

# AGENDA

METROPOLITAN BOARD OF PUBLIC EDUCATION  
 Metropolitan Nashville Public Schools  
 2601 Bransford Avenue, Nashville, TN 37204  
 Regular Meeting — November 13, 2007 - 5:00 p.m.  
 Marsha Warden, Chair

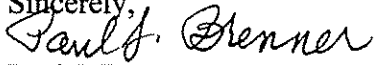
<u>TIME</u>			<u>PAGE</u>
5:00	I.	<u>CONVENE</u>	
		A. Establish Quorum	
		B. Pledge of Allegiance	
		C. Recognition of Audience Guests	
		D. Student Showcase – Mt. View Renaissance Kids	
5:15	II.	<u>AWARDS AND RECOGNITIONS</u>	GP-3
		A. 2008 Tennessee Teacher of the Year Finalist - Dr. Sue Gilmore	
		B. Telefutura – Jim Baumann	
		C. Nashville Alliance for Public Education Award to Nissan	
		D. Council of the Great City Schools Conference - Lenna Allen and Staff	
5:35	III.	<u>PUBLIC PARTICIPATION</u>	GP-3.1
		<i>We will now hear from those persons who have requested to appear at this Board meeting. For expediency reasons, speakers are requested to limit remarks to three minutes or less. Comments will be timed.</i>	
		A. Paul Brenner – Teachers in Metro Schools	1
		B. Tina Atkinson – Placement of Students of Educators at Lottery Schools	2
		C. Michelle Buffler - Placement of Students of Educators at Lottery Schools	3
		D. Erick Huth – Teacher Morale	4
5:45	IV.	<u>GOVERNANCE ISSUES</u>	
		A. Actions	
		1. Approve Agenda	GP-2.2
		2. Consent	GP-8.3
		a. Approval of Minutes – 10/23/07 Regular Meeting	5
		b. Contract Extension for Mechanical Engineering at Various Schools – 3-D Engineering – L-1268 (Control No. A-20894)	13
		c. Change Order #1 for Re-roof of West End Middle School – The Young Group – M-364 (Control No. A-20863)	13
		d. Change Order #28 for Prototypical Playgrounds at Various Schools, Julia Green Elementary – Custom Recreation, Inc. – MBOE-05-012	14
		e. Legal Settlement C-20745	14
		3. Proposed Policy Changes	
		a. EE-17 – Charter Schools	15
		b. GP-2.8 – Governing Style	17
		c. E-1 – Mission Statement	19
		4. Charter School Application Review Committee Recommendations	20
		B. Monitoring Reports – First Reading	
		1. E-2.6 – ACT/SAT/PSAT/ College Entrance	30
		2. EE-10 – Communication with Board	32
		3. EE-14 – District Calendar	34
		C. Administrative Monitoring Reports	
		1. E-2.1 – TCAP	35
		2. E-2.3 – Gateway	45
		3. EE-11 – Annual Report	51

7:45	V.	<u>REPORTS</u>		
	A.	Director's Report	EE-10	
		<ul style="list-style-type: none"><li>• Annual State Report Card</li><li>• Proposed Student Assignment Plan</li></ul>		
	B.	Board Chairman's Report	GP-5	
		<ul style="list-style-type: none"><li>• Capital Needs Committee</li><li>• Governance Committee</li><li>• Visit to Pinellas County (FL) School District's Fundamental Schools</li><li>• Teacher Equity and TN Mandated Differentiated Pay Plan</li></ul>		
8:30	VI.	<u>ANNOUNCEMENTS</u>	GP-2.6	
	A.	Public Hearing on proposed Student Assignment Plan		
	B.	Work Session		
	C.	Meeting with Dr. Connie Smith		
8:40	VII.	<u>WRITTEN INFORMATION TO THE BOARD</u> (not for discussion)		
	A.	Board Calendar Items		
	B.	Board Meeting Evaluation	GP-2.6	55
8:45	VIII.	<u>ADJOURNMENT/BOARD MEMBER EVALUATION</u>	GP-2.6	56

9-21-07

Alvesia Hawkins  
MNPS Board of Education  
2601 Bransford Ave.  
Nashville, TN 37204

Please place my name on the roster to speak to the Board at its meeting on October 9, 2007. My subject will be "Problem Teachers". Thank you.

Sincerely,  
  
Paul J. Brenner  
8065 Settlers Way  
Nashville, TN 37221

615-646-1202

Mrs. Tina M. Atkinson  
Percy Priest Elementary School  
1700 Otter Creek Road  
Nashville, TN 37215  
(615) 298-8094 x1029

Dear Dr. Garcia and MNPS School Board Members:

I would first like to thank you for your time and dedication to the children of Nashville. In years past, our school system has been very generous and wise to allow the children of its educators to attend the school in which their parent was employed. This is a wonderful benefit for the families of these educators and an incredible compliment to the schools that are chosen. There is no greater advertisement for the high quality of our public school system and the education it provides than to see the children of public school teachers in attendance. This shows a great confidence and investment by those who know the inner workings of our public schools best.

Over the last several years, some of our schools have changed status from zoned neighborhood schools to lottery option or magnet schools; and with this change the benefit of choice for some of our city's educators has evaporated. Teachers who live in Davidson County can no longer receive a special transfer to the school at which they are employed if the school qualifies for lottery admission. I have witnessed the hardship that this discrepancy has caused for the families of the educators whose children were not drawn for a seat at his or her school. I would request that this policy be changed for the coming lottery enrollment period (January 2008) to allow the children of educators, who meet all other criteria for acceptance to a school, other than living in the school zone, be permitted to request a special transfer, rather than entering into the lottery.

I have been an art teacher in the Metropolitan Nashville Public School System for the past nine years. I am proud of the accomplishments of both my school and district. I believe, as most committed teachers do, that my school is the best. I have dreamed of my son attending my school with me even before he was born and though he is four more years until he will start kindergarten, I hope that you will make this change now so that the dreams of other educators can come true in the meantime. Thank you for your time and consideration on this matter!

Sincerely,

Tina M. Atkinson  
Visual Arts Educator

Percy Priest Parent Teacher Organization  
1700 Otter Creek Road  
Nashville, TN 37215

October 23, 2007

Metro Nashville Public School Board  
Vesia Wilson-Hawkins  
2601 Bransford Avenue  
Nashville, TN 37204

RE: Board Appearance for November 13

Dear Ms. Wilson-Hawkins,

On behalf of the Percy Priest Elementary Parent Teacher Organization I request that teachers in Davidson County receive the same enrollment status as zoned students in lottery schools for their children. I would like to present this request at the November 13<sup>th</sup> board meeting.

Please contact me if you need additional information. I appreciate the board's consideration of this change in policy. I look forward to your response.

Sincerely,

Michele Buffler  
Co-President, Policy and Planning

Enclosure

## Hawkins, Alvesia W (MNPS)

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From: Hawkins, Alvesia W (MNPS)  
Sent: Wednesday, November 07, 2007 11:05 AM  
To: 'Erick Huth'  
Subject: RE: Request to Appear Before the Board

Mr. Huth,

Thanks for your request to speak before the Board, we will add you to the November 13, 2007 Regular Board meeting agenda.

Vesia Wilson-Hawkins

-----Original Message-----

From: Erick Huth [mailto:erick\_huth@yahoo.com]  
Sent: Thursday, November 01, 2007 10:51 PM  
To: Hawkins, Alvesia W (MNPS)  
Subject: Request to Appear Before the Board

I would greatly appreciate the opportunity to appear before the Metropolitan Nashville Board of Public Education on Tuesday, November 13, 2007, to discuss issues related to teacher morale.

Thank you,

Erick Huth  
MNEA President

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Metropolitan Nashville Public Schools  
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Minutes

October 23, 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; Dr. Jo Ann Brannon; David A. Fox; Steve Glover; Karen Y. Johnson; Mark North; Gracie Porter; George H. Thompson, III</p>	
<ul style="list-style-type: none"> <li>• Pledge of Allegiance</li> </ul>	<p>Ms. Warden called the meeting to order at 5:01 p.m. Led by Gra-Mar Middle Drum Ensemble.</p>	
<ul style="list-style-type: none"> <li>• Student Showcase – Gra-Mar Middle Drum Ensemble</li> </ul>	<p>The Gra-Mar Middle School Drum Ensemble performed for the Board.</p>	
<b>LINKAGE SESSION</b>		
<ul style="list-style-type: none"> <li>• Vanderbilt Math and Science Program</li> </ul>	<p>Vanderbilt Center for Science Outreach is a program that collaborates with MNPS to engage students in math and science. Dr. Shepherd and staff introduced the newest program, The School for Science and Math at Vanderbilt. This school is a four-year commitment based on research-centered, interdisciplinary curriculum moving from team projects to independent research. Students are taught by full-time Ph.D. science instructors with adjunct teaching and mentoring by Vanderbilt research faculty, post-doctoral fellows, and graduate students. Students earn MNPS honors credit for academic and summer courses and attend school, located on the Vanderbilt campus, one day per week. The school is funded by Vanderbilt University Medical Center, National Institute of Health, and Nashville Alliance for Public Education.</p> <p>Ms. Johnson asked how are you reaching children interested in the program, but due to various circumstances are not able to score high on the tests? Dr. Shepherd said one of their goals is to ensure that students who do not usually have access to these programs have access. Furthermore, she hopes to create a bridge program that will take MNPS students and prepare them for opportunities such as the school at Vanderbilt. Ms. Porter asked how the Board could help spread the good news of the program to attract more students. Dr. Shepherd said we may be able to strategize with the Board to come up with more ways. Ms. Porter suggested that The School for Science and Math at Vanderbilt be an MNPS choice school. Mr. Kindall said with the void of math and science teachers, is there any way to encourage students enrolled in the program to venture into the teaching profession? Dr. Shepherd said she is working hard to create a program that would meet the need of recruiting math and science teachers. Mr. Glover asked if this new program was linked to the Scientist in the Classroom program the Board funded in the 2007-2008 Operating Budget? Dr. Shepherd said some of the middle school students from the science outreach programs funded in the 07-08 budget now attend The School for Science and Math at Vanderbilt, so they are linked in that way. Dr. Garcia asked how are the students adjusting to the huge time commitment</p>	

