

Board of Education Retreat

January 25, 2025 8:00 AM

MCS Administrative Offices

I. CALL TO ORDER Procedural Item	Chair Butch Campbell
II. APPROVAL OF AGENDA Action Item	Chair Butch Campbell
III. PUBLIC COMMENT Procedural Item	Chair Butch Campbell
IV. REPORTS AND INFORMATION Information Item	Chair Butch Campbell
A. 2024 Data Overview Information Item	Dr. Chris George/Ms. Sheri Arnette
B. Part C of Director's 2023-2024 Evaluation Information Item	Ms. Lauren Bush
C. MCS By the Numbers Overview and Round table Feedback Information Item	Dr. Trey Duke
D. Public Comment Procedures Information Item	Ms. Lauren Bush
E. 2025-2026 Open Zone Schools Information Item	Mr. Ken Rocha
F. Budget Preview Information Item	Dr. Trey Duke/Mr. Daniel Owens
G. Strategic Five-Year Plan Review/Update Information Item	Dr. Trey Duke
V. ADJOURNMENT Action Item	Chair Butch Campbell

**District TCAP
Data
2023-2024**



Empowering MCS

A Five-Year Strategic Plan
2022-2027



KNOWN

Every student will be known through whole-child programs and supports.



SAFE

Every student will be safe through equitable access to buildings, facilities, and infrastructure that meets their needs.



CHALLENGE

Every student will be challenged by learning from highly effective educators and employees.



EMPOWERED

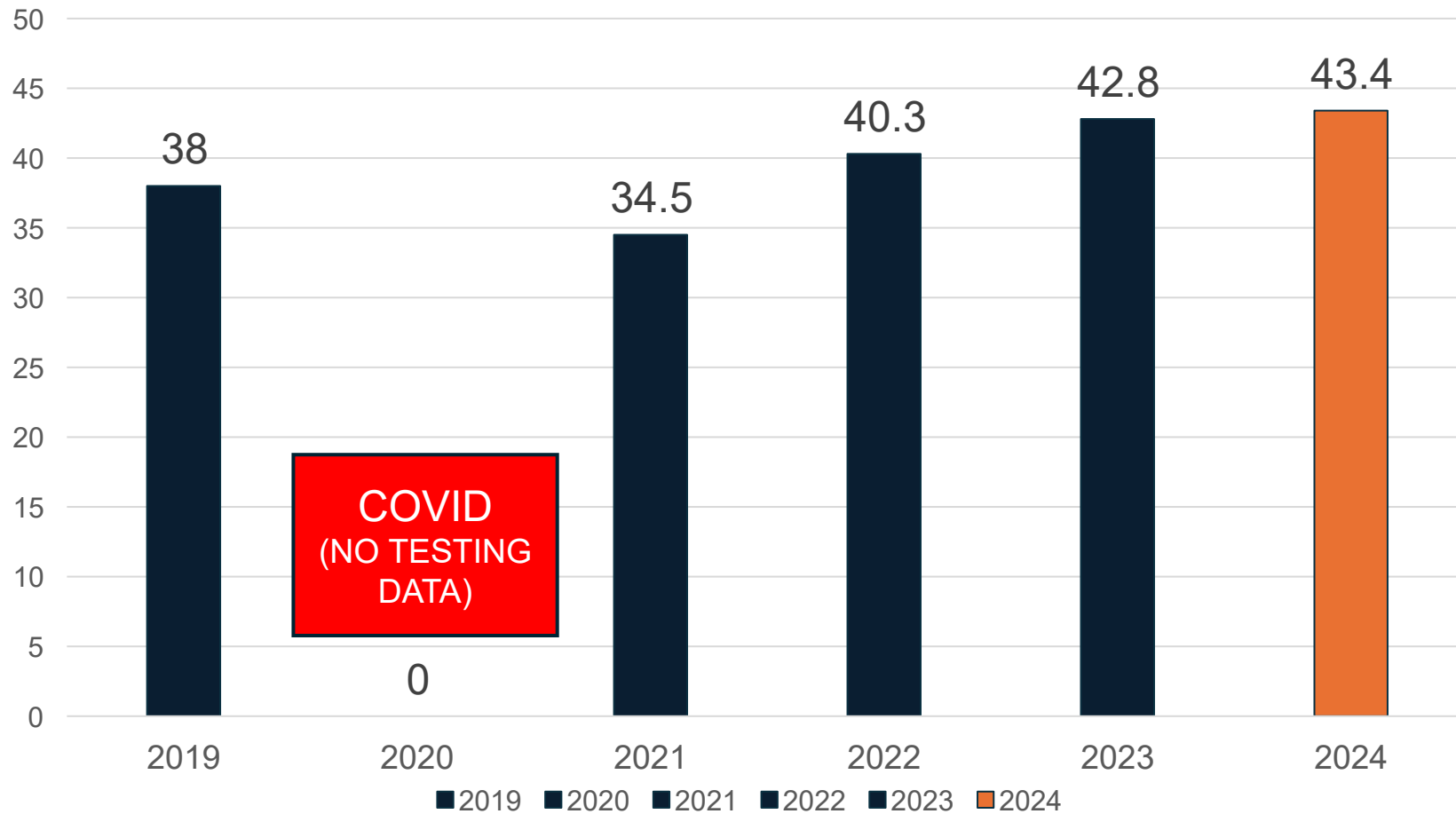
Every student will be empowered through academic success.

Empowering MCS

A Five-Year Strategic Plan
2022-2027

Strategic Plan Objective:
Increase the percentage
of students scoring on-
track or mastered on the
TNReady ELA
assessment from **34% in
2021 to 66% in 2027.**

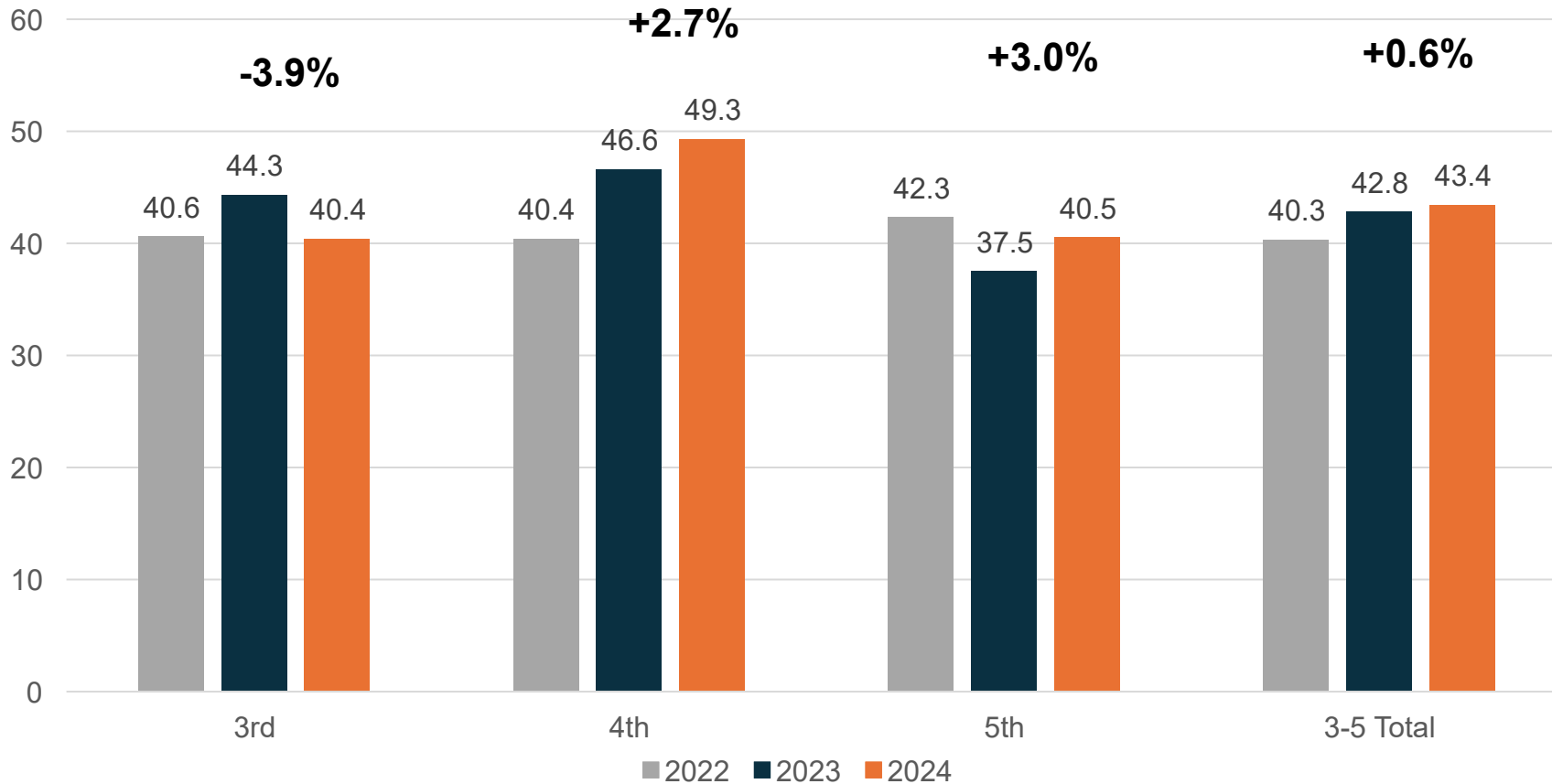
3-5 ELA Yearly Comparison



KEY TAKE-AWAYS

- Third year in a row of ELA increases.
- 8.9% increase over 3 years
- 8 of 13 schools increased their ELA proficiency
- Schools with greatest increases in proficiency:
 - Hobgood (6.1%)
 - Bradley Academy (3.8%)
 - Overall Creek (3.6%)
 - John Pittard (3.2%)
 - Cason Lane (2.7%)

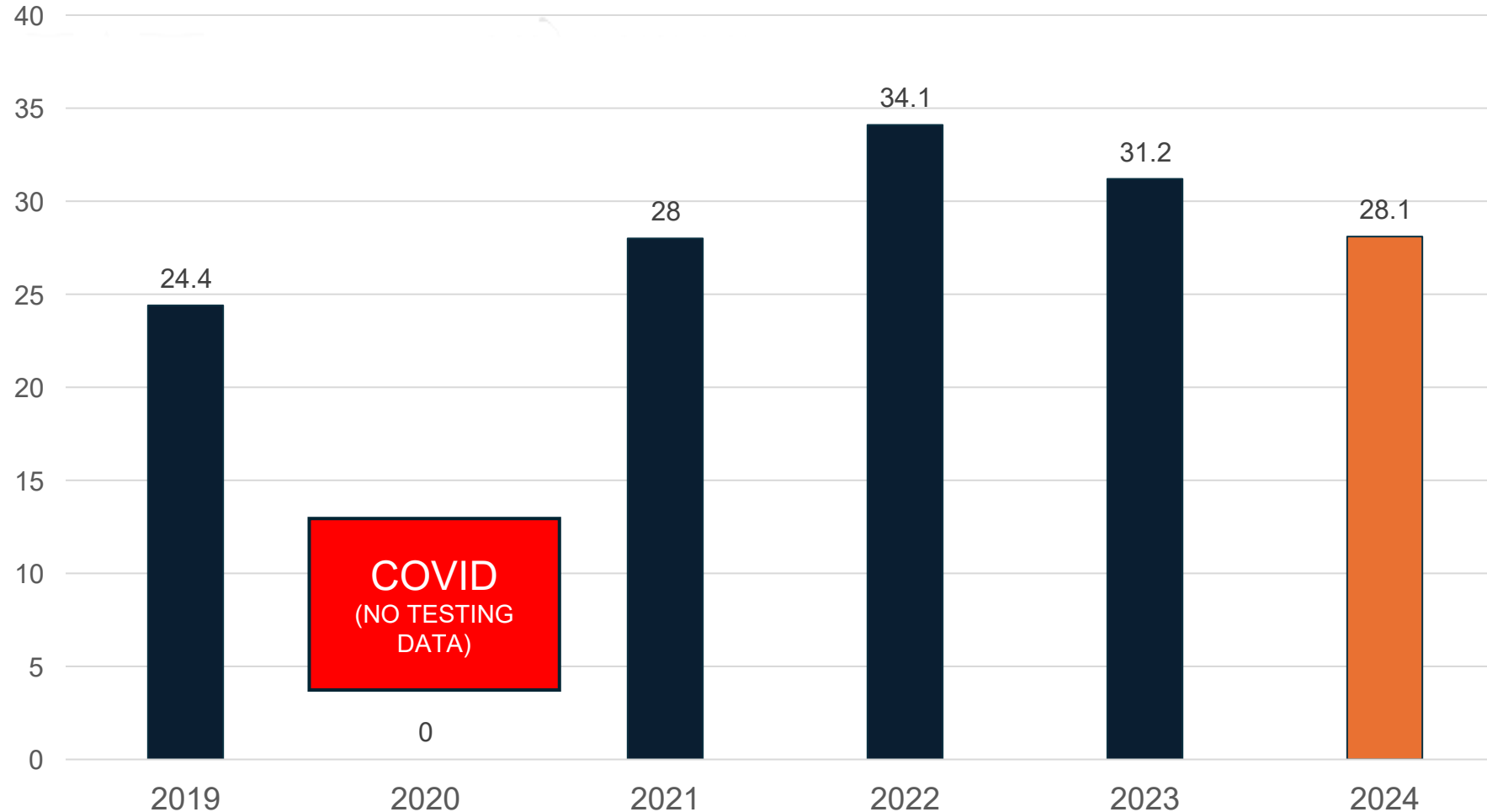
3-5 Grade Level ELA Yearly Comparison



KEY TAKE-AWAYS

- 2nd grade students in 2023 showed a 12% increase in proficiency as 3rd graders in 2024
- 3rd grade students in 2023 showed a 5% increase in proficiency as 4th graders in 2024.
- Highest increase in cohort proficiencies:
 - Bradley 3rd Grade (+27%)
 - Black Fox 3 grade (+25%)
 - John Pittard 4th grade (+18%)
 - Reeves Rogers 4th grade (14%)

