



DIRECTOR'S SELF-EVALUATION & EVIDENCE COMPANION DOCUMENT

JANUARY 2019

FORMATIVE (MID-YEAR) EVALUATION

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INTRODUCTION

Per Board Policy 5.803 - Evaluation of the Director of Schools: ...*"At a time agreed to by the board and the director, the board will meet as a body to evaluate the director's performance. Formative student assessment data, and students and educator culture/climate survey data will be included in the evaluation."*

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- 1.1 Academics
- 1.2 School Climate and Culture

Two: Our People

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Three: Our Organization

- 3.1 Planning and Administration

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- 4.1 Communications and Family Engagement

Five: Accomplishments and Challenges

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RATING SCALE

- 1- Unsatisfactory
- 2- Needs Improvement
- 3- Meets Expectations
- 4- Exceeds Expectations
- 5- Exceptional



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MNPS *Priority* KPIs: Focus on Focus

1

Increase the percentage of students in every subgroup who meet or exceed their academic growth projections in literacy to **60 percent** by May 2019.

Exceeding the growth projection means a student scores above his/her projected MAP or TNReady score.

2

Increase Average Daily Attendance from **94 percent** to **95 percent** by May 2019.

Average Daily Attendance is the Sum Daily Counts divided by School Days

3

Reduce the rate of out-of-school suspension of African-American students from **13.7 percent** to **12.7 percent** by May 2019.

African-American students have the highest out-of-school suspension rate in every quadrant.

Letter from the Director of Schools – January 29, 2019

Dear Board Members,

Thank you for the time you have invested in developing a formative evaluation to provide me feedback. A formative evaluation is designed to provide the recipient an opportunity to reflect upon the work that has been done and to make course corrections as necessary. I also see this as an opportunity to provide the board with feedback as we work to strengthen our collaboration.

In reviewing the data, it is clear that we are making progress in key areas, and there are areas that need improvement. It is also apparent that where we have invested resources and efforts, we have seen results. I am appreciative of your efforts as a board for identifying and communicating budget priorities for the school district. The stated budget priorities include employee compensation, curriculum support, human resources/IT support, SEL enhancement, and parent engagement. As you review areas of improvement in our data, it will be important to have meaningful conversations about whether budget/strategy adjustments need to be made to achieve intended outcomes. The power of a formative evaluation is using this point in time to make realistic adjustments in our practices and expectations. This evaluation will allow us to revisit key performance indicators and prioritize the work of the school district based upon available resources.

In addition, keep in mind that at a recent board retreat, board members unanimously approved that we move on the following transition team recommendations this year:

- Develop a regular schedule for re-evaluating GPZ, zoned options, and other boundaries to promote the goals of the diversity management plan.
- Consider whether charter middle school students should be included in the StrIDE program.
- Use enrollment centers as information hubs.
- Continue partnering with the NPEF to refine and improve school match.
- Candidly and transparently communicate achievements, areas of focus, challenges, and progress towards the larger vision and strategy.
- Re-engage our Parent Advisory Council and review our parent engagement policy.
- Regularly track and report data relating to coverage of the district and communications office staff time to ensure a greater focus on proactive vs. reactive communications.
- Create a principal and hiring manager advisory board to advise the Chief of HR.
- Institute a recognition program that recognizes employees.
- Strategically manage the performance of employees in the district.

These transition team recommendations, along with the areas of focus from this formative evaluation, will guide the work of the administration for the remainder of the school year.

In closing, managing change is difficult. In the book, “Making Change Work” by Brien Palmer, he states, “Change has a considerable psychological impact on the human mind. To the fearful, it is threatening because it means that things may get worse. To the hopeful, it is encouraging because things may get better. To the confident, it is inspiring because the challenge exists to make things better.” I am optimistic and confident that the challenges we currently face are going to help us make things get better. Again, thank you for your continued support and feedback. I am excited and energized to continue our collaboration and to ensure that we continue to work to “exceed great expectations”.

Section One: Our Students

1.1 Academics

#	The Director is...	Evidence	Self-Evaluation
1.1a	Ensuring that all students are achieving academic growth in reading and math.	<ul style="list-style-type: none"> MAP-R (Reading) and (Math) Results FAST (Formative Assessment System for Teachers) Early Reading and Math 	2 – Needs Improvement

Evidence/Narrative 1.1a

This is the third year the **Measures of Academic Progress (MAP)** is being administered in MNPS. MAP is nationally normed and allows us to compare the achievement and academic growth of our students to students across the country. Our district’s test windows have been established to provide routine and timely feedback three times prior to the state’s high stakes TNReady assessments. MAP-Reading was administered for the first time in January and February of 2017 in grades 2-8. The Math assessment was added beginning in August 2017, and grades 2-8 were tested district-wide three times in 2017-2018, with an optional assessment in May 2018. Grade 9 was included in district-wide testing this school year (2018-19).

Teams from each school received training on test administration and the use of results in 2016-17, and district staff provided additional training throughout the 2017-18 school year (SY) and on into the 2018-19 SY at Curriculum and Instruction Update meetings and Administrators and Supervisors meetings, with a focus on using the results to inform instruction. MAP now generates projections to TNReady English/Language Arts and Math assessments in grades 3-8 based upon NWEA’s analysis of data from schools administering MAP across the state. MAP also provides projections to the ACT or SAT for students in grades 5-10.

2018-19 Test Administration and Overview of the Tables

MNPS administered the MAP assessment in Reading and Mathematics in grades 2 through 9 in November, which was the second of three district-wide interim benchmark administrations for 2018-2019. The third mandated MAP administration is scheduled for February 11-22, with an optional assessment May 6-17.

The table that follows shows the number of students in each of grades 2-9 that were assessed in Reading for each of this year’s two test administrations – August and November. These numbers are followed by the median (middle) national percentile for each test administration and each grade level. The median national percentile is a measure of student achievement, indicating the percentage of students nationally that scored below the typical MNPS student.

Reading

The last two columns of the table are measures of academic growth in Reading between August and November. The next-to-last column shows the growth national percentile for students that attempted both of these assessments. The growth percentile is the percentage of students nationally that made less academic growth or progress from fall to winter than the typical MNPS student. For example, the first row in this table shows that the typical MNPS second grader made more growth in Reading than 48 percent of students nationally.

Grade Level	Number Tested		Median NP		Fall 2018 to Winter 2018 Growth NP	Percent of Students Meeting Projection
	Aug 2018	Nov 2018	Aug 2018	Nov 2018		
2	5,885	5,979	30	37	48	50.9%
3	5,875	5,930	40	42	49	52.0%
4	5,830	5,930	39	41	52	53.2%
5	4,491	4,666	40	37	39	45.1%
6	4,476	4,641	41	35	41	45.9%
7	4,251	4,440	42	39	45	48.7%
8	4,202	4,344	45	43	50	50.7%
9	3,716	3,987	50	42	41	42.2%
2-9	38,726	39,917	40	39	46	49.1%

Finally, the last column provides the percentage of MNPS students that met or exceeded their growth projection on the November assessment. The November growth projection for each student is based upon the average growth made nationally from fall to winter by students that had similar fall achievement scores. The national average for both the median growth percentile and the percent of students meeting projections is 50.

2018-2019 MAP – Reading Results

MNPS students had a few weeks less of instructional time between assessments than did students nationally. The findings are as follows:

- We saw an increase in the median national percentile between August and November for grades 2-4 and a decline for grades 5-9.
 - The seven-point increase (30 to 37) at grade 2 may be partly due to students adjusting to the new version of MAP utilized this year at that grade level. The overall change across grade levels was a one-point decline, from 40 to 39.
- The median growth national percentile indicates that the reading progress students made between the two test administrations was less than the average growth shown nationally (50th percentile) at most grade levels, with grades 4 and 8 being exceptions.
- Despite having less instructional time, the majority of MNPS students met or exceeded their growth expectations in half of the grades tested – grades 2-4 and 8.

One factor that may have positively impacted growth scores was the change in district policy that allowed text-to-speech and human reader accommodations on the November Reading test administration. That accommodation was not allowed on the August administration. The Reading data was re-analyzed with students identified as receiving this accommodation excluded.

- The percent of students across grades meeting or exceeding growth projections declined from 49.1% (last column of chart on previous page) to 47.0% with the removal of read aloud students, but once again that number surpassed the November 2017 result of 45.8%.

MNPS students have consistently performed better in Reading than in Math relative to students nationally, with a consistent gap of seven points for the median national percentile. The next table shows detailed results in the same format for Mathematics.

2018-19 MAP – Mathematics Results

- These results show no change in relative achievement (median national percentile) from August to November for grades 2 and 3. Declines occurred for the remaining grades, with a one-point overall decline across grades.
- The academic growth of the typical third grader, as indicated by the growth national percentile of 58, significantly exceeded the national norm.
- Other grade levels fell below the 50th percentile, with grade 5 showing a low of 33.
- Grades 3 and 8 surpassed the national average in terms of the percentage of students meeting or exceeding their projected November scores. The overall growth numbers across grades are slightly below the November 2017 results, which were 45 for median growth percentile and 49.1% for percent meeting or exceeding projections.

