

# AGENDA

METROPOLITAN BOARD OF PUBLIC EDUCATION  
 Metropolitan Nashville Public Schools  
 2601 Bransford Avenue, Nashville, TN 37204  
 Regular Meeting – August 28, 2007 - 5:00 p.m.  
 Marsha Warden, Chair

<u>TIME</u>		<u>PAGE</u>
5:00	I. <u>CONVENE</u> A. Establish Quorum B. Pledge of Allegiance C. Recognition of Audience Guests D. Student Showcase – Brennan Kuster	
5:15	II. <u>AWARDS AND RECOGNITIONS</u> A. Mayor Bill Purcell	
5:25	III. <u>GOVERNANCE ISSUES</u> A. Actions	
	1. Approve Agenda	GP-2.2
	2. Consent	GP-8.3
	a. Approval of Minutes – 8/14/07 Regular Meeting	1
	b. Recommended Award of Contract – Science Lab Renovations at Various Schools, Group 4 (Bailey, Dalewood, Donelson, Head, Hill, Litton, Rose Park and Wright Middle Schools) - Bruce Adams Construction - MBOE 07-011 (Control No. A-20569)	10
	c. Awarding of Bids and Contracts	
	1. The Metropolitan Police Department (MPD)	11
	2. Vanderbilt University	12
	d. Legal Settlement - Claim – L-14298	12
	e. Approval of GP-8E – Annual Agenda Planning	13
	f. Director Evaluation Tool	14
5:35	B. Administrative Monitoring Reports	
	1. EE – 16 – Facilities	23
	2. E – 2.5 – Advanced Placement	33
6:00	C. Board Development	GP-2
	<i>This section provides the Board an opportunity for in-depth discussions on focused topics that inform their work on <b>End Results for Students</b> policies. (4<sup>th</sup> Tuesdays only)</i>	
	• Analyzing Testing Data – Dr. Paul Changas	
6:30	IV. <u>LINKAGE SESSION</u>	GP-2.6
	<i>For the purpose of governing with an emphasis on the Board's policies called <b>End Results for Students</b>, the Board has scheduled a series of linkages designed to engage the community in an intentional and constructive dialog about these policies and related issues to student achievement and outcomes. (4<sup>th</sup> Tuesdays only)</i>	
	• State Department of Education – Dr. Connie Smith	
	V. <u>ANNOUNCEMENTS</u>	
7:30	VI. <u>WRITTEN INFORMATION TO THE BOARD</u> (not for discussion)	
	A. Board Calendar Items	38
	B. Board Meeting Evaluation	GP-2.6
	C. Sales Tax Collections for 8/20/07	EE-7 39
7:40	VII. <u>ADJOURNMENT/BOARD MEMBER EVALUATION</u>	GP-2.6 40

Metropolitan Nashville Public Schools  
Board of Education  
Minutes  
August 14, 2007

TOPIC	DISCUSSION/MOTION	FOLLOW-UP/OUTCOME
<ul style="list-style-type: none"> <li>• Roll Call</li> </ul>	<p>Members Present: Marsha Hagan Warden, Chair; Ed Kindall, Vice-Chair (left 7:34 p.m.); Dr. Jo Ann Brannon; David A. Fox; Steve Glover; Karen Y. Johnson; Gracie Porter; Mark North; George H. Thompson III</p> <p>Ms. Warden called the meeting to order at 5:06 p.m. Led by Michael Thomas and Leroy Hamer, 2007 Custodians of the Year.</p>	
<ul style="list-style-type: none"> <li>• Pledge of Allegiance</li> </ul>		
<b>AWARDS AND RECOGNITIONS</b>		
<ul style="list-style-type: none"> <li>• Nashville Historical Commission Preservation – Eakin Elementary</li> </ul>	<p>Eakin Elementary's recent renovations were expertly designed by Earl Swenson Associates architectural firm, known for engineering buildings such as Vanderbilt Children's Hospital, the Student Life Center at Belmont, and the BellSouth Tower. Recently, Earl Swenson Associates entered Eakin's renovations into the Historical Commission's Preservation Awards competition, and Eakin won the education category. David Minnigan from Earl Swenson Associates presented the award to Mr. Edgens, Director of Facilities and Operations.</p>	
<ul style="list-style-type: none"> <li>• Education Consumers Foundation Award for Excellence in TVAAS Scores – Brenda Steele and Carol Cutsinger</li> </ul>	<p>Ms. Warden and Dr. Garcia recognized Brenda Steele, former principal of Amqui Elementary and current principal of Alex Green Elementary, and Carol Cutsinger, principal of Dupont-Tyler Middle School. These ladies were recognized by the Education Consumers Foundation as two of eighteen principals from across the state of Tennessee for being the best in the state at advancing students academically. Each of their schools has been exceptionally effective in lifting the achievement of students as measured by Tennessee's value-added accountability system (TVAAS).</p>	
<ul style="list-style-type: none"> <li>• Custodians of the Year – Michael Thomas and Leroy Hamer</li> </ul>	<p>The Metro Beautification &amp; Environment Commission recently awarded Custodian of the Year honors to two very deserving members of the Metro School family. This award was created:</p> <ol style="list-style-type: none"> <li>1. To encourage custodians in their daily work to maintain and preserve public and private school properties;</li> <li>2. To promote cleanup, recycling and beautification throughout the community; and</li> <li>3. To promote student, teacher, parent and community awareness of custodial responsibilities.</li> </ol> <p>The 2007 Custodians of the Year are Mr. Leroy Hamer, Dan Mills Elementary, and Mr. Michael Thomas, Dodson Elementary.</p>	

Metropolitan Nashville Public Schools  
Board of Education  
Minutes

August 14, 2007

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<ul style="list-style-type: none"> <li>Country Music Association</li> </ul>	<p>Pam Garrett, former School Board member and current Executive Director of the Nashville Alliance for Public Education, presented the Bell Award to Tammy Genovese, COO of the Country Music Association, for CMA's devoted service in donating music instruments to MNPS schools.</p>	
<b>PUBLIC PARTICIPATION</b>		
<ul style="list-style-type: none"> <li>Erick Huith – Professional Treatment of Employees</li> </ul>	<p>Mr. Huith, President of MNEA, addressed the Board concerning Professional Treatment of Employees. Mr. Huith stated that the recent teacher transfers were unfair to those considered "problem teachers" in their schools because they were willing to stand up for something they believed. Mr. Huith asked the Board to enforce Executive Expectation 4 – Staff Treatment.</p>	
<ul style="list-style-type: none"> <li>John Kuno – Teacher Administrative Transfers</li> </ul>	<p>Mr. Kuno addressed the Board concerning the recent teacher transfers. He asked that all future teacher transfers include the following process: communication and dialogue to identify problems and attempt solutions, intervention strategies, and teacher notification of transfer. If a teacher transfer is necessary, the teacher must be told respectfully and face-to-face in a humane manner.</p>	
<b>SPECIAL PRESENTATION – TCAP REPORT</b>		
<ul style="list-style-type: none"> <li>No Child Left Behind Update</li> </ul>	<p>Mr. Lott, Dr. Changas, Dr. Ray, and Mr. Wright presented a No Child Left Behind Update to the Board that covered the following areas: Accountability, Data, the Plan for Moving Upward, and Summary of Accountability. Mr. Lott presented the Accountability portion. He stated that as the requirements for proficiency rise, the district realizes that improvement in accountability is needed. There are many factors coming together in the district such as: major reorganization, a new Strategic Plan, Intentionality Plan, and the district's NCLB Status. This level of accountability is transformational as it requires new dimensions to our planning efforts, new systems of reporting and databases, intentional changes in day-to-day documentation maintained by teachers, principals, and administrators, and changes in the way we lead – ensure this is non-threatening and supportive. Dr. Changas presented the Data portion. He stated that ninety-four schools met Adequate Yearly Progress (AYP), thirty-six did not meet AYP and three received no data. There were eighty-five schools in "good standing", which means that these schools met all of their targets. Twelve schools were in the "target" category, meaning that the school was previously in "good standing" but did not make AYP in the current year. Six schools were in the "school improvement" category; these schools did not make the target for at least two consecutive years. Seven schools were in the "Corrective Action" category. Dr. Ray covered the district's Strategic Plan. She reviewed the Tennessee Comprehensive</p>	

