



2016-2017

Mid-Year Review of

Strategic Work

January 2017



Mid-Year Review of 2016-2017 Strategic Work

Foreword	<hr/> 4
Improve Student Achievement	<hr/> 8
Align assessment practices with TNReady expectations	<hr/> 9
Expand college and career academy opportunities	<hr/> 11
Refine TN State Standards implementation of English/Language Arts and Math	<hr/> 13
Expand Response to Instruction and Intervention to high schools and refine in elementary and middle schools	<hr/> 15
Expand digital blended learning opportunities	<hr/> 16
Maximize Employee Capacity	<hr/> 18
Refine recruitment and retention strategies	<hr/> 19
Expand employee and student health and wellness opportunities	<hr/> 21
Improve Efficiency and Effectiveness	<hr/> 23
Continue district security upgrades	<hr/> 24
Refine and expand energy efficiency opportunities	<hr/> 25
Improve organizational efficiency through technology	<hr/> 26
Study and implement county partnership opportunities	<hr/> 27
Expand pilot for on-line fee payment while researching other software application options	<hr/> 28
Engage the Public in Support of Student Achievement	<hr/> 29
Increase parent engagement	<hr/> 30
Align community resources with district work	<hr/> 33
Student Achievement Data	<hr/> 35

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 permeate 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 is gathered in a variety of ways such as mid-year open discussions conducted by district leadership. Additionally, data is 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 34.

Our Mission:

To educate and empower our students to reach their potential

Our Vision:

All students will graduate college and 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

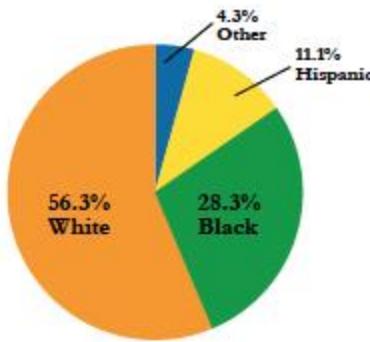
Engage the Public in Support of Student Achievement

Expand parental engagement opportunities

Align community resources with district work

2016-2017
 Total enrollment: 33,500+
 Students with disabilities: 14%
 Economically disadvantaged: 50%
 English Language Learners: 3%

*Percentages are approximate



Ethnic Distribution of Students

White: 56.3%
 Black or African American: 28.3%
 Hispanic: 11.1%
 Multiethnic 1%
 Asian: 2.3%
 Native American: 1%

2015 Achievement (3 year)

CMCSS	MATH	READ	SS	SCI
	A	B	N/A	A

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

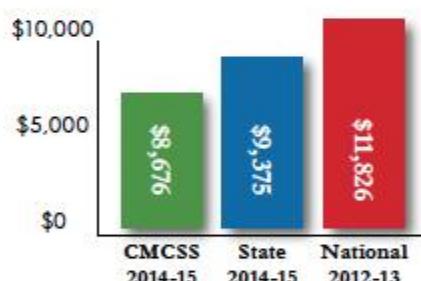


2016 Graduation Rate:

CMCSS: 95%
 Tennessee: 88.7%

ACT Scores:

CMCSS: 19.4 composite average
 Tennessee: 19.4 composite average
 All Tennessee students are required to take the ACT in 11th grade.



Per Pupil Expenditure

2015–16
 CMCSS: \$8,676*
 State: \$9,375
 National: \$11,826 (2012-13 data)

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



Our Schools

CMCSS is the seventh 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

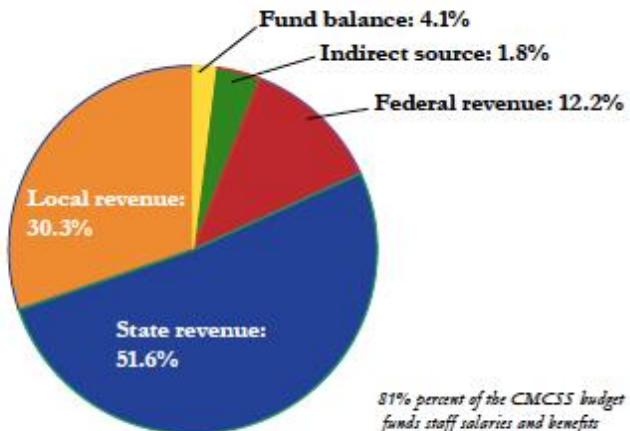


Our Employees

CMCSS is the largest employer in Montgomery County, outside of Fort Campbell
 Employees: 4,733 (includes substitutes)
 Certified teachers: 2,240

2016–2017 Budget:

Local revenue: 30.3%
State revenue: 51.6%
Federal revenue: 12.2%
Fund balance: 4.1%
Indirect source: 1.8%



