



Strategic Plan Accountability Report

November 2005

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The Strategic Plan Accountability Report is a publication of the Metropolitan Nashville Public Schools, 2601 Bransford Avenue, Nashville, TN 37204. It is designed to provide the community with information on the progress of MNPS toward the goals established in the district’s Strategic Plan. For information or assistance, call 259-INFO (4636).



Message From The Board Chair

Approximately four years ago, the District's Administration began operating under a new Strategic Plan. Annually updated and reviewed by the School Board, it provides the framework for efforts to improve our schools and make our students successful.

When I look at where we were four years ago and where we are now, I am encouraged. Improvements in school startups, transportation operations, instructional strategies, and conditions of our buildings should give all citizens of Nashville a sense of pride. Our schools are changing in a positive way, with no small thanks to better planning.

This does not mean our work is done and we can relax. The achievement gap – nationally and here in Nashville --needs progress to close. We must develop strategies to continue providing more safe and effective learning environments. Legislation and the economy will continue to change our environment – and we will have to respond and adapt.

This report reflects the results of our strategies for the first four years of a seven-year strategic plan. With so many factors that have changed, including No Child Left Behind and a new Board governance model, the Administration is revisiting the Strategic Plan. A revised plan will be developed for the 2006-2007 school year.

The Board would like to thank the employees of this District for the diligence and hard work extended to make the improvements noted in this report. The involvement of the parents in these last four years is likewise remarkable and has played an important role in moving the District forward. This community deserves great schools -- and with the commitment of all stakeholders, we at Metropolitan Nashville Public Schools will to do whatever it takes to ensure the success of all students.

A handwritten signature in black ink that reads "Pam Garrett". The signature is fluid and cursive.

Pam Garrett

Message From The Director of Schools



We are pleased to provide this report on the progress of our schools. As this report shows, much has been accomplished through our strategic planning -- and there is still much to do.

Shortly after my arrival in 2001, we began the development of a new seven-year strategic plan. The intent was to outline clearly to everyone the strategies that would be employed to begin a lengthy period of sustained improvement. The document served as a roadmap for our principals to develop strategies for their individual schools so each could create an exemplary learning environment.

A lot has changed in the last four years, not the least of which is the No Child Left Behind Act. While these changes have caused us to adjust our targets and goals, they have not caused us to waver in the core strategies we have employed to better our schools.

I am pleased with how far we have come. Our children are making impressive academic progress thanks to great principals, teachers and support staff, who all believe every child can learn and grow.

We are entering a time of uncertainty. Costs to maintain our present strategies continue to rise faster than the revenue that is generated to fund them. The public has spoken decisively that they do not want to increase the taxes they pay to fund schools at this level. This district is now faced with the tough task of doing more with less. This is not different from the tasks faced by most businesses everyday. We will continue our efforts to improve schools within the financial constraints we face.

There is still much to do. We need to continue streamlining our operations. We need to provide more timely information to teachers about the progress of their students on benchmark assessments. We need to continue developing strategies to help teachers with closing the achievement gap among various groups of students. And, we must ensure the school climate is one in which students feel safe and encouraged to excel.

Our commitment to Nashville is to do whatever it takes so all children can learn and become productive citizens. We will settle for nothing less.

A handwritten signature in black ink, appearing to read 'Pedro Garcia', written in a cursive style.

Pedro. E. Garcia, Ed.D.

Executive Summary

In 2001, Metropolitan Nashville Public Schools developed a Strategic Plan that was to guide the District in its activities for the following seven years. The plan outlined eight strategic directives as follows:

Strategic Directive 1 – Maximize each and every student’s learning and eliminate achievement disparities that exist among different student groups

Strategic Directive 2 – Provide a safe, secure, and nurturing environment

Strategic Directive 3 – Manage fiscal and physical resources to get the most effective use of the dollars available

Strategic Directive 4 – Strengthen parental/community ownership of the school system and their commitment to its success

Strategic Directive 5 – Value and respect the diversity in our schools and community

Strategic Directive 6 – Earn the trust and confidence of stakeholders through timely two-way channels of communication

Strategic Directive 7 – Govern and manage the school system by focusing on results

Strategic Directive 8 – Attract, train, and retain a highly qualified staff

Each Strategic Directive was used to focus the District on specific targets and goals that would enable it to fulfill its mission and vision. The plan includes twenty-seven targets for accomplishment in the seven-year planning horizon. Additionally, the plan established annual goals for each target that specified the amount of progress toward the target to be accomplished.

When the plan was developed, Dr. Garcia established stretch targets for the District. The philosophy has been it is better to fall short of an aggressive goal than to set the bar too low so staff members are not challenged.

The plan is revised each year so progress toward targets can be evaluated -- and new annual goals established. In 2003, the revisions were extensive due to the introduction of the No Child Left Behind federal legislation. Targets in the area of academic achievement had to be restructured to come into alignment with the measurements required under the new laws.

This report summarizes the progress for each strategic plan directive and target. The strategic plan has served the District well over the last four years by focusing new resources and efforts. It has served as a guidepost for the schools to develop their school improvement plans at the local level, in pursuit of these district-wide targets. Adequate progress is not being made in all areas as this report will attest. However, overall progress is being made and the areas where we have fallen short will be examined more thoroughly in the next several years as we seek ways to improve.

A new Strategic Plan will be developed and put in place to guide activities beginning in the 2006-2007 school year. The new plan will build upon the strengths and accomplishments of the previous year -- and be more closely aligned with the Board’s governance model. Most importantly, however, it will be tightly focused on the desire of the community to have an equitable school system where all children are realizing their full potential.

Strategic Directive 1 - - Maximize Student Learning

Target 1.1: *Meet the NCLB targets for 2007 as identified by the TN Department of Education.*

Progress

This Target has been reworked since the original Strategic Plan was published in 2002. The original focus for monitoring academic achievement was to look at student achievement based on the norm-referenced TCAP results and the number of students in each quartile of performance. Thus, the targets were set to move students out of the first and second quartiles, from the two lowest, and into the two highest quartiles three and four.

Under NCLB the focus has changed. First, our achievement is measured with the criterion-referenced TCAP tests. Now the emphasis is on whether or not the students are meeting established targets of performance. This is a favorable approach in that it measures what grade level content knowledge the students have mastered (instead of how they did as compared to others at that grade level). Using this approach, the Tennessee Department of Education establishes targets that the District must meet to make adequate yearly progress (AYP) with the State.

In 2004, the District re-wrote this target to measure to what extent the schools and the District are making adequate yearly progress as defined by the No Child Left Behind law. Since a norm-referenced test was no longer administered, the previous targets could no longer be used.

Results

Highlights of District accomplishments under NCLB is as follows:

- The 2005 TCAP Achievement Test results show that MNPS students made the greatest single-year progress since TCAP began in 1990.
- In Reading, Mathematics, and Science, scores have increased from 2004 to 2005 in every grade level and in every subject.
- In Social Studies, scores have increased in five of six grade levels.
- For every subject tested, the 2005 results show an increase in the percent of students scoring at the advanced level, which signifies outstanding achievement.
- For all grade levels combined (3-8) in reading and mathematics, MNPS scores are above the 2005 NCLB* targets of 83% for all students proficient/advanced for reading and 79% proficient/advanced in mathematics. (*Does not include writing, subgroup results, or attendance.)

Strategic Directive 1 - Target 1, continued

- In each of the Grades 3, 5, and 8, scores are above the NCLB targets for 2005 in reading and mathematics.
- In 2005, in Reading in grades 3-8 combined, 84.4% of our students scored proficient and advanced. This is an increase of 9.9% more students scoring proficient and advanced than in 2004.
- Grade 3 students scored the highest with 90.2% proficient or advanced. Additionally, at Grade 3, 37.9% scored advanced; 52.3% proficient, and only 9.8% below proficient. Many of these students have benefited from our reading initiative since they started school.
- These 3rd graders have surpassed the NCLB target in reading for 2010.
- In mathematics, 79.9% of our students in grades 3-8 scored proficient and advanced an increase of 6.5%.
- In mathematics, fourth graders outscored their counterparts with 81.8% proficient and advanced, an 8.5% increase over 2004.
- Thirty-five (35) percent of all third graders scored advanced in mathematics and 45.2% scored proficient.
- In Science, the 2005 scores show a 6.6% increase in the number of students scoring proficient and advanced.
- Students scoring advanced increased at every grade level in science and students scoring below proficient decreased at every grade level.
- Our highest scores in science were in the third grade with 73.1% scoring proficient and advanced.
- In Social Studies, the percent of students scoring proficient or advanced increased at every grade level except 7th grade. This score declined only .7% students scoring proficient and advanced.
- The gain at all grade levels combined in Social Studies was 6.6% and the fourth graders had the highest scores with 76.2% proficient and advanced.

In Summary

- ❖ In 2003, of the 126 K-12 schools, 47 were in good standing under NCLB.
- ❖ In 2004, of the 130 K-12 schools, 94 were in good standing under NCLB.
- ❖ In 2005, of the 129 K-12 schools, 81 were in good standing under NCLB. Another 20 schools met AYP. This means that in 2005, 101 schools met AYP.
- ❖ If the 16 targeted and 20 High Priority Improving schools make AYP in 2006, we can have 117 schools in good standing.

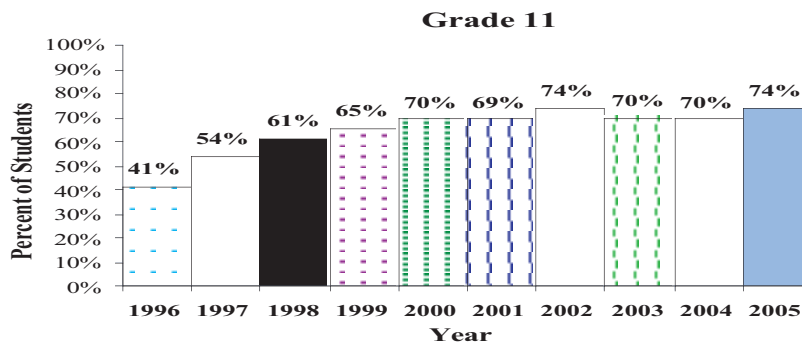
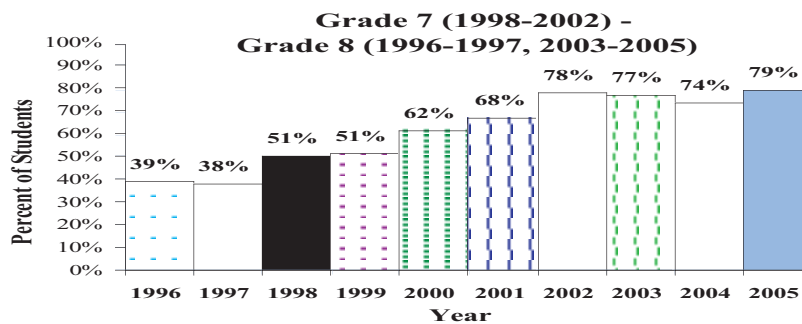
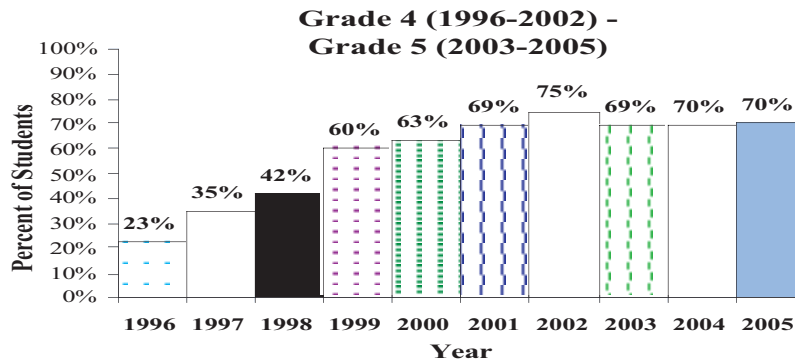
Strategic Directive 1 - - Maximize Student Learning

Target 1.2: *Increase the percentage of students achieving proficiency on the TCAP Writing Assessment to 90%.*

Progress

MNPS has focused on improving the writing skills of our students for many years and has made significant improvements over time. In recent years, a substantial effort has focused on improving reading instruction and skills for our students. Knowing that reading and writing skills co-develop, MNPS realizes that we still need significant training to continue to make progress in writing. We believe that we will continue gains in this area with the initiatives put in place.

