



**Clarksville-Montgomery
County School System**

2017-2018

**End of Year Review of Strategic
Work**

June 2018



End of Year Review of 2017-2018 Strategic Work

Foreword	4
Improve Student Achievement	5
Implement Revised Tennessee State Standards	6
Align Assessment Practices with TNReady	8
Personalize Student Learning through a Blend of Direct Instruction and Technology	10
Individualize Professional Learning Opportunities	12
Maximize Employee Capacity	13
Increase Employee and Student Health and Wellness Opportunities	14
Refine Recruitment Efforts to Improve Staff Retention	16
Improve Efficiency and Effectiveness	20
Improve Organizational Efficiency through Technology	21
Upgrade the System Network to Support Digital Blended Learning	22
Improve Energy Efficiencies	23
Address School Capacities	24
Implement School-based Financial Software to Improve Efficiency	25
Engage the Public in Support of Student Achievement	26
Continue to Expand and Increase Community Partnerships	27
Develop User-friendly Online Resources for Stakeholders	28
Student Achievement Data	29

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 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. Community support is counted among the district's key assets and plays a major role in student success.

This document 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 an end of 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.

Improve Student Achievement

Implement Revised Tennessee State Standards

Align Assessment Practices with TNReady

Personalize Student Learning through a Blend of Direct Instruction and Technology

Individualize Professional Learning Opportunities

Implement Revised Tennessee State Standards

Over the course of the past two years, the state completed a process of standards review and revision for math, English Language Arts (ELA), and science standards in grades K-12. As the graphic below shows, 2017-2018 is the first year that these completely revised standards are being taught and tested in math and ELA. New science standards will not be taught or tested until next school year.

Subject	Standards Proposed to State Board for Final Read	LEAs: New Standards in Classrooms	Aligned Assessment
Math	April 2016	2017-18	2017-18
ELA	April 2016	2017-18	2017-18
Science	October 2016	2018-19	2019-20 (18-19 SAFT)

The focus of teacher training during the summer of 2017 in ELA and math revolved around ensuring that teachers understood the changes in both nomenclature and expectations of standards that were made between the 2016-2017 and 2017-2018 school years. The majority of shifts in math standards revolved around a focus on conceptual understanding of standards, with an increased emphasis on fluency in the early grades. The majority of ELA standards shifts revolved around the building of knowledge through reading, writing, speaking, and listening, and the sharing of that gained knowledge through writing and speaking.

District content experts worked with curriculum lead teachers to update scope and sequence documents that teachers use to update lesson plans and assessments. The Curriculum Navigator was updated to allow parents' access to outlines of course standards by unit. District benchmarks and common assessments were amended to align with the revised standards.

To help build a deeper understanding of content expectations across subject areas, lead teachers were chosen from each building in middle and high school, and from groups of schools in elementary school, for all core subject areas. These teachers meet monthly with district content experts and colleagues for professional learning. Following each monthly meeting, the lead teachers in middle and high school return to their buildings to share their learning with others in the department. In elementary school, lead teachers host follow-up meetings for additional teachers across the district.

Beginning in January, the professional learning focus of principal meetings included sharing of the new science standards and the changes in pedagogy that will be required of teachers in order to fully meet the expectation of the standards. School leaders were led through a series of sessions to share in their buildings with teachers to develop a building level awareness. Curriculum Directors and STEM Consulting Teachers worked with Lead Teachers to plan science specific professional learning to take place across the district on May 1st. Teachers attended grade level specific science content training to begin diving into the new science standards to strengthen their understanding prior to implementation in 2018-2019.

Next Steps:

- Continue to provide professional learning on effective teaching strategies that will lead to student mastery of the TN State Standards
- Support lead teachers in implementing strategies that help students gain deeper conceptual understandings in math and embedding writing into daily instructional routines
- Continue to work with lead teachers to gather and share traditional and digital resources aligned to the teaching of standards
- Build teacher understanding of vertical progression of standards so that teachers better understand the expectations of the standards at the levels below and above the one in which they teach

Align Assessment Practices with TNReady

TNReady, the state assessment for ELA, math, science, and social studies, was administered in April of 2018 for all students in grades 3 through 11. Administration of the assessment for students in grades 3 through 8 was through the traditional paper and pencil format, while high schools completed testing in an online format. Results of these assessments are anticipated to be returned to the district throughout the summer of 2018 and made public following district release.

To ensure the readiness of students taking these assessments, the state released assessment items from previous TNReady assessments. The district provided teachers and administrators with guidance related to the use of these items as well as professional learning opportunities and a wide variety of district-created resources to familiarize them with TNReady-like items.