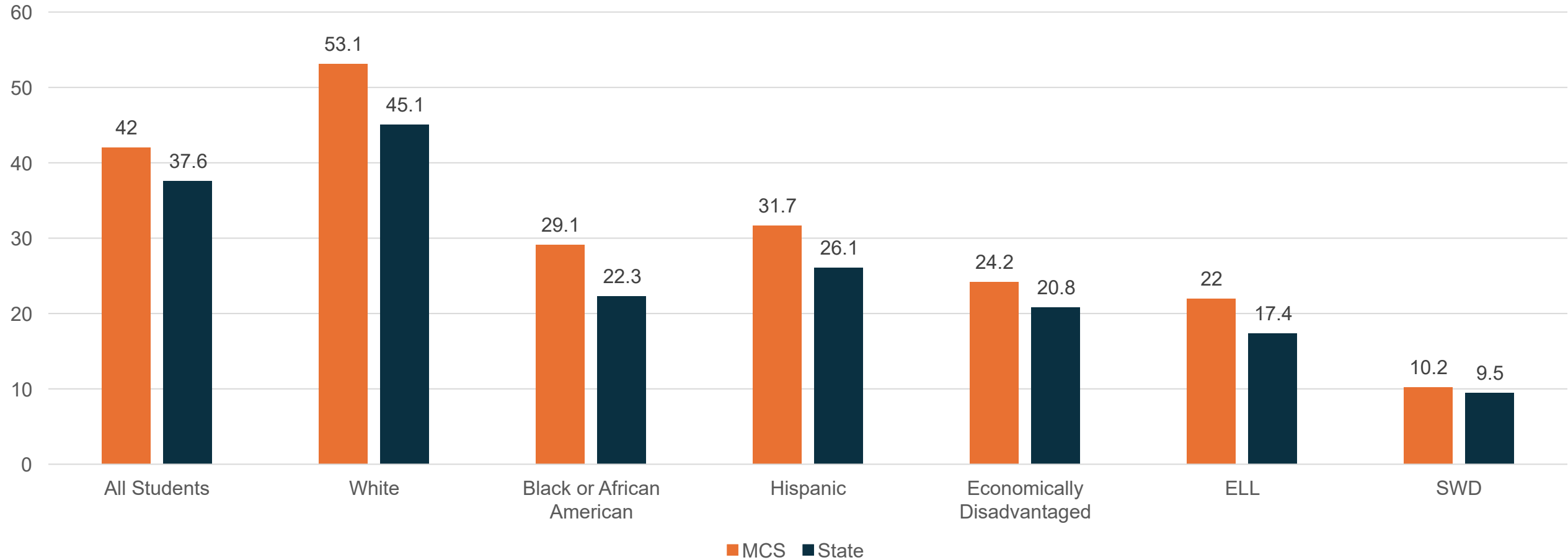
6th Grade ELA



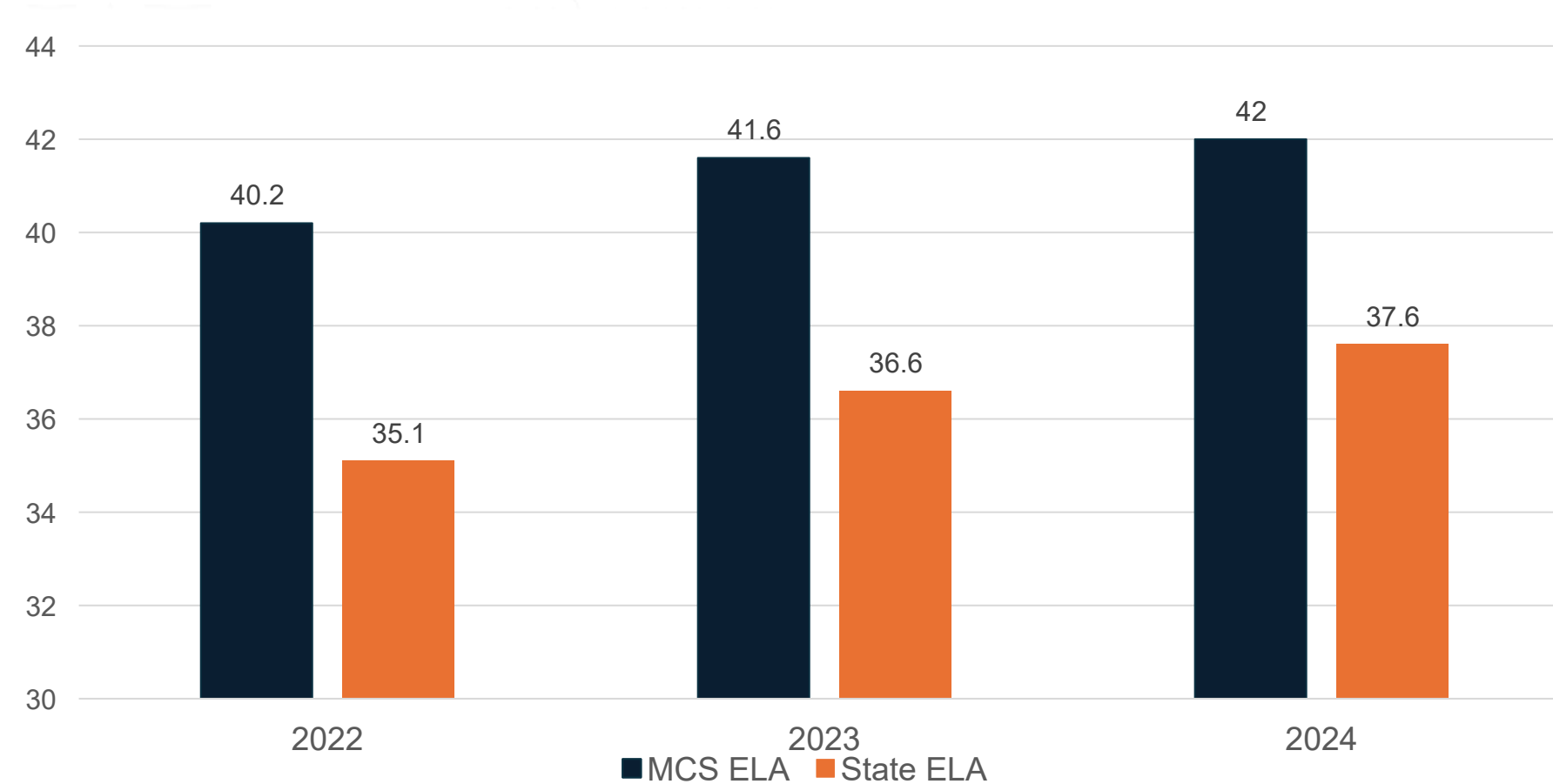
KEY TAKE-AWAYS

- Decrease in 6th grade population since 2022:
 - 2023 to 2024: 83 students
 - 2022 to 2024: 132 students
- While 6th grade ELA achievement continues to decline, 6th grade ELA continues to earn level 5 TVAAS growth.
This indicates we are growing the 6th graders we are keeping.

MCS ELA 2024 Comparison



MCS 3-6 ELA vs State



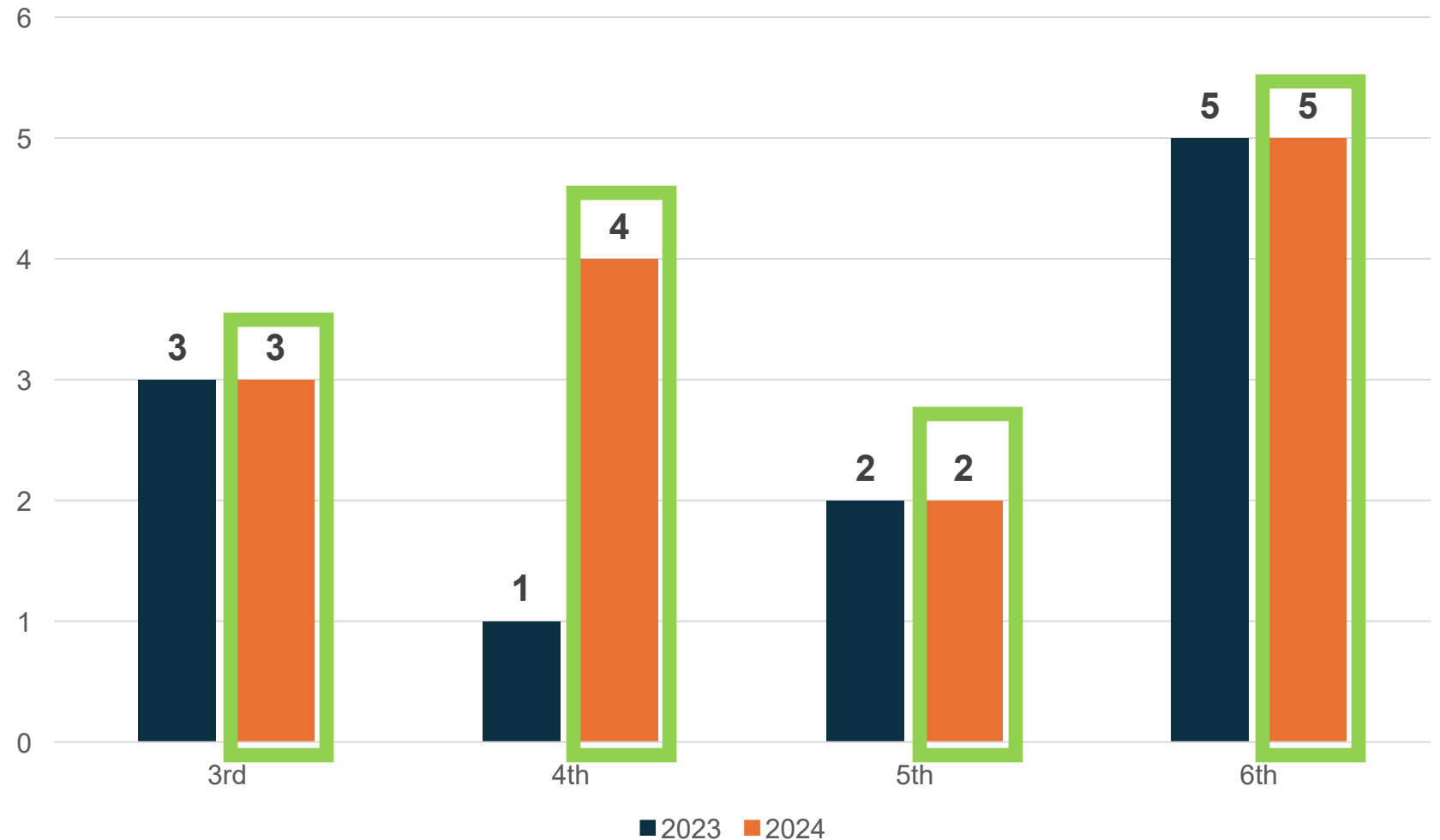
KEY TAKE-AWAYS

- MCS continues to outperform the state by 3.1% in ELA for grades 3-6.
- MCS showed a third straight year of improved proficiency in ELA.

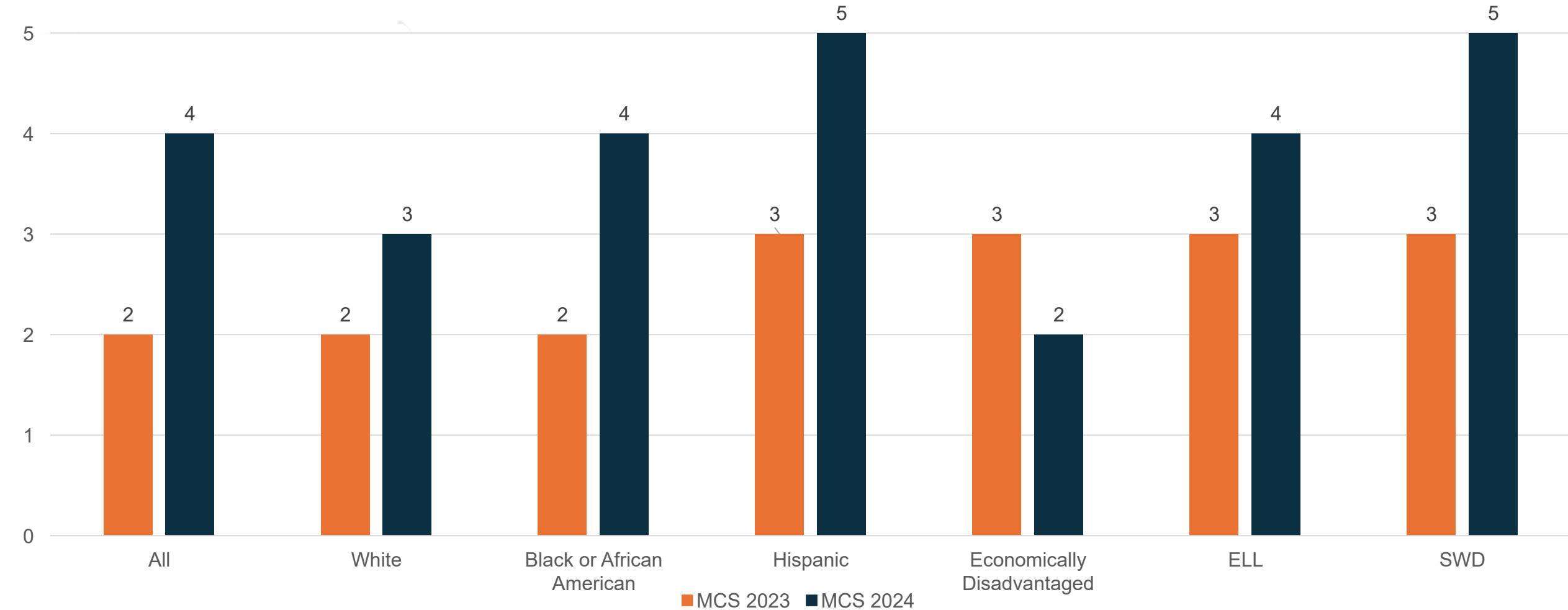
ELA Value Added (TVAAAS)

KEY TAKE-AWAYS

- 3rd grade ELA maintained growth standard relative to the state.
- 4th grade exceeded the growth standard.
- 5th grade ELA remains a focus for both achievement and growth.
- 6th grade ELA remains level 5 for growth for 3rd year in a row.



MCS ELA Growth by Student Group



Empowering MCS

A Five-Year Strategic Plan
2022-2027

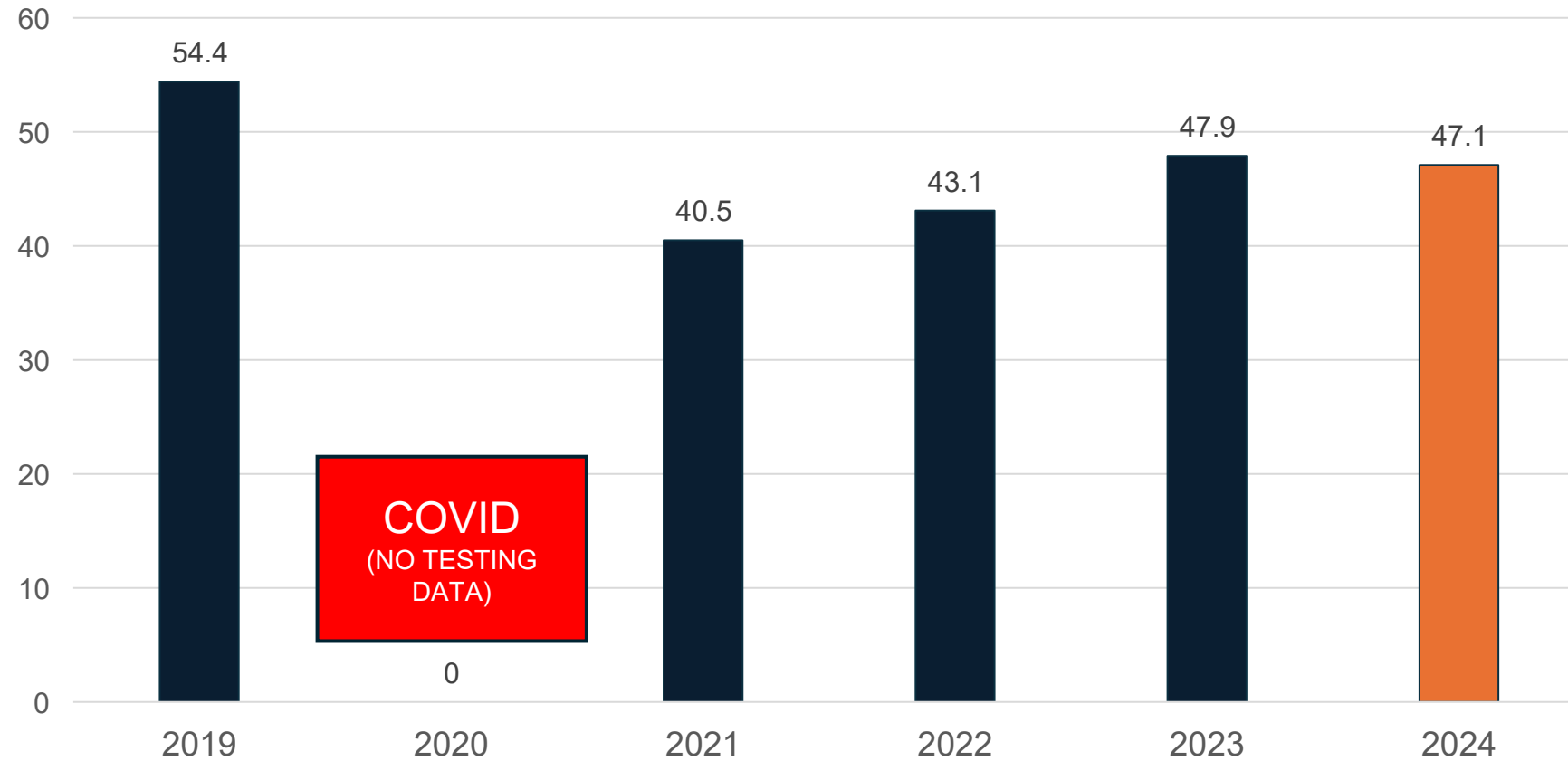
Strategic Plan Objective:
Increase the percentage
of students scoring on-
track or mastered on the
TNReady math
assessment from **40% in
2021 to 75% in 2027.**

MCS 3-5 Math Comparison

KEY TAKE-AWAYS

- 0.8% decrease from 2023
- Schools meeting their subject level goal:
 - Bradley & Hobgood
- Schools with highest proficiency:
 - Discovery (93.8%)
 - Erma Siegel (63.7%)
 - Overall Creek (61.4%)
- Schools with greatest increases in proficiency:
 - Bradley Academy (7.5%)
 - Hobgood (3.2%)
 - Cason Lane (2.5%)

