

# **School Board Director's Evaluation**

Tuesday, October 24, 2023



METRO  
NASHVILLE  
PUBLIC  
SCHOOLS

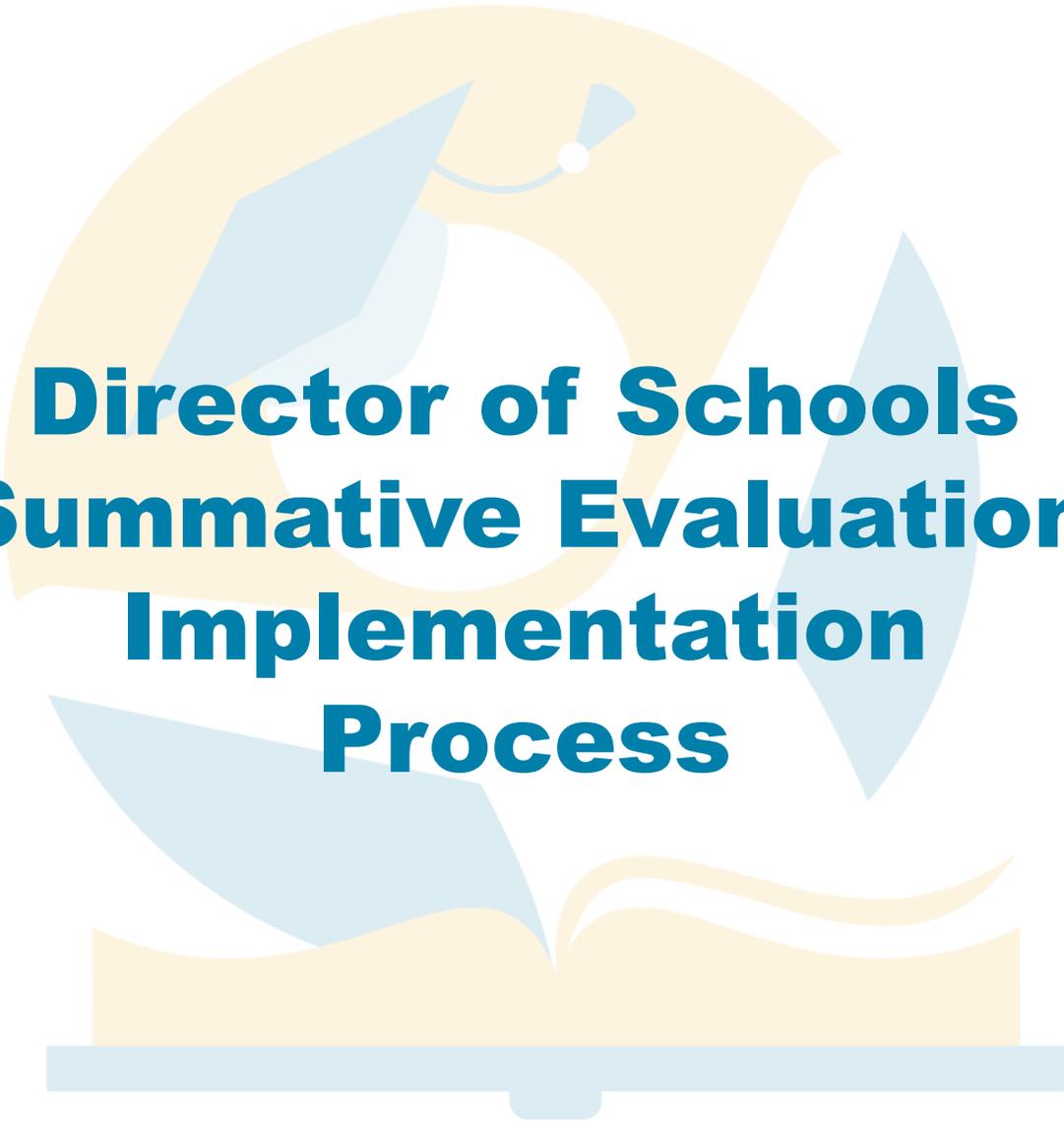
# Evaluation Schedule

- Director completes quarterly formative progress reports (self-evaluation)
- Board reviews Q1 and Q2 formative progress report to provide semi-annual feedback at an evaluation committee meeting in winter
- Board reviews Q3 and Q4 formative progress report to provide semi-annual feedback at an evaluation committee meeting in summer
- Board provides written feedback on summative evaluation and discusses final annual evaluation in an evaluation committee meeting in October
- **Board provides summary of summative evaluation and board feedback publicly in October**

