



2016-2017
End of Year Review of
Strategic Work

June 2017



End of Year Review of 2016-2017 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 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 culmination of data gathered throughout the year. Data are gathered in a variety of ways to include 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.

Clarksville-Montgomery County School System: Who We Are

- The district has grown by approximately 1,200 new students this year. There are currently 39 schools throughout the district; these include 24 Elementary Schools, 7 Middle Schools, 7 High Schools, and 1 Middle College.
- Montgomery County, Tennessee has a population of over 193,000, while CMCSS has an enrollment of over 33,600 Pre-K through 12th grade students. The ethnic make-up of the student population is 56.3% White, 28.4% African-American, 11.1% Hispanic, 2.7% Asian/Pacific Islander, 1.0% Native American, and 0.4% Multiethnic.
- CMCSS is the second largest employer in Montgomery County with over 4,700 certified, classified, administrative, and substitute employees.
- Fifty-seven different languages are spoken throughout the district, and 4.2% of the total student population is limited in English language proficiency.
- Almost 50% of the student population meets the criteria to receive assistance from federally funded programs offering free and reduced meal cost.
- Currently, students with disabilities make up 14.9% of the student population. CMCSS offers education services for special needs students from ages three to twenty-two.
- CMCSS student population consists of 29.2% military dependents.

2016 Clarksville–Montgomery County School System 2017 Strategic Work Overview

Our mission is to educate and empower our students to reach their potential.

Our vision is all students will be college and/or career ready.



Improve Student Achievement

- Align assessment practices with TNReady expectations
- Expand college and career academy opportunities
- Refine TN State Standards implementation of English/Language Arts and Math
- Expand Response to Instruction and Intervention to high schools and refine in elementary and middle schools
- Expand digital blended learning opportunities



Maximize Employee Capacity

- Refine recruitment and retention strategies
- Expand employee and student health and wellness opportunities



Improve Efficiency and Effectiveness

- Continue district security upgrades
- Refine and expand energy efficiency opportunities
- Improve organizational efficiency through technology
- Study and implement county partnership opportunities
- Expand pilot for on-line fee payment while researching other software application options



Engage the Public in Support of Student Achievement

- Expand parental engagement opportunities
- Align community resources with district work



Improve Student Achievement

- *Align assessment practices with TNReady expectations*
- *Expand college and career academy opportunities*
- *Refine TN State Standards implementation of English/Language Arts and Math*
- *Expand Response to Instruction and Intervention to high schools and refine in elementary and middle schools*
- *Expand digital blended learning opportunities*

Align assessment practices with TNReady expectations

Schools focused on aligning classroom assessment practices to TNReady expectations throughout the 2016-2017 school year. Elementary and middle schools formed district-wide common assessment teams to create common assessments for each unit of study in math and language arts. Common assessments were also created for social studies in grades 3 - 12. Classroom teachers were provided access to each assessment in advance for review and input. Teachers had immediate access to assessment results for their own students, as well as having access to average scores from other schools in the district. Schools used this data to determine areas of strength as well as opportunities for growth.

TNReady was administered during the 2016-2017 school year for all students in grades 3-11. Paper and pencil tests were the predominant format, with plans to phase in online testing over the next three years. There are no current plans to alter format or item types. Per recommendation from the State Department of Education, testing was conducted over several days in an effort to minimize student fatigue. Feedback from teachers, parents and students after this year's test will be used to improve the testing schedule for 2017-2018.

The district continued to provide teachers and administrators with professional learning opportunities and a wide variety of resources to familiarize them with TNReady-like items. Some of the additional supports included a TNReady overview and updated curriculum guides that were provided to administrators and academic coaches in May 2016.

Next Steps:

- Continue to provide teachers with assessment resources
- Refine district common assessments and benchmarks for the upcoming school year to reflect updated state standards
- Use data from assessments to determine areas of deficit for students
- Provide professional learning and resources based on systemic areas of deficit
- Deliver timely professional learning to principals, academic coaches, and teachers focused on the expectations of TNReady
- Communicate state assessment and ESSA updates to principals, teachers and parents
- Examine and adjust the 2018 TNReady student testing schedule within state parameters to minimize student fatigue

Expand college and career academy opportunities

College and Career Academies, housed within each of CMCSS's traditional high schools, entered their 4th year of operation. As small learning communities, Academies connect students with common career interests through linked classwork and relevant real-world scenarios, strengthen student-teacher relationships, and focus early post-secondary opportunities for students around the specific career themes of each Academy.

A team of core content teachers and a Career Technical Education (CTE) teacher work collaboratively to integrate standards from all subject areas to create project-based learning opportunities for students at various grade levels. In order to solve the problems associated with these projects, students must work collaboratively to demonstrate an understanding of the link between things learned in their core subject area classes and their CTE classes. Partnerships with employers, community members and local post-secondary institutions play a key role in ensuring student readiness and success.

Below is a progression of the numbers of students enrolled in the Academies at CMCSS over the last 4 years:

Academy	2016-2017	2015-2016	2014-2015	2013-2014
Business and Finance (CHS)	258	199	128	57
STEM (KHS)	159	163	157	41
Plant and Animal Systems (MCHS)	208	164	116	50
Computer and Information Technology (NEHS)	121	104	78	28
Health Science (NWHS)	184	156	102	51
Media Arts and Technology (RHS)	179	136	86	46
Criminal Justice and Homeland Security (WCHS)	229	188	112	52
Total	1338	1110	779	325

Thirty-five teachers participated in Academy externships aligned to career themes during May of 2017. Participation in the externships allowed teachers to engage in real-world experiences related under the supervision of a business or industry partner. Upon completion of the externship experience, participating teachers were encouraged to make connections between the things they saw their business partners doing and the standards required for students to learn in their classrooms. These connections were then translated into standards-based challenges for students to complete. Extern hosts from 2016-2017 are identified in the following chart.