Metropolitan Nashville Public Schools  
Board of Education  
Minutes

August 14, 2007

TOPIC	DISCUSSION/MOTION	FOLLOW-UP/OUTCOME
<ul style="list-style-type: none"> <li>No Child Left Behind Update continued</li> </ul>	<p>System-wide Plan (TCSPP), which encompasses everything the district is required to do in order to receive funding from State and Federal sources. The TCSPP consists of six components: Overview of System, Beliefs and Mission, Data Overview, Curriculum and Instruction, Action Plans, and Reporting Progress. After the district completes the TCSPP and it is approved, funding is released for: Federal programs (Title I, etc.), Career and Technical Education, Technology, Special Education (IDEA), Extended Contract, and BEP 2.0. The plan for moving upward at the district level is: integrate monitoring of Policy Governance in the Strategic Plan; designate a team to participate in continual conversation with state agencies; increase accountability check points to the Director, to the Board, and to the Community; and increase technical assistance to all schools with regard to developing School Improvement Plans. Mr. Wright covered the School Intentionality Plan, which consists of developing collaboratively with school and community. It is data-driven, aligns with District Strategic Results and TCSPP, defines long-term goals for school success, and is monitored by Area Directors. Mr. Wright also introduced the Grade Level/Department Support Plan, which is developed with members of each Department or Grade level and aligns with the School Transformation Plan. The Differentiated Instruction Plan addresses classroom instructional needs as identified in Personalized Learning Plans and aligns with the Department/Grade Chair Plan. The Personalized Learning Plan is developed in partnership with parents and allows each student to set individual goals. These plans will be monitored in the following ways: teachers will submit a monthly review to demonstrate evidence of learning in their classrooms; principals will collect monthly reviews from teachers and aggregate information to create a school monthly review; Area Directors will collect school monthly reviews, assess improvements, and address shortfalls with principals; Chief Administrative Officer will review school monthly reviews with Area Directors; and Administration will utilize data collected through the review process to monitor the district's Strategic Plan.</p> <p>Mr. Glover asked Mr. Wright when did he foresee that each student would have their own Personalized Learning Plan (PLP)? What is the timeline? Mr. Wright stated that the thirty-six schools that did not make AYP will have the Personalized Learning Plans by September 1, 2007. We have put together a committee of principals, teachers, parents and students to map out a timeline for the implementation of the schools that made AYP. All kindergarten students will have Personalized Learning Plans by the</p>	

Metropolitan Nashville Public Schools  
Board of Education  
Minutes  
August 14, 2007

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<ul style="list-style-type: none"> <li>No Child Left Behind Update - continued</li> </ul>	<p>end of the year. Mr. Glover asked if this plan will replace some of the current reporting that teachers are required to complete? Mr. Wright stated that once the plan is implemented completely, it will take away from the labor intensive material in the long run. We must have parent participation. Ms. Porter expressed that the Personalized Learning Plans would overload teachers and expressed concerned that teachers will not have enough planning time and will have to bring work home. Mr. Wright stated that teachers will be able to use class time to complete the Personalized Learning Plans. Ms. Porter stated that she is concerned that this will cut into student's instructional time. Dr. Garcia stated that most teachers already have Personalized Learning Plans for each student. He stated that the principals realize that these are new ideas and have asked that the plan be implemented slowly to ensure that principals, teachers, students, and parents have a good understanding. This is a plan to help schools meet AYP. We will be flexible in meeting the needs of each school. Mr. North asked when will we see the beneficial results from implementation of the plan? Mr. Wright stated that kindergartners, third, fourth, fifth and seventh graders will have a plan for next year. Ms. Johnson asked how will parents be exposed to their responsibility in the Personalized Learning Plans? Mr. Wright stated that parents at schools that did not make AYP will come to the school to fill out and sign the Personalized Learning Plan. The Administration has not fully discussed in detail how parents will receive information on the plans. We have to first educate the community on the new ideas. Mr. Kindall asked what additional resources can the Board provide to increase parent participation? Mr. Wright stated that we must teach our students to be emotionally intelligent in terms of responsibility, integrity, and trustworthiness which will hopefully encourage parents to be more involved in their child's education. Mr. Kindall asked if the Board would be able to receive a detailed report by December? Mr. Wright said yes. Mr. Thompson stated that it is refreshing to see a different approach to meeting the needs of all students. Will teachers input this information by hand? Mr. Wright stated that all of this information will be electronic. Mr. Thompson asked what happens to this plan if there are changes to No Child Left Behind? Mr. Wright stated that he does not foresee any changes that will affect the plan but if there are changes we will continue to educate each child. Ms. Porter commended Dr. Garcia for bringing back Area Directors and noted that she did not want to sound negative concerning the Personalize Learning Plans. Ms. Porter expressed her concern about MNPS falling short in giving students the required instructional time that is required by the State. Ms. Porter stated that she does not</p>	

Metropolitan Nashville Public Schools  
Board of Education

Minutes

August 14, 2007

TOPIC	DISCUSSION/MOTION	FOLLOW-UP/OUTCOME
<ul style="list-style-type: none"> <li>No Child Left Behind Update - continued</li> </ul>	<p>want to see teacher burn-outs and suggested that we have a strong plan before we present these ideas to the community. Mr. Glover stated that he read a National School Boards Association call to action on the language change of No Child Left Behind (NCLB). Mr. Glover asked if he could get an overview from the Administration of whether the Board should adopt the National School Boards Association Resolution concerning NCLB. Ms. Warden asked Mr. Wright if the Personalized Learning Plan would move with the student from year to year? Mr. Wright said yes. Ms. Warden stated that one additional planning day was added this year for teachers, which may give teachers extra time during implementation. Ms. Warden noted that she sees this as a powerful tool to help our students meet academic success. Dr. Brannon said she applauds this effort and believes that it will help new teachers to concentrate on each child and meet their individual needs.</p>	<p>Follow-up: Mr. Glover asked if he could get an overview from the Administration of whether the Board should adopt the National School Boards Association Resolution concerning NCLB.</p>
<b>GOVERNANCE ISSUES</b>		
<p><b>ACTIONS</b></p> <ul style="list-style-type: none"> <li>Consent Agenda</li> </ul>	<p><b>Mr. Fox read the following consent agenda items: V-A-2-a – Approval of Minutes- 7/24/07 Regular Meeting; V-A-2-b- Recommended Award of Contract for Shankle-Lind, LLC- Science Lab Renovation at Various Schools (Maplewood, Pearl-Cohn, Stratford, Whites Creek High Schools) MOBE 07-010 (Control No. A-20501); I-A-2-c- Designer Supplement #3 for Eakin Elementary School – Earl Swenson Associates, M-912 (Control No. A-20563); V-A-2-d- Awarding of Bids and Contracts (1.) Computer Power Solutions of Illinois, Inc., (2.) The College Board, (3.) Dr. Robert Probst, (4.) Dr. Kylene Beers; V-A-2-e- Legal Settlement – Claim C-154721; V-A-2-f- Request for Approval – Changes to Insurance Trust Agreement; V-A-2-g- Request for Approval – Certificated Employees Dress Code. Mr. Glover moved to adopt. Ms. Johnson seconded.</b></p> <p>Dr. Garcia read the Charges of Dismissal for Mr. Harrison.</p> <p><b>Mr. Glover moved to accept the charges as read. Ms. Johnson seconded.</b></p>	<p><b>VOTE: For–Unanimous (9-0)</b></p>
<ul style="list-style-type: none"> <li>Charges of Dismissal – Jeffrey Harrison</li> </ul>	<p>Mr. Glover explained the changes to GP-8E – Annual Agenda Planning. He asked that GP-8E – Annual Agenda Planning be placed on the August 28 consent agenda.</p> <p><b>Dr. Brannon moved to place GP-8E on the August 28 consent agenda. The Board took a vote.</b></p>	<p><b>VOTE: For–Unanimous (7 -0)</b> <b>Mr. Thompson and Mr. Kindall out of the room</b></p> <p><b>VOTE: For–Unanimous (8 -0)</b> <b>Mr. Kindall left before this vote.</b></p>

Metropolitan Nashville Public Schools  
Board of Education  
Minutes  
August 14, 2007

TOPIC	DISCUSSION/MOTION	FOLLOW-UP/OUTCOME
<b>REPORTS</b>		
<ul style="list-style-type: none"> <li>• Director's Report               <ul style="list-style-type: none"> <li>○ School Opening Report</li> </ul> </li> </ul>	<p>Dr. Garcia stated that each Cabinet member would report on the First Day of School. Dr. Keel stated that 571 certified teachers and 203 support employees were hired. Schools were opened with 30 certified vacancies. Substitutes were present in each classroom that did not have a teacher. There are teacher shortages in Math, as eight of our thirty vacancies are in Math. We are working hard to fill those positions with qualified personnel. We expect to have the positions filled by Friday, August 17<sup>th</sup>. Mr. Ralph Thompson stated that he visited sixteen schools on the first day. Concerning Standard School Attire, roughly 1,000 students were issued non-compliance letters. We had a 99% compliance rate of students complying with Standard School Attire. Mr. Wright reported that he visited nine schools, and there will be continuous work to improve Standard School Attire. Mr. Lott stated that the Customer Service Center received about 2,500 calls and 1,000 calls were answered. The average call length was four minutes and twenty-two seconds. Mr. Henson stated that many small maintenance projects have occurred over the summer. The two major renovations, West End Middle School and Glengarry Elementary School were completed and opened for the first day of school. There were some isolated air conditioner issues, and the HVAC team has been working faithfully to repair those units. Mr. Henson thanked MNPS Bus Drivers for their perseverance during the high temperature days. Mr. Glover also thanked the HVAC team for their hard work. Dr. Meador gave a Power Point presentation on Choice. All Title I Schools must offer Public School Choice when they reach the status of School Improvement I. Non-Title I Schools must offer Public School Choice when they reach the status of Corrective Action. Title I Schools must offer Supplemental Educational Services (SES) when they reach School Improvement II to students who are eligible for free and reduced lunch. SES services will begin by November 1, 2007. Non-Title I Schools do not qualify for SES.</p> <p>Ms. Warden stated that she is aware that we can apply for a waiver to offer our own Supplemental Education Services (SES). Have we applied for a waiver? Dr. Meador stated that she would have to get that information back to the Board. Ms. Porter stated that it bothers her that our teachers can go out to a private sector and help other students. It would be great if we could offer SES using our own teachers. Mr. North asked how a student athlete would be treated in TSSAA if they opted to attend a Choice School. Mr. Wright stated that he did not believe the child would be eligible to</p>	