Throughout 2017-2018, teachers focused collaborative planning time on aligning classroom assessment practices to TNReady expectations. Elementary and middle school students completed district-wide common assessments for each unit of study in math, language arts, and social studies. Students in these grade levels also completed three science benchmark assessments at regular intervals during the school year. High school students completed district-wide common assessments in core subject areas (ELA, math, science, and social studies) three times during the school year: fall, mid-year, and spring. Common assessments were delivered via traditional paper and pencil format as well as through online platforms so that students would have exposure to the formats of testing that were utilized during the spring testing window.

Classroom teachers were provided access to each assessment or set of question stems in advance of the testing windows for review and input. Teachers used the data from these common assessments to determine areas of strength and opportunities for growth, as well as to provide students opportunities for remediation and enrichment. District personnel used the data from these common assessments to determine further professional learning needs of teachers and to create additional supporting documents for use with students in classrooms.

Next Steps:

- Review updated TNReady Assessment Overview Documents and Resources
- Update scope and sequence documents based on state changes to TNReady assessments
- Identify systemic areas of deficit and provide professional learning and resources based on these deficits
- Continue to provide teachers with guidance around state released and district created assessment resources
- Continue to refine the item types on common assessments to more accurately mirror the item types found on TNReady
- Deliver timely professional learning to principals, academic coaches, and teachers focused on the expectations of TNReady

Next Steps (continued)

- Communicate state assessment and ESSA updates to principals, teachers, and parents
- Organize assessment teams to construct common unit assessments in science using new standards

Personalize Student Learning through a Blend of Direct Instruction and Technology

Throughout the spring semester, teachers across the district continued to hone their skills at blending traditional materials and practices with technology tools and resources. To this end, Technology Integration Coaches (TICs) worked with individual teachers at every level to model best practices for technology integration into daily practices and routines. Curriculum Consulting Teachers (CCTs) worked to align the content of purchased resources such as Discovery Techbooks, Active Classroom, and Actively Learn with standards documents for teacher planning and classroom use. The graphic below showcases the multitude of practices and resources that constitute the blended learning environment which CMCSS teachers are working towards.



District personnel utilized Google Classrooms to house and distribute professional learning materials. Principals, in turn, did the same with faculty, which translated into staff members utilizing Google Classroom with students.

In a number of schools, “Tech Tuesdays” or other collaborative opportunities were implemented for teachers to learn from their colleagues. During these professional learning sessions teachers, TICs, and CCTs volunteered to spend time after school showcasing technology tools that they were comfortable using in their classrooms. Teachers attempted to tie the use of the practices and resources showcased during “Tech Tuesdays” to one or more of the goals of a blended environment: effectiveness, ownership, and engagement.

Members of the Senior Instruction Team visited the Orange County School System in Florida to collaborate on best practices for implementing and sustaining a blended model of instruction. Team members collaborated upon their return to develop and reenergize the district's plan for supporting this area of strategic work.

Next Steps:

- Update expectations for administrator, teacher, and student roles related to technology usage for the 2018-2019 school year
- Offer technology infused professional learning opportunities to teachers and administrators during the summer ENGAGE conference
- Continue to research and identify best practices from schools across the country
- Communicate the blended learning expectations to administrators, faculty, and students
- Refine curriculum guides to include technology resources when appropriate
- Increase collaboration between TICs and CCTs
- Continue to showcase teachers who have adopted a blended model effectively in their classrooms
- Work with the Communications Department to increase parental awareness of the blended learning initiative

Individualize Professional Learning Opportunities

Throughout the 2017-2018 school year, the professional learning department explored the ways to implement best practices for individualized professional learning. Micro-credential opportunities were identified as a way to provide a wider range of professional learning options to individual teachers. Micro-credentials provide an opportunity for employees to learn through an online platform, to explore articles, online tutorials, and videos, and then work with others to put the online learning into practice. Currently, CMCSS has created micro-credential opportunities for Explicit Instruction, the district instructional model, and the SAMR model for technology inclusion. Pilot groups will begin earning micro-credentials in 2018-2019. CMCSS also developed an online professional learning opportunity to address the questioning indicator from the TEAM teacher evaluation rubric. The course will be released to CMCSS teachers in late June.

The second annual ENGAGE Professional Learning Conference launched on June 4, 2018 with an inspirational keynote from Mr. Millard House, Director of Schools. This year's conference again offered more than 1,000 learning opportunities designed to give teachers more choices to meet their professional growth goals. Most ENGAGE sessions were led by CMCSS teachers and administrators from across the district to use existing expertise to build capacity in others.

PRIDE District Orientation was expanded from one to two summer offerings: two days in June and two days in July. Feedback from previous PRIDE participants indicated that those who were hired early in the summer would benefit from the offering of PRIDE activities earlier. The additional offering will allow new teachers more time to use their learning from PRIDE to prepare for students prior to the start of the school year.

Research indicates that new teachers need three years of effective induction in order to become the best teachers they can be. With this in mind, a New Teacher Induction Facilitator position was approved for the 2018-2019 budget. This new position will allow the district to explore expanding new teacher supports while assisting the New Teacher Induction Coordinator with new teacher induction and training.