# Focused Outcomes

## SIGNATURE INITIATIVES





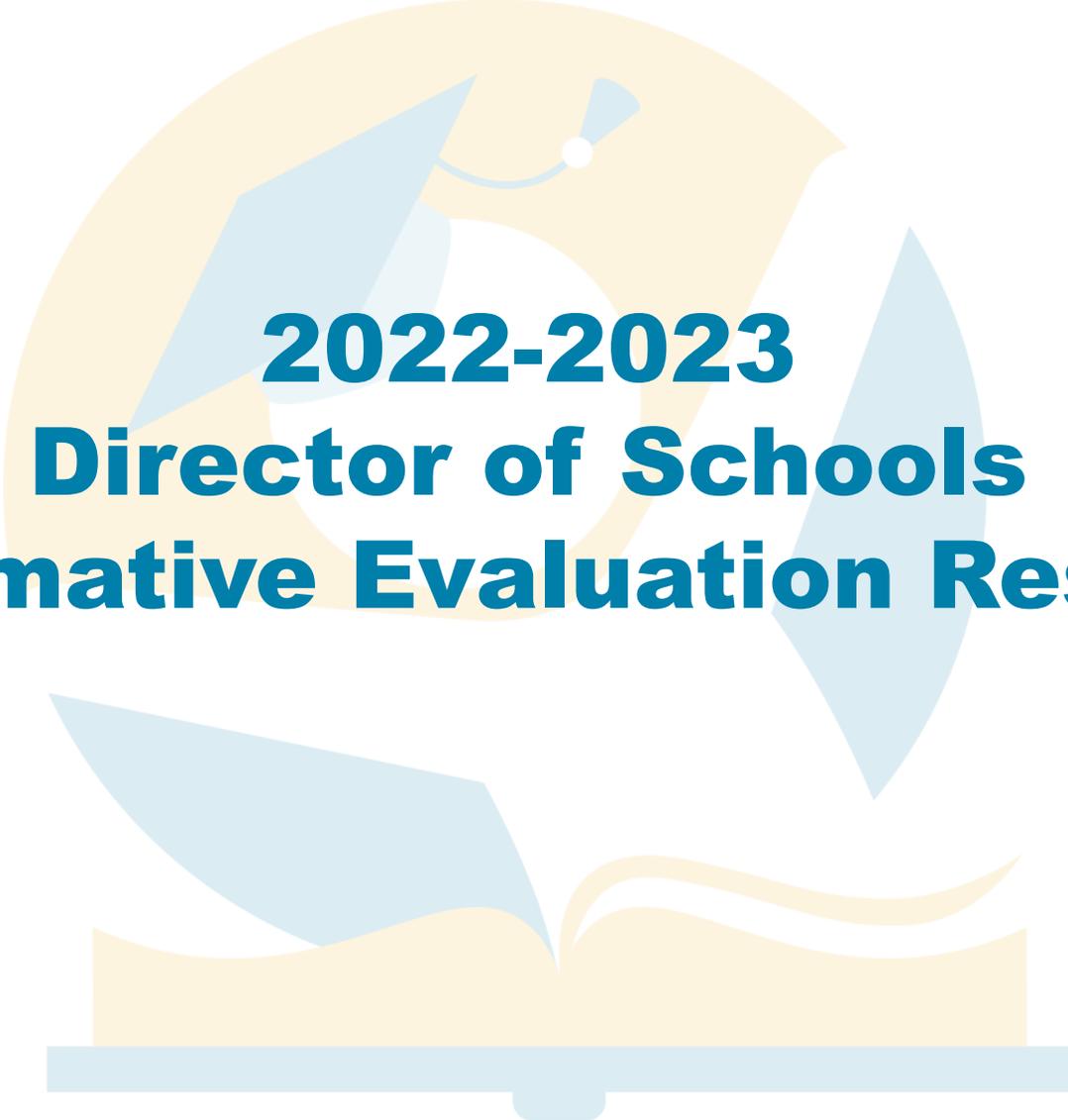
**Director of Schools  
Summative Evaluation  
Implementation  
Process**