CMCSS Pride Points

- Student named finalist for C.T.E. Presidential Scholars Program
- High School senior picked as state's nominee for U.S. Presidential Scholar
- National recognition for middle school robotics team
- One of nine school districts nationally with ISO 9001:2008 quality certification
- Middle School Counselor recognized as Best in Tennessee,
- Selected "Best Employer" in 2016 Best of Clarksville
- High School Academy students win Best in State in Verizon App Challenge
- Listed on the College Board's 7th Annual Advanced Placement District Honor Roll
- Received \$14.5 million in grant funding in 2015-16
- CMCSS selected as "2015 District of Distinction" by District Administrator magazine for leadership development program
- Teacher a regional finalist for Teacher of the Year 2016
- Named one of the Best Communities for Music Education by the National Association of Music Merchants 2015, 2016
- Elementary school selected for National Title I Distinguished School
- Operations Department received Tennessee Department of Environment and Conservation 2016 Sustainable Transportation Award
- High School teacher selected a 2016 Emerging Leader by the National Association for Supervision and Curriculum Development.
- Communications Department received a Golden Achievement Award from National School Public Relations Association
- Student selected for U.S. Senate Youth Program, one of two in the state



- 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
- Middle school teacher selected for prestigious Overseas World War II program
- District named to 7th Annual Advanced Placement District Honor Roll
- 2016 graduating seniors received nearly \$40 million in scholarship offers
- 2015 National School Boards Association honorable mention recognition for program implementation
- Graduation rate of 95% for 2015-16
- Dropout rate of 2% for 2015-16
- School attendance rate of 95% for 2015-16
- Elementary school principal named state School Counselor Association's "Elementary Principal of the Year"
- Girls Soccer and Girls Golf teams win state championships
- CMCSS earned a 100% score as part of the state "Safe Act"

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

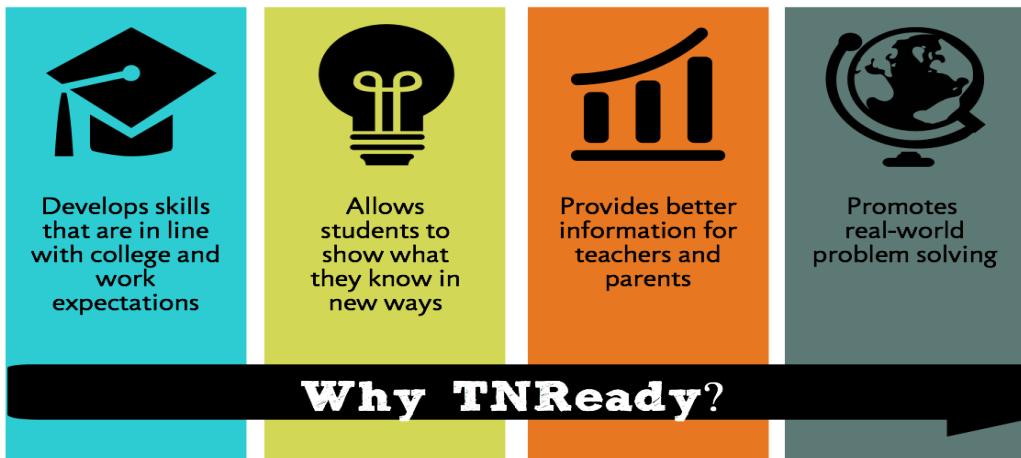
Align assessment practices with TNReady expectations

The State of Tennessee shifted assessment expectations for ELA and Math beginning with the 2015-2016 school year. Students were expected to complete TNReady online via a computer. Due to logistical and technology issues, Tennessee was only able to administer the TCAP End of Course assessments in high schools. Grades 3-8 did not participate.

Based on the logistical and technical challenges experienced last year with TN Ready the state made some shifts in testing time and the manner in which the assessment will be administered in April and May. Key shifts of the new state assessment are:

- The test is composed of only 1 part instead of 2
- ELA reduced time for testing by approximately 95 minutes
- Math reduced time for testing by approximately 25 minutes
- Questar is the new TCAP vendor
- Online assessments will be phased in over 3 years
- Assessment format and item types will remain the same

	2014-2015	2015-2016	2016-2017
Standards	Tennessee Diploma Project Standards All subjects	Tennessee Diploma Project Standards Science/Social Studies	Tennessee Education Standards RLA Math Science Social Studies
Assessment	Common Core State Standards RLA/Math	Tennessee Education Standards RLA/Math	TCAP TNReady RLA Math Science Social Studies
	TCAP All Subjects	TCAP Social Studies Part I and Part II Science TNReady RLA/Math Part I and Part II	



CMCSS ensured that district curriculum guides were aligned with state blueprints. The released blueprints delineate which standards were assessed and how much of the test time each component was comprised. In addition to aligning the curriculum guides, there was a focus on ensuring teachers had assessment items available that aligned to the Tennessee State Standards.

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

Additional Supports

- Common assessments were developed and administered in elementary and middle schools
- TNReady overview and updated curriculum guides were shared with administrators and academic coaches in May 2016
- Training focused on deconstructing standards, aligning teaching practices with new standards, and creating assessments was made available to teachers during the summer of 2016
- Curriculum Consulting Teachers provided content support during weekly Open Labs and collaboration during school hours
- Monthly professional learning was conducted for administrators and academic coaches

Next Steps:

- Continue to build assessment resources with teachers
- Administer district benchmark assessments to provide teachers feedback on students' progress toward achieving mastery of the identified state standards before the state standardized assessment
- Continue administration of common unit assessments to provide teachers with real-time data of what students know and do not know with respect to current learning targets to guide instructional decisions
- Deliver timely professional learning for principals, academic coaches, and teachers focused on the expectations of TNReady
- Continue to provide support to teachers to build content knowledge as well as assessment assistance
- Communicate state assessment and ESSA updates