Mathematics

Grade Level	Number Tested		Median NP		Fall 2018 to Winter 2018 Growth NP	Percent of Students Meeting Projection
	Aug 2018	Nov 2018	Aug 2018	Nov 2018		
2	5,893	5,956	34	34	42	46.7%
3	5,899	5,909	37	37	58	58.7%
4	5,868	5,922	36	33	41	45.5%
5	4,567	4,648	32	28	33	39.6%
6	4,513	4,659	26	24	40	45.1%
7	4,339	4,412	31	27	45	49.6%
8	4,277	4,330	37	34	48	51.6%
9	3,704	3,975	35	34	44	48.3%
2-9	39,060	39,811	33	32	44	48.3%

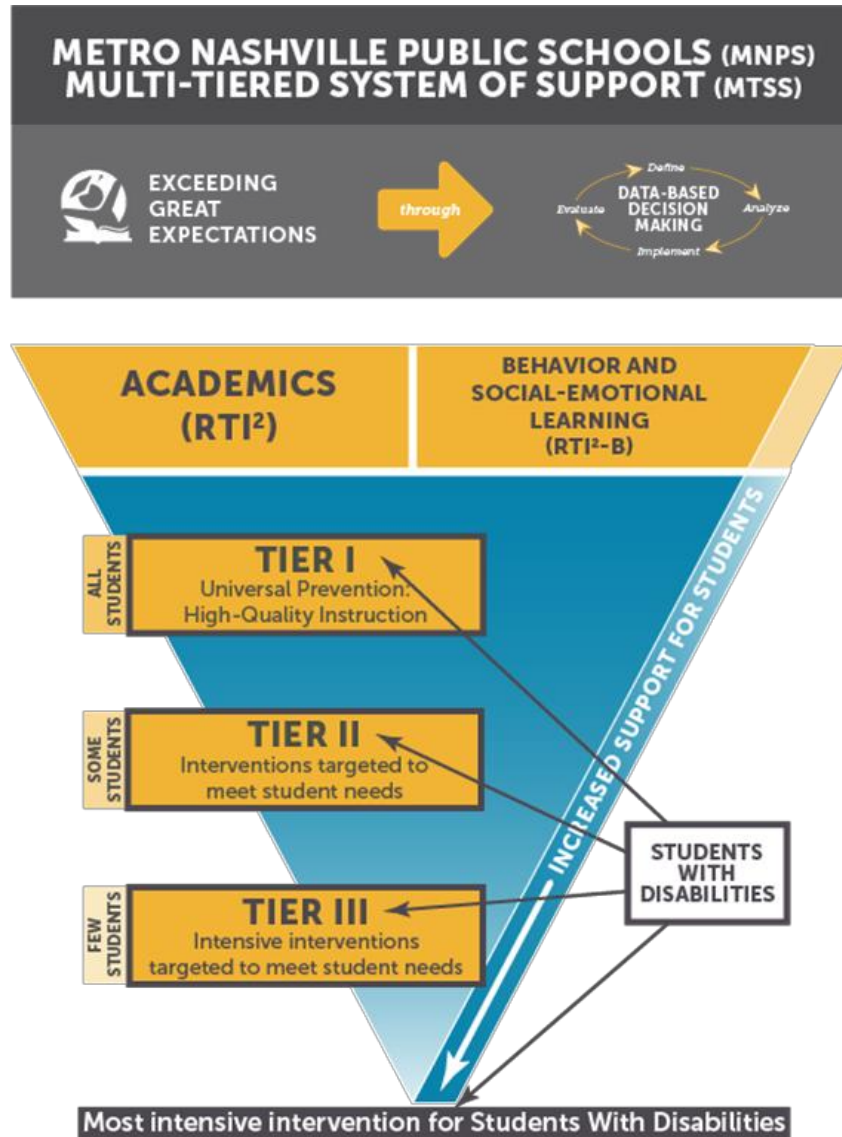
Overall, longitudinal data show that district MAP scores in both subjects have dropped somewhat between February and August of the same calendar year, declined slightly in November, but then improved by February of the next calendar year. Summer loss is likely an issue in the August decline and the early test window appears to be a factor in the November decline.

MAP Assessment Next Steps/Opportunities for Improvement

- Professional development continues to be provided throughout the school year to ensure that teachers and school administrators are able to interpret and utilize MAP data to inform classroom instruction.
- MAP is routinely discussed at Administrator and Supervisor (A&S) meetings and Curriculum and Instruction Update (CIUM) meetings.
- Research, Assessment and Evaluation (RAE) staff also conduct additional trainings during the year and this year began holding regularly hold office hours for district and school staff to discuss assessment data.
- RAE is currently generating letters to parents of students in grades 2-9 that took MAP or TNReady in the past year to help them better understand those results. In addition, those letters will help identify students in grades 4 and above that met the test score requirement for an academic magnet school.
- RAE is also working with district data warehouse programmers to develop individual student reports that are parent friendly and relatively easy to interpret. These reports should more clearly communicate each student’s current level of achievement and academic growth.
- Later this year schools will be able to print these reports and to distribute them to parents after each test administration.
 - In addition, the district is working toward a goal of providing MAP scores in the parent portal in the coming year.
 - Students’ MAP scores continue to be loaded into the district’s data warehouse after each test administration, which allows them to be included in a variety of reports and provides teachers with complete information on mobile students, as test scores follow students that transfer schools within MNPS.



FAST Early Reading and FAST Early Math are sets of curriculum-based measures (CBMs) of foundational reading and math skills. All K-1 students were screened with these measures three times during the 2017-18 school year. These measures are nationally normed. Information on the tier intervention levels noted on the data charts that follow are also referenced in the Multi-Tiered System of Supports (MTSS) model shown below.



The Early Reading and Early Math data allows us to identify student skill needs. As schools continue to increase differentiation within tier I core instruction, we expect to see an overall reduction in the percentage of students at risk (requiring tier II and III interventions). At the same time, as we increase implementation fidelity of tier II and III interventions, we expect students to move from tier III to II and from II to I (no longer requiring interventions).

FAST Early Reading and Math 2017-18 and 2018-19 (Baseline Data)

- In the 2017-18 school year, Kindergarten saw a reduction in the percentage of students at risk (some risk or high risk) on the *Early Reading assessment* from 51% in the fall to 44% in the spring. For Early Math, Kindergarten saw a slight increase in the percentage of students at risk, from 44% in the fall to 45% in the spring. When this group of students entered first grade, 42% scored in the at-risk range for Early Reading and 45% scored in the at-risk range for Early Math, according to first grade benchmarks. These students continue to receive differentiated Tier I (core) instruction as well as interventions targeted to specific skill areas as identified through FAST and other assessment measures.
- At the same time, first grade saw an increase in the percentage of students at risk on both the Early Reading and early math assessments during the 2017-18 school year, from 40% in the fall to 47% in the spring for reading and from 43% in the fall to 46% in the spring for math. After entering second grade, these students were initially screened with the MAP Reading and Math assessments. Those who scored below the 25th national percentile on these standards-based assessments were further screened with FAST skills-based measures and are provided with skills-based interventions as needed, in addition to differentiated Tier I (core) instruction.
- School MTSS data teams align interventions to meet student needs, monitor student progress, and make adjustments as needed.

FAST Early Reading

% of Students with Some/High Risk Level

Grade	2017/18 School Year			2018/19 SY (Baseline)
	8/2017	1/2018	5/2018	8/2018
K	51%	47% ↓	44% ↓	49%
1st	40%	44% ↑	47% ↑	42%

NC = No Change from previous status

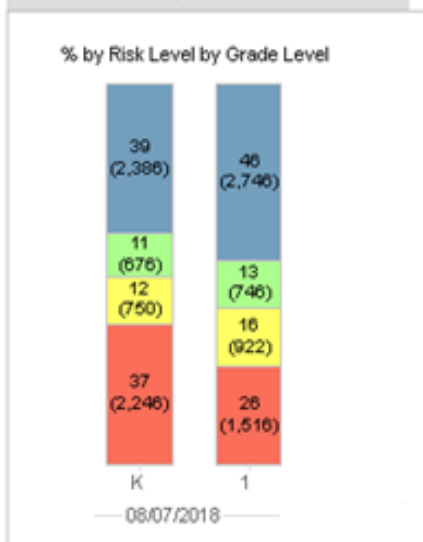
FAST Early Math

% of Students with Some/High Risk Level

Grade	2017/18 School Year			2018/19 SY (Baseline)
	8/2017	1/2018	5/2018	8/2018
K	44%	42% ↓	45% ↑	44%
1st	43%	46% ↑	46% NC	45%

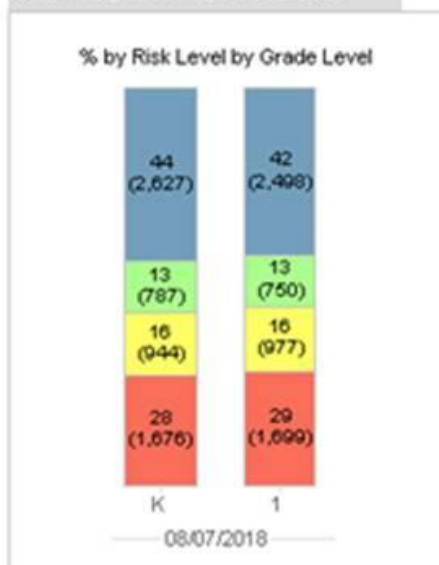
Assessment Year: 18-19 View: District School(s): All Schools

FAST-Early Reading - By Grade Level



Assessment Year: 18-19 View: District School(s): All Schools

FAST-Early Math - By Grade Level



#	The Director is...	Evidence	Self-Evaluation
1.1b	Ensuring that MNPS is closing achievement gaps among African-American students and other students of color. <i>(Summative Item 1.1d)</i>	<ul style="list-style-type: none"> MAP Reading and Math Results by Race/Ethnicity 	2 – Needs Improvement

Evidence/Narrative 1.1b

There continues to be tremendous differences between student subgroups in terms of Reading and Math achievement, but relatively small differences with respect to academic growth. As a result, the achievement gaps between subgroups are not narrowing.