Metropolitan Nashville... Public Schools  
Board of Education  
Minutes

August 14, 2007

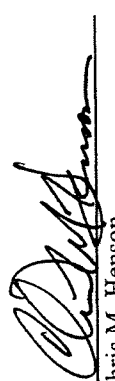
TOPIC	DISCUSSION/MOTION	FOLLOW-UP/OUTCOME
<ul style="list-style-type: none"> <li>o School Opening Report - continued</li> </ul>	<p>play under TSSAA rules. The Board thanked the parents of students for their support in implementing Standard School Attire. Ms. Porter stated that she visited several schools on the first day. Each school started on a timely basis, and the students looked excellent in their SSA. Ms. Johnson stated that she visited several schools and was pleasantly surprised by the calm environment and the Standard School Attire. Dr. Garcia announced that MNPS has sixteen schools with Single Gender Classrooms. These schools will be receiving additional thorough training to assist in this new venture. Dr. Garcia stated that he visited several schools and observed many students dressed in Standard School Attire. He also stated that each school ran smoothly and was extremely clean. He stated that a report will be given in the near future on the middle and high school orientations. Dr. Garcia announced that Bellevue Middle, J.T. Moore Middle, Neely's Bend Middle, Brick Church Middle, Goodlettsville Middle and Hunters Lane (9<sup>th</sup> and 10<sup>th</sup> grades) and all have been approved to offer International Baccalaureate (IB) programs. These are the first and only middle schools in the state approved to offer this program. We hope to have programs at H.G. Hill Middle and West End Middle next year.</p>	
<ul style="list-style-type: none"> <li>• Board Chairman's Report               <ul style="list-style-type: none"> <li>o Director's Evaluation Form Approval</li> </ul> </li> </ul>	<p>Mr. Glover reviewed the timeline of the Director Evaluation Form. Mr. Glover stated that Dr. Tammy Grissom, TSBA Executive Director, worked with the Board on setting up the Director's Evaluation Form. The form was sent to the Governance Committee to work on the language. In March, the Governance Committee voted unanimously to move the form to the Board table.</p> <p>Mr. Glover stated that Ms. Porter had recommended that the Director's Evaluation be moved to January. The Governance Committee also made the same recommendation. Mr. Glover stated that he will add this to the form. Ms. Porter stated that she thought it proper to evaluate using the most current information available.</p> <p><b>Mr. Glover asked that the Director's Evaluation Form be moved for adoption at the August 28 meeting, either consent or with discussion. Ms. Porter seconded.</b></p>	<p><b>VOTE: 7-0 (Mr. Thompson out of the room)</b></p>
<ul style="list-style-type: none"> <li>• Board Administrator Job Description</li> </ul>	<p>Ms. Warden thanked Ms. Hawkins for her hard work as interim Board Administrator. Ms. Warden stated that the Board has been given two job descriptions - Board Secretary and Board Liaison. She asked the Board if there was any discussion concerning the job descriptions. Ms. Warden asked Dr. Keel what is the timeline for posting jobs? Dr. Keel stated a position is usually posted for ten days. At the end of</p>	



Metropolitan Nashville Public Schools  
Board of Education  
Minutes  
August 14, 2007

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<ul style="list-style-type: none"> <li>• Board Administrator Job Description - continued</li> </ul>	<p>the ten days, applicants are reviewed and interviews begin. Ms. Warden asked if there were any particular duties in either of the job descriptions that the Board should discuss? Ms. Porter asked that on the Board Secretary job description under "writes papers, edits and send out Board correspondence". She would like to add "with Chair's Approval" to the end of that sentence. I believe that the Chair needs to look over those items to ensure they are written correctly. Ms. Warden stated that "other duties as assigned" should be added to both job descriptions. Mr. Glover asked Dr. Garcia if he felt the job descriptions met the needs of the Board? Dr. Garcia said he would review it with cabinet to ensure that it did indeed meet the Board's needs. Ms. Warden asked that any deletions or additions to the job descriptions be sent to Ms. Bryant by Friday, August 17 at noon. Mr. Thompson asked if the general description of the Board Liaisons' parameters needed to be more specific. Ms. Warden stated that she believes the Board needs an individual to assist the Board in accessing information that is needed concerning Metro Council, etc. Ms. Johnson stated that she supports the Board Liaison position. It would be helpful to have two people in order to help us be efficient at Board meetings and in the community. Ms. Warden stated that she sees the two positions as necessary. Mr. Thompson commented that some of the duties written in the Board Liaison position were already provided by the district. Mr. Thompson asked that "all other duties" be added to both job descriptions.</p>	
<b>ANNOUNCEMENTS</b>		
<ul style="list-style-type: none"> <li>• Governance Committee</li> </ul>	<p>Mr. Glover announced that the Governance Committee will be meeting Saturday, August 18 at 9:00 a.m. He asked the Board to email any items they would like to discuss.</p>	
<ul style="list-style-type: none"> <li>• Quarterly Meeting with the Mayor</li> </ul>	<p>Ms. Warden announced that the Board would be attending the last Quarterly Meeting with Mayor Purcell on August 15 at 9:30 a.m.</p>	
<ul style="list-style-type: none"> <li>• Early Voting</li> </ul>	<p>Ms. Warden announced that Early Voting begins August 22, 2007. Election Day is September 11.</p>	
<ul style="list-style-type: none"> <li>• Ben Wright Reception</li> </ul>	<p>Ms. Warden announced that a reception hosted by the Chamber of Commerce for Mr. Wright will be held at West End Middle School on August 16 at 5:00 p.m.</p>	
<ul style="list-style-type: none"> <li>• Career and Technical Education</li> </ul>	<p>Ms. Warden announced that on August 22, Career and Technical Education will be making a presentation to Metro Council from 3:30-4:30 p.m.</p>	
<ul style="list-style-type: none"> <li>• State Representative Brenda Gilmore</li> </ul>	<p>Ms. Johnson asked that the Board please send their available dates to meet with Ms. Gilmore to Ms. Hawkins.</p>	

Metropolitan Nashville Public Schools  
 Board of Education  
 Minutes  
 August 14, 2007

TOPIC	DISCUSSION/MOTION	FOLLOW-UP/OUTCOME
<ul style="list-style-type: none"> <li>• Debriefing/Adjournment</li> <li>• Signatures</li> </ul>	<p>Mr. Fox made the motion to adjourn at 8:50 p.m.</p> <p style="text-align: center;"><b>ADJOURNMENT</b></p> <div style="display: flex; justify-content: space-between;"> <div style="text-align: center;">             Chris M. Henson            Board Secretary         </div> <div style="text-align: center;">           _____            Marsha Hagan Warden            Board Chair         </div> </div>	

III. GOVERNANCE ISSUES

A. ACTION

2. CONSENT

- b. RECOMMENDED AWARD OF CONTRACT – SCIENCE LAB RENOVATIONS AT VARIOUS SCHOOLS, GROUP 4 (BAILEY, DALEWOOD, DONELSON, HEAD, HILL, LITTON, ROSE PARK AND WRIGHT MIDDLE SCHOOLS) – BRUCE ADAMS CONSTRUCTION – MBOE-07-011 (CONTROL NO. A-20569)

Bid Date: July 31, 2007 Bid Time: 2:00 p.m.  
Architect: Buchart Horn, Inc.

BIDDER:	BASE BID:
Bruce Adams Construction	\$840,260.00
Romach, Inc.	\$863,200.00
Shankle Lind, LLC	\$865,500.00
Cardinal Construction	\$971,450.00

It is recommended that this contract be awarded to Bruce Adams Construction on the basis of their low bid for the total sum of \$840,260.00.

Projects recently successfully completed:

- Antioch High School Clinic
- ADA Upgrades
- Science Lab Renovations @ Various Schools, Group I

Legality approved by Metro Department of Law – Control No. A-20569

FUNDING: QZAB Funding – Various Funds Used Depending on Specific School

August 28, 2007

III. GOVERNANCE ISSUES

A. ACTION

2. CONSENT

c. AWARDING OF BIDS AND CONTRACTS

(1) **WHO:** The Metropolitan Police Department (MPD)

**WHAT:** Memorandum of understanding to provide Metro Police officers and marked vehicles at events and activities, such as football and basketball games and proms, determined by MNPS to require enhanced police security. The MPD requests a similar agreement each year. The term of this agreement is from July 1, 2007 to June 30, 2008.

