



2018-2019
End of Year Review of
Strategic Work

June 2019



End of Year Review of 2018-2019 Strategic Work

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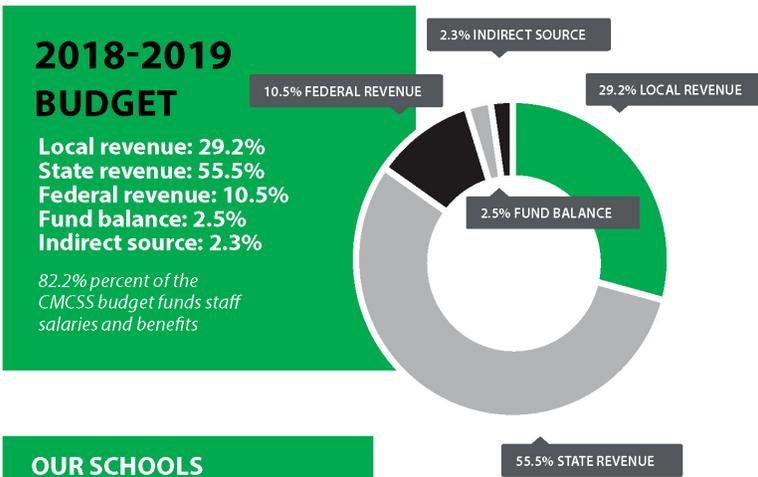
Foreword

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 an end of the 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 41.

Our mission is to educate and empower our students to reach their potential.
Our vision is all students will graduate college and career ready.





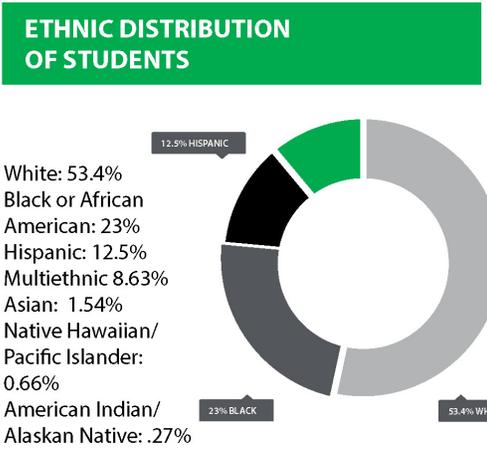
OUR EMPLOYEES

CMCSS is the largest employer in Montgomery County, outside of Fort Campbell
Employees: **4,930+** (includes substitutes)
Certified teachers: **2,300+**

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



PER PUPIL EXPENDITURE

2016-2017

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

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

Student groups less than 10 in size are not indicated.

Improve Student Achievement

Provide resources and supports to meet students' social and emotional needs

Personalize student learning through a blend of direct instruction and technology

Enhance early learning opportunities

Strengthen portfolio of academic offerings

Refine and realign district ready-graduate initiatives

Provide resources and supports to meet students' social and emotional needs

The Collaborative for Academic, Social, and Emotional Learning (CASEL) defined Social Emotional Learning (SEL) more than two decades ago. In providing resources to meet students' social and emotional needs, the resources provided by CMCSS are aligned to the five competencies outlined by CASEL.

- Self-Awareness: To help students understand and manage emotions, three main resources are currently used. The Social, Academic, and Emotional Behavior Risk (SAEBR) screener helps students self-identify areas of need, and gives school guidance counselors an indication of accurate self-perception. Teachers also complete the SAEBR screener to provide their observations. Lessons on the Naviance program guide students to recognize their strengths. Additionally, classroom lessons developed by teachers or school counselors help students to identify emotions and learn how to describe their emotions.
- Self-Management: To support students in setting and achieving positive goals, Naviance is used to guide students in grades 6 through 12 in setting academic and career goals. Many classroom teachers have developed "Chill Corners" and "Chill Passes" as tools for students to use in curbing impulsive behavior. Medal of Honor classes have been implemented successfully in upper grades to support self-management. Inner Explorer is an online program designed to teach stress-relieving skills to students of all ages. Currently, 23 schools in the district are using Inner Explorer to some degree. This program is funded completely by LG Corporation.
- Social Awareness: Restorative practices have been introduced to all principals as a process for developing empathy in students, leading students to make better choices. Literature selections in Language Arts classes serve as a springboard to discuss appreciation of diversity in all forms. School counselors conduct small groups and individual sessions with students to develop social awareness skills.
- Relationship Skills: To establish and maintain positive relationships, classroom teachers frequently use small, collaborative groups during instruction. This allows students to practice relationship skills as they are working to accomplish a common learning goal. School counselors frequently conduct "lunch bunches" to provide additional support for students who struggle making friends. Proactive circles are facilitated by many teachers in all grade levels to build classroom community and promote positive relationships.
- Responsible Decision-Making: To help students identify, analyze and solve problems, classroom teachers are encouraged to post and teach their classroom expectations and consequences, and to explain these to students during the first days of school. When students are aware of expectations and consequences, they are more likely to avoid poor decisions. School counselors also work with individual students to improve decision-making skills.

Curriculum resources have been purchased for teachers and counselors, in response to needs shared at the mid-year review. School counselors from all schools were sent to the Music City SEL conference in 2018 and will attend in 2019, also. Additionally, at the CMCSS ENGAGE conference, multiple sessions were conducted on SEL-related topics such as Relationship-Building, Trauma 101 Training, Youth Mental Health First Aid, Mental Health for Tennessee Students, Adverse Childhood Experiences (ACEs), Using the 5-Point Scale to Help Students Manage their own Behavior, Building Strong Brains, Trauma-Informed Approaches to Classroom Management, and Introduction to Restorative Justice.

The district implemented an online system this year enabling classroom teachers to refer students to a school counselor, with identified levels of urgency. This system allows teachers to communicate quickly with counselors and administrators if they felt a student needed counseling support immediately. Districtwide, there were 20,154 referrals submitted to school counselors by teachers in 2018-2019.

A Poverty Simulation kit was purchased for district use, and the lead counselors in the district will be trained to deliver this to teachers and staff members across the district. Participation in this training will promote a deeper understanding of the struggles experienced by students and families living in poverty.

The Medal of Honor curriculum was used in the district's Rise Up program to support students who are chronically absent. Students who completed the program showed improvement in school attendance. School counselors also worked with some truant students and their parents to provide information about community resources that are available to address the root causes of truancy, such as housing and childcare.

The spring 2019 results from the SEL survey of students in grades 4-12 indicate a need for continued support for students in knowing how to handle stress, and being able to identify and explain feelings.

Next Steps:

- Implement online self-referral system for students in grades 3-12 to contact school counselors directly
- Train school administrators in Restorative Practices
- Explore transportation options for Saturday sessions of Rise Up (for chronically absent students)
- Implement Poverty Training for teachers and staff members, prioritizing schools serving higher levels of poverty.
- Establish Suicide Prevention teams at every school, to be trained in QPR (Question, Persuade, Refer), and the Columbia Suicide Severity Rating Scale
- Explore Multi-Tiered Systems of Support training provided by the state
- Continue the focus on building and maintaining positive relationships between teachers and students
- Continue to provide SEL curricular resources to counselors and teachers
- Continue to implement the SEL survey to students in grades 4-12 to measure progress and determine needs

Personalize student learning through a blend of direct instruction and technology

Ensuring students are college and career ready in order to choose their future paths requires them to have ample opportunities to learn, create, and communicate using the digital tools and methods necessary in their future environments. Instruction that blends technology with traditional teaching methods can enhance or transform lessons in order to meet individual student needs, personalize student learning, and ensure mastery of content standards while preparing students to navigate the tools and methods that will be critical for their futures.