Results



Strategic Directive 1 - - Maximize Student Learning

Target 1.3: *Increase the percentage of students reaching the benchmarks on District assessments to 90% or higher.*

Progress

District Assessments are tests created by MNPS that measure a student's progress in meeting District academic standards. They are designed to be given up to three times a year and assist the teacher in understanding what standards are being mastered by students and where additional teaching is needed.

When the original Strategic Plan was published in 2002, MNPS did not have any District assessments because the first subject matter standards were still being created. Target 1.9 details the District's progress in creating subject-area Academic Standards.

As of 2005, MNPS has three subject areas that have some of the targeted assessments developed and in use. In reading, assessments are now being administered in grades K-4 in all schools. In math, MNPS is administering assessments for kindergarten and first grade. Finally, in Writing, assessments are given in grades 4, 7, and 9. Additional reading, mathematics, and writing assessments have been added beginning in the 2005-2006 school year.

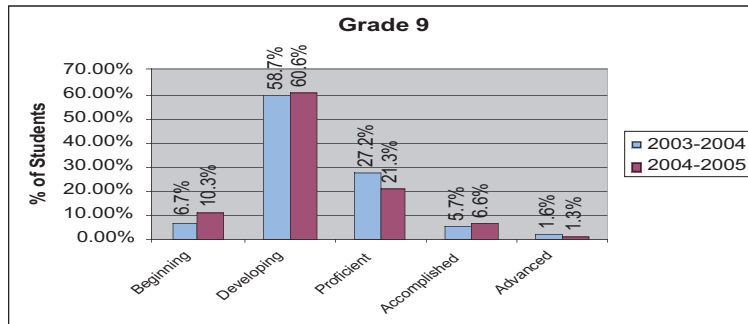
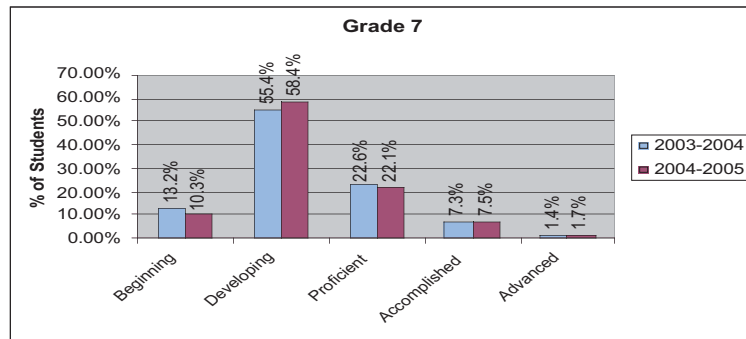
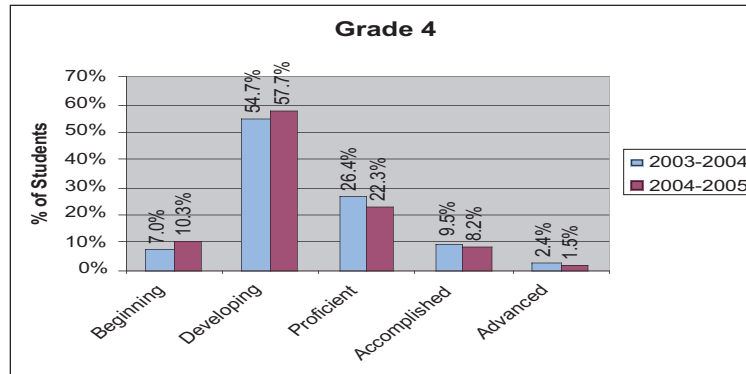
District Writing Assessment Results

The writing scoring guide (rubric) used for the District Assessment is more rigorous than the TCAP Writing Assessment rubric used by the State. This rigor does impact the District Assessment scores and there is still much work to be done in ensuring that writing is consistently taught. It is encouraging to note that MNPS has many students who are presently scoring in the "Developing" category. With additional help in writing, these students should improve their writing skills enough to move to the "Proficient" category when they are assessed again. The District data reflects the scores of two readers using a six point rubric each, thus a perfect score on the District Writing Assessment would be a 12 or in the "Advanced" range. District papers are scored by MNPS teachers who have been trained by a chief reader. The training of teachers and the rigorous District assessment does serve MNPS well when one reviews the TCAP Writing Scores in Target 1.2. In Grade 8 TCAP writing increased by 5% and in Grade 11 the scores increased by 4%.

See writing assessment results charts, next page

Strategic Directive 1 - Target 1.3, continued

District Writing Assessment Results



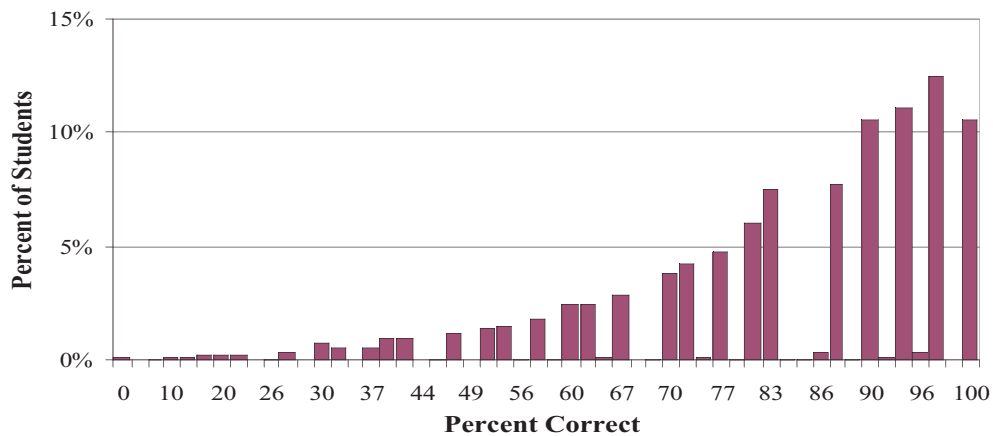
Strategic Directive 1 - Target 1.3, continued

District Mathematics Assessment Results

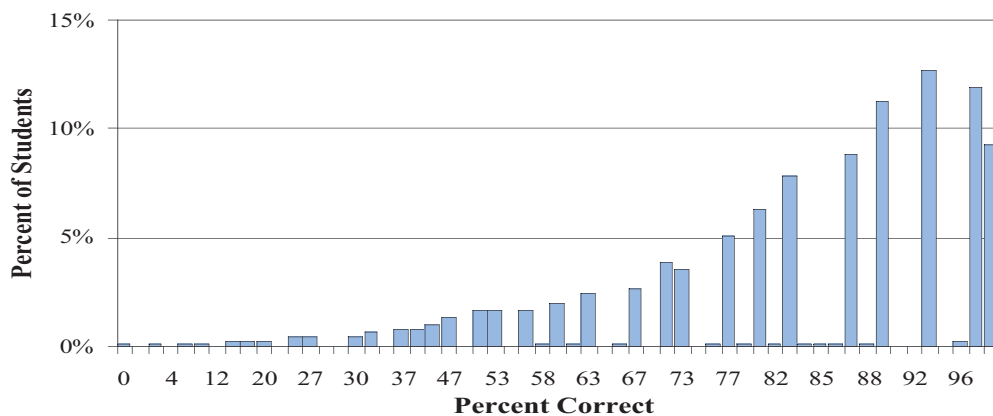
District mathematics assessments were given in kindergarten and first grade last year for the first time. Results were compiled but no benchmarks have been established. The District staff is in the process of determining appropriate benchmarks. Results show that the districtwide average score in kindergarten was 81.1 and in first grade 81.2. The charts below detail the results.

District Mathematics Assessment Results

Kindergarten Mathematics Results:



First Grade Mathematics Results:



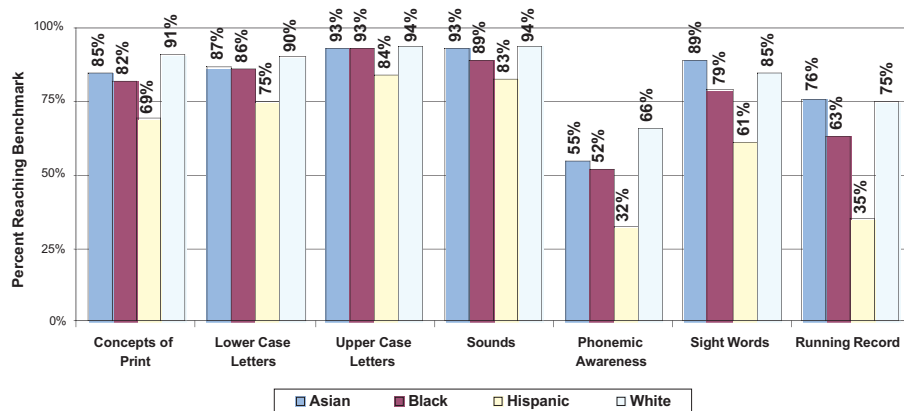
Strategic Directive 1 - Target 1.3, continued

District Reading Assessment Results

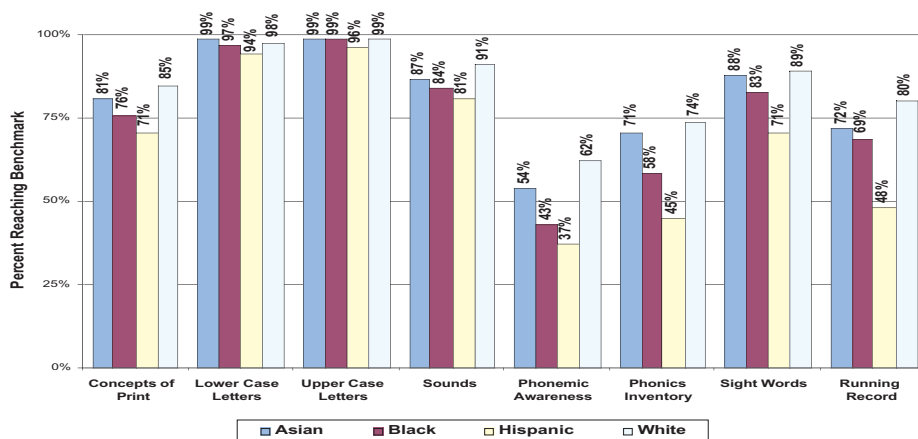
K- 4 reading assessments are given at the beginning, middle, and end of the year. Students are assessed in the areas of Concepts about Print, Alphabet Knowledge, Phonemic Awareness, Phonics, and Sight Words. Running records are given to all students to determine the independent and instructional reading levels. The District reading assessments are aligned with MNPS' Academic Standards and standards-based report cards. The graphs below show the disaggregated District results of K – 4 students in reading in 2004 -2005. Students in all grade levels continue to show excellent results with many students reading above grade level.

