



**2015-2016**  
**Mid-Year Review of**  
**Strategic Work**

January 2016

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## Mid-Year Review of 2015-2016 Strategic Work

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# Foreword

The Clarksville-Montgomery County School System (CMCSS) is dedicated to providing a quality education for all students. The mission to ***educate and empower all students to reach their potential*** is evident in the increased efforts and progress toward the district's vision that ***all students graduating from high school will be college and/or career ready***. The district is committed to providing timely and appropriate interventions so all students may see their high school graduation day. The district's administrators, faculty, and staff are passionate about students and are committed to student success. This passion and commitment permeates into the community as community support is counted among the district's key assets and plays a major role in student success.

This document provides an overview of the district demographics and acquaints readers with information about the progress of the district's annual strategic work, which is designed to improve both student learning and the overall performance of the district. The information gathered for this report is a part of the district's continuous improvement process and is a mid-year culmination of data gathered throughout the year. Data are gathered in a variety of ways. A variety of mid-year open discussions are conducted. Additionally, data are collected through school visits, communication group feedback, and other stakeholder feedback opportunities. The purpose of gathering this information is to provide district leaders with the necessary information to redirect or continue strategic work. A review of student data is included at the end of this report beginning on page 40.

## Our Mission:

To educate and empower our students to reach their potential

## Our Vision:

All students will be college and career ready



### Improve Student Achievement

Implement Tennessee Education Standards in English/language arts and mathematics

Expand existing college and career academies in high schools

Refine assessment practices to align with TNReady implementation

Refine Response to Instruction and Intervention K-5 and expand middle school implementation

### Maximize Employee Capacity

Analyze recruitment and retention efforts for all employee classifications

Expand substitute staffing program

Promote employee and student health and wellness

### Improve Efficiency and Effectiveness

Improve organizational efficiency through technology

Begin transition to digital blended learning

Develop software solution to automate stipend pay

Seek alternative funding to align with district work

Continue district security upgrades

Expand energy efficiency efforts

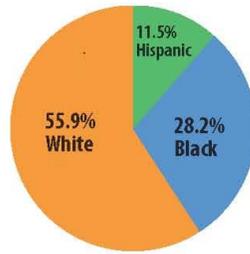
### Engage the Public in Support of Student Achievement

Increase parent engagement

Align community resources with district work

**2015-2016**

Total enrollment: 32,600\*  
 Students with disabilities: 14.2%\*  
 Economically disadvantaged: 50%\*  
 English Language Learners: 2.7%\*  
 55+ languages spoken\*  
*\*percentages are approximate*



**Ethnic Distribution of Students**

White: 55.9%  
 Black or African American: 28.2%  
 Hispanic: 11.5%  
 Multiethnic 1%  
 Asian: 2.4%  
 Native American: 1%  
 Student groups less than 10 in size are not indicated.

**2015 Achievement (3 year)**

**CMCSS**

**MATH**

**READ**

**SCI**

**A**

**B**

**A**

**F = Deficient**  
**D = Below**  
**C = Average**  
**B = Above Average**  
**A = Exemplary**



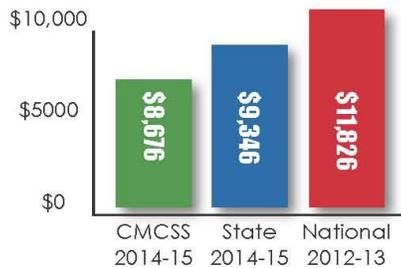
**Graduation Rate:**

CMCSS: 96.5%  
 Tennessee: 87.8%

**ACT Scores:**

CMCSS: 19.3 composite average  
 Tennessee: 18.9 composite average

*All Tennessee students are required to take the ACT in 11th grade.*



**Per Pupil Expenditure**

**2014-15**

CMCSS: \$8,676\*  
 State: \$9,346  
 National: \$11,826 (2012-13 data)

*\* This total includes \$14 million in competitive grants at local level from state and federal grants*



**Our Schools**

CMCSS is the eighth largest school district in Tennessee

Total number of schools: 39  
 Elementary schools: 24  
 Middle schools: 7  
 High schools: 7 and 1 Middle College High School at Austin Peay State University

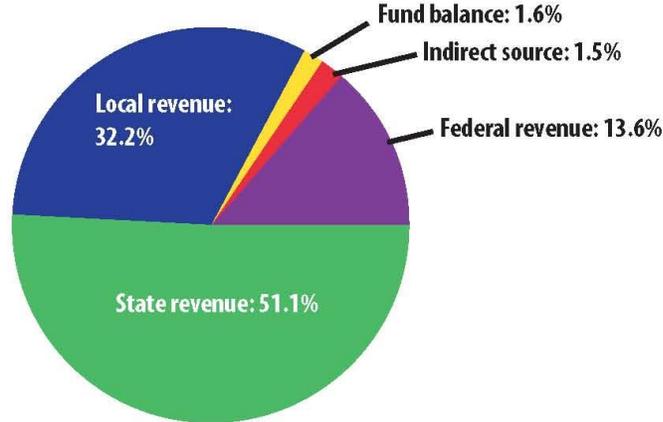


**Our Employees**

CMCSS is the largest employer in Montgomery County, outside of Fort Campbell  
 Employees: 4,757 (includes substitutes)  
 Certified teachers: 2,330

## 2015–2016 Budget:

Local revenue: 32.2%  
State revenue: 51.1%  
Federal revenue: 13.6%  
Fund balance: 1.6%  
Indirect source: 1.5%



## CMCSS Pride Points

- Number 1 in the state for one year's academic growth
- Scored perfect 5s on 12 of 12 targets identified by state
- One of nine school districts nationally with ISO 9001:2008 quality certification
- Received \$14 million in grant funding in 2014-15
- CMCSS selected as "2015 District of Distinction" by *District Administrator* magazine for leadership development program
- 2015 *The Leaf-Chronicle* Readers' Choice Award for "Best Place to Work"
- Named one of the Best Communities for Music Education by the National Association of Music Merchants
- High school math teacher received Presidential Award for Excellence
- Elementary school selected for National Title I Distinguished School
- English as a Second Language recognized for achievement and gap closure
- CMCSS earned a 100% score as part of the "Safe Act" state requirements
- Eleven schools identified as 2015 Reward Schools for being in the top 5% in the state
- Two high school seniors named National Merit Semifinalists
- Student selected for U.S. Senate Youth Program, one of two in the state
- Two high schools listed in *U.S. News and World Report* among best
- The vehicle maintenance department is Automotive Service Excellence certified, the first in Tennessee
- Two teams and three individual state athletic championships, including Mr. Tennessee in Baseball and Gatorade Player of the Year



- 2015 graduating seniors received \$37 million in scholarship offers
- State Health Commissioner recognized Northwest High Health Science Academy as "Public Health Champion of the Year"
- 2015 National School Boards Association honorable mention recognition for program implementation
- Graduation rate of 96.5% for 2014-15
- Dropout rate of 1.37% for 2014-15
- School attendance rate of 95.85% for 2014-15

# Improve Student Achievement

*Implement Tennessee Education Standards in English/language arts and mathematics*

*Expand existing college and career academies in high schools*

*Refine assessment practices to align with TNReady implementation*

*Refine Response to Instruction and Intervention K-5 and expand middle school implementation*

## *Implement Tennessee Education Standards in English/language arts and mathematics*

CMCSS implemented Tennessee (TN) State Standards in ELA and Math during the first semester of the 2015-2016 school year. The table below shows the transition timeline for standards over the last several years. This is the third set of standards teachers have taught in the last seven years, which necessitate instructional shifts.

2013-2014	2014-2015	2015-2016
<ul style="list-style-type: none"> <li>• K-2 100% CCSS</li> <li>• 3-11 curriculum guides reflected TDP standards, dropped SPIs, and included CCSS correlations where applicable.</li> </ul>	<ul style="list-style-type: none"> <li>• K-12 100% CCSS</li> <li>• All applicable subject areas were 100% CCSS with focus on ELA and math shifts.</li> <li>• All testable TDP SPIs embedded into curriculum guides at appropriate locations.</li> </ul>	<ul style="list-style-type: none"> <li>• K-12 100% TN State Standards</li> <li>• TN State Standards are the only standards used for instruction and assessment.</li> <li>• All TDP SPIs have been removed from curriculum guides.</li> </ul>

The State Department of Education released curriculum blueprints during the 2014-2015 school year. These blueprints outlined what standards would be addressed, how much of the assessment is aligned to each standard, and when each standard would be assessed. Curriculum guides were aligned to the state blueprints to ensure standards were addressed. In addition, resources were identified to begin embedding into the CMCSS Curriculum Navigator.

The Curriculum Navigator is a CMCSS created web-based platform that houses curriculum resources for all grades and content areas. Each grade level content area has a curriculum guide that outlines the order in which standards are to be taught within a given timeframe. There is a scope and sequence included that defines the level of mastery within each unit of study. The guides contain teacher created clear targets that assist in deconstructing the standard. The Curriculum Navigator also contains resources for instruction and assessment that teachers can download and use in their classrooms.

Teachers and administrators were trained throughout the summer to prepare for the shifts in ELA and Math. The most significant instructional shifts in Math were the expectation for students to show their conceptual understanding. In ELA the most significant instructional shift was the expectation for students to show understanding of information and/or to produce new knowledge in ELA.

