

Central Administrator Survey Results

Total Number of Respondents = 62 / Total Surveys Deployed = 141 / Response Rate = 44%

PART A: DEMOGRAPHIC DATA

1.	Ethnicity (Optional)	Anglo	African American	Hispanic	Asian	Other
		100.0%	0.0%	0.0%	0.0%	0.0%

	How long have you been employed by Metropolitan Nashville Public Schools?	Less than 1 year	1-5 years	6-10 years	11-15 years	20+ years
		0.0%	36.5%	27.0%	11.1%	25.4%

	Do you work at?	a. Central Administration Office	b. Other Administrative/Operational Offices	c. School Campus
		0.0%	0.0%	100.0%

	Are you a(n)?	a. Administrator	b. Clerical Staff	c. Support Staff
		100.0%	0.0%	0.0%

2.	How long have you been employed in your current position by MNPS?	Less than 1 year	1-5 years	6-10 years	11-15 years	20+ years
		7.8%	59.4%	23.4%	4.7%	4.7%

3.	In what areas do you work this school year?						
	Finance Office	Operations	Academics	Human Capital	Support Services	Communications	District Administration
	33.9%	12.9%	3.2%	29.0%	8.1%	9.7%	8.1%

7. I would grade the following as excellent overall.

	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable
7a. District administration	21.0%	32.3%	30.6%	12.9%	0.0%	3.2%
7b. Principals/assistant principals	16.1%	27.4%	32.3%	8.1%	0.0%	16.1%
7c. Teachers	12.9%	37.1%	25.8%	4.8%	0.0%	19.4%
7d. Quality of MNPS education	9.8%	45.9%	26.2%	3.3%	0.0%	14.8%
7e. Availability and use of technology	17.7%	46.8%	17.7%	12.9%	0.0%	4.8%
7f. Community/parent involvement	8.1%	22.6%	38.7%	11.3%	3.2%	16.1%
7g. Quality of facilities	4.8%	33.9%	32.3%	22.6%	0.0%	6.5%
7h. Safety and security	11.3%	50.0%	24.2%	11.3%	0.0%	3.2%
7i. Satisfaction with my job	35.5%	32.3%	14.5%	11.3%	3.2%	3.2%

NOTE: Totals may not add to 100% due to rounding.

PART B: SURVEY QUESTIONS
A. DISTRICT ORGANIZATION AND MANAGEMENT

Survey Questions	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable
A1. The school board allows sufficient time for public input at meetings.	25.0%	40.6%	17.2%	0.0%	0.0%	17.2%
A2. School board members listen to the opinions and desires of others.	15.6%	31.3%	26.6%	9.4%	0.0%	17.2%
A3. The Director of Schools is a respected and effective instructional leader.	34.4%	29.7%	28.1%	1.6%	1.6%	4.7%
A4. The Director of Schools is a respected and effective business manager.	32.8%	29.7%	23.4%	7.8%	1.6%	4.7%
A5. Central administration is efficient.	12.5%	35.9%	32.8%	15.6%	1.6%	1.6%
A6. Central administration supports the educational process.	28.1%	42.2%	20.3%	4.7%	1.6%	3.1%
A7. The morale of central administration staff is good.	12.5%	39.1%	18.8%	15.6%	12.5%	1.6%
A8. Education is the main priority in our school district.	43.8%	29.7%	14.1%	9.4%	1.6%	1.6%
A9. Internal communication regarding central administrative initiatives is good.	10.9%	34.4%	31.3%	7.8%	14.1%	1.6%
A10. External communication regarding central administrative initiatives is good.	17.2%	31.3%	31.3%	7.8%	9.4%	3.1%

B. EDUCATIONAL SERVICE DELIVERY AND PERFORMANCE MEASUREMENT

Survey Questions	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable
B1. The curriculum materials for Math and English Language Arts (ELA) are appropriately aligned and coordinated with the Common Core State Standard (CCSS).	20.3%	12.5%	14.1%	1.6%	0.0%	51.6%
B2. Procedures are in place to align all other subjects with the CCSS.	21.9%	10.9%	12.5%	3.1%	0.0%	51.6%
B3. The district has effective programs for the following:						
a. Library Service	20.3%	29.7%	10.9%	1.6%	0.0%	37.5%
b. Honors/Gifted and Talented Education	14.1%	34.4%	10.9%	3.1%	1.6%	35.9%
c. Special Education	21.9%	26.6%	7.8%	3.1%	1.6%	39.1%
d. International Baccalaureate	21.9%	25.0%	12.5%	1.6%	0.0%	39.1%
e. Advanced Placement program	18.8%	35.9%	6.3%	3.1%	0.0%	35.9%
f. Alternative education programs	17.2%	31.3%	6.3%	6.3%	1.6%	37.5%
g. Program for English Learners	17.2%	26.6%	17.2%	1.6%	1.6%	35.9%
h. Career counseling program	9.4%	21.9%	14.1%	10.9%	3.1%	40.6%
i. College counseling program	10.9%	25.0%	15.6%	7.8%	1.6%	39.1%
j. Career and Technical Education	22.6%	22.6%	11.3%	1.6%	3.2%	38.7%
B4. Teacher turnover is low.	3.1%	20.3%	21.9%	20.3%	4.7%	29.7%
B5. Staff development offered in MNPS is contributing to the improvement of instruction.	17.2%	28.1%	18.8%	4.7%	3.1%	28.1%
B6. Students have access, when needed, to a school nurse.	9.4%	21.9%	7.8%	15.6%	4.7%	40.6%

Survey Questions	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable
B7. The district does a good job preparing students for post-secondary education.	7.8%	25.0%	29.7%	7.8%	0.0%	29.7%
B8. MNPS has procedures for evaluating programs that include components in addition to student test scores.	10.9%	21.9%	18.8%	4.7%	3.1%	40.6%
B9. Teachers at my school do a good job in routinely using data in making informed decisions	3.1%	17.2%	10.9%	3.1%	1.6%	64.1%
B10. Academies provide a rigorous and personalized approach to learning.	17.2%	23.4%	7.8%	6.3%	0.0%	45.3%
B11. There is a need for additional academies in MNPS.	14.1%	18.8%	12.5%	7.8%	4.7%	42.2%

C. HUMAN CAPITAL MANAGEMENT

Survey Questions	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable
C1. District salaries are competitive with similar positions in the job market.	9.4%	23.4%	20.3%	32.8%	10.9%	3.1%
C2. The Human Capital Division is responsive to my questions.	15.6%	28.1%	31.3%	10.9%	7.8%	6.3%
C3. The Human Capital Division treats me with respect when I contact them.	18.8%	35.9%	28.1%	6.3%	4.7%	6.3%
C4. I receive an annual personnel evaluation.	20.3%	32.8%	12.5%	10.9%	17.2%	6.3%
C5. Employees who perform below the standard of expectation are counseled appropriately and timely.	7.8%	17.2%	15.6%	26.6%	15.6%	17.2%
C6. The district's health insurance package meets my needs.	34.4%	37.5%	17.2%	3.1%	3.1%	4.7%
C7. The district has a good program for orienting new employees.	6.3%	28.1%	28.1%	15.6%	10.9%	10.9%
C8. The district has distributed a well written employee handbook which clearly details policies and procedures including a fair and timely grievance process.	18.8%	31.3%	28.1%	10.9%	4.7%	6.3%

D. COMMUNITY INVOLVEMENT

Survey Questions	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable
D1. The district regularly communicates with parents.	26.6%	45.3%	15.6%	0.0%	0.0%	12.5%
D2. The district regularly and effectively communicates with bilingual parents.	20.3%	31.3%	12.5%	1.6%	0.0%	34.4%
D3. The local television and radio stations regularly report school news and menus.	23.4%	34.4%	15.6%	12.5%	0.0%	14.1%
D4. Schools have plenty of volunteers to help student and school programs.	7.8%	17.2%	29.7%	18.8%	4.7%	21.9%
D5. District facilities are open for community use.	17.2%	32.8%	20.3%	14.1%	0.0%	15.6%
D6. The district actively recruits local businesses and industry as partners to help students and	25.0%	43.8%	14.1%	4.7%	0.0%	12.5%

Survey Questions	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable
school programs.						
D7. The district informs parents and community members about new initiatives and programs.	17.2%	46.9%	20.3%	0.0%	0.0%	15.6%
D8. The district informs parents and community members about new initiatives and programs in their native language.	17.2%	29.7%	23.4%	1.6%	1.6%	26.6%
D9. The district involves parents and community members in the development of district and campus improvement plans.	14.1%	32.8%	29.7%	4.7%	0.0%	18.8%
D10. The district's web site has information for parents and community members.	37.5%	37.5%	17.2%	0.0%	0.0%	7.8%
D11. The district's web site has information for community members who want to be school volunteers.	15.6%	37.5%	28.1%	3.1%	0.0%	15.6%

E. FACILITIES USE AND MANAGEMENT

Survey Questions	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable
E1. Parents, citizens, students, faculty, staff, and the board provide input into facility planning.	9.4%	18.8%	18.8%	14.1%	6.3%	32.8%
E2. The architect and construction managers are selected objectively and impersonally.	10.9%	20.3%	7.8%	10.9%	3.1%	46.9%
E3. Schools are clean.	12.5%	35.9%	23.4%	10.9%	6.3%	10.9%
E4. Buildings are properly maintained in a timely manner.	10.9%	25.0%	26.6%	21.9%	7.8%	7.8%
E5. Repairs are made in a timely manner.	7.8%	29.7%	25.0%	18.8%	10.9%	7.8%
E6. Emergency maintenance is handled promptly.	20.3%	46.9%	17.2%	4.7%	1.6%	9.4%

F. FINANCIAL MANAGEMENT

Survey Questions	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable
F1. Campus administrators are well-trained in fiscal management techniques.	10.9%	20.3%	18.8%	14.1%	10.9%	25.0%
F2. The district has adequate safety programs and training to prevent work-related accidents.	15.6%	28.1%	21.9%	10.9%	6.3%	17.2%
F3. My payroll check is always correct.	42.2%	37.5%	14.1%	3.1%	1.6%	1.6%
F4. The district's Accounts Payable Department does a good job of paying vendors on time.	25.0%	31.3%	17.2%	1.6%	3.1%	21.9%

G. PURCHASING AND WAREHOUSING

Survey Questions	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable
G1. Purchasing has made it easy to get what I need.	15.6%	23.4%	26.6%	9.4%	3.1%	21.9%
G2. Purchasing identifies the highest quality materials and equipment at the lowest cost.	10.9%	29.7%	17.2%	10.9%	1.6%	29.7%
G3. Vendors are selected competitively.	17.2%	39.1%	15.6%	7.8%	0.0%	20.3%
G4. The district provides teachers and administrators an easy-to-use standard list of supplies and equipment.	7.8%	23.4%	21.9%	14.1%	3.1%	29.7%
G5. Students are issued textbooks in a timely manner.	9.4%	20.3%	20.3%	3.1%	0.0%	46.9%
G6. Teachers are provided the ancillary textbooks that they need.	4.7%	17.2%	17.2%	1.6%	1.6%	57.8%
G7. Textbooks are applicable to the subject matter.	9.4%	21.9%	14.1%	1.6%	0.0%	53.1%
G8. Textbooks are in good shape.	10.9%	17.2%	20.3%	0.0%	0.0%	51.6%
G9. The school library meets student needs for books and other resources.	12.5%	26.6%	18.8%	0.0%	0.0%	42.2%

H. NUTRITION SERVICES

Survey Questions	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable
H1. Cafeteria food looks and tastes good.	4.7%	20.3%	14.1%	9.4%	6.3%	45.3%
H2. The menu variety is sufficient to keep students interested in eating meals at the school.	3.1%	17.2%	18.8%	14.1%	3.1%	43.8%
H3. Most students participate in the lunch program.	1.6%	18.8%	25.0%	4.7%	0.0%	50.0%
H4. Students have enough time to go through the serving lines and eat their meals.	0.0%	15.6%	15.6%	12.5%	6.3%	50.0%
H5. Food is served at the right temperature.	3.1%	21.9%	10.9%	6.3%	3.1%	54.7%
H6. Cafeteria staff understand the nutritional needs of our students.	4.7%	23.4%	17.2%	7.8%	1.6%	45.3%
H7. Students eat lunch at the appropriate time of day.	1.6%	12.5%	25.0%	7.8%	3.1%	50.0%
H8. Students wait in food lines no longer than 10 minutes.	0.0%	15.6%	17.2%	7.8%	4.7%	54.7%
H9. Discipline and order are maintained in the school cafeteria.	10.9%	12.5%	18.8%	6.3%	0.0%	51.6%
H10. Cafeteria staff is helpful and friendly to students.	6.3%	14.1%	17.2%	6.3%	4.7%	51.6%
H11. Cafeteria facilities are sanitary and neat.	10.9%	21.9%	14.1%	3.1%	0.0%	50.0%
H12. Cafeteria space is adequate to feed all the students during the lunch period.	4.7%	20.3%	12.5%	9.4%	4.7%	48.4%
H13. Cafeteria space is pleasing and inviting to eat in.	7.8%	17.2%	17.2%	6.3%	3.1%	48.4%
H14. The cafeteria has signage boards that are updated with the daily offerings.	1.6%	14.1%	14.1%	10.9%	0.0%	59.4%
H15. The school breakfast program is available to all children.	10.9%	21.9%	10.9%	3.1%	1.6%	51.6%

Survey Questions	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable
H16. Nutrition Services undertakes different activities each month to encourage students to eat meals at their schools.	3.1%	10.9%	10.9%	14.1%	1.6%	59.4%

I. TRANSPORTATION

Survey Questions	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable
I1. Transportation gets students to school on time.	4.7%	31.3%	18.8%	3.1%	3.1%	39.1%
I2. Transportation promptly picks up students at the end of the day.	9.4%	32.8%	12.5%	3.1%	1.6%	40.6%
I3. The quality of service provided by Transportation on field trips is high.	4.7%	31.3%	14.1%	1.6%	0.0%	48.4%
I4. School buses are clean and well maintained.	12.5%	34.4%	7.8%	3.1%	0.0%	42.2%
I5. School principals quickly and fairly discipline students that are disruptive on the school bus.	7.8%	21.9%	18.8%	4.7%	3.1%	43.8%

J. SAFETY AND SECURITY

Survey Questions	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable
J1. Gangs are not a problem in this district.	3.1%	7.8%	26.6%	32.8%	7.8%	21.9%
J2. Drugs are not a problem in this district.	3.1%	6.3%	21.9%	40.6%	7.8%	20.3%
J3. Vandalism is not a problem in this district.	3.1%	9.4%	26.6%	32.8%	6.3%	21.9%
J4. Security personnel have a good working relationship with principals and teachers.	14.1%	26.6%	29.7%	0.0%	0.0%	29.7%
J5. Security personnel are respected and liked by the students they serve.	12.5%	18.8%	31.3%	1.6%	0.0%	35.9%
J6. A good working arrangement exists between local law enforcement and the district.	15.6%	42.2%	18.8%	0.0%	0.0%	23.4%
J7. Campus support (supervisors) staff are respected and enhance safety and security.	15.6%	23.4%	26.6%	1.6%	3.1%	29.7%
J8. MNPS provides adequate training and events for administrators and students regarding drugs, bullying, and other safety matters.	10.9%	28.1%	18.8%	12.5%	1.6%	28.1%
J9. Our building has an electronic Visitor Registration and badge system.	26.6%	29.7%	10.9%	9.4%	7.8%	15.6%
J10. Our building conducts fire drills and other emergency drills regularly as required.	34.4%	43.8%	12.5%	3.1%	0.0%	6.3%
J11. Our intercom system and other emergency communication equipment always work.	14.1%	39.1%	21.9%	12.5%	4.7%	7.8%
J12. Students receive fair and equitable discipline for misconduct.	6.3%	17.2%	18.8%	7.8%	4.7%	45.3%

K. COMPUTERS AND TECHNOLOGY

Survey Questions	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable
K1. Teachers effectively use computers and other technology tools for instructional	10.9%	23.4%	20.3%	3.1%	0.0%	42.2%

Survey Questions	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable
purposes.						
K2. Students have adequate access to computer equipment and software applications for instructional purposes.	14.1%	18.8%	21.9%	3.1%	1.6%	40.6%
K3. Classrooms and computer labs are equipped with adequate technology tools (PC's, smartboards, digital cameras, projectors, etc.) to meet instructional needs	7.8%	23.4%	23.4%	1.6%	1.6%	42.2%
K4. Teacher training in the use of computers and other technology tools for instructional purposes is adequate.	10.9%	23.4%	21.9%	1.6%	0.0%	42.2%
K5. The district meets students' needs in teaching appropriate computer skills.	10.9%	18.8%	23.4%	6.3%	1.6%	39.1%
K6. Teachers and students have appropriate access to the Internet.	14.1%	26.6%	20.3%	4.7%	0.0%	34.4%
K7. Technology resources and support are adequate to do my job.	22.6%	32.3%	16.1%	6.5%	6.5%	16.1%

NOTE: Totals may not add to 100% due to rounding.

Please feel free to share your comments about the educational performance of Metropolitan Nashville Public Schools.

Count	Response Comments (Verbatim)
1	Human Capital continues to be an area of concern.
1	Students of MNPS have more needs than MNPS has resources to provide.
1	A lot of these questions I'd have no first hand knowledge about and therefore felt uncomfortable responding. Sometimes I actually answered not applicable for these. MNPS financial area has really seen an overall improvement with the business process and improvement project. Financial Ops and Purchasing run much more effectively and the sheer fact that the process is transparent/electronic is awesome. Human Capital is finally on its way. The new leader had to come in and clean up many things including the negative culture and relationships before having an opportunity to then tackle paperless processes and more efficient means of work. Operations is also making huge leaps and bounds in efficiencies, but in the area of culture they may need to step back and find out how the fast improvements have hurt the culture. Not intentionally, but in some silent ways the speed of improvement and get out of my way focus may have in fact said that people can be replaced even though the people weren't always the issue, but rather the processes that they've had to perform under. MNPS is in a much better place now than 5,8,10 years ago. I think a lot of the groundwork is in place for much faster paced improvements to begin.
1	Some of these questions are not appropriate for our district. This looks like an attempt to make one size fit all.
1	L&L is disconnected with other MNPS departments. Decisions are made without consideration of the impact to schools, other departments or the community.
1	Our business office is doing an excellent job making sure our invoices are paid on time as well as following up with schools and department on pending accounts payable issues.
1	The district has made incremental changes for many years, but there has been much faster growth in recent years. Support staff see their roles as supports to the end goal of our students.
1	Job descriptions and wages need to be reviewed.

Count	Response Comments (Verbatim)
1	Need more team building and trust. No one trust anyone here...
1	All salaries need to be evaluated in central office Human Capital department based on educational degrees. Not years of service. Managers in Human Capital need to be evaluated for performance as well as employees who report to them.
1	I think this district spends WAY too much money. Someone needs to start at the top & work its way down to the bottom & study each position & how much the person makes. There are too many chiefs here. My department has a Director & a Manager - what a waste. One person can do the job & that would save the district at least \$80,000. Also, I used to do payroll at Hunters Lane HS & the payroll system MNPS uses is NOT user friendly. I don't know where MNPS gets the programs they use, but someone needs to check for user friendliness. In September I will be starting my 22nd year with MNPS & the level of frustration I have with this district is so high that I would quit, but I have too many years invested. Please find a way to help this district be more efficient. Thank you.
1	I believe in the direction and management of our district. I do believe we can do more in communication from central office to school employees. Any issues with central office are not related to the number of positions, but rather who is in those positions. We don't always have the most effective people in every position.
1	I would like to see more communication within the departments at Central Office. It would also be nice if upper management took the time to learn more about the various support staff jobs and what those jobs entail in order to offer better support, training and appropriate pay for the job duties performed.
1	Financial Management should also be a priority for this district because it is works hand & hand with the education aspect. All Districts administrator's, Executive Principal's, Assistant Principal's, & staff who approve any expenses should be required to have financial training and be held accountable in some form.
1	The District needs to consider using a "text" system to alert MNPS staff of emergencies or important school messages. During a tornado or an emergency, any employee returning to their building may be unaware of the emergency in place. If the employee receives text message to their cellular phone, there is a better chance the employee can be aware of any potential problems before returning to work.
1	I am in central office. There are many N/A's checked on my survey. I have no idea what goes on in the district. Often we are not informed of what goes on in our own department. Much of my information about the schools comes from local news. There is poor communication with the worker bees. The principals are not held accountable for some of the duties they are paid to oversee.
1	Finance: Many school administrators (principals) are not knowledgeable of basic accounting practices. Schools are given autonomy of revenue and in most cases, school administrators are not knowledgeable resulting in financial difficulties or non-compliance issues. Many schools each year will exceed their annual District allocation. When the allocation is exceeded, school level funds (Student Activity Funds) must be used to return funds to the district to cover the overspent allocation at June 30th. MNPS does not have a software program to alert schools their allocation is low. District administrators should not be allowed to override the annual allocation. Most schools are not informed immediately so a decision can be made to delay the order or seek other options. This usually is a problem each FY. Staff Development: Staff Development is offered to employees however; in most instance support staff does not have adequate training. Staff Development is the key to a successful organization. Compensation: MNPS does not compensate employees fairly. Several key departments have employees that are educated but are underpaid. (Example: Human Capital) Several employees have responsibilities that the district considers valuable however; they are paid on the level of a clerk/secretary but their position should be re-evaluated. Often employees are reclassified, upgrade without and do less work. As a result numerous employees have low moral but they continue to be dedicated to MNPS. MNPS Policies: Many policies are obsolete and should be updated and placed on the MNPS Employee Portal. Thank you for the opportunity to share additional comments.
1	I have worked in central office for ten years and see the passion for children on a daily basis. Most seek to work efficiently in order to work better with schools. I believe most people understand that we are here to support our schools. I know we have the best director of schools and finance department in the country. We have a very

Count	Response Comments (Verbatim)
	capable transportation department and excellent academies in our high schools.
1	I feel it is false advertisement to post a pay scale with step raises that have not been given to central employees for what looks like two years in a row.
1	The district has a tendency (with each new director) to revisit programs that have been tried and proven ineffective in either educational needs or financial management, i.e., site-based decision making is the same thing as the current autonomy. This wheel has been created a couple of times.
1	One major issue I would like MNPS to work on is to hire personnel that are capable of doing the job and moving out those that cannot. Our district is filled with many people with degrees in their field but have proven they cannot do the job they were hired to do this includes teachers and central office staff. MNPS moves them around instead of moving them out. Much of my time is spent fixing others errors instead of serving my customers. I find myself fixing the errors of the same people over and over again and then find they got promoted. It boils down to lack of training and not hiring staff that are able or willing to do the job. Employees should be hired, retained, and promoted based on merit and not on who they "know" in the district or how many degrees they have. We have a lot of talented people that either leave MNPS or are underutilized because they might not have the right degree or one at all but have proven themselves time and time again. Another issue I would like the district to work on is training support staff. Teachers get hundreds or hours of training and PD opportunities but the support staff have almost no opportunities. This is especially true for the Secretary/Bookkeepers who are highly overworked, working overtime and never getting paid for it, and underpaid. Gravely overworked and under paid. Finally, the district needs to play more as a team. There is a lot of blaming and making excuses and throwing people under the bus. We need to work better together as a team and remember there is only reason we are here. We are here for the students and we should always keep that in mind and work together.
1	Working for MNPS; always having to worry about my job, it's not a secure job. It's hard to ask questions, it's not what you, but who you know, there is no money until you have been here for 20 years, more chiefs than indians.
1	Too many secretaries are essentially running the district. Managers/principals allow them more authority than they should have because they don't want to or even know how to do their actual work. This results in low functioning because the secretaries are not educated/experienced enough to successfully handle the levels of responsibility that they are "secretly" given.
1	When the audit was conducted certain personnel with years of experience were not contacted. Why? Also, Human Capital should be recognized as a humanistic part of the organization. However, at the helm leaders are not always practicing the human part of HR. In our school system, it is not always about the actual students. It is more about impressing the community and not what is actually taking place. We have people in place in central office that has never experienced a public school for themselves or their children. However, these same people are making huge decisions regarding what is effective, what teachers should stay and who should not be rehired. There is a lot that is happening well, but too much that is not helping to close gaps between economics. Also, we need to consider academics that will improve the workforce. Some leaders frown at areas such as cosmetology, electricity. There is a huge disconnect between what will connect students to learning and graduating. STEM is important but you can have STEM in Electricity, cosmetology etc. Fair and equal treatment for discipline is another matter.
1	I hope the moral issues within this organization are greatly improved as a result of your audit. MNPS is a good place to work, it just not fair to minorities and those without support from their immediate management or the next level of management when the problems exist between ones immediate manager. It is very stressful then this situation goes years too long.

District Support Survey Results

Total Number of Respondents = 438 / Total Surveys Deployed = 3,261 / Response Rate = 13%

PART A: DEMOGRAPHIC DATA

1.	How long have you been employed by Metropolitan Nashville Public Schools?	Less than 1 year	1-5 years	6-10 years	11-15 years	20+ years
		4.4%	21.5%	19.2%	26.1%	28.8%

2.	Do you work at?	a. Central Administration Office	b. Other Administrative/Operational Offices	c. School Campus
		17.7%	13.5%	68.8%

3.	Are you a(n)?	a. Administrator	b. Clerical Staff	c. Support Staff	Unanswered
		10.4%	19.3%	70.3%	24

4.	How long have you been employed in your current position by MNPS?	Less than 1 year	1-5 years	6-10 years	11-15 years	20+ years
		14.9%	39.1%	24.1%	13.6%	8.3%

5.	In what areas do you work this school year?						
	Finance Office	Operations	Academics	Human Capital	Support Services	Communications	District Administration
	6.8%	20.1%	33.3%	1.9%	1.4%	4.2%	21.2%

6. I would grade the following as excellent overall.

	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable
6a. District administration	7.9%	31.7%	35.4%	17.1%	6.7%	1.2%
6b. Principals/assistant principals	17.7%	36.7%	30.0%	9.9%	1.8%	3.9%
6c. Teachers	15.2%	46.4%	28.6%	5.1%	0.2%	4.4%
6d. Quality of MNPS education	8.0%	41.5%	31.9%	11.5%	3.7%	3.4%
6e. Availability and use of technology	11.9%	40.8%	30.0%	11.7%	4.6%	0.9%
6f. Community/parent involvement	6.5%	21.4%	38.9%	19.6%	9.0%	4.6%
6g. Quality of facilities	8.2%	28.1%	35.7%	19.5%	7.8%	0.7%
6h. Safety and security	14.0%	42.3%	30.7%	8.2%	4.6%	0.2%
6i. Satisfaction with my job	26.3%	39.8%	20.1%	9.2%	4.6%	0.0%

NOTE: Totals may not add to 100% due to rounding.

PART B: SURVEY QUESTIONS

A. DISTRICT ORGANIZATION AND MANAGEMENT

Survey Questions	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable
A1. The school board allows sufficient time for public input at meetings.	6.8%	30.8%	29.9%	9.6%	2.3%	20.5%
A2. School board members listen to the opinions and desires of others.	5.7%	26.9%	31.3%	15.3%	4.1%	16.7%
A3. The Director of Schools is a respected and effective instructional leader.	11.9%	30.4%	31.5%	14.2%	5.7%	6.4%
A4. The Director of Schools is a respected and effective business manager.	13.0%	31.5%	32.0%	11.6%	6.6%	5.3%
A5. Central administration is efficient.	6.4%	23.3%	33.3%	23.5%	11.4%	2.1%
A6. Central administration supports the educational process.	9.4%	32.9%	33.6%	14.8%	6.6%	2.7%
A7. The morale of central administration staff is good.	5.0%	23.5%	29.9%	17.4%	7.1%	17.1%
A8. Education is the main priority in our school district.	21.7%	34.2%	25.1%	13.5%	5.0%	0.5%
A9. Internal communication regarding central administrative initiatives is good.	4.6%	24.7%	29.2%	21.9%	13.2%	6.4%
A10. External communication regarding central administrative initiatives is good.	4.3%	23.7%	36.8%	18.0%	11.0%	6.2%

B. EDUCATIONAL SERVICE DELIVERY AND PERFORMANCE MEASUREMENT

Survey Questions	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable
B1. The curriculum materials for Math and English Language Arts (ELA) are appropriately aligned and coordinated with the Common Core State Standard (CCSS).	6.8%	32.2%	24.4%	4.6%	1.6%	30.4%
B2. Procedures are in place to align all other subjects with the CCSS.	7.3%	27.4%	27.2%	6.8%	2.3%	29.0%
B3. The district has effective programs for the following:						
a. Library Services	18.7%	41.6%	19.4%	3.7%	0.7%	16.0%
b. Honors/Gifted and Talented Education	10.7%	35.4%	24.2%	9.6%	3.0%	17.1%
c. Special Education	10.3%	36.3%	24.0%	11.6%	4.1%	13.7%
d. International Baccalaureate	8.9%	31.5%	18.3%	3.2%	0.5%	37.7%
e. Advanced Placement program	11.0%	34.7%	20.1%	3.9%	0.9%	29.5%
f. Alternative education programs	8.2%	28.3%	20.5%	13.2%	5.0%	24.7%
g. Programs for English Learners	10.5%	32.0%	27.6%	8.9%	2.3%	18.7%
h. Career counseling program	5.5%	25.3%	24.0%	10.5%	2.5%	32.2%
i. College counseling program	4.8%	27.9%	22.6%	9.1%	2.5%	33.1%

Survey Questions	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable
j. Career and Technical Education	7.5%	28.8%	21.2%	9.1%	3.7%	29.7%
B4. Teacher turnover is low.	3.2%	16.4%	29.5%	26.9%	12.3%	11.6%
B5. Staff development offered in MNPS is contributing to the improvement of instruction.	6.6%	26.9%	37.9%	14.8%	4.6%	9.1%
B6. Students have access, when needed, to a school nurse.	6.4%	18.7%	25.6%	21.7%	14.4%	13.2%
B7. The district does a good job preparing students for post-secondary education.	4.8%	24.0%	39.7%	13.9%	6.4%	11.2%
B8. MNPS has procedures for evaluating programs that include components in addition to student test scores.	3.9%	24.0%	30.1%	15.8%	8.0%	18.3%
B9. Teachers at my school do a good job in routinely using data in making informed decisions	18.7%	30.1%	21.7%	7.5%	1.4%	20.5%
B10. Academies provide a rigorous and personalized approach to learning.	11.4%	27.2%	25.6%	10.0%	1.6%	24.2%
B11. There is a need for additional academies in MNPS.	16.4%	22.8%	23.7%	10.0%	3.2%	23.7%

C. HUMAN CAPITAL

Survey Questions	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable
C1. District salaries are competitive with similar positions in the job market.	4.3%	22.8%	24.9%	26.0%	18.7%	3.2%
C2. The Human Capital Division is responsive to my questions.	9.6%	28.3%	34.2%	9.6%	7.8%	10.5%
C3. The Human Capital Division treats me with respect when I contact them.	13.5%	36.5%	27.4%	5.7%	5.9%	11.0%
C4. I receive an annual personnel evaluation.	27.4%	45.9%	12.1%	5.3%	4.8%	4.6%
C5. Employees who perform below the standard of expectation are counseled appropriately and timely.	4.6%	21.9%	19.4%	21.5%	15.3%	17.4%
C6. The district's health insurance package meets my needs.	18.5%	42.2%	24.9%	4.8%	3.7%	5.9%
C7. The district has a good program for orienting new employees.	6.2%	24.0%	28.8%	18.0%	11.0%	12.1%
C8. The district has distributed a well written employee handbook which clearly details policies and procedures including a fair and timely grievance process.	10.5%	36.3%	27.9%	16.9%	7.1%	1.4%

D. COMMUNITY INVOLVEMENT

Survey Questions	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable
D1. The district regularly communicates with parents.	14.2%	48.4%	27.9%	2.1%	0.7%	6.8%
D2. The district regularly and effectively communicates with bilingual parents.	9.1%	34.0%	26.7%	6.8%	1.1%	22.1%
D3. The local television and radio stations regularly report school news and menus.	9.1%	32.6%	28.1%	15.5%	3.2%	11.4%
D4. Schools have plenty of volunteers to help student and school programs.	2.5%	11.4%	29.5%	34.2%	11.4%	11.0%
D5. District facilities are open for community use.	3.2%	29.9%	30.8%	13.5%	2.7%	19.9%
D6. The district actively recruits local businesses and industry as partners to help students and school programs.	11.4%	37.9%	27.6%	8.4%	1.8%	12.8%
D7. The district informs parents and community members about new initiatives and programs.	8.9%	37.9%	33.3%	8.2%	2.3%	9.4%
D8. The district informs parents and community members about new initiatives and programs in their native language.	6.4%	30.6%	31.1%	9.4%	1.8%	20.8%
D9. The district involves parents and community members in the development of district and campus improvement plans.	4.8%	27.9%	31.7%	17.1%	3.7%	14.8%
D10. The district's web site has information for parents and community members.	19.9%	48.2%	24.4%	2.7%	0.5%	4.3%
D11. The district's web site has information for community members who want to be school volunteers.	11.0%	39.3%	27.4%	7.3%	0.9%	14.2%

E. FACILITIES USE AND MANAGEMENT

Survey Questions	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable
E1. Parents, citizens, students, faculty, staff, and the board provide input into facility planning.	2.7%	17.8%	31.3%	21.9%	6.2%	20.1%
E2. The architect and construction managers are selected objectively and impersonally.	2.1%	12.3%	22.1%	11.2%	4.3%	47.9%
E3. Schools are clean.	6.8%	22.1%	38.4%	16.0%	13.5%	3.2%
E4. Buildings are properly maintained in a timely manner.	5.3%	21.2%	32.9%	26.0%	11.2%	3.4%
E5. Repairs are made in a timely manner.	4.8%	21.5%	33.8%	23.1%	12.8%	4.1%

Survey Questions	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable
E6. Emergency maintenance is handled promptly.	13.2%	36.8%	31.3%	6.6%	5.0%	7.1%

F. FINANCIAL MANAGEMENT

Survey Questions	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable
F1. Campus administrators are well-trained in fiscal management techniques.	6.6%	29.5%	23.7%	9.1%	4.6%	26.5%
F2. The district has adequate safety programs and training to prevent work-related accidents.	4.8%	29.7%	29.0%	18.5%	4.3%	13.7%
F3. My payroll check is always correct.	24.0%	47.3%	17.8%	7.3%	2.5%	1.1%
F4. The district's Accounts Payable Department does a good job of paying vendors on time.	11.6%	29.0%	13.9%	4.3%	1.6%	39.5%

G. PURCHASING AND WAREHOUSING

Survey Questions	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable
G1. Purchasing has made it easy to get what I need.	5.0%	24.4%	21.5%	13.7%	4.6%	30.8%
G2. Purchasing identifies the highest quality materials and equipment at the lowest cost.	3.9%	19.9%	19.6%	14.4%	5.3%	37.0%
G3. Vendors are selected competitively.	4.6%	23.5%	18.5%	8.9%	3.4%	41.1%
G4. The district provides teachers and administrators an easy-to-use standard list of supplies and equipment.	3.9%	21.7%	23.1%	15.5%	5.3%	30.6%
G5. Students are issued textbooks in a timely manner.	7.5%	30.4%	21.0%	7.3%	3.2%	30.6%
G6. Teachers are provided the ancillary textbooks that they need.	5.3%	26.3%	22.1%	8.0%	4.6%	33.8%
G7. Textbooks are applicable to the subject matter.	6.6%	34.2%	21.9%	5.0%	1.1%	31.1%
G8. Textbooks are in good shape.	6.8%	32.2%	24.9%	5.3%	3.2%	27.6%
G9. The school library meets student needs for books and other resources.	18.9%	36.8%	16.4%	4.1%	1.6%	22.1%

H. NUTRITION SERVICES

Survey Questions	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable
H1. Cafeteria food looks and tastes good.	5.9%	19.9%	28.8%	18.3%	10.3%	16.9%

Survey Questions	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable
H2. The menu variety is sufficient to keep students interested in eating meals at the school.	5.7%	18.7%	29.5%	17.6%	10.7%	17.8%
H3. Most students participate in the lunch program.	13.2%	30.8%	24.9%	7.8%	3.2%	20.1%
H4. Students have enough time to go through the serving lines and eat their meals.	9.1%	28.1%	24.4%	13.5%	6.2%	18.7%
H5. Food is served at the right temperature.	9.1%	37.2%	22.4%	3.7%	3.4%	24.2%
H6. Cafeteria staff understand the nutritional needs of our students.	10.7%	36.1%	24.4%	5.9%	3.0%	19.9%
H7. Students eat lunch at the appropriate time of day.	8.9%	32.0%	27.2%	11.6%	4.1%	16.2%
H8. Students wait in food lines no longer than 10 minutes.	11.4%	32.2%	21.0%	9.1%	2.7%	23.5%
H9. Discipline and order are maintained in the school cafeteria.	8.0%	32.0%	26.0%	9.8%	7.3%	16.9%
H10. Cafeteria staff is helpful and friendly to students.	12.3%	33.8%	24.0%	7.3%	3.9%	18.7%
H11. Cafeteria facilities are sanitary and neat.	18.5%	35.4%	23.3%	4.8%	1.6%	16.4%
H12. Cafeteria space is adequate to feed all the students during the lunch period.	15.3%	34.2%	20.5%	7.8%	4.3%	17.8%
H13. Cafeteria space is pleasing and inviting to eat in.	11.2%	27.2%	29.2%	10.3%	5.5%	16.7%
H14. The cafeteria has signage boards that are updated with the daily offerings.	6.4%	18.9%	22.1%	20.5%	7.3%	24.7%
H15. The school breakfast program is available to all children.	22.6%	37.2%	13.7%	3.9%	2.3%	20.3%
H16. Nutrition Services undertakes different activities each month to encourage students to eat meals at their schools.	5.0%	13.9%	22.6%	19.6%	9.1%	29.7%

I. TRANSPORTATION

Survey Questions	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable
I1. Transportation gets students to school on time.	7.3%	32.9%	27.6%	8.0%	5.3%	18.9%
I2. Transportation promptly picks up students at the end of the day.	10.5%	35.2%	22.1%	8.7%	4.3%	19.2%
I3. The quality of service provided by Transportation on field trips is high.	9.8%	38.6%	20.5%	3.0%	2.1%	26.0%
I4. School buses are clean and well maintained.	7.3%	35.2%	20.5%	3.7%	1.6%	31.7%

Survey Questions	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable
I5. School principals quickly and fairly discipline students that are disruptive on the school bus.	13.2%	33.6%	18.5%	8.2%	3.2%	23.3%

J. SAFETY AND SECURITY

Survey Questions	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable
J1. Gangs are not a problem in this district.	2.1%	8.0%	23.3%	36.8%	17.4%	12.4%
J2. Drugs are not a problem in this district.	2.1%	5.5%	20.6%	39.6%	19.9%	12.4%
J3. Vandalism is not a problem in this district.	2.1%	7.3%	24.9%	35.9%	17.8%	11.9%
J4. Security personnel have a good working relationship with principals and teachers.	11.7%	43.0%	23.6%	3.4%	1.6%	16.7%
J5. Security personnel are respected and liked by the students they serve.	10.3%	33.4%	29.5%	4.3%	1.4%	21.1%
J6. A good working arrangement exists between local law enforcement and the district.	14.0%	43.2%	23.1%	2.5%	0.9%	16.2%
J7. Campus support (supervisors) staff are respected and enhance safety and security.	13.0%	28.8%	24.7%	5.3%	2.7%	25.4%
J8. MNPS provides adequate training and events for administrators and students regarding drugs, bullying, and other safety matters.	5.9%	25.9%	29.1%	16.9%	6.4%	15.8%
J9. Our building has an electronic Visitor Registration and badge system.	11.7%	19.0%	10.3%	21.1%	22.0%	16.0%
J10. Our building conducts fire drills and other emergency drills regularly as required.	38.9%	39.6%	8.9%	2.7%	3.0%	6.9%
J11. Our intercom system and other emergency communication equipment always work.	24.3%	38.4%	19.7%	5.3%	3.9%	8.5%
J12. Students receive fair and equitable discipline for misconduct.	14.0%	29.1%	23.1%	11.9%	8.2%	13.7%

K. COMPUTERS AND TECHNOLOGY

Survey Questions	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable
K1. Teachers effectively use computers and other technology tools for instructional purposes.	15.8%	38.0%	25.2%	6.9%	1.8%	12.4%
K2. Students have adequate access to computer equipment and software	13.0%	35.9%	23.8%	13.0%	2.7%	11.4%

Survey Questions	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable
applications for instructional purposes.						
K3. Classrooms and computer labs are equipped with adequate technology tools (PC's, smartboards, digital cameras, projectors, etc.) to meet instructional needs	11.9%	31.4%	26.5%	14.0%	4.1%	12.1%
K4. Teacher training in the use of computers and other technology tools for instructional purposes is adequate.	10.3%	24.5%	27.2%	17.4%	5.5%	15.1%
K5. The district meets students' needs in teaching appropriate computer skills.	8.2%	24.5%	29.3%	18.3%	7.3%	12.4%
K6. Teachers and students have appropriate access to the Internet.	16.9%	38.9%	23.1%	8.7%	1.6%	10.8%
K7. Technology resources and support are adequate to do my job.	17.4%	40.0%	21.7%	10.3%	5.5%	5.0%

NOTE: Totals may not add to 100% due to rounding.