# Director of Schools Evaluation Procedure

- Director's self-evaluation includes summative evidence connected to progress on each of the four Focused Outcomes:
  - Literacy
  - Numeracy
  - Social Emotional Learning
  - Transitions
- Summative Evidence includes the following data:
  - Student outcomes data on Benchmark, TCAP, TVAAS, and Attendance
  - Implementation evidence and related outputs
  - Review of progress on related Signature Initiatives

# Board of Education Evaluation Procedure

- Board Evaluation process includes:
  - ❑ Each board member reviews the Evaluation data and rates performance.
  - ❑ Summative rating for each focused outcome:
    - Met, Partially Met, Not Met
  - ❑ Supporting evidence of summative rating:
    - Student outcomes data on Benchmark, TCAP, TVAAS, and Attendance
    - Implementation evidence and related outputs
    - Review of progress on related Signature Initiatives
  - ❑ Evaluation committee summarizes data, rating, and supporting evidence to present to the Board of Education.
- Board Considerations for 2023-2024 Evaluation Cycle
  - ❑ Continuous Improvement
  - ❑ Strategic Priorities



**2022-2023  
Director of Schools  
Summative Evaluation Results**

# Focused Outcome

## LITERACY

### ➤ **RATING: MET**

#### ➤ **Evidence cited by Board Members:**

- 58.9% of students met or exceeded growth projections, which outpaced focused outcome goal of 50% meeting growth projections.
- TVAAS Level 5
- ELA scores increased from 26.8% to 28.5% in the Met or Exceeded Expectations, the highest since 2016 (released in 2017) since the new state standards were released
- Preliminary results of Promising Scholars, Accelerating Scholars, and Enriching Scholars are encouraging
- The percentage of students in the “Below Expectations” category is generally decreasing year-over-year, particularly last year with a 2-percentage point decrease
- Strong professional learning supports for educators

# Focused Outcome

## NUMERACY

### ➤ **RATING: MET**

#### ➤ **Evidence cited by Board Members:**

- ❑ 56.2% of students met or exceeded growth projections, which outpaced focused outcome goal of 50% meeting growth projections
- ❑ TVAAS Level 5
- ❑ Student scores increased from 18.9% to 22.5% in Met or Exceeded Outcomes category on top of a 7.2% increase from 2021-2022 scores
- ❑ Preliminary results of Promising Scholars, Accelerating Scholars, and Enriching Scholars are encouraging for students who are most behind
- ❑ Adoption of new math curriculum, professional development for teachers, and training/research partnership w/Vanderbilt to monitor implementation and progress

# Focused Outcome

## SOCIAL EMOTIONAL LEARNING

### ➤ **RATING: MET**

#### ➤ **Evidence cited by board members for rating**

- ❑ MNPS met its attendance goals by reaching an Average Daily Attendance (ADA) rate of 91.8% (including our pre-K students) and we had a district-wide chronic absence rate of 27.5%
- ❑ Ninety-three percent of students were engaged in the Sown to Grow platform, far outpacing our engagement from last year
- ❑ Per principal and coach surveys, there is strong alignment between the program design of our Advocacy and Peace Centers and actual practice
- ❑ Research, Analysis and Evaluation division found that a higher dosage of responsive supports from Advocacy Centers significantly predicted more change in regulation levels for students
- ❑ The number of responsive Advocacy Center sessions and total duration of responsive supports that students received were significant predictors of students
- ❑ Our two community Support Hubs had a 300% increase in distributions from last year, and a 400% increase in student visits during the school day

# Focused Outcome TRANSITIONS

## ➤ **RATING: MET**

### ➤ **Evidence cited by Board Members:**

- MNPS Reimagined transitions included an increase in retention among zoned students in fifth grade
- 97% of students in transition years had active transition plans, activities, and/or senior surveys in Sown to Grow which allows for counselors and school leaders to plan for student transitions into and out of schools
- Through University MNPS partnerships with Belmont University, Lipscomb University, and Tennessee State University, our students had access to a 160 combined scholarships exclusive to MNPS
- Equity Roadmap Implementation
- Continued embedding of Leadership Framework throughout Support Hub, Executive Director, MTSS sessions, regular instructional leadership meetings

