



AGENDA

METROPOLITAN BOARD OF PUBLIC EDUCATION

2601 Bransford Avenue, Nashville, TN 37204

Regular Meeting – November 10, 2025 – 5:00 p.m.

Freda Player, Chair

I. CONVENE and ACTION

- A. Call to Order
- B. Establish Quorum
- C. Pledge of Allegiance
- D. Adoption of Agenda

II. AWARDS AND RECOGNITIONS

- A. Carmon Brown, Academy at Opry Mills – Simon Youth Foundation National Administrator of the Year
- B. Dee Hammonds, Warner Arts Magnet Elementary – Council of the Great City Schools Queen Smith Award for Commitment to Urban Public Education
- C. MNPS Human Resources – Awards from American Heart Association

III. DIRECTOR'S REPORT

- A. Graduation Rate Update
Core Tenet: Create and Support Engaging, Rigorous, and Personalized Learning Experiences For All Students and Identify and Eliminate Inequities
- B. School Start Times Study
Core Tenet: Create and Support Engaging, Rigorous, and Personalized Learning Experiences For All Students and Identify and Eliminate Inequities

IV. 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 two minutes or less. Comments will be timed.

V. GOVERNANCE ISSUES

A. Actions

- 1. Consent
 - a. Minutes – 10/28/2025– Regular Meeting
 - b. Awarding of Purchases and Contracts
 - 1. Amazon Capital Services, Inc. (2)
 - 2. Anthony N. Harris dba Avenue Construction, LLC
 - 3. A-Z Office Resources
 - 4. Bomar Construction Co., Inc.
 - 5. Carter Group, LLC
 - 6. Compsych Corporation
 - 7. Hendrick, Inc.
 - 8. MC Produce, LLC dba McCartney Produce

- 9. MTLC Incorporated dba MTLC Building Group
- 10. Orion Building Corporation
- 11. School Specialty, LLC
- b. TISA Accountability Report
- c. Health, Wellness, Physical Education Instructional Materials Adoption Committee
- d. Escalante Vega v. Metropolitan Government of Nashville and Davidson County Circuit Court, Case No. 25C1734
- e. Brown v. Metropolitan Government of Nashville and Davidson County (Claim No. C-45793)

VI. BOARD REPORTS

VII. ADJOURNMENT

If any accommodations are needed for individuals with disabilities who wish to be present at this meeting, please submit the accommodation through hubNashville at <https://nashville.gov/hub-ADA-boards> or by calling (615) 862-5200 Requests should be made soon as possible, but 72 hours prior to the scheduled is recommended.

METROPOLITAN NASHVILLE PUBLIC SCHOOL BOARD MEETING –

October 28, 2025

Members Present: Freda Player – Chair, Berthena Nabaa-McKinney – Vice-chair (attended virtually), Rachael Anne Elrod, Erin O'Hara Block, Cheryl Mayes (arrived at 6:00 p.m.), TK Fayne, Abigail Tylor, Robert Taylor, Rachael Anne Elrod and Zach Young

Student Members: Ava Davash

Student Members Absent: Hannah Nguyen

Meeting called to order at 5:00 p.m.

CONVENE AND ACTION

- A. Call to Order – Freda Player called the meeting to order.
- B. Pledge of Allegiance - Led by Lisa Spencer, Executive Director of Human Resources.
- C. Adoption of Agenda

Motion to agenda to adopt agenda as listed

By Erin O'Hara Block, seconded Rachael Anne Elrod

Vote: 8-0 (unanimous)

- D. Freda Player announced that the Board will hold a meeting on November 10th at 5 p.m. due to Veteran's Day Holiday being held on November 11th. She also announced that PENCIL's Principal for the day would be held October 30th.

AWARDS AND RECOGNITION

- A. Dr. Fred Hewitt, DuPont Tyler Middle School – 2025 Class of National Distinguished Principals – The Board and Dr. Battle recognized the principals.
- B. Tomica Lake, H.G. Hill Middle School - TAEA Middle Tennessee Art Educator of the Year - The Board and Dr. Battle recognized Tomica Lake.
- C. Bellevue Middle School - TMSAA Volleyball Class A State Runner-up – The Board and Dr. Battle recognized the Volleyball team.

D. McGavock High School - TSSAA Unified Flag Football State Runner-up - McGavock High School - TSSAA Unified Flag Football State Runner-up recognized the Flag Football team.

DIRECTOR'S REPORT

A. Dr. Battle and staff presented the following reports: Academies of Nashville (AON) Strategic Plan - Part 2. Core Tenet: Create and Support Engaging, Rigorous, and Personalized Learning Experiences for All Students and a MNPS ReimagineD Update. Core Tenets: Create and Support Engaging, Rigorous, and Personalized Learning Experiences for All Students and Empower and Equip Leaders at All Levels

PUBLIC PARTICIPATION

A. Christiane Buggs – She addressed the Board the concerning PENCIL Principal for A Day.

GOVERNANCE ISSUES

Consent

- a. Minutes – 09/23/2025– Regular Meeting**
- b. Awarding of Purchases and Contracts**
 - 1. Alan Jay Automotive Management, Inc. dba Alan Jay Fleet Sales**
 - 2. Ameresco Inc.**
 - 3. Anatomage, Inc.**
 - 4. Bauer Askew Architecture, PLLC**
 - 5. Benchmark Companies LLC**
 - 6. BFI Waste Services, LLC DBA Republic Services of Nashville**
 - 7. Cherry Street Energy, LLC**
 - 8. Demand Mechanical LLC dba Demand Mechanical**
 - 9. Eduservice, Inc. dba CT3**
 - 10. Kognity USA, Inc.**
 - 11. LightWave Solar, LLC (2)**
 - 12. Mid-South Bus Center, Inc**
 - 13. Nabholz Construction Corporation**
 - 14. Nashville State Community College (NSCC) (2)**
 - 15. Prisma Nashville**
 - 16. Resolute Business Service LLC dba Sir Speedy**

- 17. BNA**
- 18. S.M. Lawrence Company, Inc**
- 19. The Radon Guy Inc. dba The Radon Guys**
- 20. TT of Columbia Inc., dba Columbia Chrysler Dodge Jeep Ram**

c. LEA Compliance Report

**Motion to approve the consent agenda.
By Zach Young, seconded TK Fayne
Vote: 9-0 (unanimous)**

BOARD REPORTS

A. Erin O'Hara Block – Gave a brief update on the Director's Evaluation Committee Meeting.

STUDENT BOARD MEMBER REPORTS

A. Ava Davah gave a student board report.

WRITTEN INFORMATION TO THE BOARD

A. Sales Tax Collections as of October 21, 2025

Freda Player adjourned the meeting at 7:15 p.m.

David G. Sevier

David G. Sevier
Board Secretary

Freida Player
Board Chair

Date

GOVERNANCE ISSUES – ACTIONS – CONSENT

A.1.b.(1)

VENDOR: Amazon Capital Services, Inc.

SERVICE/GOODS (SOW): Amendment #2 extends the contract term and increases the contract value. The contract is for the purchase of various school supplies, office supplies, and materials from an online marketplace that are purchased in bulk and/or not available through the MNPS Oracle Cloud punchout.

SOURCING METHOD: Amendment of a Previously Board Approved Contract

TERM: November 11, 2025 through January 18, 2028

FOR WHOM: All MNPS Schools and Departments

COMPENSATION: This amendment increases the contract value by \$1,000,000.
Total compensation for this contract is not to exceed \$3,500,000.
Total compensation is based on an estimated yearly amount of \$500,000.

OVERSIGHT: Procurement

EVALUATION: Based on the quality and timeliness of the goods and services provided.

