



AMENDED AGENDA

METROPOLITAN BOARD OF PUBLIC EDUCATION

2601 Bransford Avenue, Nashville, TN 37204

Regular Meeting – March 8, 2016 - 5:00 p.m.

Sharon Dixon Gentry, EdD, Chair

TIME

- | | | | |
|------|------|---|--------|
| 5:00 | I. | <u>CONVENE and ACTION</u> <ul style="list-style-type: none">A. Establish QuorumB. Pledge of Allegiance | |
| 5:05 | II. | <u>AWARDS AND RECOGNITIONS</u> <ul style="list-style-type: none">A. Introduction of Office of Priority Schools Staff | GP-3 |
| 5:10 | III. | <u>AND THE GOOD NEWS IS...</u> <ul style="list-style-type: none">A. Antioch High School Chamber ChoirB. Nashville School of the Arts Artwork | GP-3.1 |
| 5:15 | IV. | <u>PUBLIC PARTICIPATION</u> <p><i>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.</i></p> <ul style="list-style-type: none">A. Nancy Stetten - Education is Not a RaceB. Chris Moth - Busing, magnets, pathways: Thursday 5:30 Rose ParkC. Erick Huth – Issues Impacting EmployeesD. Jessica Velasco and Darnesjia Buford - College Access and Postsecondary PlanningE. Thomas Weber – Tusculum Elementary SchoolF. Dawana Wade - Thank You for Committed Support | |
| 5:25 | V. | <u>GOVERNANCE ISSUES</u> <ul style="list-style-type: none">A. Actions<ul style="list-style-type: none">1. Consent<ul style="list-style-type: none">a. Recommended Award of Contract for Mechanical Engineering at Various Schools – Oler Engineeringb. Recommended Approval of Supplement #1 for Cane Ridge Area Elementary School – EOA Architects, PLLCc. Recommended Approval of Supplement #1 for East Nashville Magnet High School Band Room Renovation – Vivid1 Architectured. Recommended Approval of Request #1 for Playground Equipment (Southeast Early Learning Center) – Playworld Systems, Inc.e. Recommended Approval of Request #2 for Playground Equipment (Glenclyff Elementary School) – Playworld Systems, Inc.f. Recommended Approval of Request #16 for Purchase of Furniture (Hume-Fogg Magnet High School Renovations) – Guy Brown Interiors (GBI)g. Recommended Approval of Request #1 for Materials Testing (Martin Luther King, Jr. Magnet High School Additions) – Beaver Engineering, Inc.h. Recommended Approval of Request #1 for Small Scope Projects at Various Schools (McGavock High School Auto Diesel Classroom) – Bomar Construction Companyi. Recommended Approval of Request #2 for Small Scope Projects at Various Schools (Global Mall Enrollment Center) – Bomar Construction Companyj. Awarding of Purchases and Contracts<ul style="list-style-type: none">(1) Awardees from RFP #16-25 for Maintenance and Repair Service for HVAC Controls(2) BleachersandSeats.com | GP-8.3 |

- (3) CDW Government, Inc. (2 requisitions)
- (4) Earthwalk Communications
- (5) Education Networks of America, LLC
- (6) eSchool Solutions dba TeacherMatch
- (7) PHP Locker Company
- (8) Rush Trucking Center
- (9) SSDC Services Corporation
- (10) Walick-Kemp & Associates, Inc.
- k. Compulsory Attendance Waivers

5:30 VI. REPORTS

- A. Director's Report
 - 1. Exceptional Education
 - 2. Advanced Academics
 - 3. Transportation Update
- B. Committee Reports
 - 1. CLASS
 - 2. Budget, Finance, and Capital Needs
 - 3. Teaching and Learning
- C. Board Chairman's Report
 - 1. Announcements
 - 2.

7:00 VII. WRITTEN INFORMATION TO THE BOARD (not for discussion)

- A. Priority Schools Update
- B. Upcoming Committee Meetings
 - 1. Joint Budget Meeting with Metro Council Education Committee at 4:00 p.m. on 3/16/2016
 - 2. Budget, Finance, and Capital Needs at 4:00 p.m. on 3/22/16

7:00 VIII. ADJOURNMENT

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

a. RECOMMENDED AWARD OF CONTRACT FOR MECHANICAL ENGINEERING AT VARIOUS SCHOOLS – OLERT ENGINEERING

We are requesting a five-year contract with Oler Engineering to perform Mechanical Engineering services for various projects as determined by Metro Schools.

Compensation is monthly, at an hourly rate, as assigned work is completed.

It is recommended that this contract be approved.

Legality approved by Metro Department of Law.

FUNDING: Various funds used depending on project

DATE: March 8, 2016

b. RECOMMENDED APPROVAL OF SUPPLEMENT #1 FOR CANE RIDGE AREA ELEMENTARY SCHOOL – EOA ARCHITECTS, PLLC

We are requesting approval to make the following changes to this contract:

1. Adjustment to contract amount due to error in original calculation of fee	
	<u>\$181,603.00</u>
Total	\$181,603.00

It is recommended that this supplement be approved.

Legality approved by Metro Department of Law.

FUNDING: 45016.80406616

DATE: March 8, 2016

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

c. RECOMMENDED APPROVAL OF SUPPLEMENT #1 FOR EAST NASHVILLE MAGNET HIGH SCHOOL BAND ROOM RENOVATION – VIVID1 ARCHITECTURE

We are requesting approval to make the following changes to this contract:

1. Additional compensation for second school (H. G. Hill Middle School) being added to contract, per MNPS request, as part of the Music Makes Us Project	<u>\$16,800.00</u>
Total	\$16,800.00

It is recommended that this supplement be approved.

Legality approved by Metro Department of Law.

FUNDING: 45015.80405915

DATE: March 8, 2016

d. RECOMMENDED APPROVAL OF REQUEST #1 FOR PLAYGROUND EQUIPMENT (SOUTHEAST EARLY LEARNING CENTER) – PLAYWORLD SYSTEMS, INC.

We are requesting approval to issue a purchase order for Playground Equipment at the Southeast Early Learning Center in the amount of \$45,509.11.

It is recommended that this request be approved.

Legality approved by Metro Department of Law.

FUNDING: 45016.80405716

Date: March 8, 2016

e. RECOMMENDED APPROVAL OF REQUEST #2 FOR PLAYGROUND EQUIPMENT (GLENCLIFF ELEMENTARY SCHOOL) – PLAYWORLD SYSTEMS, INC.

We are requesting approval to issue a purchase order for Playground Equipment at Glenclyff Elementary School in the amount of \$35,271.42.

It is recommended that this request be approved.

Legality approved by Metro Department of Law.

FUNDING: 45015.80404015

Date: March 8, 2016

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

f. RECOMMENDED APPROVAL OF REQUEST #16 FOR PURCHASE OF FURNITURE (HUME-FOGG MAGNET HIGH SCHOOL RENOVATIONS) – GUY BROWN INTERIORS (GBI)

We are requesting approval to issue a purchase order for Furniture at Hume-Fogg Magnet High School in the amount of \$828,866.01.

It is recommended that this request be approved.

Legality approved by Metro Department of Law.

FUNDING: 45015.80404915

DATE: March 8, 2016

g. RECOMMENDED APPROVAL OF REQUEST #1 FOR MATERIALS TESTING (MARTIN LUTHER KING, JR. MAGNET HIGH SCHOOL ADDITIONS) – BEAVER ENGINEERING, INC.

We are requesting approval to issue a purchase order for Materials Testing at Martin Luther King Magnet High School in the amount of \$41,463.90.

It is recommended that this request be approved.

Legality approved by Metro Department of Law.

FUNDING: 45015.80404415

DATE: March 8, 2016

h. RECOMMENDED APPROVAL OF REQUEST #1 FOR SMALL SCOPE PROJECTS AT VARIOUS SCHOOLS (MCGAVOCK HIGH SCHOOL AUTO DIESEL CLASSROOM) – BOMAR CONSTRUCTION COMPANY

We are requesting approval to issue a purchase order for McGavock High School Auto Diesel Classroom equipment and installation in the amount of \$27,484.

It is recommended that this request be approved.

Legality approved by Metro Department of Law.

FUNDING: 45015.80406615

DATE: March 8, 2016

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

i. RECOMMENDED APPROVAL OF REQUEST #2 FOR SMALL SCOPE PROJECTS AT VARIOUS SCHOOLS (GLOBAL MALL ENROLLMENT CENTER) – BOMAR CONSTRUCTION COMPANY

We are requesting approval to issue a purchase order for a small scope project at the Global Mall Enrollment Center in the amount of \$47,405.41.

It is recommended that this request be approved.

Legality approved by Metro Department of Law.

FUNDING: 45015.80406615

DATE: March 8, 2016

j. AWARDING OF PURCHASES AND CONTRACTS

(1) VENDOR: Awardees from MNPS Invitation to Bid (ITB) #B16-25

- Demand Mechanical
- Mechanical Automated Control Systems, Inc.
- REA, Inc.
- Siemens Industry, Inc.

SERVICE/GOODS: Service and repair to MNPS HVAC controls

TERM: March 9, 2016 through June 30, 2021

FOR WHOM: Facility and Grounds Maintenance

COMPENSATION: Total compensation under these contracts is not to exceed \$3,000,000.

OVERSIGHT: Facility and Grounds Maintenance

EVALUATION: Quality and timeliness of services provided.

MBPE CONTRACT NUMBERS: Pending

SOURCE OF FUNDS: Capital Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

j. AWARDING OF PURCHASES AND CONTRACTS

(2) VENDOR: BleachersandSeats.com

SERVICE/GOODS: Requisition #125602 for the purchase and installation of aluminum bleachers at Two Rivers Middle School. This purchase piggybacks the Williamson County Schools contract with BleachersandSeats.com.

TERM: March 9, 2016 through June 30, 2016

FOR WHOM: Students and staff at Two Rivers Middle School

COMPENSATION: Total purchase is not to exceed \$26,569.

OVERSIGHT: Facility and Grounds Maintenance

EVALUATION: Quality of product and installation services.