Teachers and administrators were continuously offered professional development (PD) opportunities throughout the first semester to support this shift. Administrator PD was focused on supporting the instructional shifts in planning sessions and within classrooms.

***Next Steps:***

- Continue to offer professional development on TN State Standards
- Garner feedback from administrators and teachers on adjustments needed to support students with new writing expectations
- Continue to add resources to curriculum guides for teachers
- Continue to support schools with preparation for Part I and Part II of TNReady in February and April/May
- Support teachers in efforts to embed writing into daily instructional routines

## *Expand existing college and career academies in high schools*

College and Career Academies continue to grow within CMCSS.

	<b>15-16 Enrollment</b>	<b>14-15 Enrollment</b>	<b>13-14 Enrollment</b>
<b>Total</b>	<b>1,273</b>	<b>818</b>	<b>366</b>

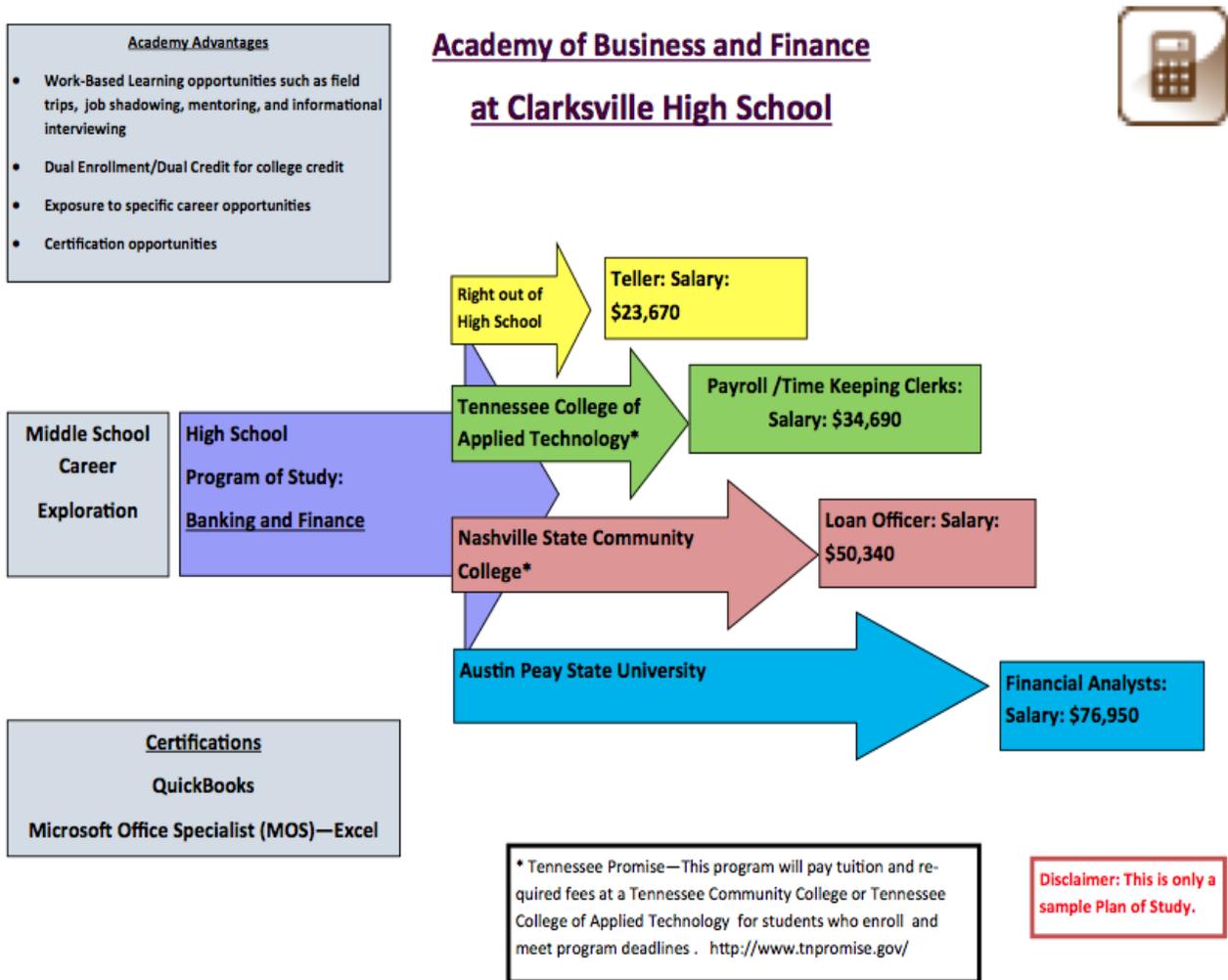
All academy teachers were afforded the opportunity to participate in an externship within a business/industry aligned to their career theme during the summer of 2015. Participation in these externships allowed teachers to engage in real-world experiences related to their respective academy themes and encouraged teachers to bring those experiences back into the classroom as standards-based challenges for students. The Communications Department worked with Rossvie High School's Academy of Media Arts and Technology to create a Focus Video showcasing both the teacher externship and the student challenge associated with that experience. The video can be reviewed at <http://cmcssfocus.net/career-academies/>

Administrator Professional Learning Communities (PLCs) took place to support academy administrators with leading their academies. A significant portion of the PLCs for the first semester focused on determining each academy's current state within the district's 5-year master plan for college and career academies. The majority of PLC time was devoted to ensuring that all academies were continuing to align themselves with business and industry partners in the community. Much focus was given to academy advisory boards and their use within Academies. This focus was evident during the 8<sup>th</sup> Grade Career Day held in Mid-November as many of the businesses and industries represented were members of academy advisory boards.

Additional work was focused on ensuring that academies continue to prepare for the inclusion of authentic learning opportunities for students during year 4 of their respective academy experience. Academy administrators and counselors were challenged to continue to identify and expand certification and dual enrollment opportunities for year 3 and year 4 students, ensuring students would be afforded multiple pathways to enter the world of work and/or higher education.

The Career and Technical Education (CTE) Coordinator worked in tandem with the academy coach, academy administrators and school counselors to create visuals and to map out potential pathway options for students for high school and beyond.

Below is an example of potential postsecondary options for students in the Academy of Business and Finance:



Attention was also given to foster each academy administrator’s ability to lead planning sessions with teachers focused on quality cross-curricular standards integration leading to real world applicability of challenges. Administrators shared best practices used when supporting teachers in conversations around planning the integration of content areas through the creation of relevant driving questions related to the respective career.

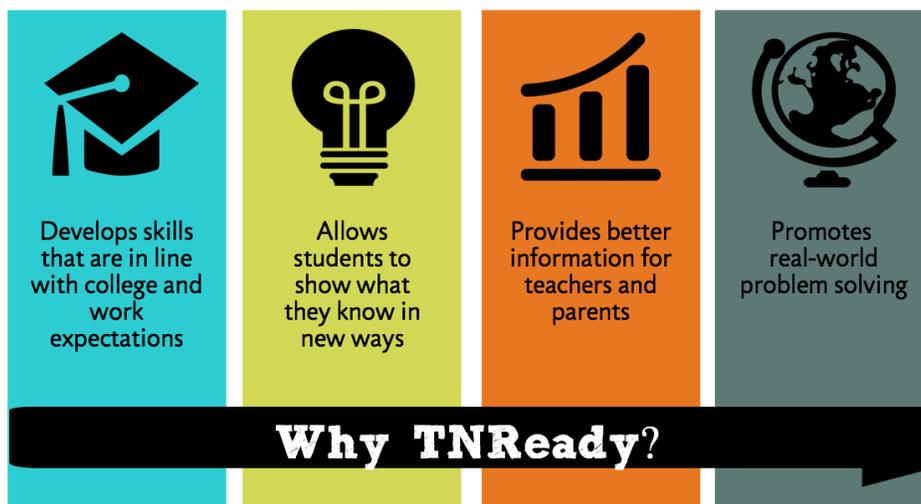
To prepare for 8<sup>th</sup> Grade Academy Information Sessions in the spring, all informational materials were revised with the most up-to-date information for the 2016-2017 school year. Student spotlights were added to the informational video and reworked pathways and applications were added to the brochures.

***Next steps:***

- Continue to support schools during the transition of students into year 4
- Continue to work with school counselors to develop additional dual credit/dual-enrollment options, opportunities for student exposure to colleges and careers, as well as certification opportunities
- Continue to engage community partner involvement with academies for both in-kind and monetary donations
- Continue to share information about the academies and market the successes of the students that are in academies

## *Refine assessment practices to align with TNReady implementation*

The State of Tennessee shifted assessment expectations for ELA and Math for the 2015-2016 school year. The new assessment is TNReady and will be given in two parts. Part I will be in February and will be focused on writing and math tasks. Part II will be in April/May and will be comprised of selected response items. Students will be expected to complete TNReady online via a computer. The reasons for the shift to TNReady are to ensure students have an opportunity to connect learning to real-world problem solving situations as well as to develop skills that are in line with college and work expectations.



Assessment items will be more rigorous and require more technical skill than in the past. CMCSS ensured that district curriculum guides aligned with state blueprints. The released blueprints show what standards were being assessed on Part I and Part II as well as how much of the test will be comprised of each of the standards. In addition to ensuring the curriculum guides were aligned, there was a focus on ensuring teachers had assessment items available that aligned to the Tennessee State Standards. The CMCSS Curriculum Navigator was updated and assessment resources were added that aligned to the standards. Below is an example of a TNReady aligned sample unit test available for teachers.

