



AMENDED AGENDA

METROPOLITAN BOARD OF PUBLIC EDUCATION
2601 Bransford Avenue, Nashville, TN 37204
Regular Meeting – March 10, 2020 – 5:00 p.m.
Anna Shepherd, Chair

I. CONVENE and ACTION

- A. Call to Order
- B. Pledge of Allegiance
- C. Quorum Validation

II. AND THE GOOD NEWS IS...

- A. Pearl Cohn High School Ambassadors
 - a. Arianna Torres
 - b. Micah Gleaves
 - c. Ben Sowell
 - d. Kendall Kennedy
- B. Whites Creek High School Ambassadors
 - a. Clayton Jones
 - b. Haley Kemper
 - c. McKenzie Tuckson
 - d. Tahil Sage

III. PUBLIC PARTICIPATION

The Board will hear from those persons who have requested to appear at this Board meeting. In the interest of time, speakers are requested to limit remarks to three minutes or less. Comments will be timed.

IV. GOVERNANCE ISSUES- OUR ORGANIZATION

- A. Actions
 - 1. Consent
 - a. Approval of Minutes - 02/06/2020 – Special Called Meeting
 - b. Awarding of Purchases and Contracts
 - 1. Anchor Tours
 - 2. Apple, Inc.
 - 3. Educational Based Services, Inc.
 - 4. Gray Line of Tennessee
 - 5. Metro Public Health Department
 - 6. Tanksley Tree Service, LLC
 - 7. YouScience, LLC
 - c. Legal Settlement Claim (\$12,000)
 - d. Tenure Teachers – 2nd List
 - e. Student Handbook Revisions

2. Community Schools Resolution

3. Metro Schools ReimaginED Jere Baxter, Gra-Mar Middle Schools and Smith Springs, Thomas Edison Elementary Schools Recommendation

4. Amended Director Search Timeline

V. DIRECTOR'S REPORT

A. Storm Update

VI. BOARD COMMITTEE REPORTS

VII. BOARD CHAIR'S REPORT

VIII. ANNOUNCEMENTS

IX. WRITTEN INFORMATION TO THE BOARD

X. ADJOURNMENT

**METROPOLITAN BOARD OF PUBLIC EDUCATION SPECIAL CALLED MEETING –
February 6, 2020**

Members present –Anna Shepherd (chair), Amy Frogge (vice-chair), Christiane Buggs, Rachael Anne Elrod, Jill Speering, Fran Bush, Freda Player-Peters, Gini Pupo-Walker, Adrienne Battle

Members absent - Sharon Gentry

Meeting called to order at 11:30 a.m.

CONVENE and ACTION

- A. Call to Order
Ms. Shepherd called the meeting to order.

GOVERNANCE ISSUES

- A. 1. Consent
a. Legal Challenge to Educational Savings Accounts

Dr. Battle made brief comments and introduced Mayor Cooper. Mayor Cooper made brief comments and introduced Attorney who gave the Board a brief overview of the Educational Savings Account lawsuit.

The Metropolitan Board of Public Education endorses and supports the complaint filed February 6, 2020 by the Metropolitan Department of Law in Davidson County Chancery Court. "Metropolitan and Davidson County, Metropolitan Nashville Board of Public Education and Shelby County Government vs. The Tennessee Department of Education Penny Schwinn and Bill Lee" urges the department of law to take all appropriate measures to seek prompt relief including an injunction if needed to prevent the Education Savings Act from being implemented in Davidson County for the 2020-2021 school year.

**Motion by Amy Frogge, seconded Jill Speering
Motion Passes
Vote: 8-0 Unanimous**

Ms. Frogge adjourned the meeting at 12:13 p.m.



Chris M. Henson
Board Secretary

Anna Shepherd
Board Chair

Date

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(1) VENDOR: Anchor Tours

SERVICE/GOODS (SOW): Contract is for the provision of charter bus services.

SOURCING METHOD: MNPS RFQ 25014

TERM: March 11, 2020 through March 10, 2025

FOR WHOM: MNPS staff and students

COMPENSATION: This is an indefinite delivery/indefinite quantity contract, and the total compensation under this contract is not to exceed \$750,000.

OVERSIGHT: Transportation

EVALUATION: Quality and timeliness of services provided.

MBPE CONTRACT NUMBER: 7495435

SOURCE OF FUNDS: Various – SFO, Schools, Operating Budgets

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(2) VENDOR: Apple, Inc.

SERVICE/GOODS (SOW): For the purchase of seventy (70) 32 GB 10.2 inch iPads with cases and three-year Apple Care.

SOURCING METHOD: State of Tennessee Sourcing Event 553

TERM: Immediate Purchase

FOR WHOM: Eakin Elementary School

COMPENSATION: Total compensation will not exceed \$ 26,456.50.

OVERSIGHT: Technology & Information Services

EVALUATION: Quality of products and timeliness delivery.

MBPE CONTRACT NUMBER: MNPS 7487930

SOURCE OF FUNDS: Operating Budget

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(3) VENDOR: Educational Based Services, Inc.

SERVICE/GOODS (SOW): Amendment #2 to switch the contract number over to #10030, extend the contract term through September 26, 2022, and add the Iran Divestment Act clause into the contract. Contract is for the provision of Speech and Language Therapy, Occupational Therapy, and Physical Therapy for Exceptional Education students.

SOURCING METHOD: Amendment of a Previously Board Approved Contract

TERM: March 11, 2020 through September 26, 2022

FOR WHOM: Exceptional Education students

COMPENSATION: Amendment #2 does not increase the total compensation of the contract.

Total compensation under this contract is not to exceed \$5,100,000.

OVERSIGHT: Exceptional Education

EVALUATION: Quality and timeliness of services provided.

MBPE CONTRACT NUMBER: 10030 (previously 2-545232-02)

SOURCE OF FUNDS: Operating Budget and IDEA-Part B Federal Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(4) VENDOR: Gray Line of Tennessee

SERVICE/GOODS (SOW): Contract is for the provision of charter bus services.

SOURCING METHOD: MNPS RFQ 25014

TERM: March 11, 2020 through March 10, 2025

FOR WHOM: MNPS staff and students

COMPENSATION: This is an indefinite delivery/indefinite quantity contract, and the total compensation under this contract is not to exceed \$750,000.

OVERSIGHT: Transportation

EVALUATION: Quality and timeliness of services provided.

MBPE CONTRACT NUMBER: 7495436

SOURCE OF FUNDS: Various – SFO, Schools, Operating Budgets

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(5) VENDOR: Metro Public Health Department

SERVICE/GOODS (SOW): Provision of cooperation and coordination between the Metro Public Health Department (MPHD) and MNPS in the planning for and conducting of emergency response operations necessitated by disasters which may occur within the State of Tennessee.

SOURCING METHOD: Memorandum of Understanding (MOU)

TERM: March 11, 2020 and going forward

FOR WHOM: MPHD and MNPS

COMPENSATION: No compensation is required for this Agreement.

OVERSIGHT: Administration

EVALUATION: Quality of services provided.

MBPE CONTRACT NUMBER: MOU will be filed with Clerk's Office

SOURCE OF FUNDS: NA

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(6) VENDOR: Tanksley Tree Service, LLC

SERVICE/GOODS (SOW): Provision of qualified contractors to provide quotes on tree service projects on a project-by-project basis.