MBPE CONTRACT NUMBER: Williamson County Schools RFP#969

SOURCE OF FUNDS: Capital Funds – Middle School Athletic Fields

j. AWARDING OF PURCHASES AND CONTRACTS

(3)(a.) VENDOR: CDW Government, Inc.

SERVICE/GOODS: Requisition #124498 for the purchase of the annual Aruba Wireless System hardware and software support. These services provide wireless access to MNPS and internet resources as well as Virtual Private Network access to staff from outside our facilities. This purchase piggybacks the National Joint Powers Alliance (NJPA) contract with CDW Government, Inc.

TERM: March 9, 2016 through March 8, 2017

FOR WHOM: All MNPS

COMPENSATION: Total purchase is not to exceed \$192,900.

OVERSIGHT: Technology and Information Services

EVALUATION: Quality of product performance and service responsiveness.

MBPE CONTRACT NUMBER: NJPA contract #100614-CDW

SOURCE OF FUNDS: Operating Budget

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

j. AWARDING OF PURCHASES AND CONTRACTS

(3)(b.) VENDOR: CDW Government, Inc.

SERVICE/GOODS: Requisition #126528 for the purchase of the annual Commvault Data and Information Management software license and maintenance service. This purchase piggybacks the National Joint Powers Alliance (NJPA) contract with CDW Government, Inc.

TERM: March 9, 2016 through March 8, 2017

FOR WHOM: All MNPS

COMPENSATION: Total purchase is not to exceed \$39,995.

OVERSIGHT: Technology and Information Services

EVALUATION: Quality of product performance and service responsiveness.

MBPE CONTRACT NUMBER: NJPA contract #100614-CDW

SOURCE OF FUNDS: Operating Budget

j. AWARDING OF PURCHASES AND CONTRACTS

(4) VENDOR: Earthwalk Communications, Inc.

SERVICE/GOODS: Requisition #126021 for the purchase of fifty (50) Dell Latitude 3330/3340/3350 charging carts for installation at various MNPS schools. This purchase piggybacks The Interlocal Purchasing System (TIPS) contract with Earthwalk Communications, Inc.

TERM: March 9, 2016 through June 30, 2016

FOR WHOM: All MNPS

COMPENSATION: Total purchase is not to exceed \$98,600.

OVERSIGHT: Technology and Information Services

EVALUATION: Quality of product and timeliness of delivery.

MBPE CONTRACT NUMBER: TIPS contract #2062515

SOURCE OF FUNDS: Capital Funds - Technology

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

j. AWARDING OF PURCHASES AND CONTRACTS

(5) VENDOR: Education Networks of America, LLC (ENA)

SERVICE/GOODS: Contractor will provide internet access and telecommunication services. The contracted services, terms, and rates are also available to all members of the Tennessee E-rate Consortium. This contract is awarded from MNPS Request for Proposals (RFP) #16-11.

TERM: July 1, 2016 through June 30, 2021

FOR WHOM: All MNPS

COMPENSATION:

Bandwidth monthly fee per line:

T1 and 30MB: \$305, 100MB: \$705, 1GB: \$1,005, 2GB: \$1,905
Aggregated Egress: 2GB: \$9,005, 8GB: \$16,005
Content filtering: \$0
Firewall: \$0

SIP Trucking monthly fee:

Concurrent call volume of 1-20: \$15, 21-100: \$14, 101-250: \$13, 251-500: \$12

Telephony lines monthly fee per line

1FB: \$60
PRI: \$345
PBX: \$25
911: \$1

Dark Fiber price per foot:

4 Strand: \$1.75, 8 Strand: \$2.50, 24 Strand: \$4.00

Managed VOIP monthly fee per line:

1-200 lines: \$10.50
201-2,000 lines: \$9.50
2,001-10,000 lines: \$9.00

Total compensation under this contract is not to exceed \$30,000,000 (80% eligible for federal e-rate reimbursement).

OVERSIGHT: Technology and Information Services

EVALUATION: Based on service level agreement and other deliverables in Contractor's proposal.

MBPE CONTRACT NUMBER: 2-225071-08

SOURCE OF FUNDS: Capital Funds (hardware purchases); Operating Budget (monthly recurring charges)

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

j. AWARDING OF PURCHASES AND CONTRACTS

(6) VENDOR: eSchool Solutions dba TeacherMatch

SERVICE/GOODS: Contractor will provide a hosted automated substitute teacher management system. The system matches teacher openings to available substitutes and provides multiple reporting tools to advise on vacancies, fill rates, absences, and other data. This contract is awarded from MNPS Request for Proposals (RFP) #16-8.

TERM: July 1, 2016 through June 30, 2021

FOR WHOM: Human Resources and Talent Services

COMPENSATION: Total compensation under this contract is not to exceed \$330,000.

OVERSIGHT: Human Resources and Talent Services

EVALUATION: Based on achieved fill rate percentage and other deliverables from Contractor's Proposal.

MBPE CONTRACT NUMBER: 2-430879-06

SOURCE OF FUNDS: Operating Budget

j. AWARDING OF PURCHASES AND CONTRACTS

(7) VENDOR: PHP Locker Company

SERVICE/GOODS: Locker repair and refinishing at East Nashville Magnet School. This contract is awarded from MNPS Invitation to Bid (ITB) #B16-27.

TERM: March 9, 2016 through June 30, 2017

FOR WHOM: Students at East Nashville Magnet School

COMPENSATION: Total compensation under this contract is not to exceed \$137,695.

OVERSIGHT: Facility and Grounds Maintenance

EVALUATION: Quality and timeliness of services provided.

MBPE CONTRACT NUMBER: Pending

SOURCE OF FUNDS: Capital Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

j. AWARDING OF PURCHASES AND CONTRACTS

(8) VENDOR: Rush Truck Center - Nashville

SERVICE/GOODS: Requisition #125755 for the purchase of MNPS vehicle parts and repair services. This purchase piggybacks the BuyBoard contract with Rush Truck Center.

TERM: March 9, 2016 through June 30, 2016

FOR WHOM: Transportation

COMPENSATION: Total purchase is not to exceed \$40,000.

OVERSIGHT: Transportation

EVALUATION: Quality of parts and services provided.

MBPE CONTRACT NUMBER: BuyBoard contract #430-13

SOURCE OF FUNDS: Operating Budget

j. AWARDING OF PURCHASES AND CONTRACTS

(9) VENDOR: SSDC Services Corporation

SERVICE/GOODS: First amendment to the contract, adding compensation for death verification services to prevent issuing pension payments to deceased former retirees.

TERM: September 9, 2015 through September 8, 2020

FOR WHOM: Human Resources and Talent Services – Employee Benefits

COMPENSATION: This amendment increases compensation under the contract by \$20,000.

Total compensation under this contract is not to exceed \$520,000.

OVERSIGHT: Human Resources and Talent Services – Employee Benefits

EVALUATION: Based on return on investment.

MBPE CONTRACT NUMBER: 2-178495-00A1

SOURCE OF FUNDS: Insurance Trust Fund

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

j. AWARDING OF PURCHASES AND CONTRACTS

(10) VENDOR: Walick-Kemp & Associates, Inc.

SERVICE/GOODS: Maintenance and repair of the uninterruptible power supply units that provide clean power to the MNPS server infrastructure.

TERM: April 1, 2016 through March 31, 2017

FOR WHOM: Technology and Information Services

COMPENSATION: Total compensation under this contract is not to exceed \$38,442.

OVERSIGHT: Technology and Information Services

EVALUATION: Service quality and responsiveness.

MBPE CONTRACT NUMBER: Pending

SOURCE OF FUNDS: Operating Budget

Memorandum

To: Chris Henson, Interim Director of Schools

From: Alvin Jones, Executive Director, Support Services

Date: 3/1/2016

Re: Compulsory Attendance Waiver Request

This request for exemption from compulsory school attendance has been reviewed. The request meets the guidelines for exemption as approved by the State Board of Education and MNPS policy. I recommend approval of this request.

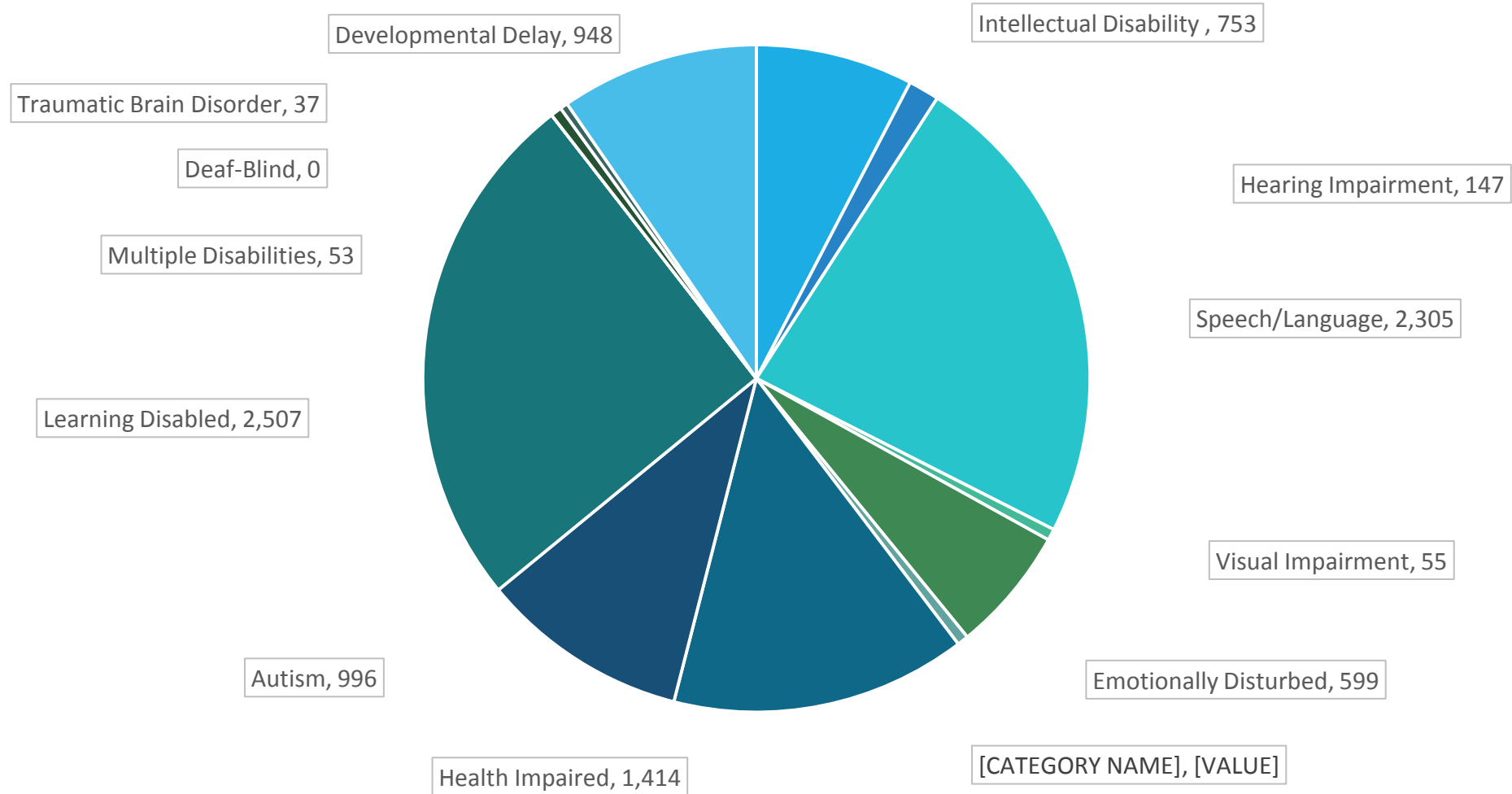
NAME	AGE	SCHOOL	Waiver	Waiver/ GED
G.S.	17	Out of State/GA		X
J.B.	17	Home School		X
C.C.	17	Home School		X
J.F.	17	McGavock HS		X
A.W.	17	Hillwood HS		X
C.T.	17	The Cohn School		X
J.C.	17	McGavock HS		X
J.S.	17	Hillwood HS		X
B.L.	17	Spectrum/Cane Ridge		X



