

The strategy needs to change as the system improves



Source: How the world's most improved school systems keep getting better – Michael Barber 2011

T R I B A L

A summary of our findings

from spending a year collecting evidence in the Metropolitan Nashville Public Schools

December 2012

Presented & written by David Moran with contributions from the ISP team

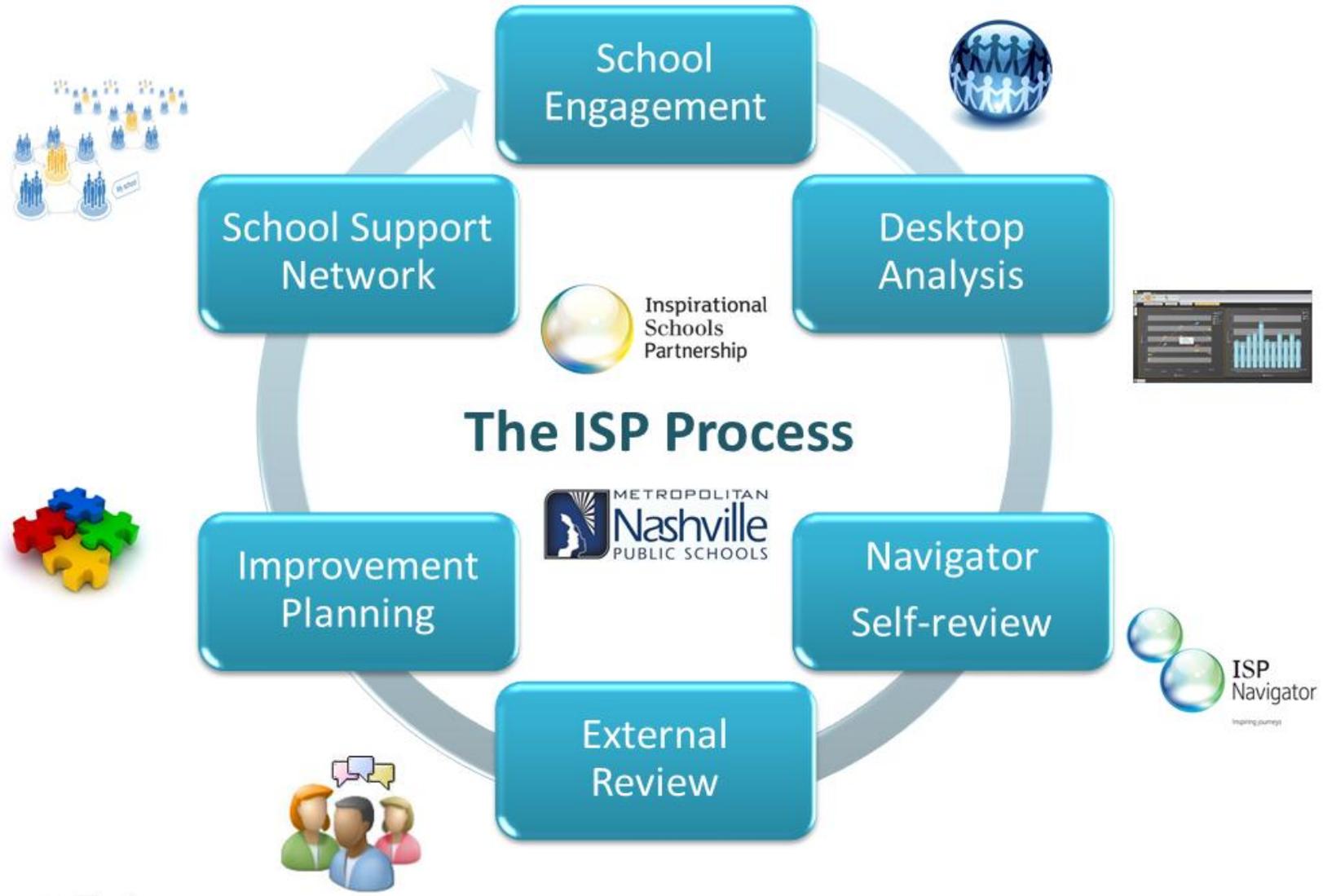
Our vision: to create and deliver world class technology based products and services that help our education, learning and training customers deliver excellence.

Global reach



Tribal is the largest provider of educational quality review services in the world, currently carrying out reviews in over 30,000 institutions a year.

What we do



A summary of our findings:

- 1. Across the district, outcomes are too low and are not improving fast enough.**
 - 2. The MNPS central office is bureaucratic and does not effectively support continuous improvement.**
 - 3. There is a lack of principal autonomy and no clearly defined accountability.**
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Educational outcomes

Across the district, outcomes are too low and are not improving fast enough.