**FOR WHOM:** Attendees at MNPS events and activities

**HOW MUCH:** As required to support selected events and activities based on the following hourly rates:

**HOURLY RATES FOR MPD SERVICES**

SERVICE	OVERTIME RATE	HOLIDAY RATE
Police Officer	\$70.00	\$85.00
Sergeant	\$81.00	\$98.00
Lieutenant	\$88.00	\$108.00
Captain	\$98.00	\$128.00
Marked Car	\$4.50	\$4.50
Motorcycle	\$3.00	\$3.00

The annual cost for these services is approximately \$100,000. The hourly rates have been the same since July 1, 2003.

**HOW THIS CONTRACT WILL BE EVALUATED:**

In the event MNPS is not satisfied with the performance of an officer providing services, the MNPS official responsible for the event or activity will first discuss the dissatisfaction with the most senior police officer present. If MNPS is still dissatisfied after the discussion, the MNPS Director of Security will discuss the matter with the Metropolitan Police Department and the Department will respond in a timely manner.

MBPE Contract Number 2-215822-02

For Student Services/School Safety and Security

Metro Legal Control Number A-20548

Source of Funds: School Activity Funds and Operating Budget

III. GOVERNANCE ISSUES

A. ACTION

2. CONSENT

c. AWARDING OF BIDS AND CONTRACTS

(2) **WHO:** Vanderbilt University

**WHAT:** Annex to the master performance contract to provide school-based health care clinics for routine healthcare, disease prevention and health promotion activities. This contract replaces an expiring one that provided the same services. The term of this Annex is September 1, 2007 to June 30, 2012.

**FOR WHOM:** MNPS students at Fall-Hamilton, Park Avenue, and Stratton Elementary Schools

**HOW MUCH:** \$110,000 per year with annual escalation based on the Department of Labor Employment Cost Index, not to exceed \$610,000 for the full five-year term of the contract

**HOW THIS CONTRACT WILL BE EVALUATED:** MNPS Coordinator for Health, Wellness, PE and ROTC will prepare annual written evaluation after consultation with affected principals.

MBPE Contract Number 2-218740-09, Annex I  
For Curriculum & Instruction/Subject Areas (K-12)  
Metro Legal Control Number A-20558  
Source of Funds: Operating Budget

d. LEGAL SETTLEMENT CLAIM – L-14298 (\$9,150)

**Policy Type: Governance Process****Annual Agenda Planning  
2007-2008**

MONTH	GP	B/DR	EE	ENDS	LINKAGE
JUL 07					
AUG 07	GP 8E 2007-2008		EE 16 – Facilities*	E 2.5 AP	
SEP 07	GP 1-11		EE 1 – Executive Constraint EE 2 – Emergency Succession EE15 – Learning Environment/Discipline	E 2.1-TCAP E 2.3-Gateway	
OCT 07		B/DR 1-5	EE 14 – District Calendar EE 10 – Communication w/ Board	E 2.6 ACT/SAT/PSAT College Entrance	
NOV 07			EE 11 – Annual Report EE 17 – Charter Schools	E 2.9 Graduation Rates	
DEC 07			EE 3 – Stakeholders	E 2.4 TCAP Writing	
JAN 08			EE 4– Staff Treatment/Evaluation* EE 5 – Staff Compensation*	E 2.2 District Assessment	
FEB 08	GP 1-11		EE 12 –Instructional Program*	E 2.10 Arts E 2.11 Health/PE	
MAR 08			EE 13 – Textbook and Instructional Materials*	E 2.12 Foreign Language E 2.13 Technology (indicators only)	
APR 08		B/DR 1-5	EE 7 – Budget* EE 8 - Financial Administration*	E 3 Life & Work Skills E 4 Citizenship (indicators only)	
MAY 08			EE 9 – Asset Protection*	E 2.7 ELL E 2.8 SPED	
JUN 08	GP 8E 2008-2009				

\* Abbreviated monitoring on new programs and changes only

# Performance Evaluation Guidelines

1. An annual evaluation of the Director of Schools shall take place prior to the Board's regular first meeting in July of each year.
2. The evaluation shall be based on the duties and responsibilities of the Director of Schools as set forth by the laws of the State of Tennessee and his contract.
3. The evaluation instrument utilized in this process shall be cooperatively developed by the Board and Director of Schools by April 1 of each year of his contract.
4. The evaluation rating scale to be used is as follows:

**E**-Exceeds expectations.

**M**-Expectations have been met.

**P**-Progress has been made toward meeting expectations.

**N**-No Progress has been made toward meeting the expectations.

5. A satisfactory score will be if a majority of the items receive a score of "M" or above.
6. The evaluation shall include a recommendation for improvement in any areas where the Board deems the Director of School's performance to be unsatisfactory or in need of improvement.
7. A copy of the written evaluation shall be delivered to the Director of Schools on or before August 1 of each year of his employment. The Director of Schools shall have the right to make a written or oral response to the evaluation.
8. Within thirty (30) days of delivery of the evaluation results to the Director of Schools, the Board shall meet with the Director of Schools to discuss the evaluation.

## Part I: Administrators' Perceptions of Director's Performance

### Leadership For Incremental Change

	E	M	P	N
1. Emphasizes relationships (EE-3; EE-4; EE-11)				
2. Establishes strong lines of communication (EE-3; EE-4; EE-6; EE-11)				
3. Is an advocate for the school (EE-11; EE-12; EE-15; EE-16; EE-17)				
4. Provides resources (EE-7; EE-8; EE-17)				
5. Maintains visibility (EE-11)				
6. Protects teachers from distractions (EE-4; EE-15; EE-16)				
7. Creates a culture of collaboration (EE-6; EE-11; EE-15)				
8. Looks for and celebrates successes (EE-6; EE-11)				

### Leadership for Transformational Change

	E	M	P	N
1. Shakes up the status quo (EE-12; E-1)				
2. Holds everyone's feet to the fire (EE-6; E-1; E-2)				
3. Proposes new ideas (EE-12; E-1; E-2)				
4. Operates from strong beliefs (EE-12; E-1; E-2)				
5. Tolerates ambiguity and dissent (EE-6; E-1; E-2)				
6. Talks research and theory (EE-12; E-1; E-2)				
7. Creates explicit goals for change (EE-6; EE-11; EE-12; E-1; E-2)				
8. Defines success in terms of goals (EE-6; EE-11; EE-12; E-1; E-2)				



## Part II: Board Assessment

	E	M	P	N
EE-1 Global Executive Constraint				
EE-2 Emergency Director Succession				
EE-3 Treatment of Stakeholders				
EE-4 Staff Treatment				
EE-5 Staff Compensation				
EE-6 Staff Evaluation				
EE-7 Budgeting/Financial Planning				
EE-8 Financial Administration				
EE-9 Asset Protection				
EE-10 Communication/Counsel to Board				
EE-11 Annual Report to the Public				
EE-12 Academic Program				
EE-13 Instructional Materials Selection				
EE-14 District Calendar				
EE-15 Student Learning Environment				
EE-16 Facilities				
EE-17 Charter Schools				

### Part III: Annual Objectives

**Target 1.1: Meet the NCLB targets for 2007 as identified by the Tennessee Department of Education.**

	E	M	P	N
1. Grades K-8-All subgroup reading scores increased from 82% to 83%.				
2. Grades K-8-White subgroup reading scores remained at 90%.				
3. Grades K-8-Hispanic subgroup reading scores increased from 73% to 76%.				
4. Grades K-8-African American subgroup reading scores increased from 79% to 82%.				
5. Grades K-8-Native American subgroup reading scores remained at 85%.				
6. Grades K-8-Asian/Pacific Islander subgroup reading scores remained at 92%.				
7. Grades K-8-Economically Disadvantaged subgroup reading scores increased from 77% to 80%.				
8. Grades K-8-Students With Disabilities subgroup reading scores increased from 55% to 60%.				
9. Grades K-8-English Language Learners subgroup reading scores increased from 60% to 64%.				
10. High School-All subgroup reading scores remained at 90%.				
11. High School-White subgroup reading scores remained at 94%.				
12. High School-Hispanic subgroup reading scores increased from 85% to 87%.				
13. High School-African American subgroup reading scores increased from 85% to 87%.				
14. High School-Asian/Pacific Islander subgroup reading scores remained at 92%.				
15. High School-Economically Disadvantaged subgroup reading scores increased from 83% to 85%.				
16. High School-Students With Disabilities subgroup reading scores increased from 58% to 63%.				
17. High School-English Language Learners subgroup reading scores increased from 79% to 82%.				
18. Grades K-8-All subgroup mathematics scores remained at 81%.				
19. Grades K-8-White subgroup mathematics scores remained at 89%.				
20. Grades K-8-Hispanic subgroup mathematics scores increased from 78% to 79%.				
21. Grades K-8-African American subgroup mathematics scores increased from 75% to 78%.				
22. Grades K-8-Native American subgroup mathematics scores remained at 94%.				
23. Grades K-8-Asian/Pacific Islander subgroup mathematics scores remained at 94%.				