# Summative Evaluation Final Ratings

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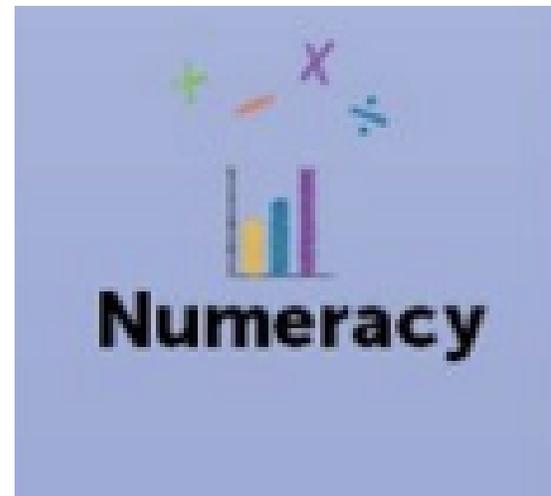
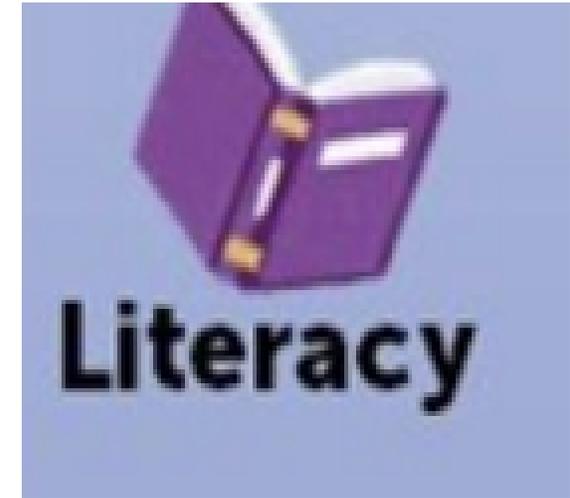
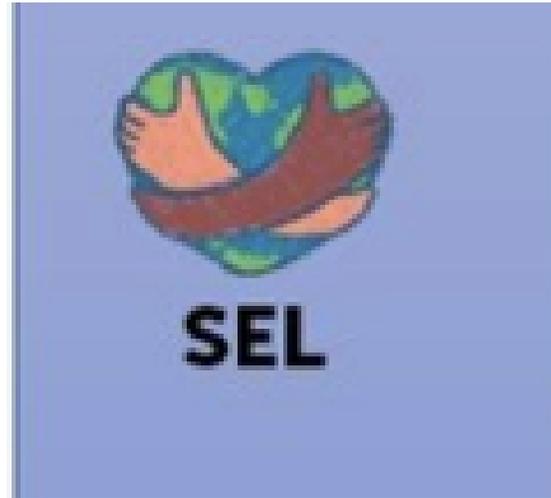
