June 15, 2018

Director of the Nashville Public Schools and
Members of the Nashville Board of Education
Metropolitan Nashville Public Schools
2601 Bransford Avenue
Nashville, TN 37204

Dear Dr. Joseph and Members of the Board of Education:

I have been asked to examine the indicators provided by the Director as part of his self-evaluation. As the board may remember, I examined and commented on the Key Performance Indicators that were built into the district's strategic plan as that plan was being developed. I am pleased to report that the indicators in the director's self-evaluation are true to the strategic plan and are among the most thorough and rigorous I have seen anywhere in the country.

I continue to work with scores of big-city school boards and superintendents across the country as they work to improve outcomes for students and strengthen their school districts. The systems they put into place to assess the progress they are making is critical to ensuring better learning for students. These measures are also important for the community, so it can see where headway is being made and where additional efforts need to be placed.

The work of the Director of schools and the school board are integral to the health of the Nashville community. The six goal areas in the strategic plan and the Key Performance Indicators that accompany these goals are among the best I have seen anywhere in the country. That the superintendent welcomes these measures and that the board looks to them to gauge progress are tributes to how serious they are about improving student attainment.

I commend Dr. Joseph and the Nashville Board of Education for developing one of the most rigorous evaluation tools I've seen and then staying true to what it tells you. I commend the community and the board for their commitment to this process and for their relentless commitment to excellence for the district. Thank you.

Sincerely,

Michael Casserly
Executive Director
Council of the Great City Schools

METRO NASHVILLE PUBLIC SCHOOLS

DIRECTOR'S SELF-EVALUATION & EVIDENCE COMPANION DOCUMENT

JUNE 2018

SUMMATIVE EVALUATION

SHAWN JOSEPH, Ed.D

DIRECTOR, METRO NASHVILLE PUBLIC SCHOOLS

INTRODUCTION

Per Board Policy B/DR-5 ("Monitoring Board and Director Performance"), this summative evaluation of the Director of Metro Nashville Public Schools utilizes a five-section quantitative evaluation structure based on a five-point rating scale. The sixth section allows for qualitative input and feedback.

SECTIONS

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　　1.1 Academics
　　1.2 School Climate and Culture

Two: Our People
　　2.1 Employee Relations and Development

Three: Our Organization
　　3.1 Planning and Administration
　　3.2 Board Relations
　　3.3 Financial Management

Four: Our Community
　　4.1 Communications and Family Engagement

Five: Executive Qualities
　　5.1 Interpersonal and Leadership Skills

Six: Accomplishments and Challenges
　　6.1 Assessing the Past
　　6.2 Looking to the Future

RATING SCALE

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

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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.	▪ MAP-R (Reading) and (Math) Results ▪ FAST (Formative Assessment System for Teachers) Early Reading and Math ▪ Text Level Assessment (TLA) Results ▪ Tennessee Value Added Assessment System (TVAAS) Results	4 – Exceeds Expectations

Evidence/Narrative 1.1a

The **Measures of Academic Progress (MAP)** assessment was first administered in MNPS in January and February of 2017, but only Reading was tested in the 2016-17 school year. Teams from each school received training on test administration and the use of results in 2016-17, and district staff provided additional training this school year (2017-18) at Curriculum and Instruction Update meetings and Administrators and Supervisors meetings, with a focus on using the results to inform instruction. MAP data are being correlated to TNReady data so that MAP can be used to predict TNReady performance following the February test administration.

NOTE: The Median National Percentile (NP) shows the percentage of students nationally that score below the typical MNPS student at each grade. Exceeding the national average (50) is exceeding expectations. However, ranges of NPs and the associated evaluation rating scale category can be developed for each of the five categories. For example, a 49 should not be considered needing improvement as it is in the average range.

2017-2018 MAP – Reading Results

- The academic growth in Reading made by MNPS students in grades 2-8 from August to February exceeded the national average (54th percentile)
- Achievement during this time increased by 3 national percentile points
- The majority (55.9%) of MNPS students in grades 2-8 met or exceeded February growth expectations

Grade Level	Number Tested		Median NP		2017-18 Fall to Winter Growth NP	Percent of Students Meeting Projection
	Fall 2017-18	Winter 2017-18	Fall 2017-18	Winter 2017-18		
2	6,060	6,067	44	47	54	56.3%
3	5,940	5,991	36	41	53	54.9%
4	6,399	6,441	41	44	54	56.0%
5	4,564	4,649	39	39	48	51.4%
6	4,339	4,447	38	40	54	55.4%
7	4,138	4,359	42	44	58	58.3%
8	4,073	4,282	45	52	60	59.5%
2-8	35,513	36,236	41	44	54	55.9%

2017-2018 MAP – Mathematics Results

The academic growth in Math made by MNPS students in grades 2-8 from August to February exceeded the national average (58th percentile)

- Achievement during this time increased by 4 national percentile points
- The majority (59.4%) of MNPS students in grades 2-8 met or exceeded February growth expectations

Grade Level	Number Tested		Median NP		2017-18 Fall to Winter Growth NP	Percent of Students Meeting Projection
	Fall 2017-18	Winter 2017-18	Fall 2017-18	Winter 2017-18		
2	6,049	6,055	43	55	71	68.9%
3	5,960	5,992	33	38	62	62.6%
4	6,450	6,449	32	35	49	52.3%
5	4,598	4,649	31	28	43	47.2%
6	4,381	4,460	25	30	55	57.2%
7	4,108	4,278	28	33	63	62.8%
8	4,113	4,265	37	40	62	64.3%
2-8	35,659	36,148	33	37	58	59.4%

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 below are also referenced in the Multi-Tiered System of Supports (MTSS) model shown here to the right.

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).
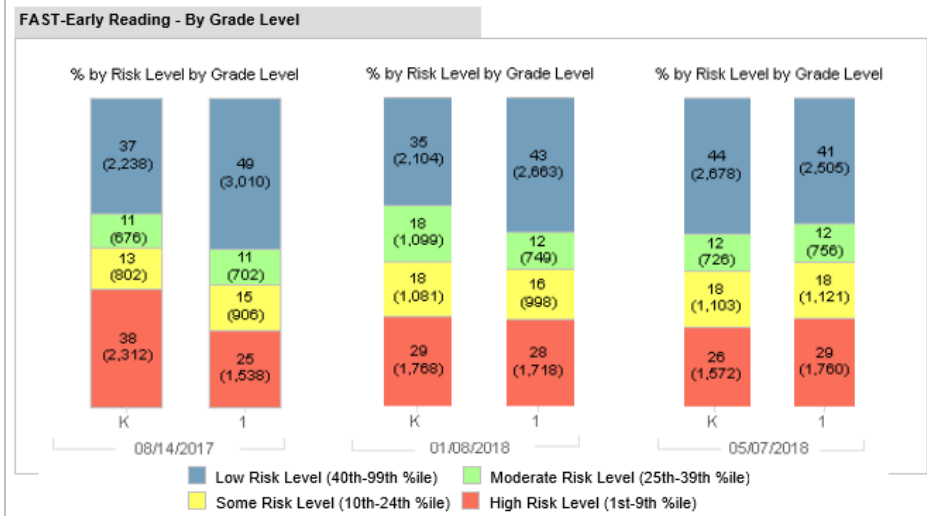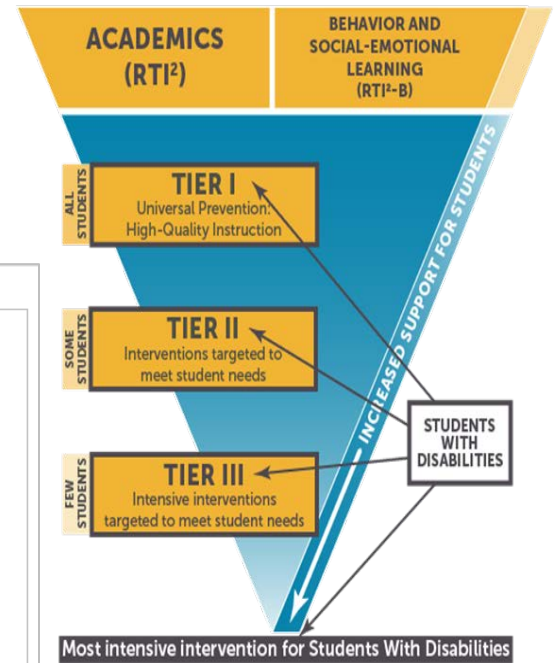
FAST Reading – Some/High Risk Level

Grade	8/2017	1/2018	5/2018
K	51%	47% ↓	44% ↓
1st	40%	44% ↑	47% ↑

FAST Math – Some/High Risk Level

Grade	8/2017	1/2018	5/2018
K	44%	42% ↓	45% ↑
1st	43%	46% ↑	46% NC

NC = No Change from previous status

- Kindergarten saw a reduction in the percentage of students at risk (some risk or high risk) on *Kindergarten Early Reading assessment* from 51% in the fall to 44% in the spring.
- At the same time, first grade saw an increase in the percentage of students at risk on this assessment, from 40% in the fall to 47% in the spring.
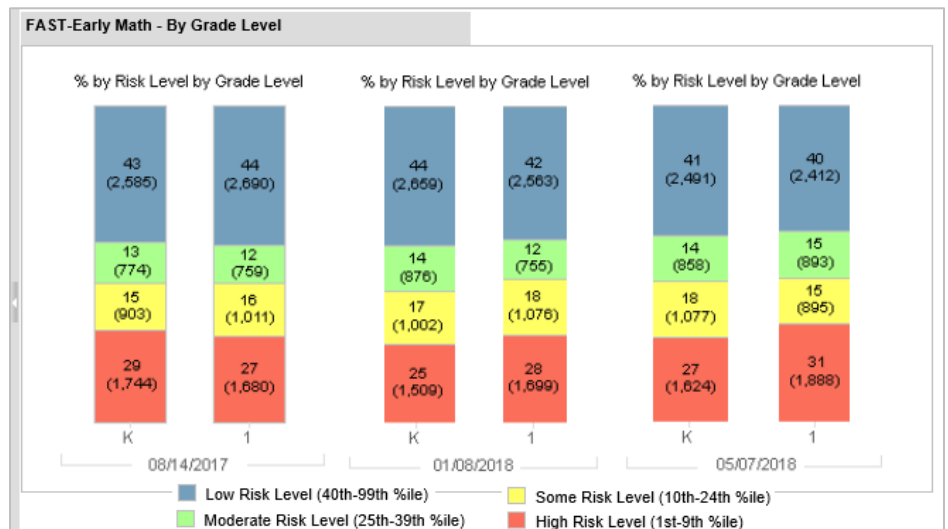
2017-2018   Text Level Assessment (TLA) Results

- The percentage of MNPS students reaching mid-year TLA benchmarks exceeded the percentage meeting beginning-of-year benchmarks in each of grades 1 through 4 (Note: there is no beginning-of-year benchmark for grade K)
- The increase ranged from 5 percentage points at grade 4 to 15 points at grade 1
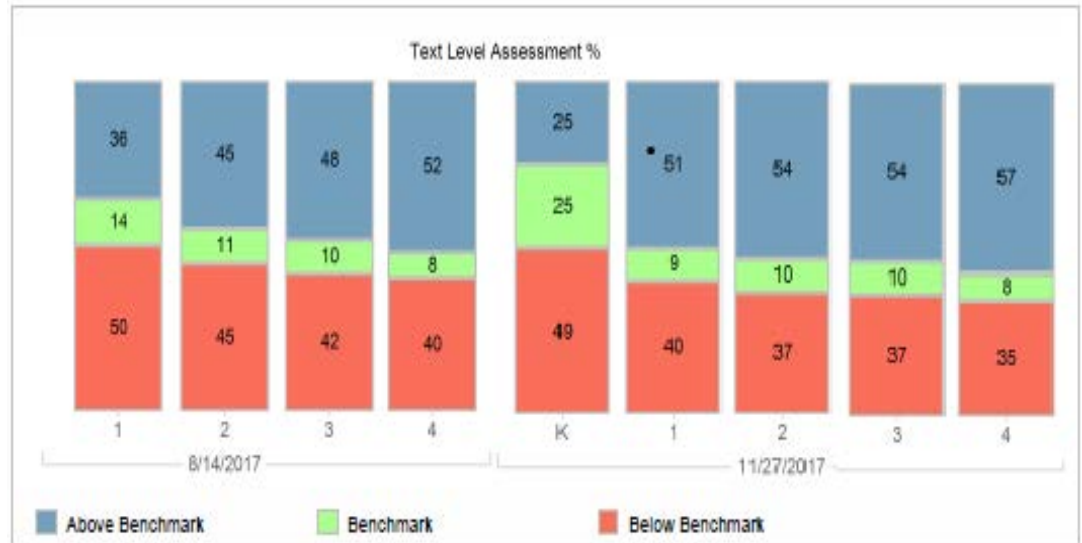
Note: End-of-year results are not available at this time.

2017 Tennessee Value Added Assessment System (TVAAS) Results

- Due to the state's failure to administer TNReady assessments in 2016, 2017 TVAAS results for grades 5-8 reflect growth over a two-year period
- The academic growth in Literacy made by MNPS students on the 2017 TNReady was equivalent to the statewide average
- The academic growth made by middle school students in Science exceeded the state average
- The growth of MNPS students in Mathematics was below the state average

2017 TVAAS Composites

System-Wide						TCAP: System-Wide						EOC: System-Wide					
Composite	Literacy	Numeracy	Literacy & Numeracy	Science	Social Studies	Composite	Literacy	Numeracy	Literacy & Numeracy	Science	Social Studies	Composite	Literacy	Numeracy	Literacy & Numeracy	Science	Social Studies
1	3	1	1	4	1	1	2	1	1	5	NA	1	3	1	1	1	1

Note: Level 3 indicates academic growth equivalent to the 2017 state average. Levels 4 and 5 reflect growth that is statistically significantly above the state while levels 1 and 2 are significantly below the state.

2017 TVAAS NCE Gain (Grades 5-8)

# Tested	English/LA	Math	Science	Composite
	23227	22445	23732	69414
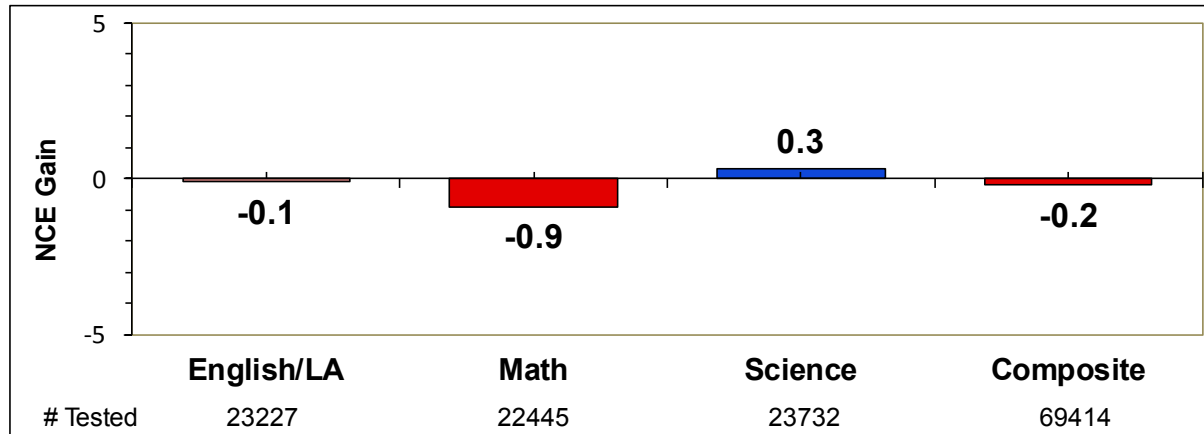
B	Level 5 - Significant evidence that students in the district made more progress than the Growth Standard
G	Level 4 - Moderate evidence that students in the district made more progress than the Growth Standard
LG	Level 3 - Evidence that students in the district made progress similar to the Growth Standard
LR	Level 2 - Moderate evidence that students in the district made less progress than the Growth Standard
R	Level 1 - Significant evidence that students in the district made less progress than the Growth Standard