Expand college and career academy opportunities

College and Career Academies entered their fourth year of full implementation within all of CMCSS's traditional high schools. Academies, existing as smaller learning communities, connect students with common career interests in order to link classwork to relevant real-world scenarios, strengthen student-teacher relationships, and focus on post-secondary opportunities in specific career fields. A team of core content teachers and a Career Technical Education (CTE) teacher work collaboratively to integrate standards from all subject areas around the career theme resulting in project-based learning opportunities for students in which they work collaboratively to demonstrate an understanding of the link between content learned in multiple subject areas 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:

	2016-17	2015-16	2014-15	2013-14
CHS	262	199	128	57
KHS	166	163	157	41
MCHS	214	164	116	50
NEHS	130	104	78	28
NWHS	202	156	102	51
RHS	190	136	86	46
WCHS	237	188	112	52
Total	1401	1110	779	325

Academy teachers participated in externships within a business or industry aligned to their career theme during the summer of 2016. Participation in these externships allowed teachers to engage in real-world experiences related to their respective academy themes and encouraged them to bring those experiences back into their classroom as standards-based challenges for their students.

Four Academies hosted career-themed summer camps for students in grades 4-8 during the summer of 2016. These camps were run by students entering their senior year and were overseen by Academy teachers. High school students planned appropriate activities for their younger counterparts and served as mentors for students who attended. These camps afforded 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 to all seven. Individual students within each Academy were assigned laptops for use both in and out of school. Multiple professional learning sessions were offered to teachers to enhance their understanding of programs such as Google Classroom and PowerSchool Assessment.

Administrator Professional Learning Communities (PLCs) took place in order to support academy administrators with leading their academies. A significant portion of the PLCs focused on determining each Academy's current state within the district's 5-year master plan for college and career academies.

Currently, all seven CMCSS Career Academies offer the Work-Based Learning (WBL) curriculum to 11th through 12th grade students. The WBL class builds on classroom-based instruction by providing students opportunities to develop employability skills through experiences such as internships and paid work experiences during the regular school day. Students earn high school credit for capstone WBL experiences. WBL teachers are trained by the TN Department of Education to coordinate these WBL experiences for students.

Examples of WBL student experiences include opportunities to work on school campuses, internships off campus, and paid work experiences off campus. Academy WBL students at Montgomery Central High School are trained in growing produce in the Greenhouse while Academy WBL students at Rossview High School work for non-profit agencies to design print or digital materials. 100% of WBL students at Clarksville High School and Northwest High School are either participating in internships off school campus or gainfully employed off campus two-to-three days a week during the regular school day. CMCSS Academy WBL students participate in internships or paid work experiences with numerous local businesses. During the fall semester, over 100 Academy students were enrolled in a WBL class.

Next Steps:

- Academy Information Sessions and Registration for incoming 9th graders
- Continue monthly administrator PLCs
- Track the college or career paths of graduating seniors
- Expand internship and certification opportunities for students through work-based learning classes
- Expand summer Academy camp opportunities for elementary and middle school students
- Continue to build community engagement

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

For the TN State Standards in ELA and Math, the State Department of Education released curriculum blueprints for the 2016-2017 school year, which outlined what standards would be addressed, how much of the assessment would be aligned to each standard, and during which subsection of the TNReady test each standard would be assessed. CMCSS Curriculum guides were aligned to the state blueprints to ensure standards were addressed. Resources continued to be identified to embed into the CMCSS Curriculum Navigator. Curriculum Navigator houses curriculum documents and resources for teachers. Parents can also access the Navigator to view an outline of the course standards by unit.

Teachers and administrators were trained throughout the summer of 2016 to prepare for instructional shifts in ELA and Math.

2016-2017 instructional shifts in ELA:

- Build knowledge of students in all disciplines through reading, writing, speaking and listening
- Use evidence-based information from a variety of sources to defend claims and support ideas
- Use complex texts to prepare for college and career

2016-2017 instructional shifts in Math:

- Develop a conceptual understanding of math and use it correctly when problem-solving
- Connect math learning from one year to the next
- Understand numbers and what they represent, know math facts, and apply math skills appropriately

The most significant instructional shift in Math was 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. Teachers and administrators were offered professional learning opportunities throughout the first semester to support these shifts. Administrator professional learning focused on how to support teachers with the instructional shifts during planning sessions and within classrooms.

In addition, teachers and administrators were trained and reminded of the importance of clear learning targets for students. Clear learning targets ensure students know what they will be expected to know and do at the end of a lesson. The instructional team partnered with the Communications Department to develop a video for parents to explain clear targets. An example of a clear learning target is below:

Standard
Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.
Clear Target
I can determine the best words to convey the level of meaning in my writing.

Next Steps:

- Continue to provide professional learning on effective teaching strategies that will lead to student mastery of the TN State Standards
- Continue to share the importance of ensuring students gain conceptual understanding in Math
- Support teachers as they work to embed writing into daily instructional routines
- Continue to add resources to curriculum guides for teachers
- Prepare schools for TNReady administration in the spring

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

This year, Response to Intervention and Instruction (RTI²) was fully implemented in elementary, middle, and high schools. The purpose of RTI² is to identify students with skill gaps in math and reading and provide interventions that will help ensure those students can be successful in the general education classroom.