The district provided teachers professional learning opportunities as well as a wide variety of resources to allow them to get familiar with TNReady like items. In addition to the item sampler curriculum guide supports, there have been numerous additional district and school-level supports provided to support these instructional shifts.

### **Additional District Level Supports**

- Shared TNReady overview and updated curriculum guides with administrators and academic coaches in May 2015
- Training focused on deconstructing standards, aligning Teaching practices with new standards, and creating assessments made available to teachers during the summer of 2015
- Curriculum consulting teachers provided content support during weekly and monthly Open Labs after school hours and collaboration during school hours
- Monthly professional development conducted for administrators and academic coaches

### **Additional District Level Supports (continued)**

- Additional support for teachers provided through PLCs, Just-in-Time Trainings, and building level collaborative planning sessions
- Created and administered district benchmarks in November 2015

### **Additional School Level Supports**

- Teachers participated in weekly collaborative planning sessions to create assessments, deconstruct standards, and plan units of study supported by administrators and academic coaches
- Teachers afforded extended planning sessions to focus on unit planning
- Schools shared assessments and unit plans with one another which were loaded into CMCSS Curriculum Navigator

Due to the tests being online for the first time, the district has worked to ensure that schools are prepared to support the technological needs of students and teachers. Trainings have been provided to assist administrators and teachers with accessing online state assessment creation/practice tools. The state has released the online item sampler tools and practice tests (MICA and MIST). Each of the tools were shared with schools to support teachers and students with preparing for the shift to TNReady.

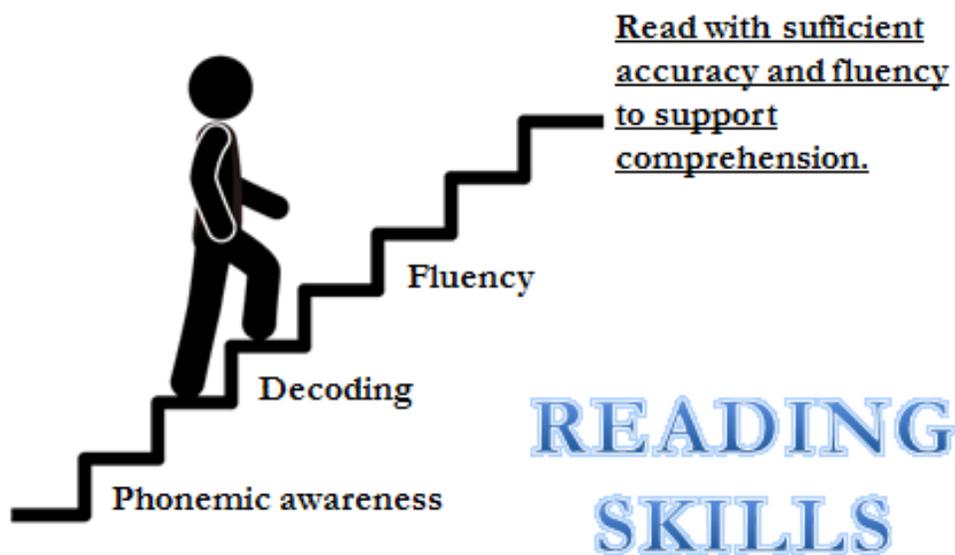
### ***Next Steps:***

- Continue to build assessment resources with teachers
- Continue to refine district benchmarks and curriculum guides to meet school needs
- Deliver timely professional development to administrators, academic coaches, and teachers focused on the expectations of TN Ready
- Continue to provide support to teachers both during and after school hours to build content knowledge as well as planning and assessment assistance
- Continue to work with schools to develop state assessment schedules that guarantee minimal learning disruptions while testing in February 2016 and April/May 2016

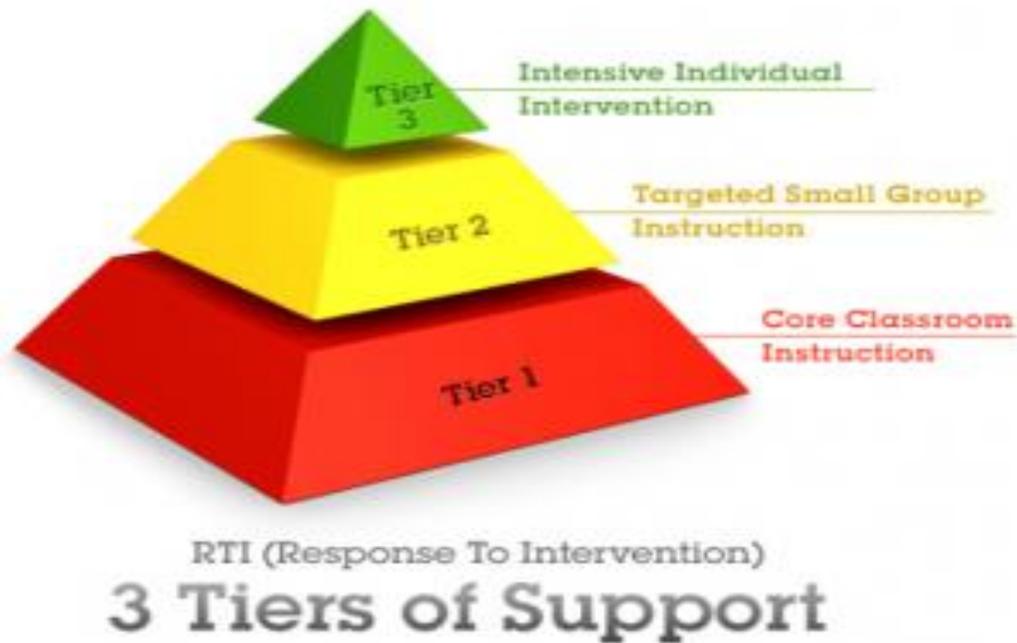
## ***Refine Response to Instruction and Intervention K-5 and expand middle school implementation***

The district began Response to Instruction and Intervention (RTI<sup>2</sup>) during the 2013-2014 school year with two pilot schools. In 2014-2015, following state guidelines, the district fully implemented RTI<sup>2</sup> across elementary schools. In addition, two middle schools piloted RTI<sup>2</sup> which offered an opportunity to learn what next steps should be for the 2015-2016 school year. During the 2015-2016 school year, all elementary and all high school implemented RTI<sup>2</sup>.

The focus of RTI<sup>2</sup> is to support students with skill deficits by intervening with research based best practices in a timely manner.



Students were placed in the tiers after being assessed with the Universal Screener. The district focused on supporting all elementary and middle schools engaged in RTI<sup>2</sup> throughout the fall. PLCs were held as needed for administrators and academic coaches to support leadership of RTI<sup>2</sup> within the buildings. Best practices were shared amongst schools based on research and previous experiences. In addition, processes that needed to be refined from year 1 to year 2 were addressed. The universal screener continued to be used and there was specific focus around increasing the quality of interventions.



Attention continued to be given to assisting schools with monitoring student progress as skill deficits were identified and addressed. Tools were implemented to support schools with documenting and monitoring student progress through tiers.

***Next steps:***

- Continue to support schools with students in Tier 1
- Continue to support teachers with the development of strategies to address student skill deficits
- Continue to support technical support to schools
- Continue to develop differentiated professional learning activities for schools based on specific needs
- Provide specific supports to middle schools as RTI<sup>2</sup> is implemented within the buildings, (i.e. schedule, strategies, etc.)
- Continue to support high schools during the transition to RTI<sup>2</sup> in 2016-2017 school year

# Maximize Employee Capacity

*Analyze recruitment and retention efforts for all employee classifications*

*Expand substitute staffing program*

*Promote employee and student health and wellness*

## Analyze recruitment and retention efforts for all employee classifications

### Classified Staff

Classified recruitment activities have increased dramatically this year. The focus has been on enhancing community partnerships with Ft. Campbell Hiring Our Heroes, the Clarksville-Montgomery County Career Center, Goodwill and Daymar Institute.