In the spring of 2005, LSS determined that there was a need to expand the reading initiative into middle school. This was due to student needs and the fact that the students benefiting from the elementary reading initiative were entering middle school. Training is being provided for teachers and bookrooms are being set up.

Kindergarten Reading District Assessments:

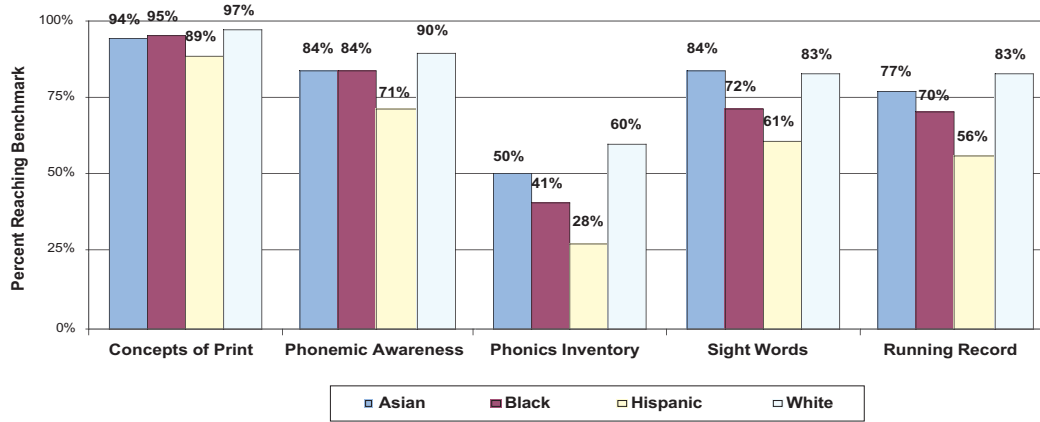


First Grade Reading District Assessments:

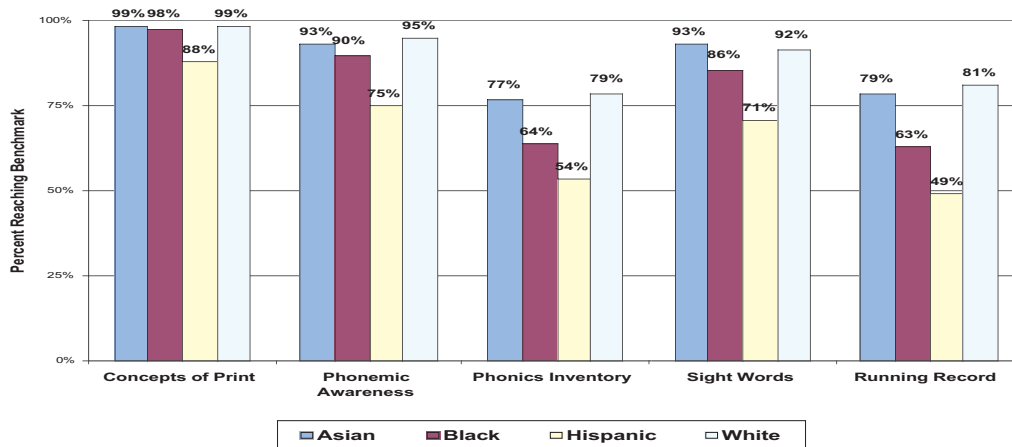


Strategic Directive 1 - Target 1.3, continued

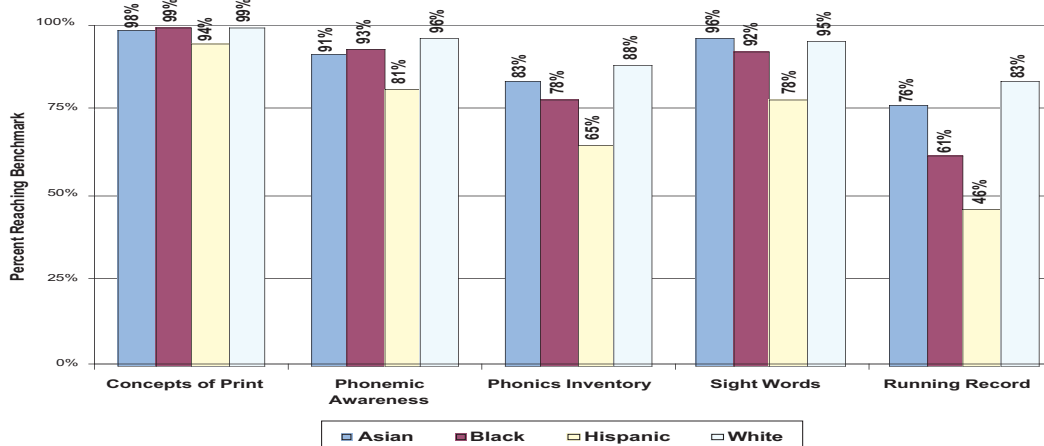
Second Grade Reading District Assessments:



Third Grade Reading District Assessments:



Fourth Grade Reading District Assessments:



Strategic Directive 1 - - Maximize Student Learning

Target 1.4: *Redesignate all Fluent English Speaking (FES) English Language Learners to Fluent English Proficient (FEP) within two years of attainment of FES status.*

Progress

One area that has experienced exponential growth in MNPS is the English Language Learners (ELL) Program. Today, over 5,100 Limited English Proficient (LEP) students receive ELL services in one of the 44 ELL Centers in the District. Two hundred and nineteen ELL teachers are now employed. The District's diverse population includes 82 language groups from 89 countries.

With more than 5,100 students in the ELL program, MNPS does not assume that a "one size fits all" program would work. In elementary school, ELL students receive services through a "self-contained" model of instruction. This model allows for LEP students to receive support in all areas of the curriculum throughout the instructional day. In grades 5-12, students receive ELL services by attending ELL classes in lieu of the language arts or reading classes to which they would typically be scheduled. An ELL student's level of proficiency determines the number of periods/hours they are enrolled in ELL classes.

Results

MNPS continues to exit ELL students when appropriate. Of 1,008 students exited in 2004 -2005, the following numbers of students were in the various categories:

- 853 students (85%) attained full English Language proficiency (FEP) status at the same time as being reclassified as Fluent English Speaking (FES)
- 91 students (9%) attained Fluent English Proficient (FEP) status one year after being reclassified as Fluent English Speaking (FES)
- 38 students (3%) attained Fluent English Proficient (FEP) status two years after being reclassified as Fluent English Speaking (FES)
- 26 students (2.5%) attained Fluent English Proficient (FEP) status three years after being reclassified as Fluent English Speaking (FES)

Previous data shows that MNPS is exiting students on average after three years in the ELL program. The younger students are when they enter the program, the more quickly they redesignate (test as fluent in reading and writing English). The length of time required for a student to exit from an ELL program is dependent upon a number of variables. Some of the factors to be considered are: length of time in the United States, previous education and first language literacy, migration experiences, family support, complexity of the curriculum, and effective instructional practices.

Strategic Directive 1 - Target 1.4, continued

**Number of ELL Students Exited For 2002-2004 (6/28/04)
And Average Number of Years Spent In ELL Classes**

GRADE	K	1	2	3	4	5	6	7	8	9	10	11	12
1	133	73	107	42	29	11	11	9	12	8	15	11	19
2	2	153	149	140	61	25	17	21	15	11	18	12	23
3		3	123	110	91	29	20	19	13	14	14	9	16
4			10	50	78	45	20	19	13	17	8	13	10
5				2	39	37	20	14	14	9	4	7	4
6					8	14	25	14	8	12	6	3	7
7						3	6	9	6	5	6	4	2
8							2	3	4	2	1	1	2
9								1	1	5	4		
10										2	1		
11										1		2	
12													
Total # of students	135	229	389	344	306	164	121	109	86	86	77	62	83
Average x years.	1.0	1.7	2.1	2.5	3.2	3.7	4.0	4.0	3.8	4.4	3.6	3.6	2.9

2,191 total students

3.12 Years Average

Strategic Directive 1 - - Maximize Student Learning

Target 1.5: *Increase the number of AP tests taken to at least 3,500 with a pass rate of 90%*

Progress

High schools have worked hard to establish high expectations for MNPS students, which includes encouraging students to accept the challenges of honors and rigorous advanced placement courses. Research tells us that even if students do not achieve an AP test passing score, they benefit academically from the challenging curriculum offered in Advanced Placement courses. Additionally, students who take the test and do not pass as well as those who take the test and pass are more likely to graduate from college than those students who do not take AP tests or classes.

Results

This target for 2007 involves both increasing the number of students taking the courses and increasing the pass rate on these tests. The District is pleased with its progress on increasing the number of tests taken. In the four years since the inception of the Strategic Plan, the number of tests taken has increased by nearly 37%. Additionally, with the number of students enrolled in these courses in 2005-2006, we know that achieving the 2007 target of 3,500 tests taken is attainable. Our progress on the pass rate has not moved upward as was originally targeted. We believe that the first step has been to prepare students to be able to enroll and succeed in these classes and take the tests. We also believe that the overall level of achievement for these students will be enhanced by participation in a more rigorous curriculum. For two years now, we have hosted College Board workshops for AP teachers, sent many teachers to summer AP workshops, and provided collaborative planning among AP teachers. These efforts should better prepare teachers to help more MNPS students pass these tests.

