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# Long-Range Implementation Plan Resulting From a Performance Audit of Metropolitan Nashville Public Schools

## FINAL REPORT



January 2001

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- Appendix A: Survey Instruments
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## ***1.0 INTRODUCTION***

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## **1.0 INTRODUCTION**

On August 22, 2000, the Metropolitan Government of Nashville and Davidson County contracted with MGT of America, Inc., to conduct a Performance Audit of Metropolitan Nashville Public Schools (MNPS). The Request for Proposals (RFP) issued by the Internal Audit Section of the Metropolitan Government required that the study address the following areas:

- Comparisons of the Metropolitan Nashville Public Schools (MNPS) to selected peer school systems as a whole and to selected benchmarks.
- Measurement of specific areas of administration, instruction, and all other operational areas, (e.g., transportation plant operations and maintenance, food service, central storeroom, capital projects, finance, and technology), against policies, procedures, and other standards promulgated by the Metropolitan Board of Education.
- Major strengths and weaknesses for all operational areas, including significant contributing factors behind those strengths and weaknesses.
- A long-range planning model to help Metropolitan Nashville Public Schools achieve goals to fulfill its educational mission and to enhance its overall effectiveness in the community.
- All relevant findings and recommendations for any areas where the performance of Metropolitan Nashville Public Schools should be improved. The written recommendations were to include, to the fullest extent possible, cost savings, measurable implementation goals, and other applicable quantifiable data.
- A description of any instances of non-compliance with laws and regulations, fraud and abuse, or illegal acts coming to the proposer's attention. Any such instances noted were to include a quantification of the financial impact, if applicable and determinable.

The study was completed within a five-month time period with a draft report developed during December 2000 and a final report completed in January 2001. The study team adhered to the project schedule contained in Exhibit 1-1. During this period, every effort was made to minimize disruptions to schools and to the central office.

Community and employee input was a major feature of the process. In Section 1.2, we describe the various mechanisms we used to maximize public and employee involvement in the performance audit of Metropolitan Nashville Public Schools.

**EXHIBIT 1-1  
TIMELINE FOR THE PERFORMANCE AUDIT OF  
METROPOLITAN NASHVILLE PUBLIC SCHOOLS (MNPS)**

WEEK OF	ACTIVITY
August 28, 2000	<ul style="list-style-type: none"> <li>■ Finalized contract.</li> <li>■ Conducted initial meeting in Nashville with county and school system officials.</li> <li>■ Designed tailor-made, written surveys for administrators, principals, and teachers.</li> </ul>
September 4, 2000	Conducted central office administrator, teacher, and principal surveys.
September 11, 2000	<ul style="list-style-type: none"> <li>■ Collected and analyzed existing and comparative data available from the school system and state agencies.</li> <li>■ Produced MNPS profile tables.</li> </ul>
September 18, 2000	<p>Visited the school system.</p> <ul style="list-style-type: none"> <li>■ Conducted diagnostic review.</li> <li>■ Collected existing data.</li> <li>■ Interviewed Board of Education members.</li> <li>■ Interviewed community/business leaders.</li> </ul>
September 25, 2000	Analyzed survey data and information which were collected the weeks of September 4 through September 18, 2000.
October 2, 2000	Tailored audit guidelines and trained MGT team members using findings from the above analyses.
October 9, 2000 October 16, 2000	<ul style="list-style-type: none"> <li>■ Conducted formal on-site review.</li> <li>■ Conducted public hearing (October 12, 2000).</li> </ul>
October 25, 2000	<ul style="list-style-type: none"> <li>■ Requested additional data from the school system.</li> <li>■ Discussed (via phone call, email, and/or fax) preliminary findings with key MNPS personnel.</li> </ul>
November 10, 2000	Submitted the preliminary findings to MNPS and Internal Audit Section.
November 14, 2000	Met with MNPS to review findings.
December 11, 2000 - December 31, 2000	Reviewed the draft report, made revisions, and prepared final report.
January 2001	Presented the final report to the Metropolitan Government of Nashville and Davidson County and the Metropolitan Board of Education.

Source: Created by MGT, 2000.



We wish to thank the MNPS Director of Schools, the Metropolitan Board of Education, and the hundreds of school system employees and community residents who provided information to us as we prepared for and conducted the performance audit. We also wish to thank the MNPS Assistant Superintendent of Business and Facilities Services for his exemplary coordination of the school system's responsibilities for this audit and the Internal Audit Section of the Metropolitan Government for Nashville and Davidson County for their guidance and support throughout the duration of this contract.

**1.1 Overview of Metropolitan Nashville Public Schools**

Metropolitan Nashville Public Schools is a school system with a K-12 student population of about 69,100 students in the 2000-01 school year. These students are housed in the 129 school buildings. This size places Metropolitan Nashville Public Schools (MNPS) as the 2<sup>nd</sup> largest school system in Tennessee; MNPS is about half the size of the Memphis School System, the largest system in Tennessee.

Exhibit 1-2 shows the number and type of schools within Metropolitan Nashville Public Schools.

**EXHIBIT 1-2  
METROPOLITAN NASHVILLE PUBLIC SCHOOLS  
NUMBER OF SCHOOLS BY TYPE**

<b>SCHOOL TYPE</b>	<b>NUMBER OF SCHOOLS</b>
Elementary Schools	66
Middle Schools	31
High Schools	11
Magnet Schools	13
Special Education Schools	4
Adult Education School	1
Alternative Schools	3
<b>TOTAL</b>	<b>129</b>

Source: Metropolitan Nashville Public Schools, 2000.

The school system has about a 52 percent non-white student population; about 49 percent of MNPS students are eligible for free and reduced lunch.

Metropolitan Nashville Public Schools employs over 8,500 employees and had a total budget from all fund sources of over \$512 million for the 2000-01 fiscal year. Additional information on Metropolitan Nashville Public Schools, with comparisons to other school systems, follows in Chapter 2.

Metropolitan Nashville Public Schools is one department within a consolidated Metropolitan Government of Nashville-Davidson County Charter Government structure. A 40-member, citizen-elected Metropolitan Government Council and an elected mayor constitute the primary governance organization for Metropolitan Government of Nashville-Davidson County. Fourteen (14) members from the Metropolitan-Davidson

Council comprise a Metropolitan Council Education Committee. The Education Committee serves as a clearinghouse for legislation and other school system matters to be considered by the Metropolitan Government Council.

The Metropolitan Charter (through Article 9, Section 9.01) establishes the public school system and additional sections detail its governance and administration. The Charter provides for a nine-member Metropolitan Board of Public Education responsible for establishing school system policy and authorized for the establishment, operation and maintenance of an efficient and accredited, consolidated school system. Further, the Charter authorizes the Board to designate a person experienced in public school management and supervision, and possessing specified credential, as the Metropolitan Director of Schools.

Under the leadership of the Director of Schools and the Metropolitan Board of Education (and in collaboration with a broad-based group of community representatives), in 1998 the school system developed a plan that resulted in the federal court declaring the system's unitary status. This action resulted in absolving the school system from many of the previous restrictions, including massive cross bussing of students imposed by the desegregation plan. The Mayor, Board of Education, Director of Schools, and other parties are acutely aware of the established requirements to maintain unitary status. These requirements are contained in the Pupil Assignment Plan commonly referred to by staff and others as the MNPS School Improvement Plan.

The School Improvement Plan includes the following conditions and provisions:

- detailed description of terms used in the Plan;
- goals, rationale and principles including a three-tiered structure and consistent feeder patterns as immutable factors (Seven additional factors, noted as other considerations and related to demographic diversity, educational needs of students, facilities, transportation, continuity in zones, choice, and community involvement are also elements of the Plan);
- a detailed pupil assignment to schools containing three carefully defined components: zoned schools with consistent feeder patterns, optional schools/programs, and other special programs;
- a description of school zones and cluster feeder patterns including identifying the specific cluster composition; and
- a five-year capital plan that includes a description of each facility project (both projected and in process), estimated/budgeted funds, and projected timelines.

This School Improvement Plan is the foundation for maintaining a unitary school system.

## **1.2 Audit Methodology**

This section of the introductory chapter describes the methodology MGT used to prepare for and conduct the Performance Audit of Metropolitan Nashville Public Schools. Our methodology primarily involved a focused use of MGT's audit guidelines following the analysis of both existing data and new information obtained through various means of community and employee input. One unique feature of the MNPS performance audit was the use of the Web sites of both the Metropolitan Government and Metropolitan Nashville Public Schools to link to MGT of America. Through this linkage, the Nashville community was able to provide anonymous comments to MGT consultants about issues and concerns. Approximately 200 messages were received throughout the duration of the performance audit.

Major strategies we used to conduct the study are described below.

### **Existing Reports and Data Sources**

During the period between project initiation and beginning our on-site audit, we simultaneously conducted many activities. Among these activities were the identification and collection of existing reports and data sources that provided us with available recent information related to the various functions and operations we would review in Metropolitan Nashville Public Schools.

Examples of existing materials MGT obtained include, but are not limited, to the following:

- comparative MNPS, region, state, and national demographics, financial, and performance data;
- MNPS policies and administrative procedures;
- accreditation reports;
- program and compliance reports;
- technology plan;
- annual performance reports;
- independent financial audits;
- MNPS plans for curriculum and instruction;
- longitudinal test data;
- School Improvement Plan (associated with desegregation order);
- MNPS and campus improvement plans;
- student code of conduct;
- facility needs assessment and plan;

- annual budget and expenditure reports;
- job descriptions;
- salary schedules;
- personnel handbook;
- technology studies; and
- agendas, minutes, and background materials for Metropolitan Board of Education meetings.

We analyzed data from each of these sources and used the information as a starting point for collecting additional data during our on-site work.

### **Diagnostic Review**

During the week of September 18, 2000, five MGT staff members conducted the diagnostic review. Interviews were completed in groups settings with representatives of various organizations, and with individuals, including Board of Education members and central office administrators, officials of Metropolitan Government, and business and community leaders.

A public hearing was conducted at the Nashville Convention Center on October 12, 2000. Metropolitan Nashville Public Schools and Metropolitan Government advertised this public hearing through informational flyers, newspaper articles, and media press releases.

### **Employee Surveys**

To secure the involvement of central office administrators, school principals, and teachers in the focus and scope of the performance audit, three surveys were prepared and disseminated in September 2000. Through the use of anonymous surveys, administrators and teachers were given the opportunity to express their views about the management and operations of the school system. These surveys were similar in format and content to provide a database for determining how the opinions and perceptions of central office administrators, principals, and teachers vary. Survey results are discussed in depth in Chapter 4 of this report.

### **Conducting the Formal On-Site Audit**

During the weeks of October 9<sup>th</sup> and October 16<sup>th</sup>, MGT conducted the formal on-site audit with a team of 15 consultants. As part of our on-site review, we examined the following systems and operations in Metropolitan Nashville Public Schools:

- School System Organization and Management
- Community Involvement and Communications
- Financial Management
- Asset and Risk Management
- Purchasing and Warehousing
- Administrative and Instructional Technology

- Personnel Management
- Curriculum and Instruction
- Facilities Use and Management
- Food Service
- Transportation
- Safety and Security

Our systematic assessment of Metropolitan Nashville Public Schools included the use of MGT's *Guidelines for Conducting Management and Performance Audits of School Districts*. Following our collection and analysis of existing data and new information, we tailored our guidelines to reflect local policies and administrative procedures; the unique conditions of Metropolitan Nashville Public Schools; and the input of parents, community leaders, administrators, staff, teachers, and students. Our on-site audit included meetings with appropriate central office and school-level staff, and reviews of documentation provided by these individuals.

Members of the audit team conducted visits to 52 schools in the school system and some schools were visited more than once. A list of schools visited is shown as Exhibit 1-3.

**EXHIBIT 1-3  
SCHOOLS VISITED  
DURING PERFORMANCE AUDIT OF  
SEPTEMBER – OCTOBER 2000**

WEEK VISITED	SCHOOL NAME	
<b>Diagnostic Week of September 18, 2000</b>	Lake View Elementary Cameron Middle Hillsboro High Gower Elementary Hunter's Lane High Neeley's Bend Middle Tom Joy Elementary	McGavock High Binkley Norman Elementary Bass Middle Rosebank Elementary Joelton Middle Nashville Arts Magnet
<b>Weeks of October 9 and October 16, 2000</b>	Glen Enhanced Option School Harris Hillman MIP Program Lockeland Middle Julia Green Elementary H.G. Hill Middle West Meade Elementary Donaldson Middle Hickman Elementary Napier Elementary Warner Elementary Buena Vista/Jones Middle Glengary Elementary Glenclyff High Wright Middle Bellshire Center Bordeaux Elementary Alex Green Elementary McCann Elementary	Cockrill Elementary Two Rivers Middle Pennington Elementary Margaret Allen Elementary Glenview Elementary Wright Middle Glenclyff High Glenclyff Elementary Stratford High Inglewood Elementary Tusculum Elementary Percy Priest Elementary Amqui Elementary Fall-Hamilton Elementary McMurry Middle Tusculum Elementary Eakin Elementary Glenclyff High Overton High West End Elementary

Source: Created by MGT, October 2000.

### **1.3 Overview of Final Report**

The final report is organized into 17 chapters. Chapters 2 through 4 contain information on:

- comparisons to peer school systems;
- school-by-school and cluster analyses within Metropolitan Nashville Public Schools; and
- results of MGT surveys which we conducted of MNPS central office administrators, principals, and teachers.

These chapters are included for informational purposes and serve as a summary of the peer comparisons, school-by-school data and surveys that were used throughout the performance audit and are incorporated into the various chapters of this report.

**THE READER WHO WISHES TO PROCEED IMMEDIATELY TO THE AUDIT FINDINGS AND RECOMMENDATIONS SHOULD ADVANCE TO CHAPTER 5.**

Chapters 5 through 16 present the results of the Performance Audit of Metropolitan Nashville Public Schools. Findings, commendations, and recommendations are presented for each of the following operational areas of the school system:

- School System Organization and Management – Chapter 5
- Education Service Delivery – Chapter 6
- Personnel Management – Chapter 7
- Financial Management – Chapter 8
- Asset and Risk Management – Chapter 9
- Purchasing and Warehousing – Chapter 10
- Facilities Use and Management – Chapter 11
- Community Involvement and Communications– Chapter 12
- Administrative and Instructional Technology– Chapter 13
- Transportation – Chapter 14
- Food Service – Chapter 15
- Safety and Security – Chapter 16

In Chapters 5 through 16 we analyze each function within the school system based on the current organizational structure. The following data on each component are included:

- description of the current situation in Metropolitan Nashville Public Schools;

- a summary of our study findings:
  - findings from report and data sources which we obtained prior to our on-site review
  - relevant information from the surveys conducted by MGT
  - a summary of our on-site findings;
- MGT's commendations and recommendations for each finding;
- implementation strategies and timelines for each recommendation;  
and
- a five-year fiscal impact for recommended costs or cost savings which are stated in 2000-01 dollars.

We conclude this report with a summary of the fiscal impact of our study recommendations in Chapter 17.

The major findings, commendations and recommendations in this report are incorporated into the Internal Audit report on the Metropolitan Board of Education issued in January 2001. This report is intended to serve as a long-range implementation plan for the Metropolitan Board of Education and the Director of Schools, as required by the RFP issued by Internal Audit. An executive summary of this report is included with the Internal Audit report.

**2.0 COMPARISON OF  
METROPOLITAN NASHVILLE  
PUBLIC SCHOOLS WITH OTHER  
SCHOOL SYSTEMS**

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## **2.0 COMPARISON OF METROPOLITAN NASHVILLE PUBLIC SCHOOLS WITH OTHER SCHOOL SYSTEMS**

Five school systems were selected for comparisons to Metropolitan Nashville Public Schools. Our experience has found that such comparisons with other school systems yield valuable insights and often form a basis for determining efficient and effective practices for a school system interested in making improvements. For these comparisons to be meaningful, however, the comparison school systems must be chosen carefully. Ideally, a school system should be compared with others that are not only similar in size, ethnicity, and revenue, but those that have achieved similar educational success.

Thus, we have chosen five comparison school systems that match Metropolitan Nashville Public Schools to a large extent in both student size and ethnicity, student achievement, and student-to-staff ratios. Additionally, we considered school systems which have comparable special education student populations, as well as similar poverty rates of the students ages 5 through 17. Lastly, we chose school systems for comparisons that have similar current expenditures, particularly in instructional expenditures. Nonetheless, in making comparisons, the reader must remember that no two school systems are identical.

As comparisons are made, it is important for Metropolitan Nashville Public Schools and Metro officials to keep in mind, however, that once school systems are selected in more than one state, the data are not as reliable, as different states have different operational definitions and self-reported data by peer school systems can be subjective. When comparing information across databases of several states, a common set of operational definitions should be established so that comparable data are analyzed to the greatest extent possible. For example, an administrator in one school system may be categorized as a non-administrative coordinator in another school system. Operational definitions were included as appropriate with MGT's data request to comparison school systems.

The school systems chosen for these comparisons and agreeing to participate are:

- Austin Independent School District (TX)
- Charlotte-Mecklenburg Schools (NC)<sup>1</sup>
- Columbus Public Schools (OH)
- Hamilton County Schools (TN)
- Jefferson County Public Schools (KY)

Each of these school systems was sent a letter requesting participation by the Director of Schools of Metropolitan Nashville Public Schools, and upon agreeing to participate, was sent a data request form. The data request form asked for extensive information covering a similar range of school system operations to those which MGT reviewed within Metropolitan Nashville Public Schools. Unless indicated differently in the exhibit title, the data used in the exhibits are for the 1999-2000 school year.

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<sup>1</sup>Charlotte-Mecklenburg Schools was unable to participate fully, but the school system did provide information about enrollment, staffing, technology, and purchasing practices.

## **Comparison of Metropolitan Nashville Public Schools With Other School Systems**

Some of the data needed for these analyses were not as available from Metropolitan Nashville Public Schools as from the comparison school systems. In particular, MNPS was unable to provide complete data related to school volunteerism, community donations, the existing level of information technology, and the total dollar amount of workers' compensation claims.

Other sources of information used for these comparisons include the U. S. Census Bureau and the National Center for Education Statistics.

The information collected from these sources is compared in the following sections:

- 2.1 General Overview of Comparison School Systems
- 2.2 School System Organization and Management
- 2.3 Educational Service Delivery
- 2.4 Personnel Management
- 2.5 Financial Management
- 2.6 Asset and Risk Management
- 2.7 Purchasing
- 2.8 Facilities and Maintenance
- 2.9 Community Involvement
- 2.10 Management Information Systems/Instructional Technology
- 2.11 Transportation
- 2.12 Food Services
- 2.13 Safety and Security
- 2.14 Summary

### **2.1 General Overview of the Comparison School Systems**

Exhibit 2-1 illustrates how the comparison school systems compare to Metropolitan Nashville Public Schools in terms of enrollment, number of schools, number of teachers, and number of central administrators. As can be seen,

- the school systems have similarly-sized student populations, with Charlotte-Mecklenburg Schools having the largest enrollment (99,403) and Hamilton County Schools having the smallest (41,500);
- with 69,579 students, Metropolitan Nashville is slightly below (6.5 percent) the comparison group average of 74,449;
- the average number of schools is 125, with Hamilton County Schools having the fewest (80) while Jefferson County, with the second highest enrollment (93,543), has the most schools (152);
- Metropolitan Nashville Public Schools has just above the average number of schools (127);

**Comparison of Metropolitan Nashville Public Schools With Other School Systems**

- with 4,380 full-time teachers, Metropolitan Nashville Public Schools has 11 percent fewer teachers than the average for the school systems (4,912)<sup>2</sup>;
- Charlotte-Mecklenburg Schools has the highest number of teachers (6,600) followed by Jefferson County Schools (5,609), while Hamilton County Schools has the lowest number (2,671); and
- Jefferson County has the highest number of central office administrators (274), while Metropolitan Nashville Public Schools, with 109 central office administrators, has below the average of 123<sup>3</sup>.

**EXHIBIT 2-1  
OVERVIEW OF PEER SCHOOL SYSTEMS  
1999-2000 SCHOOL YEAR**

<b>SCHOOL SYSTEM</b>	<b>TOTAL STUDENT POPULATION</b>	<b>TOTAL NUMBER OF SCHOOLS</b>	<b>TOTAL NUMBER OF FULL-TIME TEACHERS</b>	<b>TOTAL NUMBER OF CENTRAL OFFICE ADMINISTRATORS</b>
<b>Metropolitan Nashville Public Schools, TN</b>	<b>69,579</b>	<b>127</b>	<b>4,380</b>	<b>109</b>
Austin ISD, TX	77,738	106	5,014	101
Charlotte-Mecklenburg Schools, NC	99,403	140	6,600	not available
Columbus Public Schools, OH	64,929	145	5,199	90
Hamilton County Schools, TN	41,500	80	2,671	42
Jefferson County Public Schools, KY	93,543	152	5,609	274
<b>SCHOOL SYSTEM AVERAGE</b>	<b>74,449</b>	<b>125</b>	<b>4,912</b>	<b>123</b>

Source: Data Collected from Individual Peer School Systems, 2000.

Exhibit 2-2 compares the median household incomes within the surrounding counties for each school system, as well as average property values. As can be seen:

- median household incomes have a small range, from a low of \$32,858 in Hamilton County to a high of \$41,655 in Charlotte-Mecklenburg, with an average of \$36,691 for all school systems; and
- the median value of housing units is more varied, from a low of \$58,442 in Columbus City to a high of \$86,348 in Charlotte-Mecklenburg, with an average of \$69,917.

<sup>2</sup>See Exhibit 2-7 for a comparison of the number of teachers per 1,000 students.

<sup>3</sup>See Exhibit 2-4 for a comparison of the number of central office administrators per 1,000 students.

**EXHIBIT 2-2  
MEDIAN INCOMES AND PROPERTY VALUES**

<b>SCHOOL SYSTEM</b>	<b>MEDIAN HOUSEHOLD INCOME<sup>1</sup> 1995</b>	<b>MEDIAN VALUE OF HOUSING UNITS<sup>2</sup> 1990</b>
<b>Metropolitan Nashville Public Schools, TN</b>	<b>\$35,182</b>	<b>\$75,647</b>
Austin ISD, TX	\$38,368	\$73,051
Charlotte-Mecklenburg Schools, NC	\$41,655	\$86,348
Columbus Public Schools, OH	\$37,221	\$58,442
Hamilton County Schools, TN	\$32,858	\$69,894
Jefferson County Public Schools, KY	\$34,863	\$56,118
<b>SCHOOL SYSTEM AVERAGE</b>	<b>\$36,691</b>	<b>\$69,917</b>

Sources: <sup>1</sup> Model-Based Income and Poverty Estimates for 1995, U. S. Census Bureau Web site, 1999.

<sup>2</sup> Common Core of Data, Local Education Agency Universe Survey, 1998-1999. U.S. Department of Education, National Center for Education Statistics. Data are taken from the 1990 U.S. Census.

Exhibit 2-3 displays the number of private schools in the cities in which the comparison school systems are located. These figures may not include all private schools in the counties in which the school systems operate, but are included for illustration of the relative amount of competition the private schools are creating for the public schools. As the exhibit shows, Jefferson County Public Schools competes with 73 private schools operating in Louisville, Kentucky, while there are only 23 private schools reported for Chattanooga, Tennessee, where Hamilton County Schools is located. With 35 private schools in the Nashville area, Metropolitan Nashville Public Schools competes with fewer private schools than the average (40).

**EXHIBIT 2-3  
PRIVATE SCHOOLS IN SCHOOL SYSTEM CITIES  
1997-1998 SCHOOL YEAR**

<b>SCHOOL SYSTEM</b>	<b>TOTAL PRIVATE SCHOOLS</b>
<b>Metropolitan Nashville Public Schools, TN</b>	<b>35</b>
Austin ISD, TX	31
Charlotte-Mecklenburg Schools, NC	30
Columbus Public Schools, OH	45
Hamilton County Schools, TN	23
Jefferson County Public Schools, KY	73
<b>SCHOOL SYSTEM AVERAGE</b>	<b>40</b>

Source: National Center for Education Statistics, Private School Locator, 1997-98.

**2.2 School System Organization and Management**

Exhibit 2-4 compares the ratios of central office administrators per 1,000 students, as well as central administrative costs and teachers on special assignment in the central office.

As the exhibit illustrates:

- Jefferson County has the highest ratio (2.9 central office administrators per 1,000 students), while MNPS is comparable with the peer system average;
- Columbus City Schools has 189 teachers on special assignment in the central office, more than four times the average of 42;
- Metropolitan Nashville Public Schools has 20 teachers on special assignment in the central office, while the remaining comparison school systems have zero;
- with \$5,330,053 in central administrative costs (one percent of total expenditures), Metropolitan Nashville Public Schools spends below the comparison group average of \$10,915,271, although Columbus Public Schools and Hamilton County Schools spend even less (\$4,609,654 and \$2,794,729, respectively); and
- Austin ISD has the highest central administrative costs, \$28,296,632 as well as spending the highest percentage of total expenditures on this function (4.9 percent, compared to the average of 2.1 percent).

**EXHIBIT 2-4  
CENTRAL OFFICE STAFFING PER 1,000, COSTS AND  
TEACHERS ON SPECIAL ASSIGNMENT  
1999-2000 SCHOOL YEAR**

<b>SCHOOL SYSTEM</b>	<b>CENTRAL OFFICE ADMINISTRATORS PER 1,000 STUDENTS</b>	<b>NUMBER OF TEACHERS ON SPECIAL ASSIGNMENT AND HOUSED IN THE CENTRAL OFFICE</b>	<b>CENTRAL ADMINISTRATIVE COSTS</b>	<b>CENTRAL ADMINISTRATIVE COSTS AS A PERCENTAGE OF TOTAL EXPENDITURES</b>
<b>Metropolitan Nashville Public Schools, TN</b>	<b>1.6</b>	<b>20</b>	<b>\$5,330,053</b>	<b>1.0%</b>
Austin ISD, TX	1.3	0	\$28,296,632	4.9%
Columbus Public Schools, OH	1.4	189	\$4,609,654	0.8%*
Hamilton County Schools, TN	1.0	0	\$2,794,729	1.2%
Jefferson County Public Schools, KY	2.9	0	\$13,545,287	2.7%
<b>SCHOOL SYSTEM AVERAGE</b>	<b>1.6</b>	<b>42</b>	<b>\$10,915,271</b>	<b>2.1%</b>

Source: Data Collected from Individual Peer School Systems, 2000.

\*Does not include teachers on special assignment.

**Comparison of Metropolitan Nashville Public Schools With Other School Systems**

Exhibit 2-5 details the number of school board meetings and standing committees of the school boards among the comparison school systems. As can be seen:

- four of the five school systems have two regular school board meetings per month; the exception is Hamilton County, which only has one;
- Metropolitan Nashville Public Schools has one special board meeting per month, just below the average of 1.1 such meetings;
- three of the school systems report having some standing committees (the average number is 2.8), although Hamilton County and Jefferson County report zero such committees; and
- of school systems which report having standing committees, Metropolitan Nashville reports the fewest (three), while Columbus Public Schools has the most (six).

**EXHIBIT 2-5  
BOARD MEETINGS PER MONTH AND NUMBER OF STANDING COMMITTEES  
1999-2000 SCHOOL YEAR**

<b>SCHOOL SYSTEM</b>	<b>AVERAGE NUMBER OF REGULAR BOARD MEETINGS PER MONTH</b>	<b>AVERAGE NUMBER OF SPECIAL BOARD MEETINGS PER MONTH</b>	<b>NUMBER OF STANDING COMMITTEES OF THE BOARD</b>
<b>Metropolitan Nashville Public Schools, TN</b>	<b>2</b>	<b>1</b>	<b>3</b>
Austin ISD, TX	2	2	5
Columbus Public Schools, OH	2	<1	6
Hamilton County Schools, TN	1	1	0
Jefferson County Public Schools, KY	2	0.5	0
<b>SCHOOL SYSTEM AVERAGE</b>	<b>1.8</b>	<b>1.1</b>	<b>2.8</b>

Source: Data Collected from Individual Peer School Systems, 2000.

**2.3 Educational Service Delivery**

Exhibit 2-6 profiles the number of schools in each school system by type. As shown in the exhibit:

- Metropolitan Nashville Public Schools has just below the average numbers of elementary schools (71 compared to 73) and high schools (11 compared to 14), but above the average numbers of middle schools (29 compared to 22) and special schools (16 compared to 12);
- Columbus Public Schools has the highest number of elementary schools (92), while Hamilton County has the fewest (42); and
- Jefferson County has 22 special schools, well above the average (12), while Austin ISD has only four and Columbus Public Schools has six.

**Comparison of Metropolitan Nashville Public Schools With Other School Systems**

**EXHIBIT 2-6  
NUMBER OF SCHOOLS BY TYPE  
1999-2000 SCHOOL YEAR**

SCHOOL SYSTEM	TOTAL NUMBER OF ELEMENTARY SCHOOLS	TOTAL NUMBER OF MIDDLE/JUNIOR HIGH SCHOOLS	TOTAL NUMBER OF HIGH SCHOOLS	TOTAL NUMBER OF SPECIAL SCHOOLS
<b>Metropolitan Nashville Public Schools, TN</b>	<b>71</b>	<b>29</b>	<b>11</b>	<b>16</b>
Austin ISD, TX	73	17	12	4
Columbus Public Schools, OH	92	25	18	6
Hamilton County Schools, TN	42	15	11	11
Jefferson County Public Schools, KY	87	23	20	22
<b>COMPARISON AVERAGE</b>	<b>73</b>	<b>22</b>	<b>14</b>	<b>12</b>

Source: Data Collected from Individual Peer School Systems, 2000.

Exhibit 2-7 compares the number of teachers per 1,000 students and the number of curriculum specialists in the comparison school systems.

- With 63 teachers per 1,000 students, Metropolitan Nashville is just below the comparison average of 66 (but equal to the average of 63 teachers per 1,000 students if the group maximum of 80 for Columbus Public Schools is excluded);
- the number of curriculum specialists in the school systems varies widely, from zero in Hamilton County (which uses consulting teachers assigned to schools instead) to 142 in Jefferson County Public Schools; and
- Metropolitan Nashville Public Schools is on the low end of the range of curriculum specialists with 12.

**EXHIBIT 2-7  
NUMBERS OF TEACHERS PER 1,000 STUDENTS AND  
NUMBER OF CURRICULUM SPECIALISTS  
1999-2000 SCHOOL YEAR**

SCHOOL SYSTEM	TEACHERS PER 1,000 STUDENTS	NUMBER OF CURRICULUM SPECIALISTS
<b>Metropolitan Nashville Public Schools, TN</b>	<b>63</b>	<b>12*</b>
Austin ISD, TX	64	18
Charlotte-Mecklenburg Schools, NC	66	not available
Columbus Public Schools, OH	80	110
Hamilton County Schools, TN	64	0*
Jefferson County Public Schools, KY	60	142
<b>COMPARISON AVERAGE</b>	<b>66</b>	<b>56</b>

Source: Data Collected from Individual Peer School Systems, 2000.

\* In addition to seven subject area coordinators (curriculum specialists), MNPS also has one elementary consultant, one program assistant for Pacesetter English, and three reading and math specialists.

**Comparison of Metropolitan Nashville Public Schools With Other School Systems**

Exhibit 2-8 shows the number of Title I schools and magnet schools in the school systems.

As the exhibit shows:

- Metropolitan Nashville Public Schools has slightly fewer Title I schools (57) and magnet schools (11) than the comparison averages of 62 and 14, respectively.

**EXHIBIT 2-8  
NUMBER OF TITLE I AND MAGNET SCHOOLS  
1999-2000 SCHOOL YEAR**

SCHOOL SYSTEM	TOTAL NUMBER OF TITLE I SCHOOLS	TOTAL NUMBER OF MAGNET SCHOOLS
<b>Metropolitan Nashville Public Schools, TN</b>	<b>57</b>	<b>11</b>
Austin ISD, TX	50	3
Columbus Public Schools, OH	107	30
Hamilton County Schools, TN	16	9
Jefferson County Public Schools, KY	79	15
<b>SCHOOL SYSTEM AVERAGE</b>	<b>62</b>	<b>14</b>

Source: Data Collected from Individual Peer School Systems, 2000.

Exhibit 2-9 compares the average ACT Assessment (ACT) and Scholastic Aptitude Test (SAT) test results of students in the peer school systems. As the exhibit indicates:

- Metropolitan Nashville Public Schools has more students than the average taking the ACT (2,617 compared to 1,888), but fewer students than the average taking the SAT (587 compared to 975);
- Columbus Public Schools students scored the lowest test scores on both the ACT (18.1) and the SAT (975); and
- Austin ISD students averaged the highest ACT test scores (20.4), while Metropolitan Nashville Public Schools students scored the highest on the SAT (1076).

**EXHIBIT 2-9  
NUMBERS OF STUDENTS TAKING THE ACT AND SAT TESTS  
AND AVERAGE ACT AND SAT SCORES  
1999-2000 SCHOOL YEAR**

SCHOOL SYSTEM	NUMBER OF STUDENTS TAKING THE ACT	AVERAGE ACT SCORES	NUMBER OF STUDENTS TAKING THE SAT	AVERAGE SAT SCORES
<b>Metropolitan Nashville Public Schools, TN</b>	<b>2,617</b>	<b>18.8</b>	<b>587</b>	<b>1076</b>
Austin ISD, TX	543	20.4	1,866	1052
Columbus Public Schools, OH	1,206	18.1	333	975
Hamilton County Schools, TN	1,652	19.7	fewer than 50	not available
Jefferson County Public Schools, KY	3,299	19.8	981	1070
<b>COMPARISON AVERAGE</b>	<b>1,888</b>	<b>19.4</b>	<b>975</b>	<b>1,047</b>

Source: Data Collected from Individual Peer School Systems, 2000.



**2.4 Personnel Management**

Exhibit 2-10 compares the staffing and benefits rates in peer school systems. As the exhibit shows:

- Jefferson County Public Schools employs the largest total staff, with 17,425 employees, as well as the highest number of instructional aides (1,299) and professional personnel employees (19);
- Hamilton County employs the fewest total employees (6,700) and the fewest instructional aides (227), professional personnel staff (4), and personnel support staff (10);
- Metropolitan Nashville Public Schools employs fewer than the average total employees (8,595 compared to 10,634), instructional aides (481 compared to 746), and professional personnel employees (eight compared to nine); and
- benefits rates for all of the comparison school systems<sup>4</sup> are within two percentage points of the average (24.4 percent).

**EXHIBIT 2-10  
NUMBER OF EMPLOYEES, BENEFITS RATES  
1999-2000 SCHOOL YEAR**

SCHOOL SYSTEM	TOTAL NUMBER OF EMPLOYEES	TOTAL NUMBER OF INSTRUCTIONAL OR TEACHER AIDES	TOTAL NUMBER OF PROFESSIONAL EMPLOYEES IN PERSONNEL	TOTAL NUMBER OF SUPPORT STAFF IN PERSONNEL	BENEFITS RATE (PERCENT)
Metropolitan Nashville Public Schools, TN	8,595	481	8	28	22.4%
Austin ISD, TX	10,233	648	8	26	26.1%
Columbus Public Schools, OH	10,216	1,077	5	25	24.5%
Hamilton County Schools, TN	6,700	227	4	10	not available as a percent
Jefferson County Public Schools, KY	17,425	1,299	19	28	24.5%
<b>SCHOOL SYSTEM AVERAGE</b>	<b>10,634</b>	<b>746</b>	<b>9</b>	<b>23</b>	<b>24.4%</b>

Source: Data Collected from Individual Peer School Systems, 2000.

Exhibit 2-11 compares the school systems' average salaries for teachers and administrators for the 1999-2000 school year.

- Columbus Public Schools pays the highest average teachers' salaries (\$45,655), while Austin ISD pays the lowest (\$37,022);

<sup>4</sup> Not including Hamilton County, which did not report a benefits rate as a percent of salary.

***Comparison of Metropolitan Nashville Public Schools With Other School Systems***

- Metropolitan Nashville Public Schools pays below the school system average for teachers' salaries (\$40,440 compared to \$41,223); and
- Columbus Public Schools also pays the highest average administrators' salaries (\$72,321), while Metropolitan Nashville Public Schools pays the lowest reported average (\$65,729).

**EXHIBIT 2-11  
TEACHERS' AND ADMINISTRATORS' AVERAGE SALARIES  
1999-2000 SCHOOL YEAR**

<b>SCHOOL SYSTEM</b>	<b>AVERAGE TEACHER'S SALARY</b>	<b>AVERAGE ADMINISTRATOR'S SALARY</b>
<b>Metropolitan Nashville Public Schools, TN</b>	<b>\$40,440</b>	<b>\$65,729</b>
Austin ISD, TX	\$37,022	\$66,300
Columbus Public Schools, OH	\$45,655	\$72,321
Hamilton County Schools, TN	\$42,000	\$66,540
Jefferson County Public Schools, KY	\$41,000	\$68,004
<b>SCHOOL SYSTEM AVERAGE</b>	<b>\$41,223</b>	<b>\$67,779</b>

Source: Data Collected from Individual Peer School Systems, 2000. Source for Austin ISD administrator salary is the Academic Excellence Indicator System, Texas Education Agency, 1999-2000.

Exhibit 2-12 details the change in salary from the 1998-99 school year to the 2000-01 school year for a step one (lowest-ranking) teacher<sup>5</sup> in each of the school systems. As the exhibit indicates:

- Austin ISD offered beginning teachers the highest salaries for all three reported years (\$26,730, \$29,730, and \$30,270), while Columbus Public Schools offered the lowest (\$22,308, \$22,978, and \$23,896);
- the comparison group average increase in salary from 1998-99 to 1999-2000 was 4.8 percent, and 3.3 percent for the period from 1999-2000 to 2000-01;
- beginning teachers in Austin ISD received the highest one-year increase in salary of the compared school systems, with a 11.2 percent increase from the 1998-99 school year to the 1999-2000 school year;
- Austin ISD also offered the lowest one-year increase, raising salaries for first-year teachers only 1.8 percent from 1999-2000 to 2000-01; and

<sup>5</sup> The definition of the lowest rank varies from school system to school system; therefore, comparing the average salaries is less useful than comparing the percent change in salaries among school systems.

**Comparison of Metropolitan Nashville Public Schools With Other School Systems**

- only Jefferson County Public Schools gave a salary increase higher than the comparison average for both time periods (5.0 percent for both).

**EXHIBIT 2-12  
TEACHER STEP ONE SALARY OVER THREE YEARS  
AND PERCENT CHANGE**

<b>SCHOOL SYSTEM</b>	<b>1998-99 SALARY</b>	<b>1999-2000 SALARY</b>	<b>PERCENT CHANGE 1998-99 TO 1999-2000</b>	<b>1999-2000 SALARY</b>	<b>2000-01 SALARY</b>	<b>PERCENT CHANGE 1999-2000 TO 2000-01</b>
<b>Metropolitan Nashville Public Schools, TN</b>	<b>\$25,462</b>	<b>\$26,226</b>	<b>3.0%</b>	<b>\$26,226</b>	<b>\$26,861</b>	<b>2.4%</b>
Austin ISD, TX	\$26,730	\$29,730	11.2%	\$29,730	\$30,270	1.8%
Columbus Public Schools, OH	\$22,308	\$22,978	3.0%	\$22,978	\$23,896	4.0%
Hamilton County Schools, TN	\$25,585	\$26,097	2.0%	\$26,097	\$27,010	3.5%
Jefferson County Public Schools, KY	\$23,986	\$25,185	5.0%	\$25,185	\$26,443	5.0%
<b>SCHOOL SYSTEM AVERAGE</b>	<b>\$24,814</b>	<b>\$26,043</b>	<b>4.8%</b>	<b>\$26,043</b>	<b>\$26,896</b>	<b>3.3%</b>

Source: Data Collected from Individual Peer School Systems, 2000.

Exhibit 2-13 shows similar information as Exhibit 2-13, but for the lowest-ranking administrators<sup>6</sup> instead of teachers. As can be seen:

- Of the three school systems reporting administrator step one salaries, Metropolitan Nashville Public Schools offered the highest salaries to entry-level administrators for each of the three years (\$41,496, \$42,712, and \$43, 957);
- Metropolitan Nashville Public Schools gave the lowest one-year percentage increases for both the period from 1998-1999 to 1999-2000 (2.9 percent) and the period from 1999-2000 to 2000-2001 (2.9 percent); and
- Jefferson County Public Schools offered below-average salaries in all three years (\$34,773, \$36,512, and \$38,338), but also gave the highest one-year percentage increases for both periods (5.0 percent for both).

<sup>6</sup> The definition of the lowest rank varies from school system to school system; therefore, comparing the average salaries is less useful than comparing the percent change in salaries between school systems.

**Comparison of Metropolitan Nashville Public Schools With Other School Systems**

**EXHIBIT 2-13  
ADMINISTRATOR STEP ONE SALARY  
OVER THREE YEARS AND PERCENT CHANGE**

SCHOOL SYSTEM	1998-99 SALARY	1999-2000 SALARY	PERCENT CHANGE 1998-99 TO 1999-2000	1999-2000 SALARY	2000-01 SALARY	PERCENT CHANGE 1999-2000 TO 2000-01
<b>Metropolitan Nashville Public Schools, TN</b>	<b>\$41,496</b>	<b>\$42,712</b>	<b>2.9%</b>	<b>\$42,712</b>	<b>\$43,957</b>	<b>2.9%</b>
Austin ISD, TX	\$31,459	\$32,403	3.0%	\$32,403	\$33,375	3.0%
Columbus Public Schools, OH	not available	not available	not available	not available	not available	not available
Hamilton County Schools, TN	not available	not available	not available	not available	not available	not available
Jefferson County Public Schools, KY	\$34,773	\$36,512	5.0%	\$36,512	\$38,338	5.0%
<b>SCHOOL SYSTEM AVERAGE</b>	<b>\$35,909</b>	<b>\$37,209</b>	<b>3.6%</b>	<b>\$37,209</b>	<b>\$38,557</b>	<b>3.6%</b>

Source: Data Collected from Individual Peer School Systems, 2000.

Exhibit 2-14 compares the teacher turnover rates between the peer school systems. As shown, Austin ISD has the highest turnover rate of the five school systems (15 percent), while Metropolitan Nashville Public Schools has the lowest (eight percent). Austin ISD's turnover rate is 33 percent higher than the group average of 10 percent.

**EXHIBIT 2-14  
TEACHER TURNOVER RATE  
1999-2000 SCHOOL YEAR**

SCHOOL SYSTEM	TOTAL NUMBER OF TEACHERS IN 1999-2000	NUMBER OF NEW HIRES IN 2000-01	NUMBER WHO RESIGNED, RETIRED OR LEFT AT END OF 1999-2000	TURNOVER RATE (PERCENT)
<b>Metropolitan Nashville Public Schools, TN</b>	<b>4,380</b>	<b>361</b>	<b>369</b>	<b>8%</b>
Austin ISD, TX	5,014	814	731	15%
Columbus Public Schools, OH	5,199	568	473	9%
Hamilton County Schools, TN	2,671	354	279	10%
Jefferson County Public Schools, KY	5,609	703	524	9%
<b>SCHOOL SYSTEM AVERAGE</b>	<b>4,539</b>	<b>560</b>	<b>467</b>	<b>10%</b>

Source: Data Collected from Individual Peer School Systems, 2000.

**2.5 Financial Management**

Exhibit 2-15 reports the total revenues of the comparison school systems. This information was requested to be disaggregated by source, but because each school system used a different scheme for breaking down the figures, only the totals can be compared. As can be seen:

- the average total revenues of the school systems is \$508,472,313;

**Comparison of Metropolitan Nashville Public Schools With Other School Systems**

- Metropolitan Nashville Public Schools has slightly higher revenues than the average with \$534,234,944 (five percent higher than the average); and
- Columbus Public Schools has the highest total revenues of the compared school systems (\$621,048,462), while Hamilton County Schools has the lowest (\$232,704,985).

**EXHIBIT 2-15  
TOTAL REVENUES  
1999-2000 SCHOOL YEAR**

<b>SCHOOL SYSTEM</b>	<b>TOTAL REVENUES</b>
<b>Metropolitan Nashville Public Schools, TN</b>	<b>\$534,234,944</b>
Austin ISD, TX	\$554,000,000
Columbus Public Schools, OH	\$621,048,462
Hamilton County Schools, TN	\$232,704,985
Jefferson County Public Schools, KY	\$600,373,175
<b>SCHOOL SYSTEM AVERAGE</b>	<b>\$508,472,313</b>

Source: Data Collected from Individual Peer School Systems, 2000.

Exhibit 2-16 details the expenditures of the comparison school systems by function; these function categories were provided by MGT, along with operational definitions to assist the school systems in reporting this information. However, due to their individual reporting standards, not all the school systems report expenditures for all categories. In these cases, N/A (for not applicable) appears in the exhibit, and these school systems are not included in the averages which appear at the bottom of the exhibit.

As can be seen from Exhibit 2-16:

- Columbus Public Schools has the highest total expenditures (\$596,995,203), while Hamilton County has the lowest (\$231,724,432);
- Columbus Public Schools also spends the most on instructional (\$286,981,418) and instructional-related (\$55,291,531) expenditures, while Hamilton County spends the least in these categories (\$140,768,086 and \$9,967,425, respectively);
- Metropolitan Nashville Public Schools spends more than the group average on instructional expenditures (\$262,179,572 compared to \$242,483,359), but less than the average for instructional-related expenditures (\$4,937,433 compared to \$20,031,003);
- Austin ISD spends the highest amount on instructional/school leadership (\$41,434,354), while Hamilton County spends the least (\$14,634,706), followed by Metropolitan Nashville Public Schools (\$15,997,393);

**Comparison of Metropolitan Nashville Public Schools With Other School Systems**

**EXHIBIT 2-16  
EXPENDITURES BY FUNCTION  
1999-2000 SCHOOL YEAR**

SCHOOL SYSTEM	TOTAL	INSTRUCTIONAL	INSTRUCTIONAL-RELATED SERVICES	TRANSPORTATION	FOOD SERVICE	MAINTENANCE	INSTRUCTIONAL/SCHOOL LEADERSHIP
<b>Metropolitan Nashville Public Schools, TN</b>	<b>\$534,234,944</b>	<b>\$262,179,572</b>	<b>\$4,937,433</b>	<b>\$19,638,223</b>	<b>\$21,321,289</b>	<b>\$45,329,050</b>	<b>\$15,997,393</b>
Austin ISD, TX	\$580,593,486	\$260,266,824	\$10,261,416	\$17,802,002	\$25,000,000	\$42,444,948	\$41,434,354
Columbus Public Schools, OH	\$596,995,203	\$286,981,418	\$55,291,531	\$26,413,937	\$19,226,053	\$48,613,031	N/A
Hamilton County Schools, TN	\$231,724,432	\$140,768,086	\$9,967,425	\$10,930,782	\$13,014,660	\$25,093,513	\$14,634,706
Jefferson County Public Schools, KY	\$500,411,377	\$262,220,895	\$19,697,212	\$33,687,844	N/A	\$55,592,896	\$40,030,226
<b>SCHOOL SYSTEM AVERAGE</b>	<b>\$488,791,888</b>	<b>\$242,483,359</b>	<b>\$20,031,003</b>	<b>\$21,694,558</b>	<b>\$19,640,501</b>	<b>\$43,414,688</b>	<b>\$28,024,170</b>

SCHOOL SYSTEM	STUDENT SUPPORT SERVICES	ADMIN SUPPORT SERVICES	NON-STUDENT SUPPORT SERVICES	ANCILLARY SERVICES	DEBT SERVICE - PRINCIPLE PAYMENTS	DEBT SERVICE - INTEREST PAYMENTS	CAPITAL OUTLAY	GRANT
<b>Metropolitan Nashville Public Schools, TN</b>	<b>\$28,799,919</b>	<b>\$4,950,676</b>	<b>\$2,487,251</b>	<b>\$8,927,980</b>	<b>\$10,172,234</b>	<b>\$13,559,516</b>	<b>\$67,138,401</b>	<b>\$28,796,008</b>
Austin ISD, TX	\$15,780,814	\$28,296,632	\$3,653,686	\$544,166	\$65,455,396	\$0	\$69,653,248	N/A
Columbus Public Schools, OH	\$42,421,092	\$67,551,289	\$23,014,654	\$3,686,221	\$10,550,000	\$2,598,375	\$13,658,941	N/A
Hamilton County Schools, TN	\$6,258,232	\$9,004,237	N/A	\$1,852,903	N/A	N/A	\$199,888	N/A
Jefferson County Public Schools, KY	\$18,189,883	\$39,250,701	N/A	\$8,001,166	\$11,677,889	\$5,596,158	\$6,466,507	\$83,704,063
<b>SCHOOL SYSTEM AVERAGE</b>	<b>\$22,289,988</b>	<b>\$29,810,707</b>	<b>\$9,718,530</b>	<b>\$4,602,487</b>	<b>\$24,463,880</b>	<b>\$5,438,512</b>	<b>\$31,423,397</b>	<b>\$56,250,035</b>

Source: Data Collected from Individual Peer School Systems, 2000.

**Comparison of Metropolitan Nashville Public Schools With Other School Systems**

- as part of the debt service category, interest payments are a larger expenditure for Metropolitan Nashville Public Schools than for the comparison school systems (with the highest at \$13,559,516, compared to an average of \$5,438,512); and
- Metropolitan Nashville spends the least of the school systems with expenditures in the debt service-principle payments category (\$10,172,234).

Exhibit 2-17 shows expenditures for regular and special education. As the exhibit illustrates:

- Austin ISD has the highest regular education expenditures (\$549,296,708), while Hamilton County Schools spends the lowest amount for regular education (\$123,418,543);
- Metropolitan Nashville Public Schools spends well above the average on regular education (\$392,870,211 compared to \$298,512,299);
- expenditures for special education range from a high of \$57,447,120 (Columbus Public Schools) to a low of \$25,012,252 (Hamilton County Schools), with a group average of \$42,951,670; and
- with special education expenditures of \$44,083,326, Metropolitan Nashville Public Schools spends slightly more than the group average.

**EXHIBIT 2-17  
EXPENDITURES FOR REGULAR AND SPECIAL EDUCATION  
1999-2000 SCHOOL YEAR**

<b>SCHOOL SYSTEM</b>	<b>EXPENDITURES FOR REGULAR EDUCATION</b>	<b>EXPENDITURES FOR SPECIAL EDUCATION</b>
<b>Metropolitan Nashville Public Schools, TN</b>	<b>\$392,870,211</b>	<b>\$44,083,326</b>
Austin ISD, TX	\$549,296,708	not available
Columbus Public Schools, OH	\$210,589,935	\$57,447,120
Hamilton County Schools, TN	\$123,418,543	\$25,012,252
Jefferson County Public Schools, KY	\$216,386,099	\$45,263,982
<b>SCHOOL SYSTEM AVERAGE</b>	<b>\$298,512,299</b>	<b>\$42,951,670</b>

Source: Data Collected from Individual Peer School Systems, 2000.

**2.6 Asset and Risk Management**

Exhibit 2-18 shows the number of bank accounts each school system has, as well as the number of health plan options each school system offers to its employees. The total number of employees is reported as an indicator of the size of the school system. As the exhibit indicates:

**Comparison of Metropolitan Nashville Public Schools With Other School Systems**

- the average number of bank accounts held by the school systems is ten, but by individual school system this figure ranges from one to 32 accounts;
- Hamilton County Schools and Metropolitan Nashville Public Schools have far below the comparison average number of bank accounts (with one and two, respectively); and
- Metropolitan Nashville Public Schools offers the largest number of health plan options to employees (six), while Hamilton County offers the fewest (two).

**EXHIBIT 2-18  
BANK ACCOUNTS AND HEALTH PLAN OPTIONS  
1999-2000 SCHOOL YEAR**

<b>SCHOOL SYSTEM</b>	<b>TOTAL NUMBER OF BANK ACCOUNTS</b>	<b>TOTAL NUMBER OF EMPLOYEES</b>	<b>TOTAL NUMBER OF HEALTH PLAN OPTIONS</b>
<b>Metropolitan Nashville Public Schools, TN</b>	<b>2</b>	<b>8,595</b>	<b>6</b>
Austin ISD, TX	8	10,233	3
Columbus Public Schools, OH	8	10,216	4
Hamilton County Schools, TN	1	6,700	2
Jefferson County Public Schools, KY	32	17,425	3
<b>SCHOOL SYSTEM AVERAGE</b>	<b>10</b>	<b>10,634</b>	<b>4</b>

Source: Data Collected from Individual Peer School Systems, 2000.

Exhibit 2-19 compares data on workers' compensation claims for fiscal years 1999 and 2000, as well as the existence of accident-prevention programs among the peer school systems. Hamilton County Schools report that the school system does not have a workers' compensation program, and Metropolitan Nashville Public Schools reports only the claims for medical expenses for fiscal year (FY) 1999. As the data indicate:

- Austin ISD has the highest workers' compensation claims for FY1999 (\$3,400,000) and FY2000 (\$4,500,000); and
- only Columbus Public Schools has an accident-prevention program in place, although Jefferson County employs an administrator who is responsible for accident prevention.



**Comparison of Metropolitan Nashville Public Schools With Other School Systems**

**EXHIBIT 2-19  
WORKERS' COMPENSATION CLAIMS AND ACCIDENT PREVENTION  
PROGRAM INFORMATION  
1999 AND 2000 FISCAL YEARS**

SCHOOL SYSTEM	WORKERS' COMPENSATION CLAIMS FOR FY1999	WORKERS' COMPENSATION CLAIMS FOR FY2000	DOES THE SCHOOL SYSTEM HAVE AN ACCIDENT-PREVENTION PROGRAM?
Metropolitan Nashville Public Schools, TN	not available <sup>1</sup>	not available <sup>1</sup>	No
Austin ISD, TX	\$3,400,000	\$4,500,000	No
Columbus Public Schools, OH	\$2,222,844	\$2,560,549	Yes
Hamilton County Schools, TN	N/A	N/A	No
Jefferson County Public Schools, KY	\$1,267,405	\$1,014,923	No <sup>2</sup>
<b>SCHOOL SYSTEM AVERAGE</b>	<b>\$2,296,750</b>	<b>\$2,691,824</b>	<b>20%</b>

Source: Data Collected from Individual Peer School Systems, 2000.

<sup>1</sup>Metropolitan Nashville Public Schools reports much lower workers' compensation claims for both years than its peers (\$206,417 for FY1999 and \$311,650 for FY2000) because they do not include salaries.

<sup>2</sup>Jefferson County Public Schools does employ an administrator whose job description is accident prevention, safety, infectious disease control, and preventing environmental hazards.

Exhibit 2-20 gives details on fixed assets inventory practices among the comparison school systems. As can be seen:

- four of the five (80 percent) responding school systems maintain a fixed assets inventory (Jefferson County Public Schools is the exception);
- Austin ISD performs an inventory, but calls it "not very accurate" in the survey response;
- only one of the school systems, Hamilton County, reports updating the inventory annually;
- Metropolitan Nashville Public Schools also performs an inventory, but has not updated it for more than three years; and
- only two of the school systems, Austin ISD and Columbus Public Schools, maintain an inventory for all fixed assets.

**EXHIBIT 2-20  
FIXED ASSETS INVENTORY FREQUENCY AND MINIMUM AMOUNTS  
1999-2000 SCHOOL YEAR**

SCHOOL SYSTEM	DOES THE SCHOOL SYSTEM MAINTAIN A FIXED ASSETS INVENTORY?	IF YES, HOW OFTEN?	FOR ALL FIXED ASSETS?
Metropolitan Nashville Public Schools, TN	Yes	last one was more than 3 years ago	No
Austin ISD, TX	Yes	not available	Yes
Columbus Public Schools, OH	Yes	not available	Yes
Hamilton County Schools, TN	Yes	Annually	No
Jefferson County Public Schools, KY	No	N/A	N/A
<b>SCHOOL SYSTEM AVERAGE</b>	<b>80%</b>	<b>N/A</b>	<b>50%</b>

Source: Data Collected from Individual Peer School Systems, 2000.

## **2.7 Purchasing**

Exhibit 2-21 compares the number of purchase orders handled by purchasing employees in the peer school systems, as well as the dollar amounts of those orders. As the exhibit shows:

- Columbus Public Schools purchasing employees process the greatest total number (28,594) and dollar volume (\$90,585,009) of comparison school systems, as well as the highest number per purchasing employee (4,085);
- Metropolitan Nashville Public Schools is close to the school system average for the number of purchase orders (16,108), dollar volume of purchase orders (\$60,896,469) and number of purchasing employees (10), but has the lowest number of purchasing orders processed per employee (1,611); and
- Jefferson County, which did not report the number or dollar volume of purchase orders, has the highest number of purchasing employees (20) and processes slightly fewer purchase orders per employee than the comparison average (2,556 compared to 2,688).

**EXHIBIT 2-21  
PURCHASE ORDERS PROCESSED PER PURCHASING EMPLOYEE  
1999-2000 SCHOOL YEAR**

<b>SCHOOL SYSTEM</b>	<b>NUMBER OF PURCHASE ORDERS</b>	<b>DOLLAR VOLUME OF PURCHASE ORDERS</b>	<b>NUMBER OF PURCHASING EMPLOYEES</b>	<b>NUMBER OF PURCHASE ORDERS PROCESSED PER PURCHASING EMPLOYEE</b>
<b>Metropolitan Nashville Public Schools, TN</b>	<b>16,108*</b>	<b>\$60,896,469</b>	<b>10</b>	<b>1,611</b>
Austin ISD, TX	not available	not available	4	not available
Columbus Public Schools, OH	28,594	\$90,585,009	7	4,085
Hamilton County Schools, TN	10,000	\$25,000,000	4	2,500
Jefferson County Public Schools, KY	not available	not available	20	2,556
<b>SCHOOL SYSTEM AVERAGE</b>	<b>18,234</b>	<b>\$58,827,159</b>	<b>9</b>	<b>2,688</b>

Source: Data Collected from Individual Peer School Systems, 2000.

\*Includes direct payments and construction purchase orders.

Exhibit 2-22 compares school system purchasing data on the average dollar value of purchase orders, the number of employees dedicated to processing bids, the annual dollar volume of purchases, and the number of days to process purchase orders. As can be seen:

- Metropolitan Nashville Public Schools has the highest average value of purchase orders—\$3,781, an amount 20 percent above the average of \$3,149;
- Metropolitan Nashville Public Schools takes below the average number of days to process a purchase order (three days compared to five); and
- Jefferson County Public Schools averages the highest dollar volume of purchases annually, (\$184,405,634), while Hamilton County averages the lowest (\$25,000,000).

**Comparison of Metropolitan Nashville Public Schools With Other School Systems**

**EXHIBIT 2-22  
AVERAGE VALUE OF PURCHASE ORDERS, EMPLOYEES DEDICATED TO  
PROCESSING BIDS, ANNUAL DOLLAR VOLUME OF PURCHASES, AND NUMBER  
OF DAYS TO PROCESS PURCHASE ORDERS  
1999-2000 SCHOOL YEAR**

SCHOOL SYSTEM	AVERAGE VALUE OF PURCHASE ORDERS	NUMBER OF EMPLOYEES DEDICATED TO PROCESSING BIDS	ANNUAL DOLLAR VOLUME OF PURCHASES	AVERAGE NUMBER OF DAYS TO PROCESS A PURCHASE ORDER
<b>Metropolitan Nashville Public Schools, TN</b>	<b>\$3,781</b>	<b>0*</b>	<b>\$63,661,575</b>	<b>3</b>
Austin ISD, TX	not available	N/A	not available	not available
Columbus Public Schools, OH	\$3,168	3	\$90,585,009	7
Hamilton County Schools, TN	\$2,500	2	\$25,000,000	7
Jefferson County Public Schools, KY	not available	4	\$184,405,634	2
<b>SCHOOL SYSTEM AVERAGE</b>	<b>\$3,149</b>	<b>3</b>	<b>\$90,913,054</b>	<b>5</b>

Source: Data Collected from Individual Peer School Systems, 2000.

\*The Metropolitan Government Purchasing Department processes all sealed bids for the school system.

Exhibit 2-23 compares the use of alternative procurement practices among the school systems, including the use of procurement cards and cooperative and Web-based procurement. The exhibit illustrates that:

- among the comparison schools systems, Metropolitan Nashville Public Schools is the only one using procurement cards;
- Metropolitan Nashville Public Schools is the only school system currently using Web-based procurement (although Charlotte-Mecklenburg Schools responds to this question with "not yet"); and
- four of the six (67 percent) school systems participate in cooperative procurement practices, with Columbus Public Schools and Jefferson County Public Schools the two exceptions.

**EXHIBIT 2-23  
PROCUREMENT CARD, COOPERATIVE, AND WEB-BASED  
PROCUREMENT PRACTICES  
1999-2000 SCHOOL YEAR**

SCHOOL SYSTEM	NUMBER OF PROCUREMENT CARDS ARE IN USE IN THE SCHOOL SYSTEM	DOLLAR LEVEL OF PROCUREMENT CARD USE	DOES SCHOOL SYSTEM PARTICIPATE IN COOPERATIVE PROCUREMENT PRACTICES WITH OTHER ENTITIES?	DOES SCHOOL SYSTEM PARTICIPATE IN WEB-BASED PROCUREMENT?
<b>Metropolitan Nashville Public Schools, TN</b>	<b>349</b>	<b>\$2,765,106</b>	<b>Yes</b>	<b>Yes</b>
Austin ISD, TX	none	N/A	Yes	No
Charlotte-Mecklenburg Schools, NC	none	N/A	Yes	No
Columbus Public Schools, OH	none	N/A	No	No
Hamilton County Schools, TN	none	N/A	Yes	No
Jefferson County Public Schools, KY	none	N/A	No	No
<b>SCHOOL SYSTEM AVERAGE</b>	<b>N/A</b>	<b>\$2,765,106</b>	<b>67%</b>	<b>17%</b>

Source: Data Collected from Individual Peer School Systems, 2000.

**Comparison of Metropolitan Nashville Public Schools With Other School Systems**

Exhibit 2-24 compares the dollar amounts at which the school systems require competitive and central procurement. Charlotte-Mecklenburg Schools reports that all procurement in that school system is done centrally. Columbus Public Schools reports that there is no threshold for competitive procurement, but that the system prefers it for all purchases. Among the schools which do report thresholds, it can be seen that:

- Charlotte-Mecklenburg Schools has the highest threshold for competitive procurement (\$30,000) followed by Austin ISD (\$25,000);
- Hamilton County requires competitive procurement starting at \$1,000, the lowest of the comparison groups;
- among schools systems with the lowest dollar amounts requiring central procurement, Charlotte-Mecklenburg Schools has the lowest (required for all purchases), followed by Austin ISD (\$100);
- Columbus Public Schools has the highest dollar amount requiring central procurement (\$25,000); and
- Metropolitan Nashville Public Schools has a lower than average threshold for competitive procurement (\$10,000 compared to \$14,200) and a slightly higher than average threshold for central procurement (\$10,000 compared to \$9,020).

**EXHIBIT 2-24  
COMPETITIVE AND CENTRAL PROCUREMENT AMOUNTS  
1999-2000 SCHOOL YEAR**

<b>SCHOOL SYSTEM</b>	<b>DOLLAR AMOUNT WHICH REQUIRES COMPETITIVE PROCUREMENT</b>	<b>DOLLAR AMOUNT WHICH REQUIRES CENTRAL PROCUREMENT</b>
<b>Metropolitan Nashville Public Schools, TN</b>	<b>\$10,000<sup>1</sup></b>	<b>\$10,000</b>
Austin ISD, TX	\$25,000	\$100
Charlotte-Mecklenburg Schools, NC	\$30,000 <sup>2</sup>	\$0
Columbus Public Schools, OH	see text	\$25,000
Hamilton County Schools, TN	\$1,000	\$5,000
Jefferson County Public Schools, KY	\$5,000	\$5,000
<b>SCHOOL SYSTEM AVERAGE</b>	<b>\$14,200</b>	<b>\$9,020</b>

Source: Data Collected from Individual Peer School Systems, 2000.

<sup>1</sup> \$10,000 is the limit for sealed bids, \$4,000 for written quotes, and \$1,000 for verbal quotes.

<sup>2</sup> \$30,000 is the limit for formal written quotes, with \$2,500 for verbal quotes and \$5,000 for phone/fax quotes.

**2.8 Facilities and Maintenance**

Exhibit 2-25 provides a comparison of total gross square feet in each school system, the number of custodians per square foot, and the allocation formula for assigning custodians. Columbus Public Schools and Jefferson County Public Schools submitted allocation formulas which are not comparable to those given by the other school systems. These formulas are given below; however, they are not used for comparison with the other school systems in this exhibit.

**Comparison of Metropolitan Nashville Public Schools With Other School Systems**

**EXHIBIT 2-25  
GROSS SQUARE FEET PER CUSTODIAN  
1999-2000 SCHOOL YEAR**

<b>SCHOOL SYSTEM</b>	<b>TOTAL GROSS SQUARE FEET - SCHOOLS</b>	<b>TOTAL GROSS SQUARE FEET - CENTRAL OFFICES</b>	<b>NUMBER OF CUSTODIANS (NOT CENTRAL OFFICE)</b>	<b>GROSS SQUARE FEET (SCHOOLS) PER CUSTODIAN</b>	<b>ALLOCATION FORMULA FOR CUSTODIANS (PER SCHOOL)</b>
<b>Metropolitan Nashville Public Schools, TN</b>	<b>11,120,000</b>	<b>521,000</b>	<b>531.0</b>	<b>20,942</b>	<b>19,400</b>
Austin ISD, TX	11,392,148	533,657	604.0	18,861	17,500
Columbus Public Schools, OH	8,763,000	168,000	497.5	17,614	N/A
Hamilton County Schools, TN	6,085,005	185,963	320.0	19,016	19,016
Jefferson County Public Schools, KY	12,814,766	1,802,310	455.0	28,164	N/A
<b>SCHOOL SYSTEM AVERAGE</b>	<b>10,034,984</b>	<b>642,186</b>	<b>481.5</b>	<b>20,919</b>	<b>18,639</b>

Source: Data Collected from Individual Peer School Systems, 2000.

Columbus Public Schools provided the following formula for allocation of custodians:

$$0.35 + 0.03*(\text{teaching and administrative staff}) + 0.0011*(\text{enrollment}) + 0.026*(\text{building floor space}) = \text{recommended custodial FTE staffing level}$$

Jefferson County Public Schools uses this allocation formula:

- a.  $(\text{enrollment}) * 120 = (\text{student occupancy square footage})$
- b.  $(\text{student occupancy square footage}) / 22,500 = (\text{number of custodians based on occupancy})$
- c.  $[(\text{building square footage} / 22,500 + (\text{number of custodians based on occupancy})) \text{ divided by two}]$

The other school systems report allocation formulas as a number of custodians per square feet (which does not always agree with the actual number of gross square feet per custodian). As the exhibit shows:

- Jefferson County custodians are responsible for the highest square footage per custodian (28,164) among the peer school systems, while Columbus Public Schools custodians have the lowest square footage per custodian (17,614);
- only for Hamilton County Schools does the actual gross square footage per custodian equal the allocation formula given (19,016); and
- for both Austin ISD and Metropolitan Nashville Public Schools, gross square footage per custodian exceeds the allocation formula given—20,942 compared to 19,400 for Metropolitan Nashville Public Schools, and 18,861 compared to 17,500 for Austin ISD.

**Comparison of Metropolitan Nashville Public Schools With Other School Systems**

Exhibit 2-26 compares the numbers and ages of buildings in the comparison school systems. As can be seen:

- Metropolitan Nashville Public Schools has the highest number of permanent school buildings (154), and Hamilton County Schools has the lowest (79);
- Austin ISD has the highest number of temporary facilities (621), while Jefferson County reports zero temporary facilities in use; and
- the average age of school buildings ranges from 34 (Austin ISD) to 64 (Jefferson County), with a group average of 45. Metropolitan Nashville Public Schools is at the low end of the range, with an average building age of 35 years.

**EXHIBIT 2-26  
NUMBERS AND AGES OF BUILDINGS  
1999-2000 SCHOOL YEAR**

<b>SCHOOL SYSTEM</b>	<b>NUMBER OF PERMANENT SCHOOL BUILDINGS</b>	<b>NUMBER OF TEMPORARY FACILITIES</b>	<b>AVERAGE AGE OF SCHOOL BUILDINGS</b>
<b>Metropolitan Nashville Public Schools, TN</b>	<b>154</b>	<b>418</b>	<b>35</b>
Austin ISD, TX	106	621	34
Columbus Public Schools, OH	145	80	51
Hamilton County Schools, TN	79	108	41
Jefferson County Public Schools, KY	152	0	64
<b>SCHOOL SYSTEM AVERAGE</b>	<b>127</b>	<b>245</b>	<b>45</b>

Source: Data Collected from Individual Peer School Systems', 2000.

Exhibit 2-27 compares maintenance costs per square foot among the school systems. As can be seen:

- Metropolitan Nashville Public Schools has the second highest total maintenance costs (\$8,158,523), but the lowest maintenance costs per square foot (\$0.70); and
- Austin ISD has both the highest total maintenance costs (20,971,161) and the highest maintenance costs per square foot (\$1.76, which is 83 percent higher than the peer group average of \$0.96).

**Comparison of Metropolitan Nashville Public Schools With Other School Systems**

**EXHIBIT 2-27  
MAINTENANCE COSTS PER SQUARE FOOT  
1999-2000 SCHOOL YEAR**

<b>SCHOOL SYSTEM</b>	<b>MAINTENANCE COSTS (EXCLUDING CUSTODIAL AND UTILITIES)</b>	<b>TOTAL GROSS SQUARE FEET</b>	<b>MAINTENANCE COSTS PER SQUARE FOOT</b>
<b>Metropolitan Nashville Public Schools, TN</b>	<b>\$8,158,523<sup>1</sup></b>	<b>11,641,000</b>	<b>\$0.70</b>
Austin ISD, TX	\$20,971,161	11,925,805	\$1.76
Columbus Public Schools, OH	\$7,818,000 <sup>2</sup>	8,931,000	\$0.88
Hamilton County Schools, TN	\$4,555,230	6,311,956	\$0.72
Jefferson County Public Schools, KY	\$2,500,000 <sup>3</sup>	14,617,076	\$0.74
<b>SCHOOL SYSTEM AVERAGE</b>	<b>\$8,800,583</b>	<b>10,685,367</b>	<b>\$0.96</b>

Source: Data Collected from Individual Peer School Systems, 2000.

<sup>1</sup> Includes salaries and benefits for 153 employees.

<sup>2</sup> includes direct and indirect costs, labor and materials, and sublets.

<sup>3</sup> Includes operational costs only; if all costs are included then maintenance costs per square foot are \$0.74.

Exhibit 2-28 compares the construction costs incurred by the school systems for the 1999-2000 school year. As the exhibit illustrates:

- Columbus Public Schools incurred no costs for new construction in 1999-2000;
- of the school systems which did incur new construction costs, Hamilton County Schools spent the most on total costs (\$44,284,160), while Jefferson County spent the least (\$38,485,151); and
- Metropolitan Nashville Public Schools has the lowest cost per square foot (\$68, below the average of \$97), while Jefferson County has the highest (\$147 per square foot).

**EXHIBIT 2-28  
CONSTRUCTION COSTS  
1999-2000 SCHOOL YEAR**

<b>SCHOOL SYSTEM</b>	<b>TOTAL COST FOR NEW CONSTRUCTION IN 1999-2000</b>	<b>TOTAL SQUARE FOOTAGE OF NEW CONSTRUCTION</b>	<b>NEW CONSTRUCTION COST PER SQUARE FOOT</b>
<b>Metropolitan Nashville Public Schools, TN</b>	<b>\$41,694,000</b>	<b>616,498</b>	<b>\$68</b>
Austin ISD, TX	not available	840,000	\$90
Columbus Public Schools, OH	None	none	none
Hamilton County Schools, TN	\$44,284,160	536,312	\$83
Jefferson County Public Schools, KY	\$38,485,151	261,599	\$147
<b>SCHOOL SYSTEM AVERAGE</b>	<b>\$41,487,770</b>	<b>563,602</b>	<b>\$97</b>

Source: Data Collected from Individual Peer School Systems, 2000.

**Comparison of Metropolitan Nashville Public Schools With Other School Systems**

Exhibit 2-29 examines the school systems' utility costs and energy program management savings for the 1999-2000 school year. As the exhibit shows:

- Metropolitan Nashville Public Schools does not report any energy program management savings;
- for school systems which do report energy program management savings, these savings range from the minimum savings of 5.0 percent (Hamilton County Schools) to the maximum of 15.0 percent (Austin ISD), with an average of 9.9 percent; and
- Metropolitan Nashville Public Schools reports the highest total utility costs (\$14,829,261) and utility costs per square foot (\$1.27), while Hamilton County Schools reports the lowest (\$7,058,886) total utility costs and Jefferson County reports the lowest utility costs per square foot (\$0.78).

**EXHIBIT 2-29  
ENERGY MANAGEMENT PROGRAMS/SAVINGS AND UTILITY COSTS  
1999-2000 SCHOOL YEAR**

<b>SCHOOL SYSTEM</b>	<b>ESTIMATED ENERGY PROGRAM MANAGEMENT SAVINGS FOR 1999-2000</b>	<b>TOTAL UTILITY COSTS FROM JULY 1, 1999 - JUNE 30, 2000</b>	<b>UTILITY COSTS PER SQUARE FOOT FROM JULY 1, 1999 - JUNE 30, 2000</b>
Metropolitan Nashville Public Schools, TN	N/A	\$14,829,261	\$1.27
Austin ISD, TX	15.0%	\$9,742,429	\$0.82
Columbus Public Schools, OH	9.0%	\$7,754,686	\$0.87
Hamilton County Schools, TN	5.0%	\$7,058,886	\$1.13
Jefferson County Public Schools, KY	10.6%	\$11,335,496	\$0.78
<b>SCHOOL SYSTEM AVERAGE</b>	<b>9.9%</b>	<b>\$10,144,152</b>	<b>\$0.97</b>

Source: Data Collected from Individual Peer School Systems, 2000.

**2.9 Community Involvement**

Exhibit 2-30 displays information about the level of community involvement within the school systems. The number of volunteer hours, active Parent-Teacher Associations/Organizations (PTA/PTOs), business partnerships, and the donation levels portray how involved the local community is with the school system. As the exhibit indicates:

- Metropolitan Nashville Public Schools does not have data on school volunteer hours or donations available, and Columbus Public Schools does not have data on school volunteer hours;



**Comparison of Metropolitan Nashville Public Schools With Other School Systems**

- the number of volunteer hours<sup>7</sup> varies widely, from 1,500,000 in Jefferson County to 12,303 in Austin ISD, with an average of 615,194;
- Jefferson County has the highest number of active PTA/PTOs<sup>7</sup> (135), followed by Metropolitan Nashville Public Schools (120);
- the number of business partnerships varies widely, from 11,631 in Jefferson County Public Schools to 156 in Columbus Public Schools, with an average of 2,991;
- Austin ISD receives the highest number of dollars in donations from business partners and other donors (\$3,117,751), despite having a lower than average number of business partnerships (2,468) and the lowest number of volunteer hours (12,303); and
- Hamilton County Schools receives the lowest dollar amount of donations, \$759,098, less than half the average of \$1,683,023.

**EXHIBIT 2-30  
VOLUNTEER HOURS, ACTIVE PTA/PTO,  
BUSINESS PARTNERSHIPS, AND DONATIONS  
1999-2000 SCHOOL YEAR**

<b>SCHOOL SYSTEM</b>	<b>NUMBER OF SCHOOL VOLUNTEER HOURS</b>	<b>NUMBER OF SCHOOLS WITH ACTIVE PTA/PTO</b>	<b>NUMBER OF BUSINESS PARTNERSHIPS IN 1999-2000</b>	<b>TOTAL NUMBER OF DOLLARS DONATED BY BUSINESS PARTNERS AND OTHERS</b>	<b>NUMBER OF SCHOOLS RECEIVING DONATED GOODS, SERVICES, OR DOLLARS</b>
<b>Metropolitan Nashville Public Schools, TN</b>	not available	<b>120</b>	<b>283</b>	not available	not available
Austin ISD, TX	12,303	100	2,468	\$3,117,751	103
Columbus Public Schools, OH	not available	83	156	not available	145
Hamilton County Schools, TN	333,279	63	418	\$759,098	80
Jefferson County Public Schools, KY	1,500,000	135	11,631	\$1,172,220	152
<b>SCHOOL SYSTEM AVERAGE</b>	<b>615,194</b>	<b>100</b>	<b>2,991</b>	<b>\$1,683,023</b>	<b>120</b>

Source: Data Collected from Individual Peer School Systems, 2000.

**2.10 Management Information Systems/Instructional Technology**

Exhibit 2-31 displays the number of technology support personnel by type within the comparison school systems. As the exhibit indicates:

- Austin ISD employs more than twice the average number of administrative technology support staff (108 compared to an average of 48);

<sup>7</sup> Caution is urged in comparing these figures, as school systems may use completely different standards to measure volunteer hours and whether to consider a PTA/PTO "active".

**Comparison of Metropolitan Nashville Public Schools With Other School Systems**

- Metropolitan Nashville Public Schools employs nearly half as many such support staff as the average (26 compared to 48);
- Metropolitan Nashville Public Schools has below the average number of staff in all of the technology personnel categories shown;
- Jefferson County employs 27 district-level instructional technology support staff, compared to a peer group minimum of two such employees in Hamilton County;
- Columbus Public Schools employs no computer repair technicians, while Jefferson County employs 20; and
- Austin ISD employs 12 network support personnel, while Metropolitan Nashville Public Schools employs only two.

**EXHIBIT 2-31  
TECHNOLOGY STAFFING LEVELS  
1999-2000 SCHOOL YEAR**

<b>SCHOOL SYSTEM</b>	<b>NUMBER OF ADMINISTRATIVE TECHNOLOGY SUPPORT STAFF MEMBERS</b>	<b>NUMBER OF DISTRICT-LEVEL INSTRUCTIONAL TECHNOLOGY SUPPORT STAFF MEMBERS</b>	<b>NUMBER OF COMPUTER REPAIR TECHNICIANS</b>	<b>NUMBER OF NETWORK SUPPORT PERSONNEL</b>
<b>Metropolitan Nashville Public Schools, TN</b>	<b>26</b>	<b>10</b>	<b>2</b>	<b>2</b>
Austin ISD, TX	108	9	12	12
Columbus Public Schools, OH	30	19	0	11
Hamilton County Schools, TN	27	2	7	4
Jefferson County Public Schools, KY	51	27	20	5
<b>SCHOOL SYSTEM AVERAGE</b>	<b>48</b>	<b>13</b>	<b>8</b>	<b>7</b>

Source: Data Collected from Individual Peer School Systems, 2000.

Exhibit 2-32 compares the use of technology for instructional and administrative use among the peer school systems. Charlotte-Mecklenburg Schools and Metropolitan Nashville Public Schools were unable to provide data on the number of teachers with electronic mail (email) access within the school systems, and Metropolitan Nashville Public Schools was also unable to report the number of administrative-use computers within the school system. As the exhibit indicates:

- Columbus Public Schools has the highest number of computers for instructional use (16,500) and administrative use (3,700);
- Hamilton County Schools has the lowest number for instructional use (9,500) and ties with Jefferson County for the lowest number of computers for administrative use (1,600 each);

**Comparison of Metropolitan Nashville Public Schools With Other School Systems**

- only Jefferson County Public Schools does not have all of the schools within the system networked to the central office (only 83 of the school system's 152 schools are networked);
- in three school systems (Austin ISD, Columbus Public Schools, and Jefferson County Public Schools), not all of the schools have Internet access, while the remaining school systems do have Internet access in all schools (Metropolitan Nashville Public Schools, Charlotte-Mecklenburg Schools, and Hamilton County);
- none of the school systems report email access for all teachers in their schools; and
- all of the school systems except for Metropolitan Nashville Public Schools and Columbus Public Schools have a systemwide educational technology plan.

**EXHIBIT 2-32  
COMPUTERS BY USE, NETWORKING/EMAIL ACCESS,  
AND TECHNOLOGY PLANS  
1999-2000 SCHOOL YEAR**

SCHOOL SYSTEM	NUMBER OF COMPUTERS FOR INSTRUCTIONAL USE	NUMBER OF COMPUTERS FOR ADMINISTRATIVE USE	NUMBER OF SCHOOLS NETWORKED TO CENTRAL OFFICE	NUMBER OF SCHOOLS WITH INTERNET ACCESS	NUMBER OF TEACHERS WITH EMAIL ACCESS	DOES SCHOOL SYSTEM HAVE A SYSTEMWIDE EDUCATIONAL TECHNOLOGY PLAN?
Metropolitan Nashville Public Schools, TN	11,270	not available	127	127	not available	No*
Austin ISD, TX	13,380	2,000	106	97	4,000	Yes
Charlotte-Mecklenburg Schools, NC	not available	not available	140	140	not available	Yes
Columbus Public Schools, OH	16,500	3,700	145	120	520	No
Hamilton County Schools, TN	9,500	1,600	80	80	800	Yes
Jefferson County Public Schools, KY	16,000	1,600	83	100	3,000	Yes
<b>SCHOOL SYSTEM AVERAGE</b>	<b>13,330</b>	<b>2,225</b>	<b>114</b>	<b>111</b>	<b>2,080</b>	<b>83%</b>

Source: Data Collected from Individual Peer School Systems, 2000.

\* Although Metropolitan Nashville Public Schools reports having a technology plan in place, MGT consultants reviewing the school system's technology function have found that a comprehensive, s systemwide plan does not exist. Refer to Recommendation 13-1 in Chapter 13 for further discussion.

**2.11 Transportation**

Exhibit 2-33 compares the number of buses used for daily student transportation, disaggregated by regular and special education students. As can be seen:

- Hamilton County Schools uses the fewest buses to transport students of either type (167 buses for regular education students and 53 buses for special transportation students);
- Jefferson County transports regular education students using the highest number of buses (689, while the average for the group is 363); and
- Austin ISD uses the highest number of buses to transport special education students (197), compared to the average for the peer school systems of 130.

**EXHIBIT 2-33  
NUMBER OF BUSES USED FOR DAILY STUDENT TRANSPORTATION  
1999-2000 SCHOOL YEAR**

<b>SCHOOL SYSTEM</b>	<b>NUMBER OF BUSES USED DAILY TO TRANSPORT REGULAR EDUCATION STUDENTS</b>	<b>NUMBER OF BUSES USED DAILY TO TRANSPORT SPECIAL EDUCATION STUDENTS</b>
<b>Metropolitan Nashville Public Schools, TN</b>	<b>298</b>	<b>145</b>
Austin ISD, TX	285	197
Columbus Public Schools, OH	375	107
Hamilton County Schools, TN	167	53
Jefferson County Public Schools, KY	689	146
<b>SCHOOL SYSTEM AVERAGE</b>	<b>363</b>	<b>130</b>

Source: Data Collected from Individual Peer School Systems, 2000.

Exhibit 2-34 presents a comparison of costs to transport regular and special education students. As the exhibit indicates:

- Metropolitan Nashville Public Schools covers the largest number of square miles (532), while Columbus Public Schools covers the smallest area (144 square miles);
- despite its small area, Columbus Public Schools spends more than the group average to transport both regular education students (\$17,364,338 compared to the average of \$12,815,925) and special education students (\$5,743,723 compared to \$5,293,610);

**Comparison of Metropolitan Nashville Public Schools With Other School Systems**

- Columbus Public Schools spends the most per square mile to transport regular education students (\$120,586) and special education students (\$39,887);
- Hamilton County Schools spends the least per square mile to transport regular education students (\$16,263) and special education students (\$2,686); and
- Metropolitan Nashville Public Schools spends below the average per square mile to transport both regular education students (\$28,825) and special education students (\$8,089).

**EXHIBIT 2-34  
COSTS TO TRANSPORT REGULAR AND SPECIAL EDUCATION STUDENTS  
1999-2000 SCHOOL YEAR**

<b>SCHOOL SYSTEM</b>	<b>TOTAL COST TO TRANSPORT REGULAR EDUCATION STUDENTS</b>	<b>TOTAL COST TO TRANSPORT SPECIAL EDUCATION STUDENTS</b>	<b>TOTAL NUMBER OF SQUARE MILES IN SCHOOL SYSTEM</b>	<b>COST PER SQUARE MILE TO TRANSPORT REGULAR EDUCATION STUDENTS</b>	<b>COST PER SQUARE MILE TO TRANSPORT SPECIAL EDUCATION STUDENTS</b>
<b>Metropolitan Nashville Public Schools, TN</b>	<b>\$15,344,832</b>	<b>\$4,303,391</b>	<b>532</b>	<b>\$28,825</b>	<b>\$8,089</b>
Austin ISD, TX	\$9,493,406	\$6,925,527	230	\$41,276	\$30,111
Columbus Public Schools, OH	\$17,364,338	\$5,743,723	144	\$120,586	\$39,887
Hamilton County Schools, TN	\$8,537,835	\$1,410,045	525	\$16,263	\$2,686
Jefferson County Public Schools, KY	\$15,868,121	\$7,095,146	387	\$41,003	\$18,334
<b>SCHOOL SYSTEM AVERAGE</b>	<b>\$13,319,706</b>	<b>\$5,095,566</b>	<b>364</b>	<b>\$49,590</b>	<b>\$19,821</b>

Source: Data Collected from Individual Peer School Systems, 2000.

Exhibit 2-35 compares bus driver turnover rates among the comparison school systems. As the exhibit shows:

- Jefferson County employs the highest number of bus drivers (885), while Hamilton County employs the fewest bus drivers (167);
- with 455 total bus drivers, Metropolitan Nashville Public Schools employs slightly fewer bus drivers than the average of 471;
- the average bus driver turnover rate is 14 percent;
- the minimum turnover rate is three percent (Hamilton County), and the maximum turnover rate is seen in Jefferson County Schools (29 percent); and
- Metropolitan Nashville Public Schools has just under the average turnover, with 13 percent.

**Comparison of Metropolitan Nashville Public Schools With Other School Systems**

**EXHIBIT 2-35  
BUS DRIVER TURNOVER RATE  
1999-2000 SCHOOL YEAR**

<b>SCHOOL SYSTEM</b>	<b>TOTAL NUMBER OF BUS DRIVERS IN 1999-2000</b>	<b>NUMBER OF NEW HIRES IN 2000-2001</b>	<b>NUMBER OF BUS DRIVERS WHO RESIGNED, RETIRED OR LEFT DISTRICT</b>	<b>PERCENT OF TURNOVER RATE OF BUS DRIVES</b>
<b>Metropolitan Nashville Public Schools, TN</b>	<b>455</b>	<b>19</b>	<b>57</b>	<b>13%</b>
Austin ISD, TX	346	80	50	14%
Columbus Public Schools, OH	502	89	63	13%
Hamilton County Schools, TN	167	5	5	3%
Jefferson County Public Schools, KY	885	245	257	29%
<b>SCHOOL SYSTEM AVERAGE</b>	<b>471</b>	<b>88</b>	<b>86</b>	<b>14%</b>

Source: Data Collected from Individual Peer School Systems, 2000.

Exhibit 2-36 compares the ratios of bus drivers to field supervisors among the comparison school systems. As can be seen, Austin ISD has the highest number of bus drivers per supervisor (87), while Hamilton County has the lowest (19). Metropolitan Nashville Public Schools, with 63 bus drivers per field supervisor, is almost 17 percent above the group average of 54.

**EXHIBIT 2-36  
RATIO OF BUS DRIVERS TO SUPERVISORS  
1999-2000 SCHOOL YEAR**

<b>SCHOOL SYSTEM</b>	<b>TOTAL NUMBER OF BUS DRIVERS</b>	<b>TOTAL NUMBER OF FIELD SUPERVISORS</b>	<b>NUMBER OF BUS DRIVERS PER SUPERVISOR</b>
<b>Metropolitan Nashville Public Schools, TN</b>	<b>443</b>	<b>7</b>	<b>63</b>
Austin ISD, TX	346	4	87
Columbus Public Schools, OH	528	9	59
Hamilton County Schools, TN	167	9	19
Jefferson County Public Schools, KY	885	21	42
<b>SCHOOL SYSTEM AVERAGE</b>	<b>474</b>	<b>10</b>	<b>54</b>

Source: Data Collected from Individual Peer School Systems, 2000.

**2.12 Food Services**

Exhibit 2-37 compares the costs and levels of student participation of the food services programs of the comparison school systems. The exhibit illustrates that:

- Hamilton County served the fewest lunch meals (4,033,190) for the lowest total cost (\$5,990,733) and the lowest cost per meal (\$1.49);
- Austin ISD served the most lunch meals (10,119,864) for the highest total cost (\$21,154,106) and the highest per-meal cost (\$2.09);
- Metropolitan Nashville Public Schools served fewer than the average number of meals (6,837,709 compared to 7,592,824) at a lower total cost than average (\$13,181,175 compared to \$14,805,078) and for a slightly lower per-meal cost than average (\$1.93 compared to \$1.95); and
- three school systems served over two million breakfasts in the 1999-2000 school year—Austin ISD (2,632,091), Columbus Public Schools (2,612,311), and Metropolitan Nashville Public Schools (2,344,315).

**EXHIBIT 2-37  
FOOD SERVICES PROGRAM COSTS AND PARTICIPATION  
1999-2000 SCHOOL YEAR**

<b>SCHOOL SYSTEM</b>	<b>TOTAL NUMBER OF LUNCH MEALS SERVED IN 1999-2000</b>	<b>TOTAL COST OF LUNCH MEALS SERVED IN 1999-2000</b>	<b>TOTAL COST PER LUNCH MEAL (ANNUAL AVERAGE)</b>	<b>NUMBER OF LUNCHES SERVED</b>	<b>NUMBER OF BREAKFASTS SERVED</b>
<b>Metropolitan Nashville Public Schools, TN</b>	<b>6,837,709</b>	<b>\$13,181,175</b>	<b>\$1.93</b>	<b>6,592,641</b>	<b>2,344,315</b>
Austin ISD, TX	10,119,864	\$21,154,106	\$2.09	10,119,864	2,632,091
Columbus Public Schools, OH	7,783,623	\$14,710,579	\$1.89	7,111,026	2,612,311
Hamilton County Schools, TN	4,033,190	\$5,990,733	\$1.49	4,033,190	1,126,983
Jefferson County Public Schools, KY	9,189,734	\$18,988,796	\$2.07	9,189,734	444,061
<b>SCHOOL SYSTEM AVERAGE</b>	<b>7,592,824</b>	<b>\$14,805,078</b>	<b>\$1.95</b>	<b>7,409,291</b>	<b>1,831,952</b>

Source: Data Collected from Individual Peer School Systems, 2000.

Exhibit 2-38 compares the number of meals prepared per labor hour of food service workers among the school systems. As can be seen:

- Austin ISD served the highest total number of meals (12,751,955), followed closely by Jefferson County (12,745,517);
- Hamilton County served the lowest total number of meals (5,160,173, but this figure does not include any ala carte meal equivalents); and reports the lowest number of total labor hours for food service workers (416,641);

**Comparison of Metropolitan Nashville Public Schools With Other School Systems**

- Metropolitan Nashville Public Schools serves the highest number of meals per labor hour (22) and is nearly 38 percent higher than the average (16); and
- Hamilton County Schools serves the lowest number of meals per labor hour (12).

**EXHIBIT 2-38  
MEALS PER LABOR HOUR  
1999-2000 SCHOOL YEAR**

<b>SCHOOL SYSTEM</b>	<b>TOTAL NUMBER OF MEALS SERVED IN 1999-2000</b>	<b>TOTAL NUMBER OF LABOR HOURS FOR FOOD SERVICE WORKERS FOR THE 1999-2000 SCHOOL YEAR</b>	<b>MEALS PER LABOR HOUR (ANNUAL AVERAGE)</b>
<b>Metropolitan Nashville Public Schools, TN</b>	<b>10,846,559</b>	<b>495,543</b>	<b>22</b>
Austin ISD, TX	12,751,955	909,879	14
Columbus Public Schools, OH	9,723,337	595,008	16
Hamilton County Schools, TN	5,160,173*	416,641	12
Jefferson County Public Schools, KY	12,745,517	896,394	14
<b>SCHOOL SYSTEM AVERAGE</b>	<b>10,245,508</b>	<b>662,693</b>	<b>16</b>

Source: Data Collected from Individual Peer School Systems, 2000.

\* Does not include ala carte meals.

**2.13 Safety and Security**

Exhibit 2-39 compares suspensions by reason among the school systems. Looking at the five school systems' average, 70 percent of suspensions are behavior-related, 21 percent are weapons-related, six percent are related to drug offenses, and three percent fall under the category of "other" (includes attendance and property abuse violations). As the exhibit indicates:

- almost all (97 percent) of the suspensions in Metropolitan Nashville Public Schools resulted from behavioral offenses, with only two percent related to drugs and one percent related to weapons;
- suspensions in Columbus Public Schools are split more evenly between behavior-related offenses (49 percent) and weapons-related offenses (41 percent);
- Columbus Public Schools has the highest total number of suspensions of the comparison school systems (51,321), while Hamilton County has the lowest (5,630); and



**Comparison of Metropolitan Nashville Public Schools With Other School Systems**

- a relatively high percentage (28 percent) of Hamilton County's suspensions fall under the category "other."

**EXHIBIT 2-39  
NUMBER AND PERCENTAGE OF SUSPENSIONS BY REASON  
1999-2000 SCHOOL YEAR**

SCHOOL SYSTEM	BEHAVIOR		WEAPONS		DRUGS <sup>1</sup>		OTHER <sup>2</sup>		TOTAL
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	
<b>Metropolitan Nashville Public Schools, TN</b>	<b>25,128<sup>4</sup></b>	<b>97%</b>	<b>209</b>	<b>1%</b>	<b>511</b>	<b>2%</b>	<b>72</b>	<b>0%</b>	<b>25,920</b>
Austin ISD, TX	8,584	85%	2	0%	566	6%	982	10%	10,134
Columbus Public Schools, OH	25,321 <sup>3</sup>	49%	21,000	41%	5,000	10%	0	0%	51,321
Hamilton County Schools, TN	4,019	71%	13	0%	7	0%	1,591	28%	5,630
Jefferson County Public Schools, KY	9,928	92%	165	2%	648	6%	0	0%	10,741
<b>SCHOOL SYSTEM AVERAGE</b>	<b>14,596</b>	<b>70%</b>	<b>4,278</b>	<b>21%</b>	<b>1,346</b>	<b>6%</b>	<b>529</b>	<b>3%</b>	<b>20,749</b>

Source: Data Collected from Individual Peer School Systems, 2000.

<sup>1</sup> Drugs includes tobacco, alcohol, and controlled substances

<sup>2</sup> The "other" category includes attendance and abuse to property violations

<sup>3</sup> Includes in-school and out-of-school suspensions

<sup>4</sup> Includes only out-of-school suspensions

Exhibit 2-40 compares the school systems' expulsions by reason. With respect to the average, 56 percent of expulsions are due to behavioral offenses, 19 percent are weapons-related, 25 percent are drug-related, and zero percent fall under the category of "other." As can be seen:

- Metropolitan Nashville Public Schools has the highest total number of expulsions (403), the majority of them (56 percent) due to behavioral offenses, with the remainder split almost evenly between weapons (21 percent) and drugs (24 percent);
- the majority of expulsions in Columbus Public Schools (78 percent) are due to behavior;
- the majority of expulsions in Hamilton County Schools (81 percent) are related to drugs;
- only Austin ISD reports expulsions related to offenses in the "other" category (14 percent);
- Austin ISD reports very few total expulsions—only 22, which is 89 percent lower than the average; and
- Jefferson County reports zero expulsions for any reasons (these figures are not included in the averages).

**Comparison of Metropolitan Nashville Public Schools With Other School Systems**

**EXHIBIT 2-40  
NUMBER AND PERCENTAGE OF EXPULSIONS BY REASON  
1999-2000 SCHOOL YEAR**

SCHOOL SYSTEM	BEHAVIOR		WEAPONS		DRUGS <sup>1</sup>		OTHER		TOTAL
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	
<b>Metropolitan Nashville Public Schools, TN</b>	<b>225</b>	<b>56%</b>	<b>83</b>	<b>21%</b>	<b>95</b>	<b>24%</b>	<b>0</b>	<b>0%</b>	<b>403</b>
Austin ISD, TX	3	14%	10	45%	6	27%	3	14%	22
Columbus Public Schools, OH	204	78%	39	15%	18	7%	0	0%	261
Hamilton County Schools, TN	3	3%	14	16%	73	81%	0	0%	90
Jefferson County Public Schools, KY	0	0%	0	0%	0	0%	0	0%	0
<b>SCHOOL SYSTEM AVERAGE</b>	<b>109</b>	<b>56%</b>	<b>37</b>	<b>19%</b>	<b>48</b>	<b>25%</b>	<b>1</b>	<b>0%</b>	<b>194</b>

Source: Data Collected from Individual Peer School Systems, 2000.

<sup>1</sup> Drugs includes tobacco, alcohol, and controlled substances

Exhibit 2-41 shows the number and percentage of schools that have automated security systems. As the exhibit indicates, only 60 percent of the schools within the comparison school systems have automated security systems. Nearly all of the schools in Metropolitan Nashville Public Schools (97 percent) have automated security systems. Only Columbus Public Schools has a 100 percent rate of schools with such security systems, while Jefferson County Public Schools and Hamilton County Schools have the lowest percentage of schools with automated security systems (one percent and four percent, respectively).

**EXHIBIT 2-41  
NUMBER OF SCHOOLS WITH AUTOMATED SECURITY SYSTEMS  
1999-2000 SCHOOL YEAR**

SCHOOL SYSTEM	TOTAL NUMBER OF SCHOOLS WITH AUTOMATED SECURITY SYSTEMS	TOTAL NUMBER OF SCHOOLS	PERCENTAGE OF SCHOOLS WITH AUTOMATED SECURITY SYSTEMS
<b>Metropolitan Nashville Public Schools, TN</b>	<b>123</b>	<b>127</b>	<b>97%</b>
Austin ISD, TX	103	106	97%
Columbus Public Schools, OH	145	145	100%
Hamilton County Schools, TN	3	80	4%
Jefferson County Public Schools, KY	2	152	1%
<b>SCHOOL SYSTEM AVERAGE</b>	<b>75</b>	<b>122</b>	<b>60%</b>

Source: Data Collected from Individual Peer School Systems, 2000.

Exhibit 2-42 compares the number of school resource officers (SROs) serving the school systems by school level. As the exhibit indicates:

- none of the school systems has SROs serving elementary schools;
- on average, high schools have the highest number of SROs (12);

**Comparison of Metropolitan Nashville Public Schools With Other School Systems**

- Jefferson County Public Schools has the fewest SROs serving the school system (two), while Austin ISD has the most (33); and
- Metropolitan Nashville Public Schools has a higher than average total number of SROs (28), as well as higher than average numbers of SROs serving middle schools (12 compared to 9), high schools (16 compared to 12), and more than one school-level (three compared to one).

**EXHIBIT 2-42  
NUMBER OF SCHOOL RESOURCE OFFICERS ( SROs)  
BY SCHOOL LEVEL  
1999-2000 SCHOOL YEAR**

<b>SCHOOL SYSTEM</b>	<b>TOTAL NUMBER OF SROs</b>	<b>NUMBER OF SROs SERVING ELEMENTARY SCHOOLS</b>	<b>NUMBER OF SROs SERVING MIDDLE/ JUNIOR HIGH SCHOOLS</b>	<b>NUMBER OF SROs SERVING HIGH SCHOOLS</b>	<b>NUMBER OF SROs WHO SERVE MORE THAN ONE SCHOOL LEVEL</b>
<b>Metropolitan Nashville Public Schools, TN</b>	<b>28</b>	<b>0</b>	<b>12</b>	<b>16</b>	<b>3</b>
Austin ISD, TX	33	0	18	12	3
Columbus Public Schools, OH	17	0	0	17	0
Hamilton County Schools, TN	30	0	14*	14*	1
Jefferson County Public Schools, KY	2	0	0	2	0
<b>SCHOOL SYSTEM AVERAGE</b>	<b>22</b>	<b>0</b>	<b>9</b>	<b>12</b>	<b>1</b>

Source: Data Collected from Individual Peer School Systems, 2000.

\*Plus two supervisors for middle and high school.

**2.14 Summary**

In drawing a summary and conclusions among comparison school systems based on their responses on MGT's data request form, the reader should remember that these data are self-reported by each school system and may be based upon incomparable data. Findings, commendations, and recommendations resulting from these comparisons are included in Chapters 5 through 16, as applicable.

Of the six school systems compared in these analyses, Metropolitan Nashville Public Schools is the fourth largest in terms of student enrollment and has slightly more than the average number of schools. The school system employs lower than average numbers of teachers and administrators, and has lower than the average number of total employees. Compared to the other school systems, Metropolitan Nashville Public Schools also spends below the average on central administration, yet still has an average ratio of administrators to students.

## **Comparison of Metropolitan Nashville Public Schools With Other School Systems**

In terms of educational service delivery, Metropolitan Nashville Public Schools ranks below the average in the following:

- number of curriculum specialists
- ACT scores
- number of instructional or teacher aides
- average teacher and administrator salaries

However, students in Metropolitan Nashville Public Schools have the highest SAT scores, and the school system has the lowest teacher turnover rate (highest teacher retention) of the compared school systems.

Metropolitan Nashville Public Schools has above the average amount in total revenues, and spends above the average amount in total expenditures. The school system spends higher than the average amounts on debt interest, capital outlays, and student support services expenditures. In contrast, one area of very low expenditure is instructional/school leadership.

Compared to the other school systems, purchasing employees in Metropolitan Nashville Public Schools process the fewest purchase orders per employee, although they take less than the average time to process a purchase order. Compared to the peer school systems, Metropolitan Nashville Public Schools uses the most alternative procurement practices, including procurement cards, cooperative procurement agreements, and Web-based procurement.

Metropolitan Nashville Public Schools has the highest number of permanent school buildings, and these buildings are the second to most-recently built of the comparison school systems. Furthermore, the school system incurred the lowest new construction costs per square foot. However, the school system also spent the most on utility costs from July 1, 1999 to June 20, 2000.

With respect to community involvement, Metropolitan Nashville Public Schools has above the average number of active PTA/PTOs, but also the second lowest number of business partnerships in schools. The school system was unable to provide any of the other data requested to measure community involvement.

In terms of technology, Metropolitan Nashville Public Schools falls below its peers in technology staffing levels, particularly administrative technology support staff (lowest staffing level), as well as in the numbers of computer repair technicians and network support personnel. The school system has below the average number of computers for instructional use, and was unable to provide data on the number of administrative computers in use or the number of teachers with access to email. However, Metropolitan Nashville Public Schools is one of the few surveyed school systems in which all schools are networked to the central office and have Internet access.

Metropolitan Nashville Public Schools' food services program is more efficient than the group average, with just under the average total cost per lunch meal and the highest number of meals per labor hour of food service workers. In addition, the school system serves higher than the average number of breakfasts.

## **Comparison of Metropolitan Nashville Public Schools With Other School Systems**

In terms of school safety and security, Metropolitan Nashville Public Schools has the highest number of student expulsions, as well as a higher number of suspensions than average. The majority of both expulsions and suspensions occur for behavior-related offenses. The school system also has higher than the average number of SROs.

**3.0 SCHOOL-BY-SCHOOL  
COMPARISONS  
IN METROPOLITAN NASHVILLE  
PUBLIC SCHOOLS**

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### **3.0 SCHOOL-BY-SCHOOL COMPARISONS IN METROPOLITAN NASHVILLE PUBLIC SCHOOLS**

This chapter presents the results of comparisons among schools and clusters within Metropolitan Nashville Public Schools. The major sections in this chapter are

- 3.1 Staffing
- 3.2 Enrollment and Student Demographics
- 3.3 Performance Measures
- 3.4 Student Resources
- 3.5 Community Involvement
- 3.6 Facilities
- 3.7 Summary

Financial data detailing the amount of funding by type available for educational and special programs at each school were not available for this comparison, as the school system does not prepare dollar budgets by school; instead MNPS uses personnel allocation formulas to create personnel budgets by school.

Metropolitan Nashville Public Schools consists of 129<sup>1</sup> schools; Exhibit 3-1 shows the breakdown of schools by type. These schools are organized into 11 geographical clusters of elementary and middle schools that feed students into each cluster's high school.

**EXHIBIT 3-1  
NUMBER OF SCHOOLS BY TYPE  
2000-01 SCHOOL YEAR**

<b>TYPE OF SCHOOL</b>	<b>NUMBER</b>
Elementary schools	66
Middle schools	31
High schools	11
Magnet schools	13
Special education schools	4
Adult education schools	1
Alternative schools	3
<b>Total</b>	<b>129</b>

Source: Metropolitan Nashville Public Schools, 2000.

Most data for these comparisons were provided by the Data Processing Department of the Metropolitan Nashville Public Schools; some data were provided by other departments within the school system. In some cases, data for different years are used in these comparisons; this information is indicated in exhibit titles. Because the data are not for a single time period and from a single source, some comparisons do not agree with others within this chapter and in other chapters of this report for numbers of schools, students, staff or resources. Therefore, these exhibits cannot be viewed as an inventory of school staffing, enrollment or resources, but can be examined for useful

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<sup>1</sup>For the purpose of this count, the Cohn Adult Learning Center and the Cohn Alternative School are treated as two separate programs; they are housed in the same facility.

comparisons for selected variables among individual schools, clusters of schools, and types of schools.

No recommendations are developed in this chapter. However, as appropriate, this chapter is cross-referenced to other chapters in the report for those areas where the data reported relate to MGT's findings and recommendations.

### **3.1 Staffing**

Metropolitan Nashville Public Schools employs almost 5,000 teachers. Exhibit 3-2 shows the number of teachers by type within the school system. Teachers are categorized as regular education; performing arts; Title I; special education; shared, on leave, partial, and swap; and other. The footnotes to Exhibit 3-2 list which types of teachers are included in each category.

Comparing by type of school, the exhibit shows that:

- high schools have the highest average number of total teachers, as well as the highest average numbers of performing arts, regular education, special education, and other teachers;
- elementary schools have the highest average number of Title I teachers; they also have the highest average number of teachers classified as shared, on leave, partial or swap positions; and
- other schools, which includes special education, alternative and adult learning facilities, have the lowest average number of teachers (but also the lowest average enrollments; see Exhibit 3-14 in this chapter for enrollment data), and the lowest average number of performing arts and regular education teachers.

Among elementary schools, the data show that:

- McCann Elementary, with 12 teachers, has the lowest number of total teachers, and Moss Elementary has the highest number, with 70 teachers;
- Moss Elementary has the highest number of regular education teachers; Robertson Academy (a gifted and talented school classified as an elementary school) has the lowest with one teacher<sup>2</sup>; and
- Robertson Academy has the highest number of special education teachers (11), followed by Park Avenue Enhanced Option with seven, and Napier Enhanced Option with six.

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<sup>2</sup>Robertson Academy houses enrichment programs for elementary school students from other schools.



**EXHIBIT 3-2  
NUMBER OF TEACHERS BY TYPE  
2000-01 SCHOOL YEAR**

CLUSTER	SCHOOL	TOTAL	REGULAR EDUCATION TEACHER <sup>1</sup>	PERFORMING ARTS TEACHER <sup>2</sup>	SPECIAL EDUCATION TEACHER <sup>3</sup>	TITLE I TEACHER <sup>4</sup>	SHARED, ON LEAVE, PARTIAL, SWAP <sup>5</sup>	OTHER TEACHERS <sup>6</sup>
none*	Robertson Academy G/T	13	1	0	11	0	1	0
Antioch	Antioch High	115	96	5	8	0	5	1
Antioch	Antioch Middle	60	45	6	6	0	3	0
Antioch	Apollo Middle	52	40	4	6	0	2	0
Antioch	Cole Elementary	54	42	4	3	1	4	0
Antioch	Johnson Middle	13	7	1	2	0	1	2
Antioch	Lakeview Elementary	41	33	3	1	0	4	0
Antioch	Moss, J. E. Elementary	70	58	5	1	1	5	0
Antioch	Mt. View Elementary	54	44	4	2	0	4	0
Antioch	Una Elementary	47	39	4	3	0	1	0
<b>AVERAGE FOR ANTIOCH CLUSTER</b>		<b>56.2</b>	<b>44.9</b>	<b>4.0</b>	<b>3.6</b>	<b>0.2</b>	<b>3.2</b>	<b>0.3</b>
Glenciff	Berry Elementary	23	17	1	0	1	3	1
Glenciff	Cameron Middle	57	39	4	8	0	6	0
Glenciff	Fall-Hamilton Elementary	28	20	2	2	2	2	0
Glenciff	Glenciff Comp High	109	87	5	7	0	7	3
Glenciff	Glenciff Elementary	35	25	2	2	2	4	0
Glenciff	Glengarry Elementary	23	17	0	3	0	3	0
Glenciff	Glenview Elementary	34	27	2	2	1	2	0
Glenciff	Paragon Mills Elementary	34	29	2	1	1	1	0
Glenciff	Whitsitt Elementary	45	36	2	2	1	4	0
Glenciff	Wright Middle	66	49	4	7	0	6	0
<b>AVERAGE FOR GLENCLIFF CLUSTER</b>		<b>45.4</b>	<b>34.6</b>	<b>2.4</b>	<b>3.4</b>	<b>0.8</b>	<b>3.8</b>	<b>0.4</b>
Hillsboro	Carter-Lawrence Magnet	28	23	2	1	1	1	0
Hillsboro	Cohn Adult Learning Center	10	5	0	0	0	5	0
Hillsboro	Cohn Alternative Center	6	0	0	0	0	0	6
Hillsboro	Eakin Elementary	47	36	3	2	0	6	0
Hillsboro	Green, Julia Elementary	33	26	2	2	0	3	0
Hillsboro	Harris-Hillman (Special Ed.)	14	1	2	11	0	0	0
Hillsboro	Hillsboro Comp High	77	61	5	7	0	3	1
Hillsboro	Hume-Fogg Magnet	44	37	4	0	0	3	0
Hillsboro	Moore Middle	28	19	2	3	0	4	0
Hillsboro	Murphy Alternative Center	4	1	0	0	0	0	3
Hillsboro	Murrell (Special Ed)	17	3	0	12	0	2	0
Hillsboro	Priest, Percy Elementary	32	25	2	1	0	4	0

\* According to MNPS, Robertson Academy Gifted and Talented School is not included in a cluster.

**EXHIBIT 3-2 (Continued)  
NUMBER OF TEACHERS BY TYPE  
2000-01 SCHOOL YEAR**

CLUSTER	SCHOOL	TOTAL	REGULAR EDUCATION TEACHER <sup>1</sup>	PERFORMING ARTS TEACHER <sup>2</sup>	SPECIAL EDUCATION TEACHER <sup>3</sup>	TITLE I TEACHER <sup>4</sup>	SHARED, ON LEAVE, PARTIAL, SWAP <sup>5</sup>	OTHER TEACHERS <sup>6</sup>
Hillsboro	Stokes, Walter Middle	21	15	1	2	0	3	0
Hillsboro	Sylvan Park Elementary	25	20	2	2	0	1	0
Hillsboro	West End Middle	27	14	2	6	2	1	2
<b>AVERAGE FOR HILLSBORO CLUSTER</b>		<b>27.5</b>	<b>19.1</b>	<b>1.8</b>	<b>3.3</b>	<b>0.2</b>	<b>2.4</b>	<b>0.8</b>
Hillwood	Bellevue Middle	39	27	3	6	0	3	0
Hillwood	Brookmeade Elementary	26	20	2	1	0	3	0
Hillwood	Buena Vista Paideia Magnet	51	36	5	2	0	8	0
Hillwood	Charlotte Park Elementary	27	21	3	1	1	1	0
Hillwood	Early, John Middle	21	10	0	3	2	5	1
Hillwood	Gower Elementary	37	31	2	1	0	3	0
Hillwood	Harpeth Valley Elementary	46	34	2	1	0	9	0
Hillwood	Hill, H. G. Elementary	18	14	0	1	0	3	0
Hillwood	Hill, H. G. Middle	32	24	2	3	0	3	0
Hillwood	Hillwood Comp High	67	52	3	8	0	4	0
Hillwood	Hull-Jackson Montessori Magnet	34	29	2	1	0	2	0
Hillwood	Westmeade Elementary	41	29	1	3	0	8	0
Hillwood	Wharton Middle Magnet	36	27	7	2	0	0	0
<b>AVERAGE FOR HILLWOOD CLUSTER</b>		<b>36.5</b>	<b>27.2</b>	<b>2.5</b>	<b>2.5</b>	<b>0.2</b>	<b>4.0</b>	<b>0.1</b>
Hunters Lane	Amqui Elementary	40	31	3	1	1	4	0
Hunters Lane	Bellshire Elementary	34	27	2	2	3	0	0
Hunters Lane	Brick Church Middle	19	12	0	2	1	4	0
Hunters Lane	Gateway Elementary	16	11	0	0	0	5	0
Hunters Lane	Goodlettsville Elementary	30	25	1	1	0	3	0
Hunters Lane	Goodlettsville Middle	26	20	3	3	0	0	0
Hunters Lane	Hunters Lane Comp High	102	87	6	9	0	0	0
Hunters Lane	Madison (Special Ed)	11	0	0	9	0	2	0
Hunters Lane	Neely's Bend Elementary	33	24	2	3	0	4	0
Hunters Lane	Neely's Bend Middle	44	33	2	6	0	3	0
Hunters Lane	Old Center Elementary	25	19	2	2	1	1	0
Hunters Lane	Stratton Elementary	43	35	4	2	1	1	0
<b>AVERAGE FOR HUNTERS LANE CLUSTER</b>		<b>35.3</b>	<b>27.0</b>	<b>2.1</b>	<b>3.3</b>	<b>0.6</b>	<b>2.3</b>	<b>0.0</b>
Maplewood	Baxter, Jere Alternative	8	1	0	1	0	0	6
Maplewood	Baxter, Jere Middle	41	27	3	6	1	4	0
Maplewood	Chadwell Elementary	32	23	2	2	3	2	0

**EXHIBIT 3-2 (Continued)  
NUMBER OF TEACHERS BY TYPE  
2000-01 SCHOOL YEAR**

CLUSTER	SCHOOL	TOTAL	REGULAR EDUCATION TEACHER <sup>1</sup>	PERFORMING ARTS TEACHER <sup>2</sup>	SPECIAL EDUCATION TEACHER <sup>3</sup>	TITLE I TEACHER <sup>4</sup>	SHARED, ON LEAVE, PARTIAL, SWAP <sup>5</sup>	OTHER TEACHERS <sup>6</sup>
Maplewood	Cotton, Hattie Elementary	40	29	3	4	3	1	0
Maplewood	Gra-Mar Elementary	33	25	3	3	1	1	0
Maplewood	Highland Hghts Middle	27	19	2	4	0	2	0
Maplewood	Joy, Tom Elementary	46	30	3	5	3	5	0
Maplewood	Maplewood Comp High	67	52	3	9	0	1	2
Maplewood	Shwab Elementary	42	28	3	4	4	3	0
<b>AVERAGE FOR MAPLEWOOD CLUSTER</b>		<b>37.3</b>	<b>26.0</b>	<b>2.4</b>	<b>4.2</b>	<b>1.7</b>	<b>2.1</b>	<b>0.9</b>
McGavock	Allen, Margaret Elementary	30	22	2	2	1	3	0
McGavock	Caldwell Early Childhood Center	15	8	0	2	1	3	1
McGavock	Dodson Elementary (new)	53	45	2	2	0	4	0
McGavock	Donelson Middle	45	33	4	5	0	3	0
McGavock	DuPont Elementary	37	29	2	2	1	3	0
McGavock	DuPont Middle (Hadley)	35	27	3	3	0	1	1
McGavock	DuPont Middle (Tyler)	46	32	4	6	0	4	0
McGavock	Glenn Enhanced Option	29	22	2	3	2	0	0
McGavock	Hermitage Elementary	35	26	2	2	1	4	0
McGavock	Hickman Elementary	48	33	4	2	0	9	0
McGavock	Jackson, Andrew Elementary	38	32	3	2	0	1	0
McGavock	McGavock Comp High	129	102	5	12	0	3	7
McGavock	McGavock Elementary	21	16	1	3	0	1	0
McGavock	Napier Enhanced Option	53	36	4	6	5	1	1
McGavock	Pennington Elementary	29	21	2	1	0	5	0
McGavock	Tulip Grove Elementary	45	37	5	1	0	2	0
McGavock	Two Rivers Middle	44	27	4	7	0	6	0
<b>AVERAGE FOR MCGAVOCK CLUSTER</b>		<b>43.1</b>	<b>32.2</b>	<b>2.9</b>	<b>3.6</b>	<b>0.6</b>	<b>3.1</b>	<b>0.6</b>
Overton	Binkley, Norman Elementary	35	26	2	2	0	5	0
Overton	Crieve Hall Elementary	26	19	0	3	0	4	0
Overton	Glendale Middle	23	15	2	4	0	2	0
Overton	Granbery Elementary	58	50	4	3	0	1	0
Overton	Haywood Elementary	52	38	3	4	2	5	0
Overton	McMurray Middle	44	32	3	7	0	2	0
Overton	Overton Comp High	81	63	9	7	0	2	0
Overton	Rose Park Middle	37	27	2	4	1	3	0
Overton	Tusculum Elementary	48	37	2	3	0	6	0
<b>AVERAGE FOR OVERTON CLUSTER</b>		<b>44.9</b>	<b>34.1</b>	<b>3.0</b>	<b>4.1</b>	<b>0.3</b>	<b>3.3</b>	<b>0.0</b>

**EXHIBIT 3-2 (Continued)  
NUMBER OF TEACHERS BY TYPE  
2000-01 SCHOOL YEAR**

CLUSTER	SCHOOL	TOTAL	REGULAR EDUCATION TEACHER <sup>1</sup>	PERFORMING ARTS TEACHERS <sup>2</sup>	SPECIAL EDUCATION TEACHER <sup>3</sup>	TITLE I TEACHER <sup>4</sup>	SHARED, ON LEAVE, PARTIAL, SWAP <sup>5</sup>	OTHER TEACHERS <sup>6</sup>
Pearl-Cohn	Bass. W. A. Middle	35	18	2	7	4	4	0
Pearl-Cohn	Cockrill Elementary	35	28	2	3	0	2	0
Pearl-Cohn	Head Magnet	36	24	4	4	1	3	0
Pearl-Cohn	King, Martin Luther Jr. Magnet	56	45	4	0	0	3	4
Pearl-Cohn	McCann Elementary	12	7	0	0	0	5	0
Pearl-Cohn	McKissack Middle	30	13	1	5	4	6	1
Pearl-Cohn	Park Avenue Enhanced Option	61	44	4	7	3	2	1
Pearl-Cohn	Pearl-Cohn Comp High Magnet	61	47	3	10	0	1	0
<b>AVERAGE FOR PEARL-COHN CLUSTER</b>		<b>40.8</b>	<b>28.3</b>	<b>2.5</b>	<b>4.5</b>	<b>1.5</b>	<b>3.3</b>	<b>0.8</b>
Stratford	Dalewood Elementary	20	11	0	3	1	5	0
Stratford	East Magnet	40	31	3	2	0	4	0
Stratford	East Middle	34	20	2	9	2	1	0
Stratford	Howe, Cora Elementary	40	29	2	5	3	1	0
Stratford	Inglewood Elementary	31	26	2	1	1	1	0
Stratford	Kirkpatrick Elementary	40	28	2	3	4	3	0
Stratford	Litton, Isaac Middle	39	27	3	8	0	1	0
Stratford	Lockeland Middle	25	14	2	4	3	2	0
Stratford	Meigs Middle Magnet	34	28	4	0	0	2	0
Stratford	Mills, Dan Elementary	30	23	2	3	1	1	0
Stratford	Rosebank Elementary	39	31	3	2	1	2	0
Stratford	Ross Elementary	29	17	3	5	1	3	0
Stratford	Stratford Comp High	70	58	3	7	0	2	0
Stratford	Warner Elementary	42	30	3	1	4	4	0
<b>AVERAGE FOR STRATFORD CLUSTER</b>		<b>36.6</b>	<b>26.6</b>	<b>2.4</b>	<b>3.8</b>	<b>1.5</b>	<b>2.3</b>	<b>0.0</b>
Whites Creek	Bordeaux Elementary	20	14	0	2	0	4	0
Whites Creek	Cumberland Elementary	43	35	2	1	2	3	0
Whites Creek	Ewing Park Middle	32	19	2	8	0	1	2
Whites Creek	Green, Alex Elementary	25	20	2	1	1	1	0
Whites Creek	Haynes Middle	24	15	1	3	2	3	0
Whites Creek	Joelton Elementary	36	25	2	1	0	8	0
Whites Creek	Joelton Middle	37	26	3	6	0	2	0
Whites Creek	King's Lane Design Center	31	23	2	2	1	3	0

**EXHIBIT 3-2 (Continued)  
NUMBER OF TEACHERS BY TYPE  
2000-01 SCHOOL YEAR**

CLUSTER	SCHOOL	TOTAL	REGULAR EDUCATION TEACHER <sup>1</sup>	PERFORMING ARTS TEACHER <sup>2</sup>	SPECIAL EDUCATION TEACHER <sup>3</sup>	TITLE I TEACHER <sup>4</sup>	SHARED, ON LEAVE, PARTIAL, SWAP <sup>5</sup>	OTHER TEACHERS <sup>6</sup>
Whites Creek	Nashville School of the Arts	36	21	11	1	0	3	0
Whites Creek	Whites Creek Comp High	81	63	5	9	0	2	2
<b>AVERAGE FOR WHITES CREEK CLUSTER</b>		<b>36.5</b>	<b>26.1</b>	<b>3.0</b>	<b>3.4</b>	<b>0.6</b>	<b>3.0</b>	<b>0.4</b>
<b>ELEMENTARY SCHOOL AVERAGE</b>		<b>36.3</b>	<b>27.5</b>	<b>2.3</b>	<b>2.4</b>	<b>1.0</b>	<b>3.1</b>	<b>0.0</b>
<b>MIDDLE SCHOOL AVERAGE</b>		<b>35.1</b>	<b>23.8</b>	<b>2.5</b>	<b>4.9</b>	<b>0.7</b>	<b>2.9</b>	<b>0.3</b>
<b>HIGH SCHOOL AVERAGE</b>		<b>89.8</b>	<b>72.1</b>	<b>4.9</b>	<b>8.3</b>	<b>0.0</b>	<b>2.9</b>	<b>1.6</b>
<b>MAGNET SCHOOL AVERAGE</b>		<b>41.5</b>	<b>31.6</b>	<b>4.5</b>	<b>2.1</b>	<b>0.2</b>	<b>2.7</b>	<b>0.4</b>
<b>AVERAGE FOR OTHER SCHOOLS</b>		<b>10.0</b>	<b>1.6</b>	<b>0.3</b>	<b>4.7</b>	<b>0.0</b>	<b>1.3</b>	<b>0.0</b>
<b>AVERAGE FOR ALL SCHOOLS</b>		<b>39.1</b>	<b>28.9</b>	<b>2.6</b>	<b>3.6</b>	<b>0.7</b>	<b>2.9</b>	<b>0.4</b>
<b>TOTAL FOR ALL SCHOOLS</b>		<b>4,960</b>	<b>3,664</b>	<b>326</b>	<b>458</b>	<b>91</b>	<b>373</b>	<b>48</b>

Source: Metropolitan Nashville Public Schools, 2000.

<sup>1</sup> Regular Education includes all teachers not included in the other indicated categories.

<sup>2</sup> Performing Arts includes all art, music, drama, dance, and band teachers.

<sup>3</sup> Special Education includes all Special Education teachers, including Gifted and Talented.

<sup>4</sup> Title I includes all Title I teachers.

<sup>5</sup> Shared, on leave, partial and swap includes all teachers whose position description includes these terms. "Shared" positions are those which serve more than one school. "Swap" indicates a position which has been exchanged for another type(s) of position (for example, a full-time librarian position exchanged for a half-time guidance counselor plus a half-time librarian). "Partial" positions indicate a certificated teacher funded from more than one fund. "On leave" indicates that the employee is on approved leave.

<sup>6</sup> Other includes ROTC teachers, cafeteria supervisors, alternative school teachers, and coordinators home school.

Comparing among middle schools, it can be seen that:

- Wright Middle has the highest number of total teachers at 66, while Johnson Middle has the lowest (13);
- East Middle has the highest number of special education teachers (nine), while Stokes, Bordeaux<sup>3</sup>, Brick Church and Johnson have the fewest with two special education teachers each; and
- Antioch Middle has the highest number of performing arts teachers with six, while Stokes, Johnson, McKissack and Haynes have the lowest with one each.

Comparing among high schools,

- McGavock has the highest number of total teachers with 129, followed by Antioch which has 115. Hillwood and Maplewood have the lowest number of teachers with 67 each;
- these rankings hold for the numbers of regular education teachers as well. McGavock Comprehensive High has the highest number of regular education teachers (102), followed by Antioch High (96), while Hillwood and Maplewood high schools have the lowest numbers of regular education teachers (52 each);
- Overton Comprehensive High has the highest number of performing arts teachers. With nine performing arts teachers, the school has three times as many as the schools with the lowest number—Hillwood, Maplewood, and Stratford; and
- McGavock has the highest number of special education teachers (12), while all other high schools have between seven and nine.

Comparing among schools classified as "other," which includes special education, alternative, and adult learning facilities,

- Pearl-Cohn has the highest number of teachers (61) and the highest number of regular education teachers (47). Carter-Lawrence, with 28 teachers, has the lowest total number, while Nashville School of the Arts has the lowest number of regular education teachers (21); and
- Nashville School of the Arts has the highest number of performing arts teachers (11), while Carter-Lawrence and Hull-Jackson Montessori have the lowest number with two each.

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<sup>3</sup>Bordeaux Elementary serves grades Pre-K through K and four through six; for the purposes of these comparisons it is categorized as a middle school.

Comparing among other schools,

- Murrell, a special education facility, has the highest number of special education teachers with 12. Cohn Alternative Center, Cohn Adult Learning Center, and Murphy Alternative Center have no special education teachers; and
- none of the schools in this category have any Title I teachers; only Harris-Hillman has any performing arts teachers with two.

Comparing by cluster, the exhibit indicates that the:

- Antioch cluster has the highest average number of total teachers (56.2), performing arts teachers (4.0), and regular education teachers (44.9);
- Pearl-Cohn cluster has the highest average number of special education teachers (4.5); the Hillwood cluster has the lowest with 2.5; and
- Maplewood cluster has the highest average number of Title I teachers (1.7), followed by Stratford and Pearl-Cohn with 1.5 each. Schools within the Antioch, Hillsboro, and Hillwood clusters average the lowest number of Title I teachers (0.2).

Exhibit 3-3 shows the number of teachers by type of degree, including bachelor's, master's, master's plus, Ed.S., and Ph.D.. Most teachers in the school system hold a bachelor's degree (43.2 percent), and very few hold either an Ed.S. degree (1.3 percent), or a Ph.D. (2.8 percent).

Comparing by type of school, the exhibit shows that:

- elementary schools employ the highest percentage of teachers with a bachelor's degree (47.3 percent), while high schools employ the lowest (32.7 percent);
- high schools and schools classified as "other" employ the highest percentage of teachers holding Ph.D.s (4.9 percent each), while elementary schools employ the smallest percentage (1.5 percent); and
- other schools employ the highest percentage of teachers holding master's degrees (37.8 percent) while middle schools employ the lowest percentage (30.4 percent).

Comparing among elementary schools, the exhibit indicates that:

- Moss Elementary has the highest number of teachers with bachelor's degrees with 41; this represents 57 percent of the school's teaching staff. Hill Elementary has the lowest number of teachers with bachelor's degrees, three, which represents 20 percent of its teachers;

**School-by-School Comparisons in Metropolitan Nashville Public Schools**

**EXHIBIT 3-3  
TEACHERS BY DEGREE\*  
2000-01 SCHOOL YEAR**

CLUSTER	SCHOOL	TOTAL	BACHELOR'S	MASTER'S	MASTER'S PLUS <sup>1</sup>	ED.S	PH.D
Antioch	Antioch High	120	52	41	21	1	3
Antioch	Antioch Middle	65	35	16	12	0	2
Antioch	Apollo Middle	55	27	16	8	1	3
Antioch	Cole Elementary	55	28	11	13	0	2
Antioch	Johnson Middle	15	5	6	4	0	0
Antioch	Lakeview Elementary	42	12	21	7	1	1
Antioch	Moss, J. E. Elementary	72	41	20	9	1	1
Antioch	Mt. View Elementary	53	24	16	9	0	4
Antioch	Una Elementary	48	19	17	10	1	1
<b>PERCENTAGE FOR ANTIOCH CLUSTER</b>			<b>46.6%</b>	<b>31.4%</b>	<b>17.8%</b>	<b>1.0%</b>	<b>3.3%</b>
Glenciff	Berry Elementary	23	15	2	5	0	1
Glenciff	Cameron Middle	61	23	25	7	1	5
Glenciff	Fall-Hamilton Elementary	26	10	6	9	0	1
Glenciff	Glenciff Comprehensive High	108	33	40	21	4	8
Glenciff	Glenciff Elementary	35	14	11	10	0	0
Glenciff	Glengarry Elementary	21	11	7	3	0	0
Glenciff	Glenview Elementary	33	14	10	8	0	1
Glenciff	Paragon Mills Elementary	33	19	6	5	1	2
Glenciff	Whitsitt Elementary	44	26	13	4	0	1
Glenciff	Wright Middle	70	32	27	11	0	0
<b>PERCENTAGE FOR GLENCLIFF CLUSTER</b>			<b>43.6%</b>	<b>32.5%</b>	<b>18.4%</b>	<b>1.3%</b>	<b>4.2%</b>
Hillsboro	Carter-Lawrence Magnet	27	12	12	3	0	0
Hillsboro	Cohn Adult Learning Center	12	1	3	3	0	1
Hillsboro	Cohn Alternative Center	7	1	4	2	0	0
Hillsboro	Eakin Elementary	45	18	17	9	0	1
Hillsboro	Green, Julia Elementary	33	10	15	7	0	1
Hillsboro	Harris-Hillman (Special Ed.)	16	8	4	2	1	1
Hillsboro	Hillsboro Comprehensive High	81	23	24	24	2	7
Hillsboro	Hume-Fogg Magnet	46	9	19	15	1	2
Hillsboro	Moore Middle	30	10	11	7	1	1
Hillsboro	Murphy Alternative Center	5	2	1	2	0	0
Hillsboro	Murrell (Special Ed)	19	9	10	0	0	0
Hillsboro	Priest, Percy Elementary	31	13	10	6	2	0
Hillsboro	Stokes, Walter Middle	21	7	9	5	0	0
Hillsboro	Sylvan Park Elementary	23	10	8	4	1	0
Hillsboro	West End Middle	29	14	6	8	0	1
<b>PERCENTAGE FOR HILLSBORO CLUSTER</b>			<b>35.0%</b>	<b>36.4%</b>	<b>23.1%</b>	<b>1.9%</b>	<b>3.6%</b>
Hillwood	Bellevue Middle	42	8	12	18	0	3
Hillwood	Brookmeade Elementary	24	12	7	5	0	0
Hillwood	Buena Vista (Jones) Paideia Magnet	24	13	10	1	0	0
Hillwood	Buena Vista Paideia Magnet	27	15	9	1	0	2
Hillwood	Charlotte Park Elementary	25	10	8	7	0	0
Hillwood	Early, John Middle	19	7	7	4	1	0
Hillwood	Gower Elementary	35	22	10	2	0	1
Hillwood	Harpeth Valley Elementary	47	19	17	9	0	2
Hillwood	Hill, H. G. Elementary	15	3	6	5	1	0
Hillwood	Hill, H. G. Middle	34	21	7	4	1	1
Hillwood	Hillwood Comprehensive High	69	21	19	22	4	3
Hillwood	Hull-Jackson Montessori Magnet	32	15	11	5	0	1
Hillwood	Westmeade Elementary	41	16	13	10	2	0
Hillwood	Wharton Middle Magnet	41	25	7	6	1	2



**School-by-School Comparisons in Metropolitan Nashville Public Schools**

**EXHIBIT 3-3 (Continued)  
TEACHERS BY DEGREE\*  
2000-01 SCHOOL YEAR**

CLUSTER	SCHOOL	TOTAL	BACHELOR'S	MASTER'S	MASTER'S PLUS <sup>1</sup>	ED.S	PH.D
<b>PERCENTAGE FOR HILLWOOD CLUSTER</b>			<b>43.7%</b>	<b>30.2%</b>	<b>20.9%</b>	<b>2.1%</b>	<b>3.2%</b>
Hunters Lane	Amqui Elementary	41	14	8	19	0	0
Hunters Lane	Bellshire Elementary	34	12	13	8	0	1
Hunters Lane	Brick Church Middle	20	7	8	3	1	1
Hunters Lane	Gateway Elementary	12	6	1	4	1	0
Hunters Lane	Goodlettsville Elementary	28	17	9	2	0	0
Hunters Lane	Goodlettsville Middle	29	12	8	7	1	1
Hunters Lane	Hunters Lane Comprehensive High	107	32	36	33	1	4
Hunters Lane	Madison (Special Ed)	14	7	4	1	0	2
Hunters Lane	Neely's Bend Elementary	31	18	5	7	1	0
Hunters Lane	Neely's Bend Middle	45	19	14	10	1	1
Hunters Lane	Old Center Elementary	23	10	8	5	0	0
Hunters Lane	Stratton Elementary	46	21	14	11	0	0
<b>PERCENTAGE FOR HUNTERS LANE CLUSTER</b>			<b>40.8%</b>	<b>29.8%</b>	<b>25.6%</b>	<b>1.4%</b>	<b>2.3%</b>
Maplewood	Baxter, Jere Alternative	9	4	5	0	0	0
Maplewood	Baxter, Jere Middle	42	22	13	6	0	1
Maplewood	Chadwell Elementary	31	14	12	5	0	0
Maplewood	Cotton, Hattie Elementary	41	21	10	8	1	1
Maplewood	Gra-Mar Elementary	30	14	15	1	0	0
Maplewood	Highland Hghts Middle	29	11	13	4	0	1
Maplewood	Joy, Tom Elementary	47	21	13	11	0	2
Maplewood	Maplewood Comprehensive High	73	22	31	16	0	2
Maplewood	Shwab Elementary	39	16	15	7	0	1
<b>PERCENTAGE FOR MAPLEWOOD CLUSTER</b>			<b>42.8%</b>	<b>37.5%</b>	<b>17.1%</b>	<b>0.3%</b>	<b>2.4%</b>
McGavock	Allen, Margaret Elementary	27	16	8	3	0	0
McGavock	Caldwell Early Childhood Center	15	6	6	3	0	0
McGavock	Dodson Elementary (new)	42	22	12	8	0	0
McGavock	Dodson Elementary (old)	13	5	7	1	0	0
McGavock	Donelson Middle	48	28	12	7	0	1
McGavock	DuPont Elementary	37	21	7	7	1	1
McGavock	DuPont Middle (Hadley)	38	17	9	10	1	1
McGavock	DuPont Middle (Tyler)	48	20	17	9	1	1
McGavock	Glenn Enhanced Option	27	14	9	4	0	0
McGavock	Hermitage Elementary	35	20	9	6	0	0
McGavock	Hickman Elementary	48	28	15	5	0	0
McGavock	Jackson, Andrew Elementary	40	15	16	9	0	0
McGavock	McGavock Comprehensive High	126	33	33	47	4	7
McGavock	McGavock Elementary	20	8	9	2	1	0
McGavock	Napier Enhanced Option	51	27	17	6	1	0
McGavock	Pennington Elementary	26	13	8	4	0	1
McGavock	Tulip Grove Elementary	45	25	9	11	0	0
McGavock	Two Rivers Middle	47	21	17	9	0	0
<b>PERCENTAGE FOR MCGAVOCK CLUSTER</b>			<b>46.4%</b>	<b>30.1%</b>	<b>20.7%</b>	<b>1.2%</b>	<b>1.6%</b>
Overton	Binkley, Norman Elementary	35	15	14	6	0	0
Overton	Crieve Hall Elementary	25	5	10	9	0	1
Overton	Glendale Middle	25	11	6	5	0	3
Overton	Granbery Elementary	60	24	23	12	0	1
Overton	Haywood Elementary	52	23	14	13	1	1
Overton	McMurray Middle	47	21	7	15	0	4
Overton	Overton Comprehensive High	82	29	22	28	0	3
Overton	Rose Park Middle	39	18	9	11	0	1

**School-by-School Comparisons in Metropolitan Nashville Public Schools**

**EXHIBIT 3-3 (Continued)  
TEACHERS BY DEGREE\*  
2000-01 SCHOOL YEAR**

CLUSTER	SCHOOL	TOTAL	BACHELOR'S	MASTER'S	MASTER'S PLUS <sup>1</sup>	ED.S	PH.D
Overton	Tusculum Elementary	49	26	13	10	0	0
<b>PERCENTAGE FOR OVERTON CLUSTER</b>			<b>41.5%</b>	<b>28.5%</b>	<b>26.3%</b>	<b>0.2%</b>	<b>3.4%</b>
Pearl-Cohn	Bass. W. A. Middle	35	16	7	11	0	1
Pearl-Cohn	Cockrill Elementary	38	22	8	7	1	0
Pearl-Cohn	Head Magnet	40	13	15	11	0	1
Pearl-Cohn	King, Martin Luther Jr. Magnet	51	14	16	19	1	1
Pearl-Cohn	McCann Elementary	7	3	4	0	0	0
Pearl-Cohn	McKissack Middle	28	14	10	4	0	0
Pearl-Cohn	Park Avenue Enhanced Option	60	29	21	8	2	0
Pearl-Cohn	Pearl-Cohn Comp High Magnet	66	25	27	9	1	4
<b>PERCENTAGE FOR PEARL-COHN CLUSTER</b>			<b>41.8%</b>	<b>33.2%</b>	<b>21.2%</b>	<b>1.5%</b>	<b>2.2%</b>
Stratford	Dalewood Elementary	18	10	6	1	1	0
Stratford	East Magnet	42	22	9	7	3	1
Stratford	East Middle	37	15	12	7	1	2
Stratford	Howe, Cora Elementary	38	12	16	10	0	0
Stratford	Inglewood Elementary	32	11	10	10	1	0
Stratford	Kirkpatrick Elementary	40	14	15	10	1	0
Stratford	Litton, Isaac Middle	43	14	17	12	0	0
Stratford	Lockeland Middle	27	17	3	6	0	1
Stratford	Meigs Middle Magnet	38	13	14	10	1	0
Stratford	Mills, Dan Elementary	29	17	7	3	0	2
Stratford	Rosebank Elementary	38	22	11	4	0	1
Stratford	Ross Elementary	27	16	8	3	0	0
Stratford	Stratford Comprehensive High	73	32	19	19	0	3
Stratford	Warner Elementary	42	19	14	6	1	2
<b>PERCENTAGE FOR STRATFORD CLUSTER</b>			<b>44.7%</b>	<b>30.7%</b>	<b>20.6%</b>	<b>1.7%</b>	<b>2.3%</b>
Whites Creek	Bordeaux Elementary	20	13	3	4	0	0
Whites Creek	Cumberland Elementary	41	22	14	5	0	0
Whites Creek	Ewing Park Middle	37	15	15	6	0	1
Whites Creek	Green, Alex Elementary	23	12	6	5	0	0
Whites Creek	Haynes Middle	26	15	9	1	1	0
Whites Creek	Joelton Elementary	33	18	10	5	0	0
Whites Creek	Joelton Middle	38	20	11	6	0	1
Whites Creek	King's Lane Design Center	29	18	4	6	1	0
Whites Creek	Nashville School of the Arts	38	16	12	8	0	2
Whites Creek	Whites Creek Comprehensive High	82	24	30	19	2	5
<b>PERCENTAGE FOR WHITES CREEK CLUSTER</b>			<b>47.4%</b>	<b>31.2%</b>	<b>17.8%</b>	<b>1.1%</b>	<b>2.5%</b>
<b>PERCENTAGE ELEMENTARY SCHOOLS</b>			<b>47.3%</b>	<b>31.1%</b>	<b>19.0%</b>	<b>1.1%</b>	<b>1.5%</b>
<b>PERCENTAGE MIDDLE SCHOOLS</b>			<b>45.0%</b>	<b>30.4%</b>	<b>20.3%</b>	<b>1.0%</b>	<b>3.2%</b>
<b>PERCENTAGE HIGH SCHOOLS</b>			<b>32.7%</b>	<b>32.0%</b>	<b>27.1%</b>	<b>2.0%</b>	<b>4.9%</b>
<b>PERCENTAGE MAGNET SCHOOLS<sup>2</sup></b>			<b>40.7%</b>	<b>34.1%</b>	<b>20.1%</b>	<b>1.7%</b>	<b>3.4%</b>
<b>PERCENTAGE OTHER SCHOOLS</b>			<b>39.0%</b>	<b>37.8%</b>	<b>12.2%</b>	<b>1.2%</b>	<b>4.9%</b>
<b>AVERAGE ALL SCHOOLS</b>		<b>39</b>	<b>17</b>	<b>12</b>	<b>8</b>	<b>1</b>	<b>2</b>
<b>TOTAL ALL SCHOOLS</b>		<b>5,013</b>	<b>2,168</b>	<b>1,583</b>	<b>1,042</b>	<b>64</b>	<b>138</b>
<b>PERCENTAGE ALL SCHOOLS</b>			<b>43.2%</b>	<b>31.6%</b>	<b>20.8%</b>	<b>1.3%</b>	<b>2.8%</b>

Source: Metropolitan Nashville Public Schools, 2000.

<sup>1</sup> Refers to teachers holding a master's degree plus having taken additional hours of coursework, but not having attained a doctorate.

<sup>2</sup> For a comparison of magnet schools to non-magnet schools by type of school, see Exhibit 6-26 in Chapter 6.

\*See Recommendation 6-11 for a related recommendation.

- most elementary schools do not have any teachers on staff who hold Ph.D.s—Mt. View Elementary has the highest number with four, which represents eight percent of its teachers; and
- few of the elementary school teachers hold Ed.S. degrees—three schools have two teachers with this degree (Westmeade, Percy Priest, and Park Avenue Enhanced Option).

Comparing among middle schools, Exhibit 3-3 illustrates that:

- Antioch Middle has the highest number of teachers holding bachelor's degrees (35), which represents 54 percent of the school's teachers. Johnson Middle has the smallest number (five), which represents 33 percent of its teachers;
- Cameron Middle has the highest number of teachers holding a Ph.D with five, which is eight percent of all teachers in the school. Most middle schools have zero teachers holding this degree. The same is true of the Ed.S; no school has more than one teacher holding this degree, and most have zero; and
- Bellevue Middle has the highest number of teachers holding a master's degree plus<sup>4</sup> with 18, or 43 percent of the school's teachers. Haynes Middle has the fewest with only one teacher holding this degree, which is four percent of the school's teachers.

As can be seen by comparing among high schools:

- Antioch High has the highest number of teachers holding a bachelor's degree, with 52, or 43 percent of the school's teachers. Hillwood has the lowest number with 21 teachers holding only a bachelor's, or 30 percent of its teachers;
- McGavock has the highest number of teachers holding the degree of master's plus, with 47, which is 37 percent of the school's teaching staff. Maplewood has the lowest number (16) which is 22 percent of its teachers; and
- Glenclyff has the highest number of teachers holding Ph.D.s with eight, which is seven percent of the school's teachers. Maplewood has the fewest teachers holding this degree with two which represents three percent of its teaching staff.

Comparing among magnet schools, the exhibit shows that:

- Wharton Middle Magnet has the highest number of teachers holding a bachelor's degree with 25, which is 61 percent of the school's teachers. Hume-Fogg has the lowest number with nine teachers holding this degree, which is 20 percent of its teaching staff; and

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<sup>4</sup> Refers to teachers holding a master's degree plus having taken additional hours of coursework, but not having attained a doctorate.

- Pearl-Cohn Comp High Magnet has the highest number of teachers holding a master's degree with 27, which is 41 percent of its teachers. Wharton has the fewest, with seven teachers holding a master's degree, or 17 percent of the school's teachers.

Comparing among other schools, the exhibit indicates that:

- Murrell has the highest number of teachers holding a bachelor's degree with nine, which represents 47 percent of the school's teachers. Cohn Adult Learning Center and Cohn Alternative Center both have the lowest numbers, one each, which represents eight percent and 14 percent of these schools' teachers, respectively; and
- teachers with master's degrees make up the largest or second largest group of teachers for most of these schools. Murrell has the highest number of teachers holding master's degrees with 10, which represents 53 percent of the school's teaching staff. The lowest number of such teachers is found in Murphy Alternative Center, which has one teacher holding a master's degree, or 20 percent of its teachers.

Comparing teacher degrees by cluster, the exhibit shows that:

- schools in the Whites Creek cluster have the highest percentage of teachers with bachelor's degrees with 47.4 percent. Hillsboro cluster schools have the lowest percentage of such teachers, 35.0 percent;
- schools in the Maplewood cluster have the highest percentage of teachers with master's degrees (37.5 percent). The Overton cluster schools have the lowest percentage of teachers holding master's degrees, with 28.5 percent, well below the average for all schools at 31.6 percent;
- the Overton cluster schools has the highest percentage of teachers holding the master's degree plus, with 26.3 percent of the cluster's teachers falling into this category. Schools in the Maplewood cluster have the lowest percentage of such teachers, only 17.1 percent;
- the cluster with the largest percentage of teachers holding a Ph.D is Glenclyff with 4.2 percent. The McGavock cluster has the lowest percentage of teachers holding a Ph.D, only 1.6 percent; and
- the Hillwood cluster has the highest percentage of teachers holding an Ed.S. with 2.1 percent while Overton schools have the lowest at 0.2 percent.

Exhibit 3-4 shows each school teacher's level of teaching experience in the state of Tennessee. Teaching experience is categorized as zero to five, six to 10, 11 to 15, 16 to 20, 21 to 30, and 31 plus years of experience. As shown in the exhibit the largest number of teachers in the school system fall into the zero-to-five years experience category (1,549 teachers, or 31 percent). Only 312 teachers in the Metropolitan Nashville Public Schools have 31 plus years of teaching experience in the state. However, 24 percent of teachers in the school system have 21 to 30 years of experience.

Comparing by type of school, the exhibit shows that:

- the most experienced teachers are found in the school system's high schools. Over 10 percent of the teachers in high schools have more than 31 years of experience. In addition, 27 percent of high school teachers have 21 to 30 years of experience;
- schools classified as "other" have the highest percentage of teachers with zero to five years of experience (38.5 percent), followed by middle schools (34.7 percent). High schools have the lowest percentage of inexperienced teachers with only 26.5 percent;
- other schools have the lowest percentage of teachers with 31 plus years of experience (2.6 percent), but nearly a quarter (23.1 percent) of teachers in these schools have 21 to 30 years of experience; and
- most teachers in elementary schools fall into the zero to five years of experience category (30.1 percent); however, 25.1 percent of teachers in elementary schools have 21 to 30 years of experience.

Comparing teacher experience by cluster, the data indicate that:

- schools in the Antioch and Stratford clusters have the highest percentage of teachers with zero to five years' experience (36.8 percent each). Hillsboro cluster schools have the lowest percentage of inexperienced teachers with 24.5 percent;
- Antioch cluster schools have the lowest percentage of teachers with 31 plus years of experience (four percent), while schools in the Hunters Lane cluster have the highest with 8.6 percent of teachers in this category; and
- most clusters average at least 20 percent of teachers with 21 to 30 years of experience; schools in the Stratford cluster fall slightly below that percentage, with 18.9 percent. Schools in the Overton cluster have the highest percentage of teachers in this category (28.5 percent).

**School-by-School Comparisons in Metropolitan Nashville Public Schools**

**EXHIBIT 3-4  
MNPS TEACHER YEARS OF EXPERIENCE IN STATE OF TENNESSEE\*  
2000-01 SCHOOL YEAR**

CLUSTER	SCHOOL	TOTAL	0-5 YEARS	6-10 YEARS	11-15 YEARS	16-20 YEARS	21-30 YEARS	31 PLUS YEARS
Antioch	Antioch High	120	56	18	15	10	17	4
Antioch	Antioch Middle	65	30	7	10	5	11	2
Antioch	Apollo Middle	55	17	8	6	10	10	4
Antioch	Cole Elementary	55	23	5	3	5	17	2
Antioch	Johnson Middle	15	6	2	1	1	5	0
Antioch	Lakeview Elementary	42	15	5	5	4	9	4
Antioch	Moss, J. E. Elementary	72	22	18	12	5	13	2
Antioch	Mt. View Elementary	53	15	5	11	5	16	1
Antioch	Una Elementary	48	9	9	7	6	15	2
<b>PERCENTAGE FOR ANTIOCH CLUSTER</b>			<b>36.8%</b>	<b>14.7%</b>	<b>13.3%</b>	<b>9.7%</b>	<b>21.5%</b>	<b>4.0%</b>
Glenciff	Berry Elementary	23	11	6	1	1	2	2
Glenciff	Cameron Middle	61	13	10	12	9	16	1
Glenciff	Fall-Hamilton Elementary	26	6	0	1	3	14	2
Glenciff	Glenciff Comp High	108	39	15	9	13	21	11
Glenciff	Glenciff Elementary	35	9	4	1	2	13	6
Glenciff	Glegarry Elementary	21	8	1	2	3	7	0
Glenciff	Glenview Elementary	33	10	7	3	4	8	1
Glenciff	Paragon Mills Elementary	33	6	5	7	4	7	4
Glenciff	Whitsitt Elementary	44	15	6	5	7	8	3
Glenciff	Wright Middle	70	28	10	10	7	13	2
<b>PERCENTAGE FOR GLENCLIFF CLUSTER</b>			<b>31.9%</b>	<b>14.1%</b>	<b>11.2%</b>	<b>11.7%</b>	<b>24.0%</b>	<b>7.0%</b>
Hillsboro	Carter-Lawrence Magnet	27	11	5	3	4	3	1
Hillsboro	Cohn Adult Learning Center	12	1	1	0	1	5	0
Hillsboro	Cohn Alternative Center	7	2	2	0	3	0	0
Hillsboro	Eakin Elementary	45	15	12	3	4	9	2
Hillsboro	Green, Julia Elementary	33	9	3	4	4	9	4
Hillsboro	Harris-Hillman (Special Ed.)	16	6	1	3	2	2	2
Hillsboro	Hillsboro Comp High	81	10	9	11	12	29	10
Hillsboro	Hume-Fogg Magnet	46	10	5	5	8	15	3
Hillsboro	Moore Middle	30	3	7	2	9	6	3
Hillsboro	Murphy Alternative Center	5	0	2	0	0	3	0
Hillsboro	Murrell (Special Ed)	19	11	3	1	1	3	0
Hillsboro	Priest, Percy Elementary	31	6	7	5	5	8	0
Hillsboro	Stokes, Walter Middle	21	4	2	2	6	4	3
Hillsboro	Sylvan Park Elementary	23	10	0	3	1	9	0
Hillsboro	West End Middle	29	6	2	4	7	9	1
<b>PERCENTAGE FOR HILLSBORO CLUSTER</b>			<b>24.5%</b>	<b>14.4%</b>	<b>10.8%</b>	<b>15.8%</b>	<b>26.8%</b>	<b>6.8%</b>
Hillwood	Bellevue Middle	42	9	5	5	5	16	2
Hillwood	Brookmeade Elementary	24	3	4	7	2	8	0
Hillwood	Buena Vista (Jones) Paideia Magnet	24	10	6	4	1	3	0
Hillwood	Buena Vista Paideia Magnet	27	15	3	3	2	3	1
Hillwood	Charlotte Park Elementary	25	5	0	1	3	12	4
Hillwood	Early, John Middle	19	9	0	3	2	3	2
Hillwood	Gower Elementary	35	15	4	6	2	7	1
Hillwood	Harpeth Valley Elementary	47	12	5	8	8	13	1
Hillwood	Hill, H. G. Elementary	15	1	3	3	2	6	0
Hillwood	Hill, H. G. Middle	34	17	7	1	3	5	1
Hillwood	Hillwood Comp High	69	14	5	8	11	23	8
Hillwood	Hull-Jackson Montessori Magnet	32	10	9	2	3	8	0
Hillwood	Westmeade Elementary	41	14	8	6	5	8	0

**School-by-School Comparisons in Metropolitan Nashville Public Schools**

**EXHIBIT 3-4 (Continued)  
MNPS TEACHER YEARS OF EXPERIENCE IN STATE OF TENNESSEE\*  
2000-01 SCHOOL YEAR**

CLUSTER	SCHOOL	TOTAL	0-5 YEARS	6-10 YEARS	11-15 YEARS	16-20 YEARS	21-30 YEARS	31 PLUS YEARS
Hillwood	Wharton Middle Magnet	41	15	4	5	7	6	4
<b>PERCENTAGE FOR HILLWOOD CLUSTER</b>			<b>31.4%</b>	<b>13.3%</b>	<b>13.1%</b>	<b>11.8%</b>	<b>25.5%</b>	<b>5.1%</b>
Hunters Lane	Amqui Elementary	41	4	8	3	7	14	5
Hunters Lane	Bellshire Elementary	34	11	2	4	7	7	3
Hunters Lane	Brick Church Middle	20	7	3	3	2	5	0
Hunters Lane	Gateway Elementary	12	2	4	0	1	1	4
Hunters Lane	Goodlettsville Elementary	28	5	11	3	4	4	1
Hunters Lane	Goodlettsville Middle	29	10	6	2	1	6	4
Hunters Lane	Hunters Lane Comp High	107	26	17	11	9	31	13
Hunters Lane	Madison (Special Ed)	14	5	4	2	0	3	0
Hunters Lane	Neely's Bend Elementary	31	12	4	3	3	8	1
Hunters Lane	Neely's Bend Middle	45	15	7	4	8	8	3
Hunters Lane	Old Center Elementary	23	6	3	3	5	6	0
Hunters Lane	Stratton Elementary	46	10	12	3	8	10	3
<b>PERCENTAGE FOR HUNTERS LANE CLUSTER</b>			<b>26.3%</b>	<b>18.8%</b>	<b>9.5%</b>	<b>12.8%</b>	<b>24.0%</b>	<b>8.6%</b>
Maplewood	Baxter, Jere Alternative	9	5	1	1	0	2	0
Maplewood	Baxter, Jere Middle	42	12	10	5	7	6	2
Maplewood	Chadwell Elementary	31	15	1	4	5	6	0
Maplewood	Cotton, Hattie Elementary	41	8	4	8	2	17	2
Maplewood	Gra-Mar Elementary	30	6	5	3	7	8	1
Maplewood	Highland Hghts Middle	29	8	4	5	3	6	3
Maplewood	Joy, Tom Elementary	47	13	7	6	7	12	2
Maplewood	Maplewood Comp High	73	30	13	9	1	16	4
Maplewood	Shwab Elementary	39	13	5	4	3	11	3
<b>PERCENTAGE FOR MAPLEWOOD CLUSTER</b>			<b>32.3%</b>	<b>14.7%</b>	<b>13.2%</b>	<b>10.3%</b>	<b>24.6%</b>	<b>5.0%</b>
McGavock	Allen, Margaret Elementary	27	10	2	2	3	9	1
McGavock	Caldwell Early Childhood Center	15	3	2	1	3	5	1
McGavock	Dodson Elementary (new)	42	8	5	6	5	17	1
McGavock	Dodson Elementary (old)	13	4	2	3	0	4	0
McGavock	Donelson Middle	48	18	8	6	3	13	0
McGavock	DuPont Elementary	37	9	6	2	7	13	0
McGavock	DuPont Middle (Hadley)	38	14	5	6	3	10	0
McGavock	DuPont Middle (Tyler)	48	13	10	5	7	8	5
McGavock	Glenn Enhanced Option	27	8	5	6	4	3	1
McGavock	Hermitage Elementary	35	8	12	1	2	11	1
McGavock	Hickman Elementary	48	15	12	10	4	6	1
McGavock	Jackson, Andrew Elementary	40	13	6	4	5	11	1
McGavock	McGavock Comp High	126	13	17	12	15	47	22
McGavock	McGavock Elementary	20	3	4	4	2	5	2
McGavock	Napier Enhanced Option	51	25	6	9	1	8	2
McGavock	Pennington Elementary	26	4	5	9	1	6	1
McGavock	Tulip Grove Elementary	45	19	4	9	3	10	0
McGavock	Two Rivers Middle	47	18	7	5	8	6	3
<b>PERCENTAGE FOR MCGAVOCK CLUSTER</b>			<b>28.0%</b>	<b>16.1%</b>	<b>13.6%</b>	<b>10.4%</b>	<b>26.2%</b>	<b>5.7%</b>
Overton	Binkley, Norman Elementary	35	6	9	6	3	10	1
Overton	Crieve Hall Elementary	25	4	4	2	4	9	2
Overton	Glendale Middle	25	6	2	6	4	4	3
Overton	Granbery Elementary	60	10	11	10	8	20	1
Overton	Haywood Elementary	52	18	6	8	3	16	1
Overton	McMurray Middle	47	21	0	5	2	13	6

**School-by-School Comparisons in Metropolitan Nashville Public Schools**

**EXHIBIT 3-4 (Continued)  
MNPS TEACHER YEARS OF EXPERIENCE IN STATE OF TENNESSEE\*  
2000-01 SCHOOL YEAR**

CLUSTER	SCHOOL	TOTAL	0-5 YEARS	6-10 YEARS	11-15 YEARS	16-20 YEARS	21-30 YEARS	31 PLUS YEARS
Overton	Overton Comp High	82	14	11	11	16	23	7
Overton	Rose Park Middle	39	12	5	7	5	9	1
Overton	Tusculum Elementary	49	15	6	4	8	14	2
<b>PERCENTAGE FOR OVERTON CLUSTER</b>			<b>25.6%</b>	<b>13.0%</b>	<b>14.3%</b>	<b>12.8%</b>	<b>28.5%</b>	<b>5.8%</b>
Pearl-Cohn	Bass, W. A. Middle	35	11	7	5	5	7	0
Pearl-Cohn	Cockrill Elementary	38	17	9	3	1	7	1
Pearl-Cohn	Head Magnet	40	11	11	4	4	9	1
Pearl-Cohn	King, Martin Luther Jr. Magnet	51	12	8	10	8	10	3
Pearl-Cohn	McCann Elementary	7	0	0	3	1	2	1
Pearl-Cohn	McKissack Middle	28	8	7	7	3	3	0
Pearl-Cohn	Park Avenue Enhanced Option	60	24	9	2	7	14	4
Pearl-Cohn	Pearl-Cohn Comp High Magnet	66	19	11	10	7	13	6
<b>PERCENTAGE FOR PEARL-COHN CLUSTER</b>			<b>31.4%</b>	<b>19.1%</b>	<b>13.5%</b>	<b>11.1%</b>	<b>20.0%</b>	<b>4.9%</b>
Stratford	Dalewood Elementary	18	12	2	2	0	2	0
Stratford	East Magnet	42	20	8	3	3	5	3
Stratford	East Middle	37	15	6	1	1	9	5
Stratford	Howe, Cora Elementary	38	10	6	4	7	7	4
Stratford	Inglewood Elementary	32	10	6	1	4	8	3
Stratford	Kirkpatrick Elementary	40	16	5	5	4	6	4
Stratford	Litton, Isaac Middle	43	14	7	3	3	12	4
Stratford	Lockeland Middle	27	17	5	1	1	3	0
Stratford	Meigs Middle Magnet	38	9	7	2	6	8	6
Stratford	Mills, Dan Elementary	29	12	6	5	3	3	0
Stratford	Rosebank Elementary	38	11	6	5	7	8	1
Stratford	Ross Elementary	27	8	3	5	6	2	3
Stratford	Stratford Comp High	73	22	12	9	9	16	5
Stratford	Warner Elementary	42	17	7	3	2	10	3
<b>PERCENTAGE FOR STRATFORD CLUSTER</b>			<b>36.8%</b>	<b>16.4%</b>	<b>9.4%</b>	<b>10.7%</b>	<b>18.9%</b>	<b>7.8%</b>
Whites Creek	Bordeaux Elementary	20	10	4	0	1	4	1
Whites Creek	Cumberland Elementary	41	14	6	4	4	10	3
Whites Creek	Ewing Park Middle	37	11	2	7	6	11	0
Whites Creek	Green, Alex Elementary	23	4	3	4	5	5	2
Whites Creek	Haynes Middle	26	14	2	3	1	5	1
Whites Creek	Joelton Elementary	33	11	6	5	2	5	4
Whites Creek	Joelton Middle	38	16	3	3	4	11	1
Whites Creek	King's Lane Design Center	29	14	6	2	1	3	3
Whites Creek	Nashville School of the Arts	38	15	7	7	6	3	0
Whites Creek	Whites Creek Comp High	82	20	6	8	8	26	14
<b>PERCENTAGE FOR WHITES CREEK CLUSTER</b>			<b>35.1%</b>	<b>12.3%</b>	<b>11.7%</b>	<b>10.4%</b>	<b>22.6%</b>	<b>7.9%</b>
<b>PERCENTAGE ELEMENTARY SCHOOLS</b>			<b>30.1%</b>	<b>15.8%</b>	<b>12.6%</b>	<b>11.2%</b>	<b>25.1%</b>	<b>5.2%</b>
<b>PERCENTAGE MIDDLE SCHOOLS</b>			<b>34.7%</b>	<b>14.3%</b>	<b>12.2%</b>	<b>11.9%</b>	<b>21.6%</b>	<b>5.3%</b>
<b>PERCENTAGE HIGH SCHOOLS</b>			<b>26.5%</b>	<b>13.4%</b>	<b>11.2%</b>	<b>11.3%</b>	<b>27.0%</b>	<b>10.6%</b>
<b>PERCENTAGE MAGNET SCHOOLS**</b>			<b>33.3%</b>	<b>17.8%</b>	<b>12.3%</b>	<b>12.5%</b>	<b>18.2%</b>	<b>5.9%</b>
<b>PERCENTAGE OTHER SCHOOLS</b>			<b>38.5%</b>	<b>17.9%</b>	<b>9.0%</b>	<b>9.0%</b>	<b>23.1%</b>	<b>2.6%</b>
<b>AVERAGE ALL SCHOOLS</b>			<b>39.0</b>	<b>12.0</b>	<b>6.0</b>	<b>5.0</b>	<b>9.0</b>	<b>2.0</b>
<b>TOTAL ALL SCHOOLS</b>			<b>5,013</b>	<b>1,549</b>	<b>761</b>	<b>610</b>	<b>1,201</b>	<b>312</b>
<b>PERCENTAGE ALL SCHOOLS</b>			<b>31.0%</b>	<b>15.0%</b>	<b>12.0%</b>	<b>11.0%</b>	<b>24.0%</b>	<b>6.0%</b>

Source: Metropolitan Nashville Public Schools, 2000.

\*See Recommendation 6-11 for a related recommendation.

\*\*For a comparison of magnet schools to non-magnet schools by type of school, see Exhibit 6-26 in Chapter 6.



Exhibit 3-5 shows the number of certified and non-certified teachers by school. In general, most teachers in the school system are certified (96 percent). However, there are significant differences among different types of schools and different clusters.

Comparing by types of schools, the exhibit shows that:

- elementary schools have the highest percentage of certified teachers (98 percent). Schools categorized as "other" have the lowest percentage of certified teachers at 87 percent, well below the average of 96 percent for the school system; and
- high schools and magnet schools fall below the average percentage of certified teachers at 92 and 95 percent, respectively. Middle schools fall right at the average.

Comparing by cluster, the data indicate that:

- schools in the Overton cluster average 99 percent certified teachers, the highest percentage of all clusters. Maplewood and Whites Creek cluster schools have the lowest percentages of certified teachers, at 93 percent each;
- all other cluster averages fall within two percentage points of the average for the school system;
- the individual school with the lowest percentage of certified teachers is Jere Baxter Alternative School, with only 50 percent certified teachers; and
- many individual schools have 100 percent certified teachers, particularly among elementary schools.

Exhibit 3-6 shows teacher turnover by reason and teacher transfers within the school system for the 2000-01 school year. As shown, teacher turnover is 8.4 percent for the school system, but varies widely by individual school and by cluster of schools, and less so by type of school. Most of the teacher turnover is due to teacher resignation (209 resignations), followed by retirement (127 retirements). As shown, very few teachers are terminated (33 terminations).

Comparing by individual schools, the exhibit shows that:

- the highest turnover rate is at Jere Baxter Alternative School, at 37.5 percent of teaching staff, followed by Harris-Hillman, a special education school, with 25 percent turnover. Other schools with higher than a 20 percent turnover rate are Margaret Allen Elementary, Caldwell Early Childhood Center, DuPont Elementary, Dalewood Elementary, and Cora Howe Elementary; and
- several schools, particularly elementary schools, have zero percent turnover for the school year.

**School-by-School Comparisons in Metropolitan Nashville Public Schools**

**EXHIBIT 3-5  
NUMBER OF CERTIFIED AND NON-CERTIFIED TEACHERS IN MNPS\*  
2000-01 SCHOOL YEAR**

CLUSTER	SCHOOL	CERTIFIED		NON-CERTIFIED		NUMBER OF TEACHERS
		NUMBER	PERCENT	NUMBER	PERCENT	
none	Robertson Academy G/T	10	100%	0	0%	10
Antioch	Antioch High	106	84%	20	16%	126
Antioch	Antioch Middle	63	97%	2	3%	65
Antioch	Apollo Middle	51	93%	4	7%	55
Antioch	Cole Elementary	29	97%	1	3%	30
Antioch	Johnson Middle	16	100%	0	0%	16
Antioch	Lakeview Elementary	30	97%	1	3%	31
Antioch	Moss, J. E. Elementary	47	98%	1	2%	48
Antioch	Mt. View Elementary	37	100%	0	0%	37
Antioch	Una Elementary	40	100%	0	0%	40
<b>AVERAGE FOR ANTIOCH CLUSTER</b>		<b>43</b>	<b>94%</b>	<b>2.9</b>	<b>6%</b>	<b>46</b>
Glenciff	Berry Elementary	18	100%	0	0%	18
Glenciff	Cameron Middle	60	98%	1	2%	61
Glenciff	Fall-Hamilton Elementary	16	100%	0	0%	16
Glenciff	Glenciff Comp High	101	90%	11	10%	112
Glenciff	Glenciff Elementary	27	96%	1	4%	28
Glenciff	Glengarry Elementary	15	100%	0	0%	15
Glenciff	Glenview Elementary	25	96%	1	4%	26
Glenciff	Paragon Mills Elementary	28	97%	1	3%	29
Glenciff	Whitsitt Elementary	22	92%	2	8%	24
Glenciff	Wright Middle	67	97%	2	3%	69
<b>AVERAGE FOR GLENCLIFF CLUSTER</b>		<b>38</b>	<b>95%</b>	<b>1.9</b>	<b>5%</b>	<b>40</b>
Hillsboro	Carter-Lawrence Magnet	26	96%	1	4%	27
Hillsboro	Cohn Adult Learning Center	3	75%	1	25%	4
Hillsboro	Cohn Alternative Center	6	75%	2	25%	8
Hillsboro	Eakin Elementary	34	100%	0	0%	34
Hillsboro	Green, Julia Elementary	23	100%	0	0%	23
Hillsboro	Harris-Hillman (Special Ed.)	12	100%	0	0%	12
Hillsboro	Hillsboro Comp High	87	96%	4	4%	91
Hillsboro	Hume-Fogg Magnet	46	98%	1	2%	47
Hillsboro	Moore Middle	30	100%	0	0%	30
Hillsboro	Murphy Alternative Center	4	80%	1	20%	5
Hillsboro	Murrell (Special Ed)	11	92%	1	8%	12
Hillsboro	Priest, Percy Elementary	23	100%	0	0%	23
Hillsboro	Stokes, Walter Middle	31	100%	0	0%	31
Hillsboro	Sylvan Park Elementary	18	100%	0	0%	18
Hillsboro	West End Middle	29	100%	0	0%	29
<b>AVERAGE FOR HILLSBORO CLUSTER</b>		<b>26</b>	<b>97%</b>	<b>0.7</b>	<b>3%</b>	<b>26</b>
Hillwood	Bellevue Middle	41	98%	1	2%	42
Hillwood	Brookmeade Elementary	19	95%	1	5%	20
Hillwood	Buena Vista (Jones) Paideia Magnet	41	95%	2	5%	43
Hillwood	Charlotte Park Elementary	21	100%	0	0%	21
Hillwood	Early, John Middle	19	100%	0	0%	19
Hillwood	Gower Elementary	24	96%	1	4%	25
Hillwood	Harpeth Valley Elementary	28	90%	3	10%	31
Hillwood	Hill, H. G. Elementary	14	100%	0	0%	14
Hillwood	Hill, H. G. Middle	36	95%	2	5%	38
Hillwood	Hillwood Comp High	68	91%	7	9%	75
Hillwood	Hull-Jackson Montessori Magnet	27	96%	1	4%	28

**School-by-School Comparisons in Metropolitan Nashville Public Schools**

**EXHIBIT 3-5 (Continued)  
NUMBER OF CERTIFIED AND NON-CERTIFIED TEACHERS IN MNPS\*  
2000-01 SCHOOL YEAR**

CLUSTER	SCHOOL	CERTIFIED		NON-CERTIFIED		NUMBER OF TEACHERS
		NUMBER	PERCENT	NUMBER	PERCENT	
Hillwood	Westmeade Elementary	23	96%	1	4%	24
Hillwood	Wharton Middle Magnet	38	95%	2	5%	40
<b>AVERAGE FOR HILLWOOD CLUSTER</b>		<b>31</b>	<b>95%</b>	<b>1.6</b>	<b>5%</b>	<b>32</b>
Hunters Lane	Amqui Elementary	31	100%	0	0%	31
Hunters Lane	Bellshire Elementary	26	100%	0	0%	26
Hunters Lane	Brick Church Middle	19	95%	1	5%	20
Hunters Lane	Gateway Elementary	11	100%	0	0%	11
Hunters Lane	Goodlettsville Elementary	25	96%	1	4%	26
Hunters Lane	Goodlettsville Middle	29	97%	1	3%	30
Hunters Lane	Hunters Lane Comp High	109	96%	4	4%	113
Hunters Lane	Madison (Special Ed)	20	100%	0	0%	20
Hunters Lane	Neely's Bend Elementary	25	100%	0	0%	25
Hunters Lane	Neely's Bend Middle	45	100%	0	0%	45
Hunters Lane	Old Center Elementary	10	100%	0	0%	10
Hunters Lane	Stratton Elementary	29	100%	0	0%	29
<b>AVERAGE FOR HUNTERS LANE CLUSTER</b>		<b>32</b>	<b>98%</b>	<b>0.6</b>	<b>2%</b>	<b>32</b>
Maplewood	Baxter, Jere Alternative	4	50%	4	50%	8
Maplewood	Baxter, Jere Middle	43	96%	2	4%	45
Maplewood	Chadwell Elementary	23	96%	1	4%	24
Maplewood	Cotton, Hattie Elementary	23	96%	1	4%	24
Maplewood	Gra-Mar Elementary	22	100%	0	0%	22
Maplewood	Highland Hghts Middle	28	97%	1	3%	29
Maplewood	Joy, Tom Elementary	33	100%	0	0%	33
Maplewood	Maplewood Comp High	72	89%	9	11%	81
Maplewood	Shwab Elementary	24	96%	1	4%	25
<b>AVERAGE FOR MAPLEWOOD CLUSTER</b>		<b>30</b>	<b>93%</b>	<b>2.1</b>	<b>7%</b>	<b>32</b>
McGavock	Allen, Margaret Elementary	14	100%	0	0%	14
McGavock	Caldwell Early Childhood Center	13	100%	0	0%	13
McGavock	Dodson Elementary (old)	45	98%	1	2%	46
McGavock	Donelson Middle	47	98%	1	2%	48
McGavock	DuPont Elementary	27	96%	1	4%	28
McGavock	DuPont Middle (Hadley)	42	98%	1	2%	43
McGavock	DuPont Middle (Tyler)	46	96%	2	4%	48
McGavock	Glenn Enhanced Option	21	95%	1	5%	22
McGavock	Hermitage Elementary	25	96%	1	4%	26
McGavock	Hickman Elementary	31	100%	0	0%	31
McGavock	Jackson, Andrew Elementary	27	96%	1	4%	28
McGavock	McGavock Comp High	129	97%	4	3%	133
McGavock	McGavock Elementary	15	100%	0	0%	15
McGavock	Napier Enhanced Option	30	91%	3	9%	33
McGavock	Pennington Elementary	20	100%	0	0%	20
McGavock	Tulip Grove Elementary	30	97%	1	3%	31
McGavock	Two Rivers Middle	45	94%	3	6%	48
<b>AVERAGE FOR MCGAVOCK CLUSTER</b>		<b>36</b>	<b>97%</b>	<b>1.2</b>	<b>3%</b>	<b>37</b>
Overton	Binkley, Norman Elementary	26	100%	0	0%	26
Overton	Crieve Hall Elementary	19	100%	0	0%	19
Overton	Glendale Middle	25	100%	0	0%	25
Overton	Granbery Elementary	49	100%	0	0%	49
Overton	Haywood Elementary	33	97%	1	3%	34
Overton	McMurray Middle	46	98%	1	2%	47

**School-by-School Comparisons in Metropolitan Nashville Public Schools**

**EXHIBIT 3-5 (Continued)  
NUMBER OF CERTIFIED AND NON-CERTIFIED TEACHERS IN MNPS\*  
2000-01 SCHOOL YEAR**

CLUSTER	SCHOOL	CERTIFIED		NON-CERTIFIED		NUMBER OF TEACHERS
		NUMBER	PERCENT	NUMBER	PERCENT	
Overton	Overton Comp High	78	99%	1	1%	79
Overton	Rose Park Middle	29	100%	0	0%	29
Overton	Tusculum Elementary	34	100%	0	0%	34
<b>AVERAGE FOR OVERTON CLUSTER</b>		<b>38</b>	<b>99%</b>	<b>0.3</b>	<b>1%</b>	<b>38</b>
Pearl-Cohn	Bass. W. A. Middle	32	94%	2	6%	34
Pearl-Cohn	Cockrill Elementary	25	100%	0	0%	25
Pearl-Cohn	Head Magnet	40	100%	0	0%	40
Pearl-Cohn	King, Martin Luther Jr. Magnet	48	94%	3	6%	51
Pearl-Cohn	McCann Elementary	13	100%	0	0%	13
Pearl-Cohn	McKissack Middle	28	100%	0	0%	28
Pearl-Cohn	Park Avenue Enhanced Option	37	97%	1	3%	38
Pearl-Cohn	Pearl-Cohn Comp High Magnet	58	87%	9	13%	67
<b>AVERAGE FOR PEARL-COHN CLUSTER</b>		<b>35</b>	<b>95%</b>	<b>1.9</b>	<b>5%</b>	<b>37</b>
Stratford	Dalewood Elementary	17	100%	0	0%	17
Stratford	East Magnet	33	87%	5	13%	38
Stratford	East Middle	35	95%	2	5%	37
Stratford	Howe, Cora Elementary	29	100%	0	0%	29
Stratford	Inglewood Elementary	23	100%	0	0%	23
Stratford	Kirkpatrick Elementary	27	100%	0	0%	27
Stratford	Litton, Isaac Middle	39	91%	4	9%	43
Stratford	Lockeland Middle	26	96%	1	4%	27
Stratford	Meigs Middle Magnet	39	100%	0	0%	39
Stratford	Mills, Dan Elementary	18	100%	0	0%	18
Stratford	Rosebank Elementary	28	100%	0	0%	28
Stratford	Ross Elementary	16	100%	0	0%	16
Stratford	Stratford Comp High	79	93%	6	7%	85
Stratford	Warner Elementary	28	97%	1	3%	29
<b>AVERAGE FOR STRATFORD CLUSTER</b>		<b>31</b>	<b>96%</b>	<b>1.4</b>	<b>4%</b>	<b>33</b>
Whites Creek	Bordeaux Elementary	16	94%	1	6%	17
Whites Creek	Cumberland Elementary	22	100%	0	0%	22
Whites Creek	Ewing Park Middle	32	86%	5	14%	37
Whites Creek	Green, Alex Elementary	19	100%	0	0%	19
Whites Creek	Haynes Middle	26	100%	0	0%	26
Whites Creek	Joelton Elementary	17	100%	0	0%	17
Whites Creek	Joelton Middle	36	95%	2	5%	38
Whites Creek	King's Lane Design Center	20	95%	1	5%	21
Whites Creek	Nashville School of the Arts	34	97%	1	3%	35
Whites Creek	Whites Creek Comp High	69	86%	11	14%	80
<b>AVERAGE FOR WHITES CREEK CLUSTER</b>		<b>29</b>	<b>93%</b>	<b>2.1</b>	<b>7%</b>	<b>31</b>
<b>ELEMENTARY SCHOOL AVERAGE</b>		<b>25</b>	<b>98%</b>	<b>0.5</b>	<b>2%</b>	<b>25</b>
<b>MIDDLE SCHOOL AVERAGE</b>		<b>36</b>	<b>96%</b>	<b>1.3</b>	<b>4%</b>	<b>37</b>
<b>HIGH SCHOOL AVERAGE</b>		<b>90</b>	<b>92%</b>	<b>7.7</b>	<b>8%</b>	<b>98</b>
<b>MAGNET SCHOOL AVERAGE</b>		<b>39</b>	<b>95%</b>	<b>2.3</b>	<b>5%</b>	<b>41</b>
<b>AVERAGE FOR OTHER SCHOOLS</b>		<b>9</b>	<b>87%</b>	<b>1.3</b>	<b>13%</b>	<b>10</b>
<b>AVERAGE FOR ALL SCHOOLS</b>		<b>33</b>	<b>96%</b>	<b>1.4</b>	<b>4%</b>	<b>34</b>
<b>TOTAL FOR ALL SCHOOLS</b>		<b>4,196</b>	<b>96%</b>	<b>184</b>	<b>4%</b>	<b>4,380</b>

Source: Metropolitan Nashville Public Schools, 2000.

\*See Recommendation 6-11 for a related recommendation.

**School-by-School Comparisons in Metropolitan Nashville Public Schools**

**EXHIBIT 3-6  
TEACHER TURNOVER AND TRANSFERS\*  
2000-01 SCHOOL YEAR**

CLUSTER	SCHOOL	NUMBER OF TEACHERS	RESIGNED	RETIRED	TERMINATED	TURNOVER (PERCENT)	TRANSFERS OUT**
none	Robertson Academy G/T	10	1	0	0	10.0%	0
Antioch	Antioch High	126	7	4	2	10.3%	5
Antioch	Antioch Middle	65	2	0	0	3.1%	14
Antioch	Apollo Middle	55	2	2	2	10.9%	5
Antioch	Cole Elementary	30	2	0	1	10.0%	5
Antioch	Johnson Middle	16	1	0	0	6.3%	2
Antioch	Lakeview Elementary	31	1	2	0	9.7%	4
Antioch	Moss, J. E. Elementary	48	3	0	3	12.5%	3
Antioch	Mt. View Elementary	37	0	2	1	8.1%	4
Antioch	Una Elementary	40	2	0	0	5.0%	10
<b>AVERAGE FOR ANTIOCH CLUSTER</b>		<b>46</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>8.7%</b>	<b>5</b>
Glenciff	Berry Elementary	18	1	1	0	11.1%	3
Glenciff	Cameron Middle	61	3	0	0	4.9%	14
Glenciff	Fall-Hamilton Elementary	16	1	0	0	6.3%	3
Glenciff	Glenciff Comp High	112	2	3	1	5.4%	2
Glenciff	Glenciff Elementary	28	1	1	0	7.1%	3
Glenciff	Glengarry Elementary	15	0	0	0	0.0%	2
Glenciff	Glenview Elementary	26	3	0	0	11.5%	4
Glenciff	Paragon Mills Elementary	29	2	1	0	10.3%	7
Glenciff	Whitsitt Elementary	24	0	0	0	0.0%	0
Glenciff	Wright Middle	69	2	2	1	7.2%	14
<b>AVERAGE FOR GLENCLIFF CLUSTER</b>		<b>40</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>6.3%</b>	<b>5</b>
Hillsboro	Carter-Lawrence Magnet	27	2	0	0	7.4%	5
Hillsboro	Cohn Adult Learning Center	4	0	0	0	0.0%	2
Hillsboro	Cohn Alternative Center	8	0	1	0	12.5%	1
Hillsboro	Eakin Elementary	34	1	0	0	2.9%	1
Hillsboro	Green, Julia Elementary	23	0	2	0	8.7%	0
Hillsboro	Harris-Hillman (Special Ed.)	12	3	0	0	25.0%	1
Hillsboro	Hillsboro Comp High	91	4	2	0	6.6%	5
Hillsboro	Hume-Fogg Magnet	47	2	2	0	8.5%	2
Hillsboro	Moore Middle	30	0	2	0	6.7%	23
Hillsboro	Murphy Alternative Center	5	0	0	0	0.0%	1
Hillsboro	Murrell (Special Ed)	12	0	0	0	0.0%	2
Hillsboro	Priest, Percy Elementary	23	0	0	0	0.0%	1
Hillsboro	Stokes, Walter Middle	31	2	1	0	9.7%	2
Hillsboro	Sylvan Park Elementary	18	1	1	0	11.1%	1
Hillsboro	West End Middle	29	1	0	0	3.4%	3
<b>AVERAGE FOR HILLSBORO CLUSTER</b>		<b>26</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>6.9%</b>	<b>3</b>
Hillwood	Bellevue Middle	42	2	3	0	11.9%	10
Hillwood	Brookmeade Elementary	20	0	0	0	0.0%	2
Hillwood	Buena Vista (Jones) Paideia Magnet	43	1	0	0	2.3%	5
Hillwood	Charlotte Park Elementary	21	0	0	0	0.0%	1
Hillwood	Early, John Middle	19	0	1	0	5.3%	2
Hillwood	Gower Elementary	25	2	1	0	12.0%	2
Hillwood	Harpeth Valley Elementary	31	0	2	0	6.5%	2
Hillwood	Hill, H. G. Elementary	14	0	1	0	7.1%	3
Hillwood	Hill, H. G. Middle	38	2	0	0	5.3%	25
Hillwood	Hillwood Comp High	75	3	4	0	9.3%	5
Hillwood	Hull-Jackson Montessori Magnet	28	1	0	0	3.6%	0
Hillwood	Westmeade Elementary	24	0	3	0	12.5%	0
Hillwood	Wharton Middle Magnet	40	1	0	0	2.5%	5
<b>AVERAGE FOR HILLWOOD CLUSTER</b>		<b>32</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>6.4%</b>	<b>5</b>
Hunters Lane	Amqui Elementary	31	0	1	0	3.2%	3
Hunters Lane	Bellshire Elementary	26	2	0	0	7.7%	26
Hunters Lane	Brick Church Middle	20	1	0	0	5.0%	10

**School-by-School Comparisons in Metropolitan Nashville Public Schools**

**EXHIBIT 3-6 (Continued)  
TEACHER TURNOVER AND TRANSFERS\*  
2000-01 SCHOOL YEAR**

CLUSTER	SCHOOL	NUMBER OF TEACHERS	RESIGNED	RETIRED	TERMINATED	TURNOVER (PERCENT)	TRANSFERS OUT**
Hunters Lane	Gateway Elementary	11	1	0	0	9.1%	5
Hunters Lane	Goodlettsville Elementary	26	1	2	0	11.5%	5
Hunters Lane	Goodlettsville Middle	30	1	1	0	6.7%	3
Hunters Lane	Hunters Lane Comp High	113	5	5	0	8.8%	7
Hunters Lane	Madison (Special Ed)	20	0	0	0	0.0%	5
Hunters Lane	Neely's Bend Elementary	25	1	3	0	16.0%	2
Hunters Lane	Neely's Bend Middle	45	2	1	0	6.7%	10
Hunters Lane	Old Center Elementary	10	1	0	0	10.0%	1
Hunters Lane	Stratton Elementary	29	2	0	0	6.9%	2
<b>AVERAGE FOR HUNTERS LANE CLUSTER</b>		<b>32</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>7.8%</b>	<b>7</b>
Maplewood	Baxter, Jere Alternative	8	2	1	0	37.5%	1
Maplewood	Baxter, Jere Middle	45	3	1	1	11.1%	8
Maplewood	Chadwell Elementary	24	2	0	1	12.5%	4
Maplewood	Cotton, Hattie Elementary	24	2	2	0	16.7%	5
Maplewood	Gra-Mar Elementary	22	0	1	0	4.5%	1
Maplewood	Highland Hghts Middle	29	2	1	1	13.8%	15
Maplewood	Joy, Tom Elementary	33	1	0	1	6.1%	10
Maplewood	Maplewood Comp High	81	8	2	1	13.6%	14
Maplewood	Shwab Elementary	25	1	0	2	12.0%	5
<b>AVERAGE FOR MAPLEWOOD CLUSTER</b>		<b>32</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>12.4%</b>	<b>7</b>
McGavock	Allen, Margaret Elementary	14	2	1	0	21.4%	2
McGavock	Caldwell Early Childhood Center	13	2	0	1	23.1%	1
McGavock	Dodson Elementary (old)	46	0	0	0	0.0%	4
McGavock	Donelson Middle	48	0	0	0	0.0%	38
McGavock	DuPont Elementary	28	1	5	0	21.4%	2
McGavock	DuPont Middle (Hadley)	43	4	1	0	11.6%	4
McGavock	DuPont Middle (Tyler)	48	2	1	1	8.3%	11
McGavock	Glenn Enhanced Option	22	0	0	1	4.5%	7
McGavock	Hermitage Elementary	26	0	0	0	0.0%	1
McGavock	Hickman Elementary	31	2	0	0	6.5%	2
McGavock	Jackson, Andrew Elementary	28	1	1	0	7.1%	3
McGavock	McGavock Comp High	133	5	10	1	12.0%	7
McGavock	McGavock Elementary	15	0	0	0	0.0%	3
McGavock	Napier Enhanced Option	33	0	0	0	0.0%	5
McGavock	Pennington Elementary	20	1	1	0	10.0%	3
McGavock	Tulip Grove Elementary	31	3	0	0	9.7%	1
McGavock	Two Rivers Middle	48	1	2	1	8.3%	21
<b>AVERAGE FOR MCGAVOCK CLUSTER</b>		<b>37</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>8.1%</b>	<b>7</b>
Overton	Binkley, Norman Elementary	26	0	0	0	0.0%	2
Overton	Crieve Hall Elementary	19	0	2	0	10.5%	1
Overton	Glendale Middle	25	1	1	0	8.0%	6
Overton	Granbery Elementary	49	0	0	0	0.0%	5
Overton	Haywood Elementary	34	1	1	0	5.9%	3
Overton	McMurray Middle	47	4	3	0	14.9%	6
Overton	Overton Comp High	79	3	1	0	5.1%	2
Overton	Rose Park Middle	29	2	0	0	6.9%	8
Overton	Tusculum Elementary	34	2	1	0	8.8%	4
<b>AVERAGE FOR OVERTON CLUSTER</b>		<b>38</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>6.4%</b>	<b>4</b>
Pearl-Cohn	Bass, W. A. Middle	34	0	1	0	2.9%	9
Pearl-Cohn	Cockrill Elementary	25	2	1	1	16.0%	1
Pearl-Cohn	Head Magnet	40	4	0	0	10.0%	9
Pearl-Cohn	King, Martin Luther Jr. Magnet	51	4	1	0	9.8%	5

**School-by-School Comparisons in Metropolitan Nashville Public Schools**

**EXHIBIT 3-6 (Continued)  
TEACHER TURNOVER AND TRANSFERS\*  
2000-01 SCHOOL YEAR**

CLUSTER	SCHOOL	NUMBER OF TEACHERS	RESIGNED	RETIRED	TERMINATED	TURNOVER (PERCENT)	TRANSFERS OUT**
Pearl-Cohn	McCann Elementary	13	0	0	0	0.0%	12
Pearl-Cohn	McKissack Middle	28	1	1	0	7.1%	12
Pearl-Cohn	Park Avenue Enhanced Option	38	0	0	0	0.0%	6
Pearl-Cohn	Pearl-Cohn Comp High Magnet	67	6	5	0	16.4%	5
<b>AVERAGE FOR PEARL-COHN CLUSTER</b>		<b>37</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>9.1%</b>	<b>7</b>
Stratford	Dalewood Elementary	17	1	3	0	23.5%	5
Stratford	East Magnet	38	4	0	0	10.5%	4
Stratford	East Middle	37	3	1	0	10.8%	5
Stratford	Howe, Cora Elementary	29	3	3	0	20.7%	1
Stratford	Inglewood Elementary	23	0	3	0	13.0%	4
Stratford	Kirkpatrick Elementary	27	1	0	0	3.7%	4
Stratford	Litton, Isaac Middle	43	1	1	1	7.0%	5
Stratford	Lockeland Middle	27	3	0	1	14.8%	4
Stratford	Meigs Middle Magnet	39	2	0	0	5.1%	1
Stratford	Mills, Dan Elementary	18	0	0	1	5.6%	1
Stratford	Rosebank Elementary	28	2	1	0	10.7%	1
Stratford	Ross Elementary	16	1	0	1	12.5%	7
Stratford	Stratford Comp High	85	11	5	0	18.8%	8
Stratford	Warner Elementary	29	1	1	0	6.9%	2
<b>AVERAGE FOR STRATFORD CLUSTER</b>		<b>33</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>12.1%</b>	<b>4</b>
Whites Creek	Bordeaux Elementary	17	1	0	0	5.9%	3
Whites Creek	Cumberland Elementary	22	4	0	2	27.3%	3
Whites Creek	Ewing Park Middle	37	2	0	1	8.1%	9
Whites Creek	Green, Alex Elementary	19	1	0	0	5.3%	5
Whites Creek	Haynes Middle	26	3	0	1	15.4%	3
Whites Creek	Joelton Elementary	17	0	1	0	5.9%	0
Whites Creek	Joelton Middle	38	1	0	0	2.6%	7
Whites Creek	King's Lane Design Center	21	1	0	1	9.5%	6
Whites Creek	Nashville School of the Arts	35	5	0	0	14.3%	5
Whites Creek	Whites Creek Comp High	80	2	3	0	6.3%	4
<b>AVERAGE FOR WHITES CREEK CLUSTER</b>		<b>31</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>9.3%</b>	<b>5</b>
<b>ELEMENTARY SCHOOL AVERAGE</b>		<b>25.0</b>	<b>1.0</b>	<b>0.8</b>	<b>0.2</b>	<b>8.1%</b>	<b>3.6</b>
<b>MIDDLE SCHOOL AVERAGE</b>		<b>37.5</b>	<b>1.7</b>	<b>0.8</b>	<b>0.3</b>	<b>7.8%</b>	<b>9.7</b>
<b>HIGH SCHOOL AVERAGE</b>		<b>97.5</b>	<b>5.0</b>	<b>3.9</b>	<b>0.5</b>	<b>9.6%</b>	<b>5.9</b>
<b>MAGNET SCHOOL AVERAGE</b>		<b>41.4</b>	<b>2.9</b>	<b>0.7</b>	<b>0.0</b>	<b>8.8%</b>	<b>4.2</b>
<b>AVERAGE FOR OTHER SCHOOLS</b>		<b>9.9</b>	<b>0.7</b>	<b>0.3</b>	<b>0.0</b>	<b>10.1%</b>	<b>1.9</b>
<b>AVERAGE FOR ALL SCHOOLS</b>		<b>34.5</b>	<b>1.6</b>	<b>1.0</b>	<b>0.3</b>	<b>8.4%</b>	<b>5.2</b>
<b>TOTAL FOR ALL SCHOOLS</b>		<b>4,380</b>	<b>209</b>	<b>127</b>	<b>33</b>	<b>8.4%</b>	<b>666</b>

Source: Metropolitan Nashville Public Schools, 2000.

\*See Recommendation 6-11 for a related recommendation.

\*\*Only transfers out of schools were recorded; transfers into a school are not reflected in these figures.

Comparing by clusters of schools, the data indicate that:

- schools in the Maplewood cluster have the highest teacher turnover rates at 12.4 percent, followed by Stratford with 12.1 percent; and
- Glenclyff cluster schools have the lowest turnover rates with 6.3 percent, followed by Hillwood with 6.4 percent.

Not included in calculations of teacher turnover are teacher transfers out of schools, which, totalling 666 transfers, are more numerous in the school system than teacher resignations, retirements and terminations combined. Many of the highest numbers of transfers are the results of school reconfigurations (Bellshire Elementary), implementation of School Improvement Plans (McCann, Brick Church, Gateway, and Two Rivers), and new school openings (Donelson and Hill Middle).

Data on the number of teacher absences and the number of substitutes requested were not available by school. Exhibit 3-7 shows a summary of this information for MNPS overall. As shown, the school system filled nearly 90 percent of substitute teacher requests in the 1999-2000 school year.

**EXHIBIT 3-7  
TEACHER ABSENTEEISM AND TEACHER ABSENCES FILLED AND  
UNFILLED BY SUBSTITUTES\*  
1999-2000  
SCHOOL YEAR**

<b>ABSENCES</b>	<b>NUMBER</b>	<b>PERCENTAGE</b>
Total Absences	62,737	
Total Absences Filled by Substitutes	56,147	89.5%
Total Absences Unfilled by Substitutes	6,504	10.4%

Source: Metropolitan Nashville Public Schools, 2000.

\*See Recommendations 7-9 and 7-13 for related recommendations.

Exhibit 3-8 shows student-teacher ratios for regular and special education students and teachers. The regular education ratio includes only regular education students and regular education classroom teachers; likewise, the special education ratio includes only special education students and special education classroom teachers.<sup>5</sup> Overall, Metropolitan Nashville Public Schools has a ratio of 19.8 students per teacher in regular education and 3.4 students per teacher in special education.

Comparing by type of school, the exhibit shows that:

- high schools have the highest regular education student-teacher ratio with 28.5, while elementary schools have the lowest, at 16.4 students per teacher; and

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<sup>5</sup>These ratios do not include special education resource teachers, performing arts teachers, ESL teachers, or other teachers who do not have regular classrooms.



**EXHIBIT 3-8  
STUDENT-TEACHER RATIOS FOR REGULAR AND SPECIAL EDUCATION  
2000-01 SCHOOL YEAR**

<b>CLUSTER</b>	<b>SCHOOL</b>	<b>REGULAR EDUCATION</b>	<b>SPECIAL EDUCATION</b>
Antioch	Antioch High	27.2	6.7
Antioch	Antioch Middle	27.9	N/A
Antioch	Apollo Middle	24.7	2.8
Antioch	Cole Elementary	17.6	4.0
Antioch	Johnson Middle	24.0	6.0
Antioch	Lakeview Elementary	19.3	2.0
Antioch	Moss, J. E. Elementary	17.7	4.0
Antioch	Mt. View Elementary	19.4	2.5
Antioch	Una Elementary	19.3	5.0
<b>AVERAGE FOR ANTIOCH CLUSTER</b>		<b>21.9</b>	<b>4.1</b>
Glenciff	Berry Elementary	14.4	N/A
Glenciff	Cameron Middle	24.6	4.6
Glenciff	Fall-Hamilton Elementary	13.5	3.5
Glenciff	Glenciff Comprehensive High	25.3	7.5
Glenciff	Glenciff Elementary	23.1	3.8
Glenciff	Glengarry Elementary	13.8	9.0
Glenciff	Glenview Elementary	16.0	3.5
Glenciff	Paragon Mills Elementary	18.3	1.0
Glenciff	Whitsitt Elementary	18.7	3.0
Glenciff	Wright Middle	25.9	4.1
<b>AVERAGE FOR GLENCLIFF CLUSTER</b>		<b>19.4</b>	<b>4.4</b>
Hillsboro	Carter-Lawrence Magnet	16.1	1.0
Hillsboro	Eakin Elementary	20.9	N/A
Hillsboro	Green, Julia Elementary	17.1	3.5
Hillsboro	Harris-Hillman (Special Ed.)	N/A	7.9
Hillsboro	Hillsboro Comprehensive High	27.1	3.9
Hillsboro	Hume-Fogg Magnet	23.3	1.0
Hillsboro	Moore Middle	24.1	5.2
Hillsboro	Murrell (Special Ed)	N/A	3.6
Hillsboro	Priest, Percy Elementary	16.6	N/A
Hillsboro	Stokes, Walter Middle	23.3	5.0
Hillsboro	Sylvan Park Elementary	15.5	2.5
Hillsboro	West End Middle	20.8	7.2
<b>AVERAGE FOR HILLSBORO CLUSTER</b>		<b>20.5</b>	<b>4.1</b>
Hillwood	Bellevue Middle	26.0	4.7
Hillwood	Brookmeade Elementary	16.0	N/A
Hillwood	Buena Vista Paideia Magnet	9.9	N/A
Hillwood	Charlotte Park Elementary	15.8	N/A
Hillwood	Early, John Middle	10.9	1.3
Hillwood	Gower Elementary	17.8	6.3
Hillwood	Harpeth Valley Elementary	16.9	0.5
Hillwood	Hill, H. G. Elementary	14.0	N/A
Hillwood	Hill, H. G. Middle	27.4	5.5
Hillwood	Hillwood Comprehensive High	31.7	4.2
Hillwood	Hull-Jackson Montessori Magnet	17.3	N/A
Hillwood	Westmeade Elementary	16.3	1.3
Hillwood	Wharton Middle Magnet	24.4	0.5
<b>AVERAGE FOR HILLWOOD CLUSTER</b>		<b>18.8</b>	<b>3.0</b>
Hunters Lane	Amqui Elementary	16.7	4.0
Hunters Lane	Bellshire Elementary	14.0	4.0

**EXHIBIT 3-8 (Continued)  
STUDENT-TEACHER RATIOS FOR REGULAR AND SPECIAL EDUCATION  
2000-01 SCHOOL YEAR**

<b>CLUSTER</b>	<b>SCHOOL</b>	<b>REGULAR EDUCATION</b>	<b>SPECIAL EDUCATION</b>
Hunters Lane	Brick Church Middle	17.2	5.0
Hunters Lane	Gateway Elementary	12.0	N/A
Hunters Lane	Goodlettsville Elementary	16.4	0.5
Hunters Lane	Goodlettsville Middle	27.6	1.7
Hunters Lane	Hunters Lane Comprehensive High	30.3	5.8
Hunters Lane	Madison (Special Ed)	N/A	7.6
Hunters Lane	Neely's Bend Elementary	15.6	2.0
Hunters Lane	Neely's Bend Middle	23.6	5.5
Hunters Lane	Old Center Elementary	14.8	3.0
Hunters Lane	Stratton Elementary	18.3	3.0
<b>AVERAGE FOR HUNTERS LANE CLUSTER</b>		<b>18.8</b>	<b>3.8</b>
Maplewood	Baxter, Jere Alternative	N/A	2.0
Maplewood	Baxter, Jere Middle	23.4	7.1
Maplewood	Chadwell Elementary	14.6	0.5
Maplewood	Cotton, Hattie Elementary	17.8	4.2
Maplewood	Gra-Mar Elementary	17.6	3.3
Maplewood	Highland Hghts Middle	23.9	4.0
Maplewood	Joy, Tom Elementary	14.6	4.2
Maplewood	Maplewood Comprehensive High	36.4	7.9
Maplewood	Shwab Elementary	16.5	5.0
<b>AVERAGE FOR MAPLEWOOD CLUSTER</b>		<b>20.6</b>	<b>4.3</b>
McGavock	Allen, Margaret Elementary	17.0	1.0
McGavock	Caldwell Early Childhood Center	16.7	N/A
McGavock	Dodson Elementary (new)	15.4	2.7
McGavock	Donelson Middle	27.5	3.6
McGavock	DuPont Elementary	17.1	0.5
McGavock	DuPont Middle (Hadley)	26.1	3.6
McGavock	DuPont Middle (Tyler)	24.4	4.8
McGavock	Glenn Enhanced Option	11.1	1.0
McGavock	Hermitage Elementary	16.8	1.7
McGavock	Hickman Elementary	17.4	3.5
McGavock	Jackson, Andrew Elementary	17.6	4.0
McGavock	McGavock Comprehensive High	29.9	5.4
McGavock	McGavock Elementary	15.2	8.0
McGavock	Napier Enhanced Option	11.3	0.6
McGavock	Pennington Elementary	16.4	2.0
McGavock	Tulip Grove Elementary	18.8	4.5
McGavock	Two Rivers Middle	22.4	5.7
<b>AVERAGE FOR MCGAVOCK CLUSTER</b>		<b>18.9</b>	<b>3.3</b>
Overton	Binkley, Norman Elementary	15.0	4.7
Overton	Crieve Hall Elementary	15.1	4.3
Overton	Glendale Middle	25.8	2.8
Overton	Granbery Elementary	19.8	1.7
Overton	Haywood Elementary	17.1	4.8
Overton	McMurray Middle	25.0	3.4
Overton	Overton Comprehensive High	29.8	4.4
Overton	Rose Park Middle	25.6	1.8
Overton	Tusculum Elementary	18.6	0.3
<b>AVERAGE FOR OVERTON CLUSTER</b>		<b>21.3</b>	<b>3.1</b>

**EXHIBIT 3-8 (Continued)  
STUDENT-TEACHER RATIOS FOR REGULAR AND SPECIAL EDUCATION  
2000-01 SCHOOL YEAR**

<b>CLUSTER</b>	<b>SCHOOL</b>	<b>REGULAR EDUCATION</b>	<b>SPECIAL EDUCATION</b>
Pearl-Cohn	Bass. W. A. Middle	16.2	5.9
Pearl-Cohn	Cockrill Elementary	18.9	6.7
Pearl-Cohn	Head Magnet	24.5	0.3
Pearl-Cohn	King, Martin Luther Jr. Magnet	20.9	N/A
Pearl-Cohn	McCann Elementary	10.9	N/A
Pearl-Cohn	McKissack Middle	14.4	2.8
Pearl-Cohn	Park Avenue Enhanced Option	13.5	3.0
Pearl-Cohn	Pearl Cohn Comprehensive High Magnet	35.7	8.6
<b>AVERAGE FOR PEARL-COHN CLUSTER</b>		<b>19.4</b>	<b>4.5</b>
Stratford	Dalewood Elementary	21.4	5.7
Stratford	East Magnet	23.1	7.0
Stratford	East Middle	25.0	10.1
Stratford	Howe, Cora Elementary	16.4	8.5
Stratford	Inglewood Elementary	16.8	4.5
Stratford	Kirkpatrick Elementary	13.4	3.3
Stratford	Litton, Isaac Middle	26.3	6.0
Stratford	Lockeland Middle	19.2	7.5
Stratford	Meigs Middle Magnet	24.8	N/A
Stratford	Mills, Dan Elementary	15.5	6.0
Stratford	Rosebank Elementary	17.9	1.0
Stratford	Ross Elementary	13.7	4.8
Stratford	Stratford Comprehensive High	24.8	7.1
Stratford	Warner Elementary	15.8	2.0
<b>AVERAGE FOR STRATFORD CLUSTER</b>		<b>19.6</b>	<b>5.6</b>
Whites Creek	Bordeaux Elementary	19.6	N/A
Whites Creek	Cumberland Elementary	18.0	4.0
Whites Creek	Ewing Park Middle	28.5	5.9
Whites Creek	Green, Alex Elementary	15.9	N/A
Whites Creek	Haynes Middle	18.9	2.3
Whites Creek	Joelton Elementary	15.9	N/A
Whites Creek	Joelton Middle	25.3	3.4
Whites Creek	King's Lane Design Center	15.3	N/A
Whites Creek	Nashville School of the Arts	22.9	N/A
Whites Creek	Whites Creek Comprehensive High	25.8	5.7
<b>AVERAGE FOR WHITES CREEK CLUSTER</b>		<b>20.6</b>	<b>4.3</b>
<b>ELEMENTARY SCHOOL AVERAGE</b>		<b>16.4</b>	<b>3.2</b>
<b>MIDDLE SCHOOL AVERAGE</b>		<b>23.8</b>	<b>4.6</b>
<b>HIGH SCHOOL AVERAGE</b>		<b>28.5</b>	<b>5.9</b>
<b>MAGNET SCHOOL AVERAGE*</b>		<b>20.7</b>	<b>4.0</b>
<b>AVERAGE FOR OTHER SCHOOLS</b>		<b>N/A</b>	<b>5.9</b>
<b>FOR ALL MNPS SCHOOLS</b>		<b>19.8</b>	<b>3.4</b>

Source: Metropolitan Nashville Public Schools, 2000.

\*For a comparison of magnet schools to non-magnet schools by type of school, see Exhibit 6-26.

- high schools and other schools have the highest average special education ratios, with 5.9 students per teacher. Elementary schools have the lowest special education ratios, with only 3.2 students per teacher.

Comparing by cluster, the exhibit illustrates that:

- schools in the Antioch cluster have the highest average regular education ratios, with 21.9 students per teacher. Schools in the Hillwood and Hunters Lane clusters have the lowest regular education student-teacher ratios, with 18.8;
- schools in the Stratford cluster have the highest average special education student-teacher ratios (5.6), followed by the Pearl-Cohn cluster of schools (4.5) and Glenclyff schools (4.4); and
- schools in the Overton and Hillwood clusters have the lowest average special education ratios, with 3.1 and 3.0 students per teacher, respectively.

As can be seen by comparing individual schools:

- Maplewood Comprehensive High has the highest regular education student-teacher ratio (36.4), followed by Pearl Cohn (35.7) and Hillwood Comprehensive High (31.7);
- Buena Vista Paideia Magnet has the lowest regular education ratio, with 9.9 students per teacher, followed by McCann Elementary and Early Middle with 10.9 students per teacher each; and
- East Middle has the highest special education student-teacher ratio (10.1). Head Magnet and Tusculum Elementary, which report only one special education student enrolled, have the lowest special education ratios, with 0.3 students per teacher each.

Exhibit 3-9 details the number of performing arts teachers by type within Metropolitan Nashville Public Schools. These counts include only the teachers indicated in the Performing Arts category in Exhibit 3-2; performing arts teachers whose positions are categorized as shared, on leave, partial or swap positions are excluded. The school system employs 326 performing arts teachers, most of whom (94) are Teachers Art CTE. The CTE designation, which stands for "Committed to Excellence," indicates that these teaching positions were funded by a 1997-1998 local tax initiative to increase the number of art and music teachers in elementary schools in the school system. On average, schools have three performing arts teachers, mostly classified as art and music teachers (including CTE teachers), as well as choral instructors.

**EXHIBIT 3-9  
NUMBER OF ART AND MUSIC TEACHERS  
2000-01 SCHOOL YEAR**

CLUSTER	SCHOOL	TOTAL	TCHR* ART CTE	TCHR* ELEM. ART	TCHR* ART	TCHR* BAND	TCHR* MUSIC CTE	TCHR* MUSIC CAREERS	TCHR* MUSIC CHORAL	TCHR* MUSIC INSTRUMENT	TCHR* RELATED ARTS	TCHR* DRAMA	TCHR* DRAMA & DANCE	TCHR* THEATRE
Antioch	Antioch High	5	0	0	3	1	0	0	1	0	0	0	0	0
Antioch	Antioch Middle	6	2	0	0	1	1	0	1	0	1	0	0	0
Antioch	Apollo Middle	4	1	0	1	1	0	0	1	0	0	0	0	0
Antioch	Cole Elementary	4	2	0	0	0	2	0	0	0	0	0	0	0
Antioch	Johnson Middle	1	1	0	0	0	0	0	0	0	0	0	0	0
Antioch	Lakeview Elementary	3	1	0	0	0	2	0	0	0	0	0	0	0
Antioch	Moss, J. E. Elementary	5	1	0	1	0	2	0	0	1	0	0	0	0
Antioch	Mt. View Elementary	4	2	0	0	0	2	0	0	0	0	0	0	0
Antioch	Una Elementary	4	2	0	0	0	2	0	0	0	0	0	0	0
<b>AVERAGE FOR ANTIOCH CLUSTER</b>		<b>4.0</b>	<b>1.3</b>	<b>0.0</b>	<b>0.6</b>	<b>0.3</b>	<b>1.2</b>	<b>0.0</b>	<b>0.3</b>	<b>0.1</b>	<b>0.1</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>
Glenciff	Berry Elementary	1	0	0	0	0	1	0	0	0	0	0	0	0
Glenciff	Cameron Middle	4	0	0	1	1	0	0	1	0	1	0	0	0
Glenciff	Fall-Hamilton Elementary	2	1	0	0	0	0	0	1	0	0	0	0	0
Glenciff	Glenciff Comp High	5	0	0	2	1	0	0	1	0	0	0	0	1
Glenciff	Glenciff Elementary	2	1	0	0	0	1	0	0	0	0	0	0	0
Glenciff	Glenview Elementary	2	1	0	0	0	0	0	1	0	0	0	0	0
Glenciff	Paragon Mills Elementary	2	1	0	0	0	1	0	0	0	0	0	0	0
Glenciff	Whitsitt Elementary	2	0	1	0	0	1	0	0	0	0	0	0	0
Glenciff	Wright Middle	4	1	0	1	1	0	0	1	0	0	0	0	0
<b>AVERAGE FOR GLENCLIFF CLUSTER</b>		<b>2.7</b>	<b>0.6</b>	<b>0.1</b>	<b>0.4</b>	<b>0.3</b>	<b>0.4</b>	<b>0.0</b>	<b>0.6</b>	<b>0.0</b>	<b>0.1</b>	<b>0.0</b>	<b>0.0</b>	<b>0.1</b>
Hillsboro	Carter-Lawrence Magnet	2.0	1.0	0.0	0.0	0.0	1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Hillsboro	Eakin Elementary	3	2	0	0	0	1	0	0	0	0	0	0	0
Hillsboro	Green, Julia Elementary	2	1	0	0	0	1	0	0	0	0	0	0	0
Hillsboro	Harris-Hillman (Special Ed.)	2	1	0	0	0	0	0	1	0	0	0	0	0
Hillsboro	Hillsboro Comp High	5	0	0	2	0	0	0	1	1	0	0	0	1
Hillsboro	Hume-Fogg Magnet	4	0	0	1	0	0	0	1	1	0	1	0	0
Hillsboro	Moore Middle	2	1	0	0	0	0	0	1	0	0	0	0	0
Hillsboro	Priest, Percy Elementary	2	1	0	0	0	1	0	0	0	0	0	0	0
Hillsboro	Stokes, Walter Middle	1	1	0	0	0	0	0	0	0	0	0	0	0
Hillsboro	Sylvan Park Elementary	2	1	0	0	0	0	0	1	0	0	0	0	0
Hillsboro	West End Middle	2	1	0	0	0	0	0	1	0	0	0	0	0
<b>AVERAGE FOR HILLSBORO CLUSTER</b>		<b>2.5</b>	<b>0.9</b>	<b>0.0</b>	<b>0.3</b>	<b>0.0</b>	<b>0.4</b>	<b>0.0</b>	<b>0.5</b>	<b>0.2</b>	<b>0.0</b>	<b>0.1</b>	<b>0.0</b>	<b>0.1</b>
Hillwood	Bellevue Middle	3	1	0	0	1	0	0	1	0	0	0	0	0
Hillwood	Brookmeade Elementary	2	1	0	0	0	1	0	0	0	0	0	0	0
Hillwood	Buena Vista Paideia Magnet	5	2	0	0	1	1	0	1	0	0	0	0	0
Hillwood	Charlotte Park Elementary	3	1	1	0	0	1	0	0	0	0	0	0	0

**EXHIBIT 3-9 (Continued)  
NUMBER OF ART AND MUSIC TEACHERS  
2000-01 SCHOOL YEAR**

CLUSTER	SCHOOL	TOTAL	TCHR* ART CTE	TCHR* ELEM. ART	TCHR* ART	TCHR* BAND	TCHR* MUSIC CTE	TCHR* MUSIC CAREERS	TCHR* MUSIC CHORAL	TCHR* MUSIC INSTRUMENT	TCHR* RELATED ARTS	TCHR* DRAMA	TCHR* DRAMA & DANCE	TCHR* THEATRE
Hillwood	Gower Elementary	2	1	0	0	0	0	0	1	0	0	0	0	0
Hillwood	Harpeth Valley Elementary	2	1	0	0	0	1	0	0	0	0	0	0	0
Hillwood	Hill, H. G. Middle	2	1	0	0	0	0	0	1	0	0	0	0	0
Hillwood	Hillwood Comp High	3	0	0	2	0	0	0	0	1	0	0	0	0
Hillwood	Hull-Jackson Montessori Magnet	2	1	0	0	0	0	0	0	1	0	0	0	0
Hillwood	Westmeade Elementary	1	0	0	0	0	1	0	0	0	0	0	0	0
Hillwood	Wharton Middle Magnet	7	1	0	1	1	0	0	1	1	0	1	1	0
<b>AVERAGE FOR HILLWOOD CLUSTER</b>		<b>2.9</b>	<b>0.9</b>	<b>0.1</b>	<b>0.3</b>	<b>0.3</b>	<b>0.5</b>	<b>0.0</b>	<b>0.5</b>	<b>0.3</b>	<b>0.0</b>	<b>0.1</b>	<b>0.1</b>	<b>0.0</b>
Hunters Lane	Amqui Elementary	3	1	0	0	0	2	0	0	0	0	0	0	0
Hunters Lane	Bellshire Elementary	2	1	0	0	0	1	0	0	0	0	0	0	0
Hunters Lane	Goodlettsville Elementary	1	0	0	0	0	1	0	0	0	0	0	0	0
Hunters Lane	Goodlettsville Middle	3	1	0	0	0	1	0	1	0	0	0	0	0
Hunters Lane	Hunters Lane Comp High	6	0	0	2	1	0	1	2	0	0	0	0	0
Hunters Lane	Neely's Bend Elementary	2	1	0	0	0	1	0	0	0	0	0	0	0
Hunters Lane	Neely's Bend Middle	2	0	0	1	0	0	0	1	0	0	0	0	0
Hunters Lane	Old Center Elementary	2	1	0	0	0	1	0	0	0	0	0	0	0
Hunters Lane	Stratton Elementary	4	2	0	0	0	2	0	0	0	0	0	0	0
<b>AVERAGE FOR HUNTERS LANE CLUSTER</b>		<b>2.8</b>	<b>0.8</b>	<b>0.0</b>	<b>0.3</b>	<b>0.1</b>	<b>1.0</b>	<b>0.1</b>	<b>0.4</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>
Maplewood	Baxter, Jere Middle	3	1	0	0	1	1	0	0	0	0	0	0	0
Maplewood	Chadwell Elementary	2	1	0	0	0	1	0	0	0	0	0	0	0
Maplewood	Cotton, Hattie Elementary	3	2	0	0	0	1	0	0	0	0	0	0	0
Maplewood	Gra-Mar Elementary	3	1	0	0	0	1	0	1	0	0	0	0	0
Maplewood	Highland Hghts Middle	2	0	0	1	0	0	0	1	0	0	0	0	0
Maplewood	Joy, Tom Elementary	3	0	0	2	0	1	0	0	0	0	0	0	0
Maplewood	Maplewood Comp High	3	0	0	1	1	0	0	1	0	0	0	0	0
Maplewood	Shwab Elementary	3	1	0	0	0	1	0	1	0	0	0	0	0
<b>AVERAGE FOR MAPLEWOOD CLUSTER</b>		<b>2.8</b>	<b>0.8</b>	<b>0.0</b>	<b>0.5</b>	<b>0.3</b>	<b>0.8</b>	<b>0.0</b>	<b>0.5</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>
McGavock	Allen, Margaret Elementary	2	1	0	0	0	1	0	0	0	0	0	0	0
McGavock	Dodson Elementary (new)	2	1	0	0	0	1	0	0	0	0	0	0	0
McGavock	Donelson Middle	4	2	0	0	1	0	0	1	0	0	0	0	0
McGavock	DuPont Elementary	2	1	0	0	0	1	0	0	0	0	0	0	0
McGavock	DuPont Middle (Hadley)	3	0	0	1	1	1	0	0	0	0	0	0	0
McGavock	DuPont Middle (Tyler)	4	1	0	1	0	0	0	1	1	0	0	0	0
McGavock	Glenn Enhanced Option	2	1	0	0	0	1	0	0	0	0	0	0	0
McGavock	Hermitage Elementary	2	1	0	0	0	1	0	0	0	0	0	0	0

**EXHIBIT 3-9 (Continued)  
NUMBER OF ART AND MUSIC TEACHERS  
2000-01 SCHOOL YEAR**

CLUSTER	SCHOOL	TOTAL	TCHR* ART CTE	TCHR* ELEM. ART	TCHR* ART	TCHR* BAND	TCHR* MUSIC CTE	TCHR* MUSIC CAREERS	TCHR* MUSIC CHORAL	TCHR* MUSIC INSTRUMENT	TCHR* RELATED ARTS	TCHR* DRAMA	TCHR* DRAMA & DANCE	TCHR* THEATRE
McGavock	Hickman Elementary	4	2	0	0	0	2	0	0	0	0	0	0	0
McGavock	Jackson, Andrew Elementary	3	1	0	0	0	1	0	1	0	0	0	0	0
McGavock	McGavock Comp High	5	0	0	2	2	0	0	1	0	0	0	0	0
McGavock	McGavock Elementary	1	1	0	0	0	0	0	0	0	0	0	0	0
McGavock	Napier Enhanced Option	4	1	1	1	0	1	0	0	0	0	0	0	0
McGavock	Pennington Elementary	2	1	0	0	0	1	0	0	0	0	0	0	0
McGavock	Tulip Grove Elementary	5	2	0	0	0	2	0	1	0	0	0	0	0
McGavock	Two Rivers Middle	4	1	0	0	1	0	0	1	0	1	0	0	0
<b>AVERAGE FOR MCGAVOCK CLUSTER</b>		<b>3.1</b>	<b>1.1</b>	<b>0.1</b>	<b>0.3</b>	<b>0.3</b>	<b>0.8</b>	<b>0.0</b>	<b>0.4</b>	<b>0.1</b>	<b>0.1</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>
Overton	Binkley, Norman Elementary	2	1	0	0	0	1	0	0	0	0	0	0	0
Overton	Glendale Middle	2	1	0	0	0	0	0	1	0	0	0	0	0
Overton	Granbery Elementary	4	2	0	0	0	1	0	1	0	0	0	0	0
Overton	Haywood Elementary	3	1	0	0	0	2	0	0	0	0	0	0	0
Overton	McMurray Middle	3	0	0	1	1	0	0	1	0	0	0	0	0
Overton	Overton Comp High	9	0	0	3	1	0	0	1	2	0	2	0	0
Overton	Rose Park Middle	2	1	0	0	0	1	0	0	0	0	0	0	0
Overton	Tusculum Elementary	2	1	0	0	0	1	0	0	0	0	0	0	0
<b>AVERAGE FOR OVERTON CLUSTER</b>		<b>3.4</b>	<b>0.9</b>	<b>0.0</b>	<b>0.5</b>	<b>0.3</b>	<b>0.8</b>	<b>0.0</b>	<b>0.5</b>	<b>0.3</b>	<b>0.0</b>	<b>0.3</b>	<b>0.0</b>	<b>0.0</b>
Pearl-Cohn	Bass, W. A. Middle	2	1	0	0	0	0	0	1	0	0	0	0	0
Pearl-Cohn	Cockrill Elementary	2	1	0	0	0	0	1	0	0	0	0	0	0
Pearl-Cohn	Head Magnet	4	1	0	0	1	1	0	1	0	0	0	0	0
Pearl-Cohn	King, Martin Luther Jr. Magnet	4	0	0	1	2	0	0	1	0	0	0	0	0
Pearl-Cohn	McKissack Middle	1	1	0	0	0	0	0	0	0	0	0	0	0
Pearl-Cohn	Park Avenue Enhanced Option	4	2	0	0	0	1	0	1	0	0	0	0	0
Pearl-Cohn	Pearl-Cohn Comp High Magnet	3	0	0	1	1	0	0	1	0	0	0	0	0
<b>AVERAGE FOR PEARL-COHN CLUSTER</b>		<b>2.9</b>	<b>0.9</b>	<b>0.0</b>	<b>0.3</b>	<b>0.6</b>	<b>0.4</b>	<b>0.0</b>	<b>0.7</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>
Stratford	East Magnet	3	0	0	1	1	0	0	1	0	0	0	0	0
Stratford	East Middle	2	1	0	0	0	0	0	1	0	0	0	0	0
Stratford	Howe, Cora Elementary	2	0	1	0	0	0	0	1	0	0	0	0	0
Stratford	Inglewood Elementary	2	1	0	0	0	1	0	0	0	0	0	0	0
Stratford	Kirkpatrick Elementary	2	1	0	0	0	1	0	0	0	0	0	0	0
Stratford	Litton, Isaac Middle	3	0	0	1	1	0	0	1	0	0	0	0	0
Stratford	Lockeland Middle	2	1	0	0	0	0	0	1	0	0	0	0	0
Stratford	Meigs Middle Magnet	4	0	0	1	1	0	0	1	0	0	1	0	0
Stratford	Mills, Dan Elementary	2	1	0	0	0	1	0	0	0	0	0	0	0

**EXHIBIT 3-9 (Continued)  
NUMBER OF ART AND MUSIC TEACHERS  
2000-01 SCHOOL YEAR**

CLUSTER	SCHOOL	TOTAL	TCHR* ART CTE	TCHR* ELEM. ART	TCHR* ART	TCHR* BAND	TCHR* MUSIC CTE	TCHR* MUSIC CAREERS	TCHR* MUSIC CHORAL	TCHR* MUSIC INSTRUMENT	TCHR* RELATED ARTS	TCHR* DRAMA	TCHR* DRAMA & DANCE	TCHR* THEATRE
Stratford	Rosebank Elementary	3	1	0	0	0	2	0	0	0	0	0	0	0
Stratford	Ross Elementary	3	1	0	1	0	1	0	0	0	0	0	0	0
Stratford	Stratford Comp High	3	0	0	1	0	0	0	1	0	0	0	0	1
Stratford	Warner Elementary	3	1	0	0	0	2	0	0	0	0	0	0	0
<b>AVERAGE FOR STRATFORD CLUSTER</b>		<b>2.6</b>	<b>0.6</b>	<b>0.1</b>	<b>0.4</b>	<b>0.2</b>	<b>0.6</b>	<b>0.0</b>	<b>0.5</b>	<b>0.0</b>	<b>0.0</b>	<b>0.1</b>	<b>0.0</b>	<b>0.1</b>
Whites Creek	Cumberland Elementary	2	1	0	0	0	1	0	0	0	0	0	0	0
Whites Creek	Ewing Park Middle	2	1	0	0	0	0	0	1	0	0	0	0	0
Whites Creek	Green, Alex Elementary	2	1	0	0	0	1	0	0	0	0	0	0	0
Whites Creek	Haynes Middle	1	0	0	0	0	0	0	1	0	0	0	0	0
Whites Creek	Joelton Elementary	2	1	0	0	0	1	0	0	0	0	0	0	0
Whites Creek	Joelton Middle	3	1	0	0	1	0	0	1	0	0	0	0	0
Whites Creek	King's Lane Design Center	2	1	0	0	0	1	0	0	0	0	0	0	0
Whites Creek	Nashville School of the Arts	11	0	0	2	2	0	0	1	2	0	0	3	1
Whites Creek	Whites Creek Comp High	5	0	0	2	1	0	0	1	0	0	0	0	1
<b>AVERAGE FOR WHITES CREEK CLUSTER</b>		<b>3.3</b>	<b>0.7</b>	<b>0.0</b>	<b>0.4</b>	<b>0.4</b>	<b>0.4</b>	<b>0.0</b>	<b>0.6</b>	<b>0.2</b>	<b>0.0</b>	<b>0.0</b>	<b>0.3</b>	<b>0.2</b>
<b>ELEMENTARY SCHOOL AVERAGE</b>		<b>2.7</b>	<b>1.1</b>	<b>0.1</b>	<b>0.1</b>	<b>0.0</b>	<b>1.2</b>	<b>0.0</b>	<b>0.2</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>
<b>MIDDLE SCHOOL AVERAGE</b>		<b>3.1</b>	<b>1.0</b>	<b>0.0</b>	<b>0.4</b>	<b>0.5</b>	<b>0.2</b>	<b>0.0</b>	<b>0.9</b>	<b>0.0</b>	<b>0.1</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>
<b>HIGH SCHOOL AVERAGE</b>		<b>4.9</b>	<b>0.0</b>	<b>0.0</b>	<b>2.0</b>	<b>0.8</b>	<b>0.0</b>	<b>0.1</b>	<b>1.0</b>	<b>0.4</b>	<b>0.0</b>	<b>0.2</b>	<b>0.0</b>	<b>0.4</b>
<b>MAGNET SCHOOL AVERAGE</b>		<b>4.5</b>	<b>0.5</b>	<b>0.0</b>	<b>0.7</b>	<b>0.9</b>	<b>0.3</b>	<b>0.0</b>	<b>0.8</b>	<b>0.5</b>	<b>0.0</b>	<b>0.3</b>	<b>0.4</b>	<b>0.1</b>
<b>AVERAGE FOR OTHER SCHOOLS</b>		<b>2.0</b>	<b>1.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>1.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>
<b>AVERAGE FOR ALL SCHOOLS</b>		<b>3.0</b>	<b>0.9</b>	<b>0.0</b>	<b>0.4</b>	<b>0.3</b>	<b>0.7</b>	<b>0.0</b>	<b>0.5</b>	<b>0.1</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>
<b>TOTAL FOR ALL SCHOOLS</b>		<b>326</b>	<b>94</b>	<b>4</b>	<b>42</b>	<b>30</b>	<b>73</b>	<b>1</b>	<b>54</b>	<b>11</b>	<b>3</b>	<b>5</b>	<b>4</b>	<b>5</b>

Source: Metropolitan Nashville Public Schools, 2000.

\* TCHR is an abbreviation for teacher.



As can also be seen from Exhibit 3-9, comparing by type of school:

- high schools have the highest average number of performing arts teachers (4.9), while schools classified as "other" (which include special education, alternative and adult facilities) have the lowest, with an average of only 2.0 such teachers;
- magnet schools also have well above the average number of performing arts teachers, with 4.5. Magnet schools are the only schools which have teachers in the drama and dance category, with 0.4 such teachers on average;
- high schools have the highest average number of art teachers (non-CTE) with 2.0, as well as theatre teachers (0.4), and musical instrument teachers (0.5);
- magnet schools have the highest average number of band teachers (0.9), followed by high schools (0.8) and middle schools (0.5). All other categories of schools have zero band teachers; and
- elementary schools report the highest average number of art teachers with the CTE designation (1.1), as well as music teachers CTE (1.2).

Comparing by school clusters, the exhibit illustrates that:

- the Antioch cluster has the highest average number of performing arts teachers, with 4.0, most of whom are CTE art and music teachers. This cluster of schools has the highest average number of CTE art teachers (1.3) and CTE music teachers (1.2);
- schools in the Hillsboro cluster average the lowest number of performing arts teachers with 2.5;
- the cluster with the highest average number of choral instructors is Pearl-Cohn with 0.7 teachers on average, while the Antioch cluster schools have the lowest average number of choral teachers with only 0.3; and
- theatre teachers are rare throughout the school system, with the highest concentration in the Whites Creek cluster, which averages 0.2 theatre teachers.

As evidenced by the exhibit, comparing by individual schools:

- Nashville School of the Arts has the highest total number of performing arts teachers (11), followed by Overton Comprehensive High School (9). Several elementary and middle schools have only one performing arts teacher; and

- Nashville School of the Arts has three drama and dance teachers, while only one other school, Wharton Middle Magnet, has one such teacher.

Exhibit 3-10 shows the number of coaches (including assistant coaches) and physical education teachers by school in Metropolitan Nashville Public Schools. As can be seen, the school system employs 611 athletic instructors, nearly half of whom (287) are physical education teachers. Football coaches are the most numerous coaches, with 66 football coaches, compared to a total of four tennis coaches systemwide. On average, individual schools have 5.1 athletic instructors, 2.4 of whom are physical education teachers.

Comparing the number of athletic instructors by type of schools, the exhibit indicates that:

- high schools have the highest average number of athletic instructors with 28.2, while schools classified as "other" have the lowest, only 1.0;
- high schools have the highest average number of physical education teachers (4.1) and the highest average number of coaches in every category;
- magnet schools have the second highest average total number of athletic instructors (7.7), and the second highest average numbers of coaches in all categories; and
- schools classified as "other" have the lowest number of athletic instructors in every category except for football coaches (0.3).

Comparing by clusters of schools, the exhibit shows that:

- schools in the Antioch cluster have the highest average number of athletic instructors (6.7), while Hunters Lane cluster schools have the lowest average number of athletic instructors (4.4);
- Antioch cluster schools also have the highest average number of physical education teachers (3.3), while Whites Creek cluster schools have the lowest, only 1.5;
- schools in the Glenclyff cluster have the highest average number of football coaches, with 0.9, while schools in the Stratford cluster have the lowest with 0.4; and
- Maplewood and Antioch cluster schools both have the highest average number of girls basketball coaches (0.6), while schools in the Hillwood cluster average only 0.1 such coaches.

**EXHIBIT 3-10  
ATHLETIC COACHES AND TEACHERS  
2000-01 SCHOOL YEAR**

CLUSTER	SCHOOL	TOTAL	COACH BASE <sup>1</sup>	COACH GIRLS SOFT <sup>2</sup>	COACH BASKET. BOYS	COACH BASKET <sup>3</sup> GIRLS	COACH FOOT <sup>4</sup>	COACH GOLF	COACH SOC <sup>5</sup> BOYS	COACH SOC <sup>5</sup> GIRLS	COACH TENNIS	COACH CC <sup>5</sup>	COACH TRACK BOYS	COACH TRACK GIRLS	COACH VBALL <sup>7</sup>	COACH WREST <sup>8</sup>	TCHR PHYS ED <sup>9</sup>
Antioch	Antioch Middle	6	0	0	0	1	0	0	0	0	0	0	0	0	1	0	4
Antioch	Apollo Middle	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3
Antioch	Cole Elementary	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4
Antioch	Johnson Middle	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Antioch	Lakeview Elementary	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Antioch	Moss, J. E. Elementary	6	0	0	0	0	1	0	1	0	0	0	0	0	0	0	4
Antioch	Mt. View Elementary	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Antioch	Una Elementary	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4
Antioch	Antioch High	32	2	2	2	4	5	0	0	2	0	1	2	2	2	2	6
<b>AVERAGE FOR ANTIOCH CLUSTER</b>		<b>6.7</b>	<b>0.2</b>	<b>0.2</b>	<b>0.2</b>	<b>0.6</b>	<b>0.7</b>	<b>0.0</b>	<b>0.1</b>	<b>0.2</b>	<b>0.0</b>	<b>0.1</b>	<b>0.2</b>	<b>0.2</b>	<b>0.3</b>	<b>0.2</b>	<b>3.3</b>
Glencliff	Fall-Hamilton Elementary	4	0	0	0	0	0	1	0	0	0	0	0	1	0	0	2
Glencliff	Whitsitt Elementary	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4
Glencliff	Paragon Mills Elementary	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Glencliff	Glenview Elementary	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3
Glencliff	Glengarry Elementary	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Glencliff	Glencliff Comp High	29	2	2	2	3	7	0	2	1	0	2	1	0	2	2	3
Glencliff	Wright Middle	6	0	0	1	0	1	0	0	0	0	0	0	0	0	0	4
Glencliff	Cameron Middle	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3
Glencliff	Glencliff Elementary	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
<b>AVERAGE FOR GLENCLIFF CLUSTER</b>		<b>6.1</b>	<b>0.2</b>	<b>0.2</b>	<b>0.3</b>	<b>0.3</b>	<b>0.9</b>	<b>0.1</b>	<b>0.2</b>	<b>0.1</b>	<b>0.0</b>	<b>0.2</b>	<b>0.1</b>	<b>0.1</b>	<b>0.2</b>	<b>0.2</b>	<b>2.8</b>
Hillsboro	Moore Middle	3	1	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Hillsboro	Sylvan Park Elementary	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Hillsboro	Stokes, Walter Middle	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Hillsboro	Priest, Percy Elementary	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Hillsboro	Murrell (Special Ed)	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Hillsboro	Hume-Fogg Magnet	16	1	1	3	1	0	1	1	1	0	1	1	1	2	0	2
Hillsboro	Hillsboro Comp High	23	2	1	1	1	6	1	1	2	1	1	1	0	1	1	3
Hillsboro	Harris-Hillman (Special Ed.)	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Hillsboro	Green, Julia Elementary	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3
Hillsboro	Carter-Lawrence Magnet	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Hillsboro	West End Middle	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Hillsboro	Eakin Elementary	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3
<b>AVERAGE FOR HILLSBORO CLUSTER</b>		<b>4.9</b>	<b>0.3</b>	<b>0.2</b>	<b>0.3</b>	<b>0.2</b>	<b>0.5</b>	<b>0.2</b>	<b>0.2</b>	<b>0.3</b>	<b>0.1</b>	<b>0.2</b>	<b>0.2</b>	<b>0.1</b>	<b>0.3</b>	<b>0.1</b>	<b>2.0</b>

**EXHIBIT 3-10 (Continued)  
ATHLETIC COACHES AND TEACHERS  
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CLUSTER	SCHOOL	TOTAL	COACH BASE <sup>1</sup>	COACH GIRLS SOFT <sup>2</sup>	COACH BASKET. BOYS	COACH BASKET <sup>3</sup> GIRLS	COACH FOOT <sup>4</sup>	COACH GOLF	COACH SOC <sup>5</sup> BOYS	COACH SOC <sup>5</sup> GIRLS	COACH TENNIS	COACH CC <sup>6</sup>	COACH TRACK BOYS	COACH TRACK GIRLS	COACH VBALL <sup>7</sup>	COACH WREST <sup>8</sup>	TCHR PHYS ED <sup>9</sup>
Hillwood	Harpeth Valley Elementary	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4
Hillwood	Wharton Middle Magnet	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Hillwood	Westmeade Elementary	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Hillwood	Hillwood Comp High	28	2	2	3	1	4	1	2	2	0	1	2	1	2	1	4
Hillwood	Hill, H. G. Middle	5	1	0	0	0	1	0	0	0	0	0	0	0	0	0	3
Hillwood	Hill, H. G. Elementary	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Hillwood	Early, John Middle	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Hillwood	Charlotte Park Elementary	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Hillwood	Buena Vista Paideia Magnet	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Hillwood	Bellevue Middle	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3
Hillwood	Brookmeade Elementary	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Hillwood	Gower Elementary	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3
<b>AVERAGE FOR HILLWOOD CLUSTER</b>		<b>4.5</b>	<b>0.3</b>	<b>0.2</b>	<b>0.3</b>	<b>0.1</b>	<b>0.4</b>	<b>0.1</b>	<b>0.2</b>	<b>0.2</b>	<b>0.0</b>	<b>0.1</b>	<b>0.2</b>	<b>0.1</b>	<b>0.2</b>	<b>0.1</b>	<b>2.3</b>
Hunters Lane	Goodlettsville Middle	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Hunters Lane	Stratton Elementary	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Hunters Lane	Old Center Elementary	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Hunters Lane	Neely's Bend Middle	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3
Hunters Lane	Hunters Lane Comp High	29	2	0	3	3	6	1	1	1	0	1	3	1	2	1	4
Hunters Lane	Goodlettsville Elementary	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Hunters Lane	Gateway Elementary	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Hunters Lane	Brick Church Middle	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Hunters Lane	Bellshire Elementary	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Hunters Lane	Amqui Elementary	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Hunters Lane	Neely's Bend Elementary	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
<b>AVERAGE FOR HUNTERS LANE CLUSTER</b>		<b>4.4</b>	<b>0.2</b>	<b>0.0</b>	<b>0.3</b>	<b>0.3</b>	<b>0.5</b>	<b>0.1</b>	<b>0.1</b>	<b>0.1</b>	<b>0.0</b>	<b>0.1</b>	<b>0.3</b>	<b>0.1</b>	<b>0.2</b>	<b>0.1</b>	<b>2.1</b>
Maplewood	Joy, Tom Elementary	4	1	0	0	1	0	0	0	0	0	0	0	0	0	0	2
Maplewood	Baxter, Jere Alternative	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0
Maplewood	Baxter, Jere Middle	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2

**EXHIBIT 3-10 (Continued)  
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CLUSTER	SCHOOL	TOTAL	COACH BASE <sup>1</sup>	COACH GIRLS SOFT <sup>2</sup>	COACH BASKET. BOYS	COACH BASKET <sup>3</sup> GIRLS	COACH FOOT <sup>4</sup>	COACH GOLF	COACH SOC <sup>5</sup> BOYS	COACH SOC <sup>5</sup> GIRLS	COACH TENNIS	COACH CC <sup>6</sup>	COACH TRACK BOYS	COACH TRACK GIRLS	COACH VBALL <sup>7</sup>	COACH WREST <sup>8</sup>	TCHR PHYS ED <sup>9</sup>
Maplewood	Chadwell Elementary	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Maplewood	Cotton, Hattie Elementary	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Maplewood	Gra-Mar Elementary	3	0	0	0	0	1	0	0	0	0	0	0	0	0	0	2
Maplewood	Maplewood Comp High	27	2	2	3	4	3	0	0	0	1	1	2	1	1	2	5
Maplewood	Shwab Elementary	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Maplewood	Highland Hghts Middle	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
<b>AVERAGE FOR MAPLEWOOD CLUSTER</b>		<b>5.0</b>	<b>0.3</b>	<b>0.2</b>	<b>0.3</b>	<b>0.6</b>	<b>0.6</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.1</b>	<b>0.1</b>	<b>0.2</b>	<b>0.1</b>	<b>0.1</b>	<b>0.2</b>	<b>2.1</b>
McGavock	Napier Enhanced Option	4	0	0	0	0	1	0	0	0	0	0	0	0	0	0	3
McGavock	Two Rivers Middle	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
McGavock	Pennington Elementary	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3
McGavock	McGavock Elementary	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
McGavock	McGavock Comp High	35	2	2	3	3	6	1	1	2	0	1	2	1	2	3	6
McGavock	Jackson, Andrew Elementary	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
McGavock	Hickman Elementary	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3
McGavock	Hermitage Elementary	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3
McGavock	DuPont Middle (Tyler)	5	0	0	0	0	0	0	0	0	0	1	0	0	1	0	3
McGavock	DuPont Middle (Hadley)	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
McGavock	DuPont Elementary	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3
McGavock	Donelson Middle	4	0	0	0	0	1	0	0	0	0	0	0	0	0	0	3
McGavock	Dodson Elementary (new)	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5
McGavock	Caldwell Early Childhood Center	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
McGavock	Allen, Margaret Elementary	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
McGavock	Glenn Enhanced Option	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
McGavock	Tulip Grove Elementary	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3
<b>AVERAGE FOR MCGAVOCK CLUSTER</b>		<b>4.6</b>	<b>0.1</b>	<b>0.1</b>	<b>0.2</b>	<b>0.2</b>	<b>0.5</b>	<b>0.1</b>	<b>0.1</b>	<b>0.1</b>	<b>0.0</b>	<b>0.1</b>	<b>0.1</b>	<b>0.1</b>	<b>0.2</b>	<b>0.2</b>	<b>2.7</b>
Overton	Crieve Hall Elementary	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Overton	Tusculum Elementary	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3
Overton	Rose Park Middle	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3
Overton	Overton Comp High	32	2	3	3	4	6	1	2	2	0	1	1	0	2	1	4
Overton	McMurray Middle	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Overton	Haywood Elementary	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4
Overton	Glendale Middle	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Overton	Binkley, Norman Elementary	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3

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CLUSTER	SCHOOL	TOTAL	COACH BASE <sup>1</sup>	COACH GIRLS SOFT <sup>2</sup>	COACH BASKET. BOYS	COACH BASKET <sup>3</sup> GIRLS	COACH FOOT <sup>4</sup>	COACH GOLF	COACH SOC <sup>5</sup> BOYS	COACH SOC <sup>5</sup> GIRLS	COACH TENNIS	COACH CC <sup>6</sup>	COACH TRACK BOYS	COACH TRACK GIRLS	COACH VBALL <sup>7</sup>	COACH WREST <sup>8</sup>	TCHR PHYS ED <sup>9</sup>
Overton	Granbery Elementary	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4
<b>AVERAGE FOR OVERTON CLUSTER</b>		<b>6.0</b>	<b>0.2</b>	<b>0.3</b>	<b>0.3</b>	<b>0.4</b>	<b>0.7</b>	<b>0.1</b>	<b>0.2</b>	<b>0.2</b>	<b>0.0</b>	<b>0.1</b>	<b>0.1</b>	<b>0.0</b>	<b>0.2</b>	<b>0.1</b>	<b>2.9</b>
Pearl-Cohn	Cockrill Elementary	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3
Pearl-Cohn	Pearl-Cohn Comp High Magnet	21	1	1	3	3	4	1	0	0	0	2	1	0	1	1	3
Pearl-Cohn	Park Avenue Enhanced Option	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3
Pearl-Cohn	McKissack Middle	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Pearl-Cohn	Head Magnet	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Pearl-Cohn	Bass. W. A. Middle	4	0	0	2	0	0	0	0	0	0	0	0	0	0	0	2
Pearl-Cohn	King, Martin Luther Jr. Magnet	13	0	2	2	1	0	0	0	0	0	1	2	0	1	1	3
Pearl-Cohn	McCann Elementary	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
<b>AVERAGE FOR PEARL-COHN CLUSTER</b>		<b>6.0</b>	<b>0.1</b>	<b>0.4</b>	<b>0.9</b>	<b>0.5</b>	<b>0.5</b>	<b>0.1</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.4</b>	<b>0.4</b>	<b>0.0</b>	<b>0.3</b>	<b>0.3</b>	<b>2.3</b>
Stratford	Mills, Dan Elementary	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Stratford	Warner Elementary	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Stratford	Stratford Comp High	20	2	2	2	2	4	0	0	0	0	1	1	0	1	1	4
Stratford	Rosebank Elementary	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Stratford	Meigs Middle Magnet	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3
Stratford	Lockeland Middle	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Stratford	Kirkpatrick Elementary	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3
Stratford	Inglewood Elementary	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Stratford	Howe, Cora Elementary	5	0	0	0	0	1	0	0	0	0	0	0	0	0	1	3
Stratford	East Middle	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Stratford	East Magnet	13	0	0	2	1	0	1	1	0	1	2	1	0	0	1	3
Stratford	Dalewood Elementary	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Stratford	Litton, Isaac Middle	5	0	0	0	0	0	0	1	1	0	0	0	0	0	0	3
Stratford	Ross Elementary	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
<b>AVERAGE FOR STRATFORD CLUSTER</b>		<b>4.5</b>	<b>0.1</b>	<b>0.1</b>	<b>0.3</b>	<b>0.2</b>	<b>0.4</b>	<b>0.1</b>	<b>0.1</b>	<b>0.1</b>	<b>0.1</b>	<b>0.2</b>	<b>0.1</b>	<b>0.0</b>	<b>0.1</b>	<b>0.2</b>	<b>2.4</b>
Whites Creek	Bordeaux Elementary	2	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Whites Creek	Nashville School of the Arts	3	0	0	2	0	1	0	0	0	0	0	0	0	0	0	0
Whites Creek	King's Lane Design Center	3	0	0	1	0	0	0	0	0	0	0	0	0	0	0	2
Whites Creek	Joelton Middle	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Whites Creek	Joelton Elementary	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Whites Creek	Haynes Middle	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1

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CLUSTER	SCHOOL	TOTAL	COACH BASE <sup>1</sup>	COACH GIRLS SOFT <sup>2</sup>	COACH BASKET. BOYS	COACH BASKET <sup>3</sup> GIRLS	COACH FOOT <sup>4</sup>	COACH GOLF	COACH SOC <sup>5</sup> BOYS	COACH SOC <sup>5</sup> GIRLS	COACH TENNIS	COACH CC <sup>6</sup>	COACH TRACK BOYS	COACH TRACK GIRLS	COACH VBALL <sup>7</sup>	COACH WREST <sup>8</sup>	TCHR PHYS ED <sup>9</sup>	
Whites Creek	Green, Alex Elementary	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Whites Creek	Cumberland Elementary	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3
Whites Creek	Whites Creek Comp High	27	1	2	3	3	5	1	1	1	1	1	3	1	2	0	0	2
Whites Creek	Ewing Park Middle	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>AVERAGE FOR WHITES CREEK CLUSTER</b>		<b>4.6</b>	<b>0.2</b>	<b>0.2</b>	<b>0.6</b>	<b>0.3</b>	<b>0.7</b>	<b>0.1</b>	<b>0.1</b>	<b>0.1</b>	<b>0.1</b>	<b>0.1</b>	<b>0.3</b>	<b>0.1</b>	<b>0.2</b>	<b>0.0</b>	<b>0.0</b>	<b>1.5</b>
<b>ELEMENTARY SCHOOL AVERAGE</b>		<b>2.6</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.1</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>2.4</b>
<b>MIDDLE SCHOOL AVERAGE</b>		<b>2.6</b>	<b>0.1</b>	<b>0.0</b>	<b>0.1</b>	<b>0.0</b>	<b>0.1</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.1</b>	<b>0.0</b>	<b>0.0</b>	<b>2.1</b>
<b>HIGH SCHOOL AVERAGE</b>		<b>28.2</b>	<b>1.9</b>	<b>1.8</b>	<b>2.5</b>	<b>2.8</b>	<b>5.2</b>	<b>0.6</b>	<b>1.0</b>	<b>1.3</b>	<b>0.3</b>	<b>1.1</b>	<b>1.8</b>	<b>0.7</b>	<b>1.7</b>	<b>1.4</b>	<b>4.1</b>	
<b>MAGNET SCHOOL AVERAGE</b>		<b>7.7</b>	<b>0.2</b>	<b>0.4</b>	<b>1.2</b>	<b>0.6</b>	<b>0.5</b>	<b>0.3</b>	<b>0.2</b>	<b>0.1</b>	<b>0.1</b>	<b>0.6</b>	<b>0.5</b>	<b>0.1</b>	<b>0.4</b>	<b>0.3</b>	<b>2.2</b>	
<b>AVERAGE FOR OTHER SCHOOLS</b>		<b>1.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.3</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.7</b>	
<b>AVERAGE FOR ALL SCHOOLS</b>		<b>5.1</b>	<b>0.2</b>	<b>0.2</b>	<b>0.3</b>	<b>0.3</b>	<b>0.6</b>	<b>0.1</b>	<b>0.1</b>	<b>0.1</b>	<b>0.0</b>	<b>0.2</b>	<b>0.2</b>	<b>0.1</b>	<b>0.2</b>	<b>0.2</b>	<b>2.4</b>	
<b>TOTAL FOR ALL SCHOOLS</b>		<b>611</b>	<b>25</b>	<b>22</b>	<b>41</b>	<b>36</b>	<b>66</b>	<b>10</b>	<b>14</b>	<b>15</b>	<b>4</b>	<b>18</b>	<b>23</b>	<b>9</b>	<b>23</b>	<b>18</b>	<b>287</b>	

Source: Metropolitan Nashville Public Schools, 2000.

- <sup>1</sup> baseball
- <sup>2</sup> softball
- <sup>3</sup> basketball
- <sup>4</sup> football
- <sup>5</sup> soccer
- <sup>6</sup> cross-country
- <sup>7</sup> volleyball
- <sup>8</sup> wrestling
- <sup>9</sup> teacher physical education

Also Exhibit 3-10 illustrates, among individual schools:

- McGavock Comprehensive High School has the highest total number of athletic instructors (35) followed by Antioch and Overton high schools, with 32 each; and
- Glencliff Comprehensive High School has the highest number of football coaches (7)—more than twice as many as the school with the lowest number (Maplewood Comprehensive High School, with three).

Exhibit 3-11 illustrates the breakdown of administrative staff by school, including principals, assistant principals, and administrative support positions (e.g., secretaries). These counts are by full-time equivalents (FTEs), so that an individual position can be counted as less than one; for example, a half-time secretarial position would be counted as 0.5 FTE.

The school system employs a total of 435 FTE administrative employees; the two largest groups of administrative staff are secretaries (125) and school principals (122). Only one clerk was reported for the entire school system, although other employees were categorized as "school secretary/clerk" and "other clerical." One social worker was reported, but 22.6 social workers deployed from the Pupil Personnel Office were not included in these data. On average schools have one principal, 0.7 assistant principals, and 1.8 secretarial and clerical positions (combined).

Examining administrative staffing by type of schools, the exhibit indicates that:

- high schools have the highest average number of administrative staff (10.7); schools classified as "other" have the lowest (2.3);
- all types of schools average 1.0 principals except for other schools, which average 0.6;
- high schools have the highest average number of assistant principals (3.2), school secretaries/clerks (4.3), and other clerical positions (1.1); and
- other schools have the lowest average number of school secretaries/clerks (0.8) and secretaries (0.8), but also the highest average number of clerks (0.2).

As can be seen, comparing by clusters of schools:

- schools in the Antioch cluster have the highest average number of administrative FTE (4.8), while schools in the Hillwood cluster average the lowest number (3.0);
- Antioch cluster schools also have the highest average number of assistant principals (1.3), while schools in the Hillsboro and Hillwood clusters have the lowest averages (0.5 each); and



**EXHIBIT 3-11  
SCHOOL ADMINISTRATIVE STAFF\*  
2000-01 SCHOOL YEAR**

CLUSTER	SCHOOL	TOTAL FTE	SCHOOL PRINCIPAL	ASSISTANT PRINCIPAL	SCHOOL SECRETARY/CLERK	SECRETARY	SOCIAL WORK	CLERK	OTHER CLERICAL
none	Robertson Academy G/T	2.0	0.0	1.0	0.0	1.0	0.0	0.0	0.0
Antioch	Antioch High	13.0	1.0	4.0	6.0	1.0	0.0	0.0	1.0
Antioch	Antioch Middle	6.0	1.0	2.0	2.0	1.0	0.0	0.0	0.0
Antioch	Apollo Middle	5.0	1.0	1.0	2.0	1.0	0.0	0.0	0.0
Antioch	Cole Elementary	4.0	1.0	1.0	1.0	1.0	0.0	0.0	0.0
Antioch	Johnson Middle	2.0	1.0	0.0	0.0	1.0	0.0	0.0	0.0
Antioch	Lakeview Elementary	4.0	1.0	1.0	1.0	1.0	0.0	0.0	0.0
Antioch	Moss, J. E. Elementary	3.5	1.0	1.0	0.5	1.0	0.0	0.0	0.0
Antioch	Mt. View Elementary	4.0	1.0	1.0	1.0	1.0	0.0	0.0	0.0
Antioch	Una Elementary	4.0	1.0	1.0	1.0	1.0	0.0	0.0	0.0
<b>AVERAGE FOR ANTIOCH CLUSTER</b>		<b>4.8</b>	<b>0.9</b>	<b>1.3</b>	<b>1.5</b>	<b>1.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.1</b>
Glencliff	Berry Elementary	2.0	1.0	0.0	0.0	1.0	0.0	0.0	0.0
Glencliff	Cameron Middle	4.5	1.0	1.0	1.5	1.0	0.0	0.0	0.0
Glencliff	Fall-Hamilton Elementary	2.0	1.0	0.0	0.0	1.0	0.0	0.0	0.0
Glencliff	Glencliff Comp High	10.5	1.0	3.0	4.5	1.0	0.0	0.0	1.0
Glencliff	Glencliff Elementary	3.0	1.0	1.0	0.0	1.0	0.0	0.0	0.0
Glencliff	Glengarry Elementary	2.0	1.0	0.0	0.0	1.0	0.0	0.0	0.0
Glencliff	Glenview Elementary	2.0	1.0	0.0	0.0	1.0	0.0	0.0	0.0
Glencliff	Paragon Mills Elementary	2.0	1.0	0.0	0.0	1.0	0.0	0.0	0.0
Glencliff	Whitsitt Elementary	3.0	1.0	1.0	0.0	1.0	0.0	0.0	0.0
Glencliff	Wright Middle	5.0	1.0	2.0	1.0	1.0	0.0	0.0	0.0
<b>AVERAGE FOR GLENCLIFF CLUSTER</b>		<b>3.6</b>	<b>1.0</b>	<b>0.8</b>	<b>0.7</b>	<b>1.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.1</b>
Hillsboro	Carter-Lawrence Magnet	2.0	1.0	0.0	0.0	1.0	0.0	0.0	0.0
Hillsboro	Cohn Adult Learning Center	3.0	1.0	0.0	0.0	1.0	0.0	1.0	0.0
Hillsboro	Eakin Elementary	4.0	1.0	1.0	1.0	1.0	0.0	0.0	0.0
Hillsboro	Green, Julia Elementary	2.0	1.0	0.0	0.0	1.0	0.0	0.0	0.0
Hillsboro	Harris-Hillman (Special Ed.)	2.5	1.0	0.0	0.5	1.0	0.0	0.0	0.0
Hillsboro	Hillsboro Comp High	10.0	1.0	3.0	4.0	1.0	0.0	0.0	1.0
Hillsboro	Hume-Fogg Magnet	5.0	1.0	1.0	1.0	1.0	0.0	0.0	1.0
Hillsboro	Moore Middle	2.5	1.0	0.0	0.5	1.0	0.0	0.0	0.0
Hillsboro	Murrell (Special Ed)	3.0	1.0	1.0	0.0	1.0	0.0	0.0	0.0
Hillsboro	Priest, Percy Elementary	2.0	1.0	0.0	0.0	1.0	0.0	0.0	0.0
Hillsboro	Stokes, Walter Middle	2.0	1.0	0.0	0.0	1.0	0.0	0.0	0.0
Hillsboro	Sylvan Park Elementary	2.0	1.0	0.0	0.0	1.0	0.0	0.0	0.0
Hillsboro	West End Middle	2.0	1.0	0.0	0.0	1.0	0.0	0.0	0.0
<b>AVERAGE FOR HILLSBORO CLUSTER</b>		<b>3.2</b>	<b>1.0</b>	<b>0.5</b>	<b>0.5</b>	<b>1.0</b>	<b>0.0</b>	<b>0.1</b>	<b>0.2</b>

**EXHIBIT 3-11 (Continued)**  
**SCHOOL ADMINISTRATIVE STAFF\***  
**2000-01 SCHOOL YEAR**

CLUSTER	SCHOOL	TOTAL FTE	SCHOOL PRINCIPAL	ASSISTANT PRINCIPAL	SCHOOL SECRETARY/CLERK	SECRETARY	SOCIAL WORK	CLERK	OTHER CLERICAL
Hillwood	Bellevue Middle	4.5	1.0	1.0	1.5	1.0	0.0	0.0	0.0
Hillwood	Brookmeade Elementary	2.0	1.0	0.0	0.0	1.0	0.0	0.0	0.0
Hillwood	Buena Vista Paideia Magnet	4.0	1.0	1.0	1.0	1.0	0.0	0.0	0.0
Hillwood	Charlotte Park Elementary	2.0	1.0	0.0	0.0	1.0	0.0	0.0	0.0
Hillwood	Early, John Middle	2.0	1.0	0.0	0.0	1.0	0.0	0.0	0.0
Hillwood	Gower Elementary	2.0	1.0	0.0	0.0	1.0	0.0	0.0	0.0
Hillwood	Harpeth Valley Elementary	3.0	1.0	1.0	0.0	1.0	0.0	0.0	0.0
Hillwood	Hill, H. G. Elementary	1.0	1.0	0.0	0.0	0.0	0.0	0.0	0.0
Hillwood	Hill, H. G. Middle	3.0	1.0	0.0	1.0	1.0	0.0	0.0	0.0
Hillwood	Hillwood Comp High	8.0	1.0	2.0	3.0	1.0	0.0	0.0	1.0
Hillwood	Hull-Jackson Montessori Magnet	2.0	1.0	0.0	0.0	1.0	0.0	0.0	0.0
Hillwood	Westmeade Elementary	2.0	1.0	0.0	0.0	1.0	0.0	0.0	0.0
Hillwood	Wharton Middle Magnet	4.0	1.0	1.0	1.0	1.0	0.0	0.0	0.0
<b>AVERAGE FOR HILLWOOD CLUSTER</b>		<b>3.0</b>	<b>1.0</b>	<b>0.5</b>	<b>0.6</b>	<b>0.9</b>	<b>0.0</b>	<b>0.0</b>	<b>0.1</b>
Hunters Lane	Amqui Elementary	3.0	1.0	1.0	0.0	1.0	0.0	0.0	0.0
Hunters Lane	Bellshire Elementary	2.0	1.0	0.0	0.0	1.0	0.0	0.0	0.0
Hunters Lane	Brick Church Middle	2.0	1.0	0.0	0.0	1.0	0.0	0.0	0.0
Hunters Lane	Gateway Elementary	2.0	1.0	0.0	0.0	1.0	0.0	0.0	0.0
Hunters Lane	Goodlettsville Elementary	2.0	1.0	0.0	0.0	1.0	0.0	0.0	0.0
Hunters Lane	Goodlettsville Middle	2.5	1.0	0.0	0.5	1.0	0.0	0.0	0.0
Hunters Lane	Hunters Lane Comp High	14.0	1.0	4.0	7.0	1.0	0.0	0.0	1.0
Hunters Lane	Madison (Special Ed)	2.0	0.0	1.0	0.0	0.0	0.0	0.0	1.0
Hunters Lane	Neely's Bend Elementary	2.0	1.0	0.0	0.0	1.0	0.0	0.0	0.0
Hunters Lane	Neely's Bend Middle	4.0	1.0	1.0	1.0	1.0	0.0	0.0	0.0
Hunters Lane	Old Center Elementary	2.0	1.0	0.0	0.0	1.0	0.0	0.0	0.0
Hunters Lane	Stratton Elementary	3.0	1.0	1.0	0.0	1.0	0.0	0.0	0.0
<b>AVERAGE FOR HUNTERS LANE CLUSTER</b>		<b>3.4</b>	<b>0.9</b>	<b>0.7</b>	<b>0.7</b>	<b>0.9</b>	<b>0.0</b>	<b>0.0</b>	<b>0.2</b>
Maplewood	Baxter, Jere Alternative	1.0	0.0	0.0	0.0	1.0	0.0	0.0	0.0
Maplewood	Baxter, Jere Middle	3.0	1.0	1.0	0.0	1.0	0.0	0.0	0.0
Maplewood	Chadwell Elementary	2.0	1.0	0.0	0.0	1.0	0.0	0.0	0.0
Maplewood	Cotton, Hattie Elementary	3.0	1.0	1.0	0.0	1.0	0.0	0.0	0.0
Maplewood	Gra-Mar Elementary	2.0	1.0	0.0	0.0	1.0	0.0	0.0	0.0
Maplewood	Highland Hghts Middle	2.0	1.0	0.0	0.0	1.0	0.0	0.0	0.0
Maplewood	Joy, Tom Elementary	3.0	1.0	1.0	0.0	1.0	0.0	0.0	0.0
Maplewood	Maplewood Comp High	9.5	1.0	3.0	3.5	1.0	0.0	0.0	1.0
Maplewood	Shwab Elementary	2.0	1.0	0.0	0.0	1.0	0.0	0.0	0.0
<b>AVERAGE FOR ALL MAPLEWOOD</b>		<b>3.1</b>	<b>0.9</b>	<b>0.7</b>	<b>0.4</b>	<b>1.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.1</b>

**EXHIBIT 3-11 (Continued)**  
**SCHOOL ADMINISTRATIVE STAFF\***  
**2000-01 SCHOOL YEAR**

CLUSTER	SCHOOL	TOTAL FTE	SCHOOL PRINCIPAL	ASSISTANT PRINCIPAL	SCHOOL SECRETARY/CLERK	SECRETARY	SOCIAL WORK	CLERK	OTHER CLERICAL
McGavock	Allen, Margaret Elementary	2.0	1.0	0.0	0.0	1.0	0.0	0.0	0.0
McGavock	Caldwell Early Childhood Center	2.5	1.0	0.0	0.5	1.0	0.0	0.0	0.0
McGavock	Dodson Elementary (new)	4.0	1.0	1.0	1.0	1.0	0.0	0.0	0.0
McGavock	Donelson Middle	3.0	1.0	1.0	0.0	1.0	0.0	0.0	0.0
McGavock	DuPont Elementary	3.5	1.0	0.0	1.5	1.0	0.0	0.0	0.0
McGavock	DuPont Middle (Hadley)	3.0	1.0	1.0	0.0	1.0	0.0	0.0	0.0
McGavock	DuPont Middle (Tyler)	3.5	1.0	1.0	0.5	1.0	0.0	0.0	0.0
McGavock	Glenn Enhanced Option	2.0	1.0	0.0	0.0	1.0	0.0	0.0	0.0
McGavock	Hermitage Elementary	2.0	1.0	0.0	0.0	1.0	0.0	0.0	0.0
McGavock	Hickman Elementary	3.5	1.0	1.0	0.5	1.0	0.0	0.0	0.0
McGavock	Jackson, Andrew Elementary	3.5	1.0	1.0	0.5	1.0	0.0	0.0	0.0
McGavock	McGavock Comp High	13.0	1.0	4.0	5.0	1.0	0.0	0.0	2.0
McGavock	McGavock Elementary	2.0	1.0	0.0	0.0	1.0	0.0	0.0	0.0
McGavock	Napier Enhanced Option	3.0	1.0	1.0	0.0	1.0	0.0	0.0	0.0
McGavock	Pennington Elementary	2.0	1.0	0.0	0.0	1.0	0.0	0.0	0.0
McGavock	Tulip Grove Elementary	4.0	2.0	0.0	1.0	1.0	0.0	0.0	0.0
McGavock	Two Rivers Middle	3.5	1.0	1.0	0.5	1.0	0.0	0.0	0.0
<b>AVERAGE FOR MCGAVOCK CLUSTER</b>		<b>3.5</b>	<b>1.1</b>	<b>0.7</b>	<b>0.6</b>	<b>1.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.1</b>
Overton	Binkley, Norman Elementary	2.0	1.0	0.0	0.0	1.0	0.0	0.0	0.0
Overton	Crieve Hall Elementary	2.0	1.0	0.0	0.0	1.0	0.0	0.0	0.0
Overton	Glendale Middle	2.0	1.0	0.0	0.0	1.0	0.0	0.0	0.0
Overton	Granbery Elementary	3.0	1.0	1.0	0.0	1.0	0.0	0.0	0.0
Overton	Haywood Elementary	4.0	1.0	1.0	1.0	1.0	0.0	0.0	0.0
Overton	McMurray Middle	3.5	1.0	1.0	0.5	1.0	0.0	0.0	0.0
Overton	Overton Comp High	10.0	1.0	3.0	3.0	2.0	0.0	0.0	1.0
Overton	Rose Park Middle	3.0	1.0	1.0	0.0	1.0	0.0	0.0	0.0
Overton	Tusculum Elementary	4.0	1.0	1.0	1.0	1.0	0.0	0.0	0.0
<b>AVERAGE FOR OVERTON CLUSTER</b>		<b>3.7</b>	<b>1.0</b>	<b>0.9</b>	<b>0.6</b>	<b>1.1</b>	<b>0.0</b>	<b>0.0</b>	<b>0.1</b>
Pearl-Cohn	Bass, W. A. Middle	2.0	1.0	0.0	0.0	1.0	0.0	0.0	0.0
Pearl-Cohn	Cockrill Elementary	3.0	1.0	1.0	0.0	1.0	0.0	0.0	0.0
Pearl-Cohn	Head Magnet	3.5	1.0	1.0	0.5	1.0	0.0	0.0	0.0
Pearl-Cohn	King, Martin Luther Jr. Magnet	5.0	1.0	1.0	1.0	1.0	0.0	0.0	1.0
Pearl-Cohn	McCann Elementary	1.0	0.0	0.0	0.0	1.0	0.0	0.0	0.0
Pearl-Cohn	McKissack Middle	2.0	1.0	0.0	0.0	1.0	0.0	0.0	0.0
Pearl-Cohn	Park Avenue Enhanced Option	3.0	1.0	1.0	0.0	1.0	0.0	0.0	0.0
Pearl-Cohn	Pearl-Cohn Comp High Magnet	9.0	1.0	2.0	3.0	2.0	0.0	0.0	1.0
<b>AVERAGE FOR PEARL-COHN CLUSTER</b>		<b>3.6</b>	<b>0.9</b>	<b>0.8</b>	<b>0.6</b>	<b>1.1</b>	<b>0.0</b>	<b>0.0</b>	<b>0.3</b>

**EXHIBIT 3-11 (Continued)  
SCHOOL ADMINISTRATIVE STAFF\*  
2000-01 SCHOOL YEAR**

CLUSTER	SCHOOL	TOTAL FTE	SCHOOL PRINCIPAL	ASSISTANT PRINCIPAL	SCHOOL SECRETARY/CLERK	SECRETARY	SOCIAL WORK	CLERK	OTHER CLERICAL
Stratford	Dalewood Elementary	2.0	1.0	0.0	0.0	1.0	0.0	0.0	0.0
Stratford	East Magnet	4.0	1.0	1.0	1.0	1.0	0.0	0.0	0.0
Stratford	East Middle	4.0	1.0	1.0	1.0	1.0	0.0	0.0	0.0
Stratford	Howe, Cora Elementary	2.0	1.0	0.0	0.0	1.0	0.0	0.0	0.0
Stratford	Inglewood Elementary	2.0	1.0	0.0	0.0	1.0	0.0	0.0	0.0
Stratford	Kirkpatrick Elementary	2.0	1.0	0.0	0.0	1.0	0.0	0.0	0.0
Stratford	Litton, Isaac Middle	4.0	1.0	1.0	1.0	1.0	0.0	0.0	0.0
Stratford	Lockeland Middle	3.0	1.0	0.0	0.0	1.0	1.0	0.0	0.0
Stratford	Meigs Middle Magnet	3.5	1.0	1.0	0.5	1.0	0.0	0.0	0.0
Stratford	Mills, Dan Elementary	2.0	1.0	0.0	0.0	1.0	0.0	0.0	0.0
Stratford	Rosebank Elementary	3.0	1.0	1.0	0.0	1.0	0.0	0.0	0.0
Stratford	Ross Elementary	2.0	1.0	0.0	0.0	1.0	0.0	0.0	0.0
Stratford	Stratford Comp High	9.0	1.0	3.0	3.0	1.0	0.0	0.0	1.0
Stratford	Warner Elementary	3.0	1.0	1.0	0.0	1.0	0.0	0.0	0.0
<b>AVERAGE FOR STRATFORD CLUSTER</b>		<b>3.3</b>	<b>1.0</b>	<b>0.6</b>	<b>0.5</b>	<b>1.0</b>	<b>0.1</b>	<b>0.0</b>	<b>0.1</b>
Whites Creek	Bordeaux Elementary	2.0	1.0	0.0	0.0	1.0	0.0	0.0	0.0
Whites Creek	Cumberland Elementary	3.0	1.0	1.0	0.0	1.0	0.0	0.0	0.0
Whites Creek	Ewing Park Middle	4.5	1.0	1.0	1.5	1.0	0.0	0.0	0.0
Whites Creek	Green, Alex Elementary	2.0	1.0	0.0	0.0	1.0	0.0	0.0	0.0
Whites Creek	Haynes Middle	2.0	1.0	0.0	0.0	1.0	0.0	0.0	0.0
Whites Creek	Joelton Elementary	2.0	1.0	0.0	0.0	1.0	0.0	0.0	0.0
Whites Creek	Joelton Middle	3.5	1.0	0.0	1.5	1.0	0.0	0.0	0.0
Whites Creek	King's Lane Design Center	2.0	1.0	0.0	0.0	1.0	0.0	0.0	0.0
Whites Creek	Nashville School of the Arts	4.0	1.0	1.0	0.0	1.0	0.0	0.0	1.0
Whites Creek	Whites Creek Comp High	9.5	1.0	3.0	3.5	1.0	0.0	0.0	1.0
<b>AVERAGE FOR WHITES CREEK CLUSTER</b>		<b>3.5</b>	<b>1.0</b>	<b>0.6</b>	<b>0.7</b>	<b>1.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.2</b>
<b>ELEMENTARY SCHOOL AVERAGE</b>		<b>2.6</b>	<b>1.0</b>	<b>0.4</b>	<b>0.2</b>	<b>1.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>
<b>MIDDLE SCHOOL AVERAGE</b>		<b>3.1</b>	<b>1.0</b>	<b>0.6</b>	<b>0.5</b>	<b>1.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>
<b>HIGH SCHOOL AVERAGE</b>		<b>10.7</b>	<b>1.0</b>	<b>3.2</b>	<b>4.3</b>	<b>1.1</b>	<b>0.0</b>	<b>0.0</b>	<b>1.1</b>
<b>MAGNET SCHOOL AVERAGE</b>		<b>4.2</b>	<b>1.0</b>	<b>0.9</b>	<b>0.8</b>	<b>1.1</b>	<b>0.0</b>	<b>0.0</b>	<b>0.4</b>
<b>AVERAGE FOR OTHER SCHOOLS</b>		<b>2.3</b>	<b>0.6</b>	<b>0.4</b>	<b>0.1</b>	<b>0.8</b>	<b>0.0</b>	<b>0.2</b>	<b>0.2</b>
<b>AVERAGE FOR ALL SCHOOLS</b>		<b>3.5</b>	<b>1.0</b>	<b>0.7</b>	<b>0.7</b>	<b>1.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.1</b>
<b>TOTAL FOR ALL SCHOOLS</b>		<b>435.0</b>	<b>122.0</b>	<b>88.0</b>	<b>82.0</b>	<b>125.0</b>	<b>1.0</b>	<b>1.0</b>	<b>16.0</b>

Source: Metropolitan Nashville Public Schools, 2000.

\*See Recommendation 5-20 for a related recommendation.

- schools in the Antioch cluster average 1.5 school secretaries/clerks, while Maplewood cluster schools average only 0.4.

At the level of individual schools, the exhibit shows that:

- Tulip Grove Elementary has two principals, while most other schools have one (and a small number have none);
- Antioch, Hunters Lane, and McGavock high schools each have four assistant principals, while most other high schools have two or three, and all other schools have one or none; and
- Only Lockeland Middle School reports employing any social workers (1.0).

Exhibit 3-12 shows the number of student services employees by type within Metropolitan Nashville Public Schools. This category includes educational assistants, guidance counselors, guidance clerks, librarians, and library information specialists. The school system employs a total of 953 student services employees, of whom nearly two-thirds (613) are educational assistants. On average, schools have 7.6 student services employees, 4.9 of whom are educational assistants, as well as one guidance counselor and one librarian. Guidance clerks and library information specialists are less common throughout the school system; schools employ an average of 0.3 guidance clerks and 0.4 library information specialists.

Comparing by types of schools, the exhibit shows that:

- high schools employ the largest student services staff, averaging 17.6 employees, while elementary schools average the smallest staff (7.9 employees);
- high schools employ the highest average number of educational assistants (8.7), guidance counselors (4.6), librarians (2.1), guidance clerks (1.2); and
- schools classified as "other" have the second highest average number of educational assistants (7.3), but have averages among the lowest numbers in all other categories.

