

AGENDA

METROPOLITAN BOARD OF PUBLIC EDUCATION Metropolitan Nashville Public Schools 2601 Bransford Avenue, Nashville, TN 37204 Regular Meeting –October 23, 2007 - 5:00 p.m. Marsha Warden, Chair

<u>TIME</u>			<u>PAGE</u>
5:00	I.	<u>CONVENE</u>	
		A. Establish Quorum	
		B. Pledge of Allegiance	
		C. Recognition of Audience Guests	
		D. Student Showcase – Gra-Mar Middle Drum Ensemble	
5:20	II.	<u>LINKAGE SESSION</u>	GP-8.2.a
		<i>For the purpose of governing with an emphasis on the Board's policies called End Results for Students, the Board has scheduled a series of linkages designed to engage the community in an intentional and constructive dialog about these policies and related issues to student achievement and outcomes. (4th Tuesdays only)</i>	
		• Vanderbilt Math and Science Program	
6:20	III.	<u>GOVERNANCE ISSUES</u>	
	A.	Actions	
		1. Approve Agenda	GP-2.2
		2. Consent	GP-8.3
		a. Approval of Minutes – 10/9/2007 Regular Meeting	1
		b. Extension of Contract for Staff Training Regarding Condition Assessments and Facility Inventory – MGT of America, Inc. L-1675 (Control No. A-20824)	6
		c. Designer Supplement Agreement #4 – Indoor P.E. Rooms at Various Schools, Package F (Crieve-Hall, Kirkpatrick, and Cora-Howe) – Hastings Architecture & Associates – MBOE-02-077 (Control No. A-02827)	6
		d. Change Order #2 - West End Middle School – Robert S. Biscan Company – MBOE – 05-027 (Control No. A-)	7
		e. Awarding of Bids and Contracts	
		1. The Library Corporation	8
		2. Tennessee State University	9
		3. Centerstone Community Health Center	10
		4. Catholic Charities of TN, Inc.	11
		3. Administrative Monitoring Report	
		a. E-2.6 – ACT/SAT/PSAT/ College Entrance	12
		b. EE-10 – Communication with Board	36
		c. EE-14 – District Calendar	45
	B.	Board Development	GP-2
		<i>This section provides the Board an opportunity for in-depth discussions on focused topics that inform their work on End Results for Students policies. (4th Tuesdays only)</i>	
		• PLAN China Presentation	
7:30	IV.	<u>ANNOUNCEMENTS</u>	GP-2.6
7:40	V.	<u>WRITTEN INFORMATION TO THE BOARD</u> (not for discussion)	
		A. Board Calendar Items	76
		B. Board Meeting Evaluation	GP-2.6 77
		C. Sales Tax Collections as of 10/20/07	EE-7 78
		D. Fiscal Year 2007-2008 Operating Budget Financial Report	79
7:45	VI.	<u>ADJOURNMENT/BOARD MEMBER EVALUATION</u>	GP-2.6

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Board of Education
Minutes

October 9, 2007

TOPIC	DISCUSSION/MOTION	FOLLOW-UP/OUTCOME
<ul style="list-style-type: none"> Roll Call 	<p>Members Present: Marsha Hagan Warden, Chair; Ed Kindall, Vice-Chair; Dr. Jo Ann Brannon; David A. Fox; Mark North; Steve Glover; Karen Y. Johnson; Gracie Porter; George H. Thompson, III</p>	
<ul style="list-style-type: none"> Pledge of Allegiance 	<p>Ms. Warden called the meeting to order at 5:03 p.m.</p>	
<ul style="list-style-type: none"> Motion to Adjourn Early 	<p>Led by Don Majors, Congressman Jim Cooper's office.</p> <p>Mr. Glover motioned to adjourn the Board meeting at 6:45 p.m. due to the Suspension Hearing scheduled for 7:00 p.m. Dr. Brannon seconded.</p>	<p>VOTE: For 8-0 Unanimous (Mr. Thompson out of room)</p>
SPECIAL PRESENTATION		
<ul style="list-style-type: none"> Adjustments to Student Assignment Plan 	<p>Mr. Collier presented to the Board the proposed adjustments to the Student Assignment Plan. Since the 1994-1995 school year, MNPS student enrollment numbers for African-American and Hispanic students have steadily increased, while White student enrollment has consistently declined. Poverty levels in Nashville have also dramatically increased, and the number of Special Education students served has increased. Mr. Collier presented the following recommendations:</p> <p>Antioch Cluster: Subdivide the current Antioch Cluster to create the new Cane Ridge Cluster; Relocate John F. Kennedy Middle School back to the Hobson Pike location; and Relocate Antioch High School's Ninth Grade Academy back to the main campus.</p> <p>Cane Ridge: Open Thurgood Marshall MS for grades 5-8, and Open Cane Ridge HS with grades 9 and 10.</p> <p>Hillsboro Cluster: Assign the non-contiguous part of the Overton Cluster to the Hillsboro Cluster; Carter-Lawrence takes in a zoned population from the Overton cluster; Ample space will remain at Carter-Lawrence for the current magnet program to continue in conjunction with the zoned population.</p> <p>Hillwood Cluster: Wharton becomes a zoned elementary school with grades PK-4, and organized on a PT (pupil-teacher) ratio of 15 to 1 for PK-3 and 20-1 in 4th grade; The area around Buena Vista is being zoned to Buena Vista. Families in this area will no longer be required to apply for Buena Vista through the lottery; John Early becomes a zoned middle school serving grades 5-8; Martha Vaught will cease to exist as a zoned middle school; The Big Picture School is currently located at Wharton, but will be relocated to Martha Vaught; Brookmeade will lose approximately 150 students to Wharton. As a result, Brookmeade and Westmeade will be combined at the Westmeade location; Brookmeade will be made available for an optional program or other instructional use.</p>	

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<ul style="list-style-type: none"> Adjustments to Student Assignment Plan - continued 	<p>Hunters Lane Cluster: Amqui's non-contiguous zone located south of Briley Parkway can be shifted to the Whites Creek Cluster; The Rio Vista area in Madison can be reassigned to the Hunters Lane Cluster from the McGavock Cluster; Old Center's non-contiguous zone can be shifted to the Whites Creek Cluster, which makes space available at Old Center for a portion of Gateway to be reassigned to Old Center; Gateway can be made available for an optional program or other instructional use; Brick Church MS can be reassigned to the Whites Creek Cluster; Madison can be opened as a zoned middle school. The current special education program at Madison can be relocated to one of the 5 schools being made available for other instructional uses.</p> <p>McGavock Cluster: Napier becomes a zoned school. Almost all of the affected students are already attending Napier. This change removes the requirement that parents must apply through the lottery process to enroll their children at Napier.</p> <p>Maplewood Cluster: Study the feasibility of consolidating some elementary schools in the cluster.</p> <p>Overton Cluster: Reassign the non-contiguous Overton zone to the Hillsboro Cluster; Reassign portions of the Tusculum and McMurray zones in order to relieve overcrowding at these two schools.</p> <p>Pearl-Cohn Cluster: The current PK-8 program at McKissack is discontinued. McKissack is being made available as an optional program or other instructional use; Adjust the zone for Cockrill to relieve overcrowding there; Adjust the zone for Park Avenue to add students to this under-enrolled school.</p> <p>Stratford Cluster: Adjust the zones for Dan Mills and Inglewood to eliminate the non-contiguous Dan Mills zone and get more students in an elementary school closer to home; The Stratford Cluster currently has 3 middle schools: Bailey, Dalewood and Isaac Litton. Only 2 zoned middle schools are necessary. The Administration recommends that Isaac Litton and Bailey be retained as the zoned middle schools; Dalewood is being made available for other instructional uses.</p> <p>Whites Creek Cluster: Robert E. Lillard could become a zoned elementary school (PK-4) in order to make better use of its large capacity. Lillard has a capacity of 534 students. This larger capacity will allow space for a PK class or two, as well as a pupil-teacher ratio of 15-1 in PK-3 and 20-1 in 4th grade; The current program at Lillard will continue and could be reassigned to Bordeaux; The current zone at Bordeaux could be split between Cumberland and Lillard; Brick Church MS can be reassigned to the Whites Creek Cluster</p>	

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<ul style="list-style-type: none"> Adjustments to Student Assignment Plan- continued 	<p>from the Hunters Lane Cluster; Ewing Park could be made available for an optional program or other instructional use. The current Ewing Park Middle School zone could be split between Joelton MS and Brick Church MS.</p> <p>Ms. Warden thanked Mr. Collier for his department's hard work on the proposed Student Assignment Plan. She stated that some Board members have scheduled community meetings to discuss the Student Assignment Plan in an effort to provide information and receive input. Additionally, the Board has scheduled a work session to discuss the Student Assignment Plan. Mr. Kindall asked if demographic information for each school would be available for the Study Session. Mr. Collier stated that it will be available at that time. Mr. Thompson thanked Mr. Collier for the proposal and noted that rezoning is a sensitive and complex issue. An overarching consideration is diversity. Mr. Thompson stated that as we seek to be one of the best districts in the country, we need to seriously consider diversity in this Student Assignment Plan and would very much like to see diversity included in this plan.</p>	<p>Mr. Collier will provide demographic data for each school at the study session on October 19th.</p>
	GOVERNANCE ISSUES	
<ul style="list-style-type: none"> ACTIONS Consent Agenda 	<p>Mr. Kindall made the motion to approve the following consent agenda items: III-A-2-a – Approval of Minutes – 9/25/07 Regular Board Meeting- III-A-2-b – Awarding of Bids and Contracts – 1. Carolina Biological Supply Company. Dr. Brannon seconded.</p> <p>Mr. Glover asked that the word “graduation” in the 9/25/07 minutes on the bottom of page 192 and top of page 193 be changed to “drop-out.”</p>	<p>VOTE: For 9-0 Unanimous</p>
<ul style="list-style-type: none"> Monitoring Reports - Second Reading -- (1.) E-2.5- Advanced Placement (2.) EE-1 – Global Executive Constraint (3.) EE-2 – Emergency Succession (4.) EE-15 – Learning Environment /Discipline (5.) EE-16- Facilities 	<p>Mr. Glover motioned to approve the Monitoring Reports – Second Reading as read – (1.) E-2.5 - Advanced Placement, (2.) EE-1 – Global Executive Constraint, (3.) EE-2 – Emergency Succession, (4.) EE-15 – Learning Environment/Discipline, (5.) EE-16- Facilities. Dr. Brannon seconded.</p> <p>Mr. Glover asked Ms. Warden about her comment under provisions on E-2.5- Advanced Placement- “The continued downward trend must be stopped.” Ms. Warden asked that this comment be moved to Actions needed on the final monitoring report.</p>	<p>VOTE: For-9-0 Unanimous</p>
	REPORTS	
<ul style="list-style-type: none"> Director's Report 	<p>Dr. Garcia stated that three Charter School applications have been received:</p>	

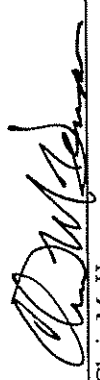
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TOPIC	DISCUSSION/MOTION	FOLLOW-UP/OUTCOME
<ul style="list-style-type: none"> • Director's Report - continued <ul style="list-style-type: none"> ◦ Charter Application Review Update 	<p>Smithson-Craighead's renewal application; and two new applications are from the Nashville Academy of Science and Technology and JWG Manna Life & Art Academy. Dr. Greg Patterson, Chairperson of the Charter School Review Committee, submitted to the Board tentative dates for the Charter School Review Committee to meet. Ms. Porter also reviewed and answered questions concerning the Charter School application process. Ms. Warden asked that the Board be notified of the times and dates each Charter School applicant will be interviewed. Dr. Patterson stated that Charter School updates will be posted on the MNPS website. Mr. Fox asked if the Charter School Review Committee meetings were open meetings. Dr. Garcia stated that Mr. Fox was welcome to attend as long as media was not present.</p>	
<ul style="list-style-type: none"> • Tennessee Department of Education Update 	<p>Dr. Garcia stated that members of the Cabinet and other Administrators met with representatives from the Tennessee Department of Education. The conversation centered on the 13 schools facing "corrective action" in the 2007-08 school year. The district has received assessments and detailed plans for each school that should be implemented for this year. Dr. Garcia and his staff are in the process of meeting with the 13 principals from each school concerning the language in the plan. The district will submit a report to the Tennessee Department of Education on each of the schools, reporting on what can and can't be done, as well as what we intend to do. Many of the items have a monetary impact, but we are told we have to move to implementation since we received state dollars for low socio-economic students.</p>	
<ul style="list-style-type: none"> • Strategic Plan Update 	<p>Mr. Lott said that he will be going through the Strategic Plan and making final revisions to submit to the Board in November and begin the approval process.</p>	
<ul style="list-style-type: none"> • Board Chairman's Report <ul style="list-style-type: none"> ◦ Advocacy Committee Report 	<p>Mr. North passed out possible dates to meet with Congressman Cooper. He asked the Board to contact Ms. Hawkins with their available dates. He also asked the Board to review the NSBA recommendations on No Child Left Behind and the House Education Labor Committee's Discussion Draft handout. He suggested that each Board member meet with their council members and suggested that they review the proposed Student Assignment Plan and offer suggestions. Ms. Warden stated that there is a meeting scheduled with the Metro Council Education Committee members to discuss the proposed Student Assignment Plan on October 15 at 5:00 p.m. Ms. Johnson stated that she had contacted her council members and advised them to watch tonight's Board meeting in order to discuss and give feedback on the Student Assignment Presentation.</p>	
<ul style="list-style-type: none"> • Council of the Great City Schools Update 	<p>Ms. Warden stated that the Council of the Great City Schools conference will take place October 31 - November 4 at the Renaissance Hotel. We are</p>	

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TOPIC	DISCUSSION/MOTION	FOLLOW-UP/OUTCOME
<ul style="list-style-type: none"> Council of the Great City Schools Update - continued 	expecting over 1,000 educational leaders to attend the conference and look forward to this event.	
ANNOUNCEMENTS		
<ul style="list-style-type: none"> Board and Council Education Committee Event 	Ms. Warden announced the Board and Metro Council Education Committee would be having a "meet and greet" at Dr. Garcia's home, October 22 at 6:00 p.m.	
<ul style="list-style-type: none"> Principal For a Day 	Ms. Warden announced that Principal for a Day will be held October 11, 2007.	
<ul style="list-style-type: none"> Mayor's Town Hall Meeting 	Ms. Warden announced that the next Mayor's Town Hall meeting at Donelson Middle School, October 18 at 6:00 p.m.	
<ul style="list-style-type: none"> East Nashville Tour of Schools 	Ms. Porter announced the East Nashville Tour of Schools that will be held October 19 from 9:30 a.m. -12:30 p.m. to tour East Nashville schools.	
<ul style="list-style-type: none"> Preventative Measures Meeting 	Ms. Johnson announced that there will be a preventative measures meeting on safety and security October 30 at 6:30 p.m. at Antioch High School.	
<ul style="list-style-type: none"> Community Meetings -- Student Assignment Plan 	The following community meetings are scheduled to discuss the proposed Student Assignment Plan: October 12 -- Pearl-Cohn High School Faculty Meeting October 22 -- Antioch High School at 6:30 p.m. October 25 -- Hillwood High School at 6:30 p.m. October 29 -- Madison High School at 6:00 p.m.	
WRITTEN INFORMATION TO THE BOARD		
<ul style="list-style-type: none"> Board Calendar Items 		
<ul style="list-style-type: none"> Board Meeting Evaluation 		
ADJOURNMENT		
<ul style="list-style-type: none"> Adjournment 	Mr. Fox made the motion to adjourn at 6:51 p.m.	
<ul style="list-style-type: none"> Signatures 	<div style="text-align: right;">  Chris M. Henson Board Secretary </div> <div style="text-align: right;"> Marsha Hagan Warden Board Chair </div>	Date

III. GOVERNANCE ISSUES

A. ACTION

2. CONSENT

- b. EXTENSION OF CONTRACT FOR STAFF TRAINING REGARDING
CONDITION ASSESSMENTS AND FACILITY INVENTORY – MGT OF
AMERICA, INC. - L-1675 (CONTROL NO. A-20824)

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

It is recommended that this extension be approved.