Academy	Externship
Business and Finance (CHS)	Nissan Stadium
STEM (KHS)	Clarksville Gas and Water
Plant and Animal Systems (MCHS)	Razor Sharp Retrievers, Welker Farms, Daniel's Dairy Farm, and H&S Farms
Computer and Information Technology (NEHS)	Vanderbilt Medical Center
Health Science (NWHS)	Tennova Medical Center
Media Arts and Technology (RHS)	Country Music Television and the CMCSS Communications Department
Criminal Justice and Homeland Security (WCHS)	716 th Military Police Battalion – Ft. Campbell

Last summer, four Academies hosted career-themed summer camps for students in grades 4-8. During the summer of 2017, six academies plan to host summer camps. These camps are facilitated by Academy students who are entering their senior year and overseen by an Academy teacher. The high school students plan appropriate activities for their younger counterparts and serve as mentors for the students who attend. These camps afford younger students a glimpse into both the career field associated with the Academy and the Academy itself.

The 1:1 laptop initiative was expanded from two Academies in 2015-2016 to all seven Academies in 2016-2017. Individual students within each Academy were assigned laptops for use both in school and out of school. Multiple professional learning sessions were offered to teachers to enhance their understanding of blended learning strategies and the use of programs such as Google Classroom and PowerSchool Assessment.

Administrator PLCs took place in order to support academy administrators in leading their academies. A significant portion of the PLCs focused on determining each Academy's current state within the district's 5-year plan for college and career academies and the ways in which Academies align to the district work of ensuring students are college and career ready.

All seven CMCSS Career Academies offered Work-Based Learning (WBL) courses to 11th and/or 12th grade students during the 2016-2017 school year serving over 100 Academy students. The WBL class is coupled classroom-based instruction with opportunities for students to develop employability skills through experiences such as internships and paid work experiences both during and outside of the regular school day. WBL teachers are trained by the TN Department of Education to coordinate these WBL experiences for students who earn high school credit for capstone WBL experiences.

WBL student experiences included school-based opportunities such as growing produce in the greenhouse at MCHs and designing print and digital materials for non-profit agencies at RHS. Industry-based internship opportunities partnered students with businesses such as Premier Medical, Blanchfield Army Community Hospital, Progressive Directions, and the After School Care at the Lutheran Church. Students who participated in paid work experiences were employed with one of the following local business partners: Bojangles, Hardees, Lasater's, Zaxby's, Pet Palace Boarding, Rue 21, Dairy Queen, Mini Mart, Mr. Bulky, American Car Wash, and Chick-fil-A.

The Academies at CMCSS graduated their first cohort of students in May 2017. Two-hundred fifty-one Academy seniors wore cords at graduation signifying their participation in their school's career-themed pathway. In an effort to grow professional relationships with this year's graduates, Academies plan to create an alumni network in 2017-2018.

Next Steps:

- Expand Early Post-secondary Opportunities (EPSO) Opportunities
- Expand certification opportunities
- Increase Dual Enrollment options
- Increase exposure to AP courses
- Meet/exceed ACT benchmarks
- Showcase Student Growth
- Continue to meet/exceed academic targets (TNReady)
- Introduce portfolios in 9th grade
- Align portfolios to industry expectations
- Refine 1:1 implementation
- Strengthen Community Engagement
- Communicate regularly through ongoing
- Utilize Advisory Boards at least 2x year
- Expand internship opportunities to students in work-based learning classes
- Refine summer camp opportunities for elementary and middle school students

Refine TN State Standards implementation of English/Language Arts and Math

Teachers and administrators were trained throughout the school year to prepare for the shifts in ELA and Math. The most significant instructional shifts in Math continued to be the expectation for students to demonstrate their conceptual understanding. In ELA the most significant instructional shift continued to be the expectation for students to show understanding of information and/or to produce new knowledge. Teachers and administrators were continuously offered professional development (PD) opportunities throughout the second semester to support these shifts. Administrator PD sessions were focused on how to support the instructional shifts and understand the revised standards during planning sessions and within classrooms.

The State Department of Education released curriculum blueprints for the 2016-2017 school year. These blueprints outlined the standards to be assessed, how much of the assessment would be aligned to each standard, and the amount of time allotted for each subsection of the TNReady test. Curriculum guides were aligned to the state blueprints to ensure standards were addressed, and resources continued to be embedded into the CMCSS Curriculum Navigator. Below are some examples of the blueprints.



Grades 6–8 English Language Arts Blueprints

The blueprints reflect only operational assessment items.

Grade 6: Subpart 1–4				
		# of Items	# of Score Points	% of Test
Written Expression The writing prompt will always be in Subpart I and will be accompanied by 3–5 text-based selected-response items. The writing prompt will align to writing standard 6.W.TTP.1, 6.W.TTP.2, or 6.W.TTP.3. The expectations of each writing standard spiral through all four traits of the writing rubric. The Language and Convention traits draw additional criteria from the Language standards.	Focus and Organization**	1	4	24–32
	Development**		4	
	Language (Standards 6.L.KL.3, 6.L.VAU.6)		4	
	Conventions (Standards 6.L.CSE.1, 6.L.CSE.2)		4	
Reading Literature (Standards 6.RL.KID.1, 6.RL.KID.2, 6.RL.KID.3, 6.RL.CS.4, 6.RL.CS.5, 6.RL.CS.6, 6.RL.IKI.7, 6.RL.IKI.9, 6.L.VAU.4, 6.L.VAU.5)		23–40	30–45	68–76
Reading Informational Text (Standards 6.RI.KID.1, 6.RI.KID.2, 6.RI.KID.3, 6.RI.CS.4, 6.RI.CS.5, 6.RI.CS.6, 6.RI.IKI.7, 6.RI.IKI.8, 6.RI.IKI.9, 6.L.VAU.4, 6.L.VAU.5)				
Language and Conventions (Standards 6.L.CSE.1, 6.L.CSE.2, 6.L.KL.3)		4–7	4–7	
Total		28–48	50–68	100

Grades 6–8 Mathematics Blueprints

The blueprints below reflect only operational assessment items.