2017 TVAAS Scale Score Gain (High School EOC Courses)

# Tested	English I	English II	English III	Algebra I	Algebra II	Geometry	Integrated Math I	Integrated Math II	Integrated Math III	Biology I	Chemistry	US History
	4999	4816	3637	219	4372	522	4762	4527	73	4388	3913	4031
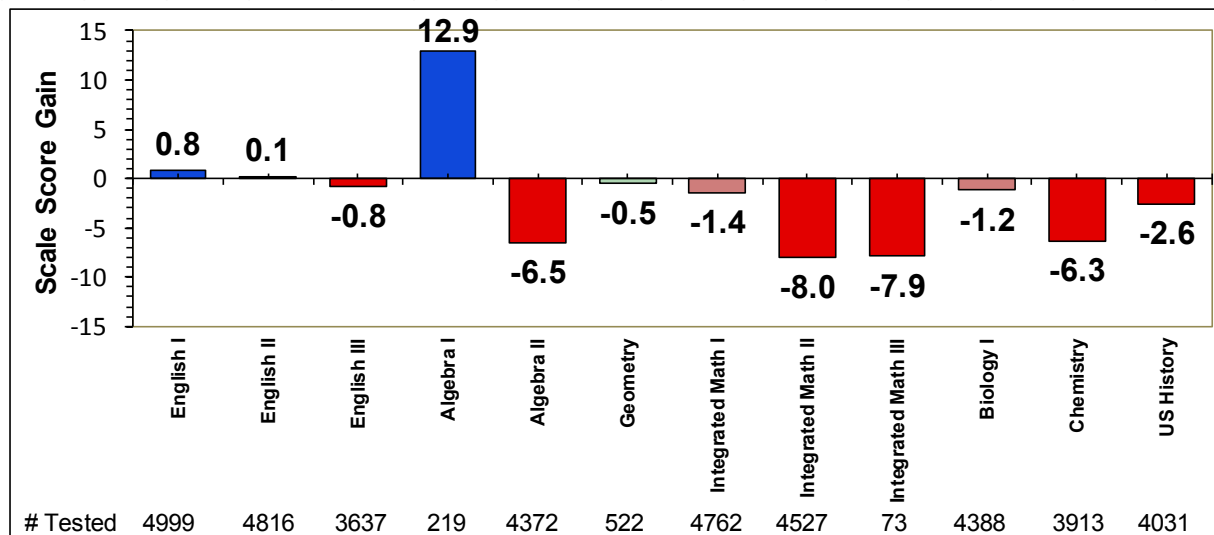
#	The Director is…	Evidence	Self-Evaluation
1.1b	Ensuring that Exceptional Education students are making progress toward proficiency in reading and math.	▪ Exceptional Education Students MAP-R (Reading) and (Math) Results ▪ District Reading Level Data (Text Level Assessment)	3 – Meets Expectations

Evidence/Narrative 1.1b

2017-2018 MAP – Reading Results (Exceptional Education Students)

- The academic growth in Reading made by Exceptional Education (EE) students in grades 2-8 from August to February was slightly below the national average (43rd percentile)

Subgroup	Fall 2017-18			Winter 2017-18			Fall-to-Winter Growth	
	Number Tested	Median NP	% in Quintiles 4-5	Number Tested	Median NP	% in Quintiles 4-5	Median Growth NP	% Meeting Projection
All Students	35,513	41	32.9%	36,236	44	34.2%	54	55.9%
SWD	4,227	7	10.4%	4,266	9	11.6%	43	47.4%
Non-SWD	31,267	46	36.0%	31,909	49	37.2%	56	57.0%

- However, achievement for EE students during this time increased by 2 national percentile points (from the 7th to the 9th percentile)
- Slightly below half (47.4%) of MNPS Exceptional Ed students in grades 2-8 met or exceeded February growth expectations

2017-2018 MAP – Math Results (Exceptional Education Students)

- The academic growth in Math made by Exceptional Education students in grades 2-8 from August to February exceeded the national average (52nd percentile)

Subgroup	Fall 2017-18			Winter 2017-18			Fall-to-Winter Growth	
	Number Tested	Median NP	% in Quintiles 4-5	Number Tested	Median NP	% in Quintiles 4-5	Median Growth NP	% Meeting Projection
All Students	35,659	33	25.1%	36,148	37	28.7%	58	59.4%
SWD	4,234	5	9.3%	4,279	7	10.2%	52	53.6%
Non-SWD	31,409	37	29.8%	31,808	41	31.2%	59	60.1%

- Achievement for this subgroup during this time increased by 2 national percentile points (from the 5th to the 7th percentile)
- The majority (53.6%) of MNPS Exceptional Ed students in grades 2-8 met or exceeded February growth expectations

2017-2018 Text Level Assessment (TLA) Results (Exceptional Education Students)

- The percentage of MNPS Exceptional Ed students in grades 1-4 reaching mid-year TLA benchmarks exceeded the percentage meeting beginning-of-year benchmarks by 3 percentage points (from 25% meeting or exceeding benchmark in August to 28% in November)
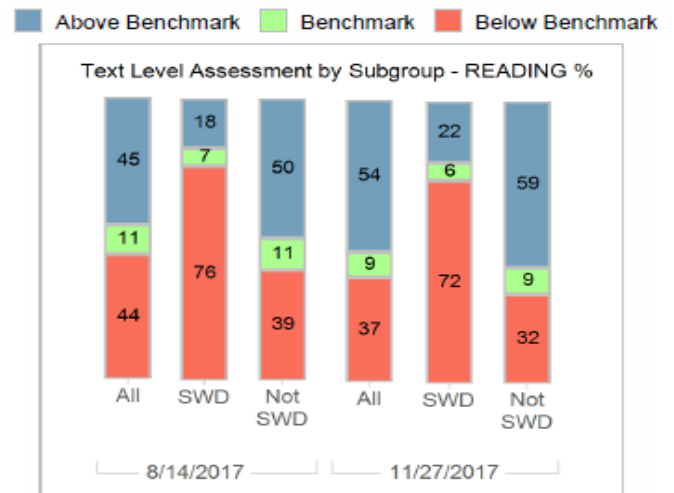
2017 TVAAS English/Language Arts NCE Gains by Grade Level and State Quintile (Exceptional Education Students)

- TVAAS diagnostic reports provide the average Normal Curve Equivalent (NCE) one-year gain on TNReady for MNPS Exceptional Education (EE) students by prior-achievement national quintile, with a zero gain reflecting the average academic growth statewide for all students (Note: statewide results for EE students are not available)
- The overall academic growth in English/LA made by Exceptional Education students in grades 5-8 is below the statewide average for all students taking TNReady
- 7th graders in quintiles 3 and 5 made growth significantly exceeding the state average
- Almost 3 out of 4 (73.7%) EE students fall into the bottom quintile (National Percentiles 1-20)

Grade	NCE Gain				
	Q1	Q2	Q3	Q4	Q5
5	-1.9	-0.3	-1.3	-0.5	-3.3
6	-3.7	-2.9	-3.1	-4.9	-9.0
7	-0.1	-2.5	1.8	-3.4	3.8
8	-0.8	0.3	-0.9	-0.5	-0.8
Average	-1.6	-1.4	-0.9	-2.3	-2.3
Average % of Students	73.7%	15.0%	6.0%	3.1%	2.3%

2017 TVAAS Mathematics NCE Gains by Grade Level and State Quintile (Exceptional Education Students)

- The overall academic growth in Math made by middle school EE students is slightly below the statewide average for all students taking TNReady, although the lowest achieving students and largest prior achievement subgroup (quintile 1) exceeds the state average in grades 5-7
- The growth of the highest achieving EE students (quintile 5) significantly exceeded the state average in grades 6-8
- Almost 3 out of 4 (74.1%) EE students fall into the bottom quintile

Grade	NCE Gain				
	Q1	Q2	Q3	Q4	Q5
5	0.1	-1.3	-0.5	-5.0	-2.4
6	0.9	1.3	-2.3	-2.4	1.1
7	0.3	-3.9	-3.1	-4.9	6.8
8	-1.5	0.3	-0.5	4.3	6.6
Average	-0.1	-0.9	-1.6	-2.0	3.0
Average % of Students	74.1%	14.2%	6.5%	3.2%	1.9%

2017 TVAAS ACT Gains by Subject and State Quintile (Exceptional Education Students)

- The overall (Composite) academic growth made by EE students taking the ACT is comparable to the statewide average for all students
- Almost 3 of 4 (72.3%) EE students fall into the bottom quintile (Q1), and these students on average exceeded the state average academic growth in all subjects
- The growth of the higher achieving EE students (quintiles 4-5) significantly exceeded the state average in Math, Reading and Science

Subject	NCE Gain				
	Q1	Q2	Q3	Q4	Q5
English	0.39	-2.11	-2.66	-0.07	NA
Math	1.65	-1.14	-0.87	1.50	NA
Reading	0.77	-1.75	-1.98	1.23	4.85
Science	0.24	-1.11	-2.30	1.03	NA
Composite	0.80	-1.56	-1.73	0.33	NA
Average % of Students	72.3%	16.7%	7.1%	2.7%	1.1%

#	The Director is…	Evidence	Self-Evaluation
1.1c	Ensuring that English Learner students are making progress toward language development.	▪ EL Assessment Results ▪ LEP Student Population Growth ▪ EL MAP-Reading Results	3 – Meets Expectations

Evidence/Narrative 1.1c

The state has had 3 different EL assessments (shown in table below) in the past 4 years and each test change has had accompanying changes in evaluation criteria. Regardless of these changes in test and evaluation criteria, **MNPS EL performance has consistently exceeded the state in improvement and exiting.**

EL AMAO 1 and 2	2014 ELDA Assessment	2015 ACCESS Assessment	2016 ACCESS Assessment	2017 ACCESS 2.0 Assessment***
English Language Fluency (Any Improvement)	67%	76.2%	79.0%	34.6%***
English Language Fluency (0.7 from previous year)	N/A*	48.3% (state target 39.7%)	51.0%	13.7% *** (state target not defined)
English Language Fluency (Based on Differentiated Criteria)	N/A	N/A	59.2%	41.2%*** (state target not defined)
Proficiency/Percentage of Students Exiting EL Program	19.3%	9.4%** (state target 4.7%)	13.6	14.5%*** (state target not defined)

*Implemented in 2015 with ACCESS to measure language growth
**New criteria for exit rate changed to 5 total composite and 5 literacy composite.
***Implemented new standards, scoring scales, and criteria for ACCESS in 2017

Over the past year, our LEP subgroup for accountability has **grown 6%**.

Accountability Category	SY 2016-17	SY 2017-18
LEP (Active +T1+T2+T3+T4)	17638	18783 ↑ (6%)

As you can see on the chart to the right, MNPS has seen a **7% growth** in student population of active and transitional 1 and 2 students from 2016-17 to 2018-19. The district continues to meet the state required 1:35 staffing ratio.

- For next year, the student based budgeting weight has increased from 21% ($929 per LEP student) to 24% ($1,104).
- Schools use this funding to allocate for full-time EL teachers to meet their FTE count. This is why we are continuing to increase our EL teaching force to meet the state required LEP ratio.

LEP Student Population Growth - Staffing Impact
(*Active+T1+T2)

*LEP for Staffing: Active + Transitional 1 and 2 Students
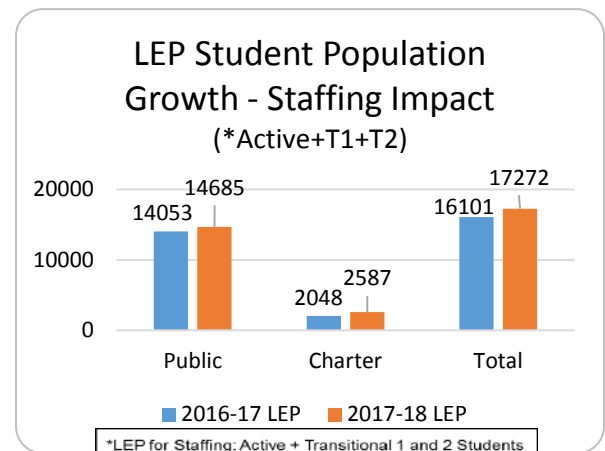
2017-2018 MAP – Reading Results (English Learners)

- The academic growth in Reading made by English Learner students in grades 2-8 from August to February exceeded the national average (52nd percentile)
- 53.8% of EL students in grades 2-8 met or exceeded February growth expectations

Subgroup	Fall 2017-18			Winter 2017-18			Fall-to-Winter Growth	
	Number Tested	Median NP	Quintiles 4-5	Number Tested	Median NP	Quintiles 4-5	Median Growth NP	Meeting Projection
All Students	35,513	41	32.9%	36,236	44	34.2%	54	55.9%
EL	6,064	10	3.7%	6,534	13	5.2%	52	53.8%
Non-EL	29,430	49	38.9%	29,702	52	40.5%	55	56.3%

#	The Director is…	Evidence	Self-Evaluation
1.1d	Ensuring that MNPS is closing achievement gaps among African-American students and other students of color.	▪ MAP Reading and Math Results by Race/Ethnicity ▪ TVAAS Results (Black, Hispanic and Native American Students)	3 – Meets Expectations

Evidence/Narrative 1.1d

2017-2018 MAP – Reading Results by Race/Ethnicity

- The academic growth in Reading made by Black students in grades 2-8 from August to February was equal to the national average (50th percentile) and the majority (52.4%) of Black students exceeded their February growth expectations

- The Hispanic students in grades 2-8 exceeded the national average for growth and the majority (55.8%) surpassed growth expectations

- While Reading growth of students of color met or exceeded national averages on the MAP assessment in 2017-18, the gap did not narrow as White students made even greater gains

Subgroup	Fall 2017-18			Winter 2017-18			Fall-to-Winter Growth	
	Number Tested	Median NP	% in Quintiles 4-5	Number Tested	Median NP	% in Quintiles 4-5	Median Growth NP	% Meeting Projection
All Students	35,513	41	32.9%	36,236	44	34.2%	54	55.9%
Asian	1,508	54	43.8%	1,515	57	45.1%	57	59.5%
Black	13,800	33	24.0%	14,002	36	24.6%	50	52.4%
Hawaiian/Pacific Isl	30	52	40.0%	36	49	27.8%	69	71.4%
Hispanic	8,386	28	20.5%	8,863	31	21.7%	54	55.8%
Native American	43	43	32.6%	45	36	31.1%	48	54.8%
White	10,982	62	51.6%	10,986	65	54.2%	59	59.8%
Multi-ethnic	764	51	40.8%	789	55	44.4%	55	56.5%

2017-2018 MAP – Math Results by Race/Ethnicity

- The Math academic growth of Black students in grades 2-8 from August to February exceeded the national average (53rd percentile) and the majority (55.6%) of students exceeded their February growth expectations

- The Hispanic students in grades 2-8 exceeded the national average for growth and the vast majority (60.4%) surpassed growth expectations

- While Math growth of students of color met or exceeded national averages on the MAP assessment in 2017-18, the gap did not narrow as White students made even greater gains

Subgroup	Fall 2017-18			Winter 2017-18			Fall-to-Winter Growth	
	Number Tested	Median NP	% in Quintiles 4-5	Number Tested	Median NP	% in Quintiles 4-5	Median Growth NP	% Meeting Projection
All Students	35,659	33	25.1%	36,148	37	28.7%	58	59.4%
Asian	1,492	50	41.2%	1,508	57	46.6%	64	64.3%
Black	13,886	24	15.5%	13,951	27	17.9%	53	55.5%
Hawaiian/Pacific Isl	31	42	25.8%	35	34	34.3%	60	65.5%
Hispanic	8,433	24	15.2%	8,848	28	19.3%	59	60.4%
Native American	43	25	20.9%	44	30	18.2%	55	58.5%
White	11,007	53	42.5%	10,973	58	47.1%	62	62.7%
Multi-ethnic	767	41	28.2%	789	46	36.1%	61	61.8%

2017 TVAAS English/Language Arts NCE Gains by Grade Level and State Quintile (Black, Hispanic and Native American Students)

- The academic growth in Reading at grades 5-8 made by Black, Hispanic and Native American (BHN) students – the accountability subgroup comprised of the three racial/ethnic groups that historically score below the state average on TCAP assessments – was above the statewide average
- Studies have shown that value added results generally take a hit when students transition to a new building, and the growth of the BHN subgroup is below average at grade 5, a transition grade in MNPS

Grade	NCE Gain				
	Q1	Q2	Q3	Q4	Q5
5	-1.4	-1.9	-1.3	0.3	-0.1
6	-0.1	0.6	0.4	-0.7	2.2
7	2.0	1.4	2.3	2.3	1.1
8	0.6	-0.1	0.6	0.2	-0.3
Average	0.3	0.0	0.5	0.5	0.7
Average % of Students	36.1%	24.5%	17.1%	13.3%	7.3%