SOURCING METHOD: MNPS RFP 20-16

TERM: March 11, 2020 through March 10, 2025

FOR WHOM: MNPS schools and facilities

COMPENSATION: Contractor shall be paid on a project-by-project quote in accordance with the terms and conditions of the request and contract.

Total compensation under this contract is not to exceed \$1,000,000.

OVERSIGHT: Maintenance

EVALUATION: Quality and timeliness of services.

MBPE CONTRACT NUMBER: 7495141

SOURCE OF FUNDS: Operating Budget

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(7) VENDOR: YouScience, LLC

SERVICE/GOODS (SOW): Contract is for the provision of aptitude/interest-based assessments in order to help students make informed decisions for their future.

SOURCING METHOD: MNPS RFQ 29015

TERM: March 11, 2020 through March 10, 2025

FOR WHOM: MNPS students

COMPENSATION: The total compensation under this contract is not to exceed \$12,000 per year for a total not to exceed value of \$60,000.

OVERSIGHT: Career Academies

EVALUATION: Quality of services provided.

MBPE CONTRACT NUMBER: 7495438

SOURCE OF FUNDS: Federal - Carl Perkins Grant

Educators Eligible for Tenure Pending Board of Education Approval

March 2020

Educators are eligible for tenure in Tennessee when they have completed a probationary period of 5 years (45 months) within a seven year period and have received a TEAM evaluation composite score (overall Level of Effectiveness score) of 4 (above expectations) or 5 (significantly above expectations) for the last two years of the probationary period as a non-tenured teacher (Tennessee Code Annotated 49-5-503). As well, educators are eligible for tenure re-instatement when they have served a two-year probationary term after moving from tenured status to probationary status.

We are pleased to present the following six educators who meet eligibility requirements to receive tenure in Metro Nashville Public Schools. Educators are listed with their teaching license number. We commend them for their outstanding performance in the classroom and commitment to our district.

| Name | TN License # | Location/Department |
|----------------------------------|---------------------|----------------------------------|
| Brennan, Shelby Lyn | 518222 | MNPS Gateway Elementary |
| Garrett, Devon Leann | 576524 | MNPS Glengarry Elementary |
| Murray-Russell, Lecretia Lashawn | 590131 | MNPS Gateway Elementary |
| Neumann, Laura E | 586004 | MNPS Charlotte Park Elementary |
| Pomeroy, Christa Leanne | 558289 | MNPS Exceptional Education |
| Roland, Heather Marie | 580048 | MNPS Croft Margaret Elise Middle |
| Wallace, Miller Ray | 604304 | MNPS Wright Middle |

Re-Instatement of Permanent Tenure

Tenured educators with a break in service having left and since returned to the district must serve a two year probation period of service upon their return in order to again be eligible for tenure. Educators below meet the criteria to have permanent tenure re-instated.

| Name | TN License # | Location/Department |
|--------------------------|---------------------|------------------------------------|
| Clark, Michael | 232144 | MNPS Overton High |
| Combs, Christopher A | 249136 | MNPS Overton High |
| Edwards, Lendozia Farina | 293925 | MNPS Curriculum and Instruction ES |
| Francescon, Gregory T | 262723 | MNPS Overton High |
| Haines, Eric A | 166428 | MNPS Cane Ridge High |
| Henson, Cathy A | 233689 | MNPS Ruby Major Elementary |
| Hunter, Thomas W III | 218204 | MNPS Margaret Allen Middle |
| Jones, Tiffany M | 247228 | MNPS Madison Middle |
| Koster, Kevin J | 200454 | MNPS McGavock High |
| Morton-Krise, Annie G | 174395 | MNPS Tom Joy Elementary |

Disciplinary Updates

We must improve our discipline practices. In order to address the needs of students, teachers, principals, and all school staff, MNPS has proposed several adjustments to the 2019-20 school year student-parent handbook that would go into effect on March 23, 2020.

Specifically, we are addressing four areas:

- 1) Revising the discipline matrix for the current school year to give teachers and principals more options to address student behavior.
- 2) Continuing communicating that principals have the flexibility to suspend elementary students if the behavior warrants the action. Metro Schools are proposing editing the student handbook to remove requirements for elementary administrators to seek supervisor approval to take disciplinary action if it follows the discipline matrix.
- 3) Proposing a budget that builds supports for students that address the root causes of student behavior.
- 4) Providing summer and on-going professional development for teachers and staff members to learn more about the practices available to address student discipline.
- 5) Creating structures to closely monitor disciplinary responses aligned to our student handbook.

Each of these actions are a direct result of the feedback families, teachers, principals, and others staff have shared with Metro Schools. We have a long way to go to ensuring the safety of all students, teachers, and staff in the learning environment. We need to make changes now to improve our culture and climate in the current year—not wait for changes over the summer.

State law requires that the school board approve these adjustments to our student-parent handbook's disciplinary policies. We also would anticipate a more thorough review in the summer months with staff and community stakeholders—specifically the task force—to ensure our disciplinary policies meet the needs of all students and staff.

Here are the proposed changes to the handbook:

(412) Assault of a Teacher or Staff: Removing the requirement for the act to be “intentional” to give administrators more discretion and use their best judgment for incidents that harm a teacher but may not fall into the “intentional” category.

(413) Extreme Disruption of the School Environment or Bus: Removing the requirement that an action disrupt multiple classrooms. Every student in every classroom deserves the right to a non-disruptive educational environment.

(417) Off Campus Behaviors: Removing the requirement for a threat assessment in the first subsection if a student is charged with certain violent felonies.

(405) Bullying: Based on mixed feedback from stakeholders, we will not be making any changes at this time. We will do a more intensive review over the summer for this code to ensure the right approaches are in place to protect students.

Level C and D Responses: Removing the requirement that a principal receive approval from the associate superintendent or executive director of school support and improvement.

The adjustments are meant to give administrators more flexibility to deal with serious situations where the current options have failed to achieve the needed results. We will be monitoring the implementation of these changes, and we will likely need to make additional adjustments. If approved by the school board on March 10th, these adjustments will go into effect on March 23, 2020, to give us the opportunity to communicate these changes to administrators, staff, students, and families.

Let's be honest, though. The discipline matrix doesn't really matter if it isn't applied consistently and effectively to achieve the desired outcomes. Metro Schools is reminding everyone involved in this process of the vital importance of logging behavioral incidents into Infinite Campus to provide a true history and accounting for your peers as well as district staff that need to make adjustments to policies and procedures based on accurate data.

Honesty also requires us to admit that we haven't provided teachers and staff with the help they need to effectively implement all of the restorative and social-emotional policies adopted in recent years. In the budget proposal, the school board and administration identified the need for additional social-emotional learning staff to include restorative-practice assistants, social workers, and advocacy centers that would support our schools in the effort to produce the best possible outcomes for our students.

Metro Schools also has worked with our budget team to make sure we'll have the resources available to fund a position for the Alternative Learning Centers for elementary school students. Thankfully, the district has not had a specific need identified this year, but the district heard concerns expressed that we couldn't expel an elementary school student for any reason at all – which isn't the case. Certain extreme behavioral issues require removal from a school so that the student can receive the extensive behavioral care and support he or she needs to learn better behaviors.

Finally, I know that SEL and restorative practices require professional development for staff to be able to implement consistently and effectively. Summer professional development programs will be offered and available for SEL in the PD calendar that will be released later this school year. It will be my expectation that principals will work with teachers to identify the best opportunities for continuing education and improvement.