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<ul style="list-style-type: none"> <li>• Vanderbilt Math and Science Program - continued</li> </ul>	<p>the school requires of students. Mr. Overstreet stated that we have encountered a few challenges but have added a few features in place for students such as independent study times, more time given to complete assignments, etc. Dr. Brannon asked how the children are transported to the school. Mr. Overstreet stated the Nashville Alliance for Public Education donated \$10,000 to help with transportation, lunch, field trips, etc. Ms. Warden asked how could MNPS do better, what should we focus on concerning math and science in schools? Dr. Shepherd stated that the field of math and science is becoming interdisciplinary. We must teach children in an interdisciplinary way. Dr. Garcia asked what training will students gain that can be used in the work field. Mr. Sperling said the students will gain research skills and higher levels of understanding of science and math. Mr. North asked if there is a plan to track alumni of the school? Dr. McCombs said there is a database in place to track progression of students. Mr. Glover said that he believes the idea of Pre-Med in high school is a great idea and would like to see the collaboration of the Administration and Vanderbilt to look into making that idea a reality. Ms. Warden asked if they see the possibility of an expansion of science in all of our middle schools. Dr. Shepherd said that is a possibility and would love to expand if the resources were in place. Dr. Shepherd and staff presented Dr. Garcia with a photo of the first class of The School for Science and Math at Vanderbilt. The Board thanked Dr. Shepherd and staff for their hard work for the students of MNPS.</p>	
<b>GOVERNANCE ISSUES</b>		
<p><b>ACTIONS</b></p> <ul style="list-style-type: none"> <li>• Consent Agenda</li> </ul>	<p>Mr. Kindall made the motion to approve the following consent agenda items: III-A-2-a Approval of Minutes – 10/9/2007 Regular Meeting; III-A-2-b Extension of Contract for Staff Training Regarding Condition Assessments and Facility Inventory – MGT of America, Inc. L-1675 (Control No. A-20824); III-A-2-c Designer Supplement Agreement #4 – Indoor P.E. Rooms at Various Schools, Package F (Crieve-Hall, Kirkpatrick, and Cora-Howe) – Hastings Architecture &amp; Associates – MBOE-02-077 (Control No. A-02827); III-A-2-d Change Order #2 – West End Middle School – Robert S. Biscan Company – MBOE – 05-027; III-A-2-e Awarding of Bids and Contracts (1.) The Library Corporation, (2.) Tennessee State University, (3.) Centerstone Community Health Center, (4.) Catholic Charities of TN, Inc. III-A-2-f – Approval of School Compliance Report Ms. Johnson seconded.</p>	<p><b>VOTE: For--8-0 Unanimous</b> (Mr. Thompson out of room)</p>
<ul style="list-style-type: none"> <li>• Administrative Monitoring Report – E-2.6 – ACT/SAT/PSAT/College Entrance</li> </ul>	<p>Ms. Tinnon presented a Power Point on Monitoring Report – Ends (E) - 2.6 – ACT/SAT/PSAT/College Entrance. The Administration believes that the Director has made reasonable progress in meeting End Results 2.6. The ACT is the college entrance examination attempted by the majority of college-bound MNPS students.</p>	



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<ul style="list-style-type: none"> <li>• Administrative Monitoring Report – E-2.6 – ACT/SAT/PSAT/College Entrance - continued</li> </ul>	<p>The PSAT/NMSQT stands for Preliminary SAT/National Merit Scholarship Qualifying Test. The SAT Reasoning Test is a standardized test for college admissions in the United States. During the 2006-2007 school year, a total of 5,074 students took college readiness tests. Of that number, 840 sophomores and 1,105 juniors took the PSAT exam. The SAT was taken by 451 students, while the ACT was taken by a total of 2,678 students. Although our ACT scores have increased from 2006 to 2007, we are slightly below the State and National averages. We are pleased that the number of Metro seniors taking the ACT exam increased for the fourth consecutive year, from 2,392 in 2003 to 2,678 in 2007. ACT scores have remained fairly constant for several years. The ACT Composite average increased to 19.2 in 2007 from 19.1 in 2006. The average English, mathematics, and science scores have remained constant from 2006 to 2007, while average reading scores increased from 19.2 in 2006 to 19.4 in 2007. ACT research shows that it is the rigor of high school courses – rather than simply the number of courses – that best prepares students for college. 840 sophomores and 1,105 juniors took the PSAT during the 2006-2007 school year. Our students taking the PSAT consistently scored higher than the national average. Overall, we saw a 1-point increase on the SAT composite for Metro students, no change for Tennessee students, and a 14-point decline nationally. Over the past five years, we have seen steady increases in Metro SAT scores, which have gone from 25 points below the state average in 2003 to 4 points above the state in 2007. Our 2006-2007 SAT scores surpass the State in reading, but are slightly below the State in math. Our District score far exceeds the national average. Strategies for moving forward include: MNPS has aligned District Standards with ACT standards, and each year these standards are revised to strengthen the correlation with ACT standards. Freshman Academies are in place this year, and our career academies are to be implemented next year. Students will be provided with an advisor/advisee relationship where they are encouraged to take core courses and beyond and are directed to supplemental programs to ensure their success. Area Lead Counselors and school guidance counselors will inform students and parents of ACT and SAT dates and locations through a variety of communication outlets, including a parent brochure. Effective July 1, 2007, the State of Tennessee now mandates and pays for students to take three assessments: at the 8th grade level (EXPLORE), 10th grade level (PLAN), and the 11th grade level (ACT or SAT).</p> <p>Ms. Warden stated that it is very clear that our children's academic success and the correlation to ACT scores is aligned with academic rigor in the classroom. We must convince parents and students that it is imperative to take math every year in high</p>	

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<ul style="list-style-type: none"> <li>Administrative Monitoring Report – E-2.6 – ACT/SAT/PSAT/College Entrance - continued</li> </ul>	<p>school and to take more science. Mr. Fox asked if there is a reason why the PSAT testing results seem to be trending higher and the ACT testing results seem to be stagnant? Dr. Changas said that there is a difference in the number of children who take the PSAT compared to the ACT, which results in those trends. Ms. Porter suggested that we consider hiring teachers to teach ACT prep classes, and also at the beginning of the school year, start a media blitz to promote students to take the ACT/SAT. Mr. Kindall asked if there was a portion on the ACT that students should focus on, and how can the training of teachers help our students? Ms. Timmon stated with the start of Freshman Academies, we will see a lot of gain because of the relationship between our advisor/advisee program and teachers staying on top of the core courses. We will train teachers on how to interpret the ACT/PSAT data. Mr. Kindall asked if there was a way the funds could be targeted to programs that will help students, especially African-American students, better prepare for ACT/PSAT? Mr. North asked if the state requirement that requires 11<sup>th</sup> graders to take the ACT or SAT causes difficulty in accessing testing information. Dr. Changas said yes, it will certainly change the demographics of who we are testing. Ms. Johnson stated that the earlier students are exposed to the ACT/SAT, the better prepared the students will be for the test. Are we considering offering ACT/SAT test opportunities at an earlier point, such as middle school? Dr. Changas stated that with the Explorer test in the 8<sup>th</sup> grade and with the new District Standards, hopefully that will change. We must make the connection that the ACT/SAT skills are not just high school skills. Ms. Johnson stated that we must expose students and parents to the need for students to take the test earlier in order to get better scores from students. Mr. Glover asked what percentage of 11<sup>th</sup> graders took the ACT/PSAT for 2007? Dr. Changas stated that we would have to research the data to answer that question. Mr. Glover stated that it would be helpful for the Board to view that data. As we move forward, we must consider bringing in math mentors from local universities to aid in the absence of needed math teachers and mentors. Ms. Johnson recommended that the Administration inform parents of ACT/SAT test dates and locations. Ms. Porter requested that the testing sites be in convenient locations. Ms. Timmon stated that we do not determine the location of the tests, but we can look into providing transportation. Mr. Fox asked what percentage of 11<sup>th</sup> and 12<sup>th</sup> graders are Hispanic? Dr. Changas stated that he would research and give the Board a grade-by-grade distribution.</p>	<p><b>Follow-up:</b> Mr. Glover asked what percentage of 11<sup>th</sup> graders took the ACT/PSAT for 2007? Dr. Changas stated that we would have to research the data to answer that question. Mr. Glover stated that it would be helpful for the Board to view that data. Mr. Fox asked what percentage of 11<sup>th</sup> and 12<sup>th</sup> graders are Hispanic? Dr. Changas stated that he would research and give the Board a grade-by-grade distribution.</p>
<ul style="list-style-type: none"> <li>Administrative Monitoring Report – EE-10 – Communication with the Board</li> </ul>	<p>Dr. Garcia presented the Monitoring Report EE-10 – Communication with the Board. The Administration reported to be in compliance with EE-10- Communication with the Board. EE-10 – reads: With respect to providing information and counsel to the Board, the Director shall not fail to give the Board as much information as necessary</p>	

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<ul style="list-style-type: none"> <li>• Administrative Monitoring Report -- EE-10 -- Communication with the Board - continued</li> </ul>	<p>to allow Board members to be adequately informed. Dr. Garcia stated that the Administration takes communication very seriously and is working on improving in that area.</p> <p>Ms. Porter asked Dr. Garcia to provide the Board with a meeting summary each time he meets with Dr. Connie Smith, Director of Accountability, with the Tennessee Department of Education. Dr. Garcia said that he would provide the Board with a summary of all meetings and give a summary at the Board meetings. Mr. Glover stated that it is imperative that the Board stay informed on the district's status. We may want to look at the policy to give the Administration a clear expectation of what the Board would like to see. It will be helpful to have a regular reporting. Mr. Thompson stated that he plans to ask for the Board to consider creating an Accountability Committee. If the Board is willing to create this committee, the Board should ask Dr. Smith to come and report to the Board on a monthly basis. Ms. Warden said that Dr. Smith has already said she would come back and report to the Board whenever she is requested to do so. Mr. Glover asked Ms. Warden to consult Dr. Smith concerning this issue and report back to the Board.</p>	
<ul style="list-style-type: none"> <li>• Administrative Monitoring Report -- EE-14 -- District Calendar</li> </ul>	<p>Ms. Timmon presented a Power Point on the Monitoring Report EE-14 --District Calendar. The policy reads: The Director shall not fail to recommend a district calendar for the school year that provides for the number of instructional and student contact hours and days determined by the Board and that best meets the instructional needs of students. The Administration reported to be in compliance with EE-14-District Calendar. The Administration provided the Board with a rolling two-year calendar (2008-2009 and 2009-2010) that meets all of the requirements specified in EE 14.1. The calendars themselves are preceded by a summary document that outlines the number of days per semester, number of days per year, specific in-service days, planning days, and holidays. The Calendar Committee, that included Administration, MNEA, and a representative from SEIU and Steelworkers, reached unanimous agreement on the 2008-2009 calendar and the proposed 2009-2010 calendar. An invitation was extended for a representative from the Parent Advisory Council (PAC). However, the representative was unable to attend. No changes are recommended for the 2008-2009 calendar. The Administration and MNEA unanimously recommend that the Board adopt the calendar for 2009-2010.</p> <p>Ms. Warden asked what is the rationale for returning to half-days at the beginning of the 2009-2010 school year? Ms. Timmon stated that we looked at the start of the 2007-2008 school year and considered the number of half-days taken due to extreme temperatures, as well as the issues with student schedules. There are no</p>	


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<ul style="list-style-type: none"> <li>Administrative Monitoring Report – EE-14 – District Calendar - continued</li> </ul>	<p>recommendations for half days in the 2008-09 calendar because the calendar had already been approved and highly publicized. <b>Ms. Porter made a motion to accept the 2009-2010 school year calendar. Ms. Johnson seconded.</b></p>	<p><b>VOTE: 8-0- Unanimous (Mr. Thompson out of room)</b></p>
<b>BOARD DEVELOPMENT</b>		
<ul style="list-style-type: none"> <li>PLAN China Presentation</li> </ul>	<p>Several MNPS Principals and staff visited Guangzhou, China. They had the opportunity to visit several schools in the Chinese educational system. One aspect of the Chinese education system the team observed was the implementation of career and technical schools as part of their curriculum. The use of career and technical schools was both a required program and a career choice. In each situation, the development of the career and technical programs was based on: identified area of social need, projected areas of employment and economic growth, environmental circumstances, and political influence. It was evident during the visits that a great deal of time was spent assessing not only the educational needs of the students, but also the future needs of business and industry as well as the needs of society. Visits to the career and technical schools were very relevant to current trends in the MNPS district as we move toward career academies. The governing body of Guangzhou's education system recognized that in order for society to prosper and grow, a quality educational system was needed. This foundational principle was evident in the programs offered and was in keeping with their desire to increase competition and commerce within their society. The team presented the Board with a scroll and also a trophy given to the group from the Guangzhou school system.</p> <p>Mr. Thompson asked how many students did the Chinese have in a classroom, and if there were many discipline issues? Dr. Changas said there were a minimum of 40-60 students in each classroom. No, there were not many discipline issues. Ms. Warden asked how long the school day is. Dr. Changas said 8:30-5:30, with a two-hour break. The Board thanked the group for their presentation.</p>	

