



2017-2018
Mid-Year Review of
Strategic Work

January 2018



Mid-Year Review of 2017-2018 Strategic Work

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Foreword

The Clarksville-Montgomery County School System (CMCSS) is dedicated to providing a quality education for all students. The mission to ***educate and empower all students to reach their potential*** is evident in the increased efforts and progress toward the district's vision that ***all students graduating from high school will be college and/or career ready***. The district is committed to providing timely and appropriate interventions so all students may see their high school graduation day. The district's administrators, faculty, and staff are passionate about students and are committed to student success. 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 32.

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

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

Maximize Employee Capacity

Increase employee and student health and wellness opportunities

Refine recruitment efforts to improve staff retention

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

Engage the Public in Support of Student Achievement

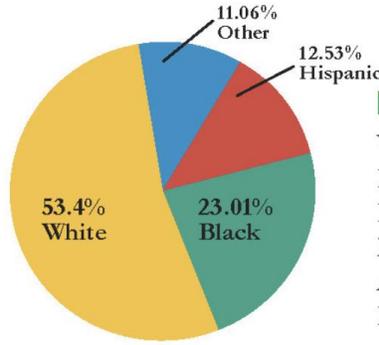
Continue to expand and increase community partnerships

Develop user-friendly online resources for stakeholders

2017-2018

Total enrollment: 34,877+
 Students with disabilities: 15%
 Economically disadvantaged: 49.44%
 English Language Learners: 3%

*Percentages are approximate



Ethnic Distribution of Students

White: 53.47%
 Black or African American: 23.01%
 Hispanic: 12.53%
 Multiethnic 8.53%
 Asian: 1.54%
 Native Hawaiian/Pacific Islander: 0.66%
 American Indian/Alaskan Native: .27%

2017 District Designation



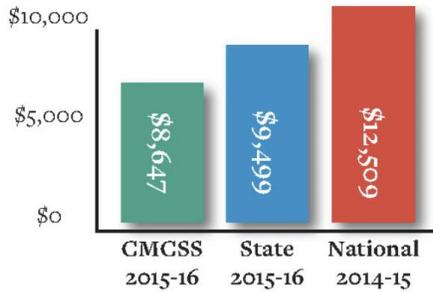
2017 Graduation Rate:

CMCSS: 95.1%
 Tennessee: 89.1%

ACT Scores:

11th Grade CMCSS = 19.7, State = 19.1
 Graduating Cohort CMCSS = 19.8, State = 19.8
 Graduating Cohort CMCSS = 20.3, State = 20.1

Tennessee students are required to take the ACT in 11th grade, one of 18



Per Pupil Expenditure

2015-16

CMCSS: \$8,647*
 State: \$9,499
 National: \$12,509 (2014-15 data)

* This total includes \$15 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

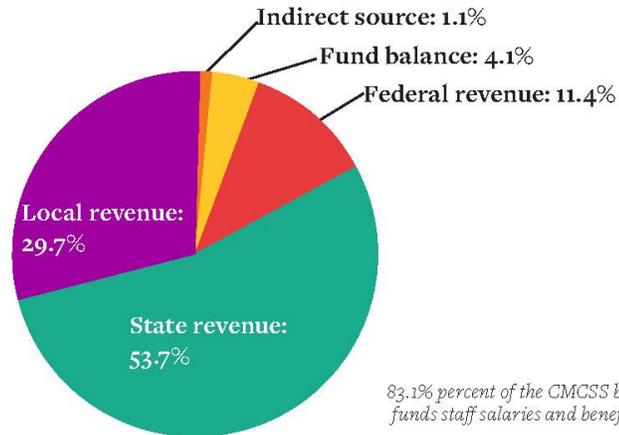


Our Employees

CMCSS is the largest employer in Montgomery County, outside of Fort Campbell
 Employees: 4,803 (includes substitutes)
 Certified teachers: 2,441

