



## AGENDA

### METROPOLITAN BOARD OF PUBLIC EDUCATION

2601 Bransford Avenue, Nashville, TN 37204

Regular Meeting – August 23, 2011 - 5:00 p.m.

**Gracie Porter, 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	
5:05	II.	<u>GOVERNANCE ISSUES</u>	
	A.	Actions	
	1.	Consent	GP-8.3
	a.	Approval of Minutes – 8/9/11 Regular Meeting	1
	b.	Change Order #9 for Haywood Elementary School Additions – TG Constructors, Inc. – M-429	7
	c.	Change Order #1 for Roof Replacement at Goodlettsville Middle School – Maxwell Roofing & Sheet Metal– M-462	7
	d.	Amendment A for Mechanical & Electrical Engineering at Various Schools – 3-D Engineering, LLC – L-2350	8
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	8.	Rural Metro of Tennessee, L.P. DBA Rural Metro Ambulance (modified)	13
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	2.	Recommended Approval of Teacher Incentive Fund Strategic Compensation Models	16
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5:35	III.	<u>REPORTS</u>	
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	1.	Start of Schools	
	2.	TLG Report: Information Technology/ Data Management Systems	29
	B.	Board Chairman’s Report	GP-5
	1.	Committee Assignment	
6:25	IV.	<u>ANNOUNCEMENTS</u>	GP-2.6
6:30	V.	<u>WRITTEN INFORMATION TO THE BOARD</u> (not for discussion)	
	A.	Sales Tax Collections as of August 20, 2011	EE-7
	B.	Board Calendar Items	40
6:30	VI.	<u>ADJOURNMENT</u>	GP-2.6

Metropolitan Nashville Public Schools  
Board of Education  
Minutes  
August 9, 2011

TOPIC	DISCUSSION/MOTION	FOLLOW-UP/OUTCOME
<ul style="list-style-type: none"> <li>Roll Call</li> </ul>	<p>Members Present: Mark North, Vice-Chair; Dr. Jo Ann Brannon; Dr. Sharon Gentry; Michael Hayes; Ed Kindall; Cheryl D. Mayes; Anna Shepherd; and Kay Simmons</p> <p>Member Absent: Gracie Porter, Chair</p> <p>Mr. North called the meeting to order at 5:00 p.m.</p>	
<ul style="list-style-type: none"> <li>Pledge of Allegiance</li> </ul>	Led by Erica Lanier, Chair of the Parent Advisory Council.	
<ul style="list-style-type: none"> <li>In Memoriam – Suzette Kavanaugh</li> </ul>	<p><b>Suzette Kavanaugh 08/25/48 – 07/09/11</b> - Suzette Kavanaugh passed away on July 9, 2011. She worked for 19 years as the secretary/bookkeeper at Hickman Elementary School. She spent her lifetime in the Donelson community. She graduated from Donelson High School and married her school sweetheart, Mike Kavanaugh. Two beautiful children completed their early family: Michael, who works as a Centerstone counselor at Spectrum and Upper Murrell; and Deanna, who lives in the White House community. Now there are two grandchildren in the family, too. Suzette began working with children and staff at Hickman as a volunteer when her children began school. She invested many, many hours and eventually worked herself into a job. In August 1991, she started to work as the secretary/bookkeeper at the Hickman Annex, which was housed in the current Stanford Montessori building when Hickman School was located on Ironwood Drive. She continued to serve in the same position when the Hickman school family moved into the new building on the Donelson Middle School campus. Suzette was dedicated to her job and to Hickman Elementary School. She served the community with honesty, integrity, and a genuine love for the faculty and students at Hickman. She had a way with parents that put their minds at ease whenever they were anxious about their children.</p>	
<b>AWARDS AND RECOGNITIONS</b>		
<ul style="list-style-type: none"> <li>Scientists in the Classroom Partnership with Vanderbilt Center for Science Outreach</li> </ul>	Jeannie Tuschl, Program Coordinator for the Scientists in the Classroom Partnership with Vanderbilt Center for Science Outreach, introduced each of the scientists working within MNPS schools, and the Board presented each with a Certificate of Appreciation for their commitment to MNPS students.	
<b>PUBLIC PARTICIPATION</b>		
<ul style="list-style-type: none"> <li>Erica Lanier – Balanced Calendar</li> </ul>	Ms. Lanier addressed the Board concerning the balanced calendar proposal. She asked the Board to ensure that the calendar vote is based on the calendar that will best serve the students of MNPS.	

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<ul style="list-style-type: none"> <li>Laura Delgado – Proposed Calendars</li> </ul>	Ms. Delgado addressed her support of the proposed balanced calendar which offers additional school days for students.	
<ul style="list-style-type: none"> <li>Francie Hunt – Balanced Calendar</li> </ul>	Ms. Hunt addressed the Board concerning the balanced calendar on behalf of Stand for Children, and asked the Board to support a balanced calendar.	
<ul style="list-style-type: none"> <li>Emma Osa-Oni – Balanced Calendar</li> </ul>	Ms. Osa-Oni stated that she was in support of the balanced calendar.	
<ul style="list-style-type: none"> <li>Bonnie Spear – Balanced Calendar</li> </ul>	Ms. Spear addressed the Board concerning her support of the balanced calendar, and asked the Board to vote for a balanced calendar.	
<b>GOVERNANCE ISSUES</b>		
<ul style="list-style-type: none"> <li>ACTIONS</li> <li>Consent Agenda</li> </ul>	<p><b>Ms. Mayes read the following consent agenda items: IV-A-1-a- Approval of Minutes – 7/12/11 Regular Meeting; IV-A-1-b- Recommended Approval of Lease for LEAD Academy’s Use of Brookmeade Building; IV-A-1-c- Awarding of Bids and Contracts (1.) Metropolitan Nashville Police Department (2.) Rural Metro of Tennessee, L.P. dba Rural Metro Ambulance, (3.) Special Security, Inc.</b></p> <p><b>Ms. Shepherd made the motion to accept the consent agenda as read. Dr. Brannon seconded.</b></p>	<b>VOTE: 8-0</b>
<ul style="list-style-type: none"> <li>Recommended Approval of 2012-2013 Student Assignment Proposal</li> </ul>	<p>Mr. Weber presented the 2012-2013 Student Assignment Proposal.</p> <p><b>Ms. Simmons made the motion to approve the Student Assignment Plan (Antioch and Cane Ridge Clusters) as presented by Chris Weber for Cane Ridge. Ms. Shepherd seconded.</b></p> <p><b>Ms. Shepherd made the motion to approve the Hunter’s Lane Cluster Student Assignment Plan as presented. Dr. Brannon seconded.</b></p> <p><b>Mr. Kindall made the motion to approve the Pearl-Cohn Cluster Student Assignment Plan as presented. Ms. Shepherd seconded.</b></p> <p>Mr. Kindall asked how does the change in the Geographic Priority Zone affect diversity? Dr. Register said the GPZ is designed to pull in students who live around the school, but not necessarily to affect the “diversity” of the school. Mr. Hayes asked if prior to the Student Assignment Task Force meeting, the Task Force could consider a five or ten year plan for the Hillsboro Cluster that specifically addresses overcrowding? Mr. Weber said his office will begin reviewing projections, and working on an initial report. Mr. Kindall said he</p>	<p><b>VOTE: 8-0</b></p> <p><b>VOTE: 8-0</b></p> <p><b>VOTE: 8-0</b></p>