2017 TVAAS Mathematics NCE Gains by Grade Level and State Quintile (Black, Hispanic and Native American Students)

- The academic growth in Mathematics of Black, Hispanic and Native American (BHN) middle school students was below the statewide average
- As with Reading, the least growth occurred in grade 5, the transition year from elementary to middle school
- The highest academic growth for the BHN subgroup occurred for the highest achieving students (Quintile 5)

Grade	NCE Gain				
	Q1	Q2	Q3	Q4	Q5
5	-2.6	-3.0	-1.9	-2.9	-3.9
6	1.4	0.9	0.7	1.2	4.1
7	-1.4	-2.8	-1.8	-0.5	-1.7
8	-2.5	-1.9	-0.7	0.4	3.2
Average	-1.3	-1.7	-0.9	-0.5	0.4
Average % of Students	37.5%	24.5%	17.9%	12.5%	7.5%

2017 TVAAS ACT Gains by Subject and State Quintile (Black, Hispanic and Native American Students)

- The greatest academic growth of Black, Hispanic and Native American (BHN) high school students taking the ACT occurred for the lowest (Q1) and highest (Q5) achieving students, with growth for both prior achievement subgroups surpassing the statewide average

Subject	NCE Gain				
	Q1	Q2	Q3	Q4	Q5
Composite	0.72	-1.12	-1.37	-0.67	0.80
Average % of Students	37.4%	25.8%	18.4%	12.6%	5.9%

#	The Director is…	Evidence	Self-Evaluation
1.1e	Ensuring that a higher percentage of students are meeting college-ready benchmarks.	▪ ACT Participation and Composite Results ▪ ACT College Readiness Benchmark Results	3 – Meets Expectations

Evidence/Narrative 1.1e

2016 and 2017 ACT Participation and Composite Results

▪ ACT state accountability results are now reported only for those students graduating with a regular high school diploma
▪ The number of MNPS graduates increased from 2016 to 2017, as did the percentage of graduates attempting the ACT. While participation rate was reported at 91%, that number will increase to 95% upon appeal
▪ The number of students scoring 21 or higher on the ACT Composite increased by 0.4%, or 69 students

	2016	2017
# of Graduates	4394	4412
# Tested	3865	4027
Participation Rate	88%	91%
# 21 or Higher (Composite)	1209	1278
% 21 or Higher (Composite)	31.3%	31.7%

2016 and 2017 ACT College Readiness Benchmark Results

▪ The percentage of MNPS graduates reaching college readiness benchmarks increased from 2016 to 2017 by 2 percentage points in Science and by 1 point in Mathematics and Reading
▪ The percentage meeting English benchmarks declined by 3 percentage points
▪ The percentage of MNPS meeting college readiness benchmarks in all four subjects increased by 1 percentage point

	2016	2017
# Tested	3865	4027
English	45%	42%
Mathematics	18%	19%
Reading	27%	28%
Science	18%	20%
Met All Four	11%	12%

#	The Director is…	Evidence	Self-Evaluation

1.1f	Ensuring that a higher percentage of students are completing at least one advanced academic course (e.g. Advanced Placement, Cambridge, International Baccalaureate).	▪ Advanced Coursework Results:
		  ○ Unique Students in class
		  ○ Exams given
			4 – Exceeds Expectations

Evidence/Narrative 1.1f

The number of students registered in courses has increased. The large IB increase could be related to Antioch's growth in IB Diploma Program along with additional students participating in the IB Career-related Program. A contributing factor to Cambridge AICE growth is a result of each school continuously adding on more course offerings. Growth in student participation will increase next year with the focus on increasing access to EPSO courses and high schools increasing the number of advanced course offerings at their schools.

▪ 20% increase in number of students taking AP courses
▪ 83% increase in number of students taking an AICE class
▪ 89% increase in number of students taking an IB course

Advanced Coursework	2016-2017 # of unique students in class	2017-2018 # of unique students in class
Advanced Placement	2504	3011
Cambridge AICE	306	560
IB	222	420
Total	**3032**	**3787**

#	The Director is…	Evidence	Self-Evaluation
1.1g	Ensuring that a higher percentage of students are graduating.	▪ High School Graduation Rate Results	3 – Meets Expectations

Evidence/Narrative 1.1g

2013-2017 High School Graduation Rate

- ▪ The percentage of MNPS students graduating with a regular high school diploma within four years has increased since 2013 by 3.7 percentage points, although there has been a 1.3 point decline since 2015
- ▪ The decline since 2015 has been among male students, as the graduation rate for females has steadily increased in recent years
- ▪ The graduation rate increased for all student subgroups between 2013 and 2017

Year	All	Female	Male	Asian	Black	Hispanic	White	Econ Disadv	Special Ed	LEP
2017	80.3%	86.1%	74.8%	88.0%	81.6%	74.1%	81.1%	75.6%	58.2%	68.9%
2016	81.0%	85.9%	76.4%	87.6%	82.0%	75.5%	81.9%	79.5%	60.3%	71.7%
2015	81.6%	85.9%	77.4%	86.4%	81.4%	79.2%	82.3%	79.3%	54.6%	73.5%
2014	78.7%	84.4%	73.0%	86.9%	78.4%	73.2%	80.7%	75.3%	53.6%	71.0%
2013	76.6%	82.7%	70.9%	81.8%	75.8%	72.3%	78.9%	72.4%	49.9%	68.0%

#	The Director is…	Evidence	Self-Evaluation
1.1h	Ensuring that a higher percentage of students are obtaining industry certifications.	Industry Certification & Pathway Dual Credit ▪ # of students tested ▪ # of students passing tests ▪ Passage Rate	5 - Exceptional

Evidence/Narrative 1.1h

MNPS is thrilled to announce that we **increased industry certification participation by 60%** (from 700 tested in 2017 to 1172 tested in 2018) and **increased our passage rate to 60%**.
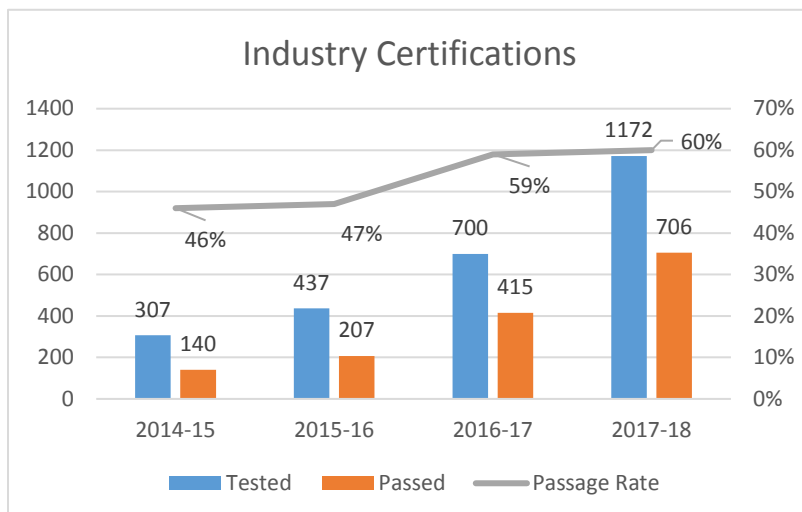
Industry Certifications				
	2014-2015	**2015-2016**	**2016-2017**	**2017-2018**
Tested	307	437	700	1172
Passed	140	207	415	706
Passage Rate	46%	47%	59%	60%

Pathway Dual Credit testing participation also saw an **increase in participation by 67%** (983 in 2016-17 to 1470 in 2017-18). The passage rate declined and will be analyzed for optimizing supports and results for the 2018-19 school year.
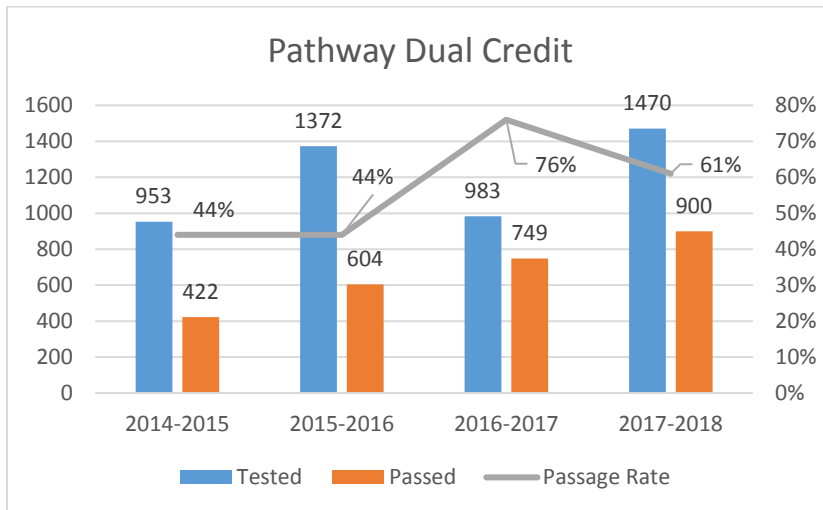
Pathway Dual Credit				
	2014-2015	**2015-2016**	**2016-2017**	**2017-2018**
Tested	953	1372	983	1470
Passed	422	604	749	900
Passage Rate	44%	44%	76%	61%

#	The Director is…	Evidence	Self-Evaluation
1.1i	Ensuring that MNPS is expanding pre-kindergarten and early-childhood education offerings, resources permitting.	▪ Pre-K Registration Changes/Update ▪ Pre-K Applications	3 – Meets Expectations

Evidence/Narrative 1.1i

This chart shows the number of registrations completed at the end of each Pre-K Registration window for the past 4 years. MNPS extended the registration window in 2018-19 in order to ensure more families had an opportunity to submit an application prior to the first selection process. This year (2018-19) the number of registrations during the Pre-K application window increased by 161 registrations.

Year	Length of Pre-K Registration Window
2015-2016	1 Week
2016-2017*	2 Weeks
2017-2018	2 Weeks
2018-2019	4 Weeks
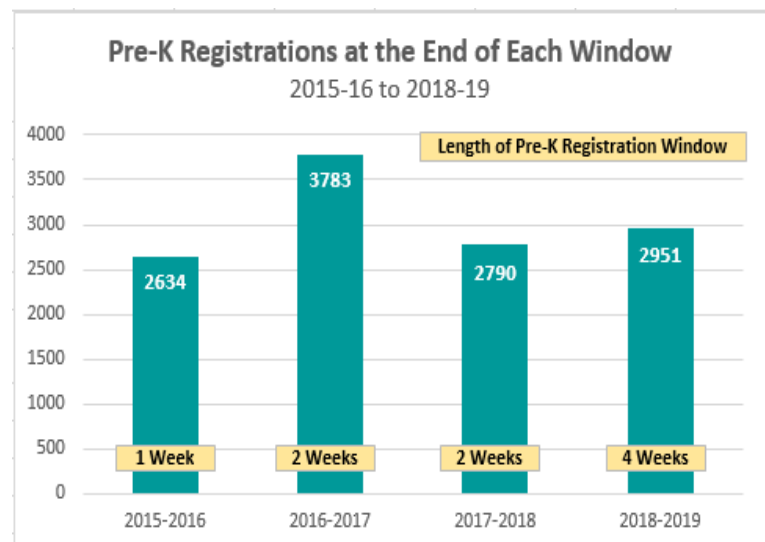
*The registration spike in 2016-17 could be due to it being year one of the Expansion Grant allowing for placement of additional classrooms in areas MNPS had not previously provided Pre-K. Additionally, the media coverage on news stations motivated families to apply for Pre-K opportunities.

As shown in the following chart, families are continuing to submit applications. The total number of additional applications received since March, is 1,115 bringing the total number of applications for the 2018-19 Pre-K School year to 4,066. This is an overall increase of 1,276 applicants.
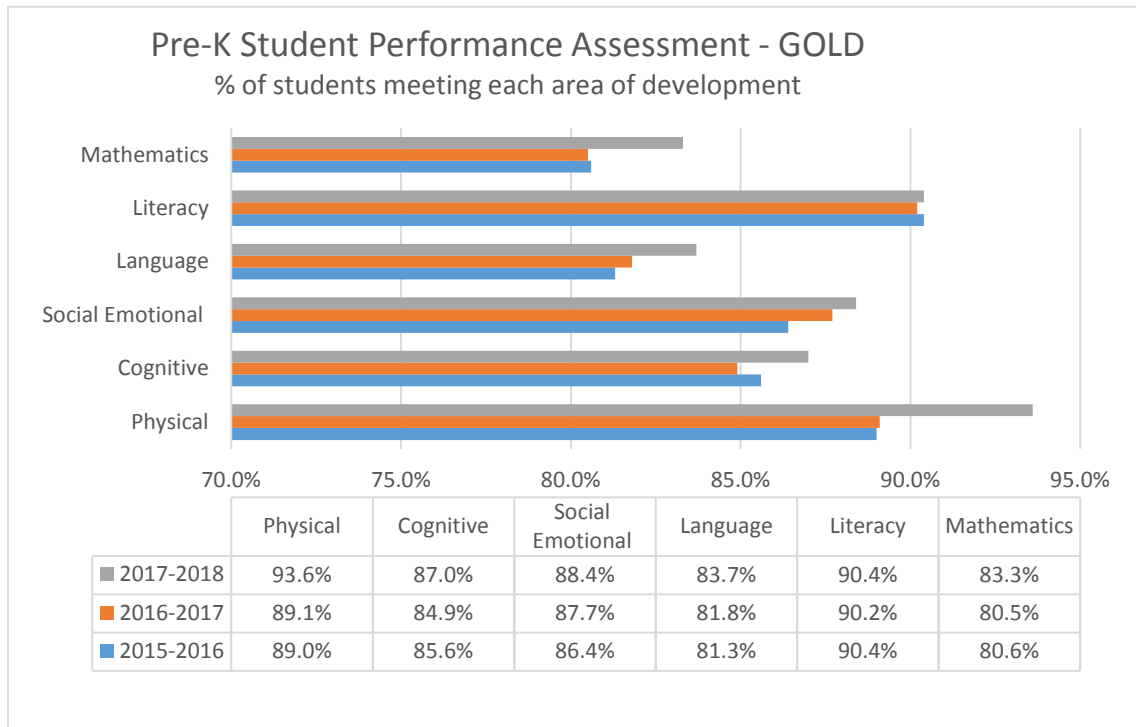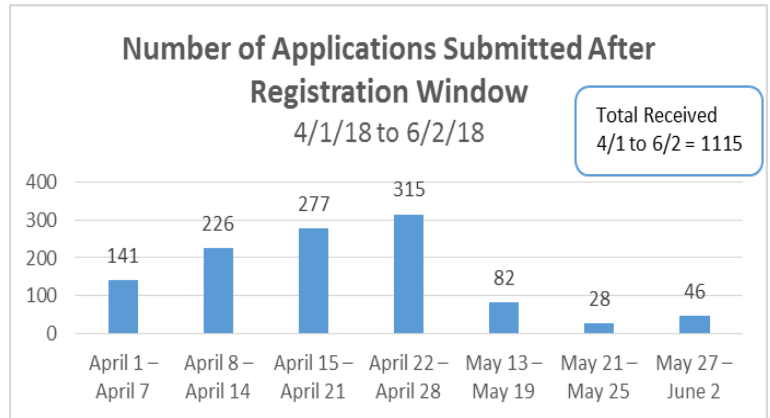
NOTE: *Applications received after the registration window closes are placed on an active waitlist throughout the school year and are pulled from to fill vacancies.*

The increases noted in the two charts above are credited to a number of new initiatives focused on expanding Pre-K opportunities:

Number of Applications Submitted After Registration Window
4/1/18 to 6/2/18

Total Received 4/1 to 6/2 = 1115

April 1 – April 7	April 8 – April 14	April 15 – April 21	April 22 – April 28	May 13 – May 19	May 21 – May 25	May 27 – June 2
141	226	277	315	82	28	46

- Extending the registration window to submit applications
- Blending and braiding local and state funds to ensure access to all programs regardless of income, zone, and academic ability**
- Streamlining the process to apply for pre-k
- Information (e.g. fliers, pamphlets, social media) specifically explaining the process for applying provided in multiple languages

**We received permission to blend and braid funding and eligibilities so restrictions are not placed on families to apply. Families can now apply to their school of zone without restrictions. This opened up access to more families in all communities especially communities experiencing gentrification.

Pre-K student performance continues to improve across the board on the GOLD assessment. As a reminder, GOLD is an observational assessment. Teachers with more training, and experience with GOLD have higher reliability. Numbers could fluctuate as they gain reliability.