MCS Math Grades 3-5

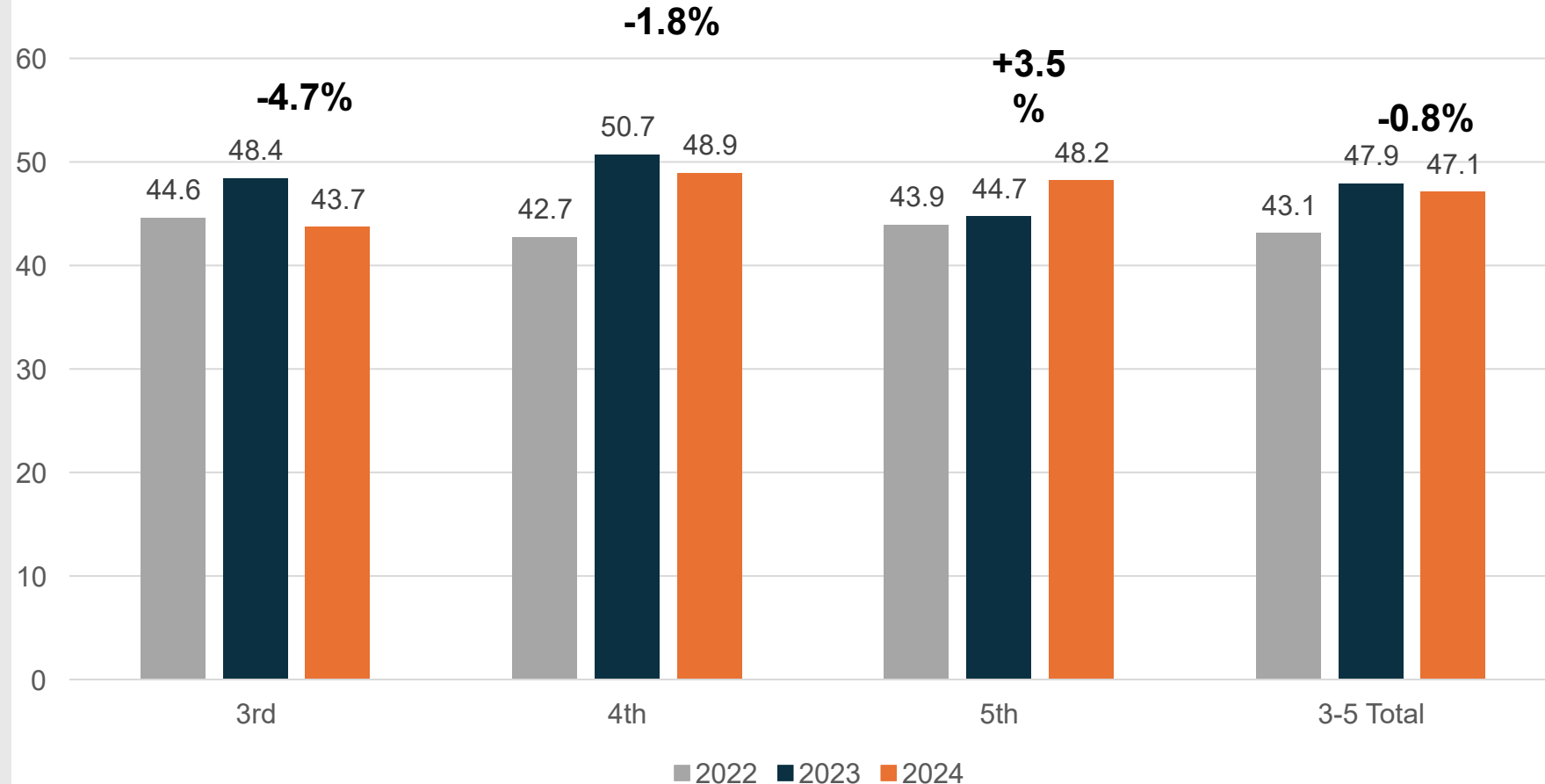


3-5 Grade Level Math Yearly Comparison

KEY TAKE-AWAYS

- Nearly 50% of MCS 4th grade students are entering 5th grade meeting or exceeding expectations.
- Nearly 50% of students leaving MCS are meeting or exceeding expectations as they enter 6th grade.

MCS Math 2022-2024 Comparison

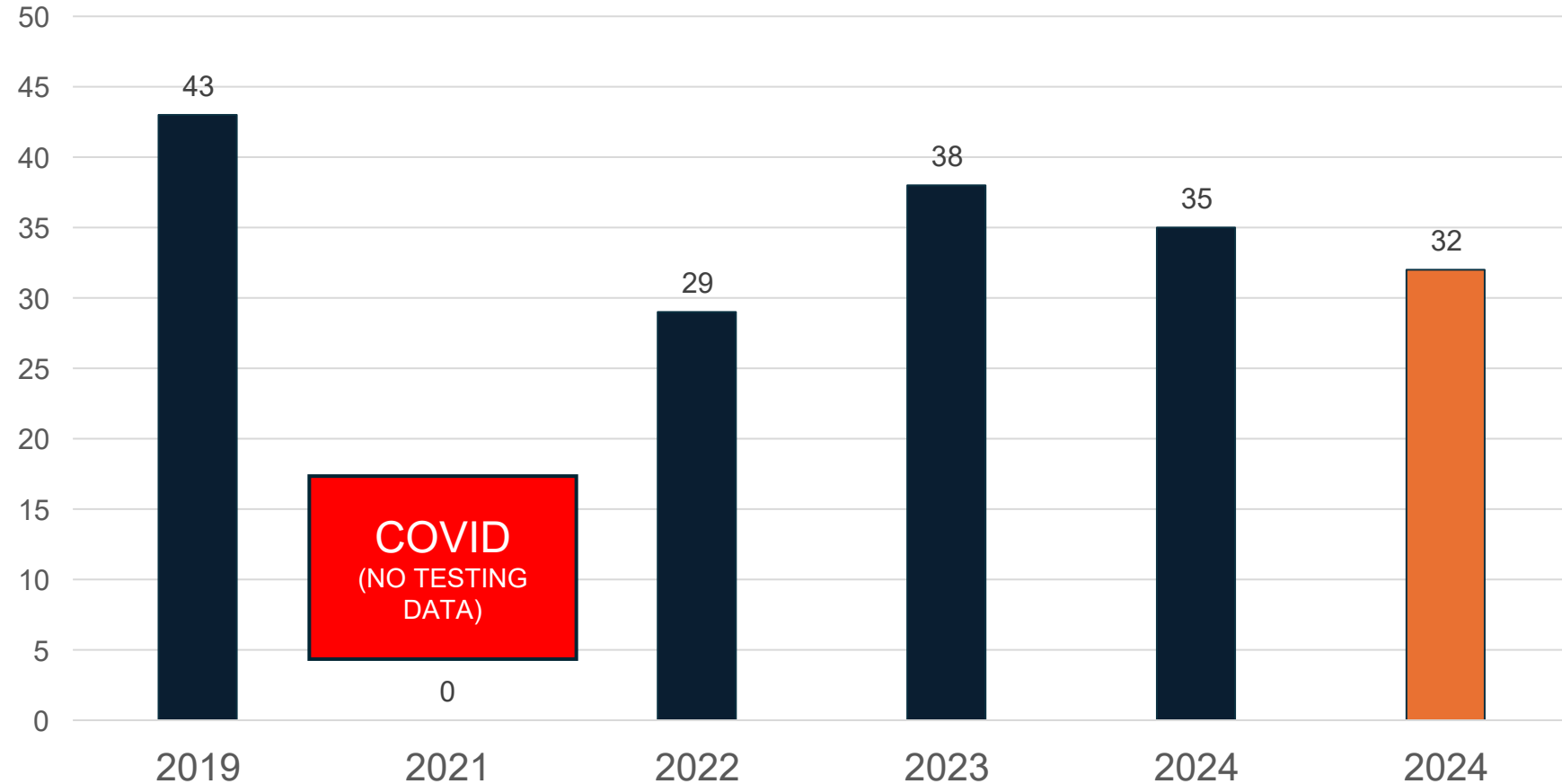


6th Grade Math

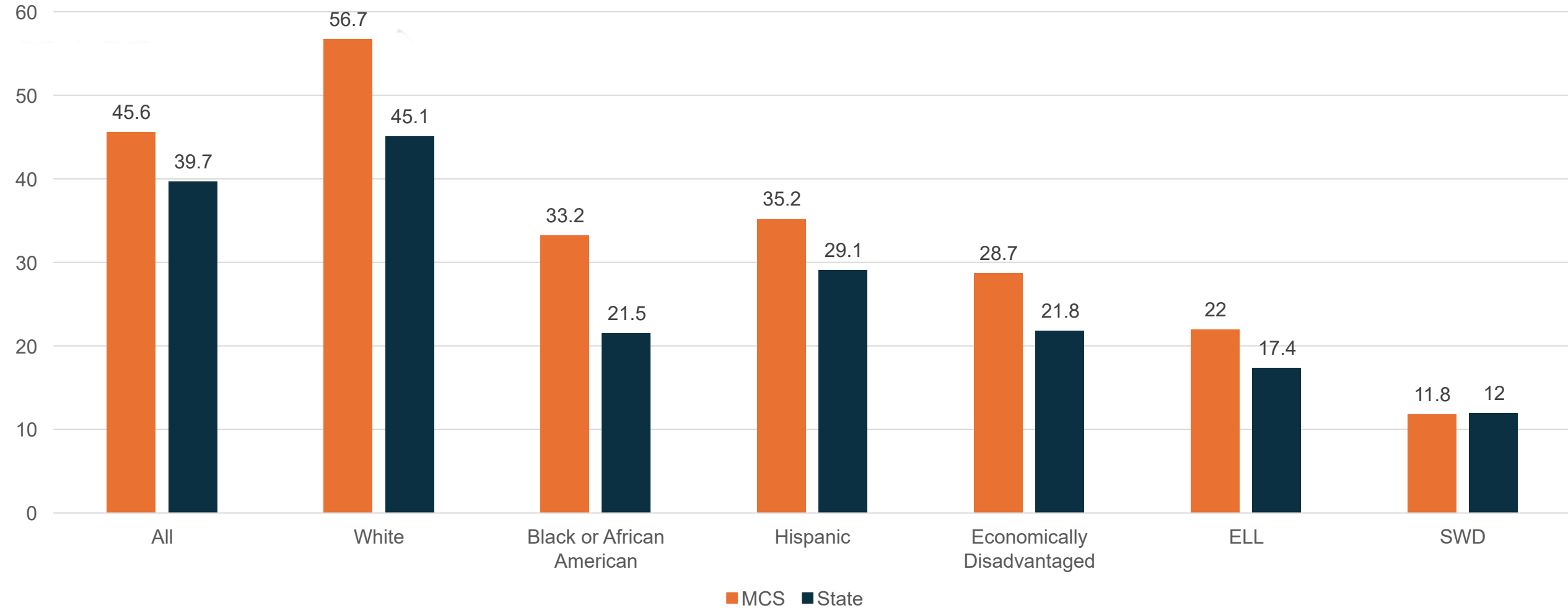
KEY TAKE-AWAYS

- Decrease in 6th grade population since 2022:
 - 2023 to 2024: 83 students
 - 2022 to 2024: 132 students
- While 6th grade ELA achievement continues to decline, 6th grade Math continues to earn level 5 TVAAS growth.

MCS Math Grades 6



MCS Math Student Group Comparison

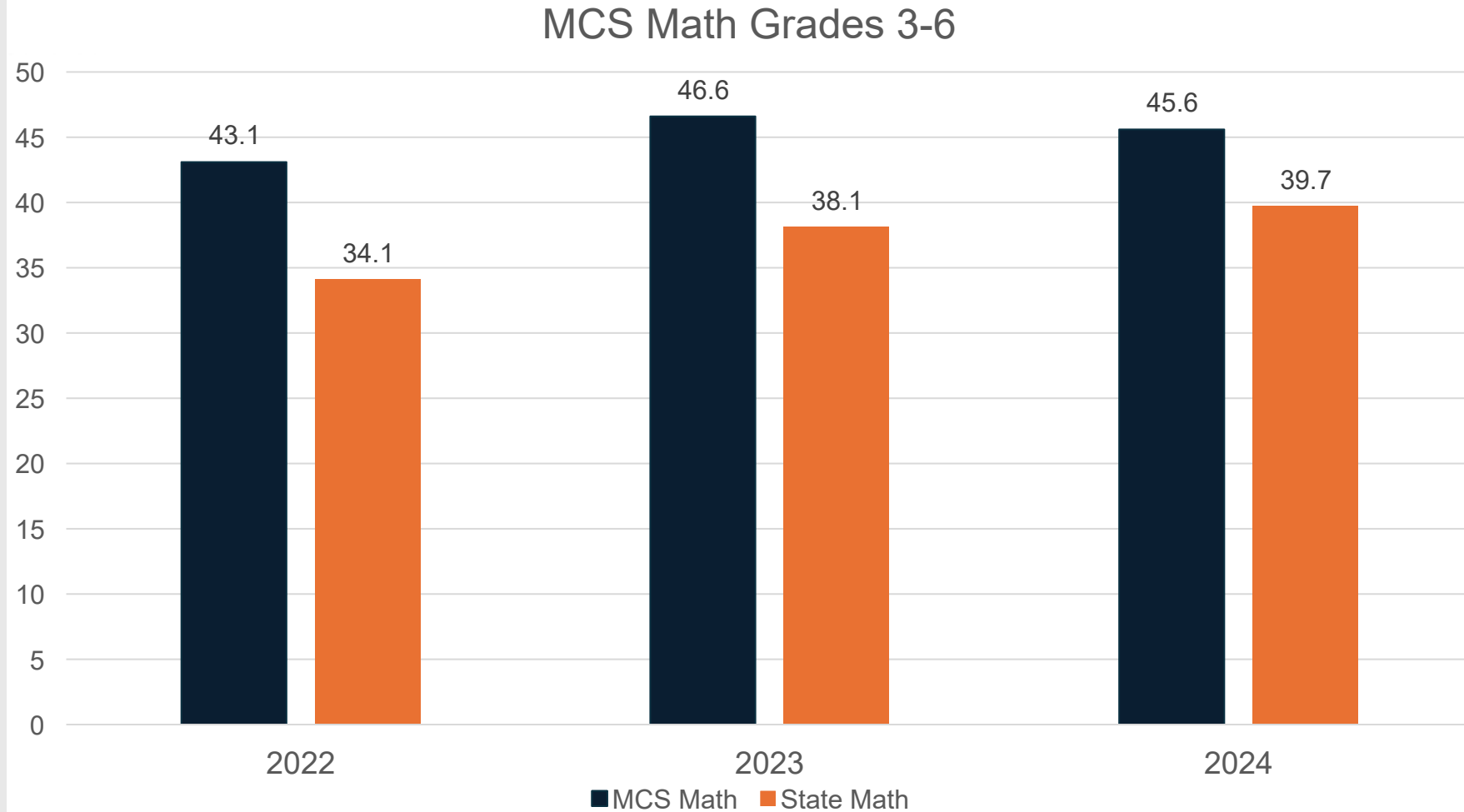


MCS 3-6 Math vs State

KEY TAKE-AWAYS

MCS continues to outperform the state by 5.9% in Math for grades 3-6.