MBPE CONTRACT NUMBER: 7598502

SOURCE OF FUNDS: Various Operating, Federal, and School-Based Budgets

GOVERNANCE ISSUES – ACTIONS – CONSENT**A.1.b.(1)**

VENDOR: Amazon Capital Services, Inc.

SERVICE/GOODS (SOW): For the purchase of various school supplies, office supplies, and materials from an online marketplace through the MNPS Oracle Cloud punchout catalog.

SOURCING METHOD: Omnia Cooperative Contract #R-TC-17006

TERM: November 11, 2025 through January 18, 2028

FOR WHOM: All MNPS Schools and Departments

COMPENSATION: Contractor will be compensated in accordance with the Omnia cooperative contract pricing.
Total compensation for this contract is not to exceed \$5,000,000.
Total compensation is based on an estimated yearly amount of \$2,500,000.

OVERSIGHT: Procurement

EVALUATION: Based on the quality and timeliness of the goods and services provided.

MBPE CONTRACT NUMBER: 7628023

SOURCE OF FUNDS: Various Operating, Federal, and School-Based Budgets

GOVERNANCE ISSUES – ACTIONS – CONSENT

A.1.b.(2)

VENDOR: Anthony N. Harris dba Avenue Construction, LLC

SERVICE/GOODS (SOW): Amendment #3 increases the contract value. The contract is for the provision of indefinite delivery/indefinite quantity (IDIQ) construction services for various construction projects across the district.

SOURCING METHOD: Amendment of a Previously Board Approved Contract

TERM: November 11, 2025 through May 28, 2026

FOR WHOM: MNPS Schools and Facilities

COMPENSATION: This amendment increases the contract value by \$5,000,000.
Total compensation for this contract is not to exceed \$10,000,000.
Total compensation is based on an estimated yearly amount of \$5,000,000.

OVERSIGHT: Facilities

EVALUATION: Based on the quality and timeliness of the services provided on a project-by-project basis.

MBPE CONTRACT NUMBER: 7590112

SOURCE OF FUNDS: Operating Budget, ISM Grant, Capital Funds, and Various School-based Funds

GOVERNANCE ISSUES – ACTIONS – CONSENT

A.1.b.(3)

VENDOR: A-Z Office Resources

SERVICE/GOODS (SOW): For the purchase of office supplies and related services on an as-needed basis through the MNPS Oracle Cloud punchout catalog.

SOURCING METHOD: Omnia Cooperative Contract 158057

TERM: November 11, 2025 through September 30, 2027

FOR WHOM: All MNPS Schools and Departments

COMPENSATION: Contractor will be compensated in accordance with the Omnia cooperative contract pricing.
Total compensation for this contract is not to exceed \$6,000,000.
Total compensation is based on an estimated yearly amount of \$3,000,000.

OVERSIGHT: Procurement

EVALUATION: Based on the quality and timeliness of the goods and services provided.

MBPE CONTRACT NUMBER: 7626705

SOURCE OF FUNDS: Various Operating, Federal, and School-Based Budgets

GOVERNANCE ISSUES – ACTIONS – CONSENT

A.1.b.(4)

VENDOR: Bomar Construction Co., Inc.

SERVICE/GOODS (SOW): Amendment #2 increases the contract value. The contract is for the provision of indefinite delivery/indefinite quantity (IDIQ) construction services for various construction projects across the district.

SOURCING METHOD: Amendment of a Previously Board Approved Contract

TERM: November 11, 2025 through May 28, 2026

FOR WHOM: MNPS Schools and Facilities

COMPENSATION: This amendment increases the contract value by \$5,000,000.
Total compensation for this contract is not to exceed \$8,000,000.
Total compensation is based on an estimated yearly amount of \$5,000,000.

OVERSIGHT: Facilities

EVALUATION: Based on the quality and timeliness of the services provided on a project-by-project basis.

MBPE CONTRACT NUMBER: 7590111

SOURCE OF FUNDS: Operating Budget, ISM Grant, Capital Funds, and Various School-based Funds

GOVERNANCE ISSUES – ACTIONS – CONSENT

A.1.b.(5)

VENDOR: Carter Group, LLC

SERVICE/GOODS (SOW): Amendment #2 increases the contract value. The contract is for the provision of indefinite delivery/indefinite quantity (IDIQ) construction services for various construction projects across the district.

SOURCING METHOD: Amendment of a Previously Board Approved Contract

TERM: November 11, 2025 through May 28, 2026

FOR WHOM: MNPS Schools and Facilities

COMPENSATION: This amendment increases the contract value by \$5,000,000.
Total compensation for this contract is not to exceed \$8,000,000.
Total compensation is based on an estimated yearly amount of \$5,000,000.

OVERSIGHT: Facilities

EVALUATION: Based on the quality and timeliness of the services provided on a project-by-project basis.

MBPE CONTRACT NUMBER: 7590114

SOURCE OF FUNDS: Operating Budget, ISM Grant, Capital Funds, and Various School-based Funds

GOVERNANCE ISSUES – ACTIONS – CONSENT

A.1.b.(6)

VENDOR: Compsych Corporation

SERVICE/GOODS (SOW): For the provision of an Employee Assistance Program for the active Certificated (teaching) employees, Certificated retirees, and active Support (non-teaching) employees of MNPS.

SOURCING METHOD: RFP 396490

TERM: January 1, 2026 through December 31, 2030

FOR WHOM: Certificated (teaching) employees, Certificated retirees, and active Support (non-teaching) employees

COMPENSATION: Contractor will be compensated in accordance with Exhibit A.
Total compensation for this contract is not to exceed \$1,000,000.
Total compensation is based on an estimated yearly amount of \$200,000.

OVERSIGHT: Human Resources

EVALUATION: Based on customer satisfaction, customer engagement, and timeliness of responses.

MBPE CONTRACT NUMBER: 7627943

SOURCE OF FUNDS: Operating Budget

GOVERNANCE ISSUES – ACTIONS – CONSENT

A.1.b.(7)

VENDOR: Hendrick, Inc.

SERVICE/GOODS (SOW): Amendment #3 increases the contract value. The contract is for the provision of indefinite delivery/indefinite quantity (IDIQ) construction services for various construction projects across the district.

SOURCING METHOD: Amendment of a Previously Board Approved Contract

TERM: November 11, 2025 through May 28, 2026

FOR WHOM: MNPS Schools and Facilities

COMPENSATION: This amendment increases the contract value by \$5,000,000.
Total compensation for this contract is not to exceed \$10,000,000.
Total compensation is based on an estimated yearly amount of \$5,000,000.

OVERSIGHT: Facilities

EVALUATION: Based on the quality and timeliness of the services provided on a project-by-project basis.

MBPE CONTRACT NUMBER: 7590116

SOURCE OF FUNDS: Operating Budget, ISM Grant, Capital Funds, and Various School-based Funds

GOVERNANCE ISSUES – ACTIONS – CONSENT

A.1.b.(8)

VENDOR: MC Produce, LLC dba McCartney Produce

SERVICE/GOODS (SOW): Amendment #2 extends the contract term, increases the contract value, and adds additional items to Exhibit A. The contract is for fresh produce for MNPS.

SOURCING METHOD: Amendment of a Previously Board Approved Contract

TERM: November 11, 2025 through December 31, 2027

FOR WHOM: MNPS Students

COMPENSATION: This amendment increases the contract value by \$8,000,000.
Total compensation for this contract is not to exceed \$16,400,000.
Total compensation is based on an estimated yearly amount of \$4,000,000.

OVERSIGHT: Nutrition Services

EVALUATION: Based on the quality and timeliness of the receiving products ordered.