Pre-K Student Performance Assessment - GOLD
% of students meeting each area of development

	Physical	Cognitive	Social Emotional	Language	Literacy	Mathematics
2017-2018	93.6%	87.0%	88.4%	83.7%	90.4%	83.3%
2016-2017	89.1%	84.9%	87.7%	81.8%	90.2%	80.5%
2015-2016	89.0%	85.6%	86.4%	81.3%	90.4%	80.6%

#	The Director is…	Evidence	Self-Evaluation
1.1j	Ensuring that a higher percentage of third-graders are reading at grade level.	▪ MAP Grade 3 Reading Results	4 – Exceeds Expectations

Evidence/Narrative 1.1j

2017-2018 MAP – Grade 3 Reading Results

- The academic growth in Reading made by MNPS third graders from August to February **exceeded the national average** (53rd percentile)
- Achievement during this time **increased by 5** national percentile points
- The majority (54.9%) of MNPS students in grade 3 met or exceeded February growth expectations, with the average RIT scale score growth (10.0) exceeding the average projected growth (9.4) based upon national norms

Grade Level	Number Tested		Median NP		Quintiles 3-5		Median Growth National Percentile	Average RIT Growth	Average Projected RIT Growth	Percent of Students Meeting Projection
	Fall	Winter	Fall	Winter	Fall	Winter				
3	5,940	5,991	36	41	47.7%	51.0%	53	10.0	9.4	54.9%

#	The Director is…	Evidence	Self-Evaluation
1.1k	Ensuring that a higher percentage of students are participating in Advanced Placement exams.	AP, Cambridge and IB ▪ # of exams given ▪ #/% of exams passed	5 - Exceptional

Evidence/Narrative 1.1k

Details regarding course participation in advanced coursework were included in item 1.1f. Evidence for item 1.1k reviews the results available for advanced coursework exam participation.

Advanced Coursework	2016-2017			2017-2018		
	# of exams given	# of exams passed	% passed	# of exams given	# of exams passed	% passed
Advanced Placement	4765	2264	47.5%	6636	Expected to be released by the College Board, IB and Cambridge organizations over the summer.	
Cambridge AICE	886	590	66.6%	1113		
IB	967	409	42.3%	1877		
Total (*Average Passage Rate*)	**6618**	**3263**	**52.1%** *avg*	**9626**		

- 39% increase in number of AP exams
- 26% increase in number of Cambridge AICE exams
- 49% increase in number of IB exams

The number of tests taken has increased greatly this year due to the district paying for exams and the expectation that students take them. We will not know how students performed on the assessments until July and August as the results are released by the College Board, IB, and Cambridge organizations over the summer.

Section One: Our Students

1.2 School Climate and Culture

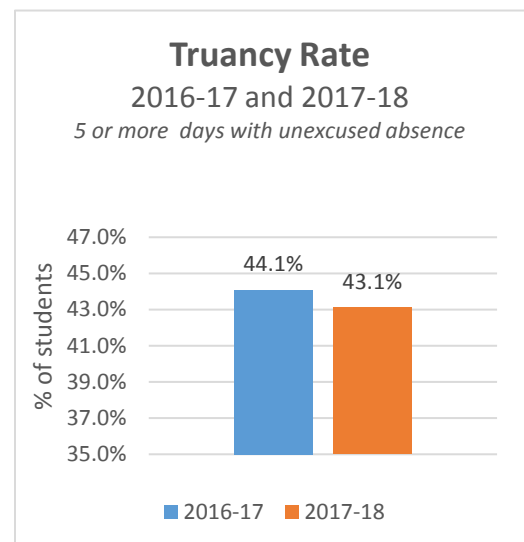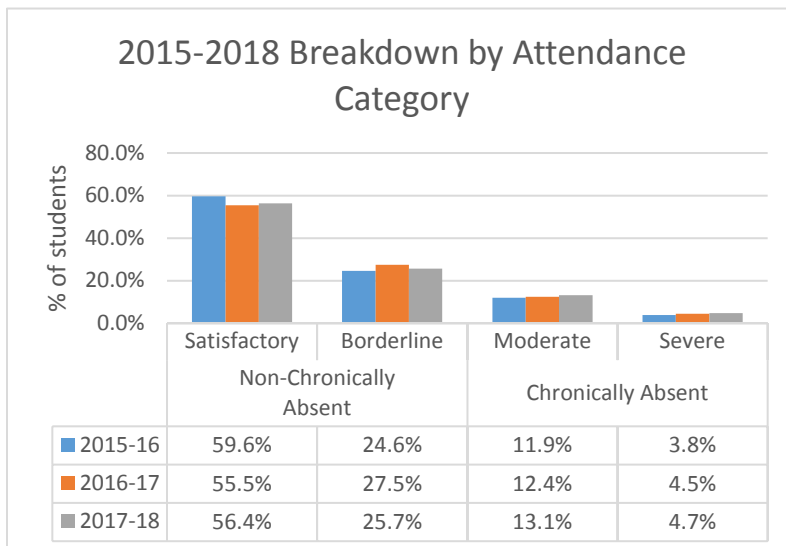| #	The Director is…	Evidence	Self-Evaluation
1.2a	Ensuring that MNPS is reducing incidents of student assault, battery, bullying, and harassment.	# of Incidents by Offense Category ▪ Aggravated Assault of Student ▪ Assault of Student ▪ Bullying	3 – Meets Expectations

Evidence/Narrative 1.2a

The district is showing a decrease in violent offenses shown in the three categories below. This improvement is reflective of the districts focus on social emotional learning (SEL), the use of threat assessments and increased mental health and wrap around services for supporting students impacted by trauma and adverse childhood experiences.

Incidents by Offense Category	2016-17	2017-18
Aggravated Assault of Student	56	46
Assault of Student	800	744
Bullying	602	433

#	The Director is…	Evidence	Self-Evaluation
1.2b	Ensuring that classroom attendance is improving and truancy is decreasing.	▪ Breakdown by Attendance Category (includes % Chronically Absent) ▪ Truancy Rate	3 – Meets Expectations

Evidence/Narrative 1.2b

▪ The "Breakdown by Attendance Category" shows that the percentage of students with satisfactory attendance is improving while the percentage of moderate to severely chronically absent shows a slight increase.
▪ This school year MNPS saw a 1% decrease in the percentage of students identified as being truant by state compulsory attendance law.

2015-2018 Breakdown by Attendance Category

	Satisfactory	Borderline	Moderate	Severe
	Non-Chronically Absent		Chronically Absent	
2015-16	59.6%	24.6%	11.9%	3.8%
2016-17	55.5%	27.5%	12.4%	4.5%
2017-18	56.4%	25.7%	13.1%	4.7%

Truancy Rate
2016-17 and 2017-18
5 or more days with unexcused absence

2016-17: 44.1% 2017-18: 43.1%

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. (Same note included in 1.2d)

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 as in the following:

- justifies plans to restructure 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
- acts as an early indicator of why we are investing in wrap around services

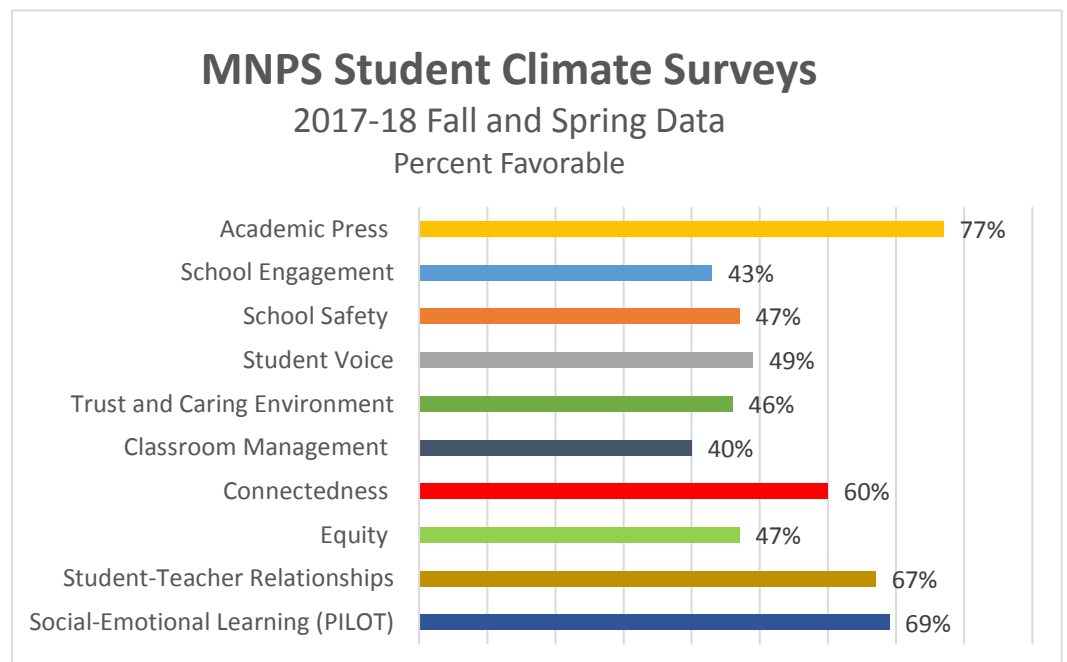The difference between Chronic Absence and Truancy:

- ✓ 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
1.2c	Ensuring that MNPS is demonstrating overall positive gains in school climate and culture.	▪ Student Survey Data ▪ Teacher Survey Data	N/A – 1st Year Measuring

Evidence/Narrative 1.2c

2017-2018 Student Survey Data

- In 2017-18 MNPS launched climate surveys for students and teachers. For students, fall and spring surveys covered different topic areas. Thus, the data are not comparable from fall to spring but will be comparable from year to year.
- Student survey data is strongest for *academic press* (e.g., "my teachers expect me to go to college,") and weakest for *classroom management*.
- *School engagement*, the one student measure for which there is a national comparison sample, is lower than the national average.
- Students rate their social emotional competencies fairly highly, but MNPS is still validating these data.

MNPS Student Climate Surveys
2017-18 Fall and Spring Data
Percent Favorable

Category	Percent Favorable
Academic Press	77%
School Engagement	43%
School Safety	47%
Student Voice	49%
Trust and Caring Environment	46%
Classroom Management	40%
Connectedness	60%
Equity	47%
Student-Teacher Relationships	67%
Social-Emotional Learning (PILOT)	69%

2017-2018 Teacher Survey Data

- For teachers, fall 2017 and spring 2018 surveys covered different topic areas with the exception of the *school leadership* area. Therefore, most data are not comparable from fall to spring but will be comparable from year to year.
- There was a very slight decrease in the school leadership area from fall to spring.
- General *school climate* (e.g., "teachers and other staff members consistently show respect, warmth, and concern for students) had the highest score of all topic areas, while *resources* had the most negative answers.
- 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 *growth mindset*, which has higher scores than average. The *growth mindset* topic addresses beliefs that students have the potential to change those factors central to their school performance.

MNPS Teacher Climate Surveys
2017-18 Fall and Spring Data
Percent Favorable

Topic	Percent Favorable
Educating All Students	79%
Family Relationships	62%
Resources	39%
General School Climate	80%
Student Mindset	76%
Staff-Leadership Relationships	70%
School Leadership (fall)	60%
School Leadership (spring)	58%
Feedback and Coaching	48%
Professional Learning	54%
Safety/Discipline	63%
Teaching Efficacy	76%

#	The Director is…	Evidence	Self-Evaluation
1.2d	Ensuring that student suspensions and expulsions are decreasing.	▪ 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	3 – Meets Expectations

Evidence/Narrative 1.2d

The number of incidents resulting in suspension has decreased by approximately 1782 incidents, but what the data tells us is that we are seeing an increase in the number of students with behavioral incidents that resulted in out of school suspension, expulsion/remandment. As noted in a previous section (1.2b), this is why district leadership has proposed a significant investment in social emotional learning to provide the services to support students' needs while providing the training to better equip our staff on how to respond and prevent lower level infractions.

1.2d Incidents by Resolution Type	2016-17	2017-18
Out of School Suspension	15,246	13,464
Remandment to ALC	359	413
Expelled	184	202

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.

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

Discipline Rates by Resolution Type	2016-17	2017-18
Suspension Rate	8.5%	8.7%
Remandment to ALC Rate	0.4%	0.4%
Expulsion Rate	0.2%	0.2%

#	The Director is…	Evidence	Self-Evaluation
1.2e	Ensuring that MNPS is expanding community school offerings in high-need areas, resources permitting.	▪ Expansion & Improvement Highlights ▪ Community Achieves Implementation Progress – *based on standards*	4 – Exceeds Expectations

Evidence/Narrative 1.2e

Community schools use integrated student supports, expanded learning time opportunities, active parent and community engagement and collaborative leadership practices to ensure student success. The Community Achieves initiative also uses a standards-based implementation approach to the community school model. It was nationally recognized in 2016-17 by the Coalition for Community Schools, receiving one of two Community Schools Initiative Awards of Excellence.

Community Achieves Implementation Levels
Excelling 11%
Emerging 33%
Maturing 56%

Here are the highlights around the expansion & improvement of Community Achieves:

- Currently MNPS has **18 full-service community schools**
- Implementation is monitored for improvement using a scale of emerging, maturing, and excelling
- **67%** of the CA schools are implementing at a maturing or excelling level (see chart)
- A tiered model has been developed to increase the number of standards-based community schools
- In 2018-19 MNPS **will add 11 elementary schools** to focus on case management around chronic absenteeism

MNPS used Race to the Top funds in 2012-13 to begin planning and implementation of a district-led community school model. The Initiative has had positive progress to date. Community Achieves timeline summary:

2015-16	Added to the local budget providing school-level site managers in 18 schools.
2015-16	Adopts standards-based implementation approach to measure & monitor progress
2016-17	Receives **National Award of Excellence from the Coalition for Community Schools**
2017-18	MNPS along with Communities in Schools and Alignment Nashville: One of ten **winners of Together for Students Grant Challenge**
2018-19	Will implement a tiered approach of the community school doubling the number of community schools

#	The Director is…	Evidence	Self-Evaluation
1.2f	Ensuring that students' satisfaction with their schools is increasing.	▪ Student Survey Data Re: School Engagement (see data in 1.2c) ▪ Social Emotional Learning Walkthrough Snapshot	N/A – 1st Year Measuring

Evidence/Narrative 1.2f

As noted in section 1.2c, the student engagement survey data are less positive than the national average.
- However, MNPS Social and Emotional Learning snapshot walkthrough data indicate that behavioral engagement is relatively high in that for the most part students engage with classroom tasks. In contrast, snapshot data also show that students have little opportunity to experience voice, choice, or leadership.
- The Social and Emotional Learning and Curriculum and Instruction departments are partnering to ensure that student voice, choice, and leadership opportunities increase.

#	The Director is…	Evidence	Self-Evaluation
1.2g	Ensuring that student participation in school meals (i.e. breakfast and lunch) is increasing, resources permitting.	▪ Breakfast Participation ▪ Lunch Participation ▪ After School Snack program ▪ After School Supper Program ▪ Summer Meal Program ▪ Community Eligibility Provision (CEP) Changes	3 – Meets Expectations

Evidence/Narrative 1.2g

Participation percentages dropped slightly for both lunch and breakfast. The reason for this decrease isn't clear at this point. An initial hypothesis points at the impact snow days may have had on participation, but that doesn't explain everything. The good news is that our other metrics show more meals being served outside of traditional lunch and breakfast.

- **Breakfast and Lunch Participation Rates**:
  2017-18: Breakfast – 58%, Lunch – 77%, Total – 68%.
  2016-17: Breakfast – 60%, Lunch – 79%, Total – 69%

- **After School Snack Program:** 120,638 snacks were served to students through April 2018. This is an increase of 1,372 year over year from 2016-17 (119,266).

- **After School Supper Program:** 126,389 supper meals were served to students through April 2018. This is an increase of 39,145 year over year from 2016-17 (87,244).

- **Summer Meal Program:** 73,091 summer meals were served during the summer of 2017. This is a 16,708 increase in meals served from 2016 (56,383).

- CEP is changing from providing 100% of lunch meals at no cost to a blended model where 120 schools will provide lunch at no cost. Students at the remaining schools will be eligible for free and reduced lunch per application income eligibility. MNPS will provide all students breakfast at no cost for the 2018 -2019 SY.