Grade 7			
	# of Items	# of Score Points	% of Test
Number Relationships <ul style="list-style-type: none"> *7.NS.A-Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. 	7-9	7-11	13-20
Proportional Reasoning <ul style="list-style-type: none"> *7.RP.A-Analyze proportional relationships and use them to solve real-world and mathematical problems. 	6-8	6-10	11-18
Expression and Equations <ul style="list-style-type: none"> *7.EE.A-Use properties of operations to generate equivalent expressions. *7.EE.B-Solve real-life and mathematical problems using numerical and algebraic expressions and equations and inequalities. 	14-18	16-20	29-36
Geometry and Data <ul style="list-style-type: none"> 7.G.A-Draw, construct, and describe geometrical figures and describe the relationships between them. 7.G.B-Solve real-life and mathematical problems involving angle measure, area, surface area, and volume. 7.SP.A-Use random sampling to draw inferences about a population 7.SP.B-Draw informal comparative inferences about two populations. 7.SP.C-Investigate chance processes and develop, use, and evaluate probability models. 7.SP.D-Summarize and describe numerical data sets. 	10-15	13-17	24-31
Problem Solving	1	4-6	7-11
Total	38-51	**50-60	100

Teachers and administrators participated in updated training regarding the importance of clear learning targets for students. Clear targets ensure students understand what they will be expected to know and do at the end of a lesson. The Instructional Team partnered with the Communications Team to develop a video for parents to explain clear targets.

The CMCSS Curriculum Navigator houses curriculum documents and resources for teachers. Parents have access to the Navigator to view an outline of course standards by units.

Next Steps:

- Support schools with implementing revised standards for the 2017-18 school year
- Align curriculum guides to revised standards
- Facilitate training throughout the year on revised standards
- Continue to deliver professional development on effective teaching strategies that will lead to student mastery of the TN State Standards
- Provide exemplar lessons and activities for teachers
- Continue to emphasize conceptual understanding in Math
- Support teachers to embed writing into daily instructional activities
- Align common unit assessments to revised standards

Expand Response to Instruction and Intervention to high schools and refine in elementary and middle schools

The purpose of Response to Intervention and Instruction (RTI²) is to identify students with skill gaps in math and reading and provide interventions to close those gaps, helping to ensure all students can be successful in the general education classroom. During the 2016-2017 school year, all high schools implemented RTI² with a focus on 9th grade students. RTI² was fully implemented in middle schools last school year and elementary schools in 2014-2015.

All students in elementary school and middle school were assessed with a universal screener called Pathdriver. Based on data from the universal screener and input from teacher teams in data chats, students were identified to receive intervention based on the area(s) of deficit and grouped according to their specific needs. In high school, the focus of RTI² shifts slightly from a sole focus on closing skills-based gaps to an inclusion of standards-based gap closure. As a result, an early warning system consisting of multiple data points such as current grades, universal screener data and other standardized assessment data was used to identify high school students in need of intervention.

The district focused on supporting RTI² implementation in all elementary, middle and high schools throughout the year. Professional Learning Communities (PLCs) were held for both administrators and academic coaches to support the implementation of RTI² within each building. During these PLCs, research based best practices as well as successes and failures of previous experiences and intervention strategies were shared among schools. PLCs also included modeling and sharing of strategies that could be used to increase the quality of Tier I instruction along with ways to refine skill intervention strategies for Tier II and III.

Multiple resources have been created to meet the needs of intervention teachers. In addition to an online Wikispace containing procedural information, teachers also have access to a district created intervention database that contains research-based strategies written for specific grade levels and areas of deficit. The district provides students with individualized, adaptive online intervention tools through The Academy of Math and The Academy of Reading. High school students also have access to Study Island for standards-based intervention.

2017 End of School Year Universal Screener Data

Below is a quantitative summary of how CMCSS students performed on the spring Universal Screener. The data provides percentages by tiers. The total number at the bottom of each area is the number of students assessed.

Reading Fluency				
	Elementary	Middle*	High*	Expectation
Tier 3	5.4	18*	N/A	3-5%
Tier 2	12.6	35*	N/A	10-15%
Tier 1	81.9	47.4*	N/A	80-85%
	13,178 total students	155 total students		
Maze				
Tier 3	2.9	4.5	33.4*	3-5%
Tier 2	5.4	6.5	23.9*	10-15%
Tier 1	91.7	89	43*	80-85%
	10,575 total students	6,788 total students	365 total students	
Math				
Tier 3	4.5	6	41.6*	3-5%
Tier 2	8	11.7	22.6*	10-15%
Tier 1	87.3	82.1	35.7*	80-85%
	15,759 total students	6,840 total students	522 total students	

Next Steps:

- Continue to refine RTI² processes including documentation, monitoring, and communication
- Continue to provide PLCs for administrators and academic coaches at all levels
- Continue to provide training and intervention resources for teachers
- Continue to refine the quality of interventions and provide necessary support
- Continue to streamline transition processes for students entering 6th and 9th grade

Expand digital blended learning opportunities

Digital blended learning is defined as a combination of traditional instruction and technology enhanced delivery. In this instructional format, students learn using traditional strategies and materials, as well as digital content and online tools. Through this blend of instructional strategies and materials, teachers are able to maximize opportunities for growth and achievement using varied classroom structures, resources, and activities for students based on the demands of the standards and the needs of individual students. 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 Blended Learning



CMCSS expanded digital blended learning across the district in 2016-2017. Through the leveraging of textbook resources, the district was able to acquire more than 20,000 new laptops to provide students and teachers increased access to technology.

In order to provide a means for clear and consistent communication across the district related to the ways in which technology is being implemented, CMCSS adopted the SAMR model to support the implementation of 1:1 across the system. The letters of the SAMR acronym stand for Substitution, Augmentation, Modification and Redefinition; the graphic on the next page gives further information about each level of the SAMR model and what it might look like for classroom instruction.

Transformation

Redefinition	Tech allows for the creation of new tasks, previously inconceivable	???, Skype interview with Jack London scholar, use of Maps to follow Buck's travels, use of Flickr to picture the locales, Wordle word study, Tweet's from Buck's perspective, Photabulary, ...
Modification	Tech allows for significant redesign	Teams use Google Doc to summarize a chapter, then asynchronously script, and finally use GarageBand to record CliffNotes styled podcasts or a ComicLife graphic novel
Augmentation	Tech acts as direct tool substitute, with functional improvement	Students read <i>Call of The Wild</i> using iBooks, using the built in dictionary, highlighting passages, and taking notes
Substitution	Tech acts as direct tool substitute, with no functional change	Students read <i>Call of The Wild</i> using iBooks

Enhancement

SAMR - Ruben Puentedura

Moving into the 2017-2018 school year, all of the middle and high schools in CMCSS will offer 1:1 technology options for students. Throughout 2016-2017, the instruction department worked alongside the technology department to identify specific logistical challenges schools may encounter when moving to 1:1 computer usage and determined a myriad of solutions for these potential issues. The district also developed a technology handbook that will be used for students and parents/guardians to communicate expectations for 1:1. Both the instruction and technology departments will need to continue to work together to monitor areas that may need adjustment throughout 1:1 implementation in the coming school year.