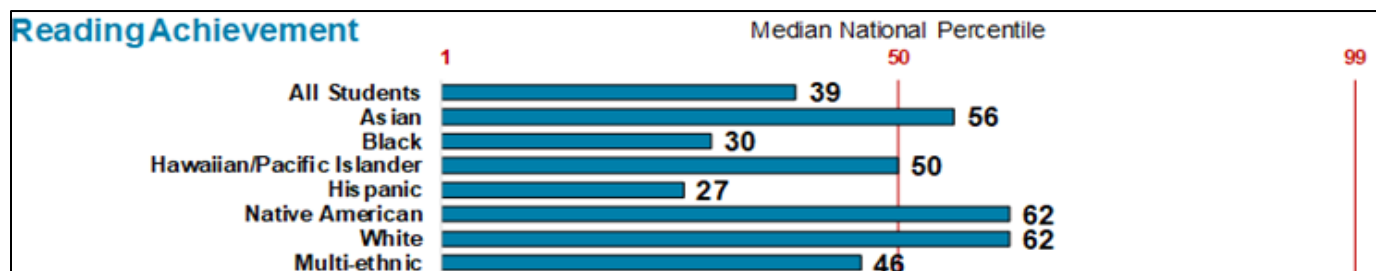
2018-2019 MAP – Reading Results by Race/Ethnicity

- The following table shows the median national percentile for the November Reading test and the percentage of MNPS students in quintiles 4 and 5, by student subgroup. The percentage of students in quintile 4 (Q4) and quintile 5 (Q5) is one of the Key Performance Indicators (KPIs) for schools, with the goal to increase these numbers over the course of the school year. Nationally 40% of students would score in these top two quintiles.
- The last two columns of the table show two measures of the academic growth that occurred between August and November, by subgroup. The median growth national percentile and the percent of students meeting or exceeding their growth projection during this time are provided. As stated previously, the national average is 50 for both of these growth measures. The percent of students meeting or exceeding projections is also a school-level KPI, with the goal to reach 60% by the February administration.
- As the above results show, we continue to see tremendous differences between subgroups in Reading achievement but relatively small differences in academic growth.

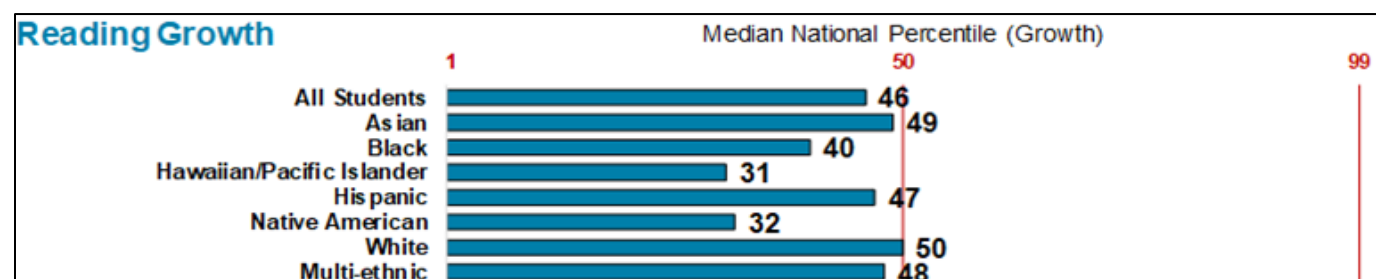
Reading

Subgroup	November 2018			Fall 2018 to Winter 2018 Growth	
	Number Tested	Median NP	% in Q4-Q5	Median Growth NP	% Meeting Projection
All Students	39,917	39	31.3%	46	49.1%
Asian	1,670	56	44.9%	49	51.1%
Black	15,204	30	21.9%	40	45.7%
Hawaiian/Pacific Islander	33	50	33.3%	31	45.2%
Hispanic	10,105	27	19.2%	47	50.4%
Native American	51	62	51.0%	32	38.3%
White	11,903	62	51.2%	50	52.0%
Multi-ethnic	951	46	36.9%	48	50.2%

The two MAP result graphs that follow present the above Reading achievement results (median national percentile) and the results for academic growth (median growth national percentile).



- Hispanic and Black students were between 20 and 25 percentile points below the national average.
- White and Asian students were above the 50th percentile.
- Native American and Hawaiian/Pacific Islanders also scored at or above the 50th percentile, but these subgroups are quite small and their results tend to fluctuate considerably over time.



- The above Reading growth results show much more consistency between subgroups than do the achievement data. In other words, subgroups are making comparable growth or progress, but the achievement gaps remain large.
- The two subgroups showing significantly less academic growth than other subgroups are the two subgroups, Hawaiian/Pacific Islander and Native American, that are much smaller than other subgroups and whose data are thus less reliable from one test administration to the next.

Student subgroup results for the November Math assessment are shown below in the same format as we saw for Reading.

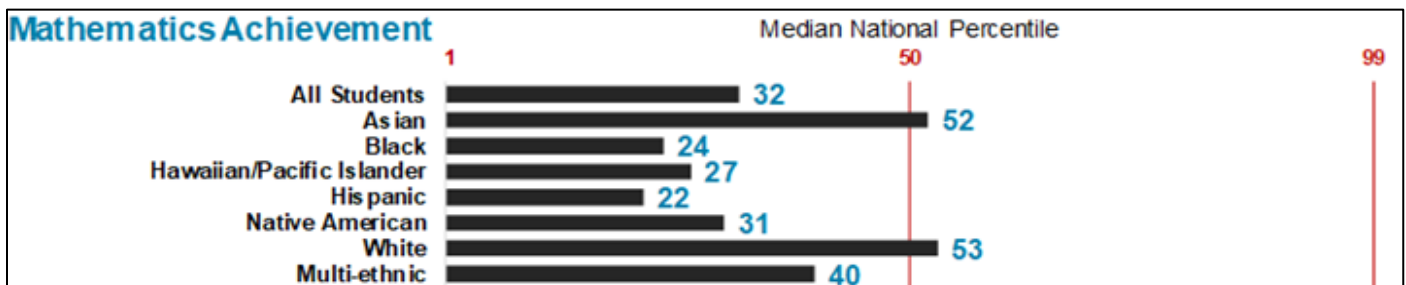
2018-2019 MAP – Math Results by Race/Ethnicity

- Once again, we see large achievement gaps, as reflected in the “Median NP” and “% in Q4-Q5” columns of the table shown below, and relatively small differences in the growth data, as reflected in the last two columns.

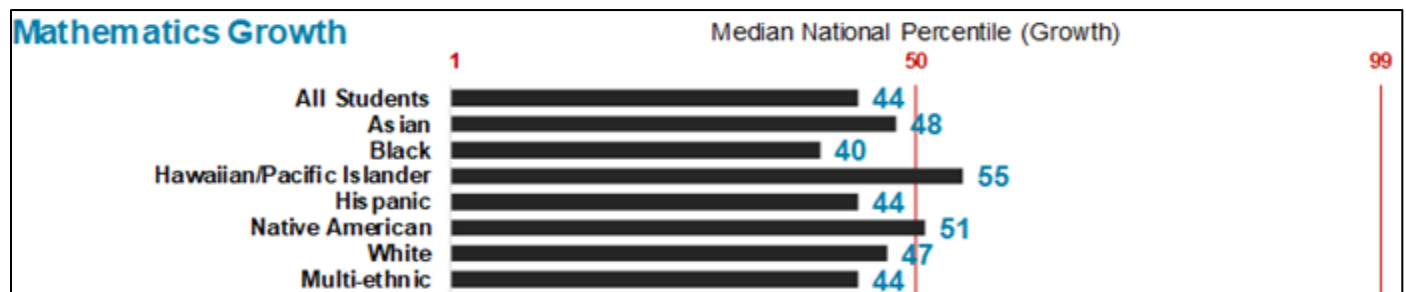
Mathematics

Subgroup	November 2018			Fall 2018 to Winter 2018 Growth	
	Number Tested	Median NP	% in Q4-Q5	Median Growth NP	% Meeting Projection
All Students	39,811	32	23.7%	44	48.3%
Asian	1,673	52	43.0%	48	50.8%
Black	15,136	24	13.7%	40	45.4%
Hawaiian/Pacific Islander	33	27	18.2%	55	56.7%
Hispanic	10,180	22	13.8%	44	48.9%
Native American	50	31	32.0%	51	53.2%
White	11,798	53	42.1%	47	51.0%
Multi-ethnic	941	40	27.9%	44	49.2%

These differences in achievement and in growth can be seen in the two graphs that follow.



- While White and Asian students have median national percentiles above the 50th percentile
- Black and Hispanic – are below the 25th percentile.



- Other than the two smallest subgroups, Hawaiian/Pacific Islander and Native American, the Math growth median national percentiles for the subgroups fall within a narrow range between 40 and 48.

#	The Director is...	Evidence	Self-Evaluation
1.1c	Ensuring that a higher percentage of third-graders are reading at grade level. (Summative Item 1.1j)	<ul style="list-style-type: none"> MAP Grade 3 Reading Results 	3 – Meets Expectations

Evidence/Narrative 1.1c

2018-2019 MAP – Grade 3 Reading Results

- We saw an increase in the median national percentile from 40 to 42 between August and November for grade 3.
- The academic growth in Reading made by MNPS third graders from August to November was at the 49th percentile, which was one point below the national average of 50.
- The majority (52.0%) of MNPS students in grade 3 met or exceeded February growth expectations.