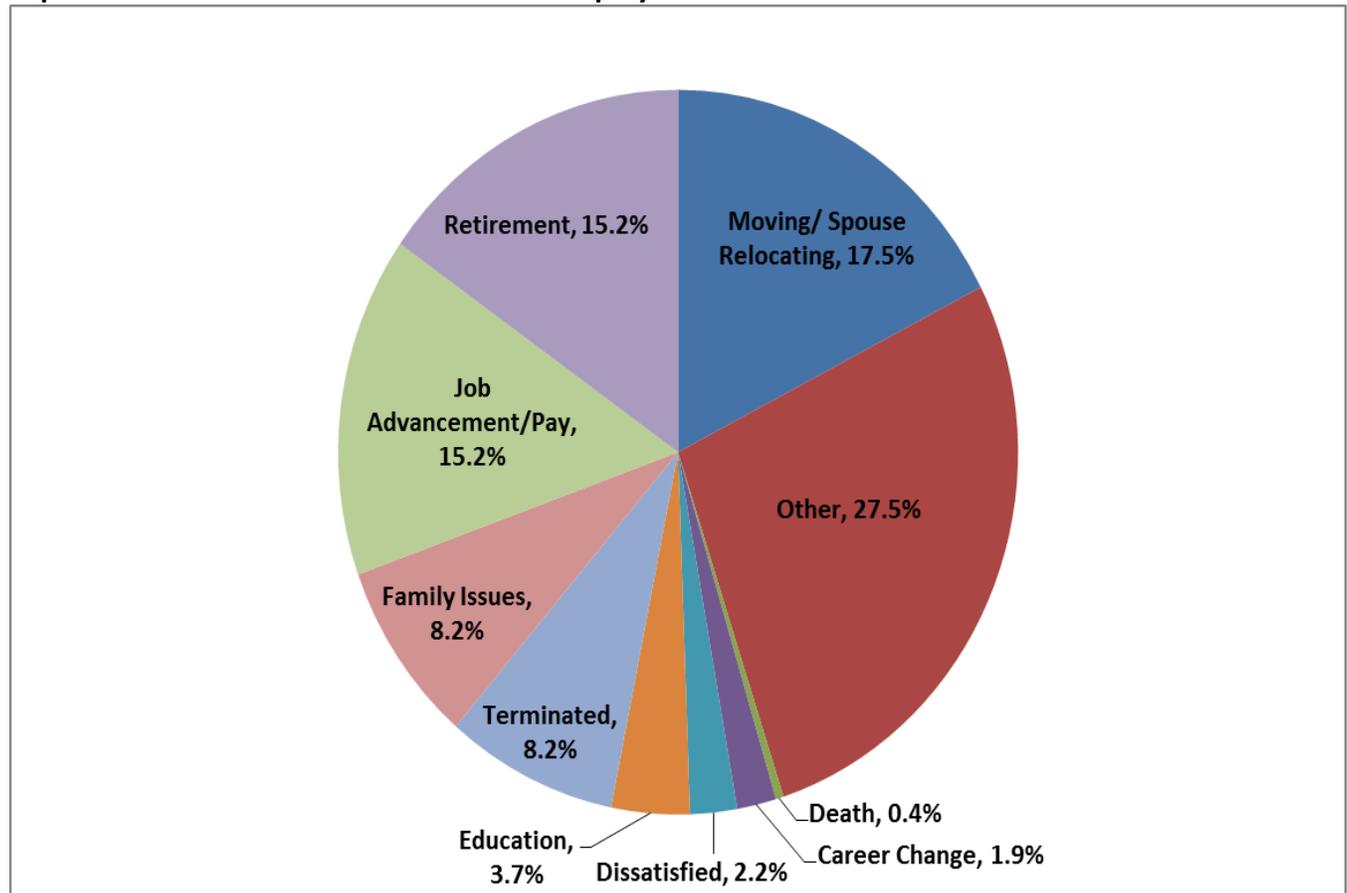
The Substitute Program completed orientation with 244 substitutes since May 2015, for a total of 1,124 substitutes completing orientation since May 2014. Currently, the program averages 400 active substitutes at any given time. The program has continued to focus on quality substitute preparation to include areas such as classroom management, special education programs, and pre-k rules and regulations. The training opportunities and position experience have positively impacted the skill level of our substitute population and allowed for successful transitions into permanent positions.

Since the start of the program in August 2014, 240 substitutes have been hired into permanent positions, 115 classified and 125 certified.

2014-2015 Classified Employee Retention Rate = 85%

2014-2015 Classified Employee Turnover Rate = 15%

### Separation Reasons for Classified CMCSS Employees



**Next steps:**

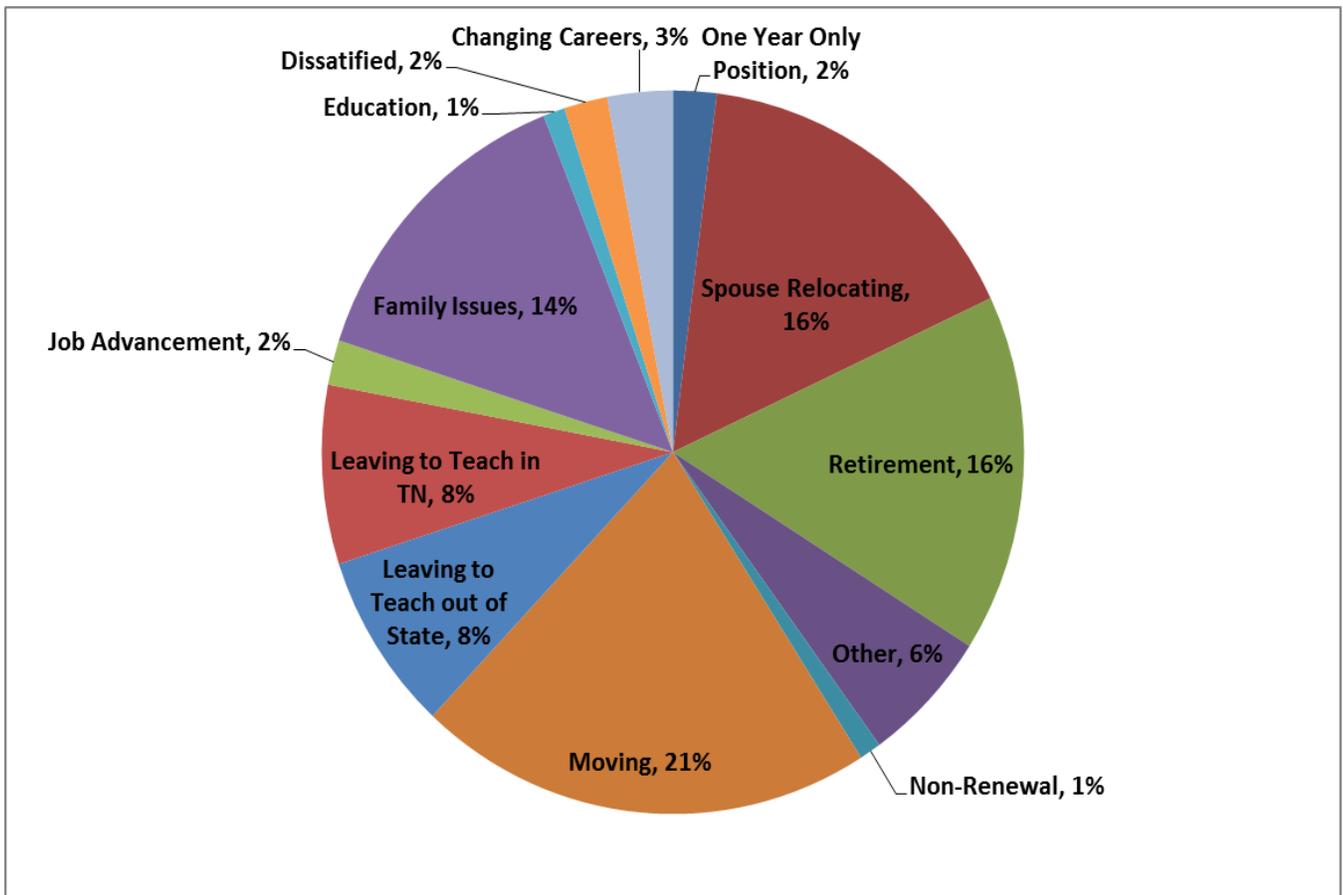
- Continue to monitor applicant pool, and assist supervisors with identification of quality applicants
- Continue to develop the substitute to permanent employment strategy for recruitment to fill classified and certified positions

**Certified Staff**

Recruitment efforts for certified positions were analyzed in preparation for the 2015-2016 school year. The Human Resources Department will attend regional and out of state university-sponsored educator career fairs yielding the most successful results based upon previous recruitment efforts. District concerns surrounding teacher hiring mirror the national challenge of discovering quality candidates to fill English Language Learner, math, science, special education and career technical education positions. Additionally, attending career fairs at universities with diverse student populations increased minority recruitment efforts.

2014-2015 Teacher Retention Rate = 86.3%

2014-2015 Turnover Rate = 13.7%



**Separation Reasons for Certified CMCSS Employees**

**Next Steps:**

- Form a continuous improvement team to explore plans to improve employee retention
- Continue to refine practices for gathering teacher input and exit interview data
- Update the applicant tracking system to ensure accurate information for hiring managers by contacting applicants and verifying continued interest in employment

## *Expand substitute staffing program*

### **Substitutes**

Two hundred and forty-four substitutes have been hired and attended orientation since May 2015, resulting in 1,124 substitutes completing orientation since May 2014. The district averages 400 substitutes on the active roster.

Orientations are scheduled twice per month to continue building the substitute pool. Since substitutes' schedules, hours, and availability vary, a 1:3 substitute/teacher ratio is maintained.

The overall substitute fill rate for first semester was 98.7%. Fill rate by position type was:

<b>Substitute Data for First Semester</b>	
	<b>Fill Rate</b>
<b>TOTAL</b>	98.7%
SpEd Asst	98.1%
Teacher	98.8%
Nurse	100%

### ***Next Steps:***

- Build and maintain 500-600 active substitutes on roster best to meet the absence volume and needs of the district
- Increase overall fill rate to 99% for second semester
- Expand recruitment efforts to reach additional community resources, as well as to strengthen a partnership with existing stakeholders

### **Substitute Training Opportunities**

Each substitute attends a mandatory Substitute Orientation. Beyond this mandatory training, additional training opportunities are provided throughout the year. The program has continued to focus on quality substitute preparation to include areas such as classroom management, special education programs, and Pre-K rules and regulations.

In early January 2016, the Substitute Program offered a training focusing specifically on the responsibilities of a Special Education Assistant. Sixty-one substitutes voluntarily attended this training to further develop their skill set in this area.