As can be seen by comparing among clusters of schools:

- schools in the Antioch cluster have the highest average number of total student service employees (9.7), while Whites Creek cluster schools average only 5.4 student service employees;
- Pearl-Cohn cluster schools have the highest average number of educational assistants (6.0), followed by Antioch schools with 5.8. Schools in the Whites Creek cluster average the lowest, only 3.0 educational assistants;
- Antioch cluster schools have the highest average number of guidance counselors (1.8), while Hillwood cluster schools average only 0.7 guidance counselors; and

**EXHIBIT 3-12  
STUDENT SERVICES STAFF BY TYPE\*  
2000-01 SCHOOL YEAR**

CLUSTER	SCHOOL	TOTAL	EDUCATIONAL ASSISTANT	GUIDANCE CLERK	GUIDANCE/ COUNSELING	LIBRARIAN	LIBRARY INFORMATION SPECIALIST
Antioch	Antioch High	21	9	2	7	2	1
Antioch	Antioch Middle	13	9	0	2	1	1
Antioch	Apollo Middle	5	2	0	2	1	0
Antioch	Cole Elementary	9	6	0	1	1	1
Antioch	Johnson Middle	3	2	0	0	1	0
Antioch	Lakeview Elementary	8	5	0	1	1	1
Antioch	Moss, J. E. Elementary	11	8	0	1	1	1
Antioch	Mt. View Elementary	7	4	0	1	1	1
Antioch	Una Elementary	10	7	0	1	1	1
<b>AVERAGE FOR ANTIOCH CLUSTER</b>		<b>9.7</b>	<b>5.8</b>	<b>0.2</b>	<b>1.8</b>	<b>1.1</b>	<b>0.8</b>
Glenciff	Berry Elementary	4	3	0	0	1	0
Glenciff	Cameron Middle	6	1	1	2	1	1
Glenciff	Fall-Hamilton Elementary	4	3	0	0	1	0
Glenciff	Glenciff Comp High	21	11	1	6	2	1
Glenciff	Glenciff Elementary	6	5	0	0	1	0
Glenciff	Glengarry Elementary	7	5	0	0	2	0
Glenciff	Glenview Elementary	8	6	0	1	1	0
Glenciff	Paragon Mills Elementary	6	4	0	1	1	0
Glenciff	Whitsitt Elementary	6	5	0	1	0	0
Glenciff	Wright Middle	8	3	1	3	1	0
<b>AVERAGE FOR GLENCLIFF CLUSTER</b>		<b>7.6</b>	<b>4.6</b>	<b>0.3</b>	<b>1.4</b>	<b>1.1</b>	<b>0.2</b>
Hillsboro	Carter-Lawrence Magnet	6	5	0	0	1	0
Hillsboro	Cohn Adult Learning Center	1	0	0	1	0	0
Hillsboro	Cohn Alternative Center	3	3	0	0	0	0
Hillsboro	Eakin Elementary	6	3	0	1	1	1
Hillsboro	Green, Julia Elementary	5	4	0	0	1	0
Hillsboro	Harris-Hillman (Special Ed.)	16	15	0	0	1	0
Hillsboro	Hillsboro Comp High	14	5	1	5	2	1
Hillsboro	Hume-Fogg Magnet	5	0	1	2	1	1
Hillsboro	Moore Middle	11	7	1	2	1	0
Hillsboro	Murphy Alternative Center	2	2	0	0	0	0
Hillsboro	Murrell (Special Ed)	12	12	0	0	0	0
Hillsboro	Priest, Percy Elementary	2	1	0	0	1	0
Hillsboro	Stokes, Walter Middle	5	4	0	0	1	0
Hillsboro	Sylvan Park Elementary	4	3	0	0	1	0
Hillsboro	West End Middle	7	4	1	1	1	0

**EXHIBIT 3-12 (Continued)**  
**STUDENT SERVICES STAFF BY TYPE\***  
**2000-01 SCHOOL YEAR**

CLUSTER	SCHOOL	TOTAL	EDUCATIONAL ASSISTANT	GUIDANCE CLERK	GUIDANCE/ COUNSELING	LIBRARIAN	LIBRARY INFORMATION SPECIALIST
Hillwood	Bellevue Middle	7	3	1	1	1	1
Hillwood	Brookmeade Elementary	3	2	0	0	1	0
Hillwood	Buena Vista Paideia Magnet	5	2	0	1	1	1
Hillwood	Charlotte Park Elementary	4	3	0	0	1	0
Hillwood	Early, John Middle	8	7	0	0	1	0
Hillwood	Gower Elementary	13	12	0	0	1	0
Hillwood	Harpeth Valley Elementary	6	3	0	1	1	1
Hillwood	Hill, H. G. Elementary	4	3	0	0	1	0
Hillwood	Hill, H. G. Middle	10	7	0	1	2	0
Hillwood	Hillwood Comp High	16	9	1	3	2	1
Hillwood	Hull-Jackson Montessori Magnet	13	12	0	0	1	0
Hillwood	Westmeade Elementary	6	4	0	1	1	0
Hillwood	Wharton Middle Magnet	3	1	0	1	1	0
<b>AVERAGE FOR HILLWOOD CLUSTER</b>		<b>7.5</b>	<b>5.2</b>	<b>0.2</b>	<b>0.7</b>	<b>1.2</b>	<b>0.3</b>
Hunters Lane	Amqui Elementary	7	5	0	1	1	0
Hunters Lane	Bellshire Elementary	10	8	0	1	1	0
Hunters Lane	Brick Church Middle	4	3	0	0	1	0
Hunters Lane	Gateway Elementary	2	1	0	0	1	0
Hunters Lane	Goodlettsville Elementary	4	3	0	0	1	0
Hunters Lane	Goodlettsville Middle	3	0	1	1	1	0
Hunters Lane	Hunters Lane Comp High	17	8	1	5	2	1
Hunters Lane	Madison (Special Ed)	10	10	0	0	0	0
Hunters Lane	Neely's Bend Elementary	6	4	0	0	1	1
Hunters Lane	Neely's Bend Middle	8	4	1	1	1	1
Hunters Lane	Old Center Elementary	3	2	0	0	1	0
Hunters Lane	Stratton Elementary	9	6	0	1	1	1
<b>AVERAGE FOR HUNTERS LANE CLUSTER</b>		<b>6.9</b>	<b>4.5</b>	<b>0.3</b>	<b>0.8</b>	<b>1.0</b>	<b>0.3</b>
Maplewood	Baxter, Jere Alternative	2	2	0	0	0	0
Maplewood	Baxter, Jere Middle	7	4	1	0	1	1
Maplewood	Chadwell Elementary	6	4	0	1	1	0
Maplewood	Cotton, Hattie Elementary	9	7	0	1	1	0
Maplewood	Gra-Mar Elementary	7	5	0	1	1	0
Maplewood	Highland Hghts Middle	6	4	1	1	0	0
Maplewood	Joy, Tom Elementary	7	5	0	1	1	0
Maplewood	Maplewood Comp High	17	11	1	3	2	0
Maplewood	Shwab Elementary	8	6	0	1	1	0
<b>AVERAGE FOR MAPLEWOOD CLUSTER</b>		<b>7.7</b>	<b>5.3</b>	<b>0.3</b>	<b>1.0</b>	<b>0.9</b>	<b>0.1</b>

**EXHIBIT 3-12 (Continued)  
STUDENT SERVICES STAFF BY TYPE\*  
2000-01 SCHOOL YEAR**

CLUSTER	SCHOOL	TOTAL	EDUCATIONAL ASSISTANT	GUIDANCE CLERK	GUIDANCE/ COUNSELING	LIBRARIAN	LIBRARY INFORMATION SPECIALIST
<b>AVERAGE FOR HILLSBORO CLUSTER</b>		<b>6.6</b>	<b>4.5</b>	<b>0.3</b>	<b>0.8</b>	<b>0.8</b>	<b>0.2</b>
McGavock	Allen, Margaret Elementary	2	1	0	0	1	0
McGavock	Caldwell Early Childhood Center	12	10	0	0	2	0
McGavock	Dodson Elementary (new)	8	4	0	1	2	1
McGavock	Donelson Middle	6	0	2	1	1	2
McGavock	DuPont Elementary	8	5	0	1	1	1
McGavock	DuPont Middle (Hadley)	6	3	1	1	1	0
McGavock	DuPont Middle (Tyler)	8	3	1	2	1	1
McGavock	Glenn Enhanced Option	6	5	0	0	1	0
McGavock	Hermitage Elementary	4	3	0	0	1	0
McGavock	Hickman Elementary	10	7	0	1	1	1
McGavock	Jackson, Andrew Elementary	6	3	0	1	1	1
McGavock	McGavock Comp High	29	17	2	6	3	1
McGavock	McGavock Elementary	4	3	0	0	1	0
McGavock	Napier Enhanced Option	11	10	0	0	1	0
McGavock	Pennington Elementary	6	5	0	0	1	0
McGavock	Tulip Grove Elementary	11	8	0	1	1	1
McGavock	Two Rivers Middle	10	6	1	1	1	1
<b>AVERAGE FOR MCGAVOCK CLUSTER</b>		<b>8.6</b>	<b>5.5</b>	<b>0.4</b>	<b>0.9</b>	<b>1.2</b>	<b>0.6</b>
Overton	Binkley, Norman Elementary	8	7	0	0	1	0
Overton	Crieve Hall Elementary	5	4	0	0	1	0
Overton	Glendale Middle	3	2	0	0	1	0
Overton	Granbery Elementary	9	6	0	1	1	1
Overton	Haywood Elementary	13	10	0	1	1	1
Overton	McMurray Middle	7	3	2	1	1	0
Overton	Overton Comp High	13	5	1	4	2	1
Overton	Rose Park Middle	6	4	0	0	1	1
Overton	Tusculum Elementary	8	5	0	1	1	1
<b>AVERAGE FOR OVERTON CLUSTER</b>		<b>8.0</b>	<b>5.1</b>	<b>0.3</b>	<b>0.9</b>	<b>1.1</b>	<b>0.6</b>
Pearl-Cohn	Bass, W. A. Middle	7	4	1	1	1	0
Pearl-Cohn	Cockrill Elementary	8	7	0	0	1	0
Pearl-Cohn	Head Magnet	6	3	0	1	1	1
Pearl-Cohn	King, Martin Luther Jr. Magnet	5	0	1	2	1	1
Pearl-Cohn	McCann Elementary	2	1	0	0	1	0
Pearl-Cohn	McKissack Middle	9	7	0	0	1	1
Pearl-Cohn	Park Avenue Enhanced Option	17	16	0	0	1	0
Pearl-Cohn	Pearl-Cohn Comp High Magnet	16	10	1	3	1	1



**EXHIBIT 3-12 (Continued)  
STUDENT SERVICES STAFF BY TYPE\*  
2000-01 SCHOOL YEAR**

CLUSTER	SCHOOL	TOTAL	EDUCATIONAL ASSISTANT	GUIDANCE CLERK	GUIDANCE/ COUNSELING	LIBRARIAN	LIBRARY INFORMATION SPECIALIST
<b>AVERAGE FOR PEARL-COHN CLUSTER</b>		<b>8.8</b>	<b>6.0</b>	<b>0.4</b>	<b>0.9</b>	<b>1.0</b>	<b>0.5</b>
Stratford	Dalewood Elementary	4	4	0	0	0	0
Stratford	East Magnet	6	1	1	2	1	1
Stratford	East Middle	8	6	0	1	1	0
Stratford	Howe, Cora Elementary	9	8	0	0	1	0
Stratford	Inglewood Elementary	6	3	0	1	1	1
Stratford	Kirkpatrick Elementary	7	5	0	1	1	0
Stratford	Litton, Isaac Middle	7	3	1	1	1	1
Stratford	Lockeland Middle	5	4	0	0	1	0
Stratford	Meigs Middle Magnet	4	0	1	1	1	1
Stratford	Mills, Dan Elementary	6	4	0	0	1	1
Stratford	Rosebank Elementary	8	5	0	1	1	1
Stratford	Ross Elementary	8	7	0	0	1	0
Stratford	Stratford Comp High	12	5	1	3	2	1
Stratford	Warner Elementary	8	5	0	1	1	1
<b>AVERAGE FOR STRATFORD CLUSTER</b>		<b>7.0</b>	<b>4.3</b>	<b>0.3</b>	<b>0.9</b>	<b>1.0</b>	<b>0.6</b>
Whites Creek	Bordeaux Elementary	4	3	0	0	1	0
Whites Creek	Cumberland Elementary	7	5	0	1	1	0
Whites Creek	Ewing Park Middle	8	5	1	1	1	0
Whites Creek	Green, Alex Elementary	3	2	0	0	1	0
Whites Creek	Haynes Middle	2	1	0	0	1	0
Whites Creek	Joelton Elementary	3	2	0	0	1	0
Whites Creek	Joelton Middle	7	4	1	1	1	0
Whites Creek	King's Lane Design Center	3	1	0	0	1	1
Whites Creek	Nashville School of the Arts	2	0	0	1	1	0
Whites Creek	Whites Creek Comp High	15	7	1	4	2	1
<b>AVERAGE FOR WHITES CREEK CLUSTER</b>		<b>5.4</b>	<b>3.0</b>	<b>0.3</b>	<b>0.8</b>	<b>1.1</b>	<b>0.2</b>
<b>ELEMENTARY SCHOOL AVERAGE</b>		<b>7.9</b>	<b>4.9</b>	<b>0.0</b>	<b>1.0</b>	<b>1.0</b>	<b>1.0</b>
<b>MIDDLE SCHOOL AVERAGE</b>		<b>8.6</b>	<b>4.1</b>	<b>1.1</b>	<b>1.3</b>	<b>1.0</b>	<b>1.1</b>
<b>HIGH SCHOOL AVERAGE</b>		<b>17.6</b>	<b>8.7</b>	<b>1.2</b>	<b>4.6</b>	<b>2.1</b>	<b>1.0</b>
<b>MAGNET SCHOOL AVERAGE</b>		<b>9.4</b>	<b>4.9</b>	<b>1.0</b>	<b>1.6</b>	<b>1.0</b>	<b>1.0</b>
<b>AVERAGE FOR OTHER SCHOOLS</b>		<b>9.3</b>	<b>7.3</b>	<b>0.0</b>	<b>1.0</b>	<b>1.0</b>	<b>0.0</b>
<b>AVERAGE FOR ALL SCHOOLS</b>		<b>7.6</b>	<b>4.9</b>	<b>0.3</b>	<b>1.0</b>	<b>1.0</b>	<b>0.4</b>
<b>TOTAL FOR ALL SCHOOLS</b>		<b>953</b>	<b>613</b>	<b>37</b>	<b>121</b>	<b>132</b>	<b>50</b>

Source: Metropolitan Nashville Public Schools, 2000.

\*See Recommendation 6-32 for a related recommendation.

- Antioch cluster schools have the highest average number of library information specialists (0.8); Maplewood cluster schools average only 0.1 library information specialists.

Comparing individual schools, the exhibit indicates that:

- McGavock Comprehensive High School has the highest total number of student services employees (29), while Cohn Adult Learning Center has only one employee in this category;
- Antioch High School has the highest number of guidance counselors (7), while many schools have one or zero; and
- fewer than half of all schools in the school system employ a library information specialist; Donelson Middle has the highest number of these employees, with two.

Exhibit 3-13 shows the number of square feet of permanent building space per custodial worker and the number of students per food services worker by school. Metropolitan Nashville Public Schools employs a total of 531 custodial employees, and 606 food services workers. Schools within the system average 20,336 square feet of permanent building space per custodial workers and 110 students per food services employee.

Among types of schools, the exhibit indicates that:

- elementary schools have the lowest permanent building square footage per custodial employee (18,285), while schools classified as "other" have the highest (30,059); and
- high schools average the most students per food services worker (159), while schools classified as "other" have the lowest average (69). However, this figure includes numbers for only two schools, Harris-Hillman and Murrell.

Comparing among clusters of schools, the exhibit shows that:

- schools in the Antioch cluster have the highest average permanent building square footage per custodial employee (24, 575), as well as the highest average number of students per food services employee (138);
- schools in the Maplewood cluster have the lowest average permanent building square footage per custodial employee (16,417), followed by the Hillwood cluster of schools (19,021); and
- Hunters Lane cluster schools have the lowest average number of students per food services worker (88), followed by the Maplewood and Whites Creek clusters, with 98 each.

**EXHIBIT 3-13  
PERMANENT BUILDING SQUARE FEET PER CUSTODIAL WORKER\*  
AND STUDENTS PER FOOD SERVICES WORKER  
2000-01 SCHOOL YEAR**

<b>CLUSTER</b>	<b>SCHOOL NAME</b>	<b>PERMANENT BUILDING SQUARE FEET PER CUSTODIAL WORKER</b>	<b>STUDENTS/ FOOD SERVICES WORKER</b>
none	Robertson Academy G/T	21,400	N/A
Antioch	Antioch High	26,127	171
Antioch	Antioch Middle	22,079	126
Antioch	Apollo Middle	30,112	139
Antioch	Cole Elementary	30,577	122
Antioch	Johnson Middle	22,981	52
Antioch	Lakeview Elementary	25,401	151
Antioch	Moss, J. E. Elementary	21,545	136
Antioch	Mt. View Elementary	not available	205
Antioch	Una Elementary	20,954	138
<b>AVERAGE FOR ANTIOCH CLUSTER</b>		<b>24,575</b>	<b>138</b>
Glenciff	Berry Elementary	12,771	87
Glenciff	Cameron Middle	20,778	117
Glenciff	Fall-Hamilton Elementary	21,490	97
Glenciff	Glenciff Comp High	25,236	156
Glenciff	Glenciff Elementary	20,000	131
Glenciff	Glegarry Elementary	12,510	72
Glenciff	Glenview Elementary	11,814	98
Glenciff	Paragon Mills Elementary	18,306	92
Glenciff	Whitsitt Elementary	33,650	98
Glenciff	Wright Middle	21,399	124
<b>AVERAGE FOR GLENCLIFF CLUSTER</b>		<b>19,795</b>	<b>107</b>
Hillsboro	Carter-Lawrence Magnet	19,775	93
Hillsboro	Cohn Adult Learning Center	45,119	N/A
Hillsboro	Eakin Elementary	8,077	172
Hillsboro	Green, Julia Elementary	18,219	113
Hillsboro	Harris-Hillman (Special Ed.)	21,913	44
Hillsboro	Hillsboro Comp High	24,833	294
Hillsboro	Hume-Fogg Magnet	25,915	198
Hillsboro	Moore Middle	18,181	103
Hillsboro	Murphy Alternative Center	10,926	N/A
Hillsboro	Murrell (Special Ed)	18,567	26
Hillsboro	Priest, Percy Elementary	18,146	139
Hillsboro	Stokes, Walter Middle	14,624	112
Hillsboro	Sylvan Park Elementary	14,417	100
Hillsboro	West End Middle	24,879	95
<b>AVERAGE FOR HILLSBORO CLUSTER</b>		<b>20,256</b>	<b>124</b>
Hillwood	Bellevue Middle	24,777	125
Hillwood	Brookmeade Elementary	26,561	80
Hillwood	Buena Vista (Jones) Paideia Magnet	not available	158
Hillwood	Buena Vista Paideia Magnet	11,022	77
Hillwood	Charlotte Park Elementary	14,680	111
Hillwood	Early, John Middle	17,022	52
Hillwood	Gower Elementary	20,008	113
Hillwood	Harpeth Valley Elementary	14,860	153
Hillwood	Hill, H. G. Elementary	11,051	84
Hillwood	Hill, H. G. Middle	21,411	129
Hillwood	Hillwood Comp High	20,373	218
Hillwood	Hull-Jackson Montessori Magnet	19,525	125

**EXHIBIT 3-13 (Continued)  
PERMANENT BUILDING SQUARE FEET PER CUSTODIAL WORKER\*  
AND STUDENTS PER FOOD SERVICES WORKER  
2000-01 SCHOOL YEAR**

<b>CLUSTER</b>	<b>SCHOOL NAME</b>	<b>PERMANENT BUILDING SQUARE FEET PER CUSTODIAL WORKER</b>	<b>STUDENTS/ FOOD SERVICES WORKER</b>
Hillwood	Westmeade Elementary	26,729	96
Hillwood	Wharton Middle Magnet	19,253	153
<b>AVERAGE FOR HILLWOOD CLUSTER</b>		<b>19,021</b>	<b>120</b>
Hunters Lane	Amqui Elementary	26,569	90
Hunters Lane	Bellshire Elementary	20,282	77
Hunters Lane	Brick Church Middle	21,159	78
Hunters Lane	Gateway Elementary	11,802	44
Hunters Lane	Goodlettsville Elementary	not available	91
Hunters Lane	Goodlettsville Middle	14,672	89
Hunters Lane	Hunters Lane Comp High	22,734	161
Hunters Lane	Madison (Special Ed)	37,184	N/A
Hunters Lane	Neely's Bend Elementary	10,284	99
Hunters Lane	Neely's Bend Middle	19,416	120
Hunters Lane	Old Center Elementary	17,387	48
Hunters Lane	Stratton Elementary	25,452	68
<b>AVERAGE FOR HUNTERS LANE CLUSTER</b>		<b>20,631</b>	<b>88</b>
Maplewood	Baxter, Jere Alternative	18,375	N/A
Maplewood	Baxter, Jere Middle	not available	94
Maplewood	Chadwell Elementary	14,475	91
Maplewood	Cotton, Hattie Elementary	16,750	104
Maplewood	Gra-Mar Elementary	9,351	104
Maplewood	Highland Hghts Middle	18,810	71
Maplewood	Joy, Tom Elementary	16,000	74
Maplewood	Maplewood Comp High	20,571	144
Maplewood	Shwab Elementary	17,000	101
<b>AVERAGE FOR MAPLEWOOD CLUSTER</b>		<b>16,417</b>	<b>98</b>
McGavock	Allen, Margaret Elementary	16,288	114
McGavock	Caldwell Early Childhood Center	26,784	42
McGavock	Dodson Elementary (new)	13,127	107
McGavock	Dodson Elementary (old)	not available	77
McGavock	Donelson Middle	22,498	127
McGavock	DuPont Elementary	20,124	124
McGavock	DuPont Middle (Hadley)	20,428	95
McGavock	DuPont Middle (Tyler)	24,781	119
McGavock	Glenn Enhanced Option	18,253	64
McGavock	Hermitage Elementary	20,672	88
McGavock	Hickman Elementary	23,822	131
McGavock	Jackson, Andrew Elementary	18,123	130
McGavock	McGavock Comp High	21,719	125
McGavock	McGavock Elementary	19,373	81
McGavock	Napier Enhanced Option	25,048	89
McGavock	Pennington Elementary	17,504	91
McGavock	Tulip Grove Elementary	20,388	130
McGavock	Two Rivers Middle	22,730	134
<b>AVERAGE FOR MCGAVOCK CLUSTER</b>		<b>20,686</b>	<b>104</b>
Overton	Binkley, Norman Elementary	19,214	97
Overton	Crieve Hall Elementary	17,478	100
Overton	Glendale Middle	14,950	124
Overton	Granbery Elementary	18,509	179

**EXHIBIT 3-13 (Continued)  
PERMANENT BUILDING SQUARE FEET PER CUSTODIAL WORKER\*  
AND STUDENTS PER FOOD SERVICES WORKER  
2000-01 SCHOOL YEAR**

<b>CLUSTER</b>	<b>SCHOOL NAME</b>	<b>PERMANENT BUILDING SQUARE FEET PER CUSTODIAL WORKER</b>	<b>STUDENTS/ FOOD SERVICES WORKER</b>
Overton	Haywood Elementary	18,205	109
Overton	McMurray Middle	30,788	140
Overton	Overton Comp High	22,079	176
Overton	Rose Park Middle	18,581	104
Overton	Tusculum Elementary	13,506	163
<b>AVERAGE FOR OVERTON CLUSTER</b>		<b>19,256</b>	<b>132</b>
Pearl-Cohn	Bass, W. A. Middle	14,909	100
Pearl-Cohn	Cockrill Elementary	19,075	102
Pearl-Cohn	Head Magnet	21,909	113
Pearl-Cohn	King, Martin Luther Jr. Magnet	20,148	175
Pearl-Cohn	McCann Elementary	42,211	44
Pearl-Cohn	McKissack Middle	16,296	91
Pearl-Cohn	Park Avenue Enhanced Option	20,600	125
Pearl-Cohn	Pearl-Cohn Comp High Magnet	21,961	119
<b>AVERAGE FOR PEARL-COHN CLUSTER</b>		<b>22,139</b>	<b>109</b>
Stratford	Dalewood Elementary	19,745	63
Stratford	East Magnet	not available	159
Stratford	East Middle	41,662	98
Stratford	Howe, Cora Elementary	8,544	119
Stratford	Inglewood Elementary	22,321	83
Stratford	Kirkpatrick Elementary	19,063	83
Stratford	Litton, Isaac Middle	22,342	130
Stratford	Lockeland Middle	13,392	84
Stratford	Meigs Middle Magnet	20,930	155
Stratford	Mills, Dan Elementary	24,602	94
Stratford	Rosebank Elementary	20,194	90
Stratford	Ross Elementary	15,333	66
Stratford	Stratford Comp High	23,426	147
Stratford	Warner Elementary	21,815	79
<b>AVERAGE FOR STRATFORD CLUSTER</b>		<b>21,028</b>	<b>104</b>
Whites Creek	Bordeaux Elementary	16,616	69
Whites Creek	Cumberland Elementary	17,108	101
Whites Creek	Ewing Park Middle	16,766	133
Whites Creek	Green, Alex Elementary	22,134	64
Whites Creek	Haynes Middle	23,691	82
Whites Creek	Joelton Elementary	20,867	107
Whites Creek	Joelton Middle	19,662	121
Whites Creek	King's Lane Design Center	18,755	73
Whites Creek	Nashville School of the Arts	21,920	101
Whites Creek	Whites Creek Comp High	19,766	128
<b>AVERAGE FOR WHITES CREEK CLUSTER</b>		<b>19,728</b>	<b>98</b>
<b>ELEMENTARY SCHOOL AVERAGE</b>		<b>18,285</b>	<b>101</b>
<b>MIDDLE SCHOOL AVERAGE</b>		<b>21,311</b>	<b>109</b>
<b>HIGH SCHOOL AVERAGE</b>		<b>22,570</b>	<b>159</b>
<b>MAGNET SCHOOL AVERAGE</b>		<b>20,885</b>	<b>132</b>
<b>AVERAGE FOR OTHER SCHOOLS</b>		<b>30,059</b>	<b>69</b>
<b>AVERAGE FOR ALL SCHOOLS</b>		<b>20,336</b>	<b>110</b>

Source: Metropolitan Nashville Public Schools, 2000.

\* See Recommendation 11-18 for a related recommendation. Note: Calculated square feet per custodian in this exhibit are for permanent building space only; Chapter 11 shows total square footage per custodian.

As can be seen by comparing among individual schools:

- Eakin Elementary is the school with the lowest number of permanent building square feet per custodial worker (8,077), while Cohn Adult Learning Center has the highest (45,119);
- several schools are reported as having zero food services workers; most of these schools are in the "other" category; and
- Murrell, a special education facility, has the lowest number of students per food services worker (26), while Hillsboro Comprehensive High has the highest number (294).

### **3.2 Enrollment and Student Demographics**

As of November 1, 2000, Metropolitan Nashville Public Schools has a student enrollment of 69,717 for the first attendance period of the 2000-01 school year. Exhibit 3-14 illustrates how enrollment is disaggregated by grade and by school. Full-time special education students are counted separately; their numbers are not included in the counts by grade. Averages by cluster and for all schools include only those schools which have enrollments greater than zero in the indicated grade (for example, a high school with zero enrollment in first grade is not included in the first grade average for a cluster or for all schools).

The grade with the largest enrollment (6,175 students) is grade nine; all other high school grades have enrollments of less than 5,000 students. Grades K-7 have enrollments over 5,000 students. The smallest enrollment in the school system is pre-kindergarten, with 640 students, followed by 12<sup>th</sup> grade, with 2,978. Full-time special education enrollment is lower than that of any grade except pre-kindergarten, with 2,348 full-time special education students in the school system.

Comparing by types of schools, Exhibit 3-14 indicates that:

- high schools have the highest average full-time special education enrollment (68) while elementary schools have the lowest (8);
- one-third of students in schools classified as "other" are full-time special education students (an average of 30 out of an average total enrollment of 89 students);
- magnet schools have the highest average pre-kindergarten enrollments (19); and
- high schools have the highest average total enrollment (1,463 students), while other schools have the lowest (89).

**EXHIBIT 3-14  
ENROLLMENT BY GRADE  
2000-01 SCHOOL YEAR**

CLUSTER	SCHOOL	PRE-K	K	1 <sup>ST</sup>	2 <sup>ND</sup>	3 <sup>RD</sup>	4 <sup>TH</sup>	5 <sup>TH</sup>	6 <sup>TH</sup>	7 <sup>TH</sup>	8 <sup>TH</sup>	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>	F/T SPEC ED*	TOTAL
none	Robertson Academy G/T	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Antioch	Antioch High	0	0	0	0	0	0	0	0	0	0	632	505	443	381	87	2,048
Antioch	Antioch Middle	0	0	0	0	0	0	243	280	226	211	46	0	0	0	0	1,006
Antioch	Apollo Middle	0	0	0	0	0	0	177	133	252	254	0	0	0	0	17	833
Antioch	Cole Elementary	0	118	146	129	171	158	0	0	0	0	0	0	0	0	12	734
Antioch	Johnson Middle	0	0	0	0	0	0	71	73	0	0	0	0	0	0	12	156
Antioch	Lakeview Elementary	0	129	105	121	119	123	0	0	0	0	0	0	0	0	6	603
Antioch	Moss, J. E. Elementary	0	195	193	181	197	172	0	0	0	0	0	0	0	0	12	950
Antioch	Mt. View Elementary	0	141	168	159	181	167	0	0	0	0	0	0	0	0	5	821
Antioch	Una Elementary	0	116	130	157	153	120	0	0	0	0	0	0	0	0	15	691
<b>AVERAGE FOR ANTIOCH CLUSTER*</b>		<b>0</b>	<b>140</b>	<b>148</b>	<b>149</b>	<b>164</b>	<b>148</b>	<b>164</b>	<b>162</b>	<b>239</b>	<b>233</b>	<b>339</b>	<b>505</b>	<b>443</b>	<b>381</b>	<b>21</b>	<b>871</b>
Glenciff	Berry Elementary	37	41	84	98	0	0	0	0	0	0	0	0	0	0	0	260
Glenciff	Cameron Middle	0	0	0	0	0	0	227	216	167	176	0	0	0	0	32	818
Glenciff	Fall-Hamilton Elementary	0	29	46	48	46	37	47	30	0	0	0	0	0	0	7	290
Glenciff	Glenciff Comprehensive High	0	0	0	0	0	0	0	0	0	0	500	390	333	244	90	1,557
Glenciff	Glenciff Elementary	0	60	0	0	96	112	126	115	0	0	0	0	0	0	15	524
Glenciff	Glengarry Elementary	0	42	51	34	45	35	0	0	0	0	0	0	0	0	9	216
Glenciff	Glenview Elementary	0	87	75	89	59	73	0	0	0	0	0	0	0	0	7	390
Glenciff	Paragon Mills Elementary	0	100	79	110	82	87	0	0	0	0	0	0	0	0	1	459
Glenciff	Whitsitt Elementary	0	92	107	97	95	71	58	59	0	0	0	0	0	0	9	588
Glenciff	Wright Middle	0	0	0	0	0	0	117	126	378	336	0	0	0	0	33	990
<b>AVERAGE FOR GLENCLIFF CLUSTER*</b>		<b>37</b>	<b>64</b>	<b>74</b>	<b>79</b>	<b>71</b>	<b>69</b>	<b>115</b>	<b>109</b>	<b>273</b>	<b>256</b>	<b>500</b>	<b>390</b>	<b>333</b>	<b>244</b>	<b>23</b>	<b>609</b>
Hillsboro	Carter-Lawrence Magnet	55	92	71	61	39	53	0	0	0	0	0	0	0	0	1	372
Hillsboro	Cohn Adult Learning Center	0	0	0	0	0	0	0	0	1	1	67	47	161	7	0	284
Hillsboro	Cohn Alternative Center	0	0	0	0	0	0	0	0	0	4	8	17	8	4	1	42
Hillsboro	Eakin Elementary	0	96	100	94	91	108	108	92	0	0	0	0	0	0	0	689
Hillsboro	Green, Julia Elementary	0	91	88	97	89	79	0	0	0	0	0	0	0	0	7	451
Hillsboro	Harris-Hillman (Special Ed.)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	87	87
Hillsboro	Hillsboro Comprehensive High	0	0	0	0	0	0	0	0	0	0	318	274	286	262	35	1,175
Hillsboro	Hume-Fogg Magnet	0	0	0	0	0	0	0	0	0	0	226	219	200	146	1	792
Hillsboro	Moore Middle	0	0	0	0	0	0	0	0	213	172	0	0	0	0	26	411
Hillsboro	Murphy Alternative Center	0	0	0	1	0	0	3	0	2	1	4	2	2	0	0	15
Hillsboro	Murrell (Special Ed)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	51	51
Hillsboro	Priest, Percy Elementary	0	80	82	89	73	92	0	0	0	0	0	0	0	0	0	416
Hillsboro	Stokes, Walter Middle	0	19	0	0	0	0	151	156	0	0	0	0	0	0	10	336
Hillsboro	Sylvan Park Elementary	0	45	57	58	45	89	0	0	0	0	0	0	0	0	5	299
Hillsboro	West End Middle	0	0	0	0	0	0	0	0	129	121	0	0	0	0	36	286
<b>AVERAGE FOR HILLSBORO CLUSTER*</b>		<b>55</b>	<b>71</b>	<b>80</b>	<b>67</b>	<b>67</b>	<b>84</b>	<b>87</b>	<b>124</b>	<b>86</b>	<b>60</b>	<b>125</b>	<b>112</b>	<b>131</b>	<b>105</b>	<b>24</b>	<b>380</b>
Hillwood	Bellevue Middle	0	0	0	0	0	0	170	132	151	145	0	0	0	0	28	626
Hillwood	Brookmeade Elementary	0	57	68	63	62	70	0	0	0	0	0	0	0	0	0	320

**EXHIBIT 3-14 (Continued)  
ENROLLMENT BY GRADE  
2000-01 SCHOOL YEAR**

CLUSTER	SCHOOL	PRE-K	K	1 <sup>ST</sup>	2 <sup>ND</sup>	3 <sup>RD</sup>	4 <sup>TH</sup>	5 <sup>TH</sup>	6 <sup>TH</sup>	7 <sup>TH</sup>	8 <sup>TH</sup>	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>	F/T SPEC ED*	TOTAL
Hillwood	Buena Vista (Jones) Paideia Magnet	0	61	59	79	59	57	0	0	0	0	0	0	0	0	0	315
Hillwood	Buena Vista Paideia Magnet	0	0	0	0	0	0	141	139	51	56	0	0	0	0	0	387
Hillwood	Charlotte Park Elementary	0	53	84	63	61	71	0	0	0	0	0	0	0	0	0	332
Hillwood	Early, John Middle	34	41	0	0	0	0	39	39	0	0	0	0	0	0	4	157
Hillwood	Gower Elementary	0	70	92	100	80	86	0	0	0	0	0	0	0	0	25	453
Hillwood	Harpeth Valley Elementary	0	145	116	131	98	119	0	0	0	0	0	0	0	0	1	610
Hillwood	Hill, H. G. Elementary	0	43	39	21	34	31	0	0	0	0	0	0	0	0	0	168
Hillwood	Hill, H. G. Middle	0	0	0	0	0	0	149	95	145	105	0	0	0	0	22	516
Hillwood	Hillwood Comprehensive High	0	0	0	0	0	0	0	0	0	0	392	261	222	170	46	1,091
Hillwood	Hull-Jackson Montessori Magnet	134	64	76	92	71	64	0	0	0	0	0	0	0	0	0	501
Hillwood	Westmeade Elementary	0	99	87	98	91	99	0	0	0	0	0	0	0	0	5	479
Hillwood	Wharton Middle Magnet	0	47	0	0	0	0	185	173	123	81	0	0	0	0	1	610
<b>AVERAGE FOR HILLWOOD CLUSTER*</b>		<b>74</b>	<b>68</b>	<b>78</b>	<b>79</b>	<b>69</b>	<b>76</b>	<b>129</b>	<b>117</b>	<b>111</b>	<b>89</b>	<b>258</b>	<b>186</b>	<b>177</b>	<b>137</b>	<b>17</b>	<b>463</b>
Hunters Lane	Amqui Elementary	0	93	115	116	112	98	0	0	0	0	0	0	0	0	8	542
Hunters Lane	Bellshire Elementary	0	80	81	61	87	70	0	0	0	0	0	0	0	0	8	387
Hunters Lane	Brick Church Middle	0	59	0	0	0	0	95	70	0	0	0	0	0	0	10	234
Hunters Lane	Gateway Elementary	0	26	31	25	30	20	0	0	0	0	0	0	0	0	0	132
Hunters Lane	Goodlettsville Elementary	0	73	64	72	75	77	0	0	0	0	0	0	0	0	1	362
Hunters Lane	Goodlettsville Middle	0	0	0	0	0	0	100	93	138	110	0	0	0	0	5	446
Hunters Lane	Hunters Lane Comprehensive High	0	0	0	0	0	0	0	0	0	0	586	424	391	297	70	1,768
Hunters Lane	Madison (Special Ed)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	68	68
Hunters Lane	Neely's Bend Elementary	0	64	76	69	94	87	0	0	0	0	0	0	0	0	6	396
Hunters Lane	Neely's Bend Middle	0	0	0	0	0	0	204	152	180	149	0	0	0	0	33	718
Hunters Lane	Old Center Elementary	0	58	48	51	70	54	0	0	0	0	0	0	0	0	6	287
Hunters Lane	Stratton Elementary	0	112	134	137	103	117	0	0	0	0	0	0	0	0	9	612
<b>AVERAGE FOR HUNTERS LANE CLUSTER*</b>		<b>0</b>	<b>71</b>	<b>78</b>	<b>76</b>	<b>82</b>	<b>75</b>	<b>133</b>	<b>105</b>	<b>159</b>	<b>130</b>	<b>586</b>	<b>424</b>	<b>391</b>	<b>297</b>	<b>20</b>	<b>496</b>
Maplewood	Baxter, Jere Alternative	0	0	0	0	0	0	0	0	12	15	30	11	2	1	2	73
Maplewood	Baxter, Jere Middle	0	0	0	0	0	0	245	243	80	41	0	0	0	0	50	659
Maplewood	Chadwell Elementary	0	48	72	84	96	64	0	0	0	0	0	0	0	0	1	365
Maplewood	Cotton, Hattie Elementary	0	67	63	63	83	80	86	55	0	0	0	0	0	0	21	518
Maplewood	Gra-Mar Elementary	0	42	47	51	53	71	67	73	0	0	0	0	0	0	10	414
Maplewood	Highland Hghts Middle	0	0	0	0	0	0	0	0	167	168	0	0	0	0	20	355
Maplewood	Joy, Tom Elementary	0	107	117	100	79	93	0	0	0	0	0	0	0	0	25	521
Maplewood	Maplewood Comprehensive High	0	0	0	0	0	0	0	0	0	0	485	246	187	139	95	1,152
Maplewood	Shwab Elementary	0	74	83	76	67	65	54	60	0	0	0	0	0	0	25	504
<b>AVERAGE FOR MAPLEWOOD CLUSTER*</b>		<b>0</b>	<b>68</b>	<b>76</b>	<b>75</b>	<b>76</b>	<b>75</b>	<b>113</b>	<b>108</b>	<b>86</b>	<b>75</b>	<b>258</b>	<b>129</b>	<b>95</b>	<b>70</b>	<b>28</b>	<b>507</b>
McGavock	Allen, Margaret Elementary	0	52	32	33	37	44	77	65	0	0	0	0	0	0	2	342
McGavock	Caldwell Early Childhood Center	85	82	0	0	0	0	0	0	0	0	0	0	0	0	0	167
McGavock	Dodson Elementary (new)	0	0	166	157	147	162	0	0	0	0	0	0	0	0	8	640



**EXHIBIT 3-14 (Continued)  
ENROLLMENT BY GRADE  
2000-01 SCHOOL YEAR**

CLUSTER	SCHOOL	PRE-K	K	1 <sup>ST</sup>	2 <sup>ND</sup>	3 <sup>RD</sup>	4 <sup>TH</sup>	5 <sup>TH</sup>	6 <sup>TH</sup>	7 <sup>TH</sup>	8 <sup>TH</sup>	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>	F/T SPEC ED*	TOTAL
McGavock	Dodson Elementary (old)	0	153	0	0	0	0	0	0	0	0	0	0	0	0	0	153
McGavock	Donelson Middle	0	0	0	0	0	0	216	175	186	166	0	0	0	0	18	761
McGavock	DuPont Elementary	0	78	79	80	84	90	46	38	0	0	0	0	0	0	1	496
McGavock	DuPont Middle (Hadley)	0	0	0	0	0	0	96	91	185	177	0	0	0	0	18	567
McGavock	DuPont Middle (Tyler)	0	0	0	0	0	0	179	148	190	167	0	0	0	0	29	713
McGavock	Glenn Enhanced Option	53	42	52	40	33	35	0	0	0	0	0	0	0	0	2	257
McGavock	Hermitage Elementary	0	79	98	87	87	85	0	0	0	0	0	0	0	0	5	441
McGavock	Hickman Elementary	0	116	138	130	138	121	0	0	0	0	0	0	0	0	14	657
McGavock	Jackson, Andrew Elementary	0	98	102	112	107	90	0	0	0	0	0	0	0	0	12	521
McGavock	McGavock Comprehensive High	0	0	0	0	0	0	0	0	0	0	703	543	430	358	92	2,126
McGavock	McGavock Elementary	0	30	41	49	40	68	0	0	0	0	0	0	0	0	16	244
McGavock	Napier Enhanced Option	13	108	103	73	78	67	0	0	0	0	0	0	0	0	3	445
McGavock	Pennington Elementary	0	67	79	62	86	66	0	0	0	0	0	0	0	0	4	364
McGavock	Tulip Grove Elementary	0	109	136	152	110	132	0	0	0	0	0	0	0	0	9	648
McGavock	Two Rivers Middle	0	0	0	0	0	0	147	118	191	172	0	0	0	0	40	668
<b>AVERAGE FOR MCGAVOCK CLUSTER*</b>		<b>50</b>	<b>85</b>	<b>93</b>	<b>89</b>	<b>86</b>	<b>87</b>	<b>127</b>	<b>106</b>	<b>188</b>	<b>171</b>	<b>703</b>	<b>543</b>	<b>430</b>	<b>358</b>	<b>17</b>	<b>567</b>
Overton	Binkley, Norman Elementary	0	51	90	86	71	76	0	0	0	0	0	0	0	0	14	388
Overton	Crieve Hall Elementary	0	61	53	52	55	65	0	0	0	0	0	0	0	0	13	299
Overton	Glendale Middle	0	0	0	0	0	0	194	167	0	0	0	0	0	0	11	372
Overton	Granbery Elementary	0	155	184	196	193	163	0	0	0	0	0	0	0	0	5	896
Overton	Haywood Elementary	0	128	123	137	121	125	0	0	0	0	0	0	0	0	19	653
Overton	McMurray Middle	0	0	0	0	0	0	0	0	330	345	0	0	0	0	24	699
Overton	Overton Comprehensive High	0	0	0	0	0	0	0	0	0	0	463	358	287	263	35	1,406
Overton	Rose Park Middle	0	23	0	0	0	0	293	298	0	0	0	0	0	0	7	621
Overton	Tusculum Elementary	0	148	117	113	138	134	0	0	0	0	0	0	0	0	1	651
<b>AVERAGE FOR OVERTON CLUSTER*</b>		<b>0</b>	<b>94</b>	<b>113</b>	<b>117</b>	<b>116</b>	<b>113</b>	<b>244</b>	<b>233</b>	<b>330</b>	<b>345</b>	<b>463</b>	<b>358</b>	<b>287</b>	<b>263</b>	<b>14</b>	<b>665</b>
Pearl-Cohn	Bass, W. A. Middle	0	0	0	0	0	0	55	73	133	96	0	0	0	0	41	398
Pearl-Cohn	Cockrill Elementary	0	99	98	92	99	104	0	0	0	0	0	0	0	0	20	512
Pearl-Cohn	Head Magnet	36	44	0	0	0	0	201	194	56	33	0	0	0	0	1	565
Pearl-Cohn	King, Martin Luther Jr. Magnet	0	0	0	0	0	0	0	0	185	177	148	143	108	116	0	877
Pearl-Cohn	McCann Elementary	0	19	11	17	28	12	0	0	0	0	0	0	0	0	0	87
Pearl-Cohn	McKissack Middle	43	44	0	0	0	0	90	83	0	0	0	0	0	0	14	274
Pearl-Cohn	Park Avenue Enhanced Option	73	118	104	108	94	91	14	7	0	0	0	0	0	0	18	627
Pearl-Cohn	Pearl Cohn Comprehensive High Magnet	0	0	0	0	0	0	0	0	0	0	417	243	154	151	103	1,068
<b>AVERAGE FOR PEARL-COHN CLUSTER*</b>		<b>51</b>	<b>65</b>	<b>71</b>	<b>72</b>	<b>74</b>	<b>69</b>	<b>90</b>	<b>89</b>	<b>125</b>	<b>102</b>	<b>283</b>	<b>193</b>	<b>131</b>	<b>134</b>	<b>33</b>	<b>551</b>
Stratford	Dalewood Elementary	0	0	0	0	0	80	87	68	0	0	0	0	0	0	17	252
Stratford	East Magnet	0	0	0	0	0	0	87	91	95	120	101	49	43	37	14	637
Stratford	East Middle	0	0	0	0	0	0	0	0	288	211	0	0	0	0	91	590
Stratford	Howe, Cora Elementary	0	61	61	58	71	80	50	62	0	0	0	0	0	0	34	477

**EXHIBIT 3-14 (Continued)  
ENROLLMENT BY GRADE  
2000-01 SCHOOL YEAR**

CLUSTER	SCHOOL	PRE-K	K	1 <sup>ST</sup>	2 <sup>ND</sup>	3 <sup>RD</sup>	4 <sup>TH</sup>	5 <sup>TH</sup>	6 <sup>TH</sup>	7 <sup>TH</sup>	8 <sup>TH</sup>	9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>	F/T SPEC ED*	TOTAL
Stratford	Inglewood Elementary	0	83	110	108	103	0	0	0	0	0	0	0	0	0	9	413
Stratford	Kirkpatrick Elementary	0	92	76	81	87	65	0	0	0	0	0	0	0	0	13	414
Stratford	Litton, Isaac Middle	0	0	0	0	0	0	65	56	258	225	0	0	0	0	48	652
Stratford	Lockeland Middle	0	18	0	0	0	0	153	136	0	0	0	0	0	0	30	337
Stratford	Meigs Middle Magnet	0	0	0	0	0	0	186	149	143	141	0	0	0	0	0	619
Stratford	Mills, Dan Elementary	0	79	67	61	66	83	0	0	0	0	0	0	0	0	18	374
Stratford	Rosebank Elementary	0	78	87	68	80	79	69	77	0	0	0	0	0	0	2	540
Stratford	Ross Elementary	0	31	30	43	30	43	37	32	0	0	0	0	0	0	19	265
Stratford	Stratford Comprehensive High	0	0	0	0	0	0	0	0	0	0	374	250	216	127	64	1,031
Stratford	Warner Elementary	42	97	104	124	86	101	0	0	0	0	0	0	0	0	2	556
<b>AVERAGE FOR STRATFORD CLUSTER*</b>		<b>42</b>	<b>67</b>	<b>76</b>	<b>78</b>	<b>75</b>	<b>76</b>	<b>92</b>	<b>84</b>	<b>196</b>	<b>174</b>	<b>238</b>	<b>150</b>	<b>130</b>	<b>82</b>	<b>28</b>	<b>511</b>
Whites Creek	Bordeaux Elementary	35	40	0	0	0	54	80	66	0	0	0	0	0	0	0	275
Whites Creek	Cumberland Elementary	0	97	149	131	144	74	0	0	0	0	0	0	0	0	8	603
Whites Creek	Ewing Park Middle	0	0	0	0	0	0	0	0	253	232	0	0	0	0	47	532
Whites Creek	Green, Alex Elementary	0	56	57	58	79	68	0	0	0	0	0	0	0	0	0	318
Whites Creek	Haynes Middle	0	31	0	0	0	0	158	132	0	0	0	0	0	0	7	328
Whites Creek	Joelton Elementary	0	84	91	84	70	99	0	0	0	0	0	0	0	0	0	428
Whites Creek	Joelton Middle	0	0	0	0	0	0	108	127	193	155	0	0	0	0	24	607
Whites Creek	King's Lane Design Center	0	73	72	64	42	47	33	35	0	0	0	0	0	0	0	366
Whites Creek	Nashville School of the Arts	0	0	0	0	0	0	0	0	0	0	142	147	129	85	0	503
Whites Creek	Whites Creek Comprehensive High	0	0	0	0	0	0	0	0	0	0	533	249	239	190	68	1,279
<b>AVERAGE FOR WHITES CREEK CLUSTER*</b>		<b>35</b>	<b>64</b>	<b>92</b>	<b>84</b>	<b>84</b>	<b>68</b>	<b>95</b>	<b>90</b>	<b>223</b>	<b>194</b>	<b>338</b>	<b>198</b>	<b>184</b>	<b>138</b>	<b>31</b>	<b>524</b>
<b>ELEMENTARY SCHOOL AVERAGE</b>		<b>3</b>	<b>78</b>	<b>85</b>	<b>85</b>	<b>84</b>	<b>82</b>	<b>15</b>	<b>13</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>8</b>	<b>454</b>
<b>MIDDLE SCHOOL AVERAGE</b>		<b>4</b>	<b>9</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>119</b>	<b>109</b>	<b>139</b>	<b>123</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>25</b>	<b>529</b>
<b>HIGH SCHOOL AVERAGE</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>499</b>	<b>350</b>	<b>303</b>	<b>243</b>	<b>68</b>	<b>1,463</b>
<b>MAGNET SCHOOL AVERAGE</b>		<b>19</b>	<b>26</b>	<b>17</b>	<b>19</b>	<b>14</b>	<b>15</b>	<b>67</b>	<b>62</b>	<b>54</b>	<b>51</b>	<b>86</b>	<b>67</b>	<b>53</b>	<b>45</b>	<b>10</b>	<b>604</b>
<b>AVERAGE FOR OTHER SCHOOLS</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>3</b>	<b>16</b>	<b>11</b>	<b>25</b>	<b>2</b>	<b>30</b>	<b>89</b>
<b>AVERAGE FOR ALL SCHOOLS</b>		<b>53</b>	<b>77</b>	<b>89</b>	<b>87</b>	<b>86</b>	<b>85</b>	<b>119</b>	<b>111</b>	<b>165</b>	<b>143</b>	<b>309</b>	<b>230</b>	<b>202</b>	<b>165</b>	<b>22</b>	<b>545</b>
<b>TOTAL FOR ALL SCHOOLS</b>		<b>640</b>	<b>5,980</b>	<b>5,844</b>	<b>5,831</b>	<b>5,690</b>	<b>5,672</b>	<b>5,584</b>	<b>5,092</b>	<b>5,101</b>	<b>4,563</b>	<b>6,175</b>	<b>4,378</b>	<b>3,841</b>	<b>2,978</b>	<b>2,348</b>	<b>69,717</b>

Source: Metropolitan Nashville Public Schools, 2000.

\* Full-time special education students not included in the counts by grade.

+Cluster and all schools averages include only schools which have enrollment greater than zero in the indicated grade.

Among clusters of schools, the exhibit shows that:

- schools in the Antioch cluster have the highest average total enrollment (871), while Hillsboro cluster schools have the lowest (380);
- Hillwood cluster schools have the highest average pre-kindergarten enrollment (74), while four clusters of schools average zero Pre-K students; and
- schools in the Pearl-Cohn cluster average the highest full-time special education enrollments with 33 students, while Overton schools average the lowest, with only 14.

At the level of individual schools, Exhibit 3-14 illustrates that:

- McGavock High School has the highest total enrollment of all the schools with 2,126 students;
- of schools with more than zero students enrolled<sup>6</sup>, Murphy Alternative Center has the lowest enrollment (15);
- Pearl-Cohn Comprehensive High Magnet has the highest number of full-time special education students (103), while most schools have fewer than 10 and many have zero such students; and
- of schools with Pre-K programs, Hull-Jackson Montessori Magnet School has the highest Pre-K enrollment (134 students) while Napier Enhanced Option has the fewest (13).

Exhibit 3-15 details the number of students in each school eligible for free and reduced lunch, as well as the number of students in programs to learn English as a second language (ESL). Metropolitan Nashville Public Schools has 27,020 students who are eligible for free and reduced lunch, a figure which represents 39 percent of the school system's total enrollment. The total number of ESL students in the school system is 3,508, or five percent of total enrollment. On average, schools have 213 students eligible for free and reduced lunch, and 28 ESL students.

Examining these categories by type of school, the exhibit indicates that:

- high schools have the highest average enrollments of students eligible for free and reduced price lunch (336), while schools classified as "other" have the lowest (24); and
- other schools average zero ESL students, while high schools average the highest ESL enrollments (72 students).

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<sup>6</sup> Zero students are reported as enrolled in Robertson Academy because this school houses enrichment programs for students from other schools; those students are counted at their regular schools.

**EXHIBIT 3-15  
STUDENTS ELIGIBLE FOR FREE AND REDUCED LUNCH  
AND STUDENTS IN ESL PROGRAMS  
2000-01 SCHOOL YEAR**

<b>CLUSTER</b>	<b>SCHOOL</b>	<b>STUDENTS ELIGIBLE FOR FREE AND REDUCED LUNCH</b>	<b>NUMBER OF ESL STUDENTS</b>
Antioch	Antioch High	328	111
Antioch	Antioch Middle	317	88
Antioch	Apollo Middle	250	99
Antioch	Cole Elementary	340	73
Antioch	Johnson Middle	68	0
Antioch	Lakeview Elementary	151	26
Antioch	Moss, J. E. Elementary	423	138
Antioch	Mt. View Elementary	124	31
Antioch	Una Elementary	163	57
<b>AVERAGE FOR ANTIOCH CLUSTER</b>		<b>240</b>	<b>69</b>
Glenciff	Berry Elementary	141	36
Glenciff	Cameron Middle	267	80
Glenciff	Fall-Hamilton Elementary	214	0
Glenciff	Glenciff Comp High	477	219
Glenciff	Glenciff Elementary	253	60
Glenciff	Glengarry Elementary	105	40
Glenciff	Glenview Elementary	285	134
Glenciff	Paragon Mills Elementary	273	126
Glenciff	Whitsitt Elementary	341	106
Glenciff	Wright Middle	500	189
<b>AVERAGE FOR GLENCLIFF CLUSTER</b>		<b>286</b>	<b>99</b>
Hillsboro	Carter-Lawrence Magnet	245	0
Hillsboro	Cohn Alternative Center	7	0
Hillsboro	Eakin Elementary	87	57
Hillsboro	Green, Julia Elementary	46	0
Hillsboro	Harris-Hillman (Special Ed.)	73	0
Hillsboro	Hillsboro Comp High	167	131
Hillsboro	Hume-Fogg Magnet	19	0
Hillsboro	Moore Middle	82	0
Hillsboro	Murphy Alternative Center	11	0
Hillsboro	Murrell (Special Ed)	41	0
Hillsboro	Priest, Percy Elementary	63	0
Hillsboro	Stokes, Walter Middle	62	0
Hillsboro	Sylvan Park Elementary	141	0
Hillsboro	West End Middle	199	33
<b>AVERAGE FOR HILLSBORO CLUSTER</b>		<b>89</b>	<b>16</b>
Hillwood	Bellevue Middle	144	0
Hillwood	Brookmeade Elementary	110	0
Hillwood	Buena Vista (Jones) Paideia Magnet	36	0
Hillwood	Buena Vista Paideia Magnet	184	0
Hillwood	Charlotte Park Elementary	198	0
Hillwood	Early, John Middle	136	0
Hillwood	Gower Elementary	196	69
Hillwood	Harpeth Valley Elementary	13	0
Hillwood	Hill, H. G. Elementary	90	44
Hillwood	Hill, H. G. Middle	138	40

**EXHIBIT 3-15 (Continued)  
STUDENTS ELIGIBLE FOR FREE AND REDUCED LUNCH  
AND STUDENTS IN ESL PROGRAMS  
2000-01 SCHOOL YEAR**

<b>CLUSTER</b>	<b>SCHOOL</b>	<b>STUDENTS ELIGIBLE FOR FREE AND REDUCED LUNCH</b>	<b>NUMBER OF ESL STUDENTS</b>
Hillwood	Hillwood Comp High	150	0
Hillwood	Hull-Jackson Montessori Magnet	121	0
Hillwood	Westmeade Elementary	132	28
Hillwood	Wharton Middle Magnet	201	0
<b>AVERAGE FOR HILLWOOD CLUSTER</b>		<b>132</b>	<b>13</b>
Hunters Lane	Amqui Elementary	340	0
Hunters Lane	Bellshire Elementary	283	0
Hunters Lane	Brick Church Middle	120	0
Hunters Lane	Gateway Elementary	33	0
Hunters Lane	Goodlettsville Elementary	137	0
Hunters Lane	Goodlettsville Middle	144	0
Hunters Lane	Hunters Lane Comp High	307	31
Hunters Lane	Madison (Special Ed)	14	0
Hunters Lane	Neely's Bend Elementary	149	0
Hunters Lane	Neely's Bend Middle	248	52
Hunters Lane	Old Center Elementary	144	0
Hunters Lane	Stratton Elementary	398	53
<b>AVERAGE FOR HUNTERS LANE CLUSTER</b>		<b>193</b>	<b>11</b>
Maplewood	Baxter, Jere Alternative	21	0
Maplewood	Baxter, Jere Middle	472	0
Maplewood	Chadwell Elementary	219	15
Maplewood	Cotton, Hattie Elementary	395	0
Maplewood	Gra-Mar Elementary	207	0
Maplewood	Highland Hghts Middle	218	53
Maplewood	Joy, Tom Elementary	383	0
Maplewood	Maplewood Comp High	556	13
Maplewood	Shwab Elementary	402	0
<b>AVERAGE FOR MAPLEWOOD CLUSTER</b>		<b>319</b>	<b>10</b>
McGavock	Allen, Margaret Elementary	202	66
McGavock	Caldwell Early Childhood Center	150	0
McGavock	Dodson Elementary (new)	279	0
McGavock	Donelson Middle	321	35
McGavock	DuPont Elementary	230	0
McGavock	DuPont Elementary	27	0
McGavock	DuPont Middle (Hadley)	163	0
McGavock	DuPont Middle (Tyler)	227	0
McGavock	Glenn Enhanced Option	200	0
McGavock	Hermitage Elementary	186	48
McGavock	Hickman Elementary	209	0
McGavock	Jackson, Andrew Elementary	134	0
McGavock	McGavock Comp High	442	92
McGavock	McGavock Elementary	80	0
McGavock	Napier Enhanced Option	354	0
McGavock	Pennington Elementary	94	0
McGavock	Tulip Grove Elementary	233	49
McGavock	Two Rivers Middle	229	46
<b>AVERAGE FOR MCGAVOCK CLUSTER</b>		<b>209</b>	<b>19</b>

**EXHIBIT 3-15 (Continued)  
STUDENTS ELIGIBLE FOR FREE AND REDUCED LUNCH  
AND STUDENTS IN ESL PROGRAMS  
2000-01 SCHOOL YEAR**

<b>CLUSTER</b>	<b>SCHOOL</b>	<b>STUDENTS ELIGIBLE FOR FREE AND REDUCED LUNCH</b>	<b>NUMBER OF ESL STUDENTS</b>
Overton	Binkley, Norman Elementary	230	95
Overton	Crieve Hall Elementary	60	0
Overton	Glendale Middle	69	0
Overton	Granbery Elementary	222	50
Overton	Haywood Elementary	399	165
Overton	McMurray Middle	198	36
Overton	Overton Comp High	163	75
Overton	Rose Park Middle	342	102
Overton	Tusculum Elementary	232	75
<b>AVERAGE FOR OVERTON CLUSTER</b>		<b>213</b>	<b>66</b>
Pearl-Cohn	Bass, W. A. Middle	264	22
Pearl-Cohn	Cockrill Elementary	335	50
Pearl-Cohn	Head Magnet	270	24
Pearl-Cohn	King, Martin Luther Jr. Magnet	38	0
Pearl-Cohn	McCann Elementary	63	0
Pearl-Cohn	McKissack Middle	211	17
Pearl-Cohn	Park Avenue Enhanced Option	497	0
Pearl-Cohn	Pearl-Cohn Comp High Magnet	509	0
<b>AVERAGE FOR PEARL-COHN CLUSTER</b>		<b>273</b>	<b>14</b>
Stratford	Dalewood Elementary	135	0
Stratford	East Magnet	140	0
Stratford	East Middle	396	0
Stratford	Howe, Cora Elementary	355	105
Stratford	Inglewood Elementary	231	0
Stratford	Kirkpatrick Elementary	394	36
Stratford	Litton, Isaac Middle	299	0
Stratford	Lockeland Middle	286	17
Stratford	Meigs Middle Magnet	0	0
Stratford	Mills, Dan Elementary	194	0
Stratford	Rosebank Elementary	294	0
Stratford	Ross Elementary	200	0
Stratford	Stratford Comp High	374	48
Stratford	Warner Elementary	353	23
<b>AVERAGE FOR STRATFORD CLUSTER</b>		<b>261</b>	<b>16</b>
Whites Creek	Bordeaux Elementary	180	0
Whites Creek	Cumberland Elementary	363	0
Whites Creek	Ewing Park Middle	270	0
Whites Creek	Green, Alex Elementary	193	0
Whites Creek	Haynes Middle	212	0
Whites Creek	Joelton Elementary	144	0
Whites Creek	Joelton Middle	254	0
Whites Creek	King's Lane Design Center	147	0
Whites Creek	Nashville School of the Arts	47	0
Whites Creek	Whites Creek Comp High	395	0
<b>AVERAGE FOR WHITES CREEK CLUSTER</b>		<b>221</b>	<b>0</b>

**EXHIBIT 3-15 (Continued)  
STUDENTS ELIGIBLE FOR FREE AND REDUCED LUNCH  
AND STUDENTS IN ESL PROGRAMS  
2000-01 SCHOOL YEAR**

CLUSTER	SCHOOL	STUDENTS ELIGIBLE FOR FREE AND REDUCED LUNCH	NUMBER OF ESL STUDENTS
ELEMENTARY SCHOOL AVERAGE		216	28
MIDDLE SCHOOL AVERAGE		228	28
HIGH SCHOOL AVERAGE		336	72
MAGNET SCHOOL AVERAGE		151	2
AVERAGE FOR OTHER SCHOOLS		24	0
AVERAGE FOR ALL SCHOOLS		213	28
TOTAL FOR ALL SCHOOLS		27,020	3,508

Source: Metropolitan Nashville Public Schools, 2000.

As can be seen from the exhibit, among clusters of schools:

- Maplewood cluster schools have the highest average free and reduced lunch enrollments (319 students), while Hillsboro cluster schools have the lowest (89 students);
- schools in the Glenclyff cluster have the highest average enrollment of ESL students (99), followed by Antioch (69) and Overton (66) cluster schools;
- ESL enrollments average between 10 and 19 students for most clusters; and
- the Whites Creek cluster of schools has zero students enrolled in ESL programs.

Comparing among individual schools, the exhibit shows that:

- Maplewood Comprehensive High School has the highest enrollment of free and reduced lunch students (556), while Meigs Middle Magnet has zero; and
- Glenclyff Comprehensive High School has the highest number of ESL students (219), while Maplewood Comprehensive High School has the lowest (13).

### **3.3 Performance Measures**

This section analyzes several measures of student performance within Metropolitan Nashville Public Schools. These performance measures include Scholastic Aptitude Test (SAT) and ACT test scores, the Tennessee Comprehensive Assessment Program (TCAP) test scores and value-added gains.

Exhibit 3-16 shows the average SAT scores of students in Metropolitan Nashville Public Schools high schools and magnet schools. Of students graduating in 2000, 587 took the SAT. The average SAT verbal and math scores of students in the school system, 499 and 488, respectively, were lower than both the state and national averages.

As evidenced by the exhibit:

- the school with the highest number of seniors taking the SAT was Hume-Fogg Magnet School (159), while the fewest students took the test at Maplewood Comprehensive High School (3);
- Martin Luther King Jr. Magnet School seniors averaged the highest SAT scores in both verbal and math, 605 and 586, respectively. These scores were higher than both the state and national averages;
- Stratford Comprehensive High School students received the lowest average SAT scores in both verbal and math, with 338 and 400, respectively. These scores were lower than the state and national averages; and
- six schools (Hume Fogg Magnet, Hillsboro Comprehensive High, Hillwood Comprehensive High, McGavock Comprehensive High, Martin Luther King, Jr. Magnet, and Nashville School of the Arts) have combined average SAT scores higher than the national average of 1019, but only two schools (Hume Fogg Magnet and Martin Luther King, Jr. Magnet) have higher scores than the state average of 1116.

Exhibit 3-17 details the results of ACT assessment tests taken by seniors in the school system. The ACT covers four skill areas: English, mathematics, reading, and science reasoning; scores are reported by each area and as a composite. In the school year 1999-2000, 2,617 Metropolitan Nashville Public Schools seniors took the ACT. Their average composite score of 18.89 is lower than both the state and national averages, but test scores vary widely between schools within the school system. As can be seen:

- seniors at Hume-Fogg Magnet School scored the highest average composite ACT scores (25.7), while seniors at Stratford Comprehensive High School scored the lowest (15.2);
- Hume-Fogg students scored the highest averages on all subjects except for science reasoning, for which Martin Luther King, Jr. Magnet School students scored the highest (24.4);
- students at Stratford Comprehensive High School scored the lowest average scores within the school system on all portions of the test except math;



**EXHIBIT 3-16  
SENIOR STUDENT SAT SCORES<sup>1</sup>  
1999-2000 SCHOOL YEAR**

<b>CLUSTER</b>	<b>SCHOOL</b>	<b>NUMBER OF STUDENTS TAKING SAT</b>	<b>PERCENT OF SENIORS TAKING SAT</b>	<b>SAT VERBAL</b>	<b>SAT MATH</b>	<b>TOTAL SAT SCORES</b>
Antioch	Antioch High	31	8%	438	452	890
Glenclyff	Glenclyff Comp High	17	7%	432	427	859
Hillsboro	Hillsboro Comp High	101	39%	541	520	1061
Hillsboro	Hume-Fogg Magnet	159	109% <sup>2</sup>	588	583	1171
Hillwood	Hillwood Comp High	31	18%	554	522	1076
Hunters Lane	Hunters Lane Comp High	16	5%	496	477	973
Maplewood	Maplewood Comp High	3	2%	not available	not available	not available
McGavock	McGavock Comp High	23	6%	550	542	1092
Overton	Overton Comp High	45	17%	510	504	1014
Pearl-Cohn	King, Martin Luther Jr. Magnet	98	84%	605	586	1191
Pearl-Cohn	Pearl-Cohn Comp High Magnet	9	6%	443	426	869
Stratford	East Magnet	28	76%	449	406	855
Stratford	Stratford Comp High	5	4%	338	400	738
Whites Creek	Nashville School of the Arts	12	14%	557	495	1052
Whites Creek	Whites Creek Comp High	9	5%	482	497	979
<b>ALL MNPS SCHOOLS AVERAGE</b>		<b>587</b>	<b>20%</b>	<b>499</b>	<b>488</b>	<b>987</b>
<b>STATE AVERAGE</b>		<b>7,556</b>		<b>563</b>	<b>553</b>	<b>1116</b>
<b>NATIONAL AVERAGE</b>		<b>1,260,278</b>		<b>505</b>	<b>514</b>	<b>1019</b>

Source: Metropolitan Nashville Public Schools, 2000.

<sup>1</sup> See Recommendations 6-11 and 6-13 for related recommendations in Chapter 6.

<sup>2</sup> The percentage of seniors taking the SAT may exceed 100 percent because enrollment data and the number of seniors taking the SAT are reported from different sources. The number of students taking the SAT is reported to the school system by the testing administration agency and includes all students taking the test from September 1999 through June 2000. Enrollment data are for one period only and are gathered by the school system directly.

**School-by-School Comparisons in Metropolitan Nashville Public Schools**

**EXHIBIT 3-17  
SENIOR STUDENT ACT TEST SCORES<sup>1</sup>  
1999-2000 SCHOOL YEAR**

CLUSTER	SCHOOL	TOTAL NUMBER OF STUDENTS TAKING ACT	PERCENT OF SENIORS TAKING ACT	ACT ENGLISH SCORES	ACT MATH SCORES	ACT READING SCORES	ACT SCIENCE REASONING SCORES	ACT COMPOSITE SCORES
Antioch	Antioch High	295	77%	17.70	17.50	18.20	18.40	18.10
Stratford	East Magnet	36	97%	19.40	17.40	19.80	18.80	18.90
Glenclyff	Glenclyff Comp High	247	101% <sup>2</sup>	15.90	17.00	16.80	17.40	16.90
Hillsboro	Hillsboro Comp High	228	87%	19.10	19.10	20.10	19.20	19.50
Hillwood	Hillwood Comp High	162	95%	21.50	18.60	20.90	20.10	20.40
Hillsboro	Hume-Fogg Magnet	150	103% <sup>2</sup>	26.10	25.10	26.80	24.10	25.70
Hunters Lane	Hunters Lane Comp High	264	89%	17.90	17.00	18.30	17.80	17.90
Pearl-Cohn	King, Martin Luther Jr. Magnet	116	100%	25.30	24.50	26.00	24.40	25.20
Maplewood	Maplewood Comp High	131	94%	15.30	15.00	15.40	16.10	15.80
McGavock	McGavock Comp High	297	83%	19.10	18.30	19.40	19.20	19.10
Whites Creek	Nashville School of the Arts	46	54%	20.00	17.50	20.30	18.90	19.30
Overton	Overton Comp High	240	91%	19.60	18.80	20.30	19.60	19.70
Pearl-Cohn	Pearl-Cohn Comp High Magnet	79	52%	16.00	16.40	17.00	17.20	16.70
Stratford	Stratford Comp High	144	113% <sup>2</sup>	14.40	15.30	14.40	16.00	15.20
Whites Creek	Whites Creek Comp High	164	86%	16.00	16.10	16.20	16.80	16.40
<b>ALL MNPS SCHOOLS AVERAGE</b>		<b>2,617<sup>3</sup></b>	<b>88%</b>	<b>18.89</b>	<b>18.24</b>	<b>19.33</b>	<b>18.93</b>	<b>18.99</b>
<b>STATE AVERAGE</b>		<b>44,019</b>		<b>19.90</b>	<b>19.10</b>	<b>20.50</b>	<b>19.80</b>	<b>20.00</b>
<b>NATIONAL AVERAGE</b>		<b>1,065,138</b>		<b>20.50</b>	<b>20.70</b>	<b>21.40</b>	<b>21.00</b>	<b>21.00</b>

Source: Metropolitan Nashville Public Schools, 2000.

<sup>1</sup> See Recommendations 6-11 and 6-13 for related recommendations.

<sup>2</sup> The percentage of seniors taking the ACT may exceed 100 percent because enrollment data and the number of seniors taking the ACT are reported from different sources. The number of students taking the ACT is reported to the school system by the testing administration agency and includes all students taking the test from September 1999 through June 2000. Enrollment data are for one period only and are gathered by the school system directly.

<sup>3</sup> This number includes students from Cohn Adult Learning Center and alternative schools; no summary was received for these schools.

- seniors in the school system scored their highest averages in the reading portion of the test, with an average score of 19.33, but this score is lower than the state and national averages for reading;
- three schools report higher average composite ACT scores than the state average of 20.0, and two of these schools have higher averages than the national average of 21.0; and
- the school with the most students taking the ACT was McGavock Comprehensive High School (297), while East Magnet School reported the fewest seniors taking the test (36).

Exhibits 3-18 through 3-20 display information about the 2000 Tennessee Comprehensive Assessment Program (TCAP) results for the test given in Spring 2000. TCAP test scores are the key student performance measure statewide, with scores based on standardized test results in math, language arts, social studies, reading, and science. This year the Tennessee State Department of Education changed the reporting format for TCAP test scores and value-added scores from a purely numerical result to a letter grade based on a range of numerical results.<sup>7</sup> Exhibit 3-18 shows how the new letter grades are interpreted. The numerical scores are based on a comparison to the national average, so that a numerical score of 101 is slightly above the national average, while a score of 99 is slightly below.

**EXHIBIT 3-18  
TENNESSEE DEPARTMENT OF EDUCATION  
HOW TO INTERPRET THE GRADE SCALE  
2000-01 SCHOOL YEAR**

<b>TCAP Scores 3-8</b>		
	Minimum Standard: 50 <sup>th</sup> %	
	<b>Score</b>	<b>Range</b>
<b>A Exemplary</b>	60 or Above	60-99
<b>B Above Average</b>	55	55-59
<b>C Average</b>	50	50-54
<b>D Below Average</b>	45	45-49
<b>F Deficient</b>	44 or Below	44-1

<b>Value-Added (Gains) 4-8</b>		
	Minimum Standard: 100%	
	<b>Score</b>	<b>Range</b>
<b>A Exemplary</b>	115 or Above	115.0 or Above
<b>B Above Average</b>	105	105.0-114.9
<b>C Average</b>	95	95.0-104.9
<b>D Below Average</b>	85	85.0-94.9
<b>F Deficient</b>	84 or Below	84.9-0.0

Source: Tennessee State Department of Education Website, Report Card, 2000.

<sup>7</sup>The raw numerical data used to calculate TCAP scores and gains/value-added scores are available from the State of Tennessee's Department of Education. Given the complexity of the calculations used to derive these scores, MGT is reporting the scores as they were reported by the Department of Education to avoid possible errors.

TCAP value-added scores or gains are based on academic improvement over the previous year's test results, compared to the national average of gains. Each year students take a test which is appropriate to their grade level (i. e., a more difficult test each year). A gain of 100 percent means the students gained an entire grade level. However, if the students have low TCAP test scores, then a gain of 100 percent means they have not caught up to the national average for their grade level. Negative gains occur when students score lower on this year's test than they did on the test from the year before.

Exhibit 3-19 shows the TCAP 2000 scores for Metropolitan Nashville Public Schools. As can be seen:

- twenty-one (21) schools scored all F (deficient) grades out of 103 tested schools – this figure represents 20 percent of all tested schools;
- the cluster with the most schools with all F grades was Stratford (six), while the Hunters Lane cluster did not have any schools which scored all F grades;
- nine schools (or nine percent of all tested schools) scored all A (exemplary) grades;
- the cluster with the most schools scoring all A grades was Hillsboro, with four schools, while several clusters had zero schools scoring all A grades;
- the cluster with most schools scoring at least as well as the average<sup>8</sup> for all schools was McGavock (8), followed by Hillwood (7); and
- none of the schools in the Maplewood cluster of schools scored as well as the average for all schools in the school system.

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<sup>8</sup> To be included in this count, the school's scores must be as high or higher than the average in each of the five tested subjects.

**School-by-School Comparisons in Metropolitan Nashville Public Schools**

**EXHIBIT 3-19  
TENNESSEE COMPREHENSIVE ASSESSMENT PROGRAM TEST RESULTS\*  
2000-01 SCHOOL YEAR\*\***

CLUSTER	SCHOOL	READING SCORES	LANGUAGE ARTS SCORES	MATH SCORES	SCIENCE SCORES	SOCIAL STUDIES SCORES
Antioch	Antioch Middle	D	D	D	D	D
Antioch	Apollo Middle	D	C	D	D	D
Antioch	Cole Elem	D	D	D	F	F
Antioch	Johnson Middle	F	F	F	F	F
Antioch	Lakeview Elementary	C	C	C	D	C
Antioch	Moss, J. E. Elementary	D	D	D	D	D
Antioch	Mt. View Elementary	B	B	C	C	C
Antioch	Una Elementary	C	B	C	D	C
Glenciff	Berry Elementary	n/a	n/a	n/a	n/a	n/a
Glenciff	Cameron Middle	F	D	F	F	D
Glenciff	Fall-Hamilton Elementary	F	D	F	F	F
Glenciff	Glenciff Elementary	D	C	D	D	D
Glenciff	Glengary Elementary	C	C	C	C	C
Glenciff	Glenview Elementary	F	F	F	F	F
Glenciff	Paragon Mills Elementary	F	F	F	F	F
Glenciff	Whitsitt Elementary	D	D	D	D	D
Glenciff	Wright Middle	F	D	F	F	D
Hillsboro	Carter-Lawrence Magnet	F	F	F	F	F
Hillsboro	Eakin Elementary	A	A	A	A	A
Hillsboro	Green, Julia Elementary	A	A	A	A	A
Hillsboro	Moore Middle	B	A	A	B	B
Hillsboro	Priest, Percy Elementary	A	A	A	A	A
Hillsboro	Stokes, Walter Middle	A	A	A	A	A
Hillsboro	Sylvan Park Elementary	C	C	D	C	D
Hillsboro	West End Middle	F	F	F	F	F
Hillwood	Bellevue Middle	C	C	C	C	C
Hillwood	Brookmeade Elementary	C	B	B	C	C
Hillwood	Buena Vista Jones Paideia Magnet (combined)	C	C	D	D	C
Hillwood	Charlotte Park Elementary	F	C	C	F	D
Hillwood	Early, John Middle	F	F	F	F	F
Hillwood	Gower Elementary	D	D	D	F	D
Hillwood	Harpeth Valley Elementary	A	A	A	A	A
Hillwood	Hill, H. G. Elementary	D	D	D	F	D
Hillwood	Hull-Jackson Montessori Magnet	B	B	C	C	B
Hillwood	Westmeade Elementary	B	A	B	C	C
Hillwood	Wharton Middle Magnet	D	C	D	D	C
Hunters Lane	Bellshire Elementary	F	D	F	F	F
Hunters Lane	Brick Church Middle	D	D	D	D	D
Hunters Lane	Gateway Elementary	B	A	A	C	C
Hunters Lane	Goodlettsville Elementary	C	C	C	D	C
Hunters Lane	Goodlettsville Middle	D	D	D	D	D
Hunters Lane	Neely's Bend Elementary	D	C	C	D	D
Hunters Lane	Neely's Bend Middle	D	D	D	D	D
Hunters Lane	Old Center Elementary	B	A	B	C	C
Hunters Lane	Stratton Elementary	F	D	F	F	F
Maplewood	Baxter, Jere Middle	F	F	F	F	F
Maplewood	Chadwell Elementary	D	C	D	F	D
Maplewood	Cotton, Hattie Elementary	F	D	F	F	F
Maplewood	Gra-Mar Elementary	D	D	F	F	F
Maplewood	Highland Hghts Middle	F	F	F	F	F
Maplewood	Joy, Tom Elementary	F	D	F	F	F
Maplewood	Shwab Elementary	F	F	F	F	F

**School-by-School Comparisons in Metropolitan Nashville Public Schools**

**EXHIBIT 3-19 (Continued)  
TENNESSEE COMPREHENSIVE ASSESSMENT PROGRAM TEST RESULTS\*  
2000-01 SCHOOL YEAR\*\***

CLUSTER	SCHOOL	READING SCORES	LANGUAGE ARTS SCORES	MATH SCORES	SCIENCE SCORES	SOCIAL STUDIES SCORES
McGavock	Allen, Margaret Elementary	F	D	F	F	F
McGavock	Dodson Elementary (new)	C	B	C	C	C
McGavock	DuPont Elementary	D	D	D	D	D
McGavock	DuPont Middle (Hadley)	D	D	D	D	D
McGavock	DuPont Middle (Tyler)	D	C	C	D	C
McGavock	Glenn Enhanced Option	F	F	F	F	F
McGavock	Hermitage Elementary	D	C	C	D	D
McGavock	Hickman Elementary	C	C	D	D	C
McGavock	Jackson, Andrew Elementary	C	B	B	C	C
McGavock	McGavock Elementary	C	B	C	C	C
McGavock	Napier Enhanced Option	n/a	n/a	n/a	n/a	n/a
McGavock	Pennington Elementary	B	B	C	C	C
McGavock	Tulip Grove Elementary	C	C	C	C	C
McGavock	Two Rivers Middle	D	D	D	D	D
Overton	Binkley, Norman Elementary	D	C	D	D	D
Overton	Crieve Hall Elementary	A	A	A	A	A
Overton	Glendale Middle	B	B	C	B	B
Overton	Granbery Elementary	A	A	A	A	A
Overton	Haywood Elementary	D	C	C	F	D
Overton	McMurray Middle	C	B	C	C	C
Overton	Rose Park Middle	D	D	D	D	D
Overton	Tusculum Elementary	D	C	C	D	D
Pearl-Cohn	Bass, W. A. Middle	F	F	F	F	F
Pearl-Cohn	Cockrill Elementary	F	D	D	F	F
Pearl-Cohn	Head Magnet	D	D	D	D	D
Pearl-Cohn	King, Martin Luther Jr. Magnet	A	A	A	A	A
Pearl-Cohn	McCann Elementary	F	D	C	F	F
Pearl-Cohn	McKissack Middle	F	F	F	F	F
Pearl-Cohn	Park Avenue Enhanced Option	F	F	F	F	F
Stratford	Dalewood Elementary	F	D	D	F	D
Stratford	East Magnet	B	A	B	B	B
Stratford	East Middle	F	F	F	F	F
Stratford	Howe, Cora Elementary	F	D	F	F	F
Stratford	Inglewood Elementary	n/a	n/a	n/a	n/a	n/a
Stratford	Kirkpatrick Elementary	F	F	F	F	F
Stratford	Litton, Isaac Middle	F	F	F	F	F
Stratford	Lockeland Middle	F	F	F	F	F
Stratford	Meigs Middle Magnet	A	A	A	A	A
Stratford	Mills, Dan Elementary	C	C	D	D	D
Stratford	Rosebank Elementary	D	D	F	F	D
Stratford	Ross Elementary	F	F	F	F	F
Stratford	Warner Elementary	F	F	F	F	F
Whites Creek	Bordeaux Elementary	F	F	F	F	F
Whites Creek	Cumberland Elementary	D	C	D	F	D
Whites Creek	Ewing Park Middle	F	D	F	F	F
Whites Creek	Haynes Middle	F	F	F	F	F
Whites Creek	Joelton Elementary	C	C	C	D	C
Whites Creek	Joelton Middle	F	D	D	F	D
Whites Creek	King's Lane Design Center	F	D	F	F	F
Whites Creek	Morny Elementary	C	B	C	C	C
Whites Creek	Union Hill Elementary	B	B	B	C	C
<b>AVERAGE FOR ALL SCHOOLS</b>		<b>D</b>	<b>C</b>	<b>D</b>	<b>D</b>	<b>D</b>

Source: Tennessee State Department of Education Web site, Report Card 2000.

\*See Recommendations 6-11 and 6-13 for related recommendations.

\*\*Scores consist of three-year averages of results for tests taken in 1997-98, 1998-99, and 1999-2000.

Exhibit 3-20 shows the TCAP 2000 gains/value-added scores for Metropolitan Nashville Public Schools. The exhibit indicates that:

- of the 103 schools in the school system taking the test, 13 schools scored all A (exemplary) grades for value-added scores – this represents nearly 13 percent of the tested schools;
- no school in the school system earned all F (deficient) grades for value-added scores;
- several clusters had two schools with all A value-added scores, but the Hillsboro cluster of schools had zero schools with all A scores; and
- the Hillwood and Stratford clusters had five schools which earned at least as high value-added scores as the average for all schools in the school system on all subjects, while the Antioch and Whites Creek clusters had only one such school each.

### **3.4 Student Resources**

This section examines some of the resources available to students in Metropolitan Nashville Public Schools, including special programs, Advanced Placement courses, clubs, library book collections, and instructional computers.

Exhibit 3-21 details the special programs offered to students by school, such as English-as-a-second-language (ESL) teachers, alternative learning center (ALC) teachers (for centers housed within schools), and pre-kindergarten (Pre-K) teachers. Encore and Encore Early Identification Program (EID) programs, both gifted and talented programs, are reported by the number of days per week service is provided in the schools. In addition, the exhibit shows the number of low-incidence special education programs offered by the schools; these numbers do not include schools classified as exclusively special education facilities.

Examining the school system overall, 82 ESL teachers, six ALC teachers, and 34 Pre-K teachers provide services to students. For schools which have students enrolled in ESL, the average ESL student-teacher ratio is 43.1. Systemwide, there are 220 low-incidence special education programs<sup>9</sup>, and Encore and Encore EID provide a combined 60.5 days of service per week (an average of 0.53 days per week per school). Availability of these special programs varies widely by type of school, by cluster, and particularly by individual schools.

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<sup>9</sup>Those which do not require a separate classroom; the student works with a resource teacher in a resource room.

**School-by-School Comparisons in Metropolitan Nashville Public Schools**

**EXHIBIT 3-20  
TENNESSEE COMPREHENSIVE ASSESSMENT PROGRAM  
2000 GAINS/VALUE-ADDED SCORES\*  
2000-01 SCHOOL YEAR\*\***

CLUSTER	SCHOOL	READING	LANGUAGE ARTS	MATH	SCIENCE	SOCIAL STUDIES
Antioch	Antioch Middle	n/a*	n/a	n/a	n/a	n/a
Antioch	Apollo Middle	A	A	A	A	A
Antioch	Cole Elem	D	F	A	A	A
Antioch	Johnson Middle	D	C	B	F	D
Antioch	Lakeview Elementary	C	F	C	C	A
Antioch	Moss, J. E. Elementary	A	D	B	B	A
Antioch	Mt. View Elementary	n/a	n/a	n/a	n/a	n/a
Antioch	Una Elementary	A	D	C	C	A
Glenciff	Berry Elementary	n/a	n/a	n/a	n/a	n/a
Glenciff	Cameron Middle	B	A	C	B	B
Glenciff	Fall-Hamilton Elementary	A	A	B	A	A
Glenciff	Glenciff Elementary	A	A	A	A	A
Glenciff	Glengarry Elementary	C	A	A	A	A
Glenciff	Glenview Elementary	C	C	B	A	B
Glenciff	Paragon Mills Elementary	B	A	A	A	A
Glenciff	Whitsitt Elementary	A	A	B	A	A
Glenciff	Wright Middle	B	D	C	B	B
Hillsboro	Carter-Lawrence Magnet	B	C	F	C	A
Hillsboro	Eakin Elementary	A	A	B	A	A
Hillsboro	Green, Julia Elementary	C	C	A	C	A
Hillsboro	Moore Middle	A	A	B	B	C
Hillsboro	Priest, Percy Elementary	D	F	D	A	A
Hillsboro	Stokes, Walter Middle	A	A	A	C	A
Hillsboro	Sylvan Park Elementary	B	F	F	B	A
Hillsboro	West End Middle	A	A	A	B	A
Hillwood	Bellevue Middle	A	C	B	B	B
Hillwood	Brookmeade Elementary	D	F	F	B	C
Hillwood	Buena Vista Jones Paideia Magnet (combined)	A	A	A	A	A
Hillwood	Charlotte Park Elementary	A	A	B	A	A
Hillwood	Early, John Middle	A	A	A	B	A
Hillwood	Gower Elementary	A	C	C	A	A
Hillwood	Harpeth Valley Elementary	A	A	A	B	A
Hillwood	Hill, H. G. Elementary	A	D	A	A	A
Hillwood	Hull-Jackson Montessori Magnet	n/a	n/a	n/a	n/a	n/a
Hillwood	Westmeade Elementary	A	A	A	A	A
Hillwood	Wharton Middle Magnet	A	A	F	B	A
Hunters Lane	Bellshire Elementary	F	F	B	A	D
Hunters Lane	Brick Church Middle	A	A	A	A	A
Hunters Lane	Gateway Elementary	n/a	n/a	n/a	n/a	n/a
Hunters Lane	Goodlettsville Elementary	F	F	C	D	B
Hunters Lane	Goodlettsville Middle	A	B	D	A	B
Hunters Lane	Neely's Bend Elementary	F	F	D	F	D
Hunters Lane	Neely's Bend Middle	A	D	D	A	F
Hunters Lane	Old Center Elementary	F	F	C	A	B
Hunters Lane	Stratton Elementary	n/a	n/a	n/a	n/a	n/a
Maplewood	Baxter, Jere Middle	A	A	C	A	A
Maplewood	Chadwell Elementary	A	A	A	A	A
Maplewood	Cotton, Hattie Elementary	A	A	A	A	A
Maplewood	Gra-Mar Elementary	B	A	A	A	B
Maplewood	Highland Hgts Middle	C	C	C	C	A
Maplewood	Joy, Tom Elementary	D	D	C	A	A
Maplewood	Shwab Elementary	C	B	A	A	A
McGavock	Allen, Margaret Elementary	A	F	D	A	B
McGavock	Dodson Elementary (new)	D	F	F	C	C



**School-by-School Comparisons in Metropolitan Nashville Public Schools**

**EXHIBIT 3-20 (Continued)  
TENNESSEE COMPREHENSIVE ASSESSMENT PROGRAM  
2000 GAINS/VALUE-ADDED SCORES\*  
2000-01 SCHOOL YEAR\*\***

CLUSTER	SCHOOL	READING	LANGUAGE ARTS	MATH	SCIENCE	SOCIAL STUDIES
McGavock	DuPont Elementary	A	A	B	A	B
McGavock	DuPont Middle (Hadley)	A	A	C	A	B
McGavock	DuPont Middle (Tyler)	A	B	A	B	A
McGavock	Glenn Enhanced Option	F	C	F	F	F
McGavock	Hermitage Elementary	B	D	A	D	B
McGavock	Hickman Elementary	F	F	C	C	B
McGavock	Jackson, Andrew Elementary	F	D	C	A	A
McGavock	McGavock Elementary	A	A	A	A	A
McGavock	Napier Enhanced Option	n/a	n/a	n/a	n/a	n/a
McGavock	Pennington Elementary	B	B	A	B	A
McGavock	Tulip Grove Elementary	B	F	D	F	B
McGavock	Two Rivers Middle	A	A	A	A	A
Overton	Binkley, Norman Elem	A	B	A	A	A
Overton	Crieve Hall Elementary	C	F	D	D	D
Overton	Glendale Middle	A	B	C	C	A
Overton	Granbery Elementary	n/a	n/a	n/a	n/a	n/a
Overton	Haywood Elementary	A	A	A	A	A
Overton	McMurray Middle	A	C	B	A	D
Overton	Rose Park Middle	A	A	B	A	A
Overton	Tusculum Elementary	D	F	B	C	A
Pearl-Cohn	Bass. W. A. Middle	A	A	B	A	A
Pearl-Cohn	Cockrill Elementary	F	F	D	A	B
Pearl-Cohn	Head Magnet	C	B	D	A	A
Pearl-Cohn	King, Martin Luther Jr. Magnet	A	A	A	A	B
Pearl-Cohn	McCann Elem	F	F	F	A	A
Pearl-Cohn	McKissack Middle	C	B	F	B	F
Pearl-Cohn	Park Avenue Enhanced Option	B	A	F	A	A
Stratford	Dalewood Elementary	C	D	D	B	A
Stratford	East Magnet	A	A	A	A	A
Stratford	East Middle	A	B	F	B	A
Stratford	Howe, Cora Elementary	A	A	A	A	A
Stratford	Inglewood Elementary	n/a	n/a	n/a	n/a	n/a
Stratford	Kirkpatrick Elementary	n/a	n/a	n/a	n/a	n/a
Stratford	Litton, Isaac Middle	A	A	B	A	A
Stratford	Lockeland Middle	A	A	C	A	B
Stratford	Meigs Middle Magnet	A	A	A	B	A
Stratford	Mills, Dan Elementary	C	C	D	B	B
Stratford	Rosebank Elementary	C	C	C	C	A
Stratford	Ross Elementary	A	B	A	A	B
Stratford	Warner Elementary	A	F	A	A	A
Whites Creek	Bordeaux Elementary	F	F	C	C	D
Whites Creek	Cumberland Elementary	n/a	n/a	n/a	n/a	n/a
Whites Creek	Ewing Park Middle	B	A	D	B	A
Whites Creek	Haynes Middle	F	C	D	B	B
Whites Creek	Joelton Elementary	A	F	F	C	A
Whites Creek	Joelton Middle	A	A	A	A	A
Whites Creek	King's Lane Design Center	C	B	F	A	C
Whites Creek	Morny Elementary	A	D	A	D	A
Whites Creek	Union Hill Elementary	F	C	C	B	A
<b>AVERAGE FOR ALL SCHOOLS</b>		<b>B</b>	<b>A</b>	<b>B</b>	<b>B</b>	<b>F</b>

Source: Tennessee State Department of Education Web site, Report Card 2000.

\*See Recommendation 6-11 and 6-13 for related recommendations.

\*\*Some schools' test data are not available because the schools do not have achievement test scores for all three years (1997-98, 1998-99, and 1999-2000) which are used to calculate the value-added scores.

Comparing by type of school, the exhibit illustrates that:

- magnet schools have the most Pre-K teachers, with an average of 3.7 per school, while high schools have zero;
- magnet schools also have the highest ESL student-teacher ratio (48.0), while high schools average only 35.5 ESL students per ESL teacher;
- middle schools and high schools average two ALC teachers each, while the other school types have zero;
- elementary schools have the highest average days of service per week for Encore programs (0.7 days), although magnet schools have the highest average days of service for Encore EID programs (0.1 days);
- of the 98 elementary and middle schools which serve grades eligible for Encore (K-6), only 31 offer at least 1/2 day per week of Encore service;
- eighty (80) schools in the school system serve grades eligible for Encore EID (Pre-K and K) - - - the same 31 schools offering Encore have at least 1/2 day of Encore EID service per week as well; and
- high schools have the highest average number of low-incidence special education programs (6.3), and magnet schools have the lowest (0.8).

Among clusters, the exhibit shows that:

- schools in the McGavock cluster have an average of 1.1 days per week of the Encore program, while Maplewood cluster schools average zero days for both Encore and Encore EID;
- Pearl-Cohn cluster schools have the highest average days per week of Encore EID service (0.14);
- Pearl-Cohn schools have the highest average number of Pre-K teachers (1.3), while schools in the Antioch, Hunters Lane, Maplewood, and Overton clusters have zero Pre-K teachers;
- schools in the Antioch cluster have the highest average number of low-incidence special education programs (2.9), while the Whites Creek and Hillsboro clusters have the lowest (1.3 each); and
- schools in the Pearl-Cohn cluster have the lowest average ESL student-teacher ratio (39.9), followed by Hillsboro schools (40.9), while Antioch cluster schools average the maximum ratio of 50.7 ESL students per ESL teacher;

**School-by-School Comparisons in Metropolitan Nashville Public Schools**

**EXHIBIT 3-21  
SPECIAL PROGRAMS (ENGLISH AS A SECOND LANGUAGE (ESL), ALTERNATIVE LEARNING CENTER (ALC),  
PRE-K, ENCORE, ENCORE EID, AND LOW-INCIDENCE SPECIAL EDUCATION\*  
2000-01 SCHOOL YEAR**

CLUSTER	SCHOOL	NUMBER OF ESL TEACHERS (FTE)	ESL STUDENT/ TEACHER RATIO	NUMBER OF ALC TEACHERS (FTE)	NUMBER OF PRE-K TEACHERS (FTE)	ENCORE - DAYS OF SERVICE PER WEEK	ENCORE EID <sup>1</sup> - DAYS OF SERVICE PER WEEK	TOTAL LOW- INCIDENCE SPECIAL EDUCATION PROGRAMS <sup>2</sup>
none	Robertson Academy G/T	0.0	N/A	0.0	0.0	5 days (S E Gifted)		0
Antioch	Una Elementary	1.0	57.0	0.0	0.0	1/2 day		3
Antioch	Lakeview Elementary	0.5	52.0	0.0	0.0	1/2 day		2
Antioch	Cole Elementary	1.5	48.7	0.0	0.0			2
Antioch	Mt. View Elementary	0.5	62.0	0.0	0.0	1/2 day		1
Antioch	Moss, J. E. Elementary	3.0	46.0	0.0	0.0			2
Antioch	Apollo Middle	2.0	49.5	0.0	0.0			2
Antioch	Antioch High	3.5	31.7	0.0	0.0			8
Antioch	Antioch Middle	1.5	58.7	0.0	0.0			5
Antioch	Johnson Middle	0.0	N/A	2.0	0.0			1
	<b>AVERAGE FOR ANTIOCH CLUSTER</b>	<b>1.5</b>	<b>50.7</b>	<b>0.2</b>	<b>0.0</b>	<b>1.5 days</b>	<b>0</b>	<b>2.9</b>
Glenciff	Wright Middle	5.0	37.8	0.0	0.0			2
Glenciff	Glengarry Elementary	1.0	40.0	0.0	0.0			2
Glenciff	Paragon Mills Elementary	3.0	42.0	0.0	0.0			0
Glenciff	Glenciff Comprehensive High	6.0	36.5	0.0	0.0			7
Glenciff	Glenciff Elementary	1.0	60.0	0.0	0.0			2
Glenciff	Fall-Hamilton Elementary	0.0	N/A	0.0	0.0			1
Glenciff	Glenview Elementary	2.5	53.6	0.0	0.0			1
Glenciff	Whitsitt Elementary	2.0	53.0	0.0	0.0			1
Glenciff	Cameron Middle	2.0	40.0	0.0	0.0			3
Glenciff	Berry Elementary	1.0	36.0	0.0	2.0	1/2 day	1/2 day	0
	<b>AVERAGE FOR GLENCLIFF CLUSTER</b>	<b>2.4</b>	<b>44.3</b>	<b>0.0</b>	<b>0.2</b>	<b>0.5 days</b>	<b>0.5 days</b>	<b>1.9</b>
Hillsboro	Green, Julia Elementary	0.0	N/A	0.0	0.0	2 days		1
Hillsboro	Hillsboro Comprehensive High	4.0	32.8	0.0	0.0			5

*School-by-School Comparisons in Metropolitan Nashville Public Schools*

**EXHIBIT 3-21 (Continued)  
SPECIAL PROGRAMS (ENGLISH AS A SECOND LANGUAGE (ESL), ALTERNATIVE LEARNING CENTER (ALC),  
PRE-K, ENCORE, ENCORE EID, AND LOW-INCIDENCE SPECIAL EDUCATION\*  
2000-01 SCHOOL YEAR**

CLUSTER	SCHOOL	NUMBER OF ESL TEACHERS (FTE)	ESL STUDENT/TEACHER RATIO	NUMBER OF ALC TEACHERS (FTE)	NUMBER OF PRE-K TEACHERS (FTE)	ENCORE - DAYS OF SERVICE PER WEEK	ENCORE EID <sup>1</sup> - DAYS OF SERVICE PER WEEK	TOTAL LOW-INCIDENCE SPECIAL EDUCATION PROGRAMS <sup>2</sup>
Hillsboro	Hume-Fogg Magnet	0.0	N/A	0.0	0.0			0
Hillsboro	Stokes, Walter Middle	0.0	N/A	0.0	0.0			1
Hillsboro	Carter-Lawrence Magnet	0.0	N/A	0.0	3.0		1/2 day	0
Hillsboro	Sylvan Park Elementary	0.0	N/A	0.0	0.0	1/2 day		1
Hillsboro	Eakin Elementary	1.0	57.0	0.0	0.0	1½ days		0
Hillsboro	West End Middle	1.0	33.0	2.0	0.0			3
Hillsboro	Priest, Percy Elementary	0.0	N/A	0.0	0.0	1½ days		0
Hillsboro	Moore Middle	0.0	N/A	0.0	0.0			2
	<b>AVERAGE FOR HILLSBORO CLUSTER</b>	<b>0.6</b>	<b>40.9</b>	<b>0.2</b>	<b>0.3</b>	<b>3.5 days</b>	<b>0.5 days</b>	<b>1.3</b>
Hillwood	Hull-Jackson Montessori Magnet	0.0	N/A	0.0	6.0	1/2 day		0
Hillwood	Hillwood Comprehensive High	0.0	N/A	0.0	0.0			8
Hillwood	Bellevue Middle	0.0	N/A	0.0	0.0			2
Hillwood	Hill, H. G. Middle	1.0	40.0	0.0	0.0	5 days		2
Hillwood	Gower Elementary	1.4	49.3	0.0	0.0			3
Hillwood	Brookmeade Elementary	0.0	N/A	0.0	0.0	1/2 day		0
Hillwood	Buena Vista (Jones) Paideia Magnet	0.0	N/A	0.0	0.0	1/2 day		0
Hillwood	Charlotte Park Elementary	0.0	N/A	0.0	0.0			0
Hillwood	Early, John Middle	0.0	N/A	0.0	2.0		1/2 day	2
Hillwood	Harpeth Valley Elementary	0.0	N/A	0.0	0.0	1½ days		0
Hillwood	Hill, H. G. Elementary	1.0	44.0	0.0	0.0			0
Hillwood	Wharton Middle Magnet	0.0	N/A	0.0	0.0			0
Hillwood	Westmeade Elementary	0.8	35.0	0.0	0.0	1/2 day		1
	<b>AVERAGE FOR HILLWOOD CLUSTER</b>	<b>0.3</b>	<b>42.1</b>	<b>0.0</b>	<b>0.6</b>	<b>8.5 days</b>	<b>0.5 days</b>	<b>1.4</b>

**School-by-School Comparisons in Metropolitan Nashville Public Schools**

**EXHIBIT 3-21 (Continued)  
SPECIAL PROGRAMS (ENGLISH AS A SECOND LANGUAGE (ESL), ALTERNATIVE LEARNING CENTER (ALC),  
PRE-K, ENCORE, ENCORE EID, AND LOW-INCIDENCE SPECIAL EDUCATION\*  
2000-01 SCHOOL YEAR**

CLUSTER	SCHOOL	NUMBER OF ESL TEACHERS (FTE)	ESL STUDENT/TEACHER RATIO	NUMBER OF ALC TEACHERS (FTE)	NUMBER OF PRE-K TEACHERS (FTE)	ENCORE - DAYS OF SERVICE PER WEEK	ENCORE EID <sup>1</sup> - DAYS OF SERVICE PER WEEK	TOTAL LOW-INCIDENCE SPECIAL EDUCATION PROGRAMS <sup>2</sup>
Hunters Lane	Neely's Bend Elementary	0.0	N/A	0.0	0.0			1
Hunters Lane	Neely's Bend Middle	1.0	52.0	0.0	0.0			1
Hunters Lane	Goodlettsville Middle	0.0	N/A	0.0	0.0			0
Hunters Lane	Goodlettsville Elementary	0.0	N/A	0.0	0.0	1/2 day		0
Hunters Lane	Old Center Elementary	0.0	N/A	0.0	0.0			1
Hunters Lane	Brick Church Middle	0.0	N/A	0.0	0.0			1
Hunters Lane	Hunters Lane Comprehensive High	1.0	31.0	0.0	0.0			6
Hunters Lane	Stratton Elementary	1.0	53.0	0.0	0.0			1
Hunters Lane	Bellshire Elementary	0.0	N/A	0.0	0.0	5 days		1
Hunters Lane	Amqui Elementary	0.0	N/A	0.0	0.0			1
	<b>AVERAGE FOR HUNTERS LANE CLUSTER</b>	<b>0.3</b>	<b>45.3</b>	<b>0.0</b>	<b>0.0</b>	<b>5.5 days</b>	<b>0</b>	<b>1.3</b>
Maplewood	Gateway Elementary	0.0	N/A	0.0	0.0			0
Maplewood	Joy, Tom Elementary	0.0	N/A	0.0	0.0			2
Maplewood	Maplewood Comprehensive High	0.8	16.3	2.0	0.0			6
Maplewood	Baxter, Jere Middle	0.5	48.0	0.0	0.0			2
Maplewood	Chadwell Elementary	0.2	75.0	0.0	0.0			0
Maplewood	Shwab Elementary	0.0	N/A	0.0	0.0			3
Maplewood	Cotton, Hattie Elementary	0.0	N/A	0.0	0.0			3
Maplewood	Gra-Mar Elementary	0.0	N/A	0.0	0.0			1
Maplewood	Highland Hghts Middle	1.5	35.3	0.0	0.0			2
	<b>AVERAGE FOR MAPLEWOOD CLUSTER</b>	<b>0.3</b>	<b>43.6</b>	<b>0.2</b>	<b>0.0</b>	<b>0</b>	<b>0</b>	<b>2.1</b>
McGavock	DuPont Middle (Tyler)	0.0	N/A	0.0	0.0	1½ days		2
McGavock	Glenn Enhanced Option	0.0	N/A	0.0	2.0	5 days		1
McGavock	Dodson Elementary (new)	0.0	N/A	0.0	0.0			1

**School-by-School Comparisons in Metropolitan Nashville Public Schools**

**EXHIBIT 3-21 (Continued)  
SPECIAL PROGRAMS (ENGLISH AS A SECOND LANGUAGE (ESL), ALTERNATIVE LEARNING CENTER (ALC),  
PRE-K, ENCORE, ENCORE EID, AND LOW-INCIDENCE SPECIAL EDUCATION\*  
2000-01 SCHOOL YEAR**

CLUSER	SCHOOL	NUMBER OF ESL TEACHERS (FTE)	ESL STUDENT/TEACHER RATIO	NUMBER OF ALC TEACHERS (FTE)	NUMBER OF PRE-K TEACHERS (FTE)	ENCORE - DAYS OF SERVICE PER WEEK	ENCORE EID <sup>1</sup> - DAYS OF SERVICE PER WEEK	TOTAL LOW-INCIDENCE SPECIAL EDUCATION PROGRAMS <sup>2</sup>
McGavock	Donelson Middle	1.0	35.0	0.0	0.0	4 days		2
McGavock	Pennington Elementary	0.0	N/A	0.0	0.0			1
McGavock	DuPont Elementary	0.0	N/A	0.0	0.0			0
McGavock	Caldwell Early Childhood Center	0.0	N/A	0.0	4.0		1/2 day	3
McGavock	McGavock Elementary	0.0	N/A	0.0	0.0			2
McGavock	Hermitage Elementary	1.0	48.0	0.0	0.0			1
McGavock	Hickman Elementary	0.0	N/A	0.0	0.0			3
McGavock	Allen, Margaret Elementary	1.5	44.0	0.0	0.0			0
McGavock	Napier Enhanced Option	0.0	N/A	0.0	2.0	5 days		3
McGavock	Tulip Grove Elementary	1.0	49.0	0.0	0.0	1/2 day		1
McGavock	McGavock Comprehensive High	2.0	46.0	0.0	0.0	1 day		9
McGavock	DuPont Middle (Hadley)	0.0	N/A	0.0	0.0			2
McGavock	Jackson, Andrew Elementary	0.0	N/A	0.0	0.0	1 day		2
McGavock	Two Rivers Middle	1.0	46.0	0.0	0.0			4
	<b>AVERAGE FOR MCGAVOCK CLUSTER</b>	<b>0.4</b>	<b>44.7</b>	<b>0.0</b>	<b>0.5</b>	<b>18 days</b>	<b>0.5 days</b>	<b>2.2</b>
Overton	Tusculum Elementary	1.5	50.0	0.0	0.0	1/2 day		2
Overton	Rose Park Middle	2.0	51.0	0.0	0.0			1
Overton	Crieve Hall Elementary	0.0	N/A	0.0	0.0	1/2 day		2
Overton	Binkley, Norman Elementary	2.0	47.5	0.0	0.0			2
Overton	Haywood Elementary	4.0	41.3	0.0	0.0			3
Overton	McMurray Middle	1.0	36.0	0.0	0.0			2
Overton	Overton Comprehensive High	2.0	37.5	0.0	0.0			4
Overton	Glendale Middle	0.0	N/A	0.0	0.0			2
Overton	Granbery Elementary	1.0	50.0	0.0	0.0	1 day		0
	<b>AVERAGE FOR OVERTON CLUSTER</b>	<b>1.5</b>	<b>44.8</b>	<b>0.0</b>	<b>0.0</b>	<b>2 days</b>	<b>0</b>	<b>2.0</b>
Pearl-Cohn	Bass. W. A. Middle	0.8	27.5	0.0	0.0			3

**School-by-School Comparisons in Metropolitan Nashville Public Schools**

**EXHIBIT 3-21 (Continued)  
SPECIAL PROGRAMS (ENGLISH AS A SECOND LANGUAGE (ESL), ALTERNATIVE LEARNING CENTER (ALC),  
PRE-K, ENCORE, ENCORE EID, AND LOW-INCIDENCE SPECIAL EDUCATION\*  
2000-01 SCHOOL YEAR**

CLUSER	SCHOOL	NUMBER OF ESL TEACHERS (FTE)	ESL STUDENT/TEACHER RATIO	NUMBER OF ALC TEACHERS (FTE)	NUMBER OF PRE-K TEACHERS (FTE)	ENCORE - DAYS OF SERVICE PER WEEK	ENCORE EID <sup>1</sup> - DAYS OF SERVICE PER WEEK	TOTAL LOW-INCIDENCE SPECIAL EDUCATION PROGRAMS <sup>2</sup>
Pearl-Cohn	Cockrill Elementary	1.0	50.0	0.0	0.0			2
Pearl-Cohn	Head Magnet	0.5	48.0	0.0	2.0		1/2 day	0
Pearl-Cohn	Park Avenue Enhanced Option	0.0	N/A	0.0	4.0	5 days		5
Pearl-Cohn	McKissack Middle	0.5	34.0	0.0	3.0		1/2 day	2
Pearl-Cohn	McCann Elementary	0.0	N/A	0.0	0.0			0
Pearl-Cohn	Pearl Cohn Comprehensive High Magnet	0.0	N/A	0.0	0.0			7
	<b>AVERAGE FOR PEARL-COHN CLUSTER</b>	<b>0.4</b>	<b>39.9</b>	<b>0.0</b>	<b>1.3</b>	<b>5 days</b>	<b>1 day</b>	<b>2.7</b>
Stratford	Lockeland Middle	0.5	34.0	0.0	0.0			1
Stratford	Litton, Isaac Middle	0.0	N/A	0.0	0.0			2
Stratford	Kirkpatrick Elementary	1.0	36.0	0.0	0.0			1
Stratford	Warner Elementary	0.5	46.0	0.0	2.0		1/2 day	0
Stratford	Inglewood Elementary	0.0	N/A	0.0	0.0	1/2 day		1
Stratford	Howe, Cora Elementary	2.0	52.5	0.0	0.0			4
Stratford	Mills, Dan Elementary	0.0	N/A	0.0	0.0			2
Stratford	Rosebank Elementary	0.0	N/A	0.0	0.0			0
Stratford	Stratford Comprehensive High	1.0	48.0	0.0	0.0			4
Stratford	East Middle	0.0	N/A	0.0	0.0			3
Stratford	East Magnet	0.0	N/A	0.0	0.0			1
Stratford	Ross Elementary	0.0	N/A	0.0	0.0			4
Stratford	Dalewood Elementary	0.0	N/A	0.0	0.0	1 day		2
Stratford	Meigs Middle Magnet	0.0	N/A	0.0	0.0			0
	<b>AVERAGE FOR STRATFORD CLUSTER</b>	<b>0.4</b>	<b>43.3</b>	<b>0.0</b>	<b>0.1</b>	<b>1.5 days</b>	<b>0.5 days</b>	<b>1.8</b>

**School-by-School Comparisons in Metropolitan Nashville Public Schools**

**EXHIBIT 3-21 (Continued)  
SPECIAL PROGRAMS (ENGLISH AS A SECOND LANGUAGE (ESL), ALTERNATIVE LEARNING CENTER (ALC),  
PRE-K, ENCORE, ENCORE EID, AND LOW-INCIDENCE SPECIAL EDUCATION\*  
2000-01 SCHOOL YEAR**

CLUSTER	SCHOOL	NUMBER OF ESL TEACHERS (FTE)	ESL STUDENT/TEACHER RATIO	NUMBER OF ALC TEACHERS (FTE)	NUMBER OF PRE-K TEACHERS (FTE)	ENCORE - DAYS OF SERVICE PER WEEK	ENCORE EID <sup>1</sup> - DAYS OF SERVICE PER WEEK	TOTAL LOW-INCIDENCE SPECIAL EDUCATION PROGRAMS <sup>2</sup>
Whites Creek	Joelton Elementary	0.0	N/A	0.0	0.0			0
Whites Creek	Whites Creek Comprehensive High	0.0	N/A	0.0	0.0			6
Whites Creek	King's Lane Design Center	0.0	N/A	0.0	0.0	5 days		0
Whites Creek	Cumberland Elementary	0.0	N/A	0.0	0.0			1
Whites Creek	Haynes Middle	0.0	N/A	0.0	0.0			1
Whites Creek	Ewing Park Middle	0.0	N/A	0.0	0.0			3
Whites Creek	Bordeaux Elementary	0.0	N/A	0.0	2.0			0
Whites Creek	Green, Alex Elementary	0.0	N/A	0.0	0.0			0
Whites Creek	Nashville School of the Arts	0.0	N/A	0.0	0.0			0
Whites Creek	Joelton Middle	0.0	N/A	0.0	0.0			2
	<b>AVERAGE FOR WHITES CREEK CLUSTER</b>	<b>0.0</b>	<b>N/A</b>	<b>0.0</b>	<b>0.2</b>	<b>5 days</b>	<b>0</b>	<b>1.3</b>
<b>ELEMENTARY SCHOOL AVERAGE</b>								
		<b>0.6</b>	<b>47.7</b>	<b>0.0</b>	<b>2.4</b>	<b>0.7 days</b>	<b>0.02 days</b>	<b>1.3</b>
<b>MIDDLE SCHOOL AVERAGE</b>								
		<b>0.7</b>	<b>41.8</b>	<b>2.0</b>	<b>2.3</b>	<b>0.3 days</b>	<b>0.03 days</b>	<b>2.0</b>
<b>HIGH SCHOOL AVERAGE</b>								
		<b>2.0</b>	<b>35.5</b>	<b>2.0</b>	<b>0.0</b>	<b>0.1 days</b>	<b>0.00 days</b>	<b>6.3</b>
<b>MAGNET SCHOOL AVERAGE</b>								
		<b>0.1</b>	<b>48.0</b>	<b>0.0</b>	<b>3.7</b>	<b>0.1 days</b>	<b>0.10 days</b>	<b>0.8</b>
<b>AVERAGE FOR OTHER SCHOOLS</b>								
		<b>n/a</b>	<b>43.1</b>	<b>n/a</b>	<b>n/a</b>			<b>n/a</b>
<b>AVERAGE FOR ALL SCHOOLS</b>								
		<b>0.7</b>	<b>43.1</b>	<b>0.1</b>	<b>0.3</b>	<b>0.5 days</b>	<b>0.03 days</b>	<b>1.8</b>
<b>TOTAL FOR ALL SCHOOLS</b>								
		<b>82.0</b>	<b>43.1</b>	<b>6.0</b>	<b>34.0</b>	<b>57 days</b>	<b>3.5 days</b>	<b>220</b>

Source: Metropolitan Nashville Public Schools, 2000.

<sup>1</sup> Encore EID - Encore Early Identification Program.

<sup>2</sup> Does not include schools classified as Special Education facilities.

\*See Recommendations 6-18 and 6-19 for related recommendations.



Examining the data by individual schools, it can be seen that:

- McGavock Comprehensive High School has the highest total number of low-incidence special education programs (9), while most schools have less than two and many have zero;
- seven schools have five days per week of Encore program service, but most schools in the system have zero; and
- only three schools have ALC teachers—West End Middle, Maplewood Comprehensive High School and Johnson Middle.

Exhibit 3-22 details the advanced placement (AP) course offerings at Metropolitan Nashville Public Schools' high schools and magnet schools. The school system offers a total of 63 AP courses, 18 of which are science courses, followed by 17 history courses, and 10 calculus courses. Individual high schools and magnet schools offer between zero and 10 total AP courses, for an average 4.2 courses per school. The exhibit shows that:

- Hume-Fogg Magnet and Martin Luther King, Jr. Magnet schools offer the most AP courses (10 each), followed by Hillwood Comprehensive High School (8);
- Maplewood Comprehensive High School is the only school which does not offer any AP courses;
- three magnet schools offer only one AP course each—Pearl-Cohn Comprehensive High Magnet, East Magnet, and Nashville School of the Arts;
- U. S. History is the AP course offered at most schools (10, for an average of 0.7 such courses per school); and
- Spanish AP courses are offered at only one school, Hume-Fogg Magnet.

Exhibit 3-23 shows the number of club directors and sponsors by type and school within Metropolitan Nashville Public Schools. The school system employs 161 club directors/sponsors in middle, high, and magnet schools to lead student clubs for band, cheerleading, debate, newspaper, student council, and yearbook. These schools average 4.1 club directors/sponsors each, and most schools have one newspaper and one yearbook instructor.

Comparing among types of schools, the exhibit illustrates that:

- high schools have the highest average total number of club instructors (7.9), as well as the highest average numbers of each type except for yearbook sponsors (1.1);

**School-by-School Comparisons in Metropolitan Nashville Public Schools**

**EXHIBIT 3-22  
ADVANCED PLACEMENT COURSES\*  
2000-01 SCHOOL YEAR**

CLUSTER	SCHOOL	U.S. HISTORY AP	EUR <sup>1</sup> HISTORY AP	PHYSICS B* AP	ENV SCI <sup>2</sup> AP	CHEM <sup>3</sup> AP	BIO <sup>4</sup> AP	CALC <sup>5</sup> AB** AP	CALC <sup>5</sup> BC*** AP	LATIN AP	SPANISH AP	LIT <sup>6</sup> & COMP AP	GERMAN AP	LANG & COMP <sup>7</sup> AP	TOTAL AP COURSES
Antioch	Antioch High	1	1	0	0	1	0	1	0	0	0	1	0	0	5
Glenclyff	Glenclyff Comp High	1	0	0	0	0	1	1	0	0	0	1	0	0	4
Hillsboro	Hillsboro Comp High	0	1	1	0	1	1	1	0	0	0	1	0	1	6
Hillsboro	Hume-Fogg Magnet	1	1	1	0	1	1	1	0	1	1	0	1	1	10
Hillwood	Hillwood Comp High	1	1	0	1	0	1	0	1	1	0	1	0	1	8
Hunters Lane	Hunters Lane Comp High	0	0	0	0	0	0	0	1	0	0	0	0	1	2
Maplewood	Maplewood Comp High	0	0	0	0	0	0	0	0	0	0	0	0	0	0
McGavock	McGavock Comp High	1	0	1	0	0	1	1	0	0	0	1	0	1	6
Overton	Overton Comp High	1	1	0	0	1	1	1	0	0	0	0	0	0	5
Pearl-Cohn	King, Martin Luther Jr. Magnet	1	1	1	1	1	1	1	1	0	0	1	1	0	10
Pearl-Cohn	Pearl-Cohn Comp High Magnet	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Stratford	East Magnet	0	0	0	0	0	0	0	0	0	0	1	0	0	1
Stratford	Stratford Comp High	1	1	0	0	0	0	0	0	0	0	0	0	0	2
Whites Creek	Nashville School of the Arts	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Whites Creek	Whites Creek Comp High	1	0	0	0	0	0	0	0	0	0	0	0	1	2
<b>AVERAGE FOR ALL SCHOOLS</b>		<b>0.7</b>	<b>0.5</b>	<b>0.3</b>	<b>0.1</b>	<b>0.3</b>	<b>0.5</b>	<b>0.5</b>	<b>0.2</b>	<b>0.1</b>	<b>0.1</b>	<b>0.5</b>	<b>0.1</b>	<b>0.5</b>	<b>4.2</b>
<b>TOTAL FOR ALL SCHOOLS</b>		<b>10</b>	<b>7</b>	<b>4</b>	<b>2</b>	<b>5</b>	<b>7</b>	<b>7</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>7</b>	<b>2</b>	<b>7</b>	<b>63</b>

Source: Metropolitan Nashville Public Schools, 2000.

- <sup>1</sup> European History
- <sup>2</sup> Environmental Science
- <sup>3</sup> Chemistry
- <sup>4</sup> Biology
- <sup>5</sup> Calculus
- <sup>6</sup> Literature and Composition
- <sup>7</sup> Language and Composition

\* See Recommendation 6-6 for a related recommendation.

\*\* Physics B is a college-level physics course which seldom uses calculus. It is intended for students in life sciences, pre-medicine and some applied sciences as well as other fields not directly related to science.

\*\*\*Calculus AB is one semester (3 hours) of college calculus. Calculus BC is one full year (6 hours) of college calculus.

**School-by-School Comparisons in Metropolitan Nashville Public Schools**

**EXHIBIT 3-23  
CLUB DIRECTORS AND SPONSORS  
2000-01 SCHOOL YEAR**

CLUSTER	SCHOOL	TOTAL	BAND	CHEERLEADING	DEBATE	NEWSPAPER	STUDENT COUNCIL	YEARBOOK
Antioch	Antioch High	7	1	2	1	1	1	1
Antioch	Antioch Middle	3	0	0	0	1	0	2
Antioch	Apollo Middle	2	0	0	0	1	0	1
<b>AVERAGE FOR ANTIOCH CLUSTER</b>		<b>4.0</b>	<b>0.3</b>	<b>0.7</b>	<b>0.3</b>	<b>1.0</b>	<b>0.3</b>	<b>1.3</b>
Glenciff	Cameron Middle	2	0	0	0	1	0	1
Glenciff	Glenciff Comp High	8	2	2	1	1	1	1
<b>AVERAGE FOR GLENCLIFF CLUSTER</b>		<b>5.0</b>	<b>1.0</b>	<b>1.0</b>	<b>0.5</b>	<b>1.0</b>	<b>0.5</b>	<b>1.0</b>
Hillsboro	Hillsboro Comp High	6	1	1	1	1	1	1
Hillsboro	Hume-Fogg Magnet	6	1	1	1	1	1	1
Hillsboro	Moore Middle	3	0	0	0	1	0	2
Hillsboro	West End Middle	2	0	0	0	1	0	1
<b>AVERAGE FOR HILLSBORO CLUSTER</b>		<b>4.3</b>	<b>0.5</b>	<b>0.5</b>	<b>0.5</b>	<b>1.0</b>	<b>0.5</b>	<b>1.3</b>
Hillwood	Bellevue Middle	2	0	0	0	1	0	1
Hillwood	Buena Vista Paideia Magnet	1	0	0	0	0	0	1
Hillwood	Hill, H. G. Middle	2	2	0	0	0	0	0
Hillwood	Hillwood Comp High	9	2	3	1	1	1	1
<b>AVERAGE FOR HILLWOOD CLUSTER</b>		<b>3.5</b>	<b>1.0</b>	<b>0.8</b>	<b>0.3</b>	<b>0.5</b>	<b>0.3</b>	<b>0.8</b>
Hunters Lane	Goodlettsville Middle	2	0	0	0	1	0	1
Hunters Lane	Hunters Lane Comp High	7	1	2	1	1	1	1
Hunters Lane	Neely's Bend Middle	2	0	0	0	1	0	1
<b>AVERAGE FOR HUNTERS LANE CLUSTER</b>		<b>3.7</b>	<b>0.3</b>	<b>0.7</b>	<b>0.3</b>	<b>1.0</b>	<b>0.3</b>	<b>1.0</b>
Maplewood	Baxter, Jere Middle	3	0	0	0	1	0	2
Maplewood	Highland Hghts Middle	2	0	0	0	1	0	1
Maplewood	Maplewood Comp High	8	2	2	1	1	1	1
<b>AVERAGE FOR MAPLEWOOD CLUSTER</b>		<b>4.3</b>	<b>0.7</b>	<b>0.7</b>	<b>0.3</b>	<b>1.0</b>	<b>0.3</b>	<b>1.3</b>
McGavock	Donelson Middle	2	0	0	0	1	0	1
McGavock	DuPont Middle (Hadley)	2	0	0	0	1	0	1
McGavock	DuPont Middle (Tyler)	2	0	1	0	0	0	1
McGavock	McGavock Comp High	11	3	1	1	1	4	1
McGavock	Two Rivers Middle	2	0	0	0	1	0	1
<b>AVERAGE FOR MCGAVOCK CLUSTER</b>		<b>3.8</b>	<b>0.6</b>	<b>0.4</b>	<b>0.2</b>	<b>0.8</b>	<b>0.8</b>	<b>1.0</b>
Overton	McMurray Middle	1	0	0	0	0	0	1
Overton	Overton Comp High	9	2	2	1	2	1	1
<b>AVERAGE FOR OVERTON CLUSTER</b>		<b>5.0</b>	<b>1.0</b>	<b>1.0</b>	<b>0.5</b>	<b>1.0</b>	<b>0.5</b>	<b>1.0</b>

**School-by-School Comparisons in Metropolitan Nashville Public Schools**

**EXHIBIT 3-23 (Continued)  
CLUB DIRECTORS AND SPONSORS  
2000-01 SCHOOL YEAR**

CLUSTER	SCHOOL	TOTAL	BAND	CHEERLEADING	DEBATE	NEWSPAPER	STUDENT COUNCIL	YEARBOOK
Pearl-Cohn	Bass. W. A. Middle	1	0	0	0	0	0	1
Pearl-Cohn	Head Magnet	2	0	0	0	1	0	1
Pearl-Cohn	King, Martin Luther Jr. Magnet	9	2	1	1	2	2	1
Pearl-Cohn	Pearl-Cohn Comp High Magnet	7	1	2	1	1	1	1
<b>AVERAGE FOR PEARL-COHN CLUSTER</b>		<b>4.8</b>	<b>0.8</b>	<b>0.8</b>	<b>0.5</b>	<b>1.0</b>	<b>0.8</b>	<b>1.0</b>
Stratford	East Magnet	7	1	0	2	2	1	1
Stratford	East Middle	2	0	0	0	1	0	1
Stratford	Litton, Isaac Middle	2	0	0	0	1	0	1
Stratford	Meigs Middle Magnet	2	0	0	0	1	0	1
Stratford	Stratford Comp High	7	1	2	1	1	1	1
<b>AVERAGE FOR STRATFORD CLUSTER</b>		<b>4.0</b>	<b>0.4</b>	<b>0.4</b>	<b>0.6</b>	<b>1.2</b>	<b>0.4</b>	<b>1.0</b>
Whites Creek	Ewing Park Middle	3	1	0	0	1	0	1
Whites Creek	Joelton Middle	2	0	0	0	1	0	1
Whites Creek	Nashville School of the Arts	4	0	0	1	1	1	1
Whites Creek	Whites Creek Comp High	7	1	2	1	1	1	1
<b>AVERAGE FOR WHITES CREEK CLUSTER</b>		<b>4.0</b>	<b>0.5</b>	<b>0.5</b>	<b>0.5</b>	<b>1.0</b>	<b>0.5</b>	<b>1.0</b>
<b>MIDDLE SCHOOL AVERAGE</b>		<b>2.1</b>	<b>0.1</b>	<b>0.0</b>	<b>0.0</b>	<b>0.8</b>	<b>0.0</b>	<b>1.1</b>
<b>HIGH SCHOOL AVERAGE</b>		<b>7.9</b>	<b>1.6</b>	<b>1.9</b>	<b>1.0</b>	<b>1.1</b>	<b>1.3</b>	<b>1.0</b>
<b>MAGNET SCHOOL AVERAGE</b>		<b>4.8</b>	<b>0.6</b>	<b>0.5</b>	<b>0.8</b>	<b>1.1</b>	<b>0.8</b>	<b>1.0</b>
<b>AVERAGE FOR ALL SCHOOLS</b>		<b>4.1</b>	<b>0.6</b>	<b>0.6</b>	<b>0.4</b>	<b>0.9</b>	<b>0.5</b>	<b>1.1</b>
<b>AVERAGE ALL SCHOOLS</b>		<b>161</b>	<b>24</b>	<b>24</b>	<b>16</b>	<b>37</b>	<b>19</b>	<b>41</b>

Source: Metropolitan Nashville Public Schools, 2000.

***School-by-School Comparisons in Metropolitan Nashville Public Schools***

- middle schools have the lowest average total of club directors/sponsors (2.1), and the lowest average numbers of each type except for yearbook sponsors, for which they have the highest average (1.1); and
- among magnet and middle schools, only those enrolling students in grades 7 and higher had any club instructors. Two schools with students enrolled in grades 7 and 8 had no club instructors—Wharton Middle Magnet and Wright Middle (not included in averages).

Among clusters of schools, the data indicate that:

- schools in the Overton cluster have the highest average number of club instructors (5.0), while schools in the Hillwood cluster have the lowest (3.5);
- all but one cluster average at least one instructor for yearbook per school; the exception is the Hillwood cluster, which averages only 0.8 yearbook instructors; and
- only two clusters average less than one newspaper director/sponsor per school—Hillwood (0.5) and McGavock (0.8).

At the level of individual schools, it can be seen that:

- McGavock Comprehensive High School has the highest number of total club instructors (11), while three schools have only one each (McMurray Middle, Bass Middle, and Buena Vista Paideia Magnet);
- McGavock Comprehensive High School has four instructors for student council and three for band, the highest numbers for those categories; and
- Hillwood Comprehensive High School has the highest number of cheerleading directors/sponsors (3).

Exhibit 3-24 lists the schools in Metropolitan Nashville Public Schools which feature an extended school year. Two of these schools, Glenn Enhanced Option and Napier Enhanced Option are in the McGavock cluster of schools; the Park Avenue Enhanced Option School is in the Pearl-Cohn cluster.

**EXHIBIT 3-24  
SCHOOLS WITH AN EXTENDED SCHOOL YEAR\*  
2000-01 SCHOOL YEAR**

SCHOOLS WITH EXTENDED SCHOOL YEAR	GRADES
Glenn Enhanced Option	Pre-K through 4
Napier Enhanced Option	Pre-K through 4
Park Avenue Enhanced Option	Pre-K through 4

Source: Metropolitan Nashville Public Schools, 2000.

\*See Recommendation 11-4 for a related recommendation.

Exhibit 3-25 illustrates the availability of before and after-school childcare programs throughout the Metropolitan Nashville Public Schools. The school system has before-care programs at 74 schools and after-care programs at 83 schools, with an average of 0.6 of each type of program per school systemwide.

As the exhibit indicates, comparing among types of schools:

- elementary schools have the highest averages for both before-care (0.8 programs per school) and after-care (0.9); and
- of the types of schools which do offer childcare programs, middle schools have the lowest average number of before-care programs (0.3), while schools classified as “other” have the lowest average number of after-care programs (0.3).

Comparing by clusters of schools, the exhibit shows that:

- the McGavock cluster of schools offers the highest total number of both before-care and after-care programs (14 of each type of program);
- the Pearl-Cohn cluster of schools offers the fewest before-care programs, with only four; and
- four clusters offer only five after-care programs – Glenciff, Hunters Lane, Maplewood, and Pearl-Cohn.

Exhibit 3-26 details the current library book collections for each school in Metropolitan Nashville Public Schools, and the ratio of copies of books to students enrolled in those schools. Overall the school system owns over 1 million books, for an average of 15.3 copies per student. This ratio varies widely by individual school, and to a lesser degree by type of school and by cluster.

Comparing by individual school, the exhibit indicates that:

- the old Dodson Elementary school has the largest ratio of books to enrolled students (116.0), followed by McCann Elementary, with 57.6 copies per student;
- Antioch Middle School has the lowest ratio, with only 5.3 copies per student;
- Whites Creek Comprehensive High School has the most extensive book collection, with 28,304 books, for a copies-per-student ratio of 22.1; and
- Harris-Hillman, a special education school, has the smallest book collection, with only 1,540 books. With the school’s enrollment of 87 students, however, the school has an above-average ratio of 17.7 books per student.

**EXHIBIT 3-25  
BEFORE AND AFTER-SCHOOL PROGRAMS\*  
2000-01 SCHOOL YEAR**

<b>CLUSTER</b>	<b>SCHOOL</b>	<b>BEFORE-SCHOOL PROGRAM</b>	<b>AFTER-SCHOOL PROGRAM</b>
none	Robertson Academy G/T	0	0
Antioch	Antioch High	0	0
Antioch	Antioch Middle	0	0
Antioch	Apollo Middle	0	1
Antioch	Cole Elementary	1	1
Antioch	Johnson Middle	0	1
Antioch	Lakeview Elementary	1	1
Antioch	Moss, J. E. Elementary	1	1
Antioch	Mt. View Elementary	1	1
Antioch	Una Elementary	1	1
<b>TOTAL FOR ANTIOCH CLUSTER</b>		<b>5</b>	<b>7</b>
Glenciff	Berry Elementary	1	1
Glenciff	Cameron Middle	0	0
Glenciff	Fall-Hamilton Elementary	0	0
Glenciff	Glenciff Comp High	0	0
Glenciff	Glenciff Elementary	1	1
Glenciff	Glengarry Elementary	1	1
Glenciff	Glenview Elementary	0	0
Glenciff	Paragon Mills Elementary	1	1
Glenciff	Whitsitt Elementary	1	1
Glenciff	Wright Middle	0	0
<b>TOTAL FOR GLENCLIFF CLUSTER</b>		<b>5</b>	<b>5</b>
Hillsboro	Carter-Lawrence Magnet	1	1
Hillsboro	Cohn Adult Learning Center	1**	1**
Hillsboro	Eakin Elementary	1	1
Hillsboro	Green, Julia Elementary	1	1
Hillsboro	Harris-Hillman (Special Ed.)	1	1
Hillsboro	Hillsboro Comp High	0	0
Hillsboro	Hume-Fogg Magnet	0	0
Hillsboro	Moore Middle	0	0
Hillsboro	Murphy Alternative Center	0	0
Hillsboro	Murrell (Special Ed)	0	0
Hillsboro	Priest, Percy Elementary	1	1
Hillsboro	Stokes, Walter Middle	1	1
Hillsboro	Sylvan Park Elementary	1	1
Hillsboro	West End Middle	0	0
<b>TOTAL FOR HILLSBORO CLUSTER</b>		<b>8</b>	<b>8</b>
Hillwood	Bellevue Middle	0	1
Hillwood	Brookmeade Elementary	1	1
Hillwood	Buena Vista (Jones) Paideia Magnet	1	1
Hillwood	Buena Vista Paideia Magnet	1	1
Hillwood	Charlotte Park Elementary	1	1
Hillwood	Early, John Middle	1	1
Hillwood	Gower Elementary	1	1
Hillwood	Harpeth Valley Elementary	1	1
Hillwood	Hill, H. G. Elementary	0	1
Hillwood	Hill, H. G. Middle	0	0
Hillwood	Hillwood Comp High	0	0
Hillwood	Hull-Jackson Montessori Magnet	1	1
Hillwood	Westmeade Elementary	1	1
Hillwood	Wharton Middle Magnet	1	1

**School-by-School Comparisons in Metropolitan Nashville Public Schools**

**EXHIBIT 3-25 (Continued)  
BEFORE AND AFTER-SCHOOL PROGRAMS\*  
2000-01 SCHOOL YEAR**

<b>CLUSTER</b>	<b>SCHOOL</b>	<b>BEFORE-SCHOOL PROGRAM</b>	<b>AFTER-SCHOOL PROGRAM</b>
<b>TOTAL FOR HILLSBORO CLUSTER</b>		<b>10</b>	<b>12</b>
Hunters Lane	Amqui Elementary	1	1
Hunters Lane	Bellshire Elementary	1	1
Hunters Lane	Brick Church Middle	1	1
Hunters Lane	Gateway Elementary	1	1
Hunters Lane	Goodlettsville Elementary	0	0
Hunters Lane	Goodlettsville Middle	0	0
Hunters Lane	Hunters Lane Comp High	0	0
Hunters Lane	Madison (Special Ed)	0	0
Hunters Lane	Neely's Bend Elementary	0	0
Hunters Lane	Neely's Bend Middle	0	0
Hunters Lane	Old Center Elementary	1	1
Hunters Lane	Stratton Elementary	0	0
<b>TOTAL FOR HUNTERS LANE CLUSTER</b>		<b>5</b>	<b>5</b>
Maplewood	Baxter, Jere Alternative	0	0
Maplewood	Baxter, Jere Middle	0	0
Maplewood	Chadwell Elementary	1	1
Maplewood	Cotton, Hattie Elementary	1	1
Maplewood	Gra-Mar Elementary	1	1
Maplewood	Highland Hghts Middle	0	0
Maplewood	Joy, Tom Elementary	1	1
Maplewood	Maplewood Comp High	0	0
Maplewood	Shwab Elementary	1	1
<b>TOTAL FOR MAPLEWOOD CLUSTER</b>		<b>5</b>	<b>5</b>
McGavock	Allen, Margaret Elementary	1	1
McGavock	Caldwell Early Childhood Center	1	1
McGavock	Dodson Elementary (new)	1	1
McGavock	Dodson Elementary (old)	0	0
McGavock	Donelson Middle	1	1
McGavock	DuPont Elementary	1	1
McGavock	DuPont Middle (Hadley)	0	0
McGavock	DuPont Middle (Tyler)	1	1
McGavock	Glenn Enhanced Option	1	1
McGavock	Hermitage Elementary	1	1
McGavock	Hickman (Stanford)	0	0
McGavock	Hickman Elementary	1	1
McGavock	Jackson, Andrew Elementary	1	1
McGavock	McGavock Comp High	0	0
McGavock	McGavock Elementary	1	1
McGavock	Napier Enhanced Option	1	1
McGavock	Pennington Elementary	1	1
McGavock	Tulip Grove Elementary	1	1
McGavock	Two Rivers Middle	0	0
<b>TOTAL FOR MCGAVOCK CLUSTER</b>		<b>14</b>	<b>147</b>
Overton	Binkley, Norman Elementary	1	1
Overton	Crieve Hall Elementary	1	1
Overton	Glendale Middle	1	1
Overton	Granbery Elementary	0	0
Overton	Haywood Elementary	1	1



**School-by-School Comparisons in Metropolitan Nashville Public Schools**

**EXHIBIT 3-25 (Continued)  
BEFORE AND AFTER-SCHOOL PROGRAMS\*  
2000-01 SCHOOL YEAR**

<b>CLUSTER</b>	<b>SCHOOL</b>	<b>BEFORE-SCHOOL PROGRAM</b>	<b>AFTER-SCHOOL PROGRAM</b>
Overton	McMurray Middle	0	0
Overton	Overton Comp High	0	0
Overton	Rose Park Middle	0	1
Overton	Tusculum Elementary	1	1
<b>TOTAL FOR OVERTON CLUSTER</b>		<b>5</b>	<b>6</b>
Pearl-Cohn	Bass. W. A. Middle	0	1
Pearl-Cohn	Cockrill Elementary	1	1
Pearl-Cohn	Head Magnet	1	1
Pearl-Cohn	King, Martin Luther Jr. Magnet	0	0
Pearl-Cohn	McCann Elementary	0	0
Pearl-Cohn	McKissack Middle	1	1
Pearl-Cohn	Park Avenue Enhanced Option	1	1
Pearl-Cohn	Pearl-Cohn Comp High Magnet	0	0
<b>TOTAL FOR PEARL-COHN CLUSTER</b>		<b>4</b>	<b>5</b>
Stratford	Dalewood Elementary	1	1
Stratford	East Magnet	0	1
Stratford	East Middle	0	0
Stratford	Howe, Cora Elementary	1	1
Stratford	Inglewood Elementary	1	1
Stratford	Kirkpatrick Elementary	0	1
Stratford	Litton, Isaac Middle	0	0
Stratford	Lockeland Middle	0	1
Stratford	Meigs Middle Magnet	0	1
Stratford	Mills, Dan Elementary	1	1
Stratford	Rosebank Elementary	1	1
Stratford	Ross Elementary	1	1
Stratford	Stratford Comp High	0	0
Stratford	Warner Elementary	1	1
<b>TOTAL FOR STRATFORD CLUSTER</b>		<b>7</b>	<b>11</b>
Whites Creek	Bordeaux Elementary	1	1
Whites Creek	Cumberland Elementary	1	1
Whites Creek	Ewing Park Middle	0	0
Whites Creek	Green, Alex Elementary	1	1
Whites Creek	Haynes Middle	0	0
Whites Creek	Joelton Elementary	1	1
Whites Creek	Joelton Middle	0	0
Whites Creek	King's Lane Design Center	1	1
Whites Creek	Morny Elementary	1	1
Whites Creek	Nashville School of the Arts	0	0
Whites Creek	Union Hill Elementary	1	1
Whites Creek	Whites Creek Comp High	0	0
<b>TOTAL FOR WHITES CREEK CLUSTER</b>		<b>7</b>	<b>7</b>
<b>ELEMENTARY SCHOOL AVERAGE</b>		<b>0.8</b>	<b>0.9</b>
<b>MIDDLE SCHOOL AVERAGE</b>		<b>0.3</b>	<b>0.4</b>
<b>MAGNET SCHOOL AVERAGE</b>		<b>0.5</b>	<b>0.7</b>
<b>AVERAGE FOR OTHER SCHOOLS</b>		<b>0.3</b>	<b>0.3</b>
<b>TOTAL FOR ALL SCHOOLS</b>		<b>75</b>	<b>85</b>
<b>AVERAGE FOR ALL SCHOOLS</b>		<b>0.6</b>	<b>0.6</b>

Source: Metropolitan Nashville Public Schools, 2000.

\*See Recommendation 12-16 for a related recommendation.

\*\*day-long care

**School-by-School Comparisons in Metropolitan Nashville Public Schools**

**EXHIBIT 3-26  
CURRENT LIBRARY BOOK COLLECTIONS\*  
2000-01 SCHOOL YEAR**

<b>CLUSTER</b>	<b>SCHOOL</b>	<b>CURRENT COPIES</b>	<b>ENROLLMENT</b>	<b>BOOKS PER STUDENT</b>
Antioch	Antioch High	15,566	2,048	7.6
Antioch	Antioch Middle	5,313	1,006	5.3
Antioch	Apollo Middle	13,261	833	15.9
Antioch	Cole Elementary	10,368	734	14.1
Antioch	Johnson Middle	5,431	156	34.8
Antioch	Lakeview Elementary	18,596	603	30.8
Antioch	Moss, J. E. Elementary	10,580	950	11.1
Antioch	Mt. View Elementary	8,468	821	10.3
Antioch	Una Elementary	9,944	691	14.4
<b>AVERAGE FOR ANTIOCH CLUSTER</b>		<b>10,836</b>	<b>871</b>	<b>12.4</b>
Glenciff	Berry Elementary	6,557	260	25.2
Glenciff	Cameron Middle	11,055	818	13.5
Glenciff	Fall-Hamilton Elementary	4,277	290	14.7
Glenciff	Glenciff Comp High	22,247	1,557	14.3
Glenciff	Glenciff Elementary	7,462	524	14.2
Glenciff	Glengarry Elementary	6,138	216	28.4
Glenciff	Glenview Elementary	5,357	390	13.7
Glenciff	Paragon Mills Elementary	6,860	459	14.9
Glenciff	Whitsitt Elementary	10,760	588	18.3
Glenciff	Wright Middle	9,579	990	9.7
<b>AVERAGE FOR GLENCLIFF CLUSTER</b>		<b>9,029</b>	<b>609</b>	<b>14.8</b>
Hillsboro	Carter-Lawrence Magnet	13,752	372	37.0
Hillsboro	Eakin Elementary	10,038	689	14.6
Hillsboro	Green, Julia Elementary	10,135	451	22.5
Hillsboro	Harris-Hillman (Special Ed.)	1,540	87	17.7
Hillsboro	Hillsboro Comp High	8,572	1,175	7.3
Hillsboro	Hume-Fogg Magnet	18,141	792	22.9
Hillsboro	Moore Middle	7,613	411	18.5
Hillsboro	Murrell (Special Ed)	2,679	51	52.5
Hillsboro	Priest, Percy Elementary	10,469	416	25.2
Hillsboro	Stokes, Walter Middle	4,769	336	14.2
Hillsboro	Sylvan Park Elementary	5,877	299	19.7
Hillsboro	West End Middle	6,536	286	22.9
<b>AVERAGE FOR HILLSBORO CLUSTER</b>		<b>8,343</b>	<b>447</b>	<b>18.7</b>
Hillwood	Bellevue Middle	6,265	626	10.0
Hillwood	Brookmeade Elementary	7,085	320	22.1
Hillwood	Buena Vista (Jones) Paideia Magnet	8,106	315	25.7
Hillwood	Charlotte Park Elementary	10,530	332	31.7
Hillwood	Early, John Middle	3,862	157	24.6
Hillwood	Gower Elementary	8,769	453	19.4
Hillwood	Harpeth Valley Elementary	10,537	610	17.3
Hillwood	Hill, H. G. Elementary	4,714	168	28.1
Hillwood	Hillwood Comp High	15,190	1,091	13.9
Hillwood	Hull-Jackson Montessori Magnet	8,261	501	16.5
Hillwood	Westmeade Elementary	8,356	479	17.4
Hillwood	Wharton Middle Magnet	5,330	610	8.7
<b>AVERAGE FOR HILLWOOD CLUSTER</b>		<b>8,084</b>	<b>472</b>	<b>17.1</b>
Hunters Lane	Amqui Elementary	9,175	542	16.9
Hunters Lane	Bellshire Elementary	6,645	387	17.2
Hunters Lane	Brick Church Middle	7,291	234	31.2

**School-by-School Comparisons in Metropolitan Nashville Public Schools**

**EXHIBIT 3-26 (Continued)  
CURRENT LIBRARY BOOK COLLECTIONS\*  
2000-01 SCHOOL YEAR**

CLUSTER	SCHOOL	CURRENT COPIES	ENROLLMENT	BOOKS PER STUDENT
Hunters Lane	Gateway Elementary	6,333	132	48.0
Hunters Lane	Goodlettsville Elementary	6,968	362	19.2
Hunters Lane	Goodlettsville Middle	5,860	446	13.1
Hunters Lane	Hunters Lane Comp High	18,788	1,768	10.6
Hunters Lane	Neely's Bend Elementary	9,675	396	24.4
Hunters Lane	Neely's Bend Middle	6,463	718	9.0
Hunters Lane	Old Center Elementary	3,209	287	11.2
Hunters Lane	Stratton Elementary	8,289	612	13.5
<b>AVERAGE FOR HUNTERS LANE CLUSTER</b>		<b>8,063</b>	<b>535</b>	<b>15.1</b>
Maplewood	Baxter, Jere Middle	10,628	659	16.1
Maplewood	Chadwell Elementary	9,092	365	24.9
Maplewood	Cotton, Hattie Elementary	6,896	518	13.3
Maplewood	Gra-Mar Elementary	7,631	414	18.4
Maplewood	Highland Hghts Middle	8,056	355	22.7
Maplewood	Joy, Tom Elementary	10,674	521	20.5
Maplewood	Maplewood Comp High	9,275	1,152	8.1
Maplewood	Shwab Elementary	7,015	504	13.9
<b>AVERAGE FOR MAPLEWOOD CLUSTER</b>		<b>8,658</b>	<b>561</b>	<b>15.4</b>
McGavock	Allen, Margaret Elementary	5,132	342	15.0
McGavock	Caldwell Early Childhood Center	3,146	167	18.8
McGavock	Dodson Elementary (old)	17,754	153	116.0
McGavock	DuPont Elementary	6,811	496	13.7
McGavock	DuPont Middle (Hadley)	7,818	567	13.8
McGavock	DuPont Middle (Tyler)	11,277	713	15.8
McGavock	Glenn Enhanced Option	6,677	257	26.0
McGavock	Hermitage Elementary	5,808	441	13.2
McGavock	Hickman Elementary	9,529	657	14.5
McGavock	Jackson, Andrew Elementary	11,229	521	21.6
McGavock	McGavock Comp High	14,339	2,126	6.7
McGavock	McGavock Elementary	6,464	244	26.5
McGavock	Napier Enhanced Option	5,861	445	13.2
McGavock	Pennington Elementary	6,128	364	16.8
McGavock	Tulip Grove Elementary	14,967	648	23.1
McGavock	Two Rivers Middle	4,107	668	6.1
<b>AVERAGE FOR MCGAVOCK CLUSTER</b>		<b>8,565</b>	<b>551</b>	<b>15.6</b>
Overton	Binkley, Norman Elementary	6,756	388	17.4
Overton	Crieve Hall Elementary	7,279	299	24.3
Overton	Glendale Middle	8,583	372	23.1
Overton	Granbery Elementary	10,477	896	11.7
Overton	Haywood Elementary	9,063	653	13.9
Overton	McMurray Middle	8,613	699	12.3
Overton	Overton Comp High	11,430	1,406	8.1
Overton	Rose Park Middle	5,832	621	9.4
Overton	Tusculum Elementary	11,489	651	17.6
<b>AVERAGE FOR OVERTON CLUSTER</b>		<b>8,836</b>	<b>665</b>	<b>13.3</b>
Pearl-Cohn	Bass, W. A. Middle	8,244	398	20.7
Pearl-Cohn	Cockrill Elementary	6,177	512	12.1
Pearl-Cohn	Head Magnet	4,635	565	8.2
Pearl-Cohn	King, Martin Luther Jr. Magnet	6,809	877	7.8
Pearl-Cohn	McCann Elementary	5,009	87	57.6

**School-by-School Comparisons in Metropolitan Nashville Public Schools**

**EXHIBIT 3-26 (Continued)  
CURRENT LIBRARY BOOK COLLECTIONS\*  
2000-01 SCHOOL YEAR**

<b>CLUSTER</b>	<b>SCHOOL</b>	<b>CURRENT COPIES</b>	<b>ENROLLMENT</b>	<b>BOOKS PER STUDENT</b>
Pearl-Cohn	McKissack Middle	8,892	274	32.5
Pearl-Cohn	Park Avenue Enhanced Option	10,122	627	16.1
Pearl-Cohn	Pearl-Cohn Comp High Magnet	12,110	1,068	11.3
<b>AVERAGE FOR PEARL-COHN CLUSTER</b>		<b>7,750</b>	<b>551</b>	<b>14.1</b>
Stratford	Dalewood Elementary	3,584	252	14.2
Stratford	East Magnet	8,154	637	12.8
Stratford	East Middle	7,896	590	13.4
Stratford	Howe, Cora Elementary	15,344	477	32.2
Stratford	Inglewood Elementary	8,092	413	19.6
Stratford	Kirkpatrick Elementary	5,807	414	14.0
Stratford	Litton, Isaac Middle	5,099	652	7.8
Stratford	Lockeland Middle	7,357	337	21.8
Stratford	Meigs Middle Magnet	6,682	619	10.8
Stratford	Mills, Dan Elementary	9,373	374	25.1
Stratford	Rosebank Elementary	12,061	540	22.3
Stratford	Ross Elementary	4,184	265	15.8
Stratford	Stratford Comp High	8,381	1,031	8.1
Stratford	Warner Elementary	7,633	556	13.7
<b>AVERAGE FOR STRATFORD CLUSTER</b>		<b>7,832</b>	<b>511</b>	<b>15.3</b>
Whites Creek	Bordeaux Elementary	5,332	275	19.4
Whites Creek	Cumberland Elementary	6,967	603	11.6
Whites Creek	Ewing Park Middle	11,934	532	22.4
Whites Creek	Green, Alex Elementary	4,718	318	14.8
Whites Creek	Haynes Middle	5,665	328	17.3
Whites Creek	Joelton Elementary	8,209	428	19.2
Whites Creek	Joelton Middle	5,671	607	9.3
Whites Creek	King's Lane Design Center	12,034	366	32.9
Whites Creek	Nashville School of the Arts	3,697	503	7.3
Whites Creek	Whites Creek Comp High	28,304	1,279	22.1
<b>AVERAGE FOR WHITES CREEK CLUSTER</b>		<b>9,253</b>	<b>524</b>	<b>17.7</b>
<b>ELEMENTARY SCHOOL AVERAGE</b>		<b>8,226</b>	<b>458</b>	<b>18.0</b>
<b>MIDDLE SCHOOL AVERAGE</b>		<b>7,477</b>	<b>522</b>	<b>14.3</b>
<b>HIGH SCHOOL AVERAGE</b>		<b>15,209</b>	<b>1463</b>	<b>10.4</b>
<b>MAGNET SCHOOL AVERAGE**</b>		<b>8,698</b>	<b>624</b>	<b>13.9</b>
<b>AVERAGE FOR OTHER SCHOOLS</b>		<b>2,110</b>	<b>69</b>	<b>30.6</b>
<b>AVERAGE FOR ALL SCHOOLS</b>		<b>8,602</b>	<b>562</b>	<b>15.3</b>
<b>TOTAL FOR ALL SCHOOLS</b>		<b>1,023,653</b>	<b>66,931</b>	<b>15.3</b>

Source: Metropolitan Nashville Public Schools, 2000.

\*See Recommendation 6-17 for a related recommendation.

\*\*For a comparison of magnet schools to non-magnet schools by type of school, see Exhibit 6-26 in Chapter 6.

Examining these figures by type of school, it can be seen that:

- high schools have the largest average book collections (15,209 copies), but these schools also have the lowest number of books per student (10.4); and
- schools classified as “other” have the smallest average book collections (2,110 copies), but they also have the highest average ratios, with 30.6 copies per student.

Comparing among clusters of schools, the exhibit shows that:

- schools in the Antioch cluster own the largest average book collections (10,836 copies), but these schools have the lowest average number of books per student (12.4);
- the Hillsboro cluster of schools boasts the highest ratio of books to students, with 18.7; and
- Pearl-Cohn is the cluster with the smallest average book collection (7,750 copies) and has a lower than average ratio, with only 14.1 copies per student.

Exhibit 3-27 details the number of instructional computers available by school and the ratio of students to computers throughout Metropolitan Nashville Public Schools. The school system owns a total of 13,831 computers for instructional use, giving it an average ratio of 5.0 students per computer.

As can be seen in the exhibit:

- schools classified as "other" have the highest average ratio of students to computers (6.9), while magnet schools have the lowest ratio, with only four students per instructional use computer;
- among clusters of schools, schools in the Antioch cluster have the highest average ratio of students to computers (10.2), while schools in the Maplewood cluster average only 3.4 students per computer;
- the student-to-computer ratios of schools in the Maplewood cluster have the smallest range of all the clusters, from a maximum of 5.8 students per computer at Gra-Mar Elementary, to a minimum of 2.2 students per computer at Highland Heights Middle;
- ratios within the McGavock cluster have the largest range, from a maximum of 29.3 students per computer at Donelson Middle, to a minimum of 2.3 students per computer at Glenn Enhanced Option; and

**School-by-School Comparisons in Metropolitan Nashville Public Schools**

**EXHIBIT 3-27  
STUDENTS PER COMPUTER<sup>1</sup>  
2000-01 SCHOOL YEAR**

CLUSTER	SCHOOL	NUMBER OF COMPUTERS	ENROLLMENT	STUDENTS/ COMPUTERS <sup>2</sup>	COMMENTS
Antioch	Antioch High	247	2048	8.3	
Antioch	Antioch Middle	93	1006	10.8	
Antioch	Apollo Middle	107	833	7.8	
Antioch	Cole Elementary	87	734	8.4	
Antioch	Johnson Middle	41	156	3.8	
Antioch	Lakeview Elementary	45	603	13.4	
Antioch	Moss, J. E. Elementary	50	950	19.0	
Antioch	Mt. View Elementary	65	821	12.6	
Antioch	Una Elementary	91	691	7.6	
<b>AVERAGE FOR ANTIOCH CLUSTER</b>		<b>91.8</b>	<b>871.3</b>	<b>10.2</b>	
Glenciff	Berry Elementary	68	260	3.8	
Glenciff	Cameron Middle	134	818	6.1	
Glenciff	Fall-Hamilton Elementary	83	290	3.5	
Glenciff	Glenciff Comp High	432	1557	3.6	
Glenciff	Glenciff Elementary	68	524	7.7	
Glenciff	Glengarry Elementary	55	216	3.9	
Glenciff	Glenview Elementary	97	390	4.0	
Glenciff	Paragon Mills Elementary	97	459	4.7	
Glenciff	Whitsitt Elementary	178	588	3.3	
Glenciff	Wright Middle	163	990	6.1	
<b>AVERAGE FOR GLENCLIFF CLUSTER</b>		<b>137.5</b>	<b>609.2</b>	<b>4.7</b>	
Hillsboro	Carter-Lawrence Magnet	62	372	6.0	
Hillsboro	Cohn Alternative Center				None Reported
Hillsboro	Eakin Elementary	116	689	5.9	
Hillsboro	Green, Julia Elementary	110	451	4.1	
Hillsboro	Harris-Hillman (Special Ed.)	5	87	17.4	
Hillsboro	Hillsboro Comp High	179	1175	6.6	
Hillsboro	Hume-Fogg Magnet	148	792	5.4	
Hillsboro	Moore Middle	97	411	4.2	
Hillsboro	Murphy Alternative Center				None Reported
Hillsboro	Murrell (Special Ed)	7	51	7.3	
Hillsboro	Priest, Percy Elementary	147	416	2.8	
Hillsboro	Stokes, Walter Middle	38	336	8.8	
Hillsboro	Sylvan Park Elementary	70	299	4.3	
Hillsboro	West End Middle	30	286	9.5	
<b>AVERAGE FOR HILLSBORO CLUSTER</b>		<b>84.1</b>	<b>447.1</b>	<b>6.9</b>	
Hillwood	Bellevue Middle	97	626	6.5	
Hillwood	Brookmeade Elementary	86	320	3.7	
Hillwood	Buena Vista (Jones) Paideia Magnet				
Hillwood	Buena Vista Paideia Magnet	183	387	2.1	Part of the 183 in Paideia
Hillwood	Charlotte Park Elementary	119	332	2.8	
Hillwood	Early, John Middle	54	157	2.9	
Hillwood	Gower Elementary	43	453	10.5	
Hillwood	Harpeth Valley Elementary	63	610	9.7	
Hillwood	Hill, H. G. Elementary	74	168	2.3	
Hillwood	Hill, H. G. Middle	33	516	15.6	
Hillwood	Hillwood Comp High	249	1091	4.4	
Hillwood	Hull-Jackson Montessori Magnet	23	501	21.8	
Hillwood	Westmeade Elementary	116	479	4.1	
Hillwood	Wharton Middle Magnet	215	610	2.8	
<b>AVERAGE FOR HILLWOOD CLUSTER</b>		<b>104.2</b>	<b>480.8</b>	<b>6.9</b>	

**School-by-School Comparisons in Metropolitan Nashville Public Schools**

**EXHIBIT 3-27 (Continued)  
STUDENTS PER COMPUTER<sup>1</sup>  
2000-01 SCHOOL YEAR**

CLUSTER	SCHOOL	NUMBER OF COMPUTERS	ENROLLMENT	STUDENTS/ COMPUTERS <sup>2</sup>	COMMENTS
Hunters Lane	Amqui Elementary	162	542	3.3	
Hunters Lane	Bellshire Elementary	135	387	2.9	
Hunters Lane	Brick Church Middle	81	234	2.9	
Hunters Lane	Gateway Elementary	50	132	2.6	
Hunters Lane	Goodlettsville Elementary	91	362	4.0	
Hunters Lane	Goodlettsville Middle	71	446	6.3	
Hunters Lane	Hunters Lane Comp High	314	1768	5.6	
Hunters Lane	Madison (Special Ed)				None Reported
Hunters Lane	Neely's Bend Elementary	83	396	4.8	
Hunters Lane	Neely's Bend Middle	54	718	13.3	
Hunters Lane	Old Center Elementary	84	287	3.4	
Hunters Lane	Stratton Elementary	135	612	4.5	
<b>AVERAGE FOR HUNTERS LANE CLUSTER</b>		<b>114.5</b>	<b>534.9</b>	<b>4.9</b>	
Maplewood	Baxter, Jere Alternative		73		None Reported
Maplewood	Baxter, Jere Middle	236	659	2.8	
Maplewood	Chadwell Elementary	153	365	2.4	
Maplewood	Cotton, Hattie Elementary	200	518	2.6	
Maplewood	Gra-Mar Elementary	71	414	5.8	
Maplewood	Highland Hghts Middle	161	355	2.2	
Maplewood	Joy, Tom Elementary	144	521	3.6	
Maplewood	Maplewood Comp High	245	1152	4.7	
Maplewood	Shwab Elementary	151	504	3.3	
<b>AVERAGE FOR MAPLEWOOD CLUSTER</b>		<b>170.1</b>	<b>561.0</b>	<b>3.4</b>	
McGavock	Allen, Margaret Elementary	32	342	10.7	
McGavock	Caldwell Early Childhood Center	35	167	4.8	
McGavock	Dodson Elementary (new)	209	640	3.1	
McGavock	Dodson Elementary (old)				Part of the 209 in the new building
McGavock	Donelson Middle	26	761	29.3	
McGavock	DuPont Elementary	196	496	2.5	
McGavock	DuPont Middle (Hadley)	166	567	3.4	
McGavock	DuPont Middle (Tyler)	55	713	13.0	
McGavock	Glenn Enhanced Option	110	257	2.3	
McGavock	Hermitage Elementary	104	441	4.2	
McGavock	Hickman Elementary	254	657	2.6	
McGavock	Jackson, Andrew Elementary	98	521	5.3	
McGavock	McGavock Comp High	223	2126	9.5	
McGavock	McGavock Elementary	50	244	4.9	
McGavock	Napier Enhanced Option	122	445	3.6	
McGavock	Pennington Elementary	53	364	6.9	
McGavock	Tulip Grove Elementary	62	648	10.5	
McGavock	Two Rivers Middle	78	668	8.6	
<b>AVERAGE FOR MCGAVOCK CLUSTER</b>		<b>110.2</b>	<b>591.6</b>	<b>7.4</b>	
Overton	Binkley, Norman Elementary	135	388	2.9	
Overton	Crieve Hall Elementary	53	299	5.6	
Overton	Glendale Middle	71	372	5.2	
Overton	Granbery Elementary	108	896	8.3	
Overton	Haywood Elementary	267	653	2.4	
Overton	McMurray Middle	84	699	8.3	
Overton	Overton Comp High	248	1406	5.7	

**School-by-School Comparisons in Metropolitan Nashville Public Schools**

**EXHIBIT 3-27 (Continued)  
STUDENTS PER COMPUTER<sup>1</sup>  
2000-01 SCHOOL YEAR**

CLUSTER	SCHOOL	NUMBER OF COMPUTERS	ENROLLMENT	STUDENTS/COMPUTERS <sup>2</sup>	COMMENTS
Overton	Rose Park Middle	50	621	12.4	
Overton	Tusculum Elementary	127	651	5.1	
<b>AVERAGE FOR OVERTON CLUSTER</b>		<b>127.0</b>	<b>665.0</b>	<b>6.2</b>	
Pearl-Cohn	Bass, W. A. Middle	111	398	3.6	
Pearl-Cohn	Cockrill Elementary	86	512	6.0	
Pearl-Cohn	Head Magnet	68	565	8.3	
Pearl-Cohn	King, Martin Luther Jr. Magnet	121	877	7.2	
Pearl-Cohn	McCann Elementary	34	87	2.6	
Pearl-Cohn	McKissack Middle	120	274	2.3	
Pearl-Cohn	Park Avenue Enhanced Option	161	627	3.9	
Pearl-Cohn	Pearl-Cohn Comp High Magnet	380	1068	2.8	
<b>AVERAGE FOR PEARL-COHN CLUSTER</b>		<b>100.1</b>	<b>477.1</b>	<b>4.8</b>	
Stratford	Dalewood Elementary	72	252	3.5	
Stratford	East Magnet	169	637	3.8	
Stratford	East Middle	105	590	5.6	
Stratford	Howe, Cora Elementary	140	477	3.4	
Stratford	Inglewood Elementary	68	413	6.1	
Stratford	Kirkpatrick Elementary	214	414	1.9	
Stratford	Litton, Isaac Middle	40	652	16.3	
Stratford	Lockeland Middle	84	337	4.0	
Stratford	Meigs Middle Magnet	207	619	3.0	
Stratford	Mills, Dan Elementary	42	374	8.9	
Stratford	Rosebank Elementary	79	540	6.8	
Stratford	Ross Elementary	140	265	1.9	
Stratford	Stratford Comp High	285	1031	3.6	
Stratford	Warner Elementary	47	556	11.8	
<b>AVERAGE FOR STRATFORD CLUSTER</b>		<b>120.9</b>	<b>511.2</b>	<b>5.8</b>	
Whites Creek	Bordeaux Elementary	75	275	3.7	
Whites Creek	Cumberland Elementary	109	603	5.5	
Whites Creek	Ewing Park Middle	75	532	7.1	
Whites Creek	Green, Alex Elementary	63	318	5.0	
Whites Creek	Haynes Middle	120	328	2.7	
Whites Creek	Joelton Elementary	52	428	8.2	
Whites Creek	Joelton Middle	49	607	12.4	
Whites Creek	King's Lane Design Center	28	366	13.1	
Whites Creek	Nashville School of the Arts	87	503	5.8	
Whites Creek	Whites Creek Comp High	190	1279	6.7	
<b>AVERAGE FOR WHITES CREEK CLUSTER</b>		<b>84.8</b>	<b>523.9</b>	<b>7.0</b>	
<b>ELEMENTARY SCHOOL AVERAGE</b>		<b>103</b>	<b>461</b>	<b>4.5</b>	
<b>MIDDLE SCHOOL AVERAGE</b>		<b>87</b>	<b>529</b>	<b>6.1</b>	
<b>HIGH SCHOOL AVERAGE</b>		<b>261</b>	<b>1463</b>	<b>5.6</b>	
<b>MAGNET SCHOOL AVERAGE<sup>3</sup></b>		<b>151</b>	<b>604</b>	<b>4.0</b>	
<b>AVERAGE FOR OTHER SCHOOLS</b>		<b>7</b>	<b>48</b>	<b>6.9</b>	
<b>AVERAGE FOR ALL SCHOOLS</b>		<b>113</b>	<b>542</b>	<b>4.8</b>	
<b>TOTAL FOR ALL SCHOOLS</b>		<b>13,831</b>	<b>69,433</b>	<b>5.0</b>	

Source: Metropolitan Nashville Public Schools, 2000.

<sup>1</sup> See Recommendation 13-11 for a related recommendation.

<sup>2</sup> Schools which did not report data on numbers of computers were not included in averages for clusters, by type of school, or for school system.

<sup>3</sup> For a comparison of magnet to non-magnet schools by type of school, see Exhibit 6-26 in Chapter 6.



- among individual schools, Ross Elementary and Kirkpatrick Elementary schools have the lowest student-to-computer ratios (1.9 each), while Donelson Middle School's 29.3 students per computer is the highest ratio.

### **3.5 Community Involvement**

Exhibit 3-28 details which schools in Metropolitan Nashville Public Schools have an active<sup>10</sup> Parent-Teacher Association or Organization (PTA/PTO). Data on the level of parental participation or results of fund-raising efforts were not available from the school system, but this exhibit gives an overview of the level of parental involvement in the school system. With 108 active Parent-Teacher Associations or Organizations, the school system averages 85 percent of schools with such organizations.

As the exhibit illustrates, comparing by type of school:

- of the 12 magnet schools, 92 percent have active PTA/PTOs, the highest level of participation by type of school;
- schools classified as "other" have the lowest level of participation by type of school, with only 33 percent of schools having active PTA/PTOs; and
- high schools also have a low level of participation – only 50 percent of high schools have active PTA/PTOs

Comparing by clusters of schools, the exhibit shows that:

- schools in the Pearl-Cohn cluster have the lowest percentage of schools with active organizations (50 percent), and
- all (100 percent) of the schools in the Overton cluster have active PTA/PTOs.

### **3.6 Facilities**

Exhibit 3-29 details each school's physical plant, including square footage, average age of the main building, number of permanent classrooms, number of portable classrooms in use, and permanent capacity of the school. Metropolitan Nashville Public Schools has nearly 11 million square feet of permanent building space, with an average building age of 38 years. Schools within the system average 34 permanent classrooms and three portable ones, and have an average permanent capacity of 745 students.

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<sup>10</sup>To determine whether or not a school has an active PTA/PTO, the school system asks the principal to provide the contact name and telephone number of the organization's parent leader. Those schools which are unable to provide this information are considered "inactive," while those schools which provide the requested information are considered "active."

**EXHIBIT 3-28  
SCHOOLS WITH AN ACTIVE PTA/PTO\*  
2000-01 SCHOOL YEAR**

<b>CLUSTER</b>	<b>SCHOOL</b>	<b>ACTIVE PTA/PTO?</b>	<b>COMMENTS</b>
Antioch	Antioch High	yes	
Antioch	Antioch Middle	yes	
Antioch	Apollo Middle	no	
Antioch	Cole Elementary	yes	
Antioch	Johnson Middle	yes	
Antioch	Lakeview Elementary	yes	
Antioch	Moss, J. E. Elementary	yes	
Antioch	Mt. View Elementary	yes	
Antioch	Una Elementary	yes	
<b>PERCENT ACTIVE FOR ANTIOCH CLUSTER</b>		<b>89%</b>	
Glenciff	Berry Elementary	yes	
Glenciff	Cameron Middle	yes	
Glenciff	Fall-Hamilton Elementary	yes	
Glenciff	Glenciff Comp High	yes	
Glenciff	Glenciff Elementary	no	Band & Athletic Boosters
Glenciff	Glegarry Elementary	yes	
Glenciff	Glenview Elementary	yes	
Glenciff	Paragon Mills Elementary	no	
Glenciff	Whitsitt Elementary	yes	
Glenciff	Wright Middle	no	
<b>PERCENT ACTIVE FOR GLENCLIFF CLUSTER</b>		<b>70%</b>	
Hillsboro	Carter-Lawrence Magnet	yes	
Hillsboro	Cohn Alternative Center	yes	
Hillsboro	Eakin Elementary	yes	
Hillsboro	Green, Julia Elementary	yes	
Hillsboro	Harris-Hillman (Special Ed.)	yes	
Hillsboro	Hillsboro Comp High	yes	
Hillsboro	Hume-Fogg Magnet	yes	
Hillsboro	Moore Middle	yes	
Hillsboro	Murphy Alternative Center	no	
Hillsboro	Murrell (Special Ed)	yes	
Hillsboro	Priest, Percy Elementary	yes	
Hillsboro	Stokes, Walter Middle	yes	
Hillsboro	Sylvan Park Elementary	yes	
Hillsboro	West End Middle	Not active	Not active
<b>PERCENT ACTIVE FOR HILLSBORO CLUSTER</b>		<b>86%</b>	
Hillwood	Bellevue Middle	no	
Hillwood	Brookmeade Elementary	yes	
Hillwood	Buena Vista (Jones) Paideia Magnet	yes	
Hillwood	Buena Vista Paideia Magnet	yes	
Hillwood	Charlotte Park Elementary	yes	
Hillwood	Early, John Middle	yes	
Hillwood	Gower Elementary	yes	
Hillwood	Harpeth Valley Elementary	yes	
Hillwood	Hill, H. G. Elementary	no	Will probably have one by December
Hillwood	Hill, H. G. Middle	yes	
Hillwood	Hillwood Comp High	yes	
Hillwood	Hull-Jackson Montessori Magnet	no	Have a Parent Advisory Committee
Hillwood	Westmeade Elementary	yes	
Hillwood	Wharton Middle Magnet	yes	

**EXHIBIT 3-28 (Continued)  
SCHOOLS WITH AN ACTIVE PTA/PTO\*  
2000-01 SCHOOL YEAR**

CLUSTER	SCHOOL	ACTIVE PTA/PTO?	COMMENTS
<b>PERCENT ACTIVE FOR HILLWOOD CLUSTER</b>		<b>79%</b>	
Hunters Lane	Amqui Elementary	yes	
Hunters Lane	Bellshire Elementary	no	
Hunters Lane	Brick Church Middle	yes	
Hunters Lane	Gateway Elementary	yes	
Hunters Lane	Goodlettsville Elementary	yes	
Hunters Lane	Goodlettsville Middle	yes	
Hunters Lane	Hunters Lane Comp High	yes	
Hunters Lane	Madison (Special Ed)	yes	
Hunters Lane	Neely's Bend Elementary	yes	
Hunters Lane	Neely's Bend Middle	yes	
Hunters Lane	Old Center Elementary	yes	
Hunters Lane	Stratton Elementary	yes	
<b>PERCENT ACTIVE FOR HUNTERS LANE CLUSTER</b>		<b>92%</b>	
Maplewood	Baxter, Jere Alternative	yes	
Maplewood	Baxter, Jere Middle	yes	
Maplewood	Chadwell Elementary	yes	
Maplewood	Cotton, Hattie Elementary	yes	
Maplewood	Gra-Mar Elementary	yes	
Maplewood	Highland Hghts Middle	yes	
Maplewood	Joy, Tom Elementary	yes	
Maplewood	Maplewood Comp High	yes	
Maplewood	Shwab Elementary	no	
<b>PERCENT ACTIVE FOR MAPLEWOOD CLUSTER</b>		<b>89%</b>	
McGavock	Allen, Margaret Elementary	yes	
McGavock	Caldwell Early Childhood Center	yes	
McGavock	Dodson Elementary (new)	yes	
McGavock	Dodson Elementary (old)	yes	
McGavock	Donelson Middle	yes	
McGavock	DuPont Elementary	yes	
McGavock	DuPont Middle (Hadley)	yes	
McGavock	DuPont Middle (Tyler)	yes	
McGavock	Glenn Enhanced Option	no	
McGavock	Hermitage Elementary	yes	
McGavock	Hickman Elementary	yes	
McGavock	Jackson, Andrew Elementary	yes	
McGavock	McGavock Comp High	yes	
McGavock	McGavock Elementary	no	
McGavock	Napier Enhanced Option	yes	
McGavock	Pennington Elementary	yes	
McGavock	Tulip Grove Elementary	yes	
McGavock	Two Rivers Middle	yes	
<b>PERCENT ACTIVE FOR MCGAVOCK CLUSTER</b>		<b>89%</b>	
Overton	Binkley, Norman Elementary	yes	
Overton	Crieve Hall Elementary	yes	
Overton	Glendale Middle	yes	
Overton	Granbery Elementary	yes	
Overton	Haywood Elementary	yes	
Overton	McMurray Middle	yes	
Overton	Overton Comp High	yes	
Overton	Rose Park Middle	yes	
Overton	Tusculum Elementary	yes	

**School-by-School Comparisons in Metropolitan Nashville Public Schools**

**EXHIBIT 3-28 (Continued)  
SCHOOLS WITH AN ACTIVE PTA/PTO\*  
2000-01 SCHOOL YEAR**

CLUSTER	SCHOOL	ACTIVE PTA/PTO?	COMMENTS
<b>PERCENT ACTIVE FOR OVERTON CLUSTER</b>		<b>100%</b>	
Pearl-Cohn	Bass, W. A. Middle	yes	
Pearl-Cohn	Cockrill Elementary	yes	
Pearl-Cohn	Head Magnet	yes	
Pearl-Cohn	King, Martin Luther Jr. Magnet	no	
Pearl-Cohn	McCann Elementary	no	
Pearl-Cohn	McKissack Middle	no	Have Band & Athletic Boosters
Pearl-Cohn	Park Avenue Enhanced Option	yes	
Pearl-Cohn	Pearl-Cohn Comp High Magnet	no	
<b>PERCENT ACTIVE FOR PEARL-COHN CLUSTER</b>		<b>50%</b>	
Stratford	Dalewood Elementary	yes	
Stratford	East Magnet	yes	
Stratford	East Middle	yes	
Stratford	Howe, Cora Elementary	yes	
Stratford	Inglewood Elementary	yes	
Stratford	Kirkpatrick Elementary	yes	
Stratford	Litton, Isaac Middle	yes	
Stratford	Lockeland Middle	yes	
Stratford	Meigs Middle Magnet	yes	
Stratford	Mills, Dan Elementary	yes	
Stratford	Rosebank Elementary	yes	
Stratford	Ross Elementary	yes	
Stratford	Stratford Comp High	no	Have Band Boosters Organization
Stratford	Warner Elementary	yes	
<b>PERCENT ACTIVE FOR PEARL-COHN CLUSTER</b>		<b>93%</b>	
Whites Creek	Bordeaux Elementary	yes	
Whites Creek	Cumberland Elementary	yes	
Whites Creek	Ewing Park Middle	yes	
Whites Creek	Green, Alex Elementary	yes	
Whites Creek	Haynes Middle	yes	
Whites Creek	Joelton Elementary	yes	
Whites Creek	Joelton Middle	no	
Whites Creek	King's Lane Design Center	yes	
Whites Creek	Nashville School of the Arts	no	
Whites Creek	Whites Creek Comp High	yes	
<b>PERCENT ACTIVE FOR WHITES CREEK CLUSTER</b>		<b>80%</b>	
<b>PERCENT ACTIVE ELEMENTARY SCHOOLS</b>		<b>91%</b>	
<b>PERCENT ACTIVE MIDDLE SCHOOLS</b>		<b>91%</b>	
<b>PERCENT ACTIVE HIGH SCHOOLS</b>		<b>50%</b>	
<b>PERCENT ACTIVE MAGNET SCHOOLS</b>		<b>92%</b>	
<b>PERCENT ACTIVE OTHER SCHOOLS</b>		<b>33%</b>	
<b>PERCENT ACTIVE FOR ALL SCHOOLS</b>		<b>85%</b>	
<b>TOTAL FOR ALL SCHOOLS</b>		<b>108</b>	

Source: Metropolitan Nashville Public Schools, 2000.

\*See Recommendations 12-10 and 12-13 for related recommendations.

**EXHIBIT 3-29  
PERMANENT AND PORTABLE FACILITIES\*  
2000-01 SCHOOL YEAR**

<b>CLUSTER</b>	<b>SCHOOL</b>	<b>PERMANENT CLASSROOMS</b>	<b>PERMANENT CAPACITY</b>	<b>PERMANENT SQUARE FEET</b>	<b>APPROXIMATE BUILDING AGE (YEARS)</b>	<b>PORTABLE CLASSROOMS</b>
none	Robertson Academy G/T	7	131	21,400	64	0
Antioch	Antioch High	86	2,000	287,393	3	0
Antioch	Antioch Middle	48	1,174	132,476	51	7
Antioch	Apollo Middle	35	851	120,447	33	13
Antioch	Cole Elementary	38	750	61,154	38	10
Antioch	Johnson Middle	30	394	45,962	46	0
Antioch	Lakeview Elementary	39	900	76,204	33	0
Antioch	Mt. View Elementary	not available	not available	86,180	1	0
Antioch	Una Elementary	32	700	62,862	13	7
<b>AVERAGE FOR ANTIOCH CLUSTER</b>		<b>39</b>	<b>863</b>	<b>99,342</b>	<b>31</b>	<b>4</b>
Glenciff	Berry Elementary	14	263	25,541	53	9
Glenciff	Cameron Middle	46	1,094	124,670	61	8
Glenciff	Fall-Hamilton Elementary	26	not available	64,471	30	1
Glenciff	Glenciff Comp High	79	1,791	277,600	44	9
Glenciff	Glenciff Elementary	25	563	60,000	25	3
Glenciff	Glengarry Elementary	12	225	25,020	38	9
Glenciff	Glenview Elementary	20	375	35,442	46	13
Glenciff	Paragon Mills Elementary	30	not available	54,918	35	5
Glenciff	Whitsitt Elementary	30	not available	67,300	1	0
Glenciff	Wright Middle	56	not available	128,395	35	0
<b>AVERAGE FOR GLENCLIFF CLUSTER</b>		<b>34</b>	<b>719</b>	<b>86,336</b>	<b>37</b>	<b>6</b>
Hillsboro	Carter-Lawrence Magnet	34	637	59,326	61	1
Hillsboro	Cohn Adult Learning Center	47	not available	135,357	72	0
Hillsboro	Eakin Elementary	19	356	40,384	64	2
Hillsboro	Green, Julia Elementary	27	not available	54,657	52	3
Hillsboro	Harris-Hillman (Special Ed.)	20	500	65,739	25	0
Hillsboro	Hillsboro Comp High	72	1,751	273,160	45	7
Hillsboro	Hume-Fogg Magnet	47	1,096	207,322	88	0
Hillsboro	Moore Middle	31	770	109,083	31	1
Hillsboro	Murphy Alternative Center	12	not available	10,926	92	0
Hillsboro	Murrell (Special Ed)	17	425	37,134	42	0
Hillsboro	Priest, Percy Elementary	25	not available	54,438	44	7
Hillsboro	Stokes, Walter Middle	16	300	29,247	64	9
Hillsboro	Sylvan Park Elementary	22	412	43,251	65	4
Hillsboro	West End Middle	29	717	99,514	61	1
<b>AVERAGE FOR HILLSBORO CLUSTER</b>		<b>30</b>	<b>696</b>	<b>87,110</b>	<b>58</b>	<b>3</b>

**EXHIBIT 3-29 (Continued)  
PERMANENT AND PORTABLE FACILITIES\*  
2000-01 SCHOOL YEAR**

CLUSTER	SCHOOL	PERMANENT CLASSROOMS	PERMANENT CAPACITY	PERMANENT SQUARE FEET	APPROXIMATE BUILDING AGE (YEARS)	PORTABLE CLASSROOMS
Hillwood	Bellevue Middle	57	983	99,107	30	6
Hillwood	Brookmeade Elementary	25	not available	53,122	43	8
Hillwood	Buena Vista (Jones) Paideia Magnet	23	400	37,134	64	3
Hillwood	Buena Vista Paideia Magnet	16	431	44,089	69	3
Hillwood	Charlotte Park Elementary	26	488	44,040	40	2
Hillwood	Early, John Middle	17	319	34,044	60	2
Hillwood	Gower Elementary	40	800	80,033	11	0
Hillwood	Harpeth Valley Elementary	33	737	74,300	4	0
Hillwood	Hill, H. G. Elementary	10	250	22,101	50	6
Hillwood	Hill, H. G. Middle	38	not available	85,645	30	0
Hillwood	Hillwood Comp High	94	2,190	224,106	41	0
Hillwood	Hull-Jackson Montessori Magnet	33	640	78,100	3	0
Hillwood	Westmeade Elementary	29	609	53,457	39	3
Hillwood	Wharton Middle Magnet	52	975	96,264	42	0
<b>AVERAGE FOR HILLWOOD CLUSTER</b>		<b>35</b>	<b>735</b>	<b>73,253</b>	<b>38</b>	<b>2</b>
Hunters Lane	Amqui Elementary	38	not available	79,708	0	0
Hunters Lane	Bellshire Elementary	32	567	60,845	38	1
Hunters Lane	Brick Church Middle	18	338	42,317	51	2
Hunters Lane	Gateway Elementary	10	188	23,604	36	5
Hunters Lane	Goodlettsville Middle	27	not available	58,686	46	6
Hunters Lane	Hunters Lane Comp High	99	2,000	272,812	14	0
Hunters Lane	Madison (Special Ed)	41	not available	111,553	49	0
Hunters Lane	Neely's Bend Elementary	26	550	41,134	47	6
Hunters Lane	Neely's Bend Middle	26	674	77,665	38	14
Hunters Lane	Old Center Elementary	18	338	34,774	64	0
Hunters Lane	Stratton Elementary	35	886	76,355	4	1
<b>AVERAGE FOR HUNTERS LANE CLUSTER</b>		<b>34</b>	<b>693</b>	<b>79,950</b>	<b>35</b>	<b>3</b>
Maplewood	Baxter, Jere Middle	32	684	73,500	3	7
Maplewood	Chadwell Elementary	26	550	43,426	44	4
Maplewood	Cotton, Hattie Elementary	25	608	67,000	4	3
Maplewood	Gra-Mar Elementary	14	263	28,053	39	14
Maplewood	Highland Hghts Middle	29	727	94,052	70	0
Maplewood	Joy, Tom Elementary	38	800	80,000	11	1
Maplewood	Maplewood Comp High	54	1,229	205,706	45	0
Maplewood	Shwab Elementary	27	600	68,000	11	2
<b>AVERAGE FOR MAPLEWOOD CLUSTER</b>		<b>31</b>	<b>683</b>	<b>82,467</b>	<b>28</b>	<b>4</b>

**EXHIBIT 3-29 (Continued)**  
**PERMANENT AND PORTABLE FACILITIES\***  
**2000-01 SCHOOL YEAR**

CLUSTER	SCHOOL	PERMANENT CLASSROOMS	PERMANENT CAPACITY	PERMANENT SQUARE FEET	APPROXIMATE BUILDING AGE (YEARS)	PORTABLE CLASSROOMS
McGavock	Allen, Margaret Elementary	15	281	32,576	50	5
McGavock	Caldwell Early Childhood Center	30	563	53,567	63	0
McGavock	Dodson Elementary (new)	32	700	65,634	32	7
McGavock	Dodson Elementary (old)	8	150	14,550	64	5
McGavock	Donelson Middle	46	not available	112,489	not available	0
McGavock	DuPont Elementary	28	not available	60,372	49	5
McGavock	DuPont Middle (Hadley)	26	619	81,711	31	8
McGavock	DuPont Middle (Tyler)	33	784	123,903	31	7
McGavock	Glenn Enhanced Option	18	400	54,760	11	3
McGavock	Hermitage Elementary	24	450	41,344	38	4
McGavock	Hickman Elementary	32	not available	71,466	0	0
McGavock	Jackson, Andrew Elem	34	768	72,490	4	0
McGavock	McGavock Comp High	114	2,697	456,100	31	0
McGavock	McGavock Elementary	20	375	38,745	45	3
McGavock	Napier Enhanced Option	not available	not available	75,145	0	0
McGavock	Pennington Elementary	20	375	35,008	41	4
McGavock	Tulip Grove Elementary	41	800	81,552	11	0
McGavock	Two Rivers Middle	47	1,153	113,651	40	0
<b>AVERAGE FOR MCGAVOCK CLUSTER</b>		<b>33</b>	<b>723</b>	<b>88,059</b>	<b>32</b>	<b>3</b>
Overton	Binkley, Norman Elementary	23	431	38,428	40	7
Overton	Crieve Hall Elementary	18	338	34,955	46	3
Overton	Glendale Middle	14	263	29,900	49	9
Overton	Granbery Elementary	37	777	74,036	36	20
Overton	Haywood Elementary	36	775	54,614	41	13
Overton	McMurray Middle	42	926	123,150	36	0
Overton	Overton Comp High	86	2,007	242,864	42	0
Overton	Rose Park Middle	29	587	92,905	35	2
Overton	Tusculum Elementary	33	631	54,022	48	9
<b>AVERAGE FOR OVERTON CLUSTER</b>		<b>35</b>	<b>748</b>	<b>82,764</b>	<b>41</b>	<b>7</b>
Pearl-Cohn	Bass. W. A. Middle	29	778	89,452	37	0
Pearl-Cohn	Cockrill Elementary	35	966	76,300	4	0
Pearl-Cohn	Head Magnet	36	675	65,728	48	5
Pearl-Cohn	King, Martin Luther Jr. Magnet	59	1,377	141,034	64	0
Pearl-Cohn	McCann Elementary	21	394	42,211	64	0
Pearl-Cohn	McKissack Middle	32	675	65,185	46	4
Pearl-Cohn	Park Avenue Enhanced Option	53	not available	103,000	1	0
Pearl-Cohn	Pearl-Cohn Comp High Magnet	81	1,500	241,569	14	0
<b>AVERAGE FOR PEARL-COHN CLUSTER</b>		<b>43</b>	<b>909</b>	<b>103,060</b>	<b>35</b>	<b>1</b>

**EXHIBIT 3-29 (Continued)  
PERMANENT AND PORTABLE FACILITIES\*  
2000-01 SCHOOL YEAR**

CLUSTER	SCHOOL	PERMANENT CLASSROOMS	PERMANENT CAPACITY	PERMANENT SQUARE FEET	APPROXIMATE BUILDING AGE (YEARS)	PORTABLE CLASSROOMS
Stratford	Dalewood Elementary	21	394	39,490	51	0
Stratford	East Middle	70	1,712	208,308	68	5
Stratford	Howe, Cora Elementary	24	450	51,265	30	8
Stratford	Inglewood Elementary	28	663	66,962	4	0
Stratford	Kirkpatrick Elementary	26	654	57,190	4	7
Stratford	Litton, Isaac Middle	33	770	89,369	62	3
Stratford	Lockeland Middle	20	375	40,177	61	8
Stratford	Meigs Middle Magnet	36	850	83,718	66	0
Stratford	Mills, Dan Elementary	16	300	73,807	0	0
Stratford	Rosebank Elementary	33	not available	60,583	46	4
Stratford	Ross Elementary	19	415	46,000	12	5
Stratford	Stratford Comp High	83	1,937	234,258	38	1
Stratford	Warner Elementary	37	694	87,259	81	6
<b>AVERAGE FOR STRATFORD CLUSTER</b>		<b>34</b>	<b>768</b>	<b>87,568</b>	<b>40</b>	<b>4</b>
Whites Creek	Bordeaux Elementary	19	356	33,232	45	0
Whites Creek	Cumberland Elementary	33	730	68,430	4	0
Whites Creek	Ewing Park Middle	26	663	83,830	32	12
Whites Creek	Green, Alex Elementary	16	300	44,268	13	2
Whites Creek	Haynes Middle	25	469	71,073	60	0
Whites Creek	Joelton Elementary	23	525	62,600	11	0
Whites Creek	Joelton Middle	30	894	78,647	50	0
Whites Creek	King's Lane Design Center	31	581	56,265	39	0
Whites Creek	Nashville School of the Arts	23	644	131,517	71	6
Whites Creek	Whites Creek Comp High	74	1,885	256,961	22	0
<b>AVERAGE FOR WHITES CREEK CLUSTER</b>		<b>30</b>	<b>705</b>	<b>88,682</b>	<b>35</b>	<b>2</b>
<b>ELEMENTARY SCHOOL AVERAGE</b>		<b>27</b>	<b>531</b>	<b>55,999</b>	<b>30</b>	<b>4</b>
<b>MIDDLE SCHOOL AVERAGE</b>		<b>33</b>	<b>721</b>	<b>87,137</b>	<b>46</b>	<b>4</b>
<b>HIGH SCHOOL AVERAGE</b>		<b>84</b>	<b>1,949</b>	<b>273,096</b>	<b>33</b>	<b>2</b>
<b>MAGNET SCHOOL AVERAGE</b>		<b>40</b>	<b>839</b>	<b>107,800</b>	<b>54</b>	<b>2</b>
<b>AVERAGE FOR OTHER SCHOOLS</b>		<b>27</b>	<b>463</b>	<b>72,142</b>	<b>56</b>	<b>0</b>
<b>AVERAGE FOR ALL SCHOOLS</b>		<b>34</b>	<b>745</b>	<b>86,462</b>	<b>38</b>	<b>3</b>
<b>TOTAL FOR ALL SCHOOLS</b>		<b>4,157</b>	<b>77,475</b>	<b>10,721,330</b>	<b>4,658</b>	<b>418</b>

Source: Metropolitan Nashville Public Schools, 2000.

\*See Recommendation 11-4 for a related recommendation.



Comparing by types of schools, Exhibit 3-29 shows that:

- schools classified as "other" tend to be the oldest in the school system, with an average age of 56 years, closely followed by magnet schools (54 years);
- elementary schools have the newest buildings on average (30 years), with high schools housed in the second youngest buildings, averaging 33 years old;
- high schools have the highest average capacity (1,949 students), the most square footage (273,096), and the most numerous permanent classrooms (84);
- elementary schools have the lowest average permanent square footage (55,999) and, along with other schools, the lowest number of permanent classrooms (27 each); and
- middle schools and elementary schools have the highest average number of portable classrooms (four each), while other schools have zero portable classrooms.

As can be seen by examining by clusters of schools:

- schools in the Overton cluster average having the most portable classrooms (7), while schools in the Pearl-Cohn cluster average only one;
- Hillsboro cluster buildings are the oldest, averaging 58 years old, while Maplewood cluster buildings are the youngest, 28 years old on average;
- schools in the Pearl-Cohn cluster have the highest average number of permanent classrooms (43), while Whites Creek and Hillsboro cluster schools average only 30 each;
- Pearl-Cohn schools also have the highest average square footage (103,060) and permanent capacity (909 students); and
- Hillwood cluster schools have the smallest buildings on average (73,253 square feet), but Maplewood schools have the lowest average capacity (683 students).

Among individual schools, the exhibit illustrates that:

- McGavock Comprehensive High School has the highest number of permanent classrooms (114), the highest permanent capacity (2,697 students), and the most square footage (456,100);
- Murphy Alternative Center has the least square footage with only 10,926;

- Robertson Academy has both the least number of permanent classrooms (7) and the smallest permanent capacity (131 students);
- the most recently built buildings in the system house Dan Mills Elementary, Hickman Elementary, Napier Enhanced Option, and Amqui Elementary schools; all of these were built in 2000; and
- the oldest building in the school system was built in 1908 and houses Murphy Alternative Center.

### **3.7 Summary**

Examining the schools by type, high schools appear to have the most resources. In categories such as number of performing arts teachers, administrative staff, athletic instructors, student services employees, and classrooms, as well as building size and capacity, high schools outrank the other types of schools (elementary, middle, magnet, and "other" schools). In addition, high schools have the lowest average ratios of English-as-a-second-language (ESL) students to teachers, the highest percentages of the most experienced teachers, and the highest percentages of teachers holding doctoral degrees.

In comparison, schools classified as "other," which include adult and alternative schools and special education facilities, have the lowest numbers of performing arts teachers, athletic instructors, administrative staff, food services workers, before/after-care programs, and active PTA/PTOs. On average, these schools also have the oldest buildings, the least experienced teachers, the lowest percentages of certified teachers, the highest numbers of students sharing a computer, and the most square feet of permanent building space per custodian.

In some areas, however, these rankings are reversed. For example, high schools have the highest enrollments of ESL and free-and-reduced lunch students. Schools classified as "other" have the lowest enrollments of free-and-reduced lunch students, while benefiting from high percentages of teachers holding doctoral degrees and the highest ratio of books per student.

Comparing the schools by cluster, the Antioch cluster of schools ranks best on a variety of measurements, including the number of performing arts teachers, athletic instructors, administrative staff, student services staff, and low-incidence special education programs. However, these schools also average the lowest number of library books per student, the highest number of students per computer, the highest ESL student-teacher ratios, highest number of students per food service worker, and the most square feet per custodian.

The Hunters Lane cluster of schools fares well in these comparisons, with the lowest student-teacher ratios, most experienced teachers, and zero schools scoring all F grades on the 2000 TCAP scores, but these schools also have the lowest average numbers of athletic instructors. Similarly, Hillsboro cluster schools have the lowest free-and-reduced lunch enrollments and the highest number of schools scoring all A grades on the 2000 TCAP, but have the oldest buildings in the school system and the lowest

number of low-incidence special education programs (tied with the Hunters Lane cluster).

Two clusters rank low in comparison to the others—Maplewood and Stratford, both of which have high percentages of students eligible for free-and-reduced lunch. The Maplewood cluster of schools ranks last in many categories, including percentage of certified teachers (tied with Whites Creek), percentage of students taking the SAT, number of AP classes offered, and number of Encore service days per week. Schools in this cluster also average the highest teacher turnover, along with the Stratford cluster of schools. In addition to high teacher turnover, the Stratford cluster has the highest percentage of teachers with zero- to-five years of experience, the lowest SAT and ACT scores, and the highest number of schools averaging all F grades on the TCAP tests. See Recommendations 6-5, 6-6, 6-10, 6-11, 6-13, 6-18, 6-19, and 6-23 for recommendations related to these issues.

The designation of a school as a "magnet" school is not a guarantee of high rankings in these comparisons. Two magnet schools, Hume-Fogg Magnet and Martin Luther King, Jr. Magnet, average the highest SAT and ACT scores, as well as offer the most advanced placement (AP) courses. But two other magnet schools, Pearl-Cohn Comprehensive Magnet and East Magnet, scored below average on the SAT and ACT tests, have lower than average percentages of certified teachers, and offer the fewest AP courses.

The intent of this chapter is to report the current staffing levels, student enrollment, and resource allocation by individual schools, types of schools, and clusters of schools in Metropolitan Nashville Public Schools. Because these data alone cannot give a complete picture of resource allocation within the school system, no recommendations are made in this chapter. However, where data are reported which relate to MGT's findings and recommendations in later chapters in this report, cross-references point the reader to those sections of the report.

## **4.0 SURVEY RESULTS**

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## **4.0 SURVEY RESULTS**

On September 7, 2000, surveys were mailed to each central office administrator and principal and a random sample of 25 percent of teachers in the school system. A total of 1479 surveys were distributed, and 869 surveys (59 percent) were returned and analyzed. The major sections of this chapter contain summaries of the survey results for:

- central administrators
- principals
- teachers
- comparisons of administrators, principals, and teachers
- comparisons of the responses of Nashville to other school systems.

Copies of the survey instruments are attached as Appendix A.\* Copies of the response frequencies for central office administrators, principals, and teachers are included in Appendix B.

### **4.1 Central Office Administrator Survey Results**

Of the 80 surveys that were disseminated to central office administrators, 72 were returned for a response rate of 85 percent. Respondents are 54 percent female and 46 percent male. Eighty-three (83) percent of the respondents are White, 14 percent are African-American, two percent are Hispanic, and two percent describe their ethnicity as 'other'.

Respondents are fairly new in their current positions within the school system: 52 percent have held their current positions for five years or less, 34 percent for six to 10 years, 12 percent for 11 to 20 years, and three percent for 21 years or more. On average, administrators have spent six years in their current positions. In contrast, most administrators have spent many years working in the school system: 18 percent for five or less years, nine percent for six to 10 years, 24 percent for 11 to 20 years, and 49 percent have worked in the school system for 21 years or more.

Respondents work in many areas in the central office, with the best-represented areas being School System Administration (33 percent) and Educational Programs (31 percent).

Parts A, B, and C of the survey consist of items designed to solicit opinions about a variety of school system management and performance issues. Parts D, E, F, G, and H address issues of work environment, job satisfaction, administrative structures/practices and operations, respectively.

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\*The surveys sent to Nashville administrators and teachers asked the respondents to evaluate the performance of the Metropolitan Board of Education as was stated in the Request for Proposals (RFP), rather than the Metropolitan Nashville Public Schools. Respondents were also asked to evaluate the Superintendent of Schools rather than the Director of Schools, as that position is called within the Metropolitan Nashville Public Schools.

The survey areas are categorized into the following broad areas, each of which are summarized separately:

- system-related responses
- school board-related responses
- school administrator-related responses
- teacher-related responses
- student-related responses
- parent/community-related responses
- work environment-related responses
- job satisfaction-related responses
- administrative structure/practices-related responses
- operations-related responses

### **System-related Responses**

Central office administrators in the school system were asked to rate their school system—85 percent rate its overall quality of public education as *good* or *excellent* and 83 percent indicate that the overall quality of education is improving. Administrators overwhelmingly indicate that their schools can be described as *good places to learn* (84 percent *agree* or *strongly agree*) and that the emphasis on learning has increased in recent years (89 percent). A majority of administrators (67 percent) state that taxpayer dollars are being used wisely to support public education in the school system.

The administrators were asked to rate themselves: sixteen (16) percent grade central office administrators with an *A*, and another 60 percent give themselves a *B*. Sixteen (16) percent give central office administrators a *C*, while six percent of administrators awarded themselves a grade of *D*.

Overall, the Superintendent received high ratings as the education leader and chief administrator of the school system. Seventy-five (75) percent indicate that his work as the educational leader of the system is *excellent* or *good*; one quarter (25 percent) indicate a response of *fair* or *poor*. On a related item, 81 percent state that his work as the chief administrator of the school system is *excellent* or *good*, while 19 percent think it is *fair* or *poor*.

Only nine (9) percent of administrators indicate that the overall operation of the school system is highly efficient. The majority (61 percent) of administrators indicate that the overall operation is above average in efficiency, while 18 percent believe the school system is less efficient than other school systems. When presented with a list of choices and asked if these choices would improve overall operational efficiency, few of the choices offered are supported by the central office administrators. Their most preferred option is *privatizing some support services* (14 percent). *Offering fewer programs* and *reducing the number of facilities operated by the school system* are options selected by eight percent of administrators.

The majority (56 percent) chose 'other' and wrote in their own suggestions. The suggestion most frequently given was to increase the level of funding to the school system, followed by improving the level of technology available in the school system. Many central office administrators remarked that the current AIMS system was

antiquated and in need of replacement. Other suggestions included increasing and redistributing support staff, as well as improving communications within the department and throughout the school system.

Most administrators think the school system provides a safe environment for students. Sixty-six (66) percent *agree* or *strongly agree* that the school system is safe and secure from crime, while 16 percent *disagree* or *strongly disagree*. Additionally, 70 percent state that there is administrative support for controlling student behavior, though only 54 percent believe that schools effectively handle misbehavior problems.

Administrators are dissatisfied with the amount of space and facilities available within the school system. Only 10 percent *agree* or *strongly agree* that their schools have sufficient space and facilities to support instructional programs, while an overwhelming 81 percent *disagree*. Similarly, 86 percent of administrators rate the school system's job of providing adequate instructional technology as *fair* or *poor*.

Administrators are also dissatisfied with the amount of student services provided in the school system. Only 14 percent *agree* or *strongly agree* that sufficient student services are provided in the schools, while 63 percent *disagree* or *strongly disagree*.

### **School Board-related Responses**

Survey respondents are asked to rate school board members in three areas:

- members' knowledge of the educational needs of students in the system;
- members' knowledge of operations in the system; and
- members' work at setting or revising policies for the system.

Responding administrators have mixed responses regarding the Metropolitan Board of Education. Almost half (46 percent) of administrators rate the Board members' knowledge of the educational needs of the students as *fair* or *poor*, while 38 percent rate their knowledge as *excellent* or *good*. Sixty (60) percent rate their work at setting or revising policy as *excellent* or *good*; 35 percent rate it is only *fair* or *poor*. In addition, 61 percent of administrators rate Board members' knowledge of operations as *fair* or *poor*.

### **School Administrator-related Responses**

Central office administrators have mostly favorable opinions of school-level administrators. Seventeen (17) percent give school-level administrators a grade of *A*; 63 percent give them a grade of *B*. Of the remaining administrators, 13 percent award a grade of *C*, four percent award a *D*, and three percent '*don't know*'.

Respondents state that principals care about students' needs (90 percent *agree* or *strongly agree*) and are effective managers of the staff and teachers (74 percent *good* or *excellent*). Administrators are slightly less positive when rating principals' work as the instructional leaders of their schools (67 percent rate them *good* or *excellent*).

Administrators are particularly dissatisfied with the opportunities provided by the school system to improve the skills of the school administrators; only 33 percent rate these as *good* or *excellent*, while 65 percent rate them as *fair* or *poor*.

### **Teacher-related Responses**

Administrators have mostly positive opinions of school system teachers. Seventeen (17) percent give teachers a grade of *A*, 64 percent give them a grade of *B*, and 13 percent rate teachers a *C*.

With regard to teacher relationships with their students, central office administrators state that teachers care about student needs (86 percent *agree* or *strongly agree*). Eighty (80) percent of administrators *agree* or *strongly agree* that teachers expect students to do their very best, while 65 percent state that most teachers enforce high student learning standards. Likewise, 63 percent rate school system teachers' work in meeting students' individual learning needs as *good* or *excellent*.

Seventy-one (71) percent of administrators *agree* or *strongly agree* that teachers know the material they teach. However, less than half (43 percent) rate teachers' work in communicating with parents as *good* or *excellent*. An even smaller percentage (40 percent) rate teachers' attitudes towards their jobs as *good* or *excellent*, while 49 percent rate their attitudes as only *fair* or *poor*.

### **Student-related Responses**

Central office administrators have mixed opinions regarding students' motivation to learn in the school system. Only half (51 percent) *agree* or *strongly agree* that most students in the school system are motivated to learn; 11 percent *disagree* or *strongly disagree*. However, more than three-fourths (76 percent) rate the students' ability to learn as *good* or *excellent*; 11 percent rate their ability to learn as *fair* or *poor*.

Sixty-four (64) percent of administrators *agree* or *strongly agree* that the curriculum is broad and challenging for most students. Almost half of administrators (45 percent) *agree* or *strongly agree* that lessons are organized to meet students' needs; only six percent *disagree* or *strongly disagree* with this statement.

### **Parent/Community-related Responses**

Fifty-nine (59) percent of central office administrators state that the school system does a *good* or *excellent* job in maintaining relations with various groups in the community. A much smaller number (38 percent) of the administrators state that the community really cares about its children's education; 42 percent *disagree* or *strongly disagree* with this statement. A similar number of administrators (40 percent) state that parents in Nashville are satisfied with the education their children are receiving and that parents take responsibility for their children's behavior in schools (46 percent).

Many central office administrators (40 percent) think that parents do not know what goes on in their children's schools, while 31 percent indicate that they do. Administrators are



divided over parental involvement in school decision making. Twenty-two (22) percent indicate that parents take an active role in decision making in the schools, while 15 percent disagree with this assessment; many administrators (44 percent) responded that they did not know. Most administrators (64 percent) are dissatisfied with the level of parental participation in school activities and organization. Administrators have a low opinion of parental efforts related to helping their children perform better in school; 20 percent rate these efforts as *good* or *excellent*, but 61 percent rate their efforts as *fair* or *poor*.

### **Work Environment-related Responses**

The majority of the central office administrators are comfortable with most aspects of their work environment. Eighty-three (83) percent find the school system to be an exciting and challenging place to work, while only nine percent *disagree* or *strongly disagree*. Fewer, but more than half of the administrators, think that work standards are equal to or above those of other school systems (65 percent *agree* or *strongly agree*) and that school system officials enforce high work standards (65 percent *agree* or *strongly agree*). Administrators (76 percent) indicate that they have sufficient authority to perform their responsibilities.

Satisfaction with equipment and computer support is quite low—only 35 percent indicate that these are adequate, while 55 percent *disagree* or *disagree strongly*. More than half (56 percent) of administrators *agree* or *strongly agree* that they have adequate facilities to perform their work, while 39 percent are dissatisfied with their work facilities.

The workload is an area of concern among central office administrators. Only 20 percent agree that the workloads are equitably distributed among teachers and staff members, while 39 percent are in disagreement. Likewise, 25 percent are in agreement with the more general statement that *workload is evenly distributed*, while 62 percent *disagree* or *strongly disagree*.

Few administrators agree that teacher and staff promotions and pay increases are based upon individual performance. Four percent state this is true for teachers and 13 percent indicate that this is true for staff. Administrators disagree that teachers who do not meet expected work standards are disciplined (37 percent *disagree* or *disagree strongly*, while only 18 percent *agree* or *strongly agree*). Slightly more than one-fourth (27 percent) *agree* or *agree strongly* that staff who do not meet expected work standards are disciplined, while 44 percent *disagree* or *disagree strongly*.

### **Job Satisfaction-Related Responses**

By a large margin (77 percent *agree* while 13 percent *disagree*), central office administrators in the school system are satisfied with their jobs. A larger percentage (86 percent) plan to make a career in the school system. Only four percent feel that there is no future for them in the school system.

The majority of administrators perceive that supervisors appreciate their work (75 percent) and that they are an integral part of the school system team (70 percent). Administrators are mixed in their opinions of current salary levels—36 percent of

administrators *disagree* or *strongly disagree* that salary levels in the system are competitive, while almost half (49 percent) think that they are. They are slightly less satisfied with their own salary levels; 41 percent respond that their salary level is inadequate for their level of work and experience, while 44 percent *agree* or *strongly agree* that their salary level is adequate.

### **Administrative Structures/Practices-related Responses**

Administrators are divided in their opinions of administrative structures and practices. Forty-seven (47) percent think that most administrative practices are highly effective and efficient; 23 percent *disagree* or *strongly disagree*. Similarly, opinions are split over whether administrative decisions are made quickly and decisively (40 percent *agree* or *strongly agree* that they are, while 37 percent indicate they are not). A majority of administrators believe that central office administrators are easily accessible and are open to input (54 percent *agree* or *strongly agree*).

Administrators do not believe that authority for administrative decisions is delegated to the lowest possible level. Twenty-seven (27) percent indicate that authority is properly delegated, while 50 percent do not. In contrast, 43 percent indicate that teachers and staff are empowered with sufficient authority to effectively perform their responsibilities.

Less than one-fourth (22 percent) of the administrators believe that there are too many committees. A larger number (43 percent) of administrators *agree* or *strongly agree* that the extensive committee structure in the school system ensures adequate input from teachers and staff on important decisions. Only nine percent indicate that the school system has too many layers of administration.

Half (50 percent) of the respondents indicates that most administrative processes are highly efficient and responsive, while 26 percent *disagree* or *disagree strongly*. A greater number believe that administrators are responsive to school needs (80 percent) and that they provide quality service to schools (80 percent).

### **Operations-related Responses**

Central office administrators were given a list of 30 programs or functions and asked to rate them with one of the following descriptions:

- *Should be eliminated*
- *Needs major improvement*
- *Needs some improvement*
- *Adequate*
- *Outstanding*

Of the 30 programs or functions, eight received the response *should be eliminated*, but only by one percent of the administrators. Of these, *Data Processing* received the most responses (49 percent) stating that the program needed *major improvement*. An even greater number (53 percent) indicated that Administrative Technology needed *major improvement*, though none of the administrators suggested that the program *should be eliminated*.

When combining the *needs some improvement* and *needs major improvement* response percentage, five programs receive a sum greater than 70 percent:

- administrative technology (88 percent state that it needs *some* or *major improvement*);
- instructional technology (84 percent);
- plant maintenance (81 percent);
- data processing (80 percent); and
- staff development (73 percent).

Three programs are given a combined *adequate* or *outstanding* rating by more than 50 percent of the central office administrators:

- purchasing (59 percent rate it *adequate* or *outstanding*);
- financial management and accounting (55 percent); and
- curriculum planning (51 percent).

Of all the programs listed, *Financial Management and Accounting* receives the highest *outstanding* rating at 22 percent.

## **4.2 Principal Survey Results**

Of the 125 principals who were mailed surveys, 94 returned a survey, representing a response rate of 75 percent. Sixty-one (61) percent of the respondents are female and 39 percent are male. Two-thirds (66 percent) of the respondents are White, 32 percent are African-American, and two percent select *'other'* as their ethnicity.

Most respondents (55 percent) work in an elementary school, while almost one-third (31 percent) work in a junior high/middle school. Eleven percent work in a high school, and two percent work in a school system office; one percent did not specify.

Respondents are relatively new to their current positions. Sixty-two (62) percent of the principals have been in their current positions for five years or less, 23 percent have been in their current positions from six to 10 years, 13 percent from 11 to 20 years, and two percent for 21 years or more. Still, almost all (96 percent) have worked in some capacity for the school system for more than 10 years. Almost three-fourths (74 percent) have worked in the school system for 21 years or more.

### **System-related Responses**

School administrators highly rate their school system; 79 percent rate its overall quality of public education as *good* or *excellent*, and 80 percent state that the overall quality of education is improving. Most of the principals indicate that their schools can be described as *good places to learn* (91 percent), and that the emphasis on learning has increased in recent years (90 percent *agree* or *strongly agree*). Sixty-six (66) percent of the school administrators state that taxpayer dollars are being used wisely to support public education in the school system.

Thirteen (13) percent of principals award a grade of *A* to central office administrators; another 50 percent give them a *B*; 30 percent give them a *C*, and eight percent assign a grade below *C*.

Most school administrators are highly satisfied with the performance of the Superintendent. Three-fourths of principals (76 percent) rate his work as the educational leader of the system as *good* or *excellent*. They express even higher satisfaction with his work as the chief administrator; 84 percent rate his work *good* or *excellent*.

Seventy-six (76) percent of the school administrators indicate that the overall operation of the school system is at least above average in efficiency; while 18 percent of the principals state that it is less efficient than other school systems. When presented with a list of options to improve operational efficiency, the option that receives the most support among principals is *offering fewer programs*. Thirteen (13) percent of all principals indicate that the school system should continue to explore this option, while 12 percent indicate that efficiency could be improved by *privatizing some support services*. Of the other options listed, none were suggested by more than four percent, although 44 percent of respondents indicate that there are other ways to improve operational efficiency. As with the central office administrators, many principals wrote that the overall level of funding to the school system needs to be increased. Other suggestions included reducing class sizes, improving inter-departmental communications, increasing support staff, and improving technology.

Most school administrators (71 percent) state that the schools are safe and secure from crime and that there is administrative support for controlling student behavior (82 percent *agree* or *strongly agree*). In addition, many more principals *disagree* than *agree* with the statement '*Our schools do not effectively handle misbehavior problems*' (74 percent *disagree* or *strongly disagree*).

Principals are concerned with facilities—69 percent indicate that they do not believe that there is sufficient space and facilities to support instructional programs. Only 22 percent indicate that sufficient space and facilities exist. In addition, principals are almost unanimously dissatisfied with instructional technology. An overwhelming 94 percent rate the system's job of providing adequate instructional technology as *fair* or *poor*.

### **School Board-related Responses**

Principals are slightly less supportive of the Metropolitan Board of Education than the central office administrators are. Sixty (60) percent state that the Board members' knowledge of operations in the school system is *fair* or *poor*. Almost half (48 percent) indicate that the same is true of the Board's work at setting or revising policies. Sixty-three (63) percent rate the Board members' knowledge of the educational needs of students as *fair* or *poor*.

### **School Administrator-related Responses**

Twenty-six (26) percent of the principals give school-level administrators an *A*, 70 percent give them a *B*, and three percent give them a *C*, and none give school-level administrators a grade lower than a *C*. The percentage of *A* grades that principals award to themselves is higher than those given to teachers or central office administrators.

All (100 percent) of the respondents *agree* or *strongly agree* that principals care about students' needs. Almost all (96 percent) rate principals' work as the managers of the staff and teachers as *good* or *excellent*. Most (86 percent) rate principals' work as the instructional leaders of their schools as *good* or *excellent*.

School administrators are split on the issue of the opportunities provided by the school system to improve the skills of school administrators; 49 percent rate these opportunities as *good* or *excellent*, while 51 percent rate them as *fair* or *poor*.

### **Teacher-related Responses**

Principals generally have a high opinion of teachers. Twenty-one (21) percent give teachers a grade of *A*, 70 percent award teachers a *B* grade, and seven percent give teachers a *C*. No grade below *C* was awarded.

School administrators indicate that teachers care about students' needs (98 percent *agree* or *strongly agree*). Similarly, 95 percent state that teachers expect students to do their very best, while 85 percent indicate that teachers enforce high student learning standards. Finally, 87 percent state that the teachers' work in meeting student individual learning needs is *good* or *excellent*.

School administrators agree that teachers know the material they teach (93 percent). However, fewer (77 percent) rate teachers' attitudes as *good* or *excellent*, while 23 percent rate attitudes as *fair* or *poor*. Teachers' work in communicating with parents is rated as *good* or *excellent* by 77 percent of principals; 23 percent rate their communication efforts as *fair* or *poor*.

### **Student-related Responses**

Over four-fifths of the school administrators (81 percent) *agree* or *strongly agree* that students in the school system are motivated to learn. Slightly more (84 percent) rate students' ability to learn as *good* or *excellent*.

A substantial majority of the principals (88 percent) *agree* that lessons are organized to meet students' needs, while only seven percent are in disagreement. The same percentage of principals (88 percent) indicate that the curriculum is broad and challenging for most students.

### **Parent/Community-related Responses**

Over half (56 percent) of the respondents state that the school system does a *good* or *excellent* job of maintaining relations with various groups in the community. A similar number (61 percent) state that the community really cares about children's education.

School administrators are less satisfied with the involvement of parents in their schools. The majority (57 percent) of principals indicate that parents are satisfied with the education their children are receiving, and 59 percent *agree* or *strongly agree* that parents play an active role in decision making in the school. However, only 31 percent rate parents' efforts in helping their children to do better in school as *good* or *excellent*; 68 percent rate these efforts as *fair* or *poor*. Similarly, only 34 percent rate parents' participation in school activities and organizations as *good* or *excellent*. Almost one-fourth (23 percent) state that parents do not take responsibility for their children's behavior in school.

### **Work Environment-related Responses**

Most of the school system principals are satisfied with many aspects of their work environment. The majority (79 percent) find the school system to be an exciting and challenging place to work. Seventy-six (76) percent indicate that work standards and expectations are equal to or above those of other school system, while a smaller percentage (67 percent) indicate that school officials enforce high work standards. Almost three-fourths (72 percent) find that teachers and administrators have excellent working relationships. A similar percentage (73 percent) state that they have the authority to adequately perform their job responsibilities. Less than two-thirds of principals (60 percent) think they have adequate facilities to do their work.

Fifty-seven (57) percent of school administrators responded that workloads are equitably distributed among teachers and staff. However, when considering the general statement, '*workload is evenly distributed,*' only 25 percent *agree* with the statement, while 45 percent *disagree*.

Few of the school administrators responded that teacher and staff promotions and pay increases are based on individual performance. Eighty-eight (88) percent indicate that this is not true for teachers, and 82 percent indicate this is not true for staff. Principals are more confident about teacher and staff disciplinary actions; 42 percent indicate that teachers who fail to meet expected work standards are disciplined, while 41 percent indicate that staff who do not meet expected work standards are disciplined.

Many principals are dissatisfied with the existing level of equipment and computer support. Thirty (30) percent indicate that they have adequate equipment and computer support to conduct their work, but the majority (61 percent) *disagree*.

### **Job Satisfaction-related Responses**

Almost three-fourths of the principals have a high level of job satisfaction, with 74 percent either *agreeing* or *strongly agreeing* that they are very satisfied with their jobs. Sixteen (16) percent *disagree* or *strongly disagree* with the same statement. Nine

percent of the principals state that there is no future for them in the school system. Most responding principals (90 percent) plan to make a career in the school system.

Principals mostly think their work is valued by supervisors. More than two-thirds (68 percent) indicate that their work is appreciated by their supervisors, while 17 percent *disagree* or *strongly disagree*. Sixty-five (65) percent feel that they are an integral part of the school system team. However, the majority of principals are dissatisfied with their salaries. Only 34 percent of the respondents feel that salary levels are competitive, and 60 percent do not feel that their salary level is adequate for their level of work and experience.

### **Administrative Structures/Practices-related Responses**

Principals give mixed reviews to most administrative structures and practices. Forty-nine (49) percent of principals indicate that central office administrators are accessible and open to input, while 36 percent *disagree* or *strongly disagree*. Sixty (60) percent indicate that most administrative practices in the school system are highly effective and efficient. Fewer respondents (52 percent) indicate that administrative decisions are made quickly and decisively.

Most school administrators do not think that authority for administrative decisions is delegated to the lowest possible level. Twenty-six (26) percent *agree* or *strongly agree* that those in lower-level positions make administrative decisions, while 47 percent *disagree* or *strongly disagree*.

When asked about the use of committees, only 22 percent of principals indicate that the school system has too many committees; 36 percent indicate that the school system does not. Forty-one (41) percent indicate that the committee structure ensures adequate input from teachers and staff on the most important decisions. Similarly, more than half of the principals do not believe that the system has too many layers of administration (62 percent), while 17 percent think that it does. In addition, the majority of principals indicate that central office administrators are responsive to school administrators (59 percent) and provide quality service to schools (60 percent).

### **Operations-related responses**

School administrators were also given a list of 30 programs or functions and asked to rate them with the same descriptions used by central office administrators. These descriptions range from *should be eliminated* to *outstanding*. Six of these programs received the response *should be eliminated*, though only by one percent of the respondents. The program that most *needs major improvement* according to the principals is *Plant Maintenance* (61 percent).

When combining the *needs some improvement* and *needs major improvement*, seven programs receive a sum equal to or greater than 70 percent:

- plant maintenance (84 percent *needs improvement*);
- instructional technology (83 percent);
- administrative technology (83 percent);

- special education (81 percent);
- custodial services (78 percent);
- pupil transportation (73 percent); and
- staff development (71 percent).

Principals, in general, are only positive about few programs – only five of the programs receive a combined *adequate* and *outstanding* rating totaling at least 60 percent. The three programs given the highest combined *adequate* or *outstanding* ratings are:

- pupil accounting (70 percent *adequate* or *outstanding*);
- instructional coordination/supervision (65 percent);
- financial management and accounting (61 percent);
- law enforcement/security (61 percent) and
- personnel evaluation (60 percent).

Of all the programs, *Program Evaluation, Research, and Assessment* receives the highest *outstanding* rating; 25 percent of the school administrators rate this area as *outstanding*.

### **4.3 Teacher Survey Results**

Of the 1,274 teachers who were mailed surveys, 703 responded, representing a response rate of 55 percent. Most respondents are female (83 percent), while 17 percent are male. The majority are White (80 percent), another 18 percent are African-American, and one percent select 'other' as their ethnicity.

Respondents are mixed in the duration of their tenure in the school system. Many have worked in the school system for a long time—20 percent have taught in the school system for 11 to 20 years, and 27 percent report working in the system for 21 or more years. More than one-third of responding teachers have taught in Nashville schools for five or less years, and 18 percent have taught in the school system for six to 10 years.

### **System-related Responses**

Sixty-five (65) percent of teachers indicate that the overall quality of public education in the school system is *good* or *excellent*. Forty-six (46) percent state the overall quality of education is *improving*, while 32 percent state it is *staying the same*. However, 13 percent state it is *getting worse*. In addition, 71 percent of the teachers indicate that the emphasis on learning has increased in recent years, and almost two-thirds (65 percent) state that the schools can be described as '*good places to learn*.'

Teachers do not think that taxpayer dollars are used wisely to support public education in the school system. Only 19 percent indicate that dollars are used wisely, while 61 percent state that they are not.

Central office administrators are given a grade of *B* or better by 34 percent of the teachers. Thirty-nine (39) percent give administrators a *C*, 16 percent award a grade of *D*, and three percent give them a grade of *F*.



Teachers are generally dissatisfied with the Superintendent's performance. While 35 percent rate his work as the educational leader of the school system as *good* or *excellent*, more than half (51 percent) rate his work as *fair* or *poor*. Similar marks are given concerning his work as the chief administrator; 37 percent rate him as *good* or *excellent* in this area, while 48 percent rate his work as *fair* or *poor*.

Forty-one (41) percent of teachers surveyed state that the school system is at least above average in overall operational efficiency, while 39 percent indicate that it is less efficient than other school systems. Teachers were asked how system operations might be made more efficient. The most frequent response (25 percent) given was *reducing the number of administrators*, followed by *privatizing some support services* (19 percent). Other options receiving modest support included *reducing the number of facilities operated by the school system* (nine percent) and *offering fewer programs* (eight percent). One-third (33 percent) of teachers had other suggestions for improving system operations.

Teachers are concerned about safety and behavioral issues. Only 39 percent indicate their schools are safe and secure from crime, while 33 percent do not think their schools are safe. More than half (59 percent) of teachers indicate that schools do not effectively handle misbehavior problems. Fifty-one (51) percent of teachers indicate that there is administrative support for controlling student behavior in schools, while 34 percent feel that such support is lacking.

Only one-third of the teachers (34 percent) indicate that sufficient student services are provided. More than half (54 percent) indicate that sufficient services such as counseling, speech, and health are not provided. Few teachers (18 percent) *agree* or *strongly agree* that site-based management has been implemented effectively, while only 38 percent *disagree* or *strongly disagree* that it has been implemented effectively.

### **School Board-related Responses**

Teachers are less supportive of the Metropolitan Board of Education than are the central office administrators and principals. Twenty-three (23) percent state that the Board members' knowledge of operations in the school system is *excellent* or *good*; more than half (62 percent) rate it *fair* or *poor*. Similarly, 25 percent indicate that the Board's work at setting or revising policies is *excellent* or *good*, while 63 percent disagree. Likewise, 73 percent rate the Board members' knowledge of the educational needs of students as *fair* or *poor*.

### **School Administrator-related Responses**

Teachers give school administrators lower grades than do central office administrators. Fourteen (14) percent of teachers award these administrators an *A* and 43 percent award them a *B*. More than one-fourth (28 percent) of teachers give school-level administrators a *C*, nine percent give a grade of *D*, and two percent assign a grade of *F*.

Sixty-three (63 percent) of respondents rate as *good* or *excellent* principals' work as instructional leaders of their schools. A slightly larger percentage (67 percent) rate the

principals' work as managers of the staff and teachers as *good* or *excellent*. Another 31 percent rate their work as *fair* or *poor* in this area.

### **Teacher-related Responses**

Teachers award themselves high grades compared to those they award administrators and principals, with 20 percent giving themselves a grade of *A*, 58 percent a grade of *B*, and 17 percent a grade of *C*. Slightly more than one percent of teachers assign their fellow teachers a grade below *C*.

For most survey items, teachers are positive about their own performance. For example, 90 percent indicate that they care about their students' needs. Ninety (90) percent state that teachers expect students to do their very best, while 73 percent agree that teachers enforce high student learning standards. In addition, 74 percent of teachers rate as *good* or *excellent* teachers' work in meeting students' individual learning needs.

Most teachers (85 percent) state that they know the material they teach. A smaller percentage (74 percent) rate as *good* or *excellent* teachers' work in communicating with parents. Teachers are split in their opinions about their job attitudes: 50 percent rate them as *good* or *excellent*, while 49 percent rate them as *fair* or *poor*.

### **Student-related Responses**

Teachers have mixed opinions about the learning capabilities of students. Over half (51 percent) *agree* that students are motivated to learn, while 31 percent of the teachers do not agree with this statement. A slightly higher percentage (65 percent) rate students' ability to learn as *good* or *excellent*; although 35 percent rate their ability as only *fair* or *poor*.

Generally, the current curriculum is acceptable to most teachers. The majority (70 percent) of respondents indicate that lessons are organized to meet students' needs. In addition, 70 percent believe that the curriculum is broad and challenging for most students.

### **Parent/Community-related Responses**

Almost half of the teachers believe parents are satisfied with their children's education (46 percent), while 19 percent of all teachers indicate that parental satisfaction is not high. Similar attitudes are expressed concerning the issue of community support for education. Forty-four (44) percent of teachers believe that the community really cares about its children's education while 35 percent of teachers *disagree*. Only 25 percent of teachers think that the school system does a *good* or *excellent* job of maintaining relations with various groups in the community, while 61 percent indicate that relations are *fair* or *poor*.

Teacher attitudes are decidedly negative concerning parental participation in the schools. Only 20 percent of teachers rate parents' participation in school activities and

organizations as *good* or *excellent*, while 79 percent rate participation as *fair* or *poor*. Teachers negatively rate parents' efforts in helping their children to do better in school. Eighteen (18) percent rate parents' efforts as *good* or *excellent*, and 80 percent rate parents' efforts as *fair* or *poor*. The results are slightly better when teachers are asked whether parents play an active role in decision making in the schools. Thirty-six (36) percent indicate that parents do play an active role in decision making; however, a greater number (41 percent) *disagree*.

### **Work Environment-Related Responses**

Over half (60 percent) of teachers find the school system to be an exciting and challenging place to work. A lower percentage (49 percent) indicate that work standards and expectations are equal to or above those of other school systems. A similar number (52 percent) indicate that system officials enforce high work standards.

Nashville teachers are satisfied with some aspects of their work environment, but are dissatisfied with other areas. The majority of teachers (80 percent) indicate that they have the authority to adequately perform their job responsibilities. Teachers are less pleased with the adequacy of their facilities. Sixty-four (64) percent indicate that they have adequate facilities in which to conduct their work. However, only 37 percent indicate that they have adequate equipment and computer support to conduct their work, while 54 percent *disagree* or *strongly disagree*.

Teachers indicate that they are concerned with workload distribution. Only 40 percent believe that workloads are equitably distributed among teachers and staff; 44 percent *disagree* or *strongly disagree*. Similarly, when presented with the general statement, '*workload is evenly distributed*,' 37 percent *agree* or *strongly agree*, while 42 percent *disagree* or *strongly disagree*.

Teachers were also asked whether teacher and staff promotions and pay increases are based on individual performance. More than four-fifths (81 percent) indicate that this is not true for teachers, and 57 percent indicate this is not true for staff. When asked about disciplinary actions, only 20 percent state that teachers who fail to meet expected work standards are disciplined, while 17 percent state that staff are disciplined for the same reason.

### **Job Satisfaction-Related Responses**

Generally, teacher job satisfaction is fairly high within the school system. The majority (71 percent) of teachers are very satisfied with their jobs and 74 percent indicate that they have a future with the system. A similar number (75 percent) plan to make a career in the system.

Teachers are less pleased with how their work is received and compensated. Sixty-eight (68) percent of teachers report that their supervisors appreciate their work. Fewer (52 percent) feel that they are an integral part of the school system team. Teachers are especially dissatisfied with the salary levels. Only 28 percent believe that system salaries are competitive, while 57 percent *disagree*. Seventy-five (75) percent indicate

that they do not think that their salary levels are adequate for their level of work and experience.

### **Administrative Structures/Practices-related Responses**

Division exists among teachers over whether the system has appropriate administrative structures and practices. Less than one-quarter of teachers (24 percent) *agree* that administrative practices are highly effective and efficient, while 40 percent *disagree*. A similar percentage of teachers (25 percent) indicate that administrative decisions are made quickly and decisively, while slightly more believe that most administrative processes are highly efficient and responsive (33 percent). Twenty-three (23) percent indicate that administrators are easily accessible and open to input while twice as many (46 percent) *disagree*. Additionally, only 10 percent state that authority for administrative decisions is delegated to the lowest possible level. Thirty (30) percent *disagree* with this statement, while 60 percent either do not know or do not have a firm opinion.

Only eight percent of teachers in the school system *disagree* with the statement that the school system *has too many committees*. Forty-five (45) percent of teachers indicate that the system has too many layers of administrators. Slightly more than one-fifth of teachers *agree* that central office administrators are responsive to school needs (22 percent) and provide quality service to schools (21 percent), while larger numbers of teachers *disagree* (42 percent and 35 percent, respectively).

### **Operations-related Responses**

Teachers were also given a list of 30 school system programs or functions and were asked to rate them with descriptions ranging from *should be eliminated* to *outstanding*.

According to survey results, 18 programs are considered potential targets for elimination by at least one percent of teachers, but none by more than two percent. Teachers identify two programs (more than 40 percent *agree*) to be in need of major improvement:

- budgeting (45 percent); and
- instructional technology (41 percent).

When combining the *needs some improvement* and *needs major improvement*, eight programs receive a sum of 60 percent or more:

- budgeting (77 percent *needs some or major improvement*);
- instructional technology (70 percent);
- curriculum planning (63 percent);
- community relations (63 percent);
- special education (61 percent);
- early intervention (61 percent);
- plant maintenance (60 percent); and
- custodial services (60 percent).

Teachers are not positive about school system programs. However, two programs receive a combined *adequate* and *outstanding* rating totaling 46 percent:

- instructional coordination/supervision; and
- staff development.

#### **4.4 Comparison of Central Office Administrators, Principals, and Teachers Surveys**

In this section, the responses given by the three employee groups in comparison to each other are reviewed. Exhibit 4-1 compares responses given by central office administrators, principals, and teachers to Part A of the surveys. Exhibit 4-2 compares responses for Part B of the surveys, and so on through Exhibit 4-8, which compares responses to Part H of the surveys. For Parts B, D, E, and F, the *agree* and *strongly agree* responses are combined and compared to the combined *disagree* and *strongly disagree* responses. In Part C, the *good* and *excellent* responses are combined and compared to the combined *fair* and *poor* responses. In Part G, the responses *needs some improvement* and *needs major improvement* are combined and compared to the combined *adequate* and *outstanding* responses. The *should be eliminated*, *neutral*, and *don't know* responses are omitted from all exhibits in this section.

In Exhibit 4-1, responses to Part A of the surveys are compared. Principals and central office administrators tend to be more positive about the current state of affairs than teachers, giving higher ratings on all five items than teachers do. For example, teachers are the most concerned about the direction of change; only 46 percent think that the quality of education in the school system is *improving*, compared to 83 percent of central office administrators and 80 percent of principals.

Principals are overwhelmingly satisfied with their own performance, with 96 percent giving themselves a *B* or better. Central office administrators and teachers rate them lower; only 80 percent of central office administrators and 57 percent of teachers agree with the principals' self-assessment.

All three groups are satisfied with the performance of teachers. Principals and central office administrators give teachers higher marks than the teachers give themselves. The group with the lowest ratings is the central office administrators, 77 percent of whom give themselves a *B* or better, compared to 62 percent of principals and 34 percent of teachers. Central office administrators also receive the highest percentage of D or F grades; 20 percent of teachers give central office administrators a grade of *D* or *F*.

The majority of all three groups rate the overall quality of education as *good* or *excellent*. Eighty-five (85) percent of central office administrators believe this to be true, as do 79 percent of principals and 65 percent of teachers.

Exhibit 4-2 compares survey responses in Part B. Principals have the best overall impression of education in the school system, while central office administrators and teachers express mixed feelings. In many cases the three groups are closely aligned. For example, at least 80 percent of all three groups believe that teachers in the school system care about their students' needs and expect students to do their very best.

**EXHIBIT 4-1  
COMPARISON SURVEY RESPONSES  
WITHIN NASHVILLE**

<b>PART A OF SURVEY</b>	<b>ADMINISTRATOR RESPONSES (%)</b>	<b>PRINCIPAL RESPONSES (%)</b>	<b>TEACHER RESPONSES (%)</b>
1. Overall quality of public education in Metropolitan Board of Education is:			
Good or Excellent	85	79	65
Fair or Poor	14	20	34
2. Overall quality of education in Metropolitan Board of Education is:			
Improving	83	80	46
Staying the Same	13	11	32
Getting Worse	4	5	13
Don't Know	0	4	8
3. Grade given to Metropolitan Board of Education teachers:			
Above Average (A or B)	81	92	78
Below Average (D or F)	0	0	1
4. Grade given to Metropolitan Board of Education school level administrators:			
Above Average (A or B)	80	96	57
Below Average (D or F)	4	0	11
5. Grade given to Metropolitan Board of Education central office administrators:			
Above Average (A or B)	77	62	34
Below Average (D or F)	6	8	20

**EXHIBIT 4-2  
COMPARISON SURVEY RESPONSES  
WITHIN NASHVILLE**

PART B	(%A + SA) / (%D + SD) <sup>1</sup>		
	ADMINISTRATORS	PRINCIPALS	TEACHERS
1. The emphasis on learning in Metropolitan Board of Education has increased in recent years.	89/1	90/3	71/11
2. Metropolitan Board of Education are safe and secure from crime.	66/16	71/13	39/33
3. Our schools do not effectively handle misbehavior problems.	19/54	17/74	59/26
4. Our schools have sufficient space and facilities to support the instructional programs.	10/81	22/69	21/70
5. Our schools do not have the materials and supplies necessary for instruction in basic skills programs such as writing and mathematics.	46/29	34/50	45/37
6. Our schools can be described as "good places to learn."	84/6	91/1	65/12
7. There is administrative support for controlling student behavior in our schools.	70/11	82/7	51/34
8. Most students in our schools are motivated to learn.	51/11	81/9	51/31
9. Lessons are organized to meet students' needs.	45/6	88/7	70/14
10. The curriculum is broad and challenging for most students.	64/10	88/7	70/14
11. There is little a teacher can do to overcome education problems due to a student's home life.	14/74	4/85	36/48
12. Teachers in our schools know the material they teach.	71/1	93/0	85/5
13. Teachers in our schools care about students' needs.	86/1	98/0	90/2
14. Teachers expect students to do their very best.	80/1	95/2	90/4
15. Principals and assistant principals in our schools care about students' needs.	90/0	100/0	86/4
16. In general, parents do not take responsibility for their children's behavior in our schools.	29/46	23/60	57/21
17. Parents in this system are satisfied with the education their children are receiving.	40/17	57/16	46/19
18. Most parents really don't seem to know what goes on in our schools.	40/31	25/56	63/20
19. Parents play an active role in decision-making in my school.	22/15	59/22	36/41
20. This community really cares about its children's education.	38/42	61/25	44/35
21. Taxpayer dollars are being used wisely to support public education in Metropolitan Board of Education.	67/23	66/26	19/61
22. Sufficient student services are provided in Metropolitan Board of Education (e.g., counseling, speech therapy, health).	14/63	14/81	34/54
23. Site-based management has been implemented effectively in Metropolitan Board of Education.	14/47	17/47	18/38

<sup>1</sup>Percent responding *Agree* or *Strongly Agree*/Percent responding *Disagree* or *Strongly Disagree*

With respect to safety and discipline in the school system, principals and central office administrators express more positive opinions than do teachers. Seventy-one (71) percent of principals and 66 percent of central office administrators think that the schools are safe and secure from crime; only 39 percent of teachers *agree* with that assessment. Similarly, principals (82 percent) and central office administrators (70 percent) think there is administrative support for controlling student behavior, while only 51 percent of teachers *agree*. The three groups disagree over whether schools are effectively handling misbehavior problems; 74 percent of principals think that the schools are effectively handling misbehavior, compared to 54 percent of central office administrators and 26 percent of teachers.

None of the respondent groups believe that the school system has sufficient space and facilities to support instructional programs; 81 percent of central office administrators, 69 percent of principals, and 70 percent of teachers indicate that space and facilities are inadequate. Central office administrators (46 percent) and teachers (45 percent) think that schools do not have adequate materials and supplies necessary for instruction in basic skills programs; only 34 percent of principals think the same. Of the three groups, only a majority of teachers (61 percent) *disagree* that taxpayer dollars are being used wisely to support public education in the school system; only 26 percent of principals and 23 percent of teachers think the same.

Principals are the most likely to *disagree* that sufficient student services such as counseling are provided in the school system; 81 percent of principals *disagree* that sufficient services are provided, compared to 63 percent of central office administrators and 54 percent of teachers. None of the groups are satisfied with the implementation of site-based management in the school system, with nearly half of principals (47 percent) and central office administrators (47 percent) *disagreeing* that implementation has been effective, followed by teachers (38 percent).

Questions concerning community and parental involvement also drew varying responses from the surveyed groups. More than half (57 percent) of teachers think that parents do not take responsibility for their children's behavior in school; 29 percent of central office administrators and 23 percent of principals *agree* with this assessment. Principals are the least likely to *agree* that parents do not know what is going on in the schools (25 percent), followed by central office administrators (40 percent) and teachers (63 percent). Of the three groups, only a majority of principals (59 percent) think that parents play an active role in decision making in the schools; 36 percent of teachers and 22 percent of central office administrators *agree* with this assessment. Similarly, more than half of the principals (57 percent) feel that parents in the school system are satisfied with their children's education; central office administrators and teachers are less convinced (40 percent and 46 percent, respectively). The majority of principals (61 percent) *agree* that the community really cares about the education of its children; only 44 percent of teachers and 38 percent of central office administrators feel the same way.

The three groups have mixed opinions of the attitude and performance of students, teachers and principals. Principals (91 percent) and central office administrators (84 percent) believe that schools are "good places to learn," only 65 percent of teachers *agree*. Principals (81 percent) are the most likely to agree that most students in their schools are motivated to learn; 51 percent of teachers and 51 percent of central office administrators *agree* with this statement. Surprisingly, teachers are the most likely to



believe that there is little a teacher can do to overcome education problems due to a student's home life. Thirty-six (36) percent of teachers *agree* with this statement, compared to only four percent of principals and 14 percent of central office administrators.

Exhibit 4-3 compares survey responses in Part C. Central office administrators and school administrators differ only slightly in their evaluations of the Metropolitan Board of Education and the Director of Schools, while teachers' opinions are more negative. Central office administrators and principals mostly disapprove of the Board's working knowledge of the educational needs of students (46 percent and 63 percent, respectively) and school system operations (61 percent and 60 percent, respectively). With respect to the Board's work in policy making, 60 percent of central office administrators and 51 percent of principals give a *good* or *excellent* rating, although 48 percent of principals rate the Board's work as only *fair* or *poor*. The majority of teachers give the Board negative ratings on all three items—73 percent disapprove of the Board's knowledge of educational needs, 62 percent disapprove of the Board's knowledge of operations, and 63 percent disapprove of the Board's work at setting policy.

Teachers' evaluations of the Superintendent are similarly negative. Only 35 percent rate his work as educational leader of the school system as *good* or *excellent*, compared to 76 percent of principals and 75 percent of central office administrators. With respect to the Superintendent's work as chief administrator of the school system, only 37 percent of teachers rate him favorably, compared to 84 percent of principals and 81 percent of central office administrators.

Similarly, teachers have more negative opinions of students' ability to learn than the other two groups. Only 65 percent of teachers characterize students' ability to learn as good or excellent, compared to 84 percent of principals and 76 percent of central office administrators. This pattern is also seen in teachers' views of how well relations are maintained with community groups—25 percent of teachers think the school system does a *good* or *excellent* job maintaining these relations, compared to 59 percent of central office administrators and 56 percent of principals.

Within each group, opinions of opportunities provided by the school system to improve the skills of teachers are almost evenly split, with approximately half of each survey group rating these opportunities as *good* or *excellent*, and the other half rating attitudes as *fair* or *poor*. While the same is true of principals' opinions of opportunities to improve their own skills, only 33 percent of central office administrators and 30 percent of teachers view these opportunities as adequate.

Principals are the most approving group with respect to the work of principals and teachers. With respect to teachers' work in meeting students' individual learning needs, 87 percent of principals rate this item as *good* or *excellent*, compared to 74 percent of teachers and 63 percent of central office administrators. Principals are also highly satisfied with their own work as instructional leaders of schools (86 percent) and managers of staff and teachers (96 percent); central office administrators and teachers have a substantially less favorable opinion. None of the groups are impressed with how well students' test results are explained to parents—67 percent of principals, 67 percent of teachers and 51 percent of central office administrators rate this function as *fair* or *poor*.

**EXHIBIT 4-3  
COMPARISON SURVEY RESPONSES  
WITHIN NASHVILLE**

PART C	(%G + E) / (%F + P) <sup>1</sup>		
	ADMINISTRATORS	PRINCIPALS	TEACHERS
1. School board members' knowledge of the educational needs of students in Metropolitan Board of Education.	38/46	33/63	17/73
2. School board members' knowledge of operations in Metropolitan Board of Education.	28/61	36/60	23/62
3. School board members' work at setting or revising policies for Metropolitan Board of Education.	60/35	51/48	25/63
4. Metropolitan Board of Education Superintendent's work as the educational leader of Metropolitan Board of Education.	75/25	76/22	35/51
5. The Superintendent's work as the chief administrator (manager) of Metropolitan Board of Education.	81/19	84/15	37/48
6. Principal's work as the instructional leaders of their schools.	67/26	86/13	63/36
7. Principal's work as the managers of the staff and teachers.	74/22	96/4	67/31
8. Teachers' work in meeting students' individual learning needs.	63/24	87/13	74/25
9. Teachers' work in communicating with parents.	43/39	77/23	74/25
10. Teachers' attitudes about their jobs.	40/49	77/23	50/49
11. Students' ability to learn.	76/11	84/15	65/35
12. The amount of time students spend on task learning in the classroom.	43/28	72/28	52/45
13. Parents' efforts in helping their children to do better in school.	20/61	31/68	18/80
14. Parents' participation in school activities and organizations.	21/64	34/66	20/79
15. How well students' test results are explained to parents.	28/51	31/67	24/67
17.* How well relations are maintained with various groups in the community.	59/34	56/40	25/61
18. The opportunities provided by the school system to improve the skills of teachers.	46/44	54/46	49/49
19. The opportunity provided by the school system to improve the skills of school administrators.	33/65	49/51	30/36
20. The school system's job of providing adequate instructional technology.	10/86	7/94	22/73
21. The school system's use of technology for administrative purposes.	8/90	11/88	26/50

<sup>1</sup>Percent responding *Good* or *Excellent* / Percent responding *Fair* or *Poor*.

\*Item 16 was invalid.

Similarly, none of the groups has positive impressions of parental involvement in school activities and organizations (64 to 79 percent rate this as *fair* or *poor*) or parents' efforts to help their children do better in school (61 to 80 percent rate this as *fair* or *poor*). For both items, teachers' opinions are the most negative.

The three groups also share similarly negative opinions of the school system's technology. Less than one-fourth of the respondents think the school system provides adequate instructional technology, with 94 percent of principals rating instructional technology as *fair* or *poor*. Central office administrators and principals are particularly dissatisfied with the use of technology for administrative purposes; 90 percent of central office administrators and 88 percent of principals consider this function only *fair* or *poor*. While only 50 percent of teachers share this view, 25 percent of teachers responded to this item with '*don't know*.'

Exhibit 4-4 presents the survey responses for each group to Part D. In this section, questions pertaining to the work environment are asked. Generally, the majority within each group finds the school system to be an exciting and challenging place to work (83 percent of central office administrators, 79 percent of principals, and 60 percent of teachers *agree*). Respondents express lower levels of satisfaction with the work standards and expectations in the school system; 76 percent of principals, 65 percent of central office administrators, and 49 percent of teachers think these standards are comparable to those of most other school systems. Teachers are the least likely to feel that teachers have excellent working relationships with administrators (only 38 percent *agree*) than either central office administrators (52 percent) or principals (72 percent).

For several survey items, school administrators have the most favorable outlook concerning the work environment. For example, forty-one (41) percent of principals think that staff members who do not meet expected work standards are disciplined; only 17 percent of teachers and 27 percent of central office administrators feel the same. More than half (57 percent) of the principals feel that workloads are equitably distributed among staff and teachers, compared to 20 percent of central office administrators and 40 percent of teachers.

On most other items, the three groups hold similar opinions. More than 50 percent of each group thinks they do not have adequate equipment and computer support to conduct their work. Similarly, all three groups feel that teacher and staff promotions are not based on individual performance; response rates range from four to 13 percent who believe that promotions and salary increases are merit-based.

Exhibit 4-5 details the various survey responses to Part E. In this section related to job satisfaction, responses from the three groups are remarkably similar, generally falling within ten percentage points of each other. In general, teachers' responses tend to be more negative in this section of the survey.

All three groups express fairly high satisfaction with their jobs (over 70 percent), and most respondents plan to make a career in the school system (75 percent and higher). The groups express mixed opinions of the salary structure in the school system. Fifty-seven (57) percent of teachers, 47 percent of principals, and 36 percent of central office administrators think salary levels in the school system are not competitive. Similarly, the respondents are unsatisfied with their individual salary levels; 75 percent of teachers, 60 percent of principals, and 41 percent of central office administrators feel their salaries are inadequate for their level of work and experience.

**EXHIBIT 4-4  
COMPARISON SURVEY RESPONSES  
WITHIN NASHVILLE**

PART D: WORK ENVIRONMENT	(% A + SA) / (% D + SD) <sup>1</sup>		
	ADMINISTRATORS	PRINCIPALS	TEACHERS
1. I find Metropolitan Board of Education to be an exciting, challenging place to work.	83/9	79/10	60/13
2. The work standards and expectations in Metropolitan Board of Education are equal to or above those of most other school systems.	65/7	76/3	49/17
3. Metropolitan Board of Education officials enforce high work standards.	65/10	67/12	52/18
4. Most Metropolitan Board of Education teachers enforce high student learning standards.	65/3	85/3	73/9
5. Metropolitan Board of Education teachers and administrators have excellent working relationships.	52/9	72/6	38/28
6. <u>Teachers</u> who do not meet expected work standards are disciplined.	18/37	42/44	20/46
7. <u>Staff</u> who do not meet expected work standards are disciplined.	27/44	41/42	17/46
8. <u>Teacher</u> promotions and pay increases are based upon individual performance.	4/83	5/88	4/81
9. <u>Staff</u> promotions and pay increases are based upon individual productivity.	13/73	9/82	5/57
10. I feel that I have the authority to adequately perform my job responsibilities.	76/16	73/16	80/13
11. I have adequate facilities in which to conduct my work.	56/39	60/33	64/28
12. I have adequate equipment and computer support to conduct my work.	35/55	30/61	37/54
13. The workloads are equitably distributed among teachers and staff members.	20/39	57/26	40/44
14. No one knows or cares about the amount or quality of work that I perform.	11/79	30/59	25/58
15. Workload is evenly distributed.	25/62	25/45	37/42
16. The failure of Metropolitan Board of Education officials to enforce high work standards results in poor quality work.	23/51	24/57	32/32
17. I often observe other teachers and/or staff socializing rather than working while on the job.	14/64	7/80	18/69

<sup>1</sup>Percent responding *Agree* or *Strongly Agree*/Percent responding *Disagree* or *Strongly Disagree*

**EXHIBIT 4-5  
COMPARISON SURVEY RESPONSES  
WITHIN NASHVILLE**

PART E: JOB SATISFACTION	(%A + SA) / (% D + SD) <sup>1</sup>		
	ADMINISTRATORS	PRINCIPALS	TEACHERS
1. I am very satisfied with my job in Metropolitan Board of Education.	77/13	74/16	71/14
2. I plan to make a career in Metropolitan Board of Education.	86/3	90/1	75/10
3. I am actively looking for a job outside of Metropolitan Board of Education.	7/84	11/75	9/74
4. Salary levels in Metropolitan Board of Education are competitive.	49/36	34/47	28/57
5. I feel that my work is appreciated by my supervisor(s).	75/13	68/17	68/20
6. I feel that I am an integral part of the Metropolitan Board of Education team.	70/10	65/16	52/26
7. I feel that there is no future for me in the Metropolitan Board of Education.	4/81	9/77	9/74
8. My salary level is adequate for my level of work and experience.	44/41	24/60	15/75
9. I enjoy working in a culturally diverse environment.	93/0	97/1	88/3

<sup>1</sup>Percent responding *Agree* or *Strongly Agree*/Percent responding *Disagree* or *Strongly Disagree*

Exhibit 4-6 provides the survey responses given by each group to Part F. This section concerns the administrative structures and practices of the school system. In 11 out of 12 cases, teachers provide the least positive responses. Central office administrators and principals give similar responses on most items in this section.

Fewer teachers (24 percent) than school administrators (60 percent) and central office administrators (47 percent) indicate that most administrative practices are highly effective and efficient. Similarly, fewer teachers (25 percent) than central office administrators (40 percent) and school administrators (52 percent) believe that administrative decisions are made quickly and decisively. Likewise, more central office administrators (54 percent) and school administrators (49 percent) than teachers (23 percent) indicate that administrators are easily accessible and open to input. While approximately half of central office administrators (50 percent) and school administrators (53 percent) *agree* that most administrative processes are highly efficient and responsive, only one-third of teachers (33 percent) *agree*.

According to 45 percent of teachers, there are too many layers of administrators. Fewer principals (17 percent) and central office administrators (nine percent) are likely to *agree* with this statement. Central office administrators (80 percent) are especially likely to indicate that central office administrators are responsive to school needs and that they provide quality service to schools (80 percent). The majority of principals *agree* with these statements (59 and 60 percent, respectively), while less than one-fourth of the teachers *agree* with either statement.

Exhibit 4-7 lists the survey responses given to Part G. This section is concerned with the school system's programs and functions. In several areas, over 50 percent of the survey groups indicate that *some* or *major improvement* is needed:

**EXHIBIT 4-6  
COMPARISON SURVEY RESPONSES  
WITHIN NASHVILLE**

PART F: ADMINISTRATIVE STRUCTURE/PRACTICES	(% A + SA) / (% D + SD) <sup>1</sup>		
	ADMINISTRATORS	PRINCIPALS	TEACHERS
1. Most administrative practices in Metropolitan Board of Education are highly effective and efficient.	47/23	60/22	24/40
2. Administrative decisions are made quickly and decisively.	40/37	52/27	25/42
3. Metropolitan Board of Education administrators are easily accessible and open to input.	54/20	49/36	23/46
4. Authority for administrative decisions is delegated to the lowest possible level.	27/50	26/47	10/30
5. Teachers and staff are empowered with sufficient authority to effectively perform their responsibilities.	43/21	68/24	51/30
6. Major bottlenecks exist in many administrative processes which cause unnecessary time delays.	44/30	39/33	56/11
7. The extensive committee structure in Metropolitan Board of Education ensures adequate input from teachers and staff on most important decisions.	43/27	41/33	19/45
8. Metropolitan Board of Education has too many committees.	22/42	22/36	33/8
9. Metropolitan Board of Education has too many layers of administrators.	9/74	17/62	45/11
10. Most Metropolitan Board of Education administrative processes (e.g., purchasing, travel requests, leave applications, personnel, etc.) are highly efficient and responsive.	50/26	53/29	33/25
11. Central office administrators are responsive to school needs.	80/7	59/28	22/42
12. Central office administrators provide quality service to schools.	80/7	60/26	21/35

<sup>1</sup>Percent responding *Agree* or *Strongly Agree*/Percent responding *Disagree* or *Strongly Disagree*

**EXHIBIT 4-7  
COMPARISON SURVEY RESPONSES  
WITHIN NASHVILLE**

PART G: SCHOOL SYSTEM/PROGRAM FUNCTION	% NEEDS SOME IMPROVEMENT + NEEDS MAJOR IMPROVEMENT	% ADEQUATE <sup>1</sup> + OUTSTANDING	
		ADMINISTRATORS	PRINCIPALS
a. Budgeting	55/41	54/43	77/9
b. Strategic planning	65/29	49/44	54/20
c. Curriculum planning	26/51	41/59	63/33
d. Financial management and accounting	37/55	35/61	55/18
e. Community relations	54/38	53/46	63/29
f. Program evaluation, research, and assessment	49/37	43/56	49/31
g. Instructional technology	84/6	83/15	70/23
h. Pupil accounting	49/32	28/70	38/35
i. Instructional coordination/supervision	36/46	34/65	41/46
j. Instructional support	46/38	53/44	54/36
k. Federal Program (e.g., Title I, Special Education) coordination	25/48	29/53	35/36
l. Personnel recruitment	57/36	47/52	51/25
m. Personnel selection	57/39	43/56	48/34
n. Personnel evaluation	62/35	38/60	45/44
o. Staff development	73/26	71/29	48/46
p. Data processing	80/16	68/29	27/26
q. Purchasing	33/59	36/58	37/26
r. Law enforcement/security	42/45	38/61	47/35
s. Plant maintenance	81/9	84/16	60/20
t. Facilities planning	41/44	58/34	54/20
u. Pupil transportation	35/39	73/26	45/36
v. Food service	25/44	49/51	50/40
w. Custodial services	55/28	78/22	60/34
x. Risk management	25/27	34/33	30/20
y. Administrative technology	88/7	83/12	35/25
z. Career & technology education	55/20	56/27	45/24
aa. Dropout prevention	67/12	59/22	54/13
bb. Special education	56/28	81/18	61/25
cc. Early intervention	52/23	66/22	61/19
dd. Gifted & talented	42/35	49/48	52/30

<sup>1</sup>Percent responding Needs Some Improvement or Needs Major Improvement / Percent responding Adequate or Outstanding

- instructional technology;
- plant maintenance;
- community relations;
- dropout prevention;
- special education;
- early intervention
- budgeting; and
- custodial services.

Two of the school system's programs received a combined *outstanding* or *excellent* rating from 40 percent of each survey groups:

- food service; and
- instructional coordination/supervision.

Exhibit 4-8 details the various survey responses to Part H. The majority of central office administrators (70 percent) and principals (76 percent) think that the operational efficiency of the school system is at least above average; only 41 percent of teachers think the same. Opinions are mixed as to how the operational efficiency of the school system could be improved; the survey groups did not overwhelmingly support any of the options on the survey. The options with the widest support are *privatizing some support services* (12 to 19 percent) and *offering fewer programs* (8 to 13 percent). One-fourth (25 percent) of the teachers endorse *reducing the number of administrators*; few central office administrators (4 percent) and principals (3 percent) show enthusiasm for this option.

**EXHIBIT 4-8  
COMPARISON SURVEY RESPONSES  
WITHIN NASHVILLE**

PART H: OPERATIONS	ADMINISTRATORS (%)	PRINCIPALS (%)	TEACHERS (%)
1. The overall operation of Metropolitan Board of Education is:			
Highly efficient	9	5	2
Above average in efficiency	61	72	39
Less efficient than most other school systems	18	18	39
2. The operational efficiency of Metropolitan Board of Education could be improved by:			
Offering fewer programs	8	13	8
Increasing some class sizes	1	1	2
Increasing teacher workload	3	0	1
Reducing the number of administrators	4	3	25
Reducing the number of support staff	1	4	4
Privatizing some support services	14	12	19
Reducing the number of facilities operated by the school system	8	4	9
Other	56	44	33



#### **4.5 Comparison of Nashville Responses to Other School Systems**

This section analyzes a comparison of responses of Nashville central office administrators, principals, and teachers to similar groups in other school systems around the United States. In several previous studies, school administrators were not analyzed separately from central office administrators. Therefore, in order to make meaningful comparisons, responses from Nashville administrators and principals have been combined. Nashville teacher responses are compared separately to teacher responses from the previous studies.

Parts A through C compare the Nashville administrator and teacher responses to responses from the following school systems in which surveys were conducted in the last eight years: Alachua County, Allegany County, Brevard County, Broward County, Clay County, Escambia County, Hamilton County, Lee County, Hillsborough County, Florida; Austin, Brownsville, Calhoun, Dallas, Edgewood, Edinburg, El Paso, Grand Prairie, La Joya, McAllen, Pharr-San Juan-Alamo, Port Arthur, San Angelo, United, Waco, Sherman, Midland, Texas; Fairfax County, Virginia; Henderson County, North Carolina; Jefferson County and Poudre, Colorado; Prince George's County, St. Mary's County, Maryland; San Diego, California; and Little Rock, Arkansas.

Parts D through G compare the school system responses to responses from the following school systems: Alachua County, Allegany County, Brevard County, Broward County, Clay County, Escambia County, Hamilton County, Hillsborough County, Lee County, Florida; Edgewood, Edinburg, El Paso, Port Arthur, Seguin, United, Texas; Grand Prairie, Fairfax County, Virginia; Henderson County, North Carolina; Jefferson County, Colorado; Prince George's County, Maryland; San Diego, California; St. Mary's County, Maryland; and Little Rock, Arkansas.

Part H of the survey is not compared to the other school systems as that portion of the survey is modified periodically to fit unique situations at each school system and meaningful comparison data do not exist.

Exhibits 4-9 through 4-15 present comparisons between administrators in Nashville and administrators in those school systems noted above. Exhibits 4-16 through 4-22 present comparisons between Nashville teachers and teachers in the other school systems.

##### **4.5.1 Administrator Comparisons of Nashville Responses to Other School Systems**

Exhibit 4-9 compares Nashville administrator (central office administrators, principals) responses with administrator responses in all other school systems for Part A of the surveys. Generally, the responses from both groups are very similar, with differences of less than 10 percentage points on all items.

Nashville administrators respond slightly less positively in their opinions of the overall quality of education in the school system than do their counterparts in other school systems. Eighty-one (81) percent of the administrators in the Nashville state that the overall quality of education in the school system is *good* or *excellent*, compared to 86 percent of Nashville administrators indicate that the overall quality of education in their school system is improving, compared to only 73 percent of administrators in other school systems.

**EXHIBIT 4-9  
COMPARISON SURVEY RESPONSES  
NASHVILLE ADMINISTRATORS AND ADMINISTRATORS IN OTHER SYSTEMS <sup>1, 2</sup>**

<b>PART A OF SURVEY</b>	<b>NASHVILLE ADMINISTRATORS (%)</b>	<b>OTHER SYSTEM ADMINISTRATORS (%)</b>
1. Overall quality of public education in Metropolitan Board of Education is:  Good or Excellent Fair or Poor	81 18	86 13
2. Overall quality of education in Metropolitan Board of Education is:  Improving Staying the Same Getting Worse Don't Know	81 12 5 2	73 19 6 1
3. Grade given to Metropolitan Board of Education teachers:  Above Average (A or B) Below Average (D or F)	87 0	83 1
4. Grade given to Metropolitan Board of Education school administrators:  Above Average (A or B) Below Average (D or F)	89 2	84 3
5. Grade given to Metropolitan Board of Education central office administrators:  Above Average (A or B) Below Average (D or F)	68 7	70 8

<sup>1</sup> For comparison purposes, administrators and principals in some of the other systems were combined in order to benchmark against a similar grouping in Nashville.

<sup>2</sup> Other systems include Alachua, Allegany, Austin, Brevard, Broward, Brownsville, Calhoun, Clay, Dallas, Edgewood, Edinburgh, El Paso, Escambia, Fairfax, Grand Prairie, Hamilton, Henderson, Hillsborough, Jefferson, La Joya, Lee, Little Rock, McAllen, Midland, Pharr-San Juan-Alamo, Port Arthur, Poudre, Prince George's, St. Mary's, San Angelo, San Diego, Seguin, Sherman, United, and Waco.

More administrators in Nashville give teachers a grade of *A* or *B* (87 percent) than do administrators in other school systems (83 percent). School-level administrators are also rated higher by Nashville administrators, 89 percent giving them an *A* or *B* compared to 84 percent in other school systems. However, central office administrators are given slightly lower positive ratings, 68 percent giving them an *A* or *B* compared to 70 percent in other school systems.

As shown in Exhibit 4-10, the attitudes of Nashville administrators are more negative about several items compared to the attitudes of administrators in other school systems. Seventy-three (73) percent of Nashville administrators *disagree* or *strongly disagree* that sufficient student services are provided in the school system, compared to 31 percent of administrators in other school systems. They are also less likely to believe that site-based management has been implemented effectively (16 percent compared to 53 percent).

Thirty-nine (39) percent of Nashville administrators responded that schools lack adequate materials to teach basic skills programs, compared to only 17 percent of administrators in other school systems. They are also more likely than other school system administrators to *disagree* that schools have sufficient space and facilities to support instructional programs (74 percent compared to 56 percent).

Fewer Nashville administrators (50 percent) think that parents are satisfied with the education their children are receiving than do administrators in other school systems (66 percent). They are also less likely to *agree* that the local community really cares about its children's education than are administrators in other school systems (51 percent compared to 73 percent).

In some areas, administrators in Nashville are slightly more positive in their views than administrators in comparison school systems. Administrators in Nashville are less likely to believe that there is little a teacher can do to overcome educational problems stemming from a student's home life (nine percent compared to 17 percent of administrators in other school systems). They also view teachers slightly more favorably than do their counterparts in other school systems, agreeing that teachers care about students' needs (93 percent compared to 88 percent) and that teachers expect students to do their very best (88 percent compared to 83 percent).

Exhibit 4-11 details the survey responses given by Nashville administrators and those in other school systems for Part C. In most areas, Nashville administrators give responses within 10 percentage points of those of their counterparts in other school systems. However, for five items, Nashville administrators give much more negative responses. The biggest differences are in the Nashville administrators' views of the school system's available technology. They are much less likely to rate as *excellent* or *good* the school system's job of providing adequate instructional technology (8 percent compared to 52 percent), or the school system's use of technology for administrative purposes (10 percent compared to 52 percent) than administrators in other school systems.

**EXHIBIT 4-10  
COMPARISON SURVEY RESPONSES  
NASHVILLE ADMINISTRATORS AND ADMINISTRATORS IN OTHER SYSTEMS <sup>1, 2</sup>**

PART B	(% A + SA) / (% D + SD) <sup>3</sup>	
	NASHVILLE ADMINISTRATORS	OTHER SYSTEM ADMINISTRATORS <sup>2</sup>
1. The emphasis on learning in the system has increased in recent years.	90/3	87/6
2. System schools are safe and secure from crime.	69/14	69/14
3. Our schools do not effectively handle misbehavior problems.	18/65	19/67
4. Our schools have sufficient space and facilities to support the instructional programs.	17/74	32/56
5. Our schools do not have the materials and supplies necessary for instruction in basic skills programs such as writing and mathematics.	39/41	17/71
6. Our schools can be described as "good places to learn."	88/3	88/4
7. There is administrative support for controlling student behavior in our schools.	77/9	83/8
8. Most students in our schools are motivated to learn.	68/10	72/14
9. Lessons are organized to meet students' needs.	70/6	72/11
10. The curriculum is broad and challenging for most students.	78/8	73/12
11. There is little a teacher can do to overcome education problems due to a student's home life.	9/80	17/70
12. Teachers in our schools know the material they teach.	83/1	85/5
13. Teachers in our schools care about students' needs.	93/1	88/3
14. Teachers expect students to do their very best.	88/2	83/6
15. Principals and assistant principals in our schools care about students' needs.	96/0	92/3
16. In general, parents do not take responsibility for their children's behavior in our schools.	25/54	31/51
17. Parents in this school system are satisfied with the education their children are receiving.	50/17	66/12
18. Most parents really don't seem to know what goes on in our schools.	31/45	40/38
19. Parents play an active role in decision-making in my school.	44/19	47/23
20. This community really cares about its children's education.	51/32	73/11
21. Taxpayer dollars are being used wisely to support public education in the school system.	66/25	68/18
22. Sufficient student services are provided in the school system.	14/73	60/31
23. Site-based planning has been implemented effectively in the school system.	16/47	53/26

<sup>1</sup> For comparison purposes, administrators and principals in some other school systems were combined in order to benchmark against a similar grouping in Nashville.

<sup>2</sup> Other school systems include Alachua, Allegany, Austin, Brevard, Broward, Brownsville, Calhoun, Clay, Dallas, Edgewood, Edinburg, El Paso, Escambia, Fairfax, Grand Prairie, Hamilton, Henderson, Hillsborough, Jefferson, La Joya, Lee, Little Rock, McAllen, Midland, Pharr-San Juan-Alamo, Port Arthur, Poudre, Prince George's, St. Mary's, San Angelo, San Diego, Seguin, Sherman, United, and Waco.

<sup>3</sup> Percent responding *Agree* or *Strongly Agree*/Percent responding *Disagree* or *Strongly Disagree*.

**EXHIBIT 4-11  
COMPARISON SURVEY RESPONSES  
NASHVILLE ADMINISTRATORS AND ADMINISTRATORS  
IN OTHER SCHOOL SYSTEMS <sup>1, 2</sup>**

PART C	(% G+ E) / (% F + P) <sup>3</sup>	
	NASHVILLE ADMINISTRATORS	OTHER SCHOOL SYSTEM ADMINISTRATORS <sup>2</sup>
1. School board members' knowledge of the educational needs of students in the school system.	35/56	36/60
2. School board members' knowledge of operations in the school system.	32/61	37/59
3. School board members' work at setting or revising policies for the school system.	55/42	43/52
4. The School Superintendent's work as the instructional leader of the school system.	76/23	70/27
5. The School Superintendent's work as the chief administrator (manager) of the system.	82/17	72/26
6. Principals work as the instructional leaders of their schools.	78/19	83/15
7. Principals work as the managers of the staff and teachers.	86/12	86/11
8. Teachers' work in meeting students' individual learning needs.	76/18	73/23
9. Teachers' work in communicating with parents.	62/30	60/36
10. Teachers' attitudes about their jobs.	61/34	58/39
11. Students' ability to learn.	81/13	79/17
12. The amount of time students spend on task learning in the classroom.	59/28	67/25
13. Parents' efforts in helping their children to do better in school.	26/65	34/59
14. Parents' participation in school activities and organizations.	29/65	30/64
15. How well students' test results are explained to parents.	30/60	43/49
17.* How well relations are maintained with various groups in the community.	57/37	60/36
18. The opportunities provided by the school system to improve the skills of teachers.	51/45	66/32
19. The opportunity provided by the school system to improve the skills of school administrators.	42/57	59/38
20. The school system's job of providing adequate instructional technology.	8/90	52/46
21. The school system's use of technology for administrative purposes.	10/89	52/46

<sup>1</sup> For comparison purposes, administrators and principals in some other school systems were combined in order to benchmark against a similar grouping in Nashville.

<sup>2</sup> Other school systems include Alachua, Allegany, Austin, Brevard, Broward, Brownsville, Calhoun, Clay, Dallas, Edgewood, Edinburgh, El Paso, Escambia, Fairfax, Grand Prairie, Hamilton, Henderson, Hillsborough, Jefferson, La Joya, Lee, Little Rock, McAllen, Midland, Pharr-San Juan-Alamo, Port Arthur, Poudre, Prince George's, St. Mary's, San Angelo, San Diego, Seguin, Sherman, United, and Waco.

<sup>3</sup> Percent responding *Good* or *Excellent* / Percent responding *Fair* or *Poor*.

\*Item 16 was invalid.

In addition, they have concerns about the opportunities provided by the school system to improve the skills of teachers. Fifty-one (51) percent view these opportunities as *excellent* or *good*, compared to 66 percent of other school system administrators. Even fewer Nashville administrators think well of existing opportunities to improve the skills of school administrators (42 percent compared to 59 percent).

On some items Nashville respondents have more positive views than other school system administrators. The largest positive difference is in Nashville administrators' approval of Board members' work at setting or revising policies for the school system; 55 percent rate this item as *excellent* or *good* compared to 43 percent of other school system administrators.

Exhibit 4-12 shows the comparison of survey responses to Part D which addresses the work environment. Generally, Nashville administrators rate their work environment slightly more negatively than do administrators in the comparison school systems. For most items, Nashville administrators' responses are within ten percentage points of the benchmarks.

For a few items, Nashville administrators are significantly less positive than their peers in other school systems. The largest difference is in their perceptions of equipment and computer support; Nashville administrators are less likely to feel that they have adequate equipment and computer support to conduct their work (33 percent compared to 67 percent). In addition, they are less likely to *agree* that they have adequate facilities in which to work (58 percent compared to 72 percent), and that workload is evenly distributed (25 percent compared to 39 percent of administrators in other school systems).

Exhibit 4-13 compares the responses concerning job satisfaction, which are found in Part E of the survey. For all of the survey items, responses of the Nashville administrators are within six percentage points of the benchmarks. Nashville administrators are slightly less likely than administrators in comparison school systems to express overall satisfaction with their jobs in the school system (75 percent compared to 80 percent) or to feel they are an integral part of the school system team (67 percent compared to 73 percent). However, they are also more likely to say they plan to make a career in the school system (88 percent compared to 82 percent).

The survey responses to Part F, which addresses the administrative structures and practices of the school system, are found in Exhibit 4-14. On seven of the 12 items, responses by the Nashville administrators are less favorable than the responses given by administrators in the comparison school systems.

The most significant difference relates to perceptions about school system administrators' accessibility; only 51 percent of Nashville administrators *agree* that school system administrators are easily accessible and open to input, compared to 70 percent of administrators in other school systems. They are also less likely to think that the school system's committee structure ensures adequate input from teachers and staff (42 percent compared to 59 percent) or that authority for administrative decisions is delegated to the lowest possible level (27 percent compared to 36 percent).

**EXHIBIT 4-12  
COMPARISON SURVEY RESPONSES  
NASHVILLE ADMINISTRATORS AND ADMINISTRATORS IN OTHER SCHOOL  
SYSTEMS<sup>1,2</sup>**

PART D: WORK ENVIRONMENT	(% A + SA) / (% D + SD) <sup>3</sup>	
	NASHVILLE ADMINISTRATORS	OTHER SCHOOL SYSTEM ADMINISTRATORS
1. I find the school system to be an exciting, challenging place to work.	81/9	85/6
2. The work standards and expectations in the school system are equal to or above those of most other school systems.	71/5	80/8
3. School system officials enforce high work standards.	66/11	76/12
4. Most school system teachers enforce high student learning standards.	76/3	74/8
5. School system teachers and administrators have excellent working relationships.	63/7	63/14
6. Teachers who do not meet expected work standards are disciplined.	32/41	33/36
7. Staff who do not meet expected work standards are disciplined.	35/43	46/30
8. Teacher promotions and pay increases are based upon individual performance.	5/86	8/74
9. Staff promotions and pay increases are based upon individual productivity.	10/78	15/67
10. I feel that I have the authority to adequately perform my job responsibilities.	74/16	81/13
11. I have adequate facilities in which to conduct my work.	58/36	72/21
12. I have adequate equipment and computer support to conduct my work.	33/58	67/25
13. The workloads are equitably distributed among teachers and staff members.	41/32	50/25
14. No one knows or cares about the amount or quality of work that I perform.	22/68	18/68
15. Workload is evenly distributed.	25/53	39/39
16. The failure of school system officials to enforce high work standards results in poor quality work.	24/54	20/59
17. I often observe other teachers and/or staff socializing rather than working while on the job.	10/74	16/66

<sup>1</sup> For comparison purposes, administrators and principals in some other school systems were combined in order to benchmark against a similar grouping in Nashville.

<sup>2</sup> Other school systems include Alachua, Allegany, Brevard, Broward, Chapel Hill-Carrboro, Clay, Edgewood, Edinburgh, El Paso, Escambia, Fairfax, Grand Prairie, Hamilton, Henderson, Hillsborough, Jefferson, Lee, Little Rock, Port Arthur, Prince George's, St. Mary's, San Diego, Seguin, and United.

<sup>3</sup> Percent responding *Agree* or *Strongly Agree* / Percent responding *Disagree* or *Strongly Disagree*.

