



AGENDA

METROPOLITAN BOARD OF PUBLIC EDUCATION
2601 Bransford Avenue, Nashville, TN 37204
Regular Meeting – September 14, 2021 – 5:00 p.m.
Christiane Buggs, Chair

I. CONVENE and ACTION

- A. Call to Order
- B. Establish Quorum
- C. Pledge of Allegiance

II. BOARD ELECTIONS

III. AWARDS AND RECOGNITION

- A. Presidential Award for Excellence in Mathematics and Science Teaching
- B. Tennessee Teacher of the Year Regional Winner
- C. CAMPS Nashville Foundation and Aria Music Class Piano Studio Award

IV. PUBLIC PARTICIPATION

The Board will hear from those persons who have requested to appear at this Board meeting. In the interest of time, speakers are requested to limit remarks to three minutes or less. Comments will be timed.

V. GOVERNANCE ISSUES- OUR ORGANIZATION

- A. Actions
 - 1. Consent
 - a. Approval of Minutes - 08/10/2021 - Minutes
 - b. Awarding of Purchases and Contracts
 - 1. Barnes & Noble Booksellers
 - 2. Catapult Learning, LLC
 - 3. CDW Government, LLC (CDW-G)
 - 4. International Food Solutions, Inc., dba Asian Food Solutions
 - 5. McCloskey Mechanical Contractors, Inc.
 - 6. Project Wealth 500, LLC
 - 7. R&R Enterprises dba R&R Vending
 - 8. Schoology, Inc. now PowerSchool Group, LLC
 - 9. Southern Word, Inc. (aka Youth Speaks Nashville)
 - 10. Synchronous Health, Inc.
 - 11. The Tennessee Credit Union

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12. United Testing & Balancing, Inc.
 13. University of Washington Center for Educational Leadership
 14. Vanderbilt University
 15. Varsity Brands Holdings Co., Inc dba BSN Sports
- c. ESSER Plan and Related Documents

VI. REPORTS

- A. Director's Report

VII. BOARD DISCUSSION

- A. MNPS Security -Board Policy 5.501 Complaints and Grievances

VIII. ANNOUNCEMENTS

IX. WRITTEN INFORMATION TO THE BOARD

X. ADJOURNMENT

METROPOLITAN NASHVILLE PUBLIC SCHOOL BOARD MEETING –
August 10, 2021

Members Present: Christiane Buggs, chair, Gini Pupo-Walker, Rachael Anne Elrod, vice-chair, Emily Masters, Abigail Tylor, Freda Player-Peters, Sharon Gentry, John Little and Fran Bush

Members Absent: Rachael Anne Elrod

Meeting called to order: 5:00 p.m.

CONVENE AND ACTION

- A. Call to Order
Christiane Buggs called the meeting to order.
- B. Pledge of Allegiance

AWARDS AND RECOGNITIONS

- A. Hillsboro Lacrosse Team – The Board and Dr. Battle congratulated the members of the Hillsboro High School lacrosse team for winning the State Championship.

PUBLIC PARTICIPATION

- A. Fanny Sung Whelan- She addressed the Board concerning COVID-19.
- B. Daniel Stafford- He addressed the Board concerning COVID-19.
- C. Dr. Mary Kline Barnes- She addressed the Board concerning COVID-19.
- D. Gregory O'Loughlin- He addressed the Board concerning the Educators Cooperative.
- E. Nicole Torres- She addressed the Board concerning COVID-19.
- F. David Kells- He addressed the Board concerning COVID-19.
- G. Kelli Phillips- She addressed the Board concerning COVID-19.
- H. Matthew Walsh- He addressed the Board concerning COVID-19.

- I. Amy Greer – She addressed the Board concerning COVID-19.
- J. Eli Foster – He addressed the Board concerning COVID-19 and House Bill 580.
- K. Pastor Kenneth Van Buren– He addressed the Board concerning COVID-19.
- L. Asha Carr– She addressed the Board concerning COVID-19.
- M. Gena Hooper- She addressed the Board concerning literature within the district.
- N. Ashlee Stoeppler– She addressed the Board concerning COVID-19 and cleaning products used in schools.
- O. Nicole Bynum– She addressed the Board concerning COVID-19 policies and IEP’s for students.
- P. Paige La Grone Babcock– She addressed the Board concerning COVID-19.
- U. Kristin Dillard– She addressed the Board concerning COVID-19.
- V. Tom Wiser - He addressed the Board concerning COVID-19.
- W. Susanne Thoen– She addressed the Board concerning literature with the district.
- X. Jennifer Conder– She addressed the Board concerning Wit and Wisdom curriculum.
- Y. Amity Marsh– She addressed the Board concerning Wit and Wisdom curriculum.
- Z. Cindy Goddard– She addressed the Board concerning COVID-19 and literature used in the district.
- AA. Adrienne Figueroa– She addressed the Board concerning COVID-19.
- BB. Mary French– She addressed the Board concerning Wit and Wisdom.
- CC. Carolyn Lutz– She addressed the Board concerning COVID-19.
- DD. Karen Sun– She addressed the Board concerning COVID-19.
- EE. Cassie Norton– She addressed the Board concerning COVID-19.
- FF. Kristina Parish– She addressed the Board concerning COVID-19.
- GG. Patrick O’Brien– He addressed the Board concerning COVID-19.
- HH. Julie Trudel – She addressed the Board concerning COVID-19.
- II. Kelly AnnGraff– She addressed the Board concerning COVID-19.
- JJ. Michele Sheriff- She addressed the Board concerning COVID-19.
- KK. Paula Pendergrass – She addressed the Board concerning the MNEA MOU.

GOVERNANCE ISSUES

A. 1. Consent

- a. Approval of Minutes - 06/08/2021 - Minutes**
- b. Recommended Approval of Change Order #1 for Pearl-Cohn High School Track and Stadium Improvements- Orion Building Corporation**
- c. Awarding of Purchases and Contracts**
 - 1. Berry Hill Police Department**
 - 2. Best One Tire of Nashville**
 - 3. CDW Government, Inc. (2 contracts)**
 - 4. Education Networks of America (ENA)**
 - 5. Follett School Solutions**
 - 6. Gold Creek Foods, LLC**
 - 7. Innovative Funding, Inc.**
 - 8. Inter-State Studio & Publishing, Co.**
 - 9. Lipscomb University**
 - 10. Mid-Tenn. Ford**
 - 11. Mohawk Rubber Sales of NE**
 - 12. MORPHO USA, Inc. dba Idemia Identity & Security USA, LLC**
 - 13. Nashville Classical Charter School**
 - ~~**14. Nashville Teacher Residency**~~
 - 15. Parman Energy Group**
 - 16. PortionPac Chemical Company**
 - 17. Snider Tire, Inc. dba Snider Fleet Solutions**
 - 18. Southern Heating & Cooling, Inc.**
 - ~~**19. Tennessee State University (TSU)**~~
 - 20. Unico Technology**
- d. MNEA Memorandum of Understanding**

Abigail Tylor pulled Item A-1-c- Nashville Teacher Residency

Motion to approve the consent agenda with changes.

By Sharon Gentry, seconded Freda Player-Peters

Motion Passes

Vote: 8-0

**Motion to approve the consent agenda with changes.
By Sharon Gentry, seconded Freda Player-Peters
Motion Passes
Vote: 8-0**

**Motion to approve Item A-1-c-(14.) Nashville Teacher
Residency.
By Abigail Tylor, seconded Sharon Gentry
Vote: 8-0**

DIRECTOR'S REPORT

- A. Director's Report – Dr. Battle and staff presented a report on the First Day of School.

BOARD DISCUSSION

- A. MMCV, Inc. – The Board held a discussion around the MMCV, Inc. Contract.

ANNOUNCEMENTS

- A. Sharon Gentry announced that she attended the Ribbon Cutting for Whites Creek High School new indoor facility.
- B. Gini Pupo-Walker announced that the new Student Board Members will be sworn in at the September 14th Board Meeting. She also announced a community meeting would be held August 19th to discuss the Stokes building.
- C. Fran Bush announced that Stronger Than My Father organization Back to School Festival was a success.
- D. John Little announced that the PENCIL Back to School event was a success. He also announced that the MGavock Jamboree is August 12th.
- E. Emily Masters announced the Parent Advisory Council meeting schedule, social profiles and website.
- F. Abigail Tylor announced that she met with the District 9 bus drivers.
- G. Christiane Buggs announced that she attended a back to school bash at Jones Paideia.