	E	M	P	N
24. Grades K-8-Economically Disadvantaged subgroup mathematics scores increased from 75% to 78%.				
25. Grades K-8-Students With Disabilities subgroup mathematics scores increased from 46% to 52%.				
26. Grades K-8-English Language Learners subgroup mathematics scores increased from 69% to 73%.				
27. High School-All subgroup mathematics scores increased from 69% to 73%.				
28. High School-White subgroup mathematics scores remained at 82%.				
29. High School-Hispanic subgroup mathematics scores increased from 67% to 71%.				
30. High School-African American subgroup mathematics scores increased from 59% to 64%.				
31. High School-Native American subgroup mathematics scores increased from 63% to 67%.				
32. High School-Asian/Pacific Islander subgroup mathematics scores remained at 89%.				
33. High School-Economically Disadvantaged subgroup mathematics scores increased from 62% to 66%.				
34. High School-Students With Disabilities subgroup mathematics scores increased from 31% to 38%.				
35. High School-English Language Learners subgroup mathematics scores increased from 63% to 67%.				
36. Grades K-8-All subgroup science scores increased from 67% to 69%.				
37. Grades K-8-White subgroup science scores increased from 82% to 83%.				
38. Grades K-8-Hispanic subgroup science scores increased from 67% to 69%.				
39. Grades K-8-African American subgroup science scores increased from 55% to 58%.				
40. Grades K-8-Native American subgroup science scores increased from 78% to 80%.				
41. Grades K-8-Asian/Pacific Islander subgroup science scores increased from 86% to 87%.				
42. Grades K-8-Economically Disadvantaged subgroup science scores increased from 58% to 60%.				
43. Grades K-8-Students With Disabilities subgroup science scores increased from 37% to 40%.				
44. Grades K-8-English Language Learners subgroup science scores increased from 43% to 46%.				
45. High School-All subgroup science scores increased from 91% to 92%.				
46. High School-White subgroup science scores remained at 96%.				
47. High School-Hispanic subgroup science scores increased from 92% to 93%.				

	E	M	P	N
48. High School-African American subgroup science scores increased from 87% to 88%.				
49. High School-Native American subgroup science scores increased from 88% to 89%.				
50. High School-Asian/Pacific Islander subgroup science scores remained at 98%.				
51. High School-Economically Disadvantaged subgroup science scores increased from 87% to 88%.				
52. High School-Students With Disabilities subgroup science scores increased from 71% to 73%.				
53. High School-English Language Learners subgroup science scores increased from 87% to 88%.				
54. Grades K-8-All subgroup social studies scores increased from 69% to 71%.				
55. Grades K-8-White subgroup social studies scores increased from 82% to 83%.				
56. Grades K-8-Hispanic subgroup social studies scores increased from 69% to 71%.				
57. Grades K-8-African American subgroup social studies scores increased from 58% to 61%.				
58. Grades K-8-Native American subgroup social studies scores increased from 78% to 80%.				
59. Grades K-8-Asian/Pacific Islander subgroup social studies scores increased from 87% to 88%.				
60. Grades K-8-Economically Disadvantaged subgroup social studies scores increased from 60% to 62%.				
61. Grades K-8-Students With Disabilities subgroup social studies scores increased from 34% to 37%.				
62. Grades K-8-English Language Learners subgroup social studies scores increased from 49% to 52%.				
63. The K-8 attendance rate increased from 94.8% to 95%.				
64. The NCLB graduation rate increased from 68.3% to 69%.				
65. The adjusted graduation rate (includes "late" and special education diplomas) increased from 78% to 79%.				

**Target 1.2: Increase the percent of student achieving proficiency on the TCAP Writing Assessment to 90%.**

	E	M	P	N
1. Grade 5 Writing Assessment Scores increased from 73% to 75%.				
2. Grade 8 Writing Assessment Scores increased from 82% to 84%.				
3. Grade 11 Writing Assessment Scores increased from 78% to 80%.				

**Target 1.3: Reclassify all Fluent English Speaking (FES) English Language Learners (ELL) to Fluent English Proficient (FEP) within 2 years of attainment of FES status.**

	E	M	P	N
1. The percent reclassified within two years remained at 97.5%.				

**Target 1.4: Increase the number of AP/IB tests taken and increase the pass rate.**

	E	M	P	N
1. The number of AP/IB tests taken increased from 3249 to 3500.				
2. The pass rate increased from 51% to 53%.				

**Target 1.5: Increase the average ACT and SAT scores.**

	E	M	P	N
1. The All subgroup average ACT score increased from 19.1 to 19.3.				
2. The White subgroup average ACT score increased from 21.6 to 21.7.				
3. The Hispanic subgroup average ACT score increased from 18.1 to 18.3.				
4. The African American subgroup average ACT score increased from 17.1 to 17.4.				
5. The Asian/Pacific Islander subgroup average ACT score increased from 20.7 to 20.8.				
6. The average SAT score increased from 1145 to 1151.				

**Target 1.6: Increase the percentage of students completing four-year college entrance requirements and the percent with a qualifying ACT score.**

	E	M	P	N
1. The percent of ACT test takers meeting state entrance requirements increased from 81.4% to 82%.				
2. The percent of students with a qualifying ACT score increased from 48% to 51%.				

**Target 1.7: Increase the percentage of students with disabilities scoring proficient or advanced on NCLB assessments.**

	E	M	P	N
1. For Grades K-8 Reading, the percentage of students with disabilities scoring proficient or advanced on NCLB assessments increased from 55% to 60%.				

2. For Grades K-8 Math, the percentage of students with disabilities scoring proficient or advanced on NCLB assessments increased from 46% to 52%.				
3. For High School Reading, the percentage of students with disabilities scoring proficient or advanced on NCLB assessments increased from 58% to 63%.				
4. For High School Math, the percentage of students with disabilities scoring proficient or advanced on NCLB assessments increased from 31% to 38%.				

**Target 1.8: Increase the percentage of students promoted from ninth to tenth grade.**

	E	M	P	N
1. The percentage of students promoted from ninth to tenth grade increased from 76.4% to 77.9%.				

**Target 5.2: Achieve equitable enrollment in educational programs so that they resemble the diversity in the community.**

	E	M	P	N
1. For Grades K-8 White subgroup, the percentage of students enrolled in remedial courses decreased from 5.6% to 5.5%.				
2. For Grades K-8 Hispanic subgroup, the percentage of students enrolled in remedial courses decreased from 6.5% to 6.3%.				
3. For Grades K-8 African American subgroup, the percentage of students enrolled in remedial courses decreased from 11.9% to 11.6%.				
4. For Grades K-8 Native American subgroup, the percentage of students enrolled in remedial courses decreased from 7.4% to 7.2%.				
5. For Grades K-8 Asian/Pacific Islander subgroup, the percentage of students enrolled in remedial courses decreased from 4.8% to 4.7%.				
6. For Grades K-8 Economically Disadvantaged subgroup, the percentage of students enrolled in remedial courses decreased from 10.5% to 10.2%.				
7. For Grades K-8 Students with Disabilities subgroup, the percentage of students enrolled in remedial courses decreased from 10.6% to 10.5%.				
8. For Grades K-8 English Language Learners subgroup, the percentage of students enrolled in remedial courses remained at 2.9%.				
9. For High School White subgroup, the percentage of students enrolled in remedial courses decreased from 4.4% to 4.3%.				

	E	M	P	N
10. For High School Hispanic subgroup, the percentage of students enrolled in remedial courses decreased from 6.3%% to 6.1%.				
11. For High School African American subgroup, the percentage of students enrolled in remedial courses decreased from 13.6% to 13.3%.				
12. For High School Native American subgroup, the percentage of students enrolled in remedial courses decreased from 7.1% to 6.9%.				
13. For High School Asian/Pacific Islander subgroup, the percentage of students enrolled in remedial courses remained at 3%.				
14. For High School Economically Disadvantaged subgroup, the percentage of students enrolled in remedial courses decreased from 13.5% to 13.2%.				
15. For High Students with Disabilities subgroup, the percentage of students enrolled in remedial courses decreased from 25% to 24.8%.				
16. For High School English Language Learners subgroup, the percentage of students enrolled in remedial courses decreased from 4.5% to 4.4%.				

**Target 8.2: Maintain the percentage of certificated employees (those not on waiver or permits).**

	E	M	P	N
1. The percentage of certificated employees not on waiver or permits remained at 95%+.				

**Metropolitan Nashville Public Schools  
EXECUTIVE EXPECTATIONS  
INDIVIDUAL BOARD MONITORING SHEET**

**EE- 16 – Facilities**

**Board Member:** \_\_\_\_\_ **Date Report Submitted:** \_\_\_\_\_

I have received and reviewed the official internal monitoring report of Board policy EE- submitted by the Director of Schools. As a result of my review of the report, I offer the following opinion:

\_\_\_\_\_ The Director of Schools has reasonably interpreted the provisions of the relevant Board policy, and

\_\_\_\_\_ The Board member finds the Director to be in full and complete compliance with the provisions of the policy.

\_\_\_\_\_ The Board member finds the Director of Schools to be in compliance with the following **commendations:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ The Board member finds the Director of Schools to be in compliance with the following **provisions:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ The Board member finds the Director of Schools to **not** be in compliance with the provisions of the policy.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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Comments on Interpretations and Actions Needed:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ The information provided by the Director of Schools is insufficient for the Board member to decide whether the Director has reasonably interpreted the provisions of the policy or whether the Director is in compliance. The following monitoring report changes or additions are suggested:



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Suggested Additions or Deletions for Policy:

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Other Board Member Comments:

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\*\*Return to Alvesia Hawkins by fax or email by noon, September 4, 2007.