2017–2018 Budget:

Local revenue: 29.7%
 State revenue: 53.7%
 Federal revenue: 11.4%
 Fund balance: 4.1%
 Indirect source: 1.1%



83.1% percent of the CMCSS budget funds staff salaries and benefits

CMCSS Pride Points

- CMCSS awarded First Place by the National School Boards Association for innovation and excellence
- CMCSS tops state in student academic growth for three years in a row
- Nine schools picked as State Reward Schools
- 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 \$14.9 million in grant funding in 2016-17
- CMCSS selected as “2017 District of Distinction” by District Administrator magazine for Advanced Placement achievement
- 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 for three years
- Elementary school selected for National Title I Distinguished School
- Operations Department received State 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



- Four 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
- 2017 graduating seniors received \$35 million plus in scholarship offers
- Graduation rate of 95.1% for 2016-17
- Dropout rate of 1.4% for 2016-17
- School attendance rate of 96% for 2016-17
- Elementary school principal named state School Counselor Association’s “Elementary Principal of the Year”
- Middle school assistant principal named “Administrator of the Year” by State School Counselor Association
- Elementary, Middle and High School P.E. Teachers named state’s best
- Girls Soccer and Girls Golf teams win state championships
- Level 5 in TVAAS for all 12 District growth targets for 3 years. For Composite, CMCSS is top in the state two years running. CMCSS is 1 of 3 districts in middle Tennessee and 1 of 8 in the state of Tennessee with all 5’s.

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, 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 used to update lesson plans and assessments. The Curriculum Navigator was updated for 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.

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

Next Steps (continued):

- 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 they better understand the expectations of the standards at the levels below and above the one in which they teach
- Attend state meetings regarding the new science standards and create a rollout plan for teachers in our district

Align assessment practices with TNReady

Schools focused on aligning classroom assessment practices to TNReady expectations throughout the 2017-2018 school year. Elementary and middle school students complete district-wide common assessments for each unit of study in math, language arts, and social studies. High school students complete district-wide common assessments three times per year. Common assessments are delivered via traditional paper and pencil format as well as online delivery when appropriate. Classroom teachers are provided access to each assessment or set of question stems in advance for review and input. Teachers have immediate access to assessment results for their own students, as well as having access to average scores from other schools in the district. Schools utilize this data to determine areas of strength and opportunities for growth, as well as to provide students remediation and enrichment. Science benchmarks continue to be administered three times a year at all levels, and all levels administer a writing benchmark once during the fall semester.

TNReady will be administered during the 2017-2018 school year for all students in grades 3-11. Paper and pencil will be administered in grades 3-8, while high schools are prepared to complete online testing. Feedback from teachers, parents, and students after last year's test was used to improve the testing schedule for 2017-2018.

The district has provided teachers and administrators with professional learning opportunities and a wide variety of resources to familiarize them with TNReady-like items. Some of the additional supports included an ESSA overview, updated curriculum guides, and a review of 2016-2017 TNReady assessment results.

Next Steps:

- Continue to provide teachers with assessment resources
- Continue to refine the item types on common assessments to more accurately mirror the types on TNReady
- Continue to refine district common assessments and benchmarks for the current school year to reflect updated state standards
- Provide professional learning and resources based on systemic areas of deficit
- Deliver timely professional learning to principals, academic coaches, and teachers focused on the expectations of TNReady
- Communicate state assessment and ESSA updates to principals, teachers, and parents
- Organize assessment teams to construct common unit assessments in science using new standards

Personalize student learning through a blend of direct instruction and technology

Blended learning is classroom practice in which students learn using digital content, tools found online, and teacher-led instruction and/or coaching to improve student achievement. In blended learning, students have an element of control over time, place, path, and/or pace that is provided using digital content and tools. CMSS expanded blended learning across the district. To begin the school year, one-to-one technology initiatives were launched in middle and high schools, and the district was able to leverage textbook funding to acquire additional digital resources for student usage.