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<ul style="list-style-type: none"> <li>Recommended Approval of 2012-2013 Student Assignment Proposal - continued</li> </ul>	<p>originally opposed Carter-Lawrence changing to a partial magnet school. Had the changes not taken place, there may have been more children at Percy Priest and other schools. Dr. Register said there is a need for more space in many schools, but the problem is deciding how to best develop a pupil assignment plan that will create diversity.</p> <p><b>Ms. Shepherd made the motion to approve the Geographic Priority Zones in the Student Assignment Plan as presented. Ms. Simmons seconded.</b></p>	<p><b>VOTE: 8-0</b></p>
REPORTS		
<ul style="list-style-type: none"> <li>Director's Report               <ol style="list-style-type: none"> <li>TLG-Central Office Effectiveness</li> </ol> </li> </ul>	<p>Mr. Fred Carr, Ms. Marla Ucelli-Kashyap, and Mr. Chris Henson presented to the Board a report from the TLG-Central Office Effectiveness. Dr. Register introduced Lisa Wiltshire, the Assistant to the Director for Strategic Planning and Management and Tamara Fentress, the Assistant for Program Results Management.</p> <p>Mr. Kindall stated that he would like the Board to receive reports throughout the year that actually analyze the results of the student drop-out rate and student achievement. "We must analyze results to find out whether or not progress is actually being made." Mr. North said as the culture changes in the Central Office, and collaboration and communication improve, that same spirit should trickle down to the schools. "The idea of project management is to watch and chart how changes in the Central Office translate, which is very important and I look forward to the results."</p>	
<ol style="list-style-type: none"> <li>2012-2013 Calendar Options</li> </ol>	<p>Dr. Register presented the Calendar Options to the Board in a PowerPoint.</p> <p>Mr. North made the following comments: There are two general issues: (1.) Should we spread out the school year by shortening the summer to address the achievement gap, with concerns being the replacement of cool weather days with more hot weather days and ensuring our facilities' air conditioners can handle such a change? (2.) The 180-day calendar and the concern with this calendar is how it will affect the budget? Mr. North asked if facilities will be able to handle the hot weather? And how will the calendar affect snow days? Dr. Register said every year we run the risk of having hot days with school air units being stressed and hot school buses. These are concerns in August, as well as September. Ms. Shepherd asked if it had been considered to use the intercession time to address options for Gifted/Exceptional students? Dr. Register said, yes, we hope to have community involvement to help provide enrichment activities. Mr. Kindall said he wasn't sure the Board needed to</p>	


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TOPIC	DISCUSSION/MOTION	FOLLOW-UP/OUTCOME
2. 2012-2013 Calendar Options - continued	<p>consider budget implications in considering the calendar. The Board must make the decision based on what is best for student learning and student achievement. Dr. Register stated that Mr. Kindall made a good point. If funding is not available, the result will be a balanced calendar without the additional days. Ms. Mayes asked when will the results of the survey be available? Dr. Register said the results should be available the next day after the survey is executed. Ms. Mayes asked if the adopted calendar will be ongoing? Dr. Register said the recommendation would be to stay with the calendar for at least two to three years. Ms. Mayes assured the public that a decision on the calendar had not been made, and she encouraged the community to offer each Board member feedback on the calendar. Mr. Hayes asked if the Administration had a copy of the report the Franklin Special School District did on their use of the balanced calendar? Dr. Register said that report can be provided. Mr. Hayes asked if there was discussion around a balanced calendar with more summer school opportunities for our English Language Learners? Dr. Register said that could be an option, but capacity issues may be a concern. Ms. Simmons asked if the option of providing more days after testing ends, by extending the school year until June, could be considered? Dr. Register said that could be an option, but that option has not been considered. The Administration is willing to develop a calendar based on options that the Board recommends. Dr. Gentry asked if the survey call could state when exactly the optional school days would be held? Dr. Register said yes, that can be done. Mr. Hayes asked about the funding implications for a balanced calendar if our budget decreases next year? Dr. Register said his hope is that the Mayor and Council will continue to fully fund education.</p>	
3. 2010-2011 District AYP Status	<p>Dr. Chngas presented the 2010-2011 District AYP Status report to the Board.</p> <p>Mr. Kindall asked what can be done about closing the achievement gap as it relates to African-American students? Is this information being analyzed to develop solutions to close the gap? Dr. Chngas said the gap widened due to the new standards. We are looking at every student's data, and we have TLG's that are also addressing these issues. Dr. Gentry asked what does a school leadership team do to change the performance numbers of certain groups of students? Dr. Chngas said there are many interventions in place. Dr. Hall said school schedules have been extended, and teachers are provided with the needed training. Ms. Steele said we are very intentional about how to work with students effectively. Mr. Kindall asked what can specifically be done to address the achievement gap issues and to show that MNPS is actually making</p>	

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3. 2010-2011 District AYP Status - continued	progress in this area? Dr. Register said he hopes that the reform initiatives that he has put in place will create positive results. Mr. Kindall said in order to get the needed results, it is imperative that every teacher believes that every child can learn. Ms. Simmons asked if we should begin to see results next year? Dr. Register said, yes, we should begin to see the benefits of these changes occur this year. Mr. Hayes asked if the graduation rate improvement is from the 2009-2010 school year? Dr. Chngas said, yes, that is 2009-2010 data. We do not have the updated data at this point.	
<b>ANNOUNCEMENTS</b>		
• Updated State Law Requirements on Immunizations	Mr. North announced that State law now requires 7 <sup>th</sup> grade students to have two additional immunizations. If students report to school without the updated immunization certificate, the following things will happen: (1.) The parents will be given five days to provide the updated certificates, (2.) After five days, the students will not be allowed to attend school until the information is provided. Schools will send students home after five days if the proper certificate is not provided.	
• Immunization Clinic	The Metro Public Health Department will be holding their annual immunization clinic August 8 <sup>th</sup> – 12 <sup>th</sup> and August 15 <sup>th</sup> . The clinic will be held at the Lentz Public Health Center, 311 23 <sup>rd</sup> Avenue North from 7:00 a.m. – 3:00 p.m. daily.	
• The Golf Channel	Mr. North announced that Pearl-Cohn is the recipient of a very generous donation from The Golf Channel. Todd Young, broadcasting teacher at Pearl-Cohn, has offered an idea to express the District's appreciation to The Golf Channel that will require Board participation. We are asking that you meet here at 4:00 p.m. prior to the August 23 <sup>rd</sup> Board meeting. The Golf Channel provided Pearl-Cohn with millions of dollars in broadcasting equipment.	
• First Day of School	Mr. North announced Thursday, August 11 <sup>th</sup> is the first day of school and a half-day for all students. The first full day is Monday, August 15 <sup>th</sup> .	
• McGavock Cluster Coalition	Ms. Shepherd announced that the McGavock Cluster Coalition will be welcoming students back to McGavock High School on August 15 <sup>th</sup> .	
• Hermitage Elementary	Ms. Shepherd announced that she will be attending Hermitage Elementary on August 15 <sup>th</sup> to help welcome students.	
• Glenview Elementary	Ms. Mayes announced that Glenview Elementary's Open House will be held August 18 <sup>th</sup> at 5:30 p.m.	
• Antioch High School	Ms. Mayes announced that Antioch High School's Open House will be held August 25 <sup>th</sup> at 6:00 p.m.	