Ms. Buggs adjourned the meeting at 8:32 p.m.



Chris M. Henson
Board Secretary

Christiane Buggs
Board Chair

Date

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(1) VENDOR: Barnes & Noble Booksellers

SERVICE/GOODS (SOW): Provision of library books, textbooks, and other books.

SOURCING METHOD: BuyBoard Cooperative RFP 609-20

TERM: September 15, 2021 through May 31, 2023

FOR WHOM: MNPS schools and departments

COMPENSATION: Contract pricing based on percentage discount off price list.

Total compensation for this contract is not to exceed \$750,000.

OVERSIGHT: Procurement

EVALUATION: Timeliness, accuracy, and quality of products provided.

MBPE CONTRACT NUMBER: 7520228

SOURCE OF FUNDS: Various Operating, Federal, and School-Based Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(2) VENDOR: Catapult Learning, LLC

SERVICE/GOODS (SOW): Amendment #7 adds \$127,130 of Title I funds for the neglected and delinquent facilities for the 2021-2022 school year. Contract is for the purchase of Title I tutor-directed instructional and family engagement services for eligible students in participating non-public schools, identified homeless students in non-Title I district schools, neglected/delinquent facilities and/or identified students in low performing schools and professional development for teachers in on-site facilities, off-site facilities or virtual delivery applications.

SOURCING METHOD: Amendment of a previously approved Board contract

TERM: September 15, 2021 through August 22, 2022

FOR WHOM: Neglected and Delinquent Facilities including Juvenile Detention Center, Standing Tall, Youth Villages, and Hermitage Hall

COMPENSATION: Amendment #7 increases the compensation by \$127,130.

Total compensation for this contract is not to exceed \$5,988,195.99.

OVERSIGHT: Federal Programs

EVALUATION: Quality of services provided and feedback from district's monitoring of the Contractor.

MBPE CONTRACT NUMBER: 10300

SOURCE OF FUNDS: Federal Funds – Title I Equitable Services Set Aside (for Participating Non-public Schools)

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(3) VENDOR: CDW Government, LLC (CDW-G)

SERVICE/GOODS (SOW): Indefinite Delivery/Indefinite Quantity (IDIQ) provision of CDW-G's catalog of technology solutions that include various hardware, software, cloud, peripherals, technology accessories, and professional services.

SOURCING METHOD: Sourcewell Cooperative, 081419-CDW

TERM: September 15, 2021 through October 30, 2023

FOR WHOM: MNPS schools and departments

COMPENSATION: CDW-G shall be paid in accordance with the rate discounts shown in the Sourcewell Cooperative contract 081419-CDW.

Total compensation for this contract is not to exceed \$10,000,000.

OVERSIGHT: Procurement

EVALUATION: Timeliness, accuracy, and quality of products/services provided.

MBPE CONTRACT NUMBER: 7518799

SOURCE OF FUNDS: Various Operating, Federal, and School-Based Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(4) VENDOR: International Food Solutions, Inc., dba Asian Food Solutions

SERVICE/GOODS (SOW): Amendment #1 attaches Exhibit A, Revision 1 and increases the total compensation by \$76,000 for a new not-to-exceed value of \$413,000. Contractor to provide processing of U.S. Department of Agriculture (U.S.D.A.) donated raw commodities into a final palatable end-product for use in the food service programs of Metropolitan Nashville Public Schools (MNPS).

Specifically, contractor will provide the following:

- Mandarin Orange Chicken
- General Tso's Chicken
- New Orleans Chicken

SOURCING METHOD: ITB 110214

TERM: September 15, 2021 through June 30, 2023

FOR WHOM: MNPS students and cafeterias

COMPENSATION: In accordance with Exhibit A- Revision 1.

Total compensation for this contract is not to exceed \$413,000.

OVERSIGHT: Nutrition Services

EVALUATION: Quality and timeliness of receiving products ordered.

MBPE CONTRACT NUMBER: 7514265

SOURCE OF FUNDS: Nutrition Services Fund

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(5) VENDOR: McCloskey Mechanical Contractors, Inc.

SERVICE/GOODS (SOW): Provision of HVAC equipment replacement at Whitsitt Elementary School.

SOURCING METHOD: ITB 140214

TERM: September 15, 2021 through Project Completion

FOR WHOM: Whitsitt Elementary School

COMPENSATION: Total compensation for this contract is not to exceed \$806,149.30.

OVERSIGHT: Facilities

EVALUATION: The quality and timeliness of goods and services provided.

MBPE CONTRACT NUMBER: 7518295

SOURCE OF FUNDS: Federal Funds – ESSER 2

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(6) VENDOR: Project Wealth 500, LLC

SERVICE/GOODS (SOW): Contract is for the provision of a Men's Health Initiative.

SOURCING METHOD: RFQ 121241

TERM: September 15, 2021 through September 14, 2026

FOR WHOM: For members of the Teachers Health Plan

COMPENSATION: Total compensation for this purchase is \$750,000.

OVERSIGHT: Human Resources/Employee Benefits

EVALUATION: Quality and effectiveness of services provided.

MBPE CONTRACT NUMBER: 7519183

SOURCE OF FUNDS: Insurance Trust Fund

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(7) VENDOR: R&R Enterprises dba R&R Vending

SERVICE/GOODS (SOW): Fundraiser Master Agreement to provide fundraising opportunities that may include, but not be limited to:

- Vending Services

SOURCING METHOD: Negotiated

TERM: September 15, 2021 through September 14, 2026

FOR WHOM: All MNPS schools

COMPENSATION: Revenue generated per engagement with each requesting MNPS school. All funding to be processed through the requesting MNPS school's Student Activity Funds.

OVERSIGHT: Requesting MNPS school(s)

EVALUATION: Audit Review and Fundraising Report Card

MBPE CONTRACT NUMBER: 7517867

SOURCE OF FUNDS: Revenue – Student Activity Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(8) VENDOR: Schoology, Inc. now PowerSchool Group LLC

SERVICE/GOODS (SOW): Amendment #1 assigns the contract from "Schoology, Inc" over to "PowerSchool Group LLC," changes the contract number to 7518089, updates the Criminal Background Checks clause, and adds the Iran Divestment Act clause. Contract is for the provision of contractor's learning management system (LMS).

SOURCING METHOD: Amendment of a previously approved Board contract

TERM: September 15, 2021 through August 31, 2022

FOR WHOM: All MNPS teachers and instructional staff

COMPENSATION: Amendment #1 does not increase the total compensation for the contract.

OVERSIGHT: Technology Services

EVALUATION: Quality of services provided.

MBPE CONTRACT NUMBER: 7518089 (previously 2-260594-00)

SOURCE OF FUNDS: Operating Budget

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(9) VENDOR: Southern Word, Inc. dba Youth Speaks Nashville

SERVICE/GOODS (SOW): Contract is to provide writer residencies and workshops, music production residencies and workshops, songwriting residencies and workshops, mentor support, poetry slams and spoke word assemblies, and other related events as needed by MNPS.

SOURCING METHOD: RFQ 135222

TERM: September 15, 2021 through September 14, 2026

FOR WHOM: MNPS staff and students

COMPENSATION: Total compensation for this purchase is \$500,000.

OVERSIGHT: Teaching & Learning

EVALUATION: Quality of services provided.

MBPE CONTRACT NUMBER: 7519195

SOURCE OF FUNDS: Various Operating Budgets

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(10) VENDOR: Synchronous Health Inc.

SERVICE/GOODS (SOW): Contractor will provide MNPS with a better understanding of our members and their needs as it relates to behavioral health services.

SOURCING METHOD: RFQ 124210

TERM: September 15, 2021 through September 14, 2026

FOR WHOM: MNPS staff

COMPENSATION: Total compensation for this purchase is \$750,000.