To better support classified staff, surveys were conducted to identify areas of need. Some areas that arose included customer service, communication, working with difficult people, and conflict resolution. Professional learning sessions were offered throughout the year to meet those specified needs. Additionally, Professional Learning began to study the feasibility of an induction model to better support educational assistants as they enter their roles.

Next Steps:

- Create an information marketing plan to introduce micro-credential opportunities
- Continue to expand learning opportunities for classified staff
- Continue to expand online learning opportunities
- Continue to explore innovative solutions to individualized professional learning

Maximize Employee Capacity

Increase Employee and Student Health and Wellness Opportunities

Refine Recruitment Efforts to Improve Staff Retention

Increase Employee and Student Health and Wellness Opportunities

The CMCSS benefit plan continues to provide an effective workplace health clinic, providing high quality healthcare services to employees and dependents. Onsite Employee Health and Wellness Clinic (Onsite Clinic) experienced usage of more than 22,000 patient visits per year in 2016 and 2017, which has contributed to the cost containment of health care spending. The Onsite Clinic 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 this year, including the Be Alive Points Program, the Kickstart Weight Management Program, fitness tournaments, nutrition classes, biometric screenings, and exercise events. In pursuit of increasing participation in the program, an online portal was created for the Be Alive Points Program. Enrollment increased from 650 participants in 2016-2017 to over 1,500 participants during 2017-2018. A Facebook group, called Alive & Well Pop-ups, was also created to alert participants of upcoming exercise-related events. This group has almost 500 members. In addition to increasing the number of exercise-related opportunities, monthly and annual incentives were introduced to motivate employees to continue their efforts towards a healthier lifestyle.

Student Wellness

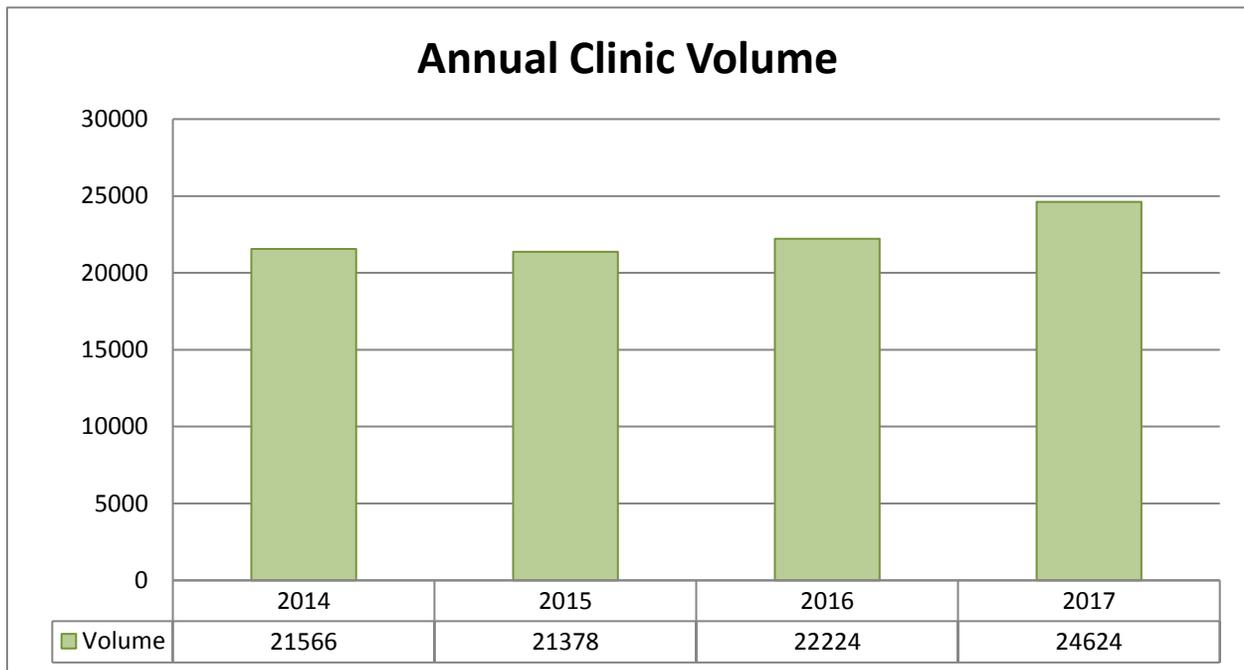
Coordinated School Health (CSH) is working to reduce the childhood overweight/obesity rate among CMCSS students. The CSH office continues to receive quarterly Physical Activity/ Physical Education (PAPE) reports to monitor compliance with the Physical Activity Law, promote physical activities within the classroom setting, and provide schools the opportunity for mini-grants. During 2017-2018, schools were awarded a total of \$62,005.70 in mini-grants. Each school has implemented Healthy School Teams, which work to improve student health and wellness. CMCSS was awarded the CMC Community Health Grant during the summer of 2017 in the amount of \$24,326.54. This grant funded outdoor fitness equipment at New Providence Middle School to be used by students, staff, and the community.

