



**2019-2020
Mid-Year Review of
Strategic Work**

January 2020



Mid-Year Review of 2019-2020 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 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, 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 37.



IMPROVE STUDENT ACHIEVEMENT

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

Strengthen early learning instruction and programming

Broaden choice in academic offerings to align with ready-graduate initiatives

Enhance standards-based curriculum, instruction, and assessment resources



MAXIMIZE EMPLOYEE CAPACITY

Develop and support multiple pathways into the teaching profession

Explore the impact of employee attendance

Develop differentiated employee recognition practices

Examine the expansion of Onsite services and diversification of employee wellness opportunities

Increase individualized professional learning opportunities



IMPROVE EFFICIENCY AND EFFECTIVENESS

Refine Student Services Department processes

Address school capacities

Improve student transportation services

Improve organizational efficiency through technology

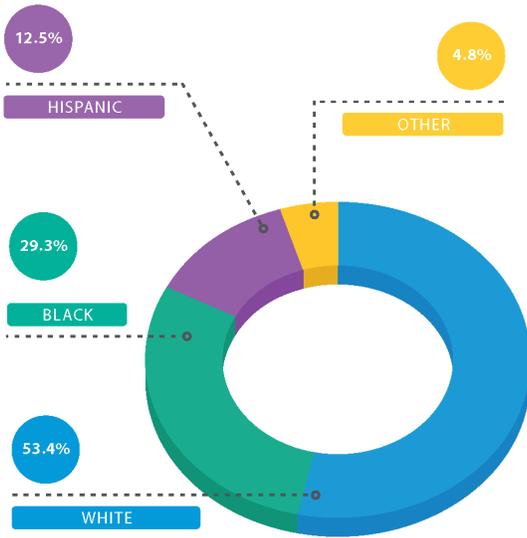


ENGAGE THE PUBLIC IN SUPPORT OF STUDENT ACHIEVEMENT

Equitably align community resources to district needs

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

ETHNIC DISTRIBUTION OF STUDENTS



White: 53.4%
 Black or African American: 29.3%
 Hispanic: 12.5%
 Asian: 2.7%
 Native Hawaiian/
 Pacific Islander: 1.1%
 American Indian/
 Alaskan Native: 1%

Student groups less than 10 in size are not indicated.

OUR SCHOOLS

CMCSS is the seventh largest school district in Tennessee

Total number of schools: **40**
 Elementary schools: **24**
 Middle schools: **7**
 High schools: **7** with **1** Middle College High School at Austin Peay State University and **1** Early Technical College at TCAT

OUR EMPLOYEES

CMCSS is the largest employer in Montgomery County, outside of Fort Campbell
 Employees: **5,100+** (includes substitutes)
 Certified teachers: **2,300+**

PER PUPIL EXPENDITURE

2017-2018

CMCSS:	\$9,597*
State:	\$10,340
National:	\$12,295

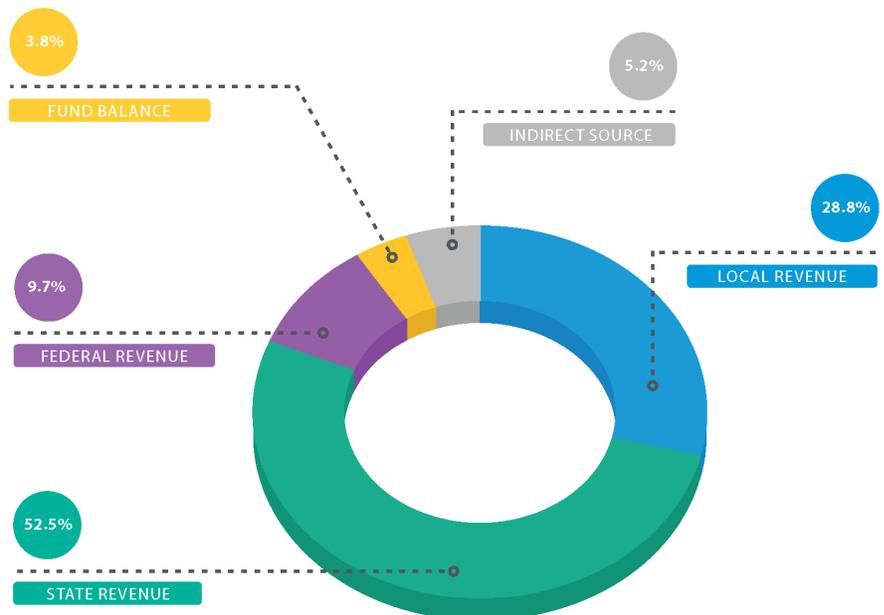
* This total includes \$15.9 million in competitive grants at the local level from state and federal sources.