The district accomplished the following in preparation for blended learning:

- One-to-one initiatives launched in middle and high schools
- Blended learning rubrics were made available to principals in order to determine progress and next steps
- Administrators, academic coaches, and teachers were trained on research-based best practice foundations of blended learning and implications for the classroom and student learning
- Digital resources were purchased and made available to teachers and students to support blended learning

- Professional learning opportunities were offered to teachers to assist in effectively implementing digital resources
- Four additional technology integration coaches were added to support blended learning in the schools
- 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 and expand home internet access for students
- Identify most valuable resources currently in place and replicate best practices
- Increase availability of resources for students and parent
- Explore additional 1:1 opportunities
- Increase collaboration between academic coaches and technology integration coaches

Individualize professional learning opportunities

This year, the Professional Learning team began an in-depth review of individualized professional learning best practices in order to implement quality strategies and programs within the district. In order to grow professionally, certified and classified staff require a variety of learning opportunities available in multiple modalities through individualized professional learning..

To better support teachers, the first step toward individualized professional learning began with the ENGAGE Professional Learning Conference held during the summer of 2017. Teachers were able to choose from more than 1,200 sessions that targeted best practices in instruction, assessment, classroom management, and technology and blended learning strategies. Feedback from conference attendees was overwhelmingly positive and indicated teacher appreciation for the variety of learning opportunities, which empowered them to choose sessions focused on their individual needs.

Four new technology integration coaches were added to better support teachers and administrators by working directly with them to support the blending of traditional instructional practices and technology to improve student achievement. Additional coaches allowed one coach to be assigned to each middle/high school campus with the remaining coaches serving four to six schools depending on the size of the school and experience of the coach.

PRIDE District Orientation was expanded to two summer opportunities: two days in June and two days in July. New teachers hired early in the summer indicated that they would benefit from earlier offerings of PRIDE to allow them to prepare for students prior to the beginning of the school year.

The district began exploring micro-credential opportunities to provide a wider range of professional learning options. Micro-credentials allow employees to learn at their own time, place, and pace and recognizes the expertise evident in the district. Rather than attending an in-person training for credit, employees can choose a micro-credential opportunity from an online platform, explore learning opportunities such as articles, online tutorials, and videos embedded within the opportunity, and work with others to put learning into practice. Credit for micro-credential opportunities is issued when employees, after implementing learning into professional practice, submit artifacts of learning. An evaluator then certifies that the employee has become proficient in the content. Upon certification, the employee receives a digital credential verifying the content mastery that can be shared through social media and websites.

Additionally, in order to support teachers in the four most common areas of refinement identified from TEAM teacher evaluations in 2017, online learning modules were planned. The first learning opportunity aligned to improving questioning was made available to teachers in January 2018.

To better support classified staff, department heads and classified staff were surveyed to identify areas of need. Some areas that were identified include customer service, communication, working with difficult people, and conflict resolution. Sessions were created to address each of those issues in the fall of 2017.

The district accomplished the following in preparation for individualized professional learning:

- The ENGAGE Professional Learning Conference provided teachers the opportunity to attend more than 1,200 sessions spread over two separate weeks of focused professional learning
- Four new technology integration coach positions were added
- A platform to host micro-credentials was purchased, and several opportunities began development to deploy in the summer of 2018
- PRIDE District Orientations were expanded to both June and July offerings
- An online learning module for “Questioning” was made available to teachers
- Classified trainings were offered to cover customer service, communication, working with difficult customers, and conflict management

Next Steps:

- Create a 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 program has implemented multiple opportunities for patient feedback, which provides the clinic with data to support process improvement and opportunities to improve patient outcomes.

The Alive & Well Employee Wellness Program again 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 1500 participants already this year. 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. These programs will continue throughout the remainder of the school year.

