Our Call to Action: Ensuring Excellence For All Students in All Schools

Candidate for Superintendent
East Baton Rouge Parish Public Schools
Sito Narcisse, Ed.D.
Executive Summary Entry Plan

Overview

The purpose of this 100-day entry plan is to assist the superintendent in gathering information about East Baton Rouge Parish Public Schools (EBRPPS), from various perspectives and audiences, including but not limited to, school board members, school district staff, and the community. This information will assist me during the school district’s transition to a new era of leadership and as I initiate and develop collaborations and relationships throughout the community.

This plan involves a set of action steps based on established goals and objectives that will provide structure as I gather information relative to the school district’s strengths and challenges, with the goal being to improve student achievement.

Moreover, because the school district must still operate as an efficient and effective organization during those first 100 days, my staff and I must still engage in activities which foster relationships, build trust, celebrate and acknowledge the exemplary work of students and staff, and monitor teaching and learning in schools. Toward that end, then, I will:

• Visit all East Baton Rouge Parish Public Schools.

• Meet with school system stakeholders in a series of forums to understand the perspectives and viewpoints of various coalitions and individuals relative to their support of/for EBR’s children and families. Stakeholders will include, but not be limited to, school district staff, including teachers, support staff, school leaders and central office staff; community partners, including, parents, the business community, university partners; and the faith community.

• Create EBR Roundtables for students, school leaders, and teachers to listen to their assessments of the school system’s plans and responses in handling the coronavirus, particularly the challenges and the successes relative to virtual/distance instruction, social-emotional learning, self-care of/for/by adults in schools, instructional equity, and collaborations with local departments of health.

• Meet with department supervisors and current executive staff to discuss current work and structures needed to begin addressing specific challenges.

• Review the current budget to understand how the school district allocated present resources, particularly in light of the need for resources during the pandemic.

This proposed entry plan is adapted from The Entry Plan Approach: How to Begin a Leadership Position Successfully, by Jentz and Wofford (2008). It also draws from Metro Nashville Public Schools (MNPS), Director of School’s entry plan as well as other national superintendents. I was an integral part of shaping and implementing the entry plan for MNPS.
The remainder of this entry plan includes the plan’s outcomes, goals, and actions as they relate to the following areas:

- Governance Team/School Board and Superintendent’s Relationship.
- Organizational Capacity and Alignment.
- Student Achievement.
- Community Partnerships.
- Operations and Finance.

The last section of my entry plan includes documents which support the work that I have done in school transformation, strategic planning, teaching and learning, and sustained student achievement. Those documents also describe my roles during those initiatives. For instance, included in that section is a letter from the Council of Great City Schools which comments about my exemplary work in developing the Metropolitan Nashville Public School District’s key performance indicators which are aligned to the district’s strategic plan. Again, the documents speak more to the level, quality, and depth of my knowledge and the resulting work and less to the idea that I am proposing that all of those initiatives be a part of my initial work in East Baton Rouge Parish.

This entry plan will be implemented through the lens of equity, transparency, and urgency. The process will facilitate the creation of key performance indicators to drive and to confirm the school system’s efforts to improve student learning, address operational efficiencies, and improve equitable access for historically underserved children, families, and communities. Moreover, the work put forth will allow for a thorough and informed approach for amending, monitoring, and/or creating the school district’s strategic, technology, and capital plans. At the completion of this entry plan, I will create a clear action plan, called a transition plan, which will include timelines as well as measures for success.

It would be advantageous for EBR if there are collective responses from the community as the district embarks on improving teaching and learning across all schools. This plan, then, essentially provides structure to the tasks of gathering information and resources, engaging the community, and setting priorities. Those tasks, and others, will need to be integral parts of the process if the school system is to increase achievement for all children and remove the barriers that have impacted equity.
A Proposed Entry Plan for Dr. Sito Narcisse: Candidate for Superintendent of East Baton Rouge Parish Public Schools

Introduction

This 100-day entry plan illustrates how I will engage East Baton Rouge Parish (EBR) school board members, staff, and community stakeholders in a thoughtful and strategic manner as I begin my tenure as the school district’s new superintendent. That engagement will include a series of activities that will allow me to listen to, understand, and learn about the communities and families of the school district. Such a deliberate approach will provide me with valuable, multiple perspectives about the strengths, areas of growth, priorities, successes, and challenges of EBR. Thus, at the conclusion of the entry, I will be better able to transition as superintendent of the school district.

Further, the plan will assist me as I lead East Baton Rouge Parish Public Schools into a new era with a transition plan designed to engage all stakeholders and key constituents, improve school and organization culture, strengthen instruction, and accelerate the learning for all children in the school district, especially those who have been historically underserved.

I will share the entry plan with the EBR School Board during the initial days of my tenure and prior to its implementation in order to seek advice and feedback from the school board. At regular intervals I will update the school aboard and community as to my progress on the 100–day plan. At the conclusion of the 100-day plan, I will share the findings and the data with the school board and with the public.

Goals

This 100-day plan is designed to establish a foundation for the following five goals:

1. Build a trusting, collaborative, productive, and team-oriented relationship with the East Baton Rouge Parish School Board in order to establish effective governance within the school district.
2. Increase the school district’s organizational capacity, efficiency and effectiveness by examining the alignment of mission and vision; the strategic, technology, and capital plans; budget priorities; curriculum and instruction; expenditure of federal funds; and student achievement.
3. Increase student achievement and eliminate achievement gaps across the school district by ensuring a collaborative culture, targeted professional development, effective classroom instruction, specific evidenced-based feedback for teachers, and
a rigorous and viable standards-based curriculum, such that students are college and career ready.

4. Establish public trust by engaging the community in a series of extensive listening sessions to cultivate and build lasting relationships by seeking all stakeholders’ perspectives on the school district’s successes and opportunities for improvement and about their expectations for brighter futures for children.

5. Better understand the district’s fiscal operations, human capital management, and organizational systems and design.

Outcomes

- Create a comprehensive summary of the findings, observations, and key learnings from my community engagement activities.

- Review East Baton Rouge Parish Public Schools’ current strategic, capital, and technology plans to understand the priorities of the plans.

- Use the gathered data to support priorities, as well as make recommendations for the development of and/or changes in the strategic, technology, and capital plans.

- Share the findings with East Baton Rouge Parish community to work on the next steps in supporting students and families.

I. Governance Team: East Baton Rouge Parish Public Schools’ School Board

In order for East Baton Rouge Parish to be a successful school system, it is important that the school board and I establish a positive, trusting, and collaborative working relationship. This relationship typically is fostered and strengthened through various interactions. During this entry plan, then, I will work with the board to discuss issues of governance, management, core values, and beliefs as well as consider matters that might promote and/or serve as challenges in experiencing outstanding governance.

PRE-ENTRY

- Engage in one-on-one meetings with school board members to deepen relationships and broaden perspectives.
• Discuss data gathered from the entry plan for feedback and suggestions at the first school board retreat.

• Schedule and conduct the first school board retreat to discuss communication protocols, roles and responsibilities, norms of behaviors and interactions, expectations for the first year, and agenda for the school board’s priorities, collectively and individually.

• Review the school board election calendar to assess continuity of governance.

ENTRY

• Conduct breakfast/lunch/dinner meetings with all school board members to continue to build positive, productive relationships.