MBPE CONTRACT NUMBER: 7557398

SOURCE OF FUNDS: Nutrition Services Fund

GOVERNANCE ISSUES – ACTIONS – CONSENT

A.1.b.(9)

VENDOR: MTLC Incorporated dba MTLC Building Group

SERVICE/GOODS (SOW): Amendment #2 increases the contract value. The contract is for the provision of indefinite delivery/indefinite quantity (IDIQ) construction services for various construction projects across the district.

SOURCING METHOD: Amendment of a Previously Board Approved Contract

TERM: November 11, 2025 through May 28, 2026

FOR WHOM: MNPS Schools and Facilities

COMPENSATION: This amendment increases the contract value by \$5,000,000.
Total compensation for this contract is not to exceed \$8,000,000.
Total compensation is based on an estimated yearly amount of \$5,000,000.

OVERSIGHT: Facilities

EVALUATION: Based on the quality and timeliness of the services provided on a project-by-project basis.

MBPE CONTRACT NUMBER: 7590113

SOURCE OF FUNDS: Operating Budget, ISM Grant, Capital Funds, and Various School-based Funds

GOVERNANCE ISSUES – ACTIONS – CONSENT

A.1.b.(10)

VENDOR: Orion Building Corporation

SERVICE/GOODS (SOW): Amendment #2 increases the contract value. The contract is for the provision of indefinite delivery/indefinite quantity (IDIQ) construction services for various construction projects across the district.

SOURCING METHOD: Amendment of a Previously Board Approved Contract

TERM: November 11, 2025 through May 28, 2026

FOR WHOM: MNPS Schools and Facilities

COMPENSATION: This amendment increases the contract value by \$5,000,000.
Total compensation for this contract is not to exceed \$8,000,000.
Total compensation is based on an estimated yearly amount of \$5,000,000.

OVERSIGHT: Facilities

EVALUATION: Based on the quality and timeliness of the services provided on a project-by-project basis.

MBPE CONTRACT NUMBER: 7590115

SOURCE OF FUNDS: Operating Budget, ISM Grant, Capital Funds, and Various School-based Funds

GOVERNANCE ISSUES – ACTIONS – CONSENT

A.1.b.(11)

VENDOR: School Specialty, LLC

SERVICE/GOODS (SOW): For the purchase of educational school supplies, instructional solutions, and related products on an as-needed basis through the MNPS Oracle Cloud punchout catalog.

SOURCING METHOD: Omnia Cooperative Contract R230305

TERM: November 11, 2025 through December 31, 2028

FOR WHOM: All MNPS Schools and Departments

COMPENSATION: Contractor will be compensated in accordance with the Omnia cooperative contract pricing.
Total compensation for this contract is not to exceed \$4,500,000.
Total compensation is based on an estimated yearly amount of \$1,500,000.

OVERSIGHT: Procurement

EVALUATION: Based on the quality and timeliness of the goods and services provided.

MBPE CONTRACT NUMBER: 7628030

SOURCE OF FUNDS: Various Operating, Federal, and School-Based Budgets

FY26 TISA ACCOUNTABILITY REPORT

DISTRICT INFORMATION		
District Name		Metro Nashville Public Schools
Director of Schools Name		Dr. Adrienne Battle
District Point of Contact for TISA Accountability Report	Name	Jorge Robles
	Phone Number	615-430-7798
	Email Address	Jorge.robles@mnps.org
Percent of 3 rd grade students who scored proficient (“met expectations” or “exceeded expectations”) on the English Language Arts (ELA) portion of the most recent spring TCAP		33%
DISTRICT GOAL STATEMENT(S)		
Goal Statement 1: 3 rd Grade ELA Proficiency ¹	70	% of students will score proficient on the 3 rd grade ELA TCAP by 2038 year
Goal Statement 2:	Create and support engaging, rigorous, and personalized learning experiences for all students through the delivery of high-quality, relevant numeracy curricula and materials.	
Goal Statement 3:	Provide a positive school climate that promotes satisfactory attendance, with opportunity for students to explore, understand and value others in a safe, nurturing, and diverse learning environment in which every student is known.	
Goal Statement 4:	Establish a culture of post-secondary readiness in which students at each tier are prepared for transitions that include scaffolded experiences designed to prepared them for success at each tier and meaningful and productive life after MNPS.	

Goal Statement 1 (3rd grade ELA proficiency): 3rd grade ELA proficiency: 70% of 3rd grade students will meet or exceed expectations on TCAP test. MNPS will do this by creating and supporting engaging, rigorous, and personalized learning experiences for all students through the delivery of high-quality, relevant literacy/ELA curricula and materials.

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Use actuals)	31.3%	
Year 2: 2024-2025 school year	33.0%	
Year 3: 2025-2026 school year	37.1%	
Year 4: 2026-2027 school year	41.0%	
Year 5: 2027-2028 school year	44.7%	
Reflection: Did your district meet its Year 2 outcomes target(s)? How will this impact your action plan for the coming years?	<p>MNPS plans to remain focused on the core tenets, focused outcomes, and signature initiatives that we have been investing in to drive the strong overall achievement results students at MNPS are demonstrating. The action plan outlined in the 2025-26 MNPS' LEA plan and shared in this TISA Accountability Report is very consistent with what was implemented during school year 2024-25 since it is producing the outcomes for students we want to see, and we are confident that it will translate in meeting the specific 3rd grade ELA proficiency goals outlined in this document. MNPS focus has resulted in record-high performance achieving its highest scores in English Language Arts since the current TNReady standards were adopted in 2016-17. The district as shown sustained progress since 2021 (since testing resumed post-pandemic) with students making double-digit gains — +12.8 percentage points in ELA.</p> <p>MNPS students achieved significant growth in TCAP Achievement and EOC Results during the 2024-25 school year, although MNPS did not meet its year 1 outcomes for 3rd grade ELA proficiency,:</p> <ul style="list-style-type: none"> • For every state assessment MNPS administered, we met or exceeded the 95% participation rate. • A higher percentage of MNPS students reached proficiency in 2025 than in 2024 for every tested category. • TCAP Achievement scores improved at every grade level in every content area. • ELA scores are the highest they have been since new standards were introduced, after surpassing pre-pandemic levels in 2023. 	
Prior Year Report: What were the 2-3 major TISA investments you made in the prior year toward this goal? For each, please note the	<ul style="list-style-type: none"> • High Dosage Tutoring - Braided federal funds: \$10.2M <ul style="list-style-type: none"> ○ MNPS began implementing a research-based, high-dosage tutoring model in spring 2021. Literacy tutoring is embedded in the school day and offered in extended learning time through before and after-school or summer by trained tutors using a high-impact curriculum. Tutor-student matches are consistent, and tutoring takes place through 30-minute sessions that occur three times per week or 45-minute sessions two times per week. In 	

Goal Statement 1 (3rd grade ELA proficiency): 3rd grade ELA proficiency: 70% of 3rd grade students will meet or exceed expectations on TCAP test. MNPS will do this by creating and supporting engaging, rigorous, and personalized learning experiences for all students through the delivery of high-quality, relevant literacy/ELA curricula and materials.