A RESOLUTION IN SUPPORT OF COMMUNITY ACHIEVES, THE COMMUNITY SCHOOLS MODEL IN METROPOLITAN NASHVILLE PUBLIC SCHOOLS

WHEREAS, the Metropolitan Nashville Board of Education is responsible for managing all public schools established or that may be established under its jurisdiction; and

WHEREAS, Metro Nashville Public Schools is committed to bringing the assets of the community, city agencies, and non-profits to bear in the creation and support of Community Achieves, a community school initiative that that builds partnerships to expand opportunities and lower barriers to learning that impede academic achievement of our children; and

WHEREAS, when coupled with a high-quality core instructional program and parent, student, educator, and community voices, Community Schools are a vehicle for school transformation that can help close the persistent and destructive opportunity gaps in our schools and reverse the growing inequality in our society; and

WHEREAS, the Metro Nashville Public Schools definition of a Community School is:

Public schools that form partnerships with community organizations and use additional staff to meet the educational, physical, and emotional needs of students, families, and communities.

Students and families are connected through community schools to a broad range of services, including food and clothing assistance, mental health treatment, academic enrichment, and adult education.

WHEREAS, this integrated strategy will lead to student success, strong families, and healthy communities

WHEREAS, the design of each Community School must scale over time and be tailored to the specific needs and assets of its children, families, and communities, every Community School should include the following standards-based components:

School leadership that is committed to the Community School model: to seeing it as a strategy, parallel to the school's instructional program, including the Community School Coordinator as integral to its Leadership Team;

A school-based Impact Team led by the Coordinator that includes parents, community partners, school staff, and youth in substantively and regularly advising the Principal and school leadership team about all school matters that impact the wellbeing of the school's children, including but not limited to: the school's programs and partnerships, the use of the school building beyond regular school hours, and implementing ways to increase family engagement;

A full-time Community School Coordinator who partners with the Principal and serves as an essential member of the school's Leadership Team and whose role it is to develop, coordinate, integrate, and align programs and partnerships that serve students, families, and the community;

Results focused partnerships that are deeply invested in improving student outcomes and integrated into decision-making, coordination, and implementation of the Community School strategy;

A School Improvement Plan (SIP) that explicitly outlines the role of families, partners, and the Community School Coordinator to help achieve results and identifies and aligns a range of evidence-based programs and practices;

A services, supports, and advocacy program informed by a cycle of improvement with comprehensive needs and assets assessment in the school and in the community. Outcomes, strategies, location of responsibility, and timelines regarding accomplishments shall be reflected in a periodically updated, rolling Strategic Plan informed by the Impact Team and advised by the School Improvement Plan and Key Performance Indicators;

Ongoing professional development for school leadership, all staff, parents, and partners designed to educate on what a community school is and how it can improve the outcomes for the Community Schools Strategic Plan that include a positive and supportive school climate, effective partnerships, and transformative parent and community engagement;

Dedicated space and calendared meetings in the school for the Community School Coordinator, partners, and parents;

Systems accessible to the Community School Coordinator to collect, analyze, share and respond to real-time data on student and school indicators such as attendance, achievement, and program participation, resource calendars as well as workflows for scheduling, programming, and other essential functions that support student success;

Evaluation of the Community School Strategy through a Standards Based School Review shall be part of the routine assessment of the school's effectiveness as a whole.

THEREFORE, BE IT RESOVED, the Metropolitan Nashville Board of Public Education recognizes the tremendous impact of Community Achieves and the many community partners who have worked with its staff to transform our schools and open new opportunities for thousands of children.

ADOPTED BY THE ELECTED METROPOLITAN NASHVILLE BOARD OF EDUCATION, meeting in regular session on the **10th of March, 2020**, with this Resolution to take immediate effect, the public welfare requiring it.

Anna Shepherd
Chair, Metropolitan Nashville Board of Education

RS 2020-2

Thomas Edison 2020-21 Zoning Brief

Overview:

Residents of Davidson County are assigned to a school attendance zone based on their residential address. When new schools or additional classroom capacity are added in a region, or imbalances of enrollment and capacity exist, MNPS staff may review attendance boundaries to suggest modifications to the school board for final action. This process of revising attendance boundaries is referred to as redistricting.

Thomas Edison Elementary School, located in the Antioch cluster, is operating at 122% of capacity and additional growth in enrollment is expected. Enrollment has grown by 100 students since the start of the 2018-19 school year and there are over 200 new residential units under construction within Thomas Edison's zone. A new subdivision Keeneland Downs and a new apartment complex The Reserve at Oakley opened last year and are the main reason for growth during the 2018-19 school year. The purpose of this overview is to layout some of the options that are available to handle this growth, along with an initial communications plan to ensure that our students, families and the community have an opportunity to provide input during the process.

Redistricting Criteria:

- Diversity – Where possible, MNPS seeks to at least maintain if not improve diversity during the rezoning process. When assessing diversity impact, MNPS utilized the four-part definition of diversity in the Diversity Management Plan. The four parts are Racial/Ethnic, Income, Language and Disability.
- Geographic Features including: distance traveled using available routes of transportation and natural breaks; rivers, streams, railroads or other natural features of the area.
- Instructional Capacity – Number of students who can be accommodated at the school, taking into account the number of classrooms and resource rooms needed for art, music, labs, English Language Learners (ELL), special education and any other academic programs unique to the school(s).
- Previous Rezoning – MNPS seeks to avoid rezoning neighborhoods more than once during a three-year period if facility sizes and geographic distribution of student populations allow.
- Projected Enrollment – Number of students assigned to a school, taking into account the future projected enrollment.
- School Feeder Alignment – Where possible, consideration is given to the alignment of elementary, middle and high school attendance boundaries.
- Traffic Patterns – Factors impacting accessibility of the school from all portions of the attendance zone, including travel time, traffic flow in the area, walk\bike routes, safe operation of school buses and other safety considerations.

Community Engagement Process:

During the process to redistrict, the district proposes holding a community meeting to gather information needed to draft a proposal that best meets the community's needs. The meeting will be designed to encourage public discussion and develop a final rezoning proposal. The goal will be to rezone 160 students to ensure all schools are fully utilized while leaving some capacity for future growth. The new school zones would take effect at the start of the 2020-21 school year.

- February – Present the draft-rezoning proposal to the School Board at the Teaching and Learning Committee meeting.
- February 24 - Present the draft-rezoning proposal to staff at Smith Springs.
- March 2 – Present the draft-rezoning proposal to staff at Thomas Edison.
- March 5 – Community meeting at Smith Springs to present the draft proposal.
- March 10 – Present the revised plan to the school board for a vote on the proposal.
 - If approved the new school zones would take effect at the start of the 2020-21 school year.

History from previous rezoning:

Metro Council approved capital funding in June 2013 to help accommodate the district's enrollment growth. The capital budget included funding to open two new elementary schools: a new elementary school in the Antioch cluster and renovation of the historic Waverly-Belmont school in the Hillsboro Cluster. Both schools opened in the 2015-2016 school year. Several community meetings were held during the 2014-2015 school year to seek community input on the creating the Smith Springs elementary school zone lines. The final changes were consistent with the 10-year plan for Antioch and Cane Ridge clusters and were stage three of the plan that was adopted in July of 2010. By opening Smith Springs elementary school, the district was able to eliminate the use of 23 portables and overcrowding at Lakeview and Thomas Edison.