**EXHIBIT 4-13  
COMPARISON SURVEY RESPONSES  
NASHVILLE ADMINISTRATORS AND ADMINISTRATORS  
IN OTHER SCHOOL SYSTEMS <sup>1,2</sup>**

<b>PART E: JOB SATISFACTION</b>	<b>(% A + SA) / (% D + SD)<sup>3</sup></b>	
	<b>NASHVILLE ADMINISTRATORS</b>	<b>OTHER SCHOOL SYSTEM ADMINISTRATORS</b>
1. I am very satisfied with my job in the school system.	75/15	80/11
2. I plan to make a career in the school system.	88/2	82/5
3. I am actively looking for a job outside the school system.	9/79	9/78
4. Salary levels in the school system are competitive.	40/42	40/47
5. My work is appreciated by my supervisor(s).	71/15	70/17
6. I am an integral part of the school system team.	67/14	73/14
7. There is no future for me in the school system.	7/79	9/78
8. My salary level is adequate for my level of work and experience.	33/52	32/56
9. I enjoy working in a culturally diverse environment.	95/1	90/2

<sup>1</sup> For comparison purposes, administrators and principals in some other school systems were combined in order to benchmark against a similar grouping in Nashville.

<sup>2</sup> Other school systems include Alachua, Allegany, Brevard, Broward, Chapel Hill-Carrboro, Clay, Edgewood, Edinburgh, El Paso, Escambia, Fairfax, Grand Prairie, Hamilton, Henderson, Hillsborough, Jefferson, Lee, Little Rock, Port Arthur, Prince George's, St. Mary's, San Diego, Seguin, and United.

<sup>3</sup> Percent responding *Agree* or *Strongly Agree* / Percent responding *Disagree* or *Strongly Disagree*.



**EXHIBIT 4-14  
COMPARISON SURVEY RESPONSES  
NASHVILLE ADMINISTRATORS AND ADMINISTRATORS  
IN OTHER SCHOOL SYSTEMS <sup>1, 2</sup>**

PART F: ADMINISTRATIVE STRUCTURE/PRACTICES	(% A + SA) / (% D + SD) <sup>3</sup>	
	NASHVILLE ADMINISTRATORS	OTHER SCHOOL SYSTEM ADMINISTRATORS
1. Most administrative practices in the school system are effective and efficient.	54/22	63/20
2. Administrative decisions are made quickly and decisively.	47/31	51/29
3. School system administrators are easily accessible and open to input.	51/29	70/17
4. Authority for administrative decisions is delegated to the lowest possible level.	27/48	36/38
5. Teachers and staff are empowered with sufficient authority to effectively perform their responsibilities.	57/23	69/13
6. Major bottlenecks exist in many administrative processes which cause unnecessary time delays.	41/32	41/37
7. The extensive committee structure in the school system ensures adequate input from teachers and staff on most important decisions.	42/31	59/19
8. The school system has too many committees.	22/38	38/33
9. The school system has too many layers of administrators.	14/67	21/62
10. Most administrative processes (e.g., purchasing, travel requests, leave applications, personnel, etc.) are highly efficient and responsive.	52/28	59/25
11. Central Office Administrators are responsive to school needs.	68/19	67/15
12. Central Office Administrators provide quality service to schools.	69/18	69/13

<sup>1</sup> For comparison purposes, administrators and principals in some other school systems were combined in order to benchmark against a similar grouping in Nashville.

<sup>2</sup> Other school systems include Alachua, Allegany, Brevard, Broward, Chapel Hill-Carrboro, Clay, Edgewood, Edinburgh, El Paso, Escambia, Fairfax, Grand Prairie, Hamilton, Henderson, Hillsborough, Jefferson, Lee, Little Rock, Port Arthur, Prince George's, St. Mary's, San Diego, Seguin, and United.

<sup>3</sup> Percent responding *Agree* or *Strongly Agree* / Percent responding *Disagree* or *Strongly Disagree*.

There are two note-worthy positive differences. Fewer Nashville administrators (22 percent) indicate that there are too many committees in the school system, compared to 38 percent of administrators in other school systems. They are also less likely to think that the school system has too many layers of administrators (14 percent compared to 21 percent).

Exhibit 4-15 shows the comparisons between the two groups concerning 25 programs and functions, which are found in Part G of the survey. In 21 cases, Nashville administrators respond with higher *needs some improvement* or *needs major improvement* responses than do the administrators in the comparison school systems.

The six areas in which Nashville administrators are much less satisfied than administrators in other school systems are (20 percent difference or more:

- administrative technology (86 percent of Nashville administrators indicate *needs some* or *major improvement* compared to 45 percent in other school systems);
- plant maintenance (83 percent compared to 48 percent);
- data processing (73 percent compared to 41 percent);
- staff development (72 percent compared to 40 percent);
- instructional technology (83 percent compared to 52 percent); and
- custodial services (68 percent compared to 42 percent).

#### **4.5.2 Teacher Comparisons of Nashville Responses to Other School Systems**

Exhibit 4-16 lists the survey responses of Nashville teachers and teachers in other systems give to items in Part A. For all items, responses for Nashville teachers are within seven percentage points of those of teachers in other school systems. For example, 65 percent of Nashville teachers indicate that education in their school system is either *good* or *excellent*, while 70 percent of teachers in other school systems believe the same. Similarly, 46 percent of Nashville teachers think that the overall quality of education in their school system is improving, as do 53 percent of teachers in other school systems. Nashville teachers give slightly lower grades to themselves, principals and central office administrators than teachers in other school systems do.

Exhibit 4-17 lists the survey responses and comparisons to items found in Part B. For most items, the differences between Nashville teachers and their peers in other school systems are within 10 percentage points, with many Nashville teachers' responses slightly more negative than those of teachers in other school systems.

**EXHIBIT 4-15**  
**COMPARISON SURVEY RESPONSES**  
**NASHVILLE ADMINISTRATORS AND ADMINISTRATORS**  
**IN OTHER SCHOOL SYSTEMS <sup>1, 2</sup>**

PART G: SCHOOL SYSTEM/PROGRAM FUNCTION	% NEEDS SOME IMPROVEMENT + NEEDS MAJOR IMPROVEMENT / % ADEQUATE <sup>3</sup> + OUTSTANDING	
	NASHVILLE ADMINISTRATORS	OTHER SCHOOL SYSTEM ADMINISTRATORS
a. Budgeting	55/42	41/55
b. Strategic planning	56/38	40/48
c. Curriculum planning	35/55	43/50
d. Financial management and accounting	36/58	36/58
e. Community relations	54/43	41/54
f. Program evaluation, research, and assessment	46/47	38/54
g. Instructional technology	83/11	52/44
h. Pupil accounting	37/53	31/55
i. Instructional coordination/supervision	35/57	36/56
j. Instructional support	50/41	40/54
k. Federal program (e.g., Chapter I, Special Education) coordination	27/51	36/49
l. Personnel recruitment	51/45	42/46
m. Personnel selection	49/48	39/53
n. Personnel evaluation	48/49	44/51
o. Staff development	72/28	40/56
p. Data processing	73/23	41/47
q. Purchasing	35/59	34/57
r. Law enforcement/security	40/54	33/58
s. Plant maintenance	83/13	48/48
t. Facilities planning	50/38	45/48
u. Pupil transportation	57/31	38/55
v. Food service	38/48	33/63
w. Custodial services	68/25	42/53
x. Risk management	31/31	27/58
y. Administrative technology	86/10	45/50

<sup>1</sup> For comparison purposes, administrators and principals in some other school systems were combined in order to benchmark against a similar grouping in Nashville.

<sup>2</sup> Other school systems include Alachua, Allegany, Brevard, Broward, Chapel Hill-Carrboro, Clay, Edgewood, Edinburgh, El Paso, Escambia, Fairfax, Grand Prairie, Hamilton, Henderson, Hillsborough, Jefferson, Lee, Little Rock, Port Arthur, Prince George's, St. Mary's, San Diego, Seguin, and United.

<sup>3</sup> Percent responding *Needs Some Improvement* or *Needs Major Improvement* / Percent responding *Adequate* or *Outstanding*.

**EXHIBIT 4-16  
COMPARISON SURVEY RESPONSES  
NASHVILLE TEACHERS AND TEACHERS IN OTHER SCHOOL SYSTEMS <sup>1</sup>**

<b>PART A OF SURVEY</b>	<b>NASHVILLE TEACHERS (%)</b>	<b>OTHER SCHOOL SYSTEMS (%)</b>
1. Overall quality of public education in the school system is:  Good or Excellent Fair or Poor	65 34	70 28
2. Overall quality of education in the school system is:  Improving Staying the Same Getting Worse Don't Know	46 32 13 8	53 26 17 4
3. Grade given to teachers:  Above Average (A or B) Below Average (D or F)	78 1	83 1
4. Grade given to school administrators:  Above Average (A or B) Below Average (D or F)	57 11	58 13
5. Grade given to school system administrators:  Above Average (A or B) Below Average (D or F)	34 20	38 25

<sup>1</sup>Other school systems include Alachua, Allegany, Austin, Brevard, Broward, Brownsville, Calhoun, Clay, Dallas, Edgewood, Edinburgh, El Paso, Escambia, Fairfax, Grand Prairie, Hamilton, Henderson, Hillsborough, Jefferson, La Joya, Lee, Little Rock, McAllen, Midland, Pharr-San Juan-Alamo, Port Arthur, Poudre, Prince George's, St. Mary's, San Angelo, San Diego, Seguin, Sherman, United, and Waco.

**EXHIBIT 4-17  
COMPARISON SURVEY RESPONSES  
NASHVILLE TEACHERS AND TEACHERS IN OTHER SCHOOL SYSTEMS <sup>1</sup>**

PART B	(% A + SA) / (% D + SD) <sup>2</sup>	
	NASHVILLE TEACHERS	OTHER SCHOOL SYSTEMS
1. The emphasis on learning in the school system has increased in recent years.	71/11	68/15
2. School system schools are safe and secure from crime.	39/33	42/37
3. Our schools do not effectively handle misbehavior problems.	59/26	53/33
4. Our schools have sufficient space and facilities to support the instructional programs.	21/70	29/61
5. Our schools do not have the materials and supplies necessary for instruction in basic skills programs such as writing and mathematics.	45/37	32/52
6. Our schools can be described as "good places to learn."	65/12	70/13
7. There is administrative support for controlling student behavior in our schools.	51/34	50/35
8. Most students in our schools are motivated to learn.	51/31	52/33
9. Lessons are organized to meet students' needs.	70/14	78/9
10. The curriculum is broad and challenging for most students.	70/14	71/15
11. There is little a teacher can do to overcome education problems due to a student's home life.	36/48	36/47
12. Teachers in our schools know the material they teach.	85/5	87/4
13. Teachers in our schools care about students' needs.	90/2	89/4
14. Teachers expect students to do their very best.	90/4	86/6
15. Principals and assistant principals in our schools care about students' needs.	86/4	80/8
16. In general, parents do not take responsibility for their children's behavior in our schools.	57/21	58/24
17. Parents in this school system are satisfied with the education their children are receiving.	46/19	48/16
18. Most parents really don't seem to know what goes on in our schools.	63/20	59/23
19. Parents play an active role in decision-making in my school.	36/41	37/39
20. This community really cares about its children's education.	44/35	52/24
21. Taxpayer dollars are being used wisely to support public education in school system.	19/61	34/43
22. Sufficient student services are provided in the school system.	34/54	55/34
23. Site-based management has been implemented effectively in the school system.	18/38	36/36

<sup>1</sup> Other school systems include Alachua, Allegany, Austin, Brevard, Broward, Brownsville, Calhoun, Clay, Dallas, Edgewood, Edinburgh, El Paso, Escambia, Fairfax, Grand Prairie, Hamilton, Henderson, Hillsborough, Jefferson, La Joya, Lee, Little Rock, McAllen, Midland, Pharr-San Juan-Alamo, Port Arthur, Poudre, Prince George's, St. Mary's, San Angelo, San Diego, Seguin, Sherman, United, and Waco.

<sup>2</sup> Percent responding *Agree* or *Strongly Agree* / Percent responding *Disagree* or *Strongly Disagree*

Significant differences exist for a few of the survey items. Thirty-four (34) percent of Nashville teachers indicate that their schools provide sufficient student services, compared to 55 percent of teachers in other school systems who think the same. Similarly, only 18 percent of Nashville teachers *agree* that site-based management has been implemented effectively in the school system, compared to 36 percent of their peers. Fewer teachers in Nashville think taxpayer dollars are being spent wisely to support public education in their school system (19 percent) than do teachers in peer school systems (34 percent). Forty-five (45) percent of Nashville teachers think their schools lack adequate materials and supplies for instruction in basic skills, compared to 32 percent of their counterparts in other school systems.

Exhibit 4-18 lists the comparisons to Part C of the teacher surveys. As was found in Exhibit 4-17, Nashville teachers' responses tend to be more negative for many survey items.

Half as many Nashville teachers (22 percent) highly rate the school system's job of providing adequate instructional technology as do teachers in other school systems (44 percent). Likewise, 26 percent of Nashville teachers give *good* or *excellent* ratings to school system's use of technology for administrative purposes, while 45 percent of teachers in other school systems award similar ratings. Similar differences are found in ratings of how well relations are maintained with various groups in the community (25 percent compared to 44 percent).

Both groups of teachers are dissatisfied with the work of the Metropolitan Board of Education and the Superintendent, although for items related to these issues responses from Nashville teachers are four to 13 percentage points lower than those of teachers in other school systems. In particular, Nashville teachers are less likely to rate the Superintendent's work as the instructional leader of the school system as either *good* or *excellent* (35 percent compared to 42 percent of teachers in other school systems).

Exhibit 4-19 contains the survey comparisons to Part D. Again, for most items, Nashville teachers hold similar attitudes to teachers in the comparison school systems. Where differences do exist, they are within 12 percentage points, and responses for Nashville teachers are generally more negative than responses for teachers in other school systems.

Thirty-seven (37) percent of Nashville teachers agree that they have adequate equipment and computer support to perform their work, compared to 49 percent of their counterparts in other school systems. Slightly less than half of Nashville teachers (49 percent) *agree* that work standards and expectations are equal to those of other school systems, compared to more than half (59 percent) of teachers in other school systems. Similarly to their counterparts in other school systems, Nashville teachers believe that teacher and staff promotions and pay increases are not based upon individual productivity.

**EXHIBIT 4-18  
COMPARISON SURVEY RESPONSES  
NASHVILLE TEACHERS AND TEACHERS IN OTHER SCHOOL SYSTEMS <sup>1</sup>**

PART C	(%G+ E) / (%F + P) <sup>2</sup>	
	NASHVILLE TEACHERS	OTHER SCHOOL SYSTEMS
1. School board members' knowledge of the educational needs of students in the school system.	17/73	26/65
2. School board members' knowledge of operations in the school system.	23/62	30/58
3. School board members' work at setting or revising policies for the school system.	25/63	29/59
4. The school system Superintendent's work as the instructional leader of the school system.	35/51	42/49
5. The school system Superintendent's work as the chief administrator (manager) of the school system.	37/48	45/45
6. Principals work as the instructional leaders of their schools.	63/36	60/38
7. Principals work as the managers of the staff and teachers.	67/31	63/35
8. Teachers' work in meeting students' individual learning needs.	74/25	77/22
9. Teachers' work in communicating with parents.	74/25	71/28
10. Teachers' attitudes about their jobs.	50/49	49/50
11. Students' ability to learn.	65/35	61/38
12. The amount of time students spend on task learning in the classroom.	52/45	60/38
13. Parents' efforts in helping their children to do better in school.	18/80	19/78
14. Parents' participation in school activities and organizations.	20/79	21/78
15. How well students' test results are explained to parents.	24/67	36/54
17.* How well relations are maintained with various groups in the community.	25/61	44/43
18. The opportunities provided by the school system to improve the skills of teachers.	49/49	58/41
19. The opportunity provided by the school system to improve the skills of school administrators.	30/36	34/28
20. The school system's job of providing adequate instructional technology.	22/73	44/52
21. The school system's use of technology for administrative purposes.	26/50	45/28

<sup>1</sup>Other school systems include Alachua, Allegany, Austin, Brevard, Broward, Brownsville, Calhoun, Clay, Dallas, Edgewood, Edinburgh, El Paso, Escambia, Fairfax, Grand Prairie, Hamilton, Henderson, Hillsborough, Jefferson, La Joya, Lee, Little Rock, McAllen, Midland, Pharr-San Juan-Alamo, Port Arthur, Poudre, Prince George's, St. Mary's, San Angelo, San Diego, Seguin, Sherman, United, and Waco.

<sup>2</sup> Percent responding *Good* or *Excellent* / Percent responding *Fair* or *Poor*

\*Item 16 was invalid.

**EXHIBIT 4-19**  
**COMPARISON SURVEY RESPONSES**  
**NASHVILLE TEACHERS IN OTHER SCHOOL SYSTEMS <sup>1</sup>**

PART D: WORK ENVIRONMENT	(% A + SA) / (% D + SD) <sup>2</sup>	
	NASHVILLE TEACHERS	OTHER SCHOOL SYSTEMS
1. I find the school system to be an exciting, challenging place to work.	60/13	66/14
2. The work standards and expectations in the school system are equal to or above those of most other school systems.	49/17	59/17
3. School system officials enforce high work standards.	52/18	58/20
4. Most school system teachers enforce high student learning standards.	73/9	74/10
5. School system teachers and administrators have excellent working relationships.	38/28	39/33
6. Teachers who do not meet expected work standards are disciplined.	20/46	24/41
7. Staff who do not meet expected work standards are disciplined.	17/46	24/38
8. Teacher promotions and pay increases are based upon individual performance.	4/81	7/74
9. Staff promotions and pay increases are based upon individual productivity.	5/57	7/54
10. I feel that I have the authority to adequately perform my job responsibilities.	80/13	79/15
11. I have adequate facilities in which to do my work.	64/28	65/27
12. I have adequate equipment and computer support to do my work.	37/54	49/40
13. The workloads are equitably distributed among teachers and among staff members.	40/44	40/46
14. No one knows or cares about the amount or quality of work that I perform.	25/58	25/55
15. Workload is evenly distributed.	37/42	34/46
16. The failure of school system officials to enforce high work standards results in poor quality work.	32/32	31/40
17. I often observe other teachers and/or staff socializing rather than working while on the job.	18/69	21/61

<sup>1</sup> Other school systems include Alachua, Allegany, Brevard, Broward, Clay, Edgewood, Edinburgh, El Paso, Escambia, Fairfax, Grand Prairie, Hamilton, Henderson, Hillsborough, Jefferson, Lee, Little Rock, Port Arthur, Prince George's, St. Mary's, San Diego, Seguin, and United.

<sup>2</sup> Percent responding *Agree* or *Strongly Agree* / Percent responding *Disagree* or *Strongly Disagree*



Exhibit 4-20 lists the responses and comparisons to Part E, the job satisfaction portion of the survey. For most survey items, little variation exists between Nashville teachers and other teachers; none of the differences in responses exceed six percentage points. Nashville teachers slightly less likely to state that salary levels are competitive with other school systems. Twenty-eight (28) percent state that salaries are competitive, while 57 percent indicate that they are not. Teachers in comparison school systems are also not pleased with their salaries, but slightly less so than Nashville teachers. Thirty-one (31) percent of teachers in the comparison school systems indicate that salaries are competitive, while 55 percent state that they are not. Nashville teachers (15 percent) are also slightly less likely than are teachers in other school systems (19 percent) to believe that their salaries are adequate for their level of work and experience. Nashville teachers (52 percent) are also less likely to feel that they are an integral part of the school system team than are teachers in the comparison school systems (58 percent).

**EXHIBIT 4-20**  
**COMPARISON SURVEY RESPONSES**  
**NASHVILLE TEACHERS AND TEACHERS IN OTHER SCHOOL SYSTEMS <sup>1</sup>**

PART E: JOB SATISFACTION	(% A + SA) / (% D + SD) <sup>2</sup>	
	NASHVILLE	OTHER SCHOOL SYSTEMS
1. I am very satisfied with my job in the school system.	71/14	69/17
2. I plan to make a career in the school system.	75/10	70/10
3. I am actively looking for a job outside the school system.	9/74	11/73
4. Salary levels in the school system are competitive.	28/57	31/55
5. My supervisor(s) appreciates my work.	68/20	64/22
6. I am an integral part of the school system team.	52/26	58/20
7. There is no future for me in the school system.	9/74	11/70
8. My salary level is adequate for my level of work and experience.	15/75	19/69
9. I enjoy working in a culturally diverse environment.	88/3	84/7

<sup>1</sup> Other school systems include Alachua, Allegany, Brevard, Broward, Clay, Edgewood, Edinburgh, El Paso, Escambia, Fairfax, Grand Prairie, Hamilton, Henderson, Hillsborough, Jefferson, Lee, Little Rock, Port Arthur, Prince George's, St. Mary's, San Diego, Seguin, and United.

<sup>2</sup> Percent responding *Agree* or *Strongly Agree* / Percent responding *Disagree* or *Strongly Disagree*

Exhibit 4-21 details responses about administrative structure and practices (Part F of the survey) for Nashville teachers and teachers in other school systems. Response percentages for Nashville teachers are mostly more negative than the benchmark averages. For example, Nashville teachers are more likely to *disagree* that school system administrators are easily accessible and open to input (23 percent compared to 38 percent), or that the committee structure in the school system ensures adequate staff and teacher input (19 percent compared to 30 percent) than are teachers in other school systems.

Nashville teachers are less likely than their counterparts in other school systems to indicate that the school system has too many committees (33 percent compared to 49 percent). They are also less likely to indicate that the school system has too many layers of administrators (45 percent compared to 60 percent). For remaining items, Nashville teachers' responses are within 10 percentage points of the responses for teachers in other school systems.

Exhibit 4-22 lists the teacher survey responses and comparisons to Part G. This section covers teacher attitudes toward school system programs and functions. Nashville teachers give higher percentages of *needs some improvement* or *needs major improvement* for all survey items than do teachers in other school systems.

The following programs display the greatest disparity between Nashville teachers and teachers from the comparison school systems:

- custodial services (60 percent compared to 43 percent);
- plant maintenance (60 percent compared to 44 percent);
- instructional technology (70 percent compared to 54 percent);
- personnel recruitment (51 percent compared to 36 percent);
- community relations (63 percent compared to 50 percent); and
- budgeting (77 percent compared to 64 percent).

#### **4.6 Summary of Survey Results**

In the paragraphs which follow, we provide a brief summary of survey results within MNPS and in comparison of MNPS with other school systems. The results of MGT's surveys are incorporated, as appropriate, into Chapters 5 through 16 in this report, and used to support MGT's findings, recommendations, and conclusions.

##### **Within Nashville**

In general, teachers express more negative opinions of the current situation in the school system than either central office administrators or principals. Teachers award the lowest grades to all three groups, including themselves, and respond less positively to questions about the overall quality of public education in the school system. Principals express the most positive opinions of teachers, including their work in meeting students' individual needs and their attitudes about their jobs.

**EXHIBIT 4-21**  
**COMPARISON SURVEY RESPONSES**  
**NASHVILLE TEACHERS AND TEACHERS IN OTHER SCHOOL SYSTEMS <sup>1</sup>**

PART F: ADMINISTRATIVE STRUCTURE/PRACTICES	(% A + SA) / (% D + SD) <sup>2</sup>	
	NASHVILLE TEACHERS	OTHER SCHOOL SYSTEMS
1. Most administrative practices in the school system are effective and efficient.	24/40	31/39
2. Administrative decisions are made quickly and decisively.	25/42	31/38
3. School system administrators are easily accessible and open to input.	23/46	38/38
4. Authority for administrative decisions are delegated to the lowest possible level.	10/30	16/32
5. Teachers and staff are empowered with sufficient authority to effectively perform their responsibilities.	51/30	51/32
6. Major bottlenecks exist in many administrative processes which cause unnecessary time delays.	56/11	48/18
7. The extensive committee structure in the school system ensures adequate input from teachers and staff on most important decisions.	19/45	30/42
8. The school system has too many committees.	33/8	49/16
9. The school system has too many layers of administrators.	45/11	60/16
10. Most administrative processes (e.g., purchasing, travel requests, leave applications, personnel, etc.) are highly efficient and responsive.	33/25	35/32
11. Central office administrators are responsive to school needs.	22/42	24/38
12. Central office administrators provide quality service to schools.	21/35	23/35

<sup>1</sup> Other school systems include Alachua, Allegany, Brevard, Broward, Clay, Edgewood, Edinburgh, El Paso, Escambia, Fairfax, Grand Prairie, Hamilton, Henderson, Hillsborough, Jefferson, Lee, Little Rock, Port Arthur, Prince George's, St. Mary's, San Diego, Seguin, and United.

<sup>2</sup> Percent responding *Agree* or *Strongly Agree* / Percent responding *Disagree* or *Strongly Disagree*

**EXHIBIT 4-22**  
**COMPARISON SURVEY RESPONSES**  
**NASHVILLE TEACHERS AND TEACHERS IN OTHER SCHOOL SYSTEMS <sup>1</sup>**

PART G: SCHOOL SYSTEM/PROGRAM FUNCTION	% NEEDS SOME IMPROVEMENT + NEEDS MAJOR IMPROVEMENT / % ADEQUATE <sup>2</sup> + OUTSTANDING	
	NASHVILLE TEACHERS	OTHER SCHOOL SYSTEMS
a. Budgeting	77/9	64/18
b. Strategic planning	54/20	48/25
c. Curriculum planning	63/33	54/39
d. Financial management and accounting	55/18	49/25
e. Community relations	63/29	50/39
f. Program evaluation, research, and assessment	49/31	43/37
g. Instructional technology	70/23	54/37
h. Pupil accounting	38/35	32/41
i. Instructional coordination/supervision	41/46	40/45
j. Instructional support	54/36	50/43
k. Federal program (e.g., Chapter I, Special Education) coordination	35/36	38/39
l. Personnel recruitment	51/25	36/35
m. Personnel selection	48/34	41/38
n. Personnel evaluation	45/44	42/46
o. Staff development	48/46	42/51
p. Data processing	27/26	21/37
q. Purchasing	37/26	34/31
r. Law enforcement/security	47/35	38/45
s. Plant maintenance	60/20	44/39
t. Facilities planning	54/20	43/30
u. Pupil transportation	45/36	34/44
v. Food service	50/40	40/50
w. Custodial services	60/34	43/50
x. Risk management	30/20	26/37
y. Administrative technology	35/25	27/36

<sup>1</sup> Other school systems include Alachua, Allegany, Brevard, Broward, Clay, Edgewood, Edinburgh, El Paso, Escambia, Fairfax, Grand Prairie, Hamilton, Henderson, Hillsborough, Jefferson, Lee, Little Rock, Port Arthur, Prince George's, St. Mary's, San Diego, Seguin, and United.

<sup>2</sup> Percent responding *Needs Some Improvement* or *Needs Major Improvement* / Percent responding *Adequate* or *Outstanding*

All three groups are strongly dissatisfied with the level of technology within the school system and think that the instructional technology function within the school system is in need of improvement (Technology issues are addressed in Chapter 13, Administrative and Instructional Technology).

Respondents also express concern about inadequate space and facilities within the school system, as well as a lack of sufficient materials and supplies for instruction. However, the majority of all three groups *agree* that they are very satisfied with their jobs within the school system and plan to make a career in the school system.

**With Nashville and Other School Systems**

In many areas, responses from Nashville administrators and teachers are less positive than are those from their peers in other school systems. Nashville respondents are more likely to think the school system does not provide adequate technology for instructional and administrative purposes. More Nashville respondents see their budgeting, community relations, plant maintenance, and custodial services functions as needing improvement than their peers in other school systems. They are also much less likely to feel that site-based planning has been implemented effectively in the school system, or that the schools have sufficient materials and supplies for basic instruction. In addition, they are much more concerned about the adequacy of sufficient student services within Nashville than their peers in other school systems.

However, Nashville administrators and teachers are more positive in their opinions about the numbers of committees and layers of administrators their school systems have.

Nashville administrators are less positive about the quality of public education than their peers in other school systems, but they are more likely to feel that the quality of education is improving in the school system. They also have more positive opinions of teachers and school administrators in their school system.

Compared to teachers from other school systems, Nashville teachers are less satisfied with overall quality of education and give lower grades to themselves and to administrators. They are less likely to think that taxpayer dollars are being spent wisely to support public education in the school system. In general, Nashville teachers' opinions in are less positive than those of their peers in other school systems, as well as those of administrators in their own school system.

**5.0 SCHOOL SYSTEM  
ORGANIZATION AND  
MANAGEMENT**

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## **5.0 SCHOOL SYSTEM ORGANIZATION AND MANAGEMENT**

This chapter presents the findings and recommendations for the overall organization and management of Metropolitan Nashville Public Schools (MNPS). The major sections in this chapter are:

- 5.1 Introduction and Legal Foundation
- 5.2 Board of Education Governance
- 5.3 Policy and Procedures
- 5.4 Legal Services
- 5.5 System Organization and Management
- 5.6 Planning
- 5.7 School Organization and Management

The heart of an organization is its overall organization and management. The health of the organization can be ascertained in a number of ways including reviewing the organization structure and its management. Richard Beckman in *The Organization of the Future* profiles the healthy organization. His profile includes the following characteristics:

- defines itself as a system and the organization's stakeholders includes its owners and staff, its suppliers, intermediate customers, the ultimate customers of the product or service, the media, and the communities in which the organization operates;
- has a strong sensing system for receiving current information on all parts of the system and their interactions (systems dynamic thinking);
- possesses a strong sense of purpose;
- operates in a "form follows function" mode --- work determines the structures and mechanisms to do it and consequently it uses multiple structures (formal pyramidal structures, horizontal structures and teams, project structures, and temporary structures (as when managing a major change);
- respects customer service both to outside customers and to others within the organization, as a principle;
- management is information driven and information is shared across functions and organization levels;
- encourages and allows decisions to be made at the level closest to the customer, where all the necessary information is available;
- communication is relatively open throughout the system;

- rewards systems are designed to be congruent with the work and to support individual development --- managers and teams are appraised against both performance and improvement goals;
- operates in a learning mode and identifying learning points is part of the process of all decision making;
- makes explicit recognition for innovation and creativity, and has a high tolerance for different styles of thinking and for ambiguity;
- policies reflect respect for the tensions between work and family demands;
- keeps an explicit social agenda;
- gives sufficient attention to efficient work, quality and safety awareness in operations, and identifying and managing change; and
- generally managed with and guided by a strong executive officer employing a variety of work groups composed of individuals possessing appropriate skills and complementary traits.

Metropolitan Nashville Public Schools (MNPS) is unique in several ways.

- First, MNPS is a department within the Metropolitan Government of Nashville-Davidson County operating under a county-wide legal charter.
- Second, a number of services supporting the school system are either fully or partially provided at reduced costs by other departments within the charter governmental operation.
- Third, MNPS has, through a complex, systematically developed plan received unitary status and has had removed several of the traditional vestiges of the former desegregation plan.

### **5.1 Introduction and Legal Foundation**

Metropolitan Nashville Public Schools is one department within a consolidated Metropolitan Government of Nashville-Davidson County Charter Government structure. A 40-member citizen elected Metropolitan Government Council and an elected mayor constitute the primary governance organization and administrative officer for Metropolitan Government of Nashville-Davidson County. Fourteen (14) members from the Metropolitan-Davidson Council constitute a Metropolitan Council Education Committee. The Education Committee serves as a clearinghouse for legislation and other school system matters to be considered by the Metropolitan Government Council.



The Metropolitan Charter (through Article 9, Section 9.01) establishes the public school system and additional sections detail its governance and administration. The Charter provides for a nine-member Metropolitan Board of Public Education responsible for establishing school system policy and authorized to do all things necessary or proper for the establishment, operation and maintenance of an efficient and accredited consolidated school system. Further, the Charter authorizes the Board to designate a person experienced in public school management and supervision and possessing specified credentials as the Metropolitan Director of Schools.

The Charter details provisions related to the following:

- number, term, and selection of the members of the Board of Education;
- powers and duties of the Board of Education, including those conferred by general law upon county boards of education and city boards of education, including, but not limited to, Tennessee Code Annotated, section 49-2-203 excepting only as otherwise provided by the Charter;
- other duties including holding monthly meetings open to the public, adopt and distribute rules (policies), and hold public hearings on the budget and submit to the mayor;
- employment of a Director of Schools;
- pension rights of educational employees;
- tenure rights of teachers;
- disabilities of Board of Education members and Council members to make adverse contracts or own school warrants;
- designation of Board of Education as a civil service board for specific purposes;
- use and transfer of funds including limitations and short term borrowing; and
- acquisition and sale of property.

## **FINDING**

Through the governance structure of MNPS, and under the leadership of the Director of Schools and the Board of Education (and in collaboration with a broad-based group of community representatives), the school system has developed a plan that resulted in the federal court declaring the system's unitary status in 1998. This action resulted in absolving the school system from many of the previous restrictions, including massive cross bussing of students, imposed by the desegregation plan. The Mayor, Board of Education, Director of Schools and other parties are acutely aware of the established requirements to maintain unitary status. These requirements are contained in the Pupil

Assignment Plan commonly referred to by staff and others as the MNPS School Improvement Plan.

This plan includes the following conditions and provisions:

- detailed description of terms used in the Plan;
- goals, rationale and principles including the Three-Tiered Structure and Consistent Feeder Patterns as immutable factors (seven additional factors, noted as other considerations and related to demographic diversity, educational needs of students, facilities, transportation, continuity in zones, choice, and community involvement are also elements of the Plan);
- a detailed pupil assignment to schools containing three carefully defined components: Zoned Schools With Consistent Feeder Patterns, Optional Schools/Programs, and Other Special Programs;
- a description of school zones and cluster feeder patterns including identifying the specific cluster composition; and
- a five-year capital plan that includes a description of each facility project both projected and in process, estimated/budgeted funds, and projected timelines.

This Pupil Assignment Plan is the foundation for maintaining a unitary school system and avoiding reverting to pre-1998 desegregation requirements.

### **COMMENDATION**

**Metropolitan Nashville Public Schools and all supporting groups are commended for the development and implementation of the Pupil Assignment Plan (School Improvement Plan) that is designed to ensure that MNPS maintains its unitary school system designation.**

### **FINDING**

Contained within this performance audit report are a series of findings and resulting recommendations that relate to school system operations, but also have the potential to impact other departments within the Metropolitan Government of Nashville-Davidson County. This report contains such recommendations in the following chapters and sections:

- Chapter 5 - Section 5.1, Board of Education Governance  
Section 5.4, Legal Services
- Chapter 8 - Section 8.2, Financial Systems Automation
- Chapter 9 - Section 9.1, Asset Management  
Section 9.2, Risk Management
- Chapter 10- Section 10.2, Warehouse and Supply  
Section 10.7, Materials
- Chapter 13- Section 13.4, Software

Currently, there is no collaborative, oversight group assigned responsibility to deal with policy provisions and procedures related to effective implementation of recommended changes that affect Metropolitan Nashville Public Schools as well as other departments in Metropolitan Government.

**RECOMMENDATION**

**Recommendation 5-1:**

**Establish a Metropolitan Government Enabling Task Force empowered to develop, adopt, recommend, and collaborate with departments on strategies designed to facilitate implementation of performance audit recommendations that have implications for services to the school system and other departments within the Metropolitan Government of Nashville-Davidson County.**

The implementation of this recommendation should ensure that all affected departments are appropriately involved in the planning processes necessary to the effective and efficient disposition of the recommendation. In-as-much as MGT consultants did not assess the impact of all recommendations on other department of Metropolitan Government, it becomes even more important that this recommended action should be carried out. This recommendation could be implemented by the appointment of an Enabling Task Force by the Mayor's office and including representatives of the various departments that may be affected by the recommendations in this report.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

- |   |                          |
|---|--------------------------|
| 1. The Board of Education, in a general meeting, should request that the Mayor's Office identify recommendations contained in this report that may impact MNPS and one or more other departments within Metropolitan Government.                              | February –<br>March 2001 |
| 2. The Board of Education should recommend that the Mayor's Office move to appoint the recommended Enabling Task Force.   | April 2001               |
| 3. Upon establishment of the Enabling Task Force, the Director of Schools should appoint MNPS's representative(s).  | Spring 2001              |
| 4. The Enabling Task Force should develop, adopt, recommend, and collaborate with departments on strategies designed to facilitate implementation of performance audit recommendations that impact MNPS and other departments within Metropolitan Government. | Ongoing                  |

**FISCAL IMPACT**

This recommendation can be accomplished with existing personnel and without the assignment of other fiscal or budgeted resources.

**5.2 Board of Education Governance**

The governance structure of a public school system in our democratic society is typically composed of an elected board of control or board of education that is assigned, through either state or local laws or a combination thereof, responsibility for establishing policy, making contracts, employing personnel, and prescribing programs for students. Members of an elected board typically serve four-year terms of office and the board employs an executive officer assigned responsibilities for carrying out prescribed policies and managing the day-to-day affairs of the organization.

In the United States, boards of education vary greatly in membership numbers, as many as 24 to as few as three, although odd numbered membership of from five to nine is the most prevalent. Additionally, members of the board of education generally have no powers as individuals; rather, their authority is vested in the corporate body --- the school board or board of education --- and decisions are made and actions taken only when this corporate body is in official session. As new members are elected or appointed they are provided a program of orientation to acquaint them with their role and responsibilities and to ensure that they understand the legal requirements of board activity.

The Metropolitan Board of Education is comprised of nine members each elected from residence districts for four year terms of office.

Exhibit 5-1 shows the nine-member board as having the following characteristics:

- four of the members are new to the Board of Education with only three months service as of November 2000;
- one member has one year and one has two years of service;
- the veteran members have four and 15 years of service, respectively; and
- five members are attorneys by profession, three members employed by private firms, and one member is self-employed.

**EXHIBIT 5-1  
METROPOLITAN BOARD OF EDUCATION  
METROPOLITAN NASHVILLE PUBLIC SCHOOLS  
OCTOBER 2000**

<b>BOARD MEMBER</b>	<b>OCCUPATION</b>	<b>TERM BEGAN</b>	<b>TERM EXPIRES</b>	<b>LENGTH OF SERVICE AS OF 11/00</b>	<b>HOW ELECTED</b>
Pam Binkley Garrett	Owner	8/00	8/04	3 months	General Election
David Shearon	Director	8/98	8/02	2 years	General Election
Patricia Crotwell	Attorney	10/99	8/04	1 year	General Election
Kathy Nevill	Chief Financial Officer	8/00	8/02	3 months	General Election
George Thompson, III	Attorney	8/00	8/04	4 ½ years	General Election
George Blue	Software Implementation Engineer	8/98	8/02	2 years	General Election
Edward Kindall	Attorney	7/95	8/04	15 years	General Election
David Kleinfelter*	Attorney	8/00	11/02	3 months	Metropolitan Council Appointed
Christina Norris	Attorney	8/00	8/04	3 months	General Election

Source: Metropolitan Nashville Public Schools, Director of Schools Office, 2000.

\*Was replaced by Kathleen Harkey following the November 2000 election.

**FINDING**

The Board of Education meets twice monthly in regular meetings to discuss and take action on school system business. Board of Education members serve on various committees and meet in study sessions.

Exhibit 5-2 shows the following:

- regular Board of Education meetings occur twice monthly for two to three hours;
- one ad hoc committee is assigned responsibility for policy review and recommending policy provisions;
- one ad hoc committee has responsibility for screening requests from Board of Education members that requires research by staff, considering recommendations presented by the Chamber of Commerce in their *1998 Progress Report*;
- an ad hoc committee reviews and recommends budget matters to the Board of Education for further consideration;
- quarterly meetings occur with the Mayor to discuss school system needs; and
- two-day retreats are planned for discussing various topics.

Board of Education members are appointed to various committees and boards within the Metropolitan Government of Nashville-Davidson County.

**EXHIBIT 5-2  
BOARD OF EDUCATION  
MEETINGS AND COMMITTEES**

TYPE OF MEETING	PRIMARY FUNCTION	FREQUENCY AND AVERAGE LENGTH OF MEETINGS
Regular Board Meeting	Discuss and Take Action	Semimonthly/2-3 hours
Study Sessions	Information and Education on Issues	Every other month/2-3 hours
Ad Hoc Policy Review Committee	Make Policy Recommendations to Full Board	Bi-monthly/3-4 hours
Ad Hoc Research Committee	Review Requests from Board Members Requiring Research	Monthly/2-3 hours
Ad Hoc Budget and Finance Committee	Review and Make Budget Recommendations to the Board	As Needed
Breakfast Meeting with the Mayor	Discuss needs of the System	Quarterly/2 hours
Board Retreats	Various Topics, Mission Statement, and Goals Discussed	Bi-annually/2 days

Source: Metropolitan Nashville Public Schools, Director of Schools Office, 2000.

Exhibit 5-3, Board Appointments to Committees and Other Boards, shows that:

- Thompson has seven assignments, however, four are ex-officio;
- Kindall has five assignments, including one chairman position;
- Blue has four assignments including the committee to evaluate the Director of Schools;
- Crotwell, Nevill, and Shearon each have three assignments;
- Garrett and Norris each have two assignments; and
- Kleinfelter, a temporary board member, has not been assigned.

**EXHIBIT 5-3  
BOARD OF EDUCATION APPOINTMENTS TO  
COMMITTEES AND OTHER BOARDS  
2000-01 SCHOOL YEAR**

COMMITTEE/BOARD	BOARD OF EDUCATION MEMBER
Insurance Trust (three-year term)	George Blue Patricia E. Crotwell Pam Garrett
Administrative Retirement (two-year term)	Kathy Nevill
Metropolitan Board of Parks and Recreation (one-year term)	Ed Kindall
Metropolitan Beautification Bureau (one-year term)	Chris Norris
Athletic Council	George Thompson
Sick Leave Bank (three-year term)	George Blue Patricia E. Crotwell
Tennessee School Boards Association Legislative Network Representative	David Shearon
Council of Great City Schools Liaison	George Thompson Ed Kindall, Alternate
National School Boards Association Council of Urban Boards Action Network	George Thompson
National School Boards Association National Affiliate Advocacy Information Network	David Shearon
Committee to Evaluate the Director	Ed Kindall, Chairman George Blue George Thompson, Ex-Officio
WDCN public Television Corporation	Ed Kindall
Ad Hoc policy Review Committee	Patricia E. Crotwell, Chairman Chris Norris George Thompson, Ex-Officio
Ad Hoc Budget and Finance Committee	Kathy Nevill, Chairman Pam Garrett Ed Kindall George Thompson, Ex-Officio
Ad Hoc Committee on Research	David Shearon, Chairman George Blue Kathy Nevill George Thompson, Ex-Officio

Source: Metropolitan Nashville Public Schools, Director of Schools Office, 2000.

Board of Education member Kleinfelter, appointed to the Board of Education by Metropolitan Council to fill an unexpired term, was replaced by Kathleen Harkey following the November election. With four Board of Education members having one year or less experience remaining members must carry a heavier assignment load.

**RECOMMENDATION**

**Recommendation 5-2:**

**Equalize and balance Board of Education member committee and activity assignments.**

Committee workloads for Board of Education members should be more balanced. In developing committee assignments, the chairperson should consider the time and effort requirements of each committee assignment, including potential travel demands. For example, the Ad Hoc Policy Committee may be assigned the implementation of recommendations arising from this report. Such recommendations could require a significant time and effort commitment from the committee's membership. Legislative Network activity requires more intense involvement during certain times of the year, therefore, careful attention to assignments that do not overlap or present activity schedules concurrent with other options should be considered. Overall, implementation of this recommendation should permit more effective and efficient fulfillment of committee responsibilities.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

- |  |                  |
|--|------------------|
| 1. The Board of Education Chairperson and the Director of Schools should identify the projected projects, dates of activity, estimated time commitments, and other variables contributing to the workload estimates for each of the Board committee and activity assignment options. | April - May 2001 |
| 2. The Board of Education Chairperson and the Director of Schools should review this information with all members of the Board of Education and solicit additional input, including committee and activity preferences of the members.   | June 2001        |
| 3. The Board of Education Chairperson should review Board of Education committee and activity preferences and requests and, considering workload equity, should prepare assignments.   | June 2001        |
| 4. The Board of Education Chairperson should make committee and activity assignments.  | July 2001        |

**FISCAL IMPACT**

This recommendation can be accomplished by existing personnel and has no fiscal impact.

## **FINDING**

Board Policy #8210 requires that an orientation program for new Board members be initiated within 30 days of taking office. The Director of Schools appropriately instituted this process in August 2000, providing new Board members with a comprehensive list of topics to be covered and providing an opportunity for additional items to be incorporated into the orientation program. These topics included:

- duties and powers of the Board of Education members;
- mission and goals;
- Metropolitan Department of Law;
- open meetings;
- budget and financial matters;
- Public Records Act and Family Education Rights and Privacy Act;
- policies;
- personnel;
- Americans with Disabilities Act;
- Board/Superintendent relations; and
- School Board Academy.

Additionally, each new member was provided copies of documents related to understanding their roles and the school system. These documents included:

- Board Policy Manual
- Summary of Pupil Assignment Plan
- 1999 Directory of Personnel and Services
- 1998-2000 Educational Agreement
- Handbook for Support Personnel
- March 1999 Financial Report
- 1999-2000 Amended Budget
- 1999-2000 Program of Studies
- 1999-2000 Code of Student Conduct
- Metropolitan Charter Article IX
- TCA 49-2-203
- TCA 49-2-301
- TCA 8-44-102
- 1999 Directory of Public Schools
- Metropolitan Public Schools and Fax Numbers
- 1999-2000 Administrative Calendar
- bound copy of the previous year's minutes

The Director of Strategic Planning was assigned coordination responsibilities for Board orientation, and serves as a contact person in the event of the unavailability of the Director of Schools.

## **COMMENDATION**

**Metropolitan Nashville Public Schools Board of Education is commended for organizing and implementing a comprehensive new Board orientation program.**



**FINDING**

The Board's meeting index (agenda) is developed by the Director of Schools in a meeting with the Board Chairman and Vice-Chairman a week prior to the regular Board of Education meeting. After development of the index, supporting data are incorporated into an information packet and distributed to all Board members by courier. Each Board member has access to e-mail and training in its use is in final stages. This technology has many potential applications for improving efficiency in communications, including notification of all Board members of important meeting issues, apprising members of emergency occurrences, easy access to school system information via the school system's Web site, and providing up-to-date list of important activities and a current calendar of events. Further, email provides a means to transmit the meeting index to ensure Board member input.

**RECOMMENDATION**

**Recommendation 5-3:**

**Distribute to all Board of Education members by e-mail a copy of the Board meeting index prior to finalization and delivery of the Board meeting packet.**

All Board of Education members should be alerted to matters that are under consideration for placement on the next regular Board meeting agenda. This will permit them to bring to the attention of the Board of Education Chairperson or the Director of Schools items that may have been overlooked or are of immediate concern. Use of the e-mail medium for this communication should be an efficient and effective method for communicating this information without unduly interrupting the Director of Schools or other office staff.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

- |  |            |
|--|------------|
| 1. The Board of Education, in regular meeting, should instruct the Director of Schools to distribute to all members by e-mail a copy of the Board meeting index prior to finalization. | April 2001 |
| 2. The Director of Schools should implement the Board of Education's request and establish a deadline for Board member feedback.   | May 2001   |
| 3. The Board of Education and the Director of Schools should evaluate the effectiveness of the new procedures and make appropriate adjustments.  | Ongoing    |

**FISCAL IMPACT**

The e-mail system is in place and the Director of Schools staff can implement this recommendation without incurring additional expenses.

## **FINDING**

Minutes of Board meetings are audio recorded with the Board Secretary preparing supplementary notes during the proceedings. At the next regular meeting of the Board, a complete text of the previous meeting is submitted to the Board for review and approval, including lengthy lists of personnel actions and other details. This procedure results in the creation of a document of from 40 to 60 pages that consumes a full day or more of secretarial time for preparation. All discussions and actions of the Board are recorded on audio tapes and are permanently maintained as a record of activity. This and other responsibilities assigned to the Board Secretary provide a strong rationale for developing a series of options to streamline the preparation of important documents, yet ensure the preservation all required information and records.

## **RECOMMENDATION**

### **Recommendation 5-4:**

**Develop a summary of Board of Education meeting's minutes for review and approval at the subsequent meeting.**

The implementation of this recommendation should permit the creation of a record of prior meeting minutes for approval of the Board of Education at its subsequent meeting and significantly reduce the amount of the Board Secretary's time devoted to minutes preparation. This improvement in the employee's efficiency can be accomplished by using a template tailored to each agenda outline and following the outline used by the Board Chairperson.

Exhibit 5-4 provides a sample form that can be converted to a template for the Board Secretary's laptop computer. This sample form\* provides the following features:

- record of Board of Education members present and all required dates and times;
- all agenda items in order presented;
- recommendations to be acted upon and final disposition;
- summary of Board of Education remarks and a record of each vote;
- provisions for summary of public input;
- any special requests of the Board of Education; and
- Adequate provision for adding any other desired features.

A permanent record of all Board of Education meeting proceedings and actions, including public input, is recorded on audio tapes ensuring the existence and availability of detailed records.

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\*Other sample options for summarizing Board of Education minutes are available at no cost through requests to other school systems. One such option is available at no cost from Pasco County District School Board, office of the Superintendent, 7227 Land O' Lakes Boulevard, Land O' Lakes, Florida 34639.

**EXHIBIT 5-4  
BOARD OF EDUCATION MEETING  
EXCERPT SUMMARY OF MINUTES EXAMPLE**

Vice Chairman James F. Kelly, acting as Chairman, called the regular session of the Marion County School Board to order at 6:30 p m at Madison Street School of Basics Plus with Mrs. Cheryl Appelquist, Mr. Ron Crawford, Mrs. Kathryn Rushlow, Attorney Beverly Morris and the Secretary, Superintendent John Smith, present. Mrs. Leslie Scales was out of town

Superintendent Smith recommended the Board approve the agenda for the October 24, 2000 School Board meeting with the materials in the Board packet included as part of the official record of the meeting. Motion was made to approve the Superintendent's recommendation

Motion: Mrs. Rushlow  
Second: Mr. Crawford  
Ayes: All

Chairman Kelly called the business meeting to order and read the Board's mission statement: "Our schools will provide a quality learning environment that ensures student success ."

Motion was made to approve the minutes of the August 29, 2000 School Board work session, August 31, 2000 School Board work session and the October 10, 2000 School Board meeting

Motion: Mrs. Rushlow  
Second: Mr. Crawford  
Ayes: All

Chairman Kelly stated the audit for the Public Education Foundation had been withdrawn completely from the agenda' and would be brought back at the last Board meeting in November.

Motion was made to approve the consent agenda with the exception of the following items which had been withdrawn from the consent agenda and placed on the regular agenda A.1 , Personnel Items for 2000-2001; A 5., Parking Lot Lease with First Presbyterian Church, and E.2., Miscellaneous 2000-2001 Salary Schedules; and the following items which had been withdrawn completely from the agenda A 9 , Agreement with Pace Center for Girls for Dropout Prevention Services, and C.6 , Direct Purchase Change Order #U 1, Eighth Street Elementary Renovation.

**A. General Items**

1. Personnel Items for 2000-2001 – A-P
2. Schedule Hearing on Revised Job Description for Guidance Clerk (11/28/00)
3. Schedule Meeting for Reorganization of Board (1 /21/00)

**B. Bids/Purchases**

1. Request Permission to Purchase
  - a. Vehicles-Ford Ranger Pick-Up Trucks (2)-Network Systems  
Orville Beckford Ford/Mercury - \$29,700.00
  - b. Vehicles - Ford F-150 Pick-Up Truck - Technical Services  
Duval Ford - \$15,076.00
2. Bids
  - a. Final Approval of Emergency Purchase  
Installation & Supply of Egress Windows  
Mid State Glass/Cullison - \$59,623.11

**EXHIBIT 5-4 (Continued)  
BOARD OF EDUCATION MEETING  
EXCERPT SUMMARY OF MINUTES EXAMPLE**

C. Construction/Facilities Items

1. Direct Purchase Change Order #02, Belleview Elementary Addition

D. Resolutions

1. American Education Week Proclamation (November 12-18, 2000)

E. Financial Matters

1. Ratification of Agreement with Marion Essential Support Personnel (MESP)
2. Miscellaneous 2000-2001 Salary Schedules
3. Budget Amendment #6, Special Revenue - Other
4. Monthly Report of Expenditures - September 2000 (insert)

Motion: Mrs. Appelquist  
Second: Mr. Crawford  
Ayes: All

Motion was made to approve the Personnel Items for 2000-2001 with a revision to Section L

Motion: Mrs. Rushlow  
Second: Mrs. Appelquist

Mrs. Appelquist questioned the transfer from Executive Secretary to MIS Specialist Superintendent Smith explained it was the function of additional duties and responsibilities assigned to individuals during the interim period before the new Superintendent takes office. He spoke about administrative vacancies and the re-allocation of responsibilities. He stated that the Executive Secretary for Mr. Smiley (who had retired) was coordinating the work out of his office that had not been assigned to other director level individuals and had also taken on some responsibilities from Mr. Harrison's office without direct supervision. (Mr. Harrison had taken leave days to run for Superintendent ) Mrs. Appelquist noted a typographical error on the Personnel Items, Section L, with the effective date of the transfer for Nancy Gascoigne It should read 10/01 /00-11/20/00. She asked why volunteers duties was assigned to the secretary and not the director. Superintendent Smith explained that the duties entail not only the oversight by Mr. Dunwoody, Director of Staff Development, but the clerical and note keeping as well A discussion followed on the two transfer positions. Mr. Crawford stated he had understood from conversation with Mr. Smiley that the administrative transfers were temporary until November 21. He amended the motion to change the dates of the administrative transfers, Section A, to read from 10/02/00-1/20/00

Motion. Mr. Crawford

The motion died for lack of a second Superintendent Smith stated the individuals listed will provide a service to the new Superintendent After discussion, Mr. Crawford made a motion to amend the dates in Section A of the Personnel Items, Administrative Transfers, to read 10/02/00-12/31/00.

Motion: Mr. Crawford  
Second: Mrs. Rushlow

Following further discussion, the Chairman called for the vote on the amendment to the motion.

Ayes: Mr. Crawford  
Nays: Mrs. Appelquist  
Mrs. Rushlow  
Mr. Kelly

Source: Marion County Public Schools, P.O. Box 670, Ocala, Florida 34478, Board Minutes, 2000.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

- |  |                     |
|--|---------------------|
| 1. The Director of Schools should present to the Board of Education options for summarizing Board meeting minutes.   | April 2001          |
| 2. The Board of Education should review, modify as desired, and approve for use an option for summarizing Board meeting minutes.   | May 2001            |
| 3. The Board Chairperson should instruct the Director of Schools and the Board Secretary to implement the new procedure for summarizing Board meeting minutes for subsequent approval by the Board of Education. | May 2001            |
| 4. The Board Secretary should prepare Board of Education meeting minutes within the newly approved format and present to the Board for approval.   | Beginning July 2001 |
| 5. The Board of Education should evaluate the new procedure for summarizing Board meeting minutes and revise accordingly.  | Ongoing             |

**FISCAL IMPACT**

This recommendation can be implemented by the Board Secretary using Board meeting summary options available at no cost from other school systems or by modifying the example presented in Exhibit 5-4. This recommendation does not require the acquisition of additional software. Over time, the school system should use less paper in producing Board meeting minutes and reduce secretarial time devoted to the preparation of reports by over 50 percent. This is made possible since the majority of the summarizing activity can be accomplished during the actual Board of Education meeting proceedings and verbatim written production of minutes is eliminated, except in instances where an individual Board member requests its inclusion. Audio tapes are currently prepared so there is no additional expense associated with the creation of that record.

**FINDING**

MGT consultants attended and observed the regular Board meeting of October 10, 2000 that occurred during the period of on-site activity. In addition, records of previous regular meetings were examined, including the following Board meetings:

- July 25, 2000
- August 8, 2000
- August 22, 2000
- September 12, 2000
- September 26, 2000

Exhibit 5-5 shows a sample of a regular Board of Education meeting agenda. As can be seen, this sample agenda contains 13 sections including the roll call and the adjournment activity. The Consent Agenda contains four subsections, each including appropriate recommendations for action by the Board of Education. The purpose of a consent agenda is to permit the Board of Education to act on routine matters for which they have adequate prior information or prior opportunity to fully understand the matter.

Observations of the October 10, 2000 meeting and a review of previous meetings reveals extensive discussion of items included on the consent portion of the agenda with some removed and placed under Unfinished Business. While some discussion of consent items during the observed meeting appeared to be for the benefit of new Board of Education members, a review of meetings prior to the seating of these members does not yield significantly differing observations. Interviews with personnel show the same perspective. An examination of Board of Education policies related to the internal operation of the Board (Article 8, Series 8000) did not yield any related policies or procedures designed to guide the development of the consent agenda or its consideration during regular Board meetings.

## **RECOMMENDATION**

### **Recommendation 5-5:**

**Establish Board of Education policy criteria to guide the placement, discussion, and withdrawal of consent agenda items.**

The creation and adoption of clearly stated criteria for placing items on the consent agenda should contribute to reducing any Board member beliefs that the consent mechanism is being used to minimize opportunities for important discussion. In addition, the development of policy-based procedures for removing items from the consent agenda and placing them on the regular action agenda should ensure that no item is approved without each member's full opportunity to have all concerns addressed. The adoption of policy-based criteria should provide clearly understood means for continued discussion of items without unduly delaying actions on the consent portion of the agenda. Sample policy provisions may be obtained through the National School Boards Association.

## **IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Board of Education, in a regular meeting, should instruct the Ad Hoc Policy Committee of the Board to develop and propose to the Board a policy to guide the placement, discussion, and withdrawal of consent agenda items. April 2001
2. The Ad Hoc Policy Committee of the Board should develop a policy to guide the placement, discussion, and withdrawal of consent agenda items. June 2001

**EXHIBIT 5-5  
SAMPLE BOARD OF EDUCATION MEETING AGENDA  
OCTOBER 10, 2000 MEETING**

<b>AGENDA</b>		<b>PAGE</b>
METROPOLITAN BOARD OF PUBLIC EDUCATION Metropolitan Nashville Public Schools 2601 Bransford Avenue, Nashville, TN 37204 Regular Meeting --- October 10, 2000 --- 5 p.m.		
5:00 - 5:01	1. ROLL CALL	1
5:02 - 5:03	2. APPROVAL OF MINUTES	
5:03 - 5:04	3. COMMUNICATION FROM MAYOR/COUNCIL	
	A. Requests from Mayor Purcell's Office	1
5:04 - 5:15	4. RECOGNITION/REQUESTS TO APPEAR BEFORE THE BOARD/PRESENTATIONS	
	A. Gibson Guitar Computer Donation	2
	B. Becky Auen, Gateway PTA	2
5:15 - 5:20	5. CONSENT AGENDA	
	A. Reports and Recommendations of the Director	
	(1) Personnel Report for Board Action	3
	(2) 2000-2001 Calendar Committee	4
	(3) Textbook Adoption Committees for 2000-2001	5
	(4) Food Service Budget Revision	5
	(5) Change Order #1 - Buena Vista Baseball Field	6
	(6) Change Order #1 - H. G. Hill Middle School	7
	(7) Change Order #1 - Goodlettsville Middle School	8
	(8) Change Order #2 - Renovations of Bailey/Cora Howe Elementary	8
	(9) Change Order #2 - Paragon Mills Elementary	9
	(10) Amendment B - Design Management Services	9
	(11) Recommended Award of Contract - Joelton Middle School Heat Modification	10
	B. Approve Awarding of Bids and Contracts	11
	C. Approve Payment of Current Accounts and Bills	13
	D. Requests for Payment on Building Projects	41
5:20 - 5:25	6. UNFINISHED BUSINESS	49
5:25 - 5:30	7. NEW BUSINESS	49
5:30 - 5:45	8. COMMITTEE REPORTS AND/OR APPOINTMENTS	
	A. Committee Appointments	49
5:45 - 6:30	9. REPORTS AND RECOMMENDATIONS OF THE DIRECTOR	
	A. Request for Bond Funds	50
	B. East Literature Magnet Lottery	51
	C. State Report - School System Compliance	51
6:30 - 6:35	10. INFORMATION FOR FUTURE BOARD ACTION	52
6:35 - 6:45	11. INFORMATION TO THE BOARD	
	A. Personnel Report for Information	52
	B. Board Calendar Items	52
	C. Board Requests for Information	52
	D. Requests from Mayor/Metro Council	52
	E. Weapons Report	52
	F. Alternative Learning Centers Status Report	52
	G. 1999-2000 Post-Secondary Scholarship Report	52
	H. National School Lunch Week - October 9-13, 2000	52
	I. School Improvement Plan Progress Report	52
	J. Administrative Retirement Committee Report	52
6:45 - 6:50	12. ITEMS FOR STUDY AND DISCUSSION	52
6:50	13. ADJOURNMENT	52

Source: Metropolitan Nashville Public Schools, Director of Schools Office, 2000.

- |   |                |
|---|----------------|
| 3. The Ad Hoc Policy Committee of the Board should recommend to the Board of Education a policy to guide the placement, discussion, and withdrawal of consent agenda items.               | July 2001      |
| 4. The Board of Education, in regular meeting, should review, revise, and set the date for approval of the proposed policy.   | August 2001    |
| 5. The Board of Education, in regular meeting, should approve the consent agenda policy provisions.   | September 2001 |
| 6. The Board Secretary should incorporate the new policy in the manual, distribute to manual holders, and forward a copy to the Web master for inclusion on the school system's Web site. | September 2001 |

**FISCAL IMPACT**

This recommendation can be implemented with existing resources.

**FINDING**

MGT interviews with Board of Education members show a concern that information provided in the Board of Education meeting agenda packet often does not provide adequate information upon which to base decisions. An examination of agenda and information packets for six recent regular meetings showed that:

- all information was appropriately organized and presented in the order appearing on the agenda;
- some recommendations were accompanied by detailed summaries, including a rationale for approval, while others presented little or no backup data; and
- requests for action on contracts, change orders, and other legal documents were accompanied by the document(s) to be approved.

In general, the present configuration of agenda supporting information would require the reader to spend considerable additional time examining the documents and then contacting the appropriate school system representative to obtain answers to questions that could be anticipated and addressed in a uniformly formatted executive summary.

**RECOMMENDATION**

**Recommendation 5-6:**

**Prepare a uniformly formatted Executive Summary for each recommended action to be included in the Board of Education meeting agenda packet.**



This action should ensure that all Board members are provided clearly stated summaries of all meeting agenda items requiring Board action. Providing this information should reduce the number of contacts Board of Education members should have to make with school system staff to clarify recommendations and, in effect, improve staff and Board members' use of time.

Exhibit 5-6 shows an example of an Agenda Executive Summary form. The school system staff already uses a similar document for summarizing information related to grants for the Board. The Finance and Facilities Departments currently provide summarizing information either in a similar format or by means of an administrative memorandum. The use of some type standardized method should make such information easily recognizable by Board of Education members. Summaries developed should provide the Board with the information as noted in Exhibit 5-6 including:

- division and department;
- contact person(s);
- agenda item – number and title;
- date of activity;
- funding source(s), amount and whether included in present budget;
- purpose, including estimated positive and negative impact;
- implementation and evaluation plans; and
- student population, school(s), department, or agencies involved.

#### **IMPLEMENTATION STRATEGIES AND TIMELINE**

- |  |            |
|--|------------|
| 1. The Board of Education should instruct the Director of Schools to develop a uniformly formatted Executive Summary for Board meeting action items.               | April 2001 |
| 2. The Director of Schools should instruct the Director of Strategic Planning to work with the Board Chairperson to develop an acceptable format.                  | May 2001   |
| 3. The Director of Schools and the Director of Strategic Planning should present the proposed format to the Board of Education for review, revision, and approval. | June 2001  |
| 4. The Board of Education should approve the format and instruct the Director of Schools to implement the new format.  | July 2001  |

#### **FISCAL IMPACT**

This recommendation can be implemented with existing resources.

**EXHIBIT 5-6  
EXAMPLE BOARD OF EDUCATION AGENDA  
EXECUTIVE SUMMARY FORM**

<b>METROPOLITAN NASHVILLE PUBLIC SCHOOLS</b> Division/Department		<b>BOARD OF EDUCATION AGENDA</b> EXECUTIVE SUMMARY	
<b>TITLE (Agenda Item)</b>		<b>SUBMITTED BY &amp; CONTACT PERSON</b>	
<b>PERIOD OF GRANT or ACTIVITY</b>	<b>FUNDING SOURCE</b>	<b>PROJECT COORDINATOR AND DEPARTMENT</b>	
<b>AMOUNT OF FUNDING REQUEST</b>	<b>TOTAL PROJECT (Includes in-kind, cash, etc.)</b>		
<b>PURPOSE &amp; PROPOSED EFFECTS (Positive &amp; Negative)</b>			
<b>IMPLEMENTATION PLAN</b>			
<b>EVALUATION PLAN</b>			
<b>PARTICIPATION SCHOOLS/AGENCIES</b>			
<b>RECOMMENDED:</b>			
<b>DIRECTOR OF DIVISION/DEPARTMENT APPROVAL</b>		<b>ASSISTANT SUPERINTENDENT APPROVAL</b>	
<b>DATE</b>		<b>DATE</b>	
<b>DIRECTOR OF SCHOOLS APPROVAL</b>		<b>DATE OF BOARD MEETING</b>	

Source: Modified by MGT from School Board Meeting Materials, December 1998 - April 1999.

### **5.3 Policy and Procedures**

The development of policy and procedures constitutes the means by which organizations can communicate expectations to its constituents. Additional rationale for adopting policy and establishing related procedures includes:

- establishing the board of education's expectations and what may be expected from the board;
- keeping the board of education and administration out of trouble;
- establishing an essential division between policy making and administration roles;
- creating guidelines within which people operate;
- providing reasonable assurances of consistency and continuity in decisions;
- providing legal basis for the allocation of funds, facilities and other resources;
- facilitating and guiding the orientation of the board of education members and employees; and
- acquainting the public and encouraging citizen involvement within structured guidelines.

Policy and procedures, therefore, reveal the philosophy and position of the board of education and should be stated clearly enough to provide for executive or staff direction.

#### **FINDING**

Policies of the Board of Education are appropriately adopted and distributed to school system divisions, departments, and schools. Following approval by the Board of Education, the Board Secretary incorporates the full policy text into the minutes of the Board meeting, prepares the hard copies to be maintained in the Board office, and forwards the new policy to the Web master for posting on the Web site. When posted, each new policy or revision is flagged with a notation indicating that it is new. MGT consultants were able to download the entire policy manual from the Web site.

#### **COMMENDATION**

**The Metropolitan Board of Education is commended for placing its policy manual on the school system's Web site.**

#### **FINDING**

The existing policy document manual is organized into two parts that are subdivided into nine articles.

Exhibit 5-7 shows the organization and topics included in the document. Each article is preceded by a table of contents containing a list of each policy. Coding is accomplished through a four-digit numerical designation permitting the codification of an unlimited number of provisions. Article tabs in the hardcopy manual permit easy access to each article. While useful tables of contents are incorporated in each article, no provision is made for a comprehensive index to facilitate identification and location of specific topics.

**EXHIBIT 5-7  
BOARD OF EDUCATION  
POLICY MANUAL ORGANIZATION**

<b>PART I</b>		
<b>OPERATION OF THE SCHOOL SYSTEM</b>		
<b>ARTICLES</b>		<b>SERIES</b>
ARTICLE 1	Community Relations	1000
ARTICLE 2	Administration	2000
ARTICLE 3	Business and Non-Instructional Operations	3000
ARTICLE 4	Personnel	4000
ARTICLE 5	Students	5000
ARTICLE 6	Instruction	6000
ARTICLE 7	New Construction	7000
<b>PART II</b>		
<b>OPERATION OF THE BOARD OF EDUCATION</b>		
ARTICLE 8	Internal Board Operations	8000
ARTICLE 9	By-Laws of the Board	9000

Source: Metropolitan Nashville Public Schools, Board of Education Policy Manual, 2000.

**RECOMMENDATION**

**Recommendation 5-7:**

**Develop a comprehensive subject index for the Board of Education’s Policy Manual.**

This action should result in making it easier to locate specific topics or policy provisions. The development of the index can be facilitated by using the word search capabilities that exist in the Board Secretary’s Microsoft Word software. The new index can be created by using an existing index format (National School Board Association or one obtained at no expense from a school district already having a prepared index, such as Charlotte District Public Schools, Port Charlotte, Florida or Sarasota District Public Schools, Sarasota, Florida).

Using the borrowed index as a guide, staff should conduct a word search of the MNPS document to identify the subject/topic page numbers to be inserted in the index. The

completed index can then be placed into the policy manual as an appendix or, in a more user friendly fashion, located in the front of the manual following the Table of Contents.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

- |   |                 |
|---|-----------------|
| 1. The Board of Education should instruct the Ad Hoc Policy Committee to develop the policy manual index.                             | April 2001      |
| 2. The Ad Hoc Policy Committee should instruct the Board Secretary to develop the policy manual index.                                | May 2001        |
| 3. The Board Secretary should obtain sample indices and proceed to develop the policy manual index.                                   | May - July 2001 |
| 4. The Ad Hoc Policy Committee should review, revise, and approve the index for final approval by the Board of Education.             | August 2001     |
| 5. The Board of Education should receive, review, and approve the index.  | September 2001  |
| 6. The Board Secretary should prepare copies of the index and distribute to policy manual holders and the school system's Web master. | October 2001    |

**FISCAL IMPACT**

This recommendation can be implemented with existing resources.

**FINDING**

In 1996, according to an internal memorandum, the Board of Education requested staff to identify an agency to review and revise the Board's policy document. In that year, the Board of Education engaged the Tennessee School Board Association (TSBA) to review, analyze, and update the manual. An Ad Hoc Policy Review Committee (Policy #8120 prohibits the appointment of standing Board committees) of the Board began work in February 1997 and TSBA completed a proposed revised document in June 1997. Metropolitan Legal Services Department assisted the committee. The TSBA draft was used as a prototype model to guide the committee's continued work; however, only parts of the TSBA revisions to the policy manual were adopted.

A review of the current document shows that several articles and policy provisions are in need of updating. Additionally, MGT consultants have identified the need for other supporting policy provisions. These recommendations are reported in related chapters of this report. Policy provisions were reviewed and evaluated by MGT consultants to determine the most recent updating actions taken by the Board of Education.

Exhibit 5-8 shows the following:

- that the policy manual contains a total of 182 policies within the nine articles;
- that 41 percent (75) of the policies have not been revised in 10 or more years;
- of the 75 policies that have not been revised in 10 or more years, 24 policies or 32 percent have not been revised since the 1970s; and
- eighteen (18) policies or 24 percent of the 75 policies have not been revised since the 1960s.

**EXHIBIT 5-8  
REVISION STATUS OF BOARD OF EDUCATION POLICIES  
OCTOBER 2000**

SERIES	ARTICLES	NUMBER OF POLICIES IN SERIES	NUMBER OF POLICIES UPDATED IN:		
			1960s	1970s	1980s
1000	Community Relations	15	1	4	5
2000	Administration	3	0	1	0
3000	Business & Non-Instructional Operations	12	0	2	3
4000	Personnel	66	7	2	12
5000	Students	33	3	5	3
6000	Instruction	41	4	6	8
7000	New Construction	4	0	2	1
8000	Internal Board Operations	5	2	2	0
9000	By-Laws of the Board	3	1	0	1
<b>Total</b>		182	18	24	33

Source: Metropolitan Nashville Public Schools, Board of Education Policy Manual, 2000.

**RECOMMENDATION**

**Recommendation 5-8:**

**Update the Board of Education Policy Manual.**

The implementation of this recommendation should result in the adoption of an up-to-date policy manual. This updating process should include provisions for ensuring that:

- all policy provisions required by controlling statutes and regulations are addressed;
- a systematic review of all existing provisions be completed particularly those that have not been reviewed within the last five years;

- key administrative personnel are involved in reviewing those policies affecting their areas of responsibility;
- writing style is consistent, brief, concise, clear, and complete;
- the format is standardized throughout the document;
- appropriate legal citations and history are incorporated;
- provisions provide or suggest purpose and rationale for the subject where appropriate;
- policy covers situations which are likely to occur repeatedly;
- adequate provisions for periodic review and amendment are included;
- policy is consistent with and does not unnecessarily duplicate statutory language or other controlling regulations; and
- the revision process addresses recommendations presented in this report.

Applying these guidelines and standards should assist in ensuring that the completed policy manual will adequately address the needs of the school system, its students, and personnel.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

- |   |                             |
|---|-----------------------------|
| 1. The Board of Education Policy should instruct the Ad Hoc Policy Committee to oversee the updating of the policy manual.  | July 2001                   |
| 2. The Ad Hoc Policy Committee should request the Director of Schools to appoint the Director of Strategic Planning to provide the administrative coordination needed for the revision process. | August 2001                 |
| 3. The Director of Schools should assign administrative coordination responsibilities to the Director of Strategic Planning.  | August 2001                 |
| 4. The Director of Strategic Planning should develop a proposed revision plan and related timeline for accomplishing the task.  | September 2001              |
| 5. The Ad Hoc Policy Committee should approve and cause the plan to be implemented.   | October 2001                |
| 6. The Ad Hoc Policy Committee and the Director of Strategic Planning should revise the policy manual and   | October 2001 –<br>June 2002 |

prepare for submission to the Board of Education for review and approval.

7. The Board of Education should receive the proposed revised policy manual and schedule appropriate work sessions for reviewing the document. July 2002

8. The Board of Education should conduct work sessions, and review, revise, and establish a meeting date for final approval. September –  
November 2002

**FISCAL IMPACT**

The fiscal impact is based upon an assumption that the entire policy manual could be revised and 152 copies composed of approximately 400 pages (the present document is composed of approximately 350 pages) at 10 cents per page for a one-time total expenditure of \$6,080. No provision is included for word processing labor or distribution costs since these services are already available and budgeted for within the school system. The costs associated with creating the 128 school-level copies could be avoided by requiring school staff to access the policy manual through the school system’s Website. If this were required, then expenditures could be reduced by \$5,120 (128 schools times 400 pages times 10 cents per page) or the net cost would be \$960 (\$6,080 minus \$5,120).

<b>Recommendation</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>
Update Policy Manual	(\$6,080)	\$0	\$0	\$0	\$0

**FINDING**

As noted in prior findings, in June 1997 TSBA completed the development of a draft policy document for the school system. The original contract with TSBA provided for the assistance with the initial revision process at a cost of \$25,000, and then to continue providing updates as Tennessee laws and regulations, federal law, and other controlling measures changed or were developed. This updating service represented an expense of \$9,500 dollars per year.

However, the Ad Hoc Policy Committee did not fully complete all revision work and the policy service was of limited value. In October 1998, the Board of Education voted to not renew the TSBA policy maintenance contract. While plans are underway to reactivate the Ad Hoc Policy Committee (membership was appointed at the October 10, 2000 Board of Education meeting), no systematic internal procedures exist for identifying and updating Board of Education policy.

**RECOMMENDATION**

**Recommendation 5-9:**

**Assign coordination of policy development to the proposed Planning and Budgeting Department.**



Upon completion of the overall updating of the policy manual its ongoing oversight should be assigned to the proposed Planning and Budgeting Department (see Section 5.5). The implementation of this recommendation should place continued coordination of policy development and maintenance within the overall planning function of the school system. Personnel responsible for planning and coordination should be best able to monitor changes that may occur throughout the school system requiring periodic policy adjustment or creation. Upon assignment of this responsibility, the Director of Planning and Budgeting should develop and submit related procedures to the Director of Schools for review and transmission to the Ad Hoc Policy Committee for approval.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

- |  |                            |
|--|----------------------------|
| 1. The Board of Education, upon approval of the proposed MNPS organization plan and completion of policy updating process, should instruct the Director of Schools to assign policy coordination and administration to the proposed Planning and Budgeting Department. | December 2002              |
| 2. The Director of the newly established Planning and Budgeting Department, in collaboration with the Ad Hoc Policy Committee, should develop procedures for coordination of policy development for review by the Director of Schools.                                 | January –<br>February 2002 |
| 3. The Director of Schools should review and submit the procedures to the Board of Education for approval.   | March 2002                 |
| 4. The Board of Education should receive, review, modify, and approve the procedures for implementation.   | April 2002                 |
| 5. The Director of Planning and Budgeting should implement the approved procedures.  | May 2002                   |

**FISCAL IMPACT**

This recommendation could be accomplished with existing resources.

**FINDING**

The policy manual contains provisions requiring the Director of Schools and divisions, departments, and the schools to develop procedures. Policy #2400, *Operating Policies*, was approved by the Board of Education at their meeting of October 27, 1998 and contains the following statement from the Tennessee Code (49-2-207):

*Tennessee Code requires that the local board of education shall compile and publish an official operating policy pamphlet and provides a definition of such a document.*

The policy contains two requirements:

- the development of a *Administrative Policy Pamphlet* by “the Director of Schools which shall contain, but not be limited to, such administrative procedures as have been established. A complete copy of the annually updated *Administrative Policy Pamphlet* must be kept on file and available for inspection...”; and
- each building principal, department head, or supervisor authorized to make rules, and/or establish procedures, shall maintain and annually update a *Local Policy Pamphlet* and provide a copy to all affected employees.

MGT consultants were able to locate various individual procedural documents; however, the Director of Schools office reported that an *Administrative Policy Pamphlet* has not been developed.

## **RECOMMENDATION**

### **Recommendation 5-10:**

**Prepare an *Administrative Policy Procedures* document in accordance with the provisions of Board of Education Policy 2400, Operating Policies.**

Implementation of this recommendation should occur following the revision of the policy manual. Creating this document should provide the school system with a compilation of all important operating procedures and should serve as a valuable tool for the orientation of new Board of Education members as well as new personnel. Some school districts have included in their policy manual a provision that lists important documents. Such a provision may be phrased as follows:

#### **BOARD OF EDUCATION AND SCHOOL SYSTEM PLANS AND PROCEDURES**

*The Board of Education has plans, manuals, handbooks and codes which outline procedures to be followed relative to stated topics. The plans, manuals, handbooks and codes listed below may be adopted by reference as part of these policies when required by other Board of Education provisions, Tennessee laws, or other controlling requirements. These include, but are not limited to:*

Within this portion of the policy manual should be listed the titles of operations documents. Upon election or appointment to the Board of Education, this listing should become an important resource for a member developing an understanding of the extent of activity and responsibilities involved in managing a complex organization. Additionally, this listing can be a valuable resource in the orientation of new employees.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

- |   |                                  |
|---|----------------------------------|
| 1. The Director of Schools should instruct the Director of Strategic Planning to compile a list of existing operating documents.  | April 2001                       |
| 2. The Director of Strategic Planning should begin compiling a list of existing operating documents, noting any additionally required procedural documents resulting from the policy examination and revision process.                    | May 2001 –<br>October 2002       |
| 3. The Director of Strategic Planning, upon completion of the policy revision process, should complete the compilation of a list of existing operating documents and present to the Director of Schools a list of needed documents.       | November 2002                    |
| 4. The Director of Schools should instruct the appropriate division and department administrators to provide the needed operating documents to the Director of Strategic Planning.  | November 2002                    |
| 5. The division and department administrator should develop and submit the necessary operating documents to the Director of Strategic Planning.   | December 2002 –<br>February 2003 |
| 6. The Director of Strategic Planning should prepare the <i>Administrative Policy Procedures</i> document, in accordance with Board of Education policy requirements and submit to the Director of Schools for review and final approval. | February –<br>March 2003         |
| 7. The Director of Schools should receive, review, revise and approve the procedures.   | April 2003                       |

**FISCAL IMPACT**

The fiscal impact of this recommendation cannot be determined until the policy manual updating process is completed. The policy manual review and updating is recommended to be completed by November 2002 (see Recommendation 5-8, Implementation Strategies and Timeline) and will involve policies that address operating procedures.

**5.4 Legal Services**

Legal services have become one of the major expense items for contemporary school systems. The normal activity of school systems requires counsel in contract preparation and approval; in due process procedures to ensure that they are properly followed in student placement, disciplinary proceedings, and personnel transactions; advise during regular and special meetings of the Board of Education; and provisions of legal counsel to the administration on a routine basis. Frequently large school systems are employing

either attorney or paralegal personnel on an “in-house” basis to reduce expenditures and provide more timely advise or are paying substantial retainer fees to large firms capable of meeting diverse legal needs.

**FINDING**

Legal services in Metropolitan Nashville Public Schools are obtained through the Metropolitan Government’s Legal Services Department. The Metropolitan Legal Services Department assists in reviewing and processing contracts on behalf of the school system, provides counsel for attendance at all Board meetings, serves as a member of the Ad Hoc Board Policy Committee, provides consultations as requested by system administrators including participation in Board member orientation, and assists in other activities requiring legal counsel.

The Legal Department provides this service at a minimal expense to the school system (\$103,000 budgeted for the 2000-01 school year) through its 23 attorneys and seven paralegal staff department. This means of organizing legal services for Metropolitan Nashville Public Schools is not only cost effective (since a major portion of expenses are borne directly by Metropolitan Government rather than charged to the school system’s budget), but permits the employment of attorneys representing a variety of specializations. In effect, the school system and Metropolitan Government have the availability of services comparable to a medium to large size law firm.

**COMMENDATION**

**The Metropolitan Government of Nashville-Davidson County and Metropolitan Board of Education are commended for supporting a cost-efficient system for providing legal services to the school system.**

**FINDING**

The Legal Services Department actively participates in the orientation of new Board of Education members. The Department developed and distributed to Board of Education members a booklet entitled *Department of Law Presentation (October 6, 2000)*. This document provided information related to the following topics:

- Metropolitan Department of Law personnel and contact numbers;
- powers and duties of the Board of Education;
- open meeting requirements;
- budget and financial matters;
- Public Records Act and Family Educational Rights and Privacy Act (FERPA);
- functions and services of the Metropolitan Department of Law;
- purchasing policy;

- personnel matters including definitions, dismissal procedures, and dismissal hearings;
- summary of Small Schools Funding litigation; and
- American with Disabilities lawsuit and the Interim Agreement between the United States Department of Justice and the Metropolitan Government of Nashville-Davidson County enjoined by the Board of Education.

## **COMMENDATION**

**The Metropolitan Department of Law is commended for developing and presenting a comprehensive orientation report to new members of the Metropolitan Board of Education.**

## **FINDING**

MGT consultants reviewed data related to over 295 contracts that were processed through the Metropolitan Nashville Public Schools' Purchasing Department between 1997 and October 2000. Each of these contracts, in order to receive full approval as required by regulations, must be handled twice by Metropolitan Department of Law. The initial review provides approval as to the contract form and provisions, while the final processing ensures that all required actions have been taken and that appropriate signatures have been affixed. Department of Law representatives stated that there have been some difficulties with determining the final disposition of contracts that have been initially reviewed, returned to the school system's Purchasing Department, and never finally accounted for by the Department of Law.

An interview with Department of Law representatives and a later inquiry by e-mail provided MGT consultants with a list of 24 contracts received by the Department of Law and, subsequently, returned to the school system's Purchasing Department during the October 1999 through January 2000 period. Exhibit 5-9 shows a list of the contracts in question, listed in an April 20, 2000 memorandum from the Department of Law and the current status of these contracts as reported by the Purchasing Department.

Department of Law representatives maintain that they are responsible for ensuring that proper procedures are followed and they cannot fulfill this duty without information as to the final disposition of contracts that they have initially reviewed. MGT consultants placed a request with the Purchasing Department to provide information related to the disposition of these 24 contracts. A November 3, 2000 memorandum to MGT consultants and copied to the Department of Law representative provided the requested explanations which are shown as the status following each questioned contract in Exhibit 5-9.

### **Recommendation 5-11:**

**Establish a procedure for ensuring that the Metropolitan Department of Law has ready access to each contract's status.**

**EXHIBIT 5-9  
CONTRACTS IN QUESTION  
OCTOBER 1999 THROUGH JANUARY 2000**

**Returned October 19, 1999**

- Richard Schultz-2-5013461-00; Status - Never Executed.

**Returned November 15, 1999**

- NCAC-2-5007853-00; Status - Never Executed.

**Returned November 30, 1999**

- Antioch UMC Child Care- 2-5007708-00; Status - Never Executed.
- Baptist Hospital Child Care-2-5000022-01; Status - Extension filed with Metro Clerk 7/6/00.
- Belle Meade UMC Children-2-5004511-00; Status - Never Executed.
- Belmont Weekday School and Parent' Day-2-5004255-01; Status: Extension filed with Metro Clerk 6/12/00.
- Blakemore UMC Child Care-2-5010579-0; Status - Never Executed.
- Children's World Learning-2-5002985-01; Status - Extension letter sent 9/21/00.
- First Baptist Church Child Development-2-5010889-00; Status - Extension filed with Metro Clerk 6/12/00.
- Holly Street Child Care-2-5006376-01; Status: Extension filed with Metro Clerk 6/8/00.
- Judson Baptist Weekday Ministries-2-5009808-00; Status – Extension sent to Metro Clerk for signatures 5/18/00.
- McNeily Center for Children-2-5006613-01; Status – Contract filed with Metro Clerk 8/28/00.
- Martha O'Bryan Child Development Center-2-5007337-00; Status - Extension sent to Metro Clerk 8/1/00.
- St. Mary's Villa Child Development Center-2-0579243-00'; Status - Extension sent to Metro Clerk 6/30/00.
- St. Thomas Family Center-2-5011395-00; Status - Sent to initiating department 12/1/99.
- South End United Methodist-2-5013515-00; Status – Extension letter sent to vendor 6/28/00.
- Vanderbilt University Child Care Center-2-5006620-00; Status – Re-sent to Legal 12/1/00 for another legality check as VUCC made additional changes to the contract.

**Returned December 20, 1999**

- Steck Vaughn Co.-2-5011200-00; Status - Never Executed.

**Returned December 21, 1999**

- MTA-2-5007959-00; Status – Re-typed and sent to vendor for signatures 12/29/99.

**Returned January 7, 2000**

- Central Pike Christian Center-2-5004490-00; Status - Extension sent Metro Clerk for signatures 11/3/00.
- Little Bit of Heaven-2-5012689-01; Status - Extension filed with Metro Clerk 8/1/00.
- Minds in Motion-2-5013688-00; Status - Extension letter sent to vendor 5/9/00.
- Beacon Technologies-2-5010741-00; Status - Contract filed with Metro Clerk 6/30/00.
- Infuturo Technologies-2-5010210-00; Status - Contract sent to vendor for signatures 4/4/00.

Source: Metropolitan Nashville Government, Department of Law, 2000.

The implementation of this recommendation should contribute to minimizing confusion as to the status of contracts that have been initially processed by the Department of Law, but have not received final authorization. The Purchasing Department has developed a comprehensive tracking document that provides details of each contract's development. This document includes the following information and activity points:

- requesting school or department;
- requested vendor;
- contract number;
- date Purchasing Department transmits documents to Department of Law;
- date documents returned from Department of Law to Purchasing Department;
- date documents returned to customer;
- date documents returned from customer to Purchasing Department;
- date Purchasing Department transmits documents to Board of Education;
- date documents returned to customer;
- date vendor signs documents;
- date vendor returns documents to Purchasing Department;
- date sent to Metropolitan Finance Department; and
- date signed by Metropolitan Clerk.

By modifying this flow chart to include a notation reflecting when the Department of Law provides the final sign-off, all needed information should be reflected. By making this document available either through e-mail or a Web site should ensure that all parties have an accurate and up-to-date report on contract status. This should be a valuable tool not only for the Department of Law but customers and vendors as well. Agencies in various states are using a similar procedure (Web site) for providing vendors and customers timely information on contracts while increasing the efficiency of agency personnel by reducing the number of interruptions during the work day.

#### **IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Director of Schools should instruct the Assistant Superintendent for Business and Facilities Services to develop procedures to ensure that up-to-date information on each contract's status is available.

April 2001

- |   |                 |
|---|-----------------|
| 2. The Assistant Superintendent for Business and Facilities Services should instruct the Purchasing Agent to develop procedures to ensure that up-to-date information on each contract's status is available. | April 2001      |
| 3. The Purchasing Agent should develop appropriate procedures and submit them to the Assistant Superintendent for Business and Facilities Services for review, revision, and approval.                        | May – June 2001 |
| 4. The Assistant Superintendent for Business and Facilities Services should review, revise, and approve the procedures and instruct the Purchasing Agent to proceed with implementation.                      | July 2001       |
| 5. The Purchasing Agent should proceed with implementation.   | August 2001     |
| 6. The Assistant Superintendent for Business and Facilities Services and the Purchasing Agent should evaluate the effectiveness of the new procedures one year following implementation.                      | August 2002     |

**FISCAL IMPACT**

This recommendation could be implemented with existing resources. The basic format for creating the report has been developed and is in use by the Purchasing Agent. The school system has an e-mail system and a Web site, both could be used for providing the status of contracts at no additional cost. However, use of the Web site could reduce interruptions to Purchasing Department personnel in responding to contract status inquiries.

**FINDING**

MGT consultants interviewed school system representatives who expressed concern that a high turnover rate among Department of Law attorneys occasionally complicates or prolongs the resolution of issues under consideration. School system administrative personnel, including principals in focus group sessions, report that obtaining counsel on specific issues as they arise is often a difficult and timely process. The Purchasing Department reports that many contract related and other matters could be resolved quickly and informally by an attorney specifically assigned that task. The Department of Law provided MGT consultants data related to contract concerns (see Exhibit 5-9) and a detailed report of attorneys' employment dates and assignments. Exhibit 5-10 shows that:

- fourteen (14) attorneys have been assigned to assist the Metropolitan Nashville Public Schools since 1977;
- of the 14 attorneys assigned since 1977, 11 are currently rendering services;



**EXHIBIT 5-10  
DEPARTMENT OF LAW ATTORNEYS AND WORK ASSIGNMENTS FOR THE  
BOARD OF EDUCATION**

ATTORNEY	DATES OF EMPLOYMENT	WORK ASSIGNMENT(S)
Shell, Judy	1995 -1998	Board of Education Meetings; Ad Hoc Policy Committee
St. John, Amber	1998 - present	Board of Education Meetings and Policy (1998-99); Special Education and back-up for Policy; Small Schools litigation
Safley, Michael	1984 -1992 and 1999 - present	Board of Education Meetings (1984-1992 & 1999-early 2000); Supervision of client advice including personnel
Richardson, Deborah	April-July 2000	Board of Education Meetings; Policy
Bozeman, Jennifer	September 2000 - present	Board of Education Meetings; Ad Hoc Policy Committee
Charles, Jim	1981 - present	Board of Education litigation and supervision of litigation (1990-2000)
Young, Frank	1994 - present	Tenured teacher dismissals; Civil rights litigation; Contract litigation
Johnson, Mary	1996 - present	Special Education; Student discipline
Givens, Thelma	1994 -1996	Special Education
Scott, Cristi	1994 - present	Special Education; Board of Education contracts
Cross, Tom	1995 - present	Construction contracts; Construction related issues of all types
Abrams, Shayna	1995 - present	First Amendment; Other constitutional issues
Kennedy, John	1977 - present	Special Education; Contract negotiations and software contracts
Cain, Sue	1994 - present	Manages all attorneys assigned to the Board of Education; liaison to the Director of Schools

Source: Department of Law Memorandum, 2000.

- of the 11 attorneys currently rendering services, only three have been employed with the Department of Law fewer than five years;
- of the three attorneys employed for fewer than five years, one was recently hired while the other two have two and four years of employment;
- five different attorneys have had Board of Education meeting assignment responsibilities while four have been assigned to policy activity;
- one attorney is assigned client advice supervision;
- three attorneys are assigned contract responsibilities according to their areas of expertise;
- personnel related matters are assigned to two attorneys;
- one attorney is assigned student disciplinary activity;
- special education related issues are handled by up to five different attorneys; and
- Board of Education litigation has been handled by the same attorney since 1990.

In general, MGT consultants find that there has been relatively good attorney stability (low turnover rates) with only three attorneys of the original 14 shown in Exhibit 5-10 having left the Department of Law. However, a review of attorneys assigned responsibility for Board of Education meetings and policy matters shows that there has been little consistency in counsel available for these activities. The Director of Law reports that an attorney possessing education background has recently been employed for the specific purpose of handling Board of Education meetings and assignment to the Ad Hoc Policy Committee.

The Director of Schools and the Director of the Department of Law have discussed all reported matters on several occasions. At one time, a paralegal position was assigned to the school system and, later, arrangements were made for the daily courier of contracts and other documents to the Department of Law in order to expedite handling. The Director of Schools reports to MGT consultants that service levels have improved.

## **RECOMMENDATION**

### **Recommendation 5-12:**

**Schedule semiannual meetings between the Director of Schools and the Director of the Department of Law to review operating procedures and to identify and resolve issues and conflicts.**

A schedule of meetings should be established for the purpose of reviewing operating procedures, examining working relations, and developing plans to address identified issues. This communication should ensure that both the Director of Schools and the Director of the Department of Law are kept abreast of solution options. Provisions should be made to effectively communicate the results of their activity to subordinates to avoid the type of misunderstanding and confusion represented by the findings reported for this recommendation and for Recommendation 5-11.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

- |  |            |
|--|------------|
| 1. The Director of Schools should prepare a memorandum to the Director of the Department of Law proposing a schedule for semi-annual meetings designed to accomplish the recommend purpose.  | April 2001 |
| 2. The Director of Schools, following an affirmative response from the Director of the Department of Law, should place the meeting schedule on the calendar and notify the executive staff of the schedule and purpose.                    | June 2001  |
| 3. The Director of Schools should instruct the executive staff to provide needed information including specific documentation for any requests to be discussed with the Director of the Department of Law one month prior to each meeting. | Ongoing    |
| 4. The Director of Schools, following each meeting, should provide the executive staff with feedback and instruct them to ensure that department and school personnel are kept abreast of decisions that impact them.                      | Ongoing    |

**FISCAL IMPACT**

This recommendation could be implemented without the commitment of additional resources.

**5.5 System Organization and Management**

Administrative functions are carried out by management that is organized into line and staff relationships that define official authority lines and communication channels. School systems are typically pyramidal organizations with clear lines of authority leading from the Board of Education and its executive officer (Superintendent or Director of Schools) down through the divisions, departments, and schools. The organization chart of the school system is developed to graphically depict this scheme. Large school systems may have multiple layers within the organization (e.g., superintendent to deputy to assistant superintendents to directors to supervisors and coordinators to managers and specialists, and on to school levels; perhaps as many as five to eight authority layers). The addition of these layers creates special challenges related to ensuring effective and efficient communication of information and decisions through the system

and to its publics. The reduction in layers requires the system to address issues related to span of control.

As is reported in this section, Metropolitan Nashville Public Schools is a relatively flat or horizontally developed organization with (as shown in Exhibit 5-11) only four primary layers of authority --- Director of Schools, assistant superintendents, directors, and principals.

## **FINDING**

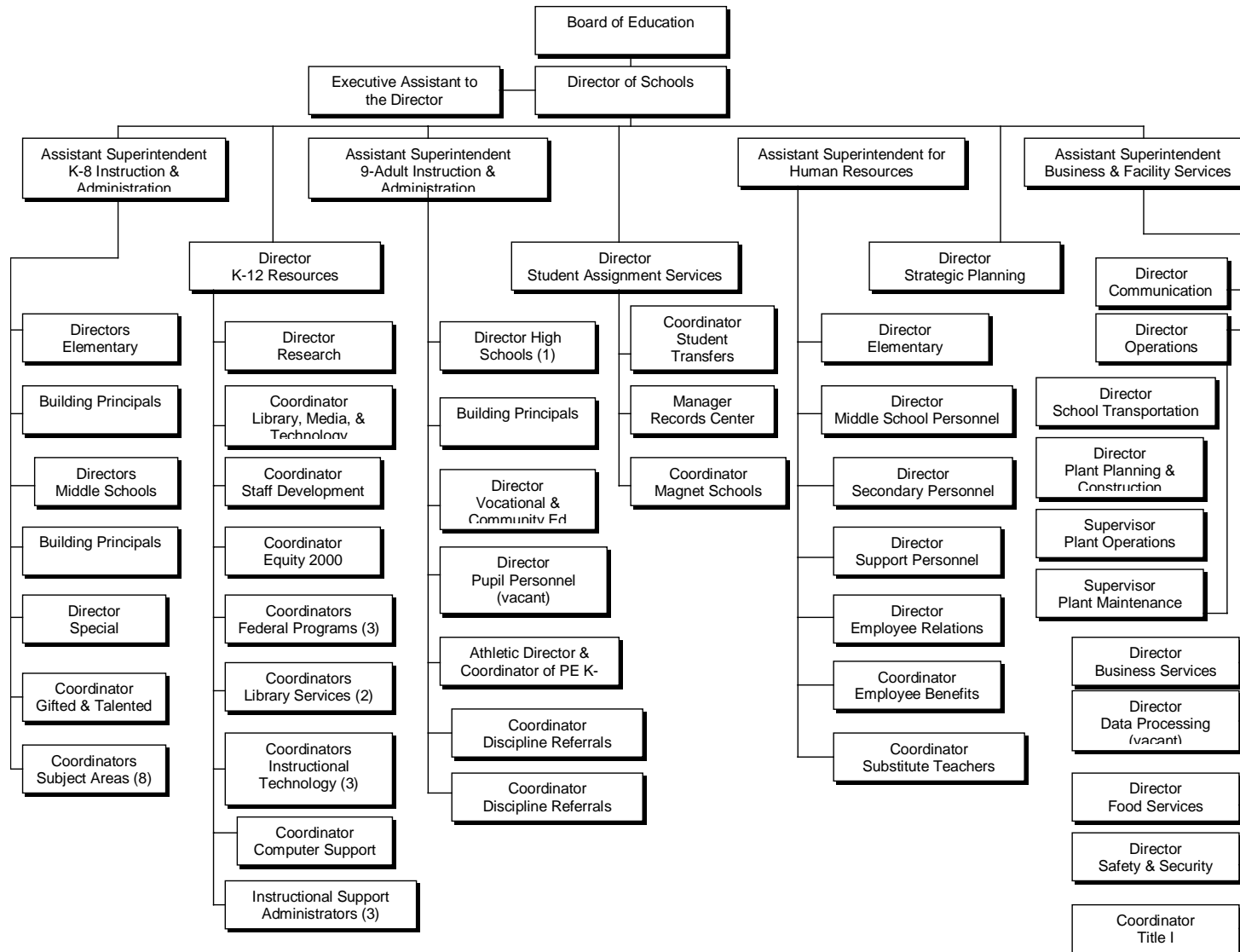
The executive level of school system administration is composed of four assistant superintendent and three director positions.

Exhibit 5-11 shows the present organizational structure of the school system and includes:

- one Assistant Superintendent for K-8 Instruction and Administration with 15 direct report (administrative positions reporting directly to the Assistant Superintendent) administrative positions;
- one Assistant Superintendent 9-Adult Instruction and Administration with six direct report administrative positions, including one vacant department director position (Director of Pupil Personnel) having the effect of adding four coordinators and the alternative centers and homebound as direct reports;
- one Assistant Superintendent for Human Resources with seven direct report administrative positions;
- one Assistant Superintendent for Business and Facilities Services with seven direct report administrative positions, including one department director position (Director of Data Processing) vacant resulting in two reporting coordinator positions, and responsible to act in the absence of the Director of Schools;
- a Director of K-12 Resources with 16 direct report administrative positions;
- a Director of Student Assignment Services with three direct report administrative positions; and
- a Director of Strategic Planning without assigned staff.

There is evidence of some executive positions assigned responsibility for functions unrelated to either their area(s) of expertise or the defined scope of their division or department. For example, the Assistant Superintendent for K-8 Instruction and Administration is responsible for the subject area coordinators delivering services to the Grade 9-Adult programs. Additionally, there is strong evidence of inequities in workload distribution among the executive staff. For example, one assistant superintendent or department director may be responsible for from none to three direct reports or functions, while another may have from seven to 16 or more direct report support staff.

**EXHIBIT 5-11  
METROPOLITAN NASHVILLE PUBLIC SCHOOLS  
ORGANIZATION STRUCTURE  
2000-01 SCHOOL YEAR**



Source: Metropolitan Nashville Public Schools, Director of Schools, 2000.

Additionally, surveys of personnel, interviews with administration and staff, and a review of existing administrative and instructional technology (see Chapter 13.0 for a detailed discussion and recommendations) indicate that overall leadership and management in planning and development for management information services and support technology are lacking.

Interviews with the Director of Schools found that the present organization structure represents the last of a series of patterns leading to a final reorganization envisioned by the Director of Schools. The final step, he indicated, is to be taken as the last of the school grade-level alignments (tier organizations) occur.

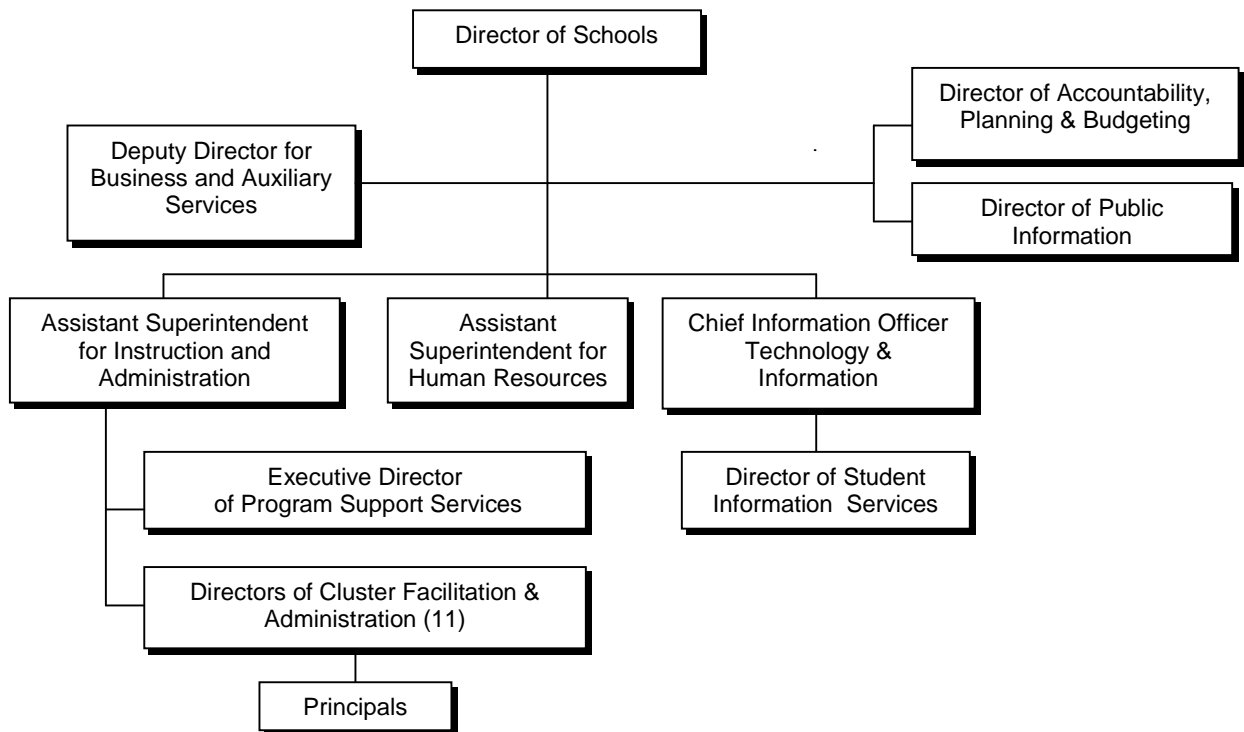
**RECOMMENDATION**

**Recommendation 5-13:**

**Reorganize the executive level of Metropolitan Nashville Public Schools to include a Deputy Director for Business and Auxiliary Services, Assistant Superintendent for Instruction and Administration, Assistant Superintendent for Human Resources, and Chief Information Officer for Technology and Information.**

The implementation of this recommendation should reorganize Metropolitan Nashville Public Schools as shown in Exhibit 5-12.

**EXHIBIT 5-12  
METROPOLITAN NASHVILLE PUBLIC SCHOOLS  
PROPOSED ORGANIZATION**



Source: Created by MGT of America, 2000.

The proposed changes in the organizational structure would result in:

- converting the Assistant Superintendent for Business and Facilities Services to the Deputy Director and Executive for Business and Auxiliary Services, reporting to the Director of Schools, and assuming most current functions (other than those changes specified below);
- consolidate the Assistant Superintendent for 9-Adult Curriculum and Administration and Assistant Superintendent for K-8 Curriculum and Administration into the Instruction and Administration Division headed by an Assistant Superintendent reporting to the Director of Schools;
- deleting one assistant superintendent position and creating a Chief Information Officer responsible for a new Technology and Information Division reporting to the Director of Schools;
- assigning the existing Director of Student Assignment Services to the newly created Technology and Information Division as the Director of Student Information Services and reporting to the Chief Information Officer;
- assigning the existing Director of K-12 Resources to the Instruction and Administration Division as the Executive Director of Program Support and reporting to the Assistant Superintendent;
- converting the Director of Strategic Planning to Director of Accountability, Planning, and Budgeting reporting to the Director of Schools;
- reassigning the Department of Communications from the Business and Facility Services Division to the Director of Schools office as a Public Information Department headed by a Director;
- maintaining the existing Division of Human Resources headed by the Assistant Superintendent reporting to the Director of Schools;
- consolidating all Directors of Schools under the Instruction and Administration Division as Directors of Cluster Facilitation and Administration and responsible to the Assistant Superintendent;
- assigning principals of schools to report to their respective Director of Cluster Facilitation and Administration; and
- maintaining the existing Executive Assistant position reporting to the Director of Schools.

The proposed plan should result in several important organizational outcomes, including:

- providing an identifiable position responsible for acting in the absence of the Director of Schools --- the Deputy Director and Executive for Business and Auxiliary Services;
- improving equalization of the assignment of personnel, responsibilities, and workloads among the executive staff of the school system;
- providing for an executive level position responsible for development and management of technology and management information services;
- providing support to the newly established Technology and Information Division by placing a Student Information Services Department within the Division;
- bringing all directors responsible for schools' facilitation and supervision under a single division, Instruction and Administration, to streamline communication lines to schools from the assistant superintendent level and consolidating the facilitation processes under one position assigned to each cluster;
- ensuring an organizational system for coordinating the assignment and delivery of program support services to schools by bringing the Program Support Department under the Instruction and Administration Division that is responsible for schools; and
- continuing the decentralized, flat organization pattern characteristic of the present organization as shown in Exhibit 5-11.

The implementation of the proposed organization structure should result in creating clear lines for control and communications within Metropolitan Nashville Public Schools.

**IMPLEMENTATION STRATEGIES AND TIMELINE\***

- |  |                    |
|--|--------------------|
| 1. The Board of Education should instruct the Director of Schools to coordinate with the Board and administrative staff to establish a series of work sessions to review the proposed organization plan. | April 2001         |
| 2. The Board of Education should hold work sessions on the proposed organization plan and related recommendations.   | May –<br>July 2001 |
| 3. The Board of Education should instruct the Director of Schools to prepare the necessary budget amendments for review and approval by the Board and forward to Metropolitan Council.                   | August 2001        |

\*Note: Throughout Chapters 5-16 implementation strategies are assigned to current staff and not those staff recommended through new positions.



- |  |                             |
|--|-----------------------------|
| 4. The Director of Schools should cause the budget amendments to be created and submit them to the Board of Education.   | August 2001                 |
| 5. The Board of Education should review and approve the budget amendment and should instruct the Director of Schools to begin implementation of the new organization plan. | September -<br>October 2001 |
| 6. The Board of Education and the Director of Schools should evaluate the effectiveness of the new plan as implemented and makes appropriate adjustments.                  | July 2002                   |

**FISCAL IMPACT**

The implementation of this recommendation could increase expenditures for executive-level positions by \$8,558 for a 12-month period or, with implementation scheduled for October 2001, a first year increase of \$6,418. This increase is calculated by taking the present Assistant Superintendent for Business and Facilities Services salary of \$94,361 plus the 24 percent fringe benefit cost (\$22,647) for a total of \$117,008 and subtracting it from a proposed deputy classification salary of Paygrade 272, 12 months with seven years plus experience adjusted by the fringe benefit cost (\$101,182 x 1.24 = \$125,466). Thus, \$125,466 minus \$117,008 equals \$8,458 increase for 12 months. Implementation is scheduled for October 2001 or for nine months of the fiscal year, therefore a first year increase equal to \$8,558 divided by 12 months (\$705) and multiplied by the remaining nine months for a total of \$6,344.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Upgrade the Position of Assistant Superintendent for Business and Facilities Services to Deputy Director	(\$6,344)	(\$8,458)	(\$8,458)	(\$8,458)	(\$8,458)

**FINDING**

The Director of Communications reports directly to the Assistant Superintendent for Business and Facilities Services. The Communication Department is staffed with one publication specialist, one receptionist, one secretary, a print shop forman, five printers, and .5 teacher on special assignment positions and administered by the Director of Communications. The Communication Department is responsible for print operations for the school system and the Director of Communications is the spokesperson for the school system in all matters with the media and the public.

While the Director of Communications reports to the Assistant Superintendent for Business and Facilities Services, most frequently the Communication Department and its Director are called upon to render services directly to the Director of Schools. The communications function, while assigned to the Business and Facilities Services Division, actually provides services representing all divisions and the entire school system. The assignment of this department to the Business and Facilities Services

Division contributes to the excess workload of the Assistant Superintendent for Business and Facilities Services that was noted in earlier findings.

**RECOMMENDATION**

**Recommendation 5-14:**

**Assign the Communications Department as a Public Information Department administered by a Director reporting to the Director of Schools.**

Exhibit 5-12 shows this proposed organization alignment. The implementation of this recommendation should result in assigning a Public Information Department to the Office of the Director of Schools to provide a direct communications linkage between the Board of Education/Administration and external audiences. Furthermore, by transferring the existing Communications Department out of the Business and Facilities Services Division should serve to reduce the present Assistant Superintendent's workload and create a more equalized situation.

The organization of the recommended Public Information Department is presented in Chapter 12, Community Involvement.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

- |   |                 |
|---|-----------------|
| 1. The Board of Education should instruct the Director of Schools to coordinate with the Board of Education and administrative staff to establish a series of work sessions to review the proposed organization plan. | April 2001      |
| 2. The Board of Education should hold work sessions on the proposed organization plan and the related Public Information Department recommendation.   | May - July 2001 |
| 3. The Board of Education should instruct the Director of Schools to prepare the final recommendation for reassignment of the Communications Department as the newly titled Public Information Department.            | August 2001     |
| 4. The Board of Education should approve the recommended action.  | September 2001  |
| 5. The Director of Schools should implement the approved reorganization.  | October 2001    |
| 6. The Board of Education and the Director of Schools should evaluate the effectiveness of the new plan as implemented and makes appropriate adjustments.   | July 2002       |

**FISCAL IMPACT**

The implementation of this recommendation could be accomplished at no additional expense other than minor one-time costs associated with producing business cards, appropriate letterheads, a revised job description for the director position, and other

related paperwork. All of these can be funded through existing Communications Department budgeted funds.

## **FINDING**

The Director of Strategic Planning reports to the Director of Schools and, in a 1995 job description, is titled Director of Strategic Support. The Director of Strategic Planning has no administrative, support, or secretarial/clerical positions as direct reports assigned to the department. The Director of Strategic Planning is responsible for the following:

- serves as the legislative liaison January through June, four days per week;
- assists in organizing the Board of Education orientation and is available to the new Board members in the absence of the Director of Schools;
- collaborates with the Research and Evaluation Department to assist schools in developing surveys;
- collaborates with other directors as needed;
- works with the Nashville Chamber of Commerce Report Card Committee;
- reviews drafts of planning documents;
- disseminates information about the school system as assigned by the Director of Schools; and
- assists with staff development sessions for principals, teachers, other staff, and external audiences.

Planning functions, as noted in Section 5.6, are found in various departments of the school system and there is no evidence of institutionalized coordination of the overall planning process nor a direct interface with the budgeting and accountability processes (Chapter 8 contains recommendations related to the budget process and Chapter 6 addresses accountability issues). The exception to this is the implementation of the components contained in the school system's Student Assignment Plan (School Improvement Plan) which must be funded and carried out to ensure continued unitary school system status.

## **RECOMMENDATION**

### **Recommendation 5-15:**

**Convert the Strategic Planning Department to the Accountability, Planning, and Budgeting Department administered by a Director of Planning and Budgeting.**

The implementation of this recommendation should result in the establishment of a Planning and Budgeting Department to provide an institutionalized mechanism for interfacing the planning and budgeting processes. The assignment of this department directly to the Director of Schools office should ensure that, organizationally, it is

positioned to coordinate all school planning activities. This positioning is critical to creating a system for linking all school-level planning accountability through cluster plans to an overall planning and accountability document for Metropolitan Nashville Public Schools. Incorporating budget development provides one point within the school system to review and evaluate budget and planning initiatives and their functional relationships. The implementation of this recommendation should result in administering the department by a director-level position.

The organization of the Planning and Budgeting Department's budgeting function is discussed in Chapter 8, Financial Management, while planning and accountability are further discussed within Section 5.6 of this chapter and Chapter 6.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

- |   |                 |
|---|-----------------|
| 1. The Board of Education should instruct the Director of Schools to coordinate with the Board and administrative staff to establish a series of work sessions to review the proposed organization plan.                          | April 2001      |
| 2. The Board of Education should hold work sessions on the proposed organization plan and the related Accountability, Planning, and Budgeting Department recommendation.  | May - July 2001 |
| 3. The Board of Education should instruct the Director of Schools to prepare the final recommendation for reassignment of the Strategic Planning Department as a newly titled Accountability, Planning, and Budgeting Department. | August 2001     |
| 4. The Board of Education should approve the recommended action.  | September 2001  |
| 5. The Director of Schools should implement the approved reorganization.  | October 2001    |
| 6. The Board of Education and the Director of Schools should evaluate the effectiveness of the new plan as implemented and make appropriate adjustments.  | July 2002       |

**FISCAL IMPACT**

The implementation of this recommendation could be accomplished at no additional expense, other than minor one-time costs associated with producing business cards, appropriate letterheads, a revised job description for the director's position, and other related paperwork.

**FINDING**

Currently, the system's 128 schools are organized into two patterns (tiers and clusters) for purposes of administration and to meet the terms and conditions of the plan that ensures continued unitary system status. For purposes of delivering administrative services, staffing, and other related issues six directors are assigned to school levels or

tiers. The plan requires that all schools except one (Martin Luther King, Jr. Magnet High School, Grades 7-12) fall within one of three tiers or grade level structures. These are elementary – grades K-4, middle school – grades 5-8, and high school – 9-12.

One director position serves high schools, two director positions middle schools, and three director positions elementary schools. To promote program planning and articulation K through 12<sup>th</sup> grades, and for student assignment, all schools are organized into clusters. There are 11 clusters, each a geographical area that is served by one comprehensive high school and the elementary and middle schools that feed into that high school. The 11 clusters and number of schools (and centers included as “other schools”) assigned as provided in the Student Assignment Plan are identified in Exhibit 5-13.

**EXHIBIT 5-13  
METROPOLITAN NASHVILLE PUBLIC SCHOOLS  
HIGH SCHOOL CLUSTERS**

<b>HIGH SCHOOL CLUSTERS*</b>	<b>ELEMENTARY SCHOOLS</b>	<b>MIDDLE SCHOOLS</b>	<b>OTHER SCHOOLS</b>	<b>TOTAL</b>
Antioch	6	3	0	10
Glenclyff	5	2	3	11
Hillsboro	5	2	6	14
Hillwood	5	3	5	14
Hunters Lane	5	3	2	11
Maplewood	4	2	2	9
McGavock	10	5	3	19
Overton	6	3	2	12
Pearl-Cohn	1	1	5	8
Stratford	7	3	3	14
Whites Creek	3	2	4	10
<b>Total</b>	<b>57</b>	<b>29</b>	<b>35</b>	<b>132</b>

Source: Metropolitan Nashville Public Schools, 1998 Student Assignment Plan, 2000.

\*There are magnet schools assigned to these clusters, and they are also included in an additional cluster that meets with a Coordinator.

Exhibit 5-13 shows the 11 high schools that form the core for each of the cluster organizations. As the exhibit shows, the clusters have the following characteristics:

- from eight to 19 schools are included in the clusters;
- all except Antioch High School Cluster include other schools such as magnet, alternative, or other options;
- each cluster is composed of school(s) from each of the three tiers; and
- more schools are shown (132) than were actually open in October 2000 (129) since the exhibit reflects commitments to construct new facilities as well as the current cluster numbers.

Exhibit 5-14 provides the name and cluster assignment for each of the schools in MNPS. As Exhibits 5-13 and 5-14 show, each cluster is composed of schools from each of the three tiers - elementary, middle, and high school. Each cluster forms the basic feeder organization within which students matriculate from tier to tier or school level to school level.

Various central office administrators are assigned secondary roles to serve as cluster facilitators. The cluster facilitators meet with school principals and serve to ensure that cluster planning is articulated to identify and assist in resolving issues unique to the cluster grouping. Additionally, the plan provides for choice options through Magnet Schools, Cluster Design Centers, and Enhanced Option Schools. A Magnet Cluster Coordinator works to ensure compliance with this portion of the Plan's provisions.

The Directors of Elementary Schools and Middle Schools report to the Assistant Superintendent for K-8 Instruction and Administration, while the Director of High Schools reports to the Assistant Superintendent for 9-Adult Instruction and Administration. Support resources for K-12 schools are obtained from the K-12 Resources Department, administered by a director. As the school system completes implementation of grade-level restructuring (reorganizing the tiers), the need for the bifurcated system of administering and facilitating schools becomes unwarranted. Consequently, the school system is positioned to consolidate executive instructional and administrative support management (as proposed in Recommendation 5-13), and bring cluster facilitation and management within one division (as shown in Exhibit 5-12).

## **RECOMMENDATION**

### **Recommendation 5-16:**

**Implement Recommendation 6-1 found in Chapter 6 related to assignment of a full-time Director of Cluster Facilitation and Administration position to each high school cluster.**

The implementation of this recommendation should bring all directors responsible for school facilitation and supervision under a single division, Instruction and Administration (as proposed in Recommendation 5-13), to streamline communication lines to schools from the assistant superintendent's level and consolidating the facilitation processes under one position assigned to each cluster. The implementation of this recommendation should also provide a means for efficiently monitoring the development of planning documents that provide a basis for systemwide planning.

## **IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Board of Education should instruct the Director of Schools to coordinate with the Board and administrative staff to establish a series of work sessions to review the proposed organization plan. April 2001

**EXHIBIT 5-14  
METROPOLITAN NASHVILLE PUBLIC SCHOOLS  
CLUSTER ASSIGNMENT  
2000-01 SCHOOL YEAR**

<p><b><u>Antioch</u></b></p> <p>Antioch High Antioch Middle Apollo Middle Cole Elementary Johnson Middle Lakeview Elementary Moss Elementary Mt. View Elementary Una Elementary</p> <p><b><u>Glenciff</u></b></p> <p>Berry Elementary Cameron Middle Fall-Hamilton Elementary Glenciff Elementary Glenciff High Glengarry Elementary Glenview Elementary Paragon Mills Elementary Whitsitt Elementary Wright Middle</p> <p><b><u>Hillsboro</u></b></p> <p>Carter Lawrence Elementary Magnet Cohn Adult High Eakin Elementary Green, Julia Elementary Harris Hillman Special Education Hillsboro High Hume-Fogg Magnet High Moore Middle Murrell Special Education Percy Priest Elementary Stokes Middle Sylvan Park Elementary West End Middle</p> <p><b><u>Hillwood</u></b></p> <p>Bellevue Middle Brookmeade Elementary Buena Vista/Jones Middle Charlotte Park Elementary Early, John Middle Gower Elementary Harpeh Valley Elementary Hill, H.G. Elementary Hillwood High Hull Jackson Elementary Westmeade Elementary Wharton Middle</p>	<p><b><u>Hunters Lane</u></b></p> <p>Amqui Elementary Bellshire Elementary Brick Church Middle Gateway Elementary Goodlettsville Elementary Goodlettsville Middle Hunters Lane High Neelys Bend Elementary Neelys Bend Middle Old Center Elementary Stratton Elementary</p> <p><b><u>Maplewood</u></b></p> <p>Baxter, Jere Middle Chadwell Elementary Cotton Elementary Gra-Mar Elementary Highland Heights Middle Joy, Tom Elementary Maplewood High Shwab Elementary</p> <p><b><u>McGavock</u></b></p> <p>Allen, Margaret Elementary Caldwell Early Childhood Center Dodson Elementary DuPont Elementary DuPont Hadley Middle DuPont Tyler Middle Glenn Enhanced Option Hermitage Elementary Hickman Elementary Jackson, Andrew Elementary McGavock Elementary McGavock High Napier Elementary Pennington Elementary Tulip Grove Elementary Two Rivers Middle</p> <p><b><u>Overton</u></b></p> <p>Binkley, Norman Elementary Crieve Hall, Elementary Glendale Middle Granbery Elementary Haywood Elementary McMurray Middle Overton High Rose Park Middle Tusculum Elementary</p>	<p><b><u>Pearl-Cohn</u></b></p> <p>Bass Middle Cockrill Elementary Head Middle King, Martin Luther Magnet High McCann Elementary McKissack Middle Park Avenue Elementary Pearl-Cohn High</p> <p><b><u>Stratford</u></b></p> <p>Dalewood Elementary East Magnet East Middle Howe, Cora Elementary Inglewood Elementary Kirkpatrick Elementary Litton Middle Lockeland Middle Meigs Middle Mills, Dan Elementary Rosebank Elementary Ross Elementary Stratford High Warner Elementary</p> <p><b><u>Whites Creek</u></b></p> <p>Bordeaux Elementary Cumberland Elementary Ewing Park Middle Green, Alex Elementary Haynes Middle Joelton Elementary Joelton Middle King's Lane Design Center Morny Elementary Nashville Arts Magnet Union Hill Elementary Whites Creek High</p>
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Source: Metropolitan Board of Education Web site, 2000.

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| 2. The Board of Education should hold work sessions on the proposed organization plan and the Cluster Directors' position recommendations.   | May - July 2001             |
| 3. The Board of Education should instruct the Director of Schools to prepare the necessary budget amendments for review and approval by the Board and forward to Metropolitan Council. | August 2001                 |
| 4. The Director of Schools should cause the budget amendments to be created and submits them to the Board of Education.  | August 2001                 |
| 5. The Board of Education should review and approve the budget amendment and should instruct the Director of Schools to begin implementation of the new organization plan.             | September –<br>October 2001 |
| 6. The Board of Education and the Director of Schools should evaluate the effectiveness of the new plan as implemented and make appropriate adjustments.                               | July 2002                   |

**FISCAL IMPACT**

The fiscal impact of this recommendation is addressed in Chapter 6, Recommendation 6-1.

**FINDING**

Exhibit 5-15, Regular Central Office Committees and Function, lists various committees that function to provide information for decision making and communications to various administrators, departments and the schools. Each of these committees is organized as follows:

- Executive Council: Composed of the four Assistant Superintendents, Director of Strategic Planning, Director of Student Assignment Services, Director of K-12 Resources, Director of Operations, Director of Communications, and Executive Assistant to the Director of Schools;
- Professional Council: Composed of the four Assistant Superintendents, three representatives of the principal associations, and six representatives of the Metropolitan Nashville Education Association;
- Assistant Superintendents: Composed of the four Assistant Superintendents;
- Cluster Chairs: Composed of the 11 high cluster and one magnet school cluster chairs;



- Principal Association Presidents and Tier Directors: Composed of the three representatives of the principals associations and the six Tier Directors (directors of elementary, middle and high schools);
- Principals' Meeting: Attended by all principals; and
- Employee Group Heads: Attended by the representatives of four employee groups' representatives (Metropolitan Nashville Support Personnel Association, United Steel Workers of America, Communication Workers of America, and Metropolitan Nashville Education Association) along with three Directors (Employee Relations, Operations, and Support Personnel).

**EXHIBIT 5-15  
REGULAR CENTRAL OFFICE  
COMMITTEES AND FUNCTIONS**

NAME OF COMMITTEE/ GROUP	PRIMARY FUNCTION	FREQUENCY AND AVERAGE LENGTH OF MEETINGS
Executive Council	Prepare Board of Education meeting agenda; discussion of other issues and making executive decisions	Two times per month
Professional Council	Planning; discussion of issues	Two times per month and as needed
Assistant Superintendents	Discussion of issues and making executive decisions	Two times per month and as needed
Cluster Chairs	Planning and articulation issues within and among clusters and related decisions	Monthly
Principal Association Presidents and Tier Directors	Planning and discussion of issues and related decisions	Monthly
Principal Meeting	Dissemination of information and discussion of issues	As needed
Employee Group Heads	Discussion of related issues and responses	Monthly

Source: Metropolitan Nashville Public Schools, Office of the Director of Schools, 2000.

The Director of Schools meets with the Executive Council, Professional Council, Assistant Superintendents, and other listed groups. The meeting with the Executive Council is guided by a prepared agenda primarily focused on the Board agenda.

Exhibit 5-16, Sample Executive Council Agenda, provides an example of this committee's activity. Additionally, the Director of Schools meets with the Assistant superintendents Committee to discuss in detail various issues and to plan. Information developed and decisions made in the seven noted committees are conveyed to other administrators and personnel of the system through memoranda, other meetings, and on an informal communication basis. Typically, minutes or a record of activity is not created to inform personnel of decisions or plans. The exception to this is the development of the Board meeting agenda that is ultimately distributed in a timely manner to all Board members and other individuals.

Interviews with personnel and responses in focus groups report that many administrators and staff do not always receive information on a timely basis. Staff report that this creates additional work activity that could be avoided had the information been readily available. Meetings of the Professional Council, Cluster Chairs, Principal Association Presidents and Tier Chairs, and Employee Groups Heads are organized with the representatives establishing the topics (agenda) for discussion and being responsible for communicating information to their respective constituents. The Director of Schools and MNPS administrative staff roles are to provide needed information and coordinate the assignment of unresolved issues to the appropriate division or department.

## **RECOMMENDATION**

### **Recommendation 5-17:**

**Create and distribute by e-mail an executive summary of discussion, actions, and plans developed in both the Executive Council and Assistant Superintendent meetings.**

The implementation of this recommendation should provide an effective means for ensuring that important information and decisions are communicated to appropriate divisions, departments, schools, and their respective personnel. Use of the e-mail system should provide a means for timely and efficient transmission of information without generating large numbers of hardcopy memoranda. The adoption of this system will contribute to eliminating employee responses that information is not available or received on a timely basis.

## **IMPLEMENTATION STRATEGIES AND TIMELINE**

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|---|------------|
| 1. The Director of Schools should instruct the Executive Assistant to prepare a summary of Executive Council and Assistant Superintendent meeting discussions and actions.                | April 2001 |
| 2. The Executive Assistant should prepare a summary of Executive Council and Assistant Superintendent meetings and submit to the Director of Schools for review, revisions, and approval. | April 2001 |

**EXHIBIT 5-16  
SAMPLE EXECUTIVE COUNCIL AGENDA  
2000-01**

**EXECUTIVE COUNCIL AGENDA**

1. ADD ITEMS
2. FOLLOW UP TO LAST BOARD MEETING
3. FOLLOW UP TO MEETINGS WITH PRINCIPAL ASSOCIATION REPRESENTATIVES AND EMPLOYEE GROUP HEADS
4. BOARD CALENDAR 5. BOARD MEMBER REQUESTS FOR INFORMATION
6. MAYOR METRO COUNCIL REQUESTS
7. BOARD COMMITTEE APPOINTMENTS COMMITTEE APPOINTMENTS
8. USDE-USE OF TITLE I FUNDS FOR ESL INFORMATION TO THE BOARD
9. TENNESSEE ASSOCIATION OF LIBRARIANS SCHOOL ADMINISTRATOR'S HONOR ROLL-DR. STELLA SIMPSON RECOGNITION
10. 1999-2000 POST-SECONDARY SCHOLARSHIP REPORT INFORMATION TO THE BOARD
11. LOCATION OF SPECIAL. PROGRAMS FOR 2000-01 - UPDATE
12. BECKY AUEN, GATEWAY PTA PRESIDENT REQUEST TO APPEAR
13. GIBSON GUITARS COMPUTER DONATION RECOGNITION
14. STATE REPORT-SCHOOL SYSTEM COMPLIANCE CONSENT
15. CALENDAR COMMITTEE CONSENT
16. WEAPONS REPORT INFORMATION
17. ALC LEARNING CENTERS STATUS REPORT INFORMATION
18. READING TEXTBOOK ADOPTION COMMITTEE CONSENT
19. REQUESTS FOR PAYMENT ON BUILDING PROJECTS CONSENT
20. KENNETH B. ANDERSON CITIZENSHIP FOUNDATION AWARD CONSENT
21. FOOD SERVICE BUDGET REVISION-2000-2001 CONSENT
22. CHANGE ORDER #1 - BUENA VISTA BASEBALL FIELD CONSENT
23. CHANGE ORDER #1- IF G, HILL MIDDLE SCHOOL CONSENT
24. CHANGE ORDER #1-GOODLETTSVILLE MIDDLE SCHOOL CONSENT
25. CHANGE ORDER #2-RENOVATIONS OF BAILEY/CORA HOWE ELEMENTARY CONSENT
26. CHANGE ORDER #2- PARAGON MILLS ELEMENTARY CONSENT
27. AMENDMENT B- DESIGN MANAGEMENT SERVICES CONSENT
28. RECOMMENDED AWARD OF CONTRACT- JOELTON MIDDLE SCHOOL HEAT MODIFICATION CONSENT
29. NATIONAL SCHOOL LUNCH WEEK INFORMATION
30. SCHOOL IMPROVEMENT PLAN- PROGRESS REPORT INFORMATION
31. OVERTON CLUSTER MIDDLE SCHOOL REPORTS AND RECOMMENDATIONS
32. EAST LITERATURE MAGNET LOTTERY CONSENT
33. ADMINISTRATIVE APPOINTMENTS ANGELINE SMITH FROM AMQUI-ASST. PRIN. TO WRIGHT MIDDLE-ASST. PRIN.; MARY ANN GEMMILL FROM ELEMENTARY DIRECTOR-PERSONNEL TO ELEMENTARY TIER DIRECTOR
34. ELECTIONS 35. REQUEST FOR LEAVES AND EXTENSION OF LEAVES
36. RESIGNATIONS, RETIREMENTS, ELECTS, TRANSFERS
37. BIDS

**TIME LINE:**

FUTURE BOARD MEETINGS: 10/10, 10/24, 11 14, 11/28  
BOARD ORIENTATION: 10/6 HULL-JACKSON  
VANDERBILT EDUCATION SUMMIT, 10/12-13  
CHAMBER SCHOOL VISIT DAY, 10/19  
BOARD RETREAT: 11'10-11 MAXWELL HOUSE HOTEL  
TSBA CONVENTION: 11/12-14 OPRYLAND HOTEL

Source: Metropolitan Nashville Public Schools, Director of Schools Records, 2000.

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|--|-----------|
| 3. The Director of Schools should review, revise and approve the meeting summary, and provide the Executive Assistant a distribution list. | May 2001  |
| 4. The Executive Assistant should develop the email distribution list and transmit the summary of meeting discussions and actions.         | June 2001 |

### **FISCAL IMPACT**

The implementation of this recommendation could be accomplished with existing resources. The Executive Assistant attends meetings and creates a record of discussion and activity for the Director of Schools. The Executive Assistant would have to commit time to creating the email distribution address book on the computer system but, once created, distribution becomes a simple procedural matter requiring a minimum amount of time (see Chapter 13, Administrative and Instructional Technology, for the additional fiscal impact to improve email services). No additional office supplies or software programs should be needed.

### **5.6 Planning**

Planning is critical to maintaining focus on the organization's purpose. Essential elements of soundly developed planning include:

- organizing resources, including management information, personnel, communication schemes to accommodate the establishment of the necessary processes;
- assignment of specific responsibility for the coordination and oversight of planning for the organization;
- identification of the core values that are essential and important to the organization's clients and community;
- a clear understanding of the mission --- a statement of purpose;
- what is to be done, when it is to be completed and why it is important --- the vision; and
- specific and prioritized goals from which planned activity develops.

### **FINDING**

Planning for Metropolitan Nashville Public Schools occurs throughout the system in many forms. Each school is responsible for planning and preparation of a school improvement plan document (School and cluster plans are discussed in considerable detail in Chapter 6). Through the school cluster organization, the needs of cluster members are articulated in a cluster school improvement document.

At the central administration level, a March 1998 Metropolitan Nashville Public Schools Accountability Framework document (approved by the Board) reflects the system's mission statement and three central goals. This document establishes MNSP Goals for Academic Achievement, Accountability and Reporting, and School Performance Standards. The system's Pupil Assignment Plan (School Improvement Plan, unrelated to annually developed individual schools' and cluster plans), approved by the Board in June 1998, contains the elements required to ensure unitary status as a school system.

This plan, in addition to stipulating conditions for school organizational patterns (tiers and clusters), choices' options, and student assignment also dictate the \$206.8 million, Five-Year Capital Plan. These latter two plans are available on the system's Web site. Each department within the system is responsible for planning their programs and activities to be consistent with and ensure the implementation of goals and priorities reflected in the Metropolitan Nashville Public Schools Accountability Framework and the Pupil Assignment Plan (School Improvement Plan) documents.

### **COMMENDATION**

**Metropolitan Nashville Public Schools is commended for developing and adopting its Accountability Framework.**

### **FINDING**

MGT consultant interviews with Board members and central and school-level personnel show an awareness of the basic goals and requirements of the Metropolitan Nashville Public Schools Accountability Framework and the Pupil Assignment Plan (School Improvement Plan) documents and their respective basic provisions. However, reports from principal focus groups and interviews with central office personnel did not reveal a process or system for linking school-level and cluster school improvement plans to a master planning document or the two primary plans that guide the school system. One planning document, the systemwide technology document (dated October 2000) and, containing the September 2000 instructional technology proposal, does contain data reflecting the status of instructional technology in the individual schools. However, it does not reference either school-level or cluster school improvement plans.

### **RECOMMENDATION**

#### **Recommendation 5-18:**

**Assign to the proposed Accountability, Planning, and Budgeting Department responsibility for creating effective linkages among the various planning documents, and develop an overall strategic plan for Metropolitan Nashville Public Schools.**

The implementation of this recommendation should provide the institutionalized linkage to interface between cluster plans (representing needs of schools) and an overall school system planning document. As this recommendation is accomplished, a mechanism should evolve to permit an effective monitoring of the strategic plan development and implementation. The Director of Planning and Budgeting should be assigned responsibility for ensuring that the entire planning process takes place and involves all appropriate stakeholders.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

- |   |                              |
|---|------------------------------|
| 1. The Director of Schools, upon approval by the Board of Education of the proposed organization plan, should assign the strategic planning process to the newly created Accountability, Planning, and Budgeting Department administered by a Director. | October 2001                 |
| 2. The Director of Accountability, Planning, and Budgeting should propose to the Director of Schools a strategic planning process that involves all appropriate stakeholders and ensures linkages among existing planning documents.                    | December 2001                |
| 3. The Director of Schools should review, revise, and approve the proposed process and instruct the Director of Accountability, Planning, and Budgeting to proceed with implementation.   | January 2002                 |
| 4. The Director of Accountability, Planning, and Budgeting should implement the instructions of the Director of Schools.  | February 2002<br>and Ongoing |
| 5. The Director of Schools and the Director of Accountability, Planning, and Budgeting, in collaboration with the Executive Council, should evaluate the planning process and should make appropriate revisions.  | December 2002                |

**FISCAL IMPACT**

This recommendation could be implemented with existing resources by the newly approved Director of Accountability, Planning, and Budgeting and Department personnel. Reports detailing the proposed planning process could be prepared and distributed through the e-mail system to avoid creating unnecessary copies of documents.

**5.7 School Organization and Management**

All activity in the school system should be in response, directly or indirectly, to the education of the students. Delivery of educational programs typically occurs at the school level through prescribed programs. These programs are described and reviewed in Chapter 6 of this report. These instructional programs, safety and security requirements, student management necessities, tier organization, and other considerations enter into school organization and management decisions.

**FINDING**

A principal is assigned to each MNPS school with the exception of five schools shown as "Other Schools" in Exhibit 5-17. With the exception of these schools and, as otherwise noted, assignment of additional administrative positions to each school is based upon a formula of one position for each additional 500 students in membership. MGT consultant interviews with assistant superintendents and input from principals during

focus groups indicate that this formula is generally applied in staffing schools. However, school system representatives were unable to provide any written document containing a description of the administrative staffing formula. Furthermore, based on documentation provided to MGT, as enrollments at some secondary schools have declined, an assistant principal's position was not deleted from individual school's staffing when the formula warranted a reduction.

Exhibit 5-17 shows the student enrollment and administrative staffing for each school. Exhibit 5-17 shows that:

- two elementary schools, Hull Jackson and Shwab, exceed 500 students in enrollment and do not have assistant principals (however, Hull Jackson has a full-time program specialist who serves as a second administrator);
- all middle schools are staffed with assistant principals in accord with the 1:500 ratio except Wright Middle School which is 10 students short of meeting the requirement and has one additional position;
- seven high schools (Hillsboro, Hunters Lane, McGavock, Maplewood, Overton, Stratford, and Whites Creek) are overstaffed by one assistant principal each when the school system's standard of 1:500 students is applied – of the seven high schools, Overton is only short by 94 students;
- Jones and Paidea, with only 315 students, are under one principal, but located in two separate facilities with an assistant principal assigned to provide supervision; and
- Robertson Academy G/T shows no students because membership is for partial day with students accounted for at their assigned base schools.

## **RECOMMENDATION**

### **Recommendation 5-19:**

**Assign assistant principal positions to all regular elementary, middle and high schools based on a formula of one additional administrator for each 500 students.**

The implementation of this recommendation should result in the fair and equitable assignment of additional administrative positions to all regular elementary, middle and high schools in Metropolitan Nashville Public Schools. The staffing formula should allow for adjustments based on special needs at certain schools.

This action should result in the reduction of six high school assistant principal positions (Overton High School is not included in this proposal since its enrollment is only 94 students short of the additional number required by the formula, and school system staff report that enrollment is projected to increase by the deficit number of students this year), no effect on middle school administrative staffing, and provide an increase of one assistant principal at the elementary school level to accommodate the assignment of a position to Shwab Elementary School).

**EXHIBIT 5-17  
METROPOLITAN NASHVILLE PUBLIC SCHOOLS  
STUDENT ENROLLMENT AND ADMINISTRATIVE POSITIONS  
2000-01 SCHOOL YEAR**

SCHOOL NAME	PRINCIPAL	ASSISTANT PRINCIPAL	STUDENT ENROLLMENT
<b>ELEMENTARY SCHOOLS</b>			
Margaret Allen	1	0	342
Amqui	1	1	542
Lakeview	1	1	603
Bellshire	1	0	387
Berry	1	0	260
Norman Binkley	1	0	388
Bordeaux	1	0	275
Brookmeade	1	0	320
Caldwell Early Childhood	1	0	167
Carter Lawrence	1	0	372
Chadwell	1	0	365
Charlotte Park	1	0	332
Cockrill	1	1	512
Cole Elem.	1	1	734
Hattie Cotton	1	1	518
Crieve Hall	1	0	299
Cumberland	1	1	603
Dalewood	1	0	252
New Dodson	1	1	793
DuPont	1	0	496
Eakin	1	1	689
Fall Hamilton	1	0	290
J. E. Moss	1	1	950
Gateway	1	0	132
Glenciff	1	1	524
Glengarry	1	0	216
Glenn Enhanced Option	1	0	257
Glenview	1	0	390
Goodlettsville	1	0	362
Gower	1	0	453
Gra-Mar	1	0	414
Granbery	1	1	896
Alex Green	1	0	318
Julia Green	1	0	451
Harpeth Valley	1	1	610
Harris Hillman	1	0	87
Haywood	1	1	653
Hermitage	1	0	441
Hickman	1	1	657
H.G. Hill	1	0	168
Cora Howe	1	0	477
Hull Jackson Montessori	1	0	501
Inglewood	1	0	413
Andrew Jackson	1	1	521
Joelton	1	0	428
Tom Joy	1	1	521
Kings Lane	1	0	366
Kirkpatrick	1	0	414
McCann	0	0	87



**EXHIBIT 5-17 (Continued)  
METROPOLITAN NASHVILLE PUBLIC SCHOOLS  
STUDENT ENROLLMENT AND ADMINISTRATIVE POSITIONS  
2000-01 SCHOOL YEAR**

SCHOOL NAME	PRINCIPAL	ASSISTANT PRINCIPAL	STUDENT ENROLLMENT
<b>ELEMENTARY SCHOOLS</b>			
McGavock	1	0	244
Madison Sp. Ed. School	0	1	68
Dan Mills	1	0	374
Mt. View	1	1	821
Murrell Special Ed	1	0	51
Napier E	1	1	527
Neelys Bend	1	0	396
Old Center	1	0	287
Paragon Mills	1	0	459
Park Avenue	1	1	627
Pennington	1	0	364
Percy Priest	1	0	416
Rosebank	1	1	540
Ross	1	0	265
Shwab	1	0	503
Stratton	1	1	612
Sylvan Park	1	0	299
Tulip Grove	1	1	648
Tusculum	1	1	651
Una	1	1	691
Warner	1	1	556
Westmeade	1	0	479
Whitsitt	1	1	588
<b>Total - Elementary Schools</b>	<b>70</b>	<b>27</b>	<b>31,712</b>
<b>MIDDLE SCHOOLS</b>			
Antioch	1	2	1,006
Jere Baxter	1	1	659
Bellevue	1	1	626
Brick Church	1	0	234
Ewing Park	1	1	532
Buena Vista Paidea +	1	1	387
Cameron	1	1	818
Donelson	1	1	761
DuPont Hadley	1	1	567
DuPont Tyler	1	1	713
John Early	1	0	157
East Middle	1	1	590
Glendale	1	0	372
Goodlettsville	1	0	446
Haynes	1	0	328
Head	1	1	565
Highland Heights	1	0	355
H.G. Hill	1	0	516
Joelton	1	1	607
Johnson	1	0	156
Isaac Litton	1	1	652
Lockeland	1	0	337
McKissack	1	0	274
McMurray	1	1	699
Meigs Magnet	1	1	619

**EXHIBIT 5-17 (Continued)  
METROPOLITAN NASHVILLE PUBLIC SCHOOLS  
STUDENT ENROLLMENT AND ADMINISTRATIVE POSITIONS  
2000-01 SCHOOL YEAR**

SCHOOL NAME	PRINCIPAL	ASSISTANT PRINCIPAL	STUDENT ENROLLMENT
<b>MIDDLE SCHOOLS</b>			
J.T. Moore	1	0	411
Apollo	1	1	833
Neelys Bend	1	1	718
Rose Park	1	1	621
Walter Stokes	1	0	336
Two Rivers	1	1	668
West End	1	0	286
W.A. Bass	1	0	398
Wharton	1	1	610
Wright	1	2	990
<b>Total - Middle Schools</b>	<b>35</b>	<b>23</b>	<b>18,847</b>
<b>HIGH SCHOOL</b>			
Antioch	1	4	2048
Nashville Schl of the Arts	1	1	503
East Magnet	1	1	637
Glenclyff	1	3	1,557
Hillsboro	1	3	1,175
Hillwood	1	2	1,091
Hume Fogg Magnet	1	1	792
Hunters Lane	1	4	1,768
Martin Luther King	1	1	877
McGavock	1	5	2,126
Maplewood	1	3	1,152
Overton	1	3	1,406
Pearl Cohn	1	2	1,068
Stratford	1	3	1,031
Whites Creek	1	3	1,279
<b>Total - High School</b>	<b>15</b>	<b>39</b>	<b>18,510</b>
<b>OTHER SCHOOLS</b>			
Cohn Alternative Center	0	0	42
Jere Baxler Alternative	0	0	73
Cohn Adult Learning Center	0	0	0
B.V.(Jones) Paidea Magnet	1	1	315+
Murphy Alternative Center	0	0	15
Robertson Academy G/T	0	0	0*
<b>Total - Other Schools</b>	<b>1</b>	<b>1</b>	<b>445</b>

Source: Metropolitan Nashville Public Schools, Human Resources and Business and Services Divisions, 2000.

+ BV Jones (K-4) is combined with BV Paidea (5-6) in two buildings.

\* Robertson Academy G/T students are transported by parents from their base schools for half-day instruction.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Director of Schools should instruct the Assistant Superintendent for K-8 Instruction and Administration and the Assistant Superintendent for 9-Adult Instruction and Administration to meet with the Director of Schools and Assistant Superintendent for Human Resources to develop a plan for implementing the recommended personnel actions. April 2001
  
2. The Assistant Superintendent for K-8 Instruction and Administration and the Assistant Superintendent for 9-Adult Instruction and Administration should meet with the school directors, principal representatives, and the Assistant Superintendent for Human Resources to develop a plan for implementing the recommended personnel actions. April 2001
  
3. The Assistant Superintendent for K-8 Instruction and Administration and the Assistant Superintendent for 9-Adult Instruction and Administration should present the plan to the Director of Schools for review, revisions, and approval. May 2001
  
4. The Director of Schools should review, revise, and approve the plan, and submit the plan to the Board of Education for approval. May 2001
  
5. The Assistant Superintendent for K-8 Instruction and Administration and the Assistant Superintendent for 9-Adult Instruction and Administration should instruct the school directors to implement the recommended actions. June 2001

**FISCAL IMPACT**

The implementation of this recommendation should result in saving the school system \$416,528. This cost savings is calculated by taking the average high school assistant principal salary of \$64,930, adding the 24 percent fringe benefit cost of \$15,583 and multiplying by the six eliminated positions for a total of \$483,078 (6 x \$80,513). The increased cost for the one new elementary assistant principal assistant position is based on an entry level salary \$53,670 plus \$12,880 fringe benefits calculation for a total of \$66,550. The cost of adding one additional elementary assistant principal is then deducted from the high school savings to arrive at the net savings of \$416,528. First-year savings are based on an implementation date of July 2001.

<b>Recommendation</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>
Eliminate Six High School Assistant Principal Positions	\$483,078	\$483,078	\$483,078	\$483,078	\$483,078
Create One Elementary Assistant Principal Position	(\$66,550)	(\$66,550)	(\$66,550)	(\$66,550)	(\$66,550)
<b>Total Savings</b>	<b>\$416,528</b>	<b>\$416,528</b>	<b>\$416,528</b>	<b>\$416,528</b>	<b>\$416,528</b>

**FINDING**

The school principalship and other administrative positions require that applicants meet a series of basic requirements. Principals must have a master’s degree and be licensed. Once qualified, remaining current in their field becomes their individual responsibility and no means is provided to ensure that further training is related to the identified needs of the individual or in alignment with important school or system goals.

Additionally, while there is an established pool of professionals to draw from to replace retiring or departing principals, there is an absence of any formal organized internal leadership development program. The Director of Schools and other executive staff report serious concerns related to the identification, training, and selection of highly qualified personnel to fill principal positions. The Human Resources Division reports that an estimated 47 principal and 31 assistant principal positions will have to be filled in the next three years due to retirements. Projections include the following:

- elementary principalships: 31
- middle school principalships: 7
- high school principalships: 9
- assistant principalships: 31

Vacancies created by other reasons will contribute to increasing these projections, but have not been calculated. Additionally, the administration indicates a need for more training opportunities for current principals and other administrators. The Director of Schools reports that initial funding of a leadership academy by the Metropolitan Public Schools Foundation has been established and Peabody College of Vanderbilt University will assist with program development by providing services the first year valued at an estimated \$100,000. As reported, however, the first cohort of administrative trainees will have only 10 members, far short of the needed numbers. Consequently, additional resources will be required to meet the school system’s training needs.

**RECOMMENDATION**

**Recommendation 5-20:**

**Continue active efforts to identify additional resources to support the Educational Leadership Academy.**

The implementation of this recommendation should result in increasing the business and university community awareness of the school system’s need for trained personnel to fill rapidly developing administrative vacancies. This recommendation should result in the Board of Education and the Director of Schools developing an effective information/

education campaign targeting potential other supporters of a Metropolitan Nashville Public Schools Leadership Academy. The success of such a campaign is dependent on encouraging Board of Education members and executive personnel to address greater Nashville service organizations, key university personnel of other colleges and universities, Chamber of Commerce, economic development interests, and business executives. The continued focus on accountability, maintaining unitary school system status, and improving the effectiveness of instruction should all be essential ingredients in this effort to identify resources to support this initiative.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

- |   |                              |
|---|------------------------------|
| 1. The Director of Schools should instruct the Director of Communications and Director of Strategic Planning, in collaboration with the Assistant Superintendent for Human Resources, to develop a plan for implementing the recommendation.            | April 2001                   |
| 2. The Director of Communications and Director of Strategic Planning, in collaboration with the Assistant Superintendent for Human Resources and the Metropolitan Public Schools Foundation, should develop a plan for implementing the recommendation. | May –<br>August 2001         |
| 3. The Director of Communications and Director of Strategic Planning should present the plan to the Director of Schools for review, revision, and approval.   | September 2001               |
| 4. The Director of Schools should review, revise, and approve the plan and present it to the Board of Education to schedule their personal involvement in the initiative.   | October 2001                 |
| 5. The Board of Education should review the initiative and members commit to assisting in its implementation and instruct the Director of Schools to proceed with scheduling related activity.  | November 2001                |
| 6. The Director of Schools, Board of Education members and school system executive staff should begin the campaign.   | December 2001<br>and Ongoing |

**FISCAL IMPACT**

Determining the fiscal impact of this recommendation is dependent upon establishment of the plan and the cost of producing supporting materials. MGT consultants assume that a variety of materials could be developed to target various audiences. For example, service organizations and other groups may be best educated with a brief video that could be developed by the school system with its existing resources within production instructional programs at schools. Brochures and other similar media could be developed and printed by district departments in order to minimize expenses. Consequently, it is estimated that this initiative could be funded with a one-time \$5,000 allocation. This is based on materials to develop a short video tape (\$2,000 incentive to a school program for production and producing 20 copies), 3,000 brochures at a cost of 75 cents each for a total of \$2,250, and miscellaneous expenses of \$750.

<b>Recommendation</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>
Develop Promotional Materials for an Educational Campaign	(\$5,000)	\$0	\$0	\$0	\$0

**FINDING**

MGT consultants, in interviews with the Director of Schools and various executive staff, identified the staff's desire to develop a leadership academy with a first priority on identifying and training prospective principals. MNPS and Peabody College of Vanderbilt University are collaborating on the development of the program. While the school system has established a pool of applicants, its membership is composed primarily of assistant principals and no systematic preparation for assuming principalships is ongoing. The school system has not identified a training framework that could be used for this type of personnel preparation and, also, serve as a part of a plan to assist in obtaining additional financial support from foundations and other organizations having an interest in supporting the establishment of a leadership academy.

**RECOMMENDATION**

**Recommendation 5-21:**

**Develop the curriculum framework for the proposed Leadership Academy for training prospective principals.**

The implementation of this recommendation should provide valuable information to be included in the campaign to solicit additional support for the establishment of a leadership development academy for Metropolitan Nashville Public Schools. Developing the curriculum framework should result in identifying essential skills needed by administrative personnel to ensure that important plans are appropriately executed. Improving student achievement, carrying out the Student Assignment Plan, and meeting accountability requirements all rest on effectively trained staff, particularly those assigned both leadership and managerial roles.

In developing the curriculum, the school system should consider the research supporting effective schools and exhibited competencies of school leadership. Exhibit 5-18 presents the research based correlates of effective schools. School systems that have developed training programs for prospective administrators have focused on these characteristics of high performing schools. The exhibit identifies the seven cardinal issues, including:

- safe and orderly school environment;
- a clearly stated mission;
- effective instructional leadership;
- establishment of high expectations for all students;
- careful monitoring of student achievement progress;
- maximizing opportunities for students to learn; and
- employing effective positive communications, both internally and externally.

**EXHIBIT 5-18  
SEVEN CORRELATES OF  
EFFECTIVE SCHOOLS**

1. Safe and Orderly Environment
  - A. Physical Safety-students and staff must feel free from hams
  - B. Behavioral Expectations - Should be consistent and expectations clear
  - C. School Climate-should produce nurturing relationships between students and teachers
  - D. Crisis Management Plan-should be in place
2. Clearly Stated Mission
  - A. Understanding and Focus-should be clear to all stakeholders
  - B. Shared commitment. responsibility and accountability- by all stakeholders
  - C. Communication of mission (staff, parents, and community) -constant
3. Instructional Leadership
  - A. Principal -involved in instructional process
  - B. Staff-all staff should be responsible for setting the instructional pace
  - C. Professional Development- each staff member actively participates
4. High Expectations for all Students
  - A. Clearly Articulated Expectations-all students are expected to learn but not at the same time or in the same way
  - B. Curriculum Alignment-seamless flow of curriculum
  - C. Access to Resources-teaches and students must have access to "tools" and time" necessary for Teaming
5. Monitoring of Student Progress
  - A. Frequency and Variety of Assessment -students must be measured frequently and by multiple assessments
  - B. Alignment with Standards-assessments must drive instruction so that standards are addressed
  - C. Assessment Results-are used to guide individual instruction and evaluate program effectiveness
6. Maximizing Learning Opportunities
  - A. Time for Instruction-schedule reflects appropriate instructional time for students and instructional time is protected
  - B. Instruction-is integrated/interdisciplinary
  - C. Learning Styles-variety of techniques are used in response to learning styles
  - D. Content-essential content and skills are clearly articulate
  - E. Learning Opportunities are Extended-some students need more opportunities to learn
7. Positive Communication
  - A. Community Trust-open communication with parents and community builds trust
  - B. Partnerships -exist between the school and community
  - C. Collegiality-communication exists between all levels of staff
  - D. Mission-is well articulated with parents and community

Source: Prepared by MGT of America from the Seven Correlates of Effective Schools Research, 2000.

Additionally, the curriculum framework must focus not only on the characteristic of the effective school, but also the characteristics of the leader/manager of the school. Research conducted over the past three decades has made major strides in identifying important competencies. Exhibit 5-19 reports the research-based principal competencies that should serve as a core for administrator development programs. These 19 competencies as shown in the exhibit include:

- Proactive Orientation
- Decisiveness
- Commitment to Vision and Mission
- Interpersonal Sensitivity
- Information Search and Analysis
- Concept Formation
- Conceptual Flexibility
- Managing Interaction
- Impact/Persuasiveness
- Concern for the School's Reputation
- Tactical Adaptability
- Achievement Orientation
- Management Control
- Developmental Orientation
- Organizational Ability
- Delegation Competence
- Self Presentation
- Written Communication
- Organizational Sensitivity

These 19 principal competencies should be integrated into a series of core concepts, each of which should form the basis for instructional units. Exhibit 5-20 presents eight recommended core concepts into which competencies may be integrated for instructional purposes. As can be seen, the eight core areas address all aspects of school leadership and management.

The implementation of this recommendation and consideration of the suggested curriculum framework should provide an effective Leadership Development Academy for Metropolitan Nashville Public Schools.

#### **IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Director of Schools should instruct the Director of K-12 Resources and the Coordinator of Staff Development to develop the proposed leadership academy curriculum framework. April 2001
2. The Director of K-12 Resources and the Coordinator of Staff Development should develop the proposed leadership academy curriculum framework. May - June 2001



**EXHIBIT 5-19  
RESEARCH-BASED PRINCIPAL COMPETENCIES**

<b>PRINCIPAL COMPETENCIES</b>	<b>DEFINITIONS</b>
Proactive Orientation	The inclination and readiness to initiate action and take responsibility for leading and enabling others to improve the circumstances being faced or anticipated.
Decisiveness	The readiness and confidence to make or share decisions in a timely manner, using appropriate levels of involvement so that actions may be taken and commitments made by self and others.
Commitment to Vision and Mission	A pledge to develop and act in accordance with the shared vision, mission and values of the school.
Interpersonal Sensitivity	The ability to discover, understand, verbalize accurately and respond empathetically to the perspectives, thoughts, ideas and feelings of others.
Information Search and Analysis	The gathering and analysis of data from multiple sources before arriving at an understanding of an event or problem.
Concept Formation	The ability to see patterns and relationships and form concepts, hypotheses and ideas from the information.
Conceptual Flexibility	The ability to use alternative or multiple concepts or perspectives when solving a problem or making a decision.
Managing Interaction	Getting others to work together effectively through the use of group process and facilitator skills.
Impact/Persuasiveness	Influencing and having an effect upon the school stakeholders by a variety of means – persuasive argument, setting an example or using expertise.
Concern for the School's Reputation	Caring about the impression created by self, the students, the faculty, the staff, and parents, and how these are communicated both inside and outside the school.
Tactical Adaptability	The ability to adapt one's interaction and behavior to fit the situation.
Achievement Orientation	Doing things better/different than before by setting goals that encourage self and others to reach higher standards and results.
Management Control	The establishment of systematic processes to receive and provide feedback about the progress of work being done.
Developmental Orientation	Holding high and positive expectations for the growth and development of all stakeholders through modeling self-development, coaching and providing learning opportunities.
Organizational Ability	The know-how (knowledge and skill) to design, plan and organize activities to achieve goals.
Delegation Competence	Entrusting of jobs to be done, beyond routine assignments, to others, giving them authority and responsibility for accomplishment.
Self Presentation	The ability to clearly present one's ideas to others in an open, informative and non-evaluative manner.
Written Communication	The ability to write clearly and concisely using good grammar.
Organizational Sensitivity	An awareness of the effects of one's behavior and decisions on all stakeholders both inside and outside the organization.

Source: Created by MGT of America from Florida Council on Educational Management, HRMD Guidelines, 1999-2000.

**EXHIBIT 5-20  
RECOMMENDED CORE CONCEPTS**

<b>CONCEPT NUMBER</b>	<b>LEADERSHIP CORE CONCEPTS CURRICULUM</b>
1	Public School Curriculum and Instruction
2	Organizational Management and Development
3	Human Resource Management and Development
4	Leadership Skills
5	Communication Skills
6	Technology
7	Educational law
8	Educational Finance

Source: Florida Council on Educational Management, HRMD Guidelines, 1999-2000.

3. The Director of K-12 Resources and the Coordinator of Staff Development should submit the proposed leadership academy curriculum framework to the Director of Schools for review, revisions, and approval. July 2001
  
4. The Director of Schools should review, revise, and approve the framework and forward the framework to the Director of Communications and Director of Strategic Planning for use in developing materials to support the Leadership Academy promotion campaign. July 2001

**FISCAL IMPACT**

This recommendation could be implemented by existing personnel and at no additional cost to the school system.

**6.0 EDUCATIONAL SERVICE  
DELIVERY**

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## **6.0 EDUCATIONAL SERVICE DELIVERY**

This chapter reviews the most important function of Metropolitan Nashville Public Schools (MNPS) — the delivery and evaluation of services to students. In this chapter, we examine the educational delivery system to determine if programs that serve students are efficient, effective, and equitable. The broad-based review includes an analysis of documents as well as focus group interviews, one-on-one interviews, and survey responses from many employees who participated in the study.

The chapter is divided into six sections, each providing an overview of specific educational service delivery functions that are critical to effective programs and services for students. The six sections include:

- 6.1 Organization and Management of Instruction
- 6.2 Curriculum and Instruction Services
- 6.3 Student Assessment, Research, and Program Evaluation
- 6.4 Special Programs
- 6.5 Special Education
- 6.6 Pupil Services

A cost-effective educational delivery system is one that is accountable for student achievement without unnecessary expenditures. For effective management of instructional programs, planning and budgeting must be interrelated. In addition, the school system must provide a clearly focused mission supported by measurable goals and objectives. In a school system, such as Metropolitan Nashville Public Schools (MNPS), maintaining a clear focus and direction for instruction requires carefully planned coordination of multiple units and administrators. The processes and outcomes in all facets of the organization must be monitored and evaluated to ensure the school system's focus is maintained on student learning and achievement.

A major factor in providing a quality instructional delivery system is understanding the student population served, the number and types of schools, and how resources are distributed.

The 43-year old federal desegregation case that polarized the white and black communities in Nashville ended in October 1998. A U.S. District Judge declared the Metropolitan Nashville Public Schools to be a unitary system---free of any vestiges of segregation. As a result of this ruling, the school system created a three-tier system that allows students to attend three schools within one feeder pattern (or clusters). For the 2000-01 school year, MNPS has a total of 129 schools. MNPS offers a number of options to students in addition to their zoned or assigned schools. The optional schools include 11 magnets, three enhanced option schools, and two design centers.

Exhibit 5-13 (previously shown in Chapter 5) shows the names of the clusters and the names of the schools within each of the 11 clusters. According to the September 14, 2000 enrollment count, the student enrollment for Metropolitan Nashville Public Schools is 69,126.

In the 1999-2000 school year, the school system had a total of 4,504 English for Speakers of Other Languages (ESOL) students, 1,003 Gifted/Encore students, 11,867 ESE (Exceptional Student Education) students, and 66 Gifted/ESE (Exceptional Student Education) students. For the 2000-01 school year, the school system has 45.1 percent of its students eligible to receive free and reduced-priced meals.

Exhibit 6-1 shows that the 1998-99 student enrollment was 68,752, a decrease in enrollment from 1993-94. Additionally, Exhibit 6-1 illustrates that Metropolitan Nashville Public Schools had:

- a smaller percentage of white students than did the state in 1993-94 and 1998-99;
- a higher percentage of minority students than the state in 1993-94 and 1998-99; and
- a minority student population that increased at a higher rate than the state's in 1993-94 and 1998-99.

Additionally, the Tennessee Department of Education's Report Card shows that MNPS had:

- a total of 2,929 English Language learners in 1998-99;
- a total of 222 students in adult high school in 1998-99;
- an increase in students receiving free and reduced meals from 27,141 in 1993-94 to 33,857 in 1998-99; and
- a 22.3 percent of its students participated in Title I programs in 1997-98; lower than the state percentage of 25.1 percent.

**EXHIBIT 6-1  
METROPOLITAN BOARD OF EDUCATION AND STATE  
STUDENT DEMOGRAPHICS**

CATEGORY	METROPOLITAN NASHVILLE PUBLIC SCHOOLS			STATE		
	1993-94	1998-99	1999-2000	1993-94	1998-99	1999-2000
<b>Total Students</b>	<b>69,282</b>	<b>68,752</b>	<b>68,345</b>	<b>851,903</b>	<b>892,270</b>	<b>894,397</b>
White	57.0%	48.6%	47.5%	75.8%	73.6%	72.9%
Black	39.7%	44.9%	45.2%	22.9%	23.9%	24.4%
Asian	2.4%	3.3%	3.3%	0.7%	1.1%	1.1%
Hispanic	0.7%	3.1%	3.8%	0.4%	1.2%	1.5%
American Indian	0.2%	0.2%	0.2%	0.1%	0.1%	0.2%

Source: Tennessee Department of Education Web site Report Card, 2000.

1-Federally-subsidized nutrition program.

2-Federally-funded supplemental academic program-data not available for 1998-99; information provided is for 1997-1998.

Exhibit 6-2 describes the attendance rates and promotion rates in MNPS, as well as the state. As shown, Metropolitan Nashville Public Schools had a:

- higher percentage increase in student attendance in Grades K-6 than did the state in 1991-92 to 1999-2000;
- lower percentage attendance rate in Grades 7-12 in 1991-92, 1998-99, and 1999-2000 than did the state; and
- lower percentage promotion rate in Grades K-8 in 1991-92, 1998-99, and 1999-2000 than did the state.

**EXHIBIT 6-2  
METROPOLITAN NASHVILLE PUBLIC SCHOOLS, STATE  
ATTENDANCE RATE AND PROMOTION RATES  
1991-92 AND 1998-99**

CATEGORY	METROPOLITAN NASHVILLE PUBLIC SCHOOLS			STATE		
	1991-92	1998-99	1999-2000	1991-92	1998-99	1999-2000
K-6 Attendance Rate	94.6%	95.3%	95.4%	94.7%	94.8%	95.0%
7-12 Attendance Rate	89.8%	91.6%	91.6%	92.3%	92.6%	93.1%
Promotion Rate K-8	93.5%	92.6%	95.5%	95.8%	96.4%	96.8%

Source: Tennessee Department of Education Web site Report Card, 1999.

Exhibit 6-3 provides a summary of the Metropolitan Nashville Public Schools 1999-2000 General Purpose School Fund budget. As shown,

- a total of \$393.7 million was budgeted for all General Purpose Fund activity;
- of a total of 7,607 personnel positions, 6,102 were dedicated to instruction;
- instruction accounted for \$308.9 million of the total General Purpose Fund; and
- the administrative budget made up \$4.5 million and supported 77 positions.

**EXHIBIT 6-3  
METROPOLITAN NASHVILLE PUBLIC SCHOOLS  
SUMMARY OF 1999-2000 BUDGET FOR GENERAL PURPOSE SCHOOL FUND**

CATEGORY	BUDGET AMOUNT	POSITIONS
Administration	\$4,460,129	77
Instruction	308,972,499	6,102
Attendance	2,082,067	44
Transportation	19,124,426	519
Plant Operation	37,682,765	643
Plant Maintenance	10,914,084	207
Fixed Charges	8,821,846	-
Community Services	963,347	15
Equipment	710,537	-
<b>Total</b>	<b>\$393,731,700</b>	<b>7,607</b>

Source: Metropolitan Nashville Public Schools, Division of Business and Facilities Services, 2000.

According to the *Tennessee Public School System's Report Card*, the statewide expenditures per student have increased considerably since 1991-92 because of the influx of state funds through the Basic Education Program formula.

Exhibit 6-4 shows the per pupil expenditure in MNPS, Hamilton County, and the state. As shown, MNPS has a higher per pupil expenditure than Hamilton County, and the state.

**EXHIBIT 6-4  
PER PUPIL EXPENDITURE FOR MNPS,  
HAMILTON COUNTY AND THE STATE  
REPORT CARD 2000**

<b>SCHOOL SYSTEM</b>	<b>PER PUPIL EXPENDITURE*</b>
Metropolitan Nashville Public Schools	<b>\$6,912</b>
Hamilton County Schools	<b>\$6,440</b>
State	<b>\$5,794</b>

Source: State of Tennessee Department of Education, Public School System Report Card, November 2000.

\* Expenditures are based on average daily attendance.

**6.1 Organization and Management of Instruction**

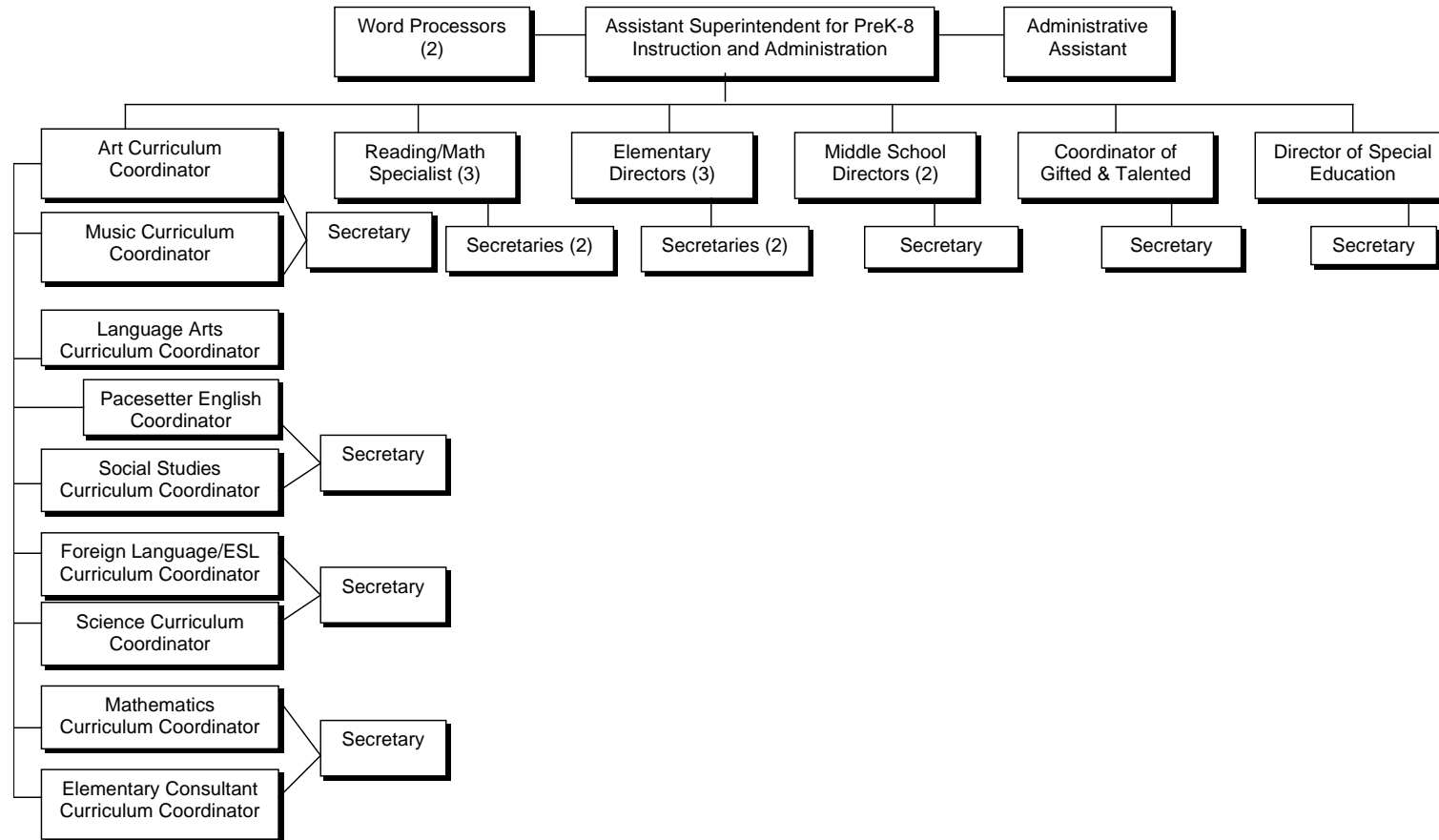
To understand the current organization and management of instruction, two different organizational structures must be shown: the Division of K-8 Instruction and Administration and the Division of 9- Adult Instruction and Administration. Pupil services for these two divisions are provided by the Department of K-12 Resources that will be discussed in Section 6.6.

Exhibit 6-5 shows the organizational structure for the Division of Pre-K-8 Instruction and Administration and Exhibit 6-7 shows the organizational structure for the Division of 9-Adult (i.e., combined exhibits show Pre-K-12).

As Exhibit 6-5 shows, the Division of Pre-K-8 Instruction and Administration is overseen by an Assistant Superintendent who has nine Curriculum Coordinators, three Reading/Math Specialists, three Elementary Directors, two Middle School Directors, one Coordinator of Gifted and Talented, and one Director of Special Education directly reporting to her. It is important to note that the subject area Curriculum Coordinators are listed only on the Pre-K-8 organizational chart; however, the subject coordinators are charged with serving all grade levels and work within both divisions.

Exhibit 6-6 shows that the Division of 9-Adult Instruction and Administration is overseen by an Assistant Superintendent for 9-Adult and has one Director of High Schools, one Director of Athletics and Physical Education, three Student Referral Coordinators, two Consultants for High Schools, and one Director of Vocational, Adult, and Community Education reporting directly to her. The Director of Pupil Personnel Services has been a vacant position since December 1999.

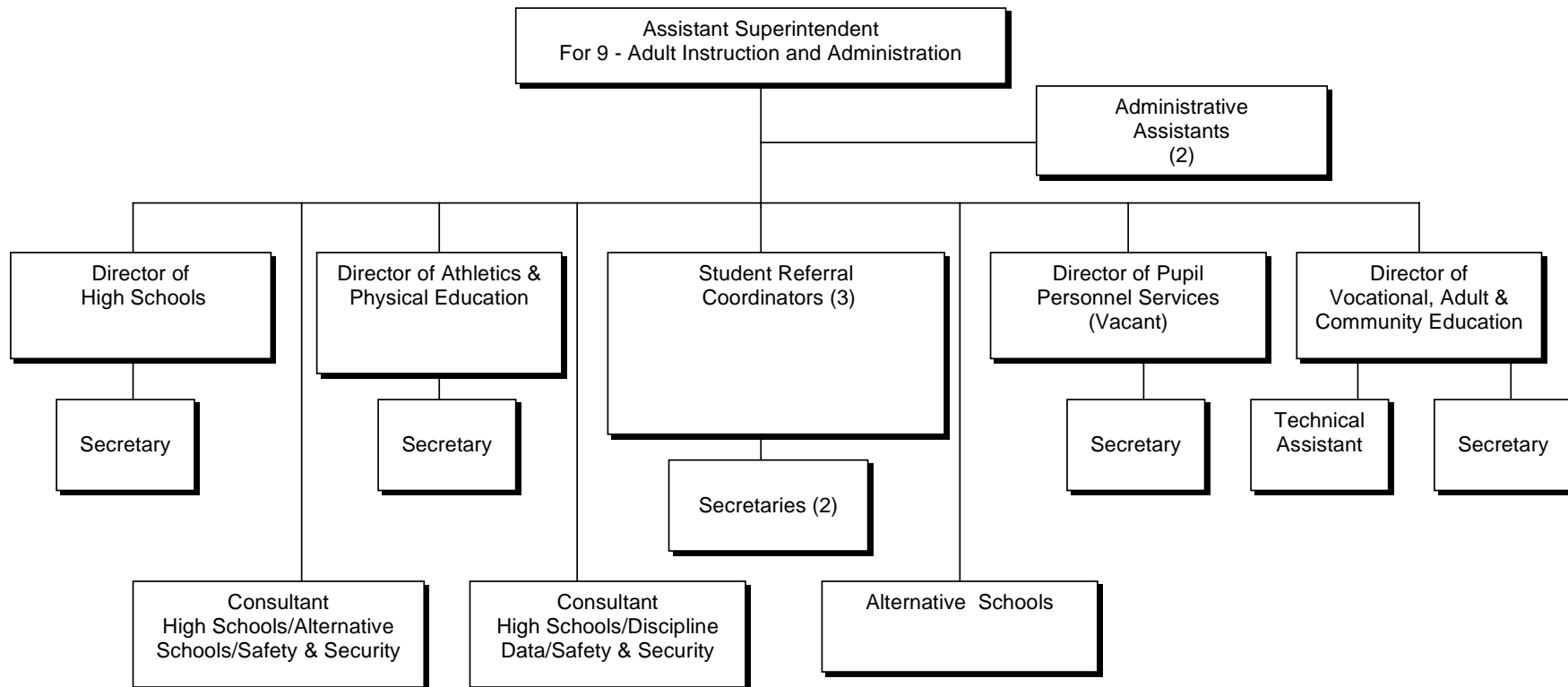
**EXHIBIT 6-5  
METROPOLITAN NASHVILLE PUBLIC SCHOOLS  
DIVISION OF PRE-K-8 INSTRUCTION AND ADMINISTRATION  
ORGANIZATIONAL STRUCTURE  
2000-01 SCHOOL YEAR**



Source: Metropolitan Nashville Public Schools, Division of K-8 Instruction and Administration, 2000.



**EXHIBIT 6-6  
METROPOLITAN NASHVILLE PUBLIC SCHOOLS  
DIVISION OF GRADE 9 – ADULT INSTRUCTION AND ADMINISTRATION  
ORGANIZATIONAL STRUCTURE  
2000-01 SCHOOL YEAR**



Source: Metropolitan Nashville Public Schools, Division of Grades 9 – Adult Instruction and Administration, 2000.

**FINDING**

Exhibit 6-7 shows the number of positions assigned to the Divisions of Pre-K-8 and 9-Adult Instruction and Administration for the 1999-2000 school year, the positions for the 2000-01 school year, and the difference in the number of positions. As shown, there are 4.5 less professional staff positions for the 2000-01 school year than the two divisions had in 1999-2000.

**EXHIBIT 6-7  
DIVISION OF K-8, DIVISION OF 9-ADULT, AND  
THE DIVISION OF K-12 RESOURCES  
CENTRAL OFFICE POSITION CHANGES**

POSITION	1999-2000 SCHOOL YEAR	2000-01 SCHOOL YEAR	DIFFERENCE
Director of Pupil Personnel	1	0	-1
Coordinator of ESL/Foreign Language	1	.5	-.5
Coordinator of Technology	1	0	-1
Mobile Technology Unit Operator	1	0	-1
Coordinator of Psychology	1	0	-1
<b>Total Changes</b>	<b>5</b>	<b>.5</b>	<b>-4.5</b>

Source: Metropolitan Nashville Public Schools, Divisions of Pre-K-8 and 9-Adult Instruction and Administration, 2000.

Some fragmentation exists in the delivery of curriculum and instructional services provided to the Metropolitan Nashville Public Schools students. While the Assistant Superintendent for 9-Adult has eight direct reports, the Assistant Superintendent for Pre-K-8 has 19 staff members directly reporting to her. The span of control is much larger for the Assistant Superintendent for Pre-K-8 who has one Administrative Assistant while the Assistant Superintendent for 9-Adult has two Administrative Assistants.

There is a lack of formal communication and coordination of instructional services between the Division of the Pre-K-8 and the 9-Adult Instruction and Administration. While there are regular weekly meetings, interviews and a review of the organizational documents found that the two divisions are lacking a comprehensive, well-coordinated plan for providing a continuum of curriculum and instructional services to students. While staff from each of the two divisions state that their division goals are the same goals as the 2001 district goals and objectives for academic achievement, there are no written goals and objectives for each of the divisions, nor a written plan for coordinating the two divisions' services to schools.

Exhibit 6-8 provides the 2001 Goals and Objectives for academic achievement outlined in what the school system refers to as the *Accountability Framework*. As shown, the school system's *Accountability Framework* has eight goals related to increasing students' academic achievement.

Another example to illustrate a lack of coordination among the two divisions is the reporting structure of the Curriculum Coordinators and the Reading/Math Specialists. Metropolitan Nashville Public Schools (student enrollment of 69,126 in 128 schools) has a total of nine Curriculum Coordinators (Art, Music, Language Arts, Pacesetter English, Social Studies, Foreign Language/ESL, Science, Mathematics, and Elementary

**EXHIBIT 6-8  
METROPOLITAN NASHVILLE PUBLIC SCHOOLS 2001 DISTRICT GOALS AND  
OBJECTIVES FOR ACADEMIC ACHIEVEMENT AND PROGRESS TOWARDS  
MEETING GOALS AND OBJECTIVES**

<b>Goal 1:</b>	<p>All third grade students will score at or above the national median percentile in reading.</p> <p><b>2001 Objective:</b> <i>70 percent of third grade students will score at or above the national median percentile in reading.</i></p> <p>1996-1997: 44.7%      <b>1997-1998: 48.2% (Baseline Year)</b>      1998-1999: 47.9%      1999-2000: 49.2%</p>															
<b>Goal 2:</b>	<p>All fourth grade students will score at or above Competent (4.0 on a 6.0 scale) on the state writing assessment.</p> <p><b>2001 Objective:</b> <i>70 percent of fourth grade students will score at or above Competent (4.0) on the state writing assessment.</i></p> <p>1996-1997: 34.7%      <b>1997-1998: 41.8% (Baseline Year)</b>      1998-1999: 60.7%      1999-2000: 63.3%</p>															
<b>Goal 3:</b>	<p>By the end of the tenth grade, all students will have completed Algebra I with a grade score of 70% or greater and will pass the end-of-course exam.</p> <p><b>2001 Objective:</b> <i>By the end of the tenth grade, 85% of the students will have completed Algebra I with a grade score of 70% or greater and will pass the end of the course exam.</i></p> <p>1996-1997: 70.9%      <b>1997-1998: 74.5% (Baseline Year)</b>      1998-1999: 73.8%      1999-2000: 74.6%</p>															
<b>Goal 4:</b>	<p>All students will graduate from high school.</p> <p><b>2001 Objective:</b> <i>The cohort dropout rate for high school will be 10% or less.</i></p> <p>1996-1997: 19.6%      <b>1997-1998: 21.9% (Baseline Year)</b>      1998-1999: 17.5%      1999-2000: 16.3%</p>															
<b>Goal 5:</b>	<p>The percentage of students taking at least one Advanced Placement class before graduation will increase annually.</p> <p><b>2001 Objective:</b> <i>35% of the high school students will take at least one Advanced Placement class before graduation, and 65% will attain a score of 3 or greater.</i></p> <table border="0"> <thead> <tr> <th></th> <th><u>1996-1997</u></th> <th><u>1997-1998</u></th> <th><u>1998-1999</u></th> <th><u>1999-2000</u></th> </tr> </thead> <tbody> <tr> <td>AP class</td> <td>26.2%</td> <td>30.4% (Baseline Year)</td> <td>31.0%</td> <td>30.6%</td> </tr> <tr> <td>Scored 3+</td> <td>60.2%</td> <td>61.1% (Baseline Year)</td> <td>62.5%</td> <td>55.8%</td> </tr> </tbody> </table>		<u>1996-1997</u>	<u>1997-1998</u>	<u>1998-1999</u>	<u>1999-2000</u>	AP class	26.2%	30.4% (Baseline Year)	31.0%	30.6%	Scored 3+	60.2%	61.1% (Baseline Year)	62.5%	55.8%
	<u>1996-1997</u>	<u>1997-1998</u>	<u>1998-1999</u>	<u>1999-2000</u>												
AP class	26.2%	30.4% (Baseline Year)	31.0%	30.6%												
Scored 3+	60.2%	61.1% (Baseline Year)	62.5%	55.8%												
<b>Goal 6:</b>	<p>The achievement gap between socio-economic groups will be reduced annually.</p> <p><b>2001 Objective:</b> <i>The achievement gap between socio-economic groups will be reduced by 25% or greater.</i></p> <table border="0"> <thead> <tr> <th></th> <th><u>1996-1997</u></th> <th><u>1997-1998*</u></th> <th><u>1998-1999*</u></th> <th><u>1999-2000</u></th> </tr> </thead> <tbody> <tr> <td>Elem. &amp; Mid.</td> <td>75.5%</td> <td><b>73.8% (Baseline Year)</b> (80.4% represents a 25% reduction) (100% represents complete elimination of gap)</td> <td>74.2%</td> <td>74.1%</td> </tr> <tr> <td>High</td> <td>89.2%</td> <td><b>87.4% (Baseline Year)</b> (90.5% represents a 25% reduction) (100% represents complete elimination of gap)</td> <td><b>Not available</b></td> <td><b>No available</b></td> </tr> </tbody> </table> <p>*Figures indicate the low socio-economic group performance as a percent of the high socio-economic group performance. The TCAP Achievement Test Total Score was used to measure elementary and middle school students. The TCAP 11<sup>th</sup> grade Writing Assessment was used to measure high school students, in the absence of an achievement test.</p>		<u>1996-1997</u>	<u>1997-1998*</u>	<u>1998-1999*</u>	<u>1999-2000</u>	Elem. & Mid.	75.5%	<b>73.8% (Baseline Year)</b> (80.4% represents a 25% reduction) (100% represents complete elimination of gap)	74.2%	74.1%	High	89.2%	<b>87.4% (Baseline Year)</b> (90.5% represents a 25% reduction) (100% represents complete elimination of gap)	<b>Not available</b>	<b>No available</b>
	<u>1996-1997</u>	<u>1997-1998*</u>	<u>1998-1999*</u>	<u>1999-2000</u>												
Elem. & Mid.	75.5%	<b>73.8% (Baseline Year)</b> (80.4% represents a 25% reduction) (100% represents complete elimination of gap)	74.2%	74.1%												
High	89.2%	<b>87.4% (Baseline Year)</b> (90.5% represents a 25% reduction) (100% represents complete elimination of gap)	<b>Not available</b>	<b>No available</b>												
<b>Goal 7:</b>	<p>All school will provide a safe, respectful, orderly environment for learning.</p> <p><b>New 2001 Objective:</b> <i>Establish baseline data by surveying students, staff, and parents. (A subset of the items from the 1998 survey will become a part of the new baseline data)</i></p> <p><b>New 2002 Objective:</b> <i>Use baseline data to implement strategies that enhance the perception among students, staff and parents, that all schools are safe, respectful and orderly, as measured by the surveys.</i></p>															
<b>Goal 8:</b>	<p>Ninety-percent of (90%) Kindergarten students will score at or above the national norm on an assessment of school readiness skills (approved 3/14/00).</p> <p><b>New 2002 Objective:</b> <i>Eighty percent (80%) of the kindergarten students will score at or above the national norm on Brigance spring posttest. 1998-99 73.9%      1999-2000 77.2%</i></p>															

Source: Metropolitan Nashville Public Schools, Accountability Framework, 1999 Accountability Report, November 1999.

Consultant) and three Reading/Math Specialists whose primary responsibilities include designing, developing, and evaluating curriculum and providing teacher support through training, demonstrations, visitations, and conferences. This represents a total of 12 positions assisting teachers and the school system with curriculum needs. It is important to note that the Pacesetter English and Elementary Consultant do not work with all K-12 grades.

While these Curriculum Coordinators are assigned to serve all schools, they report directly to the Assistant Superintendent for Pre-K-8. Interviews with central office staff and principals, a review of scheduled meetings, and a review of memorandums found a lack of communication between the Curriculum Coordinators and Specialists and the Division of 9-12 Instruction and Administration. Since the Curriculum Coordinators and the Reading/Math Specialists do not keep written time logs, nor do the principals have records of the specialists' site visits to the schools, it is difficult to quantify how the specialists are dividing their time among the elementary, middle, and secondary schools. Interviews with teachers, principals, Curriculum Coordinators, and the Elementary, Middle, and High School Directors indicate that most specialists are spending a larger percentage of their time in the secondary schools.

An example to illustrate the lack of coordination among the two Instruction and Administration Divisions and the 11 school clusters is found when we conducted an analysis of the 11 Cluster Improvement Plans. While each cluster has developed a Cluster Improvement Plan with goals and objectives, there is no oversight of all of the Cluster Improvement Plans to monitor for similarities and/or differences among the 11 clusters. The Assistant Superintendent for Pre-K-8, nor the Assistant Superintendent for 9-Adult had copies of all of the Cluster Improvement Plans and did not give any evidence that the plans were being evaluated, monitored, or studied for districtwide commonalities.

Additionally, both Assistant Superintendents do not personally use electronic email for correspondence for internal or external communications which slows communication between the two Divisions, among the other central office divisions and departments, as well as communication with principals and schools.

When contrasting the two Curriculum and Instructional Divisions of Metropolitan Nashville Public Schools and the Curriculum and Instructional Divisions of some of the comparison school systems, we find that three of the comparison school systems (Austin, Hamilton, and Jefferson) have one key person who oversees the Curriculum and Instruction Divisions. For example, Austin ISD (TX) has one Deputy Superintendent for Curriculum and Instruction who oversees a Director of Curriculum and School Improvement, a Director of Secondary Education, a Director of State and Federal Programs, a Director of Special Education, a Director of Gifted and Talented, a Director of Community Education/At Risk, a Director of Athletics and Physical Education, and a Director of School Support.

Hamilton County Public Schools' (TN) Division of Curriculum and Instruction is overseen by an Assistant Superintendent for Curriculum and Instruction. Seven Directors (Director of Instruction, Director of Career Ladder, Diversity and Staff Development, Director of Exceptional Education, a Director of Assessment Services, a Director of Federal Programs, a Director of Magnet Schools, and a Director of Vocational Education report to the Assistant Superintendent for Curriculum and Instruction.

Jefferson County Public Schools (KY) has one Assistant Superintendent for districtwide instructional services who oversees one Executive Director of Professional Development, one Director of Curriculum and Assessment, 11 Curriculum Specialists, two Reading Recovery Specialists, and one Resource Teacher.

Also, when a comparison is conducted of the support staff within the two Divisions of Instruction in MNPS, we find that MNPS has a higher ratio of support staff to professionals within the Divisions of Curriculum and Instruction when compared to other school systems. In the Metropolitan Nashville Public Schools' (which has a student enrollment of 69,126 in 129 schools), the two Instruction and Administration Divisions (Pre-K-8 and 9-Adult), there are a total of 18 secretaries, one technical assistant, two administrative assistants, and two word processors (senior account clerks)—a total of 23 support staff.

Jefferson County Public Schools (KY)—a comparison school system with a student enrollment of approximately 95,000 students in 152 schools—the Division of Curriculum and Assessment (Pre-K—12) has a total of seven clerks and one secretary. Another comparison school system, Austin Independent School District (a comparison school system with a student enrollment of 77,738 and a total of 106 schools) has a total of 13 secretaries and six clerks (19 total) supporting their Department of Curriculum and School Improvement.

As mentioned previously, Metropolitan Nashville Public Schools has a total of nine Curriculum Coordinators (Art, Music, Language Arts, Pacesetter English, Social Studies, Foreign Language/ESL, Science, Mathematics, and Elementary Consultant) and three Reading/Math Specialists whose primary responsibilities include designing, developing, and evaluating curriculum and providing teacher support through training, demonstrations, visitations, and conferences for a total of 69,126 students in 129 schools. Currently, these specialists are reporting to the Assistant Superintendent for Pre-K-8 Instruction and Administration. This represents a total of 12 positions assisting teachers and the school system with curriculum needs (again, please note that the Pacesetter English and Elementary Consultant work with only select grades).

In comparison, the Jefferson County Schools (KY) has 11 Curriculum Specialists (Social Studies, Practical Living/PE, Diversity, Reading, Writing, Mathematics, Arts and Humanities, Music, Science, Foreign Language, and Other Disciplinary Studies, two Reading Recovery Specialists, and two Resource Teachers (Math and Science). This represents a total of 15 positions assisting teachers and the school system with curriculum needs.

Hamilton County Public Schools (41,500 student enrollment and 80 schools) does not have central office curriculum specialist positions; however, they do have 32 Consulting Teachers. These teachers are paid a 12-month salary and assist teachers and schools in all subject areas—they do not specialize in a particular subject area.

MGT administrator, principal, and teacher surveys support the need for improvement in curriculum and instructional support. Forty-six (46%) of the administrators, 53 percent of the principals, and 54 percent of the teachers responding to the survey, report that instructional support needs some improvement or needs major improvement. Additionally, 63 percent of the responding teachers report that curriculum planning needs some improvement or needs major improvement and 41 percent of the teachers

responded that instructional coordination/supervision needs some improvement or needs major improvement.

## **RECOMMENDATION**

### **Recommendation 6-1:**

#### **Restructure the Divisions of Pre-K-8 and 9-Adult Instruction and Administration.**

The restructuring should include:

- converting the current Assistant Superintendent for Pre-K-8 position to an Assistant Superintendent for Instruction and Administration;
- renaming the Department of K-12 Resources to the Department of Program Support Services and upgrading the Director position to Executive Director;
- eliminating the Assistant Superintendent for 9-Adult position and creating a Chief Information Officer position (as noted in Chapters 5 and 13);
- converting the six Director (Tier) positions into Directors of Cluster Facilitation and Administration;
- eliminating the Pacesetter English Coordinator;
- eliminating the Elementary Consultant Curriculum Coordinator;
- eliminating one administrative assistant;
- eliminating one secretary;
- eliminate one senior account clerk (word processors); and
- creating five additional Directors of Cluster Facilitation and Administration.

As recommended in Chapter 5, an Assistant Superintendent for Instruction and Administration should oversee Pre-K-12 Curriculum, Instruction, and Administration for the school system. This should ensure a more efficient and effective delivery of K-12 curriculum and instructional services to all schools and promote more effective communications among departments. The current Assistant Superintendent for Pre-K-8 should be converted to this position.

Also as recommended in Chapter 5 (Exhibit 5-12), the Assistant Superintendent for 9-Adult Instruction and Administration should be eliminated and a Chief Information Officer position should be created. One of the administrative assistant positions should be transferred to the new Technology and Information Division and one position eliminated. The responsibilities assigned to the eliminated position should be assigned to the Executive Director of Program Support Services' staff. The Chief Information Officer should be responsible for developing administrative and instructional technology for the school system as further described in Chapter 13. This should ensure continued direct

monitoring of the unitary school system's Student Assignment Plan (School Improvement Plan).

Additionally, as shown in Chapter 5, Exhibit 5-12, the creation of 11 Directors of Cluster Facilitation and Administration reporting to the Assistant Superintendent for Instruction and Administration, should provide for more efficient coordination of their services. Six of these director positions should be filled by the existing High School Director, two Middle School Directors, and three Elementary Directors. The other five Directors of Cluster Facilitation and Administration should be created. The addition of these positions should provide each high school cluster with needed cluster coordination and facilitation. This organization pattern and administrative support is necessary to the continued implementation of the Student Assignment Plan.

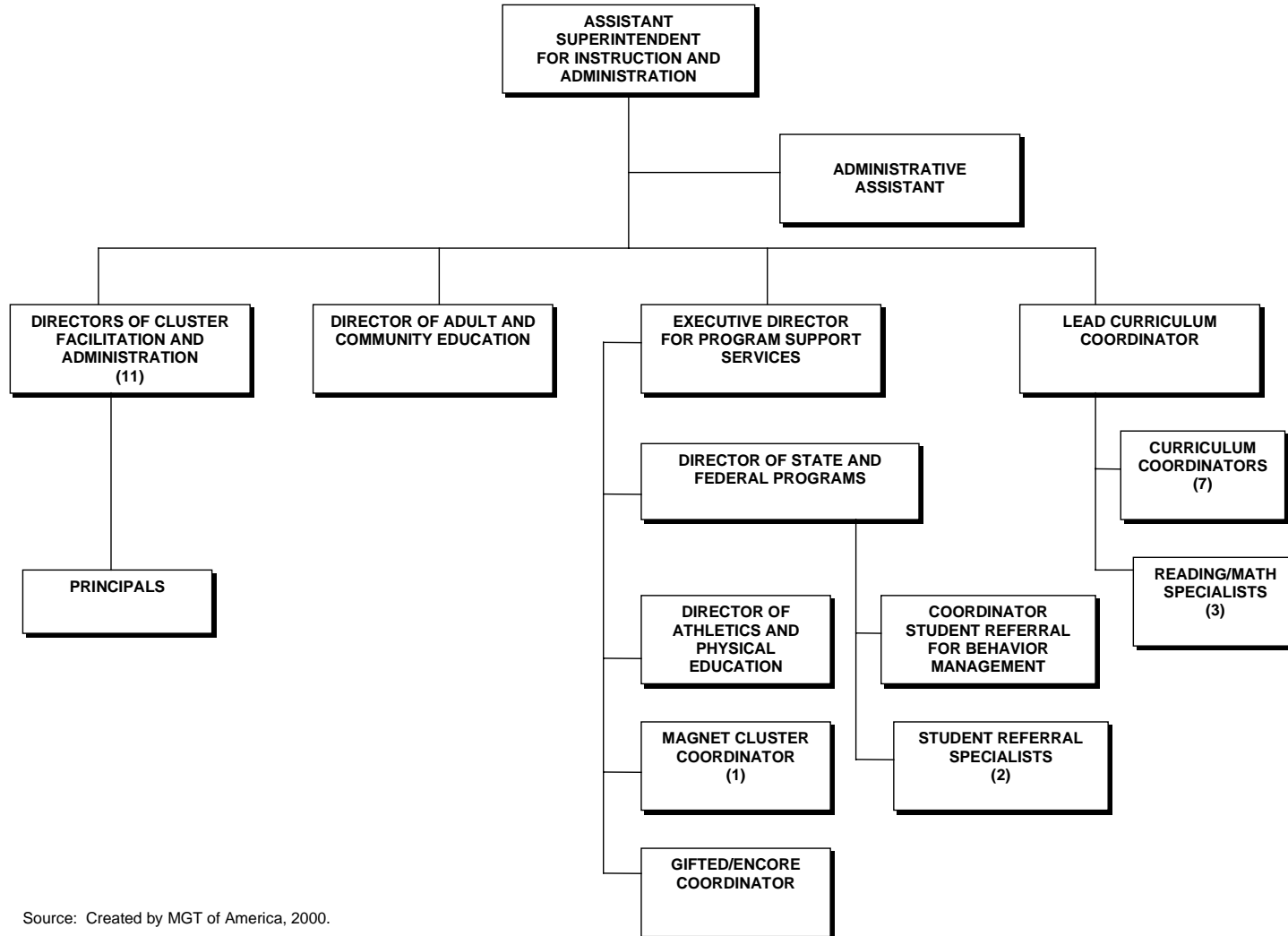
Since the school system has one Language Arts Curriculum Coordinator, the Pacesetter English Coordinator's job responsibilities should be assumed by the Language Arts Curriculum Coordinator. The Elementary Consultant, with primary responsibilities for planning, implementing, and evaluating the at-risk students summer school program and serving as the project liaison for the National Science Foundation Hands-On Science grant with Tennessee State University, can be absorbed by existing positions. For example, the responsibilities of the implementation of a summer school program for at-risk students should be transferred to the two high school consultants and the Assistant Superintendent for Instruction and Administration. The responsibility of science coordination should be assumed by the Science Curriculum Coordinator. The elimination of the two Curriculum Coordinator positions brings MNPS into alignment with the number of curriculum coordinators in comparison school systems.

Logs of the word processors, as well as interviews with staff, show that there are various periods throughout the year when word processors do not have sufficient work to justify the existing total number of positions. A review of the secretarial support in the comparison school systems and examination of current workloads supports the elimination of one word processor and one secretary within the Divisions of Pre-K-8 and 9-12.

Exhibit 6-9 displays the proposed reorganization for education services delivery in the new division. The exhibit shows:

- one Assistant Superintendent for Instruction and Administration;
- eleven (11) Directors of Cluster Facilitation and Administration each assigned to a high school cluster and reporting to the Assistant Superintendent for Instruction and Administration;
- one Executive Director of Program Support Services responsible for State and Federal Programs, Athletics and Physical Education, Magnet schools, and oversight of the Gifted/Encore Coordinator (These positions should report to the Assistant Superintendent for Instruction and Administration);
- one Director of Adult and Community Education responsible for Adult and Community Education and reporting to the Assistant Superintendent for Instruction and Administration;

**EXHIBIT 6-9  
PROPOSED ORGANIZATION OF THE  
DIVISION OF INSTRUCTION AND ADMINISTRATION**



Source: Created by MGT of America, 2000.



- one Lead Coordinator responsible for six Curriculum Coordinators and three Reading/Math Specialists and reporting to the Assistant Superintendent for Instruction and Administration; and
- the Assistant Superintendent for Instruction and Administration has 14 administrators as direct reports and the support of one administrative assistant.

This proposed organization plan for the Curriculum and Instruction Division provides the administrative framework to support the continued implementation of the Student Assignment Plan, ensure alignment with the Director of Schools' intent to provide continued strategic and logistical support to the clusters as well as tier organization patterns, and protect the integrity of the school options.

### **IMPLEMENTATION STRATEGIES AND TIMELINE**

- |  |                    |
|--|--------------------|
| 1. The Board of Education should instruct the Director of Schools to coordinate with the Board and administrative staff to establish a series of work sessions to review the proposed organization plan.   | April 2001         |
| 2. The Board of Education should hold work sessions on the proposed organization plan and related recommendations.   | May -<br>July 2001 |
| 3. The Board of Education should instruct the Director of Schools to prepare the necessary budget amendments for review and approval by the Board.   | August 2001        |
| 4. The Director of Schools should instruct the Assistant Superintendent for Business and Facilities Services to develop the budget amendments and submit them to the Board of Education for review and approval.   | August 2001        |
| 5. The Board of Education should review and approve the budget amendment proposal.   | September 2001     |
| 6. The Board of Education should instruct the Director of Schools to begin implementation of the new organization plan.  | October 2001       |
| 7. The Director of Schools should recommend, and the Board of Education should approve, the appointment of a person to the Assistant Superintendent of Instruction and Administration position.  | October 2001       |
| 8. The Director of Schools should instruct the newly appointed Assistant Superintendent for Instruction and Administration to develop, in collaboration with other assistant superintendents, a plan including related timelines for implementing the Instruction and Administration Division organization plan. | November 2001      |

- |   |  |
|---|--|
| 9. The Assistant Superintendent for Instruction and Administration, in collaboration with other Assistant Superintendents, should develop a plan and timelines for implementing the Instruction and Administration Division organization plan and should submit the plan to the Director of Schools for approval. | November -<br>January 2002   |
| 10. The Director of Schools should review, revise, and approve the plan and associated timelines.   | February 2002  |
| 11. The Assistant Superintendent for Instruction and Administration, in collaboration with other assistant superintendents, should implement the Instruction and Administration Division organization plan.   | February -<br>July 2002 with all<br>personnel changes<br>effective July 1,<br>2002 |
| 12. The Board of Education and the Director of Schools should evaluate the effectiveness of the new plan as implemented and should make appropriate adjustments.  | July 2002  |

**FISCAL IMPACT**

This cost is calculated as follows with all final wages including the school system's 24 percent fringe benefit costs:

- upgrading one Director of K-12 Resources to Executive Director of Program Support Services position results in a salary increase of \$3,650 plus fringe benefits cost of \$876 equals a total cost of \$4,526 per year;
- eliminating two Coordinators – one at \$53,120 plus fringe benefits cost of \$12,478 and one at \$48,763 plus fringe benefits cost of \$11,703, for a total savings of \$126,064;
- eliminating one secretary at an average hourly rate of \$13.15 plus fringe benefits cost of \$3.15 per hour times 2080 hours annually for a total savings of \$33,904;
- eliminating one senior account clerk (word processor) at an annual salary of \$19,219 plus fringe benefits cost of \$4,612 for a total savings of \$23,831;
- creating five Directors of Cluster Facilitation and Administration, positions, at an annual entry level salary of \$83,561 plus fringe benefits cost of \$20,054 equaling \$103,615 times five positions for a total of \$518,075; and
- eliminating one administrative assistant at an annual salary of \$36,670 plus fringe benefits cost of \$8,800 for a total savings of \$45,470.

The implementation of this recommendation should result in a net cost of \$293,332 per year beginning in 2002-03. There would be no costs the first year due to the implementation date.

<b>Recommendation</b>	<b>2001-2002</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>
Upgrade One Director of K-12 Resources to Executive Director of Program Support Services	\$0	(\$4,526)	(\$4,526)	(\$4,526)	(\$4,526)
Eliminate Two Coordinators	\$0	\$126,064	\$126,064	\$126,064	\$126,064
Eliminate One Secretary	\$0	\$33,904	\$33,904	\$33,904	\$33,904
Eliminate One Senior Account Clerk	\$0	\$23,831	\$23,831	\$23,831	\$23,831
Create Five Directors of Cluster Facilitation and Administration	\$0	(\$518,075)	(\$518,075)	(\$518,075)	(\$518,075)
Eliminate One Administrative Assistant	\$0	\$45,470	\$45,470	\$45,470	\$45,470
<b>Total Cost</b>	<b>\$0</b>	<b>(\$293,332)</b>	<b>(\$293,332)</b>	<b>(\$293,332)</b>	<b>(\$293,332)</b>

## **6.2 Curriculum and Instruction Services**

This section discusses curriculum and instruction policies and procedures, the delivery of curriculum and instruction, the school improvement process, curriculum development, curriculum guides, and lesson plan procedures.

### **FINDING**

As discussed in Section 6.1, the overall mission of the Division of Curriculum and Administration is based on the school system's Accountability Framework (which was shown in Exhibit 6-8). No written goals, strategies, and timelines exist detailing how the Division of Pre-K-8, Division of 9-12, and the Departments within those Divisions will function collectively to stay focused on the Accountability Framework. Some individual Departments, such as the Research and Evaluation Department, have their own mission, vision, and goals, but there is no evidence of systemic division goals and objectives. While the Accountability Framework has eight specific goals and objectives, each division and each department within the division should have their own specific goals, objectives, and timelines that are directly tied to the systemwide Accountability Framework.

## **RECOMMENDATION**

### **Recommendation 6-2:**

#### **Develop and implement coordinated written goals, objectives, and strategies for the Divisions of Pre-K-8 and 9-Adult.**

Implementing this recommendation should provide a document designed to ensure that the Pre-K through 8 and 9-Adult Divisions develop and focus planning and related activities in a manner consistent with MNPS Accountability Framework. This action should provide other benefits including alignment of activities with schools and cluster planning as well as serve as additional documentation to support the school system's efforts at continued unitary status.

### **IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Director of Schools should instruct the Assistant Superintendent for Pre-K through 8 and the Assistant Superintendent for 9-Adult to develop the mission, goals, strategies, and related timelines for each division that are tied to and support the Accountability Framework. April 2001
2. The Assistant Superintendent for Pre-K through 8 and Assistant Superintendent for 9-Adult should establish a committee composed of representatives from their respective divisions including representatives of Tier Directors and Cluster Facilitators to assist with the assigned task. May 2001
3. The committee, composed of representatives from the two Divisions including representatives of Tier Directors and Cluster Facilitators, should develop the mission, goals, strategies, and related timelines that are tied to and support the Accountability Framework. May - September 2001
4. The Assistant Superintendent for PreK-8 and Assistant Superintendent for 9-Adult should submit the mission statement, goals, strategies, and related timelines that are tied to and support the Accountability Framework to the Director of Schools for review and approval. October 2001
5. The Assistant Superintendent for PreK-8 and Assistant Superintendent for 9-Adult should distribute copies by email to Division personnel and schools and submit the document to the MNPS Web Master for incorporating into the Web site. October 2001

## **FISCAL IMPACT**

This recommendation could be accomplished with existing personnel and resources. Funds have been budgeted for the operation and maintenance of the Web site and email is available.

## **FINDING**

A review of Metropolitan Nashville Public Schools Policy and Procedures Manual shows that the school system does not have a systemwide policy for student homework or teacher lesson plans.

Site visits and interviews with staff verified the lack of these two curriculum and instruction-related policies and procedures. For example, principals had varying amounts of specified times they recommend that their teachers allot to students for completing homework assignments---it is a school-based decision.

Also, site visits to the four low performing schools and interviews with principals and school-based staff confirm that some teachers in the school system are regularly writing lesson plans and are routinely required to turn them into their principal, while others may have their plans in writing; however, they are not required (or even encouraged) to submit their plans for the principal's review. Of the four schools designated by the Tennessee State Department of Education as "targeted or low performing" schools (Alex Green, Bellshire, McCann, and Bordeaux), only one principal (at Bordeaux Elementary) provided on-the-spot evidence of regularly checking teachers' lesson plans. Exhibit 6-10 shows the principal's checklist used to regularly monitor Bordeaux's teachers' lesson plans. This exhibit shows that monitoring of Core Curriculum objectives, Core skills, and MIP skills is an important consideration. Furthermore, the checklist includes the monitoring of assigned homework although it does not indicate if student time allotted is a consideration.

The question was raised in interviews with central office staff, teachers, and principals, "How will teachers be held accountable for student progress?" The general reply to the question was that the Board of Education has not adopted a teacher accountability plan; any reference to monitoring is in regard to only student progress.

## **RECOMMENDATION**

### **Recommendation 6-3:**

#### **Create systemwide policies for student homework and teacher lesson plans.**

These systemwide polices should provide the means to ensure that the teachers of the school system have a uniform standards guiding lesson preparations. These lesson plans should also facilitate ensuring that substitute teachers can carry out the appropriate instruction in the absence of the regularly assigned personnel. Lesson plan forms (template) should be developed and should be offered to teachers electronically.

**EXHIBIT 6-10  
BORDEAUX ELEMENTARY  
LESSON PLAN CHECKLIST**

Staff Member \_\_\_\_\_ Date \_\_\_\_\_

Plans Submitted When Requested    Yes \_\_\_\_\_    No \_\_\_\_\_  
Core Curriculum Objectives Listed    Yes \_\_\_\_\_    No \_\_\_\_\_  
CCRP and MIP Skills Indicated    Yes \_\_\_\_\_    No \_\_\_\_\_  
Homework Assignments Noted    Yes \_\_\_\_\_    No \_\_\_\_\_

Activities Listed  
Remediation \_\_\_\_\_  
Enrichment or Extenders \_\_\_\_\_  
Cooperative Learning \_\_\_\_\_  
Other \_\_\_\_\_

Opportunities for Writing  
Journal \_\_\_\_\_  
Creative \_\_\_\_\_  
Write Way Activity \_\_\_\_\_

Independent Study  
Using the Computer \_\_\_\_\_  
Computer in the Classroom \_\_\_\_\_

Opportunities for Group Study \_\_\_\_\_    Individual Study \_\_\_\_\_

Visuals Used    Yes\_\_\_\_    No\_\_\_\_

**COMMENTS:**

**THANKS FOR PLANNING – YOU ARE MAKING A DIFFERENCE!**

Source: Metropolitan Nashville Public Schools, Bordeaux Elementary, 2000.

Creating policy standards to govern student homework should ensure that students are assigned appropriate quantities of work and at the same time safeguard them against excessive amounts. The policy should take into consideration one age and grade level of students. Implementing this recommended policy should provide a reasonable response to those parents and students voicing concerns regarding homework.

Exhibit 6-11 shows a sample policy used by other school systems for assigning student homework and Exhibit 6-12 shows a sample policy related to teacher lesson plans.

### **IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Board of Education should instruct the Ad Hoc Policy Committee to develop the recommended policies. April 2001
2. The Ad Hoc Policy Committee should involve school-level instructional and administrative personnel and should develop the recommended policies. May - June 2001
3. The Ad Hoc Policy Committee should submit the proposed policies to the Director of Schools and the Board of Education for review, revision, and approval. July 2001
4. The Board of Education should review, revise, and approve the proposed policies. July 2001
5. The Director of Schools should instruct the Assistant Superintendent for PreK-8 and Assistant Superintendent for 9-Adult to implement the new policies and the Board secretary should organize and transmit the policies to the school system's Web master for including in the policy Web site, and distribute by email to school personnel. August 2001
6. The Assistant Superintendent for PreK-8 and Assistant Superintendent for 9-Adult should instruct the Tier Directors to meet with school personnel to ensure implementation of the new policies. August 2001
7. The Director of Schools should instruct the Assistant Superintendent for PreK-8 and Assistant Superintendent for 9-Adult, Tier Directors, and school personnel to evaluate the policies' impact. June 2002

### **FISCAL IMPACT**

This recommendation could be accomplished with existing personnel and other existing resources. Funds have been budgeted for the operation and maintenance of the Web site and email is available. Providing instructional personnel with an electronically transmitted template for lesson plans will eliminate the need for printing and distribution of forms to all teachers.

**EXHIBIT 6-11  
SAMPLE ADMINISTRATIVE PROCEDURES  
RELATED TO HOMEWORK ASSIGNMENTS**

**HOMEWORK ASSIGNMENTS**

Homework is to be a regular part of the instructional process. Teachers, under the direction of the principal, are responsible for assigning homework commensurate with course content as well as the maturity level and needs of individual students. The following guidelines shall be used for making homework assignments in keeping with the district's instructional goals:

- (1) Meet the needs of the individual student;
- (2) Be thoroughly explained to the student;
- (3) Result in learning and not be busywork or repetition of what the student already knows;
- (4) Be assigned with sufficient time for a student to obtain any resource that is needed or required;
- (5) Not be assigned as a disciplinary measure;
- (6) Be reasonable in length of time for completion of the assignment; and
- (7) Homework will not be assigned on the day of a religious holiday.

Source: Center for Management Services, Inc., 2000.



**EXHIBIT 6-12  
SAMPLE ADMINISTRATIVE PROCEDURES  
RELATED TO LESSON PLANS**

**TEACHER LESSON PLAN ADMINISTRATIVE PROCEDURES**

The following procedures shall be followed related to teacher lesson plan:

- (1) Lesson plans serve two main purposes:
  - a. Lesson plans guide instruction and reflect planning for instruction
  - b. Lesson plans reflect professional decisions made by a teacher or group of teachers in translating state, District, and campus curriculum into an outline for instruction.
- (2) Lesson plans are required and should be readily available.
- (3) Lesson plans shall include the following components and each component should reflect the students' abilities, needs and other unique learning characteristics (Examples may be obtained from principals for reference):
  - a. Objectives;
  - b. Learning activities;
  - c. Resources;
  - d. Assessment methods/strategies.
- (4) There is no required format for lesson plans.
- (5) In order to minimize paperwork, the four lesson plan components may be addressed in lesson plans with references to specific documents, resources and page numbers where those are appropriate.
- (6) Plans for instruction shall be available for a substitute in a form that is readily usable by a substitute.
- (7) The principal may periodically collect and review lesson plans. This process is not to interfere with instruction and the lesson plan needed for the day is to be returned by the start of the school day.

Source: San Antonio Independent School District, Procedures Manual, 1999.

**FINDING**

The Lesson Study Initiative is a collaborative planning process (based on the book, *The Teaching Gap*) used to improve student learning. This process has been used successfully in Japanese schools and is becoming widely known in United States schools.

With this initiative, a group of five to seven teachers choose an instructional concept that has been difficult for students to master. Working collaboratively, the group discusses the learning problem encountered and plans a course of action to improve the existing lessons. Then, one or more of the teachers actually teaches the lesson and evaluates

students' learning. The study group then revises the lesson with another teacher reteaches the lesson and evaluates the outcomes to determine if learning has improved.

The initiatives' theory is predicated upon the following:

- improved student achievement occurs inside the classroom;
- teachers are the essential element in improving student learning;
- teachers are the first lines of expertise;
- the most important thing a teacher does aside from instructing is planning for that instruction;
- collaborative teacher planning will improve student learning; and
- teachers' professional growth occurs as an outcome of using this process.

The initiative is in alignment with the Core Curriculum and the Board of Education has provided the financial resources and time for a long-term commitment to the initiative.

## **COMMENDATION**

**Metropolitan Nashville Public Schools is commended for initiating a program designed to collaboratively improve student achievement and share model lesson plans with school system teachers.**

## **FINDING**

Since the 1985-86 school year, the United States Department of Education has awarded nine schools in MNPS the Blue Ribbon Award. This award, based on primarily academic achievement, shows that these schools are national schools of excellence. The schools honored are Andrew Jackson Elementary, Brookmeade Elementary, Dodson Elementary, Eakin Elementary, Head Middle, Lakeview Elementary, Meigs Magnet Schools, Glenclyff High, and Hillsboro High School.

The National Review Panel considers the following criteria when selecting a Blue Ribbon school:

- student focus and support;
- school organization and culture;
- challenging standards and curriculum;
- active teaching and learning;
- professional community;
- leadership and educational vitality;
- school, family, and community partnerships; and
- indicators of success.

## **COMMENDATION**

**Metropolitan Nashville Public Schools is commended for the national recognition of seven Blue Ribbon Award Schools.**

## **FINDING**

By an act of the Tennessee Legislature in 1985, Character Education became a mandated part of the school curriculum with a prescribed method of instruction. In 1993, MNPS created a committee composed of educators, community leaders, religious leaders, and parents to review the Character Education curriculum and make recommendations to strengthen the curriculum. From the recommendations of this group came the six key Character Education principles taught in the Character Education Curriculum. They are respect, responsibly, trustworthiness, caring, dedication, civic virtue, and citizenship.

MGT reviewed the current Character Education Curriculum Guides and found them to be exemplary. A set of principles is attached to each six weeks of study in the K-8 Core Curriculum and the 9-12 Social Studies curriculum. A delta symbol is used in the curriculum guides to indicate to teachers that this is a Character Education goal/objective.

## **COMMENDATION**

**Metropolitan Nashville Public Schools is commended for the development of exemplary character education curricula.**

## **FINDING**

For the 2000-01 school year Glenclyff High School's Culinary Arts Program was the first high school program in the southeastern United States to be validated by the American Culinary Foundation. The validation standards to win this award included that the program must:

- provide a state licensed American Culinary Federation (ACF)-Certified Instructor;
- have a rigorous curriculum covering all aspects of the industry;
- meet national professional standards of the culinary industry;
- document portfolio of program quality;
- participate in an American Culinary Federation site visit;
- provide for a continuing validation process through technical American Culinary Federation visits;
- show evidence of graduates taking the National ACF; and

- show evidence that graduates receive a certificate of initial professional mastery.

### **COMMENDATION**

**Glenclyff High School Culinary Arts Program is commended for being awarded the first high school program in the southeastern United States to have an American Culinary Foundation-validated program.**

### **FINDING**

John Overton High School's Music Department was recognized in the Spring 1999 as one of the top 16 high school music programs in the nation by the Grammy Association. The Association awarded John Overton High School's Music Department with a \$5,000 cash award on May 11th for being selected as one of the top 16 high school music programs in the nation. This was the inaugural year of this program.

In September, a survey was completed describing the high school's music program. Each question on the survey carried a weighted response. The top 250 scorers across the country became GRAMMY Signature Schools. Those schools were then asked to submit concert tapes of their ensembles, as well as other materials: concert program, music curriculum, adjudication forms, and level of community involvement. John Overton High School's program was deemed exemplary as a result of this evaluation process.

### **COMMENDATION**

**John Overton High School's Music Department is commended for winning the Grammy Signature School distinguished national award.**

### **FINDING**

Fourteen (14) schools in MNPS are implementing a program called Pacesetter English. The program is designed around two areas of language arts skills that are termed dimensions. These dimensions encompass the skills and abilities that teachers expect their students to be able to demonstrate. The Pacesetter Program incorporates four different assessment protocols into the course in order to allow students a variety of opportunities to demonstrate their skills. The four types of assessment are teacher developed assessments, common tasks, assessment portfolios, and culminating assessment. Overall, the Pacesetter English course involves an active style of teaching, learning, and assessment.

An additional exemplary aspect of the program was described in a curriculum audit that was conducted to provide feedback on the efficiency and effectiveness of its implementation. The evaluation covered a time frame of six months extending from October 1998 to March 1999. The audit produced some teachers' areas of concern (i.e., the pacing of the program, issues with portfolios, etc.) and, as a result, these concerns were addressed and corrected in the program. The school system may wish to expand this program.

## **COMMENDATION**

**Participants in the Pacesetter English Program are commended for initiating a program evaluation and using the evaluation results to make curriculum adjustments.**

## **FINDING**

Two MNPS' schools have been identified as Tennessee State Department of Education Physical Education Demonstration Centers (Tulip Grove Elementary and Harris-Hillman Special School). These schools provide a model for teachers throughout the state to attend and observe best practices in physical education curriculum and instruction. Visiting teachers observe best practices being implemented in these two schools and then, in turn, use the strategies in their home schools.

Additionally, MNPS is the only system in the state of Tennessee that requires a full credit of physical education to graduate from high school. MNPS requires one physical education credit and one Lifetime Wellness credit for graduation; other school systems generally only require one full credit of Lifetime Wellness for graduation.

## **COMMENDATION**

**Metropolitan Nashville Public Schools is commended for being the only school system in the state of Tennessee to have two state-recognized Physical Education Demonstration Centers.**

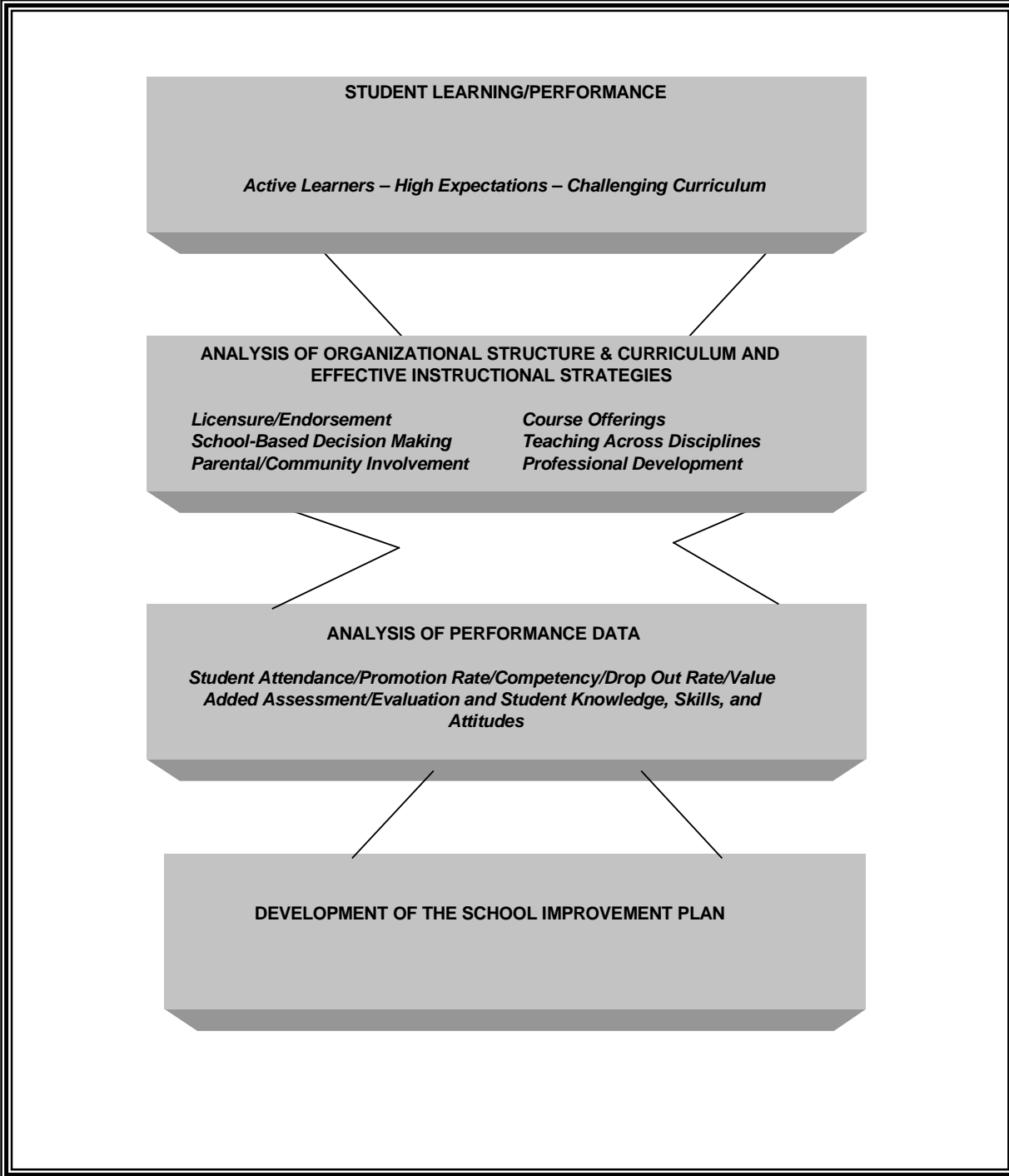
## **FINDING**

Metropolitan Nashville Public Schools uses the Tennessee School Improvement Planning Process as a basis for the school system's school improvement planning process. Exhibit 6-13 shows the key components of the process. As shown, there are four tiers to the process:

- student learning/performance;
- analysis of organizational structure and curriculum and effective instructional strategies;
- analysis of performance data; and
- development of the School improvement Plan.

The next findings are related to MNPS strategies in adhering to the four levels of the Tennessee School Improvement Planning Process.

**EXHIBIT 6-13  
TENNESSEE DEPARTMENT OF EDUCATION  
SCHOOL IMPROVEMENT PLANNING PROCESS**



Source: The Tennessee School Improvement Planning Process: A Blueprint for Continuous Improvement, Tennessee Department of Education, 1996.

### **Tier One-Student Learning/Performance in MNPS Schools**

Tier one of the MNPS school improvement process involves having active learners, establishing high expectations, and implementing a challenging curriculum.

The underlying basis for this tier of school improvement is what the school system refers to as Core Curriculum. The former Mayor was the key initiator of the Core Knowledge concept and offered the school system 20 million dollars to use Core Knowledge as the basis of the school system's curriculum. Additionally, teachers were each given \$500 the first year and \$250 the second year of Core implementation toward purchasing materials to complement the curriculum. There were no criteria established that teachers had to follow in order to expend their allotments.

According to the Board of Education meeting minutes, an agreement was made that the Core Knowledge program would be integrated into existing curriculum to create what the school system now calls Core Curriculum.

As a result of the former mayor's offer, the Metropolitan Nashville Board of Education voted in April 1997 to initiate systemic changes in classroom instruction in Grades K-8. The "Core Curriculum" adds the work of the Core Knowledge Foundation, an organization which helps school systems with curriculum writing and publishes the "What Your Child Needs to Know" series of books, to an existing curriculum developed by a selected group of school system curriculum leaders and teachers. The Core Curriculum is a blend of the Core Knowledge Foundation's grade-appropriate skills and Metro Schools set of expectations for student learning. The underlying purpose of the Core Curriculum is to have a specified, sequenced, and monitored curriculum for all students in the school system. Thus, (in theory) when one student moves from one school to another within the system, there is continuity within the same lessons.

Other benefits to Core Curriculum, according to the Curriculum Coordinators and Specialists interviewed are that Core:

- gives each child equal access to a unified curriculum;
- provides continuity among the schools and throughout the school system; and
- eliminates needless repetition.

Also, in July 1999, the Board of Education revised its promotion and retention policy. The basic requirements are:

- Each student, from kindergarten to Grade 12, will have to show that he or she has learned certain Core Curriculum skills before passing to the next grade or receiving credit.
- Students in Grades K-4 must pass reading, language, spelling, and mathematics in order to progress to the next grade. Fourth-graders must also pass social studies and science/health.

- Kindergartners must master 85 percent of kindergarten communications and mathematics skills. First- through eighth-graders must master 100 percent of the exit skills.
- Students in Grades 1-8 will be given achievement tests in mathematics and communications at the end of the school year. They must score at or above the 23rd percentile on that test - or show that they have mastered 70 percent or more of the skills those tests measure.
- Students in Grades 5-8 must maintain an average score of 70 or above in communications, mathematics, social studies and science/health in order to pass. They must also have a composite average of 70 in the remaining subjects.
- Students in Grades 9-12 must pass 70 percent of the tests and assigned work in each subject in order to receive credit.

There should be no guesswork for parents in knowing what their K-8 grade student should be learning in any given six-week period of time. A colorful brochure is sent to each parent on a six-week basis. The 40,000 brochures cost 5.1 cents per copy and 13.3 cents per copy for postage. The first (of six) six weeks, the brochure is mailed to the parents which costs the school system \$20,400 (13.3 cents times 40,000 copies). For each of the other five six-weeks period, the brochures are sent home with the student. Additionally, the skills are posted on the school system's Web site.

## **RECOMMENDATION**

### **Recommendation 6-4:**

**Discontinue mailing the Core Curriculum parent brochures to parents' home and instead send the brochures home with students and continue posting the brochures on the MNPS website.**

The primary means for providing parents with the Core Curriculum information should be through their students and via the school system's Web site. In addition, the brochures can be made available to all parents at the time of their students first enrollment in Metropolitan Nashville Public Schools and at scheduled parent-teacher meetings.

## **IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Director of Schools should instruct the Director of Communications to discontinue mailing the Core Curriculum brochure to parents the first six weeks of school and notify all principals. June 2001
2. The Director of Communications should discontinue mailing the Core Curriculum brochure to parents the first six weeks of school and send the brochures to the schools. July 2001



3. The principals should send brochures home with students. Beginning in  
the 2001-02 school  
year and Ongoing

**FISCAL IMPACT**

This recommendation should save the school system \$20,400 per year for a total of \$102,000 through 2005-06. This savings is based on the current annual expenditure of approximately \$20,400 for postage projected over a five-year period (5 x \$20,400 = \$102,000).

<b>Recommendation</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>
Discontinue Mailing of Core Curriculum	\$20,400	\$20,400	\$20,400	\$20,400	\$20,400

**FINDING**

Exhibit 6-14 shows the minimum requirements for graduation and also shows the three path options for Grades 9-12. The school system has developed a Dual Preparation Path for those students who are undecided on choosing college versus a technical career. By choosing the dual preparation path, students can have the option of later going into the University Preparation Path or the Technical Preparation Path. The state minimum for graduation is the completion of 20 credits; MNPS requires 22 credits in order to graduate.

There has been an ongoing debate among teachers, staff, parents, and community members as to the effectiveness of the Core Curriculum since its inception; yet, there has been “no formal evaluation conducted on Core Curriculum.” When Core Curriculum was first suggested, the Research and Evaluation Department proposed (since there was no quantitative research evidence to support the effectiveness of Core) that the school system conduct a longitudinal evaluation of Core Curriculum. They believed this would enable the curriculum staff to tell if, in fact, there was a correlation between the Core Curriculum and increased student achievement. A review of student standardized test scores indicated no pattern of dramatic student achievement improvement after the implementation of the Core Curriculum. However, a formal, independent evaluation was never conducted.

MGT survey results show that 64 percent of the administrators, 88 percent of the principals, and 70 percent of the teachers surveyed indicate that they either agree or strongly agree that the curriculum is broad and challenging for most students. Seventy-one (71) percent of the administrators, 93 percent of the principals, and 85 percent of the teachers responded that they either agree or strongly agree that the teachers in Metro schools know the material they teach.

**EXHIBIT 6-14  
MINIMUM REQUIREMENTS FOR GRADUATION  
AND HIGH SCHOOL PATH OPTIONS  
2000-01 SCHOOL YEAR**

<b>MINIMUM REQUIREMENTS FOR GRADUATION</b>	
<b>English</b>	<b>4</b>
<b>Mathematics (Algebra I or equivalent)</b>	<b>3*</b>
<b>Science (physical and biological)</b>	<b>3</b>
<b>Social Studies</b>	
■ U.S. History	1
■ Economics	½
■ Government	½
■ World History, World Geography, Ancient History, or European History	1
<b>Physical Education</b>	<b>1</b>
<b>Lifetime Wellness</b>	<b>1</b>
	<b>15 Core plus a Path</b>
<b>HIGH SCHOOL PATH OPTIONS</b>	
<u>University Preparation Path</u>	
Foreign Language (in same language)	2
Visual/Performing Arts	1
Electives	4
Total units	22
*Requires Geometry & Algebra II	
<u>Dual Preparation Path</u>	
Technical Education	4
Foreign Language (in same language)	2
Visual/Performing Arts	1
Total units	22
*Requires Geometry & Algebra II	
<u>Technical Preparation Path</u>	
Technical Ed. (in related cluster)	4
Electives	3
Total units	22
<b>Meets requirements for Technical Training/Community College</b>	
*Requires Geometry & Algebra II	

Source: Metropolitan Nashville Public Schools, Division of 9-Adult Instruction and Administration, 2000.

MGT received 15 anonymous emails via the Web Link from Metro Schools and Metro Government related to the effectiveness of the Core Curriculum; this link was established as a means for the community and school system staff to provide additional input into this performance audit. The majority of the emails were less than favorable in describing Core; two were supportive of it. Comments from the emails include:

- *Core does not allow for real thinking and creativity. And as to whether Core is successful find most teachers are not teaching Core at all, they just say they do. I look for the day when Core is abolished.*
- *If you read many doctoral dissertations and white papers about the Nashville Public Schools you would see that we start and stop major projects often and without major regrets. The most recent is Core*

*Curriculum; watered down to little more than a shadow of its potential.*

- *The largest obstacle to being the best teacher that I can be is the Core Curriculum. I find the large number of skills listed in a checklist to be overwhelming, fragmented, and not compatible with authentic teaching and learning. Before Core, my students had very high test scores. My students test scores from last year were significantly lower than previous years. I'd rather teach fewer skills and teach them well than teach hundreds of skills in a rushed manner so that we can test, check off the list, and move on.*
- *There are four problems with Core: 1) Too many skills being covered in too little time, 2) the lack of materials on students' grade level to cover the material, 3) overuse of worksheets to cover materials, and 4) no time for hands-on discovery learning where higher thinking skills can be taught and utilized.*
- *The Core Curriculum has changed very little over the last years. When the revision process comes up, we as teachers are asked to read some NCTM standards, but then we are told we can switch things around time wise, but we cannot alter the curriculum.*
- *Most teachers I run across know they are not teaching math as successfully as they would like to be; they feel hindered by the current curriculum.*
- *What is the point of Core Curriculum if Science and Social Studies units are not the same districtwide?*
- *My child does not know and understand the basic principles of subtraction, yet he is now studying the four prehistoric eras. My child needs to master the key concepts which she will need to survive. I feel as though my child should be taught at the rate best for her, not at the rate core curriculum thinks she should be learning.*
- *We are very pleased with the content of Core Curriculum; it is challenging and we like the building block concept.*
- *The Core Curriculum is way too complex. It needs to be simplified so that teachers can use it effectively. While it is great in theory, it is almost impossible to carry out. Simplify it and you will find happier teachers.*

The Nashville Area Chamber of Commerce conducted a 1999 telephone survey of Nashville community residents as a part of the Chamber's 1999 Progress Report on Metropolitan Nashville Public Schools. Residents were asked to rate the effectiveness of Metro's Core Curriculum program on a scale of 1-10 (ten being the highest). Exhibit 6-15 shows the responses to the question. Five-hundred and four (504) community members responded to the survey. Of the 504 responses, 78.7 percent indicated they have their children attend a public school. As Exhibit 6-15 shows:

- Thirty (30) percent of the participants rated the effectiveness of Core Curriculum as a five or below;
- Thirty-five and eight-tenths (35.8) percent of the participants rated the effectiveness of Core Curriculum as a six to 10; and
- Thirty-four and two-tenths (34.2) percent of the participants responded that they did not know the effectiveness of Core Curriculum.

**EXHIBIT 6-15  
1999 NASHVILLE AREA CHAMBER OF COMMERCE  
COMMUNITY SURVEY RESPONSES ON THE  
EFFECTIVENESS OF CORE CURRICULUM**

SURVEY ITEM	RATING SCALE										
	1	2	3	4	5	6	7	8	9	10	Don't Know
THE EFFECTIVENESS OF METRO'S CORE CURRICULUM PROGRAM	2.8	2.8	4.6	6.8	13.0	8.4	8.2	12.4	3.6	3.2	34.2

Source: 1999 Progress Report on Metropolitan Nashville Public Schools, Nashville Area Chamber of Commerce, 1999.

Note: Rated on a scale of 1 – 10 (10 being the highest)

In the 1997-98 school year, Grades K-6 teachers were given a survey to identify key problems areas related to Core Curriculum; Grades 7 and 8 teachers were never surveyed. Results from the 1997-98 survey were not made available to MGT consultants.

MGT interviewed staff in the Tennessee State Department of Education's Curriculum and Instruction unit. The following statements related to the effectiveness of MNPS Core Curriculum were made by state staff:

- *Metro does a great job of communicating the expectations of students—far above many of the other systems in Tennessee.*
- *Metro curriculum leaders are often called upon to serve on State Curriculum committees.*
- *Metro has done a super job on the assessment of the Core Curriculum skills.*
- *Problems with the Core Curriculum include there is little flexibility for teachers on the amount of time required to teach Core and for the students to absorb Core—the Enhanced Option Schools are one method for addressing this issue.*
- *Metro needs to ensure that when they select textbooks this year, that all resources are aligned with the Core Curriculum.*

MGT reviewed the Core Curriculum Guides and the process for developing the guides, and found the following:

- There are three or four different timeline schedules for updating the CCRP Core Curriculum, but there is not one comprehensive, clearly-understood schedule for the revision schedule, nor could MGT find one comprehensive schedule for updating the Mathematics Improvement Plan Guides (MIP curriculum guides) or other subject area guides.
- Although staff indicated guides are in the process of being updated, some guides such as high school choral (1986) and high school keyboard (1983) have not been updated since the 1980s.
- The Comprehensive Communication, Reading Program Guides (commonly referred to as CCRP) for Grades K-8 are organized by six weeks which logically follows the six-week sequence set up by Core Curriculum and were user-friendly. The guides had a table of contents set up by a year at-a-glance, each six-week skills, activities, and assessments.
- The MIP curriculum guides are set up by sections (A, B, C, D, and E units) and were less user-friendly. Staff indicated the MIP is revised every five years and they are in the process of updating MIP this year to include more teacher hands-on activities. There was no table of contents established and a teacher must use three separate documents in order to fulfil the teaching requirements for MIP (the six-week outline, the expectations guide, and the class record sheet. Also, fewer activities were included in the MIP Guides when compared with the CCRP guides).
- Some of the guides have revised dates on the cover or inside the cover; others do not have revision dates (such as MIP Guide-Grade, Biology Curriculum Guide).
- The guides are purported to be aligned with the national standards and goals, and the state framework; however, MGT consultants found that some teachers were using the Tennessee Comprehensive Curriculum Guide as a basis for understanding state standards. That guide is now obsolete and has been replaced with the new set of Tennessee Frameworks. Some of the grade-level skills in the Tennessee Comprehensive Curriculum Guide (which some teachers are still using) are not in alignment with Core Curriculum. For example, the skill that requires a student to be able to print his/her own name is listed as a first grade skill in the Tennessee Comprehensive Curriculum Guide and in the Core Curriculum is listed as a Kindergarten skill.
- Some skills are being taught developmentally and logically out of sequence. For example, in the second grade social studies curriculum, the student should have a clear understanding of where he/she fits into their own government prior to moving on to learn the

“isms” such as Communism, Capitalism, etc. Students in Kindergarten are being taught skills related to the types of trees (deciduous, evergreen, etc.) in the second six weeks, and not learning home, school, personal, pedestrian, or vehicular safety until the fifth six weeks. Another example includes in the first six weeks, Grade 7 students learn about the nature of life, cell structure and function, cell energy, and respiration. Then, in the second six-weeks they learn about fish, amphibians, sponges, worms, and echinoderms. The third six weeks they go back to learning about the human body including cells, tissues, organs, development of bones, etc. In these and other areas, the curriculum does not seem to flow smoothly and in the most logical order.

A review of the guides show that the skills are marked on four levels of teaching:

- **I** means to **introduce** the skill to students
- **D** means to **develop** the skill
- **M** means to **maintain** or continuous teaching of the skill
- **A** means the skill should be **assessed** for mastery

While this coding system is useful, many teachers are continuing to feel pressured to cover and have students master all skills. Interviews indicate that some teachers are not even aware of the I, D, M, and A levels of teaching the skills. While this coding system is published in the teacher training manuals, many teachers are not adhering to the code.

## **RECOMMENDATION**

### **Recommendation 6-5:**

**Create a master schedule for updating all curriculum guides, update the guides according to the master schedule, and provide information to teachers on the revised Tennessee State Curriculum Frameworks.**

The updated guides should include revisions to ensure that all curriculum meets state standards, eliminates any needless repetition, identifies the skills that must be assessed for standardized testing mastery, and ensures that all skills taught are developmentally appropriate.

## **IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Director of Schools should instruct the Assistant Superintendent for Pre-K through 8 and Assistant Superintendent for 9-Adult to develop a master schedule for updating all curriculum guides, a proposed budget, and a plan for providing information to schools and teachers. April 2001
2. The Assistant Superintendent for Pre-K through 8 and Assistant Superintendent for 9-Adult should develop a master schedule for updating all curriculum guides, a proposed budget, and a plan for providing information to schools and teachers and submit to the Director of Schools for review, revision, and approval. May - July 2001

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|--|---|
| 3. The Director of Schools should review, revise, and approve the schedule, budget, and information dissemination plan and should instruct the Assistant Superintendent for Business and Facilities Services to allocate the needed fiscal resources.                                  | August 2001                             |
| 4. The Assistant Superintendent for Business and Facilities Services should allocate the needed fiscal resources and assign to the Pre-K through 8 and 9-Adult Division budgets.   | As Needed Upon Completion of Each Guide |
| 5. The Assistant Superintendent for Pre-K through 8 and Assistant Superintendent for 9-Adult should direct the appropriate curriculum coordinators and specialists to develop updated curriculum guides.   | September 2001                          |
| 6. The curriculum coordinators and specialists should develop proposed updated curriculum guides and submit to selected teachers for review, suggested revisions, and approval.  | September 2001 - June 2002              |
| 7. The selected teachers should review, suggest revisions, and approve the updated curriculum guides for printing and distribution.  | June - July 2002                        |
| 8. The Assistant Superintendent for Pre-K through 8 and Assistant Superintendent for 9-Adult should approve the updated curriculum guides and send to the Printing Department for printing and distribution.   | July - August 2002                      |
| 9. The Assistant Superintendent for Pre-K through 8 and Assistant Superintendent for 9-Adult should instruct Curriculum Coordinators and Specialists to meet with Tier Directors, principals, and selected teachers to review curriculum guide changes and assist with implementation. | September 2002 and Ongoing              |

**FISCAL IMPACT**

The fiscal impact of this recommendation cannot be estimated at this time due to the lack of sufficient data related to the actual total number of guides to be updated, the number of pages involved, and the actual timeline to be developed by the school system. Additionally, Vanderbilt University has committed to assist with fiscal resources in the past; however, the level of commitment at this time has yet to be determined.

**FINDING**

**Tier Two- Analysis of Organizational Structure and Curriculum and Effective Instructional Strategies**

Tier two of the Tennessee School Improvement Process (and MNPS) School Improvement Process involves licensure/endorsement and professional development.

(Both of these components are discussed in the Chapter 7, Personnel.) Additionally, parental/community involvement is a component of Tier two (this component is discussed in Chapter 12, Community Involvement.) School-based decision making is discussed in School System Organization and Management, Chapter 5).

The other Tier two component, course offerings, was covered in the above discussion for Pre-K-8 Grades and 9-12 Grade; however, it will be further discussed in this section as it relates to high school course programs and offerings. Additionally, instructional strategies will also be reviewed in this finding.

The three main MNPS high schools' school reform efforts include the following initiatives:

- Seven of the high schools (Hillwood, Maplewood, Whites Creek, Hillsboro, Antioch, Glenciff, and Pearl-Cohn) have instituted a high school reform initiative called, *High Schools that Work (HSTW)*---an initiative that is designed to raise students' achievement level. To demonstrate school improvement, an information system must link student outcomes to school and classroom practices. With this information, teachers and principals can take direct action to increase student learning. HSTW offers the opportunity for teachers and administrators to compare the achievement of their students and schools' practices to: 1) a national sample of academic students; 2) high achieving schools in categories based on racial/ethnic mix and parent education; and, 3) results from previous years.
- Hunter's Lane has applied to be the first International Baccalaureate (IB) Program beginning in the 2001-02 school year. It has been Board of Education approved and funded.
- The Lesson Plan Initiative is a systemwide school reform initiative based upon Stigler and Hiebert's book, *The Teaching Gap*. The initiative is a collaborative planning process used to improve student learning. A group of approximately five to seven teachers choose an instructional concept that has been difficult for students to master. Working as a team, the group discusses the learning problems, plans a course of action to improve learning, and develops a lesson based on the data. Then one or more of the teachers teaches the lesson and evaluates student learning. The group then revises the lesson plan based on evaluation data and another teacher reteaches the lesson and outcomes are evaluated to determine if learning has improved. The school system plans to share the results of the lesson study by posting the lessons on the MNPS Web site. This initiative is supported by Inventing Better Schools (Schlechty), by Teaching in America (Grant and Murray), and by Re-Creating Schools (Myers and Simpson).

## **COMMENDATION**

**High schools in Metropolitan Nashville Public Schools are commended for instituting systemic reform initiatives.**



**FINDING**

While more students are taking Advanced Placement (AP) courses, the numbers still do not meet the school system’s accountability standards. AP classes can count as college credit if students take a final exam and score a three or better on a five point scale. The accountability goal (Goal 5) states that the percentage of students taking at least one Advanced Placement class before graduation will increase annually. The 2001 objective is that 35 percent of the high school students will take at least one Advanced Placement class before graduation, and 65 percent will attain a score of three or greater.

As seen in Exhibit 6-16, last year more than 2,600 students took one or more of the 146 Advanced Placement classes available. This is a 22 percent increase in students over two years ago. Only 15 percent of MNPS high school students took an AP last year, 20 percent lower than the system’s goal of 35 percent. MNPS pays the \$77.00 fee for students to take the test if they score at least a three on the exam.

**EXHIBIT 6-16  
METROPOLITAN NASHVILLE PUBLIC SCHOOLS  
ADVANCED PLACEMENT CLASSES OFFERED  
1995 THROUGH 2000 SCHOOL YEARS**

SCHOOL YEAR	AP CLASSES OFFERED	STUDENTS ENROLLED	STUDENTS TAKING TEST	STUDENTS PASSING TEST	PERCENT PASSING TEST
1995-96	135	2,451	1,278	827	64.7%
1996-97	121	2,053	1,241	769	62.0%
1997-98	119	2,060	1,436	899	62.6%
1998-99	130	2,325	1,687	1,013	60.0%
1999-00	146	2,638	1,702	999	58.7%

Source: Metropolitan Nashville Public Schools, Division of 9-Adult, 2000.

Exhibit 6-17 shows the list of high schools, the number of graduates, the percentage of graduates who took an AP class, the number of graduates scoring a three or better on the AP exam, and the number of graduates who took the AP exam for the 1998-99 and 1999-2000 school years. As shown:

- In 1998-99, Maplewood High School did not offer any AP classes, but does offer AP classes in 1999-2000;
- Hume-Fogg High School had the highest percentage of students who took an AP class and the highest number of students scoring three or better on the AP exam;
- Glencliff High School had the lowest percentage of students who took an AP class of the schools offering an AP class; and
- While Pearl-Cohn had 15.4 percent of students taking the AP class, none of their students took the AP exam.

The school system publicizes that AP courses are not just for the gifted and academically talented and they encourage all students to take AP courses.

**EXHIBIT 6-17  
ADVANCED PLACEMENT PERFORMANCE RESULTS  
1998-99 AND 1999-2000 SCHOOL YEARS**

HIGH SCHOOL	NUMBER OF GRADUATES		PERCENTAGE OF WHO TOOK AN AP CLASS		NUMBER OF GRADUATES SCORING 3 OR BETTER		NUMBER OF GRADUATES WHO TOOK THE AP EXAM	
	1998-99	1999-2000	1998-99	1999-2000	1998-99	1999-2000	1998-99	1999-2000
Antioch	300	315	17.7%	19.0%	3	5	18	28
Nashville School of the Arts	41	51	29.3%	31.4%	4	7	6	13
East Lit.	26	44	61.5%	47.7%	0	2	8	4
Glenclyff	226	269	14.5%	19.2%	5	11	17	23
Hillsboro	277	265	31.2%	36.9%	44	44	59	59
Hillwood	160	186	39.2%	23.2%	27	21	45	41
Hume-Fogg	213	161	94.8%	91.3%	139	99	191	142
Hunterslane	338	300	23.9%	20.1%	24	10	47	22
M.L. King	114	125	92.1%	97.6%	66	59	90	89
McGavock	367	360	16.7%	16.5%	20	19	30	34
Maplewood	131	153	0.0%	9.5%	0	2	0	9
Overton	262	249	34.5%	39.9%	33	32	43	52
Pearl-Cohn	91	117	15.4%	25.9%	0	3	0	26
Stratford	161	173	15.1%	18.2%	1	1	20	19
Whites Creek	183	192	33.0%	26.6%	4	0	17	4

Source: Metropolitan Nashville Public Schools, Division of Research and Evaluation, 2000.

**RECOMMENDATION**

**Recommendation 6-6:**

**Continue placing emphasis upon attainment of Accountability Goal 5—an annual increase in the number of students taking and passing Advanced Placement classes and examinations.**

The implementation of this recommendation should result in the school system developing additional specific strategies to encourage students to take Advanced Placement courses. These strategies should involve counseling identified students, establishing target goals for each school, and encouraging the private sector to offer incentives to participating students.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Director of Schools should direct the Assistant Superintendent for 9-Adult Instruction and Administration to develop a plan to increase student participation in Advanced Placement courses and meeting examination scoring goals. April 2001
2. The Assistant Superintendent for 9-Adult Instruction and Administration should establish a task group composed of the Director of High Schools, principals, teachers, and representatives of the business and university May-June 2001

communities to develop a plan to increase student participation in Advanced Placement courses and meeting examination scoring goals.

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|--|------------------------------|
| 3. The Task Force, with the assistance of the Assistant Superintendent for 9-Adult Instruction and Administration, should develop the plan and submit to the Director of Schools for approval. | July -<br>December 2001      |
| 4. The Director of Schools should review, revise, and approve the plan and instruct the Assistant Superintendent for 9-Adult Instruction and Administration to proceed with implementation.    | January 2002                 |
| 5. The Assistant Superintendent for 9-Adult Instruction and Administration should implement the planned program.   | February 2002<br>and Ongoing |
| 6. The Assistant Superintendent for 9-Adult Instruction and Administration and Director of High Schools should evaluate the program and make appropriate modifications.                        | June 2003                    |

#### **FISCAL IMPACT**

This proposed plan should be developed at minimal additional cost to the school system. The only cost would be to continue to budget funds to cover their present commitment to fund the cost of students' fees for taking the Advanced Placement examination. Any additional cost should be determined by the number of students taking the examination.

#### **FINDING**

A report prepared by the MNPS Research and Development Department entitled—*The Relationship between Teaching and Learning, Strategies, and Teacher Development*—was presented to the Board of Education and to the Staff Development Office in September 2000. The report discusses research based best practices as it relates to teaching strategies and identifies teaching strategies used by MNPS “effective” teachers. The term “effective” was based on TVAAS results. The outcome of the study was a list of strategies in producing successful student achievement. The report includes differentiated teaching strategies, strategies that promote acceleration, strategies for teaching critical thinking, strategies for teaching culturally diverse students, looping strategies (looping is the practice of advancing a teacher from one grade level to the next along with his or her class), and effective instructional strategies for bilingual students.

While this report is commendable, teachers do not have ready access to it. Many teachers interviewed were unaware of its existence.

## **RECOMMENDATION**

### **Recommendation 6-7:**

**Post the report prepared by the MNPS Research and Development Department entitled, *The Relationship between Teaching and Learning, Strategies, and Teacher Development* on the MNPS Web site.**

The posting of the report should make important information available to all teachers. All teachers should be notified of the value of the report and its availability on the MNPS Web site. The school system should consider developing and offering incentives to teachers for reviewing the report. These might include credit for staff development that might apply to updating their teaching credentials, recognition, or other options.

## **IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Assistant Superintendent for K-8 Instruction and Administration and the Assistant Superintendent for 9-Adult Instruction and Administration should request that the report be placed on the MNPS Web site. April 2001
2. The Coordinator for Learning Resources should place the report on the Web site. May 2001
3. The Assistant Superintendent for K-8 Instruction and Administration and the Assistant Superintendent for 9-Adult Instruction and Administration, in collaboration with the Assistant Superintendent for Human Resources and the Staff Development Department, should develop a series of incentives designed to encourage teachers to review the report and submit the procedures to the Director of schools for review, revision, and approval. May-July 2001
4. The Director of Schools should cause the procedures to be reviewed by teacher representatives and, subsequent to this review, instruct the Assistant Superintendent for K-8 Instruction and Administration and the Assistant Superintendent for 9-Adult Instruction and Administration to implement the procedures. August 2001
5. The Assistant Superintendent for K-8 Instruction and Administration and the Assistant Superintendent for 9-Adult Instruction and Administration should proceed with implementation. September 2001 and Ongoing

## **FISCAL IMPACT**

There is no cost associated with this recommendation.

## **FINDING**

### **Tier Three- Analysis of Performance Data**

This tier of MNPS school improvement process involves the analysis of performance data. In addition to this finding, the reader will also find information related to the analysis of performance data in Section 6.3 of this chapter.

The Board of Education requires documentation of the progress for Math Improvement Program (MIP) and Comprehensive Communications Reading Program (CCRP) skills. Assessment for skill mastery are to be used in the instructional process and the MIP Guides instruct teachers when to test each skill. The teacher is to test at the end of the six weeks to determine whether the student has mastered a minimum of 75 percent of the curriculum. They place an X on a Progress Card if the student has mastered the skill and an O if he/she did not master the skill.

The school system expended \$293,000 with a company called Little Planet for development of a customized electronic software assessment system for the CCRP and the MIP. In a response to a need cited by Title I schools, the Title I District Advisory Committee developed a Request for Proposals for an assessment software product. The selected vendor, Little Planet, is charged with working with the Metropolitan Nashville Public Schools in developing a student assessment system for the CCRP and MIP in Grades K-8.

The three reasons for the selection of Little Planet included: 1) lowest cost, 2) the school system would own the license without the need for user fees each subsequent year, and 3) the school system believed it would cost less for technical assistance with this program.

The entire system was scheduled to be fully implemented no later than August 21, 1998. However, during MGT consultants on-site visit, the system was reviewed and found to not be fully operational and with dysfunctional developments that are not fulfilling the original intent of the initiative. The system is to provide individual student, class, grade level and school progress reports. A minimum of five functions are supposed to be offered which are:

- assessment testing;
- standard printed reports;
- online query;
- standard profiles; and
- system maintenance/administration.

Subsequent to MGT's site visit, MGT was provided with data that the system is fully operational in 14 schools.

The system must allow individual computer station use and/or multi-station simultaneous use. Test items are to be available in various languages and offered in an audio and written/visual format.

Many central office and school-based staff interviewed indicated that, with the many "bugs" in the system and the inordinate amount of time it has taken to get the system

operational, it has discouraged many teachers from using the system as it was intended. The apparent reason for the lengthy delay in full installation is that the Core Curriculum keeps adopting new skills and the number of test items have almost doubled since the original RFP was issued.

Other problems encountered included users reports that the management system is "too cumbersome and complex. And, that when testing, sometimes student data was lost." The company's response to this problem is that at the time of the RFP many of the schools did not have school network capability and wanted the ability to use a stand-alone testing option. The Little Planet company developed a product as outlined in the RFP, but since that time, most schools have added network capabilities, reducing the need for a complex management system. The company is now making changes to simplify the management system.

Additionally, the lack of technical assistance has hampered the initiative. While teachers have had the opportunity to provide feedback on the problems encountered---they report that many problems still exist.

The Title I Coordinator has overseen the compilation of a list which shows the project's history with Little Planet. From August 26, 1997 through October 31, 2000, the project history shows that there have been 105 correspondences and/or meetings between Little Planet and the school system; yet, the system is still not performing as specified.

MGT interviewed Little Planet representatives to understand both sides of the issue and according to Little Planet, they believe the problems with the system are caused by four issues. These are:

- a lack of technology leadership; a void needing to be filled. They believe there is a lack of a key person to "champion the CCRP/MIP effort and that the initiative has received little attention from the MNPS administration and the effort is not a high priority with MNPS;
- communications have been very poor--perhaps because of the lack of leadership. An example to illustrate the lack of communications is that MNPS staff recently visited their office to address a problem in the system that Little Planet had corrected two to three weeks earlier;
- a "huge delay" because MNPS changed the test questions they wanted to include in the system and MNPS apparently took a long time to provide the new questions; and
- the system is apparently school bound, (i.e., the data collected for a school is not kept in a central database which would allow student progress data to be accessed the Research and Evaluation Department or by other service providers, clusters, or other staff within the school system.

An analysis of this initiative shows that the school system and the vendor did not adequately plan all that was needed to be accomplished in order to fully implement the initiative. The goals/strategies were not clearly defined in the RFP (given the need for

changing test items and given the fact that schools were not equipped at the time with network capability). Data show there has been a lack of an appropriate plan and timeline for accomplishing the intent of the project. While there is a list of communications that have taken place, no formal communication plan was established at the onset to ensure effective communications between the school system and the vendor. A school system's investment of \$293,000 should require a solid plan to ensure the initiative's success. Additional findings related to instructional technology can be found in Chapter 13.

## **RECOMMENDATION**

### **Recommendation 6-8:**

**Conduct weekly meetings between the MNPS and Little Planet representatives to resolve outstanding issues that are constraints to full implementation of the initiative.**

A regular communication forum should result in establishing a better means for developing clear communications between MNPS and Little Planet representatives. Each meeting should be guided by a written agenda containing a list of specific outcomes and the means for achieving them. Following each meeting, a written report of outcomes should be prepared and distributed to all impacted departments and schools. While weekly meetings should be held initially, once effective communications have been established and the attainment of program objectives have imposed, meeting schedules should be adjusted accordingly.

## **IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Assistant Superintendent for K-8 Instruction and Administration and the Assistant Superintendent for 9-Adult Instruction and Administration should contact Little Planet representatives and establish a weekly meeting schedule. April 2001
2. The Assistant Superintendent for K-8 Instruction and Administration and the Director of K-12 Resources should notify representatives of the Federal Programs Department and impacted schools to identify all issues that should be discussed with the company. April 2001
3. The Assistant Superintendent for K-8 Instruction and Administration and the Director of K-12 Resources should request the company to submit a detailed description of recommended actions needed to operate the system. April 2001
4. The Assistant Superintendent for K-8 Instruction and Administration and the Director of K-12 Resources should develop the prescribed meetings' schedule and agenda for the first meeting. May 2001
5. The Assistant Superintendent for K-8 Instruction and Administration and the Director of K-12 Resources should May 2001 and

directly oversee the meetings and ensure that all objectives are accomplished.

Ongoing

## **FISCAL IMPACT**

There is no cost associated with this recommendation.

## **FINDING**

### **Tier Four-Development of the School Improvement Plan**

The fourth tier of the MNPS school improvement process involves the School improvement Plans. Effective school improvement planning involves each school developing an individual School Improvement Plan which is formed around the school's goals, objectives, and standardized test scores. School improvement plans should include not only the goals, objectives, and strategies for improvement, but also who is responsible for completing the goals, specific completion dates and timelines, resources needed to accomplish the goals, a record of specific milestones in achieving the goals, how the goals will be evaluated, and a professional development plan to support the plan.

In December 1995, the Tennessee State Board of Education mandated a School Improvement Plan for every school in the state. The Director of Schools has directed all school staff to align their school improvement plans with the school system's Accountability Framework. The state collects and reviews the school plans every other year. MNPS had 22 schools in 1999-2000 school year that had their school improvement plans rejected by the State for various deficiencies. Five high schools,, and 15 middle schools, and two elementary schools were also rejected. Of those twenty-two rejected by the State, eight schools (after resubmitting their plan again to the State) had their plan rejected a second time.

Each school is required to turn their School Improvement Plans into the Director of Schools each September. There existed much confusion as to what happens with the plans once they are turned in to the central office. Staff in both Divisions (Pre-K-8 and 9-Adult), and the Research and Evaluation Department did not have complete copies (hard copy or electronic) of all of the school plans on file. While the schools have State criteria that must be included in the plans, there is no school system template available for them to use to create their plans electronically. Some schools (such as Dupont Elementary) use a SIP template created by NSSE that was obtained through SAC workshops. (There is a template for cluster plans, but none for individual school improvement plans.) It is important to note that when schools are participating in the SAC accreditation program, they have a special school improvement plan process to follow.

Interviews and a review of memorandums show that schools create their plans with little (and sometimes no) central office staff assistance. The schools that were rejected by the state were offered some assistance after their plans were turned down. A review of the state's reviewer checklist shows the following deficiencies in some of the school's plans:

- *Student achievement goals are too broad;*



- *Student performance data indicate for the past three years you have the following three areas offered in 3<sup>rd</sup> grade (Math, Reading and Language). We suggest one goal should address this area specifically;*
- *Your school targets seem to be closely tied to the system goals rather than specific school needs;*
- *Always use the specific names of personnel required to oversee the goals;*
- *Higher student expectations are imbedded in the plan, but not specifically found;*
- *Two major concerns are goals are not data-driven and lack of professional development plan;*
- *Student performance data, attendance information, and dropout rates need to be updated;*
- *Instructional strategies are not evident;*
- *Action plan reflects outdated timelines; Three targets given-only one was academic, but wasn't very subject specific. Targets are too general;*
- *Several resources listed are not given a cost; the dollar amount should reflect school system cost;*
- *No parent involvement component evident in the plan; and*
- *No method of evaluating the plan given.*

MGT's review of the School Improvement Plans showed that:

- *Several schools had well-written plans including all required components, they were easy-to-read, and well presented.*
- *One school's improvement plan is exemplary. It is user-friendly, easy to read, includes a table of contents, and has all of the components of a well-written plan including a principal's statement, plan participant list, current faculty and staff directory, school profile, beliefs, vision, philosophy, and mission statement, data analysis, specific goals, strategies, timelines, professional development, evaluation, person(s) responsible, long range goals, departmental plans, school wide plans including a technology plan.*
- *One school's plan had all long range goals listed; no short range goals.*
- *One school's plan has two pages that covered their goal of improving student achievement and reducing the number of*

incidents for out-of-school suspensions. The interventions were vague, time frames listed as “annually,” person(s) responsible “administrators, faculty, staff, and parents.”

- Many plans were vaguely written; for example in one school one of the objectives is, “Students will engage in specific activities to increase their focus on academic achievement.” The strategy listed for this objective is to “decrease student absenteeism.” One of the activities to accomplish this strategy is “See activities for absenteeism.” When the reader goes to the objective to “Decrease student absenteeism,” the only strategy listed is “phone in each classroom.”
- One school had only one objective listed---“By the spring of 2001, achieve TVASS score of 100 percent in reading, language arts, and math.” The evaluation for this one objective is to “Hire full time consultants. Four have been hired to work with our staff for the next 3 to 5 years.” The plan does not specify what kind of consultants, what the consultants will contribute, or cost of the consultants. The entire plan was two and one-quarter pages long.
- One school’s plan lacked timelines, person responsible for overseeing completion of goals, evaluation methods, staff development, and resources needed.
- One school’s plan only had two goals and two pages that covered their school’s goals, strategies, interventions, means of evaluation, professional development, estimated activities, and community involvement.
- Some schools (but not many) listed a link from their individual school improvement plan to their cluster plan---not a requirement, but certainly a commendable step.
- One school’s plan was six pages long and lacked critical components of a school improvement plan. A cover letter from the principal stated that they are a new school and intends to develop sections of the plan as additional data becomes available.
- One school’s plan lacked many specifics, was very general in its terminology, and lacked evidence of true school improvement planning.

## **RECOMMENDATION**

### **Recommendation 6-9:**

**Develop a systemwide school improvement plan process which includes clear expectations for the quality of plans and regular assistance from the central office in the development of the plans.**

The central office should consider offering schools a choice of electronic templates as an option for developing their plans. The development of templates should ensure greater consistency in quality of school improvement plans. Each school should be provided a checklist to guide an internal review of the plan. Offering an electronic template for plan's development should conserve paper and facilitate the transmission of the plans to school system personnel for review. In addition, each school's plan could then be placed on the Web site for easy access not only by parents and the community but also personnel of the school system.

### **IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Director of Schools should instruct the Assistant Superintendent for K-8 Instruction and Administration and the Assistant Superintendent for 9-Adult Instruction and Administration to develop a school improvement plan process consistent with the recommendation. April 2001
2. The Assistant Superintendent for K-8 Instruction and Administration and the Assistant Superintendent for 9-Adult Instruction and Administration should appoint a task group composed of school representatives and Tier Directors, charged with developing the recommended process. May 2001
3. The appointed task group should develop the recommended process and submit to the Assistant Superintendent for K-8 Instruction and Administration and the Assistant Superintendent for 9-Adult Instruction and Administration for review, revision, and approval. June-August 2001
4. The Assistant Superintendent for K-8 Instruction and Administration and the Assistant Superintendent for 9-Adult Instruction and Administration should review, revise, and approve the process. September 2001
5. The Assistant Superintendent for K-8 Instruction and Administration and the Assistant Superintendent for 9-Adult Instruction and Administration should promote the implementation of the process. September 2001 and Ongoing
6. The Assistant Superintendent for K-8 Instruction and Administration and the Assistant Superintendent for 9-Adult Instruction and Administration should reconvene the task group to review the effectiveness of the process and prepare appropriate recommendations for modification. July 2003

### **FISCAL IMPACT**

This recommendation can be accomplished with existing resources.

## **FINDING**

As stated previously, the school system does not have any set criteria in which principals and school-based staff can use as a guideline to determine the purchase of any curriculum and instructional program, intervention strategies, or services. For example, East Middle School's school improvement plan states, "hire four consultants", yet there are no criteria established for justifying the expense. Title I schools have specific criteria for purchasing programs and services; however, the non-Title I schools do not.

Interviews and a review of documentation show that some programs are purchased that have not been researched based, are not tied directly to the school's achievement data, and in some instances, do not have the appropriate hardware/software to fully accommodate the program. For example, McCann, a state-identified low performing school has a combination of several reading and math intervention strategies--- one of which is called Dragon Tails (Johnstons). Dragon Tails cost the school approximately \$12,000. The school also has a Johnston's Grade K-1 lab as a means to improve student achievement. The school leadership plans to eliminate both the Johnston's Lab and Dragon Tails that have only been used for 3½ years and replace these programs with other intervention strategies.

Exhibit 6-18 illustrates a sample of different programs (or intervention strategies) being purchased and used in schools. MGT attempted to obtain a master list of all programs in all schools, how long each program has been in use (including costs of the programs), but was unable to obtain these data.

Another source document originating from Groups Promoting Literacy (2000-01) shows a partial listing of the various reading programs (or intervention strategies) used in the schools. Among the numerous reading programs listed were: RIF Readers, Reading Rangers, Classroom Readers, Communication Partners, ORDIS, and FLIP (Friends Learning in Paris). These reading programs are in addition to Reading Recovery, Soars to Success, Accelerated Readers, Reading Renaissance, Reading at Home, Success for All, Toyota Family Literacy, and Johnston's Labs. Data collected indicate that Soars to Success and Reading Recovery are two of the most commonly used reading intervention strategies. It is important to note that the primary reading program in MNPS is the Comprehensive Communication Reading Program (CCRP).

One key administrator stated, "it would make sense to me for one district to have a well communicated system in place to review initiatives and to match them with needs and desires throughout the school system. It also seems logical that school and cluster plans would be significant factors in the equations."

While recent research was made available on the success of MNPS Reading Recovery Program (a first-grade intervention program for the lowest, most at-risk children), the research was conducted by the Reading Recovery lead teacher who oversees the implementation of the program for the school system. Ten (10) schools are implementing Reading Recover for the 2000-01 school year. The research shows that of 130 Reading Recovery Program students served in 1999-2000, 95 percent of the students were promoted to the next grade level. This research report indicates that Reading Recovery saves funding by reducing retention and by reducing the number of special education placements to only five percent (1999-2000) of the special education students who received Reading Recovery. Many testimonials from teachers and parents on the success of the program were presented to MGT.

**EXHIBIT 6-18  
SAMPLE OF THE VARIOUS  
CURRICULUM SUPPORT PROGRAMS  
1999-2000 SCHOOL YEAR**

SCHOOL AND GRADES SERVED	SUCCESS FOR ALL	READING RECOVERY	ACCELERATED READER	READING RENAISSANCE	FAMILY MATH	ENCORE	PACESETTER ENGLISH	CHARACTER EDUCATION	PROJECT STARFISH	ENCORE EARLY IDENTIFICATION	TITLE I ADVISORY COMMITTEE	PALS (PEER ASSISTED LEARNING)	HANDS ON SCIENCE
Margaret Allen (K-6)						X		X			X		X
Amqui (K-4)			X	X		X		X			X		X
Apollo Middle (5-8)													X
W.A. Bass (5-8)			X					X			X		X
Jere Baxter (5-8)			X					X			X		X
Bellevue (5-8)			X					X					X
Bellshire (K-4)		X	X	X	X	X		X			X		X
Berry (PK-2)			X		X	X		X		X	X		X
Norman Binkley (K-4)			X	X		X		X			X		X
Bordeaux (PK, K, 4-6)			X	X		X		X			X		X
Brick Church (K, 5-6)			X		X	X		X					X
Brookmeade (K-4)			X			X		X					X
Buena Vista (5-8)			X					X					X
Buena Vista/Jones (K-4)			X			X		X					X
Caldwell (Pk, K)						X		X		X	X		X
Cameron (5-8)			X					X					X
Carter-Lawrence (Pk-4)			X			X		X		X	X		X
Chadwell (K-4)			X	X		X		X			X		X
Charlotte Park (K-4)			X	X		X		X			X		X
Cockrill (K-4)			X	X		X		X	X		X		X
Cole (K-4)						X		X			X		X
Hattie Cotton (K-4)			X			X		X			X		X
Crieve Hall (K-4)			X			X		X					X
Cumberland (K-4)			X	X		X		X			X		X
Dalewood (4-6)			X	X		X		X			X		X
Dodson/Annex (K-4)						X							X
Donelson Middle (5-8)													X
DuPont Elementary (K-6)			X	X		X		X			X		X
DuPont Hadley (5-8)			X					X					X
DuPont Tyler (5-8)													X
Eakin (K-6)			X			X		X					X
John Early (PK, K, 5-6)			X			X		X	X	X	X		X
East Literature (5-8)							X	X					
East Middle (7-8)											X		
Ewing Park (7-8)			X					X					
Fall-Hamilton (K-6)			X	X		X		X			X		X

**EXHIBIT 6-18 (Continued)  
SAMPLE OF THE VARIOUS  
CURRICULUM SUPPORT PROGRAMS  
1999-2000 SCHOOL YEAR**

SCHOOL AND GRADES SERVED	SUCCESS FOR ALL	READING RECOVERY	ACCELERATED READER	READING RENAISSANCE	FAMILY MATH	ENCORE	PACESETTER ENGLISH	CHARACTER EDUCATION	PROJECT STARFISH	ENCORE EARLY IDENTIFICATION	TITLE I ADVISORY COMMITTEE	PALS (PEER ASSISTED LEARNING)	HANDS ON SCIENCE
Gateway (K-4)		X				X	X						X
Glenncliff Elem. (K, 3-6)		X	X			X	X			X			X
Glendale (K, 5-6)		X				X	X						X
Glengarry (K-4)		X				X	X			X			X
Glenn EO (PK-6)						X	X	X		X	X		X
Glenview (K-4)		X				X	X			X			X
Goodlettsville Elem. (K-4)		X	X			X	X						X
Goodlettsville Middle (5-8)							X						X
Gower (K-4)		X				X	X			X			X
Gra-Mar (K-6)	X	X	X			X	X			X			X
Granbery (K-4)		X				X	X						X
Alex Green (K-4)		X	X	X		X	X			X			X
Julia Green (K-4)	X	X				X	X						X
Harpeth Valley (K-4)						X	X						X
Haynes (K, 5-6)		X				X	X			X			X
Haywood (K-4)		X	X	X		X	X	X		X			X
Head (PK, K, 5-8)						X	X			X			X
Hermitage (K-4)		X				X	X			X			X
Hickman Elem. (K-4)						X	X						X
Highland Heights (7-8)			X	X			X						
H.G. Hill Elem. (K-4)						X	X			X			X
Cora Howe (K-6)	X	X	X			X	X			X			X
Inglewood (K-3)	X		X	X		X	X			X			X
Andrew Jackson (K-4)			X			X	X						X
Joelton Elementary (K-4)			X			X	X						X
Joelton Middle (5-8)													X
Tom Joy (K-4)			X	X		X	X			X			X
Kirkpatrick (K-4)		X	X	X		X	X	X		X			X
Kings Lane (K-4)						X	X						X
Lakeview (K-4)			X			X	X						X
Isaac Litton Middle (7-8)													
Lockeland (K, 5-6)						X	X			X			X
Martin Luther King (7-8)							X	X					
McCann			X			X	X			X			X
McGavock Elem (K-4)			X			X	X						X
McKissack (PK, K, 5-6)			X			X	X	X		X	X		X
McMurray Middle (7-8)													
Meigs Magnet (5-8)							X						X
Dan Mills (K-4)	X	X	X	X		X	X			X			X
J.T. Moore (7-8)							X						

**EXHIBIT 6-18 (Continued)  
SAMPLE OF THE VARIOUS  
CURRICULUM SUPPORT PROGRAMS  
1999-2000 SCHOOL YEAR**

SCHOOL AND GRADES SERVED	SUCCESS FOR ALL	READING RECOVERY	ACCELERATED READER	READING RENAISSANCE	FAMILY MATH	ENCORE	PACESETTER ENGLISH	CHARACTER EDUCATION	PROJECT STARFISH	ENCORE EARLY IDENTIFICATION	TITLE I ADVISORY COMMITTEE	PALS (PEER ASSISTED LEARNING)	HANDS ON SCIENCE
J.E. Moss (K-4)			X			X		X			X		X
Mt. View (K-4)						X		X					X
Napier EO (PK-4)						X		X		X	X		X
Neely's Bend Middle (5-8)								X					X
Old Center (K-4)			X			X		X			X		X
Paragon Mills (K-4)			X			X		X			X		X
Park Avenue EO (PK-4)		X	X			X		X		X	X		X
Pennington (K-4)			X	X		X		X					X
Percy Priest (K-4)			X			X		X					X
Rosebank (K-6)			X	X		X		X			X		X
Rose Park (K, 5-6)						X		X			X		X
Ross (K-4)			X	X		X		X			X		X
Shwab Elementary (K-4)						X		X	X		X		X
Walter Stokes Middle (K, 5-6)						X		X					X
Stratton (K-4)			X	X		X		X			X		X
Sylvan Park (K-4)			X			X		X			X		X
Tulip Grove (K-4)			X			X		X					X
Tusculum (K-4)			X			X		X					X
Two Rivers Middle (5-8)													X
Una (K-4)			X			X		X					X
Warner (PK-4)	X					X		X		X	X		X
West End (7-8)								X					
Westmeade (K-4)		X				X		X					X
Wharton (K, 5-8)						X		X					X
Whitsitt (K-6)			X			X		X			X		X
Wright Middle (7-8)													

Source: Metropolitan Nashville Public Schools, Division of Pre-K – 8, 2000.