Student Wellness

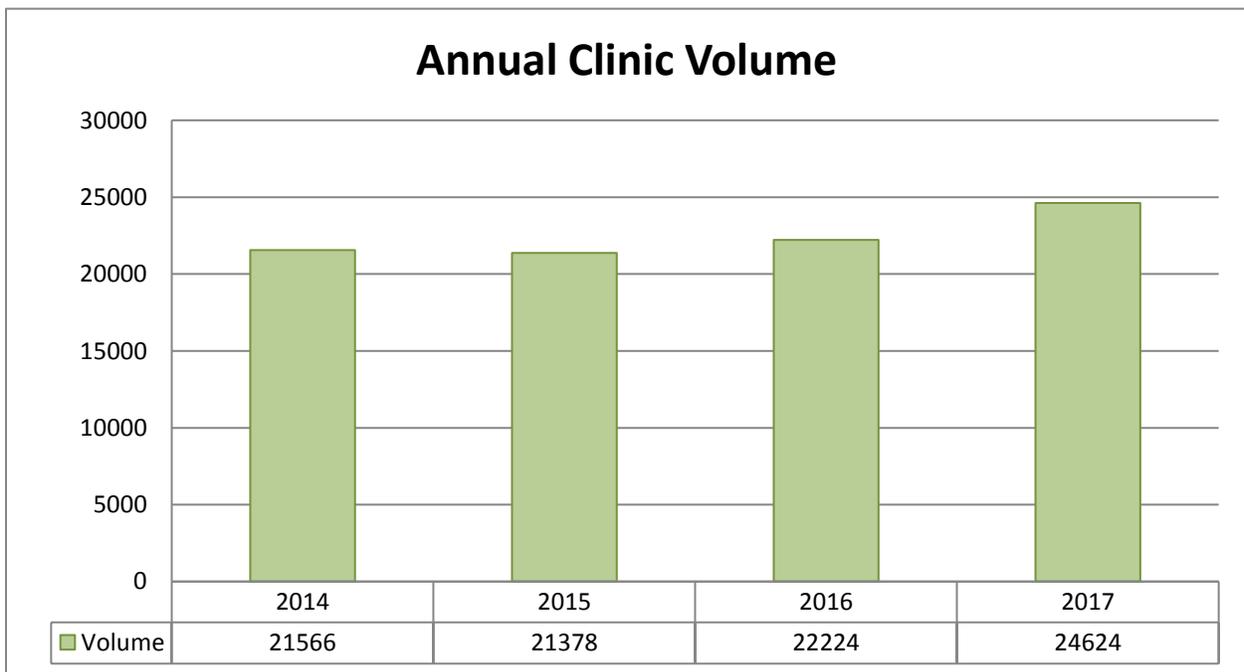
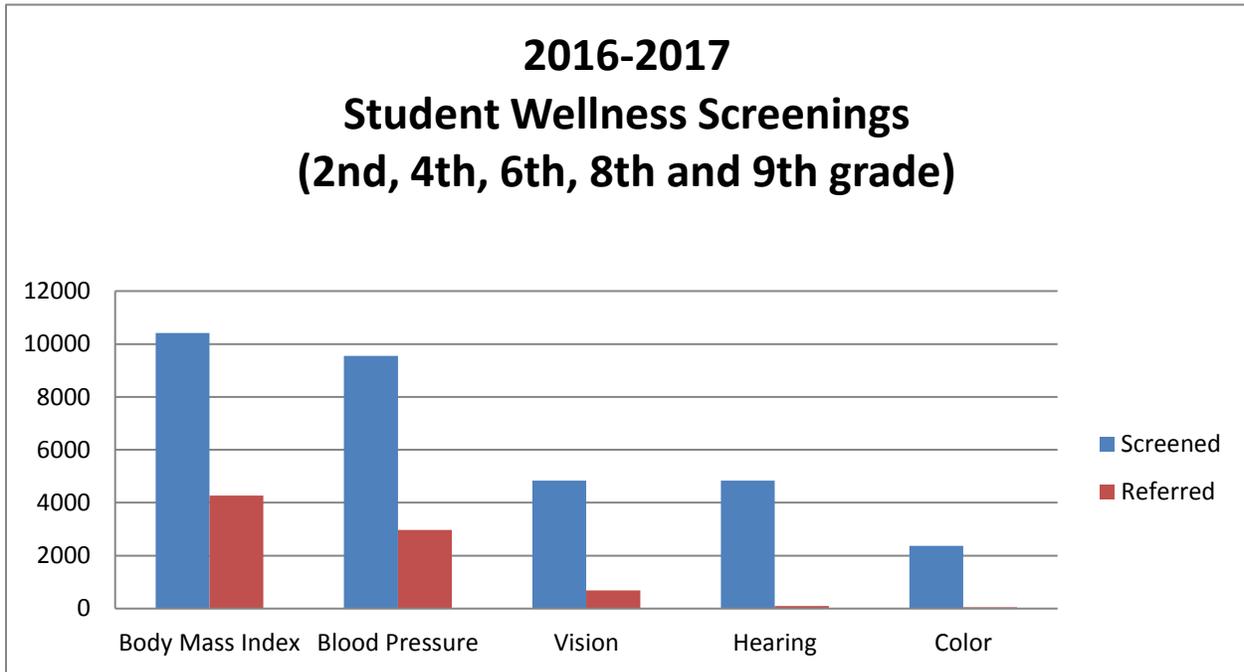
Coordinated School Health (CSH) is working to reduce the childhood overweight/obesity rate among CMCSS Students. The CSH office continues to receive quarterly PAPE (Physical Activity/ Physical Education) reports to monitor compliance with the Physical Activity Law, promote physical activities within the classroom setting, and provide schools the opportunity for mini-grants. During fall 2017, 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 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