Next Steps:

- Continue to implement programs and events, such as exercise experiences, competitions, tournaments, fitness challenges, and nutrition and wellness education classes
- Promote participation in wellness program through the use of social media, online tools, new opportunities, and incentive programs
- Continue to promote and facilitate voluntary biometric screenings - events that measure blood pressure, blood glucose, body weight, cholesterol, fitness levels, etc.
- 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, and newsletters
- Monitor utilization of wellness program and outcomes
- 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

Next Steps (continued):

- Continue to conduct student wellness screenings aimed at identifying, referring, and preventing diagnosis of chronic illness, with the addition of screening Kindergarten
- Continue to apply for additional grant funding
- Explore expansion of Onsite’s Electronic Medical Record (EMR) capabilities to include patient portal opportunities
- Explore capability of online patient scheduling at the Onsite Clinic through the EMR
- Promote the patient service options available through the Onsite Clinic
- Explore additional opportunities to steer patients to the Onsite Clinic to continue cost containment



Refine Recruitment Efforts to Improve Staff Retention

Certified Team

Recruitment and retention efforts were analyzed in preparation for the 2017-2018 school year. Multiple district and school-level representatives partnered with the Human Resources Department to cover numerous recruitment events, sponsored by local, regional, statewide, and out-of-state universities. Relationships with university contacts were strengthened, and CMCSS was selected as Austin Peay State University's primary partner for the state-facilitated Primary Partnership agreement process. This agreement process has led to a more collaborative, mutually beneficial relationship.

In the fall, CMCSS was awarded a Diversity Innovation Grant (DIG) to research and plan approaches to attract a more diverse educator population. CMCSS examined national best practices, and invited experts from Fresno Unified School District and the Denver, Colorado based Pathways2Teaching program to share a multi-faceted approach to strengthen the teacher development pipeline. CMCSS also opted to partner with Nashville Teacher Residency to offer a yearlong residency to classified employees. Several employees with bachelor's degrees expressed interest in the program to obtain a teaching license in one year. The selected classified employees will be placed with exemplary educators at three of CMCSS middle schools, for the 2018-2019 school year. In addition to the residency component, candidates will be obligated to complete coursework and assessments to successfully fulfill the educator licensure requirements. Additionally, Human Resources personnel determined the Historically Black Colleges and Universities (HBCUs) and Hispanic Serving Institutions (HSIs) with quality educator preparation programs. CMCSS was not awarded the second phase of the Diversity Innovation Grant, but the recruitment budget was used to include additional HBCU career fair coverage. Moreover, the Human Resources certified team hosted a CMCSS Teacher Job Fair on April 6, 2018. More than 50 contracts were offered as a result of this event.

A Continuous Improvement Committee (CIC) was established to analyze the district's retention strategies, as well as national best practices. The committee, chaired by the Chief Human Resources Officer, Jeanine Johnson, included a diverse group of principals, assistant principals, and district leaders. After the first meeting was held, the CIC was divided into two groups to specifically address the practices for certified and classified employee retention.

The following table provides information about the university-sponsored career fairs attended by CMCSS representatives:

Date of Event	Career Fair	Number of Potential Candidates
10/27/2017	Western Kentucky University	28
11/1/2017	Eastern Illinois University	20
11/1/2017	Vanderbilt University	13
11/10/2017	Murray State	20
11/14/2017	University of North Alabama	49
12/11/2017	Austin Peay State University	20

Date of Event	Career Fair	Number of Potential Candidates
12/13/2017	Middle Tennessee State University	12
2/12/2018	Vanderbilt Interview Relay	9
2/19/2018	Charting the Course for New Teachers - Nashville	9
2/14/2018	Tennessee State University - Spring Internship	18
3/1/2018	Lee University, Tennessee	14
3/1/2018	University of Tennessee, Chattanooga	18
2/22/2018	Nashville Area Career Fair	17
3/7/2018	University of Tennessee, Knoxville	23
3/8/2018	Union University	11
3/16/2018	Murray State University	27
3/20/2018	Tennessee Technological University	28
3/22/2018	Tuskegee University	22
3/23/2018	Western Kentucky University	49
3/27/2018	University of Kentucky	14
3/28/2018	Kentucky State University	6
4/5/2018	Jackson State University	25
4/9/2018	University of Toledo	11
4/10/2018	University of Akron, OH	23
4/11/2018	Ed Expo, University of Findlay, OH	11
4/10/2018	University of Southern Indiana	24
4/11/2018	Teacher Candidate Interview Day, Indiana	15
4/12/2018	East Tennessee State University	33
4/11/2018	Freed-Hardeman University	22
4/17/2018	Northeastern State University, Oklahoma	12
4/17/2018	Central Michigan University	17
4/18/2018	Western Michigan University	10
4/19/2018	University of Michigan	9
4/20/2018	Eastern Michigan University	18
4/30/2018	Austin Peay State University	56