Please feel free to share your comments about the educational performance of Metropolitan Nashville Public Schools.

Count	Response Comments (Verbatim)
1	(NA)
1	Effective communication to teachers and all stakeholders can be improved
1	GCA services should be better.
1	I disagree with the Director of Schools.
1	Internal and external communication about initiatives is lacking.
1	MNPS is a great place to work.
1	More needs to be done for our Students who are living in a culture of violence and drugs.
1	My school is a great school. That is how I based most of my answers.
1	N/A
1	NA
1	No additional comments
1	Safety is not a priority or even a necessity in most schools.
1	School bookkeepers poorly trained
1	Support staff needs more pay because we do more than what is expected.

Count	Response Comments (Verbatim)
1	Thank you for the opportunity to provide feedback.
1	The lack of accessible computers hinders the quality of education.
1	The various District departments do not seem to communicate with each other.
1	There are some schools that are in NEED of repair. Bathrooms are in horrible condition.
1	There sometimes appears to be a disconnect between support personel and tha administration.
1	Very disappointed about not getting raises as needed for support staff and teachers
1	We have many areas to improve in.
1	free lunch is NOT free..... and most of it ends up in the trash. breakfast is nothing but sugar
1	more excel and word classes available for support staff would be helpful.
1	n/a
1	no comment
1	poor questionnaire.
1	there should be a separate and individual survey for the transportation department employees
1	I really enjoy working for MNPS however, recently Employee Benefits has dropped my insurance or my son's insurance without my knowledge. There weren't any changes and when I called [Name], he couldn't explain why this happened. This becomes a hassle when trying to recieve medical care. Other than that, I cannot complain. Thank you for allowing me to share my opinions.
1	At the school where I work it is clean and well maintained, but I have been to other schools that this is NOT true.
1	The school systems need all the support staff that they can get to help with the education of our students. The Teachers can't do everything, it takes all of us working as a team to make sure that our students are safe, and receiving the best education possible.
1	The process for hiring and maintaining substitute teachers should be changed. For instance, a sub who has completed an interim placement should NOT be required to reapply for a substitute position and be re-fingerprinted. They should simply remain in the active pool of subs until the end of the year unless job performance is poor.
1	MNPS has so many initiatives going on (and they all seem to be "non-negotiable") that the focus on improving student achievement is diluted. The foundation for any initiative success is ensuring that the schools buy into the initiative and that the teachers are skilled enough in basic instructional skills that they can successfully implement another "initiative." Our strategic plan calls for more autonomy at school-level, but many of these initiatives are

Count	Response Comments (Verbatim)
	required to be implemented whether or not the school is ready. Using data to evaluate programs is employed when the data supports successful implementation, but is marginalized if the data does not show the success of an initiative.
1	We do not get raises. When I began to work I was told we would get step raises. I recieved two then it stopped. after 20years of Special Ed my pay was dropped due to a change to another job. We do not get raises for years at a time. We do not have an appropriate retirement plan. It truly stinks. That is two ways that shows we do not matter for our years of service. I Have also noticed unless you are a degreed individual you are not treated with the respect that a co-worker deserves.
1	I wish there was more communication from the Central Office regarding procedures. Also, some Central Office employees need to go to customer service training. The field trip office needs to be reviewed for the quality of service that is given. Transportation needs to hire more drivers to stop all the double routes and communicate better information to parents.
1	We have a top-down model of leadership and decision-making. Most teachers feel that they do not have adequate input regarding their working conditions and instructional activities, making them feel disregarded, disrespected, and not treated as the professionals they are.
1	Communication is going to be the hardest task we face for a number of reasons: 1) MNPS is a very large district-notifying everyone in a timely manner is not always possible 2) Some staff in key positions either are unskilled, or do not care 3) Decisions are often made by people with no stake in the outcome, or with little experience in the area they are making the decisions for Most staff are earnest, and do care about the outcomes for students, but have quite a few challenges due to multiple responsibilities.
1	I feel that there is too much waste in Metro Schools. So much of the reasoning behind decisions makes no sense at all. The technology is not adequate. Children with behavior issues should not be mainstreamed into the regular classroom. The CONSTANT behavioral issues hendor the education process GREATLY! Everyone suffers, the child, the teacher, the other children in the classroom and every other adult in the building. The process of putting these children where they need to be to benefit them the most is absolutely RIDICULOUS! The people that actually deal with these children on a day to day basis are not trained to meet their needs. Decisions are made by people that are not in touch with what actually goes on in each individual school on a daily basis. The constant testing that goes on now takes away from actual teaching time.
1	There always seems to be a lack of communication from central office and the expectation that school support still perform as before with less support help. We are told we are to complete the work of the two support staff positions we lost to the enrollment center along with our job. It's just impossible to due but central office doesn't want to hear that and then take it out on our principal if it isn't done. At this time I currently work close to 10 hours a day to keep up. MNPS implements things without really checking how it will effect the schools/employees or how it could effect the district before the the change is made. At this time we don't have enough support at our school and that also affects the data the district

Count	Response Comments (Verbatim)
	depends on. The bookkeepers are the first person everyone names when something is to be done ASAP because they are 12 month employees but its not possible they are only one person. Something really needs to change but support staff are not heard we're the first person that's fired and replaced.
1	I answered the questions looking at the district as a totality. Depending on the individual school, there is great inequity in services, participation, resources, opportunities, and the like, and answers could vary widely.
1	In regards to Purchasing Dept....it would be VERY helpful to those of us that use the P to P system, if all vendors listed were categorized by types of services/items they carry....i.e., if we're looking for vendors that sell testing pencils and we don't know the vendor's name...it would be VERY helpful if there was a search engine that we could type that in and it would bring up ALL vendors that carry that item...Just a thought...without this we have no idea who all these vendors are or what they do...they're just names to us UNLESS they actually have the item listed in their vendor name...we're pretty clueless. Thanks for listening!
1	I believe MNPS as shifted a great deal of enrollment and data entry responsibilities on the Secretary/Bookkeeper's. I feel that the Data Specialist should be responsible for all things concerning data be it research, reporting, or data entry. The Data Specialist are paid a great deal more money than the Secretary Bookkeepers but are responsible for alot less work.
1	Thank for the people that I work with. I really appreciate the support that I get when I call Human Capital, Payroll, purchasing and auditors. Thank you
1	The number one problem within this district is a lack of communication between central office administration and school-level employees and also within the departments themselves in central office. Central office departments are often sending mixed messages out to schools regarding the many district-wide initiatives because they don't communicate with each other to create a clear vision before sending out mandates. There are too many cooks in the kitchen, so to speak, and schools don't know what to believe. This lack of a clear focus has created a culture of fear and distrust within the district. At some point, we need to fill the central office with quality instructional leaders who know how to create lasting change in the district rather than rely on band-aid initiatives.
1	Frustration in knowing what the future holds in our educational process-Lots of materials given to teachers but little or no time to work through and know what they have---a need for more days to work in content and vertical planning of instruction. New teachers need more time before school begins in order to prepare for their first adventure--- Financial---too many hoops to jump through to get a small job done-Hands are tied for example-only able to go to two grocery sources for Title 1 spending when other places you could get more for less dollars- Operational-a nice building that constantly has problems and has never had the contractors fix all the wrong items---many an eye sore-Cleanliness is a constant battle--- people don't want to work and building/grounds show it. Metro has been a place in the past that you were proud to be a part of ---today that would be questioned.
1	The outsourcing of our custodial staff has had a significant negative effect on the cleanliness

Count	Response Comments (Verbatim)
	of our buildings.
1	It is hard to answer this survey properly as many of the items are dependent on the individual school/building. I do believe MNPS does a good job of providing the services necessary to enhance a good education, but I feel it needs a more balanced delivery method ensuring consistent methods and approaches in each location. Also, question relating to have in the service required to complete my job does not address the issue of completing the job faster or more efficiently. This is where MNPS struggles. We are getting by when we should be finding ways to streamline/improve processes or the systems that bottleneck the processes.
1	I am very pleased to work for the Transportation Dept. I have worked here for 28 years. And have always been proud to say where I work.
1	I am very pleased with the new administrator selection process. Perhaps now some of the 'duds' be weeded out.
1	The ladies who supervise the cafeteria at our school scream at children every single minute of every single day. I don't know how students can eat their lunches under such stressful conditions. My office is located next to the cafeteria and I have to close the door and cover my ears to block out the noise of the supervisors, not the children. I answered "not applicable" to many questions because I simply do not know.
1	I wish Metro would spend more time & money fixing up these older schools. I for one wish we had the opportunity to work more days when students are not here, at least give the option. And I believe the District could do a better job getting principals who work well with students & teachers! Thank-You for this opportunity to voice our opinions.
1	Financial resources continue to be wasted on initiatives, outside consultants or "programs" selected by a narrow group of administrators while internal resources and talent are underutilized. There continues to be politics in the central office administration and self serving motives trump those serving the overall good. Jockeying for power is observed between factions when district decisions are about to be made. As recently as last year, a high paying position was created for a friend of a high ranking administrator without posting it so this person would not have to take a reduced paying position. Principals with no to poor leadership skills are kept in buildings despite feedback from surveys such as TellTenn, parent or faculty feedback. These poor leaders create poor school climate which can be felt when entering those buildings. While those with great leadership skills create positive school climates which makes for better learning environments for our students.
1	Our students would be better served if: 1 - teacher's could teach according to their student's needs instead of teaching to the test. 2 - class sizes were smaller
1	IT Field Support is understaffed withou any plans to get more help as technology items in the school increase everyday.
1	some staff need to do more to meet kids need instead of making a fast paycheck corpal punishment needs to be reinforce back in school and we need more parents to be parents

Count	Response Comments (Verbatim)
	insead of kids friend.
1	I wish MNPS had at least one more academic magnet high school. Hume Fogg and MLK have very few spots open each year. The need is obviously there for another school that serves high-achieving students.
1	I feel strongly that our schools custodial services are lacking. It seems many of the night custodians do the bare minimum when cleaning the school buildings. Since the changeover to GCA, being a school custodian is no longer a career with benefits/pension that make it a desirable position. Therefore, one of the most unpleasant but essential jobs in the district is often staffed by someone who is only using it as a temporary job until a better one is found. This seems to lead to schools that are not really clean, just "straightened up". If it were not for the day custodian taking up the slack in addition to their regular duties, our school would be nightmare.
1	The Office of School Security has made huge gains in the past year. They are now being asked to do more than ever with same the staff. More staff and more training is needed to keep up with the demand of the district. Also with more dangerous situations these Officers are being asked to do, I believe they should be armed. They are issued a police unofrom, bullet proof vest, baton and pepper spray, but no gun. Most of these Officers have prior law enforcement back ground. It is a safety concern because when these Officers go somewhere people think they are Police and could want to hurt and/or kill them. Also if in a school and someone comes in to do harm to the staff and students these Offciers can not properly defend themsleves or others.
1	It was obvious from the start that a lot of the motivation for this audit was from metro ITS's anger towards us from 'divorcing' ourselves from their overpriced services. It seemed that metro ITS had lots of input into the process, which seemed odd since the audit was mnps not metro gov, so much so as to bring the impartiality of the audit into question.
1	Since [Name] became Director this District has gone South in all areas. The Centrql AOffice is the most ill run I have ever been connected with. No one knows any job but their own little path and if that person is out, GOOD LUCK. I know what I speak of because I was the central office for 19 years. There is no real communication in the District an no feeling of community an commitment to students. It is the most self centered District I have ever worked in. It is about the Adults and what they want; not students and parents and what their needs are. I know it can be lead better than it is now.
1	Too many 'chiefs' making decisions about the day-to-day operations in schools that have no idea what is really going on in the schools. It appears that there are many who are 'justifying' their salary by throwing out new projects that are a hinderance to the workflow necessary to run a school. Those workers that are specifically doing the jobs are not consulted when changes are made, and problems that arise could have been resolved had those people that actually do the work been involved in the process of change. Also, in looking through the schools I have been a part of (high school and elementary school) it appears that even though the principals are told that they should move out ineffective educators, their hands are tied

Count	Response Comments (Verbatim)
	when it actually comes down to it. Ineffective teachers remain because of fear from the district of reprisals in the way of lawsuits, etc. that are wrongly based on issues other than the ability of the person to adequately perform their duties.
1	I think there are a lot of schools in this district that need more support from the board, due to the lack of parent involvemnt. Lack of parent involvement leads to low scores, grades, and behavior issues that are too great for these treachers and administrators to overcome.
1	There is disparity in the quality of school buildings and the technology available in them. Can't something be done to level the playing field?
1	This survey is a good way to collect certain data in the district. I believe this is very beneficial to our job performance. This is a wonderful district to work for. I would like to say that I feel that more community education would be beneficial in helping everyone to become better citizens. Some of the environments that these children are coming from are not the best. Their home and community life really affects their daily routine at school. I would like us as a district to better inform our community of the effects. Our children can and will make a difference in our future, and by communicating and educating the parents and community of these issues, we could possibly increase the children's performance in school.
1	My N/A answers were because I don't know the answer. I don't work in a school building, so the answers I gave were based on my kids. Hope that it help. I love my job, I love to be able to help others, but the pay is bad....
1	I feel that they are all doing a good job in educating students district wide. There are a lot of different langauges that are spoken at the school i work at. The principals, teachers and staff to do a great job in trying to the meet every need.
1	Exception Accounting and Exception Procedures should be looked into and adopted to make the school bookkeepers function more efficient. Too many steps. It is not an assembly line at the local level. Too many hands and steps required to do a simple task.
1	I have been in my postion for almost three years and during that time I have recieved only 11 cent raise. My pay rate is barely over minimum wage, I believe I am under paid for the amount of work that I am expected to perform. The district cut a postion in my dept. and my work load doubled in size. There was also a change in mangement at the board over my dept and I don't believe that some of my superiors even know or understand exactly what my dept does, or how it operates and without this knowledge how can they be competent to make the final decisions for this dept. My supervisor has requestet for a lead postion and has been told no but there is a need for this postion. I have filled in for my supervisor while she was on vacation over six weeks ago and I am still waiting on my out of class pay, this is just one of the things that my superiors at central have no idea of what to do or who to ask. I just hope that this matter gets fixed soon. No matter who you direct a question to I dont feel like I ever recieve a complete answear, it is always a big long drawn out process. Thank you for the opportunity to take this survey.
1	lower elementary grades have such high teacher/student ratios that most children leave 2nd

Count	Response Comments (Verbatim)
	<p>grade not reading on grade level. There aren't enough academic remediation and alt. ed. programs to help kids who struggle academically. The struggling student often becomes a "disruptive" student who either drops out or gets kicked out.</p>
1	<p>The decision to suspend students from school is too easily available to principals. The review process when a parent contests is loaded with principals backing principals. The alternative learning centers are understaffed, have too many special needs students, and are not particularly therapeutic. Sometimes the staff selected for these settings are not emotionally suited to deal with these youngsters. Additionally, these facilities should have lower teacher-pupil ratios. Specific, direct reading and math interventions should be offered in middle and high school programs-----especially, alternative schools. Learning problems are frequently the main reason for discipline problems.</p>
1	<p>In order to improve the Exceptional Education programs in the district, the Board of Education must make it a priority to hire experienced teachers that are not fresh out of college with no experience. In the three years that I have worked in MNPS I have worked for 3 new teachers and had a total of 5 teachers in all. Each teacher was either not familiar with the current trends in Exceptional Education or they were not in favor of inacting them. This causes great confusion amongst the staff and students alike, as a lack of a standard method of teaching leads to student confusion and employee frustration. I have yet to meet a life skills classroom worker, support staff or teacher, that is satisfied with their job or their job performance. This is due to the lack of a clear message from the district, which to this point has been pushing its agenda of inclusion for all Exceptional students. This should be a privilege that is earned by students by proving that they can function and be successful in a normal classroom environment. If a student has problems with staying in their seat or keeping quiet during instruction that student is not only failing to learn in that environment it is detracting from the other students in the classroom who may find outbursts of behavior distracting. If MNPS really wants to remedy this situation they must stop bending over backwards for demanding parents that demand too much for their Exceptional Ed. children. If the district doesn't stand up to parents that threaten to sue if they don't get what they desire then the district will continue to underserve its lower income Exceptional Ed. students whose parents cannot afford or are unaware of their ability to bring legal representation to their annual IEP meeting. Until this issues are remedied the district will continue to leave talented and wellmeaning Exceptional Educators burnt out and in search of greener pastures in another career or school district.</p>
1	<p>The Bookkeepers need to have their positions upgraded to Admin. Asst. with the pay to go with it! The building, Principal and staff/faculty depend on the bookkeeper for so many things and it needs to be reflected in pay and title.</p>
1	<p>If a secretary/Bookkeeper has been on a job over 5 years then suddenly leaves the job I think someone should ask him/her why they are leaving the position? And they should have an exit interview. Because there maybe some issues that could have been resolved instead of the employee trying to find a different job. But I don't think the admins should not be in the interview because the employee would not feel comfortable. I feel like a Rep for Human</p>

Count	Response Comments (Verbatim)
	Capital should be in the meeting and if then have the adminstator then join the exit interview. If all parties agree to meet.
1	There needs to be more funding for Pre-K classrooms. There is a HUGE need especially in the South Nashville community. There also needs to be adjustments in academics to accomodate English Language Learners and more appropriate early childhood programs.
1	Funds are spent in area that are not apporopriate, top loaded central office with several secretaries. Middle schools were stripped of their guidance clerical staff but more work was added with less help. This was not good for morale or effieceincy. Major mistake in that area.
1	MNPS does not offer Support employees any incentives for education. Support Employees does not get training on (Microsoft Office, Office 365)
1	I hope something is done about the meals served. The students want to eat, but the food does not taste good at all. Everything wheat is not GOOD. The problem with children being over weight is not in the schools, I believe it is what they eat at home. This is a problem and should be readdressed soon. I hate to see children want to eat, but not enjoy the food.
1	just wanted to add that in my position as school social worker where we help to serve the social / emotional needs of the students, considering all students have some need in that arena in some form or fashion, 45 social workers just cant do it all although we have been trying. That said, we need MORE School Social Workers. Ive been with the district going on 5 years, and most of my early experiences with HR have been horrible. Everything from being offered 3 different salaries or being a 10/ or 11 month staff to confusion about pay schedule. I was not given a formal orientation similar to what any other organization or corporation would have gotten. MORAL- Im huge on a good spirited working environment and try to be the change I want to see, however im only one person and can only do so much. Teachers and staff are exhausted at times, and the district should do more that will help boost moral. ex. Promotion, reminders and action for things offered in assistance. ex. activities in the district that boost moral. have an occupy night at the pool hall down town or something. Pub crawl after work organized with the chamber of commerce. it would be a great event. outside of that, im excited about what i do and the opportunities i have to change and empower students and families. im excited about my part of the equation and what we do throughout the district because the team does well and i feel like we have positive leadership and direction for the facilitation and promotion of what we do.
1	There was no thought given to the hardship the balanced calendar would create for families and the support staff who missed out on two weeks of salary twice in one school year. We kept the balanced calendar even after [Name] told the Tennessean that the calendar had "been a bust."
1	The security for schools is understaffed. Elementary schools need more security. The district needs more armed personnel. Schools need to be tougher on discipline rather than worried about suspension numbers.
1	Most of all the schools I visit daily are not as clean as they should be. We all could do our part

Count	Response Comments (Verbatim)
	to help make our schools a better leaning environment for our children.
1	<p>Money is wasted because of lack of coordination and collaboration among departments. Instead of central office depts supporting one another, many times a vendor and/or position is hired to address needs in the dept without working with another dept. No sustainable plan is in place for learning technology. Instead of empowering schools to purchase technology needed for their building, technology decisions are made with little/no data and more equipment is pushed out and usually remains sitting and unused in schools. The All-Star Training is an example of wasted funding beginning from contracting CUE to provide training to purchasing laptops for teachers when we don't know that they need them or planning for a refresh cycle/sustainability plan. For example, one teacher shared that with the new laptop, he will now have 2 laptops and an ipad. How is the All-Star training being evaluated to measure it's impact on classrooms? Also, learning technology has entered contracts with many vendors without consulting other departments and caused duplicity. I suspect there may be a conflict of interest with how vendors are secured by that department.</p>
1	<p>The school district has really went down hill in the past years. Not reconizing employees for how much they really do and praising the ones that do nothing. Kids are being pushed through to graduate and they can't even read. Commom core really pushes a child to be stupid and teachers and principals don't care for education they just want to meet their quota. Bus drivers are not detacated to their jobs and drive filthy buses. They only clean them when told to. Nasty drivers =Nasty buses.</p>
1	<p>Administrators should never be allowed to form an opinion based on rumors or hear say of others. Any type of sexual misconduct should never be allowed to be covered up. Corrective action should be consistant through out the district. Why would the district retain and promote an employee who is responsable for the district being sued and loosing or settling the sute where a child was assaulted? What exactly is the district's position on the above mentioned issues?</p>
1	<p>I am appreciative of the vision of our MNPS leaders regarding academic opportunities for students. I can't imagine anyone trying harder to meet needs of the diverse population that we serve than our administrators do. I am also appreciative of the funding for new programs and the training to implement them. In an ideal world, it would be nice to have renovated buildings as well.</p>
1	<p>The district wastes a lot of money buying materials and paying for programs that could much more effectively be developed "in house". There exists an attitude by senior administrators that the only good solutions are ones purchased from outside consultants and companies. We have a lot of talent within MNPS that has developed innovate instructional technologies that could benefit the district. However, there is no point in trying to share these innovations because they will immediately be met with "we are going to go in a different direction as a district" when discussed with central office administrators.</p>
1	<p>i think it is really a sad day when the principal has to use intimidation tactics in order to get students to behave and respect their peers. It is also sad to see staff bullied and intimidated</p>

Count	Response Comments (Verbatim)
	<p>to the point of not being able to work without taking prescription medication just to make it through the day. It is also sad to see discrimination in the workplace, in this day and time you would think we could be above THAT. We have staff that love their job and do the best of their ability in order to make this a fair and peaceful daily job, but when you have to look over your shoulder and no body seems to care something is not right. We have no one that will listen when we feel the need to report that kind behavior. I did report it to [Name] and was treated like a fool. If I had a child in M.N.P.S. I would do everything in my ability to put them in a higher learning facility and not Metro. I have loved my job and given 100% to my job, but when you get written up for doing your job something's wrong with this broken system...Sorry but I feel the need to be honest. I do what I have to do for these students because some have no one to stand up for them. I do my job and I am proud of my work, but don't look for reasons to write me up or intimidate me to the poiint of having to seek medical care. I am not the only one that feels this way, and I am probably one of few that will be completely honest.</p>
1	<p>Teachers do not have a voice. District leadership do not want to hear from teachers and do not want feedback. There is a culture of fear that persists. Teachers fear retribution if they speak out.</p>
1	<p>Transportation is a big issue. At our school, 2 of our bus drivers drop children off and then go back to pick up a second route. After school, teachers need to supervise the children for a long time while one bus runs a route and comes back to get a second group.</p>
1	<p>Support staff needs to be paid a more competitive wage for their jobs.Should get more if you have a college degree.</p>
1	<p>Technology and Internet access are improving but are not at current levels to support true 21st century instruction.</p>
1	<p>Raises and better insurance is needed. Teachers are becoming unhealthy by stressing about their job responsibilities. Too much is required with not enough staff.</p>
1	<p>The district really needs to consider the current zoning. Some schools are overwhelmed with trying to meet very high needs which lowers the instructional level in the classroom. Behavioral issues can overwhelm school staff and interfere with the learning of all students. Parents are withdrawing their children because of this ongoing issue. MNPS needs strong parent involvement to be successful. If the parents perceive their children as dealing more with behavioral issues in the classroom than learning, they leave. These parents deserve to send their children to school without the fear of ongoing behavioral issues interfering with their child's academic progress. As a result, the parents talk about their negative experiences with other parents and then word spreads which prevents future potentially involved parents to enroll. Also, the district should consider better ways to address the average to above average students' academic needs. The lower performing students are important, but seem to be the focus of attention and concern. The average to above average students get very little attention to their progress. Encore is the only program the parents of talented students have and it is not enough to meet the needs in the elementary and middle school. This is another</p>

Count	Response Comments (Verbatim)
	<p>reason parents withdraw their students from MNPS. MNPS really needs to consider how to meet the needs of ALL students. Once, the community perceives this, then perhaps involved parents will reconsider and bring in a renewed energy which is really needed. Education is a partnership between the home and school. The school can't do everything. The parents can't do everything. With the home and school partnership, students will more likely reach their full potential.</p>
1	<p>The leaders of Curriculum and Instruction do not have a background in curriculum and instruction. Therefore, the decisions they make are sub-standard and do not reflect best practices for teaching. CCSS does not equal PBL. PBL has no research to show it increases academic gain for students. The State of TN has excellent training and materials available, yet our District does not take advantage of it. If the leaders of our District do not have strong knowledge of curriculum and instruction how can we expect to improve the education of our students under their leadership?</p>
1	<p>Student behavior in schools and lack of parental support are the main phenomenon that holds MNPS back. The vast majority of students never come close to reaching their full potential because they must share classroom space with students who are not interested in education and function solely to torment their fellow students and teachers. The process of removing these students from the school environment needs to be streamlined and improved considerably. One suggestion would be to institute district wide MAC programs that students could be placed in (away from their regular campus) for a limited time until they could commit to appropriate behavior at their home school. This would free up teachers to work with the majority of kids who are willing learners and display age level appropriate behaviors. Teachers and the vast majority of students would be much more happy and efficient and students who refuse to comply or have never been taught appropriate behavior can be taught the skills that they will need to function in polite society. Rather than rolling out program after program at a pace that is burning out teachers and students by the score, let's be honest and start dealing with the real culprit behind our student's and district's inability to reach their goals -- persistent misbehavior and defiance on the part of a small percentage of our student's who do not want to learn and do not have the support system at home to encourage them.</p>
1	<p>There are teachers within the system who do not teach. They show movies and have student do workbooks. Students are not getting what they need and are very concerned about not being prepared for TCAP. Discipline in some schools is extreme for minor incidents. However, when major incidents occur they do not disclose these incidents to the families. School restrooms are dirty and need repair. Some rooms have mold.</p>
1	<p>The new principal is great and has made a many improvements with morale, clean and painted the building and fund raising.</p>
1	<p>Communication is still an issue. I often hear or see about projects and initiatives in the media or on social networks first and rarely explained in detail. Our Learning Technology and Technology departments are understaffed to serve the growing technology needs in the district. Too many initiatives and changing initiatives for teachers to learn and implement appropriately.</p>

Count	Response Comments (Verbatim)
1	Teachers often feel that central office requires more and more each year that takes time away from what teachers want to do and that is, teach students! Lower level students are getting most of the time, attention and money in this district and our top students and average, hard working students, who behave and wish to succeed are being left out. In some classrooms, students are disrespectful to teachers, use cell phones when they wish and do not respond to teachers' requests. Those classrooms do exist in Nashville schools and students have lose quality instruction time. Teacher help in those high needs schools is needed so much!
1	My job responsibilities cover so much that I feel that most days I'm doing good to keep my head above water. It would be nice to have someone evaluation each position to see if it far for the wages, or spread responsibilities.
1	My number one complaint with the Metro System is the new Enrollment Centers. I work at an inter-city school, and our parents do not always have access to transportation to go to the Enrollment Center; information received from the Enrollment Center does not go along with what I have understood that Metro required or my Principal required; we never seem to receive all the information needed in order for the student's cum to be or contained what I thought was required. My second complaint or concern is the cafeteria - the folks employed at our school esp. the manager seems to have no concern for feeding children! Why would someone be in the business of feeding children and not feed them. The cafeteris is not clean on the food bar most of the time - Yelling at the children is the norm and running out of food on a regular basis is the norm in our cafeteria! Thirdly, our building as a whole is not clean - our day time person does OK, but the night time folks are something - We have adult rest rooms that have not been mopped since they took over the "cleaning" of our beautiful old building!
1	We need more computers in our school. Also a need for more respect of support employees and their roles within the ditrict.
1	Most teachers and support staff are committed to getting as much instruction to students as students call handle. We attempt to do as much as we can to reach district and common core goals during the 7-plus hours we have students. All we ask from District Offices and School Administrators is genuine support and we'll achieve the objectives.
1	Since administrative rights were taken from us in our computer usage, there are things we normally would do that we can't any more, and it takes months for IT to come take care of us, if ever. Also, there is a LOT of waste. Too many lights left on 24 hours daily and weekends at the central office bldgs and schools, things thrown away instead of being shared with others who could use them (ie., keyboards, keyboard trays, other office items). The only "cleaning" done is the bare minimum. Teaching that the earth is billions of years old is a lie--it, along with evolution, is based on what certain people want to believe and not proven fact. Ineffective education and conduct due to not allowing the true and living God to be involved in schools, forbidding prayer, etc. Appropriate spanking is effective; stupid laws and fear of getting in trouble allows students to speak and act unruly. "Professionalism" and sophistication have replaced true values and love that does not fail. Common core standards

Count	Response Comments (Verbatim)
	are stupid. Teachers should be allowed to teach instead of trying to adhere to a bunch of nit-picking, micro managing laws and rules. Students should be encouraged to learn instead of having to focus so much on tests and evaluations. The latter should be used to see what they're really learning, not what they study for in order to pass. Students should also be helped at their own level of understanding and helped to catch up, not trying to help them at their grade level when they don't have the foundation for it. Too much dumbing down to make everyone conform to the same standards. Too many children being medicated and made worse, when appropriate teaching and discipline is what they really need. They need to learn to focus and obey, not be "diagnosed" "medically" as ADD or ADHD.
1	Head secretaries are not paid enough for all that we have to do. We have to in put medication orders, fill out the state reports, give medication (we do receive a stipend for giving medication. It is split with another person that also gives meds.). MNPS hired people to work to in put students records through Power Schools. They came in at a Grade 7 while we are still a grade 6. There is so much more that we do and cant do it in 40 hours but we are not given any overtime nor do we get comp time. This tends to get frustrationing. I believe that's why we have good secretaries going to other positions in MNPS becasue they get paid more and do less. When we receive Pre-K registration and we in put it into Power Schools that is all about Pre-K. Every department thinks that their department is the most important. As a secretatry I have to handle all departments. Thank you
1	Education: I believe, depending on the schoo you attend, that some schools recieve better education than others. Financial: We could buy items cheaper at different locations but instead we waste an acces of money on various items simply because the vendor has the contract. Operation of MNPS: We thrive in our numbers and that's great for MNPS but the morale of the overall district has suffered in the process.
1	I felt these questions were vague such as timliness of maintenance. The plumbing and heat and air are great. The key people not so much. Good luck with getting keys made. Could be months. This is just one example
1	Accountability is necessary in the Security Department for upper management. The morale of the department is low and changes should be made. There is a very hostile working environment within the department that is created by the Field Supervisor. It has caused more officer turnover in the last year than we have had in the last 4 years.
1	I have always had excellent evaluations until last year when the new evaluations were used and I was told I should be sharing my knowledge with co-workers to help them improve their skills. I explained that I do with my co-workers that want to improve but some become hostile and don't want to grow! Their attitude should not cause me to receive a 3 on my evaluation!
1	The schools and central office should close for 1 week between Christmas and New Year's Day. Also, they should be closed the week of July 4th.
1	All should not punished for the one step raises, if one employee does not meet MNPS job proficiency. Do not punish all. Have manager or director address that employee, not a blank statement, with hope the employee will get the hint, or other employees adjust the

Count	Response Comments (Verbatim)
	employees thinking. Also, let's not have the one make the decision for the all, technology cost. Due diligent research please.
1	Feel we are top havey in some departments that can be used else where based upon there ability not what staff says about them cause of there personal feeling
1	I believe the education being offered in MNPS needs major improvements in the curriculum being offered, customer relations in schools, and pay. What students are learning, varies from county to county and school to school. There needs to be much more consistency. Some teachers are struggling in the classrooms due to major disruptive students and a lack of financial support to assist in more creative learning. There is a high level of inconsistency in the curriculum being offered by MNPS District. The students in MNPS are "behind" in learning, compared to some Charter Schools and "regular" public schools in most other states. A lot of the issues revolved around the "type" of education being received in MNPS has to do with finances. The budget should reflect the "best" for the students, not those with certain titles, degrees, and socioeconomic wealth. There are many teachers who are working just for a pay check, and it shows in their work ethic and how they respond to the needs of the students; education, emotional, and physical development. Many low-income children, or inner-city children do not always have adequate books (they are torn and written through-out), or teachers who understand their needs as individuals. Not every child is the same, whether their family has money or not. Also, a pay increase for support staff would be helpful as well. Many of the support staff (depending on job classification, years of service, etc.) have to work a second job, or qualify for public assistance to meet the needs for their own families; while coming to work everyday to support, help, love, and encourage other families and children in our community. The wages offered by MNPS for support staff are not as competitive as wages offered by other departments under the Metro Government umbrella for the same or similar positions.
1	If new Principals/Asst. Prin. are placed in a building someone should come out regularly to speak with some of the staff (meaning teachers, bookkeeper, support, cafe, and custodians) to see how they feel the school is being ran. Surveys should be sent out before the end of school. Maybe some of the issues could be resolved before high turnovers, transfers, or quitting takes place.
1	Teachers and other staff are working just as hard as they can to help students do the best possible job of learning. Good things happen in Metro every day. With all the negative news, it's hard for the community to know this. Maybe Metro should communicate the outstanding things that happen in all schools, not just the magnet schools.
1	[Name] is not a good leader in the Department of Psychology. She is reactive and sometimes cruel. Itinerant workers never get to rate their supervisor's performance, and this affects morale and performance.
1	Support staff is not treated fairly most of the time; no loyalty, no raise, looked down upon because most of them does not have degrees; over looked for jobs to make room for personal friends (I know this for a fact, [Name] hired her best friend at Hunter's Lane for enrollment