Current Enrollment and Capacity

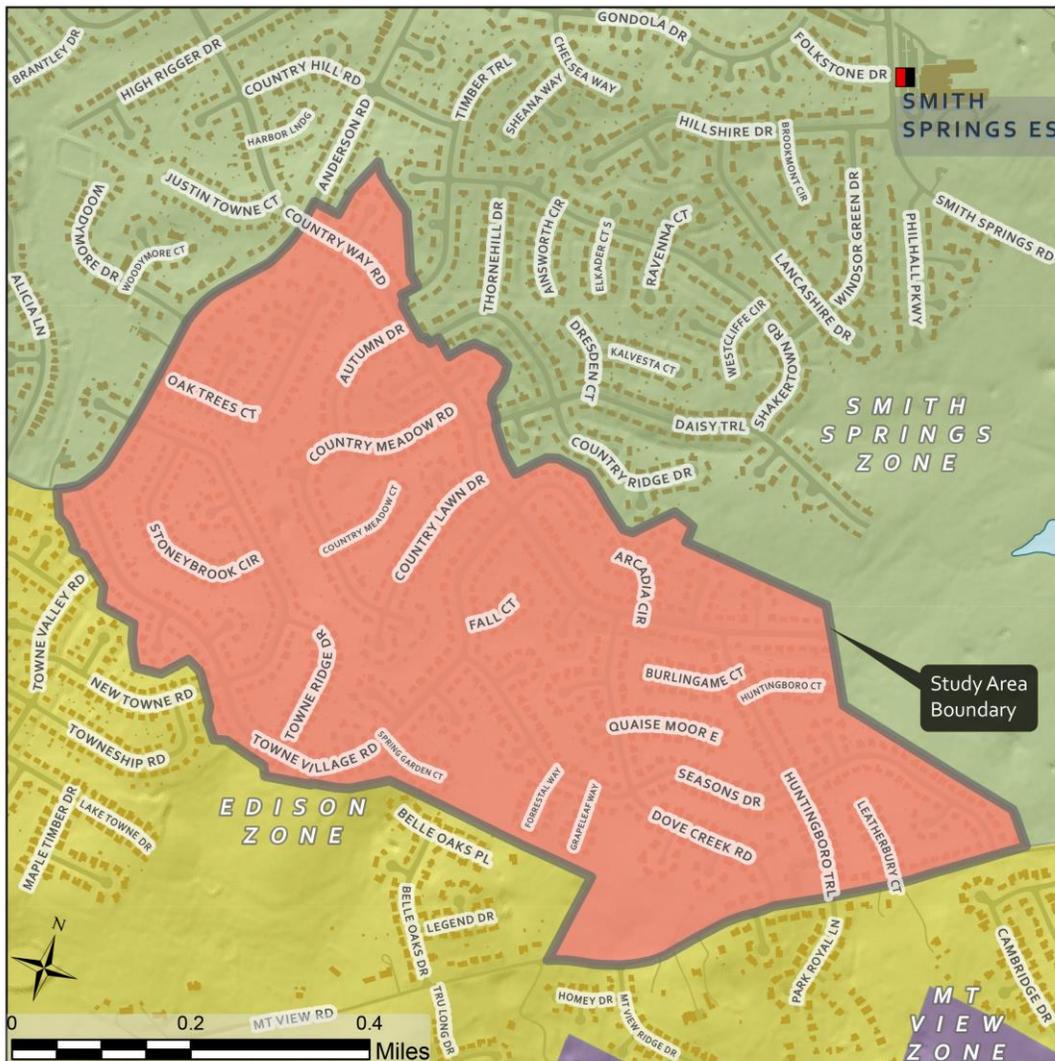
| Antioch Cluster | Oct. 16/17 | Oct. 17/18 | Oct. 18/19 | Oct. 19/20 | Proj. 29/30 | MNPS Program Cap | |
|----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|------------------------|-----------------------------|--------------|
| J E Moss Elementary School | 828 | 839 | 763 | 764 | 688 | 755 | 101.2% |
| Lakeview Design Center | 625 | 590 | 571 | 561 | 612 | 640 | 87.7% |
| Mt. View Elementary | 704 | 669 | 682 | 685 | 740 | 735 | 93.2% |
| Thomas A. Edison Elementary | 717 | 727 | 718 | 804 | 854 | 656 | 122.6% |
| Smith Springs Elementary School | 582 | 611 | 625 | 647 | 661 | 828 | 78.1% |
| Una Elementary School | 859 | 796 | 743 | 715 | 607 | 773 | 92.5% |
| Elementary Cluster Totals | 4,315 | 4,232 | 4,102 | 4,176 | 4,162 | 4,387 | 95.2% |

*Program capacity percentages are based off the 19/20 enrollment.

Rezoning Proposal:

Due to the overcrowding at Thomas Edison the only option to address the overcrowding by the start of the 2020-21 school is to rezone. Within the Antioch cluster, the only elementary school that currently has capacity for additional students is Smith Springs elementary school. Smith Springs opened in 2015 to relieve overcrowding at Thomas Edison and Lakeview elementary schools and is currently operating at 78% of capacity. Smith Springs is not expected to have much growth within the next 10 years creating an imbalance between enrollment and capacity within the two zones. This imbalance leaves Smith Springs with 180 open seats and a portion of Thomas Edison could be rezoned into Smith Springs by the start of the 2020-21 school year. The proposed zoning change would rezone 160 students. The rezoning would not affect the feeder patterns for middle or high school. If Edison continues to grow, a small addition may still be necessary.

The “coral” boundary on the map below shows the area that we are proposing be rezoned into Smith Springs and contains approximately 160 (K-4) students currently attending Thomas Edison. Smith Springs will not take any new open enrollment students for the 2020-21 school year, but any current out of zone students may continue. The option “Grandfather”; remain at Thomas Edison; will be offered to the rising two highest-grade levels (rising 3rd and 4th grade students). The proposed study area is within a 2-mile driving distance to Smith Springs.



Projected Enrollment and Capacity

| Antioch Cluster | Oct. 16/17 | Oct. 17/18 | Oct. 18/19 | Oct. 19/20 | Proj. 20/21 | Proj. 29/30 | MNPS Program Cap | |
|----------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|------------------|--------------|
| J E Moss Elementary School | 828 | 839 | 763 | 764 | 751 | 688 | 755 | 99.5% |
| Lakeview Design Center | 625 | 590 | 571 | 561 | 554 | 612 | 640 | 86.6% |
| Mt. View Elementary | 704 | 669 | 682 | 685 | 696 | 740 | 735 | 94.7% |
| Thomas A. Edison Elementary | 717 | 727 | 718 | 804 | 674 | 694 | 656 | 102.7% |
| Smith Springs Elementary School | 582 | 611 | 625 | 647 | 773 | 821 | 828 | 93.4% |
| Una Elementary School | 859 | 796 | 743 | 715 | 713 | 607 | 773 | 92.2% |
| Elementary Cluster Totals | 4,315 | 4,232 | 4,102 | 4,176 | 4,161 | 4,162 | 4,387 | 94.8% |

*Program capacity percentages are based off the 20/21 projected enrollment.

**Smith Springs will not continue to have the Pre-School program, 34 students.

Student Diversity Impact Analysis

When assessing diversity impact, the district utilized the four-part definition of diversity in the Diversity Management Plan; the four parts are Racial\Ethnic, Income, Language and Disability.