<p>amount expended (rough estimate) and reflections on whether or not the investment contributed to progressing toward the goal or not, and how so.</p>	<p>partnership with PENCIL Foundation and the Connected Literacy Grant, families of students receiving high dosage tutoring in early literacy are invited to participate in a monthly Family Literacy Council. We have seen a measurable impact on students from this initiative and we plan for High-Dosage Tutoring to continue throughout SY2024-2025.</p> <ul style="list-style-type: none"> • Districtwide Literacy Supports - MNPS's instructional support budget covers \$23M in instructional support roles, primarily in coaches, who may both support multiple schools or serve at one school site. MNPS operating budget supports \$1.4M in centrally provided curriculum and instruction roles, including the team that supports the implementation of our literacy curriculum and related supports. Schools may additionally use their student-based budgeting dollars to invest in additional literacy coaches. MNPS also used federal funds in the form of ESSER bridge (one time local funding) to implement literacy supports for SY 24-25. • High Quality Instructional Materials & Professional Development - Braided federal funds for \$11.3M in professional learning: includes 1 HC 1 FTE Director of Professional Growth and Development; 1 HC 1 FTE Coordinator of Professional Growth and Development; Compensation to school-level staff for planning and professional development in the summer of 2024. • Support for EL Services in Schools - MNPS budgeted \$33M in operating funds for students who are English language learners, including school-based supports and central supports and oversight. • MNPS invests a further \$60.2M in special education teaching roles to support the implementation of supports for students. • Engagement with Digital Tools and Software - MNPS's operating budget includes \$5.9M in information management and \$13M in technology services, which in addition to their other responsibilities supports our 1:1 technology program. 						
<p>Action Plan: List detailed action steps or strategies for the 2025-2026 school year to meet your annual target.</p>	<table border="1"> <thead> <tr> <th data-bbox="481 812 804 866">Strategies</th><th data-bbox="804 812 2010 866">Action Step Summary</th></tr> </thead> <tbody> <tr> <td data-bbox="481 866 804 1204"> <p>Capacity Building Support the development of pedagogical practices to strengthen the quality of educational programs available to students and families.</p> </td><td data-bbox="804 866 2010 1204"> <ul style="list-style-type: none"> • Districtwide Literacy Supports • High Quality Instructional Materials & Professional Development • Equitable Access Training and Support • Professional Development for FY26 • Monitoring • SOI • New Teacher Academy • Student Success Professional Development • Leadership Framework • SEL and Academic Integration </td></tr> <tr> <td data-bbox="481 1204 804 1512"> <p>Equitable Access to Instruction and Interventions Provide access to high-quality, standards-aligned materials and ambitious, equitable, and SEL-integrative instruction.</p> </td><td data-bbox="804 1204 2010 1512"> <ul style="list-style-type: none"> • Student Success Roadmap • Curriculum Adoption Calendar • Annual Scope and Sequence Review • Literacy Support and Intervention on the MTSS Continuum • Support for EL Services in Schools • Specialized Instructional Support for Students with Disabilities • Addressing Multiple Literacies • Inquiry Cycle (a continuous improvement model) • Design Sprints (School or Team Level Innovation) </td></tr> </tbody> </table>	Strategies	Action Step Summary	<p>Capacity Building Support the development of pedagogical practices to strengthen the quality of educational programs available to students and families.</p>	<ul style="list-style-type: none"> • Districtwide Literacy Supports • High Quality Instructional Materials & Professional Development • Equitable Access Training and Support • Professional Development for FY26 • Monitoring • SOI • New Teacher Academy • Student Success Professional Development • Leadership Framework • SEL and Academic Integration 	<p>Equitable Access to Instruction and Interventions Provide access to high-quality, standards-aligned materials and ambitious, equitable, and SEL-integrative instruction.</p>	<ul style="list-style-type: none"> • Student Success Roadmap • Curriculum Adoption Calendar • Annual Scope and Sequence Review • Literacy Support and Intervention on the MTSS Continuum • Support for EL Services in Schools • Specialized Instructional Support for Students with Disabilities • Addressing Multiple Literacies • Inquiry Cycle (a continuous improvement model) • Design Sprints (School or Team Level Innovation)
Strategies	Action Step Summary						
<p>Capacity Building Support the development of pedagogical practices to strengthen the quality of educational programs available to students and families.</p>	<ul style="list-style-type: none"> • Districtwide Literacy Supports • High Quality Instructional Materials & Professional Development • Equitable Access Training and Support • Professional Development for FY26 • Monitoring • SOI • New Teacher Academy • Student Success Professional Development • Leadership Framework • SEL and Academic Integration 						
<p>Equitable Access to Instruction and Interventions Provide access to high-quality, standards-aligned materials and ambitious, equitable, and SEL-integrative instruction.</p>	<ul style="list-style-type: none"> • Student Success Roadmap • Curriculum Adoption Calendar • Annual Scope and Sequence Review • Literacy Support and Intervention on the MTSS Continuum • Support for EL Services in Schools • Specialized Instructional Support for Students with Disabilities • Addressing Multiple Literacies • Inquiry Cycle (a continuous improvement model) • Design Sprints (School or Team Level Innovation) 						

Goal Statement 1 (3rd grade ELA proficiency): 3rd grade ELA proficiency: 70% of 3rd grade students will meet or exceed expectations on TCAP test. MNPS will do this by creating and supporting engaging, rigorous, and personalized learning experiences for all students through the delivery of high-quality, relevant literacy/ELA curricula and materials.

	<p>School/District Partnerships</p> <p>Actively engage families, communities, and business partners in improvement initiatives.</p>	<ul style="list-style-type: none"> • Family Partnerships • Community/Business Partnership • Family Engagement • Partnering with Parents to Support Students with Disabilities • Research Practice Partnership • Partner Liaison • School Nurse • Vision Screenings and Optometry Services • Hearing Screenings • Health Screenings • Extended Learning Opportunities
	<p>Literacy Supports for Students with Unique Learning Needs</p> <p>Improve access to intensive literacy supports for students with unique learning needs, including EL, SWD, and ED students, and ensure IEPs are written and implemented with instructionally appropriate goals.</p>	<ul style="list-style-type: none"> • MNPS MTSS District Support Team • District wide intervention investment and streamlining • DNA and FASTbridge Reading Participation for Students with Disabilities • Professional Learning about Literacy Interventions for Students with Disabilities • Professional Learning about Literacy Core Instruction for Students with Disabilities
	<p>Early Literacy</p> <p>Target supports in grades K-3 to promote increased 3rd grade literacy and proficiency.</p>	<ul style="list-style-type: none"> • Early Literacy Continuous Improvement Cycles (ELCIC) Plan • Curriculum Supplementation and Support (TN Foundational Skills)
	<p>High-Impact ELA Tutoring (K-8)</p> <p>Support the implementation and delivery of research-based high-impact tutoring to support Literacy/Language Arts growth and achievement</p>	<ul style="list-style-type: none"> • Accelerating Scholars (high-impact tutoring K-8) • Enriching Scholars (an extended learning opportunity for students on Saturdays at select schools) • High Dosage Tutoring • Promising Scholars Summer Learning Camps

Goal Statement 1 (3rd grade ELA proficiency): 3rd grade ELA proficiency: 70% of 3rd grade students will meet or exceed expectations on TCAP test. MNPS will do this by creating and supporting engaging, rigorous, and personalized learning experiences for all students through the delivery of high-quality, relevant literacy/ELA curricula and materials.

	for students in K-8th grades and to respond to the requirements of the Literacy Success Act.	
Budget Narrative: Describe how your district intends to use their budget to execute the action steps and meet the stated goal.	<p>MNPS' FY2025-26 budget is set to provide continuity to all the strategies and action steps that we have been prioritizing for the past two years. The development and implementation of our budget is anchored on our core tenets, focused outcomes, and strategic initiatives (see slide below), as well as on the FY24-25 board priorities:</p> <ul style="list-style-type: none"> ○ Continuity of operations ○ Continuing Strategic Investments (From ESSER to Operating) ○ Strategic Employee Compensation ○ Comprehensive Safety & Security Planning <p>Some of the main investment MNPS is making to support and execute the action steps identified and meet the state goal are:</p> <ul style="list-style-type: none"> ○ Exceptional Education & English Learners Students Supports - \$20.4M (in addition to last year's amount) ○ Classroom Associates Fully Implemented - \$1.0M ○ Textbook Adoption - \$15.4M ○ School Nurses - \$12.0M (supported by the City) ○ College & Career Readiness Supports / University MNPS - \$6.3M ○ Mental Health & SEL Supports - \$6.3M ○ Community Achieves - \$1.5M ○ Scholars Portfolio - \$24M (accelerating, enriching and promising scholar programs) ○ Safety Ambassadors - \$3.4M ○ Strategic compensation for our educators - \$11M ○ Professional development - \$1.95M ○ Inquiry Cycle (a continuous improvement model) - \$3.8M ○ Districtwide literacy supports - \$29.8M (Instructional support roles, primarily in coaches, interventionists and other supports at schools) ○ Counseling services at schools - \$21.2M ○ Interventions for schools - Multi-Tiered System of Support (MTSS) - \$4.5M 	