Legality approved by Metro Department of Law – Control No. A- 20824

FUNDING: 27-08 (80408007)

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- c. DESIGNER SUPPLEMENT # 4 – INDOOR P.E. ROOMS AT VARIOUS
SCHOOLS. PACKAGE F (CREEVE-HALL, KIRKPATRICK, AND CORA-
HOWE) - HASTINGS ARCHITECTURE & ASSOCIATES – MBOE-02-077
(CONTROL NO. A-02827)

It is recommended that this supplement add three schools and increase the Designer contract from \$510,910.09 to \$639,257.39.

Legality approved by Metro Department of Law – Control No. A- 02827

FUNDING: 27-04-9210-903

October 23, 2007

III. GOVERNANCE ISSUES

A. ACTION

2. CONSENT

d. CHANGE ORDER # 2 – WEST END MIDDLE SCHOOL – ROBERT S. BISCAN COMPANY – MBOE – 05-027 (CONTROL NO. A-)

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

1. Lead paint abatement – scope of work not clearly defined in the drawings and specs	ADD	\$20,000.00
2. RFP#19 - Additional drywall work per field conditions	ADD	\$14,282.82
3. RFP#27 – Add smoke-tight walls in crawl spaces as per the Metro Fire Marshal	ADD	\$ 4,277.97
4. RFP#28 – Add new floor drains in Basement, due to being unable to un-plug the existing drains	ADD	\$ 9,379.09
5. RFP#30 – Add ambulatory stalls in restroom as per Metro ADA	ADD	\$ 1,355.79
6. RFP#32 – Replace existing water service to building	ADD	\$47,909.44
7. RFP#33 – Additional floor prep required	ADD	\$30,998.10
8. RFP#36 – Add tack boards	ADD	\$ 5,179.34
9. RFP#37 – Add aluminum panning at louvers and windows at sides of old gym	ADD	\$ 7,350.00
TOTAL		\$140,732.55

It is recommended that this change order be approved.

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

FUNDING: 27-03 and 27-05

October 23, 2007

III. GOVERNANCE ISSUES

A. ACTION

2. CONSENT

e. AWARDING OF BIDS AND CONTRACTS

(1) **WHO:** The Library Corporation

WHAT: Amendment to an existing performance contract to add two new software products, Web Circ and AquaBrowser. The Contractor has replaced its original circulation product with Web Circ, a web-based circulation interface software that incorporates more advanced user interface technologies. AquaBrowser enables the user to tap all available resources (Web, catalog, etc.) when searching the On-line Public Access Catalog, which replaces the card catalog in the school library, thereby increasing the user's search capabilities. Also included is the supporting hardware. The term of the existing contract is December 11, 2003 to December 10, 2008.

FOR WHOM: MNPS students and staff at all schools

HOW MUCH: \$101,339

HOW THIS CONTRACT WILL BE EVALUATED: Contractor success in meeting implementation milestones and industry standards for software performance in a large district production environment

Metro Contract Number 15379

For Information Technology and Accountability

Source of Funds: Information Technology Capital Budget

III. GOVERNANCE ISSUES

A. ACTION

2. CONSENT

e. AWARDING OF BIDS AND CONTRACTS

(2) **WHO:** Tennessee State University

WHAT: Performance contract to provide instruction in and an assessment of an enhanced teaching methodology for use with the Motion and Design Hands-On-Science kit. The methodology emphasizes observation of experimental results and recording them using intensive writing skills into science journals. The Contractor will observe the teacher in the classroom and will review the student journals to assess the effectiveness of the methodology in comparison with a control group using the traditional method. The term of the contract is September 1, 2007 to June 30, 2008.

FOR WHOM: Selected MNPS fifth grade science students using the Motion and Design Hands-On-Science kit and their teachers

HOW MUCH: MNPS will be reimbursed up to \$30,000 for research materials used in the assessment

HOW THIS CONTRACT WILL BE EVALUATED: Statistically significant improvement in scores from the standard pre- and post-course assessments contained in the Motion and Design Hands-On-Science kit of students receiving instruction using the enhanced methodology compared to those in the control group

MBPE Contract Number 2-214158-15
For Curriculum and Instruction/Subject Areas
Metro Legal Control Number A-20795

III. GOVERNANCE ISSUES

A. ACTION

2. CONSENT

e. AWARDING OF BIDS AND CONTRACTS

(3) **WHO:** Centerstone Community Health Center

WHAT: Performance contract to provide nineteen therapists for mental health services including group and individual counseling, medication monitoring, family counseling and case management. This is an interim contract pending competition through a request for proposals for a new five-year contract. The term of the contract is July 1, 2007 to June 30, 2008.

FOR WHOM: MNPS students at Johnson, Madison and Murrell Special Education Schools

HOW MUCH: \$33,087.78 per therapist annually, not to exceed \$628,667.82 for the full one-year term of this contract

HOW THIS CONTRACT WILL BE EVALUATED:

1. Improved daily behavior scores on each student
2. Individual Education Plan (IEP) goals met
3. Increased parent/family involvement in school programming
4. Observation of contractor performance involving emergency and medication evaluations

MBPE Contract Number 2-404131-00
For Curriculum and Instruction/Special Education
Metro Legal Control Number A-20800
Source of Funds: Operating Budget

III. GOVERNANCE ISSUES

A. ACTION

2. CONSENT

e. AWARDING OF BIDS AND CONTRACTS

(4) **WHO:** Catholic Charities of TN, Inc.

WHAT: Performance contract for MNPS to provide at least six beginning English language classes at the Catholic Charities' office and at other locations where the need is greatest. The contract is funded by and dependent upon a grant received by Catholic Charities from the Tennessee Department of Human Services. MNPS performed similar services last year for Catholic Charities. The term of the contract and of the grant is July 1, 2007 to June 30, 2008.

FOR WHOM: Adult refugees who have been residents of the United States for less than one year

HOW MUCH: MNPS will receive \$65,000, down from \$72,000 last year (funds reduced because of unfilled vacancy in MNPS coordinator position)

HOW THIS CONTRACT WILL BE EVALUATED:

1. 60 students will be served each month
2. 30% of these students will show a level gain over a one-year period

MBPE Contract Number 2-215366-00

For Administration, Pre-K-12/Adult Basic Education Programs

Metro Legal Control Number A-20785

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

E-2.6 ACT/SAT/PSAT/College Entrance

Board Member: _____ **Date Report Submitted:** _____

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

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

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

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

COMMENDATIONS:

PROVISIONS:

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

Comments on Interpretations and Actions Needed:

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

Suggested Additions or Deletions for Policy:

Other Board Member Comments:

**Return to Melissa Bryant by fax or email by noon, date

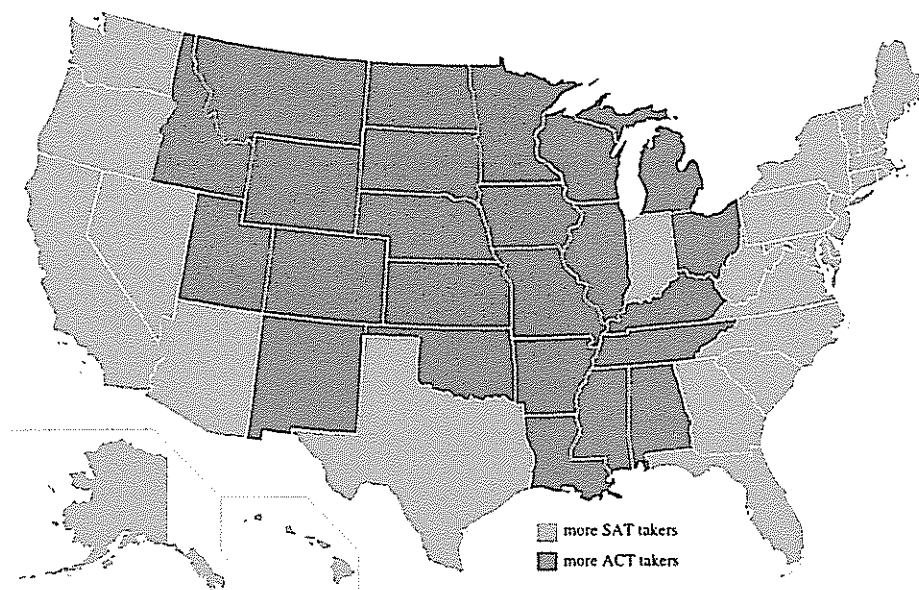
Metropolitan Nashville Public Schools Policy Governance Monitoring Report

Date of Report: October 23, 2007

Overview of End Results for Students: 2.6 ACT, SAT and PSAT

The American College Test (ACT) and Scholastic Aptitude Test (SAT) are curriculum-based college entrance examinations that measure students' readiness for college. Tennessee is one of twenty-four states reporting the ACT as a more recognized test (*See Figure 1.*).

Figure 1



Metropolitan Nashville Public Schools (MNPS) encourages all high school students to take either the ACT or SAT exam, depending on the preferred college requirements. It is a District goal to increase the average ACT score and to increase the percentage of students who meet the ACT score requirement (19) for admission to Tennessee colleges and universities.

ACT

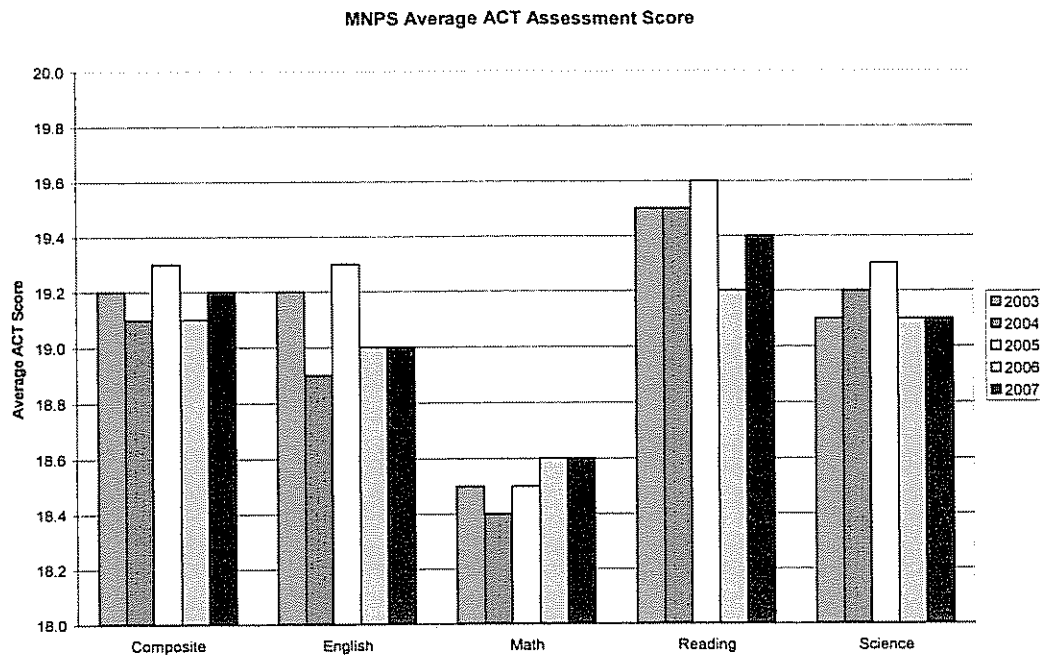
The ACT is divided into four multiple-choice tests in the skill areas of English, reading, mathematics, and science reasoning, with an optional Writing Test, which measures skill in planning and writing a short essay. The highest possible composite score is 36.

The current ACT is administered in about 2 hours 55 minutes at local qualified testing centers. ACT requires a basic registration fee of \$30.00, which includes sending score reports to up to four college choices. However, the basic registration fee for the ACT Plus Writing is \$44.50. The State of Tennessee provides vouchers to all seniors wishing to take the ACT exam.

The number of MNPS seniors taking the ACT exam increased for the fourth consecutive year, from 2,392 in 2003 to 2,678 in 2007. The ACT Composite average score dropped from 19.3 in 2005 to 19.1 in 2006 and increased to 19.2 in 2007. The scores have remained stable over the 5- year period (*See Figure 2.*).

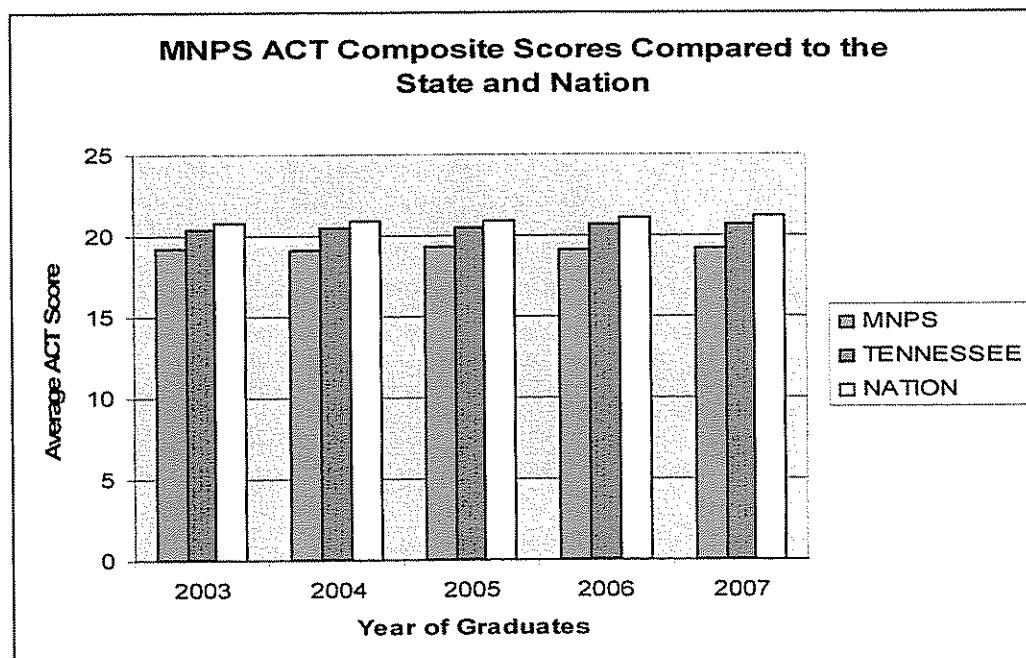
The average English, mathematics, and science scores have remained constant from 2006 to 2007, but average reading scores increased from 19.2 in 2006 to 19.4 in 2007 (See Figure 2.).