## Comprehensive Monitoring of Executive Expectation – EE 16

### Facilities

#### THE POLICY

The Director shall not fail to assure that Metro school buildings are safe, well constructed, clean, attractive and properly maintained.

#### Accordingly, the Director may not fail to:

1. Obtain board approval before building any school or undertaking any major school renovation.
2. Maintain a Facilities Master Plan that addresses construction, renovation and maintenance projects to ensure equity in facilities across the district.
3. Recommend an annual capital budget to the Board based on the Board's priorities.  
The Director shall not fail to:
  - a. Assign the highest priority to the correction of unsafe conditions.
  - b. Prepare for growth and address overcrowding.
  - c. Include maintenance costs as necessary to protect buildings and ensure their long-term use.
  - d. Ensure equity in facilities across the district, and
  - e. Disclose assumptions on which the recommendations are developed.
4. Create a design team for any new school building or major renovation that includes teachers, administrators, and members of the community in which the school is to be built.
5. Ensure that all new buildings or major renovations to existing buildings adequately support the instructional program intended for them.
6. Provide students and staff with a healthy, welcoming and safe environment.  
Accordingly, the Director may not fail to include in the design of all school buildings:
  - a. A welcoming entrance that provides shelter from the rain.
  - b. An entrance/foyer design for new schools that routes visitors to the office and limits direct access to the school for security purposes.
  - c. Safe and efficient traffic patterns for bus riders and car riders.
  - d. Sufficient natural light in every classroom.
  - e. A school exterior that blends into the community where it is built.
  - f. An outdoor playground (if elementary) or playing fields (if middle or high school) unless space limitations preclude.
  - g. Indoor air-conditioned space for elementary physical education use.
7. Recommend land acquisition without first determining growth patterns, comparative costs, construction and transportation factors

8. Permit the public's use of facilities, as long as student functions and the academic program are not compromised. Accordingly, the Director may not fail to develop a plan for public use of buildings that includes:
  - a. definition of permitted uses
  - b. a fair and reasonable fee structure

### **Alignment to Strategic Plan**

Strategic Directive 2 – Provide a Safe Secure and Nurturing Environment

### **Overall Status**

In Compliance

## **DOCUMENTATION OF POLICY COMPLIANCE**

### **Background**

This Executive Expectation covers the Director's responsibility for the design, construction, and maintenance of the facilities within the district. For the last several years, the Planning and Construction Department of the Business and Facility Services Division has seen significant growth in construction due to increased funding to address the need to add classroom space because of growth in some areas of the school district; replace components and major equipment to improve the condition of buildings; renovations to be in compliance with the Americans with Disabilities Act (ADA); improvements to science labs and energy conservation initiatives.

In August 2006, the school district opened four new schools ( Glenview Elementary, A.Z. Kelley Elementary, Thurgood Marshall Middle, and I.T. Creswell Middle Arts Magnet). The Cavert building, on the Eakin campus, was also reopened to house Eakin Elementary. This project included a major addition as well as a complete renovation of the existing spaces. Glengarry Elementary also received renovations to the administrative area and construction began on a classroom and library addition. At the beginning of the second semester of the 2006-07 school year, Jones Paideia Elementary reopened an expanded and renovated facility.

In August of 2007, the school district reopened a renovated West End Middle School and a classroom and library addition at Glengarry Elementary. The original classroom wing at Glengarry was also renovated. At the beginning of the second semester of the 2007-08 school year, Neely's Bend Elementary will reopen with a classroom addition as well as renovated existing spaces. New elementary P.E. rooms were also opened at Ross, Old Center, and Norman Binkley.

In addition, numerous projects are under way that require both design and construction. These projects are asbestos abatement, paving and striping for additional parking and driveways, floor tile replacement, playground construction, energy conservation upgrades, ADA renovation, design, construction and relocation of the ELL Center and

the Teacher Training Center, roofing, athletic field upgrades, and air conditioning middle school gymnasiums.

**EE 16-1: The Director may not fail to obtain board approval before building any school or undertaking any major school renovation.**

**In Compliance:** State law requires the district to submit all major building projects to the Board for approval. The Capital Needs Committee reviews the needs of the district and makes recommendations for capital requests to the full Board. Once the capital project is approved by the full Board and funding is secured from the Metro Council, the procurement process is followed for design services contracts and for construction contracts. These contracts must also be approved by the full Board.

During the last year, projects at the following locations were approved by the Board, included in the 2007-08 capital budget, funded by the Metro Council on July 17, 2007, and are currently being programmed and contracts negotiated for design:

- Apollo Middle addition
- Cole Elementary addition
- Maplewood High renovation
- J.E. Moss Elementary addition
- Overton High addition
- Paragon Mills Elementary addition
- Una Elementary addition
- Teacher Training Center at Eakin addition/renovation
- A/C Middle School Gyms at Various Locations
- Elementary PE Rooms at Various Schools
- ADA Renovations at Various Schools
- Playground Prototype for Various Schools
- Cane Ridge High School Athletic Fields
- Improvements at Middle School Athletic Fields
- Roof Replacements at Various Schools
- Energy Conservation Upgrades at Various Schools
- Science Lab Renovations

**EE 16-2: The Director may not fail to maintain a long-range facilities plan that addresses construction, renovation and maintenance projects to ensure equity in facilities across the district.**

**In Compliance:** The MGT Performance Audit commended the Planning and Construction Department for preparing a comprehensive set of planning documents. These documents, which include educational specifications, are updated as needed to provide for current educational practices and reflect research-based best practices for construction. Another key purpose of the planning document is to provide equity in facilities. A long-range Facilities Master Plan, completed in February 2003 by MGT of

America, was commissioned to provide an objective comparison of facilities. Each building was assessed as to educational suitability, condition, and capacity. These factors were assigned a score, which was used to prioritize construction needs. The Master Plan serves as an objective, rational system for providing equitable allocation of capital funding for the construction, renovation and maintenance of the District's buildings. The Master Plan serves as a "blueprint" for developing the capital budget.

The conditions of facilities, listed in the Master Plan, were updated annually through the 2007-08 capital budget to reflect any improvements made prior to the preparation of each capital budget. This was done to assure proper prioritization. Updates were made also to reflect enrollment projections that impact the building of additional classroom space. It was always the intention of the administration to continue to annually update and adjust the information in the plan and to reevaluate the Master Plan at least every five years to determine if the underlying assumptions that were made during the development remain valid. In the spring of 2007, MGT of America trained personnel from the MNPS Planning and Construction Department in the process of evaluating facilities for condition and suitability. After a two-week training session, MNPS began reevaluating facilities under the supervision of MGT personnel. The reevaluations have been completed, and the data is now being input into a database. Upon the completion of entering the compiled data in the database, MGT will receive the file and create reports in several formats for MNPS to analyze. MNPS will then create a comprehensive report by cluster. Within that report, each facility will have a new combined condition/suitability score to be used in the preparation of the 2008-09 capital budget. The capital budget has historically been approved by the Board in the December- January timeframe. MNPS has been licensed to utilize the MGT facility assessment software, allowing MNPS to reassess as often as needed. It is still recommended that reassessments occur every three to five years.

**EE 16-3: The Director may not fail to recommend an annual capital budget to the Board based on the Board's priorities. The Director shall not fail to:**

- a. **Assign the highest priority to the correction of unsafe conditions.**
- b. **Prepare for growth and address overcrowding.**
- c. **Include maintenance costs as necessary to protect buildings and ensure their long-term use.**
- d. **Ensure equity in facilities across the district, and**
- e. **Disclose assumptions on which the recommendations are developed.**

**In Compliance:** As the components of this section of the Executive Expectation attest, the development of the district's capital budget is a complex process that must take into consideration a number of key factors. The key tool in forming the development of the annual capital budget is the Facilities Master Plan, which looks extensively at the suitability, condition, and capacity of each building. The plan is also instrumental for ensuring equitable prioritization in the allocation of capital funds across the district.

The annual operating and capital budgets provide funds for maintenance and renovation of our buildings, which helps ensure the long-term use of our facilities. Estimates are

made to anticipate actual increases. Lastly, the district develops, maintains and annually monitors educational specifications. This specification, along with the Design Manual and the Guideline Building Component Specifications, serves as a foundation for consistent and equitable building design and construction.

**EE 16-4: The Director may not fail to create a design team for any new school building or major renovation that includes teachers, administrators, and members of the community in which the school is to be built.**

**In Compliance:** When a school is to be built, a representative planning/design team is formed to provide input to the Planning and Construction Department on specific elements that need to be incorporated into the project. These teams begin their work using the educational specification as a framework. The membership of the planning team can vary depending on the size and complexity of the project. For example, an addition to a school that does not change the way the school is operated or functions and does not have a significant impact on the site and neighborhood may not have a planning/team that is as extensive as a new school in a community or a replacement school.