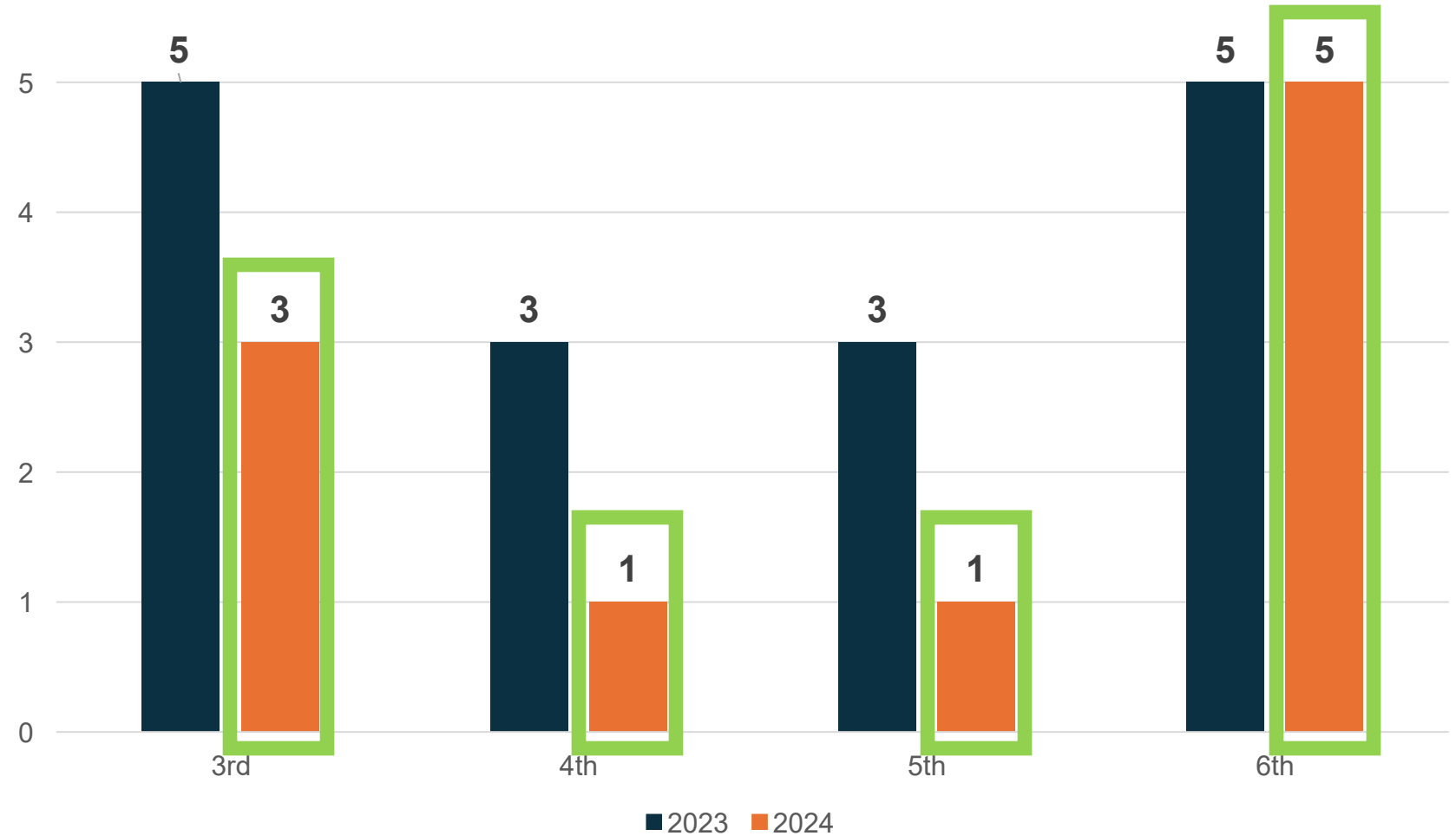
Students enter math at higher proficiency rates than ELA in the district.



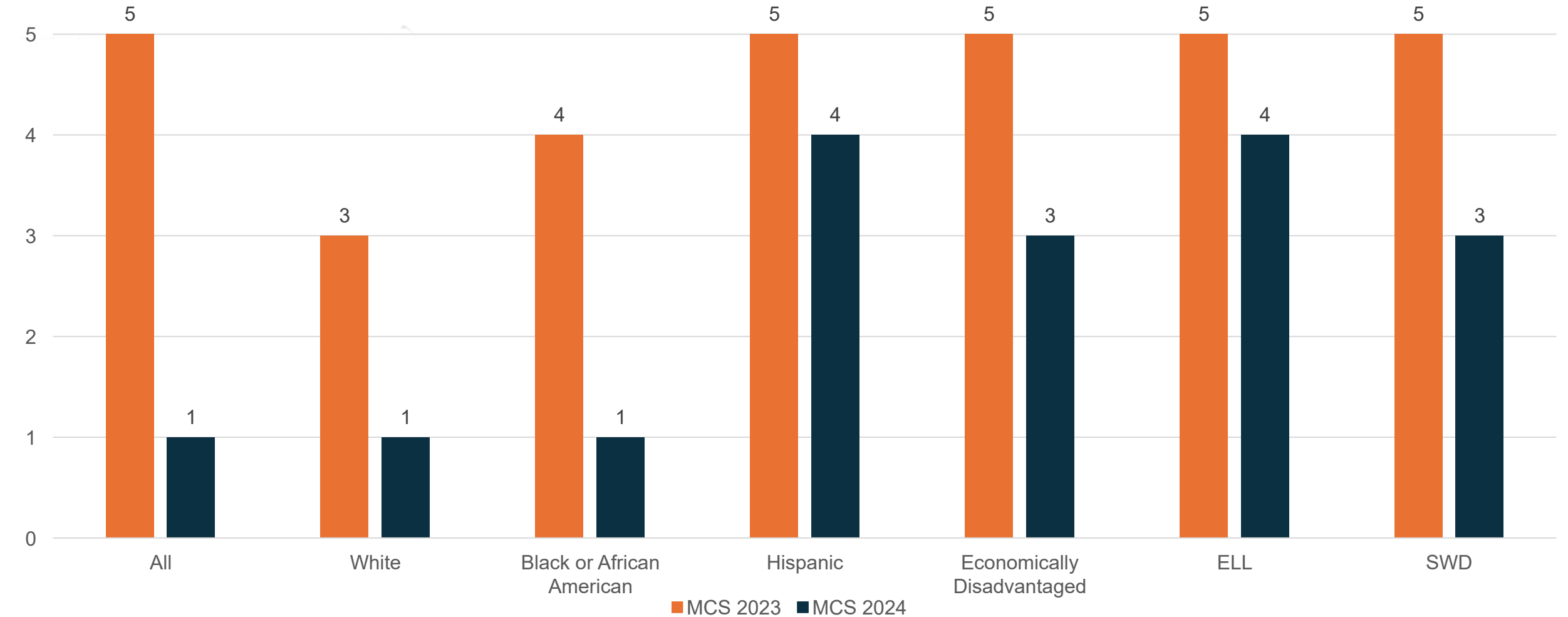
Math Value Added (TVAAAS)

KEY TAKE-AWAYS

- 3rd grade math met the growth standard (level 3).
- 4th and 5th grade math fell below the growth standard. Like ELA, 5th grade math remains a focus for both achievement and growth.
- 6th grade math remains level 5 for growth for 3rd year in a row.



MCS Math Growth by Student Group



Empowering MCS

A Five Year Strategic Plan
2022-2027

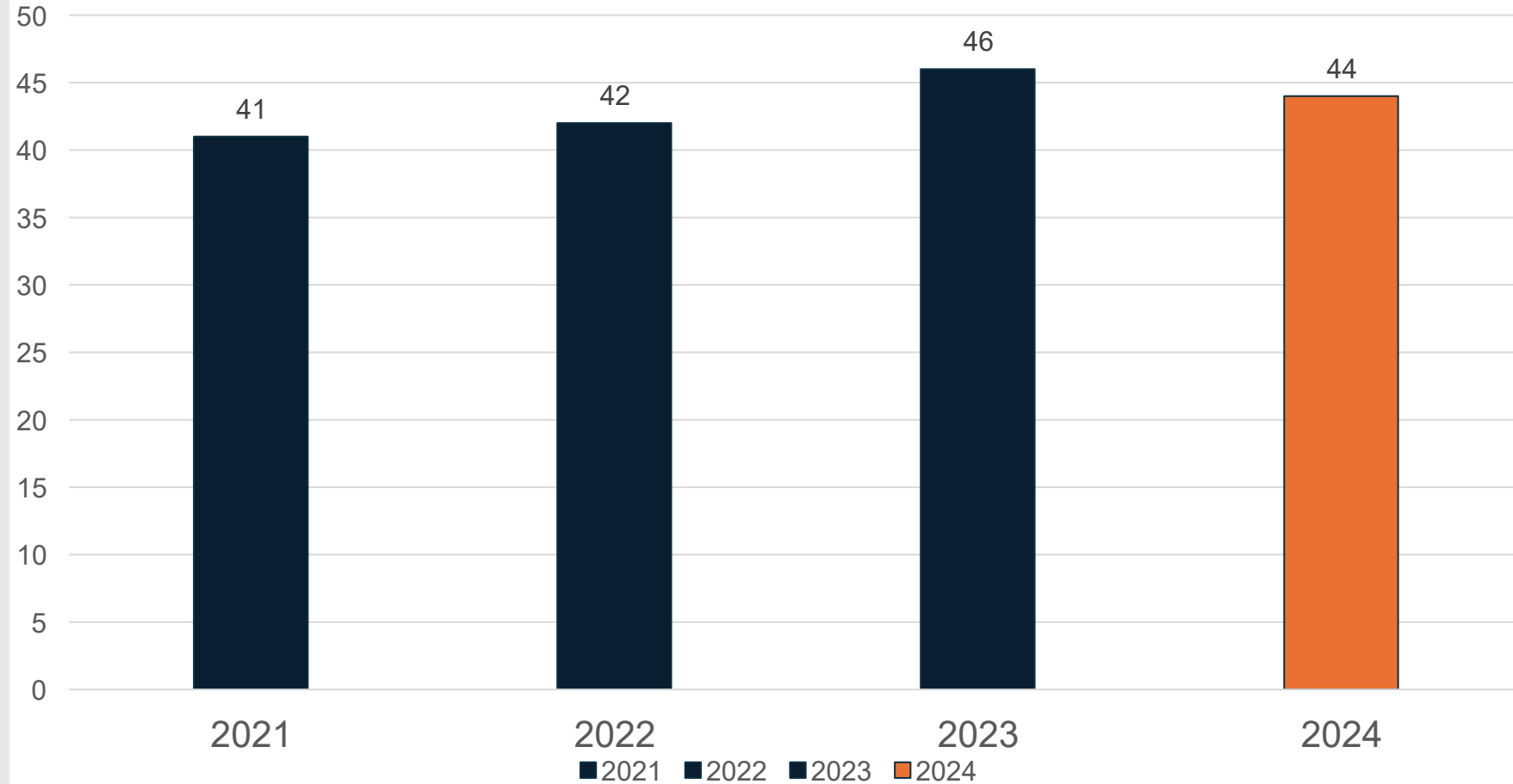
Strategic Plan Objective:
Increase the percentage
of students scoring on-
track or mastered on the
TNReady Science
assessment from **39.4%**
in 2021 to **65%** in 2027.

MCS 3-5 Science Comparison

KEY TAKE-AWAYS

- 44% of students meeting/exceeding expectations in 3-5 science.
- Schools meeting their subject level goal:
 - Bradley, Hobgood, John Pittard Reeves Rogers
- Schools with greatest increases in proficiency:
 - Hobgood (9.6%)
 - John Pittard (7.8%)
 - Reeve's Rogers (7.4%)
 - Bradley Academy (6.0%)

MCS Science Grades 3-5 2022-2024 Comparison

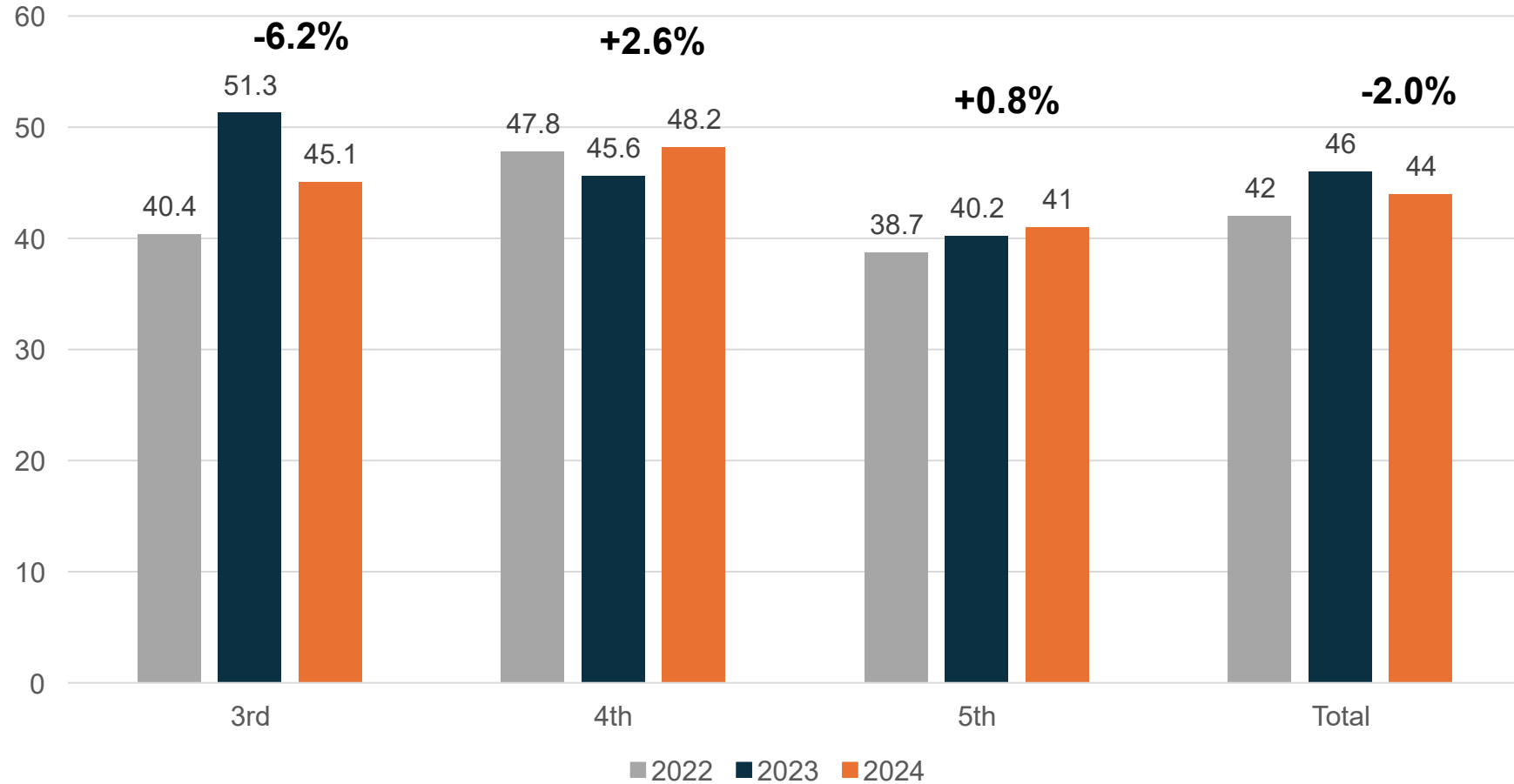


MCS 3-5 Science Comparison

KEY TAKE-AWAYS

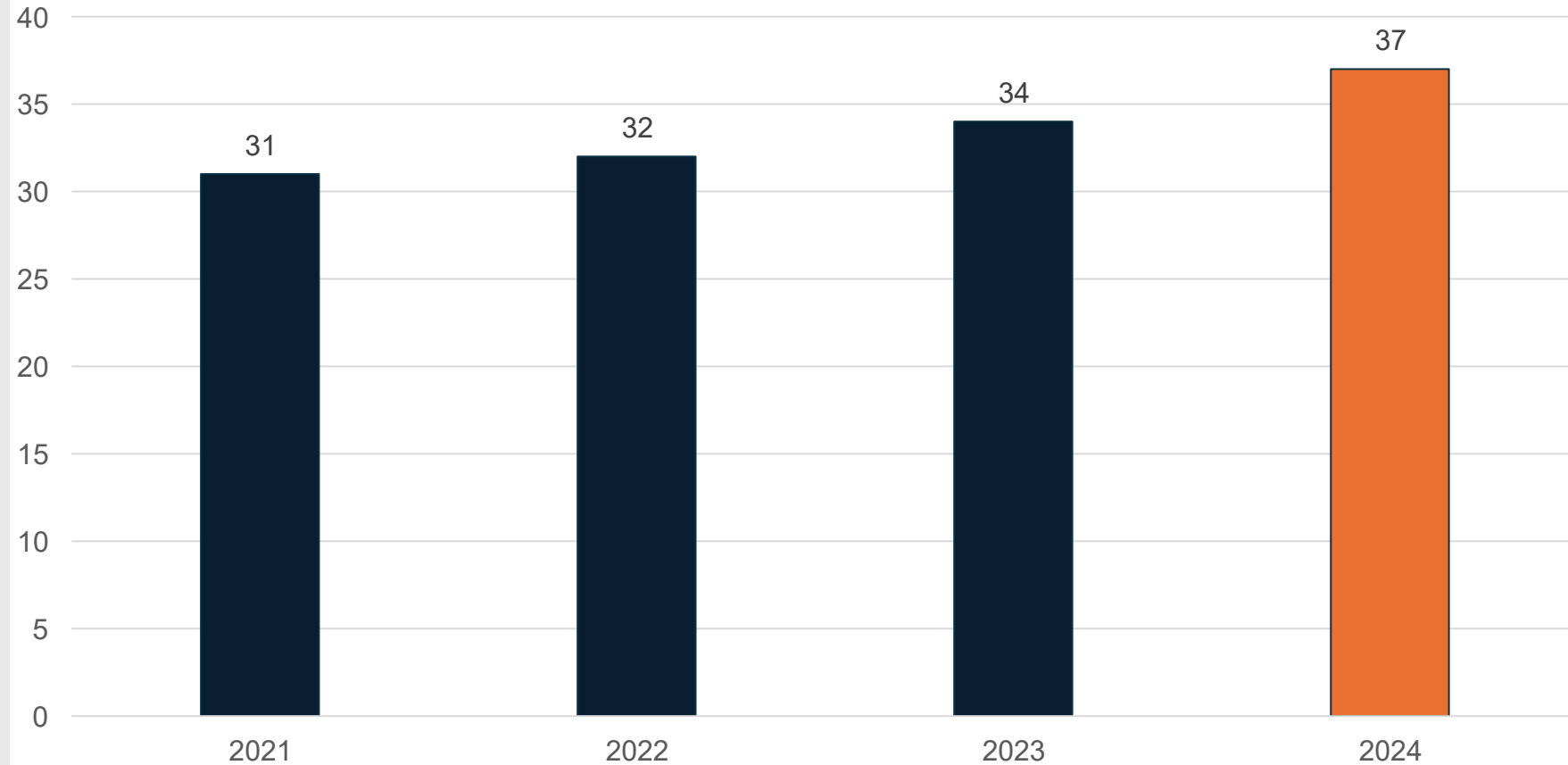
- 3rd and 4th grade science higher than state average.
- 4th grade science (like math and ELA) continues to show the highest proficiency in the district with nearly 50% of students meeting or exceeding expectations.