Count	Response Comments (Verbatim)
	specialist) when many of former registrars were givin the ax!
1	Computer lab teachers are needed in elementary schools. Library should never be on a 100% fixed schedule. Should be 100% flexible schedule in all schools. Teachers should never be pointed out in meetings based on their test scores. Administrators should not be allowed to bully and intimidate teachers in any way shape or form.
1	Tecnology PD is greatly needed as well as the actual tools to use for our students in the classrooms! All teachers need an ipad and laptop not just DATA coaches!
1	In my mind the biggest problem with the school I work at is building maintainence. My school has over 300 outstanding work orders! The air handling units are dirty.
1	The special education dept administration is highly dysfunctional. Constant exceptions to rules and "good faith gestures" are made for wealthy families and squeaky wheeled advocates. This has resulted in extreme disparity of resources and money given to white, wealthy families as compared to students of minorities and lower socioeconomic status. Getting students what they need has become more difficult than ever within the special education department due to poor budgeting, constant exceptions to rules, and dictatorial leadership who do not wish to hear the opinions/concerns of their subordinates. Budget, personal gain, and favoritism have become the motives-not what is best for kids.
1	we have several bloated salaries due to lack of upward mobility within support staff. There is very little training for new things that are pushed out to the schools so we often feel forced to figure it out for complancy sake instead of use it because we believe in the solution. MNPS managment could be called the lack there of managment in some departments because people dont know where they stand, they dont have a shared vision of expectations and quality, and we have a culture of if a problem takes to long or is to hard to solve we will ignore it until it goes away or gets far enough up the chain that we are forced to deal with it.
1	Facilities Use and Maintenance Schools are clean: Since the implementation of GCA Services and the elimination of MNPS Custodial Services the quality of school housekeeping has sugnificantly declined. Buildings are properly maintained in a timely manner: Even when jobs are entered into SchoolDude there are often overlooked and entered repeatedly to only still have the concern not corrected. Repairs are made in a timely manner: Same as above. Purchasing and Warehousing: The District provides teachers and administrators an easy-to-use list of supplies and equipment: BEP funds are really insufficient to supply the demand of teachers needs for the entire school year. Nutrition Services: Cafeteria food looks and taste good: Often the food offered makes the students ill and irritable. A better selection and quality would benefit their need. The menu variety is sufficient to keep students interested in eating meals at the school: There should be a heathier and quality selection. Most students participate in the lunch program: This is because of family income or situation and not the selection of menus. Therefore, the menu selection should still be more desirable. Safety and Security: Gangs are not a problem in this district: Unfortunately, this activity has increased in all areas of Davidson County and is definitely a problem. We should have more resources to address this in our school system. Drugs are not a problem in this district: Also, unfortunately

Count	Response Comments (Verbatim)
	this is a problem and needs more attention and education to get it resolved. Vandalism is not a problem in this district: With the involvement of gangs and drugs the results is vandalism.
1	The current teacher evaluation process is very discouraging to teachers and hurts moral. Based on a 5 point scale, even whe told a 3 is good, it feels like a failing grade of 60%. It is impossible to hit everyone of the catagories in a single class period every day.
1	I believe students and faculty should have more open access to Internet and less blocking of sites. Appropriate use cannot be instilled by blocking access. Purchasing department enforces some seemingly archaic and difficult procedures that slow down progress and seem only self-sustaining of their control. A thorough review of that department's procedures should be undertaken. Some schools suffer rampant teacher absences (this from parental experience--my son had one class with four subs over a semester and no full-time certificated teacher. Finally, I applaud the ongoing PARCC and CCSS Professional Development initiative. It's truly a huge step in the right direction.
1	Customer service at the district level is woefully lacking. It is very difficult to talk with a "live" person. Return calls should be made within a 24 hour period. There needs to be a personal cell phone policy for teachers and staff at the school and district levels. It is more than an annoyance---it takes away from instruction/learning time and work time. Teachers don't feel supported by school or district administrators. It seems that parents have all the influence. This hurts morale which affects the all important role of teaching and learning. I don't know how to improve this exactly but there seems to be a lot of waste in the schools--financial and human. I don't think we have much accountability for students or teachers. For example, we don't require students to pay for lost textbooks or library books. Yes, they are supposed to but in the end, many don't. If they had to pay for lost textbooks, it would be a great life lesson. They would take better care of them and try to keep up with them. If teachers had to pay for the cost of repairing an ipad screen that was broken when it was accidentally dropped, I promise they would be more careful. This seems to be common sense to me. Too many initiatives come from the district level without oversight as to whether or not they achieve the desired outcomes and without any idea how it should be implemented. Without a strong principal and good teachers, the idea founders or at best is not as effective as it could be.
1	Human Capital cannot be trusted none of them and when any staff tries to go to anyone in Himan Capital with issues, the issues go ignored & most times the staff member will be labeled as a "troubled staff member" - honestly the entire board needs to be cleared out and start over.
1	I strongly believe that each school should have a nurse at the school with the amount of medication kids take as well as the frequencies of sickness spreading throughout the school.
1	I am not sure if it is at all possible but I currently (and happily) employed at Harris Hillman Special Education School and I am a Special Educational Assistant. In this position, the teachers and I work side by side and because of the nature of our students and our responsibility for them, we all work in harmony and understanding. My main concern is pay. I

Count	Response Comments (Verbatim)
	barely make over \$10 an hour while the teachers make much more...for essentially the same job and to be honest, at times we must do more than they do. Our school is full of hard working teachers that give all they can to the students, their pay reflects that. I cannot say the same for the (very) hard working Special Educational Assistants. This also causes an extremely high job turnover which is not best for the children (whom develop best in consistency) or the adults whom develop bonds with support staff that cannot stay because their inability to support themselves from the pay they receive. I'm sure we are not the only school in this situation, thank you so much for your time and attention.
1	Metropolitan Nashville Public Schools should revisit the pay grades for positions. School secretary/bookkeepers/timekeepers/ nurse/etc. should be higher than grade 6. Thank you.
1	New Policies are implemented too quickly, such as the new Enrollment Centers. Errors are still being made that require School Personnel to go back after the EC and finish enrollment requirements and fix data errors.
1	Support Staff are not always considered STAFF. Often utilized WHERE NEEDED, but not respected the same as a certificated staff.
1	I have been extremely disappointed in how invaluable the district makes support employees feel. Many secretary/clerks have skills that are unappreciated - but the amount of work expected is way beyond compensation. I, choose to work as a secretary/clerk because I love the students and the school - not because I am devoted to the district. There is no devotion at the district level for support employees - we are treated as the least of these - those who are considered the bottom of the barrel. Unfortunately, many of us work many overtime hours without compensation to get our job done with no appreciation shown at district level monetarily or otherwise. I can only image how much greater each school would be if both certificated and support employees were compensated for the work they do and treated as if they matter!
1	I feel that all the extra testing that is required in the classrooms is a hindrance instead of a help. It limits the teacher's instruction time to focus of educational learning. Fewer test would be less stress for students and teachers.
1	More opportunities/schools for academically gifted students should exist with admission based solely on aptitude - the opportunities should be blind to any factor other than academic. Lowering the criteria for admission to Academic Magnets or efforts to 'balance' the population to make the Academic magnets more closely resemble the make-up of the district seems biased against deserving students who do not fit into a desired 'quota'.
1	GCA has put little effort into maintaining the schools properly. Often there are not any paper products to stock the facilities. GCA employees are also unhappy and seem to complain about their pay and no benefits. Moral seems low.
1	For all that we must deal with each day with students who can become unruly we are not to receive a raise. We need a raise. We deal with alot daily. We need a big raise. Come on, other school systems are doing it why can't we.

Count	Response Comments (Verbatim)
1	<p>Safety for young children should be of top priority. There are very violent young children in our elementary schools and NO School Resource officers will come to elementary schools to support the staff and students. Children as young as Kindergarten are assaulting staff but employees feel ignored and unimportant when there is no recognition of how much these students are capable of. There should be SRO's available who are allowed to take action so that early behavioral interventions leave a lasting mark on young children. No employee should come to work fearful every day. There needs to be more behavioral support in each building (assigned teacher to deal with behavioral interventions day-to-day) and one behavior specialist overseeing the programs and providing training for teachers and staff. Our schools have become too crowded with students with behavior problems and our support levels are so low that we are ineffective. Without providing these supports and trainings and high-intensity services early on, we are looking at behavioral epidemics in the middle and high school years (which are evident already since the full-inclusion movement).</p>
1	<p>The school system could benefit in the reduction of middle management at the administrative level (central office). There are more supervisors in Cluster Support to the point that it is difficult to know who is actually supervising. I</p>
1	<p>Students should be taught early and often about their own responsibility to learn and excel. The constant effort to improve teaching defeats the longer view that learning is the real goal. A motivated learner is unstoppable yet almost no effort is made to explore ways to motivate students. Virtually no students actually know the underlying cost of their education. If they realized what a good paying job they had, many would rise to the challenge before them.</p>
1	<p>Human Capital- Do not understand why same job titles earn different pay. (Why a secretary could be level 6 and others level 9). Administration- Why our step-raises have been cut. 1-2% on teachers pay may be sufficient, but support staff, it's a joke.</p>

Nutrition Services Manager Survey Results

Total Number of Respondents = 50 / Total Surveys Deployed = 123 / Response Rate = 41%

PART A: DEMOGRAPHIC DATA

1.	What is your position?	Field Manager	Cluster Manager	Manager	Roving Manager	Manager Intern
		11.0%	9.3%	47.1%	5.6%	0.0%

2.	I have passed the ServSafe manager certification exam.	Yes	No
		100.0%	0.0%

NOTE: Totals may not add to 100% due to rounding.

PART B: SURVEY QUESTIONS

Survey Questions	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable
1. I like my job.	68.0%	28.0%	4.0%	0.0%	0.0%	0.0%
2. I like my kitchen work environment.	46.0%	42.0%	8.0%	0.0%	0.0%	4.0%
3. I enjoy working for my cafeteria manager.	34.0%	14.0%	2.0%	0.0%	0.0%	50.0%
4. I enjoy working with my co-workers.	44.0%	44.0%	10.0%	2.0%	0.0%	0.0%
5. All cafeteria staff at your school wear hairnets and use gloves when preparing or serving food.	70.0%	22.0%	6.0%	2.0%	0.0%	0.0%
6. My cafeteria serves healthy and nutritious meals.	84.0%	12.0%	4.0%	0.0%	0.0%	0.0%
7. My cafeteria's food tastes good.	66.0%	30.0%	4.0%	0.0%	0.0%	0.0%
8. My cafeteria meals are served at the right temperature.	88.0%	12.0%	0.0%	0.0%	0.0%	0.0%
9. Students have a nice variety of menu choices at my cafeteria.	70.0%	26.0%	4.0%	0.0%	0.0%	0.0%
10. The food on my serving lines is well merchandised with a pleasing appearance.	68.0%	28.0%	4.0%	0.0%	0.0%	0.0%
11. My cafeteria serving lines are nicely decorated.	56.0%	32.0%	12.0%	0.0%	0.0%	0.0%
12. My school has menu boards and updates them with each day's menu offerings.	24.0%	6.0%	20.0%	24.0%	12.0%	14.0%
13. My school's meal periods allow students sufficient time to eat their lunch.	26.0%	42.0%	18.0%	6.0%	8.0%	0.0%
14. My cafeteria has a sufficient number of serving lines.	34.0%	46.0%	14.0%	4.0%	2.0%	0.0%

Survey Questions	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable
15. My cafeteria dining area has sufficient seating capacity to adequately serve lunch to all of our school's students.	34.0%	44.0%	16.0%	4.0%	2.0%	0.0%
16. Our cafeteria staff is helpful and friendly to students.	58.0%	30.0%	10.0%	2.0%	0.0%	0.0%
17. Our cafeteria's meals are prepared close to lunch service time to ensure freshness.	68.0%	26.0%	6.0%	0.0%	0.0%	0.0%
18. Campus vending machines operate during the lunch periods at our school.	8.0%	8.0%	12.0%	16.0%	12.0%	44.0%
19. I have received adequate training to perform my job well.	66.0%	28.0%	4.0%	2.0%	0.0%	0.0%
20. I receive a performance evaluation by my cafeteria manager at least once a year.	40.0%	16.0%	0.0%	8.0%	6.0%	30.0%
21. The storage areas in my kitchen have adequate capacity to serve our needs.	46.0%	24.0%	16.0%	6.0%	6.0%	2.0%
22. We have few leftovers at the end of the lunch period each day.	32.0%	42.0%	22.0%	2.0%	0.0%	2.0%
23. Recipes are closely followed at our cafeteria.	54.0%	34.0%	12.0%	0.0%	0.0%	0.0%
24. We have the proper supplies and utensils to portion all meal servings each day.	62.0%	30.0%	4.0%	2.0%	2.0%	0.0%
25. Our point-of-sale system on our serving lines works well and processes students quickly through the lines.	58.0%	32.0%	4.0%	2.0%	2.0%	2.0%
26. Our kitchen has sufficient space to work efficiently and effectively.	48.0%	26.0%	20.0%	4.0%	2.0%	0.0%
27. Our kitchen facilities (ceilings, walls, floors, etc.) are in good condition.	18.0%	40.0%	30.0%	6.0%	6.0%	0.0%
28. Our kitchen equipment is in good working condition.	18.0%	38.0%	36.0%	2.0%	4.0%	2.0%
29. Our kitchen equipment is appropriate for the menu items we are requested to prepare.	40.0%	44.0%	12.0%	0.0%	4.0%	0.0%
30. Our kitchen equipment is repaired in a timely manner.	30.0%	44.0%	22.0%	0.0%	4.0%	0.0%
31. All of our kitchen equipment is used on a regular basis.	42.0%	36.0%	16.0%	4.0%	2.0%	0.0%
32. The dish machine works at our location.	18.0%	10.0%	10.0%	14.0%	20.0%	28.0%
33. We use our dish machine to wash meal trays each day.	10.0%	4.0%	6.0%	16.0%	26.0%	38.0%
34. Students rarely charge meals at my school.	4.0%	16.0%	26.0%	22.0%	22.0%	10.0%
35. My principal is helpful in collecting student meal charges.	34.0%	24.0%	16.0%	14.0%	2.0%	10.0%

THESE ARE ADDITIONAL TO BE ANSWERED BY CLUSTER MANAGERS, MANAGERS, ROVING MANAGERS, AND INTERN MANAGERS

Survey Questions	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable
36. Most students at our school would prefer that you serve branded food items (i.e., Subway, Papa Johns, etc.).	6.7%	15.6%	28.9%	31.1%	4.4%	13.3%
37. I understand our monthly Recap reports provided to me by the central office.	28.9%	44.4%	24.4%	2.2%	0.0%	0.0%
38. I use the results of our monthly Recap reports provided to me by the central office.	33.3%	33.3%	22.2%	6.7%	2.2%	2.2%
39. I understand the Meals Per Labor Hour productivity results for my cafeteria and adjust our staffing schedules each month based on these results.	26.7%	17.8%	20.0%	24.4%	4.4%	6.7%
40. I adjust our staffing schedules each month based on the Meals Per Labor Hours results.	2.2%	8.9%	15.6%	33.3%	6.7%	33.3%
41. The Field Manager assigned to my location is responsive to my needs and provides ongoing assistance.	57.8%	24.4%	11.1%	6.7%	0.0%	0.0%
42. Field managers provide valuable assistance.	51.1%	20.0%	15.6%	11.1%	0.0%	2.2%
43. My Field Manager visits my cafeteria at least once a month.	42.2%	15.6%	22.2%	15.6%	2.2%	2.2%
44. I receive adequate feedback on my performance from my Field Manager.	51.1%	28.9%	11.1%	6.7%	2.2%	0.0%
45. I receive a documented performance evaluation by my school principal at least once a year.	37.8%	31.1%	6.7%	2.2%	11.1%	11.1%
46. The Nutrition Services Central Office administration and staff are very supportive and responsive to my needs.	40.0%	28.9%	26.7%	2.2%	2.2%	0.0%
47. I receive ongoing and timely communication from Nutrition Services central office administration and staff.	40.0%	37.8%	17.8%	4.4%	0.0%	0.0%
48. The menus, programs, and activities offered at our school are innovative and creative.	35.6%	28.9%	24.4%	6.7%	2.2%	2.2%
49. You are provided with adequate opportunities to provide your suggestions and ideas to Nutrition Services Central Office administration and staff.	33.3%	26.7%	24.4%	11.1%	2.2%	2.2%
50. I enjoy working for my principal.	57.8%	15.6%	17.8%	0.0%	6.7%	2.2%
51. I enjoy working with my Field	68.9%	20.0%	11.1%	0.0%	0.0%	0.0%

Survey Questions	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable
Manager.						
52. Our cafeteria staff are hardworking, dedicated, and professional.	51.1%	33.3%	13.3%	2.2%	0.0%	0.0%
53. I attend training and professional development conferences or workshops each year.	57.8%	28.9%	2.2%	6.7%	2.2%	2.2%
54. We inventory the a la carte items each day and reconcile the inventory with the daily sales.	51.1%	37.8%	11.1%	0.0%	0.0%	0.0%
55. Employees assigned to my kitchen are frequently absent.	8.9%	20.0%	26.7%	22.2%	20.0%	2.2%
56. I would like to participate in a program where I could go to another cafeteria and be trained by the Chef on new recipes, food preparation tips, food presentation and serving methods.	24.4%	40.0%	15.6%	11.1%	8.9%	0.0%
57. I would like to offer innovative programs such as grab bag or boxed meals.	17.8%	26.7%	24.4%	20.0%	8.9%	2.2%
58. I prefer to cook with recipes using more scratch cooking methods.	8.9%	26.7%	35.6%	15.6%	8.9%	4.4%

THESE ARE ADDITIONAL QUESTIONS TO BE ANSWERED BY FIELD MANAGERS

Survey Questions	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable
59. I visit each of my assigned cafeterias at least once a month.	0.0%	20.0%	40.0%	20.0%	0.0%	20.0%
60. I use a standard checklist of items to review when visiting a cafeteria.	0.0%	20.0%	60.0%	0.0%	0.0%	20.0%
61. I would prefer to use a district owned car when performing site visits to cafeterias.	20.0%	0.0%	20.0%	40.0%	0.0%	20.0%
62. I understand the financial recap reports provided by Nutrition Services Central Office.	60.0%	20.0%	0.0%	0.0%	0.0%	20.0%
63. I receive the financial recap report each month in a timely manner.	20.0%	40.0%	20.0%	0.0%	0.0%	20.0%
64. I review the financial recap reports and use these to identify training needs.	20.0%	60.0%	0.0%	0.0%	0.0%	20.0%
65. I use the financial recap report to recommend staffing adjustments.	60.0%	20.0%	0.0%	0.0%	0.0%	20.0%
66. I monitor cafeteria production reports on a weekly basis.	20.0%	20.0%	40.0%	0.0%	0.0%	20.0%
67. I review reported cafeteria inventory levels before authorizing food purchases.	40.0%	0.0%	40.0%	0.0%	0.0%	20.0%
68. The equipment at my assigned	0.0%	0.0%	80.0%	0.0%	0.0%	20.0%

Survey Questions	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable
cafeterias are in good working order.						
69. The cafeteria managers assigned to me understand the financial recap reports.	0.0%	40.0%	40.0%	0.0%	0.0%	20.0%
70. The cafeteria managers assigned to me are receptive to changes.	20.0%	20.0%	40.0%	0.0%	0.0%	20.0%
71. I like the manager training program.	0.0%	0.0%	60.0%	20.0%	0.0%	20.0%
72. The manager training program is effective.	0.0%	0.0%	80.0%	0.0%	0.0%	20.0%
73. The manager training program is the appropriate amount of time.	0.0%	0.0%	0.0%	60.0%	20.0%	20.0%

NOTE: Totals may not add to 100% due to rounding.

Please feel free to share your comments about the educational performance of Metropolitan Nashville Public Schools.

Count	Response Comments (Verbatim)
1	I feel that our program is moving in a positive direction.
1	I would like to see the Managers choice as an option.
1	N/A
1	Children are out of control. no respect cursed at frequently/more action needs to be taken
1	each and every day is a new learning experience at mnps
1	Over all a great program within MNPS Nutrition Service.
1	I feel when days student are not in session we could use as half days for training with field mangers in small clusters to rein force policies and prodices that are ever changing. We could even change up field manager on these day and new ideas. i understand this is costly, but return is invaluable. things like customer service, working well with others, how to reduce your stress ect over all i love my job and people I work with
1	For a system this large Central office does an excellent job and is very responsive to any issues I present. The only exception is that we get our profit and loss statements 2 months after the information to compile them is turned in.
1	Our Cafe' Managers need more training to be able to support their programs. They receive a very short training time and when they get out to schools to work they are overwhelmed with just how much they have to accomplish at one time.
1	I think that Managers of the Cafeteria should be involved with the hiring of new staff for their School.
1	I love my job and the people I work with. Each day brings a new adventure. The biggest draw back to my job is the parents. Example I sent john to school with five dollars how could he have a lunch charge. It would make things simpler if all students were on free lunch. It would also help if regulations did not change four or five times a year. I feel we do our job with a smile but, to change things a lot during the

Count	Response Comments (Verbatim)
	school year is not fair to us or our students.
1	Short Staffed every day. No rovers is my main problem. Employees not following rules and don't care if you write them up.
1	I'm so glad Metro public school gave me the opportunity to work for them. I love my job, and the employees I work with. I try to keep my cost down in the kitchen, and The training I get is very informative. I do my best to do a good job; and I improve more and more each year..I wish we worked all year round.
1	We have a very small kitchen. There is little room to enlarge the kitchen, thus we are limited to a certain degree due to this limit in space. My only real request, is to remove the dish machine entirely and move the office to that space and add some lockers for the staff in that room, turn the office/store room into just a store room (right now there is no place for the staff to put anything...not even their coats. My staff does a very good job in a tight situation and I am reticent to change it very much. I do have one piece of equipment we do not use...a stand mixer. Otherwise we use every piece of equipment in the kitchen. I am over all very happy in my environment and it does service the school quite well. We are very organized and have a strong team-work environment. Thank you.
1	THERE HAS BEEN SOME GREAT IMPROVEMENTS IN THE LAST FIVE YEARS. THE BREAKFAST PROGRAM IS OKAY, THE BREAKFAST MENU NEEDS SOME IMPROVEMENT.
1	Although I truly enjoy working for MNPS. The financial part is very poor, we have too many days off without pay and there should be some type of program during the summer break to accommodate employees being off without pay, also fall and spring break should not be 2 weeks. All cafeterias should be fully staffed. More training should be offered year around.
1	our schools could use more help in the kitchen. Right now I have 2 general workers and myself. We do Breakfast in Classroom, FFVP and afternoon snack program. BIC is really not helping. I would rather the kids come through the line and get breakfast therefore I would have a more accurate account of how many I am feeding because most teachers mark their students as eating even when they aren't. I know this because I am having too much food sent back. The food would also be warmer if served on the line because it would not be sitting in the insulated bags losing temp and the milk would be colder for the same reason.
1	I have two small cafeterias and they are charged a portion of all the salaries at the board. I believe there are too many managers and other highly compensated people at the board-small cafes can never make a profit when they are charged so much for salaries of people working at the board. I have not had a performance review by my field mgr. OR principal in over 3 years. The only feedback I ever get is when something is wrong. I believe management at the upper levels of school nutrition should be reduced, as I feel there are too many that make too much for what their job entails. I am held responsible for my profit/loss and I try very hard to manage waste, but I can never turn a profit in these schools because of the high payroll dollars I must absorb for the employees in the School Nutrition Office. Also, employee absenteeism is extremely high and that costs our program a lot of money. I believe there should be a stricter attendance policy where people would be more accountable if they miss a lot of work.
1	Staffing on the numbers (MPLH) do not always work. One of my schools lunch serving time is so long that what our staffing says is very difficult and we get complaints if there is a lag in service. For schools like this there needs to be another way to do the staffing. I know that would not be profitable but if you are trying to provide great food and customer service then you have to have enough staff to do so.

Count	Response Comments (Verbatim)
1	Metro School Food Service is a wonderful place to work. They are very helpful. My field manager is available with help any time I need her and the central office staff are very friendly and helpful any time I call them or e-mail them.
1	Metro needs to simplify lunch, they try to offer too many items that are time consuming and costly to prepare. the students will take them only to through them in the trash. Healthy choices are one thing but when its being thrown away the students are not benefiting. Alacarte snacks in elementary schools should be band. time is very short, if the students buy snack items this is what gets eaten the lunch goes in the trash. I remember the day when lunch was the light meal of the day, now its dinner. Not enough light meals, soup and sandwich, fruit child friendly meals.
1	Some of the new recipes are not as good as they were in the past. Some days the menu has too many items i.e. casseroles, meat loaf mashed potatoes and it is truck day. Attendance has improved since my field manager discussed it with employees. Most days i enjoy my job and the people i work with, absenteeism affects everyone's attitude.

Nutrition Services Staff Survey Results

Total Number of Surveys "Manual" Surveys Deployed = 600 / Total Respondents = 391 to 412 /
Response Rate = 65%

PART A: DEMOGRAPHIC DATA

1.	How many hours a day are you scheduled to work?	1 to 4 hours	4 to 8 hours	Other	Responses
		14.46%	10.36%	75.18%	388

2.	How long have you worked for MNPS Food Service?	1 to 12 Months	1 to 5 years	6 to 10 years	11 to 15 years	More than 15+ years	Responses
		12.37%	24.74%	23.16%	17.11%	22.63%	387

3.	Which school are you assigned to?	Responses
	See list per appendix to this survey	368

4.	I have passed the ServSafe manager certification exam.	Yes	No	Responses
		33.0%	67.0%	348

NOTE: Totals may not add to 100% due to rounding.

PART B: SURVEY QUESTIONS

Survey Questions	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable	Responses
1. I like my job.	51.4%	37.8%	7.2%	1.0%	2.2%	0.5%	405
2. I like my kitchen work environment.	42.5%	38.6%	14.7%	2.0%	2.2%	0.0%	407
3. I enjoy working for my cafeteria manager	56.0%	26.6%	9.7%	2.5%	2.0%	3.2%	402
4. I enjoy working with my co-workers.	46.4%	36.6%	14.3%	0.7%	1.0%	1.0%	407
5. All cafeteria staff at your school wear hairnets and use gloves when preparing or serving food.	65.8%	22.1%	7.8%	1.5%	2.7%	0.2%	412
6. My cafeteria serves healthy and nutritious meals.	67.3%	27.1%	4.6%	0.0%	1.0%	0.0%	410
7. My cafeteria's food tastes good.	53.7%	30.7%	12.2%	0.5%	2.7%	0.2%	410
8. My cafeteria meals are served at the right temperature.	77.9%	19.4%	2.0%	0.2%	0.0%	0.5%	408
9. Students have a nice variety of menu choices at my cafeteria.	68.8%	24.4%	4.9%	0.5%	1.0%	0.0%	410

Survey Questions	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable	Responses
10. The food on my serving lines is well merchandised with a pleasing appearance.	67.5%	27.9%	3.9%	0.0%	0.5%	0.2%	412
11. My cafeteria serving lines are nicely decorated.	57.0%	29.4%	10.0%	0.5%	2.7%	0.5%	412
12. My school has menu boards and updates them with each day's menu offerings.	29.6%	26.9%	10.7%	5.5%	11.9%	15.4%	402
13. My school's meal periods allow students sufficient time to eat their lunch.	38.1%	46.9%	9.0%	1.7%	3.2%	1.0%	409
14. My cafeteria has a sufficient number of serving lines.	36.9%	48.9%	6.9%	2.2%	2.9%	2.2%	407
15. My cafeteria dining area has sufficient seating capacity to adequately serve lunch to all of our school's students.	43.4%	41.7%	7.4%	1.7%	4.9%	1.0%	408
16. Our cafeteria staff is helpful and friendly to students.	51.6%	38.1%	8.6%	0.2%	1.0%	0.5%	409
17. Our cafeteria's meals are prepared close to lunch service time to ensure freshness.	64.9%	30.7%	2.9%	1.2%	0.0%	0.2%	407
18. Campus vending machines operate during the lunch periods at our school.	14.4%	14.2%	8.1%	5.3%	9.1%	48.9%	395
19. I have received adequate training to perform my job well.	59.9%	31.3%	6.4%	0.7%	1.2%	0.5%	406
20. I receive a performance evaluation by my cafeteria manager at least once a year.	54.4%	31.0%	4.8%	1.0%	2.0%	6.8%	397
21. The storage areas in my kitchen have adequate capacity to serve our needs.	45.5%	38.3%	10.1%	2.5%	2.9%	0.7%	407
22. We have few leftovers at the end of the lunch period each day.	33.7%	46.9%	16.5%	1.0%	1.5%	2.0%	407
23. Recipes are closely followed at our cafeteria.	54.3%	38.2%	5.0%	0.5%	1.5%	0.5%	398
24. We have the proper supplies and utensils to portion all meal servings each day.	55.9%	33.4%	7.8%	1.0%	1.5%	0.5%	410
25. Our point-of-sale system on our serving lines works well and processes students quickly through the lines.	47.9%	34.9%	11.1%	1.2%	2.0%	2.9%	407
26. Our kitchen has sufficient space to work efficiently and effectively.	46.2%	34.7%	12.0%	2.7%	3.2%	1.2%	409
27. Our kitchen facilities (ceilings, walls, floors, etc.) are in good condition.	31.9%	33.3%	22.1%	5.1%	6.9%	0.7%	408
28. Our kitchen equipment is in good working condition.	31.9%	35.6%	21.4%	4.7%	5.9%	0.5%	407
29. Our kitchen equipment is appropriate for the menu items we are requested to prepare.	36.4%	44.8%	14.6%	1.7%	2.0%	0.5%	404
30. Our kitchen equipment is repaired in a timely manner.	25.4%	43.4%	22.7%	3.4%	4.9%	0.2%	406

Survey Questions	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable	Responses
31. All of our kitchen equipment is used on a regular basis.	36.9%	45.7%	12.0%	1.0%	4.2%	0.2%	409
32. The dish machine works at our location.	15.7%	19.4%	6.2%	16.7%	13.9%	28.1%	402
33. We use our dish machine to wash meal trays each day.	10.6%	14.1%	5.2%	18.3%	14.4%	37.4%	404
34. Students rarely charge meals at my school.	13.0%	18.7%	24.0%	15.3%	17.6%	11.3%	391
35. My principal is helpful in collecting student meal charges.	20.6%	25.1%	17.1%	8.8%	7.0%	21.4%	398

NOTE: Totals may not add to 100% due to rounding.

Please feel free to share your comments about the educational performance of Metropolitan Nashville Public Schools.

Count	Response Comments (Verbatim)
1	The nutrition we serve now it works for the students.
1	I feel me school is a great work place and we have a great boss [Name]. My boss was out for awhile and we had [Name], I never worked with someone that had no idea of what she was doing and she didn't want to work! I had to do part of her job because she didn't have time, but yet I'm doing 2 peoples jobs. And I ask my boss to call the board about this and tell our field manager about what all I was having to do, and nothing was ever done or said. I don't think I can work along with her again. I have a very good work record and don't feel it's right that I would be having to do part of a manager's job.
1	Have better attitude with employee don't think they can say what to you. When say something back they won't call field manager who ever.
1	We could use walk in freezers leads should have 8 hours
1	Glencliff High School is in dire need of an updated kitchen. All staff have so far been able to prepare foods carry out their jobs, but it would be much better if we had updated equipment. Thank You
1	High schools do not charge.
1	We did not have enough help this school year. Not enough rovers sent to help during the last few months. Doing 2 or 3 people jobs is very tiring. Been short help since Dec.
1	We need more "child friendly" recipes - elementary *Useless equipment and old utensils like glassware from old days need to be taken out and sold. *People at the Board need to be "Friendlier and try to be helpful" not smart mouths. We have one piece of equipment used one time many yrs ago-must have cost in the thousands.
1	Building Maint. does not come and fix things in a timely manner. Examples: Tile in office has leak in ceiling been that way all year. Hot water heater needed to be fix, wasn't fix in a timely manner. The bathroom toilet needs repair, has been that way all year 2013-2014.
1	I would like to see more training for all employees instead of managers being trained, and expected to go back and implement it to the employees. We have so many responsibilities at this time there is not time for training. We have no clean up days which could be used for training, and cleaning that cannot

Count	Response Comments (Verbatim)
	be done during the work day. I would also like to see different menu choices. I have worked over 20 yrs. Same menu choices on same day. Pizza every Monday, Hamburgers every Friday. I love my job and love working with kids. If people do not they need to find other employment. Thanks to whoever created this survey. I hope it helps.
1	I really appreciate MNPS has given us an opportunity to grow each & every year. We have come a long way and its all for the best!!! Thank You.
1	I feel some of the menu items are not made or go together. I wish also if these base products could be substituted somewhat different. Some of them especially the ham base can be very salty and make the food taste poorly.
1	I enjoy my job very much love the children. I would like to be more trained on how to deal with employees that I have they are not support of MAPS Food Services seem to be there waiting for time to pass. I do not like people like this. I feel you should always do your best. Wish I knew how to pass this on at least I try.
1	I feel I work really hard to keep a clean, safe, neat and good meals, when always get negative Emails from Food Service Staff who not even visit our campus to even know what we are doing. I also feel, the staff at HR are so RUDE!!! And least but not last the uniforms we got get bleach on them and looks a MESS.
1	The system as a whole is corrupt people (employees) are Human Capital and it is a Dictatorship there is not concern for lower level employees who are expected to do grueling work and talked to any kind of way; this has been 20+ years wasted in a good Ol'Boy System, no room for advancement on the lower levels. I could write a dissertation or do a documentary on all the things that are wrong with this system and department. 80% of Nutrition Services employees work 2 jobs no matter how long they have been in the system. The only good thing I can say is we feed students that may not otherwise receive a meal. Everything is made to look good on paper. This survey is supposed to be confidential but some of the questions asked makes it seem as though it's not.
1	I feel that we need more hours or a raise and less days off without pay. Also during the summer let us draw unemployment or something for us that really need it.
1	Cannot help you save your job and I loose mine.
1	I love my job here at Westend Middle. Everyone works as a team, I could not ask for better staff and manager.
1	Kitchen is too small for the amount of children we feed on a daily basis. Equipment is old in a newly remolded kitchen. Staff should be allowed more working space, and should be allowed to move up within MNPS. A lot of Nutrition Services Employees are not interviewed for positions outside of Nutrition Services no matter their tenure.
1	See ya! Next year!
1	Its only 2 full-time staff in the kitchen and they do most of the work with barely help from the other staff. The part-time staff only does fruit and spoon and forks. She feels she doesn't have to do much due to what another person told her. She helps sometimes but not as much as needed tho. The manager really doesn't help a lot when needed. When we tell her how we feel she get offended and wants to call her boss on us but all we do is tell her how we feel. We just tell her that we do to much for us not to get help or a break to our self to relax or cool down. The only time the manager help is

Count	Response Comments (Verbatim)
	when we say we do too much that's sad. Other Managers come in and they say our kitchen system is wrong and our Manager is making our job hard on us. Sometimes its hard to come to work to have a good day cause you might hear what rumors the manager feel about.
1	We serve 330 kids. We do breakfast in class room. We have 2 full time and a part time. We don't always get our lunch breaks cause so much have to be done and sometimes work after to get things done. We can really use more help like a part time for breakfast because it very time consuming.
1	School nutrition employees are very underpaid as well as being affected by the way the calendar is set. They can have up to 7 or 8 days in a pay period they do not get paid. This occurs at least twice a year. They are considered 10 month employees but actually work closer to 9 months. They often have other days off with no pay. Most are scheduled no more than 6 hours per day and some are only 3.5 hours daily. This contributes greatly to a morale issue and causes us to lose good employees to other jobs. They are also not eligible to receive unemployment over the summer period.
1	#26. We need more space to work and more storage space. #3. I love [Name]! She's awesome! She's very hands on with the kitchen staff.
1	I feel if employees have to follow the recipes, so should the manager. There shouldn't be exception to the rules of nutrition services because of what position that person holds as the cafeteria manager.
1	All schools should be on track about what they get as in 2 fruits 2 veg and not get a fruit, if they don't take a veg. they can get 2 fruits, or if they don't like a fruit they can get 2 veg. I don't think that's right you don't give little Johnny more food because he is your favorite. I don't think that's fare to the other kids. No one should take food home at the end of the day even if she is the manager's friend. Don't like the butter buds.
1	Our uniform is easily to get bleach on them and they streak the pants goes above your ankles.
1	I don't like the fact that we can't take our religious holidays. I think we should all be given extra personal days because we lose ours every year. I have only gotten one religious holiday in the eight years I have worked for Metro.
1	Uniforms - bleach splatter, very thin material, cold in winter, pant leg rises up.
1	The uniforms not good at all. The beach will remove the color if you get bleach on them. We will like a better quality uniform other than that everything is fine.
1	First of all I would like to say I am grateful for having a job with Metro School Nutrition Food Program, but there are a lot of things that need to be fixed. One of the things is short of help and you work the people to hard that do work. A lot of the younger worker and some managers does nothing. Like on days when you have meat loaf and a casserole some of the field managers just come to your school just to pick on the workers.
1	#35. The principal does all that she is asked to do to collect charges (meal). However, she doesn't make calls or go the extra mile in collecting. #14. The serving lines that we have are sufficient enough for the number of students that we serve. #30. I think our MNPS repair guys repair the equipment in a timely manner. However, the outside repair are sometimes slow to repair, dish machine mainly.
1	Our staff members take pride in the meals we serve. We have had comments from visitors about how tasty our food is. I do have some reservations about certain menus that I think have too many carbohydrates such as the day we serve both ravioli and tetrazzini with corn and rolls - all carbs.

