL-integrative instruction looks like an engaging and inclusive learning environment in which academic goals and social and emotional learning goals are interdependent. Students are taking ownership over their learning, critically reflecting and talking as much or more than the teacher. It is this deep engagement that SEL advocates say leads to better student outcomes.

This is important for a district, like Metro Schools, with a number of factors that make systemwide academic achievement and growth challenging. The district has a mobility rate of about a third, meaning that approximately one out of three students changes schools at least once over the course of an academic year. Several studies, including one in Nashville, indicate that

these disruptions impact achievement growth, test scores and graduation rates, especially for students of low socioeconomic status, English Language Learners, and those with disabilities (Grigg 2012; National Institute of Medicine 2010; Rumberger 2015). Half of MNPS students are classified as economically disadvantaged, though prior to the state narrowing its definition in 2016-17 that estimate was more than 70 percent. Nearly 20 percent of Metro School students are English Language Learners (ELL) and receiving additional services and targeted instruction. In addition, the district's chronic absenteeism rate, defined as the share of students missing 10 percent of the 180 available school days in an academic year, hovers at about 18 percent. Together these factors make it critical to ensure that students are building SEL skills, like resilience and stress management, and forming healthy relationships with teachers and peers.

There is a body of research along the ideological spectrum that points to the positive impact of SEL on student success, including improved emotional development (Greenberg et al. 1995), gains in academic achievement (Durlak et al 2011) and future wellness (Jones et al 2015). TransformEd, a research and advocacy organization, worked with nine school districts in California and found that Mindset, Essential Skills and Habits (MESH) skills were positively correlated with GPA and test scores and negatively correlated with attendance and suspension rates. In 2015, a report by the American Enterprise Institute and Brookings Institute Working Group on Poverty and Opportunity outlined the need to “educate the whole child,” pointing to an increased recognition on the part of economists and employers that SEL skills contribute to success in the workplace and the nation's overall productivity.

SEL implementation in Tennessee has had its challenges and received its share of pushback. At the state level, some groups believe the approach intends to manipulate student emotions or that it is an invasion of privacy, requiring students to reveal traumatic experiences. In 2016, the Collaborative for Academic, Social, and Emotional Learning (CASEL), a national organization whose mission is to integrate evidence-based SEL into Pre-K - 12 education, invited Tennessee to work with seven other states to develop state-specific SEL standards. This was met with such fervent pushback from Tennessee lawmakers that the Department of Education pulled out, citing that the quick timeline was hard to meet and that there was a need for greater alignment and transparency. Despite this setback, SEL work in Tennessee did not stop. Work is continuing under the language of social and personal competencies rather than SEL standards, linking these skills to the Department of Education's strategic plan: Tennessee Succeeds.

The district has a stated commitment to fostering a positive culture in which students “build positive relationships and healthy social skills with other students and with caring adults” and over the past several years, the SEL Department of MNPS has built its capacity and programming to reach every school in the district. Much of this work has been in direct partnership with national and community organizations, many of whom have been advocates of SEL long before it was known by that name. The district has received national recognition and attention as a leader in SEL due to the work being done in Nashville. As the sections that follow will outline, Metro Nashville Public Schools (MNPS) has a great deal of support and expertise to lean on from in-house and community sources. The recommendations made by this committee serve to bolster existing partnerships and to identify ways in which MNPS can best serve students and families.

SEL in MNPS

The SEL department in Metro Schools is housed under the Office of Student Support and has four subdivisions - Trauma, Behavioral Support, Restorative Practices and SEL. The SEL team includes a Director of Social and Emotional Learning, a coordinator of SEL, the COMP (classroom management) specialist, a part-time SEL Coach, 4 SEL specialists, a 13-member behavior support team, 5 Restorative Practice team members, and one trauma-informed coordinator (who is funded through a grant). Over the course of the past several years, the SEL team has provided professional development for approximately 3,000 people on SEL Foundations, 3,000 on Restorative Practices, 4,000 people on Adverse Childhood Experiences (ACEs), and 400 people on Positive Behavior Intervention and Support (PBIS). These trainings include De-Escalation, Trauma Informed Care, Behavior Data Collection, Culturally Responsive Classrooms and Building Relationships. While the team has done extensive work to support schools in the implementation of SEL, teachers, principals and administrators all point to the need for additional support, especially as it concerns having more counselors, social workers and school psychologists in the schools.

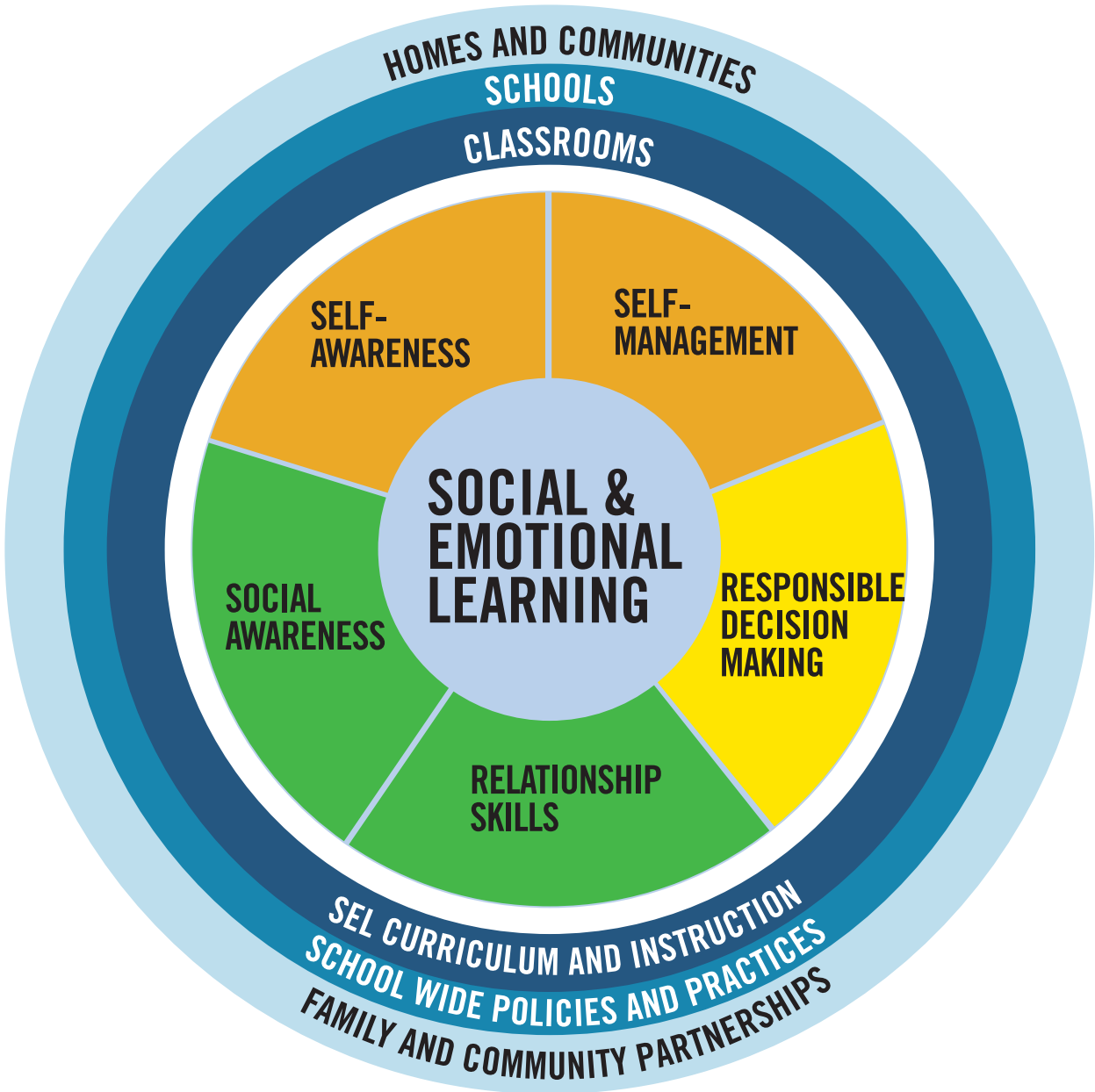
The state of Tennessee has a framework of Multi-Tiered Systems of Support (MTSS) that school districts use to map how their various programs, practices and interventions fit together to support students. Tier I targets all students and represents school strategies for universal prevention; Tier II interventions target a subset of students who need additional personalized support; and Tier III strategies are intensive interventions for the few students that need even more support. In 2016, MNPS asked all schools to select the Tier I behavior approach that best addressed their needs from three different models - SEL Foundations, PBIS and Restorative Practice. Prior to their selection, school administrators were provided with the core actions of each model, expectations for implementation, assurances and core

MNPS SEL MISSION STATEMENT

“We strive to become a district where stakeholders are invested in the social, emotional, behavioral and academic success of all students. Within MNPS, we focus on building relationships and the capacity for adults to create a positive, welcoming and healthy environment where students feel known and valued. We want all students to experience high quality instruction through engaged learning in a safe and supportive environment.”

mnps.org/sel

CASEL CORE COMPETENCIES



Citation: ©CASEL 2017

CASEL CORE COMPETENCIES

SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a wellgrounded sense of confidence, optimism, and a "growth mindset."

- Identifying emotions
- Accurate self-perception
- Recognizing strengths
- Self-confidence
- Self-efficacy

SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others

RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the wellbeing of oneself and others.

- Identifying problems
- Analyzing situations
- Solving problems
- Reflecting
- Ethical responsibility

SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal setting
- Organizational skills

RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- Communication
- Social engagement
- Relationship building
- Teamwork

practices. Principals also learned about the supplemental trainings offered by the student services department that either complimented their Tier 1 choice or offered additional support for a specific need. In 2018, 37 schools chose PBIS, 34 chose Restorative Practice, 51 chose SEL Foundations and 16 chose a hybrid of two models (**for a list of schools and their Tier 1 approach visit NashvilleChamber.com/EdReportCard**).

SEL is not new to Metro Schools and has been formally in place since 2011 when it received an initial planning grant from CASEL as part of the Collaborative Districts Initiative (CDI). Since then, Metro Schools SEL work has been guided by five core competencies that build the social and emotional skills needed for student growth and classroom engagement: (1) Self-Awareness; (2) Self-Management; (3) Social Awareness; (4) Relationships Skills; and (5) Responsible Decision-Making. These core competencies should be embedded in classrooms through SEL curriculum and instruction, implemented within schools by way of practices and policies, and reinforced across homes and communities through family and community partnerships. In the past school year, the SEL department has collaborated with the Department of Curriculum and Instruction to more intentionally integrate SEL into an instructional framework, including adding the SEL core competencies to the report cards of elementary school students.

In a show of confidence in its work, CASEL has provided MNPS with ongoing technical and financial support that has enabled the district to expand its toolkit, which includes instruments and resources for supporting SEL within and across schools and in the broader community. The SEL I Can Statements were first created in 2014 and provide grade-level articulations for each of the five core competencies. The MNPS SEL Walkthrough rubric is an observational tool used by the SEL team to measure schoolwide social emotional climate and provide feedback to schools. It focuses on three areas: the school-wide environment; classroom instruction; and classroom environment, management, and discipline. The district also created the SEL Content Teacher Council who hosted the first SEL Night for educators in 2017. This year's event will also include parents. The district has partnered with Alignment Nashville since 2011 to host an SEL Conference. In 2018, the Music City Conference on Social and Emotional Learning expanded and went national, with more than 900 people in attendance from 39 states and 4 countries.

(Visit MNPS.org/SEL)

The district as a whole has been highlighted in many reports, white papers and articles focused on SEL implementation (Aspen Institute 2017; Hanover Research 2017; Marchesi and Cook 2012). Several schools in Metro have also received national attention for their work including Fall-Hamilton Elementary, Valor Collegiate Academies and Pearl-Cohn Entertainment Magnet. Each school was featured on Edutopia for their SEL practices. Fall-Hamilton (discussed later

SUMMARY OF TIER 1 BEHAVIOR APPROACHES

SEL Foundations

Goal: “Raise awareness of the role that SEL core competencies play in creating safe, engaging, culturally responsive, and personalized learning experiences for students and adults.”