OVERSIGHT: Human Resources/Employee Benefits

EVALUATION: Quality and effectiveness of services provided.

MBPE CONTRACT NUMBER: 7519184

SOURCE OF FUNDS: Insurance Trust Fund

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(11) VENDOR: The Tennessee Credit Union

SERVICE/GOODS (SOW): Contract is for The Tennessee Credit Union of Nashville, Tennessee, to continue operation of "The Tennessee Credit Union Academy of Business and Finance at Antioch High School" (the "Academy"). The Academy will provide a relevant and rigorous learning environment for students interested in the field of finance.

SOURCING METHOD: Negotiated

TERM: September 15, 2021 through September 14, 2026

FOR WHOM: For MNPS staff and students at Antioch High School

COMPENSATION: Contractor will contribute \$50,000 per year through cash donations, capital outlay and in-kind services or a combination thereof.

OVERSIGHT: Academies of Nashville and Career & Technical Education

EVALUATION: Quality of products and timeliness of services provided.

MBPE CONTRACT NUMBER: 7519091

SOURCE OF FUNDS: Revenue

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(12) VENDOR: United Testing & Balancing, Inc.

SERVICE/GOODS (SOW): Purchase of Test and Balance for the HVAC system at JT Moore Middle School.

SOURCING METHOD: Metro RFP

TERM: Immediate Purchase

FOR WHOM: JT Moore Middle School

COMPENSATION: Total compensation for this purchase is \$32,950.

OVERSIGHT: Facilities

EVALUATION: Quality of products and timeliness of services provided.

MBPE CONTRACT NUMBER: Metro Government # 6484041

SOURCE OF FUNDS: Operating Budget

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(13) VENDOR: University of Washington Center for Educational Leadership

SERVICE/GOODS (SOW): Ongoing professional development and support for MNPS principals within the MNPS Schools of Innovation in an effort to increase the principals' instructional leadership capacity. The professional development being provided is based upon the 4 Dimensions of Schools Leadership™ (4D™) framework, the 5 Dimensions of Teaching and Learning™ (5D™) instructional framework, the Measures of Instructional Leadership Expertise™ (MILE™) assessment, and the Principal Support Framework.

SOURCING METHOD: Sole Source

TERM: September 15, 2021 through September 30, 2024

FOR WHOM: Schools of Innovation principals

COMPENSATION: Contractor shall be paid in accordance with Exhibit A of the contract.

Total compensation for this contract is not to exceed \$273,720.

OVERSIGHT: Schools of Innovation

EVALUATION: Based on school-level data to include but not be limited to: principal TEAM evaluation scores, teacher TEAM evaluation scores, student achievement data (formative and summative) with the intent to observe an increase in performance over time.

MBPE CONTRACT NUMBER: TBD

SOURCE OF FUNDS: District Priority State Improvement Grant

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(14) VENDOR: Vanderbilt University

SERVICE/GOODS (SOW): Amendment #2 increases the contract value by \$1,500 to reach a new not-to-exceed amount of \$1,326,500. Contract is for Vanderbilt University, through its Center for Science Outreach, to provide science and math instruction through its School for Science and Math to MNPS 9th-12th grade students.

SOURCING METHOD: Amendment of a previously approved Board contract

TERM: September 15, 2021 through June 30, 2024

FOR WHOM: MNPS High School students

COMPENSATION: Amendment #1 adds an additional \$1,500 to the contract.

Total compensation for this contract is not to exceed \$1,326,500.

OVERSIGHT: Curriculum & Instruction

EVALUATION: Quality of services provided and adherence to duties and responsibilities as addressed within the contract.

MBPE CONTRACT NUMBER: 10263

SOURCE OF FUNDS: Operating Budget

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(15) VENDOR: Varsity Brands Holdings Co., Inc dba BSN Sports

SERVICE/GOODS (SOW): Fundraiser Master Agreement to provide fundraising opportunities that may include, but not be limited to:

- Online Store – “My Team Shop”

SOURCING METHOD: Negotiated

TERM: September 15, 2021 through September 14, 2026

FOR WHOM: All MNPS schools

COMPENSATION: Revenue generated per engagement with each requesting MNPS school. All funding to be processed through the requesting MNPS school’s Student Activity Funds.

OVERSIGHT: Requesting MNPS school(s)

EVALUATION: Audit Review and Fundraising Report Card

MBPE CONTRACT NUMBER: 7517784

SOURCE OF FUNDS: Revenue – Student Activity Funds

DISTRICT: _____

Public Plan - Federal Relief Spending



In response to COVID-19, the US Congress passed several pieces of legislation that sent billions in relief funding to states. Tennessee received \$4.2 billion for K-12 funding to be spent before 2024. This is the district's plan for spending, in compliance with federal law.

General Information

LEA Name		Director of Schools	
Address			
Phone #	()	-	
District Website <i>(where plan is posted):</i>			

Students & Enrollment

Mission & Vision				
Grades Served		# of Schools	Total Student Enrollment	
Race/ Ethnicity	American Indian/Alaska Native	%	Asian	%
	Black/African American	%	Hispanic	%
	Native Hawaiian/Pacific Islander	%	White	%
	Multiracial	%		
Economically Disadvantaged	%	English learners	%	
Students with Disabilities	%	Foster	%	
Students Experiencing Homelessness	%	Students in Military Families	%	
Migrant	%	Students with High-Speed Internet at Home	%	

Accountability

View the District Report Card:	
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Funding

ESSER 1.0 Allocation	\$	ESSER 2.0 Allocation	\$	ESSER 3.0 Allocation	\$
ELC Allocation	\$	Students Experiencing Homelessness Allocation:		\$	
TOTAL ALLOCATION:					\$
Possible Infrastructure Allocation (projected as of May 24, 2021 as 80% of ESSER 2.0*):					\$

Summary of Requirements

	Yes	No
District Applied for TDOE Planning Grant to meet federal requirements (\$125,000 - \$200,000)?		
Community Engagement Template submitted and posted on website?		
Health and Safety Plan submitted and posted on website?		
Needs Assessment submitted and posted on website?		
Translations of Health and Safety Plan, Needs Assessment, and Public ESSER Plans posted?		
Spending Plan submitted in ePlan and available to public?		

How will the district plans to meet the requirement to spend 20% of ESSER 3.0 on direct services to students to address learning loss? *Note: If the district is fully participating in TN ALL Corps, then just write "TN ALL Corps Tutoring Program."*

Introduction

The federal relief funding is a significant opportunity for school districts in the state to **accelerate student achievement**. Outcomes achieved over these four years can set a policy and investment foundation for years to come. Tennessee is fortunate that public education did not face state budgetary cuts during the pandemic, instead experiencing a significant amount of additional state investment during the same time period. As such, we have a collective responsibility to invest strategically, monitor implementation, and report on quantifiable outcomes transparently.

The department believes that in order to demonstrate strong growth at the state and local levels, it remains important to **invest in a small number of high-impact items**, within a cohesive and aligned strategy. These investments should be rooted in research and best practice as the most critical for long-term student success.

The department’s strategic plan, **Best For All**, outlines the critical and researched areas that must continue to be strengthened if all students are to continue to grow and thrive.¹ The department strongly encourages all LEAs to capitalize on this moment to create generational impact, lasting legacy, and a roadmap for investments that can and should be made in the future.

BEST FOR ALL
We will set all students on a path to success.

ACADEMICS
ALL TENNESSEE STUDENTS WILL HAVE ACCESS TO A HIGH QUALITY EDUCATION, NO MATTER WHERE THEY LIVE

STUDENT READINESS
TENNESSEE PUBLIC SCHOOLS WILL BE EQUIPPED TO SERVE THE ACADEMIC AND NON ACADEMIC NEEDS OF ALL STUDENTS IN THEIR CAREER PATHWAYS

EDUCATORS
TENNESSEE WILL SET A NEW PATH FOR THE EDUCATION PROFESSION AND BE THE TOP STATE TO BECOME AND REMAIN A TEACHER AND LEADER FOR ALL

¹ LEAs have the responsibility to allocate funds within the policies and rules set forth by the U.S. Department of Education.