Another new reading initiative called Soar to Success being implemented in 25 schools costs \$550 per teacher for training, \$795 for each grade level implementing the program, and \$4.50 for consumable booklets.

The MNPS Research and Evaluation Department wrote a formal proposal in November 1999 to conduct an evaluation of Reading Recovery (including an evaluation design, population, data collection, data analysis, and its limitations). The evaluation never took place. Staff indicated that the department who requested the evaluation withdrew the request after reading the evaluation proposal.

The MNPS Research and Evaluation Department did, however, conduct a cost-effective reading study on PALS (Peer Assisted Learning Strategies) and Reading Recovery. According to their analysis, PALS is implemented at a per pupil cost of \$50.50, while the lowest per pupil cost for Reading Recovery is \$2,500.

When presented the finding that the school system does not have written criteria for the purchase of intervention strategies and that there is no comprehensive list to show the numerous intervention strategies exist in the schools, staff members from Pre-K-8 responded by saying the school system must adhere to Public Law 103-382 Section 1114 (1)(b) which requires activities "to ensure students who experience difficulty mastering any of the standards shall be provided with effective, timely, additional assistance..." MGT consultants fully understand the public law and its implications; what we don't understand is why the school system does not have criteria established to guide the purchase of intervention strategies showing a clear relationship to the schools' test scores and school improvement plan. Additionally, we found that there is no pre-determined evaluation component to measure success once the initiative has been implemented.

## **RECOMMENDATION**

### **Recommendation 6-10:**

**Establish criteria for schools to use in selecting any intervention strategies programs, and ensure that programs purchased meet specified criteria and are the most cost-effective programs available.**

It should be noted that the Southern Regional Education Board compared Tennessee, which had no state-funded reading initiative, to other southern states, and found that Tennessee is the only southern state without a state-funded reading initiative. The State Board of Education Executive Director, stated that "The State lacks a reading infrastructure. We are finding that those kids who are in fifth, sixth, and seventh grades are not scoring at grade level (statewide). This has been a concern of the state board, and we plan to focus on this priority." There are plans for a statewide council to prepare a plan that includes recommendations, timelines, and costs for a statewide reading program that will be shaped into a legislative agenda by February 1, 2001. The school system should avoid spending any funds on new reading initiatives until the state identified a proposed statewide reading program.

The implementation of this strategy should provide the school system with important criteria to apply in all future reading program acquisitions. This action should be particularly important until such time the state of Tennessee identifies a statewide reading program.



Expending resources to improve reading levels of all students should be based upon research data that provides information supporting the effectiveness of a particular program. In order to accomplish developing the recommended criteria the school system must use an accurate student achievement data base developed from established assessment tests. Implementing this recommendation should result in adopting the most cost-efficient and effective programs. For example, the Research and Testing Department may determine that the PALS Reading Program at \$50.50 per pupil yields the same, or equivalent student gains as does the Reading Recovery Program which cost \$2,500 per student.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Assistant Superintendent for K-8 Instruction and Administration and the Assistant Superintendent for 9-Adult Instruction and Administration should request that the Director of K-12 Resources instruct the Director of Research in collaboration with the subject area coordinators, to develop recommended criteria. April 2001
  
2. The Director of K-12 Resources should instruct the Director of Research, in collaboration with the subject area Coordinators, to develop the recommended criteria. May 2001
  
3. The Director of Research, in collaboration with the subject area Coordinators, should develop the recommended criteria and submit to the Assistant Superintendent for K-8 Instruction and Administration and the Assistant Superintendent for 9-Adult Instruction and Administration for review and approval. May – September 2001
  
4. The Assistant Superintendent for K-8 Instruction and Administration and the Assistant Superintendent for 9-Adult Instruction and Administration should review and approve the criteria and forward these criteria to the Tennessee Department of Education for review and recommendations for modification. October 2001
  
5. Upon receipt of input from the Tennessee Department of Education, the Assistant Superintendent for K-8 Instruction and Administration, the Assistant Superintendent for 9-Adult Instruction and Administration, the Director of Research, and the subject area coordinators should review the recommendations and incorporate those that are appropriate. Upon Receipt from State
  
6. The Assistant Superintendent for K-8 Instruction and Administration and the Assistant Superintendent for 9-Adult Instruction and Administration should implement the criteria. Ongoing

## **FISCAL IMPACT**

This recommendation can be accomplished with existing resources. However, to illustrate the potential for cost savings, if the school system chooses to fully implement this recommendation, substantial cost savings could be realized by opting the most cost effective and efficient programs. For example, if evaluation reports show that the PAL Program produces equivalent (or better) results than the Reading Recovery Program, the school system should save \$2,449.50 per student served (\$2,500 is the cost of Reading Recovery per pupil) minus \$50.50 (cost of PALS per pupil) equals \$2,449.50. In 1999-2000, the system served 130 students in the Reading Recovery Program; therefore, a potential \$318,435 per year savings may exist (130 x \$2,449.50 equals \$318,435). This could conceivably translate into a savings of \$1,273,740 over a four-year period.

## **FINDING**

As previously seen in Exhibit 3-19, there are 51 MNPS schools that scored all Ds and/or Fs on the 2000-01 Tennessee Comprehensive Assessment Program test. As of January 2001, MNPS does not have a systematic systemwide plan to provide assistance to these lower performing schools. Compared to schools scoring higher than all D/F grades on the TCAP, teachers in these 51 lower performing schools have fewer years of experience (12.8 compared to 14.1) and are more likely to be non-certified (2.7 percent compared to 2.1 percent). The lower performing schools experience higher rates of teacher turnover (9.2 percent) than the higher performing schools (7.4 percent).

MNPS has a systemwide *Accountability Framework* with eight goals related to measuring and increasing student's academic achievement and providing a safe and orderly environment for learning. According to the results of the 2000 School Report Card from the Tennessee Department of Education, MNPS has made little progress in achieving its goals in the *Accountability Framework*. Scores went down for the number of high school students taking Advanced Placement Tests and, according to the report, the system failed to narrow the performance gap between students from poverty-level families and those with higher incomes. Only 49.2 percent of MNPS third graders are reading at the national average--the school system's accountability goal is 70 percent. Thus, student achievement and accountability were questioned by many within MNPS and in the community at the onset of the performance audit.

Beginning in 1993, a Nashville/Davidson County community group called the Citizens Panel has produced an annual report card for MNPS. The school system's grades on this report card have increased from the grade of C in 1994 and I for "incomplete" in 1997 (due to a lack of established goals) to a B minus in 1999. However, the school system's rating regressed to a C rating in the 2000 Progress Report Card released on December 15, 2000.

MGT consultants visited each of the four schools identified by the state as "Targeted or Low Performing" schools. MNPS has four schools (Alex Green, Bellshire, Bordeaux and McCann Elementary Schools) on the list of 48 targeted schools for state assistance. These four schools could be placed on notice of possible probation or takeover by the state if they do not show significant improvement in test scores before the 2001-02 school year. When the state announced the 48 targeted schools in July 2000, the State Commissioner of Education stated, "When we announced the 48 targeted schools, we

made a commitment to help them with all the resources we could provide. We have already dispersed \$1.1 million in available grant money to these schools...” Also, the state has implemented a new program involving retired Tennessee educators who are supplied to the targeted schools to assist teachers with model lesson planning and mentoring for teachers. MNPS was unaware that this state assistance program existed.

There is only one guidance counselor who services the four state identified low performing schools (Bellshire, Alex Green, Bordeaux, and McCann Elementary Schools) one time a week. Bellshire, Alex Green, and Bordeaux Elementary Schools are all within a radius of five miles and could share one guidance counselor. McCann is slated to close due to the consolidation of schools at the end of the 2000-01 school year. McCann is within 10 miles of the other three low performing schools (See Recommendation 6-32 for a related recommendation).

A memo from the Commissioner of Education to the MNPS Director of Schools, dated September 7, 2000, explained four different professional development opportunities (Beginning Principal Workshop, Curriculum Mapping Workshop, Focus for Success Data Workshops, and Gateway Testing Initiative) available to those schools with lower student achievement. The workshops are being provided according to the memorandum, “at little or no cost” to the school system. When MGT requested a copy of the required registration form that was due to the State on September 25, 2000, we found that no registration form was returned from the Director of Schools’ office. However, the Director of Schools did meet with the Commissioner of Education on October 31 to follow-up on the offer of assistance from the state for the targeted schools.

Although no registration form was returned to the state, a follow-up email from the Directors of Schools’ office noted that:

- one principal (Bellshire Elementary) participated in the New Principal Workshop;
- one school (Bordeaux) registered for the Curriculum Mapping Workshop;
- no schools registered for the Focus for Success Workshop (the reason given is because “the training we (MNPS) offer is further along than what the State has to offer”; and
- no schools registered for the Gateway Testing because it is a high school program.

Two of the “Target Schools” visited did not have a School Improvement Plan readily available to share with the visiting team. One school (McCann) has a principal who is the principal for both McCann and Cockrill Elementary. Due to McCann closing next year (according to the School Improvement Plan), the school only has a total of 87 students. There is a lead teacher who oversees the leadership of McCann when the principal is at her other school. Alex Green Elementary staff also did not provide a copy of their School Improvement Plan.

Interviews with the principals and teachers at the four schools, central office staff, and a review of memoranda to principals show that, as of the date of the site visit, the only two central office contacts for additional resources that have been made were:

- the Assistant Superintendent for Pre-K through 8 sent each principal a memorandum asking them to “Please bullet point a list as to what program or procedures you have now that you believe will raise student achievement and value added scores. Sort the bullets into two groups—before 2000-01 and anything added in 2000-01. Return these to me as soon as possible.” The memorandum closed with listing the workshops offered by the State (previously mentioned); and
- the central office is reviewing existing funds to place a guidance counselor in each of the four schools—currently they do not have a guidance counselor due to their lower enrollments.

A memorandum dated October 10, 2000 from the Mathematics Coordinator invited the four schools to a “Math and You” Workshop scheduled for November 14. Teachers are to receive a \$25.00 stipend for attending.

MGT could not locate a systematic plan for assisting the four target schools. The school system has identified one program called Bridges. The program is in its fourth year since it was created and serves about 5000 schools in 19 states. The cost of the program is \$30.00 per enrolled student. Additionally, each school must provide a teacher or paraprofessional, who must be trained to manage the program on a fulltime basis. While Bridges has given the school system some evaluation data (its success rate in districts such as Miami-Dade, FL), there have not been any outside evaluations presented to the school system to warrant citing it as a solid research-based program. Nor has there been any meetings conducted with the schools and an analysis of their data to ensure this program will meet their individual needs.

Subsequent to MGT’s on-site visit, administrators stated that the school system plans to participate in the Bridge’s longitudinal study and that “the company (Bridges) provided research on systems using the program and included in the information was referenced to 50 years of research proving the effectiveness...” This research was provided by the same company which sells the program; there has not been any research conducted or considered by the school system’s own Research and Evaluation Department or any outside, non-biased researchers.

While the state has agreed to fund \$5,000 of the cost of the program and a local banker has donated \$5,000 to each of the four schools to implement the program, MGT consultants found that the program was being implemented without: 1) ensuring the program is a validated best practice and 2) ensuring that a comprehensive school improvement plan (and written school system plan) for each school signifies the need (and teachers’ desire) for the program.

## **RECOMMENDATION**

### **Recommendation 6-11:**

**Develop and implement a systemwide intervention plan to assist the lower performing schools (schools with Ds and Fs), ensure that any selected intervention strategies have been validated as successful strategies, and provide incentives for highly qualified teachers to teach (or remain) in lower performing schools.**

MNPS should take advantage of any no cost or little cost services offered by the state to assist the four schools. The implementation of this recommendation should result in the establishment of a plan that capitalizes on the use of MNPS resources in high performing schools. The two Instructional and Administration Divisions should, through the Tennessee Department of Education and other sources, create a “bank” of successful intervention strategies that may be appropriate for the four schools. Many states have Web sites containing sections describing their best or most effective practices.

Additionally, the MNPS should consider retaining, recruiting, and reassigning highly qualified teachers to the 51 lower performing schools when the systemwide intervention plan is developed. (As stated in the finding, these lower performing schools have higher percentages of non-certified teachers, less experienced teachers, and higher rates of teacher turnover than higher performing schools.) A committee should be established consisting of the Chair of the Board of Education, the Director of Schools, a liaison from the Mayor’s Office, and a cross-representation of teachers and principals to develop the criteria and selection process for being considered a high performing teacher. Based on the identified criteria, teachers who qualify and teach in one of the 51 low performing schools should receive \$3,000 incentive pay, with the goal to attract at least 50 percent of teachers per school who meet established criteria.

Criteria the committee should consider in order to receive the incentive pay may include the teacher’s:

- past performance assessments;
- TVAAS Value Added Teacher Reports (only available for teachers who teach Grades 4-8);
- completion of the National Board Certification;
- strength in a second language;
- experience in handling low socioeconomic students; and/or
- experience in dealing with multi-agencies in developing improved student services.

#### **IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Director of Schools should instruct the Assistant Superintendent for K-8 Instruction and Administration and the Assistant Superintendent for 9-Adult Instruction and Administration to develop a systemwide plan to assist targeted schools and develop the recommended incentives program. April 2001
2. The Assistant Superintendent for K-8 Instruction and Administration and the Assistant Superintendent for 9-Adult Instruction and Administration should co-chair and appoint a committee composed of representatives of May 2001

targeted schools and high performing schools to develop a systemwide plan to assist targeted schools.

- |  |                              |
|--|------------------------------|
| 3. The committee should convene to develop the systemwide plan, establish a bank of best or effective practices, and prepare recommended incentives.   | June – October 2001          |
| 4. The Assistant Superintendent for K-8 Instruction and Administration, the Assistant Superintendent for 9-Adult Instruction and Administration, and the committee members should submit the plan to the Director of Schools for review, revision, and approval. | November 2001                |
| 5. The Director of Schools should review, revise, and approve the plan, forwarding the recommended incentives to the Board for review and approval.  | November 2001                |
| 6. The Board should review and approve the recommended incentives.   | December 2001                |
| 7. The Assistant Superintendent for K-8 Instruction and Administration and the Assistant Superintendent for 9-Adult Instruction and Administration should implement the plan.  | December 2001<br>and Ongoing |
| 8. The Assistant Superintendent for K-8 Instruction and Administration, the Assistant Superintendent for 9-Adult Instruction and Administration, and the committee members should reconvene to review the effectiveness of the plan and modify accordingly.      | January 2003                 |

**FISCAL IMPACT**

Given the number of low performing schools in MNPS, it is critical that the school system offer incentives for highly qualified teachers to teach in the low performing schools in order to improve student achievement. It is recommended that MNPS set a goal of a minimum of 50 percent of the teachers in the 51 low performing school systems be high performing teachers based on identified criteria.

There are a total of 1,247 teachers in the 51 D/F schools divided by two equals a total of 623.5 teachers. Six-hundred twenty-three teachers times \$3,000 incentive pay equals an estimated yearly cost of \$1,870,500.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Offer Teacher Incentive Pay	\$0	(\$1,870,500)	(\$1,870,500)	(\$1,870,500)	(\$1,870,500)

## **FINDING**

There are three key state rules governing physical education requirements in Tennessee:

- physical education must be *offered*;
- it must be developmentally appropriate; and
- the course must be offered in a single class setting.

Twenty-four (24) elementary schools have physical education offered daily; others only offer it either two, three, or four days a week. There is no systemwide standardization governing scheduling for physical education. It is a principal's decision as to how many days it is offered.

Also in MNPS, the decision to have recess is a school-based decision. Some elementary principals have built recess time into the school schedule, others have not. Thus, some elementary students can go for up to four days without a recess or physical education class.

## **RECOMMENDATION**

### **Recommendation 6-12:**

#### **Establish an elementary school student recess policy.**

Research has shown that children need a scheduled time in the day in which they can move freely and interact spontaneously with their peers with minimal adult direction. For example, a research study conducted in 1998 and published in the Journal of Educational Research concludes that, "The results of this research suggest that for most children, uninterrupted instructional time may be a paradoxically inefficient use of instructional time. School policies against recess should be reexamined in light of these findings."

The implementation of this recommendation should ensure that each elementary student's school day is composed of both structured and unstructured time consistent with the findings of research.

## **IMPLEMENTATION STRATEGIES AND TIMELINE**

- |  |            |
|--|------------|
| 1. The Director of Schools should recommend to the Board of Education a policy on elementary school student recess.  | April 2001 |
| 2. The Board of Education should instruct the Ad Hoc Policy Committee of the Board to review, revise, and approve the policy on elementary school students' recess.                      | May 2001   |
| 3. The Ad Hoc Policy Committee of the Board should review, revise, and approve the policy on elementary school students' recess and submit to the Board of Education for final adoption. | June 2001  |

- |  |                         |
|--|-------------------------|
| 4. The Board of Education should approve the policy on elementary school student recess as presented by the Committee and direct the Board Secretary to include it in the school system's policy manual. | July 2001               |
| 5. The Board Secretary should transmit a copy to the school system's Web master for posting on the Web site, distribute it to policy manual holders, and place it in the MNPS Policy Manual.             | August 2001             |
| 6. The Director of Schools should ensure that the policy provisions to be implemented.   | August 2001 and Ongoing |

**FISCAL IMPACT**

This recommendation can be accomplished with existing resources.

**6.3 Student Assessment, Research, and Program Evaluation**

To accomplish effective program planning evaluation, decisions that impact the education service delivery system and its resource allocation must be based on comprehensive data analyses and a systematic planning process. For example, effective planning of education programs must consider the specific needs of the students served by the school district and the multiple resources available to meet student needs. To determine if resources are used effectively, school districts must establish a clear basis for evaluating the impact of their educational programs. This section addresses the research, evaluation, and accountability functions of Metropolitan Nashville Public Schools.

Exhibit 6-19 shows the current organizational chart for the Department of Research and Evaluation.

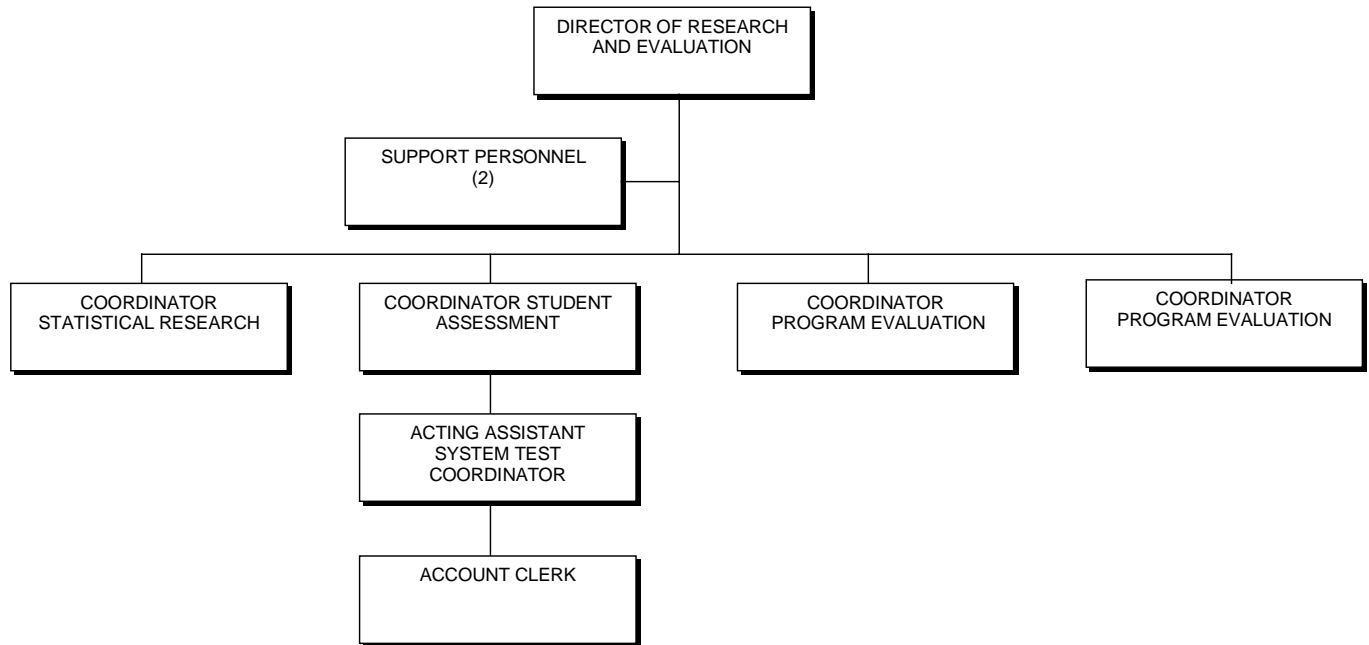
As shown, the Department of Research and Evaluation is overseen by a Director of Research and Evaluation, with four reporting positions: the Coordinator of Statistical Research, a Coordinator of Student Assessment, and two Coordinators of Evaluation. Recommendation 6-1 proposes that the current K-12 Resources (where the Research and Evaluation is located) be removed to the Department of Program Support Services is a proposed Division for Instruction and Administration. An Acting Assistant System Test Coordinator reports to the Coordinator of Student Assessment. Recommendations previously contained in Chapter 5 further discuss the planning functions and establishes a Planning and Budgeting Department assigned to the Director of Schools' office.

**6.3.1 Student Assessment**

The key standardized test used in Tennessee to hold students and school systems accountable for student achievement is called the Tennessee Comprehensive Assessment Program (TCAP). The TCAP scores are based on standardized test results in math, language arts, social studies, reading, and science.



**EXHIBIT 6-19  
METROPOLITAN NASHVILLE PUBLIC SCHOOL  
DEPARTMENT OF RESEARCH AND EVALUATION  
ORGANIZATIONAL STRUCTURE  
2000-01 SCHOOL YEAR**



Source: Metropolitan Nashville Public Schools, Department of Research and Evaluation, 2000.

Gains (referred to as value-added gains) are based on academic improvement over the previous year's test results, compared to the national average of gains. Each year, students take a test which is appropriate to their grade-level (i. e., a more difficult test each year). A gain of 100 percent means the students gained an entire grade-level. However, if the students have low test scores, then a gain of 100 percent means they have not caught up to the national average for their grade level. Negative gains occur when students score lower on the current year's test than they did on the test from the year prior.

In November 2000, the Tennessee State Department of Education released its new Report Card 2000 showing the results of TCAP scores. The State Commissioner of Education, made the following statement regarding the new Report Card in a memo dated November 9, 2000 which was sent to all of the state's school superintendents or directors of schools along with their school system's scores. "We developed these Report Cards with two purposes in mind. First, we wanted to present student achievement to the public in a format that could be easily understood. Second, we wanted to provide the information to schools and systems in a manner that could be used by school personnel to improve schools." Also, as with many states, the Report Card's intended purpose is to hold the school systems accountable for student performance.

As previously shown in Chapter 3-Exhibit 3-18 (School-by-School Comparisons), the grade scale for the Report Card is (for the first time) based on an A, B, C, D, and F rating scale.

Exhibit 6-20 shows a composite of MNPS, Hamilton County Schools, and the State results on the 2000 Report Card. As shown:

- MNPS received one B, one C, and four Ds in Grades K-5 and an A for attendance and a B for promotion within one letter grade lower than the state scores with the exception of Grade 4 writing);
- a comparison school system, Hamilton County Schools, received one B, three Cs and two Ds (two Ds less than MNPS) in Grades K-5 and a B on attendance (lower than MNPS) and C for promotion (lower than MNPS);
- MNPS value added/gain scores are the same for Grades K-5 as the State with one A, two Bs, one C, and one F - and MNPS value added/gain scores lower than Hamilton County Schools value added/gain scores;
- MNPS received one B, one C, and four Ds in Grades 6-8 (lower than Hamilton County Schools and the state scores);
- MNPS value added/gain scores are higher for Grades 6-8 than the State with four As and one B, and higher than Hamilton County Schools value added/gain scores; and
- MNPS received one A, two Bs, one C, and two Ds in Grades 9-12 achievement scores (Hamilton County had no As, three Bs, and three Cs).

While MNPS overall achievement scores are below average, the school system is showing five As (exemplary), three Bs (above average), one C (average), and one F (deficient) in value added/gains. In comparison, the state has shown a total of two As, four Bs, two Cs, and one F in value added/gains. The value added/gains scores are based on Dr. Bill Sanders (in collaboration with Dr. Robert McAllen) development of a statistical process to measure the influence that schools systems, schools, and teachers have on indicators of academic progress of students. The value-added assessment is called the Tennessee Value-Added Assessment System (TVAAS). TVASS analyses the scale scores students make over a period of three to five years on the norm-referenced items on the TCAP. Unlike stanines or percentile scores that are used to rank students against their peers, the TVAAS scale scores indicate a student's current level of attainment in a subject.

In a document entitled, *Tennessee Value-Added Assessment System*, located on the Tennessee Department of Education's Web site, one of the frequently asked questions about TVAAS is, "My students are mostly from the inner city. Won't that make a difference in their gain scores?" The state response to the question is:

*The pilot studies revealed no relationship between the racial composition of student body and gain scores. Whether a school was an inner city school or a suburban one was also found to be unrelated to*

**EXHIBIT 6-20  
METROPOLITAN NASHVILLE PUBLIC SCHOOLS,  
HAMILTON COUNTY SCHOOL SYSTEM, AND THE STATE  
RESULTS ON 2000 REPORT CARD**

<b>METROPOLITAN NASHVILLE PUBLIC SCHOOLS RESULTS ON REPORT CARD 2000</b>			
<b>GRADES K-5</b>	<b>SUBJECT</b>	<b>ACHIEVEMENT</b>	<b>VALUE ADDED/GAIN</b>
Academics	Reading	D Below Average	B Above Average
	Language Arts	C Average	F Deficient
	Math	D Below Average	C Average
	Science	D Below Average	B Above Average
	Social Studies	D Below Average	A Exemplary
	4 <sup>th</sup> Grade Writing	B Above Average	N/A
	Attendance	A Exemplary	N/A
	Promotion	B Above Average	N/A
<b>HAMILTON COUNTY SCHOOL SYSTEM RESULTS ON REPORT CARD 2000</b>			
<b>GRADES K-5</b>	<b>SUBJECT</b>	<b>ACHIEVEMENT</b>	<b>VALUE ADDED/GAIN</b>
Academics	Reading	C Average	A Exemplary
	Language Arts	C Average	D Below Average
	Math	C Average	B Above Average
	Science	D Below Average	A Exemplary
	Social Studies	D Below Average	A Exemplary
	4 <sup>th</sup> Grade Writing	B Above Average	N/A
	Attendance	B Above Average	N/A
	Promotion	C Average	N/A
<b>STATEWIDE RESULTS</b>			
<b>GRADES K-5</b>	<b>SUBJECT</b>	<b>ACHIEVEMENT</b>	<b>VALUE ADDED/GAIN</b>
Academics	Reading	C Average	B Above Average
	Language Arts	B Above Average	F Deficient
	Math	C Average	C Average
	Science	C Average	B Above Average
	Social Studies	C Average	A Exemplary
	4 <sup>th</sup> Grade Writing	B Above Average	N/A
	Attendance	A Exemplary	N/A
	Promotion	A Exemplary	N/A
<b>METROPOLITAN NASHVILLE PUBLIC SCHOOLS RESULTS ON REPORT CARD 2000</b>			
<b>GRADES 6-8</b>	<b>SUBJECT</b>	<b>ACHIEVEMENT</b>	<b>VALUE ADDED/GAIN</b>
Academics	Reading	D Below Average	A Exemplary
	Language Arts	C Average	A Exemplary
	Math	D Below Average	B Above Average
	Science	D Below Average	A Exemplary
	Social Studies	D Below Average	A Exemplary
	7 <sup>th</sup> Grade Writing	B Above Average	
<b>HAMILTON COUNTY SCHOOL SYSTEM RESULTS ON REPORT CARD 2000</b>			
<b>GRADES 6-8</b>	<b>SUBJECT</b>	<b>ACHIEVEMENT</b>	<b>VALUE ADDED/GAIN</b>
Academics	Reading	D Below Average	B Above Average
	Language Arts	C Average	A Exemplary
	Math	C Average	D Below Average
	Science	D Below Average	A Exemplary
	Social Studies	C Average	A Exemplary
	7 <sup>th</sup> Grade Writing	B Above Average	N/A

**EXHIBIT 6-20 (Continued)  
METROPOLITAN NASHVILLE PUBLIC SCHOOLS,  
HAMILTON COUNTY SCHOOL SYSTEM, AND THE STATE  
RESULTS ON 2000 REPORT CARD**

<b>METROPOLITAN NASHVILLE PUBLIC SCHOOLS RESULTS ON REPORT CARD 2000</b>			
<b>STATEWIDE RESULTS</b>			
<b>GRADES 6-8</b>	<b>SUBJECT</b>	<b>ACHIEVEMENT</b>	<b>VALUE ADDED/GAIN</b>
Academics	Reading	C Average	B Above Average
	Language Arts	C Average	A Exemplary
	Math	C Average	C Average
	Science	C Average	A Exemplary
	Social Studies	C Average	B Above Average
	7 <sup>th</sup> Grade Writing	B Above Average	
<b>METROPOLITAN NASHVILLE PUBLIC SCHOOLS RESULTS ON REPORT CARD 2000</b>			
<b>GRADES 9-12</b>	<b>SUBJECT</b>	<b>ACHIEVEMENT</b>	<b>VALUE ADDED/GAIN</b>
Academics	Gateway Exam:	To be Administered Beginning 2001-02	N/A
	Algebra I		
	English II		
	Biology		
	11 <sup>th</sup> Grade Writing	B Above Average	
	ACT	D Below Average	
	SAT	A Exemplary	
Competency Test	Math	C Average	
	Language Arts	B Above Average	
	Both	D Below Average	
<b>HAMILTON COUNTY SCHOOL SYSTEM RESULTS ON REPORT CARD 2000</b>			
<b>GRADES 9-12</b>	<b>SUBJECT</b>	<b>ACHIEVEMENT*</b>	<b>VALUE ADDED/GAIN</b>
Academics	Gateway Exam:		
	Algebra I	To be Administered Beginning 2001-02	
	English II		
	Biology		
	11 <sup>th</sup> Grade Writing	B Above Average	
	ACT	C Below Average	
	SAT	B Above Average	
Competency Test	Math	C Average	
	Language Arts	B Above Average	
	Both	C Average	
<b>STATEWIDE RESULTS</b>			
<b>GRADES 9-12</b>	<b>SUBJECT</b>	<b>ACHIEVEMENT</b>	<b>VALUE ADDED/GAIN</b>
Academics	Gateway Exam:		
	Algebra I	To be Administered Beginning 2001-02	
	English II		
	Biology		
	11 <sup>th</sup> Grade Writing	B Above Average	
	ACT	C Average	
	SAT	A Exemplary	
Competency Test	Math	B Above Average	
	Language Arts	B Above Average	
	Both	C Average	

Source: Tennessee State Department of Education, 2000 Report Card, 2000.

*the gains students made. Subsequent analysis of data from the TCAP data based does indicated that measurable differences in mean gains do exist among school systems and among schools within school systems. At most, only a small portion of these differences can be attributed to socio-economic factors.*

Exhibit 6-21 shows MNPS, Hamilton County, and the State on the 1999-2000 ACT and SAT tests. As shown:

- MNPS scored higher on the SAT than did Hamilton County Schools and the state; and
- MNPS scored lower on the ACT than did Hamilton County and the State.

A school-by-school and cluster analysis of standardized test scores was also found in Chapter 3 and additional testing information for special education students can be found in Section 6.5.

**EXHIBIT 6-21  
ACT AND SAT REPORT CARD 2000 RESULTS  
FOR MNPS, HAMILTON COUNTY SCHOOLS, AND THE STATE  
1999-2000**

SCHOOL SYSTEM/STATE	AVERAGE SAT	AVERAGE ACT
MNPS	A	D
Hamilton County	B	C
State	B	C

Source: Tennessee State Department of Education, 2000, Report Card, 2000.

**RECOMMENDATION**

**Recommendation 6-13:**

**Identify effective intervention strategies in low performing schools and improve students' performance on the state standardized tests, SAT, and ACT tests.**

While the achievement scores in MNPS are relatively low, the value-added gains scores show that the school system is showing positive gains in achievement. The Research and Evaluation Department should constantly search for promising intervention strategies and programs and should validate that the programs are quality programs and appropriate by using a pre-established set of criteria. The selection of programs must be based on an individual analysis of school performance reports, school improvement plans, and cluster improvement plans.

## **IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Department of Research and Evaluation staff should search for validated programs by using a set of pre-identified criteria. April 2001 and Ongoing
2. The Assistant Superintendent for K-8 and the Assistant Superintendent for 9-12 (upon determining an effective program) should confer with the principal to ensure the selected strategies are in alignment with the school improvement plan and test results analysis. June 2001
3. The Assistant Superintendent for K-8 and the Assistant Superintendent for 9-12 should ensure that appropriate resources are available to implement the intervention strategy. July 2001
4. The Assistant Superintendent for K-8 and the Assistant Superintendent for 9-12 (in conjunction with the Research and Evaluation Department) should establish an appropriate research design to measure the effectiveness of the programs and intervention strategies. August 2001 and Ongoing

## **FISCAL IMPACT**

The cost for this can not be quantified until the intervention strategies have been identified and selected by the school system. However, with the implementation of Recommendations 6-10 (establishing criteria for the purchase of programs), MNPS should realize a cost savings by purchasing the most cost-efficient and effective programs.

### **6.3.2 Program Evaluation**

To accomplish effective program planning evaluation, decisions that impact the education service delivery system and its resource allocation must be based on comprehensive data analyses and a systematic planning process. To determine if resources are used effectively, school systems must establish a clear basis for evaluating the impact of their educational programs.

## **FINDING**

Exhibit 6-22 shows a listing of all evaluations conducted in the MNPS for the last two years. Not all program evaluations are initiated through the Research and Evaluation Department. As Exhibit 6-22 shows, a total of 34 internal program evaluations have been conducted since 1998.

The Department of Research and Evaluation prepares specific reports to share with school staff on their standardized test results. Additionally, the Department of Research and Evaluation conducts numerous training sessions particularly as it relates to teaching school staff how to read and utilize test data in decision making.

**EXHIBIT 6-22  
EVALUATIONS CONDUCTED BY THE  
RESEARCH AND EVALUATION DEPARTMENT  
1997-98 THROUGH 1999-2000 SCHOOL YEARS**

<b>PROJECT</b>	<b>DATE INITIATED</b>	<b>USER</b>	<b>STATUS</b>
Looking at Student Work	12/28/1999	K-8 (Brown); Title I (?)	On hold
Implementation Fidelity	12/22/1999	CC/RP, MIP (Brown, Cowan, Tune, et al); Title I (?); Sp ed; SDFS; Middle School coord;	Sp ed- Antioch planning 21 <sup>st</sup> Century (MCM) (Soar to Success)
SSTS Instrument(s)	12/20/1999	Wise	On hold
Coping with CUI	12/15/1999	Prog Eval	On hold
Theory of Change	11/10/1999	SDFS, Sp Ed, Bobi C	Special Education MCM Clubs
Cluster Level Data Analysis	11/01/1999	Mason, Brown, Wright	On hold
Collecting Risk Factors Data (Including Pregnancy)	11/01/1999	Mason, Brown, Wright, Armstrong (Gough)	On hold
Safetynet Info System (Involve other agencies)	08/21/1999	Joe Anderson	On hold
Special Ed surveys	11/17/99	Sp ed improvement task force	Continuing
Goals 2000 Study		Pam Burish	Finished
Teen Learning Center	8/31/1999	Jane Gough	N/A
SDFS Counseling Repeaters	02/2000	Dr Mason, Dr. Wise	Finished
SDFS Proposal Writing	2/15/2000	Gilda, SDFS providers, council	Ready for submission
Pre-K study	03/17/2000	Board	Finished
Technology	9/21/200	Tech committee, grant proposal	N/A
MNPS Eval Coordination	1/13/2000	Bob, R & E	To be updated
Issues about disclosure of student info	10/5/2000	Paul, John, principals	Ongoing
21 <sup>st</sup> Century grant (MCM clubs)			Ongoing
Sp ed Antioch pilot	3/2000	Margaret, sp ed team, Antioch cluster, Board	Ongoing
Keeping students in school	8/21/2000	Overton cluster	Finished
Schools for Thought eval	April at AERA met Steve Ross & expressed concern	Board, Brent, Bob	Ongoing
Project GRAD	6/10/2000	Pearl Cohn schools	Ongoing

**EXHIBIT 6-22 (Continued)  
EVALUATIONS CONDUCTED BY THE  
RESEARCH AND EVALUATION DEPARTMENT**

<b>PROJECT</b>	<b>DATE INITIATED</b>	<b>USER</b>	<b>STATUS</b>
CAI	7/98	Vocational/ Board Lyndell Norton	Some changes in CAI use in schools
CAI	7/99	Title One/Board Patsy Boyce	N/A
Technology use in Classroom	Ongoing	Self – spin off from CAI Research	N/A
YRBS	9/00	Dr. Wright/ Metro Health Celia Larson/Health Department & Dr. Wright	Proposal Approved
Coordinate Brigance Screening	Ongoing	Bob Crouch Emily Stinson	New scan form makes process more efficient
Soar To Success	9/00	Baxter Middle Mary Essery	N/A
Soar To Success	In Process	Title One	N/A
Reading Instruction	Placed on Back burner	Self/Gary Cowan Gary Cowan	N/A
ESL – K Mainstreaming	9/00	ESL Department Sue Reynolds	Obtained ESL database
Accelerated Reader Implementation	Outgrowth of CAI Research	Self	N/A
STAR Correlation	Outgrowth of CAI Research	Self	N/A
Correlation – 8 <sup>th</sup> grade TerraNova and High School Competency	Outgrowth of CAI Research	Self	Correlations have implications for instruction in 9 <sup>th</sup> grade; however, will soon be out of date

Source: Metropolitan Nashville Public Schools, Research and Evaluation Department, 2000.  
N/A = not available



While school staff interviewed indicate they have sufficient data, reports supplied by the Research and Evaluation Department, a review a training schedules, and responses on the MGT survey indicate parents do not understand their child’s test scores and are not well-informed on understanding their child’s test results. Fifty-one (51%) of the administrators, 67 percent of the principals, and 67 percent of the teachers surveyed indicate a fair or poor response to the item, *How well are students’ test results explained to parents.*

**RECOMMENDATION**

**Recommendation 6-14:**

**Prepare an insert document clearly explaining standardized test results and deliver to parents along with students’ test scores.**

Standardized testing results can be confusing to parents. In an article published by the National Association of Elementary School Principals (NAESP) titled, *Securing High-Stakes Tests from Cheating*, the author states:

*A recent survey of 600 parents showed they don’t know what tests measure, don’t feel informed, find inconsistencies between children’s standardized tests and grades, and think schools neglect enrichment activities. So, explain testing carefully---in the parent’s language, without jargon.*

**IMPLEMENTATION STRATEGIES AND TIMELINE**

- |  |            |
|--|------------|
| 1. The Department of Research and Evaluation staff should prepare a simplified test results information sheet.   | April 2001 |
| 2. The Assistant Superintendents for K-8 and 9-12, in conjunction with a focus group of principals, should approve the information sheet.                                    | May 2001   |
| 3. The Department of Evaluation and Research should ensure that the simplified test results information sheet are attached to test results as they are sent home to parents. | Ongoing    |

**FISCAL IMPACT**

The information sheet could be developed and produced for 40,000 students at a cost of five cents per sheet for a yearly cost of approximately \$2,000.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Produce Parent Test Results Sheets	(\$2,000)	(\$2,000)	(\$2,000)	(\$2,000)	(\$2,000)

**FINDING**

Questions related to test security must be analyzed. At one low performing school (Bellshire Elementary), some students stanine scores skyrocketed in one year. Each of the same students whose stanine scores' dramatically improved from one year to the next were all in the same teacher's class.

The principal is newly appointed and noticed some irregularities in one teacher's class as she studied her school's standardized test results. Exhibit 6-23 shows three examples of students' stanine scores increasing dramatically over the 1998-99 and 1999-2000 school years.

**EXHIBIT 6-23  
TERRANOVA ACHIEVEMENT TEST SCORES  
SAMPLE OF THREE STUDENTS'  
NATIONAL STANINE SCORES  
1998-99 and 1999-2000 SCHOOL YEARS**

<b>STUDENT</b>	<b>READING 1998-99</b>	<b>READING 1999-2000</b>	<b>INCREASE/ DECREASE</b>	<b>MATH 1998-99</b>	<b>MATH 1999-2000</b>	<b>INCREASE/ DECREASE</b>
Student A	4	7	+3	1	7	+6
Student B	3	7	+4	1	7	+6
Student C	4	2	-2	5	8	+3

Source: Terra Nova Achievement Test Score Results, Bellshire Elementary, 2000.

As shown, in one year, Student A increased three stanine points in reading and six in math, Student B increased four points in reading and six points in math, and Student C decreased two points in reading and increased three points in math.

The school system's current test security (Policy # 6180.1) has not been revised since 1993 and is only a couple of sentences in length.

In 1999, one teacher at Cole Elementary School was reported to the State Department of Education Office of Accountability and Assessment for an apparent "over prompting" and violation of standard test administration procedures during the administration of TCAP. A parent proctor reported the incident to the principal.

**RECOMMENDATIONS**

**Recommendation 6-15:**

**Conduct an investigation of a breach of test security at Bellshire Elementary School.**

Due to the unusually high increase in several students' stanine scores, MNPS should conduct an investigation for potential violations of test security policies and procedures.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

- |   |            |
|---|------------|
| 1. The Director of Research and Evaluation should initiate a thorough investigation of potential violations of test security policies and procedures at Bellshire Elementary. | April 2001 |
|---|------------|

- |   |           |
|---|-----------|
| 2. The Director of Research and Evaluation should ensure a written report is prepared on the findings of the investigation.   | June 2001 |
| 3. The Director of Research and Evaluation should report any findings of test violation policies and procedures to the appropriate officials in the Tennessee State Department of Education | July 2001 |

**FISCAL IMPACT**

This recommendation can be implemented with existing resources.

**Recommendation 6-16:**

**Revise the MNPS test security policy and procedures.**

The implementation of this recommendation should provide the means to ensure that appropriate standardized test procedures are followed by all teachers and staff.

Exhibit 6-24 shows a sample test security policy.

Other recommended actions to increase test security include:

- be certain that someone (counselor, etc.) who is not being evaluated on test results is in charge of the distribution and collection of tests and answer sheets;
- administrators should put teachers at ease and explain to them that cheating “or over prompting” students is not worth their career; and
- administrators and teachers should put students at ease and reassure them that the test is a tool to help teachers know what to teach.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

- |  |                 |
|--|-----------------|
| 1. The Board of Education should instruct the Ad Hoc Policy Committee to develop the recommended policy.   | April 2001      |
| 2. The Ad Hoc Policy Committee should involve school-level instructional and administrative personnel and should develop the recommended policies.           | May – June 2001 |
| 3. The Ad Hoc Policy Committee should submit the proposed policies to the Director of Schools and the Board of Education for review, revision, and approval. | July 2001       |
| 4. The Board of Education should review, revise, and approve the proposed policy.  | July 2001       |

**EXHIBIT 6-24  
SAMPLE TEST SECURITY POLICY**

<b>POLICY</b>	<b>TEST SECURITY POLICY</b>
<p>All mandatory tests administered by or through the State Board of Education and District administered national norm-referenced achievement tests shall be secured pursuant to Florida Statutes, and State Board of Education rules.</p>	
<p>(1) <i>District and school personnel who have access to mandated tests shall be informed of test security laws and procedures and of penalties for breaches of test security.</i></p> <p style="padding-left: 40px;">(a) The testing coordinator shall instruct school test coordinators and principals on test security measures.</p> <p style="padding-left: 40px;">(b) Principals shall be responsible for informing their faculty of test security measures.</p>	
<p>(2) The loss of tests, cheating, or any other breach of test security procedures and laws shall be reported immediately to the testing coordinator. Any unresolved problems in the District shall be reported to the Florida Department of Education pursuant to provisions in State Board of Education rules.</p>	
<p>(3) The testing coordinator shall coordinated the destruction of test materials as directed by the Florida Department of Education and shall inform the Department, in writing, to certify that the designated testing materials were destroyed in a secure manner.</p>	

Source: Center for Management Services, Inc., 2000.

- |  |             |
|--|-------------|
| 5. The Director of Schools should instruct the Assistant Superintendent for PreK-8 and Assistant Superintendent for 9-Adult to implement the new policies and the Board Secretary should code, transmit to the school system's Web master for including in the policy Web site, and distribute by email to school personnel. | August 2001 |
| 6. The Assistant Superintendent for PreK-8 and Assistant Superintendent for 9-Adult should instruct the Tier Directors to meet with school personnel to ensure implementation of the new policy.   | August 2001 |
| 7. The Director of Schools should instruct the Assistant Superintendent for PreK-8 and Assistant Superintendent for 9-Adult, Tier Directors, and school personnel to evaluate the policy impact.   | June 2002   |

## **FISCAL IMPACT**

This recommendation could be accomplished with existing personnel and other existing resources.

### **6.4 Special Programs**

Special programs are provided by MNPS for students who need ancillary services and support to maximize their academic and social potential. The subsections that follow review these services. In most cases, special programs receive supplemental state and federal government funding. Special programs are located in three divisions: K-8 Instruction and Administration, 9-Adult Instruction and Administration, and Business and Facility Services. Recommendations for the reorganization of the Special Programs Department are covered in Section 6-1. The sections that follow discuss current findings and suggest recommendations within this proposed organizational structure.

#### **6.4.1 Library Media Services**

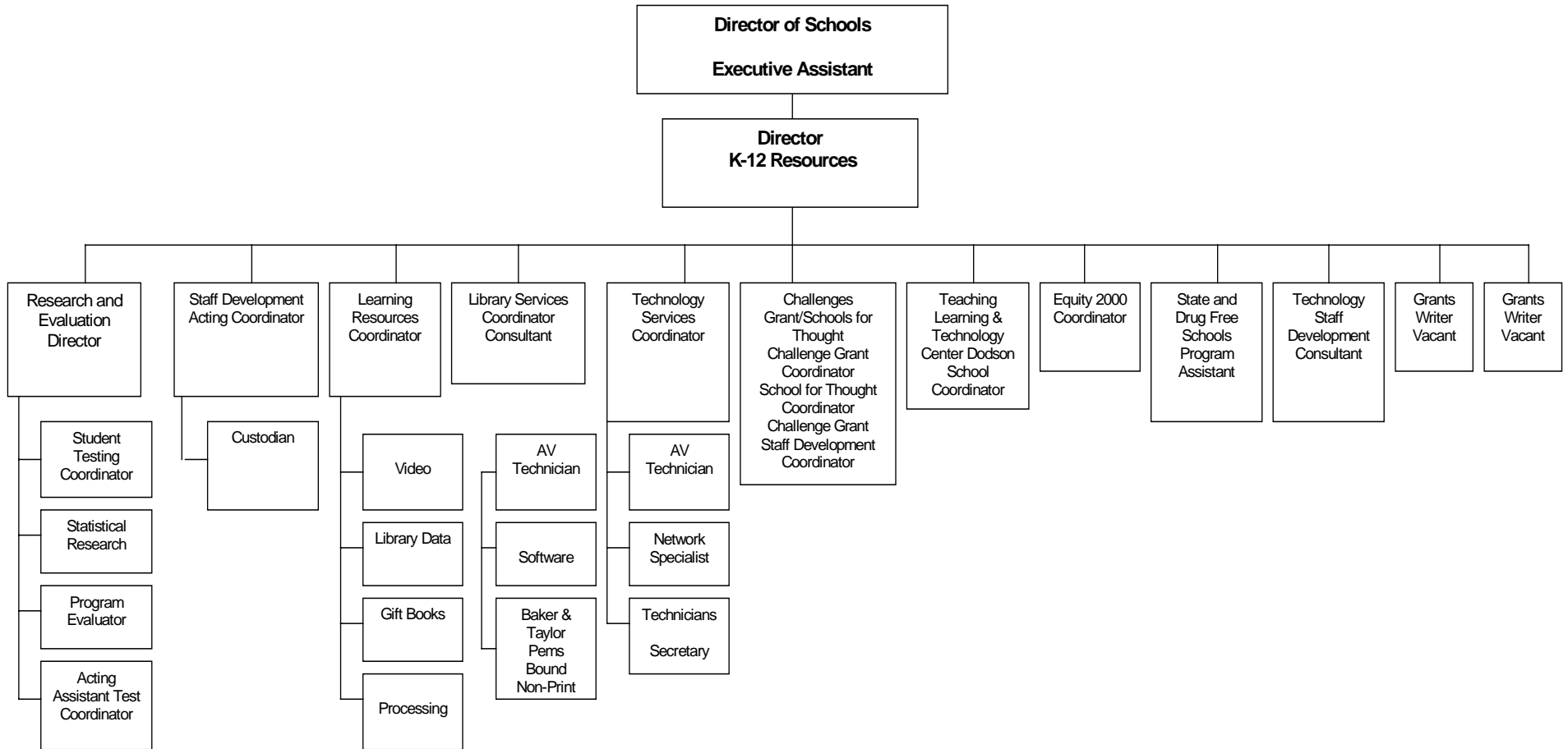
The mission of Library Media Services is to *ensure that students and staff are effective users of ideas and information*. This mission is accomplished, by providing intellectual and physical access to materials in all formats, by providing instruction to foster competence and stimulate interest in reading, viewing, and using information and ideas; and by working with other educators to design learning strategies to meet the needs of all students. It is the responsibility of the school library media specialist and the central office library media staff to translate this mission into programs that make effective access to information a reality for all students. Achievement of this mission also requires the full integration of the library services program into the curriculum, and a partnership among the library media specialist, central office staff, administrators, teachers, and parents.

School-based library services are arranged so that every student and teacher has daily access to the library media center. A flexible schedule allows the library media specialist and the classroom teacher to cooperatively plan and implement individual research, skills instruction, extended learning activities, and reading for pleasure. The central office staff of Library Media Services works with library media specialists to provide library supplies, to order books, nonprint materials, and periodicals. The Coordinator and Consultant of Library Media Services plan staff development, provide orientation for new media specialists, visit media centers regularly, and offer other services when requested by the library media specialists.

## **FINDING**

Library Media Services is currently located in the Department of K-12 Resources, as shown in Exhibit 6-25. Department staff includes a coordinator, one consultant, and one secretary. The current organizational structure limits collaborative planning with system curriculum and instructional support personnel. While school-based library media specialists work toward the provision of extended content and process learning

**EXHIBIT 6-25  
DEPARTMENT OF K-12 RESOURCES  
CURRENT ORGANIZATIONAL STRUCTURE  
2000-01 SCHOOL YEAR**



Source: Metropolitan Nashville Public School, Department of K-12 Resources, 2000.

opportunities for students, systemwide strategic planning, supplemental curricula and shared resources are underdeveloped. The reorganization as discussed in Section 6.1, will align Library Media Services with curriculum and instruction; thus creating a structure for collaborative planning with other system support staff in the division. Library Media Services minimum standards for the state of Tennessee indicate that the media collection should average at least 12 items per student. Based upon the standards, pamphlets, textbooks, unbound periodicals, out-of-date items, and items in poor physical condition are not to be counted or reported in the total collection. While school-by-school data was not readily available at the time of on-site visit, the Coordinator of Library Media Services and the Director of K-12 Resources agreed that MNPS library media centers were lacking adequate materials. Standards for schools accredited by the Commission of Elementary, Middle, and High Schools indicate that the library media center is to serve as a multimedia learning center. Further, the collection of media, both print and nonprint, is to be current, comprehensive, be selected in terms of the school curriculum and the instructional program, and reflect developing technologies.

Metropolitan Nashville Public Schools (MNPS) budgets \$7 per student for media materials, while the national average expenditure (as determined by the American Library Association) is \$15 per student. The materials, which supplement the Core Curriculum, are selected and purchased by school administrators, and are in alignment with the Core Curriculum. Outdated materials are not discarded because limited funds prevent the purchase of replacement materials. Media materials include not only books, but also include educational software, films, periodicals, video and audio tapes. It is important to note that the analysis in Chapter 3 (Exhibit 3-26) refers only to library books; it does not include an analysis or comparison of other media materials.

A recommended list of library media materials with correlation to the Core Curriculum was developed and distributed to all library media specialists in K-8 schools. The list was used to purchase resources with the school budget allocation for media materials.

### **COMMENDATION**

**Metropolitan Nashville Public Schools is commended for the correlation of media materials to the Core Curriculum.**

### **RECOMMENDATION**

#### **Recommendation 6-17:**

**Increase the media materials allocation to \$15 per student.**

The national average expenditure for media materials is \$15 per student. Media centers should serve as a multimedia media center and have at least 12 print and nonprint items for each student. MNPS does not meet this standard of current, multimedia media materials. Centers should serve as multimedia learning and research centers for students, teachers, and staff.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

- |   |                        |
|---|------------------------|
| 1. The Director for K-12 Resources should direct school administrators to complete an inventory of current materials and discard out-of-date materials.   | July 2001              |
| 2. The Director of Schools should work collaboratively with the Metro Government to include an \$8 per student increase for media materials as a component of upgrading technology hardware, software, and related equipment and materials to be purchased by Metro Government. | Fall 2002              |
| 3. The Director of K-12 Resources should lead key personnel in developing a comprehensive hardware, software, and related media materials purchasing plan.  | 2001-02<br>school year |
| 4. The Director of K-12 Resources, in conjunction with key personnel, should ensure the correlation of software and materials with core curriculum for increased content and process knowledge of students.   | June 2002              |

**FISCAL IMPACT**

The current allocation for media materials is \$7 per student. An increase of \$8 dollars per student for 69,126 students would have a fiscal impact of \$553,008 beginning in the 2002-03 school year.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Increase Expenditures for Media Materials	\$0	(\$553,008)	(\$553,008)	(\$553,008)	(\$553,008)

**6.4.2 Gifted/ENCORE**

The mission of the ENCORE Program (gifted and talented) is “to nurture, challenge, and develop the potential of high ability students.” The ENCORE curriculum is differentiated, focuses on creativity, and promotes peer interaction. The ENCORE Program offers early identification, participation in academic competitions, parent involvement, and staff development.

The ENCORE Program serves intellectually gifted and academically talented students in Pre-kindergarten - Grade 6 across the school system. Intellectually gifted students meet the state of Tennessee special education eligibility criteria. Academically talented students achieve a stanine average of eight in total reading and total math, an academic average of A or B, and a score of two standard deviations above the mean on the Otis-Lennon School Ability Test. Prekindergarten students in nine schools identified as gifted or talented participate in language enrichment and thinking skills classes. All students in Grades K-2 meet eligibility as intellectually gifted. Students in Grades 3-6 may enter the ENCORE program as intellectually gifted or academically talented. A summer



prescreening identifies students for assessment for suspected giftedness for students in Grades K-3.

## **FINDING**

The ENCORE Program is currently located in the Division of K-8 Instruction and Administration. The Coordinator of the program reports directly to the Division Assistant Superintendent, as previously shown in Exhibit 6-5. Responsibilities of the Coordinator include curriculum development and implementation, program management, and direct supervision and evaluation of fifteen instructional and one support staff. In addition, the coordinator provides technical assistance to administrators of school-based ENCORE Programs and conducts cooperative evaluations of three ENCORE school-based staff.

Students in Grades K-2 receive itinerant services at their school of attendance. The ENCORE Program for Grades 3-6 is located in four centers. The three Enhanced Options Schools and two Design Centers also offer the ENCORE Program. The program is not located by cluster and is not offered to students in Grades 7 and 8.

The special education intellectually gifted program serves 458 students. A student determined eligible for services may participate in an ENCORE program, or may receive additional services from the resource special education teacher at the school of attendance. While, the ENCORE staff provides consultation to school-based staff for the development of the Individual Educational Plan (IEP) and the implementation of the resource program, the school-based resource services lack the comprehensive study that is provided at the ENCORE sites, and limits the participation in a program specifically designed for students who are gifted and talented.

With the exception of the special education intellectually gifted program, ENCORE is an optional offering of the system funded by local, regular education dollars. With the possible exception of special education students, transportation is not required for the program. The system does not provide transportation for the ENCORE Program. Lack of transportation limits the participation of some students who are eligible to participate in the program. When feasible, one-way transportation is provided by the YMCA at no cost to students.

Transition from the ENCORE Program to middle school advanced courses is limited and often not available for students. Middle school advanced courses are not equally distributed throughout the system. Provision of advanced courses is based upon the number of advanced placement students in a particular school. MNPS Board policy prohibits student transfer based upon curriculum offerings. In some cases, a student who is capable of advanced placement achievement cannot participate because the courses are not offered at the student's zoned school of attendance.

The ENCORE Early Identification Project for Grades Pre-K-K is located in eight elementary schools and serves 159 students. Selection of students for the project is based upon intellectual screening and teacher recommendation. The project has been very successful in the identification of students of varied ethnicity who exhibit gifted and talented traits.

**COMMENDATION**

**Metropolitan Nashville Public Schools is commended for early identification of gifted and talented students.**

**RECOMMENDATIONS**

**Recommendation 6-18:**

**Relocate the Gifted/ENCORE by school cluster.**

The current location of the ENCORE Program limits the participation of students who do not have transportation. The school-based program is not comprehensive. To relocate the ENCORE programs within each cluster should give greater accessibility for eligible students, allow greater participation, and provide greater opportunity for comprehensive services to eligible students.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Director of Schools should direct the Assistant Superintendent of K-8 Instruction and Administration and current staff to develop a plan for the restructuring of the ENCORE by cluster. July 2001
2. The Assistant Superintendent of K-8 Instruction and Administration and current staff should incorporate the recommendations into the organization plan and present to the Board of Education for approval. August 2001
3. The Gifted/ENCORE staff should implement the approved plan within the newly created organizational structure. September 2001

**FISCAL IMPACT**

There is no fiscal impact as a result of this restructuring.

**Recommendation 6-19:**

**Extend the ENCORE Program from Grades 6 to Grades 8.**

Extending the program from Grade 6 to Grade 8 should create more advanced placement opportunities for students at the middle school level. Location of the program by cluster should further allow the ENCORE staff to work collaboratively with general education staff in the development and implementation of strategies to increase critical thinking skills, higher order thinking and process knowledge of students in middle school. These strategies should be incorporated into the daily routine of the general education program. The new structure should be based upon existing resources and staff.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Director of Schools, cluster directors and current staff should develop a plan to extend the ENCORE Program to Grades 7 and 8. July 2001

2. The Director of Schools and cluster directors should incorporate the recommendations into the organization plan and present to the Board of Education for approval. August 2001
3. The cluster directors and Gifted/ENCORE staff should implement the approved plan. September 2001

### **FISCAL IMPACT**

There is no fiscal impact as a result of this restructuring. Expansion in Grades 7 and 8 should be based upon a consultative model to expand process instruction in general education. The ENCORE Program is currently provided for students in Grade 6. With relocation of the ENCORE Program by cluster, the ENCORE Coordinators and teachers should work collaboratively with the general education administrators and teachers to incorporate instruction of higher order thinking, problem solving and process knowledge as correlated to the Core Curriculum.

With the implementation of these strategies by general education teachers, in consultation with existing ENCORE staff, there should be no initial fiscal impact for this expansion.

#### **6.4.3 English as a Second Language (ESL)**

In 1977, the Office of Civil Rights (OCR) monitored MNPS for its educational services to non-English speaking students. OCR found the system to be out of compliance and required MNPS to develop and implement a Bilingual Compliance Plan. In 1983, OCR monitored the English as a Second Language (ESL) program once again and gave the MNPS a commendation for its services to non-English speaking students.

During the 1994-95 school year, OCR monitored the system's ESL program for compliance. Again, OCR found the system out of compliance for not giving ESL students adequate and appropriate services, for not hiring a sufficient number of ESL teachers, and for not offering appropriate training to ESL and general education teachers. In July 1995, a Corrective Action Plan was developed and implemented for remediation of the deficiencies. The Corrective Action Plan required that the ESL Program be based upon sound educational theory and research; utilize effective instructional strategies; and demonstrate program effectiveness by reducing the students' language barriers. OCR completed a follow-up a compliance review in 1999 and found that the system had successfully implemented the appropriate services to non-English speaking students.

MNPS serves 4,504 students in the ESL Program. Students in the ESL Program represent 93 countries and speak 75 different languages. The majority of students are served in their zoned school of attendance.

The ESL Program is a pullout model staffed with certified teachers and bilingual paraprofessionals. In addition to the ESL classes, beginning level students may also receive native language tutoring under the supervision of the ESL teacher. The instruction focuses on four areas of language proficiency: listening, speaking, reading and writing as addressed in the National ESL Standards and the State ESL Curriculum

Framework. Due to the English language rich environment of the kindergarten program, kindergartners are served on a consultation basis. In Grades 1-4, students participate in regular education to the greatest extent possible. At the 5-8 grade level, students enrolled in general education classes participate in class through a variety of instructional methods and delivery models. For Grades 9-12, the curriculum plan offers students the opportunity to be successful in the regular classrooms and in ESL. The methods of instruction are similar for high school students as for middle students.

## **FINDING**

The ESL Program is located in the Division of K-8 Instruction and Administration, as shown previously in Exhibit 6-5. The ESL Coordinator position is currently vacant. The former Coordinator is working on a part-time basis to fulfill the administrative duties during this vacancy. System staff includes a part-time Interim Coordinator, one Program Assistant and one Secretary, while the systemwide ESL program is located in 53 schools and serves 4,504 students.

Even though the Corrective Action Plan includes the implementation of modified instructional strategies for non-English speaking students in general education programs, curriculum development, implementation, and support for general education teachers is limited. Staff development is provided, but direct support services to general education teachers is inadequate. A review of the Corrective Action Plan and interviews with the Interim Coordinator and teachers in the ESL program supported this finding.

Interpreter, related support services, and printed materials in the native language are provided to students and their families. MNPS documents are translated into Albanian, Arabic, French, Haitian Creole, Korean, Kurdish, Lao, Nuer, Serbo-Croatian, Somali, Spanish and Vietnamese. Interpreters assist families with school-related issues and provide assistance to students during the school day.

## **COMMENDATION**

**The ESL Department is commended for the translation of printed materials to the native language of students and their families.**

## **RECOMMENDATIONS**

### **Recommendation 6-20:**

#### **Hire a full-time Coordinator for the ESL Program.**

Considering the number of students that are served in the ESL Program, a full-time Coordinator should be hired to ensure that the program remains in compliance with federal statutes. An interim, half-time administrator cannot adequately fulfill the duties and requirements for the program. Considering that a Corrective Action Plan is in place, there should be the assurance that the plan is fully implemented.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

- |   |             |
|---|-------------|
| 1. The Director of Schools should direct the Assistant Superintendent of K-8 of Instruction and Administration to fill vacant coordinator position. | June 2001   |
| 2. The Assistant Superintendent of K-8 Instruction and Administration should advertise and hire a coordinator for the ESL Program.                  | July 2001   |
| 3. The Metropolitan Board of Education should approve the appointment of a full-time Coordinator for the ESL Program.                               | August 2001 |

**FISCAL IMPACT**

The average coordinator salary is \$64,284 with benefits (at 24 percent) equals \$15,428. The combined total for salary and benefits is \$79,712. Because there is currently an interim half-time coordinator for the program, the actual fiscal impact is one-half of the total salary and benefits which equals \$39,856 per year.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Hire a Full-Time Coordinator for the ESL Program	(\$39,856)	(\$39,856)	(\$39,856)	(\$39,856)	(\$39,856)

**Recommendation 6-21:**

**Establish an ESL Task Force to develop inclusive instructional strategies for improved implementation of ESL curriculum modifications and accommodations in general education at the elementary, middle, and high school level.**

The Corrective Action Plan includes the implementation of modified instructional strategies for non-English speaking students in general education programs, curriculum development, implementation, and support for general education teachers is limited.

A Task Force should develop inclusive strategies for improved implementation of ESL modifications and accommodations in the general education setting. The strategies should include current initiatives in the Departments of Vocational, Adult and Community Education, Pupil Personnel Services, and English as a second language.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

- |  |            |
|--|------------|
| 1. The Director of Schools should direct the Assistant Superintendent of Instruction and Administration to form a task force of key stakeholders.  | April 2001 |
| 2. The Assistant Superintendent of Instruction and Administration, or designee, should lead the task force in the evaluation of, and making recommendations for, improved delivery of services to non-English speaking students. | May 2001   |

3. The Assistant Superintendent of Instruction and Administration, in conjunction with key departmental personnel, should ensure that position titles and job descriptions are updated to reflect changes resulting from the reorganization.

June 2001

### **FISCAL IMPACT**

There is no fiscal impact for forming of the task force. Task force members should include, but not be limited to, administrators, teachers, system staff, parents, and community agency personnel. Participation of non-system members should be on a volunteer basis.

#### **6.4.4 Magnet Schools**

MNPS offers a number of options to students in addition to their zoned school of attendance. For the 2000-01 school year, there are 5,706 students enrolled in magnet schools. Submission of a magnet school application is required and a lottery selection process has been established for students at the entry grades. Students eligible for grades above the entry-level are assigned to waiting lists.

When the magnet program was small, the impact of magnet enrollment on other schools was more limited, and the magnet program could operate with autonomy. Magnet and other optional programs are growing as the School Improvement Plans (SIP) are being implemented. In conjunction with SIP implementation, magnet/optional school enrollment now interacts significantly with enrollment at other schools. Magnet/optional schools can no longer operate in isolation, as these programs now have an increasing impact on enrollment in other schools in the system.

Magnet school options include:

- **Buena Vista/Jones Paideia Magnet**

With an integrated approach to learning, students participate in instruction, coaching, and problem solving. Foreign language instruction is provided. Arts are an integral part of the entire curriculum.

- **Carter-Lawrence Elementary Mathematics and Science Magnet**

With the Core Curriculum as a framework, all subjects are taught using science themes. Problem-solving and real world situations are used in mathematics. Technology, learning project activities, and hands-on learning provide success with various learning styles.

- **Head Middle Mathematics and Science Magnet**

This magnet is designed to prepare students for entry into M. L. King Jr. Health Sciences and Engineering Magnet School (MLK). Students who meet entrance requirements can be enrolled to MLK beginning in Grades 7-9. The program is based on the Core

Curriculum, and integrates research, communication skills related to mathematics and science, and career explorations.

- **Meigs Academic Magnet Middle School**

Meigs offers an academic program using an inquiry/laboratory approach. The four-year foreign language program includes Latin, French, German, and Spanish. Technology in all classrooms helps to develop student writing and research skills. There are academic requirements for this program.

- **Wharton Arts Magnet Middle School**

Wharton provides an academic program combined with a multicultural, interdisciplinary arts program. Students study various forms of visual and performing arts, including dance, drama, art, and music to develop and broaden their interests in the arts.

- **East Literature Magnet**

Instruction in this magnet is based upon great works of literature, which is integrated into all academic disciplines within a thematic structure. Reading, writing, thinking, and doing are the processes at the center of the curriculum.

- **Nashville School of the Arts**

Students spend the majority of their time in arts-related academic study. Specific arts instruction is also provided. Visual arts, dance, theater, and music are available to students.

- **Hume-Fogg High School Magnet**

Hume-Fogg is a school for students who are academically talented. The goal is to develop independent thinkers and learners through this diverse college-preparatory liberal arts curriculum.

- **Hull-Jackson Montessori Magnet**

This program promotes academic achievement in a noncompetitive environment. Montessori certified teachers present specially designed materials to develop learning skills. Students develop responsibility, self-confidence, and independence in this multiage group setting.

- **Business/Communications at Pearl Cohn (Grades 9-12)**

Pearl Cohn is a 21st Century High School, which offers technology in every classroom. Media arts and business studies are combined to offer an enriched program. This is the only MNPS high school that offers an Academy of Finance. College classes and work experiences are available to participating students.

Exhibit 6-26 compares magnet schools to non-magnet schools by type (elementary, middle and high schools). Teaching staff are compared by percentages of teachers holding different degrees, average years of teacher experience, and student-teacher ratios. Numbers of books per student and number of students per computer are also compared.

As can be seen:

- average student-teacher ratios are lower in magnet middle schools (20.9) than in non-magnet middle schools (23.8), as well as in magnet high schools (25.2) compared to non-magnet high schools (28.5);
- the difference between median student-teacher ratios in magnet high schools (23.1 students per teacher) and non-magnet high schools (28.5) is greater than the difference in their average ratios;
- average student-teacher ratios are slightly higher in magnet elementary schools (16.7) than in non-magnet elementary schools (16.4);
- the range of student-teacher ratios is smaller for magnet elementary schools (16.1 to 17.3) than for non-magnet elementary schools (10.9 to 23.1), while the range for magnet high schools (20.9 to 35.7) is larger than the range for non-magnet high schools (24.8 to 36.4);
- on average, teachers in non-magnet schools have more years of experience than teachers in magnet schools for all types of schools;
- magnet schools have slightly higher percentages of teachers holding bachelor's degrees in all three types of schools than non-magnet schools;
- magnet schools have higher percentages of teachers with master's degrees than do non-magnet schools of all three types;
- non-magnet schools have higher percentages of teachers with master's degrees plus than magnet schools for all three types of schools;
- non-magnet high schools have higher percentages of Ph.D.s than do magnet high schools (4.9 percent compared to 4.1 percent), but magnet high schools have slightly higher percentages of teachers holding the Ed.S. degree than do non-magnet high schools (2.5 percent compared to 2.0 percent);
- magnet elementary schools have more books per student (21.6) than do non-magnet elementary schools (14.1), but magnet middle schools and magnet high schools have fewer books per student (9.2 and 12.5, respectively) than do non-magnet middle schools (15.3) and non-magnet high schools (17.7); and



**EXHIBIT 6-26  
COMPARISON OF MAGNET SCHOOLS BY TYPE TO NON-MAGNET SCHOOLS  
2000-01 SCHOOL YEAR**

TYPE OF MAGNET SCHOOL	AVERAGE REGULAR EDUCATION STUDENT-TEACHER RATIO	RANGE OF REGULAR EDUCATION STUDENT-TEACHER RATIO	MEDIAN REGULAR EDUCATION STUDENT-TEACHER RATIO	AVERAGE TEACHER YEARS OF EXPERIENCE IN STATE OF TENNESSEE	AVERAGE PERCENT OF TEACHERS WITH BACHELOR'S DEGREE	AVERAGE PERCENT OF TEACHERS WITH MASTER'S DEGREE	AVERAGE PERCENT OF TEACHERS WITH MASTER'S DEGREE PLUS	AVERAGE PERCENT OF TEACHERS WITH ED.S.	AVERAGE PERCENT OF TEACHERS WITH PH.D.	AVERAGE BOOKS PER STUDENT	AVERAGE STUDENTS PER COMPUTER
ELEMENTARY SCHOOL MAGNETS (3 schools)	16.7*	16.1 to 17.3*	16.7*	10.4	48.2%	39.8%	10.8%	0.0%	1.2%	21.6	13.9*
NON-MAGNET ELEMENTARY SCHOOLS	16.4	10.9 to 23.1	16.4	14.0	47.3%	31.1%	19.0%	1.1%	1.5%	14.1	4.5
MIDDLE SCHOOL MAGNETS (4 schools)	20.9	9.9 to 24.8	24.4	12.6	45.2%	30.8%	19.2%	1.4%	3.4%	9.2	4.1
NON-MAGNET MIDDLE SCHOOLS	23.8	10.9 to 28.54	24.5	12.8	45.0%	30.4%	20.3%	1.0%	3.2%	15.3	6.1
HIGH SCHOOL MAGNETS (5 schools)	25.2	20.9 to 35.7	23.1	12.9	35.4%	34.2%	23.9%	2.5%	4.1%	12.5	5.0
NON-MAGNET HIGH SCHOOLS	28.5	24.8 to 36.4	28.5	15.7	32.7%	32.0%	27.1%	2.0%	4.9%	17.7	5.6

Source: Metropolitan Nashville Public Schools, 2000.

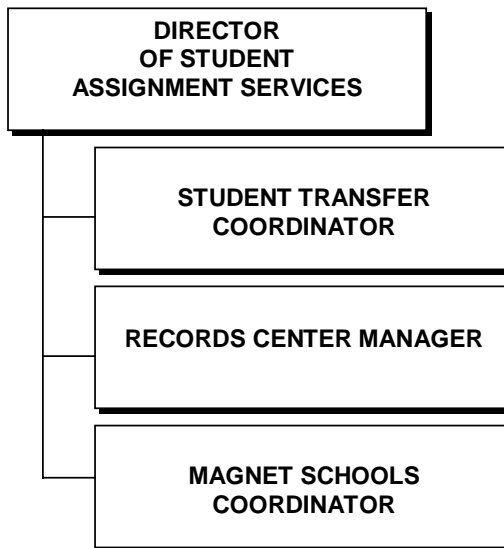
\* Figures are available for only two schools.

- magnet middle and high schools have fewer students per computer (4.1 and 5.0, respectively) than do non-magnet middle schools (6.1) and high schools (5.6), but magnet elementary schools have a much higher average number of students per computer (13.9) than do non-magnet elementary schools (4.5).

**FINDING**

The Magnet Schools Program is located in the Department of Student Assignment Services. The Coordinator of the program reports directly to the Director of Student Assignment. Exhibit 6-27 shows the organizational structure of the Department of Student Assignment Services. While this organizational structure has recently been established, it removes the Magnet Schools Program from similar programs of curriculum and instruction. It lacks the opportunity for collaborative planning, program development and strategies implementation for expanded magnet programs or enhancement services at cluster schools.

**EXHIBIT 6-27  
METROPOLITAN NASHVILLE PUBLIC SCHOOLS  
DEPARTMENT OF STUDENT ASSIGNMENT SERVICES  
ORGANIZATIONAL STRUCTURE  
2000-01 SCHOOL YEAR**



Source: Metropolitan Nashville Public Schools, Department of Student Assignment Services, 2000.

There has not been a major emphasis on program development in the last few years, largely because of the funding cycle for federal Magnet Schools Assistant Program (MSAP) grants and limited system budgets. MSAP grants have been instrumental in the development of system magnets that have been opened in previous years. Funding was not sought during the last three-year funding cycle, due to the system's involvement in negotiations to achieve unitary status and lift the school desegregation orders which has governed the system for decades. Staff members are in the process of developing a grant application for MSAP funds for continued magnet school planning and

implementation. If funded, the grant initiatives will align with the phased implementation of the SIP. An additional four magnet schools have been planned for implementation in the future. The expansion of these schools will offer a wide continuum of comprehensive study at the elementary, middle, and high school level. Initial funding is required to ensure adequate facility, supplies, and instructional materials.

The system has absorbed the costs of some staff positions at magnet schools that were previously paid for out of grant funds. Almost all of these positions are located at high school magnet programs. Most elementary and middle school magnets are staffed consistent with staffing levels for others schools at the same grade level. Hull-Jackson Montessori Magnet is assigned six additional educational assistant positions, previously funded through an earlier MSAP grant. Wharton is assigned one additional teaching position, previously funded through an earlier MSAP grant.

While the data in Exhibit 6-26 may indicate that some magnet schools have a lower student-teacher ratio and/or more resources than regular K-12 schools, it is important to note that there are two fundamental rationales for staffing magnet schools differently than regular K-12 schools. The first is based upon the type of program that may be housed at the magnet school. Magnet programs such as fine and performing arts, and other highly technical programs, may require a lower student-teacher ratio, therefore, requiring additional funding which may come from either local, state, or federal resources.

Secondly, magnet programs are eligible for special funding provisions from both state and federal sources. For example, if MNPS applies for and wins the Magnet Schools Assistant Program, which is a competitive federal grant available to school systems for the development of magnet programs, the school system could receive an additional five million dollars over a three-year period (See Recommendation 6-22). Should the school system receive the federal grant, this should release some of the local funds currently directed to magnet programs. A reasonable expectation is that if the grant were awarded to MNPS, an amount equal to 20 to 25 percent of local funds of the grant amount awarded could be released for other uses. This amount would include funds that the school system is permitted to charge against the grant for direct and indirect administrative and other expenses. The awarding of these funds should then allow the school system to reallocate existing other funds which would have been allocated for magnet purposes and utilize them in other K-12 schools.

MNPS provides a wide continuum of instructional options for students in the magnet schools. Integrated learning, advancement in math and science, multicultural and interdisciplinary arts, literature, technology and academic achievement are offered in a magnet programs. The programs are established to provide better instructional strategies which are based upon the individual diversity and talents of MNPS students.

## **COMMENDATION**

**Metropolitan Nashville Public Schools is commended for the implementation of magnet programs with emphasis on alternative instructional strategies and student diversity.**

## **RECOMMENDATION**

### **Recommendation 6-22:**

#### **Secure grant funding for expansion of magnet programs.**

The implementation of the magnet programs in MNPS is largely due the federal Magnet Schools Assistant Program (MSAP). To further implement the expansion of magnet programs, additional grant funding should be secured. Adequate funding should be available to provide adequate facilities, materials, and equipment for the programs.

## **IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Director of Schools should direct the Assistant Superintendent of Instruction and Administration to pursue competitive grant application from federal grant programs. April 2001
2. The Assistant Superintendent of Instruction and Administration or designee should prepare grant proposal(s). May 2001
3. The Metropolitan Board of Education should approve the grant proposal for submission to the federal agency. June 2001

## **FISCAL IMPACT**

The Magnet Schools Assistant Program is a competitive, federal grant available to school systems for the development of magnet programs. The program is funded on a three-year funding. If funded, there should be a fiscal impact of five million dollars over a three-year period.

### **6.4.5 Dropout Prevention**

A Dropout Prevention Program offers support to students, teachers, parents, and administrators and provides the necessary tools for potential dropout students to succeed.

As shown in Exhibit 6-28, the MNPS high school dropout cohort rate for 1998-99 was 17.5 percent, down from 21.1 percent in 1991-1992. In order for the system to be in compliance with Tennessee Department of Education legislative mandates in 2000-01, the dropout cohort rate must be 10 percent or below. Initiatives have been established to support potential dropout students or students at-risk of school failure. The MNPS 1999 Progress Report suggests that such data can be useful in identifying situations and taking corrective action. Further, the report documents that the rate of Hispanic students who dropout is significantly disproportionate to the dropout rate for total dropouts, as well as for dropouts for other races. Even though school-by-school data are not available, the report suggests that the decline in dropout rates could be due to focused efforts with the Stratford and Pearl Cohn school clusters.

**EXHIBIT 6-28  
METROPOLITAN NASHVILLE PUBLIC SCHOOLS  
DROPOUT - COHORT RATE\***

<b>ETHNICITY/ GENDER</b>	<b>MNPS 1995-96</b>	<b>MNPS 1998-99</b>	<b>STATE 1995-96</b>	<b>STATE 1998-99</b>
White	20.2%	15.7%	14.2%	12.2%
Black	22.1%	19.7%	24.3%	23.1%
Hispanic	N/A	26.0%	23.5%	13.9%
Asian	18.5%	11.4%	10.3%	10.2%
Indian	N/A	N/A	N/A	19.4%
Male	24%	19.4%	18.7%	16.7%
Female	18.1%	15.4%	13.9%	12.7%
<b>Total</b>	<b>21.1%</b>	<b>17.5%</b>	<b>16.4%</b>	<b>14.8%</b>

Source: Tennessee Department of Education, 1999 Report Card.

\*The cohort dropout rate refers to the number of students dropping out by grade 12 over a four-year period of time, compared to the total number of students enrolled in grade nine four years ago.

N/A = Data Not Available

Project OUTCOME is a federally-funded, three-year project that serves secondary students with behavioral and learning disabilities who are at-risk for school failure, unemployment, social welfare, and poor social relationships. The project is designed to improve school, parent, social, and employment outcomes; test the effectiveness of the practices; and design and disseminate products that can be translated into practice. Project OUTCOME is expected to have impact on three levels: expanding early intervention services to at-risk, secondary-aged students with disabilities; developing systems to support positive student outcomes; and contributing to the development of instructional strategies for at-risk youth with disabilities.

MNPS provides alternative education placements for students in violation of the Zero Tolerance Policy. Students in these alternative programs receive instruction of the Core Curriculum in a small class setting. These centers include:

- **Murphy Alternative Learning Center**

This center is designed for students from elementary to high school, including students who require special education services. Student offenses on school grounds include weapons on school campus or physical assault on an employee. The school is designed for 40 students.

- **Jere Baxter Alternative Learning Center**

The program is designed for students in Grades 7-12, including special education, who have committee Zero Tolerance offenses and disruptive behavior. This program serves 100 students.

- **Cohn Alternative Learning Center**

This center houses the overaged students who have been excluded from school. These students in Grades 9-12 are at least two years behind grade level in school and are potential dropouts. This

program will allow them to complete their high school education by earning a diploma or a GED certificate. The Boys and Girls Club Alternative Learning has been combined with the Cohn Alternative Learning Center as of 2000-01 school year. This combined program serves 60 students.

- **Maplewood High School**

This programs within Maplewood High School is provided for students in Grades 9-12 with drug offenses or disruptive behaviors. The program serves 20 students.

- **West End High School**

The West End High School program serves 20 students in Grades 7-8. It is located within the school and offers alternative education for disruptive students and drug offenders.

- **Johnson Elementary School**

This is an alternative program within a school, and alternative education is provided to students in Grades 1-6 It serves 20 students who have been excluded from general education for disruptive behaviors and drug offenses.

In addition to the alternative learning centers clusters, MNPS has implemented the Graduate Equivalent Diploma (GED) Plus Two (Exit Option), funded by the Tennessee Department of Education. The program includes ten hours per week of GED preparation, ten hours of vocational education training and a minimum of four hours of career counseling. In addition to the required GED preparation, students receive computer literacy training and test taking skills preparation. Other educational activities involve career preparation and portfolio assembly, work experiences, a parent component involving the family unit, self-esteem building and conflict management skills. The program is offered to students of the Maplewood High School with the intended goal of reducing the dropout rate at this site.

Cohn Alternative Learning Center provides alternative education to students in Grades 9-12 who are at least two grade levels behind in school and are potential dropouts. The program allows the students to complete their high school education by earning a diploma or a GED certificate.

Another project related to the dropout prevention is call Project Starfish. The 1998 evaluation results of the Project Starfish Reading Program were very significant. The average gain in reading was over 31 percent. On average, Project Starfish students moved from being in the at-risk reading category to be low to average readers. In 1999, the second year of the program, additional 500 children were enrolled in the program. The second year of implementation, students improved total reading scores by over 50 percent.

These evaluation results are based on data from MNPS including TCAP scores and subtest scores on the Woodcock-Johnson Reading Comprehension Test. The

evaluation was completed by Vern Denny of Learning Plus Foundation, the private foundation that created the Project Starfish. The evaluation data indicate that in every instance Project Starfish, students did significantly better in their percent of improvement than children who were not in the program, but who were similarly academically at-risk. The program has been expanded to six more sites for the current school year. MNPS Research and Evaluation Department has not evaluated this program. Recommendations for program evaluation by the Research and Evaluation Department is discussed in Section 6.4.7.

## **FINDING**

The Dropout Prevention functions are currently located in the Division of 9-Adult Instruction and Administration. Exhibit 6-6 illustrates the organizational structure of this division. The Assistant Superintendent of the division is responsible for administering these services throughout the system.

MNPS does not currently have a Dropout Prevention Plan. Data collection and tracking of students is difficult due to limited technology. Student populations are not reviewed to determine the number of students that have multiple at-risk indicators. Strategies for reducing in dropout rate are fragmented and varied throughout the system.

The Education-Trust, Vanderbilt University Report of 1998 identified statistical characteristics of students who are at-high-risk for failure in school and life. These characteristics include:

- child is not living with two parents;
- household head is a high school dropout;
- family income is below the level of poverty;
- child is living with parent(s) who do not have steady, full-time employment;
- family is receiving welfare benefits;
- child does not have health insurance;
- twenty-seven (27) percent white and 68 percent black students do not have a home computer;
- fifty (50) percent of students in United States inner-city high schools do not have a qualified math teacher;
- twenty-eight (28) percent of United States eighth grade students in 1998 who scored below the basic reading level;
- ten (10) percent of United States teens in 1996 were high school dropouts (ages 16-19);

- nine (9) percent of United States teens in 1996 who were not attending school and not working; and
- nineteen (19) percent of children in the 1998-99 school year failed the exit examination in public schools in MNPS.

Student performance data represent a decrease in the cohort dropout rate. Effective strategies have been implemented in the Stratford and Pearl Cohn school clusters to engage high school students, their teachers, and community stakeholders connected to students in all the feeder schools in those clusters.

## **COMMENDATION**

**Metropolitan Nashville Public Schools is commended for focused dropout prevention efforts in the Stratford and Pearl Cohn School clusters.**

## **RECOMMENDATION**

### **Recommendation 6-23:**

**Establish data collection and tracking system for students that exhibit multiple risk factors for dropping out of school, and develop a systemwide Dropout Prevention Plan.**

Research shows that students who exhibit certain statistical characteristics are at high-risk of failure in school and life. These risk factors also indicate a greater likelihood for dropping out of school. The system should begin to target students in the elementary grades who exhibit the risk factors of future school failure. Prevention strategies should be documented in school improvement plans at the elementary, middle, and high school levels.

The development of data collection and tracking procedures should include recommendations from representatives of the Research and Evaluation Department. Task force members should include, but not be limited to, administrators, teachers, system staff, parents, and community agency personnel.

## **IMPLEMENTATION STRATEGIES AND TIMELINES**

- |   |            |
|---|------------|
| 1. The Director of Schools should direct the Assistant Superintendent of 9-Adult Instruction and Administration to form a task force of key stakeholders.   | April 2001 |
| 2. The Assistant Superintendent of 9-Adult Instruction and Administration, or designee, should lead the task force in the identification of significant risk factors, data collection, and tracking procedures. | May 2001   |
| 3. The Metropolitan Board of Education should approve the recommended risk factors, data collection, and tracking procedures for at-risk students.  | June 2001  |



## **FISCAL IMPACT**

There is no fiscal impact for forming a task force. Participation of non-system members should be on a volunteer basis.

### **6.4.6 Vocational, Adult and Community Education**

The mission of the Vocational, Adult, and Community Education is to serve the educational needs of adult students regardless of age, background, or educational level, and to ensure that these students are empowered with the knowledge, the skills, and the character to become lifelong learners; successful, productive workers; and caring citizens.

A five-year comprehensive strategic plan has been developed and includes strategies for program improvement, professional development and integration, special populations, coordination, evaluation, compliance, and budget. The Department has identified goals that are focused toward the improvement of vocational education. The goals include:

- develop, improve, and expand the use of technology;
- provide professional development for teachers, counselors administrators, and support staff;
- develop and improve programs that integrate academic and vocational education (K-Adult);
- link secondary and postsecondary education;
- involve parents, business, and labor organizations in planning, implementing, and evaluating vocational-technical education;
- provide support and technical assistance to increase the quantity and quality of involvement in vocational student organizations; and
- provide a comprehensive Adult and Community Education Program.

Career Academies provide secondary students with opportunities to study industry-related courses during the school year. Students may also participate in summer internships as entering seniors. Local employers are involved in helping to design the curriculum. There are established academies in Business, Finance, Networking Manufacturing Sciences, Marketing, and Writing and Publishing. Projected academies for implementation are Music Business, Business Administration, Culinary Arts, Early Childhood Education, Information Technology, and Retail and Marketing.

Career and Technical Programs located at comprehensive high schools include:

- **Arts/Communications**
  - Art and Design Technology

- Photography
- Drafting
- Graphic Arts
- Music Careers
  
- **Business/Finance/Marketing**
  - Business and Information Technology
  - Marketing
  
- **Health Care**
  - Health Science Education
  - Therapeutic
  - Medical Diagnostics
  - Health Management
  - Environmental Services
  
- **Hospitality/Tourism**
  - Travel and Tourism
  - Culinary Arts
  
- **Human Services**
  - Cosmetology
  - Family and Consumer Sciences (FACS)
  - Careers with Children
  
- **Manufacturing/Construction/Transportation**
  - Aircraft Mechanical Technology
  - Automotive Mechanical Technology
  - Heating, Air Conditioning and Refrigeration
  - Cabinet Making and Millwork
  - Electronics
  - Electronics/Computer Technology
  - Machine Shop
  - Welding
  
- **Sciences/Technology**
  - Agricultural/Horticulture Education
  - Diversified Technology

Cohn Adult Learning Center primarily serves people who have not earned a high school diploma. Classes are offered Monday through Thursday, during the day and evenings. An individual plan is developed to help each student complete high school with a diploma.

■ **Adult Basic Education**

Adult Basic Education classes are offered throughout system. Programs are offered in basic skills, GED preparation, English and a Second Language, Families First, workplace academic skills, and family literacy. Adult education centers are geographically located throughout the city. The program serves approximately 3,000 students per year.

■ **Community Education**

Community Education Program offers enrichment and enhancement programs for school-age students and adults. These programs include before/after school care, supplemental academic support, foreign language, technology, or personal enhancement. The Displaced Homemakers Program is low-cost and provides training and support for persons who have been out of the competitive workforce for an extended time.

The Music City Miracle (Club MCM), a federally funded 21st Century Community Learning Center Project, will offer a comprehensive extended school program to students who are at-risk for school failure and their families. The program addresses academic and life skill needs of a minimum of 1800 youth and 600 parent and other adult community members. Program initiatives include: supplemental academic support, character education, drug prevention, technology, and parent education and training. The project, funded at 3.6 millions dollars over a period of three years, provides a strong, hands-on integrated curriculum, encompassing math, reading, science, art, music physical activity, healthy lifestyle and drug education. Integrated technology delivers instruction, assessment, research and workplace preparation. A strong emphasis is placed on building strong life skills, good decision-making and preparing students for lifetime fitness and arts appreciation.

Family Resource Centers have been established throughout the system and function as a service network for families working toward self-sufficiency. Program components include: management of finances; secured employment to support the family; management of person and family life; and, participation in enhancement for social development of the community. The program supports improved student performance and family involvement in the educational process.

The Community Education Program offers classes and seminars for 2,679 children and adults, community activities for 35,728 participants, adult education for 480 participants, college-level classes for 2,136 participants, and before/after school care at 86 sites for 4,912 students. In addition, the Coordinator of Community Education is the administrator for Cohn Adult Education Center and

is responsible for preparation of all contracts related to the program. The development and approval of the contracts is a lengthy process and takes time away from the actual administration and operation of the program.

■ **School-to-Work Initiative**

The Metropolitan Nashville School-to-Work Initiative is composed of 33 members, including: 15 business/industry, five (5) postsecondary education, one parent, one students, and eleven K-12 educators. The Nashville School-to-Career Comprehensive Planning Framework and the Six Steps Implementation Work Skills were used to plan the current initiatives. These initiatives are divided between school-based learning and work-based learning.

School-based Learning Programs include:

– **Grades K-4**

Awareness of the World of Work: Students at the elementary-level are introduced to the world of work. They develop an appreciation for the importance and dignity of work, work ethics, and begin to develop work and economy-related vocabulary.

– **Grades 5-8**

Exploration of Career Alternative: Students who are in the middle grades are introduced to a variety of career options with emphasis on necessary skills to pursue different careers. Students are exposed to a variety of work sites and experiences.

– **High School Initiatives**

Ninth (9th) Grade Students with Written Six-Year Career Plan: Students currently write a four-year career plan in the eighth (8th) grade. In the future, students in ninth and tenth grades will expand their career plan to include two years beyond high school. The process will also be aligned with career clusters. Articulation agreements are in place with Volunteer State Community College (VSCC), and Nashville State Technical Institute (NSTI). Dual enrollment classes are offered.

Job Shadowing Activities: Students have the opportunity to complete a job shadowing experience by the end of the eleventh grade. The goal of 100 percent participation has been scheduled for 2010.

Eleventh Grade Students with Identified Career Major: Students identify a career pathway in eighth (8th) grade. In the tenth (10th) grade each student revises the plan and identify a career major within their chosen cluster.

Ninth (9th) through Twelfth (12th) Grade Students Enrolled in Integrated Academic and Occupational Courses: The core curriculum is implemented for grades nine, ten and cluster. Specific courses are provided in grades eleven (11) and twelve (12). There is an emphasis on linking the curriculum framework with the specialty courses provided.

- **Students Earning a Certificate of Initial Mastery:** Plans are formulated to offer a Certificate of Initial Mastery (CIM) based on the mastery of the Core Curriculum at the end of the tenth (10th) grade.

Work-based Learning programs include:

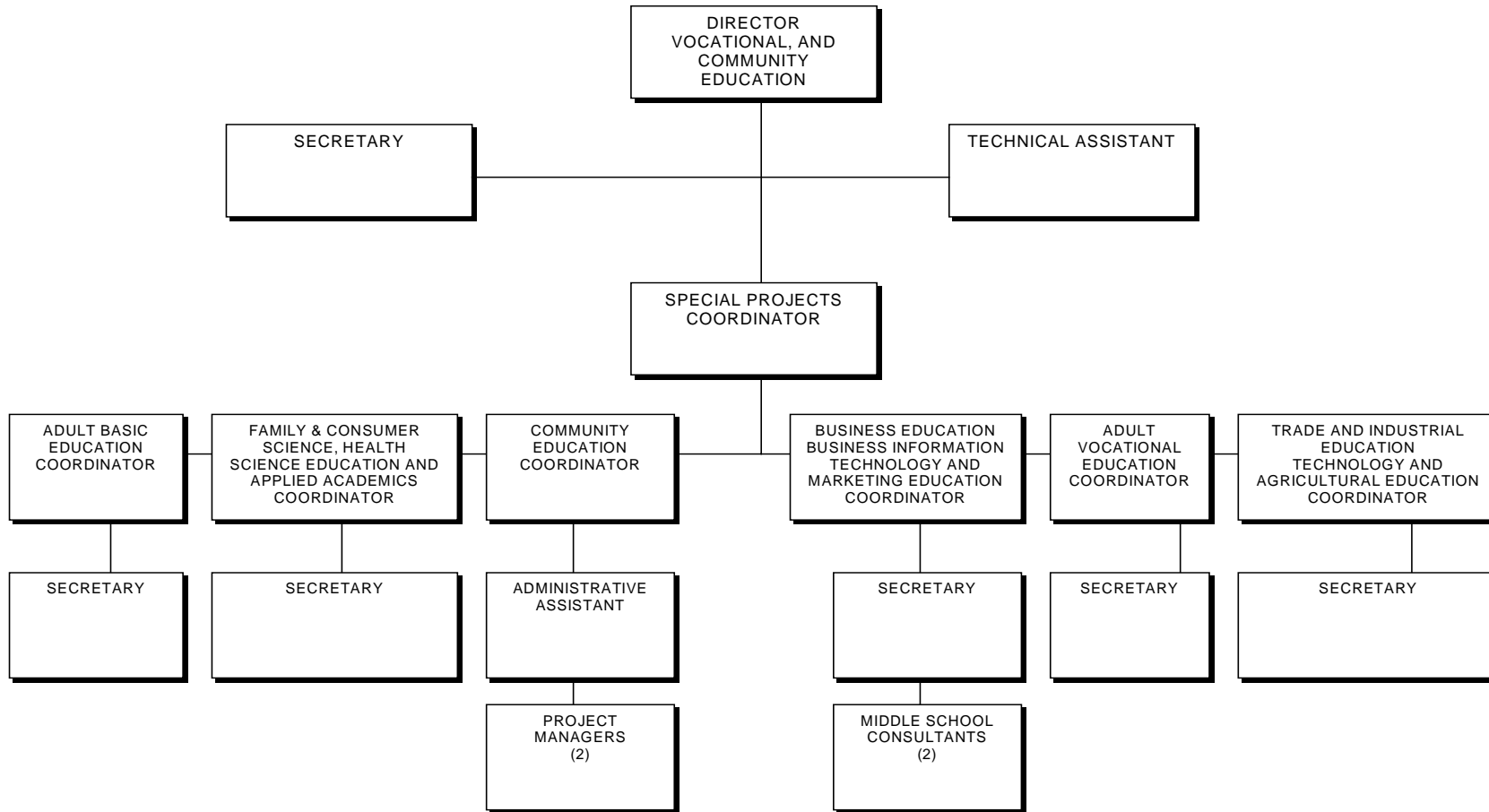
- The department staff work with local business/industry to establish youth apprenticeship programs; and
- **Students Enrolled In Registered Apprenticeship:** A number of paid work experiences are already in place. The goal is to provide 3,000 workplace experiences by 2010. Students may also be enrolled in unpaid work experience, including internship, service learning, and school-based enterprise job shadowing.

## **FINDING**

Vocational, Adult, and Community Education is located in the Division of 9-Adult Instruction and Administration. Exhibit 6-7 (previously shown) illustrates the organizational structure of the division. Exhibit 6-29 illustrates the current organizational structure of the department. The Director of Vocational, Adult, and Community Education reports to the Assistant Superintendent 9-Adult Instruction and Administration. Coordinators in the department provide supervision of specific vocational, adult, or community education services and special projects. Coordinator responsibilities fall within three areas: adult and vocational education, community education, and secondary vocational education. Additional staff includes: two project managers, three middle schools consultants, six secretaries, and one technical assistant. In comparison to department staff, Columbus City Schools has two directors, one coordinator, four consulting teachers, and two secretaries. The Hamilton County School District's, Department of Vocational, Adult, and Community Education has one director and one secretary. The Vocational, Adult and Community Education Department of MNPS is over-staffed when compared to Columbus City and Hamilton County School Districts.

The current structure, which separates similar functions, fails to capitalize upon the complementary responsibilities of these coordinators and clerical staff. It excludes the opportunity to reallocate more resources to the school and community-level of development and implementation. Adult basic education and adult vocational education can be supervised by one coordinator. The three areas of secondary vocational education can be supervised by one coordinator. Special projects responsibilities can be assumed by the coordinators of adult, secondary, or community education. The Music City Miracle Project can be coordinator by one project manager. Clerical responsibilities can also be combined in accordance with coordinator responsibilities. To

**EXHIBIT 6-29  
METROPOLITAN NASHVILLE PUBLIC SCHOOLS  
DEPARTMENT OF VOCATIONAL, ADULT, AND COMMUNITY EDUCATION  
ORGANIZATIONAL STRUCTURE  
2000-01 SCHOOL YEAR**



Source: Metropolitan Nashville Public Schools, Department of Vocational, Adult, and Community Education, 2000.

combine supervision responsibilities would create free additional resources to provide greater support for the development and implementation of vocational programs that prepare students for careers of the 21st Century, (i.e, the school-to-work initiative). Technical assistance and curriculum support to schools, and the availability of community training sites are critical for the growing population of students in adult and vocational training programs.

The Tennessee Department of Education now requires performance-based allocation of funds. Data must demonstrate student achievement. Currently, collection and reporting of student data is done manually. The Adult Education data show a total of 2,723 students participated, with a 98 percent retention rate during 1999-00. The largest subgroup of participation were students ages 25-44. Most students were employed adults who sought improved academic, communications skills, and computer skills. Inadequate technology and trained staff have limited data collection, program evaluation, and the tracking of student achievement and performance outcomes.

### **COMMENDATION**

**Metropolitan Nashville Public Schools is commended as the recipient of the Music City Miracle (Club MCM) competitive federal grant.**

### **RECOMMENDATION**

#### **Recommendation 6-24:**

**Reorganize the Vocational, Adult, and Community Education Department to include three key areas: Adult Basic and Vocational Education, Community Education, and Secondary Vocational Education.**

When compared to peer school systems, MNPS has a significantly larger Vocational, Adult, and Community Education staff than comparison systems. Given the emphasis on School-to-Work initiatives, the department's strategic plan, and the significant dropout rate of MNPS, Adult, Vocational and Community Education should better utilize resources that directly support school-based initiatives and student applied academics and vocational training.

Adult basic education and adult vocational education should be supervised by one coordinator. The three areas of secondary vocational education should be supervised by one coordinator. Special projects should be assumed by the Coordinators of Adult, Secondary, or Community Education. The Music City Miracle Project should be Coordinator by one Project Manager. Clerical responsibilities should also be combined in accordance with coordinator responsibilities. With a decrease in administrative costs of central office staff, greater emphasis can be placed on direct service to students and funding for expansion of vocational, adult and community education programs aligned with the expectations for successful employment in the 21<sup>st</sup> century.

Four coordinator positions should be eliminated: Coordinator of Adult Vocational Programs; Coordinator of Business Education, Business Information, Technology and Marketing Education Programs; Coordinator of Trade and Industrial Education, Technology and Agricultural Education Coordinator; and Coordinator of Special Projects. One project manager position should be eliminated, as well as three secretary positions for the Music City Miracle. The department should be reorganized to have one

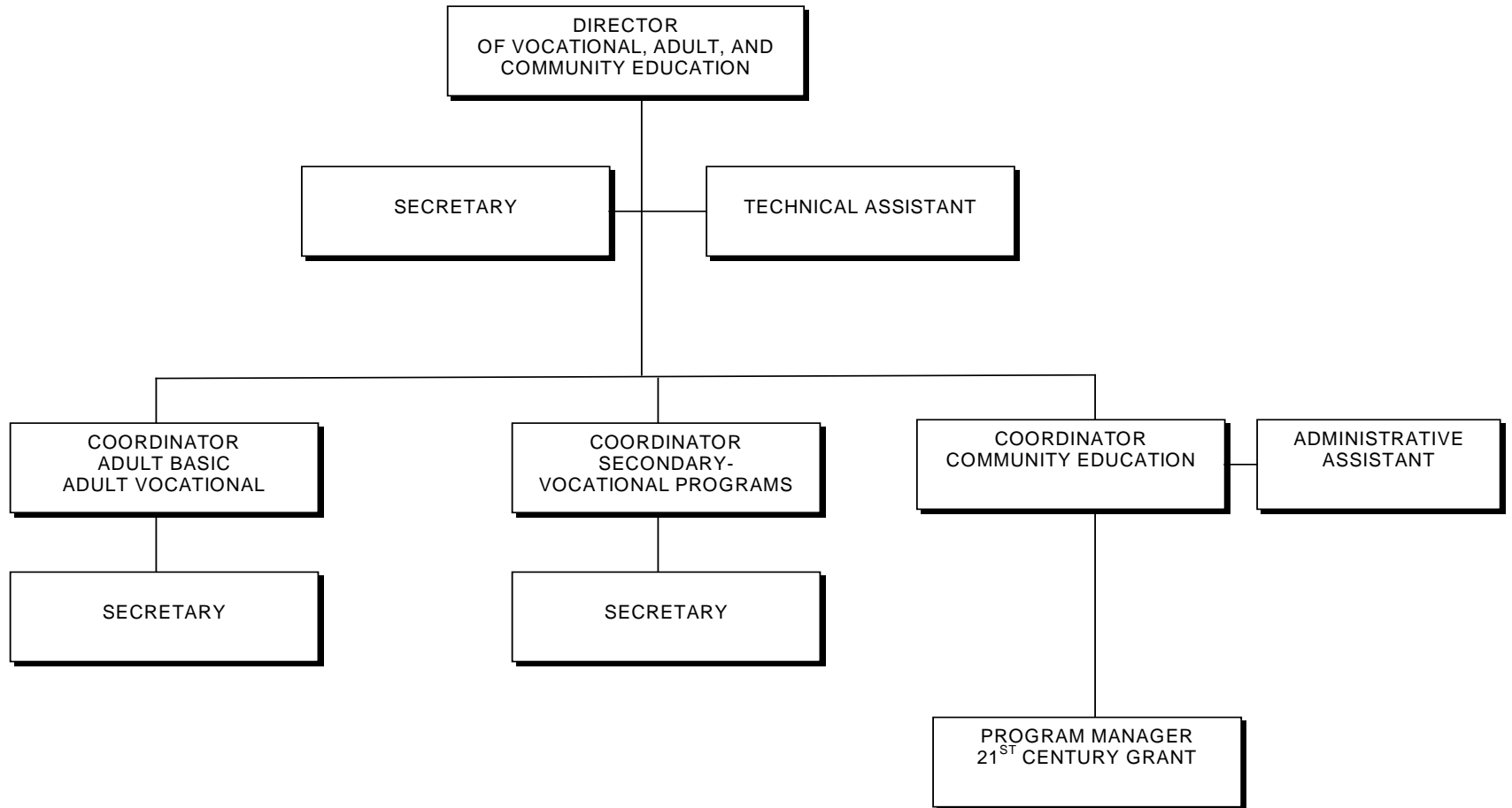
coordinator position for community education, one coordinator for adult basic and vocational education, and one coordinator for secondary vocational education. The three newly created coordinator positions should also assume responsibility for special projects. Exhibit 6-30 illustrates the proposed organizational structure.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Board of Education should instruct the Director of Schools to coordinate with the Board and administrative staff to establish a series of work sessions to review the proposed organization plan. April 2001
2. The Board of Education should hold work sessions on the proposed organization plan and related recommendations. May - July 2001
3. The Board of Education should instruct the Director of Schools to prepare the necessary budget amendments for review and approval by the Board. August 2001
4. The Director of Schools should instruct the Assistant Superintendent for Business and Facilities Services to develop the budget amendments and submit them to the Board of Education for review and approval. August 2001
5. The Board of Education should review and approve the budget amendment proposal. September 2001
6. The Board of Education should instruct the Director of Schools to begin implementation of the new organization plan. October 2001
7. The Director of Schools should recommend, and the Board of Education should approve, the appointment of a person to the Assistant Superintendent of Instruction and Administration position. October 2001
8. The Director of Schools should instruct the newly appointed Assistant Superintendent for Instruction and Administration to develop, in collaboration with other assistant superintendents, a plan including related timelines for implementing the Instruction and Administration Division organization plan. November 2001
9. The Assistant Superintendent for Instruction and Administration, in collaboration with other Assistant Superintendents, should develop a plan and timelines for implementing the Instruction and Administration Division organization plan and should submit the plan to the Director of Schools for approval. November - January 2002



**EXHIBIT 6-30  
PROPOSED ORGANIZATION OF THE DEPARTMENT OF VOCATIONAL,  
ADULT, AND COMMUNITY EDUCATION**



Source: Created by MGT, 2000.

- |   |   |
|---|---|
| 10. The Director of Schools should review, revise, and approve the plan and associated timelines.   | February 2002   |
| 11. The Assistant Superintendent for Instruction and Administration, in collaboration with other assistant superintendents, should implement the Instruction and Administration Division organization plan. | February – July 2002<br>with all personnel changes effective July 1, 2002 |
| 12. The Board of Education and the Director of Schools should evaluate the effectiveness of the new plan as implemented and should make appropriate adjustments.  | July 2002   |

**FISCAL IMPACT**

The average salary for a coordinator is \$64,284. Benefits at 24 percent are \$15,428. Total salary plus benefits for a coordinator is \$79,712. Elimination of four (4) positions would have the total fiscal impact of \$318,848 per year for four (4) years. The average salary project manager is \$39,964. Benefits at 24 percent are \$9,591. Total salary plus benefits for a project manager is \$49,555. The average salary for a secretary is \$20,300. Benefits at 24 percent are \$4,872. Total salary plus benefits for a secretary is \$25,172. Elimination of three (3) secretary positions would have a fiscal impact of \$75,516 per year for four (4) years.

<b>Recommendation</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>
Eliminate Four Coordinators	\$0	\$318,484	\$318,484	\$318,484	\$318,484
Eliminate One Project Manager	\$0	\$49,555	\$49,555	\$49,555	\$49,555
Eliminate Three Secretaries	\$0	\$75,516	\$75,516	\$75,516	\$75,516
<b>Total Savings</b>	<b>\$0</b>	<b>\$443,555</b>	<b>\$443,555</b>	<b>\$443,555</b>	<b>\$443,555</b>

**6.4.7 Title I**

Title I is the oldest and largest federally funded educational program for K-12 students. Its purpose is to help disadvantaged children demonstrate mastery of state academic performance standards. Title I Programs are designed with the belief that all children can be successful learners and can master content and process skills. Schools with at least a 50 percent poverty rate are eligible to use Title I schoolwide project funds to upgrade the entire educational program in each school.

Components of a schoolwide program include:

- comprehensive needs assessment that is based on student performance data in relation to the state content and student performance standards;
- schoolwide reform strategies that provide opportunities for all children to master the state standards; demonstrate improved

student achievement; and for staff to use effective instructional strategies and address the needs of all children in school who may need a wide array of ancillary services;

- highly qualified professional staff;
- professional development for teachers and staff;
- strategies to increase parental involvement;
- plans to assist preschool children in the transition from early childhood programs, such as Head Start, Even Start, or Title I and State preschool programs to kindergarten programs;
- measures to include teachers in the decisions regarding the use of assessments for instructional planning and overall program effectiveness; and
- activities to ensure that students who experience difficulty mastering state standards are provided with effectively, timely, additional assistance.

The MNPS Title I schoolwide program is located in 57 schools and services 19,627 students in MNPS. Exhibits 6-31 and 6-32 illustrate student participation by race and gender. As shown in Exhibit 6-31, the Title I program services 10,237 males and 9,390 females. As shown Exhibit 6-32, the largest minority population served by Title I is Black.

**EXHIBIT 6-31  
TITLE I STUDENT ENROLLMENT BY GENDER  
1999-2000 PERFORMANCE REPORT**

GENDER	ENROLLMENT
Male	10,237
Female	9,390

Source: Title I Federal Report, 1999.

Note: Similar data are unavailable from the Title I Federal Report for 2000.

**EXHIBIT 6-32  
TITLE I STUDENT ENROLLMENT BY RACE  
1999-2000 PERFORMANCE REPORT**

RACE	ENROLLMENT
American Indian/Alaskan Native	18
Asian/Pacific Islander	447
Black (not of Hispanic origin)	11,106
Hispanic	820
White (not of Hispanic origin)	7,236
<b>Total</b>	<b>19,627</b>

Source: Title I Federal Report, 1999.

Note: Similar data are unavailable from the Title I Federal Report for 2000.

Central office Title I staff includes: one coordinator, one assistant coordinator, six facilitators, three secretaries, and one warehouseman. Each school has a designated coordinating Title I teacher. The coordinator and assistant coordinator provide administration of the program. Facilitators serve as a link between the school and the Title I office. Based upon the 1999-2000 service plan, principals requested assistance from facilitators in four major areas: Title I budget; School Improvement Plan; data analysis, needs assessment, evaluation; and program/strategies for improving student achievement. The coordinating teacher at each school assists with the planning, implementing and evaluating of the schoolwide program. Each coordinating teacher has additional school related responsibilities including: curriculum development, parent involvement, classroom instruction, and student assessment.

Data analysis indicates student performance gains of Title I students. Exhibit 6-33 shows Title I SDOE Report Card ratings and Performance Gains for 1999-2000 in Reading, Language, and Math. As shown in Exhibit 6-33, 67 percent of Title I schools had 100+ to 150+ performance gains in reading, 56 percent of Title I schools had 100+ to 150+ performance gains in language and 61 percent of the Title I schools had 100+ to 150+ performance gains in math, 85 percent of Title I schools had 100+ to 150+ in science and 90 percent had 100+ to 150+ in social studies. The percentage gains of Title I schools below 100 are 33 percent of Title I schools in reading, 44 percent of Title I schools in language, and 39 percent of Title I schools in math, 15 percent of Title I schools in science and 10 percent of Title I schools in social studies.

**EXHIBIT 6-33  
TITLE I PERFORMANCE GAINS  
THREE-YEAR AVERAGE  
GRADES 3-8  
1999-2000 SCHOOL YEAR**

<b>VALUE-ADDED GAINS</b>	<b>SDOE REPORT CARD</b>	<b>READING</b>	<b>LANGUAGE</b>	<b>MATH</b>	<b>SCIENCE</b>	<b>SOCIAL STUDIES</b>
% Schools 150+	Above Exemplary	6	2	2	15	15
% Schools 115-149	Exemplary	38	35	33	44	48
% Schools 105-114	Above Average	10	13	13	17	25
% Schools 100-104	National Average	13	6	13	9	2
% Schools 100 & below	Below Nat. Av.	33	44	39	15	10

Source: Metropolitan Nashville Public Schools, Title I Department, 2000.

The total Title I budget for the 2000-01 school year is \$12,338,188. The greatest percentage of funds is allocated for instruction and instructional staff.

A Title I Advisory Committee was established in 1997 and is composed of six Title I principals, six Title I coordinating teachers, three parents or community representatives, and one non-Title I principal. The purpose of the committee is to discuss issues of concern for Title I school and make recommendations to the Title I Department regarding policies and procedures. The committee has made significant contributions to the entire MNPS. These contributions include the:

- development of a panel review process for Title I schools to explain the Title I School Improvement Plan and justify budget expenditures;

- development of detailed and streamlined procedures determination of poverty status of Title I eligibility;
- design of reliable and valid “preponderance of evidence” measures to assess student achievement; and
- review of Title I expenditure procedures to establish a system parent advisory committee.

## **FINDING**

Even though the Title I Department is not represented on a current MNPS organizational chart, the Title I Coordinator currently reports to the Assistant Superintendent of Division of Business and Facility Services. The assignment of Title I to this division was primarily due to fiscal management. System staff report to the Coordinator of Title I. School-based staff report to the school principal. The Assistant Coordinator for Title I works directly with the Coordinator, and assumes responsibility for the management of the curriculum and technical assistance tasks. Six Title I facilitators and one Reading Recovery Trainer provide direct assistance to schools regarding curriculum and technical assistance. In comparison, the Title I Department of Columbus City Schools has one director, two coordinators, four consulting teachers, and six secretaries.

MGT comparison survey responses indicate that 53 percent of administrators and 59 percent of principals find curriculum planning to be insufficient. Fifty-three (53) percent of the principals further indicate insufficient instructional support. These survey responses include both Title I and non-Title I schools. Forty-eight (48) percent of administrators and 53 percent of principals also indicate that Title I coordination needed some or major improvement.

While the Core Curriculum Reading Program is considered an academic curriculum, it more accurately reflects a scope and sequence or framework of instructional skills. An academic program is based upon a written plan that includes mission, guiding principles, a proven research base, effective intervention strategies, and authentic, on-going assessment of student achievement. While the Title I program offers a variety of academic curricula, an academic plan that reflects the mission, guiding principles, strategies and assessment of quality instruction in reading, language arts, and math has not been developed. This plan must be the basis for differentiated instruction of students who exhibit diverse learning needs and varied learning styles. In addition, the curricula must be research-based and carefully chosen as resources for appropriate instruction, in relation to the academic needs of students. The development of school improvement plans, funding allocations, staff development, and school-based support and technical assistance must follow the priorities and strategies established in the academic plan.

The degree to which Title I school improvement plans incorporate, and teachers implement, research-based, instructional strategies, in the daily schedule for students who are at-risk for school failure is varied. A review of sample school improvement plans, interview with the Title I Coordinator, and follow-up comments by the Assistant Superintendent of K-8 Instruction and Administration support this finding. Instructional strategies which may include, but not limited to, 120 minutes of reading per day, explicit instruction in reading, writing, language arts, and math, differentiated instruction for diverse learners, reading in the content areas, integrated curriculum, and technology as a tool for learning, must be documented in Title I school improvement plans. In addition,

the Title I school improvement plans must reflect interim assessment strategies for modification or acceleration of instruction throughout the school year.

The Title I School Improvement Plans must document instructional strategies and student assessment in addition to other related initiatives. The instructional strategies, data analysis, and interim assessment strategies for instructional planning are not consistent from school-to-school. During the on-site visit, the Coordinator and Assistant Coordinator for Title I confirmed this finding.

Parent involvement is an integral component of the Title I program. These activities are school-based and address the specific needs of the school's families. Program evaluation is provided, but it is not based upon student outcomes. Parent involvement strategies are meant to be measurable and focused on effective parenting and improved student performance.

Technology is not consistently used as an effective instructional tool in some Title I schools. With expansion in this area, students can receive additional practice in core skills, as well as extended exploration using higher order thinking skills. Educational technology needs to become an integral component of the instructional day. With the availability of technology as an effective learning tool, students can expand their content and process knowledge through multimedia delivery of instruction, assessment of basic skills, and independent research.

## **RECOMMENDATION**

### **Recommendation 6-25:**

**Develop Title I school improvement plans that are consistent with federal, state, and system requirements, and consistently reflect research-based, effective intervention strategies, and authentic, ongoing assessment of student achievement in reading, language arts, and math.**

Title I staff should facilitate the development of Title I School Improvement Plans consistent with federal, state, and system requirements and which document a proven research base, effective intervention strategies, and authentic and on-going assessment to document student achievement. Technology strategies should be included as a tool for instruction. Financial resources for staff development, and curricula selection should be based upon the instructional strategies. The strategies should focus on various learning styles of students, content and process knowledge, as well as modifications and accommodations for students with diverse learning needs.

Staff development should be coordinated and evaluated by the staff development department with shared planning of Title I and other curriculum staff. School improvement plans should document the targeted goal for student academic growth, intervention strategies to be implemented, the method and frequency for authentic and on-going assessment, as well as staff development and financial resources to support the initiatives.

## **IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Director of Schools should direct the development of School Improvement Plans by the Assistant Superintendent of Business and Facilities, Title I staff, school administrators and school improvement teams. April 2001
2. The school administrator should lead key personnel in developing a comprehensive school improvement plan. May 2001
3. The Metropolitan Board of Education should review and approve the school improvement plans for implementation. June 2001

## **FISCAL IMPACT**

There is no fiscal impact for the development of the school improvement plans. Existing school and Title I staff should develop the plans.

## **FINDING**

MNPS Title I programs demonstrate exemplary educational practices. Six elementary schools are recognized for exemplary status by the National Recognition Project from the United States Department of Education. These schools include Dupont Elementary, McCann Elementary, Warner Elementary, Charlotte Park Elementary, and Kirkpatrick Elementary schools.

## **COMMENDATION**

**Metropolitan Nashville Public Schools is commended for the exemplary status recognition of Title I elementary programs by the National Recognition Project from the United States Department of Education.**

### **6.5 Special Education**

Special education is provided to students who have disabilities and demonstrate the need for modifications and accommodations to the general education curriculum or who require alternative program placement, curriculum, and assessment. As defined by federal statute and corresponding state regulations, students who are eligible for special education services may have special instructional needs as a result of a disability or exceptional abilities. Special education is designed to meet the individual needs of all eligible students as documented in the student's Individual Educational Plan (IEP). All services must be provided in the general education setting to the greatest extent possible. In the section that follows, the services for students with disabilities are addressed. Services for students with exceptional abilities is discussed in Section 6.4.2. Recommendations for reorganization of the Department of Special Education are included in Section 6-1. This section discusses findings and recommendations within the Department of Special Education.

The MNPS Special Education Program serves all eligible students from age three through the age of twenty-two as required by federal and state statute. Exhibit 6-34 shows the number of students by eligibility category. As shown in Exhibit 6-33, the total

student enrollment in special education is 14,866, with 5,710 students identified as learning disabled. Data for 1999-2000 were not readily available at the time of the on-site visit.

**EXHIBIT 6-34  
MNPS SPECIAL EDUCATION STUDENTS  
BY ELIGIBILITY CATEGORY AGES 3-21  
1998-1999 SCHOOL YEAR**

ELIGIBILITY CATEGORY	TOTAL
Mentally Retarded	2,259
Hard of Hearing	272
Deaf	60
Speech Impaired	1,404
Language Impaired	2,270
Visually Impaired	64
Blind	56
Emotionally Disturbed	1,252
Physically Impaired	328
Health Impaired	873
Specific Learning Disability	5,710
Deaf-Blind	3
Multi-Disabled	11
Autism	256
Traumatic Brain Injury	44
<b>Total</b>	<b>14,866</b>

Source: Metropolitan Nashville Public Schools, Department of Special Education, 2000.

Note: Figures represent duplicated student count. Intellectually gifted reported in Section 6.4.2. Actual numbers of students with disabilities served by unduplicated count is: 11,867.

The system offers a wide range of program options to meet the individual needs of students. In addition to the instructional program options, eligible students are provided special education related services which include adaptive physical education, occupational therapy, physical therapy, transportation, speech/language therapy, transition services, and assistive technology.

Program placements available to students with disabilities include:

- **Community-based Preschool**

This program serves three and four year old students in a variety of private child care settings and other early childhood schools with their typical peers. An itinerant special education teacher works with the program teacher to ensure full implementation of the goals and objectives of the IEP.

- **Kindergarten Inclusion Program**

Eligible students attend their zoned school of attendance in the general education program. Special education services are provided by an itinerant special education teacher in the general education classroom.



- **Resource Program**

The resource program is traditionally known as a “pull out program” that is located in all schools, with the exception of three special day schools. Students in elementary grades are pulled out of the general education setting for remediation or additional instruction. In the middle and high school grades, students are usually departmentalized by subject matter. The resource teacher may also teach or co-teach with the general education teacher in an inclusion model or provide consultation to students being served in the general education classroom.

- **Multiple Handicapped Mainstreamed (MHM)**

The MHM program services students with multiple disabilities at a general education campus. The students may be self-contained or included into general education to the greatest extent possible.

- **Comprehensive Development 1 Mainstream (CD1M)**

CD1M classes are also a self-contained program at a general education campus that serve students who are mentally disabled and generally require functional instruction in life skills and alternative assessment. Students may attend a general or vocational education class for part of the instructional day.

- **Communication Behavior Intervention Program (CBIP)**

CBIP classes serve students who have demonstrated autistic-like behaviors. The instructional strategies for this program are in the areas of communication, behavior, and regular (or special) progression academics.

- **Life Skills Program**

Life skills classes are found in every high school. These classes serve students who have been previously served by the MHM, CD1M, and CBIP classes. The classes are self-contained and students work extensively on life skills training as well as some community based job training.

- **Community Based Transition Program (CBTP)**

The CBTP classes for student between the ages of 19 and 22. These students are traditionally those who have been in the Life Skills Program or those with similar characteristics. The classes are located at designated sites throughout the community. The instructional day is divided into working at an assigned job site and direct instruction for mastery of goals and objectives of the IEP.

- **Moderate Intervention Program (MIP)**

The MIP classes are self-contained classes located on a general education campus. The instructional and intervention strategies are focused in the areas of social, emotional development, behavioral control, and regular progression academics. The Fragile Program is designed for students with internalizing emotional difficulties while the Conduct Program is designed for students with externalizing emotional difficulties.

- **Severe Behavior Intervention Program (SBI)**

The SBI program is a special day school that provides intensive instruction and intervention for students with severe behavioral and/or academic needs. There are limited opportunities for inclusion with typical students. There are three SBI programs in the system: Madison Special Education School for students with severe learning disabilities, attention deficit/hyperactivity/disorder or fragile emotional difficulties; Murrell School for students with severe behavioral needs; and Harris-Hillman Special Education School for students with multiple and severe disabilities.

- **Homebound Program**

The homebound program serves students who, because of health issues or discipline, require homebound instruction. Homebound is viewed as a short-term placement.

In 1999, a Special Education Improvement Task Force was formed to develop recommended service delivery improvements for students with disabilities within the context of appropriate educational experiences for all students. In addition, the Task Force was asked to examine the structure of the Special Education Department and recommend changes, if needed. Based upon the analysis of systemwide data and information, the Task Force recommended improvements in the special education areas of professional development, instructional strategies, behavior management, programs and placement, transportation, and staffing.

The 1997 reauthorization of federal law states that all students with disabilities must be included in state, regional, and district large-scale assessments, with results from assessments reported and findings aggregated with the total school population. There are no exceptions from state mandated assessments. Students with disabilities now participate in the Tennessee Comprehensive Assessment Program (TCAP) assessment given at the predetermined grade levels:

- TCAP Achievement (Grades 3-8)
- TCAP Writing (Grades 4, 7, 11)
- TCAP Competency (Grades 9-12 through Spring, 2004)
- TCAP End-of-Course Exams (Grades 8-12)

Students with disabilities taking the TCAP may take the test with no accommodations, allowable state accommodations, or special conditions accommodations. Allowable

state test accommodations include revised signing directions, flexible setting, auditory aids, flexible scheduling, recording answers, or other allowable accommodations (magnifying devices, templates, masks, pointers and abacus). Special conditions accommodations include extended time, read aloud/sign, report oral directions, calculator, talking or electronic device with Braille display, work processor, or scribe.

Federal law also requires school systems to provide an alternate assessment for the small number of students for whom the statewide testing program, even with accommodations and modifications, is inappropriate. The alternate assessment, TCAP-Alternate, process began with students in MNPS this school year. The assessment reflects “Essential Learnings” for students who meet the participation guidelines.

The essential learning skills are:

- lead to skills needed to become a productive citizen;
- increase independence;
- foster the quality of life; and
- enhance the performance of essential life skills.

The Tennessee Department of Education provides MNPS guidelines for allowable expenses for reimbursement. The system can charge for direct expenses such as educational assistants and related service providers. Fixed charges, supplies and equipment are also allowed. Excluded are administrative expenses at the building and central level, utilities maintenance and expenses related to debt service. Personnel paid with federal funds are also excluded. As shown in Exhibit 6-35, the primary program costs range from \$29,210 for an interpreter to \$2,978 for K-inclusion. These program costs are based on full-time services of 23 hours or more per week. As shown in Exhibit 6-36, related services for one hour of service per week range from \$3,698 for physical therapy to \$612 for occupational therapy.

**EXHIBIT 6-35  
PROGRAM COSTS FOR FULL-TIME SPECIAL EDUCATION  
1999-2000 SCHOOL YEAR**

SERVICE NAME	COST PER STUDENT
One-on-One educational assistant	\$19,701
One-on-One interpreter	\$29,210
Resource	\$4,531
Hearing	\$11,755
Life Skills	\$5,931
Life Skills Community	\$7,533
MIP	\$3,563
SBI-Murrell	\$7,383
SBI-Madison	\$7,909
MH-Harris Hillman	\$4,623
Kindergarten Inclusion	\$2,978
CBIP	\$8,453
Language	\$4,656

Source: Metropolitan Nashville Public Schools, Department of Special Education, 2000.

**EXHIBIT 6-36  
RELATED SERVICES COSTS FOR ONE-HOUR SERVICE PER WEEK  
1999-2000 SCHOOL YEAR**

<b>SERVICE</b>	<b>COST PER STUDENT PER YEAR</b>
Speech/Language	\$782.46
Vision	\$3,339.81
Physical Therapy	\$3,698.00
Occupational Therapy	\$ 612.00

Source: Metropolitan Nashville Public Schools, Department of Special Education, 2000.

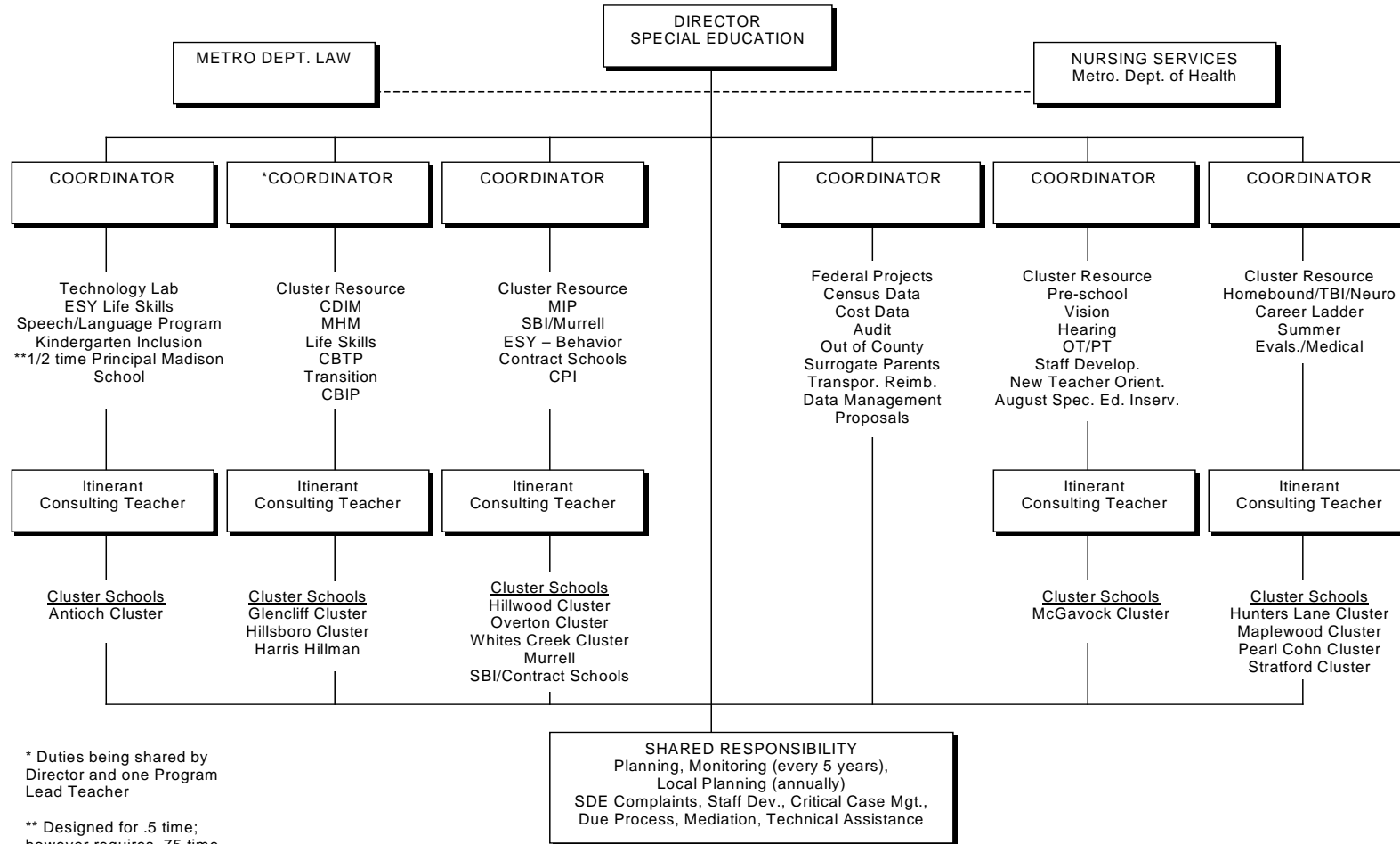
**FINDING**

The Department of Special Education is located in the Division of K-8 Instruction and Administration as shown previously in Exhibit 6-5. Exhibit 6-37 illustrates the current organizational structure of the department. Six coordinators provide supervision for specific special education programs. Each coordinator is assigned cluster responsibilities, including technical assistance and curriculum support, as well as management for a variety of special education programs. An interim coordinator, who lacks appropriate administration certification, shares job duties with the Director.

Sixteen (16) special education consulting teachers (ISETS) provide direct support and technical assistance to school administrators, teachers and support staff. Eighteen (18) lead teachers serve as the primary contact for various special education programs including: vision, hearing, speech/language, hospital/homebound and traumatic brain injuries, occupational and physical therapy, technology specialists, itinerant preschool, kindergarten inclusion, high school transition services, nursing, and curriculum consultation. In comparison, the Special Education Department of Hamilton County Schools has one director, five supervisors, one parent liaison, and shares thirty-two (32) consulting teachers with the Department of Curriculum and Instruction.

There are three special day schools for students with disabilities in MNPS. Each school has an assigned principal for on-site administration and supervision of these special programs. There is one full-time principal assigned to Murrell Special Education School, which serves 97 students; one full-time principal assigned to Harris-Hillman Special Education School, which serves 116 students, and one part-time principal assigned to Madison, which serves 81 students. The principal of Madison Special Education School also serves as a part-time coordinator of cluster responsibilities; management of a variety of special education programs; and supervision and evaluation of the system's speech pathologists and the assistive technology team. Madison is located just adjacent to Stratton Elementary School, which serves a total of 759 students under the supervision of one principal and one assistant principal.

**EXHIBIT 6-37  
METROPOLITAN NASHVILLE PUBLIC SCHOOLS  
DEPARTMENT OF SPECIAL EDUCATION MANAGEMENT SCHOOL SYSTEM  
ORGANIZATIONAL STRUCTURE  
2000-01 SCHOOL YEAR**



Source: Metropolitan Nashville Public Schools, Department of Special Education, 2000.

When comparing MNPS school enrollments of special day schools to general education schools, including comprehensive schools, magnet schools, and enhanced option schools, general education administrators are responsible for significantly higher student enrollments. The current structure of administrative at the Special Education central office and special day schools shows missed opportunities to allocate resources for curriculum development and implementation, as well as technical assistance at the school level.

MGT survey responses within MNPS indicate that 53 percent of administrators and 59 percent of principals find curriculum planning to be insufficient. Fifty-three (53) percent of principals further indicated insufficient instructional support. Forty-eight (48) percent of administrators and 53 percent of principals also indicate that special education coordination needed some or major improvement.

The monitoring report from the Tennessee Department of Education indicates noncompliance with a number of federal requirements. Recent monitoring of the Special Education Program by the Tennessee Department of Education indicates several areas of corrective action are needed. Areas of correction that the state found include child find, evaluation procedures, IEP compliance and meetings, placement procedures, transition services, inclusion in general education, procedural safeguards, confidentiality, trained personnel and appropriate facilities. As of June 2000, the Director of Special Education has prepared and implemented a Corrective Action Plan. The noncompliance, in part, could be due to the inability of staff to provide the level of assistance needed to teachers and school staff.

The majority of students with disabilities participate in the general education setting for the majority of the school day and receive pull-out resource services from a special education teacher. The resource class enrollment is large, when compared to a considered class size of 10-12 students by the Tennessee Department of Education. Modifications and accommodations to the general curriculum are documented on each student's individual educational plan. The general education teacher, with support from the special education staff, is responsible for implementation of the modifications and accommodations.

The enrollment for the Moderately Impaired Program (MIP) for students with conduct disorders class is also large, when compared to the a considered class size of six to eight students by the Tennessee Department of Education. The functional behavioral plan documents the behavioral strategies for each student. Special education teachers and support staff are responsible for implementation of the general education core curriculum, as well as the functional behavioral plan for each student. The behavior management system requires data collection, documentation, and modification of the plan, as needed. The program requires additional staff to ensure safety for all students and behavioral compliance. These costs may exceed the actual classroom allocation as shown in Exhibit 6-34.

Comprehensive nursing services are provided to students in MNPS through a contractual agreement with Metropolitan Health Department (MHD). These services are based on the National Association of School Health guidelines, guidelines for school health developed jointly by the MNPS and MHD and Metropolitan Board of Education (MBOE) policy #5142. Delivery of services is provided by registered professional nurses and licensed practical nurses in the state of Tennessee. Nursing services include, but are not limited to: catheterizations, percussions, and inhalation therapy to those students

identified in the student's IEP or 504 plan. Daily nursing care provided for students with disabilities at Harris-Hillman Special Education School is based upon the IEP, 504 plan or other medical order. Services at Harris-Hillman include, but are not limited to; administration of medication, tube feedings, injections, emergency first aid care, inhalation therapy, chest percussions, catheterizations, and tracheotomy suctioning. The contract also provides for such nursing practices that are necessary for students to benefit from the educational placement, and that are mutually agreed upon between the two agencies. The total contracted budget for 2000-01 is \$2,076,540.

The MNPS and MHD contractual agreement provided 35 health care positions for student health care in 1999-2000. The MNPS 2000-01 budget provides further expansion for direct health care services and medical procedures maintenance. The total MNPS budget for student health care for 2000-01 is \$2,076,540. Nursing services for MNPS are adequate at this time. As medical funds are generated and reassessment of Pupil Personnel Services is conducted within the next five years, nursing services should also be reassessed at that time.

The Department of Special Education has developed the *Essential Skills Core Curriculum Reading Program Manual* which identifies the essential skills that a student with a disability must master for promotion to the next grade level. This manual serves as an excellent guide for teachers of students who receive resource special education programs. Given the targeted essential skills for promotion, special education teachers can provide supplemental instruction for student mastery of the general education core curriculum.

## **COMMENDATION**

**Metropolitan Nashville Public Schools is commended for the development of Essential Skills Core Curriculum Reading Program for implementation in the general education and resource settings for students with disabilities.**

## **RECOMMENDATION**

### **Recommendation 6-26:**

**Reorganize the personnel of the Special Education Department to decrease central office administration, increase responsibilities of special day school administrators, and increase curriculum and technical assistance support for school-based programs.**

Special education staff have a wide range and varied responsibilities throughout the system, including technical assistance to school clusters, program support, and staff development. It has also been documented in the Tennessee Department of Education Monitoring Report that schools continue to lack enough direct support to ensure compliance with federal and state statutes and program requirements, integration of newly acquired skills through staff development, and implementation of modifications and accommodations for the majority of students with disabilities who participate the majority of the school day in the general education setting.

The Special Education Department should be reassigned to the proposed Division of Instruction and Administration within the Department of State and Federal Programs as recommended in Recommendation 6-1. The Director should assume responsibilities as

the Director for State and Federal Programs. Two coordinator positions in special education should be eliminated. The elimination of these positions would allow reallocation of resources for increased curriculum support and technical assistance to school-based administration and staff. The remaining three coordinator positions should be redefined to provide supervision for three areas: programs for students on regular progression; programs for students on special education progression; and programs focused on transition from school to work.

The current coordinator position for data and federal requirements should remain in place. The Coordinator for Regular Progression should provide leadership for curriculum development and technical assistance in the program areas of speech/language, K-inclusion, resource programs, Pre-K and contract schools. The Coordinator for Special Progression should provide leadership for curriculum development, support and technical assistance for the program areas of comprehensive development mainstream (CD1M), multiple handicapped mainstreamed (MHM), and communication behavior intervention program (CBIP). The Coordinator for Transition Services should provide leadership for curriculum development, support and technical assistance in life skills, vocational training, work experiences, job placement and transition from school to work at the time of graduation. Exhibit 6-38 illustrates the proposed organizational structure.

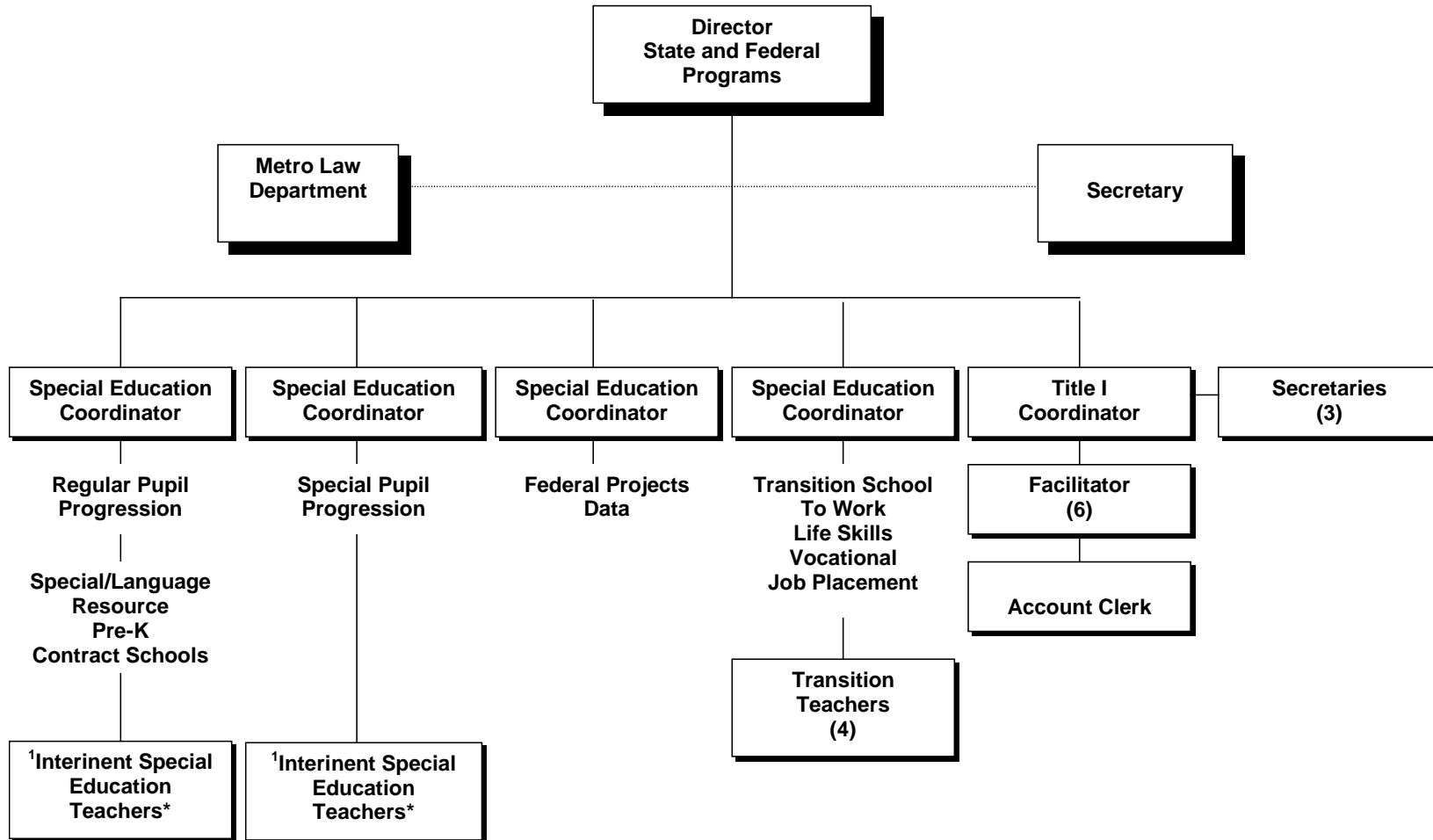
As stated in the finding, there are three special day schools for students with disabilities in MNPS. Murrell Special Education School and Harris-Hillman Special Education School maintain a full-time on-site principal. Even though the student population is considerably small than a typical general education school, the principals have no other administrative duties. The principal at Harris-Hillman Special Education should assume administration, supervision, and evaluation of the system's special education itinerant staff, including vision, hearing, speech/language, and assistive technology specialists. The principal at Murrell Special Education School should assume responsibility for the

behavior management, targeted case management, interagency coordination, and improved instruction and management for the programs that serve students with fragile and conduct-emotional disorders. The principal at Stratton Elementary School should assume the additional responsibility for Madison Special Education School, which is located just adjacent to Stratton.

Additionally, six itinerant special education teachers (ISETs) should be hired for a total of 22 ISETs to increase curriculum support and technical assistance at the school-level. Two ISETs should be assigned to each cluster, with each ISET serving four-to-five schools within the cluster. The ISET should have a weekly visitation schedule for each assigned school to provide teacher support for effective teaching and T-CAP assessment strategies; implementation and documentation of modifications and accommodations for students with disabilities in the general education setting; development and implementation of alternative teaching models in conjunction with general education for students who are typically served in an over-crowded resource setting; and facilitation of school-based special education team meetings to ensure compliance with federal statutes and state requirements. The ISETs should report directly to a Special Education Coordinator for supervision and should work with the Coordinators to cooperatively plan school-based activities and support, consistent with department initiatives and school improvement plans. Staff development should be coordinated and evaluated by the Staff Development Department.



**EXHIBIT 6-38  
PROPOSED ORGANIZATION OF THE DEPARTMENT OF THE MNPS  
STATE AND FEDERAL PROGRAMS**



Source: Created by MGT of America, 2000.

\* Assigned by School Cluster

**IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Board of Education should instruct the Director of Schools to coordinate with the Board and administrative staff to establish a series of work sessions to review the proposed organization plan. April 2001
2. The Board of Education should hold work sessions on the proposed organization plan and related recommendations. May - July 2001
3. The Board of Education should instruct the Director of Schools to prepare the necessary budget amendments for review and approval by the Board. August 2001
4. The Director of Schools should instruct the Assistant Superintendent for Business and Facilities Services to develop the budget amendments and submit them to the Board of Education for review and approval. August 2001
5. The Board of Education should review and approve the budget amendment proposal. September 2001
6. The Board of Education should instruct the Director of Schools to begin implementation of the new organization plan. October 2001
7. The Director of Schools should recommend, and the Board of Education should approve, the appointment of a person to the Assistant Superintendent of Instruction and Administration position. October 2001
8. The Director of Schools should instruct the newly appointed Assistant Superintendent for Instruction and Administration to develop, in collaboration with other assistant superintendents, a plan including related timelines for implementing the Instruction and Administration Division organization plan. November 2001
9. The Assistant Superintendent for Instruction and Administration, in collaboration with other Assistant Superintendents, should develop a plan and timelines for implementing the Instruction and Administration Division organization plan and should submit the plan to the Director of Schools for approval. November - January 2002
10. The Director of Schools should review, revise, and approve the plan and associated timelines. February 2002
11. The Assistant Superintendent for Instruction and Administration, in collaboration with other assistant superintendents, should implement the Instruction and Administration Division organization plan. February - July 2002 with all personnel changes effective July 2002

12. The Board of Education and the Director of Schools should evaluate the effectiveness of the new plan as implemented and should make appropriate adjustments.

July 2002

**FISCAL IMPACT**

The average salary of a special education coordinator \$64,284, with benefits at 24 percent equals \$15,428. The total salary plus benefits for a special education coordinator is \$79,712. Elimination of two coordinator positions would be a cost-savings to the system of \$159,424.

The average salary for an itinerant special education teacher (ISET) is \$45,236, with benefits at 24 percent equals \$10,857. The total salary, plus benefits for an ISET is \$56,093. Hiring an additional six ISETs at an average salary plus benefits would be \$336,556. The total fiscal impact for this reorganization would be \$177,132. There is no fiscal impact for transfer of additional responsibilities of the director or principals at Harris-Hillman, Murrell Special Education School or Stratton Elementary School.

<b>Recommendation</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>
Eliminate Two Coordinator and One-Half Principal Positions	\$0	\$159,424	\$159,424	\$159,424	\$159,424
Create Six New Itinerant Special Education Teachers (ISETS)	\$0	(\$336,556)	(\$336,556)	(\$336,556)	(\$336,556)
<b>Total Costs</b>	<b>\$0</b>	<b>(\$177,132)</b>	<b>(\$177,132)</b>	<b>(\$177,132)</b>	<b>(\$177,132)</b>

**FINDING**

Metropolitan Nashville Public Schools is working collaboratively with the Metro Finance Department to establish a process to recover costs through Medicaid. Because increased Pupil Personnel Services are needed throughout MNPS, the reimbursement process should be accelerated to the greatest extent possible.

**RECOMMENDATION**

**Recommendation 6-27:**

**Accelerate the implementation of a medicaid reclaiming program.**

MNPS should be able to generate additional revenues to support special education, pupil support services, and related services as a result of the implementation of this recommendation.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Director of Schools should instruct the Assistant Superintendent of Business Services to accelerate the process.

April 2001

- |  |           |
|--|-----------|
| 2. The Assistant Superintendent of Business should ensure that the reclaiming process begins.              | May 2001  |
| 3. The Assistant Superintendent of Business should explore fee for service for medicaid eligible students. | June 2001 |

**FISCAL IMPACT**

The estimated revenue that should be generated by MNPS is approximately \$20.00 per student, or \$1,400,000, annually, net of administration and processing fees. The net revenue is estimated to be \$1,120,000 annually for MNPS.

<b>Recommendation</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>
Accelerate Medicaid Reclaiming Program	\$0	\$1,120,000	\$1,120,000	\$1,120,000	\$1,120,000

**6.6 Pupil Personnel Services (PPS)**

Pupil Personnel Services are provided in addition to curriculum and instructional services to students, families, and staff to support all areas of child development that will enhance student success in school. The Department of Pupil Personnel Services' mission is to "promote the positive academic and social/emotional development of all students." Most frequently, nursing services are reported in the Pupil Personnel Services section. MNPS nursing services are located in the Special Education Department, as previously shown in Exhibit 6-36, and are discussed in Section 6.5.

**FINDING**

The Department of Pupil Personnel Services (PPS) is located in the Division of 9-Adult Instruction and Supervision. Exhibit 6-6 previously shown in Section 6.1 shows the organizational structure. The Director of Pupil Personnel Services has been vacant since December 1999; thus, the department coordinators have assumed shared responsibilities of this position. This management team directs the daily operations of the department, in consultation with the Assistant Superintendent of Instruction and Administration of 9-Adult. The current management structure is not adequate for administration of Pupil Personnel Services.

Each of the four departments in PPS is administered by a coordinator. The Coordinator for Guidance and Counseling has one program assistant and two secretaries reporting to her. Additionally, she has oversight of 114 guidance counselors. The Psychology Coordinator has eight direct reports and has oversight of the school system's 114 school psychologists. The Social Work and Attendance Coordinator has three secretaries, 20 social workers, five attendance teachers, and 12 attendance officers who directly report to her. The fourth coordinator, the Special Services Coordinator has only one direct report - his secretary. His office provides consultation to administrators, school staff, and parents regarding parent issues, mediations, and special cases. The Secretary for Special Services reports directly to the Coordinator. The Coordinator of Special Services position lacks a comprehensive focus that supports the initiatives of the other PPS Departments of Psychology, Social Work and Attendance, and Guidance and the work duties do not warrant a full-time Coordinator position.

PPS Special Services also lacks supportive evaluation data to support the need to continue this position. For example, when MGT consultants requested data documenting services performed by that office, none were made available. The responsibilities of Coordinator of Special Services and Secretary for Special Services positions should be assumed by the coordinators and clerical staff of each of the PPS Departments of Psychology, Social Work and Attendance, and Guidance.

The Department of Psychology Assessment Center provides evaluations for special situations. Each psychologist works at the Center on a rotational basis. In addition, there are assigned psychologists at the Center on a regular basis. Students who may be referred are:

- private school students who have been recommended for evaluation;
- special education students who have committed a disciplinary offense and who require re-testing; and
- students requiring an expedited evaluation.

Student support teams (S-Teams) are an internal part of every school. The teams are necessary as part of the diagnostic process to ensure that the pre-referral intervention procedures have been implemented and documented. The S-Teams also provide support to teachers who are working with students who are experiencing difficulty in the school, home, or community. One purpose of the team is to plan modifications or accommodations that would allow a student successful opportunities in the general education setting. Team participants include the principal or his/her designee, referring teacher, general education teacher, special education teacher, psychologist, social worker, or guidance counselor. Because psychologists and social workers are not assigned by cluster or by PPS teams, the support from the PPS Department does not adequately support the initiatives and priorities of school-based S-Teams. Other team members may be added in particular cases. The department has provided staff development for schools to establish a process for addressing the educational/behavioral needs of the students. The effectiveness of the support depends on how well the local school utilized the process. The last formal training for S-Teams was completed in 1996. Follow-up training is completed at the school-level by PPS and special education support staff.

Results of the MGT survey responses show that MNPS administrators indicate that 73 percent of MNPS disagree or strongly disagree that sufficient student services are provided in the school system. This is a strong indicator that MNPS administrators view insufficient resources and inadequate school-based support in the areas of psychology services, social work services, and school guidance services. Interviews with the Assistant Superintendents and Coordinators also supported inadequate school-based support of pupil support services, as well as inadequate administrative support within the central office.

A Participatory Leadership Committee has been established in the department; its purpose is to facilitate collaboration among staff, parents, the community, and all affected stakeholders. The Committee developed the *Attention Deficit/Hyperactivity Disorder Handbook* and the *English as a Second Language (ESL) Assessment Guidelines Manual*. The purpose of the *Attention Deficit/Hyperactivity Disorder Handbook* is to provide school personnel with information regarding, and identification of, attention deficit/hyperactivity disorder. The *ESL Assessment Guidelines Manual* will

serve as a resource to evaluators of students in English as a second language programs.

### **COMMENDATION**

**Metropolitan Nashville Public Schools is commended for the development of the *Attention Deficit/Hyperactivity Disorder Handbook* and the *ESL Assessment Guidelines Manual*.**

### **RECOMMENDATION**

#### **Recommendation 6-28:**

**Hire a Director of Pupil Personnel Services and eliminate the Coordinator for Special Services position and the Secretary for Special Services position.**

The Coordinators of the Pupil Personnel Services Department have assumed the interim responsibility of the former director. By hiring a Director of Pupil Personnel Services, MNPS students should receive more efficient and effective student services. Three coordinators should report directly to the newly hired Director of Pupil Personnel Services. Because additional PPS should be hired by MNPS (See Recommendations 6-30, 6-31, and 6-32), a Director of the PPS Department is needed to ensure an expansion of student support services to the schools.

### **IMPLEMENTATION STRATEGIES AND TIMELINE**

- |   |             |
|---|-------------|
| 1. The Director of Schools should direct the Assistant Superintendent of 9-Adult Instruction and Administration to fill the vacant Director of Pupil Personnel Services position.   | June 2001   |
| 2. The Assistant Superintendent of 9-Adult Instruction and Administration should advertise and hire a Director for Pupil Personnel Services.  | July 2001   |
| 3. The Metropolitan Board of Education should approve the appointment of a full-time Director for Pupil Personnel Services.   | August 2001 |
| 4. The Board of Education should instruct the Director of Schools to prepare the necessary documents for elimination of the Coordinator for Special Services and Secretary of Special Services positions for review and approval of the Board.  | August 2001 |
| 5. The Director of Schools should instruct the Assistant Superintendent for Business and Facilities Services to amend the budget and submit the document to the Board of Education for review and approval for the elimination of the vacant Coordinator of Special Services and Secretary of Special Services positions. | August 2001 |

6. The Board of Education should review and approve the budget and elimination of the Coordinator of Special Services and Secretary of Special Services positions. September 2001

**FISCAL IMPACT**

The base salary of the Director of Pupil Personnel Services position is \$77,384 plus 24 percent benefits (\$18,572) equals a yearly salary of \$95,956. The base salary for the Secretary of Special Services is \$19,464, plus 24 percent benefits (\$4,671) equals a yearly salary of \$24,135. The base salary for the Coordinator of Special Services is \$71,562 plus 24 percent benefits (\$17,175) equals a total yearly savings of \$88,737.

<b>Recommendation</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>
Hire a Full-Time Director of Pupil Personnel Services	(\$95,956)	(\$95,956)	(\$95,956)	(\$95,956)	(\$95,956)
Eliminate the Coordinator for Special Services	\$88,737	\$88,737	\$88,737	\$88,737	\$88,737
Eliminate Secretary for Special Services Coordinator	\$24,135	\$24,135	\$24,135	\$24,135	\$24,135
<b>TOTAL SAVINGS</b>	<b>\$16,916</b>	<b>\$16,916</b>	<b>\$16,916</b>	<b>\$16,916</b>	<b>\$16,916</b>

**FINDING**

The PPS Department of MNPS has 114 psychologists, 20 social workers, 17 attendance staff, and 114 guidance counselors. School psychologists and social workers are supervised, and evaluated by the coordinators. School guidance counselors are supervised and evaluated by the school principals. School psychologists and social workers are assigned to specific PPS Centers and work independently with school staff. They are not assigned by cluster and are not assigned as a PPS team to support school initiatives or student intervention. Because they are not assigned by clusters, fragmentation exists in the delivery of services. This structure and limited PPS staff prohibits effective case management, communication of staff, and efficiency in providing support to teachers and school staff. The current organizational structure of the Pupil Personnel Services Department is illustrated in Exhibit 6-39.

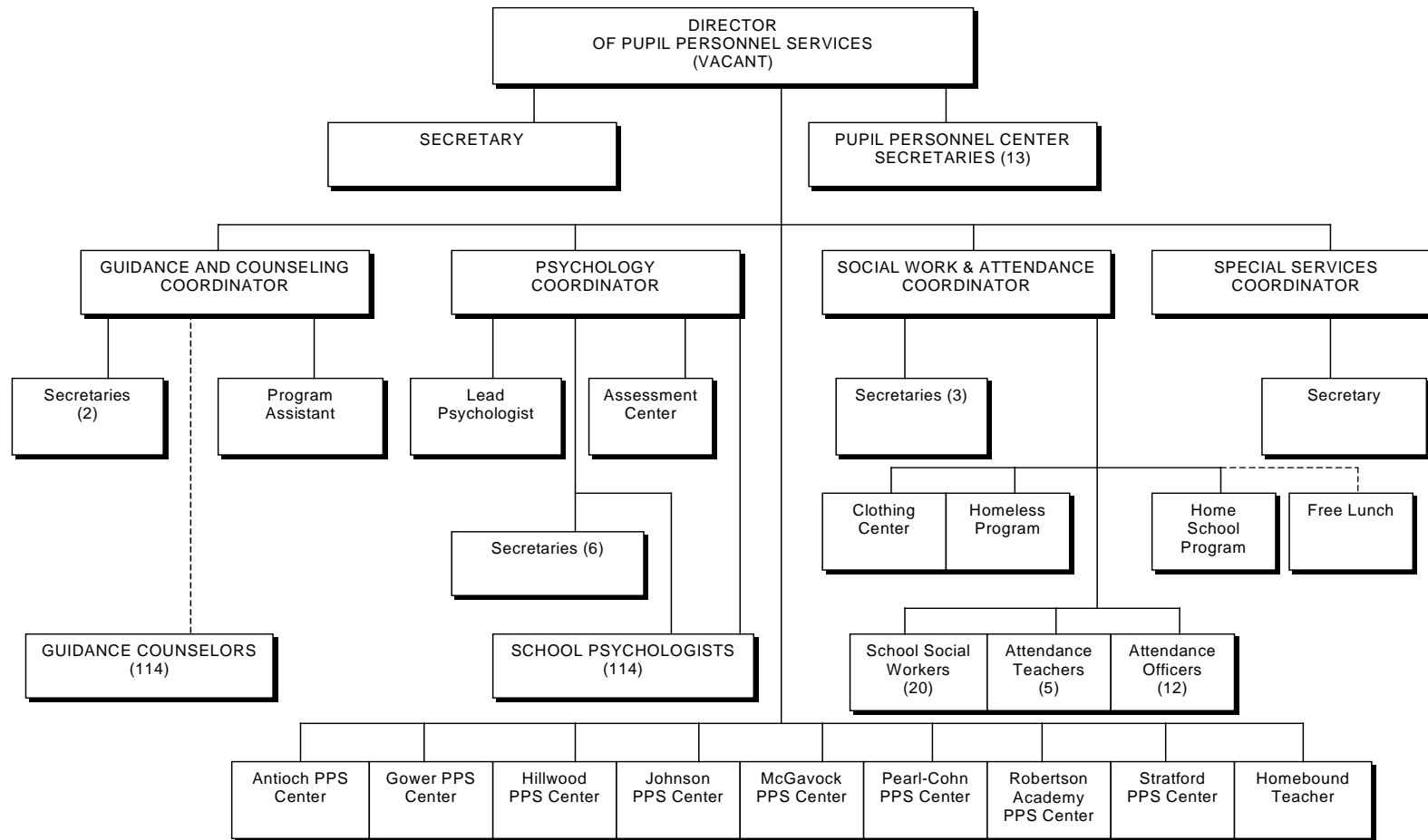
**RECOMMENDATION**

**Recommendation 6-29:**

**Assign psychologists and social workers by teams to school clusters.**

Psychologists and social workers should be assigned to school clusters in teams to better facilitate support to school intervention teams and school-based staff, improve coordination of services for students, as well as support the cluster initiative in the Five-Year Plan.

**EXHIBIT 6-39  
METROPOLITAN NASHVILLE PUBLIC SCHOOLS  
DEPARTMENT OF PUPIL PERSONNEL SERVICES  
ORGANIZATIONAL STRUCTURE  
2000-01 SCHOOL YEAR**



Source: Metropolitan Nashville Public Schools, Department of Pupil Personnel Services, 2000.



## **IMPLEMENTATION STRATEGIES AND TIMELINES**

- |   |            |
|---|------------|
| 1. The Director of Schools should direct the reassignment of psychologists and social workers by school cluster.  | April 2001 |
| 2. The coordinators in Pupil Personnel Services (PPS) should develop PPS teams to be assigned by school cluster.  | May 2001   |
| 3. The coordinators in PPS and selected staff should prioritize and correlate PPS support activities with school improvement plans within each cluster. | June 2001  |

## **FISCAL IMPACT**

There is no fiscal impact for this reassignment.

### **6.6.2 Psychology**

The Department of Psychology assigns psychologists to each school to help identify individual learning needs of students. Psychologists prepare psycho-educational reports which assess intellectual functioning, psycho-educational skills, personality characteristics, and social-adaptive behavior. These reports are used in planning educational programs for students. The psychologists also consult and collaborate with school administrators, school staff, parents, community agencies, and others regarding behavioral, mental health and academic concerns.

## **FINDING**

During the 1999-2000 school year, there were 1,945 students referred for initial psychological evaluations. Of those tested, 65 percent were eligible for special services. A total of 571 outside referrals were received, with 65 percent of the students who were tested being eligible for special services. There were 2,059 reevaluations of students in special education, as required by federal law every three years. Nine-five (95) percent of the students who were reevaluated continued to be eligible for special education services. In addition to evaluations, psychologists provide consultation, conduct direct student interventions, work on program development, and participate in special education eligibility staffings. Exhibit 6-40 provides a comparison of MNPS's psychologist-to-student ratios to those of four comparison school systems. As shown, MNPS has the third highest number of students per psychologist with a ratio of one psychologist to 1,583 students. The recommended ratio by the National Association for School Psychologists is one psychologist to 1,000 students.

## **RECOMMENDATION**

### **Recommendation 6-30:**

**Hire five psychologists.**

**EXHIBIT 6-40  
RATIOS OF SCHOOL PSYCHOLOGISTS TO STUDENTS  
IN MNPS AND COMPARISON SCHOOL SYSTEMS  
2000-01 SCHOOL YEAR**

<b>CATEGORY</b>	<b>MNPS</b>	<b>HAMILTON COUNTY</b>	<b>COLUMBUS PUBLIC</b>	<b>JEFFERSON COUNTY</b>	<b>AUSTIN ISD</b>
Student Population	69,350	41,500	64,929	93,543	77,738
Number of School Psychologists	43.8	39	45	33.5	31
Number of Contract Psychologists	5 (limited basis)	3	0	0	0
Ratio – Psychologist to Students	1:1,583	1:988	1:1,443	1:2,792	1:2,508

Source: Metropolitan Nashville Public Schools and Comparison School Systems, Departments of Psychology, 2000.

While MNPS's ratio of psychologists to students does not meet national standards, the ratio surpasses those of two of the four comparison school systems. Hiring five additional psychologists will assist MNPS in improving its ratio of psychologists to students, and in creating a closer alignment with the national recommendation of one per 1,000 students. MNPS should consider assigning these additional psychologists based upon identified needs of critical student support services as documented in school improvement plans.

The school system should annually reassess the need for additional psychological services based upon student evaluation data as documented in school improvement plans and the needs of schools with high-risk student populations.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

- |   |            |
|---|------------|
| 1. The Director of Schools should direct the Assistant Superintendent of 9-Adult Instruction and Administration to hire five psychologists. | April 2001 |
| 2. The Assistant Superintendent of 9-Adult Instruction and Administration should advertise and hire five psychologists.                     | May 2001   |
| 3. The Metropolitan Board of Education should approve the appointment of additional psychologists.  | June 2001  |

**FISCAL IMPACT**

The average salary for a new school psychologist is \$30,842 plus 24 percent benefits (\$7,402) equals an annual salary of \$38,244. The total yearly fiscal impact for hiring five school psychologists is \$191,220.

<b>Recommendation</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>
Hire Five Psychologists	(\$191,220)	(\$191,220)	(\$191,220)	(\$191,220)	(\$191,220)

### **6.6.3 Social Work and Attendance**

The mission of the Department of Social Work is to:

*ensure that students attend and successfully complete school; to facilitate an environment within the home, school, and community in which a child can become a life-long learner; and to prepare students to resolve conflicts and solve problems effectively and peacefully.*

The Homeless Program located in the Department of School Social Work provides an integrated, collaborative tutoring and social developmental program to meet the needs of homeless students. The program staff coordinates services to help meet medical, mental health, transportation, and academic needs of homeless students and their families. The program relies upon interagency collaboration between the department, teachers, parents, shelters, homeless advocates and youth-serving agencies.

The Department of Attendance supports the mission of MNPS by providing services which encourage students to attend and complete school. The staff provides support and guidelines to all MNPS to assist with the achievement of a 95 percent attendance in grades Pre-K through sixth grades, and a high school graduation rate of 93 percent. The attendance teacher functions as a member of a PPS mobile team which moves to and from schools on a need priority basis. The juvenile court liaison has the general responsibility for carrying out provisions of the Tennessee Compulsory School Attendance Law. The liaison works with school and system administrators, teachers and school support staff, and community agency personnel in promoting improved school attendance.

### **FINDING**

The role of the school social worker is to provide support and therapeutic services for students and their families related to adjustment issues in the school setting. Social workers meet with students and their families, provide consultation for school personnel, and act as a liaison between the school, home and community agencies. Exhibit 6-41 provides a comparison of MNPS's school social worker to students ratio with the ratios of four comparison school systems. As shown, MNPS has the second lowest number of students per social worker when compared with four other school systems. In addition, the National Association for School Social Workers recommends a ratio of one social worker to 800 students. MNPS does not meet the nationally recommended ratio. The average ratio of students per social worker in four comparison school systems is one per 5,189 students.

Social workers maintain a caseload of students. For situations that require more long-term support, counseling, or mental health services, students and their families are referred to community agencies for follow-up and care. Social workers maintain case records for each student and prepare monthly activity reports.

### **RECOMMENDATION**

#### **Recommendation 6-31:**

**Hire five social workers.**

**EXHIBIT 6-41  
RATIOS OF SCHOOL SOCIAL WORKERS TO STUDENTS IN MNPS AND  
COMPARISON SCHOOL SYSTEMS  
2000-01 SCHOOL YEAR**

<b>CATEGORY</b>	<b>MNPS</b>	<b>HAMILTON COUNTY</b>	<b>COLUMBUS PUBLIC</b>	<b>JEFFERSON COUNTY</b>	<b>AUSTIN ISD</b>
Student Enrollment	69,350	41,500	64,929	93,543	77,738
Social Workers-Full-Time	18	15	9	16	15
Social Workers-Part-Time	0	0.5	0	0	0
Social Worker-Pregnancy Program	0	1	0	0	0
Ratio – Social Worker to Students	1:3,852	1:2,515	1:7,214	1:5,846	1:5,183

Source: Metropolitan Nashville Public Schools, Departments of Pupil Personnel Services and Comparison School Systems, 2000.

An increase of five social workers in MNPS should provide more efficient and effective social services to MNPS students. Additionally, the school system should annually reassess the need for additional social services based upon the greatest need of high-risk students as determined by student evaluation data, school improvement plans, and student support team documentation.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

- |  |            |
|--|------------|
| 1. The Director of Schools should direct the Assistant Superintendent of 9-Adult Instruction and Administration to hire five additional school social workers. | April 2001 |
| 2. The Assistant Superintendent of 9-Adult Instruction and Administration should advertise and hire five social workers.                                       | May 2001   |
| 3. The Metropolitan Board of Education should review and approve the appointment of the additional social workers.   | June 2001  |

**FISCAL IMPACT**

The average salary for a new school social worker is \$30,842 plus 24 percent benefits (\$7,402) equals an annual salary of \$38,244. The total yearly fiscal impact for five school social workers is \$191,220.

<b>Recommendation</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>
Hire Five Social Workers	(\$191,220)	(\$191,220)	(\$191,220)	(\$191,220)	(\$191,220)

#### **6.2.4 Guidance**

The mission of the Guidance and Counseling Department is to

*provide each student with the necessary services, curriculum and support needed to enhance academic, personal, social, and career development resulting in the successful completion of high school with readiness to enter and succeed in the post-secondary option of the student's choice.*

Elementary school counselors assist students in learning the skills and attitudes necessary to be successful learners. They emphasize that the classroom is a student's workplace and that communication, decision making, interpersonal and career awareness skills are important to their success.

Middle school counselors help students develop skills that address their career, personal, social, and educational needs and concerns. They provide students with expanded awareness and exploration opportunities to enhance the development and utilization of short and long-range education and career plans.

High school counselors work with students in acquiring guidance competencies that form the foundation for their next steps educationally and occupationally. They assist students to develop realistic education and career plans based on a clear understanding of themselves, their needs, interest, and skills.

The School Guidance Program has four components and sample processes:

- **Guidance Curriculum**
  - Structured Groups
  - Classroom Presentations
- **Individual Planning**
  - Assessment
  - Advisement
  - Placement & Follow-up
- **Responsive Services**
  - Individual Counseling
  - Small Group Counseling
  - Consultation
  - Referral
- **System Support**
  - Management Activities
  - Consultation
  - Community Outreach
  - Public Relations

**FINDING**

There are 112 school counselors in Metropolitan Nashville Public Schools. The American School Counseling Association suggests a ratio of one counselor to 250 students. Exhibit 6-42 provides a comparison of MNPS and comparison school system counselors ratios to student population. As shown in Exhibit 6-42, MNPS has the second highest number of students per guidance counselor. When compared to the average number of students per guidance counselor of the comparison school systems (538 students per guidance counselor), MNPS still has more students per guidance counselor.

**EXHIBIT 6-42  
RATIOS OF SCHOOL GUIDANCE COUNSELORS TO STUDENTS  
IN MNPS AND COMPARISON SCHOOL SYSTEMS  
2000-01 SCHOOL YEAR**

<b>CATEGORY</b>	<b>MNPS</b>	<b>HAMILTON COUNTY</b>	<b>COLUMBUS PUBLIC</b>	<b>JEFFERSON COUNTY</b>	<b>AUSTIN ISD</b>
Student Enrollment	69,350	41,500	64,929	93,543	77,738
Number of School Guidance Counselors	112	85	122	240	105
Ratio – Counselor to Students	1:619	1:488	1:532	1:390	1:740

Source: Metropolitan Nashville Public Schools, and Comparison School Systems, Department of Schools, Social Work, 2000.

School guidance counselors are not located at every school. As previously shown in Exhibit 3-12, high schools employ the highest average number of guidance counselors, including the highest number of total student services staff, while elementary schools average the smallest staff. Also, Whites Creek cluster schools average only 5.4 student service employees. Additionally, Antioch cluster schools have the highest average number of guidance counselors (1.8), while Hillwood cluster schools average only 0.7 guidance counselors.

The system's allocation formula for guidance counselors does not permit the assignment of a guidance counselor (part or full-time) to serve every school. There are 45 K-8 MNPS schools that do not have a full-time guidance counselor. As positions have been added, the enrollment of the school has become a primary factor. The system has tried to maintain an effective secondary counseling program while building the elementary program. A curriculum guide is available to share with schools that do not have a counselor on staff. There is not a MNPS board-approved job description for a school guidance counselor; however, a draft description has been prepared. School social workers are often assigned to schools that do not have a school guidance counselor.

**RECOMMENDATION**

**Recommendation 6-32:**

**Hire 45 guidance counselors.**

An increase of 45 guidance counselors would ensure that MNPS has a minimum of one guidance counselor in each K-8 school. The school system should annually reassess the need for additional guidance services based upon each school's identified needs. With the addition of 45 guidance counselors, there may ultimately be an increase in the number of referrals to social workers, psychologists, and other student services personnel. The school system must carefully monitor the flow of the referrals to ensure that the other student services staff can adequately maintain their capacity to provide appropriate services.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

- |  |            |
|--|------------|
| 1. The Director of Schools should direct the Assistant Superintendent of 9-Adult Instruction to hire 45 additional school guidance counselors. | April 2001 |
| 2. The Assistant Superintendent of 9-Adult Instruction should recruit and hire 45 guidance counselors.   | May 2001   |
| 3. The Metropolitan Board of Education should approve the appointment of the additional guidance counselors.                                   | June 2001  |

**FISCAL IMPACT**

The average new salary for a school guidance counselor is \$30,842 plus 24 percent benefits (\$7,402) equals an annual salary of \$38,244. The total fiscal impact for 45 school guidance counselors is \$1,720,980.

<b>Recommendation</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>
Hire 45 Guidance Counselors	(\$1,720,980)	(\$1,720,980)	(\$1,720,980)	(\$1,720,980)	(\$1,720,980)

## ***7.0 PERSONNEL MANAGEMENT***

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## 7.0 PERSONNEL MANAGEMENT

The Division of Human Resources of Metropolitan Nashville Public Schools (MNPS) is responsible for the hiring and retention of employees and the delivery of services to them. This chapter reviews the responsibilities, procedures, and practices of the Human Resources Division. MGT explores ways in which personnel services can be delivered more effectively and efficiently to over 8,500 full-time and part-time employees of MNPS.

During on-site visits to MNPS, school staff, parents, and community members expressed concern over a number of issues pertaining to personnel. The most prevalent personnel issues identified from focus groups, public hearing, emails, letters, and interviews with staff include:

- low salaries;
- shortage of qualified and competent teachers;
- recruitment of teachers and especially minority teachers;
- high absences among teachers;
- lack of substitute teachers; and
- lack of a cohesive staff development program.

The survey MGT conducted with central administrators, principals, and teachers echoed some of the important concerns expressed. For instance, principals and teachers felt that their salary level is inadequate for their level of work and experience. Sixty (60) percent of principals and 75 percent of teachers disagree with the survey statement *“My salary level is adequate for my level of work and experience.”* Additionally 57 percent of the teachers in the school system who responded to the statement that *“salary levels in MNPS were competitive”* disagree.

A majority (57 percent) of MNPS central administrators (does not include principals) responded that personnel recruitment needs some improvement to major improvement. A majority (51 percent) of teachers responded the same. Also, when compared with administrators and principals in other school systems, only 42 percent of the administrators and principals in other school systems thought that recruitment needed improvement, compared to 51 percent of MNPS administrators and principals.

Over 70 percent of administrators and principals in MNPS agree that staff development needed some improvement to major improvement as compared to only 40 percent of the administrators and principals in other school systems.

These issues and others are examined and analyzed in this chapter. The proposed changes recommended by MGT in this chapter are consistent with current best practices and are focused on improving the overall efficiency of the personnel services delivered to the employees of Metropolitan Nashville Public Schools.

The chapter is divided into the following seven sections:

- 7.1 Organization and Management
- 7.2 Personnel Policies and Regulations
- 7.3 Job Descriptions

- 7.4 Personnel Records
- 7.5 Employment of Staff
- 7.6 Employee Compensation
- 7.7 Certification, Staff Evaluation, and Staff Development

### **7.1 Organization and Management**

The Division of Human Resources is responsible for planning, implementing, and maintaining a sound system of personnel and human resources management that complies with state of Tennessee laws and is consistent with the school system's policies and mission. Major functions of the division include:

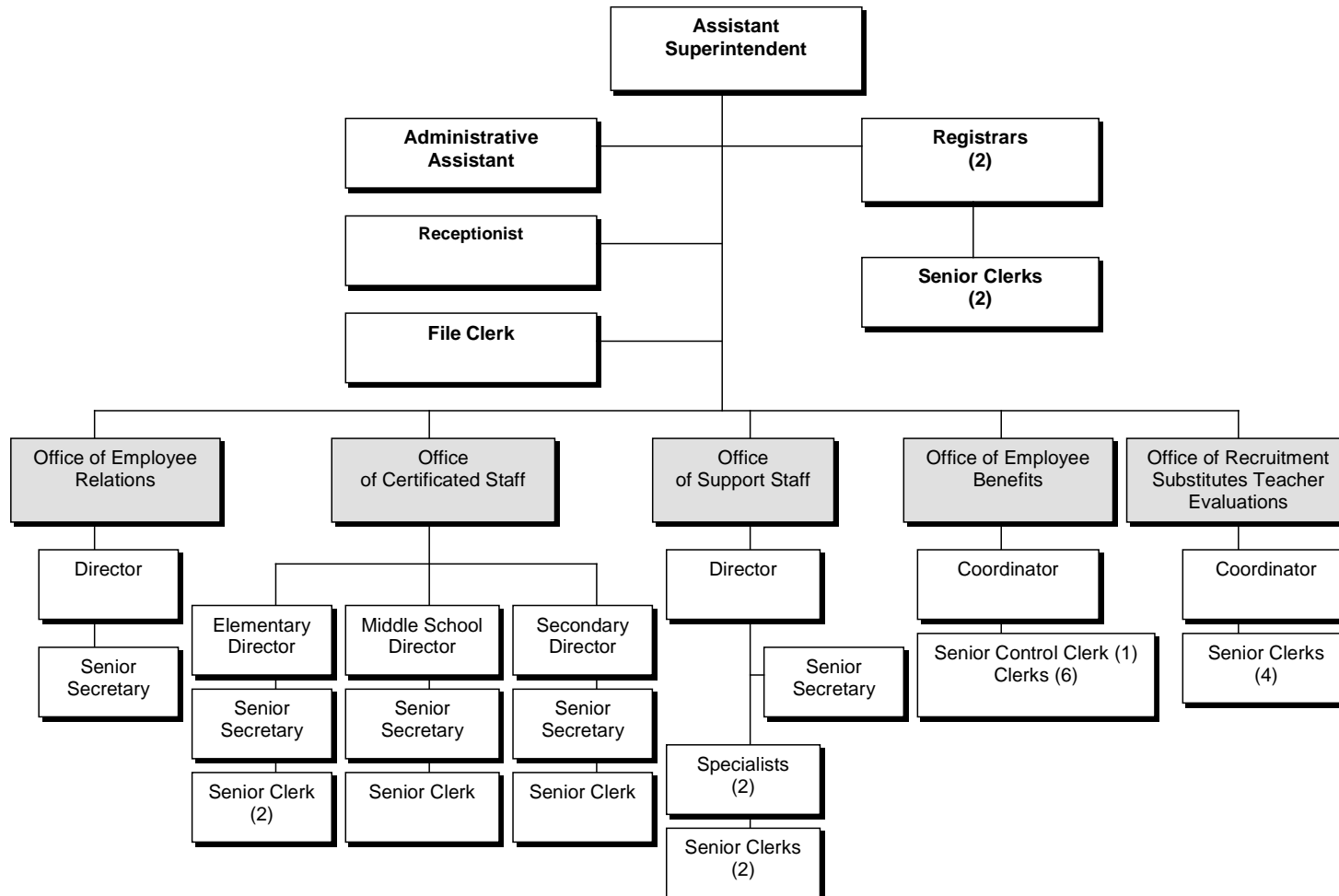
- interpreting and recommending personnel policy and procedures;
- preparing and revising job descriptions;
- processing applications for employment;
- participating in negotiations;
- processing recommendations for employment of personnel;
- tracking employee qualifications, certifications, assignments, promotions, transfers, resignations, and retirements;
- implementing salary schedules;
- executing employee insurance and retirement benefits;
- handling employee complaints and grievances;
- monitoring employee appraisals; and
- maintaining personnel records.

An Assistant Superintendent oversees the Human Resources Division with its five major offices – Employee Relations; Certificated Staff; Support Staff; Employee Benefits; and Substitute, Criminal Records, Recruitment, and Teacher Evaluations. Each of these offices is managed by a director(s) or coordinator, and supported by from one to seven secretarial/clerical staff. Reporting directly to the Assistant Superintendent are five support staff. Thirty-nine (39) staff members, two of which are classified as temporary one-year employees, comprise the Division.

### **FINDING**

The current organizational structure of the Division of Human Resources is shown in Exhibit 7-1. An overview of the division follows:

**EXHIBIT 7-1  
METROPOLITAN NASHVILLE PUBLIC SCHOOL  
DIVISION OF HUMAN RESOURCES  
CURRENT ORGANIZATIONAL STRUCTURE  
2000-01 SCHOOL YEAR**



Source: Metropolitan Nashville Public Schools, Division of Human Resources, 2000

**Office of the Assistant Superintendent**—Under the direct supervision of the Assistant Superintendent are five (5 ) support staff members. An administrative assistant serves as a secretary and assistant to the Assistant Superintendent. A receptionist greets visitors to the division and answers incoming phone calls. One of two registrars monitors the licensing (certification) of professional staff with the State of Tennessee, while the other has the responsibility of computing compensation for new hires or current employees who are changing positions. The two registrars are each supported by a senior clerk. Filling in for the receptionist while not on duty or on leave is a file clerk who oversees and maintains personnel records **(Total staff—8, including Assistant Superintendent).**

**Office of Certificated Staff**—Three directors - one for elementary, middle, and high school - oversee the hiring of teachers and assist principals and department heads with issues dealing with personnel in the schools. The directors are involved in pre-screening interviews, acting upon recommendations from principals to hire a candidate, and overseeing the processing of the new hires. Any changes in an employee's status, location, or compensation are processed through this office. A senior secretary and a senior clerk assist each of the directors; two senior clerks assist the elementary director. The office secretaries and clerks are responsible for the paperwork involved in hiring, entering personnel data into the mainframe, and processing new employees. **(Total staff—10)**

**Office of Support Staff**—A director supported by a senior secretary oversees the hiring of all support (or non-certificated) staff within the school system. Clerical and secretarial hires are handled through the director, and new hires for food services and transportation are handled by two personnel specialists. Maintenance and custodial staff are hired through Plant Operations and Maintenance, but are processed by the Support Staff office. Each of the two specialists are supported by a senior clerk who manages support personnel paperwork and the hiring process of these new employees. **(Total staff—6)**

**Office of Recruitment, Substitutes, Criminal Record Check (CRC), and Teacher Evaluation**—Overseeing the recruitment of teachers, hiring of substitutes for teachers and food services workers, processing criminal record checks, and monitoring teacher evaluations are the responsibilities of this office. A coordinator heads the office with support from four senior clerks. **(Total staff—5)**

**Office of Employee Benefits**—A coordinator, supported by a staff of six clerks, assists school system employees with benefits such as insurance, retirement plans, and pension issues. Classified employees fall under the Benefit Board with the Metropolitan Government of Nashville and Davidson County; however, this office coordinates all paperwork needed to process claims, pensions, and retirement for all employees, either classified or certificated. **(Total staff—8)**

## **FINDING**

The MNPS Division of Human Resources is comprised of 39 staff members (including two temporary employees). Exhibit 7-2 provides a comparison of the number of staff in the MNPS Human Resources Division to staffing in Human Resources/Personnel Divisions in four other school systems which are similar in size. As can be seen, the

MNPS Human Resources Division compares favorably with divisions in these other school systems.

**EXHIBIT 7-2  
METROPOLITAN NASHVILLE PUBLIC SCHOOLS HUMAN RESOURCES DIVISION  
COMPARED TO HUMAN RESOURCES DIVISIONS  
IN FOUR OTHER SCHOOL SYSTEMS**

<b>SCHOOL SYSTEM</b>	<b>STUDENTS</b>	<b>EMPLOYEES</b>	<b>HR STAFF</b>	<b>RATIO EMPLOYEES TO HR STAFF</b>
Metropolitan Nashville Public Schools (TN)	69,100	8,522	39	219
Austin Independent School District (TX)	77,738	10,233	38	269
Columbus Public Schools (OH) <sup>1</sup>	64,929	10,216	33	310
Brevard County School District (FL)	68,638	6,389	35	183
San Antonio Independent School District (TX)	61,112	7,836	38	206

Sources: Figures from the Metropolitan Nashville Public Schools, Austin Independent School District, and Columbus Public Schools provided by the school systems. Figures for Brevard County School District from Profiles of Florida School Districts and San Antonio Independent School District from the Texas Education Agency, Academic/Excellence Indicator System.

<sup>1</sup> Employee Benefits and Employee Relations are not part of Human Resources/Personnel Division of the Columbus Public Schools. Thus, because of the size of the school system, there would likely be additional staff covering these areas.

The MNPS Human Resources Division has eight senior staff - an assistant superintendent, five directors, and two coordinators. Thus, with a total HR staff of 39, the ratio of administrators (including coordinators and managers) to staff is approximately four HR staff members to one administrator or nearly a fifth of the total number of personnel staff members are administrators.

The major duties and responsibilities of the four directors that oversee the hiring of certificated and support staff include:

- assisting in the development and interpretation of personnel policies;
- evaluating and participating in interviews of candidates;
- recommending employment and assignment of staff;
- reviewing and processing staffing and program requests; and
- helping with recruitment on college campuses.

According to the job descriptions for the Directors of Elementary and Secondary Personnel (no job description was available for the Director of Support Personnel or Middle School Personnel), the directors are responsible for planning, coordinating, and supervising activities relating to certificated personnel. Qualifications for the position are not included in the job description. The staff members currently in these positions are former MNPS school principals. Since none of the current directors have had personnel/human resources experience before coming into the position, most of their training has come from on-the-job work.

The secretaries, clerks, and registrars in the division carry out the responsibility for ensuring that all paper work is completed for hiring and processing employees, maintaining and retaining documents, tracking and notifying employees, entering, calculating, and reporting data.

The actual salaries of the eight administrators in the division range from a low of approximately \$67,000 to a high of \$92,000. The cost to the school system for staffing administrative positions at their current rate of pay is \$628,500. The salaries of the 31 support employees' range from about \$19,000 to a little over \$58,000 for the higher ranking staff members such as specialists. The cost to the school system for staffing the 31 support positions is a little over \$900,000. These figures do not include benefits.

The current annual cost to the school system for the four directors overseeing staff in the departments of Certificated and Support staff is \$323,112 (benefits not included). The salaries of the 12 staff members supporting these four directors amount to \$384,799 (benefits not included). Total cost of the ten staff members in the two departments is \$716,911. Thus, the salaries of the four directors are 46 percent of all staff salaries in these two departments.

When comparing MNPS administrators to those in three other school systems, MNPS and Hamilton County Public Schools have approximately a fourth of their Human Resources staff serving as administrators where in Brevard County and El Paso school systems only 13 to 16 percent of the staff are administrators (See Exhibit 7-3). In MNPS, 21 percent or a little over a fifth of the total staff are administrators with about five staff members per administrator.

**EXHIBIT 7-3  
HUMAN RESOURCES/PERSONNEL DIVISIONS  
NUMBER OF ADMINISTRATORS TO TOTAL STAFF IN MNPS  
AND THREE OTHER SCHOOL SYSTEMS <sup>1</sup>**

<b>SCHOOL SYSTEM</b>	<b>SENIOR STAFF<sup>1</sup></b>	<b>TOTAL STAFF</b>	<b>PERCENT ADMINISTRATORS</b>	<b>RATIO OF ADMINISTRATORS TO STAFF</b>
MNPS	6	29	21%	4.8
Hamilton County Public Schools (TN)	4	15	26%	3.7
Brevard County School District (FL)	4	31	13%	7.7
El Paso ISD (TX)	5	30	16%	6.0

Source: Number of Human Resources administrators and total Human Resources staff provided by MNPS, Hamilton County Public Schools, Brevard County School District, and El Paso ISD.

NOTE: The only school system listed above that has a department of Employee Benefits and Employee Relations under the Human Resources Division is MNPS. Thus, for this exhibit, the staff for Employee Relations and Employee Benefits in the MNPS Human Resources Division has been deducted from the total staff of eight administrators and 39 staff members for consistency.

<sup>1</sup>Senior staff include assistant superintendents, executive directors, directors, coordinators only.

## **RECOMMENDATIONS**

### **Recommendation 7-1:**

#### **Reorganize the Division of Human Resources.**

Exhibit 7-4 provides MGT's recommended reorganization of the Division of Human Resources, and this reorganization is detailed in the paragraphs that follow.

The three departments under the Division of Human Resources should consist of the Department of Employee Relations, Department of Employee Benefits, and the Department of Personnel. The reorganization will not affect the Department of Employee Relations nor the Department of Employee Benefits; staffing and responsibilities in these two departments should remain the same. The current Department of Certificated Staff and Support Staff and the Office of Substitutes, CRC, Recruitment, and Teacher Evaluation will change in which they are organized. The reorganization of these offices and responsibilities of staff are explained below.

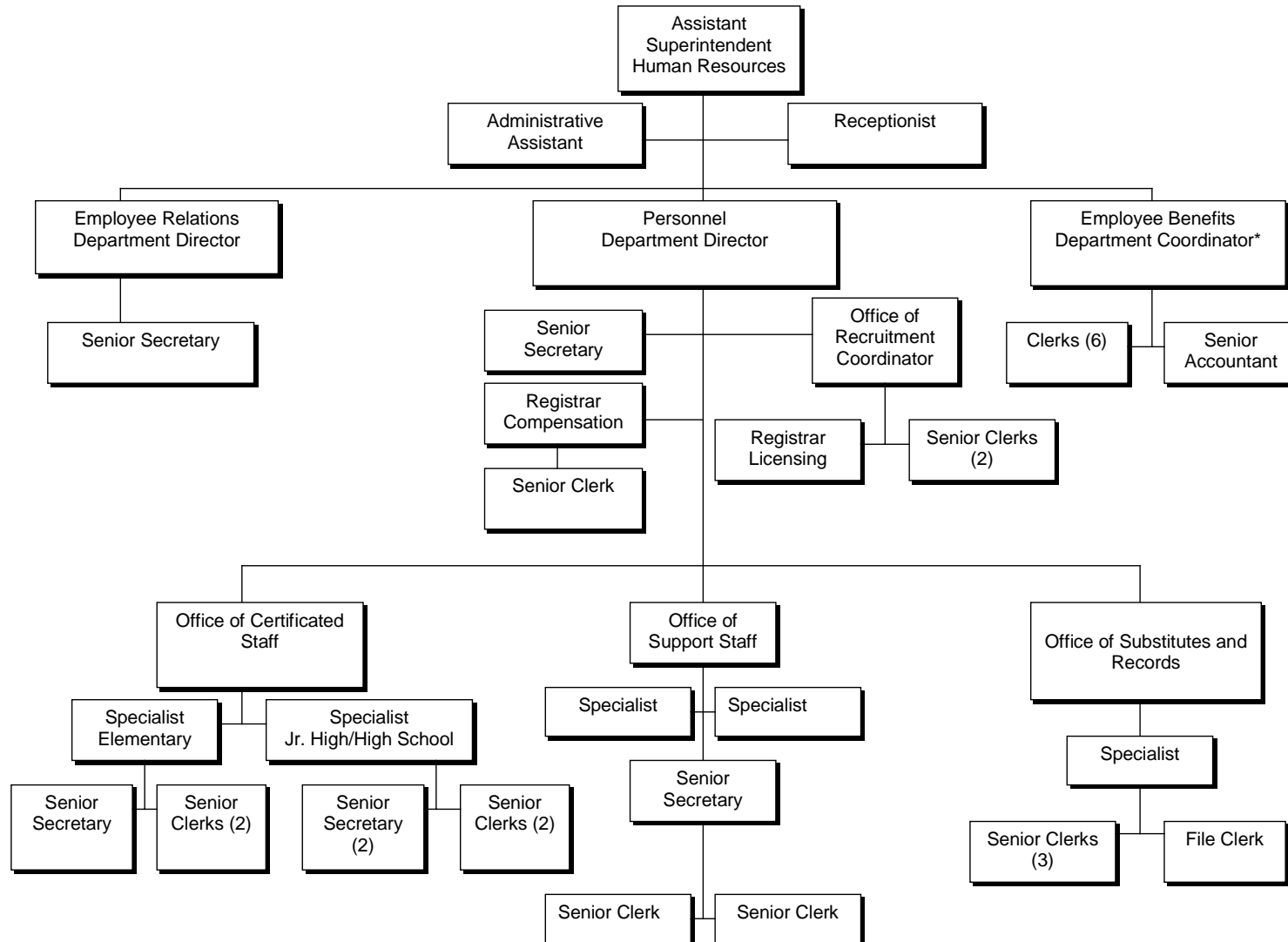
**Oversight of the Division:** The Assistant Superintendent should remain as head of the division assisted by a receptionist and an administrative assistant. Reporting directly to the Assistant Superintendent should be the directors of Employee Relations and Personnel, and the Manager of Employee Benefits. MGT recommends that the Manager of Employee Benefits title be changed to Coordinator of Employee Benefits.

**Department of Personnel:** The Director of Personnel should oversee the offices of Recruitment and Licensing, Certificated Staffing, Support Staffing, and Substitutes and Records. The Director's responsibilities should consist of overseeing all four offices and staff. The Director should participate in recruitment activities, interviews, and working closely with the Assistant Superintendent in developing and interpreting personnel policies. The Director should be involved in staffing issues and allocations for staff, and maintain contact with the cluster assistant superintendents, principals, and with the Departments of Food Services, Transportation, and Operations. A registrar and senior clerk should be under the direct supervision of the Director, and the registrar should take responsibility for computing salaries of new hires and promoted staff. A senior secretary should support the Director. The major responsibilities for hiring, processing, maintaining staff should rest with the four offices.

**Office of Recruitment:** The Office of Recruitment should be overseen by a Coordinator and should report to and work closely with the Director of Personnel. This office should be responsible for all recruitment activities and the certification of staff. The processes involved in setting up the evaluation of teachers and support staff, and the oversight of student teaching, should come under the auspices of this office. A senior secretary, a registrar, and one senior clerk should support the Coordinator.

**Office of Certificated Staffing:** This office should consist of two Specialists – one over elementary staffing and the other over middle and high school staffing. Responsibilities for the two specialists – one for elementary staff and the other for middle and high school staff should remain approximately the same as before when directors oversaw these individual departments. Middle and high school staffing instead of two separate units should be combined and overseen by one specialist.

**EXHIBIT 7-4  
METROPOLITAN NASHVILLE PUBLIC SCHOOL  
DIVISION OF HUMAN RESOURCES  
PROPOSED ORGANIZATIONAL CHART**



Source: Created by MGT of America, 2000.

\* Current title Manager.



The major responsibilities of the two specialists should be assisting in interviewing teacher candidates, seeing that positions are filled, working closely with the director on staffing allocations, maintaining a reasonable amount of contact with principals and their needs, overseeing the processing of hires, and assisting with recruitment. However, the development and interpretation of personnel policies and staffing issues should become the responsibility of the Director. A senior secretary and two senior clerks should support each of these specialists.

**Office of Support Staffing:** The two specialists assigned to this office should maintain the same responsibilities as before. However, one specialist should take charge of the hiring of secretarial/clerical staff as well. A senior secretary and two senior clerks will support each of the two specialists.

**Office of Substitutes and Records:** A specialist will oversee this office. The duties of the office should be to hire substitutes, maintain the automated substitute system, process and maintain all criminal record checks (CRCs), and all other records for the division such as personnel files. Three senior clerks and one file clerk should support the specialist.

The reorganization recommended is offered as a way to reduce the number and cost of high-ranking administrators in the MNPS Division of Human Resources and delegate more responsibilities to specialists and clerical support staff.

Recruitment has been separated into its own office because of the increased demand for teachers which is placing more and more strain on MNPS to find qualified and capable teachers to fill positions. Further, the competitiveness of school systems in filling these positions has increased. The role of the Coordinator who now heads up the Office of Substitutes, CRC and Recruitment needs to focus more on recruitment. Later in this chapter expanded recruitment responsibilities are recommended. Processes currently carried out by the administrators can be accomplished by specialists, secretaries, and clerks rather than incurring the higher cost of high-ranking administrators. The Director of Personnel and Coordinator of Recruitment, as well as principals and assistant principals, should be used for recruitment trips.

The MGT audit team does not recommend that all of the proposed changes take place within the next year. However, efforts should be made to initiate the recommended changes. The reorganization of the Human Resources Division will require careful consideration of the responsibilities now held by administrators, and how these will be redistributed among the specialists and secretarial/clerical staff.

## **IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Assistant Superintendent of Human Resources should appoint a Reorganization Committee to study the reorganization of the Division, similar to the one proposed by MGT, which clearly delineates positions and reporting relationships, and reduces the number of administrators in the division; the Assistant Superintendent should chair the committee. April 2001

2. Once the committee has developed a plan for reorganization, it should be presented to the Director of Schools for review. October 2001
3. Once the Director of School approves the reorganization, the plan should be presented to the Metropolitan Board of Education (MBOE) for final approval. January 2002
4. The Assistant Superintendent of Human Resources should begin the reorganization and reclassification of indicated positions as well as rewrite job descriptions for those positions not already in existence. February – June 2002

### **FISCAL IMPACT**

The reorganization of the Personnel Division can be accomplished with existing resources. The fiscal impact of eliminating and adding positions is presented in the next recommendation (Recommendation 7-2).

### **Recommendation 7-2:**

#### **Eliminate three Director positions and add three specialists.**

Exhibit 7-5 summarizes the current number of administrative and support positions in the Division of Human Resources and the results of the recommended changes (i.e., number of positions to be added and those to be eliminated). The decision as to who will fill proposed positions, if new staff will be hired, and staff who should be transferred within or outside the division is the prerogative of the Assistant Superintendent. Positions affected should be reclassified and job descriptions should be rewritten.

### **IMPLEMENTATION STRATEGIES AND TIMELINE**

1. Once the reorganization of the Division of Human Resources is approved by the Board, the Assistant Superintendent should recommend to the Director of Schools that the three specialist positions be hired for the 2002-03 school year. February 2002
2. Once approved by the Board of Education, the Assistant Superintendent should make plans for the 2002-03 school year to eliminate three director positions and hire three specialists. February 2002
3. The specialists should begin employment at the beginning of the 2002-03 school year. August 2002

**EXHIBIT 7-5  
CURRENT AND PROPOSED STAFFING FOR THE  
DIVISION OF HUMAN RESOURCES**

POSITION TITLES	CURRENT STAFFING	ADD	DELETE	TOTAL
Administrators/Senior Staff:				
Assistant Superintendent	1	0	0	1
Directors	5	0	3	2
Coordinators	1	0	0	1
Manager	1	0	0	1
<b>TOTAL</b>	<b>8</b>	<b>0</b>	<b>3</b>	<b>5</b>
Support:				
Specialists	2	3	0	5
Senior Accountant	1	0	0	1
Administrative Assistant	1	0	0	1
Registrar	2	0	0	2
Senior Secretary	5	0	0	5
Senior Clerk	12	0	0	12
Clerk	6	0	0	6
Receptionist	1	0	0	1
File Clerk	1	0	0	1
<b>TOTAL</b>	<b>31</b>	<b>3</b>	<b>3</b>	<b>34</b>
<b>GRAND TOTAL</b>	<b>39</b>	<b>3</b>	<b>3</b>	<b>39</b>

Source: Created by MGT, 2000.

**FISCAL IMPACT**

Eliminating three directors from the Division of Human Resources will result in a cost savings of \$290,100. This savings is based on an average director salary of the five directors currently in the division, which is \$77,984 plus 24 percent in benefits (\$18,716) for a total average director's salary of \$96,700 times three directors = \$290,100.

Hiring three specialists will cost the school system \$148,062. This cost is based on a beginning salary for a Human Resource Specialist of \$20.73 per hour (Grade 12) times eight hours a day is \$165.84 times 262 working days = \$43,450 plus 24 percent in benefits (\$10,428) for a total average specialist's salary of \$53,878 times three specialists = \$161,634.

The total cost savings is \$128,466.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Eliminate Three Directors	\$0	\$290,100	\$290,100	\$290,100	\$290,100
Hire Three Specialists	\$0	(\$161,634)	(\$161,634)	(\$161,634)	(\$161,634)
<b>Total Cost Savings</b>	<b>\$0</b>	<b>\$128,466</b>	<b>\$128,466</b>	<b>\$128,466</b>	<b>\$128,466</b>

## **7.2 Personnel Policies and Regulations**

Policies and regulations, guiding the Human Resources Division in the delivery of services to MNPS employees, are set forth in Article 4 – Personnel (Series 4000) Section of the Metropolitan Board of Education (MBOE) Policy Manual. Within this section of the manual, policies and regulations for the employment of staff, compensation and related benefits, the school system harassment policy, family and medical leave, nepotism, substance abuse, and substitute teachers are just a few of the personnel functions addressed.

### **FINDING**

In addition to the policy manual, other resources reinforce these policies and keep employees abreast of regulations guiding the services they receive and what is expected of them. For support personnel, a handbook is published, which outlines employee selection procedures, employee categories, initial periods of employment, working hours, attendance, leaves, evaluation, promotions, transfers, layoffs, grievance procedures, and other miscellaneous items.

For teachers (as well as other professional positions), the agreement between the MBOE and members of the teachers bargaining unit, Metropolitan Nashville Education Association (MNEA), basically provides the same type of information, but includes policies directed at certificated employees. Teachers are not required to become a member of the MNEA; however, all educational staff are covered under this agreement.

To further reinforce the policies of the school system, new teacher hires are asked to attend an orientation session held prior to the opening of school. The one-day orientation session is planned and presented by MNEA, with the Mayor of Nashville, the Director of Schools, some assistant superintendents, and directors attending.

An orientation session for newly hired support employees is held every Monday during the school year. At the session, support personnel are provided with the *Support Employee Handbook*, and staff from the Division of Human Resources and other divisions provide information on topics such as school safety, personnel issues, and financial matters.

While the *Support Employee Handbook* and the *MNEA Educational Agreement* both provide invaluable information to the employee as far as employment conditions, employee responsibilities, leaves of absence, and grievances, the handbooks fail to deliver specific school year information. For instance, not included in either handbook (whether policies, procedures, or activities designated to Human Resources or other divisions/departments) are such items as:

- recognition of current policy changes affecting employees;
- school calendar;
- reference to staff development policy or activities;
- list of key contacts for particular needs;
- system-wide student discipline policy; and
- current or new safety issues important to all employees.

## **RECOMMENDATION**

### **Recommendation 7-3:**

#### **Develop an Employee Handbook for MNPS employees and update the handbook annually.**

An Employee Handbook should be designed, developed, and distributed to all MNPS employees. This handbook would provide not only policies geared toward support staff, but those directed to professional/certificated staff as well (but perhaps not as detailed as in the *MNEA Agreement*). General information not seen in either the *Support Employee Handbook* or the *MNEA Agreement* should be included.

The school system's mission and goals, the school calendar, general and new policies (especially as they relate to personnel issues) should be part of this comprehensive handbook for employees. Serving as a handy reference, the handbook should contain information pertinent to the school year such as a directory of schools and offices. One of the greatest benefits of such a publication to a school system as large as MNPS would be as a source of communication between schools and the central office. The handbook should be clearly indexed for readability and quick reference.

A form should be included in the handbook for the employee to sign that the handbook has been reviewed. The signed form should be kept on file in each employee's division, department, or school as a record that the employee is well aware of MNPS policies and regulations.

When the school system is able to develop a systemwide Intranet, and all schools have the ability to be connected, the handbook should be placed on the Intranet making it more easily accessible, eliminating unnecessary duplication costs, and making updating easier. Until then, the handbook should be inserted into a three-ring binder so updates could be made easily each year.

New teachers to the school system should be provided the Employee Handbook at orientation.

## **IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Assistant Superintendent for Human Resources should appoint a representative from each division and/or department to serve on a committee to develop an Employee Handbook. April 2001
2. The committee should meet and develop an Employee Handbook to include materials applicable to all staff and a procedure for the annual update of the handbook. April - May 2001
3. The Assistant Superintendent should approve the Handbook once completed and request the approval of the Director of Schools. June 2001

- |  |           |
|--|-----------|
| 4. The Assistant Superintendent should ensure that once the Handbook is approved by the Director of Schools, it is computerized, printed, and distributed. | July 2001 |
| 5. The Assistant Superintendent should solicit feedback on the Employee Handbook prior to updating it each year.   | Annually  |

**FISCAL IMPACT**

The printing of the pages that are to be inserted into the binders for the Employee Handbook will not have a fiscal impact on the school system as the school system has its own Print Shop. However, we recommend that the Employee Handbook be Web-based to avoid printing costs.

**FINDING**

The Human Resources Division does not have a procedural manual in place that provides detailed procedures and processes to follow in carrying out services to MNPS employees. While the division provided MGT with memos, one-page guidelines, forms, and other information that describe some operations that personnel staff and employees are to follow, no organized, detailed, or step-by-step procedures were provided as part of a self-contained document.

Several staff members within the division are seasoned employees who have abundant knowledge to carry out the functions of the division and to train others. However, there is no quick reference guide to direct new staff in the delivery of the multitude of services in the division. Nor is there a one-stop place to find personnel procedures for any work tasks undertaken by staff. An indexed manual allows a staff member to quickly search and find a procedure or process needing clarification. The division has recognized the need for such a manual and has already begun the process of developing written work processes, but has not formalized them into a document.

**RECOMMENDATION**

**Recommendation 7-4:**

**Develop a comprehensive personnel operations or procedural manual for the Division of Human Resources.**

The development of procedural documents that standardize practices should help to detect any inefficiency within the division and have the residual benefit of compelling each personnel staff to carefully review present practices. The procedural manual should include the following items:

- the division's purpose, vision, and goals;
- a list of MNPS personnel policies;
- detailed, step-by-step, descriptions of each process and procedure used in the delivery of various personnel services;

- copies of all forms and computer screens used in the process; and
- guidelines for updating the manual.

### **IMPLEMENTATION STRATEGIES AND TIMELINE**

- |  |             |
|--|-------------|
| 1. The Assistant Superintendent of Human Resources should appoint a representative staff member from each department in the division to begin collecting, organizing, reviewing, and developing current documents, processes, and procedures for functions undertaken by the division. | April 2001  |
| 2. Once all documentation is collected, organized, reviewed, and developed, the Assistant Superintendent should place the document in a binder for review by all personnel staff.  | June 2001   |
| 3. The Assistant Superintendent should make suggestions for changes and then approve the manual.   | July 2001   |
| 4. The Assistant Superintendent should ensure that the manual is printed and distributed to each staff member in the Personnel Division.   | August 2001 |

### **FISCAL IMPACT**

This recommendation will not have a fiscal impact on the school system. The recommendation will require the time of Human Resources staff to compile a Human Resources Procedural Manual. However, many of the processes have already been written.

### **7.3 Job Descriptions**

A well-written job description is a necessary and vital instrument in hiring qualified and competent staff. Job standards for particular types of jobs are set when good job descriptions are developed. The assignment of pay grades to job positions is more easily accomplished when a job description has all necessary crafted elements. Job descriptions can serve as a basis for annual performance evaluations and are becoming increasingly important in defending workers' compensation and civil lawsuits.

### **FINDING**

The Human Resources Division undertakes the preparation, revision, and maintenance of job descriptions for over 100 different positions within the school system. MGT was provided copies of job descriptions to review.

An index accompanied the job descriptions but was of little value, as the order in which the copies were provided did not match the alphabetized indexed list. The index included several entries of job descriptions that were for the identical position but were dated differently on the list. Supposedly, the dates were to indicate the last time the job

description had been updated. Unfortunately, those dates only indicated that many of the job descriptions had not been updated since the 1970s.

The descriptions themselves were difficult to review for several reasons, including:

- the inconsistent formatting;
- the descriptions provided were copies from agenda items going before the Metropolitan Board of Education (MBOE) for approval, with agenda item topics appearing at the top of pages, along with the date of the MBOE meeting and page number of the agenda item;
- some pages were blank and descriptions did not begin for more than a half page down; and
- in some cases, the end of a job description was unclear;

In general, the descriptions lacked coherence, were difficult to locate, and evidently were not monitored or maintained for some length of time. In addition, a description for one particular position was duplicated several times in the files. While maintaining older versions of job descriptions might have some value, there is no need to maintain these along with more updated copies. And, in fact, updates should appear only on one copy unless the position description is completely revised.

Exhibit 7-6 illustrates over six different layouts that were found in our review of MNPS job descriptions. Vital pieces of information were missing from one or more of the various layouts.

MGT was told that job descriptions were in the process of being reviewed, rewritten, and updated. A job description layout that will be implemented was provided. However, the consultant was not provided with any indication of these revisions taking place. Further, many staff interviewed during MGT's on-site visit indicated that they have never seen a description of their job.

## **RECOMMENDATION**

### **Recommendation 7-5:\***

**Update and/or develop job descriptions for each position in the school system, standardize the format, and systematically review and update each job description every three years.**

Job descriptions should be updated, rewritten, or developed for each position in the school system. Responsibilities listed in the job description should be specific to the complexity of the job. If positions have no job description, one should be developed. Maintaining updated job descriptions should provide an effective tool for communicating expectations to current and prospective employees and should be provided to each MNPS employee.

\*After MGT's on-site work, MNPS reported that all transportation job descriptions and a new grant funded Adult Education job description were taken to the Board on December 12, 2000. The Maintenance Department and Data Processing job descriptions are scheduled for the January 9, 2001 Board meeting. Food Service job descriptions are being prepared for the January 23, 2001 Board meeting. Others will be scheduled for subsequent Board meetings.



**EXHIBIT 7-6  
JOB DESCRIPTION LAYOUTS**

<b>FORMAT #1 *</b>
Job Title Definition Typical Tasks Employment Standards Job Grade

<b>FORMAT #2</b>
Job Title Definition Major Job Responsibility Key Functions Qualification & Renumeration

<b>FORMAT #3</b>
Job Title Broad Functions Typical Duties Qualifications and Remuneration Education Experience Classification Grade

<b>FORMAT #4</b>
Employee Job Title Job Code # Compensation FLSA Category Days Worked Job Purpose Education and Experience Required Physical Effort Required Mental Effort Required Essential Job Functions

<b>FORMAT #5</b>
Title Grade Job Code FLSA Category Definition Major Policy Responsibilities Key Functions Qualifications Other Requirements

<b>FORMAT #6 *</b>
Job Title Definition Typical Tasks Employment Standards

Source: Created by MGT from job descriptions provided by Division of Human Resources, Metropolitan Nashville Public Schools, 2000.

\*Most recently used.

The identification of essential specific functions along with responsibilities should be stated in the job description. The format of the job description should be standardized to ensure consistency, clarity, and meaning.

A procedure should be established by the Division of Human Resources for reviewing and updating the job descriptions on a three-year cycle, with one-third of the job descriptions reviewed each year. Exhibit 7-7 provides an example of a job description format. The outline contains the necessary elements of an effective job description. While some of the job descriptions reviewed for this study contained elements of a well-structured job description, consistency among them was lacking.

**EXHIBIT 7-7  
ELEMENTS OF AN EFFECTIVE JOB DESCRIPTION**

<b>JOB DESCRIPTION CONTENT</b>
<p><b>Header:</b></p> <ul style="list-style-type: none"> <li>■ Job Title:</li> <li>■ School/Department</li> <li>■ Reports to:</li> <li>■ Supervisor's Superior</li> <li>■ Supervises:</li> <li>■ Pay Grade:</li> <li>■ Job Code</li> <li>■ Overtime Status:</li> </ul>
<p><b>Main Body:</b></p> <ul style="list-style-type: none"> <li>■ Job Goal:</li> <li>■ Qualifications:</li> <li>■ Knowledge, Skills and Abilities:</li> <li>■ Performance Responsibilities: Essential Functions</li> <li>■ Performance Responsibilities: Other Duties &amp; Responsibilities</li> <li>■ Physical Demands: (from supplement) *</li> <li>■ Work Environment: (from supplement) *</li> <li>■ Terms of Employment:</li> <li>■ Evaluation:</li> </ul>
<p><b>Footer:</b></p> <ul style="list-style-type: none"> <li>■ Date (developed or revised):</li> <li>■ Board action if any:</li> <li>■ Prepared by:</li> <li>■ Approved by:</li> <li>■ Work Locations Name:</li> <li>■ Telephone Number:</li> <li>■ HRS Review (with date):</li> </ul>

Source: Created by MGT, 2000.

\*A supplement to a job description describes the machines, tools, equipment that will be required of employee in the performance of the job. The physical requirements (sedentary, light, medium, heavy work) and activity (sitting, climbing, bending, twisting, reaching) are also described in the supplement as well as working conditions (such as outdoor, indoor, cold, heat, noise, and hazards).

## **IMPLEMENTATION STRATEGIES AND TIMELINES**

1. The Assistant Superintendent of Human Resources should develop a plan to update, rewrite, or develop job descriptions for all MNPS job positions making certain the job description contains all necessary elements, is formatted consistently, organized clearly, and dated. April 2001
2. Once all job descriptions are written, revised, edited, dated, and approved by the Assistant Superintendent, they should be submitted to the Director of Schools for review before submission to the Metropolitan Board of Education for final approval. September 2001
3. Once approved by the Metropolitan Board of Education, the Assistant Superintendent should direct Human Resources staff to maintain the job descriptions electronically, and a plan should be developed for reviewing descriptions on a regular basis. October 2001
4. The Assistant Superintendent should provide the newly revised job descriptions to respective employees (electronically if possible), verify that the originals are maintained in the Division of Human Resources in binders or on file, and ensure that job descriptions are updated every three years. January 2002

## **FISCAL IMPACT**

This recommendation can be accomplished with existing resources. Staff time will be required to revise, rewrite, and develop job descriptions. However, the school system is in the process of reviewing and rewriting many of the job descriptions, so no extensive efforts will be required.

### **7.4 Personnel Records**

The Division of Human Resources is responsible for maintaining and protecting the confidentiality of personnel records for the school system. Personnel record files are stored and maintained within the Division of Human Resources in filing cabinets.

## **FINDING**

Employee documents are stored in folders within filing cabinets. Some folders are in poor condition, especially if the employee has been with the school system over a long period of time. Personnel records of employees no longer with the school system are sent to Record Retention after two years. Record Retention scans the documents (previously microfilmed) onto a CD. The hard copy file is kept for approximately two months and then shredded. Eventually, all employee files will be scanned.

A file clerk oversees the maintenance of the files. A random sample review of personnel files revealed that personnel folders contained the appropriate documents, but lacked any systematic filing of documents within the folders. Documents maintained in the folders of each employee include:

- correspondence;
- evaluations;
- change of status forms;
- school system correspondence;
- verification requests from banks, credit companies, employers;
- application for employment;
- awards;
- training/testing certificates;
- grievance reports and related correspondence;
- copies of birth certificate, driver's license, social security card;
- criminal record clearance report; and
- substance abuse policy and alcohol and drug free workplace document.

MNPS no longer maintains hard copy record cards of an employee's work history. If an employee or the employer needs this information, the employee's personnel folder can be accessed. MNPS is not taking up valuable staff time recording this information by hand onto history cards as so many school systems are doing or are required to do. This is the first school system of the many MGT has reviewed that human resources employees are not recording this information by hand onto cards.

#### **COMMENDATION**

**The Human Resources Division is commended for maintaining updated and complete personnel records and imaging these records once the employee is no longer with the school system.**

#### **7.5 Employment of Staff**

The Human Resources Division is responsible for maintaining an adequate workforce by ensuring that all available employee positions are filled. To maintain appropriate staffing levels, the division monitors the positions allocated to schools and departments, and ensures that personnel are recruited, hired, and processed to fill these positions.

### **7.5.1 Hiring and Processing Employees**

According to records furnished by the Human Resources Division, as of October 1, 2000, there were 8,354 persons employed in the school system. This number does not include another 168 part-time employees. Of the 8,354 employees, 62 percent (4,590) are professional or certificated staff. Thirty-six percent (3,079) of the total are support staff or classified employees. Service workers (custodians, food services, and transportation workers) comprise the majority (1,580 or 51 percent) of support personnel. Classroom teachers make up nearly 55 percent (4,590) of all FTE employees in the school system. Exhibit 7-8 details the number of full-time professional and support staff by race, ethnicity, and gender.

To maintain this workforce, as positions become vacant or new positions become available, they are advertised by posting vacancy notices (bids) throughout the school system. Applications for employment received by the division are processed by entry into a computer program. All teacher candidates are provided a pre-screening interview with either one of the division instructional directors or a principal, all who have been trained using the Haberman Screening instrument – an instrument used to rate the interviewee. A list of candidates is provided to principals who in turn interview candidates of their choice and make a recommendation to hire to the Human Resource Division. Support staff are also provided an interview either by the Director of the Office of Support Staff, the support staff specialists, or by directors or supervisors within the departments themselves.

Once an applicant is recommended for hire, Human Resources support employees process the new hire for employment and enter all pertinent employee data into the mainframe system.

### **FINDING**

As part of the application process, support employees must report if they have ever been convicted of breaking any city, state, or federal law, and, if so, are required to explain the infraction on the application. Teachers must sign a consent form for a criminal record check as part of the application process. In 1996, the Metropolitan Board of Education issued an administrative order that all new teachers hired by MNPS were to be fingerprinted. Shortly afterward, the Tennessee Legislature passed a bill stating the same. During the last school year, the Board approved a policy that all employees must be fingerprinted.

The new hire has fingerprints taken at the Criminal Justice Department for a fee of \$10 paid at the time the prints are taken. An additional \$48 is charged for the background check and processing. This cost is borne by the employee; however, the school system allows the \$48 to be deducted from the employee's paycheck in four installments of \$12 per four consecutive paychecks.

MNPS is currently only fingerprinting new teacher hires and new substitutes. A process is not in place to fingerprint all employees. Fingerprinting employees allows for a federal and outside state background check for a criminal record, in addition to the local and state. A support staff member monitors the records that are returned by the state criminal justice system.

**EXHIBIT 7-8  
METROPOLITAN NASHVILLE PUBLIC SCHOOLS  
NUMBER OF FULL-TIME EMPLOYEES  
BY ETHNICITY AND GENDER  
2000-01 SCHOOL YEAR**

STAFF	TOTAL	MALE					FEMALE				
		WHITE	BLACK	HISPANIC	ASIAN	AMERICAN INDIAN	WHITE	BLACK	HISPANIC	ASIAN	AMERICAN INDIAN
<b>PROFESSIONAL STAFF</b>											
Central Administrators	18	8	1	0	0	0	4	4	1	0	0
School Administrators											
Principals	122	36	16	0	0	0	41	29	0	0	0
Assistant Principals	85	24	12	0	0	0	26	23	0	0	0
Other Professional Staff <sup>3</sup>	171	30	36	0	0	0	66	38	0	1	0
Classroom Teachers											
Elementary	2,620	181	70	0	0	0	1,839	515	5	8	2
Secondary	1,767	440	155	5	4	0	806	339	9	9	0
Other	203	70	28	0	0	0	83	20	1	1	0
Guidance Counselors	117	13	5	0	0	0	58	40	1	0	0
Psychologists	45	10	1	0	0	0	25	9	0	0	0
Librarians/Audio Visual	127	2	1	0	0	0	103	21	0	0	0
<b>SUPPORT STAFF</b>											
Secretarial/Clerical	542	0	2	0	0	0	386	153	0	1	0
Teacher Aides	582	10	27	0	0	0	251	288	3	3	0
Technicians	95	28	12	0	0	0	41	13	0	1	0
Construction/Suprv.	26	8	0	0	0	0	11	7	0	0	0
Service Workers <sup>1</sup>	1,580	144	399	1	22	1	574	426	8	4	1
Skilled Craftmen <sup>2</sup>	252	170	52	0	2	2	18	8	0	0	0
Labor - unskilled	2	0	2	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>8,354</b>	<b>1,174</b>	<b>819</b>	<b>6</b>	<b>28</b>	<b>3</b>	<b>4,332</b>	<b>1,933</b>	<b>28</b>	<b>28</b>	<b>3</b>

Source: Metropolitan Nashville Public Schools, Human Resources Division, October 2000.

<sup>1</sup> Includes custodian and food service workers and bus drivers.

<sup>2</sup> Includes Plant operations and maintenance workers.

<sup>3</sup> Include central office and school professional staff.

## **RECOMMENDATION**

### **Recommendation 7-6:**

**Develop a plan and schedule to fingerprint all employees, as directed by the Board of Education, beginning with all new hires followed by current employees not previously fingerprinted.**

At present, the Human Resources Division is requiring that only new teachers and substitute hires be fingerprinted. While the school system is not conducting the fingerprinting themselves, the record keeping involved in processing cards and maintaining records requires staff time and effort, thus Human Resources has chosen to process groups of employees per year. Of concern is whether MNPS wants to be liable for an employee who might have a criminal record outside the state of Tennessee.

Other school systems that MGT has reviewed (e.g., in Florida, Virginia, Texas, Maryland) require fingerprinting of all employees having some direct or indirect contact with students. The Board has issued an administrative order that all employees are to be fingerprinted, and this should be accomplished as quickly as possible.

## **IMPLEMENTATION STRATEGIES AND TIMELINE**

- |   |                                 |
|---|---------------------------------|
| 1. The Assistant Superintendent of Human Resources should meet with the division's executive staff and the staff member now responsible for maintaining and processing fingerprint records to develop a plan for how the fingerprinting of all employees might be accomplished within a reasonable amount of time, but no longer than a year. | June 2001                       |
| 2. The Assistant Superintendent should present the schedule to the Director of Schools for input and approval.  | July 2001                       |
| 3. The Assistant Superintendent should work with staff to put the plan into place and to notify employees of the process and deadline for having fingerprints taken.  | August 2001                     |
| 4. The Assistant Superintendent for Human Resources should ensure that all employees are fingerprinted during the year.   | September 2001 -<br>August 2002 |

## **FISCAL IMPACT**

This recommendation can be accomplished with existing MNPS resources. A concerted effort in the Division of Human Resources to process the cards, once the fingerprints are taken and then keeping records of them will be required. Right now one clerk is handling fingerprint cards; it might become necessary to solicit the help of another staff member in the division to assist until all employees have been fingerprinted.

**7.5.2 Recruitment of Teachers**

As with many school systems across the country, MNPS is more aggressively recruiting teachers as the teacher shortage becomes more and more critical. Even though Nashville is home to 16 area colleges and universities that MNPS can draw upon, the competition among the different school systems in the state and elsewhere to attract teachers is becoming more and more intense.

The high need areas in MNPS for elementary, middle, and high school teachers include:

- Elementary—ESL and Special Education;
- Middle School—Special Education, ESL, Math, and Foreign Language; and
- High School—Math, Spanish, Special Education, Chemistry, and Physics.

Exhibit 7-9 shows the increase of teachers over the past four school years.

**EXHIBIT 7-9  
CLASSROOM TEACHERS AND STUDENTS <sup>1</sup>  
PERCENTAGE INCREASE  
1997-98 THROUGH 2000-01 SCHOOL YEARS**

CATEGORY*	SCHOOL YEAR							
	1997-98		1998-99		1999-2000		2000-01	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
Teachers	4,275	3.7%	4,434	3.7%	4,528	2.1%	4,879	7.8%
Students	69,337	-0.8%	68,752	-0.8%	68,345	-0.6%	69,683	2.0%

Sources: Human Resources Division and Tennessee Department of Education, Report Card - 1997-98, 1998-99, and 1999-2000.

Number of teachers and students shown for the current school year (2000-01) come from figures provided by the Human Resources Division, and do not represent the official count used in other parts of this report.

The number of classroom teachers have been steadily increasing over the past four years about three to four percent. A little over a 7.4 percent increase in the number of teachers is noted from 1997-1998 to the current school year. Students, on the other hand, decreased in numbers from 1997-1998, but then show a steady increase.

For the 2000-01 school year, MNPS hired 472 new teachers. Exhibit 7-10 provides information on the number of teachers who resigned, retired, or were terminated over the past school year (1999-2000).

Nearly five percent of the teachers resigned over the past school. Less than one percent (a total of 32) of the teachers were terminated and 127 retired.



**EXHIBIT 7-10  
TEACHER RESIGNATIONS, RETIREMENTS, TERMINATIONS  
BY SCHOOL LEVEL  
END OF 1999-2000 SCHOOL YEAR**

SCHOOL LEVEL	NUMBER OF TEACHERS	RESIGNED		RETIRED		TERMINATED	
		NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
Elementary	1,841	75	4.1%	51	2.8%	17	0.9%
Middle	1,301	61	4.7%	27	2.1%	11	0.8%
High	1,238	73	5.9%	49	4.0%	5	0.4%
<b>TOTAL</b>	<b>4,380</b>	<b>209</b>	<b>4.8%</b>	<b>127</b>	<b>2.9%</b>	<b>33</b>	<b>0.8%</b>

Source: Metropolitan Nashville Public Schools, Division of Human Resources, 2000

The turnover rate of MNPS teachers is relatively low when compared to five other school systems (see Exhibit 7-11). As can be seen, Austin ISD has the highest teacher turnover rate at over 14 percent. Data from other schools systems MGT has reviewed show that El Paso (Texas) Independent School District and Brevard County (Florida) School District had the next highest rate, but still over ten percent. MNPS has the lowest turnover rate at 8.72 percent.

**EXHIBIT 7-11  
TEACHER TURNOVER RATES  
COMPARED TO OTHER SCHOOL SYSTEMS**

SCHOOL SYSTEM	NUMBER OF TEACHERS	NUMBER OF TEACHERS RESIGNATIONS, RETIREMENTS, OR TERMINATIONS	TURNOVER RATE
Nashville-Davidson County, TN	4,380	369	8.42%
Austin ISD, TX	5,014	731	14.58%
Hamilton County, TN	2,671	279	10.45%
Columbus, OH	5,199	473	9.10%
El Paso ISD, TX	3,985	450	11.29%
Jefferson County, KY	5,609	524	9.34%
Brevard County, FL	3,877	427	11.01%

Sources: Figures for Nashville-Davidson County, Austin ISD, Hamilton County, and Columbus were provided by the school systems for the 1999-2000 school year. El Paso ISD figures came from the 1998-99 Academic Excellence Indicator System (AEIS), Texas Education Agency (TEA) and Brevard County School District, 1988-99.

Even though MNPS shows a low turnover rate relative to comparison school systems, the issue remains of finding qualified and competent teachers to replace those who leave. Further, MNPS is faced with the number of teaching staff who will retire in the next decade.

Exhibit 7-12 shows the number of MNPS teachers with 25 years or more of teaching experience. Fifteen (15) percent of the teachers have 20 plus years of experience, which is a significant percent.

**EXHIBIT 7-12  
MNPS TEACHERS  
YEARS OF EXPERIENCE**

YEARS OF EXPERIENCE	NUMBER	PERCENTAGE
0-10	2,712	56.1%
11-20	1,399	38.9%
21-25	570	11.8%
25+	153	3.2%
<b>TOTAL</b>	<b>4,834<sup>1</sup></b>	

Source: Metropolitan Nashville Public Schools, Division of Human Resources, 2000.

<sup>1</sup>Includes classroom teachers, guidance counselor, and librarians.

A shortage of minority teachers in the classroom also exists in MNPS. Exhibit 7-13 provides the number of minority students enrolled in MNPS during the 2000-01 school year in comparison to the number of minority teachers in classrooms in the school system.

**EXHIBIT 7-13  
COMPARISON OF MINORITY STUDENT ENROLLMENT  
TO MINORITY TEACHING STAFF  
2000-01 SCHOOL YEAR**

CATEGORY	TOTAL		WHITE		BLACK		HISPANIC		ASIAN		AMERICAN INDIAN		TOTAL MINORITIES	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
Students	69,683		31,357	45.0%	32,362	46.4%	3,468	5.0%	2,322	3.3%	158	0.2%	38,310	55.0%
Teachers	4,879		3,630	74.4%	1,204	24.7%	21	0.4%	22	0.5%	2	0.0%	1,249	25.6%

Source: Metropolitan Nashville Public Schools, 2000-01.

Asian, and American Indian students and teachers make up a relatively small percent of the total students and teaching staff in the school system; approximately 3.5 percent and 0.5, respectively. Approximately five percent of the students are Hispanic while teachers make up approximately one half percent of the teaching staff. Black students, on the other hand, make up 46 percent of the student body while black teachers comprise about 25 percent of the teaching staff.

**FINDING**

A coordinator in the Human Resources Division oversees the planning and coordinating of recruitment activities. An \$11,000 budget is designated for travel, registration fees at job fairs, and other associated costs.

Exhibit 7-14 provides a list of trips that recruiters took last school year. As can be seen, approximately 13 universities were visited.

**EXHIBIT 7-14  
RECRUITMENT TRIPS  
1999-2000 SCHOOL YEAR**

<b>EVENT LOCATION</b>	<b>NUMBER OF RECRUITER(S) ATTENDING</b>
Alabama A&M University, Normal AL	1
Nashville Area Recruitment Fair	20-25
Nashville Area Recruitment Fair	20-25
Nashville Area Recruitment Fair	20-25
North Alabama College Placement Day	2
Nashville Area Recruitment Fair	20-25
Nashville Area Recruitment Fair	20-25
University of Tennessee Knoxville	5
Arkansas State University	1
University of Memphis	2
University of Tennessee Chattanooga	3
East Tennessee State University	1
Kentucky State University KY Teachers Network	2
University of Alabama at Birmingham	1
University of North Alabama, Florence	1
Samford University	1
University of Southern Indiana	2
Ball State University	1
Ball State University	1

Source: Metropolitan Nashville Public Schools Human Resources Division, Office of Recruitment, 2000.

One major recruitment effort listed in Exhibit 7-14 is the Nashville Area Teacher Recruitment Week held last year in February. The five-day event is co-sponsored by Nashville area universities with teacher education programs. The event allows school districts a convenient, effective, and inexpensive way to access a large and diverse pool of teacher candidates. Over 1000 students participated in last year's fair. Participating colleges and universities included: Austin Peavy, Belmont, Lipscomb, MTSU, Tennessee State, Tennessee Tech, Trevecca, Vanderbilt, and Western Kentucky. The schedule for the Spring 2001 fair will be a one-day event rather than for five days.

Due to the large number of minority students (55 percent of the total student body) in the school system, the Recruitment Coordinator has made a concerted effort to recruit minority teachers, which comprise about 26 percent of the total teachers in the school system (Exhibit 7-9). Ideally, a school system would like to see approximately the same percentage of minority teachers as students to serve as mentors and role models to students.

In MNPS, approximately 46 percent of the students are African Americans while about 25 percent of the teachers are African American. Recruiting African American teachers is particular difficult for many school systems with large African American student populations. MNPS has participated over the years by attending job fairs at many of the historically Black universities and colleges. Exhibit 7-15 provides a list of these

institutions; MNPS has been successful in some and unsuccessful in others. The recruitment of African American teachers is particularly competitive in these school systems because many of the country's large schools systems offer monetary assistance to the teachers they recruit that MNPS cannot.

**EXHIBIT 7-15  
RECRUITMENT AT  
HISTORICALLY BLACK INSTITUTIONS  
FROM 1995 TO PRESENT**

<b>COLLEGE/UNIVERSITY</b>
Alabama A&M (North Alabama Fair-Huntsville)
Bethune Cookman University, Daytona, FL
Bowie State University, Bowie, MD
Central State University, Wilberforce, OH
Dillard University (New Orleans Consortium), LA
Fayetteville State University
Fisk University, Nashville, TN
Fort Valley State University, GA
Howard University, Washington, DC
Jackson State University, Jackson, MS
Kentucky State University, Frankfurt, KY
Lane College, Jackson, TN
LeMoyne Owen College (University of Memphis), TN
Mississippi Valley State University, MS
Morgan State University (Towson State Fair), MD
North Carolina Central University, Durham, NC
North Carolina A&T State University, Greensboro
Oakwood College (North Alabama Fair, Huntsville), AL
Norfolk State University, VA
South Carolina State University, Orangeburg, SC
Tennessee State University, Nashville, TN
Winston-Salem State University, NC
Xavier University (New Orleans Consortium), LA

Source: Human Resources Division, Office of Recruitment, 2000.

One such program designed to attract minority paraprofessionals into the teaching field is *Project Pull – Paraprofessionals-Unlimited Lifelong Learners*. Fisk University, Tennessee State University, and the MNPS have received grant money to assist minorities with degrees in becoming teachers. The program offers a curriculum that provides the minority paraprofessional with the convenience of evening and Saturday classes and a summer student teaching experience. During the current school year, the school system received 80 applications, but only 10 were accepted into the program because of funding. The program provides approximately \$8,000 for each candidate. The pool of money is around \$50,000, but this varies year to year. The candidate must spend around \$1,000.

The MNPS recruitment budget is just not large enough to provide any monetary incentives to attract teachers to the school system. This has an impact on all recruiting—both for minorities and non-minorities. In addition, the small budget has placed MNPS at a particular disadvantage in the market place, where many school systems are now offering such enticements as early signing bonuses and the competition is slated to become even fiercer with the pending critical teacher shortage.

Incentives that are cost-free to the school system, but appeal to teachers, include coupon books from local vendors, free tickets to local attractions, and waived rental deposits. However, such incentives involve the effort and time to negotiate with local businesses. The coordinator is also responsible for the student teaching program, substitute teacher system, training for the new teacher evaluation, and criminal records checks and has little time to pursue these outlets.

Those involved in participating in job fairs and visits to universities and colleges include the coordinator; the three directors of elementary, middle, and high schools; some principals; and, on occasion, the Assistant Superintendent of Human Resources.

## **RECOMMENDATION**

### **Recommendation 7-7:**

**Create a Recruitment Advisory Committee to explore ways in which Metropolitan Nashville Public Schools might provide additional incentives to attract minority teachers as well as other teachers to the school system.**

A Recruitment Advisory Committee should be created with a diverse membership - composed of Division staff, a member of the Department of Communications, teachers, parents, and community leaders and members with the Recruitment Coordinator serving as Chair. Appointed to the committee should be members of the minority community, especially the African American community so that their ideas might be pooled as well. The Committee should consider ways in which the school system might provide incentives to attract minority and other teachers. The pooling of ideas from different sources should produce some worthwhile efforts that might not be cost prohibitive. However, the Committee should not be limited by cost alone, all ideas should be considered and discussed.

Some of the ideas that might be considered include paying new hires a \$500 bonus if they have earned high grades in college; creating a home page on the school system's Web site devoted to recruitment activities and materials; providing a bonus of \$1,000 to new teachers if they sign an early contract; \$1,000 bonus to teachers in high need areas; and helping candidates find a place to live and helping with the rental deposit. Also, the Coordinator of Recruitment might want to investigate the low cost loans that some banks are providing teachers in urban areas underwritten by the U.S. Department of Housing and Urban Development.

## **IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Assistant Superintendent of Human Resources and the Coordinator of Recruitment should work together to establish plans for a Recruitment Advisory Committee. April 2001

2. Once the initial plans are developed for establishment of this committee, the Assistant Superintendent should present it to the Director of Schools for approval. July 2001
3. The Assistant Superintendent and the Coordinator should begin the process of appointing members to the committee. August 2001
4. The Committee, chaired by the Recruitment Coordinator, should meet once a month, pool ideas and prepare a report with recommendations to the Assistant Superintendent, who in turn will present the report to the Director of Schools. September - December 2001
5. The Assistant Superintendent for Human Resources should ensure that viable recruitment incentives are implemented and the Committee should continue to meet. 2002-03 School Year

### **FISCAL IMPACT**

A fiscal impact is dependent upon the incentives that will be proposed. For those that will involve dollars, the MNPS should consider increasing the budget for recruitment.

### **FINDING**

Although MGT was provided some informal documents and a report in relation to the recruitment efforts, the division does not have a comprehensive recruitment plan to guide, assess, or prepare for future recruitment efforts. A report entitled, *African-American Recruitment and Retention Plan*, provided the efforts made by the school system to increase the number of African-American teachers recruited and retained; however, the plan did not cover the whole spectrum of recruitment efforts, not only of African Americans but teachers in general. The report, rather than a plan, was provided by request to the Tennessee Department of Education as a progress report for African-American recruitment.

Also provided to MGT was a list of the higher learning institutions visited, but no results were provided of those trips. While such figures might be maintained in electronic databases, annual reports should be made available. Such reports would include recruitment procedures with specific instructions for making visits to colleges, universities, or job fairs; other types of recruitment activities; results of job fairs attended; an evaluation of visits or fairs attended; and plans for the future.

### **RECOMMENDATION**

#### **Recommendation 7-8:**

**Develop a formal recruitment plan, including a mission statement, goals, objectives, a needs assessment, an analysis and evaluation of past efforts, and strategies for the future.**

The development of a recruitment plan would help to guide the efforts of recruitment now as well as in the crucial years ahead when more and more teachers will be retiring and the competition for qualified and quality teachers will intensify. The proposed Recruitment Advisory Committee could be part of a team to develop the plan. An evaluation of past efforts should be conducted and decisions made to what might be best accomplished in the years to come. Along with the plan, reporting documents and report formats should be developed so that periodic reports can be submitted to the Assistant Superintendent of Human Resources, the Director of Schools, and the Metropolitan Board of Education.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

- |  |                            |
|--|----------------------------|
| 1. The Recruitment Coordinator, as chair of the Recruitment Advisory Committee, should appoint several of its members to begin work on developing a formal recruitment plan for the school system. | January 2002               |
| 2. The Recruitment Advisory Committee should develop a recruitment plan for the school system with the input of the Recruitment Coordinator.   | January -<br>February 2002 |
| 3. The Committee should present the plan to the Assistant Superintendent of the Human Resources Division and the Director of Schools for approval.   | March 2002                 |
| 4. The Assistant Superintendent of Human Resources should ensure the plan is implemented.  | Spring 2002<br>and Ongoing |

**FISCAL IMPACT**

While this recommendation can be implemented with existing resources, staff time will be required to help develop the plan. The Recruitment Advisory Committee should play a key role in developing the plan.

**7.5.3 Hiring Substitutes**

The Office of Recruitment, Substitutes, Criminal Record Check, and Teacher Evaluation oversees the hiring of substitute teachers, clerical workers, teacher aides, and food service employees.

An application packet is completed by the prospective substitute, which includes a application form, copy of transcripts (if applicable), TB skin test, copy of driver's license, a personal identification card, social security card, and three references. The documents are submitted with the application at a three-hour orientation workshop, which is required before an applicant can be considered for a substitute position. The workshop provides an overview of policies and procedures, time to complete employment forms, and training on the computer call-in system (SIMS).

The 1999-2000 school budget allotted over \$4 million for substitute pay. This amount included pay for teacher, clerical/secretarial, and instructional assistant substitutes. For teacher substitutes alone, \$3.5 million was budgeted for regular substitutes and almost \$400,000 for special education teacher substitutes.

Substitutes are paid according to the pay scale shown in Exhibit 7-16.

**EXHIBIT 7-16  
SUBSTITUTE PAY SCALE  
2000-01 SCHOOL YEAR**

<b>TYPE SUBSTITUTE</b>	<b>PAY SCALE – RATE PER DAY</b>
<b>Food Service</b>	\$38.38 (6 hour day)
<b>Clerical, Educational Assistant</b>	\$48.90 (7 1/2 hour day)
Interim Rate (30 or more consecutive days)	
Educational Assistant	\$51.76
Clerical	\$52.99
Food Service	N/A
<b>Teachers</b>	
Non-degree (completion of 60 semester hours)	\$56.73
Bachelor's Degree	\$62.03
Master's Degree	\$63.82
Premium/Interim <sup>1</sup>	\$80.74

Source: Metropolitan Nashville Public Schools, Human Resources Division, 2000.

<sup>1</sup> Twenty (20) or more consecutive days for the same teacher; must hold a valid Tennessee Teaching License.

During the 1999-2000 school year, there were 1,174 active substitutes; however, even though this may seem to be a large number of substitutes, there is still a shortage when on some days over 600 substitutes are needed. The average daily absentee rate during the past year was 314 absences per day.

**FINDING**

The shortage of substitute teachers in MNPS has caused serious concern, especially with the number of absences per day. The Office of Substitutes has made a concerted effort to alleviate the problem so school classrooms do not go uncovered when a teacher is absent. As the current national trend of teacher shortages increases with retirements and reductions in class size, substitute teacher pools are being targeted for the teacher supply.



The Substitute Office, thus, has actively sought solutions to help alleviate the problems that the school system is facing. For instance, some of the approaches already in place include:

- replacing all SIMS hardware, tapes, and software;
- providing \$80.74 per day to a substitute teacher under a Premium Substitute Plan, if the substitute agrees to work every instructional day consecutively during a payroll period of 10 days (if the work is available);
- mailing advertisements to college campuses to publish in the campus newspaper;
- advertising at local Career Fairs on college campuses;
- allowing student teachers to serve as substitute teachers;
- conducting weekly substitute orientation sessions during August and September and biweekly sessions for the remainder of the school year; and
- recruiting retired teachers to substitute and providing a special orientation for them.

The Substitute Office has also recommended ways that might help to alleviate the problem. Some ideas of the Substitute Office that do not impact the school system financially include:

- changing the title of substitute teacher to “guest” teacher;
- establishing a local committee at each school to better prepare for substitutes, create strategies by which substitutes might be recruited, and develop effective means to retain substitutes; and
- surveying substitutes on what they think makes them want to return to a school.

### **COMMENDATION**

**Metropolitan Nashville Public Schools is commended for the efforts they have made thus far to attract substitute teachers such as the Premium Substitute Plan and recruitment of retired teachers.**

### **RECOMMENDATION**

#### **Recommendation 7-9:**

**Implement additional strategies to retain substitutes.**

Some strategies currently under consideration by the Office of Substitutes should be implemented. For example, setting up committees at each school or at least in each

cluster to create strategies to recruit substitutes local to that cluster. Also, surveying substitutes is an excellent way to discover what makes a substitute want to return to a particular school, cluster, or anywhere in the school system.

The school system might also want to consider relaxing the qualification that a substitute teacher is required to have. For example, the least amount of college credit that will be accepted from a substitute is 60 semester hours. While hiring substitutes with college credits is the most desired practice for any school system, in some communities within MNPS there might be available parents who are capable of substituting with some minimum training. Some parents might be excellent candidates for substitutes who have not pursued a college degree or have not had the opportunity to take any college credits.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

- |   |                |
|---|----------------|
| 1. The Recruitment Coordinator should implement some of the strategies now under consideration and develop a plan on how they could be implemented.   | April 2001     |
| 2. The Coordinator should present the strategy plan should be presented to the Assistant Superintendent of the Human Resources Division for approval.   | May 2001       |
| 3. The Assistant Superintendent should implement the strategies.  | June 2001      |
| 4. If one of the strategies is to relax substitute qualifications, the Assistant Superintendent should present this to the Director of Schools who in turn would present the strategy to the Metropolitan Board of Education for final approval and policy change | June 2001      |
| 5. Once the policy is changed, the new requirements should be advertised and implementation should begin.   | September 2001 |

**FISCAL IMPACT**

The purpose of this recommendation is not to incur any cost to the school system. The only requirement is to implement them as soon as possible, which will involve staff time at central office, and in the schools or clusters.

**FINDING**

The automated substitute find system (SIMS) has been in place at MNPS for the past eight years. Two clerks in the Office of Substitutes monitor the system which is located within this office. SIMS automatically locates a substitute for a teacher who has been entered into the system as absent from the classroom. The system has been upgraded, but delays, hang-ups, and overloads are still being encountered.

Teachers enter various personnel information into the system and are given a personal identification code number. Substitutes enter the same type of information, but are able to enter the grade levels they wish to teach as well as subject areas, school areas, or

school preferences. Once a request is made and filled, a job number is assigned to that substitute, which enables the substitute to be paid.

No link exists electronically between the automated system and payroll. Data must be downloaded from SIMS prior to paydays by a school technician who downloads the information into the payroll system and then prepares computer printouts of the substitutes hired during that particular pay period. The clerks then verify that the substitute is receiving the correct pay and make the necessary corrections to the payroll system so that the substitute is accurately paid. For instance, a teacher on a premium substitute plan must have the rate of pay readjusted for payroll purposes. Once the printout is verified and data are entered into the payroll system, the Payroll Department issues checks and returns them to the Office of Substitutes for mailing.

Substitutes, teachers, and principals are required to go through the system so that job numbers can be issued. Unfortunately, this requirement is not always adhered to and has caused extra work, time, and effort for the clerks monitoring the system.

In some cases, there may be a cost to the school system. There have been occasions when a substitute agreed to an assignment, but then did not work at the school and received a paycheck in error. The clerks in the Substitute Office learned that this could happen when a substitute will call the office and report that they had not taught that day, but they receive a paycheck. The substitute then returns the check. However, the clerks concern is this could happen and the clerks would not know that the substitute did not teach that day if the principal or substitute did not call in to cancel or does not call when they receive a paycheck. Principals can check the system to see if a substitute has accepted for the day and if the substitute does not call canceling the job with the principal, it is the principal's responsibility to call the office if the substitute does not show. While the clerks do not think that this occurs very often, there is a concern that it could happen.

Substitute teachers must sign-in when they arrive at the school where they are to teach. The sign-in sheets are batched together at the schools and returned to payroll at the end of each pay period. The sign-in sheets are then sent to the substitute office for filing and for verification against the SIMS printouts. However, the staff has no time to verify these sign-in sheets, as the names are not in alphabetical order and there are so many coming from the schools that there is not enough time for the verification before the next payroll. Therefore, Office of Substitutes employees rely on the substitute call-in system to determine who is to be paid. Unfortunately, some principals and substitutes are not going through the SIMS system, so there is no electronic record that verifies the substitute worked in the school.

MGT was provided with a stack of letters and memos from school secretaries and principals requesting pay for substitutes who served in their schools, but did not receive a paycheck. In some cases, the reasons are justified, as when a principal or teacher could not get into the system. However, in many cases, the substitute has been hired without going through the system and the only record of attendance is the sign-in sheet. Over 40 pieces of correspondence were provided to MGT indicating that a substitute had not been paid and these were only for September and the first week in October.

## **RECOMMENDATION**

### **Recommendation 7-10:**

**Link the SIMS substitute system with payroll, and strengthen the communication with principals that substitutes will not get paid unless the substitute is entered in the SIMS system and obtains a job number.**

The Division of Human Resources should work with the Data Processing Department to link the SIMS system to payroll so that the Payroll Office can prepare paychecks for substitutes without going through the process of downloading the information off SIMS, reloading on to AIMS, and printing out substitute payroll sheets for staff to verify. A Human Resources staff member will need to have access to the payroll system on a limited basis to verify the substitutes are entered.

A directive should be issued by the Director of Schools Office that, unless a substitute is entered into the system for a job number, the substitute will not be paid. If a substitute cannot get into the system, the substitute should phone the substitute office to obtain a job number that will be needed for signing-in at the school where the substitute is to teach. Each principal should make sure that the substitute has a job number upon signing in. If the substitute reports that they were unable to get into the system or they were not able to reach the substitute office for a job number, the principal should call the Substitute Office for one and make sure that it is listed on the sign-in sheet. If a substitute does not come to work at the school when the system has indicated one has accepted the job, then the principal should notify the Substitute Office.

In those cases where the system itself fails, a standardized form should be completed by the principal and returned to Human Resources for verification. After verification, the form should go to the Payroll Office for payment.

## **IMPLEMENTATION STRATEGIES AND TIMELINE**

The implementation strategies for this recommendation are separated into two sections.

### **Linking SIMS to Payroll**

- |  |                              |
|--|------------------------------|
| 1. The Assistant Superintendent of the Human Resources Division should work with the Data Processing Department to link SIMS with payroll. | September 2001               |
| 2. Data Processing staff should link the systems.  | September -<br>December 2001 |
| 3. The Assistant Superintendent should provide a report to the Director of Schools on linking the systems.                                 | January 2002                 |

### **Directive for Substitute Pay**

- |  |            |
|--|------------|
| 1. The Assistant Superintendent should inform the Director of Schools of the problems associated with substitutes that do not report job numbers off the SIMS system and ask | April 2001 |
|--|------------|

the Director to send a directive to the Tier Directors and all principals.

2. The Assistant Superintendent should develop the necessary form associated with reporting substitutes that are not paid.

August 2001

## **FISCAL IMPACT**

No cost is associated with sending a directive to the Tier Directors and principals. The cost, if any, to linking the systems can not be determined at this time.

## **7.6 Employee Compensation**

Competitive salaries and employee benefits (such as sick leave, health and life insurance, and retirement) are essential to attracting and retaining highly qualified and competent professional and support staff. Effective salary administration ensures that school system employees are treated equitably and understand how their salaries are determined.

### **7.6.1 Salaries**

The recently negotiated agreement between the Metropolitan Board of Education and the Metropolitan Nashville Education Association guides the benefits and pay provided to MNPS teachers, principals, assistant principals, program assistants, directors, supervisors, and other certificated personnel. The Metropolitan Board of Education (MBOE) adopted policies to guide the benefits and pay provided to MNPS support (classified) staff.

MNPS employees received a 2.42 percent cost of living (COLA) increase effective this past July. During the past two years, two COLA increases were provided, each at three percent, and were effective January 1999 and July 1999.

A MNPS employee earns a salary commensurate with the position held and years of experience. Pay is determined according to pay schedules for each category of employee. The teacher's salary is dependent upon years of experience as a teacher and the type of educational degree held, with increases in salary granted for holding a master's degree, master's plus 30 hours, an Ed.S., or PhD degree. Administrators (assistant superintendents, directors, coordinators, principals and assistant principals) receive pay according to experience, pay grade assigned for the position held, and degree held - master's degree, master's plus 30, or a doctorate.

Support employees are paid, according to experience and a 15-pay grade salary schedule. Support employees pay is dependent upon if they are classified as a 10, 11, or 12-month employee.

When comparing administrative positions with other school systems as shown in Exhibit 7-17, average salaries for MNPS administrators rank third among the four school systems shown. The lowest average salaries for administrators are found in Austin ISD. The

average salary for an administrator in MNPS is \$66,287, while administrators in Columbus City Public Schools have the highest average salary (\$72,321) of all the school systems.

**EXHIBIT 7-17  
AVERAGE ADMINISTRATOR SALARIES  
COMPARED TO ADMINISTRATIVE SALARIES IN THREE  
OTHER SCHOOL SYSTEMS  
1999-2000 SCHOOL YEAR**

<b>SCHOOL SYSTEM</b>	<b>SALARY</b>
Metropolitan Nashville Public Schools (TN)	\$66,287
Austin ISD (TX)	\$60,345
Columbus City Public Schools (OH)	\$72,321
Jefferson County Public Schools (KY)	\$68,004

Sources: Figures for Metropolitan Nashville Public Schools, Austin Independent School District, Columbus Public Schools, Hamilton County Public Schools provided by the school systems.

Exhibit 7-18 provides the average salary paid to MNPS principals, assistant principals, and central office administrators. The salaries listed are the average salaries of all employees in those positions at the current time. School-level administrators (principals and assistant principals) average salaries range from the low of \$57,900 paid to elementary assistant principals to the high of \$84,492 for senior high principals. Directors, on average, are paid \$87,805.

**EXHIBIT 7-18  
METROPOLITAN NASHVILLE PUBLIC SCHOOLS  
AVERAGE SALARIES OF ADMINISTRATORS  
2000-01 SCHOOL YEAR**

<b>STAFF</b>	<b>AVERAGE SALARY</b>
<b>Principal</b>	
Elementary	\$63,383
Jr. High	\$69,240
Sr High	\$84,492
<b>Assistant Principal</b>	
Elementary	\$57,900
Jr. High	\$61,133
Sr. High	\$64,930
<b>Director</b>	\$87,805
<b>Coordinator</b>	\$59,242
<b>Supervisor</b>	\$51,660

Source: Metropolitan Nashville Public Schools, Human Resource Division, 2000.

In Exhibit 7-19, the beginning salaries of MNPS teachers are compared to beginning salaries of teachers in four other school systems during the 1999-2000 school year. The beginning salary for MNPS teachers with a bachelor's degree is \$26,226. Austin ISD in Texas and Columbus City Public Schools in Ohio start beginning teachers anywhere from \$3,000 to \$5,000 higher than in MNPS. However, Jefferson County Public Schools in Kentucky and Hamilton County Public Schools in Tennessee pay their beginning teachers less - \$26,097 and \$25,185, respectively. MNPS teachers with doctorates who have no teaching experience receive the highest remuneration of any other school system with a salary of \$35,667.

**EXHIBIT 7-19  
BEGINNING TEACHER SALARIES  
METROPOLITAN NASHVILLE PUBLIC SCHOOLS  
AND FOUR OTHER SCHOOL SYSTEMS  
1999-2000 SCHOOL YEAR**

SCHOOL SYSTEM	BACHELOR'S DEGREE	MASTER'S DEGREE	MA +30	PH.D.
Metropolitan Nashville Public Schools (TN)	\$26,226	\$29,373	\$32,520	\$35,667
Austin Independent School District (TX)	\$29,730	\$30,550	N/A	\$30,500
Columbus City Public Schools (OH)	\$31,194	\$31,972	\$32,578	\$34,663
Hamilton County Public Schools (TN)	\$26,097	\$30,011	\$30,794	\$33,926
Jefferson County Public Schools (KY)	\$25,185	\$28,962	\$30,095	\$34,376

Source: Figures for Metropolitan Nashville Public Schools, Austin Independent School District, Columbus Public Schools, Jefferson County Public Schools provided by the school systems.

MNPS needs to look closely at beginning teacher salaries as well as average teacher salaries to make sure that salaries are remaining competitive with other and neighboring school systems. Only in this way can they continue to attract highly qualified teachers to MNPS. The cost savings throughout this report should be highly considered for increase in the beginning salaries of teachers.

In Exhibit 7-20, average salaries of MNPS teachers are compared to average salaries of teachers in seven other school systems. The three schools systems of Columbus City Public Schools in Ohio, Hamilton County Public Schools in Tennessee, and Jefferson County Public Schools in Kentucky have average teacher salaries above MNPS, by \$1,128 to \$5,783. The lowest average salary for teachers is in El Paso Independent School District in Texas at \$34,741. Thus, average teacher salaries in MNPS are neither the highest of these comparison school systems, nor are they the lowest; rather they tend toward the higher end of the range.

Turning to salaries of support staff, Exhibit 7-21 shows the salary ranges of bus drivers, custodians, food service workers, and secretarial/clerical.

**EXHIBIT 7-20  
METROPOLITAN NASHVILLE AND SEVEN OTHER SCHOOL SYSTEMS  
AVERAGE TEACHER SALARIES  
1999-2000**

<b>SCHOOL SYSTEM</b>	<b>AVERAGE SALARY</b>
Metropolitan Nashville Public Schools (TN)	\$39,872
Austin ISD(TX)	\$37,022
Brevard County School District (FL)	\$34,641
Columbus Public Schools (OH)	\$45,655
El Paso ISD (TX)	\$34,289
Hamilton County Public Schools (TN)	\$42,000
Jefferson County Public Schools (KY)	\$41,000
Lee County School District (FL)	\$35,952

Source: Figures provided by the Metropolitan Nashville Public Schools, Austin Independent School District, Columbus Public Schools, Hamilton Public Schools, Jefferson County Public Schools. El Paso ISD figures from the Texas Education Agency (TEA), Academic Excellence Indicator System. Brevard County and Lee County School District figures from Profiles of Florida School Districts.

**EXHIBIT 7-21  
SUPPORT STAFF SALARIES  
PER HOUR WAGES  
2000-01 SCHOOL YEAR**

<b>EMPLOYEE TYPE</b>	<b>PAY GRADE</b>	<b>BASE STEP</b>	<b>MID STEP</b>	<b>MAX STEP</b>
<b>BUS DRIVERS</b>	06	\$10.53	\$13.26	\$15.79
<b>CUSTODIANS</b>				
Lead	05	\$9.63	\$12.12	\$13.26
Helper	02	\$7.72	\$9.74	\$11.60
<b>FOOD SERVICE WORKERS</b>				
Intern/Lead Worker (cluster)	04	\$8.88	\$11.18	\$13.32
Roving Cashier/Cashier	03	\$8.26	\$10.42	\$12.38
Cook/Baker	02	\$7.72	\$9.74	\$11.60
Cafeteria Assistant	01	\$7.30	\$9.19	\$10.94
<b>SECRETARIAL/CLERICAL STAFF</b>				
Senior Secretary Senior Control Clerk	07	\$11.60	\$14.63	\$17.41
Various Clerks <sup>1</sup>	06	\$10.53	\$13.26	\$15.79
Other Clerks <sup>2</sup>	04	\$8.88	\$11.18	\$13.32

Source: Classified Employee Salary Schedule for 2000-01 provided by the MNPS Human Resources Division

<sup>1</sup> Various clerks include senior assistant clerk, AIMS clerk, employee benefits clerk, records center clerk, school secretary/bookkeeper.

<sup>2</sup> Other clerks include guidance clerk, school library clerk, senior clerk, library data clerk, receptionist, school secretary/clerk, pupil personnel clerk, administrative clerk.



## **FINDING**

The Metropolitan Board of Education (MBOE) contracted with W. F. Corroon in 1995 to conduct a comprehensive compensation study to address issues of internal fairness and market competitiveness among support employees. The June 1995, report was accepted by MBOE. An implementation committee was appointed to begin to implement the plan during the 1996-97 school year. In October 1996, the Board mandated that support pay grade increases in salaries were to be retroactive to July 1996. The study compressed over 500 paygrades into 15.

Issues were then raised among Board members concerning some support employees who were receiving more pay than those with more years of experience. Thus, Buck Consultants (formerly Corroon) were asked to return to evaluate the implementation that had taken place. Buck, after review of the school system's implementation, recommended that certain salaries needed readjustment as nearly 100 job discrepancies were found. Buck Consultants made several recommendations to accomplish this. The Board accepted the plan and several complaints followed.

A three-member panel was appointed to hear employee appeals. Those employees appealing were either denied or provided readjustment to their salaries upon approval either of the Director of Schools or the Board. Approximately 30 cases remain pending.

Prior to this study, a compensation study had not been conducted for at least 20 years.

## **RECOMMENDATION**

### **Recommendation 7-11:**

#### **Resolve the remaining pending appeal cases on employee salary readjustments.**

The cases that remain pending should be resolved as quickly as possible. Two of the three-member panel are no longer with the school system. The Director of Schools should appoint two new members and the panel should meet and settle these remaining cases. Three years have elapsed since the Buck study and it is time that closure is reached on this issue.

## **IMPLEMENTATION STRATEGIES AND TIMELINE**

- |  |              |
|--|--------------|
| 1. The Director of Schools should appoint two members to the panel that are hearing appeals related to the Buck study. | April 2001   |
| 2. The three member panel should meet and resolved the remaining 30 cases to bring this to a close.                    | By June 2001 |

## **FISCAL IMPACT**

This recommendation can be implemented with existing resources.

## FINDING

MNPS allows professional staff to job share. During the 2000-01 school year, over 34 teachers are sharing teaching positions. These positions include librarians and kindergarten, special education, foreign language and ESL teachers. Certain guidelines must be followed and an agreement between the two teachers must be made that will satisfactorily meet both participants' schedules. Approval by the principal of the school in which the two teachers are housed needed must be obtained.

## COMMENDATION

**Metropolitan Nashville Public Schools is commended for providing the opportunity for teachers to share a teaching position.**

Job sharing allows teachers who, for various reasons are not able, do not desire, or do not have the means to teach full-time. The program also allows the school system to fill positions, which they otherwise might not easily fill if full-time teachers cannot be found.

## FINDING

MNPS teachers are awarded optional instructional preparation pay. In the *Educational Agreement* between the Metropolitan Nashville Education Association (MNEA) and the Metropolitan Board of Education (MBOE, it is stated:

*The Board agrees to provide \$100 in recognition of extra work and preparation for those ten and eleven-month certificated personnel who are not on the administrative pay scale and elect to prepare classroom or work areas prior to the start of the school year.*

The principal must verify that the preparation was completed. The pay is part of the employee's first full paycheck of the school year, and if verification is not received in payroll prior to the closing date for this first full payroll, the Board agrees to honor any verification received up through the first 30 calendar days after school begins.

Over 4,400 teachers took advantage of the supplement this school year. The school system budget for 2000-01 allotted \$418,410 for this teacher benefit.

## RECOMMENDATION

**Recommendation 7-12:**

**Negotiate with the Metropolitan Nashville Education Association in its next agreement (2001-02) to delete the provision of Instructional Preparation Pay under Article VIII, Professional Compensation.**

Three days are provided to teachers prior to the arrival of the students. While meetings take place during those days, time should be budgeted for some in-room work for preparation.

The cost for this program is high and the money appropriated could be put to use in some more critical areas such as for recruitment and the implementation of other needed instructional programs.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

- |   |                        |
|---|------------------------|
| 1. The Chief Negotiator for MNPS, during the negotiation process for the 2002-03 agreement between the MBOE and the MNEA, should propose that the provisions to pay each teacher \$100 who comes in a day early before the start of school to prepare his/her classroom be abolished. | 2001-02<br>school year |
| 2. The Metropolitan Board of Education, during negotiations, should delete the instructional preparation pay.   | Spring 2002            |

**FISCAL IMPACT**

Classroom teachers who took advantage of the preparation pay this current school year were 4,421. At \$100 per teacher who came to school one day early to prepare the classroom, the total cost to the school system was \$442,100. This was \$23,690 over what was budgeted.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Abolish Instructional Preparation Pay	\$0	\$442,100	\$442,100	\$442,100	\$442,100

**7.6.2 Sick and Personal Leave**

As important to employees as salary and insurance benefits is the amount of leave time that they are afforded for sickness, personal business, vacation, and emergencies.

Support employees receive up to 12 days of sick leave per fiscal year, with unused days cumulative throughout employment. One day of personal leave is also afforded to support staff, which, unused, becomes a sick leave day for the following year. Other days are provided for bereavement, emergencies, maternity, family and medical leave, and in-line-of-duty leave, some which are with or without pay. Twelve-month employees receive vacation time depending on their length of service with the school system.

Teachers and other professional staff receive one day per month (as long as they are on the payroll for that month) for illness, accident, or the illness or death of a member of the immediate family, not to exceed 12 days a year. Two personal leave days are awarded to these employees for personal or legal business, household, or family matters.

Five professional days are awarded to teachers for educational meetings provided that such meetings are approved by the Director of Schools and that the teacher is an elected delegate to the meeting, an official of the organization, a committee member, or an invited participant. As part of these five days, teachers are allowed leave from the classroom for visiting schools, attending educational conventions or similar purposes in addition to the ones specified, if the absence is recommended in writing by the principal

and approved by the appropriate assistant superintendent. An additional five days during the school year are provided as professional development days for lesson study, core curriculum, and teaching gap within the school system.

Three days prior to the arrival of students at the beginning of the school year are allotted for one day of school activities and meetings, one day of in-service at the school level, and one day for procedures and other issues within that school. Teachers are also allotted one day in the fall for teacher/parent conferences.

**FINDING**

Exhibit 7-22 provides a summary of the absences per month during the 1999-2000 school year. On average, 314 teachers are absent per day from the classroom. On average, the Office of Substitutes was able to obtain substitutes for at least 88 percent of those teachers absent from duty.

**EXHIBIT 7-22  
MONTHLY TEACHER ABSENCES FROM THE CLASSROOM  
DURING THE 1999-2000 SCHOOL YEAR**

MONTH	DAYS ABSENT PER MONTH	AVERAGE NUMBER PER DAY <sup>1</sup>	TOTAL SUBS HIRED	TOTAL POSITIONS NOT FILLED	TOTAL PERCENT POSITIONS FILLED
August	2,274	114	2,249	25	98.9%
September	6,155	308	5,887	277	95.5%
October	6,595	330	6,040	473	92.7%
November	8,182	409	7,005	1,180	85.6%
December	3,441	172	3,171	270	92.2%
January	7,053	353	6,209	844	88.0%
February	8,826	441	7,287	1,539	82.6%
March	9,772	489	8,271	1,488	84.8%
April	6,311	316	5,297	1,014	83.9%
May	4,128	206	3,731	397	90.4%
<b>TOTAL</b>	<b>62,737</b>	<b>314</b>	<b>55,147</b>	<b>7,507</b>	<b>88.0%</b>

Source: Metropolitan Nashville Public Schools, Office of Substitutes, Human Resources Division, 2000.

<sup>1</sup>Based on 20 school days a month.

<sup>2</sup>Based on a total of 201 days per year for teachers on a 10-month contract.

With a total of 4,380 classroom teachers in the 1999-2000 school year, each teacher was absent from the classroom on average 14 days a year. This high number of teachers absent from duty should be of concern to the school system, as it was shown to be in interviews with parents and community members during the public hearings and diagnostic review. Teachers absent from the classroom can have a negative impact on student performance, especially when there is no substitute available for the day and no lesson plan is provided.

Many school systems across the country are faced with high teacher absentee rates. However, the number of days teachers are absent in MNPS are particularly high when

compared with teacher absences in two other school systems reviewed by MGT (See Exhibit 7-23).

**EXHIBIT 7- 23  
TEACHER ABSENCES  
MNPS AND TWO OTHER SCHOOL SYSTEMS  
1999-2000**

<b>SCHOOL SYSTEM</b>	<b>TOTAL ABSENCES PER SCHOOL YEAR</b>	<b>AVERAGE DAYS ABSENT PER TEACHER</b>	<b>NUMBER OF TEACHERS IN SCHOOL SYSTEM</b>
Metropolitan Nashville Public Schools	62,737	14	4,380
Allegany County Public Schools (MD)	6,435	9	711
Brevard County School District (FL) <sup>1</sup>	20,390	5.3	3,849

Source: Figures provided by MNPS, Allegany County Public Schools, and Brevard County School District

<sup>1</sup> Figures shown are for 1998-99.

Teacher salaries are based on 201 days (10 months) of work in which they are allotted 10 sick leave days, two personal leave days, five professional days for educational meetings and five days for professional development; that is a total of 22 days.

**RECOMMENDATION**

**Recommendation 7-13:**

**Develop strategies to reduce the number of teachers absent from duty by 10 percent each year for the next four years beginning in the 2001-02 school year.**

MNPS should take a very close look at reasons why as many teachers are absent from the classroom each year. A careful review and examination of reasons why teachers are absent should be conducted so that some strategies can be implemented to reduce these numbers. Consideration should be given to such factors as – Is the teacher absent from the classroom due to stress, low morale, working conditions, or a sense of entitlement rather than personal or family illness, which sick leave is intended? Not many public or private work sectors have as high of an absentee rate as found in school systems and especially in MNPS. Such absenteeism would not be tolerated in many workplaces.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

- |   |                   |
|---|-------------------|
| <p>1. The Assistant Superintendent of the Human Resources Division should request monthly printouts of sick leave according to schools and the numbers should be examine carefully and reasons noted; the figures should be broken down in to various categories such as sick leave, personal days, and staff development days.</p> | <p>April 2001</p> |
|---|-------------------|

- |   |                        |
|---|------------------------|
| 2. The Assistant Superintendent should work with the Assistant Superintendent for K-12 Instruction and principals to determine reasons behind the numbers, what might be occurring in particular schools, and what actions can be taken to reduce the number. | May 2001               |
| 3. The Assistant Superintendent should prepare a report for the Director of Schools executive staff, who in turn should discuss way in which absenteeism could be reduced.  | 2001-02<br>school year |
| 4. The Assistant Superintendent should implement the most viable mechanism to reduce absenteeism.   | 2002-03<br>school year |

**FISCAL IMPACT**

Reducing the total number of days each year by 10 percent will impact the financial system favorably. If absences per year were reduced by 10 percent each year for four years beginning with the 2002-03 school year, a total cost savings of \$1,034,055 could be realized over the next four years.

Taking the number of days that teachers were absent in 1999-2000 as an example – 62,737 times 10 percent would reduce the number of days teachers are absent in 2001-2202 to 56,464 days or 6,273 fewer days that teachers are absent. Taking these 6,273 days times \$60.86 (the average of the three daily wages offered to substitutes depending on degree held) the amount saved the first year would amount to \$381,775.

For the next four school years, the same calculation would apply always basing the goal of a 10 percent reduction on the number of days teachers were absent the previous years. Not being able to calculate that exact number, MGT will base the following calculation on the number of days each year that were reduced from the previous year numbers as shown below.

YEAR	CALCULATION	SAVINGS
2002-03	Previous year's total of 62,737 days absent times 10 % equals 6,273 day reduction times \$60.86.	\$381,775
2003-04	Previous year's total of 56,464 days absent times 10% equals 5,646 day reduction times \$60.86.	\$343,615
2004-05	Previous year's total of 50,818 days absent times 10% equals 5,082 day reduction times \$60.86.	\$309,291
2005-06	Previous year's total of 45,736 days absent times 10% equals 4,574 day reduction times \$60.86.	\$278,374
<b>TOTAL</b>		<b>\$1,313,055</b>

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Reduce Absent Rate by 10 Percent	\$0	\$381,775	\$343,615	\$309,291	\$278,374

## **7.7 Certification, Staff Evaluation, and Staff Development**

The appropriate licensing of staff, providing a fair, equitable, and an accountable appraisal system to improve an employee's performance, and to provide professional development to staff are reviewed in the following sections.

### **7.7.1 Certification**

A Tennessee license is required for employment as a teacher in Tennessee. Different kinds of licenses are available for educators in Tennessee. The *Apprentice Teacher License*, valid for five years, is a full license issued to a teacher who has completed an approved teacher preparation program. Once a teacher has served under the apprentice license for three years, the school system is required to submit to the state evidence that the teacher has received a satisfactory evaluation. The teacher then receives a *Professional License*.

An *Out-of-State Teacher License* is issued to an applicant who meets Tennessee license requirements, but has taught in another state. The license is valid for five years and is equivalent to an apprentice license, but the last year of the three years teaching experience must be in Tennessee before receiving a professional license.

Three other types of licenses are the *Interim Type A Teacher License*, Interim Type B Teacher License designed for teachers who have not met all licensing course work or testing requirements, and Interim Type E for alternative licensure. Type A license may be renewed annually for three years if the school system intends to re-employ the teacher. The teacher must be officially admitted to a teacher preparation program at a college or university. Completion of six semester hours per year (up to 24 hours) must have been earned after the Type A license was last issued or renewed. Type B license may be issued for one school year to a teacher who has meet all requirements except completion of the required teacher exam. The license may be renewed for one year only. Interim Type E Teacher License was developed to offer an alternative route to teacher licensure for persons choosing the enter the teaching profession as a second career.

The *Professional Teacher License* is awarded to teachers who have a minimum of three years of acceptable experience in an approved school and has a satisfactory local evaluation. This license is valid for ten years and is renewable by meeting a certain number of renewal points such as course work, CEU credits, or participation in pre-approved professional development activities. The requirements for teachers holding master's degrees or higher who have not accrued five years of experience during the ten year period will have to also earn points. No renewal points are necessary, if the teacher with a master's degree or higher have accrued five years of acceptable experience during the ten years.

*Teaching Permits* are issued by the State to MNPS teachers who are not fully licensed. *Teaching Endorsement Waivers* allow teachers to teach subjects outside of their areas of endorsement.

**FINDING**

Exhibit 7-24 shows the number of teachers in the school system who were on teaching permits or endorsement waivers over the past two school years.

More teachers were on special education permits over the three school years shown than for any other type of permit --- 52, 44, and 57, respectively. During the 1999-2000 teachers on these permits declined by eight teachers but then increased to 57 in 2000-01. Other subject areas showing more teachers on permits than any other area are mathematics, art, music, and early childhood development. However, the number of these teachers on permits for these areas declined significantly over the three years except for mathematics. The number of teachers on math permits dropped from 18 to 12 in 1999-2000 but rose again in 2000-01 to 16 but remained lower than in 1998-1999. Overall teaching permits dropped by nearly 32 percent from 1998-99 to 2000-01.

Teachers on endorsement waivers also dropped from 1998-99 to 2000-01 by nearly 51 percent. However, while special education teachers on waivers in 1999-2000 decreased by 13, the teachers on waivers in 2000-01 increased back up to two more than in 1998-1999. The number of teachers on waivers dropped in every other subject area, except Mathematics and in art where the number dropped by three in 1999-2000 and increased again to five in the 2000-01 school year.