Department of Exceptional Education

DEBBIE MCADAMS, EXECUTIVE DIRECTOR

Disability Count Ages 3-21



- Intellectual Disability
- Hearing Impairment
- Speech/Language
- Visual Impairment
- Emotionally Disturbed
- Orthopedic
- Health Impaired
- Autism
- Learning Disabled
- Deaf-Blind
- Multiple Disabilities
- Traumatic Brain Disorder
- Developmental Delay

Lever of Change

Personalized Learning

Learning experiences that strengthen relationships, value every learner, raise expectations for learning and customize content and instruction to meet learners' diverse needs, interests and strengths.

Personalized Learning

Writing Instructionally Appropriate IEPs

Gifted IEP Professional Development

Intro to Dyslexia Professional Development

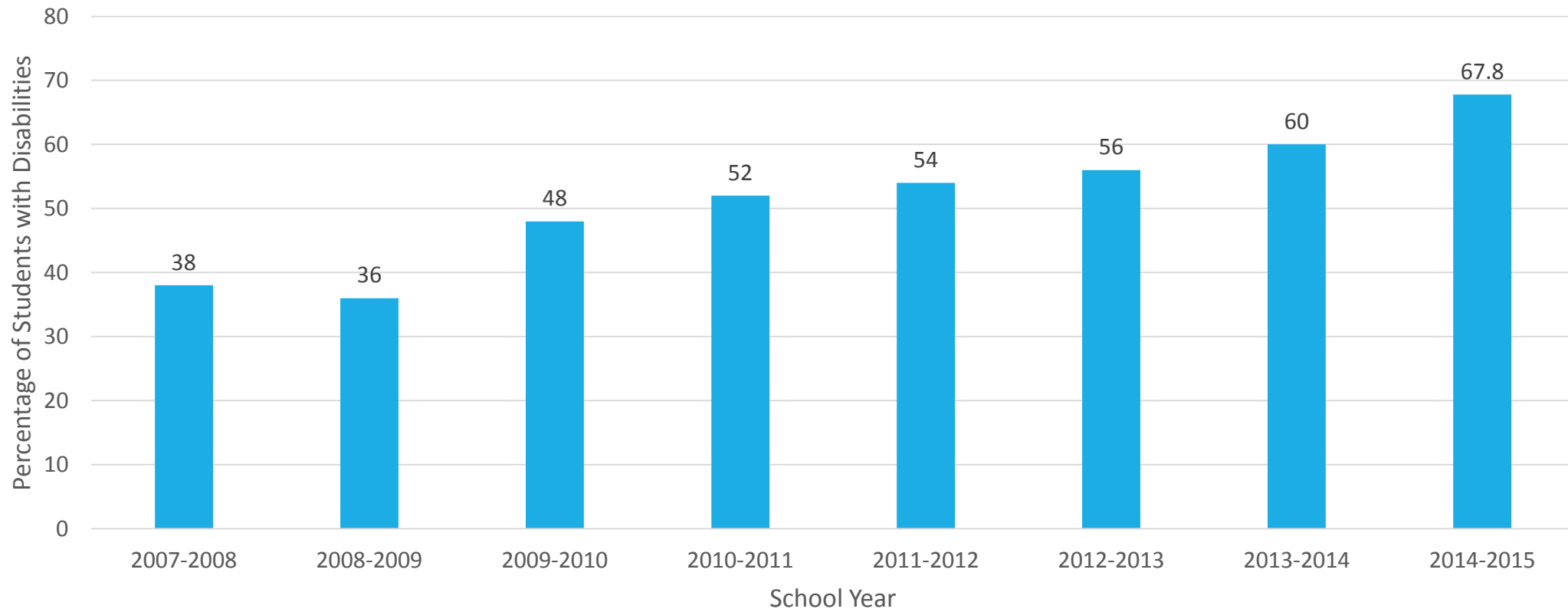
Research Based Academic and Behavior Interventions

TNCore Reading Intervention Training

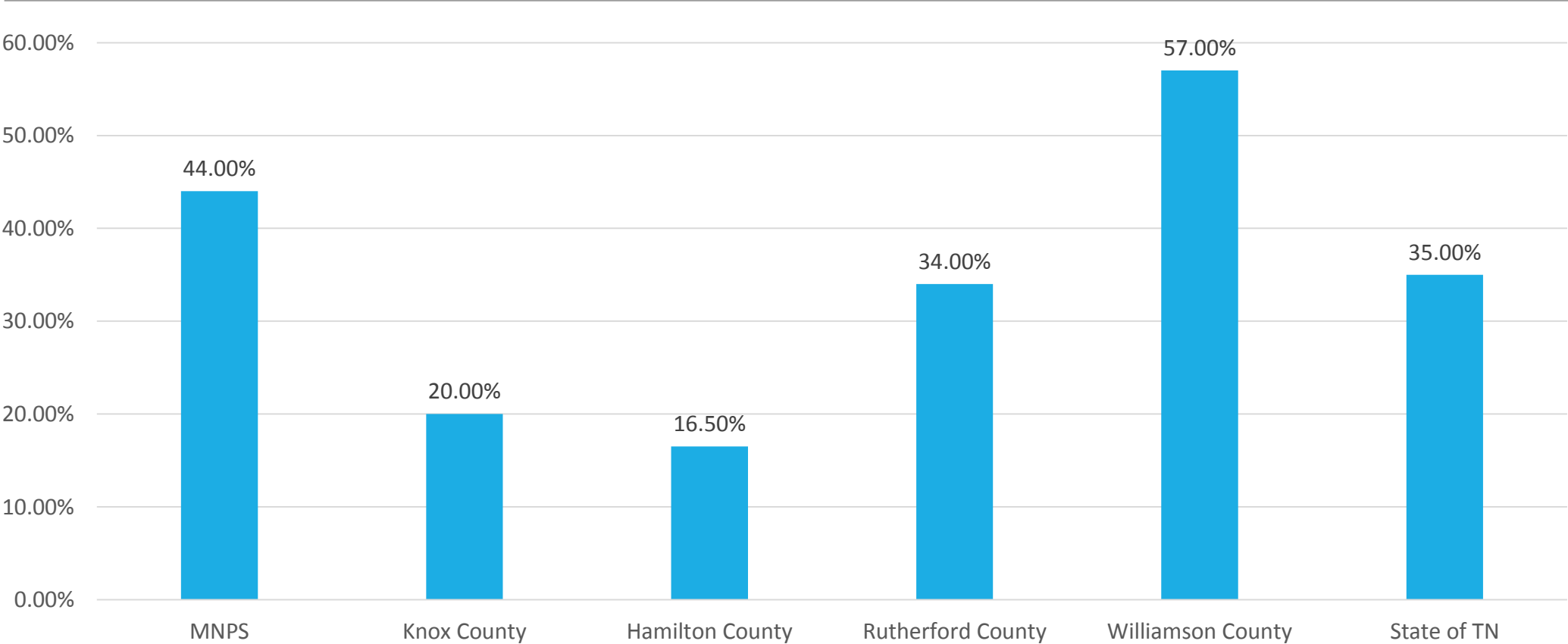
Mapping

	<u>Strategy 1</u> Quality Teaching	<u>Strategy 2</u> Equity & Excellence	<u>Strategy 3</u> Transformational Leadership
GROW Are all students <i>growing</i> academically, socially and emotionally, every year?	<ul style="list-style-type: none"> • Specially Designed Instruction • Research Based Interventions 	<ul style="list-style-type: none"> • Individual Education Programs • Mapping 	<ul style="list-style-type: none"> • Student Based Budgeting • Weekly Compliance Report
ACHIEVE Are all students <i>achieving</i> high academic standards?	<ul style="list-style-type: none"> • Least Restrictive Environment • Instructionally Appropriate IEPs 	<ul style="list-style-type: none"> • Transition plans • Accommodations and Modifications 	<ul style="list-style-type: none"> • Instructionally Appropriate IEPs • Data Teams
EMPOWER Are all students <i>empowered</i> by having voice, choice and ownership in their learning experiences?	<ul style="list-style-type: none"> • Transition Plans • Progress Monitor IEP goals • Self Determination Instruction • Principles of Transition Course • Advisor/Advisee • Check in/Check out 	<ul style="list-style-type: none"> • Exceptional Education Family Advisory Council • Community Based Transition Program • Work Based Learning • Community Partnerships 	<ul style="list-style-type: none"> • Exceptional Education Family Advisory Council • IEP Meetings • University Partnerships • Mapping • Parent Groups at School Level