MCS Science 2022-2024 Comparison



KEY TAKE-AWAYS

- Decrease in 6th grade population since 2022:
 - 2023 to 2024: 83 students
 - 2022 to 2024: 132 students
- Proficiency for 6th grade science increased by 3% from 2023 to 2024.

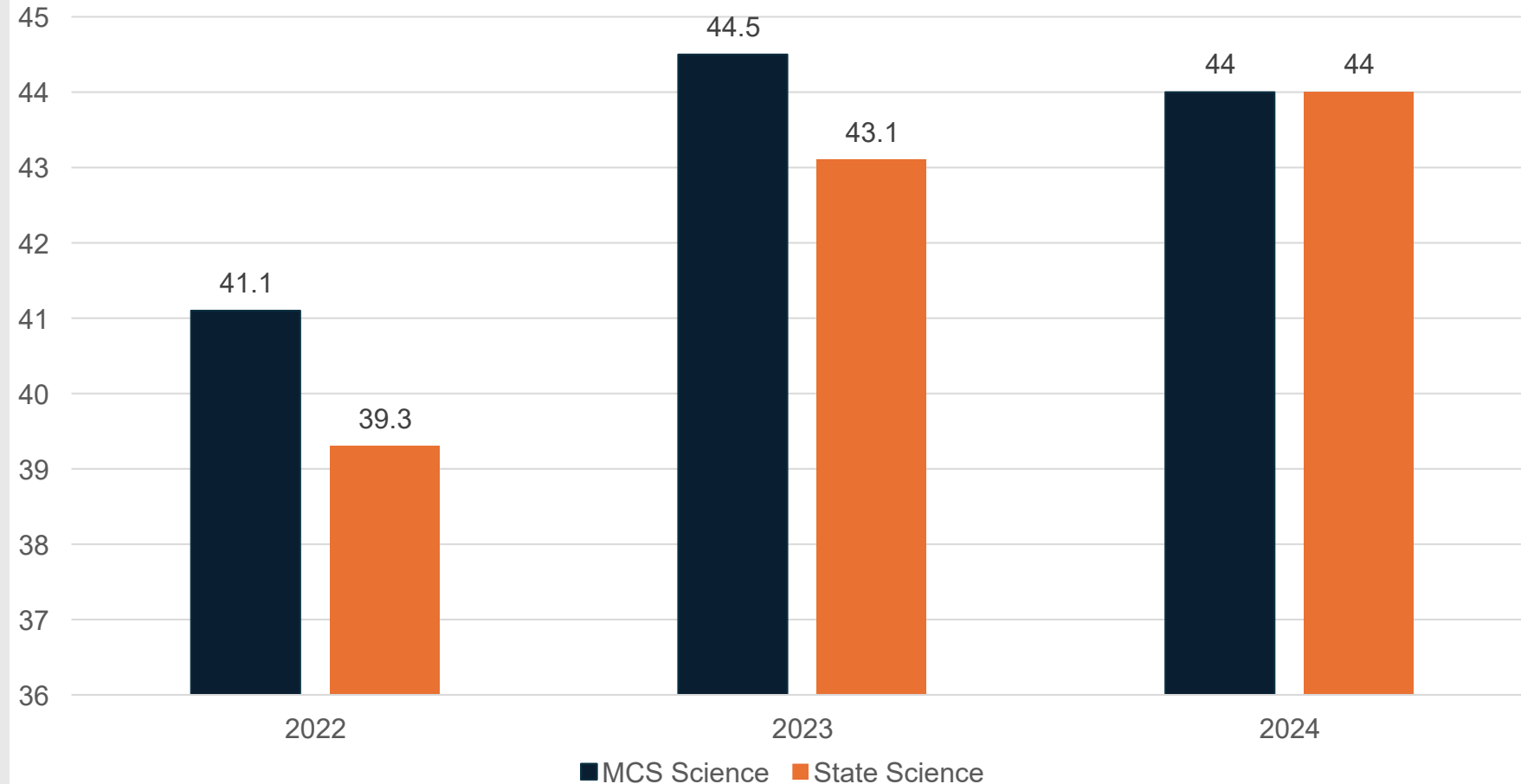


MCS 3-6 Science vs State

KEY TAKE-AWAYS

- MCS is performing at the state average for science proficiency.
- MCS is in the early stages of the adoption process for HQIM for Science.

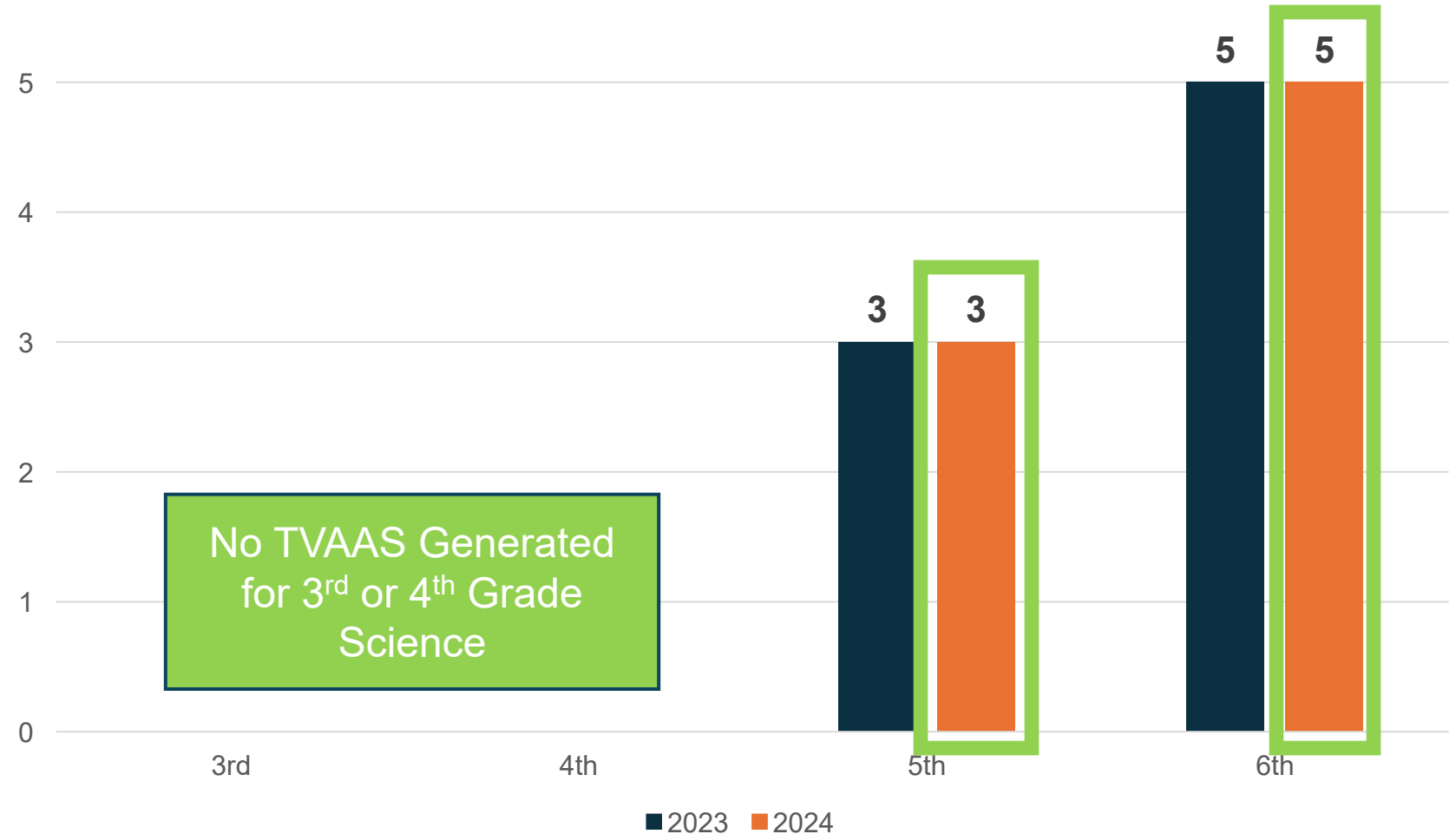
MCS Science Grades 3-6 2022-2024 Comparison



Science Value Added

KEY TAKE-AWAYS

- No 3rd or 4th grade Science TVAAS scores are produced.
- 5th grade science met the growth expectation for science (level 3)
- 6th grade science continues to exceed the growth expectation for the 2nd year in a row.



School Letter Grade Summary

Considerations:

- Includes all subjects (ELA, Math, Science, & Social Studies)
- Designed to favor schools with high socio-economic demographics
- Letter Grade Calculations
 - Achievement- 50%
 - TVAAS Growth- 40%
 - TVAAS Bottom 25%- 10%
- Achievement rankings based on an absolute value:
 - Schools \geq 50% proficiency for an A

School Letter Grade Summary

Letter Grade A:

- Discovery

Letter Grade B:

- Black Fox Academy
- Cason Lane Academy
- Erma Siegel
- Reeves-Rogers

Letter Grade C:

- Hobgood
- Mitchell-Neilson
- Northfield
- John Pittard
- Overall Creek
- Salem

Letter Grade D:

- Scales

School Letter Grade Summary

Letter Grade A:

- **Discovery**

Letter Grade B:

- Black Fox
- Bradley
Academy
- **Cason Lane
Academy**
- Erma Siegel
- Reeves-Rogers

Letter Grade C:

- **Hobgood**
- Mitchell-Neilson
- Northfield
- **John Pittard**
- Overall Creek
- Salem

Letter Grade D:

- Scales

2024-2025 Instructional Focus



All Students

- Have access to HQIM
- Learn during protected instructional times
- Engage in rigorous and equitable learning experiences in all content areas
- Meet and exceed high expectations with responsive support from teachers and leaders

All Teachers

- Use HQIM with high degree of integrity within the protected instructional time
- Engage in intellectual preparation independently and with school and district leaders
- Engage in curriculum-based, professional learning and supports
- Utilize data to make informed decisions to target and provide appropriate support

All Leaders

- Ensure implementation of HQIM through school-based expectation setting and on-going monitoring.
- Protect time for instruction and intellectual preparation
- Organize and engage in intentional, instructional professional learning
- Continuously respond to trends in academic and instructional data

Areas of Success

Continued growth in ELA with changing demographics

MCS is still out-performing the state in math and ELA.

4th grade continues to show large increases in proficiency (both)

MCS has developed a strong implementation plan for year 2 of math that involves stakeholders.

Science proficiency continues to hold steady and 5th and 6th grade growth continue to meet or exceed the growth expectations.

Continued Instructional Focus Areas

All Subjects/Grades:

- ELA consistently implementing “All Block” for the 2024-2025 school year.
- Building shared understanding of student achievement and growth from year to year
- Tailored professional development to improve content knowledge in math
- Literacy and Math Learning walks with school administrators
- Continued focus on collaboration between general education, SpED, and ESL teacher

Math:

- Math will continue to strengthen content knowledge and pacing within the implementation/refinement of the curriculum

Early Literacy and Numeracy Supports:

- School and district leadership will ensure instructional focus on the strengthening our primary grades (K-2) in the absence of accountability data.

Science:

- Currently in the process of adopting a curriculum
- Providing professional development to improve science instruction in all MCS schools

Agenda Item Title: Report of 2023-24 Director of Schools Final Overall Evaluation Score (test data included)

Board Meeting Date: January 25, 2025

Department: Legal

Presented by: Lauren Bush

Board Agenda Category:

Consent Agenda

Action Item

Reports and Information

Requires City Council Approval: Yes No

Summary

Tennessee data relative to Section II of the Director's evaluation was released by the Tennessee Department of Education in December 2024. With this information, the Board can complete Section II of the Director's annual evaluation and issue an overall evaluation score for Dr. Duke for the 2023-2024 school year. With the addition of this information, the scores provided for Appendix C were calculated and came to a score of 3.3. This Appendix C score was added to the qualitative scores previously calculated in May 2024, for an overall evaluation score of 4.29.

Staff Recommendation

No action needed.

Fiscal Impact

No fiscal impact.

Connection to MCS's Five-Year Strategic Plan

- Known:** Every student will be *known* through whole-child programs and support.
- Safe:** Every student will be *safe* through equitable access to buildings, facilities, and infrastructure that meets their needs.
- Challenged:** Every student will be *challenged* by learning from highly effective educators and employees.
- Empowered:** Every student will be *empowered* through academic success



2023-2024
DIRECTOR OF SCHOOLS
PERFORMANCE
EVALUATION INSTRUMENT

Dr. Trey Duke
Murfreesboro City Schools

Director of Schools Performance Evaluation Instrument Guidelines

Pursuant to Tennessee Code Annotated 49-2-203(a)(15) and Murfreesboro City School Board Policy 5.803, the Board of Education is required to annually evaluate the Director of Schools through a set of performance objectives based on the needs of the school district. Pursuant to Tenn. Code Ann. 49-2-203(a)(15), the performance evaluation instrument must address the areas of job performance, student achievement, relationships with staff and personnel, relationships with Board members, and relationships with the community.

This performance evaluation instrument provides Board members with a comprehensive performance evaluation system that complies with the statutory and policy requirements for the annual evaluation of the Director of Schools. This evaluation instrument must be supported by objective evidence and Board members must consider evidence prepared by the Director of Schools. This evaluation instrument will be updated annually in cooperation with the Board and the Director of Schools.

Evaluation Components and Rating Scales

The performance evaluation instrument shall be composed of the following sections:

Section I: Qualitative

1. **Administrator Survey:** The survey will consist of performance standards described by a list of performance indicators and will be administered to school principals and district personnel designated as "Senior Leadership" annually in May. The administrator survey will be administered anonymously.
2. **Board Observational Data:** This component will consist of performance standards described by a list of performance indicators with rating scales to be completed by Board members annually in May.