Through multiple teacher focus groups and teacher surveys, the instruction department identified several instructional resources that will be implemented to support blended learning initiatives during the 2017-2018 school year. Some of these resources include the purchase of a learning management system called Canvas, Discovery Techbooks for math and science, an online Social Studies resource from Nystrom, called Active Classroom, and Actively Learn, an online RLA resource for text selection and close reading activities. Various sessions at the ENGAGE professional learning conference for teachers were focused on technology resources and strategies and were led by technology integration coaches as well as resource experts/vendors.

Next Steps:

- Support middle and high schools with the shift from a check out system of computers on carts to 1:1 implementation
- Communicate instructional shifts and ways to support those shifts with parents and community members
- Continue to provide professional development and training opportunities for both strategy and resources
- Continue to identify and integrate a blend of traditional and online resources into core content area pacing guides

Next Steps (continued):

- Continue to identify alternative funding sources to sustain technology integration
- Evaluate resources currently in place and research additional resources for classroom use
- Increase availability of resources for students and parents

Maximize Employee Capacity

- *Refine recruitment and retention strategies*
- *Expand employee and student health and wellness opportunities*

Refine recruitment and retention strategies

Certified Staff

Recruitment efforts were analyzed in preparation for the 2016-2017 school year. Classroom teachers, assistant principals, consulting teachers, special populations personnel and principals partnered with the Human Resources department to cover numerous recruitment events. Clarksville-Montgomery County School System (CMCSS) representatives also attended career fairs at universities with diverse student populations to enhance minority recruitment efforts. Following each recruitment event, Human Resources personnel followed up with potential applicants to share appreciation for visiting the CMCSS booth and offer them support throughout the application process.

In response to shortages of teacher applicants, Human Resources department representatives planned and executed a CMCSS Teacher Job Fair in April. The Human Resources General Counsel developed an Offer of Employment contract that principals were allowed to extend to job fair candidates. Thirty-seven offers of employment were presented on the day of the CMCSS Teacher Job Fair.

The hiring season for this academic year was especially challenging. The educator candidate shortages expanded to the elementary applicant pool. In response to the shortages, employment opportunities were extended to candidates following the job-embedded licensure path. Because recruitment efforts have been successful, CMCSS does not plan to utilize the job-embedded licensure option for elementary education candidates for the upcoming school year.

Date of Event	Career Fair	Number of Potential Candidates
9/16/16	Austin Peay State University-Residency	90
9/22/16	University of Tennessee, Martin	41 contact (Field Placement Director given info to 48 students)
10/28/16	Western Kentucky University	25
11/1/16	University of Northern Alabama	44
11/2/16	Eastern Illinois University	22
11/4/16	Murray State University	20
11/13/16	American Association for Employment in Education Conference and Career Fair	19
12/5/16	Austin Peay State University	13
2/6/17	Vanderbilt University	26
2/20/17	Brentwood Professional Development Day: Trevecca, Belmont, Lipscomb, Vanderbilt, MTSU, TSU & Aquinas	18
2/23/17	Nashville Area Career Fair	11
3/2/17	Lee University	7
3/2/17	University of Tennessee, Chattanooga	17
3/2/17	Alabama A&M University	20
3/3/17	Austin Peay State University	35

Date of Event	Career Fair	Number of Potential Candidates
3/6/17	Eastern Illinois University	14
3/8/17	University of Tennessee, Knoxville	25
3/21/17	Tennessee Tech	28
3/24/17	Western Kentucky University	35
3/30/17	Union University	20
4/3/17	Michigan State University	11
4/3/17	Teach Ohio	14
4/4/17	Central Michigan University	27
4/4/17	Northeastern Ohio	19
4/4/17	Eastern Kentucky University (UK)	18
4/5/17	ED Expo (Bluffton University)	7
4/5/17	Western Michigan University	25
4/6/17	East Tennessee State University	20
4/11/17	University of Southern Indiana	28
4/13/17	CMCSS Teacher Job Fair	198
4/14/14	Murray State University	30
4/19/17	Teacher Candidate Interview Day, IN	18
4/19/17	Freed Hardman University	16
4/28/17	Austin Peay State University	40

Retention information for the previous school year was shared with members of the Senior Instruction Team. The retention rate for the 2016-2017 school year will be calculated in August 2017. The retention and turnover rates for the previous school year, follows:

- 2015-2016 Educator Retention Rate = 86%
- 2015-2016 Educator Turnover Rate = 14%
- 2015-2016 New Educator Retention Rate = 76.2%

Next Steps:

- Train supervisors and implement a more efficient Recruit and Hire application tool
- Establish a Continuous Improvement Team (CIT) to assess and promote effective retention strategies
- Continue to monitor the applicant pool to determine if a CMCSS-hosted teacher job fair is necessary

Classified Staff

Classified recruitment focused on continued community partnerships while also identifying strategies for attracting applicants for high need positions to include bus drivers, custodians, and substitutes.

HR Classified representatives collaborated with the Tennessee Career Center of Clarksville to expand job specific career fairs and application sessions. The specialty areas for the second semester focused on bus drivers and substitutes. In addition to multiple job fairs, weekly bus driver interest and application support sessions at the Operations Complex were implemented.

The Substitute Program continues to be a strong internal recruitment source for both classified and certified positions. The program averages approximately 400 active substitutes at any given time. During the 2016-2017 school year, 121 substitutes were hired into permanent positions across the district, with 421 hired into permanent positions since the program began in 2014.