Diversity Overview

| Antioch Cluster | Oct. 2019-20 | | Estimate 2020-21 | |
|-----------------|---------------|-------|------------------|-------|
| | Racial\Ethnic | I\L\D | Racial\Ethnic | I\L\D |
| Thomas Edison | ✓ | ✓ | ✓ | ✓ |
| Smith Springs | ✓ | ✓ | ✓ | ✓ |

| Antioch Cluster | Oct. 2019-20 | |
|-----------------|---------------|-------|
| | Racial\Ethnic | I\L\D |
| Lakeview | ✓ | ✓ |
| J.E. Moss | ✗ | ✓ |
| Mt. View | ✓ | ✓ |
| Una | ✓ | ✓ |

Student Diversity Impact Analysis:

- Regarding diversity, the percentages shown herein for 2020-21 reflect current student enrollments and does not factor in projected enrollment increases.
- The impact on Thomas Edison would be benign or *de minimis*.
- The impact on Smith Springs would be benign or *de minimis*.

Racial\Ethnic Diversity

| Antioch Cluster | | A. Indian\ Alaska Native | | Asian | | Black | | Hispanic | | White | | Total |
|-----------------|------------------|-----------------------------|----|-------|----|-------|-----|----------|-----|-------|-----|-------|
| Thomas Edison | Oct. 2019-20 | 3 | 0% | 17 | 2% | 290 | 36% | 234 | 29% | 260 | 32% | 804 |
| | Estimate 2020-21 | 0 | 0% | 14 | 2% | 230 | 36% | 181 | 28% | 219 | 34% | 644 |
| Smith Springs | Oct. 2019-20 | 0 | 0% | 15 | 2% | 247 | 38% | 198 | 31% | 187 | 29% | 647 |
| | Estimate 2020-21 | 3 | 0% | 16 | 2% | 299 | 39% | 238 | 31% | 217 | 28% | 773 |

| Antioch Cluster | | A. Indian\ Alaska Native | | Asian | | Black | | Hispanic | | White | | Total |
|-----------------|--------------|-----------------------------|----|-------|----|-------|-----|----------|-----|-------|-----|-------|
| Lakeview | Oct. 2019-20 | | 0% | 20 | 4% | 164 | 29% | 235 | 42% | 141 | 25% | 560 |
| J.E. Moss | Oct. 2019-20 | 1 | 0% | 67 | 9% | 99 | 13% | 512 | 68% | 70 | 9% | 749 |
| Mt. View | Oct. 2019-20 | 3 | 0% | 36 | 5% | 255 | 35% | 226 | 31% | 211 | 29% | 731 |
| Una | Oct. 2019-20 | | 0% | 20 | 3% | 202 | 27% | 287 | 39% | 232 | 31% | 741 |

Income\Language\Disability

| Antioch Cluster | | Econmically Disadvantaged | | ELL | | Disability | | Total |
|-----------------|------------------|------------------------------|-----|-----|-----|------------|-----|-------|
| Thomas Edison | Oct. 2019-20 | 328 | 41% | 275 | 34% | 66 | 8% | 804 |
| | Estimate 2020-21 | 269 | 42% | 225 | 35% | 54 | 8% | 644 |
| Smith Springs | Oct. 2019-20 | 245 | 38% | 108 | 17% | 98 | 15% | 647 |
| | Estimate 2020-21 | 304 | 39% | 158 | 20% | 110 | 14% | 773 |

| Antioch Cluster | | Econmically Disadvantaged | | ELL | | Disability | | Total |
|-----------------|--------------|------------------------------|-----|-----|-----|------------|-----|-------|
| Lakeview | Oct. 2019-20 | 246 | 44% | 210 | 38% | 75 | 13% | 560 |
| J.E. Moss | Oct. 2019-20 | 296 | 40% | 374 | 50% | 60 | 8% | 749 |
| Mt. View | Oct. 2019-20 | 263 | 36% | 219 | 30% | 59 | 8% | 731 |
| Una | Oct. 2019-20 | 285 | 38% | 323 | 44% | 57 | 8% | 741 |



School Consolidation Study:

Jere Baxter Middle & Gra-Mar Middle

WORKING DRAFT
NOT FOR DISTRIBUTION

Current Information for Gra-Mar Middle School

Program: Gra-Mar has (4) four students participating in the gifted and talented program (Encore) and (10) ten students participating in the talent development program (Young Scholars of Nashville or YSN) to nurture students who have not quite qualified for gifted and talented services but are still in need of challenging learning activities. Gra-Mar also has (15) fifteen students participating in the Advancement Via Individual Determination (AVID) Program. Gra-Mar is a Phase I STEAM school.

Priority KPIs: Achievement, Attendance, Suspensions

| School | 2019 TNReady Achievement Results | | | | | 2019 Tennessee Value Added Assessment Results | | | | |
|---------|------------------------------------|------|-----------|------------------------------|---|---|-----|----------|----------|-----------|
| | % of Students On Track or Mastered | | | EL/A & Math Proficiency Rate | 2-year EL/A & Math Proficiency Rate Average | School-Wide Growth Composites | | | | |
| | English/LA | Math | Social St | | | Composite | EOC | Numeracy | Literacy | Social St |
| Gra-Mar | 11.3% | 6.0% | 6.0% | 8.7% | 7.4% | 2 | | 2 | 3 | 2 |

| School | 2018-19 MAP Reading Results | | | | | | | |
|---------|---------------------------------|----------|---|-----------------|------------------|---|------------------|---------------------|
| | Median National Percentile (NP) | | % of Students Above Average (Quintiles 4-5) | | | Academic Growth from Aug 2018 to Feb 2019 | | |
| | Aug 2018 Baseline | Feb 2019 | Aug 2018 Baseline | Feb 2019 Target | Feb 2019 Results | Increase in % Q4-Q5 | Growth Median NP | % Met Growth Target |
| Gra-Mar | 28 | 20 | 15.2% | 20.5% | 14.1% | -1.1% | 47 | 50.2% |
| MNPS | 40 | 43 | 32.6% | 36.8% | 34.2% | 1.6% | 57 | 57.7% |

| School | 2018-19 MAP Mathematics Results | | | | | | | |
|---------|---------------------------------|----------|---|-----------------|------------------|---|------------------|---------------------|
| | Median National Percentile (NP) | | % of Students Above Average (Quintiles 4-5) | | | Academic Growth from Aug 2018 to Feb 2019 | | |
| | Aug 2018 Baseline | Feb 2019 | Aug 2018 Baseline | Feb 2019 Target | Feb 2019 Results | Increase in % Q4-Q5 | Growth Median NP | % Met Growth Target |
| Gra-Mar | 14 | 15 | 7.2% | 13.0% | 3.8% | -3.4% | 43 | 46.9% |
| MNPS | 33 | 35 | 25.2% | 29.9% | 26.1% | 0.9% | 55 | 57.1% |

| School | 2018-19 % of Students with Satisfactory (95% or Above) Average Daily Attendance | | | |
|---------|---|----------------|----------------|------------------|
| | 2017-18 Baseline | 2018-19 Target | 2018-19 Result | 2018-19 Increase |
| Gra-Mar | 61.2 | 62.4 | 57.9 | -3.3 |
| MNPS | 56.4 | 57.7 | 56.6 | 0.2 |

| School | 2018-19 % of Students with Out-of-School Suspension | | | |
|---------|---|----------------|----------------|-------------------|
| | 2017-18 Baseline | 2018-19 Target | 2018-19 Result | 2018-19 Reduction |
| Gra-Mar | 15.3 | 12.8 | 18.1 | -2.8 |
| MNPS | 8.9 | 6.2 | 9.1 | -0.2 |