Reading

Grade Level	Number Tested		Median NP		Fall 2018 to Winter 2018 Growth NP	Percent of Students Meeting Projection
	Aug 2018	Nov 2018	Aug 2018	Nov 2018		
3	5,875	5,930	40	42	49	52.0%

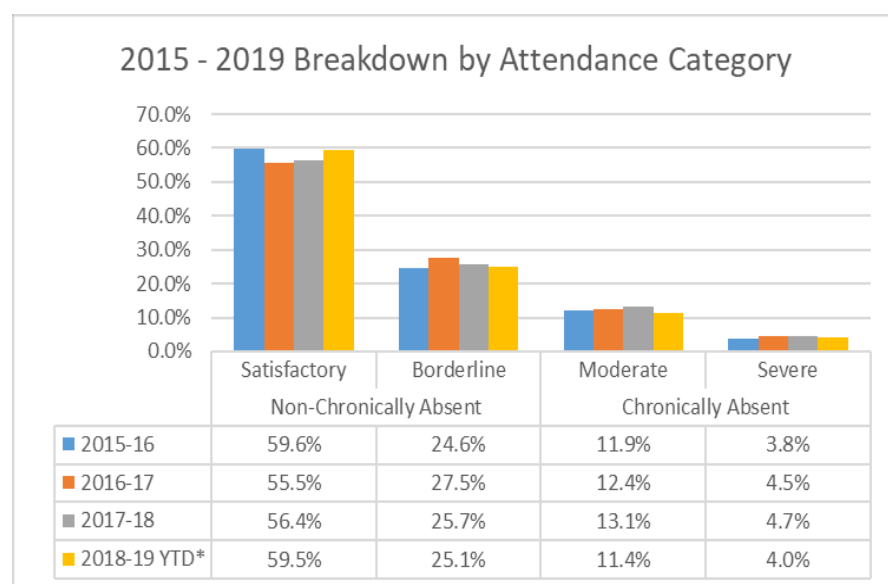
Section One: Our Students

1.2 School Climate and Culture

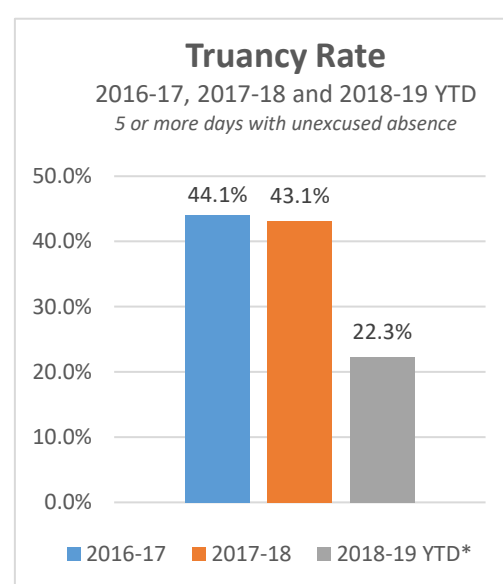
#	The Director is...	Evidence	Self-Evaluation
1.2a	Ensuring that classroom attendance is improving and truancy is decreasing. (Summative Item 1.2b)	<ul style="list-style-type: none"> Breakdown by Attendance Category (includes % Chronically Absent) Truancy Rate 	4 – Exceeds Expectations

Evidence/Narrative 1.2a

- The “Breakdown by Attendance Category” shows positive trends across each area for 2018-19 year to date as of January 29, 2019.
- Specifically, the “Satisfactory” category increased from 56.4% 2017-18 year end to 59.5% year to date.
- The percentage of Chronically Absent students is currently less than 17.8% at the end of 2017-18. The 2018-19 year to date is 15.4%, which is exactly the same at this time last school year.
- At the end of January during the 2017-18 school year the truancy rate was 21.7%. We are .6% higher when this information was pulled during the same time period this school year (2018-19).



*Source: Data Warehouse as of 1/29/19



The Student Services department audits discipline and attendance irregularities at the end of each school year- to identify coding errors that are in need of correction. Please note that this could result in a change to end of year numbers for both discipline and attendance data found within this evidence document.

The results shown on the “Breakdown by Attendance Category” and “Truancy Rate” charts can be attributed to several factors such as:

- connection between students being chronically absent and also acquiring behavioral incidents and suspensions,
- Cluster Support Teams providing interventions/services and collaborating with school staff to identify at-risk students for early intervention
- an increased focus on accurate attendance reporting to continuously improve monitoring and procedures

The data aligns with district actions taken for the 2018-19 school year:

- restructuring of truancy operations for providing more accountability, support and compliance monitoring
- continuing partnership with Juvenile Court and the Metro Student Attendance Center (MSAC) to identify and address the underlying causes of student attendance issues
- continues to act as an early indicator of why investing in wrap around services is vital

The difference between Chronic Absence and Truancy:

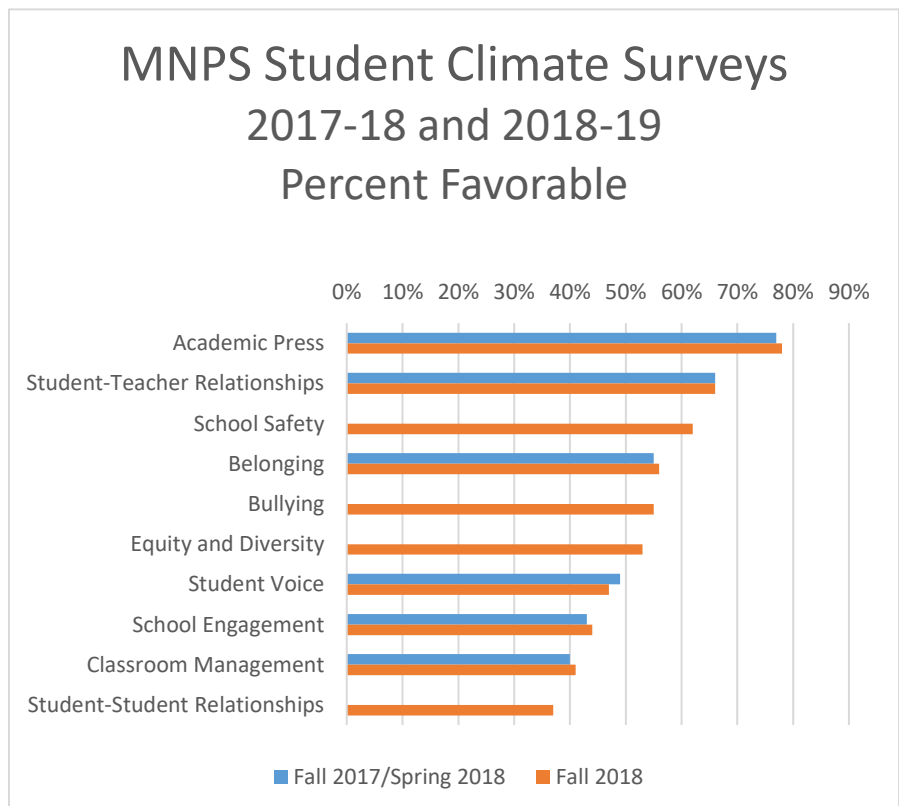
- ✓ A student is truant when they miss five (5) or more days with an unexcused absence.
- ✓ Chronic absence is defined as a student missing 10% or more of available schools days for any reason (excused, unexcused or disciplinary).

#	The Director is...	Evidence	Self-Evaluation
1.2b	Ensuring that MNPS is demonstrating overall positive gains in school climate and culture. <i>(Summative Item 1.2c)</i>	<ul style="list-style-type: none"> ▪ Student Survey Data ▪ Teacher Survey Data ▪ Quadrant Listen & Learns ▪ Ongoing 2018-19 Strategic Actions to Support Improvements in Climate and Culture 	3 – Meets Expectations