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
- Continue to apply for additional grant funding



Refine recruitment efforts to improve staff retention

Certified Team

Recruitment efforts were analyzed in preparation for the 2017-2018 school year. As a result of being granted a Diversity Innovation Grant, Human Resources personnel also examined national best practices and determined opportunities to develop “grow your own” teacher pipelines as an additional avenue to obtain a more diverse teaching staff. Three programs were identified and explored more fully.

Fresno Unified School District's (FUSD) Teacher Pipeline Program was discovered. Cyndy Quintana, a representative from FUSD, visited CMCSS and explained the "coherent continuum" for teacher development, which included the following:

- Teacher Academy
- Para Academy
- Transition to Teaching
- Student Teacher Candidacy
- Fresno Teacher Residency
- Internship

Dr. Margarita Bianco, the founder of Pathways2Teaching, an organization established in Denver, Colorado, traveled to CMCSS and provided a comprehensive overview of the program designed to attract high school students to the field of education. The emphasis was on socially just education with a pathway for high school students to earn an early postsecondary paraprofessional certificate. Upon graduation, eligible graduates would be considered for employment as an educational assistant, while completing coursework to serve as a teacher.

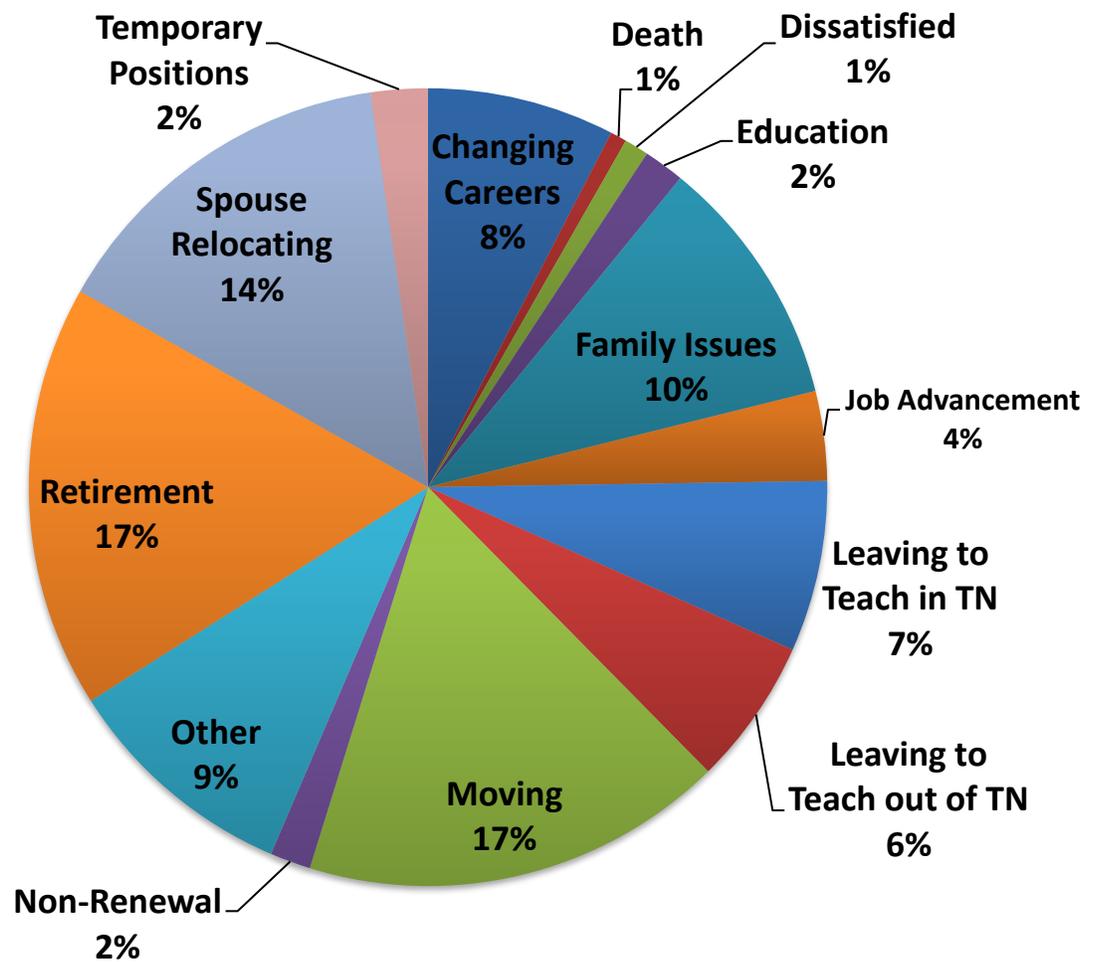