Current Information for Gra-Mar Middle School

Building Data:

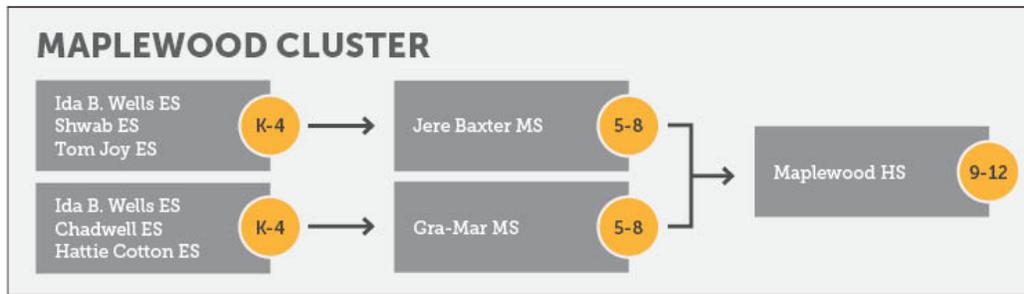
| School | Building Area | Campus Size | Condition | Suitability | Technology | Site | Facility Condition Index |
|----------------|---------------|-------------|-----------|-------------|------------|------|--------------------------|
| Gra-Mar | 99,759 SF | 17.81 acres | 68.2 | 75.5 | 85.0 | 86.2 | 74.93 |

Construction History: Gra-Mar Middle School was built in 1961. A classroom wing was added in 1963. The building was fully renovated and a new addition constructed in 2003.

Enrollment and Utilization Data:

| School | Oct 15/16 | Oct 16/17 | Oct 17/18 | Oct 18/19 | Oct 19/20 | 23/24 Projection | 28/29 Projection | Capacity | Current Utilization | 23/24 Utilization |
|----------------|-----------|-----------|-----------|-----------|-----------|------------------|------------------|----------|---------------------|-------------------|
| Gra-Mar | 386 | 360 | 344 | 330 | 356 | 294 | 276 | 708 | 50.3% | 41.5% |

Feeder Pattern:



Demographic Data:

| School | Asian | | Black or African American | | Hispanic or Latino | | White | | American Indian or Alaska Nat | | Other | | Income (ED/FRL) | | Language (ELL) | | Disability (SWD) | | Total Students | Race/Ethnic (meet at least 1) | I / L / D (meet at least 2) |
|----------------|-------|----|---------------------------|-----|--------------------|-----|-------|-----|-------------------------------|----|-------|----|-----------------|-----|----------------|-----|------------------|-----|----------------|-------------------------------|-----------------------------|
| | | | | | | | | | | | | | | | | | | | | | |
| Gra-Mar | 4 | 1% | 242 | 68% | 71 | 20% | 39 | 11% | 0 | 0% | 0 | 0% | 224 | 63% | 78 | 22% | 61 | 17% | 356 | X | ✓ |

School Based Budget (yearly figures):

| School | FTEs | Total Allocation | Supplemental Funding | Per Pupil Allocation | MNPS Average Per Pupil Allocation |
|----------------|------|------------------|----------------------|----------------------|-----------------------------------|
| Gra-Mar | 31.5 | \$2,352,794 | \$177,089 | \$7,639 | \$7,046 |



School Consolidation Study:

Jere Baxter Middle & Gra-Mar Middle

WORKING DRAFT
NOT FOR DISTRIBUTION

Current Information for Jere Baxter Middle School

Program: Jere Baxter has (3) three students participating in the gifted and talented program (Encore) and (1) one student participating in the talent development program (Young Scholars of Nashville or YSN) to nurture students who have not quite qualified for gifted and talented services but are still in need of challenging learning activities. Jere Baxter is a Phase I STEAM school.

Priority KPIs: Achievement, Attendance, Suspensions

| School | 2019 TNReady Achievement Results | | | | | 2019 Tennessee Value Added Assessment Results | | | | |
|-------------|------------------------------------|------|-----------|------------------------------|---|---|-----|----------|----------|-----------|
| | % of Students On Track or Mastered | | | EL/A & Math Proficiency Rate | 2-year EL/A & Math Proficiency Rate Average | School-Wide Growth Composites | | | | |
| | English/LA | Math | Social St | | | Composite | EOC | Numeracy | Literacy | Social St |
| Jere Baxter | 6.3% | 5.0% | 6.3% | 5.6% | 8.7% | 1 | 1 | 1 | 1 | 1 |

| School | 2018-19 MAP Reading Results | | | | | | | |
|-------------|---------------------------------|----------|---|-----------------|------------------|---|------------------|---------------------|
| | Median National Percentile (NP) | | % of Students Above Average (Quintiles 4-5) | | | Academic Growth from Aug 2018 to Feb 2019 | | |
| | Aug 2018 Baseline | Feb 2019 | Aug 2018 Baseline | Feb 2019 Target | Feb 2019 Results | Increase in % Q4-Q5 | Growth Median NP | % Met Growth Target |
| Jere Baxter | 18 | 17 | 11.3% | 16.8% | 9.6% | -1.7% | 40 | 41.9% |
| MNPS | 40 | 43 | 32.6% | 36.8% | 34.2% | 1.6% | 57 | 57.7% |

| School | 2018-19 MAP Mathematics Results | | | | | | | |
|-------------|---------------------------------|----------|---|-----------------|------------------|---|------------------|---------------------|
| | Median National Percentile (NP) | | % of Students Above Average (Quintiles 4-5) | | | Academic Growth from Aug 2018 to Feb 2019 | | |
| | Aug 2018 Baseline | Feb 2019 | Aug 2018 Baseline | Feb 2019 Target | Feb 2019 Results | Increase in % Q4-Q5 | Growth Median NP | % Met Growth Target |
| Jere Baxter | 10 | 9 | 5.2% | 11.1% | 5.0% | -0.2% | 38 | 43.1% |
| MNPS | 33 | 35 | 25.2% | 29.9% | 26.1% | 0.9% | 55 | 57.1% |

| School | 2018-19 % of Students with Satisfactory (95% or Above) Average Daily Attendance | | | |
|-------------|---|----------------|----------------|------------------|
| | 2017-18 Baseline | 2018-19 Target | 2018-19 Result | 2018-19 Increase |
| Jere Baxter | 51.5 | 53.0 | 50.6 | -0.9 |
| MNPS | 56.4 | 57.7 | 56.6 | 0.2 |

| School | 2018-19 % of Students with Out-of-School Suspension | | | |
|-------------|---|----------------|----------------|-------------------|
| | 2017-18 Baseline | 2018-19 Target | 2018-19 Result | 2018-19 Reduction |
| Jere Baxter | 13.3 | 10.7 | 32.8 | -19.5 |
| MNPS | 8.9 | 6.2 | 9.1 | -0.2 |

Current Information for Jere Baxter Middle School

Building Data:

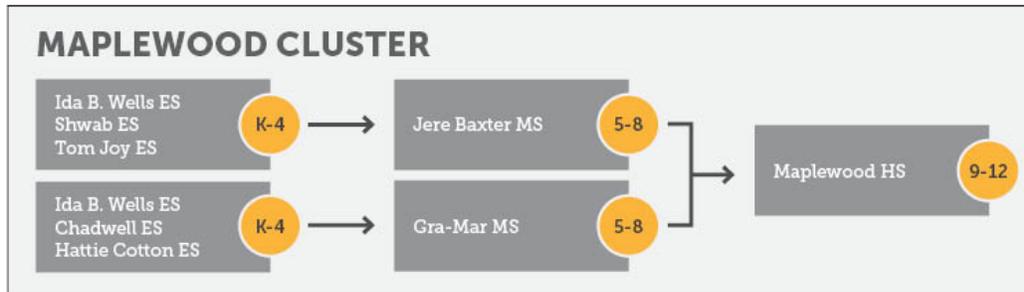
| School | Building Area | Campus Size | Condition | Suitability | Technology | Site | Facility Condition Index |
|--------------------|---------------|-------------|-----------|-------------|------------|------|--------------------------|
| Jere Baxter | 90,120 SF | 19.04 acres | 73.3 | 75.0 | 74.2 | 67.7 | 72.62 |

Construction History: Jere Baxter Middle opened in 1997. In 2003 an addition was completed to expand the cafeteria and add 12 classrooms.

Enrollment and Utilization Data:

| School | Oct 15/16 | Oct 16/17 | Oct 17/18 | Oct 18/19 | Oct 19/20 | 23/24 Projection | 28/29 Projection | Capacity | Current Utilization | 23/24 Utilization |
|--------------------|-----------|-----------|-----------|-----------|-----------|------------------|------------------|----------|---------------------|-------------------|
| Jere Baxter | 355 | 297 | 291 | 260 | 276 | 183 | 130 | 753 | 36.7% | 24.3% |

Feeder Pattern:



Demographic Data:

| School | Asian | | Black or African American | | Hispanic or Latino | | White | | American Indian or Alaska Nat | | Other | | Income (ED/FRL) | | Language (ELL) | | Disability (SWD) | | Total Students | Race/Ethnic (meet at least 1) | I / L / D (meet at least 2) |
|--------------------|-------|----|---------------------------|-----|--------------------|-----|-------|-----|-------------------------------|----|-------|----|-----------------|-----|----------------|-----|------------------|-----|----------------|-------------------------------|-----------------------------|
| | 0 | 0% | 146 | 52% | 83 | 30% | 47 | 17% | 0 | 0% | 0 | 0% | 193 | 70% | 55 | 20% | 50 | 18% | | | |
| Jere Baxter | 0 | 0% | 146 | 52% | 83 | 30% | 47 | 17% | 0 | 0% | 0 | 0% | 193 | 70% | 55 | 20% | 50 | 18% | 276 | ✓ | ✓ |

School Based Budget (yearly figures):

| School | FTEs | Total Allocation | Supplemental Funding | Per Pupil Allocation | MNPS Average Per Pupil Allocation |
|--------------------|------|------------------|----------------------|----------------------|-----------------------------------|
| Jere Baxter | 29 | \$2,119,477 | \$434,546 | \$9,058 | \$7,046 |

MAPLEWOOD CLUSTER

Shwab ES
Tom Joy ES
Ida B. Wells ES
Chadwell ES
Hattie Cotton ES

K-4

Jere Baxter MS

5-8

Maplewood HS

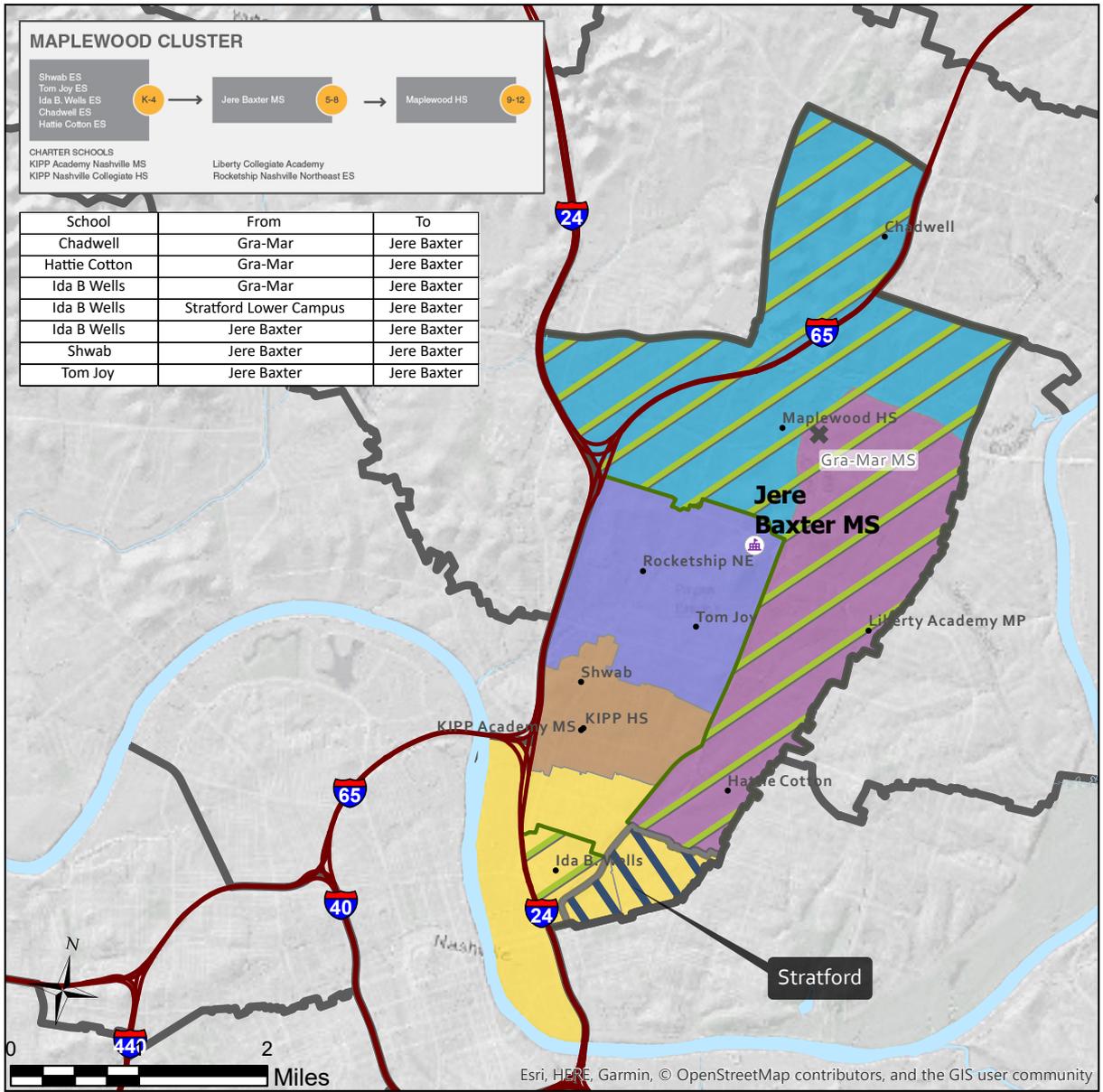
9-12

CHARTER SCHOOLS

KIPP Academy Nashville MS
KIPP Nashville Collegiate HS

Liberty Collegiate Academy
Rocketship Nashville Northeast ES

| School | From | To |
|---------------|------------------------|-------------|
| Chadwell | Gra-Mar | Jere Baxter |
| Hattie Cotton | Gra-Mar | Jere Baxter |
| Ida B Wells | Gra-Mar | Jere Baxter |
| Ida B Wells | Stratford Lower Campus | Jere Baxter |
| Ida B Wells | Jere Baxter | Jere Baxter |
| Shwab | Jere Baxter | Jere Baxter |
| Tom Joy | Jere Baxter | Jere Baxter |



Esri, HERE, Garmin, © OpenStreetMap contributors, and the GIS user community

Proposed Zoning Changes 2020-21

Print Date: 12/12/2018



Maplewood Cluster

Consolidation of Gra-Mar and Jere Baxter MS and removing from Stratford Cluster pathway portions of Ida B. Wells zoned to Maplewood.