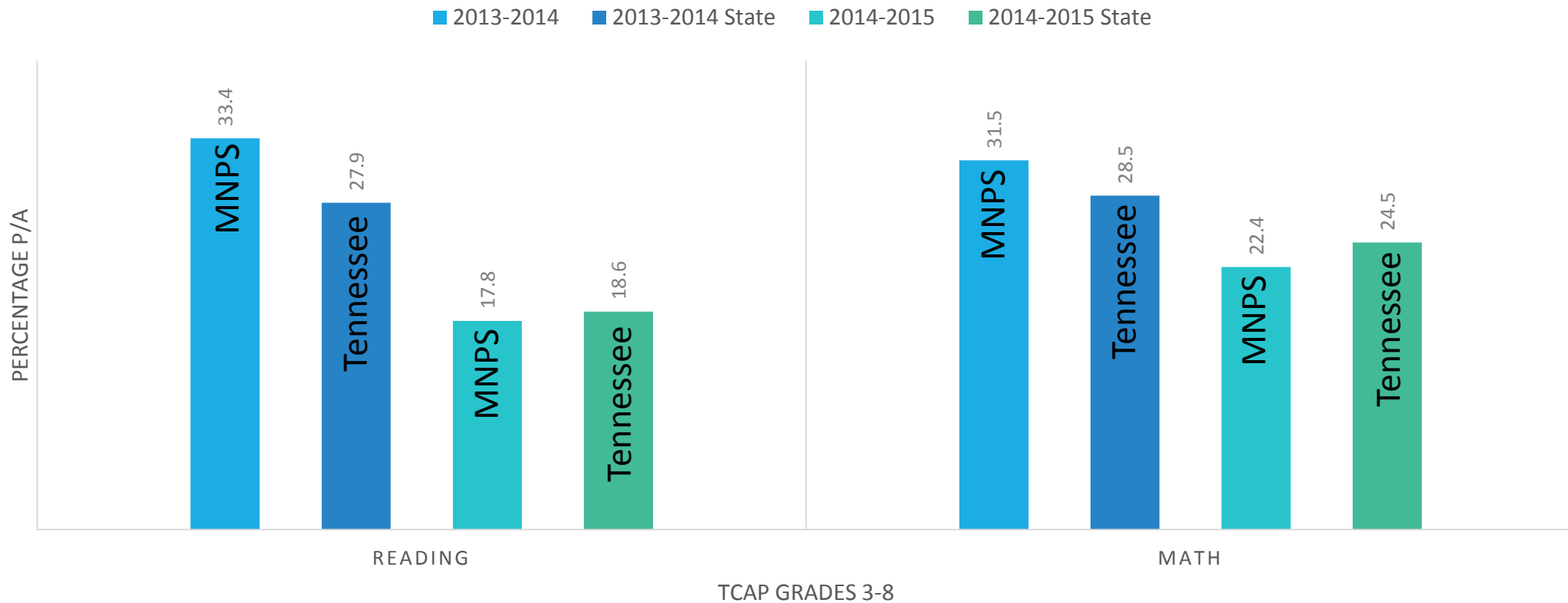
Percent of SWD in the General Education Environment for 80% or more of the day



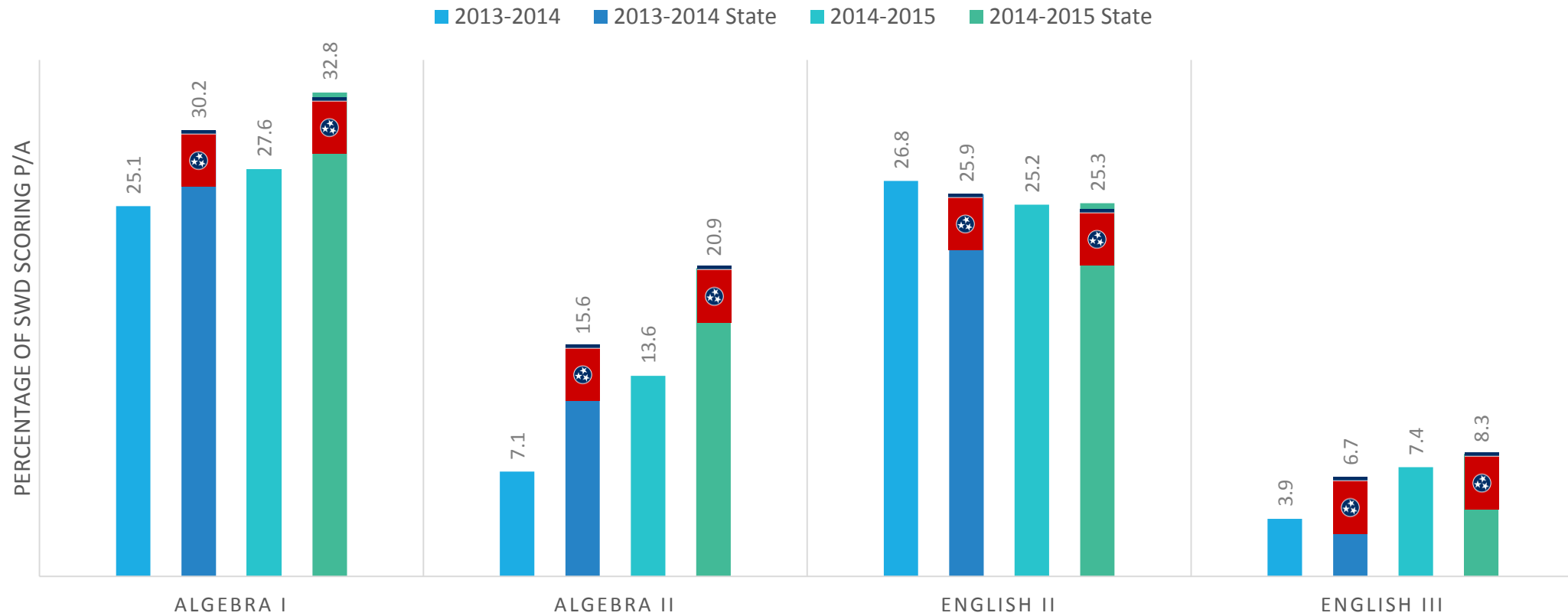
Students with Intellectual Disabilities- Spending 40% of the day or more in general education classes



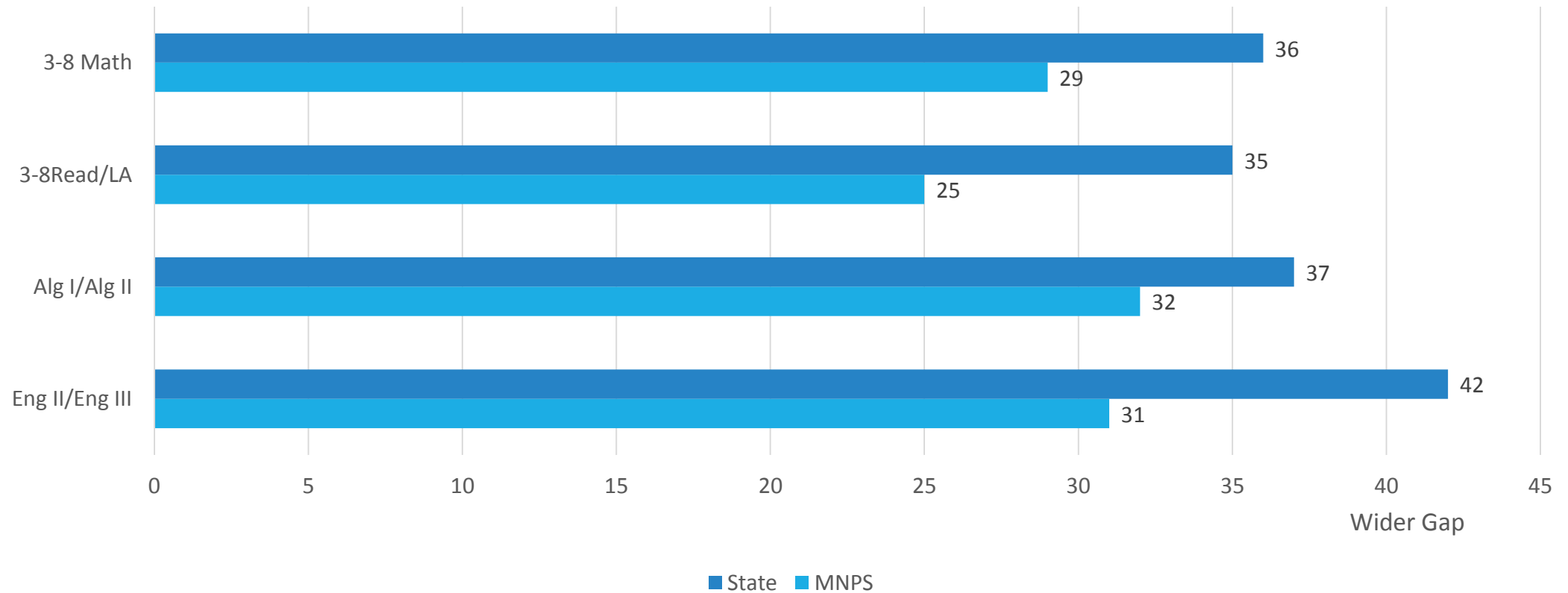
Percent of SWD scoring proficient/advanced on TCAP Grades 3-8



High School EOC



2015 MNPS SWD Achievement Gaps Relative to State





Advanced Academics

DR. MATTHEW NELSON, DIRECTOR OF ADVANCED ACADEMICS



ADVANCED ACADEMICS



**The mission of MNPS
Advanced Academics is to
provide rigorous learning
options for highly
motivated students in
grades PreK-12.**



**COLLEGE IS FOR EVERYONE.
PLAN FOR THE FUTURE YOU WANT WITH
DUAL ENROLLMENT**

GIFTED SERVICES
nurturing, challenging, & developing potential

Personalized Learning Fundamentals

excerpts from *Education 2018: Excellence for Every Student*

Lever of Change

Personalized Learning

Learning experiences that strengthen relationships, value every learner, raise expectations for learning and customize content and instruction to meet learners' diverse needs, interests and strengths.