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<b>ANNOUNCEMENTS</b>		
<ul style="list-style-type: none"> <li>• Public Hearing – Student Assignment Plan</li> </ul>	<p>Ms. Warden stated that a Public Hearing on the proposed Student Assignment Plan is tentatively scheduled for November 15. She asked the Board to check their schedules and report availability to Ms. Hawkins. She also announced the following community meetings:</p> <ul style="list-style-type: none"> <li>○ October 25 at Hillwood – 6:30 pm</li> <li>○ October 29 at Madison School – 6:00 pm</li> <li>○ October 30 at Stratford High School – 6:00 pm</li> <li>○ November 1 at Napier – 6:00 pm</li> <li>○ November 5 at John Early – 6:00 pm</li> <li>○ November 6 at Bass Middle – 6:30 pm</li> <li>○ November 8 at Brick Church Middle – 6:30 pm</li> <li>○ November 12 at Maplewood High School – 6:00 pm</li> </ul>	
<ul style="list-style-type: none"> <li>• Charter School Committee Update</li> </ul>	<p>Ms. Porter stated that the committee is reviewing each application and will be visiting Smithson-Craighead on October 25; this is a requirement for a school that is applying for continuation. On November 13, the Charter School Committee will report their recommendations to the Board. On November 27, the Charter School Committee will report their final recommendations.</p>	
<ul style="list-style-type: none"> <li>• Chamber of Commerce Orientation for Metro Council members</li> </ul>	<p>On November 6 from 3:00pm-5:00 p.m., the Chamber of Commerce will hold an orientation at the Regions Financial Center for Metro Council members.</p>	
<ul style="list-style-type: none"> <li>• Panel Discussion</li> </ul>	<p>Mr. Kindall announced that he would be participating in a panel discussion held at the Frist Center on October 30 at 3:00 pm. The subject of discussion will be Desegregation, Re-segregation and Immigration in MNPS.</p>	
<ul style="list-style-type: none"> <li>• Safety in our Schools and Neighborhoods Forum</li> </ul>	<p>Ms. Johnson announced the “Safety in our Schools and Neighborhoods Forum” that will be held October 30 from 6:30 – 8:00 pm at Antioch High School. Discussion will focus on safety and youth incidents that include graffiti, gangs, and criminal activity, in and around our schools and neighborhoods.</p>	
<ul style="list-style-type: none"> <li>• Chadwell Elementary</li> </ul>	<p>Mr. North announced that Chadwell Elementary would be celebrating their 50<sup>th</sup> anniversary on November 13 at 6:15 p.m. The festivities will include a living history museum where students will be reporting on characters from the 1950’s to present.</p>	
<ul style="list-style-type: none"> <li>• Amqui Elementary</li> </ul>	<p>Mr. North announced that Amqui Elementary students and staff are planning a 60th birthday party for their school, and all former teachers, staff and students are invited. The Madison area school, located at 319 Anderson Lane, will be hosting a 60th Anniversary Open House on Friday, Oct. 26, from 8 a.m. until 5 p.m.</p>	
<b>WRITTEN INFORMATION TO THE BOARD</b>		
<ul style="list-style-type: none"> <li>• Board Calendar Items</li> </ul>		

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TOPIC	DISCUSSION/MOTION	FOLLOW-UP/OUTCOME
<ul style="list-style-type: none"> <li>• Board Meeting Evaluation</li> <li>• Sales Tax Collections as of 10/20/07</li> <li>• Fiscal Year 2007-2008 Operating Budget Financial Report</li> </ul>		
<b>ADJOURNMENT</b>		
<ul style="list-style-type: none"> <li>• Debriefing/Adjournment</li> <li>• Signatures</li> </ul>	<p>Mr. Fox made the motion to adjourn at 8:09 p.m.</p> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;"> <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. CONTRACT EXTENSION FOR MECHANICAL ENGINEERING AT VARIOUS SCHOOLS – 3-D ENGINEERING – L-1268 (CONTROL NO. A-20894)

We are requesting a one-year extension of our contract with 3-D Engineering. The original contract states that this contract will be extended for a one (1) year term not to exceed five years total. This would be the fourth of a possible five-year plan.

It is recommended that this extension be approved.

Legality approved by Metro Department of Law – Control No. A-20894

FUNDING: Various Funds as work is assigned

November 13, 2007

c. CHANGE ORDER # 1 FOR RE-ROOF OF WEST END MIDDLE SCHOOL – THE YOUNG GROUP – M-364 (CONTROL NO. A-20863)

You are requested to make the following changes to this Contract:

1. 500 ft. coping work	ADD	\$16,000.00
2. 200 ft. downspout and conductor heads	ADD	\$ 7,500.00
3. Replacement of rotted wood members 84 ft.	ADD	\$ 294.00
4. Replace 130 ft. wood rafters/nailers	ADD	\$ 455.00
5. Repair and unclog 2 drain lines	ADD	\$ 500.00
6. Repair of roof on area D1	ADD	\$ 1,000.00
7. Fabricate and install copper sleeves for gutters	ADD	\$ 2,100.00
8. Relocate roof access ladders	ADD	\$ 450.00
9. Temporary existing downspouts	ADD	\$ 750.00

TOTAL \$29,049.00

It is recommended that this change order be approved.

Legality approved by Metro Department of Law – Control No. A-20863

FUNDING: 27-07

Nov. 13, 2007

III. GOVERNANCE ISSUES

A. ACTION

2. CONSENT

- d. CHANGE ORDER # 28 FOR PROTOTYPICAL PLAYGROUNDS AT VARIOUS SCHOOLS. JULIA GREEN ELEMENTARY – CUSTOM RECREATION, INC. – MBOE-05-012 (CONTROL NO. A- )

You are requested to make the following changes to this Contract:

1. Furnish and Install (1) Little Tikes 8-Unit Swing with (7) Belt Seats and (1) ADA Seat; Furnish and Install (31) 6' Little Tikes Kid Timbers with (1) ADA Ramp; Furnish and Install (2") Stone with Cloth for playground area (2,300 sq. ft.); Furnish and Install (95) Cubic Yards of Wood Carpet. ADD \$12,663.00

TOTAL \$12,663.00

It is recommended that this change order be approved.

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

FUNDING: Metro Fund #30601 Business Unit #80703750.220412 W

November 13, 2007

- e. LEGAL SETTLEMENT CLAIM C-20745 (\$15,000.00)



## **Charter Schools**

With respect to charter school applications and monitoring of existing charter schools, the director shall not allow contracts to be recommended or continued if fiscal jeopardy or failure to make consistent progress towards their stated objectives is a likely outcome or is evident. In addition, the director shall not allow existing charter schools to operate in a manner that would jeopardize the learning or well being of their students.

Therefore, the director shall not:

1. Fail to provide the board with an analysis of the strengths and weaknesses of each charter application.
2. Fail to monitor the charter school environment and progress towards goals at least twice a year for the first 2 years and at least once a year for each subsequent year.
3. Fail to require, review and analyze quarterly financial reports from each charter school.
4. Fail to document, in writing, any discrepancies or deficiencies—whether fiscal, educational or related to school climate—and the steps and timelines for correction and additional monitoring. Copies shall be provided to the charter administration, the charter board chair, and the members of the Board.
5. Fail to ensure compliance with the contract.
6. Fail to inform the board annually of the student achievement attained by charter schools as well as regular public schools, using, where appropriate, the same statistical analyses.
7. Fail to make all reasonable efforts to complete contracts with approved charter schools before the end of the current school year.
8. Fail to have a vision for charter schools that includes use of charters as a district component of meeting district goals.
9. **Fail to make a good faith effort to work productively with existing charter schools.**

Adopted: 8/12/03  
Amended: 10/11/05; 1/9/07  
Changed to Executive Expectations 10/12/04

***Monitoring Method: Internal Report***  
***Monitoring Frequency: Annually in September***

Metropolitan Nashville Board of Education

**Policy Type: Governance Process****Governing Style**

The Board will govern with emphasis on End results for students rather than on interpersonal issues of the Board; encourage diversity in viewpoints; focus on strategic leadership rather than administrative detail; observe clear distinction between Board and Director roles; make collective rather than individual decisions; exhibit future orientation rather than past or present; and govern proactively rather than reactively.

Accordingly:

1. The Board will cultivate a sense of group responsibility. The Board, not the Director or staff, will be responsible for excellence in governing. The Board will use the expertise of individual Board members to enhance the performance of the board as a body, but will not substitute individual judgments and opinions for the Board's collective values. Accordingly, members will:
  - a. focus on issues rather than personalities
  - b. respect decisions of the full board
  - c. exercise honesty in all written and interpersonal interaction, never intentionally misleading or misinforming each other
  - d. criticize privately, praise publicly
  - e. make every reasonable effort to protect the integrity and promote the positive image of the district and one another
  - f. never embarrass each other or the district
  
2. The Board will hold itself accountable for governing with excellence. This self-discipline will apply to attendance, preparation for meetings, adherence to policymaking principles, respect of roles, and ensuring effective governance capability into the future. To ensure that the board's business meetings are conducted with maximum effectiveness and efficiency, members will:
  - a. speak only when recognized during meetings
  - b. not interrupt each other during meetings
  - c. not engage in side conversations during meetings
  - d. ask questions for clarification
  - e. listen for content and understanding
  - f. not repeat what has already been said during meetings
  - g. support the chair's efforts to facilitate an orderly meeting
  - h. communicate in a timely manner to avoid surprises
  - i. ensure that all members' voices are heard
  - j. Adhere to Robert's Rules of Order Newly Revised 10<sup>th</sup> Edition.

3. The Board will direct, control, and inspire the district through the careful establishment of written policies reflecting the Board's values and perspectives. The Board's major policy focus will be on the intended long-term benefits for students, not on the administrative or programmatic means of attaining those benefits. Accordingly members will not:
  - a. assume responsibility for resolving operational problems or complaints
  - b. give personal direction to any part of the operational organization
4. Continuous Board development will include orientation of candidates for the Board and new members of the Board about the Board's governance process, and periodic Board discussion and evaluation of its process to assure continued improvement.
5. The Board will allow no officer, individual, or committee of the board to hinder or be an excuse for not fulfilling its commitments.
6. The Board will monitor its process and performance at each meeting through a debriefing process. Board members' attendance at all meetings and work sessions will be monitored regularly. Self-monitoring will include comparison of the Board's performance with policies in the *Governance Process* and *Board-Director Relationship* categories.
7. The Board may, by majority vote of the members of Board, revise or amend its policies at any time. However, normally a proposed policy revision will be discussed at one session of the Board prior to being approved at a subsequent Board meeting.
8. **As part of the monitorings, the Governance Committee shall examine policy to determine whether changes should be presented to the full Board for discussion.**

Adopted: 4/22/03

Amended: 1/23/07

**Monitoring Method:** *Board self-assessment*  
**Monitoring Frequency:** *Annually in September*

Metropolitan Nashville Board of Education

***Policy Type: Ends Results for Students***

**Proposed Mission**

The mission of Metropolitan Nashville Public Schools, the heart and soul of the creative spirit of Music City, is to ensure each student realizes his/her ability to excel at levels not previously imagined, through a system distinguished by: safe environments characterized by love, value and acceptance; inclusive communities of learners; engaged students eager to share their thoughts; multiple paths to success; and active support among home, school, and community.

Adopted: 4/22/03

Amended: 1/11/05

Metropolitan Nashville Board of Education

## CHARTER SCHOOL APPLICATION REVIEW COMMITTEE

The Charter School Application Review Committee will share their recommendations to the Metropolitan Nashville Public Schools Board of Education on Tuesday, November 13, 2007. These recommendations will be sent out once they are ready for distribution.