- Schools of Interest
- Closing
- Current MS
- Other School
- Lake/River
- Middle School Zone
- Merged with Jere Baxter MS
- Realigned pathway (from Stratford STEM to Jere Baxter MS & Maplewood HS)
- Elementary Zone**
- Chadwell
- Hattie Cotton
- Ida B. Wells
- Schwab
- Tom Joy

The geographic data layers and information were produced by MNPS Student Assignment Services as a public resource. Metro Schools makes no warranties, expressed or implied concerning the accuracy, completeness or suitability of this data, and it should not be construed or used as a legal description. Every reasonable effort is made to ensure the accuracy and completeness of the data.

Path: G:\GIS\mmps_data\Zoning\2018-2019\Cluster_2018\Cluster_2018.aprx



School Consolidation Study:

Jere Baxter Middle & Gra-Mar Middle

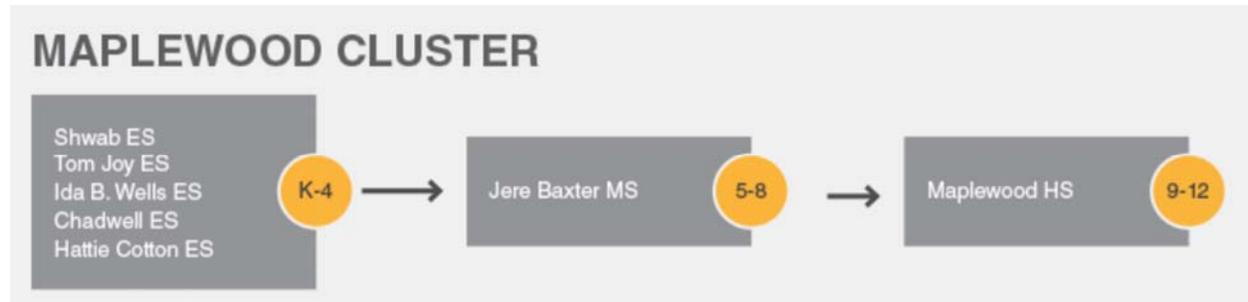
WORKING DRAFT
NOT FOR DISTRIBUTION

Consolidation Scenario: Close Gra-Mar.

Assumption: This scenario assumes that MNPS would close the Gra-Mar Middle School program and the students currently attending this school would be consolidated into Jere Baxter Middle School. This scenario assumes 100% of the students in both Jere Baxter and Gra-Mar zones would attend the consolidated school program at Jere Baxter.

Program Opportunities: A very small percentage of Gra-Mar and Maplewood students participate in the AVID Program. This could be an opportunity to expand the AVID program to all Middle and High School students. Maplewood’s AVID coordinator is instrumental in helping students with scholarship opportunities. Strengthening this partnership with AVID earlier in a student’s career will help their advanced academics classes. In addition, both Gra-Mar and Jere Baxter were Phase I STEAM schools. Continuing this theme and creating a larger school may increase resource and partnership opportunities.

Effect on Feeder Pattern & Rezoning: Students attending Ida B. Wells, Shwab, and Tom Joy would be rezoned to attend Jere Baxter instead of Gra-Mar. There is currently a small geographic portion of Ida B. Wells zoned to Stratford. This scenario assumes no change to the Stratford zoning. If MNPS opted to rezone this area to Jere Baxter to create a consistent feeder pattern, approximately 40 students would be rezoned from Stratford to Jere Baxter, and in turn 40 students would matriculate out of Stratford to Maplewood.



Enrollment and Utilization Assumptions:

| School | Oct 19/20 | 20/21 Projection | 23/24 Projection | 28/29 Projection | Capacity | Current Utilization | 20/21 Projected Utilization | 23/24 Projected Utilization |
|--------------------------|-----------|------------------|------------------|------------------|----------|---------------------|-----------------------------|-----------------------------|
| Jere Baxter (5-8) | 276 | 582* | 477 | 406 | 753 | 34.5% | 77.3% | 63.3% |

| School | Oct 18/19 | 20/21 Projection | 23/24 Projection | 28/29 Projection | Capacity | Current Utilization | 20/21 Projected Utilization | 23/24 Projected Utilization |
|--------------------------|-----------|------------------|------------------|------------------|----------|---------------------|-----------------------------|-----------------------------|
| Jere Baxter (6-8) | 276 | 437* | 353 | 300 | 753 | 34.5% | 58.0% | 49.9% |

*The 20/21 enrollment numbers are based on the Department of Boundary Planning and Enrollment Forecasting projections for the 20/21 School Based Budget. The projection currently includes a slight enrollment increase.

Estimated Impact on Demographics:

| School | Race/Ethnic (meet at least 1) | I / L / D (meet at least 2) |
|--------------------|-------------------------------|-----------------------------|
| Jere Baxter | X | ✓ |

Consolidation Scenario: Close Gra-Mar.

Suggested Building Reuse: A reuse should be identified for the building prior to making a decision to close the facility. The building could be considered for a location for an additional alternative learning center or second chance high school. Other suggested reuses could include office space for central office staff. Nutrition services could also be relocated to the building and make use of the existing school kitchen for use as a test kitchen. The building could support the office and training/classroom space needs of the transportation department. Finally, the security office training activities currently at Old Murrell School could be relocated to the building. Due to the location and condition of the Gra-Mar Middle School building, it is anticipated that if the building were to remain vacant that a Charter School would want to occupy the facility.

Capital Construction Budget Implications: Gra-Mar received an addition and facility renovation in 2003. It is currently in year 5 for a \$28.35M renovation. Jere Baxter is currently in year 4 for a \$24.5M renovation.

Transportation Implications: One additional bus would be needed to transport students if Gra-Mar was closed. The additional bus would cover students who are currently within the walking zone for Gra-Mar that would be outside of the walking zone for Jere Baxter.

Cost Summary:

- Summary of Cost Savings
 - \$420,000 per year in school based budget (5-8).
 - \$540,000 per year in school based budget (6-8).
 - \$152,606 per year in utility costs at Gra-Mar.
 - \$134,314 per year in janitorial services at Gra-Mar.
 - \$1,216 per year in grounds upkeep at Gra-Mar.
- Summary of potential Cost
 - \$47,780 estimated one time moving expenses
 - \$70,000 per year for an additional bus.
 - \$247,830 to repaint Jere Baxter.
 - \$12,000 for updated signage if the school name was changed.
 - \$2,500 for rebranding and website update if the school name was changed.

METRO-NASHVILLE PUBLIC SCHOOLS
DIRECTOR OF SCHOOLS SEARCH
TIMELINE AND CRITICAL DECISION SEQUENCE