For the 2018-2019 school year, CMCSS provided take-home laptops to all students in grades 8-12. All students in grades 5-7 were provided 1:1 devices for school use. For the 2019-2020 school year, take-home devices will be expanded to all students in grades 6-12. School use devices will be provided to all students in grades 4-5. All required forms will be available online, and parents may choose to pay for the optional protection plans online rather than at the school if they so desire.

Throughout the 2018-2019 school year, blended learning was infused into all monthly lead teacher PLCs led by partner teams consisting of a curriculum consulting teacher (CCT) and a technology integration coach (TIC). This partnership modeled strong instruction of both content and digital tools, as well as the critical steps in planning lessons that blend traditional and technology-enhanced instruction. During their monthly PLCs, lead teachers were introduced to various technology tools and spent time determining the most appropriate ways to incorporate these tools into upcoming lessons based on the content standards. Following the PLCs, lead teachers were tasked with returning to their buildings to do two things: share their learning with colleagues teaching the same courses and use the technology tools in lessons with their students. Principals across levels highlighted the use of lead teachers as very impactful in expanding blended learning across their school buildings.

During the summer 2019 Principal Institute, administrative teams will review the blended learning rubric in order to identify next steps to lead teachers forward in integrating digital tools with traditional teaching methods, as well as any needs for additional professional learning.

Model blended learning units were created for each of the core content areas for the spring semester of 2018-2019. Each of these model units was developed by a small group of content teachers working with CCTs and TICs. The units were designed to last 8-15 instructional days and utilized a variety of teaching strategies, both traditional and technology-enhanced, for teachers to use throughout the unit. These model units included a rationale for the choices of traditional or technology-enhanced resources in order to deepen teacher understanding in how to determine the selection and effective use of appropriate resources. All teachers were provided surveys at the end of each blended model unit in order to gather feedback on the units and their experiences with blended instruction, as well as to gather input from teachers on needs for future units and professional learning. This feedback is being used in the creation of the next set of model blended units for use in the fall semester.

For the 2018-2019 school year, students in grades 5 through high school completed common unit assessments using the PowerSchool Assessment and Analytics (PSAA) online platform. Utilizing online assessments allowed teachers and administrators at all grade levels immediate access to student data, both holistically and down to the standard and question level for each student. Data from these common assessments was used by teachers and CCTs to make decisions about student needs for

remediation and extension. For the 2019-2020 school year, students will complete common unit assessments using the new Performance Matters online platform. This platform provides greater detail on student progress and brings all assessment data into one hub so that teachers and administrators can view a more complete look at a student's progress across all types of assessment.

Next Steps:

- Use feedback from teachers to develop additional blended units for use in the fall semester.
- Provide multiple professional learning sessions during the summer ENGAGE conference.
- Use the blended learning rubric with administrators, academic coaches and lead teachers to continue to deepen understanding and to continue the growth from this year.
- Implement assessments using Performance Matters, a new online assessment platform.
- Provide professional learning to academic coaches, designated school representatives and administrators on how to administer assessments and pull a variety of reports using Performance Matters.
- Create online supports for parents in learning about the blended approach, resources available to students, and tutorials to interpret key standards of learning.

Enhance early learning opportunities

In order to meet the state goal of 75% of students being proficient in reading by 2025, early learning strategic work has been grounded in the following areas:

- Set a high bar of excellence for teaching and learning in the early grades,
- Develop the capacity and literacy expertise in teachers and leaders, and
- Provide resources for families, teachers, and leaders.

Set a high bar of excellence for teaching and learning

All kindergarten through second-grade teachers have implemented more rigorous instructional strategies and have incorporated a 120-minute literacy block to support the delivery of instruction that meets the expectations of the state's Read to Be Ready initiative.

CMCSS was awarded the 2018-2019 Voluntary Pre K grant to fund 17 pre-k classrooms, serving 340 economically disadvantaged 4-year-old students. This year these programs have adopted a more rigorous set of academic standards and have implemented a new curriculum to support the implementation of the standards. Teachers and educational assistants in the programs receive ongoing, high-quality professional learning in order to strengthen the quality of teaching and learning.

In order to best reach the needs of teachers and leaders, one of the identified next steps was to create a library of early learning videos for on-demand professional development. When school resumes in August, teachers and leaders will have access to a bank of videos and lesson plans that exemplify high quality early learning instruction. The videos can be used for on-demand professional learning for teachers or administrators can use them to highlight instructional strategies during professional learning and collaboration.

Develop capacity and literacy expertise in teachers and leaders

In an effort to extend the district's reach to preschool aged students and families, CMCSS has developed an Early Learning Partnership with local childcare facilities and community agencies that serve preschool age children. This group meets quarterly and focuses on issues critical to early learning and literacy.

The district provides direct support to early grades teachers and leaders through the expertise of the Early Learning Coordinator. The Early Learning Coordinator works closely with a set of elementary lead teachers, as well as academic coaches and administrators. Each school's lead teacher attends monthly PLCs and quarterly full-day professional learning days to collaborate and learn more about the state's early learning initiative. The lead teachers redeliver the learning in their buildings with their kindergarten-second grade colleagues. Academic coaches and administrators also participate in early learning professional development in order to support the instructional shifts in standards and literacy strategies.

The next step identified at mid-year was to conduct district-wide walkthroughs in early grades classrooms and provide school-specific feedback to administrators and academic coaches. The Director

of Teaching, Learning and Innovation visited each elementary school to spend time in early grades classrooms and collaborated with the academic coach and administrators to determine individualized next steps for each building. The information gleaned during these visits was the basis for planning summer professional learning opportunities for teachers and leaders.

Provide resources for families, teachers, and leaders

Teachers and leaders have been provided with a set of unit starters for each unit of literacy instruction. The unit starters include high-quality text for teachers to use in daily instruction, as well as accompanying questions and writing tasks aligned to the ELA standards. These unit starters provide teachers a starting place when planning lessons to incorporate more rigorous instructional strategies. The texts for the unit starters have been purchased by the district for teachers to use during instruction.

Family support is provided at the school level and at the CMCSS Learning Centers. The curriculum consulting teachers are providing monthly programming to engage elementary parents and students in the curriculum and provide enrichment experiences that support daily instruction. Each center also offers weekly programming for preschool-aged children, focused on developing early literacy and numeracy skills, as well as parenting classes on health and nutrition, positive play, and other topics that support the earliest learners and healthy family development. All families have access to check out materials to support learning at home that is connected to the academic standards.

An identified next step for this area was to expand the Learning Center programming for preschool and school-aged children and families. Over the course of the second semester, additional classes were offered for preschool-aged children and families, led by a retired kindergarten teacher. The classes have extended into the summer and focus on kindergarten readiness.

Next Steps:

- Embed Multi Classroom Leaders in 5 elementary schools to focus on improving early grades teaching and learning.
- Refine early learning instructional and professional learning resources.
- Expand outreach and communication of Learning Center programming for preschool-aged children and families.

Strengthen portfolio of academic offerings

In addition to the current academic offerings such as College and Career Academies, STEM at Moore Magnet, JROTC classes, dual enrollment and AP courses, and CTE industry certifications, CMCSS offered multiple new and innovative learning pathways for students during the 2018-2019 school year. These included the first cohort of full immersion kindergarten classes at Barksdale elementary, the addition of Asian language courses, Korean and Japanese, at two high schools, and expanded collaborations with TCAT and APSU. The following is an update on programs new this year.

Spanish Immersion at Barksdale: Students in the Spanish Immersion program at Barksdale receive the same state-approved curriculum as all CMCSS students; however, it is delivered almost exclusively in Spanish. Research has shown that by 3rd grade these students achieve commensurate with peers on all standardized testing in addition to leaving the immersion program after fifth grade as literate in Spanish. The program takes applications each spring and students are selected by lottery, with each quadrant of the county receiving the same percentage of spaces. In the 2018-2019 school year, the program began with two classes of Kindergarten students, with twenty (20) in each class. Next steps include adding 2 more classes of incoming Kindergarten students as well as offering first-grade instruction to the students completing this year. The program will begin the 2019 school year with approximately 80 total students over two grade levels.