## **Charter School Review Application Committee Members for 2007**

The Charter School Review Application Committee Members for 2007 consisted of the following people:

Dr. Gregory Patterson, Chair	Administration, PreK-12, Area 5 Director, McGavock Cluster & Charter Schools
Mrs. Gracie Porter	MNPS Board Member – District 5
Mr. Avi Poster	Community member
Ms. Shannon Puckett	Business Office – Chief Accountant
Ms. Glenda Gregory	Business Office – Director
Dr. Lendozia Edwards	Curriculum & Instruction, Executive Director, 5-12
Ms. Mary Johnston	Metro Legal - Attorney
Ms. A. Faye Goodman	MNPS - Contracted Services
Ms. Sharon Wright	Special Education Dept., Executive Director
Dr. Kecia Ray	Accountability
Dr. Christine Stenson	Assessment & Evaluation
Ms. Carol Swann	TTRM – IT Department
Dr. Christon Arthur	TSU – Associate Dean – Community Member

### **The dates the committee met to review and discuss the applications are:**

October 17, 2007  
October 19, 2007  
October 22, 2007  
October 24, 2007  
October 26, 2007  
October 29, 2007  
October 30, 2007  
October 31, 2007  
November 9, 2007

Minutes were maintained each time the committee met to review and discuss the Charter School Applications submitted to the Metropolitan Nashville Public Schools. In addition to the meeting dates, a site visit was made by committee members on October 26, 2007 to Smithson-Craighead Academy. Two members of the committee, Mr. Avi Poster and Dr. Christon Arthur, were unable to visit on October 26, 2007. However, these two gentlemen did conduct a site visit on October 31, 2007. During the visits, each classroom was observed and all areas utilized by students in the building were viewed. During the committee meetings listed above, each application was reviewed and consensus was reached by the committee.

# METROPOLITAN NASHVILLE PUBLIC SCHOOLS

## Charter School Application Review Process

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### I. Policy

Charter schools should significantly benefit the children they serve while, at the same time, further the cause of education reform and improvement. Given this understanding, the following principles and conditions will be considered in approving the adoption of a charter. These principles and conditions reflect the Board's priorities.

#### A. Academic Achievement

Charter schools must be committed to attaining a higher level of academic achievement than that realized in typical schools in our system that serve similar student populations. Charter schools must be committed to meeting each of the Board's policy Ends statements (the end results that the Board would like every student to achieve) and must be focused on clear instructional goals that support rigorous, challenging learning for all students.

#### B. Commitment to Diversity and the Varied Needs of Students

Charter schools must demonstrate the ability to balance academic goals with the social and emotional needs of its students. As any other school in the public school system, a charter school must be accessible to and positioned to address the needs of all school-aged children, regardless of race, color, national-origin, religion, gender, proficiency in English, disability, or academic achievement.

#### C. Centers of Reform and Innovation

The Board's expectation is that charter schools approved by our district will serve as true alternative school programs that are markedly different than those already being offered within our system. To warrant adoption, charter schools must promote and implement new and innovative practices and conditions in delivering public education not typically found in traditional public schools. In so doing, they are expected to serve as centers of reform and innovation from which educators, parents, and community members can learn new, successful dynamics and methods that could ultimately be replicated.

#### D. True Schools of Choice

While there is no prototypical charter school, those selected for adoption should provide parents and children with a clear, meaningful alternative to what is currently available to them. Charter schools must be able to attract the interest of parents and children based on the uniqueness and attractiveness of their educational approach and offerings. The vision, mission, and operation of charter schools should be clear and focused such that parents will be able to determine whether or not they are a good match with their family's value system, their child's unique learning style and learning needs, and the personal interests of both children and parents.

#### E. Management and Operation



Given that by granting a charter application the Board is opting to entrust our children and public dollars with a chartering agency, it is essential that ample evidence be presented that will assure the Board that the charter school will be managerially and fiscally sound as well as accountable. It is essential that the business plan presented is capable of on-going success and will endure the test of time. The Board has to be confident that the charter school management has the expertise, skills, and capacity to lead and operate its school and meet its defined academic focus and vision for learning while remaining within its designated fiscal constraints. Sponsors and charter school administrators should not rely on the expertise of district administrators before, during, or after the charter school application process as district administrators do not have the luxury of time to assist in the management or operation of charter schools.

F. Successful Track Record

Given the array of charter schools and the risk factors associated with each, the Board will give priority for application approval to charter schools with established and successful academic and fiscal records.

G. Facilities

It is essential that all charter school applicants guarantee operation in facilities that will provide students with the necessary and appropriate conditions for learning, conditions that meet or exceed Board standards. **No charter school shall open unless and until the charter school's facility has been evaluated for compliance with all applicable laws, including but not limited to ADA, fire, zoning, and other compliance standards.**

H. School Governance

In many ways, charter schools reflect the concept of the one-room schoolhouse, with all of the policy-making and administration occurring at a single site. As such, they need to facilitate the active participation of charter school constituents (administrators, board, teachers, students, parents, etc.).

I. Professional Environment

Charter schools are expected to serve as examples of true learning communities. As such, they must be committed to hiring qualified personnel and have the capacity to provide appropriate and ongoing professional development to their staff that is based on student needs as well as reasoned and sound pedagogy. Conditions must be established that will promote a sense of professional community through sufficient opportunities, time, and resources that will build teacher knowledge, expertise, collaboration, and reflection.

J. Discipline

The Board expects all charter school students to be treated with dignity and respect. While we realize that the State of Tennessee allows for the use of corporal punishment, Metro Nashville Public Schools prohibits it. The Board will not approve a charter school that employs corporal punishment.

K. Consistent Tier Levels

The Board recognizes the importance of continuity in a child's education and is committed to maintaining consistent tier levels. The purposes of consistent tier levels are to allow all students to remain at the same school for a significant number of years, to allow students to transition to a new

tier level at the same time, and to maintain consistency in program offerings from school to school. Therefore, the Board requires that all applicants maintain the same tier levels as the majority of MNPS schools, i.e., K-4, 5-8, or 9-12. Proposals for charter schools that combine tier levels, i. e., K-4 and 5-8, or 5-8 and 9-12, thus creating a K-8 or 5-12 schools will be accepted. Proposals that split tier levels or combine grade levels into other configurations will not be approved.

L. Deviation from Approved Application

The Board is desirous of clearly understanding the stated purpose and particular plan of implementation of all charter schools prior to their approval. Therefore, charter schools approved by the Board of Education are expected to implement the application as submitted and approved. Substantial deviations from the approved application may result in revocation of the Charter by the Board. Changes to the application that either add or delete proposed services may be considered substantial. Examples of substantial deviations may include but are not limited to, transportation, services for special education, changes to the governing board, opening date of school, location of school, etc.

M. Southern Association of Colleges and Schools (SACS) Accreditation

While it is desirable that all schools agree to seek accreditation from SACS, MNPS requires that all charter schools that include high schools (grades 9-12) must be SACS accredited. It is expected that the candidate school status for accreditation will be received during the first year of the charter school operation.

N. Choice Schools Under NCLB

**No newly established school, including charter schools, shall be considered for assignment as a "choice school" pursuant to NCLB, until the school has met AYP for two consecutive years. No choice school shall receive students from more than two low-performing schools.**

O. Charter Schools Expected to be Independent

**Charter Schools approved by the Metropolitan Nashville Board of Public Education are expected to operate independently in all areas, including but not limited to instruction, human resources, communication, administration, business, facilities and operations, transportation, food services, safety, and student discipline. MNPS should not be expected to provide services to charter schools and no services shall be provided by MNPS to charter schools without adequate compensation.**

P. Charter High Schools

**Any charter high school must, at a minimum, meet MNPS' graduation requirements, and provide a curriculum to meet University of Tennessee, Tennessee Board of Regents, and NCAA requirements for Division I schools.**

Q. Waiver of Requirements

**The Chartering Authority shall not waive any statute, rule or regulation that it does not have the authority to waive for any of the schools within its jurisdiction or for itself, as a local education agency. The Chartering Authority shall grant no waivers except by specific express written**

agreement. The Chartering Authority shall not recognize any waiver granted by the Commissioner of Education except upon the Sponsor's presentation of specific express written proof of such waiver. The Sponsor shall not seek and no waivers shall be granted that conflict with the Sponsor's Application or Charter Agreement.

**R. Requirements For Requesting Waivers of MNPS District Standard Operating Procedures (DSOP)**

- a. All waiver requests shall be submitted in writing to the Chartering Authority no later than sixty (60) days prior to the school's intention to implement the waiver, if granted.
- b. All waiver requests shall include a listing of the specific DSOP requested to be waived.
- c. All waiver requests shall include detailed documentation of the grounds for requesting the waiver and specific evidence showing how the DSOP currently inhibits or hinders the proposed charter school's ability to meet its goals or comply with its mission statement
- d. All waiver requests filed with the Chartering Authority shall contain information on other waiver requests filed with a Commission of Education including the status of those waiver requests.

**II. Purpose**

It is the purpose of this policy to provide a fair and equitable process to Sponsors seeking to establish public charter schools within Metropolitan Nashville and Davidson County, as required by the Tennessee Public Charter School Act of 2002 at T.C.A. § 49-13-101 et seq.

**III. Scope**

This policy shall apply to Sponsors and potential Sponsors of newly created public charter schools within Metropolitan Nashville and Davidson County. This policy shall not apply to public charter schools converted from existing public schools pursuant to T.C.A. § 49-13-106 (b) (2).

**IV. Definitions**

Terms used in this policy shall be as defined in T.C.A. § 49-13-104.

**V. Application and Review Procedures**

**A. Applications**

Applications must be submitted to the Metropolitan Board of Public Education (hereinafter, "the Board"), through the Board Administrative Secretary, on or before 4:30 p.m. on October 1<sup>st</sup> of the year preceding the year in which the proposed public charter school plans to begin operation as a public charter school. Applications will be accepted only between September 1 and October 1<sup>st</sup>. If the 1<sup>st</sup> of October falls on a Saturday, Sunday or holiday on which the school district offices are closed, applications will be accepted on the previous business day on or before 4:30 p.m. Late applications will not be accepted, without exception.

The Sponsor must complete the state-developed application form for public charter schools. Applications are available through the Tennessee State Department of Education or on-line at [www.mnps.org](http://www.mnps.org) or [www.state.tn.us/education/charterschsum.htm](http://www.state.tn.us/education/charterschsum.htm).

Pages in the application must be numbered, and a table of contents must also be included in the application. Applications must be submitted with one (1) typed original, twenty (20) hard copies and one (1) electronic copy (i.e. a PDF file attached to an email or a CD), all of which shall include any attachments and/or exhibits. Applications must be presented in a binder or notebook on 8 x 11 inch paper using 12-point font.

The operating budget, which is a required element of a complete application, must be submitted in the state-approved budget document format.

B. Charter School Application Review Committee

The Board may appoint a Charter School Application Review Committee (hereinafter, "the Committee") to assist it in reviewing and evaluating charter school applications. The Committee shall be composed of: members of the administrative staff for the Metropolitan Nashville Public Schools; community members; and, a member of the Board. At the last Board meeting in July each year, the Director of Schools shall make a recommendation to the Board of which members of his administrative staff should be appointed to the Committee. The Board shall name the members of the Committee at its first meeting in August of each year. The Board shall also name a Committee Chairperson, from the members of the administrative staff appointed to the Committee, at its first meeting in August. An Executive Group of the Committee shall be composed of the Committee Chairperson, the Board member serving on the Committee, and a community member of the Committee selected by the Committee Chairperson.

C. Assessment for Completeness

As the Chartering Authority for Metropolitan Nashville Davidson County, the Board shall approve or deny a charter school application within sixty (60) days of receipt of the *complete* application.