Advanced Placement Tests

	2002	2003	2004	2005	2007 Target
Number of Students Tested	1188	1346	1487	1620	
Number of Tests Taken	1999	2251	2536	2736	3,500
Number of Passing Grades	1095	1326	1458	1478	
Percentage of Tests Passed	55%	59%	57%	54%	90%

Strategic Directive 1 - - Maximize Student Learning

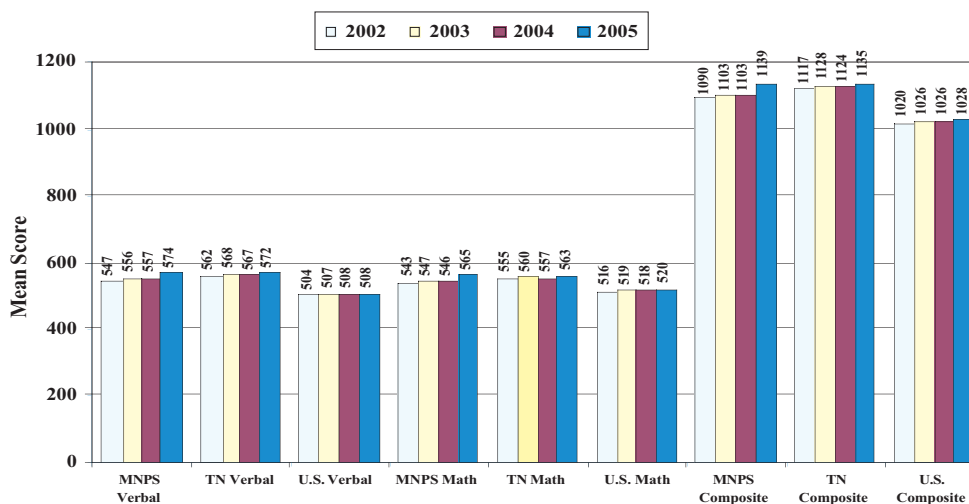
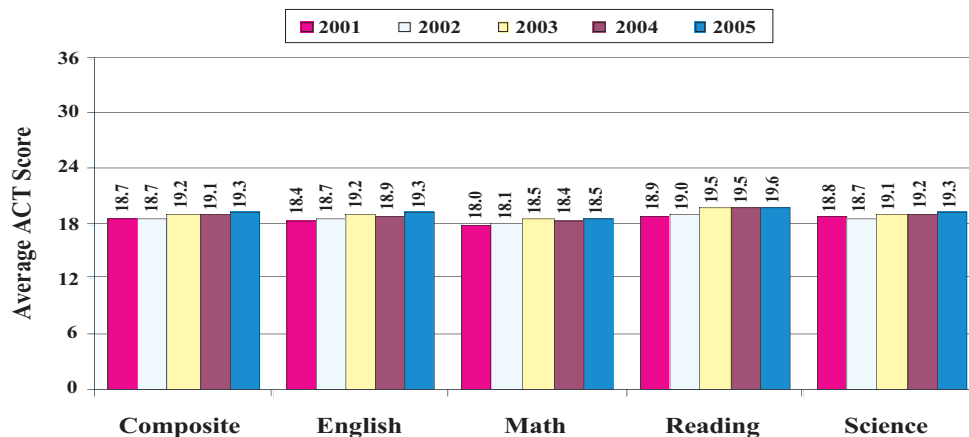
Target 1.6: *Increase the average ACT score to 22 and the SAT score to 1150*

Progress

The ACT is an examination where progress is being made but the need to accelerate the improvements from year to year is also acknowledged. SAT scores jumped dramatically and moved above both State and National averages for the first time on the verbal and math scores even though more students are taking the test. The SAT target is reachable by 2007 but the ACT target of 22 will probably not be reached at that time. Because the ACT is a curriculum-based exam, many revisions to the sequence of courses taken by students and the college preparatory courses themselves have been made to foster improvements. ACT preparation classes have also been added and training for teachers provided.

Results

ACT results 2001-2005 and SAT results 2002-2005 as follows:



Target 1.7: *Increase the percentage of students completing four-year college entrance requirements to 65%*

Results

MNPS is currently using a minimum score of 19 on the ACT as the criteria to determine if this target is being met. This score was chosen because it is the minimum score requirement for admission to colleges and universities. In 2005, 51% of the MNPS students met this benchmark.

Complete results for this Strategic Target cannot be completed until MNPS has the technological capability to track the number of students completing the college preparatory curriculum for both the UT Board of Regents and the TN Board of Regents. Our intent is to develop the programming capability to match specific course codes to the college and university requirements to determine the percentage fulfilling the course and grade requirements.

Strategic Directive 1 - - Maximize Student Learning

Target 1.8: *Increase the achievement of MNPS students identified as students with disabilities in order to reduce the discrepancy between students with disabilities and non-disabled students.*

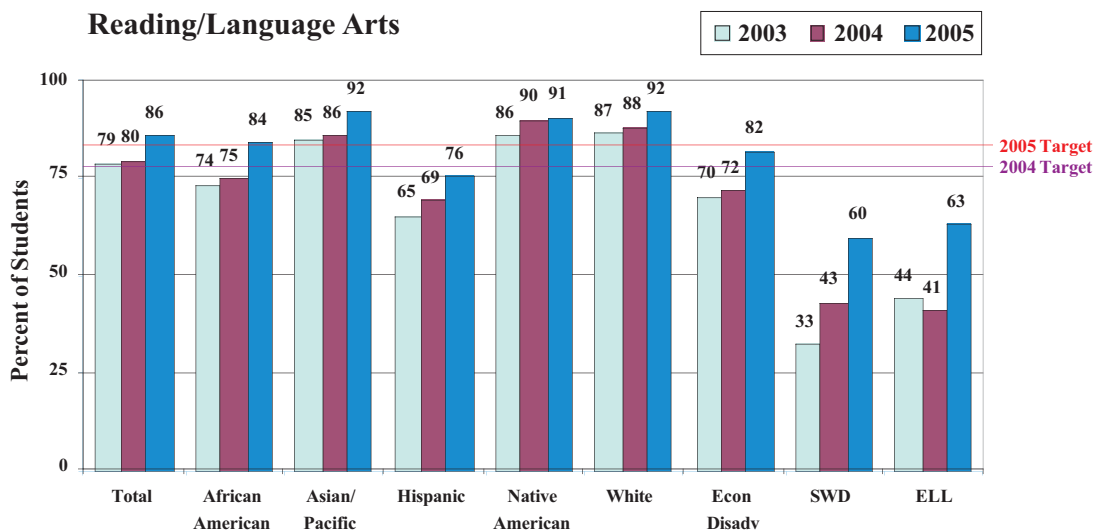
Progress

In recent years significant and steady improvements have been made in closing the achievement gap that exists between our general education students and students with disabilities. This is due to the many changes in the curriculum, the materials purchased to support the curriculum, and the substantial professional development provided for both special education and general education teachers.

Results

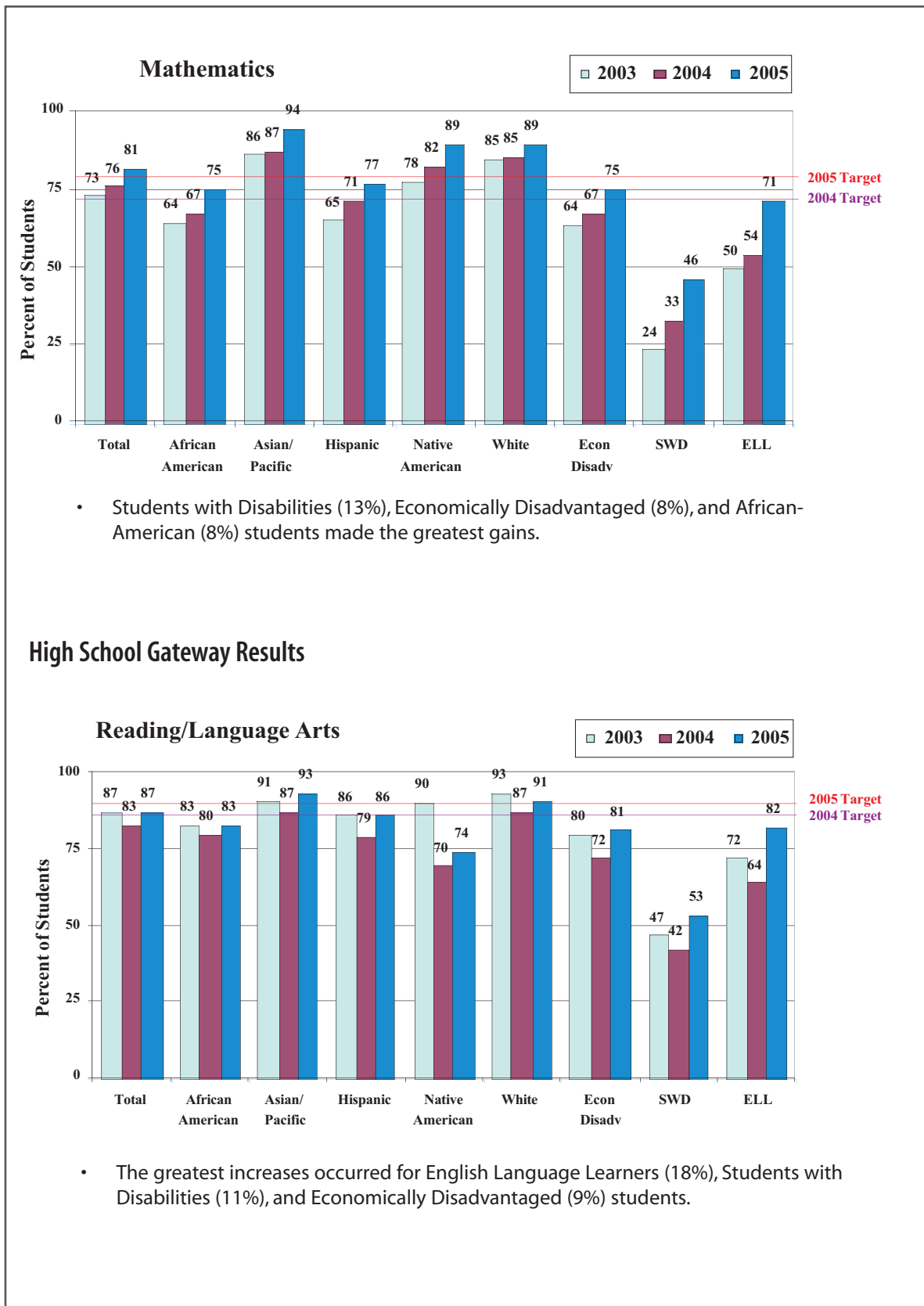
The TCAP and Gateway test results disaggregated by various subgroups including students with disabilities (SWD) show these gains. The results of these assessments from 2003-2005 are below.