Figure 2



Although our scores have increased from 2006 to 2007, we are slightly below the State and National averages of .5 and 2.0, respectively (See Figure 3.). According to the Southern Regional Educational Board (SREB) in their 2007 publication *Improving ACT and SAT Scores: Making Progress, Facing Challenges* report, college admission test scores in SREB states (Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia) generally have improved. However in most states, scores fall short of the national average (See Figure 3.).

Figure 3



Core Courses and ACT Results

ACT research shows that it is the rigor of high school courses – rather than simply the number of courses – that best prepares students for college. ACT recommends that students take 4 years of English and at least 3 years in Mathematics and 3 years in the Social and Natural Sciences. ACT data show that students who take and work hard in higher-level courses, such as Physics and an advanced math course beyond Algebra II, are most likely to be prepared for college. The results of MNPS students completing more rigorous core courses are similar to ACT research findings (*See Tables 1–4*).

- MNPS students who have completed core courses score significantly higher as a group than students who have not completed score courses.
- Seventy percent (70%) of students who took the 2006 ACT responded that they had completed core courses, the same percentage as in 2006. Twenty-six percent (26%) indicated they had less-than core, and 5% failed to respond.
- Average composite scores for students taking core (19.6) were 1.8 points higher than scores of students with less- than- core (17.8). Similar differences were observed for each subject tested. The most dramatic difference between students taking core courses and those with less- than- core were in the English section of the exam, where scores differed by 2.5 points (19.6 and 17.1, respectively).

Table 1

Five Year Trends—Average ACT Score by Level of Preparation

Grad Year	Average ACT Scores													
	Number Students Tested		Percent*		English		Math		Reading		Science		Composite	
	Core or more	Less than core	Core or more	Less than core	Core or more	Less than core	Core or more	Less than core	Core or more	Less than core	Core or more	Less than core	Core or more	Less than core
2003	1581	745	66	31	20.2	16.8	19.2	16.7	20.4	17.5	19.9	17.4	20.1	17.2
2004	1559	727	65	30	19.9	16.9	19.1	16.9	20.3	17.7	19.9	17.7	19.9	17.4
2005	1651	696	68	29	20.2	16.9	19.1	16.9	20.4	17.7	19.9	17.8	20.0	17.5
2006	1750	659	70	26	19.7	17.0	19.0	17.1	19.8	17.7	19.5	17.9	19.6	17.6
2007	1876	671	70	25	19.6	17.1	18.9	17.4	18.8	18.1	19.5	18.0	19.6	17.8

* Percent of all students tested. Numbers will not add up to 100% due to no response.

Table 2

English Course Patterns	# of students	%	ACT English
English 9, English 10, English 11, English 12, & Other English	222	8	20.4
English 9, English 10, English 11, English 12 (min. core)	2150	80	18.9
Less than four years of English	166	6	18.2

Table 3

Math Course Patterns	# of students	%	ACT Math
Algebra I, Algebra II, Geometry, Trigonometry, Calculus	206	8	22.9
Algebra I, Algebra II, Geometry, Trigonometry, other adv. math	192	7	20.8
Algebra I, Algebra II, Geometry, & Trigonometry	193	7	19.4
Algebra I, Algebra II, Geometry & other adv. Math	330	12	19.1
Other combo of 4 or more years math	280	10	23.0
Algebra I, Algebra II, & Geo (min core)	1142	43	16.0
Other combo of 3 or 3.5 years of math	75	3	19.6
Less than 3 years	119	4	16.7

Table 4

Science Course Patterns	# of students	%	ACT Science
Gen. Science, Biology, Chemistry, & Physics	527	20	22
Biology, Chemistry, and Physics	89	3	22.4
Gen. Science, Biology, and Chem.(min. core)	1486	55	18.3
Other combinations of 3 years	29	1	18.4
Less than 3 years	396	15	17.6

ACT Disaggregated Data (See Table 5.)

When scores are disaggregated by race/ethnicity, composite averages rose slightly from 2006 to 2007 for White (21.6 to 21.7), Asian/Pacific Islander (from 20.7 to 21.5), and American Indian (23.0 to 23.2) students, although there were too few American Indian students to provide reliable averages. The average score for African American students remained stable at 17.1 during this period. A decrease in average score was seen for the Hispanic group (from 18.1 to 17.6) from 2006 to 2007. Ten percent (10%) of students did not identify their race in 2007, and this group increased its average score from 2006 to 2007 (from 18.9 to 19.6).

Over the last five years, there have been substantial changes in the demographic makeup of the test-taking group. From 2003 to 2007, representation from the three largest racial/ethnic groups changed in the following manner: African Americans were 41% of the test-takers in 2003 and 47% of the test takers in 2007, Whites were 43% of the test-takers in 2003 and 36% of the test takers in 2007, and Asian/Pacific Islanders were 5% of the test takers in 2003 and 4% of the test takers in 2007. The percentage of Hispanic test takers remained stable at 3% during this time period.

Table 5

	2003			2004			2005			2006			2007		
	N	%	Avg.	N	%	Avg.	N	%	Avg.	N	%	Avg.	N	%	Avg.
All students	2392	100	19.2	2406	100	19.1	2415	100	19.3	2506	100	19.1	2678	100	19.2
African American	973	41	16.8	1045	43	17.0	998	41	17.1	1122	45	17.1	1272	47	17.1
American Indian	5	0	22.4	6	0	17.0	4	0	21.8	3	0	23.0	5	0	23.2
White	1040	43	21.6	975	41	21.4	969	40	21.6	895	36	21.6	935	35	21.7
Hispanic	60	3	19.2	77	3	17.8	74	3	17.8	96	4	18.1	74	3	17.6
Asian/Pacific Islander	109	5	19.3	103	4	20.9	117	5	20.0	122	5	20.7	118	4	21.5
Other/No response	205	9	18.3	200	8	19.4	253	10	19.1	268	11	18.9	274	10	19.6

PSAT

Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT) is a standardized test that provides firsthand practice for the SAT Reasoning Test™. It also gives students a chance to enter National Merit Scholarship Corporation (NMSC) scholarship programs. The PSAT/NMSQT measures critical reading skills, math problem-solving skills, and writing skills.

PSAT Results

The number of 10th grade PSAT/NMSQT test-takers [MNPS] has decreased 3.2% from 2005 to 2006. From 2005 to 2006, the number of African American 10th grade PSAT/NMSQT test-takers has increased 12.9%, as compared to a 4.3% increase in the State of Tennessee and a 10.0% increase nationwide. The African American 10th grade PSAT/NMSQT test-takers comprise 35.4% of all 10th grade public school test-takers. In the State of Tennessee, African American 10th grade PSAT/NMSQT test takers comprise 45.1% of Tennessee's public school test-takers, and nationally, African American 10th grade PSAT/NMSQT test-takers comprise 18.0% of all public school test-takers. Metropolitan Nashville's African American 10th grade PSAT/NMSQT test-takers comprise 4.7% of Tennessee's African American public school test-takers.

From 2005 to 2006, the number of Hispanic public school 10th grade PSAT/NMSQT test-takers in has decreased 27.8%, as compared to a 26.4% increase in the State of Tennessee and a 17.1% increase nationwide. The Hispanic 10th grade PSAT/NMSQT test-takers comprise 3.1% of Metropolitan Nashville's public school test-takers. In the State of Tennessee, Hispanic 10th grade PSAT/NMSQT test takers comprise 2.5% of Tennessee's public school test-takers, and nationally, Hispanic 10th grade PSAT/NMSQT test-takers comprise 19.0% of all public school test-takers. The Hispanic 10th grade PSAT/NMSQT test-takers comprise 7.4% of Tennessee's Hispanic public school test-takers.

SAT

The SAT Reasoning Test is a standardized test for college admissions in the United States with possible scores from 600 to 2400, combining test results from three 800-point sections (math, critical reading, and

writing). The current SAT Reasoning Test is administered in about 3 hours and 45 minutes and costs \$43. The State of Tennessee provides vouchers to all seniors wishing to take the SAT exam.

SAT Results

In the class of 2007, there was an 8.9% decrease in the number of students taking the SAT, as compared to 7.4% decrease in the number of Tennessee public school students taking the SAT in the class of 2007. There was a 25.8% decrease in the number of African American students in the class of 2007 taking the SAT, as compared to an 8.1% decrease in all of Tennessee's public schools and a 10.0% increase nationwide. Whereas African American SAT test takers comprise 9.4% of Tennessee's public school SAT test takers, African American SAT test takers comprise 16.0% of MNPS SAT test takers. African American students in MNPS outperformed their State of Tennessee counterparts, as well as their counterparts nationwide, on all three SAT subsections. Mean Critical Reading scores for MNPS African American students is 12 points higher, mean Mathematics is 4 points higher, and mean Writing is 6 points higher than African American students in public schools throughout Tennessee. Mean Critical Reading scores for MNPS African American students is 84 points higher, mean Mathematics is 64 points higher, and mean Writing is 85 points higher than African American students in public schools throughout the nation.

There was a 53.3% decrease in the number of Hispanic students in the class of 2007 taking the SAT, as compared to a 10.7% decrease in all of Tennessee's public schools and a 14.8% increase nationwide. Whereas Hispanic SAT test takers comprise 1.8% of Tennessee's public school SAT test takers, Hispanic SAT test takers comprise 1.6% of MNPS SAT test takers. Although Hispanic students in MNPS did not outperform their State of Tennessee counterparts, they did perform better than their counterparts nationwide on all three SAT subsections. Mean Critical Reading scores for MNPS Hispanic students is 63 points higher, mean Mathematics is 47 points higher, and Mean Writing is 75 points higher than Hispanic students in public schools throughout the nation.

MNPS has not received the annual report for SAT and PSAT. MNPS contacted the College Board and data highlights were forwarded to us in preparation for this presentation.

Strategies for Moving Forward

The District is making reasonable progress toward meeting this End Result. The following strategies are in place for the 2007-2008 school year:

- MNPS has aligned District Standards with ACT standards. They are indicated in the MNPS Graduate and 12 – Pre-K Academic Standards 2007-2008 booklet with graduation caps.
- MNPS will target training to teachers in schools whose scores need the most improvements to reduce the disparity in scores on the ACT among various subgroups.
- Through Freshman and Career Academies students will be encouraged to take the recommended core classes because nationally and in MNPS higher scores on the ACT are obtained by students' taking these core classes. These higher scores also provide an increased probability for success in college.

- MNPS will develop a brochure to keep parents abreast of ACT and SAT test dates and locations and to provide information to educate parents on the core courses that students should take to earn better scores on the ACT.
- Lead area guidance counselors and site counselors will continuously inform students of ACT and SAT test dates and locations.
- 10th- grade students will continue to take the PLAN test, ACT's College Readiness Test for 10th graders. As a "pre-ACT" test, PLAN is a powerful predictor of success on the ACT. Plan helps 10th- grade students build a solid foundation for future academic and career success and provides information needed to address school districts' high-priority issues. It is a comprehensive guidance resource that helps students measure their current academic development, explore career/training options, and make plans for the remaining years of high school and post-graduation years.
- In addition, all 8th grade students will take the EXPLORE, ACT's College Readiness Test for 8th and 9th graders.
- MNPS will train administrators, lead counselors, and site counselors how to use date of EXPLORE, PLAN, and PSAT
- It is important to note that the State of Tennessee will pay for students to take three assessments: at the 8th grade level (EXPLORE), 10th grade level (PLAN), and the 11th grade level (ACT or SAT).

SREB

2007

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Regional
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Improving ACT and SAT Scores:

*Making Progress,
Facing Challenges*

A FOCUS REPORT IN THE *CHALLENGE TO LEAD* SERIES

This focus report on college admission test scores was prepared by Jenny Jackson, research associate, and Joan Lord, director of Educational Policies. Lynn Cornett, senior vice president, guides SREB's *Challenge to Lead* goals work.

This report is part of the *Challenge to Lead* education goals series, directed by Joan Lord. A full list of the goals, with publications describing SREB states' progress toward them, is printed on the inside back cover. For more information, e-mail joan.lord@sreb.org. *Goals for Education: Challenge to Lead* also is available on the SREB Web site at www.sreb.org.

Improving ACT and SAT Scores:

Making Progress, Facing Challenges

How do you know if your state's high school graduates are prepared for college? Are their college admission examination scores improving, and are achievement gaps closing among groups of students as measured by these tests?

Adapted from *Goals for Education: Challenge to Lead*

SREB's *Challenge to Lead* Goals for Education call for more students to take college admission tests, to score higher on those tests and for SREB states to reduce gaps in test scores among all groups of students. For states, achieving higher statewide scores is one sign that more students can go on to college. For students, higher individual scores are critical to increasing opportunities for college acceptance and scholarships.

This report looks at the underlying factors driving a state's college admission test scores, helps you as a policy-maker and an education leader understand the most recent test results, and makes recommendations for improvement.

College admission test scores in SREB states generally have improved in the past decade. But in most states they still have not reached the national average. Closing performance gaps among all groups of students also remains an issue for both the nation and the region. Understanding why these trends continue is essential to addressing these challenges.

Several factors influence state average test scores. First, either the ACT or the SAT is "dominant" in each state — meaning that more than half of the students elect to take that test. The ACT is dominant in eight SREB states; the SAT in the other eight. You as a policy-maker should focus primarily on the test that is dominant in your state. (See Table 1 for your state's dominant test.)

In addition, every student decides whether to take a test and which one to take. Some take neither, and some take both. Traditionally, the students who opt to take a test are those who have the specific intent of qualifying for college admission and merit scholarships. This means that they are not a random — or chance — group. When the percentage of students tested in a state is small, the students typically are the most motivated and academically prepared students in the state, and the state average score is typically a higher-than-average score. As more students in a state take the dominant test — and the group taking the test more nearly represents a cross-section of students in the state — the state average score usually drops. It's important for policy-makers to keep in mind what proportion of all students in your

College admission test scores in SREB states generally have improved. But in most states they still fall short of the national average. Closing performance gaps among all groups of students also remains an issue for both the nation and the region.

state took the dominant test. The proportion differs significantly from state to state for several reasons. For example, two-year colleges in some states require students to take a college admission test, and others do not. From time to time, some states also have required all high school juniors or seniors to take one of the tests. Kentucky will require all juniors to take the ACT beginning in 2007.

The demographic mix of students taking the tests in each state affects state scores statistically, too. As more students take the tests, the additional students are more likely to be from groups who have not gone to college in large numbers: students from low-income families, members of minority racial/ethnic groups, and students with disabilities. SREB states — and many others across the nation — have not yet closed the gaps in standardized test results for these groups. The proportions of these groups also vary significantly among states. For example, in 2004 the percentage of students in Mississippi who were eligible for free or reduced-price lunches — a key measure of low-income family status — was 71 percent, more than double the percentage in Maryland. This means that Maryland can expect less impact on its state average score as more students take its dominant college admission test than can Mississippi, because fewer students from low-income families are likely to be in the test-taking group.

In sum, it is important for you to analyze trends within your own state and not compare them too closely with those in other states. As you analyze scores for your state's dominant test, you should compare your state data with national trends. (See Table 1 for the percentages of students taking your state's dominant test.)

As a policy-maker and an education leader, you should focus on two key questions as you seek ways to increase these test scores in your state:

- Are students in my state improving on my state's dominant college admission test?
- Are achievement gaps closing for all groups?

FIRST QUESTION:

Are students in my state improving on my state's dominant college admission test?