Next Steps:

- Human Resources personnel will analyze the number of candidates hired as a result of university career fair coverage
- Human Resources personnel will continue to strengthen relationships with university representatives, including HBCUs and HSIs
- The CIC will propose practices to consider in an effort to improve educator retention
- Human Resources will partner with the Instruction Team to continue to research teacher pipeline programs to move towards implementation for the 2019-2020 school year

Classified Staff

Classified recruitment continues to maintain a focus on high-need positions including bus drivers, special education assistants, and substitutes. In addition to recruitment, the district's retention efforts were examined through a CIC comprised of supervisors from all levels and departments. The CIC was able to provide insight into ways to build employee morale through praise and a variety of employee recognition ideas. As part of the committee's work, classified employees provided feedback, which identified the need and desire for additional professional development and training opportunities specific to position titles.

Weekly bus driver application sessions, in which a Human Resources representative provides one on one applicant support in partnership with a Transportation representative, resulted in approximately three to five new training recruits on average per week. This effort will expand with additional application support sessions at the local Career Center and Goodwill Job Center. These sessions will focus on a variety of classified positions.

During the 2017-2018 school year, 478 new substitutes were hired. Forty-three more subs were hired this year than in the previous year. The Substitute Program is working towards employing 525 active substitutes in order to meet the daily absence volume needs.

Next Steps:

- Plan, develop, and implement an induction process for classified employees to include position specific training, regular supervisor provided feedback, and school/department level mentor
- Develop and implement a systematic classified employee exit interview process

Improve Efficiency and Effectiveness

Improve Organizational Efficiency through Technology

Upgrade the System Network to Support Digital Blended Learning

Improve Energy Efficiencies

Address School Capacities

Implement School-based Financial Software to Improve Efficiency

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.

To begin the fall 2017 semester, the Technology Department partnered with the Human Resources Department to implement updated versions of two software resources: the New Employee Applicant website, "Recruit and Hire", and the Substitute Assignment website and interface, "SmartFind Express". By implementing these new versions, the district is able to take advantage of more reliable functionality at a reduced financial cost.

In cooperation with the Business Affairs Department, the Technology Department developed software to facilitate the tracking of and reimbursement for damaged, missing, and stolen laptops. This new resource will allow the school system to easily communicate and report progress regarding damaged or lost district machines.

The district is implementing an electronic document scanning and storage solution for Human Resources and Business Affairs records. This project will increase the efficiency of the storage and retrieval method for employee and financial records within the district, as well as address the challenge of physical storage for the files related to the Business Affairs and Human Resources Departments.

The Business Affairs, Human Resources, and Technology Departments also collaborated to integrate a newer version of the Kronos Time and Attendance system for the district. This upgrade will allow better functionality and reporting for all employees and supervisors.

In cooperation with the Operations Department, the Technology Department has developed and implemented a number of new software solutions. During the fall 2017 semester, the district incorporated a new Customer Feedback system that will track and report submissions from stakeholders. Improved versions of the in-house "Trip Planner" program (for assignment of drivers for field trips, athletic trips, etc.) and "Dispatch Depot" software (for tracking and assignment of replacement drivers when the full-time driver is absent) were also implemented to address functionality requested from the Operations Department.

Additionally, the Technology Department is working closely with the Communications Department to develop a new design for the district and school websites. The district recognizes the value of providing an online presence that is both aesthetically pleasing and user-friendly, and continues to offer valuable and timely information through its websites.

Next Steps:

- Full implementation of the electronic document scanning and storage solution
- Expansion of pilot implementation of a new technology work order system to incorporate better reporting, employee feedback options, and a searchable knowledge base
- Full implementation of new district and school website design

Upgrade the System Network to Support Digital Blended Learning

As the district continues to provide access to online learning opportunities, the Technology Department recognizes that maintaining a strong and reliable network is a key component for an effective learning environment. The transition to a 1:1 model for middle and high school students, as well as increased saturation of machines available at the elementary level, required a more robust network for students and staff.

To assist with the increased number of computers and need for reliable online access, the Technology Department upgraded the wireless network across the district to accommodate faster speeds and heavier traffic at each location. Layers of security were also added to the network configuration to maintain specific rules for multiple staff, student, and visitor needs. Additionally, new logging and reporting tools were implemented to assist in addressing concerns as quickly as possible.

To provide more specialized expertise in each group, the Technology Department staff was reorganized to distinguish between Network Support Technicians and Desktop Support Technicians. This allows the staff members in each group to focus their skill set and training to the appropriate needs of their target customer.

The Network Team visited each school in the spring in order to label ports, add descriptions, and update configurations to provide better remote support.