An application is complete if and only if it: provides all information and documents listed in T.C.A. § 49-13-107; identifies a student population eligible to attend the school for the upcoming school year; intends to begin operation as a public charter school in the year following the year of application; is sponsored by an eligible individual, group, or other organization; and, is submitted in the appropriate form, with the requisite number and type of copies, per this policy.

Within ten (10) school days from the receipt of a charter school application, the Committee Chairperson shall assess the application for completeness and shall notify the Sponsor, in writing, if the application is incomplete. Notice is deemed received upon deposit in the U.S. mail, by certified mail. If the application is received after September 20 the sponsor may not be notified if his/her application is incomplete.

The sixty (60) day review period shall commence on the date of receipt of the completed application. If the Sponsor does not submit a complete application within the time period set forth in law and this policy for receipt of charter school applications, the review process shall cease and the application will not be further considered.

D. First Review of Complete Application

The Committee members shall independently review each charter school application and render recommendations to the Committee Chairperson. For each application, each Committee member shall

recommend that: the Committee has further discussion on the application; the application be denied; or, the application be further considered during Second Review. If the recommendation is that the application be denied, the recommendation should include objective reasons for denial.

Based on the recommendations of Committee members, the Executive Group shall decide whether the Committee: will meet to discuss the application further; will recommend denial of the application without further review; or, will further consider the application during Second Review.

If the Executive Group decides that the Committee will meet to discuss the application further, the Committee will meet to discuss the application before the Executive Group determines whether it will recommend denial of the application without further review or further consider the application during Second Review. If the Executive Group decides to recommend denial of an application without further consideration, the Committee Chairperson shall compile the Committee members' objective reasons for denial and shall render a written recommendation to the Board to deny the application based on the compiled objective reasons. If the Executive Group recommends that an application be further considered during Second Review, the review process shall continue as set forth in Section V.E.

Nothing in Board policy or these procedures shall preclude the Committee from seeking expertise from outside the Committee to assist in its evaluation of any application at any time during the application review process.

#### E. Second Review of Complete Application

The Committee shall meet to review and evaluate applications on Second Review. The Committee shall use the Scoring Criteria and Rubric developed and approved by the Tennessee Department of Education to score applications on second review. The "score" received by a Sponsor through the Committee's use of the Scoring Criteria and Rubric shall not be the determining factor in the Committee's recommendation to the Board; no numeric score will guarantee the Committee's recommendation of any application to the Board. The Committee may, but is not required to, interview the Sponsor, Governing Body, and/or proposed leaders and/or teachers of the proposed charter school during Second Review. The Committee also may, but is not required to, visit existing schools established by the Sponsor of a proposed charter school on Second Review.

Upon completion of Second Review, the Committee Chairperson shall render the Committee's recommendation to approve or deny the charter school application to the Board, in writing. If the Committee recommends denial of the application, the Committee shall include in its recommendations the objective reasons for denial. The Committee may, but is not required to, include in its recommendation to the Board the "score" received by a Sponsor as derived from the use of the Tennessee Department of Education's Scoring Criteria and Rubric.

#### F. Initial Board Decision

The Board shall approve or deny a charter school application within sixty (60) days of receipt of the complete application.

If the application is approved, the Sponsor may proceed to negotiate a charter agreement with the Board, through its designee within the district administration.

The Initial Board Decision shall be a final decision for applications to create new public charter schools pursuant to T.C.A. § 49-13-106 (a) (2). Applications to create new public charter schools pursuant to T.C.A. § 49-13-106 (a) (1) may be appealed as follows.

#### G. Amendment Process

The provisions of this subsection shall apply only to applications for newly created charter schools pursuant to T.C.A. § 49-13-106 (a) (1).

If an application is denied, the Sponsor shall have fifteen (15) days to correct the deficiencies in the application and submit an amended application. All changes within amended applications shall be embedded within the text of the original application, in bold lettering. Information that has been deleted from the original application shall remain in the text of the amended application, but shall be noted with strike-through marks. Amended applications shall be submitted to the Board Administrative Secretary. Amended applications must be submitted with one (1) typed original, twenty (20) hard copies and one (1) electronic copy (i.e. a PDF file attached to an email or a CD), all of which shall include any attachments and/or exhibits. Amended applications must be presented in a binder or notebook on 8 x 11 inch paper using 12-point font.

If the Sponsor elects not to submit an amended application, if the amended application is not timely submitted or if the amended application is not submitted in the appropriate format with the requisite number and type of copies, the review process shall cease and the application will not be further considered.

The Board shall have fifteen (15) days from receipt of an amended application to approve or deny the amended application. During the fifteen (15) day review period, the Committee shall review and evaluate the amended application. The amended application shall be reviewed and evaluated as a whole. Upon completion of the review of the amended application, the Committee Chairperson shall render the Committee's recommendation to approve or deny the amended charter application to the Board, in writing. If the Committee recommends denial of the amended application, the Committee shall include in its recommendations the objective reasons for denial.

#### H. Final Board Decision

The Board shall approve or deny an amended application within fifteen (15) days of receipt of the amended application.

If the amended application is approved, the Sponsor may proceed to negotiate a charter agreement with the Board, through its designee within the district administration.

If the application is denied, the Board shall give objective reasons for the denial. The Sponsor shall have ten (10) days to appeal the Board's final denial to the State Board of Education. Appeals to the State Board of Education shall proceed as set forth in T.C.A. § 49-13-108 (3).

#### VI. Approved Public Charter Schools

The Sponsor of a public charter school that is approved by the Board shall enter into a written agreement with the Board, which shall be binding on the charter schools' governing body. This agreement, known as the charter agreement, shall be in writing and shall include all aspects of the Sponsor's approved application.

The Governing Body of an approved public charter school shall make a written report to the Board annually between August 1<sup>st</sup> and September 1<sup>st</sup>. This reporting requirement shall begin in the year after the year in which the public charter school begins operation. This annual report shall include: a report on the progress of the school in achieving its goals, objectives, pupil performance standards, contents standards, and all other terms of the charter agreement; and, a financial statement disclosing the financial health of the school including the costs of the administration, instruction and other spending categories of the school.

Between October 15<sup>th</sup> and November 15<sup>th</sup> of the year prior to the year in which the charter agreement expires, the governing body of a public charter school shall submit a renewal application to the Board. The Board shall make its renewal decision based on the progress of the school towards its stated goals and the financial status of the school.

The Board may revoke or deny renewal of a public charter school agreement for any of the reasons enumerated in T.C.A. § 49-13-122.

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

**E-2.6 ACT/SAT/PSAT/College Entrance**

**Date Report Submitted:** 10/23/07      **Date of Board Discussion:** \_\_\_\_\_

**Members Submitting Monitoring Report:** SG, GT, MW, MN, JB

The Board has received and reviewed the official internal monitoring report of Board policy E-2.6 submitted by the Director of Schools. Following its review of the report, the Board makes the following preliminary conclusions:

SG, GT, JB      The Director of Schools has reasonably interpreted the provisions of the relevant Board policy, and

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

SG, MW, MN, JB The Board 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:**

Increasing scores slightly. (SG)

I am very pleased with the addition of "strategies for moving forward." (MW)

The trend of improved average score is encouraging considering that the number of tests taken is also increasing. (MN)

Efforts to have all high school students take either the SAT or the ACT based on the requirements of the schools to which the students are applying are to be commended. Our goal is on target in terms of preparing students to increase their scores on both examinations. The numbers of seniors taking the ACT exam and passing the exam increased in 2007. (JB)

**PROVISIONS:**

Continuous improvement expected. (GT)

The improvement trend should be steeper. The challenges will continue as all 11<sup>th</sup> graders are tested next year. It will be difficult to accurately measure improvement. (MN)

\_\_\_\_\_ The Board 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:**

Continue to work with area colleges to explore options in increasing partnership for mentors and specialists in our schools. (SG)



\_\_\_\_\_ The information provided by the Director of Schools is insufficient for the Board 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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Date: \_\_\_\_\_

Signatures: \_\_\_\_\_  
Board Chair Director of Schools

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

**EE – 10 Communication and Counsel to the Board**

**Date Report Submitted:** 10/23/07

**Date of Board Discussion:**

**Members Submitting Monitoring Report:** SG, GT, MW, GP, MN, JB

The Board has received and reviewed the official internal monitoring report of its policy EE- 10 submitted by the Director of Schools. Following its review of the report, the Board makes the following preliminary conclusions:

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

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

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

- Excellent outreach to community, stakeholders, and this Board member. (MW)
- Recognizing that information should be shared with Board members in a timely fashion. (GP)
- Willing to listen more and asking how Dr. Garcia can improve. (GP)

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

- Not following policy EE-10.13 on dress code changes in 2006-07 school year. (SG)
- Communication breakdown. Deep concern that the Board learned of the district's corrective action status in the news. Failure to advise the Board as to what to expect based on the TREND of accountability with the State of Tennessee. (GT)
- There seems to be periodic surprises that should have been forewarned. (MN)
- In addition, and when possible, the monthly meetings with individual members of the Board should continue. (JB)

\_\_\_\_\_ The Director of Schools is **not** in compliance with the provisions of the policy.

Comments on Interpretations and Actions needed:

- Develop a communication protocol for sharing information accurately about restructuring. (SG)
- Need to schedule meetings with Dr. Connie Smith for routine reporting to the Board. (MW)

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

- \_\_\_\_\_

Suggested Additions or Deletions for Policy:

Suggested Additions or Deletions for Administrative Reporting:

- (1) \_\_\_\_\_

Other Board Member Comments:

The change in dress code policy appears to be an example of the theory that it is easier to get forgiveness rather than permission. Such a situation is exactly the type circumstance when the board should be notified of policy changes.

There are times when this board member feels "out of the loop." I think that is a matter of communication. (MN)

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

EE – 14 District Calendar

Date Report Submitted: 10/23/07 Date of Board Discussion: \_\_\_\_\_

Members Submitting Monitoring Report: SG, GT, MW, GP, MN, JB

The Board has received and reviewed the official internal monitoring report of its policy EE-14 submitted by the Director of Schools. Following its review of the report, the Board makes the following preliminary conclusions:

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

SG, MW, JB The Board finds the Director of Schools to be in full and complete  
GP, GT, MN compliance with the provisions of the policy.

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

- \_\_\_\_\_  
\_\_\_\_\_

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

- Continuous improvement expected. (GT)

\_\_\_\_\_ The Director of Schools is **not** in compliance with the provisions of the policy.

Comments on Interpretations and Actions needed:

- \_\_\_\_\_
- \_\_\_\_\_

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

- \_\_\_\_\_

Suggested Additions or Deletions for Policy:

- \_\_\_\_\_  
\_\_\_\_\_

Suggested Additions or Deletions for Administrative Reporting:

# Metropolitan Nashville Public Schools Policy Governance Monitoring Report

**Date of Report: November 13, 2007**

**Report:** End Results for Students: 2.1 Tennessee Comprehensive Assessment Program (TCAP)

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

The TCAP Achievement Test is a criterion-referenced test aligned with Tennessee curriculum standards. It is the primary assessment for No Child Left Behind (NCLB) accountability in grades K-8. A very small percentage of students with disabilities are assessed with the TCAP-Alt Portfolio assessment, and the TCAP Writing Assessment factors into the Reading/ Language Arts reporting.

NCLB longitudinal comparisons have been complicated by changes in the grades assessed or reported (e.g., only grades 3, 5, and 8 were included in NCLB reporting prior to 2005-2006). In this monitoring report, results specific to the TCAP Achievement Test (without TCAP Writing and TCAP-Alt Portfolio scores) are presented. In addition, results are shown for all students taking the TCAP Achievement Test in 2006-2007. This differs from NCLB reporting, for which only those students continuously enrolled in MNPS throughout the school year are included.