Count	Response Comments (Verbatim)
1	Nutrition service staff would benefit from salary pay instead of hourly pay. Our current uniforms are bleach stained and do not fit properly. They rip easily.
1	Employees should have option of being paid salary instead of hourly. Employee uniforms should be made of a better kitchen material. We get bleach spots and rips to easily. Managers should have more say of employees in their kitchens.
1	Love Love Love Thurgood Marshall Kitchen Staff & Management. Great job - need more pay.
1	The staff at my school works very well together, but I feel the manager should have more of a say as to who is there to work.
1	I would like to see Part-time people get some retirement than work for [word] and to respected more. We feel like you up there and don't care about what we do for the childs.
1	There is tremendous inconstancy in relation to disciplinary action; much like a "good ole boy" system. Those who go above & beyond and commit to the job with ultimate dedication are pushed hardest to perform and those who, many, times are unable to fulfill the requirements of the job description are able to continue employment sometimes for years without repercussion.
1	Our heat does not work in the cafeteria. All winter it was like 35 in kitchen when we come in. They came out several times but it still never worked.
1	I love what I do, but it would be very nice if we could work on a 4wk lunch menu to help with the commodities items we received. When we have 3 and 4 entrees a day that could be for another week lunch cycle it would also help for when a employee is off work and you can't get anyone in their place.
1	At this particular school sometime I feel like we are overlook and unappreciated.
1	I think that MNPS as one need to get together and raise money on new kitchen. Also new materials for our staff because we work so hard in a little time. We need space and raise.
1	We should have less casserole. Have hot dogs more, less roasted chicken. Diced chicken with B.Q. on it, they like that.
1	Our school as do many in Metro Nashville work short-handed. This means (working shorthanded) many employees do not get paid for working outside of their paid hours as an example; my paid hours are 8-2:30. I am working 7:30-2:15 and often without my 30 minute break. Field managers need to visit their schools on a monthly basis, not because there is a issue. Hire people on truck days to stock!
1	Really can't season food. Bland!!! Students complain about throwing food away because of the lack of taste. They are hungry still, having to throw away veggies etc. Servings too small. This may be the only meal some students have all day. They should get full and they do not. Equipment breaks EVERY other week, paint peeling, mold everywhere, air and heat never works, and leaks in ceiling. Oven hood broken. No phone. The list goes on and on. Metro makes woo much money to be raggedy.
1	We need new equipment in the cafe. It would be much easier to fix the food if our ovens and steamers worked.
1	I like working here. I like the people I work with. The manager is very helpful and good to get along with. Everyone works together to get the job done.
1	We have the best manager in Metro [Name]. Couldn't have pick a better manager to work for.

Count	Response Comments (Verbatim)
1	Some menus have two casseroles a day, which sometimes is hard to do. Not enough days for cleaning equipment on a normal basis. Need more than one person doing the meats and breads. Like the ideal of changing jobs or rotating them as everyone knows what is expected of them during the rotation and everyone should know the menu & ingredients in order to get it done.
1	We have very good supervision from our central office food service staff. Field managers are here to help whenever needed. We have training classes several times a year. I love my job and would not trade it for any other one. The people I work with are great and helpful in every way they can, from the principal on down.
1	The only complaint I have with my dept is with the manager style I have to work under. It is very difficult to work in a micro management style environment. Our staff time is generally and spent more time in the use of the job of washing trays which I feel is a large waste of time and costly. We work harder instead smarter and never any positive feedback from our manager. The job itself is enjoyable but becomes very unpleasant when nothing you do is appreciated or of value. Our freezer are filled with yearly items and are served reheated. I would think this would be against health codes.
1	Sometimes it takes a long, long time for our equipment to be repaired. There should be more training for employees as well. I enjoy working for Metro and if they would show us that they love us, that is motivation. Having said that I still like it here.
1	3) Rarely see my manager. Always at another school. Paperwork when here. 4) One employee work environment. 7) Want to learn how to add approved seasonings to improve taste. 12) I have the menus posted on wall but I don't have a menu board. 18) Staff have a vending machine in lounge. 19) Would like more training on occasions. 22) Our numbers change due to the nature of this particular school. 24) School staff borrow and sometimes won't return utensils to kitchen. Personally: My pay checks has been wrong several times. A total of four times this year. I have a large family and live pay check to pay check so I need accuracy. Thanks. I love working here at my school and for Metro. Thanks for the opportunity.
1	There's one worker that will not let children get water if they forget to get it when they get their food. I believe that's wrong especially when water helps them focus.
1	No comment at this time.
1	I do need more employees to go to some training (in safety, food measuring, portion control, and dress clean) and need so people need their hours change for the school production. Please have more safety classes.
1	We need some kitchen items - mats to stand on w/o holes, pizza cutter. We need new spatulas (metal). We need to hire a few more employees to complete our staff and open our 7th line.
1	[Name] is the fill in manager at my school and she has really made things run so smoothly since [Name] left.
1	#32 Dish machine at Cora Howe - Never used, do not know if it works. #33 Dan Mills dish machine is run for meal trays. Isaac Litton dish machine works but do not use for meal trays. #34 Many charge meals at Isaac Litton have large charge amounts. A better way of doing this is NEEDED. #35 Not much help from office staff, some but not very concerned about it.
1	The school that I work at has its ups and downs. At the end of February 2014 I announced to my coworkers and managers that I was expecting a baby boy in the beginning of May. My working

Count	Response Comments (Verbatim)
	environment got a lot harder. It seemed like no one had sympathy for me except one coworker who has previous been working for that school for 8 years. Although my schools feeds close to 450 kids I was the only one working the line while my coworker [Name] cooked and washed dishes. She seen how hard and how fast I would have to serve the children that she said it was impossible for one person to do all of that. So she began serving the entrees and I would serve the vegetables. While serving no other coworker would wash dishes check temps or etc. Just stand around and talk about their personal lives. I felt betrayed because although I work a second job I make sure I give 100% everyday pregnant or not. Issues have got somewhat better but that's due to arguing about who does what. Still hard to try to pick up the slack that other don't do. I'm debating on returning the next school year.
1	I just received this survey at 9:30, April 15, 2014. I apologize for it tardiness, I have been at Glenclyff Elem. since 2006 and loved working here until we got a new manager about 2 years ago. She is a young girl who thinks her job consist of sitting in her office playing on her computer positing on Facebook and texting all day. She shows favoritism to the cashier they sit back and watch myself and one other girl trying to serve the children and keep up the kitchen and dishes, the other girl is 8 months pregnant and unable to run around the kitchen like she used to so now the manager is having to help in the kitchen and she is very upset that she is having to work and has made it a hostile work environment. She even told me not to help the pregnant girl on the line because the manager was having to do some of my job while I was on the line.
1	All managers should do only work. I work with a manager that has control issues one that is so particular that at time brings down the morale of the workers.
1	The people are not helpful that I work with. They are slow and don't want to help me. They lazy and not clean. If you tell them something to do and they will forget it. Slow and I just do know. They could not make it here they could not make it anywhere else.
1	We should work more than 3 1/2 hours a day.
1	Commodity items need to know 2 weeks ahead. All day students can get a coke or snake from the teachers lounge at vending machine. Recipes need some help/menus need help like on days with pizza, students want corn with it. On chicken days, students want mashed potatoes. On hot dog + corn dog days, they want chili/meat. Need to have some pork roast to make BBQ use cornbread muffins. Need to have more of the jamwich. Need to have uniforms that better quality. All workers need to be servsafe testing. All workers need to be 7 hours. We are here for the students not just to make money to help the manager that works managers 8 hours. Need more items to sell on ala carte.
1	We don't have enough Spoodles most of the time. We also need more tongs.
1	I feel like the regular workers should be paid like cashier, we do most of the work we never sit down, they get to sit down all through lunch except filling their cold lines up. In the afternoon we sweep and clean and always washing dishes. To me we should get paid the same. We take pride in our work we do. We should be recognize more. Tell us we are doing great let us know. Sometimes we feel like we are not appreciated.
1	I will miss [Name]. She is like a mom to me.
1	Great school.
1	At my school we run out of food. I believe the 4th graders should eat last instead of the 2nd and 1st graders.

Count	Response Comments (Verbatim)
1	Don't have enough help it is hard for one person to do all that needs to be done in a days time. I did not receive this paper until the afternoon of the 04-14-2014. I do meats, vegs, breads plus forward prep for the next day, do all dishes, serve line fill up and batch cook all food. Put up stock on truck days.
1	We received MNPS newsletters a month late. I am treated like a second class person by the teaching staff at my school.
1	I believe that staffing can be our biggest issue. I believe that our food at our school looks great and taste great. Meeting the requirements of the Federal guidelines can be difficult, but worth the effort to have healthy student, who one day will be healthy adults. Sometimes I feel the menu could be better, make more sense. But willing to do the best with what we serve. I really love the students and that is truly why I do what I do!!
1	I think cafeteria managers is a racist! She make comments and has favorites. She also talks behind everyone employee's back. It almost makes me hate working with Metro because nobody has done anything about it.
1	My biggest complaint is the personality differences between the co-workers in the cafeteria. For the most part we are able to work well with each other however; there are times when it is somewhat unbearable. We have brought our issues to our manager but not very much or nothing is being done to improve the situation.
1	I'm very happy in my work.
1	Up-to-date kitchen electronics would be very helpful. More training should be offered at the beginning of being hired.
1	Have not been with the company long, but for what I see and hear I like very much, and I love being around kids.
1	Seeing so much food go to waste by the students is really hard to watch. Starving countries and we throw food away! We need to revamp our menus. Some of our foods are adult foods. Elementary students have not acquired the taste of adult foods. Make foods simple. There should also be a limit on how much someone can charge their meals. I see everyday students charge meals and never pay. They owe the school system for all school year and can continue to charge while others pay full price. How fair is that. The school never goes after the student for payment \$100-\$200 in charges are not right. Don't give so many choices for students to choose from. Have two (2) entries to choose from not 4 or 5. Students tend to be like a deer in headlights. Simpler the easier the more the kids like. We should not be catering to the underprivileged so much. Give a handout and they will grab a fist full. The ones who work hard and pay on time are the ones who pay the price at the end. Not fair. Principal needs to be accountable for past due accounts. Thank you.
1	Love nutrition services. I love feeding the children and they love our cafeteria staff.
1	We could use a steamer. We could use another employee.
1	They are great people to work with. I enjoy myself at work. I work with a good team and we always help each other if needed, or if one gets done before the other.
1	I think it's sad when you have no one to turn to when there is a problem in your kitchen because everybody is friends and I think it's a lot of unfairness going around not just here but in all schools.

Count	Response Comments (Verbatim)
1	Everyone knows everyone its hard to talk to people about certain situations. I love working the cafe. I enjoy coming here to serve our children.
1	We have to many days off to be able to support a family for what we get paid.
1	Commodities at my school are way to much it would be nice if we could have someone cut back on the hamburgers, deli meat and chicken products. This makes the workers job very difficult when they have to go in the freezer to put items up or take them out.
1	I really enjoy working for Nutrition Services. I wish we could have menus based upon the majority ethnicity of the school. I feel that a lot of food is often times wasted due to the children no liking and eating it. For example, black bean salad. The children at Robert E. Lillard dislike it. Healthy foods are wonderful, just need more home style flavor.
1	I wish we could go year around but overall I love my job.
1	I wish everyone is treated respectfully. Even if you part-time or full-time, treat everyone the same. But everyone is treated differently so I'm looking for another job.
1	We need more money and more hours.
1	I think there is sometimes such a demand for paperwork (i.e., production records, inventory) that when you are short people every day for a week strains daily operations. I also feel there are no opportunities for advancement. The current nutrition employees of shut out of jobs because of the qualifications for them. You can't qualify if you already work for Metro. I think school nutrition as a whole discriminates against the few in the department, it makes it harder to function in the department. I think there should a survey of who can do what and if the person has skills beyond cafeteria such as management, clerical, H.R. and technologies, they should be put in these positions where they can do the most good.
1	We need a raise. The people in main office need to come work in the kitchen for a day and see what we do for the school with 600 or more students.
1	Kids like corn with pizza. Mash potatoes with chicken nuggets. Change menu sometimes not the same every year. Need salt sometimes. With hot dogs they want chili with meat.
1	The children would love chicken, corn and fries, corn. We always get good feedback on how good the food tastes.
1	Slack up on the commodity chicken, ham, turkey. Burning the kids out on it. They wont eat it if served all the time. Would be good to switch up the menus.
1	I like my job, we need more help. We don't get 3 minutes for lunch because the meals we prepare take longer.
1	The dept. would run so much better if the whole system would get school district directors that believed it takes a village to raise a child. Everyone should work together instead of principals being dictators and the rest of the school at their mercy and not getting the input of all people in building. The Food Service staff is treated as we are people to service without being treated as humans first. Also, if it was to be confidential you wouldn't ask school and hours plus years.
1	We could use more time or another person for the breakfast program and more room to store the bags for the breakfast program. We also could use a person to cook extra food if we need it while we service

Count	Response Comments (Verbatim)
	the kids cause we try and service, wash dishes, clean the line, fill the line and also try to cook if we need extra food. Thanks so much.
1	I would like the students to have their favorite food so they can eat it. Because sometimes they do not like what they see. To prevent to many food going into the trash.
1	We have a no charge policy at our school.
1	I believe our kitchen could use a makeover. The equipment could use some updating. We really are in need of some additional utensils, but for a second cafeteria as old as ours we do well/great with what we have. I enjoy working for my manager, she runs the kitchen like a tight ship but makes each day at work a pleasure.
1	We have a small facility that service 800+/- . It would be nice to have a comb oven, but where to put it? We have an old mixer/stand we are not using. A buffalo chopper would be awesome. We have only 1 serving line, but we do an excellent job with limited space. We have a 100 on health score. We have a dish machine that doesn't work and it would be awesome if we could have the dish machine removed and an office with lockers for staff in there instead. At the moment there is little to no space for staff to put personal items (i.e., jackets, purses, etc.). Right now they are using drawers in prep tables because there is no place for staff like other schools (most in fact) have. We do an awesome job with teamwork. I am tired of being treated like a second-class citizen by the teachers. They want to use our kitchens and equipment, yet complain if they have to pay and look down their noses at us while doing this.
1	I feel the kids don't have enough time to eat breakfast. We open our line early but they don't let them in early. We have no dish machine in the kitchen.
1	Do not fell this kids don't have enough time at breaks. I did not get my 10 year pen.
1	Should be more time for kids to eat breakfast.
1	Space is very tight. There is not enough space to perform our jobs sufficiently. Storage is horrible. Supplies are usually not here when we need them. We do not follow menus because we rarely have the items to serve the scheduled menus.
1	Not enough hours. Off work with no pay at least a month a school year. Do not feel appreciated from the Board of Education. Not able to draw unemployment while off for the summer.
1	We need to be put on salary - we do not get overtime if we work it, so why not...then we would get 26 even paychecks. This would be easier to budget for bills. Managers need a uniform that sets them apart from the rest of staff (not just pockets). This would help parents, vendors, and visitors to identify the manager. We need food that the kids want, ala-carte items that are "Top Sellers" have been taken away - hot chips, brownies, cookies that are not oatmeal, choc. chip, they don't like them.
1	I love my job and what I do. I feel that cashier should work 8 hours, we all staff should. We do a lot and in some cases more than the manager. Not at my current schools manager works hard. They say don't say "this not my job" that we all work together, but as cashier I can do all that a general does, but a general can't do all that a cashier does. I want to advance, but I'm told different things about what steps I need to take to do so, but a new person has come in and went straight into the managers program. This isn't hearsay its what I know for a fact. The teachers need to help the kids learn their numbers. The lines would go a lot smoother.
1	There is a little discord in our kitchen between 2 employees, but as a whole I enjoy most days. [Name]

Count	Response Comments (Verbatim)
	is an awesome boss and tries hard to even out all duties equally.
1	Park Ave is a pilot school, we do breakfast in the classroom, and we have 3 transport sites. We are working on top of each other at times. We have a fryer that needs to be removed and a table in its place. Also, the point of sale system is great, but we have not help in trying to teach all the students their numbers. It is only important to the cafe staff.
1	Some days when my manager has a bad day she takes it out on us. Its not like that all the time just sometimes. But she has been real understanding since my mom passes away. But some days I just can't take her attitude. I really like being over here. I love the kids. If only we could fix a couple of issues.
1	I would like to see more room to be able to move up. I have been trying to move up to a lead cashier for over a year now. I was told that I would have a lead position at the start of this school year, but it never happened.
1	I would like if we had more days with pay. I don't like the fact that we have all these days off with no pay. It also would be nice if we could get unemployment for the summer cause for some people its hard to get a summer job for two months.
1	I wish we didn't have so many days off without pay, and I also wish if we could work year around at school or get unemployment for the days that we're out during the summer.
1	At times I feel like we need longer time to prepare lunch. Serving as many kids as some of our schools do it is rush rush rush to get everything done.
1	The meals are not very appealing a lot of days. We should serve more food the children want to eat.
1	I understand we are to serve healthy food to the children, however, the lack of seasoning in much of the food we serve has very much hurt the children. Although on paper it shows the children taking a lunch, I personally watch numerous children get their 3 item minimum and keep only the juice while trashing the rest of the plate. The children did not do this prior to these changes. This is a huge waste of food and my school is not the only one where this is happening.
1	We had one employee, she not work good. She always say something about somebody else. Our staff try good excited ones, they need to stop her. She bothers too much.
1	This is not anonymous, the first 3 question tell you who I am.
1	There are 4 registers and every day there are only 3 or 2 open during lunch. One cashier opens her line if she feels like it and if she don't, she wont. No one want to help with dishes.
1	No comments.
1	I feel that MNPS need one kitchen to train new workers to every school will be on the same track. And workers learn how to respect the managers and job and other.
1	Better ways to communication towards one another.
1	As a 6 hour worker I would like to see some of the days that we w/o pay get turn back in to clean up days and to come and fix equipment so work can be a lot easy on the employee. Or more hours for employee to survive. The job is great just have difficult with the short pay checks.
1	Metro nutrition service is a good job to have with a lot of opportunity. This job help me set a lot of goal

Count	Response Comments (Verbatim)
	for myself and in the work place.
1	Our mgr seems to favor some employees over others!!! Certain people constantly walk out the back door on daily basis with food that belongs to Metro and the manager just turns a blind eye! The new hires should be trained better to know what the Health Department expects (brooms & mops storage) and everyone should have job descriptions.
1	Employees need to be better informed about Health Dept. rules, such as brooms and mop storage, keeping drawers straight and clean and equipment clean.
1	I feel that our recipes for casseroles should include conversions for larger quantities (such as 100 servings, 150 servings and so on).
1	Everyone know the rules, but all do not wear hairnets and use gloves. Hands are not washed when they should be. The cigarette smoking should be banned. Taking place to much, to often, beyond break time.
	Too many days off with out pay and I don't feel appreciated from the people who don't do the work that we do...yet we are considered 10 month employees but we have a total of 30 days off without pay. A lot of the food from the kids tray go in the trash because of the taste of the food that is beyond our control.
1	Our serving line in our school is not very attractive needs all the glass replaced. The heat & air hardly ever work in the kitchen area and there are no windows. The way the serving line is set up works you to death. The serving line at other schools work better and we are a fairly new school. I feel like our cafeteria when built was an after thought. You cannot come in from the outside.

Appendix – List of Schools Assigned To (Question A.3)

School	Respondents
640	1
#355	1
#563	1
360 Gower	1
Alex Green	1
Allen Prep	1
Amqui	1
Andrew Jackson Elem.	2
Anqui Elen	1
Antioch High	3
Antioch Middle School	7
Apollo Middle	5
AQU	1
AZ Kelly Elem.	3
Bailey Sten Mgmt.	6
Base School: Pearl-Conn	1
Bellnue Middle	5
Bellshire Elem.	7
Bordeaux	3
Cameron Middle	7
Cane Ridge Elementary	7
Chardwell	1
Charlotte Park Elem.	4
Churchwell	1
Cluster Mgr.	2
Cockrill Elem.	5
Cole Elementary	5
Cora Howe Special	1
CRE	1
Crieve Hall	2
Croft Middle	3
Cumberland	1
Dan Mills	3
Dodson Elem	4
Dorman Binkley	1
Dupont Hadly Middle	1
Dupont Tyler Middle School	3
ETHioPia	1
Gateway Elem.	1

School	Respondents
Glenclyff Elementary	4
Glenclyff High	3
Glendale	2
GlenGarry Elem.	4
Glenview Elem.	6
Goodlettsville Middle	3
Gower Elem.	2
Granbery Elem.	3
H.G. Hill	4
Hanyes	1
Harpeth Valley Elem.	3
Harris Hillman	1
Hattie Cotton	3
Haynes Design Center	1
Haynes Middle	2
Haywood Elem.	5
Head Middle Magnet	4
Henry Maxwell Elem.	3
Hermitage Elem. School	3
HG Hill	1
Hickman Elementary	4
Hillsboro High school	5
Hillwood High School	4
HLHS	1
Hull Jackson #451	3
Humon Fogg	5
Hunters Lane	3
I.T. Creswell	1
Inglewood Elem.	1
Isaac Littom Middle	1
J.T. Moore	1
Jere Baxter	2
John Early Middle	3
John F Kennedy Middle School	6
John Overton High	2
Johnson ALC	1
Jones Paideia Magnet	1
Litton Middle	1

School	Respondents
Lockeland Design Center	1
M.L.K. High	5
Madison Middle School	7
Maplewood	3
Marget Allen Middle	3
Marshall Middle #551	1
Maxwell Elementary	3
McGavock High	7
McKissack	3
McMurray Middle	5
Megavick High	1
Metro School	1
Middle School	3
Napler 590	6
Neelys Bend Middle	6
New Dobson	1
Norman Binsley Ele.	2
NSA	2
OHS	1
Old Cne	3
Oliver Middle	4
Overton	1
Paragon Mills Elem.	8
Park Ave/Transport WA Bass	9
Pennington	1
R. E. Lillard	1
Robert Churchwell MM School	2
Robert E. Lillard	3
Rolling (base) Hull Jackson	1
Rosebank	3
Ross, Rosebank & Lockeland	1
Roving	4
Ruby Major Elem.	4
Shwab Elem.	3
Smithson Craighead Elem	2
Stratton	3
Stratton Cluster	1

School	Respondents
Sylvian Park	4
Taylor Stratton Elem	3
Thomas Edison Elem.	5
Thurgood Marshall	4
Thurgood Marshall Middle	2
Tom Joy Elem.	1
Tulip Grove Elem	2
Tusculum Elem.	4
Two Rivers	6
Warner Elementary	3
Westend Middle	1
Westmead Elem.	2
Whitsitt	4
Wright Middle	4

Principal and Assistant Principal – Charter School Survey Results

Total Number of Respondents = 5 / Total Surveys Deployed = 25 / Response Rate = 20%

PART A: DEMOGRAPHIC DATA

1.	Gender (Optional)	Male					Female
		40.0%					60.0%
2.	Ethnicity (Optional)	Anglo	African American	Hispanic	Asian	Other	
		40.0%	40.0%	0.0%	20.0%	0.0%	
3.	How long have you been employed by Metropolitan Nashville Public Schools?	Less than 1 year	1-5 years	6-10 years	11-15 years	20+ years	
		20.0%	40.0%	0.0%	20.0%	20.0%	
4.	What is your school level?	Elementary School	Middle School	High School	Alternative Learning Center ALC		
		40.0%	60.0%	0.0%	0.0%		
5.	At what type of school are you working this year?						
	Comprehensive	Academy	Magnet	Charter	Special Population	Other	
	0.0%	20.0%	0.0%	80.0%	0.0%	0.0%	

NOTE: Totals may not add to 100% due to rounding.

PART B: SURVEY QUESTIONS

A. DISTRICT ORGANIZATION AND MANAGEMENT

Survey Questions	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable
A1. The school board allows sufficient time for public input at meetings.	0.0%	16.7%	16.7%	50.0%	16.7%	0.0%
A2. School board members listen to the opinions and desires of others.	0.0%	16.7%	0.0%	50.0%	33.3%	0.0%
A3. School board members understand their role as policymakers and stay out of the day-to-day management of the district.	0.0%	16.7%	16.7%	16.7%	50.0%	0.0%
A4. The Director is a respected and effective instructional leader.	0.0%	16.7%	16.7%	16.7%	16.7%	33.3%

Survey Questions	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable
A5. The Director is a respected and effective business manager.	0.0%	16.7%	33.3%	33.3%	0.0%	16.7%
A6. Central administration is efficient.	0.0%	16.7%	16.7%	50.0%	16.7%	0.0%
A7. Central administration supports the educational process.	0.0%	16.7%	16.7%	50.0%	16.7%	0.0%
A8. Internal communication regarding central administrative initiatives is good.	0.0%	16.7%	16.7%	33.3%	33.3%	0.0%
A9. External communication regarding central administrative initiatives is good.	0.0%	16.7%	0.0%	50.0%	33.3%	0.0%

B. EDUCATIONAL SERVICE DELIVERY AND PERFORMANCE MEASUREMENT

Survey Questions	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable
B1. The curriculum materials for Math and English Language Arts (ELA) are appropriately aligned and coordinated with the Common Core State Standard (CCSS).	0.0%	16.7%	16.7%	16.7%	0.0%	50.0%
B2. Procedures are in place to align all other subjects with the CCSS.	0.0%	16.7%	0.0%	33.3%	0.0%	50.0%
B3. The district has effective educational programs in school at my level for the following:						
a. Reading	0.0%	16.7%	0.0%	16.7%	33.3%	33.3%
b. Writing	0.0%	16.7%	16.7%	16.7%	16.7%	33.3%
c. Mathematics	0.0%	16.7%	16.7%	16.7%	16.7%	33.3%
d. Science	0.0%	16.7%	16.7%	16.7%	16.7%	33.3%
e. English/Language Arts	0.0%	16.7%	0.0%	16.7%	33.3%	33.3%
f. Social Studies (History or Geography)	0.0%	16.7%	16.7%	16.7%	16.7%	33.3%
g. Career and Technical Education	0.0%	0.0%	0.0%	0.0%	16.7%	83.3%
h. Career counseling program	0.0%	0.0%	0.0%	0.0%	33.3%	66.7%
B4. The district has effective special programs for the following:						
a. Library Services	0.0%	0.0%	16.7%	0.0%	0.0%	83.3%
b. Honors/Gifted and Talented Education	0.0%	0.0%	0.0%	33.3%	0.0%	66.7%
c. Special Education	16.7%	33.3%	16.7%	16.7%	0.0%	16.7%
d. International Baccalaureate	0.0%	16.7%	0.0%	16.7%	0.0%	66.7%
e. Advanced Placement program	0.0%	0.0%	0.0%	33.3%	0.0%	66.7%
f. Alternative education programs	0.0%	0.0%	16.7%	16.7%	0.0%	66.7%
g. Program for English Learners	0.0%	16.7%	50.0%	16.7%	0.0%	16.7%
h. Career counseling program	0.0%	0.0%	16.7%	0.0%	16.7%	66.7%
i. College counseling program	0.0%	0.0%	0.0%	16.7%	16.7%	66.7%
B5. Teacher turnover is low.	0.0%	16.7%	50.0%	16.7%	0.0%	16.7%
B6. Staff development offered in MNPS is contributing to the improvement of instruction.	0.0%	0.0%	16.7%	16.7%	16.7%	50.0%
B7. Students have access, when needed, to a	0.0%	16.7%	50.0%	16.7%	0.0%	16.7%

Survey Questions	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable
school nurse.						
B8. The district does a good job preparing students for post-secondary education.	0.0%	0.0%	16.7%	33.3%	33.3%	16.7%
B9. MNPS has procedures for evaluating programs that include components in addition to student test scores.	0.0%	16.7%	16.7%	0.0%	50.0%	16.7%
B10. Teachers at my school do a good job in routinely using data to make informed decisions	66.7%	16.7%	0.0%	0.0%	16.7%	0.0%
B11. Academies provide a rigorous and personalized approach to learning.	16.7%	16.7%	0.0%	16.7%	16.7%	33.3%
B12. There is a need for additional academies in MNPS.	16.7%	16.7%	0.0%	16.7%	16.7%	33.3%
B13. Teachers have sufficient training to be prepared for the new CCSS curriculum and the Partnership for Assessment of Readiness for College and Careers (PARCC) assessments.	0.0%	16.7%	0.0%	16.7%	33.3%	33.3%

C. HUMAN CAPITAL

Survey Questions	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable
C1. District salaries are competitive with similar positions in the job market.	16.7%	33.3%	33.3%	16.7%	0.0%	0.0%
C2. The district has a good program for orienting new employees.	16.7%	16.7%	0.0%	50.0%	0.0%	16.7%
C3. The Human Capital Division is responsive to my questions.	0.0%	50.0%	33.3%	0.0%	0.0%	16.7%
C4. The district has an effective employee recruitment program.	0.0%	16.7%	0.0%	33.3%	0.0%	50.0%
C5. The district offers staff development that is useful to me.	0.0%	16.7%	33.3%	0.0%	16.7%	33.3%
C6. The Human Capital Division provides me assistance in handling employees that are not performing.	0.0%	16.7%	0.0%	16.7%	16.7%	50.0%
C7. The district has distributed a well written employee handbook which clearly details policies and procedures including a fair and timely grievance process.	16.7%	16.7%	33.3%	16.7%	0.0%	16.7%
C8. The Human Capital Division is knowledgeable in their assigned areas and is able to answer my questions.	0.0%	16.7%	16.7%	16.7%	0.0%	50.0%
C9. The district's health insurance package meets my needs.	16.7%	16.7%	50.0%	0.0%	16.7%	0.0%

D. COMMUNITY INVOLVEMENT

Survey Questions	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable
D1. The district regularly communicates with parents and community members.	0.0%	16.7%	16.7%	33.3%	33.3%	0.0%
D2. The district regularly and effectively communicates with parents who do not speak English.	0.0%	33.3%	16.7%	16.7%	16.7%	16.7%
D3. Schools have plenty of volunteers to help student and school programs.	0.0%	0.0%	33.3%	50.0%	0.0%	16.7%
D4. District facilities are open for community use.	0.0%	16.7%	33.3%	16.7%	16.7%	16.7%
D5. The district actively recruits local businesses and industry as partners to help students and school programs.	16.7%	33.3%	50.0%	0.0%	0.0%	0.0%
D6. The district informs parents and community members about new initiatives and programs.	0.0%	16.7%	0.0%	50.0%	16.7%	16.7%
D7. The district informs parents and community members about new initiatives and programs in a language they understand.	0.0%	16.7%	0.0%	50.0%	0.0%	33.3%
D8. The district involves parents and community members in the development of district and campus improvement plans.	0.0%	16.7%	0.0%	33.3%	16.7%	33.3%
D9. The district's web site has information for parents and community members.	16.7%	16.7%	16.7%	33.3%	0.0%	16.7%
D10. The district's web site has information for community members who want to be school volunteers.	16.7%	16.7%	0.0%	33.3%	0.0%	33.3%

E. FACILITIES USE AND MANAGEMENT

Survey Questions	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable
E1. Parents, citizens, students, faculty, staff, and the board provide input into facility planning.	0.0%	16.7%	0.0%	33.3%	33.3%	16.7%
E2. Schools are clean.	0.0%	0.0%	33.3%	0.0%	16.7%	50.0%
E3. Buildings are properly maintained in a timely manner.	16.7%	0.0%	33.3%	0.0%	16.7%	33.3%
E4. Repairs are made in a timely manner.	0.0%	0.0%	33.3%	0.0%	33.3%	33.3%
E5. Emergency maintenance is handled promptly.	0.0%	16.7%	16.7%	0.0%	16.7%	50.0%
E6. Procedures for submitting work orders are clearly defined	0.0%	33.3%	16.7%	0.0%	0.0%	50.0%

F. FINANCIAL MANAGEMENT

Survey Questions	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable
F1. The level of oversight that I have over student activity funds is adequate to ensure that funds are not misused or misappropriated.	0.0%	0.0%	0.0%	0.0%	16.7%	83.3%
F2. My payroll check is always correct.	16.7%	16.7%	0.0%	0.0%	16.7%	50.0%
F3. The district's Accounts Payable Department does a good job of paying vendors on time.	33.3%	16.7%	0.0%	0.0%	0.0%	50.0%
F4. The district is moving in the right direction by allowing principals to be the chief executive officer of their campus.	0.0%	0.0%	16.7%	0.0%	33.3%	50.0%
F5. I am well equipped and prepared to be the chief financial officer of my campus.	16.7%	0.0%	16.7%	0.0%	0.0%	66.7%
F6. The district should centralize the administration and accounting of campus and school activity funds.	0.0%	0.0%	0.0%	0.0%	33.3%	66.7%
F7. The effectiveness with which campus and student activity funds are managed at my school should be a part of each principal's annual performance evaluation.	33.3%	0.0%	0.0%	0.0%	0.0%	66.7%
F8. I feel that too much of my time as a principal is spent dealing with financial management issues (requisitions, activity funds, etc.) rather than focusing on student learning and achievement.	0.0%	0.0%	0.0%	0.0%	50.0%	50.0%
F9. Centralizing the management of and accounting for student and campus activity funds would be more effective and efficient than allowing each school to establish separate bank accounts to manage their own activity funds.	0.0%	16.7%	0.0%	0.0%	33.3%	50.0%
F10. The school district should provide some type of security, such as an armored car service, to escort bookkeepers and cafeteria personnel to the bank to make cash deposits.	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%

G. PURCHASING AND WAREHOUSING

Survey Questions	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable
G1. Purchasing has made it easy to get what I need.	0.0%	16.7%	0.0%	0.0%	16.7%	66.7%
G2. Purchasing identifies the highest quality materials and equipment at the	0.0%	16.7%	16.7%	0.0%	0.0%	66.7%

Survey Questions	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable
lowest cost.						
G3. The district provides teachers and administrators an easy-to-use standard list of supplies and equipment.	16.7%	0.0%	0.0%	0.0%	16.7%	66.7%
G4. Students are issued textbooks in a timely manner.	0.0%	0.0%	0.0%	0.0%	16.7%	83.3%
G5. Textbooks are in good shape.	0.0%	0.0%	0.0%	0.0%	16.7%	83.3%
G6. The school library meets student needs for books and other resources.	0.0%	0.0%	0.0%	0.0%	16.7%	83.3%
G7. The school library meets student needs for books and other resources in Spanish.	0.0%	0.0%	0.0%	0.0%	16.7%	83.3%
G8. I have the ancillary sets that I need.	0.0%	0.0%	0.0%	0.0%	16.7%	83.3%
G9. Textbooks are applicable to the subject matter.	0.0%	0.0%	0.0%	0.0%	16.7%	83.3%

H. NUTRITION SERVICES

Survey Questions	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable
H1. All of the cafeteria employees wear hairnets and use gloves when preparing or serving food.	33.3%	16.7%	0.0%	0.0%	0.0%	50.0%
H2. The cafeteria serves healthy and nutritious meals.	33.3%	16.7%	0.0%	0.0%	0.0%	50.0%
H3. The cafeteria food tastes good.	16.7%	16.7%	16.7%	0.0%	0.0%	50.0%
H4. The cafeteria's meals are served at the right temperature.	16.7%	33.3%	0.0%	0.0%	0.0%	50.0%
H5. There is a nice variety of menu choices at the cafeteria.	33.3%	16.7%	0.0%	0.0%	0.0%	50.0%
H6. The food on the serving lines is well merchandised with a pleasing appearance.	33.3%	16.7%	0.0%	0.0%	0.0%	50.0%
H7. The cafeteria serving lines are nicely decorated.	50.0%	0.0%	0.0%	0.0%	0.0%	50.0%
H8. The school has menu boards and updates each day's menu offerings.	16.7%	16.7%	0.0%	0.0%	16.7%	50.0%
H9. The meal periods allow students sufficient time to go through the lines and eat their lunch.	33.3%	16.7%	0.0%	0.0%	0.0%	50.0%
H10. The cafeteria has a sufficient number of serving lines.	33.3%	16.7%	0.0%	0.0%	0.0%	50.0%
H11. The cafeteria dining area has sufficient seating capacity to adequately serve lunch to all of our students.	33.3%	16.7%	0.0%	0.0%	0.0%	50.0%
H12. The cafeteria staff is helpful and friendly to students.	33.3%	0.0%	16.7%	0.0%	0.0%	50.0%
H13. The cafeteria operation is well	33.3%	16.7%	0.0%	0.0%	0.0%	50.0%

Survey Questions	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable
organized and managed.						
H14. Campus vending machines operate during the lunch periods at my school.	0.0%	0.0%	0.0%	0.0%	16.7%	83.3%
H15. The Nutrition Services Field Manager assigned to my location is very responsive to our needs and provides ongoing assistance.	33.3%	16.7%	0.0%	0.0%	0.0%	50.0%
H16. I provide regular and ongoing feedback to my cafeteria manager.	33.3%	0.0%	0.0%	0.0%	0.0%	66.7%
H17. I complete a documented performance evaluation for my cafeteria manager at least once a year.	0.0%	16.7%	0.0%	0.0%	16.7%	66.7%
H18. The Nutrition Services Central Office administration and staff is very supportive and responsive to our needs.	0.0%	33.3%	0.0%	0.0%	16.7%	50.0%
H19. The Nutrition Services Central Office administration and staff is very innovative and creative with respect to menus, programs, and activities offered at my school.	16.7%	16.7%	0.0%	0.0%	0.0%	66.7%
H20. I receive timely communication from the Nutrition Services central office administration and staff.	16.7%	16.7%	0.0%	0.0%	0.0%	66.7%
H21. The storage areas in the cafeteria kitchen have adequate capacity.	16.7%	16.7%	16.7%	0.0%	0.0%	50.0%
H22. The cafeteria kitchen has sufficient space to work efficiently and effectively.	33.3%	16.7%	0.0%	0.0%	0.0%	50.0%
H23. The cafeteria's dining area and kitchen facilities (ceilings, walls, floors, etc.) are in good condition.	0.0%	33.3%	16.7%	0.0%	0.0%	50.0%
H24. The cafeteria's kitchen equipment is in good working condition.	16.7%	16.7%	16.7%	0.0%	0.0%	50.0%
H25. The cafeteria's kitchen equipment is repaired in a timely manner.	16.7%	16.7%	16.7%	0.0%	0.0%	50.0%
H26. The student meal charge policy is fair.	0.0%	33.3%	16.7%	0.0%	0.0%	50.0%
H27. I should be responsible for collecting student meals charged.	0.0%	0.0%	0.0%	0.0%	50.0%	50.0%
H28. I would like to see the student meal charge policy changed to a lower amount.	16.7%	0.0%	0.0%	0.0%	16.7%	66.7%
H29. I should not be held responsible for student meals charged.	33.3%	0.0%	0.0%	0.0%	0.0%	66.7%
H30. I would like my school to offer breakfast in the classroom.	16.7%	0.0%	0.0%	0.0%	16.7%	66.7%
H31. I would like my school to offer boxed or grab bag breakfast.	16.7%	0.0%	0.0%	16.7%	16.7%	50.0%
H32. I would like my school to offer boxed or grab bag lunches.	16.7%	0.0%	0.0%	16.7%	16.7%	50.0%