The training opportunities and position experience have positively impacted the skill level of the substitute population and allowed for successful transitions into permanent positions.

### ***Next Steps:***

- Conduct Special Education focused trainings in February, March, and April 2016
- Conduct Crisis Prevention Intervention (CPI) trainings with select substitutes serving long term capacities

**Sub to Permanent Transition**

Since August 2014, a total of 262 Substitute have been hired into permanent positions in the district.

<b>Sub to Perm Hires</b> <b>(August 14, 2014 - January 16, 2015)</b>	
Classified	130
Certified	132

The Substitute Program has been able to provide schools with potential candidates for open positions, while also providing opportunities to showcase a candidate’s abilities. Many Special Education assistant positions have been filled with previous substitutes. The substitute is able to function in the capacity of the open position while being provided an opportunity to demonstrate his/her competency. This structure supports the school administrators in making an informed decision when hiring from the substitute pool for positions in their buildings.

**Next Steps:**

- Identify position needs in the district including open positions and long-term teacher and SPED assistant positions
- Utilize substitute performance data and training credentials to strategically fill positions

**Child Nutrition and Transportation**

In January 2015, Substitute Nurses transitioned into the CMCSS Substitute Program with great success. Currently, the Substitute Program is researching potential cost savings and fill capabilities to expand to service both Child Nutrition and Transportation substitute needs. The needs of both departments will be considered as well as the associated costs in determining if transitioning to the CMCSS Substitute Program will result in a cost savings while increasing efficiency.

**Next Steps:**

- Expand the substitute program into Child Nutrition and/or Transportation if deemed appropriate based on potential cost savings and increased efficiencies.

## *Promote employee and student health and wellness*

The CMCSS benefit plan continues to provide an effective workplace health clinic, providing high quality health care services to employees and dependents. Onsite Employee Health and Wellness Clinic (Onsite Clinic) usage of more than 20,000 patient visits per year in 2014 and 2015 has contributed to the cost containment of health care spending. The Onsite program has implemented multiple opportunities for patient feedback. The feedback provides the clinic with data to support process improvement and opportunities to improve patient outcomes. Onsite Clinic effectively implemented the Strive to Thrive Wellness Program designed to motivate patients to pursue healthy lifestyles, educate patients about health risk factors, and provide patients with the tools needed to reduce these risk factors and facilitate actions that improve the physical and mental well-being of our patients. The Wellness Program has increased capacity by transitioning all full-time providers into wellness providers. The Wellness Program has experienced more than 1,300 visits during the 2014-2015 fiscal year. The program has distributed more than 200 fitness passes to engage patients in a fitness program.

The CMCSS Worksite Wellness Program established incentives for employees and dependents for participation in wellness challenges and initiatives. The 2015-2016 Employee Wellness Program has implemented wellness committees that plan and facilitate fitness opportunities for employees.

### **Student Wellness**

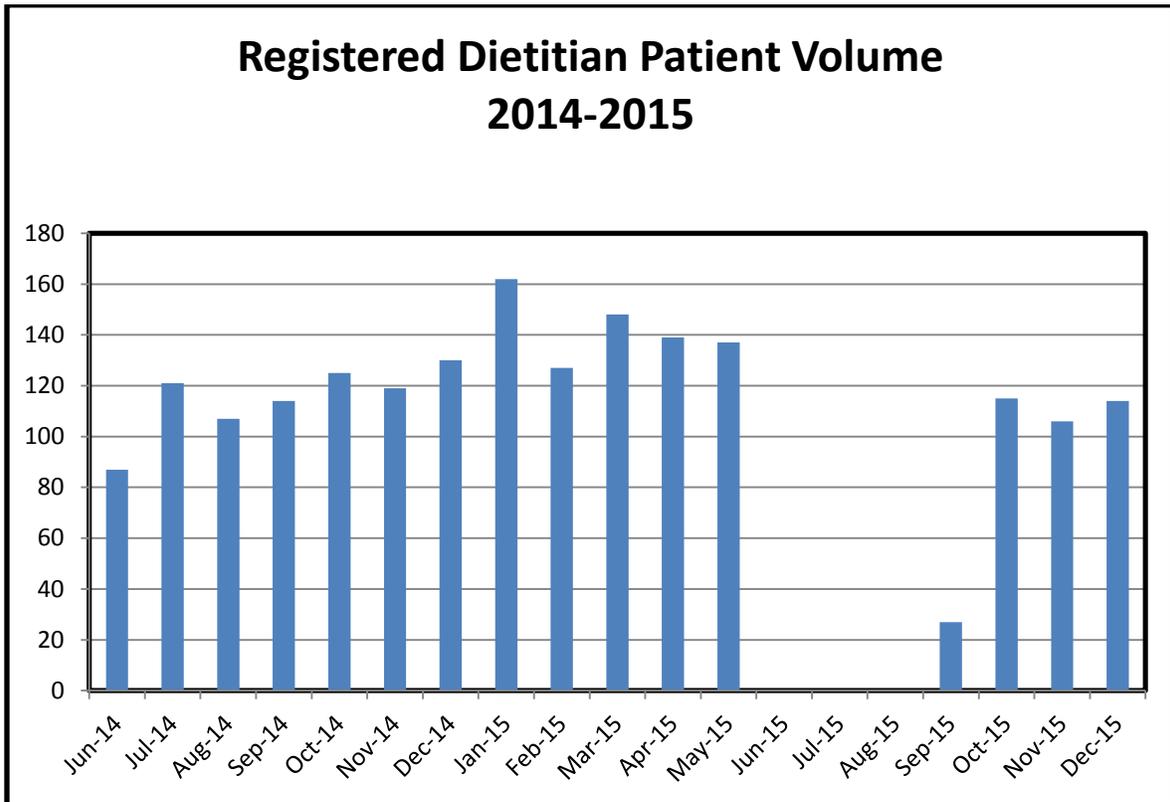
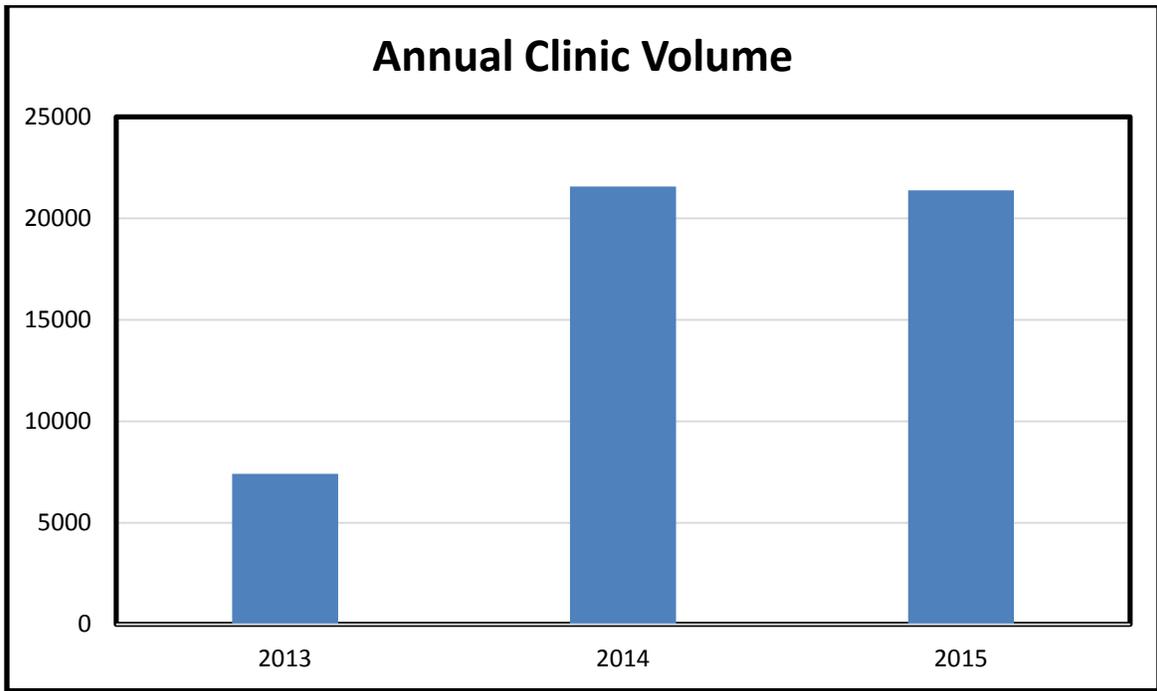
Coordinated School Health (CSH) is working to reduce the childhood overweight/ obesity rate among CMCSS Students. The CSH office continues to receive quarterly PAPE (Physical Activity/ Physical Education) reports to monitor the 90 minute Physical Activity Law, promote physical activities within the classroom setting and provide schools the opportunity for mini-grants. During fall 2015, schools were awarded a total of \$66,934.82. Healthy School Teams are being implemented within each school to improve student health and wellness by scheduling meetings to discuss improving health education, areas of improvement and the progress made within the school. CSH will continue to conduct student wellness screenings (vision, hearing, blood pressure, height, weight, BMI, and Pacer 15/20) aimed at identifying, referring and preventing diagnosis of chronic illness.