The next steps listed above were complete as of the end of the 2018-2019 school year. Staffing has been completed for adding 2 additional classes of Immersion students at Barksdale Elementary. This included hiring 2 teachers and 2 assistants to deliver instruction on state standards in Spanish. The application process for students was completed by lottery, selecting 40 students during the spring in the same fashion as the previous year with each quadrant of the county represented. At this time all staffing is complete, all students have been selected, and the district looks forward to continuing the innovative approach to educating these young students. In addition to these operational successes, the district is proud to report that students are achieving at high levels. Students are administered the AALPA assessment two times each year to determine their progress in acquiring a second language. Students are assessed in three areas: comprehension, interpersonal communication, and written communication. All 42 students scored proficient in the three areas with 100% being advanced in comprehension, 70% being advanced in interpersonal communication and 97% of students being advanced in written communication.

Asian Language Courses: Students at Clarksville High School had the opportunity to enroll in Japanese I during the 2018-2019 school year. The Japanese Program Languages Grant provided funding, in partnership with Austin Peay State University, to build a Japanese Language Pathway from CMCSS to APSU. Meanwhile, students at Rossvie High School were afforded the opportunity to enroll in Korean I through an Alliance for Language Learning and Educational Exchange (ALLEX) Foundation Grant. Students who completed the first year course during the 2018-2019 school year will have the opportunity to continue into a second year of instruction for each of these languages next school year. A second cohort of each of Asian language will be offered during the 2019-2020 school year.

TCAT: Early Technical College at TCAT provided a unique, hands-on learning experience that allowed students a no-cost opportunity to work towards an industry certification while also completing the necessary high school courses for graduation in the state of TN. In this first year, eighteen students chose one option from four pathways that were offered: Diesel Powered Equipment Technology, HVAC, Industrial Electrical Maintenance/Mechatronics, and Pharmacy Technology. During the 2018-2019 school year, a stand-alone diesel mechanic cohort was offered to students. Next steps for 2019-2020 include an expansion from one stand-alone cohort to two, now including Heating, Ventilation, Air Conditioning/Refrigeration (HVAC). Total enrollment will increase to approximately 40 students for next year.

The mid-year review revealed that many CMCSS administrators needed a deeper understanding of the portfolio of academic offerings available to students. As a result, the focus of the January administrator meetings detailed the many options listed above, to include deepening the understanding of Early Post-Secondary Opportunities, as well as, defining a “Ready Graduate” by state standards. Building administrators were tasked with sharing this information with the faculty in their buildings.

In response to data showcasing the shortcomings of certain schools’ college-going rate in comparison with the district and state averages, members of the instructional team researched various options for buildings college-going cultures across the district. Advancement via Individual Determination (AVID) was chosen as the program to assist with this endeavor. Teams at each of the chosen buildings worked with the AVID District Directors to create informational sessions for all stakeholders and determine which students would be the best fit for the elective course in each building.

Next Steps:

- Pilot AVID at NWHS, WCHS, NPMS, and WCMS.
- Enroll first cohort of approximately 50 students into the Academy of Teaching and Learning for next school year at WCHS.
- Add an adjunct professor at TCAT for a new cohort of HVAC students.
- Explore the possibility of a School of the Arts.
- Expand Focus Elective options at NWHS by completing a renovation of an existing area to offer Culinary Arts for 2020-2021.
- Expand current Dual Enrollment offerings at all HS campuses.

Refine and realign district ready-graduate initiatives

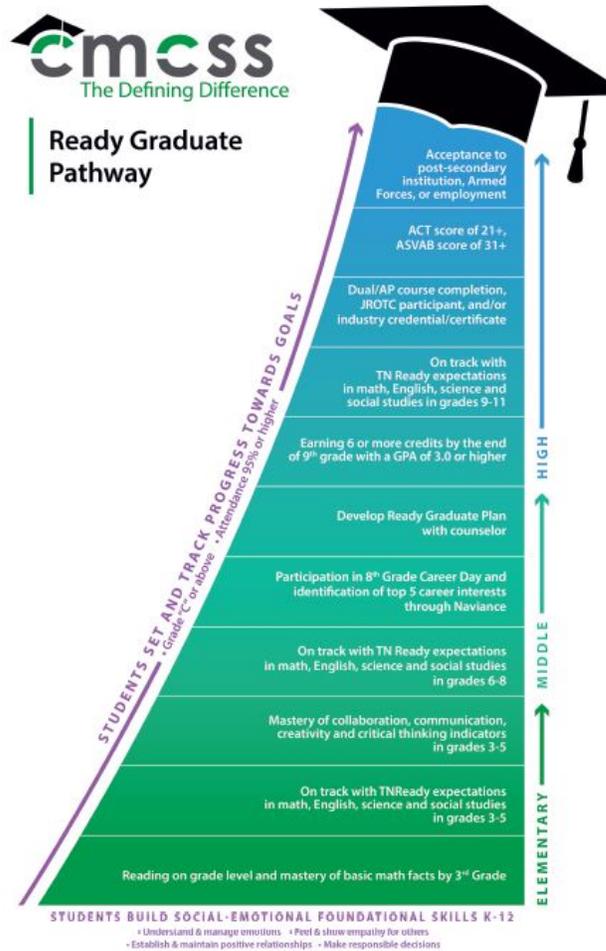
Ready graduates are students who exit CMCSS schools possessing the knowledge and skills necessary to succeed in workplace settings or further academic endeavors. For the 2018-2019 school year, the state of TN defined a Ready Graduate as a student who earns a 21+ on the ACT, participates in 4 Early Post-secondary Opportunities (EPSOs) such as advanced placement, dual enrollment or dual credit classes, earns an industry certification plus participates in 2 EPSOs, or earns a 31+ on the ASVAB plus participates in 2 EPSOs. The graphic below was created to showcase the Ready Graduate options for HS students.



A similar graphic was created for each individual high school that showcases the CTE pathways with industry certifications for that school. In addition, schools were given a graphic of all CTE certifications aligned to each pathway offered in their building. This was used as the basis of conversations with rising ninth-grade students and their parents when developing six-year plans and registering for courses at the high school.

In order to ensure CMCSS students are on track to being ready by the time they reach high school, students need to meet specific milestones in every grade level along the way. Vertical alignment of ACT standards within elementary, middle and high school curriculum guides was added to help to foster student readiness around standardized measures. Naviance curriculum was implemented in middle and high schools to build college and career awareness, assist in the college selection and application process, and prepare students for the ACT test.

The Ready Graduate Pathways poster was updated to include social and emotional goals and other non-academic indicators. This poster was used by counselors and teachers at every grade level to talk with students, parents, and community members about the readiness benchmarks for every grade level.



In the fall of 2018, CMCSS continued to partner with community members and industry leaders to further articulate the demands of the workforce in order to better align classroom instruction to meet those needs. Members of the Instruction and Curriculum Department attended an Industry Summit hosted by APSU. Local politicians, industry leaders and institutions of higher education were also in attendance.

Industry leaders and members of the CMCSS Instruction and Curriculum Department collaborated to create a work ethic distinction rubric for upcoming high school seniors. This distinction was designed to showcase soft skills in addition to academic achievement. During the 2019-2020 school year, a pilot will be implemented. Students will earn various levels of distinction based on an accumulation of points for each component of the rubric shown below.