In reviewing the TCAP Reading/Language Arts results over time, it should be noted that a Tennessee Department of Education policy change had a significant impact on the 2005 test scores. Most English Language Learners (ELL) in 2005 were administered the Comprehensive English Language Learning Assessment (CELLA) instead of the TCAP as their Reading/Language Arts assessment, as CELLA was used for NCLB reporting. Prior to and subsequent to 2005, most ELL students were required to attempt the TCAP Reading component. As a result, the number of ELL students attempting TCAP dropped from 1415 in 2004 to 637 in 2005, and the number increased to 2290 in 2006. Since ELL students with the greatest English deficiencies did not attempt the 2005 TCAP, test scores for this subgroup jumped considerably for that one year.

For several years, intense focus has been placed on improving overall student achievement including performance on the TCAP. These improvement efforts have included:

- Developing and implementing Academic Standards in mathematics, science, social studies, English, foreign language, and physical education and wellness. It is important to note that the TCAP Performance Indicators are highlighted. In addition, parents are provided with copies of the Academic Standards.
- Initiating and providing extensive training for K-4 teachers in using research-based techniques to teach reading.

- Developing and implementing PreK-4 Curriculum Guides and PreK-4 Standards-Based Report Cards.
- Providing “Comprehensive Literacy Training.”
- Providing Literacy Leaders at the Reading 1<sup>st</sup> schools and four Reading Specialists at the middle schools.
- Meeting with all principals of high priority schools monthly to review data and discussing strategies for improvement.
- Using district trainers to work with individual schools to implement *Framework for Understanding Poverty* and *Cultural Competence and Student Achievement* to review achievement data and implement steps to close the achievement gap.
- Increasing the amount and quality of professional development for instructional strategies in the content of Academic Standards.
- Adding MNPS standards-based assessments in additional grade levels in reading, writing, and mathematics to determine how well Academic Standards are being mastered.
- Increasing the number of high school for-credit mathematics courses in middle schools.
- Revising English Language Development (ELD) standards and aligning them to state and national ESL standards.
- Developing the appropriate Curriculum for K-4 Structured English Immersion (SEI).
- Continuing 3<sup>rd</sup> – 5<sup>th</sup> grade problem solving assessment and adding 6<sup>th</sup> grade.
- Providing three middle school math mentor specialists and four at the high schools.
- Developing and implementing teacher training on balancing mathematics instruction to include the integration of problem solving and concept development using manipulatives.
- Training teachers on how to use standards-based assessment data (Edusoft training for about 2000 teachers).
- Implementing Academic Vocabulary Initiative for grades K-12.

Research consistently shows that students who are more physically active have higher academic achievement. As a result, to ensure that students are physically fit we have taken these steps:

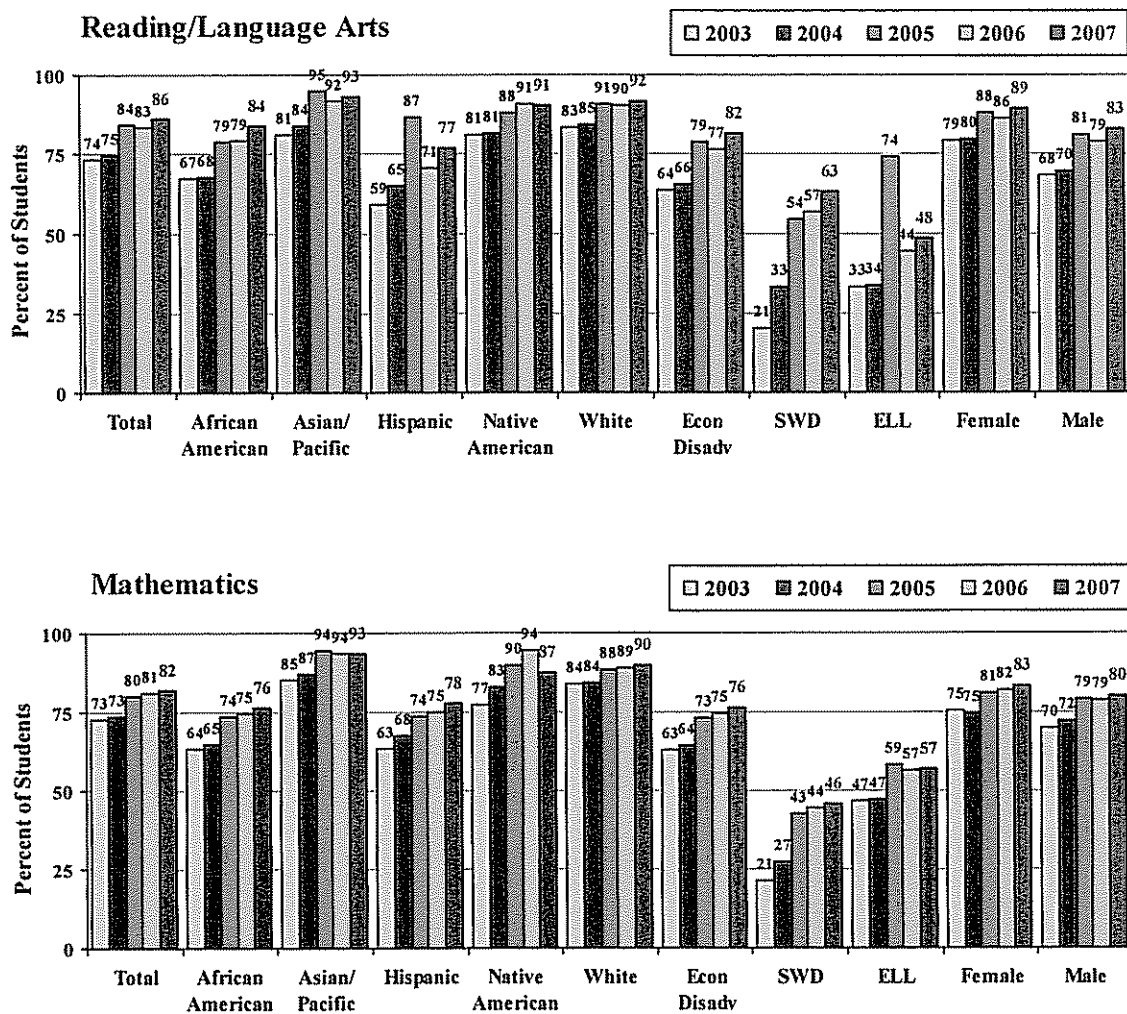
- Provided Professional Development Training for physical education and wellness teachers in using the Academic Standards.
- Implemented the Spark Physical Education Curriculum in grades 5-8.
- Implemented 90 minutes of Physical Activity (new State Law) district-wide K-12.

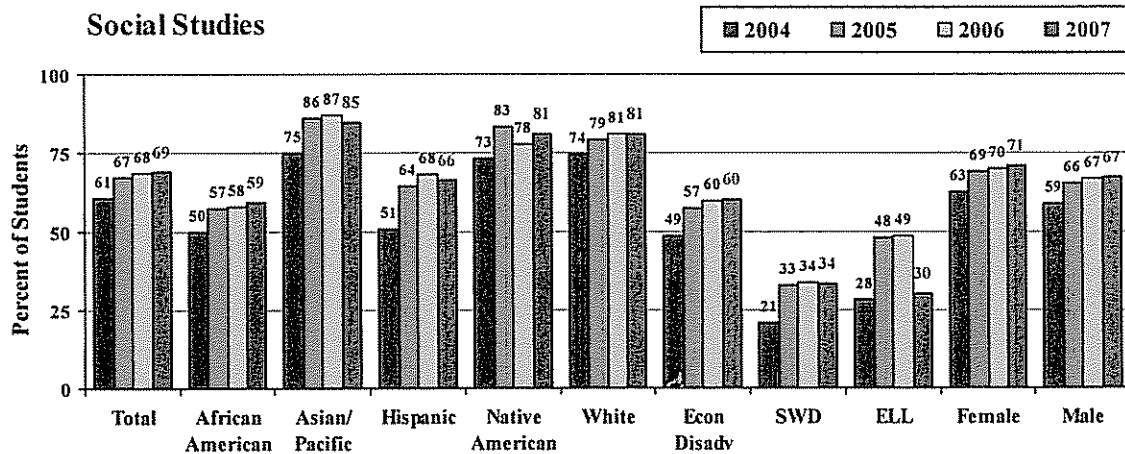
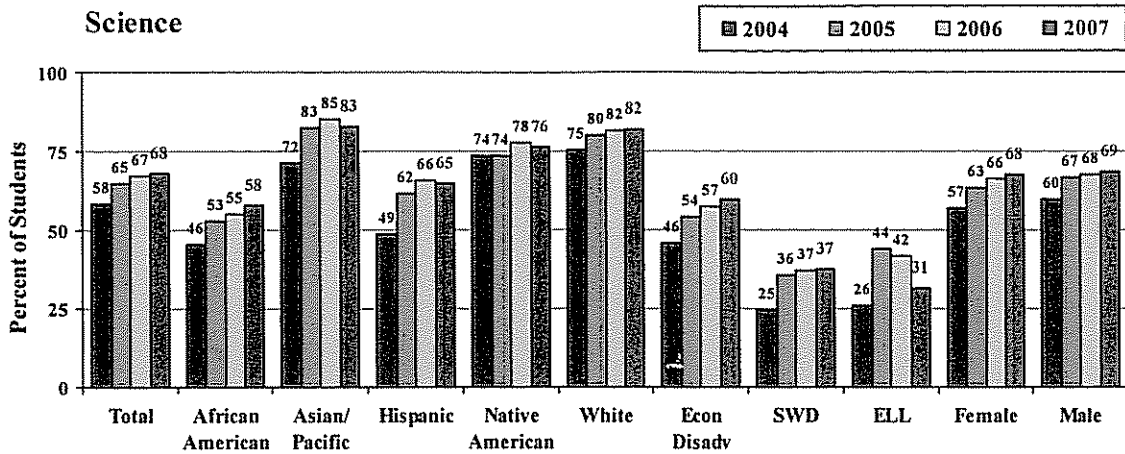
Regular monthly principals’ meetings always include a portion focused on test results and how to make improvements. Principals and central office staff share promising practices and discuss the work they are doing and what is needed.

## Results Achieved:

The 2007 TCAP Achievement Test was administered to approximately 32,000 Metro students in grades 3 through 8. Disaggregated TCAP results for Reading and Math across grades 3-8 are shown for the past five years, by subject, in Figure 1. Similar results for Science and Social Studies are shown for four years, as these subjects were not part of the 2003 criterion-referenced test.

**Figure 1.** Percent of MNPS Students Scoring Proficient or Advanced on TCAP in Grades 3 through 8: District-wide and by Subgroup (2003 through 2007)





The TCAP results show the following:

- The percentage of all MNPS students at grades 3-8 scoring at the Proficient level (or higher) is significantly higher in Reading/Language Arts (86.4%) and Mathematics (82.0%) than in Science (68.1%) and Social Studies (68.8%). The percentage of students reaching the Advanced level is also higher in these subject areas: Reading (33.3%), Math (29.8%), Science (19.5%), and Social Studies (19.6%).
- The percentage of students achieving proficiency increased from 2006 to 2007 in all subject areas: Reading/Language Arts (+3.2%), Mathematics (+1.0%), Science (+1.2%), and Social Studies (+0.5%).
- Since 2003, the percentage of students scoring Proficient or Advanced has increased by 12.9% in Reading and 9.5% in Math. Science and Social Studies were not tested in 2003, but proficiency has increased since 2004 by 9.8% in Science and 8.3% in Social Studies.