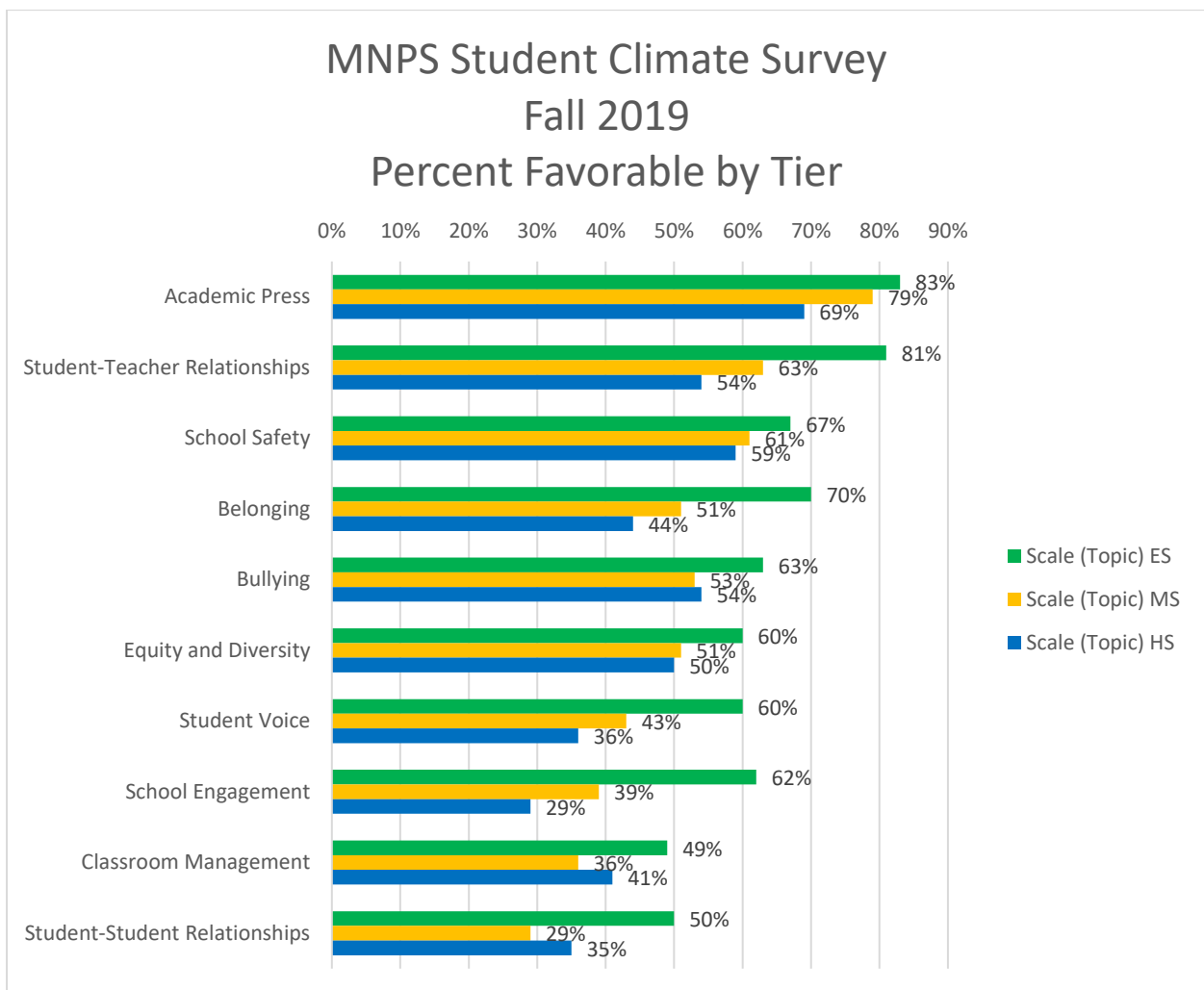
Evidence/Narrative 1.2b

2018-19 Student Survey Data

- In 2017-18 MNPS launched climate surveys for students and teachers. These surveys were given twice, with each administration containing different questions. In an effort to boost response rates, in 2018-19 the district decided to administer one mandatory survey to students, teachers, and staff.
- Because of this, the fall 2019 survey content and timing were different than they were in 2017-18. After analyzing 2017-18 content, it was determined that some scales (question sets related to certain topics), needed to be expanded while others needed to be dropped. For example, the 2017-18 *Equity* scale appeared to be measuring two different elements related to equity. Thus, we decided to use a new *Equity and Diversity* scale. It, in turn, will require validation this year.
- As was the case last year, student survey data is strongest for *Academic Press* (e.g., “my teachers expect me to go to college”).

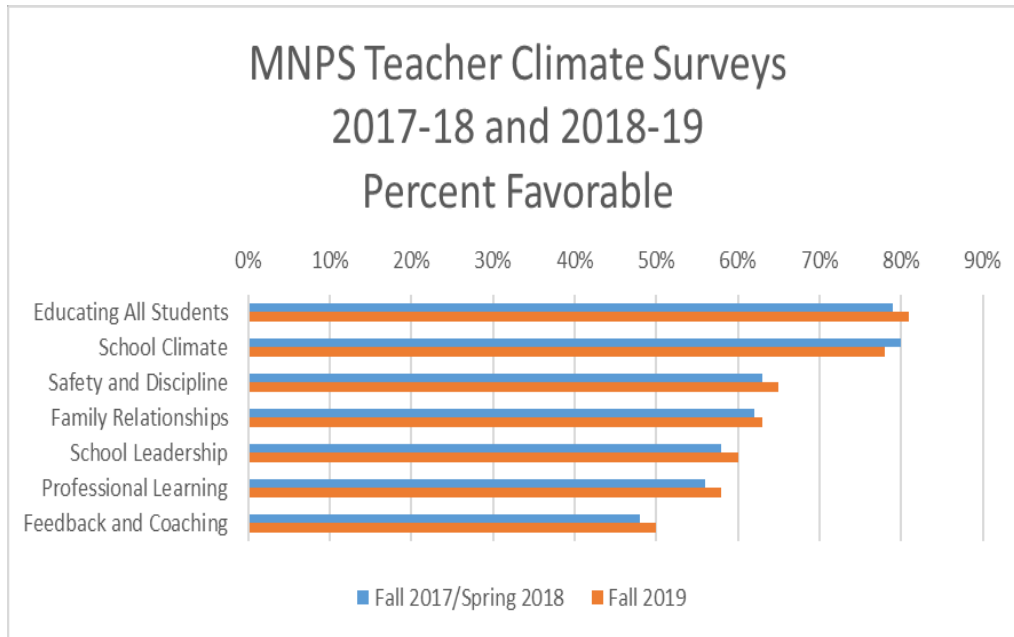


- The *Student-Student Relationships* scale is new in part, and scores on it were the district’s lowest. For this scale, the middle response should be looked at carefully. For example, for the question “students are friendly to one another,” 45% of the answers were “In the Middle.”
- *School Engagement*, the one student measure for which there is a national comparison sample, improved slightly from last year. It is still somewhat lower than the national average.
- *Student Voice* was the only topic area/scale that showed a decrease from 2017-18. Percentages for all other scales improved or remained the same.
- As the chart below shows, there are clear difference in student responses by tier, with more favorable responses reported by younger students.

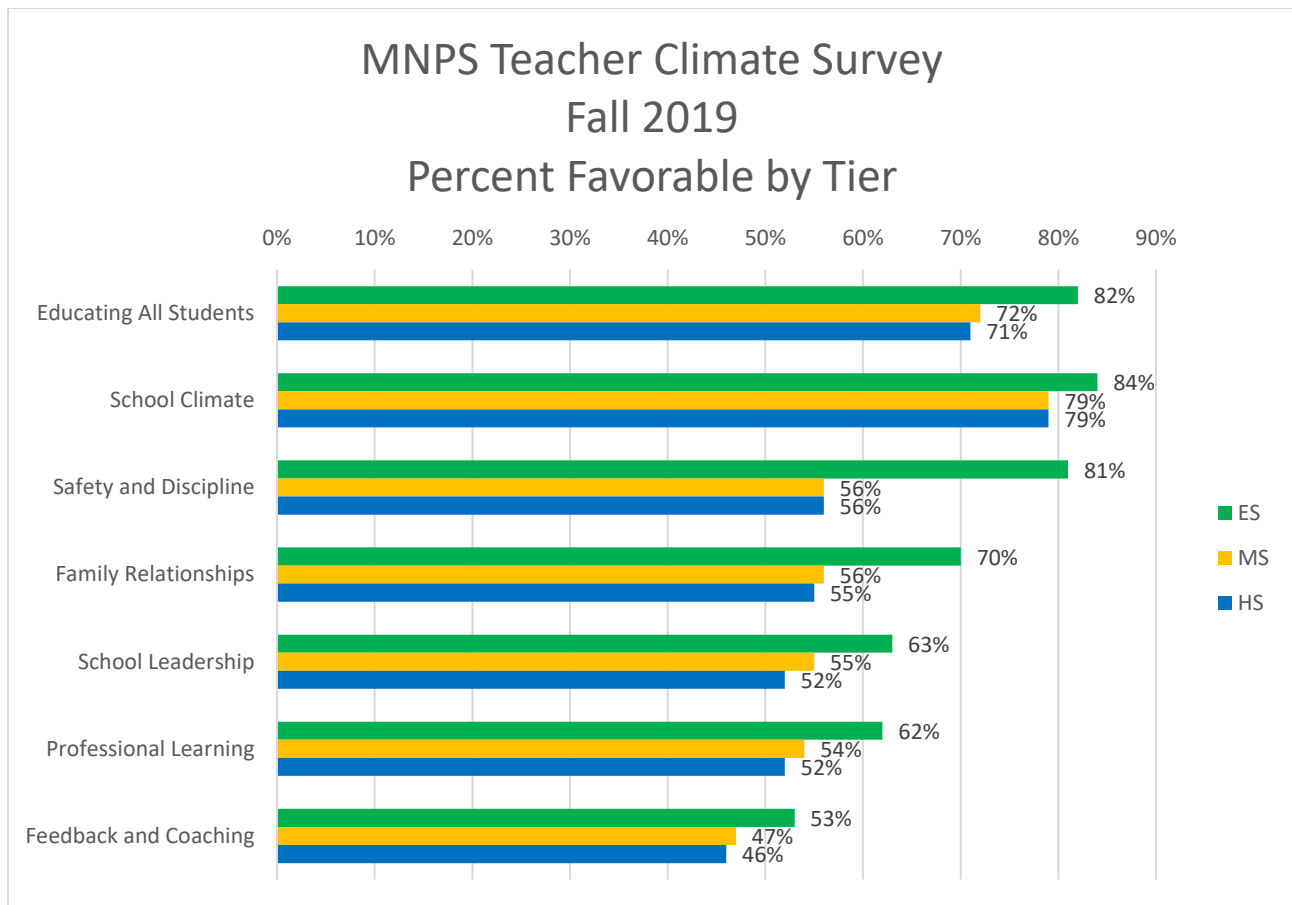


2018-19 Teacher Survey Data

- As was the case for student surveys, the 2018-19 survey timing was different than it was in 2017-18. However, while scales were dropped because they were duplicative or could not be acted on, none were added or changed.