The classified retention rate for the 2016-2017 school year will be calculated in August 2017. The retention and turnover rates for the previous school year, follows:

2015-2016 Classified Employee Retention Rate = 82.4%

2015-2016 Classified Employee Turnover Rate = 17.6%

Next Steps:

- Implement new applicant tracking system and build pool of eligible classified candidates through continued efforts at area job fairs
- Implement an exit interview process for classified employees in order to obtain data to aide in analysis of position retention

Expand employee and student health and wellness opportunities

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) experienced usage of more than 22,000 patient visits in 2016, which has contributed to the cost containment of health care spending. The Onsite program has implemented multiple opportunities for patient feedback, which provides the clinic with data to support process improvement and opportunities to improve patient outcomes.

The Alive & Well Employee Wellness Program implemented several programs and opportunities, including a points incentive program, a weight management program, fitness tournaments, nutrition classes, biometric screenings, and more. These programs were designed to motivate all employees to pursue healthy lifestyles, educate employees about wellness-related topics, and provide ways for employees to actively improve their physical and mental wellbeing. Additionally, the Be Alive Points Program provided opportunities for participation and learning, while allowing employees to earn points and incentives for their efforts towards a healthier lifestyle. The Be Alive Points Program enrolled more than 650 participants, and rewarded over \$10,000 to approximately 100 participants for their success in the program.

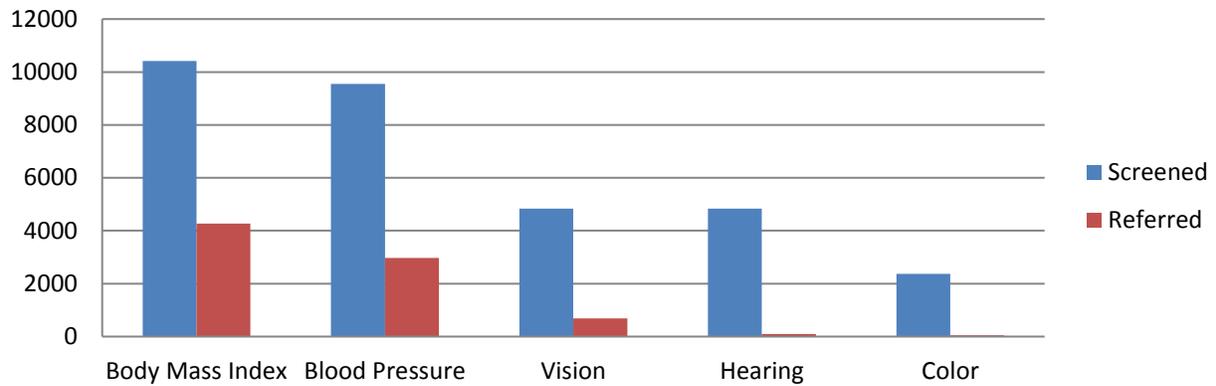
Student Wellness

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 compliance with the Physical Activity Law, promote physical activities within the classroom setting, and provide schools the opportunity for mini-grants. By participating in physical activities, CMCSS is working toward the goal of reducing the childhood overweight/obesity rate among CMCSS students. During 2016-2017, schools were awarded a total of \$64,101.67 in mini-grants. Healthy School Teams have been implemented within each school to improve student health and wellness and reduce obesity by meeting to discuss improving health education, areas of improvement, and the progress made within the school.

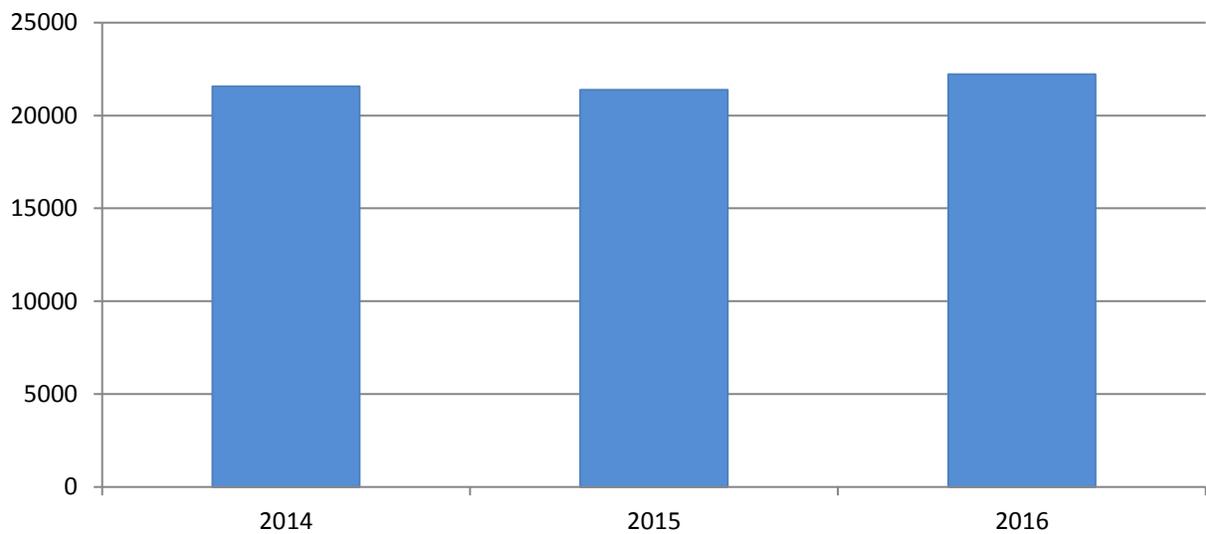
Next Steps:

- Continue to implement new programs and events, such as exercise experiences, competitions, tournaments, fitness challenges, and nutrition and wellness education classes
- Continue to promote and facilitate voluntary Biometric Screenings events that measure blood pressure, blood glucose, body weight, cholesterol, fitness levels, etc.
- Facilitate employee education about healthy living, such as smoking cessation, nutrition, stress management, illness prevention, and medical self-care
- Continue to establish partnerships with fitness providers to increase accessibility for individuals to address identified risk factors
- Continue to 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
- Continue to monitor compliance with the physical activity law as measured by quarterly PAPE reports
- Continue to promote participation in the GoNoodle program
- Continue to conduct student wellness screenings aimed at identifying, referring, and preventing diagnosis of chronic illness

2016-2017 Student Wellness Screenings (2nd, 4th, 6th, 8th and 9th grade)



Annual Clinic Volume



Improve Efficiency and Effectiveness

- *Continue district security upgrades*
- *Refine and expand energy efficiency opportunities*
- *Improve organizational efficiency through technology*
- *Study and implement county partnership opportunities*
- *Expand pilot for on-line fee payment while researching other software application options*

Continue district security upgrades

The district is committed to enhancing safety and security at all facilities by auditing and improving school security measures and delivering necessary facility modifications. There has been research regarding best practices and facility improvements, along with implementation of the results from the Security and Vulnerability Assessments that were originally performed in 2008.