CLARKSVILLE-MONTGOMERY COUNTY WORK ETHIC DISTINCTION RUBRIC

1.	ATTENDANCE STANDARD	DATE	POINTS	POINTS EARNED
	No more than one absence from school during senior year		5	
	No more than three absences from school during the senior year		3	
	No more than five absences from school during the senior year		1	
2.	TARDINESS STANDARD	DATE	POINTS	POINTS EARNED
	No more than one tardy during the senior year		2	
	No more than three tardies from school during the senior year		1	
3.	DISCIPLINE STANDARD	DATE	POINTS	POINTS EARNED
	No discipline referrals during senior year		2	
	No more than one discipline referral during senior year		1	
4.	OVERALL GRADE POINT AVERAGE STANDARD	DATE	POINTS	POINTS EARNED
	Student has an overall GPA of 3.5 or higher		3	
	Student has an overall GPA of 3.0 to 3.49		2	
	Student has an overall GPA of 2.0 to 2.99		1	
5.	DRUG FREE STANDARD	DATE	POINTS	POINTS EARNED
	Student voluntarily presents proof of being drug free		5	
6.	CAREER & TECHNICAL EDUCATION (CTE) COURSEWORK STANDARD	DATE	POINTS	POINTS EARNED
	Student has successfully completed three or more CTE courses by the end of the senior year		3	
	Student has successfully completed two or more CTE courses by the end of the senior year		2	
	Student has successfully completed one or more CTE courses by the end of the senior year		1	
7.	CAREER & TECHNICAL EDUCATION (CTE) COMPETITION STANDARD	DATE	POINTS	POINTS EARNED
	Student has competed in an approved national-level competition		3	
	Student has competed in an approved state-level competition		2	
	Student has competed in an approved regional-level competition		1	
8.	TN PROMISE STANDARD	DATE	POINTS	POINTS EARNED
	Student is in good standing with TN Promise & has completed the required 8 hours of community service		2	

9.	DUAL ENROLLMENT/CREDIT STANDARD	DATE	POINTS	POINTS EARNED
	Student has successfully completed and earned credit for at least one Dual Enrollment, Dual Credit, or Advanced Placement course		2	
10.	INDUSTRY OR STATE CERTIFICATION STANDARD	DATE	POINTS	POINTS EARNED
	Student has received a national or state industry certification during or before senior year		2	
11.	EMPLOYED, ENLISTED, OR ENROLLED STANDARD	DATE	POINTS	POINTS EARNED
	Student is registered or has applied to a post-secondary institution, is employed, or has enlisted		2	
12.	INDUSTRY AWARENESS STANDARD	DATE	POINTS	POINTS EARNED
	Student has participated in an Internship, work-based learning, or apprenticeship during senior year		3	
	Student has participated in more than one industry awareness event during the senior year		2	
	Student has participated in one industry awareness event during the senior year		1	
13.	POST-SECONDARY AWARENESS STANDARD	DATE	POINTS	POINTS EARNED
	ACT of 21 or above or ASVAB of 31 or higher		3	
14.	COMMUNITY SERVICE STANDARD	DATE	POINTS	POINTS EARNED
	Completed 30 hours of community service		3	
	Completed 20 hours of community service		2	
	Completed 10 hours of community service		1	

TOTAL POINTS EARNED _____

TO RECEIVE THE WORK ETHIC DIPLOMA DISTINCTION A STUDENT MUST EARN A MINIMUM OF 25 POINTS

_____ Title

CMCSS Representative Signature

_____ Date

Student Signature

GOLD 35-40	SILVER 30-34	BRONZE 25-29
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Next Steps:

- Pilot the work ethic distinction with seniors.
- Identify an assessment for middle school students that will predict ACT preparedness and identify areas of need.
- Develop additional curricular resources to supplement Naviance lessons for middle and high school students.
- Share feedback with the state about options for combining and organizing Ready Graduate Indicators.
- Prepare for anticipated changes to the Ready Graduate expectations of the state, including Work Keys testing.

Maximize Employee Capacity

Continue focus on recruitment and diversity

Boost social media presence for employee recruitment

Enhance curriculum resources and individualized professional learning opportunities

Continue focus on recruitment and diversity

Certified Team

Recruitment efforts were discussed, planned, and launched throughout the 2018-2019 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. CMCSS representatives encountered more than 500 potential candidates during university visits to the following states: Alabama, Florida, Georgia, Illinois, Indiana, Kentucky, Mississippi, Ohio, Pennsylvania, and Tennessee. In addition to expanding the emphasis on minority recruitment at a Hispanic Serving Institution and Historically Black Colleges and Universities, CMCSS dedicated resources to expand teacher pipelines to encourage teaching as a profession in the Clarksville community.

The Clarksville Teaching Fellows, in partnership with Nashville Teacher Residency, concluded the first cohort experience at the end of the 2018-2019 school year. Twelve candidates will be placed in CMCSS middle schools to teach mathematics or English for the upcoming school year. For the 2019-2020 school year, sixteen candidates have been selected to participate in the second cohort of the Clarksville Teaching Fellows. These selected classified employees will be placed with exemplary educators at the following schools: Kenwood Middle School, New Providence Middle School, West Creek Middle School, and West Creek High School.

The Early Learning Teacher Residency (ELTR) program will be launched for the 2019-2020 school year. Twenty classified employees and twenty recent CMCSS high school graduates have been selected to serve as educational assistants paired with exemplary teachers at five elementary schools, in a residency environment. The ELTR participants have been enrolled at Austin Peay State University where they will complete the requirements to become a licensed elementary and special education teacher in three years. Partnerships with APSU, the Clarksville Montgomery County Education Association, and others have been established to ensure ELTR candidates have tuition and other costs covered throughout the three-year residency.

Classified Staff

Classified recruitment continues to maintain a focus on high-need positions including bus drivers, special education assistants, and substitutes. Weekly interest sessions have proven beneficial in producing a steady flow of candidates while allowing Human Resources associates an opportunity to interact with potential new hires by answering questions and providing direct, face-to-face support.

From June 2018, through May 2019, CMCSS attended 24 classified recruitment events. Partnerships with Goodwill, Ft. Campbell, Tennessee Career Center, APSU, and others provided an opportunity to engage 909 potential recruits. 30.3% of the potential recruits completed the application process.

In addition to external recruitment efforts, CMCSS utilizes the in house substitute program as a significant recruitment tool. During the 2018-2019 school year, 140 subs were hired into full-time certified (63) and classified (77) positions. Since the in-house substitute program began in 2014, sub-to-perm hires have occurred in all departments and schools across the district, totaling over 658.

In an effort to build and maintain the active substitute pool, 583 new substitutes were hired during the 2018-2019 school year, and 105 more subs were hired this year than in the previous year. The

Substitute Program is working towards employing 550 active substitutes in order to meet the daily absence volume needs, while continuing to see growth in the sub to perm hire model.

Next Steps:

- Increase the percentage of job fair contacts completing the application process
- Expand classified recruitment opportunities to include CMCSS classified job fairs/events
- Build the active substitute pool

Boost social media presence for employee recruitment

During the 2018-2019 school year, CMCSS expanded recruitment efforts through social media. With the creation of the Clarksville-Montgomery County School Careers Facebook page in November 2018, HR representatives were able to promote district vacancies and recruitment events. Based on available data, HR associates determined that 10:00 a.m. and 6:00 p.m. were the most productive times for posting and developed a systematic schedule to increase presence and engagement.

In addition to Facebook, CMCSS continues to use other sources such as School Spring and Handshake to advertise employment opportunities. In an effort to track and determine overall effectiveness, applicants must provide a response indicating how he/she heard about the job opportunity. Using the Recruit and Hire application system, HR associates are able to track applicant responses. Between August 2018 and May 2019, 2,866 candidates applied. The following table indicates the top specified sources, as reported by applicants.

Source	Number of Applicants
District Website	1,859
School Spring	276
Employee Referral	89
Search Engine	447
Other	195

Next Steps:

- Increase applicant tracking capabilities through the use of Recruit and Hire
- Explore additional social media platforms and recruitment potential

Enhance curriculum resources and individualized professional learning opportunities

Individualized professional learning opportunities encourage faculty and staff to engage in professional learning tailored to meet professional needs. During the 2018-2019 school year, the Professional Learning Department worked to create and update multiple professional learning opportunities for both certified and classified staff across the district. This included the addition of courses taught through traditional face-to-face, blended, and online formats.