• Meet with the school board president and vice president to get an historical perspective of the issues facing those committees, to understand the issues, concerns, priorities from the perspectives of school board leadership, and to understand how they work in partnership with me and my senior staff.

• Determine the schedule and proposed agendas for meetings with the board.

• Collaborate on scheduling the next school board retreat to focus on shared values and to initiate reflections on organizational structure, areas of improvement, and implementation of a systemic accountability system.

• Develop a process, structure, and timeline to measure current strategic plan initiatives, system improvement plans, and the school district’s general budget.

• Collaborate on the performance evaluation process, goals and objectives, and indicators of success that the school board will use for my evaluation.

• Establish a regular meeting time with the school board president for reviewing and constructing agendas.

II. Organizational Capacity and Alignment: District Executives and Senior Staff

It is essential for East Baton Rouge Parish Public Schools to have a results-oriented executive team. It is also important that the school district demonstrate organizational effectiveness and efficiency to ensure exemplary performances and support for classroom teachers and student learning. To ensure that the school district operates as a highly effective, positive team with a
professional culture, we must, as author Jim Collins states, “Ensure that we have the right people on the bus and in the right seats.”

PRE-ENTRY

- Review the current central office organizational structure to determine its focus on student achievement and operational efficiency.
- Conduct one-on-one interviews and review resumes and a summary of their roles, responsibilities and a departmental overview with all direct reports.
- Administer the Gallup Strength Finders to executive cabinet members to gain a more objective perspective of their strengths.
- Conduct a retreat with senior staff to discuss the district’s priorities and its most recent achievement data; to review current staffing; and to discuss leadership team structures and practices.
- Review The East Baton Rouge Parish Comprehensive Organization Review, conducted by Lean Frog in 2019, which assessed the alignment, coherence, and efficiency of EBR’s current organizational structure.

ENTRY

- Establish a transition team comprised of experts, local leaders, parents, and East Baton Rouge Parish district staff to provide recommendations in the areas of teaching and learning, communications and community engagement, organizational efficiency and effectiveness, and operations and finance.
- Determine how communication and decision-making will occur with the executive team, establishing meeting protocols and systems designed to improve student achievement.
- Review established key metrics and customer service goals for each unit to ensure the performance of central office can be determined and measured.
- Explore how East Baton Rouge Parish school leaders analyze, use, and monitor student data to improve classroom instruction and student learning and therefore ensure that all students are performing at or above grade level.
- Examine how much autonomy and authority principals have in the current organizational structure and determine how much access and opportunity they have to play key roles in important decisions.
- Plan a second retreat with senior staff and school chiefs to update and review goals with next steps.

### III. Student Achievement

The school district must ensure that all students not only graduate from East Baton Rouge Parish Public Schools, but that they also be truly college and workforce ready. For that to be consistently true, the school district and all schools must ensure that instruction is occurring at high levels, that teachers have a rigorous K-12 instructional curriculum, processes and formative assessments to monitor students’ progress; and that professional learning activities and all other growth opportunities support classroom instruction and student learning. Moreover, all decisions will focus on “How can we improve teaching and learning for all children?”

**PRE-ENTRY**

- Analyze patterns in student achievement and achievement gaps in order to begin assessing the current state of teaching and learning across the school district and per school.

- Review the school improvement plans for all schools, especially schools in the Innovation Network and those with state report card grades of D or F.

- Assess the district’s expectations of academic success for all students and its commitment to meeting students’ needs.

- Identify chronically under-performing schools, particularly those beyond the Innovation Network, and initiate a root cause analysis process as to why they are not meeting the needs of students; then determine a course of action to support schools in their efforts to increase student achievement.

**ENTRY**

- Meet with the district’s instructional leadership team to review disaggregated achievement data, current goals, and priority action areas for the district.
• Review and assess the spending of all Federal Funds and resources to make sure that they are aligned with the instructional needs and professional learning needs of schools.

• Determine how comprehensive and research-based the current curriculum is and determine the fidelity with which all EBRPPS schools use the curriculum.

• Determine the degree that the curriculum, instruction, and assessments are aligned to the state’s instructional standards.

• Assess how the current professional development plan supports administrative, instructional, and non-instructional staff and evaluate how the professional learning budget emphasizes an investment in staff development.

• Evaluate system-wide efforts to improve attendance and graduation rates for all students.

• Review formative assessment data to gauge student learning as well as to ascertain how school leaders make instructional decisions to support and to improve teaching and learning.

• Engage in walk-throughs, instructional rounds, and classroom observations during school visits to assess school improvement efforts and to assess, develop, and strengthen school leaders’ capacities in instructional leadership.

IV. Community and Public Relations

The proverb, “It takes a village to raise a child,” is an important core belief in my drive to improve and support the students of East Baton Rouge Parish Public Schools. This work cannot be done alone.

Upon initial entry, I will schedule virtual town hall events to gain a clear understanding of the state of the district from students, parents, teachers, principals, and community leaders. The goal is to work with the community to understand the culture, history, and diversity of the schools and communities. I will be proactive and deliberate in reaching out to stakeholders traditionally underrepresented in public education to make certain their voices are heard and valued. Key questions to consider for all stakeholders will include:

• What are the strengths of East Baton Rouge Parish Public Schools system?
• What areas need to improve in the district?
• Where should I start working in East Baton Rouge Parish Public School system?
• What should be the priorities of the district?
• How can we raise the bar of academic achievement for all students?
• What will excellent schools mean as a standard for East Baton Rouge Parish Public Schools?

PRE-ENTRY

• Call and/or visit key leaders and begin building relationships.
• Post messages (audio and written) on the East Baton Rouge Parish Public Schools website and social media outlets.
• Evaluate the quality of the district’s website and schools’ websites.
• In consultation with the school board president and members, meet with key community leaders, including the mayor, the city legislative delegation, and business leaders.

ENTRY

• Schedule a virtual, city-wide event that engages a multitude of critical stakeholders – from parents to local and state elected officials to members of the business community to EBR district staff and focus on how these coalitions and collaborations are critical to increasing student achievement, developing and initiating open, honest, and transparent dialogues, and thereby strengthening and improving strategic partnerships. This would include, but is not limited to:
  o All high-level elected officials
  o All area legislators – state and national
  o Members of the State Board of Elementary & Secondary Education, the State Superintendent, and the Governor’s point person on education
  o Chamber of Commerce officials
  o Heads of teachers’, administrators’, and non-in instructional unions/organizations
  o Parent organizations and local PTAs
  o Local and regional university officials and community colleges that serve large numbers of East Baton Rouge Parish Public School students
  o Trades training organizations
  o Key business leaders
  o Civic leaders and advocates
  o Non-profit groups
  o Faith-based leaders
  o The Interim Superintendent and predecessor
  o Principals and administrative staff
  o High School SGAs
School Visits

- I will have a presence in all East Baton Rouge Parish Schools. I will engage constantly with principals, teachers, non-instructional staff, parent volunteers, and students about where we are as a district and where we need to be to meet the needs of all children.

Community Forums

- In collaboration with school board members and senior staff, I will host school community forums to gather input from the community and share observations. These meetings will be scheduled in schools within communities across the city. They will serve as a proactive effort to meet with stakeholders who have traditionally not attended such forums by collaborating with local community activists in the planning of locations and agendas.

- I will identify local venues such as faith-based, housing complexes, libraries, and community gathering locations. “Ask East Baton Rouge Parish Public Schools” locations will be established in various venues. I will participate in student forums via the Internet and in-person with students at all schools.