The general trend in ACT and SAT¹ scores in SREB states — as reported for both public and private school students — is up. In the last decade, 12 of the 16 SREB states either improved or kept constant the average scores on their dominant tests.

¹ SAT refers to the SAT I reading and math sections only. A voluntary writing section was added in 2006, too recently to be considered in this analysis of score trends. See the box on Page 5 for the writing scores for the eight SAT-dominant SREB states.

The Proportions of High School Seniors Taking the ACT and SAT Vary in SREB States.

- In Mississippi in 2006, 93 percent of seniors — nearly all of the graduating class — took the ACT; 4 percent took the SAT.
- In Texas in 2006, 52 percent of seniors took the SAT; 29 percent took the ACT.

When compared with national average ACT and SAT scores, the improvement in SREB states also is significant. In 1997, none of the SREB states surpassed the national average score for its dominant test. In 2006, one SREB state, Virginia, surpassed the national average, and eight other SREB states — Arkansas, Georgia, Kentucky, Louisiana, North Carolina, South Carolina, Tennessee and West Virginia — narrowed their gaps with the nation. In all but three SREB states, the percentages of graduating seniors taking the dominant test increased. Most remarkably, scores improved at the same time that the percentages of students taking the tests increased in eight SREB states — Arkansas, Georgia, Kentucky, Mississippi, North Carolina, Tennessee, Virginia and West Virginia. (See Table 1.)

Virginia beat the national average on its dominant test, and eight other SREB states narrowed their gaps with the nation.

Table 1

Average ACT and SAT Scores Improved in SREB States											
ACT-Dominant States						SAT-Dominant States					
	1997		2006		Score Change		1997		2006		Score Change
	Average Score	Percent Tested	Average Score	Percent Tested			Average Score	Percent Tested	Average Score	Percent Tested	
U.S. ¹	21.0	37	21.1	40	0.1	U.S. ¹	1016	43	1021	48	5
AL	20.2	69	20.2	79	0	DE	1003	70	995	73	-8
AR	20.3	70	20.6	75	0.3	FL	998	52	993	65	-5
KY	20.1	68	20.6	76	0.5	GA	967	69	990	70	23
LA	19.4	78	20.1	74	0.7	MD	1014	66	1012	70	-2
MS	18.7	82	18.8	93	0.1	NC	978	63	1008	71	30
OK	20.6	69	20.5	72	-0.1	SC	953	65	985	62	32
TN	19.7	88	20.7	93	1.0	TX	995	67	997	52	2
WV	20.0	58	20.6	64	0.6	VA	1003	67	1025	73	22

¹ U.S. average scores reflect all student scores for that test nationwide, not just those from states in which the test is dominant. SAT scores do not reflect the voluntary writing section that was added in 2006.

Sources: ACT Inc. and the College Board.

How Are SREB States Doing?

- Virginia was the only SREB state with an average score in 2006 that topped the national average for its dominant test.
- Six ACT states — Arkansas, Kentucky, Louisiana, Mississippi, Tennessee and West Virginia, and four SAT states — Georgia, North Carolina, South Carolina and Virginia — kept pace or gained ground on the national average for their dominant test.
- Two ACT states — Alabama and Mississippi — and one SAT state — Florida — increased the percentage of high school seniors tested by at least 10 percentage points.

Groups of students also made noteworthy score improvements. In the past 10 years, black students increased their average scores on their state's dominant test in 12 of the 16 SREB states. The average scores of white students went up in 14 of the states, and those of Hispanic students rose in seven. (See Table 2.)

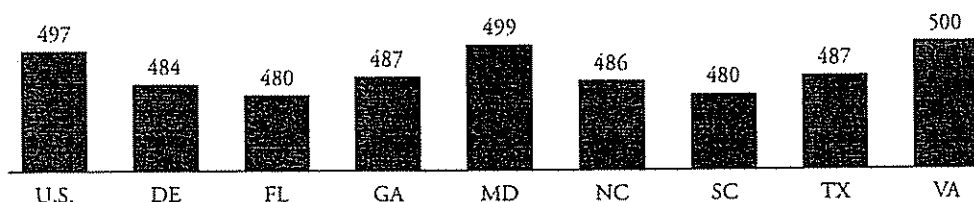
Table 2

White and Black Students Improved Their Scores More Than Hispanic Students							
	Percent of All Seniors Tested	White		Black		Hispanic	
		2006 Average Score	Score Change Since 1997	2006 Average Score	Score Change Since 1997	2006 Average Score	Score Change Since 1997
ACT-Dominant States							
AL	79	21.3	0.1	17.2	0.2	20.3	-0.3
AR	75	21.5	0.4	16.9	0.1	18.9	-0.2
KY	76	20.9	0.5	17.1	0.1	19.5	-0.1
LA	74	21.3	0.6	17.2	0.5	20.3	0.8
MS	93	20.3	0.1	16.5	0.2	19.6	0.5
OK	72	21.2	0	17.0	-0.2	18.3	-1.4
TN	93	21.5	0.9	17.1	0.7	19.8	0.9
WV	64	20.7	0.6	17.7	0.6	21.3	1.1
SAT-Dominant States							
DE	73	1035	1	835	-16	909	-14
FL	65	1039	-4	855	-1	955	-29
GA	70	1045	29	862	24	937	-9
MD	70	1087	15	848	-11	984	-37
NC	71	1058	35	857	23	942	-20
SC	62	1034	24	849	27	955	6
TX	52	1063	17	861	13	920	14
VA	73	1065	23	867	22	1018	4
Sources: ACT Inc. and the College Board.							
<p><i>How Are SREB States Doing?</i></p> <ul style="list-style-type: none"> ■ All three groups of students — black, Hispanic and white students — improved their average composite scores on the dominant test in seven SREB states — Louisiana, Mississippi, South Carolina, Tennessee, Texas, Virginia and West Virginia. ■ White students improved their average scores in every SREB state except Florida and Oklahoma. ■ Average scores on the dominant test declined for both black and Hispanic students in four SREB states — Delaware, Florida, Maryland and Oklahoma. 							

*Maryland and Virginia Exceeded the National Average
on the Writing Section of the SAT.*

In 2006, writing scores were included in the SAT score report for the first time. Average scores in two SREB states beat the national average. A perfect writing score is 800.

SAT Writing Scores, 2006



Source: The College Board.

Student participation in college admission testing increased in all three groups in SREB states, too. The number of white students taking the ACT rose 10 percent over the period, while the increases in percentage of black and Hispanic students taking the tests were even more dramatic for both tests. (See Table 3.)

- In ACT-dominant SREB states, the number of Hispanic students tested increased 66 percent from 1997 to 2006. Nearly 1,800 more Hispanic students took the ACT in 2006 than in 1997. Approximately 6,600 more black students took the test that year, a 19 percent increase.
- In SAT-dominant SREB states, the number of black and Hispanic students tested increased 44 percent and 43 percent, respectively. An additional 24,200 black students and 7,000 more Hispanic students took the SAT in 2006, compared with 1997.

Table 3

**Significantly More Black and Hispanic Students Took the ACT and SAT
in SREB States in 2006 Than in 1997¹**

	ACT			SAT		
	1997	2006	Percent Increase	1997	2006	Percent Increase
Black	35,049	41,645	19	54,889	79,121	44
Hispanic	2,681 ²	4,460 ²	66	16,407 ³	23,454 ³	43
White	139,528	153,457	10	201,839	257,302	27

¹ Numbers reflect those taking each state's dominant test.

² In 1997, ACT reported the number of "Mexican-American/Chicano" and "Puerto Rican" students tested as two groups. The number reported for 1997 is the sum of those two groups. By 2006, ACT had combined the groups and now refers to the combined group as "Hispanic."

³ SAT defines these students as "Mexican-American." SAT reports separately for Puerto Rican students.

Sources: ACT Inc. and the College Board.

State-by-state analyses show notable differences among SREB states, based on their demographic profiles. In all but two SREB states, the percentage growth of black and Hispanic students taking the dominant tests exceeded the growth of white students taking these tests. Seven SREB states more than doubled the number of Hispanic students taking the dominant tests in their state, and seven SREB states had at least 40 percent more black students taking the dominant tests. It is important to note that since many states had a relatively small number of Hispanic students tested, increases — while substantial — produced dramatic percentage gains. Only one SREB state, Florida, had a comparably dramatic increase — 55 percent — in the number of white students taking its dominant test. North Carolina had the next largest increase in the percent of white students tested, at 31 percent. (See Table 4.)

Table 4

More Black, Hispanic and White Students Took College Admission Tests in Most SREB States in 2006						
	White		Black		Hispanic	
	Students Tested	Change in Percent Tested Since 1997	Students Tested	Change in Percent Tested Since 1997	Students Tested	Change in Percent Tested Since 1997
ACT-Dominant States						
AL	21,664	21	8,240	36	374	66
AR	15,068	15	3,297	24	579	136
KY	24,611	11	2,248	24	398	64
LA	20,136	1	8,862	-1	716	8
MS	13,062	9	8,558	20	237	39
OK	16,966	6	2,155	40	1,279	110
TN	32,350	14	7,952	20	791	78
WV	9,600	-5	333	1	86	1
SAT-Dominant States						
DE	4,208	19	1,114	56	52	300
FL	49,721	55	12,575	81	1,043	193
GA	33,396	22	14,600	42	634	222
MD	23,380	29	10,834	49	225	142
NC	34,065	31	10,858	47	486	305
SC	15,169	13	5,496	-4	116	100
TX	63,273	20	14,474	49	20,511	33
VA	34,090	20	9,170	33	387	95

Sources: ACT Inc. and the College Board.

How Are SREB States Doing?

- Eight states had increases of at least 100 percent in the number of Hispanic students taking college admission tests.
- Thirteen states had increases of 20 percent or more in the number of black students tested.
- Seven states had increases of 20 percent or more in the number of white students tested.

SECOND QUESTION:

Are achievement gaps closing for all groups?

While overall average scores tell us that, as a whole, students in SREB states are performing better on ACT and SAT tests, and while group averages tell us that black, Hispanic and white students also are generally improving, these averages do not tell us if all groups are making progress at the same rate and whether gaps are closing.

The disappointing news is that from 1997 to 2006, the score gains of black and Hispanic students did not match those of white students. In fact, in most cases, they fell far short of closing gaps. Among the eight SAT-dominant SREB states, white students made larger gains than black students in six states, and they made larger gains than Hispanic students in all eight. In the eight ACT-dominant SREB states, white students made larger gains than black students in five states, and they made larger gains than Hispanic students in four. (See Tables 5-8.)

The disappointing news is that from 1997 to 2006, the score gains of black and Hispanic students did not match those of white students.

Table 5

Point Change in Average Composite ACT Scores From 1997 to 2006 for Black and White Students in ACT-Dominant States									
	U.S.	AL	AR	KY	LA	MS	OK	TN	WV
Black students	0	0.2	0.1	0.1	0.5	0.2	-0.2	0.7	0.6
White students	0.3	0.1	0.4	0.5	0.6	0.1	0	0.9	0.6
Did gaps close?		✓				✓			
Source: ACT Inc.									
<ul style="list-style-type: none"> • In five states, white students made greater or equal score gains than black students. • In one state, the score of black students declined and that of white students held steady. ✓ In two states, black students made greater gains than white students and narrowed the gap in performance. 									

Table 6

**Point Change in Average Composite ACT Scores From 1997 to 2006 for
Hispanic and White Students in ACT-Dominant States**

	U.S.	AL	AR	KY	LA	MS	OK	TN	WV
Hispanic students	-0.3	-0.3	-0.2	-0.1	0.8	0.5	-1.4	0.9	1.1
White students	0.3	0.1	0.4	0.5	0.6	0.1	0	0.9	0.6
Did gaps close?					✓	✓			✓

Source: ACT Inc.

- In four states, white students made score gains or held steady and scores of Hispanic students declined.
- In one state, both groups made equal gains.
- ✓ *In three states, Hispanic students made greater gains than white students and narrowed the gap in performance.*

Table 7

**Point Change in Average Composite SAT Scores From 1997 to 2006 for
Black and White Students in SAT-Dominant States**

	U.S.	DE	FL	GA	MD	NC	SC	TX	VA
Black students	6	-16	-1	24	-11	23	27	13	22
White students	11	1	-4	29	15	35	24	17	23
Did gaps close?			*				✓		

Source: The College Board.

- In four states, white students made greater score gains than black students.
- In two states, white students' scores increased and black students' scores declined.
- * In one state, both white and black students' scores declined. Although scores for white students declined more, and gaps between groups narrowed, neither group made progress toward achievement targets.
- ✓ *In one state, black students made greater gains than white students and narrowed the gap in performance.*

Table 8

**Point Change in Average Composite SAT Scores From 1997 to 2006 for
Hispanic and White Students in SAT-Dominant States**

	U.S.	DE	FL	GA	MD	NC	SC	TX	VA
Hispanic students	10	-14	-22	-9	-37	-20	6	14	4
White students	11	1	-4	29	15	35	24	17	23
Did gaps close?									

Source: The College Board.

- In three states, white students made greater score gains than Hispanic students.
- In four states, the scores of white students increased and those of Hispanic students declined.
- In one state, both white and Hispanic students' scores declined, but the score of white students declined less.
- Gaps did not narrow in any state.

It is disappointing that — in most cases — gaps in performance on the ACT and SAT for black and Hispanic students did not narrow from 1997 to 2006 in SREB states. But it is not altogether surprising. The demographic profile of SREB states changed dramatically during those years. The student profile of elementary and secondary schools also changed and was reflected in high school graduating classes. By 2004, over 50 percent of students in K-12 schools in SREB states were eligible for free and reduced-price lunches. In 1990, 39 percent were eligible. The number of black graduates increased by 22 percent and Hispanic graduates by 77 percent in SREB states, compared with a 7 percent increase in white graduates. (See Table 9.)

Table 9

The Changing Profile of High School Graduates in SREB States

	1997	2006 ¹	Percent Increase
Black	173,311	211,456	22
Hispanic	74,831	132,239	77
White	511,096	545,370	7

¹ Projected totals.

Source: Western Interstate Commission for Higher Education, 2003.

Demographic changes mean that SREB states face a double challenge to improve students' readiness for and access to college. First, to meet the challenge of increasing average college admission test scores (both the overall score and those of specific racial/ethnic groups), states need to improve the scores of students who have historically taken the test and scored low compared with the nation. Second, states need to ensure that the students from fast-growing populations who are added to those taking the tests — including many first-generation college students — are adequately prepared and highly motivated. Otherwise, improvements in college readiness will continue to be slow.

To make more progress, states should:

- improve efforts to help all students take the right courses in high school to be prepared for college to help ensure that their scores are better than in past years; and
- step up the focus on students who are seeking access to college now but whose counterparts in the past did not.

What Can You and Your State Do to Meet These Challenges?

As a policy-maker and an education leader, you can promote a strong foundation of learning for all students at every level so that they make smoother transitions from one grade to the next throughout their education. This work begins with quality prekindergarten programs for students likely to be unprepared for first grade, builds in the early and middle grades through rigorous standards and instructional practices, and continues into high school, with the integration of specific college-readiness standards into the high school curriculum. It means having assessment systems that inform schools and students about student achievement, support systems that ensure students who fall behind are able to catch up, guidance and advisement services that encourage students to attempt challenging courses, and high school leaders and teachers who bring college-readiness standards into the classroom. There are no quick solutions, no sure-fire test-preparation courses and no silver bullets.