The third annual ENGAGE Conference began on June 3 at West Creek High School. This year's conference again focused on ensuring that CMCSS teachers had the opportunity to learn best practices from their peers, but new enhancements were also implemented to continue to improve the experience for attendees. For the first time, an ENGAGE mobile app was offered that allowed teachers to quickly access session information, presenter details, and even a school map. Inside the conference app, teachers had the opportunity to earn points toward prizes by participating in challenges located across the site. Technology Integration Coaches provided informational posters to give participants access to helpful tools, and each day at lunch, they offered exciting pop-up events designed to highlight new technology tools. The June ENGAGE session had 454 individual sessions that filled 7,389 seats. The July conference will offer 404 individual sessions.

The Professional Learning faculty and staff worked in tandem with other members of the Instruction and Curriculum Department to further promote individualized professional learning for the 2019 ENGAGE Conference. To this end, the Instruction Team administered a planning survey for all teachers during the month of September to get early feedback on potential topics of interest. Feedback from this survey was used to ensure professional learning sessions are provided that meet teacher needs. In addition to pre-conference interest surveys, the Professional Learning Department has begun administering a follow-up Professional Learning Activities Survey for all professional learning sessions offered in CMCSS. The survey provides information about teachers' perceptions of the professional learning in which they participated, and gathers data about further supports needed to implement professional learning.

The inaugural Teacher Leader Academy wrapped up with a graduation celebration in May. Eighteen new leaders were recognized for completing the program in a ceremony with Mr. House as the guest speaker. Overall, feedback for the academy was positive, but after receiving a grant for the 2019-2020 school year, the academy will evolve into a model designed to effectively improve teacher practices.

For the first time, the New Teacher Induction Program began to incorporate video coaching as part of its curriculum. New teachers and mentors recorded clips of lessons and completed a cycle of self-reflection, goal setting, and feedback around the implementation of the district instructional model. A video-coaching pilot began at the start of the school year with seven schools and will be expanded this spring. The Professional Learning Department also expanded the New Teacher Induction model to include a second year of induction support designed to help new teachers develop instructional

content expertise. Moving forward, the department will explore options for adding a third year of induction to bring the model in line with best practices.

The Professional Learning Department has been exploring the option of micro-credentialing as another mode for attaining professional learning specific to individual needs. Micro-credentialing allows teachers to select an area of need, learn through available resources, and work to put the new learning into practice in the classroom. Following learning modules, teachers submit evidence of practice to earn a credential and display attained expertise. Mentor teachers have been piloting the micro-credential option, which has allowed them to earn up to five micro-credentials related to supporting new teachers with the implementation of explicit instruction. Currently, CMCSS is the only district in the state of Tennessee to create and deploy district-created micro-credentials.

Online learning continues to improve efficiency and effectiveness in CMCSS. Opportunities for synchronous online learning were expanded by hosting webinars with various CMCSS subject matter experts to include STEM, ELA, ELL, Special Populations, and New Teacher Induction. Advanced Questioning and Presenting Instructional Content courses were added to the TEAM Focus area online suite, and Best Practices for Teaching Honors Courses was added to support secondary educators who work with advanced students. Online courses for Asthma Basics and Medication Training were developed in collaboration with the Safety and Health Department to provide e-learning for any CMCSS employee who needs immediate training on appropriate medical procedures when working with students with IHPs.

As a part of the Professional Learning department's focus on increasing the number of learning opportunities available to classified staff, the district will offer an induction for education assistants who work directly with students for the first time in August 2019. Also, the Instruction and Curriculum Department collaborated with the Operations Department to help design a Passenger Management Specialist certification course designed to further train and recognize bus drivers who have an excellent track record of both safety and building positive relationships with the students who ride their buses.

Technology Integration Coaches (TICs) continue to support to teachers by modeling and co-teaching lessons, participating in planning sessions, and facilitating professional learning opportunities. This year, a small number of teachers have worked alongside TICs to complete focused, long-term coaching cycles in which each teacher set specific goals for blended learning and worked to accomplish those goals over time with ongoing support from the TIC. TICs also worked directly with curriculum consulting teachers to facilitate lead teacher meetings and develop model blended units for core content classes in middle and high school. For the 2018-2019 school year, TICS supported teachers through:

- 332 Grade Level or Content Group Trainings
- 119 Trainings during Faculty Meetings
- 623 Modeled or Co-Taught Lessons
- 661 Collaborative Planning Meetings
- 2,152 One-To-One Support Sessions

For a number of years, the Professional Learning Department has offered a course titled, Leadership I: Introduction to Leadership. This course continues to be the most popular leadership opportunity available in the district because it is available to all employees. The Professional Learning team launched a follow-up course called Leadership II: Advanced Leadership Academy in June 2019. This learning opportunity is based on Stephen Covey's *The Seven Habits of Highly Effective People* and *The Six Critical Practices for Leading a Team*. This course is designed for graduates of Leadership I who are currently in a leadership position or who are preparing to lead a team.

Next Steps:

- Continue to refine and expand video coaching support to reach all schools
- Continue to expand induction supports for new teachers and educational assistants
- Expand training opportunities for classified staff members who directly interact with students, such as bus drivers
- Market and expand micro-credential opportunities
- Continue to expand online learning opportunities
- Expand and refine professional learning evaluation tools
- Refine Leadership II: Advanced Leadership Academy
- Use various media to effectively share information and market professional learning

Improve Efficiency and Effectiveness

Implement automated on-boarding and electronic employee files

Improve student transportation services

Address school capacities

Implement electronic medical records (EMR) for school nurses and expand

Onsite Clinic EMR capabilities

Improve organizational efficiency through technology

Implement acceptance of debit and credit card payment options

Implement automated on-boarding and electronic employee files

Human Resources Department

The technology company, iAutomation was selected to assist the Human Resources Department to streamline their document management processes, develop and create workflows and electronic employee on-boarding. As of August 2018, all active employee personnel files were scanned into the Docuphase Software, which has provided Human Resources staff the ability to access employee files instantly from their computers. On August 22, 2018, the new substitute teacher employees experienced an on-line automated on-boarding, allowing them to complete all new hire related paperwork from their smartphones or home computers. The classified employees followed on September 9, 2018, with certified new employees going live on October 22, 2018. The Human Resources staff have completed the electronic on-boarding conversion on January 15, 2019, student tutors are now utilizing electronic on-boarding. In addition to employee new hire forms, new employees also are able to complete benefit related (medical, dental, life, vision etc.) forms electronically before arriving for employee orientation.

The Department has realized significant time savings with the implementation of electronic employee files and electronic on-boarding. Paper forms are no longer being copied, organized or filed, and new employee orientation/on-boarding has been reduced by 1 to 2 hours depending on the employee group. Human Resources is looking forward to the summer hiring season to experience the full effect of this new implementation.

Current Status

- 4,750 employee files were scanned into Docuphase
- All new employees are being electronically on-boarded.

Next Steps:

- Employee file processes and workflows will be developed to ensure Docuphase is being used to its fullest capabilities, with a focus on efficiency.
- Other HR forms that do not pertain to new employee on-boarding will be reviewed to determine if electronic conversation is an option.
- At the completion of the summer hiring season, processes will be reviewed and examined for effectiveness.
- Electronic Employee Files that were scanned will continue to be reviewed and organized.
- Development of employee file guidelines to ensure consistency of document placement.
- Conversion of Leave information from Benefits Office to electronic employee file ensuring controlled access.

Improve student transportation services

The Student Transportation Department has been focused on the top four reasons school bus drivers leave the job.