Media Strategy

- During my first 30 days, I will meet with the local media outlets, editorial boards, and education reporters. These meetings will set expectations for collaboration that is open, honest, transparent, and accurate. Television, radio, and newspaper reporters will be invited to appropriate community sessions. Possible topics on the agenda will include, but not be limited to, current education issues, system improvement efforts, and branding of school district programs.

- I will evaluate East Baton Rouge Parish Public Schools’ media strategy to understand how the district proactively and effectively communicates with constituents in multiple languages and platforms.

- I will also evaluate internal communication protocols to determine how board members, principals, instructional staff, non-instructional staff, and central office staff understand systemic messages and convey those to various stakeholders.

V. Operation and Finance

In order to meet the needs of all students in East Baton Rouge Parish Public Schools, it is critical that operations and finance continue to be exemplary. Understanding the current strengths, strategies, and opportunities for improvement in light of current budget challenges will be a critical focus for me. Each division will be appraised to determine how they maximize support and services to schools using the continuous improvement model.
PRE-ENTRY

- Review current staffing model to ensure cost efficiency of schools and offices.
- Review key district financial materials, budget, most recent audit, and grants.
- Conduct one-on-one meetings with direct reports on budget, operations, and human resources.

ENTRY

- Require that all office heads, including the director of federal programs, submit briefing papers that provide overviews of their current area of responsibility; descriptions of major initiatives underway with projected timelines; a review of significant or potential problems in each area of responsibility; and major decisions that need to be made in one month, in three months, and in six months.
  - Conduct one-on-one meetings with all office heads to make sure that each division has fidelity to its core function and has a student-focused agenda.
  - Review the district’s financial projections, its resource allocations, and its budgeting processes. Assess how the district’s budget and budgeting process are aligned to support student achievement.
  - Schedule staffing meetings with human resources and other departments to determine how talent is leveraged.
  - Determine what should be centralized and what should be decentralized within the current organizational structure to improve efficiency, effectiveness, and support to schools.
  - Conduct one-on-one meetings with school district counsel to review any current legal proceedings or outstanding judgements against the district and to provide a briefing on state education codes with particular attention to statutes currently impacting or likely impacting the district.
  - Review and assess contracts and programs already purchased.
• Receive an update on any foundation activities and how those funds support schools.

• Review the district’s safety and crisis communication plan, including law enforcement reports and assess crisis planning.

• Conduct a review of the district’s public information office and programs; understand the history, services, and outreach to the entire community.

• Assess customer service goals to ensure peak efficiency and support for student achievement and families.

• Examine the effectiveness of the East Baton Rouge Parish Public Schools’ technology plan, especially around areas of student achievement, budget, and human resources.

Summary

I believe that it takes the entire community to help with the success of East Baton Rouge Parish Public Schools. It is consistent with my belief that all children deserve excellence and that education is the key to success. The quote below, by Nelson Mandel, further inspires me:

“Education is the most powerful weapon you can use to change the world.”

Thus, in collaboration with the school board and with the staff of East Baton Rouge Parish Public Schools, I will work to operationalize a final plan where all will own and work transparently to improve and support all students and families in the system.
Strategic Planning Framework

The following documentation are only examples of a strategic planning framework which can be put into practice. I am not suggesting this is what will be done in EBR – this is for example purposes only.

My role:

1. Led and developed student performance in the goal 1 section of the strategic plan.
2. Worked with the community engagement team to collect data for the strategic plan.
3. Aligned and created with stakeholders the Key Performance Indicators for the strategic plan.
4. Organized central office teams around each of the four goals in the strategic plan.
5. Developed characteristics of great schools and great students to ensure the district is working towards student performance.

Documents included:

- Executive Summary of the strategic plan for Metro Nashville Public Schools
- Letter from the Council of Great City Schools for recognizing the key performance indicators as strong measures for student performance.
EXECUTIVE SUMMARY

CALL TO ACTION

We have listened deeply; we have examined our student, classroom, school, and organizational data; we have visited and evaluated all of our sites; we have begun to reset organizational culture; we have built relationships and engaged partners; and we have engaged staff and leaders.

We are committed to building on the successes of the past—including improvements in graduation rates, student-based budgeting, many strong teachers and school leaders, and excellent programs such as the Academies of Nashville and ENCORE, which supports gifted and talented students.

The road to success for every school and every student is long. We have crested a hill. And, we have a map to take us forward. We are prioritizing teaching and learning, literacy, middle schools, student discipline, the rigor and relevance of the curriculum, family and community engagement, and equitable access to strong academics for all our students regardless of where they live in Nashville and Davidson County.

Our strategic framework is based on the need to create great schools and to provide educational opportunities for every student to achieve the MNPS characteristics of a successful student, which you will see later in this document.

We are compelled to look at our work through an equity lens at all times—to remove social, economic, and other obstacles that disadvantage children from succeeding in school.

Our call to action must be persistent, relentless, and unwavering. We will not rest until we eliminate achievement and opportunity gaps, address disproportionate suspension rates, and provide equitable access to quality educational programs for all students. This intent and focus shows up throughout the strategic framework elements—from the values to the goals to the actions to the measures.
### 2016 HIGH SCHOOL GRADUATION RATE

<table>
<thead>
<tr>
<th></th>
<th>MNPS (81%)</th>
<th>TN (88.5%)</th>
<th>U.S. (83.2%)</th>
</tr>
</thead>
</table>

### 2016 AVERAGE ACT SCORES

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>MNPS</th>
<th>TN</th>
<th>U.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>17.6</td>
<td>19.3</td>
<td>20.1</td>
</tr>
<tr>
<td>Math</td>
<td>17.8</td>
<td>19.2</td>
<td>20.6</td>
</tr>
<tr>
<td>Reading</td>
<td>18.6</td>
<td>20.4</td>
<td>21.3</td>
</tr>
<tr>
<td>Science</td>
<td>18.3</td>
<td>20.1</td>
<td>20.8</td>
</tr>
<tr>
<td>COMPOSITE</td>
<td>18.2</td>
<td>19.5</td>
<td>20.0</td>
</tr>
</tbody>
</table>

### 2015-16 HIGH SCHOOL END-OF-COURSE EXAMS

(Percent of Students On-track or Mastered)

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>MNPS</th>
<th>TN</th>
</tr>
</thead>
<tbody>
<tr>
<td>English I</td>
<td>22.3%</td>
<td>27.5%</td>
</tr>
<tr>
<td>English II</td>
<td>27.9%</td>
<td>35.0%</td>
</tr>
<tr>
<td>English III</td>
<td>15.9%</td>
<td>27.4%</td>
</tr>
<tr>
<td>Algebra I</td>
<td>8.2%</td>
<td>14.1%</td>
</tr>
<tr>
<td>Algebra II</td>
<td>13.6%</td>
<td>24%</td>
</tr>
<tr>
<td>Integrated Math I</td>
<td>21.6%</td>
<td>17.5%</td>
</tr>
<tr>
<td>Integrated Math II</td>
<td>28.1%</td>
<td>17.5%</td>
</tr>
<tr>
<td>Geometry</td>
<td>16.2%</td>
<td>24%</td>
</tr>
<tr>
<td>Biology I</td>
<td>40.3%</td>
<td>56.3%</td>
</tr>
<tr>
<td>Chemistry</td>
<td>26.5%</td>
<td>59.7%</td>
</tr>
<tr>
<td>U.S. History</td>
<td>18.8%</td>
<td>29.9%</td>
</tr>
</tbody>
</table>
STRATEGIC FRAMEWORK & ELEMENTS

The foundational elements of the Metropolitan Nashville Public Schools' Strategic Framework include mission, vision, and core value statements as well as great school and successful student characteristics. These foundational elements have driven the development of our logic model/theory of change for improving student outcomes and retaining and attracting more Davidson County students into MNPS public schools.