Summary

ACADEMICS		
Topic	Amount Spent	Percentage of Total
Tutoring Programs	\$	%
Summer Programming (Supplement to State Funding)	\$	%
Early Reading (Pre-K – 3rd)	\$	%
Interventionists	\$	%
Other	\$	%

STUDENT READINESS		
Topic	Amount Spent	Percentage of Total
AP and Dual Credit/ Enrollment Courses	\$	%
High School Innovation	\$	%
Academic Advising	\$	%
Special Populations	\$	%
Mental Health	\$	%
Other	\$	%

EDUCATORS		
Topic	Amount Spent	Percentage of Total
Strategic Teacher Retention	\$	%
Grow Your Own	\$	%
Class Size Reduction	\$	%
Other	\$	%

FOUNDATIONS		
Topic	Amount Spent	Percentage of Total
Technology	\$	%
High-Speed Internet	\$	%
Academic Space: Facilities*	\$	%
Auditing and Reporting (1% min. recommended)	\$	%
Other	\$	%

ACADEMICS



All Tennessee students will have access to a high-quality education by learning to read and reading to learn with high-quality materials. This includes investments in Reading 360 (literacy) and TN ALL Corps (tutoring).

Description of strategic allocations to accelerate **Academic Achievement**, including how allocations support the investments identified in the district’s needs assessment:

High Dosage, Low Ratio Tutoring

Definition: Maximum ratios of 1:3 in elementary and 1:4 in high school, with at least 3 sessions per week

Grade Band	Number of Students	Percent of Students	Frequency per Week	Ratio Provided	Description of Services
Kindergarten		%			
1 st Grade		%			
2 nd Grade		%			
3 rd Grade		%			
4 th Grade		%			
5 th Grade		%			
6 th Grade		%			
7 th Grade		%			
8 th Grade		%			
9 th Grade		%			
10 th Grade		%			
11 th Grade		%			
12 th Grade		%			

	Yes	No
* Participating in TN ALL Corps?		
* Plan to use free high school tutoring services through TDOE?		

ACADEMICS *(continued)*

Summer Programming

Brief Description of Summer Programming (*Differentiate between [TN Learning Loss and Student Acceleration Act](#) and additional resources provided by the district*):

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Grade Band	# of Students Served	% of Total Students Served	Weeks per Summer	Hours per Week	Description of Services
Elementary		%			
Middle		%			
High School		%			
HS Transition		%			

					Yes	No
* Applied to TDOE for transportation grant?						

Literacy

Link to **TN Foundational Literacy Skills Plan**: _____

Grade Band	Spending Amount Planned on...		Description
	Approved Instructional Materials	Professional Development	
Pre-K	\$	\$	
Elementary	\$	\$	
Middle	\$	\$	
High School	\$	\$	

			Yes	No
* Participating in Reading 360 Summer Teacher PD (elementary)?				
* Planning to participate in Reading 360 Advanced Literacy PD in Summer 2022 (secondary)?				
* Participating in Reading 360 PK-12 Literacy Implementation Networks?				
* Participating in Reading 360 Early Reading Implementation Networks?				
* Participating in Ready4K with TDOE and the Governor's Early Literacy Foundation?				
* Using the Reading 360 Foundational Literacy Skills Curriculum Supplement and supports?				
* Provided families with information on FREE at-home decodables?				
* Using the free universal screener provided to districts?				
* Considering use of free TDOE supplemental instructional materials for math (elementary)?				
* Considering use of free TDOE math professional development, implementation support and networks?				

ACADEMICS *(continued)*

Other: Academics

Item	Spending Amount	Expected Outcomes for Students as a Result of this Investment	How Student Outcomes and/or Success will be Quantifiably Measured	Description of Services
	\$			
	\$			
	\$			
	\$			
	\$			
	\$			
	\$			
	\$			
	\$			
	\$			
	\$			

STUDENT READINESS



Tennessee schools will be equipped to serve the academic and non-academic needs of all students by developing robust career pathway opportunities and connecting students to real-time support. This includes investments in articulated pathways for all students, innovative high schools linked to career opportunities and advanced coursework, and specialized supports for students who need them.

Description of strategic allocations to support **Student Readiness** and the **School-Related Supports** necessary to access high-quality instruction, including how allocations support the investments identified in the district’s needs assessment:

Middle and High School Opportunities

Item	Spending	Description of Services
AP and Dual Credit/Enrollment Opportunities	\$	
High School Innovation	\$	
Academic Advising	\$	
Other	\$	

	Yes	No
* Received an Innovative High School Grant?		
* Using or planning to use free ACT preparation courses?		
* Using or planning to use free and online AP Access for All?		
* Received an Early Postsecondary Expansion Grant?		
* Received a Middle School STEM and CTE Grant?		
* Received a STEM Designation?		
* Participating in the free Work Keys program?		
* Using or planning to use free STEAM Resource Hub?		
* Received a Governor’s Civics Seal Grant?		
* Plan to participate in computer science networks and related grants?		

STUDENT READINESS *(continued)*

Special Populations

Item	Spending	Expected Outcomes for Students as a Result of this Investment	Description of Services
Economically Disadvantaged	\$		
Students with Disabilities	\$		
Students in Foster Care	\$		
Students Experiencing Homelessness	\$		
Migrant	\$		
Mental Health Supports	\$		
Other	\$		

	Yes	No
* Applied for and received a TDOE trauma informed school grant?		
* Will receive a supplemental grant for serving students experiencing homelessness?		
* Applied for and received the ELC grant to support health and wellness activities?		
* Planning to apply for mental health grants (\$100,000 - \$200,000)?		
* Applied for an IDEA Partnership Grant to support students with disabilities?		
* Plan to use attendance support to identify and re-engage missing students?		

Other: Student Readiness

Item	Spending Amount	Expected Outcomes for Students as a Result of this Investment	How Student Outcomes and/or Success will be Quantifiably Measured	Description of Services
	\$			
	\$			
	\$			
	\$			
	\$			

EDUCATORS



Tennessee will set a new path for the education profession. This includes investments in Grow Your Own programs, educator networks and pathways, and strategic compensation and recruitment efforts.

Description of strategic allocations to **Recruit, Retain and Support Educators and School Personnel**, including how allocations support the investments identified in the district's needs assessment:

Item	Spending	Expected Outcomes for Students as a Result of this Investment	Description of Services
Strategic Teacher Retention	\$		
Establishing Sustainable Teacher Recruitment Models	\$		
Class Size Reduction	\$		
Other	\$		

	Yes	No
* Participating in Grow Your Own?		
* Participating in Aspiring Assistant Principal Network?		
* Participating in Diverse Leaders Network?		
* Participating in Rural Principal Network?		
* Participating in Turnaround Principal Network?		
* Participating in Principal Supervisor Network?		
* Participating in TASL Academies?		
* Participating in TDOE Special Education and ESL additional endorsement grants?		
* Using the TN Teacher, Substitute and/or Teacher Job Connect and Job Board?		
* Encouraged participation in or actively utilized Best For All Central?		

EDUCATORS *(continued)*

Other: Educators

Item	Spending Amount	Expected Outcomes for Students as a Result of this Investment	How Student Outcomes and/or Success will be Quantifiably Measured	Description of Services
	\$			
	\$			
	\$			
	\$			
	\$			
	\$			
	\$			
	\$			
	\$			
	\$			
	\$			

FOUNDATIONS



Description of strategic allocations to **Strengthen Structural Expectations**, including how allocations support the investments identified in the district's needs assessment:

Item	Spending Amount	Expected Outcomes for Students as a Result of this Investment	How Student Outcomes and/or Success will be Quantifiably Measured	Description of Services
Technology	\$			
High-Speed Internet	\$			
Academic Space: Facilities*	\$			
Monitoring, Auditing and Data Collection and Reporting	\$			
Other	\$			

	Yes	No
* Participated in the TDOE device grant program?		
* Participated in the TDOE connectivity grant?		
* Participating in the TDOE-T-Mobile partnership to increase high-speed internet?		