Next Steps:

- Continue to monitor best practices towards a safe and reliable network
- Upgrade wireless controller software to ensure better support for the 1:1 environments
- Integrate advanced web monitoring tools to allow security and reporting at a more granular level

Improve Energy Efficiencies

During the 2017-2018 school year, the district decreased the per student kWh use even with a 3% increase in students and thousands of new computers in CMCSS schools. The district continues to save energy dollars by maintaining temperature set points within all buildings. Two meetings were conducted with the district's Energy Champions to discuss saving energy and reducing the district's carbon footprint. Burt Elementary and Rossvie High School had energy monitoring equipment installed to better analyze their use of power. The Operations Department will collect data to determine and analyze the trends and patterns, which will assist in lowering peak demand in all buildings. CMCSS has completed an inventory of over 160,000 existing light bulbs and 22 different types of light fixtures in preparation of an anticipated lighting retrofit project.

Next Steps:

- Install energy loggers to determine and understand peak demand at different schools
- Address energy savings and continue to encourage conservation actions
- Initiate an LED lighting retrofit project in 30 school buildings that are at least twenty years old

Address School Capacities

The district has experienced its second consecutive year of record student enrollment growth with more than 1,200 additional students enrolling. Construction has begun at Minglewood Elementary, Barkers Mill Elementary, Northeast Middle, and Northeast High. All four projects are expected to be completed by January 2019.

The district will be requesting design funding for the eighth middle and high school complex, which will be constructed on the Kirkwood campus. Additions to Rossvie, Pisgah, West Creek, and Oakland Elementary schools are also being planned. Conversations with key personnel of the Montgomery County Government and with the County Commission Budget Committee have taken place and will continue through the resolution phase for the projects.

Next Steps:

- Continue construction of the four current additions
- Occupy new classrooms in January 2019
- Board and Commission funding of the district's eighth middle and high school complex
- Request funding for additions to four other elementary schools

Implement School-based Financial Software to Improve Efficiency

The district has partnered with and utilized Educational Programs and Software (EPES) for over twenty years. However, the growth in size and complexity of the district's accounting requirements has outpaced the functional capabilities of the EPES software to the point it has been problematic the past several years. Business Affairs decided during the 2016-2017 school year to move to Technology Resource Associates, Inc. (TRA) software, a financial solution with a positive record of accomplishment in a number of Tennessee LEA's, to include some of the larger school districts.

TRA financial software was successfully implemented district-wide with the opening of the 2017-2018 school year and the following are some of the benefits realized with the new program: vendor centralization, consolidated reports, account centralization, automatic data pulls, improved communication and efficiency through the program's website, and simplified processes. Business Affairs conducted additional training for bookkeepers to improve their confidence with the new system. As the school year comes to an end, Bookkeepers are much more comfortable with the different screens and functionality of the new financial software and require minimal support on a day-to-day basis.

Next Steps:

- Each year, just prior to the opening of school, an in-service is held for all School Bookkeepers to address changes handed down from the State, any audit concerns, and address any on-going concerns with the financial software (accounting practices and procedures)

Engage the Public in Support of Student Achievement

Continue to Expand and Increase Community Partnerships

Develop User-friendly Online Resources for Stakeholders

Continue to Expand and Increase Community Partnerships

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. Beginning July 1, 2018, Partners in Education will again be under the leadership of the Clarksville-Montgomery County Education Foundation. In 2016, PIE moved from the CMC Education Foundation to the district Community Relations Office. Although Partners in Education has seen growth over the past two years, even greater efficiency and effectiveness can be achieved if the district streamlines all partnerships through the CMC Education Foundation. This consolidation will also make more sense and streamline communication for school- and district-level community partners who are often Friends of the Foundation and Partners in Education.

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

	2018	2017	2016
Number of Partners	214	194	73
Monetary & In-Kind Donations*	\$123,524.19	\$110,692.71	\$34,029
Volunteer Hours*	3,233	2,569	763
Total Contributions**	\$203,346.96	\$167,621.75	\$89,728

**Recorded by PIE Representatives; 30% or more of donations and volunteer hours are not reported.*

***Total amount of monetary and in-kind donations and the value of volunteer hours calculated at \$24.69, the Independent Sector's estimated value.*

Next Steps:

- Reintegrate Partners in Education with the Clarksville-Montgomery County Education Foundation
- Continue recruiting partners with an emphasis on innovative partnerships with small businesses and civic organizations

Clarksville-Montgomery County Education Foundation

In efforts to expand and improve community partnerships, a plan was formulated to produce measurable outcomes in regards to stakeholder engagement and return on investment (ROI) of the Clarksville-Montgomery County Education Foundation.