Make up of the planning team usually begins with the school principal, the architect, and the project manager from the Planning and Construction Department, with direction from the Director of Planning and Construction. The principal serves as the team chair and identifies teachers, support staff members, parents, or community members to be included on the team. If a principal has not been selected, Board members and the community provide input for the composition of the planning/design team. In addition, Curriculum and Instruction and Administrative Services representatives are included, as needed, for program evaluations and recommendations. Members of the planning/design team meet at strategic periods during the process of design. Design Teams include input from community members, parents, central office personnel, principals, teachers, alumni, architects and instructional specialists. It should be noted that the Director and project managers from the Department of Planning and Construction play a major role in the planning meetings to insure equity in facilities across the district and compliance with EE 16-3d.

**EE 16-5: The Director may not fail to ensure that all new buildings or major renovations to existing buildings adequately support the instructional program intended for them.**

**In Compliance:** The education specifications serve as the starting point when actual school design teams are formed to begin work on a new or renovated school. The instructional leader on the planning/design team is the primary point of accountability to ensure that the actual design of the building meets the instructional needs of the programs that are anticipated for that building. Although the education specifications are updated regularly, the instructional leader of the design team is charged with making any additional modifications to the design to accommodate the actual instructional needs.

It is noteworthy that in 2005-2006, the Board approved the application to the School Bond Authority for \$6,666,623 in Qualified Zone Academy Bond funding. This funding provides for improved science labs in high-needs middle and high schools. The 5 high schools and 28 middle schools have all been bid and are under construction. Construction is scheduled to be complete by January 2008.

It should also be noted that at the end of the current school year we will have completed two multi-year projects and have a P.E. room in every elementary school and have a large air conditioned assembly space in every middle school.

**EE 16-6: The Director may not fail to provide students and staff with a healthy, welcoming and safe environment. Accordingly, the Director may not fail to include in the design of all school buildings:**

- a. A welcoming entrance that provides shelter from the rain.**
- b. An entrance/foyer design for new schools that routes visitors to the office and limits direct access to the school for security purposes.**
- c. Safe and efficient traffic patterns for bus riders and car riders.**
- d. Sufficient natural light in every classroom.**
- e. A school exterior that blends into the community where it is built.**
- f. An outdoor playground (if elementary) or playing fields (if middle or high school) unless space limitations preclude.**
- g. Indoor air-conditioned space for elementary physical education use.**

**In Compliance:** Items a-g in this section of the EE are addressed in various stages of the design and development processes. An explanation of how each of these items is addressed follows:

- Entrance/Shelter – The assigned planning/design team reviews the architect’s schematics to assess the entrance to the building.
- Entrance and Foyer Design – The education specification provides the planning team a starting point for reviewing the entrance and the access to the office. Additionally, each architect is provided with a Design Manual that is used in the development of the drawings to guide them in meeting critical entrance and flow requirements.
- Traffic Patterns – The planning/design team reviews the traffic patterns for buses and cars during the schematic design phase of the project. In addition, engineers from the Metro Public Works Traffic and Parking Division also review all site developments and traffic patterns. It should be noted that some urban sites limit traffic handling options and that projects, in general, are designed for normal school activities and not necessarily the peak demands of special occasions that may infrequently occur.
- Classroom Light – The Design Manual provided to the architects offers guidance on the use of natural sources of lighting in the schools. In addition, architects and engineers are required to take into consideration the latest information on U.S. Green Building, LEED, and High Performance Schools in terms of energy conservation.

- School Exterior – The school exterior issues are reviewed following the initial drawings that depict the exterior materials and look of the building, which occurs during the design and development phase of a project. The planning team provides in-depth opinions as it relates to these elevation drawings in terms of exterior colors and the school’s relationship to the surrounding neighborhood.
- Outdoor Playgrounds and Fields – The size and location of outdoor fields and play areas are reviewed by the planning team during the schematic design phase of the project.
- Indoor Physical Education Rooms – Air-conditioned P.E. rooms for the elementary schools are now a part of the educational specification that is used on all new projects.

The Administration embraces the values spelled out in this policy and works to ensure each project meets these design elements. Two of the specific requirements ("a welcoming entrance" and "sufficient natural light") are subjective and difficult to measure. It should be noted that the Metro Council has recently passed legislation requiring all buildings to be LEED silver certified. The Planning and Construction Department is implementing procedures to comply with this “Green Building” directive.

**16.7 The Director may not fail to recommend land acquisition without first determining growth patterns, comparative costs, construction, and transportation factors.**

**In Compliance:** Land acquisition is a critical step that occurs early in the project life cycle. A number of factors are included in the analysis leading up to the acquisition of land. As part of the standard practice in the district, the Planning and Construction Department follows a detailed New Site Acquisition Policy (DSOP 5111). This policy provides a detailed checklist of items that need to be considered prior to land acquisition.

Preliminary recommendations are made before funds are expended to evaluate potential construction-related costs on the site.

**16.8 The Director may not fail to permit the public’s use of facilities, as long as student functions and the academic program are not compromised. Accordingly, the Director may not fail to develop a plan for public use of buildings that includes:**

- a. definition of permitted uses
- b. a fair and reasonable fee structure

**In Compliance:** The District has both policy and procedures to permit public use of its facilities. The Facility Use Policy (DSOP 0506) was revised to reflect the directives of the Board. Any group meeting the standards of the district policies in this area and agreeable to meeting certain requirements will be permitted to use a district facility. The requesting group must complete a Facilities Use Form, obtain the agreement of the school principal of the requested facility, and agree to meet any applicable ADA requirements. Additionally, if the group is not a school-sponsored group that exists solely to support the



local school, they must provide a signed Hold Harmless Agreement and a \$1 million Certificate of Insurance stating Metropolitan Government as a named insured.

In no instance is it the purpose of the district to realize a profit by allowing the use of a school facility to an outside agency. One- hundred and seven facilities were utilized by outside agencies last year. However, the district, in opening school buildings for use as defined above, does incur certain expenses for custodial services, heat/air, lights, water, and general maintenance of the building, and charges minimal fees to recoup these costs. If long-term use of school facilities is anticipated or planned, the fee schedule may be adjusted. Use fees for the facility will not be charged to school-sponsored groups that are in place solely to support the local school.

The fee schedule is reviewed each year by the Business Office to determine if use fees and custodial fees should be adjusted. Custodial fees are charged only for those hours required beyond normal custodial coverage of the facility.

**Metropolitan Nashville Public Schools  
ENDS RESULTS FOR STUDENTS POLICY  
INDIVIDUAL BOARD MONITORING SHEET**

**E- 2.5 – Advanced Placement**

**Board Member:** \_\_\_\_\_ **Date Report Submitted:** \_\_\_\_\_

I have received and reviewed the official internal monitoring report of Board policy E- 2.5 Advance Placement submitted by the Director of Schools. As a result of my review of the report, I offer the following opinion:

\_\_\_\_\_ The Director of Schools has reasonably interpreted the provisions of the relevant Board policy, and

\_\_\_\_\_ The Board member finds that the End Result has been fully achieved.

\_\_\_\_\_ The Board member finds that reasonable progress is being made towards the ultimate achievement of this End Result and finds the Director in compliance with the following **commendations and provisions:**

**COMMENDATIONS:**

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**PROVISIONS:**

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\_\_\_\_\_ The Board member finds the Director of Schools has failed to provide evidence of reasonable organizational progress toward the ultimate achievement of this End Result.

**Comments on Interpretations and Actions Needed:**

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\_\_\_\_\_ The information provided by the Director of Schools is insufficient for the Board member to decide whether reasonable progress has been made. The following monitoring report **changes or additions** are suggested:

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Suggested Additions or Deletions for Policy:

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Other Board Member Comments:

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\*\*Return to Alvesia Hawkins by fax or email by noon, Tuesday, September 4, 2007.

# Metropolitan Nashville Public Schools Policy Governance Monitoring Report

**Date of Report: August 28, 2007**

**Report:** End Results for Students: 2.5 Advanced Placement/ International Baccalaureate

**District Status:** Reasonable Progress in Meeting End Results

The Advanced Placement (AP) Program is a cooperative educational endeavor among secondary schools and colleges and universities. Students participating in the AP Program are afforded the opportunity to earn college-level skills, and in many cases students also earn college credit while still in high school. Currently more than 16, 000 schools worldwide participate in the AP Program, including 62 percent of United States high schools. The AP Program offers 37 courses in 22 subject areas. During the 2006-2007 school year MNPS students had an opportunity to enroll in the following AP courses:

- Art History
- Biology
- Calculus (AB & BC)
- Comparative Government and Politics
- Computer Science A
- Environmental Science
- European History
- French Language
- French Literature
- German Language
- Human Geography
- Macroeconomics
- Microeconomics
- Physics (B&C)
- Spanish Language
- Statistics
- Studio Art
- Unites States Government and Politics
- United States History
- World History

Although MNPS offers a wide variety of courses, it is important to note that these opportunities varied from school to school. (*See Appendix A.*)

To ensure that all courses labeled “AP” obtain the necessary rigor, the College Board, beginning the fourth week of January 2007, conducted an AP Audit for the 2007-2008 school year. The audit was created at the request of secondary school and college members of the College Board to provide teachers and administrators with clear guidelines on curricular and resource requirements that must be in place for AP courses and assist colleges and universities with interpreting secondary school courses marked “AP” on students’ transcripts. As a result, during the 2006-2007 school year teachers submitted a course syllabus to the College Board for approval; all syllabi meeting or exceeding expectations set by the College Board were authorized to utilize the “AP” designation. All MNPS “AP” designation courses are attached by school and subject. (*See Appendix B.*) There is a slight decrease in course offerings, in part, due to the requirements enforced. Another factor in this decrease may be attributed to the transition in the teaching population. It is important to note, some syllabi are pending approval by the College Board.