Survey Questions	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable
H33. I would like my school to offer a supper program.	0.0%	16.7%	0.0%	0.0%	16.7%	66.7%
H34. I would like my school to establish a separate ala carte line.	0.0%	16.7%	0.0%	0.0%	16.7%	66.7%
H35. I allow parents to bring fast food and outside restaurant meals to their children during the lunch period.	0.0%	33.3%	0.0%	0.0%	16.7%	50.0%
H36. I allow the PTA/PTO to use the kitchen facilities for fund raisers or meetings.	0.0%	16.7%	0.0%	0.0%	33.3%	50.0%

I. TRANSPORTATION

Survey Questions	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable
I1. All buses regularly arrive at least 5 minutes before the first bell in the morning.	20.0%	0.0%	0.0%	0.0%	0.0%	80.0%
I2. All buses regularly arrive at least 5 minutes before dismissal time in the afternoon.	20.0%	0.0%	0.0%	0.0%	0.0%	80.0%
I3. The bus ride times for students are of reasonable duration (note if county wide program).	20.0%	0.0%	0.0%	0.0%	0.0%	80.0%
I4. My school is notified sufficiently in advance of late arriving buses and substitute buses.	20.0%	0.0%	0.0%	0.0%	0.0%	80.0%
I5. The layout of bus schedules and bus stops seem to be logical and well designed.	20.0%	0.0%	0.0%	0.0%	0.0%	80.0%
I6. The current start and dismissal times at my school are satisfactory.	40.0%	0.0%	0.0%	0.0%	0.0%	60.0%
I7. I am willing to adjust bell times if needed and reasonable to improve transportation service.	20.0%	0.0%	0.0%	0.0%	20.0%	60.0%
I8. All students are assigned to a bus at the start of the school year.	20.0%	0.0%	0.0%	0.0%	0.0%	80.0%
I9. Schools are adequately notified of bus route schedule changes during the year.	20.0%	0.0%	0.0%	0.0%	0.0%	80.0%
I10. Bus schedule notifications to schools and parents at the start of school are timely and accurate.	20.0%	0.0%	0.0%	0.0%	0.0%	80.0%
I11. Transportation responds promptly and professionally to complaints and requests.	20.0%	0.0%	0.0%	0.0%	0.0%	80.0%
I12. Transportation handles student discipline appropriately and cooperatively	20.0%	0.0%	0.0%	0.0%	0.0%	80.0%

Survey Questions	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable
at my school.						
I13. Field and activity trips are appropriately scheduled; buses show up on time.	20.0%	0.0%	0.0%	0.0%	0.0%	80.0%
I14. Bus operations in school loading zones are safe and well organized.	20.0%	0.0%	0.0%	0.0%	0.0%	80.0%
I15. Buses appear to be clean and mechanically reliable.	20.0%	0.0%	0.0%	0.0%	0.0%	80.0%
I16. All buses regularly arrive at least 5 minutes before the first bell in the morning.	20.0%	0.0%	0.0%	0.0%	0.0%	80.0%
I17. All buses regularly arrive at least 5 minutes before dismissal time in the afternoon.	20.0%	0.0%	0.0%	0.0%	0.0%	80.0%
I18. The bus ride times for students are of reasonable duration (note if county wide program).	20.0%	0.0%	0.0%	0.0%	0.0%	80.0%
I19. My school is notified sufficiently in advance of late arriving buses and substitute buses.	20.0%	0.0%	0.0%	0.0%	0.0%	80.0%
I20. The layout of bus schedules and bus stops seem to be logical and well designed.	20.0%	0.0%	0.0%	0.0%	0.0%	80.0%

J. SAFETY AND SECURITY

Survey Questions	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable
J1. Students feel safe and secure at school.	30.8%	64.4%	4.8%	0.0%	0.0%	0.0%
J2. Gangs are not a problem in this district.	13.5%	16.3%	18.3%	41.3%	3.8%	6.7%
J3. Drugs are not a problem in this district.	8.7%	11.5%	20.2%	48.1%	4.8%	6.7%
J4. Security personnel have a good working relationship with principals and teachers.	31.7%	53.8%	8.7%	2.9%	0.0%	2.9%
J5. Security personnel are respected and liked by the students they serve.	25.0%	50.0%	12.5%	1.9%	0.0%	10.6%
J6. Students receive fair and equitable discipline for misconduct.	30.8%	58.7%	8.7%	0.0%	0.0%	1.9%
J7. Campus support staff are respected and enhance safety and security.	19.2%	38.5%	17.3%	2.9%	0.0%	22.1%
J8. Schools receive training and implement Olweus Bully Prevention, WhyTry, and other positive behavior incentive tools.	17.3%	41.3%	20.2%	7.7%	4.8%	8.7%
J9. Our campus has an electronic Visitor Registration and Badge System.	9.6%	11.5%	1.0%	22.1%	42.3%	13.5%
J10. Our campus conducts fire drills and other emergency drills regularly as	72.1%	23.1%	1.9%	1.0%	1.0%	1.0%

Survey Questions	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable
required.						
J11. Our intercom system and other emergency communication equipment always work.	34.6%	38.5%	13.5%	9.6%	2.9%	1.0%
J12. Safety hazards do not exist on school grounds.	21.2%	39.4%	18.3%	13.5%	5.8%	1.9%

K. COMPUTERS AND TECHNOLOGY

Survey Questions	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable
K1. Students have adequate access to computer equipment and software in the classroom.	20.0%	20.0%	40.0%	0.0%	0.0%	20.0%
K2. Teachers use computers and other technology tools in the classroom for instructional purposes.	20.0%	40.0%	20.0%	0.0%	0.0%	20.0%
K3. Computers are updated and adequately supported to be useful for student instruction.	20.0%	40.0%	20.0%	0.0%	0.0%	20.0%
K4. The district meets students' needs in computer fundamentals.	0.0%	40.0%	20.0%	0.0%	0.0%	40.0%
K5. Teachers and students have adequate access to the Internet.	20.0%	60.0%	0.0%	0.0%	0.0%	20.0%
K6. Computer labs are equipped to meet instructional needs.	20.0%	20.0%	20.0%	0.0%	0.0%	40.0%

NOTE: Totals may not add to 100% due to rounding.

Please feel free to share your comments about the educational performance of Metropolitan Nashville Public Schools.

Count	Response Comments (Verbatim)
1	Many of these categories do not apply to charter schools that do not use district services or facilities.

Principal and Assistant Principal Survey Results

Total Number of Respondents = 104 / Total Surveys Deployed = 298 / Response Rate = 35%

PART A: DEMOGRAPHIC DATA

1.	Gender (Optional)	Male		Female		
		29.7%		70.3%		
2.	Ethnicity (Optional)	Anglo	African American	Hispanic	Asian	Other
		57.7%	36.1%	3.1%	0.0%	3.1%
3.	How long have you been employed by Metropolitan Nashville Public Schools?	Less than 1 year	1-5 years	6-10 years	11-15 years	20+ years
		0.0%	13.5%	14.4%	38.5%	33.7%
4.	What is your school level?	Elementary School	Middle School	High School	Alternative Learning Center ALC	
		52.4%	20.4%	27.2%	0.0%	
5.	At what type of school are you working this year?					
	Comprehensive	Academy	Magnet	Charter	Special Population	Other
	0.0%	20.0%	17.9%	0.0%	3.2%	59.0%

NOTE: Totals may not add to 100% due to rounding.

PART B: SURVEY QUESTIONS

A. DISTRICT ORGANIZATION AND MANAGEMENT

Survey Questions	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable
A1. The school board allows sufficient time for public input at meetings.	8.7%	61.5%	18.3%	1.9%	0.0%	9.6%
A2. School board members listen to the opinions and desires of others.	9.6%	54.8%	27.9%	2.9%	0.0%	4.8%
A3. School board members understand their role as policymakers and stay out of the day-to-day management of the district.	8.7%	49.0%	28.8%	7.7%	1.0%	4.8%
A4. The Director is a respected and effective instructional leader.	26.9%	51.0%	18.3%	2.9%	1.0%	0.0%
A5. The Director is a respected and	26.0%	57.7%	13.5%	2.9%	0.0%	0.0%

Survey Questions	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable
effective business manager.						
A6. Central administration is efficient.	7.7%	40.4%	37.5%	9.6%	3.8%	1.0%
A7. Central administration supports the educational process.	16.3%	51.9%	25.0%	2.9%	3.8%	0.0%
A8. Internal communication regarding central administrative initiatives is good.	7.7%	50.0%	22.1%	13.5%	5.8%	1.0%
A9. External communication regarding central administrative initiatives is good.	7.7%	46.2%	30.8%	10.6%	2.9%	1.9%

B. EDUCATIONAL SERVICE DELIVERY AND PERFORMANCE MEASUREMENT

Survey Questions	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable
B1. The curriculum materials for Math and English Language Arts (ELA) are appropriately aligned and coordinated with the Common Core State Standard (CCSS).	14.4%	56.7%	18.3%	7.7%	2.9%	0.0%
B2. Procedures are in place to align all other subjects with the CCSS.	13.5%	47.1%	24.0%	10.6%	4.8%	0.0%
B3. The district has effective educational programs in school at my level for the following:						
a. Reading	22.1%	56.7%	14.4%	4.8%	1.9%	0.0%
b. Writing	7.7%	44.2%	27.9%	16.3%	3.8%	0.0%
c. Mathematics	13.5%	61.5%	21.2%	3.8%	0.0%	0.0%
d. Science	9.6%	55.8%	26.9%	6.7%	1.0%	0.0%
e. English/Language Arts	21.2%	56.7%	13.5%	6.7%	1.9%	0.0%
f. Social Studies (History or Geography)	7.7%	53.8%	27.9%	9.6%	1.0%	0.0%
g. Career and Technical Education	7.7%	29.8%	14.4%	7.7%	2.9%	37.5%
h. Career counseling program	5.8%	22.1%	24.0%	12.5%	1.9%	33.7%
B4. The district has effective special programs for the following:						
a. Library Services	15.4%	69.2%	11.5%	1.9%	1.9%	0.0%
b. Honors/Gifted and Talented Education	5.8%	48.1%	27.9%	14.4%	2.9%	1.0%
c. Special Education	16.3%	50.0%	19.2%	9.6%	4.8%	0.0%
d. International Baccalaureate	8.7%	26.9%	9.6%	1.9%	1.0%	51.9%
e. Advanced Placement program	7.7%	33.7%	10.6%	4.8%	1.0%	42.3%
f. Alternative education programs	8.7%	27.9%	16.3%	7.7%	4.8%	34.6%
g. Program for English Learners	16.3%	49.0%	19.2%	9.6%	2.9%	2.9%
h. Career counseling program	3.8%	26.9%	16.3%	12.5%	1.9%	38.5%
i. College counseling program	3.8%	24.0%	16.3%	11.5%	1.9%	42.3%
B5. Teacher turnover is low.	7.7%	28.8%	36.5%	23.1%	3.8%	0.0%
B6. Staff development offered in MNPS is contributing to the improvement of instruction.	15.4%	50.0%	28.8%	3.8%	1.9%	0.0%
B7. Students have access, when needed, to a school nurse.	10.6%	17.3%	26.9%	30.8%	14.4%	0.0%

Survey Questions	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable
B8. The district does a good job preparing students for post-secondary education.	4.8%	55.8%	26.9%	6.7%	1.9%	3.8%
B9. MNPS has procedures for evaluating programs that include components in addition to student test scores.	4.8%	41.3%	35.6%	12.5%	4.8%	1.0%
B10. Teachers at my school do a good job in routinely using data to make informed decisions.	31.7%	44.2%	22.1%	1.0%	1.0%	0.0%
B11. Academies provide a rigorous and personalized approach to learning.	16.3%	35.6%	14.4%	2.9%	0.0%	30.8%
B12. There is a need for additional academies in MNPS.	12.5%	19.2%	24.0%	11.5%	1.9%	30.8%
B13. Teachers have sufficient training to be prepared for the new CCSS curriculum and the Partnership for Assessment of Readiness for College and Careers (PARCC) assessments.	4.8%	24.0%	43.3%	22.1%	5.8%	0.0%

C. HUMAN CAPITAL

Survey Questions	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable
C1. District salaries are competitive with similar positions in the job market.	15.4%	44.2%	26.0%	11.5%	2.9%	0.0%
C2. The district has a good program for orienting new employees.	6.7%	37.5%	36.5%	17.3%	1.9%	0.0%
C3. The Human Capital Division is responsive to my questions.	24.0%	50.0%	16.3%	6.7%	0.0%	2.9%
C4. The district has an effective employee recruitment program.	11.5%	48.1%	32.7%	3.8%	0.0%	3.8%
C5. The district offers staff development that is useful to me.	20.2%	43.3%	26.9%	7.7%	1.9%	0.0%
C6. The Human Capital Division provides me assistance in handling employees that are not performing.	17.3%	42.3%	24.0%	9.6%	2.9%	3.8%
C7. The district has distributed a well written employee handbook which clearly details policies and procedures including a fair and timely grievance process.	17.3%	48.1%	21.2%	11.5%	1.9%	0.0%
C8. The Human Capital Division is knowledgeable in their assigned areas and is able to answer my questions.	23.1%	51.0%	17.3%	4.8%	1.9%	1.9%
C9. The district's health insurance package meets my needs.	21.2%	51.0%	15.4%	4.8%	5.8%	1.9%

D. COMMUNITY INVOLVEMENT

Survey Questions	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable
D1. The district regularly communicates with parents and community members.	30.8%	53.8%	14.4%	1.0%	0.0%	0.0%
D2. The district regularly and effectively communicates with parents who do not speak English.	18.3%	51.0%	22.1%	5.8%	0.0%	2.9%
D3. Schools have plenty of volunteers to help student and school programs.	6.7%	16.3%	30.8%	40.4%	5.8%	0.0%
D4. District facilities are open for community use.	12.5%	47.1%	26.0%	6.7%	0.0%	7.7%
D5. The district actively recruits local businesses and industry as partners to help students and school programs.	21.2%	45.2%	22.1%	6.7%	1.0%	3.8%
D6. The district informs parents and community members about new initiatives and programs.	15.4%	62.5%	19.2%	2.9%	0.0%	0.0%
D7. The district informs parents and community members about new initiatives and programs in a language they understand.	10.6%	59.6%	23.1%	4.8%	1.0%	1.0%
D8. The district involves parents and community members in the development of district and campus improvement plans.	9.6%	41.3%	27.9%	15.4%	1.9%	3.8%
D9. The district's web site has information for parents and community members.	32.7%	58.7%	7.7%	1.0%	0.0%	0.0%
D10. The district's web site has information for community members who want to be school volunteers.	21.2%	51.9%	17.3%	4.8%	0.0%	4.8%

E. FACILITIES USE AND MANAGEMENT

Survey Questions	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable
E1. Parents, citizens, students, faculty, staff, and the board provide input into facility planning.	2.9%	27.9%	34.6%	21.2%	7.7%	5.8%
E2. Schools are clean.	10.6%	35.6%	41.3%	7.7%	4.8%	0.0%
E3. Buildings are properly maintained in a timely manner.	10.6%	29.8%	38.5%	18.3%	2.9%	0.0%
E4. Repairs are made in a timely manner.	14.4%	30.8%	35.6%	13.5%	5.8%	0.0%
E5. Emergency maintenance is handled promptly.	30.8%	40.4%	17.3%	9.6%	1.9%	0.0%
E6. Procedures for submitting work orders are clearly defined.	40.4%	39.4%	18.3%	1.9%	0.0%	0.0%

F. FINANCIAL MANAGEMENT

Survey Questions	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable
F1. The level of oversight that I have over student activity funds is adequate to ensure that funds are not misused or misappropriated.	22.1%	50.0%	13.5%	4.8%	1.0%	8.7%
F2. My payroll check is always correct.	26.9%	60.6%	9.6%	2.9%	0.0%	0.0%
F3. The district's Accounts Payable Department does a good job of paying vendors on time.	16.3%	56.7%	11.5%	4.8%	1.0%	9.6%
F4. The district is moving in the right direction by allowing principals to be the chief executive officer of their campus.	37.5%	47.1%	11.5%	1.0%	2.9%	0.0%
F5. I am well equipped and prepared to be the chief financial officer of my campus.	24.0%	38.5%	26.9%	4.8%	1.9%	3.8%
F6. The district should centralize the administration and accounting of campus and school activity funds.	10.6%	26.0%	23.1%	21.2%	13.5%	5.8%
F7. The effectiveness with which campus and student activity funds are managed at my school should be a part of each principal's annual performance evaluation.	14.4%	46.2%	27.9%	7.7%	1.0%	2.9%
F8. I feel that too much of my time as a principal is spent dealing with financial management issues (requisitions, activity funds, etc.) rather than focusing on student learning and achievement.	3.8%	11.5%	24.0%	39.4%	11.5%	9.6%
F9. Centralizing the management of and accounting for student and campus activity funds would be more effective and efficient than allowing each school to establish separate bank accounts to manage their own activity funds.	10.6%	14.4%	26.9%	29.8%	12.5%	5.8%
F10. The school district should provide some type of security, such as an armored car service, to escort bookkeepers and cafeteria personnel to the bank to make cash deposits.	4.8%	13.5%	26.0%	40.4%	12.5%	2.9%

G. PURCHASING AND WAREHOUSING

Survey Questions	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable
G1. Purchasing has made it easy to get what I need.	6.7%	33.7%	32.7%	19.2%	3.8%	3.8%
G2. Purchasing identifies the highest quality materials and equipment at the	5.8%	26.0%	33.7%	28.8%	1.9%	3.8%

Survey Questions	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable
lowest cost.						
G3. The district provides teachers and administrators an easy-to-use standard list of supplies and equipment.	6.7%	32.7%	32.7%	24.0%	1.9%	1.9%
G4. Students are issued textbooks in a timely manner.	20.2%	53.8%	18.3%	4.8%	1.0%	1.9%
G5. Textbooks are in good shape.	15.4%	61.5%	16.3%	5.8%	0.0%	1.0%
G6. The school library meets student needs for books and other resources.	24.0%	52.9%	14.4%	5.8%	1.9%	1.0%
G7. The school library meets student needs for books and other resources in Spanish.	7.7%	35.6%	25.0%	17.3%	4.8%	9.6%
G8. I have the ancillary sets that I need.	8.7%	47.1%	24.0%	11.5%	2.9%	5.8%
G9. Textbooks are applicable to the subject matter.	11.5%	58.7%	23.1%	4.8%	1.0%	1.0%

H. CHILD NUTRITION SERVICES

Survey Questions	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable
H1. All of the cafeteria employees wear hairnets and use gloves when preparing or serving food.	25.0%	50.0%	3.8%	15.4%	2.9%	2.9%
H2. The cafeteria serves healthy and nutritious meals.	16.3%	38.5%	30.8%	7.7%	5.8%	1.0%
H3. The cafeteria food tastes good.	11.5%	14.4%	40.4%	18.3%	10.6%	4.8%
H4. The cafeteria's meals are served at the right temperature.	23.1%	42.3%	22.1%	3.8%	4.8%	3.8%
H5. There is a nice variety of menu choices at the cafeteria.	12.5%	36.5%	29.8%	14.4%	5.8%	1.0%
H6. The food on the serving lines is well merchandised with a pleasing appearance.	19.2%	34.6%	30.8%	9.6%	3.8%	1.9%
H7. The cafeteria serving lines are nicely decorated.	17.3%	35.6%	29.8%	9.6%	4.8%	2.9%
H8. The school has menu boards and updates each day's menu offerings.	7.7%	20.2%	17.3%	37.5%	12.5%	4.8%
H9. The meal periods allow students sufficient time to go through the lines and eat their lunch.	23.1%	51.0%	12.5%	6.7%	4.8%	1.9%
H10. The cafeteria has a sufficient number of serving lines.	17.3%	49.0%	10.6%	11.5%	10.6%	1.0%
H11. The cafeteria dining area has sufficient seating capacity to adequately serve lunch to all of our students.	22.1%	47.1%	10.6%	7.7%	11.5%	1.0%
H12. The cafeteria staff is helpful and friendly to students.	23.1%	46.2%	16.3%	5.8%	6.7%	1.9%
H13. The cafeteria operation is well	29.8%	47.1%	16.3%	1.9%	3.8%	1.0%

Survey Questions	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable
organized and managed.						
H14. Campus vending machines operate during the lunch periods at my school.	3.8%	12.5%	8.7%	9.6%	21.2%	44.2%
H15. The Nutrition Services Field Manager assigned to my location is very responsive to our needs and provides ongoing assistance.	23.1%	43.3%	15.4%	5.8%	2.9%	9.6%
H16. I provide regular and ongoing feedback to my cafeteria manager.	18.3%	31.7%	25.0%	9.6%	2.9%	12.5%
H17. I complete a documented performance evaluation for my cafeteria manager at least once a year.	22.1%	27.9%	4.8%	5.8%	5.8%	33.7%
H18. The Nutrition Services Central Office administration and staff is very supportive and responsive to our needs.	15.4%	42.3%	18.3%	5.8%	5.8%	12.5%
H19. The Nutrition Services Central Office administration and staff is very innovative and creative with respect to menus, programs, and activities offered at my school.	11.5%	30.8%	23.1%	14.4%	7.7%	12.5%
H20. I receive timely communication from the Nutrition Services central office administration and staff.	12.5%	36.5%	21.2%	9.6%	4.8%	15.4%
H21. The storage areas in the cafeteria kitchen have adequate capacity.	26.0%	50.0%	10.6%	2.9%	1.9%	8.7%
H22. The cafeteria kitchen has sufficient space to work efficiently and effectively.	26.9%	51.0%	9.6%	2.9%	3.8%	5.8%
H23. The cafeteria's dining area and kitchen facilities (ceilings, walls, floors, etc.) are in good condition.	21.2%	44.2%	23.1%	4.8%	4.8%	1.9%
H24. The cafeteria's kitchen equipment is in good working condition.	23.1%	48.1%	17.3%	4.8%	1.9%	4.8%
H25. The cafeteria's kitchen equipment is repaired in a timely manner.	18.3%	47.1%	16.3%	5.8%	1.9%	10.6%
H26. The student meal charge policy is fair.	12.5%	42.3%	24.0%	8.7%	8.7%	3.8%
H27. I should be responsible for collecting student meals charged.	2.9%	5.8%	1.9%	28.8%	55.8%	4.8%
H28. I would like to see the student meal charge policy changed to a lower amount.	12.5%	32.7%	23.1%	12.5%	9.6%	9.6%
H29. I should not be held responsible for student meals charged.	52.9%	29.8%	7.7%	1.0%	2.9%	5.8%
H30. I would like my school to offer breakfast in the classroom.	24.0%	15.4%	10.6%	19.2%	22.1%	8.7%
H31. I would like my school to offer boxed or grab bag breakfast.	21.2%	30.8%	9.6%	15.4%	13.5%	9.6%
H32. I would like my school to offer boxed or grab bag lunches.	14.4%	23.1%	19.2%	18.3%	18.3%	6.7%

Survey Questions	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable
H33. I would like my school to offer a supper program.	12.5%	16.3%	15.4%	21.2%	27.9%	6.7%
H34. I would like my school to establish a separate ala carte line.	19.2%	25.0%	18.3%	10.6%	17.3%	9.6%
H35. I allow parents to bring fast food and outside restaurant meals to their children during the lunch period.	8.7%	34.6%	20.2%	14.4%	12.5%	9.6%
H36. I allow the PTA/PTO to use the kitchen facilities for fund raisers or meetings.	9.6%	23.1%	14.4%	17.3%	19.2%	16.3%

I. TRANSPORTATION

Survey Questions	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable
I1. All buses regularly arrive at least 5 minutes before the first bell in the morning.	14.4%	29.8%	17.3%	16.3%	10.6%	11.5%
I2. All buses regularly arrive at least 5 minutes before dismissal time in the afternoon.	15.4%	27.9%	21.2%	12.5%	11.5%	11.5%
I3. The bus ride times for students are of reasonable duration (note if county wide program).	18.3%	39.4%	24.0%	3.8%	2.9%	11.5%
I4. My school is notified sufficiently in advance of late arriving buses and substitute buses.	5.8%	23.1%	13.5%	23.1%	20.2%	14.4%
I5. The layout of bus schedules and bus stops seem to be logical and well designed.	10.6%	36.5%	26.9%	7.7%	3.8%	14.4%
I6. The current start and dismissal times at my school are satisfactory.	23.1%	51.9%	9.6%	6.7%	6.7%	1.9%
I7. I am willing to adjust bell times if needed and reasonable to improve transportation service.	15.4%	38.5%	24.0%	7.7%	3.8%	10.6%
I8. All students are assigned to a bus at the start of the school year.	16.3%	42.3%	16.3%	8.7%	1.9%	14.4%
I9. Schools are adequately notified of bus route schedule changes during the year.	9.6%	32.7%	22.1%	13.5%	8.7%	13.5%
I10. Bus schedule notifications to schools and parents at the start of school are timely and accurate.	10.6%	46.2%	21.2%	7.7%	1.0%	13.5%
I11. Transportation responds promptly and professionally to complaints and requests.	11.5%	48.1%	17.3%	8.7%	1.9%	12.5%
I12. Transportation handles student discipline appropriately and cooperatively	9.6%	36.5%	28.8%	3.8%	7.7%	13.5%

Survey Questions	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable
at my school.						
I13. Field and activity trips are appropriately scheduled; buses show up on time.	20.2%	49.0%	18.3%	4.8%	2.9%	4.8%
I14. Bus operations in school loading zones are safe and well organized.	23.1%	51.0%	9.6%	3.8%	0.0%	12.5%
I15. Buses appear to be clean and mechanically reliable.	19.2%	57.7%	12.5%	1.9%	0.0%	8.7%
I16. All buses regularly arrive at least 5 minutes before the first bell in the morning.	14.4%	29.8%	17.3%	16.3%	10.6%	11.5%
I17. All buses regularly arrive at least 5 minutes before dismissal time in the afternoon.	15.4%	27.9%	21.2%	12.5%	11.5%	11.5%
I18. The bus ride times for students are of reasonable duration (note if county wide program).	18.3%	39.4%	24.0%	3.8%	2.9%	11.5%
I19. My school is notified sufficiently in advance of late arriving buses and substitute buses.	5.8%	23.1%	13.5%	23.1%	20.2%	14.4%
I20. The layout of bus schedules and bus stops seem to be logical and well designed.	10.6%	36.5%	26.9%	7.7%	3.8%	14.4%

J. SAFETY AND SECURITY

Survey Questions	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable
J1. Students feel safe and secure at school.	30.8%	64.4%	4.8%	0.0%	0.0%	0.0%
J2. Gangs are not a problem in this district.	13.5%	16.3%	18.3%	41.3%	3.8%	6.7%
J3. Drugs are not a problem in this district.	8.7%	11.5%	20.2%	48.1%	4.8%	6.7%
J4. Security personnel have a good working relationship with principals and teachers.	31.7%	53.8%	8.7%	2.9%	0.0%	2.9%
J5. Security personnel are respected and liked by the students they serve.	25.0%	50.0%	12.5%	1.9%	0.0%	10.6%
J6. Students receive fair and equitable discipline for misconduct.	30.8%	58.7%	8.7%	0.0%	0.0%	1.9%
J7. Campus support staff are respected and enhance safety and security.	19.2%	38.5%	17.3%	2.9%	0.0%	22.1%
J8. Schools receive training and implement Olweus Bully Prevention, WhyTry, and other positive behavior incentive tools.	17.3%	41.3%	20.2%	7.7%	4.8%	8.7%
J9. Our campus has an electronic Visitor Registration and Badge System.	9.6%	11.5%	1.0%	22.1%	42.3%	13.5%
J10. Our campus conducts fire drills and other emergency drills regularly as	72.1%	23.1%	1.9%	1.0%	1.0%	1.0%

Survey Questions	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable
required.						
J11. Our intercom system and other emergency communication equipment always work.	34.6%	38.5%	13.5%	9.6%	2.9%	1.0%
J12. Safety hazards do not exist on school grounds.	21.2%	39.4%	18.3%	13.5%	5.8%	1.9%

K. COMPUTERS AND TECHNOLOGY

Survey Questions	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable
K1. Students have adequate access to computer equipment and software in the classroom.	18.3%	31.7%	24.0%	19.2%	6.7%	0.0%
K2. Teachers use computers and other technology tools in the classroom for instructional purposes.	26.0%	52.9%	17.3%	2.9%	1.0%	0.0%
K3. Computers are updated and adequately supported to be useful for student instruction.	16.3%	39.4%	26.9%	11.5%	5.8%	0.0%
K4. The district meets students' needs in computer fundamentals.	10.6%	26.9%	35.6%	15.4%	10.6%	1.0%
K5. Teachers and students have adequate access to the Internet.	24.0%	40.4%	23.1%	9.6%	2.9%	0.0%
K6. Computer labs are equipped to meet instructional needs.	18.3%	36.5%	24.0%	12.5%	3.8%	4.8%

NOTE: Totals may not add to 100% due to rounding.

Please feel free to share your comments about the educational performance of Metropolitan Nashville Public Schools.

Count	Response Comments (Verbatim)
1	Hire more bus drivers, MNPS needs to take the custodians back from GCA, we need nurses.
1	None
1	The top two problems in my district are technology support and transportation issues.
1	The lead principals in our district should have experience as a principal before becoming a lead principal. If you have not been a principal in a school...how can you give an administrator of a school advice.
1	In spite of the public pronouncements, there is very little meaningful autonomy at the building level to impact student learning. Reductions in the size and scope of central office is critical if this district has a hope to improve student learning.
1	MNPS is a wonderful district to work for and I am proud of the attitude of continuous improvement in

Count	Response Comments (Verbatim)
	this district
1	<p>Secretary Bookkeepers cannot support the principal as a result of ongoing bookkeeping and deposits. The office is understaffed during student lunch periods which is 3 hours a day. The maintenance department director is excellent and always ensures that things that have been left undone or unanswered get done, but a majority of the workers need improvement. Also, 50% of the time it takes 2 - 4 work orders and a call to get things done. The workers do as little as possible on each visit. Needing to return to complete jobs. Related Arts is a good concept, but on the elementary level the inability to have common planning time is time consuming. It requires administration to go to each grade level K - 4 and meet repeating the same information 5 times. It takes all day one day a week to do this. Homeroom teachers can teach art, music and PE allowing one hour of paid school time after school to properly hold IEP, S-TEAM, Planning, Collaboration, vertical planning, parent conferences etc. Or Music, PE and Art teachers can rotate to schools providing special during and after school programs at different times throughout the year. They can help teachers plan activities that align to standards taught and can co-teach in the classroom with teachers for some of those projects and activities. May I suggest that you check to see how many office referrals and suspensions and accident reports come from related arts on the elementary level.</p>
1	<p>The one issue that bothers me is making the school responsible for lunch charges. We do not have a revenue stream. We are a small school and it is difficult to pay these charges at the end of the year. In the past, some of us at the school level have paid it out of our pockets. If I go into a restaurant and do not pay, it is their responsibility to come after me for that charge. Since the cafeteria is run as a separate entity, they should be responsible for collecting the monies owed.</p>
1	<p>I believe the overall size of the school district limits many of the activities you have asked questions about. I believe in many instances the district is doing a great job but we test too much, we survey way to much, and we need to start taking some of the administration and staff responsibilities off of the plate instead of continually adding more. There is a feeling that many things we are required to do is just so many have something to do in their jobs at the central office. It is felt in many arenas that it seems people look for more things for us to do instead of allowing us to get good at one thing we offer.</p>
1	<p>Schools should have a potato bar and salad bar each day. We should serve a variety of food and not the same thing each week. Schools should be assigned a technology specialist to help teachers really integrate technology.</p>

School Resource Officers Survey Results

Total Number of Respondents = 59 / Total Surveys Deployed = 70 / Response Rate = 84%

1.	How long have you been employed as a SRO for Metropolitan Nashville Public Schools?	Less than 1 year	1-5 years	6-10 years	11-15 years	16-20 years	20+ years
		10.2%	37.3%	22.0%	20.3%	8.5%	1.7%

2.	What level school do you work?	Middle School	High School
		54.2%	45.8%

NOTE: Totals may not add to 100% due to rounding.

SAFETY AND SECURITY

Survey Questions	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable
1. Students feel safe and secure at school.	40.7%	49.2%	8.5%	1.7%	0.0%	0.0%
2. Gangs are not a problem in this school system.	10.2%	13.6%	23.7%	40.7%	11.9%	0.0%
3. Drugs are not a problem in this school system	6.8%	11.9%	16.9%	37.3%	27.1%	0.0%
4. SROs have a good working relationship with principals and teachers.	40.7%	42.4%	13.6%	3.4%	0.0%	0.0%
5. SROs have a good working relationship with MNPS Security Officers.	55.9%	37.3%	6.8%	0.0%	0.0%	0.0%
6. Students receive fair and equitable discipline for misconduct.	25.4%	22.0%	25.4%	16.9%	6.8%	3.4%
7. Campus support staff are respected and enhance safety and security.	27.1%	35.6%	25.4%	8.5%	3.4%	0.0%
8. I report safety and security concerns to school administrators.	71.2%	28.8%	0.0%	0.0%	0.0%	0.0%
9. When I report safety and security concerns, MNPS administrators take action to resolve the issues.	30.5%	40.7%	22.0%	5.1%	1.7%	0.0%
10. If I must leave the campus, I notify the campus administrators and my supervisor to ensure that additional security coverage is provided.	71.2%	25.4%	1.7%	1.7%	0.0%	0.0%
11. My assigned school has an electronic Visitor Registration and badge system.	15.3%	10.2%	1.7%	20.3%	23.7%	28.8%
12. My assigned school conducts fire drills and other emergency drills regularly as required.	62.7%	25.4%	10.2%	0.0%	1.7%	0.0%
13. The intercom system and other emergency communication equipment	45.8%	35.6%	11.9%	1.7%	5.1%	0.0%

always work.						
14. Safety and security hazards do not exist on school grounds.	15.3%	22.0%	27.1%	16.9%	11.9%	6.8%

NOTE: Totals may not add to 100% due to rounding.

Please feel free to share your comments about the educational performance of Metropolitan Nashville Public Schools.

Count	Response Comments (Verbatim)
1	Because of the new age of discipline, school safety has been put on the back burner.
1	I think the school administrators need to realize that the SRO is there to help them not to hurt.
1	There needs to be more operational cameras in the school as well as more school support staff.
1	Better lock system to all the inter \ outer doors...also more cameras
1	My only concern is activity in the bathrooms.
1	n/a
1	It would be nice to add or do a drill during the summer for teachers then during the school year for the students to gain awareness if there were a school shooting.
1	I believe that more unannounced drills should be conducted (and at various times of the day). Though it may be inconvenient to have a practice lock down or lock in drill during lunch periods or times other than predicted instructional class time, I think it's essential to the safety of the building for children and staff to know what to do in ALL situations-- not just in class time. Often times, administrators get comfortable and look at drills as something to simply meet a requirement rather than look at it as something that could preserve lives in the event of a catastrophe. I would just like to see the drills taken more seriously and conducted at different times of the day so that WHEN (not if) something happens, people are maximally prepared for the situation.
1	I have concern for my present particular school that is transitioning to a complete charter school; I cannot speak for any other. The concern is the school's surrounding elements- not one but two Public Housings as neighbors, our city's Homeless Shelter is just five blocks away, and an adjacent area well known for drugs, prostitution, and homicide. These residents and visitors constitute a constant threat on the perimeter of the campus, as well as the students and staff as the criminal element is many times transient and quite mobile all day. Though the building is filled with outstanding educators, in my observance of their security behaviors most are not acquainted with this type of community environment which lends to laxity and vulnerability. If I'm here or not I highly suggest the fulltime presence of a vigilant law enforcement officer.
1	I feel that some Special Ed students are not held as accountable for their actions as they should be. This creates an unsafe environment in schools and sets up unrealistic expectations for their future behavior (i.e., adulthood).
1	I feel there should be lock down drills with police and school staff when there is teacher in service days. This will assure that both police and school staff are on the same page, if something were to happen.
1	I prefer that school administrators and school security take in consideration SRO's input regarding

Count	Response Comments (Verbatim)
	lockdowns and other security matters; instead of them bringing the sole authors of the security procedures.
1	Better security cameras / better coverage throughout the entire school. Better enforcement of drug policy. Marijuana is an epidemic at MNPS
1	Safety concerns will never weigh as heavily on teachers and administrators as it does with SRO's because school teachers and administrators are evaluated based on test scores not on the safety of a school. In order for a school to be made safe, it would involve discipline that would affect how many kids were available to take the tests, and the lower number of kids participating would be viewed negatively by administrators.
1	Teachers are instructed not to leave any exterior doors open or unlock that have access to the outside of of the building. They do not always follow instructions.
1	I believe that all schools should have an electronic visitors registration system and electronic doors throughout the school.
1	In other schools I have worked, I feel that teachers could be more involved in the security issues of the school. i feel each school year should start with a meeting between SRO's and school administration. If not possible, there should at least be a meeting between the SRO Sgts., Lt and the principals of the schools in their sector.
1	At the school I am in, we have a great working relationship with the administration. We share common goals, and work as a team to accomplish them.
1	I believe it's imperative that every SRO have a master key to the entire school ensure that the SRO can respond immediately without undo delay to any situation that may arrise. This will enhance the safety of students and the entire administration. Some Principles feel that their SRO do not need access to the entire school and this can become a BIG liability to the principal and entire MNPS system, if the SRO couldn't save a life because the SRO did not have access.
1	At the middle school I work in the staff is concerned about the safety and security of everyone in the building.
1	The cameras haven't worked for the past several weeks and we can't seem to get the problem resolved.