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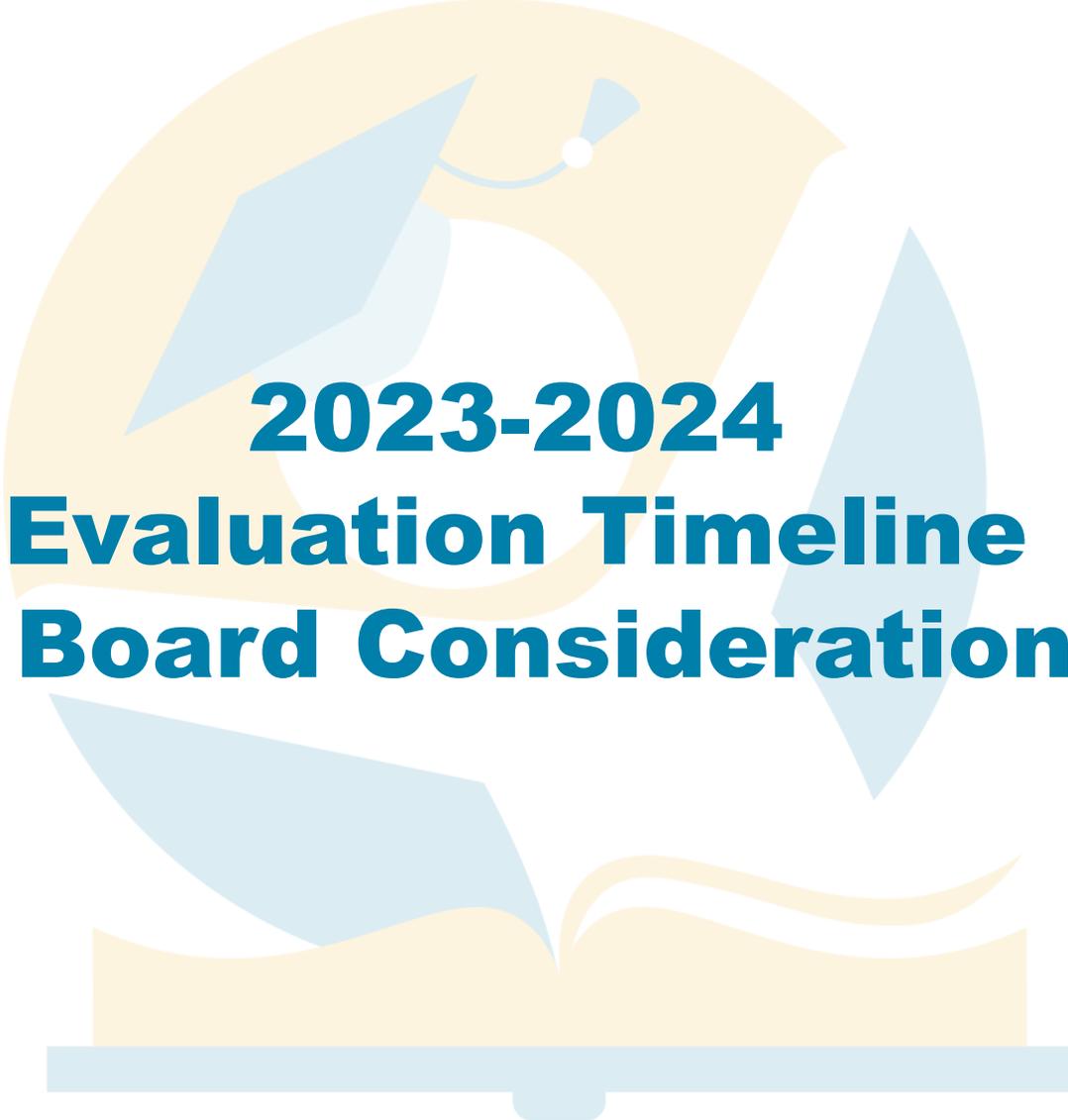
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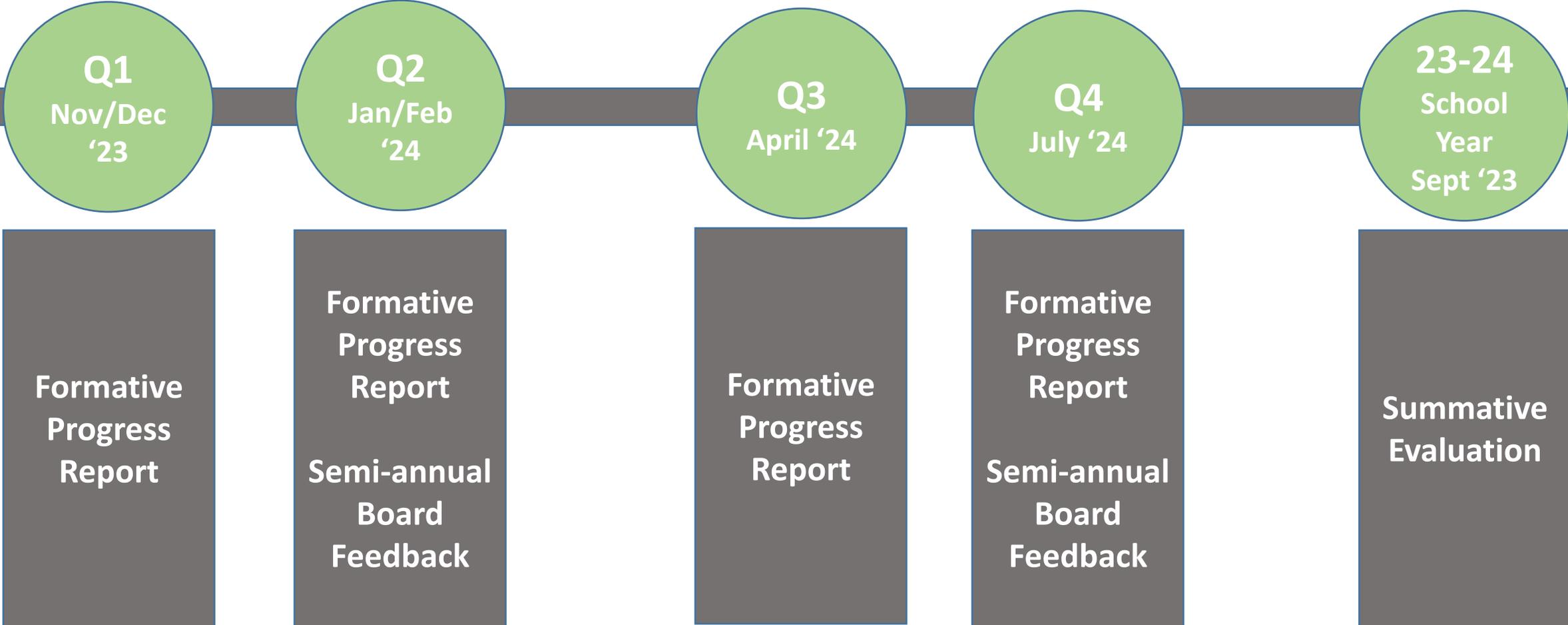