Example of Core Practices:

- Adult SEL
- Explicitly integrating SEL
- SEL I Can Statements
- Community Building/Circle Practices

Restorative Practice

Goal: “Create a paradigm shift through intentional practices that refocus traditional discipline approaches to responses that promote accountability through intervention strategies that are supported at all tier levels”

Example of Core Practices:

- Restorative Staff Community
- Clear expectations, norms, and procedures
- Proactive/Responsive Circles
- Fair Process

Positive Behavior Intervention Supports (PBIS)

Goal: “Assist schools in developing an implementation guide to create the systems needed to support a safe, positive, and predictable learning environment where positive behavior is taught and encouraged and discipline is managed through a consistent school-wide plan”

Example of Core Practices:

- School-wide expectations and procedures
- Acknowledgement system for students and faculty
- Comprehensive and consistent discipline plan for addressing problem behaviors
- Data-based problem-solving

in greater detail) is a pilot school for the Governor's Building Strong Brains Innovation Grant Project, focusing on trauma-Informed school practices and a comprehensive SEL strategy. Valor's Compass Model develops character and identity using a Circle model and Compass Badgework. Pearl-Cohn is highlighted in particular for its restorative practices, de-escalation strategies and advisory groups (*find these features at edutopia.org*).

Adverse Childhood Experiences (ACEs) and Trauma-Informed Schools

An important foundation of SEL is the recognition of and response to ACEs. These are toxic stressors experienced before the age of 18 that include but are not limited to: physical, emotional, or sexual abuse; physical or emotional neglect; mental illness; incarcerated relatives; violence toward the mother; substance abuse; or divorce. Neurology studies show that the neural pathways that humans use for learning are the same ones that process stress and that high-levels of trauma or chronic stress can prevent learning from taking place. While some stressors are normal, and can even be beneficial to brain development, others are much more harmful and can lead to long-term challenges in health and behavior. According to a 2015 report by the Tennessee Department of Health, more than 40 percent of Tennesseans have experienced two or more ACEs. The higher the number of ACEs an individual has, the higher risk for things like mental and physical health problems and diseases, risky behavior, and diminished quality of life and well-being.

ACEs have become an important conversation within education because teachers and schools have the potential to either buffer the impacts of trauma or to continue to perpetuate adversity. Across the U.S., 45 percent of students in the typical public elementary school classroom are likely to have at least one ACE. By high school, nearly half are likely to have experienced three or more. For Metro School students, community issues such as violence, homelessness, racism and discrimination, school mobility, gentrification, and refugee experiences (as with students in the Students with Interrupted Formal Education [SIFE] program) are additional ACEs. The higher the ACE score, the higher the risk for low academic performance, difficulties with language, discipline issues and chronic absenteeism. Trauma-informed schools work toward building awareness of the impact of adversity and stress and seek practices that result in all students, families and staff feeling safe, being connected, staying regulated and learning. When schools are safe, stable and nurturing, students can build the resilience necessary to overcome traumatic or stressful experiences.

There are communities and coalitions across the state that are increasing awareness around ACEs. Locally, All Children Excel (ACE) Nashville is a community of stakeholders working to prevent and mitigate adversity for the betterment of the community. At the state-level, Building Strong Brains (BSB) Tennessee is an initiative led by the Tennessee Department of Health and the Tennessee Commission on Children and Youth that brings together representatives from both the public and the private sectors. This effort has been strongly supported by the ACEs Foundation of Memphis and outgoing Governor Bill Haslam and First Lady Crissy Haslam, who highlighted the work on ACEs in her report, *Prioritizing Tennessee's Children*. Advocates across the state are asking the community to move from asking, "What is wrong with you?" to instead ask "What has happened to you?"

The Trauma-Informed Schools division of MNPS is currently a team of one but has built a network of more than 70 trainers across the district. Through a collaboration with the Building Strong Brains Tennessee initiative, they have implemented a train-the-trainer program to extend their reach. Through this program that aims to provide training for all schools, nearly 10,000 teachers, staff and community members have been educated on the role of life experiences in shaping brain development, on mitigating ACEs, and promoting trauma-informed school culture and practices. Another program, Handle with Care, partners with Metro Nashville Police Department (MNPd) to inform district personnel if a student has been the witness of a potentially traumatic event. During the 2017-2018 school year, the district communicated nearly 2,300 notices to schools, asking them to handle particular students with special care.

The Trauma-Informed Schools division also works closely with schools that are implementing these practices. Fall-Hamilton Elementary School is the district's Trauma-Informed Pilot School as part of Governor Haslam's Building Strong Brains Innovation Grant Project. The school has integrated programs and practices that focus on child and adult well-being, including all three Tier 1 strategies offered by the district. The school is using The Leader in Me curriculum (which teaches students the Seven Habits of Highly Effective People), has a trauma-informed practitioner on staff and uses a tap in/tap out system for teachers who need a quick reprieve in the middle of the school day. An additional ten Trauma-Informed Focus Schools have committed to continued ACEs training, incorporating peace corners in classrooms and twice-daily stress reduction activities (*for a list of these Focus Schools, visit NashvilleChamber.com/EdReportCard*).

Adverse Childhood Experiences

Abuse



Physical



Emotional



Sexual

Neglect



Physical



Emotional

Household Dysfunction



Mental Illness



Incarcerated Relative



Mother Treated Violently



Substance Abuse



Divorce

Citation: Center for Youth Wellness, n.d.; Centers for Disease Control and Prevention, 2016.

Restorative Practice

Safe and positive environments address conflict in ways that restore community trust and foster healthy relationships.

Restorative practices are sets of processes and tools, like mediation and dialogue, that focus on resolving conflict and repairing relationships. These tools are so closely embedded within SEL that Metro Schools is increasingly moving towards a district-wide restorative response to behavior. Critics of the work will describe it as passive and dismissive, but teaching individuals to take responsibility for their actions is central to restorative practice. As one district expert remarked during a conversation with the committee, “If a student doesn’t know how to read, we teach them. If they don’t know how to do math, we teach them. If they don’t know how to behave, we punish them.”

As part of a restorative strategy, many schools have implemented programs and exercises that allow students to design and facilitate restorative practices in their schools. Some have even hired in-house restorative practices specialists to lead these efforts or invited external partners to build their students’ capacity as restorative leaders. The structure of the Academies of Nashville facilitates the implementation of youth court programs in criminal justice pathways, with the support of partners like Youth Court TN, Davidson County Sheriff’s Department and Davidson County Juvenile Court. However, even schools without these pathways have integrated their own restorative programs. Youth Courts operate in six Metro high schools, with over 200 student volunteers and a recidivism rate of four percent. Other schools, like Glenclyff and Hillsboro High Schools, have student-led restorative or peace teams. At Napier Elementary, trees have been placed in classrooms and common areas and are designated conflict resolution areas where a student can have a dialogue with a peer (or with a teacher) assisted by a moderator.

In large part, restorative practices have become commonplace in both Metro Schools and the Juvenile Justice Center (JJC) through the support of community organizations who urge these institutions to seek more effective alternatives to punitive policies and practices. STARS Nashville has not only partnered with Metro Schools on grants to address violence, but has also provided trauma-informed counselors for various schools through the Student Assistance Program. Gideon’s Army, a youth-led grassroots initiative to end youth violence, works with both the district and the juvenile justice system to implement restorative practices. The JJC has partnered with the Metro Arts Commission and the Oasis Center to create the Restorative Justice and Arts program, focusing on using arts to build resilience, self-esteem and emotional capacity among court-involved youth. In a new program just announced in October, the Raphah Institute will work with Nashville youth to not only

make amends to victims and to their community, but also give victims the opportunity to decide whether or not they want the offender to go through the system.

The conversation around restorative practices is often tied to discipline disparity and the school-to-prison pipeline. While the number of incidents resulting in out of school suspensions in Metro Schools has decreased, from 15,246 in 2016-17 to 13,464 in 2017-18, the disparity gap lingers. Black students are three times more likely, and Latinx students are two times more likely, to be issued out-of-school suspensions than their white peers.

Initiatives like PASSAGE (Positive and Safe Schools Advancing Greater Equity) bring together families, community organizations, government agencies, law enforcement, juvenile courts and the school system to uncover the root causes of discipline issues and address prevailing racial disparities. This partnership between the Annenberg Institute for Social Reform at Brown University, MNPS, and the Oasis Center started in 2014 and began making major changes to the MNPS Student/Parent handbook to make it more user-friendly. PASSAGE also clarified or eliminated ambiguous terminology, like “conduct prejudicial to good order”, that advocates believed was used as a catch-all category for suspensions. They are now calling for the school board to eliminate suspensions, expulsions and arrests for students in Pre-K through fourth grade. They argue that these punishments disproportionately affect students of color, specifically black boys, and do not align with the district’s commitment to SEL and restorative practice.

Following recommendations from the Pre-K School Discipline Task Force, Dr. Joseph sent a memo in November to elementary school principals administratively ending expulsions and arrests for Pre-K-4 students, except in the case of 500 level offenses, and requiring all suspensions to be approved by the school’s Community Superintendent or Executive Director of School Support and Improvement (EDSSI). The committee stands behind this effort and recommends that ***the MNPS School Board enact a policy that ends out-of-school suspensions, expulsions or arrests in pre-k through fourth grade, except for the most egregious acts (as identified by PASSAGE).*** This would reinforce and affirm Dr. Joseph’s efforts to create a positive and safe learning environment for all students.

Dr. Joseph also reiterated the importance of providing schools with the necessary resources for effectively implementing disciplinary alternatives and working with advisory groups and community organizations in providing these resources. Teachers and school leaders need the right strategies and internal and external supports in place to effectively implement these

changes. Amidst concerns that there are no alternatives in place, community organizations like NOAH, the Oasis Center and STARS Nashville, who have been longtime advocates of restorative practices, continue to pledge their support to schools in implementing restorative alternatives to more punitive options.

Leadership and Professional Development

Leadership is vitally important to the integration of SEL into school culture and academics. Implementation needs to start with professional development for teachers, staff and administrators so they can model the skills they will be helping students develop. Changing school culture is not easy, especially if the perception is that SEL is just another education trend or buzzword that will come and go. While all schools are required to select a Tier 1 approach, schools with principals that are committed to this philosophy and practice not only change the way children are taught, but also create an environment that addresses the needs of teachers.

Conversations with teachers, principals and other district leaders make clear the need for strong leadership for SEL to become an integral part of a school's culture. For teachers to feel supported and for students to gain the SEL skills that will help them be successful in school and life, principal buy-in is crucial. Successful "turnaround" schools (those that have moved off the state's priority list) have had strong leaders at the helm, each with a commitment to addressing the needs of the whole child - not just academics. These principals are also reaching out to community organizations as partners in addressing their schools' most challenging needs. As strong principals are promoted into administrator roles, a structure should be in place that leverages these leaders as a resource for their peers, and as mentors for the next generation of school principals. The committee recommends that ***MNPS 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.*** In addition, hiring protocols for future principals should include questions about candidates' plans for implementing these practices so that the district's commitment to SEL is established from the very beginning.

Along with strong principal leadership, teachers themselves need the necessary feedback and professional development to build on their own SEL skills. If not provided with this support, teachers may see SEL as yet another program they are being asked to take on, in addition to all the other things for which they are responsible. To assist with this, the state worked with

MNPS and other experts to create "Incorporating Social and Personal Competencies Into Classroom Instruction and Educator Effectiveness," a toolkit for teachers and administrators. This toolkit links social and personal competencies that support instructional practices with the Tennessee Educator Accelerator Model teacher evaluation process. Because teacher evaluations are directly tied to student performance, the toolkit illustrates how the work teachers are already doing in their classrooms is tied to building social and personal competencies and is not an additional expectation or detractor.

MNPS has resources and tools to provide district-level support, including professional development opportunities that have reached nearly 10,000 MNPS staff, teachers, and administrators. In addition, the Walkthrough Rubric gives schools feedback on their implementation. However, the committee heard from teachers in schools across the district that there was a need for in-house support structures and more consistent, classroom-level feedback mechanisms. As such, the committee recommends that ***MNPS require every school in the 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.***

Because this work is ongoing, having a trusted peer leader in the building would ensure that teachers are consistently building and embedding SEL practices into their instruction and classroom culture. In addition, the SEL department would benefit from having a point person in each school that can provide "boots on the ground" feedback and leadership.

At the present time, the state does not require teacher preparation programs to explicitly include training on SEL. However, many local universities emphasize the importance of SEL for both students and teachers in their classrooms. This includes introducing future educators to CASEL's core competencies and asking them to integrate SEL into their lesson plans. In addition, Belmont University and Middle Tennessee State University (MTSU) have partnered with the state to introduce pilots in which their future teachers are learning about the importance of SEL and are made aware of the impact of ACEs. While still early in the work, Belmont's Educating Trauma Informed Professionals Project (BETIP) has provided several hundred health, social welfare, and education students and professionals with foundational ACEs knowledge that participants plan to use in their practices. The goal of the project is to create an interdisciplinary, evidence-based and trauma-informed care curriculum for undergraduate and graduate students. Similarly, MTSU's Project PEACE (Professional Educators Understanding Adverse Childhood Experiences) is a partnership between the university's Center for Health and



Human Services, College of Education, Department of Health and Human Performance, and Department of Social Work to create an interdisciplinary curriculum that addresses ACEs. They are also creating a free toolkit that people can use to further disseminate information.