**EXHIBIT 7-24  
STATE WAIVERS AND PERMITS  
1998-1999 THROUGH 2000-01 SCHOOL YEARS**

TYPE	TEACHING PERMITS			ENDORSEMENT WAIVERS		
	1998-99	1999-2000	2000-01	1998-99	1999-2000	2000-01
Special Education	52	44	57	16	3	18
Mathematics	18	12	16	1	1	2
Social Work	5	2	1	0	0	0
Vocational	4	5	6	2	0	1
Science	7	1	1	2	0	1
Foreign Language	3	5	7	2	0	1
ESL	8	2	8	15	1	4
Art	18	13	4	5	2	5
Music	21	9	6	7	1	2
Librarian	2	1	0	7	0	0
Early Childhood	23	12	0	7	0	0
Geography	1	3	4	4	0	0
Physical Education	1	0	0	2	0	0
Guidance Counselor	1	0	0	0	0	0
Psychologist	1	0	0	0	0	0
English	0	0	0	1	0	0
Typing	0	0	1	0	0	0
Theatre	0	0	1	1	0	0
CISCO Networking	0	0	0	0	0	1
<b>TOTAL</b>	<b>165</b>	<b>109</b>	<b>112</b>	<b>72</b>	<b>8</b>	<b>35</b>

Source: Metropolitan Nashville Public Schools, Human Resources Division, 2000.



MNPS teachers on permits and waivers were compared to four other school systems in the State of Tennessee for the 1998-99 school. The four school systems chosen for comparison were four with the largest student enrollments and similar to the number of teachers. As shown in Exhibit 7-25 the largest percentage (5.7 percent) of teachers on teaching permits is in Memphis City Public Schools; also with highest percentage (1.7 percent) of teachers on endorsement waivers. MNPS ranks second among the school systems with the number of teachers on permits as well as second with teachers on endorsement waivers. However, overall, the percentage of teachers in all school systems on permits or endorsement waivers is relatively low; less than five percent of the teachers in each school system with the exception of Memphis with its 352 teachers on teaching permits and 103 on endorsement waivers.

**EXHIBIT 7-25  
STATE PERMITS AND WAIVERS  
COMPARED TO FOUR OTHER TENNESSEE SCHOOL SYSTEMS  
1998-1999**

SCHOOL SYSTEM	NUMBER STUDENTS	NUMBER TEACHERS	TEACHING PERMITS		ENDORSEMENT WAIVERS	
			Number	Percent	Number	Percent
Metropolitan Nashville Public Schools (TN)	68,752	4,434	99	2.2%	71	1.6%
Memphis City Public Schools (TN)	111,139	6,239	352	5.6%	103	1.7%
Knox County Public Schools (TN)	51,374	3,218	0	0.0%	9	0.3%
Shelby County (TN)	48,770	2,517	9	0.4%	13	0.5%
Hamilton County Public Schools (TN)	39,923	2,462	8	0.3%	31	1.3%

Source: 21st Century Schools Report Card, Tennessee Department of Education, 1998-1999.

Increases in number of waivers and permits can result when there is a shortage of teachers in these academic areas and teachers cannot be recruited or because more teachers are required due to reductions in class size or increases in student enrollments.

**COMMENDATION**

**Metropolitan Nashville Public Schools is commended for the reduction in the number of teachers on permits and endorsement waivers over the past three years.**

**7.7.2 Staff Evaluation**

Evaluating the performance of employees enables a school system to maintain a high quality and qualified workforce. Thus, MNPS has established a system (locally or state guided) for evaluating all employees.

**Support Personnel**

Support (classified) personnel are evaluated annually by their immediate supervisor. A one-page instrument is used evaluating an employee on a numerical rating score, which assigns points to 10 performance factors - appearance, initiative, judgment, attitude, attendance, knowledge of job, quality of work, time management, dependability, and responsibility. Once scores are total, the employee receives an *outstanding*, *above*

*satisfactory, satisfactory, conditional or unsatisfactory rating.* A performance rating of "conditional" or "unsatisfactory" on an annual performance report requires a follow-up evaluation within three working months. The evaluator is to provide suggestions to the employee for improvement.

Newly hired support (classified) employees are required to serve a six-month period of initial employment that includes an evaluation of the employees work at the third month of employment and again before the end of the sixth month. The new employee is subject to dismissal at any time during this period when in the judgment of the department head or principal, the quality of the employee's work is not sufficient as to merit continuation in the job.

### **Professional Personnel**

Professional (licensed) personnel after reaching tenured status need be formerly evaluated only twice over a ten-year period unless more frequent evaluations are deemed necessary or desired by the principal. The MNPS teacher evaluation committee recommended to the Metropolitan Board of Education that MNPS adopt the State of Tennessee's evaluation model, which requires two formal evaluations every ten years. The MBOE approved the recommendation. Teachers are required to complete a self-evaluation annually. A non-tenured employee, required to make application for tenure after three years of initial experience, is evaluated annually. The employee applying for tenure must complete an application, a self-evaluation form, and secure a letter of recommendation from the employee's principal or supervisor.

Beginning with the 2000-01 school year, MNPS is using an evaluation process adopted by the Tennessee Board of Education called *Framework for Evaluation and Professional Growth*. The framework was designed to facilitate the implementation of current initiatives by the state such as the introduction of the curriculum and instruction framework and school improvement process, and to place emphasis on developing and assessing the capacity to improve student performance.

The new evaluation process includes two major evaluation components. One is the *Comprehensive Assessment and Professional Growth*, implemented during this school year, for teachers who do not have a professional license, teachers who do not have tenure in the MNPS, and any teacher who the principal finds necessary to evaluate.

Six major steps comprised the process:

- teacher self-assessment
- analysis of unit/lesson plan
- observation cycles
- educator information record
- summative report
- future growth plan.

The other new evaluation component is called the *Focused Assessment and Professional Growth Component*, to be implemented in Spring 2001 and used for professionally licensed educators. The current performance level of the teacher will be identified based on previous evaluations, a self-assessment, and student performance information. A growth goal and professional growth plan designed by the teacher with administrator input is part of this process.

The Tennessee Department of Education conducted nine all day workshops during the summer months to train the trainer in using the new evaluation instruments. Two facilitators from each school attended. Once trained, the facilitators went back to their individual schools to work with the principals to implement training to all teachers in their school.

Once an employee is evaluated, the department or school sends the completed appraisal instrument to the Human Resources Division and the evaluation is filed into the employee's personnel file. If an employee evaluation is not received in the Human Resources Division, a division staff member contacts the principal, director, or supervisor responsible for evaluating the employee. MGT was assured that all evaluations were received and accounted for. A check of personnel records revealed that, for those personnel files examined, evaluation instruments for each year of an employee's service in the school system were contained in the files.

Exhibit 7-26 shows the number of non-tenured teachers over the past five years who have been terminated as a result of receiving unsatisfactory evaluations. A tenured teacher is terminated after the teacher receives an unsatisfactory rating and does not make improvement. The principal works with the teacher in developing a professional growth plan, but if the teacher makes no improvement, the teacher can be dismissed. However, because the teacher is tenured, the principal must provide detailed and specific documentation of the teachers continued poor performance. When tenured teachers are recommended for termination, they usually resign first and are advised to do so in many cases.

**EXHIBIT 7-26  
NON-TENURED TEACHER  
TERMINATIONS DUE TO  
UNSATISFACTORY EVALUATIONS**

SCHOOL YEAR	TERMINATIONS
1996-1997	2
1997-1998	7
1998-1999	17
1999-2000	21

Source: Metropolitan Nashville Public Schools, Human Resources Division, 2000.

**COMMENDATION**

**Metropolitan Nashville Public Schools is commended for the adopting the recent Tennessee Board of Education's *Framework for Evaluation and Professional Growth* and implementing the process for the current school year.**

The tracking and training the school system is providing through the Human Resources Division and the individual schools is exemplary.

## RECOMMENDATION

### Recommendation 7-14:

#### Evaluate teachers at least every three years.

The MNPS Teacher Evaluation Committee should meet and reconsider the recommendation made to the Metropolitan Board of Education of evaluating teachers only twice every 10 years once they become tenured. MGT strongly recommends that a new proposal be placed before the MBOE stating that tenured teachers should be evaluated at the least every three years. This would result in three annual evaluations of tenured teachers over the ten years exceeding the guidelines set forth by the State Department of Education.

Ineffective teachers should be brought to task if they are not meeting accountability standards in the classroom. Given the overall lack of improvement on recent standardized tests, MNPS teachers should be evaluated at least every three years and provided documented in-service opportunities and assistance should they receive an unfavorable evaluation. With emphasis almost in every community on providing quality teachers to our children, the way in which this is assessed through the evaluation process.

## IMPLEMENTATION STRATEGIES AND TIMELINE

- |   |                        |
|---|------------------------|
| 1. The MNPS Evaluation Committee should meet and reconsider the number of times a tenured teachers should be evaluated over a ten-year period in order to be re-certified as a teacher.   | April 2001             |
| 2. Once the Evaluation Committee meets and considers revising their recommendation to the Metropolitan Board of Education, a new recommendation should be presented to the MBOE stating that tenured teachers should be evaluated once every three years. | May 2001               |
| 3. The Metropolitan Board of Education approve the recommendation and instead of tenured teachers being evaluated twice in a ten-year period, teachers should be evaluated at least every three years.  | 2001-02<br>school year |

## FISCAL IMPACT

This recommendation will not fiscally impact the school system and will promote quality teachers and hopefully eliminate those not meeting accountability standards.

### **7.7.3 Staff Development**

The *Education Improvement Act (EIA)*, passed by the Tennessee Legislature in 1992, addressed all aspects of educational reform in Tennessee. The *2000 Master Plan* of the State Board of Education, the governing and policy-making body for Tennessee's public

education, focuses on issues that will carry out the intent of the EIA. The Master Plan sets the State Board priorities and focuses on nine key areas in which the overall goal of school improvement can be accomplished. Professional Development and Teacher Education is one of these key areas.

## **FINDING**

Staff development in MNPS focuses mainly on professional development for certificated staff. Staff development activities for support staff are primarily accomplished on a departmental level. For instance, the Department of Food Services delivers training and programs for food service workers, and the Department of Transportation provides training for bus drivers.

During the school year and during the summer months, opportunities are offered that are appropriate for both certified and classified personnel, such as food service offerings, CPR training, and technology applications.

A Coordinator, whose responsibility is to coordinate all staff development activities, oversees the Staff Development Department. However, staff development activities for special education staff is coordinated through the Special Education Department. Likewise, much of what is offered in technology is by that department.

The Department of Staff Development, located in one of the school system's older facilities called the Randall Learning Center, houses the Coordinator and a support staff of two. Within this facility are conference rooms used for training, conferences, and workshops, offices of the Peer Assistance, Leadership, and Supports (PALS) program mentors, and an ESL subsidiary office.

The department budget for staff development is over \$1,000,000 a year, which is earmarked for staff salaries, teacher stipends, staff development, supplies, instructional materials, and staff development programs and activities. Approximately \$800,000 of this budget is for staff development programs and activities. Stipends of \$50 are paid to teachers taking summer staff development courses, or participating in activities offered after school or on Saturdays.

In the past, funds were appropriated in each school's budget specifically for staff development activities. However, this is no longer the case, and if individual schools implement staff development activities, the funding must come through other school budgeted sources. The school still has the option, however, of working with the Staff Development Department to seek planning and funding. Federal funding and grants are also received by the district and are geared toward staff development programs such as Safe and Drug Free Schools, Title I, II, VI programs, Special Education, Class Size Reduction Grant.

Exhibit 7-27 details the source of funding for staff development activities during the 1999-2000 school year. As can be seen, in 1999-2000, funding for staff development activities total \$2.5 million.

**EXHIBIT 7-27  
SOURCE OF FUNDING FOR STAFF DEVELOPMENT  
1999-2000 SCHOOL YEAR**

SOURCE	AMOUNT	PRIMARY EMPHASIS
MNPS Staff Development	\$819,532	MNPS Improvement Priorities
Class Size Reduction Grant	\$247,963	New Teachers, K-4 Schools
Title I	\$800,000	Title I School Improvement Plans
Title II	\$448,651	Math and Science Improvement
Title VI	\$40,000	Math Improvement
Safe & Drug Free Schools	\$56,770	Safe and Orderly School Climate
Safety First	\$38,000	Project GRAD
Schools for Thought	\$36,000	Instructional Improvement
Special Education	\$40,000	Instruction
Vocational/Technical Education	\$10,000	Instruction
<b>TOTAL</b>	<b>\$2,536,916</b>	

Source: Staff Development Survey Project Report, Ad Hoc Staff Development Committee, 2000.

Exhibit 7-28 provides the number of staff members participating in the staff development programs designed for various subject areas. Also included is the number of sessions that were held for each of these subject areas. Professional development programs revolving around reading and math drew the most participants with 5,615 and 2,087, respectively. The greatest numbers of sessions held were in technology, safety, and math at 63, 40, and 33.

**EXHIBIT 7-28  
STAFF DEVELOPMENT ACTIVITIES  
BY SUBJECT AREA  
1999-2000 SCHOOL YEAR**

SUBJECT	PARTICIPANTS	SESSIONS
Reading	2087	28
Math	5615	33
Science	570	12
Social Studies	447	15
Language Arts	206	4
Music	129	3
Art	230	11
Safety	745	40
Technology	693	63
Special Education	145	2

Source: Staff Development Survey Project Report, Ad Hoc Staff Committee, 2000.

Many staff development activities are offered throughout the school year and in the summer months. In addition, many of the local universities, the Department of Education, and other local organizations and institutions offer many opportunities in the way of course work, workshops, and conferences. MNPS is centered in the capital city with over 18 universities; many local and state-sponsored organizations, and the Department of Education.

However, with all this activity and intent, MGT did not receive a directory of offerings for the school year. A schedule of activities for Summer 2000 was provided. A notebook was received that cataloged various announcements, flyers, registration forms, and brochures announcing staff development activities according to program, cluster, special education, system wide, universities and the state. Very few announcements were from the 1999-2000 school year, more were from the 1998-1999 school year, and some were from 1997-98.

MGT found that the MNPS staff development program is fragmented and pieced together coming from many directions. A comprehensive staff development plan with the school system's mission, objectives, strategies, intent was not available. MGT was only provided a three-page staff development plan for 1999-2000 summarizing the school system's mission and program goal, with some key areas highlighted, but clearly not a comprehensive plan. Further, no information was available for the current school year.

## **RECOMMENDATION**

### **Recommendation 7-15:**

**Develop a comprehensive system-wide Staff Development Master Plan that links MNPS priorities with the opportunities provided in staff development.**

The staff development plan of 1999-2000 could be used as a guide to develop this more detailed and comprehensive Master Staff Development Plan that would link the school system's priorities for instructional improvement with the opportunities provided in staff development. The plan should include a mission statement, goals, initiatives, strategies, and provide provisions for directing and tying together the staff development activities of the school system. Provisions should be made to designate the Staff Development Department to serve as a clearinghouse for all activities planned throughout the school system and responsible for developing a comprehensive guide to activities that are and will take place. A process for evaluating staff development programs and activities should be developed to determine the knowledge gained through various activities and the impact these have on job performance and school improvement.

Once the Master Plan is developed, it should be shared over the Intranet with school staff and updated annually. A calendar or schedule of activities should be distributed throughout the school system at the beginning of the school year and periodically updated. Staff development activities planned for support staff should be included in the calendar of events. While the activities for staff development can still stay within the realm of the individual schools and departments, the activities themselves should be cleared and coordinated through the Staff Development Department and communicated to staff.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Director of Schools should appoint or reactivate the Staff Development Ad Hoc Committee, with the Coordinator of Staff Development as chair, to develop a Master Staff Development Plan. April 2001
2. The ad hoc committee should meet bi-monthly for two months to develop a plan that would include a mission statement, goals, objectives, strategies for developing a comprehensive plan including the processes that will take place to develop a systemwide schedule of activities and evaluation procedures. April - May 2001
3. The chair of the ad hoc committee, the Coordinator of Staff Development, should present the Master Plan to the Director of Schools for approval. May 2001
4. Once the Master Plan is approved, it should be announced to staff and distributed to schools and departments to brief, discuss, and share with staff members. June 2000
5. The Coordinator should distribute the calendar or schedule of activities to every staff member. August 2000
6. The Coordinator of Staff Development should monitor the processes established such as the evaluation of professional development activities and the activities. 2001-02 school year

**FISCAL IMPACT**

The development of staff development plan should occur using existing resources.

**FINDING**

Exhibit 7-29 shows the number of classroom teachers with advanced degrees. Over 55 percent of the classroom teachers (not including guidance counselors or librarians) have advanced degrees, with 20.5 percent with a master's degree plus 30 hours.

One staff development program that is designed for teachers to help them experience success in the classroom is the *Peer Assistance Leadership and Support (PALS)* Program, a joint project of the MNPS and the MNEA. Every new first-year teacher participates in the program. Current teachers experiencing difficulties are also eligible to receive support and assistance. The program was first implemented during the 1996-96 school year and is supported and funded by the school system. A team of experienced and outstanding classroom teachers are chosen to serve on a full-time basis for two-year terms to improve instruction and mentor new teachers.



**EXHIBIT 7-29  
METROPOLITAN NASHVILLE PUBLIC SCHOOL TEACHERS  
WITH ADVANCED DEGREES  
2000-01 SCHOOL YEAR**

<b>DEGREE</b>	<b>NUMBER OF TEACHERS</b>	<b>PERCENT</b>
Bachelor's	2,221	44.2%
Master's	1,575	31.3%
Master's Plus	1,031	20.5%
Ed. S.	67	1.3%
Doctorate	132	2.6%
<b>TOTAL</b>	<b>5,026</b>	<b>100.0%</b>

Source: Metropolitan Nashville Public Schools, Human Resources Division, 2000.

A PALS Panel oversees the program, monitors the progress of participants, and selects teachers to serve as PALS. The panel is composed of seven members, the MNEA president, three others appointed by the MNEA and three members appointed by the school system.

Some of the PALS activities include:

- new teacher orientation sessions;
- classroom observations and feedback;
- direct classroom assistance;
- identification of teaching resources;
- help in effective lesson planning; and
- demonstrations of teaching techniques.

**COMMENDATION**

**Metropolitan Nashville Public Schools is commended for its exemplary PALS Program which provides support and assistance to new teachers and assists current teachers who are experiencing difficulties.**

## ***8.0 FINANCIAL MANAGEMENT***

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## **8.0 FINANCIAL MANAGEMENT**

This chapter of the report reviews the budgeting and financial management functions of Metropolitan Nashville Public Schools, and contains the following five major sections:

- 8.1 Organization and Staffing
- 8.2 Financial Systems Automation
- 8.3 Budgeting
- 8.4 Financial and Accounting Services
- 8.5 Student Activity Funds

In 1963, the governments of the City of Nashville and Davidson County were consolidated into the Metropolitan Government of Nashville and Davidson County (Metro Government). The Charter and Related Private Laws and Code of Laws of the Metropolitan Government of Nashville and Davidson County (Metropolitan Charter) establishes a Metropolitan Board of Education, to be composed of nine elected members. The state of Tennessee created 138 Local Education Agencies (LEA) to provide education services for its constituents. Metropolitan Nashville Public Schools is the LEA for Davidson County .

In 1992, the Tennessee General Assembly overhauled its method of allocating funding to LEAs with the passage of the Education Improvement Act (EIA). The new funding formula, as defined in the EIA, is known as the Basic Education Program (BEP) formula. The BEP formula differs from prior funding mechanisms in several ways:

- it combines most all other previous categorical and funding programs;
- it is based on student membership and not on attendance, that is, the formula provides funding for the students that schools are responsible for and not the number of students that show up; and
- it brings a comprehensive method of equalization of state and local funding percentages.

The BEP is divided into two components – classroom and non-classroom. Both components are based on student counts. Under the BEP funding formula, school directors, superintendents, and boards of education have more flexibility in the way funds are applied. Only funds earmarked as classroom funds have the restriction of being used only for classroom purposes.

In October 1998, the Metropolitan Board of Education settled a lawsuit that put an end to a 43-year desegregation order. As part of the settlement, the judge in the case approved a \$206.8 million capital improvement plan to eliminate most cross-county busing, renovate schools, and build 11 new schools through the year 2003. Additionally, during 1999, new debt service funding was included in the school system's budget to support the capital improvements. The debt was funded by a .12 property tax rate increase.

## **8.1 Organization and Staffing**

A school system's financial and accounting organization should reflect the alignment of functions and responsibilities to enable sufficient focus to be directed towards critical activities such as payroll, accounts payable, general ledger control, budgeting and financial reporting. Financial management is most effective when a school system properly allocates staff resources to achieve the best results. Additionally, the organization should accurately reflect the lines of authority and responsibility for accounting, budgeting and financial management activities.

Exhibit 8-1 presents the current organizational structure of the Business Support Services Department which includes the following functions:

- budget development
- financial accounting and reporting
- payroll
- accounts payable
- internal audit of student activity funds
- telephone communications

The Director of Business Services reports directly to the Assistant Superintendent of Business and Facility Services. The senior accountants and two of the senior account clerks are responsible for general ledger functions and accounting for grants and bond issues. Accounts payable responsibilities fall to the remaining two senior account clerks. Payroll functions are handled by the Payroll Coordinator and the three senior account clerks reporting to the Payroll Coordinator. The Senior Internal Auditor and the auditors are responsible for the audit of student activity funds at all schools, in addition to providing training and computer support services to all school bookkeepers. The Senior Auditor is also responsible for reconciling the school system's general purpose and payroll bank accounts.

### **FINDING**

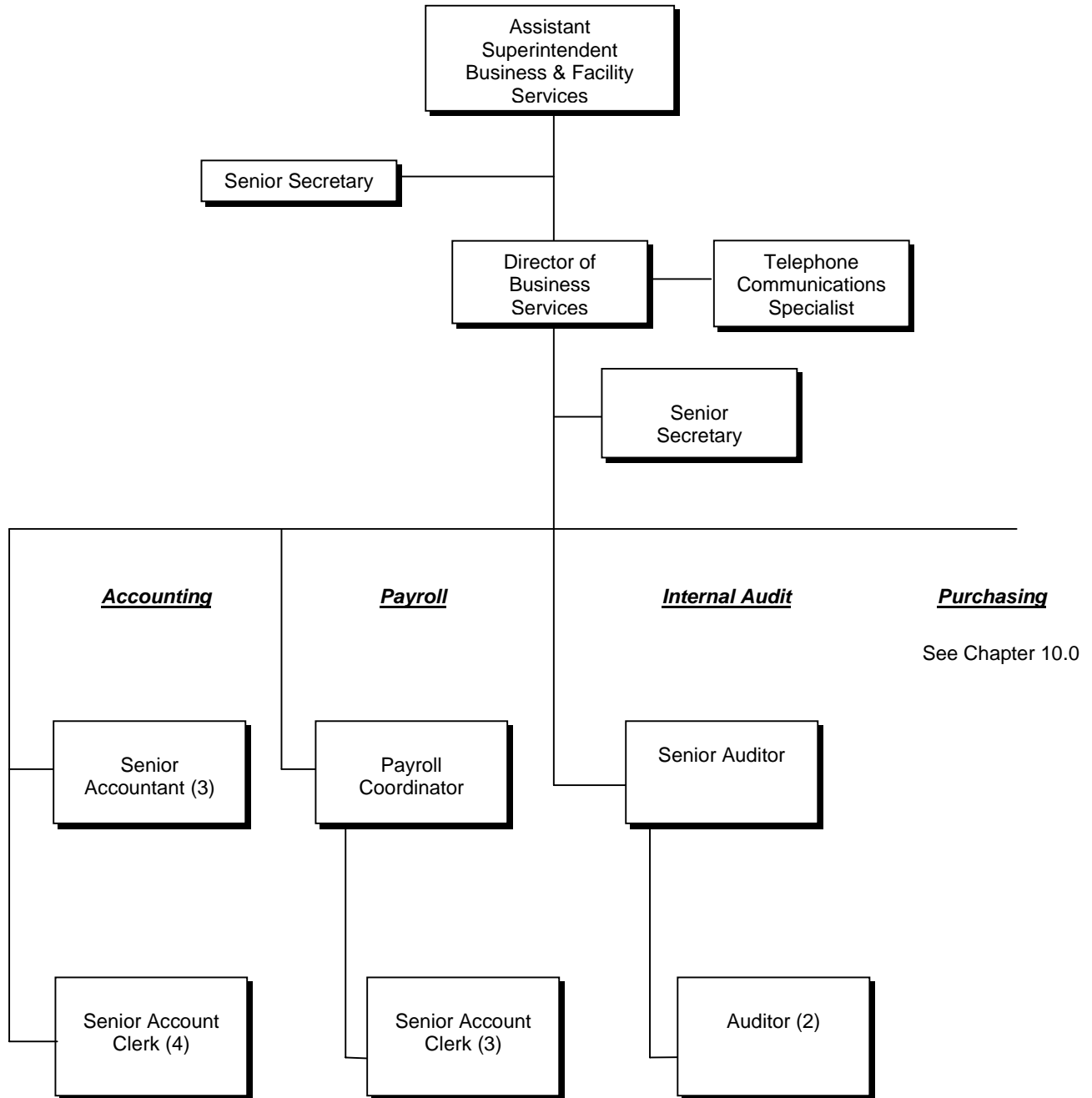
Exhibit 8-2 shows a comparison of staffing for the accounting areas for Metropolitan Nashville Public Schools and for two other school systems of similar size and structure. Brevard County School District, having a student membership of 69,100, is located in the state of Florida. Austin Independent School District, located in Texas, is one of the peer school systems for Metropolitan Nashville Public Schools and has a student membership of 77,000.

As this exhibit shows, Metropolitan Nashville Public Schools' Business Services staff of 19 is almost half the number of Brevard County School District accounting staff of 36.

In addition to Metropolitan Nashville Public Schools' Business Services staff working excessive amounts of overtime, there are many functions that are not being performed or are not being performed timely. These functions include:

- bank reconciliations not being prepared in a timely manner (see Recommendation 9-1 in Chapter 9);
- close-outs in the accounting system not being completed in a timely manner;

**EXHIBIT 8-1  
ORGANIZATIONAL STRUCTURE OF THE  
BUSINESS SERVICES DEPARTMENT OF  
METROPOLITAN NASHVILLE PUBLIC SCHOOLS  
2000-01 SCHOOL YEAR**



Source: Metropolitan Nashville Public Schools, Business Services Department, October 2000.

**EXHIBIT 8-2  
STAFFING COMPARISON FOR  
METROPOLITAN NASHVILLE PUBLIC SCHOOLS**

<b>POSITION</b>	<b>NASHVILLE</b> Student Population 69,100	<b>BREVARD</b> Student Population 69,100	<b>AUSTIN</b> student population 77,000
Management	1 director	1 director 1 accounting manager 1 supervisor	1 director 1 comptroller 1 assistant comptroller
Clerical	1 secretary	1 secretary	2 secretaries 1 receptionist
Budget	(a)	1 director 3 staff	1 director 2 staff
General Accounting	5 staff	4 staff	9 staff
Accounts Payable	2 staff	13 staff (d)	1 supervisor 7 staff
Payroll	1 coordinator 3 staff	1 supervisor 6 staff	1 supervisor 6 staff
Cash Management/Accounts Receivable	(b)	1 staff (e)	1 treasurer 2 staff
Internal Audit	1 senior auditor 2 staff	1 supervisor 2 staff (f)	1 director 3 staff
Fixed Assets	1 supervisor 2 staff (c)	(f)	1 accountant 2 warehouse clerks (g)
<b>Total</b>	<b>19</b>	<b>36</b>	<b>45</b>

**Notes:**

- (a) Nashville has no separate budget department. Responsibilities are shared among the Assistant Superintendent of Business and Facility Services, Director of Business Services, and a Senior Accountant.
- (b) A majority of the Metropolitan Nashville Public Schools' investment and cash management functions are handled at the Metro Government level; miscellaneous cash transfer and reconciliation duties are shared by the Senior Accountants.
- (c) These positions fall under the Material Management Department. They include a supervisory position that is currently vacant, one clerk, and one warehouse/delivery employee. Positions responsible for the transport of fixed assets are not included in this comparison.
- (d) Brevard County accounting clerks, though the majority of their time is spent paying invoices, are also trained to handle other functions such as grants and fixed asset transactions.
- (e) Brevard County has one clerk who handles the daily recording of cash and accounts receivable transactions. Cash management responsibilities are performed by the Accounting Director and the Accounting Manager; investment functions are outsourced.
- (f) Brevard County's internal audit staff are responsible for the training of school bookkeepers and the maintenance of the student activity fund accounting system. In addition, staff are responsible for maintaining the fixed asset accounting system by ensuring that all assets are tagged and that inventories are conducted accurately and timely. All school and departmental staff are responsible for the actual tagging and tracking of fixed assets in addition to conducting the annual inventory counts. Positions responsible for the transport of fixed assets are not included in this comparison.
- (g) Positions responsible for the transport of fixed assets are not included in this comparison.

Sources: Metropolitan Nashville Public Schools, Brevard County Public Schools (Florida), Austin Independent School District (Texas), 2000.

- no fixed asset accounting functions being performed;
- grants accounting functions not being performed timely; and
- grant expenditure reimbursement requests not being performed monthly.

In addition, there are other functions that are not being performed as well as they could be if the department was adequately staffed. The most significant example of this is the budget function (to be discussed in more detail in Section 8.3, Budgeting).

One of the areas most at risk in the Business Services Department due to understaffing is the grants accounting and monitoring function. As mentioned previously, grant reports are not completed in a timely manner. Interviews with project managers in the school system emphasize some of the problems with the coordination of the grants functions. Staff report that it can sometimes be months between the time grant applications are approved and the initial paperwork is submitted to order materials and equipment relating to the grant.

As noted in Exhibit 8-2, Metropolitan Nashville Public Schools does not have a fixed asset accounting position to ensure that all fixed assets are tagged, recorded, and accounted for. Chapter 9, Asset and Risk Management, discusses the inadequacies of the fixed asset management process in more detail.

**RECOMMENDATION**

**Recommendation 8-1:**

**Increase staff in the Business Services Department by adding three positions.**

In addition to detailing the steps necessary for adding three positions in the Business Services Department, this recommendation will provide an overview of the staffing changes recommended in Chapter 9, Asset And Risk Management. Because the areas of financial management, asset management, and risk management are so closely related, it is necessary to provide an analysis of staffing in a comprehensive manner.

A summary of staffing and responsibility changes recommended in Chapter 9 are summarized in Exhibit 8-3.

**EXHIBIT 8-3  
SUMMARY OF CHAPTER NINE  
STAFFING AND RESPONSIBILITIES**

CHANGE	RECOMMENDATION NUMBER
Hire an additional auditor.	Recommendation 9-8
Add an additional Fixed Asset Coordinator's position and transfer both positions under the Internal Audit Department.	Recommendation 9-5
Rename the internal audit department and change their duties.	Recommendation 9-7
Transfer the copier billing and medical waste billing functions to the Business Services Department.	Recommendation 9-5

Source: Chapter Nine, Asset and Risk Management, MGT of America, Inc., 2000.

In addition to these staffing changes that are detailed more fully in the recommendations listed in the exhibit, the Business Services Department should also add two additional positions - a Chief Accountant and a Junior Accountant. These positions should be responsible for performing the fixed asset accounting functions that are currently not being performed and for enhancing the grant and budget functions.

A Grants Coordinator position should also be added to the Business Services Department, reporting directly to the Assistant Superintendent of Business and Facility Services. The responsibilities of this position should include providing a clearinghouse for all grants in Metropolitan Nashville Public Schools. Although this is not an accounting position, the position will provide a necessary link between program and grant managers and the Grant Accountant.

Exhibit 8-4 shows a proposed organizational chart for the Metropolitan Nashville Public Schools' Business Services Department.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

- |   |            |
|---|------------|
| 1. The Assistant Superintendent of Business and Facility Services should develop job descriptions for the positions of Chief Accountant and Junior Accountant.  | April 2001 |
| 2. The Assistant Superintendent of Business and Facility Services should develop a job description for the position of Grants Coordinator.  | April 2001 |
| 3. The Assistant Superintendent of Business and Facility Services should submit the job descriptions to the Human Resources Department and request that they be submitted to the Director of Schools and Board of Education for approval. | May 2001   |
| 4. The Assistant Superintendent of Business and Facility Services and the Director of Business Services should review applicant qualifications and conduct interviews.  | June 2001  |
| 5. The Assistant Superintendent of Business and Facility Services should hire a Chief Accountant, Junior Accountant, and Grant Coordinator.   | July 2001  |

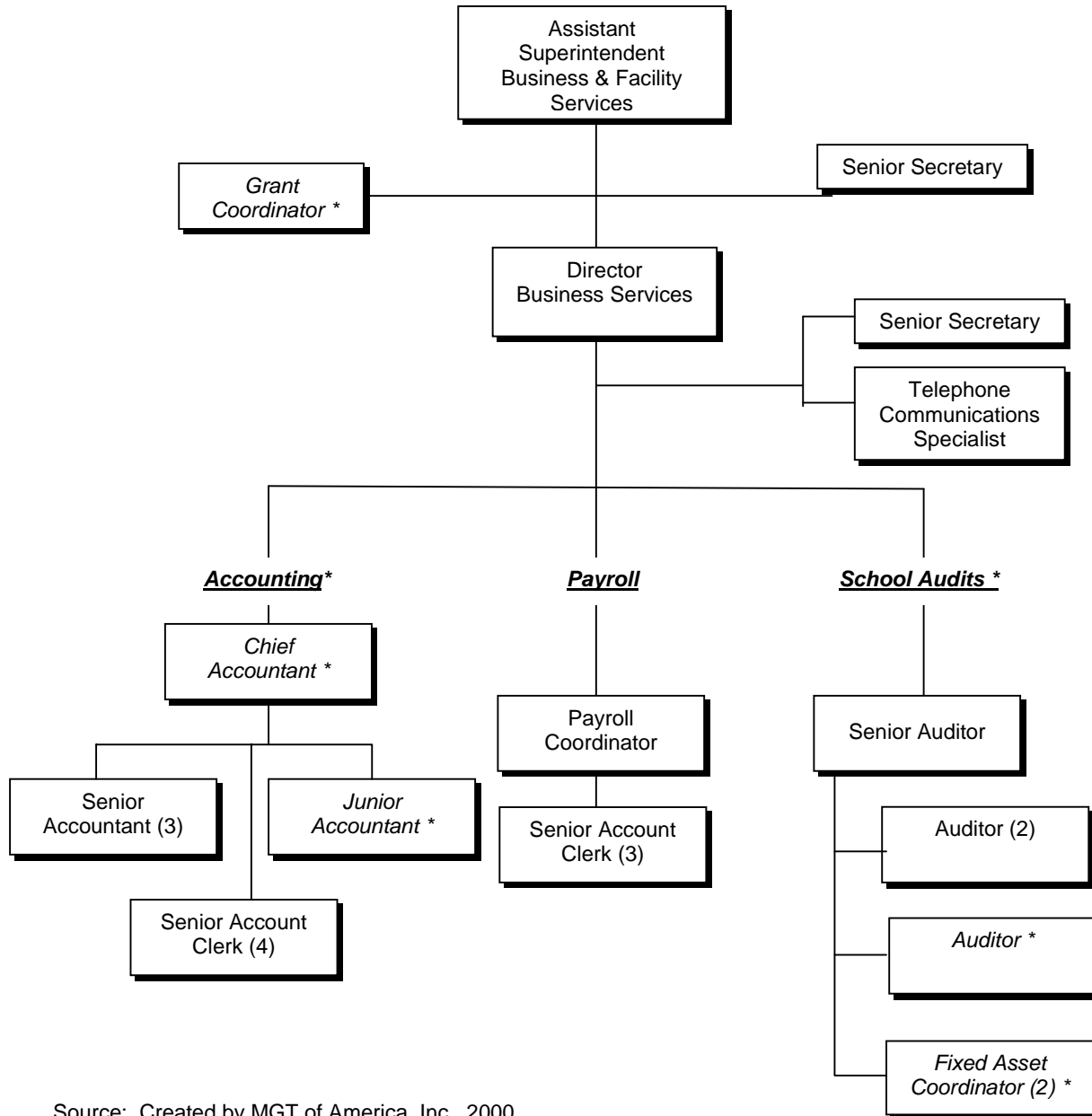
**FISCAL IMPACT**

The total fiscal impact of hiring three additional positions in the Business Services Department is \$173,600 as calculated below:

Base salary for Chief Accountant	\$60,000
Base salary for Junior Accountant	40,000
Base salary for Grants Coordinator	40,000
Total base salary for all positions	<u>\$140,000</u>
Benefit rate of 1.24	1.24
Total fiscal impact	<u><u>\$173,600</u></u>



**EXHIBIT 8-4  
PROPOSED ORGANIZATIONAL CHART FOR  
THE BUSINESS SERVICES DEPARTMENT  
METROPOLITAN NASHVILLE PUBLIC SCHOOLS**



Source: Created by MGT of America, Inc., 2000.

\* Denotes changes

<b>Recommendation</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>
Increase Business Services Department Staff by 3 FTEs	(\$173,600)	(\$173,600)	(\$173,600)	(\$173,600)	(\$173,600)

**8.2 Financial Systems Automation**

This section of the report reviews the use of technology for the financial management function of Metropolitan Nashville Public Schools. While Chapter 13, Administrative and Instructional Technology, provides an in-depth review of administrative technology, this section of the report focuses on technology issues specifically facing the Business Services Department of Metropolitan Nashville Public Schools.

For a business organization to be effective and efficient, its people, processes and technology must operate seamlessly and in unison. People must be adequately skilled and trained, and they must be equipped with appropriate technologies designed to support efficient business processes. In a school system's business department in particular, people, processes and technology must come together efficiently and effectively. These departments typically form the core of the school system's "customer oriented" business activities, and they set the tone for the system's financial support services and its customer service orientation.

In today's information-driven society, capable financial and management reporting system technology can no longer be viewed as a luxury. School systems require more automation to meet the increasing demands for department, school, program and student performance and accounting data. Similarly, with the advent of newer support technologies, new business processes must be designed and followed to keep pace with the technology.

Financial information systems must accommodate expenditure control which allows for controlling expenditures and allocations; expenditure control must also have an interrelation with the purchasing, accounting, and budgeting functions. The integration of budget, financial, cash management, payroll, and fixed asset systems is vital to an effective financial system. In addition, the ability to produce reports helpful in the decision-making process easily and timely is another critical function of a financial information system.

The financial management system used by Metropolitan Nashville Public Schools is an old mainframe system that was developed internally. The system, which uses a combination of on-line and batch processing, is based on 1960s and 1970s programming technology. The system is not user-friendly, providing no graphical-user interface applications. In addition, the system does not allow users to draw information across boundaries.

The main functions performed by the system include financial accounting and reporting, purchasing, budgeting, and payroll. The fixed assets system is not integrated with the main financial system. In addition, the school system also uses the AIMS system to maintain student attendance data and for accounting for student activity funds.

Because Metropolitan Nashville Public Schools is part of the primary Metropolitan Government of Nashville and Davidson County, dual sets of accounting records are maintained by each entity. Additionally Metro Government performs the treasury function as well as collects all of MNPS major revenues. Metropolitan Nashville Public Schools maintains data in much more detail than the Metro Government, however.

**FINDING**

Metropolitan Nashville Public Schools has not kept pace with technology and now finds itself operating with archaic computer systems and overly-manual, inefficient business processes. Many of Metropolitan Nashville Public Schools' business processes are unnecessarily redundant, disproportionately manual, and time-consuming. A large portion of the ineffective business processes can be attributed to the school system's archaic supporting technologies. According to Business Services Department personnel and users of the system, the finance and management reporting system at Metropolitan Nashville Public Schools has several deficiencies. The system is overly dependent on programmers and has excessive manual processing requirements, limited linkage with other systems, inefficient controls over quality and data integrity, increasingly limited support resources and a limited capacity to provide financial reports to management. Much of the problem can be traced to the poor support provided by the outdated financial and accounting software system.

The great majority of the office's accounting processes and procedures are manual and labor-intensive. Because of the limitations of the accounting software system, accounting and purchasing staff must process and review large amounts of paper in the form of purchase requests, purchase orders, accounts payable documents, supplemental pay request forms and more.

Metropolitan Nashville Public Schools is hindered in its decision-making processes because the current financial system is not able to provide useful information. Several data requests made by the MGT performance audit team were either unavailable or not provided in a timely manner. For example, individual school data (such as teacher absenteeism, personnel costs, and funding allocations) were not available. Additionally, data provided by Metropolitan Nashville Public Schools for an analysis of the purchasing function did not appear accurate. When questioned, Business Department personnel responded that the data contained in the reports were bad. Some data requested for this performance audit were not received by the audit team.

In addition, the school system and Metro Government maintain dual sets of accounting records. The systems are difficult to reconcile. Metro Government, in 1997, implemented a J.D. Edwards financial system called FASTnet. Because of the difficulties experienced by Metropolitan Nashville Public Schools and their financial system, and because of the maintenance of dual accounting records, Metro Government has had informal discussions with Business Services staff at the school system regarding the conversion of the school system accounting records to the J.D. Edwards system in order to enhance the Metro Finance Department's ability to fulfill its overall responsibilities for the government's financial operations and reporting.

## **RECOMMENDATION**

### **Recommendation 8-2:\***

**Issue a Request for Proposals (RFP) to conduct an assessment of the FASTnet system to determine its feasibility in meeting the school system's needs.**

---

\*Also see Recommendation 13-8 in Chapter 13, Administrative and Instructional Technology.

Before taking up consideration of any solutions to the school system's data processing and management needs, a careful analysis must be done to determine the school system's accounting and reporting needs. There are numerous finance and information products for schools offered by a variety of software vendors. Before any attempt is made to remedy the technology ills of the Business Services Department, it is critical to first understand what the needs are. A needs assessment is necessary to determine the exact requirements needed by the school system in order to process, analyze, and report on student, personnel, and financial information. The steps involved in conducting a needs assessment include the following:

- collecting and analyzing all reports;
- defining data requirements;
- flow charting all major processes to determine which ones should be eliminated or changed; and
- assessing current hardware capabilities.

To determine the possibility of Metropolitan Nashville Public Schools using the same system now used by Metro Government, it will be important for school system staff and Metro staff to work together to facilitate an independent analysis of the FASTnet system. The independent analysis should consider a comprehensive view of the school system's entire reporting needs, including finance, budgeting, payroll, human resources, and fixed assets. In addition, subsidiary systems such as the student and activity fund system should be included in such an analysis.

The school system and Metro Government should assign members to an evaluation team to work jointly towards a solution to Metropolitan Nashville Public Schools' system needs. Should the FASTnet system be deemed as not practical for use by the school system, other alternatives should be evaluated. Upon this determination, the school system should issue a Request for Information to obtain detailed information from software providers.

## **IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Assistant Superintendent of Business and Facility Services should assign a team of employees to serve on a joint systems evaluation committee. Committee members should include representatives from all user groups April 2001

including finance, human resources, etc. Metro Government should assign members to serve on the joint evaluation team.

2. The Assistant Superintendent of Business and Facility Services should meet with the purchasing agent to discuss the issuance of an RFP to conduct a needs assessment for a system evaluation. May 2001
3. The Assistant Superintendent of Business and Facility Services and the Purchasing Agent should request sample RFPs from other school systems. May 2001
4. The Assistant Superintendent of Business and Facility Services and the Purchasing Agent should finalize the RFP. June 2001
5. Metro Government representatives should review and approve the RFP. July 2001
6. The Purchasing Agent should issue the RFP. July 2001
7. The joint metro/school evaluation team should facilitate the conduct of the system analysis. October 2001
8. Should the FASTnet system be deemed inadequate to meet the school system's needs, the Assistant Superintendent of Business and Facility Services should proceed with issuing an RFI to obtain information from other software providers. November 2001

**FISCAL IMPACT**

The issuance of the RFP and, if necessary, the RFI, can be performed with using existing staffing resources.

The Mayor of Nashville has committed a total of \$15 million for technology upgrades for the school system, therefore, this recommendation will not have any fiscal impact on the school system's general fund. However, to provide an indication of the costs that the Metropolitan Government and Metropolitan Nashville Public Schools can be expected to incur, a cost estimate is provided as follows:

Conduct a needs assessment

Estimated hours to conduct a needs assessment	350
Estimated hourly rate for outside professional	<u>\$120</u>
Estimated total to conduct a needs assessment	<u><u>\$42,000</u></u>

The actual cost of an integrated financial management system will vary depending upon the option selected. An analysis of recent systems purchased by other school systems

throughout the country show that systems could range between \$3 million and \$10 million (see Chapter 13).

<b>Recommendation</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>
Conduct MIS Needs Assessment	(\$42,000)	\$0	\$0	\$0	\$0

**FINDING**

Exhibit 8-5 shows the computer and peripheral inventory by individual employee in the Business Services Department.

This inventory is presented by position to illustrate the hardware available to each employee in the department. As the exhibit shows, the Business Services Department has outdated computer hardware that is impairing the ability of staff in the department. Of 17 workstations, almost half (47 percent) have 386 processors.

During MGT's on-site work, the shared printer in the department quit working. The Data Processing Department was quick to offer alternatives to the Business Services Department in the choices of new printers available to them, but many of the computers in the department were too outdated to work with any of the printers available. In another example, one of the Senior Auditor positions is required to have three terminals: one PC, one terminal with access to the mainframe, and the third terminal with access to the AIMS system.

The individual computers in the Business Services Department are not networked, and therefore no system wide backups are performed. The week prior to the on-site work for this performance review, one of the department's computers had a hard drive failure. While the hardware was replaced in a timely manner, all the data on the old hard drive were lost. Had regular backups been made these data would have been retrievable.

**RECOMMENDATION**

**Recommendation 8-3:\***

**Upgrade and network the computers in the Business Services Department.**

The current situation with technology in the Business Services Department is not only affecting the way that employees work, but the difficulty faced by the employees in accomplishing what should be simple tasks can detrimentally affect morale.

The Assistant Superintendent of Business and Facility Services should ensure that all personal computers in the Business Services Department are upgraded to at least minimum standards (refer to Chapter 13 for a discussion of minimum standards for technology.)

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\*Also see Section 13.5 Hardware in Chapter 13, Administrative and Instructional Technology.

**EXHIBIT 8-5  
COMPUTER INVENTORY OF THE BUSINESS SERVICES DEPARTMENT  
OF METROPOLITAN NASHVILLE PUBLIC SCHOOLS**

<b>POSITION</b>	<b>HARD DRIVE</b>	<b>TYPE</b>	<b>SIZE</b>	<b>PRINTER</b>	<b>SHARED</b>
Senior Accountant – 1	Dell OptiPlex GX110	Pentium III	667 MG	Hewlett Packard Laser Jet 4000	No
Senior Accountant – 2	Concentric	Pentium	16 MB	IBM 4029 Laser	No
Senior Accountant – 3	Concentric	Pentium	1.8 GB	Hewlett Packard Laser Jet 4000	No
Senior Account Clerk - 1	Concentric	Pentium	16 MB	Hewlett Packard Laser Jet 4000	No
Senior Account Clerk – 2	386 TVL	386	11,760 KB	IBM 4029 Laser (not in working condition)	Yes
Senior Account Clerk – 3	386 TVL	386	11,760 KB	IBM 4029 Laser (not in working condition)	Yes
Senior Account Clerk – 4	386 TVL	386	11,760 KB	IBM 4029 Laser (not in working condition)	No
Communications Specialist	Compaq Presario 4910	Pentium	48 MB RAM	LexMark Laser	No
Senior Secretary	TVL	Pentium II	64 MB	IBM 4029 Laser	No
Director of Business Services	TVL	Pentium	1.6 GB	LexMark Optra R+	No
Senior Auditor	Compaq Desk Pro	Pentium	32 MB RAM	Hewlett Packard Laser Jet 6P	No
Auditor	<ul style="list-style-type: none"> <li>• 386 TVL</li> <li>• AIMS Terminal</li> <li>• Mainframe Terminal</li> </ul>	386	11,760 KB	Hewlett Packard Laser Jet 4	No
Auditor	Compaq Presario 4910	Pentium	480 MB	Hewlett Packard Laser Jet 5	No
Payroll Coordinator	TVL	386	11,760 KB	Hewlett Packard Laser Jet 4	No
Payroll Clerk	TVL	386	11,760 KB	IBM 4029 Laser	No
Payroll Clerk	TVL	386	640 KB	IBM 4029 Laser	No
Payroll Clerk	IBM PS 2	88-366	3968 KB	LexMark 10	No

Source: Metropolitan Nashville Public Schools, 2000.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

- |   |            |
|---|------------|
| 1. The Assistant Superintendent of Business and Facility Services should evaluate the current condition of the computer inventory and determine which machines are in need of replacement.                                | April 2001 |
| 2. The Assistant Superintendent of Business and Facility Services should coordinate with the Purchasing Agent and the Data Processing Manager to procure new computers and printers for the Business Services staff.      | May 2001   |
| 3. The Assistant Superintendent of Business and Facility Services should procure the necessary equipment.   | July 2001  |
| 4. The Assistant Superintendent of Business and Facility Services should coordinate with the Data Processing Department to provide the necessary wiring for networking the computers in the Business Services Department. | April 2001 |

**FISCAL IMPACT**

Since the funding to upgrade administrative technology has already been designated, there will be no additional fiscal impact to the Metropolitan Nashville Public Schools or the Metro Government.

To provide a guide as to what it will cost to upgrade the computers, an estimate will be presented below. The average cost of \$3,000 per work station is an amount that includes not only hardware (computers and printers) but any basic software (such as Microsoft Windows) and any networking and wiring work that will be required. This average was obtained by reviewing current market prices for such equipment and the labor necessary to install it.

Number of workstations needing upgrade *	13
Average cost of upgrade	<u>\$3,000</u>
Total cost to upgrade personal computers in the Business Services Department	<u><u>\$39,000</u></u>

\* This number was derived by selecting all computers with less than 65 of RAM for replacement.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Upgrade and Network the Computers in the Business Services Department	(\$39,000)	\$0	\$0	\$0	\$0



**8.3 Budgeting**

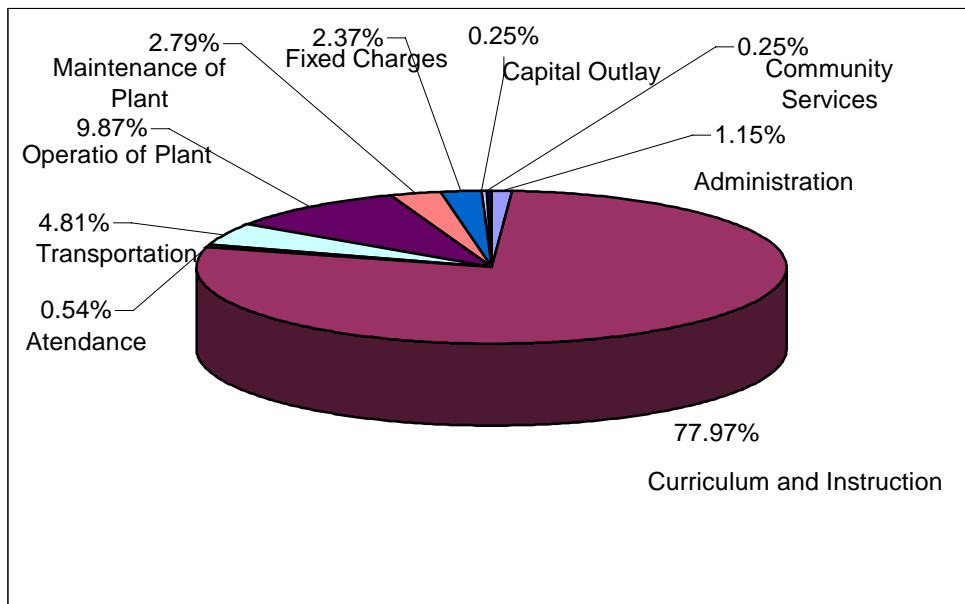
The planning and budgeting process is critical to the effective management and stewardship of the resources and programs of a school system. Once a mission statement has been developed and systemwide goals and objectives have been determined, the allocation of financial resources required to achieve those goals and objectives must be addressed through the planning and budgeting process. Planning and budgeting facilitates a long-term, strategic view toward the allocation and management of resources, rather than a short-term, year-to-year allocation based on available resources.

The MNPS Budget for the 2000-01 fiscal year is \$512,790,215, from all sources, including:

- General Operating Funding           \$407,626,464
- State and Federal Grants           \$35,800,000
- Food Service Fund                   \$23,796,725
- Debt Service                         \$45,567,025

Exhibit 8-6 shows the General Purpose School Fund budget for the 2000 – 01 fiscal year. As the exhibit shows, administration expenses of \$4.5 million amount to only 1.15 percent of the total general budget. However, this amount represents only salaries and supplies for some administrative departments. The budgeted amount for administration does not include building charges such as utilities, nor does it include budgeted amounts for the data processing operations (salaries and supplies) of the school system.

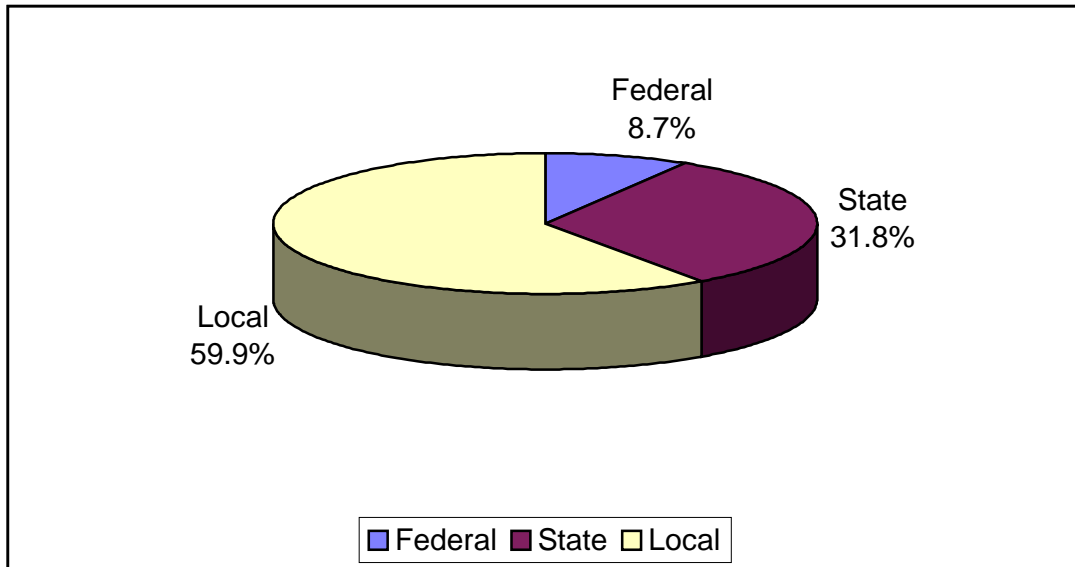
**EXHIBIT 8-6  
GENERAL PURPOSE SCHOOL FUND BUDGET  
FOR 2000-01 FISCAL YEAR  
METROPOLITAN NASHVILLE PUBLIC SCHOOLS**



Source: Metropolitan Nashville Public Schools, Budget Document, 2000.

Metropolitan Nashville Public Schools receives the majority of its revenue from local sources. As Exhibit 8-7 shows, local sources amount to almost 60 percent of the school system's annual revenue. The second largest source, accounting for 31.8 percent of revenue is from state sources. Federal sources amount to 8.7 percent combined.

**EXHIBIT 8-7  
SOURCES OF REVENUE FOR  
METROPOLITAN NASHVILLE PUBLIC SCHOOLS  
1999-2000 FISCAL YEAR**



Source: Tennessee School System Report Card 2000, October 2000.

The Metropolitan Board of Education is responsible for the oversight of programs, activities, and grants administered by the various funds relating to public education in Nashville and Davidson County. In this capacity, the Board of Education approves a line-item budget each year and presents it to the Metropolitan Government Council. The Council reviews and approves the budget at the total revenue and expenditure level. The various funds for which the Metropolitan Board of Education has oversight are included in Exhibit 8-8 below.

The Metropolitan Board of Education, in its efforts to provide quality education to the citizens of Nashville and Davidson County, has developed a mission statement. The mission and goals of the Metropolitan Board of Education are as follows:

**MISSION STATEMENT**

*The mission of the Metropolitan Nashville Public Schools is to ensure, through the teaching of a high-quality curriculum, that all students attain knowledge and skills to become productive and responsible citizens*

**EXHIBIT 8-8  
FUND TYPES AND PURPOSES IN THE  
METROPOLITAN NASHVILLE PUBLIC SCHOOLS**

<b>FUND TYPE</b>	<b>PURPOSE</b>	<b>FUNDS USED</b>
<i>General Fund</i>	Used to account for all financial resources and activities relating to the general operations of the Board that were not required to be accounted for in another fund.	<ul style="list-style-type: none"> <li>▪ General Purpose School Fund</li> </ul>
<i>Special Revenue</i>	Used to account for specific revenues utilized in carrying out the special terms and statutes, ordinances, grant requirements, or other governing regulation.	<ul style="list-style-type: none"> <li>▪ State and Federal Special Grant Fund</li> <li>▪ School Food Services Fund</li> <li>▪ School Central Storeroom Fund</li> <li>▪ School Unemployment Compensation Fund</li> <li>▪ Television Council Grant Fund</li> <li>▪ Community Education Fund</li> <li>▪ School Activities Fund</li> </ul>
<i>Debt Service Fund</i>	Used to account for the accumulation of resources for, and the payment of, general long-term debt principal and interest.	<ul style="list-style-type: none"> <li>▪ Debt Service Fund</li> </ul>
<i>Capital Projects Funds</i>	Used to account for financial resources used for the acquisition or construction of all major capital facilities used in governmental fund type operations.	<ul style="list-style-type: none"> <li>▪ School Capital Outlay Notes of 1993</li> <li>▪ School Capital Outlay Notes</li> <li>▪ School Multi-purpose Improvement Bonds of 1997Z</li> <li>▪ School Improvement Bonds of 1994</li> <li>▪ School bus Capital Outlay Notes of 1997B</li> <li>▪ School Public Improvement Bonds of 19996, Series A</li> <li>▪ School Improvement Capital Outlay Notes of 1997</li> <li>▪ School Multi-purpose Capital Outlay Notes of 1998</li> <li>▪ School Improvement Capital Outlay Notes of 1997</li> <li>▪ Schools Bus Capital Outlay Notes of 1998</li> <li>▪ School Multi-purpose Improvement Bonds of 1999</li> </ul>
<i>Proprietary Funds</i>	Used to account for the operations of self-sustaining agencies rendering services to other agencies of the Board on a cost reimbursement basis.	<ul style="list-style-type: none"> <li>▪ School Professional Employees' Insurance Fund</li> <li>▪ School Self-Insurance Fund</li> </ul>
<i>Expendable Trust Funds</i>	Used to account for expendable assets held by the Board in a fiduciary capacity.	<ul style="list-style-type: none"> <li>▪ Metro Emergency Asset</li> <li>▪ Hillwood commercial Art Scholarship</li> <li>▪ J.T. Perkins Bequest</li> <li>▪ Lena Pittman Medal</li> </ul>
<i>Nonexpendable Trust Funds</i>	Used to account for assets held by the Board in a fiduciary capacity which have legal restrictions on the corpus.	<ul style="list-style-type: none"> <li>▪ Charlotte &amp; Elbert Brooks</li> <li>▪ John Harper Harris Memorial</li> <li>▪ Goodloe Cockrill Medal</li> <li>▪ Mark S. Cockrill Medal</li> <li>▪ Harris Hillman School Scholarship</li> <li>▪ Fehr Medal</li> <li>▪ Hugh Waters Scholarship</li> <li>▪ Charles O. Frazier Scholarship</li> <li>▪ Nettie Adams James Scholarship</li> <li>▪ David Jones, Jr. Scholarship</li> </ul>
<i>Pension Funds</i>	Used to account for assets and liabilities held by the Board in a fiduciary capacity for teachers or former teachers of the Board.	<ul style="list-style-type: none"> <li>▪ Employees' Pension and Insurance Fund</li> <li>▪ Metropolitan Board of Education Teachers' Retirement Fund</li> <li>▪ Teachers' Civil Service and Pension Fund</li> </ul>

Source: Metropolitan Nashville Public Schools Financial Reports as of June 30, 1999.

## **GOALS**

### *Goal 1: Focus on Student Learning*

*Raise expectations and performance standards and provide for all students to demonstrate mastery of continually higher expectations and monitor student performance and make appropriate adjustments of methods to achieve established student outcomes.*

### *Goal 2: Expand and Target Resources*

*Make more effective and efficient use of current resources, and expand available resources as appropriate.*

### *Goal 3: Communicate, Listen, and Respond*

*Improve internal and external communication, with a focus on listening and on using improved communication to encourage meaningful involvement of all staff, students, parents and community members in highly participative partnerships serving the long-term best interests of students and the community.*

The Metropolitan Board of Education prepares a detailed budget annually. Exhibit 8-9 shows the annual budget calendar for the fiscal year ending June 30, 2001. Beginning each January, the Director of Business Services sends budget request forms to each of the assistant superintendents requesting that the forms be filled out and submitted by the end of February each year. The budget request forms are shown in Exhibit 8-10.

## **FINDING**

A school system's budget is a public document in which financial information should be presented in a format that is easy to understand and provides relevant budget and performance data for stakeholders. School system administrators must ensure that their goals and missions are effectively communicated.

The Metropolitan Nashville Public Schools' annual budget document is organized as follows:

- cover page;
- one-page local revenue reconciliation; and
- 19 pages of detailed line-item expenditures by department.

The Metropolitan Nashville Public Schools' budget document for the 2000-01 fiscal year does not provide any comparative data between fiscal years such as administrative, staff, and teacher FTEs, budget summaries at the object code level by campus or

**EXHIBIT 8-9  
BUDGET CALENDAR  
METROPOLITAN NASHVILLE PUBLIC SCHOOLS**

<b>DATE</b>	<b>BUDGET PREPARATION STEP</b>
January 2000	Consideration of the 2000-01 Budget Calendar by Metropolitan Board of Education.
January – February 2000	Department discussion and preparation of Departmental/School operational budget requests.
February 2000	Board of Education discussion of the development of the 2000-01 General Operational Budget.
March 2000	Budgetary discussion with the Board of Education.  Present tentative available summary budget estimates to the Board of Education (expenditures and revenues).
March 2000	Initial public hearing for input to the 2000-01 operational budget.
March 2000	Initial discussion and review of budget request with the Mayor.
March 2000	Initial discussion and review of budget request with the Council's Budget and Finance Committee and the Education Committee.
April 2000	Prepare and present tentative budget for consideration by the Board of Education.
Mid-April 2000	Present tentative budget to the Mayor for Consideration at Public Hearings.
May 2000	Prepare a proposed budget for consideration by the Board of Education.
Mid-May – June 30, 2000	Present a proposed budget to the Metropolitan Council's Education and Budget and Finance Committees for consideration.
July 2000	Complete the final approved budget based on approved funding.

Source: Metropolitan Nashville Public Schools, Business Services Department, October 2000.

**EXHIBIT 8-10  
2000-01 BUDGET REQUEST FORM  
METROPOLITAN NASHVILLE PUBLIC SCHOOLS**

PROGRAM TITLE:		
DIVISION/DEPARTMENT/CONTACT PERSON/TELEPHONE #:		
REQUESTED APPROPRIATION FOR 2000-01:		\$
BOARD GOAL/OBJECTIVE:		
DESCRIPTION:		
Please list all account numbers affected by this program and request the amount to be budgeted. <b>Personnel accounts</b> should reflect <b>ONLY</b> the number of personnel by projected grade[s] and position title [no \$ amount]. If you need new account numbers, contact the Business Office.		
ACCOUNT NUMBER	NUMBER OF PERSONNEL by Grade, Title...	EXPENDITURE REQUEST
PERSONNEL COSTS (Business Office Use Only)		
	CERTIFICATED	CLASSIFIED
SALARY		
RETIREMENT		
SOCIAL SECURITY		
INSURANCE		
TOTAL		

Source: Metropolitan Nashville Public Schools, Business Services Department, October 2000.

department, school system or campus demographic information. The budget is also lacking in any explanation of goals, constraints, or other major issues facing the school system or the community.

## **RECOMMENDATION**

### **Recommendation 8-4:**

**Revise the format of the official budget document to include more relevant information for its readers and users.**

The Metropolitan Nashville Public Schools budget is a public document in which financial information should be presented in a format that is easy to understand and provides relevant budget and performance data for the school system's stakeholders. The director and administrators may do a good job of developing well thought-out budgets, but they must also ensure that their goals and missions are effectively communicated.

The Metropolitan Nashville Public Schools budget should be revised to include comparative data between fiscal years for items such as administrative, staff, and teacher FTEs, budget summaries at the object code level by campus or department, campus demographic information (economic status, dropout rates, ethnicity, etc.) Exhibit 8-11 provides a sample presentation of selected budget data for a high school.

In addition, Metropolitan Nashville Public Schools should include more countywide demographic data in its budget document. Examples include population trends, employment by industry, major employers, unemployment rates, and countywide property tax assessments and collection rates. Much of this information can be obtained from the county or from the local and state Chambers of Commerce. Exhibit 8-12 displays examples of how such data could be presented.

## **IMPLEMENTATION STRATEGIES AND TIMELINE**

- |   |              |
|---|--------------|
| 1. The Director of Business Services should begin collecting sample budget formats from various exemplary school systems throughout the state of Tennessee and other states.  | April 2001   |
| 2. The Director of Business Services, in collaboration with the Assistant Superintendent of Business and Facility Services, should determine the appropriate budget format for Metropolitan Nashville Public Schools. | July 2001    |
| 3. The Director of Business Services should determine which steps are necessary to prepare the budget document in the accepted format.  | August 2002  |
| 4. The Director of Business Services should direct the Senior Accountants to assist him in preparing data to be included in the revised budget format.  | October 2002 |

**EXHIBIT 8-11  
SAMPLE PRESENTATION OF BUDGET DATA  
SAMPLE HIGH SCHOOL**

<b>Position Information (FTEs)</b>			
<b>Position</b>	<b>FY 2000-01 Budget</b>	<b>FY 1999-00 Actual</b>	<b>Increase (Decrease)</b>
Teachers	59.9	58.9	1.0
Counselors	3.0	3.0	-0-
Principal/Asst. Principals	4.0	4.0	-0-
Teacher Aides	6.0	6.0	-0-
Clerks	5.0	6.0	(1.0)
Food Service	7.0	6.0	(1.0)
Custodial/Other Staff	8.0	8.0	-0-
<b>Total</b>	<b>92.9</b>	<b>91.9</b>	<b>1.0</b>

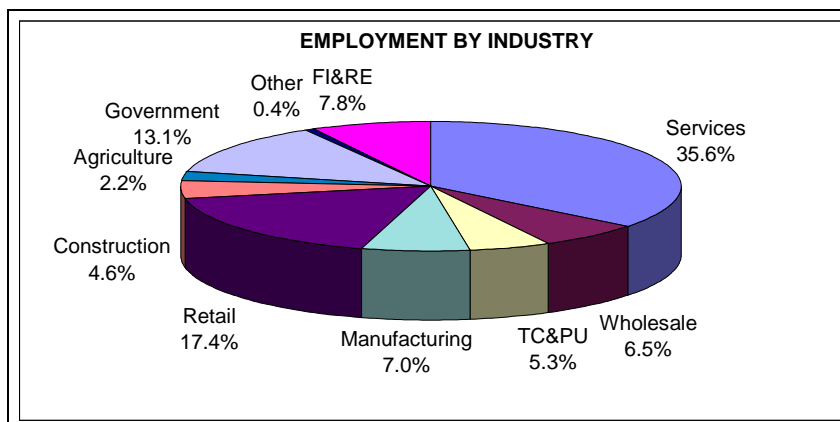
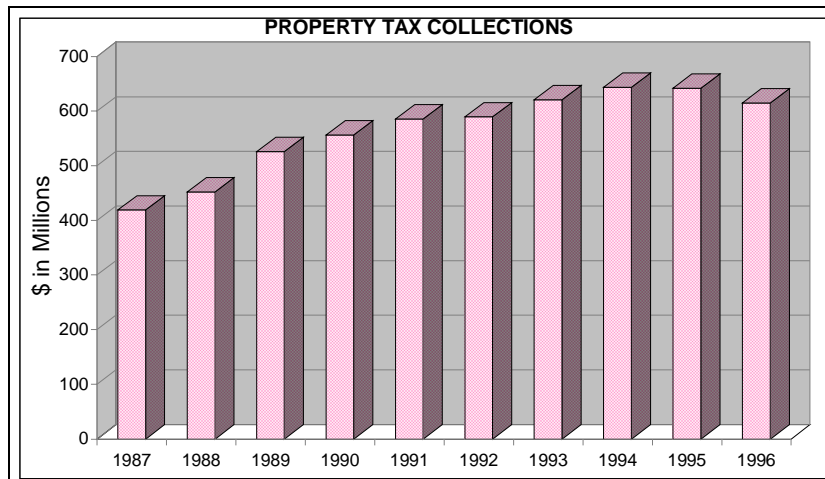
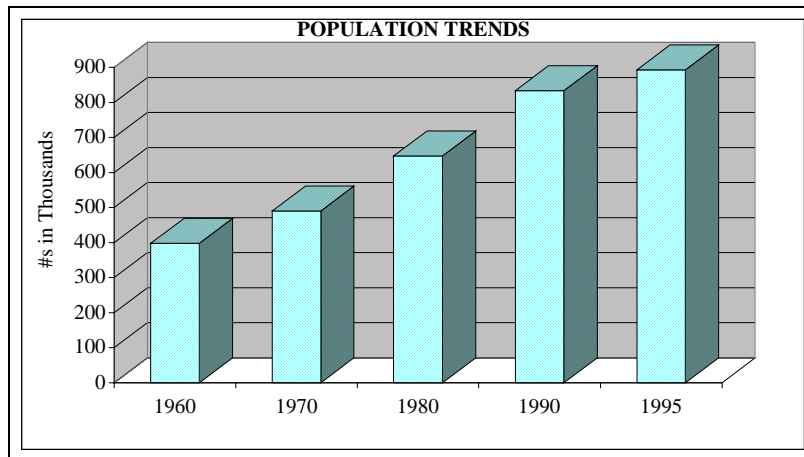
<b>Budget Data by Purpose</b>					
<b>Function</b>	<b>FY 1998-99 Actual</b>	<b>FY 1998-99 Budget</b>	<b>FY 1999-00 Estimated</b>	<b>FY 1999-00 Budget</b>	<b>Percent Increase (Decrease)</b>
Instruction	\$500,000	\$510,000	\$515,000	\$520,000	2%
Instructional Administration	120,000	118,000	125,000	130,000	10%
School Administration	90,000	100,000	105,000	115,000	15%
Etc.	1,000,000	1,100,000	1,105,000	1,120,000	2%
<b>Total</b>	<b>\$1,710,000</b>	<b>\$1,828,000</b>	<b>\$1,850,000</b>	<b>\$1,885,000</b>	<b>3%</b>

<b>Student Data (1999-00)</b>			
Total Enrollment	1,007	At-Risk	68%
Ethnicity		Limited English (LEP)	15%
Hispanic	94%	Mobility Rate	45%
White	4%	Attendance Rate	90%
Asian	1%	Dropout Rate (Gr. 9-12)	8%
Free/Reduced Lunch	21%	Graduation Rate	60%
Special Education	3%	Honors Classes	12%

Source: Created by MGT of America, Inc., 2000.



**EXHIBIT 8-12  
METROPOLITAN NASHVILLE PUBLIC SCHOOLS  
SAMPLE PRESENTATION OF DEMOGRAPHIC DATA**



Source: Created by MGT of America, Inc., 2000.

5. The Assistant Superintendent of Business and Facility Services, Director of Business Services, and the senior accountants should prepare the 2002-03 budget using the new format.

February –  
July 2002

### **FISCAL IMPACT**

Assuming that the additional staff are added, as recommended in Recommendation 8-1 above, this recommendation can be implemented with existing resources.

### **FINDING**

Budgeting is the process of allocating resources to the prioritized needs of a school system. Formal budgets should play an important role in the planning, control, and evaluation of a school system's operations. The adoption of a budget implies that a set of decisions has been made by the governing authority which culminate in matching resources with needs. As such, the Metropolitan Nashville Public Schools budget should be a product of the planning process.

Budgets in the public arena are often considered the ultimate policy document since they are the financial plan that a governing authority uses to achieve its goals and objectives reflecting:

- choices about what goals and objectives the school system will and will not produce;
- priorities among the wide range of activities in which they are involved;
- relative weight given to the influence of various programs and activities in the budget development process; and
- how the school system has acquired and uses its resources.

The annual budget preparation process in Metropolitan Nashville Public Schools begins in mid-January each year. The Director of Business Services sends a memo to each of the four assistant superintendents asking them to complete a budget request form. Exhibit 8-10 above shows the budget request form used in preparation of the 2000-01 fiscal year budget.

Though the budget form completed by departments has a section to list the Board of Education goal or objective being met, the school system does not base budget allocations on performance measurements. Without a system of performance measures, it is difficult to evaluate the effectiveness of funding for various programs and making informative decisions regarding the allocation of funding is hindered.

For example, Metropolitan Nashville Public Schools prides itself on the total per pupil expenditures. A review of data maintained and published by the Tennessee Department of Education shows that out of 138 LEAs in the state, Metropolitan Nashville Public Schools ranks 5<sup>th</sup> highest in per pupil expenditures. However, because there is no

linkage between funds expended and results or objectives achieved, the school system is unable to determine the effectiveness of its educational spending. Recent articles in the local Nashville newspapers have pointed to other Tennessee school systems spending less per pupil and less on average teacher salaries than Metropolitan Nashville Public Schools, yet achieving higher results on the statewide Report Card compiled by the Tennessee Department of Education.

## **RECOMMENDATION**

### **Recommendation 8-5:**

#### **Implement a system of performance-based budgeting and invest in performance-based budgeting training for school system personnel.**

Implementing a system of performance-based budgeting for 100 percent of the budget should allow the school system to measure the effectiveness of programs and services. Implementation of a performance-based budgeting system, while requiring an initial investment of staff time, will benefit the school system in the long run and will help the community to understand the effectiveness of how funding is applied to programs. Linking program funding to services provided or program results achieved will allow Metropolitan Nashville Public Schools to better identify which programs or services are working and those that are not.

The reader should keep in mind that performance-based budgeting is not the same as zero-based budgeting. Organizational performance measurement is the process of regular and continuous data collection on important aspects of an organization's services, programs, or processes. The use of performance measures enables an organization to evaluate the effectiveness and efficiency of accomplishing what it is intended to accomplish. Performance measurement provides a management tool for improvement and an instrument for management planning and decision making. Performance measurement also enables an organization to link its strategic plans to the financial resources of the organization through the budgeting process.

Performance-based budgets are important for several reasons:

- *An organization needs to know in a quantitative way if it is fulfilling its mission and accomplishing its objectives.* By using performance measures to document results, an organization can assess whether strategies, goals, and service objectives are being achieved.
- *All organizations can improve the way they do business.* Performance measurement is a management tool for operational improvement. It provides a means by which an organization can evaluate the effectiveness and efficiency of its services and programs, to determine where improvement efforts should be focused.
- *The people who do the work need to know how well they are doing.* Performance measurements provide clearly defined measures of success so that employees know the results of their work, and need not rely on subjective judgments or standards or anecdotal evidence.

When programs are not accomplishing their objectives, performance measures help identify problem areas so that the people responsible can take appropriate corrective action and then determine if those actions are successful.

- *What gets measured gets done.* This platitude has been demonstrated repeatedly by the positive results of performance measurement effort in cities and counties across the country. Once performance measurements are incorporated into the structure of an organization, it can help the organization effectively focus attention on achieving its objectives and improving its performance.

The Governmental Accounting Standards Board (GASB), which sets the financial reporting rules for state and local governments, and the Government Finance Officers Association (GFOA) highly encourage the use of performance measures in local government budgets. In fact, the GASB is contemplating mandating the use of performance measures for local governments. In April 2000, the GASB released 12 case studies for performance measurement for government at its annual conference in Austin, Texas.

Metro Government finance staff is currently working on implementing improvements to its budget process. These planned improvements include enhancing the budget presentation and implementing a system of performance-based budgeting. Metropolitan Nashville Public Schools should coordinate with Metro Government staff in implementing performance-based budgeting and budget presentation improvements (as discussed in Recommendation 8-4).

#### **IMPLEMENTATION STRATEGIES AND TIMELINE**

- |   |                     |
|---|---------------------|
| 1. The Metropolitan Board of Education and the Director of Schools should direct the Assistant Superintendent of Business and Facility Services to begin implementing a system of performance-based budgeting to be implemented for the 2002-03 budget cycle.   | April 2001          |
| 2. The Assistant Superintendent of Business and Facility Services should coordinate with Metro Government staff to develop an implementation plan for performance-based budgeting. Sources such as the GASB, GFOA, and the Tennessee Association of School Boards (TASB) should be contacted for the most current information on performance-based budgeting. | April 2001          |
| 3. The Assistant Superintendent of Business and Facility Services should submit funding requests for performance-based budget training.   | April 2001          |
| 4. The Assistant Superintendent of Business and Facility Services, Director of Business Services, and accounting staff should attend continuous training on ways to further integrate performance-based budgeting.  | By<br>November 2001 |

- |  |               |
|--|---------------|
| 5. The Assistant Superintendent of Business and Facility Services, Director of Business Services, and accounting staff should then work together to provide training for all department heads and other employees having budgeting responsibilities. | January 2002  |
| 6. The Assistant Superintendent of Business and Facility Services and Director of Business Services should work closely with all departments and schools further in developing performance-based budgets.  | Ongoing       |
| 7. The directors of all school system departments should submit performance-based budgets.   | February 2002 |

**FISCAL IMPACT**

The cost of implementing this recommendation will include the cost of sending school system staff to training in performance-based budgeting. The GASB and similar organizations can provide training for approximately \$300 to \$400. Most likely, travel will be necessary to obtain the training. Travel is estimated to be approximately \$700 per person. Approximately five fiscal staff will need to be trained.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Implement System of Performance-Based Budgeting	(\$5,500)	\$0	\$0	\$0	\$0

**8.4 Financial and Accounting Services**

A school system’s fiscal operations control the collection, disbursement, and accounting for federal, state, and local funds. An effective fiscal operation has detailed policies and procedures, as well as internal controls to efficiently process the school system’s daily business transactions and provide accurate, complete, and timely information to the administration and the Board of Education to facilitate decision making.

**FINDING**

The Business Services Department does not have a formal procedures manual that documents and governs its operations. In addition, there is very little cross-training among the Business Services staff. In fact, one Senior Accountant who has been employed in the school system for 23 years, and in the Business Services Department for 16 years, is the only person in the department who has knowledge of many of the major processes. The external audit report has cited repeatedly the risk facing the department by the lack of written operating procedures and cross-training.

The management letter prepared by the external auditor for fiscal year ending June 30, 1999 states the following:

**Observation:**

*As noted in prior years, the Accounting Department does not have an accounting manual that describes the standard procedures to be performed or the assignment of responsible individuals.*

**Background:**

*The monthly and year-end accounting procedures are quite complex. Written procedures and instructions should prevent or reduce misunderstanding, errors, inefficient or wasted effort, duplicated or omitted procedures and other situations that can result in inaccurate or untimely accounting records. A well devised accounting manual can also ensure that similar transactions are treated consistently and that financial reports are produced in the form desired by management. The time required to develop such a manual would likely be more than offset by the time saved later in training accounting department personnel and correcting accounting records.*

**Recommendation:**

*Develop an accounting manual that describes the standard procedures to be performed and the assignment of responsible individuals.*

School system management has responded to the external auditor's comments regarding the lack of documented procedures by stating that an independent consultant has been retained to compile an accounting procedures manual. While a payroll manual was completed during 1999, it has not been distributed.

**RECOMMENDATION**

**Recommendation 8-6:**

**Document procedures and develop an administrative procedures manual.**

The Business Services Department should develop a detailed accounting procedures manual that describes, in detail, process steps for each critical accounting function. Examples of functional procedures that should be described in the accounting procedures manual include transaction postings, month-end closings, preparation for cash disbursement (accounts payable), and payroll processing.

Exhibit 8-13 outlines some of the key components.

Once a comprehensive procedures manual has been prepared, it is equally important to ensure that it is maintained and updated on a regular basis.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Assistant Superintendent of Business and Facility Services should direct the Director of Business Services to develop a formal policies and procedures manual. April 2001

**EXHIBIT 8-13  
RECOMMENDED CONTENT OF FINANCIAL PROCEDURES MANUAL**

- Table of Contents
  - Budget and Amendment Processing
  - Recording Transactions
  - Cash Receipts
  - Payroll
  - Internal Controls
  - Journal Entries
  - Fixed Assets/Proposal Control
  - Purchasing
  - Grant Accounting
  - Technology
- Introduction
  - Purpose - Authority - Organization
  - Revisions - Policy - Definition
- Transactions
  - Receipt and Disbursement Journal
  - General Ledger
    - Accounts payable, accounts receivable
  - Bank Reconciliation
  - Other
    - Forms
- Cash Receipts/Revenue
  - Where is Cash Collected/Received
  - Types/Sources
  - Daily Deposits/Documentation
  - Controls
  - Posting/Reconciliation
  - Forms
- Expenditures/Cash Disbursements
  - Who and Where
  - Purchasing Requirements
  - Controls
  - Quality Discounts/Timing of Payments
  - Forms
- Payroll
  - Creating a payroll
  - Processing/Time /Paydays/Holidays
  - Deduction Processing/Requirements
  - Controls/Forms
- Travel/Petty Cash
  - Reimbursement Guidelines
  - Documentation requirements/Forms
  - Reporting/Advances
  - Petty Cash Authorization
  - How to Establish Petty Cash
- Other
  - Internal Controls
    - \* Collections, Disbursements, Assets (investments/fixed)
  - Fixed Assets
    - \* Control/Policy/Procedures/Form
    - \* Inventory
    - \* Tagging/Requirements
  - Purchasing
    - \* Levels Bidding, Types of Purchase Orders/Form
  - Grant Stewardship
    - \* Profiles/Compliance/Forms
  - Budget
    - \* Process, Calendar, Amendments, Levels of Control, Forms
  - Student Activity Fund

Source: Created by MGT of America, 2000.

- |   |               |
|---|---------------|
| 2. The Director of Business Services should require all sections (accounting and student activity funds) to develop procedures manuals for their sections.  | October 2001  |
| 3. The Director of Business Services should compile a manual containing all school system policies as applicable to the budget and finance functions in Metropolitan Nashville Public Schools.          | December 2001 |
| 4. The Director of Business Services should review all procedures submitted by the various accounting sections and compile a single procedures manual.  | March 2002    |
| 5. The Assistant Superintendent of Business and Facility Services should approve the financial policies and procedures manuals.   | May 2002      |
| 6. The Director of Business Services should distribute the financial policies and procedures manual to all accounting personnel.  | July 2002     |
| 7. The Director of Business Services should conduct training or cross-training to department personnel regarding the approved policy and procedures manual.   | August 2002   |
| 8. The Assistant Superintendent of Business and Facility Services should direct the Director of Business Services to review and update the financial policies and procedures manual on a regular basis. | Ongoing       |

**FISCAL IMPACT**

This recommendation can be implemented with existing staff resources. By assigning responsibility for drafting initial procedures to each functional area, the work load will be evenly distributed and should be completed by the dates set forth in the above implementation table.

**FINDING**

Automated paychecks are issued every other week to pay employees. Occasionally, an employee will be underpaid or will not receive a paycheck. This can occur for a variety of reasons:

- the employee time card was not turned in on time;
- the employee time card was not processed in a timely manner; or
- a personnel transaction form was not turned in or processed in a timely manner.



In these situations, the Payroll Department will issue a manual paycheck so that the employee who was underpaid will not have to wait until the next payday to receive a check.

There is no definitive procedure in Metropolitan Nashville Public Schools on circumstances in which the Payroll Department will or will not issue a manual payroll check. The decision is made by the Payroll Coordinator on a case-by-case basis.

For the month of September 2000, 212 manual paychecks were issued to employees.

## **RECOMMENDATION**

### **Recommendation 8-7:**

#### **Develop and implement an administrative procedure on issuing manual payroll checks.**

School systems that have strict guidelines as to when manual checks will be prepared for employees issue fewer manual checks. By developing and implementing such guidelines, Metropolitan Nashville Public Schools should be able to reduce labor-intensive efforts required to process manual pay checks. Although implementation of a new financial accounting system could decrease the number of manual checks currently being issued, policy changes are required.

Examples of guidelines that could be used include the following:

- issuing a manual check to an employee only when not doing so results in the employee not receiving a check at all;
- issuing a manual check to an employee only when not doing so results in their paycheck being below a pre-specified percentage of their regular pay; and
- not issuing manual checks to pay for overtime that was not submitted timely.

In addition, requiring departments and schools to provide written documentation of the situation that resulted in the request for a manual paycheck, and having that documentation reviewed and approved by management, should also result in fewer manual paycheck requests. This requirement will shift some amount of accountability to the individual responsible for submitting timely and accurate payroll information. In addition, this method should provide the Payroll Department with useful management information regarding which departments or school sites may need additional training.

## **IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Payroll Coordinator and the Director of Business Services should develop guidelines for circumstances under which manual paychecks will be issued. April 2001

2. The Payroll Coordinator and the Assistant Superintendent of Business and Facility Services should develop an information sheet listing all information needed in order to issue a manual paycheck (This information should require an explanation of why a manual check is necessary and the person responsible for the regular check not getting issued. In addition, the principal or department head should be required to sign off on any requests for manual checks). May 2001
  
3. The Payroll Coordinator and the Director of Business Services should disseminate the new procedures. The new policy should be communicated to all employees. May 2001
  
4. The Payroll Coordinator should regularly track this information to determine trends and determine whether additional training for school system timekeepers is needed. Ongoing

**FISCAL IMPACT**

This recommendation can be implemented with existing resources.

**8.5 Student Activity Funds**

School systems must account for student-generated money through separate accounts called student activity funds. These activity funds include money that principals are allowed to control and spend as needed and usually are generated from vending machines, student fund-raisers, and interest earned. Schools generally maintain separate bank accounts for these funds. All school systems are required to include student activity funds in the annual financial audit conducted by independent auditors.

Tennessee's Internal School Uniform Accounting Policy Manual outlines the requirements for student activity fund accounting. Three funds are used to record activity fund money: General Fund, Restricted Fund, and Food Service Fund. According to the manual, the school's intent for the use of this money should dictate which fund is used to record the funds.

Each school in Metropolitan Nashville Public Schools maintains a decentralized student accounting system for activity funds. The Internal Audit unit is responsible for auditing student activity accounts. Internal Audit is also responsible for training school personnel in monitoring and assisting with the day-to-day operations of these funds.

The Internal School Accounting Act (Section 49-2-110 of the Tennessee Code) makes school principals liable for the safekeeping, management and accounting of all student activity and other internal school funds. Under this act, local boards of education are charged with promulgating policies, rules, and regulations pertaining to student activity funds.

Exhibit 8-14 shows a consolidated balance sheet and schedule of revenues, expenditures, and changes in fund balance for Metropolitan Nashville Public Schools' student activity funds for the period ending June 30, 1999.

## **FINDING**

The Internal Audit Unit conducts audits of activity funds (see Chapter 9, Section 9.14, for information on Internal Audit). All activity fund transactions are reviewed for compliance with campus accounting policies and procedures. Each deviation is documented and described in a written report along with recommendations to improve and or correct the problem. The written report is provided to the principal and the associate superintendent or executive director for the school. A review of the reports indicates, however, that personal exit conferences are not held in every audit.

Written responses from the principal are required. The report is not provided to the Board of Education or Director of Schools.

## **RECOMMENDATION**

### **Recommendation 8-8:**

**Conduct personal exit conferences with all principals, and submit audit reports containing principal responses to the Metropolitan Board of Education.**

The personal exit conference is important for many reasons. Typically direct, verbal communication is the best way to obtain an understanding of an issue. In many instances, the accounting requirements surrounding the use and accountability for student activity funds can be complicated and technical. To ensure that each principal understands the audit findings, all exit conferences should be conducted in person.

In addition, since the Metropolitan Board of Education is ultimately responsible for oversight of student activity funds, all audit findings should be presented to the Board of Education on a quarterly basis.

## **IMPLEMENTATION STRATEGIES AND TIMELINE**

- |  |  |
|--|--|
| 1. The Senior Auditor should develop procedures for conducting personal exit conferences for all student activity fund audits.   | April 2001                               |
| 2. The Senior Auditor should require that any auditor completing a school audit conduct a personal exit conference.  | April 2001                               |
| 3. As each audit is completed by the Internal Audit Department, audit reports, along with principal responses, should be presented to the Metropolitan Board of Education. | June 2001<br>and Quarterly<br>Thereafter |

## **FISCAL IMPACT**

There is no cost associated with implementing this recommendation.

**EXHIBIT 8-14  
BALANCE SHEET AND SCHEDULE OF REVENUES,  
EXPENDITURE, AND CHANGES IN FUND BALANCE FOR  
ALL SCHOOLS IN METROPOLITAN NASHVILLE PUBLIC SCHOOLS**

<b>COMBINING BALANCE SHEETS JUNE 30, 1999</b>							
<b>School Level</b>	<b>Cash</b>	<b>Account Receivable</b>	<b>Inventory</b>	<b>Total Assets</b>	<b>Accounts Payable</b>	<b>Fund Balance</b>	<b>Total Liabilities and Fund Balance</b>
High Schools	\$1,886,414	\$11,257	\$8,447	\$1,906,119	\$99,301	\$1,806,817	\$1,906,119
Middle Schools	1,336,888	31,504	12,283	1,380,675	64,397	1,316,278	1,380,675
Elem Schools	1,920,974	63,320	66,576	2,050,870	95,559	1,955,311	2,050,870
Special Schools	84,793	0	127	84,920	7,691	77,230	84,920
<b>Total all Schools</b>	<b>\$5,229,070</b>	<b>\$106,081</b>	<b>\$87,434</b>	<b>\$5,422,584</b>	<b>\$266,948</b>	<b>\$5,155,636</b>	<b>\$5,422,584</b>
<b>COMBINING STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE FOR THE YEAR ENDED JUNE 30, 1999</b>							
<b>School Level</b>	<b>Fund Balance 6/30/98</b>	<b>Prior Period Adj</b>	<b>Fund Balance 6/30/99</b>	<b>Revenues</b>	<b>Expenditures</b>	<b>Revenues Over/Under Expenditures</b>	<b>Fund Balance 6/30/99</b>
High Schools	\$1,662,366	\$7,545	\$1,669,911	\$4,741,882	\$4,604,975	\$136,906	\$1,806,817
Middle Schools	1,222,420	628	1,223,048	2,934,809	2,841,579	93,230	1,316,278
Elem Schools	1,749,499	15,306	1,764,806	4,165,162	3,974,656	190,505	1,955,311
Special Schools	32,419	0	62,419	258,713	243,902	14,811	77,230
<b>Total all Schools</b>	<b>\$4,696,704</b>	<b>\$23,480</b>	<b>\$4,720,183</b>	<b>\$21,100,656</b>	<b>\$11,665,112</b>	<b>\$435,453</b>	<b>\$5,155,636</b>

Source: Metropolitan Nashville Public Schools, Financial Statements and Independent Auditors' Report of School Activity Funds, June 30, 1999.

**9.0 ASSET AND RISK  
MANAGEMENT**

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## **9.0 ASSET AND RISK MANAGEMENT**

This chapter of the report focuses on the management and protection of the Metropolitan Nashville Public Schools' assets. The major functions of asset and risk management were reviewed in the following sections:

- 9.1 Asset Management
- 9.2 Risk Management

### **9.1 Asset Management**

The functions of asset management are addressed in the following categories:

- 9.1.1 Cash Management and Investments
- 9.1.2 Fund Balance
- 9.1.3 Fixed Assets
- 9.1.4 Internal Audit

#### **9.1.1 Cash Management and Investments**

An effective cash and investment management program ensures that school systems will have sufficient cash to meet daily and ongoing operating requirements. The objectives of a well-managed cash and investment management program are to:

- have sufficient cash on hand for payrolls, payments to vendors and other financial obligations;
- invest surplus cash in safe, profitable securities;
- have extra cash in reserve for unexpected cash requirements (fund balance); and
- maintain sound, cost-effective relationships with financial institutions.

The Metropolitan Board of Education (MBOE) is authorized to invest its idle funds, that is, funds not immediately needed for current operations in the following:

- United States Treasury Bills, bonds, and notes;
- State of Tennessee Local Government Investment Pool;
- bonds issued by the government;
- bonds of commercial entities; and
- repurchase agreements and commercial paper.

Further, the Board of Education is authorized to invest these funds either directly or through the Metro Investment Pool (MIP).

The Metropolitan Government acts as the Board of Education's banker, receiving all incoming revenues and making transfers into MBOE's operating account for current operating and payroll needs. The Metropolitan Government allocates interest earned to the Metropolitan Board of Education.

The MBOE has two main bank accounts – the General Purpose School Fund account and the Payroll Account. The bank balance of the General Purpose School Funds account amounted to \$10,801,660 as of September 30, 2000. The Payroll Account is a zero balance account. In addition to these two accounts, each school having a Student Activity Fund maintains its own bank account.

Exhibit 9-1 below summarizes the carrying amount of cash as of June 30, 1999 and Exhibit 9-2 shows the investments held by the Metropolitan Board of Education as of the same date.

**EXHIBIT 9-1  
CASH BALANCES AS OF JUNE 30, 1999  
METROPOLITAN NASHVILLE PUBLIC SCHOOLS**

DESCRIPTION	AMOUNT
Cash on Deposit	\$8,467,752
Metro Investment Pool	101,078,276
Cash on Hand	102,150
<b>Total</b>	<b>\$109,648,178</b>

Source: Comprehensive Annual Financial Report for Metropolitan Board of Education, June 30, 1999.

**EXHIBIT 9-2  
INVESTMENTS AS OF  
JUNE 30, 1999  
METROPOLITAN NASHVILLE PUBLIC SCHOOLS**

DESCRIPTION OF INVESTMENT	AMOUNT
U.S. Treasury and Agency Securities	\$12,305,063
Corporate bonds and notes	21,830,497
Common stock	61,813,298
MIP	49,305,720
Limited partnerships	520,000
Certificates of deposit	2,900,000
<b>Total</b>	<b>\$148,674,578</b>

Source: Comprehensive Annual Financial Report for Metropolitan Board of Education, June 30, 1999.

**FINDING**

A review of bank statements during on-site fieldwork in October 2000 shows that the Metropolitan Nashville Public Schools' bank accounts were last reconciled for the month of June 2000. Considering the timeframe, the school system should have been working on reconciling its September bank statements.

In addition, a review of documentation shows that the reconciliations are not all reviewed or approved by management; however, beginning in the 1999-2000 school year most reconciliations were signed by management. Currently, the responsibility for reconciling the accounts falls to the Internal Audit Department.

**RECOMMENDATION**

**Recommendation 9-1:**

**Strengthen the controls surrounding the reconciliation of cash bank accounts.**

Bank reconciliation, the process of systematically comparing the cash balance as reported by the bank with the cash balance on the books and explaining any differences, is a vital tool in the detection of errors and irregularities.

Good internal control practices require that all bank accounts be reconciled within five days of receiving the account statements from the bank and that all reconciliation reports are reviewed and approved by management.

Procedures should be developed for this purpose. The procedures should indicate which individuals should be responsible for the reconciliation process and provide specific steps to be followed in the event of reconciling irregularities. Procedures should also require that the Director of Business Services sign off on all reconciliation reports in a timely manner.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

- |   |            |
|---|------------|
| 1. The Assistant Superintendent of Business and Facility Services should direct the Director of Business Services to develop and document procedures for the reconciliation of monthly bank statements  | April 2001 |
| 2. The Director of Business Services should develop and document procedures for the monthly reconciliation of bank statements. The procedures should indicate which individuals should be responsible for the reconciliation process and provide specific steps to be followed in the event of reconciling irregularities. Procedures should also require that the Director of Business Services sign off on all reconciliation reports in a timely manner. | April 2001 |
| 3. The Assistant Superintendent of Business and Facility Services should ensure that bank reconciliation procedures are developed and implemented.  | May 2001   |



**FISCAL IMPACT**

There is no fiscal impact associated with this recommendation. Current staff can be used to develop, document, and implement the bank reconciliation procedures. Having the Director of Business Services review and approve the bank reconciliation monthly will require additional time, but the risks associated with not performing the approval process outweigh any additional time required to complete this step.

**FINDING**

The school system receives grant funding for a variety of federal, state, and local grants. Many of the grants require that expenditure reimbursements be submitted before funding can be received. Currently, the Metropolitan Board of Education submits for Title I funding on a quarterly basis. The last reimbursement request submitted was dated August 31, 2000. Metropolitan Nashville Public Schools receives roughly \$12 million annually from Title I funds.

**RECOMMENDATION**

**Recommendation 9-2:**

**Submit for Title I funds and other reimbursable grants on a monthly basis.**

Metropolitan Nashville Public Schools will maximize interest revenue by submitting for grant funds on a monthly basis rather than quarterly. In addition, the school system runs the risk of subsidizing grant expenditures with general operating funds.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

- |  |           |
|--|-----------|
| 1. The Director of Business Services should direct the Senior Accountants to submit requests for federal funds and other reimbursable grant expenditures on a monthly basis. | July 2001 |
| 2. The Senior Accountants should begin preparing and submitting reimbursement reports monthly.   | July 2001 |

**FISCAL IMPACT**

Increased interest revenue due to more timely reimbursement requests amounts to approximately \$54,255. This is calculated by taking the difference in interest earned based on quarterly reimbursement requests as compared to monthly requests. Interest rates earned on the Metropolitan Investment Pool (MIP) for 1999 were used in this calculation.

Interest earned based on quarterly reimbursement submissions	\$518,093
Interest earned based on monthly reimbursement submissions	\$572,348
Additional interest revenue	<u><u>\$54,255</u></u>

<b>Recommendation</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>
Submit for Title I Funds and Other Reimbursable Grants on a Monthly Basis	\$54,255	\$54,255	\$54,255	\$54,255	\$54,255

**9.1.2 Fund Balance**

Fund balances or reserve balances are established by school systems to function similarly to a savings account. Fund balances can serve as a source of funds in case of an emergency, a source of cash to pay bills in case the outflow of expenditures temporarily occurs faster than the inflow of revenue, or a place to build up savings to make large purchases not affordable within a single year (e.g., to invest in a new computer system).

Fund balance can be segregated for specific purposes. For example, fund assets reserved for encumbrances are funds that are set aside to pay for goods or services that have been ordered or contracted for, but for which the entity has not yet incurred the expenditure.

Fund balance typically can have two types of segregation: reserved fund balance and designated fund balance. Reserved fund balance, as in the example of encumbrances above, represents prior uses of funds. The governing authority over fund balance may also designate fund balance for specific purposes for future uses. Designations reflect management's or the governing authority's anticipation of possible future uses.

As a consequence of reserves and designation, total fund balance at any point in time may be initially split between reserved and unreserved balance. Unreserved fund balance can then be divided between designated and undesignated fund balance. The undesignated fund balance reflects the resources available for current expenditures.

**FINDING**

Exhibit 9-3 shows fund balance categories for the school system for the past three years. As the exhibit shows, total fund balance has decreased over this three-year period. During the 1998-99 fiscal year, the Metropolitan Board of Education received permission from the Metropolitan Council to use \$5.8 million of their fund balance to balance the current year budget.

Generally, a total fund balance as a percent of current operating expenses that ranges between eight to ten percent is considered to be a healthy percentage. However, because total fund balance may not be available due to specific reserves or designated purposes, an analysis of undesignated fund balance is appropriate.

**EXHIBIT 9-3  
FUND BALANCE AS COMPARED TO TOTAL BUDGET  
FOR THE GENERAL PURPOSE FUND  
METROPOLITAN NASHVILLE PUBLIC SCHOOLS**

<b>CATEGORY</b>	<b>JUNE 30, 1997</b>	<b>JUNE 30, 1998</b>	<b>JUNE 30, 1999</b>
Reserved Fund Balance	\$13,193,822	\$12,916,320	\$10,608,102
Designated for Specific Purposes	0	0	75,000
Undesignated Fund Balance	25,796,892	24,587,165	17,090,379
<b>Total Fund Balance</b>	<b>\$38,990,714</b>	<b>\$37,503,485</b>	<b>\$27,773,481</b>
Total Budget	\$351,781,487	\$392,301,033	\$396,270,873
Fund Balance as a Percent of Total Budget	11.08 %	9.56 %	7.01 %
<b>Undesignated Fund Balance as a Percent of Total Budget</b>	<b>7.33 %</b>	<b>6.27 %</b>	<b>4.31 %</b>

Source: Comprehensive Annual Financial Report of the Metropolitan Board of Education for years ending June 30, 1998 and 1999.

Section 49-3-352 of the Tennessee state statutes says that any remaining fund balance at year end shall be carried forward. Section 49-3-352 further states that fund balances for school systems in the state should be made available to offset shortfalls of budgeted revenues or be available for meeting unforeseen increases in operating expenses. Specifically, the section states:

*The accumulated fund balance in excess of three percent (3%) of the budgeted annual operating expenses for the current fiscal year may be budgeted and expended for nonrecurring purposes but shall not be used to satisfy appropriation requirements for recurring annual operating expenses.*

On November 21, 1991, the Metropolitan Government adopted a financial management resolution to ensure that the fund balances of both the city government and MNPS are maintained sufficiently. In part, the resolution states the following:

*It shall be the policy of the Metropolitan Government of Nashville-Davidson County to maintain sufficient reserves in fund balances, to protect the financial position of this government in balances, to protect the financial position of this government in the event of unexpected emergencies or unforeseen downturns in revenue collection...it is hereby established that an amount equal to 5% of the three operating funds' budget (the GSD and USD General Funds and the General Purpose School fund) shall be maintained in fund balance as a reserve.*

Exhibit 9-4 shows the calculation of undesignated fund balance as a percent of subsequent-year operating budget as measured by the Metropolitan Government. Although the resolution does not specify, for purposes of this analysis, undesignated fund balance will be used.

**EXHIBIT 9-4  
UNDESIGNATED FUND BALANCE AS COMPARED TO  
SUBSEQUENT YEAR OPERATING BUDGET  
METROPOLITAN NASHVILLE PUBLIC SCHOOLS**

CATEGORY	1997	1998	1999	2000
Undesignated Fund Balance	Fiscal year ending June 30, 1997 \$25,796,892	Fiscal year ending June 30, 1998 \$24,587,165	Fiscal year ending June 30, 1999 \$17,090,379	Fiscal year ending June 30, 2000 \$22,665,482
Subsequent Year Operating Budget	Fiscal year ending June 30, 1998 \$392,301,033	Fiscal year ending June 30, 1999 \$396,270,873	Fiscal year ending June 30, 2000 \$397,100,754	Fiscal year ending June 30, 2001 \$404,520,869
<b><i>Undesignated Fund Balance as a Percentage of Subsequent Year Operating Budget</i></b>	<b>6.6 %</b>	<b>6.2%</b>	<b>4.3%</b>	<b>5.6%</b>

Source: Comprehensive Annual Financial Report for the Metropolitan Government of Nashville and Davidson County, 1997, 1998, 1999, and 2000.

As the percentages in Exhibit 9-4 show, Metropolitan Nashville Public School has met fund balance reserve requirements for the years ending 1997, 1998, and 2000. However, with the approval by the Metropolitan Council in 1999 to allow the Metropolitan Board of Education to use fund balance to balance their current year budget, fund balance reserve dropped below the five percent level to 4.3 percent. For FY 2000, MNPS once again increased the reserve to 5.6 percent.

**RECOMMENDATION**

**Recommendation 9-3:**

**Continue to ensure that reserves are not used to fund current year operations in accordance with Tennessee State Statute (Section 49-3-352).**

Regardless of how carefully budgets are prepared and long-term forecasts are considered, at some point all entities find themselves facing unexpected conditions. The purpose of establishing fund balance reserve guidelines is to ensure that school systems are able to meet these unexpected conditions without experiencing undue hardship.

Metropolitan Nashville Public Schools should develop a strategy to rebuild its fund balance and ensure that reserves are established as required by state law and local resolution.

## **IMPLEMENTATION STRATEGIES AND TIMELINE**

- |  |            |
|--|------------|
| 1. Metropolitan Nashville Public Schools should develop a strategy for managing its fund balance.  | April 2001 |
| 2. Metropolitan Nashville Public Schools should vote to approve the strategy for managing fund balance requirements.   | May 2001   |
| 3. The Metropolitan Board of Education should direct the Assistant Superintendent of Business and Facility Services to develop a multi-year plan to bring the undesignated fund balance up to five percent within three years. | June 2001  |
| 4. The Assistant Superintendent of Business and Facility Services should develop a multi-year plan to bring the undesignated fund balance up to five percent within three years.   | June 2001  |
| 5. The Metropolitan Board of Education should review and approve the plan submitted by the Assistant Superintendent of Business and Facility Services.   | July 2001  |
| 6. The Metropolitan Board of Education should implement the plan.  | July 2001  |

## **FISCAL IMPACT**

This recommendation can be implemented using existing school system resources.

### **9.1.3 Fixed Assets**

Fixed asset management involves the manner in which assets are purchased and accounted for, and maximizing the disposal of surplus or obsolete equipment so that it is turned back into productive channels.

The Metropolitan Nashville Public Schools' general fixed assets amounted to almost \$415 million as of June 30, 1999. General fixed assets are defined as tangible items of a nonconsumable nature, the value of which is \$1,000 or more and the normal expected life of which is one year or more. General fixed assets include items such as land, improvements, buildings and fixed equipment, furniture, fixtures, equipment, motor vehicles, construction in progress, property under capital leases, audio visual materials, and computer software.

General fixed assets purchased are recorded as expenditures in the Governmental Funds, and capitalized and disposed of at historical cost in the General Fixed Assets Account Group. Contributed fixed assets are recorded as general fixed assets at estimated fair market value at the date the asset is received. No depreciation has been provided on general fixed assets, nor has interest been capitalized.

Exhibit 9-5 provides a summary of fixed asset accounts of Metropolitan Nashville Public Schools as of June 30 1999, the latest available audited numbers.

**EXHIBIT 9-5  
SUMMARY OF GENERAL FIXED ASSETS  
METROPOLITAN NASHVILLE PUBLIC SCHOOLS  
JUNE 30, 1999**

CATEGORY	BALANCE JULY 1, 1998	TRANSFERS AND ADDITIONS	TRANSFERS AND DISPOSALS	BALANCE JUNE 30, 1999
Land	\$15,960,206	\$0	\$0	\$15,960,206
Buildings and Improvements	299,327,778	0	1,600,507	297,727,271
Furniture, fixtures, equipment, and machinery	77,137,462	1,339,905	474,947	78,002,420
Construction in progress	1,204,716	21,641,420	0	22,846,136
<b>TOTAL</b>	<b>\$393,630,162</b>	<b>\$22,981,325</b>	<b>\$2,127,479</b>	<b>\$414,536,033</b>

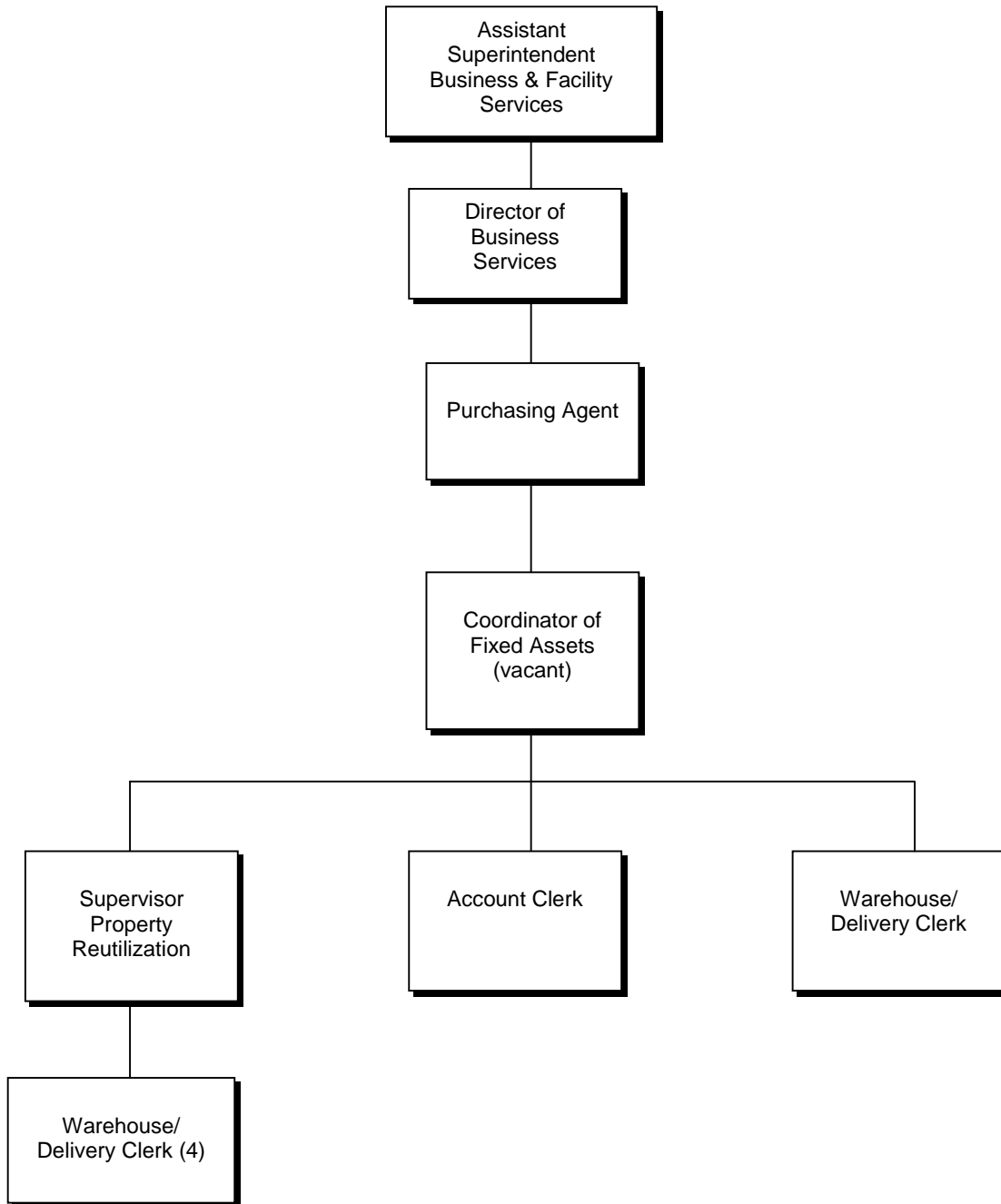
Source: Comprehensive Annual Financial Report of the Metropolitan Board of Education, June 30, 1999.

The school system uses a fixed asset accounting system called Fixed Asset Control Tracking System (FACTS) to record, track, and account for fixed assets in all schools and departments. The latest version of the system, FACTS/plus 2000, was recently installed in the school system. The FACTS/plus 2000 system is designed specifically for public sector organizations. Currently, the system does not interface with the main accounting system. That is, fixed asset items charged to the general ledger must be manually entered into to FACTS/plus 2000 system.

The responsibility of recording, tracking, and accounting for fixed assets falls to the Fixed Assets Department under the direction of the Purchasing Agent. The Department is staffed with eight employees who are responsible for identifying assets that need to be set up in the system, tagging those assets, entering those assets into the fixed asset system, conducting regular inventories of all fixed assets, and transporting fixed assets from location to location. Exhibit 9-6 illustrates the organizational structure of the fixed assets function.

The Account Clerk in the Fixed Assets Department monitors all purchase orders so that items needing to be established as fixed assets can be identified. When an item is identified as a fixed asset, a copy of the purchase order is sent to the receiving site along with a memo requesting asset information. Exhibit 9-7 provides a copy of this form. Upon receiving this information back from schools or departments, someone from the Fixed Assets Department visits the site and places a bar code sticker on the item. At this time, Fixed Assets personnel collect additional information on the item such as make, model, and serial number.

**EXHIBIT 9-6  
METROPOLITAN NASHVILLE PUBLIC SCHOOLS  
ORGANIZATIONAL STRUCTURE OF  
FIXED ASSETS FUNCTION  
2000-01 SCHOOL YEAR**



Source: Metropolitan Nashville Public Schools, Division of Business and Facility Services, 2000.

**EXHIBIT 9-7  
INFORMATION FORM SENT TO  
LOCATIONS RECEIVING FIXED ASSETS  
VALUED AT GREATER THAN \$1,000  
METROPOLITAN NASHVILLE PUBLIC SCHOOLS**

_____	
SCHOOL OR DEPARTMENT	
_____	
P.O. NUMBER	
<b>To:</b>	<b>PRINCIPAL/DEPARTMENT HEAD</b>
<b>From:</b>	<b>FIXED ASSETS OFFICE</b>
<b>Subject:</b>	<b>INVENTORY ADDITIONS</b>
<b>Date:</b>	
UPON RECEIPT OF EQUIPMENT LISTED ON ATTACHED PURCHASE ORDER, PLEASE PROVIDE US WITH CONTACT PERSON AND ROOM NUMBER WHERE THIS EQUIPMENT IS LOCATED.	
	ROOM NUMBER _____
	CONTACT PERSON _____
PLEASE RETURN THIS FORM AND ATTACHED PURCHASE ORDER TO FIXED ASSETS OFFICE AS SOON AS POSSIBLE. UPON RECEIPT SOMEONE FROM MY OFFICE WILL BE OUT TO BAR CODE EQUIPMENT FOR INVENTORY PURPOSES.	
THANKS FOR YOUR COOPERATION	

Source: Metropolitan Nashville Public Schools, Fixed Assets Department, October 2000.

When items are relocated in the school system, or when items have been determined to be obsolete, a work order is completed by school or departmental staff to notify delivery personnel in the Fixed Assets Department to transport the item to the new location. Items deemed to be obsolete or no longer needed are placed in the surplus warehouse where they are either sold through regular sales or auctions, or stored for future use by the school system.



## **FINDING**

In the annual audit of the Metropolitan Board of Education for at least the past two fiscal years (years ending June 30, 1998 and 1999), auditors have noted the lack of control over the safeguarding of fixed assets. The audit report for the year ending June 30, 1999 states the following:

### **Observation:**

*As noted in the prior years, the fixed asset records at Metropolitan Board of Education lack accuracy and an appropriate level of internal control to ensure the proper recording and accounting for fixed assets.*

### **Background:**

*The fixed asset system is not integrated with the accounting system, and purchases of furniture, fixtures and equipment are entered into the system based on purchase orders forwarded to the fixed asset department. No reconciliation is made between the fixed asset records and expenditures recorded in the accounting system. During our audit procedures, we noted that fixed asset purchases are not always entered into the system timely and, on some occasions, are not entered at all. These errors occur because of the following:*

- *items are “direct pay” purchases in which no purchase order is used;*
- *items are purchased using purchasing credit cards in which no purchase order is required; or*
- *the department receiving the goods does not always communicate receipt to the fixed assets department.*

In 1997, the school system hired an outside consultant to help them develop and implement a fixed asset accounting system. As part of the scope of this project, the consultant identified and tagged all equipment and established records as appropriate in the FACTS/plus 2000 system. The turnkey services provided by the outside consultant included the following:

- identify all items to be accounted for in the fixed asset system;
- tag all items to be tracked;
- provide a bar code system including five bar code readers;
- conduct a comprehensive inventory of all fixed assets and update the accounting records accordingly; and
- implement the FACTS/plus 2000 system.

The work was performed by the consultant, with the intent that school system employees would continue to update the fixed asset system, tag all new acquisitions subsequent to

1997, and conduct annual inventories. In August 1997, the school system obtained a quote from the outside consultant for performing the annual fixed asset audit for all schools and departments. The cost proposed for this service was \$27,850. Metropolitan Nashville Public Schools, however, has not continued the progress on the fixed asset system, either by outsourcing the function or by using existing staff. As noted in the annual audit mentioned above, in 1999 the school system was still not properly accounting for its fixed assets. In September 2000, the Coordinator of Fixed Assets retired and the position has not been filled. Since this time, no assets have been tagged or entered into the system.

During interviews conducted for the MGT performance audit, Fixed Assets staff indicated that the bar code readers provided to them in 1997 had never been used to conduct an inventory. Upon further investigation, the performance audit team could not find any evidence to the contrary; no documentation of inventory counts could be located. In addition, the MGT performance audit team found that fixed asset staff are no longer updating the fixed asset system for new additions. During the October 2000 on-site review, MGT fixed asset records dating as far back as March 2000 were identified as never having been entered into the FACTS/plus 2000 system.

The FACTS/plus 2000 system is maintained by one employee in the Fixed Assets Department. Other employees in the department have not been trained on the system and therefore cannot run reports or enter data. In fact, the performance audit team was unable to perform any fixed asset tests because the only employee with knowledge of the system was out on sick leave and therefore no reports could be issued from the system. During inspections of schools and departments, however, the performance audit team identified several items without tags. School staff indicated that many of these items were donations or were purchased with PTA or other funds.

Because the FACTS/plus 2000 system is not kept current, no reconciliations are made between the fixed asset accounting system and the general ledger.

A review of fixed asset reports obtained after on-site work was completed showed incomplete asset data. For example, asset acquisition dates are not recorded and critical information such as serial numbers were largely empty fields.

The absence of a reliable fixed asset accounting system results in assets not being properly accounted for, and skews the Statement of Values used to obtain adequate insurance coverage for school system property. In addition, maintaining an effective fixed asset management system will become even more important with the recent promulgation of new accounting rules for state and local governments. Currently, state and local governments, which include school systems, are not required to depreciate their assets. However, this situation will change with the recent issuance of Statement 34 by the Government Accounting Standards Board (GASB).

GASB issues accounting and financial reporting rules for state and local governments throughout the United States. GASB Statement 34, issued June 1999, requires capital assets to be reported in the financial statements after depreciation. Governments with total annual revenues of \$100 million or more must follow the rules of the statement for fiscal years beginning after June 15, 2001. This means MNPS must begin complying with the provisions of the statement on September 1, 2001. To ensure compliance, the school system must maintain accurate asset information regarding asset age and useful

life information so that depreciation can be accurately reported in the financial statements.

## **RECOMMENDATION**

### **Recommendation 9-4:**

**Develop and maintain a comprehensive fixed assets management system to ensure that school system fixed assets are properly identified, monitored, and safeguarded.**

The Metropolitan Nashville Public Schools' fixed asset system should be managed more effectively to ensure accountability for assets purchased with local and federal resources. Moreover, the system must provide an accurate value of assets for internal and external reporting. Finally, assets must be protected against theft, deterioration, or other loss.

Developing and maintaining an effective fixed asset management system will become even more important with the promulgation of GASB 34 mentioned above. To ensure full compliance with the pronouncement, the school system must maintain age and useful life information for its depreciable assets, and its fixed asset management system must be capable of calculating and tracking depreciation. Additionally, because of the numerous items not being tagged, tracked, or set up in the fixed asset system, the annual Statement of Values used to determine property insurance coverage may be understated. The school system faces the risk of underinsuring its assets or experiences losses of asset for which no records exist and therefore making insurance recovery impossible.

The Texas Comptroller of Public Accounts has developed best practices to help local governments in Texas set up effective and efficient fixed assets management systems. These best practices, presented in Exhibit 9-8, provide a comprehensive solution to deficient fixed assets management systems.

To strengthen the accountability over fixed assets, the school system must do several things:

- develop policies and procedures so that responsibilities are assigned to specific designees;
- provide quarterly reports to the Board of Education on the results of annual audits;
- conduct more frequent independent audits in addition to regular annual audits;
- require that Business Services Department staff take a more active role in the safeguarding of fixed assets;
- investigate missing or unaccounted for assets; and
- report all missing assets to the appropriate policing authorities.

**EXHIBIT 9-8  
BEST PRACTICES FOR EFFECTIVE  
FIXED ASSET MANAGEMENT SYSTEMS**

<b>FUNCTION</b>	<b>BEST PRACTICE</b>
<i>Preliminary Steps</i>	<ul style="list-style-type: none"> <li>■ Identify individuals in the school system who will have key fixed-asset responsibilities and establish the nature of such responsibilities.</li> <li>■ Devise policies and procedures governing capitalization thresholds, inventory, accounting, employee accountability, transfers, disposals, surplus and obsolescence, and asset sale and disposition.</li> <li>■ Determine district fixed-asset information needs and constraints.</li> <li>■ Determine the hardware and software necessary to effectively manage the system.</li> </ul>
<i>Creating the Fixed Asset Management System</i>	<ul style="list-style-type: none"> <li>■ Adopt a proposal setting up the fixed-asset system including adoption of formal policies and procedures.</li> <li>■ Create positions and job descriptions for those with fixed-asset responsibilities.</li> <li>■ Determine the design of the fixed-asset inventory database and develop standard forms to match the format of computerized records.</li> <li>■ Provide training as necessary.</li> <li>■ Identify specific assets below the capitalization threshold that should be tracked for information purposes and safeguarding.</li> <li>■ Budget the amount necessary to operate the fixed-assets management system adequately.</li> </ul>
<i>Implementing the Fixed Asset Management System</i>	<ul style="list-style-type: none"> <li>■ Inform all departments of the requirements, policies, and procedures of the fixed-assets system.</li> <li>■ Ensure that assets to be tracked on the system have been identified and tagged.</li> <li>■ Enter information into the fixed-assets database. Assign appropriate values to the assets in the database.</li> <li>■ Establish location codes and custodial responsibility for fixed assets.</li> </ul>
<i>Maintaining the Fixed Asset Management System</i>	<ul style="list-style-type: none"> <li>■ Enter all inventory information into the automated fixed-asset system as fixed assets are received.</li> <li>■ Assign tag numbers, location codes, and responsibility to assets as they are received.</li> <li>■ Monitor the movement of all fixed assets using appropriate forms approved by designated district personnel.</li> <li>■ Conduct periodic inventories and determine the condition of all assets.</li> <li>■ Generate appropriate reports noting any change in status of assets including changes in condition, location, and deletions.</li> <li>■ Reconcile the physical inventory to the accounting records, account for discrepancies, and adjust inventory records.</li> <li>■ Use information from the system to support insurance coverage, budget requests, and asset replacements and upgrades.</li> </ul>

*Source: "Getting a Fix on Fixed Assets," City and County Financial Management, May 1999 Vol. 15 Issue 2.*

The school system should develop a comprehensive fixed asset policy and establish procedures that clearly define the role of administrative departments such as the Business Services Department, and each principal or department head in the process of accounting for fixed assets. Principals and department heads should be specifically named as the single individuals in the school system responsible for the assets under their care. Each principal or department should be allowed to name a designee or designees to be responsible for the day-to-day oversight of accounting for fixed assets, but ultimately the principal or department head is the individual responsible.

At this time, Metropolitan Nashville Public Schools should review the guidelines on capitalization thresholds (currently this is \$1,000), and other variables for tracking assets. Responsibility for the inventorying of fixed assets is an important decision that must be made, since this is a function that is currently not being done. Several options are available to Metropolitan Nashville Public Schools in establishing inventory procedures.

Some best practice examples observed in school districts in other areas of the county include the following:

- Brevard County Public Schools in Florida has a small internal audit staff that is responsible for actually maintaining the fixed asset accounting records and ensuring that all fixed assets are tracked and accounted for. However, each principal or department head is responsible for the actual tagging of fixed assets and the annual inventory count of fixed assets. The internal audit staff work closely with each school and department head ensuring that their responsibilities are fulfilled. In Brevard County annual inventory counts are staggered throughout the year so that the workflow for internal audit staff is evenly dispersed throughout the year.
- Clay County School District, also in Florida, has a system similar to that of Brevard County's except that each department head or principal (or their designee) is trained to enter items into the fixed asset system rather than having central office staff perform this function.

Another option available to Metropolitan Nashville Public Schools is to outsource the annual inventory process. There are several companies qualified to do this. However, the regular function of tagging assets and establishing fixed asset records is best conducted by school staff due to the ongoing nature of this process.

School systems that provide written reports to their governing bodies on the results of fixed asset inventories have significantly lower rates of assets that are unaccounted for than school systems that do not make such reports. For instance, the Clay County School District requires all principals and department heads to conduct an annual inventory. For any items found to be missing, the responsible individuals are required to investigate to determine whether the item is actually missing, has been retired without having been recorded, or has been previously transferred to another location. After a period of two weeks, if the missing or unaccounted for items have not been found, they are reported to the Clay County School Board along with the individual responsible for safeguarding them. Clay County's fixed asset write-offs due to unaccounted assets amounted to less than one percent in 1998.

In addition, some school systems, during annual employee performance reviews rate the effectiveness of principals and department heads in their ability to account for the assets under their control. Broward County Public Schools in Ft. Lauderdale Florida is one school district that uses this practice.

In addition to the requirement that annual inventories of fixed assets be conducted for all school locations, the school system should provide independent targeted audits on a regular basis. These audits can be conducted on a rotational basis by Internal Audit staff; that is, every school could be audited for fixed assets every two to three years. A targeted audit is where specific items are selected for audit, usually high-dollar items that could easily be removed such as notebook computers. The school system could also request that, for an additional fee, its external auditors conduct limited, but targeted reviews of fixed assets on an annual basis, preferably at the time that they are auditing each school's student activities funds.

Many of the fixed asset functions mentioned in this recommendation should be performed by Business Services Department staff. However, as discussed in more detail in the Section 8.1, Organization and Staffing, in Chapter 8 of this report, the Business Services Department staff is severely understaffed at this time. Both Chapter 8 and the recommendations to follow in this chapter attempt to remedy this staffing deficiency.

### **IMPLEMENTATION STRATEGIES AND TIMELINE**

- |  |   |
|--|---|
| 1. The Assistant Superintendent of Business and Facility Services should direct the Senior Auditor to develop a comprehensive fixed asset policy and procedure document using the best practices shown in Exhibit 9-8. | July 2001                                     |
| 2. The Director of Business Services and the Assistant Superintendent of Business and Facility Services should review the draft policy and procedures.   | August 2001                                   |
| 3. The Metropolitan Board of Education should review and approve the draft fixed asset policy and procedures.  | September 2001                                |
| 4. The Assistant Superintendent of Business and Facility Services should distribute the policies and procedures to all department heads, principals, and others in the school system that may be affected.             | November 2001                                 |
| 5. The Senior Auditor should conduct extensive training regarding the new policies and procedures.   | November 2001<br>and Ongoing                  |
| 6. The Senior Auditor should direct the Internal Audit staff to conduct spot audits of fixed assets.   | June 2002 and every<br>quarter-end thereafter |

### **FISCAL IMPACT**

This recommendation can be implemented with existing resources providing the Metropolitan Board of Education makes the staffing changes as described in Recommendation 9-5 in this chapter and in Chapter 8. If the school system chooses to outsource the annual fixed asset inventory, this function would cost approximately \$30,000 on an annual basis. This estimate is derived from documents provided by the outside consultant previously used by Metropolitan Nashville Public Schools in the fixed asset function.

## **FINDING**

As shown in Exhibit 9-6 above, the fixed asset function resides in the Purchasing Department. Several employees interviewed and internal correspondence reviewed stated that because the function is understaffed, there is an enormous back log in tagging items and conducting inventory counts. However, during interviews with Fixed Assets staff and review of documentation, the MGT team discovered that staff were not conducting the fixed asset tagging, tracking, and inventory functions because these duties were not defined in job descriptions. A review of the work load in the department indicates that had fixed asset duties been kept current, no backlog would now exist. In addition, the MGT team could not find any evidence of the department's attempt to reduce the current backlog.

The Property Reutilization Department, which falls under the Fixed Assets Department, was created in 1997 by taking five warehouse/delivery personnel and one delivery van from the Warehouse and Distribution Center. The Fixed Asset Reuse/Recycle/Disposal Center was established to handle the physical transport of items throughout the school system and to ready items for either sale or reuse. The center occupies approximately 21,000 square feet of space.

The Fixed Asset Reuse/Recycle/Disposal Center is in a remote location, physically removed from the accounting and business functions of the school system. There is very little, if any, coordination between the accounting function and the fixed asset management function in the school system. For example, Business Services staff was unaware of the fact that after the 1997 work performed by the outside consultant, no fixed asset inventory counts were conducted by school system staff.

## **RECOMMENDATION**

### **Recommendation 9-5:**

**Eliminate the Fixed Asset Department and move the responsibilities of the department to other areas of the school system.**

Metropolitan Nashville Public Schools, in its efforts to develop a strong fixed asset accountability system should reorganize the efforts of the Fixed Asset Department. This recommendation involves the following staffing changes:

- Eliminate three of the five Warehouse/Delivery positions and move the remaining two positions back to the Warehouse and Distribution Center.
- Eliminate the Account Clerk position. The responsibilities of the Account Clerk, which include billing schools for copier usage and medical waste disposal every month are functions that can be moved to the Business Services Department. The Account Clerk is also responsible for preparing the payroll, a function that will be performed by the other departments in the school system absorbing these positions.

- Convert the Supervisor of Property Reutilization Position into a Fixed Asset Coordinator position and move it, along with the other Fixed Asset Coordinator position that is now vacant, into the Internal Audit Department (refer to Recommendation 9-9). Although these two positions will be reporting to the Internal Audit Department, the positions should primarily work out of the Warehouse and Distribution Center (refer to Recommendation 8-1 in Chapter 8.0).
- Create two new positions in the Business Services Department. One position should be an Internal Auditor that reports to the Internal Audit Department. The other position should be a Junior Accountant position that in addition to having other general accounting responsibilities will maintain the fixed asset accounting system.

To implement this recommendation, responsibilities for fixed asset management should be assigned as follows:

- Move the responsibility of fixed assets transportation to the Warehouse and Distribution Center. This would provide additional delivery personnel for regular delivery functions. Scheduling fixed asset transportation functions along with regular warehouse delivery functions will provide a more efficient use of delivery personnel.
- The two Fixed Asset Coordinators will be responsible for processing fixed asset work orders, disposing of surplus property, and coordinating the tagging and tracking of fixed assets.
- With the addition of another Internal Auditor, the Internal Audit Department can conduct spot audits of fixed assets in addition to conducting audits of Student Activity Funds.
- The accounting responsibilities falling to the Business Services Department can include the maintenance of the fixed asset system and the reconciliation of the fixed asset accounts.

The services currently performed by some of the Warehouse/Delivery positions can be performed by staff in the Warehouse and Distribution Center. This will be manageable on a regular basis because the Warehouse and Distribution Center is gaining two positions by implementing this recommendation. Should the school system need additional assistance during summer months when school moves are made, temporary help can be used.

Section 8.1 of Chapter 8 discusses the implementation steps associated with adding additional Business Services Department staff.

#### **IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Assistant Superintendent of Business and Facility Services should develop an implementation plan incorporating the changes detailed in Recommendation 9-5. April 2001



- |   |                |
|---|----------------|
| 2. The Assistant Superintendent of Business and Facility Services should recommend the staffing changes listed above to the Director of Schools and Metropolitan Board of Education.  | July 2001      |
| 3. The Director of Schools and Metropolitan Board of Education should review and approve the staffing changes.  | July 2001      |
| 4. The Assistant Superintendent of Business and Facility Services should direct the Director of Business Services to implement the staffing changes.  | July 2001      |
| 5. The Assistant Superintendent of Business and Facility Services should direct the Director of Business Services to facilitate the transfer of fixed asset responsibilities from the Fixed Asset Department to the Business Services Department. | August 2001    |
| 6. The Director of Business Services should make the necessary changes.   | September 2001 |

**FISCAL IMPACT**

The fiscal impact associated with this recommendation is calculated as follows:

Eliminate three of the five Warehouse/Delivery positions:

Average current salary	\$28,467
Multiply by 1.24 benefits rate	1.24
Average current salary and benefits	\$35,300
Multiply by the number of positions being eliminated (3)	\$105,900

Eliminate the Account Clerk position:

Current salary	\$25,855
Multiply by 1.24 benefits rate	1.24
Current salary and benefits	\$32,060

The total cost savings in \$105,900 + 32,060 = \$137,960.

The fiscal impact for the positions being added is presented in Chapter 8, Section 8.1.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Eliminate Fixed Asset Department	\$137,960	\$137,960	\$137,960	\$137,960	\$137,960

## **FINDING**

The Fixed Asset Reuse and Recycle/Disposal Center is a leased building that occupies approximately 21,000 square feet of space. The warehouse provides office space for the four administrative members of the department and storage space for surplus property that is either waiting to be reused, is in need of repair, or is waiting to be sold. Many of the items, other than large pieces of food service equipment, do not have values assigned in the FACTS/plus 2000 system because the individual dollar values of the items are low. A tour of the warehouse revealed thousands of chairs and other classroom items are being stored. However, when new schools are opened, brand new furnishings are usually purchased. Exhibit 9-9 shows a partial listing of the contents of the surplus warehouse. As this exhibit shows, there are minimal issuances of items in surplus storage.

Exhibit 9-10 shows annual revenue from the sale of surplus items.

## **RECOMMENDATION**

### **Recommendation 9-6:**

**Close the Reuse and Recycle Center and eliminate the amount of surplus inventory held.**

Holding the large amount of surplus inventory is costing the school system valuable resources every year in storage space and staff to manage the inventory. Considering that the school system rarely reuses any of the items in surplus, eliminating the inventory will result in savings for the school system.

As discussed in Chapter 10, Purchasing and Warehousing, by reducing the amount of supply stock having low turnover rates in the Warehouse and Distribution Center, the school system would be able to free enough space in the Center to house a minimal amount of surplus furniture and equipment.

Local governments across the country, Metropolitan Nashville Public Schools included, have difficulty in disposing of their surplus fixed assets. The cost to store items and prepare them for sale or auction can be high, and often the sale of items nets little revenue, especially when items are sold in lots.

To help remedy this, Harris County, Texas has developed an innovative way to dispose of surplus fixed assets while maximizing revenue and reducing disposal costs. In 1999, the County piloted an auction website where 450 surplus items were listed and sold over the Internet. The website functions similarly to popular commercial auction sites such as e-Bay. Harris County reports that the cost savings of disposing of fixed assets through this mechanism has saved them substantially. Using traditional methods of surplus disposal such as open sales and auctions, Harris County's selling cost per item averaged \$16.60. During the pilot Internet auction in 1999, per item selling costs were reduced to \$4.50, and current costs are now averaging \$1.30 per item.

There are currently several companies providing services to local governments similar to the system used in Harris County. Many of these services can be linked directly into the local government's Web site so that Web site visitors can view surplus auctions.

**EXHIBIT 9-9  
SELECTED INVENTORY ITEMS IN THE  
REUSE/RECYCLE/ DISPOSAL CENTER**

<b>ITEM DESCRIPTION</b>	<b>NUMBER ON HAND</b>	<b>TOTAL ISSUES TO DATE (AS OF 10/10/00)</b>	<b>CONDITION</b>
Sewing machine	12	0	Issuable
Television	6	0	Sellable
Overhead projector	6	0	Sellable
16 MM projector	1	0	Sellable
Projector previewer	11	0	Sellable
Computer	50	0	Sellable
Monitor	45	0	Sellable
Keyboard	20	0	Sellable
Teacher desk	10	0	Sellable
Teacher desk	25	0	Issuable
Chair, wood 15"	10	0	Sellable
Desk, open front 23"	2,301	10	Sellable
Chair, stacking 12"	1,101	0	Sellable
Chair, stacking 14 "	1,233	0	Issuable
Desk, open front 25"	1,508	0	Issuable
Chair, stacking 16"	563	0	Issuable
Desk, open front 27"	559	0	Issuable
Desk, open front 29"	55	0	Issuable
Chair, wood 17"	12	0	Sellable
Chair, stacking 18"	55	0	Issuable
Table, shop	12	0	Issuable
Table, drafting	12	0	Issuable
Table, cafeteria with seats	10	0	Issuable
Chalkboard	5	0	Issuable
Range/oven	9	0	Sellable
Freezer	15	0	Sellable
Table, stainless steel	3	0	Sellable
Copier	1	0	Sellable
Duplicator	4	0	Sellable
Typewriter	2	0	Sellable
Record player	5	0	Sellable
Cassette recorder	12	0	Sellable
Piano	8	0	Sellable
Sinks, stainless steel	2	0	Sellable
Couch	2	0	Sellable
Refrigerator	10	0	Sellable

Source: Metropolitan Nashville Public Schools, Fixed Assets Department, October 2000.

NOTE: The above exhibit is not a complete listing of surplus items. This list shows the more significant items in terms of quantities on hand and type of item. There are numerous individual items that are not included in this presentation.

**EXHIBIT 9-10  
ANNUAL SALES REVENUE FROM SURPLUS SALES  
METROPOLITAN NASHVILLE PUBLIC SCHOOLS**

<b>FISCAL YEAR ENDING:</b>	<b>AMOUNT</b>
1997-1998	\$128,785
1998-1999	111,309
1999-2000	139,752
2000-2001 (through November 30, 2000)	113,998
<b>Total</b>	<b>\$493,844</b>
<b>Four-year average</b>	<b>\$123,461</b>

Source: Metropolitan Nashville Public Schools, Business Services Department, November 2000.

After initial disposal of surplus inventory, Metropolitan Nashville Public Schools may not maintain an adequate flow of items to warrant the use of an auction Web site. However, Metropolitan Nashville Public Schools could join with the Metropolitan Government to develop a process for both entities to dispose of surplus items efficiently and effectively. Currently, MNPS and Metro Government are piloting a joint program to dispose of surplus items.

Once a surplus auction Web site has been established, the effort to maintain the auction process includes taking pictures of the items to be auctioned, assessing condition of the items, and updating the Web site. These functions could be performed jointly by Metropolitan Government staff and by the Fixed Asset Coordinators in the school system.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Assistant Superintendent of Business and Facility Services and the Director of Business Services should meet with the property manager of Metro Government to discuss joining in such efforts beyond the pilot project. April 2001
  
2. The Assistant Superintendent of Business and Facility Services should collect data on companies that can assist the school system in establishing an Internet surplus auction site. August 2001
  
3. The Assistant Superintendent of Business and Facility Services should direct the Director of Business Services to establish a process for readying items for auction and getting the information into the Web site. December 2001
  
4. The Director of Business Services should develop a procedure for disposing of surplus items and train the Fixed Asset Coordinators. February 2002
  
5. Metropolitan Nashville Public Schools should offer surplus property for auction on the Internet. March 2002

6. The Director of Business Services should supervise the closing of the Center.

July 2002

**FISCAL IMPACT**

The fiscal impact associated with this recommendation includes the annual savings resulting in giving up the lease on the Reuse and Recycle Center, in addition to increased revenue earned by disposing of surplus stock in a more efficient manner.

The cost of leasing the Reuse and Recycle Center is currently \$42,000 annually, and annual utilities average \$17,000. The total fiscal impact of closing the Center is \$59,000 as calculated below:

Annual Lease for Center	\$42,000
Annual Average Utilities For Center	<u>17,000</u>
Total Savings of Closing Center	<u>\$59,000</u>

The fiscal impact for staff reductions was addressed in the fiscal impact for Recommendation 9-5.

Any fiscal impact estimate of revenue resulting from the disposal of school surplus would be speculative, at best. However, by assuming that the school system could increase surplus sales revenue by a conservative 10 percent rate annually by eliminating excess inventory, increased revenue would amount to \$12,346 as shown below:

Average annual surplus sales revenue (from Exhibit 9-10)	\$123,461
Ten percent increase in revenue	<u>10%</u>
Annual increased revenue	<u>\$12,346</u>

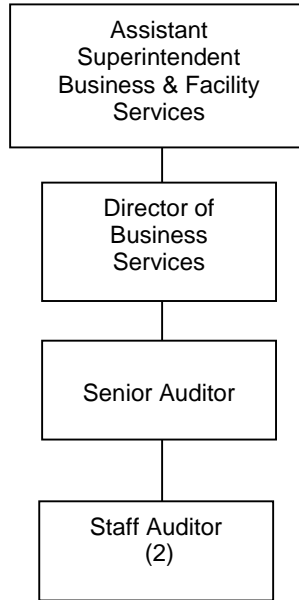
Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Close Reuse and Recycle Center and Eliminate Inventory	\$0	\$59,000	\$59,000	\$59,000	\$59,000
Increase Annual Surplus Revenue	\$0	\$12,346	\$12,346	\$12,346	\$12,346
Total Savings	\$0	\$71,346	\$71,346	\$71,346	\$71,346

**9.1.4 Internal Audit**

The internal audit function is a major element of management and internal control. The purpose of an internal audit function within a school system is to provide assurance that the internal control processes in the organization are adequately designed and functioning effectively and to evaluate the manner in which school system organizational units comply with Board of Education and administrative policies and procedures, as well as state and federal guidelines. In addition, an internal audit function can provide a school system with an effective internal performance and evaluation system.

The Internal Audit Department of the Metropolitan Board of Education is staffed with three staff members. The organizational structure of the internal audit function is depicted in Exhibit 9-11.

**EXHIBIT 9-11  
ORGANIZATIONAL STRUCTURE OF THE  
INTERNAL AUDIT DEPARTMENT OF  
METROPOLITAN NASHVILLE PUBLIC SCHOOLS**



Source: Metropolitan Nashville Public Schools, Internal Audit Department, October 2000.

A job description dated April 12, 1994 for the Senior Auditor position states the following:

**TITLE:** *Senior Auditor*

**DEFINITION:** *The senior auditor is under the direction of and accountable to the Director of Business Services and will assist in the planning, organizing and conducting performance, compliance and financial audits of the various departments, divisions, offices, and locations of the Metropolitan Nashville-Davidson County Schools and do related work as required.*

**MAJOR JOB RESPONSIBILITIES:** *Within the policies of the Board of Public Education and public laws, the Senior Auditor is responsible for and has commensurate authority to accomplish the duties set forth. The Senior*

*Auditor is responsible for working closely and cooperatively with other staff members to secure the operational compliance with all rules, regulations and policies of the Board of Public Education, Metropolitan Government, State Board of Education, and Comptroller of the Treasury.*

In addition, the Charter and Related Private Laws and Code of Laws of the Metropolitan Government of Nashville and Davidson County (Metropolitan Charter) authorizes an Internal Audit section. Chapter 2.24.100 of the Charter reads as follows:

*In the department of finance, there is created an internal audit section, which shall be under the direct supervision of the director of finance, and which shall, among other duties assigned to it by the director of finance, perform those duties set forth in Section 8.103(g) of the Metropolitan Charter. This section shall be headed by a chief auditor, whose appointment shall be made by the director of finance, with the approval of the mayor...*

As shown in Exhibit 9-12, the Internal Audit Section of the Metro Government reports to the Department of Finance. The Audit Committee of Metro Government acts as liaison between the Audit Section and the Council. The Vice-Mayor, two Council members selected by the entire council, one member selected by the State Society of Certified Public Accountants, and one community member chosen by the Council comprise the five-member Committee. The Committee meets on a monthly basis.

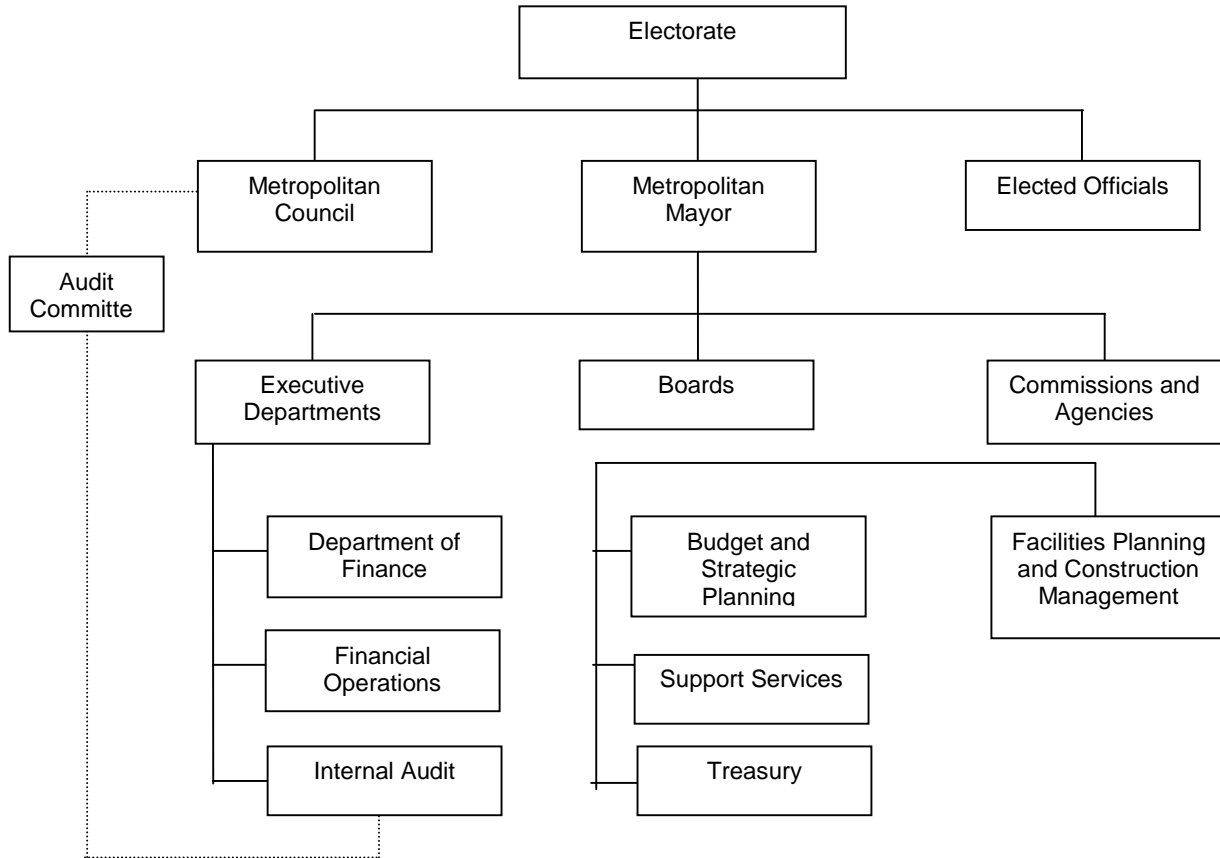
## **FINDING**

In addition to funds received by Metropolitan Nashville Public School from state, federal, and local sources, individual schools also receive activity funds (refer to Section 8.5, Student Activity Funds, in Chapter 8 for a detailed discussion of student activity funds). These funds are deposited into the school's accounts.

The Internal School Accounting Law, codified as Section 49-2-110 of the Tennessee Code, requires local boards to provide regulations, standards, procedures, and accounting manuals covering the various phases of school activity fund administration. The Internal School Accounting Act further provides local education boards with the authority and responsibility for the administration and safekeeping of all internal school funds.

The primary responsibility of the Internal Audit Department is the conduct of regular audits of school activity funds. Although the responsibilities of the department, as defined in the job description for the Senior Internal Auditor includes conducting operational audits of other school system departments, in reality, the department's activities are primarily limited to the area of student activity funds. In addition to the work performed auditing school funds by the Internal Audit Department, each year the Metropolitan Nashville Public School external auditors issue an opinion on the school funds. These reports are based on limited tests performed by the external auditors and the detailed audits conducted throughout the year by the Internal Audit staff.

**EXHIBIT 9-12  
ORGANIZATIONAL STRUCTURE OF THE  
INTERNAL AUDIT SECTION OF THE  
METROPOLITAN GOVERNMENT OF NASHVILLE AND DAVIDSON COUNTY**



Source: Metropolitan Government of Nashville and Davidson County, October 2000.

The functions detailed in the job description of the Senior Auditor position are duplicative of the responsibilities of the Internal Audit Section of Metro Government. In addition, the underlying principal that internal auditors remain independent has been compromised by the fact that the MNPS Internal Audit function is engaged in operational duties with the school system.

**RECOMMENDATION**

**Recommendation 9-7:**

**Rename and redefine the functions of the Metropolitan Board of Education’s Internal Audit Department.**

Metropolitan Nashville Public Schools should rename the current Internal Audit Department to the School Audit Department and redefine the department’s



responsibilities. The responsibility for performing operational audits should not be assigned to this department. This will allow the department to focus primarily on the student activity and fixed asset audits (as mentioned previously).

The Metropolitan Board of Education should rely on the Internal Audit Section of the Metro Government to conduct regular internal audits of all school system departments based on an annual audit plan.

### **IMPLEMENTATION STRATEGIES AND TIMELINE**

- |  |            |
|--|------------|
| 1. The Director of Business Services should revise the Internal Auditor job description.   | April 2001 |
| 2. The Assistant Superintendent of Business and facility Services should review and approve the new job description.               | May 2001   |
| 3. The Director of Business Services should submit the new job description for Internal Auditor to the Human Resources Department. | June 2001  |

### **FISCAL IMPACT**

This recommendation can be implemented using existing resources.

### **FINDING**

As mentioned in Chapter 8, staffing in the Internal Audit Department is fairly lean. In addition to the regular annual audit of student activity funds, the department is responsible for providing school bookkeeper training and assistance, and for maintaining the AIMS system used to account for student activity funds.

Section 9.1.3 of this chapter discusses the deficiencies in the fixed asset management system in the school system. Many school systems combine the student activity fund function with the fixed asset accounting function.

### **RECOMMENDATION**

#### **Recommendation 9-8:**

#### **Hire an additional Internal Auditor.**

By adding staff to the Internal Audit Department, the department will be more readily prepared to provide the assistance to bookkeepers and to perform the administrative responsibilities associated with the student activity funds. In addition, the department can perform many of the fixed asset management responsibilities for the school system.

As discussed in Recommendation 9-4 above, the Internal Audit Department should be responsible for conducting fixed asset audits and assisting schools and departments with implementing their fixed asset procedures. In addition, the two Fixed Asset Coordinators assigned to report to the Internal Audit Department should work with the

auditors in the management of the fixed asset responsibilities. This structure of combining the student activity fund functions with the fixed asset functions should maximize efforts of the school system because the auditors are already in a position of dealing closely with school staff. Adding fixed asset audits to the routine student activity fund audit function will require more time on the auditor's part, but with the additional staff this can be accomplished.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

- |  |            |
|--|------------|
| 1. The Assistant Superintendent of Business and Facility Services should request the funding for the additional staff auditor in the 2001-02 budget, and submit to the Metropolitan Board of Education for approval. | April 2001 |
| 2. The Director of Business Services should request that the Human Resources Department post the position of staff auditor based on the revised job description.   | May 2001   |
| 3. The Human Resources Department should post the position of staff auditor.   | May 2001   |
| 4. The Director of Business Services and the Senior Auditor should interview candidates.   | June 2001  |
| 5. The Director of Business Services and the Senior Auditor should hire a staff auditor.   | July 2001  |

**FISCAL IMPACT**

Based on a review of average salaries of the Internal Audit staff, the starting salary for an additional Internal Auditor would be \$32,000 annually. The total fiscal impact associated with this recommendation is calculated as follow:

Starting Internal Auditor Salary	\$32,000
Benefits rate	<u>1.24</u>
Total fiscal impact	<u>\$39,680</u>

Recommendation	2001-2002	2002-03	2003-04	2004-05	2005-06
Hire Internal Auditor	(\$39,680)	(\$39,680)	(\$39,680)	(\$39,680)	(\$39,680)

**9.2 Risk Management**

The primary objective of risk management is to establish cost-effective insurance and loss-control programs that minimize financial liability for the school system and its employees. Effective risk management involves:

- analyzing alternatives for health, workers' compensation, and property insurance coverage such as self-insurance and other current industry trends;
- analyzing deductible amounts, co-insurance levels, and types of insurance provided; and
- identifying operational areas where hazardous situations may occur or opportunities for physical property loss may exist in order to minimize exposure for potential financial loss.

The administration of the risk management program in Metropolitan Nashville Public Schools is handled by both the Metropolitan Nashville Public Schools and the Metro Government. All property, casualty and liability insurance needs are handled by the Legal Department of Metro Government.

Exhibit 9-13 shows an overview of the insurance coverage carried by Metropolitan Board of Education.

**EXHIBIT 9-13  
SUMMARY OF INSURANCE COVERAGE  
METROPOLITAN NASHVILLE PUBLIC SCHOOLS**

<b>CATEGORY</b>	<b>COMMERCIAL CRIME PUBLIC EMPLOYEE DISHONESTY</b>	<b>PROPERTY</b>	<b>EXCESS DAMAGE</b>	<b>SELF- INSURANCE LIABILITY FUND</b>	<b>SELF- INSURANCE PROPERTY LOSS FUND</b>	<b>BOND PUBLIC OFFICIAL</b>
Policy Limit	\$50,000	Per Schedule of Values				\$1,000,000
Deductible	\$5,000	\$10,000 (one occurrence)				
Annual Premium	\$2,306	\$11,878	\$15,625	\$500,000	\$192,598	\$3,500

Source: Metropolitan Nashville Public Schools, Human Resources Division, October 2000.

Under Tennessee law, governmental entities including school boards may elect to opt out of participating in state workers' compensation programs. To do so, the entity must administer its own program for covering employee job-related accidents and give up certain protections provided by state law, including protection from employee lawsuits.

Accordingly, Metropolitan Nashville Public Schools provides on-the-job injury coverage for employees incurring injuries while on the job.

Metropolitan Nashville Public Schools also provides medical insurance benefits to its employees.

## **FINDING**

There is a dual handling of in-line-of-duty injuries and of medical insurance between Metropolitan Nashville Public Schools and the Metro Government. That is, certain employees of the school system are covered under plans administered by the school system and other employees are covered under plans administered by the Metro Government. In some cases of in-line-of-duty injuries, the employee has the choice of which process to participate in.

The school system recently underwent a review by the State of Tennessee Department of Labor and Workforce Development Division of Occupational Safety and Health. In part, the findings of the report find that:

- written programs and commitment to an effective safety program are not adequate;
- records are not automated, therefore making tracking data difficult; and
- the safety and in-line-of duty coordination efforts are understaffed.

## **RECOMMENDATION**

### **Recommendation 9-9:**

**Streamline the process for administration of the in-line-of-duty and medical insurance for employees to the Metro Government.**

The dual handling of these two functions is causing inefficiencies and redundancies in the system, and the two systems should consider consolidating the administrative duties into a single operating unit. However, before any consolidation efforts can occur, Metropolitan Nashville Public Schools should work to streamline the administration process.

## **IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Assistant Superintendent of Business and Facility Services should meet with the Director of Human Resources at Metro Government to discuss the transfer of in-line-of-duty injuries and medical insurance benefits for all Metropolitan Nashville Public Schools employees. April 2001
2. The Assistant Superintendent of Business and Facility Services and the Human Resources Director should direct the Director of Employee Relations to develop a plan for streamlining the administrative process. April 2001

- |   |                |
|---|----------------|
| 3. The Metropolitan Council and the Metropolitan Board of Education should meet to discuss the potential for consolidating the administrative functions for in-line-of-duty injuries. | August 2001    |
| 4. The Director of Employee Relations should implement the streamlining plan.   | September 2001 |

### **FISCAL IMPACT**

There is no direct fiscal impact of implementing this recommendation.

### **FINDING**

There is no coordinated effort that links the risk management function of the school system to safety and security functions. Some safety and security functions are performed in the school system, but they are fragmented, at best. For example, one employee in the Transportation Department is responsible for conducting driver safety training for bus drivers, but this employee also has other responsibilities.

During the OSHA review of the school system, one of the findings stated the following:

*According to the "Rules of Department of Labor Occupational Safety and Health", Chapter 0800-1-5, Provisions for the Public Sector, if an employer has 2,000 employees or more the responsible official should devote all of his/her time to the program.*

Metropolitan Nashville Public Schools has almost 10,000 employees, and the Director of Employee Relations who acts as the school system's safety designee has several other responsibilities other than employee safety.

### **RECOMMENDATION**

#### **Recommendation 9-10:**

#### **Implement a coordinated risk management function in the school system.**

The Director of Employee Relations should focus more attention on the coordination between the safety functions in the school system and the risk management functions. In order to provide an overall risk management system that is both effective in terms of preventing or minimizing employee injuries and cost effective in terms of lowering the cost of claims, there needs to be a strong system of communication and coordination.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

- |  |               |
|--|---------------|
| 1. The Assistant Superintendent for Human Resources should direct the Director of Employee Relations to develop a risk management program for the school system.                         | November 2001 |
| 2. The Director of Employee Relations should draft a risk management program.  | January 2002  |
| 3. The Assistant Superintendent for Human Resources should review and approve the program.   | February 2002 |
| 4. The Director of Employee Relations should implement the risk management program that should include a formal link between Metro Government and Metropolitan Nashville Public Schools. | March 2002    |

**FISCAL IMPACT**

There is no fiscal impact associated with this recommendation.

**10.0 PURCHASING AND  
WAREHOUSING**

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## **10.0 PURCHASING AND WAREHOUSING**

This chapter reviews the purchasing, warehousing, and other functions of the Business and Facility Services Division of Metropolitan Nashville Public Schools (MNPS). The organization of this chapter is divided into the following seven sections:

- 10.1 Purchasing Office
- 10.2 Warehousing and Supply
- 10.3 Textbook/Book Bindery Services
- 10.4 Cabinet Shop
- 10.5 Print Shop
- 10.6 Delivery Services
- 10.7 Materials Management

Within the Business and Facility Services Division are the Purchasing Department and the Print Shop. The Purchasing Department houses the following functions:

- purchasing;
- warehousing;
- textbook services;
- furniture repair and cabinet shop; and
- book bindery.

These functions are under the direction of the Purchasing Agent, who reports directly to the Director of Business Services. The Director of Communications supervises the operations of the Print Shop.

Organizationally, the Business and Facility Services Division is one of four divisions within Metropolitan Nashville Public Schools and the Business Services Department is one of seven departments within Business and Facility Services Division. The following departments are under the Director of Business Services:

- accounting;
- internal audit;
- payroll;
- telephone communications; and
- purchasing.

The following departments are under the Purchasing Agent (Director of Purchasing):

- fixed assets;
- stock control;
- warehouse/distribution;
- furniture repair and cabinet shop; and
- textbooks/book bindery.

The Purchasing Department is guided by the Board's Purchasing Policy (Policy # 3310), which requires the Board to "...purchase competitively and seek maximum educational value for every dollar expended."



The policy covers the following areas:

- routine purchases;
- special purchases;
- emergency purchases;
- local purchasing;
- disposition of surplus property;
- bids, quotes and sole source procurement;
- purchase orders and contracts;
- vendor relations; and
- payment procedures.

Purchasing is one of the more highly specialized activities in school business administration. Purchasing includes activities related to obtaining supplies and equipment that are required to operate schools and other administrative departments, and serve educational programs. Purchasing has become a major operation in educational resource management; this function involves the expenditure of a great deal of funds and requires adherence to principles and methods of good management. Professional purchasing managers, who have obtained certified status, must adhere to certain standards and principles, and attend periodic training and seminars. Two members of the Purchasing Department staff have achieved certified status.

Warehousing services are provided to help ensure timely and accurate delivery of materials and equipment to support educational programs. An efficient purchasing and warehousing function should have management systems in place to ensure that supplies, equipment, and services are procured from the best source, in the correct quantities, and at the best price for the specified quality. Storage and delivery systems, when necessary, should be in place that ensure the most efficient receipt, inventory, and distribution processes. In addition to the distribution of supplies and other materials, there is a daily need for the distribution of U.S. and interoffice mail to each campus throughout the school system.

Services of the Furniture Repair and Cabinet Shop are provided to help ensure a timely and cost effective process for fabricating and refurbishing furniture and facility fixtures. By providing this service, a system is able to extend the useful life of many assets and construct needed furniture and fixtures in support of educational programs.

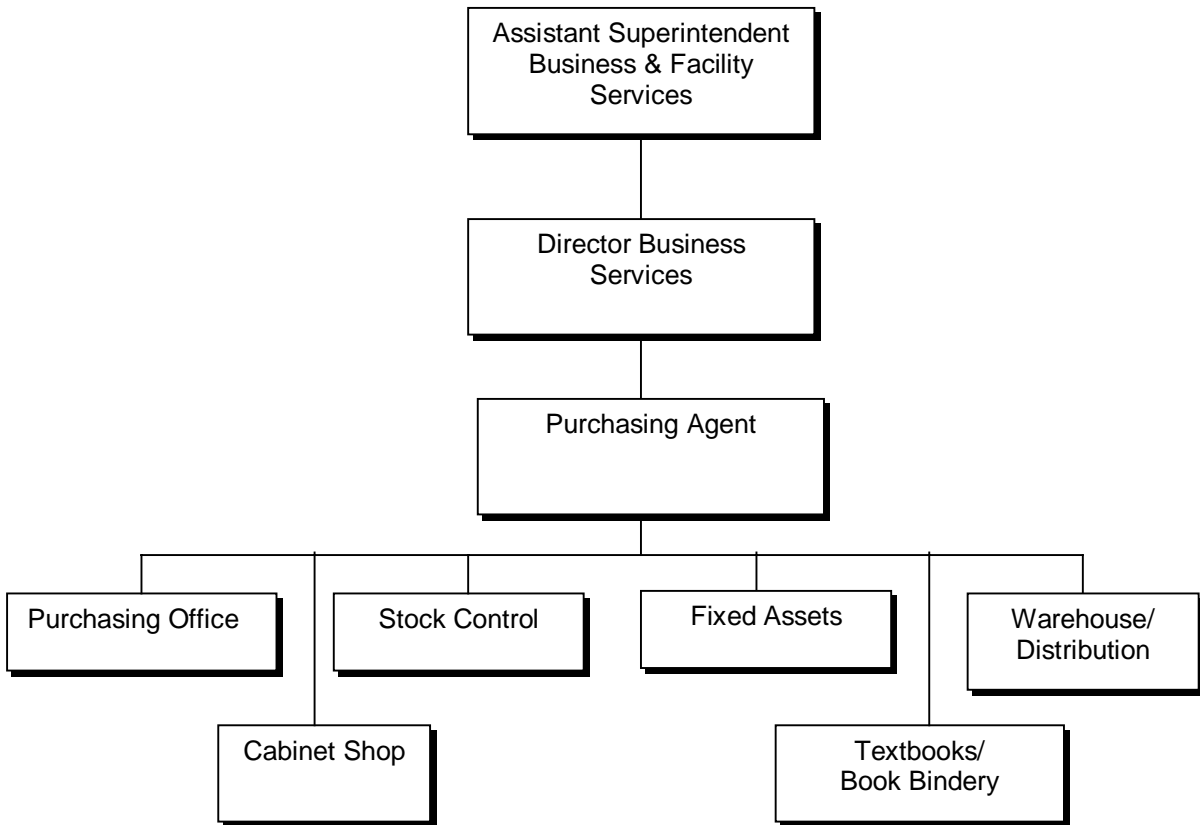
Print Shop services are used to provide educational and administrative printing support to schools and departments. An optimum operational structure allows for the provision of adequate printing services in a timely and cost-effective manner.

Book Bindery Services are provided to support the delivery of educational programs by extending the life of text and library books, thus reducing the need for spending money for replacement books.

Textbook coordination is a series of processes a school system uses to get the right textbook in each and every student's hands when needed. The distribution part of this process is a seasonal task most of which takes place between May and August. Other textbook related events include ordering new and replacement books, inventorying books, accounting for damaged and lost books, and disposing of textbooks that are no longer needed.

Exhibit 10-1 illustrates the current organizational structure of the Purchasing Department within the Division of Business and Facility Services. The Purchasing Agent (Director of Purchasing) reports to the Director of Business Services, who reports to the Assistant Superintendent of Business and Facility Services. The primary responsibility of the Purchasing Agent is to run the purchasing office and supervise the five other departments under his authority, Fixed Assets, Stock Control, Warehouse/Distribution, Cabinet Shop, and Textbooks/Book Bindery.

**EXHIBIT 10-1  
CURRENT ORGANIZATIONAL STRUCTURE OF THE PURCHASING DEPARTMENT  
2000-01 SCHOOL YEAR**



Source: Metropolitan Nashville Public Schools, Purchasing Department, 2000

Findings regarding the organization and structure, including restructuring of positions, are incorporated into respective areas of this chapter. The Fixed Assets Department will be addressed in Chapter 9 of this report.

## **10.1 Purchasing**

An efficient procurement system responds effectively to the needs of its users. Purchasing is an essential function in Metropolitan Nashville Public Schools in that instructional materials, supplies, and equipment necessary for the delivery of educational services must be procured in the most efficient and cost effective way possible. The purchasers ability to discern what is the real cost of materials purchased is quite important and is not always apparent, as will be explained later in this chapter.

The Purchasing Department is composed of several related and unrelated departments. The Purchasing Office, Stock Control and Warehouse/Distribution are related. One department is responsible for procuring the supplies, one is responsible for storing and distributing the supplies that are not shipped directly to the user, and one is responsible for the inventory of supplies maintained at the warehouse.

The functions of the Cabinet Shop, Fixed Assets, and Textbooks/Book Bindery Departments are less related to the Purchasing Department.

- The Cabinet Shop repairs and refurbishes furniture and fixtures and fabricates specialty furniture and fixtures for schools and departments;
- The Textbook/Book Bindery Department is charged with ordering, inventorying and disposing of textbooks, and rebinding damaged texts and library books; and
- The Fixed Assets Department oversees the system's fixed assets, charged with inventorying assets, disposing of surplus assets, and moving assets between locations.

Reporting directly to the Purchasing Agent is a Purchasing Assistant, a Senior Secretary, a Senior Account Clerk and five department heads of the departments previously mentioned. The Purchasing Agent oversees the purchasing function including buying, initiating contracts, and issuing purchases orders.

The Purchasing Agent is responsible for the daily operation of the Purchasing Office, including direct supervision of the purchasing operation and frequent communications with outside the community and other governmental agencies. The major functions of the job include, but are not limited to:

- planning, coordinating, and controlling the central purchasing activities for the school system;
- communicating with vendors and representatives;
- preparing proposals and specifications;
- recommending purchasing policies, developing purchasing procedures, and providing appropriate purchasing procedure training;

- establishing policies and procedures for purchasing card use and providing training for purchasing card users;
- supervising the purchasing office; and
- overseeing purchasing reports and the annual budget.

Another department within the Business and Facility Services Division is the Communications Department, and within that department is the Print Shop. The Print Shop, under the Print Shop Manager, provides printing services for schools and administrative and program departments. It is also responsible for servicing copier machines throughout the administrative buildings.

The results of our survey of school system administrators, principals and teachers indicated overall satisfaction with the services provided by the Purchasing Department. For the most part, system administrators and principals believed that the department's service was adequate or outstanding. The purchasing function received the highest ranking in the number of adequate to outstanding responses of any of the 25 functions evaluated. Principals ranked purchasing the sixth highest out of the 25 functions in the adequate or outstanding categories. Teachers thought a little less of the purchasing function as the adequate or outstanding ranking was received from only 26 percent of respondents, about midpoint when compared to other functions evaluated.

Exhibit 10-2 shows certain purchasing data elements we obtained from comparison school systems. Comparative data were obtained from four of the five school systems from which data were requested.

## **FINDING**

The MNPS Purchasing Department processed 6,497 purchase orders in the most recent fiscal year representing a 17 percent decrease in the number of purchase orders processed in the prior year. In the early 1990s, the number of purchase orders being processed exceeded 30,000 per year. Exhibit 10-3 shows a schedule of purchase orders and percent changes for the last three years.

The decreasing volume of purchase orders processed by the Purchasing Department may be attributed to several steps taken by the Board of Education and the Purchasing Department. The Purchasing Department has been moving to a controlled decentralized structure of the past few years. That is, purchasing responsibilities are being placed in the hands of the users—not in centralized purchasing department. This structure calls for more direct purchasing by the user either by using purchasing cards or using existing contracts with direct shipments. This avoids the use of middlemen such as purchasers or buyers and warehouses, which can be non-value-added activities in a purchasing process.

Based on the comparative data, as illustrated in Exhibit 10-2, and our analyses of the responsibilities of purchasing staff, we believe a four-person staff to be the appropriate number for the volume of business conducted by the department.

**EXHIBIT 10-2  
PEER SCHOOL SYSTEM COMPARISON OF  
PURCHASE ORDERS PROCESSED  
1999-2000 SCHOOL YEAR**

SERVICES PROVIDED	METROPOLITAN NASHVILLE PUBLIC SCHOOLS	COLUMBUS PUBLIC SCHOOLS	JEFFERSON COUNTY SCHOOLS	HAMILTON COUNTY SCHOOLS	AUSTIN ISD
Purchase Orders Processed	6,497*	28,594	N/A	10,000	N/A
Dollar Volume of Purchase Orders	\$11.3 million *	\$90.6 million	N/A	\$25 million	N/A
Number of Purchasing Employees	4	7	20	4	9
Purchase Orders Per Employee	1,624	4,085	2,556	2,500	2,444
Average Number of Days to Process	3	7	2	7	4
Participate in Cooperative Purchasing Practices	Yes	No	No	Yes	
Web-based Procurement?	Pilot	No	No	No	
Threshold for Competitive Bid Procurement	\$10,000	None prefer for all purchases	\$5,000	\$1,000	\$25,000
Threshold for Central Procurement	\$10,000	\$25,000	\$5,000	\$5,000	\$100
Competitive Bids	18	500	400	120	N/A
Employees Dedicated to Processing Bids	0	3	4	2	N/A
Number of Procurement Cards Used	349	0	0	0	0

Source: Created by MGT of America, Inc. 2000.

\* MNPS figure does not include 7,066 purchase orders (direct payments) valued at \$8.3 million, nor does it include construction purchase orders of \$44 million. The grand total of all purchase transactions was \$60.9 million, according to data provided but not verified by the review team. The days to process figure does not consider the process time for direct purchases either, which is typically one day.

N/A = Not Available

**EXHIBIT 10-3  
NUMBER OF PURCHASE ORDERS AND PERCENT CHANGES  
FOR 1997-98 THROUGH 1999-2000 SCHOOL YEARS**

CATEGORY	1997-1998	1998-1999	1999-2000	TWO-YEAR CHANGE
Purchase Orders *	10,062	7,789	6,497	3,565
Percent Change		-23%	-17%	-35%

Source: Metropolitan Nashville Public Schools Purchasing Department, 2000.

\* MNPS figure does not include 7,066 purchase orders (direct payments) processed in the field, nor does it include construction purchase orders.

Purchasing cards were introduced to MNPS in November 1997. The use of these cards since then is illustrated in Exhibit 10-4. Even though the number of transactions is peaked at about 1,000 per year and has since dropped below 1,000, the average annual dollar volume continues to grow. The purchasing card program is designed to improve efficiency in processing low dollar value purchases by schools and departments from any vendor that accepts the VISA credit card. Goods and services not to exceed \$1,000 per transaction (in some cases, such as the purchasing agent himself, not to exceed \$10,000) may be purchased and paid for using a purchasing card. Monthly purchasing limits are imposed on users as well.

**EXHIBIT 10-4  
PURCHASE CARDS TRANSACTIONS  
SINCE PROGRAM INCEPTION**

<b>FISCAL YEAR</b>	<b>AMOUNT OF PURCHASES</b>	<b>NUMBER OF TRANSACTIONS</b>	<b>MONTHLY AVERAGE VALUE OF PURCHASES</b>	<b>MONTHLY AVERAGE NUMBER OF TRANSACTIONS</b>
November 1997 to June 1998	\$703,702	5,017	\$87,963	627
July 1998 to June 1999	1,800,452	13,214	150,037	1,101
July 1999 to June 2000	2,765,106	11,564	230,426	964
July 2000 to October 2000	1,080,345	4,023	360,115	1,006
<b>Total</b>	<b>\$6,349,605</b>	<b>33,818</b>		

Source: Metropolitan Nashville Public Schools, Purchasing Department, October, 2000.

The use of purchasing cards reduces the number of invoices that must be processed each month by account payable clerks. It likewise reduces the number of checks used to pay for these goods and services from several hundred each month to one.

Another step in the decentralization of purchasing was to change the threshold for purchases requiring bids from \$400 to \$10,000. It should be noted that for bids over \$10,000, the Purchasing Division of the Finance Department in Metro government is responsible for the sealed bidding process.

The structure is controlled because there are strict rules of compliance that are enforced to ensure that purchasing law and system rules are followed. The two main control techniques are training and monitoring. All users who want a purchasing card must attend training class so they fully understand the rules and how to use, and not abuse the cards. Secondly, there is a two-step monitoring process established to ensure compliance. Department heads and principals are the first reviewers of purchases followed by the Purchasing Department. If irregularities are detected, users lose their purchasing privileges and cards, and must retake the training class in order to obtain new cards. This has happened twice.

**COMMENDATION**

**The MNPS Purchasing Department is commended for the development of a purchasing card system that has substantially reduced the number of purchase orders, invoices, and payments that have to be processed.**

**FINDING**

Before a purchasing card is issued, the user must attend a half-day training class. Classes are offered monthly throughout the year; 349 purchasing cards have been issued to MNPS staff. However, only staff members at 44 of the 128 schools (34 percent) have attended training and obtained purchasing cards.

**RECOMMENDATION**

**Recommendation 10-1:**

**Develop an incentive program to help ensure better distribution of purchasing cards among schools.**

By increasing the number of purchasing cards used and the amount of purchases made via purchasing cards, there should be a reduction in reliance on the Purchasing and the Accounting Departments resources. There would be a reduction in the number of requisitions and purchase orders to be processed, a reduction in the demand for Supply Center resources, and a reduction in the number of invoices and checks to be processed. Until distribution is widespread, the program will be constrained from reaching its full potential.

In addition to the savings in administrative costs due to the reduction in purchase orders created and invoices paid, the time it takes to receive an order should be reduced from the current three to four weeks (purchase order processing and delivering time) to a couple of days at the most.

Financial incentives such as additional funds for schools and departments obtaining and using purchasing cards within a certain window of opportunity should be considered.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

- |  |            |
|--|------------|
| 1. The Assistant Superintendent for Business and Facilities and the Purchasing Director should develop an incentive plan to encourage and reward schools and departments for obtaining and using purchasing cards. | April 2001 |
| 2. The Assistant Superintendent for Business and Facilities should present the plan to the Director of Schools for inclusion in the 2001-02 budget.  | May 2001   |
| 3. The Director of Schools should approve the incentive plan and charge the Assistant Superintendent for Business and Facilities with implementation.  | June 2001  |
| 4. The Director of Purchasing (Purchasing Agent) should implement the purchasing card incentive plan.  | July 2001  |

**FISCAL IMPACT**

This fiscal impact associated with the implementation of this plan is based on the assumption that the plan selected would provide from \$50 to \$100 in additional purchasing power (an increase to accounts 2320 or 2310) to each new school or department that obtains a purchasing card. The window of opportunity to apply would be only 12 months from start date. Therefore the cost would be between \$5,000 and \$10,000 based on 100 new participants (schools or departments).

The total savings associated with the purchasing card program can not be estimated at this time. There would be a reduction in the number of purchase orders processed, accounts payable vouchers created, invoices paid and checks written. Also there would be a reduction in the number of items delivered from the warehouse. At a minimum the work performed by accounts payable personnel to process payables would be reduced substantially. Most likely Accounting would not be able to eliminate a position, but the efficiency gain would permit the redeployment to other areas that have not received the necessary attention (see Financial Management chapter).

<b>Recommendation</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>
Create Purchase Card Incentive Card Program	(\$5,000)	\$0	\$0	\$0	\$0

**FINDING**

Metropolitan Nashville Public Schools benefit from collaborative purchasing efforts with the Metropolitan Government and other governmental units. The Purchasing Agent and Assistant regularly monitor external contracts for competitive pricing advantageous to the school system. Purchasing staff participates in local purchasing cooperatives in an effort to identify best purchasing opportunities.

Such associations provide for more efficient bidding in terms of operational savings as well as savings due to better pricing. Purchasing staff regularly “piggyback” on bids of other governmental units instead of developing entirely new bids for items currently on valid bids. The “piggyback” process reduces the amount of time spent on the solicitation process.

An example of a “piggyback” process can be found with the purchase of Dell Computers. Wilson County has negotiated a favorable contract for the purchase of Dell Computers. MNPS can use that contract to purchase computers from Dell with the same terms. The results of this effort are the savings of substantial administrative time and expense.

**COMMENDATION**

**Metropolitan Nashville Public Schools and Metro Government Finance Department are commended for their continuing efforts to reduce the administrative costs associated with the purchasing function, while still encouraging and ensuring competition.**



## **RECOMMENDATION**

### **Recommendation 10-2:**

**Conduct an analysis during the 2001-02 school year to determine if the MNPS and Metro Government Purchasing Departments should be combined.**

The Metro Government Finance Department and the MNPS should consider whether additional efficiencies could be gained by moving all MNPS purchasing functions to Metro's Purchasing Department.

Staff from Metro and from MNPS should be assigned to a task force charged with conducting a study for the purpose of determining whether such a consolidation would enhance the effectiveness and efficiency of the purchasing function for both Metro Government and MNPS. This collaborative effort, regardless of the conclusions and recommendations developed during the study, would be a benefit to all city and county taxpayers.

## **IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Assistant Superintendent for Business and Facilities and the Metro Government Director of Finance should jointly appoint a task force to study ways to enhance the effectiveness and efficiency of the MNPS purchasing function. The study would consider the consolidation of all purchasing functions into one department and eliminating the MNPS Purchasing Department. July 2001
2. The task force would report the results of its study, including recommendations, to the Assistant Superintendent for Business and Facilities and the Metro Government Director of Finance. January 2002
3. The Assistant Superintendent for Business and Facilities and the Metro Government Director of Finance would jointly consider the task force's recommendations and advise their respective agency heads of the study findings and recommendations. Spring 2002

## **FISCAL IMPACT**

This recommendation could be implemented with existing resources.

## **FINDING**

Performance measures in the Purchasing Department sections were inadequate to measure the amount of workload or output. Many measures provided in this chapter were determined by reviewing and counting entries on source documents or based on a sample and projection method.

In many cases, documentation of performance provided to the MGT audit team consisted of a page of paper describing how many trips of a certain type were made, how many desks were repaired, how many textbook were repaired, or how many orders were filled without the need for a backorder. These are very elementary measures that fall short of adequately describing what a department or person may do and how long it may take. For example:

- Does a desk take an hour or a day to repair?
- How many person-hours are required to make a bookcase?
- What is the exact number of books repaired and how much effort is required per book by type of book?
- How many person-hours are required to deliver mail and how many deliveries consist of large boxes not just mail?
- How many hours were spent or gas consumed in the delivery of boxes from the Supply Center or for the delivery of music stands or wrestling mats?

Performance indicators that are real, not estimates, and that are descriptive of the work effort required would be more useful measures of the work effort exerted by department staff and the results obtained by that effort. They would benefit the department by establishing measures that can be used to justify budget requests by providing objective, measurable indicators of how their level of effort supports the school systems mission.

Moreover, the low productivity and high turn around time found in MGT's review of the purchasing operation support the need for performance measures.

## **RECOMMENDATION**

### **Recommendation 10-3:**

#### **Develop meaningful performance measures in the Purchasing Department.**

Meaningful performance measures would enable department and system management to better understand how the department conducts its business. All governmental entities are responsible to their citizens for the effective and efficient use of the resources with which their citizens entrusted to them. To help ensure governmental entities are spending money wisely, activities should be monitored and service performance should be measured. By measuring performance, governments are providing themselves with quantitative indicators of their performance with which they can compare themselves to others and to their own expectations, and make adjustments to their service delivery; thereby, improving the quality of the services they perform.

Performance measurements are also used by the entities themselves to help them know where they stand compared to others and to prior periods, and to help them make improvements in how effectively and efficiently they spend their resources. To assess how well an entity performs, it will take some of the measurements or benchmarks of its performance and compare them to others in the same industry. Benchmarking is

comparing oneself to several others in the same field on the same activities to determine the best performer in that area, and then analyzing the best to understand how they do things. "Best Practice" analysis will help lead to the improvement of one's own performance level. Performance measurements can indicate outputs, outcomes, efficiency, or quality.

Organizational performance measurement is the process of regular and continuous data collection on important aspects of an organization's services, programs, or processes. The use of performance measures enables an organization to evaluate the effectiveness and efficiency of accomplishing what it is intended to accomplish. Performance measurement provides a management tool for improvement and an instrument for management planning and decision making. Performance measurement also enables an organization to link its strategic plans to the financial resources of the organization through the budgeting process.

The Governmental Accounting Standards Board (GASB), which sets the financial reporting rules for state and local governments, and the Government Finance Officers Association (GFOA) highly encourage the use of performance measures in local government budgets, and the GASB is contemplating mandating the use of performance measures for local governments.

#### **IMPLEMENTATION STRATEGIES AND TIMELINE**

- |  |            |
|--|------------|
| 1. The Director of Business Services and the Purchasing Agent should develop performance measures for the Purchasing Department.   | April 2001 |
| 2. The Purchasing Agent and department supervisors should submit eight to ten measures to the Assistant Superintendent for Business and Facilities.  | April 2001 |
| 3. The Assistant Superintendent for Business and Facilities should approve five of six performance measures for each section within the Purchasing Department. Measures should include metrics that can measure output, outcome, efficiency and quality. | May 2001   |
| 4. The Director of Purchasing (Purchasing Agent) should implement the performance measurement process by ensuring each department under his authority collects and records the necessary data.   | July 2001  |
| 5. The Director of Purchasing should monitor the performance measures to determine if changes are needed, and if employees are performing at an appropriate level.   | Ongoing    |

#### **FISCAL IMPACT**

This recommendation can be implemented with existing resources.

**FINDING**

Metropolitan Government has recently purchased a document imaging system that contains Metro Government’s purchasing contracts. This system allows purchasers to look up contracts based on keyword searches, thus reducing the time it takes to research existing contracts. The system is already available to many city departments, but not to the school system at this time, since they don’t have the technology at MNPS to enable them to access the system.

**RECOMMENDATION**

**Recommendation 10-4:**

**Obtain access to Metro Government document imaging system.**

The MNPS Purchasing Department should upgrade its computer hardware and system network in order to meet the imaging system’s minimum technical requirements. By having access to this tool, the Purchasing Department would be able to quickly research and provide assistance to schools and departments to allow them to directly purchase the needed items on existing contracts. This system would save time and facilitate the expansion of the controlled decentralized purchasing effort of the MNPS Purchasing Department.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

- |   |            |
|---|------------|
| 1. The Director of Business Services should contact Metro government’s Finance Department to determine feasibility and requirements to be connected to the document imaging system. | April 2001 |
| 2. The Director should determine the cost of the technology upgrade needed in order to support the document imaging system.   | May 2001   |
| 3. The Assistant Superintendent for Business and Facilities should include the cost of the needed equipment in the school system’s budget request.                                  | June 2001  |

**FISCAL IMPACT**

Nashville Metro’s Purchasing Department has a sufficient number of site licenses to provide the software to the school system without incurring any additional costs. The MNPS Purchasing Department has several computers currently in use. However, if none of these computers has sufficient capacity, speed and connectivity, an additional desktop computer would need to be purchased. The estimated amount needed to purchase a computer with the necessary attributes is \$2,000.

<b>Recommendation</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>
Purchase Additional Computer for Purchasing Department	(\$2,000)	\$0	\$0	\$0	\$0

## **FINDING**

The Purchasing Agent has implemented a pilot program for online purchasing opportunities. A pilot program offered by MNPS, through two vendors, provides online Internet access for direct purchasing. This system allows users to research and make purchases online. The Purchasing Agent believes the pilot was successful and is now in the process of issuing a Request for Proposals (RFP) so that a firm contract can be established to continue the online purchasing program with the successfully bidding vendor.

The successful implementation of an online purchasing program will help ensure the continuation of the decentralization of the purchasing process for MNPS.

## **COMMENDATION**

**The MNPS Purchasing Department is commended for its effort to create cost and other efficiencies by using online purchasing programs.**

### ***10.2 Warehousing and Supply***

When necessary to fulfill a purchasing department's goal of maximizing the value of every dollar expended, it is often necessary to order in large quantities and have the goods delivered to a central warehouse. The warehouse is used to store (inventory) goods until they are needed by the user, at which time they are ordered from the central supply (warehouse), issued by inventory control, and delivered to users' sites by the warehouse distribution team or made available for pickup at the warehouse.

The warehouse model, as described above, is currently being used by MNPS, but continued use of such models is currently being challenged by the use of the "Just in Time (JIT)" delivery model for some, or all items.

Metropolitan Nashville Public Schools is using the central warehouse model to purchase items, and inventory them at a central location (the Supply Center). When schools or departments need items, they issue requisitions that are used by the Supply Center (warehouse) to fill the order. The Inventory Control enters the items on the requisition into the purchasing system, which generates a delivery ticket. The delivery ticket is used by warehousemen to fill the order, or if the item is not available, it is backordered.

The Supply Center has developed a biweekly delivery truck route schedule. This schedule enables schools and departments to know they have a relatively set date and they can plan their order knowing their lead-time and anticipated delivery date. There are 10 routes, designed to allow the delivery cycle to be completed in 10 working days, if there are no other demands on the deliverymen and trucks.

Metropolitan Nashville Public Schools has two warehouses. One warehouse serves as a central Supply Center and the other is used to store surplus property. As more direct purchasing measures (such as procurement cards, online purchasing and direct shipping from the vendor to the user) and additional training of school staff charged with the ordering of supplies are used by the system, a Just in Time Model will naturally evolve. The demand for warehouse space should diminish.

Exhibits 10-5 and 10-6 illustrate some of the costs incurred to operate each of the warehouses. In addition to salaries and supplies (including fuel for delivery vehicles) the Recycle Center costs \$42,000 per year to lease. The Supply Center warehouse is owned by MNPS. These are the budgeted costs for the direct operation of these two warehouses. In addition to the direct costs from the budget there are other indirect costs. Exhibit 10-6 shows the utility costs incurred at the warehouses. Because delivery vehicles are old, there are no delivery costs other than fuel, maintenance, and insurance. Maintenance is provided by the Transportation Department and not included in the Supply Center's or Recycle Center's budget. Insurance costs have their own line item in the budget and are not allocated to the department or facility that needs the insurance coverage.

**EXHIBIT 10-5  
ANNUAL BUDGET FOR WAREHOUSES**

<b>CATEGORY</b>	<b>SALARIES &amp; OVERTIME</b>	<b>FRINGE BENEFITS</b>	<b>SUPPLIES AND MATERIALS &amp; OTHER</b>	<b>TOTAL</b>
Supply Center	627,457	\$151,513	\$9,741	\$788,711
Reuse-Recycle Center	267,660	74,730	3,411	\$345,801
<b>Total</b>	<b>\$895,117</b>	<b>\$226,243</b>	<b>\$13,152</b>	<b>\$1,134,512</b>

Source: Metropolitan Nashville Public Schools, Annual Budget, 2000.

**EXHIBIT 10-6  
AVERAGE ANNUAL WAREHOUSE UTILITY COSTS FOR  
THE MOST RECENT TWO-YEAR PERIOD**

<b>CATEGORY</b>	<b>SQUARE FEET</b>	<b>ELECTRICITY</b>	<b>GAS</b>	<b>WATER</b>	<b>TOTAL</b>
Supply Center	55,000	\$19,691	\$31,728	\$1,585	\$53,004
Reuse-Recycle Center	21,000	3,240	13,468	668	\$17,376
<b>Total</b>	<b>76,000</b>	<b>\$22,931</b>	<b>\$45,196</b>	<b>\$2,253</b>	<b>\$70,380</b>

Source: Metropolitan Nashville Public Schools, Purchasing Department, 2000.

**FINDING**

The Supply Center annual dollar volume of sales (issues) for the past ten years is indicated in Exhibit 10-7. The annual volume has decreased by 17.6 percent since 1996, primarily attributed to the use of purchasing cards and other direct purchasing and direct shipment efforts.

**EXHIBIT 10-7  
ANNUAL SUPPLY CENTER REVENUE**

Fiscal Year	Annual Revenue
1991	\$2,465,675
1992	2,262,636
1993	2,262,068
1994	2,289,234
1995	2,352,727
1996	2,824,924
1997	2,598,003
1998	2,651,636
1999	2,432,468
2000	2,328,630

Source: Metropolitan Nashville Public Schools, Purchasing Department, 2000.

Just like the Supply Center revenue, the Supply Center inventory has already begun to decline in recent periods. This decline too can be attributed to the encouraged use of purchasing cards and direct purchasing, as well as by direct shipment to the users. The value of the Supply Center inventory declined from \$1,450,196 to \$1,250,831 between June 30, 1999 and June 30, 2000. The warehouse stores more than 3,200 items, some of which are ordered rather infrequently.

Exhibit 10-8 illustrates some items stored at the Supply Center and the inventory amount, and the number ordered in the past 12 months. Inventory of this type “turns over” less than once per year, because as can easily be seen there is several years supply of some of the item listed in the exhibit. Carrying an inventory of items that are not being used is costly, as these items take up physical space, reduce the funds available to purchase other needed items, and are exposed to additional risk of being misplaced, damaged, stolen, or rendered obsolete.

**EXHIBIT 10-8  
EXAMPLE OF SLOW MOVING ITEMS FROM  
SUPPLY CENTER INVENTORY**

ITEM	QUANTITY ON HAND	AVERAGE MONTHLY ISSUES	AVERAGE MONTHS OF SUPPLY ON HAND
Liquid Tempura Paint	224	6.33	35
6 Watt Fluorescent. Lamps	361	.25	1444
5.25 inch Computer Diskette	2,717	7.50	362
Cork Bulletin Board	10	.80	12
9 inch Pie Pan	13	0.00	-
Mail Service Envelopes	2,250	83.00	27
2.25 inch adding mach tape	1,034	136.00	7
Sq. Yd. Cotton Cloth	167	.30	557

Source: Nashville Metropolitan Public Schools, Master Inventory Stock List, October 2000.

The level of service (volume not quality) provided by the Supply Center continues to decrease as more direct shipments and direct purchasing are used throughout the system. Exhibit 10-9 indicates the change in shipments between the 1998-99 and 1999-2000 school years. As can be seen, there was a 15 percent decline in units shipped

between these two years. Also illustrated in Exhibit 10-9 is the ending inventory for each of the last two years. Based on the 1999-2000 school year sales, the Supply Center only turned over inventory 1.86 times in the year. This means, that on average, items are held in inventory for 212 days before being sent to a school or department. These numbers would be considered unacceptable in most businesses. There are three possible solutions

- increase sales,
- decrease inventory, or
- shut down the Supply Center and use “Just in Time” ordering with direct shipping to the user.

Part of the large inventory size is due to the current reorder policy. According to the Inventory Control Supervisor, new stock is ordered so that a four-month supply is maintained. With better delivery schedules and “Just in Time” delivery, this policy may needlessly inflate the Supply Center’s inventory and the space needed to store goods.

**EXHIBIT 10-9  
CHANGE IN SHIPMENTS BETWEEN  
1998-99 AND 1999-2000 SCHOOL YEARS**

<b>SCHOOL YEAR</b>	<b>UNITS REQUESTED</b>	<b>UNITS SHIPPED (INCLUDING BACKORDER)</b>	<b>ENDING INVENTORY</b>
1998-1999	1,758,986	1,724,189	\$1,450,196
1999-2000	1,584,059	1,466,130	\$1,250,831

Source: Metropolitan Nashville Public Schools, Supply Center October 2000.

**RECOMMENDATION**

**Recommendation 10-5:**

**Discontinue carrying slow moving items in the Supply Center catalog and reduce inventory, in general, at the Supply Center.**

The costs associated with the storage space taken up by these items and the risk associated with such items being damaged or disappearing is too great to justify them sitting in the Supply Center for years. All items that would no longer be carried at the Supply Center should be eliminated for the Supply Center Catalog and disposed as surplus property. Additionally, an inventory costs the school system money by reducing cash flow. Money invested in inventory could be earning investment interest.

The lead-time for reordering stock should be reduced to more accurately reflect vendor delivery time. Unnecessarily long lead time means too much inventory be carried.

The elimination of many of the 3,200 items in stock at the warehouse, and the adjustment to the reorder lead-time, should reduce the need for several thousand square feet of warehouse space.



Ideally the Supply Center should inventory only a few hundred of the fastest moving items and only when they can show that the Supply Center obtains deep discounts by buying in such large quantities that the costs associated with storage and distribution are justified.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

- |  |            |
|--|------------|
| 1. The Director Purchasing should establish a goal to eliminate all items from the Supply Center's inventory that turnover less than once every six months.      | April 2001 |
| 2. The Inventory Control Supervisor should adjust the lead-time necessary for reordering items that would remain in stock.                                       | April 2001 |
| 3. The Supply Center's Inventory Control Supervisor should develop a plan to eliminate all items that would no longer be carried in the Supply Center Inventory. | June 2001  |

**FISCAL IMPACT**

The inventory reduction of slow and slower moving items would be accomplished via a sale of those items. One method could be to sell the surplus items over the Internet by posting items on public auction sites, using an auction host, or purchasing auction software. Metro Government has an Internet auction arrangement to sell surplus property which should be explored as well. Another method would be to contact local area schools to advise them of the close-out items. In addition to the eliminating slow moving items, lowering the reorder point of items stocked would also reduce inventory.

There would be a one-time gain by selling such items and by reducing the amount of items that would continue to be stocked. A one-time gain of \$700,000 should be targeted, with \$400,000 coming in the first year, \$200,000 in the second, and \$100,000 in the third year of an inventory reduction program. Because full value may not be recovered on many items sold, the amount received may be less than the cost. That is, we assume only \$700,000 would be recovered if inventory were reduced by \$810,300.

Average inventory 1999-2000	\$1,350,500
Reduction by 60%	<u>(810,300)</u>
Targeted inventory	\$540,200

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Reduce Supply Center Inventory	\$400,000	\$200,000	\$100,000	\$0	\$0

**FINDING**

The cost to the school system unit (school or department) ordering goods through the warehouse is not reflective of the cost to the school system to provide that service. Under the current policy, a three-percent surcharge is added to the cost of the goods ordered. This does not cover the cost of operating the warehouse and delivering the

goods purchased. Furthermore, there is no surcharge or other cost recovery added to the numerous other pick-up and delivery services (list to follow) performed by the Supply Center staff.

Exhibit 10-10 indicates the budget (annual costs) for the Supply Center. In order to recapture the entire Supply Center operating costs with the three percent surcharge, the Supply Center would have to be handling more than \$26 million in goods each year. According to Purchasing Department reports, the Supply Center issued about \$2.3 million worth of goods last year, less than 10 percent of what would be required if the amount charged as overhead was required to cover all costs.

**EXHIBIT 10-10  
SUPPLY CENTER BUDGET  
2000-01 SCHOOL YEAR**

<b>ACCOUNT</b>	<b>BUDGETED AMOUNT</b>
Salaries	\$570,216
Overtime	57,241
Benefits	151,513
Supplies	5,593
Other	4,148
<b>Total</b>	<b>\$788,711</b>

Source: Metropolitan Nashville Public Schools, Annual Budget for 2000-01 Fiscal Year, October 2000.

**RECOMMENDATION**

**Recommendation 10-6:**

**Include a surcharge that more accurately reflects the true cost of operating the Supply Center.**

The price of items purchased from the Supply Center should reflect actual costs. If 30 percent, rather than the currently three percent, were added to the cost of goods purchased from the Supply Center, purchasers would be more likely to shop around, use their purchase cards and buy items directly from distributors at a more competitive price.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Director of Purchasing should develop an implementation plan and determine the annual surcharge to be added to all supply orders processed by the Supply Center, including counter pick-ups. April 2001
2. The Assistant Superintendent for Business and Facilities should present the implementation plan to the Director of Schools so that he may seek Board of Education approval. June 2001
3. If the plan is approved, the Director of Schools should direct that an amount equal to the anticipated surcharge be added to each school and department budget. July 2001

## **FISCAL IMPACT**

The implementation of this recommendation would have no fiscal impact on the school system as a whole but would impact certain cost center's (schools and departments and the Supply Center) budgeted amount.

In order not to adversely impact the amount that schools and departments can buy in a year, the expected amount of the surcharge should be added to their budget. That is, the \$800,000 operating budget for the Supply Center, less the amount that is needed to provided the miscellaneous delivery and moving services, should be allocated to the users of the Supply Center's inventory and distribution services. There would be no fiscal impact on the school system as the amount added to schools' and departments' budget in the aggregate would equal the amount necessary to operate the Supply Center. The Supply Center would receive no general budget appropriation, only a reappropriation of the amount they would be receiving as surcharges. If schools and departments were able to purchase from outside vendors at lower cost, less of the surcharge would flow to the Supply Center. Eventually the Supply Center would be forced to cut back on inventory and services and operate more efficiently to be able to continue operations. If it were no longer able to compete, it would be shut down.

Based on the amount from the budget determined to be needed by the Supply Center to provide the miscellaneous delivery services, an hourly rate should be determined for those services and charged to users of those services. Again, that amount should be added to the user department and school's budgets. Therefore, there would be no fiscal impact to the school system.

## **FINDING**

Supply Center delivery vehicles have many miles, require substantial amount of servicing, and some may be unsafe. The supply delivery circuit has expanded from two weeks to three weeks frequently, due to truck shortages caused by several factors. Trucks and drivers are often needed to make other miscellaneous deliveries.

Among the miscellaneous delivery trips made by the Supply Center Distribution drivers in the 1999-2000 school year are the following:

- delivered 150,000 textbooks;
- made 1,375 trips transferring cabinets files bookcases and boxes among schools;
- delivered 300 boxes of library books from the Library Media and Technology to schools;
- delivered and picked up almost 1,500 pieces of music equipment from Supply Center to schools;
- transferred wrestling mats from school to school 18 times;
- delivered and picked up 936 folding tables to schools;

- delivered almost 13,000 pieces of printed material and paper to and from the Printing Department and the Book Bindery;
- delivered and picked up 4,900 science kits from T. S. U. campus to schools;
- delivered almost 400,000 core guides to schools; and
- picked up and delivered more than 6,000 pieces of staff development instructional material from Randall's Learning Center.

In addition to the miscellaneous trips, most of which have a high priority, the Supply Center tries to maintain its biweekly delivery schedule, but has found that task increasingly more difficult to do in recent years as the miscellaneous tasks continue to expand. A sample of dispatch logs was reviewed to determine the number of normal supply delivery trips and miscellaneous trips made throughout the year. The sample indicated that, of the average 37 trips per week, only 18.4 were for the delivery of supplies, while 18.6 were for miscellaneous trips. Additionally, a truck and two drivers were transferred to the Reuse-Recycle Center (warehouse).

## **RECOMMENDATION**

### **Recommendation 10-7:**

**Transfer back to the Supply Center the truck and drivers transferred to the Reuse-Recycle Center.**

All pick-up and delivery needs should be coordinated by the Warehouse Distribution Center supervisor, including those associated with the pick and delivery of surplus property. By dedicating a truck and two drivers to conducting activities associated with surplus property and the movement of fixed assets, priorities are misplaced. Clearly the delivery of food trays, textbooks or science kits should have priority over the movement of surplus desks to the warehouse.

## **IMPLEMENTATION STRATEGIES AND TIMELINE**

- |  |            |
|--|------------|
| 1. The Purchasing Director should transfer a delivery truck and two drivers from the Reuse-Recycle Center to the Supply Center.  | April 2001 |
| 2. The Warehouse/Distribution Supervisor should incorporate the additional truck and drivers into the regular schedule of supply deliveries and miscellaneous pick-ups and deliveries.   | April 2001 |
| 3. The Transportation Department should perform routine maintenance with little disruption in service because of the addition another truck. All unsafe, unused vehicles should be sold or disposed of by the Fixed Assets Department. | May 2001   |

## **FISCAL IMPACT**

This recommendation can be implemented with existing resources.

## **FINDING**

A review of the Supply Center's inventory process indicates that no single annual inventory is conducted, rather portions of the inventory stock list are inventoried periodically throughout the year as time permits in order that every item is inventoried once per year. The Center used to shut down for a week, but staff limitations and service demand have made that impossible. A review of the inventory control sheets indicated that, based on the physical count, many adjustments are necessary to reconcile the actual count with book inventory. Most adjustments were minor, but there appears to be no investigation into shortages.

Several items had rather large adjustments. These were explained as necessary based on the fact that the Supply Center makes up kits for new teachers. The material used in the kit is adjusted off the inventory, rather than treated as raw material used to make a final product.

## **RECOMMENDATION**

### **Recommendation 10-8:**

**Tighten inventory controls and treat items taken from inventory to create kits as raw materials to be used to create or fabricate a final product sold by the Supply Center.**

Inventory adjustments should have explanations to indicate that shortages were or are being investigated and efforts are being taken to reduce unexplained shortages. The Internal Audit Department of Metro Government should be involved in enhancing internal controls over inventory.

This recommendation should not be construed as creating a complex work in process inventory system. The recommendation anticipates only a simple, but effective, way to properly remove items from an inventory that are not sold "as is", but become part of a final product that is sold (maybe at no cost) to schools or departments.

## **IMPLEMENTATION STRATEGIES AND TIMELINE**

- |  |            |
|--|------------|
| 1. The Director of Business should develop a plan to implement simple methodology to transfer items to a final product inventory and determine a cost for the final product. | April 2001 |
| 2. The Inventory Control Supervisor should implement the transfer plan.  | May 2001   |

3. The Metro Government Internal Auditors should assist with the implementation of the final product inventory and with enhancement to inventory internal controls.

May 2001

### **FISCAL IMPACT**

This recommendation can be implemented with existing resources.

### **10.3 Textbook Services**

Textbook Services is charged with ensuring that the appropriate number and type of textbooks are available at each school. In the 1999-2000 school year, 150,000 new and replacement textbooks were ordered. For the current school year, as of October 2000, the number has been reduced to 130,000 textbooks. This due to the textbook budget cut.

Textbook Services is part of the Purchasing Department within the Business and Facility Services Division. Textbook Services consists of a staff of three (including the supervisor) who are charged with ordering new and replacement books, inventorying existing books, receiving and distributing new and replacement books (with the assistance of the Supply Center delivery staff and fleet). Textbook Services maintains a row of shelving space at the Supply Center and some additional space to process orders and office space. Textbook Services is managed with the help of two systems:

- a textbook inventory system, which maintains the on-hand quantities of books by title and stock number at each school, and
- the incorporation of textbooks into the Supply Center's inventory control system.

A Lost/Damaged Book Report is completed by each school's principal to indicate the number of lost and damaged textbooks and the amount of money collected from students for the lost or damaged books. This report is summarized into the Lost Textbook Report by school year.

The school system has a Book Bindery that is part of Textbook Services. The Book Bindery is charged with repairing damaged text and library books for the school system. In addition, the bindery cuts paper for the Print Shop. Last year the bindery cut more than nine million sheets of paper and padded more almost five million sheets of paper for the Print Shop.

### **FINDING**

The Book Bindery repaired more than 5,500 textbooks, thus saving the system from having to purchase ten of thousands of dollars worth of replacement texts, some of which may only be needed for a year or two, depending on the textbook replacement cycle. It also repaired more than 4,300 library books, miscellaneous books, and magazines. In addition, it prepared more than 25,000 spiral bound documents.

The MNPS Book Bindery purchases the materials used for its bindery services at reduced prices. Because the color of the product matters less than the quality, the bindery manager is able to purchase discontinued products at about half of the list price.

### **COMMENDATION**

**The Book Bindery Manager has significantly saved the school system dollars by purchasing discontinued book binding materials, and he has also saved the school system from having to purchase new books by repairing them.**

### **FINDING**

A lack of consistency exists with how schools collect for damaged and lost textbooks. Thousands of dollars are lost to the system each year because there is no uniform collection policy enforced. MGT was unable to determine the exact amount of the loss, because many schools failed to submit a report.

Exhibit 10-11 illustrates a sample of the disparity in the collection of money at various campuses.

Based on the Lost Textbook Report for the 1998-1999 school year, money was collected for about 42 percent of lost or damaged textbooks. As can be seen in Exhibit 10-11, the disparity in collections is large, with some schools collecting 100 percent and others at less than five percent. In addition to the disparity with respect to the collection efforts and the losses suffered, 22 percent of schools even did not provide a report as to their collection efforts.

### **RECOMMENDATION**

#### **Recommendation 10-9:**

**Develop a uniform lost/damaged book collection policy that should be enforced to the fullest extent possible at all schools.**

### **IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Assistant Superintendent for Business and Facilities, with assistance for the Director of Purchasing and the Textbook Coordinator, should develop a plan to create a uniform policy to reduce textbook losses and to maximize the amount collected for lost and damaged textbooks. April 2001
2. Principals of the schools with outstanding collection records and with outstanding lose records should be consulted regarding their efforts to enhance collections or reduce losses. May 2001

**EXHIBIT 10-11  
EXAMPLE\* OF LOST/DAMAGED BOOKS  
AND AMOUNTS COLLECTED FOR THE  
1998-1999 SCHOOL YEAR**

SCHOOL	NUMBER LOST	NUMBER PAID FOR	PERCENT OF LOST COLLECTED	NUMBER DAMAGED	NUMBER PAID FOR	PERCENT OF DAMAGED COLLECTED	AMOUNT COLLECTED
100	70	1	1	0	0	-	\$23.55
105	5	5	100	0	0	-	88.50
780	193	6	3	7	0	0	160.45
120	9	6	67	0	0	-	77.68
135	0	0	-	0	0	-	0
145	1	1	100	1	1	100	21.60
150	13	13	100	0	0	-	185.57
153	13	3	23	0	0	-	30.00
155	28	28	100	0	0	-	286.89
160	6	6	100	0	0	-	92.55
180	161	153	95	225	74	33	3,462.58
185	13	7	54	0	0	-	99.25
290	95	66	69	8	6	75	1,819.93
157	84	54	64	33	32	97	1,107.50
325	552	248	45	0	0	-	3,009.96
355	91	56	62	70	19	27	828.20
400	36	14	39	1	0	0	187.57
452	163	137	84	2	1	50	3,151.20
450	73	73	100	4	4	100	1,558.27
460	41	12	29	0	0	-	230.80
550	785	104	13	0	0	-	2,343.90
600	52	25	48	4	2	50	331.19
618	169	18	11	2	0	0	204.67
705	335	71	21	0	0	-	2,632.42
717	98	18	18	0	0	-	192.28
787	555	141	25	0	0	-	3,382.62
805	134	99	74	63	51	81	1,780.50

Source: Metropolitan Nashville Public Schools, Textbook Services, October 2000.

\*Note: This is an example of the amounts collected by school from lost or damaged textbooks; the total list is unavailable since 22 percent of the schools did not report data.



3. The three-person team should develop a new systemwide policy and procedures, and submit them to the Director of Schools and Board of Education for approval. May 2001
4. The Textbook Coordinator and the Director of Purchasing should develop procedures to implement the approved lost and damaged textbook collection policy. July 2001
5. Supervisors should hold principals accountable for the collection of textbook funds. Starting in 2000-01 school year

**FISCAL IMPACT**

Based on the numbers available from the Lost /Damaged Textbook report, we believe an enhanced and uniform collection policy would at a minimum double the current collection amount of \$67,000 (42 percent of the estimated losses). By doubling the amount collected, an estimated \$134,000 would be collected each year, about 84 percent of the estimated losses. The actual amount collected may be higher because the schools with the poorest collection efforts were middle and high schools, which have higher book costs.

<b>Recommendation</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>
Develop and Enforce Book Collection Policy	\$67,000	\$100,500	\$134,000	\$134,000	\$134,000

**FINDING**

The textbook inventory system is antiquated and only identifies how many textbooks were issued to a particular school. This inventory system does not assist in determining whether there is a surplus or shortage at a school, which could be useful when there are shortages at certain schools and before purchasing new books. An inventory system would enable the Textbook Coordinator to see if there are books that have not been issued to students at other schools.

The start of the current school year indicated several problems with the present textbook distribution system; widespread textbook shortages were reported at the beginning of the 2000-01 school year. A combination of factors contributed to this event. First, the aforementioned antiquated inventory system. Secondly, according to the Textbook Coordinator, the rezoning resulted in books not getting to the right place as quickly as needed. Other factors include inaccurate enrollment projections and certain principals not completing their year-end inventory for lost and damaged book reports. Without an adequate inventory system, the Textbook Coordinator must rely on principals to accurately and timely report on their textbook situation. With a better system, the Textbook Coordinator would know where the books are and where they are needed.

Also identified as a contributing factor to this year's textbook distribution problems was a reduction in the textbook budget. The textbook budget was cut by \$1.7 million. Books that were planned for retirement had to be retained another year due to the reduction in the textbook budget, which occurred when the budget was adopted in August.

Therefore, additional books for projected growth and replacements for lost and damaged books of those textbooks retained another year (that were not planned for in May) had to be ordered in late summer.

Exhibit 10-12 illustrates the difference between the last two school years with respect to textbook distribution. Most of the difference between books requested and books shipped can be attributed to the budget cut.

**EXHIBIT 10-12  
TEXTBOOK DISTRIBUTION  
1998-1999 AND 1999-2000 SCHOOL YEARS**

<b>SCHOOL YEAR</b>	<b>BOOKS REQUESTED</b>	<b>BOOKS SHIPPED (Current Orders and Backorders)</b>
1998-1999	145,481	159,728
1999-2000	247,171	169,854

Source: Metropolitan Nashville Public Schools, Textbook Services, October 2000.

**RECOMMENDATION**

**Recommendation 10-10:**

**Purchase a new textbook management system.**

A textbook management system should enable the Textbook Coordinator to maintain a more accurate count of all textbooks and help to prevent losses.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Textbook Coordinator should research textbook inventory systems and make recommendations for the type of system that would fit MNPS needs. April 2001
2. The Purchasing Director should review the Textbook Coordinators recommendations and determine if there is an existing system that could be purchased for under \$10,000 or if sealed bids would be required. May 2001
3. The appropriate party should purchase and install the new system June 2001

**FISCAL IMPACT**

Based on a review of several textbook inventory management systems, the cost would be less than \$1,000 for a systemwide inventory. Additional costs for bar-coding equipment could be incurred if that option is desired, although the school system already has some bar-coding equipment that may be useable for this purpose. In addition to the original software purchase price, an annual maintenance and license renewal fee may

be charged. This fee is estimated to be \$200 per year. Campus versions of this type of software are available for less than \$500 per site. Because only a systemwide system is recommended at this time, that cost is not included in the table below.

<b>Recommendation</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>
Purchasing Textbook Management System	(\$1,000)	(\$200)	(\$200)	(\$200)	(\$200)

**FINDING**

Based on our estimate of the amount of time department staff spend on book repair services rather than assisting with the distribution of textbooks or cutting paper for the Print Shop, the average cost to bind a book is estimated to be \$18.28. This is for all books not just textbooks. The Book Bindery sends some of its binding jobs to outside vendors. The charge is between \$6.00 and \$7.00 per book. According to the Bindery staff, the low outsourced price is due to the Bindery doing substantial preparatory work. Without the preparatory work, the Bindery estimates it would cost about \$12 per textbook for an outside vendor to perform the work. Based on these estimates, outsourcing could result in an average savings of \$6 per book, depending of the type of book sent to outside vendors.

The Bindery's own estimates state that their in-house cost to bind a textbook is \$11.00 and the cost for the miscellaneous books about \$27.00. According to their estimates outsourcing most textbooks could cost a dollar more per book, but outsourcing miscellaneous books could cost only \$9.00 per book resulting in a savings of \$18.00 per book.

**RECOMMENDATION**

**Recommendation 10-11:**

**Increase the purchasing of book repair services from outside vendors when prices are competitive and quality workmanship is assured.**

Based on our analysis, it appears that the repair of some library books or selected textbooks could be outsourced at estimated savings of \$5.00 per book. For the potential savings to materialize, the bindery staff would have to be reduced.

The Bindery would have to be careful to ensure quality does not suffer. Based on prior experience, some rebound books only last one year. The Book Bindery Manager would be responsible for ensuring that the books that would be repaired in-house are done so only if it is determined to be more cost effective both in terms of actual cost and in terms of the anticipated extension of life for the repair book.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Book Bindery Manager (Head-Book Binder) should develop specifications for potential book binding services that MNPS may want to purchase. May 2001

- |   |            |
|---|------------|
| 2. The Head Book-Binder, with assistance from the Director of Purchasing and Metropolitan Government Purchasing Division, should seek competitive bids for book binding services.   | April 2001 |
| 3. The Book Bindery Manager and the Director of Purchasing should evaluate bids to determine if outsourcing is warranted and, if so, what type of books (text or miscellaneous) would it be most cost effective to outsource. | May 2001   |

**FISCAL IMPACT**

The fiscal impact of this recommendation is based on outsourcing about 4,200 miscellaneous books at an estimated savings of \$5.00 per book. Because there would be a cost to outsource, the savings comes from the reduction in staff of two Book Bindery employees. The estimated savings associated with the reduction in staff is based on combined salaries of \$47,300 plus benefits.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Outsource Books for Binding	(\$38,000)	(\$38,000)	(\$38,000)	(\$38,000)	(\$38,000)
Reduce Book Bindery Staff by two FTEs*	\$58,650	\$58,650	\$58,650	\$58,650	\$58,650
<b>Total Savings</b>	<b>\$20,650</b>	<b>\$20,650</b>	<b>\$20,650</b>	<b>\$20,650</b>	<b>\$20,650</b>

\*Note: One of these positions will be retained as shown in Recommendation 10-13.

**10.4 Cabinet Shop**

In order to prolong the life of school assets, it is often necessary to make repairs and in some cases, major refurbishing of furniture and fixtures. Metropolitan Nashville Public Schools has its own department to take care of these assets.

The Furniture Repair and Cabinet Shop is within the Purchasing Department under the direction of the Purchasing Agent. It is run by a Cabinet Shop Head (supervisor) and is staffed with eight carpenters and a part-time furniture finisher.

Physically, the Cabinet Shop is housed in a large warehouse/shop space with two sides. One side is devoted to repair and refurbishing chairs, desks and tables, and the other side is responsible for making cabinets, shelves and other wooden furniture and fixtures. Cabinet shop employees do about half of their work in the shop and about half on-site throughout the school system.

Exhibits 10-13 and 10-14 illustrate the extent of the department's work in the last two fiscal years. As can be seen, a total of 370 work orders were issued to repair 6,218 items in 1999-2000. This is an increase of 63 work orders (21%) and 2,001 items (47%) over the prior year.

**EXHIBIT 10-13  
CABINET SHOP REPAIR WORK  
1998-1999 SCHOOL YEAR**

TYPE OF WORK	ON-SITE REPAIRS	IN-SHOP REPAIR
Chairs	721	638
Classroom Tables	393	322
Student Desks	147	511
Teacher Desks	104	164
Bookcases and Cabinets	48	5
Cafeteria Seats	843	2
Cafeteria Tables	191	2
Miscellaneous Items	112	14
<b>Total</b>	<b>2,559</b>	<b>1,658</b>

Source: Metropolitan Nashville Public Schools, Cabinet Shop, October 2000.

**EXHIBIT 10-14  
CABINET SHOP REPAIR WORK  
1999-2000 SCHOOL YEAR**

TYPE OF WORK	ON-SITE REPAIRS	IN SHOP REPAIR
Chairs	1,236	1,606
Classroom Tables	590	337
Student Desks	462	691
Teacher Desks	131	62
Bookcases and Cabinets	82	2
Cafeteria Seats	679	6
Cafeteria Tables	192	34
Miscellaneous Items	88	20
<b>Total</b>	<b>3,460</b>	<b>2,758</b>

Source: Metropolitan Nashville Public Schools, Cabinet Shop, October 2000.

In addition to the repair work, the Cabinet Shop fabricated more than 400 pieces of furniture or fixtures in the 1999-2000 school year. Items fabricated include such items as computer carts and workstations, storage cabinets, bookcases, tables, and podiums. The Shop's customers are school system departments and schools. Fabrication customers are charged for the cost of the raw material plus 30 percent. Prior to the fabrication of any item requested by a school or administrative department, the Director of the Purchasing Department (Purchasing Agent) is required to make a "buy or build" decision based on the expected costs compared to outside purchase cost for an item will similar specifications.

**FINDING**

In order for Metropolitan Nashville Public Schools to determine whether it is more cost effective to continue to operate the Cabinet Shop or to buy the services from outside vendors, it is necessary to analyze prices that might be charged by outside vendors and compare it to the in-house costs. The system used this process to ensure that the in-house solution was best for the school system. It invited 12 vendors to bid on a standard set of specifications of the most popular cabinet shop fabrication items. The

results of the two bids received indicated that the in-house costs were significantly less for all items. Unfortunately, that study was conducted 10 years ago.

## **RECOMMENDATION**

### **Recommendation 10-12:**

**Determine whether it is cost effective to operate the furniture repair and refurbishing shop by issuing a Request for Proposals (RFP) for furniture repair and refurbishing.**

The study done a decade ago should be completed again. If the analysis shows that an outside vendor can performed the same level of workmanship for a lower cost, the Repair and Refurbishing Shop should be closed.

## **IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Assistant Superintendent for Business and Facilities and the Director of Purchasing should develop the requirements that would be needed to perform the system furniture and repair services. August 2001
2. The Assistant Superintendent for Business and Facilities should request that the Metropolitan Government Purchasing Department issue a Request for Proposals (RFP) for furniture repair and refurbishing services. October 2001
3. The Assistant Superintendent for Business and Facilities and the Director of Purchasing should evaluate the bids received to see if any meet the requirements and can perform the services for less than the in-house costs. November 2001

## **FISCAL IMPACT**

This recommendation can be implemented with existing resources.

### ***10.5 Print Shop***

Metropolitan Nashville Public Schools has its own Print Shop. Organizationally it is situated within the Communication Department under the Director of Communications. The Print Shop provides schools and departments with high quality print production at no cost to the customer. The Print Shop runs approximately 40 printing jobs per month. These jobs range from productions of 500 copies to more than 100,000 copies, and range from single page documents to more than 750 page documents. Depending on the type and priority of the job, the turnaround time can range from one day to more than one month. Six full-time employees, including the Print Shop Manger, operate the Print Shop.

**FINDING**

The Print Shop is organizationally housed under the Director of Communications. The Print Shop provides system support services such as printing and collating numerous reports and forms for the system and provides support for copying machines. These functions are more closely related to business services, rather than communications. Additionally, the Print Shop works very closely with the Book Bindery, where more than nine million pages of paper are cut each year and four millions pages are padded for the Print Shop.

**RECOMMENDATION**

**Recommendation 10-13:**

**Transfer the Print Shop from the Communications Department to the Purchasing Department, and consolidate the Print Shop and Book Bindery operations.**

Currently, the Book Bindery performs services for the Print Shop that requires an estimated 2,000 hours per year or the equivalent of one full-time employee or about one-sixth of the entire Bindery staff.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

- |   |            |
|---|------------|
| 1. The Assistant Superintendent for Business and Facilities should reorganize the Communications Department by removing the Print Shop. | April 2001 |
| 2. The Assistant Superintendent for Business and Facilities should consolidate the Print Shop and the Book Bindery into one department  | May 2001   |

**FISCAL IMPACT**

By combining the two departments into one, only one manager would be needed. The fiscal impact associated with this recommendation would be due to the elimination of one managerial position. Because the Print Shop is larger and requires more technical knowledge of the various equipment, the manager of the consolidated department should be the current Print Shop Manager.

By replacing the Book Bindery Manager (Head-Bookbinder) with an entry-level book binder, the department would save about \$20,000 in annual salary and benefits. The head-book binder will be retiring in several months, so the timing of this move would be ideal. The bookbinder position would be filled by one of the positions that would otherwise be eliminated according to Recommendation 10-11.

The fiscal impact associated with this recommendation is calculated as follows:

Current salary and benefits of head bookbinder	\$47,921
Less salary and benefits of bookbinder	<u>(\$30,692)</u>
Estimated annual savings	\$17,229

<b>Recommendation</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>
Consolidate the Print Shop and Book Bindery	\$17,229	\$17,229	\$17,229	\$17,229	\$17,229

**FINDING**

The annual budget for the Print Shop, excluding some of the cost of paper (which is often provided by the requesting department) and lease payments on a couple of pieces of equipment is \$417,000 for the 2000-01 school year. Based on an estimate of the number of work orders received, this averages approximately \$860 per job. According to staff interviewed, a study to determine the cost effectiveness of the Print Shop compared to outside vendors was conducted about five years ago. Most MNPS employees believe that no one can meet the demand any cheaper than the MNPS Print Shop.

**RECOMMENDATION**

**Recommendation 10-14:**

**Issue a Request for Information (RFI) for printing services to determine whether it is cost effective to operate the Print Shop.**

By evaluating what services could be provided at what cost, the cost effectiveness of the Print Shop should be known. If it is determined that outside vendor(s) could provide printing services at a lower cost, this operation should be completely outsourced, and the Print Shop should be closed with all equipment sold.

A study to determine the cost effectiveness of the Print Shop should be conducted on a regular basis of five to six years to help ensure taxpayer dollars are being spent in the most effective and efficient manner. Also, the study should determine if efficiencies could be gained by consolidating the MNPS Print Shop with the Metro Government's Print Shop.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Assistant Superintendent for Business and Facilities, the Director of Business Services, the Director of Communications, and the Print Shop Manager should develop the requirements that would be needed to provide certain or all of the school system printing needs. October 2001
  
2. The Assistant Superintendent for Business and Facilities should request that Metro's Purchasing Department issue a Request for Information (RFI) for the printing services that could be provided by an outside vendor. December 2001
  
3. The Assistant Superintendent for Business and Facilities and the Director of Business Services should evaluate the bids received to see if any meet the requirements January 2002



and can perform the services for less than the in-house costs.

## **FISCAL IMPACT**

This recommendation could be implement with existing resources.

### **10.6 Delivery Services**

The delivery of U.S. mail and packages, delivery service shipments, and interoffice communications, reports, and packages among and between schools and administrative departments is a major support services function of all large organizations. MNPS is no exception. Among the functions performed within the Supply Center, Warehouse, and Distribution Section of the Purchasing Department is the responsibility to provide daily pickup and delivery service to all facilities in the school system. This function is in addition to the delivery of supplies and other materials from the Supply Center. This is an essential service provided to the schools and administrative departments.

Each day a fleet of four delivery trucks is dispatched from the mail center at the administrative campus to each of the system school campuses to pickup and deliver mail, packages, and interoffice communications. Mail is picked up from the U.S. Post Office, and sorted and trucks are dispatched by about 9:00 A.M. Each driver has between 32 and 37 stops each day to deliver mail and pickup outbound mail. The trucks return to the mail center about 3:00 P.M., where drivers and clerks sort the picked up mail (some presorting is done on the truck) so that interoffice communications are ready to be delivered the following day.

An estimated three million pieces of mail are handled each year by the Supply Center, Warehouse and Distribution Sections; this is more than 2,700 per day per driver.

## **FINDING**

Exhibit 10-15 provides a review of the miles driven and estimates of driving speed and the time necessary to pickup, deliver, and sort at each stop. The amount of time allotted for the daily mail run is not adequate. Based on the assumptions of an average speed of 35 miles per hour (which may be high when you consider much driving is done in school zones and school drive ways) and eight minutes per stop, each driver is out almost eight hours per day. This leaves little if any time to sort mail at the end of each day. In order to complete the route and get back to the mail center in time to sort mail, drivers eat while driving or just take a few minutes of their hour to stop and eat lunch.

## **RECOMMENDATION**

### **Recommendation 10-15:**

**Add a part-time mail sorter position or one more delivery route and driver to the current route structure.**

**EXHIBIT 10-15  
AVERAGE MILES PER DAY FOR DELIVERIES,  
AVERAGE DELIVERY STOP TIME, AND TOTAL ROUTE TIME  
2000-01 SCHOOL YEAR**

<b>TRUCK</b>	<b>AVERAGE MILES PER DAY</b>	<b>AVERAGE DRIVE TIME PER DAY IN HOURS @35 MPH</b>	<b>AVERAGE DEL. STOP TIME PER DAY @ 8 MINUTES PER STOP</b>	<b>TOTAL ROUTE TIME</b>
Route 1	82	2.34	4.93	7.27
Route 2	110	3.14	4.67	7.81
Route 3	90	2.57	4.8	7.37
Route 4	93	2.66	4.93	7.59

Source: Created by MGT of America based on data from Metropolitan Nashville Public Schools, Supply Center, Warehouse and Distribution Section, October 2000.

If drivers were not required to sort mail, they should be able to complete their duties within an eight-hour day. If a part-time mail sorter were to work four hours each day, either from 5:30 TO 9:30 AM or from 2:30 to 6:30 PM, drivers would only have to deliver and not sort at the end of each day.

An additional route would require an additional driver be employed and an additional delivery truck be purchased or diverted from another functional area. Because the hiring of a part-time mail sorter is much less costly than adding a new route, this solution should be tested first to see if it improves conditions for the delivery drivers. If it does not, an additional route should be added.

If a systemwide email system were to be installed throughout the school system, there would be a reduction in the use of interoffice mail, which could result in the elimination of the need for an additional route. Less interoffice mail would only have a little impact on route time, but would reduce sorting time substantially. The impact of Email should be considered before any hiring decision is made.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

- |   |               |
|---|---------------|
| 1. The Director of Business Services should develop a plan to evaluate the impact of a temporary, part-time mail sorter on the system's delivery services.  | April 2001    |
| 2. The Director of Business Services should present the plan the Director of Schools or the Assistant Superintendent for Business and Facilities, whomever would be appropriate, for approval.      | May 2001      |
| 3. Upon approval, the Director of Purchasing should hire a temporary part-time mail sorter.   | July 2001     |
| 4. The Director of Purchasing should evaluate the impact of the temporary part-time mail sorter position on the conditions of the delivery service and report to the Director of Business Services. | December 2001 |

5. Based on the evaluation of the impact of the part-time mail sorter, the Director of Business Services should decide whether to make the position permanent or whether to add an additional route.

December 2001

**FISCAL IMPACT**

A temporary part-time mail sorter position could be filled through a staffing service rather than hire someone for a six-month period while the impact of the position is studied. This could be accomplished for about \$5,000. If the estimated cost were any higher, the study period could be reduced so that only \$5,000 was spent for the temporary position. If it is decided that the part-time position was the solution, a permanent position should be created. If the part-time position does not improve the conditions encountered by the delivery drivers, an additional route should be added. That solution would cost approximately \$25,000 (benefits included) for a driver plus approximately \$28,000 for a new vehicle plus gas, insurance and maintenance.

If the part-time mail sorter is an acceptable position, the continuing cost would be about \$10,000 per year. The fiscal impact provided below includes the lower costs associated with the temporary part-time position.

<b>Recommendation</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>
Part-time Mail Sorter	(\$5,000)*	(\$10,000)	(\$10,000)	(\$10,000)	(\$10,000)

\*Evaluation period with temporary sorter.

**10.7 Materials Management**

All of the functions discussed above (plus asset management) could be described together as providing the material management functions for MNPS. This term is narrower than support services in that it describes the purchasing, care, distribution, and accounting for the goods (supplies and assets) necessary to run an organization.

Metropolitan Nashville Public Schools subsidizes these functions by including a budgeted amount for each operation in the annual budget, but only partially recovering the costs of operations through the previously described surcharges or not recovering costs at all in cases. Certain types of the services discussed above should be subsidized, such as mail delivery, but the others could be self-supporting and established as individual enterprises.

**FINDING**

As described in the Warehousing Section of this chapter, the cost to operate the warehouse in approximately \$800,000 per year. This is more than 30 percent of the annual sales (issues) of the warehouse (\$2,328,630 in 1999-2000), nowhere near the three percent charged to customers. As described in the Print Shop section, the cost to operate that enterprise is about \$400,000 per year yet the service is provided free to customers.

There is no real charge-back system in place. Customers may be charged from three percent for warehouse services up to 30 percent for Cabinet Shop services and nothing for other services such as printing or book rebinding. The school system subsidizes these operations to the extent of the budgeted amount in the Annual Budget.

By subsidizing purchasing, warehousing, furniture fabrication and repair, book repair, and certain distribution functions, these services are essentially provided free or almost free (when surcharges are included) to the customer. Customers will continue to order supplies or services from these departments because their cost appears to be lower than outside vendors. But when, the salaries, benefits, and overhead items are added to the cost, the apparent savings disappear in many cases.

In addition to the direct costs that are included in each of the operation budgets, there are other indirect costs such as utilities and insurance that could also be considered for inclusion in a cost recovery or charge-back system.

## **RECOMMENDATION**

### **Recommendation 10-16:**

**Establish the Supply Center, the Print Shop, the Cabinet Shop and the Book Bindery as separate and individual enterprises with their own funds and price services to cover all costs.\***

By providing a cost recovery or charge-back system, users would know that support services are not free and they would be more selective in their use. The enterprises created would have to charge the full cost to recover all of their direct costs and certain traceable indirect costs such as insurance or utilities.

Metropolitan Nashville Public Schools and the taxpayers of Nashville would benefit by knowing that users of services provided by these departments would be able to shop for the lowest cost for services needed. Customers would be able to make an informed decision as to what the true cost of a particular service is, whether to buy in-house or from an outside vendor and make their decision based on that cost and the level of quality of the service desired. Any department that could no longer compete would be forced to cease operations because they would not be self-supporting. Those departments that were able to compete and support themselves could be allowed to compete for other Metropolitan Government business.

A similar plan has been proposed in by the Purchasing Director in a memo to the Director of Business Services and the Assistant Superintendent Business and Facility Services dated July 28, 2000. This memo describes a three-phased approach to increase efficiency and reduce costs. The key points made in this document are to decrease the use of the Supply Center by further encouraging direct buys and direct shipments; and eliminating the subsidy provided in the MNPS budget for the operational

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\*Note: Should future analysis determine one or more of these services should be outsourced or combined, the service should be removed from consideration as an enterprise fund.

costs of the Supply Center, Textbook Services, the Book Bindery and Furniture Repair and Cabinet Shop. The Purchasing Director's plan would allow the branches to operate as "non-profit in-house businesses" and charge the total cost of a product of service. MGT's plan envisions the creation of enterprise funds for each of the departments that would be allowed to operate without an appropriation of funds in the budget. These are very similar plans.

The implementation of this recommendation, and Recommendations 10-5 and 10-6, would probably lead to the eventual elimination of the need for most of the Supply Center space. The only items that would be inventoried would be those items that significant saving are available by self-storing at a central warehouse or that may be too bulky for efficient on-site storage, such as food trays. If those guidelines are followed, the need for the large warehouse would disappear in a few years and the Just in Time inventory model would naturally evolve. By that time, the system would have to decide whether it needs to downsize or eliminate the Supply Center or perhaps further consolidate the Supply Center with any remaining warehousing needs, such as maintenance supplies. A need for space to store certain items such as music equipment, wrestling mats, chairs and tables, certain maintenance supplies, textbooks and some fixed assets/surplus equipment will likely remain. How large that space should be would become apparent in a few years.

To determine how effective the implementation of this recommendation and Recommendations 10-5 and 10-6 are in improving the Supply Center's and other enterprise departments' efficiency and cost effectiveness, a task force should review and analyze the performance results and make recommendations as to whether each department should continue, consolidate, or cease operations (e.g., property warehouses may be consolidated with Metro Government). The task force should be composed of MNPS Assistant Superintendent for Business and Facilities, the MNPS Director of Business Services, and a representative from the Metro Finance Department. This evaluation should be conducted every two years.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

- |   |              |
|---|--------------|
| 1. The Assistant Superintendent for Business and Facilities should develop a cost recovery plan and a plan to create enterprise funds for the departments to be converted.  | August 2001  |
| 2. The Assistant Superintendent for Business and Facilities should present the plan to the Director of Schools and the Metropolitan Board of Education for approval. If approved, the plan should be presented to the Metropolitan Government for approval. | October 2001 |
| 3. Funds would be provided in the form of loans by the School Board to provide start-up funding so that each enterprise could "pay its own way," without any appropriated money.  | May 2001     |
| 4. A task force should review results of enterprise funds and operations and make recommendations to the Director of Schools as to whether the enterprises should continue  | April 2002   |

operations or close down. Because it is the most expensive to operate, the Supply Center should be evaluated first.

**FISCAL IMPACT**

This recommendation could be implemented with existing resources.

User budgets would have to be increased so they could continue to buy the same level of services or products. This was described in more detail in Recommendation 10-6. Funds would have to be “fronted” or loaned to the effected departments rather than provided in a budget. As funds were paid back in a timely manner, additional loans could be made available to continue operations. This is so enterprise-fund departments would not have to make a profit, only recovered costs. Some enterprises may be able to build up reserves and could no longer need to be “fronted” funds. If enterprise funds were not available to cover costs, departments would be forced to increase fees, cut back services and/or staff, or shut down operations. This in effect would be a real-life cost-benefit study and would allow customers to make actual cost comparison of in-house costs to outside vendors. The decision whether to buy in-house or to buy from an outside vendor would be made by the users who would be free to seek the best price for the quality they desire. Competition would be enhanced and the school system should benefit by saving money on purchases.

**11.0 FACILITIES USE AND  
MANAGEMENT**

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## **11.0 FACILITIES USE AND MANAGEMENT**

This chapter presents the results of the review of Metropolitan Nashville Public Schools facilities use and management policies and procedures in six sections. The major sections in this chapter are:

- 11.1 Organizational Structure
- 11.2 Planning
- 11.3 Design and Construction
- 11.4 Maintenance
- 11.5 Operations and Custodial Services
- 11.6 Energy Management

A comprehensive facilities management program should coordinate all the physical resources in a school system. The administration of the program must effectively integrate facilities planning with the other aspects of institutional planning. As such, the administrator for facilities maintenance should participate in the design and construction activities within the school system. Conversely, the construction management personnel should be knowledgeable of the operations and maintenance activities.

To be effective, facilities managers must be involved in strategic planning activities. The facilities and construction management departments must operate under clearly defined policies and procedures, and activities must be monitored in order to accommodate changes in the resources and needs of the educational and operational programs within the school system.

### **11.1 Organizational Structure**

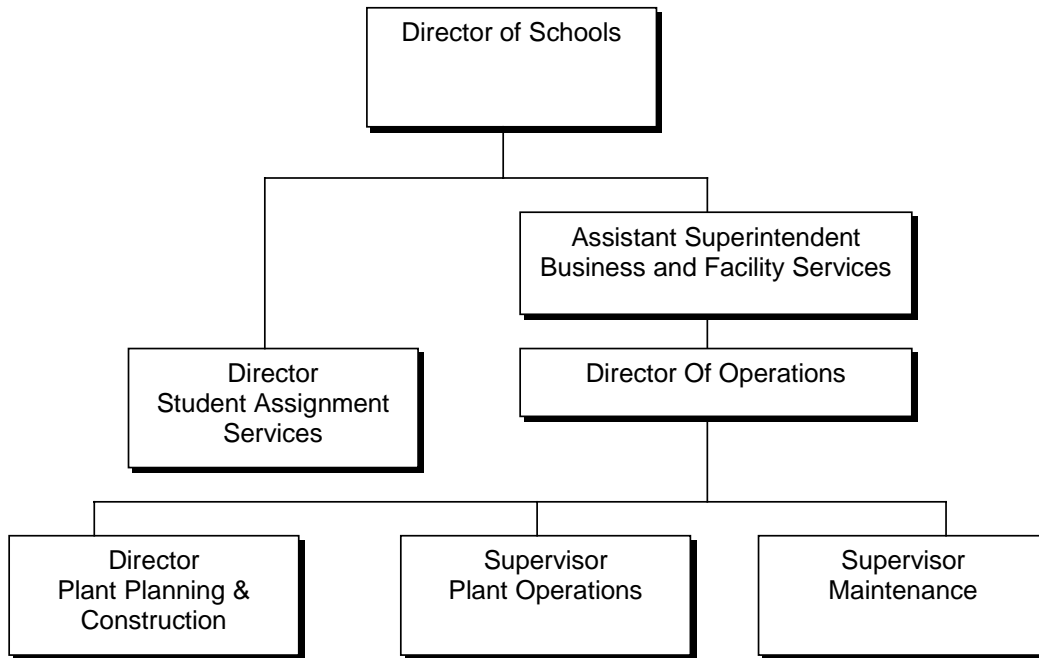
The facility use and management functions in Metropolitan Nashville Public Schools are administered by the Assistant Superintendent of Business and Facility Services in conjunction with planning services provided by the Director of Student Assignment Services. The Director of Operations oversees the Director of Plant Planning and Construction, who is responsible for planning, designing and constructing new facilities; the Supervisor of Plant Operations, who oversees custodial services; and the Supervisor of Plant Maintenance, who oversees the maintenance of facilities. Exhibit 11-1 is a chart of this organizational structure.

The Office of Plant Planning and Construction is responsible for the planning, design and construction of all new and remodel projects in the school system. The director oversees one secretary, two staff project managers, and five contract project managers. Exhibit 11-2 is a chart of the organizational structure of this office.

The Plant Operations Department consists of a Supervisor of Operations, three administrative support personnel, three supervisors of custodians, six custodial inspectors who serve as night foremen, one supervisor of grounds, one grounds foreman, 542 custodial personnel, and 39 grounds personnel. A total of 596 employees are assigned to the Plant Operations Department.

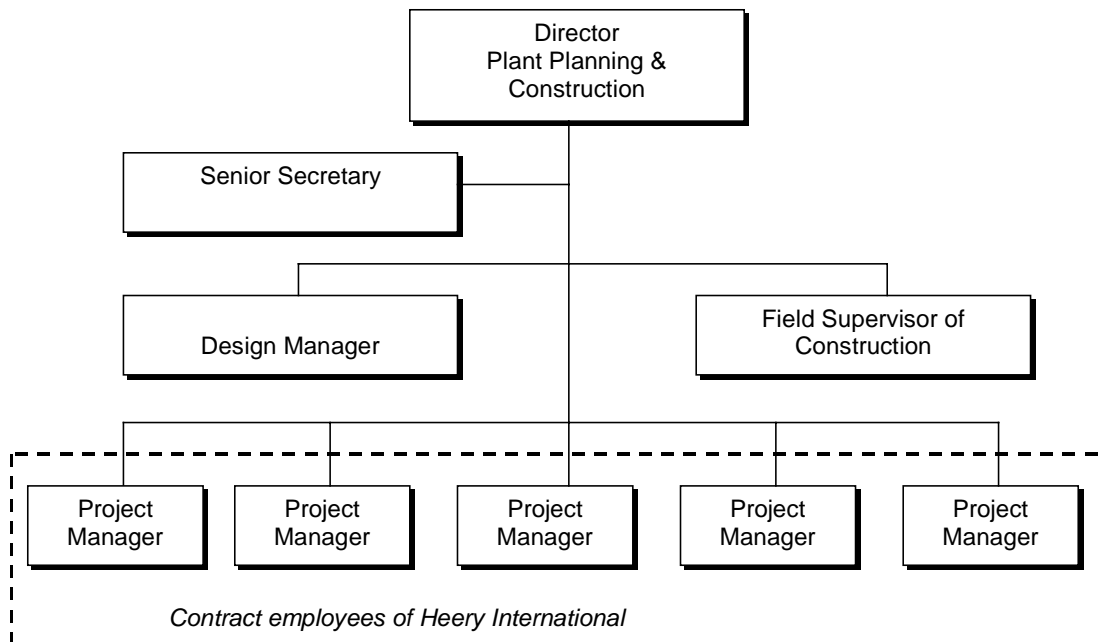


**EXHIBIT 11-1  
FACILITIES ORGANIZATIONAL CHART  
2000-01**



Source: Metropolitan Nashville Public Schools, Operations Department, 2000.

**EXHIBIT 11-2  
PLANT PLANNING AND CONSTRUCTION ORGANIZATIONAL CHART  
2000-01**



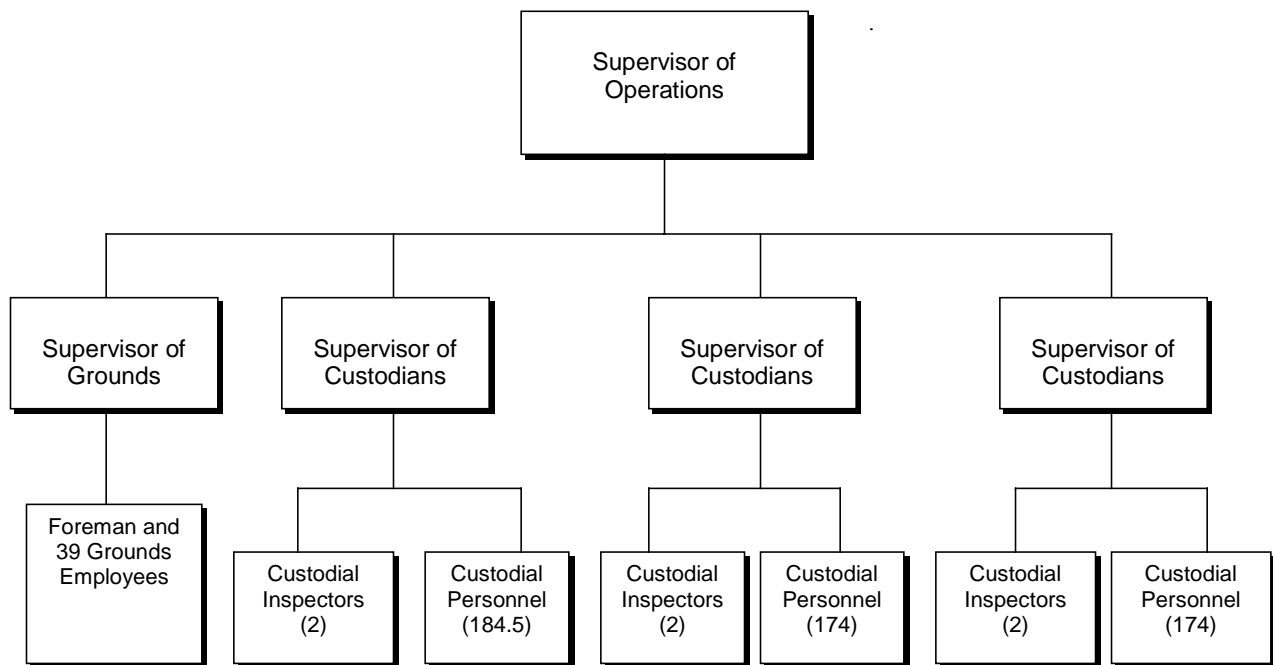
Source: Metropolitan Nashville Public Schools, Plant Planning and Construction Department, 2000.

The duties performed by the Plant Operations Department include custodial services support and grounds services.

The grounds function of the Plant Operations Department is responsible for a wide variety of tasks. The most visible job function is the mowing, edging, and trim work of all school system campuses.

Exhibit 11-3 provides a chart of the Plant Operations Department.

**EXHIBIT 11-3  
PLANT OPERATIONS ORGANIZATIONAL STRUCTURE  
2000-01**



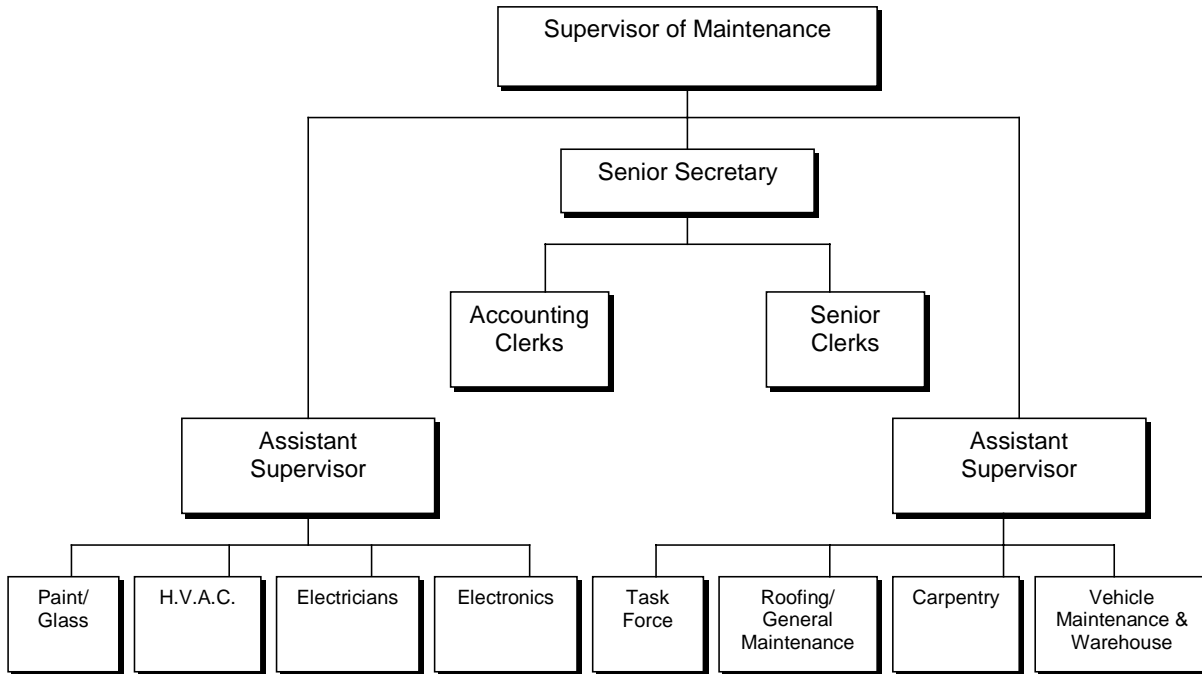
Source: Metropolitan Nashville Public Schools, Plant Operations Department, 2000.

The Facilities Maintenance Department consists of a Supervisor of Maintenance, two assistant supervisors, four administrative support personnel, eight foremen, and 142 classified building maintenance employees. A total of 153 employees are assigned to the Plant Maintenance Department.

Plant Maintenance is responsible for all facilities maintenance that is required in a school system building. If the maintenance or repair requirement is beyond the outside wall of a building, this responsibility is assigned to the Plant Operations Department.

Exhibit 11-4 shows the current organizational structure of the plant maintenance function.

**EXHIBIT 11-4  
PLANT MAINTENANCE ORGANIZATIONAL STRUCTURE  
2000-01**



Source: Metropolitan Nashville Public Schools, Plant Maintenance Department, 2000.

**FINDING**

The Office of Plant Planning and Construction has contracted with Heery International for project management services. Heery provides project managers on an as-needed basis, to oversee the design and construction of school system projects. The contract was awarded using a competitive bid process and is in the second year of a five-year renewable contract. The contracted staff are qualified project managers and meet the job requirements as defined by the school system. There are three levels of project manager, senior project manager, project manager, and entry-level project manager.

Using contract project managers offers several advantages to the school system. Since the system is not required to use a set number of project managers, staffing levels can be adjusted as workloads fluctuate without having to dismiss a school system employee. The construction industry is currently very robust, and consequently there is a higher than normal turnover rate as industry workers migrate toward better opportunities. Using contracted staff allows the school system to avoid the recruiting and hiring process when a position becomes vacant. These advantages justify the contract fees.

**COMMENDATION**

**Metropolitan Nashville Public Schools is commended for the effective use of contract services.**

## **FINDING**

The proper management of educational facility physical plants requires close integration and coordination among the maintenance, operations, planning, design, and construction functions. These areas are mutually complementary in purpose and absolutely critical in supporting both the process of learning and the educational delivery system.

Maximizing the effectiveness of the allocated resources requires these functions to operate as a team, and to communicate with common goals and objectives that are aligned with the overall mission of the school system.

Although the relationship between the leadership team of the Plant Maintenance and Plant Operations Departments is positive, and supportive, there is clearly a lack of integration and support between the departments, resulting in a lower than desired utilization of resources. The policy of all outside maintenance work being performed by the Operations Department instead of the Maintenance Department is evidence of the lack of integration and support between the departments. An example of this is one plumber being assigned to Plant Operations to do all outside work and 15 plumbers and a Head Plumber being assigned to the Maintenance Department. If there is a need for more than one plumber to address an outside plumbing problem, the Plant Maintenance plumbers are not called in for support because they do not provide outside plumbing services.

## **RECOMMENDATION**

### **Recommendation 11-1:**

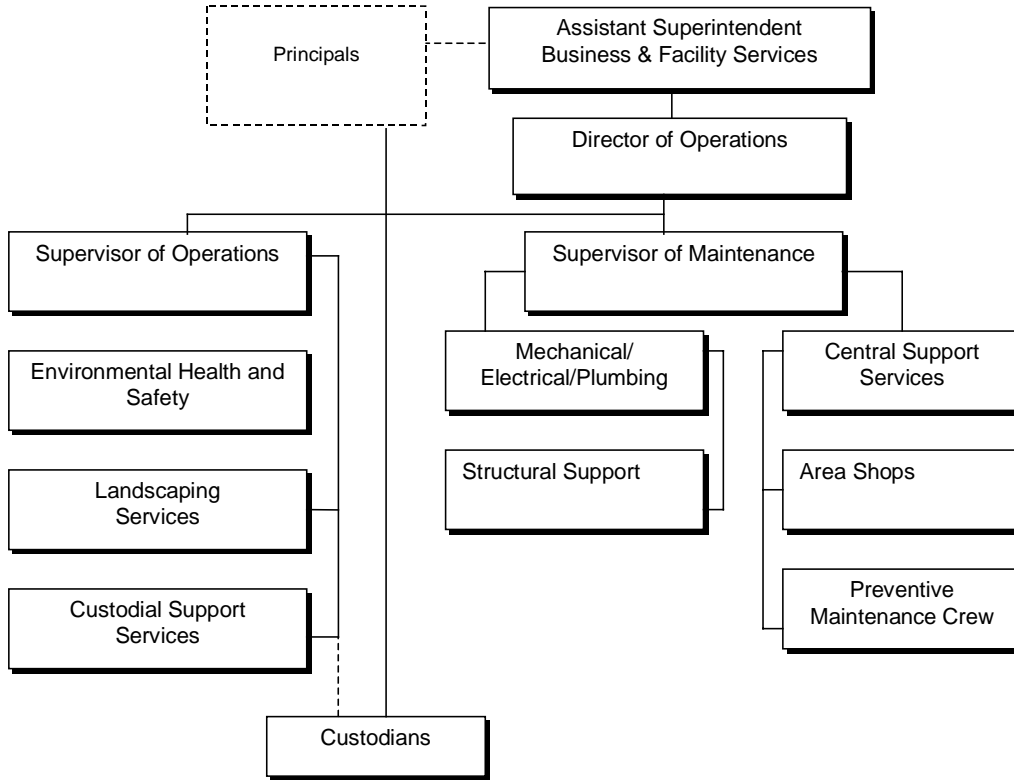
**Revise current responsibilities to ensure that all trades-related and heavy equipment work is the responsibility of the Plant Maintenance Department.**

Incorporating exterior maintenance and support activities into the Maintenance Department should help improve services provided because total accountability for providing services will be the responsibility of one department.

A separate landscaping services function should remain under the supervision of the Operations Department. Separating the landscaping function should allow the department to better understand the true costs of lawn maintenance, which is a function that could possibly be outsourced. This arrangement will allow the school system to better evaluate, in the future, the cost efficiency and effectiveness of delivering lawn maintenance services in-house versus contracting for these services.

Exhibit 11-5 shows MGT's proposed organizational structure that will better integrate and maximize the available resources in the Plant Operations and Plant Maintenance Departments.

**EXHIBIT 11-5  
PROPOSED ORGANIZATIONAL STRUCTURE FOR THE  
PLANT OPERATIONS AND PLANT MAINTENANCE DEPARTMENTS**



Source: MGT of America, Inc. 2000.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

- |  |            |
|--|------------|
| 1. The Director of Operations should meet with the Supervisor of Operations and the Supervisor of Maintenance to formalize a proposal to the board to adopt the new organizational structure | April 2001 |
| 2. The Board should review and approve the proposal.   | May 2001   |
| 3. The Director of Operations should communicate a transition plan to departmental employees and school principals.  | June 2001  |
| 4. The Director of Operations should implement the organizational structure.   | July 2001  |

**FISCAL IMPACT**

This recommendation can be implemented within the existing resources of the school system.

**FINDING**

The supervisory structure for custodial personnel does not allow for the proper supervision and management of custodial staff due to high supervisor to worker ratios. Each supervisor is currently responsible for a minimum of 174 custodial employees. Principals are not responsible for evaluating the custodial staff assigned to them, because custodians assigned to schools do not have a direct reporting relationship to the principal. Principals do provide input on the performance evaluation of Head Custodians to the Operations Department supervisory personnel. This structure results in a lack of accountability and responsibility for principals to maintain clean campuses.

**RECOMMENDATION**

**Recommendation 11-2:**

**Direct principals to supervise custodians assigned to their school.**

Principals should be assigned the responsibility of supervising custodial personnel assigned to their schools. This action should eliminate the need for custodial supervisors. Custodial inspectors should remain in the centralized operations function with their responsibilities shifting more to a training, management support, and quality control role. Custodial supervisor positions should be eliminated due to the supervisory responsibilities being assigned to the principals.

Exhibit 11-5 shows the proposed organizational structure that should permit a more effective collaboration of services and maximize the available resources in the Plant Operations and Plant Maintenance Departments.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

- |  |            |
|--|------------|
| 1. The Director of Operations should meet with the Supervisor of Operations and the Supervisor of Maintenance to formalize a proposal to the Board of Education to adopt the new organizational structure. | April 2001 |
| 2. The Board should review and approve the proposal.   | May 2001   |
| 3. The Director of Operations should communicate a transition plan to departmental employees and principals.   | June 2001  |
| 4. The Director of Operations should implement the new organizational structure and reporting relationships.   | July 2001  |

**FISCAL IMPACT**

Allowing the day-to-day supervision to be performed by the principals, with support in the central office provided by the six custodial inspectors, should eliminate the need for central office supervisors. The fiscal impact of this recommendation will result in an annual savings of \$174,435 (Average salary of \$46,891 x 3 positions = \$140,673 + 24 percent benefits = \$174,435).

<b>Recommendation</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>
Eliminate Three Custodial Supervisors	\$174,435	\$174,435	\$174,435	\$174,435	\$174,435

**11.2 Planning**

Planning for construction activities in the school system is primarily accomplished by the Director of Student Assignment Services and the Office of Plant Planning and Construction. The planning activities take place within the framework of the School Improvement Plan (SIP).

The SIP, which is reviewed in Chapter 5, is the product of several years of work, from 1992 through 1998, by the Metropolitan Board of Education, the plaintiffs in the desegregation case, the Advisory Committee on Excellence and Equity, school system staff, and the community. The plan details the changes the school system must make to get out of the court desegregation order. The plan incorporates the following factors and considerations.

**A. Immutable Factors**

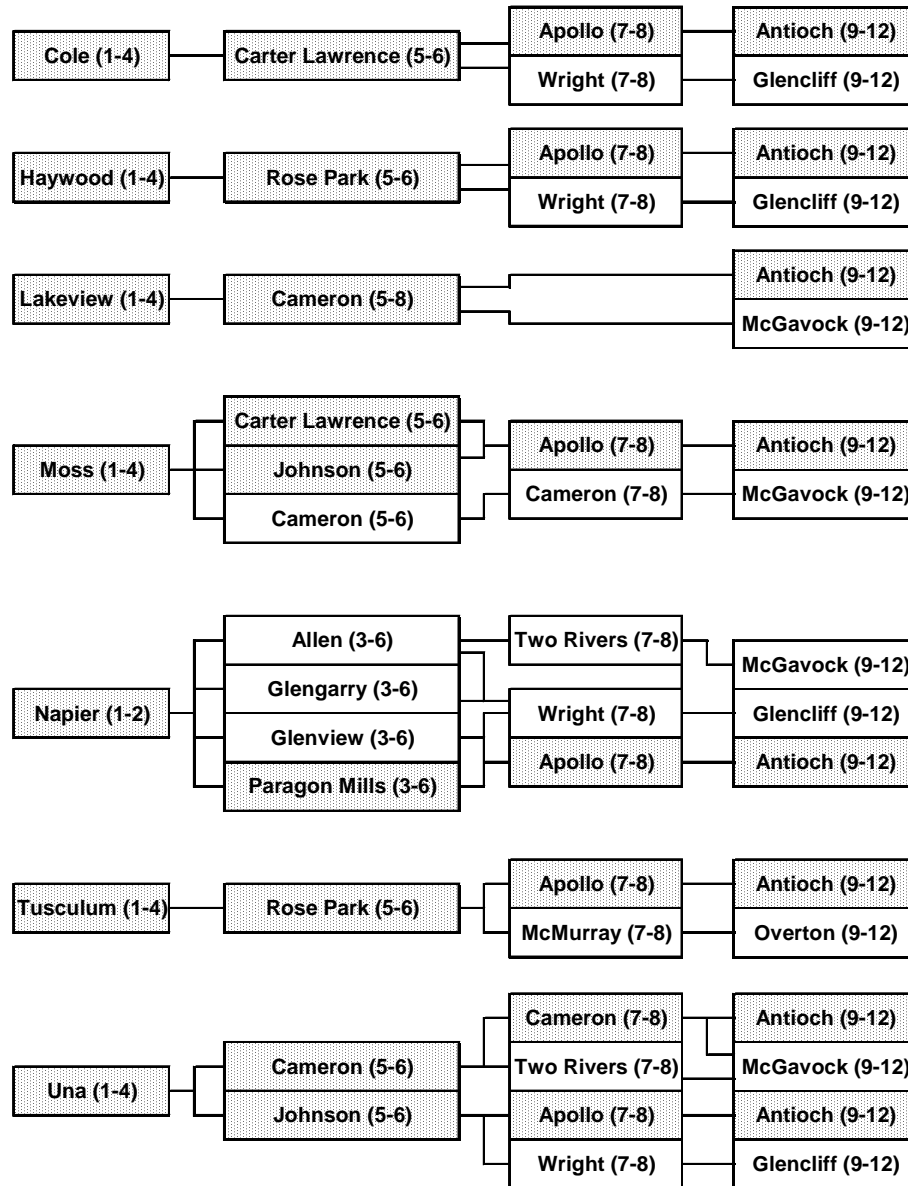
1. Three-Tiered Structure: No child will be required to attend more than three schools. Zoned schools will be uniformly configured as grades K-4 (Elementary Tier), grades 5-8 (Middle School Tier), and grades 9-12 (High School Tier).
2. Consistent Feeder Patterns: Children who start school together stay together during their thirteen years of school.

**B. Other Considerations: These concerns are desirable but not immutable.**

1. Demographic Diversity: Diversity is important but the plan does not reflect required ratios.
2. Educational Needs of the Students: Efforts will be made to address the needs of students at risk.
3. Facilities: Existing school sites and new class size mandates will be taken into consideration.
4. Transportation, Time and Distance: The plan seeks to minimize travel distances to schools and better facilitate parental involvement.
5. Continuity: Existing zone lines were the starting point for new zones. The mobility of some students is taken into account in defining new zones. Optional enrollment programs will be offered to increase stability.
6. Community Involvement: The development of the plan included opportunities for community involvement.

The goals of standardizing grade configurations at all zoned schools, emphasizing community schools, and limiting the number of schools attended by students to three, have caused the school system to undertake a significant rezoning and construction effort. The grade standardization effort will result in 57 zoned elementary schools serving grades K-4, 28 zoned middle schools serving grades 5-8, and 11 zoned high schools serving grades 9-12. Exhibits 11-6 and 11-7 show the before and after conditions of a typical high school cluster.

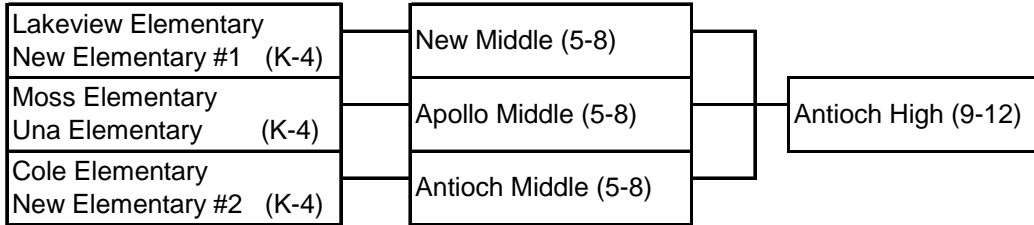
**EXHIBIT 11-6  
TYPICAL HIGH SCHOOL FEEDER PATTERN BEFORE REZONING  
1998-99 SCHOOL YEAR**



Source: Metropolitan Nashville Public Schools, Summary of Pupil Assignment Plan, 1998.



**EXHIBIT 11-7  
TYPICAL HIGH SCHOOL FEEDER PATTERN AFTER REZONING  
2000-01 SCHOOL YEAR**



Source: Metropolitan Nashville Public Schools, Summary of Pupil Assignment Plan, 1998.

Prior to the rezoning under the SIP, students attending the same elementary might attend as many as four different middle schools and two different high schools. Under the SIP rezoning plan, students from an elementary school will stay together throughout their educational career in the school system.

In addition to the rezoning effort, the school system has had to undertake a construction program of \$206 million in order to modernize some schools, convert some schools to a different grade configuration, and add classrooms to some schools. Exhibit 11-8 presents the five-year capital plan included in the School Improvement Plan (SIP).

**FINDING**

The school system has undertaken a comprehensive rezoning effort and a significant construction program in order to achieve the goals of the SIP. The implementation of the plan has been scheduled over a five-year period. The Director of Student Assignment Services and The Director of Plant Planning and Construction are responsible for coordinating the rezoning and construction schedules.

Each year, the staff prepares a report outlining the suggested implementation steps for the rezoning efforts for the following year. The report contains an overview of the factors guiding the rezoning efforts as determined in the SIP. The rezoning efforts for each high school cluster are then detailed in a written description, a map, and a matrix. Exhibit 11-9 is an example of one matrix from the “School Improvement Plan – Suggested Implementation Steps for 2000-01”.

The report then details “Transition Options” for each cluster. This section acknowledges that some students may not follow the prescribed rezoning due to special circumstances. These circumstances include situations like a rising junior or senior student wanting to finish their educational career at their current high school.

**EXHIBIT 11-8  
FIVE-YEAR CAPITAL CONSTRUCTION PLAN  
1999-2004 SCHOOL YEARS**

SCHOOL BUILDINGS	SIZE	PROJECT	COST	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Allen, Margaret MS & Land	600	New Middle (600) @ M. Allen	\$7,720,000	Land	Design/Constr.	Construction		
Antioch MS (former HS building)	750	Convert to Middle School	\$1,050,000		Design/Constr.			
Bailey MS	650	Expand 22 CR, Modernize & Land	\$5,804,000	Design	Land/Constr.	Construction		
Bordeaux Elementary	350	Expand 9 CR & Support	\$1,704,000				Design/Constr.	Construction
Brick Church MS	750	New Middle (750)	\$8,662,000	Land/Design Construction	Construction	Construction		
Buena Vista Elementary	400	Modernize	\$1,179,000				Design/Constr.	
Caldwell Early Childhood	200	Modernize	\$1,436,568					Design/Construction
Cameron MS	1000	Modernize	\$3,335,000			Design/Constr.	Construction	
Carter-Lawrence Elementary	500	Replace (500)	\$5,053,000				Design/Constr.	Construction
Charlotte Park Elementary	600	Expand 10 CR & Support	\$1,820,000				Design/Constr.	Construction
Dalewood MS	800	Expand 25 CR, Convert to Middle & Land	\$8,174,000	Land	Design/Constr.	Construction		
Donelson MS	750	Expand 11 CR & Modernize	\$5,065,000	Design	Construction			
Eakin Elementary	500	Replace (500)	\$5,395,000				Design/Constr.	Construction
East HS	800	Modernize	\$3,233,000				Design/Constr.	Construction
East MS	500	Modernize	\$2,316,000					Design/Construction
Glendale Elementary	550	Expand 16 CR & Support	\$2,691,000			Design/Constr.	Construction	Construction
Glengarry Elementary	300	Expand 6 CR & Support	\$1,416,000					Design/Construction
Gra-Mar HS	750	Expand 27 CR, Convert to Middle	\$4,563,000	Design	Construction	Construction		
Green, Alex Elementary	400	Expand 10 CR & Support	\$1,820,000				Design/Constr.	Construction
Haynes MS	600	Replace Building (600)	\$7,190,000				Design/Constr.	Construction
Head MS	600	Convert to Middle, Modernize	\$5,709,000	Land	Design/Constr.	Construction		
Highland Heights	n/a	Modernize	\$2,516,000					Design/Constr.
H.G. Hill MS	600	Expand 15 CR, Convert to Middle	\$6,145,000	Design/Constr.	Construction			
Lockeland Elementary	400	Modernize	\$1,494,000				Design/Constr.	Construction
McKissack MS	600	Modernize, Expand, Convert to Middle & Land	\$6,029,250	Land	Design/Constr.	Construction		
Meigs MS	600	Replace 1934 Section Upgrade remaining Building	\$3,226,000				Design/Constr.	Construction
New El Lab Sc., Land (Pearl-Cohn Cluster)	750	New Facility (750) Lab School & Land	\$7,534,000		Land	Design/Constr.	Construction	
New Elem. (McGavock Cluster)	350	New Facility (400) & Stanford	\$4,517,000			Design	Construction	
New Elem. 2 & Land (Antioch Cluster)	450	New Facility (500) & Land	\$5,253,000	Land	Design/Constr.	Construction		
New Elem. 2 & Land (McGavock Cluster)	500	New Facility (500) @ Land	\$5,253,000			Land	Design/Constr.	
New MS 2 & Land (Overton Cluster)	450	New Facility (450) & Land	\$6,492,000		Land	Design/Constr.	Construction	
New MS 1 & Land (Overton Cluster)	850	New Facility (850) & Land	\$10,051,000	Land	Design/Constr.	Construction		
New MS Magnet (Hillwood Cluster) and Land	700	New Facility (700) @ J. Early & Land	\$10,101,000	Land/Design	Construction	Construction		
New MS & Land (Antioch Cluster)	950	New Facility (950) & Land	\$11,157,000	Land/Design	Construction	Construction		
Old Center Elementary	450	Expand 9 CR & Support, Replace Old Section	\$2,568,000				Design/Constr.	Construction
Stokes Elementary	350	Replace (400) & Land	\$5,205,000				Design/Constr.	Construction
Sylvan Park Elementary	450	Expand 11 CR, Support, Modernize	\$3,190,000				Design/Constr.	Construction
Vaught, Martha MS	450	New Middle (450) & Land	\$6,892,000		Land	Design/Constr.	Construction	
Warner Early Childhood	250	Modernize	\$2,335,000				Design/Constr.	
Wharton MS	600	Auditorium Adaption	\$500,000					Design/Construction
Wright MS	1050	Expand 14 CR & Support	\$2,208,000	Design/Constr.	Construction			

<b>MODIFIED TOTAL COST OF BUILDING PROJECTS</b>	<b>\$188,001,818</b>
<b>CONTINGENCY</b>	<b>\$18,800,182</b>
<b>GRAND TOTAL</b>	<b>\$206,802,000</b>

Source: Metropolitan Nashville Public Schools, Summary of Pupil Assignment Plan, 1998.

**EXHIBIT 11-9  
KEY SCHOOL IMPROVEMENT PLAN (SIP) ELEMENTS SUGGESTED FOR  
ANTIOCH CLUSTER  
2000-01 SCHOOL YEAR**

AREA	GRADES	FROM	TO
1-A	5-6	Paragon Mills	Apollo
1-B	7-8	McMurray	Antioch
1-C*	K-4	Dodson	Mt. View
	5-6		Apollo
	7-8	Two Rivers	
	9-12	McGavock	Antioch

Source: Metropolitan Nashville Public Schools, School Improvement Plan  
Suggested Implementation Steps for 2000-01.

\*Option to attend McGavock cluster schools, as follows:  
K-4 Ruby Major (Dodson until Ruby Major opens)  
5-8 Donelson Middle  
9-12 McGavock High

Exhibit 11-10 provides an example of the transition options presented for the Antioch Cluster for the 2000-01 school year.

The staff also prepares an annual progress report on the construction projects. The report includes the following elements.

- Appropriations and Expenditures
- Small and Disadvantaged Business Enterprise Involvement
- Year-end Executive Summary
- Schedule of Projects
- Reports on Individual Projects including;
  - Name of Project
  - Scope of Work
  - Status
  - Budget Status Statement (Projects not yet completed have a detailed budget breakdown.)
  - Schedule
- Completed Deferred Maintenance Projects
- Deferred Maintenance Projects Currently Under Construction
- Deferred Maintenance Projects Currently Under Design
- Photos of Completed Projects

**EXHIBIT 11-10  
TRANSITION OPTIONS – ANTIOCH CLUSTER  
2000-01 SCHOOL YEAR**

MAP AREA	GRADES	REZONED		WHO	AVAILABLE OPTIONS FOR 2000-01 SCHOOL YEAR
		FROM	TO		
1-A	5 & 6	Paragon Mills	Apollo Middle		
1-B	7 & 8	McMurray	Antioch Middle	Rising 8th graders @ McMurray	May remain at McMurray if apply by the deadline. Parents will be responsible for transportation
1-C	K-4	Dodson	Mt. View	Rising 3rd & 4th graders @ Dodson	May remain at Dodson if apply by deadline. Parents responsible for transportation.
	5 & 6	Dodson	Apollo Middle		
	7 & 8	Two Rivers	Apollo Middle	Rising 8th graders @ Two Rivers	May remain at Two Rivers if apply by deadline. Parents responsible for transportation.
	9 thru 12	McGavock HS	Antioch High	Rising 11th or 12th graders @ McGavock	May remain at McGavock if apply by deadline. School bus transportation provided.

Source: Metropolitan Nashville Public Schools, School Improvement Plan, 2000-01.

\* Students applying for a Transition Option must have been appropriately enrolled in the requested school during the previous school year (1999-2000). All requests for a Transition Option must be submitted by the deadline established by the Transfer Office. Parents will be responsible for transportation for all transition option transfers involving grades 3, 4, and 5. School bus transportation will be provided for 2 years for all transition option transfers involving grades 11 and 12.

Due to the process of phasing in the SIP, no transfers in grades 5 & 6 can be approved to Apollo MS or Antioch MS, except for cases where the student's family relocates during the school year (Continuity Transfer), or where a severe medical or other highly unusual reason exists, as may be determined by the Director on a case-by-case basis, with the decision of the Director final in such cases. Students whose legal residence lies within Area 1-C have school options depending on their grade. If they apply by the deadline, grade K-4 students may attend Dodson, grade 5-8 students may attend Donelson, and grade 9-12 students may attend McGavock High. However transportation will only be provided for rising 11th and 12th graders who elect to remain at McGavock High.

Exhibit 11-11 is a summary of the data contained in the Construction Progress Report dated October 2000.

**EXHIBIT 11-11  
CONSTRUCTION PROGRESS REPORT DATA SUMMARY  
2000-01 SCHOOL YEAR**

<b>CONSTRUCTION PROGRAM</b>	
Number of projects completed or contracts issued.	21
Total GSF of construction	1,062,278
Total construction cost	\$71,452,325
Cost per GSF	\$67.25
No. of projects under budget	14
No. of projects over budget	7
Entire program budget	\$1 mil. under budget
<b>DEFERRED MAINTENANCE PROGRAM</b>	
Number of projects completed or contracts issued.	160
Total cost of all projects	\$7,378,353
<b>PORTABLE MOVES</b>	
Number of portables moved	120
<b>MISCELLANEOUS PROJECTS</b>	
Complete asbestos abatement	2 schools
No. of small asbestos abatement projects	97
Closed circuit television systems installed	7
<b>SITE ACQUISITION</b>	
No. of sites acquired	9
<b>TOTAL LAND AREA ACQUIRED</b>	100.6 acres
<b>TOTAL COST OF SITES ACQUIRED</b>	\$2,857,724

Source: Metropolitan Nashville Public Schools,  
School Improvement Plan Progress Report, October 2000.

## **COMMENDATION**

**Metropolitan Nashville Public Schools is commended for effectively managing the rezoning and construction programs under its School Improvement Plan.**

### **11.2.1 Enrollment Projections**

In addition to the rezoning and construction efforts, enrollment projections are made to ensure each school has sufficient classrooms and staffing each year and to determine the long-range needs of the school system. The enrollment projections are primarily the responsibility of the Director of Student Assignment Services.