Teacher Survey Results

Total Number of Respondents = 1,208 / Total Surveys Deployed = 5,321 / Response Rate = 23%

PART A: DEMOGRAPHIC DATA

1.	Gender (Optional)	Male		Female		
		20.8%		79.2%		
2.	Ethnicity (Optional)	Anglo	African American	Hispanic	Asian	Other
		67.0%	21.1%	0.9%	1.0%	10.0%
3.	How long have you been employed by Metropolitan Nashville Public Schools?	Less than 1 year	1-5 years	6-10 years	11-15 years	20+ years
		9.1%	22.2%	19.7%	25.3%	23.7%
4.	What level(s) are you teaching this year?	Elementary School		Middle School		High School
		52.9%		27.3%		24.4%
5.	In what type of school are you teaching this year?					
	Academy	Magnet	Charter	Special Population		Other
	29.0%	13.5%	0.2%	11.1%		46.2%

NOTE: Totals may not add to 100% due to rounding.

PART B: SURVEY QUESTIONS

A. DISTRICT ORGANIZATION AND MANAGEMENT

Survey Questions	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable
A1. The school board allows sufficient time for public input at meetings.	3.3%	27.1%	31.0%	13.7%	5.4%	19.6%
A2. School board members listen to the opinions and desires of others.	3.2%	23.4%	32.7%	16.8%	8.4%	15.5%
A3. School board members work well with the director.	3.6%	34.6%	33.9%	5.0%	1.9%	21.0%
A4. The school board has a good image in the community.	2.4%	25.9%	34.5%	20.7%	6.3%	10.2%
A5. The Director is a respected and effective instructional leader.	7.0%	30.6%	33.4%	12.9%	8.4%	7.6%
A6. The Director is a respected and effective business manager.	5.9%	33.2%	32.6%	12.3%	6.6%	9.4%

Survey Questions	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable
A7. Central administration is efficient.	1.9%	21.0%	32.9%	23.6%	16.4%	4.2%
A8. Central administration supports the educational process.	3.0%	27.2%	34.0%	19.0%	12.7%	4.1%
A9. Internal communication regarding central administrative initiatives is good.	2.9%	22.5%	31.0%	21.4%	14.3%	7.8%
A10. External communication regarding central administrative initiatives is good.	2.5%	22.7%	34.1%	22.8%	11.7%	6.3%

B. EDUCATIONAL SERVICE DELIVERY AND PERFORMANCE MEASUREMENT

Survey Questions	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable
B1. The needs of the college-bound student are being met.	4.0%	31.3%	30.2%	13.7%	5.4%	15.5%
B2. The needs of the work-bound student are being met.	2.6%	23.8%	27.6%	19.6%	9.5%	16.9%
B3. The district provides curriculum materials that are sufficient and appropriate for the grade(s)/subject(s) I teach.	4.4%	28.7%	31.0%	22.7%	11.8%	1.3%
B4. The curriculum materials for Math and English Language Arts (ELA) are appropriately aligned and coordinated with the Common Core State Standard (CCSS).	5.7%	32.5%	30.1%	13.0%	6.6%	12.1%
B5. Procedures are in place to align all other subjects with the CCSS.	5.2%	30.0%	33.7%	17.2%	6.3%	7.5%
B6. The district has effective educational programs in school at my level for the following:						
a. Reading	9.3%	44.0%	26.5%	12.8%	4.0%	3.4%
b. Writing	5.4%	35.2%	29.2%	20.6%	6.0%	3.6%
c. Mathematics	8.7%	44.3%	28.0%	11.4%	3.8%	3.8%
d. Science	6.2%	38.6%	30.8%	14.6%	5.4%	4.5%
e. English/Language Arts	7.5%	45.0%	29.3%	11.3%	3.6%	3.3%
f. Social Studies (History or Geography)	4.6%	33.2%	29.8%	20.8%	7.2%	4.4%
g. Career and Technical Education	4.1%	17.2%	19.8%	15.0%	8.0%	35.9%
h. Programs for English Learners	6.6%	35.8%	30.2%	10.7%	6.3%	10.4%
i. Career counseling program	2.6%	16.6%	19.6%	12.7%	6.9%	41.6%
j. College counseling program	2.8%	17.9%	18.0%	11.5%	5.8%	44.0%
k. Counseling the parents of students	3.4%	18.7%	27.5%	21.1%	14.4%	14.9%
B7. The district has effective special programs for the following:						
a. Reading	5.4%	33.9%	29.6%	17.5%	6.3%	7.2%
b. Writing	3.9%	27.3%	29.1%	24.2%	7.7%	7.8%
c. Mathematics	5.5%	33.0%	30.9%	17.1%	5.4%	8.0%
d. Science	4.1%	28.1%	30.6%	20.7%	6.9%	9.7%
e. English/Language Arts	4.6%	33.9%	30.7%	17.5%	5.5%	7.7%

Survey Questions	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable
f. Social Studies (History or Geography)	3.3%	24.1%	29.6%	25.1%	8.0%	9.9%
g. Career and Technical Education	3.5%	18.5%	21.1%	15.3%	7.0%	34.7%
B8. Teacher turnover is low.	1.3%	13.2%	21.6%	36.1%	24.5%	3.3%
B9. The district does a good job preparing students for post-secondary education.	1.9%	21.3%	36.2%	20.0%	6.8%	13.9%
B10. MNPS has procedures for evaluating programs that includes components other than just student test scores.	1.8%	14.6%	28.6%	31.5%	19.5%	4.0%
B11. Teachers have sufficient training to be prepared for the new CCSS curriculum and the Partnership for Assessment of Readiness for College and Careers (PARCC) assessments.	2.4%	18.0%	30.4%	29.3%	17.1%	2.8%
B12. In general, teachers at my level routinely use data to make informed decisions.	21.4%	44.0%	27.6%	4.7%	1.1%	1.2%
B13. Staff development offered in MNPS is contributing to the improvement of instruction.	6.7%	33.6%	35.3%	14.3%	8.9%	1.2%
B14. Staff development offered in MNPS is contributing to the improvement of instruction.	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
B15. Students have access, when needed, to a school nurse.	7.0%	23.8%	21.3%	21.3%	24.8%	1.7%

C. HUMAN CAPITAL

Survey Questions	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable
C1. District salaries are competitive with similar positions in the job market.	4.0%	19.0%	26.7%	27.0%	22.1%	1.3%
C2. The district has a good and timely program for orienting new employees.	1.6%	18.6%	31.5%	23.7%	10.8%	13.9%
C3. The Human Capital Division treats me with respect when I contact them.	7.5%	39.4%	24.9%	8.8%	4.2%	15.1%
C4. The district offers staff development that is useful to me.	5.0%	29.9%	38.7%	17.3%	7.6%	1.5%
C5. Employees who perform below the standard of expectation are counseled appropriately and timely.	1.2%	16.2%	22.9%	25.4%	15.1%	19.0%
C6. The district's health insurance package meets my needs.	14.2%	43.6%	24.8%	7.6%	4.3%	5.5%
C7. The Human Capital Division is knowledgeable in their assigned areas and is able to answer my questions.	7.3%	35.3%	29.2%	8.2%	3.3%	16.6%
C8. The district has distributed a well written employee handbook which clearly	6.0%	37.9%	32.1%	11.8%	8.7%	3.5%

details policies and procedures including a fair and timely grievance process.						
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D. COMMUNITY INVOLVEMENT

Survey Questions	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable
D1. The district regularly communicates with parents and community members.	10.5%	45.9%	32.7%	6.9%	1.7%	2.3%
D2. The local television and radio stations regularly report school news and menus.	6.4%	34.6%	31.2%	17.5%	5.0%	5.4%
D3. Schools have plenty of volunteers to help student and school programs.	2.2%	14.2%	28.6%	35.3%	17.7%	2.0%
D4. District facilities are open for community use.	3.9%	30.7%	34.2%	15.1%	3.6%	12.5%
D5. The district actively recruits local businesses and industry as partners to help students and school programs.	8.7%	36.5%	34.9%	10.8%	4.0%	5.1%
D6. The district informs parents and community members about new initiatives and programs.	7.4%	38.4%	38.3%	10.5%	3.2%	2.2%
D7. The district involves parents and community members in the development of district and campus improvement plans.	4.5%	27.2%	34.4%	19.3%	7.9%	6.8%
D8. The district's web site has information for parents and community members.	15.1%	56.5%	24.1%	2.2%	0.6%	1.5%
D9. The district's web site has information for community members who want to be school volunteers.	10.0%	40.8%	28.7%	8.5%	1.7%	10.3%

E. FACILITIES USE AND MANAGEMENT

Survey Questions	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable
E1. The district plans facilities construction far enough in the future to support enrollment growth.	2.0%	15.7%	26.3%	26.4%	17.4%	12.2%
E2. Parents, citizens, students, faculty, staff, and the board provide input into facility planning.	1.7%	14.4%	27.3%	26.4%	14.1%	16.1%
E3. The architect and construction managers are selected objectively and impersonally.	1.1%	14.7%	20.4%	9.4%	3.8%	50.6%
E4. The quality of new construction is excellent.	2.4%	21.2%	28.6%	13.1%	6.2%	28.5%
E5. Schools are clean.	3.5%	24.6%	31.8%	22.6%	16.4%	1.2%
E6. Buildings are properly maintained in a timely manner.	2.9%	17.8%	29.6%	27.5%	20.2%	2.0%

Survey Questions	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable
E7. Repairs are made in a timely manner.	2.7%	16.6%	31.0%	26.5%	21.4%	1.7%
E8. Emergency maintenance is handled promptly.	5.4%	29.6%	35.5%	15.1%	8.7%	5.7%

F. FINANCIAL MANAGEMENT

Survey Questions	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable
F1. As a coordinator of fundraising events at my school, I feel that I am adequately versed in the financial policies and procedures of the district to ensure that I am in compliance with district cash handling requirements.	4.1%	14.7%	12.0%	7.0%	3.6%	58.7%

G. PURCHASING AND WAREHOUSING

Survey Questions	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable
G1. Purchasing has made it easy to get what I need.	2.1%	15.1%	23.1%	20.8%	8.9%	30.1%
G2. Purchasing identifies the highest quality materials and equipment at the lowest cost.	1.8%	14.2%	21.9%	16.7%	7.6%	37.9%
G3. Vendors are selected competitively.	2.2%	15.4%	20.0%	10.9%	5.1%	46.4%
G4. The district provides teachers and administrators an easy-to-use standard list of supplies and equipment.	1.7%	18.2%	25.8%	26.1%	12.6%	15.5%
G5. Students are issued textbooks in a timely manner.	8.3%	38.1%	28.3%	11.4%	5.1%	8.9%
G6. The school library meets student needs for books and other resources.	19.2%	42.0%	23.5%	7.0%	4.1%	4.1%
G6. I have the ancillary sets that I need	3.8%	26.0%	24.9%	16.5%	8.9%	20.0%
G7. Textbooks are applicable to the subject matter.	6.5%	38.6%	32.4%	10.8%	4.0%	7.7%
G8. Textbooks are in good shape.	8.4%	42.9%	29.4%	8.0%	3.5%	7.8%

H. NUTRITION SERVICES

Survey Questions	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable
H1. The cafeteria's food looks good and tastes good.	3.4%	22.8%	30.7%	21.5%	13.5%	8.0%
H2. The kitchen facilities meet the needs of my school.	7.9%	40.4%	26.8%	9.9%	5.5%	9.4%
H3. The cafeteria facilities at my school are	7.9%	40.0%	21.1%	16.1%	10.4%	4.4%

Survey Questions	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable
spacious enough to accommodate all students during the lunch period.						
H4. The cafeteria facilities at my school are pleasing and inviting for students to eat their meals.	7.5%	34.3%	31.3%	14.3%	8.3%	4.4%
H5. The serving lines at my school are adequate and allow for all students to obtain their lunch in a timely manner.	7.0%	36.6%	27.2%	14.6%	9.3%	5.3%
H6. Cafeteria space is adequate to feed all the students during the lunch period.	8.0%	40.6%	23.1%	15.1%	9.1%	4.1%
H7. Cafeteria space is pleasing and inviting to eat in.	7.4%	32.5%	31.5%	15.6%	9.4%	3.6%
H8. My cafeteria has signage boards that are updated with the daily offerings.	5.0%	20.6%	18.5%	26.8%	17.8%	11.3%
H9. Students have enough time to eat.	8.4%	39.4%	26.7%	15.6%	6.9%	3.0%
H10. Students eat lunch at the appropriate time of day.	8.3%	39.7%	27.6%	15.5%	6.0%	2.8%
H11. Students wait in food lines no longer than 10 minutes.	13.0%	41.0%	20.7%	11.5%	5.2%	8.6%
H12. Discipline and order are maintained in the school cafeteria.	8.4%	33.0%	27.6%	15.0%	11.1%	4.9%
H13. Cafeteria staff is helpful and friendly.	20.9%	40.5%	21.0%	7.4%	5.5%	4.7%
H14. Cafeteria facilities are sanitary and neat.	18.0%	46.2%	23.3%	5.5%	2.4%	4.6%
H15. The school breakfast program is available to all children.	25.7%	51.3%	12.7%	2.5%	1.3%	6.5%
H16. Child Nutrition Services undertakes different activities each month to encourage students to eat meals at their schools.	4.7%	20.0%	16.6%	24.3%	14.2%	20.3%

I. TRANSPORTATION

Survey Questions	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable
I1. Transportation gets students to school on time.	7.7%	39.1%	26.5%	11.0%	6.5%	9.2%
I2. Transportation promptly picks up students at the end of the day.	9.9%	38.9%	21.3%	12.0%	8.1%	9.8%
I3. The quality of service provided by Transportation on field trips is high.	9.0%	44.0%	23.8%	5.8%	2.9%	14.5%
I4. School buses are clean and well maintained.	6.5%	44.4%	25.1%	4.2%	0.9%	18.9%
I5. School principals quickly and fairly discipline students that are disruptive on the school bus.	12.7%	41.0%	16.4%	7.3%	4.6%	18.0%

J. SAFETY AND SECURITY

Survey Questions	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable
J1. Gangs are not a problem in this district.	1.6%	10.8%	17.1%	38.8%	17.8%	13.9%
J2. Drugs are not a problem in this district.	1.6%	7.9%	16.4%	38.6%	22.8%	12.7%
J3. Security personnel have a good working relationship with principals and teachers.	11.6%	42.3%	22.8%	3.0%	2.1%	18.3%
J4. Security personnel are respected and liked by the students they serve.	9.9%	37.9%	22.3%	4.7%	2.0%	23.3%
J5. Students receive fair and equitable discipline for misconduct.	7.0%	33.9%	26.0%	18.0%	11.3%	3.9%
J6. Safety hazards do not exist on school grounds.	3.7%	29.5%	30.1%	22.9%	9.9%	3.9%
J7. Campus support staff are respected and enhance safety and security.	10.0%	41.2%	28.7%	7.8%	3.0%	9.3%
J8. Schools receive training and implement Olweus Bully Prevention, WhyTry, and other positive behavior incentive tools.	6.7%	28.1%	22.7%	16.4%	10.8%	15.3%
J9. Our campus has an electronic Visitor Registration and Badge System.	7.5%	17.4%	10.3%	24.7%	29.2%	10.9%
J10. Our campus conducts fire drills and other emergency drills regularly as required.	44.4%	42.5%	8.9%	2.1%	1.2%	1.0%
J11. Our intercom system and other emergency communication equipment always work.	24.7%	44.5%	19.1%	6.6%	3.6%	1.5%

K. COMPUTERS AND TECHNOLOGY

Survey Questions	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Not Applicable
K1. Teachers effectively use computers and other technology tools for instructional purposes.	20.3%	47.3%	24.4%	5.5%	1.7%	0.8%
K2. Students have adequate access to computer equipment and software applications for instructional purposes.	10.6%	28.1%	24.3%	20.0%	16.4%	0.7%
K3. Classrooms and computer labs are equipped with adequate technology tools such as PC's, smart boards, digital cameras, and projectors to meet instructional needs.	9.4%	21.9%	26.8%	21.9%	19.1%	0.8%
K4. Teacher training in the use of computers and other technology tools for instructional purposes is adequate.	7.1%	27.0%	31.8%	22.1%	10.9%	1.1%
K5. Support for computers and other technology tools are satisfactory.	8.6%	29.7%	30.7%	19.0%	11.2%	0.8%
K6. Teachers and students have adequate access to the Internet.	14.0%	39.9%	26.7%	11.8%	7.0%	0.7%

NOTE: Totals may not add to 100% due to rounding.

Please feel free to share your comments about the educational performance of Metropolitan Nashville Public Schools.

Count	Response Comments (Verbatim)
1	Additional responsibilities added each year and NO raise in years. Who's feeding the TEACHER?
1	Bring back Vo tech.
1	Difficult to assess/take survey for teachers who serve multiple schools.
1	Do pretty well for a large district.
1	Give teachers more voice
1	I do not have any comments at this time.
1	I feel that teachers are the lowest paid professionals in this state!!
1	I have marked each question truthfully - I hope you actually read my answers.
1	I have no other comments.
1	I love being a Metro School Teacher.
1	I love teaching in Metro :)
1	I was not asked about the lack of teaching time, due to the excessive assessments and testing.
1	Many of the questions did not apply to an elementary teacher.
1	Most of the questions that were asked, I have no knowledge of the situations.
1	N/A
1	NA
1	No Comments
1	No comment
1	No comment.
1	No comments at this time
1	None
1	None at this time.
1	None at this time.
1	Not enough computers for teachers to do PBL/computerized assessments
1	Overall great district, some issues but could be worse!
1	Overall, the system is good.
1	Playgrounds need to be maintained!

Count	Response Comments (Verbatim)
1	Schools should be funded based on their focus/purposed, not just numbers of students.
1	Student accountability has very low standards.
1	TEAM Evaluations for teachers are a good way to ensure good quality teaching is taking place.
1	Teachers are blamed for student behavior too often.
1	Teachers should be paid more. Raises would be a great morale booster.
1	Teaching for Metro has been a blessing.
1	Technology is not equalibility distributed in elementary schools.
1	The assistant principal at Jere Baxter Middle School is a cancer to the students & faculty here.
1	The financing sucks! We don't get paid enough to do the work we do on a daily basis.
1	The uneducated parents and students are running the schools. This is a problem.
1	The way Special Ed. students and students with severe behavior problemsare handled is a travesty!
1	This survey asks quite a few questions that I, as a teacher, have no knowledge of.
1	This survey should have included the choice "I don't know" along with NA.
1	We are improving each day!
1	We need more assistance with specialists, teachers, volunteers, and parents at the schools.
1	We need more substitutes, bus drivers and substitute bus drivers.
1	Where are the questions about the impact of TN State DOE decisions on the local schools?
1	Yes
1	better communication
1	no comments at this time
1	None
1	none at this time
1	our school is pure problems. no morel and teachers dont understand administration.
1	promises of laptops--when?
1	some of these questions did not relate to classroom teachers.
1	too many standards in the lower grades
1	Since GCA has taken the custodial facilities responsibility, the bathrooms in our school are dirtier than public bathrooms at dirty gas stations! This is not a student issue but a lack of attention to an important issue of health issues!
1	I love my school and the teachers I work with. I have not been impressed by my executive leadership

Count	Response Comments (Verbatim)
	because there is little praise or thanks that goes out for people who really work hard for our school. Our building is in need of many repairs and updates. I have worked in another big school district and am amazed by the lack of upkeep that occurs here in metro. Our students deserve better. We also need to make sure that we have the technology we need on a daily basis, not just when we get the opportunity to sign up for a cart (which are very fragile and have problems most of the time). Our students deserve better.
1	Not enough computers in labs, internet connections are sporadic, discipline is not adequate (too many disruptions), Freshman Seminar curriculum very poorly designed, clearer communication of academic expectations and requirements for college is needed, teachers and administrators work hard and are good people, school board is out of touch with current environment
1	I am not a classroom teacher but I do eat at several of my schools. I serve age 3 to 22 special ed students. I do not know a lot about what classroom teachers have or are required to do.
1	Overcrowding and buildings that are not updated is a big problem. Buildings are not kept clean. The people cleaning are paid very little, so that is the type of service we receive.
1	Textbooks for Science and Social Studies are not adequately aligned for Common Core. Also, the Science textbook does not coordinate with the Science Kits. Metro needs to better meet the needs of growing areas. Some schools are overcrowded while some have much room for more students. Overcrowding in elementary schools wastes instructional time by having to wait for bathrooms.
1	The grading system of giving someone a 50 for cheating is absolutely absurd. We are not giving our students the needed social skills for life after high school.
1	Initiatives are often begun, but not followed through...Good ideas and suggestions about what we could do, but very little follow-through.
1	Budget cuts are hurting our students, our supplies, technology, our morale and overall needs of the building. For example we have no printers in our building and very few copy machines. We need to have more access to websites. (youtube)
1	It is difficult for an athletic director to cash a check for start-up funds to open the gate and concessions on the same day as the athletic event. This person has only one planning period, but may have meetings with parents or may not be allowed to leave the building until school has concluded for the day. This is very difficult to do in middle school as athletic events begin forty-five minutes after school has dismissed. This is not enough time for a teacher to leave the building, go to the bank, return to school, prepare the concessions, and begin selling tickets. There should be an extra day to get to the bank and cash the start-up money check. Could someone please take an additional look at this process for middle schools? Middle schools and high schools work on totally different schedules. Thanks!
1	The survey did not have a section for teachers who have worked in MNPS for 16-20 years...it jumped from 12-15 to 20+ so I put mine as 20+, but it really 17.
1	Being itinerant, I see gross discrepancies between schools. There are also huge differences in elementary vs. high schools. My personal children have had classes for multiple days in a gym with other classes because classrooms were too hot. As a teacher, I can't even print at every school I serve. Sometimes, I don't even have a room when I come to serve the gifted students.
1	This survey could also have answers to reflect "unsure, don't know, etc.". Most initiatives are adopted because money/funding is associated with implementation (i.e. CCSS, PBL, etc.). Our school truly has a

Count	Response Comments (Verbatim)
	diverse underprivileged population, and all teachers strive for student success in school, and post-high school. With less administrative duties on teachers, more teaching and planning could occur.
1	I see a lot of newer buildings being remodeled and additions built onto them, while some very old schools with safety issues stay the same with almost 20 portables. I also think too much attention is given to testing, so there is no time to focus on what the whole child needs. The arts and things like recess are looked at as unimportant. I feel like we are asked to do more and more each year with no extra compensation for our efforts.
1	My family and I have been the beneficiaries of many excellent educational and cultural programs provided in and by Metro Schools. My child benefitted from regular schools, magnet schools, traveling debate programs, and an early ELL school (18 languages spoken in first grade). My child's magnet school guidance counselor helped each and every high school student obtain a scholarship. Every summer my child attended a Metro school computer camp. As for me, I benefitted from early 8th grade Algebra which allowed me to learn calculus as a senior. As a teacher, I taught inner city students of all nationalities and colors, in math support and kindergarten. All of my experiences as a Metro student from first grade through high school, as a Peabody graduate student observing Metro teachers, and as a Metro teacher immersed in the teaching culture and working with other Metro teachers, all of my experiences with Metro professionals has fueled my passion for helping students and for teaching young children. I believe we all have a heart for children and a heart for teaching children. This may not be on trend, but it is true.
1	Computers for student use are refurbished and many don't work. Testing is done in a lab and 5 kids (age 7) must test on a laptop! Not ideal conditions and this counts towards teacher evaluations. Guidance is almost nonexistent for 2nd grade. Our counselor is busy with school testing and other things.
1	John Overton High School was built to house 1200. An addition was made to accommodate 1500. The school now holds almost 1800 students. McGavock was built to accommodate 3000 and now has 2100 students. Both Cane Ridge and Antioch High Schools are at capacity.
1	The district officials do not listen to what we, the teachers, need. There is little respect for teachers. We also need more technology in Metro. No one in my school has a smart board or flipboard. These should be in every classroom not just at Title 1 schools. It's unfair across the district that the technology is not the same across the board!
1	Internet does not work about half the time. Computers are consistently not working. The district is moving to Computer based testing next year... how will this work if the technology we have is not supported and maintained.
1	Preliminary results from piloted classes who participated in PARCC testing were disastrous. Imagine a WHOLE district needing to use it at one time!
1	Too many initiatives are mandated with no time for implementation or teacher input. Assessment is taking too much time during the instructional day. The district needs to commit to a direction and stick with it. The district leaders change their minds too frequently.
1	I asked three people at the district office recently about transfer papers and got two different answers. This tells me there is a lack of communication about policy. [Name] and [Name] need to get on the same page regarding this information.

Count	Response Comments (Verbatim)
1	Teachers would like to have more opportunities in the choices of new textbook adoption. Also, teachers desire a pay increase that meets the quality of work that is being required in the classroom.
1	Make more of system actions/choices transparent; top pay should be closer to 84K; allow additional pay for additional responsibilities, including increased preps/student loads
1	Our facility is awful. I feel that the reason we do not have a new or updated school is because of our population. It appears the more affluent metro schools- Percy Priest, Julia geeen, harpeth valley, Eakin, etc have had their schools updated but other schools with less affluent or vocal parents get no improvements.
1	Raising expectations and rigor for students at the same time that more students with behavior and learning challenges are in each classroom is resulting in increased stress levels for students and teachers alike.
1	Rezoning for some schools needs to be considered. Some school buildings are underutilized while similarly tiered buildings less than 10 minutes away are filled beyond capacity.
1	PARCC in elementary schools is going to be an assessment of how well students can (or cannot) type. With a computer lab class once every 2 weeks & no more than 2 computers in each classroom, our 3rd & 4th grade students are not efficient typists. Their performance on PARCC is going to be limited by their inadequacy at using a keyboard within the restrictions of time limits.
1	We are doing entirely too many new programs and initiatives to be effective. Stress within the faculties is overwhelming. Yes, it is about the students, but we are the ones who serve the students. It is ultimately the job of the teacher to implement programs and if we are exhausted, we cannot provide the quality the students deserve. How about instead of trying to be "first," let's focus on quality and let the ranking take care of itself.
1	Money needs to be directed back into the classrooms and schools need to focus on basic instruction. More support is needed for "non-core" subject areas.
1	The behavior management system that should follow PBIS is not effectively implemented and followed by administration. It is difficult to receive support for severe behavior situations and teachers routinely have difficulty teaching the general population of the classroom due to severe behavior problems.
1	There were many areas on this survey which I know little about as an elementary classroom teacher, such as district vendor options and school security personel. Our cafeteria lines run well and students have enough space/time to eat, but that is only because we start extremely early and end very late. Many of the issues are also constantly changing. For example, up until recently, we had late busses every day. We also HAD more access to technology, but over spring break (less than one week ago), computers were re-imaged and all desktop PCs were removed from classrooms, meaning that many of us HAD adequate access to tech (3-5 student comps.) but no longer do (less than 3 student comps.) There also seems to be a great disparity in resources. I have no clue who my school's current pencil partners are, but the MNPS school which I will be working with next year has many strong community partnerships and volunteers.
1	Teachers who are directly affected by administrative decisions (such as changing a student's placement, altering schedules, building design, furniture and supply purchases) are rarely if ever consulted prior to the decisions being made. Significant disruption of classroom order has occurred several times due to unexplained and unprocessed student transfers. New (transfer) students are not

Count	Response Comments (Verbatim)
	<p>given any kind of orientation prior to being dropped in the classroom, often in the middle of class. The teacher gets no prior warning which would allow him/her to prepare for admitting a new student to the group. The district makes many curriculum and program decisions without adequately testing them or without giving teachers who will implement them adequate training and input prior to the "hit the ground" moment of implementation. Too many "big, momentous" curriculum changes are abandoned in one or two years - which wastes many hours of teacher and student time, not to mention the money spent to purchase and implement these top-down changes which actually end up on a shelf.</p>
1	<p>Main office is always very supportive. Our cafe staff is excellent. Our main janitor is always willing to help. I think too many children get away with inappropriate behavior without effective recourse. Some classes have too many disruptive students.</p>
1	<p>The educational, operational and financial performance of Metropolitan Public Schools are all great. Thank you.</p>
1	<p>I am happy at MNPS, just would like to see more attention to keeping our schools clean inside and technology.</p>
1	<p>I feel that the school board is out of touch with what schools need. You have people from outside the school community that have no business experience trying to make rules and policies for the entire district when they are not qualified to do so. Then you have stupid people making up policies like making the teachers wear badges! What the heck is this? Am I a professional or a 5 year old child? I did not get into teaching so that some dummy from the school board could play dress up with me nor did I get into teaching because of the money. Teachers work hard and they deserve more respect than what this district is giving us. Stop trying to make us "look good on paper" and actually try to help us become better teachers. Stop changing policies every 6 months and then blaming us because of the choices that you are making. we are only as good as our leaders and if we stink that is a reflection of the school board, the lawmakers and the Director of Schools. Somewhere we have lost the fact that our jobs are to teach children, not fill out paper work and jump through hoops to see how far someone will go before they break. Why not worry about why TN college freshman are not able to stay in school when supposedly the high school graduation rate continues to increase? Does anyone else see a problem there? Stop focusing on trying to control the teachers and actually HELP our students be all that they can be. Help them become successful and help offer more than just a couple of teacher workshops for the entire district once a year! In regards to pay, I think librarians and other specialty teachers should get paid less than regular homeroom teachers. They do half the work, get free days when the district has teacher work days and GET TO LEAVE SCHOOL EARLY. To keep teachers happy, these people should get paid for their performance, and since they don't teach a core subject, nor do they help to increase the score of a child's TCAP or soon-to-be PARCC, I feel these people should get paid less. It is not fair that I have to work my butt off while watching these people come in to work, play on their phones, etc. all because they don't have a homeroom. If you want to keep good, quality teachers then we need to start thinking about these kinds of things or at least add to their work load to make things fair.</p>
1	<p>Grading for learning is a horrendous idea. It will create a student body that will be unable to survive in selective colleges and all workplaces. I personally believe its immoral to set these children up for a life of poverty.</p>
1	<p>I have never been given a copy of "The district has distributed a well written employee handbook which clearly details policies and procedures including a fair and timely grievance process."</p>
1	<p>Far too much money is wasted on personnel who have no impact on our students. Examples: academy</p>

Count	Response Comments (Verbatim)
	coaches, literacy coaches. program assistants. campus supervisors, graduation coaches, and 90% of those working on Bransford Avenue. We need more teachers, not more wasted positions.
1	I would like to see more equitable practices in terms of technology across the district. For example, installing smartboards at most schools.
1	Overall, I feel positive about working in this district. My administrators support me, and I have what I need to prepare my students for their future. I have two complaints: The "Why Try" program at our school is not effective. The instructors cannot relate with the students (I'm in the Hillwood Cluster), and the students (who need structure and regularity) are thrown off by the disruption to their weekly schedule. Our school desperately needs MIS back. We have a handful of students who cause such problems in the classroom, that all other students suffer from their acute behavioral needs. After one student was transferred into a high performing homeroom, all of those students' DEA scores dropped on the next test. The teacher could not help her students, as most of the time, she spent keeping this unpredictable, erratic, and sometimes violent student at bay. Since he transferred to another district, our entire grade level has been more calm. He also had some wonderful, hilarious qualities, but I know this was not the setting for him.
1	I feel that parents need to be held more responsible and more involved in their child's schools. I also feel that discipline at the school level is difficult to control. Principals are out of their office conducting evaluations. And, too many children are aware (even at young ages) that the school does not have a lot of authority to discipline them.
1	the attitude of MNPS seems to be more "reactive" than proactive. We put too much hard work into our jobs everyday and I feel like the respect and appreciation has deteriorated over the past four years.
1	Most of the answers marked "somewhat" meant "I don't know". The knowledge used to answer the questions was based on information of my school. I do not know about district wide accomplishments. Maybe there should be a column for I DON'T KNOW. I felt all questions APPLIED to me, but I did not know accumulative information.
1	The schools are working hard. I strongly disagree with [Name], [Name], and [Name]. They will ruin metro schools.
1	Experienced Classroom Teachers are not valued-The current evaluation system does not allow flexibility-yet as teachers we are constantly asked to be flexible- Many of the vendors charge the school way to much money yet we are forced to work with them.-- Admin says they appreciate what teachers do yet their words are not followed up with action!!!!
1	Metro strongly disregards teachers. It sucks that we are paid \$85 for professional developments. It sucks that students are given surveys to evaluate teachers and I not be allowed to evaluate students on surveys. It sucks that we as teachers are so disrespected in Metro. It sucks that we have PD days and students are out of school on those days. It's not fair that teachers will have to start clocking in on time clocks. Metro is not just hurting educators by being so disrespectful to teachers but that is a trickle down effect on the students how negative teachers feel about metro.
1	MNPS does an excelent job in areas where the socioeconomic situations are high. In the low income areas, the schools do not recieve equal equipment, equal maintainance request handled in a timely manner. This district is all about who you know not based on the needs of the children in the district.
1	Teachers are underpaid for all of the extra work that is required. Discipline is at its lowest ever!