### ***Next Steps:***

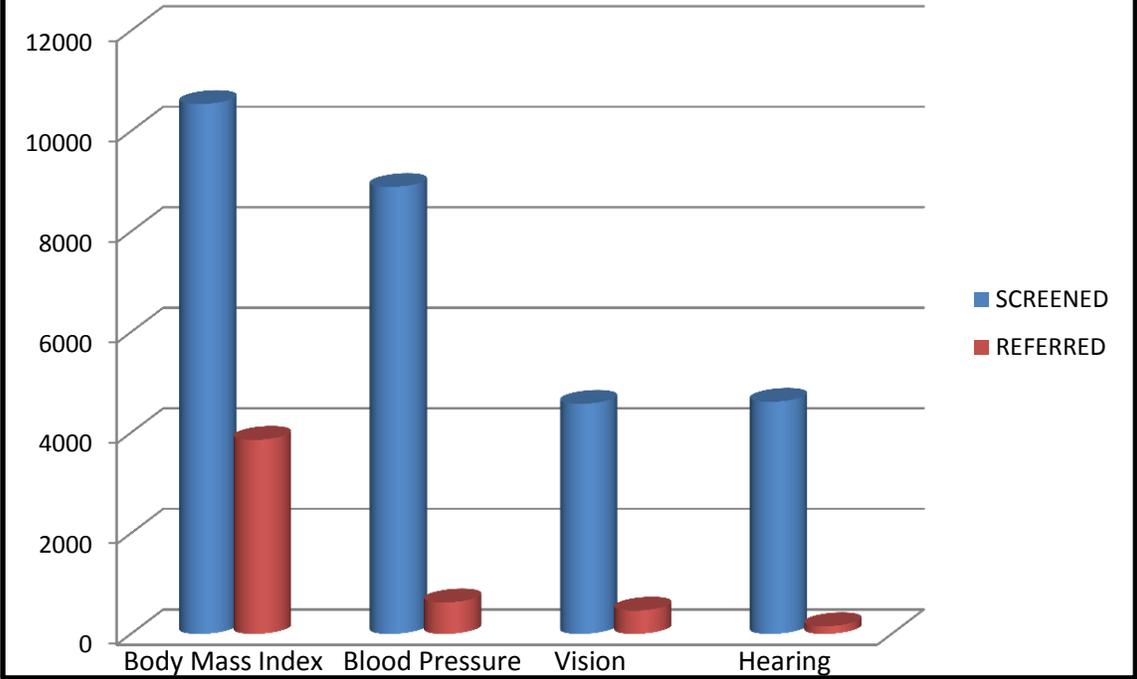
- Implement new programs and events, such as an indoor triathlon, 8-week walk/run training challenge, an intramural sports tournament and a joint benefits and health fair in the fall of 2016
- Continue to promote and facilitate voluntary Biometric Screenings events that measure blood pressure, blood glucose, body weight, cholesterol, etc.
- Implement the tiered health benefit design and utilize HRA data to identify employee risk factors and develop individualized, targeted interventions
- Research and identify new EMR platform during 2016 calendar year to support tiered health benefit model
- Facilitate employee education about healthy living, such as smoking cessation, nutrition, stress management, illness prevention, and medical self-care

***Next Steps (continued):***

- Continue to establish partnerships with fitness providers to increase accessibility for individuals to address identified risk factors
- Develop and market wellness initiatives, classes, resources, and interventions via social media, handouts, newsletters, seminars, webinars, etc.
- Monitor utilization of wellness program and outcomes
- Highlight and promote existing employee wellness programs in individual schools
- Continue to implement Healthy School Teams within the schools to promote student health and wellness
- Develop a website to show school participation within the district
- Monitor compliance of the 90 minutes physical activity law as measured by quarterly PAPE reports
- Continue to promote participation in the GoNoodle program
- Continue to conduct wellness screenings aimed at identifying, referring, and preventing diagnosis of chronic illness



**2014-2015  
Student Wellness Screenings  
(2nd, 4th, 6th, 8th and 9th grade)**



# Improve Efficiency and Effectiveness

*Improve organizational efficiency through technology*

*Begin transition to digital blended learning*

*Develop software solution to automate stipend pay*

*Seek alternative funding to align with district work*

*Continue district security upgrades*

*Expand energy efficiency efforts*

## *Improve organizational efficiency through technology*

The Technology Department continues to work closely with each department to evaluate existing hardware, software, and processes, and offers proactive solutions when applicable. During the summer and fall 2015 semester, the Technology Department coordinated an upgrade to the PowerSchool grade and attendance system, released the District Web Calendar to display school and district events in a user-friendly interface, implemented a new security camera system in 14 schools, and conducted the installation, configuration, and support of hardware and software associated with increased online testing.

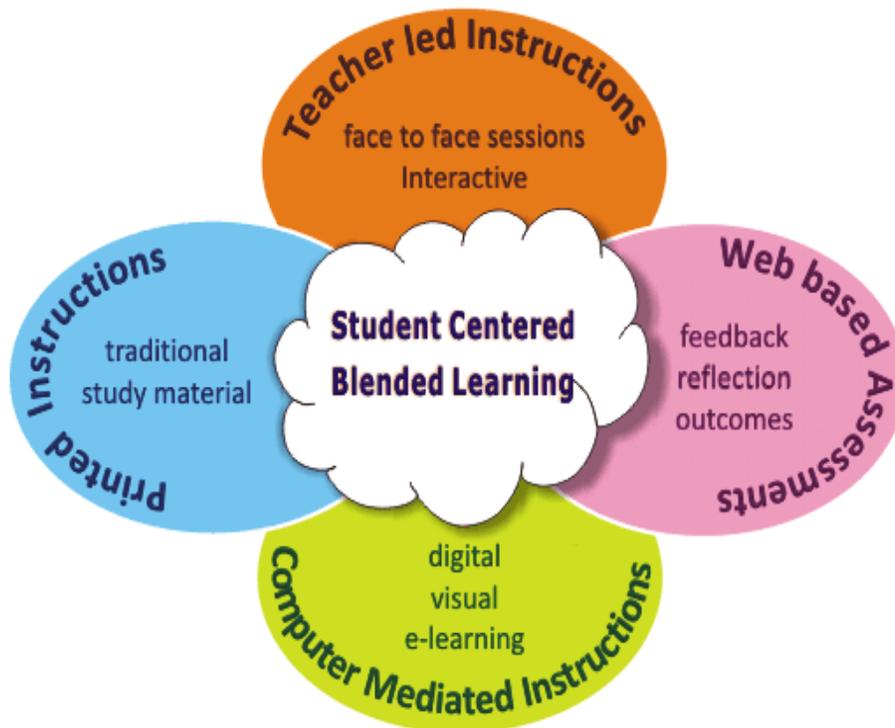
### **Next Steps:**

- Develop online system to allow scheduling and notifications of safety inspections for each school
- Coordinate pilot program for online school visitor check-in and management
- Implement new system to manage and deploy automated tasks within technology
- Complete the new security camera system implementation in each middle and high school; expand project to include elementary schools

## *Begin transition to digital blended learning*

Digital blended learning is classroom practice in which students learn using both digital content and tools found online and teacher-led instruction and/or coaching to improve student achievement. In digital blended learning, there is some element of student control over time, place, path, and/or pace that is provided using digital content and tools. Digital and traditional learning activities are thoughtfully and intentionally designed and connected within a course or subject to provide students an integrated learning experience. Specifically, this blended approach will result in an increase in student engagement, allow for personalization of learning, and enable students to be more college/career ready. In addition, this approach will increase access to current curriculum, allow for adaptable interventions, and align with the new state assessment platform. TNReady requires students to take assessments via the computer during the spring semester.

Below is a visual model of a digital blended classroom approach:



In preparation for this shift, CMCSS began developing a plan for increased technology resources for the 2016-2017 school year. This plan was developed in concert with key learnings from current 1:1 classroom environments at the STEM Academy, the Health Science Academy, and Moore Magnet Elementary School in grades 3<sup>rd</sup> through 5<sup>th</sup>. Each of these schools was given access to a learning management system which served as a hub for content, assignments, and resources for teachers, students, and parents.

In addition, several members of the Instruction, Technology and Business Affairs Departments met on a monthly basis to research best practices, research devices, identify models across the state and nation and to update current progress on schools that already have 1:1 devices. In addition, members of the team visited Tullahoma City schools and Putnam County schools to expand research in best

practices in digital blended learning. The Chief Information Officer for the State of Tennessee also visited the team with the goal of determining what the appropriate next steps should be for CMCS.

At the conclusion of the first semester, the team had identified the number of devices needed, met with teacher focus groups across grade levels, and determined ways in which the technology and textbooks budgets could possibly be merged for 2016-2017 school year.

***Next Steps:***

- Continue professional development and training for teachers during transition to digital blended learning environments
- Continue to identify alternative funding sources to sustain technology integration
- Continue researching devices that would best meet school needs
- Identify and integrate online resources into instructional curriculum guides

## *Develop software solution to automate stipend pay*

Clarksville-Montgomery County Schools utilize a non-standardized, paper-based method for employees to report hours or attendance for stipend pay, and for supervisors to approve and communicate the verified hours or attendance. The process has been determined inefficient and cumbersome as stipend opportunities increase with employee growth. It was decided that an in-house solution developed by the CMCSS Technology Department would be the most beneficial solution.

We have now met with all of our primary stakeholders and developed project requirements, scope statement, and timeline. Currently, the database is being developed, along with proposed initial site mockup, and workflow. In January 2016, review of team members' feedback for general maintenance and updates to software solution began. Product demo #2 for team members will be conducted in February 2016.