The Director of Student Assignment Services uses a three-year average cohort survival method utilizing the fifth month enrollment count for each school to make the initial projections. Three, four, and five year averages have been examined to determine which produces the most accurate projections. Enrollment data are downloaded from the school system's student information system mainframe. These data are then combined with birth rate data obtained from the county health department. The first step is to make districtwide projections. Exhibit 11-12 is an example of projections made in 1999.

Projections are then developed for each school by grade. Projections are calculated by manually entering mainframe data into a customized spread sheet application. The projections are used to further develop staffing needs by school and by grade. These "number" projections are sent to the principals in the spring to provide input. As the summer progresses, real data on enrollment in magnet and choice programs are added to the projections. The enrollment projections and staffing needs are finalized in the fall using actual enrollment figures. This process involves correcting inconsistencies in the school system's mainframe data, and eliminating "double counts" on individual school enrollments.

## **FINDING**

Accurate enrollment projections are a vital component in administering the School Improvement Plan and in ensuring correct staffing levels. Currently, the process is complicated by the rezoning efforts and the addition of magnet and choice programs. The necessity of inputting enrollment data manually uselessly increases the amount of staff time necessary to complete this difficult task. (Please see Chapter 13, Administrative and Educational Technology, for recommendations regarding data input.) However, the Office of Student Assignment Services is able to accurately and timely produce the required projections. Exhibit 11-13 is a six-year history of the level of accuracy obtained by the Office.

The six-year history of enrollment projections shows that the school system is typically achieving an accuracy rate of within less than one percent.

## **COMMENDATION**

**Metropolitan Nashville Public Schools is commended for developing accurate enrollment projections under difficult conditions.**

**EXHIBIT 11-12  
METROPOLITAN NASHVILLE PUBLIC SCHOOLS (MNPS) ENROLLMENT PROJECTIONS  
1999**

**ESTIMATED 2ND MONTH MEMBERSHIP FOR TEN-YEAR PERIOD  
USING 2ND MONTH 1999 ACTUAL MEMBERSHIP AS BASE  
(3-Year Cohort Survival Analysis)**

AVERAGE SURVIVAL RATIO	BIRTHS 5 YRS PRIOR	PRELIMINARY FALL PROJECTIONS										
		1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
		8,171	8,218	8,185	8,332	8,454	8,450	8,483	8,496	8,502	8,509	8,518
	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	
	(Actual)	Est. Births										
1.008	Grade 1	6,132	5,955	6,005	5,980	6,087	6,177	6,174	6,198	6,207	6,212	6,217
0.933	Grade 2	5,846	5,724	5,559	5,605	5,582	5,682	5,766	5,763	5,786	5,794	5,799
0.972	Grade 3	5,813	5,683	5,565	5,404	5,449	5,427	5,524	5,606	5,603	5,625	5,633
0.970	Grade 4	5,749	5,636	5,510	5,395	5,239	5,283	5,262	5,356	5,435	5,432	5,454
0.937	Grade 5	5,285	5,386	5,280	5,162	5,054	4,908	4,949	4,930	5,018	5,092	5,089
0.942	Grade 6	4,853	4,981	5,076	4,976	4,865	4,763	4,625	4,664	4,646	4,729	4,799
1.031	Grade 7	5,017	5,002	5,134	5,231	5,128	5,014	4,909	4,767	4,807	4,788	4,874
0.876	Grade 8	4,618	4,394	4,380	4,496	4,581	4,491	4,391	4,299	4,175	4,210	4,193
1.334	Grade 9	5,936	6,159	5,860	5,841	5,996	6,109	5,989	5,856	5,733	5,568	5,614
0.697	Grade 10	4,366	4,134	4,290	4,082	4,068	4,176	4,255	4,171	4,079	3,993	3,878
0.812	Grade 11	3,468	3,547	3,358	3,485	3,316	3,305	3,392	3,457	3,388	3,314	3,244
0.852	Grade 12	3,127	2,956	3,023	2,862	2,970	2,826	2,817	2,891	2,947	2,888	2,825
<b>TOTAL GRADES 1-12</b>		<b>60,210</b>	<b>59,557</b>	<b>59,040</b>	<b>58,519</b>	<b>58,335</b>	<b>58,161</b>	<b>58,053</b>	<b>57,958</b>	<b>57,824</b>	<b>57,645</b>	<b>57,619</b>
0.725	Kindergarten	5,909	5,958	5,934	6,040	6,129	6,126	6,150	6,159	6,164	6,169	6,175
<b>TOTAL K-12</b>		<b>66,119</b>	<b>65,515</b>	<b>64,974</b>	<b>64,559</b>	<b>64,464</b>	<b>64,287</b>	<b>64,203</b>	<b>64,117</b>	<b>63,988</b>	<b>63,814</b>	<b>63,794</b>
	Special Education	2,746	2,721	2,698	2,681	2,677	2,670	2,666	2,663	2,657	2,650	2,649
<b>GRAND TOTAL</b>		<b>68,865</b>	<b>68,236</b>	<b>67,672</b>	<b>67,240</b>	<b>67,141</b>	<b>66,957</b>	<b>66,869</b>	<b>66,780</b>	<b>66,645</b>	<b>66,464</b>	<b>66,443</b>

Source: Metropolitan Nashville Public Schools, Department of Student Assignment Services, October 2000.

**NOTE:**

Live births for 1999 and subsequent years are estimates based on information provided by the State Health Department. Pre-kindergarten students are not included.

**EXHIBIT 11-13  
HISTORY OF ENROLLMENT PROJECTIONS  
1995-2001**

YEAR	FIRST DAY OF SCHOOL	PROJECTION	PRE-LABOR DAY COUNT			LABOR DAY	POST-LABOR DAY COUNT			OFFICIAL COUNT - 2ND ATTENDANCE		
			COUNT	% OF	PROJECTION		COUNT	% OF	PROJECTION	NUMBER	ACTUAL TO PROJECTION	% OF
1995-96	08/17	70,786	08/28	70,458	99.5%	09/04	09/05	70,905	100.2%	70,851	65	100.1%
1996-97	08/15	70,085	08/26	69,684	99.4%	09/02	09/04	70,246	100.2%	70,673	588	100.8%
1997-98	08/14	70,026	08/21	68,373	97.6%	09/01	09/03	70,298	100.4%	70,693	667	101.0%
1998-99	08/13	69,725	09/01	69,639	99.9%	09/07	09/10	69,688	99.9%	69,685	-40	99.9%
1999-2000	08/12	68,591	08/31	69,455	101.3%	09/06	09/09	69,724	101.7%	68,865	274	100.4%
2000-01	08/17	68,236	08/29	69,104	101.3%	09/04	09/06	69,173	101.4%	68,768	532	100.8%

Source: Metropolitan Nashville Public Schools, Department of Student Assignment Services, October 2000.

**11.2.2 Land Acquisition**

The current construction program has required the purchase of several sites for new schools as needed under the School Improvement Plan. The Director of Plant Planning and Construction works with the Director of Student Assignment Services to identify the type, size, and general location of the proposed school. The Director of Plant Planning and Construction uses the county's GIS system to identify possible parcels that are in the needed location and are the appropriate size. Once several sites are located, it will be visited by several staff, including the Director of Plant Planning and Construction, the Director of Student Assignment Services, the Director of Operations, the Assistant Superintendent of Business & Facility Services, the project manager, the project architect, and generally the Director of Schools.

In evaluating possible sites, the staff are guided by Board policy which states:

*Each parcel of land identified as a potential site should be thoroughly examined to determine its suitability in terms of educational plan, accessibility, cost, size and numerous other criteria.*

The Board policy includes the following criteria to be used as guidelines in determining the best possible site for school facilities:

- Will the site support the educational program?
- Is the site's location convenient for the majority of the students?
- Is the site the right size and shape?
- Is the topography conducive to desired site development?
- Is the general environment aesthetically pleasing?



- Is the site safe?
- Is the air quality healthful?
- Is the site free of industrial and traffic noise (both air and ground)?
- Does the land drain properly and are other soil conditions good?
- Does the site have desired trees and other natural vegetation?
- Does the site meet the feeder patterns for the school zone?
- Does the site meet the needs of local traffic and parking regulations?
- Can the site be developed to meet the needs of water quality issues and water retention requirements?
- Are there easements of any nature affecting the use of the site?
- Is the site suitability oriented for energy conservation?
- Is the site located on a flood plain?
- Is the site near other community services – libraries, parks, museums?
- What is the relation of the site to existing educational facilities?
- How is the surrounding land zoned – will its development enhance the site?
- Are all utility services available? (sewer, water, gas, electrical, telephone)
- Is the site served by public agencies – police, fire department, etc.?
- Is the site easily accessible for service vehicles and buses?
- Can the land be shared with other community facilities and organizations, especially parks?
- Will the site provide desirable open space for the community where it is needed?
- Is the site available?
- Is the site expandable in the future?
- Is the site affordable?
- Are life-cycle costs reasonable?

- Are neighbors in opposition or in favor of a school facility?

Once a site is selected, it is presented to the Metropolitan Board of Education. The actual purchase is handled by the Metropolitan Office of Public Property.

Under the SIP, there were ten projects which were scheduled to begin design in 1998 and 1999 which need some site acquisition. Some of the projects required a complete new site, while others required adding additional property to an existing site. Exhibit 11-14 lists these projects, their originally scheduled start date for design (once a site was acquired), the actual date design was started, the budgeted amount for site acquisition, and the actual cost of the site.

**EXHIBIT 11-14  
PROJECTS REQUIRING SITE ACQUISITION  
1998-99 SCHOOL YEAR**

PROJECT	ORIGINAL SCHEDULED START DATE	ACTUAL START DATE	MONTHS LATE	AMOUNT BUDGETED	ACTUAL COST	DIFFERENCE
Margaret Allen MS	July 1999	Sept. 2000	14	\$750,000	\$690,248	\$59,752
Brick Church MS	Nov. 1998	May 1999	6	-	-	-
Dalewood MS	July 1999	March 2000	8	\$1,050,000	\$602,689	\$447,311
Head MS	July 1999	April 2000	9	\$900,000	\$2,500	\$897,500
McKissack MS	Jan. 1999	May 1999	4	\$825,000	-	-
Bailey MS	Nov. 1998	Nov. 1998	0	\$1,000,000	\$224,906	\$775,094
John Early MS	Nov. 1998	April 1999	5	\$2,000,000	-	\$2,000,000
New Overton MS	July 1999			\$390,000	-	-
New Antioch Elem.	July 1999			\$420,000	\$427,085	(\$7,085)
New Antioch MS	Jan. 1999	May 1999	4	\$390,000	\$368,228	\$21,772
<b>TOTAL</b>				<b>\$7,725,000</b>	<b>\$2,315,656</b>	<b>\$4,194,344</b>

Source: Metropolitan Nashville Public Schools, Office of Plant Planning and Construction, October 2000.

The delays in starting these projects were due to a number of reasons. Site acquisition was difficult in some cases since large sites were needed in already developed areas. Delays were also caused by the need to develop a new educational specification for a middle school (grades 5-8) which the school system had not built before. The modification of the standard A.I.A. Architect-Owner contract also caused delays as some architects were hesitant to sign an unfamiliar document.

As the exhibit shows, the school system was able to acquire the needed sites well within the budget (Note: Projects with no cost were generally located on traded Parks Property). The school system was able to save approximately \$4.8 million in land acquisition costs over the budgeted amount.

**FINDING**

The Board of Education has developed effective guidelines for the acquisition of school sites and these guidelines are part of board policy. The Office of Plant Planning and Construction is using Metro's latest GIS technology in the search for appropriate sites. The school system has been able to purchase the needed sites well within budgeted amounts. However, the delays in the start of some projects, some of which are due to the delay in site acquisition, has caused some concern within the community.

Additionally, the possible location of one new middle school on property owned by the Zoo, has met with opposition from some community groups.

This review of the site acquisition process found no fault with the actions taken by the staff. However, Metropolitan Nashville Public Schools does not have a formal site acquisition process, which includes the oversight of a site selection committee comprised of staff and community members. Such a process, which involves community members in the decision making process, could help make the search process more effective, and could help minimize community concerns over the delays and the selection of controversial sites.

## **RECOMMENDATION**

### **Recommendation 11-3:**

#### **Establish a Site Selection Oversight Committee.**

The purpose of a Site Selection Oversight Committee should be to ensure that established Board policies regarding site acquisition are being followed by the school system. The committee members should also assist staff in finding potential sites, and in resolving community concerns over the selection of any particular site. The committee members should include senior school system staff, Metropolitan Government planners, and informed community members.

## **IMPLEMENTATION STRATEGIES AND TIMELINE**

- |  |            |
|--|------------|
| 1. The Assistant Superintendent of Business and Facility Services, in conjunction with the Directors of Operations, Student Assignment Services, and Plant Planning and Construction should prepare policies, procedures, and suggested membership for the Site Selection Oversight Committee. | April 2001 |
| 2. The Metropolitan Board of Education should review the proposed policies, procedures and membership of the committee, and make revisions as appropriate.   | June 2001  |
| 3. The Assistant Superintendent of Business and Facility Services should implement the approved procedures for the committee.  | July 2001  |

## **FISCAL IMPACT**

This recommendation can be accomplished within the existing fiscal resources of the school system.

### **11.2.3 Facility Utilization**

The effective and efficient use of facilities is a primary responsibility of all public institutions, and especially so for public school systems that face constrained budgets and higher user expectations. Proper facility use requires insightful planning as well as:

- a detailed facilities inventory;
- an assessment of facility needs for repair and renovation;
- effective utilization of existing resources;
- effective utilization of temporary buildings;
- clear and effective policies and procedures regarding the use of facilities; and
- boundary changes and consolidations.

#### **FINDING**

Metropolitan Nashville Public Schools currently has extended sessions at three schools: Glenn, Napier, and Park Avenue Elementary Schools. MNPS could give consideration to the use of multi-track year-round programs in its schools as means of addressing enrollment growth.

School system planners and administrators acknowledge that the current SIP construction program of approximately \$206 million, does not address enrollment growth. The construction budget was reduced by approximately \$40 million in an attempt to meet public approval.

As stated earlier, Metropolitan Nashville Public Schools is using extended calendars on a limited basis. Some parents have expressed interest in extending the calendars even further, especially at the enhanced options schools. In addition to the enhanced options schools, the school system has magnet schools, laboratory schools, and design centers, which might be appropriate for a year-round multi-track program.

#### **RECOMMENDATION**

##### **Recommendation 11-4:**

**Develop a plan to implement multi-track, year-round program at five or 10 percent of the elementary schools in MNPS.**

In the 1998-99 school year, more than two million students were educated in a year-round schedule at nearly 3,000 schools across the country. Forty-one (41) states have at least one year-round school.

School districts such as San Diego Unified in California, Cherry Creek in Colorado, and Buena Vista in Virginia have shown that multi-track, year-round calendars can reduce

facility needs by as much as 25 percent. A school built for 750 students can handle an attendance of 1,000 since at any one time a quarter of the students will be on vacation.

In a typical multi-track school operating four tracks on a 45/15 schedule (students attend for 45 days, then have a vacation for 15 days, with one-fourth of all the students on vacation at any one time), the school is in operation for 242 days each year as opposed to the 180 days for a regular school calendar. Thus maintenance, repair, and utility expenses increase; secretaries, custodians, cafeteria workers, counselors, bus drivers, and other staff must be available for the full 12 months, with appropriate increases in salary, or staff contracts can be staggered based on a 10 or 11-month contractual schedule. So at the school level, operating a year-round school is more expensive than a traditional school. However, on a per-pupil basis, these costs are typically less.

Two school districts in California, Oxnard and Pajaro Valley, have long-standing year-round programs. Oxnard began year-round in 1976; Pajaro Valley in 1971. In separate studies, the Oxnard district found that its operating costs averaged 5.5 percent less per student in its year-round schools over its traditional schools. Pajaro Valley found that its costs also decreased, although it did not document quantified results.

The multi-track, year-round (MYR) calendar can also benefit the educational program. The MYR calendar reduces the time between school terms and therefore increases student's retention of subject matter from one term to the next. To date, studies in individual school districts have shown mixed results for student retention, and no national studies have been conducted. While there appears to be a growing acceptance of the idea that year-round schooling is particularly affective for at-risk populations, such as migrant or limited English proficiency students, each school system must tailor a year-round system to meet its needs.

A major drawback to the MYR calendar is the perceived effect it has on family schedules due to a perceived lack of support services such as day care and summer programs. However, in large metropolitan areas like Nashville, the resources are typically numerous enough to absorb this effect.

Other school districts report other variables from a MYR calendar. Teachers often say they are being deprived of an important vacation benefit. Scheduling classes and rooms, especially at the high school level, can be challenging. Teachers will not always have their own classroom. Student participation in sports and other seasonal activities may have to be accomplished during vacation periods. The San Diego County Office of Education, which has successfully converted the majority of its schools to the MYR calendar, has published a planning guide which speaks to these and other issues.

The year-round approach is a major change that affects all participants, administrators, teachers, staff, parents, and students. For any major change in a system to be successful, careful planning must clearly state the priorities, goals, and processes for changes. The planning must include all participants and must be well communicated to the community at-large.

The schools chosen to implement the MYR calendar should be ones where the teachers and parents chose this option. Teacher/parent committees should be established to address issues of intercession programs and support services.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

- |   |                                       |
|---|---------------------------------------|
| 1. The Metropolitan Board of Education should appoint a School Calendar Committee comprised of the Director of Schools, administrators, teachers, parents, and community members.   | April 2001                            |
| 2. The School Calendar Committee should study alternative school calendars, including a multi-track, year-round schedule and make recommendations to the Board based on the efficient use of school facilities. The Committee should develop a process for educating teachers and parents about the benefits and planning procedures of a MYR calendar. | 2001-02 school year                   |
| 3. The Board should propose a plan for a school calendar that optimizes the use of school facilities and authorizes the School Calendar Committee to identify schools that will implement the new calendar.   | Commencing in the 2002-03 school year |

**FISCAL IMPACT**

The Committee can be established and complete its work within existing school system fiscal resources. By implementing a year-round calendar, the school system can realize a substantial capital cost avoidance. However, this concept needs to be considered in the near future since the square footage of some buildings being constructed over the next few years might need to be reduced.

If 10 percent of the elementary schools were to institute a MYR calendar, there could be a 25 percent reduction in the facility needs of these schools. The following calculation shows a hypothetical cost avoidance MNPS could realize in facility needs over a period of several years.

Existing permanent, total gross square footage of MNPS elementary schools.	3,862,281
Space need avoided (10 percent of schools x 25 percent of gross square footage)	96,557

**Cost Avoidance**

<b>96,557 G.S.F. @ \$70 per G.S.F.</b>	<b>\$6,758,990</b>
--	--------------------

Having schools open on a year-round basis would increase operating costs, including the utility costs for water, electricity, etc. Transportation costs and some personnel costs would also increase, but these costs can not be quantified at this time. It is important to note as well that an increase in some operating (e.g., transportation, food service workers) should be offset by reductions driven by reducing square footage (e.g., utilities, interest on debt, custodians).

### **11.3 Design and Construction**

The mission of the typical design and construction department is to provide new and modernized facilities that meet the needs of students at the lowest possible cost. The specific goals of a design and construction department include to:

- establish a policy and framework for long-range planning;
- determine the student capacity and educational adequacy of existing facilities and to evaluate alternatives to new construction;
- develop educational specifications that describe the educational program and from which the architect can design a functional facility that matches the needs of the curriculum with the potential to enhance and reinforce the education the district desires for its students;
- secure architectural services to assist in planning and constructing facilities;
- develop a capital planning budget that balances facility needs, expenditures necessary to meet those needs, and shows how expenditures will be financed;
- translate satisfactorily the approved architectural plans into a quality school building and to do so within the budget and the time scheduled; and
- establish and implement an orientation program so that users of the facility can better understand the design rationale and become familiar with the way the building is supposed to work.

Facilities design and construction in Metropolitan Nashville Public Schools is the responsibility of the Office of Plant Planning and Construction. The organizational structure and staffing of the office is shown in Exhibit 11-2. Currently, all design and construction projects are guided by the School Improvement Plan and the Capital Improvement Plan which detail projects for the next five and six years, respectively.

The basis for all new school design and for additions to existing schools is the prototypical educational specification, which has been developed by the Office of Plant Planning and Construction. The staff has developed prototype educational specifications for elementary and middle schools (There is not an educational specification for high schools since the school system is not adding any new high schools). In addition, the staff has prepared a space summary for varying sizes of schools which details the type, number and size of each room in the school.

Board policy requires the use of different architectural firms and staff has developed a list of 45 qualified firms. Staff tracks the size, qualifications, and performance of each firm. Once a firm is selected for a new project, the selection is submitted to the Board of Education for approval. The architect works with a project manager and a planning

committee made up of school staff, parents, and community members to design the new facility.

After the design phase is completed, a cost estimate is made and the project is approved by the Board to be issued for a competitive bidding process. The construction process is overseen by the architect and the project manager. The planning committee is consulted when design decisions must be revisited during the construction process. One year after a project is completed, the staff makes a warranty inspection to determine if any corrections in the construction need to be made under the term of the warranty.

## **FINDING**

The Office of Plant Planning and Construction has prepared several documents to guide the design of all projects. These include the educational specifications, the space summary, the Designers Guide, and the Process Improvement Checklist.

The prototypical educational specifications provide general and detailed planning considerations for the project which act as guidelines and recommendations for various facility systems and their characteristics. The prototype contains the following sections:

- School Philosophy – this is provided by the existing school principal or the planning team;
- Educational Objectives – these are developed by the user team or the planning team;
- Discernable Educational Trends – this section identifies educational trends which may impact the design of the school facility and include such areas as enhanced curriculum and technology;
- Planning Criteria – includes general planning considerations such as energy management, life cycle cost analysis, site development, mechanical systems, and fire safety;
- Space Organization – describes how different space within the school, such as classrooms, cafetorium, and the offices should physically relate to each other; and
- Detailed Description and Requirements – details the physical requirements for each space type such as typical classrooms, art room, gym, etc. Topics covered include program, finishes, accessories, lighting, mechanical systems, furniture, etc.

The space summary lists all the rooms that need to be included in the school, the capacity of the room, the size of the room in square feet, and comments about the room. Space summaries have been prepared for a variety of schools of differing capacities. The programmed space is totaled, unscheduled space is calculated at 40 percent of the programmed space, a total square footage is arrived at, and a square footage per student is calculated.



The Designer's Guide has been developed to "assist the Architect-Engineer in the planning and design of functional, cost effective and durable educational facilities that enhance the educational experience for the students." Generally, the guide details the processes and forms the architect will need to follow during design and construction of the project. The guide contains the following sections:

- Section One – Introduction
- Section Two – Administrative Procedure
  - Chapter One – Office of Planning & Construction
  - Chapter Two – Designer Agreement (contract, fees and billing)
  - Chapter Three – Geotechnical Exploration
  - Chapter Four – Design (process, deliverables, review and approval)
    - Programming/Educational Phase
    - Schematic Phase
    - Design Development Phase
    - Construction Document Phase
  - Chapter Five – Bidding
  - Chapter Six – General Contract Agreement
  - Chapter Seven – Close Out Phase
  - Chapter Eight – Record Documents
- Section Three – Process Improvement Checklist
- Section Four – Design Specifications & Guidelines

The Process Improvement Checklist is a compilation of items which have been omitted or caused problems in previous designs. This checklist is an evolving document and was last updated in July 2000. The checklist is organized in the 16 section technical specification format. The checklist contains general design issues such as "Be careful using tall laminate covered doors in cabinet work (the doors will warp sooner or later), and technical requirements such as "All door hardware including trim shall be heavy duty."

While these documents do not eliminate all mistakes and problems in the design and construction process, they are valuable tools for the Office of Plant Planning and Construction to use to ensure well-designed facilities are provided for the school system.

## **COMMENDATION**

**Metropolitan Nashville Public Schools is commended for preparing a comprehensive set of facility planning documents.**

## **FINDING**

The staff of the Office of Plant Planning and Construction has compiled a list of 45 architectural firms that have the appropriate qualifications for school design and that have requested to be considered for school system projects. The staff designed and implemented a grading system which is used to rate the performance of architectural firms that have completed projects for the school system.

The grading system examines the architect's performance in the following areas;

- time management
- design phase
- construction document phase
- construction phase
- errors and omissions
- general quality of the construction documents
- number of RFP/change orders due to errors and omissions
- costs due to errors and omissions
- cost management
- value engineering phase
- scope management
- programming phase

Each area is given a numerical score from 1 to 5, with 5 being excellent. The firm is then given an overall score. This grading system is one tool which helps the staff objectively evaluate which firms should receive additional projects.

## **COMMENDATION**

**Metropolitan Nashville Public Schools is commended for developing an objective, grading tool to evaluate the performance of its consultants.**

## **FINDING**

The design process does include the involvement of the principal, school staff, parents, and community members through the establishment of a planning committee. This requirement is documented in the Designer's Guide. Interviews with school staff confirmed that this process does take place as a regular procedure. Input from staff and community members also stated that there is sometimes a "disconnect" between the input that is given and the final design, which may, in some cases, be due to budget constraints.

There is no formal procedure to have input from the Maintenance Department or the Operations Department during the design phase. Input is sometimes received on an ad hoc basis. It is important for the staff, who have the responsibility to maintain and operate the school facilities, to provide guidance to the design team on the performance of building systems.

At least one design standard that the school system has enforced does not meet the desires of the general community; that is the standard of not providing air conditioning for indoor physical education (P.E.) rooms at the elementary level. This standard was

based on the idea that the indoor P.E. rooms were to be used during inclement weather and not as an alternative to outdoor activities during warm weather. However, several communities have desired air conditioning in these rooms and have raised the money through volunteer contributions.

Site visits to schools recently constructed or added on to, revealed that all designs in the school system were limited to the self-contained model of educational service delivery. This observation was confirmed by the staff. This is a reaction to the open-school designs that were built during the 1960s and 1970s that have been found unsuitable by school staff. However, there are other design alternatives, which promote team teaching and the sharing of educational resources while not eliminating the possibility of the self-contained classroom. The current design of classroom configuration is unnecessarily limiting the educational opportunities.

While the design process is inclusive to a point, it is not meeting the needs of the community, it is not taking advantage of in-house maintenance and operations expertise, and it is sometimes unnecessarily limiting the educational possibilities. Further, the Office of Plant Planning and Construction does not have a formal post-occupancy evaluation process to evaluate the success of the school designs as determined by the users and the staff who have to maintain the facility.

## **RECOMMENDATION**

### **Recommendation 11-5:**

**Expand involvement of stakeholders during the design phase and implement a formal post-occupancy evaluation system.**

Additional stakeholders should be involved in the design phase. A post-occupancy evaluation process assesses the functionality and suitability of a facility as determined by the facility users. Such an evaluation for a school should include interviews with the principals, teachers, staff, students, parents, and community members. The evaluation should be conducted one year after occupancy so the users have time to thoroughly learn how the building functions and so that initial problems, which are typical to a new facility, can be resolved.

## **IMPLEMENTATION STRATEGIES AND TIMELINE**

- |   |            |
|---|------------|
| 1. The Director of Plant Planning and Construction should develop a procedure for involving additional stakeholders during the design phase and for conducting formal post-occupancy evaluations. | April 2001 |
| 2. The Project Managers should implement the procedure on all design and completed construction projects.   | July 2001  |

## **FISCAL IMPACT**

This recommendation can be accomplished within the existing fiscal resources of the school system.

## **FINDING**

The staff in the Office of Plant Planning and Construction receive little or no ongoing professional development training. This is due to the elimination of professional development budget. Free seminars, usually put on by manufacturers of school equipment, are attended when they are available locally.

There are many issues around the design of school facilities which have an impact on the education of students. These issues and there possible solutions are dynamic and changing. Some examples include;

- school safety and security
- energy efficiency
- sustainability
- air quality
- classroom design
- construction technology
- construction delivery methods

It is important for the staff responsible for overseeing the design and construction of the school system's facilities to maintain and increase their professional knowledge and skills to effectively deal with these issues.

## **RECOMMENDATION**

### **Recommendation 11-6:**

**Implement a professional development program for Plant Planning and Construction staff.**

The professional development program should ensure that the staff stay knowledgeable about the issues identified above, as well as others. Staff who attend training seminars should conduct in-house training with other staff in order to maximize the training budget.

## **IMPLEMENTATION STRATEGIES AND TIMELINE**

- |  |            |
|--|------------|
| 1. The Director of Plant Planning and Construction should develop a professional development program and budget that includes all staff. | April 2001 |
| 2. The Board of Education should review and approve the program and budget.  | July 2001  |

## **FISCAL IMPACT**

A minimum annual budget of \$5,000 should be established for the professional development program. This budget should be reviewed annually and adjusted appropriately.

<b>Recommendation</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>
Implement Professional Development Program	(\$5,000)	(\$5,000)	(\$5,000)	(\$5,000)	(\$5,000)

**FINDING**

Value engineering is the process where the project’s owner, architect, and contractor review the construction documents prior to construction to determine if alternative systems or methods can reduce the construction costs. The goal is to receive the same value or quality for less money. If the process is done properly, the building will function as intended, but will be built for less money. If done improperly, the building will lose systems or features or have lower quality items in the name of saving money.

The Office of Plant Planning and Construction utilizes the Process Improvement Checklist as a value engineering tool. The checklist contains items, which if included in the construction documents will result in fiscal savings. The office has also conducted value engineering on several projects, which have received construction bids that were over budget. The process has been successful in reducing construction costs.

Exhibit 11-15 shows the results from two value engineering exercises. As the exhibit shows, the value engineering produced savings of 6.7 and 3.5 percent, or an average of 5.2 percent.

**EXHIBIT 11-15  
VALUE ENGINEERING SAVINGS**

<b>PROJECT</b>	<b>ORIGINAL CONSTRUCTION BUDGET</b>	<b>VALUE ENGINEERING SAVINGS</b>	<b>PERCENT SAVINGS</b>
Donelson	\$5,065,000	\$340,907	6.73%
Inglewood	\$4,688,161	\$165,339	3.53%
<b>Average</b>			<b>5.19%</b>

Source: Metropolitan Nashville Public Schools, Office of Plant Planning and Construction, 2000.

**COMMENDATION**

**Metropolitan Nashville Public Schools is commended for utilizing value engineering techniques to maximize the value of construction dollars.**

**FINDING**

Costs per square foot and the rate of change orders can be measures of how well a construction project was designed and managed. Poorly designed or managed projects will often have excessive square footage costs and change orders. Change orders can be owner-initiated and are sometimes necessary. However, owner-initiated change orders should be minimized because changes to a design typically cost more during the construction phase of a project. The Council of Educational Facilities Planners International (CEFPI) recommends that a reasonable change order budget is three to four percent of the construction budget on new construction. Renovation projects will

typically have somewhat higher rates due to the unknown conditions in existing construction.

Exhibit 11-16 lists the square footage costs and change order rates for projects recently completed in Metropolitan Nashville Public Schools. The projects are grouped by project manager.

**EXHIBIT 11-16  
CONSTRUCTION COSTS AND CHANGE ORDER RATES**

PROJECT	CONSTRUCTION CONTRACT	CHANGE ORDERS	CHANGE ORDER PERCENT
<b>Project Manager #1</b>			
Bellshire	\$1,431,391	\$51,298	3.58%
Park Avenue	\$6,613,660	\$339,333	5.13%
Westmeade	\$1,476,500	-\$26,492	-1.79%
Donelson	\$5,690,000	\$370,760	6.52%
<b>Average</b>			<b>4.83%</b>
<b>Project Manager #2</b>			
Granbery	\$2,015,000	\$242,243	12.02%
Napier	\$5,330,000	\$147,882	2.77%
Whitsitt	\$4,875,860	\$416,071	8.53%
Dan Mills	\$5,269,000	\$263,055	4.99%
<b>Average</b>			<b>6.11%</b>
<b>Project Manager #3</b>			
Mt. View	\$6,344,526	\$25,537	0.40%
Amqui	\$5,924,835	\$145,312	2.45%
DuPont	\$1,060,771	\$35,065	3.31%
Fall-Hamilton	\$1,608,806	\$46,409	2.88%
Rosebank	\$2,407,149	\$15,682	0.65%
<b>Average</b>			<b>2.20%</b>
<b>Project Manager #4</b>			
Brookmeade	\$1,588,000	\$138,414	8.72%
Paragon Mills	\$1,149,381	\$25,985	2.26%
Percy Priest	\$1,481,736	\$31,382	2.12%
Wright	\$1,977,000	\$18,320	0.93%
<b>Average</b>			<b>3.46%</b>
<b>Project Manager #5</b>			
Julia Green	\$2,051,578	\$171,112	8.34%
<b>Total/Average</b>	<b>\$58,295,193</b>	<b>\$2,457,368</b>	<b>4.22%</b>

Source: Metropolitan Nashville Public Schools, Office of Plant Planning and Construction, 2000.

On the average, the school system is constructing new, addition, and renovation projects for \$71.34 per square foot and experiencing a 4.22 percent change order rate. This construction cost compares to the 1999 R.S. Means cost of approximately \$77.50 per square foot. The change order rate is just slightly over the recommended rate of three to four percent for new projects and includes renovation projects. Project Manager #2, whose rate is approximately six percent, and Project Manger #5, whose rate is approximately eight percent, both inherited projects started by a project manager who left the school system.

**COMMENDATION**

**Metropolitan Nashville Public Schools is commended for building facilities in a cost-effective manner.**

**11.4 Maintenance**

The Metropolitan Nashville Public Schools Plant Maintenance Department has a staff of 153 employees, and a total budget of \$8,061,189 for the 2000-01 school year. Exhibit 11-4 shows the current organizational structure of the department. 79 percent of the total budget is comprised of salaries and benefits, 2.6 percent consists of an overtime budget, and the remaining 18.4 percent of the budget is appropriated for materials and supplies. Plant Maintenance is responsible for maintaining all schools and a total gross square footage of 11,845,060 that includes ancillary support facilities. The Plant Maintenance Department is allocated 68 cents per square foot of space they are responsible for maintaining.

Since 1988, staffing for classified employees and appropriations for materials, supplies, and services have been declining. Exhibit 11-17 illustrates the trend of the declining non-labor budget and staffing allocations for the plant maintenance function from 1988 to the 2000-01 school year.

**EXHIBIT 11-17  
STAFFING AND BUDGET TRENDS FOR PLANT MAINTENANCE  
1988-89, 1999-2000, AND 2000-01 SCHOOL YEARS**

<b>ITEM</b>	<b>1988-1989</b>	<b>1999-2000</b>	<b>2000-01</b>
Staffing for Classified Employees	160	145	145
Budget for Non-Labor Appropriations	\$2,192,750	\$1,585,961	\$1,451,455

Source: Metropolitan Nashville Public Schools, Operations Department, 2000.

The Director of Operations completed an analysis of the maintenance budget that indicated the following key data:

- 1999-2000 maintenance non-labor budget allocations are 66 percent of 1988 allocation levels in absolute dollars;
- analysis of the June 1988 CPI and the June 2000 CPI indicates that inflation or buying power of a dollar has been reduced by 46 percent;

- the total number of trades personnel was 160 in 1988 compared to 145 in 2000; and
- additional square footage totaling 1,494,460 has been added to the school system since 1988.

The Plant Maintenance Department utilizes a computerized maintenance management system called ACT 1000 to assist in the work management process of the department. Work is inputted into the system from both Maintenance Department employees and the school occupants. The majority of work requests are received from the schools via facsimile. Work requests are also inputted when requesters telephone the department. A small percentage of requests are received from the school through the mail and from an after hours school security person.

The work requests are reviewed and manually entered by the administrative support personnel in the Maintenance Department. Each requisition represents a complete job. A work order is created for each required function (plumbing, electrical, carpentry, etc.). Typically, each requisition results in several individual work orders/functions going to the individual trade shops. The department has established a priority system that places health and safety issues as the main priority, followed by regulatory concerns, classroom environments, and conditions obtrusive to the learning process.

Maintenance personnel have a standard work schedule of 7:00 A.M to 3:30 P.M., Monday through Friday. The standard crew arrangement is to place two similar tradespersons together with a vehicle. These crews each have a set amount of assigned schools and the schools are equally distributed. Some shops, such as painters, are disaggregated into larger crew sizes.

A review of the work backlogs and interviews with maintenance personnel indicate the large majority of the work accomplished is emergency breakdown repair work for certain trades.

## **FINDING**

The maintenance skill mix and organization is trade-oriented and also geared towards major maintenance and construction projects instead of concentrating on a recurring maintenance function that cross-utilizes its resources.

The Plant Maintenance Department is not performing services consistent with an operating budget-funded maintenance function. This is due, in part, to a higher than desired level of construction, and major maintenance/capital renewal and modifications/alterations work requirements that are being performed by the Maintenance Department. Feedback received from interviews indicated that Maintenance is tasked with work associated with new construction due to being able to perform it less expensively. These cost comparisons are not accounting for the opportunity costs of the preventive and planned maintenance that gets sacrificed by deploying maintenance resources in this manner.



Exhibit 11-18 displays the results of an analysis on the amount of non-maintenance type work being demanded of the Plant Maintenance Department. Total hours by shop were provided by the Director of Operations based on an analysis of 1999-2000 work orders. Labor costs are based on the average plant maintenance hourly rate of \$21.40, including benefits. Material costs are estimated to be 50 percent labor costs.

**EXHIBIT 11-18  
ANALYSIS OF NON-ROUTINE  
MAINTENANCE WORK PERFORMED  
1999-2000 SCHOOL YEAR**

<b>SHOP FUNCTION</b>	<b>HOURS</b>	<b>ESTIMATED LABOR COSTS</b>	<b>ESTIMATED MATERIAL COSTS</b>	<b>TOTAL</b>
Electronics	2,337	\$50,012	\$25,006	\$75,018
HVAC	430	\$9,202	\$4,601	\$13,803
Masonry	2,278	\$48,749	\$24,375	\$73,124
Electrical	1,328	\$28,419	\$14,210	\$42,629
Carpentry	1,697	\$36,315	\$18,158	\$54,473
<b>TOTAL</b>	<b>8070</b>	<b>\$172,697</b>	<b>\$86,350</b>	<b>\$259,047</b>

Source: Metropolitan Nashville Public Schools, Operations Department, 2000.

**RECOMMENDATION**

**Recommendation 11-7:**

**Convert existing maintenance resources currently dedicated to construction, major maintenance, and alterations to recurring maintenance services.**

The Maintenance Department should be engaged in the activities of recurring maintenance to keep buildings in good working order. This work includes regularly scheduled adjustments and inspections, preventive maintenance tasks, and service calls for minor repairs. Re-deployment of these resources will result in significant cost-avoidance savings to the school system.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

- |   |            |
|---|------------|
| 1. The Director of Maintenance should develop guidelines to minimize non-maintenance work performed by plant maintenance  | April 2001 |
| 2. The Director of Maintenance and Director of Operations should guidelines and associated impact of implementing guidelines for approval to the Director and Board of Education. | May 2001   |
| 3. The Board should approve new maintenance guidelines.   | June 2001  |

4. The Director of Maintenance should communicate approved guidelines to staff and schools.

July 2001

### **FISCAL IMPACT**

Exhibit 11-18 breaks down the cost avoidance savings by eliminating the requirement of non-routine maintenance tasks being performed by the maintenance department. Missing in this analysis is the cost of maintenance work that is deferred due to the deployment of maintenance resources to non-maintenance type work. The elimination of non-routine work requirements by the Maintenance Department will allow the department to perform recurring maintenance work that is currently being deferred.

These non-routine maintenance tasks are typically minor capital improvements tasks required to meet educational program requirements, such as installing a partition in a classroom to make two smaller classrooms for special programs. These tasks should be funded out of the capital construction budget and be subject to a similar review process. Consequently, the savings realized by the Maintenance Department by eliminating these tasks, will be offset by an equivalent expenditure under the capital construction budget.

### **FINDING**

A maintenance management function should have two basic programs: 1) a recurring maintenance program; and, 2) a major maintenance/capital renewal program. The recurring maintenance program typically is best performed by in-house resources and can be defined as "routine short-term tasks executed on an as needed or preventive basis to maintain/extend the life of the facility asset." Examples of this type work are services such as an electrician inspecting, maintaining, and repairing receptacles, light switches, and electrical panels. The major maintenance program should involve the execution of cyclical major maintenance, major repair, and renewal work. This work is, not short term in nature and is best described as projects. The services provided under the major maintenance program should be funded separately utilizing capital funding sources. Examples of this type work may be replacing the floor covering system in an entire school, painting an entire school, replacing a roof system, replacing a ceiling and light system, or paving a parking lot. This work is best accomplished using contractors due to the non-recurring nature of the work and often specialized nature of the work. For the purposes of this report, major maintenance/capital renewal work that is currently needed in the school system will also be referred to as deferred maintenance. Deferred maintenance will be discussed separately in the maintenance subsection.

The Plant Maintenance Department operates in a strict reactive mode of maintenance. Emergency or breakdown maintenance dominates the tasks performed by the department. There is a critically low level of preventive maintenance being performed.

The current practice of major painting being completed by in-house personnel in the Maintenance Department is an example of key maintenance tasks that could be improved by contracting these services to qualified outside painting contractors.

## **RECOMMENDATION**

### **Recommendation 11-8:**

#### **Perform major painting projects utilizing contractor personnel and create a night shift dedicated preventive maintenance team.**

Outside contractors could do painting projects more efficiently and safely. Qualified painting contractors are better suited to perform high volume project type work. Contractors could also be required to perform work on weekends and after-hours to minimize disruption to the learning process and to ensure student and staff safety and health. It is recommended that 20 painting positions be eliminated. The remaining 10 painting positions should be allocated to area shops to perform recurring maintenance painting that are shorter term projects. The value of 15 funded positions would be allocated for exterior and interior painting. Major interior paint projects should be accomplished during the summer and other seasonal break periods. Exterior painting projects are best accomplished after-school hours and on weekends.

The value of the remaining five positions should be used to hire preventive maintenance personnel who should be scheduled to perform their services in a night shift format. It is recommended that air conditioning and electrical personnel be hired to perform preventive maintenance on air conditioning systems and electrical distribution systems. This action would begin the process of establishing a best practice procedure of having dedicated preventative maintenance teams who are not pulled off their tasks to perform emergency and service work. This concept can be built upon in forthcoming years to further increase preventative maintenance activity in the school system.

## **IMPLEMENTATION STRATEGIES AND TIMELINE**

- |   |            |
|---|------------|
| 1. The Supervisor of Maintenance, in conjunction with the Director of Operations, should develop a management plan to outsource major painting and to create a dedicated preventive maintenance team.       | April 2001 |
| 2. An RFP for painting contractors should be prepared by the Supervisor of Maintenance.   | April 2001 |
| 3. The RFP and management plan should be presented for Board approval.  | May 2001   |
| 4. The Board should review and approve the proposal.  | June 2001  |
| 5. Painter positions should be eliminated and new preventive maintenance positions implemented (Staff in existing painter positions should be given priority for the new preventive maintenance positions). | July 2001  |

## **FISCAL IMPACT**

Although the net fiscal impact of this recommendation is budget neutral, it will allow much needed materials and supplies formerly used by the 20 painters to be re-

distributed in the department. This recommendation should also allow for the re-distribution of vehicles within the department, which was also identified as being an obstacle to the department's productivity levels.

<b>Recommendation</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>
Eliminate 20 Painters	\$795,000	\$795,000	\$795,000	\$795,000	\$795,000
Hire Contract Painters (Value of 15 Painters)	\$595,000	\$595,000	\$595,000	\$595,000	\$595,000
Hire Preventative Maintenance Personnel (Value of 5 Painters)	\$200,000	\$200,000	\$200,000	\$200,000	\$200,000
<b>Net Fiscal Impact</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

**FINDING**

A successful maintenance management organization must be able to manage and properly respond to routine, non-emergency facilities maintenance needs. If response times to routine needs are not adequate, facility users and occupants will attempt to upgrade the priority of the work to an emergency priority or service call need. This results in increased telephone calls and increased pressure on the maintenance personnel to respond to the request.

A high level of emergency type work is an inefficient utilization of maintenance resources because work crews will simply go from one emergency to another. This results in high amounts of travel time, material handling, and other non-productive activities.

In response to MGT's survey, 81 percent of administrators, 84 percent of principals, and 60 percent of teachers stated that some improvements or major improvements were needed in the Plant Maintenance Department. The Maintenance department is organized solely by trade and does not have teams of multi-skilled and multi-crafted shop personnel to perform routine work on a planned and scheduled basis. A change in organizational structure could help the Plant Maintenance Department to complete all routine work requests at a site at one time. This will reduce the amount of unnecessary service call work and increase facility users satisfaction levels with services because they will know in advance the plans for completing the routine work and will be assured the work will get done without having to justify the requests as emergency needs.

**RECOMMENDATION**

**Recommendation 11-9:**

**Implement a minimum of four area shops consisting of various trades personnel. These shops will perform routine, non-emergency preventive maintenance on a planned and scheduled basis.**

Previous management reviews of school districts have determined that a large school system such as Metropolitan Nashville Public Schools will improve productivity, customer satisfaction, communications and employee ownership by implementing a zone or area maintenance concept, incorporating at least one representative from each trade group. This arrangement should help the Plant Maintenance Department to complete all routine work requests at a site at one time. This will reduce the amount of unnecessary service call work and increase facility users satisfaction levels with services, because they will know in advance the plans for completing the routine work and will be assured the work will get done without having to justify the requests as emergency needs.

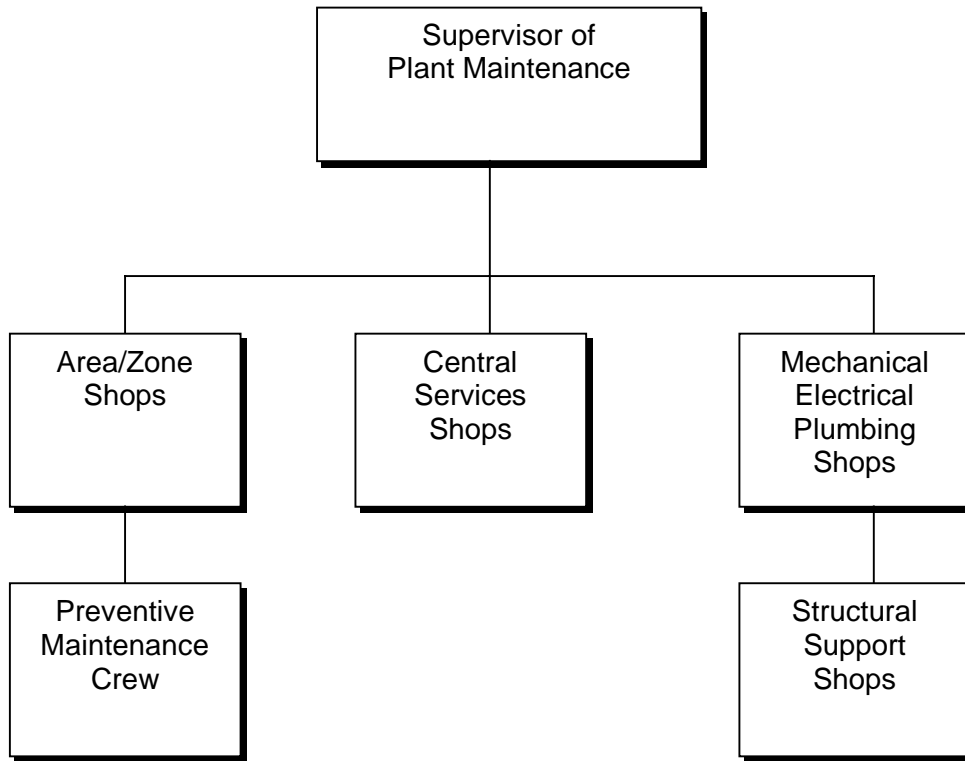
This multi-crafted shop approach will improve coordination among the various trades involved in completing work requirements. Resources formerly dedicated to large construction and repair projects should be re-deployed to accomplish these activities.

The process should include dividing schools and responsibilities equally among the zones. Each team member in the zone would be identified and communicated to the schools in their area. A school rotation schedule should be established and communicated. It is critical that the schedule is adhered to and maintained. One example is for the area team to spend one day at elementary schools and middle schools, and two days at high schools. The team leader should “walk-through” the school in advance of the arrival date of the team, and review work scheduled with the head custodian and principal. Work requirements should be “batched up” and performed while the team is at the school. If properly planned and implemented, this approach maximizes work output and minimizes non-productive activities such as drive time. When the team leaves a school, a team leader will communicate to the school what was done and discuss plans for the next time the team is at the school.

Exhibit 11-19 illustrates a proposed organization structure that emphasizes recurring maintenance as the core function of the department through a zone/area concept, and a dedicated preventive maintenance crew, while retaining the ability to perform service call emergencies. The service call emergencies and other trade specific work would be completed by the trades specific shops. The central services shop would consist of personnel that must service the entire system. An example may be the locksmiths. There are not enough locksmiths to have a specific locksmith shop, nor are there enough locksmiths to assign to an area shop.

Another example of personnel being assigned to the central services shop would be the heavy equipment operators who serve the entire school system by performing duties such as playground impact material services, and playing field restoration and replenishment of clay materials.

**EXHIBIT 11-19  
PROPOSED PLANT MAINTENANCE ORGANIZATION  
WITH AREA SHOPS AND  
DEDICATED PREVENTIVE MAINTENANCE CREW**



Source: Created by MGT of America, 2000.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Supervisor of Maintenance, in conjunction with his management team, should develop a plan that establishes multi-craft shops that are responsible for performing routine maintenance for specific campuses and zones. April 2001
2. The Supervisor of Maintenance should establish a schedule for each zone or area. May 2001
3. The Supervisor of Maintenance should communicate the area/zone concept to all maintenance personnel and principals. May - June 2001
4. The Supervisor of Maintenance should implement the area or zone maintenance concept. July 2001

**FISCAL IMPACT**

This recommendation can be implemented within the existing resources of the school system.

**FINDING**

The Plant Maintenance Department in Metropolitan Nashville Public Schools is currently funded at a level of 68 cents per square foot.

The *Whitestone Building Maintenance and Repair Cost Reference*, published by Whitestone Research, has utilized information from many sources to arrive at their maintenance and repair cost references. The Army Corps of Engineers, Engineering Performance Standards manuals used by the military services, the Association of Physical Plant Administrators of Educational Facilities, the Building Owners and Managers Association, interviews with construction trade organizations, manufacturers, wholesalers, and tradesman are all acknowledged sources that were used to determine the cost references.

Discounting for overhead costs and the Nashville City Index, the necessary funding for recurring maintenance should be approximately .90 cents per square foot according to *Whitestone Research*. Other funding benchmarks for plant maintenance are included in the *American School and University's Annual Cost Studies*. The 1999-2000 cost study was the 29<sup>th</sup> annual study developed by this organization. The Region 4 costs, which includes Tennessee, indicate an average cost of .60 cents per square foot for payroll, equipment, and supplies. Finally, Exhibit 11-18 compares expenditure data as reported by selected peer school systems. Eliminating the unusually high Austin Independent Schools allocation, the average allocation for plant maintenance of the four cost references cited is .75 cents per square foot.

Exhibit 11-20 compares Metropolitan Nashville Public Schools maintenance expenditures to its selected peer school systems. The expenditure data included are based on the information provided by the individual school systems.

**EXHIBIT 11-20  
ANNUAL MAINTENANCE SPENDING COMPARISONS  
1999-2000 SCHOOL YEAR**

SCHOOL SYSTEM	DOLLARS PER SQUARE FOOT
Metropolitan Nashville Public Schools	<b>\$.68*</b>
Austin Independent Schools, TX	<b>\$1.76</b>
Columbus Public Schools, OH	<b>\$.88</b>
Hamilton County Schools, TN	<b>\$.72</b>
Jefferson County Public Schools, KY	<b>\$.74</b>

Source: Individual School Systems Maintenance Departments, 2000.

\*for 2000-01 school year.

Interviews with Plant Maintenance personnel found funding for supplies and materials is not adequate to sustain the department throughout the school year. The staff indicated that, towards the end of the fiscal year, they are sometimes unable to purchase materials, such as lumber or plumbing parts, since the budget has been exhausted. Based on the research for proper maintenance funding, comparisons to peer school systems, and feedback received during the on-site review, the Plant Maintenance Department's budget allocation should be increased.

## **RECOMMENDATION**

### **Recommendation 11-10:**

**Increase incrementally funding levels for the Plant Maintenance Department to a minimum goal of 75 cents per square foot.**

Best Practices for proper building maintenance should require a minimum of 90 cents per square foot be allocated to the Plant Maintenance Department. Prior to allocating additional funding to the department, it is suggested that previous recommendations be implemented. This should ensure the Plant Maintenance Department is performing services consistent with what is necessary to keep buildings in good working order.

It is imperative the Plant Maintenance Department change the focus of the department to the critical role of recurring maintenance as described earlier, along with an emphasis on a multi-skilled work force that promotes team work and customer satisfaction. Continued concentration on new construction and other major modifications by the Maintenance Department is highly discouraged.

## **IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Assistant Superintendent of Business and Facility Services, with support from the Director of Operations and the Supervisor of Maintenance, should develop a budget proposal to increase the budget allocation to 75 cents per square foot for plant maintenance in 2001-02, and to 90 cents by the 2004-05 fiscal year. April 2001
2. The Assistant Superintendent should present a budget proposal to the Board of Education. May 2001
3. The Board should review and approve the proposal. June 2001

## **FISCAL IMPACT**

The budget restoration plan for funding plant maintenance should be implemented immediately. The recommended minimum funding level is 75 cents per square foot (The fiscal impact is calculated as 75 cents/SF minus 68 cents/SF equals 7 cents; 7 cents x 12 million square feet equals \$840,000; 90 cents/SF would increase this figure to \$2,640,000 per year for the 2004-05 school year).



<b>Recommendation</b>	<b>2001-2002</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>
Increase Plant Maintenance Budget	(\$840,000)	(\$840,000)	(\$840,000)	(\$2,640,000)	(\$2,640,000)

Note: The assumption made is that the Metropolitan Nashville Public Schools System will have an average of 12 million gross square feet during this time period.

**FINDING**

An effective maintenance organization will maintain buildings in good working order. Maintenance includes activities such as regularly scheduled adjustments, inspections, preventive maintenance tasks, service calls for minor repairs, and the periodic major maintenance/capital renewal of building components. Major maintenance/capital renewal work should be funded separately and is often referred to as deferred maintenance. Deferred maintenance will be discussed separately in this chapter.

The Plant Maintenance Department performs primarily in a reactive mode of maintenance. Emergency or breakdown maintenance dominates the tasks performed by the department. If the department is not performing emergency or breakdown maintenance, they are focusing on activities that are not aligned with a recurring maintenance program. There is a critically low level of preventive maintenance being completed due to a lack of clear focus on what constitutes maintenance work.

The Maintenance Department has not clearly identified their core mission of recurring maintenance, and measurable performance goals consistent with this core mission.

**RECOMMENDATION**

**Recommendation 11-11:**

**Develop a mission statement and measurable goals that properly align customer’s expectations with the function of in-house or recurring maintenance and for providing safe, healthy, well-maintained schools.**

Recurring maintenance should be the main function of the in-house maintenance department. This work includes activities such as regularly scheduled adjustments and inspections, preventive maintenance tasks, and service calls for minor repairs. It could also be described as “Routine short-term tasks executed on an as-needed or preventive basis to maintain/extend the life of the facility asset.” Examples of measurable goals may be “50 percent of total work performed will be preventive maintenance”, or “Emergency Maintenance will not exceed 20 percent of total work performed.”

**IMPLEMENTATION STRATEGIES AND TIMELINE**

- |  |                 |
|--|-----------------|
| <p>1. The Supervisor of Maintenance, involving maintenance employees, should develop guidelines for defining maintenance services and the mission of the department.</p> | <p>May 2001</p> |
|--|-----------------|

2. The Director of Operations and the Assistant Superintendent of Business and Facility Services should submit the guidelines and mission statement for approval.

June 2001

### **FISCAL IMPACT**

This recommendation can be accomplished within the existing resources of the school system.

### **FINDING**

The current priority system utilized by the Plant Maintenance Department reflects the exact priority system adopted by the Board of Education. While these priorities are adequate for “big picture” facility planning purposes, it is too vague for maintenance and results in too many work requests being classified as emergency work orders. This priority system creates a situation where work crews move from site to site to perform the next “emergency”. When possible, work needs to be combined or batched and performed on a planned and scheduled basis.

In addition, response times to complete work requests based on the priority assigned have not been established. Example priorities may be emergency, urgent, or routine.

- An emergency work order would require a response time immediately and no later than 24 hours. Criteria for an emergency work order may be “Entire school has no air conditioning.”
- An urgent work order would require a response no later than five days. Example criteria for an urgent work order may be “Classroom is too hot.”
- A routine work order is where at least 70 percent of work should be categorized. These work orders could then be batched up and performed together when the area or zone teams or at the school on its scheduled visit. An example routine work order could be “Clean coils on air handler unit.”

### **RECOMMENDATION**

#### **Recommendation 11-12:**

**Implement specific criteria for identifying maintenance priorities and response times.**

Establishing specific prioritization criteria should enable the Maintenance Department to demonstrate objectively to priority assignments. The increase in the amount of routine work orders should allow for better response times to true emergency and urgent work requests.

Formation of the area shops with visits to schools on a planned and scheduled basis should improve productivity and customer satisfaction. Productivity should be improved due to crews reducing drive time, along with improved planning. The satisfaction of services at the school level should improve due to them knowing when crews will be at their school and also due to them knowing how long they will be at the school. Personnel assigned to trade-specific shops should be responsible for responding to service calls.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

- |  |                          |
|--|--------------------------|
| 1. The Director of Maintenance should develop an improved priority system for work requests with standard associated response times.   | April - May 2001         |
| 2. The Director of Maintenance should submit the new prioritization and response time procedures for approval to the Director of Operations.                                     | May 2001                 |
| 3. The Director of Maintenance should communicate the new priority system and response times to employees and school staff.  | June 2001                |
| 4. The Director of Maintenance should implement the new priority system concurrently with the new organizational structure and the new managerial approach to plant maintenance. | July 2001<br>and Ongoing |

**FISCAL IMPACT**

This recommendation can be accomplished within the existing resources of the school system.

**FINDING**

A maintenance management organization with responsibilities as large as the Metropolitan Nashville Public Schools must be able to utilize computerized maintenance management systems to maximize the effectiveness of the resources allocated to them. Full implementation of a quality system will result in management controls resulting in improved manpower utilization and inventory control.

The Maintenance Department has implemented a computerized maintenance management program, the ACT 1000. The ACT 1000 is utilized for work flow management, communications, and reporting. The department is able to track craft backlogs, identify work histories, and develop various management reports with the ACT 1000 software. When a job is completed, administrative support personnel input information such as hours used, material used, and all costs associated with completing the work.

Requesters who submit work requests currently have no idea if the work request has been successfully received and approved by the Plant Maintenance Department.

Requesters also are not informed as to when their work request is scheduled for completion. The current system encourages a culture of users believing they must constantly call the department to get service. At the time of the MGT on-site visit, the Plant Maintenance Department did not have email capability to communicate with its requesters. As of October 30, 2000, there is email capability in the Plant Maintenance Department. Linking the ACT 1000 with the capabilities of email could assist the department in communicating with its school customers.

## **RECOMMENDATION**

### **Recommendation 11-13:**

**Increase utilization of the ACT 1000 to incorporate the electronic receipt of school-based work requests, and confirmation to schools the request has been accepted with an estimated completion date of the request.**

This confirmation should help to eliminate the current complaint schools frequently have about not knowing the status of their work requests. This action will also ease the burden on the Maintenance Department of having to field repeated calls to perform services at their schools due to the school knowing what the plans are for the department on completing the request. MNPS should ultimately move towards the creation of a Web-based system so customers can track their requests.

## **IMPLEMENTATION STRATEGIES AND TIMELINE**

- |   |                     |
|---|---------------------|
| 1. The Director of Data Processing should provide capability of wide area networked electronic mail for the Maintenance Department  | Completed           |
| 2. The Supervisor of Maintenance should revise work receipt processes to allow for electronic mail receipt, confirmation of receipt to schools, and estimated completion date of the work request | April 2001          |
| 3. The Supervisor of Maintenance should commence the actual implementation of new processes for work order management.  | May 2001            |
| 4. The Director of Data Processing and Supervisor of Maintenance should work together to create a Web-based tracking system.  | 2001-02 school year |

## **FISCAL IMPACT**

This recommendation can be implemented within the existing resources of the school system.

## **FINDING**

Opportunities are available for improving the productivity of the Plant Maintenance Department. Currently there are no performance work standards in the Maintenance Department. There also is a very limited amount of advance planning and scheduling of maintenance work activities. The lack of performance standards and advance planning results in lost productivity. In addition, the unreliability of the vehicle fleet for the Maintenance Department has exasperated the lost productivity situation further.

Productive time is the actual hands-on time when the craftsmen physically have their hands on the job that is in progress. Research on maintenance productivity in American organizations indicates that national productivity averages are between 25 percent and 35 percent. This translates to less than three hours of actual hands-on work during a normal eight-hour shift. In organizations responsible for maintaining educational facilities, examples of lost productivity are attributed to:

- time spent in designated work report sites at the beginning and end of each day;
- travel time (including walking time);
- time spent at the school discussing assigned work;
- material handling and procurement time. This includes time going back and forth to work vehicles, local vendors, and the central warehouse;
- class change delays and inability's to access work due to classroom activities;
- scheduled and unscheduled work breaks;
- lunch breaks;
- time spent waiting for equipment to arrive or other crafts to finish their job; and
- time spent running from one emergency to another.

Based on information discussions with the Supervisor of Maintenance, a typical eight-hour day for a maintenance worker includes the following:

- one hour beginning and ending the work day;
- one hour for breaks and lunch;
- 1.5 hours for travel time;
- one hour material search and handling time;
- 30 minutes waiting for access to an assigned job; and

- 30 minutes miscellaneous idle time.

The above listing represents a productivity ratio of 32 percent. While a 100 percent productivity ratio is not realistic, it is not unrealistic for organizations to achieve a productivity ratio of 60 percent. Examples of basic management techniques that have been proven to improve productivity include:

- advance planning of jobs;
- scheduling and coordinating jobs in advance with other shops as necessary;
- ensuring parts are available prior to beginning a job; and
- reducing the amount of time crews spend running to emergencies by implementing preventive and planned corrective maintenance programs.

## **RECOMMENDATION**

### **Recommendation 11-14:**

#### **Establish performance standards and a staggered shift policy.**

Establishing labor performance standards is a recognized best practice for facilities maintenance management and will result in improved planning and scheduling of available resources. The setting of standards ensures that each person is assigned a reasonable days work and provides the opportunity to balance workloads appropriately.

The implementation of an alternate shift will reduce the time delays currently experienced by maintenance personnel attempting to access classrooms to perform maintenance work. An example of this may be a job to perform preventive maintenance on a classroom air-handling unit. Performing this task while class is in session is disruptive to the educational process. Maintenance personnel are frequently delayed due to these types of circumstances. This delay could be avoided by having a staggered shift. Staggered shifts would also allow for maintenance personnel to respond to emergencies that are currently being responded to on an overtime basis. An example of a staggered shift would be a report time of 2:00 P.M. and a departure time of 11:00 P.M. (includes one hour for breaks). This arrangement would allow for proper communications between the first shift and second shift and provide opportunities to perform maintenance services after normal school hours.

## **IMPLEMENTATION STRATEGIES AND TIMELINE**

- |   |                        |
|---|------------------------|
| 1. The Supervisor of Maintenance should establish an ad hoc team to develop performance standards.  | April 2001             |
| 2. The ad hoc team should review commercially available standards for maintenance and repair activities (Historical records should also be reviewed in ACT 1000). | April 2001 and Ongoing |

- |  |                                     |
|--|-------------------------------------|
| 3. The Supervisor of Maintenance should submit a proposal to the Director of Operations for establishing an alternate shift to improve the efficiency of the department. | May 2001                            |
| 4. The Director should review and approve the alternate shift proposal.  | June 2001                           |
| 5. Maintenance supervisors and foremen should implement the performance standards and monitor the productivity rates for their respective crews.                         | Commencing in July 2001 and Ongoing |

**FISCAL IMPACT**

The implementation of performance measurements and standards has been shown to improved productivity a minimum of ten percent. This projection is based on previous MGT studies and associated research. While increases to maintenance funding are absolutely necessary and identified in a previous recommendation, the need for additional staffing could be lessened through productivity improvement initiatives.

A five percent increase in productivity is the equivalent to hiring an additional six staff. A ten percent increase in productivity is the equivalent to hiring an additional 12 staff. The implementation of this recommendation should represent a cost avoidance of approximately \$530,000 (12 staff positions x \$44,495 salary including benefits = \$533,940).

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Implement Productivity Improvement Measures	\$0	\$265,000	\$530,000	\$530,000	\$530,000

**FINDING**

A maintenance organization such as the Plant Maintenance Department in Metropolitan Nashville Public Schools must have a reliable vehicle fleet to properly deliver its services and to maximize its productivity.

Based on interviews with Maintenance personnel during the on-site review team, there is a high level of unreliability in the vehicles assigned to the Maintenance Department.

**RECOMMENDATION**

**Recommendation 11-15:**

**Develop a vehicle needs analysis and associated vehicle support management plan.**

Previous recommendations to reduce painters and to integrate the MNPS Operations and Maintenance Departments will provide some much needed immediate relief to the current transportation problems reported by the Maintenance Department. A needs analysis and associated vehicle support management plant should be developed to ensure optimum utilization of the vehicle fleet and to identify future needs.

## **IMPLEMENTATION STRATEGIES AND TIMELINE**

- |  |                            |
|--|----------------------------|
| 1. The Director of Maintenance should conduct a vehicle inventory and condition assessment.  | July 2001                  |
| 2. The Director should determine a needs assessment based on results of the equipment inventory.   | August 2001                |
| 3. The Director should develop a vehicle management plan that maximizes effectiveness of current resources and that identifies future needs. | September 2001 and Ongoing |

## **FISCAL IMPACT**

This recommendation can be implemented within the existing resources of the school system since there will be a re-deployment of vehicles.

## **FINDING**

There is no formal, ongoing training program in the Plant Maintenance Department. The department reports the majority of maintenance employees have been trained in Asbestos Awareness and Hazard Communications. Plumbers are trained in Backflow prevention, repairs, and installations. HVAC technicians have CFC certifications. The only training that takes place is when free training opportunities occur. This is due to the 1998-1999 abolishment of the maintenance training account.

Any quality or cost improvement initiative undertaken by a maintenance management organization should incorporate the concepts of continual training and cross training. Cross-training employees will have a direct impact on improving productivity and coordination to complete work requirements. Cross-training allows one person to do the job so he/she can feel ownership. A powerful motivator of a maintenance worker is the feeling of pride in a job well done. A cross-trained worker is more likely to feel pride because he/she did the whole job.

Today's buildings are constantly changing and require continual training of maintenance employees. Training is an investment organizations make in their most valued resource - its people.

## **RECOMMENDATION**

### **Recommendation 11-16:**

**Create a training program that is based on a needs analysis of the work being performed and the current skills of the work force.**

Training topics should include technical training with an emphasis on multicraft skills, safety, interpersonal skills training, and general maintenance management. Continual training is a best practice and is an essential component of a maintenance management program.



**IMPLEMENTATION STRATEGIES AND TIMELINE**

- |   |                                  |
|---|----------------------------------|
| 1. The Supervisor of Maintenance should lead the effort to analyze maintenance jobs for needed knowledge, skills, and attitudes | April – June 2001<br>and Ongoing |
| 2. The Supervisor should survey staff to determine their assessment of training needs.  | May 2001                         |
| 3. The Supervisor should develop a training program based on the analysis and survey conducted.                                 | June 2001                        |
| 4. The Supervisor shall submit the training program proposal for the approval of the Director of Schools.                       | June 2001                        |
| 5. The Board should review and approve the proposal.  | July 2001                        |
| 6. The Supervisor of Maintenance should implement and monitor the training program for effectiveness.                           | July 2001                        |

**FISCAL IMPACT**

MNPS should approve a training budget that allocates an approximate average of \$200 per maintenance employee. The planning to implement this recommendation can be accomplished within existing school system resources. The actual budget allocation should be used for fees for seminars and training. It is recommended the department continue to maximize the usage of free training provided by vendors and professional organizations. The budget allocation calculation is based on 122 employees x \$200 per employee for training = \$24,400.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Implement Training Program	(\$24,400)	(\$24,400)	(\$24,400)	(\$24,400)	(\$24,400)

**FINDING**

Continuous improvement philosophies and customer satisfaction measurement and tracking are valuable strategies to improve performance and effectiveness of facilities maintenance departments.

The Plant Maintenance Department does not routinely survey its customers to measure customer satisfaction and to identify continuous improvement opportunities. An ongoing customer satisfaction program, if implemented properly, will identify continuous improvement opportunities for the department.

Example survey questions may be:

- Were the maintenance personnel professional and courteous?
- Was the response time to your work request satisfactory?
- How would you rate the quality of the work performed?

## **RECOMMENDATION**

### **Recommendation 11-17:**

#### **Implement a customer satisfaction measurement process.**

The purpose of the customer satisfaction assessment survey should be to ensure that staff are continuously improving the performance and effectiveness of the Plant Maintenance Department. Administrators should monitor that the results of the survey are used to make improvements in the plant maintenance operation.

#### **IMPLEMENTATION STRATEGIES AND TIMELINE**

- |   |           |
|---|-----------|
| 1. The Supervisor of Maintenance should develop a customer satisfaction survey that collects meaningful measurement data.   | May 2001  |
| 2. The Director of Operations should review and approve the final survey methodology.   | June 2001 |
| 3. The Supervisor of Maintenance and staff should distribute the baseline survey to measure customer satisfaction prior to implementing new approaches to maintenance management. | July 2001 |

#### **FISCAL IMPACT**

This recommendation can be implemented within the existing resources of the school system.

#### **11.4.1 Deferred Maintenance**

The issue of deferred maintenance in K-12 schools has received a tremendous amount of attention at the local, state, regional and national levels. In 1994, the United States General Accounting Office (GAO) estimated the cost of \$112 billion dollars to repair and renovate school facilities.

A recently published National Education Association (NEA) estimated the amount of funds needed for school infrastructure and education technology. New school construction, building additions and remodeling, and deferred maintenance needs were taken into account. In addition, needs for computers, associated hardware, software, networking infrastructure, and maintenance and repair of technology equipment was also taken into consideration. The NEA provided a cost estimate of \$322 billion needed for school modernization.

While further research is needed, and conclusions have not been fully substantiated, there have been documented studies that have explored the relationship between school conditions and student achievement. These studies, to a varying degree, have all found the same relationship between school facilities and student achievement. Higher rankings of building conditions (both structural and cosmetic) were found to correlate with higher academic scores. Interestingly, this relationship was generally found to be stronger for cosmetic than structural conditions.

The concept of deferred maintenance is becoming widely understood; yet there is still much misunderstanding in regards to the subject. For example, the most common perception is to attribute poor school condition to poor maintenance. While, it is very true that poor maintenance will accelerate a deteriorated condition, building components need major renewal at varying times to maintain desirable building conditions.

For example, the objective of a maintenance department, in its simplest terms, is to maximize the life of the facility asset. Through good maintenance practices such as preventive maintenance, a maintenance department may be able to stretch the useful life of a 20-year roof system up to 25 and possibly 30 years. However, at some point it becomes critical to make a capital investment to replace the roof. When you have a roof system that is 30 years old in disrepair, it has already out performed its original design life by 10 years. No maintenance department can fix these types of problems without a funding spike for replacing the entire roof. All building components have a life expectancy and the appropriate funds need to be allocated for renewal when the component has reached or exceeded its life expectancy and the condition is poor.

The lack of a constant revenue stream and associated deferred maintenance plan is the number one reason for the deferred maintenance problems in our schools throughout the country.

Best practices have been developed and successfully proven for attacking and correcting Capital Renewal Deferred Maintenance (CRDM) needs. A condition assessment or facilities audit process is a necessity for any school system interested in understanding their deferred maintenance problem with a goal of optimizing the value of the resources they have available to correct the problem.

The process involves conducting an audit with the following goals:

- providing a routine procedure for inspecting school facilities and identifying deficiencies;
- organizing the deficiencies into the various building components and systems that support a school campus;
- developing cost estimates to correct the deficiencies; and
- prioritizing the deficiencies (recommend correlating a need code to a year, which will assist in developing planning models).

When the condition assessment is completed, the results should be summarized. These results should be communicated on a routine basis to senior management and to Board of Education members.

By prioritizing the deficiencies based on condition, a project listing for component renewal can be developed based upon many different levels of available funding and projects can be executed on a “worst-first” basis. This process minimizes and practically eliminates the perception of poor planning and favoritism with regard to selected projects, because decisions are based on actual observed conditions.

## **FINDING**

Metropolitan Nashville Public Schools has recently completed a *Physical Facilities Survey and Evaluation* and a *Roof Management Report* that outlines deferred maintenance needs for its buildings. Heery International, Inc. and Benchmark, Inc. completed these evaluations respectively.

The Heery report is designed in a manner that demonstrates a methodology for implementing improvements in a 15-year time frame. The report is divided into immediate needs (0-1 years), near-term needs (1-5 years), and long-term needs (5-15 years). It is highly recommended the Director of Operations maintain this needs analysis to ensure its currency. Conditions of school buildings are dynamic in nature and require routine inspections to keep evaluations current. The total cost or need identified in this report is \$137 million.

The Benchmark report has assigned a Roof Condition Index (RCI) to each roof section in the school system. Included in the report are projected repair and replacement costs, along with the years these activities should occur. The Director of Operations reported that, as changes occur, the roof condition database maintained by Benchmark changes as well to reflect current conditions. The total cost or need identified need in this report was \$11 million.

In 1997, an approximate \$11 million dollars was allocated to deferred maintenance items as a capital projects line item. This was followed by a \$2.1 allocation in 1998. A recent initiative by the Mayor has requested an additional \$25 million capital budget line item be dedicated to deferred maintenance.

The aforementioned facility evaluations have been invaluable in the latest initiative in determining what deferred maintenance projects should be included in this initiative. The current trend of funding deferred maintenance line items is a positive trend and should be continued indefinitely on a routine basis. This continued initiative will have the single biggest positive impact on achieving the goal of facilities excellence for Metropolitan Nashville Public Schools.

## **COMMENDATION**

**Metropolitan Nashville Public Schools is commended for conducting and reporting results of the formal facility needs audits.**

The implementation of a condition assessment process and the subsequent reporting of the results of the assessment is a facilities management best practice for attacking the problems of deferred maintenance. A routine procedure to update these reports will ensure continued visibility, of the deferred maintenance needs of the schools and optimize the school systems ability to receive these much needed funds.

Additionally, the mayor's initiative to fund deferred maintenance with \$25 million dollars is a very positive and significant event, and will make the single greatest impact in achieving the goal of facilities excellence for the children and staff who occupy public schools in Nashville.

### **11.5 Operations and Custodial Services**

The Plant Operations Department is managed by a Supervisor of Operations. Three supervisors of custodians, three administrative clerical support persons, one supervisor of grounds, a grounds foreman, and six custodial inspectors support the Supervisor of Operations. The department is responsible for all building exterior functions on a total of 1,913 acres, and custodial support for 11.8 million square feet of space. The department has a total custodial budget of \$16,431,487 and a grounds budget of \$1,682,240. Exhibit 11-3 displays a current organizational schedule of the Plant Operations Department.

Section 11.1 of this chapter examined the organizational structure of the Facilities Management Department and arrived at several significant conclusions to improve services to the school system. The conclusions include:

- transfer exterior maintenance personnel, associated budgets, and vehicles to the Plant Maintenance Department to better integrate and optimize available resources dedicated to the maintenance function;
- maintain an independent landscaping services function in the Operations Department (This arrangement will allow the school system to better evaluate, in the future, the cost efficiency and effectiveness of delivering lawn maintenance services in-house versus contracting for these services. After one year of cost data are captured, the school system should be able to conduct a quality and cost effectiveness analysis of contracting for landscaping services versus performing these services with in-house personnel); and
- establish direct reporting relationships of custodians to the school-based principals (This structure will increase accountability and responsibility of principals to maintain clean campuses. The proposed future role of the Operations Department to support in the goal of clean campuses will be explained further in this chapter section).

The reported custodial staffing allocation formula for the district is 19,400 square feet per custodian. Supervisory support is included in this allocation formula. At the time of this review, a total of 542 custodians were on staff; this represents a staffing shortage of 56 custodians. A school-by school analysis of custodial staffing is included as Exhibit 11-21.

Custodial training involves showing new hires training videos and a review of a new orientation checklist. The Custodial Inspector also spends one week with a new employee for training. Training in floor care, carpet maintenance, restroom cleaning, classroom training, and boiler operations and safety are included during this one-week training period. When completed the individual training record is maintained in the Plant Operations Office.

**EXHIBIT 11-21  
CUSTODIAL STAFFING ANALYSIS  
2000-01 SCHOOL YEAR**

SCHOOL ELEMENTARY	PERMANENT GROSS SQUARE FEET	PORTABLE GROSS SQUARE FEET	TOTAL GROSS SQUARE FEET	CURRENT CUSTODIAL POSITIONS	SQUARE FEET. PER CUSTODIAN	STAFFING FORMULA (19,400 GROSS SQUARE FEET/ CUSTODIAN)	OVER OR UNDER BEST PRACTICE
Allen, Margaret	32,576	4,000	36,576	2	18,288	2.00	0.00
Amqui	79,708	11,898	91,606	4	22,902	4.72	0.75
Bellshire	60,845	800	61,645	3	20,548	3.18	0.00
Berry	25,541	6,910	32,451	1	32,451	1.67	0.50
Binkley, N.	38,428	5,334	43,762	2	21,881	2.26	0.50
Bordeaux	33,232	0	33,232	2	16,616	1.71	-0.25
Brookmeade	53,122	6,315	59,437	3	19,812	3.06	0.00
Buena Vista/Jones	37,134	2,400	39,534	2	19,767	2.04	0.00
Caldwell Early Child. Ctr.	53,567	0	53,567	2.5	21,427	2.76	0.50
Carter-Lawrence M	59,326	795	60,121	3	20,040	3.10	0.00
Chadwell	43,426	3,195	46,621	3	15,540	2.40	0.50
Charlotte Park	44,040	1,515	45,555	3	15,185	2.35	-0.75
Cockrill	76,300	0	76,300	4	19,075	3.93	0.00
Cole	61,154	7,830	68,984	3.5	19,710	3.56	0.00
Cotton	67,000	2,238	69,238	3.5	19,782	3.57	0.00
Crieve Hall	34,955	2,369	37,324	2	18,662	1.92	0.00
Cumberland	68,430	0	68,430	4	17,108	3.53	-0.50
Dalewood	39,490	0	39,490	2	19,745	2.04	0.00
Dodson (old)	14,550	3,980	18,530	1	18,530	0.96	0.00
Dodson (new)	65,634	5,486	71,120	3.5	20,320	3.67	0.00
DuPont	60,372	3,915	64,287	3	21,429	3.31	0.50
Eakin	40,384	1,760	42,144	2	21,072	2.17	0.00
Fall-Hamilton	64,471	800	65,271	3	21,757	3.36	0.50
Gateway	23,604	3,973	27,577	2	13,789	1.42	-0.50
Glenclyff	60,000	2,315	62,315	3	20,772	3.21	0.00
Glengarry	25,020	6,308	31,328	2	15,664	1.61	-0.50
Glenn	54,760	2,395	57,155	3	19,052	2.95	0.00
Glenview	35,442	10,028	45,470	2.5	18,188	2.34	0.00
Goodlettsville	58,686	4,153	62,839	3	20,946	3.24	0.00
Gower	80,033	0	80,033	4	20,008	4.13	0.00
Gra-Mar	28,053	11,246	39,299	2.5	15,720	2.03	-0.50
Ganbery	74,036	16,726	90,762	4	22,691	4.68	0.75
Green, Alex	44,268	1,600	45,868	2	22,934	2.36	0.50
Green, Julia	54,657	2,351	57,008	2.5	22,803	2.94	0.50
Harpeth Valley	74,300	0	74,300	4	18,575	3.83	0.00
Haywood	54,614	10,211	64,825	3	21,608	3.34	0.50

**EXHIBIT 11-21 (Continued)  
CUSTODIAL STAFFING ANALYSIS  
2000-01 SCHOOL YEAR**

SCHOOL ELEMENTARY	PERMANENT GROSS SQUARE FEET	PORTABLE GROSS SQUARE FEET	TOTAL GROSS SQUARE FEET	CURRENT CUSTODIAL POSITIONS	SQUARE FEET. PER CUSTODIAN	STAFFING FORMULA (19,400 GROSS SQUARE FEET/ CUSTODIAN)	OVER OR UNDER BEST PRACTICE
Hermitage	41,344	2,400	43,744	2	21,872	2.25	0.50
Hickman	71,466	1,515	72,981	4	18,245	3.76	0.00
Hill, H.G.@M.Vaught	22,101	0	22,101	2	11,051	1.14	-1.00
Howe, Cora	51,265	6,206	57,471	3	19,157	2.96	0.00
Hull-Jackson Montessori	78,100	0	78,100	4	19,525	4.03	0.00
Inglewood	66,962	0	66,962	3	22,321	3.45	0.50
A. Jackson	72,490	0	72,490	4	18,123	3.74	-0.25
Joelton	62,600	0	62,600	3	20,867	3.23	0.00
Joy, Tom	80,000	795	80,795	5	16,159	4.16	-0.75
Kirkpatrick	57,190	5,493	62,683	3	20,894	3.23	0.00
Lakeview	76,204	0	76,204	4	19,051	3.93	0.00
McCann	42,211	0	42,211	1	42,211	2.18	1.00
McGavock	38,745	2,390	41,135	2	20,568	2.12	0.00
Mills, Dan	73,807	0	73,807	3	24,602	3.80	1.00
Mt. View	86,180	0	86,180	4	21,545	4.44	0.50
Napier	75,145	0	75,145	3.5	21,470	3.87	0.50
Neely's Bend	41,134	5,115	46,249	3	15,416	2.38	-0.50
Old Center	34,774	1,590	36,364	2	18,182	1.87	0.00
Paragon Mills	54,918	3,985	58,903	3	19,634	3.04	0.00
Park Avenue	103,000	0	103,000	5	20,600	5.31	0.50
Pennington	35,008	3,033	38,041	2	19,021	1.96	0.00
Priest, Percy	54,438	5,271	59,709	2.5	23,884	3.08	0.50
Roberston Academy	21,400	0	21,400	1	21,400	1.10	0.00
Rosebank	60,583	3,118	63,701	3	21,234	3.28	0.50
Ross	46,000	3,836	49,836	3	16,612	2.57	-0.50
Shwab	68,000	1,595	69,595	3	23,198	3.59	0.50
Stratton	76,355	800	77,155	3	25,718	3.98	1.00
Sylvan Park	43,251	3,195	46,446	3	15,482	2.39	0.75
Tulip Grove	81,552	0	81,552	4	20,388	4.20	0.00
Tusculum	54,022	6,853	60,875	3.5	17,393	3.14	-0.50
Una	62,862	5,510	68,372	3.5	19,535	3.52	0.00
Warner	87,259	4,630	91,889	4	22,972	4.74	0.75
Westmeade	53,457	2,310	55,767	3	18,589	2.87	0.00
Whitsitt	67,300	0	67,300	3	22,433	3.47	0.50
<b>Grand Total</b>	<b>3,862,281</b>	<b>212,486</b>	<b>4,074,767</b>	<b>192.5</b>	<b>21,168</b>	<b>210.2</b>	<b>8.50</b>

**EXHIBIT 11-21 (Continued)  
CUSTODIAL STAFFING ANALYSIS  
2000-01 SCHOOL YEAR**

SCHOOL ELEMENTARY	PERMANENT GROSS SQUARE FEET	PORTABLE GROSS SQUARE FEET	TOTAL GROSS SQUARE FEET	CURRENT CUSTODIAL POSITIONS	SQUARE FEET. PER CUSTODIAN	STAFFING FORMULA (19,400 GROSS SQUARE FEET/ CUSTODIAN)	OVER OR UNDER BEST PRACTICE
Antioch	132,476	5,488	137,964	5	27,593	7.11	2.00
Apollo	120,447	10,515	130,962	5	26,192	6.75	1.75
Bailey	67,718	0	67,718	3	22,573	3.49	0.50
Bass, W.A.	89,452	0	89,452	5	17,890	4.61	-0.50
Baxter, Jere	73,500	5,353	78,853	4	19,713	4.06	0.00
Bellevue	99,107	4,795	103,902	5	20,780	5.36	0.50
Brick Church	42,317	1,600	43,917	2.5	17,567	2.26	0.00
Buena Vista	44,089	*	44,089	2	22,045	2.27	0.50
Cameron	124,670	6,070	130,740	5.5	23,771	6.74	1.00
Cavert (Eakin Annex)	54,084	0	54,084	3	18,028	2.79	0.00
Donelson	112,489	0	112,489	5	22,498	5.80	0.75
DuPont Hadley	81,711	6,138	87,849	4	21,962	4.53	0.50
DuPont Tyler	123,903	5,503	129,406	5	25,881	6.67	1.75
Early, John	34,044	1,486	35,530	2	17,765	1.83	0.00
East Middle Magnet	208,308	4,304	212,612	5	42,522	10.96	6.00
Ewing Park	83,830	9,431	93,261	5	18,652	4.81	0.00
Glendale	29,900	7,110	37,010	2	18,505	1.91	0.00
Goodlettsville	89,487	0	89,487	4	22,372	4.61	0.75
Haynes	65,739	0	65,739	3	21,913	3.39	0.50
Head	65,728	3,990	69,718	4	17,430	3.59	-0.50
Highland Heights	94,052	0	94,052	5	18,810	4.85	0.00
Hill, H.G.	85,645	0	85,645	4	21,411	4.41	0.50
Joelton	78,647	0	78,647	4	19,662	4.05	0.00
Johnson	45,962	0	45,962	2	22,981	2.37	0.50
King's Lane	56,265	0	56,265	3	18,755	2.90	0.00
Litton, Isaac	89,369	6,140	95,509	4	23,877	4.92	1.00
Lockeland	40,177	6,395	46,572	3	15,524	2.40	-0.50
McKissack	65,185	3,115	68,300	4	17,075	3.52	-0.50
McMurray	123,150	0	123,150	5	24,630	6.35	1.50
Meigs Magnet	83,718	0	83,718	4	20,930	4.32	0.50
Moore, J.T.	109,083	720	109,803	5	21,961	5.66	0.75
Neely's Bend	77,665	10,976	88,641	4	22,160	4.57	0.50

\*same as elementary



**EXHIBIT 11-21 (Continued)  
CUSTODIAL STAFFING ANALYSIS  
2000-01 SCHOOL YEAR**

SCHOOL ELEMENTARY	PERMANENT GROSS SQUARE FEET	PORTABLE GROSS SQUARE FEET	TOTAL GROSS SQUARE FEET	CURRENT CUSTODIAL POSITIONS	SQUARE FEET. PER CUSTODIAN	STAFFING FORMULA (19,400 GROSS SQUARE FEET/ CUSTODIAN)	OVER OR UNDER BEST PRACTICE
Rose Park	92,905	1,600	94,505	5	18,901	4.87	0.00
Stokes, Walter	29,247	7,030	36,277	2	18,139	1.87	0.00
Two Rivers	113,651	0	113,651	5	22,730	5.86	0.75
West End	99,514	800	100,314	4.5	22,292	5.17	0.75
Wharton Magnet	96,264	0	96,264	5	19,253	4.96	0.00
Wright	128,395	0	128,395	6	21,399	6.62	0.50
<b>Grand Total</b>	<b>3,251,893</b>	<b>108,559</b>	<b>3,360,452</b>	<b>140.5</b>	<b>23,918</b>	<b>173.22</b>	<b>21.75</b>
<b>SCHOOL HIGH</b>							
Antioch	287,393	0	287,393	11	26,127	14.81	3.75
Glenclyff	277,600	7,083	284,683	12	23,724	14.67	2.75
Harris-Hillman Special Ed	65,739	0	65,739	3	21,913	3.39	0.50
Hillsboro	273,160	5,495	278,655	11	25,332	14.36	3.50
Hillwood	224,106	0	224,106	10.5	21,343	11.55	1.00
Hume-Fogg Magnet	207,322	0	207,322	9	23,036	10.69	1.75
Hunters Lane	272,812	0	272,812	12	22,734	14.06	2.00
King, M.L. Magnet	141,034	0	141,034	7	20,148	7.27	0.50
Madison Special Ed	111,553	0	111,553	3	37,184	5.75	2.75
Maplewood	205,706	0	205,706	10	20,571	10.60	0.50
McGavock	456,100	0	456,100	20	22,805	23.51	3.50
Nashville School of the Arts	131,517	4,785	136,302	5	27,260	7.03	2.00
Overton	242,864	0	242,864	11	22,079	12.52	1.50
Pearl-Cohn Magnet	241,569	0	241,569	11	21,961	12.45	1.50
Stratford	234,258	800	235,058	10	23,506	12.12	2.00
Whites Creek	256,961	0	256,961	11	23,360	13.25	2.00
<b>Grand Total</b>	<b>3,629,694</b>	<b>18,163</b>	<b>3,647,857</b>	<b>157</b>	<b>23,309</b>	<b>188.03</b>	<b>31.50</b>

Source: Metropolitan Nashville Public Schools, Maintenance Department, 2000.

All custodians also receive a *Custodial Handbook* upon their initial hiring. The handbook contains items such as professional standards, general rules for custodians, daily and periodic responsibilities and the minor maintenance responsibilities of the custodians.

The handbook also includes housekeeping procedures for the various spaces and surfaces encountered in school buildings. Also, there are written guidelines on outside care and boiler room operations. The handbook concludes with a discussion on fire extinguishers, fire prevention, a custodian's glossary, and various inspections checklists.

## **FINDING**

Metropolitan Nashville Public Schools is not allocating custodians consistent with national best practices (which are approximately one custodian per 19,000 – 19,500 square feet). We found the practice used in MNPS is much lower than MGT has seen in most of the school systems.

Moreover, custodial staffing in Metropolitan Nashville Public Schools system is not in accordance with the school system's own staffing allocation of one custodian per 19,400 square feet. Based on current staffing allocations, a custodian is responsible for an average 21,168 square feet at the elementary level, an average of 23,918 square feet at the middle school level, and 23,309 square feet at the high school level, if fully staffed. The school system is currently struggling to maintain current staffing levels due to low unemployment rate in the Nashville area, which is exasperating the staffing situation even further.

The school system's staffing allocation goal of 19,400 square feet per custodian is consistent with the review team's analysis of a best practice for custodial staffing in a K-12 school system. The current staffing situation is preventing the school custodians from performing minor preventive maintenance tasks as required in the *Custodial Handbook*. It is inefficient and not cost-effective to have central maintenance crews perform minor maintenance duties. Critical minor preventive maintenance tasks such as changing air conditioning filters are not being accomplished due to the need for custodians to address the more pressing janitorial needs of the schools they are assigned to.

## **RECOMMENDATION**

### **Recommendation 11-18:**

**Provide custodial staffing consistent with the current allocation formula of one custodian per 19,400 square feet.**

The Supervisor of Plant Operations should oversee staffing allocations and should develop guidelines for special circumstances. Examples of a special circumstance may be an ancillary facility such as a supply warehouses or a school with higher or lower than average student per square foot ratios.

It is also recommended that a crew of floating custodial personnel be assigned to Plant Operations to serve as a substitute pool and/or crew that is capable of providing an increased level of service at a school on an as-needed basis.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

- |   |                          |
|---|--------------------------|
| 1. The Supervisor of Plant Operations should develop a budget and guidelines for custodial staffing.                  | April – May 2001         |
| 2. The Supervisor of Plant Operations should present the staffing formula for Board of Education approval.            | May 2001                 |
| 3. The Board of Education should approve the proposal.  | June 2001                |
| 4. The Supervisor of Plant Operations should meet with head custodians and principals to explain staffing guidelines. | July 2001                |
| 5. The Supervisor of Plant Operations should monitor the custodial staffing plan for effectiveness.                   | July 2001<br>and Ongoing |

**FISCAL IMPACT**

Metropolitan Nashville Public Schools is currently maintaining 11,871,935 gross square feet of space with 542 approved custodial positions. To achieve a staffing level of one custodian per 19,400 square feet, 603.75 custodial positions are required or an additional 61.75 positions (This assumes positions will be added in .5, .75, or 1.0 FTE increments). The cost of adding 61.75 positions at an average salary of \$20,692 would be approximately \$1.58 million (\$20,692 average salary + 24% benefits = \$25,658 x 61.75 positions = \$1,584,386).

Due to the costs and logistics involved in hiring additional staff and the local labor market, this increase in staffing should be accomplished incrementally over the next five years.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Increase Custodial Staffing	(\$317,000)	(\$634,000)	(\$951,000)	(\$1,268,000)	(\$1,585,000)

**FINDING**

The Plant Operations Department conducts an orientation training session in the central office and also provides a hands-on, one-week training program at the particular school where the new custodian is assigned. These training methods are effective in providing a positive first impression, making the worker feel valuable, and creating worker confidence and uniformity of cleaning procedures.

Custodians do not receive training on an on-going and consistent basis. Beyond the initial training, there is little time for MNPS personnel to provide this support. Most training is then done by the head custodian at the site. It is desirable have a continuous training program and for outside trainers to be brought in occasionally. This sequence ensures the introduction of fresh approaches to cleaning and tends to bring out increased interest and excitement among custodial personnel.

Classroom training is another type of training that should be considered. This type of training fits well into the orientation and on-the-job training programs currently in place. These sessions have the benefit of building morale, creating tangible recognition due to the issuance of certificates, and encouraging team spirit.

A custodial training program should be comprehensive and accomplish objectives such as:

- safety of custodians and others;
- health of all building occupants;
- protection of school system assets;
- improved morale of all building occupants;
- efficient housekeeping performance; and
- constructive relationships.

Training should be planned in advance and based on a needs analysis of the buildings and staff. Examples of training topics offered on a rotating basis could be:

- OSHA training (Bloodborne Pathogens, Hazard Communications, etc);
- team cleaning;
- restroom care;
- proper and efficient use of cleaning equipment;
- proper and efficient use of cleaning chemicals;
- classroom cleaning;
- common classroom cleaning problems and solutions;
- locker room and gym floor care;
- wood floor refinishing;
- floor covering care;
- cafeteria care;
- minor maintenance training;
- administration and office cleaning training; and
- communications and interpersonal skills training.

## **RECOMMENDATION**

### **Recommendation 11-19:**

#### **Develop and implement a comprehensive custodial training program.**

The recommended training program should be comprehensive and include new hire orientation, on-the-job training, and classroom training. This training should be ongoing and continuous, and based on a needs analysis of the system.

Custodial Inspectors should be focused on training and quality control activities. A training calendar should be established and implemented. A calendar allows for advance notification of upcoming training. Trainers from outside the school system should also be brought in to support the training program, whenever possible. Vendors are a tremendous resource for providing training to custodial personnel.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

- |   |                  |
|---|------------------|
| 1. The Supervisor of Operations should conduct a training needs analysis based on surveys of custodians and school user groups. | April – May 2001 |
| 2. The Supervisor of Operation should summarize the results of the training needs analysis.                                     | May 2001         |
| 3. The Supervisor of Operations should develop a training calendar.   | June 2001        |
| 4. The Supervisor should implement the training program.  | July 2001        |

**FISCAL IMPACT**

The custodial Inspectors, outside vendors, and head custodians can accomplish a majority of these recommendations within existing resources. A training budget allocation of \$50 for 500 custodians is recommended to augment the existing resources. The training budget allocation need is calculated as \$50 x 500 custodians = \$25,000.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Provide Custodial Training Program	(\$25,000)	(\$25,000)	(\$25,000)	(\$25,000)	(\$25,000)

**FINDING**

The Plant Operations Department has been unable to establish desired custodial cleanliness levels in Metropolitan Nashville Public Schools for various reasons. A major reason, as noted above, is fewer than the number of essential custodians. In addition, the lack of clear standards, proper training and supervision, and the necessary supplies are major obstacles faced by custodial personnel at the school level. Restrooms, in particular, were repeatedly cited by principals, community members, students, and parents as being a concern in the school system. Restroom cleanliness, along with the necessary supplies for washing and drying hands, should be fundamental right of all school occupants. The restrooms are among the most important area to maintain for achieving the health and safety goals of the Plant Operations Department.

The *Custodial Handbook* covers certain cleaning procedures, but it does not adequately outline expected cleanliness standards. A clearly communicated cleanliness standard, coupled with the proper training, proper supplies and equipment, and an effective quality control program for monitoring performance are the key ingredients necessary for achieving school cleanliness goals.

**RECOMMENDATION**

**Recommendation 11-20:**

**Establish custodial standards and a quality control program to measure compliance and improvement opportunities.**

Custodial standards and custodial procedures are different, and should be developed in more detail. The standards should delineate a desired cleanliness level and an associated cleaning frequency for each space type in a school. The custodial procedures identify how best to obtain the cleanliness standard. Procedures should be in writing with a training program implemented on how to execute the procedures.

A quality control program should enable the department to measure the schools performance in meeting the standards. Areas not meeting cleaning standards should be targeted for improvements and for enhancing the custodial training program. Examples of appropriate action, if standards are not met, could be customized training, increased or revised custodial supplies, increased supervision, or a revision of custodial cleaning assignments.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

- |  |                          |
|--|--------------------------|
| 1. The Supervisor of Plant Operations should develop custodial standards.  | April – June 2001        |
| 2. The Supervisor of Plant Operations should present custodial standards to school principals and head custodians.   | July 2001                |
| 3. The Supervisor of Plant Operations should develop an inspection process for measuring schools compliance to the custodial standards.                    | June 2001                |
| 4. Custodial inspectors should begin school inspections.   | July 2001                |
| 5. The Supervisor of Plant Operations should report results of the school inspections and develop school specific improvement plans on an as needed basis. | July 2001<br>and Ongoing |

**FISCAL IMPACT**

This recommendation can be implemented within the existing resources of the school system.

**FINDING**

In addition to establishing custodial standards, a quality control program and training, a school system must be able to provide custodial personnel adequate supplies to maintain a clean and healthy school environment.

The MNPS Plant Operations Department allocates approximately \$0.042 per square foot for cleaning supplies. Previous studies of school systems have found \$0.05 per square foot to be a reasonable allocation for cleaning supplies.

**RECOMMENDATION**

**Recommendation 11-21:**

**Provide a minimum funding level for the cost of cleaning supplies (about \$0.05 per square foot of space) and allocate to the schools accordingly.**

The Supervisor of Plant Operations should oversee the allocation of custodial supplies and develop guidelines for exceptional circumstances. One example of an exceptional circumstance may be a higher or lower than normal student per square foot ratio.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

- |   |                          |
|---|--------------------------|
| 1. The Supervisor of Plant Operations should prepare a budget for custodial supplies based on a reasonable level.   | April 2001               |
| 2. The Supervisor of Plant Operations should present the budget for Board approval.   | May 2001                 |
| 3. The Board of Education should approve the budget proposal.   | June 2001                |
| 4. The Supervisor of Plant Operations should meet with principals and head custodians to review implementation and expectations of the budget allocation. | July 2001                |
| 5. The Supervisor of Plant Operations should monitor the additional funding level to ensure it meets the needs for necessary cleaning supplies.           | July 2001<br>And Ongoing |

**FISCAL IMPACT**

Custodial personnel are currently responsible for servicing 11,871,935 gross square feet of space. Allocating \$0.05 per square foot would result in a budget of \$593,597. The 2000-01 fiscal year budget allocation for custodial services supplies and materials is \$497,629. This results in a projected additional funding need of \$95,968 annually.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Increase Custodial Supply Budget	(\$95,968)	(\$95,968)	(\$95,968)	(\$95,968)	(\$95,968)

**FINDING**

The custodial staff in Metropolitan Nashville Public Schools has the additional burden of providing janitorial support for outside agency usage of its school facilities during weeknights. Outside agencies are not charged a usage fee during weeknights. The majority of the events supported occur after normal school hours. Aside from the additional costs of utilities, and wear and tear on facility systems and equipment (lights, floors, air conditioning systems, etc.), these events require set up and clean up activities

that must be performed by evening custodial personnel. When custodians have to spend time supporting these activities, it results in lost productivity. Other assigned areas are left without proper service due to the support mandated by the outside agencies usage of the facilities.

The Director of Student Assignments tracks facility use for the school system. The Plant Operations Department conducted a review of outside agency use of MNPS facilities. The review consisted of a random sample of 15 schools. The random sample was used to develop a "normal distribution" of outside agency use of school facilities. Custodial cleaning times were calculated for each school and event. Cleaning times include time for cleaning the areas used, lobby, halls, and restrooms. The analysis estimated that 65 percent of the schools have extra activities at any one time. Outside agencies use the schools an estimated eight hours per week; this results in the schools being used 664 hours per week on average (8 hours per week x 83 schools).

The estimated cleaning time to support these events is 8.66 man-hours per school. The total weekly cleaning time to support the agencies is estimate to be 718 hours per week (8.66 hours x 83 schools). These estimates are only for weeknight usage. While outside agencies tend to utilize the schools without regards to the school year, this analysis bases the usage on a 36-week school year. There is also a significant amount of facility usage by outside agencies that is not reported and known by the central office.

Providing school facilities to the community is commendable and should continue, however, minimal fee to support the cleaning, set up, and facility usage is reasonable.

## **RECOMMENDATION**

### **Recommendation 11-22:**

#### **Assess a building usage fee for outside agency activities on weeknights.**

A \$20 per hour weeknight usage fee would allow daytime custodial personnel to provide support on an overtime basis. This practice will prevent regular evening personnel from being diverted from critical cleaning activities required for a healthy and safe environment. The recommended fee should also provide for expense reimbursement for utilities, and equipment wear and tear.

In compliance with Policy #1330, the fee should not be charged to PTA/PTOs; school affiliated scout and adult groups; and local, state, and federal government agencies; and, as recommended in Recommendation 12-16 in Chapter 12, after-school programs.

## **IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Assistant Superintendent of Business and Facility Services should prepare a proposal to implement a weeknight usage fee for outside agencies. April 2001
2. The Assistant Superintendent of Business and Facilities Services should submit the proposal for Board of Education approval. May 2001



3. The Board of Education should review and approve the proposal to implement a weeknight usage fee.

June 2001

**FISCAL IMPACT**

The average salary of a custodian is \$25,569 including benefits. Assuming a custodian salary is based on 2,080 annual hours, the hourly rate of a custodian is \$12.29 (\$25,569 divided by 2,080 equals \$12.29). Since most of these events occur after school hours, a day custodian is preferred to support the cleaning and set up of these events. This will ensure night cleaners are not distracted and properly clean the school for the following morning. The fiscal impact calculation assumes an average custodian is paid one and a half times his/her normal salary ( $\$12.29 \times 1.5 = \$18.44$ ) and \$1.56 per hour for utility usage and normal wear and tear on equipment and systems. This translates to a \$20 per hour usage fee for outside agencies.

As described in the findings, schools are used an average of 718 hours during weeknights. The fiscal impact calculation for cost savings is 718 hours x 36 weeks x \$20 hour = \$516,960.

<b>Recommendation</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>
Implement Usage Fee	\$516,960	\$516,960	\$516,960	\$516,960	\$516,960

**FINDING**

There is no Environmental Health and Safety function in the facilities management organization. There is no clear process for facility occupants to identify and report facilities-related health and safety concerns. A facilities management organization responsible for a school system the size of Metropolitan Nashville Public Schools should have a specific function in its structure to manage environmental health and safety issues.

An environmental health and safety function would be responsible for tasks such as responding to and evaluating Indoor Air Quality complaints, safety training, disaster readiness and response, coordination of fire safety inspections, oversight and coordination of asbestos abatement projects, and management of hazardous materials including underground storage tanks compliance initiatives.

**RECOMMENDATION**

**Recommendation 11-23:**

**Create a function in the Plant Operations Department that is responsible for environmental health and safety and hire two environmental specialists.**

An environmental health and safety function in the Plant Operations Department should improve the school system's ability to proactively manage and resolve facilities-related health and safety issues.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

- |  |            |
|--|------------|
| 1. The Supervisor of Operations should develop job descriptions and a budget request for two environmental specialists.                                    | April 2001 |
| 2. The Supervisor should submit the job descriptions and budget request to the Director of Schools and to the Board of Education for approval.             | May 2001   |
| 3. The Board of Education should review and approve the job descriptions and budget.   | June 2001  |
| 4. The Supervisor of Operations should communicate to all school system staff, the services and functions to be provided by the environmental specialists. | June 2001  |

**FISCAL IMPACT**

The approximate fiscal impact for hiring two environmental specialists is estimated to cost \$90,000 (This cost is based on the following calculation: Average salary of \$35,000 times 24 percent benefits x two positions = \$86,800).

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Hire Two Environmental Specialists	(\$86,800)	(\$86,800)	(\$86,800)	(\$86,800)	(\$86,800)

**11.6 Energy Management**

Energy management strategies are implemented in a fragmented manner in Metropolitan Nashville Public Schools. Approximately 39 schools have energy management controls system for operating air conditioning and heating systems. In addition, guide specifications for new construction do contain provisions for energy efficient buildings.

The air-conditioning controls and guide specifications for new buildings is the extent of energy management activities in the school system. There is no designated department or individual responsible for implementing an energy management program in the Facilities Management Division.

**FINDING**

Metropolitan Nashville Public Schools does not have a comprehensive energy management program. The school system is not taking advantage of significant opportunities to save energy dollars by having an aggressive energy management program. If implemented properly, an energy management program will provide substantial energy savings, no sacrifice of comfort, and better information to make

capital improvement decisions due to the gained knowledge of better understanding facilities energy use patterns.

An energy management program has three fundamental components. They are:

- **Supply Efficiency:** This essentially means purchasing energy at the lowest available dollars.
- **Operating Efficiency:** This requires operating the equipment that consumes energy as efficiently as possible.
- **Demand Efficiency:** This involves upgrading equipment with more energy efficient equipment when it is cost effective to do so.

An aggressive energy management program embraces strategies involving all three fundamentals. Supply efficiency opportunities are more limited due to regulatory controls. The greatest opportunities for savings are in the operating and demand components.

To be successful, an energy management program should assign explicit accountability for building operating efficiency with the appropriate incentives, and should involve the personnel who influence how the buildings actually operate. Further, the program needs to be designed as an ongoing process. The program must be based on actual usage measurements of energy and, of course, be cost effective.

## **RECOMMENDATION**

### **Recommendation 11-24:**

#### **Implement a comprehensive energy management program.**

Metropolitan Nashville Public Schools should assign responsibility of the energy management program to the Supervisor of Operations. Behavioral modification programs that train users on how to utilize their buildings in an efficient manner should be emphasized initially due to minimal capital investments required.

Proposals from third-party performance-based energy service providers should be solicited and considered as an option to establishing an Energy Manager position in the school system. A performance-based energy services contractor has the potential to maximize cost savings through energy education and management initiatives and should provide much needed capital improvements paid for out of guaranteed energy savings.

## **IMPLEMENTATION STRATEGIES AND TIMELINE**

- |   |            |
|---|------------|
| 1. The Director of Operations, should develop a Request for Proposals (RFP) for performance-based energy management services. | April 2001 |
| 2. The Director of Operations should submit an energy management program proposal for Board approval.                         | May 2001   |

- |  |                          |
|--|--------------------------|
| 3. The Board of Education should approve the energy management proposal.   | June 2001                |
| 4. The Director of Operations should develop energy audits and specific energy conservation measures for implementation.         | July -<br>September 2001 |
| 5. The Director of Operations should submit specific energy conservation measures for Board approval of the Director of Schools. | September 2001           |
| 6. The Director of Schools should approve specific energy conservation measures.   | October 2001             |
| 7. The Director of Operations should commence full implementation of the energy management program.                              | November 2001            |

**FISCAL IMPACT**

The fiscal impact of this recommendation would be the savings realized by the implementation of energy conservation measures. Other school systems have been able to reduce energy costs from five to 15 percent by implementing comprehensive energy management programs. These savings will increase each year as the program is implemented.

The estimated fiscal impact for year one of the program is two percent. Savings are estimated to increase by two percent each year thereafter. If we assume the program savings in year one would save two percent of the approximate \$14,800,000 annual utility costs and increase two percent thereafter, the savings would amount to \$1,480,000 in 2005-06.

An estimated annual cost of \$50,000 is included in the fiscal impact analysis to provide the school system the management support (from a performance based third-party provider or school system employee (if determined necessary) to implement the energy management program.

Recommendation	2001-2002	2002-03	2003-04	2004-05	2005-06
Implement Energy Management Program	\$296,000	\$592,000	\$888,000	\$1,184,000	\$1,480,000
Contract with Energy Manager	(\$50,000)	(\$50,000)	(\$50,000)	(\$50,000)	(\$50,000)
<b>Net Savings</b>	<b>\$246,000</b>	<b>\$542,000</b>	<b>\$838,000</b>	<b>\$1,134,000</b>	<b>\$1,430,000</b>

**12.0 COMMUNICATIONS AND  
COMMUNITY INVOLVEMENT**

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## **12.0 COMMUNICATIONS AND COMMUNITY INVOLVEMENT**

This chapter discusses the relationship and interactions among Metropolitan Nashville Public Schools (MNPS), parents, businesses, the media, and the community at large. This chapter is organized into four sections:

- 12.1 Parent and Family Involvement
- 12.2 Collaborative Partnerships Between MNPS and Community Agencies
- 12.3 Internal Communications
- 12.4 External Public Relations and Communications

Section 12.1 looks at various ways in which schools, clusters, and central systems within Metropolitan Nashville Public Schools address the involvement of students' families in school and the education of students. Section 12.2 reports on some of the partnerships that the school system has formed with private agencies, public agencies, businesses, and higher education. Section 12.3 addresses some of the ways in which the school system and schools communicate with one another. Finally, Section 12.4 evaluates the organizational structure of the Department of Communications and examines various ways that the school system communicates with its external publics. In this section, communications takes on a broad definition including some of the specific initiatives in communications Metropolitan Nashville Public Schools has undertaken, as well as work done by the Department of Communications.

Teachers and administrators, research literature, and areas of best practice speak widely about the need for parental and community understanding of and involvement in the public schools in order for achievement to improve for all students. It is through significant partnerships between the schools and their many stakeholders that the resources and perceptions, policies, and practices will evolve to support 21<sup>st</sup> Century schooling that is powerful enough to have an impact on every student. Classroom teachers, school principals, schools, and school systems working in isolation from their communities cannot achieve the goal of higher achievement and more fully developed young citizens.

### **12.1 Parent and Family Involvement**

The understanding of the importance of community involvement in the learning process is captured in Goal 6 of the "Report of the Advisory Committee on Excellence and Equity" that was presented to the Metropolitan Board of Education by a community committee in December 1993. The committee, which was appointed by the Board of Education, the Mayor, and the Plaintiffs in the school system's desegregation legal action, conducted a public forum to allow input from parents, teachers, students, and citizens regarding their concerns relative to the school system. The report describes the recommendations as being composites of broad-based interaction and discussion.

Goal 6, which appears in Exhibit 12-1 is "To actively involve parents and other members of the community in the learning process in every classroom." The description of Goal 6 is significant because it not only calls for the involvement of parents and community members for its own sake or for public relations purposes, but it calls for involvement as

a key to higher learning for students. It is important that this focus on higher achievement be one of the principles that guides the development of all efforts within each school, and within the system as a whole.

The strategies outlined in Goal 6 are important to keep in mind, despite the age of the document. The Committee's report served a key role in the school system's change to unitary status. Its spirit and some of its provisos are contained in the "Five-Year School Improvement Plan" for unitary status. The report calls for participatory management programs, such as shared leadership and site-based management teams; an aggressive marketing effort to encourage more participation by parents and other volunteers in every school; encouragement and expansion of community support programs; transportation assistance for parents to attend school functions; school meetings held in community locations; and an expansion of adult and community education programs.

**EXHIBIT 12-1  
GOAL 6: PARENT AND COMMUNITY INVOLVEMENT**

**GOAL 6**

**TO ACTIVELY INVOLVE PARENTS AND OTHER MEMBERS OF THE COMMUNITY IN THE LEARNING PROCESS IN EVERY CLASSROOM**

**RATIONALE FOR THIS GOAL**

Many of the more effective schools in Metro not only welcome, but actively solicit participation by parents, support organizations, and community members. The atmosphere of high-energy learning in these schools is obvious. As volunteers become involved, they become members of the school community. They gain an increased sense of ownership in the school. The school and the volunteers both benefit. All citizens and businesses in Metro must be made aware of the benefits they receive from an outstanding public school system. As a society we are all responsible for seeing that such a system exists, whether or not we have children in public schools.

Source: Report of The Advisory Committee On Excellence and Equity (page 14), 2000.

Several questions on the MGT survey of Metropolitan Nashville Public Schools' administrators, principals, and teachers addressed community relations. The complete survey results are shown in tables in Chapter 4 of this report. Overall, the results between these staff groups indicated some differences of opinion regarding community relations. In looking at survey results related to communications and community involvement, some key underlying beliefs related to learning showed marked differences of opinion. Looking at the students as the clients or customers of the system, administrators, principals, and teachers differed in their opinion about whether or not students are motivated to learn as shown in Exhibit 12-2.

**EXHIBIT 12-2  
SELECTED PART B SURVEY RESPONSES WITHIN  
METROPOLITAN NASHVILLE PUBLIC SCHOOLS**

STATEMENTS FROM PART B	(PERCENT AGREE + STRONGLY AGREE) / (PERCENT DISAGREE + STRONGLY DISAGREE)		
	ADMINISTRATORS	PRINCIPALS	TEACHERS
8. Most students in our schools are motivated to learn.	51 / 11	81 / 9	51 / 31
11. There is little a teacher can do to overcome education problems due to a student's home life.	14 / 74	4 / 85	36 / 48

Source: MGT Survey Responses, Metropolitan Nashville Public Schools, Fall 2000.

Taken together, these response categories and numbers show that there is a significant difference between how administrators view students' motivation and the capacity of the school to counter-balance problems with which students may enter into their schools. Exhibit 12-2 indicates that about 31 percent of the responding teachers believe that students are not motivated to learn, and more than one-third of the responding teachers believe that there is little that a teacher can do 'to overcome education problems due to a student's home life.' This difference in beliefs or perceptions is one of the fundamental reasons that schools need strong partnerships with families and communities. Administrators cannot overpower negative beliefs about students and their capacity for learning by decree, or even by creating a strong curriculum. Families and community organizations must be in partnership with schools to help change those beliefs. There must be ongoing, consistent relationship building through high quality communications and significant family involvement in the schools and school system programs.

Exhibit 12-3 shows information taken from Section C of the MGT survey. There is a consistent trend among MNPS administrators, principals, and teachers to rate parents' efforts in helping their children to do better in school and their participation in school activities and organizations as only fair or poor.

**EXHIBIT 12-3  
SELECTED PART C SURVEY RESPONSES WITHIN METROPOLITAN NASHVILLE  
PUBLIC SCHOOLS**

STATEMENTS FROM PART C	(PERCENT RESPONDING (GOOD OR EXCELLENT) / PERCENT RESPONDING (FAIR OR POOR))		
	ADMINISTRATORS	PRINCIPALS	TEACHERS
13. Parents' efforts in helping their children to do better in school.	20 / 61	31 / 68	18 / 80
14. Parents' participation in school activities and organizations.	21 / 64	34 / 66	20 / 79

Source: MGT Survey Responses, Metropolitan Nashville Public Schools, Fall 2000.

These responses indicate that on the whole teachers, administrators, and principals who responded to the MGT survey ranked parental participation and involvement as fair or poor throughout Metropolitan Nashville Public Schools.



Parental involvement is one of the many factors analyzed in the “1999 Progress Report on Metropolitan Nashville Public Schools,” sponsored by the Nashville Area Chamber of Commerce. When asked in an open-ended format, “What do you think is the single most important issue or problem facing Nashville public schools today?” five percent of the respondents named parental involvement, or a closely related topic. This response was sufficient to make parental involvement one of the top five ‘most important issues facing schools in Nashville.’ This ranking of parent involvement as an important desire or concern of the responding public represented an increase from the 1998 Progress Report statistics.

In a different part of the survey, citizens were asked to rate different services and operations of MNPS on a scale of 1 – 10. On a scale of 1 – 10, the public opinion survey ranked parent involvement as a 4.83 in 1998, and a 4.93 in 1999. There is no clarification within the survey about whether this ranking reflects more on the attitude of those who believe parents could do more to be involved, or on the attitude of those who believe that the schools or school system could do more to get parents involved, or a combination of those attitudes. The reported results for this part of the survey are shown in Exhibit 12-4.

**EXHIBIT 12-4  
PERCENTAGE OF CHAMBER SURVEY RESPONSES ABOUT  
METROPOLITAN NASHVILLE PUBLIC SCHOOLS SERVICES AND  
OPERATIONS: INVOLVEMENT OF PARENTS**

	RATING OF 1, 2 OR 3	RATING OF 4,5 OR 6	RATING OF 7,8,9 OR 10
G. The involvement of parents of Metro students	23.8%	47.4%	16%

Source: “1999 Progress Report on Metropolitan Nashville Public Schools,” 1999 Metro Schools Survey ( page 2).

This combination of perceptions about a vision for family involvement, about motivation for and difficulties in learning, and about family support and participation provides some of the background for looking at parent involvement in MNPS.

The *Tennessee Education Laws Annotated, 1999 Edition*, contains a reference to “Parent Educational Participation.” Exhibit 12-5 contains the language of Statute 49-6-7001, granting school boards and schools the right to establish parent educational participation programs, activities, records, and evaluations.

**FINDING**

In looking for MBOE policies specifically related to communications with the broad community, or involvement of community, families and parents in schools, the Table of Contents, of the *Metropolitan Public Schools of Nashville Davidson County Board of Education Policy Manual*, for Article I, Community Relations, shows a variety of policies in this area. There are policies in the areas of communication with the public, participation by the public, public activities involving staff, students or school facilities, and relations between other government agencies and schools.

Tennessee statutes in the area of family involvement allow school boards to establish policies and procedures in the area of parental involvement. No MBOE policy statement guides the schools' decisions about (or practices in) this area.

**EXHIBIT 12-5  
SCHOOL BOARD AND SCHOOL RIGHTS  
AS DEFINED IN TENNESSEE EDUCATION LAWS**

**Part 70—Parent Educational Participation**

**49-6-7001. General provisions**

- (a) This section shall be known and may be cited as the "Parent Educational Participation Act."
- (b) (1) It may be the duty of the board of education of each school district to develop a program for the voluntary participation of parents in the educational and teaching process at the school, in which such parent has a child enrolled in school.
  - (2) It may include, but shall not be limited to, such activities as educational assistant, library assistant, hall monitor, recreation supervisor and any other activity which enables the parent to more fully observe and understand the school, the faculty, the students and the educational and teaching activities.
  - (3) The parent's participation shall be varied.
  - (4) In any school having a full-time principal with no teaching duties and a school secretary, the principal may maintain records on the program at the school and submit conclusions and recommendations to the board on the effectiveness of the program as to the student and parent.
- (c) The state board of education may establish guidelines for the development of programs by the local board of education and may assure that each school district has such a program.
- (d) The board of education of each school district may periodically schedule alternate meetings to the regular parent-teachers association meeting to permit working parents to attend....

Source: Tennessee Education Laws Annotated, 1999 Edition, Lexis, 1999.

**RECOMMENDATION**

**Recommendation 12-1:**

**Create a policy that establishes the requirement for building, maintaining, and improving a school-based program of family involvement.**

A policy in this area should create a formal requirement that schools, departments, programs and school system initiatives address family involvement and two-way communication. There is ample research and best practice literature in the area of family involvement and its impact on achievement to develop the creation of this policy.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

- |  |                 |
|--|-----------------|
| 1. The Board of Education should instruct the Ad Hoc Policy Committee to develop the recommended policy.   | April 2001      |
| 2. The Ad Hoc Policy Committee should involve school-level instructional and administrative personnel and should develop the recommended policies.   | May – June 2001 |
| 3. The Ad Hoc Policy Committee should submit the proposed policies to the Director of Schools and the Board of Education for review, revision, and approval.   | July 2001       |
| 4. The Board of Education should review, revise, and approve the proposed policy.  | July 2001       |
| 5. The Director of Schools should instruct the Board Secretary to transmit the policy to the school system's Web master for including in the policy Web site, and distribute by email to school personnel. | August 2001     |
| 6. The Director of Schools should meet with school personnel to ensure implementation of the new policy.   | August 2001     |

**FISCAL IMPACT**

This recommendation can be implemented with existing resources.

**FINDING**

A request by MGT for a current principal's handbook during the audit yielded a document entitled, *Principal's Packet*. The packet, referred to by central office administrators as a 'reference manual,' was dated July 20, 2000, and came to principals and assistant principals from the Director of Schools. Twenty-six (26) different timely and useful procedures, sets of information, requirements, guidelines, and forms were provided in the packet. The categories within the packet were labeled Director's Office, Business and Facilities, Human Resources, Instruction and Administration (K-8 and 9-12), and miscellaneous. There were no guidelines provided for the design, implementation, or improvement of a program of community-family communications or involvement.

Inquiries within the school system about what document or procedures guided the family communications and involvement activities yielded the key response that this was left up to individual schools. Many of the work plans, school improvement plans, school newspapers, advisory council and program communication goals, strategies, and

practices examined for this audit are one-sided. They are designed primarily to convey a message from the school or the school system outward, to one or more of its many publics. This is necessary, but not a sufficient definition of the function of "communications."

At the present time, schools are not required by the school system to keep volunteer logs indicating how many volunteers have been working on projects within the school. No data were available to MGT for the performance audit in this area.

## **RECOMMENDATION**

### **Recommendation 12-2:**

**Create a set of detailed guidelines, requirements, procedures and accountability measures to assist principals in implementing the proposed policy on family involvement and communications.**

The proposed policy in this recommendation refers to the policy recommended in Recommendation 12-1. The tier directors should convene a task force comprised of representatives from Title I schools with ample experience in this area, non-Title I schools, adult family members and parent advocates, representatives from school improvement teams, principals and teachers. Representatives from the partner organizations in the greater communities who are most active in parent involvement and training, such as Parents First and Nashville Read should be included. The process should be designed and should ensure that the group blends best practice in this area with practical steps. Additionally, the Web site and the media should be used to provide input from the greater community and include this information in the principals' packet every year, as one of the basic requirements of their job.

MNPS should establish an expectation, through the new policy and procedures that volunteers will be a part of each school's practices and seek the assistance of Title I schools with experience in this area to make presentations at principals' work sessions and faculty meetings. Logs and portfolios of activities should be required which show parent involvement activities; these portfolios should be a part of each principal's portfolio of evidence submitted with his/her work plan.

## **IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Tier Directors should decide on the composition of the task force and convene the first meeting. July 2001
2. The task force should develop detailed implementation strategies and procedures for the policy on family involvement and communication. August 2001
3. The task force should recommend the strategies to the Tier Directors and to the Director of Schools for revision. October 2001
4. The Tier Directors should incorporate the final guidelines into all existing procedures manuals. January 2002

**FISCAL IMPACT**

This recommendation can be implemented with existing resources.

**FINDING**

No guidelines or requirements exist for continued professional development for central office administrators, staff, principals, teachers or school staff, in the areas of two-way communications, customer service, diversity and multicultural knowledge, school-community partnerships, family involvement, or relationship-building.

**RECOMMENDATION**

**Recommendation 12-3:**

**Conduct a needs assessment for school staff and link the results with the school's Professional Development Plan, the individual employee plans for professional growth, and the school improvement plans.**

Additionally, progress made in school-community relations should be linked with teachers' evaluations, and with principals' evaluations.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

- |  |                               |
|--|-------------------------------|
| 1. The task force responsible for developing guidelines for the policy on parent involvement and communication should appoint a subgroup to develop the needs assessment.  | June 2001                     |
| 2. The Director of Professional Development should assist the task force, by identifying resource people and training sessions from within MNPS, and throughout the greater Nashville partnerships and community, with expertise in two way communication, customer service, and the other areas crucial for successful implementation of the parental involvement policy. | July 2001                     |
| 3. The Tier Directors should be responsible for ensuring that principal and teacher evaluations include progress in school-community relations.  | September 2001<br>and Ongoing |

**FISCAL IMPACT**

Conducting a needs assessment can be accomplished with existing resources. However, should the assessment indicate a need for specific training, MNPS may incur staff development costs.

## **FINDING**

Many schools submitted newsletters or newspapers for the purposes of the MGT performance audit. There are a wide variety of styles, ranging from plain-paper, single sheet white photocopied editions to a newsprint-newspaper format. Frequency varies from weekly to quarterly. Some appear to be published by the school staff; others are published by the school's PTO. There is even more variety in the content of the newsletters and newspapers. Some are simple calendars of events, and some congratulatory notices. Others contain substantive discussion of school issues, programs, and priorities including items from the school improvement plan. Many of the newsletters are combinations of these styles.

## **COMMENDATION**

**Metropolitan Nashville Public Schools is commended for its wide use of school newsletters and newspapers to communicate with parents and the community.**

## **RECOMMENDATION**

### **Recommendation 12-4:**

**Create a resource packet from which principals and school improvement teams can choose a variety of resources that help to guide their weekly or monthly newsletters or newspapers.**

The school system should also establish some basic, systemwide expectations and routines for sharing and circulating news. The resource packet should be made available on the MNPS Web site. In addition, the school system should establish some criteria for schools to follow when writing for the public, such as the elimination of the use of 10 point font type in public documents.

On a three-year rotation, require that the Department of Communications to review newsletters for suggestions and improvements. The first year of review should be conducted on a voluntary basis.

## **IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Director of the Department of Communications should prepare the resource packet and share it with the principals at their summer orientation meeting. July 2001
2. The Director of the Department of Communications should set up a regular rotation of newsletter review, so that all schools receive professional feedback on their newsletter once within a three-year time period. September 2001
3. The Tier Directors should schedule specific sessions for sharing newspapers and newsletters periodically. November 2001

## **FISCAL IMPACT**

This recommendation can be implemented with existing resources.

**FINDING**

MGT requested information about parent involvement from a variety of points of view. One way to look at parent involvement is through a review of Title I activities. With ample, detailed, and timely assistance from the Title I Director and Assistant Director, it was possible to construct data related to parent involvement in the Grades K - 8 Title I schools.

There are 57 schools that are designated as Title I schools in MNPS. As such, there is a federal requirement that planning, budget, and services include purposeful parent involvement. Exhibit 12-6 shows part of the Title I compliance indicators in this area.

**EXHIBIT 12-6  
COMPLIANCE INDICATORS FOR PARENT INVOLVEMENT IN TITLE I SCHOOLS**

Does participating school:

- Convene an annual meeting?
- Offer flexible numbers of meetings?
- Involve parents in an organized way?
- Provide parents of participating children
  - timely information about programs under this title?
  - school performance profiles and their child's(sic) individual student assessment results?
  - A description and explanation of the curriculum in use at school, the forms of assessment used to measure student progress, and the proficiency levels students are expected to meet?
  - opportunities for regular meeting to formulate suggestions, share experiences with other parents, and participate (as appropriate) in decisions relating to the education of their children?
  - timely response to parents' suggestions?
- Has participating school, jointly developed with parents school-parent compacts for all participating children?
- Do compacts outline how parents, school staff, and students will share responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help children achieve State standards?
- Does the LEA and participating school provide full opportunities for participation of parents with limited English proficiency, or with disabilities?
- Build capacity for involvement by
  - providing assistance by understanding the requirements (1118©)?
  - providing materials and training?
  - educating staff in parental involvement?
  - coordinating with preschool parent involvement programs?
  - developing roles for community involvement?
  - conducting other activities that emphasize child development and parenting?

Source: Title I Office, "XI. Parental Involvement – School Level" ( page 12), date, 2000.

Budget figures were made available to the auditors from two existing MNPS documents. Exhibit 12-7 shows the Title I dollar amounts that have been allocated since 1996-97 for parent involvement. The amounts shown are the amounts of Title I dollars allocated for different types of parent involvement activities within different line-items of each year's budget. These amounts are derived both from individual school budgets, where a site-based advisory council helps to make the decision about budget priorities, and from the central budget. As shown, the total amount budgeted for parent involvement for the 2000-01 school year is \$666,712, which is five percent of the budget.

**EXHIBIT 12-7  
TITLE I SCHOOL-BASED ALLOCATIONS  
SCHOOL CHOICE REGARDING USE OF FUNDS  
AMOUNTS BUDGETED FOR PARENT INVOLVEMENT\*  
1996-97 THROUGH 2000-01 SCHOOL YEARS**

<b>YEAR</b>	<b>AMOUNT BUDGETED FOR PARENT INVOLVEMENT</b>	<b>PERCENT OF BUDGET</b>
1996-97	\$760,080	8%
1997-98	\$954,300	11%
1998-99	\$1,072,790	10%
1999-00	\$997,662	9%
2000-01	\$666,712	5%

Sources: Title I School-Based Allocations School choice Re: Use of Funds, page 1; Use of Title I Funds, Davidson County Title I Expenditures vs. National Title I Expenditures, Study of Education Resources and Federal Funding, 2000.

\* Parent involvement includes funds for family school coordinators, guidance, counselors, school workers, workshops, materials, supplies, and transportation.

There is a district-level advisory group which meets regularly and is comprised of Title I school representatives, Title I representatives from central office, a non-Title I representative, and representatives from the community.

A federal requirement exists for Local Education Agencies (LEAs) to invest at least one percent of their budgets in parent-family involvement-related strategies. Amounts of Title I funds budgeted for and spent on parent involvement in Metropolitan Nashville Public Schools have declined significantly in the area of the decision not to reinvest funds in the position of Family-Home Coordinator. Schools weigh the cost-benefit relationship each year in deciding how to allocate their Title I funds, balancing the cost of a separate position against the increase in parent capacity for meaningful involvement, and against the actual improvements in school achievement. Thus, there has not been a lack of funds for separate family-school coordinator positions, but rather a re-prioritization of funds. Exhibit 12-8 shows the decrease and probable reasons for the reduction in (or elimination of) positions.

As the number of actual positions with the designation of Family-School Coordinators has declined, other staff within the Title I schools have assumed the responsibilities which must, by federal law, be carried out in Title I schools. Exhibit 12-9 shows the 'parent designees' within all of the Title I schools.



**EXHIBIT 12-8  
SUMMARY OF TITLE I FUNDED FAMILY SCHOOL COORDINATORS (FSC)  
1995-96 TO 2000-01 SCHOOL YEARS**

<b>SCHOOL YEAR</b>	<b>NUMBER OF SCHOOLS</b>	<b>NUMBER OF POSITIONS</b>	<b>PROBABLE REASON FSC POSITIONS NOT CONTINUED</b>
1995-96	16	16 full-time	Not available
1996-97	19	17 full-time 2 part-time	Not available
1997-98	18	14 full-time 4 half-time	<ul style="list-style-type: none"> <li>■ Two schools, position ineffective</li> <li>■ One school went from full-time to 0.5 due to fact that person was pulled to fill a 0.5 Home School coordinator position at another school</li> </ul>
1998-99	18	12 full-time 4 half-time 1 (.45) time 1 (.05) time	<ul style="list-style-type: none"> <li>■ One school appeared to be due to budget decision, with person transferring into classroom position</li> <li>■ One school, FSC transferred to another school w/ FSC vacancy</li> <li>■ One school, position ineffective</li> </ul>
1999-2000	12	7 full-time 5 half-time 1 contracted	<ul style="list-style-type: none"> <li>■ Two schools FSC's transferred to another position at other school; schools unable to find appropriate replacements</li> <li>■ One school, FSC retired; school unable to find appropriate replacement</li> <li>■ One school, FSC on year's leave; based on school need, a guidance counselor position replaced the FSC position</li> <li>■ One school, position ineffective</li> <li>■ Two of the 0.5 positions were picked up by local funds</li> <li>■ a .5 position was folded into another 0.05 position (same individual) in order to have greater flexibility in using talents of the individual</li> <li>■ 0.45 and 0.05 (same individual) combination of transfer to other school and Title I budget constraints</li> </ul>
2000-01	6	4 full-time 1 half-time	<ul style="list-style-type: none"> <li>■ One school became a Design Center School, with a new focus, principal and staff</li> <li>■ One school, person retired but is returning for the 100 allowed days a retired person may work in the school system</li> <li>■ One school position ineffective</li> <li>■ Two schools, 0.5 position was covered by the local budget</li> <li>■ One school not eligible for Title I services this year</li> </ul>

Source: Title I Office, Fall 2000.

**EXHIBIT 12-9  
POSITION TITLES OF STAFF MEMBERS RESPONSIBLE FOR PARENT  
INVOLVEMENT FUNCTION IN TITLE I SCHOOLS  
2000-01 SCHOOL YEAR**

NUMBER OF SCHOOLS	PARENT DESIGNEE
28	Coordinating Teacher
5	Guidance Counselor
3	Principal and Teacher
4.5 + 1 contracted	Family School Coordinator
2	Home School Coordinator
1	Librarian
2	Coordinating Teacher and Home School Coordinator
1	Classroom Teachers
1	Coordinating Teacher and Classroom Teachers
1	Guidance counselor and Coordinating Teacher
1	Tutor
1	Social Worker
1	Lead Teacher
1	Reading Recovery Teachers
1	Assistant Principal
1	Home School coordinator and Success for All Facilitator
1	Teacher

Source: MNPS Title I Office, Fall 2000, "Parent Involvement for Title I Schools, 2000-01.

Exhibit 12-10 shows the many different ways in which the parent involvement function is distributed in the Grades K-6 Title I schools, depending upon the local decisions and staff responsibilities. The function is constant, and what has been varied is the person to whom the function is assigned.

**EXHIBIT 12-10  
EXAMPLES OF FAMILY INVOLVEMENT PRACTICES IN SOME TITLE I SCHOOLS**

SCHOOL	PRACTICES
1	Home visits Family workshops to learn about helping their children with math and reading Special lunches ESL families provided with opportunities to learn English Schoolwide Parent Survey
2	School-Parent Involvement Policy Parent-School Compact
3	School-wide Program Planning committee shows Pencil Partner, and members of Senior Citizen, Inc. as members, in addition to parents and school personnel Include parents on school committees Have a RSVP program called "phone friends"
4	Did in-house research comparing achievement of 10 students with participating parents, and 10 students with non-participating parents, that shows some achievement gain by the former.

Source: MNPS Title I Office, October 2000.

During the audit team visit in October 2000, family-school coordinators, home school coordinators, and professionals who work with both the Americorps Tutoring Program and the Tennessee Parents First-Nashville Read Project participated in a focus group to discuss family involvement in schools. Exhibit 12-10 also shows some of the practices the focus group participants outlined that go beyond traditional open houses, teacher-parent conferences, and communication about a child, with some presenting difficulty. In some cases, the coordinators brought written brochures about or descriptions of their programs to the meeting.

During the interviews, discussions and in review of paper documents, it became evident that an attitude of genuine respect for parents and for the need for their involvement permeated administrators' and staffs' beliefs and daily practice. This strong belief has pushed practices in this area beyond the federal Title I requirement that parent involvement be planned for, implemented, evaluated, and improved.

### **COMMENDATION**

**The Title I Program and staff are commended for the thorough, flexible, and site-based delivery of program efforts in the area of parent involvement.**

### **FINDING**

A second way to look at family involvement in the Metropolitan Nashville Public Schools is through the school system's goals. One of the three goals that underpin the school system's mission is Goal 3: Communicate, Listen and Respond. Exhibit 12-11 shows the content of this goal.

#### **EXHIBIT 12-11 METROPOLITAN NASHVILLE PUBLIC SCHOOLS FRAMEWORK FOR ACCOUNTABILITY GOAL # 3**

Improve internal and external communication with a focus on listening and on using improved communication to encourage meaningful involvement of all staff, students, parents and community members in highly participative partnerships serving the long-term best interests of students and the community.
--

Source: Metropolitan Nashville Public Schools, "Accountability Framework, 1999 Accountability Report," November 23, 1999.

The goal calls for the *meaningful involvement of all staff, students, parents, and community*. This goal appears just below the first two goals of focusing on students' learning and expansion and targeting of resources. The remainder of the document focuses on academic achievement. Objective 7 of the Accountability Plan requires that the school system "Implement an appropriate, unbiased, and professional survey of students and parents, then set a 2001 objective."

## **COMMENDATION**

**Metropolitan Nashville Public Schools is commended for its inclusion of a specific systemwide goal and objective in the area of improving internal and external communication.**

## **RECOMMENDATIONS**

### **Recommendation 12-5:**

**Create an accountability plan for Goal 3 with measurement processes and benchmarks.**

Later on in this chapter, Recommendation 12-23 recommends the development of a master plan for communication. The accountability plan for Goal 3 should be included within the master plan. While the plan is to be developed specifically for the Department of Communications, there are many more components of communications that should be accounted for under the auspices of Goal 3. These include the expectations and requirements assigned to principals, tier directors, departments, programs, projects, and other central office administrators throughout this chapter.

## **IMPLEMENTATION STRATEGIES AND TIMELINE**

- |   |                       |
|---|-----------------------|
| 1. The Director of Schools should ensure that the accountability plan for Goal 3 is included in the work of developing a master plan for the MNPS Department of Communications.                           | July 2001             |
| 2. The Director of Schools should use information provided in the Chamber of Commerce progress report for the past four years as one of the sources of indicators for the accountability plan for Goal 3. | July 2001             |
| 3. The Director of Schools should instruct the Research and Evaluation Department to evaluate the accountability plan for Goal 3's effectiveness.   | June 2002 and Ongoing |

## **FISCAL IMPACT**

This recommendation can be implemented with existing resources.

## **FINDING**

The use of language for parent involvement and communication varies throughout the school system. Given the enormous variation in family structure in today's times, generally, schools and other public agencies are moving toward the use of 'family' rather than the use of the specific word 'parent.' This allows for a wider range of family members such as grandparents, foster parents, stepparents, and outside caregivers to be included and to feel included in the mainstream outreach efforts of the school and school system. One out of every two marriages in the United States ends in divorce, and about half of all children spend at least part of their lives before the age of 18 living with

only one of their natural parents. The use of the word 'family' to indicate members of the child's support system is an open and inviting term to a wider array of people.

## **RECOMMENDATION**

### **Recommendation 12-6:**

**Adopt the use of the term 'family involvement' as the term to indicate the active involvement of the child's support system in schools.**

In the review of documents used to examine community involvement and communications, MGT did not find a consistent use of the term family involvement. Its most prevalent use was within some of the documents prepared by Title I staff. However, the use of the term "parent involvement," is still the more common term used within the school system's documents. The implementation of this recommendation should allow for a wider range of family members to be included in the school system's outreach efforts.

## **IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Director of Schools, in conjunction with all MNPS, should ensure that the new policy on family involvement, and the implementation guidelines use the word 'family' in place of the word 'parent' to the extent possible in school system communications. March 2002
2. The Director of Schools should ask each of the assistant superintendents, project directors, and department heads to identify all documents, procedures, policies, and protocols that can be amended to use the word 'family' in place of the word 'parent' when referring to the involvement of students' families in the greater school community and its activities. March 2002

## **FISCAL IMPACT**

This recommendation can be implemented with existing resources.

## **FINDING**

Research has shown that all types of parent involvement, whether general such as volunteering or fundraising, or specific to one's own child, such as helping with homework, correlates to higher achievement for students. This is especially true in minority and low-income schools. It is also more established for the early education and elementary levels, primarily because this is where more research has been done, and because it is traditionally the level at which more parents are more actively involved.

Job descriptions for principals and the elementary school level, the middle school level, and the high school level require that principals plan for and carry out community and public relations. The language contained in all three job descriptions is the same, and

comes under the category of “key function.” This ‘key function’ is the last item on all three job descriptions. The language, as it appears in all three job descriptions, is shown in Exhibit 12-12.

The Metropolitan Nashville Public Schools job descriptions for its principals require that principals develop and maintain an organized program of community involvement, and the job description links that program to improving the school program. Further, the job description requires that principals organize their public relations or community messages so that the community understands and supports the educational program. The job description also requires principals to work with community agencies.

**EXHIBIT 12-12  
FUNCTIONS ASSIGNED TO ELEMENTARY, MIDDLE AND HIGH SCHOOL  
PRINCIPALS IN THEIR MNPS  
JOB DESCRIPTIONS**

**COMMUNITY AND PUBLIC RELATIONS**

**Authority and Responsibility**

The principal is responsible for developing, promoting, and maintaining a positive program of public relations.

**Representative Activities**

1. Develops and maintains a program of community involvement as a means of interpreting and improving the school program.
2. Develops a program of public relations in order to further the community’s understanding and support of the educational program and works with all appropriate agencies in the community.

The principal may delegate responsibility for the above activities to appropriate personnel.

Sources: Senior High School Principal Job Description, “Minutes,” page 729, March 22, 1994.  
Middle School Principal Job Description, “Minutes,” page 730, March 22, 1994.  
Elementary School Principal Job Description, “Minutes,” page 722, March, 1994.

**COMMENDATION**

**Metropolitan Nashville Public Schools is commended for the inclusion of the requirement that principals develop and maintain an organized program of community involvement linked to program improvement in their job descriptions.**

**RECOMMENDATION**

**Recommendation 12-7:**

**Strengthen the language in the area of community involvement when revising principal job descriptions.**

Recommendation 7-4 in Chapter 7 recommends that MNPS update all staff job descriptions. In doing so, the Assistant Superintendent for Human Resources should ensure that the principals' job description revisions include all linked more specifically to improved learning, rather than school programs. The term 'agencies' should be expanded to 'community service agencies, businesses and institutions of higher education.' The second item in this area should be separated into two items, so that the language 'works with all appropriate agencies in the community' stands as its own item.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

- |  |                |
|--|----------------|
| 1. The Director of Human Resources should revise the principals' evaluations to include more specific evaluation in the area of family involvement and communications. | April 2002     |
| 2. The Tier Directors should use the revised evaluation criteria.  | September 2002 |

**FISCAL IMPACT**

This recommendation can be implemented with existing resources.

**FINDING**

A review of the 1999-2000 summative evaluation form used by the Metropolitan Nashville Public Schools shows that the evaluation protocol reflects many of the school system's priorities. The categories for evaluation are shown in Exhibit 12-13.

**EXHIBIT 12-13  
1999-2000 K-12 PRINCIPAL'S SUMMATIVE EVALUATION  
CATEGORIES FOR EVALUATION LISTED ON EVALUATION TEMPLATE**

- |  |
|--|
| <ol style="list-style-type: none"><li>1. Work plan and (self) Professional Development Plan</li><li>2. School Improvement Plan with Staff Development Plan for School</li><li>3. Evaluation of Performance Standards, goals, and objectives in the areas of Academic Gain<ul style="list-style-type: none"><li>■ Promotion</li><li>■ dropouts</li><li>■ attendance</li></ul></li><li>4. Other (Includes all Administrative and Instructional functions as outlined in Principal's Job Description)</li></ol> |
|--|

Source: K – 12 Principal's Summative Evaluation Template, Fall 2000.

## **RECOMMENDATION**

### **Recommendation 12-8:**

**Make the language of the principals' evaluation more specific in the area of family involvement and communications.**

While the school system is commended for the systemic link that exists between the principal evaluation and the two plans that the principal uses to guide his/her work, the language included in the principals' evaluation procedures should more closely match the accountability plan for Goal 3.

The evaluation change should include a required reporting from principals about their family involvement and communication work with data about their accomplishments of and work towards Goal 3.

Some of the data expected by Title I programs indicating the success of their parent involvement programs should be routinely included in principals' portfolios of evidence, including content analysis of parent-teacher, and advisory committee minutes; tallies of volunteer hours from logs; parent surveys that indicate satisfaction with involvement in governance and other school matters; percentage of parents by classroom, department or team who attend parent-teacher conferences.

## **IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Director of Human Resources should revise the principal evaluation form and process to include more specific evaluation in the area of family involvement and communications. April 2002
2. The Tier Directors should use the revised evaluation criteria with volunteer principals. September 2002

## **FISCAL IMPACT**

This recommendation can be implemented with existing resources.

## **FINDING**

The document provided by MNPS as the current teacher evaluation guideline is a book entitled, *Tennessee State Framework for Evaluation and Professional Growth Teacher Booklet*. Within the booklet are the General Education Performance Standards, Domains and Indicators with Measurement Statements. There are six broad categories of responsibilities, 17 function areas or indicators of performance, and 61 measurement descriptors or specific behaviors expected of teachers. These form the basis for teachers' evaluation. The indicators and measurements are based on research and best practice. They do not, however, make specific reference to communication with families or to involving families as regular resources or partners in children's learning.



## **RECOMMENDATION**

### **Recommendation 12-9:**

**Expand teacher performance standards to include specific responsibilities for (and carrying out of) family involvement and family communication.**

A critical part of the school reform effort underway is to make parent involvement and communication the responsibility of every employee within the MNPS. This is expected in Goal 3. Each teacher needs an individual plan in this area, and further, it is important to ensure that each teacher routinely seeks feedback from students, and from parents about his/her conferences, homework procedures, and the communications with families in his/her class. Additionally, each teacher should have an accountability plan for individual improvement in the area of parent involvement.

## **IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Director of Human Resources should revise the teacher evaluation criteria to include more specific evaluation in the area of family involvement and communications. April 2002
2. The principals should use the revised evaluation criteria. September 2002

## **FISCAL IMPACT**

This recommendation can be implemented with existing resources.

### **12.1.1 Non-Title I Schools Parent and Family Involvement**

## **FINDING**

Information about the parent involvement activities of non-Title I schools was requested for the purposes of the audit. Schools that have participated in the *Southern Association of Colleges and Schools* (SAC) evaluation process have written about their parent involvement in the self-study portion of the evaluation. MGT received a portion of the self study (SS) report from eight non-Title I elementary schools, four non Title-I middle schools, and 12 high schools. One elementary school included the review team's evaluation report comments in the area of parent involvement. This information is included in Exhibit 12-14.

The self-study reports are in varying degrees of detail, from summary form to specific questions with specific percentages, and some include the parents' responses on the parent survey. One elementary school out of the eight reported the percentage of respondents to the survey – 39 percent. One elementary school included the evaluative comments of the review team in the information provided. The degree of detail about parent involvement included in the report varied widely from school-to-school. The information in Exhibit 12-14 parallels as accurately as possible, the detail and number of topics included in each actual report read by the MGT team.

**EXHIBIT 12-14  
INFORMATION ABOUT PARENT INVOLVEMENT  
FROM SOME OF MNPS NON-TITLE I SCHOOLS**

SCHOOL	SOURCE	INFORMATION ABOUT PARENT INVOLVEMENT
Elementary 1	SAC* Self-Study	(The parents) communicate with parents on a regular basis regarding student progress....Parents feel (school # 1) provides sufficient opportunities for parent involvement. Therefore, parents feel welcome in our school and take an active role in their children's education.
Elementary 2	SAC Self-Study	<p>(The parents) believe that teachers communicate with parents on a regular basis regarding student progress....For the most part, parents are satisfied with the school and feel there are many opportunities for parent involvement.</p> <p>The Parent Teacher Organization is a great support for (school # 2), meeting five times each year with a membership averaging 650. The P.T.O. Board includes fifteen parents and faculty members who meet a minimum of ten times each year....Monies earned from fund-raising activities are directed to the curriculum needs of the school....The total amount of monies raised averages \$25,000 - \$30,000 yearly.</p> <p>Volunteers assist in the classroom activities, remedial practice, art projects, field trips, PTO sponsored activities, classroom parties, teacher appreciation projects, and all school sponsored activities.</p> <p>The faculty at (school # 2) encourages parents to be actively involved in the education of students. Throughout the year, activities and events are communicated to parents in various ways including: introduction/welcome letter, grade level meetings, kindergarten orientation, core curriculum newsletter, school monthly letter, school monthly calendar.</p> <p>Parent Education Opportunities. (School # 2) continues to find ways to improve the education of students and parents. Some parental programs include: resource library, parenting workshops, discipline workshops, ADHD workshops, meet with the principal night, financial management seminar.</p>
Elementary 3	SAC Self-Study	<p>Our PTA membership is 300....We also currently have seven parents serving on PLT (a group of 15 parents, teachers, and the principal) . Our parents tutor, assist with technology and science labs, read to classes, plan seasonal parties, provide mini units on careers/special interests, work in the library, help with Lap Run and Field Day events, volunteer in the clinic, assist in school maintenance projects, conduct school grounds cleaning days, assist teachers in daily classroom activities, and volunteer, literally, in other ways too numerous to mention.</p> <p>Parent Outreach. Because of our non-contiguous zone, we've made efforts to feel that we are better reaching those parents who may feel more removed from the school. Through a grant from the Public Education Foundation, we have gathered parents from the extreme ends of our zone to improve relationships, sponsored two to three supper meetings per year, hosted a "Meet the Teacher Night," and sponsored an encore presentation of our 2<sup>nd</sup> grade Black History month musical program.</p> <p>Parent Opinion. In the fall of 1998, we mailed parent opinion inventories to 100 randomly selected...parents. We had a 39% return.</p> <p>Our parents who were surveyed obviously believe that our school welcomes them and communicates with them regularly and effectively. Thirty eight percent strongly agree and 49% agree that they are satisfied with our school. Seventy-two percent strongly agree that our school provides sufficient opportunities for parent involvement....</p>

\*SAC stands for Southern Association of Colleges and Schools.

**EXHIBIT 12-14 (Continued)  
 INFORMATION ABOUT PARENT INVOLVEMENT  
 FROM SOME OF MNPS NON-TITLE I SCHOOLS**

SCHOOL	SOURCE	INFORMATION ABOUT PARENT INVOLVEMENT
	SAC Review Team Commendations	The parents provide exemplary dedication and support to the total educational process. Financial and personal commitment are evident in every aspect of the school community.
Elementary 4	School Improvement Plan	Parent volunteers are used frequently to tutor students, prepare teaching materials, and chaperone field trips. Our very active PTO raises funds to cover the cost of technology updates and library materials. They also provide money to be used for additional classroom materials. Our PTO sponsors a spaghetti supper and a carnival which provides a good opportunity for parents to get to know the families of their children's friends.
Elementary 5	SAC Self-Study	...During the second semester, we used funds from a Principal's Grant to provide child care and refreshments for parents who agreed to serve on an advisory committee for character education. WE met four times and built a trusting environment. ...We plan to continue the very important process of parental involvement as we work on curriculum that incorporates universally accepted virtues....A minimum of two meetings will be held each semester....Our parent committee will expand this year to include members of the faith communities within (our) zone.
Elementary 6	SAC Self-Study	Parent Opinion. Our opinion surveys indicate that 92% of the surveyed parents have a positive opinion of the school.  (School # 6) has exceptionally strong parent involvement (from contiguous and noncontiguous portions of our school zone). Evidence: Parents working in the school daily. Strong PTA at (school # 6), general community support for extra school activities, strong support by business adopters....parent volunteers help with tutoring, PTA is very active.
Elementary 7	SAC Self-Study	1. Our school provides sufficient opportunities for parent involvement – 95% 2. The concerns of parents are reflected in decisions affecting our school – 80%. 3. Our school actively promotes parent-teacher communication – 98%. 4. Parents feel welcome in our school - 95%.  Our school supports strong parent-teacher communications.  Evidence: Surveys completed by both parents and teachers support the belief that there is strong parent-teacher communication. The report card and Student Achievement Report, parent-teacher conferences, PTO meetings and newsletters, a school newsletter, <u>Report Home</u> , Core Curriculum Weekly Progress Report, teacher newsletters and assignment sheets, and positive telephone calls to parents are utilized as communication tools....
Elementary 8	SAC Self-Study	Parents are an integral part of our school. The opinion surveys indicate the parents feel that they are informed of school policy and reports concerning their child's progress are adequate. Parents feel that our school is preparing students to deal with issues and problems that they may encounter in the future and that teachers provide instructional activities that involve students in their learning.
Middle School 9	SAC Self-Study	The...PTO provided leadership in a variety of ways. They conducted the major fund raising activity of the year, organized materials to go out with report cards, and provided goodies for teachers....Their assistance with the fund raiser was particularly appreciated by staff members because the daily collection of money and delivering products to students had been the staff's responsibility. They sponsored the after-school dances by providing

**EXHIBIT 12-14 (Continued)  
INFORMATION ABOUT PARENT INVOLVEMENT  
FROM SOME OF MNPS NON-TITLE I SCHOOLS**

SCHOOL	SOURCE	INFORMATION ABOUT PARENT INVOLVEMENT
		refreshments, chaperones, decorations, and organizing music. The PTO redecorated the teachers' lounge....They also redecorated the Pirate' Den with a television and furnishings providing a homelike atmosphere where students can be brought to a homelike environment. The PTO also redecorated the office with paint, carpet, drapes, and furniture.
Middle School 10	SAC Self-Study	<p>Communication Plan for Parents, Family and Community Involvement</p> <ol style="list-style-type: none"> <li>1. Student Progress Reports are issued every 3<sup>rd</sup> week.</li> <li>2. Report Cards are issued every six weeks.</li> <li>3. Individual teacher phone calls are made to parents/guardian on a regular basis....</li> <li>6. Parents and teachers attend Open House at the beginning of each school year.</li> <li>7. Parent Teacher Organization....</li> <li>8. Parent Teacher Conference days are scheduled each year to discuss students' progress.</li> <li>9. (School # 10) continues to have an annual Spaghetti Supper....</li> <li>10. School Newspaper....is printed for students, teachers, and parents to enjoy.</li> </ol>
Middle School 11	SAC Review Team Recommendations (Source not specifically indicated on information provided, however, format indicated review team recommendations.)	<ol style="list-style-type: none"> <li>3. The School should seek to improve the communication process in order to reduce the range of differences in perceptions of teachers, parents, and community in school life issues, as indicated on surveys.</li> <li>4. Continued efforts should be made to increase parental involvement in the school.</li> </ol>
Middle School 12	School Improvement Plan	Parent liaisons provide much needed bilingual contact with parents when problems arise or when progress reports need to be made.
High School 13	School Improvement Plan as included in SAC Self-Study	<ol style="list-style-type: none"> <li>3. Establish a committee of parents and community members, with teacher and student representatives. This committee would be separate from the PTO Board. It would be charged with the tasks of developing a public relations campaign and with mounting a fundraising drive targeting major donations from local businesses.</li> </ol> <p>Area of focus: parent communication</p> <p>The school community is expanded and strengthened through collaborative networks of support for student learning.</p> <p>Indicator: Parents are welcome in the school and their support and assistance are sought.</p> <p>The Parent-Teacher Organization at (School # 13) has been less active in the last few years. Teachers in informal surveys have expressed a need for clerical assistance, and an active volunteer group is needed to help communicate the school's goals and needs to our parents. The school's parent newsletter, has been issued only once this current school year.</p>

**EXHIBIT 12-14 (Continued)  
INFORMATION ABOUT PARENT INVOLVEMENT  
FROM SOME OF MNPS NON-TITLE I SCHOOLS**

SCHOOL	SOURCE	INFORMATION ABOUT PARENT INVOLVEMENT
		<p>Action Steps:</p> <ol style="list-style-type: none"> <li>1. Establish a Web page and publicize....</li> <li>2. Actively recruit parent volunteers. . .to provide regular and reliable clerical and copying help for teachers, gather information for XXX (publication), and become more familiar with the daily workings of the program, and to funnel news of (the school's) successes to the local media, including suburban papers.</li> <li>3. Specific information for new students and parents sent home in addition to the usual Student Handbook.</li> </ol>
High School 14	School Profile (source not identified, however, format of two page document resembled school profiles published by the Chamber/Metro schools)	PTSO, Network Council, Band Boosters, Athletic Association
High School 15	SAC Self-Study	Parents actively involve themselves in the Band Boosters organization as well as an Athletics Booster organization. The community will become more involved with on going school-based decision-making.
High School 16	SAC Self-Study	<p>Stakeholder Perspectives on the Quality of Education</p> <p>--Parents expressed concern that teachers do not communicate with them regularly.</p> <p>Summary of Strengths and Supporting Evidence:</p> <p>--Involvement by parents, students and teachers in the school's programs is high. (As evidenced by. . .) participation in our open houses, PTSA fund raising, and booster clubs is high. In NSSE's Opinion Survey, over 75% of teachers indicate they agree that "parents are involved and support school functions," and a majority say "parents take an active role in their child's education."</p> <p>Note from principal:</p> <p>"We used a great deal of community involvement to develop the (School Improvement) plan, but the plan does not specifically address community involvement."</p>
High School 17	Information source not identified. Format appeared to be that of SAC review team.	<p>Commendations:</p> <ol style="list-style-type: none"> <li>1. An active Parent Advisory Committee meets regularly with the administration to provide input on school policies and support the total school program.</li> </ol> <p>Recommendations:</p> <ol style="list-style-type: none"> <li>2. The school should continue to work with the Parent Advisory Council and seek to find new ways to encourage parental involvement and to educate parents about school programs.</li> </ol>
High School 18	SAC Self-Study	The school boasts of a very active Parent, Teacher, Student Association which supports many of the school's programs. Last year, each department was assisted in the purchasing of teaching aids-materials by this group. The school Advisory Committee meets monthly sharing their expertise with the administration and faculty in planning and evaluating our program....

**EXHIBIT 12-14 (Continued)  
 INFORMATION ABOUT PARENT INVOLVEMENT  
 FROM SOME OF MNPS NON-TITLE I SCHOOLS**

SCHOOL	SOURCE	INFORMATION ABOUT PARENT INVOLVEMENT
High School 19	SAC Self-Study	There is an organized Parent Teacher Student Association (PTSA)....Membership has risen to 374. They meet regularly and students, staff, parents, and community are encouraged to attend all meetings. (School # 19) hosts several events for parent input and participation: Spring Arts Festival, Open House, Aids Awareness Seminar, Book Sale, and Voter Registration.
High School 20	Progress Report for SAC	Recommendation: 2. A parent support group should be developed under which those that support instrumental music and athletics might be subtended.  We have two strong parent-based groups—The Band Boosters and the Athletic Boosters.
High School 21	Two page summary of community and school relations prepared on 10/30/2000	The school provided a brief overview of its relationships with the community surrounding the school, and listed 18 organizations, businesses or groups who support the school. One of the 18 listed made specific reference to 'parent volunteers.'
High School 22	SAC Self-Study Profile Update	The (school's) community is involved in the school through various organizations and activities. The Shared Decision Making Teams, the Parent Teacher Association, the Band Booster Club, and the Athletic Booster Club are several of the organizations in which parents have a voice in the daily operation of school activities.
High School 23	SAC Self-Study	School provided the "School and Community" section of their report. No mention of parents was made in the information provided. Pages provided were from the 1989 accreditation report.
High School 24	Source not identified.	Recommendations:  3. Initiate a parent center for G.E.D. preparation and volunteer work.
High School 25	Source not identified.	The PTSA and Booster Clubs (Athletics and Band) are an integral part of the school. The PTSA functions by creating harmonious unity between school, community and parents. Scholarships and academic excellence awards plus other activities are sponsored by the PTSA. The booster clubs promote the team, band, work the concession stands, sponsor fund raisers, and provide awards for the athletes. The PTSA also provides needed resources for various departments of the school.  Parent/community volunteers serve as tutors for ACT/SAT preparation.

Source: Southern Association of Schools and Colleges, MNPS, Fall 2000.

In this section of Chapter 12, we are analyzing the MNPS level of family involvement. Another way to look at parent or family involvement is by examining principals' work plans. Several sets (folders) of 1999-2000 principal work plans were provided for the audit process. Included in one folder were the work plans for 38 special education, middle school, and magnet plans. Of these 38 plans, 19 made reference to goals, objectives, or strategies related to parent involvement, parent communication, or in one case, community involvement. Exhibit 12-15 itemizes the information from the 19 work plans.

**EXHIBIT 12-15  
 SELECTED ITEMS FROM 1999-2000 SPECIAL EDUCATION, MIDDLE SCHOOL,  
 AND MAGNET SCHOOL WORK PLANS  
 AND PRINCIPALS' PROFESSIONAL DEVELOPMENT PLANS  
 SELF: FAMILY INVOLVEMENT AND COMMUNICATION**

SCHOOL	JOB FUNCTION	SIP OR JOB FUNCTION GOAL	MEASURE OF GOAL	PRINCIPAL'S OBJECTIVES/ PLAN FOR SELF	PROGRESS	NEXT STEPS
1	Planning	Meet with parents, teachers, and principals of the cluster to share ideas and needs of the 5-8 grade configuration and plan for our students from grades K – 12.				
2	Instructional Leadership  Staff Development	2. Conduct a needs assessment through a staff and parent survey.  Implement Schools for Thought in two 5 <sup>th</sup> grade classrooms		3. Serve on parent involvement committee of SFT . . . .		
3	Plan/ Culture	Collect base line data: 1. Parent-teacher Survey				
4	School Safety	Phone in each classroom		Better communications with office and parent.		
5	Instructional Leadership	Improve external communication with a focus on listening and on using improved communication to encourage meaningful involvement of staff, parents, and community  Increase by 10 percent the number of parent contacts seeking to involve them in their child's instruction.		B. Monitor the number of and quality of parent conferences held by teachers/ teams. C. Show expectations, in writing for improved parent/teacher communication.  D. Reorganize the PTA E. Clearly state expectations of teachers and staff	S-Team, M-Team* meetings Monitored  Oct. parent-teacher conferences  Faculty memo given to each faculty member stating expectations	
6	School Culture	Effectively incorporate the addition of Grades 5 and 6 to 'school 6'		3. The Principal will Encourage parental and community involvement  Host a roundtable discussion for parents prior to the opening of schools.		
7	Planning	PTO was revived;				
8	Planning	To involve all staff members and parents in school planning				

**EXHIBIT 12-15 (Continued)  
 SELECTED ITEMS FROM 1999-2000 SPECIAL EDUCATION, MIDDLE SCHOOL,  
 AND MAGNET SCHOOL WORK PLANS  
 AND PRINCIPALS' PROFESSIONAL DEVELOPMENT PLANS  
 SELF: FAMILY INVOLVEMENT AND COMMUNICATION**

SCHOOL	JOB FUNCTION	SIP OR JOB FUNCTION GOAL	MEASURE OF GOAL	PRINCIPAL'S OBJECTIVES/ PLAN FOR SELF	PROGRESS	NEXT STEPS
9	Safety/ Security	Heighten awareness in students, faculty and Community with regard to school safety issues		3. Work with police department with the refinement of the SSRP		
10	School culture	To enhance team spirit, reduced stress, and promote recognition for 'school 10.'		3.) Public Relations Community Awareness of 'school 10.'		
11	School culture	Increase parents, students, & teacher perception of our culture (school)	Survey the parents, students & teachers	2. Formulate a productive survey—uniform and multicultural (ESL)	Compare results before and after-school year	Repeat 2000-2001
12	Community support	To improve parental involvement		1. Re-establish P.T.O. 2. Parent-teacher conferences 3. S-Team/M-Teams* 4. Parent newsletter 5. Homeroom parents		
13	Attendance	Increase attendance rate to 95%		1. Work with the social worker, home school coordinator, and teachers to contact parents through phone and home visits for chronic tardies or absentees.		
14	Parent involvement	To change the role of parents to policy decision-making	Parental satisfaction level	To make parental role in school active	Survey done	Evaluate results



**EXHIBIT 12-15 (Continued)  
 SELECTED ITEMS FROM 1999-2000 SPECIAL EDUCATION, MIDDLE SCHOOL,  
 AND MAGNET SCHOOL WORK PLANS  
 AND PRINCIPALS' PROFESSIONAL DEVELOPMENT PLANS  
 SELF: FAMILY INVOLVEMENT AND COMMUNICATION**

SCHOOL	JOB FUNCTION	SIP OR JOB FUNCTION GOAL	MEASURE OF GOAL	PRINCIPAL'S OBJECTIVES/ PLAN FOR SELF	PROGRESS	NEXT STEPS
15	Planning	Support the four goals selected by the faculty as our primary goals: 4. Parent Involvement	Goals and measures are included in 1999-2000 SIP			
16	Planning			5. Parent training to teach parents how to use the Learning Breakthrough Program		
17	Planning	Parent Involvement	Increase Parent Involvement by 50% Current number of Parents: 20 Target: 50 parents	The Principal will: 1. Advise newly formed PTO 2. Chair Teacher Involvement Board 3. Serve on PTO Board	Number of people involved. Number of activities to enhance school culture	Ongoing
18	School culture	2. To create a sense of ownership for the school	2a. Increase the number of students, teachers & parents in leadership and decision-making	2a. The Principal will: involve students, teachers, and parents in shared leadership and shared decision-making through: -meetings with Student Advisory Council (SAC; meetings with Parent Advisory Council (PAC); meetings with Faculty Advisory council	Parent group met monthly. Very active and very helpful.	
19	Instructional Leadership			Monitor communication to parents/students.		Obtain parent volunteers and local colleges to provide tutors.

Source: Chart created by MGT, from Principals' Work Plans, and Principals' Professional Development Plan for Self, 1999-2000, folder # 1, Middle Schools, Special Education Schools, and some Magnet Schools, 2000.

\* The M-team is the multidisciplinary team. This team determines eligibility and placement for students with disabilities. The S-team is the Student Support Team. This team has referral responsibilities for classroom interventions, teacher support, etc.

Relating the work plan and professional development items back to the principals' job description requirement in the three areas outlined in Exhibit 12-13, one sees that only one plan mentions an outside agency, which is the police department. Many of the strategies, goals, or activities lack specific measurement targets. Exhibit 12-16 reorganizes the items included in Exhibit 12-15 from the columns labeled goals, measures, objectives, reports of progress, or next steps.

The Southwest Educational Development Laboratory identified three traditional and three non-traditional parent roles, that were explained in the book, *Parents and Schools: From Visitors to Partners*. The traditional roles are parents as audience, home tutor, and school-program supporter. The non-traditional roles are parents as co-learners, advocates and decision makers. These roles are more fully explained in Exhibit 12-16, with an approximate breakdown of the goals and strategies identified in the 19 special education, middle and magnet schools. We coded each item that represented some kind of parent involvement strategy, irrespective of the column in which it was written. Principals used the columns in different ways, with some reporting strategies in one column, and others using a different column for the same strategy. All entries for each school found to have some type of community involvement were coded, using the descriptor in the left hand column of Exhibit 12-16 below.

**EXHIBIT 12-16  
PARENT INVOLVEMENT ITEMS FROM MIDDLE SCHOOL, SPECIAL EDUCATION  
SCHOOL, AND MAGNET SCHOOL WORK PLANS AND STAFF  
DEVELOPMENT PLANS CODED ACCORDING TO THE TYPE OF  
PARENT INVOLVEMENT ENVISIONED  
1999-2000 SCHOOL YEAR**

DESCRIPTION OF WAYS TO ENHANCE PARENTS' INVOLVEMENT AND COMMUNICATION	NUMBER OF REFERENCES IN 19 SETS OF WORK PLANS AND STAFF DEVELOPMENT FOR SELF PLANS OF SELECTED PRINCIPALS
1. Audience: Parents attend parent-teacher conferences and special school programs, fill out school information forms, and perform other basic obligations related to their children's education; school informs parents; schools generally encourage involvement	18
2. Home Tutor: Parents help with homework, help children learn with material from home, and help children develop good study habits.	8
3. School-Program Supporter: Parents go on field trips, help with the annual school play, help with fundraisers, and serve in other volunteer capacities at the school; PTO.	8
4. Co-learner: Parents attend workshops and conferences with school staff; take part in staff-development activities, and attend educational activities for parents.	9
5. Advocate: Parents take part in school-board meetings, speak at faculty meetings, initiate academic booster groups, and offer ideas to school and district administrators. Parent surveys.	3
6. Decision Maker: Parents help evaluate how well school programs work, help decide on school budget expenditures, and assist in the development of school and district policies and programs.	3

Sources: Principal Work Plans and Principals' Staff Development for Self, and the descriptors from *Parents and Schools: From Visitors to Partners, 2000*.

Exhibit 12-16 shows that many of the strategies included in work plans and staff development plans at the middle, magnet, and special education schools address one of the essential types of parent involvement: parents as audience. Exhibit 12-16 also shows that there are far fewer plans that work to develop the other essential involvement roles for parents. All roles are important in order for schools and students to fully benefit from parental involvement.

A folder of 53 work plans from MNPS elementary schools was provided for the MGT audit. Most work plans also included the principal's staff development plan for self. A total of 23 of the plans included references to work in the area of parent/community involvement. Of these, 12 were designated in 1999-2000 as Title I schools, and 11 were not designated in 1999-2000 as Title I schools. Exhibit 12-17 shows the references made to parent or community involvement in each of the 23 elementary school plans that included such a reference.

Relating the work plan and professional development items back to the principals' job description requirement in the three areas outlined in Exhibit 12-13, one sees that many of the strategies, goals, or activities listed in Exhibit 12-17 lack specific measurement targets.

In both sets of work plans provided for the audit, it became clear that about half of the schools use their principal work plans, school improvement goals, and to a lesser extent principals' staff development for self plan as a way of guiding the school's growth in the area of parent and family involvement. Plans varied in the type of family involvement implemented. Exhibit 12-18 reorganizes the items from the elementary school principals' work plans and staff development plans into the six types of family involvement activities that comprise a high quality family involvement program.

The predominant improvement effort was in the first category: keeping parents informed, and getting parents to comply with and attend basic school functions. However, there were also some strategies in the other five areas or types of family involvement in some plans. These categories were much less frequent than the parents as audience category. All categories are necessary for a school to have a successful program of parent involvement that impacts on students' achievement in the long run. Only ten of the plans examined, out of the total number of 91, contained ideas for how to measure the improvement.

## **COMMENDATION**

**Metropolitan Nashville Public Schools is commended for efforts to include information about communication with parents in staff development plans.**

**EXHIBIT 12-17  
SELECTED ITEMS FROM 1999-2000 ELEMENTARY SCHOOL WORKPLANS  
AND PRINCIPALS' PROFESSIONAL DEVELOPMENT PLANS  
SELF: FAMILY INVOLVEMENT AND COMMUNICATION**

<b>SCHOOL</b>	<b>JOB FUNCTION</b>	<b>SIP OR JOB FUNCTION GOAL</b>	<b>MEASURE OF GOAL</b>	<b>PRINCIPAL'S OBJECTIVES</b>	<b>PROGRESS</b>	<b>NEXT STEPS</b>
1	Student Achievement			The Principal will: 1. Use a pool of parent volunteers on a daily basis. 2. Provide monthly Parent Luncheons Continue Monthly Second Tuesday meetings		
2	Safety/ Security	Heighten awareness in students, faculty, and community with regard to school safety issues				
3	Safety/ Security			3. Provide parents with training in positive parent disciplinary strategies		
4	School culture	To strengthen parent involvement in targeted areas to offer networks of support for student learning	Responses to parent surveys  Participation in parent activities.	The Principal will 1. Survey parents to provide parent activities 2. Foster the development of programs that will promote parent involvement		
5	Safety/ Security	Continue to improve work with increase of students, the parents, helping them to understand safety				
6	Communication and Inter-Personal Relations			3. Meet with parents, teachers and students who have concerns; mediate the conflict; give feedback that is constructive.		
7	Instructional Leadership			2. Call parents of each child absent for that day		
8	Instructional Leadership			6. Communicate with parents the importance of the writing initiative.		
9	Planning School Culture			Work with staff and parents to revisit/develop vision Mission, Strategic Goals(s), Critical Success Factors, and Strategies		

**EXHIBIT 12-17 (Continued)  
SELECTED ITEMS FROM 1999-2000 ELEMENTARY SCHOOL WORK PLANS  
AND PRINCIPALS' PROFESSIONAL DEVELOPMENT PLANS  
SELF: FAMILY INVOLVEMENT AND COMMUNICATION**

SCHOOL	JOB FUNCTION	SIP OR JOB FUNCTION GOAL	MEASURE OF GOAL	PRINCIPAL'S OBJECTIVES	PROGRESS	NEXT STEPS
10	School Culture	Parent Survey				
11	School Culture	Establish policies and procedures setting the tone for the daily operation of the school		The principal will 1. Share her vision for the school with stakeholders  3. Prepare a Parent/Student Handbook		
12	Instructional Leadership			Review attendance data with staff and parents		
13	Instructional Leadership & School Improvement	Guide my faculty/staff/parents through the SACS Accreditation process this year				
14	Instructional Leadership			3. Sit in on conferences with parents of students who are having academic problems		
15	Instructional Leadership		SIP Beliefs, Vision, Mission, Goals	2. Conduct a needs assessment of parents and faculty		
16	Planning  Instructional Leadership	Increase parent present throughout the school  Provide opportunity for staff development which supports the mission	As documented by sign-in sheets  Participation Log	Collaborate with teachers and staff to determine a focus for meaningful parent involvement  Develop staff development program with the following 3 focuses: Communication: Effective Communication between Home and School 1. Conducting effective Parent-Teacher conferences	The number of parents physically involved in school  Documented participation	Promote parent involvement in student's academic and social needs.  Self monitor and assess needs
17	Planning	Organize school to facilitate teaching and learning while coordinating the efforts of people to achieve these goals.		7. Facilitate communications within and outside the school to accomplish its goals		

**EXHIBIT 12-17 (Continued)  
SELECTED ITEMS FROM 1999-2000 ELEMENTARY SCHOOL WORK PLANS  
AND PRINCIPALS' PROFESSIONAL DEVELOPMENT PLANS  
SELF: FAMILY INVOLVEMENT AND COMMUNICATION**

<b>SCHOOL</b>	<b>JOB FUNCTION</b>	<b>SIP OR JOB FUNCTION GOAL</b>	<b>MEASURE OF GOAL</b>	<b>PRINCIPAL'S OBJECTIVES</b>	<b>PROGRESS</b>	<b>NEXT STEPS</b>
18	Planning	Develop with faculty, staff and community a workable SIP for 1999-2000		3. Form committees from faculty and community to see that needs are met.		
19	School Climate	Improve the climate of the school so that students, staff, parents and community can sense a feeling of being welcome at all times	More parent participation	Develop a sense of community so that more participants take ownership	Increased support from all	
20	Community & Parent Involvement	To provide assistance to parents in meeting the needs of our students To inform the community about various programs and activities that will benefit students and families.	Surveys will be used throughout the year. Data will be collected to provide suggestions in planning programs	The principal will 1. Monitor programs 2. Organize workshops 3. Instruct in areas needing information 4. Involve religious groups in non-contiguous zone to participate and sponsor family workshops		
21	Safety/ Security	Heighten awareness in students, faculty, and community with regard to school safety issues				
22	School Culture	Decrease office referral to 10 percent or less of total school population.		2. Communication with parents about their child's behavior on a weekly basis.		

Sources: Principals' Work Plans, and Principals' Professional Development Plan for Self, Folder # 2, Elementary Schools, 1999-2000.

**12.1.2 Work Plans and School Improvement Plans as It Relates to Parent Involvement**

**FINDING**

Research and best practice indicate that schools should create avenues for parents to participate in all of the various aspects of the school listed in Exhibit 12-18. This broad view of the involvement program each school needs to develop would seem to require that each year, the school include at least one significant goal to improve some aspect of their family involvement work.

Reviewing School Improvement Plans (SIPs) for 14 regular and magnet high schools, MGT looked for goals and measures in the area of parental or family involvement. Out of the 14 plans reviewed, nine included some reference to parents and community.

**EXHIBIT 12-18  
PARENT INVOLVEMENT ITEMS FROM ELEMENTARY SCHOOL  
WORK PLANS AND STAFF DEVELOPMENT PLANS FOR 1999-2000  
CODED ACCORDING TO THE TYPE OF PARENT INVOLVEMENT ENVISIONED**

<b>DESCRIPTION OF WAYS TO ENHANCE PARENTS INVOLVEMENT AND COMMUNICATION</b>	<b>NUMBER OF REFERENCES IN 19 SETS OF WORK PLANS AND STAFF DEVELOPMENT FOR SELF PLANS OF SELECTED PRINCIPALS</b>
1. Audience: Parents attend parent-teacher conferences and special school programs, fill out school information forms, and perform other basic obligations related to their children's education; school informs parents; schools generally encourage involvement	14
2. Home Tutor: Parents help with homework, help children learn with material from home, and help children develop good study habits.	7
3. School-Program Supporter: Parents go on field trips, help with the annual school play, help with fundraisers, and serve in other volunteer capacities at the school; PTO.	3
4. Co-learner: Parents attend workshops and conferences with school staff; take part in staff-development activities, and attend educational activities for parents.	3
5. Advocate: Parents take part in school-board meetings, speak at faculty meetings, initiate academic booster groups, and offer ideas to school and district administrators.	4
6. Decision Maker: Parents help evaluate how well school programs work, help decide on school budget expenditures, and assist in the development of school and district policies and programs.	1

Sources: Principals' Work Plans and Principals' Staff Development for Self, and the descriptors from Parents and Schools: From Visitors to Partners, 1999-2000.

In general, each school's SIP has a different format Exhibit 12-19 shows a goal, measure, or strategy included in each of the plans in the area of family involvement. It also shows the item coded with one of the six types of family involvement explained earlier in Exhibit 12-16.

All of the activities planned in 1999-2000 through the vehicle of the School Improvement Plans fell into the category of either parent as audience for school messages, or parent as participant in school programs. While clearly important, these are necessary but not sufficient to consider a school as having a well-rounded parent involvement program.

School Improvement Plans do not explain what might constitute a school's parent involvement program. However, combined with representative examples of work plans, there is at least a partial explanation for the school system as a whole. The explanation is that in the 1999-2000 school year, some school improvement teams and principals were looking at parental involvement as a strategy for raising achievement and others were not. This finding, while not causal by any means, correlates to the perception shared by many parents during the audit, that parental involvement (its quality and

**EXHIBIT 12-19  
ITEMS ABOUT PARENT INVOLVEMENT FOUND IN  
SCHOOL IMPROVEMENT PLANS FOR 1999-2000  
FROM REGULAR AND MAGNET HIGH SCHOOLS**

<b>HIGH SCHOOL</b>	<b>GOAL, STRATEGY, ACTION, OR OTHER REFERENCE</b>	<b>INFORMATIVE AND CLEAR MEANS OF EVALUATION</b>	<b>CODE:</b> 1. Parents as Audience 2. Parents as home tutor 3. School program supporter 4. Co-learner 5. Advocate 6. Decision-maker
1	Goal # 4: Community Involvement and Outreach 1) To involve parents in school activities a.) incorporation of parents volunteers in classrooms b.) involvement of parents in non-athletic extra-curricular activities c.) improved involvement of PTSO through fundraising, activities. 2.) To involve community members in activities and curriculum a.) development of course requirements including community members: interviewees, committee members, etc. b.) development of academic projects including community volunteers: Toshiba, etc. c.) enhancement of relationship between Pencil Partner and school 3.) To involve students and faculty in the community a.) Development of service projects b.) Development of service learning	Yes  Yes  Yes  Yes  Yes  No No  Yes	3           3       3
2	Goal # 8A Increase communication with parents and students about zero tolerance rules	Yes	1
3	Target Area: Total school/community involvement Desired learner outcomes: In school activities, student attendance and participation will increase. As a result, all student achievement will increase. Goal Statement: To increase total school and community involvement Intervention: Parent teacher conferences (publicized more through) PTSO newsletter, automated phone calling system, administration and faculty, report cards.  Attendance Rate of 93 percent: Daily calls to all absentees and outcalls to parents regarding attendance policy	Yes       Yes	1       1
4	Target 1: Communication and Climate To improve school climate through increased parent involvement, faculty participation and student achievement. Improve communication: teacher-to-teacher, teacher to student and teacher to parent.	Yes	1



**EXHIBIT 12-19 (Continued)  
ITEMS ABOUT PARENT INVOLVEMENT FOUND IN  
SCHOOL IMPROVEMENT PLANS FOR 1999-2000  
FROM REGULAR AND MAGNET HIGH SCHOOLS**

<b>HIGH SCHOOL</b>	<b>GOAL, STRATEGY, ACTION, OR OTHER REFERENCE</b>	<b>INFORMATIVE AND CLEAR MEANS OF EVALUATION</b>	<b>CODE:</b> 7. Parents as Audience 8. Parents as home tutor 9. School program supporter 10. Co-learner 11. Advocate 12. Decision-maker
	Strategy: <ul style="list-style-type: none"> <li>▪ Reorganize the parent organization to involve more parents in specific tasks on a continuous basis</li> <li>▪ Install and utilize an automated computerized home calling system</li> <li>▪ Create/Improve parent-to-school newsletter, to be sent home 4 times a year.</li> </ul>		
5	Goal: To increase the number of parents and others who are actively involved in their children's education Objectives: 1. To increase the written communications to the home 2. To increase the membership in the Parents' Advisory Committee and the Athletic Booster Club and maintain the membership in the Band Boosters' Club 3. To increase the opportunities for community persons to participate in school activities.	Yes	1 3 3
6	Objective: To increase parent and student awareness of academic expectations	Yes	1
7	Goal 8: Attendance Rate of 93 percent Daily calls to all absentees and outcalls to parents regarding attendance policy	Yes	1
8	Goal: Improve communication between parents, principal, and faculty Objective: Improve communication and awareness of parents Strategies: A. Send post cards informing parents of positive and negative student progress B. Each student will receive a free copy of the newspaper which will include monthly school calendar of events C. Each student will receive a monthly PTSA newsletter D. Professional development in the area of communications skills	None	1 1 1
9	Goal Increase effective communication to promote team building among parents, teachers, administration and students. Strategies First period teachers update students' addresses and phone numbers for AIMS. Require all teachers to send three week progress reports. Schedule bi-monthly PTSA meetings and distribute monthly newsletters of current school events to parents.	Yes	1 3

Sources: School improvement plans from nine regular and/or magnet high schools, 1999-2000.

depth) very much depends upon which school your child is enrolled in, and on the priority given to involvement by the principal. The expectation of, programs for, and evaluation of parental involvement should be one of the constants in the Metropolitan Nashville Public Schools; it should not rely upon which school a child is attending. This constancy will fulfill the spirit, if not the letter, of the original Excellence and Equity's recommendation, and the subsequent five-year plan.

Another comment heard frequently during interviews with parents and community members was that there is a disconnect between what schools and the school system say they believe in with respect to community involvement and how they act. This is a difficult perception to confirm or deny. One example of this 'disconnect,' is possibly found by comparing the 1999-2000 *School Profile* to the School Improvement Plan for three of the high schools that did not include any parent or community involvement goal in their plans.

With respect to community involvement, a school-by-school analysis found that of the 12 magnet schools, 92 percent have active PTA/PTOs, the highest level of participation by type of school and that schools classified as "other" (special education, adult education, and alternative learning centers) have the lowest level of PTA/PTO activity as well as high schools only have a 50 percent rate of active PTA/PTOs.

Exhibit 12-20 shows important language about family or community involvement included in three schools' profiles.

**EXHIBIT 12-20  
DESCRIPTION OF COMMUNITY AND  
FAMILY INVOLVEMENT AND/OR COMMUNICATIONS  
IN SELECTED SCHOOL PROFILE SHEETS OF HIGH SCHOOLS  
WITHOUT ANY SCHOOL IMPROVEMENT GOALS IN THIS AREA**

<b>SCHOOL</b>	<b>DESCRIPTION FOUND IN 1999-2000 SCHOOL PROFILE</b>
1	Goals: 7. The staff, parents and community will be involved in formulating the policies and practices of the school to a greater extent than has heretofore been the case
2	Mission/Philosophy: ...we are working cooperatively with students, parents, staff, and community and the business world to ensure that the integrated academic and technological curriculum blends into a high quality, one-path system that will lead to improved student achievement, improved perception of (our school), improved communication with parents, the community, and business world which will empower students to become lifelong learners and productive citizens.  Goals: <ul style="list-style-type: none"> <li>▪ To empower students, staff, parents, and business in order for them to have a sense of ownership</li> </ul>
3	Beliefs: <ul style="list-style-type: none"> <li>▪ Nurturing a sense of belonging among students, faculty, and community member</li> </ul>

Sources: School Improvement Plans and Profile Reports, 1999-2000.

Given that these three schools identified the relationship with their parents and community as a significant part of their goals, mission or beliefs, it is reasonable that they should include a goal and strategy in the school improvement plan to ensure that the relationship envisioned becomes a reality.

## **RECOMMENDATIONS**

### **Recommendation 12-10:**

**Require that school improvement plans and principal work plans contain at least one goal of significance in the area of family involvement and communications, and require central office staff to work with those schools that have an inactive PTO/PTA to improve parent participation and business/community partnerships.**

Every school improvement plan should include a report and an evaluation with measurable results on the achievement of the prior year's goals and results, with an explanation of their impact or lack of impact, in the area of parent involvement and communication. (See Recommendation 12-22 for additional information on proposed staff to assist with this recommendation.)

## **IMPLEMENTATION STRATEGIES AND TIMELINE**

- |   |                           |
|---|---------------------------|
| 1. The Director of Schools should instruct principals to include at least one significant goal in the area of family involvement and communications, with measurable results, in their next school improvement plan and their next work plan. | December 2001             |
| 2. The Tier Directors who review these plans should ensure that all plans are in compliance with this requirement and assist those schools with implementing best practices to increase the participation of schools with inactive PTA/PTOs.  | March 2002<br>and Ongoing |

## **FISCAL IMPACT**

This recommendation can be implemented with existing resources.

### **Recommendation 12-11:**

**Develop a database of practices, measures, and results in the area of communications with families and parent involvement that allows principals, teachers, and school improvement teams to draw upon as they design their school improvement plans.**

The implementation of this recommendation should allow for a rich array of practices to be shared, and in particular, for the successful work of Title I schools in this area, to be spread to all schools.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Coordinator of Title I should establish the database of practices from which principals may use as they design their family involvement plans and professional development activities. April 2001
2. The Webmaster should make the database available in a user-friendly form, on the MNPS Web site, until a system-wide intranet is in place. October 2001

**FISCAL IMPACT**

This recommendation can be implemented with existing resources and should be overseen by the proposed Community Involvement Coordinator recommended in Recommendation 12-22.

**Recommendation 12-12:**

**Conduct regular school visits to provide guidance for schools on ensuring that school buildings are family-friendly and inviting to the public.**

Schools should have welcome signs in several languages, directions to the office, a posted family involvement policy, a list of volunteers needed, a supply of school and school system information published by various divisions, as well as several copies of the newsletter readily available for parents and community members. The implementation of this recommendation should ensure schools are parent and visitor-friendly.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Tier Directors should discuss the concept of creating an inviting entrance area within schools with the principals. August 2001
2. The Tier Directors should experience the welcoming efforts first hand, by visiting schools and providing principals with feedback. September 2001
3. Principals should enlist the assistance of family volunteers in creating a warm, inviting entrance to schools. September 2001

**FISCAL IMPACT**

This recommendation can be implemented with existing resources.

### **12.1.3 Parent-Teacher Organizations**

#### **FINDING**

A perception echoed by individual parents, focus groups of parents, community organizations, forums of foundation representatives, the Metropolitan City Council's Education Committee, members of the Chamber of Commerce, and school personnel has to do with parent-teacher organizations. There is clear recognition of the importance of each school having an active parent-teacher organization. Also there is a widespread belief that some school organizations of parents and teachers are more successful than others at providing needed support for the school.

This audit does not extend into a review of the efficacy of parent-teacher organizations. However, information was collected about parent-teacher organizations in two data sets. Information about the existence of parent-teacher organizations is included on some of the school profile sheets for 1999-2000. Five MNPS elementary schools did not report any organization of parents and teachers on their school profile sheet. Eight of the magnets, special education schools, or alternative schools did not report the existence of any PTO organization. Nine middle schools did not include any mention of a parent-teacher organization on their profile sheet. Three of the high schools did not report a parent-teacher organization on their profile.

The second data set that included information about PTOs was a memo sent by the Department of Communications to all the schools requesting that they return directory information about their PTO organizations to that office. A total of 87 schools responded to that request in the data set provided for the audit.

By either count, clearly more than half of the schools report having a group of parents who meet under some nomenclature. Beyond this, there is little documented information about the governance structures, projects, successes, and levels of support that different parent-teacher organizations have provided their schools. A school cannot require its parents to form an organization, nor can it require that parents' groups provide any specific types of support. However, by creating a variety of avenues for parental involvement, such as those pointed out in Exhibit 12-17, there is a far greater chance that a parent-teacher group should emerge.

Based on the many conversations that occurred on this topic with the public and with educators, and in relating these with the resources available throughout the school system, one logical strategy for strengthening the existence of PTO organizations is through the use of cluster meetings. It is conceivable that a representative, advisory group of PTO chairs, or other delegates can meet to explore areas of mutual interest, based upon the common ground that unites them – their children's pre-K through 12 education. In supporting each other, and helping to build strong community support for the cluster's schools, they are helping to support the educators and programs their children will experience.

An examination of the 1999-2000 cluster plans yielded the information shown in Exhibit 12-21 about family involvement and communications coordination within each cluster. All clusters had improvement plans in the folder of plans provided for the audit. Out of the 12 cluster plans read, seven made some reference to parents and community.

**EXHIBIT 12-21  
ITEMS RELATED TO FAMILY AND COMMUNITY INVOLVEMENT  
IN CLUSTER IMPROVEMENT PLANS  
1999-2000 SCHOOL YEAR**

CLUSTER PLAN	IMPROVEMENT PLAN GOAL, OBJECTIVE, OR STRATEGY
1	Timeline: (for goal related to improvement in student math achievement) Fall sessions (1999) to incorporate parent involvement with assistance from (presenter) from (different cluster).
2	Goal Development A. Reduce student attrition from the cluster A.1 Assess causes of student attrition a. consult with R & D on designing survey b. Survey parents who have left cluster for private and magnet schools c. Survey current parents regarding their future plans A.2 Communicate effectively to teachers, parents, and community about the schools in the cluster a. Hold clusterwide marketing events (Fair, Open Houses) b. Develop cluster information items (Brochure, website, calendar, Who's Who) c. Involve cluster parent groups d. Hold annual cluster inservice e. Each school promotes others
3	Cluster Profile Data (included): <ul style="list-style-type: none"> <li>▪ Parent/student survey developed</li> </ul> Beliefs summative <ul style="list-style-type: none"> <li>▪ Working together with parents as community partners</li> <li>▪ Accountability for all stake holders – students, parents; educators at all levels</li> </ul>
4	Content: To share instructional strategies for content areas and core curriculum <ul style="list-style-type: none"> <li>▪ Newsletter – share newsletters with other schools I cluster; secretary sends through school mail</li> <li>▪ Cluster Bulletin Boards in schools</li> </ul> Increase parent involvement(1998-99) <ul style="list-style-type: none"> <li>▪ Have a PR presenter to help us develop the skills to promote ourselves within our cluster. (The goal is to have an open house cluster forum) (additional idea: Have parents speak about schools.)</li> <li>▪ Help teachers organize meeting in the community more effectively. Identify teachers and home school coordinators who have organized such meetings successfully.</li> </ul> Increase parent involvement (1999-2000) <ul style="list-style-type: none"> <li>▪ Have a committee to examine the effectiveness of trying this. Have PTO board members attend other schools PTO board meetings for ideas</li> </ul> Develop consistent communication strategies for cluster <ul style="list-style-type: none"> <li>▪ Start a bulletin board with events of each school (email)</li> </ul>
5	Goal 2: to increase the average daily attendance by .5% in each school Evaluation (strategy): 3. monitoring teacher-parent contacts
6	Estimated resources (for accomplishing common goals) included: PTA's, Grants, Donations. The inference was that there would be/might be some cross-school sharing.
7	Beliefs <ul style="list-style-type: none"> <li>▪ Education is the combined responsibility of school, parents, students and community.</li> </ul>

Source: MNPS, Cluster Improvement Plans, 1999-2000.

It is clear that some cluster councils have begun to think about the role of parents and community in the development of higher achievement for students within the cluster. PTOs play a key role in the acquisition of resources, publication of newspapers, and organization of events and celebrations. At some schools, an organized group of parents exists, and therefore provide a logical link to the development of parent support within the cluster as a whole.

## **RECOMMENDATION**

### **Recommendation 12-13:**

**Create a pilot within each of three of the 12 clusters that brings together delegates from PTOs within each cluster, for the purpose of identifying common goals in the area of parent involvement and communication.**

Within each cluster, there are many ways that common goals between and among schools can be established, common challenges can be resolved, possible mutual supports can be found, and ways of sharing ideas and other resources can be incorporated as a routine practice.

Each of these pilots need incentives. MNPS should seek foundation support and connect with community groups such as Parents First who are interested in establishing strong parent oriented channels of communication. With foundation or agency help, it should be possible to create a support plan compatible with the cluster plan that includes communications (media), cluster parent involvement guidelines, help for emerging PTO organizations, and development of a common pool of resources to fund/help with common cluster goals.

## **IMPLEMENTATION STRATEGIES AND TIMELINE**

- |   |                  |
|---|------------------|
| 1. The Director of Schools should invite PTO presidents to take the initiative on creating cluster pilots.  | September 2001   |
| 2. The Director of Schools should delegate each of the cluster pilots to a logical MNPS professional for monitoring and support, or to a willing partner. | October 2001     |
| 3. The Director of Schools should ask for periodic reports about progress of the pilots from the PTO representatives.                                     | January 2002     |
| 4. The Director of Schools should identify aspects of the cluster pilots that work well and disseminate to all clusters.                                  | March - May 2002 |

## **FISCAL IMPACT**

This recommendation can be implemented with existing resources. Two positions recommended in Recommendation 12-22 (Equity Coordinator and a Community Involvement Coordinator) could assist in the implementation of this recommendation.

**12.1.4 Family Involvement Activities**

**FINDING**

MGT found many positive examples of MNPS implementation of activities involving parents. Exhibit 12-22 shows some of the information found that indicates involvement of parents in work done by the school system, whether as participants or as co-learners.

There are many initiatives being implemented within Metropolitan Nashville Public Schools that invite parents to be active co-learners, and that professionals who describe their programs are justifiably proud of the participation they engender among parents. Training for parent volunteers, and for schools, as well as other resources are provided by outside agencies as an integral part of certain projects.

What is less clear is how many of MNPS parents are being impacted, and if opportunities for involvement are well publicized through community agencies, local schools, clusters, the Web site, and the media.

At present, there is no central clearinghouse for information about parent involvement activities at the school system level, at the cluster level, or at the school level. There are no commonly held expectations for parent involvement at the department or the division level that were made available through the request for written directives and/or policies about parent involvement and communication.

**RECOMMENDATION**

**Recommendation 12-14:**

**Establish a clearinghouse and evaluation center for information about family involvement and communication.**

The establishment of a clearinghouse should assist in monitoring the effectiveness and improvement of the new policy on family involvement and communication. Outside agencies, schools, clusters, departments, and the system itself can benefit a great deal from knowing what parent involvement efforts are in place.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

- |  |               |
|--|---------------|
| 1. The Director of Communications should direct the efforts of the school system in creating a clearinghouse and evaluation center for information about family involvement. | December 2001 |
| 2. The Director of Communications should report progress to the Director of Schools.   | March 2002    |

**FISCAL IMPACT**

This recommendation can be implemented with existing resources.



**EXHIBIT 12-22  
EXAMPLES OF PARENT INVOLVEMENT ACTIVITIES  
IN METROPOLITAN NASHVILLE PUBLIC SCHOOLS**

<b>PROGRAM AND/OR DEPARTMENT</b>	<b>DESCRIPTION OF EVENT</b>
Toyota Families in Schools	<p>A partnership of Metro Schools Title I, Parents First, and Toyota that takes a systemic approach to providing adult education for parents, and helping parents in a myriad of ways to become involved with their children's education. Parents and teachers from three Metro schools attended training together.</p> <p>November 14-15 Tennessee Family Learning Partnership Institute for teams of parents and teachers.</p>
Nashville Read	<p>"Anytime, Anyplace, Any-Pace Learning Center" is a mobile bus delivering learning capabilities to children, senior citizens, adults. Has a focus on adult, family and work literacy, providing access to computers, educational technology and the Internet for independent and group instruction in adult education, job readiness, family literacy and parenting education to the most needy residents of Nashville and Davidson County.</p>
Parents First Center	<p>Located at the Park Avenue Enhanced Option School, and provides an array of services and programs for parents, in partnership with NashvilleREAD, a local comprehensive literacy organization, and Metro Schools, among others.</p>
Project Starfish	<p>An intensive summer program that has a collaborative parent education component, co-sponsored by Metro Schools.</p>
Music City Miracle	<p>Nine 21<sup>st</sup> Century Community Learning Centers in three Nashville inner city communities to address academic and life skill needs of a minimum of 1800 youth and 600 parent and other adult community members. A Metro Schools solicited grant from the U.S. Department of Education.</p>
Community Career Center	<p>Sponsored by Metro Schools, open to all adult citizens, and targeting single parents, displaced homemakers, dislocated workers, and single pregnant women. Works with Staff Development office to also provide workshops in technology for teachers.</p>
Family Reading, Math and Science	<p>The Reading/Math office is a National Certified Family Math Site, making Metro Schools a nationally recognized site for these training's. Teachers, parents and students are trained through this work.</p> <p>Family Math is offered to parents and children Grades K-8. Parent workshops are designed to develop problem-solving skills and to build an understanding of math with hands-on materials.</p> <p>Family Science workshops are designed to present scientific processes, concepts and topics in a non threatening manner to students and parents in Grades K-8.</p> <p>Family Reading is a locally designed workshop designed for parents of preschoolers through Grade 6. It provides parents with an understanding of how their child learns to read and applauds them for being their child's first teacher.</p>

**EXHIBIT 12-22 (Continued)  
EXAMPLES OF PARENT INVOLVEMENT ACTIVITIES  
IN METROPOLITAN NASHVILLE PUBLIC SCHOOLS**

PROGRAM AND/OR DEPARTMENT	DESCRIPTION OF EVENT
Music Department	<p>Guide for Beginning Band Programs in the MNPS system</p> <p>Arts in Action, a summer camp for students aged 8 – 12</p> <p>Metro Nashville Summer Band Camp</p> <p>Metro Nashville Summer Orchestra Camp</p> <p>Music notes are included in the every-six weeks publication about Core Curriculum</p>
Counselor and Parent Connection	A publication of the Division of Guidance and Counseling: a single sheet publication explaining four year path options, required courses for graduation, and credits required.
Summer High School Guidance Counselors	<p>Sessions held by counselors for parents of incoming seniors, summer, 2000, to help them with college process. One counselor assessed advantages:</p> <ul style="list-style-type: none"> <li>▪ Get to know my seniors for the year 2000-2001</li> <li>▪ Get information early to the seniors and parents in regards to deadlines, the services that I give the seniors during the year.</li> <li>▪ Let the parents know that we care about their seniors and are willing to go an extra mile for them.</li> <li>▪ Let the parents get to know the senior counselor</li> </ul>

Source: Responses sent by departments and divisions to Title I office, on behalf of MGT audit, requesting information about staff development for principals, teachers and classified staff, written directives and/or policies in the general area of parent communication and involvement, Fall 2000.

**FINDING**

Parent involvement in Bilingual/English as a Second Language was also examined. A recent survey completed by English as a Second Language (ESL) teachers and bilingual center principals determined that the number one greatest need *is for interpreters/tutors in the native language to facilitate home/school communication and to tutor ESL students* (Application for Emergency Immigrant Education Funds, August 11,2000). As a result of the funds from this grant, 15 additional full-time tutors and two part-time tutors will be added to the existing staff.

A 1998 report prepared for the Office of Civil Rights described parent services. This description appears in Exhibit 12-23, as can be seen, there are several MNPS responsibilities as it related to parent services.

**EXHIBIT 12-23  
DESCRIPTION OF SCHOOL SERVICES FOR NON-ENGLISH SPEAKING OR  
LIMITED ENGLISH SPEAKING PARENTS  
REPORTED BY METROPOLITAN NASHVILLE PUBLIC SCHOOLS**

ESL center schools are responsible for keeping LEP parents informed of meetings, events, and student activities. Parents of LEP students are notified of school activities through translations, either written or oral. Each six weeks, the teachers have a half day of planning for instruction within their local buildings. On these half days, the parent/liaisons come to the Bilingual Office and spend part of their afternoons translating school notices that are generic in nature such as the District's policy on head lice. At each of the 34 ESL center schools, parent/liaisons translate notices to parents when asked by the principal, classroom teacher or ESL teacher. Through the Bilingual Office, schools are provided numerous translations of school forms and notices to parents. These are continually updated and more are added as needed. Bilingual paraprofessionals are also utilized to provide orally transmitted information to parents, especially to those parents who are not literate.

The ESL center school staff...holds a minimum of one meeting in the fall to inform parents of school procedures and expectations. Home visits and/or parent conferences continue to keep ESL staff, regular school staff, and parents in contact with each other through the school year.

Source: Alternative Language Program Plan for Limited English Proficient Students in the Metropolitan Nashville Public Schools, Revised November 18, 1998.

Immigrant students from 93 countries, in the MNPS schools speak 74 languages other than English. The most frequently spoken language other than English is Spanish. There is a Zone Plan indicating which schools students will attend, whether their zoned school or another school, depending upon whether or not it is an ESL center. A December 1999 letter from the United States Department of Education indicated that 75 percent of the students are in their home school, with improved placement expected in 2000-01. In the 2000-01 school year, 54 of MNPS schools are English as a Second Language Centers. This is an increase of 22 centers since the 1998-99 school year. During that same time, the student population has risen from 3,162 in 1998-99 to 4,504 in 1999-2000.

This year, ESL teachers and guidance counselors received a memo from the ESL Coordinator indicating that:

*we are committed to improving our parental involvement....We ask that you conduct at least one parent meeting. . . .At the meeting, discuss school rules, behavior, food and the cafeteria, and offer some pointers on being involved and helping with their children's school work. Please, set up a Parent Council or committee to advise you of parent issues (Memo, August 1, 2000).*

The Bilingual and English as a Second Language Department provided attendance records of recent parent meetings held at four Bilingual Center schools. Exhibit 12-24 shows the attendance numbers for the four schools.

**EXHIBIT 12-24  
ATTENDANCE OF ESL AND BILINGUAL PARENTS AT FALL OPEN HOUSES  
IN FOUR METROPOLITAN NASHVILLE PUBLIC SCHOOLS**

SCHOOL	NUMBER OF ESL OR BILINGUAL STUDENTS IN PROGRAM	NUMBER OF FAMILY MEMBERS WHO ATTENDED THE SCHOOL'S MEETING	PERCENT OF FAMILY MEMBERS WHO ATTENDED THE SCHOOLS MEETINGS
1	95	21	22%
2	26	5	19%
3	150	38	25%
4	168	22	13%

Source: Bilingual and English as a Second Language Department, Metropolitan Nashville Public Schools, October 2000.

A Nashville Task Force on Refugees and Immigrants is active. The December 14, 1999 draft membership list identifies 22 agencies as members including Metropolitan Nashville Public Schools who list six members of their own with a representative from: Refugee English Language Training, Division of Psychology Assessment Center, Itinerant Special Education, English as a Second Language Teacher, the ESL Office, and a representative from a local high school. The members of the English as a Second Language and Bilingual Department staff also participate actively in the Parent Training Network activities, helping parents and schools to make connections through that program as well.

In addition, an ESL Providers Group exists and several different departments from the MNPS schools belong to the group. The group's official title is the English Language Training and Resource Providers Group. Their mission, included in their July 2000 minutes, is *collaborating to identify and disseminate information about English language resources and training for members of Middle Tennessee's international community and those working with them*. The group supports ESL providers who work with both student and adult populations. The group's notes have an orientation towards career success in the adult sector. The members listed on the minutes represent the Whirlpool Corporation, Metro Social Services, Crittenton Services, Tennessee State University, Nashville Career Advancement Center, ST. Edward Catholic Church, Opryland Hotel, *The Tennessean*, and the Tennessee Department of Labor and Workforce Development. In addition, five employees of different departments in the MNPS schools are on the membership list. The group is focused on language development for what they identify as *exponential growth in numbers of both children and adults needing ESL*.

The Bilingual/English as a Second Language Center provided a list of documents that have been translated for families and students. Exhibit 12-25 shows the list provided for the audit.

The Refugee Services Division of the Metropolitan Social Services Agency has a school orientation check list of topics it covers with parents, and topics on which the division trained MNPS schools' ESL Tutor/Translators in December 2000. This list is included in Exhibit 12-26.

**EXHIBIT 12-25  
METROPOLITAN NASHVILLE PUBLIC SCHOOLS TRANSLATED DOCUMENTS  
AVAILABLE THROUGH THE  
BILINGUAL/ENGLISH AS A SECOND LANGUAGE DEPARTMENT**

LANGUAGE	DOCUMENTS TRANSLATED
Albanian Arabic French Haitian-Creole Korean Kurdish Lao Nuer Serbo-Croatian Somali Spanish Vietnamese	<ul style="list-style-type: none"> <li>■ IDEAS FOR HELPING YOUR CHILD AT HOME</li> <li>■ AGE-GRADE PLACEMENT CHANGE</li> <li>■ EXIST-TRANSITION LETTERS</li> <li>■ PROGRESS REPORT FORMS</li> <li>■ NOTICE OF CONCERN K-12</li> <li>■ PARENTAL RIGHTS IN SPECIAL EDUCATION</li> <li>■ NOTICE OF M-TEAM MEETING</li> <li>■ NOTICE OF IEP TEAM MEETING</li> <li>■ REFERRAL FOR PSYCHOLOGICAL EVALUATION</li> <li>■ PARENT INVOLVEMENT POLICY – TITLE I</li> <li>■ WAIVER OF B/ESL SERVICES</li> <li>■ TRANSITION/EXIT LETTER</li>   <li>■ ATTENDANCE ALERT</li> <li>■ NOTICE OF EXCESSIVE ABSENCE</li> <li>■ LEGAL ATTENDANCE NOTICE</li> <li>■ LEGAL TARDY NOTICE</li>   <li>■ SUMMARY OF ZERO TOLERANCE VIOLATIONS</li> <li>■ STUDENT CODE OF CONDUCT</li> <li>■ BUS RULES</li> <li>■ CONDUCT COMMUNICATION</li> <li>■ CORPORAL PUNISHMENT</li> <li>■ DRESS CODE</li> <li>■ IN-SCHOOL SUSPENSION</li> <li>■ NOTICE OF DETENTION</li> <li>■ NOTICE OF SUSPENSION</li> <li>■ EXCLUSION FROM SCHOOL</li> <li>■ NOTICE OF SUSPENSION FROM THE BUS</li> <li>■ OFFICE REFERRAL</li> <li>■ STUDENT CONDUCT BOOKLET</li>   <li>■ MATH TERMS</li> <li>■ FAILURE NOTICE</li> <li>■ PARENT CONFERENCE REQUEST</li> <li>■ PARENT REQUEST RETENTION AND/OR GRADE PLACEMENT</li> <li>■ NOW I'M FIVE</li>   <li>■ ALERT PHYSICAL EXAMINATION MISSING</li> <li>■ CHICKEN POX ALERT</li> <li>■ FEVER ALERT</li> <li>■ HEAD LICE INFORMATION</li> <li>■ MEDICAL ALERT</li> <li>■ MEDICAL RECORDS MISSING</li> <li>■</li> <li>■ FIELD TRIP PERMISSION SLIP</li> <li>■ SPECIAL HALF DAYS</li> <li>■ INTERNET USE AGREEMENT</li> <li>■ APPLICATION FOR FREE OR REDUCED-PRICE MEALS</li> <li>■ KINDERGARTEN REGISTRATION</li>   <li>■ SPECIFIC TRANSLATIONS REQUESTED BY OTHER PROGRAMS, DEPARTMENTS AND SCHOOLS</li> </ul>

Source: Metropolitan Nashville Public Schools, Bilingual Department, October, 2000.

**EXHIBIT 12-26  
TABLE OF CONTENTS OF THE SCHOOL ORIENTATION PROGRAM  
OF THE METROPOLITAN SOCIAL SERVICES REFUGEE SERVICES DIVISION  
PROVIDED FOR MNPS SCHOOLS ESL TUTORS AND TRANSLATORS**

1. Home Visit Introduction
2. School Rules
3. Zero Tolerance Policy
4. Attendance Policy
5. Dress Code
6. Personal Hygiene and Health
7. Bus Safety and Latch Key Kids
8. Preparing the Children for School
9. Parental assistance with Homework
10. Report Cards and Grading System
11. Parent-Teacher Conference
12. School Tour

Source: Table of Contents ESL Tutor/Translators In-service 12/8/00,  
Metropolitan Nashville Public Schools Department of Bilingual and  
English as a Second Language Services.

Both of these lists have in common an orientation towards helping parents to understand the schools' expectations. In the reorganized list in Exhibit 12-25, parents need to know about special education and bilingual services, about behavior and discipline, about health matters, about some of the school's support services, and some important school procedures. Only one item on the list is directly related to 'program' per se, the 'math terms' item. It is important that all parents have user-friendly versions of important program information that determines how their children might access different courses of study, or different electives, or options.

Examples can be provided of this lack of translated materials in important policy areas that parents need to know exist. There is no translated copy of the waiver policy. There is no copy produced especially targeting parents that is written in English either. This specific example is an important one. Repeatedly, during parent meetings, the topic of students attending high schools out of their home area was discussed. Knowing the rules about how to select a high school program is considered operating currency in the parent world. Making the waiver policy and procedures available in English and Spanish, for instance, appear to be an opportunity for the school system to ensure that more parents can make conscious choices for their children. In the case of the waiver policy, there is only the original, board-level policy document, used by professionals to guide their decisions and practices in the area of waivers. The waiver policy is not parent user-friendly.

The magnet school materials available outside of the Magnet School Office, and those provided for this office, are all written in English. The publication that is going home to families every six weeks on the Core Curriculum is published only in English. All of the school newsletters provided for the audit were written in English.

The Web site designer has not had any requests to put translated program materials onto the school system's Web site. Minutes from the Council of Community Services from October 24, 2000, indicated that there are ". . .plans to translate all 46 school forms (e.g. lunch application, zero tolerance, etc.) into 10 languages and have them available on the web."

Two different community-based agencies praised the work of the professionals and staff at the Bilingual/ESL Department for their tireless efforts on behalf of newcomers and established non English-speaking families to ensure that children were correctly placed in 'zone' schools as close to their homes as possible, effectively served, and as connected as possible with community service agencies.

In general, the school system has not developed a long-range plan for expanded resources to support the increasing population of non-English speakers and readers. Non-English readers must depend upon translators to answer their questions about the school system's programs which presupposes that as newly arrived residents, these parents know what questions to ask.

In looking at the variety of translated materials available at the Bilingual Department, there was a publication called "Ahora Tengo 5 Años" (*Now I Am 5*). It is published by the Metropolitan Nashville Public Education Foundation. The federal agency reports that since the mid-1990s, it has requested that the school system take over the publication of the popular, award-winning, and already translated booklet. This has not happened, and there are no known plans for it to take place. There is no specific budget within the school system for translated materials.

These indicators lead to the question, to what extent is the school system depending upon outside resources for its translation of print materials, and to what extent is there a current, long-range plan to expand and organize purposefully the documents made available to families in multiple languages? This is a question that impacts on equity, since information about how to best support one's child in the myriad of ways is known to some parents, but not others. Translation of key policies and procedures is one way to ensure greater equity.

### **COMMENDATION**

**The Office of Bilingual and English as a Second Language Programs is commended for its effective partnerships with community agencies and its aggressive efforts to ensure the availability of services and translated materials for parents in the greater Nashville community.**

### **RECOMMENDATION**

#### **Recommendation 12-15:**

**Develop a long-and short-range plan for translation of significant policies, procedures, information, and protocols at the school level, and at the school system level.**

It is important that the school system understands the need to translate printed documents, as a regularly occurring practice throughout the school system, and as a budget item in all standing committees, departments, divisions, and projects.

The presence of more than 4,000 students whose first language is not English, with an expectation that the population will continue to rise, makes it imperative that the translation question should be included in the development of new materials that keep parents and students informed about educational programs and opportunities.

The school system should review all program descriptions, policies and procedures, that English language parents might need access to. They should develop a one to three year plan for translation of these procedures into the school system's major languages. A priority is opportunities that all parents should understand and be able to make informed decisions about. Some examples mentioned in community interviews are: information about the Core Curriculum, about the Encore programs, about the sequence of the math program from middle school to high school, about how to take AP courses and their importance and about the waiver policy for moving from one high school to another.

#### **IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Assistant Superintendents for K-8 and 9-Adult Instruction and Administration should conduct an inventory of all departments, programs and projects for the purpose of developing a long-range plan for translation of program information. April 2001
2. The Assistant Superintendents for K-8 and 9-Adult Instruction and Administration should work with the Bilingual Department to outline a long-range translation plan, build expanding translation costs into the budget as a permanent item, and require all new initiatives to build in translation plans before they are implemented. July 2002

#### **FISCAL IMPACT**

The implementation of this recommendation to develop a long- and short-range plan can be implemented with existing resources; however, once the plans are established, translation costs will be incurred. Some school systems have displayed the costs of translation by asking foreign language classes to assist in appropriate translations. A proposed full-time Web master (see Recommendation 12-22) should assist in placing important documents on the Web site that are translated in various languages.



## **12.2 Collaborative Partnerships Between MNPS and Community Agencies**

The MNPS Web site provides a list of school-community partnerships. These are listed in Exhibit 12-27.

### **EXHIBIT 12-27 SCHOOL-COMMUNITY PARTNERSHIPS LISTED ON METROPOLITAN NASHVILLE PUBLIC SCHOOLS WEBSITE**

- Book'Em
- Metropolitan Nashville Education Association
- Nashville Chamber of Commerce
- Nashville School-to-Career Website
- Parent Empowerment Center
- Pencil Foundation
- Project Starfish
- Renaissance Center
- Dell Computer
- Vanderbilt University

Source: Web site menu: [www.nashville-schools.davidson.k12.tn.us/Partnership/partnerships.html](http://www.nashville-schools.davidson.k12.tn.us/Partnership/partnerships.html), October 2000.

Each bulleted item on the Web site leads to a description of the program listed, and in some cases, to active buttons that take the reader to the organization's Web site, or to further descriptions and links.

One significant and growing partnership within the greater community and the MNPS is an organization called Tying Nashville Together (TNT). The organization, a broad-based citizen's organization of 63 churches, synagogues, businesses, and neighborhood associations has a general goal of improving the community. It is also developing some specific areas of monitoring responsibility with respect to the five-year plan for unitary status.

This organization has created a partnership role with MNPS, in creating before and after-school care centers at the schools. According to local news reports, the TNT After-Care Centers located at schools hope to expand from the current number of seven, to 15, or at least one in each cluster, within the next few years.

Exhibit 3-25 (previously shown in Chapter 3) illustrates the low availability of before- and after-school childcare programs throughout Metropolitan Nashville Public Schools. As shown, the school system has before school programs at 74 schools and after-school programs at 83 schools, with an average of 0.6 of each type of program per school systemwide.

As Exhibit 3-25 indicates comparing among types of schools:

- elementary schools have the highest averages for both before-school(0.8 programs per school) and after-school (0.9); and

- of the types of schools which do offer childcare programs, middle schools have the lowest average number of before-school programs (0.3), while schools classified as “other” have the lowest average number of after-school programs (0.3).

Comparing by clusters of schools, the Exhibit 3-25 shows that:

- the McGavock cluster of schools offers the highest total number of both before-school and after-school programs (14 of each type of program);
- the Pearl-Cohn cluster of schools offers the fewest before-care programs, with only four; and
- four clusters offer only five after-school programs – Glenclyff, Hunters Lane, Maplewood, and Pearl-Cohn.

The Board of Education passed a policy in March 2000 that updated former policy in the area of after-school care. The policy makes clear that the Board of Education wishes to actively collaborate with those who wish to use the facilities for before and after-school care.

Exhibit 12-28 shows some of this policy language.

**EXHIBIT 12-28  
EXCERPTS FROM SCHOOL BOARD POLICY ON  
BEFORE- AND AFTER-SCHOOL CARE**

It is the policy of the Board of Public Education of the Metropolitan Nashville-Davidson County School District to support and encourage non-profit before/after school care providers within its facilities by providing the space, utilities and existing custodial services without charge to approved before/after school care providers.

Source: MBOE School Board Policy # 1333, Before and After-School Care Policy, found at <http://www.nashville-schools.davidson.k12.tn.us/policy/1333.htm>, 2000.

This policy partially addresses concerns heard from two different outside service collaborators not associated with TNT that building use to support after-school and evening activities by community groups is discretionary on the part of the principal. Particularly mentioned were schools with a need for their adult English speaking and English as a Second Language speaking families to have literacy classes. The two different types of perceptions received were that some facilities are not made available where needed, and some facilities charge custodial fees despite a custodian being on duty. The audit did not verify these comments, but looked instead at the policy in facilities use.

Policy # 1330 on school facilities use appears to permit a fee or charge based on use for any group other than the PTA/PTO; School Affiliated Scout and Adult Groups; and local state and federal government agencies. The opening policy statement lacks the pro-

active, collaborative language of the Before and After-Care policy. Exhibit 12-29 shows the policy language from the opening paragraph, and the provision defining the 'without charge' groups, which appears later in the policy. It also shows part the provision for rental fees and the permitted uses, which do not clearly state a purpose involving the education of families and other adults from the community.

It is possible to understand from this policy that outside, not-for-profit providers of adult education wishing to collaborate with the school system by using neighborhood school buildings for adult education, might fall outside of the parameters of this policy. This is an area where the Board of Education can consider creating a more proactive collaborative policy.

**EXHIBIT 12-29  
EXCERPTS FROM SCHOOL BOARD POLICY ON USE OF SCHOOL FACILITIES**

***Opening Paragraph:***

Public school buildings have been constructed for the purpose of housing the educational program of the school system. The Metropolitan Board of Education realizes that these facilities are public property and should also be used for such purposes. However, such use should not interfere or conflict with the regular education program of the school system.

***Permitted Uses:***

School facilities may normally be used for the following purposes:

- Activities sponsored by other governmental agencies
- Lectures
- Musical programs
- Recreational programs sponsored by churches or other non-profit organizations
- Scouting activities
- Religious services
- Non-profit charitable fund raising
- Programs sponsored by service clubs
- Non-partisan political public forums sponsored by a recognized non-profit community or civic group
- Others at the discretion of the Board of Education

***Groups normally allowed the use of school facilities without charge:***

The following organizations will normally be allowed the use of school facilities without charge, provided that the activity is scheduled at a time during the regular working hours of the building custodians.

- PTAs/PTOs
- School Affiliated Scout and Adult Groups
- Local, State, and Federal Government Agencies

***Provision for Rental Fees and Associated Charges:***

...however, the Board, in opening school buildings for use as defined above, does incur certain expenses for custodial services, heat, light, water, and general maintenance of the building. ...Payment of the full amount involved in each contract shall be made by check. . . .

***Processing of Rental Requests:***

Requests for use of school buildings or grounds by outside groups shall be made in writing at least two weeks prior to the event on appropriate forms to the Director of Schools (or designee), who will clear all such request with the principal of the building concerned....

Source: School Board Policy # 1330, Use of School Facilities, 2000.

## **COMMENDATION**

**Metropolitan Nashville Public Schools is commended for its policy on after-school partnership programs which provides resources to support children and families during after-school hours.**

## **RECOMMENDATION**

### **Recommendation 12-16:**

**Revise the facilities' use policy to include specific language in support of proactive, collaborative relationships that involve effective after-school programs for students.**

Given the low, sporadic availability of before and after-school care, this recommendation should assist in increasing the number of before and after-school programs on MNPS. As the policy language is considered, it is important that the implementation strategies include specific steps, contacts, and phone numbers that can help community agencies wishing to provide programs for students. It became clear during MGT's interviews with local providers of after-school care that at some sites, channels of communication and buildings are open and available, and that at other sites this was not the case. Proactive principals need clear indication that their actions are valued. Principals whose priorities have evolved in a different direction than after-school care need a clear guideline that this service of after-school care is a school system priority.

## **IMPLEMENTATION STRATEGIES AND TIMELINE**

- |  |                 |
|--|-----------------|
| 1. The Board of Education should instruct the Ad Hoc Policy Committee to develop the recommended policy.   | April 2001      |
| 2. The Ad Hoc Policy Committee should involve school-level instructional and administrative personnel and should develop the recommended policies.   | May – June 2001 |
| 3. The Ad Hoc Policy Committee should submit the proposed policies to the Director of Schools and the Board of Education for review, revision, and approval.   | July 2001       |
| 4. The Board of Education should review, revise, and approve the proposed policy.  | July 2001       |
| 5. The Director of Schools should instruct the Board Secretary to transmit the policy to the school system's Web master for including in the policy Web site, and distribute by email to school personnel. | August 2001     |
| 6. The Director of Schools should meet with school personnel to ensure implementation of the new policy.   | August 2001     |

## **FISCAL IMPACT**

This recommendation can be implemented with existing resources.

## **FINDING**

Contacts with members of on Vanderbilt University Office of Community, Neighborhood, and Government Relations and other Vanderbilt partners during the audit showed that Vanderbilt University is one example of the active partnership that MNPS has with a variety of organizations. In a 1995 edition of *The Learning Link*, published by Peabody College's Office of the Dean, a graph depicting Metro schools participating in university projects was included. This graph showed that 76 percent of the Metro schools were participating in university projects. This figure was a summary of the 42 percent categorized as participating frequently, and the 34 percent categorized as participating less frequently. A 1998 edition of the same publication published descriptions of 64 different partnerships, projects, and research activities that were taking place in collaboration with Metro schools.

## **COMMENDATION**

**Metropolitan Nashville Public Schools has formed a wide array of constructive university and college partnerships which greatly benefit the school system's students, teachers, and schools.**

## **FINDING**

Another organization that actively seeks a variety of partnerships and connections with the Metro schools is the Metropolitan Nashville Public Education Foundation, founded by a group of concerned Nashvillians. This foundation was formed in 1987 as a public non-profit foundation. A sampling of their initiatives was provided. Through the *Annual Report, Principals' Grants for Family Involvement, 1998-99*, one learns that between 1987 and 1999 a total of \$707,731 was awarded for 2,214 teaching grants. Additionally, between 1990 and 1999 \$148,978 has been awarded for 158 grants to principals. Earlier in 2000, the Metropolitan Nashville Public Education Foundation and the League of Women Voters published an informational guide to 'becoming a school board member for Metropolitan Nashville Public Schools,' in anticipation of the August 2000 elections.

The foundation also published a book called, *Common Cents*, in an effort to provide public information in a very user-friendly format for the 1998-99 budget. The publication presents an eye-appealing, clearly understandable guide to programs and costs, with many interesting supporting details and facts. It is clear from these products and projects that the foundation seeks and carries out active partnerships with Metro schools.

## **COMMENDATION**

**Metropolitan Nashville Public Schools and the Metropolitan Nashville Public Education Foundation have formed a constructive partnership which greatly benefits Nashville's students, teachers, and schools.**

## **FINDING**

Nashville Area Chamber of Commerce is a prominent voice in the City and has a variety of active partnership and education initiatives. The description of the Chamber's Education Initiatives is included Exhibit 12-30.

### **EXHIBIT 12-30 1999-2000 NASHVILLE AREA CHAMBER OF COMMERCE EDUCATION INITIATIVES**

The Nashville Chamber's Education Department works to promote the development and delivery in the Nashville area of an educated, quality workforce that can compete in the global marketplace. With the goal of 100 percent student success, K-12 Education activities are designed to develop school-to-career partnerships and build community support for schools.

#### **LONG RANGE PRIORITY**

Assure 100 percent of Metro students will graduate from high school by 2010 prepared for a successful transition to a career and to further education.

#### **Goals:**

Establish a broad-based community coalition to seek a successful outcome for funding required to create an A+ school system.

Source: Nashville Area Chamber of Commerce, Education Initiatives, found at <http://nashvillechamber.com/living/education/initiatives.phtml>, 2000.

One way that the Nashville Chamber of Commerce provided examples of its Education Involvement was in a graphic showing parallels between its initiatives and programs, and the types and levels of involvement. Exhibit 12-31 shows the initiatives in one combined chart that conveys the many different types and levels of involvement for which the Chamber holds itself responsible.

The Chamber's Web site has a monthly education electronic newsletter. The October edition contained information about an upcoming tour of the schools sponsored by the Chamber for its members, of a highly successful job shadowing experience at one of the area high schools in which more than 70 businesses hosted 188 students, and a Vanderbilt-sponsored all day seminar in Seattle school district's school reform model, attended by 80 leaders from Nashville's business and education communities.

The Chamber's Web site provides readers the opportunity to look at three years of community 'report card' information, in a report whose publication is supported by the Chamber of Commerce. The reports are an ongoing commitment of support that the Chamber has made to help the Metro schools by adopting the role of 'critical friend.' This role as critical friend is reflected in the Chamber's education objectives, which call for both a leadership role in strengthening accountability for student results, and a role in increasing community support of confidence in Metro Schools through enhanced community awareness of issues and success, and through increased business participation in collaborative efforts to bring about success. This dual role is one which characterizes the Chamber's work in the public education sector.

**EXHIBIT 12-31  
NASHVILLE CHAMBER EDUCATION INVOLVEMENT LEVELS**

EXAMPLES OF APPROACHES, PROGRAMS, AND PROJECTS	LEVELS OF INVOLVEMENT
<ul style="list-style-type: none"> <li>■ Budget Accountability</li> <li>■ Management Reform</li> <li>■ Accountability for Improved Student Outcomes</li> </ul>	<ul style="list-style-type: none"> <li>■ Policy leadership</li> <li>■ School Board</li> <li>■ State Government</li> <li>■ Local Government</li> </ul>
<ul style="list-style-type: none"> <li>■ Education Reform Act</li> <li>■ Charter Amendments</li> <li>■ Efficiency Study</li> <li>■ Community Report Card</li> <li>■ Budget Analysis Model</li> </ul>	<ul style="list-style-type: none"> <li>■ Legislative and Board Lobbying/Recommendations and Standards</li> <li>■ Research and Analysis of Data</li> </ul>
<ul style="list-style-type: none"> <li>■ Classroom Technology</li> <li>■ Site-based Decision Making</li> <li>■ Magnet School Development</li> <li>■ TQM Training</li> <li>■ Public Relations Assistance</li> <li>■ Metro Schools Brochures</li> </ul>	<ul style="list-style-type: none"> <li>■ Missions – partnerships for Change</li> <li>■ Advocacy – Focused Support</li> <li>■ Professional Development Assistance</li> <li>■ Community Coalitions</li> <li>■ Community/Public Relations Efforts</li> <li>■ Confidence Building</li> </ul>
<ul style="list-style-type: none"> <li>■ Recognition of Outstanding Educators</li> <li>■ Co-sponsor ACE Awards Dinner honoring graduates in the Scholars Program</li> <li>■ Co-sponsor the PENCIL Points of Excellence Awards Honoring Exemplary Adopt-A-School Partnerships</li> </ul>	<ul style="list-style-type: none"> <li>■ Recognition</li> <li>■ Awards</li> <li>■ Rewards</li> <li>■ PTA</li> <li>■ Athletic and Band Boosters</li> <li>■ Volunteers – tutoring, teacher assistance, etc.</li> <li>■ In-kind cash donations – contributions to schools</li> <li>■ Adopt-A-School Programs</li> </ul>

Source: Nashville Chamber of Commerce, October 2000.

The Web site introduction to the progress reports describes the guidelines for the report in this way.

*. . .first, that the report would be a community report (as opposed to a Chamber report) and panelists would be selected to represent the diversity of the community. Second, the report would not make any attempt to evaluate individual schools, but focus on evaluation the system as a whole. Third, care would be taken to base evaluations of progress on hard, objective, results-oriented data rather than on anecdotes or opinions whenever possible. Finally, the report should contain valid information relative to community concerns and, where appropriate, recommendations for improving the rate of progress towards goals for the consideration of the Board of Education and the Community.*

The Chamber, in its educational information and support partnerships, tries to accomplish the many levels of systemic approaches, previously outlined in Exhibit 12-30.

The Chamber Web site also provides a live link to the Metro schools site, which among other items, houses the collection of individual school profiles. Each profile identifies the school's mission, beliefs, goals for students; facts about the facilities, classrooms, library books per student; and computers/student ratio, parent/community involvement initiatives, the school's PENCIL partners; whether the school has before/after school care; a letter from the principal; information about the staff; and information about

student achievement from a variety of points of view. The profile report is a joint project of the Chamber and the school system. The profile does not identify the school's cluster or co-cluster schools.

The Chamber of Commerce has adopted a useful role of 'critical friend,' and successfully brokers information and services between the greater community, the schools, the school system, and the business community. At the present time, the Chamber is playing a key role in helping the school system to assess its accountability goals and progress.

### **COMMENDATION**

**Metropolitan Nashville Public Schools and the Nashville Area Chamber of Commerce have found a variety of constructive partnerships that benefit students, schools, and the greater community.**

### **RECOMMENDATION**

#### **Recommendation 12-17:**

**Include PTO contact information and a list of cluster schools on each school profile sheet.**

As the school system continues its progress in developing the cluster concept, the school profiles are a logical place to include cluster information so that community, parents, and newcomers can immediately gain a sense of the feeder schools and patterns for any given school they might be researching. Additionally, providing PTO contact information on the profiles should allow for increased parent to parent communication, agency to parent communication, and within cluster communication.

### **IMPLEMENTATION STRATEGIES AND TIMELINE**

- |  |                         |
|--|-------------------------|
| 1. The Director of Communications should collect the necessary information in a timely manner prior to updates of the school profile sheets. | April 2001              |
| 2. The Director of Communications should ensure that the new profile sheets have PTO contact information and a list of cluster schools.      | August 2001 and Ongoing |

### **FISCAL IMPACT**

This recommendation can be implemented with existing resources.

### **FINDING**

The school system, in response to a request for information about its business partnerships, provided the name and contact for the PENCIL Foundation. Nashville's PENCIL Foundation brochure identified 1999-2000 statistics in describing part of its



partnership activities. During the 1999-2000 school year, there were more than 2,000 volunteers representing 280 organizations working in partnership with Nashville Schools. The brochure also echoes information provided during interviews in the audit process, that there is an “increased focus on partner activities that support achievement, including the development and piloting of reading and math partner initiatives.” The 280 PENCIL partners are identified in the brochure. Founded in 1981, the PENCIL Foundation is a non-profit organization that administers nine education-related programs.

Because of the importance to schools of their relationship with their PENCIL partner(s), a topic that surfaces frequently in discussions with school staff are their partnerships. Some schools perceive themselves as having successful relationships with their PENCIL partner. Other schools desire a more productive relationship. The PENCIL Foundation provided evaluation information in the form of a 1997-98 “Adopt-A-School Evaluation Report. Exhibit 12-32 shows some of the statistics included in that report. The survey from which the data were drawn were sent to 260 partner businesses or organizations. Of those, by comparing tally counts, 159 businesses or organizations responded.

**EXHIBIT 12-32  
SELECTED EVALUATION ITEMS FROM  
1997-98 ADOPT-A-SCHOOL EVALUATION REPORT  
1997-98 SCHOOL YEAR**

AREA	EVALUATION INFORMATION
Hours/Financial Information	15,649 estimated hours of volunteer time all organizations donated to all participating schools. This figure represents 36% of all partners.  \$331, 092 estimated value of all support provided in school year 1997-98, including the value of supplies, equipment, printing, awards, parties, actual cash donations, but excluding value of donated service hours. This figure represents 41% of all partners.
Type of Participation	17% human and in-kind donations 17% financial donations 63% a combination of both
Communication	16% partners speak on a weekly basis 36% partners speak monthly 10% partners speak quarterly 35% partners speak on needs only basis
Planning	48% had prepared a plan of action for following year 28% would be preparing a plan for following year 21% had not prepared a plan
Program Satisfaction	84% Experienced no major difficulties 16% experienced difficulties 33% very satisfied 42% satisfied 17% somewhat satisfied 7% dissatisfied

Source: Adopt-A-School Evaluation Report, PENCIL Foundation, 1997-1998.

Schools are profiled in alphabetical order in a separate publication, entitled *Adopt-A-School Activities*, 1998-99. The publication lists activities the partners engaged in during the year.

Appendix C of the *1997-98 Adopt-A-School Evaluation Report* records the answers to a question asked in the evaluation survey answered by 159 business and organization partners. The question was, "Do you measure and evaluate the outcomes of the partnership?" Exhibit 12-33 contains the responses to this question.

**EXHIBIT 12-33**  
**EVALUATION NOTES FROM 1997-98 PENCIL FOUNDATION**  
**ADOPT-A-SCHOOL EVALUATION REPORT**

- A survey is conducted at the end of the year to evaluate the programs they are involved with. Numbers of programs and participating students are monitored. Results are compared to those from the past years and the goals that were set.
- An ongoing assessment at the monthly planning sessions is conducted. At the end of the school year and shortly before school starts, the coordinator and principal meet to assess which activities were successful and what changes need to be made.
- The number of students impacted, number of volunteers who participate and the amount of dollars contributed are all studied. A satisfaction rating by both volunteers and school faculty is conducted as well.
- Take note of how much money is raised and how it is then used by the school.
- Discuss how things went and how to improve upon those that did not meet expectations.
- Look for partner involvement, employee enthusiasm and participation level among employees.
- A call is placed to make sure everything was carried out.
- An evaluation is performed to determine the benefits to school staff and student body, with particular emphasis to the area of financial contributions.
- A value to customers is measured.
- A follow-up survey is administered to the principal at the end of the year.
- Outcome is measured through teacher contact.
- Verbal evaluation with school administrator.
- Asked the teachers for feedback about (program) to see if it is of value to the teachers and students.
- Evaluation is conducted at year end meetings.
- The students, teachers and parents are asked to provide feedback.
- The tutoring program is measured by how many students pass the proficiency test.
- The project evaluation form is administered.
- The time and help that are provided are measured.
- Verbal discussions with employees to evaluate the performed activities and their satisfaction in participating in them.
- Teacher surveys are administered at the end of the year to get feedback on that year and suggestions for next year.
- Actual results of fund raising efforts are compared to the original goals that were set at beginning of the year. An annual report is prepared based on the year's agenda and minutes from meetings throughout the year.

Source: Appendix C, Adopt-A-School Evaluation Report, PENCIL Foundation 1997-98.

This list of comments by business and organization partners clearly allows for most partners to assess the value of the inputs, for consistency, quality, and customer satisfaction. These informal measures speak well to the nature of the partnership satisfaction and program continuation and improvement. In order to move closer to one of the Foundation's other goals, one it shares with the school system, to link efforts more closely with student success in school, some evaluation of results linked directly with increased student outcomes would provide useful information.

Exhibit 12-34 shows an example of a report of another successful partnership. Included in the data provided for the audit were the Maplewood Family Resource Center Annual Report for 1999-2000. The report format and content provides a useful template for the school system to consider as it organizes to create a clearinghouse and a set of evaluation guidelines for its many projects.

**EXHIBIT 12-34  
SOME CHARACTERISTICS OF  
SUCCESSFUL COLLABORATIVE PARTNERSHIP WORK  
AS SHOWN IN  
MAPLEWOOD FAMILY RESOURCE CENTER ANNUAL REPORT**

The report provides clear evidence of:

- an advisory council comprised of comprehensive high school staff members, community agency representatives, and parent members;
- a carefully evaluated initiative;
- goals and actions linked specifically to school system and school goals for students;
- the use of volunteers to support the sole professional;
- a service relationship with families;
- cross-cluster work and targets;
- connection to and coordination with services and classroom teachers from within the school; and
- a significant inter-agency approach within the Family Resource Center programs.

Source: Maplewood Family Resource Center Annual Report, 1999-2000.

**COMMENDATION**

**The Maplewood Family Resource Center Annual Report provides user-friendly, concise and clear data about the successes of the program, its goals, and challenges.**

**RECOMMENDATION**

**Recommendation 12-18:**

**Create a pilot project with schools in one cluster to design some user-friendly impact measures that connect school system goals for student achievement, and other success measures, with support received from partnership activities.**

The implementation of this recommendation should strengthen the existing partnerships and community initiatives as well as provide strategies to improve student achievement.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Director of Research, in conjunction with the Director of Communications, should create a template that can serve as a starting point for looking at the relationship between achievement and partnership activities. April 2002
2. The Director of Research, in conjunction with the Director of Communications, should enlist partners from higher education and foundation agencies who are interested in this question, to help further define the evaluation model. Fall 2001
3. The Director of Research, in conjunction with the Director of Communications, should oversee the carrying out of the research pilot in this area, examine the emerging data, and continue to work towards a useable model. Spring 2002

**FISCAL IMPACT**

This recommendation can be implemented with existing resources.

**FINDING**

In 1995-96, the Coordinator of Communications presented a report to the Director of Schools, entitled *Learning Community Communications, 1995-96*. That document listed 104 different businesses, universities and colleges, foundations, service agencies and centers, special programs and projects, all of which had a partnership relationship with the school system. During the course of the audit, we spoke with representatives from more than a dozen agencies who have significant partnerships with the school system, and with programs or schools within the system. In response to the question, ‘*What does Metro schools do well in relation to partnerships?*’ the common answer from funders and providers was this: “Metro school system employees deserve huge credit for all that they are doing to work with the greater community to support its students.”

In response to the question, ‘What can Metro schools improve upon in the area of greater community relation?’, the common answer was that school system and school employees at all levels could be more open to the input they receive, and that the entire school system should adopt a formal systems approach to its operation. There is an impression within the greater Nashville community of businesses, foundations, service providers and university contacts that, at times, the partnership is one-sided, with the schools or school system on the receiving end of the benefit, but without systematic means of making improvements envisioned by the giving partner.

These comments took a variety of forms, but included comments that there is no formal “systems approach” to central office organization, that schools lack authority to enter into genuine conversations about improvement, because they are not site-based, and that central office administrators lack authority to effect change or improvement. Several

comments from funders and providers were expressed in terms of a lack of “customer” orientation. Numerous specific relationships were cited as examples, that neither have the hard ‘evidence’ required for an audit such as this, nor would be more than a selected experience, rather than representative fact. One provider-partner put it this way: “...*the majority of the initiatives within Nashville (public schools) are programmatic rather than systemic. ...Front end planning is needed to build trust and engage the agencies through shared outcomes....*”

## **RECOMMENDATION**

### **Recommendation 12-19:**

**Appoint members of the Executive Council to serve as the key liaison with some MNPS systemwide initiatives.**

Examples of systemwide initiatives include those sponsored by the PENCIL Foundation, Tying Nashville Together, the State Legislature, the Mayor’s Office, Metro Education Council, the Chamber’s Report Card Committee, and the Metropolitan Nashville Public Education Foundation.

It is important to broaden the visibility of central office administrators within the greater Nashville Community. Those with substantive authority and responsibilities should open two-way channels of communication with MNPS many publics, by being active liaisons with these outside agencies. This is work that should be delegated to more than just one or two people. Other positions that could assist in implementing this recommendation include the proposed Equity Coordinator and Community Involvement Coordinator (see Recommendation 12-22).

## **IMPLEMENTATION STRATEGIES AND TIMELINE**

- |   |                         |
|---|-------------------------|
| 1. The Director of Schools should appoint members of the Executive Council to serve as active liaisons with key partner organizations, agencies outside of the school system, and political bodies. | April 2001              |
| 2. The Executive Council members should work to make connections between outside agencies and partnerships, initiatives, and needs within MNPS.   | May 2001<br>and Ongoing |

## **FISCAL IMPACT**

This recommendation can be implemented with existing resources.

## **FINDING**

There is no central database of current partnerships, working agreements, or agency relationships. Individual outside partners and agencies can describe the schools they are working with, the dollar amounts and in-kind investments they are making in the school system. However, the information regarding these initiatives, their financial, in-

kind or support value is not centrally available. The amount or type of information available for this audit varied widely from situation to situation.

There is an important ramification of this finding that the amount and impact of financial and in-kind resources are not tracked or known. The lack of information in this area means that central administrators cannot help to direct efforts and resources towards schools and clusters in greatest need. Instead, the beneficiaries of the partnerships are those who are able to be most successful in forming partnerships, both from an inside the system point of view, and from an outside the system point of view.

Funders of new initiatives also want to know about the long-term commitment MNPS is making, when one of its departments, divisions, programs, schools, or individuals successfully seeks or accepts a new initiative. It is important to match schools and programs in need with potential resources. Without a central database of existing partnerships, workloads for those connected to the grants, initiatives, services or funds, and other important information centrally located, it is difficult to commit to long-range support such as that required by Project Grad, without a systems view of all of the incoming and ongoing initiatives.

The current Director of K-12 Resources has outlined a potentially successful approach to a systemic coordination of partnerships:

*. . . Create a unit at the system level with the mission of finding, validating and matching programs and initiatives with schools, clusters, or the system. This could have the same effect as a clearinghouse in terms of a central location of information about what is going on, and why. But rather than a static repository of information, it would be an aggressive development unit working to bring appropriate programs, initiatives, and outside resources together where needed and/or desired.*

The Director of K-12 Resources also shared the following ideas regarding a systematic approach to coordinating partnerships and initiatives:

- *The unit constantly searches for promising outside programs and resources, and then screens such programs for quality and appropriateness by examining set criteria.*
- *The unit analyzes school performance reports and improvement plans looking for possible applications for programs.*
- *Upon determining a possible match, the unit confers with principal or appropriate administrator to determine if the match makes sense from the principal's perspective.*
- *If the match still seems viable, the unit brings the program and resources to support the school.*
- *An appropriate research design would be established on the front end to measure expectations.*

At present, the Director of K-12 Resources has jurisdiction over only those programs and initiatives in the K-12 Resources Division.

## **RECOMMENDATION**

### **Recommendation 12-20:**

**Hire an Equity Coordinator and create a coordinated system for matching the needs of clusters, schools, and programs with potential and existing sources of funds.**

Hiring an Equity Coordinator should ensure that equity issues related not only to the unitary school system status, but also to federal program requirements, equal opportunity in employment, Title IX issues, and other equity requirements are effectively met. As discussed throughout the various report chapters, inequities exist among the schools and clusters, and by hiring an equity coordinator to oversee equity issues both internal (i.e., budgeting, staffing, etc.) and external (foundation and other community donations, business partners, and community support), the school system should ensure that the appropriate balance of resources is equally distributed among schools and clusters.

A comprehensive system should be in place to review initiatives, and to match them with needs and desires throughout the district. The system should include an evaluation component, as a pre-requisite for initiatives. A central clearinghouse should include what types of initiatives are in progress, their connections to systems goals and programs, their successes and challenges, and their potential for replication.

With such a unit in place, activities should target needs evident in student performance reports and school improvement plans. The system should be able to concentrate its efforts on validated initiatives. There should be research results in place to help determine whether or not initiatives should be extended. The system should build its capacity to pro-actively seek funding for initiatives to meet stated needs, rather than accepting initiatives and then fitting them into existing schema.

Should the school system choose to implement Recommendation 6-1 (Chapter 6) which recommends that the school system have 11 Directors of Cluster Facilitation, those 11 Directors should have the overall responsibility of implementing this recommended coordinated system. (See Recommendation 6-10 for additional findings related to the selection and purchase of programs.)

## **IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Director of Schools should coordinate with the Board and administrative staff to review the proposed Equity Coordinator position. April 2001
2. The Board of Education should hold a work session on the proposed additional position and related recommendations. May - July 2001

- |  |                |
|--|----------------|
| 3. The Director of Schools should instruct the Assistant Superintendent for Business and Facilities Services to develop the budget amendments and submit them to the Board of Education for review and approval. | August 2001    |
| 4. The Board of Education should review and approve the budget amendment proposal to hire an Equity Coordinator who should report to the Director of Strategic Planning.   | September 2001 |
| 5. The Director of Planning, in collaboration with the Director of K-12 Resources, should convene a task force to plan and design a central clearinghouse system for existing and new initiatives.               | April 2001     |
| 6. The Director of Planning, in collaboration with the Director of K-12 Resources, should present a draft plan to the Director of Schools.   | Summer 2001    |
| 7. The Director of Schools should revise the plan, and make any personnel changes necessary to implement the plan.   | August 2001    |
| 8. The Department of Communications should publicize the clearinghouse to all higher education, agency, and foundations, as well as to the general public.   | September 2001 |

**FISCAL IMPACT**

The proposed salary for an Equity Coordinator is \$57,782 plus 24 percent benefits (\$13,868) for a total yearly cost of \$71,650.

<b>Recommendation</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>
Hire an Equity Coordinator	(\$71,650)	(\$71,650)	(\$71,650)	(\$71,650)	(\$71,650)

**FINDING**

Metropolitan Nashville Public Schools has a complex web of relationships with public service agencies throughout the county. There is no central way of learning about these relationships because each school, department, and some programs and divisions have their own set of relationships designed to support families and children. There is no existing systemic vision within the school system for how to best coordinate the work of all agencies working in a single school or cluster for the maximum benefit to and equity for all children. There may be some overlap of services; but more significantly, there may also be gaps in funds and services, that if they were known, could be filled by existing resources.

In one cluster, an initiative begun in 1998 worked to unite all of the community and school agencies working with the children and adult members of families with drug and alcohol abuse. The project ended in July 2000. However, the groundwork completed



through this initiative is instructive about what types of collaborate partnerships can be built. An excerpt from a report on program, service, student and family needs is shown in Exhibit 12-35. This exhibit describes the problem that the project was attempting to dissect. The project's ultimate aim was to create a vision of a new way of doing business for schools and service providers in collaboration.

**EXHIBIT 12-35  
DESCRIPTION OF CURRENT STATUS OF PROGRAMS AND SERVICES  
AVAILABLE FOR CHILDREN AND FAMILIES IN A MULTI-AGENCY SETTING**

Programs and services have different purposes, each with its own goals, objectives, and/or outcomes. Program and service providers, to maintain their funding, are accountable to their funder and must document how the funds are used to continue financial support of the program. The kind and level of funding determines the services available, staffing, outreach, and impact. This gives the appearance of numerous services available. However, each of these many programs and services has its own funding source, admission criteria, age-specific population. This program "uniqueness" results in a fragmented approach, leaving many gaps for students and families who need a service. In addition, grant or contract-driven programs are dependent upon continued support and once funds are exhausted, the service or program is discontinued, often leaving those who received the service without a recourse.

Source: "First Report of Program, Service, Student and Family Needs, Bringing Out The Best in Children (BOBI-C) Project, Metro Health Department, April 2000.

The April report from the Bringing Out The Best In Children (BOBI-C) Project goes on to talk about the committee's charge as identifying gaps, reducing fragmentation, and coordinating efforts to prevent problem behaviors, intervene earlier, and more effectively. The report details issues that must be resolved in a new way of working together, in meeting students and family's needs, in integrating services within the school environment, in facing problems in access and participation by students and families, and in measuring effectiveness.

Before it ended, the BOBI-C project also identified some common barriers that would stand in the way of a new vision for the coordinating of partnerships, programs, and collaborations within one cluster of geographically proximate schools. Exhibit 12-36 shows the list of anticipated barriers that illustrate the complexity and difficulty that the school system faces when trying to establish community partnerships.

The BOBI-C Project identified 148 different programs operating in some supportive or partnership relationship with the schools within its pilot cluster. Before it ended, the project designed a graphic of what a systemic approach might eventually look like. This schematic is shown in Exhibit 12-37.

**EXHIBIT 12-36  
PRELIMINARY ANTICIPATED BARRIERS TO A MORE COHESIVE APPROACH TO  
CLUSTER-BASED, INTERAGENCY, COORDINATED PROGRAMS AND SERVICES  
FOR FAMILIES AND CHILDREN**

Level 1 Coalitions and Coordination Points (face barriers because)

- The community is often unaware of what is happening at the neighborhood level or from neighborhood to neighborhood.
- Opportunities for submitting grants that require comprehensiveness or multi-faceted approaches are not possible until there is coordination within the cluster with shared indicators and outcomes.
- While coordination exists, little attention is given to coordination among the coordination points.
- Coordination among programs and services is weak if it exists at all (inadequate staff, to staff the coordination or coalition that makes an impact).
- Little staff time is available to provide coordination at the neighborhood level.
- Case management is sometimes so service-driven that real connectedness is lost.

Level 2 Programs, services, congregational programs that work with each of the coalitions and with the coordination points

- Program services need to go where the family is and knock on the family's door.
- Support programs where there is one-to-one personal involvement build caring through listening, relationships that are meaningful.
- Agencies and organizations often operate in isolation of each other even when 'coordination points' exist because there is not organized 'system of information flow, nor identified goals and outcomes among which the groups work together for a 'greater good.'
- School policies are often unknown, especially when changes are made, e.g., new promotion/retention policies, frequent absenteeism causing a student to repeat a grade for repetitive absenteeism.
- Few programs and services are familiar enough with Metro School policies and procedures to assist students who need help with their behavior, help comes too late when the student is in trouble.
- Little follow-up is provided when the student or family is referred to a service.

Level 3 "Natural Helpers" Working and living in the neighborhoods

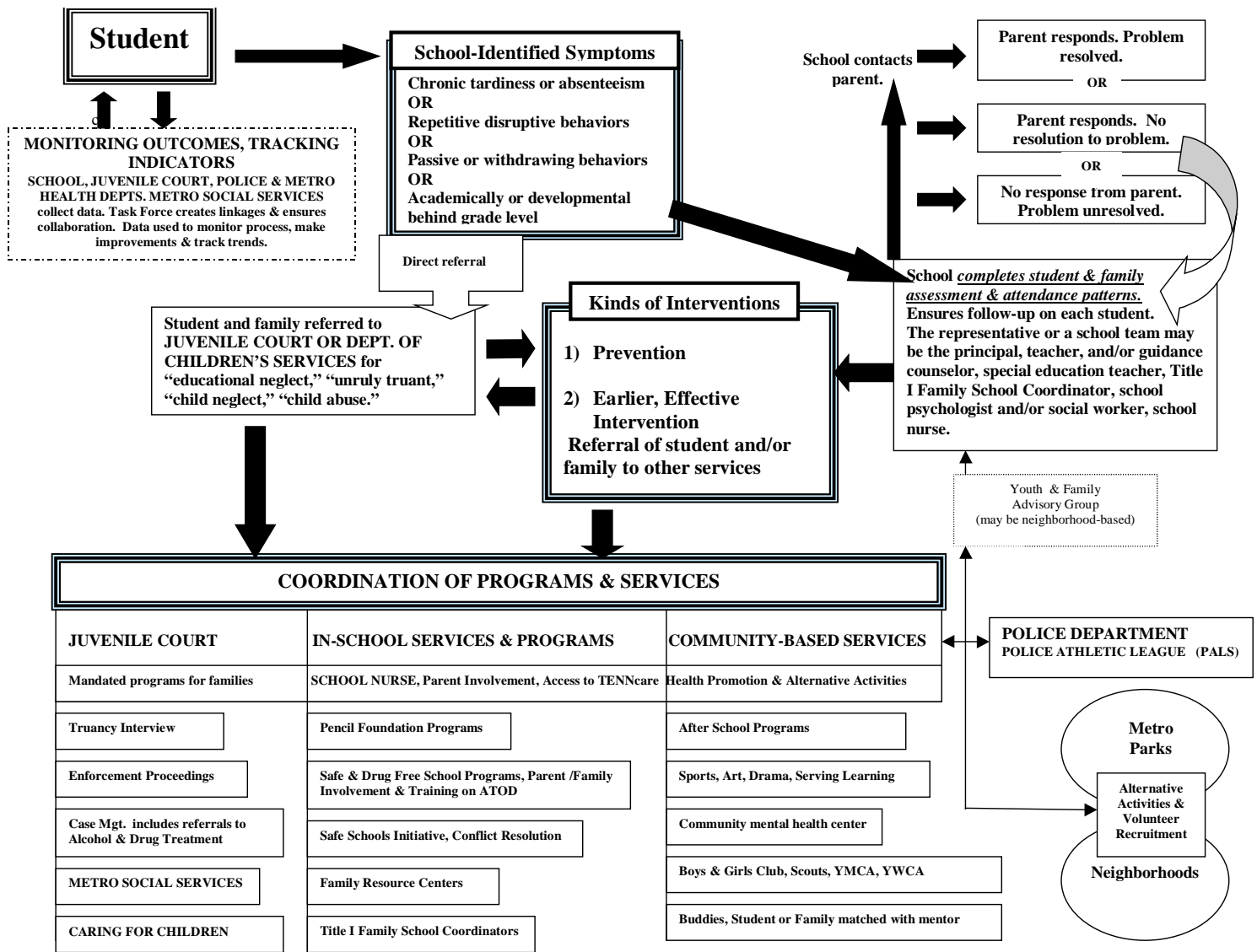
- Adults and children get 'services' but often without any *personal involvement*.
- Family management patterns are often survival-oriented, crisis-driven, highly mobile, and stigmatized as 'poor meaning without strengths.'
- Parents need to be met where they are in order to connect with them.
- Parents are often in crisis and, for many, their primary focus is survival.
- Residents are often lost in a shuffle of programs and services and need 'natural helpers' to help them through their crisis.

Level 4 Parents, Grandparents, Guardians, Friends and Mentors

- Parents are often depressed and experience hopelessness (no one is really out there listening to the parent or the child).
- Parents do not feel welcome in the school other than open houses and PTA's.
- Many parents will not go to the school.
- Parents often do not have the information about the school, the school's services, and how to be involved with their child's school.
- Parents do not understand their rights and role during the S-Team process.
- Children and youth have strengths/assets that are not identified or emphasized.
- Problems that students experience are identified too late.
- Students with frequent suspensions do not experience meaningful consequences to promote positive behavior change.
- Students need someone who cares personally about what is happening to them.
- Children and youth are without an advocate during the S-Team meeting.

Source: Preliminary Anticipated Barriers, Bringing Out The Best in Children (BOBI-C) project, Metro Health Department, April, 2000.

EXHIBIT 12-37  
SCHEMATIC CONCEPTUALIZATION  
OF COORDINATED SERVICE APPROACH



Source: Metro Health Department, "Overview: Bringing Out the Best in Children," Spring 2000.

The original BOBI-C Project was focused on the needs of students who were chronically or erratically tardy or absent, who disrupted the class, who were passive or withdrawing, academically behind, or who were suspected of alcohol or drug use or contact themselves or within their family setting. However, some of the information analyzed and structures envisioned by the project have an even broader implication for the development and strengthening of the neighborhood school concept and of the cluster concept. The BOBI-C initiative has produced a variety of useful templates and other information from which other clusters may draw, as they seek to make a coherent map and set agency services for students.

Under previous organization of the school system, schools had to operate in an efficient relationship with individual programs, and with their central office division in charge of that program. It was an accurate and efficient way to operate in some respects, because it mirrored the single school and tier organization.

Under the present organization of the school system, schools need to network first within their own school. In December 1998, an article appeared in METROSPECT that noted the following: "Julia Green Elementary's three partners, Woodmont Kiwanis, The Bank of Nashville and Proffitt's, and Green Hills, held their first all partner meeting recently. The meeting enabled the three coordinators to meet one another. . . ideas were shared on ways to help the school through individual projects and collaborations using the synergy of the three partners." It is critical that each school look at its initiatives and programs as a web of interconnected efforts, rather than as individual initiatives.

Schools also need to network with their cluster's other member schools. Clusters and schools need to have a strong, cohesive network or web of relationships within the cluster. The identification of all agencies and partnerships within a single school, and within all of the schools in one cluster, makes sense as a first step.

In the process of interviewing members of the community, MGT met with residents in neighborhood centers. There are 20 different resident association presidents within greater Nashville. The residents and resident association presidents with whom MGT spoke are anxious to develop a partnership role among themselves and their neighborhood schools.

It is critical for schools and clusters to get to know and to have two-way partnerships with the neighborhood leaders within their boundaries. Beyond the step of knowing who the neighborhood leaders and agencies are, formulating a long-range plan for more cohesive services that center on each child and follow him or her as long as necessary through Grades K – 12 is the important goal.

## **COMMENDATION**

**Metropolitan Nashville Public Schools and the Nashville Health Department are commended for initiating 'Bringing Out the Best in Children Program.'**

## **RECOMMENDATION**

### **Recommendation 12-21:**

**Devise a plan within each cluster for seeking and creating a database of agency relationships, resources, and services.**

With the assistance of the Director of K-12 Resources, assistance should be identified which is available from the Metro Health Department, from the United Way, and from foundations and businesses already active within each cluster to accomplish this critical task. Once a plan has been developed within each cluster, a systemwide plan can then be developed using all of the cluster plans.

Should the school system choose to implement Recommendation 6-1 (Chapter 6) which recommends that the school system have 11 Directors of Cluster Facilitation, those 11 Directors should have the overall responsibility of overseeing this recommendation for creating a database of agency relationships, resources, and services.

### **IMPLEMENTATION STRATEGIES AND TIMELINE**

- |   |            |
|---|------------|
| 1. The Director of Schools should assign a task force from within MNPS and invite knowledgeable volunteers from the greater community to help to create the plan. | April 2001 |
| 2. The Task Force should find partners from community agencies interested in helping to build the plan.   | Fall 2001  |
| 3. The Director of K-12 Resources should ensure that the plan be implemented fully in one cluster, studied, improved and replicated in other clusters.            | Fall 2001  |

### **FISCAL IMPACT**

This recommendation can be implemented with existing resources. Should recommendation 12-22 be implemented, additional staff such as the proposed Equity Coordinator and Community Involvement Coordinator could assist with the implementation of this recommendation.

### **12.3 Internal Communications**

Internal communication within Metropolitan Nashville Public Schools takes place predominantly through telephone, inter-school mail, and fax. Most of the two dozen employees from around the system queried about electronic mail said that they do not use it regularly because it is not available at all desks in the system. People rely on the phone primarily as their quick message communication channel. This is gradually starting to change as more central office administrators, and more teachers and principals gain access to an email system.

A fax system exist at the central office through which a fax can be sent to all of the programmed faxes in the system. This service takes all night to complete its sending of faxes to all schools and offices.

In cases of emergencies and unusual events at the schools, school personnel call in a report to the central office. This action triggers the creation of an "Info-Gram" which is immediately circulated to the Director of Schools and other top administrators. Exhibit 12-38 shows some examples of this communications tool, with the call-in time of the incident, and the time the fax was received in the Department of Communication.

**EXHIBIT 12-38  
RANDOM SELECTION OF INFO-GRAM MESSAGES**

<b>DATE</b>	<b>TIME CALL RECEIVED</b>	<b>TIME INFO-GRAM RECEIVED</b>	<b>INCIDENT</b>
10/5/00	8:30	10:15	Weapon
10/5/00	12:30	4:30	Attack
10/5/00	1:00	4:28	Attack
10/5/00	2:00	4:28	Weapon
10/6/00	2:30	4:21	Altercation
10/9/00	8:30	10:32	Injury from fainting
10/9/00	2:15	2:51	Prescription drug shared
10/10/00	10:30	10:47	Electrical fire
10/10/00	11:20	12:24	Not electrical fire; arson

Source: Info-grams for selected dates, provided by Metropolitan Nashville Public Schools, October 2000.

Another means of communication within the Metropolitan Nashville Public Schools is the 'Message of the Day' capability of the system's AIMS technology. A technologist located in the Bransford Avenue building helps to maintain the system. He is able to place one message per day onto the AIMS system. Offices within the central administration's three buildings are not connected to the AIMS system, so the message is only sent to schools. Administrators send messages to the technologist, who edits and types them into the system. When users log on at the schools, they are able to see the message. In order to see the message, the user must have logged off the system and then logged back in. The system has email capability, but it is difficult to use, and generally would compete for time and available machine use in schools where already, in some schools, secretaries and administrators must share their limited number (sometimes only one) of AIMS connected computers. Exhibit 12-39 includes some of the messages sent during the month of September as the 'Message of the Day' to all schools.

There are a variety of methods used within the school system to communicate important administrative and situation information among schools, departments, and other offices.

**FINDING**

A central office response provided for this audit indicated that regular communications channels include the following events and means. There are monthly principals' meetings held at each tier level. The assistant superintendents and tier directors, as well as committee chairs and other invited guests, address pertinent issues and give information at these meetings. Each school and all central office personnel receive a copy of a two-sided summary of Board of Education meetings in a semi-monthly publication called "By the Board." The staff development office sends out materials regularly to all schools to keep the administration and teachers informed of staff development opportunities. The music coordinator sends all music teachers a mail-out on the 23<sup>rd</sup> of each month that includes a calendar of events for the next month including staff development opportunities. Communication as needed is sent from each coordinator to keep local schools informed. A calendar of important dates throughout the year for expected department reports from local schools is given to principals and assistants during inservice.

**EXHIBIT 12-39  
SELECTED MESSAGES OF THE DAY SENT DURING SEPTEMBER 2000  
THROUGH THE AIMS SYSTEM TO ALL SCHOOLS IN MNPS**

DATE	MESSAGE
9/13/00	From: Employee Benefits Principals: Please remind your teachers about a very important insurance deadline...deadline is short. . . .return by September 21.
9/14/00	Same as 9 13 00
9/18/00	From Research and Evaluation TCAP Achievement Test (TerraNova) student reports and class rosters from the spring 2000 test administration are . . .ready to be distributed. . . .please, notify Group Testing at . . .as to whether you will pick up your reports. . . .Wednesday, September 20 will be a delivery day, so it will not be possible to pick up reports on that day. . . .
9/19/00	From Communications A short video for use in your Wednesday staff meetings will arrive in school mail Tuesday. . . . From Security Special Situation Response Plan Documents were due Friday, September 15, 2000. . . .
9/21/00	Employee Benefits Please remind your faculty that today is the enrollment deadline. . . . Security Special Situation Response Plan Documents were due Friday . . . .
9/25/00	Substitute Teacher Coordinator The Substitute Employee Management system used to secure substitute employees is still experiencing phone line problems caused by an August electrical storm. The system is operational, but not all lines are working yet . . .

Source: Metropolitan Nashville Public School Message of the Day, October 2000.

Principals in five schools visited reported no delays or backlogs between memos sent by inter-school mail and their receipt at the schools. Date checks on a half dozen pieces of mail showed that memos arrived at the schools within two to three days of their being dated or written by a central office department or division.

There is a central receptionist at the Bransford Avenue central office. In response to a request from MGT, the receptionist and her lunch replacement kept track of the calls received on all incoming lines. On the day the request was made in October 2000, the receptionist recorded 305 calls. She informed the MGT auditor that it was a slow day for phone calls, as opposed to an average or heavy day. MGT placed five calls on three different days to the Bransford Avenue office to check on the availability of open lines. All calls were answered by the receptionist and forwarded to the appropriate staff member.

There is an internal school system directory published by the Department of Communications each year. Directories were provided to the MGT audit team for their use while in the school system. Numbers in the directory were accurate. Twelve (12) calls made within the Bransford Avenue building were answered on the first ring, by either a secretary or an administrator. All messages left were returned promptly.

**COMMENDATION**

**Metropolitan Nashville Public Schools is commended for utilizing an up-to-date, accurate staff directory which is organized in a user-friendly format.**

**FINDING**

A monthly publications produced by the Department of Communications, called *On the Hill*, is circulated within the Bransford Avenue central office, and is an employee-to-employee communications publication. The monthly publication announces births and deaths, travel news, family events, new employee arrivals, and employee departures. Employees queried said that the publication helps to create a family environment within the central office.

**COMMENDATION**

**The Department of Communication is commended for its in-house publication, *On the Hill*.**

**FINDING**

After each Board of Education meeting, the Department of Communications disseminates a one-page summary of the events, decisions, and announcements of the meeting. This memo is circulated widely throughout the school system, and hangs prominently in some schools, in the elevator at Bransford Avenue, and on some office bulletin boards. It is also posted on the school system's Web site.

The summary effectively communicates decisions and work of the Board of Education to all employees within the system. The publication is promptly produced and is circulated in a timely manner.

**COMMENDATION**

**The Department of Communication is commended for its semi-monthly publication, *By the Board*.**

**FINDING**

The school system has a comprehensive Web site, located at <http://www.nashville-schools.davidson.k12.tn.us>. A visit to the Web site on three separate dates spanning September and October, 2000 showed that the Web site information is updated frequently. There was never more than a two or three day delay in the 'date last updated' at the bottom of the homepage. The MNPS Web master is a professional employee, the Coordinator of Learning Resources, who does the Web site work at home, after-hours, and on weekends.



The Coordinator of Learning Resources works full-time in the Library, Media and Technology Services Department. In addition to her Web site responsibilities, her job description charges her with providing assistance to library media centers, offices and schools in the development, implementation, and evaluation of computer management and instructional programs; and she also supervises the Video/Film Library for the school system. With a staff of eight people to supervise, the Coordinator's responsibilities for the conversion of the library card catalogs to an electronic format have become a central and time-consuming part of her job responsibilities. She has worked on the Web site since 1986, and brought it with her to her current position in 1987.

There are 5,010 files on the Web site. The Learning Resources Coordinator estimates that she expends at least 20 hours per week of work on the site. During the audit, the Coordinator was working on the MNPS Board of Education minutes for the Board of Education meeting of September 26<sup>th</sup>, the information for parents about the 2<sup>nd</sup> six weeks of Core Curriculum, a posting of some new employment opportunities, and new research links for the curriculum pages. It is significant to the work load that the Web site is both an internal and an external vehicle for communication. In addition to that work, the MNPS Webmaster provided assistance to the Webmaster of the Music Department Web site, which is hosted by the school system's Web site, and added some information for the PALS Program.

The Web site is a rich compendium of useful current information and links. All information on the site is available both to the public, and to the employees of the school system. The Board of Education Policy manual is on the Web site, with live links between the index for the policy manual and the policies. There is a "new" sign that flashes next to a new file, to alert readers to new materials as well as useful resources for parents. There is also a beginning list of community partnerships with links to descriptive files or home pages.

Exhibit 12-40 shows information about the use of the Web site by visitors. In the 1999-2000 school year, there were 130,255 hits on the MNPS homepage for an average of 10,855 each month.

**EXHIBIT 12-40  
METROPOLITAN NASHVILLE PUBLIC SCHOOLS  
COMPARISON OF WEB SITE VISITORS  
1998-99 AND 1999-2000**

<b>WEB SITE VISITORS IN 1998-99</b>		<b>WEB SITE VISITORS IN 1999-2000</b>	
(No data available for 1999)		June, 2000	1,835
		July, 2000	3,416
		August, 2000	4,749
		September, 2000	3,702
October 1, 1999	51	October 1, 2000	108
October 2, 1999	48	October 2, 2000	283
October 3, 1999	55	October 3, 2000	281
October 4, 1999	79	October 4, 2000	267
October 5, 1999	104	October 5, 2000	267

Source: Affinity Web Hosting e-company information, requested from Metropolitan Nashville Public Schools, October 2000.

The site is visually attractive. Overall, it speaks very well for the school system. The site is a major source of information about the system's programs and initiatives. School system employees, and agency and foundation, interviewees alluded to the contents of the web site frequently in their interviews as both a source of pride, and an important source of up to date information about their work.

**COMMENDATION**

**Metropolitan Nashville Public Schools is commended for the creation and upkeep of an exemplary Web site.**

**FINDING**

The Board of Education members' information is available through the Web site. Board members' pictures, biographical sketches, board member phone numbers, faxes, and their email addresses are included. During the audit process, each board member was contacted through the address provided on the Web site. All Board of Education members, but one responded to the inquiry within 24 hours.

Exhibit 12-41 is a summary of the information provided by the Board of Education members about their electronic correspondence with constituents.

**COMMENDATION**

**The Metropolitan Board of Education is commended for its efficient use of the electronic link provided on the school system's Web site.**

***12.4 External Public Relations and Communications***

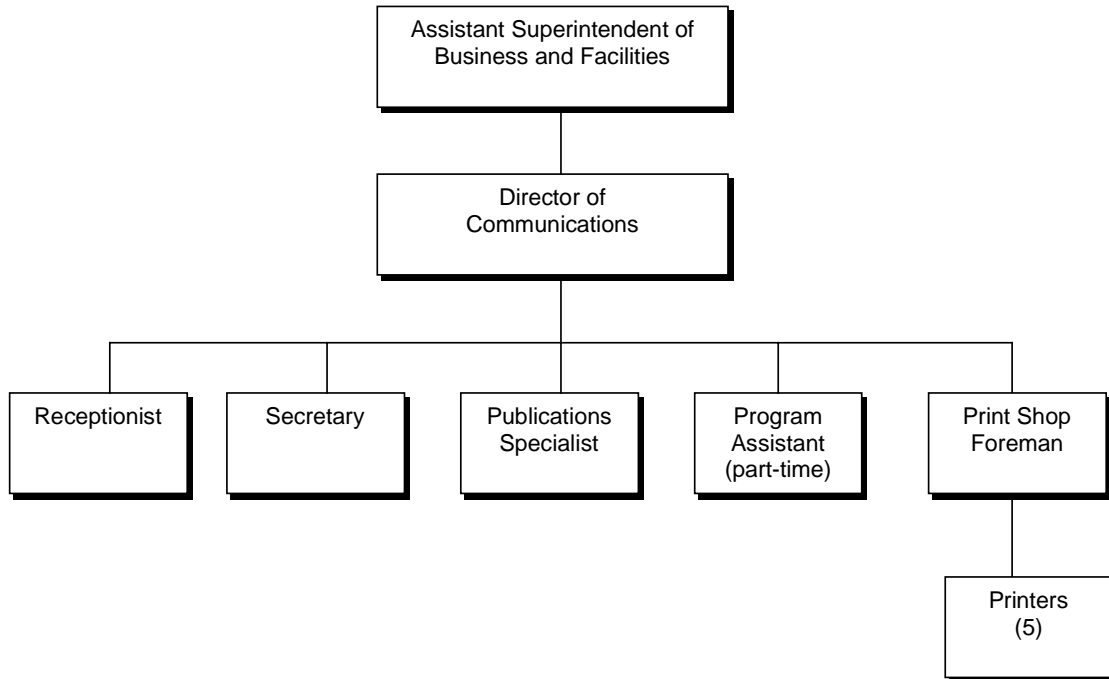
The Department of Communications is located within the Division of the Business and Facility Services. Exhibit 12-42 shows the current organizational structure. As shown, the Director of Communications reports to the Assistant Superintendent for Business and Facilities and has five individuals (one Publications Specialist, one Print Shop Foreman, one part-time Program Assistant who is a teacher on special assignment, one receptionist and one secretary) directly reporting to him. Additionally, staff within the Department of communications also includes five printers who report to the Print Shop Foreman.

**EXHIBIT 12-41  
INFORMATION PROVIDED FOR THE PERFORMANCE AUDIT ABOUT  
BOARD MEMBERS' ELECTRONIC COMMUNICATION**

<b>BOARD MEMBER</b>	<b>SUMMARY OF INFORMATION PROVIDED BY EMAIL CORRESPONDENCE FOR THE AUDIT</b>
1	Approximately 20 web site visitors so far this month (10/23/00) contacted board member using email address. Board member is working to increase that number by distributing email address to PTOs and principals to include in their school newsletters.
2	Board member receives 50 to 75 messages a month via email; most from parents or members of the community.  Board member also uses email to communicate with the Director of Schools' Office and a couple of department heads.
3	Probably two dozen, average.
4	On average about two emails per day, including week-ends.
5	Possibly none through Web site.  Receives 15 emails per month related to school board issues from constituency and other interested parties.  Received 260 emails over a period of two weeks with regard to a controversial topic.
6	Board member has corresponded with approximately five people about 20 times per month. Has not yet emphasized that email is preferred as a means of communication, and expects numbers to be higher eventually.
7	Hard to estimate. Seasonal. During budget cycle, received many, many emails from parents and MNPS employees. On average, 10 a month, with most of those individuals being parents or community advocates.
8	eight contacts from folks who identified themselves as teachers  15 from what appeared to be general citizens  six political leaders  Many contacts generated through Web poll on important issue last Spring; board member estimates that at current rates, 25 – 35 incoming posts from school personnel and Davidson County residents.