“...teachers and school leaders set **high expectations** for all students; students progress based on mastery...”

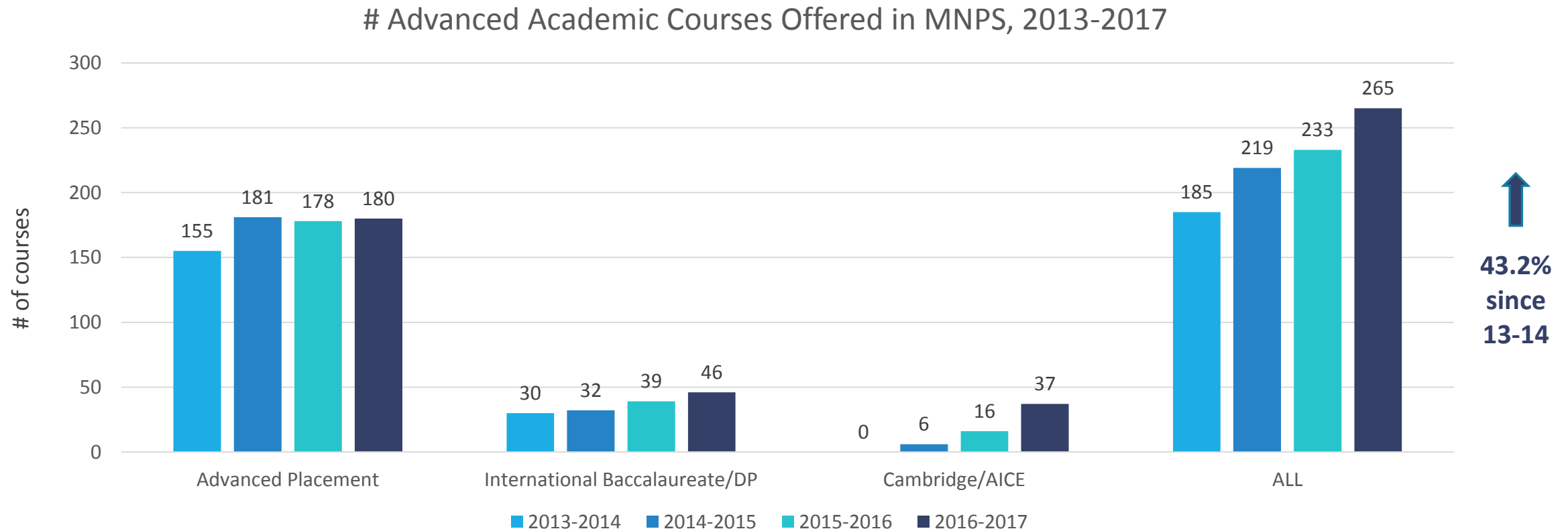
“...teachers meet students where they are, and support students to determine **specific, individual goals** for learning...”

“...students are **actively engaged** in learning...”

“...students demonstrate **significant growth** in their learning and development, every year.”

	<u>Strategy 1</u> Quality Teaching	<u>Strategy 2</u> Equity & Excellence	<u>Strategy 3</u> Transformational Leadership
GROW Are all students <i>growing</i> academically, socially and emotionally, every year?	Expand opportunities for teachers to attend frequent, high-quality professional learning experiences	Expand opportunities for students to participate in advanced coursework	Expand support for schools that implement new advanced academic programs
ACHIEVE Are all students <i>achieving</i> high academic standards?	Assure teachers are equipped with strategies and resources to meet the needs of high-achieving students	Assure that student access to advanced learning opportunities leads to increased student achievement	Assure that school leaders have access to relevant achievement data to make informed decisions
EMPOWER Are all students <i>empowered</i> by having voice, choice and ownership in their learning experiences?	Empower students to set personalized learning goals and a clear pathway to success	Empower students/families the ability to choose most appropriate advanced coursework based on ability, preparedness, and interest	Empower school leaders, teachers, and students to have a voice in determining advanced academic opportunities provided

Advanced Academic Opportunities 2013-2017

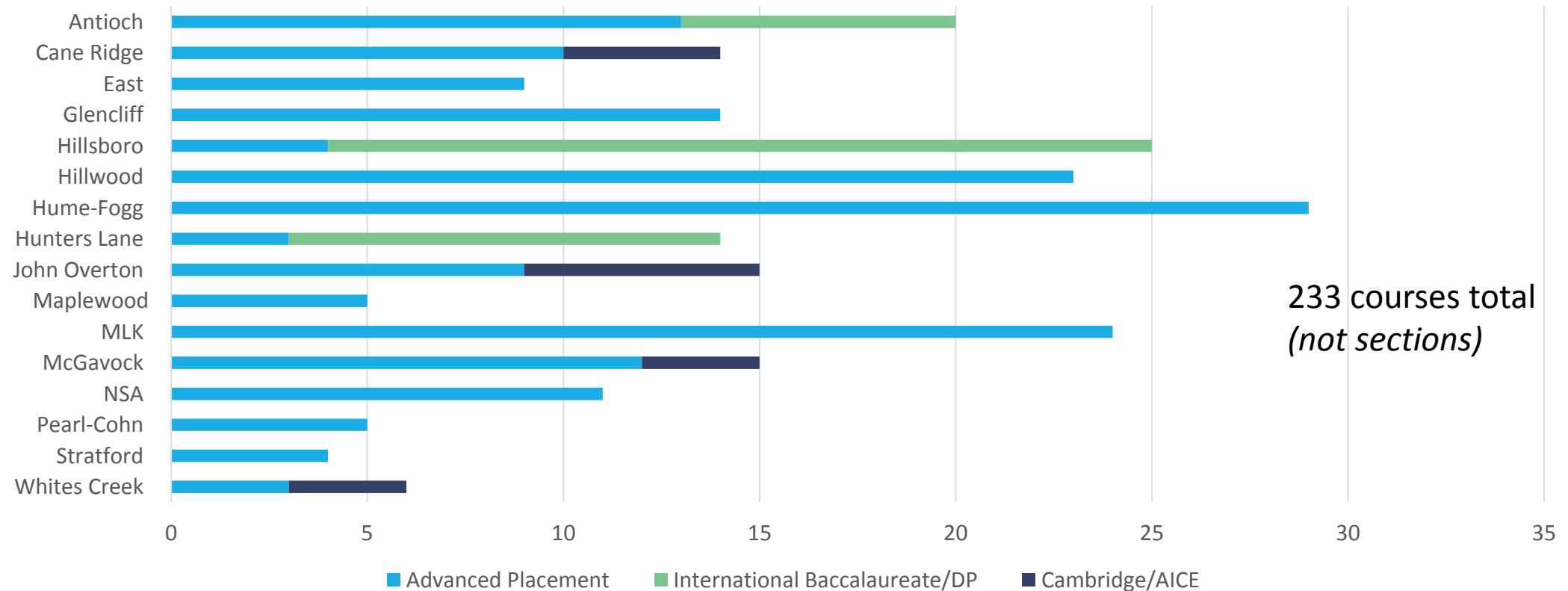


These numbers represent the sum of unique advanced academic courses offered in all MNPS schools – not the number of course sections. For example, several schools offer multiple sections of AP US History, but in these data the course is counted once per school.

Advanced Academics Participation

2015-2016

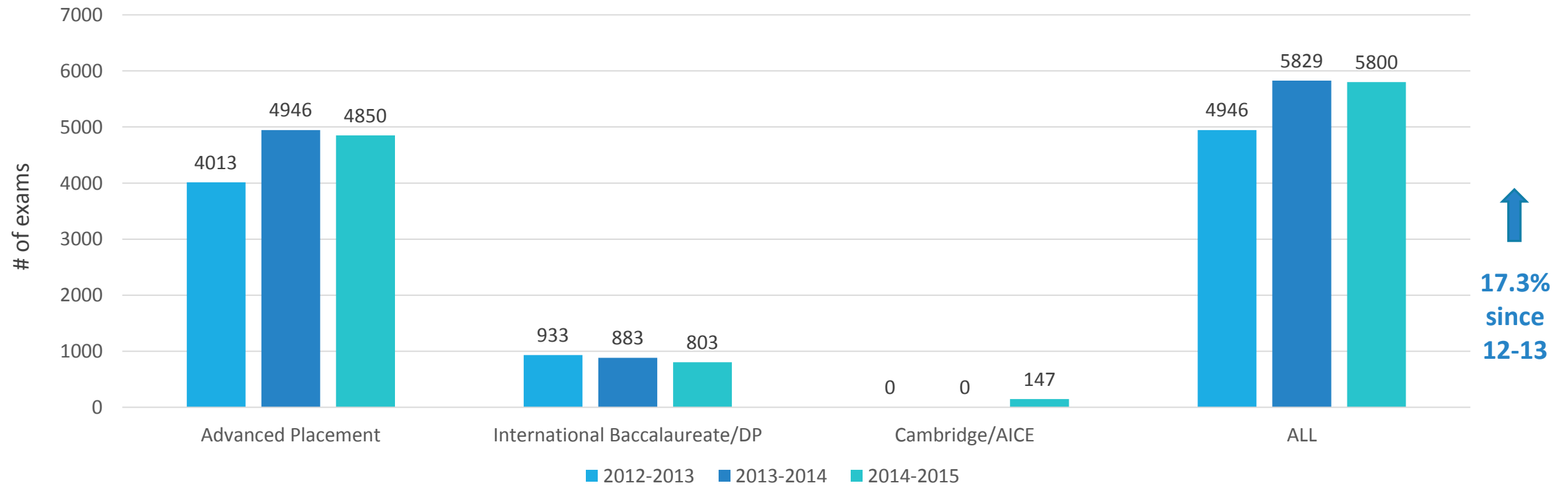
of Advanced Academic Courses Offered by High School, 2015-2016