VISION

An organization's vision conveys its desired future state and is intended to be aspirational.

Metro Nashville Public Schools will be the fastest-improving urban school system in America, ensuring that every student becomes a life-long learner prepared for success in college, career, and life.

MISSION

A mission is a high-level statement briefly outlining an organization's purpose and function—what we do and how we are going to accomplish the ambitious work laid out in the vision. Our new mission statement is a simple but powerful message to guide our work and all decision-making.

We deliver a great public education to every student, every day.
CORE VALUES

Core values drive and focus our collective commitments included in the mission, vision, and goals statements. These values reflect the principles that guide our internal conduct, as well as our relationships with the external community. Our new core values are woven throughout the goals, high-level strategies, and performance measures.

Whole learner, literacy, excellence, relevance, innovation, talent, collaboration, equity, and diversity.

WHOLE LEARNER
We believe in meeting each child at the point of need to maximize individual unlimited potential and success.

LITERACY
We believe what research shows: early reading success is a critical factor in a child’s likelihood of graduating from high school and experiencing future life success.

EXCELLENCE
We believe all students benefit from high-quality instruction and high expectations each year, in each subject, and in each classroom.

RELEVANCE
We believe students learn best when they are inspired by real-world challenges that promote critical thinking, inquiry, problem-solving, and creativity.

INNOVATION
We believe teaching and learning is enhanced through creative thinking and experimentation across all subject areas, including STEM, literacy, and the creative arts.

TALENT
We believe in supporting, developing, respecting, compensating, and retaining our teachers, leaders, and staff.

COLLABORATION
We believe that engaging parents, community members, students, and other stakeholders in the educational process leads to better outcomes for all of our students and benefits the broader Nashville community.

EQUITY
We believe in equitable access and opportunities for all students from early childhood through graduation.

DIVERSITY
We value, respect, and celebrate students, staff, and educators from different backgrounds.
GREAT SCHOOL CHARACTERISTICS

Unique to MNPS' strategic framework, Characteristics of a Great School describe those elements that research and practice have shown to improve student achievement and a school's culture and climate. When implemented with high levels of fidelity and quality, these characteristics are positioned to influence positive movement of the student, people, organization, and performance measures. In MNPS, we want every school to be a great school.

FAMILY & COMMUNITY ENGAGEMENT

A great school...

- Engages families and community partners in genuine, two-way relationships to support student success

SCHOOL CLIMATE & CULTURE

A great school...

- Creates a safe and positive school climate by building trusting relationships between adults and students
- Holds all students and staff to high expectations
- Creates classroom environments where teachers are mentors who provide instruction based on students' individual strengths, needs, and interests
- Models the principles of civility and equity as a tool for developing productive citizens

INSTRUCTION & ACCOUNTABILITY

A great school...

- Clearly communicates how it will work toward the district's vision of ensuring every student is prepared for success in college, career, and life
- Aligns the work of the faculty, staff, and students to the district's mission and core values
- Uses well-rounded, rigorous curriculum aligned with state standards that fosters student curiosity and life-long love of learning
- Predicts and monitors student progress using data
- Supports educators' growth and performance by providing personalized coaching and access to relevant professional learning opportunities
- Promotes a work environment where staff are invited and given time to share with each other, evaluate themselves, and weigh in on decision making

RESOURCE MANAGEMENT

A great school...

- Applies resources strategically to support teaching and learning
- Establishes clear and consistent structures to ensure resources are used equitably and efficiently
- Works with district staff to ensure the highest and best use of available facilities
SUCCESSFUL STUDENT CHARACTERISTICS

Similar to great school characteristics, successful student characteristics define our expectations for students at key educational junctures.

As this entire document highlights, in MNPS, our focus is on students. We strive to develop all of our students into well-rounded individuals who demonstrate the academic and social and emotional knowledge, skills, and intelligence to lead successful lives. With that in mind, the characteristics are aspirational for all students, recognizing that our diverse student population, which includes children with disabilities and children learning to speak English, will reflect these characteristics at different junctures and in different ways than their peers. The characteristics are designed to build upon students’ experiences in previous grade levels.

The characteristics are for the following junctures:

» after completing pre-K
» after completing Kindergarten – 2nd grade
» after completing grades 3 – 4
» after completing grades 5 – 8
» after completing grades 9 – 12
» after completing Kindergarten – 2nd grade

At each stage of their education, successful MNPS students will be developing a growth mindset and working to become proficient in multiple literacies. Completing secondary education with a fully-developed growth mindset and multiple literacies are essential for students to be successful in college and career.

A GROWTH MINDSET is the belief and understanding, based in science, that with effort, perseverance, and good instruction students can become “smarter.” This is opposed to a fixed mindset, which is the belief that intellectual qualities are predetermined — that people only have a certain amount of intelligence and that is all they will ever have. Research shows that when students understand that their level of intelligence can grow through hard work, they are more likely to challenge themselves and accept challenging work.

Literacy is the district’s top academic priority for all students; it is the gateway for all other learning. Literacy in a traditional sense is the ability to read, write, listen, speak, and use language effectively. More recently the definition of literacy has expanded exponentially beyond this original definition. Students today navigate through multiple formats of literacy—films, websites, television, CD-ROMs, books, magazines, music, videos, and newspapers.

Examples of MULTIPLE LITERACIES include:

» Digital Literacy: Cognitive skills that are used in executing tasks in a digital environment
» Computer Literacy: Ability to use a computer and software
» Information Literacy: Ability to evaluate, locate, identify, and effectively use information
» Technology Literacy: Ability to use technology at grade level
» Media Literacy: Ability to think critically about different types of media
» Political Literacy: Knowledge and skills needed to actively participate in political matters
» Cultural/Multicultural Literacy: Ability to understand and appreciate the similarities and difference in the customs, values, and beliefs of one’s own culture compared to the cultures of others
» Visual Literacy: Ability to critically read images
» Bi-literacy: Ability to read, speak, and write in two or more languages
» Functional Literacy: The level of literacy required to get along successfully on a day-to-day basis
AFTER COMPLETING PRE-K, EACH STUDENT WILL:

» Exhibit a love of learning and curiosity about the world

» Follow basic instructions and sustain his or her attention on an interesting task

» Show growth in the foundational skills for reading, language, and math

» Demonstrate age-appropriate 21st century learning skills
  - Collaboration: Play well with others
  - Communication: Express his or her needs and feelings
  - Critical thinking: Show a willingness to problem solve (this is also the beginning of developing a growth mindset)
  - Creativity: Use his or her imagination to develop new ideas

AFTER COMPLETING KINDERGARTEN – 2ND GRADE, EACH STUDENT WILL:

» Develop love of reading and joy in learning

» Enjoy reading challenging and interesting books

» Demonstrate enthusiasm for learning and participating in school

» Begin to exhibit interpersonal skills of self-awareness and self-regulation

» Show the capacity to form and maintain healthy relationships with adults and other children