- The percentage of Metro students scoring at the Advanced performance level increased from 2006 to 2007 for all subjects: Reading (+2.0%), Mathematics (+1.8%), Science (+3.2%), and Social Studies (+1.6%).
- The percent scoring Advanced has increased since 2003 by 8.7% in Reading and 7.4% in Math. Since 2004 there has been a 7.7% increase in Science and 5.0% improvement in Social Studies.
- African-American students made increases in proficiency and in Advanced performance in all subjects in 2007. Proficiency increased by 5% in Reading (to 84%), 1% in Math (to 76%), 3% in Science (to 58%), and 1% in Social Studies (to 59%). The percent scoring Advanced improved by 2% in Reading, 3% in Math, 2% in Science, and 2% in Social Studies.
- Since NCLB began, African-American students have made proficiency gains of 17% in Reading, 12% in Math, 12% in Science, and 9% in Social Studies.
- The percent of Asian students scoring at the Advanced level increased by 2% or more for all subjects from 2006 to 2007. The results were less favorable for proficiency: Reading (+1% to 93%), Math (-1% to 93%), Science (-2% to 83%), Social Studies (-2% to 85%).
- Hispanic students made a one-year increase in proficiency for Reading (+6% to 77%) and Math (+3% to 78%), but proficiency for this subgroup decreased for Science (-1% to 65%) and Social Studies (-2% to 66%). The percent scoring Advanced increased by 1% to 3% for all subjects.
- From 2003 to 2007, there was an 18% increase among Hispanic students in Reading proficiency. Scores were 10% higher in 2005 than in 2007, however, due in large part to a state policy change that resulted in most ELL students not taking the Reading portion of TCAP.
- Hispanic students made a 15% increase in Math from 2003 to 2007. From 2004 to 2007, they made a 16% increase in Science and a 15% increase in Social Studies.
- Scores for Native American students have been less reliable than other subgroups due to the small sample size (less than 75 students per year in grades 3-8). In 2007 proficiency remained the same in Reading (91%), decreased by 7% in Math (to 87%), decreased by 2% in Science (to 76%), and increased by 3% in Social Studies (to 81%). Since NCLB began, proficiency has increased by 2% to 10% for all subjects.
- White students made proficiency gains in 2007 for Reading (+2% to 92%) and Math (+1% to 90%). Proficiency did not change for Science (82%) or Social Studies (81%). Advanced performance increased by 2% or more for all subjects.
- The improvement made by White students under NCLB is 9% in Reading, 6% in Math, 7% in Science, and 7% in Social Studies.
- Economically Disadvantaged students made proficiency gains last year in Reading (+5% to 82%), Math (+1% to 76%), and Science (+3% to 60%). Scores were constant in Social Studies (60%). Improvements of 2% to 4% in Advanced performance were made in all subjects.
- Economically Disadvantaged students have made increases in proficiency of 18% in Reading and 13% in Math since 2003. Gains of 14% in Science and 11% in Social Studies have been made since 2004.

- Students with Disabilities made proficiency gains in Reading (+6% to 63%) and Math (+2% to 46%). They maintained their previous proficiency in Science (37%) and Social Studies (34%). The percent scoring Advanced remained the same for Reading, Science, and Social Studies, but dropped by 1% for Math.
- Since NCLB began, Students with Disabilities have made significant gains in all subjects: Reading (+42%), Math (+25), Science (+12%), and Social Studies (+13%).
- English Language Learners (ELL) made a 4% proficiency increase in Reading (to 48%). Scores remained constant in Math (57%) and fell in Science (-11% to 31%) and Social Studies (-19% to 30%). Advanced performance dropped in all subjects.
- ELL students made a 15% increase in Reading proficiency from 2003 to 2007, although scores spiked in 2005 due to state ELL policy changes. Math scores have increased by 10% in Math during that time. Despite the large decreases in 2007, there have been small increases in Science (+5%) and Social Studies (+2%) since NCLB began.
- Females outperform males in proficiency in Reading (89% to 83%), Mathematics (83% to 80%), and Social Studies (71% to 67%). Males score slightly higher in Science (69% to 68%). The results are somewhat different for the Advanced performance level. While a higher percentage of females score Advanced in Reading, a higher percentage of males reach the top performance level in Math, Science, and Social Studies.
- Students of both sexes have made proficiency increases of 8% or more for every subject since NCLB began.

While other assessments factor into K-8 NCLB accountability, TCAP scores are the primary component of these scores. The district successfully met its K-8 Adequate Yearly Progress (AYP) targets for all areas in Reading, but fell short for Students with Disabilities in Mathematics. Despite a 4% increase in math proficiency for this subgroup, Students with Disabilities fell 1% short of the requirement for Safe Harbor. As a result, the district moved from the School Improvement 2 category to Corrective Action. The number of schools in MNPS that made AYP increased from 84 in 2006 to 94 in 2007.

The Tennessee Annual Report Card assigns letter grades to school districts based upon TCAP three-year averages. These grades are determined by district performance relative to statewide performance standards. TCAP scores for each subject are converted to a state Normal Curve Equivalent (NCE) scale and are averaged across grades 3-8. The district three-year average increased from 2006 to 2007 by one NCE in Reading and Social Studies and by two NCEs in Mathematics and Science. As Table 1 illustrates, the letter grades corresponding to these scores improved in Social Studies (from a D to a C) and remained the same for Reading (C), Math (C), and Science (D).

**Table 1.** State Report Card K-8 Achievement Letter Grades by Subject and Year

Subject	Year							
	2000	2001	2002	2003	2004	2005	2006	2007
Reading	D	D	D	D	C	C	C	C
Language	C	C	C	C				
Math	D	D	D	D	C	C	C	C
Science	D	D	D	D	D	D	D	D
Social Studies	D	D	D	D	D	D	D	C
Writing (Grade 4/5)	B	B	B	B	B	B	B	B
Writing (Grade 7/8)	B	B	B	B	A	A	A	A

The Tennessee Value Added Assessment System (TVAAS) provides an evaluation of academic growth or gain for cohorts of students over time. TCAP gains are reported in NCE units, with a zero gain representing the state average gain, or growth standard. This growth standard is based upon statewide growth trends observed in 1998, the first year the nationally normed TerraNova Achievement Test was administered in Tennessee. The 2007 district three-year average NCE gains increased from 2006 for all four subjects tested. Furthermore, as one can see in Table 2, the letter grades corresponding to these gains were the highest obtained by MNPS over the past eight years. These grades were A's for Reading/Language, Science, and Social Studies, and a B for Math.

**Table 2.** State Report Card K-8 TVAAS Letter Grades by Subject and Year

Subject	2000	2001	2002	2003	2004	2005	2006	2007
Reading	B	C	C	C	C	B	A	A
Language	F	F	F	D				
Math	C	D	C	C	C	B	B	B
Science	B	B	C	C	C	B	B	A
Social Studies	A	C	C	C	C	A	A	A

**Next Steps:**

MNPS is committed to consistently increasing student achievement and closing the achievement gap. To continue our forward movement, we will:

- Continue to examine data and provide support to schools in understanding and using the information.

- Continue to meet with high-priority principals monthly to review data and research and share strategies for improvement.
- Provide support with professional development, math and science mentor specialists, expansion of Title I dollars, and whatever else is needed.
- Implement the new elementary course outlines.
- Provide nine additional middle school reading specialists and literacy coaches in three of our high schools.
- Provide academic interventions for struggling students.
- Implement Ruby Payne classroom strategies, using our almost 150 newly certified District trainers.
- Implement PreK-4 Standard Based Report Cards in Spanish and ELL Report Cards.
- Pilot Algebraic Thinking for all below proficient students.
- Investigate ways to improve the fidelity of implementation of targeted District initiatives.
- Provide ongoing research based training for District mentors, including PALS, COMP Specialists, Subject Area and Technology Mentors for teacher quality and retention.
- Provide Hands-on-Science curriculum units to PreK classrooms.
- Implement Coordinated School Health into twelve elementary and middle pilot schools.
- Provide training and materials for all K-4 teachers on the integration of concept-building activities using Super Source manipulatives.
- Revise middle school math curricular offerings.
- Provide training for teaching reading through the appropriate grade level social studies and science content.
- Evaluate Essential Literature titles for the possibility of including appropriate mathematics, science, and social studies titles.
- Include process skills (standards) with content standards in Science and Social Studies.
- Emphasize ACT skills within our standards.
- Purchase quality staff development for special education teachers and research-based intervention materials for students and teachers in targeted schools designed especially to increase the achievement of students with disabilities in Mathematics.
- Hire an Instruction Facilitator for the Special Education department to work with, model for and design professional development for targeted schools in developing and implementing scientifically based research strategies, including but not limited to differentiated instruction practices, to increase the achievement of students with disabilities.

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

**E-2.1 TCAP**

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

I have received and reviewed the official internal monitoring report of Board policy E-2.1 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:**

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

**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 Board Office by fax or email by noon November 19, 2007

# Metropolitan Nashville Public Schools Policy Governance Monitoring Report

**Date of Report: November 13, 2007**

**Report:** End Results for Students: 2.3 Gateway

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

Under No Child Left Behind (NCLB), the Gateway end-of-course exams in Mathematics (Algebra I) and Language Arts (English II) are the primary accountability measures for schools. TCAP Writing Assessment scores at grade 11 factor into Reading/Language Arts results, and TCAP-Alt Portfolio assessments are administered to a very small percentage of students with disabilities.

While the Gateway Science (Biology I) exam is not directly a part of NCLB reporting, it does impact the graduation rate. Students must take and pass all three Gateway exams plus the specified 22 credits in order to earn a regular high school diploma.

For several years, MNPS has placed intense focus on improving student achievement on the Gateway examinations. These improvement efforts have included:

- Developing and implementing Academic Standards in all core subject areas.
- Initiating and providing extensive training for all high school teachers in all three Gateway classes (Algebra I, Biology I, and English II) on understanding and teaching the Gateway indicators. While this training is provided during the summer and throughout the year, an emergency training is provided immediately after school begins for anyone who has not completed the class.
- Using categorical funds to purchase TI-84 calculators and overhead displays for teachers, along with training, as these are used for the Gateway Algebra I test,
- Meeting with all principals of high priority schools two times per month to review data and discuss strategies for improvement.
- Adding Test for Credit classes in all middle schools. Passing scores on the Algebra I Gateway test count for the high school when the students matriculate to the high school.