- The highest levels of favorability were for teachers’ self-ratings of their ability to *Educate All Students*. This scale includes questions such as “How comfortable would you be incorporating new material about people from different backgrounds into your curriculum?”
- General *School Climate* (e.g., “teachers and other staff members consistently show respect, warmth, and concern for students”) is the only scale that declined from the prior year. All others improved from 2017-18 to 2018-19.
- All the scales for which national comparison data are available (all but *School Climate*, *Family Relationships*, and *Safety*) show MNPS scoring close to the national average except for *Educating All Students*, which has higher scores than average.
- As can be seen in the table below, favorability percentages from middle and high school teachers appear to be roughly equivalent, and each is lower than for elementary teachers. The biggest gap between teacher groups is in answers to questions about *Safety and Discipline*.



In summary, the surveys show clear areas of strength and for growth. During December’s A&S meeting, students from two high schools facilitated data talks with principals on the data, its personal meaning to the students in the group, and how to use the data for school improvement.

2018-19 Quadrant Listen and Learn Sessions – Community Superintendents

Listen and Learn Sessions continue to be convened at the quadrant level to ensure alignment of supports and resources closer to the specific needs of the communities served in each area. By the end of the 2018-19 school year each quadrant will have held a minimum of one Listen and Learn session with various MNPS stakeholder groups. Two quadrant summaries are shared below:

- The Southwest Quadrant’s 2018 voice sessions consisted of Principal Round Tables with approximately 36 principals participating and Teacher Voice Sessions with approximately 65 people in attendance. Sessions are scheduled for 2019 at month of February.
 - The topics included areas like pace of human resources hiring process, student safety concerns, building conditions, student attendance, bus driver shortage, and many other items spanning each session.
 - The SW Quadrant team tracked questions and concerns and followed up with participants and other stakeholders impacted by the questions and/or concerns raised.
- The Southeast Quadrant leadership team, board member and other central office staff has held several listen and learn sessions during the Fall. The primary goal was to listen and learn from all of our stakeholders to be able to strategically prioritize and target supports to better meet the needs of this quadrant as well as to develop a coherent voice at the district level. While it will take some time to address the complexities that may

currently exist across every school and in every scenario, ascertaining successes, trends, and challenges will assist us with providing increased targeted supports to our schools.

- More than 20 topics ranging from teacher voice concerns, compensation, resources, academics, training, plus many others were discussed and followed up by the SE Quadrant team in writing.

Ongoing 2018-19 Strategic Actions to Support Improvements in Climate and Culture

Historical Context

MNPS understands that any level of change can impact an organization’s culture and climate for years to come. Internal and external conversations about the state of the MNPS culture began before just three years ago. In fact, out of ten of the major findings in interviews from a “Report on the Inspirational Schools Partnership with the Metropolitan Nashville Public Schools” by Boston College in August 2012 at least two spoke to some of the current themes being publicized today. They are listed here:

- The major obstacle to increasing capacity in the MNPS was viewed by principals as residing in the district’s central office and its personnel.
- Tribal is viewed by principals as playing an important role in protecting them from pressures placed on them by the district and freeing up innovation.
- Additionally, a key barrier to success cited in a different report from Tribal reporting on the past Inspirational Schools Partnership in December 2012 was the culture of MNPS central office.

Central Office Professional Learning – Situating Central Office Leaders as Listeners

- On January 28, 2019 the Central Office Retreat was replaced by a “Central Office School Immersion Learning Experience – Outward Mindset in Action.” It included time spent out in approximately 40 schools. The schools were visited by teams of 3-5 central office team members with the purpose of continuing to build an authentically trusting and positively collaborative organizational culture in service of children and schools. It included specific activity requirements guided by the expertise of the school leadership.

Developing an Outward Mindset – Continuous Learning

- The tools and strategies continue to be a component of the monthly strategic framework implementation sessions and many other regular meetings.
- A brief introduction to An Outward Mindset sessions were designed to include more support staff throughout the Central Office. Any employee will have the opportunity to participate, with targeted emphasis on our Family Information Center, School Security team, Administrative Assistants and Secretarial support and other front line team members. The first two abbreviated sessions took place on January 14, 2019 with more being scheduled. A couple qualitative comments shared are listed below:
 - “I truly enjoyed the workshop introduction. I believe that this should be available to every employee...”
 - “The session really made me think about how I act in specific situations :)”
 - “I think it is important to try to understand other people’s needs and challenges. From there, be as helpful as I possibly can.”

Dr. Joseph’s School Visits

Every time Dr. Joseph visits a school it is being tracked. He understands the importance of being visible and accessible to students and staff.

- Since July 30, 2018 he has completed a total of 51 school visits with majority described as a regular school visit and other descriptors like ribbon cuttings, meetings with teachers, principals, students, etc.
- The overall number of visits Dr. Joseph has made to schools since he arrived in 2016 is 335.

#	The Director is...	Evidence	Self-Evaluation
1.2c	Ensuring that student suspensions and expulsions are decreasing. (<i>Summative Item 1.2d</i>)	<ul style="list-style-type: none"> Incidents by Resolution Type Unique Students with one or more resolution type: Out of School Suspension, Remandment to ALC, and/or Expulsion Discipline Rates by Resolution Type November 19th Memo to Principals re: Suspensions, Expulsions & Arrests 	3 – Meets Expectations

Evidence/Narrative 1.2c

The number of incidents resulting in suspensions is 6,092 incidents less than the end of year total for 2017-18. We continue to see an increase in the number of students with behavioral incidents that resulted in out of school suspension, expulsion/remandment. This is why district leadership continues to strategically seek funds and partnerships to support social emotional learning and provide services to support students’ needs while facilitating training opportunities to better equip our staff on how to respond and prevent lower level infractions.

The Student Services department audits discipline and attendance irregularities at the end of each school year- to identify coding errors that are in need of correction. Please note that this could result in a change to end of year numbers for both discipline and attendance data found within this evidence document.

Incidents by Resolution Type	2016-17	2017-18	2018-19 YTD
Out of School Suspension	15,246	13,464	7,372
Remandment to ALC	359	413	235
Expelled	184	202	98

Unique students with 1 or more of the following resolution types	2016-17	2017-18	2018-19 YTD
Out of School Suspension	8,357	8,495	5,163
Remandment to ALC	390	438	285
Expelled	202	222	117

Discipline Rates by Resolution Type	2016-17	2017-18	2018-19 YTD
Suspension Rate	8.50%	8.70%	5.4%
Remandment to ALC Rate	0.40%	0.40%	0.30%
Expulsion Rate	0.20%	0.20%	0.10%

2018-19 Actions to Support Improvements in Suspensions & Expulsions

- Bringing current and new partners to the table to support MNPS regarding the mental health needs of students and also employees. In December, approximately 90 Student Service’s staff (e.g. SEL team, Social Workers) were trained on Mental Health First Aid by trainers from the state and by our Cigna Health partners.
- Development of a cross-sector Social Emotional Learning Advisory group is underway. MNPS anticipates the design of this work group will be similar to that of the Blueprint for Early Childhood Success with representation from organizations across Nashville.
- PreK-4 Taskforce on elementary school disciplinary practices continues to be a strategic body of thought leaders around ways to move on this critical work. The committee finds that the resolution as a whole seeks to improve

outcomes for all students by minimizing the impact of school induced trauma associated with the use of expulsions, suspensions, and arrests.

- The 2018 PELP Team continues to debrief with Harvard and other collaborating districts regarding the Strategic Problem of Practice focused on the disproportionate suspensions of African American students. This work directly links with our Priority KPI focused on reducing the rate of out-of-school suspensions of African American students from 13.7% to 12.7% by May 2019. This currently stands at 9% year to date.

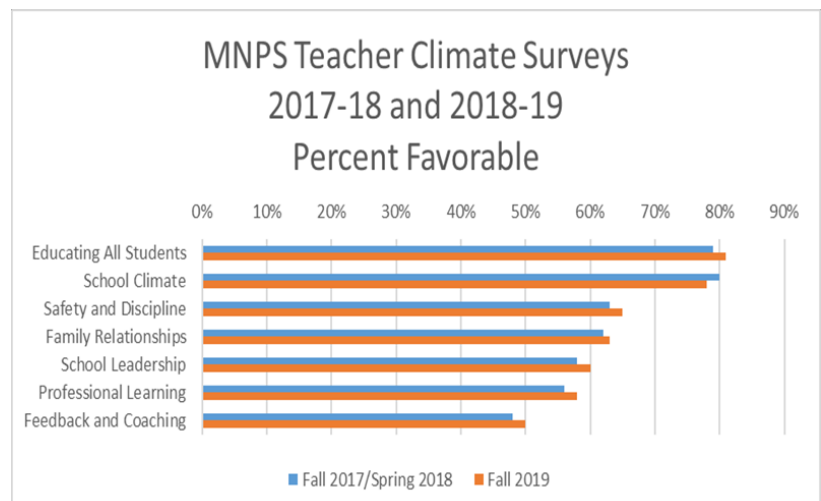
Section Two: Our People

2.1 Employee Relations and Development


#	The Director is...	Evidence	Self-Evaluation
2.1a	Ensuring that employee morale and satisfaction are increasing.	<ul style="list-style-type: none"> ▪ Teacher Survey Data ▪ Board Meetings ▪ Restructured AP Hiring and Selection Process ▪ Employee Resource Center – Customer Service Survey ▪ HR Administrative Procedures Library ▪ American Heart Association – Gold Recognition ▪ ComPsych – Health at Work Award ▪ Onsite Medical Care Access – 10 Year Anniversary ▪ Average Daily Attendance – Fitness Facility ▪ Teacher Self-Care Program ▪ Doubled Participation - Cigna’s Healthy Pregnancy/Healthy Baby program ▪ Launching Diabetes Prevention Program ▪ Improving Access to Vaccines and Cancer Screenings ▪ Article re: MNPS in the “Journal of Occupational and Environmental Medicine – August 2018 	3 – Meets Expectations

Evidence/Narrative 2.1a

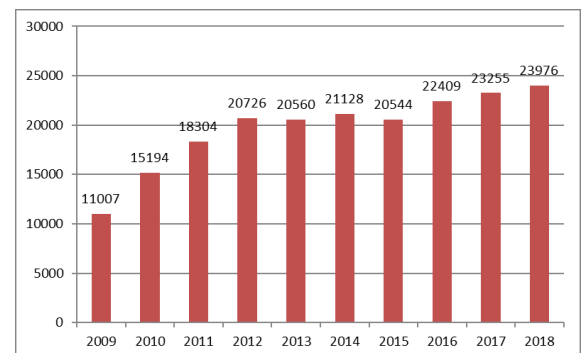
- One major contributor to low teacher morale was due to the **inability to increase compensation** during the last budget cycle. I actively advocated and lobbied the Mayor and the Council, but unfortunately this was out of my control.
- As discussed at a Board retreat, the **governance challenges also impact overall employee morale** and how they view employment in Metro Nashville Public Schools. Again, this is out of my control. The following chart includes the data points that speak to areas within my control.