» Begin to understand the concept of community, including personal and social responsibility

» Be academically prepared for the transition to upper elementary grades by the end of 2nd grade: read and write at or above grade level; and demonstrate proficiency in math

» Demonstrate some knowledge and skill in three or more multiple literacies, including technology and computer literacy

» Demonstrate age-appropriate 21st century learning skills:
  - Collaboration: Able to contribute to a group task
  - Communication: Use a robust vocabulary to express ideas
  - Critical thinking: Approach learning with curiosity and demonstrate problem-solving skills (begin to understand what it means to have a growth mindset)
  - Creativity: Express him or herself through abstract ideas and vehicles

AFTER COMPLETING GRADES 3 – 4, EACH STUDENT WILL:

» Display self-efficacy in his or her ability to achieve academically and approach learning with curiosity (demonstrate a growth mindset)

» Enjoy the reading of challenging and interesting books

» Demonstrate empathy and awareness for others as well as greater personal coping skills

» Be academically prepared for the transition to middle school by the end of 4th grade: read and write at or above grade level and demonstrating proficiency in math

» Demonstrate basic skills in music, visual arts, and physical education

» Exhibit clear understanding of a variety of multiple literacies including technology, computer, and digital literacy

» Demonstrate age-appropriate 21st century learning skills:
  - Collaboration: Show respect for others’ ideas, perspectives, and unique experiences
  - Communication: Begin to form logical arguments and examine multiple viewpoints
  - Critical thinking: Demonstrate some knowledge of research and study skills
  - Creativity: Exhibit abstract thinking
AFTER COMPLETING GRADES 5 – 8, EACH STUDENT WILL:

» Be academically prepared for the transition to high school by the end of 8th grade: read and write at or above grade level, and demonstrate proficiency in math, social studies, science, and the arts

» Show expanding proficiency in a wide variety of multiple literacies including technology, computer, digital, and information literacy

» Exhibit awareness of his or her impact on others, responsibility for oneself and others, and a service orientation

» Formulate education and career plans for high school and beyond

» Approach learning with curiosity and motivation, proficiently demonstrate a growth mindset

» Demonstrate age-appropriate 21st century learning skills:

  - **Collaboration:** Able to interact positively with peers, respect those from different backgrounds and perspectives, value diversity, and engage constructively and democratically with peers and adults

  - **Communication:** Form logical arguments and examine multiple viewpoints

  - **Critical thinking:** Demonstrate research and study skills and ability to organize information and ideas

  - **Creativity:** Exhibit abstract thinking across subject areas

AFTER COMPLETING GRADES 9 – 12, EACH STUDENT WILL:

» Be academically prepared by the end of grade 12 to transition to college and career; read and write at or above grade level, and be on track to enroll in a credit bearing math course in college

» Demonstrate mathematical proficiency at or above grade level (completing Integrated Math I by grade 9; II by grade 10; and III by grade 11)

» Complete at least one advanced course and obtain college credit and/or nationally recognized professional certification

» Demonstrate mastery in numerous multiple literacies: technology, computer, digital, information, and media literacy

» Approach learning with curiosity; demonstrate mastery in having a growth mindset

» Contribute to a work or volunteer experience through one or more work-based/internships and/or service learning experiences

» Formulate and follow a plan for post-secondary education and/or career

» Achieve a 21 or higher on ACT

» Graduate high school college- and career-ready in 4 years

» Demonstrate age-appropriate 21st century learning skills:

  - **Collaboration:** Consistently interact and engage positively and constructively with peers and adults, model civility and respect for those from different backgrounds and perspectives, and show an interest in working with others

  - **Communication:** Express oneself and multiple viewpoints coherently and effectively in writing and speaking

  - **Critical thinking:** Consistently apply research and study skills, and the ability to organize information and ideas

  - **Creativity:** Through a variety of subject areas and tools, regularly form logical arguments and examine multiple viewpoints; exhibit high levels of abstract thinking
THEORY OF ACTION
To effectively build on and realize what these foundational elements envision, we have developed a theory of action for change, which defines long-term goals and then maps backward to identify the necessary preconditions and steps. This is the approach to which the Director and Board of Education commit as a foundation for a stable, long-term framework for improving student achievement.
June 15, 2018

Director of the Nashville Public Schools and
Members of the Nashville Board of Education
Metropolitan Nashville Public Schools
2601 Bransford Avenue
Nashville, TN 37204

Dear Dr. Joseph and Members of the Board of Education:

I have been asked to examine the indicators provided by the Director as part of his self-evaluation. As the board may remember, I examined and commented on the Key Performance Indicators that were built into the district's strategic plan as that plan was being developed. I am pleased to report that the indicators in the director's self-evaluation are true to the strategic plan and are among the most thorough and rigorous I have seen anywhere in the country.

I continue to work with scores of big-city school boards and superintendents across the country as they work to improve outcomes for students and strengthen their school districts. The systems they put in place to assess the progress they are making is critical to ensuring better learning for students. These measures are also important for the community, so it can see where headway is being made and where additional efforts need to be placed.

The work of the Director of schools and the school board are integral to the health of the Nashville community. The six goal areas in the strategic plan and the Key Performance Indicators that accompany these goals are among the best I have seen anywhere in the country. That the superintendent welcomes these measures and that the board looks to them to gauge progress are tributes to how serious they are about improving student attainment.

I commend Dr. Joseph and the Nashville Board of Education for developing one of the most rigorous evaluation tools I've seen and then staying true to what it tells you. I commend the community and the board for their commitment to this process and for their relentless commitment to excellence for the district. Thank you.

Sincerely,

Michael Casserly
Executive Director
Council of the Great City Schools
Instructional Core

The following documentation below provide examples of an instructional leadership framework and leadership practices which can be put into practice. The information, in many instances, serves as descriptions of what can be done. I am not suggesting this is what will be done in EBRPPS.

My role:

- Designed and collaborated with the Division of Teaching & Learning and Division of School Support & Improvement to identify key foci of teaching in classrooms and principal instructional leadership practices.
- Reviewed and analyzed student achievement data with school leaders and my leadership team.
- Reviewed school leaders’ provide evidence-based feedback so as to improve teachers’ classroom performances.
- Ensured that classroom lessons reflected and were aligned with the state’s instructional standards.
- Ensured that Title I funds supported the instructional needs per school.
- Required and reviewed school improvement plans per school, plans which reflected and targeted the schools’ problem of practice.
- Ensured that practices and monitoring tools emphasize support of students and teachers.
- Supported schools with innovation and skills through principal practice and teacher practice.
- Provided and monitored staffing in an equitable way so that schools with most need were able to acquire the needed services.
- Ensured that schools taught the same curriculum, with state standards as an integral part of the lesson planning, while also making sure that schools follow scheduled formative assessments.

Documents included:

- Metro Nashville Public Schools Instructional Leadership Practices
- Metro Nashville Public Schools Instructional Framework
- Rubric for learning and innovation skills (4C’s) demonstrated in lessons
- Metro Nashville Public Schools Instructional Leadership Focus
MNPS Instructional Leadership Practices

Effective Instructional Leaders create conditions to influence behaviors and predict impact.

Instructional Leadership Practices:
1. Observation and analysis of classroom instruction and feedback to teachers.
2. Coaching and working with the leadership team, including TOS and coaches.
3. Working with teachers and others on qualitative and quantitative data.
4. Observing PLCs and departments.