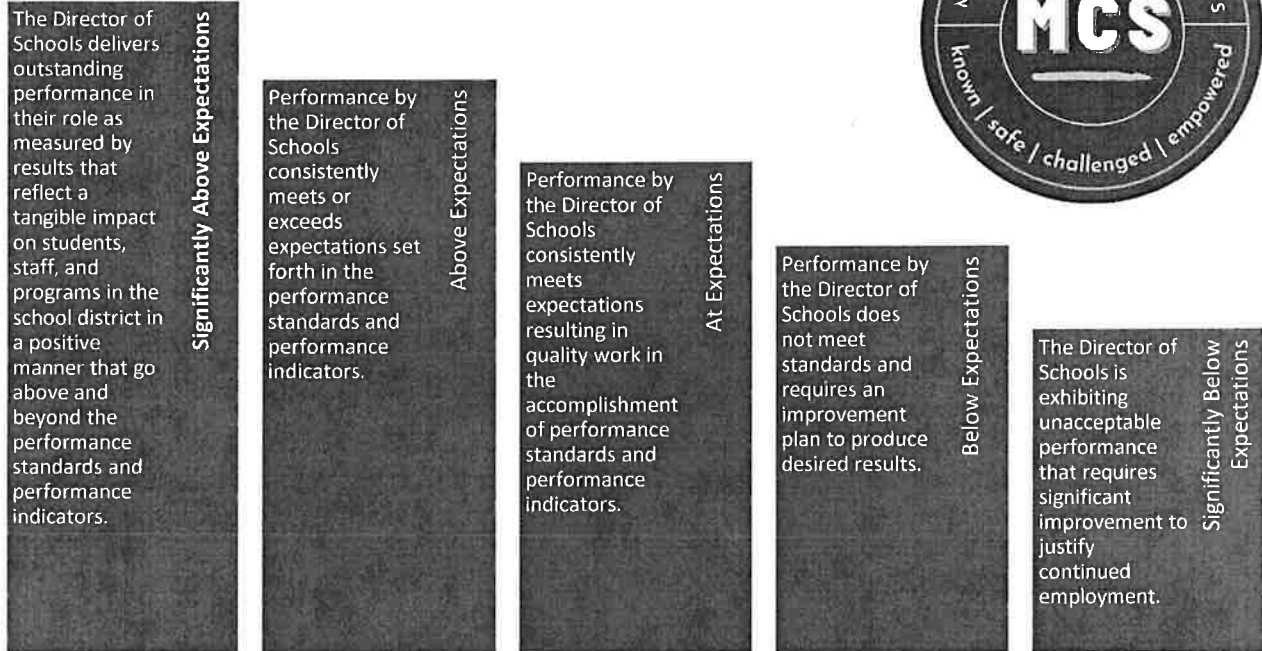
Section II: Quantitative

3. **Annual Objectives:** A rating tool to be completed Board members annually in May reviewing the Director's performance in achievement of Board goals and the district's strategic plan.

The evaluation rating scale to be used is as follows:

5	Significantly Above Expectations
4	Above Expectations
3	At Expectations
2	Below Expectations
1	Significantly Below Expectations

Explanation of Evaluation Rating Scale:



Weighted sectional averages shall be:

Section I: Qualitative

Administrator Survey 33%

Board Observational Data 33%

Section II: Quantitative

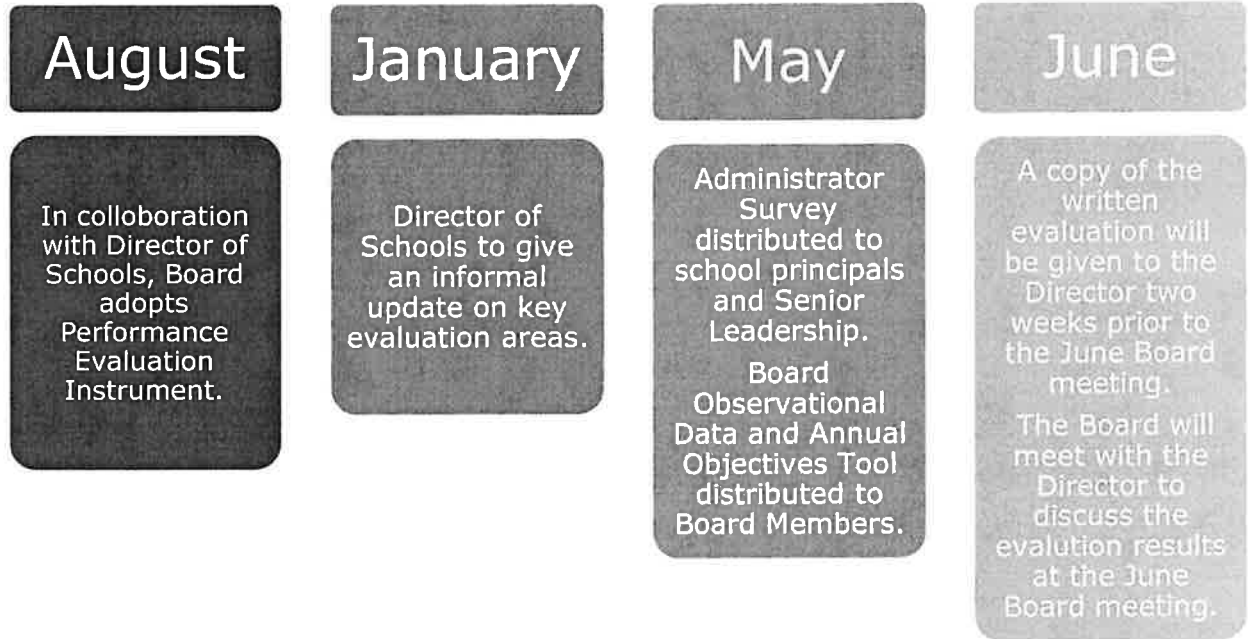
Achievement of Board Goals and Strategic Plan 33%

A satisfactory score will be if the average overall score is 3.00 or above.

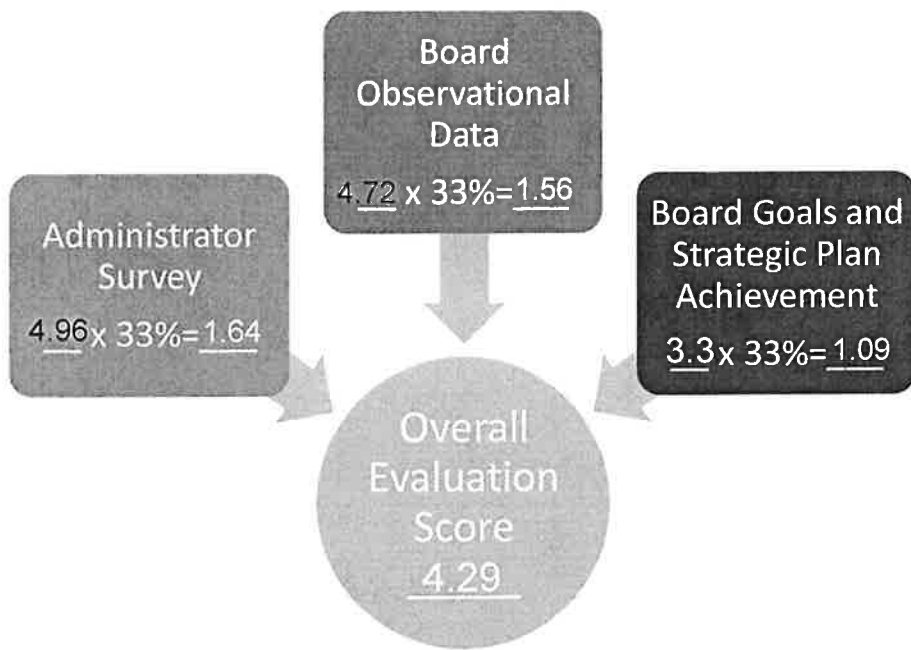
A copy of the written evaluation shall be delivered to the Director of Schools two weeks prior to the June Board meeting. The Director of Schools shall have the right to make a written or oral response to the evaluation. Any written response by the Director to the evaluation will be incorporated into the final evaluation document maintained by Murfreesboro City Schools.

Performance Evaluation Instrument Timeline

The following dates are provided for guidance in implementing the evaluation instrument, however key dates may be amended by mutual agreement of the Director of Schools and Board of Education.



Director of Schools Overall Evaluation Score



Performance Objective 4: Ensure that there is a continuous improvement plan for student achievement and growth.	5- Significantly Above Expectations	4- Above Expectations	3- At Expectations	2- Below Expectations	1- Significantly Below Expectations
The following performance indicators assess the successful implementation of performance objective 4:					
District's final determination status based on TN accountability protocol: <ul style="list-style-type: none"> - Exemplary – 5 - Advancing – 4 - Satisfactory – 3 - Marginal – 2 - In Need of Improvement – 1 <i>Data Source: District Heat Maps</i>		4			
Success Rate Score (proficiency in ELA, Math, and Science, if included) for "All Students" status based on TDOE Accountability Rules using AMOs/Absolute Performance: <ul style="list-style-type: none"> - 4 points earned on success rate= evaluation score of 5 - 3 points earned on success rate= evaluation score of 4 - 2 points earned on success rate= evaluation score of 3 - 1 point earned on success rate= evaluation score of 2 - 0 points earned on success rate= evaluation score of 1 <i>Data Source: District Heat Maps</i>			3.5		
Average Score for student subgroups (BHN, ED, EL, SWD) status based on TDOE Accountability Rules. Includes success rate, chronically out of school, English language proficiency: <ul style="list-style-type: none"> - 3.1-4.0 points earned on success rate=evaluation score of 5 - 2.1-3.0 points earned on success rate=evaluation score of 4 - 1.1-2.0 points earned on success rate=evaluation score of 3 - 0.5-1.0 points earned on success rate=evaluation score of 2 - 0-0.5 points earned on success rate=evaluation score of 1 <i>Data Source: District Heat Maps</i>		4			
TVAAS System-Wide Literacy: <ul style="list-style-type: none"> - 5=5 - 4=4 - 3=3 - 2=2 - 1=1 		4			
TVAAS System-Wide Numeracy: <ul style="list-style-type: none"> - 5=5 - 4=4 - 3=3 - 2=2 - 1=1 					1

Score Average- 3.3

Murfreesboro City School Board

Monitoring: Review: Annually, in September	Descriptor Term: Public Participation in Board Meetings	Descriptor Code: 1.401	Issued Date: 05/24/16 Revised 07/25/23
		Rescinds:	Issued: 01/00; 02/11

1 **INTENT OF POLICY**

2 The Board of Education recognizes the value of stakeholder engagement through public comment on
3 educational issues and the importance of allowing community members to express themselves on
4 school-related business. The Board offers public participation to members of the public in four
5 circumstances:

- 6 1. The Director of Schools may ask a citizen with business before the Board to make a
7 presentation as part of the regular agenda;
- 8 2. The Board may, when topics of general interest occur, schedule public hearings on specific
9 topics as part of its regular agenda;
- 10 3. In accordance with other Board policies or state or federal law, the Board may schedule a
11 hearing in which members of the public may be witnesses as part of its preset agenda;
- 12 4. During a public comment period in compliance with this policy.

13 **PUBLIC COMMENT PERIOD¹**

14 Any public meeting of the Board with actionable items on the agenda shall have a period of public
15 comment on those actionable items at the beginning of the meeting, with the exception of teacher
16 disciplinary hearings. The total public comment period shall be for no more than fifteen minutes.

17
18 Individuals will be allowed three minutes to speak with respect to an action item on the agenda. All
19 comments are restricted to comments on action items on the agenda for the meeting. The Chair shall
20 have the authority to declare an individual out of order, if after an initial warning, an individual
21 continues to speak on a topic that is unrelated to an action item on the agenda. The Chair shall have the
22 authority to terminate the remarks of any individual who violates state law or does not adhere to board
23 rules.²

24
25 The Board shall not take up any action item on the agenda before the end of the public comment
26 period; provided, however, the Chair may close the public comment period prior to the end of the
27 fifteen-minute period if all individuals who signed up to speak at the meeting have been afforded an
28 opportunity to speak. The Chair shall have the discretion to extend the public comment period for no
29 more than an additional fifteen minutes if additional time is reasonably necessary to ensure that
30 opposing viewpoints are fairly represented during the public comment period. The Chair need not
31 extend the public period beyond fifteen minutes merely because the fifteen-minute period expired
32 before all of the individuals who registered to speak were able to speak.

33

1 **ADDRESSING THE BOARD DURING PUBLIC COMMENT**

2 Individuals wishing to address the Board during the public comment period must sign up at least six
3 hours prior to the meeting start time by either sending an e-mail or calling the phone number set forth
4 in the public notice of the meeting. Individuals registering to speak at a meeting should state the action
5 item about which they wish to speak and whether they will be speaking in support or in opposition to
6 the item.

¹ Public Acts of 2023, Chapter No. 300; City of Murfreesboro, Resolution 23-R-23

² TCA 39-17-306

Administrative Directive Title: Procedures for Public Participation at School Board Meetings	AD Number: 1.401.1	Adopted: January 2024 Former Descriptor: BO1
Policy References: Board Policy 1.401 - Public Participation in Board Meetings		Revised: 11/24

1 Pursuant to Board Policy 1.401, any public meeting of the Murfreesboro City Schools Board of
 2 Education with actionable items on the agenda will have fifteen (15) minutes set aside at the beginning
 3 of the meeting for public comment. Individuals wishing to make a public comment will be allowed three
 4 (3) minutes to speak with respect to an action item on the agenda for the meeting subject to the following:

- 5 • All comments are restricted to comments on action items on the agenda for the meeting.
- 6 • The Chair shall have the authority to declare an individual out of order, if after an initial warning,
 7 an individual continues to speak on a topic that is unrelated to an action item on the agenda.
- 8 • The Chair shall have the authority to terminate the remarks of any individual who violates state
 9 law or does not adhere to board rules.

10 Individuals attending board meetings may not engage in heckling, shouting, verbal outburst, or any other
 11 behavior that prevents the Board from conducting School Board business. Personal cell phone
 12 conversations while in the room where the Board meetings are being conducted are not permitted.
 13 Electronic devices are requested to be silenced to avoid disruption of the proceedings.

14 In the interest of preserving individual privacy and due process rights, comments and complaints
 15 regarding individual students should be directed to the Director of Schools or designee pursuant to the
 16 district’s complaint policies and procedures.

17 If you wish to address the Board during the public comment period, you must sign up at least six (6)
 18 hours prior to the meeting start time by:

- 19 • Sending an e-mail to lisa.vanceleave@cityschools.net with this completed form or an e-mail with
 20 your name/phone number/address and the action on which you are wishing to speak and whether
 21 you are speaking in support or against the action; OR
- 22 • Calling the Office of the Director of Schools at 615-893-2313, Ext. 10010, before the meeting
 23 with the request to speak and your name/phone number/address and the action on which you are
 24 wishing to speak and whether you are speaking in support or against the action.

25 Speakers will be recognized in the order their request was received. Speakers may not yield remaining
 26 time to other speakers.

27 **ACCOMMODATING PUBLIC COMMENT**

28 To ensure that all citizens have an opportunity to speak, any person with a disability who needs
 29 accommodation to provide public comment is requested to contact the office of the Director of Schools
 30 at least six hours before the regularly scheduled board meeting. Unless deemed an accommodation,
 31 written comments will not be accepted or read aloud during the public comment period of the school
 32 board meeting. Individuals may share their written comments directly with Board members.



Public Comment Registration Form

Requestor Information

Pursuant to Board Policy 1.401, any public meeting of the Murfreeboro City Schools Board of Education with actionable items on the agenda will have 15 minutes set aside at the beginning of the meeting for public comment. Individuals wishing to make a public comment will be allowed 3 minutes to speak with respect to an action item on the agenda for the meeting subject to the following:

- All comments are restricted to comments on action items on the agenda for the meeting.
- The Chair shall have the authority to declare an individual out of order, if after an initial warning, an individual continues to speak on a topic that is unrelated to an action item on the agenda.
- The Chair shall have the authority to terminate the remarks of any individual who violates state law or does not adhere to board rules.

If you wish to address the Board during the public comment period, you must sign up **at least 6 hours** prior to the meeting start time by:

- Sending an e-mail to lisa.vancleave@cityschools.net with this completed form or an e-mail with your name/phone number/address and the action on which you are wishing to speak and whether you are speaking in support or against the action; OR
- Calling Lisa Van Cleave at 615-893-2313, Ext. 10010, before the meeting with the request to speak and your name/phone number/address and the action on which you are wishing to speak and whether you are speaking in support or against the action.