1. Salary/Benefits

With the increase in pay as a result of the market analysis, the Student Transportation Department has made contact with previous employees who left due to salary issues. The Driver Programs Manager reviewed and contacted over fifty inactive drivers who indicated the reason they left was due to finding better pay. This resulted in rehiring eight former school bus drivers who were excited about the new pay raise.

2. Schedule/Desire for more hours

The creation of 21 three-hour-a-day custodial positions has had a positive effect on both the school bus drivers that have been hired for these positions, as well as for the schools where they have been assigned. The Student Transportation Department has requested 9 additional three-hour-a-day positions for the upcoming school year. Three of these positions will be custodians and six will be school assistants to help in the areas of office support, cafeteria support, or educational support.

3. Lack of Support/Unappreciated

The Student Transportation Department has established different programs to help support and show appreciation to CMCSS school bus drivers. Popcorn appreciation at each location twice a week is one way of showing appreciation. The Student Transportation Supervisors have scheduled a visit once a quarter for a face-to-face meeting with the school bus drivers. At the Operations Complex, a recognition board is on display to highlight and recognize outstanding achievements.

4. Student Behavior

The Student Transportation Department has created seven School Bus Driver/Passenger Management Specialist positions, pending budget approval. The individuals selected for the positions will go through an Advanced Student Management Training Class developed with the help of Professional Learning. After completion of this training, these employees will be assigned to school buses that require a higher level of student management. The district has also increased the number of teachers and educational assistants riding buses through the Teacher/Monitor program, which helps decrease negative or disruptive student behavior.

Next Steps:

- Create recognition boards at the two satellite complexes
- Keeping the focus on training and building relationships with students and faculty

Address school capacities

The District is industriously seeking ways to address student growth across the county, due to the thirty-year average of over six hundred new students each year. CMCSS has grown over 3,300 students since the last new school was constructed. To address immediate capacity needs at overcrowded schools, the District will be moving a total of eleven portable classrooms during the summer of 2019 and the CTE programs at four high schools will be building six additional portable classrooms during the 2019-2020 school year. Design is currently underway for a twelve-classroom addition at Rossvie Elementary with an estimated opening date of January 2021. In January 2020, an architect will be selected and the design phase will begin for a twelve-classroom addition at West Creek Elementary.

The resolution for commission approval of the design of our eighth middle school on the Kirkwood Complex was denied in January 2019 and reverted back to the Joint Land Acquisition Ad Hoc Committee (JLAHC). Since that time, the District has continued to work diligently with the County Mayor and the JLAHC members to exhaust all options in seeking an alternative location for the next middle school that best suits the needs of the students and the community. The search continues for a viable property with eight out of the fourteen prospective properties already eliminated, due to non-suitable locations for school use.

Next Steps:

- Find a land solution for design of eighth middle school and/or future ninth complex
- Request funding for middle school design
- Construct a twelve classroom addition at Rossvie Elementary
- Design a twelve classroom addition at West Creek Elementary
- Determine the appropriate locations for two additional twelve classroom additions

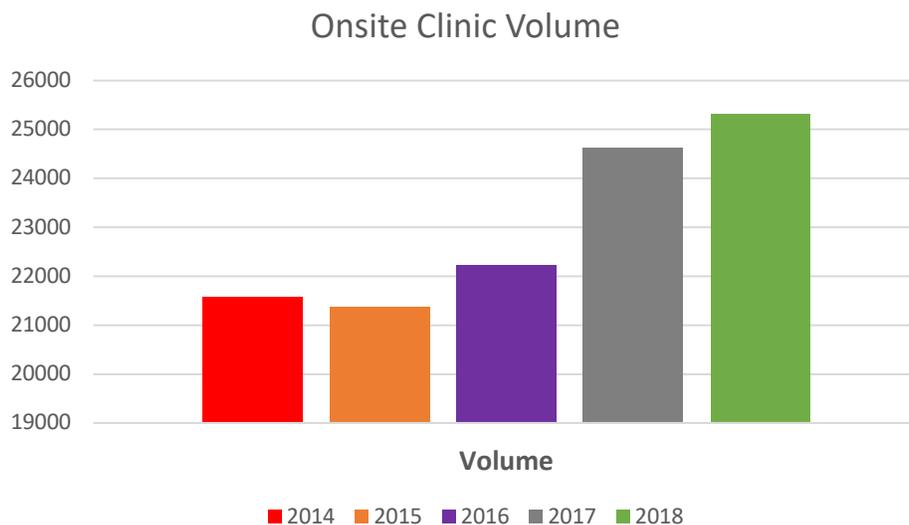
Implement electronic medical records (EMR) for school nurses and expand Onsite Clinic EMR capabilities

Health Services

The 2018-2019 school year saw the development and district-wide implementation of an Electronic Medical Record (EMR) System. The EMR was successfully used by 39 full-time school nurses during the second semester, and all reported a reduction in paperwork, improved communication of Individual Health Plans and injury reports, and increased productivity. The ultimate result is that nurses have more time away from paperwork to provide care for students. The EMR also allows accurate tracking of student medical information and allows CMCSS to successfully work with Stellar Therapy to bill Medicaid for nursing services. The district is currently being reimbursed for just over 100 students in the district at the rate of approximately \$234.68 per student per month.

Onsite Employee Health and Wellness Clinic

In 2018-2019, the Onsite Employee Wellness and Health clinic saw an overall increase in patient volume. In 2018, there were 25,306 patients, which was an overall increase of 3,740 of patients from 2014. Use of the Onsite Employee Wellness and Health clinic has resulted in an overall savings of \$11,186,048 since August 2013. The savings is due to the change of the in-house Administration of the clinic as well as savings due to patient utilization of the Onsite clinic versus other medical facilities. To eliminate paper waste and to increase efficiency, Onsite desired to increase the use of the EMR System. The rollout of clinic changes were introduced to staff and patients in phases. The initial rollout was the provision of Patient Fusion to patients. Approximately 2,500 patients enrolled in Patient Fusion in 2018-2019, which equal about ¼ of the patient population. Phase two started in January 2019 and online check-in was available to patients. This provided immediate electronic information to the treating Provider as the patient entered their exam room.



Next Steps:

- Continue to monitor productivity
- Provide ongoing enhancements to the EMR as needs are identified
- Expand Medicaid Reimbursement program
- Provide additional Onsite staff training to further utilize patient online check-in. The challenges with online check-in lie with the EMR’s capability for same-day appointments.

Next Steps continued:

- Examine further options for online appointment requests. This step would require patient training prior to implementation, as these requests can easily be mistaken as “setting” the appointment.
- Explore expansion/change of Patient Portal utilization for the Onsite clinic facilities.
- Explore additional opportunities to steer patients to the Onsite Clinic to continue cost containment.

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.

Technology updated the online enrollment website and process to support the new CMCSS Enrollment Center, which allows new and returning families to complete their registration for CMCSS at a centralized location. The center has desktop computers available for parent use to enroll online, scanners to allow the district to receive required documentation, and admin access to import the records into the student information system.

The district is working to implement a new single-sign-on system for students for the upcoming school year. *ClassLink* will allow easy access to the majority of online resources available to students, as well as bar code sign-in to help younger students. The new system also provides quality analytics regarding student usage and time online.

The department has also worked with Instruction and Curriculum and Business Affairs to design and develop an online payment system for summer camps and programs. This has led to a more efficient and equitable registration system for these programs, as it allows the availability to be communicated in a timely manner to all eligible students, and registration to be completed at the parent or guardian's convenience.

Technology also began working with Human Resources to transition to an improved substitute management system. This new system will offer improved notification and reporting for teacher absence needs and substitute placement.

The district network team continues to upgrade and monitor network accessibility in order to facilitate a safe and productive online learning and work environment for students and staff. This includes network enhancements, data mining and reporting, and continual monitoring and upgrading of equipment.