TCAP Results Grades 3-8

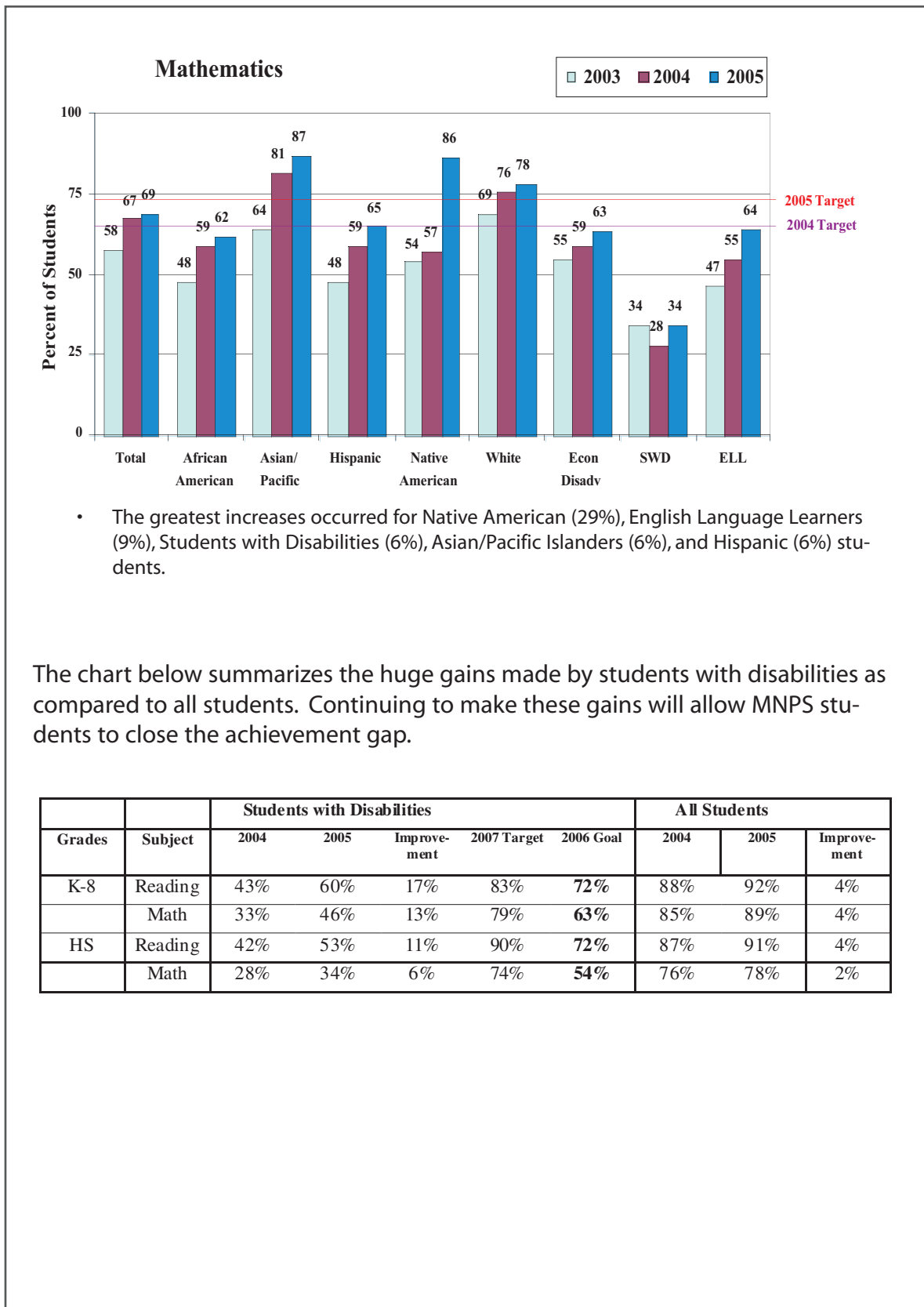


- The greatest increases occurred for English Language Learners (22%), Students with Disabilities (17%), Economically Disadvantaged (10%), and African-American (9%) students.

Strategic Directive 1 - Target 1.8, continued



Strategic Directive 1 - Target 1.8, continued



Strategic Directive 1 - - Maximize Student Learning

Target 1.9: *Develop standards in all core academic areas and align assessment, curriculum and instructions to the standards.*

Progress

MNPS has made significant progress in becoming a standards-based school system. Substantial work has been completed to ensure that all students are taught a rigorous and aligned curriculum. Both District and State assessments show positive results for this work.

Results

- MNPS has developed and implemented academic standards at all grade levels (K-12) in reading, writing, listening and speaking, mathematics, science, social studies, and visual/performing arts. Reading and mathematics standards have also been developed for pre-kindergarten. All standards were developed using Tennessee State Standards, and other state and national standards.
- Work has already begun on the Technology, Physical Education, Wellness, and Health, and ELL MNPS Academic Standards. These will be ready for 2006–2007 in working draft form.
- The Academic Standards have been communicated to parents through three new booklets. The booklets are divided up by the Pre K- 4 Academic Standards, 5 - 8 Academic Standards, and 9 -12 Academic Standards.

Alignment occurs when the MNPS Academic Standards are “matched” with the curriculum. Alignment work that has been completed includes:

- A Pre - K standards-based report card was developed and aligned to the Pre-K curriculum.
- Pre – K-12 “Essential Literature” was adopted and aligned to the MNPS Academic Standards.
- The K - 4 standards-based report cards are aligned to the MNPS Academic Standards and are in their second year of implementation.
- A fifth-grade standards-based report card was developed and aligned to the MNPS Academic Standards. It is presently being piloted in the three elementary schools in the Antioch Cluster that contain fifth-grade.

Strategic Directive 1 - Target 1.9, continued

- Curriculum alignment guides that match current textbooks to MNPS Standards were developed and distributed to teachers to support the implementation of the MNPS Standards.
- After realizing teachers had to use several documents to plan their lessons and prepare for State assessments, (MNPS Academic Standards, the State Blueprint for Learning, and the State Curriculum Standards) all information was aligned and included in MNPS Standards.
- The “Hands-On” Science Program is aligned to the K-6 MNPS Science and Math Standards. Work is underway to also align appropriate “Essential Literature” titles to the science kits.
- The “Hands-On” Social Studies program (that contains physical and political maps, atlases, and globes) has been aligned to the MNPS Social Studies Standards in grades 3 – 8. These programs are housed in each school’s library for teachers to checkout.
- MNPS continues to update, improve and publish a High School and a Middle School District Program of Studies. The focus for the past two years was to align all school special education course descriptions to the MNPS Standards and to the State assessments.
- MNPS has written and distributed many course outlines for high and middle school subjects. By January 2006, all course outlines will be on the MNPS web site. The outlines contain the course description, the scope of the course, reading and writing components of the course, the MNPS Standards, recommended/required resources and which textbook is required. Along with the MNPS Standards, the course outlines will help to establish more consistency of courses from school to school.
- MNPS adopted new mathematics and computer textbooks. The textbook committees used District-wide standards in mathematics and national standards in computer education to guide their decision. Presently alignment guides are being completed for these textbooks.
- MNPS aligned “Focus on Achievement” lessons in language arts and mathematics for fourth, seventh and eleventh grades with the MNPS Standards. Previously grades 2, 3, 5, 6, 8, 9, and 10 were aligned. The alignment done in 2004 - 2005 finished this project.

Strategic Directive 1 - Target 1.9, continued

- K- 4 reading assessments are given at the beginning, middle, and end of the year. Students are assessed in the areas of Concepts about Print, Alphabet Knowledge, Phonemic Awareness, Phonics, and Sight Words. Running records are given to all students to determine the independent and instructional reading levels. The District reading assessments are aligned with MNPS' Academic Standards and standards-based report cards.
- Writing assessments are aligned to District Academic Standards and are given in grades 4, 7, and 9.
- K-1 math assessments are aligned to assessments and given three times per year.
- Additional assessments aligned to standards will be administered in 2005-2006.
- All staff development is aligned to teaching and implementing academic standards as well as providing the necessary instructional strategies and classroom management techniques to be a successful teacher.
- MNPS employees took advantage of 17,826 professional development learning opportunities last year. Funding for professional development includes expenditures from all funding sources: professional development budgets from Title I, Title II, Title III, Title IV and Title V, from local monies and from all federal and state grants.

Strategic Directive 1 - - Maximize Student Learning

Target 1.10: *Provide challenging programs/opportunities for high achieving students in all schools.*

Progress

In 2003-2004, the Administration took an in-depth look at the programs for high achieving students. With input from the community, teachers, and principals, the District developed a plan to enhance the offerings in these areas.

Results

Strategies that have been implemented include:

- 2004-2005 was the first year of providing advanced classes in reading, language arts and mathematics in grades 5-8 in all middle schools. A total of 15,383 students were enrolled in these advanced classes and had remarkable success.
- MNPS now has three of the five International Baccalaureate (IB) Schools in TN.
- MNPS had the first IB graduates in Tennessee.
- Numbers of students taking AP classes has increased each year as have the number of classes.
- MNPS middle school students earned high school credit in Algebra I, Geometry, Physical Science, French I, Spanish I, Latin I, German I, and German II
- Classes were offered and students received credit in every MNPS middle school.
- Gifted and talented students in Pre-K through sixth grade have the opportunity to participate in the Encore Program. Encore is a regular education program that focuses on developing students' higher level thinking abilities. Each cluster has Encore sites where children attend class one-half day per week.
- All third graders throughout the District are given the opportunity to be identified as gifted through the State Child Find process. Third grade teachers and guidance counselors have been trained to use the ranking instrument provided by the State to determine possible gifted characteristics in students that would lead to further screening.

Strategic Directive 1 - Target 1.10, continued

- In 2004-2005, all middle schools offered advanced classes in reading, language arts and mathematics in grades 5-8. A total of 15,383 students were enrolled in these advanced classes and had remarkable success.
- Two sessions of a two-week long Summer Encore Camp were offered during June 2005. Students in grades kindergarten through sixth grade were eligible to participate. One hundred and twenty students took advantage of this summer enrichment experience. Thirty-two Pre-K students also participated in two sessions of Pre-K Summer Encore Camp. Plans are underway to make this experience available in additional locations for the summer of 2006.
- Middle schools increased their number of "Testing for Credit" courses. The number of students enrolled from 2002 to 2005 has increased from 2927 to 4583, a 57% increase. The number of students passing has increased from 2267 to 4298, a 90% increase, between 2002 and 2005. The passing rate has increased from 77.5% in 2002 to 93.8% in 2005 despite the huge increase in student participation.
- Training, Differentiating Instruction for High Achievers in the Regular Classroom, was provided during the summer of 2005. Twenty-six elementary schools and twelve middle schools sent teams of teachers to participate. A total of one hundred and sixty teachers participated this past summer. MNPS has a total of five hundred and thirty-three elementary and middle school teachers trained in this initiative.

Strategic Directive 2 -- Provide a safe, secure and nurturing environment.

Target 2.1: *Increase school safety so that 100% of parents and students report a positive attitude about school safety.*

Progress

In the 2003 district-wide survey, 78.8% of the parents either agreed or strongly agreed on questions regarding a positive attitude about school safety. From the students perspective, over 80% of the first, third and fifth graders surveyed had positive attitudes about school safety, while less than 55% of the seventh, ninth, and eleventh graders reported positive attitudes.