- Restructured the **AP hiring and selection process** to ensure improved quality of candidates.
- Implemented a **customer service survey** for the Employee Resource Center & HR Strategy in November, 2018. Current customer satisfaction rating is 93.7% against a goal of 85%.
- Created a library of 60 **administrative procedures** for HR which match new policies enacted by the Board in Spring 2018.
- MNPS was one of only 200 businesses nationally that achieved **gold recognition** from the American Heart Association for Health Achievement. AHA Workplace Health Achievement Index assesses the culture, structure and health outcomes of organizations’ workplace health programs.

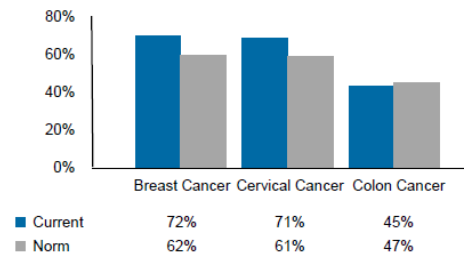


 - American Heart Association Target: **BP – Gold Level recognition**. MNPS achieved Gold-level recognition because 70% of patients at Vanderbilt Health at MNPS Employee & Family Health Care Centers diagnosed with high blood pressure achieved their goal blood pressure. MNPS hopes that by working toward blood pressure control, it can prevent progression to other serious threats to heart health and improve long-term outcomes for MNPS employees.
- Health at Work Award. **Silver winner** of the 14th Annual Health at Work Awards sponsored by ComPsych, honoring organizations that promote employee health and wellness. Winners were selected based on their wellness program’s comprehensiveness, delivery, promotion, participation rates and results achieved.
- As we reach our 10 year anniversary in providing **onsite medical care** to our employees and staff, our clinics continue to increase in utilization, reaching a 3% increase in primary care visits in calendar year 2018 (23,976 visits). In addition, Wellness Center is providing a monthly average of
 - 140 health coaching visits
 - 105 mental health visits
 - 267 physical therapy visits
 - 385 chiropractic/acupuncture visits
- Plus an average daily attendance of 130 in the **fitness facility** along with 21 fitness classes per week.
- We have initiated outreaches to our teachers to help them better understand the need to guard their personal health and attach them to the resources we provide to assist. Our **Teacher Self-Care** program has been presented at the New Teacher Academy, and at several schools. It has been well-received and is increasingly requested and delivered across the district.
- With an average of 250 babies being born to certificated staff per year, pre-natal and maternity care is a key concern. Based on the positive results from the Cigna’s **Healthy Pregnancy/Healthy Baby** program, we have **doubled our participation** incentive striving to further increase enrollment. This program helps identify high risk pregnancy and provides support that decreases preterm deliveries and neonatal intensive care admissions.



- An estimated 33% of our adult population is pre-diabetic. In order to help keep this population from becoming diabetics, we are in the process of launching a **Diabetes Prevention Program (DPP)**. DPP’s are CDC recognized digital lifestyle and behavior change program focused on reducing the risk of diabetes through healthy weight loss.
- Recognizing the effectiveness of the new **shingles vaccine** (Shingrix) we conducted clinics to promote and distribute the vaccine.
- Recognizing the need for improvement in **colon cancer** screening, we collaborated with Cologuard reaching out to our population that needs this critical test. This outreach has discovered 2 positive results to date.
- Due to our work identifying members with gaps in care and reaching out to them to address the need, we have been able reach screening rates above national norms for **breast and cervical cancer**.
- In August 2018, “*The Impact of Worksite Clinics on Teacher Healthcare Utilization and Cost, Self-reported Health Status, and Student Academic Achievement growth in a Public School District*” was published in the Journal of Occupational and Environmental Medicine. This study by the RAND Corporation concluded, “Worksite clinics reduce teacher healthcare cost and absenteeism.”

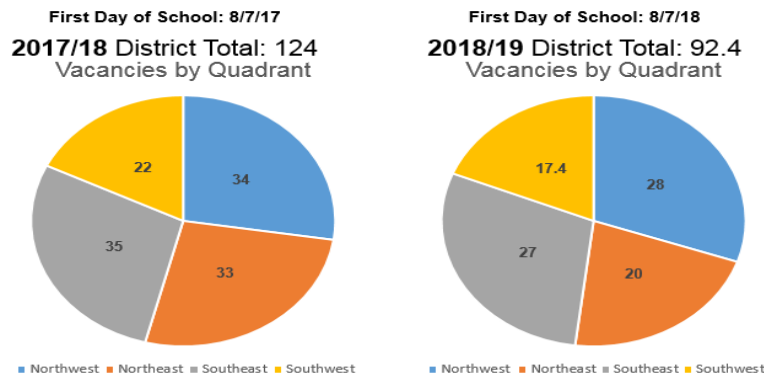
Cancer screening rates



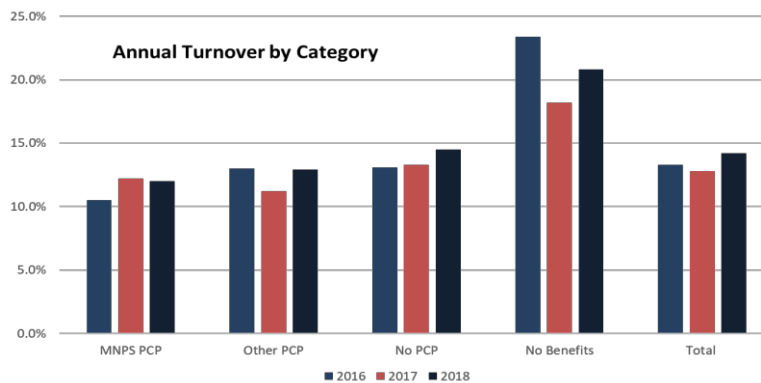
#	The Director is...	Evidence	Self-Evaluation
2.1b	Ensuring that MNPS is recruiting and retaining effective teachers. (Summative Item 2.1c)	<ul style="list-style-type: none"> ▪ Educator Vacancies by Quadrant ▪ Recruitment Fair – Candidate Screenings ▪ Extending Early Agreements - Timeline Improvements ▪ Recruiting Events ▪ Substitute Teacher Fill-Rate ▪ Principal Pipeline ▪ School-based Leader – Differentiated Learning Plans ▪ Primary Partnership Consortium – Established ▪ TDOE Alternative Certification Application ▪ New Teacher Academy Participation 	4 - Exceeds Expectations

Evidence/Narrative 2.1b

- Opened the 2018/19 school year with 31.6 **fewer vacancies** than the previous school year:



- Screened approximately 300 candidates for the Fall 2018 Teacher Recruitment Fair
- Screened approximately 650 candidates for the Fall 2018 Support Job Fair
- Amended the timeline for **extending early agreement** offers to start in October rather than November
 - We have 9 EA offers to-date
 - TAPs are visiting every student teacher and teacher resident to complete an observation, an interview and consider them for an early agreement offer
- Increased non-MNPS sponsored **recruiting events** from 10 to 24 for the 18-19 SY
- Hired an additional 345 **substitute teachers**, increasing the active **pool** from 969 to 1314
- Increased the **substitute teacher fill-rate** from 74.8% in 17/18 to 76.9% (January 24, 2019)
- Increased the capacity of district leaders to explore retention through examining multiple data streams
- Our studies indicate lower **turnover** with employees who are engaged with benefits and with our onsite clinics. Speaking to teacher’s benefits. Onsite medical, hearing benefits, unlimited EAP, low out of pocket expense. MNPS exceeds most if not all other school systems in our area.



- Developed a **Principal Pipeline** inclusive of learning opportunities for aspiring leaders, assistant principals, principal residents, novice executive principals and veteran executive principals.
- Developed **differentiated learning** plans for school-based leaders based on their needs. Plans include coaching, mentorship and training.
- Established a **Primary Partnership Consortium** that consisted of four of our Education Preparation Providers (Belmont University, Tennessee State University, Lipscomb University and Vanderbilt University) and collaborated with the TDOE in the development of the MNPS Primary Partnership Agreement Baseline.
- Reviewed and coordinated the response to the TDOE **Alternative Certification Application** for MNPS to become an Education Preparation Provider.
- A total of 483 new to MNPS educators were invited to the Summer 2018 NTA experience which was held on July 26 and 27 and July 30 and 31. 88.2% of educators invited attended one or more days of **New Teacher Academy**. Every new educator has an assigned district MNPS Mentor, currently have 45 district mentors. Each mentor is required to communicate with new educators weekly. Most communication occurs via email. Mentors host monthly meet ups.