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.	- Wellness Center – expanding services - New Hire Introductory Sessions – implemented - Collaborative Conferencing Sessions - Union MOU acknowledgment or approval by Board – February 13 and April 10, 2018 - Central Office Retreats – focus on Outward Mindset, collaboration, organizational climate & culture - Expanding Health Coaching options	3 – Meets Expectations

Evidence/Narrative 2.1a

- Implemented new hire introductory sessions and have designed a **new employee general orientation (GenO).** It has been many years since MNPS has held employee orientations for all staff. Not having a new employee orientation left new hires with many unanswered questions, resulting in a negative onboarding experience. Work is in process to make the GenO a more informative and robust experience for MNPS staff, regardless of their classification or level.

- Successfully conducted the **Collaborative Conferencing** voting and union selection process, appointed a Management Panel to represent the Board and implemented the Collaborative Conference sessions that resulted in a MOU that was approved by the Board on April 10, 2018 and includes the districts' first attendance policy approved by MNEA.

- Negotiated and established an **MOU** for **SEIU** and **United Steelworkers**, both of which were acknowledged by the Board on February 13, 2018.

- Provided **Training (Urban Schools Human Capital Academy – USHCA) for HR Partners** that supplements the alignment of support for principals. This model of support allows HR Partners to also serve as a primary contact and advocate for central office and school-based staff that helps promote and improve MNPS Culture and Climate.

- Introduced *"Leadership Obligations"* training designed to provide school leaders and Central Office leaders with important information on topics such as Family Medical Leave Act (FMLA), sexual harassment, successful partnerships with Employee Representative Organizations, Workplace Safety, progressive discipline, Americans with

Disability Act (ADA) accommodations, when to contact Department of Children Services (DCS), and how to handle physical altercations between a teacher and student. Portions of this training were rolled out in April.

- **Central Office Retreats** established in summer of 2016 are continuing to be held. The January 2018 retreat focused on Organizational Climate and Culture - *Outward Mindset and Inter-Departmental Collaboration*. The next retreat, which will be held on June 18th, will continue the theme of Organizational Climate and Culture and will focus on *Outward Mindset and Cross-Departmental Collaboration*.

- Implemented a **Return to Work Committee** to facilitate the placement of **Injury on Duty (IOD)** staff that have reached Maximum Medical Improvement (MMI)--some employees had been out for more than a year--which has allowed us to place impacted staff in positions that accommodated their restrictions. This has benefited the IOD staff member, as well as the departments who received qualified employees. The Workplace Safety division also facilitated IOD and ADA training for leaders.

- Opened the **Wellness Center** in April 2017 and hired a Staff Wellness Coordinator. In its first year of operation, the Employee Wellness Center expanded services to include:
  - Physical Therapy
  - Chiropractic
  - Behavioral Health
  - Fitness
  - → Our patient visit volume for primary care, health coaching*, PT, chiropractic and behavioral health now averages over 630 visits per week, equating to approximately 33,000 annual patient visits (for all 5 school based clinics, including the Wellness Center).
  - → In addition, our fitness facility has registered nearly 2600 members, engaged 100 members in one-on-one exercise plans, and is providing 80-100 exercise classes per month.
  - → Adding to this effort, we have 1200 teachers who have engaged with our *MotivateMe* platform (launched 1/18) earning incentives for healthy behaviors.
  - → Our work has been recognized by the awarding of the 2017 American Heart Association Workplace Health Achievement Silver Recognition, the 2017 Cigna Wellbeing Award, and the 2018 World Congress Gold Health Value Award.
  - → Further documenting our impact on reducing medical cost and absenteeism, our programs were the subject of a RAND study published in the June 2018 Journal of Occupational and Environmental Medicine.

  *Implemented effective integration of **telephonic and onsite health coaching**, in order to broaden the scope and effectiveness of our health coaching. Added telephone coaching by Cigna.

#	The Director is…	Evidence	Self-Evaluation
2.1b	Ensuring higher percentages of high-quality certificated and non-certificated employees in all assignments.	▪ HR Department Capacity Changes ▪ College Instructor Program Implemented (CIP) ▪ Alternative Certification Program (ACP) Application Submitted ▪ Teaching and Learning in Urban Schools (TLUS) – program reestablished ▪ Evaluation Audits (Teacher Observations and Administrators) ▪ Support Employee Performance Evaluation – Formal Process Implemented ▪ Principal Residency Program – Implemented ▪ Assistant Principal Pool – selection process ▪ Future Administrator Workshop – implemented	4 – Exceeds Expectations

Evidence/Narrative 2.1b

- Hired experienced, certified human resources professionals to lead **Talent Strategies** (strengthen and improve the recruiting and employee relations functions).

- Restructured the Recruitment Team for additional support and added two full-time school-based **Recruiters/Talent Acquisition Partners (TAPS)** to increase the district's ability to identify, recruit and hire more high quality teachers and other staff.
- Added a temporary TAP to focus on the recruitment and retention of **paraprofessionals**, which is increasing our ability to fill more para-professional vacancies.
- Implemented the **College Instructor Program (CIP)** for high-need positions in our high schools, creating a mechanism of alternative certification for current and former regional college professors.
- An **Alternative Certification Program (ACP)** application (100+ pages) has been completed and submitted to the TN Department of Education for review and approval. We anticipate a decision being made regarding our application this summer for a 2018/19 SY implementation. This program will allow MNPS to be an Educator Preparation Provider (EPP)--provide teacher certification preparation, professional learning, mentoring, Praxis assessment support and job placement assistance to Paraprofessionals and other MNPS employees. This will be a _grow our own_ initiative.
- We have re-established the **Teaching and Learning in Urban Schools (TLUS)** collaborative Master's degree program with Vanderbilt's Peabody College. The program has 14 MNPS employees in the cohort and these are employees currently teaching in our priority schools. The mission of the program is to leverage the TLUS teacher leaders as a catalysts for creating stability, building capacity, and improving student academic and life outcomes in our priority middle schools. The program is grant funded.
- Established regular review of **educator licenses** to reduce the number of educators with expired and pending licenses in the classroom. There was not a process in place prior to spring 2017.
- Established regular **teacher observation audits** to ensure compliance, growth and achievement metrics. Also established **administrator audits** and leadership reporting processes.
- Implemented a formal process for **support employee performance evaluations** that included monitoring to ensure evaluations are completed. Support employee performance evaluations were conducted sporadically prior to 2017.
- Implemented our **Principal Residency Program with** an inaugural 20-member cohort, funded by a grant from State of Tennessee Department of Education.
- Established a more stringent and structured selection program for entry into the **Assistant Principal Pool -** application, interview screening, writing sample and references.
- Implemented the **Future Administrator Workshop (FAW)**, which is a four (4) day workshop, for aspiring Assistant Principals to increase their knowledge of school leadership and provide them training on resume and letter writing and interviewing. A total of 150 participants this inaugural year.
- Filled three vacant positions **in the Employee Resource Center** with employees who demonstrate strong analytical and customer services skills needed to support district initiatives.

#	The Director is…	Evidence	Self-Evaluation
2.1c	Ensuring that MNPS is recruiting and retaining effective teachers.	▪ Metro Nashville Urban Teacher (MNUTR) Implementation ▪ Staffing Meetings (Administrative, School-based) ▪ Career Fairs (Budgetary impacted and Innovation/Priority School) ▪ Historical Retention of Personnel ▪ New Teacher Academy Expansion & Teacher Turnover Data	3 – Meets Expectations

Evidence/Narrative 2.1c

- Participated in the coordination and successful implementation of the inaugural **Metro Nashville Urban Teacher Residency (MNUTR) Program** in partnership with Belmont University to develop and recruit teachers and future educational leaders to our district. The first cohort consisted of 23 residents.
- Implemented **Administrative Staffing Meetings** for Central Office Leadership (Community Superintendents, Chief of Schools and Chief Academic Officer) to connect with HR Partners and collaborate with HR Leadership and HR Partners around current and anticipated staffing needs.
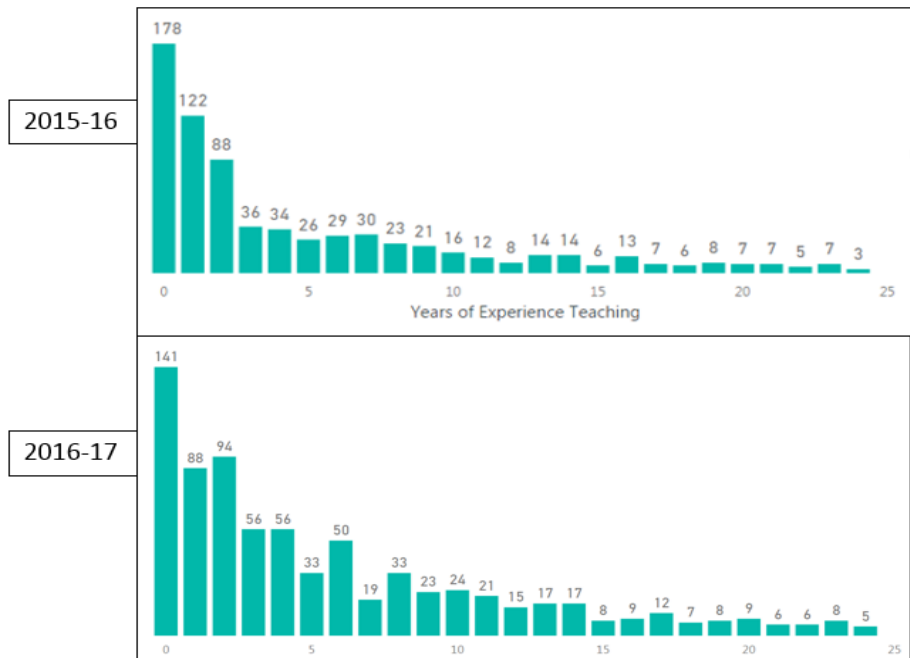
- Implemented **school-based Staffing Meetings** that allow principals and HR Partners to review, plan and monitor school staffing
- Instituted annual **Budgetary Impacted Career Fair** for certificated and support employees to assist them in securing new positions within the district. The inaugural event for the 2017/18 SY resulted in 41 participants and 15 hired, which equals 37%. This year's event will be held on June 2 for the 2018-19 SY.
- Instituted annual **Innovation/Priority School Career Fair** so these schools can have first choice of internal and external candidates. A total of nine schools participated and 33 prospective candidates attended. Three (3) participants received early agreements and two (2) were recommended for hire, which equals 15%.
- Historical retention of personnel shows that we have remained unchanged since 2015. 2017-18 data is currently unavailable.

Retention Overview

Historical Retention of Personnel

● Teachers / Librarians   ● Other Certificated Staff   **2015 National Average 84%**
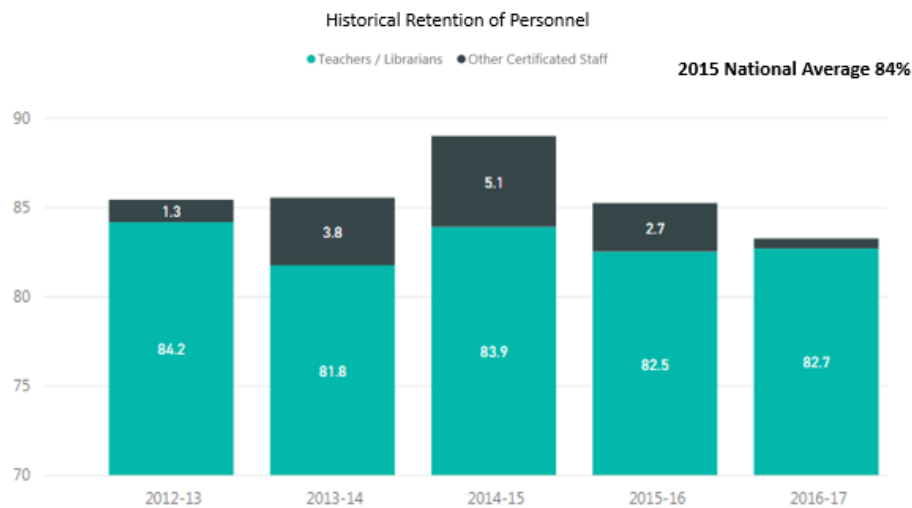
- Expanded the **New Teacher Academy** (NTA) experience by assigning mentors for every teacher, whether new to the profession or new to our district.   Also, NTA teachers have several organized gatherings each year to respond to any questions they may have, provide helpful information and to build community through networking with one another.
- In the first year (2016-17) after the expanded NTA, turnover in new teachers decreased from the previous year:

Teacher Turnover

#	The Director is…	Evidence	Self-Evaluation
2.1d	Analyzing employee compensation structures compared with peer school systems in the region and around the country, and advocating for competitive compensation.	▪ Pay Scale Analysis and Recommendation – presented to Board March 2018 ▪ Paraprofessionals Pay Grade Analysis	5 – Exceptional

Evidence/Narrative 2.1d

▪ Completed **the review and analysis of the MNPS pay scale** structures – Certificated, Certificated Administrative, Support hourly and Support Administrative and provided a recommendation to Executive Leadership. HR published the *Pay Scale Analysis and Recommendation*, which was presented to the Board in March 2018 and further refined after board input was received. This data gathering, review and analysis process took six (6) months to complete. The recommendations are not being implemented due to a lack in funding in the 2018/19 budget.
▪ Conducted analysis to upgrade paraprofessionals by at least one pay grade.

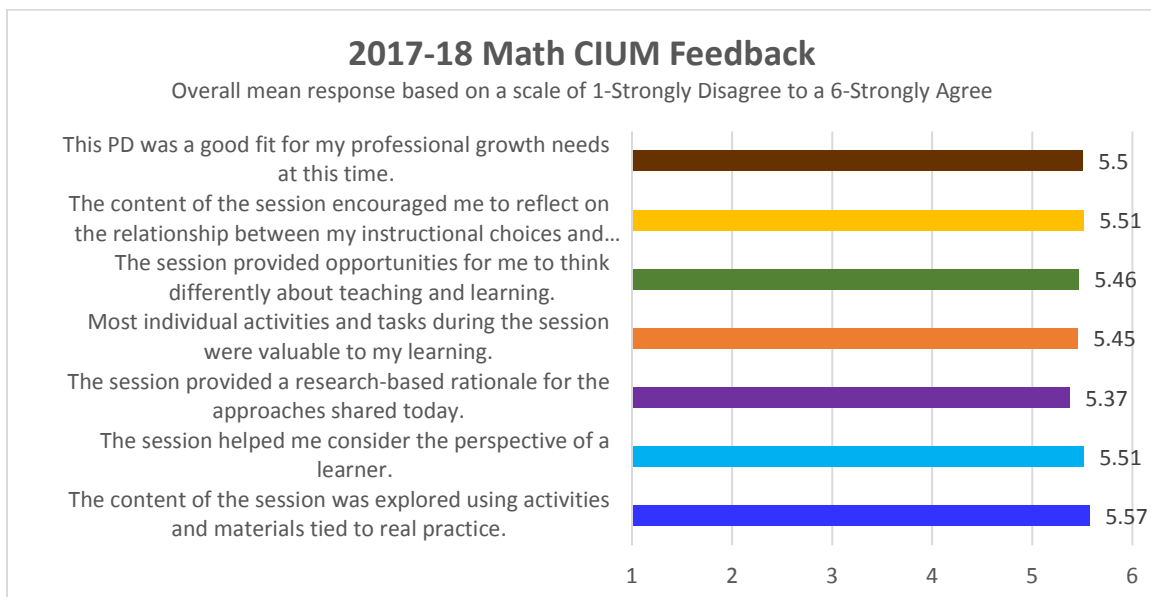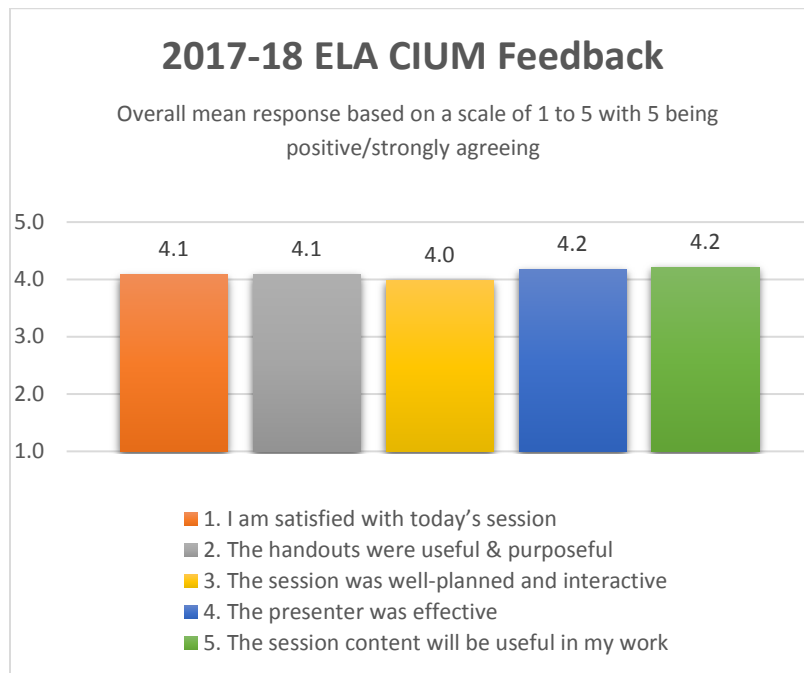| #	The Director is…	Evidence	Self-Evaluation
2.1e	Ensuring that employees receive high-quality professional-development opportunities.	▪ Administration & Supervision (Principal and Central Office Leadership) session feedback ▪ Curriculum & Instruction Update Meeting (CIUM) session feedback summary – ELA & Math ▪ Fall & Spring Professional Development Catalog ▪ Vanderbilt Professional Development Study - May 2018	4 – Exceeds Expectations

Evidence/Narrative 2.1e

The **Administration & Supervision meetings** (aka. A&S meetings) provide Dr. Joseph and his leadership team with an opportunity to bring both Principals and Central Office Leaders together to focus on key district data and related district priorities. It also creates a space for sharing consistent messaging and allows Principals access to Central Office leaders who are able to provide on the spot support.