All students in elementary and middle school were assessed with a universal screener called Pathdriver. Based on data from the universal screener, students were identified to receive intervention based on the area(s) of deficit and grouped according to their specific needs. Research suggests that 15%-20% of students within a district should be receiving skill interventions, while 80%-85% are able to be serviced through Tier 1 instruction. Currently, the district has observed the following percentages:

%AGE of STUDENTS FALLING WITHIN INTERVENTION RANGE (research indicates 15-20%)						
	READING			MATH		
	Fall	Winter	Spring		Fall	Winter
2014-15	15%	16%	18%		23%	20%
2015-16	14%	14%	16%		19%	16%
2016-17	18%	17%			20%	17%

%AGE of STUDENTS FALLING OUTSIDE INTERVENTION RANGE (research indicates 80-85%)						
	READING			MATH		
	Fall	Winter	Spring		Fall	Winter
2014-15	85%	84%	82%		77%	80%
2015-16	86%	86%	84%		91%	84%
2016-17	82%	83%			80%	83%

The district focus has been on supporting all elementary, middle and high schools engaged in RTI² throughout the year. PLCs were held for administrators and academic coaches to support their leadership of RTI² within each building.

During these PLCs, research-based best practices were shared among schools. The success and failure of previous experiences and intervention strategies were also shared. In addition, processes needing refinement from Year 1 to Year 2 were addressed. PLCs also included a sharing of strategies that could be used to increase the quality of Tier I instruction along with ways to refine skill intervention strategies for Tiers II and III. In addition to the shared strategies, teachers have access to a district created intervention database where they can find research-based strategies written for specific grade levels and area of deficits.

Next Steps:

- Provide training and intervention resources for teachers
- Continue refining the quality of interventions and provide necessary support
- Refine the quality of documentation and provide necessary support
- Continue refining communication processes

Expand digital blended learning opportunities

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 an element of student control over time, place, path, and/or pace that is provided using digital content and tools. CMCSS expanded digital learning across the district. More than 20,000 new laptops were purchased to give students and teachers increased access to technology. The district was able to leverage textbook resources to acquire additional technology for student usage.



The district accomplished the following in preparation for DBL:

- Three-year goals for DBL were communicated with stakeholders
- Administrators, academic coaches and teachers were trained on research-based best practice foundations of DBL and implications for the classroom and student learning
- A digital assessment platform was identified to support teachers with delivering timely instruction based on student areas of deficit
- A plan was developed to support schools with implementation of increased technology

Next Steps:

- Continued professional learning and training
- Continue identifying and integrating online resources into core content area pacing guides
- Continue to identify alternative funding sources to sustain technology integration
- Identify most valuable resources currently in place
- Increase availability of resources for students and parents
- Explore additional 1:1 opportunities

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. The Human Resources Department continued to partner with other Clarksville-Montgomery County School System (CMCSS) personnel to attend local, regional, state, and out-of-state university-sponsored career fairs. Representatives from CMCSS also attended career fairs at universities with diverse student populations to enhance minority recruitment efforts.

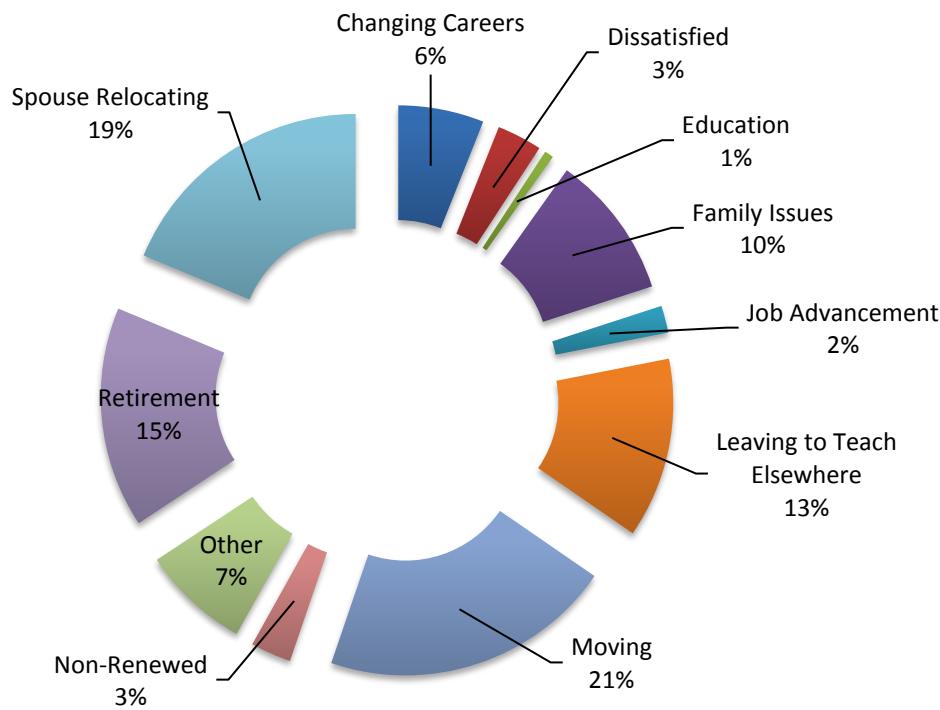
In regards to eligible certified applicants, this academic year has been especially challenging. The educator candidate shortages have expanded to the elementary applicant pool. In response to the shortages, employment opportunities have been extended to candidates following the job-embedded licensure path.