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TOPIC	DISCUSSION/MOTION	FOLLOW-UP/OUTCOME
• Condolences	Ms. Mayes, on behalf of the Board, extended condolences to the family and friends of Kennedy Goodloe, a student at A.Z. Kelley Elementary School. Kennedy passed away on July 23 <sup>rd</sup> .	
<b>WRITTEN INFORMATION TO THE BOARD</b>		
• Sales Tax Collections as of July 20, 2011		
• Board Calendar Items		
• Adjournment	Ms. Simmons adjourned the meeting at 8:11 p.m.	
• Signatures	 <div style="display: flex; justify-content: space-between;"> <div>Chris M. Henson Board Secretary</div> <div>Gracie Porter Board Chair</div> <div>Date</div> </div>	

## II. GOVERNANCE ISSUES

### A. ACTION

#### 1. CONSENT

##### b. CHANGE ORDER #9 FOR HAYWOOD ELEMENTARY SCHOOL ADDITIONS – TG CONSTRUCTORS, INC. – M-429

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

1.	Building permit time extension request, add 44 days	\$0.00
2.	Additional tack boards	\$2,251.71
3.	Sewer line revision, add 2 days	\$2,690.67
4.	Provide door hardware for Cafeteria door	\$2,555.93
5.	Provide new drain lines at existing building	\$3,170.96
6.	Provide additional fire alarm devices in existing building, add 3 days	\$3,468.23
7.	Provide interior signage	<u>\$1,485.02</u>

TOTAL \$15,622.52; 49 days

It is recommended that this change order be approved.

Legality approved by Metro Department of Law

FUNDING: Fund: 45009 BU: 80405009

DATE: August 23, 2011

##### c. CHANGE ORDER #1 FOR ROOF REPLACEMENT AT GOODLETTSVILLE MIDDLE SCHOOL – MAXWELL ROOFING & SHEET METAL – M-462

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

Add entire west roof section to contract, approximately 16,000 sq. ft. per plans and details within drawing and documents associated with current ongoing project.

TOTAL \$138,400.00

It is recommended that this change order be approved.

Legality approved by Metro Department of Law

FUNDING: 45107.80400355

DATE: August 23, 2011



## II. GOVERNANCE ISSUES

### A. ACTION

#### 1. CONSENT

##### d. AMENDMENT A FOR MECHANICAL & ELECTRICAL ENGINEERING AT VARIOUS SCHOOLS – 3-D ENGINEERING, LLC – L-2350

We are requesting that the not-to-exceed amount for the above mentioned professional services contract be increased by \$300,000.00 from \$200,000.00 to \$500,000.00.

It is recommended that this amendment be approved.

Legality approved by Metro Department of Law

FUNDING: Various funds will be used depending on the project assigned

August 23, 2011

##### e. AWARDING OF BIDS AND CONTRACTS

#### (1) VENDOR: Belmont University

SERVICE/GOODS: ESL Endorsement Program for teachers of grades 7-12. The Program is a course of instruction that prepares teachers to pass the State Praxis test for Endorsement. Approximately 400 teachers are expected to participate in the first year.

TERM: September 1, 2011 to September 30, 2012

FOR WHOM: Selected 7-12 grade teachers throughout the District

COMPENSATION: \$600 per teacher (does not include Praxis test fees)

Total compensation not to exceed \$240,000

OVERSIGHT: Instructional Support/English Learners

EVALUATION: Praxis test pass rate for teachers who complete the program

MBPE Contract Number: 2-219000-07

Legal Control Number: Pending

Source of Funds: Federal/Race to the Top

## II. GOVERNANCE ISSUES

### A. ACTION

#### 1. CONSENT

##### e. AWARDING OF BIDS AND CONTRACTS

##### (2) **VENDOR:** Lipscomb University, College of Education

**SERVICE/GOODS:** ESL Endorsement Program for teachers of grades PreK-6. The Program is a course of instruction that prepares teachers to pass the State Praxis test for Endorsement. Approximately 100 teachers are expected to participate in the first year.

**TERM:** September 1, 2011 to September 30, 2012

**FOR WHOM:** Selected PreK-6 teachers throughout the District

**COMPENSATION:** \$1,040 per teacher (does not include Praxis test fees)  
Total compensation not to exceed \$104,000

**OVERSIGHT:** Instructional Support/English Learners

**EVALUATION:** Praxis test pass rate for teachers who complete the program

**MBPE Contract Number:** 2-544435-01

**Legal Control Number:** Pending

**Source of Funds:** Federal/Race to the Top

##### e. AWARDING OF BIDS AND CONTRACTS

##### (3) **VENDOR:** Headsprout, Inc.

**SERVICE/GOODS:** First amendment to the contract, adding Headsprout's *Early Reading* product. *Early Reading* will be deployed in the same 10 High Priority Elementary Schools that are using the Headsprout *Reading Comprehension* program.

**TERM:** January 12, 2011 through September 30, 2012

**FOR WHOM:** Students in grades 1-2, Elementary Teachers

**COMPENSATION:** The Amendment increases the total compensation by \$126,485

Total compensation not to exceed \$159,981

**OVERSIGHT:** Federal Programs, Leadership and Learning

**EVALUATION:** Improved test scores for students using the product

**MBPE Contract Number:** 2-00290-00A1

**Legal Control Number:** Pending

**Source of Funds:** Federal/First to the Top

## II. GOVERNANCE ISSUES

### A. ACTION

#### 1. CONSENT

##### e. AWARDING OF BIDS AND CONTRACTS

(4) VENDOR: Cook's Pest Control, Inc.

SERVICE/GOODS: Pest Control Services throughout the District

TERM: August 24, 2011 to August 23, 2016

FOR WHOM: All MNPS facilities, students and employees

COMPENSATION: \$.000575 per square foot per month for the control of general pests and occasional invaders

Ala-carte pricing:

- Termites: \$2.00 per linear foot
- Swarming Termites: \$395 per occurrence
- Birds, Bats & miscellaneous: \$75 per hour
- Brown Recluse Spiders: \$.08 per square foot (\$250 minimum)
- Fire Ants: \$19 per 1,000 square foot.
- Bed Bugs: \$.36 per square foot (\$250 minimum)

Based on MNPS total space of approximately 14,000,000 square feet to be treated, the monthly charge will be \$8,050

Total compensation not to exceed \$700,000

OVERSIGHT: Plant Operations and Maintenance Services

EVALUATION: Ability to control pests, provide required documentation, meet required response times, communicate with MNPS management and other deliverables as outlined in the RFP.

MBPE Contract Number: 2-262067-00

Legal Control Number: Pending

Source of Funds: Operating Budget

## II. GOVERNANCE ISSUES

### A. ACTION

#### 1. CONSENT

##### e. AWARDING OF BIDS AND CONTRACTS

(5) VENDOR: Vanderbilt Kennedy Center

SERVICE/GOODS: Behavioral Counseling for students with disabilities

TERM: September 1, 2011 to August 31, 2016

FOR WHOM: MNPS disabled students with behavioral counseling needs

COMPENSATION: \$90 per hour; \$30,000 per year for full district coverage

Total compensation not to exceed \$150,000

OVERSIGHT: Exceptional Education

EVALUATION: Ability of disabled students to learn and thrive in their classrooms

MBPE Contract Number: 2-218740-09/Annex DD

Legal Control Number: Pending

Source of Funds: Operating Budget

##### e. AWARDING OF BIDS AND CONTRACTS

(6) VENDOR: Scarab Behavioral Health Services, LLC

SERVICE/GOODS: Behavioral Counseling Services for students with disabilities

TERM: September 1, 2011 to August 31, 2016

FOR WHOM: MNPS disabled students with behavioral counseling needs

COMPENSATION: \$85 per hour; \$130,000 per year for full district coverage

Total compensation not to exceed \$600,000

OVERSIGHT: Exceptional Education

EVALUATION: Ability of disabled students to learn and thrive in their classrooms

MBPE Contract Number: 2-834133-00

Legal Control Number: Pending

Source of Funds: Operating Budget

## II. GOVERNANCE ISSUES

### A. ACTION

#### 1. CONSENT

##### e. AWARDING OF BIDS AND CONTRACTS

(7) VENDOR: Provident Security Services, Inc.