- Three main fundraisers all had a ROI of less than 0.5, which indicates a very strong ROI
- \$64,587 in in-kind donations, up from \$48,088 in 2017
- 8 times more total Facebook reach
- \$130,554 for Google Rolling Study Halls pilot program
- 34 classified employees recognized at inaugural Classified Employee Lunch
- Reached half a million in total contributions for the first time in the Foundation's history

Next Steps:

- Build a partner database that allows CMCSS to track partners across the district
- Look for ways to increase teacher visits to the CMC Teacher Warehouse

Develop User-friendly Online Resources for Stakeholders

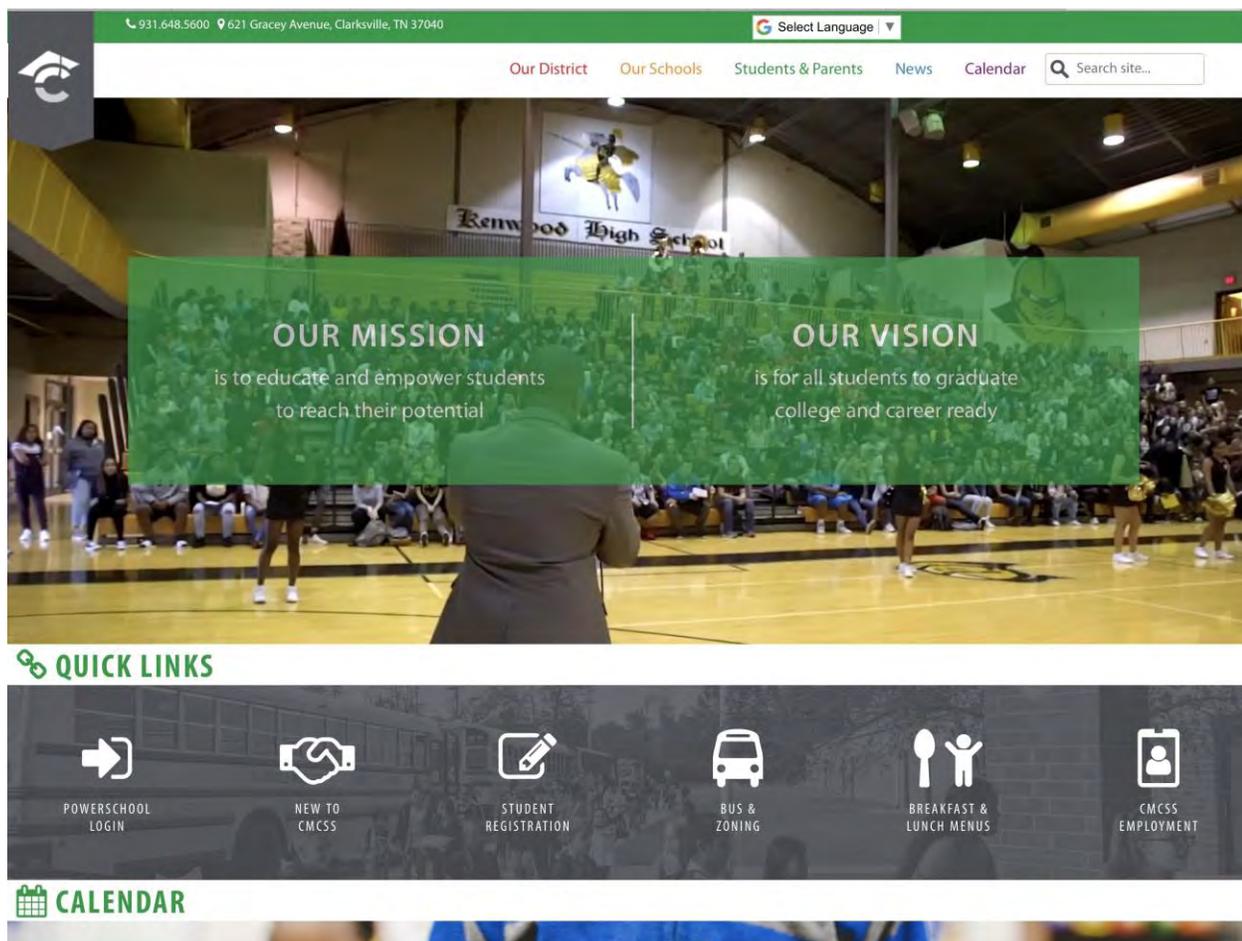
Focus has been placed this school year on the www.cmcss.net website, its functionality, navigability, and design aesthetic. The following have been accomplished and will be fully active at the end of the 2017-2018 fiscal year:

- A separation on the site of the public and employee-only information
- A complete graphic design refresh with new photography incorporated
- A complete site audit for accuracy, consistency, confirmation of working links, and ADA accessibility

The integration of live video on Facebook and YouTube was introduced this school year. Sharing live reports from back to school events gave recognition to community involvement in schools. During the months of November and December, local celebrity readers shared in an Engage TV series on the importance of reading. Focus Video continues to provide engaging stories of CMCSS students, staff, and schools.