2017-18 Administration & Supervision (A&S) Meeting Feedback Summary			
	Benefited from Dr. Joseph's presentation/message	**Benefited from the various content information shared throughout the year**	**Benefited from the collaboration with colleagues in Tier and Network meetings**
October	3.96	3.90	4.19
December	4.08	3.28	4.06
January	4.27	4.04	4.15
March	3.84	4.05	4.00
May	3.91	4.27	
Average	**4.01**	**3.91**	**4.10**

A&S Meeting attendees were asked to complete surveys at each of the 7 meetings this school year. A&S Meetings include principals and Central Office staff at coordinator and above. Data is not available for July and August meetings. Respondents were asked to rate their opinion on a 5-point Likert Scale from 1 (Strongly Disagree) to 5 (Strongly Agree). Overwhelmingly, attendees significantly agree that they 1) benefited from Dr. Joseph's message to the group (4.01), 2) benefited from the various content information shared throughout the year (3.91), and 3) benefited from the collaboration with colleagues in Tier and Network meetings.

Curriculum & Instruction Update Meetings (CIUM) are organized to meet the objective of providing targeted training to better support schools in data use which informs curricular planning and instruction in both **English Language Arts (ELA)** and **Math**. The sessions are generally held once a month. The feedback summaries below in the first and second chart show that both the ELA and Math CIUM participants are finding value in the meetings with room for continuous improvement. A snapshot of the results are shown below:

2017-18 ELA CIUM Feedback

Overall mean response based on a scale of 1 to 5 with 5 being positive/strongly agreeing

4.1	4.1	4.0	4.2	4.2

- 1. I am satisfied with today's session
- 2. The handouts were useful & purposeful
- 3. The session was well-planned and interactive
- 4. The presenter was effective
- 5. The session content will be useful in my work

2017-18 Math CIUM Feedback

Overall mean response based on a scale of 1-Strongly Disagree to a 6-Strongly Agree

This PD was a good fit for my professional growth needs at this time.	5.5
The content of the session encouraged me to reflect on the relationship between my instructional choices and…	5.51
The session provided opportunities for me to think differently about teaching and learning.	5.46
Most individual activities and tasks during the session were valuable to my learning.	5.45
The session provided a research-based rationale for the approaches shared today.	5.37
The session helped me consider the perspective of a learner.	5.51
The content of the session was explored using activities and materials tied to real practice.	5.57

The **Professional Development (PD) catalogs** provide a comprehensive overview of the areas MNPS is focused on enhancing/further building the capacity of educators. Implementing the new Performance Matters PD system will begin to provide access to summary level session evaluation data to identify areas for further improvement.

A **Vanderbilt Capstone Study of professional development** provided by MNPS was completed in May 2018 and presented to district staff. The Curriculum & Instruction team reviewed the document during their end of year retreat and is determining what improvements can be made based on their recommendations - over time, differentiated, leveled, more offerings for HS, more closely aligned to TEAM indicators, and other options.
Vanderbilt Capstone Study Findings Summary – "Teaching Teachers: Perceptions of District-Level Professional Development in Metro Nashville Public Schools" by Anderson/Polk

How are patterns of teacher engagement in professional development related to professional contexts and district policies?
- Teachers saw professional development as a responsibility and important for improving instruction.
- MNPS professional development was under-utilized.
- It is unclear which elements of school organization (i.e., securing a substitute teacher, lesson planning, administrator support, and logistical challenges) were related to teachers' engagement in MNPS professional development.
- Faculty culture (i.e., the degree to which they considered their school to be a learning community, mentor relationships, collaboration) was related to teachers' engagement in MNPS professional development.
- There were interesting distinctions by teacher characteristics as related to engagement in MNPS professional development, especially by teachers' career stage.

How do teachers in MNPS perceive the quality of professional development?
- Overall, teachers saw MNPS professional development as having many indicators of quality.
- There were interesting distinctions by teacher characteristics as related to perceptions of quality of MNPS professional development, especially by teachers' grade tier and career stage.

To what extent does professional development offered by MNPS impact teacher practice?
- In general, teachers believe that MNPS professional development has some impact on classroom practice.
- Teachers saw MNPS professional development as having little direct impact on TEAM scores.
- Teachers saw duration of sessions offered by MNPS as being related to improved classroom practice.

Cross-Cutting Themes
- Differentiation: Teachers asked for professional development to be differentiated for them by content area, level of expertise, format, and cluster.
- Adult Learning Theory: Teachers felt that it was critical that choices related to their own learning goals and their feedback be built into the cycle of MNPS professional development (planning, design, and implementation).
- Rock Star Presenters: These were individuals who were able to boost engagement, improve the quality sessions through differentiation and problem solving, and who cultivated relationships to help teachers to translate their learning into actual teaching practice.
- Mixed Messages: Administrative support and other positive aspects of faculty culture were undercut by logistical concerns that made it difficult to pursue district-level professional learning experiences.

Section Three: Our Organization

3.1 Planning and Administration

#	The Director is…	Evidence	Self-Evaluation
3.1a	Using the Strategic Framework as a guide in making decisions.	▪ Board Agenda ▪ Priority Based-Budgeting	5 - Exceptional

Evidence/Narrative 3.1a

School Board agendas have been aligned to the four Goal Areas (Our Students, Our People, Our Organization and Our Community) of the Strategic Framework. In addition, the current Priority-Based Budgeting (PBB) work requires district budget requests to demonstrate how they support and/or align to the district priorities and goals.

#	The Director is…	Evidence	Self-Evaluation
3.1b	Developing appropriate goals and objectives to advance the organization's mission and vision.	▪ Strategic Framework – Four (4) Goal Areas, 11 Strategies, 130 High-Level Actions, and District Key Performance Indicators (KPIs)	5 - Exceptional

Evidence/Narrative 3.1b

A comprehensive Strategic Framework was developed and approved by the School Board. The implementation continues to be monitored and progress shared with the School Board. The following table provides a summary of key content shared with the board over the 2017-18 school year and how each aligned to various items articulated in the Strategic Framework.

Board Report/Update		Our Students	Our People	Our Organization	Our Community
6/27/17	MNPS Next			X	
7/11/17	NWEA Data + Hiring Update + School Climate & Behavioral Mgmt.	X	X		
8/8/17	Opening Schools + MNPS Next + Eclipse	X	X	X	X
8/22/17	MNPS Next	X	X	X	X
9/12/17	BEP + Hiring & Retention Update + Multiple Measures-Gifted & Talented	X	X	X	
9/26/17	New Eagle View Elem Attendance Zone + MNPS Next + TVAAS Results	X	X	X	X
10/17/17	MAP Results + End of Course Results + Parent Advisory Council	X			X
10/24/17	MNPS Next Recommendations	X	X	X	X
11/14/17	Our Students - KPI Introduction/Update	X			
11/28/17	Legislative Agenda + Literacy Pilot Update	X		X	X
12/12/17	Early College Proposal	X			X
1/9/18	Transition Plan/Strategic Framework Update	X	X	X	X
1/23/18	MAP Results + Climate Survey	X	X		
2/13/18	Integrated Math + MOUs	X	X		
3/13/18	Our People Plans/Progress Update		X		
3/27/18	MAP Results + Community Eligibility Update	X		X	
4/10/18	English Learner (EL) Update	X			
4/24/18	Summer Programs	X			X
5/8/18	Our Organization: Performance Mgmt. & KPI Scorecard			X	
6/12/18	MNPS Comprehensive Literacy Plan	X			

#	The Director is…	Evidence	Self-Evaluation
3.1c	Effectively leading employees in implementing strategic goals and objectives.	▪ Monthly Extended Leadership Team Sessions ▪ 22 Priority Plans ▪ Priority Plan Status Update ▪ Static District Scorecard – *support data driven decisions*	5 - Exceptional

Evidence/Narrative 3.1c

The process for implementing and monitoring the core components of the Strategic Framework have evolved over the 2017-18 School Year. Key highlights are noted below:
- School level student Key Performance Indicators (KPIs) were released to Principals and Central Office in October 2017 and included a calculation worksheet and guiding data questions to determine how results should impact work.
- A static District Scorecard will be released publicly in July 2018. Progress to date was last shared at the May 2018 Board Meeting. Additionally, a MNPS Data Warehouse version of the Student KPI scorecard is expected to be available for schools to access and use by start of school.
- 65+ Participants (across teams) attend monthly Extended Executive Leadership Team (ELT) work sessions along with the Director of Schools and Chiefs to address areas of needed support/ roadblock removal. Specific topic examples include: Arbinger Outward Mindset Activities, Professional Learning Topics requested by team, and a progress check with teams helping teams activity
- Plan Status Reporting Process is established in order to receive regular feedback on progress of work.
- 22 Priority Plans are updated on an eight-week rotation cycle and submitted electronically for review and summarizing for use at the next Extended ELT
- Dashboard to track 169 Key Implementation Steps and report status established (Priority Plan Status Update)

		# of Key Implementation Steps by Status…					Summary
#	**Priority Initiative Plan**	**Total**	**Complete**	**On Track**	**Behind Schedule**	**Help Needed**	**Report Received**

#	The Director is…	Evidence	Self-Evaluation
3.1d	Ensuring compliance with all legal and regulatory requirements	▪ Metro Legal Statement – *see narrative* ▪ Metro Legal Representative - Participation in weekly Executive Leadership Team sessions	4 – Exceeds Expectations

Evidence/Narrative 3.1d

Dr. Joseph seeks input from Legal appropriately. Continually follows up on legal analysis. Encourages staff to seek Legal input. Requests weekly meetings with Legal to ensure he has an opportunity to ask questions and closely follow possible or open legal matters. -*Corey Harkey*, Metro Legal

#	The Director is…	Evidence	Self-Evaluation
3.1e	Effectively implementing policies articulated by the Board.	▪ Status of School Board Policy Overhaul	3 – Meets Expectations

Evidence/Narrative 3.1e

Four of the six policy areas have been approved by the School Board and the final two areas are in the last stages of revision. District operational procedures are being refined and aligned to match the new Board Policy structure.

#	The Director is…	Evidence	Self-Evaluation
3.1f	Ensuring that customer service call center response times are decreasing and the percentage of favorably resolved customer service issues is increasing.	Family Information Center (FIC) ▪ Response Times ▪ Parent Contacts ▪ First call resolution ▪ School Complaint tickets	5 - Exceptional

Evidence/Narrative 3.1f

FIC 2016-17 to 2017-18 Data Analysis

The Family Information Center has seen a steady increase in volume this school year, but has noticed a significant change in the nature of parent contacts. In past years, our work focus was to document parent concerns and pass them along to other departments for resolution. With the increased development our of Family Liaison and Call Taker positions, our work has focused more on assisting parents in real time. Our highest areas of assistance include helping parents navigate through the School Options process, providing zoning information, assisting with Pre-k placements and using GPS to track school buses in real time.

Family Information Response Times	Average Response Times
Ring Time	6 Seconds
Answer Time	2.13 Minutes
Hold Time for Calls that Enter Queue	1 Minute
Email Response Time	Within 24 Hours
Live Chat Response Time	Immediate
Walk in Response Time	Immediate

Parent contacts to the FIC increased by 2.4% this year
- 2016-17, received 92,386 contacts
- 2017-18, received 94,591 contact *(with one month still to go)*

First call resolution increased by 2.9% this year
- 2016-17, resolved/answered 90,329 issues on the first call
- 2017-18, resolved/answered 93,021 issues on the first call
- The vast majority of calls to the FIC are informative in nature
- Using department tools, programs, and training most calls to the central office receive immediate assistance

Family Information Center
Parent Satisfaction Data
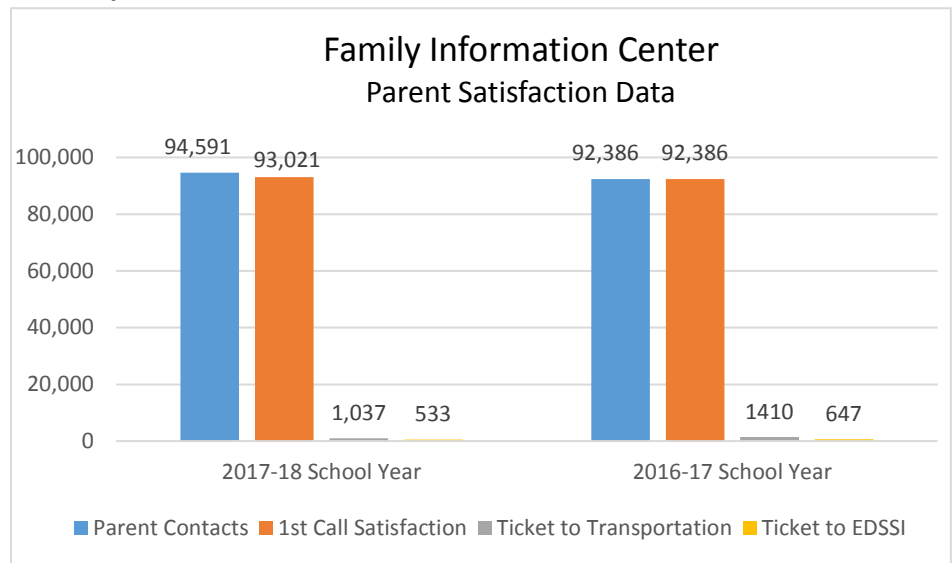
School Complaint tickets to EDSSI's decreased by 17% this year
- 2016-17, sent 647 tickets to EDSSI's
- 2017-18, sent 533 tickets to EDSSI's
- Family Liaisons were able to resolve more concerns with school principals
- Family Liaisons ensured that issues were resolved to the parent's satisfaction

Complaint tickets to our Transportation Supervisor's decreased by 36% this year
- 2016-17, sent 1,410 tickets to transportation supervisors
- 2017-18, sent 1,037 tickets to transportation supervisors
- FIC was given access to GPS and Routing software to assist parents in real time

- Dispatch Manager, worked with FIC to resolve concerns before they became complaints

Average Response Times remain quick despite an increase in volume
- Processes have been reviewed and streamlined to increase efficiency
- Exact data for the 2016-17 school year is not available due to the migration from the EPIC to Touchpoint system (Call Center Software)

3.2 Board Relations

#	The Director is…	Evidence	Self-Evaluation
3.2a	Maintaining an effective working relationship with the Board, characterized by open communication, respect, and trust.	▪ Weekly Board Memos ▪ School Board Committee Support	3 – Meets Expectations

Evidence/Narrative 3.2a

In addition to Dr. Joseph's weekly Board Memos and regular collaboration/support of Board committee work, he provides impromptu notification as needed to alert Board Members (when feasible) of critical school district business. Based on feedback from Board Members, the structure and content shared within Weekly Board Memos are being evaluated for making changes which ensure the information is digestible and formatted in an effective manner.