Speakers will be recognized in the order their request was received.

Speaker Information

Name _____

Phone _____

Email _____

Address _____

Action Item you are addressing: _____

Are you in support of or opposed to action item? _____

Murfreeboro City Schools

2552 South Church Street, Murfreeboro, TN 37127

Phone: (615) 893-2313

Fax: (615) 893-2352

RESOLUTION 23-R-23 establishing public comment policy for meetings.

WHEREAS, Chapter 300 of the Tennessee Public Acts of 2023 (“Chapter 300”), amends Tennessee Code Annotated, Title 8, Chapter 44, Part 1 by requiring a governing body to reserve a period for public comment, at each public meeting, where the public has the opportunity to comment on matters that are germane to the items on the agenda for the meeting; and

WHEREAS, Chapter 300, which is effective July 1, 2023, authorizes a governing body to adopt reasonable restrictions on the period for public comment, including restrictions related to the length of the public comment period, the number of individuals who can speak during the period, and the length of time each individual can speak, provided the governing body takes all practicable steps to ensure that opposing viewpoints are represented fairly; and

WHEREAS, Chapter 300 further authorizes a governing body to require an individual wishing to speak at a meeting to sign up to speak in advance of the meeting; and

WHEREAS, City Council finds it necessary and appropriate to adopt a policy governing public comment at the public meetings of City Council, as well as the public meetings of the City’s other commissions, boards, and committees.

NOW THEREFORE, BE IT RESOLVED BY THE CITY COUNCIL OF THE CITY OF MURFREESBORO, TENNESSEE, AS FOLLOWS:

SECTION 1. The following policy is hereby adopted and shall be known as the Public Comment at Public Meetings Policy of the City of Murfreesboro:

**PUBLIC COMMENT AT PUBLIC MEETINGS POLICY
FOR THE CITY OF MURFREESBORO**

- (1) *Scope.* This policy shall apply to all public meetings of City Council and to the public meetings of the City’s other commissions, boards, and committees that are comprised of elected and/or appointed officials and subject to the Tennessee Open Meetings Act, Tenn. Code Ann. §§ 8-44-101 *et seq.*
- (2) *Definitions.* As provided in Tenn. Code Ann. § 8-44-102, the following terms shall have the following meanings for purposes of this policy:
 - (a) *Governing body* means the members of any public body which consists of two (2) or more members, with the authority to make decisions for or recommendations to a public body on policy or administration.
 - (b) *Meeting* means the convening of a governing body of a public body for

which a quorum is required in order to make a decision or to deliberate toward a decision on any matter.

(3) *Policy.*

(a) Any public meeting of a governing body with actionable items on the agenda shall have a period for public comment on those actionable items at the beginning of the meeting; provided, however, this requirement shall not apply to a meeting where the governing body is conducting a disciplinary hearing for a member of the governing body or a person whose profession or activities fall within the jurisdiction of the governing body.

(b) The public notice of every public meeting of a governing body with actionable items on the agenda shall include an email address and/or phone number that individuals wishing to speak at the meeting can use to communicate their desire to speak at the meeting.

(c) Individuals wishing to speak at a public meeting must sign up at least six hours prior to the meeting start time either by sending an email to the public comment email address or by calling the phone number set forth in the public notice of meeting. To ensure that opposing viewpoints are fairly represented during the public comment period, individuals registering to speak at a meeting should state the action item about which they wish to speak and whether they will be speaking in support of or in opposition to the item.

(d) The first fifteen minutes of public meetings shall be designated for public comment. The governing body shall not take up any action item on the agenda before the end of the public comment period; provided, however, the body's presiding officer may close the public comment period prior to the end of the fifteen-minute period if all the individuals who signed up to speak at the meeting have been afforded an opportunity to speak. The presiding officer shall have the discretion to extend the public comment period for no more than an additional fifteen minutes if additional time is reasonably necessary to ensure that opposing viewpoints are fairly represented during the public comment period. The presiding officer need not extend the public period beyond fifteen minutes merely because the fifteen-minute period expired before all of the individuals who registered to speak were able to speak.

(e) Individuals who have registered to speak at a meeting shall be called on in the order in which they have registered. Individuals will be allowed three minutes to speak with respect to an action item on the agenda. All comments are restricted to comments on action items on the agenda for the meeting. The presiding officer shall have the authority to declare an individual out of order, if after an initial warning, an individual continues to speak on a topic that is unrelated to an action item on the agenda.

(f) Where an individual wishes to speak during public comment intends to

speaking on an action item that is scheduled to have a separate public hearing during the meeting, the presiding officer shall have the discretion, in the interest of affording others the opportunity to speak during the public comment period, to deny such individual's request to speak during the public comment period, provided the presiding officer then provides such individual an opportunity to speak at the beginning of the public hearing on the action item.

(4) *Exception.* This policy shall not apply to the public comment special meetings of City Council, which are generally held at 5:30 p.m. on the first Thursday of the month.


SECTION 2. This Resolution shall be effective immediately, the public welfare and the welfare of the City requiring it.


Passed: JUNE 15, 2023


Shane McFarland, Mayor

ATTEST:

APPROVED AS TO FORM:

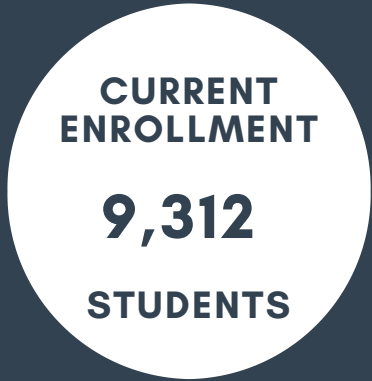

Jennifer Brown
City Recorder

DocuSigned by:

43A2035E51E9401...
Adam F. Tucker
City Attorney

December Enrollment and Building Capacity Report

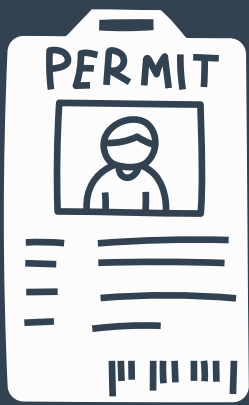
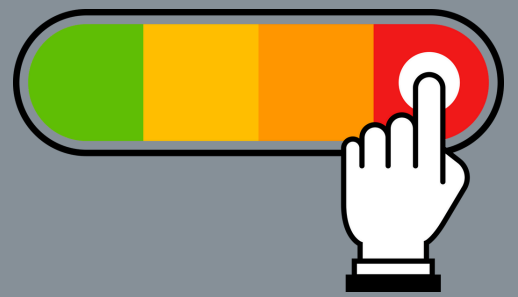
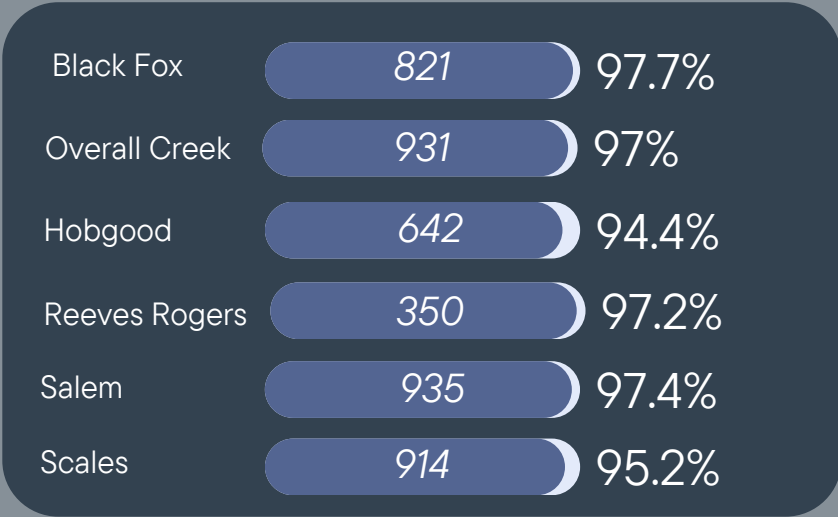
Period 4:

Nov. 11 - Dec. 16, 2024



Increase from Period 3:
12 students

SCHOOLS AT CAPACITY K-6 GENERAL EDUCATION



CITY BUILDING REPORT PERMITS ISSUED

Permits issued in the past 5 months: 307
Projected new student increase: 72

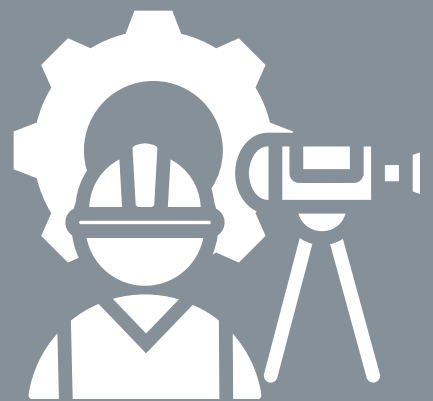
- Black Fox: 18 students
- Hobgood: 0 students
- Overall Creek: 14 students
- Reeves-Rogers: 1 student
- Salem: 15 students
- Scales: 8 students
- Other Schools: 16

Permits represent new homes that can generate students this academic year.

CITY BUILDING REPORT LOTS AVAILABLE

Lots Available: 479
Projected student increase: 113

- Black Fox: 34 students
- Hobgood: 0 students
- Overall Creek: 24 students
- Reeves-Rogers: 2 student
- Salem: 23 students
- Scales: 2 student
- Others Schools: 28



Lots available represent new homes that can generate students next academic year.

FUTURE FORECASTS ON THE RADAR

Based on the next five years, these areas are of concern due to building capacity.

Blackfox:	580 units	174 students
Overall Creek:	275 units	83 students
Salem:	610 units	182 students




TO ASSURE THE PERSONAL AND ACADEMIC SUCCESS OF EACH CHILD

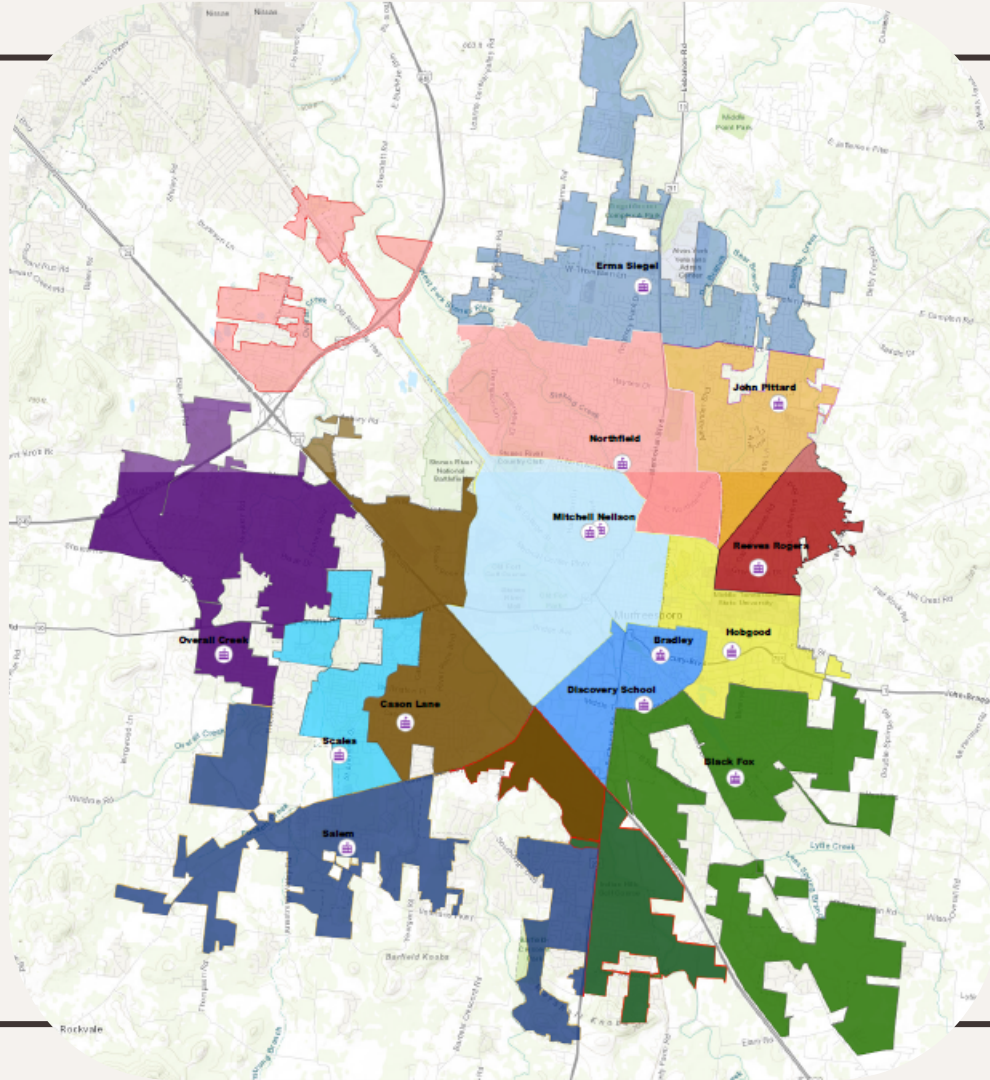


2025-2026 Enrollment Projections and Open Zoned

Board Retreat
January 25, 2025



School Boundary Zones



Legend:

- Black Fox
- Bradley
- Cason Lane
- Discovery
- Erma Siegel
- Hobgood
- John Pittard
- Mitchell-Neilson
- Northfield
- Overall Creek
- Reeves-Rogers
- Salem
- Scales

MCS Projected Enrollment

Projection Considerations

1. Based on:
 - a. Historical trends.
 - b. Classroom capacities at each school.
 - c. Monthly Murfreesboro building reports.
 - d. Period 4 (ended on 12/16/24) Enrollment Report.
2. 6th grade and Pre-K varies.
3. Uncertainty of the impact with school choice.
4. These 1st round projections will continue to be updated during the student enrollment verification and registration process. This plays factor in staffing as well.
5. Generally, there is a 2% student enrollment increase per school and a 3% growth for west side schools.