The final program examined was the Nashville Teacher Residency (NTR). Several meetings took place with NTR and CMCSS. The Tennessee Department of Education has approved NTR as an Educator Preparation Provider (EPP). This program provides candidates holding a bachelor’s degree, an opportunity for employment while obtaining the license to serve as a teacher.

In addition to the exploration of national best practices, CMCSS has proposed the expansion of recruitment efforts to enhance applicant pools. Administrators provided input regarding the quality of educators from specific EPPs. Additionally, a Continuous Improvement Committee was established, and participants examined research regarding effective retention strategies.

CMCSS Annual Certified Retention Rates

Year	Overall	New
2011-2012	87%	79%
2012-2013	89%	80.5%
2013-2014	87.1%	77.8%
2014-2015	86.3%	75.7%
2015-2016	86%	76.2%
2016-2017	88.2%	80.5%

2016-2017 Separation Reasons for CMCSS Certified Employees



Next Steps:

- Human Resources personnel will partner with other CMCSS representatives to attend local, regional, state and out-of-state university-sponsored career fairs
- The Continuous Improvement Committee will share findings and possibly propose practices to utilize across the district to promote certified retention efforts
- Human Resources personnel will plan and execute a CMCSS-hosted Teacher Job Fair
- Expand recruitment efforts to additional Historically Black Colleges and Universities and Hispanic Serving Institutions