#	The Director is…	Evidence	Self-Evaluation
3.2b	Working with the Board chair to ensure that Board meetings are focused on high-priority topics that require Board attention and involvement.	▪ Board Agenda Planning sessions	5 - Exceptional

Evidence/Narrative 3.2b

Dr. Joseph meets regularly with the School Board Chair and Vice Chair to prepare the Board meeting and Work Session agendas based on feedback from all other Board members. The timing around release of new district data, progress on strategic priorities and other applicable topics are all considered for the most relevant content to be covered. Additional evidence relating to this evaluation item (3.2b) can be found in the table for item 3.1b labeled "Board Report/Update" which lists items presented to the Board and how they align to the Strategic Framework.

#	The Director is…	Evidence	Self-Evaluation
3.2c	Providing Board members with information needed to support informed decision making and effective governance.	▪ Weekly Board Memos ▪ School Board Committee Support ▪ Charter School Application Review Process ▪ School Board Presentations *(e.g. data, program/strategy progress)*	4 – Exceeds Expectations

Evidence/Narrative 3.2c

Aside from the Weekly Board Memos and support provided to School Board Committee's, Dr. Joseph also ensures that members of the Board receive the proper data to provide overall context when they are asked to make decisions about Charter School applications and also around monitoring key processes. As mentioned in item 3.2b, the presentations brought to the School Board are determined in collaboration with the School Board Chair and Vice Chair to be sure the content aligns with timely data release points and requests for information being made by multiple Board Members.

#	The Director is…	Evidence	Self-Evaluation
3.2d	Engaging Board members, collectively and individually, in understanding and making sense of the organization's environment, challenges, and potential.	▪ School Board Retreats ▪ One on One Board Member Meetings ▪ Quadrant Model/Approach & Community Superintendents ▪ Joint Director & Board Member Visits to Schools and other school-related events	4 – Exceeds Expectations

Evidence/Narrative 3.2d

- Collectively, Dr. Joseph assists with the planning and Board team development opportunities via School Board Retreats. This may also include bringing in experts like Panasonic and the Arbinger Institute who have proven track records of success with team development, more specifically School Board team development.
- Individually, Dr. Joseph schedules one on one time for Board Members to share insights about organizational opportunities/challenges and to listen to what each member needs to better govern the work within their district.
- The start of the 2017-18 school year also introduced a new structure to the MNPS team and the Nashville community. This structure has allowed Dr. Joseph to get closer to the heartbeat of each and every area through the leadership of highly skilled and experienced educators labeled Community Superintendents. Their eagerness to listen and learn - plus diligent work, presence, and close-up analysis of quadrant and cluster current state - assists the district in making decisions that are designed to meet the specific needs of students and their families.
- During the first six (6) months of the school year – Board Members accompanied Dr. Joseph on school visits and other school-related events.

#	The Director is…	Evidence	Self-Evaluation
3.2e	Collaborating with the Board to articulate a clear mission and vision.	▪ MNPS Vision, Mission and Core Values	5 - Exceptional

Evidence/Narrative 3.2e

The School Board and Dr. Joseph worked together to draft the new Vision, Mission and Values. Once a draft was prepared - feedback was requested from every stakeholder including district students, educators and staff – along with parents/families and the greater Nashville community.

#	The Director is…	Evidence	Self-Evaluation
3.2f	Engaging the Board in meaningful strategic thinking.	▪ Title I Budget Discussions – *equitable distribution of funds* ▪ 2018-19 Budget Discussions ▪ Board Agenda – aligned to Strategic Plan ▪ Board Retreats – facilitated by Panasonic Foundation and the Arbinger Institute	3 – Meets Expectations

Evidence/Narrative 3.2f

- Title I budget and 2018-19 budget discussions provided the opportunity for Metro Schools to develop a budget proposal which furthers equitable distribution of resources to our neediest schools, more dollars to more schools, increased funding added to the Student Based Budgeting formula for Exceptional Education students and English Learners. This was all in the midst of a budget shortfall.
- As noted in other sections, Dr. Joseph worked with the School Board to align the Board Agenda to the Strategic Plan.

- Presentations were structured around articulating the Planned Performance – Actual Performance – Adjusted Approach. This method is intended to not only facilitate strategic data conversations with the School Board, but also provide an added layer of visibility to the work and how/when plans change and the reason behind the change.
- Board Retreats held during the 2017-18 school year focused on topics such as, but not limited to: School Board development and self-assessment, developing an outward mindset, Board planning and priority consensus, etc.
- Evidence presented throughout the 3.2 Board Relations section further demonstrates the results gleaned through collaborative strategic work and thinking of the School Board.

#	The Director is…	Evidence	Self-Evaluation
3.2g	Ensuring adequate systems and processes to assist Board members in responding to constituent issues and resolving them in a timely manner.	- Dedicated Board Office Team - Constituent request/concern ticketing system	5 - Exceptional

Evidence/Narrative 3.2g

The Board office has instituted a constituent ticketing system for tracking and managing requests/concerns brought to the office by Board Members. Over 4,000 email correspondence regarding School Board business items have been received and managed through the office for the 2017-18 school year.

#	The Director is…	Evidence	Self-Evaluation
3.2h	Ensuring that Board members are advised of professional development opportunities and state-mandated training requirements.	- School Board Association – Transcript Requests & Monitoring - Email Communications Regarding Training Offerings	3 – Meets Expectations

Evidence/Narrative 3.2h

Board members have received emails throughout the school year from the Board office with links to various training offerings. In addition, the Board office completes registration for Board Members and is in contact with the School Board Association regarding Board Members training transcripts. Both group and individual emails have been sent to Board Members assisting them with information/registration assistance for required academies.
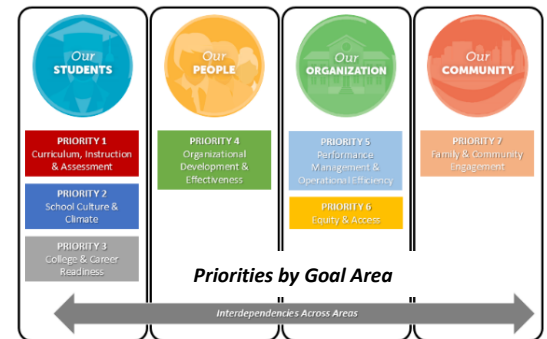
3.3 Financial Management

#	The Director is…	Evidence	Self-Evaluation
3.3a	Making sound financial decisions and recommendations based on a thorough understanding of the organization's overall financial picture.	- Fiscal Year 2017-18 Operating Budget Overview - Priority Based-Budgeting (PBB) work - Student Based Budgeting (SBB) Enhancements – *addition of the poverty weight*	4 – Exceeds Expectations

Evidence/Narrative 3.3a

- The Fiscal Year 2017-18 Operating Budget Overview document shared with the Budget & Finance Committee on May 16, 2017 continued to be a useful tool when inquiries were made about the last budget cycle in comparison to the current 2018-19 cycle. It covered five areas: raising the bar for all students, creating opportunities for after high school, serving the diverse needs of students, investing in excellent people, and reinventing our middle schools.

- The 2017-18 budget afforded MNPS to execute on areas like: taking great strides in improving literacy, ensuring equitable access to programs, providing more services and supports for all students, improving the quality of our Pre-K programs, transforming middle schools through STEAM-based teaching and learning and working to offer additional professional development, compensation and voice for our employees.
- With the development of the new Strategic Framework and setting of priorities and key performance indicators, the budgeting process was aligned to the Framework. Specific visuals (Priorities by Goal Area, System Coherence Structure) were used/shared to center the conversation at Budget Hearings and Budget & Finance Committee meetings.
- Additionally, the SBB work continues to evolve ensuring MNPS is doing everything possible to get resources into the hands of school leaders where they can design a learning experience to meet their learners/students unique needs. – *Excellence by design*

Priorities by Goal Area

#	The Director is…	Evidence	Self-Evaluation
3.3b	Allocating financial and human resources appropriately to achieve organizational goals and objectives.	▪ New Roles for 2017-18: Literacy Teacher Development Specialist (LTDS) and the Advanced Academic Resource Teacher (AART) ▪ Addition of 30+ English Learner teachers to address state-required student-teacher ratios ▪ Funding provided for advanced academic testing ▪ Preserving Key Priorities for 2018-19 even with $17-million-dollar cut from current funding levels	4 – Exceeds Expectations

Evidence/Narrative 3.3b

School-based Literacy Teacher Development Specialists and Advanced Academic Resource Teachers were added to support improvement in academic achievement. The district's core value focusing on equitable access and opportunities for all led Dr. Joseph to the decision that funding advanced academic testing for students was a critical budget priority for MNPS which has already begun to show a return on investment with Industry Certification testing jumping from 700 last school year to 1172 in 2017-18. Pathway Dual Credit also saw similar increases in participation/testing.

NOTE: Additional details regarding Early Post-Secondary Opportunity testing/participation increase can be found in the following items within this evidence document: 1.1f, 1.1h, and 1.1k

#	The Director is…	Evidence	Self-Evaluation
3.3c	Ensuring that MNPS is improving energy efficiency and achieving cost-savings in facilities and the transportation fleet.	▪ MNPS Electricity Usage Reduction Statistic with Greenhouse Gas Equivalencies ▪ Total Utilities Cost ▪ Transportation Efficiency Results	4 – Exceeds Expectations

Evidence/Narrative 3.3c

Energy Efficiencies
Essentially, the goal is to reduce energy usage and expenses due to rate changes and other factors outside the districts control.

- The energy efficiency work has also been incentivized by offering schools the opportunity to share in up to half of the electricity expense savings.
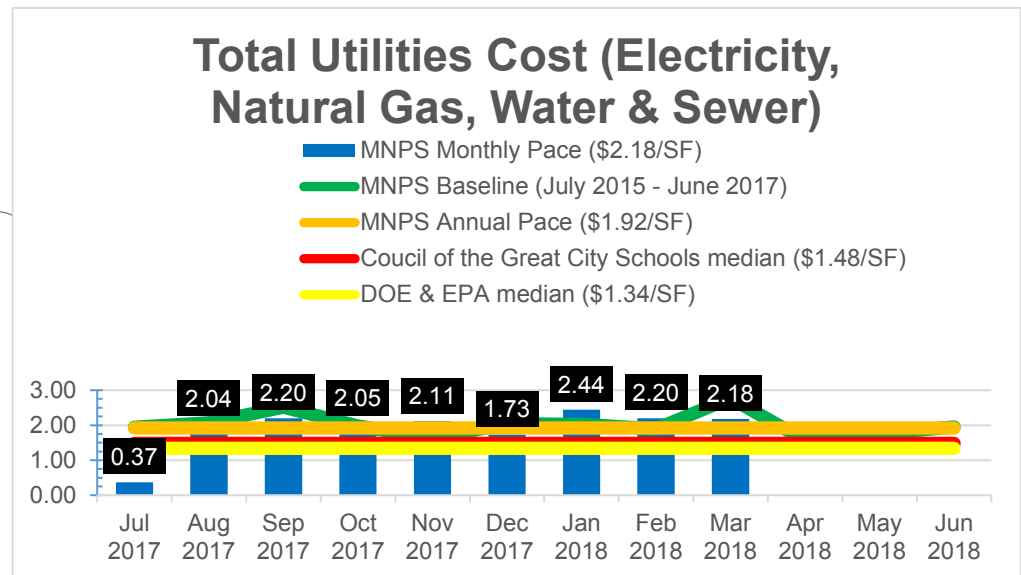
- Through the first three-quarters of FY18, we have **reduced electricity usage by 2.8%.** However, due to an average kWh rate increase of 1.7%, **expenses are only down 1.2%**. This results in a savings of $177,297.22, but an avoided cost of $443,297.21 (2.9%).
- **$187,483.74** in savings will be shared with schools this school year

Greenhouse Gas Equivalencies (courtesy of EPA):

Through the first three quarters (July 2017 through March 2018) of Fiscal Year 2018, **MNPS has reduced its electricity usage by 4,166,876 kWh.** The following greenhouse gas equivalencies are provided to help you understand the significance of that savings. 4,166,876 kWh is equivalent to:

- ✓ 3,101 metric tons of carbon-dioxide
- ✓ 664 passenger vehicles removed from the roads for one year (or 7,600,637 miles driven)
- ✓ 1,081 tons of waste recycled instead of landfilled (or 155 garbage trucks worth of waste recycled instead of landfilled)
- ✓ 348,943 gallons of gasoline consumed (or 41.1 tanker trucks' worth of gasoline consumed)
- ✓ 3,392,845 pounds of coal burned (or 16.9 railcars' worth of coal burned)
- ✓ Growing 80,368 trees for 10 years (or preserving 25.3 acres of trees for 1 year)

This chart is only one example of many from the Facilities Maintenance & Construction team demonstrating how MNPS is making progress towards monitoring key data points to create efficiencies in operations leading to savings and our goal of organizational excellence.

Total Utilities Cost (Electricity, Natural Gas, Water & Sewer)

- MNPS Monthly Pace ($2.18/SF)
- MNPS Baseline (July 2015 - June 2017)
- MNPS Annual Pace ($1.92/SF)
- Coucil of the Great City Schools median ($1.48/SF)
- DOE & EPA median ($1.34/SF)

Transportation Efficiencies

The Transportation team has accomplished the following towards this goal:

- Reduced the number of vehicles in the fleet by 134.
    - Revenue received from the sale of those vehicles = $264,122.
    - Projected maintenance savings of $532,000 associated with the sold vehicles.
- Savings from eliminating GPS coverage on excess vehicles - $48,776
- **Eliminated 65 routes** by working with supervisors and drivers to find efficiencies.
    - Through attrition has eliminated 15 driver positions from the beginning of the school year.
    - Using drivers from reduced routes has enabled the process of shifting substitute driver coverage in-house without increasing staffing.

Revenue: $264,122
Savings/Cost Avoidance:
$532,000 + $48,776

TOTAL: $844,898

#	The Director is…	Evidence	Self-Evaluation
3.3d	Advocating for increased resources at the local, state and federal levels.	▪ Metro Council Committee Presentations - *informational* ▪ E-rate Reimbursement Meeting with Congresswoman ▪ Ongoing engagements (Metro Council, Mayor, philanthropic community leaders) ▪ Acquiring Grant Dollars – *approximately $24M*	5 - Exceptional

Evidence/Narrative 3.3d

- Dr. Joseph provided two separate informational presentations for Metro Council. They were joint meetings of the Education Committee and Budget and Finance Committee. Topics covered: Capital Needs and Operating Budget Needs
- He also met with a member of Congress regarding e-rate reimbursement.
- He has had ongoing engagements with Mayor, Metro Council, and philanthropic community leaders
- MNPS secured more than $15 million in grant funding to create five new STEAM magnet schools at the elementary level. Additional federal grant funds bring the overall total of additional dollars to approximately $24M.

Section Four: Our Community

4.1 Communications and Family Engagement

#	The Director is…	Evidence	Self-Evaluation
4.1a	Serving as an effective spokesperson for the organization.	▪ Monthly Radio Show Appearances (92Q) ▪ OpenLine ▪ Accessibility (community members, media outlets, ▪ Business journal commentary ▪ Leadership Awards ▪ Weekly District Publication distribution - listserv	4 – Exceeds Expectations

Evidence/Narrative 4.1a

Dr. Joseph has built in sustainable structures - regularly welcoming invitations to get the good news out about Metro Schools. Examples of how he extends internally within the organization and outward include:

- on a monthly basis participates on the 92Q Radio Show by answering questions and taking calls
- sits down regularly with News Channel 5's Ben Hall on Open Line, plus WKRN,
- remains accessible to media channels by participating regularly in tours, phone conferences, and requests for comments
- received awards for leadership from Alpha Kappa Alpha Sorority (Nationals) and Delta Sigma Theta Sorority
- participated in business journal commentary titled, "Why Metro's director of schools gives Nashville's business community a B"
- accepts invitations to speak with faith-based groups, local Urban League, teacher and parent groups, etc.
- remains active and diligent on social media (LinkedIn, Twitter) to ensure the community is able to see and also hear about the amazing work of students and staff
- through a weekly district publication (ICYMI) shares events of the week both internally and also to external stakeholders like Metro Council, Mayor's Office, community leaders, etc. – the listserv continues to grow

Overall, Dr. Joseph has consistently ramped up and improved efforts to do a better job at intentional communication of positive news.