SERVICE/GOODS: Security Alarm Monitoring for MNPS schools and support facilities

TERM: July 20, 2011 to July 19, 2016

FOR WHOM: MNPS Security

COMPENSATION: \$20.95 per facility (e.g. school) per month

Total compensation not to exceed \$200,000

OVERSIGHT: Safety and Security

EVALUATION: Security Alarm notification, training of on-site personnel, audio record of all communications with central station involving MNPS; one consolidated invoice per month for all district charges.

MBPE Contract Number: 2-659721-00

Legal Control Number: Pending

Source of Funds: Operating Budget

## II. GOVERNANCE ISSUES

### A. ACTION

#### 1. CONSENT

##### e. AWARDING OF BIDS AND CONTRACTS

- (8) VENDOR: Rural Metro of Tennessee, L. P. DBA Rural Metro Ambulance (modified)

SERVICE/GOODS: On-site Emergency Medical Technicians (EMT's) at MNPS high school and middle school football games. The Board passed this contract on August 9, 2011 with a not-to-exceed amount of \$75,000, which is the compensation just for high school games. The not-to-exceed amount has been adjusted to include coverage at middle school games as well.

TERM: August 1, 2011 to July 31, 2016

FOR WHOM: Players and fans at MNPS football games

COMPENSATION: \$200 per game for two EMT's on site at every high school game; \$100 per game for one EMT on site at every middle school game

Total compensation not to exceed \$130,000

OVERSIGHT: Athletic Director/Student Services

EVALUATION: Periodic reviews by the MNPS Director of School Safety and Security and Athletics Director.

MBPE Contract Number: 2- 227811-00

Legal Control Number: Pending

Source of Funds: Operating Budget

## II. GOVERNANCE ISSUES

### A. ACTION

#### 1. CONSENT

##### e. AWARDING OF BIDS AND CONTRACTS

##### (9) VENDOR: Educational Based Services

SERVICE/GOODS: One-year emergency contract for speech and language therapy with existing contractor (current contract expires August 31, 2011) until a new contract is awarded by RFP.

TERM: September 1, 2011 to August 31, 2012 (unless terminated earlier and replaced by contract awarded from new RFP)

FOR WHOM: MNPS students and private school students needing this therapy

COMPENSATION: \$55.15 per hour

Total compensation not to exceed \$1,000,000

OVERSIGHT: Exceptional Education

##### EVALUATION:

1. On-site visits by the MNPS Coordinator of Speech and Language Services
2. Attendance records of students with speech and language impairments
3. Progress in meeting IEP goals

MBPE Contract Number: 2- 829033-01

Legal Control Number: Pending

Source of Funds: Operating Budget & Federal IDEA Funds

## II. GOVERNANCE ISSUES

### A. ACTION

#### 1. CONSENT

##### e. AWARDING OF BIDS AND CONTRACTS

(10) VENDOR: National Institute for Excellence

SERVICE/GOODS: Contractor will provide two 4-day classes of instruction on the State of Tennessee's new Procedures and Guidelines for Evaluation of Certificated Employees.

TERM: August 24, 2011 to June 30, 2012

FOR WHOM: All MNPS Supervisors of Certificated Employees

##### COMPENSATION:

Contractor will be paid:  
 \$1,000 per day of instruction  
 \$100 for each class participant  
 Reimbursement for travel expenses

This contract is not to exceed \$40,000

OVERSIGHT: Human Resources

EVALUATION: Based on quality of materials, training content, and Contractor's effectiveness in training participants.

MBPE Contract Number: 2-00340-00

Legal Control Number: Pending

Source of Funds: Federal/Title IIA and Title I

f. LEGAL SETTLEMENT – Claim #14916 in the amount of \$75,000



## Teacher Incentive Fund (TIF) Grant Update

- U.S. Department of Education awarded the State of Tennessee **\$36 million for 13 school districts** to implement performance-based compensation systems.
- MNPS is among these 13 districts and has selected **22 of the district's high poverty, lowest-performing schools** to participate in the TIF program.
- The TIF program thus has become part of the **district's school turnaround strategy** as well as **its human capital development strategy**.
- The goal of this incentive is to increase the percentage of educators evaluated as **effective or above**, especially in high poverty, low-performing schools.
- TIF's strategic compensation design is **aligned with ASSET**, Achieving Student Success through Effective Teaching, *MNPS Achieves'* human capital development work
- Each of the 22 TIF schools has a designated Lead Teacher who 1) communicates about the model with his/her respective school; 2) completes BKF online courses on Strategic Compensation and encourages faculty to view these courses.

### Year 1, 2010-11 Planning Year: Design Strategic Compensation Models by June 15, 2011

- **Multi-prong communication strategy** about the TIF program
  - Information was communicated to district principals through principal meetings, e-mails, MNPS Videos/Podcasts and district announcements.
  - TIF school teachers and principals learned about the TIF program as well as about opportunities to participate in the planning process through TIF presentations at district meetings, school faculty meetings, MNPS videos, Podcasts, and PowerPoints.
- **The District formed a Design team** consisting of 24 members and **representing multiple stakeholders** to develop a Strategic Compensation System for the TIF schools.
  - **TIF Design Team**
    - Principals and Teachers from each tier level (Elementary, Middle, High School)
    - MNEA leadership
    - District representatives from Human Resources, ASSET, Federal Programs, Research, Assessment & Evaluation, and Instructional Support
    - Facilitated by strategic compensation consultants from BFK – supplied by State through FTTT
  - **Elementary, Middle, and High School Strategic Compensation Models**
    - Performance awards for teachers and principals
      - Student Growth (TVAAS data, ACT school effect scores)
      - Student Achievement (AYP scores)
      - Educator Effectiveness (TN Teacher/Principal Evaluation)
      - Professional Growth (Graduate courses in content area)
  - Individual, team and building awards
  - **Relative Model** to ensure funds are available in each category
  - Recruiting and retention incentives will be considered in 2nd year of implementation
  - Implementation Application was approved by the Tennessee Department of Education on August 10, 2011
- Drafts of the Models – was presented to TIF Principals and Lead Teachers, the Director of Schools & Executive staff, and the Board of Education for their review, input and suggestions.
- TIF schools will participate in thorough **school inspections** to gather TIF baseline data (Tribal Work) and as part of their school improvement process.