OTHER

Description of **Additional Strategies** designed to accelerate academic achievement:

Item	Spending	Expected Outcomes for Students as a Result of this Investment	How Student Outcomes and/or Success will be Quantifiably Measured	Description of Services
	\$			
	\$			
	\$			
	\$			
	\$			

Contingency Plans: Infrastructure Bill Passes and/or Initiatives with Remaining Funds

If a federal infrastructure bill passes, LEAs could receive an amount similar to that received under ESSER 2.0. Should this pass, districts may need to shift funds previously budgeted for infrastructure in ESSER 1.0, 2.0, and/or 3.0 to this new funding source. Therefore, LEAs should have contingency plans for how they would spend the balance remaining in ESSER funds. This will provide transparency for decision-making and allow for LEAs to make changes quickly, having already communicated intent, and limit concerns related to reversion of funds. This could also be used as contingency funding for projects that are unspent or underspent.

Item	Spending	Expected Outcomes for Students as a Result of this Investment	How Student Outcomes and/or Success will be Quantifiably Measured	Description of Services
	\$			
	\$			
	\$			
	\$			
	\$			

Monitoring, Auditing and Reporting

The LEA should outline how they will actively monitor their allocations; how they will conduct interim audits to ensure an appropriate application of funds; how they will collect and manage data elements required to be reported; and how they will report this information to the community. As a note, the department will be releasing guidance for required elements at the state and federal levels once clarified by the U.S. Department of Education. The department recognizes that this will be a significant requirement and strongly encourages districts to allocate at least 1% of their funding capacity toward monitoring, auditing and reporting. LEAs should outline their plans for this work in the space below.

Family and Community Engagement

The LEA should outline how they plan to meaningfully engage with families and communities throughout the life of the ESSER and other relief funds.

DISTRICT: _____

Public Plan - Needs Assessment for ESSER 3.0



General Information

LEA Name		Director of Schools	
Address			
Phone #	()	-	

Students & Enrollment

Mission & Vision					
Grades Served		# of Schools		Total Student Enrollment	
Race/ Ethnicity	American Indian/Alaska Native		%	Asian	%
	Black/African American		%	Hispanic	%
	Native Hawaiian/Pacific Islander		%	White	%
	Multiracial		%		
Economically Disadvantaged		%	English learners (through T4)	%	
Students with Disabilities		%	Foster	%	
Students Experiencing Homelessness		%	Students in Military Families	%	
Migrant		%	Students with High-Speed Internet at Home	%	

This needs assessment for ESSER 3.0 is built to be a summary of the major elements to consider in strategic planning for effective resource allocation for those funds. The department also encourages updates to ESSER 1.0 and 2.0 spending plans to align with needs as they are updated and develop. Local plans and those submitted through InformTN for the comprehensive district plans will likely be more detailed and thorough, with specific call-outs by individual school need. The state template is intended to provide the public with a data snapshot to inform community engagement related to the needs of the district that ESSER 3.0 dollars may support.

ACADEMICS

Topic	Supporting Data and Notes	Interpretation of Data and Identified Needs
Kindergarten		
50%+ School Year Remote	Provide information on any increase in the number of students whose “first time” experience in a formal school setting will be 2021-2022.	
Instructional Days		
Days In-Person	Total number of in-person days in the 2020-21 school year (number of days and percent of the year) for elementary, middle, and high schools in your district.	
Days Virtual	Total number of virtual days in the 2020-21 school year (number of days and percent of the year) for elementary, middle, and high schools in your district.	
Quarantine Closures	Summarize the number of days or weeks schools were closed due to quarantine and how that varied across the district. Differentiate between elementary, middle and high schools and only provide summaries in the context of broad impact (number of students impacted, on average).	
Additional Impacts on Instructional Time	Summarize any other significant impacts on instructional time (more than 5 days). Examples may include: staffing shortages, weather or natural disasters, technology access or issues, etc.	
Overall Impact	Summarize engagement in virtual instruction, by grade band. This should include the academic and relational experience during the 2020-21 school year.	
Student Achievement, Instructional Materials and Interventions		
Benchmark Data	Provide the district average for beginning, middle, and end-of-year diagnostic/screener data comparisons. Provide overall data as well as by student group.	
Literacy	Summarize the impact of early reading compared to previous years. Provide overall data as well as by student group.	
ACT	Summarize ACT data for your district (participation and outcomes) compared to previous years. Provide overall data and by student group.	
Interventions (Above and Beyond RTI)	Summarize any proactive interventions included in 2020-21 to address potential concerns, as applicable.	
School Activities and Enrichment	Summarize any impacts on enrichment programs, school activities, etc. during the 2020-21 school year.	

Remember that a needs assessment is to specifically name those areas where additional support, resources, or attention would positively benefit students. That requires the identification of areas to strengthen as a result of the pandemic. The needs assessment may also include areas that were already focus areas for the district that have been exacerbated as a result of the pandemic and where additional investment may be warranted or beneficial.

STUDENT READINESS

Topic	Supporting Data and Notes	Interpretation of Data and Identified Needs
Transitions and Pathways		
Transitions into Middle School	Summarize challenges for students new to middle school during the 2020-21 school year.	
Transitions from Middle School	Summarize challenges related to students who are leaving middle school in Spring 2021.	
Transitions into High School	Summarize challenges for students new to high school during the 2020-21 school year.	
Graduation Rates	Summarize challenges related to students who will graduate in Spring 2021 compared to previous years.	
Dropout Rates and Disengagement	Summarize challenges related to expected drop-out rates credit recovery needs or engagement concerns with high school students in the 2020-21 school year compared to previous years.	
CTE	Provide any decrease in the number of CTE courses, concentrators, completers, and/or inability to participate in coursework needed to fulfill concentrator/completer status due to pandemic restrictions.	
Course Availability	Provide an overview of courses that were not able to be offered during the 2020-21 school year as a result of pandemic related challenge (not including CTE, which is referenced above).	
Special Populations and Mental Health		
Special Populations	Summarize challenges related to supporting students with disabilities, English learners, students experiencing homelessness, students in foster care, migrant students, and economically disadvantaged students during the 2020-21 school year.	
Mental Health, Behavioral and Other Supports, Interventions and Staffing	Summarize challenges related to mental and behavioral health. As applicable, include limitations related to observation and interaction with student in the virtual learning environment.	
School Nurses	Summarize challenges related to shortages or limitations in school nurses (or similar).	

Remember that a needs assessment is to specifically name those areas where additional support, resources, or attention would positively benefit students. That requires the identification of areas to strengthen as a result of the pandemic. The needs assessment may also include areas that were already focus areas for the district that have been exacerbated as a result of the pandemic and where additional investment may be warranted or beneficial.

EDUCATORS

Topic	Supporting Data and Notes	Interpretation of Data and Identified Needs
Staff Retirements	Summarize differences in the number of staff retirements during the 2020-21 school year as compared to previous years. Please differentiate between instructional staff and other staff.	
Staff Resignations	Summarize differences in the number of staff resignations which occurred during the 2020-21 school year as compared to previous years. Please differentiate between instructional staff and other staff.	
Extended Quarantines	Provide the number and percent of instructional staff and non-instructional staff who faced more than two quarantine periods (10 days or longer).	
Classroom Vacancies	Provide the total vacancies for the teacher of record in the district during the 2020-21 school year.	
Other Vacancies	Summarize any other critical vacancies that impacted the district during the 2020-21 school year.	

OTHER CONSIDERATIONS

Topic	Supporting Data and Notes	Interpretation of Data and Identified Needs
Access to Technology	Provide the percent of time when students learning in a virtual environment did not have consistent access to a device. Provide this information for elementary, middle, and high school grade bands.	
Access to High-Speed Internet	Summarize student and staff access to high-speed internet during virtual instruction, how that changed over the year, and how that might have impacted opportunity and access.	
Facility Constraints	Summarize facility constraints that impacted instruction (ie. space concerns leading to hybrid schedules).	

Remember that a needs assessment is to specifically name those areas where additional support, resources, or attention would positively benefit students. That requires the identification of areas to strengthen as a result of the pandemic. The needs assessment may also include areas that were already focus areas for the district that have been exacerbated as a result of the pandemic and where additional investment may be warranted or beneficial.

Summary of Key Priorities

For each of the sections below, list the top 3 investments your district will make to address the data indicated above and accelerate student achievement.