2019-2020 BUDGET

Local revenue: **28.8%**
 State revenue: **52.5%**
 Federal revenue: **9.7%**
 Fund balance: **3.8%**
 Indirect source: **5.2%**

77.6% of the CMCSS budget funds are directed to salaries and benefits



Improve Student Achievement

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

Strengthen early learning instruction and programming

Broaden choice in academic offerings to align with ready-graduate initiatives

Enhance standards-based curriculum, instruction, and assessment resources

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

The resources provided to meet students' social and emotional needs in CMCSS are aligned to the five competencies outlined by the Collaborative for Academic, Social, and Emotional Learning (CASEL). These five pillars are:

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision-making

Based on these foundations, and guided by the results from the annual Social and Emotional Learning (SEL) survey of students in CMCSS, resources and supports in semester one of the 2019-2020 school year have additionally focused on supporting student strategies in how to handle stress and in being able to identify and explain feelings. Finally, teacher and principal input indicated a need for strategies to strengthen teacher-student relationships and student behavior support.

Throughout the fall of 2019, 51 school administrators and counselors were trained in Restorative Practices. This training teaches participants how to build relationships, achieve social discipline, and prevent conflict through participatory learning and decision making. Sixty-two teachers participated in an introduction to this practice during 2019's summer ENGAGE.

Each school's SEL representative attended two Professional Learning Communities (PLCs). Participants learned the educational impact of students who have experienced Adverse Childhood Experiences, and also how to prevent or diffuse many student behavioral issues using a technique called Verbal Judo.

To develop empathy for students experiencing poverty, all principals and assistant principals participated in a Poverty Simulation training. Debriefing after the simulation led to understanding of supports needed by these students. School faculties will be able to participate in this training on staff development days and during summer ENGAGE sessions.

Through a grant from the Community Health Foundation, Suicide Prevention Teams were established at every school consisting of a school counselor, an administrator, and the school nurse. Team members were trained in the Question, Persuade, Refer (QPR) protocol and the Columbia Suicide Severity Rating Scale. Teams were also trained in the district's protocol for responding to suicidal threats or ideations. In the first nine weeks of the 2019-2020 school year, the suicide prevention protocol was enacted 300 times (elementary, 144; middle, 98; high school, 58). Additionally, all students in grades 5-12 were provided a keychain tag with the Suicide Prevention Hotline number. All schools were also given large posters with this information.

An online self-referral system for students was implemented for students in grades 3-12 so that students are able to contact school counselors directly. Topics of concern, in order of frequency, were individual personal/crisis, individual academic need/concern, peer mediation, and suicidal ideations.

The Rise Up program, developed to support students with chronic absenteeism, was moved from Central Services South to the Greenwood building so that students may use public transportation to attend. This program is held on Saturdays. Bus passes are available for students as needed.

Inner Explorer, an online program used to teach students how to cope with stress and anxiety, is used heavily in 16 schools across the district. Funding for this program is provided by LG.

A partnership was developed this year with the Tennessee Student Behavior Support project based at Vanderbilt University. These consultants provide training on the development of Multi-Tiered Systems of Support (MTSS). This work follows the Response to Intervention (RTI) model of tiered support and is focused on student behavior. The training is conducted with school teams over three years, with schools first developing and implementing positive and preventive strategies in tier one, then following up with resources to support the more challenging tier two and three behaviors. Training for ten CMCSS schools (4 elementary, 3 middle and 3 high schools) began in January 2020. Ten additional CMCSS schools will begin the training cycle each January until all schools have implemented MTSS. Training is provided at no cost, with district expense being limited to providing 5 substitute teachers per building.