Source: Email correspondence with Board of Education members through the school system Web site at [http://www.nashville.k12.tn.us/Board\\_folder/board.html](http://www.nashville.k12.tn.us/Board_folder/board.html), October 2000.

**EXHIBIT 12-42  
DEPARTMENT OF COMMUNICATIONS  
CURRENT ORGANIZATIONAL STRUCTURE  
2000-01 SCHOOL YEAR**



Source: Metropolitan Nashville Public Schools, Department of Communications, 2000.

As shown in Exhibit 12-43, the Director of Communications has 11 general areas of responsibilities. They are:

- communications policies and strategies;
- work with media;
- training;
- audio visual;
- direct liaison;
- complaints receipt and resolution;
- charitable giving and other system-wide events;
- professional work;
- publications;
- work with Board of Education; and
- administrative duties.

The key duties of the publication specialist are to produce various publications for the school system such as the Directory of Personnel and Services, the school system calendar, free and reduced lunch applications, and the Student Code of Conduct. The part-time program Assistant (or teacher on special assignment) is a liaison between the community and the school system who provides information about educational services to families that do not have children presently enrolled (and to other community members) in MNPS. The part-time Program Assistant is field-based and does not maintain an office within the school system.

**EXHIBIT 12-43  
AREAS AND RESPONSIBILITIES  
OF THE DIRECTOR OF COMMUNICATIONS  
1999-2000 SCHOOL YEAR**

GENERAL AREA	TASKS PERFORMED BY DIRECTOR OF COMMUNICATIONS
Communications Policies and Strategies	<ul style="list-style-type: none"> <li>■ Generate and execute public, media, and internal relations strategies</li> </ul>
Work with Media	<ul style="list-style-type: none"> <li>■ Stay in daily contact with local media</li> <li>■ Stay familiar with events and activities of the system and individual schools, with an eye to how they can be turned into positive media and public relations</li> <li>■ Generate media coverage of school issues and events</li> <li>■ Respond to media and public inquiries 24/7, wearing at least one pager nights and week-ends as well as during the regular business hours</li> <li>■ Speak for the school district in the local media</li> <li>■ Make the public aware of time-sensitive information, i.e., school closings and snow days</li> </ul>
Training	<p>Advise principals and other departments on media relations and provide basic media-relations training, usually on an informal, as-needed basis</p> <ul style="list-style-type: none"> <li>■ Advise other departments on PR/community relations and publications</li> <li>■ Liaison with PTA's and parent/community groups; this includes speaking at meetings and providing support materials as requested</li> </ul>
Audio Visual	<ul style="list-style-type: none"> <li>■ Produce video and audio materials as needed</li> </ul>
Direct Liaison	<ul style="list-style-type: none"> <li>■ Liaison with other Metro departments, most often the Mayor's office, and occasionally with the Metropolitan Council and other governmental bodies</li> <li>■ Prepare and execute presentations to the relocation offices of local banks, industries, and real-estate companies – when a business is thinking about moving (to Nashville), asked to speak to executives and/or employees about the local schools</li> </ul>
Complaints Receipt and Resolution	<ul style="list-style-type: none"> <li>■ Respond to questions and complaints from parents and the public – any call to the front desk that can't be handled by another department is routed to this office. Spends considerable time resolving 'surprise' problems....</li> <li>■ Mediate disputes between schools and parents as needed</li> </ul>
Charitable Giving and Other System-Wide Events	<ul style="list-style-type: none"> <li>■ Oversee systemwide charity campaigns – Employee Giving for three agencies, Heart Walk, Red Cross Blood drives</li> <li>■ Organize or help to organize some systemwide events, including the Chamber of Commerce's "School Visit Day," charity campaign openings and closings, and the Teacher of the Year dinner.</li> </ul>
Professional Work	<ul style="list-style-type: none"> <li>■ Represent the Metropolitan Schools at Tennessee Association of School communicators meetings</li> <li>■ Prepare and execute presentations to the board members and directors of other districts as requested by the Tennessee Department of Education and the Tennessee School Board Association....</li> </ul>
Publications	<ul style="list-style-type: none"> <li>■ Oversee all internal and external publications generated by this office; includes proofing and occasional writing of major publications, such as the Guide to Public Education and By the Board.</li> </ul>
Work with Board	<ul style="list-style-type: none"> <li>■ Attend all Board of Education meetings and prepare a summary which is circulated throughout the district</li> <li>■ Keep Board of Education members apprised of major events and breaking news in their districts and systemwide</li> </ul>
Administrative	<ul style="list-style-type: none"> <li>■ Oversee the departmental budget</li> <li>■ Oversee printing operations</li> </ul>

Source: Department of Communications and Public Relations, Fall 2000.

As shown, the Print Shop is organizationally housed under the Director of Communications. The Print Shop provides system support services such as printing and collating numerous reports and forms for the system and provides support for copying machines. These functions are more closely relative to business services, rather than communications. Additionally, the Print Shop works very closely with the Book Bindery, where more than nine million pages of paper are cut each year and four millions pages are padded for the Print Shop.

## **FINDING**

The current organizational structure and operation of the Department of Communications does not permit the Director of Communications the appropriate resources to effectively and proactively communicate with many stakeholders about the school system's priorities. The Department basically operates in a "crisis" mode and not a "proactive" mode of operation.

As shown in several of the previous findings, the Communications Department is not operating in a proactive manner. The shortage of staff and lack of planning has made it difficult to effectively manage and lead a more constructive operation. The following are examples of communications and community involvement activities that are either non-existent or operating inefficiently in MNPS:

- There is no MNPS master communication plan.
- A coordinated system for matching needs of clusters, schools, and programs with the potential of existing sources of funds is lacking in MNPS.
- There exists a void in centrally identifying, studying, and providing schools with equitable staff and resources.
- No resource packets are available for principals to assist them in producing quality newsletters or school newspapers.
- There are few central office site visits to provide guidance to schools toward ensuring that school buildings are family-friendly and inviting to the public.
- Press releases, parent and community communications, grant writing, cluster communication, and Web site entries are not reviewed centrally for key consistency and communication messages and themes.
- MNPS does not have a clearinghouse or evaluation center available for information about family involvement and communications or any plan within each cluster for seeking and creating a database of agency relationships, resources, and services.
- MNPS has a lack of documents translated into the various languages for parental understanding.

Clearly, there is a need to develop more effective and efficient communications within the school system, as well as with the parents and community organizations. The findings in the 2000 Citizens Panel for a Community Report Card's Progress Report on Metropolitan Nashville Public Schools confirms the need for more effective communications within MNPS and the community. The Report Card states that "a disconnect continues to exist between the community's perception of the effectiveness of our Metro School System and the actual situation or status of the school system." The report continues to state that "Obviously the public has 'mixed feelings' about our Metro Schools, and the system must respond not only with better results, but also with clearer, more proactive messages."

Another position within the school system provides the school system with external communications support. The position is located in the Department of Research and Evaluation. The Director of Strategic Support, working with a job description approved in 1995,

*.....is responsible for supporting the strategic planning function of the Metropolitan Nashville Public Schools. ...Strategic planning support functions include working with the administration to assist the Board of Public Education with needs assessment, priority goal setting and strategic planning activities, developing implementation plans for the strategic plan, monitoring implementation strategies, and communicating the strategic plans and implementation strategies and progress to internal and external audiences.*

The job of the Director of Strategic Support has evolved in a different direction than that originally envisioned by the job description in 1995. At present, the position assists outside organizations such as the Chamber of Commerce, the Citizen's Panel for a Report Card, Tying Nashville Together, the Metropolitan Council, the Tennessee General Assembly, the Tennessee Congressional Delegation, and some of the educational institutions in contacting various departments from which they might need data. Exhibit 12-44 provides a list of the external communications meetings in which the Director of Strategic Support participates on a regular basis.

The MNPS Web site was established and is maintained by the Learning Resources unit within the Library, Media, and Technology Services in the Department of K-12 Resources. The Web site is very impressive, containing more than 1,000 pages of information for staff, students, parents, community members, and others interested in Nashville and its schools. Of particular significance is the fact that the Web master (who has plans to retire by 2001) does all of the Web site work on her personal time because this function is not a part of her regular job responsibilities.

**EXHIBIT 12-44  
EXTERNAL COMMUNICATIONS MEETINGS ATTENDED BY THE  
DIRECTOR OF STRATEGIC SUPPORT**

MEETING TITLE	FREQUENCY
■ Chamber of Commerce Education Forum	Quarterly
■ Citizens Panel for Report Card	Weekly August – December
■ Tying Nashville Together Education Task Force	Five times
■ Tying Nashville Together SIP Monitoring Committee	Monthly
■ Metro council Education committee	Every 2 weeks year round
■ Listening Tours	Three times
■ Metro Council	Every 2 weeks year round
■ State Board of Education	5 meetings per year
■ State Legislative Delegation	Once per week Jan – June
■ Tennessee General Assembly	Daily Monday – Thursday, January – June
■ House Education Committee	Weekly on Wednesdays, January – June
■ Senate Education Committee	Weekly on Tuesdays January – June
■ House Finance Ways and Means	Weekly January – June
■ Senate Finance Ways and Means	Weekly January – June
■ Board of Education Members, Council Members, Legislative Members	As needed

Source: Office of the Director of Strategic Support, Fall 2000.

**RECOMMENDATION**

**Recommendation 12-22:**

**Reorganize the Department of Communications, change the department’s name to the Department of Public Information, have the Director of Public Information report directly to the Director of Schools, hire a Community Involvement Coordinator, and outsource the Web master function.**

The Department of Communication should consist of a Director of Public Information who serves as the leader for the communications team and whose job focuses on communicating proactively with many publics about the school systems’ priorities. The Director of Public Information should directly report to the Director of Schools (as previously recommended in Chapter 5). This transfer from reporting to the Assistant Superintendent to the Director of Schools for Business and Facilities allows for a more direct channel of communication to the Director of Schools, as well as emphasizes the importance of clear systemwide communications and public information. Furthermore, by transferring the existing Communication Department out of the Business and Facility Services Division, should serve to reduce the present Assistant Superintendent’s workload.

A full-time Community Involvement Coordinator should provide needed support to ensure that a comprehensive program of community and parent involvement is implemented in support of the objectives embedded in the MNPS School Improvement Plan. It is imperative that this plan receive full organization support throughout its implementation. Additionally, the hiring of a full-time Community Involvement



Coordinator should assist the school system's (proposed) Department of Public Information to operate more proactively and assist in operating day-to-day communications' operations of the office in more of a team approach, which should include a proactive plan for releasing news and feature information that promotes the school system's goals and objectives on a regular basis. This additional position should (under the leadership of Director of Public Information) work toward placing a new emphasis on helping clusters to develop an effective marketing and public relations plan as well as an expanded plan for the use of various media for special features. By doing so, the school system should improve its progress in reaching non-English speaking audiences, proactively broadcasting meetings, and creating more public support for education.

The Publications Specialist and the half-time Program Assistant positions should remain field-based and have more of an emphasis on assisting each cluster to develop an effective communications plan. The administrative assistant should be assigned significant responsibilities in the area of collecting timely information from schools, departments and projects.

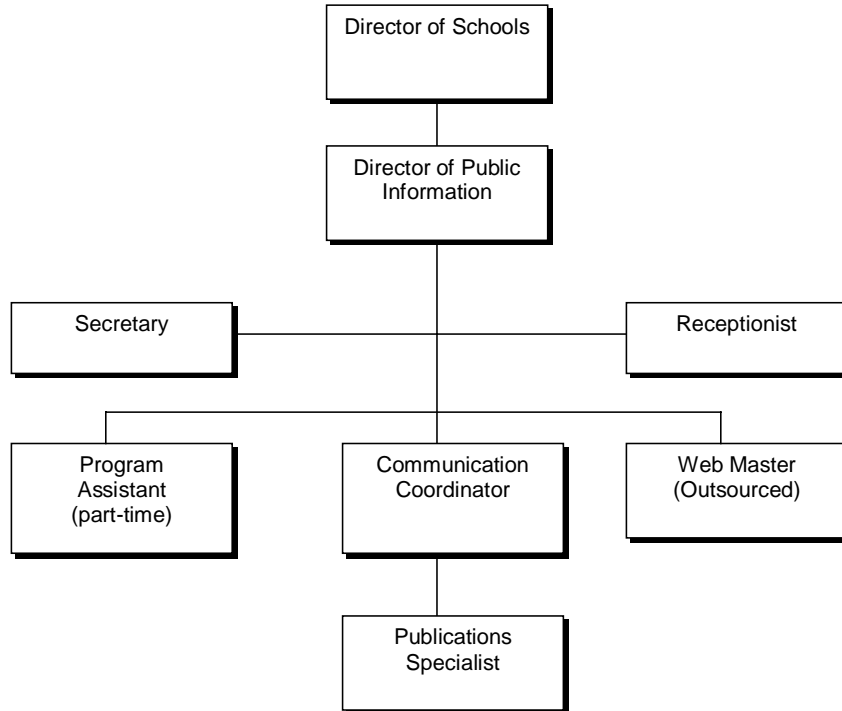
This reorganization should also transfer the responsibility of maintaining the MNPS Web site to the proposed Public Information Department. The Web site should be maintained by an outsourced Web mater function. This contract should include responsibility for overseeing and maintaining the MNPS Intranet.

Also, in Recommendation 10-12 (Chapter 10), MGT consultants recommend that the Print Shop be transferred from the Communications Department to the Purchasing Department, and that the Print Shop and book bindery operations be combined to improve the efficiency and effectiveness of the Print Shop. With the transfer of the Print Shop to the Purchasing Department, the Director of Communications and his staff should have more time to devote to proactive activities to improve systemwide communications.

Exhibit 12-45 shows the proposed organization of the Department of Communications.

Each position in the proposed Office of Public Information should have some internal and some external responsibilities. Internal responsibilities are those focused on getting the information from the school system, out into the public. External responsibilities are those focused on participating in the many different public forums such as the Chamber of Commerce and the Pencil Foundation, as a representative of the school system, and ensuring good two-way communication. It is important that there be a continual flow of information into the system, and that the different stakeholders understand how that information is received, and how it is acted upon.

**EXHIBIT 12-45  
METROPOLITAN NASHVILLE PUBLIC SCHOOLS  
PROPOSED ORGANIZATION STRUCTURE FOR THE DEPARTMENT OF PUBLIC  
INFORMATION**



Source: Created by MGT, 2000.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

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|--|---------------|
| 1. The Director of Schools should review the proposed organization plan.   | February 2001 |
| 2. The Board of Education should approve the recommended actions.  | March 2001    |
| 3. The Director of Schools should implementation of the new organization plan.   | July 2001     |
| 4. The Purchasing Department should, in cooperation with the newly established Director of Public Information, develop and publish the RFP for the Web Master services.        | July 2001     |
| 5. The Purchasing Department and The Director of Public Information should select the successful Web site services' company and submit to the Board of Education for approval. | August 2001   |
| 6. The Board of Education should approve the contract.   | August 2001   |

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|--|----------------------------|
| 7. The Director of Public Information should oversee the Web master services contract.                       | August 2001<br>and Ongoing |
| 8. The Director of Schools and the Director of Public Information should evaluate the Web services contract. | Annually                   |

**FISCAL IMPACT**

The Web Master function should be outsourced and it is estimated to cost \$55,880 per year to be outsourced. The salary for the Community Involvement Coordinator is \$57,782 plus 24 percent benefits (\$13,868) equals \$71,650. The cost would begin in the 2002-03 school year due to the recommended implementation date. The approximate total cost to implement this recommendation is \$121,650 per year.

<b>Recommendation</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>
Outsource Web Master Function	(\$50,000)	(\$50,000)	(\$50,000)	(\$50,000)	(\$50,000)
Hire a Community Involvement Coordinator	(\$71,650)	(\$71,650)	(\$71,650)	(\$71,650)	(\$71,650)
<b>TOTAL COST</b>	<b>(\$121,650)</b>	<b>(\$121,650)</b>	<b>(\$121,650)</b>	<b>(\$121,650)</b>	<b>(\$121,650)</b>

**FINDING**

No ongoing master plan exists for directing the work of the staff and the spending of resources within the Department of Communications. The department's mode of operation is to respond to requests and carry out responsibilities as directed on a day-to-day or project-to-project basis.

**RECOMMENDATION**

**Recommendation 12-23:**

**Research and design a master plan for the Department of Communications.**

The plan should be explicit about the current and long-range practices and needs for ensuring timely and thorough two-way communication with the school system's many constituencies. It should include a reorganization of the current day-to-day operations of the office to more of a team approach; a pro-active plan for releasing news and feature information that promotes the school system's goals and objectives on a regular basis; a new emphasis on helping clusters to develop an effective marketing and public relations plan; an expanded use of the school system Web site; expanded use of television for special features, reaching non-English speaking audiences, broadcasting meetings, and an introduction of new programs.

In addition to the overall vision and functions for the Department of Communications, the plan should also take into consideration the following specific tasks:

- establish a standing advisory committee on communications, comprised of key communicators from inside MNPS, from parents groups, and from the greater community;
- match the indicators used in the Chamber Community Progress Reports or another set of measurable results that closely parallel the stated goals for the district, and public concerns gathered through existing community wide surveys;
- identify departments, programs, clusters, projects, groups, and initiatives that need a communications liaison from the central office staff or from the program itself, to ensure that information flows in a timely way to the Department of Communications. Make changes in job descriptions to formalize the communications liaison role as part of the identified jobs;
- provide schools with guidelines and requirements for providing timely information directly to the *Tennessean*, and to the Department of Communications about upcoming events and other school news;
- ensure that the clerical administrative assistant has ongoing training needed to play a significant role in the gathering and generating of information for the school system. Change the coverage system for the front desk receptionist, so that responsibility for coverage is shared by more departments than the Department of Communications, allowing the clerical administrative assistant to take on some substantive and supportive tasks within the Department of Communication;
- create a weekly briefing sheet, and for all clerical personnel who answer phones for any of the central office buildings or departments, so that they are more knowledgeable about initiatives and current happenings within their buildings, and can help the public when they call with inquiries; and
- create attractive displays of current brochures and publications in a variety of strategic places within the greater Nashville community, and a system for maintaining the displays, including centralized displays in each of the central office buildings.

#### **IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Director of Communication should conduct a two-day planning retreat with a broad constituency of communications representatives from inside and outside of MNPS to design a draft master plan for communications. July 2001

2. The Department of Communications staff, working as a team, should revise and expand the draft plan. August 2001
3. The draft master plan, as revised, should be made available to a broad range of community partners, parents groups, and MNPS educators, for their input and further revision. October 2001
4. The Department of Communications should present a final draft to the Director of Schools for input and revision. December 2001
5. The Director of Schools should present the master plan for communications to the Board of Education for approval. January 2002

### **FISCAL IMPACT**

This recommendation can be implemented with existing resources.

### **FINDING**

The Board of Education has a policy outlining the procedures to follow when wanting to submit public comment or input. Policy #1120 identifies what steps to take, what timeline to follow, and what protocol to use when addressing the Board. The policy also grants the Director of Schools latitude to postpone a public input request for one Board meeting, in order to 'resolve the issue administratively.' The policy limits the speaker to three minutes, but welcomes written comments. A random check on five recent Board of Education meeting agendas, and attendance at the Board meeting during the audit, showed that there is consistent use of this policy by the Board and by the public.

### **COMMENDATION**

**Metropolitan Nashville Public Schools is commended for its specific and inclusive policy, outlining the procedure for public input at the Board of Education meetings.**

### **FINDING**

The Metropolitan Board of Education has a policy entitled, "Complaints Policy." The policy was put into effect in October 1998, and revised in January 2000. The policy's purpose is to:

*Resolve public and employee complaints against the school system and its employees informally at the lowest possible building or department level, while establishing a specific process for appeal, review, and creation of a written record, where law or other Board policy does not already provide a specific complaint and appeal procedure.*

Prior to the 1999-2000 school year, a position of ombudsman existed. The 1995 *Progress Report for Metropolitan Nashville Public Schools* summarized that the ombudsman hired (in October) – will work with the Director of Schools, handle

complaints, etc. and be able to assume many communication duties.” Data kept by the Ombudsman’s office during 1996 indicate that of the 986 contacts made during that year, about half were spent in the area of issue resolution with and for the public. Exhibit 12-46 shows the breakdown contained in the data.

**EXHIBIT 12-46  
PERCENT OF CONTACTS DURING 1996  
DEDICATED TO EACH AREA OF RESPONSIBILITY**

<b>OMBUDSMAN ACTIVITIES 1996</b>	<b>PERCENT OF CONTACTS PER RESPONSIBILITY OUT OF 986 CONTACTS</b>
10 percent	<p><b>Internal and External Issue Resolution Work</b></p> <ul style="list-style-type: none"> <li>■ Serve as administrative liaison in system matters related to conflict resolution.</li> </ul>
20 percent	<ul style="list-style-type: none"> <li>■ Serve as fact-finder or mediator I individual/group problem resolution</li> </ul>
20 percent	<ul style="list-style-type: none"> <li>■ Assist students, staff, parents, and community members in accessing appropriate avenues to resolve individual group conflict.</li> </ul>
10 percent	<ul style="list-style-type: none"> <li>■ Process complaints against the system that have escalated to the board level to ensure that all applicable policies/regulations have followed and that all attempts to resolve conflict closest to the point of origin have been exhausted.</li> </ul>

Source: “Ombudsman Activities 1996, Percent of Contacts per Responsibility, 986 contacts,” October 2000.

The ombudsman kept records of the types of complaints and created an evaluation form for services that included the questions listed in Exhibit 12-47.

**EXHIBIT 12-47  
SERVICE EVALUATION FORM USED BY OFFICE OF THE OMBUDSMAN**

<ol style="list-style-type: none"> <li>1. Did we respond to you in a timely manner?</li> <li>2. Did you feel like your concern was taken seriously?</li> <li>3. Were we able to communicate effectively?</li> <li>4. How would you rate your overall satisfaction with the Ombudsman Office?</li> <li>5. Often we will refer you to the appropriate office – was your concern resolved?</li> </ol> <p>Comments:</p>
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Source: Evaluation form used by Ombudsman Office, 2000.

In information received for the audit, we learned that the position of Ombudsman was eliminated in the Fall 1999, upon administrative recommendation to the Board due to budget constraints. The policy revision in January 2000, updated the procedures to match the personnel now assigned the task. We requested information for the past year from the offices now assigned to handle internal and external complaint resolution and/or referrals. No data are required to be kept on the frequency of types of complaints, on the specific schools, departments, issues, or policies that are most often complained about or on the successful or unsuccessful resolutions. No evaluation is done with the customers of this policy to see if the issues were resolved successfully in the opinion of the customer. This is important data for the Director of Schools to have as he seeks to strengthen his accountability in the area of communications and public relations.

No information was available from those offices about the frequency or nature of complaint or communications for the past year, as implemented through the Board's policy, or in some less formal manner. Policy #1300 on "Complaints" states: "In all cases a written record should be maintained and written response provided within 20 working days."

The response from central administration indicated that the policy can be cumbersome and can be a barrier to quick resolution of a complaint. The current process is that complaints are not logged; they are given to the Tier director to investigate, and when resolved, they are filed in a school's file and kept for five years. Central administration indicated that complaints are mostly from parents, are satisfactorily resolved, and that this resolution is the evaluation system for the policy.

## **RECOMMENDATION**

### **Recommendation 12-24:**

**Amend Policy #1300 to include accountability measures and evaluate the success of the policy.**

The Director of Communications, in addition to the proposed Community Involvement Coordinator, should gather data about the types of complaints received. This data should be used to continually improve the relationship between the school system's many publics and the school system. Additionally, MNPS should share the data publicly at board meetings, at department meetings, and in principals' meetings.

MNPS should carefully analyze data to see if it is effective, specifically looking at the efficacy of sending complaints to tier directors and schools to be solved. Important questions for the school system to answer are "In what situations is a different problem solver called for? When is a neutral person needed, and when is a person who is in a position to advocate for the parents needed? Who might that be?" Implementation of this recommendation should also identify a variety of channels that parents can access in order to have the advocacy or neutral support formerly possible with the Ombudsman position.

## **IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Board of Education, in conjunction with the Director of Communications, should instruct the Ad Hoc Policy Committee to develop the recommended policy. April 2001

- |  |                 |
|--|-----------------|
| 2. The Ad Hoc Policy Committee, chaired by the Director of Communications, should involve school-level instructional and administrative personnel and should develop the recommended policies.             | May – June 2001 |
| 3. The Ad Hoc Policy Committee should submit the proposed policies to the Director of Schools and the Board of Education for review, revision, and approval.   | July 2001       |
| 4. The Board of Education should review, revise, and approve the proposed policy.  | July 2001       |
| 5. The Director of Schools should instruct the Board secretary to transmit the policy to the school system's Web master for including in the policy Web site, and distribute by email to school personnel. | August 2001     |
| 6. The Director of Schools, in conjunction with the Director of Communications, should meet with school personnel to ensure implementation of the new policy.  | August 2001     |

**FISCAL IMPACT**

This recommendation can be implemented with existing resources.

**FINDING**

The 1995 *Progress Report* sponsored by the Nashville Area Chamber of Commerce indicated that, during the preceding three years, the communications function for MNPS was evolving each year. In 1992-93, a public relations firm was contracted as consultants to perform the public relations function. The following year, a teacher was put into a one-year public relations position to handle internal communications, and the public relations contract terminated in the Spring 1993. In the 1994-95 school year, the position of teacher-communications person handling media and other duties was eliminated. That year, a communications professional was loaned to MNPS by Vanderbilt University. In 1995-96, according to the report, the Communications Department (was) reorganized and Director of Communications and Community Relations was hired. The 1996 report indicated that the Department of Communications and Community Relations staff included the staff that the audit found in place in the Fall 2000: the Director, the Publications Specialist, the Printing Director, a part-time Program Assistant, one Clerical Support Person, and one Building Receptionist/Support Person.

In all of its reports, the greater community has reflected upon the MNPS communications function in its 'reports of progress.' While the specific methodology used to analyze communications has varied over the years, the target of improved communication in (and out of) the school system has remained the same. Exhibit 12-48 includes a sample of the comments from four of the progress reports.



**EXHIBIT 12-48  
COMMENTS FROM PROGRESS REPORTS ABOUT THE  
METROPOLITAN NASHVILLE PUBLIC SCHOOLS' COMMUNICATIONS FUNCTION**

YEAR	COMMENTS
1995	<p>A departmental plan was developed and media and internal relations initiatives were begun. Publications Director hired July, 1995, with first efforts focused on an internal telephone directory, systemwide newspaper, and improvement of By the Board. It was in this same year that the Ombudsman position was established. The Chamber-community Report called these moves 'significant progress' towards a sense of 'stability and accountability that has been lacking for an extended period of time.' As a goal, they called for training school personnel in public relations strategies' as necessary and important. The comprehensive plan put into place had an "emphasis on listening and new avenues of communication, i.e. better avenues of communication with parents, working with Met. Times to promote magnet applications among African Amer. students, etc." The report indicated that the Department of Communications would be 'Looking to establish benchmarks and valid ways to measure success including community perception/confidence rating.'</p>
1996	<p>In November, 1996, the Chamber-Community Progress Report noted "good progress" in the improvement of both internal and external communications, with a focus on listening and on using improved communication for continual learning for continual improvement. This was a drop in the rating from the previous year, and was accompanied by three comments: 1) Communications staff provides stable and reliable information both internally and externally; 2) Pro-active communications strategies are being implemented to some degree; and 3) Additional communications resources needed to overcome backlog of communications and public relations needs and to establish annual community and customer surveys.</p> <p><b>Communications plan goals:</b></p> <ul style="list-style-type: none"> <li>■ Research public perception of system</li> <li>■ Expand community contact and Involvement</li> <li>■ Improve public understanding through the media</li> <li>■ Expand and Improve communication among and between schools and central office</li> </ul> <p><b>Report:</b></p> <p>Processes in place to accomplish goals, but in absence of professional polling and Internal/external surveys, little is known about effectiveness or results (exception: minority magnet applications were greatly increased.) No benchmarks.</p> <p><b>Ratings and notes:</b></p> <p>Good processes with limited resources; Fair results. Constant communications and regular feedback from the community along with intra-system communication is very important, but monitoring these through polls and surveys is equally important. . benchmarks should be developed.</p>

**EXHIBIT 12-48 (Continued)  
COMMENTS FROM PROGRESS REPORTS ABOUT THE  
METROPOLITAN NASHVILLE PUBLIC SCHOOLS' COMMUNICATIONS FUNCTION**

YEAR	COMMENTS
1997	<p><b>Communications</b></p> <p>The school system has not provided any specific goals for their communications efforts. Since there have been no community or internal surveys for customer satisfaction, we have no meaningful data by which to evaluate the success of school system communications. We want to note, however, that two new communications publications for parents have been generally well received:</p> <ol style="list-style-type: none"> <li>1 Bulletins on the Core Curriculum, which are being sent to parents K – 6 students every six weeks, and</li> <li>2. A map which shows the location of all schools in Davidson County and provides a great deal of information about the system in general.</li> </ol>
1997	<p>While parents of Metro students seem to be pleased by the increased level of communication from the district, local residents seem to have a less-than-glowing perception of Metro schools. This perception is due to many factors—some of which the system cannot control—but the district has been singularly ineffective in combating these negative perceptions.</p> <p>In spite of these good stories (on the news and in the newspaper), we believe that attitudes toward public schools have improved very little in recent years.</p> <p>We agree that more proactive communications are necessary to get clear, positive messages to the community at large. This task would be much easier if the system had clearly identified and measurable goals. It would also be more successful if the district asked the community “What would give you confidence in public schools?” If the district knows what people want, it can show that it is working to inspire their confidence.</p> <p><b>Areas of Greatest Concern</b></p> <p>...We are concerned, however, about the perception that the school system is not really interested in—or responsive to—parental and community stakeholder concerns about public education.</p>

**EXHIBIT 12-48 (Continued)  
COMMENTS FROM PROGRESS REPORTS ABOUT THE  
METROPOLITAN NASHVILLE PUBLIC SCHOOLS' COMMUNICATIONS FUNCTION**

YEAR	COMMENTS
1999	<p><b>Changing public opinion and increasing the engagement of community stakeholders:</b></p> <ul style="list-style-type: none"> <li>■ Better communications between Metro Schools and the community are necessary to change public opinion.</li> <li>■ There needs to be greater cooperation between the key stakeholders – Metro Schools administration, Board of Education, Metro Council, Mayor’s Office and the general public.</li> <li>■ ...we challenge the schools to take the much bolder step of opening lines of communications with the community. Communicating strong and positive messages <b>MUST</b> be a priority for everyone in Metro Schools, from board members to top administrators to staff members who answer the telephones.</li> <li>■ Metro Schools should conduct research – such as focus groups – to identify <b>WHY</b> the public lacks confidence in the schools, especially in the ways that schools spend their money. . . .</li> </ul> <p><b>Changing public opinion and increasing the engagement of community stakeholders:</b></p> <ul style="list-style-type: none"> <li>■ Metro Schools must foster a warm, helpful, and caring customer service attitude among all staff, especially those on the ‘front lines’ for responding to the public – including not only board members and top administrators, and school principals and teachers, but also school secretaries, department secretaries, and all other staff who may be called on to serve the public in any small way.</li> <li>■ Metro Schools must make it a priority to communicate with the public and key stakeholders. We applaud the school system’s recent efforts to survey student and parent opinions on school safety, discipline, etc. and we believe the “Listening Tours” begun this year in partnership with Metro Council Education Committee are a big step in the right direction.</li> <li>■ However, such efforts must become an integrated part of a comprehensive communications effort which includes not only listening but also carrying strong messages to various target audiences.</li> <li>■ We recommend a broad-based communications campaign that touches all sectors of the community. Half-measures and isolated efforts won’t make a difference. A strategic effort is needed to reach out to everyone in the community, including people who don’t have children in public schools, but whose tax dollars are needed to help to support public education.</li> </ul>

Source: Chamber Community Progress Reports on Metropolitan Nashville Public Schools from 1995, 1996, 1997, and 1999.

During 1997-98, the Chamber-Community established communications and customer satisfaction benchmarks. Through a survey process, the indicators included overall quality of the schools, effectiveness of tax dollar use, an overall community percentage grade or rating, a parental grade or rating, and an issues rating. The 1999 Report made the statement that "This survey provides the closest thing to "hard data" which the Panel and others can use to evaluate the effectiveness of communications between Metro Schools and the community" (page 34.)". The Chamber-Community report process has taken a systems approach in this area: " note the progress made (or lack of progress) in improving resources and inputs. Measure the ultimate outcome or result desired: an improved image in the public eye."

In describing this ultimate outcome, the Chamber-Community Report separated out a number of different factors in its effort to provide useful information to the schools, to the school system, and to the community in its mutual and separate efforts to improve MNPS. In essence, this list provides a systemic, systemwide set of indicators, based on available data, that if improved both substantially and as they are communicated, will increase public confidence in the schools. The list shows top issues on the public's mind. These indicators are listed in Exhibit 12-49.

**EXHIBIT 12-49  
METRO SCHOOLS EFFECTIVENESS RATINGS**

- Zero tolerance policy
- Metro teachers
- Metro principals
- Metro's Core Curriculum
- Overall quality
- Standards/Student Achievement
- Safety/Security
- Metro administrators
- Appearance/Upkeep of school buildings
- Metro board of education
- Metro parent involvement
- Tax dollars for education

Source: Chamber Community Progress Report on  
Metropolitan Nashville Public Schools, (page 36) 1999.

Exhibit 12-50 tells the school system's story in a sample of some of the opinions gathered, of the "Listening Tours." During the 1999-2000 school year, the Director of Schools, members of the central administrative staff, and representatives from the Metro City Council, designed a series of public forums held at area high schools. These were called "Listening Tours." This strategy was commended by the 1999 Progress Report as one concrete step in opening up and improving communications.

The school system also provided a listing of individual concerns expressed during the first two listening tours. Exhibit 12-51 shows the comments from that list that relate to communications.

**EXHIBIT 12-50  
HISTORY – LISTENING TOURS**

During the 1999-2000 school year, a councilman from District 2 was the chairman of the Metropolitan council's Education committee. One of the Chairman's priorities was to visit schools and hear about problems facing the school system. In conversations with the Director of Schools, they decided to host a series of Listening Tours across the school system and invite the committee, Board of Public Education and other interested council members to meet with parents and citizens at various schools across the system.

The first of the Listening Tours was held on November 23, 1999. The entire council Education Committee, Board of Public Education, representatives of the Mayor's office, and other council members met to listen to parents and citizens from all of the high school clusters as well as the magnet school cluster. Some estimated over 300 citizens attended while the group listened to representatives from each cluster express their concerns....

Next the Tour went to Hunters Lane on January 24, 2000. There the Hunters Lane, Maplewood, Stratford, and Whites Creek clusters met with the council's Education Committee and Board of Public Education to express their concerns. Over 150 parents and citizens met with the group to list their concerns as well as express support for their schools....

The final stop on the Listening Tour was on February 28, 2000 at Overton High School. The Hillwood, Hillsboro, McGavock, and Overton Clusters were represented. Once again approximately 300 citizens and parents met with the Education Committee and Board. This time a survey was used to collect information as well as the comments from presenters.

The Education Committee and Board of Education members thanked the parents and citizens for their participation in the Listening Tours. This was the first time either group had actually gone to the schools and sought input directly from citizens. Both groups believed the Tour was successful and very helpful in identifying issues that should be addressed in the budget process 2000-2001.

Source: Electronic interview information notes provided by Metropolitan Nashville Public Schools for MGT Audit, October 2000.

**EXHIBIT 12-51  
COMMUNICATIONS CONCERNS AND SUGGESTIONS MADE DURING  
LISTENING TOURS**

- Better communication with the media
- Develop an effective marketing strategy
- Difficult to bridge gap with community and school
- Identity for cluster (publications, newsletters, etc)
- Improve communication with the community and elected officials
- Improve parent teacher communication
- Improved communication with parents
- More involvement of parents in the education of their children
- More parent participation
- More parent volunteers
- More parental involvement
- More parental involvement – maybe tax breaks for assisting
- Parental involvement
- Positive marketing campaign
- Provide a communication campaign to let public know the needs (4)

Source: Electronic interview information notes provided by Metropolitan Nashville Public Schools for MGT Audit, 2000.

From the mid-1990s to 1999, the Progress Report study recommended strategies for improving the general communications the school system has with its many publics. There is a shift over the five years away from seeing communications as the function of one department, staffed by communications professionals, to seeing communications as the responsibility of everyone in the system. There has not been a systematic shift in approach or evolution of approach within Metropolitan Nashville Public Schools. We believe that this is the approach that will yield the increase in confidence the school system both needs and wants. Several recommendations in previous sections of this chapter address this systemic shift.

Each Monday, the *Tennessean* runs a “School News” page. A scan of the five Mondays in October showed that 12 school notices were sent in to the newspaper with announcements of awards, craft fairs, teacher conferences, special events, and grant information. This news page presents an important opportunity for schools and clusters to communicate with their parent community, and with the greater community.

## **RECOMMENDATIONS**

### **Recommendation 12-25:**

#### **Establish a standing Communications Advisory Committee.**

The Communications Advisory Committee should be an advisory committee to the Director of Public Information and the Director of Schools comprised of Board of Education members, central office administrators, Metro Council Education Committee members, a representative from the Mayor’s Office, communications professionals from the community, media representatives, a professional development specialist, principals and teachers, and family representatives. This group could, for example, look over school improvement and work plans in the area of communications, ask questions, review data, and make recommendations to the Director of Schools.

An Advisory Committee on Communications should provide input on the design of systematic communications and public relations templates for the school improvement plans, the cluster improvement plans, teachers job descriptions, principals and teachers evaluations, central administration’s job descriptions, and evaluations.

This group of MNPS and public citizens can extend the ears of the Director of Schools, so that he has a clearer understanding of the needs of the public for particular kinds of communication. Communication is not only information; it is also the substantive relationships that MNPS employees, programs, and systems have with all of the different constituencies with whom they interact.

## **IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Director of Schools should propose a standing Advisory Committee on Communications to the Board of Education. April 2001
2. The Board of Education should assist the Director of Schools and Director of Public Information in the design of the committee. July 2001

3. Committee members should be selected and appointed by the Director of Schools. September 2001
4. The committee should elect a chair who helps to work out the communications flow by which the committee will operate, and through which the Director of Schools will be advised. January 2002

### **FISCAL IMPACT**

This recommendation can be implemented with existing resources.

### **Recommendation 12-26:**

**Write a communications policy that gives responsibility to all school system schools, departments, clusters, divisions, and committees for maintaining and implementing a regular course of communication with external stakeholders.**

This communications policy must be developed through the Director of Communications with the assistance of the proposed Community Involvement Coordinator. The MNPS should establish the communications plan as part of the work plan for every department, cluster and school and require departments and schools to submit communications plans that clearly identify:

- who the internal and external customers for the cluster, school or department are;
- what the school or department will do to communicate with its stakeholders;
- how the school, cluster or department will elicit feedback from its stakeholders about effective performance, services needed, and improvements; and
- what plan the school, cluster or department has made to improve, and to communicate the plan.

This systems approach is called the Plan-Do-Study-Act cycle that underpins the concept of continuous improvement.

### **IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Board of Education should instruct the Ad Hoc Policy Committee work with the Director of Communications to develop the recommended policy. April 2001
2. The Ad Hoc Policy Committee should involve school-level instructional and administrative personnel and should develop the recommended policies. May – June 2001

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|---|-------------|
| 3. The Ad Hoc Policy Committee should submit the proposed policies to the Director of Communications, Director of Schools, and the Board of Education for review, revision, and approval.                             | July 2001   |
| 4. The Board of Education should review, revise, and approve the proposed policy.   | July 2001   |
| 5. The Director of Public Information should instruct the Board Secretary to transmit the policy to the school system's Web master for including in the policy Web site, and distribute by email to school personnel. | August 2001 |
| 6. The Director of Public Information should meet with school personnel to ensure implementation of the new policy.   | August 2001 |

**FISCAL IMPACT**

This recommendation can be implemented with existing resources.

**FINDING**

The budget for the Department of Communications and Public Relations for the current year, and the past four years is outlined in Exhibit 12-52.

**EXHIBIT 12-52  
BUDGET EXPENDITURES FOR COMMUNICATIONS  
AND PUBLIC RELATIONS DEPARTMENT  
1995-96 THROUGH 1999-2000 SCHOOL YEARS**

<b>CATEGORY</b>	<b>1995-96</b>	<b>1996-97</b>	<b>1997-98</b>	<b>1998-99</b>	<b>1999-2000</b>
Salaries and Benefits (1800)	\$197,185.09	\$280,007.41	\$290,153.27	\$238,247.96	\$255,632.00
Supplies-materials (1800.4)	\$35,250.95	\$36,693.78	\$59,775.36	\$36,985.89	\$31,912.00
Travel (1800.8)	\$1,195.37	\$1,572.50	\$1,379.35	\$1,220.85	\$1,448.00
<b>Total</b>	<b>\$233,691.41</b>	<b>\$318,273.69</b>	<b>\$351,307.98</b>	<b>\$276,454.70</b>	<b>\$288,992.00</b>

Source: Budget Document, Metropolitan Nashville Public Schools, Fall 2000.

The salaries and benefit summary includes all of the professional and support staff positions within the within the current Department of Communications and Public Relations. There are the following positions: one full-time Director of Communications, one full-time Publications Specialist, one half-time Program Assistant for Communications and Community Relations, and one full-time clerical position. The Director also supervises the full-time receptionist to the Bransford Avenue school system office building, and provides coverage for this position using the communications clerical position.



The job description for the position of Director of Communications and Community Relations was created in 1983. There is also a 1994 job description on file called the "Communications Coordinator," that was used for the one year, teacher-filled position that was eliminated at the end of that year. Previously shown in Exhibit 12-43 are the tasks performed during the last 12 months by the Director of Communications. As shown, one of the jobs of the Director of Communications and Public Relations is to prepare regular media releases. There are many media outlets in Nashville, including five commercial television stations, 14 English-speaking radio stations, three Spanish speaking radio stations, two major newspapers, 11 additional smaller community and English speaking specialty papers, and two Spanish newspapers.

MGT requested media releases for a 12-month period, and received a set that was written between July 1999 and June 2000. Exhibit 12-53 shows some of the characteristics of those media releases. Most of the news releases (48 out of 51) were one page in length, and were attractively laid out and inviting to read. For the 12 month period from July 1999 through June 2000, there were 51 media releases.

The 51 media releases issued during the 12-month period from July 1999 to June 2000 covered a variety of topics. Special events in the schools, special events involving community partners and volunteers, administrative procedures, dates and upcoming deadlines, and Board of Education meetings with selected topics were the more frequent subjects or topics of media releases. The less frequent topics were news about principals, news about buildings and grounds, and news about achievement and other school system goals.

News releases announcing events in 13 randomly selected dates, shown in Exhibit 12-54, were most frequently released one to three days before the event, or four to six days before the event. Events released with a week or more notice were more rare, in only three of the 13 instances. Generally, a two week interval between the release date and the date of the event provides enough time for news media to assign staff to cover events of interest to them.

Most of the media releases distributed to the public media were written as alerts or fact sheets. Eleven (11) out of the 51 media releases were written in a prose or story form. Stories tended to be very brief, and in most cases, a re-statement of the facts, rather than a feature article.

## **RECOMMENDATION**

### **Recommendation 12-27:**

**Develop a plan for news releases that increases frequency, extends the interval between the release and the event to an average of two weeks, and provides for monthly feature articles.**

The plan should include news releases and articles on topics that closely match the school system's goals and should include a feedback mechanism, so that hard data is available about whether or not coverage of school and system events increases as a result. It is important to begin a cycle of providing more information about events, programs, projects and personalities within the school system to the general public through print media.

**EXHIBIT 12-53  
CHARACTERISTICS OF METROPOLITAN NASHVILLE PUBLIC SCHOOLS  
MEDIA RELEASES FOR A SIX-MONTH PERIOD**

<b>CHARACTERISTIC</b>	<b>SELECTED DATA OR DESCRIPTION</b>
School and school system procedures	Summer school changes Graduation schedule Kindergarten registration Schools for Thought open houses Magnet school (2) Job fair Y2K (2) Transportation Office hours Shots for students Adult high school seeks students
Special Events	Academic Olympics held Outstanding students Teacher of the Year Diversity summit for students (2) Spelling bee (2) Special ed students plan trees (2) Choral concert (2) New videos for schools (2) Senior scholar and football player (2) Mayor speaks at school Basketball star signs early Pumpkin throwing event Gen. Colin Powell launches scholarship program Peace/ anti-violence ceremonies (3) Six grade digs for relics Multi-school block party I will graduate pledge
School Board	Negotiations (5) Board and Council public listening session (3) Board of Education budget (4) Board study session on summer schools Board study session on system performance Board study session on special education Board study session on negotiations Board attends principals' meeting Metro council briefing on school system  State report card (2) Safety First Summit TCAP scores (2)
Number of items in which contact information (phone number or name) was provided to reader for possible follow-up	Six items on the 51 multi-item and single item releases contained further contact information.

Source: Department of Communication Media Releases, July 1999 - June 2000.

**EXHIBIT 12-54  
CHARACTERISTICS OF METROPOLITAN NASHVILLE PUBLIC SCHOOLS  
MEDIA RELEASES FOR A SIX-MONTH PERIOD**

CHARACTERISTIC	SELECTED DATA OR DESCRIPTION	
Date of release compared to date of event announced for 13 randomly selected media releases.	<p align="center"><b>DATE OF RELEASE</b></p> June 19 May 15 May 8 May 1 April 27 April 27 April 25 April 19 April 10 March 30 March 27 March 23 March 23	<p align="center"><b>DATE OF EVENT ANNOUNCED</b></p> June 28 May 16 May 30 May 14 – May 21 April 28 April 29 April 25 – 27 April 24 April 12 – 13 April 4 March 28 March 24 March 28
Type of media release <ul style="list-style-type: none"> <li>■ Alert of upcoming event (Alert)</li> <li>■ News story (Story)</li> <li>■ Photo opportunity alert (Photo op)</li> <li>■ Fact sheet</li> </ul>	June 19 May 24 May 15 May 8 May 4 May 1 April 27 April 25 April 19 April 10 March 30 March 27 March 23 March 7	Alert Fact sheet Story Story/Fact Sheet Fact Sheet Fact Sheet/Alert Alert Alert Alert Story/Alert Alert Fact Sheet Alert Story
Topics/ number of different alerts, stories, or fact sheets on that topic for the 12 month period. (51 releases, each item counted separately) Buildings and Grounds Principals Events involving the community organizations in partnership with schools	Portable classrooms for sale New school building open (2) Groundbreaking School dedication Library re-named New principals named (2) Principal on roller blades Special program involving community organizations and volunteers (16)	

Source: Media Releases, Department of Communication, October 2000.

It is possible to send out a message by fax, for instance, every week, requesting notices from schools of upcoming events for a period of time more than two weeks away. This 'tickler' notice should serve as a stimulant to the schools to either put their own notice into the *Tennessean*, or to send it through the Department of Communications.

### **IMPLEMENTATION STRATEGIES AND TIMELINE**

- |  |            |
|--|------------|
| 1. The Director of Communications should develop the plan for media releases.  | April 2001 |
| 2. The Director of Communications should implement the plan.   | April 2001 |
| 3. The Director of Communication should provide monthly data to (from) the Director of Schools about media coverage. | May 2001   |

### **FISCAL IMPACT**

This recommendation can be implemented with existing resources.

### **FINDING**

The other full-time position in the Communications Department is the Publications Specialist. Exhibit 12-55 shows the publications completed by this position in 1999-2000. Exhibit 12-55 also shows the amount of estimated time spent by the Publications Specialist on these projects. Exhibit 12-55 shows that there is a wide assortment of regularly occurring publications and special projects designed and published by the Department of Communications.

Exhibit 12-56 shows an estimate of the time spent in the different publications areas. The "Core Guides" take about 35 percent of the time available for layout and publications. The Directory is another major publication, taking about 20 percent of the time available each year for publications.

The Department of Communications and Public Relations publishes a variety of print materials. There is no overall publications plan that links the resources available through the Department of Communications to the strategic goals of the school system, or to the broad goal of improving communications.

The Department of Communications also provides a wide array of design and publication work that is providing good quality materials and forms in a timely manner to school system departments. Their content and frequency were praised by parents and members of the community alike, as significant sources of current information about the school system.

### **COMMENDATION**

**The Department of Communication is commended for its publication of *Core Curriculum* and *Report Home*.**

**EXHIBIT 12-55  
PUBLICATIONS SPECIALIST PROJECTS  
1999-2000 SCHOOL YEAR**

<b>TYPE OF DOCUMENT</b>	<b>TITLE</b>	<b>FREQUENCY</b>
Internal Communications	Directory of Personnel and Services  By the Board  School District Calendar for staff	Annually  23-24 times per year 12 issues ( monthly for Bransford Avenue only)  August 1999
System-wide Documents	School System Calendar  School System Map  Student Code of Conduct  Report Home  Business Cards <ul style="list-style-type: none"> <li>▪ Assistant Superintendents</li> <li>▪ Board Members</li> <li>▪ Tier Directors</li> <li>▪ Employee Benefits Staff</li> <li>▪ Misc. other Departments</li> <li>▪</li> </ul>	August, 1999  Annually  Annually  Each six weeks  As requested
Board Communications	(none on list provided)	
Program Information	Summer School Brochure  ESL Brochure  Arts in Action Brochure  CORE CURRICULUM guides	April 2000 annually  Annually  Annually  Six times per year
Administrative Procedures	Free lunch applications  Teacher application  Report Card layout, corrections for elementary and middle grades  Administrative Calendar  Letterhead <ul style="list-style-type: none"> <li>▪ Schools</li> <li>▪ Director of Schools</li> <li>▪ Board of Education</li> <li>▪ Assistant Superintendents</li> <li>▪ Departments</li> </ul> Teacher of the Year invitation, program, name badges  Retirement Reception invitation, program for employees	Annually  Annually  Annually as needed  Annually  As requested  Annually  Annually

**EXHIBIT 12-55 (Continued)  
PUBLICATIONS SPECIALIST PROJECTS  
1999-2000 SCHOOL YEAR**

<b>TYPE OF DOCUMENT</b>	<b>TITLE</b>	<b>FREQUENCY</b>
One-time Requests	Holiday Greetings Letter Science Fair Program Cover Science Fair Certificates Status Change Forms Food Service invitation White Glove Certificates Attendance Certificates Board Retirement Reception invitation Student Attendance cards Student Location Cards Student Schedule Cards Security Presentation of 50 slides Photo Scans for Retirement Reception Alcohol & Drug-Free workplace Brochure Overheads for Leadership Nashville Civil Rights Notice Poster	One-time Request
One-time Requests (Cont'd)	Groundbreaking Ceremony programs Certificates/Resolutions <ul style="list-style-type: none"> <li>▪ Retiring Board Members</li> <li>▪ Hero Bus Driver</li> <li>▪ Mayor Purcell</li> <li>▪ Retiring Employees with Many years of Service</li> </ul> <ul style="list-style-type: none"> <li>▪ Correspondence thank you Letters</li> <li>▪ First Day of School Letter from Mayor</li> </ul> Music City Reads Brochure Metro Schools Fact Sheet "You're A Star" "Child Find" Brochure School District Organization Chart Purchasing Flow Chart Head Lice Brochure	One-time Request

Source: Department of Communications and Public Relations, Fall 2000.

**EXHIBIT 12-56  
ESTIMATED TIME SPENT IN PUBLICATIONS AREAS**

<b>PUBLICATION</b>	<b>PERCENT OF TIME SPENT</b>
Core Guides	35%
Directory	20%
MetroSpect	25%
Report Home	5%
Other	15%

Source: Department of Communications, Fall 2000.

## **RECOMMENDATION**

### **Recommendation 12-28:**

#### **Expand the role of the standing advisory communications committee to provide advice on publications.**

There are many MNPS employees, and members of the greater community who have opinions about what should be published, and what the community's needs are for printed information. In addition, there are some who would like a regular channel for providing feedback on the effectiveness of different materials. This avenue is an important source of customer feedback for the Department of Communications.

The proposed Communications Advisory Committee should seek the input of educators, parent volunteers, and experts from the business and foundation community to determine publication guidelines, provide feedback on drafts, and gather public feedback on publications. The Nashville Public Education Foundation has, through its continued commitment to publishing high quality print materials that explain district, programs, procedures, and policies (e.g. *Now I'm Five*, *High Marks*, and *Common Cents*), shown its capacity to assist in this task. The public nature of this standing committee should provide some specific feedback to the Department of Communications about which policies and procedures need user-friendly versions.

An additional task that this group should initiate is to help ensure the timely translation of policies, procedures, and information into the school system's many other languages in both print and electronic form.

## **IMPLEMENTATION STRATEGIES AND TIMELINE**

- |  |                |
|--|----------------|
| 1. The Director of Communications should expand the role of the standing advisory communications committee to provide feedback and elicit input on printed publications. | April 2001     |
| 2. The Director of Communications should convene the standing committee.   | May 2001       |
| 3. The Committee should prepare a set of guidelines for its own use, and receive a charge from the Director of Communications.   | September 2001 |

## **FISCAL IMPACT**

This recommendation can be implemented with existing resources.

**13.0 ADMINISTRATIVE AND  
INSTRUCTIONAL TECHNOLOGY**

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## **13.0 ADMINISTRATIVE AND INSTRUCTIONAL TECHNOLOGY**

This chapter provides a summary of administrative and instructional technology use in Metropolitan Nashville Public Schools (MNPS). The eight major sections of this chapter are:

- 13.1 Technology Planning
- 13.2 Technology Committee
- 13.3 Organization and Staffing
- 13.4 Software
- 13.5 Hardware
- 13.6 Infrastructure
- 13.7 Staff Development
- 13.8 Technical Support

When reviewing the administrative technology resources of a school system, MGT examines the host computing system that supports the administrative applications; the applications themselves and the degree to which they satisfy user needs; the manner in which the infrastructure supports the overall operations of the school system; and the organizational structure within which the administrative technology support personnel operate.

In reviewing instructional technology, MGT analyzes all areas that contribute (or should contribute) to the effective use of technology in the classroom. This includes broad areas such as the technology plan; the organizational structure and the infrastructure to more specific resources available in the classroom, such as the type of hardware employed; the method of selecting software, and the access to outside resources. Other critical factors assessed include staff development for teachers, school-level technology support and maintenance, and the equitable distribution of technology among schools.

### **13.1 Technology Planning**

Planning is the key to success for using technology. This applies to a school system and to each of its schools. Schools, however, should not have a technology plan that is separate and distinct from their School Improvement Plan. Instead, technology should be a component of and imbedded throughout that Improvement Plan. Technology is, after all, a tool to help achieve the goals and objectives of the School Improvement Plan. Similarly, a school system's Technology Plan should be designed to help the system achieve its goals.

The value of planning cannot be over stressed. It is the only way that educational enterprises can adequately address the five most critical factors related to the use of technology, as discussed briefly below.

- **Training.** Staff development is critical for all staff. It is especially important for teachers, however, since it is essential to creating an effective learning environment for students. Unless serious attention is given to what training will be provided, how it will be delivered, when

and how frequently it can be made available, and to whom is it directed, effective training will not occur. The price of inadequate training is a considerable loss in the “payoff” on the investment in educational technology resources.

- **Equity.** Despite the best intentions, too frequently imbalances occur in the level of technology resources available at each school. Unfortunately, technology can widen the gap between the “haves” and “have-nots” if it is allowed. Without careful planning at the school system level, there is a risk of inadequately supporting all schools. Similarly, at the school level, there is a risk of leaving out students.
- **Rapid Change.** Nothing is changing more rapidly than technology. If the implementation and ongoing operation of the technology resources are not carefully monitored, the school system or school will not effectively handle this rapid change.
- **Funding.** Many people identify funding as the greatest barrier to the use of technology in the classroom. Part of that is due to the fact that they don’t recognize that there are funds that could be used to support technology if they broaden their thinking. Unless planning addresses what and how things will be funded, this barrier will have a considerably greater impact than it should.
- **Credibility.** A plan that outlines how technology resources will be acquired, deployed, and used will help to provide credibility with the community. Both the school board and the public are anxious to see, and rightfully so, that tax dollars are spent in an effective manner. Only through planning is it possible to demonstrate that proposed strategies have been well thought out, acquisitions of technology resources have been carefully considered, and that every aspect of the implementation is cost effective.

A Technology Plan must address the specific requirements and preferences of the organization it is designed to serve. Although multiple plans may contain very similar elements, no two plans will be alike. Likewise, while there are guidelines that will help a school system develop a plan that is right for the environment within which it operates; there is no right way to develop a plan.

## **FINDING**

Although a number of documents have been developed by MNPS staff, contractors, and other outside groups that address plans for various administrative and instructional technology initiatives, a comprehensive Technology Plan for the system does not exist. Among the documents that have been prepared to serve as guides for various technology efforts during the last three years are the following:

- Final Report of the Community Task Force on Education and Technology (December 1997)

- The Cottonwood Study containing Integrated Information System Recommendations for MNPS (August 1998)
- The AIMS (Administrative Information Management System) Network Upgrade Professional Services Proposal from G. A. Sullivan (April 2000)
- Refurbishment of the AIMS System (September 1999)
- Technology Professional Development Plan (December 1999)
- Metropolitan Public Schools of Nashville/Davidson County E-rate Three-Year Technology Plan (July 1999).

Despite the presence of a number of planning documents, there is not one plan that ties all the technology initiatives together. Nor have there been any concerted efforts to coordinate and ensure consistency among the various technology activities.

SCB Computer Technology, Inc. addressed the importance of a Technology Plan in the 1997 Final Report of the Community Task Force on Education and Technology. SCB concluded that one of the weaknesses of technology use in MNPS schools was the lack of a clear articulation of “the goals and objectives for technology development within the school system. Without a master plan, each school and teacher is left to pursue differing levels of technology integration in education.”

## **RECOMMENDATION**

### **Recommendation 13-1:**

**Develop a Technology Plan that will guide the technology efforts and expenditures in Metropolitan Nashville Public Schools over the next three to five years.**

Unless a MNPS Technology Plan is developed, technology use in the school system will grow haphazardly and this rather expensive resource will fall short of being the benefit it could be. The plan that is developed should address many of the issues outlined in the following sections of this report, including infrastructure, hardware, standards, and training. The plan should also address funding for the technology resources that are needed by the school system and its schools.

Not only is a Technology Plan needed for the school system, but also each school should develop its own plan for using technology. As indicated earlier, school plans should be a part of, or imbedded within each school’s improvement plan. While these school plans need not be in as much depth as the school system plan, they should:

- outline how technology will help the school improve student achievement;
- identify instructional software the school needs to acquire;

- determine the quantity of computers and other technology resources the school will need in the next three to five years; and
- project the cost to carry out its plan.

The Final Report of the Community Task Force on Education and Technology identified the following as its third priority:

*Update all school technology plans and incorporate them into school improvement plans by November 1998.<sup>1</sup>*

The report further stated that, "School improvement plans provide the means for system coordination and consistency with technical standards. And, the state requires plans in order to receive state funding and to qualify for proposed E-rate discounts."<sup>2</sup> Thus, the Community Task Force on Education and Technology recognized that planning was critical to the successful use of technology. The school system should bring in a consultant to facilitate and coordinate the planning effort.

**IMPLEMENTATION STRATEGIES AND TIME LINE**

- |   |                       |
|---|-----------------------|
| 1. The Technology Committee (described below) should form a subcommittee that will be charged with developing a Technology Plan for the school system.      | May 2001              |
| 2. The Planning Subcommittee should meet regularly over a period of several weeks to formulate a draft plan.  | May - August 2001     |
| 3. The Planning Subcommittee should produce a draft plan and present it to the full Technology Committee who should review and amend the plan as necessary. | July – September 2001 |
| 4. The Board of Education should review and adopt the plan, solidifying it as school system policy.   | October 2001          |

**FISCAL IMPACT**

The cost of developing this Technology Plan, if done in-house, can be done with existing resources. If a consultant is required to assist, the school system would incur a one-time cost of \$200,000 to \$250,000.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Develop a Technology Plan	(\$225,000)	\$0	\$0	\$0	\$0

<sup>1</sup> Final Report of the Community Task Force on Education and Technology, December 1997.

<sup>2</sup> Ibid.

### **13.2 Technology Committee**

Technology can be a very powerful resource for many instructional endeavors. However, if the technology is to achieve its potential systemwide, an effective method for involving stakeholders, addressing equity, establishing technology-related standards, and coordinating initiatives must be adopted. The best way to accomplish these objectives is to establish a committee that is composed of members knowledgeable in technology and representative of all stakeholders.

#### **FINDING**

In recent years, MNPS has had several groups that were called together to address various technology issues. For example, in 1997, the Community Task Force on Education and Technology produced a report in December 1997 that identified eight important priorities that the school system should address. Subsequently, other committees have been established to address issues such as professional development. In the last few months, the Assistant Superintendent for Business and Facility Services has occasionally called together a number of people from across the system to address technology issues, but there has been no formal committee structure nor have there been any regularly scheduled meetings.

In the report produced by the Community Task Force on Education and Technology, the seventh of eight priorities reads as follows:

*Immediately establish a Technology Advisory Committee consisting of school system personnel, experts from higher education, and high technology users from the Nashville business community.*<sup>3</sup>

The report also states that “the committee will serve as an added resource to the system to ensure that all technology decisions benefit from the knowledge and experience of others.”<sup>4</sup>

#### **RECOMMENDATION**

##### **Recommendation 13-2:**

##### **Establish an MNPS Technology Committee.**

The purpose of this committee should be to monitor and provide oversight to the various technology endeavors of the school system. Although it will deal most frequently with instructional technology issues, it can also be a very good resource for addressing administrative technology issues. For best results, the committee should be composed of the following:

- 15-18 members;

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<sup>3</sup> . *Final Report of the Community Task Force on Education and Technology*, December 1997.

<sup>4</sup> . Ibid.

- elementary, middle, and high school teacher representatives;
- representative school system administrative staff;
- representative principals;
- one or two parent or community members;
- a representative from Metro MIS and a representative from Metro Finance;
- one or two business representatives that are not employed by technology companies;
- only members who have a good understanding of technology and its uses, at least within their respective areas; and
- only members willing to commit two to four hours per month to the activities of the committee.

The Technology Committee should meet on a regular monthly basis. To be effective, the committee must not be too large, yet it must include representatives of the various constituencies of the school system. Thus, the group should number 15-18 people and include the types of individuals listed above. Administrative offices that should be represented on the committee include at least the instruction, finance, and technology and information management departments.

There are numerous responsibilities this committee should assume, including:

- assist in the development of the Technology Plan;
- review and update the Technology Plan annually;
- provide advice on and help set priorities for administrative technology development efforts;
- establish recommended lists of technology-based instructional materials;
- monitor the level of technology support available to schools and devise strategies for improving it as necessary;
- assist in the establishment of technology budgets;
- oversee the distribution of state technology funds (when applicable);
- provide advice and guidance on the types and amount of technology-related staff development that should be made available;
- assist in the development of hardware, software and network standards;
- monitor the equitable distribution of technology among the schools;

- offer advice on technology grant applications/proposals; and
- recommend revisions in policies and procedures that impact technology use.

The Technology Committee should address most, if not all, of these areas through subcommittees. For example, when addressing the issue of standards, the Technology Committee would form a subcommittee, composed of two or three of its members and other individuals who have expertise in the area to be addressed. When establishing standards for productivity tools (spreadsheets, databases, etc.), members of the subcommittee could be drawn from school system staff and from the community. Following their deliberations, the subcommittee would present its recommended list to the full committee for adoption, who would, in turn, seek Director of Schools and Board of Education approval for the standards. Through this mode of operation, the Technology Committee would become a key resource for the Director of Schools and Board of Education. Although it should continue to be an advisory body, this approach would enable it to become very influential with respect to technology use in the school system.

Given the number of responsibilities cited here for the Technology Committee and the suggested approach that calls for the creation of subcommittees to address each issue, it might appear that those who serve on the Technology Committee will be spending most of their time on committee work. In fact, the subcommittee approach is designed to accomplish two things: 1) reduce the amount of time each Technology Committee member must devote to the functions of that committee; and 2) spread the responsibility for contributing to the system's technology strategies among a large number of people throughout the system.

Except to address some highly urgent issue, the full Technology Committee would meet only once per month. Interactions between the members would, of course, continue during the intervening time via telephone and electronic mail. When the committee is to address a major issue (e.g., standards, the annual update of the Technology Plan, etc.), a subcommittee would be formed. The subcommittee would include one or two members of the full Technology Committee, plus two to five (more when necessary) others from the system and/or the community who are knowledgeable on the subject. That group would meet and examine the issue to the extent necessary and conclude their work by preparing recommendations to the full committee. At its next regular meeting, the full committee would accept (with amendments if it deems appropriate) the recommendations and take steps to implement the desired action. Using this strategy, Technology Committee members should normally be able to discharge their responsibilities for this function by devoting three or less hours per month.

At its first meeting, the committee should formalize its operating rules. For example, it should elect from its membership a chair and vice-chair. The Technology Committee should identify how it will maintain a record of the actions and decisions of the committee, determine the duration of the terms of its members, and decide on how it will conduct its business. Although the particular manner in which it chooses to do business is not too important, the fact that it formalizes its operations is important. Such action will contribute to its becoming a more effective and influential group.

## **IMPLEMENTATION STRATEGIES AND TIME LINE**

- |   |            |
|---|------------|
| 1. The Director of Schools should appoint representatives from across the school system to serve on the Technology Committee. | April 2001 |
| 2. The Technology Committee should meet on a regular monthly basis.   | Ongoing    |

## **FISCAL IMPACT**

This recommendation can be implemented with existing resources.

### **13.3 Organization and Staffing**

The ideal administrative technology support organization has a clear understanding of the entire range of information resources and services to be provided to its users. It also has a unified organizational structure, effectively integrated applications, clear responsibilities for data ownership and management by each end-user, well-defined development procedures to be used when designing or acquiring new applications, and an overarching mission to meet user needs. Furthermore, the effective administrative technology support unit prepares for, and readily adapts to, new technologies and in so doing, improves its functionality over time.

The ideal instructional technology support unit includes personnel that are extremely familiar with school operations, very knowledgeable about the technologies that are used for instructional purposes, and well-versed in technology-oriented instructional materials. They are also proficient in using networks for instructional purposes; experienced in conducting technology related training in all areas, including integrating technology into the curriculum; and very closely associated with the curriculum areas to ensure that all instructional technology initiatives are consistent with the school system's instructional programs and that they positively influence the teaching and learning process.

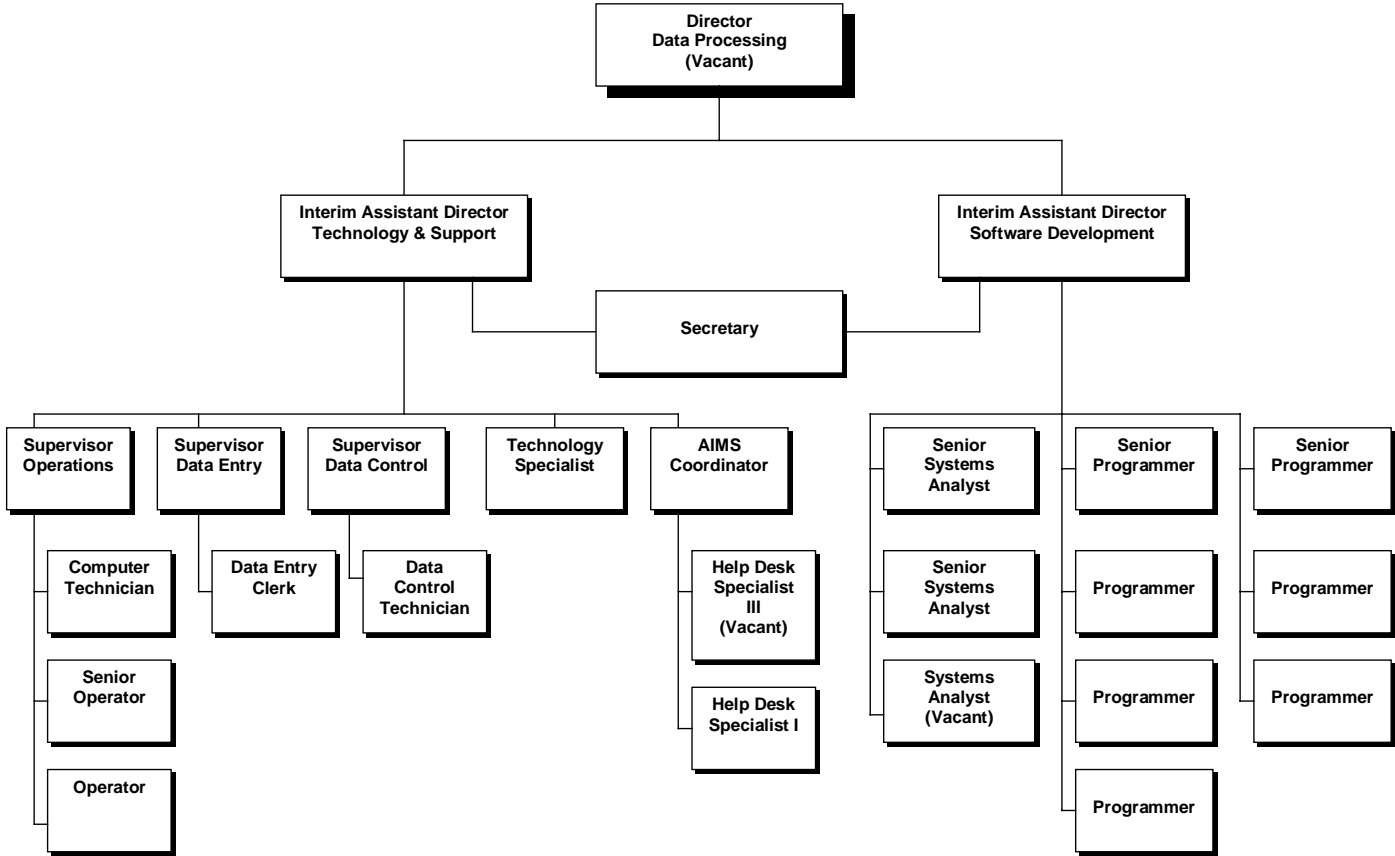
## **FINDING**

The primary administrative technology support unit for Metropolitan Nashville Public Schools (MNPS) is the Data Processing Department. The Data Processing Department has 26 authorized positions and the unit reports to the Assistant Superintendent for Business and Facility Services. Despite the fact that the department has 26 authorized positions, at the time of MGT's on-site audit, only 23 of the positions were filled. One of the positions was not funded, and two others were vacant. Exhibit 13-1 shows the organizational structure of the Data Processing Department.

During interviews with central office and school staff, interviewees frequently stated that the Data Processing Department staff members were dedicated and hard working, but due to antiquated hardware and software, the support they provide is not effective. Some indicated that perhaps the unit was understaffed and many suggested that budget limitations prevented the department from providing the support that was needed.



**EXHIBIT 13-1  
METROPOLITAN NASHVILLE PUBLIC SCHOOLS  
DATA PROCESSING DEPARTMENT  
ORGANIZATIONAL STRUCTURE  
2000-01 SCHOOL YEAR**



Source: Metropolitan Nashville Public Schools, Data Processing Department, 2000.

Because of these support problems, central office administrators especially, and school-based staff to a lesser extent, do not have a great deal of confidence in the department. In fact, one senior administrator stated that technology is the “most glaring weakness in the school system.”

## **RECOMMENDATION**

### **Recommendation 13-3:**

**Rename the Data Processing Department to Information Technology and transfer it into the new Technology and Information Management Division that will be headed by a Chief Information Officer (CIO). (Also see Recommendation 5-13 in Chapter 5).**

Many corporations have concluded that information technology can be a much more significant resource if it is able to influence actions within the organization. As a result, many larger companies have established a CIO position that reports either to the CEO or the number two executive. By elevating the function to this level, the organization:

- confirms that information technology is an enterprisewide resource;
- ensures that priorities will be determined on how they best support the overall mission of the organization; and
- increases the probability that sufficient financial resources will be consistently allocated to the technology function.

Since the new Technology and Information Management Division will support both instructional and administrative technology initiatives, placing it in a neutral position should enable it to become a more effective resource for schools. In addition, the new location should enable it to easily and effectively work with staff of every administrative department. Finally, its new location will result in recognition by top management that technology is, in fact, an extremely valuable resource that should be nurtured and strengthened.

Not only will the placement of this department in the new division create a structure that will better facilitate its working with all areas of the school system, but the new Technology and Information Management Division, with the CIO as its leader, should be able to gradually rebuild the confidence of school system staff in this unit.

## **IMPLEMENTATION STRATEGIES AND TIME LINE**

- |   |            |
|---|------------|
| 1. The Director of Schools should issue a directive establishing the Division of Technology and Information Management and moving the Information Technology Department (formerly the Data Processing Department) into that division. | April 2001 |
| 2. The Information Technology Department should function as a key unit within the Technology and Information Management Division.   | Ongoing    |

## **FISCAL IMPACT**

This recommendation can be implemented with existing resources.

## **FINDING**

The one position in the Data Processing Department that is not funded is the most important position: Director of Data Processing. After the previous director retired in December 1998, it was decided that the school system's tight budget would not allow the position to be filled. Consequently, the unit has been operating without a formal director for almost two years.

In the absence of a Director, the Assistant Superintendent for Business and Facility Services serves as Acting Director and two assistant directors manage the operation. One of the assistant directors supervises the systems and programming staff while the other one oversees the infrastructure and operations components. Both assistant directors expressed some frustration with the current arrangement because each felt they are essentially performing two jobs. This arrangement also requires that significant decisions be collaboratively made; a situation that probably yields good decisions, but the structure means that decisions take longer than if a director made them.

## **RECOMMENDATION**

### **Recommendation 13-4:**

#### **Fill the vacant Data Processing Director's position.**

As indicated, there is a lack of confidence in the current Data Processing Department. This is probably due in large part, as several interviewees suggested, to budget limitations that cause the department to have to rely upon outdated hardware and software resources. It is probably also true, however, that the absence of a director for almost two years has contributed to that lack of confidence as well. While the Assistant Superintendent for Business and Facility Services has attempted to provide the necessary leadership for the unit, his CFO responsibilities prevent him from adequately fulfilling the leadership role.

The Director of the Data Processing Department should report to the CIO.

## **IMPLEMENTATION STRATEGIES AND TIME LINE**

1. MNPS should advertise the availability of the Director of Information Technology position, interview the top candidates, and select the most qualified individual to fill the position. April – June 2001
2. The selected candidate should assume the director's position. July 2001

## **FISCAL IMPACT**

The fiscal impact to fund the position of Director of Data Processing is \$85,000 and 24 percent for benefits or an annual total of \$105,400.

<b>Recommendation</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>
Fill Director of Data Processing Position	(\$105,400)	(\$105,400)	(\$105,400)	(\$105,400)	(\$105,400)

## **FINDING**

Almost all of the Data Processing Administrative technology support for the school system comes from the Data Processing (DP) Department. That unit is also responsible for establishing the system's Wide Area Network that will connect all MNPS facilities together when it is fully operational.

Practically all of the instructional technology support comes from the Library Media and Technology Services (LMTS) Department. Their services include:

- developing E-rate applications;
- implementing and maintaining school networks;
- providing staff development for teachers;
- installing, maintaining and repairing computers; and
- seeking grants that augment the educational technology resources available to MNPS schools.

Interviews with DP and LMTS staff indicated that both try to stay in contact with the other, but frequently one or the other is surprised to learn about some significant effort or action taken by the other. Members of both units confirmed that communications between them were not always effective.

As discussed in Section 13.6, the infrastructure is perhaps the most critical of all technology resources. Since DP is responsible for the Wide Area Network and LMTS is responsible for the implementation and maintenance of school networks, it is important that a close working relationship exists between those two efforts.

The responses of administrators, principals, and teachers to MGT's opinion survey on the effectiveness of the administration of MNPS were generally positive, indicating that most MNPS employees are satisfied with most administrative functions. However, one significant exception to the positive responses was technology. For example, only 22 percent of the teachers rated MNPS support of instructional technology as "excellent" or "good," while 73 percent rated that support as "fair" or "poor." Administrators and principals were even more critical of the instructional technology support; only 10 percent of administrators and seven percent of principals indicated that instructional technology support was "excellent or good." Eighty-six (86) percent of administrators and 94 percent of principals described instructional technology support as "fair or poor."

The reaction to MNPS support for administrative technology was very similar. For example:

- Only eight percent of the administrators described MNPS use of administrative technology as “excellent” or “good,” while 90 percent rated administrative technology “fair” or “poor.”
- Eighty (80) percent of administrators indicated that data processing services needed improvement, while only 16 percent rated data processing services as adequate.
- Eighty-eight (88) percent of administrators ranked MNPS administrative technology support as needing improvement, and only seven percent indicated that it was adequate.
- Eighty-three (83) percent of principals indicated that administrative technology support needed improvement, and only 12 percent rated it as adequate.

The responses of those interviewed generally reinforced these survey results. Thus, both the administrative and instructional technology support functions have major problems that must be addressed.

## **RECOMMENDATION**

### **Recommendation 13-5:**

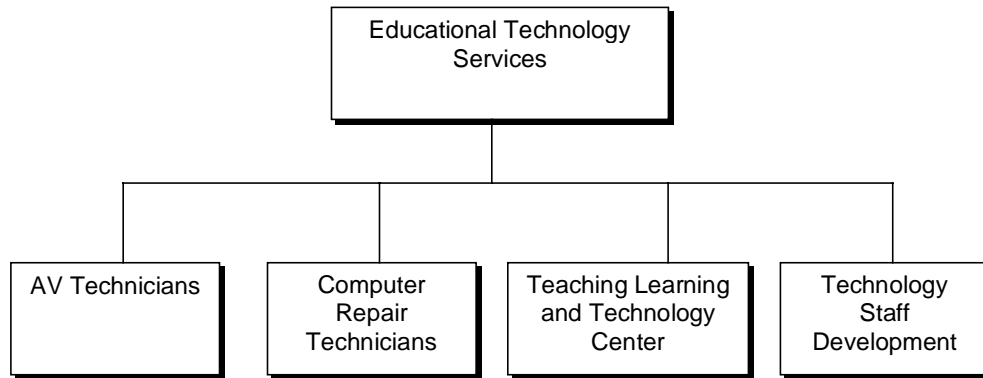
**Move the Library Media and Technology Services Department (the Technology Services Coordinator, Challenge Grant and Schools for Thought Coordinators, Technology Staff Development unit, and the Teaching, Learning & Technology Center) from the K-12 Resources Department into the new Technology and Information Management Division and assign it the title of Educational Technology Services.**

Where once the administrative and instructional technology units could operate very effectively as independent entities, that has changed. The primary reason is that technology has changed significantly in recent years. The most important change that has occurred in technology is the role networks already play and the expanded impact they will have in the future. Thus, if instructional technology is to flourish, there must not only be special attention provided to the technical aspects of implementing the networks, but there must be careful consideration given to the specific requirements schools have for making successful use of those networks.

There is, therefore, a dual requirement. First, those who are responsible for installing, maintaining and managing the school system’s networks need to have individuals they can directly call upon to help them understand how to effectively deploy and support networks that provide instructional capabilities. These requirements differ from the requirements of networks that primarily support administrative functions. Second, instructional technology personnel need to have direct access to the people who provide network support because that is where the most critical technology support in the schools will originate in the future. By being part of a combined technology unit, staff knowledgeable in instructional technology will enable the new Technology and Information Management Division to serve the schools more effectively.

Exhibit 13-2 reflects the organizational structure of the new Educational Technology Services Department.

**EXHIBIT 13-2  
METROPOLITAN NASHVILLE PUBLIC SCHOOLS  
PROPOSED EDUCATIONAL TECHNOLOGY SERVICES DEPARTMENT  
ORGANIZATIONAL STRUCTURE**



Source: Created by MGT, 2000.

**IMPLEMENTATION STRATEGIES AND TIME LINE**

1. The Director of Schools should issue a directive moving the Library Media and Technology Services Department into the new Technology and Information Management Division and assigning this unit the title of Educational Technology Services Department. April 2001
2. The Educational Technology Services Department should function as a key unit within the Technology and Information Management Division. Ongoing

**FISCAL IMPACT**

This recommendation can be implemented with existing resources.

**FINDING**

The Director of Student Assignment Services has many responsibilities, almost all of which are dependent upon information resources that reside in the AIMS system or elsewhere. Included among her responsibilities are:

- implementing the school system's agreed upon restructuring of schools;
- developing enrollment projections;

- assisting with personnel allocations that emerge from the enrollment projections;
- preparing school zone recommendations;
- administering student transfers and appeals;
- determining the location of ESL and special education classes;
- accommodating the state pupil accounting requirements;
- supervising the archival record center;
- identifying the location of portable classrooms;
- working with construction on the location of new school buildings;  
and
- managing the Magnet School program.

Each of these responsibilities is driven by information. Consequently, a closer connection to the MNPS information management offices would enable the Director of Student Assignment Services to more effectively accommodate these responsibilities.

## **RECOMMENDATION**

### **Recommendation 13-6:**

**Change the title of the Student Assignment Services Department to Student Information Services Department and move that function into the new Division of Technology and Information Management.**

As indicated above, almost all of the duties and responsibilities of the Director of Student Assignment Services depend upon the availability of accurate and complete information. According to the Director, many of these responsibilities are not easily accommodated because the data she must work with are often incorrect, not available in a timely fashion, or not in the form they are needed. Consequently, her office frequently must enter and/or verify information manually. In addition, the Director's staff sometimes has to rekey a significant amount of information in order to make use of these data. The result is that her office is not as efficient as it should be and the staff is quite frustrated that they must spend much of their time keying and verifying information, when they should be analyzing data.

## **IMPLEMENTATION STRATEGIES AND TIME LINE**

1. The Director of Schools should issue a directive moving the Student Information Services Department into the new Technology and Information Management Division. April 2001

2. The Director of Student Information Services Department and staff should function as a major unit within the Technology and Information Management Division. Ongoing

### **FISCAL IMPACT**

This recommendation can be implemented with existing resources.

### **13.4 Software**

While the price of hardware is generally declining, the cost of software is increasing. This increase in cost is primarily because software actually translates into personnel costs (i.e., software development is usually a labor-intensive activity that requires skilled technicians who earn relatively high salaries). As a result, the task of selecting software for use in any organization is becoming more difficult. This difficulty is particularly true of an educational entity because the types of software such organizations use are more diverse than other governmental agencies or private corporations.

### **FINDING**

The MNPS student information management system in use is AIMS. This system was developed in 1988 by Guardian Systems, a Florida-based company. At the time MNPS acquired this system, a number of alternative packages were examined and the AIMS system was selected because it was more comprehensive than other systems and appeared to meet the needs for MNPS.

The AIMS system includes the following features, among others:

- maintenance of demographic student information;
- grade reporting, attendance, and production of transcripts;
- school fund accounting;
- a library management system; and
- a limited communications facility that allows for a “message of the day.”

Not long after AIMS was acquired, Guardian Systems went out of business. Because of a fortuitous clause in their contract with Guardian, MNPS was able to obtain the programming code for the software. The system is coded in the “C” language and, since no one in the Data Processing Department (DP) had experience with that language, staff had to be trained. Since about 1990, when modifications have been needed, the DP staff has done the work because Guardian was no longer available to support the software.

Like many other systems developed in the mid to late 1980s, AIMS operates on a midrange Unix system and uses a text-based interface—as opposed to the graphical user interfaces (GUI) that make modern software much more “user friendly.” Other



complaints about AIMS are that it is slow, it is not able to take advantage of the Web for communications purposes, it is not vendor supported, and most significant of all, users are able to access information contained in the system only through printed reports or screen displays. Users cannot extract information to facilitate their decision making; retrieving data from the system requires a special program to be written so time consuming that it is seldom done. The result is that administrators either do not use the data for decision making or they key the data they need into a spreadsheet and manipulate the data themselves.

For several years, users have been urging the Data Processing Department to make substantial changes in the functionality and presentation screens for AIMS, but the department simply does not have the personnel resources to perform all the changes that are needed. According to one of the assistant directors in the department, the support of AIMS consumes between 30 and 50 percent of DP staff time, depending upon the time of year.

Illustrative of the fact that the productivity of MNPS administrators has suffered for some time due to these problems is the following statement from *the Final Report on the Community Task Force on Education and Technology*, which was prepared in late 1997:

*The AIMS system is....not based on current technology, does not maintain sufficient information between school years, is not available to the classroom teacher for input or retrieval, and does not make information easily available to teachers or administrators who wish to report or use the information as a basis for research and planning.*<sup>5</sup>

Less than a year later (August 1998), the Cottonwood Study cited the following problems with AIMS:

- *The current AIMS system makes it very difficult and costly to add new enhancements and new features.*
- *The AIMS computing platform is not 'Internet friendly.' The file structures and non-graphical user interface nature of AIMS makes it difficult to be able to 'Web enable' the AIMS system to provide Internet browser based access...*
- *The current AIMS system is not 'user friendly' for teachers and staff to use due to the lack of a graphical user interface and the lack of a friendly report writer."*
- *....because AIMS does not support graphical user interface, you cannot 'cut and paste' between graphical user interface applications and AIMS applications.*
- *The AIMS system does not have built in connections to other application systems.*<sup>6</sup>

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<sup>5</sup> *Final Report of the Community Task Force on Education and Technology*, December 1997.

<sup>6</sup> Metropolitan Nashville Public Schools, *Integrated Information System Recommendations*, Cottonwood, August 1998

Further illustrating the dissatisfaction with AIMS are the questions and comments below that were presented to MGT from anonymous contributors via the Internet. These are a sample of the comments:

- *Why are we using an antiquated system for student reporting and library circulation (AIMS)?*
- *The computer system that connects the school system together, records all attendance, report cards, and discipline information is so inadequate.....secretaries, guidance counselors and other administrative services are severely hampered by this inadequate system. People are doing double work because of the poor technology.*
- *Technology is a tool....that is critical to the running of the system as a whole and the antiquated AIMS network seems to fail more often than work. Give these people what they need to do the job.*

## **RECOMMENDATION**

### **Recommendation 13-7:**

#### **Acquire and implement a new Student Information System.**

For the reasons stated above, it is essential that MNPS acquire and implement a new Student Information System. The problems with AIMS prevent the school system from effectively managing many administrative operations. Moreover, this is not a new need. Both the Final Report of the Community Task Force on Education and Technology (December 1997) and the Cottonwood Study (August 1998) recommended that AIMS be replaced. It is unfortunate that the school system was unable to implement those recommendations because, if this effort had begun two years ago, MNPS would already be realizing some of the benefits of the new system.

The CIO should assume the responsibility of procuring the new Student Information System. This acquisition should result from a competitive selection process conducted by the new Division of Technology and Information Management. Because this process is so labor intensive, some school systems enlist the assistance of a consulting firm to perform most of the work involved in such a procurement. Regardless of whether an outside contractor is engaged, the acquisition process should include involvement from a variety of school system stakeholders, including the Technology Committee.

To properly support the new Student Information System, additional personnel in the Information Technology Department will be needed. For example, it is highly probable that a Database Administrator (DBA) will be required. The DBA should be in place by the time a contract is signed with the selected vendor, so that he/she can be closely involved with the implementation process. In time, it may become necessary to add other positions as well. These staffing levels must be monitored and the school system must recognize that it is imperative to provide sufficient staffing to ensure that ongoing support is satisfactory. Until specific staffing requirements are known, at least some of this support can be obtained through contracted agents.

## **IMPLEMENTATION STRATEGIES AND TIME LINE**

1. A needs analysis should be conducted to identify the school and systemwide requirements that a new system must satisfy. April – June 2001
2. The CIO should assume the responsibility of procuring a new Student Information System. July 2001
3. The CIO should develop a Request for Proposals (RFP) that includes the functional specifications that were identified through the needs analysis. July – September 2001
4. The CIO should submit the RFP to Metro Government to be released. September 2001
5. The CIO, Technology Committee members, and others should review RFP responses and a vendor should be selected that will work with MNPS to implement their new Student Information System. November 2001
6. The CIO and division staff should implement the new Student Information System. December 2001 – December 2004

## **FISCAL IMPACT**

The cost of a new Student Information System can vary greatly, depending upon the features and capabilities that are included. For example, a standard, off-the-shelf system might be acquired for around \$2 million. Another school system of comparable size is currently anticipating a cost of between \$9 and \$12 million for a new Student Information System because they want it customized substantially to fit their mode of operation and culture. Given this variability, it is estimated that the cost of a new system for MNPS would be approximately \$9 million. Since the new system will be implemented over a three-year period, these costs would be spread over that period, as shown in the chart below.

The Database Administrator's position will cost approximately \$75,000 per year. When benefits (at 24 percent) are added to the salary, the annual total comes to \$93,000. Because this position will not be filled until October 2001, the cost for 2001-02 will be \$69,750.

In the event that MNPS chooses to contract with an outside firm to facilitate efforts to conduct the needs analysis, prepare the functional specifications and RFP, and conduct the competitive selection process, that would be a one-time cost of approximately \$190,000. This cost is not shown below because it is anticipated that the new position of CIO and the Director of Data Processing, once hired, can assume this responsibility.

***Administrative and Instructional Technology***

<b>Recommendation</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>
Acquire and Implement a New Student Information System	(\$3,000,000)	(\$3,000,000)	(\$3,000,000)	\$0	\$0
Create Database Administrator Position	(\$69,750)	(\$93,000)	(\$93,000)	(\$93,000)	(\$93,000)
<b>Total Costs</b>	<b>(\$3,069,750)</b>	<b>(\$3,093,000)</b>	<b>(\$3,093,000)</b>	<b>(\$93,000)</b>	<b>(\$93,000)</b>

**FINDING**

Because there are so many problems with AIMS, that application is receiving most of the attention and criticism. However, if somehow AIMS satisfied everyone's needs, the other administrative applications would become targets for criticism. For example, administrators in the Finance, Personnel, Food Services, and Facilities Departments, among others, indicated that the applications that support their areas are inadequate.

Some of the administrative applications currently maintained by the Data Processing Department include:

- budget accounting;
- special education;
- free/reduced price lunch;
- food service;
- personnel;
- purchasing;
- payroll;
- student attendance;
- transportation;
- inventory/warehouse; and
- vocational education.

According to one senior administrator, each of these applications was developed in-house and employ computing strategies and techniques that were common in the 1970s and 1980s. Consequently, none of them adequately support their respective functions today. Other reasons for their shortcomings include the fact that they:

- are batch and on-line programs that do not allow users to easily access the data housed in the system;
- do not have a graphical interface;
- do not take advantage of the capabilities of newer technologies;
- are not Web enabled; and
- do not effectively interface with other applications.

## **RECOMMENDATION**

### **Recommendation 13-8:**

#### **Develop a plan and timeline for replacing all administrative applications.**

No one will disagree that the most important objective of a school system is to do everything within its power to support the learning activities in the classroom. To do that, it is necessary to minimize the level of funding in other areas. Since accomplishing the administrative functions is not optional, administrative staff must perform as efficiently and productively as possible. Unless that staff has access to effectively functioning technology, it will not achieve the desired productivity levels. Thus, allocating funds to support the administrative functions must be a high priority. Only in this manner will the school system be able to achieve one of its primary goals to allocate the largest amount of resources possible to the classroom.

In the effort to improve the efficiency and productivity of administrative operations, replacement of AIMS must be the first priority. Once that process is well underway, MNPS can begin to address its other applications. Since the other administrative applications need to be replaced, and it is not feasible to replace them all in a short period of time, priorities must be established. Consequently, the school system should analyze the needs in every area and determine the priority for replacing these systems. This priority list should include timelines that enable users to see what the replacement sequence will be. The Technology Committee can be an effective vehicle for establishing these priorities and timelines.

As MNPS conducts the process of replacing its administrative applications, it should explore the feasibility of using some of Metro's applications. For example, it is possible that systems such as general ledgers, purchasing, fixed assets and others may satisfy the needs of MNPS without much modification (see related recommendation in Chapter 8, Recommendation 8-23 which calls for an assessment of the FASTnet System).

Based upon the priorities that are set, work can begin on replacing the one or two systems that receive the highest priority. The systems that receive lower priorities should then be replaced in the three to four years that follow.

Since the task of acquiring and implementing new applications is extensive, it is probable that MNPS will want to engage contractors to assist in this effort. Although this would be a wise way to control implementation costs, while continuing ongoing technical support, it is important that staff of the new Information Technology Department be closely associated with the implementation effort to prepare them to support these systems when they are operational.

As these systems are implemented, it is vital that they be integrated fully with the other applications. Effective management of the school system will depend, not only upon the automation of many functions, but the degree to which data from those functions can be made available to facilitate the accomplishment of other functions.

## **IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Technology Committee should create a subcommittee to study the needs of the various application areas. August 2001

- |   |                            |
|---|----------------------------|
| 2. The subcommittee should review and analyze the needs of each administrative area and prepare a recommended replacement priority list.                                      | August –<br>December 2001  |
| 3. The Technology Committee should review the subcommittee's recommendation and take the steps necessary to obtain the Director of Schools' approval of the replacement plan. | January –<br>February 2002 |

**FISCAL IMPACT**

The cost to acquire and implement each of these new systems will vary significantly. For example, should FASTNet not meet the needs of MNPS, the cost of a new finance system could easily exceed \$2 million. The same is true for a new human resources package. Some of the other applications might be replaced for \$200,000 or less. The order in which the systems are implemented and the ease with which they can be integrated with other applications would further influence these costs. Consequently, it is difficult to project what costs would be incurred for the total effort. As a result, rather than attempt to project the cost by system, it is more prudent to set aside a certain amount of funds annually to be used for this purpose. It would be advisable to allocate \$1.5 million each year to cover the costs of these implementations.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Allocate Funds to Replace Technology Applications	(\$1,500,000)	(\$1,500,000)	(\$1,500,000)	(\$1,500,000)	(\$1,500,000)

**FINDING**

Software products such as spreadsheets, databases, and word processors are exactly what their name implies—productivity tools. They have made it possible for people with very limited technical capabilities to perform complicated data processing functions on a personal computer that once could only be performed by skilled programmers on a mainframe.

As in most organizations, productivity tools are widely used in Metropolitan Nashville Public Schools by administrative staff to manipulate information pertinent to particular functions. Teachers make use of these tools to facilitate classroom activities. Clerks and secretaries use the tools to accomplish numerous clerical functions. Students are taught how to use them to facilitate their learning experiences. Clearly, productivity tools have become extremely valuable resources.

While productivity tools are widely used in the school system, there are no standards regarding which packages should be acquired. Schools are left to choose for themselves the packages they like best. The result is that several different packages are used.

Currently, there are no provisions for establishing productivity tool standards. For example, in order to get acceptance of Microsoft Office 97 in the central office, data

processing staff persuaded the Director of School's Secretary to use that product. Because the Director's Secretary used Office 97, other administrative secretaries were persuaded to use it as well.

## **RECOMMENDATION**

### **Recommendation 13-9:**

#### **Establish standards for productivity tools that can be acquired.**

Considerable advantages should accrue from narrowing the set of software products that are used on MNPS workstations. Included among those advantages are the following:

- Support and assistance for users can be provided much more effectively and economically if there is a limited set of software packages that must be supported.
- Economies of scale will be possible since purchases of one or two packages can be made in large quantities, thereby realizing a considerable savings through bulk purchasing.
- Training becomes more manageable and economical since there is a limited set of software packages on which users must be trained.
- As employees transfer from one place in the system to another, they will be able to adapt more easily to a new environment if they are familiar with the software in use at the new location.

In implementing this recommendation, care should be taken to ensure that the standards that are adopted do not preclude the use of Macintosh, which are the primary computing resource in many schools. In those instances where a product might not be available for both platforms (e.g., Access), the standards should specify the best cross-platform solution (e.g., Filemaker).

As standards are implemented, MNPS should examine whether it would be beneficial to adopt the standards used by Metro Government.

## **IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Technology Committee should create a subcommittee to review available productivity tools. June 2001
2. Following its review and analysis, the subcommittee should make recommendations to the full Technology Committee. June – August 2001
3. The Technology Committee should review the subcommittee's recommendation and take the steps necessary to make its recommended productivity software the MNPS-approved standard. September – October 2001

## **FISCAL IMPACT**

This recommendation can be accomplished with existing resources. In fact, savings will result from the efficiencies realized, however, those savings are impossible to quantify.

### **13.5 Hardware**

MGT's review of equipment involves an analysis of the type of hardware resources available for staff, teacher, and student use. While computers are the predominant resource in the classroom, other relevant technologies include, but are not limited to, videodisc players, televisions, and networking equipment. With respect to computers used for instruction, it is important that they have sufficient power and speed to support the use of recently developed multimedia courseware, and the effective access of the Internet/World Wide Web. It is preferable that such computers be networked but, as a minimum, they should be capable of being networked. Similarly, computers that are used for administrative purposes also need sufficient power and speed if they are to effectively use the more advanced software tools available for data storage, manipulation, and analysis. Administrative computers, too, should be networked.

## **FINDING**

As of the date of MGT's on-site audit, there were over 13,800 computers in MNPS schools. There are currently no standards or guidelines that MNPS staff must follow in purchasing computers. The result is that schools decide for themselves the hardware they should purchase. Since much of the technology resources being acquired come from grants and PTO/PTA budgets, schools are frequently making the decisions about what to purchase. Because funds are limited, schools are likely to purchase the least expensive systems they can find, without carefully analyzing power and speed capabilities.

Some problems that may occur when there are no standards include:

- equipment may not conform to the technology implementation plan under which the school and/or school system is operating;
- computers may not adhere to minimum power and speed standards, meaning they will become obsolete much more rapidly; and
- new equipment may introduce compatibility problems.

## **RECOMMENDATION**

### **Recommendation 13-10:**

**Establish computer acquisition standards that ensure Metropolitan Nashville Public Schools will acquire only state-of-the-art computers, thereby maximizing the useful life of new equipment.**



Because change in the technology industry is so rapid and constant, it is exceedingly difficult for the most seasoned technology veteran to keep up with what seem to be almost daily developments. These rapid changes make it practically impossible for even the most knowledgeable school-based personnel (unless they forego their regular teaching or administrative responsibilities) to keep abreast of these new developments. Consequently, it is imperative that schools receive guidance from outside sources that enable them to avoid serious mistakes as they acquire technology resources.

To provide this guidance, standards should be established for both the Macintosh and PC platforms, and those standards should require that purchases be made at the higher end of the power scale. A subcommittee of the Technology Committee should be established to address this issue. While two or three committee members should serve on this subcommittee, it should also include other MNPS staff members that are experts in the computer market. In addition, it would be wise to include a knowledgeable member of the community on this subcommittee, although that person should not be employed by a company that manufactures or markets computers. Even if it is necessary to hire consultants from the outside to provide the necessary expertise, it is critical that expert advice be included.

#### **IMPLEMENTATION STRATEGIES AND TIME LINE**

- |  |                    |
|--|--------------------|
| 1. The Technology Committee should create a subcommittee to develop hardware standards.  | June 2001          |
| 2. The Hardware Standards Subcommittee should develop a proposed set of standards.   | June – August 2001 |
| 3. The Technology Committee should refine the proposed standards and take the necessary steps to have them adopted as Board of Education policy. | October 2001       |
| 4. The Technology Committee should annually review and update these hardware acquisition standards.  | Ongoing            |

#### **FISCAL IMPACT**

This recommendation can be implemented with existing resources.

#### **FINDING**

Schools are most effectively administered through some type of site-based management structure. However, this approach may lead some to believe that, because each school is responsible for its own operations, it is acceptable if resources are not the same at every school. While diversity can be extremely beneficial, care must be taken that these differences do not become crutches that schools use as excuses not to acquire certain resources. For example, most educators would agree that, while schools might have flexibility regarding which textbooks they choose to use, all schools must have an adequate number of textbooks. Since technology resources, when used appropriately, can be more powerful learning tools than textbooks, it follows that while there should be

flexibility in the technology employed, there must be an adequate amount of technology at every school. It is for this reason that equity is a critical issue for all school systems.

MNPS schools do not enjoy an equitable distribution of technology resources. Schools in affluent areas and Title I schools generally have good technology resources; the others generally do not. In almost any school system, but particularly in a large one, schools possess varying amounts of technology resources. One strategy employed by some school systems to address this problem is to establish a “baseline” or minimum level of technology that every school should acquire.

As indicated earlier, at the time of the MNPS on-site review, the school system had over 13,800 “instructional computers.” Exhibit 3-27 in Chapter 3 illustrates the number of computers for each school and each cluster, and the total number of computers in the system. The data reflect the following:

- the overall ratio of students to computers in MNPS is 5:1;
- there are 62 schools that have a 5:1 or lower ratio of students to computers, representing slightly more than 51 percent of the schools reporting;
- forty-one (41) schools, or 34 percent, have a student to computer ratio ranging between 5:1 and 10:1;
- eighteen (18) schools or 15 percent have a ratio of students to computers that is greater than 10:1;
- the cluster having the best ratio (3.4:1) is Maplewood; and
- the cluster with the least favorable ratio (10.2:1) is Antioch.

When the overall student to computer ratio of 5:1 is considered, the school system compares favorably with most other school systems. However, almost half of the schools reporting have a greater than 5:1 ratio. According to the North Central Regional Educational Laboratory (NCREL), “research and best practices indicate that one computer for every four to five students is necessary if students are to be able to use technology in a manner that will yield significant improvements in learning.”<sup>7</sup> Thus, while the overall ratio looks very good, many students do not have the level of access they need.

## **RECOMMENDATIONS**

### **Recommendation 13-11:**

**Establish a minimum level of technology that each school should possess.**

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<sup>7</sup> *Computer-Based Technology and Learning: Evolving Uses and Expectations*, Valdez, G., McNabb, M., Foertsch, M., Anderson, M., Hawkes, M., and Raack, L., NCREL, 1999.

Establishing a baseline for technology is an excellent strategy for providing schools with an indication of the minimum level of technology needed to have a significant impact on learning. The baseline also helps to assure equity in two ways:

- the baseline sets levels of technology implementation for every school, thereby ensuring that every student will attend a school that provides him/her access to technology; and
- the baseline equalizes the budget process by giving a clear picture of what funding is needed to reach the minimum number of computers for each school.

One caution regarding the baseline is that schools may conclude that, once they have achieved the baseline level, they should be satisfied and curtail efforts to expand further. In fact, the baseline should be viewed as an acceptable level, but not the ideal level. Schools should be encouraged to go beyond the baseline.

### **IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Technology Committee should create a subcommittee to develop a baseline level of technology for schools. July 2001
2. The subcommittee, after considering the differing requirements of elementary and secondary schools, should develop proposed baselines. August –  
October 2001
3. The Technology Committee should refine the proposed baselines and take the necessary steps to have them adopted as Board of Education policy. November 2001

### **FISCAL IMPACT**

This recommendation can be implemented with existing resources.

### **Recommendation 13-12:**

#### **Develop a funding strategy to address equity.**

A suggested strategy would be to allocate funds directly to those schools who are at the lower end of the technology scale. This could be accomplished by doing the following:

- establish a baseline or minimum level of technology standard as suggested in Recommendation 13-11;
- emphasize to schools that the baseline standard is a minimum level and encourage schools to exceed it;
- annually evaluate the schools to determine the extent to which they exceed, meet or fall below the baseline standard; and

- provide funding to those who fall below the baseline standard by the greatest margin (e.g., the school system might choose to provide \$30,000 directly to each of the 10 schools with the lowest rating, in comparison to the baseline).

The responsibility for developing a specific strategy for addressing equity should be assigned by the Director of Schools to the Technology Committee. It is important to note that this strategy should be continued annually. Even if all the schools initially identified as below standard are raised to the minimum level, equity must be continually monitored because of the rapid changes in technology and the varying levels of funding available to schools.

### **IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Technology Committee should create a subcommittee to develop a baseline level of technology for schools. October 2001
2. The subcommittee, after considering the differing requirements of elementary and secondary schools, should develop proposed baselines. October – November 2001
3. The Technology Committee should refine the proposed baselines and take the necessary steps to have them adopted as Board of Education policy. January 2002

### **FISCAL IMPACT**

If the suggested strategy for addressing the equity issue were adopted, the school system would have some flexibility regarding the fiscal impact. If the above example were followed (i.e., 10 schools each received \$30,000), the cost to MNPS would be \$300,000 for the fiscal year. Of course, a greater or lesser amount could be allocated, depending upon Board of Education preferences. It is expected that the first year this strategy could be implemented is 2001-02.

<b>Recommendation</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>
Allocate Funds for Computer Equity	(\$300,000)	(\$300,000)	(\$300,000)	(\$300,000)	(\$300,000)

### **13.6 Infrastructure**

Infrastructure is the underlying system of cabling, phone lines, hubs, switches and routers that connects the various parts of a Wide Area Network (WAN). It is similar in nature to a human skeleton or a country's road network--it accomplishes no work on its own, but rather enables other systems to perform their functions.

Of all technology resources, infrastructure is probably the most important. If a sound infrastructure is in place, most users will have a means of accessing people and information throughout their organization and beyond, greatly facilitating their ability to

accomplish the responsibilities of their job. Increased efficiency and effectiveness will be the result. Without an infrastructure, such capabilities are available only on a piecemeal basis, usually to individuals who have the vision and the resources to create this capability for themselves.

Given the capabilities and benefits that will accrue, many public and private organizations are finding that to achieve their desired level of success, they must invest adequately in an infrastructure. This is particularly true in a school system environment which typically has a central office and multiple school sites spread over a wide area.

### **FINDING**

Under the leadership of the Technology Services Coordinator, LMTS has been very successful in acquiring E-rate funds (funds established by the Federal Communications Commission to assist schools gain access to the "Information Super Highway"). Despite skepticism on the part of some MNPS administrators, LMTS worked diligently to develop E-rate applications in 1998. Their efforts were rewarded with an allocation of approximately \$1,434,650 in that first year.

This success continued in both 1999 and 2000. In 1999, MNPS received roughly \$2,572,530, and in 2000 the school system received about \$1,012,100. Thus, over the last three years, LMTS has secured over \$5 million to support the school system's technology infrastructure.

These E-rate funds have been used primarily to build networks in schools. The expectation is that all schools will be fully networked by the end of the 2000 calendar year, or very soon thereafter.

### **COMMENDATION**

**The Library Media and Technology Services Department is commended for its successful efforts to obtain E-rate funds for Metropolitan Nashville Public Schools.**

### **FINDING**

The MNPS Web site was established and is maintained by the Learning Resources unit within LMTS. The Web site is very impressive, containing more than 1,000 pages of information for staff, students, parents, community members, and others interested in Nashville and its schools. The site is a very good educational resource.

Of particular significance is the fact that the Webmaster does all the Web site work on her personal time because this function is not a part of her regular job responsibilities. Thanks to the dedication of the Webmaster, MNPS is receiving a substantial communications benefit at a very minimal cost.

### **COMMENDATION**

**The Webmaster is commended for taking the initiative to develop and maintain the MNPS Web site on her personal time.**

## **FINDING**

The many shortcomings of the AIMS system are discussed in depth in Section 13.4. One problem cited by many that were critical of AIMS is that it is slow. The most significant contributor to this was the old communications environment in which AIMS operated for so long. In fact, according to the *Metro School Board AIMS Network Upgrade Professional Services Proposal* submitted by G. A. Sullivan (a contractor employed by Metro Government and MNPS to assist in devising the best solution for improving the operations of AIMS) in April 2000, the “network portion of the AIMS system is now over twelve (12) years old and is breaking down.”

In Fall 1999, the Data Processing Department, after experiencing significant problems with campus connectivity when schools opened, developed a plan for replacing the outdated network that supported AIMS. When this plan was forwarded to Metropolitan Government for approval, questions about the chosen solution were raised. After some debate between the MNPS Data Processing Department and Metro Government’s Information Technology Department, it was decided that an independent contractor would be commissioned to review the proposed solution. Following its review, the contractor, G. A. Sullivan, concluded that the MNPS solution would not be the most effective one, and they recommended an alternative. MNPS and Metro Government then began to work together to implement the G. A. Sullivan alternative. In fact, during this past summer, staff of the MNPS Data Processing and Library Media and Technology Services Departments have joined with Metro Government Information Technology staff, G. A. Sullivan, and Beacon Technologies, Inc. (a contractor who helps with school networking) to begin the process of refurbishing the AIMS communications system.

In January 2000, the Data Processing Department hired a technology specialist whose primary responsibility is to administer the school system’s network. This individual is well versed in networking, and will enable MNPS to more effectively manage the Wide Area Network that will be implemented as a result of the AIMS refurbishment project.

## **COMMENDATIONS**

**Metropolitan Nashville Public Schools is commended for working with Metro Government to refurbish the AIMS system which will result in the establishment of a Wide Area Network to provide substantial benefits to the school system.**

**The MNPS Data Processing Department is commended for adding the technology specialist position, thereby acquiring the network expertise needed to effectively manage its technology infrastructure.**

## **FINDING**

The Data Processing Department staff includes one person, the technology specialist, who provides support for the system’s technology infrastructure. However, this person’s responsibilities include supporting a number of other areas besides the infrastructure. When the AIMS refurbishment project is completed, MNPS will have a Wide Area

Network that connects all schools plus a number of administrative office sites. In addition, the central office and all schools will have local area networks.

In order to monitor, maintain, and continually upgrade the Wide Area Network and the many school networks, and to ensure that adequate security is maintained, MNPS must increase its network support staff.

## **RECOMMENDATIONS**

### **Recommendation 13-13:**

**Change the title of the Technology Specialist to Network Administrator, create a new unit in the Technology and Information Management Division entitled Network Support Services, and place the Network Administrator as the head of that unit.**

While the incumbent in this position currently has responsibilities other than supporting the technology infrastructure, when the Wide Area Network is fully operational, the time available for him to devote to other areas will be very limited. Given that his primary responsibility is network support, his title should reflect that responsibility. This new title is also more appropriate considering that he should have staff reporting to him in the near future.

## **IMPLEMENTATION STRATEGIES AND TIME LINE**

1. The Director of Schools should issue a directive changing the title of the Technology Specialist to Network Administrator, and create a new unit entitled Network Support Services. April 2001

## **FISCAL IMPACT**

This recommendation can be implemented with existing resources.

### **Recommendation 13-14:**

**Create and fill a new WAN support specialist position in the new Network Support Services unit.**

If MNPS is to effectively administer a Wide Area Network that includes over 130 sites, it is necessary that there be more than one person in the unit that provides network support. In addition, a second person is important because of the need to have backup staff who can provide assistance with the network when the technology specialist is out of the office.

Below is a list of four comparison school systems and the number of network support staff members in each system. These data indicate that MNPS is understaffed in comparison to peer school systems. The network support staff in the comparison school systems are:

- Austin Independent School District: 12
- Columbus Public Schools: 11
- Hamilton County Schools: 4
- Jefferson County Public Schools: 5

**IMPLEMENTATION STRATEGIES AND TIMELINE**

- |   |            |
|---|------------|
| 1. The Network Administrator should develop a job description for the new WAN Support Specialist position.                | April 2001 |
| 2. The CIO should submit the position description through the Director of Schools to the Board of Education for approval. | May 2001   |
| 3. The CIO should advertise the WAN Support Specialist position.  | June 2001  |
| 4. The Network Administrator should interview the leading candidates and select the most qualified candidate.             | July 2001  |
| 5. The WAN Support Specialist should commence employment.   | July 2001  |

**FISCAL IMPACT**

The cost to the school system for the new WAN Support Specialist will be a base salary of \$40,000 per year, plus benefits of 24 percent for a total of \$49,600.

<b>Recommendation</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>
Hire WAN Support Specialist	(\$49,600)	(\$49,600)	(\$49,600)	(\$49,600)	(\$49,600)

**FINDING**

The movement of the Library Media and Technology Services Department into the Technology and Information Management Division brings another network support staff member into the division. Since this person is so intimately involved with networks, his effectiveness, and the effectiveness of the Division will be enhanced if he is housed with the other network support personnel.

**RECOMMENDATION**

**Recommendation 13-15:**

**Change the title of the Library Media and Technology Services Department's Network Specialist to LAN Support Specialist and transfer that position into the Network Support Services Unit of the Technology and Information Management Division.**

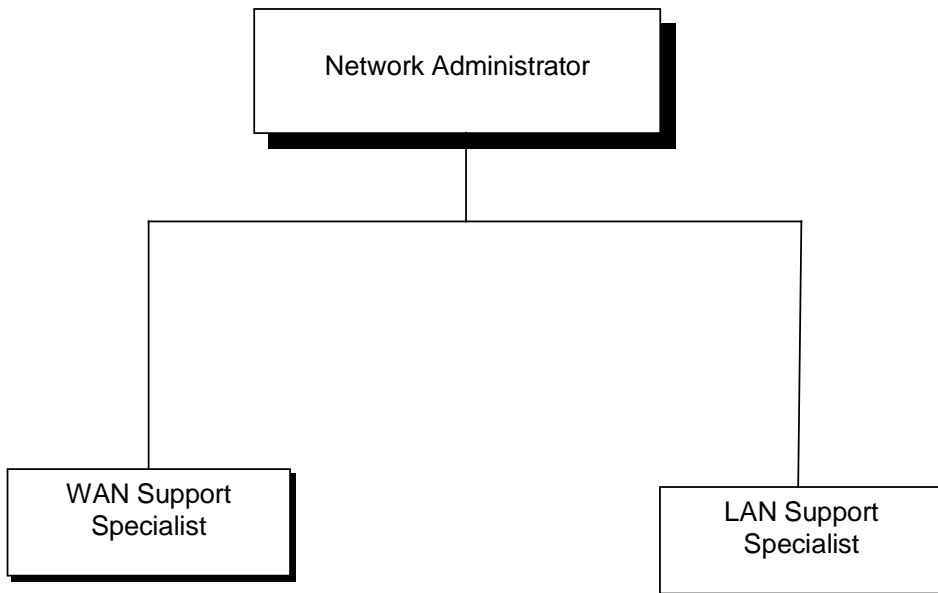


As the networking environment of the school system grows in size and complexity, more staff support will be necessary. Operating within the same unit as the other network support personnel will present the following advantages:

- communications will be enhanced since they will be operating out of the same office;
- network staff will be better able to learn from each since they will be interacting much more frequently;
- staff will become a backup for each other (i.e., they will learn each other's responsibilities sufficiently to be able to perform many of them when their colleagues are absent); and
- additional staff will make it easier for network staff to attend training since it will not be a hardship to be without someone due to an in-house backup.

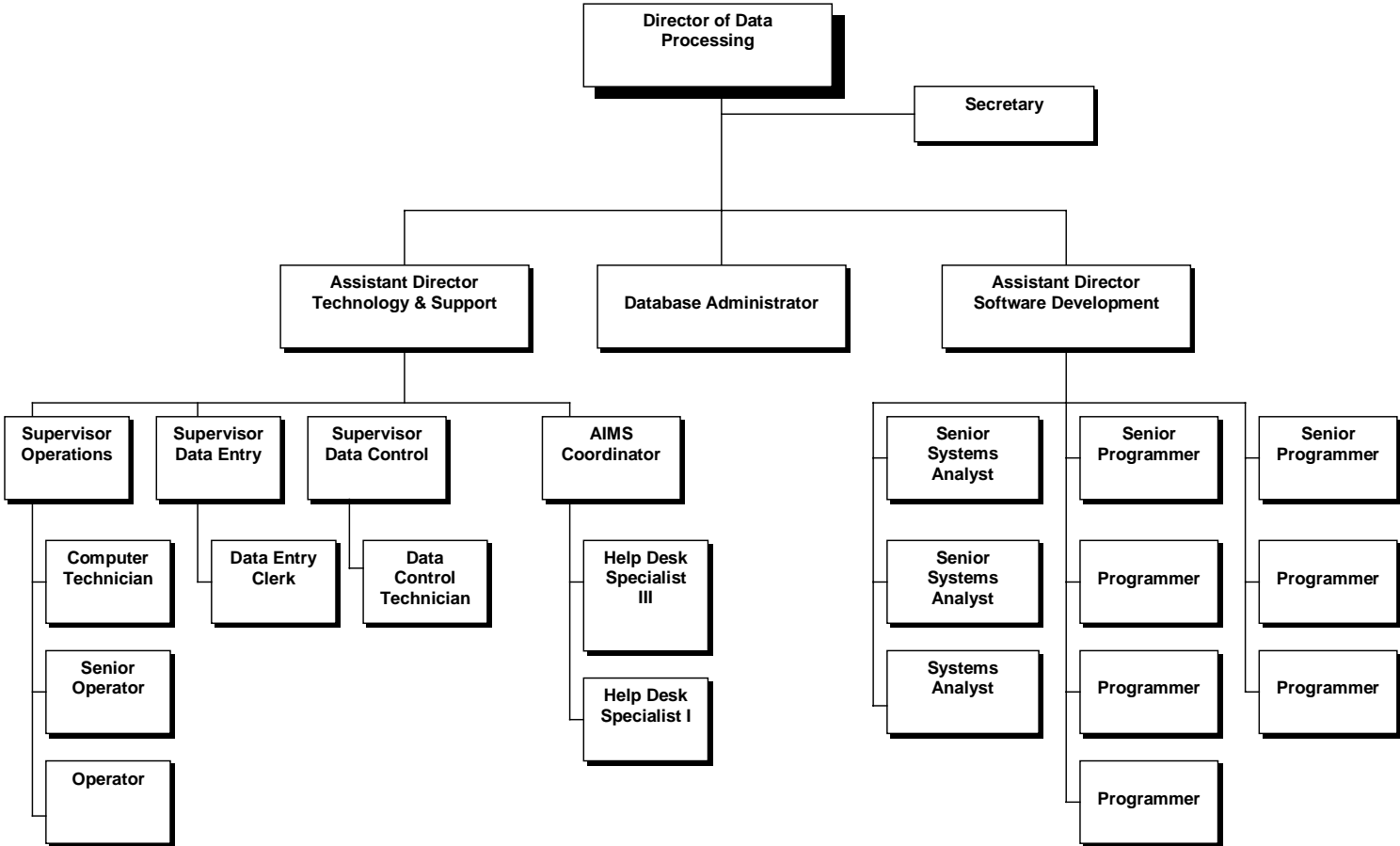
Exhibit 13-3 depicts the Network Support Services Unit after this position has been transferred and the new Network Support Specialist position has been filled. Exhibit 13-4 reflects the new Information Technology Department after the recommended changes and Exhibit 13-5 shows the units in the new Technology and Information Management Division.

**EXHIBIT 13-3  
NETWORK SUPPORT SERVICES  
PROPOSED ORGANIZATION STRUCTURE**



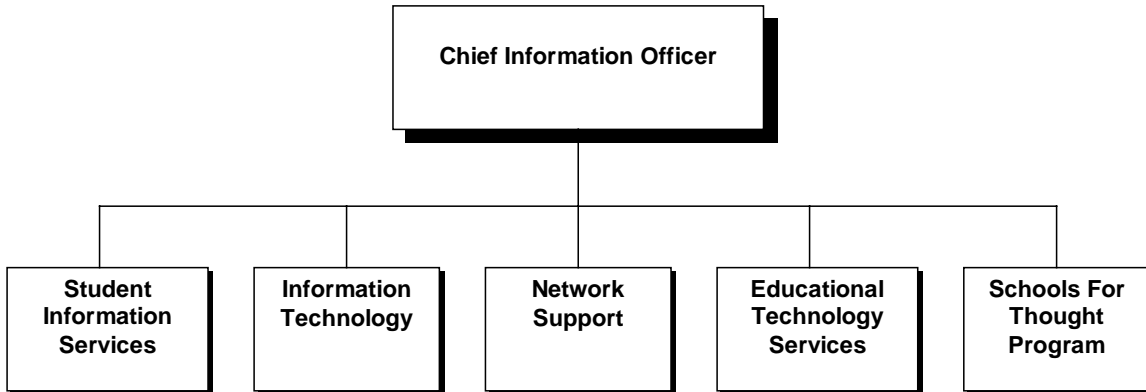
Source: Created by MGT, 2000.

EXHIBIT 13-4  
INFORMATION TECHNOLOGY DEPARTMENT  
PROPOSED ORGANIZATIONAL STRUCTURE



Source: Created by MGT, 2000.

**EXHIBIT 13-5  
PROPOSED ORGANIZATIONAL STRUCTURE  
TECHNOLOGY AND INFORMATION MANAGEMENT DIVISION**



Source: Created by MGT, 2000.

**IMPLEMENTATION STRATEGIES AND TIME LINE**

1. The Director of Schools should issue a directive that transfers the Network Specialist position into the Network Support Services Unit of the Technology and Information Management Division. April 2001

**FISCAL IMPACT**

This recommendation can be implemented with existing resources.

**FINDING**

There are conflicting responses to the question, "Does MNPS have an email system?" For example, staff in both the administrative and instructional technology units indicate that MNPS staff members are able to use email. Typically they indicate that they are able to communicate with the people they need to in the schools. While the ENA (Education Network of America) has issued an email address to every teacher, many do not use it.

In contrast, some administrators and principals indicated that MNPS does not have an email system. Frequently, when central office or school staff were asked for an email address, they either said they did not have one, or gave their personal email address. Clearly communications within the school system can be improved by exploiting the power of technology.

## **RECOMMENDATION**

### **Recommendation 13-16:**

**Implement an electronic mail system that can be made available to all administrative and instructional users.**

It has been demonstrated over and over in many settings that email is a very effective means of communicating with others. Not only does it allow for very timely correspondence while avoiding the frustration of "telephone tag," but it enhances communications and can substantially reduce the amount of paper with which staff must deal. Email makes modern day communications much more efficient.

In addition to the advantages that email brings to the typical office setting, it is a great help to teachers. One of the more frequently heard complaints from teachers has been a feeling of isolation. Because they spend so much of their day with young children or adolescents, teachers don't have an opportunity to interact with other adults to a great extent. Through the use of email, teachers have become very adept at interacting with colleagues in their own school or across the country regarding instructional techniques and strategies that have proven effective in their particular subject area. Because of these and other similar advantages, email will likely prove to be an even greater benefit to teachers than to administrative personnel.

With respect to teachers, it should be noted that many teachers in MNPS are already using email for both classroom and professional use. While a new MNPS email system might not increase the usage of those who are already using it, a new email system should encourage many that are not users to use electronic mail.

## **IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The new Information Technology Department should review the email systems available and make a recommendation to the Technology Committee. July 2001
2. The Technology Committee should review and adopt the recommendation unless it finds reason to request that the Information Technology Department revise its recommendation. July – August 2001
3. The Director of Schools should accept the recommendation and issue a directive that the selected email system be implemented. September 2001

## **FISCAL IMPACT**

Costs are difficult to determine as there are many options. Low-cost electronic mail software, such as Eudora Lite, may be all that is required. Conversely, selecting a more sophisticated package such as Lotus Notes will provide considerably more capability, while significantly increasing the cost and locking the school system into a specific vendor.

An inexpensive option would be to implement an Internet-only system that can be acquired for under \$10,000. At least one such system is available that allows an unlimited number of users for \$1,500. The additional costs would be for an email server that would range in cost from \$5,000 to \$7,000.

<b>Recommendation</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>
Implement MNPS Email System	(\$12,000)	\$0	\$0	\$0	\$0

**FINDING**

MNPS does not have a Disaster Recovery Plan. Arrangements have been made to keep some records off site, but they have not identified another processing facility that could be used in an emergency. The Data Processing Department recognizes that such a plan is needed. A recent accident vividly illustrated this need. Not long ago a compressor exploded, releasing oil over the mechanical room floor and causing smoke to filter into the computer and several other rooms. This situation could have developed into a serious fire that could have caused immense damage and possibly injuries.

**RECOMMENDATION**

**Recommendation 13-17:**

**Develop a Disaster Recovery Plan that specifies the applications that will be recovered, and the resources to be utilized in the event of a natural or man-made disaster.**

The new Information Technology Department should answer the question, “How do I provide information technology support to my customers without the central computing facility?” Generally, these plans include a contract with an outside vendor to provide computing resources at a site other than the current data center known as a “hot site.” These plans also include backup and recovery processes that ensure business can be recovered at an off-site location. The “hot site” is used for a relatively short period (weeks) as they are expensive.

The plan should cover a lengthy period (months) where the school system contracts with its regular vendors to provide replacement hardware and software for installation at a new site referred to as a “cold site.” The plan should call for the Information Technology Department to function at the “cold site” until the original site can be regenerated.

The backup and recovery processes should be tested off-site annually to ensure viability. Users should develop business continuity plans that do not include automation. The users should answer the question “How do I provide service to my customers without the computers?”

**IMPLEMENTATION STRATEGIES AND TIME LINE**

1. The Director of the Information Technology Department should work with the assistant directors to develop a disaster recovery plan. October 2001 – March 2002
2. The Director of Information Technology should operationalize the disaster recovery plan. March 2002

**FISCAL IMPACT**

Minimal disaster recovery plans and tests should cost in the range of \$40,000 to \$80,000 annually.

<b>Recommendation</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>
Implement a Disaster Recovery Plan	(\$60,000)	(\$60,000)	(\$60,000)	(\$60,000)	(\$60,000)

**13.7 Staff Development**

Training in the use of technology is the most critical factor that determines whether technology is used effectively. Teachers must be comfortable using technology and they must know much more than merely how to operate the equipment. In fact, they must know how to integrate it effectively into their teaching. Studies indicate that it may take three, four, or even five years for a teacher to acquire the level of expertise desired. Consequently, it should be recognized that mastering this approach is not something that can be achieved quickly. Planning and support for technology-related staff development must take this factor into account.

Training must also be ongoing. Teachers need to continuously have an opportunity to improve their instructional technology skills, and they need opportunities to interact with other teachers so that they may share new strategies and techniques. Access to electronic mail has proven to be a very valuable way for teachers to share ideas on classroom uses of technology.

A key to improving student performance is changing the way learning takes place. Teachers cannot be the “fountain of knowledge” delivering information to their students. Instead, they must become facilitators or coaches who help students learn how to obtain the information they need from various sources. Technology is the enabler that makes this possible.

Just as it is critical that teachers receive extensive staff development, it is also important for technical staff to regularly participate in training programs that enable them to stay current. No industry changes as rapidly as the technology industry. In order for technical support staff to continue to provide the level of support that the school system requires, they should participate in effective training programs at least annually.

## **FINDING**

Budget limitations have hampered progress in the Data Processing Department in several ways, but one of the most significant relates to training. Because the technology environment moves so rapidly, it is exceedingly difficult to keep technical skills current. Unless technical staff members receive training regularly, they can easily fall behind, and as a consequence, not be able to provide the level of support that the school system requires. According to one of the assistant directors, the Data Processing Department does not have a training budget. As a result, they do not even think of sending staff to conferences. In fact, they have not sent anyone to formal training since the early 1980s. Not surprisingly, some data processing staff members are beginning to worry about the erosion of their technical skills.

## **RECOMMENDATION**

### **Recommendation 13-18:**

**Implement a regular training program for technical personnel in the new Information Technology Department to enable them to stay abreast of developments in the rapidly changing technology industry.**

As MNPS builds its Wide Area Network, it is critical that adequate staff is available to maintain and support that network, and the staff is knowledgeable and skilled in network management. Unless adequate training is provided, staff technical skills will decline in comparison to the rapid changes that are occurring in the technology industry. For example, to ensure network staff have appropriate knowledge and skills, they should be encouraged to become certified systems engineers (or the equivalent).

It is equally important that the systems and programming staff receive appropriate training on an annual basis. If these employees are to continue to be effective resources of the school system, they too must continually receive training.

## **IMPLEMENTATION STRATEGIES AND TIME LINE**

- |  |                    |
|--|--------------------|
| 1. The Assistant Directors and the Network Administrator (former the technology specialist) should develop staff development plans for themselves and staff members under their supervision. | June – August 2001 |
| 2. Technical staff should participate in training opportunities throughout the year.   | Ongoing            |

## **FISCAL IMPACT**

The projected annual costs are based on allocating \$4,500 the first year and \$3,000 each year thereafter, for training each of the three network support staff members. Another \$2,000 is allocated the first year to provide training for each of the systems and programming employees. After the first year, the annual allocation per systems and programming employee should be \$1,000. At least \$1,500 per year should be allocated to support training for the Director and the two assistant directors. An annual budget of

\$5,000 should be allocated for training of the operations and help test personnel. The projections below are predicated on establishing the training budget beginning with the 2001-02 fiscal year.

<b>Recommendation</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>
Implement Training Program	(\$46,000)	(\$31,500)	(\$31,500)	(\$31,500)	(\$31,500)

## **FINDING**

The Schools for Thought Program (SFT) is an excellent program, and is one of the most effective staff development programs in the country. “Schools for Thought” evolved from three programs that were developed by independent groups of university researchers in collaboration with classroom teachers:

- *Jasper Woodbury* mathematical problem-solving series, a videodisc-based program developed at Vanderbilt University;
- *Fostering Communities of Learners* for teaching science and literacy, developed at the University of California at Berkeley; and
- *Computer-Supported Intentional Learning Environments* (CSILE), a communal database that supports information sharing and knowledge building, developed by the Ontario Institute for Studies in Education.”<sup>8</sup>

In 1993, these three groups of researchers combined their programs for the purpose of restructuring middle school classrooms. “In Nashville, the Cognition and Technology Group at Vanderbilt University initiated a pilot project in two inner-city, 6<sup>th</sup> grade classrooms.”<sup>9</sup> In 1996, MNPS received a \$5.2 million Technology Innovation Challenge Grant (TICG) to expand “Schools for Thought.”

In the program, teachers, students and researchers are engaged in continuous learning about learning, based on principles that include the following:

- the curriculum is rigorous and standards-based;
- students work together in groups for specific purposes;
- the careful integration of process and content promotes creation of a true learning community;
- feedback on student learning comes from many sources;
- teachers actively monitor student thinking;
- everyone is a part of the learning community; and

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<sup>8</sup> *Educational Leadership*, March 1997, p 56-57

<sup>9</sup> *Educational Leadership*, March 1997, p 56-57



- students use technology in authentic ways.”<sup>10</sup>

Currently “SFT is used as a tool to support learning for students and teachers. By the end of the 2000-01 school year, 148 of these classrooms will be in place in 63 schools throughout the school system.”<sup>11</sup>

Research conducted on the SFT program confirms that it is very effective. The following are some of the findings from that research:

- *SFT students perform better than comparison students on performance assessments involving written composition and mathematical problem solving;*
- *First grade SFT TCAP scale scores were significantly higher than comparison student scores in Reading Vocabulary, Reading Comprehension, Reading Total, Language Expression, Mathematics Concepts/Applications and Mathematics Total;*
- *At the middle school level (i.e., 6<sup>th</sup> grade), SFT scores were significantly higher than comparison scores in the areas of Reading Vocabulary, Language Mechanics, and Language Total;*
- *At the kindergarten level, SFT students demonstrated more advanced reasoning strategies and deeper understanding than their counterparts in the comparison groups; and*
- *In the majority of 1<sup>st</sup> grade SFT classes, students showed more evidence of advanced mathematical thinking than comparison students.*<sup>12</sup>

Clearly the data show that the SFT program has enabled teachers to help students learn—and to improve their achievement levels.

## **COMMENDATION**

**The Library Media and Technology Services Department is commended for securing the funds to support the Schools for Thought program.**

## **FINDING**

The Schools for Thought program is just one of several staff development initiatives conducted by the Library, Media and Technology Services Department. Technology Staff Development staff offers training at the three computer labs at the Waverly Belmont site as well as at individual schools. Training is provided in many computer applications both for PC and Mac. Some of these are:

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<sup>10</sup> Ibid.

<sup>11</sup> MNPS Web site, Oct. 10, 2000

<sup>12</sup> *The Alliance for Schools for Thought: A Research Synopsis*, Learning Technology Center, Peabody College of Vanderbilt University, September 2000.

- Microsoft Office (Word, Excel and PowerPoint);
- AppleWorks (Spreadsheet, Database, Word Processing, and Presentation);
- Multimedia; and
- HyperStudio.

In addition, the Technology Staff Development staff makes space available for outside vendors to provide training on their products.

Another component of Technology Staff Development training is its support for systemwide computer initiatives such as a recent grant from BellSouth/Hewlett Packard. This past summer, nearly 200 teachers from 45 schools received two weeks of training in Integrating Lesson Planning, Web design, and PowerPoint.

### **COMMENDATION**

**The Library, Media and Technology Services Department is commended for its efforts to provide systemwide technology training to teachers.**

### **FINDING**

As described above, the SFT program is an excellent one, and while it has significantly influenced the teachers that have participated, it has had relatively little impact upon the school system as a whole. Even though it is supported through a sizeable grant, only a limited number of teachers can be trained in a year. Consequently, only about 150 teachers have become SFT teachers, and 20-30 of those teachers have left the system. Thus, there are less than 150 SFT classrooms in the school system—which means that there are around 3,800 classrooms that have not been significantly impacted by the program.

The federal Technology Innovation Challenge Grant is scheduled to end in September 2001. Thus, unless new funding sources are found, the SFT program will end. If that occurs, it will be a serious setback to the instructional efforts of Metropolitan Nashville Public Schools.

### **RECOMMENDATION**

#### **Recommendation 13-19:**

**Continue funding of the Schools for Thought program and expand its impact across the school system.**

Research indicates that SFT is a very successful program. Principals who have SFT teachers at their school praise the program and the impact it is having on the students in SFT classrooms. SFT teachers themselves claim that they see significant achievement gains by their students as a result of the new teaching strategies they now employ. By

all measures, this is a program that should be continued, even if grant monies disappear.

Although this program is so significant that MNPS should provide funding for it, this should not deter staff of the new Technology and Information Management Division from seeking grants to support the program. In fact, because of its success, there likely will be organizations that are willing to provide support for the program. However, also because of its success and the impact the program can have on MNPS students, it is important that it receive funding from the school system's operational budget.

One of the high priorities of the new Technology and Information Management Division should be to develop a plan for expanding the effects of SFT to many more teachers. The Technology Committee should assist in this endeavor.

One resource to help expand the SFT program will be the Technology Resource Teachers resulting from the implementation of Recommendation 13-20. Other strategies for expanding the SFT program that should be considered include:

- continue to work with other MNPS organizations (e.g., the Challenge Grant Steering Committee, the Technology Staff Development unit, etc.) to incorporate SFT strategies in other MNPS initiatives;
- obtain community support by promoting the SFT program through newspaper articles and speaking to community groups (such as the Chamber of Commerce, civic clubs, Leadership Nashville, etc);
- continue to develop teacher facilitators who will help to ensure an ongoing pool of experienced technology using teachers who can assist their colleagues both formally and informally with the integration of technology into the curriculum; and
- ensure that staff is continued to provide leadership to the program.

#### **IMPLEMENTATION STRATEGIES AND TIMELINE**

- |   |                      |
|---|----------------------|
| 1. The new Technology and Information Management Division, with help from members of the Technology Committee, should develop a budget for continuing the SFT program and a plan for expanding the impact of the program. | April –<br>June 2001 |
| 2. The Board of Education should approve funds for the program effective with the end of the grant funding (September 2001).  | June 2001            |
| 3. The Technology and Information Management Division should implement the plan for expanding the program.  | September 2001       |

**FISCAL IMPACT**

The projected annual cost for continuing the SFT program is approximately \$405,000. This is based on about \$295,000 for salaries to continue the current staff, and \$110,000 to cover additional expenses for such things as conducting staff development sessions; stipends for teachers attending and/or providing training; funding substitute teachers when necessary; travel costs associated with providing support; regular travel costs, software; and classroom supplies. Undoubtedly, there will be expenses associated with expanding the program as well.

When the Technology and Information Management Division initiates the work on this budget, it will be able to refine the budget and ensure that it is adequate for the needs of the program without being excessive. The \$405,000 figure below is provided as an estimated minimum that will be needed in the future with the expectation that the refinements provided by the Technology and Information Management Division, with assistance from the Technology Committee, will increase that budget.

Because the existing grant continues until September 2001, the budget for the 2001-02 years is based on 10 months, rather than 12 months.

<b>Recommendation</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>
Continue SFT Program	(\$337,500)	(\$405,000)	(\$405,000)	(\$405,000)	(\$405,000)

**13.8 Technical Support**

Only training is more important than technical support in determining how effectively technology is used in the classroom. Frequently teachers, even those who have had considerable experience with technology, encounter difficulties that interrupt their planning or classroom activities. Unless they are able to get quick responses to questions like those below, their effectiveness will be diminished.

- Why is one of the computers in my classroom malfunctioning so often?
- Why does my connection to the Internet keep disappearing?
- How do I direct a document to another printer in the building?
- How do I transfer this file to Hunters Lane High School?
- Why can't I import this Excel chart into my Word document?

Those schools that are able to supply answers quickly to these and scores of other similar questions will be the schools that most effectively prepare their students. By far the best way of addressing the questions posed above, as well as satisfying many other support needs, is to place a technology specialist in every school.

## **FINDING**

Maintenance and support of computers in the schools is the responsibility of the LMTS Department. The LMTS Department has two computer repair technicians who have the job of repairing and maintaining over 13,000 computers in all MNPS schools. Moreover, the budget available to purchase spare parts is only \$11,250 for the entire year.

Based on this level of support, it is not surprising that the responses to MGT opinion surveys revealed much dissatisfaction with the support of instructional technology by MNPS. As indicated earlier, only 22 percent of the teachers rated MNPS support of instructional technology as “excellent” or “good,” while 73 percent rated that support as “fair” or “poor.” Administrators and principals were even more critical of the instructional technology support; only 10 percent of administrators and seven percent of principals indicated that instructional technology support was “excellent” or “good.” Eighty-six (86) percent of administrators and 94 percent of principals described instructional technology support as “fair” or “poor.” Moreover, 84 percent of administrators, 83 percent of principals, and 70 percent of teachers indicated that instructional technology support needs improvement.

It should be noted that technical support of schools is problematic in almost every school system in America. This is reflected in the results of surveys of other school systems on this topic. For example, in other school systems surveyed by MGT, 52 percent of teachers described their school district’s support of instructional technology as “fair” or “poor.” Similarly, 54 percent of teachers in other districts indicated their instructional technology support needed improvement. The surveys of MNPS teachers revealed a significantly greater level of discontent with instructional technology support; 73 percent of MNPS teachers (compared to 52 in other districts) described their instructional technology support as “fair” or “poor.” Likewise, 70 percent of MNPS teachers (compared to 54 in other districts) reported that instructional technology support needed improvement.

Interviews with school personnel confirmed this low level of confidence in the ability of LMTS to provide the support that was needed. For example, one principal said that she had been in her school until 7:30 p.m. the previous Friday night installing new memory cards in the computers in several classrooms. She indicated that, had she not completed this installation, it probably would not have gotten done. In another school, the principal indicated that her parents had decided that, since technical support was not going to be available from the central office, the PTO would provide the funds to hire an on-site technology support person.

Indicative of the magnitude of the requirement is that through the “Schools for Thought” grant, two computer repair technicians are funded to support about 150 classrooms. They have their hands full just handling the maintenance and repair requirements of those classrooms. Of course, that leaves about 3,800 classrooms for the two repair technicians in LMTS to support—which is more than a challenge.

In addition to the need for technical support, teachers also need instructional support (i.e., they need someone who can work individually with them on lesson plans, specific strategies that employ technology, identifying Web-based, and other technology-related instructional resources, etc.). The ideal person to provide this support is a technology

savvy teacher. In some schools, there is such a person. This usually occurs in Title I schools or schools that have substantial support from their PTO. When they are located in a school, such individuals are able to mentor other teachers; mentoring has been described by many teachers as the most effective form of staff development they receive.

## **RECOMMENDATIONS**

### **Recommendation 13-20:**

#### **Establish a cluster-oriented support program that provides a Technology Resource Teacher for each cluster.**

As indicated above, the best support strategy is to place a technology savvy teacher in each school. That should be the objective of the school system. Given the costs associated with this approach, a first step toward reaching that objective is to allocate a Technology Resource Teacher (TRT) to each cluster. These TRTs should be experienced in using technology and well versed in how to integrate it into the curriculum.

The instructional technology support responsibilities of the Technology Resource Teachers (TRTs) would include:

- coordinating staff development efforts within their cluster;
- facilitating communications between the central office technology support staff (technology staff development, computer repair, network support, etc.) and the schools in their cluster;
- assisting with the expansion of teacher participation in the Schools for Thought program;
- working with individual teachers and small groups of teachers on specific instructional technology oriented teaching strategies;
- serving as a facilitator with the schools in their cluster to create and update school technology plans;
- assisting the principal and management team of each school to conduct a needs assessment of hardware and devising a plan for replacing equipment resources in the coming years; and
- representing the cluster by attending systemwide technology meetings and serving on systemwide technology-related committees.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

- |  |                          |
|--|--------------------------|
| <p>1. The Director of Schools should recommend to the Board of Education that MNPS establish 11 Technology Resource Teacher (TRT) positions, create job descriptions for the positions, advertise their availability, interview the best applicants, and hire the most outstanding candidates.</p> | <p>April – July 2001</p> |
| <p>2. The CIO should assign each Technology Resource Teacher to a cluster so that they may assume their positions several weeks before the opening of schools is for the 2001-02 school year.</p>  | <p>July 2001</p>         |
| <p>3. The CIO should ensure that Technology Resource Teachers provide support to their respective clusters.</p>  | <p>Ongoing</p>           |

**FISCAL IMPACT**

The costs of implementing this recommendation are based upon a salary of \$45,000 for each teacher which, when benefits at 24 percent are added, comes to \$55,800 per year. When this amount is multiplied by 11, the annual total is \$613,800.

Since each teacher will need technology resources to carry out their responsibilities, an additional, one-time cost of \$3,000 per teacher is allocated to provide those necessary resources.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Allocate Cluster Technology Resource Teachers	(\$646,800)	(\$613,800)	(\$613,800)	(\$613,800)	(\$613,800)

**Recommendation 13-21:**

**Solicit information from potential vendors on the cost to outsource the computer repair support function.**

As indicated above, the two computer technicians are unable to keep up with the computer maintenance and repair requirements of such a large school system. One solution would be to place one computer repair technician in each cluster. To do that would require the addition of nine more technicians at an annual cost of \$354,000. In addition, the budget for purchasing spare parts (currently at \$11,250) would need to be increased to at least \$45,000 which would provide approximately \$4,000 to each cluster. Providing this type of support at the cluster level would have two advantages:

- it would bring the repair function much closer to the schools and make it much more responsive; and

- it would supplement the instructional support program that creates the Technology Resource Teachers (TRTs), thereby creating a support team in each cluster.

An alternative that should be explored is outsourcing that function. To do that, MNPS must obtain costs from companies that can provide that service for a fee. The following conditions should be applied as specifications for selecting one or more contractors:

- a set fee for each repair made to a piece of equipment, regardless of the labor time or the cost of parts;
- a minimum 24-hour response to normal problems;
- 48-hour response for all problems;
- loaner equipment immediately for critical problems and for normal problems not remedied in 48 hours;
- a requirement that the contractor must process all warranty claims; and
- immediate replacement of critical components.

Agreements such as this are not uncommon among governmental agencies. Some agencies that are considerably smaller than MNPS have arranged repair contracts at costs ranging from \$150 to \$200 per incident. Based on the projected annual cost to perform this function through the cluster support approach (roughly \$478,000), using the high end of the range (\$200 per incident), a total of 2,390 incidents could be completed before reaching that level of expense.

MNPS can determine whether the best, most cost-effective option is to outsource the computer repair function or to expand staff and perform the function in-house. If it proves to be more economical to continue to perform these functions in-house, MNPS should conduct another such process in 18-24 months. If, on the other hand, it is more beneficial to outsource the function, this outsourcing should be phased in over a time period that allows MNPS to responsibly phase out the two computer repair positions.

### **IMPLEMENTATION STRATEGIES AND TIMELINE**

- |   |                 |
|---|-----------------|
| 1. The CIO should request price quotes from companies as to the cost of outsourcing the computer repair function. | May - July 2001 |
| 2. A subcommittee of the Technology Committee should review the quotes.   | September 2001  |
| 3. The CIO and Technology staff should make a decision as to whether to outsource the repair function.            | October 2001    |



## **FISCAL IMPACT**

Quotes can be obtained with existing resources.

### **Recommendation 13-22:**

**Implement the most cost effective of the computer repair alternatives that will improve the technical support in the schools.**

As recommended in Recommendation 13-21, if the price quotes indicate that technical support can be provided to schools for less than the projected \$478,000 cost of providing that service via the cluster support approach described above, MNPS should implement that option. If, on the other hand, the cost to provide that support is substantially above the cost, MNPS should implement the cluster support option. If the cluster support option is preferred, it will be necessary to hire nine new computer repair technicians and assign them, along with the two existing technicians, to the 11 clusters.

Regardless of which option is implemented, it will be important for the Technology Committee to monitor the support schools receive and recommend adjustments in the approach employed to ensure the support is satisfactory.

## **IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The CIO should determine which computer repair option will be implemented. October 2001
2. The Director of Schools and CIO should negotiate a contract for outsourcing the computer repair function, if applicable, or the CIO should establish nine new computer repair technician positions, advertise their availability, interview the best applicants, and hire the most outstanding candidates, if applicable. October –  
June 2001
3. The CIO should implement the most cost effective of the two options. July 2002

## **FISCAL IMPACT**

The cluster support approach would require one technician for each of the 11 clusters. Based on a salary of \$39,680, plus benefits at 24 percent, the total annual cost per position would be approximately \$49,203. When multiplied by 11, the annual cost of the positions would be \$541,235. Since two of the positions already exist, however, the new salary costs would be approximately \$442,829.

While a spare parts budget of \$45,000 (roughly \$4,000 per cluster) is recommended, since the existing budget is \$11,250, the new cost for this budget is \$33,750.

Based on these projections, the total new costs to implement the cluster support approach would be \$442,829 + \$33,750 for a total of \$476,579.

***Administrative and Instructional Technology***

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<b>Recommendation</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>
Allocate a Computer Repair Technician to each cluster	\$0	(\$476,579)	(\$476,579)	(\$476,579)	(\$476,579)

## **14.0 TRANSPORTATION**

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## 14.0 TRANSPORTATION

This chapter evaluates the Transportation Department of Metropolitan Nashville Public Schools (MNPS). The sections in this chapter are:

- 14.1 Administration, Organization, and Management
- 14.2 Vehicle Acquisition and Maintenance
- 14.3 Technology to Support Transportation Functions
- 14.4 Transportation Bus Routes
- 14.5 Transportation Safety
- 14.6 Transportation Repairs and Maintenance
- 14.7 Training and Certification
- 14.8 Special Education Transportation

An important function or responsibility in any school system is transporting our nation's children. Each day during the school year, thousands of school buses move millions of students from towns, cities, hamlets, and the rural areas of America to and from school. Metropolitan Nashville Public Schools (MNPS) is one of several thousand school systems that perform this important responsibility. This chapter is devoted to assessing how effectively the MNPS Transportation Department is performing this function.

The Transportation Department, augmented by the Charter Corporation (a private bus contractor hired by the Board of Education), is currently providing school transportation services for approximately 50,953 students per day on about 1,858 bus routes.

The Transportation Department's primary mission is *to transport students to and from school, on special field trips, and to and from extracurricular events in a timely, safe and cost-effective manner*. This is accomplished by maintaining a fleet of buses, employing drivers, supervising a private contract for special education student transportation, conducting maintenance and repair for buses and other vehicles, and providing administrative support. The Transportation Department also ensures that bus routes are designed efficiently, bus use is restricted to authorized students, special needs students receive appropriate transportation, accident prevention is enforced as a major priority, vehicle breakdowns are reduced and eliminated, and that special requirements are responded to in a timely and effective manner.

The Tennessee Education Code authorizes, but does not require, that each Tennessee school system provide transportation between home and school, from school to career and technology training locations, and for co-curricular activities and extracurricular activities for students who are in excess of one and a half mile from their school. Exceptions are made for students who may face hazardous conditions within the distance limitation. These students facing exceptions may be provided the appropriate school transportation services, if qualified.

The federal government "Individuals with Disabilities Education Act" requires school systems to provide transportation for students with disabilities if they also transport the general student population, or if disabled students require transportation to receive special education services. There are 11,691 students with disabilities transported by Metropolitan Nashville Public Schools. Of this number, 2,891 require the related

services of specially equipped buses and the remaining 8,800 are able to use regular bus transportation assets.

Some 43 years ago, MNPS responded to a desegregation court order by significantly increasing its bus fleet. Since then, there has been a gradual decrease in student enrollment. While enrollment has decreased, transportation costs have not decreased over this period of time. The 43-year old federal desegregation case ended in October 1998 when the Metropolitan Nashville Public Schools were declared unitary or free from any vestiges of segregation. This ruling eliminated most cross-county busing which had cost an estimated \$206.8 million dollars. Therefore, there should be cost savings for the Metropolitan Nashville Public Schools because costly bus patterns and routes responding to desegregation guidelines are no longer required. This chapter analyses these potential cost savings.

The Board of Education initiated a cluster concept that is an ambitious plan to resolve challenges associated with moving from the desegregation guidelines, but still addressing shifting populations, municipal growth/expansion, and demographics. The cluster plan is to be accomplished over a five-year period. It organizes the county into clusters that feed into eleven high schools and magnet schools. A student living in a particular geographical area or cluster would remain in that cluster from grade school to high school. There are significant impacts on the Transportation Department in providing student transportation synchronized with the cluster plan. The cluster plan has required the Transportation Department to be reorganized in order to provide the effective support for the clusters. At the time of this site-visit, the reorganization of the Transportation Department was in progress.

The Metropolitan Nashville Public Schools' Transportation Department and the Charter Corporation bear sole responsibility for special education student transportation services. MNPS contracts with Charter Corporation for morning and afternoon special education bus runs only. Charter Corporation does not provide transportation services for regular students. The MNPS Director of Transportation has overall staff responsibility for the Charter Contract that costs the county \$2.5 million yearly. However, the MNPS Director does not have direct management or supervision of day-to-day transportation of special education students which is provided by the Charter Corporation. A more thorough discussion of the Charter Corporation Contract is covered in depth in Section 14.9.

Initially, this section provides a peer school system review, comparing the Metropolitan Nashville Public Schools Transportation Department with those of five other school systems. The five school systems are Austin (Texas) Independent School District, Charlotte-Mecklenburg (North Carolina) School District, Columbus (Ohio) Public Schools, Hamilton County (Tennessee) Public Schools, and Jefferson County (Kentucky) Public Schools. The peer review provides comparative data on costs per student rider, costs per bus in the fleet, costs per mile, students per bus, and the average daily miles per bus.

It is emphasized that in the 1998-1999 school year was selected for these comparisons because more recent school transportation data are not available from all peer group school systems used in the comparisons. Direct contact was made with the respective peer group's State Departments of Education and their transportation departments to obtain the information. Data for Charlotte-Mecklenburg came directly from that school

system's transportation department. The chart shown in Exhibit 14-1 includes an overall profile of the comparative data that were used in making the analysis (Note: The group average for the five school systems does not include MNPS in the totals or average; the figures are the averages of the five systems compared to the MNPS Transportation Department).

Exhibit 14-1 shows that MNPS transported 41,677 students a total of 36,330 miles per day. There are 180 days in the school year times the 36,330 miles per day which totals 6,539,400 total miles traveled for the year. The data also show that MNPS transports students at a lower cost than three comparison school systems (Jefferson County Public Schools, Charlotte-Mecklenberg School District, and Columbus Public Schools). In addition, the number of daily buses used is below the peer group average. The comparative data show that Metropolitan Nashville Public Schools transportation services are comparable to its peers selected for this analysis.

**EXHIBIT 14-1  
COMPARISON OF METROPOLITAN NASHVILLE PUBLIC SCHOOLS  
WITH PEER SCHOOL SYSTEMS  
1998-1999 SCHOOL YEAR**

<b>COMPARISON SCHOOL SYSTEM</b>	<b>DAILY BUSES</b>	<b>ROUTE MILES PER DAY</b>	<b>ANNUAL COSTS</b>	<b>TOTAL NUMBER OF STUDENTS TRANSPORTED</b>	<b>REGULAR STUDENTS TRANSPORTED</b>	<b>SPECIAL EDUCATION STUDENTS TRANSPORTED</b>	<b>STUDENT POPULATION</b>
Austin Independent School District	472	35,570	\$14,303,128	18,256	15,933	2,323	79,496
Charlotte-Mecklenburg School District	965	86,389	\$28,450,923	62,100	60,675	1,425	100,000
Columbus Public Schools	562	32,272	\$23,108,061	35,486	32,476	3,010	65,352
Hamilton County Schools	234	19,788	11,624,151	28,778	28,012	766	39,923
Jefferson County Public Schools	1,090	75,832	\$32,296,752	70,915	69,877	1,038	93,543
<b>Peer Group Average</b>	<b>665</b>	<b>49,970</b>	<b>\$20,807,858</b>	<b>43,107</b>	<b>41,395</b>	<b>1,712</b>	<b>75,663</b>
<b>Metropolitan Nashville Public Schools</b>	443	36,330	\$17,275,178	41,677	38,879	2,798	68,752

Source: Transportation data from peer school systems or state departments of education, 1998-1999.

A significant variable confronting administrators and managers of student transportation services is how much is being spent to transport a student on a daily basis to and from school. The MGT team examined data on comparative costs per student rider. Exhibit 14-2 shows that MNPS is spending \$414 per student rider to transport its students on a yearly basis to and from school. The exhibit also shows that MNPS has an overall transportation cost at \$17,275,178 which is lower than three of the comparison school systems.

**EXHIBIT 14-2  
PEER COSTS PER STUDENT RIDER  
COMPARISON OF METROPOLITAN NASHVILLE PUBLIC  
SCHOOLS WITH PEER SCHOOL SYSTEMS  
1998-1999 SCHOOL YEAR**

<b>COMPARISON SCHOOL SYSTEM</b>	<b>TRANSPORTATION COSTS</b>	<b>STUDENT RIDERSHIP</b>	<b>COST PER STUDENT RIDER PER YEAR</b>
Austin Independent School District	\$14,303,128	18,256	\$783
Charlotte-Mecklenburg School District	\$28,450,923	62,100	\$458
Columbus Public Schools	\$23,108,061	35,486	\$651
Hamilton County Schools	\$11,624,151	28,778	\$404
Jefferson County Public Schools	\$32,296,752	70,915	\$455
<b>Average</b>	<b>\$21,956,603</b>	<b>43,107</b>	<b>\$550</b>
<b>Metropolitan Nashville Public Schools</b>	<b>\$17,275,178</b>	<b>41,677</b>	<b>\$414</b>

Source: Transportation data from peer school systems or state departments of education, 1998-1999.

In an analysis for cost per bus related to operating expenses shown in Exhibit 14-3, MNPS is higher than all the school systems except Hamilton County and Columbus, and over \$2,000 greater than the peer average.

**EXHIBIT 14-3  
OPERATING COST PER BUS  
COMPARISON OF METROPOLITAN NASHVILLE PUBLIC SCHOOLS (MNPS)  
WITH PEER SCHOOL SYSTEMS  
1998-1999 SCHOOL YEAR**

<b>COMPARISON SCHOOL SYSTEM</b>	<b>OPERATING COSTS</b>	<b>TOTAL NUMBER OF BUSES</b>	<b>OPERATING COST PER BUS</b>
Austin Independent School District	\$14,303,128	472	\$30,303
Charlotte-Mecklenburg School District	\$28,450,923	965	\$29,482
Columbus Public Schools	\$23,108,061	562	\$41,118
Hamilton County Schools	\$11,624,151	234	\$49,675
Jefferson County Public Schools	\$32,296,752	1,090	\$29,630
<b>Average</b>	<b>\$21,956,603</b>	<b>665</b>	<b>\$36,042</b>
<b>Metropolitan Nashville Public Schools</b>	<b>\$17,275,178</b>	<b>443</b>	<b>\$38,560</b>

Source: Transportation data from each school system or state departments of education, 1998-1999.

In Exhibit 14-4, the cost per mile as related to operating expenses was higher in MNPS than all school systems with the exceptions of Hamilton County and Columbus Public Schools. MNPS cost per mile operating expenses are slightly higher than the peer group average. Austin ISD has nearly the same route miles per day, but has less operating expenses than MNPS.

**EXHIBIT 14-4  
COST PER MILE  
COMPARISON OF METROPOLITAN NASHVILLE PUBLIC SCHOOLS (MNPS)  
WITH PEER SCHOOL SYSTEMS  
1998-1999 SCHOOL YEAR**

COMPARISON SCHOOL SYSTEM	COSTS	ROUTE MILES PER DAY	ANNUAL COST PER MILE
Austin Independent School District	\$14,303,128	35,570	\$402
Charlotte-Mecklenburg School District	\$28,450,923	86,389	\$329
Columbus Public Schools	\$23,108,061	32,272	\$716
Hamilton County Schools	\$11,624,151	19,788	\$587
Jefferson County Public Schools	\$32,296,752	75,832	\$425
<b>Average</b>	<b>\$21,956,603</b>	<b>49,970</b>	<b>\$492</b>
<b>Metropolitan Nashville Public Schools</b>	<b>\$17,275,178</b>	<b>36,330</b>	<b>\$475</b>

Source: Transportation Data from each peer school system or state departments of education, 1998-1999.

MNPS, as shown in Exhibit 14-5, has a higher number of student riders per bus than all of the other school systems except Hamilton County Schools. The MNPS student rider rate is favorable in comparison to the other school systems.

**EXHIBIT 14-5  
STUDENTS PER BUS  
COMPARISON OF METROPOLITAN NASHVILLE PUBLIC SCHOOLS (MNPS)  
WITH PEER SCHOOL SYSTEMS  
1998-1999 SCHOOL YEAR**

COMPARISON SCHOOL SYSTEM	BUSES	STUDENT RIDERS	STUDENTS PER BUS*
Austin Independent Schools	472	18,256	39
Charlotte-Mecklenburg Schools	965	62,100	64
Columbus Public Schools	562	35,486	63
Hamilton County Schools	234	28,778	123
Jefferson County Public Schools	1,090	70,915	65
<b>Average</b>	<b>665</b>	<b>43,107</b>	<b>71</b>
<b>Metropolitan Nashville Public Schools</b>	<b>443</b>	<b>41,677</b>	<b>93</b>

Source: Transportation data from each school system or state departments of education, 1998-1999.

\*Students per bus does not indicate that the number of students on a bus at any given time exceeds the bus capacity. Since buses are reused, students per bus column is for the average based on total number of buses transporting students. For example, MNPS uses 443 buses at peak use to transport 41,677 students and the average computes to 93 students per bus for 443 buses. However, at no time are there more than the number of students authorized to transport on a bus, since during peak period, several buses are reused on multiple routes.



The route miles per bus comparison, in Exhibit 14-6, shows that MNPS is above the average route miles per bus than the average of the peer group, but lower than two of the comparison systems.

**EXHIBIT 14-6  
ROUTE MILES PER BUS  
COMPARISON OF METROPOLITAN NASHVILLE PUBLIC SCHOOLS (MNPS)  
WITH PEER SCHOOL SYSTEMS  
1998-1999 SCHOOL YEAR**

<b>COMPARABLE SCHOOL SYSTEM</b>	<b>BUSES</b>	<b>ROUTE MILES</b>	<b>DAILY ROUTE MILES PER BUS</b>
Austin Independent School District	472	35,570	75
Charlotte-Mecklenburg School District	965	86,389	90
Columbus Public Schools	562	32,272	57
Hamilton County Schools	234	19,788	84
Jefferson County Public Schools	1,090	75,832	70
<b>Average</b>	<b>665</b>	<b>49,970</b>	<b>75</b>
<b>Metropolitan Nashville Public Schools</b>	<b>443</b>	<b>36,330</b>	<b>81</b>

Source: Transportation data from each school system or state departments of education, 1999.

When comparing the number of students riding buses in the overall student population, as shown in Exhibit 14-7, MNPS has a student rider rate that ranks close to the average of the peer group. The number of students riding buses is a function of the proximity of homes to schools (within the 1 and ½ mile limit), but it also is a sound indicator of the demand on the school transportation system. The figures on percent of student riders show a substantial demand on the MNPS transportation system. This comparison runs close to the norm for the peer group.

**EXHIBIT 14-7  
PERCENT STUDENT RIDERS  
COMPARISON OF METROPOLITAN NASHVILLE PUBLIC SCHOOLS  
WITH PEER SCHOOL SYSTEMS  
1998-1999 SCHOOL YEAR**

<b>COMPARISON SCHOOL SYSTEM</b>	<b>STUDENT POPULATION</b>	<b>STUDENT RIDERS</b>	<b>PERCENT OF RIDERS</b>
Austin Independent School District	79,496	18,256	23%
Charlotte-Mecklenburg School District	100,000	62,100	62%
Columbus Public Schools	65,352	35,486	54%
Hamilton County Schools	39,923	28,778	72%
Jefferson County Public Schools*	93,543	70,915	76%
<b>Average</b>	<b>75,663</b>	<b>43,107</b>	<b>57%</b>
<b>Metropolitan Nashville Public Schools</b>	<b>68,752</b>	<b>41,677</b>	<b>61%</b>

Source: Transportation data from each peer school system or state departments of education, 1998-1999.

\*represents 1999-2000 school year.

Overall, MNPS compares favorably with the five comparison school systems. The MNPS Transportation Department is transporting more students per bus than the peer average. The transportation budget is in alignment when comparing student riders and the number of buses with other school systems. However, the daily route miles per bus and operating cost per mile are greater than three of the other school systems. Both of these indicators are reason for further review of the route and scheduling usage patterns covered in Section 14.4.

### **14.1 Administration, Organization, and Management**

Exhibit 14-8 shows the Metropolitan Nashville Public Schools Transportation Department's current organizational structure with the number of positions authorized in parentheses under each job title.

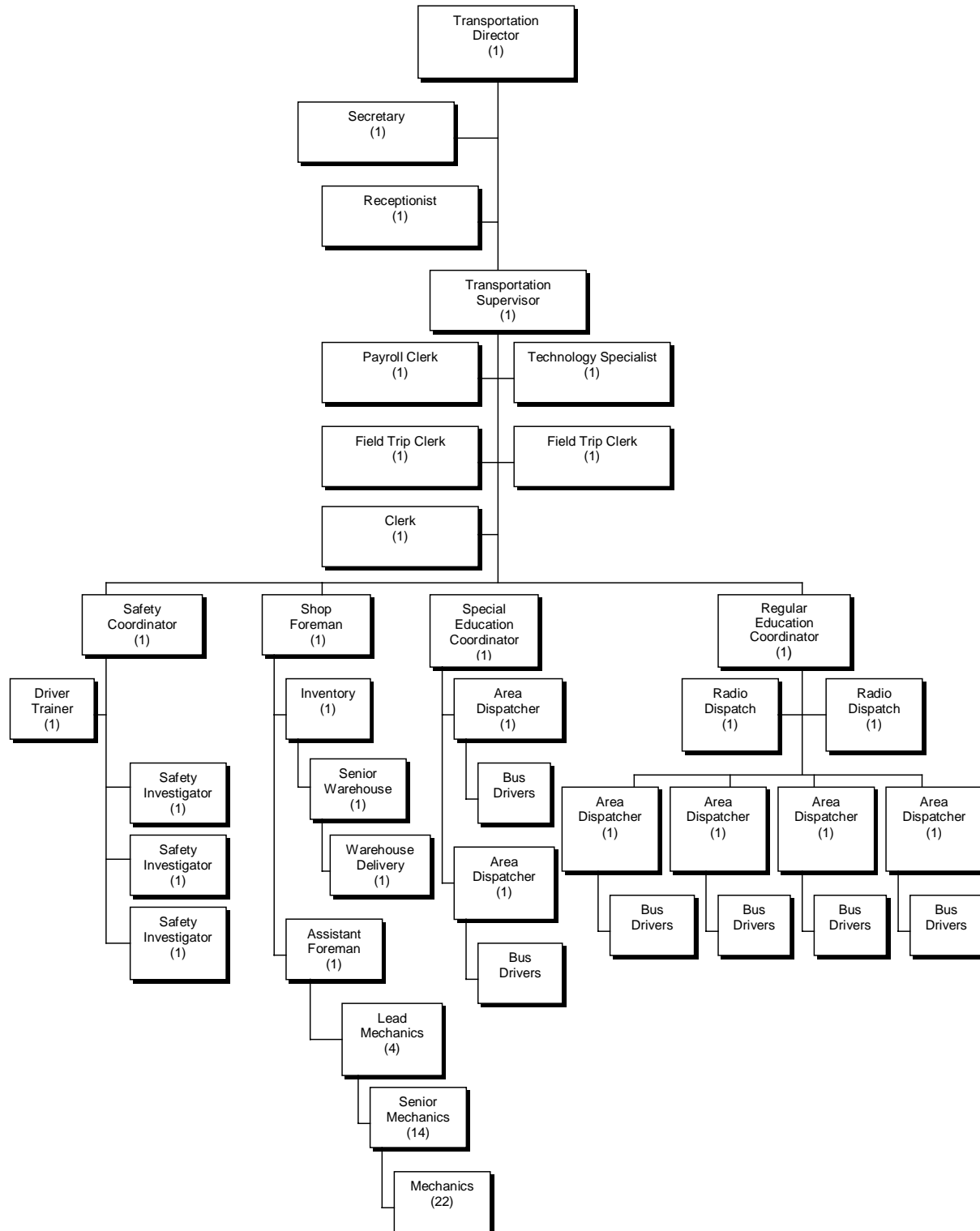
The Transportation Department has a traditional organizational structure to provide student transportation services that has changed little over the years. It was significantly expanded in the past to meet court desegregation orders. In subsequent years, there have been few reductions in the department's personnel. The 511 staff members assigned to the Transportation Department (25 administrative, 443 bus drivers, and 43 fleet maintenance personnel) provide student transportation services for the 50,953 students riding buses in MNPS. The number of current staff is nearly the same number that provided those same services in 1998-99 for the approximately 42,000 students who were provided bus transportation by the school system. Though the Transportation Department has experienced a decline in the number of students transported, other than seven mechanic positions deleted in 1988-89, the organizational structure and number of personnel assigned to the department have remained fairly stable.

The Director of Transportation has been in his current position for over a year and reports to the Director of Operations. He has an overall responsibility for administration, training, safety, transportation services, and maintenance of school buses, and other MNPS vehicles and equipment. His primary assistants consist of a Transportation Supervisor, Safety Coordinator, Shop Foreman, and special and regular education route coordinators.

The Transportation Supervisor has been in his position less than eight months and is responsible to the Director of Transportation for maintenance operations and student transportation. He supervises the Safety Coordinator, Shop Foreman, Special and Regular Education Coordinators. The Director of Transportation has daily interaction with (and a supervisory role for) all bus drivers, maintenance, administrative, and staff personnel in the Transportation Department.

The Regular Route Coordinator and Special Education Route Coordinator have been in their respective positions of responsibility less than six months. The Regular Route Coordinator has been associated with transportation operations over a period of years. This is her first position of responsibility in a transportation management position. The Special Education Route Coordinator is a former special education bus driver. She is familiar with the challenges of moving students with special needs. Both the Regular

**EXHIBIT 14-8  
METROPOLITAN NASHVILLE PUBLIC SCHOOLS  
CURRENT ORGANIZATION CHART OF TRANSPORTATION DEPARTMENT  
2000-01**



Source: MNPS Transportation Department, October 2000.

Education Route Coordinator and Special Education Route Coordinator appear enthusiastic, concerned, and dedicated to the important positions of responsibility they perform for the Transportation Department.

The organization chart provided to MGT by the Transportation Department show that current duties and responsibilities charged to the Transportation Supervisor are very broad. The Transportation Supervisor provides direct guidance and supervision to bus drivers, maintenance personnel, and other individuals in the Department of Transportation.

MGT on-site interviews and discussions with the Director of Transportation, Transportation Supervisor, key managers/supervisors in the department, and from information gathered from the MGT on-site diagnostic review, determined that the Director of Transportation and Transportation Supervisor have had to provide a more direct role in managing and supervising a broad number of employees. This is caused by the following factors:

- Special and Regular Education Route Coordinators have been in their respective positions (on average) less than six months;
- the Director of Transportation and Transportation Supervisor are required under the current organization structure to provide guidance and supervision to a broad number of employees until key assistants gain more experience and become more familiar with their jobs; and
- though the organization chart shows that the Transportation Supervisor has direct supervision of nine individuals, in reality, the Transportation Supervisor has supervisory responsibilities over many other personnel in the Transportation Department.

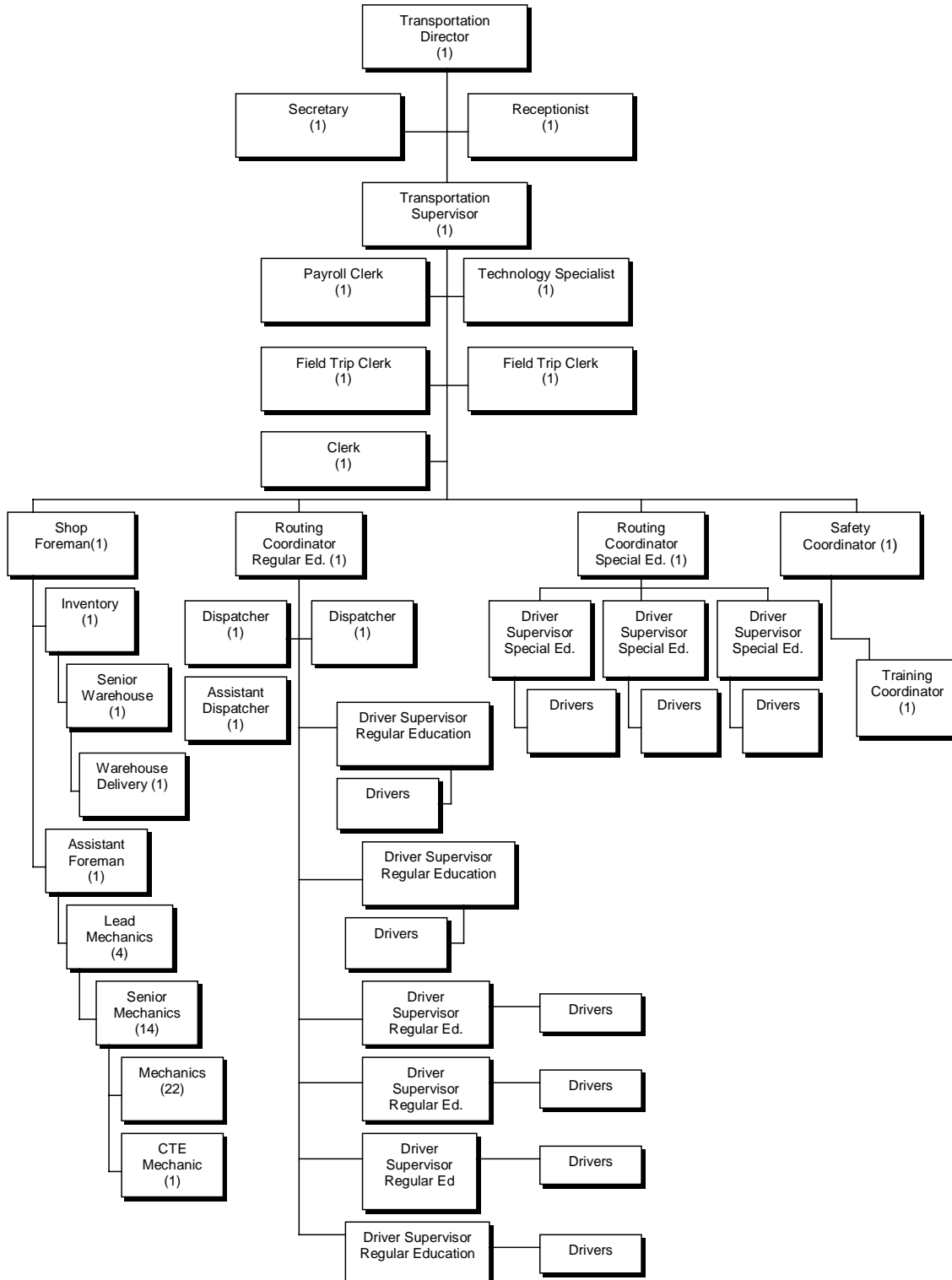
## **FINDING**

The Director of Transportation has advocated the reorganization of the department due to the following factors:

- increasing the number of retirements and the attrition of personnel;
- increasing training and recruiting;
- improving routing of school buses; and
- maintaining a positive perception with the Nashville Community regarding student transportation services takes a great deal of time and resources.

In an effort to improve efficiency and effectiveness, the Director of Transportation has initiated a proposed reorganization chart. He believes the proposed reorganization chart is designed for more efficiently executing the mission of the Transportation Department and streamlining operations. Exhibit 14-9 is the proposed reorganization of the Transportation Department.

**EXHIBIT 14-9  
METROPOLITAN NASHVILLE PUBLIC SCHOOLS  
ORGANIZATIONAL STRUCTURE AS  
PROPOSED BY THE MNPS TRANSPORTATION DEPARTMENT**



Source: MNPS Transportation Department, October 2000.

The Director of Transportation has given careful consideration to changing from the current to the proposed organization that is gradually being implemented in the department. The Director of Transportation's proposed organization made significant and important changes from the old or current organization shown in Exhibit 14-8, and the proposed or new organization as depicted in Exhibit 14-9.

The following are the 12 MNPS-proposed personnel deletions in the proposed organizational structure:

- deletes one senior grade seven mechanic position from 14 to 13 positions;
- deletes two mechanic grade six positions from 22 to 20 positions;
- deletes three safety investigator grade nine positions from three to zero; and
- deletes six area dispatcher grade positions from six to zero.

The following are the 12 MNPS proposed personnel additions:

- adds one technical evaluator (CTE) grade six position—from zero to one;
- adds nine driver supervisors grade nine positions (six in regular education and three in special education) -- from zero to nine; and
- adds three driver supervisors with grade six positions (two in regular education and one in special education).

In summarizing the MNPS proposed organizational structure, the plan eliminates one senior mechanic, two mechanics, three safety investigators, and six area dispatchers. The proposed structure adds one CTE position, nine driver supervisor positions, and three driver sections. It appears that there are 12 positions deleted and 12 positions added for a net gain/loss of zero positions. However, that is not the case because the number of drivers is not computed into the equation.

Though the proposed structure is a significant improvement over the previous organization chart, the MNPS newly proposed organizational structure may not be sufficient to resolve transportation problems associated with shifting populations, municipal growth/expansion, and changing demographics. Also, MGT found no bus driver incentives in the current operations of the MNPS Transportation Department.

## **RECOMMENDATION**

### **Recommendation 14-1:**

**Modify the current MNPS proposed reorganization plan for the Transportation Department to provide greater flexibility and support the MNPS Cluster Plan.**

The proposed organization plan being implemented by the Director of Transportation should be further modified to support the 11 clusters and the School Improvement Plan.

The proposed organizational chart does not adequately support the MNPS Strategic Plan that emphasizes 11 clusters. We recommend that the Driver Supervisor(s) titles be changed to Cluster Supervisor(s). Five of the six Regular Education Cluster Supervisors should be assigned two clusters each. The sixth Cluster Supervisor could be assigned the largest cluster. For example, Cluster Supervisor #1 could be assigned to the Antioch and Hunters Lane Cluster; Cluster Supervisor #2 could be assigned to McGavok and Mapelwood, Cluster Supervisor #3 could be assigned White's Creek and Hillwood Clusters, etc. MGT's proposed organizational structure is not shown as an exhibit because it is very similar to MNPS proposed chart with the few exceptions noted here.

Special Education Cluster Supervisors should be organized the same way, except those Cluster Supervisors should have more clusters. Since special education Cluster Supervisors have responsibility for approximately 280 routes (140 morning and 140 afternoon), the extra number of clusters distributed among them should be equitable.

Supporting the MNPS School Board's Strategic Five-Year Plan with the emphasis on the 11 clusters, the Transportation Department must play a key and critical role. This requires all facets of the Transportation Department to work effectively and in synchronization. To ensure the success of the five-year cluster plan, cluster supervisors, maintenance personnel, and administrative personnel in the Transportation Department must be knowledgeable of their responsibilities and how they must be synchronized with the overall mission of the Transportation Department. The Transportation Department should consider organizing the approximately 400 bus drivers into the 11 clusters that support the MNPS Five-Year Strategic Plan and develop promotion, advancement, and other type incentives for performance.

### **IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Director of Transportation should submit the recommendation to the MNPS Director of Schools and Board of Education requesting approval to change the designation of the nine Driver Supervisor positions to Cluster Supervisor(s) and should coordinate with the Human Resources Department in organizing a driver personnel structure that provides for promotions, positions, and advancement under the Cluster Supervisors' structure. July 2001
2. The Board of Education should approve the Cluster Supervisor positions and the Director of Human Resources should provide the Director of Transportation a progress report on the driver personnel structure providing incentives for drivers. August 2001
3. The Director of Human Services should complete the driver incentive package for the Director of Transportation. September 2001

4. The Director of Transportation should select, hire, and train the new personnel.

November 2001

**FISCAL IMPACT**

There is no fiscal impact required to implement this recommendation. They are within current budget constraints and administrative authority of the Director of Transportation and Director of Schools to implement.

**FINDING**

The MNPS Transportation Department has a significant number of human resource issues that are negatively impacting the overall operational efficiency of the organization. During the MGT on-site visit, there were significant complaints which require an inordinate amount of time by the Director of Transportation and the Transportation Supervisor. These interventions require the Director of Transportation and the Transportation Supervisor to spend too much time at the MNPS Human Resources Office, since the Transportation Department has no human resources person in the Transportation Department.

**RECOMMENDATION**

**Recommendation: 14-2:**

**Provide a Human Resources Liaison to enhance the Director of Transportation's efforts to meet the personnel challenges and to assist in restructuring the Transportation Department.**

Providing a dedicated Human Resources liaison to the Transportation Department should help resolve vexing personnel problems, reduce the amount of time supervisors spend going to and from the Human Resources Department, and improve morale.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Director of Transportation should submit the recommendation to the Director of Schools requesting human resources support in resolving employee relation issues. July 2001
2. The Director of Schools and the Metropolitan Board of Education should approve and direct the Department of Human Resources to assign a human resources liaison person to the Transportation Department to help resolve and expedite human resource personnel problems. August 2001
3. The Director of Human Resources should assign a human resources liaison to the Department of Transportation. The Director of Transportation and his staff should work with the human resources liaison to resolve transportation-related personnel problems. September 2001  
and Ongoing



**FISCAL IMPACT**

This recommendation can be implemented with existing resources. They are within current budget constraints and administrative authority of the Director of Transportation and Director of Schools to implement.

**14.2 Vehicle Acquisition and Maintenance**

**FINDING**

The Director of Transportation reports that MNPS currently maintains a fleet of 551 buses. This number includes 30 new buses due for delivery in November 2000, plus 517 buses on hand at time of the MGT on-site visit). Additionally, MNPS has 88 units of support equipment for a total fleet of 639. The fleet is maintained by 38 mechanics. The 88 units of support equipment include bucket loaders, dump trucks, vans, flatbed trucks, trailers, and wreckers. The MNPS ratio of vehicles to mechanics is 17 to one.

The transportation industry, as well as many school systems, use as a common practice a ratio of 20 to 30 vehicles per mechanic depending upon the age of the fleet, the expertise of the mechanics, and the type and quality of maintenance equipment available. To assist the school system in establishing a target staffing standard, the ratio of buses to mechanics of several school systems studied by MGT are shown in Exhibit 14-10.

**EXHIBIT 14-10  
COMPARATIVE MECHANIC ASSIGNMENTS TO FLEET SIZE  
1998-1999 SCHOOL YEAR**

SCHOOL SYSTEM	MECHANICS	BUS EQUIPMENT	BUSES PER MECHANIC
Fairfax County, VA	64	1,285	20.1
Prince William County, VA	23	525	22.8
Socorro ISD, TX	9	224	24.9
Ysleta ISD, TX	14	359	25.6
Hillsborough County, FL	48	1,002	20.9
Prince George's, MD	65	1,655	25.5
Houston, TX	60	1,422	23.7
<b>Metropolitan Nashville Public Schools</b>	<b>38</b>	<b>639</b>	<b>16.8</b>
<b>Average</b>	<b>40</b>	<b>925</b>	<b>24.3</b>

Sources: Quality Link, Florida School District Transportation Profiles, June 1999, Florida Department of Education; Houston ISD, 1999; Prince George's County Transportation Department Budget and Operations Report, 1998-99; Socorro and Ysleta, Texas Performance Review Reports, 1999; and Telephone survey with Fairfax and Prince William Counties.

The average of the school systems reviewed is 24.3 buses per mechanic. Several school systems, such as Prince George's (MD) and Houston (TX) with large fleets are targeting closer to a 25:1 ratio of mechanics to school buses. Other school systems recently studied in Texas, such as Socorro and Ysleta Independent School Districts, use a 25:1 ratio. Companies in the transportation industry, such as Ryder Truck Rental, also use a staffing ratio of 25:1 mechanics per heavy vehicle unit.

**RECOMMENDATION**

**Recommendation 14-3:**

**Implement a staffing plan of 25 vehicles per mechanic.**

The 25:1 vehicles to mechanic ratio should be the standard staffing ratio of MNPS. Any expansion or contraction in size of the vehicle fleet should require adjustments in the number of mechanics. The implementation of this recommendation should not have any negative impact on student safety.

**IMPLEMENTATION STRATEGY AND TIMELINE**

- |  |            |
|--|------------|
| 1. The Director of Transportation and the Assistant Superintendent for Human Resources should recommend the mechanic staffing. | April 2001 |
| 2. The Director of Schools and the Board of Education should approve the mechanic staffing policy change.                      | May 2001   |
| 3. The Assistant Superintendent for Human Resources should reduce the number of mechanic positions.                            | July 2001  |

**FISCAL IMPACT**

MNPS currently has 38 mechanics (including lead and senior mechanics) to maintain 639 pieces of equipment. A staffing level of one mechanic per 25 vehicles should reduce the number of mechanics required to 25, or a reduction of 13 mechanics. The fiscal impact of reducing 13 mechanics positions is shown in Exhibit 14-11. The salaries are the mid-point of the salary range provided by MNPS and the number includes the 24 percent for benefits. Total annual salary package for a senior mechanic is \$36,816 and \$31,480 for mechanics. The reduction of 13 mechanics will result in an annual savings of \$430,584.

**EXHIBIT 14-11  
MAINTENANCE POSITIONS  
CURRENT VERSUS PROPOSED ORGANIZATION**

POSITION	CURRENT	PROPOSED	DIFFERENCE	AVERAGE COST	TOTAL SAVINGS
Lead Mechanic	4	4	0	N/A	
Senior Mechanic	13	9	4	\$36,816	\$147,264
Mechanic	21	12	9	\$31,480	\$283,320
<b>Total</b>	<b>38</b>	<b>25</b>	<b>13</b>	-	<b>\$430,584</b>

Source: MNPS Transportation Department, October 2000.

The fiscal impact from this recommendation should yield a yearly cost-savings of \$447,900 a year.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Reduce Mechanics	\$430,584	\$430,584	\$430,584	\$430,584	\$430,584

**FINDING**

The Maintenance Department does not have a formal performance-monitoring program to ensure service quality, effectiveness, and efficiency. The MGT on-site visit found that the Transportation Information Management System (STIMS) is the Vehicle Management Information System (VMIS) being used by the Transportation Department. STIMS was installed in June 2000 and has not been fully operational. There is not a credible performance-monitoring program being developed by the maintenance section of the Transportation Department to capture the full impact of data available by using STIMS.

Many school systems use indicators to assess ongoing performance in key management areas. Performance indicators allow departments of transportation to track service quality and make adjustments where required. Improvements in performance can be documented to demonstrate progress. Accurate and timely performance indicators help management allocate scarce funds to the most critical needs.

Performance indicators typically used by school systems are shown in Exhibit 14-12. Indicators can assist the department in consistently tracking and monitoring performance over time.

**EXHIBIT 14-12  
OVERVIEW OF STANDARD PERFORMANCE INDICATORS**

PERFORMANCE AREA	PERFORMANCE INDICATOR
Safety	Accidents per 100,000 miles Incidents per 100,000 miles
Cost Efficiency	Operation cost per mile Annual operation costs per route
Cost Effectiveness	On-time performance Open routes due to unfilled positions Driver absentee rate Average rider trip time in minutes
Maintenance Performance	Miles between road calls Percent of preventive maintenance completed on time Turnover time per bus repair Operational rate for regular buses

Source: Created by MGT of America, October 2000.

**RECOMMENDATION**

**Recommendation 14-4:**

**Establish and automate data on key performance indicators to measure and monitor the performance of the MNPS transportation operations.**

The indicators shown in Exhibit 14-13 should be established and monitored monthly. The resulting information should be summarized and shared with department personnel and the Director of Schools. Target performance measures for cost efficiency and cost effectiveness are based upon peer averages as shown below.

**EXHIBIT 14-13  
RECOMMENDED MNPS PERFORMANCE MEASURES  
1999-2000**

<b>PERFORMANCE INDICATOR</b>	<b>CURRENT DATA AVAILABLE IN MNPS ON PERFORMANCE MEASURES</b>	<b>TARGET</b>
Safety		
Accidents per 100,000 miles	1.54	1.5
Incidents per 100,000 miles	Not available	2.6
Cost Efficiency		
Operation cost per mile	\$2.53	\$2.40
Annual operation costs per bus	\$33,414	\$31,744
Cost Effectiveness		
Annual costs per rider	\$414.00	\$392.00
Service Effectiveness		
Riders per mile	2.3	2.4
Riders per route	93.0	98.0
Service Quality		
On-time performance	Not available	95%
Open routes due to unfilled positions	Not available	0%
Driver absentee rate	Not available	15%
Average rider trip time in minutes	Not available	45 minutes
Maintenance Performance		
Miles between road calls	908	950
Percent Preventative Maintenance (PM) completed on time	Not available	95%
Turnover time per bus repair	Not available	95%
Operational rate for regular buses	Not available	6 hours
		95%

Source: MNPS Transportation Department and MGT of America, October 2000.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Director of Transportation should appoint a team to develop key indicators to assess the performance of the department against the indicators shown in Exhibit 14-13. April 2001
  
2. The Director of Transportation should establish a procedure for the ongoing collection and monitoring of data, and disseminate information and procedures to the Transportation staff and the Director of Schools who should initiate action to automate the performance measures. May 2001
  
3. The Director of Transportation should monitor the performance data and provide a summary report to the Transportation staff and the Director of Schools to determine subsequent improvement actions to be taken. June 2001

## **FISCAL IMPACT**

The use of performance measures does not require any additional resources; however, when implemented these performance measures should make the Transportation Department's operations more efficient and effective. This cost-savings cannot be quantified at this time.

## **FINDING**

The Transportation Department Vehicle Maintenance Section does not have written and comprehensive standard operating procedures for the automotive maintenance section.

No written procedures were made available to consultants describing what parts are to be stocked and how the stocking level for repair parts is determined. Additionally, there is no methodology to ensure that repair parts being stocked do not become obsolete. The results of the parts inventory conducted in July 2000 showed an on-hand value of \$521,600.

A random check of parts by the MGT on-site team found a part number had been received in 1978 and determined the part to be obsolete. A quantity of four of them was found on the shelf. There were an estimated 50 or more 55-gallon used containers filled with liquid material found stored in the transportation motor pool area. The Shop Foreman indicated 14 drums contained sludge from the old fuel storage tank that was removed in 1998. The drums have not been numbered and no inventory of their contents could be provided. Five, unserviceable 8.2 liter GM engines were found adjacent to the out-of-service, drive-through bus wash. No procedures were in place to properly dispose of this equipment.

The total number and the value of obsolete parts in the Transportation Maintenance Section could not be determined by the MGT on-site team. A more thorough examination of this problem by the Department of Transportation Shop Foreman should find a substantial number of obsolete parts on hand.

## **RECOMMENDATION**

### **Recommendation 14-5:**

**Develop, implement, and enforce a comprehensive standard operating procedures manual for maintenance operations and facilities management.**

Written procedures are necessary for large and complex organizations in order to ensure required actions are timely, accomplished in an accurate manner, and with the least amount of expenditure of resources. Procedures must be in place and understood by all members of the organization before tasks are assigned and before individuals are held accountable for assigned tasks.

Written procedures should include the process of removal to dispose of obsolete parts and equipment.

## **IMPLEMENTATION STRATEGY AND TIMELINE**

1. The Director of Transportation should provide guidance and assign the appropriate staff to write a comprehensive standard operating procedure for the department. April 2001
2. The Director of Transportation should approve the standard operating procedures and conduct training for all department employees. June 2001
3. The Director of Transportation should implement the new standard operating procedures manual. July 2001

## **FISCAL IMPACT**

The implementation of the recommendation should not require additional resources.

## **FINDING**

The Transportation Department is not adhering to an effective spare bus policy. All transportation operations require substitute vehicles to cover for units experiencing breakdowns or scheduled preventive maintenance. The generally accepted range for school bus fleet spares is 10 to 20 percent of the regularly scheduled peak bus usage; however, best practices nationally show the percentage of spare school buses at 10 percent. The factors affecting the spare bus ratio are fleet age, effectiveness of the maintenance program, climatic and operating environment, fleet mix, and training program.

The peak bus requirement per day for MNPS is 448 buses. Additionally, there are 22 activity buses not included in that number. MGT was advised that there are 81 spare buses, thus, the school systems total fleet is 551 buses. Furthermore, the Director of Transportation and Supervisor of Transportation reported that 30 additional new buses were being added to the inventory in November 2000, and requested that these be included in determining the number of spare buses. This inclusion should not be, since spare buses are computed on the peak use for student transportation which is 448 buses and not a bus fleet of 551. Activity buses and current spares are not used for peak bus requirements by MNPS.

The current MNPS spare bus ratio to daily peak use is approximately 15 percent. School systems throughout the county and particularly those that MGT of America has evaluated over the past several years (e.g., Fairfax County (VA), San Antonio Independent Schools (TX), Prince George's County (MD), Broward County (FL)) maintain a spare bus policy of 10 to 12 percent. Though it is the choice of MNPS to maintain an 15 percent spare bus policy, it may not be necessary and is not supported by the MGT on-site team as a continuing MNPS course of action. A 10 percent spare bus policy for MNPS (considering fleet age being less than 12 years) is considered appropriate.

The Director of Transportation is cognizant that his spare bus policy may be excessive when compared to other school systems. His rationale for supporting the higher percentage of spare buses is based on the Transportation Department maintaining the capability to "meet unforeseen contingencies". For example, in the recent recall of school

buses by manufacturers due to defective braking systems, MNPS student transportation services were not as severely impacted as they could have been because of the availability of spare buses. Though this rationale is understood, it is pointed out that this practice carries a high price that could be alleviated by contingency planning. For example, in considering a “worst case” scenario, the Transportation Department could consider how many buses would be required on a temporary basis to meet the crisis. When a quantity of temporary bus requirements are known, contingency planning would determine where those bus assets should originate. For the MNPS Transportation Department, those potential assets could come from the Metropolitan Transit Authority, local private bus contractors, or other school systems in the region not affected by a particular crisis.

## **RECOMMENDATION**

### **Recommendation 14-6:**

#### **Establish and implement an improved spare bus policy of 10 percent.**

The MNPS bus fleet is comparatively young and has less maintenance demands than other school systems. The MNPS fleet is less than 12 years old and the maintenance facilities are exceptional. The maintenance shop has an engine and transmission rebuild capability and the backlog of work orders for school buses is manageable.

No school system can operate efficiently or effectively without the availability of spare buses. Currently MNPS has 81 spare buses. At peak use, the Transportation Department uses 448 buses daily to transport students to and from school. Therefore, a 10 percent spare bus policy (10 percent of 448 buses) equals 45 buses. MNPS, however, currently has 81 spare buses on hand. This number of spare buses is in excess by 36 ( $81-45=36$ ) buses to current spare bus needs of MNPS.

It is important to note that the costs associated with this recommendation with activity buses are not assessed in this audit. They obviously exist and add to the desire to achieve savings when possible. However, cost data in terms of miles, buses per day, students per ride/day, etc. were not available in response to requests to the MNPS Transportation Department for the information.

## **IMPLEMENTATION STRATEGY AND TIMELINE**

1. The Director of Transportation should adopt a recommended spare bus policy of 10 percent peak bus use. July 2001
2. The Director of Schools and the Board of Education should approve the spare bus policy change. August 2001
3. The Director of Transportation should sell excess buses. September 2001

## **FISCAL IMPACT**

The sale of 36 excess buses, with an average sale price of \$1,200, should return \$43,200 to the school system. MGT has found in other school systems that the most

that can be expected from the sale of a used bus is \$1,200. This is due to the buses being sold generally have high mileage. Maintaining a mechanic to vehicle ratio of 1:25 also produces a reduction of one additional mechanic with a resulting cost savings of \$31,479 (base salary of \$25,387 plus a 24 percent benefits package). The reduction of this mechanic is in addition to the mechanic reductions in Recommendation 14-3.

<b>Recommendation</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>
Sell 36 Excess Buses	\$43,200				
Reduce One Mechanic	\$31,479	\$31,479	\$31,479	\$31,479	\$31,479
<b>Total Savings</b>	<b>\$74,679</b>	<b>\$31,479</b>	<b>\$31,479</b>	<b>\$31,479</b>	<b>\$31,479</b>

**FINDING**

MNPS has no effective plan that closely monitors engine repairs and failures related to engine oil lubrication. MNPS introduced a policy change in June 2000 and increased the mileage interval between oil changes from 6,000 to 12,000 miles. During the on-site MGT performance audit, there was no evidence that an effective program exists to closely monitor a new policy for engine repairs and failures related to engine oil lubrication. Oil changes are made at 12,000-mile intervals. The maintenance section personnel explained that this decision was based on the rating of 50,000 miles for synthetic oil between oil changes.

The use of synthetic engine oil, rated for 12,000 miles, was the reason for increasing the mileage interval, according to staff in the Transportation Department. The oil change and filter replacement policy accepted by most fleets, doing stop-and-go driving, and using regular oil is 6,000 miles. The MNPS oil change policy is accepting additional risk with the potential of a higher rate of engine failures. Close monitoring of engine failure rates during the next six to 12 months is essential.

The transportation industry has accepted that engine oil performance has improved over time and that increased mileage between oil changes is warranted based on driving conditions. Preventive maintenance is the cornerstone of an effective and efficient transportation organization and must be closely monitored. Regular and periodic services detect and correct emerging problems before more costly out-of-service repairs become necessary. A good preventive maintenance program reduces the number of breakdowns and lessens the deterioration of the fleet.

**RECOMMENDATION**

**Recommendation 14-7:**

**Monitor engine repairs and failure rates related to engine oil lubrication.**

Tracking the results of the lengthened oil change interval from 6,000 to 12,000 miles is essential. If increased failure rates occur, management has the capability to react quickly and modify the oil change interval.



**IMPLEMENTATION STRATEGIES AND TIMELINE**

- |   |            |
|---|------------|
| 1. The Director of Transportation should develop a procedure for monitoring engine repairs and failure rates related to engine oil lubrication. | April 2001 |
| 2. The Director of Transportation should disseminate the procedures to the Transportation Maintenance Section for implementation.               | May 2001   |
| 3. The Director of Transportation should monitor the performance data and determine subsequent actions if required.                             | June 2001  |

**FISCAL IMPACT**

This recommendation can be implemented with existing resources.

**FINDING**

The current MNPS bus replacement plan is replacing buses in excess of the amount needed to transport students to the school system. Tennessee law mandates that school buses be removed from service after 12 years. The Commissioner of Education may grant waivers for an additional three years on a year-to-year basis. State law requires buses that are given a waiver be inspected at least twice annually by state inspectors. Additionally, state law requires steering, braking, and exhaust systems of buses with over 12 years of service be thoroughly reconditioned or replaced prior to continued use. MNPS is in compliance with Tennessee law and has no buses exceeding the 12-year limit.

The issue is that the replacement policy is somewhat flawed because it responds to data generated by inefficient procedures for meeting the needs to transport students. Data compiled from routing and scheduling determine the number of students in need of transportation. Routing and scheduling identifies the number of routes and buses used on a daily basis. These numbers, in turn, determine the size of the bus fleet and an appropriate replacement plan.

In view of the circumstances that the routing and scheduling does not take full advantage of computer technology to develop an efficient routing plan, excess buses over the years have been the norm. The MNPS has an adequate bus replacement plan and, over the past five years, has provided students in the school system with safe, dependable transportation on a practically new bus fleet. The problem is that the purchase of these buses responded to inaccurate data since computer technology was not being used for routing and scheduling, and thus the number of spare buses maintained was excessive. In summary, the MNPS School Board's bus replacement policy and spare bus policy of 15 percent versus ten percent was based on inaccurate data and information since a computer routing system and sound management principles were not in use.

Exhibit 14-14 shows the MNPS bus fleet procurement over the past four years. The school system has purchased 237 school buses during the past four years, or average of 59 buses each year.

**EXHIBIT 14-14  
MNPS BUS PROCUREMENT  
1997-2000 SCHOOL YEAR**

YEAR	BUSES PROCURED
1997	64*
1998	58
1999	85
2000	30
<b>Total</b>	<b>237</b>

Source: MNPS Department of Transportation, Item T-27, Volume I, Performance Audit, October 2000.

\*includes 14 activity buses.

The 12-year replacement cycle for MNPS, with a fleet of 529 buses, would require the procurement of 52 buses annually. (NOTE: The staff in the Transportation Department confirms that as of December 8, 2000, there are 529 buses in the MNPS inventory. This includes buses received after the on-site visit. An additional 22 buses on order are expected in the next few weeks. However, for purposes of this analysis, the number of buses used is 529.)

**RECOMMENDATION**

**Recommendation 14-8:**

**Implement a 10-year bus replacement policy.**

A ten-year replacement policy is desirable because it should significantly reduce the number of buses in operation. In addition, it should reduce expenditures for vehicles not required since reliable data and information provided by the Director of Transportation would include efficiencies. These efficiencies should provide the Metropolitan Board of Education with reliable data to make the appropriate reductions.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

- |  |             |
|--|-------------|
| 1. The Director of Transportation should ensure that data and information on spare buses and computer routing and scheduling correctly support management decisions. | April 2001  |
| 2. The Director of Transportation should initiate plans to ensure that credible information on bus procurement is provided to the Metropolitan Board of Education.   | August 2001 |

3. The Metropolitan Board of Education with the correct data provided by the Director of Transportation should evaluate the need for replacement buses and purchases the required number of buses to keep the bus fleet modern and operational. September 2001

**FISCAL IMPACT**

This recommendation can be implemented with existing resources. Reducing this number by 28 using computer routing and scheduling, and implementing a spare bus policy of ten percent versus the current 15 percent would require replacing buses based on a total fleet of 450 buses (529-28=501 using computer routing and scheduling). Ten percent of 501 equals 50.1 which is a ten percent spare bus policy versus the current 15 percent MNPS is currently supporting. Subtracting this from 501 equals 450 which is the number of buses that the MNPS school board should be provided as the total fleet. Having a spare bus policy for a fleet of 450 buses would mean that the annual procurement for ten percent would be 45 buses.

Purchasing 45 buses a year instead of 59 would show a cost savings of \$63,000 x 14 or \$882,000.

<b>Recommendation</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>
Reduce Annual Bus Purchases	\$882,000	\$882,000	\$882,000	\$882,000	\$882,000

**FINDING**

MNPS mechanics do not receive comprehensive in-house training, and the MNPS Human Resources Department does not specify the Automotive Service Excellence (ASE) certification as a condition for employment.

ASE certification is an important management tool that ensures mechanics are highly skilled and trained. These tests are administered at more than 750 locations nationwide, and determine the level of proficiency a mechanic has in a particular area or on particular kinds of equipment. They demand preparation, but mechanics that are ASE certified are recognized in their profession. Maintenance departments who have ASE certified mechanics provide highly competent repair work, have a highly skilled mechanical force, and are able to reduce costs while providing exceptional repair work.

Interviews with maintenance supervisors showed that the department was so under staffed that it was impossible to set up an effective training program. The highly complex and sophisticated technology applied to engines, transmissions, and braking systems require highly trained and skilled professional technicians. Without adequate ASE certification, MNPS mechanics will not be able to fully maintain the newer buses.

Qualified mechanics are needed to maintain school buses, and ASE certification is an excellent way of determining whether or not a mechanic is qualified. As of May 1999, only one and one-half percent of all ASE certified repair technicians were school bus technicians. At that time, there were 396,423 ASE certified repair technicians and only 5,990 had a certification in school bus repair. Because of the value and shortages of

ASE certified mechanics, supervisors believe they will not retain those that qualify at the current hourly wage rate. Some incentive package may be needed.

ASE certification requires several steps. The candidate initially registers and takes one or more of the seven ASE bus certification exams. After passing at least one exam, and providing proof of two years of relevant work experience, the mechanic becomes an ASE-certified technician. Tests are conducted twice a year at over 750 locations throughout the United States. Certified mechanics must be re-tested every five years to maintain their certification.

## **RECOMMENDATION**

### **Recommendation 14-9:**

#### **Provide ASE certification training for all MNPS mechanics.**

MNPS should establish policies to provide annual bonuses of \$500 for each certified mechanic. Certification would reduce costs because better training ASE produces more accurate fault diagnosis, allowing more items to be repaired rather than replaced.

The MNPS Transportation Department's recruitment of mechanics should include ASE certification as a highly desirable qualification. The wage rate should reflect the added value of the certification.

## **IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Director of Transportation should develop and establish a policy for professional certification of mechanics and institute a salary bonus to encourage participation. July 2001
2. The Director of Human Resources should establish a pay scale to motivate mechanics and include ASE certification as one of MNPS recruitment requirements. August 2001
3. The Director of Transportation should institute a program to begin the certification process with current mechanics. September 2002

## **FISCAL IMPACT**

This cost to implement this recommendation to MNPS should be relatively small. The ASE registration fee is \$26 and the test fee is \$21. Tests are administered in 750 locations throughout the country in May and November. ASE also has a school bus preparation guide that can be accessed on the Internet at <<http://www.asecert.org/>>.

The estimated cost is \$156 in registration fees (for six employees) plus \$100 per person for travel if required, or \$756 total. Minimal transportation and per diem costs also might be associated with taking the test. This estimate allows approximately \$100 per person for such costs. Bonuses will increase annual wages (e.g., by \$500 per mechanic for six mechanics or \$3,000 annually). This will increase annually as more mechanics are certified.

<b>Recommendation</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>
Provide ASE Training Funds	(\$756)	(\$756)	(\$756)	(\$756)	(\$756)
Pay for Bonuses	\$0	(\$3,000)	(\$6,000)	(\$9,000)	(\$12,000)
<b>Total</b>	<b>(\$756)</b>	<b>(\$3,756)</b>	<b>(\$6,756)</b>	<b>(\$9,756)</b>	<b>(\$12,756)</b>

### **14.3 Technology to Support Transportation Functions**

#### **FINDING**

Technology used to support transportation functions in Metropolitan Nashville Public Schools is not used to its fullest potential, with the exception of radios on some buses and a few recently acquired computers. Though a few computers were recently provided to the Transportation Department, they are limited in number and personnel using them have not received adequate training. Sections 14-2 and 14-4 contain findings and recommendations focusing on use of diagnostic tools, employing technology for routing and scheduling, inventory controls, and equipment acquisition. The Transportation Department could improve measurably by using available technology.

#### **RECOMMENDATION**

##### **Recommendation 14-10:**

**Implement a comprehensive plan to take advantage of available technology to improve MNPS transportation operations.**

Taking advantage of available technology such as computers, diagnostic tools, routing and scheduling of transportation services, and inventory controls for parts and equipment should improve and streamline the Transportation Department's operations and reduce costs.

#### **IMPLEMENTATION STRATEGIES AND TIMELINE**

- |  |            |
|--|------------|
| 1. The Director of Transportation should conduct a survey and determine technology needs and capabilities of the Transportation Department.                                | April 2001 |
| 2. The Director of Transportation should share the results of the assessment with the Director of Schools and Assistant Superintendent for Business and Facility Services. | May 2001   |

#### **FISCAL IMPACT**

There is no fiscal impact to implement this recommendation. Conducting a needs assessment is within current budget constraints to initiate planning and budget requests. However, when the technology determined by the Transportation Department is identified, subsequent fiscal impacts can be determined.

**14.4 Transportation Bus Routes**

According to data provided by the Transportation Department, the Transportation Department averages 1,579 routes daily (789 morning and 790 afternoon) transporting regular students. The Director of Transportation reports that the Transportation Department averages 280 routes daily (140 morning and 140 afternoon) transporting special education students. Exhibit 14-15 shows the number of routes and number of students transported.

**EXHIBIT 14-15  
REGULAR AND SPECIAL EDUCATION BUS ROUTES  
FOR METROPOLITAN NASHVILLE PUBLIC SCHOOLS  
1999-2000**

CATEGORY	NUMBER OF ROUTES FOR SCHOOL YEAR	NUMBER OF STUDENTS TRANSPORTED
Regular Education	1,579	48,062*
Special Education	280	2,891
<b>Totals</b>	<b>1,719</b>	<b>50,953</b>

Source: MNPS Transportation Department, October 2000.

\*According to MNPS data, which MGT is verifying, the school system is transporting approximately 10,000 additional students in 1999-2000 than in 1998-99 as reported in Exhibit 14-1.

**FINDING**

The Transportation Department's definition of a route for the purpose of providing student transportation to and from school is inconsistent among personnel. The exact number of routes required to transport students is important because it determines resources required (number of buses, bus drivers, and logistical support). The Regular Education Routing Coordinator defines a route as when a bus departs from its start location and while in transit picks up students in a given area and drops them off at a school thereby completing a route. The same bus upon departing that school continues to pick up students and drops them off at the second school and completes a second route. Using this method, a bus after departing a given start point and returning to that point will often complete several routes.

The Special Education Routing Coordinator determines a route to be from the time the bus departs from a given start point and returns to that point or other location after completing its mission to pickup and discharge students at school locations. This shows that there are internal inconsistencies in defining a route.

To further compound the problem, an entirely different definition is used by Charter Corporation (the private contractor providing contract services to transport special education students) to define their pick up and delivery services for student transportation. Charter Corporation does not use the term route. It uses the term "run". A "run" is defined as picking up a student at a particular point and discharging that student at a determined point. It is in much the same manner as a person using the services of a taxicab. Each time the cab is used, it is considered a fare or for purposes

of illustration a “run”. Charter Corporation reported (and its records reflect) that it performs on average 442 runs per day. For purposes of this section on routing and scheduling, Charter Corporation is not included since they are a private sector contractor. A review of the Charter Corporation Contract is discussed in Section 14.18 of this chapter.

## **RECOMMENDATION**

### **Recommendation: 14-11:**

#### **Develop and implement a consistent route definition.**

Having a consistent route definition (counting multiple routes while a bus is in transit, or determining a route to be from a departure point to an ending point) should provide the Director of Transportation and the Board of Education a more effective management tool for resource allocation. It should eliminate the current inconsistent route determination practice and make regular and special education routing determinations equal. A common definition should also reduce the number of buses required on an annual basis for replacement and spares.

## **IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Director of Transportation should direct the Regular and Special Education Routing Coordinators to work together and come to a common agreement on the definition of routing and submit their recommendation to the Director of Transportation. April 2001
2. The Director of Transportation should make a decision on the definition of route(s) to be used in MNPS Transportation. May 2001
3. The Director of Transportation should ensure that a coordinated route-counting system is used for the 2001-02 school year. August 2001

## **FISCAL IMPACT**

This recommendation can be implemented with existing resources. It is an administrative action within the authority of the Director of Transportation to streamline operations and have a consistent route definition.

## **FINDING**

The MNPS Transportation Department does not have a computerized system for school bus routing and scheduling. Two employees in the Transportation Department perform this responsibility. One coordinates all regular bus routes and the other coordinates all special education bus routes. Both employees report to the Transportation Supervisor. At the beginning of each school year, or when new students enter a school after the school year has begun, principals, teachers, parents, the special education staff, Transportation Department, and other interested parties are involved in generating

requests for student transportation. Ultimately, the Transportation Department processes these demands to provide regular and special education student transportation, which is the responsibility of the Route Coordinators.

When requests are received by the Routing Coordinator for regular routes, a determination is made where the student lives in proximity to the regular routes that are currently operational (these routes are from previous years). The school is provided with a location for the student to report for pickup by a bus, which is supposed to be the one closest to the students' home address. According to Routing Coordinators, this is accomplished by looking up the location of the student pickup point and determining its proximity to a current bus route. The school is informed that the student(s) should go to that pickup point for school transportation. Routing for regular education students is accomplished simply by assigning students to the nearest bus route determined by the Route Coordinator to be closest to the student(s) home. Under this system, very little change is made to regular routes from year-to-year.

The Special Education Route Coordinator uses the same system as the Regular Routing Coordinator. A determination is made of the type of transportation service required (handicapped, special needs, etc.) and buses are specially equipped as requirements dictate to provide the transportation for students. If it is determined that a special needs student can ride with regular students, then regular transportation is used. A major difference is that the Special Education Route Coordinator also uses the transportation services of Charter Corporation (a private corporation) for any special education transportation requirements in excess of the MNPS Transportation Department's capabilities.

The Director of Transportation, Regular and Special Education Route Coordinators, and other key individuals concerned with transportation requirements are aware of the capabilities and limitations of Geographic Information System (GIS), ARCVIEW, BUSTOPS, EDULOG, MAPNET and other computer technical systems available for routing and scheduling of student transportation services.

During the MGT on-site assessment, staff from Student Assignment Services Department were interviewed. This office provides guidance and direction for the cluster plan that organizes the MNPS into 11 clusters. The office uses the ARCVIEW system, a resource of the Metropolitan Planning Department. The staff pointed out that there should be compatibility of computer systems brought into MNPS. Since Student Assignment Services uses ARCVIEW, it would be in the best interest of MNPS for the Transportation Department to use the same computer system.

The Metropolitan Planning Department representative also pointed out that since zoning and assignment of students uses GIS/ARCVIEW, it would be wise and prudent for the MNPS Transportation Department to use the same computer technology. However, a critical assessment must be made as to whether or not ARCVIEW is the right computer software system for the MNPS Transportation Department. There are several routing and scheduling computer hardware/software systems on the market to include MAPNET, BUSTOPS, EDULOG and others that should also be considered. ARCVIEW is compatible with the Metropolitan Planning Department, the Zoning Commission, and the Student Assignment Services of MNPS because it has unique characteristics to meet the needs of those agencies. The capabilities and limitations of ARCVIEW should



be evaluated to determine if this software can meet the transportation routing and scheduling requirements of the MNPS Transportation Department. If ARCVIEW is not a compatible system for the MNPS Transportation Department, then one of the other systems should be selected.

Exhibit 14-16 shows the number of routes by type for the school system. This exhibit shows the number of routes for regular and special education about equal for both morning and afternoon transportation requirements.

**EXHIBIT 14-16  
SCHOOL BUS ROUTES IN METROPOLITAN NASHVILLE PUBLIC SCHOOLS  
1999-2000**

TYPE OF ROUTE	MORNING	AFTERNOON	TOTAL
Regular Education	789	790*	1,579
Special Education	140	140	280
<b>Total</b>	<b>929</b>	<b>930</b>	<b>1,859</b>

Source: MNPS Transportation Department, October 2000.

\* According to Transportation Department data, the Transportation Department averages 1,579 routes daily (789 morning and 790 afternoon) transporting regular students. Because there is a slight shift in the overall number of students to pickup in the afternoon, the number of routes increases by one for the afternoon bus routes.

**RECOMMENDATION**

**Recommendation 14-12:**

**Use the computer-based route scheduling software for all routes.**

Since this resource is available through local government sources, the Director of Transportation should only have minimal computer software/hardware requirements, if any. The GIS/ARCVIEW system should provide an effective routing and scheduling program to transport students in the school system. Therefore, coordination should be made by the MNPS Director of Transportation with the Metro Planning Department as soon as possible to initiate planning, training, and implementation of a computer system for routing and scheduling of student transportation requirements.

Previous studies of school systems moving from manual to a computer routing system have shown a five to 10 percent reduction in number of routes needed when using the computer generated system. By a conservative estimate, MNPS Transportation Department should achieve a five percent reduction in routing.

MNPS peak routing is generally consistent in the morning and afternoon according to the Regular and Special Education Route Coordinators. The total number of routes combined for both the morning and afternoon bus routes of 1,719 combines both regular and special education bus routes. According to information provided by the Transportation Department, 448 buses are used for the morning and afternoon bus runs.

A five-percent reduction of the 1,719 routes using GIS/ARCVIEW should result in a minimum reduction of 85 routes. The MNPS Director of Transportation stated that at

minimum, each bus executes three routes from the time they depart the motor pool or other start location until they return. A reduction in 85 routes (three routes per bus on a given run) equates to a reduction of 28 buses. Therefore, implementation of this finding reduces the fleet by 28 buses and 28 bus drivers. In addition, implementing a policy maintaining one mechanic to 25 buses reduces the number of mechanics required by one.

### **IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Director of Transportation should immediately coordinate with Metro Planning Department to develop a plan to implement the automated routing and scheduling system for all transportation routing. July 2001
2. The Director of Transportation should brief the Board of Education on plans to implement the automated system. July 2001
3. The Director of Transportation should begin training for the Regular and Special Education Route Coordinators and additional selected personnel. This should be done in coordination with and supervision of experts from the Metro Planning Department. August 2001
4. The Senior Bus Driver Foreman and the two Route Coordinators should establish routes for the second half of the school year (January – June 2002) using the new system. November-December 2001
5. The Director of Transportation should interpret and approve the data and should reduce 28 or more bus driver positions and buses. February 2002
6. The Director of Transportation should submit the attrition plan to the Assistant Superintendent for Business and Facility Services to reduce the number of buses, bus drivers, and one mechanic. March 2002

### **FISCAL IMPACT**

The average cost of a new bus is \$63,000 (28 new buses at \$63,000 per bus equals \$1,764,000). The average pay of a bus driver is \$20.05 per hour or \$160.40 per day. For a 180-day pay period this amounts to \$28,872 plus a 24 percent benefits package of \$6,929.28 provides an annual salary for a bus driver of \$35,801. Eliminating 28 bus driver positions generates a cost-savings of \$1,002,428. The average income generated from selling a 12-year old bus is \$1,200. Selling 28 buses provides a cost-savings of \$33,600. Eliminating one mechanic position will generate an annual savings of \$31,480 (base salary of \$25,387 plus a 24 percent benefits package of \$6,093). This mechanic reduction is in addition to the mechanic reductions proposed in Recommendations 14-3 and 14-6.

There may be minimal costs to implement GIS/ARCVIEW. However, if the MNPS Director of Transportation works closely with the Metro Planning Department these costs should be minimal, if any. Implementing this recommendation should realize savings beginning in the 2002-2003 budget cycle. We have spread this cost-savings over a four-year period as shown in the table.

<b>Recommendation</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>
Sell 28 Buses*	\$0	\$33,600	\$0	\$0	\$0
Remove 28 Buses from the Inventory	\$0	\$441,000	\$441,000	\$441,000	\$441,000
Eliminate 28 Bus Driver Positions	\$0	\$1,002,428	\$1,002,428	\$1,002,428	\$1,002,428
Eliminate One Mechanic Position	\$0	\$31,480	\$31,480	\$31,480	\$31,480
<b>Total Savings</b>	<b>\$0</b>	<b>\$1,508,508</b>	<b>\$1,474,908</b>	<b>\$1,474,908</b>	<b>\$1,474,908</b>

\*Note: The National “average” or “blue book” price for a used school bus is \$1,200 and is normally the maximum that can be expected from the sale of a used school bus. Since older buses are sold (those 12-years old or older, the average price they generate is \$1,200.

### **14.5 Transportation Safety**

#### **FINDING**

During the MGT on-site assessment, mechanics, supervisors and other workers were observed smoking in all areas of the Maintenance Shop. Vehicle maintenance personnel smoking in the maintenance shop is in violation of safety procedures. Employees were smoking while working on engines, on the shop floor, and in proximity of the drainage system that discharges fuel and other highly flammables. This situation is serious enough to warrant the question of “not if, but when” there may be a major fire and serious threat to life and property. This unsatisfactory condition was brought to the attention of the Safety Coordinator and Director of Transportation who took corrective interim measures.

Smoking in the fire-sensitive areas of the maintenance facility have become permissible over time among supervisors, mechanics, and maintenance personnel. It is going to require a concerted effort by supervisors to bring the situation under control.

#### **RECOMMENDATION**

##### **Recommendation 14-13:**

**Enforce a no smoking policy in the maintenance facility.**

The implementation of this recommendation should reduce the probability of a fire in the maintenance facility with the attendant possibility of loss of life and property.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Director of Transportation should enforce a no smoking policy in the maintenance facility. April 2001
2. The Director of Transportation should conduct safety classes for all personnel emphasizing the danger to life and MNPS property for smoking in unauthorized areas of the Transportation facility. May 2001
3. The Director of Transportation should continue a no smoking policy in restricted areas and ensure that appropriate disciplinary measures are to be taken against those smoking in restricted areas. June 2001 and Ongoing

**FISCAL IMPACT**

This recommendation can be implemented with existing resources.

**FINDING**

Brake lights and turn signal lights inoperative on vehicles transporting school children. The MGT on-site team rode several school buses to determine bus driver operations and the time to cover designated routes. Several buses were noted to be operating with brake lights that did not work, signal lights not operating or drivers not activating them. Any lighting deficiencies are strong indicators that driver pre- and post operations checks are not being performed on their vehicles.

**RECOMMENDATION**

**Recommendation 14-14:**

**Emphasize and enforce bus driver pre- and post-operations checks on buses.**

The Transportation Department has an excellent pre- and post-operations checklist for bus operations that should be followed by all bus drivers prior to and after transporting students; however, all drivers are not adhering to it. Of particular concern are those drivers who park their buses at their respective residences. Buses operating from residential locations are highly suspect under the circumstances to not fully comply with conducting pre- and post-operations and safety checks because there are no supervisors present to ensure that they are being accomplished.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Director of Transportation and Safety Coordinator should place additional emphasis on pre- and post-operations checks. April 2001

2. The Director of Transportation should coordinate a plan for the Safety Director to make daily unannounced checks of MNPS school buses for safety shortcomings. May 2001
3. The Director of Transportation should evaluate the effectiveness of corrective measures and continue to place an emphasis on safety monitoring of school buses to ensure pre- and post-operations checks by drivers is being accomplished. June 2001

**FISCAL IMPACT**

This recommendation can be implemented with existing resources.

**FINDING**

The Transportation Department is located in a heavy industrial area near the intersection of Woodycrest and Interstate Boulevard. It shares the area with Edgecomb Metals, Industrial Converting, Cumberland Comfort Air, Commercial Painting, and some residential homes.

At the present time, there is a one-way stop sign at Woodycrest and Interstate Boulevard that requires the buses to stop before turning right onto Interstate Boulevard. Trucks (18-wheelers and other large commercial vehicles) are using Interstate Boulevard and travel at high speeds. Bus drivers are very careful when negotiating this turn; however, the same cannot be said for the drivers of large commercial trucks.

The MGT on-site team was told by transportation personnel that heavy equipment vehicles are not suppose to drive through the small residential area. The MGT team found no sign posted in the residential area prohibiting commercial vehicles from using the street.

**RECOMMENDATION**

**Recommendation 14-15:**

**Coordinate with the Metro Nashville Traffic Safety Department the placing of a three-way stop sign or appropriate signage at Woodycrest and Interstate Boulevard.**

The implementation of this recommendation should reduce the possibility of a serious accident at this busy intersection involving school buses.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Director of Transportation should ensure the immediate coordination is made with the Metropolitan Nashville Traffic Safety Division to place a three-way stop sign or appropriate signage at Woodycrest and Interstate Boulevard. April 2001

2. The Metropolitan Nashville Traffic Safety Division should install an appropriate safety sign or other conveyance. May 2001
3. The Director of Transportation should ensure that all bus drivers are aware of the safety improvement at the intersection. June 2001

### **FISCAL IMPACT**

This recommendation can be implemented with existing resources.

### **FINDING**

Some principals do not allow a bus to unload if a bus arrives earlier than its scheduled time, thereby creating a student safety problem. To avoid retaining students on the bus and getting restless and unruly, a driver takes a longer, circuitous route so as to arrive close to the offload time. Some prescribed routes may get a bus to the school early, or light traffic along the route may also cause early arrival. While precipitous action forcing students to remain on buses may reduce problems for principals and administrators, discipline problems on the bus, bus mileage and fuel use increases; and more important, student rider exposure to traffic is lengthened, thus this safety issue needs resolution.

### **RECOMMENDATION**

#### **Recommendation 14-16:**

**Issue an administrative directive to all principals informing them that in those instances where school buses may arrive a few minutes early, students should be admitted to the school building and are not to remain on buses.**

More accurate computerized routing and scheduling should help resolve this problem; however, in the interim, students should not be forced to remain on buses when it is unnecessary.

### **IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Director of Transportation, in collaboration with a focus group and bus driver, should prepare a fact paper for the Director of Schools outlining the full nature of the problem. April 2001
2. The Director of Schools should prepare an administrative directive to all principals making it clear that in those instances where school buses may arrive a few minutes early, students should be admitted to the school building and are not to remain on the buses. May 2001

3. The Director of Transportation should provide feedback to the Director of Schools regarding the adherence to the administrative directive.

June 2001

### **FISCAL IMPACT**

This recommendation can be implemented with existing resources.

## **14.6 Transportation Repairs and Maintenance**

### **FINDING**

The MNPS Transportation Department maintenance facility has sufficient bays that fully handle all of MNPS requirements to perform repairs on buses and other equipment. Other maintenance facilities that MGT have evaluated are often required to perform maintenance in open, unprotected areas outside the shop during indecent weather conditions because they lack adequate maintenance bays. MNPS is unique in this respect and does not have to subject mechanics to outside elements for performing maintenance tasks. In addition, the facility is spacious, well lighted, and conducive to providing an environment essential to good maintenance practices. On the local level, it is comparable to the exceptional Metropolitan Transit Authority facility.

MNPS in-house repair and maintenance capabilities are exceptional and there is no need to seek those services from outside sources. The MNPS Transportation Department has one of the best, if not the top, maintenance facilities of more than 50 that the MGT team has observed nationwide. Performance of maintenance services by the Transportation Department can be done in-house more economically than by procuring outside services. Cooperative agreements with Metropolitan Transit Authority could provide the opportunity to repair major assemblies at a cost that would be far below what would be charged outside. With sound management practices and procedures, the MNPS Transportation Department should have no reason to seek outside maintenance support from private sources at this time.

During the MGT on-site review, a random sampling was made with local merchants on the cost to overhaul a bus engine, provide oil change services, overhaul starters/alternators, and repair transmissions. Costs quoted by outside sources were considerably higher than what the MNPS Transportation Department is spending for these same types of repairs.

In addition, interviews with the Executive Director of Metropolitan Transit Authority showed that his organization is receptive to working with the MNPS Director of Transportation on a plan to reduce costs through mutual cooperation. There are services that MNPS may be able to perform cheaper than Metropolitan Transit Authority (such as overhaul of bus alternators/starters). Conversely, there are services that Metropolitan Transit Authority may be able to provide that are cheaper than what MNPS can perform (such as overhaul of bus engines). A mutual cooperative agreement between the two would prove extremely beneficial to both and a combination that no private or outside firm can be competitive.

**COMMENDATION**

**The MNPS Department of Transportation is commended to its excellent maintenance facilities.**

**RECOMMENDATION**

**Recommendation 14-17:**

**Explore the possibility for cooperative agreements with the Metropolitan Transit Authority for in-house repairs and maintenance.**

The Implementation of this recommendation should optimize the efficient MNPS maintenance services and reduce costs by taking advantage of in-house resources as opposed to the more costly contracted services.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

- |  |            |
|--|------------|
| 1. The Director of Transportation should develop a maintenance plan to ensure high levels of maintenance and determine the feasibility of any cooperative agreements with Metropolitan Transit Authority for repair of major assemblies. | April 2001 |
| 2. The Director of Transportation should review operations and determine those services that may qualify for a joint or combined maintenance repair initiative with Metropolitan Transit Authority.                                      | May 2001   |
| 3. The Director of Transportation should ensure a continued review and update of the maintenance plan to improve efficiency and reduce costs.  | June 2001  |

**FISCAL IMPACT**

There is no fiscal impact to implement this recommendation.

**14.7 Training And Certification**

**FINDING**

Senior staff managers and supervisors in the MNPS Transportation Department receive insufficient training in personnel management, management of human resources, sensitivity training, and conflict resolution.

The MNPS Transportation Department has a high level of employee discontent. The MGT on-site team conducted focus group meetings with a representative sampling of mechanics, bus drivers, and administrative personnel. Information gathered during those sessions and compared to the MGT diagnostic on-site review of the MNPS Transportation Department substantiate the following:



- The perception by a cross-section of employees in the Transportation Department is that managers rating them may be insensitive to the employees returning to work after being on sick or on maternity leave, and this has adversely reflected in their job performance ratings.
- The perception exists by mechanics and bus drivers that managers and supervisors have a double standard for union and non-union employees. When competing for higher paying jobs or those leading to advancement within the Transportation Department, mechanics and bus drivers have a strong perception that those employees who are members of the union have a better opportunity for selection and subsequent advancement or promotion.
- A number of employees requested, through the Director of Transportation, to meet with the MGT on-site team. Their concerns consisted of a lack of response by supervisors to their problems; perceived nepotism in hiring and promotions; bus drivers not being supported to resolve student discipline problems on buses by principals and supervisors; and lack of confidence in the performance evaluation process.
- The majority of supervisors and managers in the MNPS Transportation Department have been in their respective positions for a short period of time, some less than a year due to current reorganization of the department. A random review of their employment history reveal that many of them were promoted from within the MNPS Transportation Department. Unfortunately, movement from supervised to supervisor positions has not been accompanied by any required personnel, management, sensitivity, and conflict resolution training.

Other issues surfaced during the focus group discussions that warrant management attention, including:

- There are festering personnel problems, real or perceived, pertaining to sick leave being regarded as absenteeism, the handling of on-the-job injuries, and performance evaluations last year.
- A significant agitation exists over the newly introduced management approach requiring “use the chain of command” to solve problems at the lowest level. The concern seems not to be a rejection of the concept, but rather a belief that many supervisors are not informed, are not trained to know, and some do not know how to treat and talk to employees.

Staff within the Division of Business and Facilities Services strongly support the need for supervisor and management training. Currently, there are two training days set aside for the training of personnel. At issue is whether two days set aside during the year is adequate to resolve the serious management and supervision problems existing in the MNPS Transportation Department. The organization is in need of an effective

management training program that can effectively train and bring supervisors and managers up to an acceptable level of performance. That level has not been achieved and requires strong support by the Director of Schools and Assistant Superintendent for Business and Facilities Services to ensure that an effective, ongoing training program focusing on personnel, management, sensitivity and conflict resolution training are immediately provided for managers and supervisors in the Transportation Department.

**RECOMMENDATION**

**Recommendation 14-18:**

**Implement a training program in the MNPS Transportation Department for managers and supervisors emphasizing personnel management, management of sources (to include human), sensitivity training, and conflict resolution.**

Implementing this recommendation should improve management by supervisors who at the present time are new to their respective jobs and in need of an effective training program to improve their managerial skills. Recommendation 14-19 further discusses training needs within the Department of Transportation.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

- |  |            |
|--|------------|
| 1. The Director of Transportation should initiate planning for comprehensive training program for managers and supervisors.  | April 2001 |
| 2. The Director of Transportation should present the MNPS Transportation Department training program to the Director of Schools for approval and any necessary additional funding. | May 2001   |
| 3. The Director of Transportation should begin implementing the training program from managers and supervisors.  | June 2001  |

**FISCAL IMPACT**

MGT believes that this training can be provided within existing resources, and training days are already allocated within the Transportation Department. If outside trainers are needed, we would estimate a cost of \$5,000 per year.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Implement Training Program	(\$5,000)	(\$5,000)	(\$5,000)	(\$5,000)	(\$5,000)

**FINDING**

Driver training program for bus drivers should be revised to include bus driver concerns. Forty bus drivers randomly chosen by the Director of Transportation (30 regular and 10 special education) participated in two MGT focus groups. Before open discussion, they completed a questionnaire. Questionnaire results include:

- Ninety (90) percent indicated they received formal training certifying them as drivers, but only 56 percent stated that the training was adequate.
- Forty-four (44) percent reported that students cause serious disciplinary problems on the bus, including verbal and physical aggression and the danger of guns and drugs. A common complaint was the number of known behavior problem students riding the same bus.
- Drivers believe that principals, teachers, school staff, drivers and sometimes police have a role in discipline on the buses; but they strongly believe that problems on the bus are not treated with the same emphasis as behavior problems in the schools.
- Drivers report that the major reasons for late arrivals are traffic congestion; traveling too far for one student before the next pick-up; and students not ready. Bus breakdown was the least mentioned cause.
- Poor communications among the transportation staff, principals, parents, and drivers has the greatest affect on drivers doing their job consistently in the best manner.
- All drivers who completed the questionnaire reported that they perform pre-operation checks daily. However, follow-up questioning indicates that there is little standardization in the checks made, notwithstanding an excellent MNPS checklist and policy. Some reported that they follow the checklist and others make their own variety of safety checks (lights, brakes, stop sign, electrical system, etc.).

When asked for any additional comments, the strongest consensus came from special education drivers who stated they need to better understand the laws and regulations governing transport of special needs students, to include time and distance factors; this group of drivers are heavily represented among those who said their training was not adequate.

## **RECOMMENDATION**

### **Recommendation 14-19:**

#### **Strengthen driver training program.**

Strengthening bus driver training should ensure that bus drivers are cognizant of laws and regulations governing the transporting of special needs students as well as ensure the complete safety and security of all students when riding to and from school. Additional training should assist in better communications among the transportation staff, principals, parents, and drivers.

## **IMPLEMENTATION STRATEGIES AND TIMELINE**

- |   |            |
|---|------------|
| 1. The Director of Transportation should review the current driver training program and include training that addresses driver concerns on safety and other issues. | April 2001 |
| 2. The Director of Transportation should initiate a driver training program to include the above concerns to resolve misunderstandings and misconceptions.          | May 2001   |
| 3. The Director of Transportation should provide feedback to the Director of Schools on the success of the revised driver training program.                         | June 2001  |

## **FISCAL IMPACT**

This recommendation can be implemented with existing resources.

### **14.8 Special Education Transportation**

The contract between MNPS and Charter Corporation, Inc. was negotiated in 1998. The contract calls for Charter Corporation to perform the following services:

- transport students as required to specified locations;
- ensure that students are transported safely to and from special education facilities without incident;
- provide sufficient buses to transport the students;
- provide backup special education support buses to MNPS Transportation Department from Charter Corporation resources as required;
- provide reports on transportation of special education students to MNPS as required; and
- remain open to renegotiating subsequent transportation contract with MNPS.

## **FINDING**

The MNPS contract with Charter Corporation to provide special education transportation services is being accomplished according to the specified agreement. The MNPS Director of Transportation provided indicated that he has an overall staff responsibility for the Charter Contract that costs the school system \$2.5 million yearly. However, he is not exercising direct management or supervision of day-to-day transportation of special education students by Charter Corporation.

The Director of Transportation is the principal staff representative of MNPS for the Charter Corporation contract and responsible for monitoring execution of Charter Corporation contractual obligations. Though the Director of Transportation conducts periodic discussions with Charter Corporation informally, there is no formal, structured system that the MGT on-site audit team found that demonstrated close supervision of the Charter Corporation contract by the Director of Transportation.

The MGT on-site team visited the contract facility owned and operated by Charter Corporation. During that visit, the maintenance facility was observed, evaluations of a random sampling of buses, and discussions with key staff and the president of Charter Corporation were accomplished. The results of those observations, evaluations, and discussions show the following:

- According to the staff of Charter Corporation, Charter Corporation has a fleet of 40 buses and 18 vans (with wheelchairs to accommodate special needs students) to meet the contractual obligation of Charter Corporation to the MNPS School System. As of October 12, 2000, Charter Corporation averaged 440 runs (a run is one pick up and discharge of a special needs student) per day. The contract is based on the number of runs that Charter Corporation provides to the MNPS school system. The fee for a normal run is \$21.23. The fee for a wheelchair run is \$27.40. In the past, the corporation responded to requests from the special education department to transport special needs students. At present, it responds to requests from the special education coordinator of the MNPS Transportation Department. However (at times), requests for special needs transportation may come from either the special education coordinator or they may come from the special education department. Charter Corporation responds to either requestor.
- The president and staff at Charter Corporation indicated that major problems are:
  - response time to meet requests because of the short timeframe to complete requests received from MNPS. For example, a student must be at a particular location for class by a certain time. Sometimes, when the request is received, it is not possible to dispatch the special needs transportation and meet the requirement need in a timely fashion since the request was not received timely from MNPS;
  - the operations of Charter Corporation could better support the special transportation needs of MNPS if there were more advanced planning (MNPS informing Charter of requirements in a more timely manner), that the corporation were involved more directly in the early stages when determining special needs transportation, and that it would help if Charter Corporation responded to one and not two MNPS representatives for transportation services (because at times it creates confusion and duplication of effort); and

- in view of the special requirements to transport special needs students, prior planning is important. There is a pressing need for improved planning and coordination between MNPS and Charter Corporation in order to more effectively execute the task of providing transportation services.
- The lack of involvement in the Individual Education Plan (IEP) was emphasized. The MGT on-site review team found that the Director of Transportation (or his designated representative) are not involved in a timely manner in the Individual Education Plan (IEP) evaluation process conducted by the Special Education Department. It was found that Charter Corporation shares the same view. Essentially what happens is a decision is made regarding the IEP for a particular student and either the MNPS or Charter Corporation is given responsibility to provide transport services. The Special Education Department makes those requests providing little, if any, preparation time to program transportation assets. Therefore, both transportation elements are placed in a “reactive accomplishment” mode. To avoid “reactive accomplishment” the special education route coordinator should be included in the IEP process by the Special Education Department as early as possible to support adequate planning by the Director of Transportation for proper student services.

## **RECOMMENDATION**

### **Recommendation 14-20:**

**Involve Charter Corporation early in the MNPS Special Education Department’s Individual Education Program (IEP) process to provide improved transportation for special needs students.**

It is imperative that the Charter Cooperation, the Director of Transportation, and the Director for Special Education be involved in the IEP process so that pre-planning for transportation needs required for special needs students can be more efficiently determined. This should improve planning, improve efficiency, and result in a better program to support transportation requirements for special needs students.

## **IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Director of Transportation, in coordination with Charter Corporation, should submit a request to the Director of Special Education and Director of Schools seeking support and approval for the Transportation Department to be directly involved in the IEP process as it relates to transportation requirements. April 2001

2. The Director of Schools should direct the Special Education Department to coordinate with the Director of Transportation and make determination of procedures implementing the Transportation Department in the appropriate phase of the IEP process for transportation-related matters. May 2001
3. The Director of Schools should receive the recommended procedures from the Special Education Department with concurrence by the Transportation Director and, upon satisfactory review, issue a directive or memorandum directing implementation of the procedures. May 2001
4. The Special Education Department and the Transportation Department should work in concert ensuring that the Director of Transportation (or his designated representative) are involved in the IEP process at the appropriate time on transportation for special needs students. June 2001

**FISCAL IMPACT**

This recommendation can be implemented with existing resources.

## **15.0 FOOD SERVICE**

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## **15.0 FOOD SERVICE**

This chapter presents the findings regarding the operation of the Food Service Department in Metropolitan Nashville Public Schools (MNPS). The major sections in this chapter are:

- 15.1 Organization and Management
- 15.2 Student Meal Participation
- 15.3 Cost Reporting and Control
- 15.4 Equipment and Facilities

School breakfast and lunch are an integral part of any student's education. Good nutrition is a vital component in a child's ability to learn. In response to this need, the federal government established breakfast and lunch programs in the nation's schools to ensure that children receive the proper nutrition so they can succeed in school.

School meal programs began when the Child Nutrition Act of 1946 authorized the National School Lunch Program to "safeguard the health and well-being of the nation's children." The program, administered by the U.S. Department of Agriculture (USDA), is open to all public and nonprofit private schools and all residential child care institutions. Lunch is available to all children in participating schools and must meet specific nutritional requirements to qualify for federal funds.

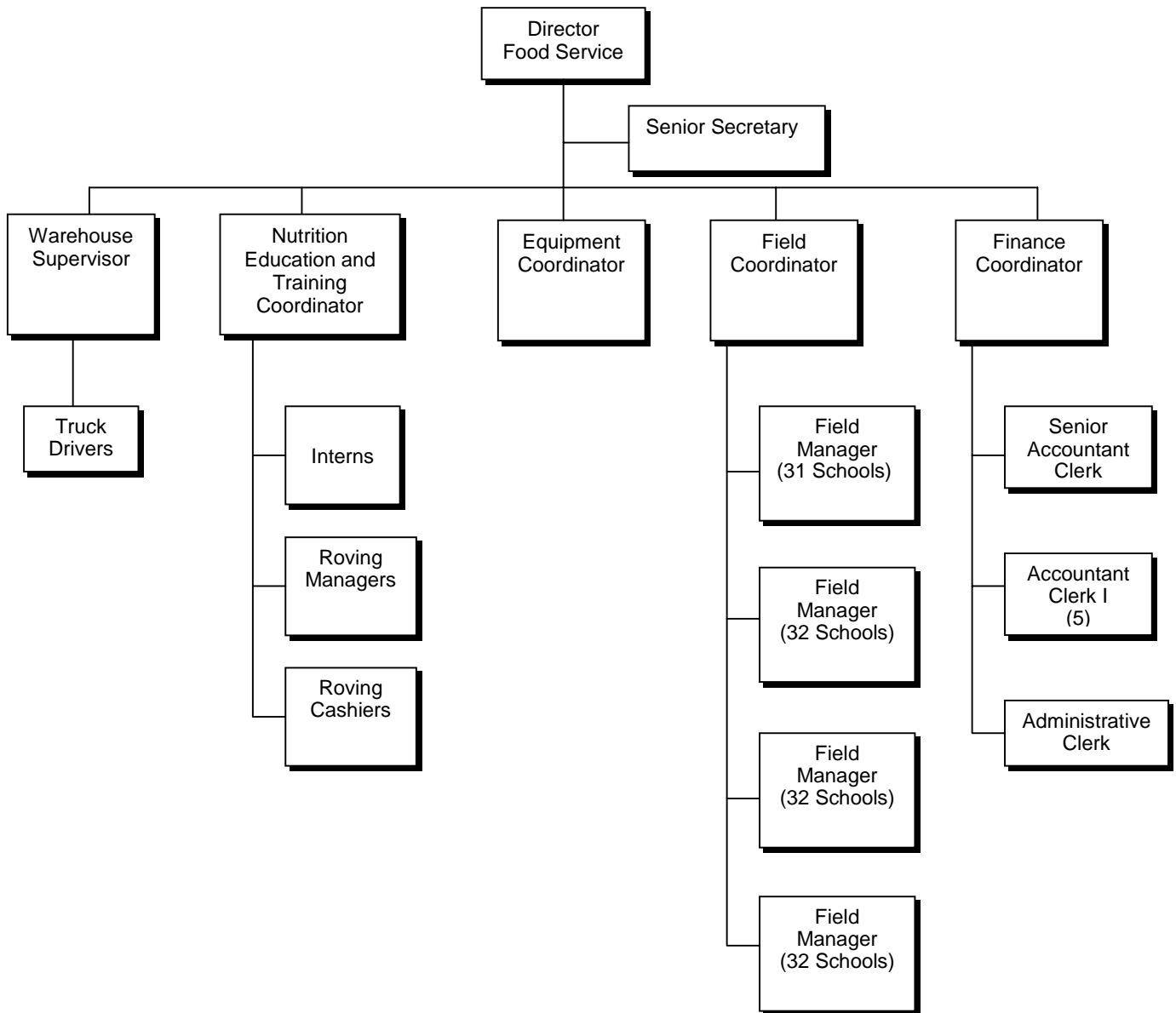
The Child Nutrition Act of 1966 authorized the National School Breakfast Program as a pilot program providing funding in low income schools and in schools where students had to travel long distances to get to school in the morning and therefore might not have a chance to eat breakfast. Congress finalized the program in 1975 and made breakfast "available in all schools where it is needed to provide adequate nutrition for children in attendance." Congress further expanded the program in 1989 by requiring the Secretary of Agriculture to provide funds to states to support the costs of starting school breakfast programs in low-income areas. USDA administers the National School Breakfast Program.

Under the basic school breakfast and lunch programs, household income determines whether a child pays for their meal or receives a reduced-price or free meal. Household income must be below 185 percent of the federal poverty level for a child to receive a reduced-priced meal, and the household income must fall below 130 percent of the federal poverty level for a child to receive a free meal.

### **15.1 Organization and Management**

The MNPS Food Service Department employs approximately 700 full-time and part-time workers in the central office and its 127 cafeterias. Exhibit 15-1 shows the organization of the Food Service Department in Metropolitan Nashville Public Schools.

**EXHIBIT 15-1  
METROPOLITAN NASHVILLE PUBLIC SCHOOLS  
FOOD SERVICE ORGANIZATIONAL STRUCTURE  
2000-01 SCHOOL YEAR**



Source: Metropolitan Nashville Public Schools, Food Service Department, September 2000.

As the organizational chart shows, the department is headed by a director and the operational areas are overseen by four coordinators:

- one Nutrition Education and Training Coordinator, who is responsible for nutrition education, menu planning, and training for all department personnel;

- one Equipment Coordinator, who is responsible for ensuring that all kitchens and cafeterias are adequately stocked with appropriate equipment to prepare food for MNPS students and staff;
- one Field Coordinator, who is responsible for overseeing field operations in the department and supervising four field managers with onsite responsibilities at all of the cafeterias; and
- one Finance Coordinator, who is responsible for overseeing the financial operations of the Food Service Department, including all department purchasing.

Exhibit 15-2 summarizes the school assignments for each of the four field managers who serve under the Field Coordinator.

**EXHIBIT 15-2  
SCHOOL ASSIGNMENTS BY FIELD MANAGER  
2000-01 SCHOOL YEAR**

FIELD MANAGER #1	FIELD MANAGER #2	FIELD MANAGER #3	FIELD MANAGER #4
Amqui	Margaret Allen	Jere Baxter	Bellevue
Bellshire	Antioch High	Bordeaux	Norman Binkley
Chadwell	Antioch Middle	Brick Church	Brookmeade
Cotton	Lakeview	Ewing Park	Cameron
Dalewood	Berry	Buena Vista	Carter Lawrence
Dupont Elementary	Cole	Caldwell	Dede Wallace**
Dupont Hadley	Crieve Hall	Baxter Alternative**	Eakin
East Magnet	Old Dodson	Charlotte Park	Glendale
East Middle	New Dodson	Cockrill	Gower
Gateway	Donelson Middle	Cumberland	Granbery
Goodlettsville Elem.	Dupont Tyler	School of the Arts	Julia Green
Goodlettsville Mdl.	Fall Hamilton	John Early	Harpeth Valley
Cora Howe	J.E. Moss	Glenn	Harris Hillman
Hunters Lane	Glenclyff Elem.	Gra-Mar	H.G. Hill Elem.
Inglewood	Glenclyff High	Alex Green	H.G. Hill Middle
Andrew Jackson	Glengarry	Haynes	Hillsboro
Kirkpatrick	Glenview	Head	Hillwood
Lockeland	Haywood	Highland Heights	Hume-Fogg
McGavock Elem.	Hermitage	Hull-Jackson	Martin Luther King
Madison**	Hickman	Joelton Elem.	McCann
Meigs	Johnson	Joelton Middle	J.T. Moore
Dan Mills	McGavock High	Jones	Murphy Alternative**
Neely's Bend Elem.	McMurry	Tom Joy	Murrell
Neely's Bend Mdl.	Mt. View	Kings Lane	Napier
Old Center	Apollo	Litton	Overton
Pennington	Paragon Mills	McKissack	Park Avenue
Rosebank	Tulip Grove	Maplewood	Percy Priest
Ross	Tusculum	Pearl Cohn	Rose Park
Stratford	Two Rivers	Shwab	Stokes
Stratton	Una	W.A. Bass	Sylvan Park
Warner	Whitsitt	Wharton	West End
	Wright	Whites Creek	Westmeade

Source: Metropolitan Nashville Public Schools, Food Service Department, 2000.

\*\* Schools to which meals are transported.

The Food Service Department's operational costs were approximately \$21.3 million in the 1999-2000 school year. The department is in sound financial health, with a fund balance of \$9,000,887 at the end of 1999-2000. Exhibit 15-3 summarizes the department's revenues, expenditures, and fund balances over the past four school years.

**EXHIBIT 15-3  
FOOD SERVICE DEPARTMENT REVENUES AND EXPENDITURES  
1996-97 THROUGH 1999-2000**

ITEM	1996-97	1997-98	1998-99	1999-2000
<b>Beginning Fund Balance</b>	<b>\$8,055,102.00</b>	<b>\$7,682,318.00</b>	<b>\$7,942,165.00</b>	<b>\$8,503,200.00</b>
Cash Sales	8,555,035.00	8,000,051.00	8,412,946.00	9,075,011.46
Federal Meal Reimbursement	11,504,284.00	11,693,114.00	12,227,545.00	12,685,730.52
Revenues from Use of Money or Property	322,788.00	304,521.00	319,485.00	317,178.02
<b>Total Revenues</b>	<b>\$20,382,107.00</b>	<b>\$19,997,686.00</b>	<b>\$20,959,976.00</b>	<b>\$22,077,920.00</b>
Services and Supplies	\$20,761,056.00	\$20,102,596.00	\$20,785,157.00	\$22,179,106.44
<b>Total Expenditures</b>	<b>\$20,761,056.00</b>	<b>\$20,102,596.00</b>	<b>\$20,785,157.00</b>	<b>\$22,179,106.44</b>
Revenues over Expenditures	(\$378,949.00)	(\$104,910)	\$174,819.00	(\$101,186.44)
Operating Transfers In	6,165.00	364,757.00	386,216.00	599,673.73
Excess (deficiency) of revenues and other sources over expenditures and other uses	(\$372,784.00)	\$259,847.00	\$561,035.00	\$498,487.29
<b>Ending Fund Balance</b>	<b>\$7,682,318.00</b>	<b>\$7,942,165.00</b>	<b>\$8,503,200.00</b>	<b>\$9,001,687.29</b>

Source: Metropolitan Government of Nashville, CAFR, 2000.

As the exhibit shows, the department has maintained a healthy fund balance, which has increased from \$7,682,318 in 1996-97 to \$9,001,687 in 1999-2000. Some observers have questioned if that level of fund balance is excessive. However, on further inspection, a significant portion of the fund balance is already committed to specific purposes:

- First, according to federal regulations, the department is allowed to carry, in its fund balance, three months of total department operating expenses, which in the case of the MNPS Food Service Department, equals approximately \$6 million.
- Second, the department wants to purchase an automated point-of-sale system to assist in the department's operations; such a system is estimated to cost a minimum of \$1 million, and would likely cost closer to \$2 million when all attendant costs are taken into consideration.
- Third, the department must also keep enough money in reserve to cover unforeseen expenses or to invest in major equipment purchases or necessary renovations in its cafeterias and kitchens.

Additionally, the Food Service Department has lost several potential serving days this year that it assumed it would have when the department planned the budget for the school year. The department planned its budget before MNPS set its school calendar, and the resulting school calendar eliminated six potential serving days in elementary and middle schools and seven potential serving days in high schools. To add to that loss of revenue, the first five snow days are no longer made up, which could result in the loss of five more days of revenue. These revenue losses, combined with the expenditure requirements already stated, require the Food Service Department to maintain the high level of fund balance it currently carries.

## **FINDING**

The Food Service Department has consistently operated at a profit for the past four years. However, while the overall program operates at a profit, a significant number of individual schools operate at a loss. According to information provided to the review team by the Food Service Department, between 50 and 60 of the 128 schools operated at a loss in the 1996-97, 1997-98, 1998-99, and 1999-2000 school years.

Exhibit 15-4 provides a summary of the profit and loss status of the food service operation in each school in the 1996-97, 1997-98, 1998-99, and 1999-2000 school years. As the exhibit shows, 31 schools operated at a profit in each of those four school years, and another 27 schools operated at a profit for three of those four school years. However, 20 schools operated at a loss in each of those four school years, and another 28 schools operated at a loss for three of those four years.

There are a variety of factors that contribute to the losses that food service operations in individual schools incur. Those factors include:

- higher than expected food costs;
- large expenditures for new equipment;
- high labor costs; and
- low enrollments at some schools, which results in a loss because the Food Service Department must still spend a set amount of money in labor costs, food costs, and equipment costs, to maintain a food service operation though it is for a small number of students.

Despite the fact that some of these losses can be explained, any situation in which such a significant number of schools have run losses for the past three or four school years is cause for concern and should be examined more closely.

## **RECOMMENDATION**

### **Recommendation 15-1:**

**Conduct a thorough review of the financial condition of each MNPS cafeteria operating at a loss for two or more of the past four fiscal years to 1) determine the reasons for financial losses and 2) develop specific plans for decreasing those losses.**

**EXHIBIT 15-4**  
**METROPOLITAN NASHVILLE PUBLIC SCHOOLS**  
**SUMMARY OF SCHOOL FOOD SERVICE PROFIT AND LOSS STATUS**  
**1996-97 THROUGH 1999-2000**

OPERATING AT A PROFIT ALL FOUR YEARS	OPERATING AT A PROFIT THREE OUT OF FOUR YEARS	OPERATING AT A LOSS TWO OUT OF FOUR YEARS	OPERATING AT A LOSS THREE OUT OF FOUR YEARS	OPERATING AT A LOSS ALL FOUR YEARS
Amqui Elementary Bellshire Elementary Berry Elementary Binkley Elementary Ewing Park Middle Buena Vista Magnet Carter Lawrence Dede Wallace Cockrill Elementary Hattie Cotton Elementary Cumberland Elementary New Dodson Elementary Dupont Elementary Glenn Elementary Glenview Elementary Goodlettsville Elementary Alex Green Elementary Haywood Elementary Cora Howe Elementary Inglewood Elementary Tom Joy Elementary Kirkpatrick Elementary McCann Elementary Murphy Alternative Napier Elementary Paragon Mills Elementary Shwab Elementary Stratton Elementary Sylvan Park Elementary Warner Elementary Whitsitt Elementary	Cora Howe Annex Jere Baxter Middle Lakeview Elementary Bordeaux Elementary Brick Church Middle Caldwell ECC Cameron Middle Chadwell Elementary Charlotte Park Elementary Dalewood Elementary John Early Middle East Middle Fall-Hamilton Elementary J.E. Moss Elementary Gateway Elementary Gra-Mar Elementary Granbery Elementary Head Middle Hickman Elementary Hull-Jackson McKissack Middle Dan Mills Elementary Neely's Bend Elementary Pearl Cohn High Rose Park Middle W.A. Bass Middle Johnson Middle	Antioch Middle Cole Elementary Dupont Hadley Dupont Tyler Glenciff Elementary Goodlettsville Hermitage Elementary Highland Hts. Middle H.G. Hill Elementary Hillsboro High Kings Lane Elementary Lockeland Middle McMurry Middle Maplewood High Apollo Middle Ross Elementary Tusculum Elementary Una Elementary West End Middle Westmeade Elementary Wharton Middle Wright Middle	Margaret Allen Elementary Antioch High Bellevue Middle Anne Dodson Elementary Eakin Elementary East Magnet Glendale Middle Glengarry Elementary Gower Elementary Harpeth Valley Elementary Haynes Middle Hillwood High Hunters Lane High Andrew Jackson Elementary Joelton Elementary Joelton Middle McGavock High Meigs Magnet Morny Elementary Neely's Bend Middle Old Center Elementary Park Avenue Elementary Rosebank Elementary Tulip Grove Elementary Union Hill Elementary Wade Elementary Whites Creek High Mt. View Elementary	Brookmeade Elementary Crieve Hall Elementary School of the Arts Glenciff High Julie Green Elementary Harris-Hillman Hume-Fogg Jones Paideia Martin Luther King Isaac Litton Middle McGavock Elementary J.T. Moore Middle Murrell Special Ed Overton High Pennington Elementary Percy Priest Elementary Hickman-Stanford Walter Stokes Middle Stratford High Two Rivers Middle
<b>31 Schools</b>	<b>27 Schools</b>	<b>22 Schools</b>	<b>28 Schools</b>	<b>20 Schools</b>

Source: Metropolitan Nashville Public Schools, Food Service Department, 2000.

The Food Service Department should undertake a thorough, systematic examination of each school that has experienced an operating loss for two or more of the past four fiscal years to determine the reasons for the losses. The losses may be the result of continued high salaries or food costs, or may be the result of a low enrollment. Though there is little or nothing the department can do to remedy those situations where a school has small enrollment, they may be able to take steps to remedy situations in which cafeterias have experienced continued losses resulting from high salaries or high food costs. The department can engage in efforts to increase meal participation at those schools, thereby increasing revenues and decreasing or eliminating the operating loss.

The department does not need to attempt to turn all these schools around at once. Rather, it should target certain groups of schools, starting with those 20 schools experiencing losses all four fiscal years. The department can target a group of ten schools each school year and work intensely with that group to determine problems and develop possible ways to improve their operations. Because the department will not be able to have much effect on operations of schools with small enrollments, these efforts

should focus on schools for which operational losses appear to result from high salaries or high food costs.

### **IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Food Service Director should work with the four field managers to select ten schools from the list of 20 that have operated at a loss for the past four fiscal years (Note: The team should not focus on those schools in which the loss can obviously be attributed to small enrollments). April 2001
  
2. The four field managers should begin examining the financial situation of the selected ten schools to determine the main contributing factors to the losses, conduct a thorough analysis of operational costs and revenues, and develop specific plans to either decrease costs where possible or increase revenue sources. April 2001
  
3. The field managers should work closely with the cafeteria managers at the selected schools and report monthly to the Food Service Director on each school's progress in improving their financial condition. April - March 2002
  
4. The Food Service Director and Field Managers should examine the progress of the selected schools and, as those schools improve financial operations, select additional schools to assist. Annually

### **FISCAL IMPACT**

This recommendation can be implemented with existing resources. However, there is a potential increase in revenue if schools currently operating at a loss can be turned around and begin to operate at a profit. If the food service operation can increase operating efficiency and revenues in those schools currently operating at a loss by a conservative one percent per year, the department could realize an addition of \$218,015 each year (one percent of the department's 1999-2000 revenues of \$21,801,462). By the 2005-06 school year, the department could increase its revenue to \$1,090,075 through increasing the operating efficiency at selected schools.

We also recognize that operating costs will be affected to some degree by the implementation of two other recommendations in this chapter: the recommendation raising lunch prices and the recommendation implementing programs to increase meal participation. Increasing meal prices may have the impact of decreasing meal participation slightly, though meal prices even when raised will still be much lower than students would pay at a fast food restaurant. Successfully implementing programs to increase meal participation should also have an impact on operating costs by improving the financial situation in individual cafeterias.

<b>Recommendation</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>
Conduct a Financial Review of MNPS Cafeterias	\$218,015*	\$436,030*	\$654,045*	\$872,060*	\$1,090,075*

\*These funds must remain with the Food Service Department and not become part of the general operating budget.

**FINDING**

The local health department conducts inspections of each school kitchen and cafeteria once a semester. For the 2000-01 school year, the health department had conducted inspections of 92 schools as of October 2000. As of that month, 20 of the 92 MNPS cafeterias inspected (21.74 percent) received no criticals (negative items found in an inspection) during the inspection.

Though the school system has scored well overall in health inspections conducted in each of its cafeterias each semester, the administration would like to improve the individual scores for each of its cafeterias. An October 7, 2000 report on food service health inspections showed that schools were averaging 1.43 criticals per school during the Fall semester, up from 1.367 criticals per school during inspections in the Winter 2000 semester. The average score per school for the fall semester as of October 7th was 87.28 percent, down from 88.27 percent in the Winter 2000 semester. Though the school system is still scoring well, there is room for improvement.

Other school systems across the country have taken aggressive steps to improve the health and safety conditions in cafeterias. Some systems have implemented health standards as part of an overall quality program that holds individual cafeteria personnel responsible for improving the overall operations of their cafeterias, and recognizes and rewards operational improvements with high scores.

One of the most popular trends in maintaining food health and safety is the use of a food safety system known as the Hazard Analysis Critical Control Point, or HACCP system. The HACCP system is designed to prevent foodborne illnesses by placing very strict and uniform controls on food cooking and storage temperatures, food handling techniques, and cleaning procedures. HACCP is used in many commercial food service establishments to improve their food safety programs. The use of HACCP procedures will standardize the sanitation practices that are already in place in MNPS cafeterias.

**RECOMMENDATION**

**Recommendation 15-2:**

**Implement a Hazard Analysis Critical Control Point (HACCP) food safety system in the MNPS Food Service Department.**

The use of the HACCP system should help MNPS maintain the high scores its cafeterias tend to get on health inspections and should help to further reduce the number of criticals MNPS cafeterias have as a result of their health inspections. The MNPS Food



Service Department can obtain detailed information on the HACCP system by contacting the U.S. Department of Agriculture.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

- |  |                        |
|--|------------------------|
| 1. The Food Service Director should contact the U.S. Department of Agriculture to obtain detailed information on the HACCP system and training in use of the system.   | April 2001             |
| 2. The Food Service Director should review the information upon receiving it, analyze the current sanitation and food sanitation standards in use in the department, and determine how the current standards can be enhanced through the use of HACCP standards. | May 2001               |
| 3. The Food Service Director should work with the Coordinator responsible for training, and determine how food safety and sanitation training needs to be modified to include training on HACCP standards.   | May 2001               |
| 4. The Food Service Director should include HACCP in future training on food safety and sanitation.  | Beginning in June 2001 |
| 5. The Food Service Director should monitor cafeteria health inspections and determine if inspection scores are improving and number of criticals decreasing.  | Ongoing                |

**FISCAL IMPACT**

This recommendation can be implemented with existing resources.

**FINDING**

A concern raised by some Metro government officials at the beginning of this review was that Food Services, while a generally self-sufficient operation, does not pay all the indirect costs related to its operation. Earlier this year, the Food Service Department did make a significant payment on the utility costs associated with its operation – a payment of \$365,682. However, there are other indirect costs the department does not currently pay, including custodial services to clean their cafeterias, insurance, and warehouse storage space for the old kitchen the department stores at one of the school system warehouse facilities. Department management could not provide any estimates of the total of these indirect costs, since it does not pay the costs and therefore does not include them in its budget.

Before these payments can be made, the Food Service Department needs to work with the Finance and Facilities Departments to be able to determine the total costs that need to be paid.

**RECOMMENDATION**

**Recommendation 15-3:**

**Determine all indirect costs the Food Service Department is not currently covering and pay those costs.**

The payment of these indirect costs is important because their payment by the Food Service Department should decrease the financial strain on the MNPS general fund. If the food service operation were to pay the indirect costs associated with its operation, the money currently spent from the general fund to cover the indirect costs could be directed back into the classroom where it belongs.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Assistant Superintendent for Business and Facility Services and the Food Service Director should work with the Finance Director to determine the amount of all those indirect costs of the food service operation currently paid by the general fund. April 2001
2. The Assistant Superintendent for Business and Facility Services, the Food Service Director, and the Finance Director should come to an agreement on a schedule for taking over payment of the various indirect costs of the Food Service operation. By July 2001
3. The Food Service Department should begin paying the indirect costs of its operations based on the schedule established by the Assistant Superintendent for Business and Facility Services, the Food Service Director, and the Finance Director. Beginning July 2001

**FISCAL IMPACT**

We cannot estimate a specific fiscal impact for this recommendation, since there is currently no information available from Food Service on the total amount of indirect costs paid out of the general fund to cover various aspects of Food Service operations. While a precise fiscal impact estimate is difficult, we can make a rough estimate. Food Service paid \$365,682 in utility costs this school year, which represents 2.2 percent of total utility costs for the school system (\$16,519,010). If that same percentage is applied to indirect costs for custodial service (\$15,620,261 for the entire school system), building maintenance (\$7,758,543), and liability insurance (\$532,861), the Food Service operation would need to pay \$526,057 annually (2.2 percent of \$23,911,665). It should be noted that this is a conservative estimate, since there are likely other indirect costs not included in this estimate.

<b>Recommendation</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>
Pay Indirect Costs	\$526,057*	\$526,057*	\$526,057*	\$526,057*	\$526,057*

\*This represents an increase in the general fund and decrease in the food service operating budget.

## **FINDING**

One way in which Food Service could pay indirect costs associated with its operations would be to raise lunch prices. The school system has not raised lunch prices in the past ten years, and comparison research shows MNPS lunch prices are significantly less than those in other comparison school systems. Exhibits 15-5 and 15-6 show those comparisons; Exhibit 15-5 compares MNPS lunch prices to other similar systems around the country. Exhibit 15-6 compares MNPS lunch prices to those in other Tennessee school systems.

As Exhibit 15-5 shows, MNPS lunch prices at the elementary, middle, and high school levels are all significantly below the average lunch price in the comparison school systems -- for elementary schools, MNPS lunch prices are 20 cents lower than the comparison average; for middle and high schools, MNPS lunch prices are 14 cents lower than the comparison average.

### **EXHIBIT 15-5 LUNCH PRICES FOR MNPS AND COMPARISON SCHOOL SYSTEMS**

<b>SCHOOL SYSTEM</b>	<b>ELEMENTARY</b>	<b>MIDDLE</b>	<b>HIGH</b>	<b>ADULT</b>	<b>VISITOR</b>
<b>Nashville</b>	<b>\$1.15</b>	<b>\$1.30</b>	<b>\$1.30</b>	<b>\$1.70-\$2.25</b>	<b>\$1.95-\$2.25</b>
Hamilton	\$1.40	\$1.40	\$1.40	\$2.50	\$2.50
Columbus	\$1.00	\$1.25	\$1.25	N/A	N/A
Jefferson	\$1.50	\$1.50	\$1.50	N/A	N/A
Austin	\$1.50	\$1.60	\$1.60	N/A	N/A
<b>Average of Comparison Systems</b>	<b>\$1.35</b>	<b>\$1.44</b>	<b>\$1.44</b>	<b>N/A</b>	<b>N/A</b>

Source: Metropolitan Nashville Public Schools and MGT Research, 2000.

Exhibit 15-6 shows slightly less dramatic differences between MNPS lunch prices and price in other school systems in Tennessee, but differences exist nonetheless. For elementary schools, the MNPS lunch price is 17 cents less than the average for other Tennessee school systems, and for middle and high schools MNPS lunch prices are three cents and six cents below the comparison average.

## **RECOMMENDATION**

### **Recommendation 15-4:**

**Increase lunch prices to help cover indirect costs the Food Service Department is not currently paying.**

By increasing the price of lunches, MNPS can put this additional money towards covering the indirect costs that it has not paid in the past, but which are incurred by the school system as a result of food service operations.

**EXHIBIT 15-6  
LUNCH PRICES FOR METROPOLITAN NASHVILLE PUBLIC SCHOOLS  
AND OTHER TENNESSEE SCHOOL SYSTEMS**

<b>SYSTEM</b>	<b>ELEMENTARY</b>	<b>MIDDLE</b>	<b>HIGH</b>	<b>ADULT</b>	<b>VISITOR</b>
<b>Nashville</b>	<b>\$1.15</b>	<b>\$1.30</b>	<b>\$1.30</b>	<b>\$1.70-\$2.25</b>	<b>\$1.95-\$2.25</b>
Bedford	\$1.35	\$1.50	\$1.50	\$1.90	\$2.25
Cheatham	\$1.50	\$1.75	\$1.75	\$2.00	\$2.25
Coffee	\$1.20	\$1.40	\$1.40	\$1.75	\$2.00
Dickson	\$1.25	\$1.50	\$1.50	\$2.25	\$2.25
Fayetteville	\$1.25	\$1.25	N/A	\$1.75	\$1.75
Franklin City	\$1.50	\$1.50	N/A	\$2.00	\$2.50
Franklin Co.	\$1.25	\$1.50	\$1.50	\$1.95	\$1.95
Giles	\$1.15	\$1.25	\$1.55	\$2.00	\$2.00
Hickman	\$1.00	\$1.15	\$1.40	\$2.00	\$2.25
Houston	\$1.00	N/A	\$1.25	\$1.75	\$2.00
Humphreys	\$1.50	\$1.50	\$1.75	\$2.25	\$3.00
Lawrence	\$1.40	\$1.40	\$1.50	\$2.25	\$3.25
Lincoln	\$1.25	\$1.25	\$1.30	\$1.55	\$2.00
Manchester	\$1.50	\$1.75	N/A	\$2.25	\$3.00
Maury	\$1.65	\$1.90	\$1.90	\$2.40	\$3.00
Marshall	\$1.35	\$1.35	\$1.60	\$2.10	\$2.50
Montgomery	\$1.50	\$1.75	\$1.75	\$2.25	\$2.25
Moore	\$1.25	\$1.35	\$1.35	\$1.75	\$2.50
Perry	\$1.25	\$1.25	\$2.00	\$2.50	\$2.50
Robertson	\$1.35	\$1.35	\$1.60	\$2.00	\$2.25
Stewart	\$1.25	N/A	\$1.50	\$2.00	\$2.25
Tullahoma	\$1.20	\$1.25	\$1.35	\$1.75	\$2.00
Wayne	\$1.25	\$1.25	\$1.50	\$2.00	\$2.50
Williamson	\$1.55	\$1.75	\$1.75	\$2.25	\$3.00
<b>Average of Comparison Systems</b>	<b>\$1.32</b>	<b>\$1.33</b>	<b>\$1.36</b>	<b>2.03</b>	<b>2.31</b>

Source: Metropolitan Nashville Public Schools and Tennessee Department of Education, 2000.

### IMPLEMENTATION STRATEGIES AND TIMELINE

1. The Food Service Director should work with the Assistant Superintendent of Business and Facility Services to develop a proposal to increase the price of lunches in MNPS cafeterias. April 2001
2. The Assistant Superintendent for Business and Facility Services should present the price increase proposal to the Director of Schools for review. June 2001
3. Pending the Director of School's approval of the price increase proposal, the Director of Schools should present the price increase proposal to the Board of Education for its review and approval. July 2001
4. The Food Service Director should implement the lunch price increase in all MNPS cafeterias. September 2001

**FISCAL IMPACT**

If MNPS raised full-priced lunch prices a minimum of 20 cents per lunch, this would increase lunch revenue by \$451,735 annually (the 2,258,673 full-price lunches served in 1999-2000 multiplied by 20 cents).

Implementing this recommendation may also have some effect on the fiscal impact of another recommendation in this chapter (Recommendation 15-5, which recommends implementing programs to increase meal participation). In theory, raising lunch prices could decrease lunch participation. However, a 20 cent increase in lunch prices would only raise the cost of a lunch at elementary schools to \$1.35 and the cost of lunch at secondary schools to \$1.50, still a bargain when compared to meals at most fast-food establishments. Determining exactly what type of impact an increase in lunch prices might have on participation is difficult, but it should be acknowledged there could be an effect.

<b>Recommendation</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>
Increase Lunch Prices	\$451,735*	\$451,735	\$451,735	\$451,735	\$451,735

\*Funds are restructured to food service operations.

**15.2 Student Meal Participation**

Maximizing student meal participation has two important benefits to school systems. First, students who eat nutritious meals each day can learn more effectively. Students are more receptive to learning if they have eaten a nutritious meal. Second, cash sales of food and federal reimbursement for meals served are two significant sources of revenue for the MNPS Food Service Department. These revenues have allowed the Food Services Department to remain a free-standing, self-sufficient department within the school system that does not have to draw from the general fund for its operations. Those revenues are entirely dependent on the number of students that eat meals at school each day. The more students participate, the higher the revenue to the department.

The following exhibits show participation rates for breakfast and lunch in MNPS schools for the past several school years. Exhibit 15-7 shows participation rates in those schools serving breakfast (not all of them do). Exhibit 15-8 shows lunch participation at all MNPS schools. To put the information into a daily average (the format of the data for MNPS), we calculated an average of 180 school days for each system and divided the annual figures by 180. The figures for lunch do not reflect a la carte sales.

**EXHIBIT 15-7  
BREAKFAST PARTICIPATION RATES IN MNPS SCHOOLS  
1996-97 THROUGH 1999-2000 SCHOOL YEARS**

<b>CATEGORY</b>	<b>1996-97</b>	<b>1997-98</b>	<b>1998-99</b>	<b>1999-2000</b>
Average Daily Attendance	58,697	56,219	59,333	62,618
Breakfasts Served	12,580	11,522	12,218	13,170
Participation Rate (%)	21.4%	20.5%	20.6%	21.0%

Source: Metropolitan Nashville Public Schools, Food Service Department, 2000.

**EXHIBIT 15-8  
LUNCH PARTICIPATION RATES IN MNPS SCHOOLS  
1996-97 THROUGH 1999-2000 SCHOOL YEARS**

<b>CATEGORY</b>	<b>1996-97</b>	<b>1997-98</b>	<b>1998-99</b>	<b>1999-2000</b>
Average Daily Attendance	64,820	63,707	63,850	64,908
Lunches Served	37,537	36,339	36,442	36,626
Participation Rate (%)	57.9%	57.0%	57.0%	56.4%

Source: Metropolitan Nashville Public Schools, Food Service Department, 2000.

As Exhibit 15-8 shows, lunch participation in reimbursable meals has decreased slightly from nearly 58 percent in 1996-97 to a little over 56 percent in 1999-2000. This exhibit is not intended to denigrate the importance of a la carte sales, which are significant in this school system. However, possible decreases in reimbursable meals can result in a reduction in federal reimbursements, the most significant source of revenue for the Food Service Department.

Exhibit 15-9 compares the breakfast and lunch participation rate for MNPS and several comparison school systems. The exhibit compares MNPS to three other school systems around the country: Austin Independent School District in Austin, Texas; Hamilton County Schools in Chattanooga, Tennessee; Columbus Public Schools in Columbus, Ohio; and Jefferson County Public Schools in Louisville, Kentucky. The data provided by the school systems on meal participation were provided on an annual basis.

**EXHIBIT 15-9  
COMPARISON OF MEAL PARTICIPATION RATES FOR MNPS  
AND OTHER SCHOOL SYSTEMS**

<b>SCHOOL SYSTEM</b>	<b>AVERAGE DAILY ATTENDANCE</b>	<b>BREAKFASTS SERVED DAILY</b>	<b>BREAKFAST PARTICIPATION</b>	<b>LUNCHES SERVED DAILY</b>	<b>LUNCH PARTICIPATION</b>
<b>Metropolitan Nashville</b>	<b>64,908</b>	<b>13,170</b>	<b>21%*</b>	<b>36,626</b>	<b>56%</b>
Austin ISD	77,738	14,623	19%	56,221	72%
Hamilton County Schools	41,500	6,261	15%	22,407	54%
Columbus Public Schools	64,929	14,513	22%	39,506	61%
Jefferson County Schools	93,543	2,467	2.6%	51,054	55%

Source: Metropolitan Nashville Public Schools, 2000.

\* Breakfast participation rate in MNPS is based on attendance at schools serving breakfast.

As the exhibit shows, MNPS has the second highest breakfast participation rate of the comparison group and the third highest lunch participation rate. In terms of breakfast participation, other school systems reviewed by MGT around the country have higher breakfast participation rates. Those that have relatively successful breakfast programs have increased their participation rates at least 25 percent. In terms of lunch participation, successful programs have attained participation rates of 75 percent or higher.