Community Involvement

Nashville's social challenges are reflected in Metro Schools. Half of MNPS students are classified as economically disadvantaged, though this figure only includes those who are directly certified (e.g., receiving Supplemental Nutrition Assistance Program benefits, participating in the Temporary Assistance for Needy Families program, and Head Start participants). The district struggles with a high mobility rate, likely tied to housing instability, with about a third of students changing schools in the middle of the academic year. Last year, 43 percent of students had missed five or more days of school; 18 percent had missed 18 or more. The increasing numbers of English Language Learners in the district requires new strategies for family engagement that take into account cultural and linguistic differences. Addressing the needs of these families is not something that the district can do alone; it requires a coordinated effort between Metro Schools, Metro government and community and business partners.

SEL is as much about the physical structure as it is about changing teaching and learning and many schools have reimagined spaces to be inclusive of community partners. Community school models are popping up across the country, serving as neighborhood hubs for information, resources and opportunities for students and families. Community Achieves is the district's own community school initiative that operates in 19 schools, each with a strategic plan that addresses school needs under four pillars of support: College and Career Readiness; Parent/Family Engagement; Health and Wellness; and Social Services. Alignment Nashville convenes the Community Achieves A-Team, a cross-sector work group that meets monthly to provide guidance and align resources to support the initiative. The model has received national attention, earning two 2017 Community Schools National Awards of Excellence from the Coalition of Community Schools, one for initiative and the other for an individual school - Pearl Cohn Entertainment Magnet High School. To expand its reach, Community Achieves is now partnering with Communities in Schools of Tennessee (CISTN) in several of its schools (*for a list of Community Achieves partners visit NashvilleChamber.com/EdReportCard*).

CISTN is just one of many organizations across Nashville that support community school models. The Tennessee Alliance to Reclaim Our Schools, another state organization, works with community school providers to support and advocate for

their implementation. Other organizations like United Way, PENCIL, and Family & Children's Services partner directly with the district to manage school- and community-based resource centers. Family & Children's Services and PENCIL manage a total of 11 school-based Family Resource Centers located across Nashville. Outside of the school sites, agencies like the Salvation Army, St. Luke's Community House and the Martha O'Bryan Center manage eight community-based family resource centers.

Because of the integration of community school models in the district, many schools benefit from a great deal of community support and engagement. However, other schools do not have the same degree of resource inflow. Equitable distribution of resources requires careful coordination and alignment, especially in light of significant demographic shifts over the past several years and the district's high student mobility rate. Metro Schools has recently hired one Community Engagement Specialist per quadrant to conduct an asset map for each cluster. The committee is asking for one more step and recommends that ***MNPS, in direct partnership with community partners, 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.*** As students move across tiers from Pre-k/elementary to middle to high school, it is vital that we ensure that families are receiving continuous support. This is not something that MNPS should do alone. The community should be involved in cataloging the needs of families and responding accordingly. Larger non-profits, smaller organizations, and corporate partners alike should be identified as service providers.

Underlying the need for increased community support are the rapid changes taking place in Nashville. The impact of gentrification and the lack of safe and accessible housing are reflected in schools and classrooms. While the district has supports to provide resources to families who are struggling to find housing, like the H.E.R.O program for families in transition, they address the symptoms but not the root causes. As such, the committee has identified a recommendation for the Mayor's Office. The committee believes it is necessary that ***the Mayor's Office 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.*** No other entity in the city has the influence needed to bring together all the relevant stakeholders under the common purpose of addressing this major challenge and in aligning the resources that support children and families.

This report cannot capture all of the district and community work being done in Social and Emotional Learning. The committee spent several months speaking to district leaders, school administrators, teachers, and community members and it is clear the challenges are great and the ecosystem is complex. While this is not unique to Metro Schools, Nashville sits at the perfect crossroads of talent and opportunity. 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. The school system is a microcosm of the broader community that reveals not only Nashville's ongoing challenges but its potential as well. Metro Schools has committed verbally and financially to SEL but the district alone cannot address the myriad needs of its students. The community should and must leverage its resources to meet these needs if it hopes to achieve and exceed the goals it has for its students. Increasing literacy, reducing chronic absenteeism, addressing disparities in school discipline: these goals can only be met with strong leadership, community and business engagement, family empowerment, and the district's continued commitment to the social and emotional learning of our students. The success of a school district dictates the success of a community. Nashville must always be a city dedicated to the long-term growth, achievement, and success of her young.

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SCHOOL SYSTEM PERFORMANCE

Each year, the Education Report Card provides an overview of Metro Nashville Public Schools data. This includes formative and state-level assessments, as well as other indicators of school performance. The committee reviews this data and uses it to inform their evaluation of student progress in the district.

Overall, the committee found student performance to be stagnant and the district continued to struggle in its overall academic progress in 2017-2018. They found little evidence of improvement in student performance on either academic or more holistic measures of student achievement district-wide during the 2017-2018 school year.

Metro Nashville Schools was rated as “In Need of Improvement” for the 2017-2018 school year under Tennessee’s Every Student Succeeds Act (ESSA) state-level plan, authorized in August of 2017. The rating is based on four different factors: success rates for grades 3-12 including Tennessee Comprehensive Assessment Program data, graduation rates, student level absentee data and English language proficiency for English learners. Student performance is calculated by averaging the best of absolute performance or Annual Measurable Objective (AMO) target and value-added pathways under the new accountability framework. This could be a combination of TNReady scores including math, English language arts (ELA) and science for each cluster, or the number of students “on track” or “mastered” for all subjects in a grade span, for example grades 3-5. Unfortunately, the administration of TNReady has been plagued with distribution and technical issues since its launch in the academic year of 2016. Shipping delays and an online rollout marked by technical difficulties rendered TNReady metrics unusable for grades 3-8 in 2016 and scoring mistakes marred 2017 administration of the test.

In the absence of reliable state-level metrics in the past three years, Metro Schools began utilizing Measures of Academic Progress (MAP) testing to benchmark student achievement in 2016. This committee has relied on MAP testing data, End of Course exams, ACT scores and graduation rates to provide the academic foundation for our assessment of Metro Schools. The

committee has added other measures of student achievement and persistence including: student absentee data; teacher retention; data on student suspensions and expulsions; and district generated Key Performance Indicators (KPIs). Gains for academic year 2017-2018 were marginal with improvements for students in grades 3-8 in English and language arts. Student academic success at the high school level dipped below statewide peers in all core subjects.

Implementation of MNPS Strategic Framework

The MNPS strategic plan is the result of community input, recommendations from Dr. Joseph’s transition team and meetings with district leadership and staff. Now in full implementation, the strategic plan centers around four specific goals pertinent to district students, staff, organizational culture and community relations each with accompanying strategies and performance metrics. The district has also aligned Key Performance Indicators (KPIs) to measure success in meeting performance metrics as outlined in the strategic plan. KPIs encompass metrics on both academic progress and school climate and function as indicators that hold individual schools and the district accountable for regularly monitoring data and assessing implementation.

Community partners and Metro parents can monitor progress of KPIs using the MNPS District Scorecard. The scorecard, an expansive and easy to use online tool was released in Fall 2018. The scorecard is a living assessment of data and aligns directly with district KPIs. Metro Schools internally rates achievement of KPIs based on a combination of school-level data including classroom observations and organizational metrics. KPIs cover the breadth of student-level data and more granular operational functions including energy efficiency and employee retention. Each KPI has 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. The scorecard also includes results from a 2017 district-wide survey of school climate. Rooted in research and practice

which correlates positive school climate with student academic progress, the survey was conducted via an outside survey partner (Berkowitz) . Students in grades 3-12 and faculty were invited to anonymously participate. Their perspectives are measured on four dimensions of school climate: Safety and Trusting Relationships; High Expectations; Civility and Equity; and Student-Centered Classrooms. 5,367 or over 70 percent of classroom-based staff participated in the survey in Fall 2017. 37,569 students participated anonymously in the survey, with less than half of this sample responding favorably to questions relating to classroom experience and excitement and interest in school subject matter. The district intends to continue to administer the survey twice yearly in the Fall and Spring and share best practices between schools. ***See the full list of results on the district website.***

High School Achievement Showcases District Inequities

The committee used a variety of metrics to assess academic performance at the high school level. The results were mixed, with some notable bright spots as well as areas of continued concern. MNPS students trail behind their peers across the state on most metrics, though there were some gains in the right direction.

ACT testing continues to serve as a credible indicator of college and career readiness for students at the national level and across the state. More students than ever before are taking the ACT since it is now a graduation requirement in Tennessee. The state has also invested in ACT retakes since October of 2016, and thousands of graduating seniors across Tennessee have taken advantage of free test re-administration since then. ACT test participation in Metro Schools has increased from 88 percent to 95 percent in just the past two years. Even with the vast increase in the number of students taking the ACT, the composite average for MNPS saw a small increase from 18.8 to 18.9. Inequities in ACT achievement among student groups including Latinx, Black and Economically Disadvantaged continue to exist. MNPS is in the process of creating a cross functional team of internal and external leaders to create and implement a robust plan to improve student performance on the ACT. The ACT Taskforce will create a multi-year plan that will address next steps including professional learning, goal setting and instructional supports beginning at the early years of students' educational experience.

Students must score a 21 or above on the ACT to be eligible for the lottery-funded HOPE Scholarship, which offers postsecondary financial support for qualified high school graduates. The Scholarship allots funds up to \$1,700 per full-time semester for enrolled college freshmen and sophomores at four-year institutions, and up to \$1,500 per semester at two-

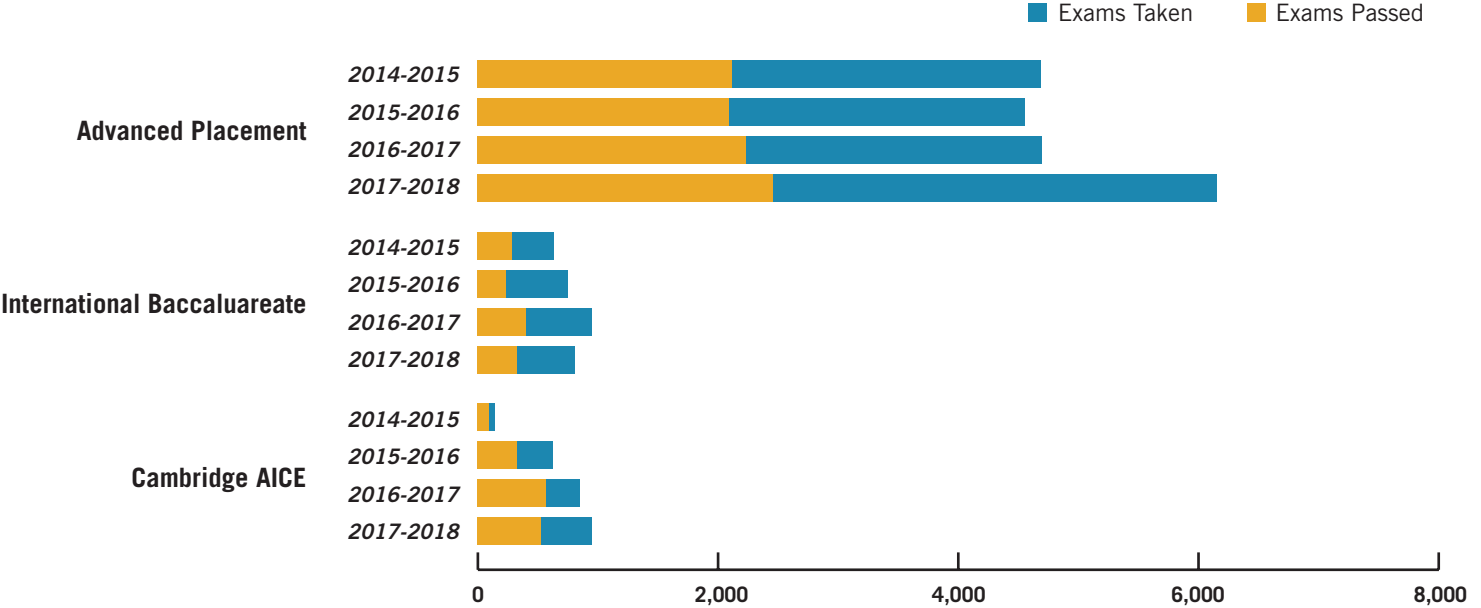
year institutions. The 32.3 percent of MNPS students scoring a 21 or above represents 1,404 students qualifying for the Hope Scholarship in 2018. This committee agrees with district leadership in that ACT preparation begins with the foundational knowledge scaffolded from Pre-k through high school. Peak performance is the culmination of quality early childhood opportunities and an organizational culture of growth embedded through school all tiers.