MCS Projected Enrollment for 2025-26

District	Current Enrollment	Projected Enrollment	Percentage Change
PreK	388	392	1%
K	1355	1373	1%
1st	1356	1372	1%
2nd	1417	1374	-3%
3rd	1473	1434	-3%
4th	1298	1499	15%
5th	1377	1315	-5%
6th	397	400	1%
CDC / BEST/Deaf Ed.	251	234	-7%
Totals (K-6 and Sped)	8,924	9,001	1%
	ADM Increase	77	

Open School Zones

Our School Timeline

January 25:	Board Workshop
February-March	Voluntary Campus Tours for Open Zoned Schools
February 11	Board approval of open/closed zone schools for 2025-26
February 12 - 26:	Advertise Open Enrollment (<i>two-week requirement</i>)
Feb 27 – March 28:	Open Enrollment (<i>30-day requirement</i>)
April 9:	Conduct lottery, if necessary.
April 11:	Notify all applicants via email
April 21:	Appeal Deadline
May 9:	Appeal Committee Hearing

Proposed Open Zone Schools and Seats Availability

Closed Zoned Schools

1. Black Fox
2. Overall Creek
3. Salem
4. Scales

* Discovery is an application school

[Refer to the handout for more information](#)



Key Next Steps

February 5	Review end of Period 5 enrollment and adjust open seats, if needed.
February 11	Board approval of open/closed zone schools for 2025-26
February 12	Advertise Open Enrollment
February 26	Open Enrollment
February - March	Voluntary Open Zoned School Tours
March 26	Open Enrollment ends
April 9	Conduct lottery, if necessary.
April 11	Notify all applicants via email.
April 21	Appeal Deadline
May 9	Appeal Committee Hearing



DRAFT of OPEN ZONED SEATS

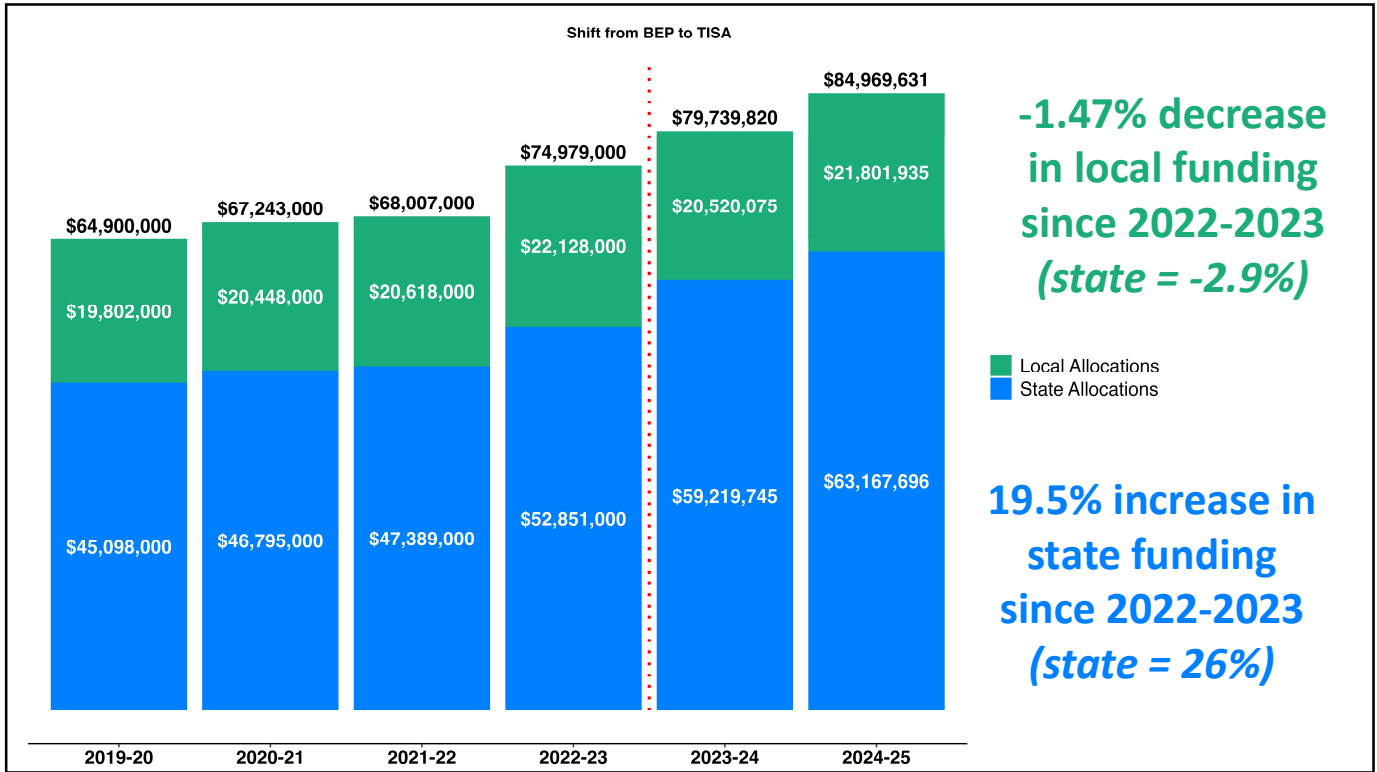
Below is based on Period 4 and updates through 1/5/25.
Class ratios to 19 in grades K-3 and 20 in grades 4-6.

School	Proposed # Open Seats Available	Closed Grade Levels
Bradley	15 seats in kinder 7 seats in 1 st grade 9 seats in 2 nd grade 5 seats in 3 rd grade 13 seats in 4 th grade 19 seats in 5 th grade	6
Cason Lane	5 seats in kinder 10 seats in 1 st grade 3 seats in 2 nd grade 2 seats in 3 rd grade 11 seats in 4 th grade 13 seats in 5 th grade	6
Erma Siegel	5 seats in Kinder 11 seats in 1 st grade 4 seats in 2 nd grade 5 seats in 3 rd grade 5 seats in 5 th grade	4, 6
Hobgood	5 seats in kinder 2 seats in 1 st grade 2 seats in 2 nd grade 6 seats in 4 th grade 5 seats in 5 th grade	3, 6
Mitchell-Neilson	5 seats in kinder 3 seats in 1 st grade 5 seats in 2 nd grade 3 seats in 4 th grade	3, 4, 5, 6
Northfield	15 seats in Kinder 15 seats in 3 rd grade 19 seats in 5 th grade	1, 2, 4, 6
John Pittard	15 seats in kinder 3 seats in 1 st grade 5 seats in 2 nd grade 10 seats in 5 th grade	3, 4, 6
Reeves-Rogers	5 seats in kinder 7 seats in 3 rd grade 6 seats in 4 th grade 7 seats in 5 th grade	1, 2, 6

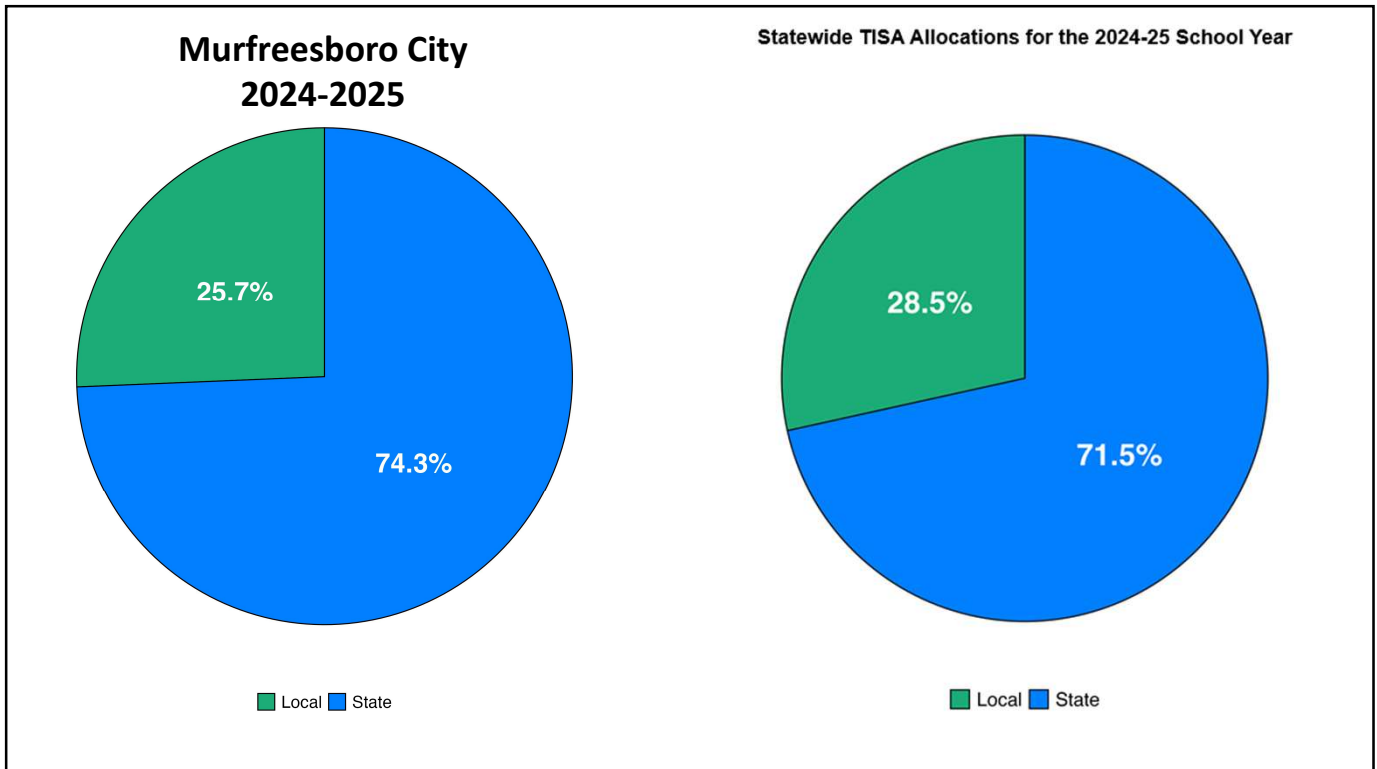
DRAFT of OPEN ZONED SEATS

Below are the official 2024-25 numbers

School	Proposed # Open Seats Available	Closed Grade Levels
Bradley	25 seats total in grades K, 1, 3, 4, 5	2, 6
Cason Lane	50 seats total in all grades	None
Erma Siegel	5 seats total in 1 st grade 10 seats total in 2nd grade	K, 3, 4, 5, 6
Hobgood	25 seats total in grades 2, 3, 4, 6	K, 1, 5
John Pittard	20 seats total in grades K-2	3, 4, 5, 6
Mitchell-Neilson	50 seats total in grades K, 1, 3, 4, 5	2, 6
Northfield	50 seats total in grades K, 1, 2, 3, 4	5, 6
Reeves-Rogers	50 seats total In grades K, 1, 2, 3, 4, 5	6



10



11

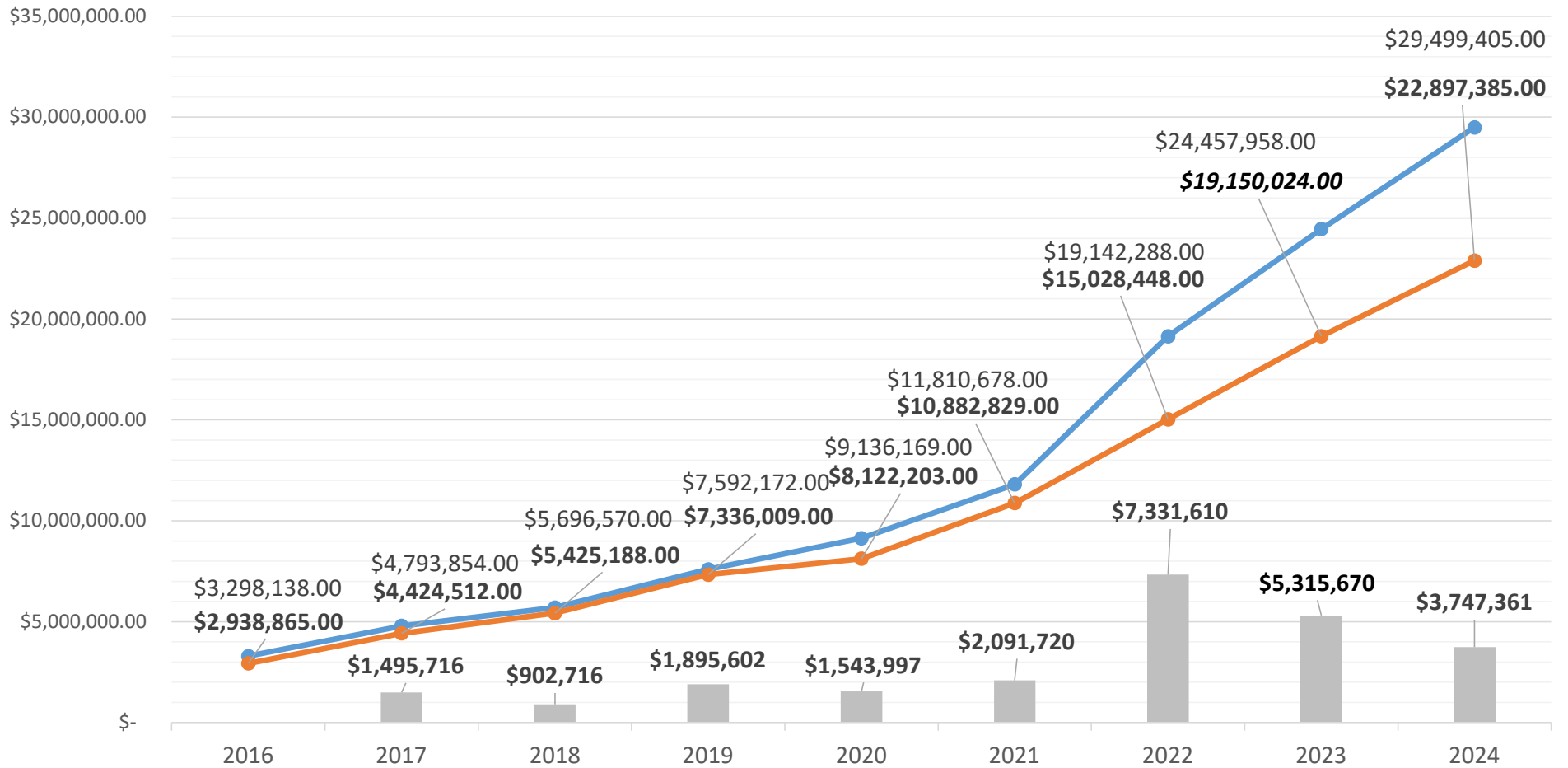
FY25 to FY26 TISA Projections

Based on January 20, 2025 State Numbers

TISA - FY26 Calculator									
Element	Amount		Students/Services			Funding	FY25 Amounts	Difference	
Base	\$ 7,075.00	x	8,851.63	=		\$ 62,625,282.25	\$ 63,620,310.25	\$ (995,028.00)	
WEIGHTS	Weight		Students/Services		Base	Funding	Funding	Funding	
Economically Disadvantaged	25%	x	1,819.95	x	\$ 7,075	= \$ 3,219,036.56	\$ 4,258,159.50	\$ (1,039,122.94)	
Concentrated Poverty	5%	x	5,766.86	x	\$ 7,075	= \$ 2,040,026.73	\$ 1,720,247.34	\$ 319,779.39	
Small	5%	x	-	x	\$ 7,075	= \$ -	\$ -	\$ -	
Sparse	5%	x	-	x	\$ 7,075	= \$ -	\$ -	\$ -	
ULN 1	15%	x	751.16	x	\$ 7,075	= \$ 797,168.55	\$ 794,664.00	\$ 2,504.55	
ULN 2	20%	x	1,500.33	x	\$ 7,075	= \$ 2,122,966.95	\$ 2,485,037.15	\$ (362,070.20)	
ULN 3	40%	x	361.70	x	\$ 7,075	= \$ 1,023,611.00	\$ 1,080,748.70	\$ (57,137.70)	
ULN 4	60%	x	407.10	x	\$ 7,075	= \$ 1,728,139.50	\$ 1,807,860.60	\$ (79,721.10)	
ULN 5	70%	x	801.80	x	\$ 7,075	= \$ 3,970,914.50	\$ 3,655,539.30	\$ 315,375.20	
ULN 6	75%	x	49.13	x	\$ 7,075	= \$ 260,696.06	\$ 296,088.75	\$ (35,392.69)	
ULN 7	80%	x	74.76	x	\$ 7,075	= \$ 423,141.60	\$ 421,104.00	\$ 2,037.60	
ULN 8	100%	x	11.69	x	\$ 7,075	= \$ 82,706.75	\$ 61,835.50	\$ 20,871.25	
ULN 9	125%	x	152.95	x	\$ 7,075	= \$ 1,352,651.56	\$ 1,466,912.81	\$ (114,261.25)	
ULN 10	150%	x	1.49	x	\$ 7,075	= \$ 15,812.63	\$ 12,628.88	\$ 3,183.75	
DIRECT									
K-3 Literacy	\$ 500.00	x	5,699.38	=		\$ 2,849,690.00	\$ 2,865,400.00	\$ (15,710.00)	
4th Grade Supports	\$ 500.00	x	-	=		\$ -	\$ -		
CTE	\$ 5,000.00	x	-	=		\$ -	\$ -		
ACT (Per Test)	\$ 93.00	x	-	=		\$ -	\$ -		
Charter (Estimated)	\$ 500.00	x	-	=		\$ -	\$ -		
OUTCOMES									
TBD									
TOTAL						\$ 82,511,844.64	\$ 84,546,536.78	\$ (2,034,692.14)	

Fund Balance History since FY2016 – FY2024

■ Increase in Unassigned FB ● Assigned FB ● Unassigned FB



Murfreesboro City Schools						
Regular VPK - 6th Classroom Teachers - Budget Grid						
District	Current	Projected	Current	Projected	P/T	Requested vs
	Enrollment	Enrollment	Teachers	Teachers	Ratio	Current
<i>PreK</i>	388	392				
K	1355	1373	73	73	18.80	0
1st	1356	1372	75	73	18.80	-2
2nd	1417	1374	75	72	19.08	-3
3rd	1473	1434	78	76	18.87	-2
4th	1298	1499	72	75	19.99	3
5th	1377	1315	70	69	19.06	-1
6th	397	400	21	21	19.05	0
CDC / BEST/Deaf Ed.	251	260				
Totals (K-6 and Sped) NOT Prek	8924	9027	464	459	19.10	-5
ADM Increase (Decrease)		103				
Total Including PREK	9312	9419				
ADM Increase (Decrease)		107				