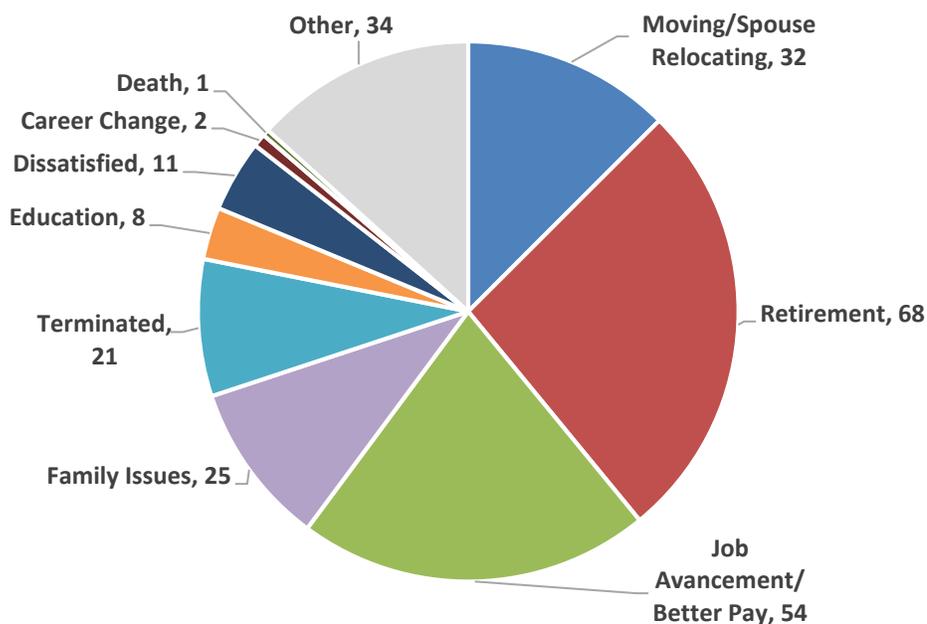
Classified Staff

Classified recruitment continues to maintain a focus on high-need positions including bus drivers, custodians, and substitutes. This year, developing and implementing a systematic exit interview process for classified employees in an effort to obtain data identifying the driving force behind employee retention became an additional focus.

An advanced recruitment effort this year is to track job pool contacts with strategic follow-ups in order to assist potential applicants through the application process. Additionally, Human Resources conducts weekly interest sessions for potential substitutes and bus drivers, which minimizes the time from application to hire.

During the 2016-2017 school year, 257 classified employees were hired. In addition to our classified positions, 435 new substitutes were hired. The sub-to-perm model continues to have a positive influence our recruitment and retention efforts. As of December 2017, 485 substitutes have been hired into permanent positions across the district to include both Certified and Classified positions. The 2016-2017 classified employee retention rate was 86%, which is a 3.6% increase over the previous year.

Separation Reasons for Classified CMCSS Employees



Next Steps:

- Continuous Improvement Committee focused on classified retention and identifying trends in voluntary and involuntary separations
- Review training and preparation programs associated with each position
- Develop a more advanced classified 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 continuous 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 has also begun 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 are also partnering 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 review best practices and design updates 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
- Full implementation of the updated Time and Attendance system for employees
- Pilot implementation of a new technology work order system to incorporate better reporting, employee feedback options, and a searchable knowledge base

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 of 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 our students and staff.

To assist with the increased number of computers and need for reliable online access, the Technology Department recently 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.