ACADEMICS

1	
2	
3	

STUDENT READINESS

1	
2	
3	

EDUCATORS

1	
2	
3	

FOUNDATIONAL ELEMENTS

1	
2	
3	

Appendix

Table 1. 50%+ School Year Remote: Provide information on any increase in the number of students whose “first time” experience in a formal school setting will be 2021-2022.

	Virtual Only 2020-21		Some In-Person 2020-21		New to District in 2021-22	
	N	%	N	%	N	%
Asian	83	34.0%	144	59.0%	17	7.0%
Black or African American	795	36.0%	1248	56.5%	167	7.6%
Hispanic/Latino	412	21.7%	1314	69.2%	173	9.1%
Two or more races	66	24.1%	175	63.9%	33	12.0%
White	372	21.0%	1213	68.5%	186	10.5%
ED	511	29.3%	1112	63.8%	120	6.9%
SpEd	114	22.7%	379	75.5%	9	1.8%
LEP (ELL-T4)	379	20.8%	1267	69.5%	177	9.7%
Total	1731	27.0%	4103	64.0%	581	9.1%

Methodology: Determine which students had at least seven calendar days listed as being in-person in the last academic year and flag them as "some in-person." Since parents were not allowed to change their minds without medical reasons, students once in person, stayed in person. Last year's kindergarten records were then matched to current records to determine which first graders were in MNPS in spring semester last year, and of our returning students, how many had been in-person last academic year.

Table 2. Benchmark Data: Provide the district average for beginning, middle, and end-of-year diagnostic/screener data comparisons. Provide overall data as well as by student group.

Language Arts

Subgroup	February 2020 Achievement		August 2020 Achievement		January 2021 Achievement		May 2021 Achievement		February 2020 to May 2021 Academic Growth	
	Number Tested	Median NP	Number Tested	Median NP	Number Tested	Median NP	Number Tested	Median NP	# Tested Twice	% Maintain NP
All Students	40,256	41	37,921	59	44,441	44	45,260	37	29,428	41.1%
Asian	1,601	57	1,789	71	1,973	64	2,163	60	1,480	47.2%
Black	14,524	34	12,554	50	15,254	36	16,428	29	10,763	36.4%
Hawaiian/Pacific Islander	34	58	29	57	39	40	74	61	43	44.2%
Hispanic	11,507	27	9,812	41	12,676	25	13,551	21	8,914	45.2%
Native American	48	51	54	64	67	56	109	53	45	37.8%
White	11,482	65	12,415	77	12,984	71	12,935	65	8,183	41.7%
Econ Disadvantaged (ED)	16,059	27	9,541	35	16,959	30	18,278	24	11,691	37.6%
Non-ED	24,197	52	16,960	60	27,479	56	26,982	49	17,737	43.4%
Students with Disabilities (SWD)	4,562	14	3,166	23	4,116	15	4,712	11	3,324	44.6%
Non-SWD	35,694	45	23,335	54	40,322	47	40,548	40	26,104	40.6%
English Learners (EL)	7,876	9	4,963	19	9,933	14	10,735	12	6,326	52.1%
Non-EL	32,380	49	21,538	58	34,505	55	34,525	47	23,102	38.1%

Mathematics

Subgroup	February 2020 Achievement		August 2020 Achievement		January 2021 Achievement		May 2021 Achievement		February 2020 to May 2021 Academic Growth	
	Number Tested	Median NP	Number Tested	Median NP	Number Tested	Median NP	Number Tested	Median NP	# Tested Twice	% Maintain NP
All Students	45,372	35	37,748	54	44,606	40	45,231	34	29,340	36.2%
Asian	1,870	55	1,781	73	1,979	65	2,157	62	1,463	42.0%
Black	15,976	27	12,567	41	15,383	29	16,462	25	10,790	33.6%
Hawaiian/Pacific Islander	35	37	34	48	36	44	75	54	42	35.7%
Hispanic	13,432	23	9,646	40	12,660	26	13,566	20	8,861	40.2%
Native American	51	34	58	53	68	44	104	44	44	29.5%
White	12,803	59	12,392	71	13,039	62	12,867	61	8,140	34.3%
Econ Disadvantaged (ED)	18,092	23	9,531	29	17,079	26	18,344	21	11,722	34.4%
Non-ED	27,280	45	16,860	52	27,524	49	26,887	45	17,618	37.5%
Students with Disabilities (SWD)	5,013	8	3,189	15	4,135	10	4,728	8	3,338	47.2%
Non-SWD	40,359	39	23,202	46	40,468	43	40,503	37	26,002	34.8%
English Learners (EL)	9,574	8	4,900	19	9,852	16	10,747	12	6,263	49.4%
Non-EL	35,798	44	21,491	48	34,751	46	34,484	42	23,077	32.6%

Table 3. Literacy: Summarize the impact of early reading compared to previous years. Provide overall data as well as by student group.

Early Reading District-Wide End-of-Year Results (Grades K-3, 2019-2021)

Year	Student Group	Achievement		Achievement by Quintile										
		# Tested	Median NP	Q1 (NP 1-20)		Q2 (NP 21-40)		Q3 (NP 41-60)		Q4 (NP 61-80)		Q5 (NP 81-99)		
				#	%	#	%	#	%	#	%	#	%	
2019	Grade Level	K	6107	33	2123	34.8%	1338	21.9%	987	16.2%	975	16.0%	684	11.2%
		1	5871	31	2421	41.2%	983	16.7%	818	13.9%	777	13.2%	872	14.9%
		2	5983	43	1728	28.9%	1027	17.2%	1079	18.0%	1095	18.3%	1054	17.6%
		3	5965	46	1568	26.3%	1049	17.6%	1273	21.3%	1172	19.6%	903	15.1%
		K-3 Total	23926	39	7840	32.8%	4397	18.4%	4157	17.4%	4019	16.8%	3513	14.7%
	Race/Ethnicity	Asian	1045	50	231	22.1%	163	15.6%	213	20.4%	222	21.2%	216	20.7%
		Black or African American	7647	33	2833	37.0%	1581	20.7%	1356	17.7%	1173	15.3%	704	9.2%
		Hispanic	6582	25	2944	44.7%	1255	19.1%	1073	16.3%	867	13.2%	443	6.7%
		Multi-Ethnic	837	44	234	28.0%	149	17.8%	158	18.9%	154	18.4%	142	17.0%
		Native American	34	42	12	35.3%	7	20.6%	2	5.9%	6	17.6%	7	20.6%
		Native Hawaiian	28	60	6	21.4%	4	14.3%	5	17.9%	9	32.1%	4	14.3%
	White	7753	56	1580	20.4%	1238	16.0%	1350	17.4%	1588	20.5%	1997	25.8%	
	Gender	Female	11790	41	3593	30.5%	2223	18.9%	2144	18.2%	2043	17.3%	1787	15.2%
		Male	12136	36	4247	35.0%	2174	17.9%	2013	16.6%	1976	16.3%	1726	14.2%
	Economic Disadv	Not ED	13677	49	3492	25.5%	2273	16.6%	2412	17.6%	2700	19.7%	2800	20.5%
		Econ Disadv	10247	27	4346	42.4%	2124	20.7%	1745	17.0%	1319	12.9%	713	7.0%
	English Learners	Not EL	18169	47	4779	26.3%	3289	18.1%	3277	18.0%	3515	19.3%	3309	18.2%
		English Learners	5755	18	3059	53.2%	1108	19.3%	880	15.3%	504	8.8%	204	3.5%
	SWD	Not SWD	21480	41	6465	30.1%	3986	18.6%	3883	18.1%	3802	17.7%	3344	15.6%
		SWD	2444	14	1373	56.2%	411	16.8%	274	11.2%	217	8.9%	169	6.9%