This Strategic Directive represents a critical area of focus for the school district and one that we must be successful in for optimizing our students' academic achievement. The 2003 survey pointed out work that needs to be done, especially at the secondary school level.

Parent and student attitudes about safety are based on a number of factors, some of which are not within the school administrators' control. Schools do mirror society and some have said that if we have a violent society, we will have violent schools. However, we do not believe that this can be an excuse for not doing everything in our control to ensure the safety of our students and to create an atmosphere where they feel safe.

Budget restrictions prevent us from taking annual surveys to measure attitudes about safety. However, recognizing that this remains a community concern, a Discipline Task Force made up of members of the community was organized in 2004. In the 2005 school year, we focused even more intently on student disruptions in the school environment resulting in an increase in the number of discipline referrals and suspensions. Additionally, Dr. Garcia reorganized the school discipline and safety related functions into a newly created Student Services Department.

New strategies are emerging in the 2005-2006 school year, and will be reflected in the new Strategic Plan to be issued in early 2006. It is recognized that clearer strategies and targets need to be established for this area. A combination of "hard" programs (e.g., random searches, truancy sweeps, etc.) and "soft" programs that strive to teach students to understand and control their emotions will be utilized.

This is an area where we have not made the progress desired and believe we have to take new measures in order to realize success. These strategies need to facilitate the identification of at-risk students so that they are not disproportionately represented in the "hard", or more punitive programs.

Strategic Directive 2 -- Provide a safe, secure and nurturing environment.

Target 2.2: *Increase attendance rates in grades K-12 to 98%.*

Progress

No Child Left Behind puts the issue of attendance in our schools in the spotlight. Attendance is one of the targets that our elementary and middle schools must focus on under Tennessee's Accountability System. All student subgroups must meet at least a 93% attendance threshold to meet the standard of Adequate Yearly Progress established under the No Child Left Behind legislation.

Attendance district-wide since 2002 is as follows:

Grade Levels	2002*	2003	2004	2005*
K-4	95.8%	95.9%	95.9%	95.2%
5-8	94.7%	94.8%	94.8%	95.1%
9-12	92.2%	91.9%	91.5%	88.9%

* 2002 and 2005 data was reported to the state for K-5, 6-8, and 9-12

Although it is maintaining a rate higher than the minimum 93% required by NCLB in the elementary and middle schools, the District is not making the needed progress toward the established target of 98%.

This is an area that is of critical importance to the District. Not only is it a key threshold for schools under No Child Left Behind, it is very important that students be in schools each day to ensure the maximum level of academic achievement.

The District will continue to focus on attendance in its revised Strategic Plan due out in early 2006. We will strive for attainable targets through practical strategies that we can employ cost effectively.

Strategic Directive 2 -- Provide a safe, secure and nurturing environment.

Target 2.3: *Increase safety in school facilities through risk management oversight so that all schools are safe.*

Progress

The Office of Safety and Security oversees the District's risk management functions and these efforts do serve to make our schools safe. In 2003, the District conducted a Risk Management Survey of our school personnel. The results of that survey indicated weaknesses that have been addressed during the last two years. Specific activities that have occurred in this area in 2004 and 2005 are as follows:

- Both the Metro Legal Department and the Police have talked to principals about safety and legal issues.
- Specific gang awareness training is occurring in 2005. Due to the changing nature of this information, this is the second time in three years that our administrators have received this training.
- Administrators and teachers are offered training on bullying.
- School Resource Officers have been added to our magnet schools.
- Many of our principals met with the Chief of Police, his management team, and the School Resource Officers to discuss safety and security issues.
- A significant number of security cameras have been added to our campuses in the last two years.
- Emergency information has been added to our website.
- An Intranet is being developed to provide principals and staff with more information on ways they can keep their schools safe.

These activities are addressing many of the items that were identified in the 2003 Risk Management Survey of our schools. Budget constraints hinder some strategies that the District would prefer to employ.

Risk management strategies by their nature need to be oriented toward preventive measures the District can use to keep our schools safe. This will continue to be a large part of our focus in the strategic planning efforts.

Strategic Directive 2 -- Provide a safe, secure and nurturing environment.

Target 2.4: *Increase safety in school facilities through crisis response oversight so that all schools are safe.*

Progress

All schools have developed a Crisis Response Plan for their facility. They are required to update, submit and have this plan reviewed on a yearly basis. Each Crisis Response Plan includes:

- Defined crisis team in the building
- Defined responsibilities for each area of the school
- Hierarchical management structure with three key team leads identified
- Plans for securing students, staff, and visitors behind locked doors in an emergency
- Plans for a controlled evacuation
- Information dissemination plans for emergency responders
- Information on utility cutoffs, floor layoffs, camera locations, etc.

Each plan is reviewed annually against a standard of needed plan elements. If the plans are found deficient they are returned to the principal for needed modifications.

In addition to the school crisis response teams, a district-wide response team has been established to assist schools with reunification of students and staff with family members and to serve as a liaison with emergency responders. This team will also coordinate all efforts in a crisis that involves multiple schools.

Strategic Directive 3 -- Manage fiscal and physical resources to get the most effective uses of the dollars available.

Target 3.1: *Eliminate 100% of the deficiencies and add classrooms identified in the Facilities Master Plan.*

Progress

The Facilities Master Plan was completed in February, 2003. It put in priority, over a ten-year period, the new construction and renovation needed in response to the growth in the District and the condition of the existing facilities, which were both identified in the Master Plan. The first year of capital funding listed on the Master Plan was the 2002-03 year, and the projects included and their status are as follows:

- Land for Antioch Cluster Middle School – purchased
- New Antioch Cluster Elementary School – Edison Elementary completed
- DuPont Hadley Addition/Renovations – completed
- East Lit. Athletic Fields - grading completed
- Glendale Addition/Renovations – completed
- Hillwood Cluster Elementary Design Fees – on hold
- Hume-Fogg Land Acquisition – completed
- Jere Baxter Middle Addition – completed
- Middle School Arts Magnet –under construction for 2006 opening
- NSA move to TPS - completed
- Neely's Bend Middle Addition/Renovations - completed
- Wharton Design Fees - hold for study of future building use

The Capital Needs Committee, each year, reviews the remaining unfunded projects and adjusts the plan to meet current priorities, conditions and available funding. For the 2004-05 and 2005-06 Capital Budgets, the projects approved and funded and their status is as follows:

2004-05

- Eakin Elementary Addition/Renovations - under construction, 2006 opening
- East Literature Athletic Fields - under construction
- Glenview Elementary Replacement - under construction, 2006 opening
- Jones Addition/Renovations – under contract
- Litton Middle Renovations – cancelled
- New Antioch Cluster Elementary – under construction, 2006 opening
- New Antioch Cluster Middle School – under construction, 2006 opening
- Glengarry Elementary Addition – ready to go to bid
- Land for New High School – proposal to purchase in approval process

Strategic Directive 3 - Target 3.1, continued

2005-06

Gateway Elementary Addition/Renovations – cancelled

McGavock Elementary Renovations - on hold

Neely's Bend Elementary Addition/Renovations – beginning design

New Hillwood Cluster Elementary - on hold

New High School – in design

West End Middle Renovations – beginning design

Numerous other system-wide projects have been completed and are underway as part of this planning. These include: middle school athletic field upgrades, enclosing open classrooms, ADA compliance, adding elementary P.E. rooms, and roof replacement and repairs.

Strategic Directive 3 -- Manage fiscal and physical resources to get the most effective uses of the dollars available.

Target 3.2: *Achieve 100% of completion for new/replacement and modernization projects in the School Improvement Plan, with modifications approved by the Board.*

Progress

All projects identified in the School Improvement Plan, funded in 1998, with modifications by the Board, have been completed with the following exceptions:

Eakin Elementary Addition/Renovations – under construction, opening 2006

Highland Heights – minimal ADA work completed - on hold

Strategic Directive 4 -- Strengthen parental/community ownership of the school system and their commitment to its success.

Target 4.1: *Increase adult, parent, and community education enrollment by 100%.*

Progress

From a Strategic Plan perspective, the emphasis over the last several years has been on the Adult High School. Substantial increases in the number of students enrolled in adult education and numbers of students graduating have occurred. MNPS will continue to support and encourage adults in our community without a diploma to take advantage of this opportunity. The recent State approval of the GED pilot within the adult school should continue to assist this effort.

In 2004, Community Education was reorganized as part of budget reductions. Progress on this aspect of Target 4.1 has not been measured.

Results

Number of Adult High School Graduates:

2002-03 = 30

2003-04 = 56

2004-05 = 90

Enrollment:

The average daily membership (ADM) for the first attendance period for the 2004-05 school year was 127. The average daily membership for the first attendance period for the 2005-06 school year was 211. This represents an increase of 84 students. However, 414 students are currently enrolled for the second session which

Strategic Directive 4 -- Strengthen parental/community ownership of the school system and their commitment to its success.

Target 4.2: *Attain 100% participation of parent/guardians on the District selected parent/teacher conferences date.*

Progress

The District is in full compliance with State Law 49-6-7002 that governs parent-teacher conferences. Chart 1 shows each school and the number of Parent Conferences held in October 2005. With more than 52,000 conferences held for 73,000 students, this means that conferences were held for approximately 71% of our students. This is the first year this data has been collected and tallied.