Next Steps:

- Continue to monitor best practices towards a safe and reliable network
- Schedule Network Team site visits to each district location to perform site assessments, to include testing, configuration changes, and addressing network “dead” spots

Improve energy efficiencies

The District continues to save energy dollars by maintaining set point temperatures within all buildings and compiling and analyzing energy consumption data. In the first two months of the 2017-2018 school year, the District saved over 670,000 kWh. In 2017, the Energy Champions in each school and administrative facility in the District met to discuss saving energy and lowering the carbon footprint of the District. The Operations Department has installed energy monitoring equipment to analyze the use of power at Burt Elementary. This data will be used to determine trends and patterns, which will assist in lowering peak demand. CMCSS has completed an inventory of over 160,000 existing light bulbs and 22 different light fixtures. The District has applied for a \$150,000 grant from the Goodyear Tire and Rubber Company to help start the process of converting lighting in older schools from the current T-8 fixtures to more efficient LED lighting.

Next Steps:

- Continue to install energy loggers to look at peak demand at different schools
- Continue energy audits, compiling and analyzing results to determine necessary adjustments and take actions as warranted
- Continue addressing energy savings and encouraging conservation actions
- Retrofit existing light fixtures to LED as they reach end of lifecycle or become unserviceable

Address school capacities

The District has experienced its second consecutive year of growth of more than 1,000 students. The funding for four construction projects was approved in July 2017. Minglewood Elementary, Barkers Mill Elementary, and Northeast High have each been approved for a twelve-classroom addition and Northeast Middle has been approved for a ten-classroom addition. The District began design of all four projects in August of 2017. In December 2017, the designs were submitted to the State Fire Marshal for review and approval. All four additions are currently in the bid process. The funding resolutions will be presented to the Board and the County Commissioners in the first quarter of 2018. Construction is expected to begin shortly thereafter with substantial completion expected during the 2018-2019 school year.

The District is requesting funding for our eighth middle and high school complex on the Kirkwood campus. Additions to Rossvie, Pisgah, West Creek, and Oakland Elementary schools are also being discussed. 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.

Next Steps:

- Bid projects
- Request approval and begin construction of all four additions
- Board approval of the eighth middle and high school complex

Implement school-based financial software to improve efficiency

The district has partnered with and utilized EPES financial software 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 TRA software, a financial solution with a positive track record 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 comfortability with the new system.

Next Steps:

- Continue to monitor the bookkeepers' utilization of the software and provide ongoing support and training

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) continues to center around increasing partner participation and satisfaction, recruiting new partners, simplifying school-based recordkeeping, and improving the marketing of the program.

- CMCSS has established bi-annual meetings with Clarksville Chamber of Commerce leadership to better promote PIE with business, industry, and civic organizations across the community.
- The district-developed and maintained database utilizing Google Apps for Education, which replaced EZ Partner last year, was refined based upon stakeholder feedback.
- The monthly PIE Representative newsletter, implemented last year, has been and will continue to be refined to improve communication.

Next Steps:

- Continue recruiting partners with an emphasis on innovative partnerships with small business and civic organizations
- Continue to develop and implement district-level incentives to recognize strong partnerships
- In collaboration with the Education Foundation, develop a partner database to track all district- and school-level partnerships and contributions

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 of the Clarksville-Montgomery County Education Foundation.

- Quarterly gifts secured reports allow CMCSS to track how many gifts the organization receives over a certain period of time.
- An ROI (return on investment) report is run at the end of each fundraiser to ensure our fundraising efforts continue to be effective.
- Quarterly reports of all social media platforms are run to determine our outreach rate.
- A monthly newsletter is sent to external stakeholders at the beginning of each month to share news, information, and celebrations.
- A monthly newsletter is shared with principals and school reps at the beginning of each month to share news, information, and celebrations.

Next Steps:

- Build a partner database that allows CMCSS to track partners across the district

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 school 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, and confirmation of working links

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 our students, staff, and schools.

Next Steps:

- Communicate website launch to stakeholders in May
- Complete website design work and schedule full launch for June 15
- Continue implementing tools and resources for stakeholders' online activity

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