Year	Student Group		Achievement		Achievement by Quintile									
			# Tested	Median NP	Q1 (NP 1-20)		Q2 (NP 21-40)		Q3 (NP 41-60)		Q4 (NP 61-80)		Q5 (NP 81-99)	
					#	%	#	%	#	%	#	%	#	%
2020	Grade Level	K	6006	43	1749	29.1%	1221	20.3%	1182	19.7%	996	16.6%	858	14.3%
		1	6097	38	2129	34.9%	1096	18.0%	1047	17.2%	1122	18.4%	703	11.5%
		2	5908	41	1822	30.8%	983	16.6%	1115	18.9%	1049	17.8%	939	15.9%
		3	5957	43	1768	29.7%	1012	17.0%	1180	19.8%	1042	17.5%	955	16.0%
		K-3 Total	23968	40	7468	31.2%	4312	18.0%	4524	18.9%	4209	17.6%	3455	14.4%
	Race/Ethnicity	Asian	1139	57	217	19.1%	171	15.0%	221	19.4%	253	22.2%	277	24.3%
		Black or African American	7600	35	2679	35.3%	1533	20.2%	1488	19.6%	1214	16.0%	686	9.0%
		Hispanic	7100	26	3198	45.0%	1390	19.6%	1198	16.9%	888	12.5%	426	6.0%
		Multi-Ethnic	417	54	97	23.3%	52	12.5%	98	23.5%	81	19.4%	89	21.3%
		Native American	52	50	16	30.8%	5	9.6%	12	23.1%	12	23.1%	7	13.5%
	Gender	Female	11792	43	3429	29.1%	2190	18.6%	2253	19.1%	2159	18.3%	1761	14.9%
		Male	12176	39	4039	33.2%	2122	17.4%	2271	18.7%	2050	16.8%	1694	13.9%
	Economic Disadv	Not ED	14461	51	3478	24.1%	2435	16.8%	2765	19.1%	2953	20.4%	2830	19.6%
		Econ Disadv	9507	28	3990	42.0%	1877	19.7%	1759	18.5%	1256	13.2%	625	6.6%
	English Learners	Not EL	17561	50	4085	23.3%	3047	17.4%	3576	20.4%	3612	20.6%	3241	18.5%
		English Learners	7800	25	3525	45.2%	1607	20.6%	1359	17.4%	917	11.8%	392	5.0%
	SWD	Not SWD	21581	43	6182	28.6%	3937	18.2%	4194	19.4%	3989	18.5%	3279	15.2%
SWD		2383	18	1285	53.9%	374	15.7%	328	13.8%	220	9.2%	176	7.4%	
2021	Grade Level	K	5469	23	2557	46.8%	958	17.5%	611	11.2%	618	11.3%	725	13.3%
		1	5385	37	1963	36.5%	935	17.4%	799	14.8%	791	14.7%	897	16.7%
		2	5294	31	2145	40.5%	879	16.6%	817	15.4%	739	14.0%	714	13.5%
		3	5244	38	1845	35.2%	871	16.6%	776	14.8%	669	12.8%	1083	20.7%
		K-3 Total	21392	32	8510	39.8%	3643	17.0%	3003	14.0%	2817	13.2%	3419	16.0%
	Race/Ethnicity	Asian	968	54	222	22.9%	147	15.2%	180	18.6%	169	17.5%	250	25.8%
		Black or African American	6480	23	3025	46.7%	1211	18.7%	837	12.9%	681	10.5%	726	11.2%
		Hispanic	6678	15	3762	56.3%	1184	17.7%	781	11.7%	576	8.6%	375	5.6%
		Multi-Ethnic	842	47	240	28.5%	132	15.7%	138	16.4%	155	18.4%	177	21.0%
		Native American	40	42	17	42.5%	3	7.5%	11	27.5%	4	10.0%	5	12.5%
	Gender	Female	10498	34	3926	37.4%	1817	17.3%	1515	14.4%	1489	14.2%	1751	16.7%
		Male	10894	29	4584	42.1%	1826	16.8%	1488	13.7%	1328	12.2%	1668	15.3%
	Economic Disadv	Not ED	12712	44	4058	31.9%	2042	16.1%	1884	14.8%	2027	15.9%	2701	21.2%
		Econ Disadv	8680	19	4452	51.3%	1601	18.4%	1119	12.9%	790	9.1%	718	8.3%
	English Learners	Not EL	15217	44	4673	30.7%	2529	16.6%	2414	15.9%	2450	16.1%	3151	20.7%
		English Learners	6175	12	3837	62.1%	1114	18.0%	589	9.5%	367	5.9%	268	4.3%
	SWD	Not SWD	19406	34	7331	37.8%	3350	17.3%	2833	14.6%	2664	13.7%	3228	16.6%
SWD		1986	12	1179	59.4%	293	14.8%	170	8.6%	153	7.7%	191	9.6%	

Table 4. ACT: Summarize ACT data for your district (participation and outcomes) compared to previous years. Provide overall data and by student group.

Graduating Class ACT Data

	ACT 2020-21 Graduating Class (Pre-Appeal Graduation Data as of 08/18/2021, and Matched Local ACT Records)				ACT 2019-20 Graduating Class (Post-Appeal), from Ready Graduate Student file 2020, for 2021 Accountability				ACT 2018-19 Graduating Class (Post-Appeal), from Ready Graduate Student file 2019, for 2020 Accountability			
	N Tests	Mean Cum ACT	Tested %	Over21 %	N Tests	Mean Cum ACT	Tested %	Over21 %	N Tests	Mean Cum ACT	Tested %	Over21 %
Asian	203	20.6	95.1%	43.5%	237	21.5	92.4%	48.9%	239	20.7	99.6%	45.4%
Hispanic	1092	16.0	87.2%	15.2%	1095	17.0	91.5%	18.6%	910	17.1	98.9%	20.0%
Black/African American	1868	16.3	88.7%	16.1%	2071	17.1	92.6%	19.3%	2096	17.4	99.5%	20.3%
White	1240	20.5	92.4%	44.7%	1281	21.6	92.6%	52.8%	1348	21.8	99.3%	54.2%
Multiracial*	38	18.3	92.1%	25.7%								
ELL	602	13.3	83.4%	1.4%	696	14.4	86.8%	4.1%	577	14.9	98.8%	6.7%
ECON_DIS	2328	15.9	86.3%	13.7%	2558	16.9	90.9%	17.2%	2346	17.0	99.3%	18.3%
SPED	446	14.8	85.4%	10.0%	432	15.1	88.4%	8.6%	391	14.8	99.0%	7.0%
Total	4453	17.7	89.7%	25.6%	4693	18.6	92.3%	29.8%	4605	18.8	99.3%	31.6%

Methodology: For all graduates with a regular diploma, present number of ACT tests, the mean cumulative ACT, the percentage of graduates tested, and the percentage of students at or above a 21 on the ACT.

*Multiracial category not present in post-appeal data for 2020 or 2019.

Table 5. Dropout Rates and Disengagement: Summarize challenges related to expected drop-out rates, credit recovery needs, or engagement concerns with high school students in the 2020-21 school year compared to previous years.

Cohort Withdrawal Codes

Year	Dropout, under 18		Dropout, 18 and over		Transfer red to another Tennessee public school district		Transfer red to and enrolled in another school in the		Transfer red out of state		Transfer red to and enrolled in a non-public school in		Transfer red to and enrolled in a non-public school in		Withdrawal to home school		Court-ordered placement or other government mandated		Early graduates who receive a regular high school		Permanent withdrawal of students with disabilities		Transfer red to and enrolled in out-of-state online school		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
2021	251	4.6%	242	4.5%	12	0.2%	9	0.2%	31	0.6%	3	0.1%	0	0.0%	6	0.1%	2	0.0%	0	0.0%	1	0.0%	5	0.1%	562	10.4%
2020	301	5.4%	301	5.4%	18	0.3%	14	0.2%	51	0.9%	1	0.0%	0	0.0%	2	0.0%	1	0.0%	0	0.0%	0	0.0%	6	0.1%	695	12.3%
2019	278	5.2%	294	5.4%	22	0.4%	33	0.6%	11	0.2%	1	0.0%	1	0.0%	2	0.0%	0	0.0%	1	0.0%	0	0.0%	2	0.0%	645	11.8%

*2021 Data are not official and are under embargo

Methodology: From state cohort files, determine which student had no completion document and had an exit code.