Graduation rates in the district decreased slightly from 80.3 percent in 2017 to 80.2 percent for the 2018 graduation cohort. Across student groups, Latinx (72.6 percent), Economically Disadvantaged (75.7 percent), Special Education (57.8 percent) and students with Limited English Proficiency (66.6 percent) lag behind overall Metro graduation rates. Inequities in high school graduation rates have been shown to negatively impact postsecondary achievement, particularly for vulnerable student populations. MNPS continues to trail behind average Tennessee graduation rates, which holds steady at 89.1 percent. The district is committed to continuing to monitor graduation rates, particularly among male students as their graduation rate has steadily declined since 2015 and is currently 75.9 percent.

TVAAS growth measures, or the Tennessee Value Added Assessment System, remain low for high school end of course exams. TVAAS measures annual student growth by setting targets for each student based on their previous test performance. Students do not have to be proficient on TNReady to make yearly progress on TVAAS, as TVAAS measures are normed against peer students across the state. High school students are tracked for TVAAS growth in English I-III, Algebra II, Geometry, Integrated Math I-III, Biology, Chemistry and U.S. History. Across all subjects, Metro students district wide received average growth measures that are not indicative of a year of student growth relative to national peers.

The district continues to invest in early postsecondary opportunities (EPSOs) by underwriting the cost of industry certification exams, Advanced Placement, International Baccalaureate (IB) and Cambridge AICE exams. MNPS also offers interdisciplinary career pathways through its 12 Academies, and industry certification testing in 28 different subjects. In 2016-2017, 415 students earned certifications in vital fields such as health care, technology and hospitality services. This number rose to 716 students or a 61 percent passage rate in 2018 with the addition of two new certifications. The district has worked with multiple community stakeholders to match certifications offered with workplace needs in the region, adjusting certifications to match employer demand. Dual Credit testing participation increased 67 percent, and students are continuing to opt in to

Advanced Academics, 2016-2018



Source: Provided by Metro Nashville Public Schools

Advanced Placement coursework. The number of students sitting for AP, Cambridge AICE and IB tests has risen over the past two years as schools across the district are broadening the number of AP and Cambridge AICE courses offered to students.

High School students took their third year of TNReady end of course exams in Spring 2018, despite significant technical difficulties with the online rollout facilitated by Questar, the state’s testing company. Glitches in the online platform included students not being able to login and being unexpectedly booted from the test before they could finish and submit. In line with this, the percent of students scoring “on track” or “mastered” dipped significantly in year 2017-2018. ELA scores dropped from 24.4 percent “on track” or “mastered” in Spring 2017 to 18.1 percent in Spring 2018. Less than a third of students tested on track or higher in ELA across Tennessee. On track or mastery in mathematics and U.S. history scores also dropped 2.6 percent and 4.7 percent respectively. The most significant loss was in science scores, which dropped 10.1 percent. These scores are in line with student performance across the state, as all core subjects with the exception of math dropped for students statewide. Achievement scores on TNReady end of course exams are typically included in the formula which determines district accountability for Tennessee but were withheld from the formula this year due to administrative difficulties.

Elementary and Middle School Students Outpace State Peers

Academic year 2018 marks the third year MNPS students have taken MAP, or Measures of Academic Progress, exams. MAP is a computer-based adaptive exam that scales test questions based on student response. As students progress through the exam, questions fluctuate in difficulty to provide a more accurate view of student academic achievement. MNPS has administered MAP Reading (MAP-R) to students in grades 3-8 three times a year since Winter 2016. MAP Mathematics (MAP-M) began in Fall 2017, and ninth graders were tested in Math and Reading for the first time in Fall 2018.

Though MAP results do not contribute to classroom grades, Ready for Instruction (RIT) scores generated from the test are used to assist teachers in identifying skill and concept gaps for improved classroom instruction. RIT scores are also used to measure growth within and across school years, and MNPS scores were overwhelmingly higher than national averages for MAP-R in Fall 2018. Teachers utilize RIT scores to create differentiated instruction, form data-informed student work groups and adjust pedagogy to better meet the needs of students. Students in grades 2 and 4 exceeded Average Projected RIT growth in Reading and Math in Fall 2018. District MAP-R scores at most grade levels continue to surpass

MAP-M results. Median Growth National Percentiles compare the improvement of students nationally in one year to the growth of typical MNPS students in the same time span. MAP is nationally-standardized, with the average Median Growth National Percentile normed at 50. MNPS students made more growth from Fall 2017 to Fall 2018 than between 51-55 percent of students nationally on MAP-R in grades 4, and 6 through 8. The MAP assessment does not have a defined cutoff for proficiency but places students within quintiles of performance, with 3 being the average. This year, 28,717 MNPS students in grades 2-9 took the Fall administration of MAP-R. Students in grades 2, 4 and 7-9 exceeded national averages in Median Growth National Percentile. 28,969 students across the district took the Fall administration of MAP-M. Slightly over half of these students met or exceeded fall-to-fall growth expectations. As with MAP-R, student groups including Black and Latinx lag behind average MNPS performance scores when disaggregated. The district views MAP testing as a reliable metric with which to measure student progress.

TVAAS composite scores range from 1 to 5 with level 3 indicating a typical year of academic growth. Each level above or below a 3 indicates that student growth is statistically higher or lower than the state average, respectively. The 2018 TVAAS academic gains for grade levels 4-8 exceeded those in 2017 across all tested subjects. Overall, TVAAS results for grades 4-8 were slightly above state averages. MNPS received composite scores of 5 for both ELA and Science but lagged behind state growth averages in Mathematics, resulting in a composite score of level 1. The Social Studies composite score was a level 3. The district continues to work towards its commitment for school-wide TVAAS scores to be at a level 3 or higher across all tested areas. TNReady results for Metro students were comparable to students

across Tennessee with the exception of ELA for grades 6-8, which increased in MNPS by .8 percent and decreased state-wide. Math scores for district students grade 3-8 declined by close to one percentage point while statewide results declined by about one-half of a point. Science scores also declined at each grade span for MNPS students and students statewide. Metro students continue to fall behind Tennessee averages for students earning “on track” or “mastered” on all TNReady exams. Administration of TNReady has been plagued by logistical error and technical difficulties last year resulted in almost half of Tennessee students using pencil and paper rather than online versions of the test.

Non-academic Performance Measures

This year, Metro Schools identified three priority KPI's on which to focus their strategic initiatives: increasing the percentage of students meeting or exceeding literacy growth projections to 60 percent by May 2019; increasing average daily attendance and reducing the districts high rates of chronic absenteeism; and reducing rates of out-of-school suspensions of Black students. Suspensions and expulsions of minority populations consistently outpace White peers at all grade levels. Time spent outside of the classroom for punitive or expulsive action has a negative impact on student academic progress and persistence, and consistently high rates of chronic absenteeism among elementary school students can be detrimental to educational outcomes.

Tennessee defines chronic absence from schools as missing 10 percent of available school days for any reason, including excused absences and suspensions. Chronic absenteeism rates in MNPS have consistently risen in the past three years, from 15.7 percent in 2016 to 17.8 percent in 2017-2018. Metro Schools has implemented strategies to combat high rates of absenteeism of students across all grade levels, but interventions have yet to

TENNESSEE VALUE ADDED ASSESSMENT SYSTEM LEVELS

- Level 5** : Significant evidence that students in the district made more progress than the Growth Standard
- Level 4** : Moderate evidence that students in the district made more progress than the Growth Standard
- Level 3** : Evidence that students in the district made progress similar to the Growth Standard
- Level 2** :Moderate evidence that students in the district made less progress than the Growth Standard
- Level 1** : Significant evidence that students in the district made less progress than the Growth Standard

have an impact. Chronic absenteeism is now a component of district and school accountability at the state level as schools are measured on the “Chronically Out-of-School Indicator” as part of the absolute performance accountability pathway. MNPS has worked to better understand the environmental factors that contribute to high rates of absence among students, particularly vulnerable populations, but there is no catch-all solution to getting students to school. School attendance is much broader than a legal or compliance issue and should be used as an opportunity to better understand the barriers or conditions limiting student persistence. In addition, community stakeholders and organizations have been working diligently to advocate for alternative and restorative practices to reduce high rates of out of school suspensions.

Metro Schools’ division of Talent Strategy has worked to align organizational supports to better attract and retain high quality teachers and support staff for the district. Division priorities include working to intentionally recruit substitute teaching staff, increase the retention of teachers such that the district has more teachers of quality with more years of experience, and fill vacancies in key subject areas. Though academic year 2017-2018 began with 124 teacher vacancies, this number was reduced to 92 this past August. It is vital that all classrooms, particularly those in core subject areas, are staffed with qualified teachers at the beginning of the school year and that these teachers are retained for the duration of the year.

Exceptional education and mathematics classes continue to be understaffed across all quadrants. Metro Schools has made incremental progress closing the teacher demographic gap, but teachers of color in the district are still not proportional to student demographics. MNPS has partnered with EdForce-Public Consulting Group (PCG) to broaden alternative certification pathways for candidates from diverse backgrounds. As of September 2018, 25.9 percent of MNPS teachers are teachers of color while the national average is 17.5 percent. The district has also developed Primary Partnership Agreements with local universities to increase recruitment of male teachers and is strategically partnering with regional Historically Black Colleges and Universities to narrow teacher diversity gaps. This committee continues to recommend Metro Schools invest in comprehensive teacher exit surveys to better understand motivations behind teacher attrition.

The statewide Priority and Reward School list was released in September 2018, and the number of MNPS priority schools jumped from 15 in 2016 to 21 in 2017-2018. Reward schools are identified annually based on achievement and growth for all

students and subgroups. Priority schools, which are identified every three years, are eligible for additional funding and oversight from the state Priority Schools Department and are in the bottom 5 percent of Tennessee schools for academic years 2015-16 and 2016-17. Though graduation rates factor into the priority schools formula at the high school level, Priority school identification was not based on 2017-2018 TNReady data this year due to platform-based inconsistencies with test administration. All Priority schools across the state will move into an evidence-based school improvement model, monitored by the Department of Priority Schools. Buena Vista Elementary—which has been on the priority list since 2012—has transitioned off the priority list and will receive one additional year of targeted funding and state oversight before being fully transitioned out of the Priority Schools Department.

Looking Forward

Though the district faces many challenges, there are still reasons for parent and community optimism. The Blueprint for Early Childhood Success steering committee continues to track towards improving third grade literacy, providing quality pre-K for all, and reducing chronic absenteeism and summer learning loss for our youngest Nashvillians. Dollar General Literacy Foundation announced an \$800,000 grant to support Blueprint work in July, \$300,000 of which were initiative match funds. Community partnerships have played a significant role in district progress as of late and MNPS continues to work with organizations such as Alignment Nashville, Communities In Schools, PENCIL and others to provide quality education to MNPS students.

In an effort to better track academic and student success, the district was divided into geographic quadrants in 2017-2018. Each quadrant is steered by a Community Superintendent to facilitate better planning and coordination across all grade levels. The district also hired nine Executive Directors of School Support & Improvement (EDSSIs) to bridge quadrant gaps. Thus far, the quadrant model has streamlined district processes but there is not sufficient data to make an assessment of its impact. MNPS continues to convene faculty and staff across tiers and clusters for intentional conversations and opportunities to share best practices. The committee does wish to recognize MNPS for their efforts to maximize efficacy in the absence of personnel.