#	The Director is…	Evidence	Self-Evaluation
4.1b	Establishing and maintaining positive relationships with individuals and groups that impact the organization's success.	▪ Monthly Meetings (Chamber of Commerce & NPEF) ▪ Quarterly CEO Champion Meeting (Mayor and top city execs) ▪ Board Member of: American Heart Association, Junior Achievement, Pencil, Alignment, and Learning Forward ▪ Co-Chaired Mayors Economic Empowerment Committee ▪ Keynote Speaker at the Urban League of Middle TNs 50th Anniversary ▪ Active Member of Council of Great City Schools (CGCS)	5 - Exceptional

Evidence/Narrative 4.1b

Dr. Joseph continues to work with a wide range of internal and external stakeholders to further the mission and vision of Metro Schools to be the fastest improving urban school district. Furthering and expanding on his visibility not only in the community, but within the school district has been a personal priority this school year.

The list included within the evidence section above is not exhaustive of all the stakeholders he meets with regularly. The groups/stakeholders/organizations mentioned in 3.3d, 4.1a, 5.1c, and 5.1d are all critical relationships which must be maintained. The Chiefs, Community Superintendents and all other district staff are all critical partners in not only developing, but maintaining positive relationships with stakeholders.

#	The Director is…	Evidence	Self-Evaluation
4.1c	Ensuring that student and family retention is increasing across all tiers (i.e. elementary-to-middle, and middle-to-high school).	▪ Student and Family Retention Data	3 – Meets Expectations

Evidence/Narrative 4.1c

2016-2017 and 2017-2018 Student and Family Retention

- There was a very small decrease in students retained from 2015-16 to 2016-17 and students retained from 2016-17 to 2017-18.
- On average the district lost approximately 11% of its students from one year to the next in both years displayed below.
- The district's high school tier loses the most enrollment, in some part because non-graduating seniors do not return.
- Middle school students are most likely to stay in the district.

Grade End of 2016		% 2016 Students Remaining in District in 2017	Grade End of 2017		% 2017 Students Remaining in District in 2018
Elementary	Pre-K	90.0%	Elementary	Pre-K	86.8%
	K	89.4%		K	89.3%
	1	89.9%		1	88.6%
	2	90.2%		2	89.3%
	3	90.3%		3	90.0%
	4	87.8%		4	87.2%
	Tier Mean	89.6%		Tier Mean	88.7%
Middle	5	91.1%	Middle	5	91.1%
	6	91.7%		6	90.7%
	7	90.8%		7	91.5%
	8	89.0%		8	88.2%
	Tier Mean	90.7%		Tier Mean	90.4%
High	9	87.0%	High	9	86.9%
	10	87.6%		10	88.3%
	11	91.2%		11	88.8%
	12*	36.0%		12*	35.8%
	Tier Mean	86.8%		Tier Mean	86.3%
Grand Mean		89.3%	Grand Mean		88.7%

*Grade 12 includes only non-graduating students.

#	The Director is…	Evidence	Self-Evaluation
4.1d	Ensuring that a higher percentage of parents and guardians are participating in parent organizations.	▪ Active School Support Organization ▪ Pending School Support Organization ▪ School Level Parent Advisory Group or Coalition	3 – Meets Expectations

Evidence/Narrative 4.1d

Schools with a School Level Support Organization or Parent Group:
- Approximately ninety schools have an active SSO, a school level Parent Advisory Group (PAG) or are working towards launching a group.
- There are roughly fifty-six schools with inactive SSOs or no form of PAGs.
- To date, we have three clusters up and running – Hillsboro, Overton, and Stratford clusters.

Active School Support (SSO)/PTA/PAC Organization		
	# of schools	
	As of 11/2017	As of 5/2018
Active SSO	69	80
Pending SSO	3	10
School Level Parent Advisory Group or Coalition	4	4
TOTAL	**73**	**94**

#	The Director is…	Evidence	Self-Evaluation

4.1e	Ensuring that parent and guardian satisfaction with their child's school is increasing.	▪ Parent Portal Usage
		▪ Family Engagement Survey
		  ▪ # of responses
		  ▪ Status of data release – *by end of June*
			Limited Data and Baseline Year for Survey

Evidence/Narrative 4.1e

Parent Portal Usage continues to increase from November 2017 to the next pull completed after the last day of the 2017-18 school year.
- Improvements are being completed regarding ways to retrieve data at the district level which includes a breakdown option by school, quadrant, cluster, and/or tier.
- This will be a great step towards analyzing the data and determining actionable next steps to provide better support and guidance to our families on understanding their students' data. The report is expected to be complete by September 2018.

Parent Portal Usage		
	Number (#)	
	As of 11/9/17	As of 5/25/18
Students Having Parent with Account	16246 (17.27%)	18381 (18.88%)
Parent Accounts	11735	13087
Parent Logins	130927	377397
Average Weekly Logins	7050	8866

Family Engagement Survey
- 3,338 responses were received on the Family Engagement Survey administered Spring 2018
- Question 29 allowed families to indicate whether they would like to receive a follow-up call or email. This is being supported by the Family Information Center as well as district Translators.
- In regards to steps taken to reach families, Family Involvement Specialists (FIS), parent outreach translators and others hosting events encouraged families to complete the survey. In addition, various offices also used reminder texts and other messaging options to reach families and provide the direct link for response.
- The full analysis of the survey is expected to be released by the end of June 2018.

#	The Director is…	Evidence	Self-Evaluation
4.1f	Ensuring effective public relations with the media and other external stakeholders.	▪ Media perception based on district coverage tracking	3 – Meets Expectations

Evidence/Narrative 4.1f

- Since August 2017, MNPS has had approximately 165 good news stories aired and in print in local media.
- There have also been another 72 or more on our social media, at least three per week. Since January, we've placed more than 100 good news stories on Facebook and twitter for a total of 200 good news items combined for social.
- This gives us around 437 good news stories on social/TV/radio/print for the 2017-18 school year.

#	The Director is…	Evidence	Self-Evaluation
4.1g	Ensuring effective government relations at the local, state and federal levels.	▪ Legislative Agenda and Position Statement ▪ Capital Needs Information Sheet (Presentation to Metro Council Budget & Finance Committee and the Education Committee *Additional evidence items follow below*	4 – Exceeds Expectations

Evidence/Narrative 4.1g

Dr. Joseph and his team are in continual communication with elected officials, providing answers to constituent questions as well as advising on legislation and issues directly and indirectly affecting MNPS students, people, organization and community. Over the 2017-18 school year, those efforts have included but are not limited to DACA and other immigration issues; health care; community and teacher concerns regarding individual schools; preparing and organizing community meetings; attending and participating in community meetings arranged by elected officials; presentations on budget needs and position statement; meetings with the Mayor's office; participating in a meeting of the State Board of Education; and more.

A bulleted list of specific evidence items are provided below:
- Legislative Agenda and Position Statement 2018 (Presentation to School Board Nov. 2017)
- Capital Needs Information Sheet (Presentation to Metro Council Budget & Finance Committee and the Education Committee
- Analysis of Student Withdrawal Data (Shared with Metro Council November 2017; Updated and shared with Metro Council March 2018)
- Statement re: Immigration issues – DACA (September 2017)
- Letter to Governor Haslam re: Immigration Issue (May 2018)
- Legislative Session Report to School Board (planned Summer 2018)
- Responses to Metro Council Questions and Requests – (Various Times: including May 2018)
- Proposed and Passed SB1663/HB1699 which allows stockpiled days to be used for planning.
- Weekly update to Mayor's office, Congressman Cooper's office, Davidson County delegation of the legislature, and Metro Council

![Metro Nashville Public Schools logo] METRO NASHVILLE PUBLIC SCHOOLS

SUMMATIVE EVALUATION – Director, Metro Nashville Public Schools
Director's Self-Evaluation & Evidence Companion Document – June 2018

Section Five: Executive Qualities

5.1 Interpersonal and Leadership Skills

#	The Director is…	Evidence	Self-Evaluation
5.1a	Demonstrating effective problem-solving skills.	▪ Student Voice Session Notes ▪ Educator Voice Session Notes	4 – Exceeds Expectations

Evidence/Narrative 5.1a

- ▪ Dr. Joseph has numerous vehicles for listening to staff and providing effective follow through based upon information obtained. For example, last semester he instituted educator voice sessions after hearing the concerns expressed by teachers that their voices were not being heard at the district level. He summarized the information, communicated to staff via Forward Focus and changed practices based upon their feedback. One school-based theme raised was regarding needed improvements in school culture and climate. Some educators even spoke specifically about more support being needed around implementation of Restorative Justice practices. Dr. Joseph elevated this feedback in the 2018-19 budget proposal by pushing for a greater focus on social emotional supports for schools.
- ▪ At the January voice session he reported out on the actions taken since the last meeting. He has also scheduled one more voice session for April 2018.
- ▪ In addition, Dr. Joseph implemented climate surveys last semester and in January 2018 began systemic focus groups with students to understand their experiences in schools. He used student's perspectives to justify aspects of the budget for the 2018-19 school year.

#	The Director is…	Evidence	Self-Evaluation
5.1b	Demonstrating good judgment in decision making.	▪ Weekly Board Memos (Calendar Section) ▪ Snow Decisions	4 – Exceeds Expectations

Narrative 5.1b

Dr. Joseph gathers input from stakeholders prior to making decisions. This group of stakeholders includes, but is not limited to the following: Principal advisory committees, Teacher advisory committees, Central Office staff, CEO Champions advisory committee, monthly Mayor meetings, monthly NOAH and IMF meetings, individual Board Member meetings, SEIU and MNEA monthly meetings – all give him input in his decisions.

In addition, snow decisions were made in a timely fashion and communicated to Board members and the community during the 2017-18 school year winter weather season.

#	The Director is…	Evidence	Self-Evaluation
5.1c	Demonstrating effective interpersonal communication skills.	▪ Certified Arbinger Trainer (models practices during leadership gatherings) ▪ Small group learning sessions (students, teachers, and principals) ▪ Participation in various media coverage options ▪ Speaking engagements (religious groups, philanthropic, non-profits, etc)	4 – Exceeds Expectations

Evidence/Narrative 5.1c

- ▪ Models Arbinger's Outward Mindset work for Principals and Central Office leadership monthly at Administration & Supervision meetings

- Meets with students, teachers and principals in small groups to listen to their feedback
- Participates in call-in T.V. and radio shows to hear directly from constituents
- Responds to feedback from the Mayor's Teacher and Parent Advisory teams….
- Responds to Metro Council, Mayor, and State Representative requests for feedback – to inform budgetary decision-making
- Invited to over 10 religious organizations to speak
- Frequent contributor to media
- Has conducted media rounds/tours at local television studios – at least 10 times

#	The Director is…	Evidence	Self-Evaluation
5.1d	Demonstrating the ability to build trusting relationships.	- Communication Updates to staff after Board Meetings re: topics & outcomes - All School budgets hared with communities - Director's Calendar – included in weekly Board Memo - Attends extra-curricular activities for schools (sports events, plays) - School Visits	4 – Exceeds Expectations

Evidence/Narrative 5.1d

Dr. Joseph is interested in getting to know all stakeholders in order to make adjustments aimed at meeting the needs of every learner. Visibility in schools and the community are crucial for building trusting relationships both internally and externally.

- Communicate calendar in weekly memo
- Responds to students, staff, community, media and other requests in writing
- Is highly visible within the community - attends extra-curricular activities in schools (football, basketball, plays, track meets, etc.)
- 10 Budget Hearings held to hear from the community
- Shared all school budgets for the first time – also provided guidance to Principals regarding key points of communication to share with their families/community
- Dr. Joseph continues to follow through on the commitments set from the beginning of his tenure with regards to district priorities around literacy, equity and high expectations for every student.

#	The Director is…	Evidence	Self-Evaluation
5.1e	Demonstrating the ability to balance diverging and competing points of view.	Increased Budget Meetings from two to ten sessions	4 – Exceeds Expectations

Evidence/Narrative 5.1e

In addition to ramping up the number of budget work sessions, Dr. Joseph and his leadership team were intentional re: making adjustments to the budget based upon the feedback received at the sessions from the Board and also the public participation portions.

#	The Director is…	Evidence	Self-Evaluation
5.1f	Demonstrating the ability to accept constructive criticism.	- Listen & Learn sessions with district staff - Feedback on Feedback – received at every Administration & Supervision (A&S) Meeting based on last session - Feedback on challenges around budget communication	3 – Meets Expectations

Evidence/Narrative 5.1f

- District staff are regularly encouraged to speak at Board Meetings. Sessions held with different groups provide topics that Dr. Joseph thinks through to determine what actions should be/can be taken based on feedback.
- During the A&S meetings, Principal and Central Office leadership were provided with an opportunity to rate the presentations given by Dr. Joseph and all other staff. The results were reported out at the next session and any adjustments made based on the feedback was also reported.
- Another example of accepting constructive criticism was related to communication around the 2018-19 budget. When MNPS received feedback that there were challenges with communication relating to School Budgets, Dr. Joseph publicly acknowledged the concern, recognized that it could have been better, and committed to making improvements in the future.

Section Six: Accomplishments and Challenges

6.1 Assessing the Past

#	Assessing the Past…	Evidence
6.1a	What were the most significant accomplishments of the Director during the past year?	▪ Weekly Board Memos

Evidence/Narrative 6.1a

- Continued collaboration with the School Board to execute on the Strategic Plan
- Reorganized central office into four quadrants to better address the individualized needs of communities
- Established clear protocols and procedures for monitoring implementation of the strategic plan
- Successfully met/addressed all the Chamber Report Card recommendations from previous year
- Secured $24M in grant dollars to support initiatives
- Established the Blueprint for Literacy in collaboration with the Mayor and the Nashville Public Education Foundation (NPEF)
- Supported acquiring $1.2M in philanthropic dollars in collaboration with the NPEF to support the Blueprint
- Increasing the number of students participating in advanced coursework
- Increasing the number of students in dual enrollment
- Implementing the new Scope and Sequence in reading, including the new IFL units
- Implementing Math and ELA curriculum and instruction update meetings
- Implementing the STEAM initiative at 18 Middle Schools
- Developing a plan to expand Arbinger Outward Mindset training to improve culture

#	Assessing the Past…	Evidence
6.1b	What were the most significant challenges MNPS faced during the past year, and how did the Director address them?	▪ Teacher Voice Session Feedback ▪ Panorama Climate Survey Results

Evidence/Narrative 6.1b

- Challenge: Implementing the new ELA scope and Sequences
  - Dr. Joseph addressed this challenge by listening to teachers and ensuring materials were ordered in time for the 2nd, 3rd and 4th quarter.

- Challenge: Discipline and school culture
  - o Dr. Joseph began to implement a plan to expand the Arbinger Institutes Outward Mindset training within the district and surveys of culture were administered to identify specific areas to address.

#	Assessing the Past…	Evidence
6.1c	Have any legal, ethical, or governance issues arisen with regard to the operations of MNPS? If so, did the Director adequately address them?	▪ Media Coverage

Evidence/Narrative 6.1c

- ▪ Sexual Harassment issues
  - o Dr. Joseph ensured that Human Resources thoroughly investigated all cases and made appropriate recommendations. We also ensured that people reporting instances of sexual harassment were protected and their identities not disclosed.
- ▪ School Board Lawsuit
  - o Dr. Joseph is evaluating the costs associated with the legal suit initiated by the Board with the State. An evaluation is necessary since the dollars were not originally allocated for this purpose.

6.2 Looking to the Future

#	Looking to the Future…	Evidence
6.2a	What are the most important organizational priorities for the Director in the year ahead?	▪ Increasing reading achievement ▪ Improving attendance ▪ Strengthening communications

Evidence/Narrative 6.2a

The Director and his leadership team will continue focusing on improvements in reading achievement, attendance, and overall communications strategy.

Having the right mindset to execute on the work is critical. Therefore, the Arbinger Institute's Outward Mindset in Education training is centered on the goal of ensuring that Principal and Central Office Leadership puts the needs of students first in every decision made, as well as improving overall district climate.

#	Looking to the Future…	Evidence
6.2b	What are the most important leadership challenges for the Director in the year ahead?	▪ Staff Vacancy ▪ Balancing District Budget

Evidence/Narrative 6.2b

The position of Executive Officer of Communications & Family Engagement is a critical vacancy.

The challenge of balancing the district budget in the midst of declining funding has been front and center in district conversations, and continues to date.

#	Looking to the Future…	Evidence
6.2c	What are the most important professional-development goals for the Director in the year ahead?	▪ State Legislative Agenda

Evidence/Narrative 6.2c

Dr. Joseph and team will continue building relationships with state legislators during the legislative process.