**Year 2, 2011-12 Implementation Year: MNPS will have \$1,747,205 to reward highly effective educators in TIF schools**

- Implement District Communication Plan
- Align data sources with performance awards
- Professional development: New teacher evaluation, strategic compensation models
- Administer awards based on eligibility in each tier model; time for appeals process; first payouts in fall of 2012
- Revisions for following year models based on results of first year

**Years 3-5, 2012-2015: The amount from TIF Grant will decrease each year as part of a sustainability plan**

**Evaluation:**

TIF program will be evaluated by Tennessee's Consortium on Research, Evaluation, and Development (TN CRED)

- Educator retention and turnover
- Student achievement growth
- School personnel attitudes
- Implementation experiences

**MNPS TIF Schools**

<i>Elementary</i>	<i>Middle</i>	<i>High</i>
Chadwell	Antioch Middle	Antioch High
Hattie Cotton	Apollo Middle	Glenclyff High
Lakeview	Bailey Middle	Maplewood High
Napier	Brick Church	McGavock High
Whitsitt	Cameron Middle	Stratford High
	Gra Mar Middle	Whites Creek
	Litton Middle	
	Jere Baxter Middle	
	John Early Middle	
	Margaret Allen Middle	
	Wright Middle	

Employee Category	Building-Level Award (10%)	Individual Principal Award (35%)	Growth Award (55%)			Totals		
	1. AYP Bonus	2. Evaluation	3. School Performance (Elementary)	4. School Performance (Grades 5-8)	5. School Performance (ACT Composite)	Elementary	Middle	High
	All	All	Elementary	Middle	High			
	Yes/No	Score of 4 or 5*	Grade 4 student growth score is one standard deviation above growth standard in all core tested subjects	Grades 5-8 student growth scores are one standard deviation above growth standard in all core tested subjects	ACT composite places school in 4th or 5th school effect quintile			
Values reflect maximum award amounts possible to earn. Amounts subject to change depending on funds available.								
Elementary Principals	\$ 500.00	\$ 2,000.00	\$ 3,000.00			\$ 5,500.00		
Elementary Assistant Principals	\$ 500.00	\$ 2,000.00	\$ 1,500.00			\$ 4,000.00		
Middle School Principals	\$ 500.00	\$ 2,000.00		\$ 3,000.00			\$ 5,500.00	
Middle School Assistant Principals	\$ 500.00	\$ 2,000.00		\$ 1,500.00			\$ 4,000.00	
High School Principals	\$ 500.00	\$ 2,000.00			\$ 3,000.00			\$ 5,500.00
High School Assistant Principals	\$ 500.00	\$ 2,000.00			\$ 1,500.00			\$ 4,000.00

Guidelines
<div>1. If a school reaches AYP, the principal will receive an award.</div> <div>2. If a principal scores a four or five on his/her evaluation, the principal will receive a bonus. The bonus for receiving a five will be twice the amount earned for receiving a four.</div> <div>3. If the student growth score for grade 4 is one standard deviation above the growth standard in all four core tested subjects (math, science, social studies and language arts), the elementary principal will receive a school performance bonus award.</div> <div>4. If the student growth scores for grades 5-8 are one standard deviation above the growth standard in all four core tested subjects (math, science, social studies and language arts), the middle school principal will receive a school performance bonus award.</div> <div>5. If the composite ACT score places the school in the 4th or 5th school effect quintile, the principal will receive a school performance award.</div> <div>*Values reflect award amount associated with receiving a five on the principal evaluation. The amount awarded for receiving a four is \$1,000.</div>

Employee Category*	Student Growth/Achievement (40%)	AYP (15%)	Educator Effectiveness (30%)	Professional Growth (15%)	Totals
	1. Horizontal Team Bonus	2. AYP Bonus	3. Evaluation	4. Graduate Education	Total (Building+ Team+ Individual)
	<i>Student growth score is one standard deviation above expected growth in all core tested subjects</i>	<i>Yes/No</i>	<i>Score of 4 or 5**</i>	<i>Content aligned</i>	
	Team	Building	Individual	Individual	
<b>Values reflect maximum award amounts possible to earn. Amounts are subject to change depending on funds available.</b>					
Grade 4 core teachers	\$ 1,500.00	\$ 500.00	\$ 1,000.00	\$ 600.00	\$ 3,600.00
Grades PK-3 teachers		\$ 500.00	\$ 1,000.00	\$ 600.00	\$ 2,100.00
Non-core teachers (PE, art, music, coaches, etc.)		\$ 500.00	\$ 1,000.00		\$ 1,500.00
Inclusion Teachers	\$ 375.00	\$ 500.00	\$ 1,000.00		\$ 1,875.00

Guidelines
<p>1. If the TVAAS student growth score is one standard deviation above the expected growth for the state in the four areas of math, language arts, science and social studies, the 4th grade core teachers will receive a horizontal performance award. Inclusion teachers are eligible to receive an award equal to 25% of the horizontal performance award.</p> <p>2. If a school reaches AYP, all teachers will receive a performance award.</p> <p>3. If a teacher scores a four or five on his/her evaluation, the teacher will receive a bonus. The bonus for receiving a five will be twice the amount awarded for receiving a four.</p> <p>4. A teacher may earn a professional growth award (\$100 per semester hour) for taking a graduate-level course in the specific content area aligned with a current teaching assignment. A maximum of the equivalent of six semester hours per year is allowable.</p> <p>* To be eligible for awards, a teacher must be 1) employed during the first 20 days of school and 2) in good standing.</p> <p>** Values reflect award amount associated with receiving a five on the teacher evaluation. The amount awarded for receiving a four is \$500.</p>

8.23.11

Employee Category*	Student Growth/Achievement (40%)		AYP (15%)	Educator Effectiveness (30%)	Professional Growth (15%)	Totals		
Grades 5-8	1. Horizontal Team Bonus	2. Vertical Team Bonus	3. AYP Bonus	4. Evaluation	5. Graduate Education	Individual	Team	Total (Building + Team + Individual)
	<i>Student growth score is one standard deviation above expected growth in all tested subjects</i>	<i>Student growth score is one standard deviation above expected growth in one tested subject for all grades (5-8)</i>	<i>Yes/No</i>	<i>Score of 4 or 5**</i>	<i>Content aligned</i>			
	Team	Team	Building	Individual	Individual			
<b>Values reflect maximum award amounts possible to earn. Amounts are subject to change depending on funds available.</b>								
<b>Core teachers</b>	\$ 750.00	\$ 750.00	\$ 500.00	\$ 1,000.00	\$ 600.00	\$ 1,600.00	\$ 1,500.00	\$ 3,600.00
<b>Non-core teachers (P.E., art, music, coaches, etc.)</b>			\$ 500.00	\$ 1,000.00		\$ 1,000.00		\$ 1,500.00
<b>Inclusion teachers</b>	\$ 187.50	\$ 187.50	\$ 500.00	\$ 1,000.00		\$ 1,000.00	\$ 375.00	\$ 1,875.00

8.23.11

Guidelines
<p>1. If student growth scores in a grade level (5-8) are at least one standard deviation above the growth standard in all core tested subjects (math, science, social studies and language arts), each tested teacher will receive a horizontal team award. Inclusion teachers will receive a bonus that is equivalent to 25% of the award received by whichever team they work with.</p> <p>2. If student growth scores in a core tested subject (math, science, social studies or language arts) for all grade levels (5-8) are at least one standard deviation above the growth standard, each tested teacher in that subject area will receive a vertical team award. Inclusion teachers will receive a bonus that is equivalent to 25% of the award received by whichever team they work with.</p> <p>3. If a school reaches AYP, all teachers will receive a performance award.</p> <p>4. If a teacher scores a four or five on his/her evaluation, the teacher will receive a bonus. The bonus for receiving a five will be twice the amount awarded for receiving a four.</p> <p>5. A teacher may earn a professional growth award (\$100 per semester hour) for taking a graduate-level course in the specific content area aligned with a current teaching assignment. A maximum of the equivalent of six semester hours per year is allowable.</p> <p>* To be eligible for awards, a teacher must be 1) employed during the first 20 days of school and 2) in good standing.</p> <p>**Values reflect award amount associated with receiving a five on the teacher evaluation. The amount awarded for receiving a four is \$500.</p>