2015-2016 Educator Retention Rate = 86%

2015-2016 Educator Turnover Rate = 14%

2015-2016 New Educator Retention Rate = 77.1%

Separation Reasons for Certified CMCSS Employees



Next Steps:

- Finalize plans for the CMCSS hosted career fair
- Establish a continuous improvement team to enhance retention strategies
- Explore immediate contract offers for exemplary career fair candidates

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.

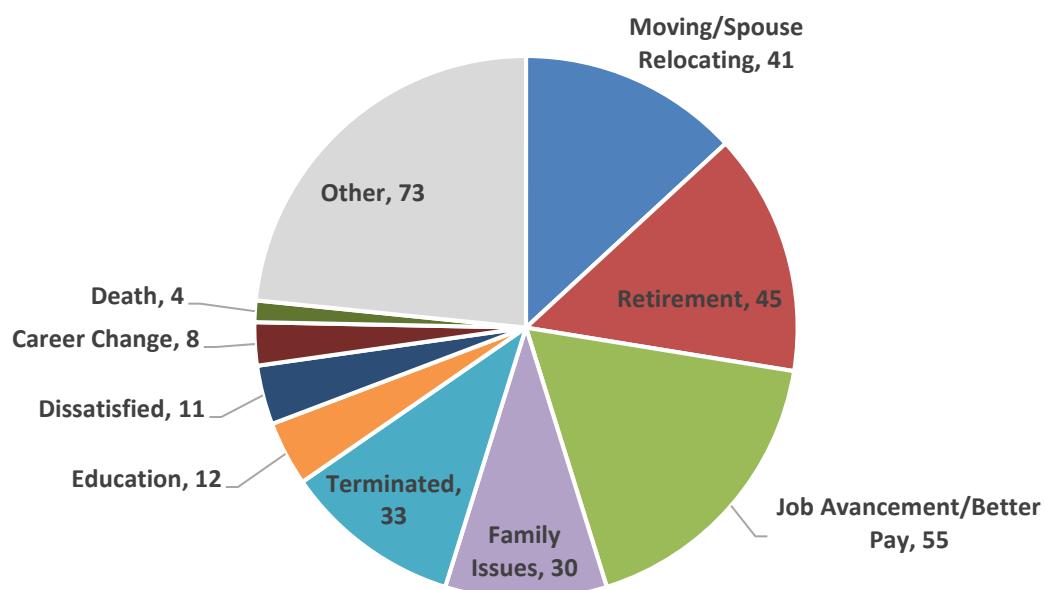
An advanced recruitment effort for classified positions includes a partnership with Goodwill to provide monthly sessions focused on assisting potential applicants to complete the application process. During these sessions, HR associates provide direct support to applicants. This has increased the number of completed applications, providing a larger pool of eligible applicants.

During the 2015-2016 school year, 426 new substitutes were hired. Currently, the program continues to average approximately 400 active substitutes at any given time. Approximately 40 subs are hired monthly in an effort to build the available substitute pool. The Substitute Program is an excellent internal recruitment opportunity and provides applicants the opportunity to experience a position and further develop skills. As of December 2016, 358 substitutes have been hired into permanent positions across the district.

2015-2016 Classified Employee Retention Rate = 82.4%

2014-2015 Classified Employee Turnover Rate = 17.6%

Separation Reasons for Classified CMCSS Employees



Next Steps:

- Continue to develop substitute to permanent employment strategy for recruitment to fill classified and certified positions
- Streamline application process and increase application support with improved function of applicant tracking program
- Plan and implement position specific job fairs and recruitment efforts

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 21,000 patient visits per year in 2015 and 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.

Beginning August 2016, the newly named and reformed CMCSS Alive & Well Employee Wellness Program has implemented several programs and opportunities, including a points incentive program, a weight management program, nutrition counseling, fitness tournaments, nutrition classes, biometric screenings, and more. These programs are 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 provides opportunities for participation and learning, while allowing employees to earn points and incentives for their efforts towards a healthier lifestyle. Currently, the Be Alive Points Program has enrolled more than 650 participants.