School Security Protocol Audits are ongoing. This tool (SAF-F025) is based on the Standard Operating Procedures for Safety Measures Policy (SAF-P007) to improve consistency throughout the district. The Safety and Health Department conducted 152 security audits for the 16-17 school year. The average security audit score was 93.75%. School video security systems have been upgraded with enhanced cameras.

Yearly Tabletop Sessions were held at every school. Improvements have occurred with training during tabletops with members using a tool (SAF-F026) that assists in measuring team effectiveness and establishing yearly goals. Due to Tabletop Sessions, School Resource Officers (SROs) are investigating a backup system for onsite SRO assistance at all middle and high schools.

Five middle schools and two high schools will have improved front entrance security capabilities beginning in the 2017-2018 school year. The Maintenance Department has completed 73% of the shelter in place mechanical shutdown systems. The rest of the buildings are being completed, as funding is available. The Operations Department has completed 97% of the District's buildings to ensure compliance with CPTED landscape guidelines. With the new digital radio system, CMCSS has enhanced two radios at every school with a panic feature.

Next Steps:

- Continue School Safety Committee improvements with school tabletops and continue school security protocol audits in all locations
- Continue researching safe and practical ways to improve facilities and vehicles
- Audit existing safety protocols

Refine and expand energy efficiency opportunities

The Energy Champions at each district building kept employees focused on the three primary management themes: *Lights Off*, *Shut It Off*, and *Shut It Down*. The work of the Energy Champions in implementing the energy program has allowed CMCSS to operate a 44 building District without increasing the utilities budget. The District also completed an inventory of light fixtures for all buildings. The Operations Department is currently completing the final cost assessment of a LED retrofit of all District buildings. The Special Projects Manager has worked with some schools to teach students about saving energy and reducing the carbon footprint of the District. Finally, one school was audited by the Tennessee Valley Authority and Clarksville Department of Electricity. The results have been analyzed by staff to determine necessary adjustments and future strategic work.

Next Steps:

- Continue following established energy policies and ensure swift responsiveness and support by the Building Maintenance Department
- Continue energy audits, compiling, and analyzing results to determine possible upgrades; take actions as warranted
- Make recommendation for LED retrofit of the entire District
- Continue addressing the behavior side of energy savings and encouraging conservation actions
- Research and identify peak demand in each building and determine if there are any ways to reduce the demand during peak periods

Improve organizational efficiency through technology

The Technology Department continues to work closely with other departments and school locations to identify areas where a technology solution could improve organizational efficiency. Progress towards this goal is made through constant evaluation of existing hardware, software, and processes.

During the fall 2016 semester, the Technology and Communications Department implemented an information center for the district notification system (“SchoolMessenger”), allowing families to select the frequency and method in which non-emergency messages are received.

The department has also integrated text messaging features in a number of programs, including the bus management system, to facilitate communication and increase efficiency among employee processes.

Technology has also joined with the Human Resources and Business Affairs Departments to accept proposed solutions for electronic document scanning and storage, and is reviewing the submissions with intent to select and implement a solution for the next school year.

For Instruction and Curriculum, the Technology Department introduced an online student portal, where CMCSS students can access school-specific web resources and enter technology support requests.

With Operations, the technology department has redesigned the in-house bus management and special trips software, consolidating selected features in the two platforms, and adding features in an upgrade as requested by users in the Transportation Department. These new features include text message notifications to drivers, and an online trip and mileage approval process, replacing on old paper-based system. The team also managed the installation of a new security camera system at all school locations and Central Services-Gracey, allowing better quality and coverage of the camera system.

The department is piloting a new work order system for technology support requests, which will provide better reporting and allow troubleshooting solutions and recommendations to be more easily stored and shared among staff members.

In software development, Technology continues to pilot the automation of in-county mileage and travel reimbursement, working closely with Business Affairs to test and finalize the development of an in-house solution. The team also developed software to facilitate benefits enrollment for new employees, allow current employees to recover and reset lost passwords, and implemented a template for school club and athletic groups to expand their online presence.

Next Steps:

- Implement the selected electronic document scanning and storage solution for Human Resources and Business Affairs
- Implement an upgraded software version for the front office visitor management system
- Implement a new applicant tracking software system
- Implement an upgraded version of the time and attendance software

Study and implement county partnership opportunities

Discussions with the county officials led to this initiative, seeking mutually beneficial efficiencies and economies of scale. Funds were earmarked in the budget for the possible integration of the county and CMCSS' financial software.

Meetings were held with county and CMCSS department heads and staff to identify potential savings and efficiency opportunities. Partnering in several areas requires a successful integration of the financial software (MUNIS). The software company, county officials, and CMCSS determined that integration would be a step back in efficiency and effectiveness.

Opportunities for efficiencies and savings were identified for the county in printing services and in the area of purchasing. CMCSS will take the lead on conducting request for proposals (RFPs) upon request from the county. The county currently takes advantage of existing CMCSS and state purchasing agreements.

Newest initiatives for partnering and/or efficiencies include electronic document storage and retrieval for both entities (enables County to email Direct Deposit Remittance Advice). The district now provides support to the Emergency Management Agency, to include the County's volunteer fire department vehicles (29 regular and commercial vehicles). The CMCSS - Museum Partnership (educational opportunity) enables K-11 CMCSS students to receive free access to the museum May – September 2017 and has the potential to help the museum generate revenue.