Goal Statement 2: Create and support engaging, rigorous, and personalized learning experiences for all students through the delivery of high-quality, relevant numeracy curricula and materials.		
Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Use actuals)	Students will meet or exceed their individual academic growth projection in numeracy prior to the previous school year, as measured by GOLD (PK) or FAST (K-9)	
Year 2: 2024-2025 school year	Students will meet or exceed their individual academic growth projection in numeracy prior to the previous school year, as measured by GOLD (PK) or FAST (K-9)	
Year 3: 2025-2026 school year	<p>By June 2026, MNPS will increase the percentage of students who are On Track/Mastered in Math, using TCAP 2025 as a baseline and a target percentage that will be identified using the state's single AMO formula.</p> <p>By June 2026, MNPS will increase the percentage of students who are On Track/Mastered in Math for each of the federal accountability student groups (displayed in InformTN) across each of the grade bands (3-5, 6-8, 9-12) using TCAP 2025 as the baseline.</p>	
Year 4: 2026-2027 school year	Students will meet or exceed their individual academic growth projection in numeracy prior to the previous school year, as measured by GOLD (PK) or FAST (K-9)	
Year 5: 2027-2028 school year	Students will meet or exceed their individual academic growth projection in numeracy prior to the previous school year, as measured by GOLD (PK) or FAST (K-9) (displayed in InformTN) across each of the grade bands (3-5, 6-8, 9-12) using TCAP 2025 as the baseline.	

Goal Statement 2: Create and support engaging, rigorous, and personalized learning experiences for all students through the delivery of high-quality, relevant numeracy curricula and materials.

<p>Reflection: Did your district meet its Year 2 outcomes target(s)? How will this impact your action plan for the coming years?</p>	<p>MNPS plans to remain focused on the core tenets, focused outcomes, and signature initiatives that we have been investing in to drive the strong overall achievement results students at MNPS are demonstrating. The action plan outlined in the 2025-26 MNPS' LEA plan and shared in this TISA Accountability Report is very consistent with what was implemented during school year 2024-25 since it is producing the outcomes for students we want to see, and we are confident that it will translate in meeting the specific goal of creating and supporting engaging, rigorous, and personalized learning experiences for all students through the delivery of high-quality, relevant numeracy curricula and materials.</p> <p>The annual outcome target is set at the student level, and we believe that we are meeting our targets for a large number of MNPS students given the significant growth achieved in TCAP Achievement and EOC Results during the 2024-25 school year:</p> <ul style="list-style-type: none">• Highest achievement in district history in all tested subjects since the adoption of more rigorous state standards and proficiency level targets.• Outpaced state growth in Math and Integrated Math I, II, and III• From 2024 to 2025, all Student Groups made proficiency gains in Integrated Math I, II, and III• TCAP Achievement scores improved at every grade level in every content area.• Grade 3-8 Math results from 2023-24 to 2024-25: 3rd grade +1.4, 4th grade +2.4, 5th grade +5.9, 6th grade +4.6, 7th grade +0.5, 8th grade +0.2, All grades +2.6• For every state assessment MNPS administered, we met or exceeded the 95% participation rate.• A higher percentage of MNPS students reached proficiency in 2025 than in 2024 for every tested category.
<p>Prior Year Report: What were the 2-3 major TISA investments you made in the prior year toward this goal? For each, please note the amount expended (rough estimate) and reflections on whether or not the investment contributed to progressing toward the goal or not, and how so.</p>	<ul style="list-style-type: none">• Districtwide mathematics supports - MNPS's instructional support budget covers \$23M in instructional support roles, primarily in coaches, who may both support multiple schools or serve at one school site. MNPS operating budget supports \$1.4M in centrally-provided curriculum and instruction roles, including the team that supports the implementation of numeracy curriculum and related supports. Schools may additionally use their student-based budgeting dollars to invest in additional numeracy coaches.• Engagement with Digital Tools and Software - MNPS's operating budget includes \$5.9M in information management and \$13M in technology services, which in addition to their other responsibilities supports our 1:1 technology program. Braided ESSER funds have gone to support an ED of Technology role. \$1.9M in FY 24-25 operating funds are earmarked for STEAM initiatives including district-level oversight and support.• Numeracy Support and Intervention on the MTSS Continuum - Braided federal funds for \$11.3M in professional learning. MNPS operating budget supports \$1.4M in curriculum and instruction roles, including a team that supports the design and implementation of the multi-tiered system of support (MTSS).• Professional Learning about Math Core Instruction for Students with Disabilities - MNPS operating budget supports \$1.3M in special education supervisory oversight to support central decision making and supports for students. MNPS invests a further \$60.2M in special education teaching roles to support the implementation of supports for students.

Goal Statement 2: Create and support engaging, rigorous, and personalized learning experiences for all students through the delivery of high-quality, relevant numeracy curricula and materials.

	<ul style="list-style-type: none"> Support for EL Services in Schools - MNPS budgets \$33M in operating funds for students who are English language learners, including school-based supports and central supports and oversight. MNPS further uses its ESSER 3 funds to support additional translators to support the service. 	
<p>Action Plan: List detailed action steps or strategies for the 2025-2026 school year to meet your annual target.</p>	<p>Strategies</p> <p>Capacity Building Support the development of pedagogical practices to strengthen the quality of educational programs available to students and families.</p>	<p>Action Step Summary</p> <ul style="list-style-type: none"> Districtwide Mathematics Support Equitable Access Training and Support Monitoring SOI Student Success Professional Development New Teacher Academy Leadership Framework SEL and Academic Integration
	<p>Equitable Access to Instruction and Interventions Provide access to high-quality, standards-aligned materials and ambitious, equitable, and SEL-integrative instruction.</p>	<ul style="list-style-type: none"> Student Success Roadmap Curriculum Adoption Calendar Annual Scope and Sequence Review Support for EL Services in Schools Numeracy Support and Intervention on the MTSS Continuum Instructional Support for Students with Disabilities Engagement with Digital Tools and Software Inquiry Cycle (a continuous improvement model) Design Sprints (School or Team Level Innovation)
	<p>School/District Partnerships</p>	<ul style="list-style-type: none"> Family Engagement Extended Learning Opportunities

Goal Statement 2: Create and support engaging, rigorous, and personalized learning experiences for all students through the delivery of high-quality, relevant numeracy curricula and materials.