Count	Response Comments (Verbatim)
	Teachers do NOT have the techolgy that is required for doing things Metro requires. Metro expects its teachers/schools to fund what THEY, Metro, requires. Metro is out of contol with its testing, assessing, and spending on "new programs" instead of taking care of its own. Teachers don't get "kick-backs" or raises, yet the big guys at Bransford get cars, gas, raises, and whatever else as bonuses. We get nothing! So I'm leaving.
1	Central office bends too many rules for students with special needs that have advocates. Metro legal is not an advocate of the school system, school policies, or students. They do not adhere to special ed law when strong advocates are involved. They bend over backwards to accomodate certain advocates and students even if it is beyond the scope of free and public education. Central office ties the hands of teachers and administrators. Policies must be inforced by teachers and administrators only to be over-turned by central office staff when parents threaten due process or get strong advocates. Teachers and administrators are told to bend the rules for some but not all. Special education teachers are not given a curriculum or resources to support students in and out of the general setting. Special education teachers form plans based on the best interest of their students and then the plans are unable to be carried out due to lack of resources or trained staff. This is the vicious cycle that leads to parents seeking advocates and then getting not only a free and public education, but everything else that they want for their child.
1	I have noticed a distinct improvement in the director's effort to involve teachers in what is happening in the district. It seems the central office is much more interested in what teachers think about what is happening. I find this a great improvement over previous years.
1	I think some of the text books or instructional materials for elementary EL kids could be improved. The cornerstone materials do not really assist the EL students. it would be nice to have audio files with reading or vocabulary. Interactive techonology that teaches academics and how to use techonology would be ideal for all students. (easier said than done I know!)
1	The selection of food in our cafeteria is horrible. Students are served a very limited variety of foods, 90% of which are unhealthy. The same foods are served multiple times each week and the leftovers are very hard to eat. School breakfast is sugar-laden and not nutritious.
1	MNPS has failed to keep the students Social, Emotional, and Academic needs met. If things are not changed soon, the reputation of MNPS will be further dragged through the mud. We take surveys all the time, and yet nothing is changed. I have taken a screenshot of my answers, and I will be seeing if these concerns are resolved.
1	I am for public schools. We welcome all students!!! Please do not make our public schools private and send tax payer money to private cooperations!!!
1	I feel that metro is allowed to get away with many underhanded things. Too many principals are ineffective, lazy, and promote an unhealthy school climate. I feel that in order to be promoted or have access to certain opportunities you must be a white female or in with the "powers that be". I KNOW that the hiring of principals or assistant principals are not based on talent, experience, or ability to be effective. Central office hires their friends for those positions. In addition, I don't understand why we don't have an anonymous info tip-line where many of these issues can be addressed. For instance, if my principal comes to school drunk, I should be able to make that phone call without fear of punishment. Also, I am tired that we as teachers are required to do everything that comes from central office. If we know that a one-size fits all approach doesn't work for students, why do we do that with all teachers, and schools? Also, I think that we should do random samples of teachers to get real

Count	Response Comments (Verbatim)
	<p>perspectives. Often, the school district hand pick their minions to say what they want. This is not helping students, teacher morale, and the image of the district. Finally, I think the districts limitations on grievances are not fair. For instance, my principal did not even evaluate me and other teachers, only the teachers in which they did not like. Even if I said anything now, nothing would happen and I would be targeted....that's not cool.</p>
1	<p>Discipline is not dealt with swiftly or appropriately. Students at my school have brought weapons on the bus and have not even been suspended. Grading for learning makes it difficult to hold students back. If a student earns a 20 percent on a test or a 0 for not trying, then that student should receive a 20 percent or 0 percent respectively. Allowing students to receive a 50 percent score regardless of how poorly they did undermines teacher judgement. It also sends the wrong message to a student that minimal effort will still get you through school. Allowing a student to retake a test multiple times sets low expectations for students. I am shocked at this initiative. The EL department requires that EL students receive 60 minutes of direct instruction. Are we choosing to neglect our General Education students? Research has shown that all students benefit from EL instruction. My high EL students have helped my low General Education students, and my high General Education students have in turn helped my low EL students. Teachers need more planning time. With IEP/S-Team meetings happening on a regular basis, having to sit through an S-Team meeting of a student from another class, and have to sit through drawn out coaches' meetings takes up most of my planning time.</p>
1	<p>I see throughout the district that many schools are receiving upgrades and improvements to their buildings. Our school, although clean, is very old and in poor condition. there is a continuous problem with mice, bats, cockroaches, electrical power outages due to outdated wiring, and the never-ending "covering" of asbestos items. We are a special education school which is why, I assume, our needs are put on a back burner when it comes to school building improvement. Low-income families do not carry the weight or force that parents from say Percy Priest or Carter Lawrence do. A shame.</p>
1	<p>MNPS is attempting to implement too many programs at once. The students would be better served if there were fewer mandated programs for which the teachers received more intense and meaningful training and support.</p>
1	<p>Why do we have personnel (coaches) that do nothing to help the students or teachers! We could use our money better. Teachers need printers and clerical help more than decorators!!</p>
1	<p>I feel MNPS are forcing children to be left behind. MNPS have teachers assessing, assessing and assessing. They are not giving the teachers time to teach. I'm a teacher and it's almost to the point where teaching is no longer a pleasure. I feel like paper work and testing is what my job has become. Don't get me wrong, I do still teach. My lessons are just shorter and I'm not able to spend the time I'd like to spend on them. I'm always having to rush through one standard and "TEST" so I can get to the next one and "TEST" again. Rushing through standards only hurts the child. I've seen it first hand. MNPS should give teachers less paper work (assessment info), limit the number of standards each nine weeks and decrease the amount of assessments. That would give teachers time to teach without being rushed or feeling pressured to have things done by a certain time.</p>
1	<p>Common Core will be devastating to all students in my district. Grading for learning does not prepare students for college and the workplace. It sets them up for failure. Instead of a new program to raise graduation rates how about a program that prepares students for the real world?</p>
1	<p>I am concerned about safety in the metro school district schools. it is my #1 concern as a metro teacher. I have worked in more than one elementary school in metro, and in both schools doors were</p>

Count	Response Comments (Verbatim)
	<p>continually propped open for various reasons. for example, so that teachers did not have to take keys to the playground or so that parents could eat with students at a picnic area. this is neither safe nor secure. ALSO, lockdowns are not performed properly in metro. teachers are told to continue teaching as normal during a lockdown. NOT SAFE. during a lockdown, there should be silence in every classroom, so that an intruder will not know there is anyone behind a locked door. the classrooms should be DARK and QUIET. if normal activities are being conducted, an intruder would attempt to gain entrance into the classroom or possibly use a weapon on the doorknob structure. metro schools MUST TAKE SECURITY SERIOUSLY. we must. and there must be CONSISTENCY across the district. with fire drills, there should be some kind of checklist; admin should circulate around the building to check for missing students. designated personnel should have walkies and should be checking with teachers to ensure the safety of all children. at my school, no one EVER checks with any teacher to see if all children are accounted for. a few seconds after the drill is sounded, we are dismissed to go back inside, and sometimes classes are still exiting the building. THIS IS NOT THE WAY TO PREPARE FOR A REAL DRILL. principals and assistant principles MUST be willing to step on toes and keep teachers accountable. this is not happening. administrators MUST be trained and take procedures seriously and enforce them. even if visiting lunch parents get mad because they have to walk around to the front of the building to re-enter or teachers who forget keys at recess have to walk around the front of the school. doors cannot be propped open for ANY REASON. I trust that metro schools will begin to remedy these situations all over the district, so that Tennessee families may know that their children are attending SAFE AND SECURE SCHOOLS all around the district. thank you for providing this comment box. I have been teaching for almost 30 years. I have taught in 4 states. in some states safety is #1, even above test scores, YES, EVEN ABOVE TEST SCORES, AND IT SHOULD BE. I have been involved in drills and I have experienced REAL lockdowns and fires in school. METRO MUST BECOME A SAFE AND SECURE DISTRICT. whatever it takes.</p>
1	<p>Food Services: Old food is served often. Rarely is the line totally fresh food. There are old left overs on the line every day. Some weeks the same vegetables are reheated 3 to 4 days. Prepackaged and process foods are NOT healthy choices!!!! The sodium and sugar contents of the foods are extremely high. Why can't oatmeal be a choice for breakfast instead of pancakes, waffles, muffins, sugared cereals, and breakfast corndogs? The students at my school are not given adequate choices on the line. There is a lot of wasted food thrown away because the students are forced to get food they do not want to eat. They MUST get 3 items, but it cannot be 3 items the students want. It has to be 1 meat, 1 vegetable, and 1 fruit. If students do not want to drink milk, there is NO other choice for them. They are not allowed to get juice instead. Their only option is a water fountain. Cups are not even provided. There have been times that my students were told there was no more pizza by the cafeteria worker. Then when the next class came through the line, those children have pizza on their plates. Educational: Early childhood classes, Pre-K to 2nd grade, is where more money needs to be concentrated. Once a child passess 2nd grade and cannot read, IT IS TOO LATE to fix the problem. The students are too frustrated and just give up and don't care. If they had been in a smaller class then they would have learned to read or gotten the interventions needed for their success. Lower the class sizes of K-2 grades. This is where the students are learning to read. A class that has more than 15 children in them is a detriment to their learning. It becomes all about discipline and control instead of learning to read, write, and count! Pre-K does not have a reading or math series that is being used in every classroom. Hard to be consistent when each classroom does not have the same materials and supplies. Contracted Cleaning: The cleaning company's equipment does not work properly. The vacuum is constantly breaking down. And the company will not replace it, according to our custodian. My school is nasty. The contracted cleaning people do not clean. They vacuum, and mop only in the center of the room. The sinks never get cleaned. Nothing is dusted. Floors never get polished. The walls by the sinks and</p>

Count	Response Comments (Verbatim)
	toilets never get wiped or cleaned. The entrance mats or rugs do not get cleaned. The sidewalks leading in to the building never get swept. The people who work for the cleaning company do not have ownership of our facility. In other words, they don't care. When I have stayed late to work, I do not see any worker actually cleaning after their supper break. I see them sitting in the custodians office chit chatting, cooking food, and using the washer and dryer to do their laundry.
1	I feel that many of the decisions about school initiatives are made by people who are not "in the trenches" like the teachers are. Input from teachers before adopting initiatives would help. Often, initiatives or things that teachers are asked to do are not practical timewise or are not necessarily best for the students. It would be great if teachers were allowed to just teach rather than over-testing the students. It seems we are constantly having to test, report data, and jump through hoops rather than spending those times teaching.
1	1)To insure transparency in the way this survey is used, will the results be made available to ALL interested parties? 2) Will the information be delineated for each school so building administration will address concerns within that building? 3) Will this data truly be used to make improvements in our school systems. 4) I was appalled to learn recently our school system has not been audited in a decade. Most successful businesses are audited on a yearly basis. This fact suggests MNPS management does not want the public to understand what is truly happening within our school system. Transparency in educational, operational and financial performance should be the goal for MNPS. I find it interesting test results are made available so quickly, but MNPS has not made fiscal business records readily available to the public on a yearly basis. Ten years for an audit of the school system is not responsible nor acceptable. The school system management should be evaluated for this oversight. Interesting to note: teachers can lose their jobs over low-performing test scores of students, yet school system management is not held to a similar standard in regards to the business of the school system. In the business world, such negligence would be grounds for immediate termination. Interesting....
1	It seems like layer upon layer of new initiatives and expectations, including excessive standardized testing are being introduced in schools for teachers and students. I feel like my job is not sustainable in the long term. I often feel like I am working under mutually exclusive expectations. At this point, even though I love my students, my colleagues, and administrators...and even though I consistently receive high marks on evaluations, I am considering an early exit from my career. It makes me sad.
1	1. I detest the new term, " Human Capital." I feel like a piece of equipment instead of a human. 2. There are far too many initiatives being mandated and too much testing. There's no time to assimilate and absolutely no interest from Administration to gain buy-in from the teachers who are responsible for implementation! We have no voice anymore--NONE! 3. Mandating a minimum grade of 50% and standards-based grading have eliminated the students' incentive for doing their work. They don't do it if it "doesn't count," no matter how wonderful the rewards are for effort grades. They do not care about effort grades! They are learning no real-world skills. They are learning only that they can choose to not study (hey, there are always retakes) and turn in their work as late as they want--not because they need more time for mastery, but because they don't feel like doing it.
1	It would be great if teachers could get a cost of living raise, since we haven't had one since 2006 and our current salaries are well below the cost of living at this time.
1	We just went on a field trip and the bus services that were provided were bad. They denied even getting our transportation order, our students were late to their event and then the bus that was sent broke down and we had to wait, with students with special needs, until another bus came and picked us up. I have heard the same type of complaints from other schools in our district. This should really get

Count	Response Comments (Verbatim)
	resolved. Thank you
1	Central office is too top-heavy. This pulls funding that is critically needed at the school level.
1	MNPS is in desperate need of technology outside of ladybugs and projectors. Our students deserve better access to technology. Our thinkpads are a joke. They are not programmed adequately and don't work half of the time. As a classroom teacher I waste a lot of time getting them out only to discover they are not formatted correctly. As a district we are in trouble if we are depending on these for testing. Additionally, if you expect elementary students to be able to take a test on a computer the district needs to provide a technology teacher to each school and devote time for students to learn how to type and how to use the technology. Our district is in need of support teachers in and outside of the classroom. Our students are struggling. Expecting a classroom teacher to be able to do everything is unrealistic. We NEED reading specialists in every school working with our students who are not meeting benchmarks. As one teacher who serves students with reading and math levels anywhere from K -5 I can only do so much. We are BEGGING for additional help. Please quit wasting money on coaches....We NEED additional adults/teachers serving students!!!!
1	I wish that all of the initiatives that were started in this district could be properly implemented. For instance, the switch to Common Core standards has been a difficult one because we are not adopting the test next year or perhaps any year in the future. Therefore, it is difficult to get teachers to commit to something they know may not last.
1	Limitless Library has been a great collaboration, but most of our students don't take advantage of it due to the "paperwork" and level of red tape. I wish it was easier for a student to ride local public transportation -- say, use their school ID as a "pass" of some sort? There are times when they need to stay after school but don't have a ride home. Also, there are great opportunities for them to volunteer in the community OR receive special training but they cannot get there. FIELD TRIPS are so limited because the drivers can't leave until a certain time and have to be back by a certain time to run their other routes. I wish field trips were more flexible and perhaps coordinated with city buses which run right in front of our school but are too expensive or don't accommodate a large group -- can't the city and the district TALK about what to do? Reading needs to become a HIGH priority due to Common Core. Too many high school students are "lost" in the shuffle -- never got it in elementary or middle school -- and feel defeated in high school. Library time -- orientation to the local public library, using their resources in the classroom, etc -- would be invaluable. Librarians from school and public libraries need to spend more time together, maybe? Somehow develop networks of reading resources. And, or course, PARENTS need to be included in this loop. We had some great ones come with us on field trips. Employers need to be flexible enough that parents feel they can join us whenever.
1	At our school although the principal makes a big deal about getting faculty input for how to spend money etc, it's never spent as the faculty requests/votes. It's always spent by her alone. Our pooled BEP money is gone this year. No one knows where it went. It's supposed to be voted on by the faculty on how to spend it. Spending at our school is out of control and for the few pets not the majority.
1	In our building, there are several people that do not have specific jobs or certain tasks for more than 1/2 of the day. It seems as though these positions (reading specialists and educational assistants mainly) could somehow be more efficient. Maybe even part time positions or shared jobs. I also feel like inclusion can work for some students, but there are also some that need more intense support and should be in a smaller class that moves at a slower pace. The district seems to think that inclusion for all is the answer. Modules seem to be the new BUZZ word in metro. I feel like they are a way to have us complete professional development without getting paid. The district needs to either support the IB

Count	Response Comments (Verbatim)
	program that is in some schools or let it go. If the master schedule can't support the requirements of the IB program, then we are literally throwing thousands of dollars away. I have been here for almost 10 years. The most inspirational and effective training I have attended was called ARTISAN training. I wish that all teachers could be exposed to it. Lunch time in the cafeteria is a mad house.
1	I wholeheartedly believe that one of the big issues that hinder student progress is the lack of enough one-on-one help for students. This is caused in most part because too many times students are stuck in classrooms of 35 students. This is not putting students first. Classroom size needs to be reduced so that no more than 25-30 students should be put in a class.
1	Teachers are in need of a raise. I have seen other districts who offer better pay for teachers. This district and state refuses to give teachers raises. My bills increase but my pay stays the same. I would have to work 2 to 3 jobs just to keep up with this economy. The district needs to really take into consideration giving teachers pay raises. Also there is no need to base pay off students test results which is an insult to our profession. Also teachers need to feel as if their educational level fits their pay increase. When teachers go back to school for higher education you need to be rewarded for that effort!!!!
1	I am a special education teacher who is not provided with textbooks, teacher texts, and ancillary materials. I am required to spend my own money to buy materials for my students. This is wrong.
1	If a school is created with a specific methodology in mind, then that school should have the freedom and support to implement the methodology when district initiatives and the methodology come into conflict. For instance, if a school is not using district wide purchased material, then the school should be given a monetary equivalent to supplement the methodology of the established school. Likewise, if special training is needed to maintain the knowledge base of the trained teachers and the training of new teachers, it should occur seamlessly instead of having years before training opportunities for trained and new teachers is provided. Without these supports, the district puts these methodologies at risk. Programs do not need money to only kick off the program, they need continued support. Also, if teachers are paid stipends for training that is taken outside of school hours for one special program, the same stipend should be paid for all programs. The Montessori teachers feel like the stepchild of the system when it comes to support and understanding of what is needed to be successful. The teachers in training have not been given stipends for the training hours they have completed for the past 2 years, while teachers in other training programs, like Pidea, have. There are boxes of workbooks sitting in our bookroom that have not, and never will be used. Yet we have to spend our minimal BEP money or our personal money to purchase materials that support the Montessori methodology. It would be nice to see the money put into our school used in a productive manner.
1	I appreciate the increase in webinars in order to increase my understanding of district programs and initiatives. Although staff members are sent to workshops, many times they do not return and present the program completely. I listen to maybe a thirty minute explanation of a two day workshop and am expected to implement the program. Please help those teachers who want to receive additional training by offering important initiatives to all employees interested.
1	Our schools are not as clean as they used to be when the custodians were MNPS employees. The current custodians do not appear to take as much pride in their schools.
1	The district mandate of the instructional focus calendar is an indication of how little officials understand about how these mandates work in an actual classroom. The Instructional Focus took valuable time away from teaching important grade level standards and made me spend 2 to 3 hours

Count	Response Comments (Verbatim)
	per week teaching and testing (one on one in kindergarten) third and fourth grade standards. Pushing third and fourth grade standards down to kindergarten and first grade is educational malpractice!
1	The vendor system works for major purchases, but schools could save a lot of money by having the opportunity to make purchases from large chain stores--especially at the beginning of the year. Also, some of our elementary schools are too big. There is a cost to building new schools, but it might be offset by the benefit to the students having a smaller school setting.
1	Technology in MNPS is so hit and miss. My school's technology is abysmal. At my school we still have Emacs! We have old broken computers and no Smart boards. Other schools in the district have good technology. Why do only some schools have good technology and other don't. All schools in Metro should have the same technology.
1	Please consider these responses, improvement is needed in safety measures at the schools and adequate, fully operational computers for all students and teachers.
1	Metro makes decisions for our large district that don't work for all our students. It is like the right hand doesn't know what the left hand is doing. I wish there was a better process for reviewing new initiatives. Perhaps, going into schools to see how it is going and what is working and what is not.
1	Teachers need actually pay raises that AT LEAST keep up with the cost of living that are NOT tied to evaluations
1	Some employees are not held accountable for their work hours. Some arrive late, leave early on a regular bases and little if anything is said to them. It is offensive to those who honor the work schedule and abide by it. The administration doesn't confront the offenders. This has a negative impact on the balance of the staff.
1	Central Office imposes policies that sabotage student success and undermines efforts to prepare them for postsecondary study. Media outlets seem to serve as their public relations department, as reporting does not seem to be journalistic in nature but rather seem to be runs of press releases generated by central office personnel. Communication from central office to the schools (teachers) is very heavy-handed top-down, with the clear message that questioning and dissent is not to be tolerated, so one infers from that there is a like climate within the halls of the central office / board as well: that the top management are surrounded by yes-men, and the only thing tolerated is the party line. The overall climate is very demoralizing. Our top schools are in decline (a direct result of misguided? intentional? central office policy); the "academies" are academically stagnant, or in decline, packaged up and marketed nice and shiny. Students are offered a "college/career-ready" diploma. The thing that would ensure that the student is, in fact, career/college ready would be, if that student finds s/he has to go off and take remedial coursework to actually become career/college ready, that the district would have to pay the pricey tab, not the student/parent. That's the only thing that would effect meaningful change in our silly shill game. Otherwise, we are all just playing a mean and nasty game of charades, with teachers on the frontlines, forced to be complicit in unethical practices. God help those kids who are entering this system and have no meaningful choices.
1	I think the evaluations of principals should not be tied to the discipline of the students who need suspensions. Our principals just do not suspend anyone when it should happen because it looks bad for them and our school. However not suspending a child for violent behavior who does not have an IEP shows the other students it is okay to act that way because there will be no consequences.
1	Our medical insurance could be much better. For such a large pool of insured our insurance offering is

Count	Response Comments (Verbatim)
	<p>not very good. I recently had surgery and so far I owe over \$3,000 in bills. Over the last 30 years working in corporate America I have never received medical bills like this. As a matter of fact I usually didn't receive any medical bills. Since we as teachers and support staff live on such low salaries, it would be appropriate that we have outstanding insurance to insure that we don't encounter financial hardships for medical bills. At this point I have to take money out of my retirement in order to cover these bills. Considering that I work 6-7 days a week and I'm only paid for 37.5 hours a week, it really is not acceptable that I should have to bear these types of medical bills. Sometimes teaching feels like a volunteer position. Don't get me wrong, I love teaching and I feel I made the right decision to go back to school to become a teacher, however, in the future the cost of teaching may require me to go back to business. If you have any questions please feel free to call me. [Name] [Phone]</p>
1	<p>Bullying is an issue at the Elementary, middle, and high schools. Students should have the opportunity in 5th grade to participate in activities and not have to wait two years. Summer Learning should take place to give kids activities to do in their schools or in clusters not just for exceptional education. More professional development in the summer is needed.</p>
1	<p>Standards Based Grading is not an acceptable way of assessing students and is the opposite of college preparation in many ways. College professors would never tolerate late work or receiving a 50 for not turning in an assignment. There are not enough consequences for mediocre, incomplete, or poorly complete work. We are teaching our students that laziness or below average work is acceptable. Not only does this not prepare students for college but, it does not prepare them for the workforce either. I also feel as though I lose my authority and respect as the teacher because of this. Students are knowledgeable that I will not grade their formative assessments, therefore there is no incentive for them to complete the assessment. I have made rules and regulations to the formatives but, in the end, I still cannot take a grade. Also, I find it ridiculous that I must always call the child's parents before I can write them up to administration. If a child acts out badly enough in class, there shouldn't be a doubt about writing them up. It is not fair to the teachers that we students get away with severe misconduct one time, and wait for them to do it again before we can write them up.</p>
1	<p>When there is a change that is going to effect teachers, students and parent there should ALWAYS be AMPLE time and communication given. Thank you:-)</p>
1	<p>While there are many areas in which I did not give high scores, I feel everyone working for and with MNPS has great intentions and does the best they can given time and resources.</p>
1	<p>I am excited about the direction that MNPS is projecting; however I am concerned that they will not properly fund the technology required to truly implement said plan.</p>
1	<p>Why give text book that are designed for common core, if the principals tell the teachers not to use them. Why buy them if there not being used.</p>
1	<p>In my school in particular, funds seem to be spent on student technology and well being, while strong teacher development is lacking, even though accusation is always prepared. From my perspective, those with strong test scores are supported while those whose scores are not as high, are not supported in their growth to become the excellent educators they are capable of becoming. For this reason, I have resigned after my 2nd year in the district. I love my students but feel targeted and belittled to leave the profession from my administrator due to low test scores in my first year.</p>
1	<p>Our district needs to be divided into 4 quadrants. This one-size fits all model does not work for us anymore.....we have grown too much.</p>

Count	Response Comments (Verbatim)
1	The large number of portable classrooms in use shows that parents want their kids in MNPS; however, the portables are dangerous, cramped, and deter academic achievement. Over crowding in schools with portables puts a strain on restroom, library, computer, and cafeteria facilities. Students and teachers at my school get bladder infections from lack of available bathrooms. During tornado watches, we are packed like sardines in hallways. Add the increasing requirements of teaching (All Stars in teacher's own time) to this and an undercurrent of unease brews. While I love to teach and am rewarded with great relationships and test scores, I'm not sure how much longer I'll be able to afford working for MNPS. I'm sorry to hear that rewarding successful teachers with higher pay has been delayed... guess it's too soon after TEAM implementation. Teachers were a bit spoiled by earning tenure after showing up for work for 3 years. Any other profession with that benefit? A huge thank you to MNPS for [Name]'s Artisan Cadre workshop, which I found inspiring and relevant! A cut above the general Martin Center classes in it's complexity, research, and challenge to teachers.
1	There is too much testing..it has gotten out of hand. All departments should have to coordinate their required tests and reduce the amounts. Every department seems to just be "doing their own thing" and ignoring how difficult it is for teachers and students to constantly be testing. They have turned our guidance counselors into testing coordinators and now they don't even have time to work with the children who need them emotionally or behaviorally.
1	Math curriculum is not CCSS aligned; Science and Social Studies are incorporated within the new CCSS aligned Journeys ELA curriculum which promotes cross-curricular learning, therefore additional materials are not required; Tecnology is not equitably distributed among schools; Teachers are not provided with vendor lists or direct purchasing protocols; Bullying Prevention curriculum and training have not been introduced to teachers; Technology training for smartboards is not provided.
1	I do not believe bullying or gangs are a particular problem at our school, but I do think there are schools with those difficulties.
1	Each school in Metro has a unique personality. I believe that my school is the best in all areas but I answered holistically. One area that is of major concern is the level of professionalism and skill ability of instructional coaches. My concern has grown because I, like most other schools, have a math and literacy coach that have a purely elementary background. Their ability to help in upper level math or Literacy is very weak and gives little to no support to teachers in upper level middle school subjects. Instructional coaches should have certification in the areas they advice instead of being completely lost.
1	Over the years the expectation of what teachers and students are too achieve has been compromised by class size (too large) and sporadic implementation of initiatives (quickly or throughout the year at random times rather than giving time for educators to research, plan, and implement changes). Also overcrowding (especially during special areas and lunch times) leads to disruptive behavior and takes classroom/education time to calm and refocus children before learning can occur.
1	I don't feel that information is always shared in a timely manner. For instance, the "make up" day for school was announced on the news before teachers/principals, etc knew about it.
1	TEACHING MATERIALS The district does not create or provide good ideas for lessons. The teachers create the best lessons that are used. The district just shoves materials at teachers without educating them about those materials, and expects lesson plans to magically occur and be up to standard. TEACHER EVALUATIONS the forms provided for evaluations are not applied fairly. If a principals wants to justify giving even the best of teachers all 2s and 1s, the rubric makes allowances for that. It's far too

Count	Response Comments (Verbatim)
	easy for principals to use the evaluation tool as a club to abuse teachers whom they do not like or want to keep around.
1	Financially, schools receive inadequate funds for Title I. We lose money each year and there is only enough to barely purchase a reading and math coach. We only have 1 iPad per class and NO working PC's in the classroom. Reading and math coaches are so bombarded with paperwork that they cannot work with the children. They are too busy collecting data and giving assessments. The craft of teaching has been diminished and the new reading series is boring. The science kits have been in use for the last 15 years with no update. Some of the manuals are from the 80s. There is not enough time in the day to teach all subjects, yet every year we keep having to add to our day for the 100th initiative. The focus calendar and morning meeting are not productive.
1	Metro does not allow diversity at the elem. level in the Pearl Cohn Cluster. I would not have my child in this school because of the lack of diversity! Students all come from public housing with no role models. The distract changed zones to eliminate their opportunity to succeed.
1	MNPS does not adequately pay the professionals who serve and make learning and academic achievement occur! Without teachers and Paraprofessionals, no one would reap the benefits of being properly educated! We are undervalued and overworked with more and higher expectations being placed upon us. We can't enjoy educating youngsters in the manner that we were trained due to overwhelming control of what and how things are to be taught. A new hire even asked "Why did I even bother to go to school for four years to learn how to teach only to be told to do it differently?!" All students deserve the same opportunities. Much emphasis is placed on "special" schools (Magnet, Academic Magnet, STEM, etc.) and "regular" schools are totally left out! If we truly want to meet the needs of all, and have optimum academic growth and achievement, we really need to listen to ALL, not just chosen schools to represent to mass. Thanks for the opportunity to voice my and some of my colleagues opinions.
1	Help Tickets seem to get ignored for months! There are no consequences for poor, disrupted student behavior at my school, the cafeteria staff yell at the K-4 students, the office staff at my school (who are always on their cell phones!) are horrible to teachers and guests, a parent volunteer (who has been found stealing multiple times each year) is welcomed back to our school every day, some teachers and staff are allowed to slander and gossip about other teachers with no reprimand or letter, the purchasing at my school isn't fair throughout the whole building (talking at least \$800 per teacher, while other teachers like myself, have purchased the exact things out of pocket!!), and customer service in the office lacks at my school. It's no wonder that the great teachers in Davidson are moving to other counties.
1	As a physical educator in the MNPS district I do not feel valued as a professional. There is currently no Physical Education Department to coordinate PD, help with evaluations, update standards and WRITE a pacing guide or curriculum. I am tired of MNPS using students' test scores as a means to evaluate effectiveness. It is INAPPROPRIATE! The schools that serve low income families and transient students are NOT going to make the scores in order for me to gain tenure. THERE IS NO PHYSICAL EDUCATION EVALUATION...well, there is no district pacing guide, curriculum, or assessments so at least they are consistent. I am also tired of MNPS using SCARE tactics and intimidation to make teachers believe that they don't have a say or a right to speak up for them selves. Principals are not allowed to run their buildings, they are just doing whatever the people from the top down tell them. Why have a leader of a building if they can't properly lead? Why doesn't [Name] visit all the schools at LEAST once a year? Why is MNPS putting so much money and effort into these ridiculous HIGH STAKES testing instead of using the money where it is needed...IN THE SCHOOLS. Update some buildings, get some computers that

Count	Response Comments (Verbatim)
	<p>actually work, buy teachers some supplies, take care of playgrounds, gyms, etc. Instead they are forcing everyone to do this idiotic all star training and offering a crappy refurbished laptop. They always rush to implement new things, but never know enough about it and then they look ignorant. I wish more people would speak up about how teachers are mistreated by administrators, forced to do things since the union has lost some power, and stand up for themselves as human beings and professionals! The people that actually do that get bullied into transferring or fired so MNPS won't be revealed. They never ask teachers to evaluate principals. Why does the same person evaluate me every time...that is not OBJECTIVE! MNPS students are so far behind other districts and states and all they care about is getting money from these absurd assessments. How can students learn when they are spending over 85 days testing NOT INCLUDING TCAP. You should not hold a pep rally for a standardized test. Stop putting fear in children, families, and staff. Start investing in the people that are working the hardest for you day in and day out. The little timed sessions when [Name] meets with a cluster and then doesn't do anything with the ideas and concerns is a waste of time. LET TEACHERS TEACH, PRINCIPALS LEAD AND STUDENTS LEARN! And don't be afraid to get rid of a staff member that is not doing their job. Central office is a joke. Why did MNPS fire the company that was going to do us the most good, and then turn around and hire this firm to do this lame survey? They will never do anything with the results anyway. I hope [Name] gets a new job soon. Actually, I hope I get a new job soon....in a new district.</p>
1	<p>Neither teachers nor parents believe it is a good idea to commence the school year on August 1st. This prevents students from attending the majority of summer camps that take place outside of Nashville, and prevents teachers from finding summer jobs to supplement their income.</p>
1	<p>I think there should be metal detectors in the schools. Sometimes it just doesn't feel safe here.</p>
1	<p>We should have more guidance on the depth of the testing for the standards. Just giving us the standards is not enough. The tests are way above the basic meeting of the standards, yet we are not given examples of this until testing time. This is too late. We need more guidance in this.</p>
1	<p>Internet access is not efficient if teachers are on access is limited. Tech does not perform requested tasks.</p>
1	<p>MNPS does a fine job of educating students. Improvements in technology and school safety are my primary concerns. However, I do believe MNPS is well on it's way to becoming one of the best performing school districts in the country.</p>
1	<p>MNPS is a great place to work. I look forward to a new adventure with my students each day. My principal promotes and encourages leadership inside and outside of the classroom.</p>
1	<p>Special education is often pushed to the side and does not get the benefit of almost any of the technology or computers that general education receive.</p>
1	<p>There is not enough support for the EE students. They have been thrown into the mainstream with little or no support !!! Where are the vocational programs for EE students at the middle school level?</p>
1	<p>Thinkpads are very difficult for our students to use and are time consuming to set up and break down. This issue has been communicated to the district multiple times. Solutions have been promised but have not been followed through. As a result, students do not have the opportunity to utilize the multiple technology resources which have been purchased for their use, including VMath Live! Type to Learn, PebbleGo, Microsoft Office Suite, and others.</p>

Count	Response Comments (Verbatim)
1	<p>The stress is high, the expectations are unrealistic, and the pay is low for the education I have and what I have to put up with and am expected to do. Even though I have a Master's degree, and +30 post graduate hours, I am currently in school to change careers. I plan to leave the teaching profession even though I love teaching, get good scores, and my students are achieving more than a year's growth in one year. It is just no longer worth it to me. I will continue to work with children through volunteer programs, tutoring, and in my church, but I no longer want to be a part of the educational community with the way it is now. I also know of other teachers who feel the same way and are preparing to change careers.</p>
1	<p>Some Central Office staff are rude and very out of touch with what goes on in the schools. Need for next year's schedule is hurried and allows for little adjustments for actually needs once the new year begins. What citizens see and hear at school board meetings is often never communicated to those actually teaching. The principals know, the instructional coached know, but the teachers are left in the dark. Once custodians switched to GCA, schools are not near as clean. Floor wax is not available, supplies have been cut, and hours -pay and benefits for custodians were drastically cut. Maintenance department sends six men to bring one lift to change AC filters. Two work and four stand around. Heat was out for almost a week in part of our school this winter. Lack of bus drivers requires our drivers to double up and drive two routes. Students stand up and hang out the windows. School lunches may be good, but not very healthy. Too much processed foods. Not enough cafeteria staff to do what we have now. Staff has been cut again there too. Security still a major issue for me. Schools unlocked on election days, and with electronic locks on exterior doors now only limited access to return to building after going outside. Prompts more doors to be propped open. Sets up possible hazard if event like Jonesboro shooting happened here in Nashville. Insurance is a great benefit. Thank You. Employee clinics best thing ever. Everyone so nice an helpful and it seems like they really know you. Thanks for the clinics. Wish we had wellness centers across the city to promote better health. [Name] seems very knowledgeable and genuinely cares about Nashville's kids and teachers too. Please hang on to him. I think Ms. Kim's relationship with Teach for America is a major conflict of interest. She gets paid twice from Metro, her salary for her board seat and her TFA salary which receives major funding from Metro. Wish we heard more good PR about something other than high schools. Wish we promoted our middle and high schools to elementary parents. Wish we did an exit survey to find out why students REALLY leave MNPS. How many PR people do we have in MNPS? Couldn't they help with these ideas? Wish we had more knowledgeable school principals. It seems faculties have to train principals. There are still people in schools who don't do their job like they should and get paid simply because they have big degrees, lots of years, or are friends with principals. Getting paid for a degree in administration, leadership when you are not in a leadership position, or aeronautics seems wasteful. We need to encourage degrees in what people actually teach!! Perhaps our district is too big. Sometimes it seems one part of the system doesn't know what the other is doing. Principals don't seem to have much accountability. That's fine if you have a good leader, bad if you don't. They should serve the faculty, students, and community. Would like to see more school leaders who actually live in the community be named principals in the community. Would like to see changes made as results of poor TELL surveys, or at least additional more in depth surveys to pinpoint the problem. Some problems can be solved easily, but they never come to light and are never addressed. Leadership training by the Norris family is very valuable. Wish everyone could experience it. Every new or transferred principal should be required to do this traing with their staff. Would like to see additional pay for elementary staff who work above and beyond with tutoring, leadership team, school after hours activities such as chorus and drama. Also maybe intramural programs after school for middle schools to keep kids out of trouble. We really need a larger percentage of staff members to be CPR and AED certified. Summer trainings need to be offered too. This training should be mandatory for a greater percentage of staff. AED machines should have</p>

Count	Response Comments (Verbatim)
	<p>checklists on outside of box and staff person assigned to check for proper battery life and upkeep monthly or maybe get Fire Department to do when they check fire extinguishers. Lockdown drills where kids and staff hide should be considered and actual trainings held as a requirement. A police officer and a nurse would be great at every school. Veteran teachers who topped out over ten years ago should be considered for additional financial compensation. Many of these are our best teachers. Too many tests and assessments. We need time to teach and know our kids. Elementary report card way too much work, time consuming, and parents don't really understand. Middle and high schools don't have that and they have lots of standards too. Days to make up in case of snow should be planned and announced before the beginning of next school year. Too many teachers and children gone on this year's make up day on planned trips. Still have employees going on trips using sick days, especially before and after holiday breaks. Not very fair to those at school and teaching. Really not fair if later on these same people want and need to use the sick bank after using sick days for other reasons (especially if abused). School growth not caught up to new development. The Planning Commission is to blame here. MNPS must require that developers who are required by the Metro Planning Department to contribute to future schools actually follow through with the requirement. New requirements may need to be stiffer, not just a gift of whatever piece of bad land the developer wants to dump (Ruby Majors site). I don't like the idea of allowing developers to dictate what present school land that they want (Hillwood and Hillsboro). Those schools should remain at their present site. This uprooting from the community is what destroys community involvement. Schools in smaller counties get support from their community because of the rich traditions of the school at the site. What's next, tear down beautiful East High because that community is coming back and developers want the land? West Middle School is gorgeous too. Schools should be part of the community and the community should have the biggest say so, not the developers or sometimes the mayor who many times supports the developers. Thanks for the opportunity to comment. I hope you understand how huge this district is and how important it is to value the input from the employees and from members of every community that makes up our great city. Even though it may not sound like it, I love working here. Just want to make it better.</p>
1	<p>I am a CTE teacher teaching computer-drafting. I constantly need to load new software & have to ask my IT director to install it. I should be able to load software as it wastes time to have to ask someone else to do it.</p>
1	<p>the disparity between schools is palpable and a disappointment which students often point out and are not unaware of.</p>
1	<p>MNPS seems to change processes too often, and does not allow time for things to work. By the time teachers and students get use to one process, here comes another one, which continues to affect morale!</p>
1	<p>There is not enough support for new teachers. New teacher training is inadequate as well as the use of mentors. Also, there are too many changes in curriculum and procedures. The district makes decisions that look good on paper, but are nearly impossible to achieve in the classroom.</p>
1	<p>Good teachers have difficulty moving up in the ranks and hiring practices and requirements are inconsistent and often irrelevant. Subjective hires result in ineffective and inefficient hires which lead to a discouraged and disheartened teaching staff rather than an empowered and inspired one. The teacher evaluation system is inefficient and discouraging as well and has done much to burden teachers and strain teacher principal relationships which impacts school performance.</p>
1	<p>I feel like SmartBoards should be in every classroom. Our school has NO smartboards that I am aware</p>

Count	Response Comments (Verbatim)
	of. This doesn't seem equal.
1	This survey was very broad. It was very difficult to answer questions about the entire district when most of my experience has been in one school.
1	Teacher input is neither sought or desired in this system. Teachers are not valued members of the learning community in the Nashville Metro School System.
1	Our schools are way to small and outdated for the influx of students that are moving into our district. Roaches are all over the place at some schools and the classroom capacity needs to be lowered so that teachers can adequately teach and students can adequately learn!
1	Special ed services are not being utilized in its correct manner. To receive services in the manner at which one would like to be a positive impact on children, we need to return to lower ratios. Less teachers mean less effectiveness. Classes are being developed based upon physical bodies (teachers) as opposed to the needs of the children! we should have more resource classes per grade level in order to follow through with the needs of the students.
1	The exceptional education department does not relay information throughout the system so everyone is on the same page. There are not adequate training sessions.
1	Teachers do not get enough "say" in district decisions, especially in the area of education. We have textbooks that are not common core aligned, which our school does not even use (they were purchased just over a year ago). Our school is fantastic and we have amazing teachers who put in the extra time and effort to create appropriate resources for our students, however, these are generally not provided to our school. Our special education department is severely lacking in resources. Our SPED teachers have no curriculum, very few interventions, and there are not enough trainings or resources to meet the needs of severe students at schools. Our school is unprepared to meet the needs of students who require life skills services. Our new technology and other maintenance people interrupt class to make their repairs, and are not respectful of teacher time (such as working on a teacher's computer during a planning day when they need to work, working on internet right after school so that teachers and tutoring groups cannot get online, etc.). I absolutely love my individual school, but feel that our success is based on school personnel, not district support.
1	I have great resources in my math class: quality textbook materials and lots of manipulatives. I feel that we aren't given adequate time for training in new district initiatives. Planning time is often taken up by IEP meetings and PLCs and team meetings. As such, planning is done after school hours at home. Teachers aren't paid respective to additional services they provide at school: clubs, leadership team, etc. Hard working teachers are given additional work to do (leadership team) with no additional pay for their time. Schools need to be made more presentable and clean if we are to compete with charters and private schools. Custodians hours have been cut to 6 hours/day at minimum wage - and I have been told the company is linked to someone's wife's financial interests? I really think that the custodians have been given the shaft. They make less than \$1000/month! Who can live on that? Pay better and get better work, loyal employees and better looking schools.
1	Tech support is frustrating. The tech people are usually pleasant to work with, however, waiting 3-5 months for a projector bulb eliminates the use of computer visuals and Elmo's. The IT support people should have instant tickets available. When we stand in the same room and ask a question about something that is not working, they may offer a suggestion but are clearly not able to do, what at home is a couple of clicks (but we do not have administrator permission) to fix a situation, but are not able to do so because they need a help ticket.