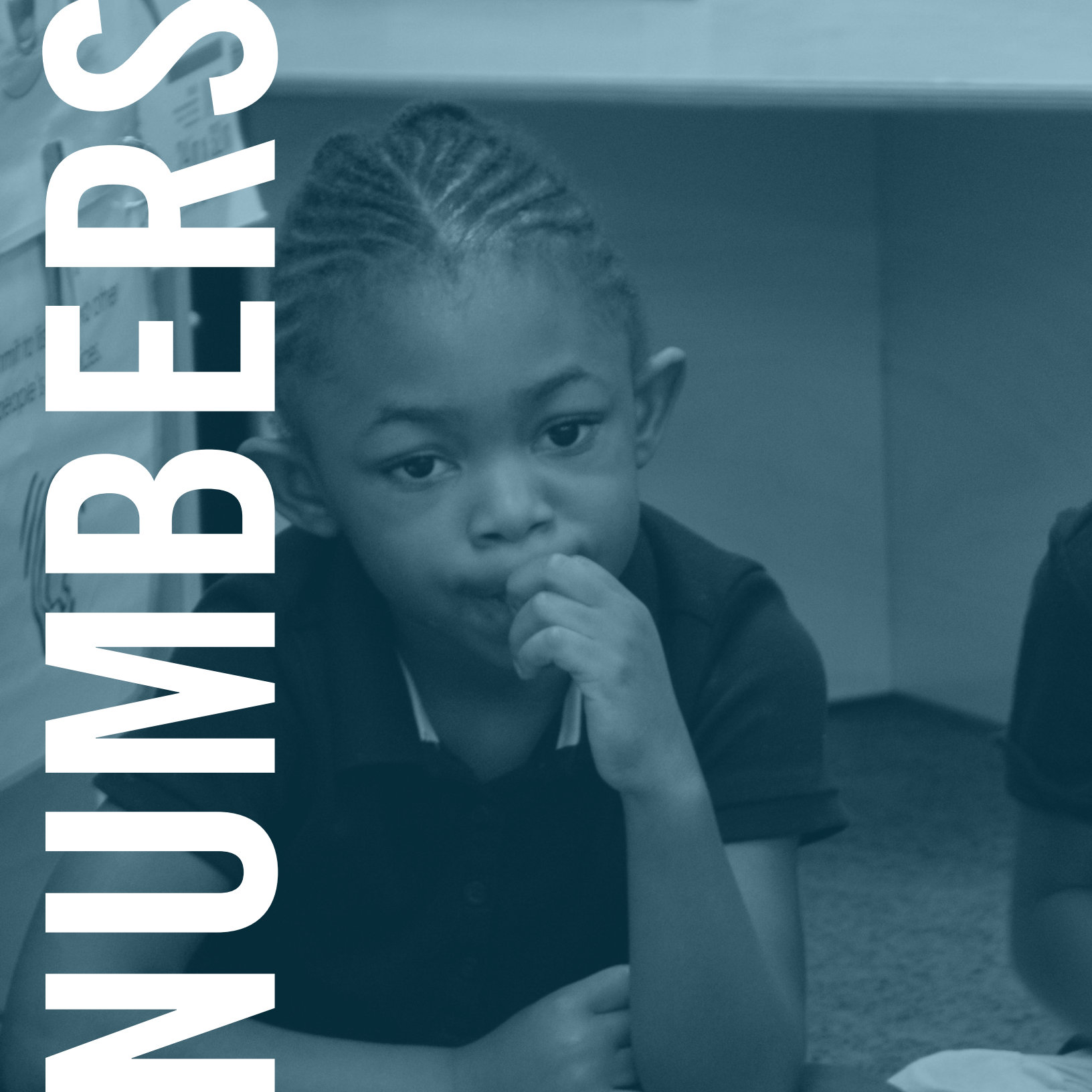
MNPS announced a federal \$13.4-million-dollar GEAR UP grant in October. The 7 year Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) grant will provide services to students and families with the aim of increasing college access. The grant provides funding for

summer enrichment opportunities, college visits, tutoring and financial aid mentors. Currently in the 6th and 7th grade, the cohorts of would-be first generation college students that will be benefitting from the grant will be tracked until their transition to postsecondary. Ten MNPS middle schools are participating, representative of the district's student demographics. The schools also feed into high schools where college attendance rates are lower than district averages.

STEAM initiatives at the elementary and middle school level continue to be a priority for Metro Schools. Since receiving the highly competitive Magnet Schools Assistance Program (MSAP) grant, the district has transformed five traditional elementary schools to whole-school magnet programs with science, technology, engineering, arts and mathematics (STEAM) related themes. Goal objectives of the MSAP grant relate to building capacity, equal opportunity access and rigorous standards that align to college and career readiness. The \$15 million dollar grant from the Department of Education will be used to transform schools through 2022.

The STEAM middle school implementation is now in its second year. Thus far, 18 MNPS middle schools are informed by STEAM curriculum and practices. STEAM curriculum encourages critical thinking, collaboration and exposes students to a robust variety of potential careers. Teachers are encouraged to utilize common planning time in order to collaborate on best practices for STEAM integration. The district will continue to monitor student achievement on STEAM subject matter through MAP and TNReady results though additional school conversion is on hold due to budgetary constraints.

This committee will continue to work with Dr. Joseph and Metro Schools to provide the best educational outcomes for our students. This past June the Director was recognized for the rigor and expansiveness of his self-evaluation by the Council of the Great City Schools, a coalition of 74 of the largest urban public-school systems in the U.S. In his second full year as Director of Schools, Dr. Joseph has worked to drive implementation of the needs identified in the comprehensive MNPS strategic plan. We will continue to track achievement and progress of district KPIs and hold the district and community accountable for student progress.



NUMBERS



APPENDIX A

MNPS DEMOGRAPHICS AND ENROLLMENT

The enrollment and demographic information comes from MNPS. Enrollment has decreased for a second year in a row, with a decline of more than a thousand students. The share of white and black students has steadily decreased over the past several years, while the percentage of Hispanic students has increased. The percentage of Asian/Pacific Islander and American Indian/Alaskan Native students has remained steady.

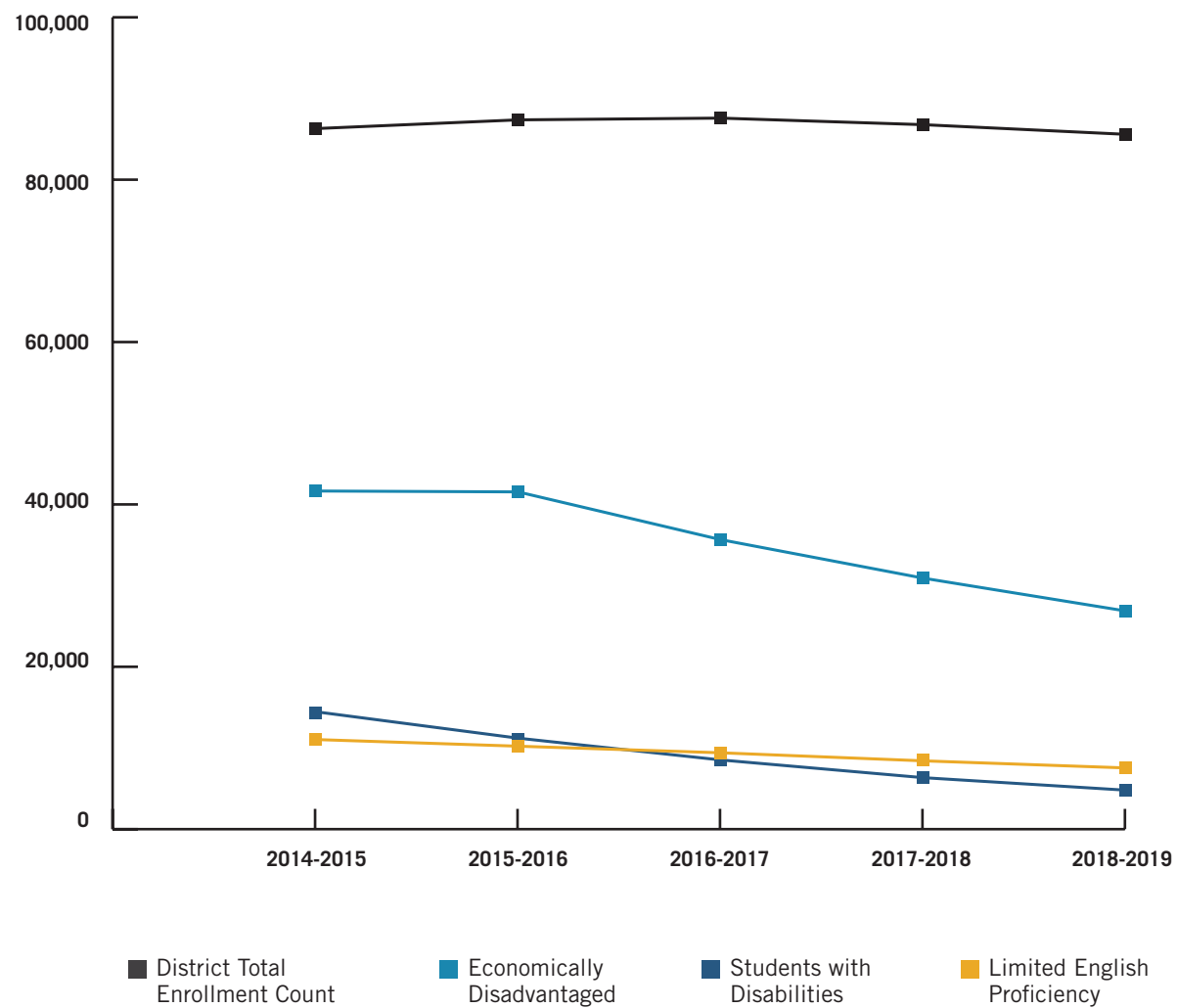
Metro Schools Enrollment and Demographic Trends, 2014-2019

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Enrollment Count	84,921	86,110	86,917	86,703	85,629
% Black	44.4%	43.6%	43.0%	41.0%	41.6%
% Hispanic	20.1%	21.1%	23.1%	24.1%	25.9%
% American Indian	0.1%	0.1%	0.2%	0.3%	0.2%
% Caucasian	31.2%	30.7%	29.4%	28.5%	28.0%
% Asian or Pacific Islander	4.2%	4.3%	4.3%	4.3%	4.4%
% Economically Disadvantaged	30.9%	35.2%	40.3%	47.2%	47.9%
% Students with Disabilities	8.2%	9.1%	10.2%	11.1%	12.2%
% English Language Learner	5.0%	6.7%	9.2%	12.3%	16.2%

Source: Provided by Metro Nashville Public Schools

Students who are economically disadvantaged are those whose families are directly certified and receiving certain government assistance. The share of students classified as economically disadvantaged continues to increase. Similarly, the number of English Language Learners is rapidly increasing. Students with disabilities also make up an increasing percentage of MNPS students.

Metro Schools Enrollment and Demographic Trends, 2014-2019



Source: Provided by Metro Nashville Public Schools

APPENDIX B

CHRONIC ABSENTEEISM

AND DISCIPLINE DATA

A student is chronically absent if their rate of absence is 10 percent or more of the number of days that a student is enrolled. In a typical school year of 180 instructional days, students who are chronically absent have missed 18 or more days of school. In 2017-2018, 17.9 percent of students in Pre-K-12 were chronically absent, an increase of one percent from 2016-2017. Addressing chronic absenteeism is a key priority for the district.

Chronic Absenteeism, 2013-2018

	Enrollment	Chronically Absent	% Chronically Absent
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%

Source: Provided by Metro Nashville Public Schools

**Note: The 2017 Report Card included an error in chronic absenteeism reporting. Enrollment and chronic absenteeism numbers were reported in reverse order by school year. The numbers reported for 2016-2017 were actually those for 2007-2008.*

MNPS Out Of School Suspensions, 2013-2018

	Cumulative OSS Student	Asian	Black	Hispanic	American Indian	White	Pacific Islander
2013-2014	10,837	133	7,397	1,354	15	1,933	5
2014-2015	10,408	115	7,145	1,294	13	1,834	7
2015-2016	10,263	121	7,039	1,352	17	1,727	7
2016-2017	8,456	119	5,876	1,097	16	1,338	10
2017-2018	8,823	102	5,882	1,420	23	1,390	6

The district and community have paid a great deal of attention to discipline rates over the past several years. In 2018, community members and a Pre-K-4 Discipline Task Force called for the end of suspensions, expulsions and arrests for elementary school students. In a memo to elementary school principals sent in November, Dr. Joseph put this policy into effect.

When a student receives out of school suspension they are not allowed to attend school for a period of time (not greater than 10 days) and remain on the school rolls. Expulsion is a measure of last resort and is defined as a suspension of more than 10 days.

500 level offenses include but are not limited to:

- Attempted Homicide
- Aggravated Assault of Teacher or Staff
- Explosives
- Possession of a Firearm

For more information please see the 2018-2019 MNPS Student and Parent Handbook.