## **FINDING**

Overall breakfast and lunch participation rates are low – 56 percent for lunch participation and 21 percent breakfast participation in the 1999-2000 school year. This reflects only rates for reimbursable free, reduce, and full-price meals, and does not reflect the large number of a la carte food sales. The concern regarding the relatively low participation rates is that MNPS may be missing out on additional federal reimbursement for meal participation.

## **RECOMMENDATION**

### **Recommendation 15-5:**

**Implement programs to increase breakfast and lunch participation by 10 percent by the end of the 2004-05 school year.**

The Food Service Department should set a goal of increasing overall breakfast and lunch participation each by 10 percent by the end of the 2004-05 school year. The department should phase in the increased participation, with a goal of increasing breakfast and lunch participation by two percent per year. In developing and implementing strategies to increase meal participation, the Food Service Department management should enlist the help of manufacturers of food products, supplies, and equipment to obtain promotional ideas, decorations, and other marketing strategies designed to increase meal participation.

In addition, the department should survey its customers (students, teachers, principals, and parents) periodically to gauge participation and attract comments about meal service, a task that has been done occasionally in the past, but only on a limited basis. The Food Service Department has occasionally used students to test taste new products it was considering for use. The school system should pull similar committees of students together for elementary, middle, and high schools to serve as informal advisors to obtain regular input about types of food they would like to see incorporated into cafeterias.

The Food Service Department should also increase its use of methods such as 'grab and go' breakfasts and other methods to increase participation. The department has used such methods on a limited basis in some schools, and should consider increasing the use of such methods.

## **IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Food Service Director and Food Service Department staff should develop strategies to increase breakfast participation and lunch participation (The strategies should include system-wide surveys of students, teachers, and principals; incorporating promotional ideas from manufacturers of food products, supplies and equipment; and establishing a committee of informal advisors comprised of MNPS students to provide input on food service operations and items served). April 2001

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|---|-------------|
| 2. The Food Service Director should select one of her staff members to be responsible for developing, distributing, collecting, and analyzing the results of a survey of students, teachers, and principals to determine ways to improve food items and services to the department's customers.       | May 2001    |
| 3. The Food Service Department should expand its use of methods to increase participation in breakfast and lunch, including 'grab and go' breakfasts, food court arrangements currently in use in MNPS high schools to other schools, and other methods that might be used to increase participation. | August 2001 |
| 4. The Food Service Department should regularly monitor its efforts to increase breakfast and lunch participation to determine their effectiveness.   | Ongoing     |

**FISCAL IMPACT**

If MNPS were to increase breakfast and lunch participation by 2.5 percent per year starting in 2001-02 (to reach the 10 percent goal by 2004-05), this could result in a potential increase in both federal reimbursement and cash sales of \$545,037 in the 2001-02 school year. Food costs have to be factored in to offset the increase in revenue; since food costs make up 34.7 percent of total costs annually, the annual revenue increase by 34.7 percent. Even with that decrease to account for food costs, the revenue increase must be reduced by 2004-05 and beyond should exceed \$1.4 million annually.

There may be an impact on this recommendation from Recommendation 15-4, which recommends increasing lunch prices. Theoretically, there may be some negative impact on participation if lunch prices are increased. However, such an increase would only bring lunch prices at elementary schools to \$1.35 and \$1.50 at secondary schools, which still compares favorably to buying a meal at any fast-food establishment or even bringing a lunch from home. Determining exactly what type of impact an increase in lunch prices might have on participation is difficult, but it should be acknowledged there could be an effect.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Increase Breakfast and Lunch Participation	\$545,037	\$1,090,074	\$1,635,111	\$2,180,148	\$2,180,148
Decrease Revenue by Food Costs	(\$189,128)	(\$378,256)	(\$567,384)	(\$756,511)	(\$756,511)
<b>Total Savings</b>	<b>\$355,909*</b>	<b>\$711,818</b>	<b>\$1,067,727</b>	<b>\$1,423,637</b>	<b>\$1,423,637</b>

\*These funds must remain with the Food Service Department and not become part of the general fund.



## **FINDING**

Metropolitan Nashville Public Schools adopted a policy prohibiting the sale of competitive foods in schools when it interferes with food service operations. The policy states:

*The School Food Service Program is set up for the benefit of children. Since public funds supplement the program, School Food Service shall not serve the public in competition with commercial operations. Except as provided for in this policy, no food may be sold to students on school property during school hours unless it is served through School Food Service.*

The policy also prohibits the sale or vending of foods with minimal nutritional value. The policy states:

*These foods, which generally include soda water, water ices, chewing gum, and candy shall not be sold in the cafeteria during school hours. However, after consultation with the local food service manager, and as long as it does not in any way compete with the Food Service Program, a principal may establish local building rules and procedures that permit the sale of these items in other locations.*

Though there is a specific policy adopted by the Nashville Board of Education prohibiting competitive food sales, it is not often enforced and usually ignored. Competitive food sales present a significant problem in MNPS cafeterias. In one school witnessed by the MGT audit team, vending machines were located in the dining room just outside the kitchen. In other schools, machines are allowed to operate all day, even during meal periods. Individual principals currently negotiate individual contracts with vending companies for vending machines, and therefore, they are reluctant to decrease the income their schools derived from those machines.

Not only is this competition from vending machines in violation of the MNPS policy, it is also in violation of federal laws governing the National School Lunch Program. The federal law states:

*State agencies and school food authorities shall establish such rules or regulations as are necessary to control the sale of foods in competition with lunches served under the Program. Such rules or regulations shall prohibit the sale of foods of minimal nutritional value...in the food service areas during the lunch periods.*

This policy is clearly violated.

The major reason enforcement of the policy and law is difficult is that vending machines are one of the methods principals use to raise additional money for their schools. Each MNPS principal currently has authority to negotiate their own contracts with vending machine companies and, in return, receive desperately needed revenue.

Competitive food sales are not only costing the Food Service Department revenue needed to keep the department financially independent, but are also costing some

students the nutrition they need to maintain a healthy lifestyle and to learn effectively. MNPS needs to end this competition, and then address the fundraising concerns of principals with a solution that does not violate federal law and result in students eating foods with little or no nutritional value

## **RECOMMENDATION**

### **Recommendation 15-6:**

#### **Enforce MNPS policy and federal regulations prohibiting competitive food sales during meal times.**

While it is important for principals and student organizations to have fundraising options available to them, students should eat nutritional meals at school without having to contend with the lure of other less nutritious items. Enforcing federal law and MNPS policy should not only increase meal participation and therefore revenues for the food service operation, but more importantly should make it more likely that students will eat nutritious food items at school, making them more ready to learn.

## **IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Food Service Director should work with the Assistant Superintendent for Business and Facility Services to develop and distribute a detailed memorandum to school principals outlining the prohibition against competitive food sales in cafeterias and the operation of snack and soda vending machines during meal times. April 2001
2. The Food Service Director and Assistant Superintendent for Business and Facility Services should work with school principals to develop strategies for conducting other food sales (such as sales for student organizations) at times other than regular meal service. April-May 2001
3. The Food Service Director should periodically have the field managers check with cafeteria managers at their respective schools to determine if schools are complying with federal regulations and MNPS policy, and the Food Service Director should report any violations to the Assistant Superintendent for Business and Facility Services. Beginning in August 2001

## **FISCAL IMPACT**

This recommendation can be implemented with existing resources. Enforcing MNPS and federal prohibitions against competitive food sales during meal times should increase revenues by increasing meal participation.

## **FINDING**

As stated in the previous finding, the problem of competitive food sales is driven by the need of principals to raise additional funds to support their school operations. The operation of vending machines is one of the primary ways in which principals can currently raise money for their schools. Each principal is currently authorized to negotiate contracts with vending machines companies and, in return, receive revenue from the contracts. A possible solution to the revenue problem and the problem of needing to compete with the Food Service Department is to negotiate an exclusive contract between MNPS and a vending company.

The trend of negotiating exclusive vending contracts has swept the country as school systems seek new sources of revenue to make up for tight budgets. School systems across the country are negotiating such exclusive agreements, including:

- school districts in Texas such as Plano Independent School District that made a 10-year exclusive agreement with Dr. Pepper that pays the district \$1 million each year of the agreement, and the Spring Branch Independent School District that signed an agreement with Coca-Cola that included a \$2.5 up-front signing bonus and \$10.3 million over the agreement's ten-year duration;
- school districts in California such as the San Jose Unified School District, which signed a 10-year agreement that will bring them \$995,000 with a guaranteed minimum commission of \$250,000 annually;
- school districts in Oregon such as the Hillsboro School District, which signed a 12-year, \$1.3 million agreement with Coca-Cola that included money the district will use to renovate one of its largest football stadiums; and
- districts in Michigan, including the Lower Merion, Upper Merion, Haverford, and Colonial School Districts, which combined to sign a five-year agreement with Pepsi worth \$1 million as well as \$100,000 cash for each district, 45 percent of profit from the machines, and donations to the districts' athletic and scholarship funds.

As lucrative as such agreements can be for school systems, it is important to note that there are inevitably objections to such agreements from critics because the system is promoting sugary soft drink products, as well as objections to a school system advertising certain products on school campuses. However, school systems that recognize these possible objections can take measures to negotiate safeguards in contracts.

It may seem illogical that such an agreement can be used to safeguard food service revenues and help ensure that students eat nutritious meals instead of eating lunch from a vending machine. But if the Food Service Department is an active partner in the contract negotiations, it can not only guarantee that machines are turned off in all schools until well after meal times, but can also negotiate arrangements for machines that include healthier snacks and juices as well as sodas. The benefits of such an

exclusive agreement for principals are that they do not have to negotiate individual deals with vending companies, but they still receive a guaranteed amount of funds to use for their school operations.

An exclusive vending contract can provide substantial revenues for educational purposes, but can also be crafted to ensure that the school system's nutritional goals and other revenue sources are protected as well.

## **RECOMMENDATION**

### **Recommendation 15-7:**

#### **Negotiate an exclusive vendor contract for vending machines.**

MNPS should negotiate an exclusive contract for vending machines throughout the school system and should guarantee principals a set amount of revenues to use in their schools.

In addition to providing more revenues for MNPS, the contract should also enable the Food Service Department to ensure that the placement and content of vending machines comply with MNPS and federal guidelines, including requirements that such machines be turned off until after meal times.

To address concerns about the nutritional needs of MNPS students and the nutritional value of some products provided by soft drink companies, MNPS should make arrangements to provide vending machines with some nutritious items such as juices, bottled water, and healthy snacks.

## **IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Food Service Director should work with the Assistant Superintendent for Business and Facility Services to begin the process of planning for negotiation of an exclusive vending machine contract. April 2001
2. The Food Service Director and Assistant Superintendent for Business and Facility Services should bring their plan to the Director of Schools for review and approval to take a proposal to the Metropolitan Board of Education. June 2001
3. The Director of Schools should present the proposal to negotiate an exclusive vending machine contract to the Board of Education. July 2001
4. Pending approval of the Board of Education, the Food Service Director should work with the Purchasing Director to develop a Request for Proposals (RFP) to be distributed to vendors (The Food Service Director should ensure that the RFP includes specific items a successful respondent should provide to the school system, including nutritious beverage and food items). August 2001

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| 5. The Food Service Director should distribute the RFP to vendors.   | September 2001 |
| 6. The Food Service Director and Purchasing Director should review responses and recommend a vendor.   | October 2001   |
| 7. The Food Service Director should present the recommendation to the Director of Schools, who presents the recommended vendor to the Board of Education for its approval. | November 2001  |
| 8. The Purchasing Director should initiate the exclusive contract with the selected vendor.  | December 2001  |

**FISCAL IMPACT**

Since vending contracts are currently negotiated at each campus by the principal, figures on annual vending machine revenues are not available for MNPS as a whole. Therefore the potential revenue for MNPS cannot be accurately estimated. However, the amounts of bonuses can be estimated. Though such signing bonuses vary according to the contract negotiated, based on the experiences of medium to large schools systems across the country, MNPS could expect over \$1 million in a signing bonus for signing an exclusive vending contract.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Negotiate Exclusive Vendor Contract	\$1,000,000	\$0	\$0	\$0	\$0

**15.3 Cost Reporting and Control**

Effective cost reporting and control are important to any food service operation to allow operations to stay financially sound and independent of a school system's general fund — meaning that general funds money can be used for other purposes more directly related to classroom education. The Food Service Department diligently works to keep accurate track of the financial status of its cafeteria and central office operations. However, the fact that its financial reporting system is manual has significant implications. First, the lag time between closing out the books on a cafeteria and getting information on financial status to cafeterias is extensive and typically two months. Second, the manual nature of the reporting system carries with it the risk that errors can be made. These two challenges make cost reporting and control difficult.

**FINDING**

Food Service lacks an automated point of sale system. The absence of such as system results in a time lag (usually about two months) in financial reports for individual cafeterias, can result in financial errors due to manual calculations of sales and reimbursements, requires a significant amount of the cafeteria manager's time to

complete manual financial reports, and can result in overt identification of students qualifying for free and reduced-price meals.

An automated point-of-sale system would allow school food service operations to monitor the financial condition of each cafeteria in a more timely manner as well as eliminate the risk of financial errors that are more likely with a manual system. An automated system also would free up cafeteria managers to perform other duties by spending less time completing manual reports and delivering them to the central office. Finally, an automated point-of-sale system would eliminate the possibility that students qualifying for free and reduced-price meals could be overtly identified. By requiring that every student, teacher, and other school staff enter a unique code into the system, regardless of their financial status, automated systems take the pressure off free and reduced students by making them appear as though they are paying just like any other student.

An automated point-of-sale system is a major investment for any school system, but it also carries with it the potential of increasing the efficiency of a school food service system.

## **RECOMMENDATION**

### **Recommendation 15-8:**

#### **Purchase and fully implement an automated point of sale system.**

An automated point-of-sale system should allow the Food Service Department to track and report cafeteria performance and transmit accurate information from cafeterias to the central Food Service office in a timely manner. A good point-of-sale system should not only include the daily data entry component to record information on meals and food items served, but should also include menu management, inventory planning and control, meal costing and accounting, purchasing and receiving, and nutritional analysis.

The system should help the department improve its productivity and its ability to manage its operations by providing accurate, timely information that helps in decision making. Another important feature the system should include is a method for students, regardless of economic status (those that pay full-price for their meals as well as those who receive free and reduced-price meals) to enter their personal code so that all students appear the same. It is very important that students qualifying for free or reduced-price meals not be overtly identified as they receive their meals.

## **IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Food Service Director should work with her staff to develop the detailed criteria for an automated point-of-sale system that meets the department's needs and those of MNPS students. April 2001
2. The Food Service Director should work with the Purchasing Director to develop a Request for Proposals (RFP) that can be distributed to vendors. May 2001

3. The Food Service Director and the Assistant Superintendent for Business and Facility Services should bring the RFP to the Director of Schools for his review and approval. June 2001
4. Pending the approval of the Director of Schools, the Food Service Director should distribute the RFP to vendors. July 2001
5. The Food Service Director and Purchasing Director should review responses to the RFP and recommend an appropriate vendor. August 2001
6. The Food Service Director should present the recommendation to the Director of Schools, who should present the recommendation to the Board of Education. September 2001
7. The Purchasing Director should initiate the contract with the selected vendor. October 2001

**FISCAL IMPACT**

The Food Service Department has conducted extensive research on the costs associated with an automated point-of-sale system that would meet its needs. The base cost of the point-of-sale hardware, software, and training for cashiers to use the system would total an estimated \$661,000.

The system would also require computer terminals and printers in each cafeteria manager's office; the total cost of these terminals and printers are estimated to be \$247,000.

The department would also need to add support personnel for the system; these costs are estimated at \$67,000.

Other associated costs such as additional training for Food Service staff and other costs to prepare individual cafeterias for the system are estimated at \$50,000.

A conservative estimate of the total immediate costs for an automated point-of-sale system is approximately \$1,025,000.

The system would be paid for out of the Food Service Department's fund balance reserve, so there would be no impact on the school system's general fund.

<b>Recommendation</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>
Purchase Automated System	(\$2,050,000)*	\$0	\$0	\$0	\$0

\*Funds should come out of the food service reserve, and not the general operating fund.

**FINDING**

There is some concern about the availability of resources from the MIS Department to support the point-of-sale system as it is being put in place and solving problems related to the system once it is in place. This concern is a result of the MIS Department already being stretched too thin with its current duties.

**RECOMMENDATION**

**Recommendation 15-9:**

**Hire a staff member for MIS dedicated exclusively to maintaining the Food Service automated point-of-sale system.**

The hiring of a MIS staff member dedicated exclusively to the point-of-sale system would ensure that the system would be properly maintained.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Assistant Superintendent of Business and Facility Services Food Service Director should consult with the MIS Director regarding the technical requirements of the automated point-of-sale system and the skills and experience necessary to maintain the system. April 2001
2. The Food Service Director should submit the position request to the Director of Schools and Board of Education for approval. May 2001
3. The Food Service Director and MIS Director should develop a job posting to advertise for a candidate to fill the position needed to maintain the point-of-sale system. June 2001
4. The Human Resources Department should post the position and receive applications. Summer 2001
5. The Human Resources Department should fill the position. August 2001

**FISCAL IMPACT**

The fiscal impact for this recommendation assumes that a programmer could handle maintenance and dealing with problems relating to the automated point-of-sale system.

The salary for a programmer is estimated at approximately \$35,100 annually based on salaries of other such positions in the MIS Department. Benefits for MNPS positions are estimated at 24 percent of annual salary.

The total cost of the support position for the point-of sale system is estimated at \$43,524.



<b>Recommendation</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>
Hire MIS position to Maintain Point-of-Sale System	(\$43,524)*	(\$43,524)*	(\$43,524)*	(\$43,524)*	(\$43,524)*

\*The salary for the support person would be paid by the Food Service Department.

### **15.4 Equipment and Facilities**

An effective food service operation needs adequate equipment and facilities to function and carry out its mission of serving school children nutritious and appealing meals. MNPS cafeterias appear to be adequately supplied with the basic equipment necessary to carry out this mission. However, there are concerns regarding the adequacy of food service facilities in some schools.

#### **FINDING**

Over the years, many MNPS schools have had their classroom capacity increased significantly to handle additional student demand. However, in the process of those expansions, core capacity such as kitchen and cafeteria space has not been increased. This increase in enrollment coupled with a cafeteria inadequate to handle the increased enrollment has resulted in lunch periods being scheduled as early as 9:45 A.M. in some schools. As MGT prepared to conduct this review, we received several emails from concerned parents saying that their children were eating lunch too early in the day, only two or three hours after breakfast, and many hours before dinner. This often leaves students hungry in the early afternoon with several hours of school left to complete.

Exhibit 15-10 presents a summary of the duration of lunch periods for all MNPS schools. As the exhibit shows, six schools start their lunch periods as early as 9:45 A.M. Numerous other schools start lunch between 10:00 A.M. and 10:15 A.M.

These early lunch periods are necessary because some kitchens and cafeterias do not have the physical capacity to handle students any other way. The Food Service Department has not had a meaningful role in providing input when new facilities are planned or new facilities are built. While there are certainly many important factors to be considered when renovating or constructing schools (not the least of which is adequate classroom space and other space directly related to educational purposes), the Food Service Department also has an important place in those considerations as well.

Food service space requirements are often overlooked or short-changed when the school system makes plans for renovation or construction of schools. MNPS administration needs to address the space needs of kitchens and cafeterias as well as the need to expand classroom space when it makes renovations or undertakes new construction.

**EXHIBIT 15-10  
METROPOLITAN NASHVILLE PUBLIC SCHOOLS  
LUNCH PERIOD DURATION IN MNPS CAFETERIAS  
2000-01 SCHOOL YEAR**

SCHOOL	SCHOOL DAY	LUNCH SERVED	SCHOOL	SCHOOL DAY	LUNCH SERVED	SCHOOL	SCHOOL DAY	LUNCH SERVED
M.Allen	8:45-3:45	10:55-12:45	Amqui	8:30-3:30	10:30-12:50	Antioch High	7:00-2:00	10:30-1:00
Antioch	7:45-2:45	10:20-12:30	Jere Baxter	7:45-2:45	10:10-12:40	Lakeview	8:30-3:30	10:45-12:45
Bellevue	7:45-2:45	11:00-12:30	Bellshire	8:30-3:30	11:00-1:05	Berry	8:30-3:30	10:30-12:00
Binkley	8:30-3:30	10:30-12:30	Bordeaux	7:45-2:45	10:10-1:10	Brick Church	7:45-2:45	10:45-12:00
Ewing Park	7:45-2:45	10:30-12:45	Brookmeade	8:30-3:30	11:00-12:45	Buena Vista	7:45-2:45	10:50-12:50
Caldwell	8:00-3:00	10:30-12:45	Cameron	7:45-2:45	10:15-1:10	C. Lawrence	8:00-3:00	10:40-1:00
Chadwell	8:30-3:30	10:45-12:30	Charlotte Pk.	8:45-3:45	10:50-12:45	Cockrill	8:30-3:30	11:15-1:10
Cole	8:30-3:30	10:25-1:20	Hattie Cotton	7:45-2:45	10:15-12:40	Crieve Hall	8:45-3:45	10:50-12:30
Cumberland	8:30-3:30	10:45-12:30	School of the Arts	8:00-3:00	11:30-1:00	Dalewood	8:30-3:30	11:00-12:35
Old Dodson	8:45-3:45	11:00-12:20	New Dodson	8:45-3:45	11:00-1:00	Donelson	7:45-2:45	10:00-1:00
Dupont	8:30-3:30	11:00-1:00	Dupont Hadley	7:45-2:45	11:00-12:30	Dupont Tyler	7:45-2:45	10:30-12:45
Eakin	8:30-3:30	10:40-1:15	John Early	7:45-2:45	10:45-12:10	East Magnet	7:50-2:50	9:55-1:25
East	7:45-2:45	9:50-12:15	Fall-Hamilton.	8:00-3:00	10:45-11:50	J.E. Moss	7:45-2:45	10:00-12:30
Gateway	8:30-3:30	11:00-12:00	Glenciff El.	8:30-3:30	11:00-1:00	Glenciff High	7:00-2:00	10:00-12:00
Glendale	8:00-3:00	11:00-12:35	Glengarry	8:30-3:30	10:55-12:30	Glenn	7:45-2:45	10:45-12:45
Glenview	8:30-3:30	10:25-12:55	Goodlettsville El.	8:30-3:30	10:30-12:50	Goodlettsville Mdl.	7:45-2:45	10:30-12:50
Gower	8:45-3:45	10:45-12:45	Gra-Mar	8:30-3:30	10:55-12:20	Granbery	8:30-3:30	10:10-2:00
Alex Green	8:30-3:30	10:50-1:00	Julia Green	8:30-3:30	11:00-1:00	Harpeth Valley	8:30-3:30	10:35-12:55
Haynes	8:00-3:00	10:40-12:30	Haywood	8:30-3:30	10:35-1:25	Head	7:45-2:45	10:10-12:10
Hermitage	8:30-3:30	11:00-1:05	Hickman	8:30-3:30	10:40-12:35	Highland Hts.	7:00-2:00	10:00-11:15
H.G. Hill Elem.	7:45-2:45	11:00-12:50	H.G. Hill Mdl.	7:45-2:45	10:30-1:00	Hillsboro	7:00-2:00	11:00-1:00
Hillwood	7:00-2:00	10:07-12:07	Cora Howe	8:15-3:15	10:00-1:00	Hume-Fogg	7:45-2:45	11:00-1:00
Hull-Jackson	8:00-3:00	10:30-1:00	Hunters Lane	7:00-2:00	9:45-12:30	Inglewood	8:30-3:30	10:45-12:50
A. Jackson	8:30-3:30	10:45-1:10	Joelton Elem.	8:30-3:30	10:50-12:35	Joelton Mdl.	7:45-2:45	10:20-12:30
Johnson	8:00-3:00	11:15-12:30	Jones Paideia	7:45-2:45	10:35-12:45	Tom Joy	7:45-2:45	10:30-12:35
MLK Magnet	7:50-2:50	10:25-12:00	Kings Lane	8:30-3:30	10:30-12:20	Kirkpatrick	7:30-2:30	10:30-12:55
Litton	7:45-2:45	10:15-12:30	Lockeland	8:30-3:30	10:25-12:00	McCann	8:30-3:30	11:30-12:45
McGavock Elem.	8:30-3:30	11:05-12:25	McGavock High	7:00-2:00	11:07-12:50	McKissack	8:30-3:30	11:00-12:15
McMurry	7:45-2:45	10:30-12:30	Maplewood	7:00-2:00	9:45-12:20	Meigs	7:45-2:45	10:00-1:15
Dan Mills	8:30-3:30	10:40-12:00	J.T. Moore	7:45-2:45	10:30-12:00	Mt. View	8:45-3:45	10:50-1:15
Apollo	7:45-2:45	10:25-12:40	Murrell	8:15-3:15	11:00-12:00	Napier	8:30-3:30	10:30-12:15
Neely's Bend El.	8:30-3:30	11:00-1:20	Neely's Bend Mdl.	7:45-2:45	9:55-1:00	Old Center	8:30-3:30	10:50-12:00
Paragon Mills	7:45-2:45	10:55-12:30	Park Avenue	7:45-2:45	11:00-1:00	Pearl Cohn	7:00-2:00	10:16-12:04
Pennington	8:45-3:45	10:55-12:30	Percy Priest	8:30-3:30	10:45-12:45	Rosebank	7:45-2:45	10:15-12:40
Rose Park	8:00-3:00	10:30-12:20	Ross	8:00-3:00	10:50-12:30	Shwab	8:00-3:00	10:25-12:35
Stokes	8:30-3:30	11:30-12:50	Stratford	7:00-2:00	11:20-1:00	Stratton	8:30-3:30	10:30-1:00
Sylvan Park	8:30-3:30	10:50-12:45	Tulip Grove	7:45-2:45	10:40-12:40	Tusculum	8:30-3:30	9:50-12:30
Two Rivers	7:45-2:45	10:45-12:45	Una	8:45-3:45	10:45-12:20	Warner	8:30-3:30	10:50-12:40
West End	7:45-2:45	10:42-12:17	Westmeade	7:45-2:45	10:45-12:50	W.A. Bass	7:45-2:45	10:25-12:45
Wharton	7:45-2:45	10:30-1:05	Whites Creek	7:00-2:00	10:00-1:00	Whitsitt	8:30-3:30	10:30-1:00
Wright	7:45-2:45	10:00-1:00	Harris-Hillman	8:00-3:00	10:55-11:45			

Source: Metropolitan Nashville Public Schools, Food Service Department, 2000.

**RECOMMENDATION**

**Recommendation 15-10:**

**Include food service staff directly in planning for the renovation or construction of MNPS schools.**

Facilities and construction planning administrators should take food service space needs into full consideration each time the system plans for and implements school renovations. Food service staff involvement could result in a more realistic dedication of resources to food service facilities in future renovations, and perhaps allow schools to set more reasonable lunch periods. It is important to note that this recommendation does not apply to renovations and construction covered under the current bond program.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

- |   |            |
|---|------------|
| 1. The Assistant Superintendent for Business and Facility Services, the Food Service Director, and the Director of Construction and Planning should determine the best way to involve food service staff from the beginning of the planning process for school construction or renovations.   | April 2001 |
| 2. The Food Service Director and the managers of affected cafeterias should be consulted and included in planning sessions for school construction or renovations covered under future bond packages (The planning discussions should include the effect of decisions on the number of lunch periods required to enable a cafeteria to handle the students enrolled in a school). | Ongoing    |

**FISCAL IMPACT**

This recommendation can be implemented with existing resources.

## **16.0 SAFETY AND SECURITY**

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## **16.0 SAFETY AND SECURITY**

This chapter presents the Metropolitan Nashville Public Schools (MNPS) safety and security programs in five sections:

- 16.1 Safety
- 16.2 Security
- 16.3 Zero Tolerance Program
- 16.4 Crisis Management
- 16.5 Safety and Security Reporting

Recent events involving violence at schools have brought the issue of school safety and security to the forefront. Protection of students and staff from violence is the most significant aspect of safety and security programs for school districts and this topic has been the focal point for the majority of discussions on the topic of school safety in recent years. Safety and security within school districts actually encompasses much more than protecting students and staff from violence. Although this chapter is devoted to safety and security issues, elements of this topic have also been incorporated into a number of the other chapters in this report.

The operational aspects of Asset and Risk Management (Chapter 9), Transportation (Chapter 14), Facilities (Chapter 11), and Food Services (Chapter 15) are directly involved with the topic of safety. The reader may wish to refer to these chapters for additional safety and security findings. Additionally, Educational Service Delivery (Chapter 6) includes a review of student achievement and character development curriculum which also play a role in safety prevention strategies.

All of these activities must be considered to determine the effectiveness of the overall safety and security activities of Metropolitan Nashville Public Schools.

The MNPS Goals for Academic Achievement identifies eight goals, with seven of them directly related to student achievement. The other goal, Goal 7, is "All schools will provide a safe, respectful, orderly environment for learning." As this is the only non-instructional goal which is identified along with seven other very specific goals related to student learning, this is an indication that the MNPS believes safety and security should be a high priority in the system.

### **16.1 Safety**

The best approaches to school system safety are aggressive in nature. A safe school system will effectively manage its resources and assertively plan for future situations. Responsive planning for safety requires accurate and up-to-date information regarding the current and future status of conditions in the school system's schools and facilities.

In 1996-97, the National Center for Education Statistics (NCES) in conjunction with the Department of Justice, commissioned *the Principal/School Disciplinarian Survey on School Violence*. The third edition of this survey for 1998-99 was issued in October 2000. This report, entitled *Indicators of School Crime and Safety 2000*, includes the

most recent available data on school crime and safety. The 2000 Report has been expanded to include five sections: Violent Deaths at School, Nonfatal Student Victimization—Student Reports, Violence and Crime at School—Public School Principal/Disciplinarian Reports, Nonfatal Teacher Victimization at School, and School Environment.

This report, unlike its predecessors, uses a variety of independent data sources from federal departments and agencies including the Bureau of Justice Statistics, the National Center for Education Statistics, and the Centers for Disease Control and Prevention, rather than relying on one large survey of school crime and safety.

The overall statistics indicate there have been improvements in a number of indicators involving school safety. For instance, between 1995 and 1999, the percentage of students who reported being victims of crime at school decreased from ten percent to eight percent. This decline was due in part to a decline in the number of students in Grades 7 through 9. Between 1995 and 1999, the prevalence of reported victimization dropped from eleven percent to eight percent for 8<sup>th</sup> graders, and from twelve percent to nine percent for 9<sup>th</sup> graders.

The report goes on to indicate that the overall rate of victimization in schools has declined or remained constant. Students also seem to feel more secure at school than they did just a few years ago. The percentage of students who reported avoiding one or more places at school for their own safety decreased between 1995 and 1999 from nine percent to five percent.

For some types of crime at schools, indicators have not changed. For example, between 1993 and 1997, the percentage of students in Grades 9 through 12 who were threatened or injured with a weapon on school property in the prior twelve months remained constant at between seven and eight percent. The percentage of students in Grades 9 through 12 reporting they had been in a physical fight on school property in the prior twelve months also remained unchanged between 1993 and 1997 at about 15 percent.

The data reflected in the NCES report present a mixed picture of school safety. While overall school crime rates have declined, violence, gangs, and drugs are still evident in some schools, indicating that more work is required.

## **FINDING**

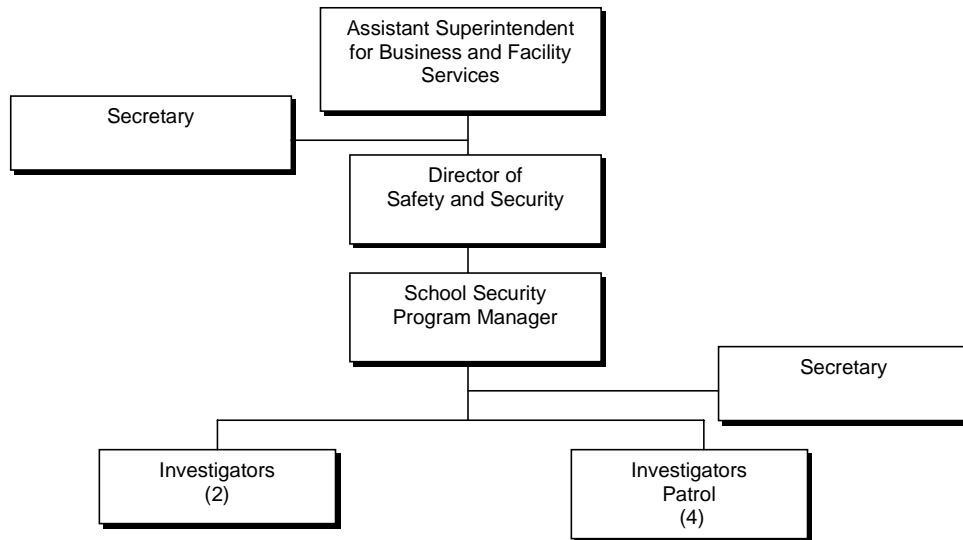
The MNPS Department of Safety and Security is the department responsible for the coordination of safety and security activities for the school system. The mission of the Metropolitan Nashville Public Schools' Department of Safety and Security is the delivery of *professional services and support that promotes a safe and secure educational environment*.

This department provides after-hours patrol of the schools (nights and weekends), coordinates weapon searches, coordinates installation of alarms in all schools and CATV cameras in the middle and high schools, provides security services for unique circumstances such as Board of Education meetings, manages the Safe Schools Grant from the state of Tennessee, coordinates the annual development of the school and the

school system's crisis management plans, assists schools with security surveys, and provides safety training for all principals.

Exhibit 16-1 shows the organizational structure of the Department of Safety and Security. Currently, the Director of Safety and Security reports to the Assistant Superintendent for Business and Facility Services.

**EXHIBIT 16-1  
DEPARTMENT OF SAFETY AND SECURITY  
ORGANIZATION CHART  
2000-2001 SCHOOL YEAR**



Source: Metropolitan Nashville Public Schools, Department of Safety and Security, 2000.

Exhibit 16-2 shows the budget for MNPS Safety and Security function. As shown, MNPS's total cost per student is \$12.99.

MNPS has elected to identify six full-time employees as investigators. The function of four of them is to provide night and weekend patrol of MNPS facilities while two work traditional daytime hours performing a number of functions within the office. These two employees coordinate activities associated with facilities to include working with the company that provides alarm services (Sonitrol), working with the Construction Office, coordinate repairs of the departmental vehicles, obtain, mark, and place new keys in transport boxes for all buildings (keys used by night patrol staff), and they take incident calls by telephone. They also assist during weapon searches by coordinating with the Metro Police and the contracted security company.

Based upon the budget included in Exhibit 16-2, MNPS is operating with an overall budget that is considerably lower than would be expected for a large urban school system. One area where MNPS is saving considerable resources is through the contract with Sonitrol. For example, Denver Public Schools spends approximately \$550,000 annually for this function, MNPS has budgeted \$209,000 in 2000-01 for this similar service.

**EXHIBIT 16-2  
SAFETY AND SECURITY BUDGET  
METROPOLITAN NASHVILLE PUBLIC SCHOOLS  
2000-01 FISCAL YEAR\***

SERVICE CATEGORY	MNPS	
	STAFFING	BUDGET
Administration	4.00	
After Hours Security Officers	4.50	
Day Security Officers	2.00	
Internal Investigations		
Truancy Officers		
Dispatch and Alarm Monitoring		
Alarm Maintenance		
<b>Total Central Security Services</b>	<b>10.50</b>	<b>\$892,738</b>
Campus Supervisors	0.00	-
<b>Total Security Budget</b>	<b>10.50</b>	<b>\$892,738</b>
FUNDING SOURCES	MNPS	
General Fund	8.50	795,303
Grant Resources	2.00	97,435
Total Security Budget	10.50	\$892,738
SECURITY AS A PERCENTAGE OF DISTRICT BUDGET		
Total General Fund Budget		\$404,257,410
Central Security as % of General Fund Budget		0.22%
Total Security Budget as a percentage of General Fund Budget		0.22%
COST PER STUDENT		
Enrollment		68,700
Central Security Cost Per Student		\$12.99
<b>Total Security Cost Per Student</b>		<b>\$12.99</b>

Source: Metropolitan Nashville Public Schools, 2000-01 Adopted Budget.

\*Note: This exhibit only includes resources funded by MNPS and does not include Metro Government funded resources.

**COMMENDATION**

**The Metropolitan Nashville Public Schools Safety and Security Department is commended for providing effective safety services at a very low cost.**

**RECOMMENDATIONS**

**Recommendation 16-1:**

**Restructure the Department of Safety and Security to include an additional supervisory position.**

This restructuring should include a review of all job descriptions. A key position will be the creation of a supervisory position to oversee the activities of the night patrol investigators. This should be a working supervisory position that will also be on patrol, but the workday should be established to overlap with the normal workday so the employee in this position can interact with the director and other staff on a daily basis.



As part of this restructuring, job descriptions should be discarded and new job titles and job descriptions established to relate to the needs of the new structure. Once rewritten, all of the positions should be audited to ascertain that the compensation levels are consistent with the overall compensation program of MNPS and they are competitive within the Nashville market.

Salary surveys have the potential of resulting in increased salaries, but they can also result in recommendations for lower compensation. The purpose of the review of job descriptions is not to enhance or diminish employee compensation, but to force a rethinking of the various roles within the department and to incorporate existing job functions into the new job descriptions. It is anticipated that the salary survey will have a negligible overall financial impact on the department.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

- |  |                |
|--|----------------|
| 1. The Board of Education should instruct the Director of Schools to coordinate with the Board of Education and administrative staff to review the proposed organization plan.                                   | April 2001     |
| 2. The Board of Education should instruct the Director of Schools to prepare the necessary budget amendments for review and approval by the Board and forwarding to Metropolitan Council.                        | August 2001    |
| 3. The Director of Schools should instruct the Assistant Superintendent for Business and Facilities Services to develop the budget amendments and submit them to the Board of Education for review and approval. | August 2001    |
| 4. The Board of Education should review and approve the budget amendment proposal and forward to the Metropolitan Council for approval.  | September 2001 |
| 5. Upon approval by the Metropolitan Council, the Board of Education should instruct the Director of Schools to hire the additional supervisory position and implement the new organization plan.                | October 2001   |

**FISCAL IMPACT**

The fiscal impact from this restructuring should be the creation of the new supervisory position. This position should be compensated at a level 15 percent above that of the current investigators. The average salary for investigators is currently \$46,559 (which includes 24 percent benefits). Increasing this salary by 15 percent and adding 24 percent for benefits, brings the estimated salary cost to \$53,543. An additional \$12,000 is estimated for the first year to cover the cost of uniforms, radio, and other equipment. The total estimated cost is approximately \$65,543 for the first year of implementation and \$53,543 for subsequent years.

For the Department of Safety and Security to function effectively, there should be resources available for staff development. It is anticipated that \$10,000 will provide the necessary resources to support this need.

<b>Recommendation</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>
Add Supervisory Position	(\$65,543)	(\$53,543)	(\$53,543)	(\$53,543)	(\$53,543)
Increase Budget for Staff Development	(\$10,000)	(\$10,000)	(\$10,000)	(\$10,000)	(\$10,000)
<b>Total Cost</b>	<b>(\$75,543)</b>	<b>(\$63,543)</b>	<b>(\$63,543)</b>	<b>(\$63,543)</b>	<b>(\$63,543)</b>

**Recommendation 16-2:**

**Undertake a study to determine the appropriate functions to be carried out by the Department of Safety and Security.**

The Department of Safety and Security in large urban school systems typically has the responsibility for implementing various safety and security programs. To identify some different ways the Safety and Security Department at MNPS could be providing services, it will be helpful to assess how other departments provide safety and security services in similar sized urban school systems.

A specific function to review is the responsibility for internal investigations. Many school systems include this function within the Department of Safety and Security because it is this department that has expertise in this area.

This type of evaluation can be accomplished most effectively when other members of the organization are included in the process. A Safety and Security Services Committee should be established that includes a number of individuals within the organization to include representatives from Business Services, Plant Operations, Human Resources, and those responsible for delivering the educational services in the schools.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Director of Schools should establish a Security Services Committee to work with the Director of Safety and Security to assess safety and security responsibilities and procedures of other peer districts. July 2001
  
2. The Director of Safety and Security, working with the committee, should develop a questionnaire and undertake a comparative review of the organizational responsibilities for safety and security organizations in other urban school districts. September 2001
  
3. The Director of Safety and Security should complete the evaluations and prepare a report identifying the functions February 2002

and budgetary status of the peer school systems.

4. The Coordinating Committee should review the evaluation completed by the Director of Safety and Security and prepare recommendations for changes and a multi-year implementation plan. April 2002
5. The Director of Safety and Security includes the recommendations from the committee in the 2001-02 budget request. May 2002
6. The Director of Safety and Security implements recommendations of the Security Services Committee. July 2002

### **FISCAL IMPACT**

Any implementation of changes in the role of the Safety and Security Department may have a fiscal impact. The overall impact will not be known until the multi-year plan is developed.

### **FINDING**

In September 1999, the National Institute of Justice published *The Appropriate and Effective Use of Security Technologies in U.S. Schools: A Guide for Schools and Law Enforcement Agencies*. Based on a multi-year, national review of school security issues, the Institute found that:

*For current security needs, controlling the access of students, employees, and visitors has become paramount...To best control a school building and/or campus, the number of entryways into the building or onto the campus must be severely limited. Just as with any high security facility, restricting normal entrance to only one or two locations can greatly reduce the number of security personnel or security devices that must be supported.*

MNPS has a policy that states "Upon entering any school building of Metropolitan Public Schools, all visitors shall report immediately to the office of the principal, or at support facilities and business offices, the office where they have business." The policy goes on to state "If school staff desires, visitors may be issued a visitors' permit." There is no policy reference to securing all exterior doors except for the main entrance.

MGT consultants visited over 50 schools during the weeks of October 9-13 and 16-20, 2000. The flexibility allowed in Board Policy #1240 has led to a lack of consistency involving school employees' responses to visitors in school system facilities. This policy also places the responsibility to report to the principal on the visitor and fails to identify responsibilities for staff.

Although most schools had a sign requesting visitors to sign in at the office, in a majority of the cases, there was no signage identifying the location of the office and individuals were frequently allowed to walk throughout the building until the office was located

without being approached by a school official. Although some schools did a good job in this area, feedback from members of the MGT review team indicated that in general, security involving strangers in the school buildings was lax when they visited school campuses.

Feedback from members of the MGT team reflected the following:

- seven schools – The consultant was approached and not requested to sign-in or given a badge;
- three schools – Buildings were accessible beyond the main entrance;
- three schools – consultants were given a badge and asked to sign in; and
- one school – consultants were given a badge, but not required to sign-in.

Additional specific comments included the following:

- *None of the schools I visited asked me to sign in, nor gave me a badge;*
- *I visited about six schools and found the security measures generally good. We were requested to wear badges in most of the schools; and*
- *Most schools had all exterior doors locked except for the main entrance.*

In one case, a parent shared with an MGT consultant that the office staff in her high school allowed her ex-husband, who does not have custody, to sign her daughter out of the school. Also, this parent's father was called upon to pick up the daughter and the school allowed him to sign her out without checking his identification or determining that he had permission to pick her up. In both situations, the principal explained that the permission notifications were locked up and he had no key to access them.

It is clear from this information that the level of staff attention to strangers in the buildings is varied, and that those schools with good procedures in place have them because the principal has made them a priority.

A 1996-97 National Center for Education Statistics Study entitled, *Violence and Discipline Problems in U.S. Public Schools*, found that 96 percent of the schools required visitors to sign in. This requirement was found to be prevalent in all schools regardless of instructional level, size, locale, minority enrollment, or percentage of students eligible for free and reduced-priced lunch. This same study found that 53 percent of public schools controlled access to the school buildings. When considering only urban schools, this percentage increased to 62 percent. The requirements for individuals to sign in and controlled access to school buildings are clearly actions that are considered appropriate by a large number of schools.

**RECOMMENDATION**

**Recommendation 16-3:**

**Amend Board Policy #1240 to require all schools to adhere to Metropolitan Nashville Public Schools procedures requiring visitors to sign-in and out and use visitor badges.**

The policy amendment should require the maintenance of a sign-in log and the use of sequentially numbered visitors' badges. Using color codes, these badges should include the name of the school, identify the visitor as a parent or "other" visitor and be made of materials that will make them difficult to duplicate. Each visitor to the school should be required to provide a form of identification and should sign a log identifying the time, reason for being in the school, and badge number. The badges should be maintained in a location not easily accessible to the general public. All badges should be accounted for at the end of each day.

The Department of Safety and Security should be responsible for obtaining the necessary equipment and materials for badges. All badges should be prepared in the office of this department and an inventory of badges made should be maintained centrally.

All school-based staff members should be instructed to stop anyone on campus that does not have a visitors' badge and escort them to the office.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

- |   |                               |
|---|-------------------------------|
| 1. The Director of Safety and Security should develop a draft amendment for Policy #1240 requiring all schools to implement a program of recording visitors to the schools and providing security badges. | April 2001                    |
| 2. The Director of Safety and Security should present the draft policy to the Board of Education for review and adoption.   | May 2001                      |
| 3. The Director of Safety and Security should include the cost for the equipment and materials to prepare the initial badges in the 2001-02 budget request.   | May 2001                      |
| 4. The Director of Safety and Security should coordinate with the Director of Purchasing to obtain the necessary equipment and materials to make the badges.  | August 2001                   |
| 5. The Director of Safety and Security should implement the visitors' badge program.  | September 2001<br>and Ongoing |

**FISCAL IMPACT**

This program will require the purchase of equipment and the materials to make the badges during the first year. The most cost-effective approach is to perform this activity

in-house as an ongoing function in personnel which could be tied to hiring and termination processes. The cost of a laminator and slot punch will run approximately \$500 and the laminator pouches cost 15 cents each. Thereafter, the cost of supplies should be modest, and should require an expense of approximately \$300 per year.

<b>Recommendation</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>
Purchase Laminating Equipment	(\$ 500)	\$0	\$0	\$0	\$0
Purchase Initial Badge Supplies	(\$500)	\$0	\$0	\$0	\$0
Purchase Additional Supplies	\$0	(\$300)	(\$300)	(\$300)	(\$300)
<b>Total Cost</b>	<b>(\$1,000)</b>	<b>(\$300)</b>	<b>(\$300)</b>	<b>(\$300)</b>	<b>(\$300)</b>

**FINDING**

The school system procedures require the following signage for each school:

- “Vehicles Parked On School Property By Students or Visitors Are Subject to Search for Drugs, Drug Paraphernalia, or Dangerous Weapons.” This must be visible from the school parking lot and metal signs in parking lots or decals adjacent to entry points are recommended.
- “Lockers And Other Storage Areas, Containers, and Packages Brought Into The Schools By Students Or Visitors Are Subject To Search For Drugs, Drug Paraphernalia, Dangerous Weapons or Any Property Which Is Not Properly In the Possession of the Student or Visitor.” Decals are provided and are recommended to be posted near entry points and locker areas.
- “Felony. State Law Prescribes A Maximum Penalty of Six (6) Years Imprisonment And A Fine Not To Exceed Three Thousand Dollars (\$3,000) For Carrying Weapons On School Property.” These decals must be posted in prominent locations including entry points, gymnasiums, stadiums, and cafeterias. The signs must be at least six inches high by fourteen inches wide (6” x 14”). The specific wording and size of the sign are requirements of TCA 39-17-1309.
- “Welcome, All Visitors Must Report to Principals Office. No Trespassing.” Decals posted at entry points to the building.
- “Unauthorized Vehicles Prohibited on School Grounds.” Metal signs posted at entry points to the property.

There are inconsistencies regarding school signage. In some cases, all of the signs are not posted and in other cases many are posted in a single location at a school making it very difficult for anyone to read them at all. Very few schools have an exterior metal sign

in the parking lots relating to searches. Many do have decals noting this information at the front door to the school.

Most schools have instructions for people to report to the principal's office, but there is no signage identifying the direction to the office.

Each school is also required to post a notice identifying a summary of Zero Tolerance violations. This information is included on a piece of standard 8.5" x 11" paper and is usually taped to the front door of the school and in other locations throughout the buildings.

The various decals and Zero Tolerance notices are provided to the schools and they are instructed to place them per the Department of Safety and Security's instructions. In so doing, there is no consistency as to how this information is posted and it is usually confusing with many schools placing all of the signs in the same location at the front of the school. The haphazard manner in which these signs are arranged indicates that the signs are in place only to meet legal requirements.

The proper placement of signs and the manner in which they are presented can add or detract from the appearance of a school facility. The process for having schools determine how to best place this signage at the schools is not adequately fulfilling the purpose of these signs.

## **RECOMMENDATION**

### **Recommendation 16-4:**

**Establish a procedure defining required signage and specific locations at all school buildings.**

The various signs posted at the schools represent an important component of public notification to individuals that a number of normal rights against search and seizure are forfeited when entering school grounds. They also should send an important message regarding basic rules that are expected to be adhered to while in the school or on the campus.

For these signs to be effective, they should be easily located, read, and understood by all individuals entering a school.

## **IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Director of Safety and Security, in conjunction with the Director of Operations, should evaluate the best locations for the five signs currently in use as well as the Zero Tolerance notification to determine how they can be best located in all schools to assure they can be seen and to enhance the building security. April 2001
2. The Director of Safety and Security, utilizing the information gained from the location evaluation, should develop a draft procedure relating to required signage at all schools. June 2001

3. The Director of Safety and Security should review the draft procedure with a representative group of principals. August 2001
4. The Director of Safety and Security, working with the Director of Operations, should establish a schedule to remove the old decals and signs as appropriate and install new signs/decals based upon the new procedure during the 2001-02 school year. October 2001 - November 2001
5. The Director of Safety and Security and the Director of Operations should implement the schedule and have the signs installed. December 2001

**FISCAL IMPACT**

The initial replacement will require a one-time cost of \$14,000 for aluminum sign materials, signposts, and decals. The existing decals and signage have been provided from the operating budgets of the Safety and Security and Operations Departments.

<b>Recommendation</b>	<b>2001-2002</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>
Purchase Sign and Decal Materials	(\$14,000)	\$0	\$0	\$0	\$0

**FINDING**

Funding for the Safe and Drug Free Schools (SDFS) Program was first received by MNPS in 1995-96. The MNPS contracted with various providers for services to support this program; however, the program generated very little information to document the value of the program. New contractors were selected in 1998 and 1998-99 was established as a baseline year for the gathering of data associated with this program. The following reports or projects were completed in an effort to identify data requirements and develop a program that would provide meaningful information to measure the success of the program:

- **Measures to Use in SDFS Studies—October 1998**

This report reflects the initial effort to begin addressing the need for improved information. It identifies a list of the outputs that are recommended to measure the effectiveness of the SDFS programs. Although some of the identified indicators are available, a number of them, to include graduation and dropout rates, discipline and behavior measures, and retention measures were deemed to be inadequate for use in program evaluation. There is currently no mandate to gather data. A major problem is that the grade point average is measured differently at different schools.



■ **Results of Safe and Drug Free Programs Survey—August 1999**

This study surveyed teachers seeking their opinion of three SDFS programs (STARS, Alcohol and Drug Council, and Dede Wallace Center for Prevention Services). In all three cases, the teachers indicate positive support for the programs that served close to six thousand students. This is an extremely positive result, but it would also be helpful to have information relating to the actual effectiveness of the program.

■ **Student Safety & Security, A Concept Paper on Providing Information, Ideas, and Intelligence—September 1999**

A serious problem with the Safe and Drug Free Schools (SDFS) Program has been the lack of timely, adequate, complete, and accurate data concerning school and student safety and security. One cause of the problem involves the source and collection of discipline data (information from schools concerning suspensions, expulsions, remands) which is often incomplete, late, and inaccurate. Secretaries at the schools input the information into the AIMS system.

A second problem identified in the 1999 report is the tracking of students in various disciplinary systems. The systems are currently separate and isolated from each other. Some incidents at schools are not captured at all. Incidents by non-students, such as parents, or acts of vandalism on school grounds are not recorded in any repository. This project identifies the information required to effectively support the Safe and Drug Free Schools Program. Currently, much of these data are either unavailable or unreliable; however, if the school system moves towards a new student information system, the requirements to support the Safe and Drug Free Schools program will need to be considered.

■ **Indicator Cookbook for Evaluating the “Y” Parent Empowerment Center--September 1999**

This “cookbook” was developed to assist a vendor providing SDFS services to the district to select appropriate indicators with which to evaluate the results of the services provided. Prior to development of these materials, information provided by contractors only identified services provided, not the outcomes resulting from these services.

■ **Respect and Protect—September 1999**

This program is being implemented in the Stratford cluster and this report identifies the criteria for the evaluation of the Respect and Protect Program that is directed toward high risk youth to empower them to change their behaviors.

■ **MNPS Risk Factors—November 1999**

This study was an outgrowth of the identification of the risk factors. It identifies how the risk factors can be utilized to report annually on the progress of each cluster.

■ **Annual Report, Safe and Drug Free Schools Program—January 2000**

This was the first report for the SDFS program since the change in contractors. The focus for 1999-2000 was to establish baseline data. The findings consist of:

- tabulation of the number of students served;
- result of this program was an improvement in attendance. This information is presented in terms of the number of students with improved attendance. The report goes on to relate attendance rates to GPA; and
- the low, but significant, relationship between GPA and student contacts with the Student Assistance Program counselors (SAPs) suggests that increased contacts by SAPs with students translates into improved GPAs.

The stated aims of the program were “to prevent or reduce the illegal use or sale of alcohol and other drugs in the schools, and create safe and orderly learning environments.” The report did not relate directly to the stated aims of the program essentially because there was a paucity of data available during the first year of implementation. The recommendations in the report are focused on developing improved data that will measure the success level of the program in the future.

■ **Risk Factors and Sample Indicators For Use in Safe Schools Proposals—February 2000**

This paper identifies the most common societal and individual risk factors faced by youth. The information from this paper has been incorporated into the Safe and Drug Free Schools proposal for the next three-year grant. They are designed to measure the effectiveness of various interventions.

■ **Outcomes of Students Receiving Counseling Through Safe and Drug Free Schools Program: A Selected Review of Certain Students—June 2000**

This report was prepared at the Request of the Director of Schools who sought information to determine if the counseling program was working. This is a significant document as it is the first to truly measure the success or failure of a program. The results were

somewhat mixed. It indicates that more positive changes occur for students receiving multiple years of counseling. Especially in the drugs and disorder (out of school suspensions) category. This was especially evident with male and black students. In the area of defiance (includes refusal to obey or take punishment, disrespectful, and profane or indecent language), the results for these same students were worse than prior to the counseling.

■ **Context of Safe and Drug-Free Schools Programming—July 2000**

This report was designed to communicate an overview of SDFS. It indicates the SDFS program for the Nashville MNPS is designed to promote protective factors relating to the use of alcohol, tobacco and other drugs, and delinquency, or violence. The SDFS programming:

- coordinates services, which promote, support, and reinforces healthy lifestyles among students;
- identifies students experiencing difficulties, which inhibits their educational performance;
- motivates the troubled students and their families to seek help; and refer students to appropriate in-school and/or community resources; and
- provides support and intervention services to prevent or stop self-destructive behaviors and aftercare services to reinforce the maintenance or health choices and increasing assets and protective factors in the future.

Every odd numbered year, the Tennessee Department of Education conducts the Youth Risk Behavior Survey (YRBS). This survey, developed by the Centers for Disease Control and Prevention, is updated and given nationally every two years to public school students. The 1999 YRBS data are weighted and the results can be generalized to the entire population in Grades 9-12. However, because MNPS elected to conduct its own survey (Community Assessment and Health Promotion, Risk Behaviors of Nashville's Youth—1999 Summary Report), the sample size was not consistent with the needs of the State. This inconsistency caused MNPS to be excluded from the statewide survey, resulting in MNPS being excluded from the state report. (this point is highlighted at the top of each page in the document). In conducting the survey, MNPS did use the same survey instrument as the state with no modifications. Work is currently under way for the 2001 survey, but MNPS has not yet contacted the state to determine how to accomplish the needs of both entities.

A review of program documentation shows that there is a desire to establish meaningful indicators to measure the effectiveness of the SDFS and other programs. The limiting factor appears to be the lack of data and the ability to integrate these programs into the ongoing activities of the organization.

## **RECOMMENDATION**

### **Recommendation 16-5:**

**Establish the capability to provide the information recommended in the September 1999 report *Student Safety and Security, A Concept Paper on Providing Information, Ideas, and Intelligence*.**

This report details the specific information required to effectively support data requirements to effectively manage the Safe and Drug Free Schools Program. This information should be an integral part of the development of improved data processing capabilities. Individuals responsible for the Safe and Drug Free Schools Program should be involved in the development of any new student information system.

## **IMPLEMENTATION STRATEGIES AND TIME LINE**

- |  |                                  |
|--|----------------------------------|
| 1. The Safe and Drug Free Schools (SDFS) staff should provide input for the needs assessment associated with a new Student Information System. | April - June 2001                |
| 2. The SDFS staff should participate in the implementation of the new Student Information System.  | December 2001 -<br>December 2004 |

## **FISCAL IMPACT**

As noted in Chapter 13, the estimated cost for a new Student Information System for MNPS is approximately \$4.5 million to be spread over a three-year period. Since the cost of the system is stated in Chapter 13, it is not necessary to repeat the cost of this recommendation.

## **FINDING**

The Metropolitan Police Department provides a number of programs under the auspices of the School Resources Division, allocating 32 sworn police officers to MNPS programs.

The School Resource Officer Program includes the assignment of uniformed police officers to designated high schools (16 officers) and middle schools (12 officers). These officers work in cooperation with the administration, students, and staff to:

- establish a positive working relationship with school personnel in an effort to prevent juvenile delinquency and assist in student development;
- help maintain a safe and secure environment on campus; and
- promote positive attitudes regarding the police role in society and to inform students of their rights and responsibilities as lawful citizens.

Specific objectives of the program include to:

- provide a safe environment for students, faculty, and administrative staff;
- provide a positive role model for the youth in assigned schools;
- assist students in developing a comprehensive knowledge of the law and the criminal justice system;
- promote close working relationships between law enforcement, students, and faculty members within the school environment;
- improve communications and promote an environment of mutual respect throughout each school;
- promote and environment of professional interaction between the Police Department, the Department of Education, and the Juvenile Justice System that will enhance the common goals of safety and education for all students;
- reduce criminal offenses committed against persons and property within the school environment;
- apprehend those persons committing criminal acts on school property; and
- provide professional documentation, testimony and support which will result in the criminal prosecution and conviction of all perpetrators.

School Resource Officers (SRO) receive 40 hours of training to become certified as a School Resource Officer in affiliation with the National Association of School Resource Officers. They also participate in classroom instruction, teaching Life Skills and other classes as determined by the principals. The school Resource Officer is not a disciplinarian, but is a law enforcement resource for the school.

Two other programs provided through the School Resources Section of the Youth Division are:

- **G.R.E.A.T. (Gang Resistance Education and Training) Program**

The school Resource Officers assigned to the middle schools implement this program. Included within the GREAT curriculum are many optional activities which reinforce and provide opportunities for students to apply the classroom instruction. Another component of the program is the follow-up summer project which includes classroom curriculum and extracurricular activities.

■ **D.A.R.E Program (Six Officers)**

This a national drug and violence prevention program where specially trained uniformed police officers teach a seventeen-week copyrighted curriculum. Fifth grade students are the primary focus of the program; however, the officers have additional assignments within each school depending upon the needs of the principal. The DARE officers' complete reports that identify the classes they meet with and the number of students involved. This program has received considerable national attention when a study at the University of Kentucky determined that the program produced a few initial improvements in the students' attitudes toward drug use, but that these changes did not persist over time.

There is currently no information available regarding the effectiveness of these programs in MNPS; however, principals see the presence of officers in the schools as positive.

A controversy occurred in September when Metropolitan Police notified eight middle schools that they would not be able to staff the SRO positions for 2000-01. This was ultimately resolved with the assignment of three existing middle school SROs to support multiple schools on a part-time basis.

Exhibit 16-3 shows the number of School Resource Officers by school-level for MNPS and four comparison school systems. As shown, of the four peer districts, Jefferson County has only two SRO's available on a full-time basis and they are assigned to high schools. They do, however, have police officers teaching the Life Skills course in the high schools, sixty-eight officers are involved in the Adopt-a-School Program, five are assigned to the DARE Program, and there is one full-time officer supporting the GREAT Program.

As can be seen, Columbus Public Schools provides SROs only for high schools, while both Hamilton County and Austin ISD provide services essentially similar to that received by MNPS. The only difference between MNPS and Columbus Public Schools and Hamilton County Schools is the use of three SROs at MNPS to cover seven middle schools, with full-time officers at the other nine middle schools.

**EXHIBIT 16-3  
NUMBER OF SCHOOL RESOURCE OFFICERS ( SROs) BY SCHOOL-  
LEVEL FOR MNPS AND FOUR COMPARISON SCHOOL SYSTEMS  
1999-2000 SCHOOL YEAR**

SCHOOL SYSTEM	NUMBER OF SROs SERVING ELEMENTARY SCHOOLS	NUMBER OF SROs SERVING MIDDLE SCHOOLS	NUMBER OF SROs SERVING HIGH SCHOOLS
Austin ISD	0	18	12
Columbus Public Schools	0	0	17
Hamilton County Schools	0	14*	14*
Jefferson County Schools	0	0	2
<b>Metropolitan Nashville Public Schools</b>	<b>0</b>	<b>12</b>	<b>16</b>

Source: Data Collected from Individual Peer School Systems' Central Offices, 2000.

\*Plus two supervisors for middle and high school.

## **COMMENDATION**

**The MNPS Department of Safety and Security and the Metro Police Department are commended for the establishment of a professional relationship that has resulted in excellent programs to support the safety and security goals of MNPS.**

## **RECOMMENDATION**

### **Recommendation 16-6:**

**Enter into a formal agreement with the Metro Police Department regarding the staffing levels and services associated with the School Resource Officer and D.A.R.E. programs.**

Formal agreements identify the responsibilities of both parties and help to minimize conflicts that can arise when there are expectations, but no clear definition of responsibilities.

This agreement should take the form of a Memorandum of Understanding or be a formal contract. Included in the agreement should be a time frame for the MNPS to notify the Metro Police Department regarding additional needs when new facilities are constructed, or it is believed that additional support may be required at a specific school(s). It should also include the circumstances that should allow the Metro Police to reduce staff at the schools.

There are always going to be situations which make it difficult for one or both parties experiencing a tight budget or staffing situations, but the presence of agreed-upon terms for dealing with these issues should improve the ability for both organizations to deal with these difficult issues.

## **IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Director of Schools should authorize the Director of Safety and Security to contact the Metro Police Department regarding a formal agreement for SRO and DARE program services. April 2001
2. The Director of Safety and Security, in conjunction with a representative from the Division of Instruction and Administration, should meet with representatives of the Metro Police Department to address the concept and concur with the concept of a formal agreement. May 2001
3. The Director of Safety and Security should report to the Director of Schools if the Metro Police Department desires to enter into such a contract. August 2001
4. The Director of Safety and Security and the representative from the Division of Instruction and Administration should finalize a contract with the Metro Police Department should all parties believe the agreement is beneficial. October 2001

- |   |                             |
|---|-----------------------------|
| 5. The Board of Education and the Metro Council should approve the final agreement.                                     | November 2001               |
| 6. The Assistant Superintendents for K-8 and 9-Adult for Instruction and Administration should implement the agreement. | January 2002<br>and Ongoing |

**FISCAL IMPACT**

This recommendation can be implemented with current resources.

**FINDING**

Since 1994, when Long Beach, California adopted a mandatory uniform policy, a number of urban school districts have instituted either mandatory or voluntary uniform programs. The argument for uniforms is that they improve the safety and security of the school by:

- decreasing violence and theft among students over designer clothing and expensive sneakers;
- helping to prevent gang members from wearing gang colors and insignia at school;
- instilling students with discipline;
- helping parents and students resist peer pressure;
- helping students concentrate on their school work; and
- helping school officials recognize intruders who come into the school.

There are those who believe that uniform policies are an intrusion on rights and some will argue that clothes are a form of expression for children.

MNPS has a voluntary program involving “uniformity of dress” with students wearing similar colored clothing, but not formal uniforms. A comprehensive uniformity of dress survey involving the staff and parents at all public schools in Nashville was undertaken in Fall 1999. At that time 13 elementary schools, one middle school, and one special education facility already had a uniformity of dress policy in place. For the 2000-01 school year, eight additional elementary schools, two additional middle schools, and one magnet school adopted a uniformity of dress policy while one elementary school dropped the program. Schools in two clusters have elected to look into this program as a cluster activity. For 2000-01, there are a total of 26 schools in MNPS with a uniformity of dress program.



## **COMMENDATION**

**The Metropolitan Nashville Public Schools are commended for undertaking a comprehensive survey for uniformity of dress and supporting the voluntary participation in the program.**

## **FINDING**

Metropolitan Nashville Public Schools has a program that calls for random weapons searches during the school year. A total of 41 searches were conducted during the 1999-2000 school year. A total of 518 items were found. These searches uncovered the following:

- firearms - 0
- knives - 22
- other weapons - 3
- drugs - 4
- other items (lighters, tobacco, pagers, etc.) - 489

The guidelines for the searches are very specific. Schools are requested to submit a Request for Inclusion in the Metal Detector Search Program if they have reasonable suspicion that dangerous weapons are on school grounds in the possession of students. Every principal, whether participating or not, submits a Zone-Classroom Identification Form with a school floor plan attached. Schools and the zone to be searched are drawn at random by a representative of the Department of Safety and Security in the presence of School Safety Consultants.

A meeting is held with the principal of the randomly chosen school to determine the best time and date to conduct the search for the chosen zone within the school to ensure that students will be in those areas being searched and there are no conflicts with lunch or other student activities.

The search contractor and the Youth Services Division of the Metro Police Department are notified of the date and time of the search, but the location is not communicated until 24 hours before the scheduled search. The principal is responsible for identifying and assembling a team composed of teachers and staff to fulfill specific roles. The principal informs the team members of their duties. The principal may inform the team that there will be a search before the year end, but should not tell them the exact date until no more than 24 hours before the search. Prior to the search, the school is locked down.

In discussions with various members of the MNPS staff, it was noted by one high-level administrator that the students knew about one search before it took place. Discussions with the Director of Safety and Security indicated that there were suspicions that the students were aware of a search, but there was no way to determine if this were true. In discussions with the employees in the Safety and Security Department, one employee indicated that his son told him his school would be searched the following day, and this in fact, occurred. Even with very specific procedures designed to ensure confidentiality, it appears the security procedures can be breached with the current process.

## **RECOMMENDATION**

### **Recommendation 16-7:**

**Review internal procedures for weapons searches at the schools to ensure that students will be unaware of the searches until the time they take place.**

Although there is no documented evidence that students have known about weapons searches in advance, the mere fact that rumors of this possibility exist requires a review of procedures to determine the circumstances where the confidentiality of these searches may be compromised. Students can learn of a weapons search either through failure of MNPS staff to maintain confidentiality, or they may be able to determine a search will be occurring because of a change in procedures or routine at the school during the period leading up to the search.

Because of the need to accomplish searches when all students are in the building, various steps must be taken to communicate with the affected staff. It is possible that it is these procedures that could be providing hints to students that a search will be taking place.

A review of current procedures along with the implementation of a follow-up process to ensure that schools adhere to instructions may provide some insights into this situation. There should also be a clear disciplinary processes for any employee who divulges the fact that a weapons search will be taking place.

## **IMPLEMENTATION STRATEGIES AND TIMELINE**

- |  |                               |
|--|-------------------------------|
| 1. The Director of Schools should direct the Director of Safety and Security to establish a process to review the existing procedures for weapons searches.  | January 2001                  |
| 2. The Director of Safety and Security (or an employee identified by the Director) should closely review the activities associated with all weapons searches throughout the remainder of the current school year.          | January 2001                  |
| 3. The Director of Safety and Security, should recommended changes in procedures for weapons searches based upon observations obtained from the searches undertaken during the second semester of the 2000-01 school year. | July 2001                     |
| 4. The Director of Safety and Security should discuss any changes in procedures for the weapons searches with the principals prior to the beginning of the 2001-02 school year.  | August 2001                   |
| 5. The Director of Safety and Security should implement the recommended changes for the 2001-02 school year.   | September 2001<br>and Ongoing |

## **FISCAL IMPACT**

This recommendation can be implemented with current resources.

## **FINDING**

Although school districts are not legally required to comply with OSHA requirements, many school systems nationally have developed procedures consistent with these requirements to address the disposal of medical waste and bodily fluids. The Metropolitan Government entered into a contract with MDS of Tennessee in 1998 to provide services for disposal of medical waste. MNPS became a party to this contract and also uses the services of MDS of Tennessee. This contract deals with regulated waste which is liquid or semi-liquid blood or other potentially infectious materials; contaminated items that would release blood or other potentially infectious materials in a liquid or semi-liquid state if compressed; items that are caked with dried blood or other potentially infectious materials and are capable of releasing these materials during handling; contaminated sharps, and pathological and microbiological wastes containing blood or other potentially infectious materials. (OSHA Standard 1910.1030 – Blood borne pathogens)

The blood borne pathogens are pathogenic microorganisms that are present in human blood and can cause Hepatitis B virus (HBV) and Human Immunodeficiency Virus (HIV). Although the possibility of transmitting the HIV virus is remote, Hepatitis B can be transmitted from cuts/abrasions, nose bleeds, and contaminated urine. The rules are directed at all bodily fluids, not just blood. Thus, saliva, vomit, feces, and nasal discharge all fit into this description. The rules are designed to protect those responsible for cleaning up these fluids and to ensure that others do not come into contact with them. The typical circumstances in schools involve cuts on playgrounds, vomit from sick children, and injuries to those involved in athletic activities.

The OSHA guidelines include specific requirements for the cleanup and disposal of these materials. These guidelines include a description of the containers to be used for disposal (being provided by MDS) and requirements for protective equipment, mainly the use of disposable latex gloves, and directions for the disposal of the waste to be placed in the containers. Included are bloody gauze, latex gloves, cloths, or paper towels used to clean up, band-aids, and any other material that may have been contaminated.

Instructions have been provided to the schools on how to handle these types of waste and how to utilize the contractors. There are also guidelines for contaminated laundry associated with athletic activities.

Although there is formal training for the MNPS custodial staff, this training is not consistent with all OSHA requirements. Custodial staff is trained in the use of disinfectant to clean up these fluids; however, the fluids themselves are often disposed of improperly. Rather than the use of latex gloves, heavy rubber gloves are used, then disinfected, and reused. The gloves are reused for disposal of bodily fluids and also for routine cleaning activities.

The MDS of Tennessee contract has been in place for three years, yet MDS has indicated there are numerous schools within MNPS that have never required these

services. In some cases they have arrived at the schools and there were no employees who knew the location of the container.

The procedures anticipated when the contract with MDS was entered into are not being implemented consistently.

## **RECOMMENDATION**

### **Recommendation 16-8:**

#### **Update procedures associated with the disposal of medical waste and bodily fluids to meet OSHA requirements.**

The procedures established by OSHA for removal of medical waste and bodily fluids are designed to contain the spread of infection. Although MNPS is not required to comply with OSHA procedures, the use of latex gloves and the proper disposal of these materials is a reasonable precaution against the transmission of viruses, and should be implemented by MNPS.

These procedures are common throughout the United States and anyone who has dealt with a medical services provider (to include dentists), or has attended a sporting event is very familiar with the use of latex gloves. In medical offices, they have also probably observed that there are specific disposal containers for the gloves, needles, and any other materials that may have blood on them.

Use of latex gloves and compliance with the disposal of bodily fluids is a relatively inexpensive way to assure that the spread of viruses can be controlled at MNPS.

## **IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Director of Schools should direct the Director of Operations and the Director of Athletics and Physical Education to review OSHA requirements associated with OSHA Standard 1910.1030, Bloodborne pathogens, to determine the procedures required. April 2001
2. The Director of Operations and the Director of Athletics and Physical Education should review current procedures to determine the level of compliance being achieved by MNPS. May 2001
3. The Directors of Operations and Athletics and Physical Education should prepare a draft Board of Education policy entitled Prevention of Disease/ Infection Transmission. June 2001
4. The Directors of Operations and Athletics and Physical Education should develop new procedures as necessary to meet current standards involving the handling and disposal of bodily fluids. July 2001

5. The Director of Operations and the Director of Athletics and Physical Education should develop training materials and see that all appropriate staff members receive training in the proper method of handling bodily fluids. August 2001
6. The Director of Operations and the Director of Athletics and Physical Education should acquire the necessary supplies and implement program. August 2001

**FISCAL IMPACT**

The cost for latex gloves is relatively inexpensive at \$3.90 for a box of 100. If it is assumed one box would be adequate for each school for the year, the overall cost would be less than \$500 annually.

<b>Recommendation</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>
Purchase Latex Gloves	(\$500)	(\$500)	(\$500)	(\$500)	(\$500)

**FINDING**

The Coordinator for Health and Science has initiated the following activities:

- In 1993, a process to inventory dangerous chemicals in the senior high and middle schools was introduced. This inventory resulted in the use of the contract for disposal of hazardous materials to dispose of numerous dangerous chemicals that had accumulated in the schools over the years;
- Phase Two of this process, which included a complete inventory of all chemicals, was initiated in 1996;
- In conjunction with the 1996 activity, safety workshops were provided to science teachers and the inventories were provided to the Fire Department;
- A third phase is currently being undertaken to reevaluate this process and to provide for a housecleaning of chemicals at the schools; and
- A program to use “micro scale” chemicals for the various science programs is now in place. This program uses fewer chemicals, resulting in less fumes and fewer excess chemicals.

In addition to the issue of dealing with surplus chemicals, there is also an issue involving other safety factors in the science classrooms and laboratories. The middle and high schools completed safety inspections at the beginning of the current school year. A number of safety repairs and equipment needs were identified. Work orders have been processed for the maintenance items and they are being completed as part of the

ongoing work of the Maintenance Department. There is currently no funding available to address the safety-related equipment/supply needs. Included in this category are additional fire extinguishers, fire blankets, safety shields, eyewashes, etc. and overall upgrading of the science rooms and labs in the schools.

A problem with both the disposal of surplus chemicals and the maintenance work taking place is the lack of confidence in the work order system maintained by the Department of Operations. This issue is addressed in Chapter 11, Facilities Use and Management.

### **COMMENDATION**

**The Health/Sciences Department is commended for establishing a process to inventory chemicals, dispose of surplus chemicals, and provide the completed inventories to the Metro Fire Department.**

### **RECOMMENDATIONS**

#### **Recommendation 16-9:**

**Develop a reporting process to ensure that all surplus chemicals have been removed from the schools and disposed of properly.**

MNPS has an excellent process for inventorying chemicals and identifying those that are surplus. This process, however, is only effective if accurate records are maintained to document that all chemicals have been picked up and disposed of at all locations.

### **IMPLEMENTATION STRATEGIES AND TIMELINE**

- |  |                            |
|--|----------------------------|
| 1. The Director of Schools should direct the Assistant Superintendent for Business and Facility Services to develop a reporting process to document the status of the disposal of surplus chemicals.   | April 2001                 |
| 2. The Assistant Superintendent for Business and Facilities should have the Director of Operations establish a reporting process that will document the disposal of the surplus chemicals.   | August 2001                |
| 3. The Coordinator of Health and Science should coordinate an updated inventory of surplus chemicals.  | August 2001                |
| 4. The Director of Operations, utilizing the reporting process, should provide a report to the Assistant Superintendent for Business and Facilities and the Coordinator of Health and Science that documents the disposal of the surplus chemicals from the schools. | September 2001             |
| 5. The Coordinator of Health and Science should coordinate a chemical surplus inventory on a semi-annual basis.  | September 2002 and Ongoing |

## **FISCAL IMPACT**

This recommendation can be implemented with existing resources.

### **Recommendation 16-10:**

#### **Study and develop a plan to upgrade science labs to meet recommended safety standards.**

The Department of Plant Maintenance has estimated that the cost to upgrade the science facilities for the entire school system could cost from \$3 million to \$8 million. This is obviously an estimate and to better understand the financial impact to provide the safest possible science facilities, estimates need to be prepared on a school-by-school basis. These costs are such that they can be capital improvement items to be financed with capital resources, routine maintenance items to be funded from the budget of the Plant and Maintenance Department, or represent the purchase of supplies and materials that could be provided from a number of sources within the General Fund.

Each school has prepared a list that identifies very specific needs. Examples of capital improvement needs include installation of self-closing fire doors, smoke detectors, and cooling for chemical storage areas, ventilation systems, and provision of additional exits to provide more than one exit in chemical preparation/chemical storage areas.

Examples of routine maintenance items include capping of floor drains to keep hazardous chemicals from being poured or spilled down the drain, electrical work relating to master switches, fixing water shut off valves, testing of electrical outlets to assure they are properly wired and grounded, providing battery-operated emergency lighting for rooms with no windows, and installation of safety showers. A number of these items may be able to be absorbed within the current operating budget.

There is also a need to acquire a number of supply items such as fire blankets, additional dry chemical fire extinguishers, chemical resistant aprons, heat and cold resistant gloves, waste receptacles, and safety shields to protect students from potentially dangerous experiments/demonstrations.

## **IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Director of Schools should direct the Assistant Superintendent for Instruction and Administration K-8 to ensure that the 2000-01 Laboratory Safety Inspection Reports are updated with price estimates. April 2001
2. The Assistant Superintendent for Instruction and Administration K-8 should assign the responsibility for updating and pricing the needs generated by the Laboratory Safety Inspection Reports to the Coordinator for Health and Science. April 2001
3. The Coordinator for Health and Science should work with individuals assigned by the Director of Operations and the Director of Plant Planning and Construction to develop June 2001

separate inventories/pricing schedules reporting format for maintenance, capital improvements, and supply items required for each school.

4. The Director of Operations should schedule items that can be completed utilizing in-house maintenance personnel while performing routine maintenance at the schools. The completion of work associated with these projects should be recorded and reported on separately. July 2001
5. The Director of Plant Planning and Construction should provide the cost estimates for the items identified as capital improvements. July 2001
6. The Coordinator for Health and Science should work with the Director of Purchasing to identify the costs for the supply items. October 2001
7. The Coordinator for Health and Science should develop a multi-year program to address the safety shortcomings. This plan should be integrated with the annual budgeting process and the Capital Improvement Program. January 2002
8. The Coordinator for Health and Science with support from the Directors of Operations, Plant Planning and Construction, and Business Services should prepare an annual report on the status of the science safety requirements until all of the needs have been met. January 2003  
and Ongoing

### **FISCAL IMPACT**

Developing a plan does not require any additional resources; however; based upon the original estimates provided by MNPS staff, it is clear that correcting health and safety issues in the science laboratories may be costly. To truly understand the financial impact, these items will have to be divided among the various categories and assigned costs before a reasonable estimate and financing mechanism can be developed. The capital items should be corrected as part of the ongoing capital improvement program. Some of the maintenance items may be corrected with existing resources, while others may require a one-time additional expenditure. The materials and supplies items should require a separate budget within the general fund.

### **FINDING**

The National Recreation and Parks Association, through its National Playground Institute (NPSI) has been encouraging citizens to be aware of hazards found on playgrounds. Hazards identified by NPSI include:

- loose-fill surfacing that includes foreign objects;
- compacted areas under play equipment;



- equipment with sharp points or edges;
- protrusions such as bolts that could injure;
- clothing entanglement hazards, such as open S hooks or protruding bolts;
- trip hazards from exposed footings on anchoring devices;
- rust, cracks, or splinters on equipment;
- broken or missing components on the equipment; and
- the entire playground is free from miscellaneous debris or litter such as tree branches, soda cans, bottles, glass, etc.

MNPS recently adopted technical specifications for playground equipment that meets the current safety standards adopted by NPSI. Thus, all new equipment should meet these standards; however, playground equipment is often purchased with resources raised at the school, and if the MNPS purchasing process is not utilized, it is possible that equipment failing to meet current standards could be acquired and installed.

## **RECOMMENDATION**

### **Recommendation 16-11:**

#### **Initiate a comprehensive safety inventory of all playgrounds within MNPS.**

This inventory should involve using a checklist developed by the National Playground Safety Institute and a MNPS employee within the Operations Department to be certified as a Certified Playground Safety Inspector (CPSI).

A recent inventory at a number of MNPS elementary school playgrounds identified numerous safety issues to include protruding bolts, lack of materials under the equipment to soften the effects of a fall, exposed concrete, low hanging branches near equipment, and many other potential safety hazards. In some cases, there were safety hazards associated with new equipment.

To effectively address this issue, it will be necessary to undertake a comprehensive inventory of playgrounds at all MNPS facilities. To insure that the inventory is accomplished using current safety standards, it would be best to have a member of the MNPS staff certified as a Certified Playground Inspector. NPSI offers two - five certification classes each month throughout the country.

## **IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Director of Schools should direct the Assistant Superintendent for Business and Facilities to initiate a process to inventory safety needs at all school playgrounds. April 2001
2. The Assistant Superintendent for Business and Facilities should direct the Director of Operations to select an April 2001

employee within the Plant Operations Department to receive training to become a Certified Playground Safety Inspector (CPSI).

3. The Director of Operations should select an employee for certification and have this employee attend a class provided by The National Playground Safety Institute. April 2001
4. The Director of Operations should work with the certified inspector to develop a schedule for the safety inventory and develop a process to provide cost estimates for the correction of the safety hazards identified for each school. June 2001
5. The certified inspector should inspect all playgrounds and the process should include a mechanism to remove any equipment that is deemed to be a major safety hazard. July 2001
6. The certified inspector should also identify playgrounds that fail to meet the current minimum specifications for playground equipment. July 2001
7. The Director of Operations should schedule items that can be completed utilizing in-house maintenance personnel when these employees are at the schools performing routine maintenance. July 2001
8. The Director of Operations should develop the pricing for the safety-related needs as well as any shortcomings in basic playground equipment needs. October 2001
9. The Director of Operations should develop a multi-year program to address the safety shortcomings. This plan should be integrated with the Capital Improvement Plan as well as the annual budgeting process. January 2002
10. The Director of Operations, with support for the Directors of Plant Planning and Construction, and Business Services, should prepare an annual report on the status of the playground safety requirements until all of the needs have been met. January 2003 and Ongoing

**FISCAL IMPACT**

There may be significant capital costs required to bring all school playgrounds up to the current MNPS standards. To replace all of the equipment for an elementary school should cost approximately \$24,000 per school. To truly understand the potential financial impact, each playground should be inventoried and assigned a detailed cost estimate on a school-by-school basis. It will probably require about six months for a NPSI certified employee to complete the inventory. The cost for certification should include approximately \$400 for the classes. This portion of the cost should be available within the budget of the Operations Department; thus, the first phase of this recommendation can be implemented with current resources.

<b>Recommendation</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>
Require CPSI Training	(\$400)	\$0	\$0	\$0	\$0

**FINDING**

When a school is well maintained, the students can tell that the community cares for them. The school system has one two-person team for graffiti removal with priorities to remove vulgar, gang-related and lewd pictures as a first priority. Although there is a work order system to track the various types of work, these data are not reliable; thus, there is no way to measure how quickly the graffiti is removed. For example, there were one hundred graffiti work orders recorded between July 1 1999 and June 30, 2000. Of this number, per the work order system, 24 work orders are yet to be completed. For the period July 1, 2000 through October 31, 2000, 21 of 32 work orders are identified as not being completed. There is a high probability that these work orders have been completed, some are dated as far back as August 31, 1999, however, the records in the system indicate otherwise. There are also eight work orders from the 1999-2000 school year and three work orders from the 2000-01 school year that indicate the work was done prior to receipt of a work order.

**RECOMMENDATION**

**Recommendation 16-12:**

**Implement a system to improve tracking graffiti work orders.**

To effectively manage any program, information management is crucial. With the lack of confidence in the work order system, it is impossible to know what graffiti work requests have been completed and when they have been completed. As a result, it is impossible to assess the status of graffiti removal activities or to know if the graffiti is being removed in a timely fashion.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

- |   |            |
|---|------------|
| 1. The Assistant Superintendent for Business and Facilities should direct the Director of Operations to review the work order process relating to graffiti. | April 2001 |
| 2. The Director of Operations should determine if the problem is with the work order system or with the management of the data.                             | May 2001   |
| 3. The Director of Operations should implement alternative methods of tracking graffiti work orders until corrections can be made to the existing process.  | June 2001  |

**FISCAL IMPACT**

This recommendation can be implemented with current resources.

## **16.2 Security**

The task of establishing a secure environment in which teachers can teach and students can learn requires comprehensive planning and appropriate policies and programs that address the needs of both the district and the unique situation of each school within the school system. In a secure school system, schools are made aware of potential security hazards and have mechanisms to respond as necessary.

### **FINDING**

The Department of Safety and Security has had a program for voluntary safety assessments. This includes a comprehensive checklist which addresses numerous issues associated with buildings and grounds, development and enforcement of school policies, identifies procedures for data collection, intervention and prevention plans, staff development, and opportunities for student involvement.

Although this service has been offered to the schools, more schools should take advantage of this opportunity. This program should be part of the overall safety program for MNPS.

### **COMMENDATION**

**The Department of Safety and Security is commended for offering an excellent safety and security assessment program.**

### **RECOMMENDATION**

#### **Recommendation 16-13:**

**Adopt a policy requiring a security threat assessment for all schools based on a revolving three-year schedule.**

The policy should require guidelines for identifying security issues associated with the physical facility and establishing guidelines for implementing the program on a three-year schedule. The materials currently used by the Department of Safety and Security are a solid basis for undertaking the assessment; however, there is currently no method available to provide a score that will provide a basis for potential resource allocation decisions. A sliding scale rating of the various security issues should be established.

The most fundamental safety measure MNPS can take is to use physical safety features already in place. Most schools are equipped with doors that can be locked from the exterior, but still allow egress from the interior of the facility. All doors except the main entrance should be locked by the time classes commence.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

- |  |                          |
|--|--------------------------|
| 1. The Director of Schools should direct the Director of Safety and Security to develop a safety assessment program that should be used to prioritize resource allocation requirements.  | April 2001               |
| 2. The Director of Safety and Security, working with representatives of the Metropolitan Nashville Police Department, should develop a draft of a policy requiring security assessments for every school to be undertaken on a scheduled basis. This policy should also require input from the Director of Safety and Security during the design process for capital improvements. | May 2001                 |
| 3. The Director of Safety and Security, working with representatives of the Metropolitan Nashville Police Department, should modify the existing checklist to add a rating for the various safety items.   | June 2001                |
| 4. The Director of Schools should present the draft policy to the Board of Education for approval and adoption.  | August 2001              |
| 5. All schools should be placed on a three-year revolving schedule for a security assessment beginning with the 2002-03 fiscal year.   | August 2001              |
| 6. A representative number of elementary, middle, and high schools should be selected as pilot schools and receive an assessment during the 2001-02 school year.   | July 2001                |
| 7. The Director of Safety and Security will implement the schedule at the beginning of the 2002-03 fiscal year.  | July 2002<br>and Ongoing |

**FISCAL IMPACT**

The fiscal impact of this recommendation has three components. The first involves revision of the existing format for the survey. This will require staff time, but can be implemented with current resources. The second involves the staff time necessary to complete the assessments and write reports. When the pilot assessments are completed, an analysis should be undertaken to determine the best way to implement the security threat assessment process. MNPS should outsource the task of completing the assessment and writing the reports. It is estimated that this can be outsourced for an approximate cost of \$25,000 per year beginning in the 2002-03 school year. The third component involves the potential costs to implement changes associated with recommendations resulting from the surveys.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Outsource Security Assessments	\$0	(\$25,000)	(\$25,000)	(\$25,000)	(\$25,000)

**FINDING**

Most school systems have automated security systems in all schools. Exhibit 16-4 indicates that of the peer school systems reporting, three systems have 97 percent or more schools with systems while Jefferson County has only two. MNPS has all but four schools with alarms.

**EXHIBIT 16-4  
NUMBER OF SCHOOLS WITH AUTOMATED SECURITY  
SYSTEMS IN MNPS AND FOUR PEER SCHOOL SYSTEMS  
1999-2000 SCHOOL YEAR**

SCHOOL SYSTEM	TOTAL NUMBER OF SCHOOLS	TOTAL NUMBER OF SCHOOLS WITH AUTOMATED SECURITY SYSTEMS
Austin ISD	106	103
Columbus Public Schools	145	145
Hamilton County Schools	80	3
Jefferson County	152	2
Metropolitan Nashville Public Schools	127	123

Source: Data Collected from Individual Peer School Systems' Central Offices, 2000.

MNPS has contracted with Sonitrol of Nashville to provide alarm systems for the schools and to monitor after-hours activities. These systems include motion detectors, sound detectors, and door contacts. It is the responsibility of those at the schools, usually the night custodians, to activate the systems prior to leaving for the evening. If there are situations when access is required after hours, the individual entering the building is required to deactivate the system. Depending upon the age of the system, the individual either enters a code number on a key-pad or calls Sonitrol, which provides the code number. The Safety and Security Department provides patrols for evenings and weekends when buildings are normally not in use. These individuals interact with Sonitrol and the Metropolitan Police Department, if necessary, to follow up on alarm calls.

The majority of the routine calls received by the security patrol officers relate to failure of someone at the school to secure the buildings by ensuring that all doors are locked and the system is activated.

MGT reviewed a schedule of representative calls that occurred during the period October 14 – 19, 2000. The results of these calls are included on Exhibit 16-5.

Of the 12 calls identified, four resulted in situations where someone could have walked into the buildings undetected. In the other cases, where the alarms had not been activated, someone could have broken into the buildings undetected.

The principals of schools that generate any type of call receive a Security Notice from the Safety and Security Department identifying the activity undertaken by the investigator. If a break-in or other serious event occurred at the school, this is the tool used to formally communicate these activities with the principal. Some principals will follow-up with the Safety and Security Department in an effort to fully understand the nature of the situation and to correct any insecure conditions at their schools.

**EXHIBIT 16-5  
REPRESENTATIVE SCHOOL ALARM CALLS FOR METROPOLITAN NASHVILLE PUBLIC SCHOOLS  
OCTOBER 14 THROUGH 19, 2000**

DATE	DAY	TIME	LOCATION	SITUATION	REPORTED BY	CIRCUMSTANCE	CAUSE
10/14/00	Saturday	1750 Hrs	Hillwood High	Motion in gym Hallway	Sonitrol	Door to small gym left open	Employee did not secure building
10/14/00	Saturday	0221 Hrs	Glencleft High	Alarm not Activated	Sonitrol	Security Activated Alarm	Last person did not activate alarm
10/14/00	Saturday	2115 Hrs	Stratford High	Sonitrol notified of open window	Police	Window left open	Employee did not secure building
10/14/00	Saturday	0410 Hrs	Hunters Lane High	Boiler room door open	N/A	Routine Check	Employee did not secure building
10/14/00	Saturday	0100 Hrs	Maplewood High	Alarm not activated	Sonitrol	Security Activated Alarm	Last person did not activate alarm
10/14/00	Saturday	0139 Hrs	Whites Creek High	Alarm not activated	Sonitrol	Security Activated Alarm	Last person did not activate alarm
10/15/00	Sunday	2452 Hrs	Hillsboro High	Open gym door reported	Police	Routine Police Patrol	Employee did not secure building
10/15/00	Sunday	2446 Hrs	Park Ave Elem	Officer could not enter building, keys changed	N/A	Routine Building Check	New keys not provided to Security
10/16/00	Sunday	1431 Hrs	Gower Elementary	Voices in the gym	Sonitrol	Two juveniles playing in gym	Gym door left open
10/16/00	Monday	1315 Hrs	Hunters Lane High	Audio Activation	Sonitrol	Band members in building	Band did not code in
10/17/00	Tuesday	0200 Hrs	Goodlettsville Mdle	Audio Activation	Sonitrol	Television on in classroom	VCR Activated to tape in live mode
10/19/00	Thursday	0119 Hrs	McGavock High	Alarm not activated	Sonitrol	Security Activated Alarm	Last person did not activate alarm

Source: Metropolitan Nashville Public Schools, Office of Safety and Security , 2000.

Records are maintained for all security calls; however, this information is not tabulated and aggregated by schools to determine the number of calls per school. There is currently no reporting for security-related activities.

## **RECOMMENDATION**

### **Recommendation 16-14:**

**Develop a reporting process for security calls that will emphasize the importance of securing buildings after regular school hours.**

Most of the examples are situations where alarms were not activated, or doors were not secured. These are circumstances where MNPS employees responsible for securing the buildings have failed to do so. When these situations occur, the principal is notified, however, this Security Notice is often treated as a formality with no active follow-up. The importance of securing the schools requires increased emphasis.

One way to emphasize the importance of securing the schools would be to send a copy of the Security Notice to the appropriate Assistant Superintendent. The principal and department directors should be required to provide a response identifying the action taken to reduce the possibility of a similar circumstance occurring in the future.

## **IMPLEMENTATION STRATEGIES AND TIMELINE**

- |   |             |
|---|-------------|
| 1. The Director of Schools should direct the Director of Safety and Security to modify the existing reporting process for security calls.                                       | July 2001   |
| 2. The Director of Schools should also communicate to the principals and department directors the importance of securing the facilities.  | July 2001   |
| 3. The Director of Safety and Security should send a copy of all Security Notices to the appropriate Assistant Superintendent.  | July 2001   |
| 4. The Director of Safety and Security should establish a monthly reporting process for security calls to be sent to the Director of Schools and the Assistant Superintendents. | August 2001 |

## **FISCAL IMPACT**

This recommendation can be implemented with current resources.

## **FINDING**

A large majority of Nashville's schools have intrusion alarm systems. All buildings with intrusion alarms must be registered with the Metropolitan Government and display a



Metropolitan Alarm Ordinance Registration Decal with a control number to be posted near the entrance of the facility. By displaying the code number, police responding to a call can identify the owner of the facility to have them come and turn off the alarm if it is a false alarm.

This is the only signage currently on schools that indicates the buildings are alarmed. This signage is on most buildings, but not always near the front entrance. Its location at front entrances causes the signs to get lost among all of the other signs. Signage indicating a building has an alarm system is a significant item as knowledge of intrusion alarms can serve as a deterrent for anyone contemplating breaking into a school.

## **RECOMMENDATION**

### **Recommendation 16-15:**

**Establish a program where all schools with intrusion alarms have alarm system control number signage at the appropriate locations.**

The signage should be located in the front of the school and provide additional signage at other locations to ensure that all parties are aware the buildings have alarm systems.

## **IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Director of Schools should direct the Director of Safety and Security to inventory all MNPS facilities to determine the location and status of Metropolitan Ordinance Registration decals. April 2001
2. The Director of Safety and Security should conduct an inventory of the Metropolitan Ordinance Registration decals. June 2001
3. The Director of Safety and Security, working with the Director of Operations, should implement the schedule in conjunction with Recommendation 16-4 (signage). December 2001

## **FISCAL IMPACT**

This recommendation can be implemented with existing resources.

## **FINDING**

Because of the many difficult decisions made at any school system's central office, there will be those in the community that may disagree with these decisions. There are times when this can lead to frustrations that have the potential of resulting in violent actions of an employee, parent, or community member. Most urban school districts and other governmental organizations maintain a function to control access to the central administrative facility. These issues should be of special interest at MNPS because of a recent threat which led to the installation of a lock system on the door of the Director of Schools.

The MNPS central administration facility is a building with an unusual design, containing at least 12 separate entrances. Members of the public can enter any of these entrances during normal working hours. There is a concern for potential violence and the possibility for theft or destruction of property in the building.

**RECOMMENDATION**

**Recommendation 16-16:**

**Provide controlled access to the central administration facility.**

Procedures to control access to the central administration facility should be very similar to those recommended for implementation at the schools. Numbered visitor badges should be provided and visitors can sign in identifying who they will be seeing at the facility.

One area that will be problematic is the fact that the main entrance to the central administration building does not have handicapped access. Thus, there is the possibility that two entrances would have to be staffed for security purposes. There is also a question of the type of employee to be stationed at the main entrance. A receptionist currently greets visitors and provides information and directions. If the facility is to be secure, an employee of the Security Department should handle this function.

One solution would require two additional employees for the Department of Safety and Security to man the two entrances. This is probably excessive and efforts should be undertaken to determine if it will be possible to make the main entrance handicap accessible.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

- |  |              |
|--|--------------|
| 1. The Director of Schools should direct the Director of Safety and Security to initiate a process to evaluate the requirements to create a single entrance to the central administration building and implement a system for the sign in and identification of visitors, as well as developing identification badges for all employees. | April 2001   |
| 2. The Director of Safety and Security, working with the Director of Plant Planning and Construction, should evaluate the options available to modify the central administration building to provide a single accessible main entrance.  | June 2001    |
| 3. The Director of Safety and Security should develop a recommendation for the Director of Schools based upon the outcome of the capital needs evaluation.   | January 2002 |
| 4. The Director of Safety and Security should request that the project to make the main entrance accessible be integrated into the Capital Improvement Program.  | May 2002     |

5. The Director of Plant Planning and Construction should include the capital improvement project to convert the main entrance to the central administration handicap accessible in the 2002-03 capital improvement budget. June 2002
6. The Director of Plant Planning and Construction should complete the project during Summer 2002. July 2002
7. The Director of Safety and Security should implement the building security function at the beginning of the 2002-03 fiscal year. July 2002

**FISCAL IMPACT**

The capital cost will be dependent upon the results of the review to determine the most appropriate manner in which to provide handicapped access for a single entrance to the central administration building. This activity will, however, require a staff member from the Department of Safety and Security to man the front desk. This position could be filled with the day investigator position with the person filling the receptionist position being assigned to fulfill a number of the routine activities currently being performed by the investigators. As a result, this recommendation can be implemented with current resources.

**FINDING**

A card access security system was installed at the central administration building in 1998 at a cost of \$70,000 provided by the Tennessee Safe Schools Grant. The intent of the system was to limit employee after-hours access to the building to two entrances and to provide a record of those employees entering the building. Included in this cost were two computers to support the system, one for the Safety and Security Department and one for the Human Resources Department. The system was designed to be part of the Metro Government communication network, thus, it is dependent on the speed of this network to function efficiently.

The Human Resources Department trained an employee to make the cards, and, when she began her work, she found it took too long to process the individual cards through the system because of limitations on the network. These communication lines are currently being upgraded and it is anticipated that this capability will be available in the near future.

The central administration facility is also not properly secured when after-hours activities such as Board of Education meetings take place. Access is limited to the entrance near the Board room, but although all individual offices are closed and locked, the public has access to the entire building. Security personnel are provided for Board of Education meetings only when controversial issues are on the agenda and these are usually off-duty contracted police officers who are not in uniform.

## **RECOMMENDATION**

### **Recommendation 16-17:**

**Develop a plan to secure the working area of the central administration building after normal working hours.**

A card reader has been installed on the doors in the hallway so that when the card system is operational, this area will be secure. To secure this area in the short-term will require a new lock system. This system should be installed as soon as possible.

## **IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Director of Schools should direct the Director of Safety and Security to take steps to secure the working area of the central administration building from the public meeting area. April 2001
2. The Director of Safety and Security should meet with the Director of Operations to determine what will be needed to secure the doors between the area outside the Board room and the remainder of the building. April 2001
3. The Director of Operations should install the locks and make any other changes necessary to secure the doors May 2001

## **FISCAL IMPACT**

The fiscal impact of this recommendation cannot be determined until an estimate of the recommended plan is developed.

## **FINDING**

During the 1999-2000 school year, there were a number of requests to re-key schools and there have been numerous additional requests for the current year. The reasons given for this need included:

- prior principal reassigned (had been given all faculty sets of keys);
- assistant principal reassigned to new school;
- secretary dismissed/terminated and left with keys;
- disgruntled (transferred) custodian carried keys to a new work location;
- school employee left keys (set) hanging in door and someone took them;

- keys given to a student by a teacher and the student did not return the keys; and
- keys stolen from desks, teacher's purses, or other locations.

Each of these cases reflects a failure to address the importance of controlling keys to the buildings. In the case of the reassigned assistant principal and the reassigned custodian, there should be a process for an employee to check out of the prior assignment. In the case of the dismissed secretary, there should be a process to withhold a final paycheck until the keys are returned. The cases of stolen keys reflect carelessness on the part of employees and clearly indicate that control over keys is not emphasized.

Giving keys to students is not a prudent practice and the teacher should be held responsible for this action. A major problem is that once someone has a key to a building, it can be reproduced.

Beyond the security aspects of managing keys, it is expensive to re-key a school. The Plant Maintenance Department has estimated that it took district staff 160 man-hours to re-key all interior and exterior doors, make duplicate keys, and organize the key box at a single elementary school. As of late September 2000, seven schools had pending requests to re-key all doors. The cost for making keys is currently borne by the Plant Maintenance Department.

Five new schools have been constructed with a non-reproducible key system and it appears that this approach has helped to reduce the demand for replacement keys. This type of lock system can eliminate the need to re-key entire buildings because each lock is unique and if an employee loses a key, it is only necessary to replace one key, not re-key the entire building, or in a worst case scenario, if a key that opens exterior doors was lost, only those doors would need to be re-keyed.

The use of card systems are also a viable option for accessibility to exterior doors of schools. Employees are issued cards assigned to them, thus an automated record is made every time an employee enters a building after hours. If the employee leaves the school or the school system, the card can be deactivated.

## **RECOMMENDATIONS**

### **Recommendation 16-18:**

#### **Establish the key shop as an internal service fund.**

The use of keys that cannot be reproduced or card systems will improve control of access to schools, but these programs will not create an impetus to control the keys or cards; there will still be situations where these items can be loaned to others or taken when employees leave a school.

Internal service funds are separate entities that operate in a manner similar to that of private sector organizations, except they are designed to break even with neither any significant profit or losses. The acquisition of assets, such as vehicles is expensed over the useful life of the asset through the use of depreciation. Other costs typically not

allocated to schools/departments in traditional governmental accounting include the recording of all operating costs to include, vehicle maintenance, utilities, rent, and an allocation and a cost for general overhead in addition to the normal expenses for salaries and benefits, supplies and materials, and services. This type of fund is effective in situations where the user of the service makes the expenditure decision, yet the budgetary responsibility rests with the central department.

This fund could be established by allocating the current budget for the key shop to the schools. In this way, the schools should have the resources to pay for the services they request. If they request an inordinate level of these services, it will be necessary to utilize other resources available to the school to pay for the services. Schools that effectively control the keys should not be required to expend these resources and therefore, will be able to use these resources for other purposes. If the overall demand for services declines, the key shop should be required to reduce costs, possibly by reducing staff.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

- |  |            |
|--|------------|
| 1. The Director of Schools should direct the Assistant Superintendent for Business and Facilities to develop a process to convert the key shop to an internal service fund.  | April 2001 |
| 2. The Assistant Superintendent for Business and Facility Services should direct the Director of Business Services and the Director of Operations to establish the key shop as an internal service fund for the 2001-02 fiscal year.                         | April 2001 |
| 3. The Director of Business Services should determine the amounts of overhead costs to be allocated to the fund and develop a mechanism to allocate these costs on a monthly basis.  | May 2001   |
| 4. The Director of Operations should establish a separate process for the key shop within the current work order system. All data entry activities should be controlled by and the costs allocated to the key shop.  | June 2001  |
| 5. The Director of Business Services should work with the Director of Operations to ensure that all employees involved receive training to understand how an internal service fund works.  | June 2001  |
| 6. The Director of Business Services should determine the amount of the current budget to be allocated to each school based upon a per student formula. Exceptions may be necessary for schools with lock systems that have been problematic over the years. | June 2001  |

7. The Assistant Superintendent for Business and Facilities, the Director of Business Services, and the Director of Operations should meet with the principals and communicate how the new system should work. July 2001
8. The Director of Operations and the Director of Business Services will implement the program and monitor activities during the initial period of operation. July 2001 and Ongoing

**FISCAL IMPACT**

This recommendation can be implemented with current resources.

**Recommendation 16-19:**

**Evaluate the potential for replacing all lock systems in MNPS with non-reproducible lock systems and/or a card security system.**

Availability of a large number of keys for school buildings that can easily be reproduced creates the opportunity for any number of individuals to gain access to the buildings. This problem can be avoided by installing systems using keys that cannot be reproduced for internal and external doors or card systems that will record the name of the individuals entering the facility for external doors and non-reproducible keys for interior doors.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Director of Schools should direct the Assistant Superintendent for Business and Facilities to develop a plan to evaluate the potential for the use of different access systems. September 2001
2. The Director of Operations should initiate a process to evaluate the potential for installing keys that cannot be reproduced or to implement a card system. November 2001
3. The Director of Operations should meet with the Director of Plant Planning and Construction to request capital resources to install a card reader system at one high school so the potential of these systems can be evaluated. January 2002
4. The Director of Plant Planning and Construction should include the installation of a card reader system at one high school as part of the 2002-03 Capital Improvement Program. May 2002
5. The Director of Operations should evaluate the process with the non-reproducible key systems. May 2002

6. The Directors of Plant Planning and Construction, Operations, and Safety and Security should make recommendations regarding the possible installation of the non-reproducible key and card systems.

July 2003

**FISCAL IMPACT**

Any decision to upgrade the access systems in schools will be costly. The cost to install a card reader system in an average sized high school will cost in the range of \$25,000 and each non-reproducible lock set costs slightly in excess of \$250, thus, to key an elementary school with 80 doors, the cost would be in the range of \$23,000 per school.

Both of these approaches are costly and would have to be treated as capital improvement projects. The best time to upgrade these systems incrementally is when a school is being renovated or receiving an addition.

The difficult issue will be to determine the trade-off between the investment and improved control, and hopefully improved security for the facilities.

The installation of a card system in one high school should be able to provide information regarding the viability of the system and should result in a one-time cost of \$25,000. Any decision to expand this program to all schools could run as high as \$3.2 million. The lock systems are already in five schools, thus, there will not be a short-term need to install additional systems until these systems are evaluated. If a decision is ultimately made to install nonreproducible lock systems in all schools, the total cost would also be in the \$3 million range.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Install Security System in a Pilot School	(\$25,000)	\$0	\$0	\$0	\$0

**FINDING**

There are a number of issues involving the provision of security services for school-based events (normally athletic contests). There are two sources of security services for schools. They can hire police officers through the Metropolitan Police Department and receive a police officer with a police vehicle, or they can hire uniformed off-duty police officers through a private security firm. MNPS currently has security contracts via a Memorandum of Understanding with the Metropolitan Nashville Police Department which was finalized on May 3, 2000, and a contract with Special Security Services Inc. which has been in effect since October 1996. The agreement with the Police Department identified a fixed rate per hour for the various levels of officers with the cost of a uniformed police officer being \$38 per hour. The contract with Special Security Services calls for a cost of \$23 per hour for a uniformed off-duty police officer. Police vehicles are not available to officers retained under this contract.

The agreement with the Metro Police Department represents a change in policy for the department. Prior to 1998, police officers were contracted individually by the schools for



\$60 per game. The Metro Police Department established a Secondary Employment Unit in 1998 which required officers to either work through this unit or through a private security contracting firm. The rates charged by the Secondary Employment Unit were changed in 1998 to be based on the hourly rate for the specific officers selected. This raised the cost considerably and became a source of conflict between the Metro Police Department and the schools. The billing rate was changed for the 2000-01 school year to a fixed hourly rate of \$38 for all off-duty officers. This rate represents an average of the cost for all of the officers participating in the program. Assuming that it requires three hours for officers assigned to football games, the cost increase is from \$60 per officer in 1997 to \$114 per officer in 2000, a 90 percent increase.

Another significant change has been the process of selecting officers. Prior to the current agreement, principals could identify the officers they wished to cover their events. The officers are now selected from a rotation list maintained by the Metro Police Department. The rotation policy used by The Metro Police is an effort to create an open and objective process within the department. There are a large number of organizations that retain off-duty police officers; this process provides an equal opportunity for all officers who sign up to be part of the rotation. The only exception is that the principal can request that the School Resource Officer be assigned to the school. The School Resource Officers; however, only work if they volunteer for this service. The rotation process has been a problem from the school perspective because, in the past, they had been able to utilize the same officers over a period of time, thus, these officers were familiar with the local circumstances, and they were better prepared to deal with any situations that might surface.

Typically, the principal, an assistant principal, or the School Resource Officer make arrangements for the security at events such as football games. They normally try to minimize the number of officers from the Metro Police Department because of the cost differential, thus they request at least one officer with a vehicle through the Police Department and may fill the other positions through the contracted service. There is currently a shortage of officers in Nashville, and in some cases the private security companies have difficulty filling positions, or an officer may elect to change his/her mind after committing to an event with the private service. This happened in late October when a principal contacted the Secondary Employment Unit of the Police Department on a Friday afternoon to seek additional officers for a football game that evening. The security contractor was unable to provide the service. The result was that the police officers on normal patrol duty for the Police Department that evening were diverted to handle the football game.

The cost of providing security for the coverage at school events is paid by the school, normally through resources available in the athletic component of the student activity fund. These are locally generated resources either through ticket sales or fund raising activities.

There are a number of problems with the current process:

- the principals are often involved in what should be a routine administrative matter;
- a decision may be made to provide fewer security personnel than would be required at an event because of cost considerations;

- the current mechanism for staffing by minimizing the number of officers with police cars can lead to situations where last minute adjustments may have to be made; and
- schools are responsible for a security activity at athletic events when there are two departments, Athletics and Safety and Security available to manage this activity.

## **RECOMMENDATION**

### **Recommendation 16-20:**

#### **Assign responsibility for managing security at athletic events to the Department of Athletics and Physical Education.**

The provision of security services for athletic events is a costly activity that is buried in the accounts of the Student Activity Funds of the schools. A total of \$143,300 was expended for this service during the 1999-2000 fiscal year.

The total revenue from ticket sales for all schools was \$1.6 million for 1999-2000, thus, the cost for security is comparatively minor when compared with the ticket sales revenue that is retained by the schools. These revenues, however, are utilized for a number of other athletically-related costs. Many school districts across the country manage and budget the overall athletic programs centrally, to include security and stadium maintenance. However, in these districts, individual schools normally do not have their own football stadiums.

With the magnitude of the revenues, it is not unreasonable for the schools to share in the cost of providing security. The issue is to determine the level of financial responsibility. The decision regarding the level of security coverage should be a joint decision between the principal, the Director of Safety and Security, and the Director of Athletics and Physical Education and it should not be predicated on cost considerations.

One approach would be for the Director of Athletics and Physical Education to manage the security for athletic events to include paying for the service. The schools would be billed monthly based upon using the \$60 per-game rate charged prior to 1998.

## **IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Director of Schools should direct the Director of Safety and Security and the Director of Athletics and Physical Education to establish a process to centrally manage security for athletic events at schools. April 2001
2. The Directors should establish a process whereby the schools will pay for security services at the previous rate of \$60 per officer, but the decision for the number of officers will rest with the Directors of Athletics and Physical Education and Safety and Security, with input from school-based staff. April –  
May 2001

3. The Directors should implement the program at the beginning of the 2001-02 school year.

August 2001  
and Ongoing

**FISCAL IMPACT**

The purpose of this recommendation is to insure effective security at sporting events while minimizing the financial impact on the schools. One approach would be for the Director of Athletics and Physical Education to manage the security for athletic events to include paying for the service. The schools would be billed monthly using the \$60 per game rate charged prior to the change in procedures with the remainder of the costs to be included in the Athletics budget. By using this approach, the schools will have reduced costs based on the 2001-02 fiscal year and will be paying an amount consistent with the 1997-98 fiscal year. The billing could be accomplished via a journal entry each month charging \$60 per game rate to the appropriate account in the Student Activity Funds of the schools.

The estimated cost for these security services in the 2001-02 fiscal year is \$185,000. This represents a 56 percent increase in costs from 1998-99. The costs for 1998-99 were approximately \$110,000. The increased amount for security services under the current agreements is \$75,000. Thus, the additional cost to implement this recommendation would be \$75,000.

<b>Recommendation</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>
Institute Centrally-Managed Security Services	(\$185,000)	(\$185,000)	(\$185,000)	(\$185,000)	(\$185,000)
Receive Revenue from School Activity Funds	\$110,000	\$110,000	\$110,000	\$110,000	\$110,000
<b>Total Cost</b>	<b>(\$75,000)</b>	<b>(\$75,000)</b>	<b>(\$75,000)</b>	<b>(\$75,000)</b>	<b>(\$75,000)</b>

**16.3 Zero Tolerance Program**

The federal government passed the Gun Free School Act of 1994 which required that all states pass laws that would expel (for one calendar year) any student who brought a weapon to school. The law provides, however, that a school system chief administering officer may modify such expulsion requirements on a case-by-case basis and that the federal definition of weapons be used (which essentially covers guns). Tennessee's General Assembly passed its corresponding statute in 1995, *Tennessee Code annotated* 49-6-3401(g).

The General Assembly adopted two additional statutory provisions in 1996. These were Tennessee Code Annotated 49-6-4216 which requires local school boards to file written policies and procedures annually with the Tennessee Department of Education "to ensure safe and secure learning environments free of drugs, drug paraphernalia, violence and dangerous weapons; and to impose swift, certain and severe disciplinary sanctions" on students who bring drugs or weapons onto school property or assault or threaten others. School boards are encouraged, but not required, to include a Zero

Tolerance Policy for possession of drugs, drug paraphernalia, dangerous weapons, influence of drugs, or assault or threatened assault upon a teacher, student, or other person.

The Comptroller of the Treasury for the state of Tennessee published *Getting Tough on Kids: A Look at Zero Tolerance*, in February 1998. This was a study of the implementation of the policies required by the statutes, disciplinary policies in effect in all school districts, methods of record keeping used by local education authorities to record violations, and analysis of disciplinary data for the years 1994 through 1997.

Initial findings reflected difficulties in comparing school systems because some school boards have added other offenses, such as possession of alcohol, cellular phones, or pagers, and sexual harassment.

Exhibit 16-6 reflects a summary of the offenses identified for Zero Tolerance purposes for Nashville-Davidson County and four other larger school systems in the state of Tennessee at the time of the report (February 1998).

**EXHIBIT 16-6  
OFFENSES INCLUDED IN ZERO TOLERANCE POLICIES  
FEBRUARY 1998**

OFFENSE CATEGORIES	METROPOLITAN NASHVILLE COUNTY SCHOOLS	MEMPHIS CITY SCHOOLS	HAMILTON COUNTY SCHOOLS	KNOX COUNTY SCHOOLS	SHELBY COUNTY SCHOOLS
Drugs	X	X	X	X	X
Alcohol		X			
Assault/Battery	X	X	X	X	X
Weapons	X	X	X	X	X
Marijuana	X		X		

Source: Getting Tough on Kids: A Look at Zero Tolerance, Comptroller of the Treasury, state of Tennessee, February 1998.

There have been dramatic increases in the number of Zero Tolerance infractions for the Metropolitan Nashville Public Schools since 1997-98. Exhibit 16-7 reflects these increases.

**EXHIBIT 16-7  
ZERO TOLERANCE INFRACTIONS  
1997-98, 1998-99, AND 1999-2000 SCHOOL YEARS**

INFRACTION	SCHOOL YEAR			PERCENT INCREASE OVER 1997-98	PERCENT INCREASE OVER 1997-98
	1997-98	1998-99	1999-2000		
Assaults Against School Personnel	61	124	137	124.59%	10.48%
Threats Against School Personnel	132	147	169	28.03%	14.97%
Drug Related Events	168	178	216	28.57%	21.35%
Weapon Related Events	97	142	200	106.19%	40.85%
Harassment	2	15	30	1400.00%	100.00%
Aggravated Assault	35	32	27	-22.86%	-15.63%
Total Zero Tolerance Referrals	495	638	816	64.85%	27.90%

Source: Metropolitan Nashville Public Schools, Weekly Zero Tolerance Report, September 6, 2000.

The Zero Tolerance increases since 1997-98 have been dramatic. There is no specific explanation for these increases other than the school system has expanded the definition of Zero Tolerance over the years, and there is a possibility that the use of the CATV cameras in the high schools and middle schools has resulted in increases in the identification of violations. There is currently no information available to identify specific causal factors for the increase in Zero Tolerance infractions.

## **FINDING**

The Weekly Zero Tolerance Report provides Zero Tolerance infraction information to date for the following categories:

- assaults against school personnel;
- threats against school personnel;
- drug-related;
- weapon-related;
- harassment;
- aggravated assault; and
- gang-related activity.

The number of infractions for each category is identified as one of the following:

- status pending, regular education;
- expelled;
- manifestation;
- pending IEP Team; and
- other.

The report includes data for the three previous years (1999-2000, 1998-1999, and 1997-1998). This report, however, does not compare the current year to date with information with similar data for the previous periods; thus, it is not possible to determine how the results of the current year to date compare with the prior periods.

## **RECOMMENDATION**

### **Recommendation 16-21:**

**Modify the weekly Zero Tolerance Report to include zero tolerance violations for the similar periods to date from previous years.**

Without comparative data for prior years, it is difficult to determine if the Zero Tolerance expulsions for the current year are increasing or decreasing compared to previous years.

Reports of this type can provide a basis for analysis. If there is an inordinate increase or decrease in a category, this change should be explained. If a trend is developing, this information should bring this information to the attention of the administration and the Board of Education.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Director of Schools should direct the Assistant Superintendent for Instruction and Administration 9-12 to modify the Weekly Zero Tolerance Report to include year-to-date information for prior periods. April 2001
  
2. The Assistant Superintendent for Instruction and Administration 9-12 should modify the Weekly Zero Tolerance Reports to include year to date information for prior periods. August 2001
  
3. The Department of Safety and Security, in conjunction with the Department of Research and Evaluation, should analyze the data and present data for future actions. September 2001

**FISCAL IMPACT**

This recommendation can be implemented with current resources.

**FINDING**

The 1999-2000 data provided in the MNPS Weekly Zero Tolerance Report are different from similar data provided by the state. The cause of this difference involves the reporting method used by MNPS. State information is collected as of June 30<sup>th</sup>. This information fails to include violations that occur late in the school year that are adjudicated in the following year. These violations are reported by MNPS in the school year in which they occurred, not the school year in which they were adjudicated. Thus, the total number of zero tolerance violations reported to the state for the 1999-2000 school year included only 1999-2000 violations adjudicated during the 1999-2000 school year.

The Zero Tolerance Violations for 1999-2000 include:

- 1999-2000 Per September 6, 2000 Weekly Zero Tolerance Report 816
- 1999-2000 Per Report from the State of Tennessee 773
- Increase of MNPS Report over Official State Reporting 43

The request for information from the state of Tennessee does not address this circumstance. In the case of MNPS, those 1999-2000 violations adjudicated during 2000-01 will never be recorded on any state reports; from a state perspective, they never occurred. Thus, MNPS zero tolerance violations are continually under reported on reports provided by the State of Tennessee.

Discussions with a representative of the Controller of the Treasury Office of Research, Office of Educational Accountability indicate that this issue has not been addressed. It is possible that all districts are reporting in a manner similar to MNPS, but it is also possible that some or all other districts are reporting zero tolerance violations in the year they have been adjudicated.

**RECOMMENDATION**

**Recommendation 16-22:**

**Record and report zero tolerance violations using the same criteria as the state of Tennessee.**

MNPS staff should representatives of the state of Tennessee to assure that they are reporting zero tolerance violations in a manner consistent with expectations of the Comptroller of the Treasury. Regardless of the results, the internal reports should reflect prior year data consistent with that provided by the state. An additional column may be necessary to identify those violations that transcend a single reporting period.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Director of Schools should direct the Assistant Superintendent for Instruction and Administration 9-12 to contact the state of Tennessee and determine how zero tolerance violations should be reported for future periods. April 2001
  
2. The Assistant Superintendent for Instruction and Administration should direct the Student Referrals staff to meet with representatives of the Controller of the Treasury, Office of Research to review the reporting procedures. May 2001
  
3. The Assistant Superintendent for Instruction and Administration should begin reporting Zero Tolerance information consistent with that of the state of Tennessee with the 2000-01 annual report to the state. September 2001

**FISCAL IMPACT**

This recommendation can be implemented with current resources.

**FINDING**

Exhibit 16-8 relates the Zero Tolerance results for Metropolitan Nashville Public Schools (Davidson County) to state totals. While Davidson County has 7.65 percent of the average daily membership in the state, MNPS has had 21.27 percent of the total offenses. In the category of battery on teachers and staff, Davidson County has 45 percent of the state total.

MGT compared the Zero Tolerance offenses of Davidson County with the other large school systems in Tennessee. Exhibit 16-9 provides this information by type of infraction. Over one percent of the average daily membership of Davidson County was expelled for Zero Tolerance violations during the 1999-2000 school year. Memphis City had the next highest percentage with 0.53 percent of all students expelled. This is 40 percent less than Davidson County. Davidson County also has a considerably larger number of infractions on a percentage basis, for the Battery teacher/Staff, Weapon Not Firearms, and other categories.

**EXHIBIT 16-8  
ZERO TOLERANCE OFFENSES  
COMPARISON WITH STATE OF TENNESSEE  
1999-2000**

<b>TYPE OF OFFENSE</b>	<b>STATEWIDE</b>	<b>DAVIDSON COUNTY</b>	<b>PERCENTAGE OF STATE</b>
Drug Offenses	1,944	217	11.16%
Firearms	109	23	21.10%
Battery Teacher/Staff	282	127	45.04%
Weapon Other than Firearms	540	164	30.37%
Other – Includes Alcohol	760	242	31.84%
Total Offenses	3,635	773	21.27%
1999-2000 Average Daily Membership	897,108	68,700	7.65%

Source: State of Tennessee Comptroller of the Treasury, Office of Research,  
1999 - 2000 Enrollment information from State of Tennessee Department of Education.

Exhibit 16-10 identifies the grade level of those involved in Zero Tolerance violations. The information from this schedule is significant. This information indicates that MNPS represents over fifty percent of the violations statewide for Grades Kindergarten through Grade 2, and over 50 percent of the statewide total for Grades 3 through 5.

The fact that MNPS has an inordinate number of Zero Tolerance violations combined with the increasing number of violations annually either indicates that the program in MNPS is not effectively functioning as an incentive for students to obey the rules or MNPS is interpreting the law in a more stringent manner. It does appear to be achieving the purpose of removing problem students from the school system.

**RECOMMENDATION**

**Recommendation 16-23:**

**Evaluate current procedures to determine why MNPS has the highest percentage of students with Zero Tolerance infractions and reassess the overall goals and procedures associated with this program for MNPS.**

Although MNPS expelled 773 students in 1999-2000, there were only 260 slots in six alternative programs with 20 slots for elementary students. One program for students expelled for weapon possession is a K-12 program and may include some elementary students. The limited number of available slots for students in the alternative programs results in a waiting list for students at all levels and leaves a large number of students with no place to go during the period of their expulsion, unless parents elect to undertake home schooling or send them to a private school. A key factor associated with this information relates to students in Grades K-5. Two of the comparison school systems have no expulsions for these grades, while the other two have a percentage that is less than one half that of MNPS.



**EXHIBIT 16-9  
COMPARISON OF MNPS ZERO  
TOLERANCE OFFENSES WITH OTHER TENNESSEE SCHOOL SYSTEMS  
1999-2000**

OFFENSES	STATEWIDE		METROPOLITAN NASHVILLE PUBLIC SCHOOLS		HAMILTON COUNTY		MEMPHIS CITY		KNOX COUNTY		SHELBY COUNTY	
	INFRAC-TIONS	PERCENT OF ADM*	INFRAC-TIONS	PERCENT OF ADM*	INFRAC-TIONS	PERCENT OF ADM*	INFRAC-TIONS	PERCENT OF ADM*	INFRAC-TIONS	PERCENT OF ADM*	INFRAC-TIONS	PERCENT OF ADM*
Drug Offenses	1,944	0.22%	217	0.32%	131	0.31%	311	0.26%	75	0.14%	57	0.13%
Firearms	109	0.01%	23	0.03%	8	0.02%	38	0.03%	2	0.00%	2	0.005%
Battery Teacher/Staff	282	0.03%	127	0.18%	31	0.07%	42	0.04%	9	0.02%	0	0.00%
Weapon Not Firearms	540	0.06%	164	0.20%	22	0.05%	91	0.08%	26	0.05%	0	0.00%
Other – Includes Alcohol	760	0.09%	242	0.35%	14	0.03%	131	0.11%	13	0.02%	0	0.00%
Total Offenses	3,635	0.41%	773	1.13%	206	0.50%	613	0.53%	125	0.24%	59	0.13%
Average Daily Membership	897,017	N/A	68,700	7.66%	41,503	4.62%	117,013	13.04%	51,969	5.79%	44,218	4.93%

Source: State of Tennessee, Comptroller of the Treasury, Office of Research 1999-2000 Enrollment Information from State of Tennessee Department of Education.

\*ADM stands for average daily (student) membership.

**EXHIBIT 16-10  
ZERO TOLERANCE VIOLATIONS BY GRADE-LEVEL IN METROPOLITAN NASHVILLE PUBLIC SCHOOLS  
1999-2000**

GRADE	STATEWIDE	DAVIDSON ACTIONS	COUNTY PERCENT OF STATE	MEMPHIS ACTIONS	SCHOOLS PERCENT OF STATE	HAMILTON ACTIONS	COUNTY PERCENT OF STATE	KNOX ACTIONS	COUNTY PERCENT OF STATE	SHELBY ACTIONS	COUNTY PERCENT OF STATE	FIVE DISTRICTS TOTAL
Kindergarten	18	12	66.67%	0	0.00%	1	5.56%	0	0.00%	0	0.00%	13
Grade 1	35	21	60.00%	0	0.00%	2	5.71%	1	2.86%	0	0.00%	24
Grade 2	26	15	57.69%	0	0.00%	2	7.69%	1	3.85%	0	0.00%	18
Grade 3	26	13	50.00%	0	0.00%	3	11.54%	2	7.69%	0	0.00%	18
Grade 4	38	16	42.11%	0	0.00%	2	5.26%	2	5.26%	0	0.00%	20
Grade 5	52	23	44.23%	0	0.00%	1	1.92%	2	3.85%	0	0.00%	26
Grade 6	188	51	27.13%	38	20.21%	9	4.79%	8	4.26%	0	0.00%	106
Grade 7	443	110	24.83%	78	17.61%	25	5.64%	14	3.16%	1	0.23%	228
Grade 8	601	134	22.30%	107	17.80%	31	5.16%	14	2.33%	3	0.50%	289
Grade 9	906	188	20.75%	165	18.21%	67	7.40%	16	1.77%	21	2.32%	457
Grade 10	646	109	16.87%	118	18.27%	30	4.64%	30	4.64%	17	2.63%	304
Grade 11	387	50	12.92%	64	16.54%	16	4.13%	18	4.65%	11	2.84%	159
Grade 12	262	31	11.83%	33	12.60%	17	6.49%	17	6.49%	6	2.29%	104
Total	3,628	773	21.31%	603	16.62%	206	5.68%	125	3.45%	59	1.63%	1,766
Grade K-5	195	100	51.28%	0	0.00%	11	5.64%	8	4.10%	0	0.00%	119
% of District	5.37%	12.94%	N/A	0.00%	N/A	5.34%	N/A	6.40%	N/A	0.00%	N/A	6.74%

Source: State of Tennessee, Comptroller of the Treasury, Office of Research, 2000.  
N/A = data not available.

MNPS either has a high percentage of problem students or the program is being implemented differently than at the other school systems included in this analysis. Based on information provided by staff in the juvenile justice system, it appears the latter may be the case. Juvenile justice staff interviewed believe that schools seem to be quick to suspend or take a hard line with students for questionable infractions. The MNPS staff state they are complying with the state law and the direction of the Board of Education.

After three years of increasing Zero Tolerance expulsions, it is time to reassess the manner in which the program is being implemented.

### **IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Board of Education should direct the Director of Schools to establish a Zero Tolerance Evaluation Committee that will include MNPS staff members, a representative from the Metropolitan Police Department, the juvenile justice system, and a group of citizens. April 2001
2. The Director of Schools should work with the Board of Education and staff to identify the mission for the committee and to identify the appropriate membership for the committee. May 2001
3. The Director of Schools should convene the committee. August 2001
4. The committee should report its findings and recommendations to the Board of Education. June 2002
5. The Board of Education should accept the recommendations and direct the Director of Schools to implement any changes desired by the Board of Education. August 2002

### **FISCAL IMPACT**

This recommendation can be implemented with current resources.

### **16.4 Crisis Management**

Crisis management planning should be built upon a foundation that is safe and responsive to children. Crisis planning should include training for teachers and staff; the involvement of community agencies, including fire and rescue, as well as hospital, health, social welfare, and mental health services; and a plan for an emergency core team to meet regularly to identify potentially troubled or violent students and situations that may be unsafe.

Metropolitan Nashville Public Schools and the Metropolitan Police have worked together to develop a comprehensive site survey for each school that ultimately becomes the Crisis Management Plan for each school. This survey takes place before school starts

each fall and when completed, the information for each school is converted to a CD and distributed to the Safety and Security Department, the Metro Police Department, and the Metropolitan Fire Department.

The information contained in this survey includes:

- school name, address, telephone and alternate telephone numbers;
- principal's and assistant principal's names, telephone and pager numbers;
- basic information to include enrollment, number of teachers, number of other staff, and regular school hours;
- streets (intersections) to be closed during an incident;
- information relating to the alarm system and locations of control panels;
- information regarding the P/A system;
- identification of chemical laboratories and a list of chemicals in the building;
- number of portable classrooms and their locations;
- information about any gas appliances in the school;
- identification of special concerns involved in an evacuation (i.e. handicapped students or faculty);
- a list of police staging areas;
- forced entry possibilities;
- determination of entry points to include the roof;
- location of utility shut offs;
- pictures of the building from all sides;
- building floor plan;
- aerial photo of the site;
- special situation school team list; and
- a list of all employees and their locations within the building.

In addition to the site survey information, each fall the schools receive a notice regarding communication in case of emergencies. This identifies how the various systems will be

used to communicate with the schools/departments. Included in the message is how the capabilities of the AIMS system can be used as a communication tree, the use of a two-way radios in schools, and the use of two-way radios on buses.

Also provided is a plan to be used if there is a organization-wide emergency. This includes a preparation checklist and local building alert procedures. There are also evacuation codes for all support facilities.

Evacuation procedures for lock downs take place three times a year. The first occurs with the school staff prior to when students arrive in the buildings. There is a minimum of one drill each semester.

## **COMMENDATION**

**Metropolitan Nashville Public Schools is commended for having an outstanding Crisis Management Plan.**

### **16.5 Safety And Security Reporting**

One of the greatest concerns of parents is the safety of their children. Metropolitan Nashville Public Schools has a number of programs and procedures in place to ensure a safe environment for the students, faculties, and other staff members within the school system.

## **FINDING**

A large number of safety-related programs/activities are taking place simultaneously in different areas of the school system. Some of this information such as Zero Tolerance is reported on a regular basis while others such as building break-ins and hazardous materials activities are not reported on at all. There are also numerous individual studies and program evaluations relating to the Safe and Drug Free Schools program and other grant programs that are reported on as they occur. Many of these activities are the responsibility of specific individuals/departments, and they operate independently. The Safe and Drug Free Schools Program stands somewhat alone, and there are other individual grants in place throughout the district. A number of schools have implemented uniformity of dress programs in their schools. The Crisis Management Plan and the process for managing chemicals and disposing of surplus chemicals are model programs that the public is generally unaware exist.

With all of these activities impacting the safety of the students and employees in MNPS, there is currently no mechanism in place to provide improved coordination of effort, nor to bring all of these activities together either organizationally or for purposes of reporting to the public. One component of this problem is the lack of support systems to generate the appropriate management information.

A second, and possibly more important aspect is the failure to understand the magnitude of activities that are involved when discussing safety and security within a school system environment. What is the overall impact of the numerous programs? Can the impact of multiple programs be determined? What schools are managing keys and the facilities

most effectively? What is the condition of the playgrounds? Are certain schools/departments more prone to workers compensation claims? What are the numbers of students requiring regular medication at various schools? Where does student mobility come into play? How does all this relate to the number of students on free or reduced lunch? Does a growing or declining enrollment within a school have an impact?

This chapter has made a number of recommendations to improve safety and security that should require additional resources. If these recommendations are ultimately to be implemented, it will be necessary to communicate to the Board of Education and the community how these investments will impact the students in the system.

To communicate this information, it will be necessary to develop a Comprehensive Safety Plan that will include a page for each school including pertinent information such as participation in various programs, condition of the playground, the safety status of science labs for secondary schools, the number of Zero Tolerance violations, number of suspensions, the level of student mobility, and many more pieces of information unique to each school.

This document should also include separate chapters on the various safety programs such as the activities of the School Resource Officers, the Safe and Drug Free Schools, the Tennessee Safe Schools grant, Risk Management, and the on-the-job-injury-program—to name a few.

If safety is to receive a major emphasis within MNPS, a mechanism to report all of the safety-related activities in a comprehensive manner must be developed. There is no other way for the Board of Education, staff, or the public to fully understand the magnitude of effort directed at safety and security within MNPS.

## **RECOMMENDATION**

### **Recommendation 16-24:**

#### **Develop a Comprehensive Safety Plan for the Metropolitan Nashville Public Schools.**

The development of a comprehensive safety plan for MNPS will require a great deal of time and planning.

## **IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The Director of Schools should assign the Assistant Superintendent for Business and Facility Services responsibility for creation of the Comprehensive Safety Plan. May 2001
2. The Assistant Superintendent for Business and Facility Services should design a plan with a long-term perspective and a team of staff members should be identified to aid in the design and preparation of the plan. September 2001

3. The Assistant Superintendent should complete the initial Comprehensive Safety Plan after data are available for the previous fiscal year.

November 2001

**FISCAL IMPACT**

This recommendation can be implemented with current resources; however, it will require a great deal of management effort.

**17.0 SUMMARY OF POTENTIAL  
COSTS AND SAVINGS**

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## **17.0 SUMMARY OF POTENTIAL COSTS AND SAVINGS**

Based on the analyses of data obtained from interviews, surveys, community input, state and local documents, and first-hand observations in Metropolitan Nashville Public Schools, the MGT team developed over 230 recommendations in this report. About 80 recommendations have fiscal implications and are summarized in this chapter. **It is important to keep in mind that the identified costs and savings are incremental and cumulative.**

As shown below in Exhibits 17-1 through 17-4, and in detail in Exhibits 17-5 and 17-6, full implementation of the recommendations in this report would require five-year net costs of approximately \$17.1 million. It is important to note that costs and savings presented in this report are in 2000-01 dollars and do not reflect increases due to salary or inflation adjustments.

Exhibit 17-1 below shows the total costs and savings for all funding sources.

### **EXHIBIT 17-1 SUMMARY OF ANNUAL COSTS AND SAVINGS FOR ALL FUNDING SOURCES**

CATEGORY	YEARS					Total Five-Year (Costs) or Savings
	2001-02	2002-03	2003-04	2004-05	2005-06	
TOTAL SAVINGS	\$5,027,312	\$10,075,286	\$11,044,950	\$11,780,551	\$12,263,649	\$50,191,748
TOTAL (COSTS)	(\$10,272,741)	(\$14,027,156)	(\$14,347,156)	(\$13,467,156)	(\$13,787,156)	(\$65,901,365)
TOTAL NET (COSTS)	(\$5,245,429)	(\$3,951,870)	(\$3,302,206)	(\$1,686,605)	(\$1,523,507)	(\$15,709,617)
ONE-TIME (COSTS)						(\$1,432,980)
TOTAL FIVE-YEAR NET (COSTS) INCLUDING ONE-TIME (COSTS)						(\$17,142,597)

Exhibit 17-2 shows the total costs and savings for operating funds.

### **EXHIBIT 17-2 NET (COSTS) SAVINGS FOR OPERATING FUNDING SOURCE**

CATEGORY	YEARS					Total Five-Year (Costs) or Savings
	2001-02	2002-03	2003-04	2004-05	2005-06	
TOTAL SAVINGS	\$3,044,974	\$7,535,224	\$7,957,964	\$8,119,640	\$8,384,723	\$35,042,525
TOTAL (COSTS)	(\$5,299,467)	(\$9,030,332)	(\$9,350,332)	(\$11,470,332)	(\$11,790,332)	(\$46,940,795)
TOTAL NET (COSTS)	(\$2,254,493)	(\$1,495,108)	(\$1,392,368)	(\$3,350,692)	(\$3,405,609)	(\$11,898,270)
ONE-TIME (COSTS)						(\$64,980)
TOTAL FIVE-YEAR NET (COSTS) INCLUDING ONE-TIME (COSTS)						(\$11,963,250)

Exhibit 17-3 shows the total savings and costs for capital funds.

**EXHIBIT 17-3  
NET (COSTS) SAVINGS FOR CAPITAL FUNDING SOURCE**

CATEGORY	YEARS					Total Five-Year (Costs) or Savings
	2001-02	2002-03	2003-04	2004-05	2005-06	
<b>TOTAL SAVINGS</b>	\$956,679	\$913,479	\$913,479	\$913,479	\$913,479	\$4,610,595
<b>TOTAL (COSTS)</b>	(\$4,929,750)	(\$4,953,300)	(\$4,953,300)	(\$1,953,300)	(\$1,953,300)	(\$18,742,950)
<b>TOTAL NET (COSTS)</b>	(\$3,973,071)	(\$4,039,821)	(\$4,039,821)	(\$1,039,821)	(\$1,039,821)	(\$14,132,355)
<b>ONE-TIME (COSTS)</b>						<b>(\$318,000)</b>
<b>TOTAL FIVE-YEAR NET COSTS INCLUDING ONE-TIME (COSTS)</b>						<b>(\$14,450,355)</b>

Exhibit 17-4 shows the total savings and costs for restricted funds.

**EXHIBIT 17-4  
NET (COSTS) SAVINGS FOR RESTRICTED FUNDING SOURCE**

CATEGORY	YEARS					Total Five-Year (Costs) or Savings
	2001-02	2002-03	2003-04	2004-05	2005-06	
<b>TOTAL SAVINGS</b>	\$1,025,659	\$1,626,583	\$2,173,507	\$2,747,432	\$2,965,447	\$10,538,628
<b>TOTAL (COSTS)</b>	(\$43,524)	(\$43,524)	(\$43,524)	(\$43,524)	(\$43,524)	(\$217,620)
<b>TOTAL NET SAVINGS</b>	\$982,135	\$1,583,059	\$2,129,983	\$2,703,908	\$2,921,923	\$10,321,008
<b>ONE-TIME (COSTS)</b>						<b>(\$1,050,000)</b>
<b>TOTAL FIVE-YEAR NET SAVINGS MINUS ONE-TIME (COSTS)</b>						<b>\$9,271,008</b>

Exhibit 17-5 provides a chapter by chapter summary for all costs and savings. Exhibit 17-6 provides costs/savings summaries for three funding sources: operating, capital, and restricted.

It is important to keep in mind that only recommendations with fiscal impact are identified in this chapter. Many additional recommendations to improve the efficiency and effectiveness of the Metropolitan Nashville Public Schools are contained in Chapters 5 through 16.

Implementation strategies, timelines, and fiscal impacts follow each recommendation in this report. The implementation section associated with each recommendation identifies specific actions to be taken. Some recommendations should be implemented immediately, some over the next year or two, and others over several years.

MGT recommends that the Metropolitan Board of Education give each of these recommendation serious consideration, develop a plan to proceed with implementation, and a system to monitor subsequent progress.

**EXHIBIT 17-5  
CHAPTER BY CHAPTER SUMMARY OF POTENTIAL (COSTS) AND SAVINGS FOR ALL FUNDING SOURCES**

CHAPTER REFERENCE		Funding Source	Annual (Costs) or Savings/Revenue					Total Five-Year (Costs) or Savings	One-Time (Costs) or Savings
			2001-02	2002-03	2003-04	2004-05	2005-06		
<b>CHAPTER 5: SCHOOL SYSTEM ORGANIZATION AND MANAGEMENT</b>									
5-8	Update Policy Manual (p. 5-26)	O							(\$6,080)
5-13	Upgrade Assistant Superintendent to Deputy Director (p. 5-43)	O	(\$6,344)	(\$8,458)	(\$8,458)	(\$8,458)	(\$8,458)	(\$40,176)	
5-19	Assign Assistant Principals Based on Formula (p. 5-62)	O	\$416,528	\$416,528	\$416,528	\$416,528	\$416,528	\$2,082,640	
5-20	Identify Additional Resources for Education Leadership Academy (p. 5-64)	O							(\$5,000)
<b>SUBTOTAL (COSTS)/SAVINGS</b>			<b>\$410,184</b>	<b>\$408,070</b>	<b>\$408,070</b>	<b>\$408,070</b>	<b>\$408,070</b>	<b>\$2,042,464</b>	<b>(\$11,080)</b>
<b>CHAPTER 6: EDUCATIONAL SERVICE DELIVERY</b>									
6-1	Restructure Two Instructional Divisions (p. 6-16)	O	\$0	(\$293,332)	(\$293,332)	(\$293,332)	(\$293,332)	(\$1,173,328)	
6-4	Discontinue Mailing of Curriculum Materials (p. 6-30)	O	\$20,400	\$20,400	\$20,400	\$20,400	\$20,400	\$102,000	
6-11	Offer Teacher Incentive Pay (p. 6-59)	O	\$0	(\$1,870,500)	(\$1,870,500)	(\$1,870,500)	(\$1,870,500)	(\$7,482,000)	
6-14	Produce Parent Test Result Sheets (p. 6-70)	O	(\$2,000)	(\$2,000)	(\$2,000)	(\$2,000)	(\$2,000)	(\$10,000)	
6-17	Increase Expenditures for Media Materials (p. 6-77)	O	\$0	(\$553,008)	(\$553,008)	(\$553,008)	(\$553,008)	(\$2,212,032)	
6-20	Hire ESL Coordinator (p. 6-82)	O	(\$39,856)	(\$39,856)	(\$39,856)	(\$39,856)	(\$39,856)	(\$199,280)	
6-24	Reorganize Vocational, Adult, and Community Education (p. 6-103)	O	\$0	\$443,555	\$443,555	\$443,555	\$443,555	\$1,774,220	
6-26	Reorganize Special Education (p. 6-120)	O	\$0	(\$177,132)	(\$177,132)	(\$177,132)	(\$177,132)	(\$708,528)	
6-27	Accelerate Medicaid Reimbursement (p. 6-121)	O	\$0	\$1,120,000	\$1,120,000	\$1,120,000	\$1,120,000	\$4,480,000	
6-28	Eliminate Pupil Personnel Services Staff (p. 6-124)	O	\$16,916	\$16,916	\$16,916	\$16,916	\$16,916	\$84,580	
6-30	Hire Five Psychologists (p. 6-127)	O	(\$191,220)	(\$191,220)	(\$191,220)	(\$191,220)	(\$191,220)	(\$956,100)	
6-31	Hire Five Social Workers (p. 6-129)	O	(\$191,220)	(\$191,220)	(\$191,220)	(\$191,220)	(\$191,220)	(\$956,100)	
6-32	Hire 45 Guidance Counselors (p. 6-132)	O	(\$1,720,980)	(\$1,720,980)	(\$1,720,980)	(\$1,720,980)	(\$1,720,980)	(\$8,604,900)	
<b>SUBTOTAL (COSTS)/SAVINGS</b>			<b>(\$2,107,960)</b>	<b>(\$3,438,377)</b>	<b>(\$3,438,377)</b>	<b>(\$3,438,377)</b>	<b>(\$3,438,377)</b>	<b>(\$15,861,468)</b>	
<b>CHAPTER 7: PERSONNEL MANAGEMENT</b>									
7-2	Eliminate Three Directors (p. 7-11)	O	\$0	\$128,466	\$128,466	\$128,466	\$128,466	\$513,864	
7-12	Abolish Instructional Preparation Pay (p. 7-43)	O	\$0	\$442,100	\$442,100	\$442,100	\$442,100	\$1,768,400	
7-13	Reduce Absenteeism (p. 7-46)	O	\$0	\$381,775	\$343,615	\$309,291	\$278,374	\$1,313,055	
<b>SUBTOTAL (COSTS)/SAVINGS</b>			<b>\$0</b>	<b>\$952,341</b>	<b>\$914,181</b>	<b>\$879,857</b>	<b>\$848,940</b>	<b>\$3,595,319</b>	
<b>CHAPTER 8: FINANCIAL MANAGEMENT</b>									
8-1	Increase Staff in Business Services Department (p. 8-8)	O	(\$173,600)	(\$173,600)	(\$173,600)	(\$173,600)	(\$173,600)	(\$868,000)	
8-2	Conduct MIS Needs Assessment (p. 8-12)	O							(\$42,000)
8-3	Upgrade and Network Computers in Business Services (p. 8-14)	C							(\$39,000)
8-5	Implement Performance-Based Budgeting (p. 8-27)	O							(\$5,500)
<b>SUBTOTAL (COSTS)/SAVINGS</b>			<b>(\$173,600)</b>	<b>(\$173,600)</b>	<b>(\$173,600)</b>	<b>(\$173,600)</b>	<b>(\$173,600)</b>	<b>(\$868,000)</b>	<b>(\$86,500)</b>

**EXHIBIT 17-5 (Continued)**  
**CHAPTER BY CHAPTER SUMMARY OF POTENTIAL (COSTS) AND SAVINGS FOR ALL FUNDING SOURCES**

CHAPTER REFERENCE		Funding Source	Annual (Costs) or Savings/Revenue					Total Five-Year (Costs) or Savings	One-Time (Costs) or Savings
			2001-02	2002-03	2003-04	2004-05	2005-06		
<b>CHAPTER 9: ASSET AND RISK MANAGEMENT</b>									
9-2	Submit Grant Funds Monthly (p. 9-5)	O	\$54,255	\$54,255	\$54,255	\$54,255	\$54,255	\$271,275	
9-5	Eliminate Fixed Asset Department (p. 9-20)	O	\$137,960	\$137,960	\$137,960	\$137,960	\$137,960	\$689,800	
9-6	Close Reuse and Recycle Center (p. 9-24)	O	\$0	\$71,346	\$71,346	\$71,346	\$71,346	\$285,384	
9-8	Hire Internal Auditor (p. 9-29)	O	(\$39,680)	(\$39,680)	(\$39,680)	(\$39,680)	(\$39,680)	(\$198,400)	
<b>SUBTOTAL (COSTS)/SAVINGS</b>			<b>\$152,535</b>	<b>\$223,881</b>	<b>\$223,881</b>	<b>\$223,881</b>	<b>\$223,881</b>	<b>\$1,048,059</b>	
<b>CHAPTER 10: PURCHASING AND WAREHOUSING</b>									
10-1	Create Purchase Card Incentive Program (p. 10-9)	O							(\$5,000)
10-4	Obtain Access to Imaging System (p. 10-13)	C							(\$2,000)
10-5	Reduce Supply Center Inventory (p. 10-18)	O	\$400,000	\$200,000	\$100,000	\$0	\$0	\$700,000	
10-9	Develop Book Collection Policy (p. 10-26)	O	\$67,000	\$100,500	\$134,000	\$134,000	\$134,000	\$569,500	
10-10	Purchase Textbook Management System (p. 10-28)	O	\$0	(\$200)	(\$200)	(\$200)	(\$200)	(\$800)	(\$1,000)
10-11	Outsource Books for Binding (p. 10-29)	O	\$20,650	\$20,650	\$20,650	\$20,650	\$20,650	\$103,250	
10-13	Transfer Print Shop (p. 10-33)	O	\$17,229	\$17,229	\$17,229	\$17,229	\$17,229	\$86,145	
10-15	Reorganize Delivery Services (p. 10-36)	O	(\$5,000)	(\$10,000)	(\$10,000)	(\$10,000)	(\$10,000)	(\$45,000)	
<b>SUBTOTAL (COSTS)/SAVINGS</b>			<b>\$499,879</b>	<b>\$328,179</b>	<b>\$261,679</b>	<b>\$161,679</b>	<b>\$161,679</b>	<b>\$1,413,095</b>	<b>(\$8,000)</b>
<b>CHAPTER 11: FACILITIES USE AND MANAGEMENT (Does not include capital cost avoidance potential from year-round schools - Recommendation 11-4)</b>									
11-2	Eliminate Three Custodial Supervisors (p. 11-8)	O	\$174,435	\$174,435	\$174,435	\$174,435	\$174,435	\$872,175	
11-6	Implement Professional Development Program (p. 11-30)	O	(\$5,000)	(\$5,000)	(\$5,000)	(\$5,000)	(\$5,000)	(\$25,000)	
11-10	Increase Plant Maintenance Budget (p. 11-42)	O	(\$840,000)	(\$840,000)	(\$840,000)	(\$2,640,000)	(\$2,640,000)	(\$7,800,000)	
11-14	Implement Productivity Improvement Measures (p. 11-48)	O	\$0	\$265,000	\$530,000	\$530,000	\$530,000	\$1,855,000	
11-16	Implement Training Program for Plant Maintenance (p. 11-50)	O	(\$24,400)	(\$24,400)	(\$24,400)	(\$24,400)	(\$24,400)	(\$122,000)	
11-18	Increase Custodial Staffing (p. 11-60)	O	(\$317,000)	(\$634,000)	(\$951,000)	(\$1,268,000)	(\$1,585,000)	(\$4,755,000)	
11-19	Provide Custodial Training Program (p. 11-62)	O	(\$25,000)	(\$25,000)	(\$25,000)	(\$25,000)	(\$25,000)	(\$125,000)	
11-21	Increase Custodial Supply Budget (p. 11-64)	O	(\$95,968)	(\$95,968)	(\$95,968)	(\$95,968)	(\$95,968)	(\$479,840)	
11-22	Implement Building Usage Fee (p. 11-66)	O	\$516,960	\$516,960	\$516,960	\$516,960	\$516,960	\$2,584,800	
11-23	Hire Two Environmental Specialists (p. 11-67)	O	(\$86,800)	(\$86,800)	(\$86,800)	(\$86,800)	(\$86,800)	(\$434,000)	
11-24	Implement Energy Management Program (p. 11-69)	O	\$246,000	\$542,000	\$838,000	\$1,134,000	\$1,430,000	\$4,190,000	
<b>SUBTOTAL (COSTS)/SAVINGS</b>			<b>(\$456,773)</b>	<b>(\$212,773)</b>	<b>\$31,227</b>	<b>(\$1,789,773)</b>	<b>(\$1,810,773)</b>	<b>(\$4,238,865)</b>	
<b>CHAPTER 12: COMMUNICATIONS AND COMMUNITY INVOLVEMENT</b>									
12-20	Hire Equity Coordinator (p. 12-67)	O	(\$71,650)	(\$71,650)	(\$71,650)	(\$71,650)	(\$71,650)	(\$358,250)	
12-22	Reorganize Communications Function (p. 12-86)	O	(\$121,650)	(\$121,650)	(\$121,650)	(\$121,650)	(\$121,650)	(\$608,250)	
<b>SUBTOTAL (COSTS)/SAVINGS</b>			<b>(\$193,300)</b>	<b>(\$193,300)</b>	<b>(\$193,300)</b>	<b>(\$193,300)</b>	<b>(\$193,300)</b>	<b>(\$966,500)</b>	

**EXHIBIT 17-5 (Continued)**  
**CHAPTER BY CHAPTER SUMMARY OF POTENTIAL (COSTS) AND SAVINGS FOR ALL FUNDING SOURCES**

CHAPTER REFERENCE	Funding Source	Annual (Costs) or Savings/Revenue					Total Five-Year (Costs) or Savings	One-Time (Costs) or Savings	
		2001-02	2002-03	2003-04	2004-05	2005-06			
<b>CHAPTER 13: ADMINISTRATIVE AND INSTRUCTIONAL TECHNOLOGY</b>									
13-1	Develop Technology Plan (p. 13-4)	C						(\$225,000)	
13-4	Hire Director of Data Processing (p. 13-12)	O	(\$105,400)	(\$105,400)	(\$105,400)	(\$105,400)	(\$105,400)	(\$527,000)	
13-7	Acquire Student Information System (p. 13-20)	C	(\$3,069,750)	(\$3,093,000)	(\$3,093,000)	(\$93,000)	(\$93,000)	(\$9,441,750)	
13-8	Replace Administrative Application (p. 13-22)	C	(\$1,500,000)	(\$1,500,000)	(\$1,500,000)	(\$1,500,000)	(\$1,500,000)	(\$7,500,000)	
13-12	Allocate Funds for Computer Equity (p. 13-28)	C	(\$300,000)	(\$300,000)	(\$300,000)	(\$300,000)	(\$300,000)	(\$1,500,000)	
13-14	Hire WAN Support (p. 13-32)	O	(\$49,600)	(\$49,600)	(\$49,600)	(\$49,600)	(\$49,600)	(\$248,000)	
13-16	Implement MNPS Email System (p. 13-37)	C						(\$12,000)	
13-17	Implement Disaster Recovery Plan (p. 13-38)	C	(\$60,000)	(\$60,000)	(\$60,000)	(\$60,000)	(\$60,000)	(\$300,000)	
13-18	Implement Training Program (p. 13-40)	O	(\$46,000)	(\$31,500)	(\$31,500)	(\$31,500)	(\$31,500)	(\$172,000)	
13-19	Continue SFT Program (p. 13-44)	O	(\$337,500)	(\$405,000)	(\$405,000)	(\$405,000)	(\$405,000)	(\$1,957,500)	
13-20	Allocate Cluster Technology Resource Teachers (p. 13-47)	O	(\$646,800)	(\$613,800)	(\$613,800)	(\$613,800)	(\$613,800)	(\$3,102,000)	
13-22	Allocate Computer Repair Technician (p. 13-50)	O	\$0	(\$476,579)	(\$476,579)	(\$476,579)	(\$476,579)	(\$1,906,316)	
<b>SUBTOTAL (COSTS)/SAVINGS</b>			<b>(\$6,115,050)</b>	<b>(\$6,634,879)</b>	<b>(\$6,634,879)</b>	<b>(\$3,634,879)</b>	<b>(\$3,634,879)</b>	<b>(\$26,654,566)</b>	<b>(\$237,000)</b>
<b>CHAPTER 14: TRANSPORTATION</b>									
14-3	Reduce Mechanics (p. 14-15)	O	\$430,584	\$430,584	\$430,584	\$430,584	\$430,584	\$2,152,920	
14-6	Reduce Spare Buses (p. 14-21)	C	\$74,679	\$31,479	\$31,479	\$31,479	\$31,479	\$200,595	
14-8	Reduce Annual Bus Purchases (p. 14-24)	C	\$882,000	\$882,000	\$882,000	\$882,000	\$882,000	\$4,410,000	
14-9	Provide ASE Training (p. 14-26)	O	(\$756)	(\$3,756)	(\$6,756)	(\$9,756)	(\$12,756)	(\$33,780)	
14-12	Use Computerized Routing (p. 14-32)	O	\$0	\$1,508,508	\$1,474,908	\$1,474,908	\$1,474,908	\$5,933,232	
14-18	Implement Training Program (p. 14-39)	O	(\$5,000)	(\$5,000)	(\$5,000)	(\$5,000)	(\$5,000)	(\$25,000)	
<b>SUBTOTAL (COSTS)/SAVINGS</b>			<b>\$1,381,507</b>	<b>\$2,843,815</b>	<b>\$2,807,215</b>	<b>\$2,804,215</b>	<b>\$2,801,215</b>	<b>\$12,637,967</b>	
<b>CHAPTER 15: FOOD SERVICE</b>									
15-1	Conduct Financial Review (p. 15-8)	R	\$218,015	\$463,030	\$654,045	\$872,060	\$1,090,075	\$3,297,225	
15-3	Pay Indirect Costs (p. 15-11)	O	\$526,057	\$526,057	\$526,057	\$526,057	\$526,057	\$2,630,285	
15-4	Increase Lunch Prices (p. 15-13)	R	\$451,735	\$451,735	\$451,735	\$451,735	\$451,735	\$2,258,675	
15-5	Increase Breakfast and Lunch Participation (p. 15-16)	R	\$355,909	\$711,818	\$1,067,727	\$1,423,637	\$1,423,637	\$4,982,728	
15-7	Negotiate Vendor Contract (p. 15-21)	R						\$1,000,000	
15-8	Purchase Automated System (p. 15-23)	R						(\$2,050,000)	
15-9	Hire MIS Staff (p. 15-25)	R	(\$43,524)	(\$43,524)	(\$43,524)	(\$43,524)	(\$43,524)	(\$217,620)	
<b>SUBTOTAL (COSTS)/SAVINGS</b>			<b>\$1,508,192</b>	<b>\$2,109,116</b>	<b>\$2,656,040</b>	<b>\$3,229,965</b>	<b>\$3,447,980</b>	<b>\$12,951,293</b>	<b>(\$1,050,000)</b>

**EXHIBIT 17-5 (Continued)**  
**CHAPTER BY CHAPTER SUMMARY OF POTENTIAL (COSTS) AND SAVINGS FOR ALL FUNDING SOURCES**

CHAPTER REFERENCE	Funding Source	Annual (Costs) or Savings/Revenue					Total Five-Year (Costs) or Savings	One-Time (Costs) or Savings	
		2001-02	2002-03	2003-04	2004-05	2005-06			
<b>CHAPTER 16: SAFETY AND SECURITY</b>									
16-1	Add Supervisory Position (p. 16-6)	O	(\$75,543)	(\$63,543)	(\$63,543)	(\$63,543)	(\$63,543)	(\$329,715)	
16-3	Implement Badge System (p. 16-10)	C	\$0	(\$300)	(\$300)	(\$300)	(\$300)	(\$1,200)	(\$1,000)
16-4	Purchase Sign and Decal Materials (p. 16-12)	C							(\$14,000)
16-8	Purchase Latex Gloves (p. 16-25)	O	(\$500)	(\$500)	(\$500)	(\$500)	(\$500)	(\$2,500)	
16-11	Require CPSI Training (p. 16-31)	O							(\$400)
16-13	Outsource Security Threat Assessments (p. 16-33)	O	\$0	(\$25,000)	(\$25,000)	(\$25,000)	(\$25,000)	(\$100,000)	
16-19	Install Security System (p. 16-44)	C							(\$25,000)
16-20	Reassign Security at Athletic Events (p. 16-47)	O	(\$75,000)	(\$75,000)	(\$75,000)	(\$75,000)	(\$75,000)	(\$375,000)	
<b>SUBTOTAL (COSTS)/SAVINGS</b>			<b>(\$151,043)</b>	<b>(\$164,343)</b>	<b>(\$164,343)</b>	<b>(\$164,343)</b>	<b>(\$164,343)</b>	<b>(\$808,415)</b>	<b>(\$40,400)</b>
<b>TOTAL SAVINGS</b>			<b>\$5,027,312</b>	<b>\$10,075,286</b>	<b>\$11,044,950</b>	<b>\$11,780,551</b>	<b>\$12,263,649</b>	<b>\$50,191,748</b>	
<b>TOTAL (COSTS)</b>			<b>(\$10,272,741)</b>	<b>(\$14,027,156)</b>	<b>(\$14,347,156)</b>	<b>(\$13,467,156)</b>	<b>(\$13,787,156)</b>	<b>(\$65,901,365)</b>	<b>(\$1,432,980)</b>
<b>TOTAL NET (COSTS) SAVINGS</b>			<b>(\$5,245,429)</b>	<b>(\$3,951,870)</b>	<b>(\$3,302,206)</b>	<b>(\$1,686,605)</b>	<b>(\$1,523,507)</b>	<b>(\$15,709,617)</b>	
<b>TOTAL FIVE-YEAR NET COSTS INCLUDING ONE-TIME (COSTS)</b>								<b>(\$17,142,597)</b>	

Fund Source: O = Operating; C = Capital; R = Restricted

**EXHIBIT 17-6  
(COSTS) SAVINGS BY FUND SOURCE - OPERATING**

A. OPERATING FUND	Funding Source	Annual (Costs) or Savings/Revenue					Total Five-Year (Costs) or Savings	One-Time (Costs) or Savings
		2001-02	2002-03	2003-04	2004-05	2005-06		
5-8	Update Policy Manual (p. 5-26)	O						(\$6,080)
5-13	Upgrade Assistant Superintendent to Deputy Director (p. 5-43)	O	(\$6,344)	(\$8,458)	(\$8,458)	(\$8,458)	(\$8,458)	(\$40,176)
5-19	Assign Assistant Principals Based on Formula (p. 5-62)	O	\$416,528	\$416,528	\$416,528	\$416,528	\$416,528	\$2,082,640
5-20	Identify Additional Resources for Education Leadership Academy (p. 5-64)	O						(\$5,000)
6-1	Restructure Two Instructional Divisions (p. 6-16)	O	\$0	(\$293,332)	(\$293,332)	(\$293,332)	(\$293,332)	(\$1,173,328)
6-4	Discontinue Mailing of Curriculum Materials (p. 6-30)	O	\$20,400	\$20,400	\$20,400	\$20,400	\$20,400	\$102,000
6-11	Offer Teacher Incentive Pay (p. 6-59)	O	\$0	(\$1,870,500)	(\$1,870,500)	(\$1,870,500)	(\$1,870,500)	(\$7,482,000)
6-14	Produce Parent Test Result Sheets (p. 6-70)	O	(\$2,000)	(\$2,000)	(\$2,000)	(\$2,000)	(\$2,000)	(\$10,000)
6-17	Increase Expenditures for Media Materials (p. 6-77)	O	\$0	(\$553,008)	(\$553,008)	(\$553,008)	(\$553,008)	(\$2,212,032)
6-20	Hire ESL Coordinator (p. 6-82)	O	(\$39,856)	(\$39,856)	(\$39,856)	(\$39,856)	(\$39,856)	(\$199,280)
6-24	Reorganize Vocational, Adult, and Community Education (p. 6-103)	O	\$0	\$443,555	\$443,555	\$443,555	\$443,555	\$1,774,220
6-26	Reorganize Special Education (p. 6-120)	O	\$0	(\$177,132)	(\$177,132)	(\$177,132)	(\$177,132)	(\$708,528)
6-27	Accelerate Medicaid Reimbursement (p. 6-121)	O	\$0	\$1,120,000	\$1,120,000	\$1,120,000	\$1,120,000	\$4,480,000
6-28	Eliminate Pupil Personnel Services Staff (p. 6-124)	O	\$16,916	\$16,916	\$16,916	\$16,916	\$16,916	\$84,580
6-30	Hire Five Psychologists (p. 6-127)	O	(\$191,220)	(\$191,220)	(\$191,220)	(\$191,220)	(\$191,220)	(\$956,100)
6-31	Hire Five Social Workers (p. 6-129)	O	(\$191,220)	(\$191,220)	(\$191,220)	(\$191,220)	(\$191,220)	(\$956,100)
6-32	Hire 45 Guidance Counselors (p. 6-132)	O	(\$1,720,980)	(\$1,720,980)	(\$1,720,980)	(\$1,720,980)	(\$1,720,980)	(\$8,604,900)
7-2	Eliminate Three Directors (p. 7-11)	O	\$0	\$128,466	\$128,466	\$128,466	\$128,466	\$513,864
7-12	Abolish Instructional Preparation Pay (p. 7-43)	O	\$0	\$442,100	\$442,100	\$442,100	\$442,100	\$1,768,400
7-13	Reduce Absenteeism (p. 7-46)	O	\$0	\$381,775	\$343,615	\$309,291	\$278,374	\$1,313,055
8-1	Increase Staff in Business Services Department (p. 8-8)	O	(\$173,600)	(\$173,600)	(\$173,600)	(\$173,600)	(\$173,600)	(\$868,000)
8-2	Conduct MIS Needs Assessment (p. 8-12)	O						(\$42,000)
8-5	Implement Performance-Based Budgeting (p. 8-27)	O						(\$5,500)
9-2	Submit Grant Funds Monthly (p. 9-5)	O	\$54,255	\$54,255	\$54,255	\$54,255	\$54,255	\$271,275
9-5	Eliminate Fixed Asset Department (p. 9-20)	O	\$137,960	\$137,960	\$137,960	\$137,960	\$137,960	\$689,800
9-6	Close Reuse and Recycle Center (p. 9-24)	O	\$0	\$71,346	\$71,346	\$71,346	\$71,346	\$285,384
9-8	Hire Internal Auditor (p. 9-29)	O	(\$39,680)	(\$39,680)	(\$39,680)	(\$39,680)	(\$39,680)	(\$198,400)
10-1	Create Purchase Card Incentive Program (p. 10-9)	O						(\$5,000)
10-5	Reduce Supply Center Inventory (p. 10-18)	O	\$400,000	\$200,000	\$100,000	\$0	\$0	\$700,000
10-9	Develop Book Collection Policy (p. 10-26)	O	\$67,000	\$100,500	\$134,000	\$134,000	\$134,000	\$569,500
10-10	Purchase Textbook Management System (p. 10-28)	O	\$0	(\$200)	(\$200)	(\$200)	(\$200)	(\$800)
10-11	Outsource Books for Binding (p. 10-29)	O	\$20,650	\$20,650	\$20,650	\$20,650	\$20,650	\$103,250
10-13	Transfer Print Shop (p. 10-33)	O	\$17,229	\$17,229	\$17,229	\$17,229	\$17,229	\$86,145

**EXHIBIT 17-6 (Continued)**  
**(COSTS) SAVINGS BY FUND SOURCE - OPERATING**

A. OPERATING FUND	Funding Source	Annual (Costs) or Savings/Revenue					Total Five-Year (Costs) or Savings	One-Time (Costs) or Savings	
		2001-02	2002-03	2003-04	2004-05	2005-06			
10-15	Reorganize Delivery Services (p. 10-36)	O	(\$5,000)	(\$10,000)	(\$10,000)	(\$10,000)	(\$10,000)	(\$45,000)	
11-2	Eliminate Three Custodial Supervisors (p. 11-8)	O	\$174,435	\$174,435	\$174,435	\$174,435	\$174,435	\$872,175	
11-6	Implement Professional Development Program (p. 11-30)	O	(\$5,000)	(\$5,000)	(\$5,000)	(\$5,000)	(\$5,000)	(\$25,000)	
11-10	Increase Plant Maintenance Budget (p. 11-42)	O	(\$840,000)	(\$840,000)	(\$840,000)	(\$2,640,000)	(\$2,640,000)	(\$7,800,000)	
11-14	Implement Productivity Improvement Measures (p. 11-48)	O	\$0	\$265,000	\$530,000	\$530,000	\$530,000	\$1,855,000	
11-16	Implement Training Program for Plant Maintenance (p. 11-50)	O	(\$24,400)	(\$24,400)	(\$24,400)	(\$24,400)	(\$24,400)	(\$122,000)	
11-18	Increase Custodial Staffing (p. 11-60)	O	(\$317,000)	(\$634,000)	(\$951,000)	(\$1,268,000)	(\$1,585,000)	(\$4,755,000)	
11-19	Provide Custodial Training Program (p. 11-62)	O	(\$25,000)	(\$25,000)	(\$25,000)	(\$25,000)	(\$25,000)	(\$125,000)	
11-21	Increase Custodial Supply Budget (p. 11-64)	O	(\$95,968)	(\$95,968)	(\$95,968)	(\$95,968)	(\$95,968)	(\$479,840)	
11-22	Implement Building Usage Fee (p. 11-66)	O	\$516,960	\$516,960	\$516,960	\$516,960	\$516,960	\$2,584,800	
11-23	Hire Two Environmental Specialists (p. 11-67)	O	(\$86,800)	(\$86,800)	(\$86,800)	(\$86,800)	(\$86,800)	(\$434,000)	
11-24	Implement Energy Management Program (p. 11-69)	O	\$246,000	\$542,000	\$838,000	\$1,134,000	\$1,430,000	\$4,190,000	
12-20	Hire Equity Coordinator (p. 12-67)	O	(\$71,650)	(\$71,650)	(\$71,650)	(\$71,650)	(\$71,650)	(\$358,250)	
12-22	Reorganize Communications Function (p. 12-86)	O	(\$121,650)	(\$121,650)	(\$121,650)	(\$121,650)	(\$121,650)	(\$608,250)	
13-4	Hire Director of Data Processing (p. 13-12)	O	(\$105,400)	(\$105,400)	(\$105,400)	(\$105,400)	(\$105,400)	(\$527,000)	
13-14	Hire WAN Support (p. 13-32)	O	(\$49,600)	(\$49,600)	(\$49,600)	(\$49,600)	(\$49,600)	(\$248,000)	
13-18	Implement Training Program (p. 13-40)	O	(\$46,000)	(\$31,500)	(\$31,500)	(\$31,500)	(\$31,500)	(\$172,000)	
13-19	Continue SFT Program (p. 13-44)	O	(\$337,500)	(\$405,000)	(\$405,000)	(\$405,000)	(\$405,000)	(\$1,957,500)	
13-20	Allocate Cluster Technology Resource Teachers (p. 13-47)	O	(\$646,800)	(\$613,800)	(\$613,800)	(\$613,800)	(\$613,800)	(\$3,102,000)	
13-22	Allocate Computer Repair Technician (p. 13-50)	O	\$0	(\$476,579)	(\$476,579)	(\$476,579)	(\$476,579)	(\$1,906,316)	
14-3	Reduce Mechanics (p. 14-15)	O	\$430,584	\$430,584	\$430,584	\$430,584	\$430,584	\$2,152,920	
14-9	Provide ASE Training (p. 14-26)	O	(\$756)	(\$3,756)	(\$6,756)	(\$9,756)	(\$12,756)	(\$33,780)	
14-12	Use Computerized Routing (p. 14-32)	O	\$0	\$1,508,508	\$1,474,908	\$1,474,908	\$1,474,908	\$5,933,232	
14-18	Implement Training Program (p. 14-39)	O	(\$5,000)	(\$5,000)	(\$5,000)	(\$5,000)	(\$5,000)	(\$25,000)	
15-3	Pay Indirect Costs (p. 15-11)	O	\$526,057	\$526,057	\$526,057	\$526,057	\$526,057	\$2,630,285	
16-1	Add Supervisory Position (p. 16-6)	O	(\$75,543)	(\$63,543)	(\$63,543)	(\$63,543)	(\$63,543)	(\$329,715)	
16-8	Purchase Latex Gloves (p. 16-25)	O	(\$500)	(\$500)	(\$500)	(\$500)	(\$500)	(\$2,500)	
16-11	Require CPSI Training (p. 16-31)	O							(\$400)
16-13	Outsource Security Threat Assessments (p. 16-33)	O	\$0	(\$25,000)	(\$25,000)	(\$25,000)	(\$25,000)	(\$100,000)	
16-20	Reassign Security at Athletic Events (p. 16-47)	O	(\$75,000)	(\$75,000)	(\$75,000)	(\$75,000)	(\$75,000)	(\$375,000)	
<b>TOTAL SAVINGS</b>			<b>\$3,044,974</b>	<b>\$7,535,224</b>	<b>\$7,957,964</b>	<b>\$8,119,640</b>	<b>\$8,384,723</b>	<b>\$35,042,525</b>	
<b>TOTAL (COSTS)</b>			<b>(\$5,299,467)</b>	<b>(\$9,030,332)</b>	<b>(\$9,350,332)</b>	<b>(\$11,470,332)</b>	<b>(\$11,790,332)</b>	<b>(\$46,940,795)</b>	<b>(\$64,980)</b>
<b>TOTAL NET (COSTS) SAVINGS</b>			<b>(\$2,254,493)</b>	<b>(\$1,495,108)</b>	<b>(\$1,392,368)</b>	<b>(\$3,350,692)</b>	<b>(\$3,405,609)</b>	<b>(\$11,898,270)</b>	
<b>TOTAL FIVE-YEAR NET SAVINGS MINUS ONE-TIME (COSTS)</b>								<b>(\$11,963,250)</b>	



**EXHIBIT 17-6 (Continued)  
(COSTS) SAVINGS BY FUND SOURCE – CAPITAL**

B. CAPITAL FUND		Funding Source	Annual (Costs) or Savings/Revenue					Total Five-Year (Costs) or Savings	One-Time (Costs) or Savings
			2001-02	2002-03	2003-04	2004-05	2005-06		
8-3	Upgrade and Network Computers in Business Services (p. 8-14)	C							(\$39,000)
10-4	Obtain Access to Imaging System (p. 10-13)	C							(\$2,000)
13-1	Develop Technology Plan (p. 13-4)	C							(\$225,000)
13-7	Acquire Student Information System (p. 13-20)	C	(\$3,069,750)	(\$3,093,000)	(\$3,093,000)	(\$93,000)	(\$93,000)	(\$9,441,750)	
13-8	Replace Administrative Application (p. 13-22)	C	(\$1,500,000)	(\$1,500,000)	(\$1,500,000)	(\$1,500,000)	(\$1,500,000)	(\$7,500,000)	
13-12	Allocate Funds for Computer Equity (p. 13-28)	C	(\$300,000)	(\$300,000)	(\$300,000)	(\$300,000)	(\$300,000)	(\$1,500,000)	
13-16	Implement MNPS Email System (p. 13-37)	C							(\$12,000)
13-17	Implement Disaster Recovery Plan (p. 13-38)	C	(\$60,000)	(\$60,000)	(\$60,000)	(\$60,000)	(\$60,000)	(\$300,000)	
14-6	Reduce Spare Buses (p. 14-21)	C	\$74,679	\$31,479	\$31,479	\$31,479	\$31,479	\$200,595	
14-8	Reduce Annual Bus Purchases (p. 14-24)	C	\$882,000	\$882,000	\$882,000	\$882,000	\$882,000	\$4,410,000	
16-3	Implement Badge System (p. 16-10)	C	\$0	(\$300)	(\$300)	(\$300)	(\$300)	(\$1,200)	(\$1,000)
16-4	Purchase Sign and Decal Materials (p. 16-12)	C							(\$14,000)
16-19	Install Security System (p. 16-44)	C							(\$25,000)
<b>TOTAL SAVINGS</b>			<b>\$956,679</b>	<b>\$913,479</b>	<b>\$913,479</b>	<b>\$913,479</b>	<b>\$913,479</b>	<b>\$4,610,595</b>	
<b>TOTAL (COSTS)</b>			<b>(\$4,929,750)</b>	<b>(\$4,953,300)</b>	<b>(\$4,953,300)</b>	<b>(\$1,953,300)</b>	<b>(\$1,953,300)</b>	<b>(\$18,742,950)</b>	<b>(\$318,000)</b>
<b>TOTAL NET (COSTS)</b>			<b>(\$3,973,071)</b>	<b>(\$4,039,821)</b>	<b>(\$4,039,821)</b>	<b>(\$1,039,821)</b>	<b>(\$1,039,821)</b>	<b>(\$14,132,355)</b>	
<b>TOTAL FIVE-YEAR NET (COSTS) INCLUDING ONE-TIME (COSTS)</b>								<b>(\$14,450,355)</b>	

**EXHIBIT 17-6 (Continued)  
(COSTS) SAVINGS BY FUND SOURCE – RESTRICTED**

C. RESTRICTED FUND	Funding Source	Annual (Costs) or Savings/Revenue					Total Five-Year (Costs) or Savings	One-Time (Costs) or Savings	
		2001-02	2002-03	2003-04	2004-05	2005-06			
15-1	Conduct Financial Review (p. 15-8)	R	\$218,015	\$463,030	\$654,045	\$872,060	\$1,090,075	\$3,297,225	
15-4	Increase Lunch Prices (p. 15-13)	R	\$451,735	\$451,735	\$451,735	\$451,735	\$451,735	\$2,258,675	
15-5	Increase Breakfast and Lunch Participation (p. 15-16)	R	\$355,909	\$711,818	\$1,067,727	\$1,423,637	\$1,423,637	\$4,982,728	
15-7	Negotiate Vendor Contract (p. 15-21)	R							\$1,000,000
15-8	Purchase Automated System (p. 15-23)	R							(\$2,050,000)
15-9	Hire MIS Staff (p. 15-25)	R	(\$43,524)	(\$43,524)	(\$43,524)	(\$43,524)	(\$43,524)	(\$217,620)	
<b>TOTAL SAVINGS</b>			<b>\$1,025,659</b>	<b>\$1,626,583</b>	<b>\$2,173,507</b>	<b>\$2,747,432</b>	<b>\$2,965,447</b>	<b>\$10,538,628</b>	
<b>TOTAL (COSTS)</b>			<b>(\$43,524)</b>	<b>(\$43,524)</b>	<b>(\$43,524)</b>	<b>(\$43,524)</b>	<b>(\$43,524)</b>	<b>(\$217,620)</b>	<b>(\$1,050,000)</b>
<b>TOTAL NET SAVINGS</b>			<b>\$982,135</b>	<b>\$1,583,059</b>	<b>\$2,129,983</b>	<b>\$2,703,908</b>	<b>\$2,921,923</b>	<b>\$10,321,008</b>	
<b>TOTAL FIVE-YEAR NET SAVINGS MINUS ONE-TIME (COSTS)</b>								<b>\$9,271,008</b>	

***APPENDIX A:***  
***SURVEY INSTRUMENTS***

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# PERFORMANCE AUDIT OF THE METROPOLITAN BOARD OF EDUCATION

## CENTRAL ADMINISTRATOR SURVEY

No attempt will be made to identify individual school system administrators in this survey. Please mail your completed survey directly to MGT of America by September 20, 2000 as directed on page 7.

### PART A:

**DIRECTIONS:** For items 1-8, please place a check (✓) on the blank line that completes the statement or answers the question. For items 9 and 10, please write in the numbers.

1. I think the overall quality of public education in the Metropolitan Board of Education is:
- \_\_\_\_\_ Excellent  
\_\_\_\_\_ Good  
\_\_\_\_\_ Fair  
\_\_\_\_\_ Poor  
\_\_\_\_\_ Don't Know
2. I think the overall quality of education in the Metropolitan Board of Education is:
- \_\_\_\_\_ Improving  
\_\_\_\_\_ Staying the Same  
\_\_\_\_\_ Getting Worse  
\_\_\_\_\_ Don't Know

Students are often given the grades A, B, C, D, and F to denote the quality of their work. Suppose teachers and administrators were graded the same way.

3. In general, what grade would you give the teachers in the Metropolitan Board of Education?
- \_\_\_\_\_ A  
\_\_\_\_\_ B  
\_\_\_\_\_ C  
\_\_\_\_\_ D  
\_\_\_\_\_ F  
\_\_\_\_\_ Don't Know
4. In general, what grade would you give the school-level administrators in the Metropolitan Board of Education?
- \_\_\_\_\_ A  
\_\_\_\_\_ B  
\_\_\_\_\_ C  
\_\_\_\_\_ D  
\_\_\_\_\_ F  
\_\_\_\_\_ Don't Know

5. In general, what grade would you give the district-level administrators in the Metropolitan Board of Education?
- \_\_\_\_\_ A  
\_\_\_\_\_ B  
\_\_\_\_\_ C  
\_\_\_\_\_ D  
\_\_\_\_\_ F  
\_\_\_\_\_ Don't Know
6. In what area of the school system office do you work this year?
- \_\_\_\_\_ School Operations  
\_\_\_\_\_ Educational Programs, Student Support, and Human Resource Development  
\_\_\_\_\_ Accountability, Technology, Strategic Planning, and School Improvement  
\_\_\_\_\_ Financial Management and Support Services  
\_\_\_\_\_ District Administration  
\_\_\_\_\_ Facilities Management and Construction  
\_\_\_\_\_ Management/Facility Audits  
\_\_\_\_\_ Office of the Comptroller  
\_\_\_\_\_ Area Office  
\_\_\_\_\_ Other (Please categorize) \_\_\_\_\_

7. I am a:
- \_\_\_\_\_ Female \_\_\_\_\_ Male

8. What is your race/ethnic group?
- \_\_\_\_\_ White \_\_\_\_\_ Black  
\_\_\_\_\_ Hispanic \_\_\_\_\_ Asian  
\_\_\_\_\_ Other

- 9a. How long have you been in your current position in the Metropolitan Board of Education?
- \_\_\_\_\_ Years
- 9b. How long have you been in a similar position in the Metropolitan Board of Education?
- \_\_\_\_\_ Years
10. How long have you worked in the Metropolitan Board of Education?
- \_\_\_\_\_ Years

**PART B:**

**DIRECTIONS:** Please indicate whether you strongly agree (SA), agree (A), neither agree nor disagree (N), disagree (D), or strongly disagree (SD) with each statement. Please circle the appropriate response (SA, A, N, D, SD) located to the right of each item. If you feel you do not have enough information to give an opinion, circle the don't know (DK) response.

- |  |    |   |   |   |    |    |
|--|----|---|---|---|----|----|
| 1. The emphasis on learning in the Metropolitan Board of Education has increased in recent years.  | SA | A | N | D | SD | DK |
| 2. The Metropolitan Board of Education schools are safe and secure from crime.   | SA | A | N | D | SD | DK |
| 3. Our schools do not effectively handle misbehavior problems.   | SA | A | N | D | SD | DK |
| 4. Our schools have sufficient space and facilities to support the instructional programs.   | SA | A | N | D | SD | DK |
| 5. Our schools do not have the materials and supplies necessary for instruction in basic skills programs such as writing and mathematics.                            | SA | A | N | D | SD | DK |
| 6. Our schools can be described as "good places to learn."   | SA | A | N | D | SD | DK |
| 7. There is administrative support for controlling student behavior in our schools.  | SA | A | N | D | SD | DK |
| 8. Most students in our schools are motivated to learn.  | SA | A | N | D | SD | DK |
| 9. Lessons are organized to meet students' needs.  | SA | A | N | D | SD | DK |
| 10. The curriculum is broad and challenging for most students.   | SA | A | N | D | SD | DK |
| 11. There is little a teacher can do to overcome education problems due to a student's home life.  | SA | A | N | D | SD | DK |
| 12. Teachers in our schools know the material they teach.  | SA | A | N | D | SD | DK |
| 13. Teachers in our schools care about students' needs.  | SA | A | N | D | SD | DK |
| 14. Teachers expect students to do their very best.  | SA | A | N | D | SD | DK |
| 15. Principals and assistant principals in our schools care about students' needs.   | SA | A | N | D | SD | DK |
| 16. In general, parents do not take responsibility for their children's behavior in our schools.   | SA | A | N | D | SD | DK |
| 17. Parents in this district are satisfied with the education their children are receiving.  | SA | A | N | D | SD | DK |
| 18. Most parents really don't seem to know what goes on in our schools.  | SA | A | N | D | SD | DK |
| 19. Parents play an active role in decision-making in my school.   | SA | A | N | D | SD | DK |
| 20. This community really cares about its children's education.  | SA | A | N | D | SD | DK |
| 21. Taxpayer dollars are being used wisely to support public education in the Metropolitan Board of Education.   | SA | A | N | D | SD | DK |
| 22. Sufficient student services are provided in the Metropolitan Board of Education (e.g., counseling, speech therapy, health, social worker, psychological, media). | SA | A | N | D | SD | DK |
| 23. Site-based management has been implemented effectively in the Metropolitan Board of Education.   | SA | A | N | D | SD | DK |

**PART C:**

**DIRECTIONS:** For each item, please indicate whether you feel the Metropolitan Board of Education situation is excellent (E), good (G), fair (F), or poor (P). Please circle the appropriate response (E, G, F, P) located to the right of each item. If you feel you do not have enough information to give an opinion, circle the don't know (DK) response.

- |   |   |   |   |   |    |
|---|---|---|---|---|----|
| 1. School board members' knowledge of the educational needs of students in the Metropolitan Board of Education. | E | G | F | P | DK |
| 2. School board members' knowledge of operations in the Metropolitan Board of Education.                        | E | G | F | P | DK |
| 3. School board members' work at setting or revising policies for the Metropolitan Board of Education.          | E | G | F | P | DK |
| 4. The Superintendent's work as the educational leader of the Metropolitan Board of Education.                  | E | G | F | P | DK |
| 5. The Superintendent's work as the chief administrator (manager) of the Metropolitan Board of Education.       | E | G | F | P | DK |
| 6. The principals' work as the instructional leaders of their schools.  | E | G | F | P | DK |
| 7. The principals' work as the managers of the staff and teachers.  | E | G | F | P | DK |
| 8. Teachers' work in meeting students' individual learning needs.   | E | G | F | P | DK |
| 9. Teachers' work in communicating with parents.  | E | G | F | P | DK |
| 10. Teachers' attitudes about their jobs.   | E | G | F | P | DK |
| 11. Students' ability to learn.   | E | G | F | P | DK |
| 12. The amount of time students spend on task learning in the classroom.  | E | G | F | P | DK |
| 13. Parents' efforts in helping their children to do better in school.  | E | G | F | P | DK |
| 14. Parents' participation in school activities and organizations.  | E | G | F | P | DK |
| 15. How well students' test results are explained to parents.   | E | G | F | P | DK |
| 16. The conditions in which the Metropolitan Board of Education are kept.                                       | E | G | F | P | DK |
| 17. How well relations are maintained with various groups in the community.                                     | E | G | F | P | DK |
| 18. The opportunities provided by the district to improve the skills of teachers.                               | E | G | F | P | DK |
| 19. The opportunity provided by the district to improve the skills of school administrators.                    | E | G | F | P | DK |
| 20. The district's job of providing adequate instructional technology.  | E | G | F | P | DK |
| 21. The district's use of technology for administrative purposes.   | E | G | F | P | DK |

**PART D: Work Environment.** Please indicate your level of agreement or disagreement with each statement by placing an "X" in the appropriate column. (Definitions of Columns: SA = Strongly Agree; A = Agree; N = Neutral; D = Disagree; SD = Strongly Disagree; DK = Don't Know).

STATEMENT	SA	A	N	D	SD	DK
1. I find the Metropolitan Board of Education to be an exciting, challenging place to work.						
2. The work standards and expectations in the Metropolitan Board of Education are equal to or above those of most other school systems.						
3. The Metropolitan Board of Education officials enforce high work standards.						
4. Most of the Metropolitan Board of Education teachers enforce high student learning standards.						
5. The Metropolitan Board of Education teachers and administrators have excellent working relationships.						
6. <u>Teachers</u> who do not meet expected work standards are disciplined.						
7. <u>Staff</u> who do not meet expected work standards are disciplined.						
8. <u>Teacher</u> promotions and pay increases are based upon individual performance.						
9. <u>Staff</u> promotions and pay increases are based upon individual productivity.						
10. I feel that I have the authority to adequately perform my job responsibilities.						
11. I have adequate facilities in which to conduct my work.						
12. I have adequate equipment and computer support to conduct my work.						
13. The workloads are equitably distributed among teachers and among staff members.						
14. No one knows or cares about the amount or quality of work that I perform.						
15. Workload is evenly distributed.						
16. The failure of the Metropolitan Board of Education officials to enforce high work standards results in poor quality work.						
17. I often observe other teachers and/or staff socializing rather than working while on the job.						

**PART E: Job Satisfaction.** Please indicate your level of agreement or disagreement with each statement by placing an "X" in the appropriate column. (Definitions of Columns: SA = Strongly Agree; A = Agree; N = Neutral; D = Disagree; SD = Strongly Disagree; DK = Don't Know).

STATEMENT	SA	A	N	D	SD	DK
1. I am very satisfied with my job in the Metropolitan Board of Education.						
2. I plan to make a career in the Metropolitan Board of Education.						
3. I am actively looking for a job outside of the Metropolitan Board of Education.						
4. Salary levels in the Metropolitan Board of Education are competitive.						
5. I feel that my work is appreciated by my supervisor(s).						
6. I feel that I am an integral part of the Metropolitan Board of Education team.						
7. I feel that there is no future for me in the Metropolitan Board of Education.						
8. My salary level is adequate for my level of work and experience.						
9. I enjoy working in a culturally diverse environment.						

**PART F: Administrative Structure and Practices.** Please indicate your level of agreement or disagreement with each statement by placing an "X" in the appropriate column. (Definitions of Columns: SA = Strongly Agree; A = Agree; N = Neutral; D = Disagree; SD = Strongly Disagree; DK = Don't Know).

STATEMENT	SA	A	N	D	SD	DK
1. Most administrative practices in the Metropolitan Board of Education are highly effective and efficient.						
2. Administrative decisions are made quickly and decisively.						
3. The Metropolitan Board of Education administrators are easily accessible and open to input.						
4. Authority for administrative decisions is delegated to the lowest possible level.						
5. Teachers and staff are empowered with sufficient authority to effectively perform their responsibilities.						
6. Major bottlenecks exist in many administrative processes which cause unnecessary time delays.						
7. The extensive committee structure in the Metropolitan Board of Education ensures adequate input from teachers and staff on most important decisions.						
8. The Metropolitan Board of Education has too many committees.						
9. The Metropolitan Board of Education has too many layers of administrators.						
10. Most of the Metropolitan Board of Education administrative processes (e.g., purchasing, travel requests, leave applications, personnel) are highly efficient and responsive.						
11. Central office administrators are responsive to school needs.						
12. Central office administrators provide quality service to schools.						



**PART G: The Metropolitan Board of Education Operations.** Please indicate your opinion of the operations of each of the following district functions by placing an "X" in the appropriate column for each function.

District/Program Function	Should Be Eliminated	Needs Major Improvement	Needs Some Improvement	Adequate	Outstanding	Don't Know
a. Budgeting						
b. Strategic planning						
c. Curriculum planning						
d. Financial management and accounting						
e. Community relations						
f. Program evaluation, research, and assessment						
g. Instructional technology						
h. Pupil accounting						
i. Instructional coordination/supervision						
j. Instructional support (i.e., student services)						
k. Federal Programs (e.g., Title I)						
l. Personnel recruitment						
m. Personnel selection						
n. Personnel evaluation						
o. Staff development						
p. Data processing						
q. Purchasing						
r. Law enforcement/security						
s. Plant maintenance						
t. Facilities planning						
u. Pupil transportation						
v. Food service						
w. Custodial services						
x. Risk management						
y. Administrative technology						
z. Career & technology education						
aa. Dropout prevention						
bb. Special education						
cc. Early intervention						
dd. Gifted & talented						

**PART H: General Questions**

**DIRECTIONS: Please respond to each item as indicated. Please print your comments.**

1. The overall operation of the Metropolitan Board of Education is **(Check [✓] one)**.

- Highly efficient
- Above average in efficiency
- Less efficient than most other school systems
- Don't know

2. The operational efficiency of the Metropolitan Board of Education could be improved by **(Check [✓] as many as apply)**:

- Offering fewer programs
- Increasing some class sizes
- Increasing teacher workload
- Reducing the number of administrators
- Reducing the number of support staff
- Privatizing some support services
- Reducing the number of facilities operated by the district
- Other (please specify) \_\_\_\_\_

3. Do you have suggestions to improve the overall efficiency and effectiveness of the performance audit of the Metropolitan Board of Education? Please attach an additional page or write on back with comments, if needed.

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**PLEASE RETURN YOUR COMPLETED SURVEY BY SEPTEMBER 20, 2000 IN THE ATTACHED POSTAGE-PAID ENVELOPE TO:**

**MGT of America, Inc.  
Post Office Box 16399  
Tallahassee, Florida 32317-9878**

**THANK YOU FOR YOUR COOPERATION!**

# PERFORMANCE AUDIT OF THE METROPOLITAN BOARD OF EDUCATION

## PRINCIPAL SURVEY

No attempt will be made to identify individual principals in this survey. Please mail your completed survey directly to MGT of America by September 20, 2000 as directed on page 7.

### PART A:

**DIRECTIONS:** For items 1-8, please place a check (✓) on the blank line that completes the statement or answers the question. For items 9 and 10, please write in the numbers.

1. I think the overall quality of public education in the Metropolitan Board of Education is:
- \_\_\_\_\_ Excellent  
\_\_\_\_\_ Good  
\_\_\_\_\_ Fair  
\_\_\_\_\_ Poor  
\_\_\_\_\_ Don't Know
2. I think the overall quality of education in the Metropolitan Board of Education is:
- \_\_\_\_\_ Improving  
\_\_\_\_\_ Staying the Same  
\_\_\_\_\_ Getting Worse  
\_\_\_\_\_ Don't Know

Students are often given the grades A, B, C, D, and F to denote the quality of their work. Suppose teachers and administrators were graded the same way.

3. In general, what grade would you give the teachers in the Metropolitan Board of Education?
- \_\_\_\_\_ A  
\_\_\_\_\_ B  
\_\_\_\_\_ C  
\_\_\_\_\_ D  
\_\_\_\_\_ F  
\_\_\_\_\_ Don't Know
4. In general, what grade would you give the school-level administrators in the Metropolitan Board of Education?
- \_\_\_\_\_ A  
\_\_\_\_\_ B  
\_\_\_\_\_ C  
\_\_\_\_\_ D  
\_\_\_\_\_ F  
\_\_\_\_\_ Don't Know
5. In general, what grade would you give the district-level administrators in the Metropolitan Board of Education?
- \_\_\_\_\_ A  
\_\_\_\_\_ B  
\_\_\_\_\_ C  
\_\_\_\_\_ D  
\_\_\_\_\_ F  
\_\_\_\_\_ Don't Know
6. In what type of school do you work this year?
- \_\_\_\_\_ Elementary School  
\_\_\_\_\_ Junior High/Middle School  
\_\_\_\_\_ High School  
\_\_\_\_\_ District Office  
\_\_\_\_\_ Other (Please categorize)  
\_\_\_\_\_
7. I am a:
- \_\_\_\_\_ Female \_\_\_\_\_ Male
8. What is your race/ethnic group?
- \_\_\_\_\_ Asian  
\_\_\_\_\_ Black  
\_\_\_\_\_ Hispanic  
\_\_\_\_\_ White  
\_\_\_\_\_ Other
- 9a. How long have you been in your current position in the Metropolitan Board of Education?
- \_\_\_\_\_ Years
- 9b. How long have you been in a similar position in the Metropolitan Board of Education?
- \_\_\_\_\_ Years
10. How long have you worked in the Metropolitan Board of Education?
- \_\_\_\_\_ Years

**PART B:**

**DIRECTIONS:** Please indicate whether you strongly agree (SA), agree (A), neither agree nor disagree (N), disagree (D), or strongly disagree (SD) with each statement. Please circle the appropriate response (SA, A, N, D, SD) located to the right of each item. If you feel you do not have enough information to give an opinion, circle the don't know (DK) response.

1. The emphasis on learning in the Metropolitan Board of Education has increased in recent years.	SA	A	N	D	SD	DK
2. The Metropolitan Board of Education schools are safe and secure from crime.	SA	A	N	D	SD	DK
3. Our schools do not effectively handle misbehavior problems.	SA	A	N	D	SD	DK
4. Our schools have sufficient space and facilities to support the instructional programs.	SA	A	N	D	SD	DK
5. Our schools do not have the materials and supplies necessary for instruction in basic skills programs such as writing and mathematics.	SA	A	N	D	SD	DK
6. Our schools can be described as "good places to learn."	SA	A	N	D	SD	DK
7. There is administrative support for controlling student behavior in our schools.	SA	A	N	D	SD	DK
8. Most students in our schools are motivated to learn.	SA	A	N	D	SD	DK
9. Lessons are organized to meet students' needs.	SA	A	N	D	SD	DK
10. The curriculum is broad and challenging for most students.	SA	A	N	D	SD	DK
11. There is little a teacher can do to overcome education problems due to a student's home life.	SA	A	N	D	SD	DK
12. Teachers in our schools know the material they teach.	SA	A	N	D	SD	DK
13. Teachers in our schools care about students' needs.	SA	A	N	D	SD	DK
14. Teachers expect students to do their very best.	SA	A	N	D	SD	DK
15. Principals and assistant principals in our schools care about students' needs.	SA	A	N	D	SD	DK
16. In general, parents do not take responsibility for their children's behavior in our schools.	SA	A	N	D	SD	DK
17. Parents in this district are satisfied with the education their children are receiving.	SA	A	N	D	SD	DK
18. Most parents really don't seem to know what goes on in our schools.	SA	A	N	D	SD	DK
19. Parents play an active role in decision-making in my school.	SA	A	N	D	SD	DK
20. This community really cares about its children's education.	SA	A	N	D	SD	DK
21. Taxpayer dollars are being used wisely to support public education in the Metropolitan Board of Education.	SA	A	N	D	SD	DK
22. Sufficient student services are provided in the Metropolitan Board of Education (e.g., counseling, speech therapy, health, social worker, psychological, media).	SA	A	N	D	SD	DK
23. Site-based management has been implemented effectively in the Metropolitan Board of Education.	SA	A	N	D	SD	DK

**PART C:**

**DIRECTIONS:** For each item, please indicate whether you feel the Metropolitan Board of Education situation is excellent (E), good (G), fair (F), or poor (P). Please circle the appropriate response (E, G, F, P) located to the right of each item. If you feel you do not have enough information to give an opinion, circle the don't know (DK) response.

- |   |   |   |   |   |    |
|---|---|---|---|---|----|
| 1. School board members' knowledge of the educational needs of students in the Metropolitan Board of Education. | E | G | F | P | DK |
| 2. School board members' knowledge of operations in the Metropolitan Board of Education.                        | E | G | F | P | DK |
| 3. School board members' work at setting or revising policies for the Metropolitan Board of Education.          | E | G | F | P | DK |
| 4. The Superintendent's work as the educational leader of the Metropolitan Board of Education.                  | E | G | F | P | DK |
| 5. The Superintendent's work as the chief administrator (manager) of the Metropolitan Board of Education.       | E | G | F | P | DK |
| 6. The principals' work as the instructional leaders of their schools.  | E | G | F | P | DK |
| 7. The principals' work as the managers of the staff and teachers.  | E | G | F | P | DK |
| 8. Teachers' work in meeting students' individual learning needs.   | E | G | F | P | DK |
| 9. Teachers' work in communicating with parents.  | E | G | F | P | DK |
| 10. Teachers' attitudes about their jobs.   | E | G | F | P | DK |
| 11. Students' ability to learn.   | E | G | F | P | DK |
| 12. The amount of time students spend on task learning in the classroom.  | E | G | F | P | DK |
| 13. Parents' efforts in helping their children to do better in school.  | E | G | F | P | DK |
| 14. Parents' participation in school activities and organizations.  | E | G | F | P | DK |
| 15. How well students' test results are explained to parents.   | E | G | F | P | DK |
| 16. The conditions in which the Metropolitan Board of Education are kept.                                       | E | G | F | P | DK |
| 17. How well relations are maintained with various groups in the community.                                     | E | G | F | P | DK |
| 18. The opportunities provided by the district to improve the skills of teachers.                               | E | G | F | P | DK |
| 19. The opportunity provided by the district to improve the skills of school administrators.                    | E | G | F | P | DK |
| 20. The district's job of providing adequate instructional technology.  | E | G | F | P | DK |
| 21. The district's use of technology for administrative purposes.   | E | G | F | P | DK |

**PART D: Work Environment.** Please indicate your level of agreement or disagreement with each statement by placing an "X" in the appropriate column. (Definitions of Columns: SA = Strongly Agree; A = Agree; N = Neutral; D = Disagree; SD = Strongly Disagree; DK = Don't Know).

STATEMENT	SA	A	N	D	SD	DK
1. I find the Metropolitan Board of Education to be an exciting, challenging place to work.						
2. The work standards and expectations in the Metropolitan Board of Education are equal to or above those of most other school systems.						
3. The Metropolitan Board of Education officials enforce high work standards.						
4. Most of the Metropolitan Board of Education teachers enforce high student learning standards.						
5. The Metropolitan Board of Education teachers and administrators have excellent working relationships.						
6. <u>Teachers</u> who do not meet expected work standards are disciplined.						
7. <u>Staff</u> who do not meet expected work standards are disciplined.						
8. <u>Teacher</u> promotions and pay increases are based upon individual performance.						
9. <u>Staff</u> promotions and pay increases are based upon individual productivity.						
10. I feel that I have the authority to adequately perform my job responsibilities.						
11. I have adequate facilities in which to conduct my work.						
12. I have adequate equipment and computer support to conduct my work.						
13. The workloads are equitably distributed among teachers and among staff members.						
14. No one knows or cares about the amount or quality of work that I perform.						
15. Workload is evenly distributed.						
16. The failure of the Metropolitan Board of Education officials to enforce high work standards results in poor quality work.						
17. I often observe other teachers and/or staff socializing rather than working while on the job.						

**PART E: Job Satisfaction.** Please indicate your level of agreement or disagreement with each statement by placing an "X" in the appropriate column. (Definitions of Columns: SA = Strongly Agree; A = Agree; N = Neutral; D = Disagree; SD = Strongly Disagree; DK = Don't Know).

STATEMENT	SA	A	N	D	SD	DK
1. I am very satisfied with my job in the Metropolitan Board of Education.						
2. I plan to make a career in the Metropolitan Board of Education.						
3. I am actively looking for a job outside of the Metropolitan Board of Education.						
4. Salary levels in the Metropolitan Board of Education are competitive.						
5. I feel that my work is appreciated by my supervisor(s).						
6. I feel that I am an integral part of the Metropolitan Board of Education team.						
7. I feel that there is no future for me in the Metropolitan Board of Education.						
8. My salary level is adequate for my level of work and experience.						
9. I enjoy working in a culturally diverse environment.						

**PART F: Administrative Structure and Practices.** Please indicate your level of agreement or disagreement with each statement by placing an "X" in the appropriate column. (Definitions of Columns: SA = Strongly Agree; A = Agree; N = Neutral; D = Disagree; SD = Strongly Disagree; DK = Don't Know).

STATEMENT	SA	A	N	D	SD	DK
1. Most administrative practices in the Metropolitan Board of Education are highly effective and efficient.						
2. Administrative decisions are made quickly and decisively.						
3. The Metropolitan Board of Education administrators are easily accessible and open to input.						
4. Authority for administrative decisions is delegated to the lowest possible level.						
5. Teachers and staff are empowered with sufficient authority to effectively perform their responsibilities.						
6. Major bottlenecks exist in many administrative processes which cause unnecessary time delays.						
7. The extensive committee structure in the Metropolitan Board of Education ensures adequate input from teachers and staff on most important decisions.						
8. The Metropolitan Board of Education has too many committees.						
9. The Metropolitan Board of Education has too many layers of administrators.						
10. Most of the Metropolitan Board of Education administrative processes (e.g., purchasing, travel requests, leave applications, personnel) are highly efficient and responsive.						
11. Central office administrators are responsive to school needs.						
12. Central office administrators provide quality service to schools.						

**PART G: The Metropolitan Board of Education Operations.** Please indicate your opinion of the operations of each of the following district functions by placing an "X" in the appropriate column for each function.

District/Program Function	Should Be Eliminated	Needs Major Improvement	Needs Some Improvement	Adequate	Outstanding	Don't Know
a. Budgeting						
b. Strategic planning						
c. Curriculum planning						
d. Financial management and accounting						
e. Community relations						
f. Program evaluation, research, and assessment						
g. Instructional technology						
h. Pupil accounting						
i. Instructional coordination/ supervision						
j. Instructional support (i.e., student services)						
k. Federal Programs (e.g., Title I)						
l. Personnel recruitment						
m. Personnel selection						
n. Personnel evaluation						
o. Staff development						
p. Data processing						
q. Purchasing						
r. Law enforcement/ security						
s. Plant maintenance						
t. Facilities planning						
u. Transportation						
v. Food service						
w. Custodial services						
x. Risk management						
y. Administrative Technology						
z. Career & technology education						
aa. Dropout prevention						
bb. Special education						
cc. Early intervention						
dd. Gifted & talented						



**PART H: General Questions**

**DIRECTIONS: Please respond to each item as indicated. Please print your comments.**

1. The overall operation of the Metropolitan Board of Education is **(Check [✓] one)**.

- Highly efficient
- Above average in efficiency
- Less efficient than most other school systems
- Don't know

2. The operational efficiency of the Metropolitan Board of Education could be improved by **(Check [✓] as many as apply)**:

- Offering fewer programs
- Increasing some class sizes
- Increasing teacher workload
- Reducing the number of administrators
- Reducing the number of support staff
- Privatizing some support services
- Reducing the number of facilities operated by the district
- Other (please specify) \_\_\_\_\_

3. Do you have suggestions to improve the overall efficiency and effectiveness of the performance audit of the Metropolitan Board of Education? Please attach an additional page with comments or write on back, if needed.

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Post Office Box 16399  
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**THANK YOU FOR YOUR COOPERATION!**

# PERFORMANCE AUDIT OF THE METROPOLITAN BOARD OF EDUCATION

## TEACHER SURVEY

No attempt will be made to identify individual teachers in this survey. Please mail your completed survey directly to MGT of America by September 20, 2000 as directed on page 7.

### PART A:

**DIRECTIONS:** For items 1-9, please place a check (✓) on the blank line that completes the statement or answers the question. For item 10, please write in the number.

1. I think the overall quality of public education in the Metropolitan Board of Education is:
- \_\_\_\_\_ Excellent  
\_\_\_\_\_ Good  
\_\_\_\_\_ Fair  
\_\_\_\_\_ Poor  
\_\_\_\_\_ Don't Know
2. I think the overall quality of education in the Metropolitan Board of Education is:
- \_\_\_\_\_ Improving  
\_\_\_\_\_ Staying the Same  
\_\_\_\_\_ Getting Worse  
\_\_\_\_\_ Don't Know

Students are often given the grades A, B, C, D, and F to denote the quality of their work. Suppose teachers and administrators were graded the same way.

3. In general, what grade would you give the teachers in the Metropolitan Board of Education?
- \_\_\_\_\_ A  
\_\_\_\_\_ B  
\_\_\_\_\_ C  
\_\_\_\_\_ D  
\_\_\_\_\_ F  
\_\_\_\_\_ Don't Know
4. In general, what grade would you give the school-level administrators in the Metropolitan Board of Education?
- \_\_\_\_\_ A  
\_\_\_\_\_ B  
\_\_\_\_\_ C  
\_\_\_\_\_ D  
\_\_\_\_\_ F  
\_\_\_\_\_ Don't Know
5. In general, what grade would you give the district-level administrators in the Metropolitan Board of Education?
- \_\_\_\_\_ A  
\_\_\_\_\_ B  
\_\_\_\_\_ C  
\_\_\_\_\_ D  
\_\_\_\_\_ F  
\_\_\_\_\_ Don't Know
6. In what type of school do you teach this year?
- \_\_\_\_\_ Elementary School  
\_\_\_\_\_ Junior High/Middle School  
\_\_\_\_\_ High School  
\_\_\_\_\_ District Office  
\_\_\_\_\_ Other (Please categorize)  
\_\_\_\_\_
7. I am a:
- \_\_\_\_\_ Female  
\_\_\_\_\_ Male
8. What is your race/ethnic group?
- \_\_\_\_\_ White  
\_\_\_\_\_ Hispanic  
\_\_\_\_\_ Other  
\_\_\_\_\_ Black  
\_\_\_\_\_ Asian
9. What grade or grades are you teaching this year?
- \_\_\_\_\_ Pre-K  
\_\_\_\_\_ K  
\_\_\_\_\_ 1  
\_\_\_\_\_ 2  
\_\_\_\_\_ 3  
\_\_\_\_\_ 4  
\_\_\_\_\_ 5  
\_\_\_\_\_ 6
- \_\_\_\_\_ 7  
\_\_\_\_\_ 8  
\_\_\_\_\_ 9  
\_\_\_\_\_ 10  
\_\_\_\_\_ 11  
\_\_\_\_\_ 12  
\_\_\_\_\_ Adult
10. How long have you taught in the Metropolitan Board of Education?
- \_\_\_\_\_ Years

**PART B:**

**DIRECTIONS:** Please indicate whether you strongly agree (SA), agree (A), neither agree nor disagree (N), disagree (D), or strongly disagree (SD) with each statement. Please circle the appropriate response (SA, A, N, D, SD) located to the right of each item. If you feel you do not have enough information to give an opinion, circle the don't know (DK) response.

- |  |    |   |   |   |    |    |
|--|----|---|---|---|----|----|
| 1. The emphasis on learning in the Metropolitan Board of Education has increased in recent years.  | SA | A | N | D | SD | DK |
| 2. The Metropolitan Board of Education schools are safe and secure from crime.   | SA | A | N | D | SD | DK |
| 3. Our schools do not effectively handle misbehavior problems.   | SA | A | N | D | SD | DK |
| 4. Our schools have sufficient space and facilities to support the instructional programs.   | SA | A | N | D | SD | DK |
| 5. Our schools do not have the materials and supplies necessary for instruction in basic skills programs such as writing and mathematics.                            | SA | A | N | D | SD | DK |
| 6. Our schools can be described as "good places to learn."   | SA | A | N | D | SD | DK |
| 7. There is administrative support for controlling student behavior in our schools.  | SA | A | N | D | SD | DK |
| 8. Most students in our schools are motivated to learn.  | SA | A | N | D | SD | DK |
| 9. Lessons are organized to meet students' needs.  | SA | A | N | D | SD | DK |
| 10. The curriculum is broad and challenging for most students.   | SA | A | N | D | SD | DK |
| 11. There is little a teacher can do to overcome education problems due to a student's home life.  | SA | A | N | D | SD | DK |
| 12. Teachers in our schools know the material they teach.  | SA | A | N | D | SD | DK |
| 13. Teachers in our schools care about students' needs.  | SA | A | N | D | SD | DK |
| 14. Teachers expect students to do their very best.  | SA | A | N | D | SD | DK |
| 15. Principals and assistant principals in our schools care about students' needs.   | SA | A | N | D | SD | DK |
| 16. In general, parents do not take responsibility for their children's behavior in our schools.   | SA | A | N | D | SD | DK |
| 17. Parents in this district are satisfied with the education their children are receiving.  | SA | A | N | D | SD | DK |
| 18. Most parents really don't seem to know what goes on in our schools.  | SA | A | N | D | SD | DK |
| 19. Parents play an active role in decision-making in my school.   | SA | A | N | D | SD | DK |
| 20. This community really cares about its children's education.  | SA | A | N | D | SD | DK |
| 21. Taxpayer dollars are being used wisely to support public education in the Metropolitan Board of Education.   | SA | A | N | D | SD | DK |
| 22. Sufficient student services are provided in the Metropolitan Board of Education (e.g., counseling, speech therapy, health, social worker, psychological, media). | SA | A | N | D | SD | DK |
| 23. Site-based management has been implemented effectively in the Metropolitan Board of Education.   | SA | A | N | D | SD | DK |

**PART C:**

**DIRECTIONS:** For each item, please indicate whether you feel the Metropolitan Board of Education situation is excellent (E), good (G), fair (F), or poor (P). Please circle the appropriate response (E, G, F, P) located to the right of each item. If you feel you do not have enough information to give an opinion, circle the don't know (DK) response.

- |   |   |   |   |   |    |
|---|---|---|---|---|----|
| 1. School board members' knowledge of the educational needs of students in the Metropolitan Board of Education. | E | G | F | P | DK |
| 2. School board members' knowledge of operations in the Metropolitan Board of Education.                        | E | G | F | P | DK |
| 3. School board members' work at setting or revising policies for the Metropolitan Board of Education.          | E | G | F | P | DK |
| 4. The Superintendent's work as the educational leader of the Metropolitan Board of Education.                  | E | G | F | P | DK |
| 5. The Superintendent's work as the chief administrator (manager) of the Metropolitan Board of Education.       | E | G | F | P | DK |
| 6. The principals' work as the instructional leaders of their schools.  | E | G | F | P | DK |
| 7. The principals' work as the managers of the staff and teachers.  | E | G | F | P | DK |
| 8. Teachers' work in meeting students' individual learning needs.   | E | G | F | P | DK |
| 9. Teachers' work in communicating with parents.  | E | G | F | P | DK |
| 10. Teachers' attitudes about their jobs.   | E | G | F | P | DK |
| 11. Students' ability to learn.   | E | G | F | P | DK |
| 12. The amount of time students spend on task learning in the classroom.  | E | G | F | P | DK |
| 13. Parents' efforts in helping their children to do better in school.  | E | G | F | P | DK |
| 14. Parents' participation in school activities and organizations.  | E | G | F | P | DK |
| 15. How well students' test results are explained to parents.   | E | G | F | P | DK |
| 16. The condition in which the Metropolitan Board of Education schools are kept.                                | E | G | F | P | DK |
| 17. How well relations are maintained with various groups in the community.                                     | E | G | F | P | DK |
| 18. The opportunities provided by the district to improve the skills of teachers.                               | E | G | F | P | DK |
| 19. The opportunity provided by the district to improve the skills of school administrators.                    | E | G | F | P | DK |
| 20. The district's job of providing adequate instructional technology.  | E | G | F | P | DK |
| 21. The district's use of technology for administrative purposes.   | E | G | F | P | DK |

**PART D: Work Environment.** Please indicate your level of agreement or disagreement with each statement by placing an "X" in the appropriate column. (Definitions of Columns: SA = Strongly Agree; A = Agree; N = Neutral; D = Disagree; SD = Strongly Disagree; DK = Don't Know).

STATEMENT	SA	A	N	D	SD	DK
1. I find the Metropolitan Board of Education to be an exciting, challenging place to work.						
2. The work standards and expectations in the Metropolitan Board of Education are equal to or above those of most other school systems.						
3. The Metropolitan Board of Education officials enforce high work standards.						
4. Most of the Metropolitan Board of Education teachers enforce high student learning standards.						
5. The Metropolitan Board of Education teachers and administrators have excellent working relationships.						
6. <u>Teachers</u> who do not meet expected work standards are disciplined.						
7. <u>Staff</u> who do not meet expected work standards are disciplined.						
8. <u>Teacher</u> promotions and pay increases are based upon individual performance.						
9. <u>Staff</u> promotions and pay increases are based upon individual productivity.						
10. I feel that I have the authority to adequately perform my job responsibilities.						
11. I have adequate facilities in which to conduct my work.						
12. I have adequate equipment and computer support to conduct my work.						
13. The workloads are equitably distributed among teachers and among staff members.						
14. No one knows or cares about the amount or quality of work that I perform.						
15. Workload is evenly distributed.						
16. The failure of the Metropolitan Board of Education officials to enforce high work standards results in poor quality work.						
17. I often observe other teachers and/or staff socializing rather than working while on the job.						

**PART E: Job Satisfaction.** Please indicate your level of agreement or disagreement with each statement by placing an "X" in the appropriate column. (Definitions of Columns: SA = Strongly Agree; A = Agree; N = Neutral; D = Disagree; SD = Strongly Disagree; DK = Don't Know).

STATEMENT	SA	A	N	D	SD	DK
1. I am very satisfied with my job in the Metropolitan Board of Education.						
2. I plan to make a career in the Metropolitan Board of Education.						
3. I am actively looking for a job outside of the Metropolitan Board of Education.						
4. Salary levels in the Metropolitan Board of Education are competitive.						
5. I feel that my work is appreciated by my supervisor(s).						
6. I feel that I am an integral part of the Metropolitan Board of Education team.						
7. I feel that there is no future for me in the Metropolitan Board of Education.						
8. My salary level is adequate for my level of work and experience.						
9. I enjoy working in a culturally diverse environment.						

**PART F: Administrative Structure and Practices.** Please indicate your level of agreement or disagreement with each statement by placing an "X" in the appropriate column. (Definitions of Columns: SA = Strongly Agree; A = Agree; N = Neutral; D = Disagree; SD = Strongly Disagree; DK = Don't Know).

STATEMENT	SA	A	N	D	SD	DK
1. Most administrative practices in the Metropolitan Board of Education are highly effective and efficient.						
2. Administrative decisions are made quickly and decisively.						
3. The Metropolitan Board of Education administrators are easily accessible and open to input.						
4. Authority for administrative decisions is delegated to the lowest possible level.						
5. Teachers and staff are empowered with sufficient authority to effectively perform their responsibilities.						
6. Major bottlenecks exist in many administrative processes which cause unnecessary time delays.						
7. The extensive committee structure in the Metropolitan Board of Education ensures adequate input from teachers and staff on most important decisions.						
8. The Metropolitan Board of Education has too many committees.						
9. The Metropolitan Board of Education has too many layers of administrators.						
10. Most of the Metropolitan Board of Education administrative processes (e.g., purchasing, travel requests, leave applications, personnel, etc.) are highly efficient and responsive.						
11. Central office administrators are responsive to school needs.						
12. Central office administrators provide quality service to schools.						

**PART G: The Metropolitan Board of Education Operations.** Please indicate your opinion of the operations of each of the following district functions by placing an "X" in the appropriate column for each function.

District/Program Function	Should Be Eliminated	Needs Major Improvement	Needs Some Improvement	Adequate	Outstanding	Don't Know
a. Budgeting						
b. Strategic planning						
c. Curriculum planning						
d. Financial management and accounting						
e. Community relations						
f. Program evaluation, research, and assessment						
g. Instructional technology						
h. Pupil accounting						
i. Instructional coordination/supervision						
j. Instructional support (i.e., student services)						
k. Federal Programs (e.g., Title I)						
l. Personnel recruitment						
m. Personnel selection						
n. Personnel evaluation						
o. Staff development						
p. Data processing						
q. Purchasing						
r. Law enforcement/security						
s. Plant maintenance						
t. Facilities planning						
u. Transportation						
v. Food service						
w. Custodial services						
x. Risk management						
y. Administrative Technology						
z. Career & technology education						
aa. Dropout prevention						
bb. Special education						
cc. Early intervention						
dd. Gifted & talented						

**PART H: General Questions**

**DIRECTIONS: Please respond to each item as indicated. Please print your comments.**

1. The overall operation of the Metropolitan Board of Education is **(Check [✓] one)**.

- Highly efficient
- Above average in efficiency
- Less efficient than most other school systems
- Don't know

2. The operational efficiency of the Metropolitan Board of Education could be improved by **(Check [✓] as many as apply):**

- Offering fewer programs
- Increasing some class sizes
- Increasing teacher workload
- Reducing the number of administrators
- Reducing the number of support staff
- Privatizing some support services
- Reducing the number of facilities operated by the district
- Other (please specify) \_\_\_\_\_

3. Do you have suggestions to improve the overall efficiency and effectiveness of the performance audit of the Metropolitan Board of Education? Please attach an additional page with comments or write on back, if needed.

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**PLEASE RETURN YOUR COMPLETED SURVEY BY SEPTEMBER 20, 2000 IN THE ATTACHED POSTAGE-PAID ENVELOPE TO:**

**MGT of America, Inc.  
Post Office Box 16399  
Tallahassee, Florida 32317-9878**

**THANK YOU FOR YOUR COOPERATION!**



***APPENDIX B:***  
***SURVEY RESULTS***

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# **PERFORMANCE AUDIT OF METROPOLITAN BOARD OF EDUCATION**

## **CENTRAL OFFICE ADMINISTRATOR SURVEY RESULTS (n=72)**

### **PART A:**

<p>1. I think the overall quality of public education in Metropolitan Board of Education is:</p> <table border="0" style="width: 100%;"> <tr><td>Excellent</td><td style="text-align: right;">11%</td></tr> <tr><td>Good</td><td style="text-align: right;">73</td></tr> <tr><td>Fair</td><td style="text-align: right;">13</td></tr> <tr><td>Poor</td><td style="text-align: right;">1</td></tr> <tr><td>Don't Know</td><td style="text-align: right;">1</td></tr> </table>	Excellent	11%	Good	73	Fair	13	Poor	1	Don't Know	1	<p>2. I think the overall quality of education in Metropolitan Board of Education is:</p> <table border="0" style="width: 100%;"> <tr><td>Improving</td><td style="text-align: right;">83%</td></tr> <tr><td>Staying the Same</td><td style="text-align: right;">13</td></tr> <tr><td>Getting Worse</td><td style="text-align: right;">4</td></tr> <tr><td>Don't Know</td><td style="text-align: right;">0</td></tr> </table>	Improving	83%	Staying the Same	13	Getting Worse	4	Don't Know	0
Excellent	11%																		
Good	73																		
Fair	13																		
Poor	1																		
Don't Know	1																		
Improving	83%																		
Staying the Same	13																		
Getting Worse	4																		
Don't Know	0																		

Students are often given the grades A, B, C, D and F to denote the quality of their work. Suppose teachers and administrators were graded the same way.

<p>3. In general, what grade would you give the teachers in Metropolitan Board of Education?</p> <table border="0" style="width: 100%;"> <tr><td>A</td><td style="text-align: right;">17%</td></tr> <tr><td>B</td><td style="text-align: right;">64</td></tr> <tr><td>C</td><td style="text-align: right;">13</td></tr> <tr><td>D</td><td style="text-align: right;">0</td></tr> <tr><td>F</td><td style="text-align: right;">0</td></tr> <tr><td>Don't Know</td><td style="text-align: right;">6</td></tr> </table>	A	17%	B	64	C	13	D	0	F	0	Don't Know	6	<p>4. In general, what grade would you give the school-level administrators in Metropolitan Board of Education?</p> <table border="0" style="width: 100%;"> <tr><td>A</td><td style="text-align: right;">17%</td></tr> <tr><td>B</td><td style="text-align: right;">63</td></tr> <tr><td>C</td><td style="text-align: right;">13</td></tr> <tr><td>D</td><td style="text-align: right;">4</td></tr> <tr><td>F</td><td style="text-align: right;">0</td></tr> <tr><td>Don't Know</td><td style="text-align: right;">3</td></tr> </table>	A	17%	B	63	C	13	D	4	F	0	Don't Know	3
A	17%																								
B	64																								
C	13																								
D	0																								
F	0																								
Don't Know	6																								
A	17%																								
B	63																								
C	13																								
D	4																								
F	0																								
Don't Know	3																								

<p>5. In general, what grade would you give the central office administrators in the Metropolitan Board of Education?</p> <table border="0" style="width: 100%;"> <tr><td>A</td><td style="text-align: right;">16%</td></tr> <tr><td>B</td><td style="text-align: right;">60</td></tr> <tr><td>C</td><td style="text-align: right;">16</td></tr> <tr><td>D</td><td style="text-align: right;">6</td></tr> <tr><td>F</td><td style="text-align: right;">0</td></tr> <tr><td>Don't Know</td><td style="text-align: right;">2</td></tr> </table>	A	16%	B	60	C	16	D	6	F	0	Don't Know	2	<p>6. In what area of the district office do you work this year?</p> <table border="0" style="width: 100%;"> <tr><td>Educational Programs</td><td style="text-align: right;">31%</td></tr> <tr><td>Accountability</td><td style="text-align: right;">10</td></tr> <tr><td>Financial Management</td><td style="text-align: right;">10</td></tr> <tr><td>District Administration</td><td style="text-align: right;">33</td></tr> <tr><td>Facilities Management</td><td style="text-align: right;">4</td></tr> <tr><td>Other</td><td style="text-align: right;">14</td></tr> </table>	Educational Programs	31%	Accountability	10	Financial Management	10	District Administration	33	Facilities Management	4	Other	14
A	16%																								
B	60																								
C	16																								
D	6																								
F	0																								
Don't Know	2																								
Educational Programs	31%																								
Accountability	10																								
Financial Management	10																								
District Administration	33																								
Facilities Management	4																								
Other	14																								

<p>7. I am a:</p> <table border="0" style="width: 100%;"> <tr><td>Female</td><td style="text-align: right;">54%</td></tr> <tr><td>Male</td><td style="text-align: right;">46</td></tr> </table>	Female	54%	Male	46	<p>9. How long have you been in your current position in Metropolitan Board of Education?</p> <table border="0" style="width: 100%;"> <tr><td>1-5 years</td><td style="text-align: right;">52%</td></tr> <tr><td>6-10</td><td style="text-align: right;">34</td></tr> <tr><td>11-20</td><td style="text-align: right;">12</td></tr> <tr><td>21 years or over</td><td style="text-align: right;">3</td></tr> </table>	1-5 years	52%	6-10	34	11-20	12	21 years or over	3
Female	54%												
Male	46												
1-5 years	52%												
6-10	34												
11-20	12												
21 years or over	3												

<p>8. What is your race/ethnic group?</p> <table border="0" style="width: 100%;"> <tr><td>African American</td><td style="text-align: right;">14%</td></tr> <tr><td>Asian</td><td style="text-align: right;">0</td></tr> <tr><td>Hispanic</td><td style="text-align: right;">2</td></tr> <tr><td>White</td><td style="text-align: right;">83</td></tr> <tr><td>Other</td><td style="text-align: right;">2</td></tr> </table>	African American	14%	Asian	0	Hispanic	2	White	83	Other	2	<p>10. How long have you worked in Metropolitan Board of Education?</p> <table border="0" style="width: 100%;"> <tr><td>1-5 years</td><td style="text-align: right;">18%</td></tr> <tr><td>6-10</td><td style="text-align: right;">9</td></tr> <tr><td>11-20</td><td style="text-align: right;">24</td></tr> <tr><td>21 years or over</td><td style="text-align: right;">49</td></tr> </table>	1-5 years	18%	6-10	9	11-20	24	21 years or over	49
African American	14%																		
Asian	0																		
Hispanic	2																		
White	83																		
Other	2																		
1-5 years	18%																		
6-10	9																		
11-20	24																		
21 years or over	49																		

**PART B:**

STATEMENTS ON SURVEY INSTRUMENT	CATEGORY (SEE LEGEND)*					
	SA (%)	A (%)	N (%)	D (%)	SD (%)	DK (%)
1. The emphasis on learning in Metropolitan Board of Education has increased in recent years.	61	27	6	1	0	4
2. Metropolitan Board of Education is safe and secure from crime.	15	52	16	15	2	2
3. Our schools do not effectively handle misbehavior problems.	3	16	19	41	13	9
4. Our schools have sufficient space and facilities to support the instructional programs.	1	9	7	41	40	1
5. Our schools do not have the materials and supplies necessary for instruction in basic skills programs such as writing and mathematics.	13	33	16	26	3	10
6. Our schools can be described as "good places to learn."	13	71	10	6	0	0
7. There is administrative support for controlling student behavior in our schools.	14	56	10	10	1	9
8. Most students in our schools are motivated to learn.	7	44	23	10	1	14
9. Lessons are organized to meet students' needs.	4	41	26	4	1	23
10. The curriculum is broad and challenging for most students.	13	51	10	6	4	16
11. There is little a teacher can do to overcome education problems due to a student's home life.	6	9	7	44	30	4
12. Teachers in our schools know the material they teach.	7	64	17	1	0	10
13. Teachers in our schools care about students' needs.	24	61	7	1	0	6
14. Teachers expect students to do their very best.	21	59	10	1	0	9
15. Principals and assistant principals in our schools care about students' needs.	23	67	7	0	0	3
16. In general, parents do not take responsibility for their children's behavior in our schools.	3	26	21	43	3	4
17. Parents in this district are satisfied with the education their children are receiving.	0	40	30	17	0	13
18. Most parents really don't seem to know what goes on in our schools.	4	36	24	31	0	4
19. Parents play an active role in decision-making in my school.	4	18	19	13	2	44
20. This community really cares about its children's education.	4	33	15	29	13	6
21. Taxpayer dollars are being used wisely to support public education in Metropolitan Board of Education.	17	50	10	14	9	0
22. Sufficient student services are provided in Metropolitan Board of Education (e.g., counseling, speech therapy, health).	3	11	13	31	31	10
23. Site-based management has been implemented effectively in Metropolitan Board of Education.	4	10	20	29	19	19

Legend:

\*SA = Strongly Agree, A = Agree, N = Neither Agree/Disagree, D = Disagree, SD = Strongly Disagree, DK = Don't Know

**PART C:**

STATEMENTS ON SURVEY INSTRUMENT	CATEGORY (see legend)				
	E (%)	G (%)	F (%)	P (%)	DK (%)
1. School board members' knowledge of the educational needs of students in Metropolitan Board of Education.	3	35	38	8	17
2. School board members' knowledge of operations in Metropolitan Board of Education.	1	26	42	19	11
3. School board members' work at setting or revising policies for Metropolitan Board of Education.	11	49	28	7	6
4. The Superintendent's work as the instructional leader of Metropolitan Board of Education.	32	43	21	4	0
5. The Superintendent's work as the chief administrator (manager) of Metropolitan Board of Education.	42	39	17	3	0
6. Principals' work as the instructional leaders of their schools.	19	47	25	1	7
7. Principals' work as the managers of the staff and teachers.	13	61	19	3	4
8. Teachers' work in meeting students' individual learning needs.	10	53	22	1	14
9. Teachers' work in communicating with parents.	4	39	39	0	18
10. Teachers' attitudes about their jobs.	3	38	44	4	11
11. Students' ability to learn.	21	55	11	0	13
12. The amount of time students spend on task learning in the classroom.	6	38	26	1	29
13. Parents' efforts in helping their children to do better in school.	1	18	49	11	20
14. Parents' participation in school activities and organizations.	0	21	47	17	15
15. How well students' test results are explained to parents.	1	27	39	11	21
16. The condition in which Metropolitan Board of Education are kept.	**	**	**	**	**
17. How well relations are maintained with various groups in the community.	6	54	30	4	7
18. The opportunities provided by the district to improve the skills of teachers.	6	40	33	11	10
19. The opportunity provided by the district to improve the skills of school administrators.	6	28	39	26	1
20. The district's job of providing adequate instructional technology.	1	8	40	46	4
21. The district's use of technology for administrative purposes.	1	7	29	61	1

Legend:

\*E = Excellent, G = Good, F = Fair, P = Poor, DK = Don't Know

\*\*Invalid question

**PART D: Work Environment.**

STATEMENT	SA (%)	A (%)	N (%)	D (%)	SD (%)	DK (%)
1. I find Metropolitan Board of Education to be an exciting, challenging place to work.	39	44	9	4	4	0
2. The work standards and expectations in Metropolitan Board of Education are equal to or above those of most other school districts.	31	34	9	6	1	20
3. Metropolitan Board of Education officials enforce high work standards.	21	44	23	9	1	3
4. Most Metropolitan Board of Education teachers enforce high student learning standards.	13	52	13	3	0	20
5. Metropolitan Board of Education teachers and administrators have excellent working relationships.	7	45	32	7	1	7
6. <u>Teachers</u> who do not meet expected work standards are disciplined.	1	17	27	28	9	18
7. <u>Staff</u> who do not meet expected work standards are disciplined.	3	24	23	34	10	7
8. <u>Teacher</u> promotions and pay increases are based upon individual performance.	1	3	9	36	46	4
9. <u>Staff</u> promotions and pay increases are based upon individual productivity.	4	9	13	32	41	1
10. I feel that I have the authority to adequately perform my job responsibilities.	31	45	9	14	1	0
11. I have adequate facilities to do my work.	16	40	6	27	11	0
12. I have adequate equipment and computer support to do my work.	7	28	10	23	32	0
13. The workloads are equitably distributed among teachers and among staff members.	0	20	17	24	14	24
14. No one knows or cares about the amount or quality of work that I perform.	7	4	10	48	31	0
15. Workload is evenly distributed.	1	24	11	45	17	1
16. The failure of Metropolitan Board of Education officials to enforce high work standards results in poor quality work.	3	20	20	38	13	7
17. I often observe other teachers and/or staff socializing rather than working while on the job.	3	11	17	49	16	4

Legend:

\*SA = Strongly Agree, A = Agree, N = Neither Agree/Disagree, D = Disagree, SD = Strongly Disagree, DK = Don't Know

**PART E: Job Satisfaction.**

STATEMENT	SA (%)	A (%)	N (%)	D (%)	SD (%)	DK (%)
1. I am very satisfied with my job in Metropolitan Board of Education.	36	41	10	11	1	0
2. I plan to make a career in Metropolitan Board of Education.	47	39	10	3	0	1
3. I am actively looking for a job outside of Metropolitan Board of Education.	1	6	9	33	51	0
4. Salary levels in Metropolitan Board of Education are competitive.	6	43	13	21	14	3
5. I feel that my work is appreciated by my supervisor(s).	32	44	10	9	4	1
6. I am an integral part of Metropolitan Board of Education team.	32	38	20	7	3	0
7. There is no future for me in Metropolitan Board of Education.	0	4	11	27	54	3
8. My salary level is adequate for my level of work and experience.	10	34	14	29	13	0
9. I enjoy working in a culturally diverse environment.	64	29	7	0	0	0

Legend:

\*SA = Strongly Agree A = Agree, N = Neither Agree/Disagree, D = Disagree, SD = Strongly Disagree, DK = Don't Know

**PART F: Administrative Structure and Practices.**

STATEMENT	SA (%)	A (%)	N (%)	D (%)	SD (%)	DK (%)
1. Most administrative practices in Metropolitan Board of Education are highly effective and efficient.	6	41	27	16	7	3
2. Administrative decisions are made quickly and decisively.	9	31	24	31	6	0
3. Metropolitan Board of Education administrators are easily accessible and open to input.	13	41	24	14	6	1
4. Authority for administrative decisions are delegated to the lowest possible level.	4	23	17	36	14	6
5. Teachers and staff are empowered with sufficient authority to effectively perform their responsibilities.	3	40	24	16	6	11
6. Major bottlenecks exist in many administrative processes which cause unnecessary time delays.	10	34	24	20	10	1
7. The extensive committee structure in Metropolitan Board of Education ensures adequate input from teachers and staff on most important decisions.	9	34	20	23	4	10
8. Metropolitan Board of Education has too many committees.	4	17	26	36	6	10
9. Metropolitan Board of Education has too many layers of administrators.	1	7	15	38	36	3
10. Most Metropolitan Board of Education administrative processes (e.g., purchasing, travel requests, leave applications, personnel, etc.) are highly efficient and responsive.	9	41	20	21	4	4
11. Central Office Administrators are responsive to school needs.	26	54	11	7	0	1
12. Central Office Administrators provide quality service to schools.	20	60	11	7	0	1

Legend:

\*SA = Strongly Agree, A = Agree, N = Neither Agree/Disagree, D = Disagree, SD = Strongly Disagree, DK = Don't Know

**PART G: Metropolitan Board of Education Operations.**

District/Program Function	Should Be Eliminated (%)	Needs Major Improvement (%)	Needs Some Improvement (%)	Adequate (%)	Outstanding (%)	Don't Know (%)
a. Budgeting	0	18	32	25	13	4
b. Strategic planning	1	19	42	19	8	4
c. Curriculum planning	0	7	18	28	21	22
d. Financial management and accounting	0	15	22	33	22	8
e. Community relations	0	21	34	34	4	7
f. Program evaluation, research, and assessment	0	13	35	27	10	15
g. Instructional technology	1	53	28	6	0	8
h. Pupil accounting	0	17	31	21	10	18
i. Instructional coordination/supervision	0	10	25	33	11	17
j. Instructional support	0	8	36	29	7	15
k. Federal Program (e.g., Chapter I, Special Education) coordination	0	4	19	36	10	26
l. Personnel recruitment	0	19	35	26	8	7
m. Personnel selection	0	15	39	29	8	4
n. Personnel evaluation	0	29	31	31	3	3
o. Staff development	1	40	29	19	6	0
p. Data processing	1	49	28	14	1	3
q. Purchasing	0	3	29	51	6	7
r. Law enforcement/security	0	8	32	39	4	13
s. Plant maintenance	1	53	25	7	1	8
t. Facilities planning	0	14	25	33	8	15
u. Pupil transportation	1	10	24	33	4	24
v. Food service	0	8	15	39	3	31
w. Custodial services	0	28	25	22	4	17
x. Risk management	0	10	14	22	3	44
y. Administrative technology	0	53	32	6	1	4

**PART G: Metropolitan Board of Education Operations.** (continued)

District/Program Function	Should Be Eliminated (%)	Needs Major Improvement (%)	Needs Some Improvement (%)	Adequate (%)	Outstanding (%)	Don't Know (%)
z. Career & technology education	1	17	36	14	6	22
aa. Dropout prevention	0	32	32	11	0	21
bb. Special education	0	26	26	24	3	15
cc. Early intervention	0	22	28	17	6	24
dd. Gifted & talented	1	8	32	26	7	21

**PART H: General Questions**

1. The overall operation of Metropolitan Board of Education is:

Highly efficient	9%
Above average in efficiency	61
Less efficient than most other school districts	18
Don't know	12

2. Operational efficiency can be improved by:

Offering fewer programs	8%
Increasing class sizes	1
Increasing teacher workloads	3
Reducing the number of administrators	4
Reducing support staff	1
Privatizing support services	14
Reducing the number of facilities	8
Other	56



# **PERFORMANCE AUDIT OF METROPOLITAN BOARD OF EDUCATION**

## **PRINCIPAL SURVEY RESULTS (n=94)**

### **PART A:**

<p>1. I think the overall quality of public education in Metropolitan Board of Education is:</p> <table border="0" style="width: 100%;"> <tr><td>Excellent</td><td style="text-align: right;">9%</td></tr> <tr><td>Good</td><td style="text-align: right;">70</td></tr> <tr><td>Fair</td><td style="text-align: right;">20</td></tr> <tr><td>Poor</td><td style="text-align: right;">0</td></tr> <tr><td>Don't Know</td><td style="text-align: right;">1</td></tr> </table>	Excellent	9%	Good	70	Fair	20	Poor	0	Don't Know	1	<p>2. I think the overall quality of education in Metropolitan Board of Education is:</p> <table border="0" style="width: 100%;"> <tr><td>Improving</td><td style="text-align: right;">80%</td></tr> <tr><td>Staying the Same</td><td style="text-align: right;">11</td></tr> <tr><td>Getting Worse</td><td style="text-align: right;">5</td></tr> <tr><td>Don't Know</td><td style="text-align: right;">4</td></tr> </table>	Improving	80%	Staying the Same	11	Getting Worse	5	Don't Know	4
Excellent	9%																		
Good	70																		
Fair	20																		
Poor	0																		
Don't Know	1																		
Improving	80%																		
Staying the Same	11																		
Getting Worse	5																		
Don't Know	4																		

Students are often given the grades A, B, C, D and F to denote the quality of their work. Suppose teachers and administrators were graded the same way.

<p>3. In general, what grade would you give the teachers in Metropolitan Board of Education?</p> <table border="0" style="width: 100%;"> <tr><td>A</td><td style="text-align: right;">21%</td></tr> <tr><td>B</td><td style="text-align: right;">70</td></tr> <tr><td>C</td><td style="text-align: right;">7</td></tr> <tr><td>D</td><td style="text-align: right;">0</td></tr> <tr><td>F</td><td style="text-align: right;">0</td></tr> <tr><td>Don't Know</td><td style="text-align: right;">1</td></tr> </table>	A	21%	B	70	C	7	D	0	F	0	Don't Know	1	<p>4. In general, what grade would you give the school-level administrators in Metropolitan Board of Education?</p> <table border="0" style="width: 100%;"> <tr><td>A</td><td style="text-align: right;">26%</td></tr> <tr><td>B</td><td style="text-align: right;">70</td></tr> <tr><td>C</td><td style="text-align: right;">3</td></tr> <tr><td>D</td><td style="text-align: right;">0</td></tr> <tr><td>F</td><td style="text-align: right;">0</td></tr> <tr><td>Don't Know</td><td style="text-align: right;">1</td></tr> </table>	A	26%	B	70	C	3	D	0	F	0	Don't Know	1
A	21%																								
B	70																								
C	7																								
D	0																								
F	0																								
Don't Know	1																								
A	26%																								
B	70																								
C	3																								
D	0																								
F	0																								
Don't Know	1																								
<p>5. In general, what grade would you give the central office administrators in the Metropolitan Board of Education?</p> <table border="0" style="width: 100%;"> <tr><td>A</td><td style="text-align: right;">13%</td></tr> <tr><td>B</td><td style="text-align: right;">50</td></tr> <tr><td>C</td><td style="text-align: right;">30</td></tr> <tr><td>D</td><td style="text-align: right;">7</td></tr> <tr><td>F</td><td style="text-align: right;">1</td></tr> <tr><td>Don't Know</td><td style="text-align: right;">0</td></tr> </table>	A	13%	B	50	C	30	D	7	F	1	Don't Know	0	<p>6. In what type of school do you work this year?</p> <table border="0" style="width: 100%;"> <tr><td>Elementary School</td><td style="text-align: right;">55%</td></tr> <tr><td>Junior High/Middle School</td><td style="text-align: right;">31</td></tr> <tr><td>High School</td><td style="text-align: right;">11</td></tr> <tr><td>District Office</td><td style="text-align: right;">2</td></tr> <tr><td>Other</td><td style="text-align: right;">1</td></tr> </table>	Elementary School	55%	Junior High/Middle School	31	High School	11	District Office	2	Other	1		
A	13%																								
B	50																								
C	30																								
D	7																								
F	1																								
Don't Know	0																								
Elementary School	55%																								
Junior High/Middle School	31																								
High School	11																								
District Office	2																								
Other	1																								
<p>7. I am a:</p> <table border="0" style="width: 100%;"> <tr><td>Female</td><td style="text-align: right;">61%</td></tr> <tr><td>Male</td><td style="text-align: right;">39</td></tr> </table>	Female	61%	Male	39	<p>8. How long have you been in your current position in Metropolitan Board of Education?</p> <table border="0" style="width: 100%;"> <tr><td>1-5 years</td><td style="text-align: right;">62%</td></tr> <tr><td>6-10</td><td style="text-align: right;">23</td></tr> <tr><td>11-20</td><td style="text-align: right;">13</td></tr> <tr><td>21 years or more</td><td style="text-align: right;">2</td></tr> </table>	1-5 years	62%	6-10	23	11-20	13	21 years or more	2												
Female	61%																								
Male	39																								
1-5 years	62%																								
6-10	23																								
11-20	13																								
21 years or more	2																								
<p>9. What is your race/ethnic group?</p> <table border="0" style="width: 100%;"> <tr><td>African American</td><td style="text-align: right;">32%</td></tr> <tr><td>Asian</td><td style="text-align: right;">0</td></tr> <tr><td>Hispanic</td><td style="text-align: right;">0</td></tr> <tr><td>White</td><td style="text-align: right;">66</td></tr> <tr><td>Other</td><td style="text-align: right;">2</td></tr> </table>	African American	32%	Asian	0	Hispanic	0	White	66	Other	2															
African American	32%																								
Asian	0																								
Hispanic	0																								
White	66																								
Other	2																								
<p>10. How long have you worked in Metropolitan Board of Education?</p> <table border="0" style="width: 100%;"> <tr><td>1-5 years</td><td style="text-align: right;">2%</td></tr> <tr><td>6-10</td><td style="text-align: right;">2</td></tr> <tr><td>11-20</td><td style="text-align: right;">22</td></tr> <tr><td>21 years or more</td><td style="text-align: right;">74</td></tr> </table>	1-5 years	2%	6-10	2	11-20	22	21 years or more	74																	
1-5 years	2%																								
6-10	2																								
11-20	22																								
21 years or more	74																								

**PART B:**

STATEMENTS ON SURVEY INSTRUMENT	CATEGORY (SEE LEGEND)*					
	SA (%)	A (%)	N (%)	D (%)	SD (%)	DK (%)
1. The emphasis on learning in Metropolitan Board of Education has increased in recent years.	61	29	5	3	0	1
2. Metropolitan Board of Education is safe and secure from crime.	11	60	14	12	1	2
3. Our schools do not effectively handle misbehavior problems.	2	15	8	55	19	1
4. Our schools have sufficient space and facilities to support the instructional programs.	4	17	10	44	25	0
5. Our schools do not have the materials and supplies necessary for instruction in basic skills programs such as writing and mathematics.	11	23	16	41	9	0
6. Our schools can be described as "good places to learn."	17	74	8	1	0	0
7. There is administrative support for controlling student behavior in our schools.	24	58	12	4	2	0
8. Most students in our schools are motivated to learn.	9	72	11	8	1	0
9. Lessons are organized to meet students' needs.	13	75	5	5	1	0
10. The curriculum is broad and challenging for most students.	13	75	5	5	1	0
11. There is little a teacher can do to overcome education problems due to a student's home life.	1	3	11	56	29	0
12. Teachers in our schools know the material they teach.	19	73	7	0	0	1
13. Teachers in our schools care about students' needs.	51	47	2	0	0	0
14. Teachers expect students to do their very best.	34	61	3	2	0	0
15. Principals and assistant principals in our schools care about students' needs.	51	50	0	0	0	0
16. In general, parents do not take responsibility for their children's behavior in our schools.	8	15	17	52	9	0
17. Parents in this district are satisfied with the education their children are receiving.	2	55	23	16	0	4
18. Most parents really don't seem to know what goes on in our schools.	0	25	17	53	3	2
19. Parents play an active role in decision-making in my school.	13	46	18	22	0	1
20. This community really cares about its children's education.	15	46	14	17	8	0
21. Taxpayer dollars are being used wisely to support public education in Metropolitan Board of Education.	20	45	8	16	10	1
22. Sufficient student services are provided in Metropolitan Board of Education (e.g., counseling, speech therapy, health).	2	12	5	43	38	0
23. Site-based management has been implemented effectively in Metropolitan Board of Education.	4	13	26	27	20	10

Legend:

\*SA = Strongly Agree, A = Agree, N = Neither Agree/Disagree, D = Disagree, SD = Strongly Disagree, DK = Don't Know

**PART C:**

STATEMENTS ON SURVEY INSTRUMENT	CATEGORY (see legend)				
	E (%)	G (%)	F (%)	P (%)	DK (%)
1. School board members' knowledge of the educational needs of students in Metropolitan Board of Education.	2	31	46	17	3
2. School board members' knowledge of operations in Metropolitan Board of Education.	1	34	37	24	4
3. School board members' work at setting or revising policies for Metropolitan Board of Education.	5	45	38	11	1
4. The Superintendent's work as the instructional leader of Metropolitan Board of Education.	28	48	15	7	2
5. The Superintendent's work as the chief administrator (manager) of Metropolitan Board of Education.	39	45	10	5	1
6. Principals' work as the instructional leaders of their schools.	32	54	12	1	1
7. Principals' work as the managers of the staff and teachers.	37	59	4	0	0
8. Teachers' work in meeting students' individual learning needs.	16	71	12	1	0
9. Teachers' work in communicating with parents.	28	50	23	0	0
10. Teachers' attitudes about their jobs.	8	70	20	2	0
11. Students' ability to learn.	14	70	12	3	1
12. The amount of time students spend on task learning in the classroom.	10	62	28	0	0
13. Parents' efforts in helping their children to do better in school.	2	29	56	12	1
14. Parents' participation in school activities and organizations.	4	30	52	14	0
15. How well students' test results are explained to parents.	3	28	53	14	2
16. The condition in which Metropolitan Board of Education are kept.	**	**	**	**	**
17. How well relations are maintained with various groups in the community.	1	55	37	3	4
18. The opportunities provided by the district to improve the skills of teachers.	11	44	29	16	0
19. The opportunity provided by the district to improve the skills of school administrators.	7	42	30	21	0
20. The district's job of providing adequate instructional technology.	1	5	31	62	0
21. The district's use of technology for administrative purposes.	0	11	38	51	1

Legend:

\*E = Excellent, G = Good, F = Fair, P = Poor, DK = Don't Know

\*\*Invalid question

**PART D: Work Environment.**

STATEMENT	SA (%)	A (%)	N (%)	D (%)	SD (%)	DK (%)
1. I find Metropolitan Board of Education to be an exciting, challenging place to work.	36	44	11	7	3	0
2. The work standards and expectations in Metropolitan Board of Education are equal to or above those of most other school districts.	27	50	9	2	1	12
3. Metropolitan Board of Education officials enforce high work standards.	14	53	21	11	1	0
4. Most Metropolitan Board of Education teachers enforce high student learning standards.	13	72	11	3	0	1
5. Metropolitan Board of Education teachers and administrators have excellent working relationships.	6	67	17	6	0	6
6. <u>Teachers</u> who do not meet expected work standards are disciplined.	2	40	14	30	13	0
7. <u>Staff</u> who do not meet expected work standards are disciplined.	2	39	15	27	15	1
8. <u>Teacher</u> promotions and pay increases are based upon individual performance.	0	5	4	33	55	2
9. <u>Staff</u> promotions and pay increases are based upon individual productivity.	0	9	5	36	46	4
10. I feel that I have the authority to adequately perform my job responsibilities.	30	42	11	12	4	0
11. I have adequate facilities to do my work.	22	38	7	20	13	0
12. I have adequate equipment and computer support to do my work.	11	20	9	29	32	0
13. The workloads are equitably distributed among teachers and among staff members.	7	50	17	17	9	0
14. No one knows or cares about the amount or quality of work that I perform.	9	22	11	29	29	0
15. Workload is evenly distributed.	3	22	30	34	11	0
16. The failure of Metropolitan Board of Education officials to enforce high work standards results in poor quality work.	3	21	17	39	19	2
17. I often observe other teachers and/or staff socializing rather than working while on the job.	0	7	13	47	34	0

Legend:

\*SA = Strongly Agree, A = Agree, N = Neither Agree/Disagree, D = Disagree, SD = Strongly Disagree, DK = Don't Know

**PART E: Job Satisfaction**

STATEMENT	SA (%)	A (%)	N (%)	D (%)	SD (%)	DK (%)
1. I am very satisfied with my job in Metropolitan Board of Education.	34	40	10	10	7	0
2. I plan to make a career in Metropolitan Board of Education.	48	42	5	0	1	3
3. I am actively looking for a job outside of Metropolitan Board of Education.	3	8	14	27	48	0
4. Salary levels in Metropolitan Board of Education are competitive.	2	32	15	25	22	4
5. I feel that my work is appreciated by my supervisor(s).	16	52	15	5	12	0
6. I am an integral part of Metropolitan Board of Education team.	17	48	16	7	10	2
7. There is no future for me in Metropolitan Board of Education.	3	5	13	30	47	1
8. My salary level is adequate for my level of work and experience.	1	23	16	33	27	0
9. I enjoy working in a culturally diverse environment.	61	36	2	0	1	0

Legend:

\*SA = Strongly Agree A = Agree, N = Neither Agree/Disagree, D = Disagree, SD = Strongly Disagree, DK = Don't Know

**PART F: Administrative Structure and Practices**

STATEMENT	SA (%)	A (%)	N (%)	D (%)	SD (%)	DK (%)
1. Most administrative practices in Metropolitan Board of Education are highly effective and efficient.	10	50	17	13	9	1
2. Administrative decisions are made quickly and decisively.	6	47	20	20	7	1
3. Metropolitan Board of Education administrators are easily accessible and open to input.	5	44	15	24	12	0
4. Authority for administrative decisions are delegated to the lowest possible level.	4	22	22	38	9	5
5. Teachers and staff are empowered with sufficient authority to effectively perform their responsibilities.	10	58	9	19	4	0
6. Major bottlenecks exist in many administrative processes which cause unnecessary time delays.	12	27	27	28	5	1
7. The extensive committee structure in Metropolitan Board of Education ensures adequate input from teachers and staff on most important decisions.	2	39	23	23	11	3
8. Metropolitan Board of Education has too many committees.	7	15	36	28	8	8
9. Metropolitan Board of Education has too many layers of administrators.	7	11	19	45	17	1
10. Most Metropolitan Board of Education administrative processes (e.g., purchasing, travel requests, leave applications, personnel, etc.) are highly efficient and responsive.	4	48	18	19	10	0
11. Central Office Administrators are responsive to school needs.	3	56	13	22	7	0
12. Central Office Administrators provide quality service to schools.	7	54	14	19	7	0

Legend:

\*SA = Strongly Agree, A = Agree, N = Neither Agree/Disagree, D = Disagree, SD = Strongly Disagree, DK = Don't Know

**PART G: Metropolitan Board of Education Operations.**

District/Program Function	Should Be Eliminated (%)	Needs Major Improvement (%)	Needs Some Improvement (%)	Adequate (%)	Outstanding (%)	Don't Know (%)
a. Budgeting	0	23	31	30	13	2
b. Strategic planning	1	12	37	38	6	6
c. Curriculum planning	0	17	24	42	17	0
d. Financial management and accounting	0	11	24	40	21	5
e. Community relations	0	14	39	38	8	1
f. Program evaluation, research, and assessment	1	13	31	31	25	0
g. Instructional technology	1	57	26	13	2	1
h. Pupil accounting	0	7	21	55	15	2
i. Instructional coordination/supervision	0	6	28	57	8	1
j. Instructional support	0	18	35	41	2	3
k. Federal Program (e.g., Chapter I, Special Education) coordination	0	8	21	36	17	18
l. Personnel recruitment	0	23	23	39	13	1
m. Personnel selection	0	14	29	46	10	1
n. Personnel evaluation	1	14	24	56	5	1
o. Staff development	0	33	38	26	3	0
p. Data processing	0	37	31	25	3	3
q. Purchasing	0	8	28	55	3	6
r. Law enforcement/security	0	8	30	56	6	1
s. Plant maintenance	0	61	23	13	2	0
t. Facilities planning	0	27	31	31	2	8
u. Pupil transportation	0	34	39	23	2	1
v. Food service	0	21	28	46	6	0
w. Custodial services	0	41	37	17	6	0
x. Risk management	0	12	22	33	0	32
y. Administrative Technology	0	58	26	9	3	4

**PART G: Metropolitan Board of Education Operations.** (continued)

District/Program Function	Should Be Eliminated (%)	Needs Major Improvement (%)	Needs Some Improvement (%)	Adequate (%)	Outstanding (%)	Don't Know (%)
z. Career & technology education	0	25	32	24	3	17
aa. Dropout prevention	0	18	40	22	0	20
bb. Special education	1	47	34	17	1	0
cc. Early intervention	0	36	30	19	3	12
dd. Gifted & talented	1	18	31	46	2	2

**PART H: General Questions**

1. The overall operation of Metropolitan Board of Education is:

Highly efficient	5%
Above average in efficiency	72
Less efficient than most other school districts	18
Don't know	6

2. Operational efficiency can be improved by:

Offering fewer programs	13%
Increasing class sizes	1
Increasing teacher workloads	0
Reducing the number of administrators	3
Reducing support staff	4
Privatizing support services	12
Reducing the number of facilities	4
Other	44

# PERFORMANCE AUDIT OF METROPOLITAN BOARD OF EDUCATION

## TEACHER SURVEY RESULTS (n=703)

### PART A:

<p>1. I think the overall quality of public education in Metropolitan Board of Education as:</p> <table border="0" style="width: 100%;"> <tr><td>Excellent</td><td style="text-align: right;">5%</td></tr> <tr><td>Good</td><td style="text-align: right;">59</td></tr> <tr><td>Fair</td><td style="text-align: right;">30</td></tr> <tr><td>Poor</td><td style="text-align: right;">5</td></tr> <tr><td>Don't Know</td><td style="text-align: right;">1</td></tr> </table>	Excellent	5%	Good	59	Fair	30	Poor	5	Don't Know	1	<p>2. I think the overall quality of education in Metropolitan Board of Education is:</p> <table border="0" style="width: 100%;"> <tr><td>Improving</td><td style="text-align: right;">46%</td></tr> <tr><td>Staying the Same</td><td style="text-align: right;">32</td></tr> <tr><td>Getting Worse</td><td style="text-align: right;">13</td></tr> <tr><td>Don't Know</td><td style="text-align: right;">8</td></tr> </table>	Improving	46%	Staying the Same	32	Getting Worse	13	Don't Know	8
Excellent	5%																		
Good	59																		
Fair	30																		
Poor	5																		
Don't Know	1																		
Improving	46%																		
Staying the Same	32																		
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Don't Know	8																		

Students are often given the grades A, B, C, D and F to denote the quality of their work. Suppose teachers and administrators were graded the same way.

<p>3. In general, what grade would you give the teachers in Metropolitan Board of Education?</p> <table border="0" style="width: 100%;"> <tr><td>A</td><td style="text-align: right;">20%</td></tr> <tr><td>B</td><td style="text-align: right;">58</td></tr> <tr><td>C</td><td style="text-align: right;">17</td></tr> <tr><td>D</td><td style="text-align: right;">1</td></tr> <tr><td>F</td><td style="text-align: right;">0</td></tr> <tr><td>Don't Know</td><td style="text-align: right;">4</td></tr> </table>	A	20%	B	58	C	17	D	1	F	0	Don't Know	4	<p>4. In general, what grade would you give the school-level administrators in Metropolitan Board of Education?</p> <table border="0" style="width: 100%;"> <tr><td>A</td><td style="text-align: right;">14%</td></tr> <tr><td>B</td><td style="text-align: right;">43</td></tr> <tr><td>C</td><td style="text-align: right;">28</td></tr> <tr><td>D</td><td style="text-align: right;">9</td></tr> <tr><td>F</td><td style="text-align: right;">2</td></tr> <tr><td>Don't Know</td><td style="text-align: right;">4</td></tr> </table>	A	14%	B	43	C	28	D	9	F	2	Don't Know	4
A	20%																								
B	58																								
C	17																								
D	1																								
F	0																								
Don't Know	4																								
A	14%																								
B	43																								
C	28																								
D	9																								
F	2																								
Don't Know	4																								

<p>5. In general, what grade would you give the central office administrators in the Metropolitan Board of Education?</p> <table border="0" style="width: 100%;"> <tr><td>A</td><td style="text-align: right;">6%</td></tr> <tr><td>B</td><td style="text-align: right;">28</td></tr> <tr><td>C</td><td style="text-align: right;">39</td></tr> <tr><td>D</td><td style="text-align: right;">16</td></tr> <tr><td>F</td><td style="text-align: right;">3</td></tr> <tr><td>Don't Know</td><td style="text-align: right;">7</td></tr> </table>	A	6%	B	28	C	39	D	16	F	3	Don't Know	7	<p>6. In what type of school do you work this year?</p> <table border="0" style="width: 100%;"> <tr><td>Elementary School</td><td style="text-align: right;">58%</td></tr> <tr><td>Junior High/Middle School</td><td style="text-align: right;">22</td></tr> <tr><td>High School</td><td style="text-align: right;">18</td></tr> <tr><td>District Office</td><td style="text-align: right;">0</td></tr> <tr><td>Other (Please categorize)</td><td style="text-align: right;">2</td></tr> </table>	Elementary School	58%	Junior High/Middle School	22	High School	18	District Office	0	Other (Please categorize)	2
A	6%																						
B	28																						
C	39																						
D	16																						
F	3																						
Don't Know	7																						
Elementary School	58%																						
Junior High/Middle School	22																						
High School	18																						
District Office	0																						
Other (Please categorize)	2																						

<p>7. I am a:</p> <table border="0" style="width: 100%;"> <tr><td>Female</td><td style="text-align: right;">83%</td></tr> <tr><td>Male</td><td style="text-align: right;">17</td></tr> </table>	Female	83%	Male	17	<p>9. What grade or grades are you teaching this year?</p> <table border="0" style="width: 100%;"> <tr><td>Pre-K</td><td style="text-align: right;">3%</td><td style="text-align: right;">7</td><td style="text-align: right;">11%</td></tr> <tr><td>K</td><td style="text-align: right;">22</td><td style="text-align: right;">8</td><td style="text-align: right;">12</td></tr> <tr><td>1</td><td style="text-align: right;">22</td><td style="text-align: right;">9</td><td style="text-align: right;">14</td></tr> <tr><td>2</td><td style="text-align: right;">22</td><td style="text-align: right;">10</td><td style="text-align: right;">14</td></tr> <tr><td>3</td><td style="text-align: right;">22</td><td style="text-align: right;">11</td><td style="text-align: right;">15</td></tr> <tr><td>4</td><td style="text-align: right;">18</td><td style="text-align: right;">12</td><td style="text-align: right;">14</td></tr> <tr><td>5</td><td style="text-align: right;">14</td><td style="text-align: right;">Adult</td><td style="text-align: right;">1</td></tr> <tr><td>6</td><td style="text-align: right;">14</td><td></td><td></td></tr> </table>	Pre-K	3%	7	11%	K	22	8	12	1	22	9	14	2	22	10	14	3	22	11	15	4	18	12	14	5	14	Adult	1	6	14		
Female	83%																																				
Male	17																																				
Pre-K	3%	7	11%																																		
K	22	8	12																																		
1	22	9	14																																		
2	22	10	14																																		
3	22	11	15																																		
4	18	12	14																																		
5	14	Adult	1																																		
6	14																																				
<p>8. What is your race/ethnic group?</p> <table border="0" style="width: 100%;"> <tr><td>African American</td><td style="text-align: right;">18%</td></tr> <tr><td>Asian</td><td style="text-align: right;">0</td></tr> <tr><td>Hispanic</td><td style="text-align: right;">0</td></tr> <tr><td>White</td><td style="text-align: right;">80</td></tr> <tr><td>Other</td><td style="text-align: right;">1</td></tr> </table>	African American	18%	Asian	0	Hispanic	0	White	80	Other	1																											
African American	18%																																				
Asian	0																																				
Hispanic	0																																				
White	80																																				
Other	1																																				

10. How long have you taught in Metropolitan Board of Education?

1-5 years	35%
6-10	18
11-20	20
21 years or more	27



**PART B:**

STATEMENTS ON SURVEY INSTRUMENT	CATEGORY (SEE LEGEND)*					
	SA (%)	A (%)	N (%)	D (%)	SD (%)	DK (%)
1. The emphasis on learning in Metropolitan Board of Education has increased in recent years.	20	51	11	10	1	7
2. Metropolitan Board of Education is safe and secure from crime.	2	37	25	26	7	2
3. Our schools do not effectively handle misbehavior problems.	22	37	13	21	4	2
4. Our schools have sufficient space and facilities to support the instructional programs.	3	17	9	37	33	1
5. Our schools do not have the materials and supplies necessary for instruction in basic skills programs such as writing and mathematics.	15	30	14	30	7	4
6. Our schools can be described as "good places to learn."	7	57	22	11	1	2
7. There is administrative support for controlling student behavior in our schools.	8	43	14	24	10	1
8. Most students in our schools are motivated to learn.	5	46	16	26	6	2
9. Lessons are organized to meet students' needs.	10	60	14	12	2	2
10. The curriculum is broad and challenging for most students.	9	61	15	12	2	2
11. There is little a teacher can do to overcome education problems due to a student's home life.	10	26	15	37	12	1
12. Teachers in our schools know the material they teach.	18	67	8	4	1	2
13. Teachers in our schools care about students' needs.	32	57	7	2	0	1
14. Teachers expect students to do their very best.	29	60	6	4	1	1
15. Principals and assistant principals in our schools care about students' needs.	25	61	8	3	1	1
16. In general, parents do not take responsibility for their children's behavior in our schools.	18	39	21	20	1	2
17. Parents in this district are satisfied with the education their children are receiving.	3	43	26	17	2	10
18. Most parents really don't seem to know what goes on in our schools.	12	51	14	18	2	3
19. Parents play an active role in decision-making in my school.	9	27	20	30	11	3
20. This community really cares about its children's education.	7	37	19	24	11	2
21. Taxpayer dollars are being used wisely to support public education in Metropolitan Board of Education.	3	17	15	33	27	6
22. Sufficient student services are provided in Metropolitan Board of Education (e.g., counseling, speech therapy, health).	7	27	9	32	23	3
23. Site-based management has been implemented effectively in Metropolitan Board of Education.	2	16	29	23	15	15

Legend:

\*SA = Strongly Agree, A = Agree, N = Neither Agree/Disagree, D = Disagree, SD = Strongly Disagree, DK = Don't Know

**PART C:**

STATEMENTS ON SURVEY INSTRUMENT	CATEGORY (see legend)				
	E (%)	G (%)	F (%)	P (%)	DK (%)
1. School board members' knowledge of the educational needs of students in Metropolitan Board of Education.	1	16	39	34	10
2. School board members' knowledge of operations in Metropolitan Board of Education.	2	21	41	21	15
3. School board members' work at setting or revising policies for Metropolitan Board of Education.	2	23	43	20	12
4. The Superintendent's work as the instructional leader of Metropolitan Board of Education.	5	30	35	16	14
5. The Superintendent's work as the chief administrator (manager) of Metropolitan Board of Education.	6	32	35	13	15
6. Principal's work as the instructional leaders of their schools.	20	44	27	9	1
7. Principal's work as the managers of the staff and teachers.	21	46	23	8	1
8. Teachers' work in meeting students' individual learning needs.	17	56	22	3	2
9. Teachers' work in communicating with parents.	20	53	22	3	2
10. Teachers' attitudes about their jobs.	9	42	40	9	1
11. Students' ability to learn.	10	55	31	4	1
12. The amount of time students spend on task learning in the classroom.	7	46	36	9	3
13. Parents' efforts in helping their children to do better in school.	2	16	52	28	2
14. Parents' participation in school activities and organizations.	3	17	44	34	1
15. How well students' test results are explained to parents.	3	20	35	31	10
16. The condition in which Metropolitan Board of Education are kept.	**	**	**	**	**
17. How well relations are maintained with various groups in the community.	2	23	48	13	14
18. The opportunities provided by the district to improve the skills of teachers.	8	41	36	13	2
19. The opportunity provided by the district to improve the skills of school administrators.	4	26	26	10	34
20. The district's job of providing adequate instructional technology.	3	20	33	40	4
21. The district's use of technology for administrative purposes.	3	23	28	21	25

Legend:

\*E = Excellent, G = Good, F = Fair, P = Poor, DK = Don't Know

\*\*Invalid question

**PART D: Work Environment.**

STATEMENT	SA (%)	A (%)	N (%)	D (%)	SD (%)	DK (%)
1. I find Metropolitan Board of Education to be an exciting, challenging place to work.	11	49	25	9	4	3
2. The work standards and expectations in Metropolitan Board of Education are equal to or above those of most other school districts.	8	41	16	12	5	19
3. Metropolitan Board of Education officials enforce high work standards.	8	44	27	15	4	4
4. Most Metropolitan Board of Education teachers enforce high student learning standards.	17	57	15	8	1	3
5. Metropolitan Board of Education teachers and administrators have excellent working relationships.	5	34	29	20	8	4
6. <u>Teachers</u> who do not meet expected work standards are disciplined.	3	17	16	31	15	19
7. <u>Staff</u> who do not meet expected work standards are disciplined.	2	15	15	30	16	22
8. <u>Teacher</u> promotions and pay increases are based upon individual performance.	1	3	8	34	47	7
9. <u>Staff</u> promotions and pay increases are based upon individual productivity.	1	4	10	26	31	28
10. I feel that I have the authority to adequately perform my job responsibilities.	29	51	7	8	5	0
11. I have adequate facilities to do my work.	19	45	8	17	11	0
12. I have adequate equipment and computer support to do my work.	10	27	9	29	25	0
13. The workloads are equitably distributed among teachers and among staff members.	5	34	15	25	18	2
14. No one knows or cares about the amount or quality of work that I perform.	8	17	17	39	19	1
15. Workload is evenly distributed.	3	34	18	25	17	4
16. The failure of Metropolitan Board of Education officials to enforce high work standards results in poor quality work.	5	27	26	22	9	10
17. I often observe other teachers and/or staff socializing rather than working while on the job.	4	14	11	39	31	2

Legend:

\*SA = Strongly Agree, A = Agree, N = Neither Agree/Disagree, D = Disagree, SD = Strongly Disagree, DK = Don't Know

**PART E: Job Satisfaction.**

STATEMENT	SA (%)	A (%)	N (%)	D (%)	SD (%)	DK (%)
1. I am very satisfied with my job in Metropolitan Board of Education.	22	48	15	10	4	0
2. I plan to make a career in Metropolitan Board of Education.	28	47	11	6	3	5
3. I am actively looking for a job outside of Metropolitan Board of Education.	3	6	15	33	41	2
4. Salary levels in Metropolitan Board of Education are competitive.	3	25	12	30	27	3
5. My supervisor(s) appreciates my work.	21	48	11	11	9	1
6. I am an integral part of Metropolitan Board of Education team.	12	40	21	16	10	1
7. There is no future for me in Metropolitan Board of Education.	2	6	13	36	38	4
8. My salary level is adequate for my level of work and experience.	2	13	9	33	42	0
9. I enjoy working in a culturally diverse environment.	38	50	9	2	1	0

Legend:

\*SA = Strongly Agree A = Agree, N = Neither Agree/Disagree, D = Disagree, SD = Strongly Disagree, DK = Don't Know

**PART F: Administrative Structure and Practices.**

STATEMENT	SA (%)	A (%)	N (%)	D (%)	SD (%)	DK (%)
1. Most administrative practices in Metropolitan Board of Education are highly effective and efficient.	2	22	28	29	11	9
2. Administrative decisions are made quickly and decisively.	2	23	21	31	11	12
3. Metropolitan Board of Education administrators are easily accessible and open to input.	2	21	22	30	16	10
4. Authority for administrative decisions is delegated to the lowest possible level.	0	10	24	22	8	36
5. Teachers and staff are empowered with sufficient authority to effectively perform their responsibilities.	3	48	17	22	9	2
6. Major bottlenecks exist in many administrative processes which cause unnecessary time delays.	14	42	18	8	3	16
7. The extensive committee structure in Metropolitan Board of Education ensures adequate input from teachers and staff on most important decisions.	1	18	23	30	14	14
8. Metropolitan Board of Education has too many committees.	8	25	29	7	1	30
9. Metropolitan Board of Education has too many layers of administrators.	16	29	25	10	2	19
10. Most Metropolitan Board of Education administrative processes (e.g., purchasing, travel requests, leave applications, personnel, etc.) are highly efficient and responsive.	1	31	27	18	8	15
11. Central Office Administrators are responsive to school needs.	1	21	25	26	16	11
12. Central Office Administrators provide quality service to schools.	1	20	33	22	13	11

Legend:

\*SA = Strongly Agree, A = Agree, N = Neither Agree/Disagree, D = Disagree, SD = Strongly Disagree, DK = Don't Know

**PART G: Metropolitan Board of Education Operations.**

District/Program Function	Should Be Eliminated (%)	Needs Major Improvement (%)	Needs Some Improvement (%)	Adequate (%)	Outstanding (%)	Don't Know (%)
a. Budgeting	0	45	32	9	1	14
b. Strategic planning	1	22	32	20	1	25
c. Curriculum planning	1	24	39	30	3	4
d. Financial management and accounting	0	29	26	17	1	27
e. Community relations	0	23	40	27	2	7
f. Program evaluation, research, and assessment	2	18	31	29	2	18
g. Instructional technology	0	41	29	21	2	7
h. Pupil accounting	0	12	26	33	2	27
i. Instructional coordination/supervision	1	12	28	42	4	13
j. Instructional support	0	23	32	33	4	9
k. Federal Program (e.g., Chapter I, Special Education) coordination	1	13	21	30	6	27
l. Personnel recruitment	1	23	27	23	2	24
m. Personnel selection	1	18	30	32	2	18
n. Personnel evaluation	0	18	27	42	2	11
o. Staff development	1	19	29	38	7	6
p. Data processing	0	11	16	24	2	48
q. Purchasing	0	18	19	25	1	37
r. Law enforcement/security	0	18	29	31	4	18
s. Plant maintenance	1	37	23	17	3	21
t. Facilities planning	1	27	27	17	2	26
u. Pupil transportation	0	15	29	34	2	19
v. Food service	0	20	30	37	3	9
w. Custodial services	1	30	30	27	7	5
x. Risk management	1	10	20	19	1	50
y. Administrative technology	1	15	19	24	2	39

**PART G: Metropolitan Board of Education Operations.** (continued)

District/Program Function	Should Be Eliminated (%)	Needs Major Improvement (%)	Needs Some Improvement (%)	Adequate (%)	Outstanding (%)	Don't Know (%)
z. Career & technology education	1	19	27	22	2	31
aa. Dropout prevention	1	27	27	13	0	32
bb. Special education	2	32	29	23	2	13
cc. Early intervention	1	31	29	17	1	20
dd. Gifted & talented	1	24	28	27	2	18

**PART H: General Questions**

1. The overall operation of Metropolitan Board of Education is:

Highly efficient	2%
Above average in efficiency	39
Less efficient than most other school districts	39
Don't know	19

2. Operational efficiency can be improved by:

Offering fewer programs	8%
Increasing class sizes	2
Increasing teacher workloads	1
Reducing the number of administrators	25
Reducing support staff	4
Privatizing support services	19
Reducing the number of facilities	9
Other	33

***APPENDIX C:***  
***BIBLIOGRAPHY***

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In accordance with the Request for Proposals, MGT has prepared a bibliography which includes all published data and existing studies used in the performance audit. The bibliography lists the references used by MGT consultants for the major chapters of this report (Chapters 5 through 16). Only those sources which exist in a format which could be accessed by the reader are listed; for example, a personal interview would not be listed in this section.

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