# Questions & Discussion

A stylized graphic featuring a yellow graduation cap (mortarboard) with a blue tassel, positioned above an open yellow book with blue pages. The entire graphic is set against a light blue circular background.

**2023-2024**  
**Evaluation Timeline**  
**& Board Considerations**

# Evaluation Timeline – 2023-2024



# 2023-24 Board Considerations

## LITERACY

### ➤ How can the Board support:

- The pace of continuous and accelerated growth for all students?
- The expansion of proven strategies to specifically address the persistent achievement gaps among Black, Economically Disadvantaged, English Language Learners, and Exceptional Education students?

### ➤ How can the Board progress monitor:

- Strategies used to support students in 5<sup>th</sup> and 8<sup>th</sup> grades?

# 2023-24 Board Considerations

## NUMERACY

### ➤ How can the Board support:

- The expansion of proven strategies to specifically address the persistent achievement gaps among Black, Economically Disadvantaged, English Language Learners, and Exceptional Education students?
- Strategies for our professional learning opportunities and supports are working for curriculum implementation?

### ➤ How can the Board progress monitor:

- How additional strategies in 5th grade are working to improve outcomes?
- How additional strategies for improvement in secondary math are working to improve outcomes?
- Potential strategies for improvement in numeracy among students participating in the Scholars Portfolio (Accelerating, etc)?

# 2023-24 Board Considerations

## SOCIAL EMOTIONAL LEARNING

### ➤ How can the Board support:

- The expansion of proven individual student strategies that are positively impacting attendance?
- Scaling of attendance strategies piloted at targeted schools that might be positively impacting attendance?

### ➤ How can the Board progress monitor:

- Student engagement and SEL growth opportunities?
- Improvement strategies to address chronic absenteeism?
- Additional SEL & mental health intervention targets to support students districtwide?

# 2023-24 Board Considerations

## TRANSITIONS

### ➤ How can the Board support:

- University MNPS and the MNPS Relmaged work?

### ➤ How can the Board progress monitor:

- The impact of fifth grade transition on student outcomes? Ongoing implementation of MNPS Relmaged?
- Implementation of Equity Roadmap?
- Research work from PEER?



# Questions & Discussion