High Expectations Positive Culture Reciprocal Accountability Distributed Leadership

ELA Core Actions:
1. Focus on reading and writing.
2. Engage students in essential questions.
3. Create coherent, coherent instruction.
4. Anchor students in text.
5. Anchor students in learning.

METRO NASHVILLE PUBLIC SCHOOLS
High EXPECTATIONS

Shared ACCOUNTABILITY

Ambitious Pedagogy

Equitable Pedagogy

POSITIVE CULTURE

DISTRIBUTED LEADERSHIP

QUESTIONING

COLLABORATION

CRITICAL THINKING

ACADEMIC FEEDBACK

COMMUNICATION

CREATIVITY

SEL Integrative

THINKING

PROBLEM SOLVING
# Learning and Innovation Skills (4Cs)

<table>
<thead>
<tr>
<th>Creativity</th>
<th>Critical Thinking</th>
<th>Communication</th>
<th>Collaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Questioning</strong></td>
<td>• Teacher question types include creation and evaluation levels. Teachers include strategies such as the Question Formulation Technique to guide inquiry.</td>
<td>• Teacher questions are high quality and appropriately sequenced with attention to the learning goals. They regularly assess and advance student learning.</td>
<td>• Teacher questions regularly require active response including shared and group responses.</td>
</tr>
<tr>
<td></td>
<td>• Students use a wide range of idea creation techniques (such as brainstorming) to respond to and generate more questions.</td>
<td>• Students generate questions that lead to further inquiry and learning. They identify and ask significant questions that clarify various points of view and lead to authentic solutions.</td>
<td>• Students exercise flexibility and willingness to work together to make necessary compromises to accomplish a common goal.</td>
</tr>
<tr>
<td><strong>Academic Feedback</strong></td>
<td>• Teacher engages students in giving high quality feedback to one another.</td>
<td>• Teacher models effective feedback during guided practice. Oral and written feedback is consistently academically focused, frequent, high quality, and references expectations.</td>
<td>• Teacher models and provides feedback during student collaborative work.</td>
</tr>
<tr>
<td></td>
<td>• Students develop, implement, and communicate new ideas to others effectively. They are open and responsive to new and diverse perspectives.</td>
<td>• Students effectively analyze and evaluate evidence, arguments, claims and beliefs. They analyze and evaluate major alternative points of view to solve authentic problems and/or challenges.</td>
<td>• Students assume shared responsibility for collaborative work, and value the individual contributions made by each team member. They are open and responsive to new and diverse perspectives; incorporate group input and feedback in the work.</td>
</tr>
<tr>
<td><strong>Thinking</strong></td>
<td>• Teacher thoroughly teaches creative thinking where students create, design, imagine, and suppose.</td>
<td>• Teacher thoroughly teaches analytical thinking where students analyze, compare and contrast and evaluate. Students use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation.</td>
<td>• Teacher expects students to explain information and provide opportunities for students to monitor their thinking to ensure they understand their learning, are attending to critical information, and are aware of the learning strategies they are using and why.</td>
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<tr>
<td></td>
<td>• Students generate a variety of ideas and alternatives and elaborate, refine, analyze, and evaluate their own ideas in order to improve and maximize creative efforts.</td>
<td>• Students utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact. They synthesize and make connections between information and arguments. They reflect critically on learning experiences and processes.</td>
<td>• Students use multiple modes to communicate arguments using precise and knowledgeable claims, citing evidence, and integrating information from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</td>
</tr>
<tr>
<td><strong>Problem-Solving</strong></td>
<td>• Teacher reinforces problem solving types including creating, designing, categorizing, and predicting outcomes.</td>
<td>• Teacher implements activities that teach and reinforce observing and experimenting, drawing conclusions, and identifying relevant information.</td>
<td>• Teacher expects students to explore and review a variety of ideas, models, and solutions to problems.</td>
</tr>
<tr>
<td></td>
<td>• Students create new and worthwhile ideas (both incremental and radical concepts). They demonstrate originality and inventiveness in work and understand the real-world limits to adopting new ideas. They solve different kinds of non-familiar problems in both conventional and innovative ways and act on creative ideas to make tangible and useful contributions to the field in which the innovation will occur.</td>
<td>• Students analyze how parts of a whole interact with each other to produce overall outcomes in complex systems. They interpret information and draw conclusions based on the best analysis.</td>
<td>• Students collaborate with peers and experts to generate ideas and analyze problems from multiple perspectives and viewpoints and where best to apply and implement what they learn in real-life scenarios.</td>
</tr>
<tr>
<td></td>
<td>• Teacher implements activities that teach and reinforce observing and experimenting, drawing conclusions, and identifying relevant information.</td>
<td>• Teacher reinforces problem solving types such as formulating arguments and justifying solutions.</td>
<td>• Teacher reinforces problem solving types including generating ideas and improving solutions.</td>
</tr>
<tr>
<td></td>
<td>• Students analyze how parts of a whole interact with each other to produce overall outcomes in complex systems. They interpret information and draw conclusions based on the best analysis.</td>
<td>• Students use communication for a range of purposes (e.g. to inform, instruct, motivate, and persuade).</td>
<td>• Students demonstrate ability to work effectively and respectfully with diverse teams to solve problems.</td>
</tr>
</tbody>
</table>
INSTRUCTIONAL LEADERSHIP FOCUS
Department of School Support and Improvement

August 2017
PRINCIPAL AND EXECUTIVE DIRECTOR LEARNING CONVERSATIONS FOR GUIDANCE AND SUPPORT

PROFESSIONAL CAPACITY BUILDING

- Conduct Bridge Conferences
- Analyze school program for induction, support, retention and mentoring
- Analyze school plan for differentiated professional development

INSTRUCTIONAL CORE

- Conduct learning walk-throughs
- Review plan for MTSS
- Review ACT Plan (HS only)

ORGANIZATIONAL STRUCTURES AND SUSTAINABILITY

- Discuss leadership team and plan for shared leadership
- Discuss and share expectations – structures and purposes - for various school meetings

CULTURE AND CLIMATE

- Review plan for MTSS – Implementation of Tier I Behavior (SEL) Plan
- Review data sources related to culture and climate

Theory of Action:
If we focus on building leaders’ capacity in the areas of —

- observation and analysis of classroom instruction with feedback to teachers;
- coaching and working with the leadership team including the LTDS and coaches;
- working with teachers and others on analyzing, monitoring, and taking action on qualitative and quantitative data;
- observing and supporting PLCs and departmental meetings for instructional improvement; then

we will see high rigorous teaching in all classrooms as well as increased student achievement.

PLEASE ENSURE PRINCIPAL CONNECTION IS READ THOROUGHLY WEEKLY AS THIS IS HOW MANAGERIAL TASKS WILL BE COMMUNICATED. CENTRAL OFFICE DEPARTMENTS WILL WORK WITH PRINCIPALS AND EXECUTIVE DIRECTORS TO ACQUIRE FAST DUE INFORMATION OR OTHER NEEDED ITEMS FROM SCHOOLS.
INSTRUCTIONAL LEADERSHIP FOCUS
Department of School Support and Improvement

September 2017
PRINCIPAL AND EXECUTIVE DIRECTOR LEARNING CONVERSATIONS FOR GUIDANCE AND SUPPORT

PROFESSIONAL CAPACITY BUILDING
- How might you ensure evaluators in your school are calibrated on TEAM?
  **Action:** EDSSI/Principal/Admin. Team conduct a TEAM observation to calibrate.