Advanced Academics Participation

2013-2015

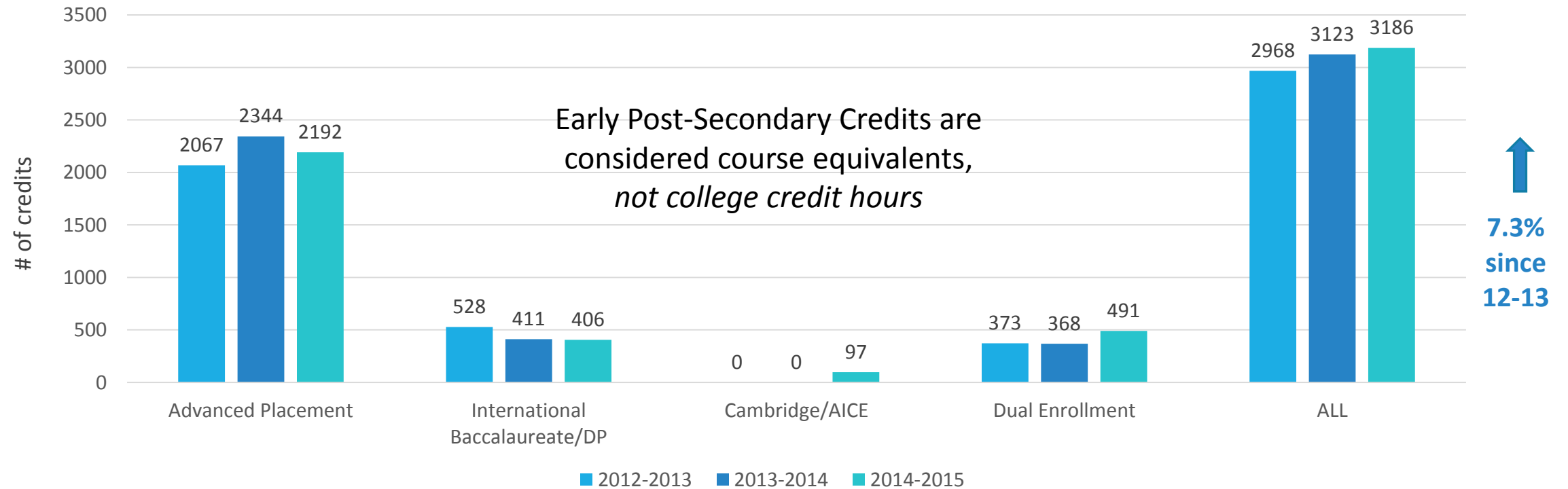
AP/IB/AICE Exams Administered in MNPS, 2013-2015



The number of exams administered does not necessarily reflect the number of students who took the courses. AP/IB/AICE students are expected to take the associated exam, but not all students do.

Advanced Academics Achievement 2013-2015

*Potential Early Post-Secondary Credits Earned by MNPS students, 2013-2015



*For this report, early credit is considered: AP ≥ 3 , IB ≥ 4 / $\geq C$, AICE $\geq E$, Dual Enrollment $\geq C$; Each institution has its own policy for awarding credits.

Equity and Excellence

GROW	ACHIEVE	EMPOWER
Work toward having a full continuum of advanced academic courses/programs in all MNPS clusters	Develop stronger PreK-12 preparatory pathways so students are prepared for advanced academic courses	Provide all students with adequate opportunities to take challenging coursework, no matter their grade level or where they attend school



Encore / Gifted

DR. SCHUNN TURNER, COORDINATOR OF GIFTED/TALENTED

	<u>Strategy 1</u> Quality Teaching	<u>Strategy 2</u> Equity & Excellence	<u>Strategy 3</u> Transformational Leadership
GROW Are all students <i>growing</i> academically, socially and emotionally, every year?	Encore teachers participate in local and national professional development opportunities specifically designed to meet the needs of gifted and talented students.	Encore provides advanced academic opportunities for approximately 3,000 students with a staff of 32 teachers in 108 schools(every elementary and middle school plus two Pre K sites).	Encore supports schools by providing gifted/talented, enrichment, differentiation training and talent development programs.
ACHIEVE Are all students <i>achieving</i> high academic standards?	Encore teachers design highly engaging, standards-based thematic units for advanced learners.	Encore seeks to demographically balance student participation to closely resemble that of the district.	Encore collaborates with principals and school staff members to identify advanced learners and provide services.
EMPOWER Are all students <i>empowered</i> by having voice, choice and ownership in their learning experiences?	Encore students thrive in a “no risk” learning environment supported by qualitative progress monitoring.	Encore partners with parents through the Encore Parent Advisory Committee (EPAC) and community groups.	Encore provides a number of opportunities to collaborate with parents, students, and general education teachers through EPAC meetings, customized school professional development sessions, and student-voice projects.

Achieve: Equity and Excellence

MNPS/Encore Demographic Data (2015-2016)

Race	MNPS	Encore
White	31%	70%
Black	43%	16%
Hispanic	21%	6%
Asian	4%	8%

Achieve: Equity and Excellence

The overall demographic percentages in Encore have remained relatively the same:

Encore Participation (Percentages)				
Year	Black	White	Asian	Hispanic
2013 – 2014	16.6%	72.4%	6.3%	4.7%
2014 – 2015	16.5%	71%	7.5%	5.1%
2015 – 2016	16.1%	70%	7.8%	6.3%

Achieve: Equity and Excellence

Community meetings

New assessments

Principal/teacher referrals

Consideration of whole grade level screening

Urban Pre-K site and summer camp

Young Scholars Program

Thank You



Debbie McAdams

debbie.mcadams@mnps.org



Matthew Nelson

matthew.nelson@mnps.org

Schunn Turner

schunn.turner@mnps.org

Theory of System Change

Theory of System Change					
		Strategy 1 Quality Teaching	Strategy 2 Equity & Excellence	Strategy 3 Transformational Leadership	
		Objectives			
Lever of Change Personalized Learning <i>Learning experiences that strengthen relationships, value every learner, raise expectations for learning and customize content and instruction to meet learners' diverse needs, interests and strengths.</i>	GROW Are all students <i>growing</i> academically, socially and emotionally, every year?	Grow Objective G1.1 Transform teaching and learning using personalized approaches that meet the unique strengths, needs and interests of every learner.	Grow Objective G2.1 Direct resources and supports to the specific needs of learners.	Grow Objective G3.1 Increase principal and teacher autonomy and accountability for leading and managing academic and cultural change.	
	ACHIEVE Are all students <i>achieving</i> high academic standards?	Achieve Objective A1.2 Continuously increase the rigor and relevance of learning content and experiences, for every learner.	Achieve Objective A2.2 Expand all students' access to relevant learning content, resources and opportunities, in and out of school time.	Achieve Objective A3.2 Create a culture of continuous improvement focused on high expectations for every learner.	
	EMPOWER Are all students <i>empowered</i> by having voice, choice and ownership in their learning experiences?	Empower Objective E1.3 Empower learners with knowledge and support to create learning goals and frequently monitor progress.	Empower Objective E2.3 Maximize and leverage parent and community partnerships to ensure shared accountability for student outcomes.	Empower Objective E3.3 Expand opportunities for students, parents and teachers to use their talents, skills and experiences to accelerate school improvement.	
		Support for Schools Knowledge Base Systems & Operations	Accountability for Results	School Performance System Performance	
Educational Support System <i>"We believe when we personalize learning, our students will grow, achieve and be empowered, leading to student success in college, career and life."</i>					

Below are deficits commonly associated with Tennessee's disability criteria. This table is not meant to be exhaustive and does not reflect the needs of all students with an identified disability; rather is meant to be used as a resource by IEP teams as they develop Instructionally Appropriate IEPs.

Disability	Definition	Associated Deficits
Autism	Autism means a developmental disability, which significantly affects verbal and nonverbal communication and social interaction, generally evident before age three (3) that adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experience. The term does not apply if a child's educational performance is adversely affected primarily because the child has an Emotional Disturbance, as defined in this section	Academics
		Social-Emotional
		Language
		Adaptive behavior
		Pre-vocational
		Communication
		Fine/gross motor
Deaf-Blindness	Deaf-Blindness means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs by addressing any one of the impairments	Academics
		Communication
		Pre-vocational
		Adaptive
Deafness	Deafness means a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification that adversely affects a child's educational performance.	Academics
		Communication
		Pre-vocational
		Adaptive
Developmental Delay	Developmental Delay refers to children aged three (3) through nine (9) who are experiencing developmental delays, as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas: physical, cognitive, communication, social or emotional, or adaptive development that adversely affects a child's educational performance.	Academic readiness/Achievement
		Specific to area(s) of delay:
		Communication
		Social-emotional
		Adaptive
		Fine/Gross Motor
Emotional Disturbance	Emotional Disturbance means a disability exhibiting one or more of the following characteristics to a marked degree and over an extended period of time (during which time documentation of informal assessments and interventions are occurring) that adversely affects a child's educational performance: 1). inability to learn which cannot be explained by limited school experience, cultural	Social-emotional
		Adaptive behavior

	differences, or intellectual, sensory, or health factors; 2). inability to build or maintain satisfactory interpersonal relationships with peers and school personnel; 3). inappropriate types of behavior or feelings when no major or unusual stressors are evident; 4). general pervasive mood of unhappiness or depression; 5). tendency to develop physical symptoms or fears associated with personal or school problems.	Pre-vocational
		Academics
Functional Delay*	Functional Delay means a continuing significant disability in intellectual functioning and achievement which adversely affects the student's ability to progress in the general school program, but adaptive behavior in the home or community is not significantly impaired and is at or near a level appropriate to the student's chronological age	All areas of academics
		Pre-vocational
		Communication
Hearing Impairment	Hearing Impairment means an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but does not include Deafness."	Academics
		Communication
		Pre-vocational
		Adaptive behavior
Intellectual Disability	Intellectual Disability is characterized by significantly impaired intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a child's educational performance	All areas of academics
		Adaptive behavior
		Pre-vocational
		Communication
Intellectually Gifted*	"Intellectually Gifted" means a child whose intellectual abilities and potential for achievement are so outstanding the child's educational performance is adversely affected. "Adverse affect" means the general curriculum alone is inadequate to appropriately meet the student's educational needs	High Achievement in one or more academic area
Multiple Disabilities	Multiple Disabilities means concomitant impairments (such as Intellectual Disability-Deafness, Intellectual Disability-Orthopedic Impairment), the combination of which causes such severe educational needs that they cannot be accommodated by addressing only one of the impairments. The term does not include Deaf-Blindness.	Per concomitant impairments
Orthopedic Impairment	Orthopedic Impairment means a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly (e.g. club foot, absence of some member), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g. cerebral palsy, amputations, and fractures or burns that cause contractures).	Adaptive behavior
		Mobility
		Fine/gross motor