MNPS Offender-Only Expulsions Data, 2017-2018

	Black	Hispanic	American Indian	White	Asian or Pacific Islander
Incidents	166	26	1	28	0
Students	168	26	1	26	0

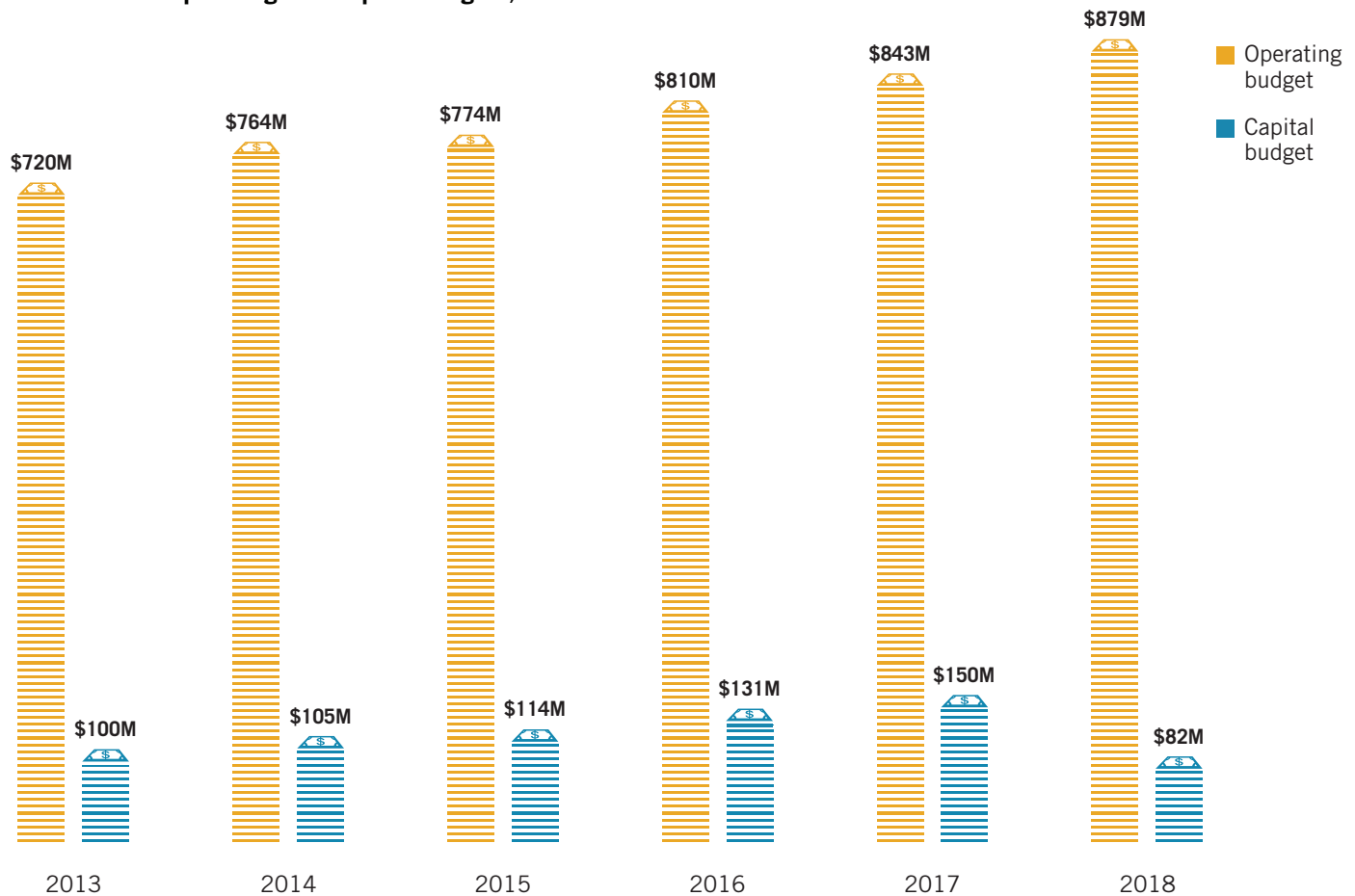
Source: Provided by Metro Nashville Public Schools

APPENDIX C

MNPS FUNDING DATA

Education is the largest recipient of public funds and represents nearly forty percent of the \$2.23 billion Metro budget. The funds allocated for MNPS increased to \$884.3 million in FY 2018-2019 from \$879.3 million in FY 2017-2018. Capital dollars fund new school construction, deferred maintenance and purchases of technology and school buses. MNPS represents 22 percent of Metro Nashville's Capital Improvement Budget.

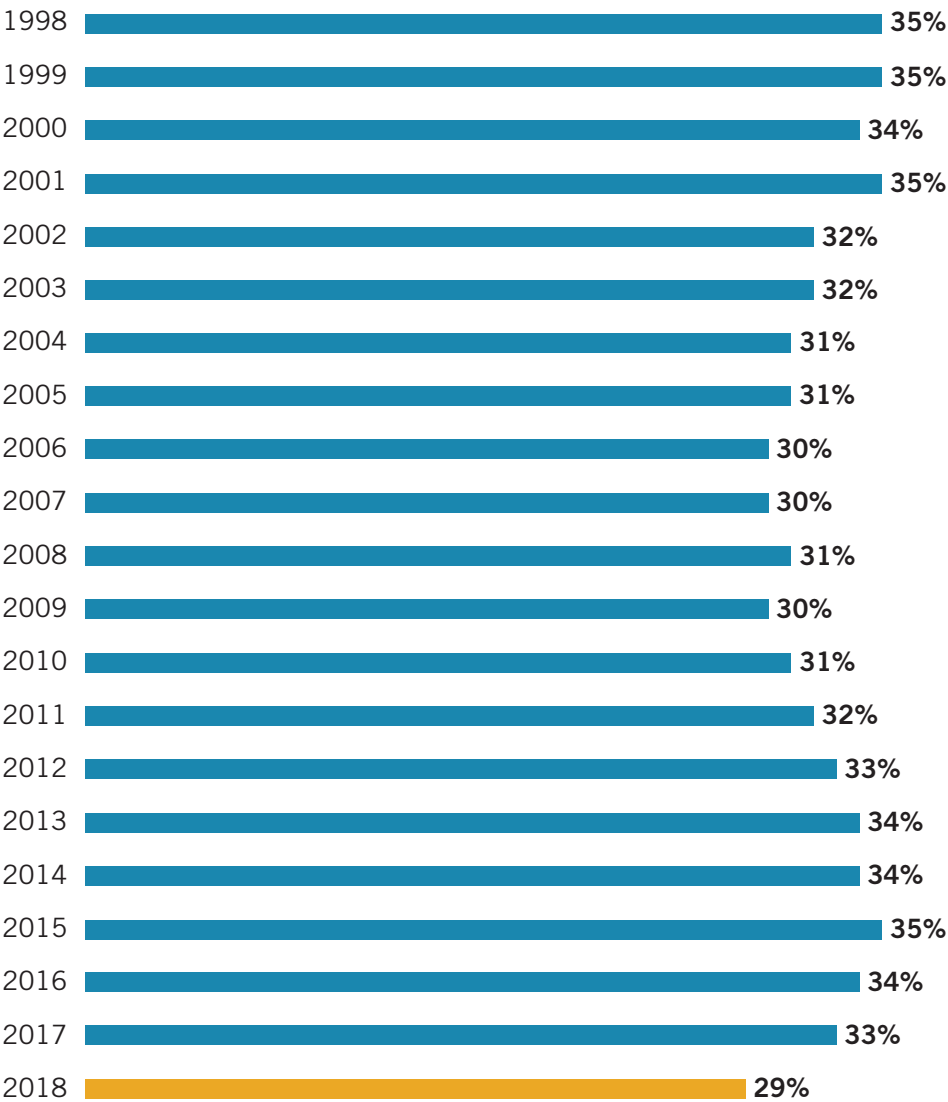
Metro Schools Operating and Capital Budgets, 2013-2018



Source: Provided by Metro Nashville Public Schools

State BEP funds as percentage of total MNPS operating revenues, 1998 - 2018

MNPS receives state and local education funding based on the Basic Education Program (BEP) formula. This formula determines the funding level required for each school system in order to provide a common, basic level of service for all students. Metro Schools' funding includes federal (12 percent), state (29 percent), and local funds (59 percent). Compared to Tennessee's overall state education funding (40 percent), MNPS substantially supplements its funding with local revenue.



Source: Provided by Metro Nashville Public Schools

APPENDIX D

MNPS STUDENT

ACHIEVEMENT DATA

GRADES 3-8

TNReady is the state’s summative assessment and is taken by students once a year. It was administered for the first time to grades 3-8 in 2017. Students are scored into one of four performance levels – below, approaching, on track, and mastered. A student who is proficient in a subject area will be scored on track or mastered.

Measures of Academic Progress (MAP) is a nationally-normed assessment given three times a year that closely aligns with Tennessee’s new standards and reports student achievement and growth in grades 2-8 relative to a national sample. The Median National Percentile shows the percentage of students nationally that score below the typical MNPS student at each grade. The national average is 50. The Median Growth National Percentile shows the percentage of students nationally that have made less growth than the typical MNPS student at each grade. A student that meets the growth projection has made academic progress equal to the average growth of students nationally. It is expected that 50 percent of students will meet or exceed their projected score. The district’s Key Performance Indicator (KPI) aims to have at least 60 percent of students meeting the growth expectations from August to February.

TNReady Results Grades 3-8, 2017-2018

Grade Level	Mathematics		English/ Language Arts		Science	
	Valid Tests	% On Track or Mastered	Valid Tests	% On Track or Mastered	Valid Tests	% On Track or Mastered
3	6,368	28.9	6,361	27.3	NA	NA
4	6,780	28.9	6,752	30.7	NA	NA
5	6,266	25.4	6,265	22.5	6,270	41.1
6	5,992	22.4	5,980	27.8	5,981	43.6
7	5,595	21.8	5,697	28.8	5,692	48.9
8	4,425	21.9	5,419	22.3	4,416	35.9

Source: Provided by Metro Nashville Public Schools

Measures of Academic Progress (MAP)-Reading, 2017-2018

Grade Level	Median National Percentile			Median Growth National Percentile	% Students Meeting Projection
	August 2017	November 2017	February 2018		
3	36	37	41	53	54.9%
4	41	38	44	54	56.0%
5	39	34	39	48	51.4%
6	38	35	40	54	55.4%
7	42	41	44	58	58.3%
8	45	46	52	60	59.5%

Measures of Academic Progress (MAP)-Mathematics, 2017-2018

Grade Level	Median National Percentile			Median Growth National Percentile	% Students Meeting Projection
	August 2017	November 2017	February 2018		
3	33	34	38	62	62.6%
4	32	31	35	49	52.3%
5	31	26	28	43	47.2%
6	25	24	30	55	57.2%
7	28	29	33	63	62.8%
8	37	36	40	62	64.3%

Source: Provided by Metro Nashville Public Schools

APPENDIX E

MNPS STUDENT

ACHIEVEMENT DATA

GRADES 9-12

Achievement at the high school level is measured by TNReady, graduation rates, and ACT scores. MNPS high school students took TNReady for the third consecutive year in Spring 2018, but technical challenges with administration have called into question the reliability of the results. The number of students scoring on track or mastered on these tests decreased substantially from 2017 to 2018.

TNReady Results Grades 9-12, 2016-2018

	English/ Language Arts		Mathematics		Science		U.S. History	
	Valid Tests	% On Track or Mastered	Valid Tests	% On Track or Mastered	Valid Tests	% On Track or Mastered	Valid Tests	% On Track or Mastered
2016	12,577	22.8	12,349	12.2	9,467	34.3	3,224	18.4
2017	13,862	24.4	13,882	12.1	9,767	35.7	4,367	15.0
2018	12,648	18.1	13,327	9.5	8,931	25.6	3,663	10.3