Next Steps:

- Explore feasibility of CMCSS supplying fuel to specified county department vehicles at CMCSS' cost
- Explore feasibility of county roads department providing paving services to CMCSS at the county's cost

Expand pilot for on-line fee payment while researching other software application options

The on-line fee pay pilot was in place for all of 2015-2016 at the West Creek complex and was expanded to the Rossvieview complex for 2016-2017. This software solution is offered to parents as a convenience for paying student fees, but has the added benefit of reducing teacher administrative responsibilities for fee collections and reporting, and improves the efficiency of school Bookkeepers.

The on-line fee pay solution currently in use has been able to resolve some of the issues experienced last year, but critical relations with the financial software company have deteriorated to the point that this partnership is ending. CMCSS' Business Affairs staff have identified a new on-line fee pay solution for 2017-2018 for the same six pilot schools.

CMCSS has set up vendors in a new financial accounting program, built the new chart of accounts, and is ready for next steps.

Next Steps:

- Train pilot schools on on-line fee pay software, July 2017
- Fall implementation of on-line fee pay software for West Creek and Rossvieview complex
- Resolution of any implementation issues, fall 2017
- Make on-line fee pay software available district-wide gradually and on a voluntary basis over the course of the remaining year

Engage the Public in Support of Student Achievement

- *Expand parental engagement opportunities*
- *Align community resources with district work*

Expand parental engagement opportunities

A Department of Defense Education Activity (DODEA) four-year grant, jointly awarded to CMCSS and Christian County, Kentucky Schools in September 2013, allows CMCSS to place focus on parent engagement, across the two districts, but with a particular emphasis on military-connected families. The DODEA grant, which has an end date of June 2017, benefits all students and parents in both districts, and addresses issues regarding transition challenges for students and seeks to increase parental connections. Several school-level and district-level components were 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 assessments are conducted to determine the true needs of the school and recruit volunteers to meet these needs. A volunteer portal is in place to help Volunteer Coordinators communicate volunteer opportunities and manage the school's volunteer activities. Between August 2016 and April 2017, Volunteer Coordinators reported 7376 volunteer sign-ins, 2,382 of whom were military personnel meeting some sort of volunteer activity within the schools. *Please note: these hours are solely based on reported hours at the time of this report.* The total number of volunteer hours gifted exceeded 36,600 for a quantitative value of over \$863,073. These quantitative values are based on information from the Independent Sector, a nonprofit organization whose mission, in part, is supporting the development and dissemination of strategies to strengthen volunteering, voting, giving, and other forms of citizen engagement. These figures acknowledge the time, talents, and energy of parents who give back to CMCSS schools.

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. The online calendar provides parents a convenient way of staying in the know about school events and activities. The online (digital) calendar provides subscription options to keep parents informed of events that are of interest to them and can provide maps and calendar reminders.

Parent Ambassadors

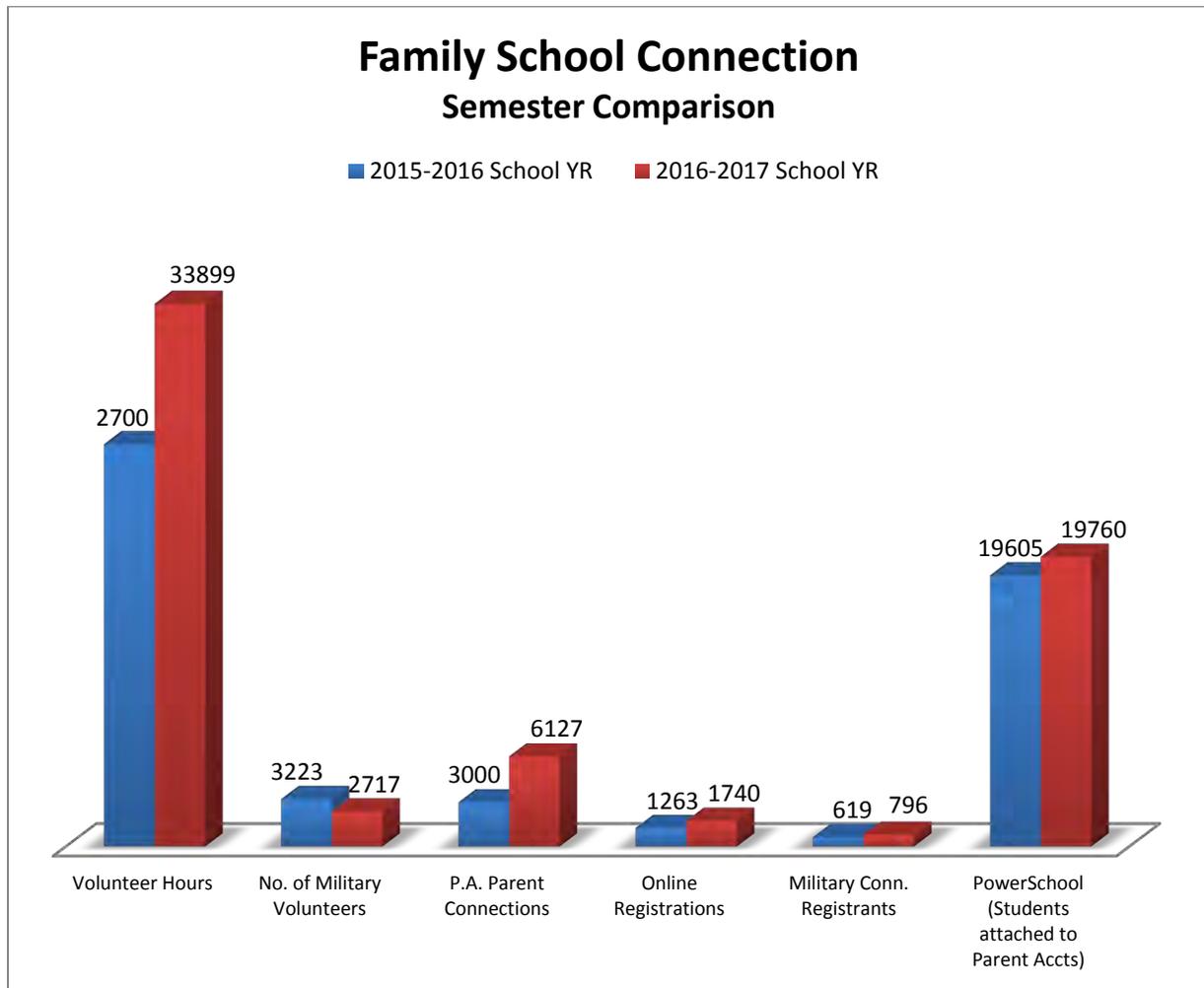
Parent Ambassadors are school representatives identified to help parents become more involved in and better informed about school activities. Parent Ambassadors participated in workshops on Special Education & At-Risk Students, Student Safety & Nutrition, Operations, Navigating Schools & Career Academies, and School Curriculum in order to share accurate information with parents and families through a variety of communication tools, to include community outreach events. Please note: this position is being phased out and will no longer be a school-level component of Family School Connection.