For the last six years, Metropolitan Nashville Public Schools has focused on improving the Advanced Placement programs and increasing access to these programs for our most capable students. These improvement efforts have included the following:

- Receiving an Advanced Placement Incentive Grant – Project “Pathway to College”. (*See Appendix C.*)
- Hosting the Regional College Board Workshop in the fall for the last four years
- Sending five teachers from each subject area to Advanced Placement (AP) training each summer
- Developing new honors course outlines for all honors courses, preparing students for Advanced Placement classes, and meeting the requirements of the State’s Uniform Grading Policy
- Supporting the addition of more and different Advanced Placement and honors classes in all high schools
- Providing information to school counselors and administrators about AP Potential
- Using AP Potential to identify and place students appropriately
- Assisting Advanced Placement teachers with the 2007-2008 AP Course Audit

To further encourage students in honors and Advanced Placement courses and to promote rigor, the District has also provided advanced classes and Test for Credit classes in all of our middle schools. In addition, schools participating in Advanced Placement Incentive grant received SpringBoard training this summer and will begin implementation this fall. SpringBoard was created by the College Board to provide a rigorous and coherent plan for schools and districts in Mathematics and English Language Arts for students in grades 6 to 12, which will assist all students in experiencing success in the Advanced Placement Program (AP). These efforts are designed to prepare students for further success in honors and AP programs and to allow them to accelerate to higher-level classes.

**Results Achieved:**

Results for the spring of 2007 indicate that the number of MNPS students taking AP tests increased for the sixth consecutive year. Ninety-eight (98) more students took the tests in 2007 (1,975 total) than the 1,877 students who took tests in 2006. Additionally, the number of tests taken increased from 2,938 tests in 2006 to 3,652 in 2007, representing an increase of 714 tests. While we are pleased with the increases in the number of tests taken, the number of students tested, and the number of students passing AP exams, we are disappointed that the percent of students passing AP tests declined slightly from 50% in 2005 to 48.3% in 2007. (*See Appendix D.*) It is important to note that AP tests are scored differently from the A-F grading scale used in classrooms. AP exams are scored on a numeric scale, 1 to 5, with the following general meanings:

- 5: Extremely well-qualified
- 4: Well-qualified
- 3: Qualified
- 2: Possibly qualified
- 1: No recommendation

As a result, students scoring a 3, 4 or 5 on the five-point AP scale are considered to have passed AP tests. This decline indicates to us that we need to improve the preparation of our students in honors classes, re-examine the rigor of these classes, and continue our professional development efforts for all of our AP teachers.

With substantially more students taking tests and more tests being taken and a smaller number of tests passed, our pass rate declined in 2007 from 51% to 48%. (*See Attached Appendix D.*) However, we are exploring a program that will allow students to improve AP test taking skills.

We also believe that we must continue to overcome the disparity in results from school to school. Having advanced classes and Test for Credit classes in all middle schools should help alleviate some of these differences over time, as it has only been a few years that advanced classes were offered in all schools. Most studies emphasized that preparing students in the courses they take prior to entering an AP course is essential to student success.

### **International Baccalaureate (IB)**

Since 2006, the International Baccalaureate Diploma Programme (DP) has been offered to juniors and seniors at three MNPS high schools: Hillsboro, Hillwood, and Hunters Lane. The number of full IB Diplomas earned by students at the three schools increased from 13 in 2006 to 20 in 2007. The total number of IB Diploma tests given has increased from 339 in 2006 to 454 in 2007. With substantially more students taking the tests, the percentage of students scoring 4 or higher (on the IB 7-point scale) declined from more than 51% in 2006 to just under 49% in 2007.

On August 3, 2007, six MNPS middle schools were authorized to offer the Middle Years Programme (MYP) to students in grades 6-10. These schools are Bellevue Middle (Hillwood Cluster), J. T. Moore (Hillsboro Cluster), and the full Hunters Lane Cluster: Brick Church Middle, Goodlettsville Middle, Neely's Bend Middle, and the 9<sup>th</sup>/10<sup>th</sup> grades at Hunters Lane. We believe that the implementation of the MYP at these schools will help to identify potential Diploma students and cultivate their skills toward Diploma Programme success.

### **Summary**

In our new strategic plan we will be focusing on decreasing the achievement gap by increasing the opportunity for all students to meet more challenging expectations for their success. In doing so, we will provide more honors course opportunities for all middle and high school students and Advanced Placement and IB courses for all high students. Currently, we are assessing honors and advanced placement course offerings in middle and high schools. We also plan to expand the International Baccalaureate Program to include all areas/clusters.

### **Recommendations:**

- Advanced Placement and International Baccalaureate data are presented after the PSAT/SAT data in order to provide a more comprehensive analysis of data and to make connections between PSAT and AP student performance.
- Include Middle Years Programme progress with Advanced Placement and International Baccalaureate for End Results 2.5 in all future reports.

BOARD OF EDUCATION  
CALENDAR OF UPCOMING EVENTS

<u>DATE</u>	<u>TIME</u>	<u>EVENT</u>	<u>LOCATION</u>
Aug 29	4:00 pm	Meeting with Rep. Brenda Gilmore	Board Conference Room
Aug 30	4-8:00 pm	Work Session	Board Conference Room
Sep 11	5:00 pm	Regular Board Meeting	Board Room
Sep 25	5:00 pm	Regular Board Meeting	Board Room

**Sales Tax Collections  
As of Aug 20, 2007**

MONTH	TOTAL 2005 - 2006 COLLECTIONS	TOTAL 2006 - 2007 COLLECTIONS	\$ Change For Month	% Change For Month	% Increase/Decrease Year-To-Date
September	\$13,626,623.26	\$15,127,968.10	\$1,501,344.84	9.92%	9.92%
October	14,678,010.48	15,068,137.01	390,126.53	2.59%	6.26%
November	15,019,847.95	15,426,028.07	406,180.12	2.63%	5.04%
December	14,620,823.75	15,468,324.51	847,500.76	5.48%	5.15%
January	14,149,165.91	15,012,031.81	862,865.90	5.75%	5.27%
February	20,044,575.48	19,942,060.80	(102,514.68)	-0.51%	4.07%
March	13,492,970.21	14,759,528.51	1,266,558.30	8.58%	4.67%
April	13,191,260.23	13,835,027.85	643,767.62	4.65%	4.67%
May	15,218,342.07	16,374,212.54	1,155,870.47	7.06%	4.94%
June	14,646,670.53	15,190,525.35	543,854.82	3.58%	4.81%
July	14,570,717.86	15,496,403.91	925,686.05	5.97%	4.92%
August	16,018,088.85	16,592,691.61	574,602.76	3.46%	4.79%
<b>TOTAL</b>	<b>\$179,277,096.58</b>	<b>\$188,292,940.07</b>	<b>\$9,015,843.49</b>		<b>4.79%</b>

MONTH	TOTAL 2006-2007 COLLECTIONS	2006-2007 DEBT SVS	2006-2007 OPERATIONS	Projection 103.0774725%	Difference to Meet Projection
September	\$15,127,968.10	\$1,417,325.00	\$13,710,643.10	\$14,045,978.85	\$1,081,989.25
October	15,068,137.01	1,417,325.00	13,650,812.01	15,129,722.22	(61,585.21)
November	15,426,028.07	1,417,325.00	14,008,703.07	15,482,079.65	(56,051.58)
December	15,468,324.51	1,417,325.00	14,050,999.51	15,070,775.59	397,548.92
January	15,012,031.81	1,417,325.00	13,594,706.81	14,584,602.61	427,429.20
February	19,942,060.80	1,417,325.00	18,524,735.80	20,661,441.79	(719,380.99)
March	14,759,528.51	1,417,325.00	13,342,203.51	13,908,212.66	851,315.85
April	13,835,027.85	1,417,325.00	12,417,702.85	13,597,217.64	237,810.21
May	16,374,212.54	1,417,325.00	14,956,887.54	15,686,682.37	687,530.17
June	15,190,525.35	1,417,325.00	13,773,200.35	15,097,417.79	93,107.56
July	15,496,403.91	1,417,325.00	14,079,078.91	15,019,127.70	477,276.21
August	16,592,691.61	1,417,325.00	15,175,366.61	16,511,041.14	81,650.47
<b>TOTAL</b>	<b>\$188,292,940.07</b>	<b>\$17,007,900.00</b>	<b>\$171,285,040.07</b>	<b>\$184,794,300.00</b>	<b>\$3,498,640.07</b>



## DEBRIEFING

The Board will be debriefing at the end of each Board meeting. This will be a very short process allowing approximately one minute for each Board member to weigh in. The questions that the discussion will surround are:

1. What did we do well?
2. What could we do better?
3. What would you wish we do at our next meeting?