8.23.11

Employee Category*	Student Growth/Achievement (40%)	AYP (15%)	Educator Effectiveness (30%)	Professional Growth (15%)	Totals	
Grades 9-12	1. ACT Bonus	2. AYP Bonus	3. Evaluation	4. Graduate Education	Individual Awards	Total (Building + Team + Individual)
	<i>ACT composite places school in 4th or 5th school effect quintile</i>	<i>Yes/No</i>	<i>Score of 4 or 5**</i>	<i>Content aligned</i>		
	Team	Building	Individual	Individual		
Values reflect maximum award amounts possible to earn. Amounts are subject to change depending on funds available.						
Core teachers (English, math, science, social studies)	\$ 1,500.00	\$ 500.00	\$ 1,000.00	\$ 600.00	\$ 1,600.00	\$ 3,600.00
Non-core teachers (PE, art, music, coaches, etc.)		\$ 500.00	\$ 1,000.00		\$ 1,000.00	\$ 1,500.00
Inclusion teachers	\$ 375.00	\$ 500.00	\$ 1,000.00		\$ 1,000.00	\$ 1,875.00

8.23.11

Guidelines
<p>1. If the composite ACT score places the school in the 4th or 5th school effect quintile, the math, science, social studies and English teachers will receive awards. Inclusion teachers are eligible to receive an award equal to 25% of the horizontal performance award.</p> <p>2. If a school reaches AYP, all teachers will receive a performance award.</p> <p>3. If a teacher scores a four or five on his/her evaluation, the teacher will receive a bonus. The bonus for receiving a five will be twice the amount awarded for receiving a four.</p> <p>4. A teacher may earn a professional growth award (\$100 per semester hour) for taking a graduate-level course in the specific content area aligned with a current teaching assignment. A maximum of the equivalent of six semester hours per year is allowable.</p> <p>* To be eligible for awards, a teacher must be 1) employed during the first 20 days of school and 2) in good standing.</p> <p>**Values reflect the award amount associated with receiving a five on the teacher evaluation. The amount awarded for receiving a four is \$500.</p>

**2012-13 Version I (Balanced Calendar)**  
(With 10 PD Days and no intercession at mid-year)

JULY						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
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AUGUST						
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SEPTEMBER						
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OCTOBER						
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NOVEMBER						
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DECEMBER						
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30	31					

- 7/16-7/19 Teachers report for professional development  
7/16-7/20 New student registration week  
7/20-7/24 Teachers report for in-service  
7/25 **PK-12 students report for school for half day**  
7/26 **Teacher in-service day; students do not report**  
7/27 First full day for grades 1-12; PK & K report for half day  
8/2 **Teacher professional dev day; students do not report**  
9/3 **Labor Day Holiday**  
9/28 End of first quarter  
10/1-10/5 Intersession  
10/8-10/11 **Fall Break; students do not report**  
10/12 **Teacher professional dev day; students do not report**  
10/15 2nd quarter begins  
11/6 **Parent conference day; students do not report**  
11/21-11/23 **Thanksgiving Holidays**  
12/17 Half day for exams grades 9-12  
12/18 Half day for exams grades 9-12  
12/19 Half day for exams grades 9-12  
12/20 Half Day for all grades; 2nd quarter and fall semester end  
12/21 **Teacher professional dev day; students do not report**  
12/24-1/4 **Winter Holidays**  
1/7 3rd quarter begins  
1/21 **MLK Holiday**  
2/18 **Teacher professional dev day; students do not report**  
3/14 3rd quarter ends  
3/15 **Teacher professional dev day; students do not report**  
3/18-3/22 Intersession  
3/26-3/29 Spring Break Holidays  
4/1 4th quarter begins  
5/27 **Memorial Day Holiday**  
5/24 Half day for exams grades 9-12  
5/28 Half day for exams grades 9-12  
5/29 Half day for exams grades 9-12  
5/30 Half Day for all grades; 4th quarter and school year end  
5/31 In-service Day for teachers  
6/3 Teachers report for professional development; last day for teachers  
6/6 Last day for assistant principals

-  Grading period begins  
 Students out of school  
 Grading period ends

JANUARY						
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FEBRUARY						
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APRIL						
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## **2012-13 Balanced Calendar Draft Notes (6/1/2011)**

### **Dates of locally funded professional development days:**

- July 16-19 (4 days)
- August 2 (State primary and county general election day)
- October 12 (following the first grading period)
- December 21 (following the second grading period)
- February 18 (President's Day)
- March 15 (following the 3<sup>rd</sup> grading period)
- June 3

### **Five In-service dates:**

- July 20, 23, 24, 26
- June 7

### **Parent Conference Day:**

- November 6 (presidential election day)

### **Abbreviated Days (3 half days allowed by the State)**

- July 25
- December 20
- May 30

### **Stockpiled Days (13 days accumulated by extending the school day 30 minutes longer than the state requires)**

- Half days on December 17, 18, 19 for exams (grades 9-12 only)
- Half days on May 24, 28, 29 for exams (grades 9-12 only)
- The remaining 10 stockpiled days can be held for inclement weather.

### **Dates for Grading Periods and # of days in each:**

- 1<sup>st</sup> Quarter: July 25-September 28 (45 days)
- 2<sup>nd</sup> Quarter: October 15-December 20 (45 days)
- 3<sup>rd</sup> Quarter: January 7-March 14 (47 days to allow for some inclement weather)
- 4<sup>th</sup> Quarter: April 1-May 30 (43 days due to 3<sup>rd</sup> quarter having 47 days)
- Total: 180 instructional days

**Number of instructional days prior to TCAP on May 1: 159**

# 2012-13 Version III A - Traditional

28  
6/15/2011

JULY						
S	M	T	W	T	F	S
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AUGUST						
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SEPTEMBER						
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OCTOBER						
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NOVEMBER						
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DECEMBER						
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23	24	25	26	27	28	29
30	31					

8/6 Teachers report for in-service  
 8/7 Teachers report for in-service  
 8/8 Teachers report for in-service  
 8/9 **All students report for half day**  
 8/10 **Teachers report for in-service; students do not report**  
 9/3 **Labor Day Holiday**  
 10/12 End of 1st quarter

**10/15 Teacher planning day; students do not report**

10/16-10/19 **Fall Break; students do not report**

10/22 2nd quarter begins

11/6 Parent conference day; students do not report

11/21-11/23 **Thanksgiving Holidays**

12/20 **End of 2nd quarter and 1st semester**

**12/21 Teacher planning day; students do not report**

12/20-1/4 **Winter Holidays**

1/7 3rd quarter begins

1/21 **MLK Holiday**

**2/18 Teacher professional development day; students do not report**

3/14 End of 3rd quarter

**3/15 Teacher planning day; students do not report**

3/18 4th quarter begins

3/25-3/29 **Spring Break; students do not report**

5/20 Half day for exams grades 9-12 only

5/21 Half day for exams grades 9-12 only

5/22 Half day for exams grades 9-12 only

5/23 Half day for all grades; end of school year

5/24 Teacher in-service day

5/31 Last day for assistant principals

**Stockpiled Days: 10/15, 12/17-12/19 (half day HS only), 1/4, 2/18, 3/15, 5/17-5/21 (half day HS only); 6 snow days available**