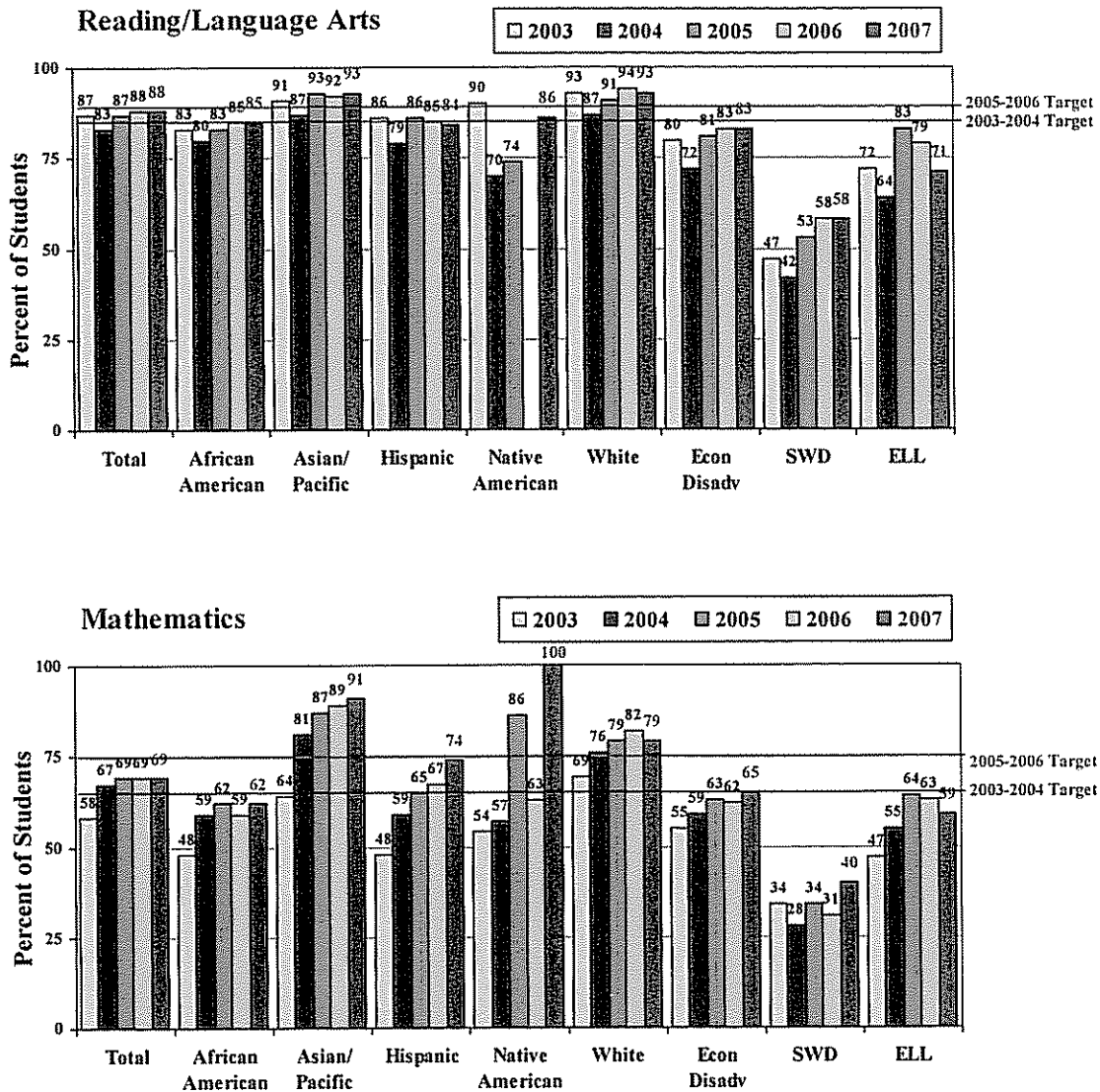
Regular monthly principals' meetings always include a portion focused on test results and how to make improvements. Principals and central office staff share promising practices and discuss the work they are doing and what is needed.

## **Results Achieved:**

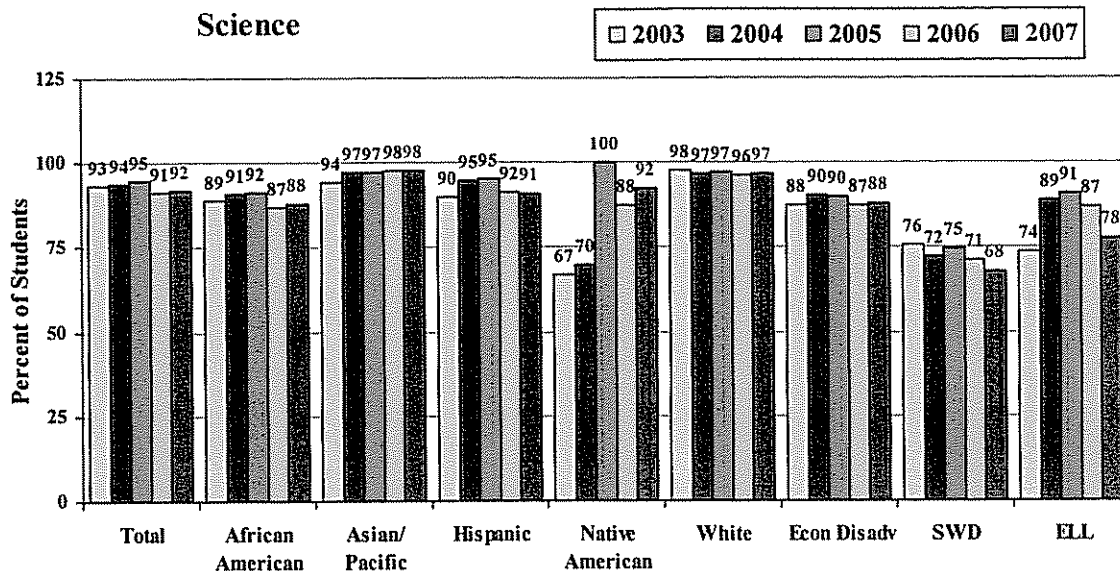
The disaggregated scores that follow for Reading/Language Arts and Mathematics are the district NCLB results for 2003 through 2007. Similar methods were used to compute district trend data for the Gateway Science exam. Figure 1 shows the percent of MNPS

students reaching proficiency by subgroup and year for each of the three Gateway exams. Results are based upon first-time test takers. Scores for students who take Algebra I in middle school are factored into the results for the year the students enter high school.

**Figure 1.** Percent of MNPS High School Students Scoring Proficient or Advanced: District-wide and by NCLB Subgroup (2003 through 2007)







The 2007 Gateway results indicate that:

- Reading/Language Arts scores and Science scores continue to remain significantly higher than Math scores.
- There was little overall change in high school proficiency results from 2005-06 to 2006-07. The percent of students reaching proficiency in Reading and Math remained constant, at 88% and 69% percent, respectively. There was a one percent increase to 92% in Science.
- Almost all subgroups remained within one percent of the previous-year Reading/Language Arts proficiency level. However, there was an 8% decline in scores for English Language Learners (ELL).
- There was a district-wide 9% increase last year (from 44% to 53%) in the percent of high school students scoring at the Advanced level in Reading/Language Arts.
- Students with Disabilities (9%), Hispanic (7%), African-American (3%), and Economically Disadvantaged (3%) students made the largest subgroup gains in Math (excluding Native Americans due to a very small number tested).
- Science proficiency for most subgroups changed by one percent or less. However, English Language Learners declined by 9% and Students with Disabilities by 3%.

There is only one academic area on the Tennessee Annual Report Card for which letter grades are assigned to school districts. This occurs for the Grade 11 TCAP Writing Assessment, and the grade is based upon a three-year average score. For the second straight year, MNPS eleventh graders earned a grade of "A" on the Report Card.

The Tennessee Value Added Assessment System (TVAAS) evaluates the academic growth or gain for cohorts of students over time. Test score gains of Metro students from middle school to high school are compared to gains made by students statewide. Rather than assign letter grades, high school gains are evaluated as being above, below, or

equivalent to statewide averages. On state end-of-course exams, MNPS gains were found to be significantly above the state for U. S. History and equal to the state for English I, but below the state for the remaining subjects (Algebra I, Biology I, English II, Math Foundations, and Physical Science). However, the gains made by upperclassmen on the TCAP Writing Assessment and on all subjects of the ACT (English, Math, Reading, Science/Reasoning, and the Composite) were significantly above the state average.

### **Next Steps:**

MNPS is committed to increasing graduation rates, ongoing student achievement, and closing the achievement gap. To continue our forward movement, we will:

- Continue to provide Gateway training in all subject areas.
- Use Mathematics, Science, and Language Arts mentors to support all 5-12 teachers.
- Continue to examine data and provide support to schools in understanding and using the information.
- Continue Credit Recovery and Gateway Intervention classes.
- Continue transcript audits to ensure students have all the classes and interventions needed to graduate from high school.
- Continue to provide *Language!* for students in Grades 4-12 to ensure reading fluency and comprehension.
- Implement Algebraic Thinking for students in Grades 6-8 who are experiencing difficulty in mathematics.
- Continue to meet with high-priority high school principals twice a month to review data and research and share strategies for improvement.
- Continue the K-12 Academic Vocabulary Initiative.

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

**E-2.3 Gateway**

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

I have received and reviewed the official internal monitoring report of Board policy E-2.3 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 Board Office by fax or email by noon November 19, 2007

# Metropolitan Nashville Public Schools Policy Governance Monitoring Report

**Date of Report: November 13, 2007**

**Report:** Executive Expectation 11 – Annual Report to the Public

**Policy:** The Director shall not fail to prepare and publish an annual progress report to the public that includes the following items.

1. Student performance data indicating student progress toward accomplishing the Board's **ENDS** policies.
2. Information about school district strategies, programs and operations intended to accomplish the Board's **ENDS** policies.
3. Revenues, expenditures and costs of major programs and elements of district operations.

**Overall Status:** In Compliance

## **Background:**

The Annual Report to the Public is developed by the administration as a means to address the items included in this Executive Expectation with the public. Our interpretation of these items calls for us to provide a detailed accounting of student performance and operations. Consequently, the Annual Report provides details of the activities that have occurred in all areas of the district for the year. We believe this report addresses these points and thus we are in compliance with EL-11.

**The Director shall not fail to prepare and publish an annual progress report to the public that includes student performance data indicating student progress toward accomplishing the Board's **ENDS** policies.**

**In Compliance.** The Academics and International Students sections of the Annual Report provide extensive student performance data as required by this section of the policy.

**The Director shall not fail to prepare and publish an annual progress report to the public that includes information about school district strategies, programs and operations intended to accomplish the Board's **ENDS** policies.**

**In Compliance.** This year's Annual Report provides information about several key areas of our operation including: high school redesign initiatives, the adoption of Standard School Attire, work on the new Strategic Plan, and efforts to begin the state's first International Baccalaureate Middle Years Programme. In addition, the report also provides information on MNPS professional development opportunities, communication enhancement, human resources operations, facilities construction and care, student wellness changes, athletics, food services and technology. Additionally, a section entitled Community Partners highlights the critical role outside groups are playing in meeting the Board's **ENDS** policies.

**The Director shall not fail to prepare and publish an annual progress report to the public that includes revenues, expenditures and costs of major programs and elements of district operations.**

**In Compliance.** The Annual Report includes an entire section entitled Budget and Finance. Key information is provided on revenues and expenditures. Additional programmatic and service expenditures, such as those for special education, English Language Learner and transportation services, are included in related sections of the Annual Report.

**Summary:** The annual report is a multi-purposed document; in addition to satisfying the information requirements outlined above, it is used to showcase the district's numerous accomplishments and is therefore of value as a recruiting tool for prospective employees and a marketing instrument to attract families and students. This year's report features photos of MNPS employees and their children, along with information about which MNPS school each child attends. The photos emphasize ownership and participation, along with commitment and dedication. Exclusive of printing, the report was produced entirely in-house by the Public Information & Community Relations staff.

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

**EE-11 Annual Report**

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

I have received and reviewed the official internal monitoring report of Board policy EE-11 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**:

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

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\_\_\_\_\_

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

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

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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 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 Board Office by fax or email by November 19, 2007



BOARD OF EDUCATION  
CALENDAR OF UPCOMING EVENTS

<u>DATE</u>	<u>TIME</u>	<u>EVENT</u>	<u>LOCATION</u>
Nov 14	4:00 pm	Connie Smith	Board Conference Room
Nov 15	5:00 pm	Work Session	Board Conference Room
Nov 26	6:30 pm	Community Meeting	J.T. Moore
Nov 27	5:00 pm	Board Meeting	Board Room
Nov 30	1:30 pm	Governance Committee	Board Conference Room
Dec 4	6:30 pm	Public Hearing	East Literature High School
Dec 11	5:00 pm	Board Meeting	Board Room

## 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?