These have occurred at coffee shops, restaurants, and MNPS schools. Mentors participate in monthly webinars with the Talent Management Team.

Section Three: Our Organization

3.1 Planning and Administration

#	The Director is...	Evidence	Self-Evaluation
3.1a	Ensuring compliance with all legal and regulatory requirements. (<i>Summative Item 3.1d</i>)	<ul style="list-style-type: none"> ▪ Metro Legal Statement – <i>see narrative</i> ▪ Metro Legal Representative - Participation in weekly Executive Leadership Team sessions ▪ Leadership Obligations Training (Sexual Harassment, DCS reporting, employee relations, etc.) ▪ Progressive Corrective Action – Training Launched ▪ Leadership Training – Legal and Investigative Responsibilities 	4 – Exceeds Expectations

Evidence/Narrative 3.1a

- *“Similarly to what I shared in Dr. Joseph’s last evaluation, for MNPS, as with any large organization, achieving compliance with an ever-changing array of federal and state laws and regulations requires a concerted effort and a willingness to take corrective action as necessary. To the extent of my knowledge, Dr. Joseph has undertaken steps to remedy legal or regulatory concerns that have arisen during his tenure. Additionally, although meetings do not always occur due to scheduling conflicts, Dr. Joseph has scheduled a weekly meeting with Legal to ensure he has an opportunity to ask questions and follow possible or open legal matters. When he deems appropriate, Dr. Joseph seeks input from Legal and will follow-up as needed on legal analysis. His staff seeks Legal input regularly. And Legal regularly attends the ELT meetings.” – Corey Harkey, Metro Legal*

Human Resources and Organizational Development Team – Addressed the following with support from Legal:

- The Director of Schools supported the Chief Human Resource Officers recommendation to terminate underperforming employees and accepted the resignations of employees not meeting HR standards processes and procedures.
- Provided **“Leadership Obligations”** training including:
 - Sexual Harassment Investigations
 - DCS – When to report
 - Reasonable Suspicion training
 - Employee Relations Training
 - ✓ Administrative Leave
 - ✓ Employee Dismissals
- Created and provided **“Progressive Corrective Action”** training at Principal Launch Week
- Created “Leadership Training – Legal and Investigative Responsibilities” and Reference documentation (in collaboration with Dr. Tony Majors, Dr. Phyllis Dyer, MNPS Leadership and PAG)

- Provided “Leadership Training – Legal and Investigative Responsibilities” to all MNPS Leaders and provided Reference Documentation (six 2-hour sessions)
 - Created & distributed “Internal Investigation Process for Complaints Quick Reference Guide”
 - Created & distributed “Investigative Questions Template”
 - Updated & distributed “Investigative Summary Template”
 - Created & distributed “Administrative Leave Template” for Principals (to use for Support Employees)
 - Created & distributed “Investigative Response letter Template” for Principals

Section Four: Our Community

4.1 Communications and Family Engagement

#	The Director is...	Evidence	Self-Evaluation
4.1a	Ensuring effective public relations with the media and other external stakeholders. <i>(Summative Item 4.1f)</i>	<ul style="list-style-type: none"> ▪ Hired Executive Officer of Communications and Community Engagement ▪ Media perception based on district coverage tracking ▪ Structural and Operational improvements 	4 - Exceeds Expectations

Evidence/Narrative 4.1a

- Hired Executive Officer of Communications and Community Engagement, effective in October 2018.

Ensuring effective public relations with the media and other external stakeholders - July 2018 to January 2019

of good news stories aired/print and on social media

- In July 2018, a restructure of the Communications Department took place to better support internal and external communication needs. Several advancements have taken place to facilitate a more consistent, targeted communication strategy that has helped to elevate the work of the district across several channels. In October 2018, the Communications Department began using Critical Mention, a media monitoring platform that allows Metro Nashville Public School to search global TV, radio, online and social media posts as well as build reports and analyze coverage.
- Since July 2018, MNPS has distributed **60 media advisories/releases** to dozens of diverse media outlets
- Since July 2018 MNPS has posted a combined **672 social media posts** via Facebook, Twitter and LinkedIn.
- Since July 2018 MNPS has fielded **156 open records requests**.

Additional Actions to Benefit District Communications Efforts

Cigna Media Training

- In December 2018, MNPS partner, Cigna, arranged for a media consultant to provide training to several district leaders who have responsibility and/or oversight for key functions across the district. A total of 20 executive-level leaders participated in the training, which provided an opportunity to address questions pertinent to possible real-situations, including academic performance, budgets, and school shootings, to name a few.

Social Media

- Cigna is also assisting MNPS relative to strategy around social media usage. With assistance from a social media advisor, information was provided on trends, channels and best practices, content creation and advertising. The district currently has a position open for an individual who will provide social media support, and hopes to fill that role in February 2018. In the meantime, members of the MNPS Communications team have been sharing in the responsibility of posting news and information on our district’s social media platforms.

Other Communication Efforts

- The district has worked to increase its presence in the greater Nashville community to engage families and answer questions about programs and schools. This year, the district was involved in setting up booths at 10 festivals or events, including the Greater Nashville Realtors Convention, Celebrate Nashville, and the Hispanic Family Foundation Back-to-School event, to name a few. Further, presentations to community and education advocate groups such as NOAH, United4Hope, IMF, etc. have been expanded as part of regular outreach and engagement.
- In August 2018, in collaboration with the Nashville Public Education Foundation, an Influencers’ Breakfast was hosted at the First Amendment Center. More than 100 business and community leaders were in attendance to hear about MNPS priorities, ask questions, and deepen their commitment of support to MNPS. We hope to make this an annual event.
- Increased advertising and marketing efforts developing a partnership with the Nashville Business Journal, WQQK-92.1 and La Ranchero 880/1300 AM, in which MNPS is provided a monthly platform to share achievements and information happening in the district. In addition, the district expanded outreach to promote the annual School Choice Festival as well as programs such as Pre-K and Early College.
- A new electronic newsletter was developed to engage and inform faith-based organizations, non-profits and elected officials of the exciting work taking place in MNPS. The publication, *District Update*, is a quick resource distributed bi-weekly and includes news from schools, important dates, a district accomplishment, and other information. The district also maintains its weekly *Principal Connection*, which informs principals of important information to share with their faculty and staff, as well as The *Forward Focus* newsletter, which is distributed electronically to every employee. The district also provides its Board Update recapping awards and recognitions at board meetings and key action items and decisions. Finally, each week, a *Friday Message*, is shared from the director of schools to all employees highlighting district successes, bringing awareness concerns and acknowledging the hard work of employees.
- Each week, the district acknowledges the dedicated work of MNPS employees through the #MNPSVoices social campaign. Dozens of employees, representing all areas of the district, have been highlighted. Additionally, the district features outstanding student-athletes through the #MNPSMVP social campaign in which well-rounded students with strong academic performance and athletic success are celebrated weekly.

Section Five: Accomplishments and Challenges

5.1 Assessing the Past

#	Assessing the Past...	Evidence
5.1a	What were the most significant accomplishments of the Director during the first part of the school year? (<i>Summative Item 6.1a</i>)	<ul style="list-style-type: none"> Weekly Board Memos

Evidence/Narrative 5.1a

- Kicked off the Motown partnership “Bonus Tracks” with Pearl-Cohn High School students
- Attendance improvements and launch of the attendance campaign in January 2019
- Decreasing the number of discipline incidents
- Narrowing our focus to the three key areas of literacy, attendance and reducing out of school suspensions
- Changing the suspension procedure for prek-4th grade students
- Hiring a qualified communications professional to lead Communications and Community Engagement strategy
- Securing outside support to fund expansion of CKLA implementation to more schools

#	Assessing the Past...	Evidence
5.1b	What were the most significant challenges MNPS faced during the first part of the school year, and how did the Director address them? (<i>Summative Item 6.1b</i>)	<ul style="list-style-type: none"> Board Meetings Social Media Messages

Evidence/Narrative 5.1b

- Challenge:** Board Governance – A minority of Board Members have not consistently followed communications protocols, broken the sunshine law, and not adhered to language in the Director of Schools contract related to dealing with concerns/criticisms.
 - Action(s):
 - We worked to keep all district employees focused on our students and the three priority KPIs.
 - We worked to not respond to inappropriate behaviors.
 - We initiated a Friday message for distribution to all employees from the Director of Schools following Board meetings to keep employees focused on important district-wide work.
- Challenge:** A minority of Board Members have brought negative attention to media outlets/collaborated with media outlets to bring negative attention to the district.
 - Action(s):
 - We’ve worked to clarify issues as they have arisen and we have not publicly commented on Board member misconduct.
- Challenge:** Reading and Math performance – We have limited curriculum materials and research-based intervention materials across the school district.
 - Action(s):
 - We found a way to expand high-quality literacy materials through the CKLA research project with Florida State.
 - We completed an RFP to identify research-based reading and math interventions.
 - We looking at student based budgets to determine if schools have enough funds to purchase appropriate resources.

- The problem of practice for our participation in Harvard’s Public Education Leadership Project (PELP) in 2019 will be focused on building teacher capacity at the high school level.
- **Challenge:** We have not put an emphasis on looking at achievement gaps between student groups at the school-level. In addition, resources are needed to fund equity training, implicit bias and SEL supports.
 - Action(s):
 - Community Superintendents will make this a focus during budget talks with principals.