### **Next Steps:**

- Pilot application released to specific stakeholders for review and testing, March 2016
- Review general maintenance and updates based on feedback and begin documentation development in the form of a user's manual
- Launch application for use to all stakeholders with documentation, March 2016

## *Seek alternative funding to align with district work*

The focus for alternative funding is to stabilize and grow existing alternative funding sources, to secure new funding opportunities, and to enhance the capacity of all schools and departments to pursue alternative funding. Building from the baseline of \$6.0 million established in 2012-2013, the current alternative funding acquired at the midpoint of 2015-2016 is approaching \$13.0 million.

Several strategies are being used to support this work. Critical to pursuing alternative funding is building capacity across the district through on-going communications and training on how to pursue alternative funding opportunities, as well as providing training to address the grant writing and application process. Grant writing 101 and 102 has been implemented with sessions being conducted every 9 weeks. To date, over 60 individuals, to include both district staff and community partners, have attended these training sessions. Next, the district has begun building multiple information sharing points for gaining access to opportunities that follow nontraditional channels. This has resulted in several excellent funding opportunities for the district such as the Math and Science Partnership grant and the Labor Education Alignment Program grant.

<b>Alternative Funding</b>	
<b>Year</b>	<b>Funding</b>
2000-2004	\$3.0 million (average)
2005-2013	\$6.0 million (average)
2013-2014	\$16.0 million
2014-2015	\$14.0 million
2015-2016 (mid-year)	\$13.0 million

### **Next Steps:**

- Continue to encourage district-wide participation in the grant writing training to expand capacity in searching out new grant opportunities;
- Continue to build collaborative partnerships that will enable the district to be more competitive in the grant application process;
- Seek increased innovation in the delivery of services as a means of setting the district apart when competing for alternative funding; and
- Continue to research and pursue alternative funding models to garner strategies that provide insight to expanding the opportunities.

## *Continue district security upgrades*

The district is committed to enhancing safety and security at all facilities. Several safety improvements are taking place in the school buildings and on school buses. School bus radios have been upgraded to Federal Communications Commission (FCC) required “very narrowband digital system” to improve communications and to provide increased security on every bus. Proximity card readers were installed at strategic entrance points at every school to provide secure entrances for teachers and to enhance the overall building security. School security audits are ongoing with improved compliance noted. Eight elementary schools have been approved for front entrance security upgrades. The front entrance design has been approved by the State Fire Marshal and the project is currently out to bid. Construction on these entrances is scheduled to begin in late January or early February. All projects are scheduled to be substantially complete by June 30, 2016 and operational by August 9, 2016. School video security systems are being upgraded with additional enhanced cameras.

### **Next steps:**

- Continue to add additional proximity card systems district-wide
- Continue to implement school building audible alarm systems in all locations
- Develop capital budgets for incorporating safety and security upgrades and implementing recommendations from school threat assessments
- Continue School Safety Committee improvements with school tabletop and continue school security protocol audits in all locations using the audit tool
- Continue researching safe and practical ways to improve our facilities
- Audit existing safety protocols
- Seek funding for front entrance enhancements to middle schools and high schools

## *Expand energy efficiency efforts*

The district continues to save energy dollars by maintaining set point temperatures within all buildings. In 2015, the Energy Champions in each school and administrative facility in the district were reenergized and the focus has been on lighting efficiencies. The approach to energy savings includes: Child Nutrition Managers who are responsible for the kitchen and serving areas, Custodians who are responsible for common areas and storage rooms, and the Energy Champions who are responsible for classrooms, administrative areas, gyms and athletic fields. The focus is on three areas: *Lights Off*, *Shut It Off* (District, Personnel), and *Shut It Down*. The equipment received through the Energy Efficient Schools Initiative (EESI) grant program is being used to monitor energy consumption in the kitchen at Kenwood High School to better analyze food service operating costs. Studies are being conducted at Moore Magnet, Rossvie Middle, and Kenwood High Schools to measure the difference between fluorescent and LED lights. The study will establish the difference in energy consumption and also the quality of the environment between the two types of lights. Finally, seven county schools have been audited by the Tennessee Valley Authority (TVA) and the Cumberland Electric Membership Corporation (CEMC). The results were analyzed by staff to determine necessary adjustments.

### **Next steps:**

- Continue following established energy policies and ensure swift responsiveness and support by the Building Maintenance section of the Operations Department
- Continue school energy audits, compiling, and analyzing results to determine necessary adjustment; take actions as warranted
- Use new tools and equipment purchased through the EESI grant to collect data for future energy-efficient improvements, such as LED lighting retrofits
- Continue addressing the behavior side of energy savings and encouraging conservation actions

# Engage the Public in Support of Student Achievement

*Increase parent engagement*

*Align community resources with district work*

## Increase parent engagement



A Department of Defense Education Activity four-year grant, jointly awarded to CMCSS and Christian County, Ky. Schools in September, allows CMCSS to place focus on parent engagement, across the two districts, but with a particular emphasis on military-connected families. The work, which will benefit all students and parents in both districts, will address issues regarding transition challenges for students and seek to increase parental connections with their children's academic experience. Several school-level and district-level components have been developed to provide parents with varying entry points to purposefully fit their level of comfort and involvement.

### **Volunteer Coordinators**

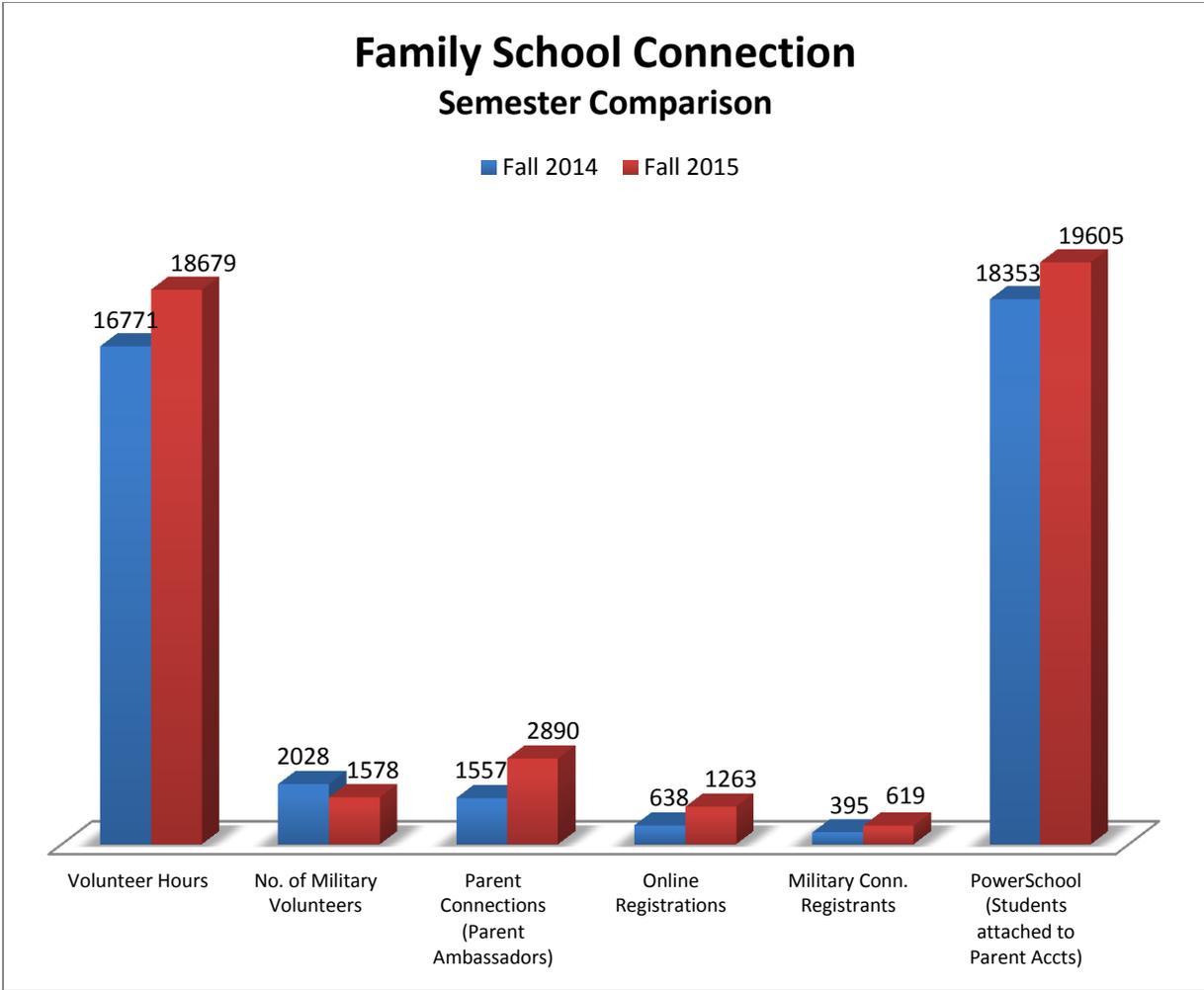
Volunteer Coordinators coordinate opportunities to help schools meet volunteer needs. Needs assessment are conducted to determine the true needs of the school and recruit volunteers to meet these needs. A volunteer portal was developed to help Volunteer Coordinators communicate volunteer opportunities and manage the school's volunteer activities. Between August and November 2015, Volunteer Coordinators reported 4,702 sign-ins, 1,261 of whom were military personnel, meeting some sort of volunteer activity within the schools. The total number of volunteer hours exceeded 14,490. District-wide there were 255 individual events for students, staffed by more than 750 district volunteers, with more than 26,000 students participating in these individual activities. These hours include only reported hours and may not accurately reflect active volunteers and volunteer hours for the reporting period. The district anticipates that as refinements are made to the volunteer program and the corresponding process for reporting volunteer hours and activities, these numbers will continue to grow.