Preparing for college study and the workplace — which is more important than preparing for college admission tests — requires that you give immediate attention to the courses students are taking and to the development of college- and career-readiness standards in your state. These standards for reading, writing and mathematics should be embedded in the high school curriculum. Your state high school assessment system should test for them. College admission tests cannot substitute for that. Few states in the nation have done enough to ensure that these standards are clearly stated and fully communicated among high schools and colleges. You and other state leaders can ensure that this changes. It will take five bold steps, which are listed below and more fully discussed in the 2007 SREB report *From High School to College and Careers: Aligning State Policies* (available at www.sreb.org).

1. Your state's public schools and colleges should develop a single set of reading, writing and mathematics standards that signal what it means for students to be ready for postsecondary education.
2. Your state needs to adopt and embed college- and career-readiness standards in the state high school curriculum as an integral part of state high school standards, not just as items that are aligned or correlated with them.

3. All public colleges and universities, including community colleges, should adopt the readiness standards and use them to determine students' course placement based on their readiness for college-level work.
4. Your state should test student performance on the college- and career-readiness standards before the senior year of high school, so that those who fall short have time to strengthen their skills.
5. Your state should provide substantial professional development to help teachers understand the standards and know how to incorporate them into classroom teaching.

The progress over the last decade in SREB states has provided a strong foundation on which to build. Student scores *have* improved. Student participation in college admission testing *has increased* — particularly among minority students. It is time to redouble state efforts so that your state can close gaps among student groups and with the nation. Focusing on all students groups and on specific college- and career-readiness standards in your state is the key.

References

1997 ACT National and State Scores. ACT Inc., 1997.

2006 ACT National and State Scores. ACT Inc., 2006.

College-Bound Seniors 1997. The College Board, 1997.

College-Bound Seniors 2006. The College Board, 2006.

From High School to College and Careers: Aligning State Policies. Southern Regional Education Board, 2007.

Goals for Education: Challenge to Lead. Southern Regional Education Board, 2002.

Knocking at the College Door: Projections of High School Graduates by State, Income, and Race/Ethnicity. Western Interstate Commission for Higher Education and the College Board, 2003.

National School Lunch Program — www.fns.usda.gov/cnd/lunch.

Challenge to Lead Goals for Education

The reports listed below for each goal, and other reports on the goals, are found at www.sreb.org.

1. All children are ready for the first grade.
Building a Foundation for Success by Getting Every Child Ready for School
2. Achievement in the early grades for all groups of students exceeds national averages and performance gaps are closed.
Mastering Reading and Mathematics in the Early Grades
3. Achievement in the middle grades for all groups of students exceeds national averages and performance gaps are closed.
Getting the Mission Right in the Middle Grades
4. All young adults have a high school diploma — or, if not, pass the GED tests.
Getting Serious About High School Graduation
5. All recent high school graduates have solid academic preparation and are ready for post-secondary education and a career.
Getting Students Ready for College and Careers
6. Adults who are not high school graduates participate in literacy and job-skills training and further education.
Investing Wisely in Adult Learning is Key to State Prosperity
7. The percentage of adults who earn postsecondary degrees or technical certificates exceeds national averages.
Creating College Opportunity for All: Prepared Students and Affordable Colleges
8. Every school has higher student performance and meets state academic standards for all students each year.
Focusing on Student Performance Through Accountability
9. Every school has leadership that results in improved student performance — and leadership begins with an effective school principal.
Progress Being Made in Getting a Quality Leader in Every School
10. Every student is taught by qualified teachers.
Resolve and Resources to Get a Qualified Teacher in Every Classroom
11. The quality of colleges and universities is regularly assessed and funding is targeted to quality, efficiency and state needs.
Holding Colleges and Universities Accountable for Meeting State Needs
12. The state places a high priority on an education system of schools, colleges and universities that is accountable.
From Goals to Results: Improving Education System Accountability

The Southern Regional Education Board has established these Goals for Education. They are built on the groundbreaking education goals SREB adopted in 1988 and on an ongoing effort to promote actions and measure progress. The new goals raise further the sights of the 16 SREB states and challenge them to lead the nation.

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

EE- 10 – Communication and Counsel to the Board

Board Member: _____ **Date Report Submitted:** _____

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

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

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

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

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

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

Comments on Interpretations and Actions Needed:

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

Suggested Additions or Deletions for Policy:

Other Board Member Comments:

**Return to Vesia Hawkins by fax or email by noon, October 29, 2007

Metropolitan Nashville Public Schools Policy Governance Monitoring Report

Date of Report: October 23, 2007

Report: Executive Expectation 10 – Communication and Counsel to the Board

Policy: With respect to providing information and counsel to the Board, the Director shall not fail to give the Board as much information as necessary to allow Board members to be adequately informed.

Accordingly, the Director may not:

1. Fail to submit monitoring data required by the Board (see policy **B/DR-5-Monitoring Director Performance**) in a timely, thorough, accurate and understandable fashion, directly addressing provisions of the Board policies being monitored.
2. Fail to advise the Board in a timely manner of trends, facts and information relevant to the Board's work.
3. Fail to advise the Board of significant changes substantially affecting the district's financial condition.
4. Fail to advise the Board of changes in assumptions upon which Board policy has been established
5. Fail to provide for the Board as many staff and external points of view and opinions as needed for fully informed Board decisions.
6. Fail to advise the Board of anticipated significant media coverage.
7. Fail to advise the Board if, in the Director's opinion, the Board or individual members are not in compliance with the board's policies on **Governance Process** and **Board-Director Relations**.
8. Present information in unnecessarily complex or lengthy form.
9. Fail to provide a process for official Board, officer and committee communications
10. Fail to work with Board as a whole except when:
 - a. Fulfilling individual requests for information, provided such requests are not disruptive or do not require a material amount of staff time or resources;
 - b. Working with officers or committees duly charged by the Board;
 - c. Communicating with the chair;
11. Fail to report in a timely manner any actual or anticipated noncompliance with any Board **Ends** or **Executive Expectations** policy.
12. Fail to supply for the consent agenda all items delegated to the Director that are required by law or contract to be Board-approved, along with adequate information necessary to keep the Board informed.
13. Fail to notify the Board thirty days in advance of significant changes to district operational policies and the date on which the change will occur, along with adequate information necessary to keep the Board informed.
14. Fail to establish a procedure for informing the Board in a timely manner of the administrative disposition of complaints presented to the Director by the Board.

Overall Status: In Compliance

Background: The Director strives to maintain effective communication with the Board as a whole and with the individual Board members. This Executive Expectation (EE) policy allows for a periodic examination and discussion between the Board and the Director about these communications.

With nine Board members and the fluid and dynamic environment in which we operate, there will always be areas of disagreement on how effective the Board communications are. This monitoring report is important in that it keeps this matter in the forefront where expectations can be discussed and understood.

We believe the Director is in overall compliance with this EE. It is acknowledged; however, that there are occasionally areas where communications do not meet the expectations of all Board members. Each day the Director and his staff react to situations in the District. There is always an attempt to determine if these situations require Board notification in accordance with this EE policy. By continuing to monitor and dialog periodically about these communications, the Director's performance can continue to meet or exceed the intentions of this policy.

The Director may not fail to submit monitoring data required by the Board (see policy B/DR-5-Monitoring Director Performance) in a timely, thorough, accurate and understandable fashion, directly addressing provisions of the Board policies being monitored.

In Compliance. Monitoring data continues to be submitted according to the Board-approved GP-8E schedule. Occasionally the schedule is modified with agreement by the Board due to the timing of the receipt of external data or because of other Board priorities for Board meetings. All EE monitoring reports were submitted according to the timetable originally developed, unless agreed to otherwise by the Board Chair.

The Director and staff continue to work on the presentation of monitoring reports and data. The Final Monitoring Sheets now include expected actions that the Board wants the Director to take, and future reporting considerations. This is proving to be a valuable tool to improve our reporting in subsequent years. Additionally, the Governance Committee is an important vehicle to discuss reporting and policy issues.

Accordingly, the Director may not fail to advise the Board in a timely manner of trends, facts and information relevant to the Board's work.

In Compliance. The routine scheduled monitoring reports are designed to keep the Board informed about the facts, trends, and information relevant to the Board's work. Additional strategies continue to be employed to provide timely information on a continuous basis. Each week the Cabinet meets, with all attendees bringing agenda items to the meeting. These meetings are concluded with an assessment of the need to inform the Board about the

issues discussed. Items may be presented to the Board through the routine Board Letter, or a special e-mail or letter dedicated to a particular topic. The Director has occasionally decided to meet with each individual Board member to discuss critical topics. Additionally, the Director may request that items be covered as Board Development, Linkages, or in the Director's Report at the Board meeting.

Accordingly, the Director may not fail to advise the Board of significant changes substantially affecting the district's financial condition.

In Compliance. Each month, administration provides the Year-To-Date Operating Expenditures and the Sales Tax Collection reports to the full Board. These reports allow the Board to monitor changes to the district's financial condition. Other matters that impact the finances of the district are addressed through the Board's Finance Committee. The Chair of this committee is then responsible for the timing and format of reporting to the full Board.

Accordingly, the Director may not fail to advise the Board of changes in assumptions upon which Board policy has been established.

In Compliance. The monthly Governance Committee meetings called by the Chair of the Board Policy Governance Committee provide a forum for discussion about Board policy. The Assistant Superintendent, Technology and Accountability as well as the Manager of Policy and Planning participate in the deliberations of the Governance Committee. This committee provides a process for systematically discussing all Board policy items over the course of the year to ensure all components of the policy are consistent with Board's values and assumptions.

Board policies are reviewed based on the GP 8e calendar set by the Board. The Director's Cabinet review policy according to the calendar schedule and provide data driven monitoring reports. Upon Board review of these reports, feedback on the policy is brought to the Governance Committee for consideration in the development of proposed policy changes. Additional monthly status reports related to board policy are generated through the At Task application and provided to the Board. The Director and staff believe that this process for communicating about policy is working well.

Accordingly, the Director may not fail to provide for the Board as many staff and external points of view and opinions as needed for fully informed Board decisions.

In Compliance. During the last year a number of groups have been convened to help ensure that a broad voice is being heard before reporting to the Board on findings and recommendations. Some of these groups providing input are standing committees while others are task forces pulled together for a specific purpose. Among these groups are:

- Parent Advisory Group
- Teacher Advisory Group

- COPLA
- Curriculum Advisory Council
- Balanced Calendar Committee
- Chamber Report Card Group
- Safe and Drug Free Council
- Tying Nashville Together
- Pencil, Alliance, and Alignment Groups
- Alignment Nashville
- Interdenominational Ministerial Fellowship

In November of 2005 a Strategic Planning Taskforce was established to prepare for the development of the 2007-2014 Strategic Plan. This taskforce determined that the development of the Strategic Plan should be facilitated by an expert in the field of education strategic plans. Members of the taskforce included both district personnel and community members. The taskforce suggested the administration consider a contracted facilitator. The Cambridge Group was selected based on the recommendations of this committee.

A Planning Team was selected to lead the direction of the plan's development. Members of the community, the Board, and the Director's Cabinet submitted names to the Director for consideration as planning team members. Thirty-one people representing all facets of the Nashville community were able to commit to serve on the Planning Team. The team was required to meet for a three-day retreat in addition to a two-day review of draft action plans and a half-day review of final action plans. The team will convene annually to review the implementation of the plan. The Planning Team met in January to create the Planning Document that would guide the plan's development. The Planning Document consists of a Mission, Beliefs, Parameters, Objectives, and Strategies. Nine strategies were defined by the Planning Team.

Action Team Leaders were selected by the Administration. Leaders were not cabinet level personnel but they were MNPS personnel. In addition to action team leaders, Community Chairs were selected to represent the community perspective in the planning process. Action Team Leaders were trained by the Cambridge Group in February and met with the Cambridge Group again in March. Action Team Leaders were assigned a strategy and a designated location. The Action Team meetings were held in schools on Thursday evenings. Each team selected and agreed upon Action Team meeting times during the kick off meeting, which occurred on March 8 at Isaiah T. Creswell following the Director's State of Schools Address. Ongoing dialog will continue with members of the Planning Team, Action Team and facilitators of the strategic plan.

Expertise of staff members, Metro government employees, other school district officials, consultants, vendors, and officials of the State Department of Education are also used routinely to provide information for fully informed Board and administrative decisions. It should be noted there is not always consensus between groups on the decisions made about programs and strategies.

Accordingly, the Director may not fail to advise the Board of anticipated significant media coverage.

In Compliance. All board members are provided, via email or telephone, information pertaining to significant issues and situations where media coverage is assured or anticipated. The source of this information is the Public Information Office, which also routinely provides copies of media reports for Board members' review. Additionally, the Public Information Office provides news releases, media advisories, copies of the Children First! newsletter and other pieces which are likely to generate inquiries from reporters or the general public.

The Director of Public Information routinely consults with the Director and/or Board Chair on information to be provided to the media. The Public Information Office Director and/or members of that department may also provide materials/information/counsel to individual Board members, assisting them with constituent matters or media inquiries.

Accordingly, the Director may not fail to advise the Board if, in the Director's opinion, the Board or individual members are not in compliance with the board's policies on Governance Process and Board-Director Relations.

In Compliance. The Director seeks to provide this input as appropriate.

Accordingly, the Director may not present information in unnecessarily complex or lengthy form.

In Compliance. The Director and his staff continue to look for ways to improve the presentation of monitoring data and other information presented or sent to the Board. The most appropriate communication method and format are discussed by the Cabinet on items that need to be reported outside of the routine monitoring reports.

The monitoring reports are improving largely due to the feedback we receive as a result of each monitoring report voted on by the Board. The Board's Final Monitoring Sheet includes recommendations from the Board on how to improve the reporting each year. The Director is including more state and national data comparisons in the monitoring reports as well as longitudinal data trends for NCLB indicators. Monitoring reports also include sections addressing plans for moving forward sections focused on addressing the target areas reflective of the data.

Accordingly, the Director may not fail to provide a process for official Board, officer, and committee communications

In Compliance. The Board Liaison, Board Secretary, and Executive Assistant to the Director of Schools provide oversight on the process of official Board and committee

communications. Routine communications involving meeting times and agendas are carefully and thoroughly administered by these staff members. Other communications are handled via phone calls, e-mail, fax, or postal service as considered appropriate.

Accordingly, the Director may not fail to work with Board as a whole except when:

- **Fulfilling individual requests for information, provided such requests are not disruptive or do not require a material amount of staff time or resources;**
- **Working with officers or committees duly charged by the Board;**
- **Communicating with the chair;**

In Compliance. The Director is in compliance with this section of the policy. The Director meets routinely with the Board Chair to review and discuss the agenda for the next Board meeting. Additionally, the Director and his staff are frequently called upon to work with Board officers and committees on projects related to Board governance and policy. For example, staff members are part of the Board subcommittees, e.g., Finance and Policy Governance Committees.

The Director conducts regularly scheduled meetings with individual Board members to discuss individual requests or to discuss Board member concerns. Board members also, from time to time, meet with staff members and make individual requests for information or action. These requests are generally fulfilled unless it is deemed that, due to the amount of work necessary or the information to be provided, the full Board should request the information. Other than these areas, the Director works with the Board as a whole.

Accordingly, the Director may not fail to report in a timely manner any actual or anticipated noncompliance with any Board Ends or Executive Expectations policy.