Results

Elem. School Conference	# Held	Middle School Conference	# Held
AMQUI	512	ALLEN	384
BELLSHIRE	163	ANTIOCH	389
N. BINKLEY	341	APOLLO	210
BORDEAUX E.O.	231	BAILEY	56
BROOKMEADE	256	BASS	295
BUENA VISTA E.O.	405	BAXTER	157
CALDWELL E. O.	119	BELLEVUE	332
CARTER-LAWRENCE	375	BRICK CH	234
CHADWELL	266	CAMERON	288
CHARLOTTE PARK	361	CROFT	496
COCKRILL	418	DALEWOOD	145
COLE	449	DONELSON	496
H. COTTON	315	DUPONT HADLEY	662
CRESWELL	240	DUPONT TYLER	326
CRIEVE HALL	410	EAST LITERATURE	1363
CUMBERLAND	222	JOHN EARLY	216
DODSON	401	EWING	167
DUPONT	303	GOODLETTSVILLE	337
EAKIN	349	GRA-MAR	984
EDISON	706	HARRIS-HILLMAN	62
FALL-HAMILTON E.O.	337	HAYNES	210
GATEWAY	129	HEAD	254
GLENCLIFF	316	H. G. HILL	440
GLENDALE	251	JOELTON	310
GLENGARRY	227	J. F. KENNEDY	673
GLENN E.O.	204	M. L. KING	445
GLENVIEW	259	LITTON	372
GOODLETTSVILLE	336	MADISON	50
GOWER	464	MCCANN	20
GRANBERY	457	MCKISSACK	243
A. GREEN	123	MCMURRAY	380
J. GREEN	396	MEIGS	452
HARPETH VALLEY	590	J. T. MOORE	470
HAYWOOD	590	MURRELL	74
HERMITAGE	220	NEELY'S BEND	385

Strategic Directive 4 - Target 4.2, continued

Elem. School Conference	# Held	Middle School Conference	# Held
HICKMAN	393	OLIVER	300
C. HOWE	264	ROSE PARK	201
HULL-JACKSON		TWO RIVERS	298
MONTESSORI	305	MARTHA VAUGHT	356
INGLEWOOD	231	WEST END	275
A. JACKSON	539	WHARTON	274
JOEL TON	437	WRIGHT	448
JONES PAIDEA	301	BAXTER ALC	137
T. JOY	394	MIDDLE SCHOOL TOTAL	14,666
KIRKPATRICK	190		
LAKEVIEW D. C.	649		
LILLARD @ KING'S LANE	275		
LOCKELAND	182		
R. MAJOR	288		
MAXWELL	495		
MCGAVOCK	260		
D. MILLS	345		
JE MOSS	534		
MT. VIEW	711		
NAPIER E.O.	143		
NEELY'S BEND	418		
OLD CENTER	173		
PARAGON MILLS	405		
PARK AVE. E.O.	300		
PENNINGTON	236		
PERCY PRIEST	403		
ROBERTSON ACADEMY	271		
ROSEBANK	235		
ROSS	229		
SHAYNE	348		
SHWAB	168		
STANFORD MONTESSORI	380		
STRATTON	340		
SYLVAN PARK	282		
TULIP GROVE	508		
TUSCULUM	414		
UNA	256		
WARNER	251		
WESTMEADE	322		
WHITSITT	370		
TOTAL	24,986		

High School Conferences	# Held
ANTIOCH HIGH	2252
EAST MAGNET	1363
GLENCLIFF	561
HILLSBORO	1272
HILLWOOD	786
HUME-FOGG	625
HUNTERS LANE	1108
M.L. KING, JR.	445
MAPLEWOOD	573
MCGAVOCK	927
NSA HIGH SCHOOL	173
OVERTON	682
PEARL-COHN	336
STRATFORD	561
WHITES CREEK	489
BAXTER ALC	137
MCCANN ALC	20
COHN ALC	54
TOTAL	12,364

Elementary Conference	24,996
Middle School Conferences	14,666
High School Conferences	12,364
TOTAL MNPS CONFERENCES	52,026

Strategic Directive 5 -- Value and respect diversity in our schools and community.

Target 5.1: *Increase student and staff participation in cultural competence and respect for others training/activities.*

Progress

Pamela Noli and Edward Porter have been hired to provide training for staff in cultural competence and student achievement. These individuals were selected by a leadership team of central office administrators, principals, teachers and community members. Plans are underway to provide four sessions in the 2005-2006 school year with approximately 50 participants in each group. Training will continue into subsequent years.

Strategic Directive 5 -- Value and respect diversity in our schools and community.

Target 5.2: *Achieve equitable enrollment in educational programs so that they resemble the diversity in the community.*

Progress

Substantial progress has been made in providing more equal opportunities for programs in all of our schools, but there is still work to be done. More Advanced Placement classes are offered in more high schools with more students participating and taking the Advanced Placement tests. In 2004-2005, all middle schools offered advanced classes in reading, language arts and mathematics in grades 5-8 for the first time. A total of 15,383 students were enrolled in these advanced classes and had remarkable success.

A reading intervention program, Language!, is now offered in all K-12 schools and is designed to help all students become grade level readers. Elementary schools all provide a balanced literacy reading program that is designed to meet the needs of students from the lowest to highest achieving at every grade level. Training has begun to provide a comprehensive literacy framework at the middle school level. Additionally, every middle school will receive a bookroom that provides reading materials from grade level through 12, so that students of all ability levels can be challenged.

Ongoing improvements have been made to our special education programs. More books, materials, and training for teachers have been provided. Identification and exit procedures are continually examined and the population receiving services are reviewed.

Results

MNPS still has disparities in the number of advanced placement classes and enrollment per high school. Data indicates that we have a diverse population enrolled in our advanced classes at the middle school, but this diversity does not parallel the diversity in our system. The majority of students in our advanced classes at the middle school are white. African American students are well represented but not at the same proportion as the total population. We have not disaggregated the enrollment figures for other classes, but are working on methods to do so.

Strategic Directive 5 - Target 5.2, continued

Percent of MNPS Students

Grades	Subgroup	School Population	High Achievement Programs	Remedial Courses
K-8	White	37.9%	54.1%	25.2%
	Hispanic	11.5%	5.5%	8.4%
	Black	47.3%	35.2%	64.5%
	Nat Amer	0.0%	0.3%	0.1%
	Asian/Pacif	3.1%	4.9%	1.8%
	Econ Disadv	62.0%	37.2%	74.5%
	SWD	8.5%	0.4%	12.0%
	ELL	7.3%	0.5%	2.9%
HS	White	39.1%	50.7%	20.9%
	Hispanic	6.4%	2.8%	4.7%
	Black	50.2%	39.9%	72.5%
	Nat Amer	0.2%	0.3%	0.1%
	Asian/Pacif	4.1%	6.3%	1.7%
	Econ Disadv	37.5%	22.2%	54.9%
	SWD	10.0%	0.5%	29.5%
	ELL	4.0%	0.5%	1.4%

Note: Remedial courses are defined as *Language!* and Gateway interventions.

Strategic Directive 5 -- Value and respect diversity in our schools and community.

Target 5.3: *Hire and retain a workforce that resembles the diversity in the community.*

Progress

The Metropolitan Nashville Public Schools make every effort to establish reasonable, incremental goals for recruiting and retaining African-American teachers to our District. In 1987, the Tennessee State Board of Education cited a shortage of minority teachers in Tennessee. In 1988, African-American teacher education graduates reached an all-time low of 2.9%. By the 2003-2004 school year, African-American teacher education graduates numbered 11.79%.

Many programs are being utilized in an effort to recruit African-American teachers. MNPS recruits heavily at the universities in Tennessee with the highest number of African-American graduates from teacher education programs: University of Memphis (168 graduates), Tennessee State University (44 graduates), and Christian Brothers University (51 graduates). Recruitment efforts are also focused on minority graduates in teacher education programs from colleges and universities in Alabama, Kentucky, Florida, Georgia, Mississippi, North Carolina, and South Carolina.

Many African-American applicants are hired as part of a non-traditional track for teacher licensing in our state such as Troops to Teachers and Teach Tennessee.

Results

	2001-2002	2002-2003	2003-2004	2004-2005
Teacher-Student Difference	26.94%	27.35%	28.42%	26.48%

*The information on the above chart reflects the percentage difference between the number of African-American students attending MNPS schools and the number of African-American teachers employed by MNPS

- Total African-American teachers in MNPS for 2004-2005: 936
- Total African-American teachers in MNPS with 30+ years of experience for 2004-2005: 110

Strategic Directive 6 -- Earn the trust and confidence of stakeholders through timely two-way channels of communication.

Target 6.1: *Improve communications with students, parents, teachers, principals, support staff, administrative staff, Board members, PTA/PTO groups, alumni, elected/appointed local/state/federal officials, regulatory bodies, other Metro departments, community members and groups, and media.*

Progress

While significant accomplishments have been made, there is considerable room for improvement in how we communicate with MNPS stakeholders.

Parents have been provided numerous opportunities to provide comments and suggestions on District communications, including website content and management (for the District and for schools); printed material going home to all parents; customer service center messaging; special meetings and activities; news releases, letters and other forms of communication to parents, students and the community. Communication with stakeholders who do not speak English or who have limited knowledge of English is improving with the service of the district’s first full-time language translation specialist and the addition of a Spanish speaking Customer Service Representative.. There are monthly meetings with the Parents Advisory Council – all open to the public.

The InterHigh Council now has a new faculty advisor, providing additional direction and leadership. District-wide participation is low, with some high schools not represented at all.

Responding to media inquiries and working with the media to disseminate information continues to be an important task. Media requests for information occur on a daily basis, with volume driven frequently by unpredictable issues and situations. The high number of media requests for information (more than a dozen calls a day is not uncommon) forces staff to operate in a reactive rather than proactive mode more often than is desirable. An additional staff person (added in the fall of 2005) will permit greater proactive communication.

Improvements are being made in communications with the Metro Council. While the District would benefit from one person working full-time to provide information and respond to the Council’s 40 members, this assignment is currently handled by various individuals throughout the central office.

Efforts have been made to improve communication with the office of the Mayor, and with other Metro government departments and agencies. MNPS staff members attend every Mayor’s Night Out information forum, plus there are regular meetings

Strategic Directive 6 - Target 6.1, continued

and communication with key staff in the Mayor's office and other departments. MNPS staff members spent considerable time working with other Metro entities to provide relief to Hurricane Katrina evacuees in Nashville, and work is continuing on a massive, multi-county disaster drill in 2006.

There is limited contact with the Davidson County delegation to the Tennessee Legislature, or with U.S. Senators and Representatives.

Communication among MNPS staff will improve with the addition of an Intranet website, allowing more information to be exchanged on a timely basis.

Communication with key community groups (Chamber of Commerce, Nashville Alliance for Public Education, PENCIL Foundation, Community Advisory Council, etc.) has not been as effective as it could be, due to staff limitations.

Strategic Directive 7 -- Govern and manage the school system by focusing on results.

Target 7.1: *Use policy governance and specifically the monitoring of ENDS as a means to focus the entire organization on the progress made toward achieving our expected outcomes for children.*

Progress

This directive focuses on how the District is being managed and governed. Governance refers to the techniques and methods used by the Board in carrying out their duties, and management refers to the strategies and actions of the District Administration. In the four years since the development of the MNPS strategic plan, good progress has been made in the governance and management of the District. This is largely due to the transition by the Board to the "Policy Governance" model of governing.

In 2003, the Board adopted Policy Governance, a model of governance created by John Carver that focuses the organization on results. This change has dramatically changed the nature of the Board's work and how Administration responds to their work. By definition, Policy Governance focuses the organization on vision, values, responsiveness to the stakeholders, and outcomes. The Board establishes, through policy, broad parameters for the Director of Schools to operate within when carrying out his responsibilities. Systematically throughout the year, all of these policies are reviewed by the Board and Administration to determine the extent of compliance by the Director to these policies. The rest of the Board time is then used to focus on linkages with the community to determine the values of the stakeholders to education and comparing student achievement to these values.

Results

In the last two years, the Board and Administration have refined their use of Policy Governance and have made good strides in governance. Consultants were used initially to implement and improve the Board's use of Policy Governance. In the last eighteen months, the Board's use of a Governance Committee has ensured ongoing attention is focused on the effectiveness of governance. The Board has recently monitored their implementation and believes that they are doing a good job in the use of this model.