Next Steps:

- Fully launch website in July
- Continue development of mobile application for the website
- Continue implementing tools and resources for stakeholders' online activity



New redesign of website.

Student Achievement Data

CMCSS Graduation Rates

School Year	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
District Graduation Rate	85.70%	88.33%	90.78%	91.0%	93.5%	95.2%	94.0%	93.5%	96.5%	94.8%	95.1%
Graduation Rate Formula	Lever Calculation	Lever Calculation	NGA Calculation	NGA Calculation	NGA Calculation	DOE Calculation					
Year included in AMO Calculations	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018

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

High School NonGrad Data 2006 -2016

	2006 -07	2007-08	2008-09	2009-10	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Still Enrolled (5th yr)	1.6%	1.7%	0.4%	1.0%		1.6%	1.4%	0.6%	0.7%	1.8%
SPED Diplomas	4.3%	3.5%	3.1%	3.0%	2.9%	2.1%	1.0%	0.37%	0.36%	0.5%
Dropout Rate	6.4%	5.5%	5.4%	4.5%	1.9%	1.8%	1.6%	1.4%	2.2%	1.5%
Other Programs (GED, Job Corps, Adult HS)	2.0%	1.0%	0.4%	0.5%	0.5%	0.5%	2.5%	1.1%	<0.01%	0.4%

Subgroup Graduation Rates 2016-17

Subgroup	Subject	CMCSS Grad-count	CMCSS Grad-rate	State Grad-rate
All Students	Graduation Rate	2101	95.1	89.1
American Indian or Alaska Native	Graduation Rate	15	93.8	88.2
Asian	Graduation Rate	55	98.2	94.1
Black or African American	Graduation Rate	645	95.4	82.8
Black/Hispanic/Native American	Graduation Rate	871	95.1	83.0
Economically Disadvantaged	Graduation Rate	519	90.1	83.7
English Learners	Graduation Rate	35	89.7	73.3
Hispanic	Graduation Rate	211	94.2	83.4
Native Hawaiian or Other Pacific Islander	Graduation Rate	21	100	92.1
Non-Economically Disadvantaged	Graduation Rate	1582	96.8	91.7
Non-English Learners	Graduation Rate	2066	95.2	89.6
Non-Students with Disabilities	Graduation Rate	1885	97.1	91.7
Students with Disabilities	Graduation Rate	216	80.6	71.4
White	Graduation Rate	1154	94.8	92.0

2016-2017 TNReady Value Added Evaluation Composite

2016-17 Composite Trends TNReady	
Composite Type	Level
Overall	5
Literacy	5
Numeracy	5
Literacy and Numeracy	5
Science	5
Social Studies	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).

TNReady AMO Proficiency
CMCSS Exceeds the State on All TNReady AMO Proficiency Measures

Subject	Grade	CMCSS % On Track/Mastered (Proficient/Advanced)	State % On Track/Mastered (Proficient/Advanced)
ELA	3rd through 5th	45.1	34.0
ELA	3rd through 8th	42.2	33.8
ELA	6th through 8th	38.9	33.6
Math	3rd through 5th	50.8	40.1
Math	3rd through 8th	46.3	35.8
Math	6th through 8th	41.3	38.0
Science	3rd through 5th	75.7	55.8
Science	3rd through 8th	76.7	58.5
Science	6th through 8th	77.8	61.4
HS ELA	9th through 12th	41.1	34.3
HS Math	9th through 12th	27.6	21.5
HS Science	9th through 12th	66.7	51.0

ACT
Graduating Class Best Score Data
Improved the Percent Meeting the 21 Composite Benchmark and Outperformed State

District Name	Subgroup	Average ACT Composite Score	Percent Scoring 21 or Higher on ACT Composite
Montgomery County	All Students	20.3	43.9
State of Tennessee	All Students	20.1	42.3
Montgomery County	Black/Hispanic/Native American	18.5	27.2
State of Tennessee	Black/Hispanic/Native American	17.6	21.4
Montgomery County	Economically Disadvantaged	18.1	24.8
State of Tennessee	Economically Disadvantaged	17.5	21.3
Montgomery County	English Language Learners with T1/T2	17.7	22.2
State of Tennessee	English Language Learners with T1/T2	15.7	8.6
Montgomery County	Students with Disabilities	15.9	10.3
State of Tennessee	Students with Disabilities	15.5	9.8

CMCSS Accountability Designation for 2016-17

Pathway	Average	Determination	Overall Average	Final Determination
Achievement	<u>3.13</u>	<u>Exemplary</u>	2.94	Achieving
Subgroup	<u>2.75</u>	<u>Achieving</u>		
Final Determination Key	In Need of Improvement	Progressing	Achieving	Exemplary
	Missed Minimum Performance Goal	Below 2.0	2.0 < 3.0	3.0 and above
	District is showing isolated improvement, if any	District is improving on average but missing growth expectation	District is meeting growth expectation on average	District is exceeding growth expectation on average