Table 6. Staff Retirements: Summarize differences in the number of staff retirements during the 2020-21 school year as compared to previous years. Please differentiate between instructional staff and other staff.

School Year	Teaching Staff Retirements	Support Staff Retirements
2016/17	152	42
2017/18	172	36
2018/19	151	98
2019/20	132	63
2020/21	113	121

Table 7. Classroom Vacancies: Provide the total vacancies for the teacher of record in the district during the 2020-21 school year.

Date	Para Count	Total Teacher Count	ex ed	EL	Teacher of Record
8/8/2020	17	43	16	7	20
9/2/2020	21	36	13	4	19
10/16/2020	31	40	20	3	17
11/6/2020	22	46	15	5	26
12/3/2020	24	49	15	7	27
1/4/2021	27	44	21	5	18
1/12/2021	28	41	15	6	20
2/9/2021	28	33	18	5	10
4/27/2021	41	212	30	17	165
5/6/2021	51	250	32	18	200
5/26/2021	40	244	25	18	201
6/7/2021	58	240	23	15	202
6/21/2021	62	204	23	12	169
6/28/2021	61	191	23	13	155
7/9/2021	63	188	20	19	149
7/16/2021	66	157	17	6	134

DISTRICT: _____

Safe Return to In-Person Instruction and Continuity of Services Plan



The Elementary and Secondary School Emergency Relief 3.0 (ESSER 3.0) Fund under the American Rescue Plan (ARP) Act of 2021, Public Law 117-2, enacted on March 11, 2021. ARPA ESSER Funding provides a total of nearly \$122 billion to states and local educational agencies (LEAs) to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on the nation's students. In addition to ARP ESSER Funding, ARP includes \$3 billion for special education, \$850 million for the Outlying Areas, \$2.75 billion to support non-public schools, and additional funding for homeless children and youth, Tribal educational agencies, Native Hawaiians, and Alaska Natives.

LEAs must develop and make publicly available a *Safe Return to In-Person Instruction and Continuity of Services Plan* that meets the following requirements within 30 days of receiving ARP ESSER allocation. If an LEA developed a plan before ARP was enacted that does not address the requirements, the LEA must revise its plan no later than six months after it last reviewed its plan. All plans must be developed with meaningful public consultation with stakeholder groups (i.e.,

families, students, teachers, principals, school and district administrators, school leaders, other educators, school staff, advocacy organizations representing student groups). The consultation process must include an opportunity for input and meaning consideration of that input. ARP ESSER plans to be in an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent. All plans must be made publicly available on the LEA's website and published on the Tennessee Department of Education's (department) website within thirty (30) days.

Please note that LEAs need to **update** the Safe Return to In-Person Instruction and Continuity of Services Plan **at least every six months** through September 30, 2023, and must seek public input on the plan and any revisions, and must take such input into account. All revisions must include an explanation and rationale of why the revisions were made.

Questions in this health plan were developed by the US Department of Education.

Consultation with Stakeholders

1 Describe how the LEA will, in planning for the use of ARP ESSER funds, engage in meaningful consultation with stakeholders, including, but not limited to:

- i. students;
- ii. families;
- iii. school and district administrators (including special education administrators); and
- iv. teachers, principals, school leaders, other educators, school staff, and their unions.
- v. tribes;
- vi. civil rights organizations (including disability rights organizations); and
- vii. stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students.

2 Provide an overview of how the public stakeholder input was considered in the development of the LEA's plan for ARP ESSER funds.

3 How did the LEA compile feedback during the open comment period for the ARP Plan?

4 How was the input considered during the open comment period time?

Questions in this health plan were developed by the US Department of Education.

Safe Return to In-Person Instruction

Describe to the extent to which the LEA has adopted policies and a description of any such policies on each of the following health and safety strategies:

- universal and correct wearing of masks;
- physical distancing (e.g., use of cohorts/podding);
- hand washing and respiratory etiquette;
- cleaning and maintaining healthy facilities, including improving ventilation;
- contact tracing in combination with isolation and quarantine;
- diagnostic and screening testing;
- efforts to provide vaccinations to educators, other staff, and students, if eligible; and
- appropriate accommodations for children with disabilities with respect to health and safety policies.

Continuity of Services Plan

6 How the LEA will ensure continuity of services including but not limited to services to address the students' academic needs, and students' and staff social, emotional, mental health, and other needs, which may include student health and food services.

Questions in this health plan were developed by the US Department of Education.

DISTRICT: _____

Community Engagement Checklist

Interim Final Requirements from the U.S. Department of Education: *LEA ARP ESSER Plan Meaningful Consultation*



“COVID-19 has had a dramatic impact on the Nation’s education system. In addition to disrupting teaching and learning, it has exacerbated existing inequities in our schools and school districts. Every aspect of student life has been impacted by the COVID-19 pandemic: students’ classes and courses of study have been interrupted and/or delayed and students’ social, emotional, and mental health have been negatively impacted by the isolation and anxiety of living through a pandemic and quarantine along with the additional associated stresses placed on their families.

As students and teachers continue to return to full-time in-person education, they will have important insights into how schools should approach prevention and mitigation of COVID-19, and into what may be needed to support student success. For this reason, in developing their ARP ESSER plans, LEAs will be required to meaningfully consult with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions. Additionally, an LEA is also required to engage in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students. An LEA’s decisions about how to use its ARP ESSER funds will directly impact the students,

families, and stakeholders in their school district, and thus the LEA’s plans must be tailored to the specific needs faced by students and schools within the district. These diverse stakeholders will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID-19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

With regard to addressing the academic, social, emotional, and mental health needs of all students, particularly those most impacted by the pandemic, we believe that it is critical that LEAs solicit and consider the input of students and their families to identify their most pressing needs. Close coordination with Tribes is critical to effective support for Native American students, so LEAs need to consult Tribes, as applicable. In addition, the Department understands educators and students’ families will have important insights into and observations of students’ academic, social, emotional, and mental health needs garnered from their experiences during the COVID-19 pandemic. Stakeholders will similarly have critical insights into how best to address the academic impact of lost instructional time that LEAs are required to address with at least 20 percent of their ARP ESSER funds. For all of these reasons, through this consultation, LEAs will be better positioned to fully plan to use ARP ESSER funds to adequately respond to the needs of all students, particularly those most impacted by the COVID-19 pandemic.”

Please note who you engaged, as applicable, and the strategies used to engage those groups (ex. public meeting, request for comments, survey, etc.).

Applicable? (check if yes)	Group (as applicable)	Number Engaged	Number of Responses Received	Mode(s) of Engagement
	Students			
	Families			
	Elected Officials and School Board Members			
	School and District Administrators			
	Special Education Administrators			
	Principals			
	School Leaders			
	Other Educators			
	School Staff			
	Civil Rights Organizations			
	Disability Rights Organizations			
	Interest Group(s): Students with Disabilities			
	Interest Group(s): English learners			
	Interest Group(s): Children Experiencing Homelessness			
	Interest Group(s): Children in Foster Care			
	Interest Group(s): Migratory students			
	Interest Group(s): Students who are Incarcerated			
	Interest Group(s): Underserved Students			
	Other:			
	Other:			

Any additional information related to the public engagement you would like to share:

FY22 ESSER 3.0 Application Approval
School Year 2021-22

LEA # 190 LEA Name (Legal Name of Agency): Metropolitan Nashville Public Schools

LEA # <u>190</u>	LEA Name (Legal Name of Agency): <u>Metropolitan Nashville Public Schools</u>
LEA Legal Making Address	
Street Address <u>2601 Bransford Avenue</u>	
City <u>Nashville</u> State <u>TN</u> Zip <u>37204</u>	

The facts, figures, and representations made in this application, including exhibits, attachments, and assurances herein, are true and correct to the best of my knowledge.

The Board of Education has reviewed and approved this project year application for filing.
This action is recorded in the official minutes of the Agency's Board meeting held on the date entered below:

September 14, 2021
Board Meeting Date

Director of Schools (Signature)

Dr. Adrienne Battle
Director of Schools (Print Name)

Board of Education Official (Signature)

Christiane Buggs, Chair
Board of Education Official (Print Name)

Date Signed

Date Signed