Student Wellness

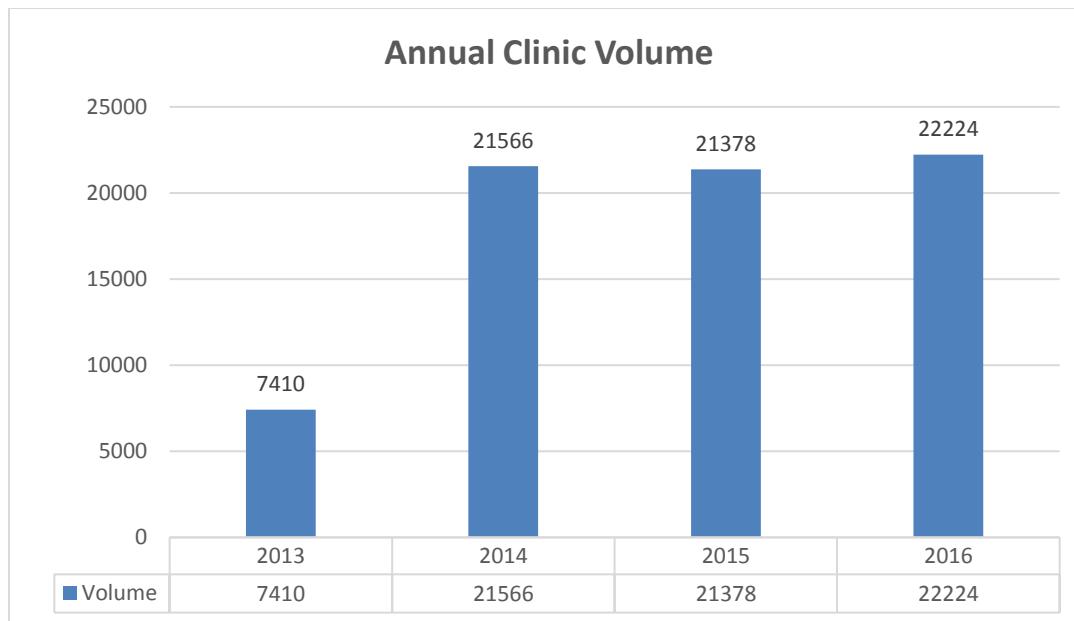
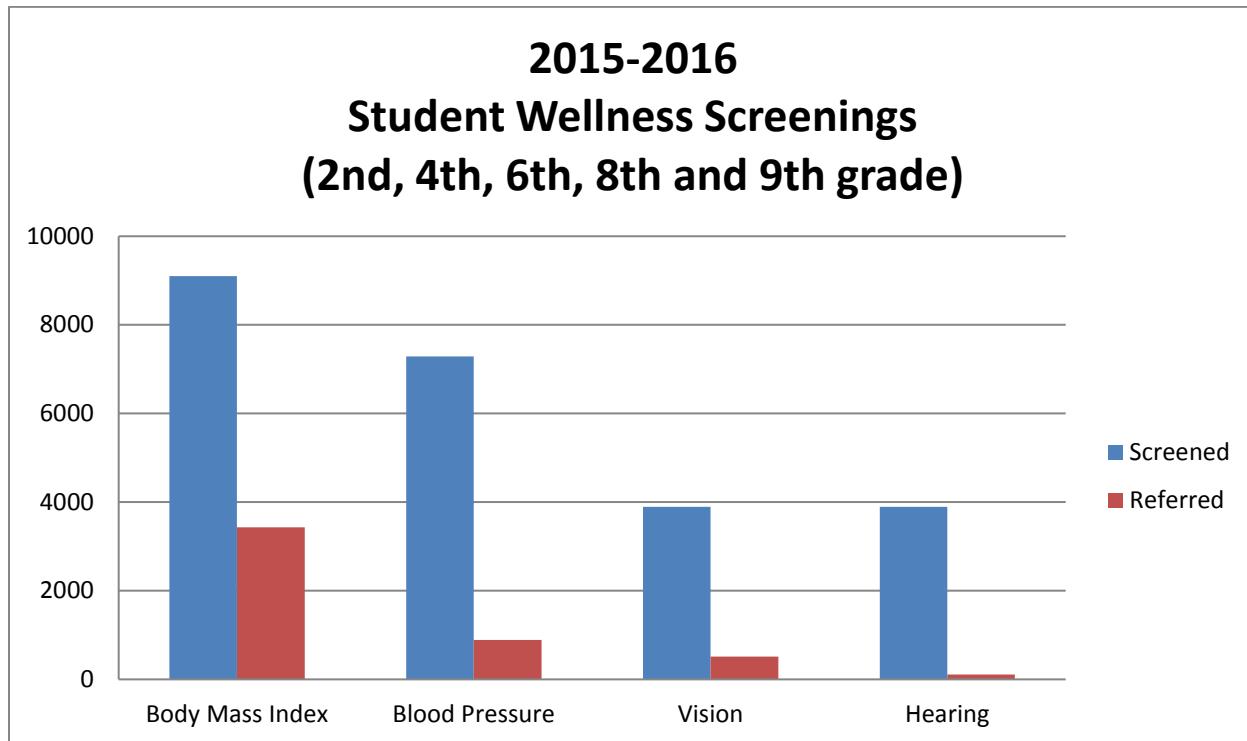
Coordinated School Health (CSH) is working to reduce the childhood overweight/obesity rate among CMCSS Students. The CSH office continues to receive quarterly PAPE (Physical Activity/ Physical Education) reports to monitor compliance with the Physical Activity Law, promote physical activities within the classroom setting, and provide schools the opportunity for mini-grants. During fall 2016, schools were awarded a total of \$49,813.44 in mini-grants. Healthy School Teams have been 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.

Next Steps:

- Continue 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

Next Steps (continued):

- 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



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. Two high school and five middle school front entrance security enhancements have been submitted to the Fire Marshall for final approval, and bids are anticipated in January 2017. Construction on these entrances is scheduled to begin in late January or early February and all projects are scheduled to be operational for the 2017-2018 school year. The Maintenance Department is 73% complete on the shelter in place mechanical shutdown system. Operations has completed 78% of the district buildings under the CPTED landscape guidelines. School security audits are ongoing with areas of improvement noted and emphasized. School video security systems are being upgraded with additional enhanced cameras.