Source: Provided by Metro Nashville Public Schools

MNPS Graduation Rates, 2008-2018

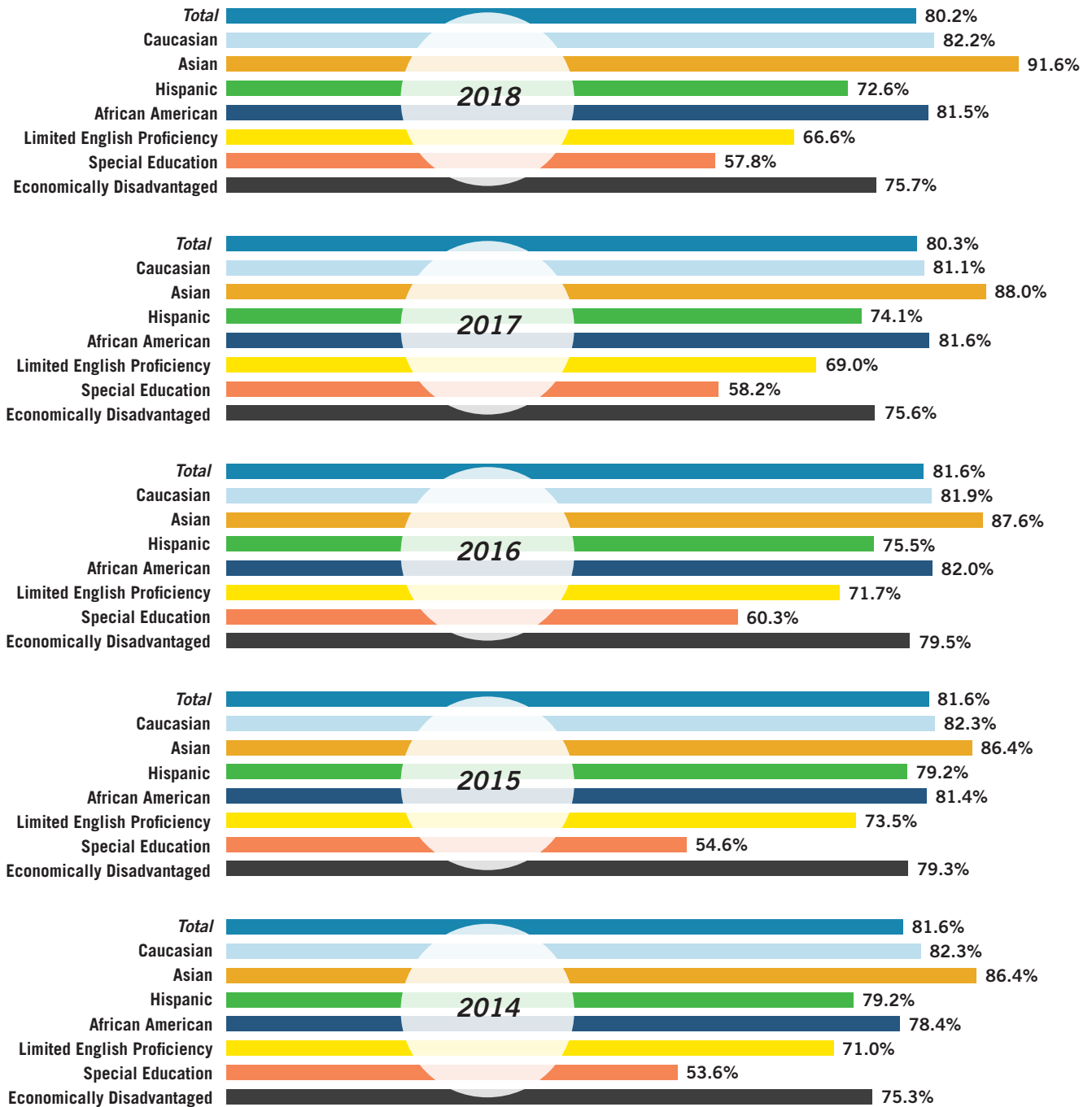
**Tennessee's Graduation Rate Calculation changed in 2011.*



Source: Provided by Metro Nashville Public Schools

Students are considered on-time graduates if they complete all necessary requirements in four years and a summer. The MNPS on-time graduation rate has remained largely stagnant over the past three years, after an increase of nearly 20 percentage points between 2005 and 2015. The graduation rate for 2018 was 80.1 percent, a slight decrease from the previous year. Data disaggregated by student group shows that students who are economically disadvantaged, English Language Learners (ELL), students with disabilities, and Latinx students trail behind their peers in graduation.

MNPS Graduation Rate, by Student Group 2013-2018



Source: Provided by Metro Nashville Public Schools

MNPS District-Wide ACT Average Composite Score by Subgroup, 2018

Subgroup	Number of Students Tested	Average ACT Composite Score	Number of Students Scoring 21 or higher	% Students Scoring 21 or higher
Asian	233	20.6	106	45.5%
Black	1985	17.5	412	20.8%
Hawaiian/Pacific Islander	5	NA	NA	NA
Hispanic	852	17.2	178	20.9%
Native American	7	NA	NA	NA
White	1,270	22.0	701	55.2%
Black/Hispanic/Native American	2,844	17.4	594	20.9%
Economically Disadvantaged	2,200	17.1	418	19.0%
Non-ED	2,152	20.8	985	45.8%
English Language Learners	522	14.9	36	6.9%
Non-ELL	3,830	19.5	1,367	35.7%
Students with Disabilities	352	14.8	26	7.4%
Non-SWD	4,000	19.3	1,380	34.5%
All Students	4,352	18.9	1,405	32.3%

Source: Provided by Metro Nashville Public Schools

The ACT is taken by students all over the country and used by most colleges for their admission process. Under Tennessee's accountability system, public school students are now required to take the ACT to graduate. A score of 21 indicates college and career readiness and is also the minimum necessary to be eligible for the Tennessee HOPE Scholarship. In 2018, Metro Schools reached 95 percent participation on the ACT.

APPENDIX F

MNPS

TEACHER

DATA

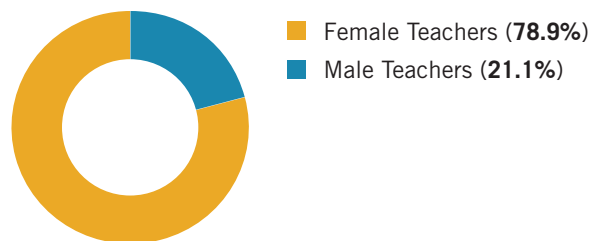
In 2017, Metro Schools hired 930 teachers, of which 889 (or 96 percent) remained until the end of the school year. This represented an improvement of 18 percent compared to 2016, when 78 percent of new hires remained until the end of the year. For this 2019 school year, Metro schools hired 901 teachers. As of mid-October, 45 teachers (or 5 percent) had left.

MNPS Teacher Retention, 2015-2018

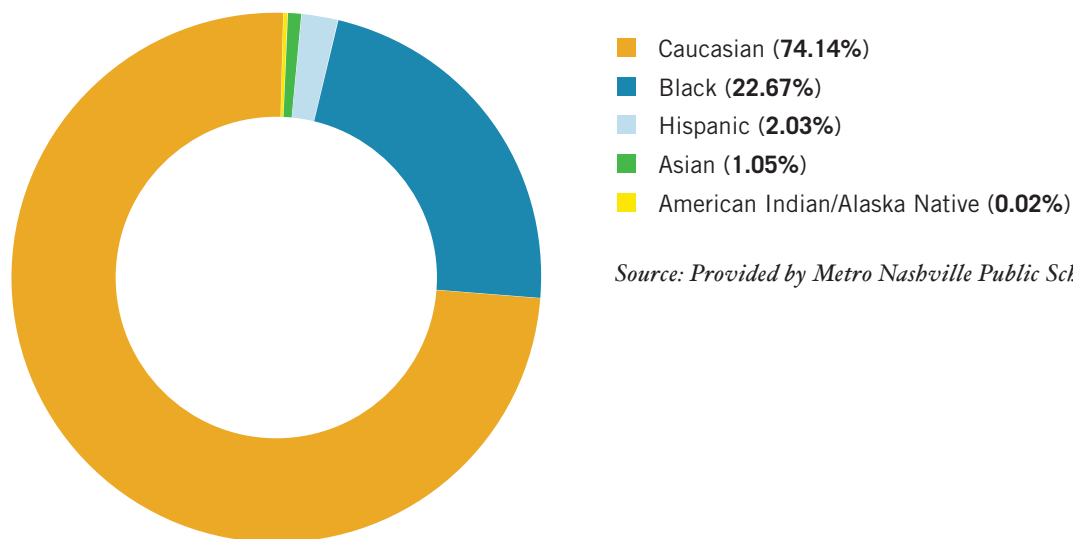
		Total	Remained to Date	Remained End of Year	Attrition to Date*	Left End of Year
Total numbers	New Hire: SY 2015	1045	978	771	67	274
	New Hire: SY 2016	957	909	747	48	210
	New Hire: SY 2017	930	889	732	60	198
	New Hire: SY 2018	901	856	TBD	45	TBD
Total percentages	New Hire: SY 2015	1045	93.59%	73.78%	6.41%	26.22%
	New Hire: SY 2016	957	94.98%	78.06%	5.02%	21.94%
	New Hire: SY 2017	930	95.59%	78.71%	6.45%	21.29%
	New Hire: SY 2018	901	95.01%	TBD	4.99%	TBD

Source: Provided by Metro Nashville Public Schools

MNPS Teacher Gender Demographics, 2018-2019



MNPS Teacher Race/Ethnicity Demographics, 2018-2019



Source: Provided by Metro Nashville Public Schools

Metro Schools is committed to addressing teacher diversity gaps in schools. 78.9 percent of MNPS teachers are female, and the district has developed partnership agreements with local universities to intentionally recruit male teachers. MNPS has also partnered with regional Historically Black Colleges and Universities to make teaching staff more reflective of the demographic diversity of Nashville.

APPENDIX G

LITERACY METRICS

In 2017, the collaborative behind the Blueprint for Early Childhood Success called for the doubling the number of third graders reading on grade level by 2025. The following metrics will be tracked over the next several years to help determine the progress in meeting this community-wide goal.

The Formative Assessment System for Teachers (FAST) helps educators monitor progress and reading skills for elementary school students. The figures show the percent of students who are At-Risk, defined as students requiring targeted interventions. These percentages represent students identified below the 25th national percentile, classified as “Some Risk” or “High Risk.” The goal is to reduce the percent of students that are At-Risk.

2017-2018 FAST Assessment

	Kindergarten		First Grade	
	Mathematics	Reading	Mathematics	Reading
August 2017	44%	51%	43%	40%
January 2018	28%	47%	46%	44%
May 2018	45%	44%	46%	47%

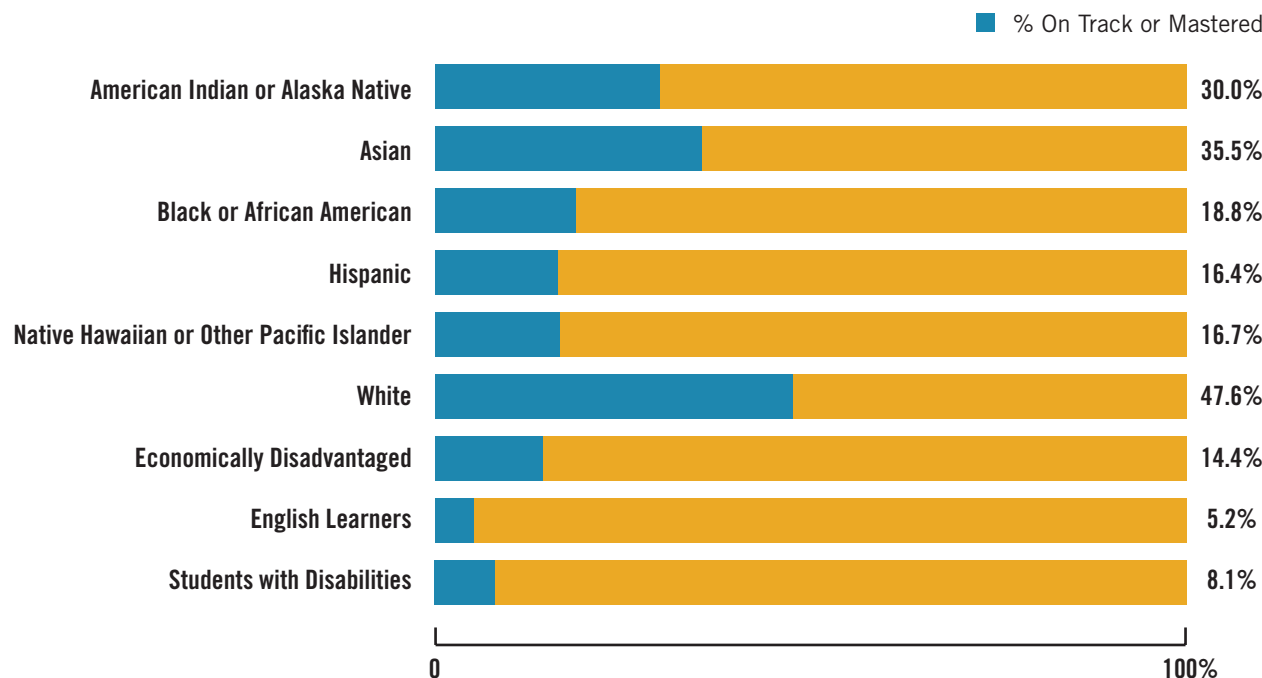
Measures of Academic Progress (MAP)-Reading, Grades 2-4, 2017-2018

Grade Level	Median National Percentile			Median Growth National Percentile	% Students Meeting Projection
	August 2017	November 2017	February 2018		
2	45	42	47	54	56.3%
3	36	37	41	53	54.9%
4	41	38	44	54	56.0%

Source: Provided by Metro Nashville Public Schools

The Median National Percentile shows the percentage of students nationally that score below the typical MNPS student at each grade. The Median Growth National Percentile shows the percentage of students nationally that have made less growth than the typical MNPS student at each grade.

3rd Grade TNReady ELA Results by Student Group, 2017-2018



Students that are “on track” or “mastered” show proficiency in English/Language Arts. In total, 27.3 percent of MNPS 3rd graders were on track or mastered in the spring administration of TNReady. There are stark differences across student groups. Black, Latinx, and Native Hawaiian/Other Pacific Islander students trailing behind their white, Asian, and American Indian/Alaska Native peers. Students who are Economically Disadvantaged, English Learners, and those with disability trail further behind.