Other Health Impaired	Other Health Impairment means having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that is due to chronic or acute health problems such as asthma, Attention Deficit Hyperactivity Disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia; and Tourette's Syndrome that adversely affects a child's educational performance.	Academics
		Pre-vocational
		Social-emotional
		Adaptive behavior
Specific Learning Disability	"Specific Learning Disability" The term Specific Learning Disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations, and that adversely affects a child's educational performance. Such term includes conditions such as perceptual disabilities (e.g., visual processing), brain injury that is not caused by an external physical force, minimal brain dysfunction, dyslexia, and developmental aphasia.	Basic Reading
		Reading Fluency
		Reading Comprehension
		Math Calculation
		Math Problem Solving
		Written Expression
Speech/Language Impaired	Speech or Language Impairment means a communication disorder, such as stuttering, impaired articulation, a language impairment, or voice impairment that adversely affects a child's educational performance. Speech or Language Impairment include demonstration of impairments in the areas of language, articulation, voice, or fluency.	Communication
Traumatic Brain Disorder	Traumatic Brain Injury means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.	Academics
		Adaptive behavior
		Gross/fine motor
		Communication
		Pre-vocational
Visual Impairment	Visual impairment including blindness means impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.	Adaptive
		Pre-vocational
		Academics

* = Disability categories not recognized by IDEA

Area of Disability	Definition	Associated Deficits	Appropriate Intervention will include
Basic Reading	Basic reading skills include the ability to identify and manipulate individual sounds in language; to identify printed letters and their associated sounds; to decode written language.	Difficulty identifying letters and their corresponding sounds; recognizing words that rhyme, alliteration, manipulating phonemes; phonics/decoding, sight word recognition, encoding	Systematic, direct, and explicit phonological awareness and phonics instruction. Intervention should focus on the systematic development of letter-sound correspondence, word analysis skills, and sight word recognition
Reading Fluency	Reading fluency refers to the ability to read words accurately, quickly, and effortlessly. Moreover, fluency skills include the ability to read with appropriate expression and intonation (prosody).	Poor automaticity of sight word recognition, rate and accuracy of oral reading.	Guided oral reading to include repeated readings on instructional level: echo read, shadow reading, paired reading; explicit instruction in chunking or phrasing.
Reading Comprehension	The ability to understand and make meaning of text.	Difficulty acquiring oral language and vocabulary, poor working memory; difficulty inferring, monitoring comprehension, drawing conclusions.	Explicit specific skills instruction: e.g. vocabulary, fact finding, making inferences; Explicit strategy instruction: e.g. activating prior knowledge, comprehension monitoring, and understanding how to read for different purposes.
Math Calculation	The knowledge and retrieval of facts and the application of procedural knowledge in calculation	Deficits in number sense and operations, one-to-one correspondence; learning and remembering basic facts	Explicit instruction that teaches in sequential stages: concrete-representational-abstract; strategies for learning basic facts (i.e. mnemonics, fact families, etc.)
Math Problem Solving	Involves using mathematical computation skills, language, reasoning, reading, and visual-spatial skills in solving problems; applying mathematical	Difficulty identifying important information; filtering out unimportant information, and determining necessary steps in problem solving;	Explicit instruction that teaches in sequential stages: concrete-representational-abstract; cognitive strategies, use of

	knowledge at the conceptual level	deficits in math vocabulary and metacognition (i.e. the inability to monitor one's own learning)	manipulatives, explicit instruction in math vocabulary
Written Expression	Involves basic writing skills (transcription) and generational skills (composition).	Transcription: difficulty producing letters, words, spelling; Composition: difficulty with word and text fluency, sentence construction, genre-specific discourse structures, planning processes, and reviewing and revising processes	Transcription: explicit, systematic instruction in letter formation and in associating the shape with the name of the letter Composition: Explicit instruction in: mechanics (capitalization and punctuation); word (grammar, including more mature synonyms, antonyms for verbs, adjectives, and adverbs); sentence construction; paragraph construction; multi-paragraph essays.



Advanced Academics

MNPS Advanced Academics Opportunities by Grade Level														
	Ages 3-4	K	1	2	3	4	5	6	7	8	9	10	11	12
Encore														
Young Scholars*														
AVID*														
Cambridge Primary*														
Cambridge Secondary 1*														
Cambridge Secondary 2 (IGCSE)*														
Cambridge Advanced (AICE)*														
IB Primary Years Programme*														
IB Middle Years Programme*														
IB Diploma Programme*														
IB Career-Related Programme*														
Advanced Placement														
Dual Enrollment														
*at authorized schools														

Program	Mission Statement	Schools (2015-2016)
Encore / Young Scholars / gifted services	MNPS Gifted services will provide students identified as intellectually gifted or academically talented opportunities for advancing intellectual capacity while enhancing foundational knowledge and skills and developing the character necessary to excel in higher education, work, and life.	All MNPS K-8 schools offer Encore classes for students who qualify.
International Baccalaureate (IB)	<p>The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.</p> <p>These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.</p>	<p>Primary Years Programme (PYP) – Eakin ES, Julia Green ES</p> <p>Middle Years Programme (MYP) – Bellevue MP, Goodlettsville MP, JT Moore MP, West End MP, Hillsboro HS, Hunters Lane H</p> <p>Diploma Programme (IBDP) – Antioch HS, Hillsboro HS, Hunters Lane HS</p> <p>Career-related Programme (IBCP) – Hillsboro HS</p>

AVID	<p>AVID’s mission is to close the achievement gap by preparing all students for college readiness and success in a global society. Simply, AVID trains educators to use proven practices in order to prepare students for success in high school, college, and a career, especially students traditionally underrepresented in higher education.</p>	<p>Secondary AVID (HS) - Antioch HS, Glenclyff HS, Hillsboro HS, Maplewood HS, Overton HS, McGavock HS</p> <p>Secondary AVID (MS) - DuPont-Hadley MP, Gra-Mar MP, JF Kennedy MP</p>
Cambridge (IGCSE, AICE)	<p>Cambridge International Examinations prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of Cambridge Assessment, a department of the University of Cambridge.</p> <p>Our international qualifications are recognised by the world’s best universities and employers, giving students a wide range of options in their education and career. As a not-for-profit organisation, we devote our resources to delivering high-quality educational programmes that can unlock learners' potential.</p>	<p>AICE/IGCSE (HS) - Cane Ridge HS, McGavock HS, Overton HS, Whites Creek HS</p> <p>Secondary 1/IGCSE (MS) – Croft MP, Donelson MP, Oliver MP</p> <p>Primary – Hermitage ES</p>
Advanced Placement	<p>Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success — including the SAT and the Advanced Placement Program. The organization also serves the education community through research and advocacy on behalf of students, educators and schools.</p> <p>AP courses offer admissions officers a consistent measure of course rigor across high schools, districts, states and countries — because all AP teachers, no matter where they’re teaching, have to provide a curriculum that meets college standards. So when admissions officers see “AP” on your transcript, they have a good understanding of what you experienced in a particular class and how well it prepared you for the increased challenges of college.</p>	<p>All zoned and magnet high schools offer advanced placement courses. See the school web page to discover which courses are available at any particular school.</p>
Dual Enrollment	<p>A dual enrollment course is a postsecondary course, taught either at the postsecondary institution or at the high school, by the postsecondary faculty (may be credentialed adjunct faculty). Upon successful completion of the course, students are able to earn postsecondary and secondary credit simultaneously. Students in these courses are enrolled at the postsecondary institution and pay tuition and fees associated with the course.</p>	<p>Dual enrollment courses are available to any MNPS junior or senior. MNPS currently partners with Nashville State and Volunteer State community colleges.</p>



POLICY BRIEF: RIGOROUS CURRICULUM

A rigorous curriculum is the best preparation for postsecondary success, for all students. Low income and minority students are less likely to complete a rigorous curriculum than their affluent and non-minority peers, leaving many under-prepared for both college and the workforce. Unless we provide all students nationwide with access to a high-quality, rigorous curriculum, gaps will persist and rates of college enrollment and completion will remain low, threatening our future competitiveness in the global economy.

The Research-Based Case for Rigorous Curriculum

Large numbers of students are lost along various points of the educational pipeline every year. Of every 100 ninth graders in the United States, 69 graduate from high school on time, 38 enter college immediately following high school, 28 remain enrolled after their second year, and only 20 go on to graduate from college within six years (Lumina, 2010).

Students who take a rigorous curriculum while in high school are significantly more likely to succeed once in college. In the second of the prominent Toolbox studies produced by the Department of Education, author Clifford Adelman found that “the academic intensity of the student’s high school curriculum still counts more than anything else in precollegiate history in providing momentum toward completing a bachelor’s degree” (2006). High school curriculum has repeatedly been found to be a more significant predictor of college success than family background, parents’ education level, test scores, class rank, and GPA (Jobs for the Future, 2008).

The strength of a student’s high school curriculum is a major factor in college admission. Strength of curriculum is consistently rated a factor of considerable importance by the majority of admissions officers. In 2009, 71 percent of surveyed NACAC members attributed considerable importance to strength of curriculum, compared to only 58 percent attributing that level of importance to admission test scores and 16 percent attributing that level of importance to class rank (NACAC, 2010).