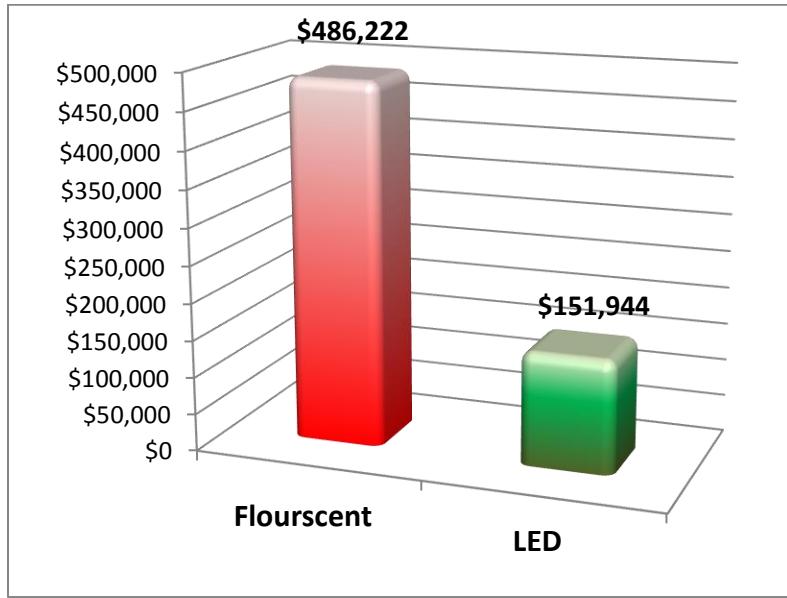
Next Steps:

- Continue to upgrade GPS system on district buses
- Incorporate safety and security upgrades and implement as financially feasible
- 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 our facilities and vehicles
- Audit existing safety protocols

Refine and expand energy efficiency opportunities

The district continues to save energy dollars by maintaining set point temperatures within all buildings. In 2016, the Energy Champions in each school and administrative facility in the district conducted two meetings focusing on how to save energy and lower the carbon footprint of the district. The focus is on three areas: *Lights Off, Shut It Off, and Shut It Down*. The district has developed new posters and light switch covers featuring a new motto of “LOLO,” Last Out, Lights Off. The district has completed the study of the LED retrofit that was installed at Moore Magnet, Rossview Middle, and Kenwood High Schools. The district is currently working on completing an inventory of all light fixtures inside all district buildings. 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. The district has received a grant for the cost difference between propane and diesel buses, so the district will be purchasing fifteen new propane converted buses next year.

***Estimated CMCSS District-Wide Classroom Lighting Cost Comparison
Fluorescent Cost vs. LED Cost Per Year***



Next Steps:

- Continue school energy audits, compiling and analyzing results to determine necessary adjustments; take actions as warranted
- Continue to complete light fixture count at all district buildings and determine cost of LED retrofit by the end of this year
- Continue addressing energy savings and encouraging conservation actions

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 accomplished through constant evaluation of existing hardware, software, and processes.

During the fall 2016 semester, the Technology and Communications Departments 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.

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 and allow current employees to recover and reset lost passwords. Technology also has implemented a template for school club and athletic groups to expand their online presence.

Additionally, Technology is working with the Human Resources and Business Affairs Departments to identify solutions for electronic document scanning and storage. With the Operations Department, Technology has managed the installation of new security cameras at 25 school locations and is reviewing the current Transportation software to identify opportunities for refinement.

Next Steps:

- Full implementation of the in-county mileage reimbursement system
- Continue to research possible solutions for electronic document scanning and storage
- Continue to work with each department to ensure continued and improved organizational efficiency

Study and implement county partnership opportunities

Discussions with the county officials seeking mutually beneficial efficiencies and economies of scale led to this discussion. Initial meetings between the two bodies identified areas to study. There were commonalities that existed and potential opportunities for both to take advantage of those commonalities. One of those was the financial software. Funds were earmarked in the budget for the possible integration of the county and CMCSS' financial software. Meetings were held between county and CMCSS finance staff and the financial software company to identify potential savings and efficiency opportunities through the integration of the software. All parties determined that integration would lead to less efficiency and effectiveness because of major differences in data base set-ups.

Existing partnerships are already in place between the organizations that provide some efficiencies, but were further examined. Opportunities for efficiencies and savings were also identified 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. Other areas of efficiencies were also studied and will continue to be reviewed for savings.

Next Steps:

- Explore feasibility of CMCSS supplying fuel to Sheriff Department vehicles at CMCSS's cost
- Explore feasibility of county roads department providing paving services to CMCSS at the county's cost
- Continue to explore opportunities for savings and efficiencies in all departments

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

The on-line fee pay pilot was in place for the 2015-2016 school year at the West Creek complex and was expanded to the Rossview 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 our school Bookkeepers.

School Pay, the on-line fee pay solution currently in use, has been able to resolve some of the issues experienced last year, but the partnership between the two companies is not compatible. CMCSS' Business Affairs staff have identified a new on-line fee pay solution (OSP) that will replace School Pay for 2017-2018 for the same six pilot schools.