Next Steps:

- 1:1 laptop expansion to include fourth-grade students
- Completion of security center at Central Services-Gracey to assist in coordination of School Resource Officers and safety initiatives, including the district camera system, for day-to-day operations and emergency situations.
- Implementation of new single sign-on system for students (*ClassLink*)
- Implementation of new transportation software which provides fleet GPS and diagnostic information for buses (*Zonar*)

Implement acceptance of debit and credit card payment options

District Level:

In July 2018, CMCSS implemented an online payment system for the 1:1 laptops (middle & high schools), which allowed parents/guardians to purchase the technology protection plan. There were over 4800 students/parents that made online payments which was almost 60% of the total payments received for the protection plan. Online payments greatly increased efficiency as it reduced the amount of time needed from school and central office staff to process the payments received. CMCSS hopes to have an increase in online payments next year for the technology protection plan as parents/guardians grow more comfortable with the process.

As the district explored other ways to use online payments, the decision was made to pilot a small project with the Curriculum & Instruction Department for the summer Camp Invention program, which was for 480 students. The forms were all done electronically, and as part of the process, the fee was to be paid online. By automating this process, it has streamlined the entire registration and payment process and was very successful for both departments.

In January 2019, the Business Affairs Department implemented the policies and procedures for accepting debit/credit card payments in the district accounting office. At this time, the only payments that are accepted in the district accounting office by debit/credit card are student debts, middle college tuition, out of county tuition, employee charges for damages or not returned items, and third-party facility use charges. Since the implementation, the district has mainly processed credit/debit card payments in the office for student debts. It has been a great option for parents/guardians and the district is glad to know better customer service is provided by having this option available.

Next Steps:

- Continue to explore other opportunities for online payments at a district level. The next project will be for parents/guardians to pay online for the student debt that is associated with technology equipment (laptops and chargers).

School Level:

In July 2018, Business Affairs staff conducted a training and introduced OSP (Online School Payments) to all school bookkeepers. OSP is the software used for online payments at the school level and can be setup to accept payments for a variety of items (spirit wear, student debt, field trips, etc.). All schools were encouraged to have at least “Lost Textbooks” and “Lost Library Books” set up as available options to pay online for student debt. The ease of using the website appears to be more effective and efficient for parents since they do not have to send cash/checks with students. Several of the school bookkeepers have commented on how easy the software is to use and how much time it saves since less money is being passed through their office.

As of June 2019, all 39 schools have the capability to accept payments; however, only 33 of 39 schools have used the program in some capacity to accept payments online. The goal is 100% participation from all schools. There were \$130,895.90 in online payments that posted through OSP in the 2018-2019 school year.

Next Steps:

- Determine why 6 of the 39 schools are choosing not utilize the software and encourage them to start processing online payments.

Engage the Public in Support of Student Achievement

Focus on expansion of community partnerships

Continue developing online resources for stakeholders

Focus on expansion of 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 two years ago, was refined based upon stakeholder feedback. Finally, communications to PIE Partners and Representative included personal visits, regular emails, phone calls, and social media.

The number of active Partners in Education increased to 28% bringing the number to 274 unique partners this year, up from 214 in 2017-18.

2018-2019 Total Contributions from Partners in Education

\$216,589 - Monetary & In-Kind

+ \$98,286.95 - 3,865 Volunteer Hours valued at \$25.43 per hour

\$314,875.95 - Total Contributions increased 54.85% over the 2017-2018 school year.

2017-2018 Total Contributions from Partners in Education

\$123,524.19 - Monetary & In-Kind

+ \$79,822.77 - 3,233 Volunteer Hours valued at \$24.69 per hour

\$203,346.96 - Total Contributions

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

A new Executive Director of the Education Foundation came on board in October. As part of the work in the expansion of community partnerships, there has been a focus on meeting leaders of businesses and community organizations. A strategic plan was created for the Education Foundation Board.

Through community supported fundraising, over \$16,000 in grants were awarded to teachers in a celebratory way. These funds directly impact 5,054 students while raising community awareness of Foundation Programs.

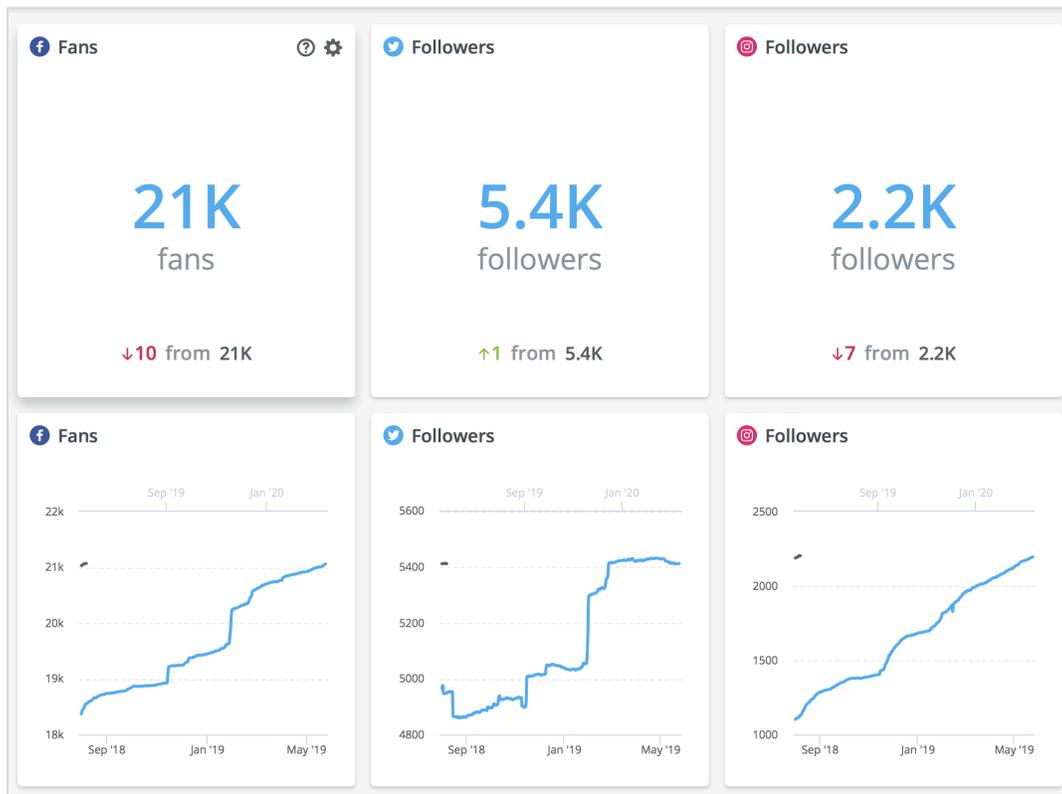
Next Steps:

- Expand innovation in the classroom through year-around Great Idea Grants.
- Continue to present to community civic groups such as Kiwanis, Civitan, etc. sharing the work of the Foundation and giving opportunities to partner.
- Work collaboratively with community partners to provide equity for students in need.