INSTRUCTIONAL CORE
- Based on academic data, what are some observations we can make about student learning?
  **Action:** Collaboratively analyze academic data to identify problems in student learning.

- In what ways are your instructional practices, programs, and structures supporting ACT preparation for students? (HS only)
  **Action:** Review and assess ACT Plan implementation through observation of practices. (HS only)

ORGANIZATIONAL STRUCTURES AND SUSTAINABILITY
- How do we ensure timely and quality instructional feedback to teachers?
  **Action:** Review and discuss principal’s evaluation schedule and pacing.

CULTURE AND CLIMATE
- What are the supports in place for all of our learners?
  **Action:** Review, plan, and assess MTSS practices through observation.

PLEASE ENSURE PRINCIPAL CONNECTION IS READ THOROUGHLY WEEKLY AS THIS IS HOW MANAGERIAL TASKS WILL BE COMMUNICATED. CENTRAL OFFICE DEPARTMENTS WILL WORK WITH PRINCIPALS AND EXECUTIVE DIRECTORS TO ACQUIRE PAST DUE INFORMATION OR OTHER NEEDED ITEMS FROM SCHOOLS.
INSTRUCTIONAL LEADERSHIP FOCUS
Department of School Support and Improvement

October 2017
PRINCIPAL AND EXECUTIVE DIRECTOR LEARNING CONVERSATIONS FOR GUIDANCE AND SUPPORT

PROFESSIONAL CAPACITY BUILDING
- Reflecting on your feedback practices, are teachers receiving quality and timely (3 days) feedback?
  **Action:** Review evaluation pacing to ensure timely and quality instructional feedback to teachers.
  **Action:** Share principal-to-teacher feedback to analyze for quality.

INSTRUCTIONAL CORE
- In what ways is instructional framework alignment evident in during classroom walk-throughs?
  **Action:** ED/Principal/Admin. Team conduct learning walk-throughs.

ORGANIZATIONAL STRUCTURES AND SUSTAINABILITY
- To what degree is the school on-track to meet SIP Goals?
  **Action:** Conduct SIP milestone meeting.

CULTURE AND CLIMATE
- What evidence of positive climate and high-performing culture exists in the school?
  **Action:** EDSSI conducts a SEL walkthrough and discusses results with principal.

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PLEASE ENSURE PRINCIPAL CONNECTION IS READ THOROUGHLY WEEKLY AS THIS IS HOW MANAGERIAL TASKS WILL BE COMMUNICATED. CENTRAL OFFICE DEPARTMENTS WILL WORK WITH PRINCIPALS AND EXECUTIVE DIRECTORS TO ACQUIRE PAST DUE INFORMATION OR OTHER NEEDED ITEMS FROM SCHOOLS.
Data

The following documentation are only an example of a key performance indicator framework which can be put into practice. I am not suggesting this is what will be done in EBRPPS only an example.

My role:

- Led a team of multiple stakeholders (principals, teachers, counselors, and Central Office staff) to design the districts key performance Indicators for schools.
- Ensure all grades had measurements of success with indicators.
- Create process for implementation and progress monitoring strategies to focus on important indicators.
- Work with multiple stakeholder groups in determining which data points are the most important and determine how to share with the overall community.

Documents included:

- Metro Nashville Public Schools Key Performance Indicators for Schools
- Metro Nashville Public Schools integration of student Key Performance Indicators with Multi-Tiered System of Support
Our Students KPIs

Academic KPIs
- Pre-K Assessment - GOLD
- FAST Early Reading & Math
- 2nd - 8th MAP-R & MAP-M
- TVAAS
- FAST Curriculum Based Measures
- EL – English Proficiency
- Students with Disabilities Proficiency
- Family Engagement
- Graduation Rate
- AP, IB & Cambridge
- Pathway Dual Credit/Dual Enrollment
- ACT
- Industry Certifications

Behavior, SEL & Climate KPIs
- Chronic Absence
- Social Emotional Learning
- Discipline
- Family Engagement
- MTSS Implementation
**PURPOSE:** This document covers the following three aspects of the MNPS Multi-tiered System of Support (MTSS): 1. **Academics** 2. **SEL/Behavior (Climate)** 3. **School Organization & Capacity Building**. These KPIs will enable MNPS to focus efforts and resources to empower each MNPS student to exceed great expectations. The indicators included in this document are intended to act as a roadmap for data conversations among students, schools, staff, families, community partners, and all central office supports. We commit to regularly reflecting and regrouping our actions by questioning how specific efforts help or hinder progress on these indicators.

**NOTE:** The expected rate of student participation in applicable assessments being administered is 95% of enrollment, which is the same for state accountability purposes.

<table>
<thead>
<tr>
<th>MTSS – Academics</th>
<th>Exceeding Great Expectations</th>
<th>Tools for Data Analysis</th>
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<tbody>
<tr>
<td><strong>Key Performance Indicators (Target Range)</strong></td>
<td><strong>Tools for Data Analysis</strong></td>
<td></td>
</tr>
</tbody>
</table>
| GOLD (student performance assessment) | • 80% of all students will be on or above the appropriate developmental band in social-emotional, physical, language, literacy, math, cognition domains  
• 95% of enrollment are participating in each assessment administration | • Monitor three checkpoint outcome measures from fall, winter, and spring at school level, classroom level, as well as within and across all subgroups  
• Review MTSS School Assessment Tool results |
| FAST Early Reading  
FAST Early Math | • Each year, reduce the percentage of all students considered at risk (below the 25th national percentile) by 3 - 5%  
• 95% of enrollment are participating in each assessment administration | • Monitor three (3) benchmark outcome measures from fall, winter, and spring at school level, classroom level, as well as within and across all subgroups  
• Review MTSS School Assessment Tool results |
| MAP-R & MAP-M | • 60% of all students will meet or exceed their projected RIT scores  
• Growth rate of 3 - 5 percentage points in the 4th quintile or higher  
• 95% of enrollment are participating in each assessment administration | • Monitor three (3) benchmark outcome measures at school level, classroom level, as well as within and across all subgroups  
• Review MTSS School Assessment Tool results |
| TVAAS | • School-wide TVAAS scores at 3 or above (Composite and all tested areas) | • Review scores from previous school year. Utilize student level TVAAS Projection Report to identify students in need of additional support  
• Review MTSS School Assessment Tool results |
| FAST Curriculum-Based Measures (Early Reading, Early Math, CBM Reading, CBM Math) | • Overall movement through the tiers of 3 -5% per year (all students moving from tier III to tier II, and from tier II to tier I) | • Monitor CBM screening and progress monitoring measures for students receiving skills-based interventions  
• Review MTSS School Assessment Tool results |
| English Proficiency of English Learners | • Growth in four language domains Composite score of ACCESS by 0.7 proficiency level | • Review WIDA ACCESS scores from previous years  
• Monitor program patterns which minimally includes the number of students exiting and time in program |
| Proficiency of Students with Disabilities (SWDs) | • Increase percentage of Exceptional Education students reaching proficiency by 3 - 5 percentage points each year in reading and math on the end of year summative assessments | • MAP, Fastbridge & end of year summative assessments, team evaluations and LRE data |

Last Revised: 01/10/18
## School Key Performance Indicators (KPIs) & Data Analysis Guidance