### **School Information Coordinators**

School Information Coordinators are assigned at each school to streamline the parent-school communication process. School Information coordinators update the respective school websites weekly by providing parents with information about upcoming events, meetings, and workshops. School Information Coordinators post volunteer opportunities to the volunteer portal and communicate school news via the school's website. New this year is a digital calendar that provides parents a convenient way of staying-in-the-know about school events and activities. The digital calendar provides an optional subscription to keep informed of like events and provides maps and calendar reminders. School Information Coordinators made 3,812 postings between August and November 2015. These postings include website, digital calendar, volunteer portal and social media.

### **Parent Ambassadors**

Parent Ambassadors are school representatives identified to help parents become more involved in and better informed about school activities. Parent Ambassadors participated in workshops on *Special Education & At-Risk Students*, *Student Safety & Nutrition*, *Operations*, *Navigating Schools & Career Academies*, and *Common Core* in order to share accurate information with parents and families through a variety of communication tools, to include community outreach events. During the months of August through December 2015, Parent Ambassadors logged just under 723 hours and connected with over 2,380 parents in furthering their efforts to help parents become more involved and better informed about school and district activities.



**EngageTV**

EngageTV provides parents with videos, of three minutes or so, answering many of their frequently asked questions. The videos, which can be found on FOCUS under the EngageTV title, provides parents with convenient anytime, anywhere learning opportunities and are structured to help parents support student success. Eleven videos have been produced since March, totaling over 1,819 views. Based on the results of a recent survey to determine parent access to technology, providing expanded online learning opportunities for parents is appropriate.

**Online Registration**

Online Summer Registration Days helped ease the transition for all families, particularly military families living out of state or out of country and transferring to the district for the 2015-2016 school year. A staff member from each school processed online registrations. If pertinent information was missing, the staff member followed up with the family to obtain missing information. The summer online pre-registration process resulted in 1,263 pre-enrollments; of those, 619 or 49% had a military connection. Online registration has been expanded to offer families the opportunity to start the enrollment process year-round and has been expanded further to include students who may be transferring between schools or are returning to the district.

### **Parent Technology Survey**

Approximately 89% of the 9,947 parents who responded to a district survey designed to determine parent access to technology reported internet access and a computer at home. Based on the results of this survey, the district continues to explore ways to provide online learning opportunities for parents. The most recent annual parent survey indicated that students who do not have internet at home decreased by 31% since 2014. The district realized a .94% increase in PowerSchool parent accounts, from 18,353 (January 2015) to 19,583 (January 2016).

### ***Next Steps:***

- Explore ways to expand Engage TV as a medium for providing parents with tools to support their student at home
- Continue participation in community outreach to share information about our schools and assist with PowerSchool sign-ups
- Continue training of Parent Ambassadors and Coordinators

## *Align community resources with district work*

To better align community resources with district work, a plan was formulated to implement a software program to simplify the process for businesses/organizations and schools to partner. A software program called EZ Partner was purchased in July. At the time, the Community Relations office used an excel spreadsheet to keep up with 186 partners. Since the district was implementing more career academy partners and STEM externship partners, it became necessary to keep all information readily accessible by all those who work with community partners.

EZ Partner allow CMCSS to take full advantage of partnership matching with schools and businesses entering their own interest information, thus increasing marketing opportunities for schools by uploading individual school needs lists and basically giving every school a log-in account to manage partnerships and communicate with businesses more effectively.

Consistency was another area of improvement that came as a result of this software implementation. Partnership in Education (PIE) representatives were trained in August 2015 on EZ Partner to better align community resources to district work. PIE representatives worked with building administrators to determine relevant school needs to maximize options for supporting school needs.

To date, accomplishments associated with this implementation include:

- 100% of CMCSS Schools are registered on the EZ Partner System
- 95% (37/40) of schools/academies are using the system to engage with their PIE partners
- Two Hundred Thirty "requests" from 39 schools for business support were posted by schools on the EZ Partner System
- Sixty-three "outcomes" were recorded from schools, which included 3,527 students impacted by partner support, \$9,195 in monetary support recorded and 92 hours volunteered

These results are based on the 39 schools, which have submitted information on the EZ Partner system and are using the system as intended.

### ***Next Steps:***

- Contact the 3 schools that have not successfully worked with their partners to register on the EZ Partner system to determine the most appropriate ways to support their efforts

# Student Achievement Data

## CMCSS Graduation Rates

School Year	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Grad Rate	76.2%	78.5%	85.70%	88.33%	90.78%	91.0%	93.5%	95.2%	94.0%	93.5%	96.5%
Grad Rate Formula	Lever Calculation	Lever Calculation	Lever Calculation	Lever Calculation	NGA Calculation	NGA Calculation	NGA Calculation	DOE Calculation	DOE Calculation	DOE Calculation	DOE Calculation

*Lever Calculation* = Number of students who earn a regular education diploma divided by the number of students who start the senior year minus those who withdrew (except dropouts) plus those who entered the senior year. SWD and ELL students were provided 5 years to earn a regular education diploma.

*National Governor's Association (NGA) calculation* = A cohort calculation. Number of students who earn a regular education diploma divided by the number of students in the cohort. Cohort follows students from the time they enter the 9<sup>th</sup> grade until graduation. SWD and ELL were provided 5 years to earn a regular education diploma.

*Department of Education (DOE) calculation* = A cohort calculation. Number of students who earn a regular education diploma in 4 years divided by the number of students in the cohort. Cohort follows students from the time they enter the 9<sup>th</sup> grade until graduation.

## High School Non Grad Data 2005 -16

	2004-05	2005-06	2006 -07	2007-08	2008-09	2009-10	2011-12	2012-13	2013-14	2014-15
Still Enrolled (5th year)	5.1%	3.9%	1.6%	1.7%	0.4%	1.0%		1.6%	1.4%	0.6%
SPED Diplomas	5.3%	5.4%	4.3%	3.5%	3.1%	3.0%	2.9%	2.1%	1.0%	0.37%
Dropout Rate	10.3%	9.0%	6.4%	5.5%	5.4%	4.5%	1.9%	1.8%	1.6%	1.4%
Other Programs (GED, Job Corps, Adult HS)	3.1%	3.2%	2.0%	1.0%	0.4%	0.5%		0.5%	2.5%	1.1%

**CMCSS Report Card Snapshot 2014-2015  
Elementary and Middle School**

2013 Achievement (3 year)			
MATH	READ	SCI	SS
A	B	A	A
2013 TVAAS (3 year)			
MATH	READ	SCI	SS
A	B	B	B

2014 Achievement (3 year)			
MATH	READ	SCI	SS
A	B	A	A
2014 TVAAS (3 year)			
MATH	READ	SCI	SS
A	C	C	A

2015 Achievement (3 year)			
MATH	READ	SCI	SS
A	B	A	
2015 TVAAS (3 year)			
MATH	READ	SCI	SS
B	C	C	

Deficient
Below
Average
Above Av
Exemplary

**CMCSS Report Card 201415  
High School**

STATUS Scores 3 years							
ALG I	ALG II	Biology	Chemistry	ENG I	ENG II	ENG III	US History
Above	Above	NDD	NA	Above	NDD	Above	NA

<b>ABOVE</b>
<b>NDD</b>
<b>BELOW</b>

## 2014-2015 AMO Achievement Results

AMO Results Subject and Grade	change 2014 to 2015	Met/Miss
3rd through 8th RLA	2.00%	Met
3rd through 8th Math	13.00%	Met
3rd RLA	3.30%	Met
3rd Math	11.00%	Met
7th RLA	5.90%	Met
7th Math	17.40%	Met
9th through 12th Algebra I	7.30%	Met
9th through 12th English II	2.50%	Met
9th through 12th Graduation Rate (utilizes 2013-2014 rate) **	-0.60%	Miss
9th through 12th English III	9.10%	Met
9th through 12th Algebra II	15.80%	Met

## 2014-2015 Value Added Evaluation Composite

2014-2015 Composite Trends TCAP/EOC		
Composite Type	One-Year Trend*	
	Index	Level
Overall	20.9	5
Literacy	9.57	5
Numeracy	26.01	5
Literacy and Numeracy	23.45	5

**Level 5, Most Effective:** Significant evidence that the district's students made more progress than the Growth Standard (the district's index is 2 or greater).

**Level 4, Above Average Effectiveness:** Moderate evidence that the district's students made more progress than the Growth Standard (the district's index is between 1 and 2).

**Level 3, Average Effectiveness:** Evidence that the school's students made progress similar to the Growth Standard (the school's index is between -1 and 1).

**Level 2, Approaching Average Effectiveness:** Moderate evidence that the district's students made less progress than the Growth Standard (the district's index is between -2 and -1).

**Level 1, Least Effective:** Significant evidence that the district's students made less progress than the Growth Standard (the district's index is less than -2).