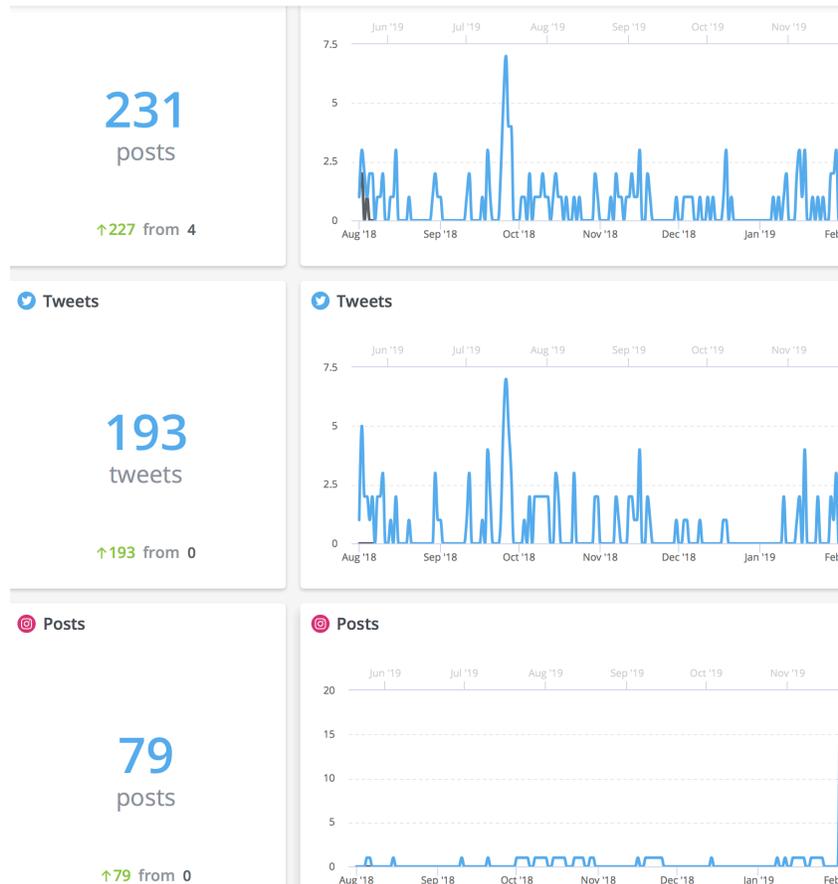
Continue developing online resources for stakeholders

Teams from the Communications and Technology departments launched the new cmcss.net website on July 11, 2018. Online communication is critical in today's world. The previous website design was developed over a decade ago. It served its purpose well. To provide stakeholders with a robust website, a great team spent almost a year developing, testing, and tweaking before launching. As with any effective website, the team looks for and implements ways to make improvements.

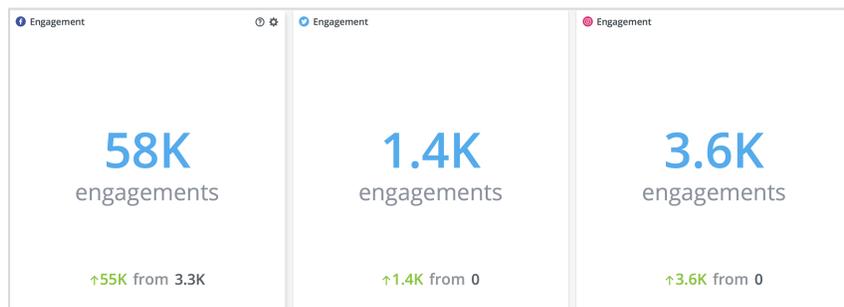
Website reviews and updates continue to occur as the department pushes out communications via social media platforms. Almost 22,000 people follow CMCSS on Facebook; with 5,400 Twitter followers and just over 2,000 and growing Instagram followers. Analytic details on each of the three platforms are shown below:



Keeping followers engaged with information is critical, and having that info presented in a simple, clean, easily understood way requires good design practice and methodology. The following graphs show the numbers of postings during the most recent school year:



The data below shows how stakeholders/followers have actively engaged with the CMCSS social media platforms (left to right Facebook, Twitter, Instagram):



Surveys continue to show that the CMCSS website is the number one source of information in CMCSS, followed closely by social media and face-to-face communication.

There were 2,935 students enrolled through the online registration portal between May 30, 2018, and January 1, 2019. Additionally, CMCSS is transitioning from one phone notification company to another,

which provides more robust options at a lower cost and offers the ability to share messages online, as well as telephonically.

Student Achievement Data

CMCSS AYP Graduation Targets and Actual Graduation Rates

School Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
District Graduation Rate	88.33%	90.78%	91.0%	93.5%	95.2%	94.0%	93.5%	96.5%	94.8%	95.1%	94.2%
Graduation Rate Formula	Lever Calculation	NGA Calculation	NGA Calculation	NGA Calculation	DOE Calculation						
Year included in AMO Calculations	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019

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

High School Non-Graduate Data 2007-2018

	2007-08	2008-09	2009-10	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Still Enrolled (5th yr)	1.7%	0.4%	1.0%		1.6%	1.4%	0.6%	0.7%	1.8%	0.7%
SPED/Occupational Diplomas	3.5%	3.1%	3.0%	2.9%	2.1%	1.0%	0.4%	0.4%	0.5%	0.8%
Dropout Rate	5.5%	5.4%	4.5%	1.9%	1.8%	1.6%	1.4%	2.2%	1.5%	2.0%
Other Programs (GED, Job Corps, Adult HS)	1.0%	0.4%	0.5%	0.5%	0.5%	2.5%	1.1%	<0.01%	0.4%	0.1%

State Goal = below 10%

Graduation Rate

subgroup	indicator	2015-16	2016-17	2017-18	TN 2017-18
All Students	Graduation Rate	94.8	95.1	94.2	89.1
Black/Hispanic/Native American	Graduation Rate	94.1	95.1	94.1	82.6
Economically Disadvantaged	Graduation Rate	92.7	90.1	87.6	82.1
English Language Learners with T1-T4	Graduation Rate	90.2	89.7	79.6	70.9
Students with Disabilities	Graduation Rate	78.0	80.6	78.3	71.6

2017-18 TNReady Value Added Evaluation Composite

2017-18 Composite Trends TNReady	
Composite Type	Level
Overall	3
Literacy	2
Numeracy	1
Literacy and Numeracy	1
Science	1
Social Studies	5

*** This data includes the TNReady Questar High School online assessment data.

- 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	Percent Proficient (2018)	Percent Proficient (2017)	State
Algebra I	HS	26.8	25.0	HS Math = 22.5 (2018) HS Math = 21.5 (2017)
Algebra II	HS	24.8	30.1	
Geometry	HS	23.8	31.6	
Biology I	HS	57.5	78.2	HS Sc = 45.3 (2018) HS Sc = 51.0 (2017)
Chemistry	HS	46.7	52.8	
English I	HS	27.3	35.9	HS ELA = 29.4 (2018) HS ELA = 34.6 (2017)
English II	HS	38.1	47.5	
English III	HS	31.0	38.3	
US History	HS	42.6	46.2	HS USH = 27.8 (2018) HS USH = 30.8 (2017)
ELA	3rd-8th	41.9	41.6	3rd-5th = 35.7 6th-8th = 32.1 (2018) 3rd-5th = 33.9 6th-8th = 33.5 (2017)
Math	3rd-8th	44.0	45.0	3rd-5th = 40.0 6th-8th = 34.6(2018) 3rd-5th = 40 6th-8th = 35.7 (2017)
Science	3rd-8th	75.5	76.1	3rd-5th = 56.0 6th-8th = 60.2 (2018) 3rd-5th = 58.6 6th-8th = 62.2 (2017)

*** This data includes the TNReady Questar High School online assessment data.

2017-18 ACT
Best Score Graduate Data

	N	Composite	Math	Reading	English	Science	% Meeting Hope Scholarship
CMCSS	2201	20.4	19.5	21.1	19.7	20.6	43.8
TN		20.2	19.5	20.7	19.7	20.3	

District Designation 2017-18

CMCSS = Advancing

Pathway	Average	Determination	Overall Average	Final Determination
Achievement	2.58	Advancing	2.5	Advancing
Subgroup	2.31	Advancing		
Final Determination Key	Marginal	Satisfactory	Advancing	Exemplary
	Below 1.0	1.0 to < 2.0	2.0 to < 3.0	3.0 to 4.0
	District improvement is making isolated improvement, if any.	District is improving on average but is missing growth expectations.	District is meeting growth expectations on average.	District is exceeding growth expectations on average.