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. More than twenty-six videos have been produced since March 2015, totaling over 5631 views. Some videos have been removed or updated causing fluctuation in the number of videos available at any given time.

Online Registration

Online Summer Registration Days helps to ease the transition for all families, particularly military families living out of state or out of country and transferring to the district. During the 2015-2016 school year, the summer online pre-registration process resulted in 1,740 pre-enrollments; of those, 796 or 46%, had a military connection. During the summer of 2017 online registration will be further expanded to include kindergarten registration as well as some evening hours. The summer 2017 registration dates are June 22, June 27, and June 29.



Next Steps:

- Increase number of available videos and encourage schools to leverage Engage TV as a medium for providing parents with tools to support student learning at home
- Continue participation in community outreach events to share information about CMCSS schools and assist with PowerSchool sign-ups
- Combine Information Coordinator and Volunteer Coordinator positions at school level to further streamline the engagement effort
- Encourage schools to utilize the Family School Connection webpage as a resource for parents, familyschoolconnection.com
- Continue to expand online and social media presence by introducing Facebook Live as an additional form of connectivity with parents

Align community resources with district work

Clarksville-Montgomery County Education Foundation

To better align community resources with district work, a plan was formulated to increase stakeholder awareness of the Clarksville-Montgomery County Education Foundation. By increasing visibility, the CMC Education Foundation increases the number of potential new donors.

- Overview video was created and shown at all 39 schools to increase CMCSS employees' understanding of the work of the CMC Education Foundation
- An Education Foundation Representative was selected from each school to serve as a liaison between the CMC Education Foundation and school-level employees
- Overview of the Education Foundation was presented to five community groups
- Professional marketing group was consulted on ways to strengthen brand recognition
- Updated promotional brochure created to disseminate throughout the community

Next Steps:

- Continue to connect with stakeholders on a regular basis
- Monthly email newsletter will be sent to all *Friends of the Foundation*
- Monthly email newsletter will be sent to Education Foundation Teacher Representative Group
- Quarterly email newsletter to be sent to Education Foundation volunteers

Partners in Education

The strategic work for Partners in Education (PIE) has centered around increasing partner participation and satisfaction, recruiting new partners, simplifying school-based recordkeeping, and improving marketing of the program. CMCSS has established a partnership with the Clarksville Chamber of Commerce to better promote PIE with business, industry, and civic organizations across the community. A district-developed and maintained database utilizing Google Apps for Education, which is utilized at no cost to the district, has replaced EZ Partner, saving funds and simplifying the recordkeeping process for PIE representatives.

To date, here are the accomplishments of the strategic work:

- 2,569 volunteer hours were logged, up from 763 in 2016
- \$110,692.71 was donated through in-kind or monetary donations, up from \$34,029 in 2016
- 194 community partners were logged, up from 73 in 2016
- 37 schools actively used the system, up from 25 in 2016
- In total, Partners in Education contributed \$167,621.75 in donations and volunteerism during the 2016-2017 school year

Next Steps:

- Continue to refine the PIE marketing plan and materials, integrating elements from the Chamber and CMCSS to ensure the visual identity of materials represents the partnership
- Continue recruiting partners with an emphasis on innovative partnerships with small business and civic organizations

Student Achievement Data

CMCSS Graduation Rates

School Year	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
District Graduation Rate	78.5%	85.70%	88.33%	90.78%	91.0%	93.5%	95.2%	94.0%	93.5%	96.5%	94.8%
Graduation Rate Formula	Lever Calculation	Lever Calculation	Lever Calculation	NGA Calculation	NGA Calculation	NGA Calculation	DOE Calculation				

NOTE: Graduation rate data is released as part of the following year's AMO calculations.

High School NonGrad Data 2006 -2016

	2005-06	2006 -07	2007-08	2008-09	2009-10	2011-12	2012-13	2013-14	2014-15	2015-16
Still Enrolled (5th yr)	3.9%	1.6%	1.7%	0.4%	1.0%		1.6%	1.4%	0.6%	0.7%
SPED Diplomas	5.4%	4.3%	3.5%	3.1%	3.0%	2.9%	2.1%	1.0%	0.37%	0.36%
Dropout Rate	9.0%	6.4%	5.5%	5.4%	4.5%	1.9%	1.8%	1.6%	1.4%	2.2%
Other Programs (GED, Job Corps, Adult HS)	3.2%	2.0%	1.0%	0.4%	0.5%	0.5%	0.5%	2.5%	1.1%	<0.01%

State Goal = below 10%

Source: TN Report Card

Created: 10.1.2016

Bittinger, Sucharski

Cohort Data not reported for 2010 - 2011 as state shifted to the DOE grad calculation which no longer allows for 5th year

2015-2016 Value Added Evaluation Composite

2015-2016 Composite Trends TCAP/EOC		
Composite Type	One-Year Trend*	
	Index	Level
Overall	20.96	5
Literacy	12.16	5
Numeracy	12.25	5
Literacy and Numeracy	17.26	5
Science	7.95	5
Social Studies	10.09	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).

Achievement % On-track/Mastered 2015-2016				
System	HS English	HS Math	HS Science	HS Social Studies
State	30.3%	20.8%	48.8%	29.9%
CMCSS	37.4%	22.8%	61.8%	49.3%
TCAP 3rd – 8th for 2015-2016 was suspended with no data generated				