	<p>Actively engage families, communities, and business partners in improvement initiatives.</p>	<ul style="list-style-type: none"> • Family Partnerships • Research Practice Partnership • Partner Liaison • School Nurse • Vision Screenings and Optometry Services • Hearing Screenings • Health Screenings
	<p>Math Supports for Students with Unique Learning Needs</p> <p>Improve access to intensive math supports for students with unique learning needs, including EL, SWD, and ED students, and ensure IEPs are written and implemented with instructionally appropriate goals.</p>	<ul style="list-style-type: none"> • EE Service Programing • ELD Services • Universal Screener Participation for Students with Disabilities • Professional Learning about Math Interventions for Students with Disabilities • Professional Learning about Math Core Instruction for Students with Disabilities • Individual Learning Plans for ELs
	<p>High-Impact Math Tutoring (4-8)</p> <p>Support the implementation and delivery of research-based high-impact tutoring to support Mathematics growth and achievement for students in 4th-8th grades.</p>	<ul style="list-style-type: none"> • Promising Scholars Summer Learning Camps • Scholars Portfolio • High Dosage Tutoring
<p>Budget Narrative: Describe how your district intends to use their budget to execute the action steps and meet the stated goal.</p>	<p>MNPS' FY2025-26 budget is set to provide continuity to all the strategies and action steps that we have been prioritizing for the past two years. The development and implementation of our budget is anchored on our core tenets, focused outcomes, and strategic initiatives (see slide below), as well as on the FY24-25 board priorities:</p> <ul style="list-style-type: none"> ○ Continuity of operations ○ Continuing Strategic Investments (From ESSER to Operating) ○ Strategic Employee Compensation ○ Comprehensive Safety & Security Planning <p>Some of the main investment MNPS is making to support and execute the action steps identified and meet the state goal are:</p> <ul style="list-style-type: none"> ○ Exceptional Education & English Learners Students Supports - \$20.4M (in addition to last year's amount) ○ Classroom Associates Fully Implemented - \$1.0M ○ Textbook Adoption - \$15.4M ○ School Nurses - \$12.0M (supported by the City) ○ College & Career Readiness Supports / University MNPS - \$6.3M ○ Mental Health & SEL Supports - \$6.3M ○ Community Achieves - \$1.5M 	

Goal Statement 2: Create and support engaging, rigorous, and personalized learning experiences for all students through the delivery of high-quality, relevant numeracy curricula and materials.

	<ul style="list-style-type: none">○ Scholars Portfolio - \$24M (accelerating, enriching and promising scholar programs)○ Safety Ambassadors - \$3.4M○ Strategic compensation for our educators - \$11M○ Professional development - \$1.95M○ Inquiry Cycle (a continuous improvement model) - \$3.8M○ Districtwide literacy supports - \$29.8M (Instructional support roles, primarily in coaches, interventionists and other supports at schools)○ Counseling services at schools - \$21.2M○ Interventions for schools - Numeracy Support in the Multi-Tiered System of Support (MTSS) - \$4.5M○ Districtwide numeracy supports - \$29.8M (Instructional support roles, primarily in coaches, interventionists and other supports at schools)
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Goal Statement 3: Provide a positive school climate that promotes satisfactory attendance, with opportunity for students to explore, understand and value others in a safe, nurturing, and diverse learning environment in which every student is known.

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Use actuals)	All students will be supported in developing the five social and emotional core competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making), measured by behavior incidents and discipline responses.	Attendance data, student surveys (Panorama), discipline records by school.
Year 2: 2024-2025 school year	All students will be supported in developing the five social and emotional core competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making), measured by behavior incidents and discipline responses.	
Year 3: 2025-2026 school year	<p>By the end of 2025-26, over half of MNPS students will achieve satisfactory attendance with an attendance rate of 95% or above.</p> <p>By June 2026, all students will be supported in developing the five social and emotional core competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making), measured by a decrease in the percentage of students with any behavior incident.</p>	
Year 4: 2026-2027 school year	All students will be supported in developing the five social and emotional core competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making), measured by behavior incidents and discipline responses.	

Goal Statement 3: Provide a positive school climate that promotes satisfactory attendance, with opportunity for students to explore, understand and value others in a safe, nurturing, and diverse learning environment in which every student is known.

Year 5: 2027-2028 school year	All students will be supported in developing the five social and emotional core competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making), measured by behavior incidents and discipline responses.	
Reflection: Did your district meet its Year 1 outcomes target(s)? How will this impact your action plan for the coming years?	The annual outcome target is set at the school level, and we believe that we are meeting our targets for a large number of MNPS students given the significant progress we have made to ensure that every student is known.	

Goal Statement 3: Provide a positive school climate that promotes satisfactory attendance, with opportunity for students to explore, understand and value others in a safe, nurturing, and diverse learning environment in which every student is known.

<p>Prior Year Report: What were the 2-3 major TISA investments you made in the prior year toward this goal? For each, please note the amount expended (rough estimate) and reflections on whether or not the investment contributed to progressing toward the goal or not, and how so.</p>	<ul style="list-style-type: none"> • Navigators: MNPS invests in a platform to support our Navigator program, where every student in MNPS is connected to a caring adult in their school with whom they correspond on a weekly or biweekly basis in writing, and then connect with in a face-to-face meeting once per month. In addition to the cost of staff time, this platform costs \$450K annually. • Peace and advocacy centers: MNPS invests in a restorative practice center at every school where students have space in their schools to de-escalate, learn self-regulatory schools, and create the conditions where they are able to safely re-enter the classroom and continue access learning. This program costs the district approximately \$6.2M annually. • Mental health counselors: MNPS used braided federal funds to provide increased access to collocated mental health services, at \$5.5M per year. • Social workers: MNPS invests in 70 FTE of social workers to support connecting students to direct community supports and resources. \$5.6M • Accelerating Scholars (implementation of high-dosage tutoring) - Braided federal funds: \$10.2M. • Better Together (expanding dual enrollment course offerings) - MNPS operating budget supports \$8.8M in career and technical education roles, which supports college and career readiness. • Classroom instruction in social emotional health and wellbeing - MNPS operating budget supports culture and climate supports- \$2M. MNPS operating budget supports a \$8.1M in social emotional learning roles. 						
<p>Action Plan: List detailed action steps or strategies for the 2025-2026 school year to meet your annual target.</p>	<table border="1"> <thead> <tr> <th data-bbox="656 780 1326 833">Strategies</th><th data-bbox="1326 780 2012 833">Action Step Summary</th></tr> </thead> <tbody> <tr> <td data-bbox="656 833 1326 1013"> <p>Instructional Practices and Supports Deliver rigorous, high-quality, culturally relevant, and engaging instruction that is developmentally appropriate for all students as a strategy for supporting regular, daily, enthusiastic student attendance.</p> </td><td data-bbox="1326 833 2012 1013"> <ul style="list-style-type: none"> • Navigators • Utilizing Technology in Instruction and Extended Learning </td></tr> <tr> <td data-bbox="656 1013 1326 1499"> <p>Regular Daily Attendance Actively engage families, communities and business partners to promote daily attendance, build awareness on the impact of lost instructional time, and strategically address barriers faced by students.</p> </td><td data-bbox="1326 1013 2012 1499"> <ul style="list-style-type: none"> • ADA Compliant • District Provided Application for Family Support • Social Media Presence and Communication for Better Engagement • Spanish Language Communication • MNPS Initiatives Communication • MNPS Translation and Interpretation Services • Leveraging Community Resources and Aligning Partnerships to Provide Opportunities • Coordinated Resources and Services • Positive Schools Support Coordinator • Attendance and Chronic Absenteeism Training Support • Rites of Passage (ROP) groups as a Tier 2 Strategy </td></tr> </tbody> </table>	Strategies	Action Step Summary	<p>Instructional Practices and Supports Deliver rigorous, high-quality, culturally relevant, and engaging instruction that is developmentally appropriate for all students as a strategy for supporting regular, daily, enthusiastic student attendance.</p>	<ul style="list-style-type: none"> • Navigators • Utilizing Technology in Instruction and Extended Learning 	<p>Regular Daily Attendance Actively engage families, communities and business partners to promote daily attendance, build awareness on the impact of lost instructional time, and strategically address barriers faced by students.</p>	<ul style="list-style-type: none"> • ADA Compliant • District Provided Application for Family Support • Social Media Presence and Communication for Better Engagement • Spanish Language Communication • MNPS Initiatives Communication • MNPS Translation and Interpretation Services • Leveraging Community Resources and Aligning Partnerships to Provide Opportunities • Coordinated Resources and Services • Positive Schools Support Coordinator • Attendance and Chronic Absenteeism Training Support • Rites of Passage (ROP) groups as a Tier 2 Strategy
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<p>Instructional Practices and Supports Deliver rigorous, high-quality, culturally relevant, and engaging instruction that is developmentally appropriate for all students as a strategy for supporting regular, daily, enthusiastic student attendance.</p>	<ul style="list-style-type: none"> • Navigators • Utilizing Technology in Instruction and Extended Learning 						
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Goal Statement 3: Provide a positive school climate that promotes satisfactory attendance, with opportunity for students to explore, understand and value others in a safe, nurturing, and diverse learning environment in which every student is known.