**In-service days: Aug. 6, 7, 8, 10, May 24**

**Abbreviated Days: 8/9, 12/20, 5/23**

**1st quarter: 45 days**




**2nd quarter: 40 days**

**3rd quarter: 47 days**

**4th quarter: 44 days**

**Total: 176 days**

**159 instructional days prior to TCAP on May 1**

 Grading period begins  
 Students do not report  
 Grading period ends

JANUARY						
S	M	T	W	T	F	S
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27	28	29	30	31		

FEBRUARY						
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17	18	19	20	21	22	23
24	25	26	27	28		

MARCH						
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APRIL						
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MAY						
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JUNE						
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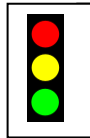

<b>Project Name:</b>	TLG – IT/Data	<b>Project Co-Chair(s):</b>	John Williams 29 Laura Hansen
<b>Reporting Period:</b>	2/1/2011 to 8/1/2011		

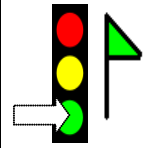
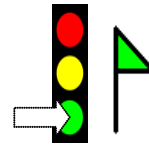
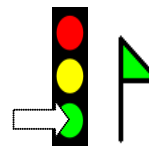
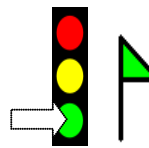
## TLG Status Report






What has been accomplished in the past 3 months?	
1	Announced availability of “Comcast Essentials” that will provide low cost internet access and a computer to MNPS students. Program will address “digital divide “ issue identified in NETP and TLG.
2	Partnered with Council of Great City Schools (CGCS) to benchmark and measure IT operations in district.
3	Developed and deployed new school network infrastructure model at MLK which provides full wireless coverage to support technology use in instruction. (Evaluating for use as new “normal” for district.)
4	Supported HS TLG in the selection and deployment of video-conferencing for use in STEM programs.
5	Continued to expand data warehouse capabilities by importing new data and improving report capabilities.
6	Data Warehouse team shared knowledge and information at national summit.
7	Partnered with Race to the Top efforts to identify and support innovation in teaching and learning.
8	Launched project to review and document Districts paper consumption with a goal of reducing it by 15% in 2011-2012.


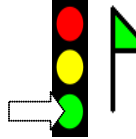
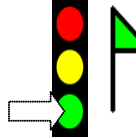
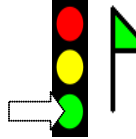
What accomplishments do you expect to achieve over the next 3 months?	
1	Use district scorecard to align and attune TLG efforts with projects and initiatives in district.
2	Populate MNPS ETP (Educational Technology Plan) with existing technology powered initiatives so they are linked to the outcomes they are designed to achieve.
3	Partner with district effort to identify, purchase and deploy a Learning Management System.
4	Continue to rollout Microsoft Lync as the district communications tool of choice in support of Central Office Effectiveness (COE) TLG and Communications TLG efforts.
5	Assist HR with the selection and deployment of software tool to be used for teacher evaluations.
6	Expand use of Microsoft Sharepoint to enhance the districts ability to communicate, collaborate and educate.
7	Participate in the development of district Knowledge Management in conjunction with COE and ASSET TLGs.
8	Submit 2011-2012 E-rate request to fund network improvements at 23 district schools.
9	Continue to test and evaluate the use of virtual desktops in district.
10	Document results of technology use in RttT grant winning schools.

Roadblocks/Barriers to Action for Improving Instruction	<ul style="list-style-type: none"> <li>• Availability of funds to support acquisition of resources to sustain improvements made</li> <li>• Incorporating technology into instructional plans</li> <li>• Coordinated Professional Development efforts</li> <li>• Technical competencies of teachers, principals, and staff</li> </ul>
Implications for District Support	<ul style="list-style-type: none"> <li>• District must insure that every school has a knowledgeable staff to input data, utilize data warehouse, understand output, and apply appropriate interventions to improve student performance</li> <li>• Every department must demonstrate how its goals and strategies align with the district’s and how it will help district attain AYP</li> </ul>
Implications for Community Support	<ul style="list-style-type: none"> <li>• Communicate on availability of “Comcast Essentials”</li> <li>• Improve communication efforts to reach out and remove barriers to community (language, telephone systems, mobile devices, Web 2.0, etc.</li> <li>• Continue engagements with city, business and community to align strategies</li> </ul>
Efforts for Increasing Outreach and Ownership	<ul style="list-style-type: none"> <li>• Continue collaboration with similar size districts in an effort to identify and accelerate best practices (CGCS, CoSN)</li> <li>• Incorporate federal, state, and industry standards into all purchasing and deployment of technology (NETP, Cosn, CGCS, etc.)</li> </ul>

	<p>Issues exist that <b>MUST</b> be addressed immediately to protect the successful delivery of project</p> <p>Issues exist which may impact successful delivery of project</p> <p>No issues exist that could significantly impact delivery of project</p>		<p>Last Report Status</p> <p>Current Report Status</p>	<p><b>Overall TLG Progress Scale</b></p> <p>Excellent – Good – Satisfactory – Needs Improvement - Unsatisfactory</p>
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TLG	Status	Lead(s) Start Date Est. End Date	Focus Areas (Expected Results)	Policy Alignment	Implications for Board Policy Modification	Overall TLG Progress
		John Williams/ Laura Hansen January 2011 August 2012	<ol style="list-style-type: none"> <li>Learning: Engage and Empower</li> <li>Assessment: Measure What Matters</li> <li>Teaching: Prepare and Connect</li> <li>Infrastructure: Access and Enable</li> <li>Productivity: Redesign and Transform</li> </ol>	EE - 3 Treatment of Parents, Students & Citizens EE - 4 Staff Treatment EE - 10 Communication and Counsel to the Board EE - 12 Instructional Program		<b>Good</b>
#	Status	Focus Areas	Administrative Milestones (Bold = Complete)			Progress to Goal
1		MNPS Educational Technology Plan Development/Drafting	<p>“MNPS Plan for Technology Powered Transformation in Teaching, Learning and Productivity”</p> <ul style="list-style-type: none"> <li><b>Establish approved framework for plan utilizing the 2010 National Education Technology Plan (US Dept of Ed – Office of Ed Tech)</b></li> <li><b>Incorporate National Educational Technology Standards (for teachers and students) adopted by TN State Board of Ed in 2008</b></li> <li>Inventory current initiatives and incorporate them into the plan framework</li> <li><b>Identify areas of strength and opportunities for improvement against national and state goals and standards as well as MNPS Achieves (RTT, FTT) objectives (gap analysis)</b></li> <li><b>Develop strategies in cooperation with other TLGs to address opportunities for improvement</b></li> <li>Take all transformational efforts to scale: Depth, Spread, Sustainability, Ownership</li> </ul>			<b>75%</b>
2		1. Learning: Engage and Empower	<ul style="list-style-type: none"> <li>Engage national advisory group on innovative instructional practices utilizing technology</li> <li><b>Establish the first MNPS Virtual High School</b></li> <li><b>Implementation of software that is accessible in and out of school to support student learning: Voyager Math, Read 180, others</b></li> <li>Introduce the concept of Instructional Design to enhance instruction and learning in the district</li> </ul>			<b>70%</b>
3		2. Assessment: Measure What Matters	<ul style="list-style-type: none"> <li><b>Assess MNPS status in meeting 8<sup>th</sup> grade technology standards</b></li> <li>Establish metrics to document use and outcomes of technology</li> <li>Pilot ISTE ICOT tool in 12 schools to measure utilization of technology in teaching and student engagement levels</li> </ul>			<b>40%</b>