Chronic Absenteeism Rates for Pre-K-4, 2017-2018

	Enrollment	% Chronically Absent
2016-2017	36,719	13.7%
2017-2018	34,545	14.5%

A student is chronically absent if their rate of absence is 10 percent or more of the number of days that a student is enrolled. In a typical school year of 180 instructional days, students who are chronically absent have missed 18 or more days of school.

Source: Provided by Metro Nashville Public Schools

NOTES





APPENDIX H

STATUS OF 2017

EDUCATION REPORT CARD

RECOMMENDATIONS

The MNPS Board of Education and school administrators are presented with the Education Report Card in the hope that they will carefully consider its findings and recommendations. The Education Sub-Committee, made up of past Education Report Card Committee members, monitors the progress of these recommendations. After speaking to MNPS leaders and assessing district improvement efforts, the Sub-Committee then determines the status of previous year's recommendations and Metro Schools is provided an opportunity to respond.

2018 Education Sub-Committee members were:

Harry Allen, Studio Bank
Greg Bailey, Bailey & Company Public Relations
Rashed Fakhruddin, Nashville Electric Service
Meg Harris, AllianceBernstein

Tara Lentz, Conexión Américas
Tom Parrish, Scarlett Family Foundation
Roland Yarbrough, FedEx

i. Metro Schools should expand the number of data coaches for each quadrant to ensure they are accessible on a regular basis to every school.

Partially Implemented. Metro Schools was unable to increase the number of data coaches across the district in academic year 2017-2018. We do however wish to applaud the district for their ability to maximize utility in the face of budgetary constraints. The district has been very intentional about streamlining processes, routines and supports in the absence of hiring additional staff. This is evidenced by open office hours in the department of Research Assessment and Evaluation, Multi-Tiered Systems of Support training for principals and district leadership teams, and monthly meetings with principals and data coaches to discuss new tools and reports in Cross Collaborative Development Team meetings.

MNPS continues to utilize Executive Directors of School Support and Improvement (EDSSIs) in conjunction with Community Superintendents to monitor student achievement and align district Key Performance Indicators (KPIs). Dr. Joseph and his executive leadership team meet monthly with Community Superintendents to discuss district data. The district has also ensured that all MNPS campuses have at least one Literacy Teacher Development Specialist to assist teachers with curriculum, scaffolding and data assessment.

2. Metro Schools should expand common planning time for teachers in grades pre-K-8 to allow collaboration around student data to improve and differentiate instruction.

Implemented. District leadership pushed for legislation to legally allow school faculty and staff to use stockpiled Professional Development days for curriculum development and collaboration. Prior to this legislative change, Tennessee Code Annotated Section 49-6-3004(e)(1) limited use of stockpiled PD days to “M-team meetings, S-team meetings, and parent-teacher conferences.” Districts across the state can now use that time for Individual Education Plan (IEP) team meetings, school-wide or system-wide instructional planning, parent-teacher conferences, and “other similar meetings.” We applaud the district for being the impetus behind legislation that maximizes the output of teachers and allows for more efficient use of professional development time. There is one stockpiled PD day per quarter.

3. Metro Schools should expand data-sharing agreements with the district’s non-profit community partners to better serve students who choose to opt-in.

Implemented. Metro Schools continues to share data with Nashville After Zone Alliance partners and has added a new partnership with Vanderbilt Medical Center to provide nutrition and physical well-being interventions to students ages 3-5. When new programs partner with the district, parents can opt-in to data sharing, as opposed to co-located district partners which are housed in MNPS facilities and have “school official exception” for data sharing. Co-located partners in the district include Communities In Schools, STARS, PENCIL and 11 Family Resource Centers. These programs have legal authority to pull data for any student they are currently serving.

4. Metro Schools should implement a program to identify and highlight best practices across schools—zones, charter and magnet—in using student data to improve instruction and academic results.

Implemented. Beginning in academic year 2017-2018, the Office of Charter Schools has worked to identify schools within their network with exemplary practices and share those practices with traditional schools. The department has outlined structures and processes to match charter schools with traditional schools and works in conjunction with Community Superintendents to further institutional knowledge. The Office of Charter Schools has developed a scaffolded implementation plan, and thus far six partnerships between Charter and traditional schools have surpassed the initial development stage and have begun intentional partnerships. Core subject and resource teachers continue to meet across quadrants and tiers to share best practices.

Other highlights across the district include the five elementary schools that received Magnet Schools Assistance Program (MSAP) federal grant funds in 2017. The Office of School Choice facilitates monthly collaborative meetings with MSAP, STEAM and Academy schools. The district is also intentional in its professional development of Assistant Principals (APs) in the Principal Residency Pipeline. APs visit four schools in their tier (elementary, middle or high), one of which is a Charter School—where they have the opportunity to question and collaborate with other leaders.

5. Metro Schools should implement a plan to help families access and understand their student’s data, and set goals for regular usage of the online parent portal.

Partially Implemented. Metro schools continues to track access to the Infinite Campus online parent portal and has made portal access a district Key Performance Indicator. However, as of the writing of this report MNPS has not worked with individual schools to set goals for parent access and unique (first time) sign ins. This is partially due to the fact that in the Infinite Campus portal, district leadership is only able to view online access at the district level, not disaggregated by school. The district is working with the distributors of Infinite Campus to remedy this problem. School faculty and staff have the ability to view more granular data in the portal by school, teacher and student.

The district distributes state-generated TNReady reports to parents and students in addition to local MAP exam results. MNPS has taken the standard MAP report and developed an accompanying parent guide in 7 different languages. The district will also send out letters to parents after Fall 2018 MAP administration in the districts 6 most common languages.

APPENDIX I

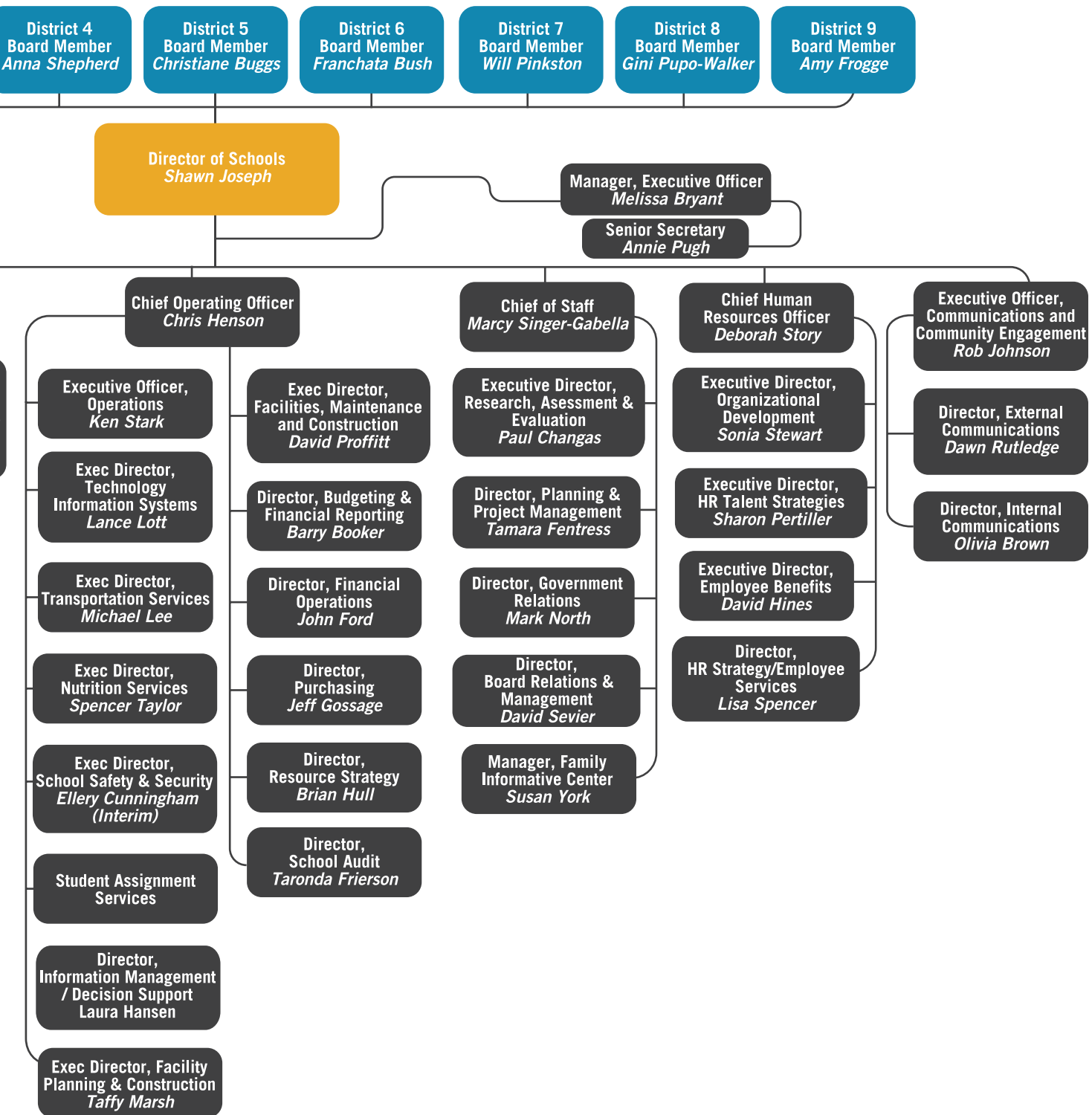
MNPS

ORGANI-

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CHART





APPENDIX J

EXPERTS INTERVIEWED

The Education Report Card Committee is grateful to the students, teachers, administrators, elected officials and community representatives who made time to talk with us. The following individuals shared their candid opinions and insights, providing the information necessary for us to complete this report. We offer our sincere thanks and appreciation.

Tennessee Department of Education

Commissioner Dr. Candice McQueen

Metropolitan Government of Nashville and Davidson County

The Honorable David Briley, Mayor

George Rooker, Metro Planning Department

Greg Claxton, Metro Planning Department

MNPS School Board Members

Anna Shepherd, Board Chair, Metro Nashville Public Schools

MNPS Central Administration and Staff

Dr. Shawn Joseph, Director of Schools

Chris Henson, Chief Operating Officer

Brian Hull, Director of Resource Strategy

Dr. Tony Majors, Executive Officer, Department of Student Support Services

Kyla Krengel, Director of Social and Emotional Learning

Dr. Paul Changas, Executive Director, Assessment and Evaluation

Mary Crnobori, Trauma-Informed Schools Coordinator

Alison McArthur, Coordinator for Community Achieves

Antoinette Williams, Executive Director of Student Services

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Carol Lampkin, Coordinator of Student Support and Professional Development

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GLOSSARY

Academies of Nashville (AON)

MNPS high school transformation strategy initiated in 2006, in which the district's 12 zoned high schools have been reorganized into freshman academies for ninth-grade students and career and thematic academies for grades 10-12.

ACT (American College Testing)

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.

Adverse Childhood Experiences (ACEs)

Research based measures of cumulative exposure to adverse childhood conditions. These include: physical abuse, sexual abuse, emotional abuse, mental illness of a household member, alcoholism in the household, drug use in the household, divorce or separation of a parent, domestic violence towards a parent, incarceration of a household member. This list has since expanded to include poverty, mobility and racism.

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.

Collaborative for Academic, Social, and Emotional Learning (CASEL)

National organization focused on promoting integrating academic, social, and emotional learning for all children in preschool through high school. Since 2011, MNPS has partnered with CASEL to implement SEL across the district.

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.

End-of-Course Exams (EOCs)

EOCs are given in specific high school level subjects that are used for accountability purposes and value-added analysis.

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.

Positive Behavior Interventions and Supports (PBIS)

Implementation framework for maximizing the selection and use of evidence-based prevention and intervention practices along a tiered continuum that supports the academic, social, emotional, and behavioral competence of all students.

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 (RTI²)

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.

Social and Emotional Learning (SEL)

Process through which adults and children learn to recognize and manage emotions, demonstrate care and concern for others, develop positive relationships, make good decisions and behave ethically, respectfully and responsibly. Also referred to as social and personal competencies, 21st century skills, and employability skills. MNPS uses CASEL’s five core competencies to guide its work. These are self-awareness, self-management, social awareness, responsible decision-making, and relationship skills.

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 studies. 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 those who have served three consecutive years as committee members and will be rotating off at the completion of this report. They are: A.E. Graham, Dr. Fallon Wilson, Melissa Spradlin, Mel Fowler-Green and Dane Danielson. These individuals will continue to engage with the report card process as they follow-up with Metro Schools on the progress of 2018 Recommendations.

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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.



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