Next Steps:

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

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, Kentucky 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 benefits all students and parents in both districts, addresses issues regarding transition challenges for students and seeks 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 assessments 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 2016, Volunteer Coordinators reported 2,397 sign-ins, 677 of whom were military personnel meeting some sort of volunteer activity within the schools. The total number of volunteer hours was 12,419 for a quantitative value of \$292,591. .

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 CMCSS digital calendar provides parents a convenient way of staying in the know about school events and activities. School Information Coordinators reported making 4,590 postings between August and November 2016. These postings include website, digital calendar, volunteer portal, and social media.

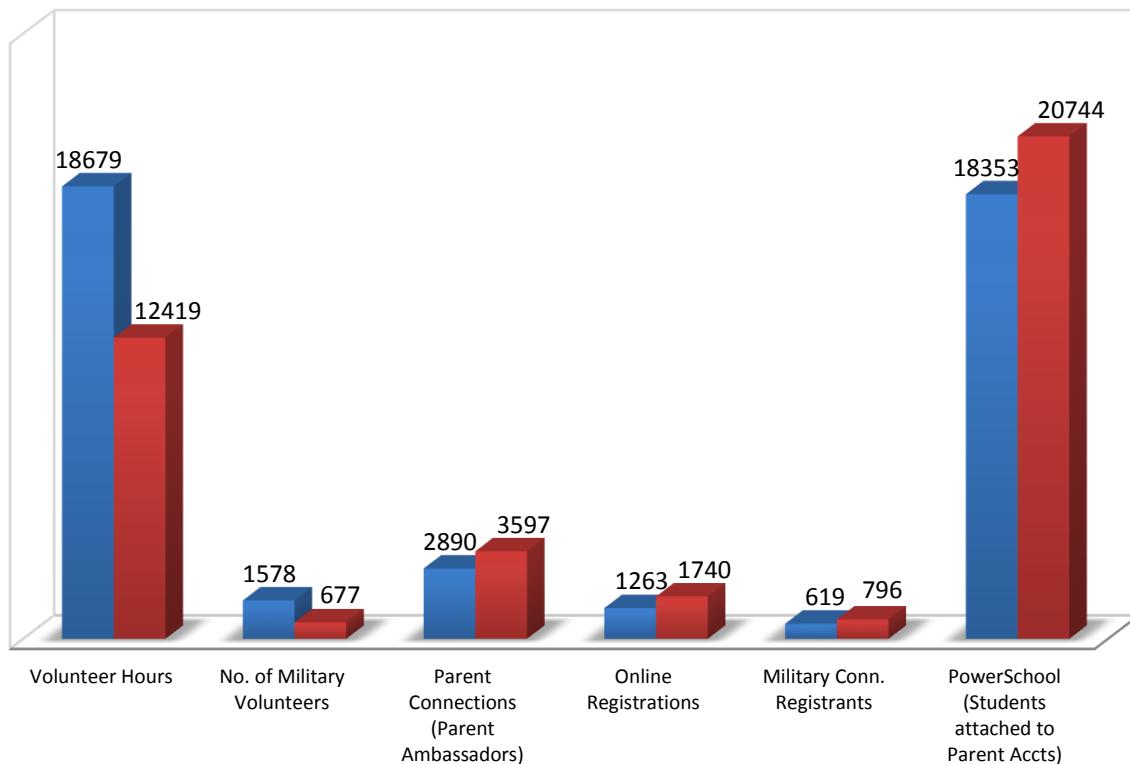
Parent Ambassadors

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 2016, Parent Ambassadors logged just under 796 hours and connected with over 3,597 parents in furthering their efforts to help parents become more involved and better informed about school and district activities.

Family School Connection

Semester Comparison

■ Fall 2015 ■ Fall 2016



EngageTV

EngageTV provides parents with videos 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. Although CMCSS has had 22 videos posted, only nineteen videos are currently available for viewing, as some videos are removed as the content becomes obsolete.

Online Registration

Online Summer Registration 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 2016-2017 school year. The summer online pre-registration process resulted in 1,740 pre-enrollments; of those, 796 or 46% had a military connection.

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 families who do not have internet at home decreased by 31% since 2014.

PowerSchool

As of October 6, 2016, 20,744 or 62% of district students are associated with at least one PowerSchool parent account, indicating a 49% change from the reported baseline of 14,027. Parents may utilize one PowerSchool account that is directly associated with more than one student reflecting a low number of parent accounts in relation to the number of students enrolled.

Next Steps:

- Research the use of Facebook Live as a method to expand Engage TV that is more closely related to the internet and social media habits of our parent base
- Continue participation in community outreach to share information about our schools and assist with PowerSchool sign-ups
- Explore sustainability options of parent engagement work

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.

- An overview video was created and shown at all 39 schools so that CMCSS employees have a better 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.
- An overview of the Education Foundation was presented to three community civic groups.
- A professional marketing group was consulted on ways to strengthen brand recognition.

Next Steps:

- Seek out three additional community groups with which to share the work of the CMC Education Foundation
- Produce new promotional materials to disseminate throughout the community

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.
- A monthly newsletter has been implemented to improve communication with PIE representatives.

Next Steps:

- 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
- Develop and implement district-level incentives to recognize strong partnerships



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: 10.12016

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				