Students who enter college unprepared must take remedial coursework, thereby delaying their enrollment in credit-bearing courses, reducing their chances of graduating, and costing schools and taxpayers significant amounts of money. College students who take remedial coursework, particularly remedial reading, are significantly less likely to graduate (Department of Education, 2006). It has been estimated that, for each year of remediation, public universities spend 1 to 2 billion dollars, costing the U.S. 16 billion dollars annually in remediation and decreased productivity (ACT, 2010).

A majority of states do not include a sufficiently rigorous curriculum in their graduation requirements or track the success of their high school graduates in postsecondary institutions. In 2010, only 20 states and the District of Columbia required all students to complete a college- and career-ready curriculum to earn a high school diploma. Despite the fact that all fifty states and the District of Columbia are currently working to link K-12 and postsecondary student-level data, only 16 states had begun to implement such a longitudinal data system by 2010 (Achieve, 2010).

High school graduates, employers, and professors all agree that there is a need for more rigorous curriculum. In 2005, thirty-nine percent of recent high school graduates, whether in college or the workforce, reported that there were gaps in their high school preparation. Similarly, employers estimated that 39 percent of high school graduates who entered the workforce were unprepared for the demands of entry-level work. Among college professors, only 18 percent described their students as either “extremely” or “very well” prepared. Fifty-six percent said their students were “somewhat” well prepared and a quarter of professors said that their students were either “not too well” prepared or not at all prepared for college coursework. Sixty-two percent of graduates who enrolled in college and 72 percent of graduates who entered the workforce said that, if they had the chance to go back to high school, they would take higher-level or more challenging courses (Achieve, 2005).

Low-income students attend significantly lower-performing schools, as measured by state exams, and the cost of housing near higher-performing schools is often prohibitively expensive. On average, low-income students attended schools that scored at the 42nd percentile on state exams, compared to the 61st percentile score at the schools attended by middle- and high-income students. High school test-score gaps in large metropolitan areas are in part the result of significant gaps in the cost of housing and the resulting economic segregation of schools: home values are \$205,000 higher in neighborhoods served by high-scoring schools (Brookings Institute, 2012).

Disadvantaged and traditionally underserved high school students complete a rigorous curriculum and graduate from high school prepared for college at lower rates than their white and affluent peers. Despite the fact that black students account for 14.6 percent of the total student population, they represent only 8.6 percent of Advanced Placement (AP) test takers and a mere 3.9 percent of successful examinees (those who score a 3 or better) (College Board, 2011). A 2003 study by the Bill and Melinda Gates Foundation found that only 28 percent of low-income students were enrolled in a college-preparatory curriculum, compared to 49 percent of middle-income and 65 percent of high-income students (Pathways to College Network, 2004).

Similarly, a 2007 study based on NELS data found that only 21 percent of students in the lowest SES quintile graduated high school prepared for college, compared to 54 percent of those in the third, fourth and fifth quintiles (Jobs for the Future, 2008).

Patterns of racial and economic inequality hold true even when considering only students who have demonstrated their postsecondary aspirations. Among high school graduates who took the ACT in 2009, only 64 percent of black graduates and 67 percent of Hispanic graduates took a core curriculum, compared to 73 percent of white graduates. Only 62 percent of graduates from families earning less than \$30,000 completed a core curriculum, compared to 82 percent of graduates from families earning more than \$100,000 (ACT, 2010).

Policy Recommendations

- ★ **Ensure that all students have access to a rigorous curriculum in high school.** Target funds to the neediest high schools for staff and resources to make a rigorous curriculum available to all students. Broaden the allowable uses of ESEA funds to permit schools to develop innovative approaches to improving curriculum, including the addition of dual enrollment or early college programs in partnership with two- and four-year colleges, which studies suggest may benefit at-risk and struggling students who do not believe themselves capable of succeeding in AP and International Baccalaureate (IB) courses. Support S 154, the Fast Track to College Act, which would authorize \$140,000,000 for competitive 6-year grants to develop and expand early college high schools and dual enrollment programs.
- ★ **Help states align high school curriculum requirements and accountability measures with widely recognized and well defined college- and career-readiness standards.** Provide incentives and technical support for states working to align curriculum standards with those outlined by the Core Curriculum State Standards Initiative of the National Governors Association Center for Best Practices. Identify best practices and encourage collaboration in the development of P-20 longitudinal data systems, which allow states to track the success of their high school graduates in postsecondary institutions and promote more comprehensive accountability measures.

Federal incentives to assist states in reconstructing financing for K-12 education could yield substantial results in educational achievement, since providing a rigorous curriculum for all students requires a financial commitment that exceeds the federal government's capacity.

- ★ **Fund and expand the reach of Advanced Placement (AP) incentive and test fee waiver programs.** Low-income students often face financial barriers to accessing college-preparatory curriculum and earning college credit based on their performance on AP and IB exams. In order to increase national attainment rates, these barriers must be removed by providing widespread access to college preparatory coursework and assessments.

- ★ **Help states make K-12 funding more equitable.** Federal incentives to assist states in reconstructing financing for K-12 education could yield substantial results in educational achievement, since providing a rigorous curriculum for all students requires a financial commitment that exceeds the federal government's capacity. Reducing reliance on local property taxes is an essential element of successful school funding reform initiatives, and is often accomplished by shifting more of the responsibility for supporting schools to the states.
- ★ **Reform the Title I funding formula to ensure the equitable distribution of federal resources.** Support the Fiscal Fairness Act (HR 1294/S 701), which would close the loophole in the comparability provision of ESEA which allows school districts to ignore differences in teacher salaries when distributing Title I funds among schools. Improve the method for calculating the distribution of Title I funds to states by adjusting for regional cost differences and the cost of operating hard-to-staff schools in addition to the measures of past expenditure patterns that are currently used.



State Data

For more information on issues facing your state, look to the following state report cards on postsecondary preparation:

- ★ AP Report to the Nation (<http://apreport.collegeboard.org/report-downloads>)
- ★ Achieve State Profiles (<http://www.achieve.org/StateProfiles>)
- ★ Alliance for Excellent Education State Cards (http://www.all4ed.org/about_the_crisis/schools/state_cards)
- ★ Alliance for Excellent Education Common College- and Career-Ready Standards State Cards (http://www.all4ed.org/publication_material/CommonStandardsStateCards)
- ★ Measuring Up National Report Card on Higher Education (<http://measuringup2008.highereducation.org/states/index.php>)
- ★ Education Week Quality Counts State Report Cards (<http://www.edweek.org/ew/qc/2012/16src.h31.html>)

MEMO

To: Board of Education
From: Dorothy Gunn, Ed.D.
Date: March 3, 2016
Re: Update on The Office of Priority Schools

Hiring Process

We have completed the hiring process for the second Executive Lead Principal and an Administrative Assistant. Below is a brief introduction of the new members of the Priority Schools Office Team.

David Kovach: Effective March 7, will serve as an executive lead principal for priority schools. Kovach comes to Metro Schools from New Leaders for New Schools, where he was the Senior Director of Training and Implementation. Kovach's background includes serving as a principal of a high-need, low-performing school on the west side of Chicago and attaining significant achievement gains within a four-year period. At New Leaders, Kovach designed and delivered training and professional development for turnaround school principals. As the Director of K-12 Services for the National Institute for Excellence in Teaching, Kovach helped the Tennessee Department of Education implement the state's teacher evaluation system and oversaw Teacher Incentive Fund grant projects throughout the state. A former English teacher and soccer coach, Kovach earned a Master of Arts in Teaching from the University of Memphis and a master's degree in Administration and Supervision from National-Louis University.

Marissa Stanley: Effective March 21, will serve as the Administrative Assistant for the Priority Schools. Marissa joins our office from MNPS Exceptional Education Department/ Hearing and Vision. In her position as a Senior Clerk, she worked directly with 27 teachers as well as faculty, staff and parents. She is proficient with Microsoft Word, Excel, Power Point and Outlook. Marissa is organized and possesses strong communication, interpersonal and problem-solving skills. She earned a Bachelor of Science in Psychology from the University of Colorado at Colorado Springs.

State Visit & Recommendations:

State monitoring of the School Improvement Grants (SIG) of Robert Churchwell Museum Magnet Elementary School, Pearl Cohn Magnet High School, Inglewood Elementary School and Madison Middle School was conducted on February 24 & 25, 2016. Additionally, the iZone grant was monitored. It was recommended by the state that the name "Priority Schools," which holds a negative connotation, be changed to a more positive name such as "Innovation Schools." Further recommendations included: improving the branding, marketing and messaging around priority schools; beginning the hiring process early; prioritizing staff needs; and continuing to utilize district supports.

Memphis iZone Visit:

On February 29 & March 1, a team of 18 members representing MNPS, Board Members, and the Nashville Education Foundation traveled to Memphis to tour and study the iZone turnaround efforts in Shelby County Schools. The visit was dedicated to learning about effective turnaround efforts with district and school-based personnel. In addition, the team spent a half-day participating in a school visit. During the debrief, the Priority School team identified key strategies to implement:

- Create a hiring profile for future leaders of Priority Schools
- Build strong relationships & focus on school culture
- Over communicate the need for urgency
- Increase academic rigor
- Develop a stronger focus on planning and implementation
- Begin recruiting and hiring process early to secure a quality teaching pool
- Create a marketing and branding plan for Priority Schools
- Departmentalize grade structures to focus on the strengths of teachers
- Implement differentiated intervention and enrichment strategies
- Review incentive opportunities

What's happening in the Priority Schools Office:

- On boarding of staff members and alignment of essential roles, expectations and priorities for the remainder of the school year.
- On-going conversations with the Achievement Network (ANET) to establish a common benchmark assessment for all priority schools. The goal is to utilize one assessment to measure growth in lieu of using the district benchmark assessment.
- Budget meetings are scheduled in preparation for the 2016-2017 school year.
- A fact sheet has been created detailing support to be provided in future collaboration meetings. The fact sheet will assist principals in determining how to maximize current resources, prioritize learning goals, improve school culture, identify and execute the elements of highly effective collaboration meetings, and implement the continuous improvement process.