In Compliance. Issues that have or may result in noncompliance with Board policies are reviewed first as part of a cabinet agenda. A decision is made, when necessary, on the most appropriate way to report these issues to the full Board.

Accordingly, the Director may not fail to supply for the consent agenda all items delegated to the Director that are required by law or contract to be Board-approved, along with adequate information necessary to keep the Board informed.

In Compliance. To ensure compliance with this section of the EE, the cabinet addresses each of these types of items prior to the needed Board approvals. The full cabinet reviews all items needed for the consent agenda the week before the item is to appear on the Board floor. Questions Board members might have on these items are anticipated, and changes to the background information are sometimes made as a result of these reviews.

Fail to notify the Board thirty days in advance of significant changes to district operational policies and the date on which the change will occur, along with adequate information necessary to keep the Board informed.

Partial Compliance. Under Policy Governance, the staff now has responsibility for the policies and procedures that govern day-to-day operations of the school district. District Policies are posted on the district website and updated three times a year with an optional fourth publication occurring in July. A report is provided to the Board for each revision cycle. Annually, a complete list of changes to the DSOP's is shared with the Board as part of the EE 1 Monitoring Report.

Some policy changes are significant and, by Board policy, are required to be communicated at least thirty days in advance of implementation. The Cabinet has a process for determining if policy changes meet this criterion during the review process. When Cabinet determines the policy changes will have a great impact on student, teacher, parent or community an appropriate means of Board communication is followed.

This year the Cabinet revised the dress code policy during a scheduled review to include more specific details related to tucking in shirts, wearing of hoods, and revealing undergarments. The policy revision also provided a structure by which principals could enforce the policy which had been absent from previous policy revisions. The addition of the structure for enforcement resulted in more reaction from students and families than was anticipated. Because of this reaction, the policy change, in retrospect, may have required 30 day advance notice.

Accordingly, the Director may not fail to establish a procedure for informing the Board in a timely manner of the administrative disposition of complaints presented to the Director by the Board.

In Compliance. The Director's interpretation of this policy item is that it refers to complaints presented to the Director on behalf of the full Board and not that of individual Board members. The disposition of items that arise out of Board meetings is managed through lists that are maintained and worked by the full Cabinet in its weekly meetings. Items are placed on the list from either a Cabinet-level debriefing of a Board meeting, or a reaction to items coming through the Governance Committee. Complaints and issues are first discussed and, if need be, assigned to a Cabinet member for further research and resolution. When this is the case, the item is added to the new issue tracking database maintained by the administration. Once the item is resolved and communicated, it is taken off the Cabinet tracking database.

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

EE- 14 – District Calendar

Board Member: _____ **Date Report Submitted:** _____

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

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

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

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

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

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

Comments on Interpretations and Actions Needed:

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

Suggested Additions or Deletions for Policy:

Other Board Member Comments:

**Return to Vesia Hawkins by fax or email by noon, October 29, 2007

**Metropolitan Nashville Public Schools
Policy Governance Monitoring Report**

Date of Report: October 23, 2007

Report: Executive Expectation 14 – District Calendar

Policy: The Director shall not fail to recommend a district calendar for the school year that provides for the number of instructional and student contact hours and days determined by the Board and that best meets the instructional needs of students.

Accordingly, the Director may not:

1. Implement a rolling two-year district calendar that plans for fewer than the equivalent of 180, 6-hour days of instruction/contact time for students, including provisions for staff development and parent-teacher conferences.
2. Fail to ensure that any change in the calendar, except for emergency closings or other interruptions due to unforeseen and uncontrollable circumstances, be preceded by adequate and timely notice to students, parents and teachers.
3. Fail to assure the availability of a copy of the calendar for all parents/guardians of students enrolled in district schools by November 1 prior to the academic year covered by the calendar.

Overall Status: In Compliance

Background: Executive Expectation 14 (EE-14) addresses many aspects of the Director's responsibility for the District Calendar. We believe the Director is in full compliance with all aspects of this EE.

EE14.1: Accordingly, the Director shall not fail to implement a rolling two-year district calendar that plans for fewer than the equivalent of 180, 6-hour days of instruction/contact time for students, including provisions for staff development and parent-teacher conferences.

The administration has provided a rolling two-year district calendar (2008-2009 and 2009-2010) that meets all of the requirements specified in EE 14.1. The calendars themselves are preceded by a summary document that outlines the number of days per semester, number of days per year, specific in-service days, planning days, and holidays.

The calendar committee that included administration, MNEA, and representatives from SEIU and Steelworkers reached unanimous agreement on the 2008 – 2009 calendar and the proposed 2009- 2010 calendar. An invitation was extended for a representative from the Parent Advisory Council (PAC); however, the representative was unable to attend. No changes are commended for the 2008-2009 calendar. The administration and MNEA unanimously recommend that the Board adopt the calendar for 2009-2010.

EE 14.2: Accordingly, the Director shall not fail to ensure that any change in the calendar, except for emergency closings or other interruptions due to unforeseen and uncontrollable circumstances, be preceded by adequate and timely notice to students, parents and teachers.

The District administration has made adequate and timely notices to students, parents and teachers regarding the calendar and we will continue to provide timely notification if any changes are necessary in the future.

EE 14.3: Accordingly, the Director shall not fail to assure the availability of a copy of the calendar for all parents/guardians of students enrolled in district schools by November 1 prior to the academic year covered by the calendar.

A copy of the calendar is available on our web pages. It is also published in the Report Home and available at all of our schools. As soon as the 2009-2010 calendar is approved by the Board, we will publish it widely.

Approved District Calendar 2008-2009

Fall Semester begins on August 11, 2008
First nine weeks ends on Thursday, October 9, 2008 (43 days)
Fall semester ends on Friday, December 19, 2008
Fall semester is 86 days
Winter Break is December 22, 2008 – January 2, 2009

Planning/Assessment Day is Monday, January 5, 2009
Spring Semester begins on Tuesday, January 6, 2009
Third nine weeks ends on Thursday, March 12, 2009 (46 days)
Spring Break is March 16 – 20, 2009
Spring Semester ends/ Last Day of School is May 21, 2009
Spring Semester is 89 days
Total school days 175

Inservice Days, Planning/Assessment Days, and Parent/Teacher Conference Days are non-school days for students, but work days for teachers.

Inservice Days:	August 6, 7, and 8, 2008 (3 days)
	November 4, 2008 (1 day)
	February 16, 2009 (1 day)
	May 22, 2009 (1 day)

Total:	6 days
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Planning/Assessment Days:	October 10, 2008 (1 day)
	November 24, 2008 (1 day)
	January 5, 2009 (1 day)
	March 13, 2009 (1 day)

Total:	4 days
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Parent/Teacher Conference Day:	October 13, 2008
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Holidays are non-school days for students and non-work days for employees.

Holidays:	September 1, 2008 (Labor Day)
	November 25-26, 2008 (Fall Break: Tuesday and Wednesday before Thanksgiving)
	November 27 – 28, 2008 (Thanksgiving holidays)
	January 19, 2009 (Martin Luther King Jr.'s birthday)
	April 10, 2009 (Good Friday)

July 2008

July 2008							August 2008						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
6	7	1	2	3	4	5	3	4	5	6	7	8	9
13	14	15	16	17	18	19	10	11	12	13	14	15	16
20	21	22	23	24	25	26	17	18	19	20	21	22	23
27	28	29	30	31			24	25	26	27	28	29	30
							31						

Monday	Tuesday	Wednesday	Thursday	Friday	Sat/Sun
	July 1	2	3	4	5
					6
7	8	9	10	11	12
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K-8
Principals Report
(All Assistant Principals Report)

August 2008

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September 2008

September 2008							October 2008						
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15	16	17	18	19	20	21	19	20	21	22	23	24	25
22	23	24	25	26	27	28	26	27	28	29	30	31	

Monday	Tuesday	Wednesday	Thursday	Friday	Sat/Sun
September 1	2	3	4	5	6
Labor Day - No School -	16	17	18	19	
20	21	22	23	24	
25	26	27	28	29	
30	31	32	33	34	
35	36				

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November 2008

November 2008							December 2008						
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1	2	3	4	5	6	7	1	2	3	4	5	6	7
8	9	10	11	12	13	14	8	9	10	11	12	13	14
15	16	17	18	19	20	21	15	16	17	18	19	20	21
22	23	24	25	26	27	28	22	23	24	25	26	27	28
29	30	31					29	30	31				

Monday	Tuesday	Wednesday	Thursday	Friday	Sat/Sun
					November 1
58	Teacher Inservice	59	60	61	
54	10	11	12	13	14
62	63	64	65	66	16
	17	18	19	20	21
67	68	69	70	71	23
	24	25	26	27	28
Planning- Assessment Day	Fall Break	Fall Break	← Thanksgiving Holidays →		30

December 2008

December 2008							January 2009						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7	4	5	6	7	8	9	10
8	9	10	11	12	13	14	11	12	13	14	15	16	17
15	16	17	18	19	20	21	18	19	20	21	22	23	24
22	23	24	25	26	27	28	25	26	27	28	29	30	31

Monday	Tuesday	Wednesday	Thursday	Friday	Sat/Sun
December 1	2	3	4	5	6
72	73	74	75	76	77
77	78	79	80	81	82
82	83	84	85	86	87
Winter Break				End of Second Grading Period 1/2 Day K-12 Exams 9-12	20
Winter Break					21
					22
					23
					24
					25
					26
					27
					28
					29
					30
					31

January 2009							February 2009						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
		6	7	8	9	3	1	2	3	4	5	6	7
		13	14	15	16	10	8	9	10	11	12	13	14
4	5	12	13	14	15	16	15	16	17	18	19	20	21
11	19	20	21	22	23	24	22	23	24	25	26	27	28
18	26	27	28	29	30	31							
25													

[illegible]

February 2009

February 2009

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2009

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Monday	Tuesday	Wednesday	Thursday	Friday	Sat/Sun
19	20	21	22	23	
24	25	26	27	28	
Teacher Inservice Day	29	30	31	32	
33	34	35	36	37	

April 2009

S				M				T				W				T				F				S			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28

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April 2009

April 2009							May 2009						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
5	6	7	8	9	10	11	3	4	5	6	7	8	9
12	13	14	15	16	17	18	10	11	12	13	14	15	16
19	20	21	22	23	24	25	17	18	19	20	21	22	23
26	27	28	29	30			24	25	26	27	28	29	30
							31						

Monday	Tuesday	Wednesday	Thursday	Friday	Sat/Sun
		April 1	2	3	4
		54	55	56	
				Spring Holiday No School	
57	58	59	60		
61	62	63	64	65	
66	67	68	69	70	
71	72	73	74		

June 2009

May 2009						June 2009					
S	M	T	W	T	F	S	M	T	W	T	F
					1		1	2	3	4	5
3	4	5	6	7	8	7	8	9	10	11	12
10	11	12	13	14	15	14	15	16	17	18	19
17	18	19	20	21	22	21	22	23	24	25	26
24	25	26	27	28	29	28	29	30			
31					30						27

Monday	Tuesday	Wednesday	Thursday	Friday	Sat/Sun
				75	
				80	
				85	
				Teacher Inservice Day	
				Last day for 11 month Prins. APs	

MNPS DISTRICT CALENDAR 2008-09

DRAFT

JULY						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

AUGUST						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

SEPTEMBER						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

OCTOBER						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

NOVEMBER						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

DECEMBER						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

7/16 11month principals/AP's report

8/6 Teachers report-inservice day 1

8/7 Teacher inservice day 2

8/8 Teacher inservice day 3

8/11 Students report for 1/2 day

8/12 1/2 day for PK and K

9/1 Labor Day Holiday

10/9 End of first grading period

10/10 Stockpiled planning/assessment day

Students do not report

10/13 Parent-Teacher conference

Students do not report

11/4 Teacher Inservice day 4

Students do not report

Election Day

11/24 Stockpiled planning/assessment day

Students do not report

11/25-11/26 Fall Break

11/27-11/28 Thanksgiving Holidays

12/17 1/2 day for exams 9-12

12/18 1/2 day for exams 9-12

12/19 Exams 9-12; 1/2 day PK-12

End of second grading period

End of fall semester - 86 days

12/22-1/2 Winter Holidays

Central Office closed 4 days

1/5 Stockpiled planning/assessment day

Students do not report

1/6 Students report for 2nd semester

1/19 MLK Holiday

2/16 Stockpiled inservice day

Students do not report

3/12 End of 3rd grading period

3/13 Stockpiled planning/assessment day

Students do not report

3/16-3/20 Spring break

4/10 Spring holiday

Students do not report

5/19 1/2 day for exams 9-12

5/20 1/2 day for exams 9-12

5/21 Exams 9-12; 1/2 day PK-12

Last day for students; last day of

spring semester - 89 days

5/22 Teacher inservice day 5

5/29 Last day for 11 month principals/AP's

Color Code

Students do not report

First day of each semester

Last day of school

JANUARY						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

FEBRUARY						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

MARCH						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

APRIL						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JUNE						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Proposed District Calendar 2009-2010

Fall Semester begins on August 13, 2009
First nine weeks ends on Thursday, October 13, 2009 (44 days)
Fall semester ends on Friday, December 18, 2009
Fall semester is 84 days
Winter Break is December 21, 2008 – January 1, 2010

Planning/Assessment Day is Monday, January 4, 2010
Spring Semester begins on Tuesday, January 5, 2010
Third nine weeks ends on Thursday, March 11, 2010 (46 days)
Spring Break is March 29 – April 2, 2010
Spring Semester ends/ Last Day of School is May 21, 2010
Spring Semester is 91 days
Total school days 175

Inservice Days, Planning/Assessment Days, and Parent/Teacher Conference Days are non-school days for students, but work days for teachers.

Inservice Days:	August 10, 11, and 12, 2009 (3 days)
	November 11, 2009 (1 day)
	February 15, 2010 (1 day)
	May 24, 2009 (1 day)

Total:	6 days
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Planning/Assessment Days:	September 18, 2009 (1 day)
	October 9, 2009 (1 day)
	January 4, 2010 (1 day)
	March 12, 2010 (1 day)

Total:	4 days
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Parent/Teacher Conference Day:	October 19, 2009
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Holidays are non-school days for students and non-work days for employees.