 Issues exist that <b>MUST</b> be addressed immediately to protect the successful delivery of project  Issues exist which may impact successful delivery of project  No issues exist that could significantly impact delivery of project	 Last Report Status  Current Report Status	<b>Overall TLG Progress Scale</b> Excellent – Good – Satisfactory – Needs Improvement - Unsatisfactory
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TLG	Status	Lead(s) Start Date Est. End Date	Focus Areas (Expected Results)	Policy Alignment	Implications for Board Policy Modification	Overall TLG Progress
		John Williams/ Laura Hansen January 2011 August 2012	1. Learning: Engage and Empower 2. Assessment: Measure What Matters 3. Teaching: Prepare and Connect 4. Infrastructure: Access and Enable 5. Productivity: Redesign and Transform	EE - 3 Treatment of Parents, Students & Citizens EE - 4 Staff Treatment EE - 10 Communication and Counsel to the Board EE - 12 Instructional Program		<b>Good</b>
#	Status	Focus Areas	Administrative Milestones (Bold = Complete)			Progress to Goal
4		3. Teaching: Prepare and Connect	<ul style="list-style-type: none"> <li>Professional Learning Communities for students, teachers and staff are effectively supported</li> <li>Evaluate Blackboard, Sharepoint, and other platform technologies to advise district on future purchase</li> </ul>			<b>50%</b>
5		4. Infrastructure: Access and Enable	<ul style="list-style-type: none"> <li>Continue efforts to introduce and refresh technology used in the instructional process</li> <li><b>Link NAZA after-school program participation data with MNPS student data in Data Warehouse</b></li> <li><b>Update schools network infrastructures to accommodate increased requirements for wireless services</b></li> <li><b>Continue work with city, businesses and community to eliminate digital divide in Nashville</b></li> </ul>			<b>80%</b>
6		5. Productivity: Redesign and Transform	<ul style="list-style-type: none"> <li><b>Develop a data governance model and action plan for MNPS</b></li> <li>Engage all TLGs to disseminate and educate on the local, state, and federal requirements for the protection of the districts information assets</li> <li>Align district policies and procedures with newly developed Security Framework</li> </ul>			<b>60%</b>



# Technology and Data Management Transformational Leadership Group

Report to the Metropolitan Nashville Board of Education  
August 23, 2011

## **Co-chairs**

MNPS: John Williams / Laura Hansen  
Community: Open



## Strategy: “Align and Attune”

- MNPS Vision and Mission
- Race to the Top/First to the Top
- Other TLG Initiatives
- National, State and Industry Best Practices
- Goals and objectives of Information Technology Department

# Learning: Engage and Empower <sup>34</sup>

*All learners will have engaging and empowering learning experiences both in and out of school that prepare them to be active, creative, knowledgeable, and ethical participants in our globally networked society.*

- **Accomplishments**

- Report from schools on the impact of TLG efforts

- **Current Initiatives**

- Supporting technology based graduation standards – virtual learning and computer education classes
- Learning/Instructional Management System

- **Future Focus**

- 8<sup>th</sup> grade technology standards
- Extended learning opportunities

# Assessment: Measure What Matters <sup>35</sup>

*Our education system at all levels will leverage the power of technology to measure what matters and use assessment data for continuous improvement.*

- **Accomplishments**

- Data warehouse technology implementation

- **Current Initiatives**

- Data warehouse user support and coaching
- Teacher demographics and evaluation data

- **Future Focus**

- Data warehouse community linkages
- Innovation Cluster support – Tribal



# Teaching: Prepare and Connect

36

*Professional educators will be supported individually and in teams by technology that connects them to data, content, resources, expertise, and learning experiences that enable and inspire more effective teaching for all learners*

- **Accomplishments**

- Technology and data use now part of teacher orientation
- Expanded online PD and training available via M-Tube

- **Current Initiatives**

- Data coach focus on teacher use of data
- ISTE standards for teachers

- **Future Focus**

- Single portal access to technology tools and resources

# Infrastructure: Access and Enable <sup>37</sup>

*All students and educators will have access to a comprehensive infrastructure for learning when and where they need it.*

- **Accomplishments**

- Video conferencing and Microsoft Lync to connect and collaborate

- **Current Initiatives**

- Network expansion; Infrastructure upgrades at 46 schools
- Wireless Everywhere!

- **Future Focus**

- Leverage use of SharePoint technology in district
- Anytime/Anywhere access to systems and tools

# Productivity: Redesign and Transform <sup>28</sup>

*Our education system at all levels will redesign processes and structures to take advantage of the power of technology to improve learning outcomes while making more efficient use of time, money, and staff.*

- **Accomplishments**

- New student ID system

- **Current Initiatives**

- Scorecard 2.0 – “Align and Attune” w/MNPS Achieves efforts

- **Future Focus**

- Knowledge Management
- Electronic document management/paper reduction

**Sales Tax Collections - General Purpose Fund**  
**As of Aug 20, 2011**

MONTH	TOTAL 2009-2010 COLLECTIONS	2010-2011 Projection	TOTAL 2010-2011 COLLECTIONS	\$ Change For Month - FY11 Projection	\$ Change For Month - FY10 Collections	% Change For Month - FY10 Collections	% Increase / Decrease Year- To-Date
September	\$ 13,549,470.42	\$ 13,504,199.74	\$ 13,759,751.80	\$ 255,552.06	\$ 210,281.38	1.53%	1.53%
October	13,607,056.13	13,561,593.05	14,003,184.20	\$ 441,591.15	\$ 396,128.07	2.83%	2.18%
November	13,832,867.96	13,786,650.41	14,310,506.02	\$ 523,855.61	\$ 477,638.06	3.34%	2.58%
December	13,763,476.22	13,717,490.52	14,239,262.46	\$ 521,771.94	\$ 475,786.24	3.34%	2.77%
January	13,251,726.93	13,207,451.06	13,159,053.92	\$ (48,397.14)	\$ (92,673.01)	-0.70%	2.11%
February	17,926,378.86	17,866,484.32	18,374,161.69	\$ 507,677.37	\$ 447,782.83	2.44%	2.18%
March	11,812,229.97	11,772,763.66	13,127,098.07	\$ 1,354,334.41	\$ 1,314,868.10	10.02%	3.20%
April	12,831,595.40	12,788,723.24	12,597,685.69	\$ (191,037.55)	\$ (233,909.71)	-1.86%	2.64%
May	14,911,069.26	14,861,249.29	15,196,517.46	\$ 335,268.17	\$ 285,448.20	1.88%	2.55%
June	13,979,764.91	13,933,056.56	14,636,144.49	\$ 703,087.93	\$ 656,379.58	4.48%	2.75%
July	13,374,778.98	13,330,091.97	14,869,972.90	\$ 1,539,880.93	\$ 1,495,193.92	10.06%	3.43%
August	15,428,494.93	15,376,946.17	16,957,725.79	\$ 1,580,779.62	\$ 1,529,230.86	9.02%	3.97%
<b>TOTAL</b>	<b>\$ 168,268,909.97</b>	<b>\$ 167,706,700.00</b>	<b>\$175,231,064.49</b>	<b>\$7,524,364.49</b>	<b>\$6,962,154.52</b>		<b>3.97%</b>

FY11 Budget	167,706,700
FY10 Collections	168,268,910
Change between years	(562,210)
% Chg	-0.33411399%



**August 23, 2011**  
Tuesday

5:00 PM - 5:30 PM

**Regular Board Meeting**

**September 13, 2011**

Tuesday

5:00 PM - 5:30 PM

Regular Board Meeting