The proof of this result is reflected in the Board minutes. The meetings focus heavily on linking with the community and values that the Board and community have about education. The monitoring of policy, as dictated by a Board approved calendar, ensures that the Administration systematically looks at the results being achieved in all aspects of the District.

Strategic Directive 8 -- Attract, train, and retain a highly qualified staff.

Target 8.1: *Increase the percentage of employees who remain in the system for five years or more.*

Progress

Human Resource Procedure (HR3105) and District Policy #4201 explain the processes used by the District to recruit and retain personnel, including online job applications and interviews. By utilizing technology we are able to reach more potential applicants thus increasing our pool of highly qualified candidates. During the 2004-2005 school year Human Resources Directors and MNPS Administrators made contact with over 900 candidates through job fairs and university recruitment visits. The PALS program is instrumental in the retention of first year teachers.

Results

The chart below reports these retention rates for the last five years. The New Hire Resignations represents the resignations/terminations in the year indicated of individuals that had been hired in the previous five years. The next column represents the people hired during the year. The last column represents the percentage of those employees hired in the last five years that remained with the system. As the chart indicates, we have not made the needed progress toward our Target. We have focused on increasing the number of candidates but need to identify additional strategies to focus on retaining employees hired.

Year	New Hire Resignations	New Hires	New Hires % Resigned	New Hires % Retained
00-01	121	420	28.8	72.2
01-02	136	431	31.6	68.4
02-03	143	450	31.8	68.2
03-04	155	465	33.3	67.7
04-05	160	477	33.5	66.5

Strategic Directive 8 -- Attract, train, and retain a highly qualified staff.

Target 8.2: *Maintain the percentage of certificated employees (those not on waivers and permits) at 95%.*

Progress

The Metropolitan Nashville Public Schools continue to recruit and hire highly qualified personnel. Through the use of technology and multimedia, we can reach more applicants to ensure a greater depth of teaching applicants who are fully licensed..

Results

	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Total Teachers	4528	4547	4682	4594	4831	5067
Waivers	1.3%	1.1%	1.7%	3.2%	1.5%	1.4%
Permits	4.3%	3.3%	4.4%	3.8%	4.5%	2.0%
Fully Licensed	94.4%	95.6%	93.9%	93.0%	94.0%	96.6%

Strategic Directive 8 -- Attract, train, and retain a highly qualified staff.

Target 8.3: *Institute growth plans for 100% of the teachers whose effectiveness is judged deficient.*

Progress

Achieving and maintaining excellence in teaching is the primary objective of the Metropolitan Nashville Public Schools administrators and teachers. To reach this goal a positive and cooperative approach emphasizing continuous improvement is needed. MNPS school administrators are being trained by Human Resources personnel on how to appropriately develop and monitor a growth plan. This is an ongoing process which will provide valid and multiple measures to use in monitoring teacher progress.

Results

We currently do not have an effective way to measure progress on this target. Continued training for administrators is needed. Effective evaluation measures and staff development opportunities must be included and monitored in growth plans. Specific recommendations for improved teacher performance must be given to improve the quality of education for all students.

Strategic Directive 8 -- Attract, train, and retain a highly qualified staff.

Target 8.4: *Increase the ratio of qualified applicants for each vacancy to 7:1.*

Progress

In March 2004, the Human Resources Department initiated an online application and interview system for teachers. In the spring of 2005, the online application system was expanded to include support and substitute applications. This system has allowed prospective candidates throughout the world to file an application with our system, and for teachers the ability to interview without making a special trip to Nashville is included. As a result of this technology, the number of applications has increased sharply for all positions, and qualified applications can be found with greater efficiency.

Results

Attached is a chart reflecting the number of applicants for each subject area for the period of June 1, 2004 through September 8, 2005 – the hiring period for the 2004-2005 school year. Since the number of applications per subject area for previous years are not available, this is considered baseline data. We will be continuing to collect this information and comparing it to job vacancies in future years.

SUBJECT/GRADE LEVEL	ONLINE APPLICATIONS	PAPER APPLICATIONS	TOTAL
ALL SUBJECTS	3394	1177	4571
ART - ELEMENTARY SCHOOL	121	38	159
ART - HIGH SCHOOL	102	38	140
ART - MIDDLE SCHOOL	98	38	136
BIOLOGY - HIGH SCHOOL	146	58	204
BUSINESS - HIGH SCHOOL	136	50	186
CBIP - ELEMENTARY SCHOOL	57	93	150
CBIP - MIDDLE SCHOOL	37	93	130
CHEMISTRY - HIGH SCHOOL	71	20	91
CHORAL MUSIC - ELEMENTARY SCHOOL	78	43	121
ELL - ELEMENTARY SCHOOL	125	32	157
ELL - HIGH SCHOOL	87	32	119
ELL - MIDDLE SCHOOL	106	32	138
ENGLISH - HIGH SCHOOL	310	116	426
ENGLISH - MIDDLE SCHOOL	357	116	473
FAMILY AND CONSUMER SCIENCE - HIGH SCHOOL	61	12	73
FAMILY AND CONSUMER SCIENCE - MIDDLE SCHOOL	58	12	70

Strategic Directive 8 - Target 8.4, continued

SUBJECT/GRADE LEVEL	ONLINE APPLICATIONS	PAPER APPLICATIONS	TOTAL
FRENCH - HIGH SCHOOL	23	10	33
FRENCH - MIDDLE SCHOOL	17	10	27
GERMAN - HIGH SCHOOL	8	3	11
GERMAN - MIDDLE SCHOOL	8	3	11
GRADE 1	694	424	1118
GRADE 2	789	424	1213
GRADE 3	820	424	1244
GRADE 4	807	424	1231
GRADE 5	486	433	919
GRADE 6	412	433	845
GUIDANCE - ELEMENTARY SCHOOL	148	35	183
GUIDANCE - HIGH SCHOOL	171	34	205
GUIDANCE - MIDDLE SCHOOL	76	69	145
HEALTH - MIDDLE SCHOOL	106	83	189
INSTRUMENTAL MUSIC - ELEMENTARY SCHOOL	59	22	81
INSTRUMENTAL MUSIC - HIGH SCHOOL	71	22	93
INSTRUMENTAL MUSIC - MIDDLE SCHOOL	74	22	96
KINDERGARTEN	468	505	973
LIBRARY - ELEMENTARY SCHOOL	56	7	63
LIBRARY - HIGH SCHOOL	42	7	49
LIBRARY - MIDDLE SCHOOL	38	7	45
LIFE SKILLS - ELEMENTARY SCHOOL	128	93	221
LIFE SKILLS - HIGH SCHOOL	112	93	205
LIFE SKILLS - MIDDLE SCHOOL	123	93	216
LIFETIME WELLNESS - HIGH SCHOOL	124	83	207
MATH - HIGH SCHOOL	212	74	286
MATH - MIDDLE SCHOOL	280	74	354
MIP - ELEMENTARY SCHOOL	96	93	189
MIP - HIGH SCHOOL	90	93	183
MIP - MIDDLE SCHOOL	99	93	192
OCCUPATIONAL EDUCATION - HIGH SCHOOL	64	20	84
OTHER FOREIGN LANGUAGE - HIGH SCHOOL	15	0	15
OTHER FOREIGN LANGUAGE - MIDDLE SCHOOL	17	0	17
PHYSICAL EDUCATION - ELEMENTARY SCHOOL	160	82	242
PHYSICAL EDUCATION - HIGH SCHOOL	179	82	261
PHYSICAL EDUCATION - MIDDLE SCHOOL	179	82	261
PHYSICAL SCIENCE - HIGH SCHOOL	95	85	180
PHYSICS - HIGH SCHOOL	57	8	65
PRE-KINDERGARTEN	208	81	289
PSYCHOLOGY - HIGH SCHOOL	99	38	137
READING SPECIALIST - ELEMENTARY SCHOOL	152	11	163
READING SPECIALIST - HIGH SCHOOL	71	7	78
READING SPECIALIST - MIDDLE SCHOOL	108	18	126

Strategic Directive 8 - Target 8.4, continued

SUBJECT/GRADE LEVEL	ONLINE APPLICATIONS	PAPER APPLICATIONS	TOTAL
RESOURCE - ELEMENTARY SCHOOL	194	93	287
RESOURCE - HIGH SCHOOL	174	93	267
RESOURCE - MIDDLE SCHOOL	203	93	296
SCHOOL PSYCHOLOGY	170	18	188
SCIENCE - MIDDLE SCHOOL	551	86	637
SOCIAL STUDIES - HIGH SCHOOL	387	105	492
SOCIAL STUDIES - MIDDLE SCHOOL	429	105	534
SOCIAL WORK	212	7	219
SPANISH - HIGH SCHOOL	80	38	118
SPANISH - MIDDLE SCHOOL	70	38	108
SPECIAL EDUCATION - EARLY CHILDHOOD	93	2	95
SPEECH/LANGUAGE PATHOLOGIST	41	4	45
TECHNOLOGY/COMPUTERS - HIGH SCHOOL	94	2	96
TECHNOLOGY/COMPUTERS - MIDDLE SCHOOL	35	2	37
THEATRE - HIGH SCHOOL	85	13	98
THEATRE - MIDDLE SCHOOL	79	13	92
VISION	17	0	17
VOCAL MUSIC - HIGH SCHOOL	55	43	98
VOCAL MUSIC - MIDDLE SCHOOL	61	43	104

Summary

In four years a lot of things have changed in Metropolitan Nashville Public Schools. The Strategic Plan that was published in 2001 was instrumental in shaping the landscape for improvement. It defined how the district and the individual schools would systematically embark on creating improvement opportunities for our students.

This Strategic Plan Accountability Report has summarized the efforts of the school district since the implementation of the 2001 Strategic Plan. As this report has shown, after four years there is still much work to be done. We have enjoyed some significant successes in some areas and we need to be even more diligent with others. We also acknowledge that some Targets were established that proved difficult to measure and thus our progress in these areas can only be subjectively measured.

The 2005-2006 school year represents another watershed moment in the life of this school district. We are embarking on a new planning effort that takes what we have learned from the past four years about our instructional and operational climate, and combines it with the political and social realities of the world we live in. With the public's lack of desire to increase spending for public education, the district must still define and execute strategies that provide the children of this district the best opportunity for success.

The new Strategic Plan will project through 2014 the strategies that should be employed -- and the goals that should be attained -- for Metropolitan Nashville Public Schools. It will define these strategies and goals from the perspective of the Board's governance model, and the environment defined and shaped by the No Child Left Behind legislation. It will build on the current strategies known to be working well, and define new directions and strategies that are proving more difficult.

There is no doubt the educational landscape will continue to change, sometimes dramatically, as urban school districts across the country continue to try new strategies to help students be successful. Society's needs are rapidly being redefined as the global markets continue to impact our local economy. This new plan will have to be adaptable to these changing needs to optimize the performance of our schools.