Holidays:	September 7, 2009 (Labor Day)
	November 25, 2009 (Wednesday before Thanksgiving)
	November 26 – 27, 2009 (Thanksgiving holidays)
	January 18, 2010 (Martin Luther King Jr.'s birthday)

September 2009

S		M		T		W		T		F		S	
2	3	4	5	6	7	8	9	10	11	12	13	14	15
16	17	18	19	20	21	22	23	24	25	26	27	28	29
30	31	22	23	24	25	26	27	28	29	30	31		

	Monday	Tuesday	Wednesday	Thursday	Friday	Sat/Sun	August 1
	3	4	5	6	7		8
							9
	10	11	12	13	14		15
	Teacher Inservice	Teacher Inservice	Teacher Inservice	¹ ½ day for students PreK-12	² ½ day for students PreK-12		16
	17	18	19	20	21		22
	First full day of school ³	4	5	6	7		23
	24	25	26	27	28		29
	8	9	10	11	12		30
	31						
	13						

September 2009

October 2009

100

S		M		T		W		T		F		S	
6	1	7	8	2	3	4	5	11	12	18	19	25	26
13	15	16	17	10	11	12	13	14	15	22	23	24	25
20	21	22	23	17	18	19	20	21	22	29	30	31	1
27	28	29	30	24	25	26	27	28	29	30	31	2	3

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November 2009

S		M		T		W		T		F		S	
4	5	6	7	8	9	10	11	12	13	14	15	16	17
11	12	13	14	15	16	17	18	19	20	21	22	23	24
18	19	20	21	22	23	24	25	26	27	28	29	30	31
25	26	27	28	29	30	31							

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November 2009

November 2009							December 2009						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7	6	7	8	9	10	11	12
8	9	10	11	12	13	14	13	14	15	16	17	18	19
15	16	17	18	19	20	21	20	21	22	23	24	25	26
22	23	24	25	26	27	28	27	28	29	30	31		
29	30												

Monday	Tuesday	Wednesday	Thursday	Friday	Sat/Sun
					November 1
54	55	56	57	58	
59	60	Teacher In-Service Day	61	62	
63	64	65	66	67	
68	69	Fall Break	Thanksgiving Holidays		
70					

December 2009

December 2009							January 2010						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
6	7	8	9	10	11	12	1	2	3	4	5	6	7
13	14	15	16	17	18	19	8	9	10	11	12	13	14
20	21	22	23	24	25	26	15	16	17	18	19	20	21
27	28	29	30	31			22	23	24	25	26	27	28
							29	30	31				

Monday	Tuesday	Wednesday	Thursday	Friday	Sat/Sun
71	72	73	74	75	
76	77	78	79	80	
81	82	83	84	85	
86	87	88	89	90	
91	92	93	94	95	
96	97	98	99	100	
101	102	103	104	105	
106	107	108	109	110	
111	112	113	114	115	
116	117	118	119	120	
121	122	123	124	125	
126	127	128	129	130	
131	132	133	134	135	
136	137	138	139	140	
141	142	143	144	145	
146	147	148	149	150	
151	152	153	154	155	
156	157	158	159	160	
161	162	163	164	165	
166	167	168	169	170	
171	172	173	174	175	
176	177	178	179	180	
181	182	183	184	185	
186	187	188	189	190	
191	192	193	194	195	
196	197	198	199	200	
201	202	203	204	205	
206	207	208	209	210	
211	212	213	214	215	
216	217	218	219	220	
221	222	223	224	225	
226	227	228	229	230	
231	232	233	234	235	
236	237	238	239	240	
241	242	243	244	245	
246	247	248	249	250	
251	252	253	254	255	
256	257	258	259	260	
261	262	263	264	265	
266	267	268	269	270	
271	272	273	274	275	
276	277	278	279	280	
281	282	283	284	285	
286	287	288	289	290	
291	292	293	294	295	
296	297	298	299	300	
301	302	303	304	305	
306	307	308	309	310	
311	312	313	314	315	
316	317	318	319	320	
321	322	323	324	325	
326	327	328	329	330	
331	332	333	334	335	
336	337	338	339	340	
341	342	343	344	345	
346	347	348	349	350	
351	352	353	354	355	
356	357	358	359	360	
361	362	363	364	365	
366	367	368	369	370	
371	372	373	374	375	
376	377	378	379	380	
381	382	383	384	385	
386	387	388	389	390	
391	392	393	394	395	
396	397	398	399	400	
401	402	403	404	405	
406	407	408	409	410	
411	412	413	414	415	
416	417	418	419	420	
421	422	423	424	425	
426	427	428	429	430	
431	432	433	434	435	
436	437	438	439	440	
441	442	443	444	445	
446	447	448	449	450	
451	452	453	454	455	
456	457	458	459	460	
461	462	463	464	465	
466	467	468	469	470	
471	472	473	474	475	
476	477	478	479	480	
481	482	483	484	485	
486	487	488	489	490	
491	492	493	494	495	
496	497	498	499	500	
501	502	503	504	505	
506	507	508	509	510	
511	512	513	514	515	
516	517	518	519	520	
521	522	523	524	525	
526	527	528	529	530	
531	532	533	534	535	
536	537	538	539	540	
541	542	543	544	545	
546	547	548	549	550	
551	552	553	554	555	
556	557	558	559	560	
561	562	563	564	565	
566	567	568	569	570	
571	572	573	574	575	
576	577	578	579	580	
581	582	583	584	585	
586	587	588	589	590	
591	592	593	594	595	
596	597	598	599	600	
601	602	603	604	605	
606	607	608	609	610	
611	612	613	614	615	
616	617	618	619	620	
621	622	623	624	625	
626	627	628	629	630	
631	632	633	634	635	
636	637	638	639	640	
641	642	643	644	645	
646	647	648	649	650	
651	652	653	654	655	
656	657	658	659	660	
661	662	663	664	665	
666	667	668	669	670	
671	672	673	674	675	
676	677	678	679	680	
681	682	683	684	685	
686	687	688	689	690	
691	692	693	694	695	
696	697	698	699	700	
701	702	703	704	705	
706	707	708	709	710	
711	712	713	714	715	
716	717	718	719	720	
721	722	723	724	725	
726	727	728	729	730	
731	732	733	734	735	
736	737	738	739	740	
741	742	743	744	745	
746	747	748	749	750	
751	752	753	754	755	
756	757	758	759	760	
761	762	763	764	765	
766	767	768	769	770	
771	772	773	774	775	
776	777	778	779	780	
781	782	783	784	785	
786	787	788	789	790	
791	792	793	794	795	
796	797	798	799	800	
801	802	803	804	805	
806	807	808	809	810	
811	812	813	814	815	
816	817	818	819	820	
821	822	823	824	825	
826	827	828	829	830	
831	832	833	834	835	
836	837	838	839	840	
841	842	843	844	845	
846	847	848	849	850	
851	852	853	854	855	
856	857	858	859	860	
861	862	863	864	865	
866	867	868	869	870	
871	872	873	874	875	
876	877	878	879	880	
881	882	883	884	885	
886	887	888	889	890	
891	892	893	894	895	
896	897	898	899	900	
901	902	903	904	905	
906	907	908	909	910	
911	912	913	914	915	
916	917	918	919	920	
921	922	923	924	925	
926	927	928	929	930	
931	932	933	934	935	
936	937	938	939	940	
941	942	943	944	945	
946	947	948	949	950	
951	952	953	954	955	
956	957	958	959	960	
961	962	963	964	965	
966	967	968	969	970	
971	972	973	974	975	
976	977	978	979	980	
981	982	983	984	985	
986	987	988	989	990	
991	992	993	994	995	
996	997	998	999	1000	

February 2010

Country	Year	W	L	T	W	L	T	W	L	T	W	L	T	W	L	T
USA	1970	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0
USA	1971	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0
USA	1972	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0
USA	1973	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0
USA	1974	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0
USA	1975	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0
USA	1976	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0
USA	1977	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0
USA	1978	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0
USA	1979	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0
USA	1980	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0
USA	1981	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0
USA	1982	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0
USA	1983	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0
USA	1984	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0
USA	1985	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0
USA	1986	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0
USA	1987	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0
USA	1988	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0
USA	1989	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0
USA	1990	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0
USA	1991	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0
USA	1992	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0
USA	1993	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0
USA	1994	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0
USA	1995	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0
USA	1996	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0
USA	1997	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0
USA	1998	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0
USA	1999	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0
USA	2000	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0

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February 2010

February 2010							March 2010						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7	1	2	3	4	5	6	7
8	9	10	11	12	13	14	8	9	10	11	12	13	14
15	16	17	18	19	20	21	15	16	17	18	19	20	21
22	23	24	25	26	27	28	22	23	24	25	26	27	28
29	30	31					29	30	31				

Monday	Tuesday	Wednesday	Thursday	Friday	Sat/Sun
19	20	21	22	23	
24	25	26	27	28	
Teacher In Service Day	29	30	31	32	
33	34	35	36	37	

March 2010

March 2010							April 2010						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7	1	2	3	4	5	6	7
8	9	10	11	12	13	14	8	9	10	11	12	13	14
15	16	17	18	19	20	21	15	16	17	18	19	20	21
22	23	24	25	26	27	28	22	23	24	25	26	27	28
29	30	31					29	30					

Monday	Tuesday	Wednesday	Thursday	Friday	Sat/Sun
38	39	40	41	42	
43	44	45	46 End of Third Grading Period	Planning/ Assessment Day	
47	48	49	50	51	
52	53	54	55	56	
Spring Break					

April 2010

April 2010							May 2010						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
4	5	6	7	8	9	10	1	2	3	4	5	6	7
11	12	13	14	15	16	17	8	9	10	11	12	13	14
18	19	20	21	22	23	24	15	16	17	18	19	20	21
25	26	27	28	29	30		22	23	24	25	26	27	28
							29	30	31				29

Monday	Tuesday	Wednesday	Thursday	Friday	Sat/Sun
			Spring Break		
57	58	59	60	61	
62	63	64	65	66	
67	68	69	70	71	
72	73	74	75	76	

Figure 2

25

Sat/Sun

June 2010

June 2010							July 2010						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
6	7	8	9	10	11	12	4	5	6	7	8	9	10
13	14	15	16	17	18	19	11	12	13	14	15	16	17
20	21	22	23	24	25	26	18	19	20	21	22	23	24
27	28	29	30				25	26	27	28	29	30	31

Monday	Tuesday	Wednesday	Thursday	Friday	Sat/Sun
	June 1	2	3	4	5
	Last day for 11 month Principals and Asst. Principals				
7	8	9	10	11	12
14	15	16	17	18	19
21	22	23	24	25	26
28	29	30			

MNPS DISTRICT CALENDAR 2009-10 DRAFT

JULY						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

AUGUST						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

SEPTEMBER						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

OCTOBER						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

NOVEMBER						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

DECEMBER						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

7/15 11 month principals and all AP's report

8/10 Teacher inservice day #1

8/11 Teacher inservice day #2

8/12 Teacher inservice day #3

8/13 All students report for half day

8/14 All students report for half day

9/7 Labor Day Holiday

9/18 Planning/Assesment Day

Students do not report

10/15 End of first grading period

10/16 Planning/Assesment Day

Students do not report

10/19 Parent-Teacher Conference

Students do not report

11/11 Teacher Inservice Day #4

Students do not report

11/25 Fall Break

11/26-11/27 Thanksgiving Holidays

12/16 1/2 day for exams 9-12

12/17 1/2 day for exams 9-12

12/18 All students report for half day

End of second grading period

End of fall semester - 84 days

12/21-1/1 Winter Holidays

1/4 Planning/Assesment Day

Students do not report

1/5 Students report for spring semester

1/18 MLK Holiday

2/15 Teacher Inservice Day

Students do not report

3/11 End of 3rd grading period

3/12 Planning/Assesment Day

Students do not report

3/29-4/2 Spring Break

5/19 1/2 day for exams 9-12

5/20 1/2 day for exams 9-12

5/21 All students report for half day

End of 4th grading period

End of spring semester - 91 days

5/24 Teacher inservice/assessment day #5

6/1 Last Day for 11 principals and all A/P's

JANUARY						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

FEBRUARY						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

MARCH						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

APRIL						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

MAY						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JUNE						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Color Code

	Students do not report
	First day of each semester
	Last day of each semester

BOARD OF EDUCATION
CALENDAR OF UPCOMING EVENTS

<u>DATE</u>	<u>TIME</u>	<u>EVENT</u>	<u>LOCATION</u>
Oct 22	6:30 pm	Community Meeting	Antioch High School
Oct 25	6:30 pm	Community Meeting	Hillwood High School
Oct 29	6:00 pm	Community Meeting	Madison High School
Oct 30/Nov 4		Council of Great City Schools Conference	Renaissance Hotel
Oct 30	6:00pm	Community Meeting	Stratford High School
Nov 5	6:00 pm	Community Meeting	John Early
Nov 6	6:30 pm	Community Meeting	Bass Middle
Nov 8	6:30 pm	Community Meeting	Brick Church
Nov 12	6:00 pm	Community Meeting	Maplewood High School

DEBRIEFING

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

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

Sales Tax Collections
As of Oct 20, 2007

MONTH	TOTAL 2006 - 2007 COLLECTIONS	TOTAL 2007 - 2008 COLLECTIONS	S Change For Month	% Change For Month	% Increase/Decrease Year-To-Date
September	\$15,127,968.10	\$15,629,449.00	\$501,480.90	3.21%	3.21%
October	15,068,137.01	15,910,568.37	\$842,431.36	5.29%	4.26%
November	15,426,028.07				
December	15,468,324.51				
January	15,012,031.81				
February	19,942,060.80				
March	14,759,528.51				
April	13,835,027.85				
May	16,374,212.54				
June	15,190,525.35				
July	15,496,403.91				
August	16,592,691.61				
TOTAL	\$188,292,940.07	\$31,540,017.37	\$1,343,912.26		4.26%

MONTH	TOTAL 2007-2008 COLLECTIONS	2007-2008 DEBT SVS	2007-2008 OPERATIONS	Projection 102.0676080%	Difference to Meet Projection
September	\$ 15,629,449.00	\$ 1,474,016.67	\$ 14,155,432.33	\$15,440,755.18	\$188,693.82
October	15,910,568.37	1,474,016.67	14,436,551.70	15,379,687.02	530,881.35
November				15,744,977.86	
December				15,788,148.83	
January				15,322,421.78	
February				20,354,384.45	
March				15,064,697.71	
April				14,121,082.00	
May				16,712,767.07	
June				15,504,605.87	
July				15,816,808.80	
August				16,935,763.43	
TOTAL	\$31,540,017.37	\$2,948,033.34	\$28,591,984.03	\$192,186,100.00	\$719,575.17

Metropolitan Nashville Public Schools
General Purpose Fund # 35131
Monthly Budget Accountability Report
September 30, 2007

	FY07 Annual Budget	FY07 YTD Actuals Through Sep	FY07 YTD % Through Sep	FY08 Annual Budget	FY08 YTD Actuals Through Sep	FY08 YTD % Through Sep	FY08 YTD Budget Available Sep
REVENUES:							
Charges, Commissions, & Fees	1,183,500	87,471	7.39%	1,208,500	117,408	9.72%	1,091,092
Other Governments & Agencies	177,236,800	37,069,598	20.92%	191,853,200	38,098,199	19.86%	153,755,001
Taxes, Licenses, & Permits	383,913,300	15,220,810	3.96%	394,975,800	15,115,601	3.83%	379,860,199
Fines, Forfeits, & Penalties	5,300	2,565	48.40%	5,300	2,705	51.04%	2,595
Transfers From Other Funds and Units	1,299,000	2,042,838	157.26%	2,205,700	359,785	16.31%	1,845,915
All Other Revenues	1,293,400	33,515	2.59%	1,297,700	427,175	32.92%	870,525
TOTAL REVENUES	564,931,300	54,456,797	9.64%	591,546,200	54,120,873	9.15%	537,425,327

EXPENSES:

Salaries:							
Regular Pay	358,574,800	70,623,352	19.70%	377,843,500	74,200,707	19.64%	303,642,793
Overtime	1,834,300	927,653	50.57%	1,471,400	1,025,300	69.68%	446,100
All Other Salary Codes	11,645,900	3,179,465	27.30%	8,666,900	2,006,665	23.15%	6,660,235
Total Salaries	372,055,000	74,730,470	20.09%	387,981,800	77,232,672	19.91%	310,749,128
Fringes	106,704,700	20,620,738	19.33%	110,782,700	21,468,104	19.38%	89,314,596
Other Expenses:							
Utilities	23,423,200	3,990,071	17.03%	23,804,600	3,422,439	14.38%	20,382,161
Professional and Purchased Services	8,738,418	1,327,329	15.19%	9,588,100	1,390,085	14.50%	8,198,015
Travel, Tuition, and Dues	825,000	229,318	27.80%	1,034,700	168,808	16.31%	865,892
Communications	2,707,800	730,880	26.99%	4,714,200	502,094	10.65%	4,212,106
Repairs and Maintenance Services	2,004,800	352,887	17.60%	2,288,200	826,529	36.12%	1,461,671
Internal Service Fees	1,761,316	406,322	23.07%	6,111,500	1,832,045	29.98%	4,279,455
Transfers To Other Funds and Units	9,791,600	1,751,074	17.88%	12,046,000	2,624,137	21.78%	9,421,863
All Other Expenses	36,919,466	12,209,350	33.07%	39,249,000	12,945,751	32.98%	26,303,249
Total Other Expenses:	86,171,600	20,997,231	24.37%	98,836,300	23,711,888	23.99%	75,124,412
TOTAL EXPENSES	564,931,300	116,348,439	20.60%	597,600,800	122,412,664	20.48%	475,188,136

Metropolitan Nashville Public Schools
General Purpose Fund #35131
Expenditures by Function
For the Fiscal Year Ending June 30, 2008

Function #	Function Name	FY2008 Budget	FY2008 YTD Actuals @ Sept 30, 2007	% Spent
ADMINISTRATION				
1100	OFFICE OF DIRECTOR OF SCHOOLS	462,100	139,609	30.2%
1110	BOARD OF EDUCATION	392,000	59,806	15.3%
1150	BUSINESS AND FACILITY SERVICES	475,900	119,949	25.2%
1180	ADA COMPLIANCE	101,800	23,471	23.1%
1190	ALIGNMENT NASHVILLE	156,400	9,201	5.9%
1200	HUMAN RESOURCES	2,639,400	629,302	23.8%
1205	EMPLOYEE RELATIONS	474,100	123,899	26.1%
1300	EMPLOYEE BENEFIT SERVICES	594,800	141,839	23.8%
1500	PURCHASING DEPARTMENT	383,400	83,028	21.7%
1600	FISCAL SERVICES	1,329,600	318,093	23.9%
1650	POSTAGE	350,000	107,465	30.7%
1700	STUDENT ASSIGNMENT SERVICES	426,400	102,482	24.0%
1750	CUSTOMER SERVICE CENTER	694,500	154,369	22.2%
1800	PUBLIC INFORMATION	665,500	152,859	23.0%
	TOTAL ADMINISTRATION	\$ 9,145,900	\$ 2,165,371	23.7%
CURRICULUM AND INSTRUCTION				
2050	CURRICULUM AND INSTRUCTION	2,035,800	397,480	19.5%
2060	STUDENT DISCIPLINE SERVICES	967,700	157,922	16.3%
2080	K-12 ADMINISTRATIVE SERVICES	938,600	494,406	52.7%
2110	SUBJECT AREA COORDINATORS	861,100	216,344	25.1%
2112	CENTRAL GUIDANCE SERVICES	226,200	5,412	2.4%
2125	IN-SCHOOL SUSPENSION	1,927,900	337,592	17.5%
2126	HOMEBOUND PROGRAM - REGULAR EDUCATION	161,400	22,642	14.0%
2132	DRUG/ALCOHOL EDUCATION PROGRAM	71,700	3,419	4.8%
2136	GIFTED/TALENTED PROGRAM	1,926,000	326,697	17.0%
2145	INTERNATIONAL BACCALAUREATE PROGRAM	180,000	18,307	10.2%
2160	PSYCHOLOGICAL SERVICES	3,782,700	698,741	18.5%
2170	ASSESSMENT AND EVALUATION	852,200	153,275	18.0%
2171	CENTRAL LIBRARY SERVICES	508,500	157,011	30.9%
2178	INFORMATION TECHNOLOGY	13,140,200	2,803,414	21.3%
2180	TEXTBOOK PROGRAM	6,533,100	4,451,431	68.1%
2185	ESSENTIAL LITERATURE	61,700	21,215	34.4%
2200	DISTRICT STAFF DEVELOPMENT	1,473,500	299,252	20.3%
2203	STAFF DEVELOPMENT SERVICES	572,400	65,257	11.4%
2204	AVID PROGRAM	241,500	50,491	20.9%
2210	OFFICE OF REDESIGN AND INNOVATION	270,100	60,363	22.3%
2215	PRINCIPAL LEADERSHIP ACADEMY	140,000	140,000	100.0%
2230	ELEMENTARY READING SPECIALIST	4,879,100	890,196	18.2%
2240	SUPPLEMENTARY TEACHER PAY	124,800	10,234	8.2%
2282	HANDS ON SCIENCE PROGRAM	441,000	85,903	19.5%
2307	ROTC TEACHING PROGRAM	609,600	120,687	19.8%
2308	PALS TEACHING PROGRAM	572,900	92,397	16.1%
2310	PRINCIPALS	36,646,200	8,530,323	23.3%
2311	GUIDANCE SERVICES	15,470,100	3,490,872	22.6%
2312	LIBRARY SERVICES	11,047,300	2,016,332	18.3%
2313	REGULAR/CTE SUBSTITUTES	6,831,800	868,693	12.7%
2314	HEALTH SERVICES	3,130,000	201,656	6.4%
2315	SPECIAL EDUCATION SUBSTITUTES	811,400	77,586	9.6%
2316	SCHOOL FUNDING ALLOCATION	3,600,800	468,442	13.0%
2319	MAGNET AND OPTIONAL PROGRAMS	135,300	25,590	18.9%
2320	REGULAR TEACHING	221,294,300	42,482,647	19.2%
2321	PRE-K INSTRUCTION	4,838,500	645,729	13.3%
2322	CLASSROOM PREPARATION DAY	600,400	606,833	101.1%
2324	ENGLISH LANGUAGE LEARNER	15,449,800	2,739,472	17.7%
2371	CAMPUS SUPERVISORS	3,987,700	713,989	17.9%
2386	FEE WAIVERS	350,000	42,839	12.2%
2388	CREDIT RECOVERY PROGRAM	600,000	-	0.0%
2505	CAREER & TECHNICAL EDUCATION SUPERVISION	169,300	40,087	23.7%
2520	CAREER & TECHNICAL EDUCATION TEACHING	7,550,400	1,195,972	15.8%
2555	METROPOLITAN GOVERNMENT IT CHARGES	4,961,100	1,240,275	25.0%
2600	ALTERNATIVE LEARNING PROGRAMS	3,403,200	690,583	20.3%
2700	OPENING SCHOOLS PLAN	515,800	224,222	43.5%

Metropolitan Nashville Public Schools
General Purpose Fund #35131
Expenditures by Function
For the Fiscal Year Ending June 30, 2008

Function #	Function Name	FY2008 Budget	FY2008 YTD Actuals @ Sept 30, 2007	% Spent
2711	SPECIAL EDUCATION GUIDANCE	61,600	3,271	5.3%
2805	SPECIAL EDUCATION SUPERVISION	2,950,100	594,001	20.1%
2810	SPECIAL EDUCATION PRINCIPALS	721,400	122,481	17.0%
2820	SPECIAL EDUCATION TEACHING	52,109,600	9,606,938	18.4%
2998	EXTENDED CONTRACT	1,800,000	500,158	27.8%
2999	CAREER LADDER	3,433,200	30,983	0.9%
	TOTAL CURRICULUM AND INSTRUCTION	\$ 445,969,000	\$ 89,240,062	20.0%
ATTENDANCE AND SOCIAL SERVICES				
3100	ATTENDANCE SERVICES	991,200	183,010	18.5%
3200	SOCIAL SERVICES	1,910,600	334,519	17.5%
	TOTAL ATTENDANCE AND SOCIAL SERVICES	\$ 2,901,800	\$ 517,528	17.8%
TRANSPORTATION				
4110	TRANSPORTATION SUPERVISION	2,045,700	506,018	24.7%
4120	STOCKROOM	116,900	31,378	26.8%
4130	OPERATION OF SCHOOL BUSES	15,382,700	2,602,843	16.9%
4131	OPERATION OF SPECIAL EDUCATION BUSES	8,062,400	1,327,584	16.5%
4136	SUPPORT BUS DRIVERS	942,800	115,212	12.2%
4160	MAINTENANCE OF VEHICLES	4,002,500	839,677	21.0%
4319	MTA MAGNET CONTRACT	275,000	116,512	42.4%
	TOTAL TRANSPORTATION	\$ 30,828,000	\$ 5,539,225	18.0%
OPERATION OF PLANT				
5110	SUPERVISION	690,800	176,584	25.6%
5120	PORTABLE MOVING	250,000	262,929	105.2%
5200	CARE OF GROUNDS	2,117,300	575,065	27.2%
5210	CUSTODIAL SERVICES	28,525,700	6,977,307	24.5%
5211	CUSTODIAL SERVICES - SPECIAL EDUCATION	396,500	89,934	22.7%
5220	UTILITY SERVICES, NATURAL GAS	5,497,000	211,903	3.9%
5230	UTILITY SERVICES, WATER & SEWER	2,669,800	291,054	10.9%
5240	UTILITY SERVICES, ELECTRICITY	15,861,100	3,249,728	20.5%
5250	UTILITY SERVICES, TELEPHONES	1,118,600	214,475	19.2%
5260	UTILITY SERVICES, WASTE DISPOSAL	731,000	140,642	19.2%
5280	RADIO TRANSMISSION	500,000	110,313	22.1%
5315	FIXED ASSET SERVICES	381,700	94,132	24.7%
5320	DELIVERY & MAIL SERVICE	442,400	119,939	27.1%
5325	SAFETY AND SECURITY	1,454,300	336,813	23.2%
5326	ATHLETIC EVENT SECURITY	170,000	27,743	16.3%
5330	MAINTENANCE OF OPERATIONS EQUIPMENT	216,400	32,372	15.0%
	TOTAL OPERATION OF PLANT	\$ 61,022,600	\$ 12,910,933	21.2%
MAINTENANCE OF BUILDINGS				
6110	MAINTENANCE SUPERVISION	499,500	148,653	29.8%
6120	CONSTRUCTION SUPERVISION	376,600	92,274	24.5%
6300	MAINTENANCE OF FACILITIES	15,355,700	4,632,359	30.2%
	TOTAL MAINTENANCE OF BUILDINGS	\$ 16,231,800	\$ 4,873,285	30.0%
FIXED CHARGES				
7311	RETIREE GROUP INSURANCE-CERTIFICATED	12,607,800	2,870,358	22.8%
7315	EMPLOYEE DEATH BENEFITS	74,000	9,000	12.2%
7316	EMPLOYEE INJURIES ON THE JOB REIMBURSEMENT	1,523,100	368,715	24.2%
7318	RETIREMENT SICK LEAVE PAY-CERTIFICATED	1,020,700	190,416	18.7%
7319	RETIREMENT SICK LEAVE PAY-SUPPORT	208,100	55,003	26.4%
7320	BUILDINGS AND CONTENTS INSURANCE	512,300	512,288	100.0%
7321	BOILER & ELEVATOR INSPECTION	39,400	21,057	53.4%
7325	INSURANCE RESERVE	11,700	-	0.0%
7340	LIABILITY INSURANCE	570,600	500,000	87.6%
7499	GUARANTEED PENSION PAYMENT	4,285,000	1,071,250	25.0%
7777	PROPERTY TAX REFUND	2,346,700	5,853	0.2%
7800	FIDELITY BONDS	3,000	-	0.0%
7900	LEGAL SERVICES	118,000	25,750	21.8%
	TOTAL FIXED CHARGES	\$ 23,320,400	\$ 5,629,690	24.1%

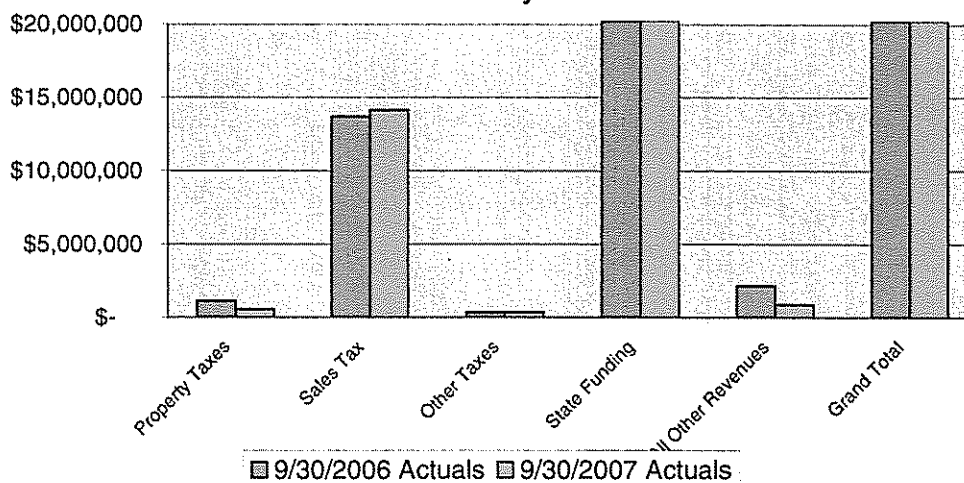
Metropolitan Nashville Public Schools
General Purpose Fund #35131
Expenditures by Function
For the Fiscal Year Ending June 30, 2008

Function #	Function Name	FY2008 Budget	FY2008 YTD Actuals @ Sept 30, 2007	% Spent
ADULT AND COMMUNITY SERVICES				
8100	COMMUNITY EDUCATION	215,000	53,750	25.0%
8119	DISTRICT DUES	64,700	64,635	99.9%
8320	ADULT EDUCATION PROGRAM	466,600	168,835	36.2%
	TOTAL ADULT AND COMMUNITY SERVICES	\$ 746,300	\$ 287,220	38.5%
	OPERATING TRANSFER TO CHARTER SCHOOLS FUND	\$ 4,066,000	\$ 386,760	9.5%
	REIMBURSABLE PROJECTS	\$ 3,369,000	\$ 862,589	25.6%
	GRAND TOTAL:	\$ 597,600,800	\$ 122,412,664	20.5%

METROPOLITAN NASHVILLE PUBLIC SCHOOLS
Revenue Analysis
FY2007 and FY2008

Description	FY07 YTD Actuals through Sep 2006	FY07 Annual Revenue Budget	YTD %	FY08 YTD Actuals through Sep 2007	FY08 Annual Revenue Budget	YTD %
Property Taxes	\$ 1,149,228	\$ 213,279,600	0.5%	\$ 575,821	\$ 217,545,200	0.3%
Local Option Sales Tax	13,718,835	167,786,400	8.2%	14,162,060	174,497,900	8.1%
Other Taxes, License, Permits	352,747	2,847,300	12.4%	377,720	2,932,700	12.9%
State Funding	37,069,598	177,236,800	20.9%	38,098,199	191,857,600	19.9%
All Other Revenues	2,166,389	3,781,200	57.3%	907,073	4,712,800	19.2%
Grand Total	\$ 54,456,797	\$ 564,931,300	9.6%	\$ 54,120,873	\$ 591,546,200	9.1%

**Metropolitan Nashville Public Schools
Revenue Analysis Chart**



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Revenue Analysis Chart**