		<ul style="list-style-type: none"> • Health Department Collaboration for Healthy Students • Collaborative Referrals
	<p>Supportive School Environments</p> <p>Advance student academic, behavioral, social, and emotional growth through implementation of the multi-tiered system of support (MTSS), including tier I practices and tier II, tier III, and special education interventions and focused on frequent progress monitoring driven by data and ongoing support.</p>	<ul style="list-style-type: none"> • Navigators • Increasingly intensive intervention for students requiring Tier II, Tier III and/or special education behavior intervention • Data-Based Decision-Making within the Multi-Tiered System of Support • Integrated SEL • Health/Conditions for Learning • Digital Supports for Improved School Culture and Behavior • School Psychologist Support • TN Safe Schools: 1st Time Drug Offender program; Alternative Disciplinary Supports for Drug Offenses • Rites of Passage: Moving from Boyhood to Manhood • Classroom Lessons for Social Emotional and Mental Health Well-being
	<p>Student Belonging, Connection, and Voice</p> <p>Establish positive school culture and climate by providing opportunities to hear student voice and to build meaningful relationships within the school community.</p>	<ul style="list-style-type: none"> • Rites of Passage: Moving from Boyhood to Manhood • Classroom Lessons for Social Emotional and Mental Health Well-being • Personalized Student Dashboard • Accelerating Scholars
	<p>Address Disproportionate Exclusionary Discipline for Students with Unique Learning Needs</p> <p>Provide support for schools to decrease suspensions for students with unique learning needs and reduce disproportionality for ED, EL, and SWD students.</p>	<ul style="list-style-type: none"> • Data-Based Decisions about Discipline Responses for Students with Disabilities • Tracking of Behavior Intervention Data for Students with Disabilities • Integration of Tier I Behavior Practices for Students with Disabilities • Targeted Supports for Schools with High Disproportionality

Goal Statement 3: Provide a positive school climate that promotes satisfactory attendance, with opportunity for students to explore, understand and value others in a safe, nurturing, and diverse learning environment in which every student is known.

<p>Budget Narrative: Describe how your district intends to use their budget to execute the action steps and meet the stated goal.</p>	<p>MNPS' FY2025-26 budget is set to provide continuity to all the strategies and action steps that we have been prioritizing for the past two years. The development and implementation of our budget is anchored on our core tenets, focused outcomes, and strategic initiatives (see slide below), as well as on the FY24-25 board priorities:</p> <ul style="list-style-type: none">○ Continuity of operations○ Continuing Strategic Investments (From ESSER to Operating)○ Strategic Employee Compensation○ Comprehensive Safety & Security Planning <p>The main investment MNPS is making to support and execute the action steps identified and meet the state goal are:</p> <ul style="list-style-type: none">○ High quality instructional materials - \$15.4M○ Community Achieves students and family support services - \$1.5M○ Nurses at every school - \$12M (supported by the City)○ Safety Ambassadors at elementary schools - \$3.4M○ Scholars Portfolio - \$24M (accelerating, enriching and promising scholar programs)○ Mental Health & SEL Supports - \$6.3M○ Professional development - \$1.95M○ University MNPS (college & career readiness) - \$0.75M○ Exceptional Education & English Learners Students Supports - \$20.4M (in addition to last year's amount)○ Interventions for schools - Numeracy Support in the Multi-Tiered System of Support (MTSS) - \$4.5M○ Inquiry Cycle (a continuous improvement model) - \$3.8M○ Districtwide numeracy supports - \$29.8M (Instructional support roles, primarily in coaches, interventionists and other supports at schools)○ College & Career Readiness Supports / University MNPS - \$6.3M
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Goal Statement 4: Establish a culture of post secondary readiness in which students at each tier are prepared for transitions that include scaffolded experiences designed to prepared them for success at each tier and meaningful and productive life after MNPS.

Year	Annual Outcome Target(s)	Associated Metrics/Data
		Ready graduate data and college and career ready status data.
Year 3: 2025-2026 school year	<p>By June 2026, MNPS will increase the percentage of students who meet “Ready Graduate” status by 1 percentage point.</p> <p>By June 2026, MNPS will increase the percentage of students who meet “College & Career Ready” status by 5 percentage points.</p>	
Year 4: 2026-2027 school year		
Year 5: 2027-2028 school year		
Reflection: Did your district meet its Year 1 outcomes target(s)? How will this impact your action plan for the coming years?	<p>The district continues to be committed to preparing all learners for a successful postsecondary transition to college or career, and for the 2024 cohort, MNPS had the highest graduation rate we've ever accomplished (84.6%). The district has taken great strides in investing and implementing programs that align with the Tennessee Department of Education's (TDOE) Ready Graduate indicator, with programs such as offering several types of Early Postsecondary Opportunities (EPSOs) in high school, AVID, GEAR UP, ACT preparation/planning, University MNPS, Better Together, and Transition Plans in Sown to Grow. With these programs the district strives to increase the number of students participating in post-secondary opportunities after high school. The following analysis will outline the historical data related to the requirements of the Ready Graduate indicator.</p> <p>Our graduation rate has remained relatively stable over time. When looking at student subgroups, the graduation rate for Black/Hispanic/Native American students increased from 78.1% in 2023 to 82.9% in 2024. Students with disabilities had a slight decrease (-.9) from 78.1% in 2023 to 77.2% in 2024. Economically Disadvantaged students increased from 77.1% in 2023 to 81.2% in 2024. And English Language Learners had a large increase from 57.7% in 2023 to 68.4% in 2024.</p> <p>Regarding ACT data, the percentage of students reaching the ACT benchmark of 21 has been pretty stable with gradual increases over time. While the percentage of students meeting the ACT college readiness benchmark has slightly increased (+0.6) to 25.7% when compared to 2023 at 25.1%. When looking at student subgroups, Black/Hispanic/Native American stayed roughly the same at 15.4% in 2024 versus 15.2% in 2023. Economically</p>	

Goal Statement 4: Establish a culture of post secondary readiness in which students at each tier are prepared for transitions that include scaffolded experiences designed to prepared them for success at each tier and meaningful and productive life after MNPS.