Count	Response Comments (Verbatim)
1	Students spend so much time getting ready for the DEA's and other tests, they are not enjoying the experiences of school and teachers do not enjoy the teaching process like we used to. Our system is too focused on scores and not learning. It's too political and self serving for the adults.
1	1.) Community Service should be a graduation requirement. Many universities are looking at volunteer hours as part of their application process. I fear we are contributing to a generation of takers and not givers. 2.) In an effort to reduce the high level of teacher turn over. One teacher retention strategy maybe to incentivize the motivated teacher with children by increasing the college tuition discount for total years of service. (The current discount structure is a non factor in a decision to stay or go.) Many universities utilize this strategy to obtain and retain their a work force. 3.) A strategy to remove the 10% of students who continually disrupt the learning enviroment (tardy, ISS, OSS, repeating grades levels, fighting, defiance, ect.) Kids need to grasp that education is a priviledge and not a right.
1	I look forward to a time when the district has enough money to provide newer textbooks, technology for all, and more PD for teachers. It's a shame that education is not THE priority. If it were, there would be no "giving 50%" for doing nothing in class, and teachers could actually teach students to think and reason rather than teaching toward tests and the resulrts thereof.
1	Teacher pay is poor--I have not had a raise in 8 years. I am one of highest rated teachers in the system and state. I work from 6 to 6 which amounts to 10 dollars an hour.
1	Central Office, in particular, is an inefficient and inhospitable place. On more than one occasion, teachers have had to call the office to track down promised stipends for PL days, as well as long-overdue paychecks for extra hours (i.e. Saturday School). It is at the point where many of us will think twice before signing up for anything extra for fear we won't get paid. Why are so many people employed in Central Office? The levels of redundant bureaucracy there suck the energy out of the whole district - especially when no one ever seems to really know what's going on or can give you an answer to any of your questions.
1	Metro Schools need to stop trying to implement educational initiatives so often. It hurts the children's performance and stresses teachers out. Additionally, teachers are tired of being held accountable for things out of our control. Teachers are underpaid and overworked. This is why turnover is so high within the MNPS institution. Teachers want to feel appreciated for the work that they do and not feel bombarded with trying to implement so much instructional content. I would like to see everyone from central office come into a classroom and teach the children of today because it is very difficult and calls for a special individual to complete the task.
1	I think our school district is continuing to work hard to enhance the performance of student learning.
1	Schools are failing because any and all reseach that make a suggesstion on how students learn the school district adopts it. Students are poor readers, writers and spellers because the way instruction is delivered changes. Now all students are self-teach themselves a subject on the computer, and we wonder why increasing the school year and day has not helped students; it's because education is failing students. It will take more than a charter school, longer days, or technology to save our schools. It will take turning back the hands of time on education and teaching the basics without interference from the Chamber of Commerce, big business, Teach for America, or Teaching Fellows. We need to stop rewarding teachers for students high scores, because all we're seeing is a higher number of students being identified as special education. We have killed traditional education and have turned to practices that are not working.
1	No teacher input on any decisions on anything. Teachers live in fear and are afraid to say anything.

Count	Response Comments (Verbatim)
	Poor state of affairs in Metro.
1	Staffing for academic schools do not meet the needs of a population of honors and advanced students. AP classes are over-loaded in these two high schools that give hundreds of AP tests and have great success rates. System mandates relative to grading and homework do not meet the needs of academic students, nor their future endeavors, yet these schools are required to have the same policies as the zone schools. Teacher salaries have been on the back burner for so long that quality teachers will continue to opt out of MNPS as soon as it meets their personal needs because the work load increases far beyond the school day, without compensation. Check the percentage of increase of salary levels at central office for administrative levels as compared to teacher raises over the last ten years. Teacher morale is at an all time low, but surveys rarely are able to truly communicate the issues within the system.
1	Technology is not sufficient in MNPS. We have old, outdated computers. When computers are surpluses for being out of date there is no funding to replace them. How can we meet 21st century learner needs without the tools for the students to use? The district needs to compensate for this. Laptop carts are being provided to schools, but there needs to be stationary student computers in each classroom for students to access at any given time.
1	I could write a book of comments, but someone smarter and more experienced than me already has. If every MNPS employee read Reign of Error by [Name] and implemented all of her solutions, this would be the best district in the nation.
1	As a teacher trying to raise money for my school and classroom, I feel hamstrung by the difficulty in accessing funds that were raised or granted to our program. There is no other way to take it than feeling that we are not trusted by our school system. I have thought that I might just have to raise funds myself on the weekends; to access money to allow for enhancement in my student's education. I think the district should look closely at how few teachers even try to raise funds due to the timely and frustrating wait time just to buy a few hundred dollars worth of items. Shouldn't a receipt and professional accountability be enough?
1	One size fits all programs do not work in a district as large as MNPS. Individual schools or clusters need more autonomy in appropriate instructional practices for their population of students. Mandates, such as Focus Calendar and Data Walls, are never evaluated for effectiveness. The department that I feel is doing an amazing job is Human Capital. They have conducted focus groups and sent personnel to faculty meetings to share information about decisions the district is making and to get input from teachers. I feel that they value teachers as professionals. I wish more departments at the BOE would adopt this mindset.
1	The use of a bell system is drastically needed to teach students the concept of punctuality. Being on time to work is definitely a skill that must be mastered, and we should be teaching our students that by using a bell system.
1	I think Metro is headed in the right direction with education; however, without competitive pay for teacher, adequate technology in the classroom, and relevant professional development it can hinder the 2018 goal of MNPS. I also feel that any changes that are made to education, that could affect teachers and students, should always have the input of teachers who are in the classroom.
1	Some of the questions I would like to have answered with a "do not know" button. "Not applicable" didn't seem to fit.

Count	Response Comments (Verbatim)
1	There is too much testing for students, that our teaching time is taken away. Teachers need more computers access for students. Finally, teachers are not paid a fair salary for the work that they do. With the evaluation process, and the testing demands many teachers are leaving this profession.
1	There is an initiative to make each school more equitable in the technology that is expected to be used for instruction and training and I hope it works because we have to have fundraisers to make that happen now. It would be nice to have equality in each school from the biggest with the best parent participation to the smallest without parent participation. The main office should consider letting the schools try new initiatives with adequate time to really find out if they work or not before changing things again. They should ask the teachers and the schools that are doing good jobs what they do to make it work and then creating a model for the schools that are not.
1	The "mega" schools are overly burdened with special ed and behavior needs that can't be met with the systems in place. Teachers and administration are spread too thin performing caseload management rather than having time to implement intervention and extra instruction for students who need it.
1	I have several things that I would like to say, but I feel that they have been said many times in the past without anyone at the state or Board of Ed. really doing anything for TEACHERS.
1	My answers are based on my knowledge mainly in one local school. If I didn't know the answer or it didn't apply to. Me, I marked "not applicable."
1	I am concerned about the lack of nurses in the schools. Every school should be staffed with a full-time nurse to meet the needs of students who need to be monitored, given medication, given insulin, as well as to take care of issues that may arise during the day.
1	With increased educational expectations, educators need access to the materials required to meet those goals. In order to provide rigorous quality education, teachers need access to a wide variety of educational tools that resemble tools that are used in the real world. Computers are one type of technology, but do not encompass the totality of all tools that create quality classroom instruction. The salaries in our district may be competitive to other public school districts, but they are not compatible with the academic mastery levels a teacher is expected to have when they enter into the classroom. A salary and benefits package for a teacher with a master's degree is not competitive to other professions that require a master's degree and the workload for a teacher is considerably higher. How long does it really take to write a quality lesson that is differentiated and engaging? The expectations of teachers, the resources teachers have access to and the compensation teachers receive are not compatible in our district
1	Technology use is difficult since there is more demand than supply of bandwidth and hardware. So sometimes a lesson cannot be delivered because the technology was not available, or did not work. Why are teacher stations the lowest priority for IT? Are we forgetting what business we are really in?
1	The outsourced custodial staff presently serving Metro does not clean as did the staff that Metro had in place for years. Building custodians cleaned better and had a vested interest in their schools. Custodians left because of the poor pay of the current staff.
1	The group that cleans the building - need more help! Communication between Board/district offices and teachers needs to be more consistent and honest.
1	Students in the lower levels are not academically prepared for the intermediate grades. Therefore, it causes students to not meet their benchmarks or academic growth for those years. Cleanliness of the

Count	Response Comments (Verbatim)
	buildings are very poor. Since the new business for MNPS, I have observed our building declining but not being cleaned properly, smells are extremely strong with odor, laxing of daily restocking of the bathrooms, rooms dirtier than ever, etc...
1	There are some large capital improvements needed at several schools...old HVAC, etc...not exciting by needed.
1	My school works well, in spite of outdated equipment and facilities. It would work better with less interference from the central office.
1	Things are improving but there are areas that still have a ways to go. Teacher eveluations for non homeroom teacher, the allowing of seasonings to be used in cafeteria (if we want kids to eat vegetables they must taste good), etc.
1	The facitity simply does not meet the needs of the academic and co-curricular programs at our school.
1	Educational-Mnps initiates programming before those programs are ready to go- leaving teachers to try to implement without the appropriate programming/support/technology to be effective. Operational-Buses are regularly late, custodial supplies are regularly out of stock at our school, teacher transfer procedures/policies are disrespectful and schools are overcrowded with ineffective bathroom and cafeteria space. Financial-We have a large number of adults in our school that have a "title" but don't seem to work with students. I believe we could save hundreds of thousands of dollars in our school alone by eliminating these wasteful positions.
1	Works as well as it can with it being so large. Great job. Let's continue to strive for excellence daily.
1	MNPS would benefit by looking at programs for special populations and planning programs to meet their needs.
1	MNPS has way too many initiatives. When we try to focus on so many different areas at the same time, we end up not being able to adequately focus on any of them. I feel like it's not physically possible to fit them all into the school day. A prime example would be these focus calendars that identify one area the entire school is supposed to focus on based on our 3rd/4th grade TCAP data. Many of these focuses are beyond my first grade students' comprehension yet, and to try to address it takes time away from the foundational skills that they will need to master more advanced material later on. It is frustrating how many things MNPS throws at us with insufficient warning/preparation and insufficient opportunities for teacher input on how that initiative will actually play out in the classroom. A lot of their initiatives sound good, but for practical reasons don't actually benefit students. I also wish they would stop taking our support staff and administration out of the building for so many meetings during the school day. We need these people at the school every day to support us. The best thing MNPS could do to increase educational performance is to realistically address all the behavior problems in the classroom, by fully addressing the severe social/emotional needs of their students. When you have even one student in your classroom with severe behavior/emotional problems, it disrupts the learning of the entire classroom, and lately it seems like every classroom at my school has 3-4 of these students...there are not enough resources in place to properly support these students.
1	The notebooks just don't cut it. They should be full sized laptops or desktop computers. It takes waaaaaay to long for the help desk to offer a resolution.
1	Within the special education department, decisions seem to be made arbitrarily and without basic regard for special education classroom experiences. Most of the special education policy is geared

Count	Response Comments (Verbatim)
	towards students with high-incidence disabilities and "resource" type classrooms without regard to those students with low-incidence disabilities who also need to be considered and represented. Few of our required professional developments, instructional materials, or evaluation procedures are applicable to best practices for these students.
1	Professional training has very little to offer this year on anything, let alone something that pertains to enhancing my career. Maintenance for non-emergency tickets are NOT replied to in a timely manner. Wifi in the school has been updated, but no one (teachers, students, or administrators) know how to link in to it. Therefore, students and teachers are not able to work off of the wifi.
1	We have had a bus that is late arriving am and pm because there is no driver. This is reprehensible. We have students eating during mid morning because our cafeteria is too small for our needs. Although my school was built within the last 5 years we are out of room and have several portables. The district needs to plan ahead.
1	Our principal at Cockrill is a micromanager and rules by intimidation. She is biased in that she lets some bend the rules like coming in late, and leaving the campus several times a week to get lunch when others can't. Some are on Ipad and cells in mtgs. and others she write up for it. She is not a motivator instead she brings you DOWN! The worst principal I EVER worked for! She has no people skills and does not care about the community or students, just puts on an act! Someone needs to wake up - she rules by fear, except for her picks. She is going to end up with a discrimination lawsuit if she's not careful. I hope someone really reads this and takes this to heart, I hate to see Cockrill Elementary keep spiraling DOWN!
1	Teacher evaluations are not fairly administered. Student input should not be held against teachers...study and used to improve classroom only.
1	I think high schools need to meet the needs of students who are not college bound. I feel this area has been cut or ignored the last several years. These student may need more real world math science social studies and language arts then the college prep classes. I think overall discipline needs work on all grade levels. Teachers need more backing when parents don't want to believe their child can be a problem. The last big concern is students being pushed out of their least restricted environment in elementary and middle school especially. I feel they are pushed to be in a class they don't always understand why is going on and it stresses them out. Life skill classes can serve children best if done properly.
1	Comments: MNPS is a very difficult district to "break into" for leadership positions if one is new but has ample experience. The same people get chosen for the same leadership positions and therefore, nothing really changes or improves. Teachers should be surveyed anonymously more about their particular school. MNPS teachers should be paid more for their experience and degrees to remain competitive. There should be an induction program for new teachers with someone who really cares and wants to help them - not stodgy veterans on an ego trip. Teachers should not be expected or even asked to transport students to sporting events as this is a legal issue and can lead to serious lawsuits. Busses should be on time to pick up students at the end of the day - not 45 minutes after dismissal. Teachers should not be posting pictures of students, their assignments, T-Cap tests, or substitute feedback on Facebook, as many do at McMurray Middle School - even team leaders. MNPS should acknowledge administrative certificates and experience from other states. Applying for jobs within MNPS should be a less arduous experience so not to ward off potential candidates who are the best qualified. The MNPS handbook should be given to each teacher in hardcopy form at the beginning of the school year so there are no questions as to policies, etc. Literacy and numeracy coaches should be

Count	Response Comments (Verbatim)
	<p>chosen on merit and not popularity among administration. Teachers should get paid for module training, as this takes hours and even days, and should be considered professional development. At the middle school level, there is a serious lack of rigor. There are too many "celebration days" and "reward field trips." We have had over 10 celebration days, which are wasted educational days. This gives students the wrong message about why they are in school. Grading for learning should be banned; it's an epic fail and contradicts Common Core's goal for student proficiency. There are too many initiatives going on and it reduces the real goal of education. At the middle school level, too much emphasis is place on "team planning" - never vertical planning because learning and rigor is not valued - just logistics. Candy should NOT be sold during school hours or between classes. Again - fundraising valued over education. BAD, BAD idea!!!! Thank you for listening.</p>
1	<p>I feel the new employee orientation is too impersonal. I felt a couple people at the district office were not very friendly or welcoming to new teachers as they came for orientation and paperwork - likely because of the mass numbers. I feel the district needs to make more obvious the salary incentive for national board certification as this information is not searchable on the district website. I feel the district should provide financial incentives for teacher training and professional development as their is currently no recognition for professional growth other than the national boards bonus. I believe our health care plan should make it easier to choose our own provider. I think our district needs to look at more progressive ways of feeding students - considering local and fresh food or programs that teach students more about where their food is coming from.</p>
1	<p>There are areas of concern and a need for improvement in certain areas, but over my years of service I have seen improvement within the district.</p>
1	<p>The school infrastructure is a great concern. Aging schools are not adequately maintained and some "improvements" such as the reworking of the bathroom floor in my classroom are done so poorly that I fear for the health and safety of my young students.</p>
1	<p>Too many changes in curriculum...in the 17 years I've been here, things have been switched so many times. There is not enough time for staff/students to gain involvement and security in implementing things. Stop trying to band-aid the problems with the newest and latest things. You have to be committed to a curriculum for several, several years to see if it's working. I get frustrated about this. Not enough teacher input. Stuff shoved down our throats by people who have never been in a classroom. Try doing that with lawyers or doctors or dentists!</p>
1	<p>Many of my N/A answers apply to the fact that i didn't know the answer to the question. Also, many of the district questions are based upon work in different genre's b/c i taught high school for the first 17 years of my career before being moved involuntarily to elementary school due to losing my job for serving overseas in war in "Operation Iraqi Freedom" with the US Army.</p>
1	<p>Common core is developmentally inappropriate for younger students and does not prepare older kids for industry and college and the district should be fighting to drop it.</p>
1	<p>In terms of operational. I feel that the Leadership is unethical and does not represent the demographic of students that we serve. The district level leadership micro manages, use mafia type tactics and supports racist policies and nepotism. I don't trust this organization at all! As a matter of fact if you told them I said this there will be retribution so please don't share this with them. Its a shame that over 55 % of this district are minorities and yet our leadership doesn't reflect that?</p>
1	<p>Because I am in several schools each week, differences are apparent. Many families express to me that they feel there are so many initiatives introduced that they do not understand what each one is about.</p>

Count	Response Comments (Verbatim)
	They also feel that if they do not have access to the internet, it is difficult to check on their child's grades and keep up with communication from the school. My families who have a child in elementary school are much more satisfied with their child's learning community than my families with a child in middle school or high school.
1	Too much money goes to managers at the top and teachers working in Title I schools are punished for having students who are not adequately prepared at home or given enough time to learn English to have the same level of success as wealthier more affluent students.
1	We need more buses to service our school. There are far too many students expected to walk to school on streets without sidewalks. So, parents drive their children to school (so they will be safe) and we don't have the capacity for as many or as long as our car line becomes. The district needs to either provide more transportations or make us another car rider line. Teachers are routinely expected to stay until 3:30 or later so that all the children can be dismissed.
1	initiatives and changes are done at last minute before the school year begins, so teachers who work in advance have to change their syllabi, policies etc. There are too many initiatives which present problems and then many are not carried through because there are too many. The new grading policy - is bad for students who go to college or go into the work force because they don't understand the necessity of deadlines, completion of work, doing all work regardless of like or dislike. The students, themselves say they have become lazier because of the grading policies - the 50% and grading for learning. The ones who work, feel like a lot of their work is for nought, when it doesn't even get graded or count. Maintenance doesn't work in advance to repair things, it is basically patch work until it really breaks down. There seems to be a decided lack of preventive maintenance.
1	Technology will have to be upgraded (broadband, newer & faster laptops, etc.) before students can access the parcc online exams without experiencing frustration over extended test download times, computer lock-ups, delays over restarts, etc. Schools need to have new teacher orientation booklets that explain specific school routines and make sure that new hires understand district policy on absences, PD, etc.
1	i feel that our district and board need to get more involved in helping our EL population continue their education after high school in our post-secondary institutions. I hear far too often that our bright young minds are not able to attend college because of their immigration status and unfortunately for us they are at time the brightest and the best. This is an untapped resource that we need in our state and country.
1	Air filter maintenance in older schools needs to be checked and maintained for healthy students AND teachers in older buildings.
1	I felt very uncomfortable with some of the questions as I don't know the practices/procedures in schools in the district. In the future, tailor the questions to your experience at your school or in your classroom.
1	One area not addressed in the survey that is a huge issue at our school is that we have only one printer for 41 classroom teachers and only 1 copier for that same number of teachers to use. This puts a terrible strain on us for the preparation of instructional materials. I have been in the system more than 20 years and teachers have never had the equipment they need to be efficient and effective. MNPS has thrown away millions of dollars on programs and experts that have proved worthless while the simple needs are ignored.

Count	Response Comments (Verbatim)
1	The "grading for learning" initiative is killing students' desire/willingness to work. It is NOT a helpful plan; it is not realistic to what will be expected of students in their futures.
1	Communication between different departments is very ineffective. One hand does not seem to know what the other is doing. This applies both to Instructional Programs and to Building Maintenance and Technology Support Services.
1	The open enrollment coordinator and staff are unable to answer many questions. I am an employee and a parent of the district and the open enrollment office was clueless as to the procedure that we needed to follow to register our daughter. We contacted the head of the department looking for clarification over five months ago and still have not received a response. Central office staff is frequently "unavailable" and many people are not on the same page. If you ask the same question to three people, you will most likely get three different answers. Our Central Office administrators have a history of disciplining or reassigning teachers or administrators who speak up and question some of the decisions that are made. [Name] is a terrible leader who doesn't understand the elementary classroom teacher's difficulties or duties and [Name] might as well be an absentee superintendant during the school day.
1	I am an art teacher and for the past two years getting funds for my art class from funds set aside from me have been blocked by the secretary in every way. She is new and for some reason has decided to make it as hard as possible for me to get an order in. We are at a STEM magnet school and art is not included as important and we are not considered a core subject and it leaves us out of special funding and I have 460 students to serve and cannot even access easily the funds the state has provided for me. It has been frustrating as I spend my own money to make up for the lack and people then think it is state funded and borrow my things without much concern. It is better this year because my principal is supportive but the secretary seems to have something against me. It only hurts the children however. I spend about four hundred dollars a year at least over the funds I am able to receive. It took a special effort from my principal this year in order for me to get the allocated funds before the deadline that we had to spend it. I think office staff receive the funds I don't use if I don't use them. They appear to be banking on my left over funds. I have not been able to spend all funds until this year and only because the principal advocated for me with the secretary. The extra 75 dollars we were allocated, I lost because the secretary didn't read my email until it was too late to submit the request. I was going to use these for our school play props and had the supplies on order, but the secretary told me she read my email too late. She harasses me when I send her emails detailing my needs and when I tell her I will do something she repeats I have to do it when I am already in agreement. School secretaries need to be carefully selected. I am white in a mostly black school and I feel she is stonewalling me for personal reasons. I do my job and work over time and provide free art classes after school most Mondays and Fridays and take time with special needs students. I do not deserve to have to work so hard to get my allocated funds for art. I have never spent my funds unwisely. I appear to have a lot but it is because I spend my own money and am very frugal with what I have so it is not wasted. I use recyclables and do follow directions from the principal. For some reason, support secretarial staff and the librarian think they are my supervisor. Last year the secretary kept sending me an 800 + plus art bill that the purchasing department refused to pay or else they weren't submitted the paper work for art supplies. I kept telling the secretary that it was the school's bill and not mine. It finally got paid. Thank God.
1	The question about the number of years has no option for 16-19. That is the option I would like to select.
1	Our school is filthy and our administrators should not have to be spending their time trying to remedy this matter. GCA's contract needs to end, and Metro needs to hire their own custodians to have more

Count	Response Comments (Verbatim)
	<p>accountability. MNPS cafeterias should not have to be profit making entities who have to pay staff out of their profits. That requires them to sell a lot of junk food (cookies) that students do not need. For students on behavioral meds, the processed sugar cancels out their medications. Our school lunches are not tasty, and we even have homeless students that won't eat them! Computer Technology needs to be improved throughout the system. If we are going to be assessing students using computers, the students need to have routine access to the technology. More computers and greater bandwidth will be required for all schools.</p>
1	<p>It seems to me that MNPS purchases materials just to spend money. The people in Central Office are totally out of touch with the needs of the students. They all create more work for teachers to justify their jobs. Why not ask how they can help the teachers, instead of putting more personnel in place to tell us how to do our jobs? We were using data long before central office got on the testing band wagon.</p>
1	<p>There is an alarming discrepancy in the condition and size of the high schools relative to their student body. Somehow, the district needs to overhaul the purpose/use of facilities that are operating well below or above capacity.</p>
1	<p>Maintenance is terrible. We need to invest in working air conditioning and heating units for all of our schools. How can I expect my children to work when their faces are flushed because it's over 80° in our room? I'd happily give up my laptop for the module training and even my raise next year if it meant I could have air conditioning /heating when I need it in my classroom.</p>
1	<p>Too much bureaucracy, too much money being spent, and no enforcement of real discipline. All the while, the idea is for students to be ready to enter the real-world workforce, when the majority of our leadership know nothing more than education. They went to school for K-12, they went to school for college, they went to work as teachers in schools, then back to school to get a higher degree. All the leadership knows is "school", so they are inherently incompetent to implement changes and effectively promote the needs to achieve success out in the real world when they have never experienced it for themselves. How are you going to teach kids to succeed at business if you've never done it? This propaganda that is out now about raising Nashville to the top-performing district and increasing the graduation rate, etc. - it sounds great... The goals, the promise of a brighter future, the push to get everyone on board... But where's the actual plan - a real, functional plan to achieve this? It's not there. And more important, why does it really matter how many students graduate if they are not prepared to do anything when they leave? We are promoting the value of knowledge, but NOT the value of actual work. I gave up a very prominent and successful career in the business world to come into education and find that very few educators actually know what it takes to succeed outside of school! It's SOOOOOO frustrating!!! I love MNPS, and I love the kids here, I just think there are some things that have yet to be put into perspective. I hope this survey is anonymous or I'll probably be out of a job, but hey... I'm giving honest feedback and opinions.</p>
1	<p>IF I had school age children I would not send them to an MNPS school unless they could qualify for the academic magnet schools.</p>
1	<p>The problems indicated on this survey are largely the result of factors beyond the control of this district: Inadequate funding, inadequate public support, and the simple fact that it is much too large. My negative responses should not indicate dissatisfaction with the district per se, but rather, how this community supports its schools.</p>
1	<p>Administrators should be trained in conflict management, methods of building effective teams, and</p>

Count	Response Comments (Verbatim)
	should be able lead without instilling fear in their staff members. There is also a disproportionality of african american males as it relates to their counterparts in the handling of student discipline. There is also a disproportionality in the allocation of resources in schools with higher populations of students who are economically disadvantaged. I wonder if the district has considered utilizing a task force to address the need to leverage resources. Overall, it is apparent the district is making strides to improve.
1	more computer access is needed at my school and computer skills need to be taught at least 3 days a week in the middle school.
1	I think that literacy teachers need technology as much as the math teachers. Unfortunately, literacy teachers are not given technology.
1	Teachers are not treated with respect. The TEAM evaluation system has reduced teachers to a number. Morale is extremely low. Teachers can't wait to leave the profession. Why are we being treated like the enemy? We are all passionate about our jobs or we wouldn't be doing this.
1	We NEED to have people in the cafeterias in many Elementary Schools. Right now we have 1 office staff person watching over 200 students at a time and it is unacceptable. It is chaotic, loud, unsettling during lunch. Often kids are too stressed out to eat. I am afraid a child will choke or get hurt and no one will know. Staffing for this should be part of our budget.
1	field trips are planned for 66 children per bus. We never know what size bus will be assigned and often end up with the larger buses and waste money that way. Should be a better way to schedule buses for field trips. Make the most of our resources. I have had to get a third bus because our numbers put us 10 over and we then get huge buses. Costs Metro and our students money and makes field trips expensive.
1	Grading For Learning is in direct conflict with the Common Core Standards. It does not provide a need for academic perseverance required for post-secondary study.
1	The gotcha mentality and empowering of students over teachers is destroying our educational system.
1	MNPS schools are excellent schools and are constantly reaching forward in their endeavors to become the best Urban school district in the United States.
1	Students are given to much power in the school. There is no consequences for disruptive behavior from the administration. I believe natural consequences should deter disruptions to the classroom learning but there are no such consequences followed in our school. Students can hit, bully or labe disruptive without missing anything they want to do. There is nothing to reward them with because there is nothing taken away!
1	Teachers need administrators who are able to see their job as giving support to teachers rather than judgement and maintaining discipline so that teachers can teach and students can learn in a safe environment!
1	Just because you are located in a portable should not mean you should not be allowed to use the laptop computers for the students. That is what wireless is for. We may not could roll the carts - but arms work for bringing over the computers.
1	More discipline for chronic behavior issues - no matter what consequence the students get, they still misbehave and it doesn't help the classes they are in and students who must "tolerate" their poor behavior.

Count	Response Comments (Verbatim)
1	The exceptional education department does not get any kind of text books to meet the needs of the kids.
1	Teachers Need more opportunities for growth ... Specifically transparency in coaches and principalship positions....
1	It often feels like policies and initiatives are handed down from Central office by people who seem to have forgotten what it is like to be in a classroom. The majority of teachers know what is best for the students they work with daily, and should be better represented in decision making.
1	TRIBAL was a great resource and I would like to have the school board use its results to help make large decisions.
1	All computers in the classrooms were removed because of the windows problem three weeks before TCAP. They at least could have been used for review.
1	My understanding of Grading for Learning and my experience as a long time teacher do NOT MATCH UP! It appears to me that we move students to the next level when they have not demonstrated progress (or much performance). It will only be possible at our current rate to reach our goal of being the top performing urban district in the nation if the other large systems continue their decline. My newspaper says we are moving in the right direction, but I don't see that that is happening. Discipline (or lack of) and student learning are not at the right level.
1	Our district is overloaded with redundant management, swamped with too many "innovative" programs, devalues teacher input, and is unable to self-evaluate without the help of consultants. Safety concerns and maintenance issues are generally ignored.
1	I attend many of the meetings held for teachers by [Name]. I am always impressed by his openness and responsiveness to teachers' concerns. However, I feel there is still a huge disconnect between what he says and what is communicate to us by the principals. I respect and trust my principal, and when she says we are doing something because she was told to it I have no reason to doubt her. But, then I go to a meeting and hear that central office is "not mandating" things to schools. Well, someone is. If we are serious about school based management we have to trust our principals and facultys to work together to make the best decisions for their students. Afterall we know them best. Also I have major concerns about PARCC testing occuring on the Thinkpads. They are very difficult for students to use - super sensitive to kids' touch, opening mulitple windows at one time, small screen. It's bad enough to try to use them for research or learning, but the thought of high stakes testing on them? Scary!
1	Special Education classrooms are a total disaster. Not only are the programs changed constantly, but titles, expectations... All changed constantly. And it is NEVER communicated appropriately. No one who has any "power" wants to hear from the peons in the classroom. You know, the ones who are yelled at and blamed and feel like failures all because "central office" issued a mandate without actually getting real input from TEACHERS (not coaches). We don't have access to any form of Common Core text books. Our time is pulled and stretched too thin with the expectations for us to participate in grade level planning, plan for our own multiple grade and skill classes, attend weekly meetings during our planning, grade papers, correlate data, do consults, help gen. ed. teachers, oh wait... IEP's? Goals? Portfolios??? And then the constant prayers that one member of the team isn't completely inept at their part of the job which leaves us picking up the slack. Two days a year? You give us TWO days a year to do three to four times the amount of paperwork in a month that a normal teacher does all year. We need more time. Then there are the expectations that we should ignore the needs of a whole group to focus on the one student because their parent yells a lot. And it's also being made intentionally harder

Count	Response Comments (Verbatim)
	to help the students who need it. Face it; general education teachers are still clueless. You don't force them to inclusion training. They didn't go. If they did go, they didn't listen. And while I'm on my rant, where accountant said \$200 is enough for a whole year for a special education classroom? I have 4 grade levels. I don't get to send home a supply list. I have to not only buy all the academic supplies, but I have to buy out of my own pocket necessary things like hand sanitizer and Kleenex. Now let's bring up again the LACK OF A DISTRICT PROVIDED CURRICULUM, which means what? More money from our pockets. This is why people quit. But no, I'm not disgruntled, I'm not quitting. I'll be here when you finally, hopefully, get your mess together and return to treating us with the respect and dignity we deserve.
1	Teachers continually spend their own money when they teach in a high poverty school. We do not have the luxury of wealthy parents who donate hundreds of dollars to their child's school. We buy supplies, clothes, food for celebrations, etc. wealthy schools buy entire computer labs for certain schools, iPads, etc. It is very sad that schools with poor kids don't ever get anything extra. Sad commentary on being poor.
1	Metro Nashville schools has a bad reputation among those who work in Metro Nashville schools and in the communities in and surrounding Metro Nashville Schools. This school district itself is too big and impersonal to adequately meet the needs of the all the diverse teachers and students. IF the district would consider splitting this large school district into 2 separate districts, the funds, technology, academic materials could effectively be distributed around each of the 2 districts. AS a Metro teacher I feel the school board makes decisions that are not okay with the teachers. THE Metro Nashville school district is still a top heavy organization that does not take into account teacher opinions in district initiatives. Many times these initiatives are short lived and adequate data cannot be obtained on whether the initiatives were working or not to up STUDENT achievement. NO STUDENT may be left behind but teachers certainly are when our voice is not heard in the district!
1	The moral throughout MNPS is extremely low. Employees are overworked, overwhelmed by the new initiatives, and have inadequate time to plan for their students. It's not about the children anymore. It's too much about test scores and performing. Not about the social-emotional development of children. They are not cattle, but many of them feel that way.
1	It is easier to purchase items myself than jump through MNPS hoops. Morale seems to be very, very low for all employees. Our schools are filthy and many of the custodial staff cannot speak English. Making it very hard to communicate what needs to be done.
1	The mowers kill plants on our grounds regularly by running over small trees and killing plants with their weed eaters. Our bathrooms are not properly supplied with soap or paper towels. Janitors are told to water down the soap which is not sanitary. Paper towels are often missing as well.
1	Too much money is spent on items that are not directly beneficial to students. All that glitters is not gold.
1	You should not require principals to hire uncertified teachers and displace those who are certified.
1	My school has good systems in place with the exception of textbook distribution. Students go weeks and months without textbooks. The system is very bad. Textbooks are available, but are not distributed in a timely fashion.
1	There are too many things that we as teachers do, just to be doing something. All the testing, reviewing, practicing, retesting, etc. that we do takes away time from acutally teaching. We are here to

Count	Response Comments (Verbatim)
	teach them information and how to function. With all of the current directives, we are essentially just teaching them how to take and pass a test. It would be nice to get back to actually teaching and learning instead of test prepping and test taking.
1	I have spent hundreds of dollars of my own money to supplement the curriculum to teach CCSS. It is very frustrating to not have a very outdated math curriculum.
1	As a teacher, I mostly have no idea what the board does or what the people at central office do. I only know partially what my administration or the other teachers in my building do. I have no idea what situations are in other schools. I know that in my classroom, I could use the internet and technology more if I had full-time access to a set of computers and reliable internet connections. I think that MNPS needs to rethink the block scheduling in middle schools, because students district wide are getting poor science and social studies educations as a result because teachers unqualified to teach those subjects are forced to teach them with no training.
1	I feel that when there is money to purchase additional items the Exceptional Education Department is often times excluded in the decision making process!
1	We have more computers and technology than some other schools but not enough time to implement most programs. We have a computer lab but until recently we have only had time to use them for assessments of one type or another. Our students have no formal computer training.
1	The central office needs to get out of the way and let us teach. There are so many directives that it inhibits teacher from doing their job. Central office wastes enormous amounts of money on things that are either not wanted, not needed or could be done for free. If you truly want to improve MNPS cut the budget for the central office in half and put more teachers in the classroom and opt out of common core.
1	The focus is entirely too much on testing and corporate monetary support and not nearly enough on teacher support or learning conditions. Much could be accomplished by supporting teachers with discipline. Most of the rules we try to enforce aren't even our rules! As well as needing more support in our buildings we need support from the central office. My experiences with the district office include gross incompetence that put my career in danger and this was never fixed! I was also wrongly terminated as a coach and this was never fixed. Neither the students nor I feel safe or respected by our direct or indirect learning environments. There are safety problems in classrooms that have yet to be addressed after two years. Another example includes wasting money on initiative after initiative which are poorly formed, but enforced just the same then later dropped without explanation. That money would be better spent paying teachers a decent salary and getting them what they need in their classrooms. Besides lacking basic support, teachers have absolutely no freedoms and very few protections. We lose more and more teachers every year because they feel powerless and hopeless as well as scared.
1	There is little to no support for new teachers from the district. Individual schools and the faculty may help support but there is nothing other than a one day optional orientation from the district. There is not a mentor program or anything similar to that that would benefit and help retain new teachers.
1	I think the school board should publish the all of the results of surveys given, especially when it comes to the school year calendar. Many feel they were not listened to, that the calendar was already determined and survey was for show.
1	To meet the needs of today's world, we need better training in teaching using computers. Then we

Count	Response Comments (Verbatim)
	need enough working computers available to teach our students. The current number of students-to-computers in my school is 8 to 1. I can't utilize a lot that is available to me and my students. More and better training and, foremost, enough computers to use them actively in the learning process is needed.
1	We need a better discipline system. This is an issue that continues to worsen. I don't profess to know how to solve this, but I can see it is a grave problem
1	Schools that have are created for students with behavior problems need to have school security at their school for the whole school day. At the special day schools, we do not have school security. They only come when there is a large problem. Many of our students have behavior problems and we need school security to protect the students and staff. It is ridiculous that there is no full time school security officer at schools for students with behavior issues.
1	District resources for special education are distributed very unevenly. Parents who advocate, or who have the capability of hiring advocates, often make demands that are met. This happens even when the demands are unreasonable. In the meantime, parents of children in low income areas are not given the attention that they deserve, and their concerns are dismissed unless they go to the media or file a complaint. Our district is extremely frightened by the prospect of due process suits.
1	Currently, our school doesn't have a computer for each child while in their classroom. Computer lab schedule doesn't allow for weekly or bi-weekly access to all classrooms.
1	procedures for disruptive student behavior need to be enhanced, math textbooks should support district initiatives as well as common core
1	Purchasing is a mess--unless you are high in the school chain of command--it can take months to get anything from Title I money like supplies or reading books. It is also very arbitrary--you may get \$500 for ACT books but find ACT software for \$400 that does the same thing, and it will be denied due to lack of flexibility.
1	The printers and copiers are out of ink. Many of us do not have teacher editions for our course we are teaching. We have a lot of other issues at this site. Sadly the middle school ALC seems to be a forgotten group within the district.
1	Overall, our district is making great strides in the effort to become the top performing district in the nation. However, communication of expectations needs improvement. For example, the expectations of teachers concerning the Literacy Focus Initiative was not clear. Teachers were expected to carry out a mandate without being trained, yet still being held accountable.
1	Our Professional Development, specifically as it pertains to All Stars, unproductive for teachers. It has entirely too much information (~45 minutes of video per module, ~15 links each with multiple pages to read per module). School internet is too slow for the videos and larger links, so it would impossible to get it done during school even if we had the planning time to dedicate to it. It has as much information a college-level class! The assessments have only difficult-to-find details with no higher-order thinking. Every possible educational topic is haphazardly covered in some video or PDF. The district should have done a better job culling some information and introducing it more gradually so that we would actually focus on each one and absorb it! This overload is counterproductive. Additionally, requiring us to click that we have seen and understood EVERYTHING seems like a sneaky way to justify reprimanding us later if we are unable to implement ALL of the initiatives next year (standards-based grading, CCSS, PBL, blended classrooms, literacy focuses, differentiation, online readiness, RTI etc.). I already differentiate to the extreme and have done standards-based grading since 2011, so I can't even imagine what it

Count	Response Comments (Verbatim)
	must be like for other teachers. This "Professional Development" is only a publicity stunt for Metro. No legitimate PD would be hours and hours long with so many links. I believe in everything that All Stars has to offer, but this method of unrolling it supports a superficial "we checked this off our list" mindset without supporting teachers in the classroom or the students we dedicated ourselves to serving.
1	Establishing a Pre-K 'hub' is a fabulous idea and will serve the community well. I am sad and discouraged that my job will be lost because of this situation when I have had strong evaluations throughout my four years with the district. This is my 25th year to teach in Tennessee and starting over in a job search has been very disheartening.
1	Teacher evaluations are unfair and reflect the bias of the administrator toward the "favorites" on the faculty.