### MTSS – Academics

#### Key Performance Indicators (Target Range)

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Grade Range</th>
<th>Description</th>
<th>Tools for Data Analysis</th>
</tr>
</thead>
</table>
| Family Engagement          | Pre K - 12th| - Increase the number of opportunities parents have to partner academically with the school  
- Increase the percentage of students having parents with portal accounts and who access their students record by 3 - 5% | - Review parent/family suggestions  
- Infinite Campus Parent *Portal Usage Summary Report* |
| Graduation Rate            | 9th - 12th  | - Annual gains in Graduation Rates of 2 - 3% school-wide and across all subgroups | - Review graduation rates from previous school year within and across all subgroups  
- Monitor At-Risk Student List Report to identify students at risk of dropout  
- Monitor cohort data rosters  
- Track retention/promotion rates from year to year  
- Review MTSS School Assessment Tool results |
| Advanced Placement        | 9th - 12th  | - Increase the testing participation rate by 3 - 5%  
- Increase the number of students achieving a passing score (AP score of 3 or higher, or IB score of 4 or higher, or a Cambridge score of A-E) on an advanced academic examination by 3 - 5% (Years 2-4) | - Review enrollment of students taking courses, the number of students testing, and the number of students passing the exam  
- View data within and across all subgroups to ensure opportunities are equitable |
| International Baccalaureate| 9th - 12th  | - Increase the number of students receiving an IB diploma, Cambridge AICE diploma, or the CP (Career-related Programme) certificate by 3 - 5% | - Review participation and pass rates for all students and subgroups  
- Review past student performance success rate |
| Cambridge                  | 9th - 12th  | - Annual gains in participation of 3 - 5% each year  
- Annual gains in pass rate of 3 - 5% (years 2-4) | - Review TVAAS projections for every student that aligns to ACT  
- Review Analyze ED data  
- Review ACT school wide report  
- Review students' scheduling progression in preparation for ACT |
| Pathway Dual Credit/Dual Enrollment | 10th - 12th | - Annual gains in participation of 3 - 5% each year  
- Annual gains in pass rate of 3 - 5% (years 2-4) | - Review TVAAS projections for every student that aligns to ACT  
- Review Analyze ED data  
- Review ACT school wide report  
- Review students' scheduling progression in preparation for ACT |
| ACT                        | 11th        | - Increase number of all students scoring 21+ on the ACT Composite Score by 2 - 3 percentage points  
- School-wide average ACT composite score increases by 2 - 3 tenths of a point | - Review TVAAS projections for every student that aligns to ACT  
- Review Analyze ED data  
- Review ACT school wide report  
- Review students' scheduling progression in preparation for ACT |
| Industry Certifications   | 12th        | - Annual gains in participation of 3 - 5% each year  
- Annual gains in pass rate of 3 - 5% (years 2-4) | - Review participation and pass rates for all students within and across subgroups  
- Review past student performance success rate |

**NOTE:** A formative assessment for 9th – 12th grade is TBD. Once determined, the information in this document will be updated.
## School Key Performance Indicators (KPIs) & Data Analysis Guidance

### Exceeding Great Expectations

<table>
<thead>
<tr>
<th>MTSS-SEL/Behavior (School Climate)</th>
<th>Key Performance Indicators (Target Range)</th>
<th>Tools for Data Analysis</th>
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</thead>
<tbody>
<tr>
<td>Chronic Absence</td>
<td>Pre K - 12th</td>
<td></td>
</tr>
</tbody>
</table>
| **Annual gains** in satisfactory student attendance (Students with Average Daily Attendance of 95% or higher) – measured by a 3 - 5% reduction of students that do not have satisfactory attendance school-wide and across all subgroups
  - Reduce the percentage of chronically absent students by 5% across all subgroups
  - The percentage of chronically absent Pre-K students will be at or below the state average of 22%
  - Increase number of students with an At Risk Attendance Flag being referred for additional services and support | Review the following Data Warehouse Reports: Attendance Dashboard, At Risk Students List and Chronic Absence Summary Report at mid-terms and the conclusion of each quarter
Review data by school level, grade level, as well as within and across all subgroups
Review MTSS School Assessment Tool results |
| Social Emotional Learning          | Pre K - 12th                            |                        |
| **100%** of school administration team will be trained on a tier one behavior strategy
**3 - 5% decrease** in the number of student discipline incidents (Demonstrates the level of SEL training and implementation) | Review Panorama and SEL Climate Walk-Through Rubric outcome measures
Review SEL 5 Core Competencies in the elementary report card
Review Fidelity Checks of tier I behavior strategy
Review MTSS School Assessment Tool results |
| Discipline                         | Pre K - 12th                            |                        |
| **3 - 5% decrease in the number of students** with discipline incidents resulting in loss of instructional time (e.g. out of school suspension, remanded to Alternative Learning Centers, and expulsion)
**Increase number** of students with an At Risk Discipline Flag being referred for additional services and support | Review the following Data Warehouse Reports: Discipline Dashboard, At Risk Students List, OSS-Expelled-Remanded Report, and Incident Counts Threshold Student Lists at mid-terms and the conclusion of each quarter
Review data by school level, grade level, as well as within and across all subgroups to ensure equitable and equal treatment
Monitor and audit application of processes to ensure practices are aligned with policies
Review MTSS School Assessment Tool results |
| Family Engagement                  | Pre K - 12th                            |                        |
| **Form a minimum of one formal parent group** (active school support/PTA/PAC organization) at your school to strengthen collaboration between families and educators to enhance parent voice
**Increase** Parent Survey participation 3 - 5% | Review school level results of District Parent Survey and Family Engagement Readiness Survey
Review parent focus group results |

**NOTE:** A schools' climate can consist of many aspects including areas like safety (emotional, intellectual, and physical), common high expectations, trust among students, trust among adults, trust between students and adults, connectedness among teachers, connectedness among students, behavior, absences/attendance, family engagement, and Social and Emotional Learning. The Panorama survey will measure several elements of a school climate and will provide schools with specific areas of refinement and reinforcement.
| MTSS (Multi-Tiered System of Support) | Pre K - 12th | - Schools will have the necessary conditions in place for implementation of MTSS, as measured through a score of at least 80% on the MTSS School Assessment Tool  
- Schools will increase fidelity of implementation each year, as measured through School Assessment Tool and implementation walk-throughs | **Tools for Data Analysis**  
- Review MTSS School Assessment Tool results  
- Review feedback from MTSS Leadership, Development, and School Leadership team meetings  
- Review data from school visits and walkthroughs |
Structure

The following documentation is only an example of school reorganization which can be put into practice. I am not suggesting this is what will be done in EBRPPS. This is only an example.

My role: Reorganized district into quadrant structure to provide stronger support to schools and alignment of resources by community needs.

• Look at various areas of support per quadrant and community and determine the types of support needed academically and social emotionally with participation from federal agencies.
• Review patterns of learning and choices parents are making within the quadrant to provide better access for students.
• Structure a community superintendent model with quadrant support which include, academics, social emotional teams, MTSS teams, and operational team to provide targeted support to specific communities within quadrants.
• Align office supports to communities to provide stronger wrap around services for families.
• Create cross collaboration of school practices with all schools for learning within quadrants and communities.
• Align partnership resources and community partners to provide targeted support in quadrants.

Document included:

• Metro Nashville Public Schools organization and support structure for schools