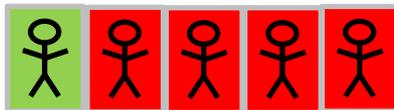
Between school variation is too high, and only:



- ❑ 1 out of 3 elementary and middle school students meet grade level standards in math



- ❑ 2 out of 5 elementary and middle school students meet grade level standards in reading



- ❑ 1 out of 5 high school students meet college or career ready standards as measured by ACT

Source: TCAP scores were verified by the TN Dept. of Education, and provided by the MNPS Office of Assessment and Evaluation; all analysis is based on cohort tracking models of achievement and growth. ACT scores were reported by SAS, and are available via the TVAAS public site.

A summary of our findings:

1. Across the district, outcomes are too low and are not improving fast enough.
2. **The MNPS central office is bureaucratic and does not effectively support continuous improvement.**

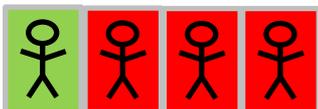
... there was consistency across the interviews that a major obstacle to building an inside-out learning culture resides in the culture and structures of the MNPS central office.

Prof Dennis Shirley 2012

In the 34 schools we are working with, only:



- 1 out of 3 respondents rated student or staff culture as being acceptable.



- 1 out of 4 respondents rated teaching and learning as being acceptable.



- 4 out of 5 respondents indicated a desire for greater autonomy.



- 1 out of 3 respondents were satisfied with their school's access to & use of data.

A summary of our findings:

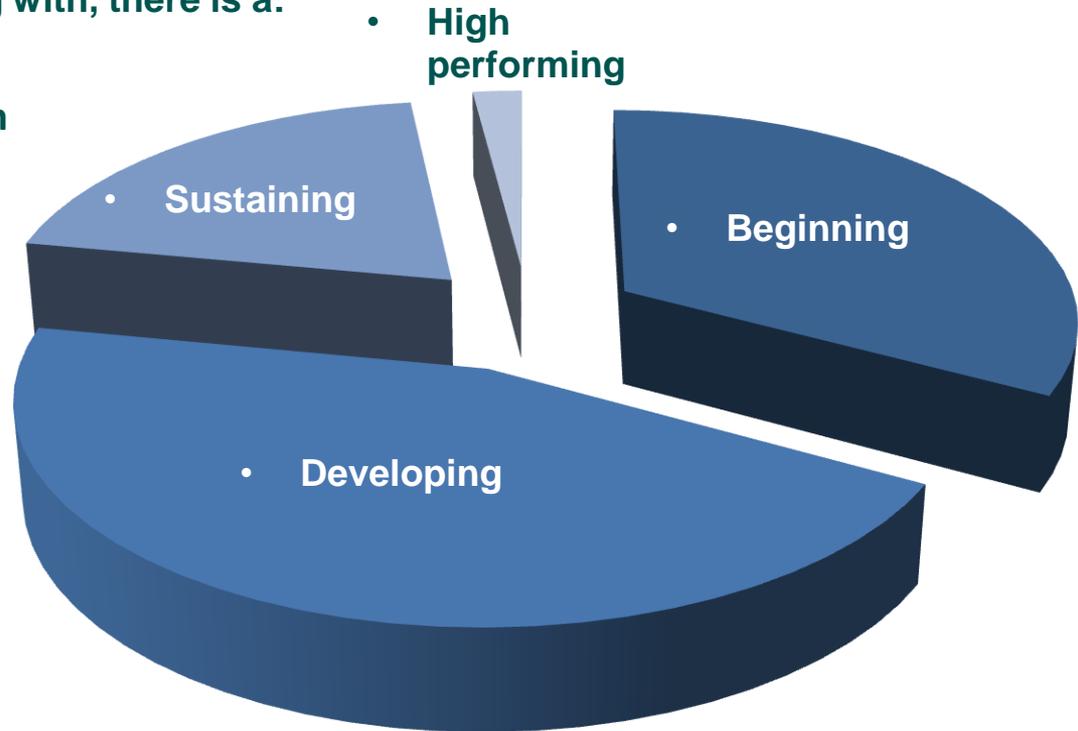
1. Across the district, outcomes are too low and are not improving fast enough.
 2. The MNPS central office is bureaucratic and does not effectively support continuous improvement.
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In the 34 schools we are working with, there is a:

- High degree of in-school variation

- Lack of:

- student engagement
- standard processes
- an achievement culture (i.e. low expectations and low aspirations prevail)
- principal autonomy
- a defined accountability
- school level strategic and succession planning
- urgency to change



- Only 22% of lessons observed judged to be effective

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2013 – a year of change



- **Defining autonomy and accountability**
- **Personalizing learning**
- **Developing and expanding the network lead principal structure**
- **Restructuring the central office to support that structure**