	<p>Disadvantaged students had a slight increase from 12.1% in 2023 to 12.7% in 2024. Students with disabilities had decent improvement (+3.0) from 5.8% in 2023 to 8.8% in 2024. And English Language Learners remained about the same with 1.2% in 2023 and 1.4% in 2024.</p> <p>The percentage of MNPS graduates enrolled in postsecondary institutions has been gradually increasing over time. For All students, there was an increase in postsecondary enrollment to 54.2% in 2023, up from 51.9% in 2022.</p>				
<p>Prior Year Report: What were the 2-3 major TISA investments you made in the prior year toward this goal? For each, please note the amount expended (rough estimate) and reflections on whether or not the investment contributed to progressing toward the goal or not, and how so.</p>					
<p>Action Plan: List detailed action steps or strategies for the 2025-2026 school year to meet your annual target.</p>	<table border="1" data-bbox="656 1359 2012 1522"> <thead> <tr> <th data-bbox="656 1359 1332 1408">Strategies</th><th data-bbox="1332 1359 2012 1408">Action Step Summary</th></tr> </thead> <tbody> <tr> <td data-bbox="656 1408 1332 1522"> <p>Transitions</p> <p>Utilize best practices to monitor and support students' academic/SEL development as they transition through</p> </td><td data-bbox="1332 1408 2012 1522"> <ul style="list-style-type: none"> • Transition Planning Platform • College and Career Advising • University MNPS </td></tr> </tbody> </table>	Strategies	Action Step Summary	<p>Transitions</p> <p>Utilize best practices to monitor and support students' academic/SEL development as they transition through</p>	<ul style="list-style-type: none"> • Transition Planning Platform • College and Career Advising • University MNPS
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Goal Statement 4: Establish a culture of post secondary readiness in which students at each tier are prepared for transitions that include scaffolded experiences designed to prepared them for success at each tier and meaningful and productive life after MNPS.

	<p>each grade band to a Ready Graduate capable of post-secondary success.</p>	
	<p>Guaranteed, Personalized, and Applied (GPA) Experiences</p> <p>Implement the MNPS GPA framework to ensure access to the uniform strategies that prepare students along the K-12 continuum for college and career readiness.</p>	<ul style="list-style-type: none"> • Advising Framework • AVID • Cluster identities (VAPA, STEAM, MSAP, SSMV, IB) • STEAM expeditions and Day of Discovery • Advanced Academics • ACT Planning • Momentum Metrics • High School Redesign • Work-based learning • Academies of Nashville (AON) • PEER Research Project - Community/Business Partnership
<p>Budget Narrative: Describe how your district intends to use their budget to execute the action steps and meet the stated goal.</p>	<p>MNPS' FY2025-26 budget is set to provide continuity to all the strategies and action steps that we have been prioritizing for the past two years. The development and implementation of our budget is anchored on our core tenets, focused outcomes, and strategic initiatives (see slide below), as well as on the FY24-25 board priorities:</p> <ul style="list-style-type: none"> ○ Continuity of operations ○ Continuing Strategic Investments (From ESSER to Operating) ○ Strategic Employee Compensation ○ Comprehensive Safety & Security Planning <p>The main investment MNPS is making to support and execute the action steps identified and meet the state goal are:</p> <ul style="list-style-type: none"> ○ College & Career Readiness Supports / University MNPS - \$6.3M ○ University MNPS (college & career readiness) - \$0.75M ○ High quality instructional materials - \$15.4M ○ Inquiry Cycle (a continuous improvement model) - \$3.8M ○ Community Achieves students and family support services - \$1.5M ○ Scholars Portfolio - \$24M (accelerating, enriching and promising scholar programs) ○ Mental Health & SEL Supports - \$6.3M ○ Professional development - \$1.95M ○ Exceptional Education & English Learners Students Supports - \$20.4M (in addition to last year's amount) ○ Interventions for schools - Numeracy Support in the Multi-Tiered System of Support (MTSS) - \$4.5M ○ Districtwide numeracy supports - \$29.8M (Instructional support roles, primarily in coaches, interventionists and other supports at schools) 	

Public Comment

The TISA accountability report must be presented for public comment to parents, educators, and local community members prior to its submission to the department by November 1.

Date(s) of opportunity for local public comment.	<ul style="list-style-type: none">Nov 10, 2025 – MNPS Board approval of TISA Accountability Plan
Description of public comment opportunities (e.g. collection of written comments, public hearing, local board meeting discussion, etc.)	<ul style="list-style-type: none">Questions and answers, plus comments at Director's Cabinet meetings where updates on district strategies and action plans outlined in the LEA plan and TISA Accountability Plan are sharedLocal board meeting presentations and discussions on district plans and updates strategy resultsFocus groups to offer feedback on proposed action steps in LEA plan
Summary of public comment received, if any.	Overall support on continuing the focus on our core tenets, focused outcomes, and strategic initiatives as MNPS has experienced consistent growth on students' academic outcomes, graduation rates, attendance, etc.
Description of how your district did or did not incorporate public comment received into the final accountability report submission.	<p>The district strategic framework includes vision, mission, and core value statements, as well as student and school characteristics, goals and major strategies. Benchmark indicators have been developed for each goal/strategy of this framework. The TISA Accountability Plan is based on the LEA Plan which is based on district priorities and current performance targets and is revised (as needed) as additional priorities are set. Action steps are added or eliminated as needed based on data. Parents, teachers, support staff, principals, students, and support hub staff participated in focus groups to offer feedback on proposed action steps in the LEA plan reflected in the TISA Accountability Plan.</p> <p>Work groups comprised of district/school staff and community stakeholders as well as the Director's Cabinets participate in monthly meetings to review data/progress. Instructional Leadership Team meetings are conducted with individual schools to review data/progress. Regular updates are provided to principals, Executive Directors of School Support (EDs) and district staff during Principal Leadership Network (PLN) meetings. Presentations at various Alignment Team meetings and community forums including monthly board meetings also provide an opportunity for stakeholder engagement and feedback throughout the year on the action steps outlined in the LEA plan and TISA accountability plan. Some of the meetings referenced occurred in the following dates:</p> <p><u>LEA Plan Stakeholder Meetings</u></p> <ul style="list-style-type: none">Nov. 2, 2024 – Every Student Known Summit (Hillsboro High School)<ul style="list-style-type: none">Presented at three sessions to parents who attended eventTarget Stakeholders: Parents/FamiliesNov. 14, 2024 – Attendance Matters Family Meeting (MNPS Wellness Center)<ul style="list-style-type: none">Presented at the beginning of the Attendance Matters sessionTarget Stakeholders: Parents/FamiliesNov. 14, 2024 – Director's Teaching Cabinet Meeting (Virtual Teams Meeting)<ul style="list-style-type: none">Presented at the beginning of the Director's Teacher Cabinet MeetingTarget Stakeholders: Teachers <p><u>LEA Plan Stakeholder Survey Presented in Newsletters</u></p>

Public Comment

The TISA accountability report must be presented for public comment to parents, educators, and local community members prior to its submission to the department by November 1.

- Oct. 25, 2024 - Inside MNPS Newsletter
 - Sent survey information and short informational video
 - Target Stakeholders: MNPS Staff
- Oct. 25, 2024 – MNPS Community Updates Newsletter
 - Sent survey information and short informational video (with translations)
 - Target Stakeholders: Families and Community Members
- Oct. 25, 2024 – MNPS District Update Newsletter
 - Sent survey information and short informational video (with translations)
 - Target Stakeholders: MNPS Staff, Families, and Community Members

For Board Consent Agenda
November 10, 2025

Health, Wellness, Physical Education Instructional Materials Adoption Committee

Elementary

Christen Caudill – DuPont ES
Jackson Hauser – Fall-Hamilton ES
Janet Overton – Eakin ES
Robyn Prescott – Hermitage ES
Makieda Mathews – Bellshire ES
Jonathan Ray – Gower ES

Middle

Seneca Buckley – Wright MS
Carol Darlene Sherlin – Marshall MS
Antonio Swann – Stratford-Lower Campus MS
Rachel Tyler – H.G. Hill MS
Celestine Willis – Dinkins MS

High

Benjamin Corson – Hillsboro HS
Tiphanie Farmer – Hume-Fogg Magnet HS
Robert Humburg – Hunters Lane HS