A Student Code of Conduct Review Committee was established in September 2019, to explore a revision of this policy. The goal of this committee was to develop more supportive resources to help change student behavior, in addition to holding students accountable. The practice of using disciplinary points to trigger remandment to Alternative School was examined and will be discontinued beginning in the 2020-2021 school year. Points will, instead, be used to help determine when specific behavioral supports may be needed. The 2020-2021 Student Code of Conduct will be revised using a tiered system that categorizes student offenses into four categories: Classroom Offenses, Minor Office Referrals, Major Office Referrals, and Zero Tolerance Offenses. Suggested behavioral supports, such as school counselor or behavior consultant referrals, will be provided to help students learn from mistakes. Principals and assistant principals were introduced to this new approach in January 2020. Input will be collected from school administrators and teachers as the Student Code of Conduct revisions are developed.

Next steps:

- Training for Multi-Tiered Systems of Support for teams at ten schools (Burt, Glenellen, Pisgah, West Creek Elementary, Montgomery Central Middle, Northeast Middle, Richview Middle, Clarksville High, Kenwood High, West Creek High) in January and February 2020
- Collaborate with Technology Department to revise student log entry page to support revised Student Code of Conduct
- Revise district policies as needed to support MTSS and the revised Student Code of Conduct
- Development of Student Code of Conduct with categories of student offenses and suggested resources for student support and intervention
- Continued implementation of Poverty Simulation at school sites.

Strengthen early learning instruction and programming

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

- Create and implement high-quality instructional resources
- Support the implementation of research-based literacy practices
- Leverage the expertise of talented teachers through the use of video and digital tools
- Increase access for Pre-K students across the district by adding additional classrooms and inclusion opportunities
- Implement and refine Opportunity Culture focused on Early Literacy

Create and implement high-quality instructional resources

There is no current textbook support for grades K-2 literacy instruction. All units of study are created by local teachers and academic coaches, vetted by the early learning coordinator and shared with all teachers in the curriculum hub. Texts are purchased for buildings to accompany the units. To support the implementation of the units, academic coaches and lead teachers are trained in the use and delivery of research-based literacy practices.

Support the implementation of research-based literacy practices

A training plan has been implemented for administrators, academic coaches and early literacy lead teachers to support the implementation of research-based literacy practices. Under the direction of the district early learning coordinator, professional learning opportunities are presented monthly to deepen literacy practices. A state walkthrough tool has been shared with school teams to help them identify what to look for when visiting classrooms in order to support the implementation of literacy practices. To accompany the professional learning, schools need solid examples of what high-quality literacy instruction “looks like” in practice. Video and digital tools are used to capture great lessons to share with teachers across the district.

Leverage the expertise of the district’s talented teachers through the use of video and digital tools

All academic coaches and some lead teachers have recorded literacy lessons using SWIVL technology. This technology allows the teacher to wear a microphone and movement tracker which communicates to the recording device. The recorded lessons have been uploaded to Teaching Channel, an online resource purchased by the district. Academic coaches and administrators can use these lessons to present exemplars of instruction to teachers in order to set the expectation for high-quality literacy instruction. There are additional resources with the videos to support teachers such as guiding questions, instructional plans for the lesson, and connections to district resources used in the lesson.

Increase access for Pre-K aged students across the district by adding additional classrooms and inclusion opportunities

The district was awarded additional funding for two additional Pre-K classrooms for the 2019-2020 school year. In addition to the new classrooms, the voluntary Pre-K and developmental Pre-K programs have implemented a braided inclusion approach in elementary buildings that have both programs. In this approach to inclusion, developmental Pre-K students and general education Pre-K students move in and out of each other’s classrooms at different periods of the day to provide peer

models and general education experiences for special needs students. In buildings that do not have both programs, the district has reserved spots in developmental Pre-K classrooms for peer model students. The peer models follow an application process to be selected to participate and pay a minimal fee each month.

Implement and refine Opportunity Culture focused on Early Literacy

CMCSS has implemented Opportunity Culture this school in five elementary schools. The philosophy supporting this work is to be able to reach all students with excellent teaching and all educators with outstanding career opportunities. This focus came from the district's work with the Human Capital Network. This work is committed to equity by:

- Increasing Early Post-Secondary Opportunities (EPSO)
- Providing equitable access to effective teachers
- Recruiting and retaining a diverse teaching force

Participating in this work helped to shine a light on several key issues within CMCSS that directly correlate with these equity commitments.

Academic Success | The district's least successful students come from historically predictable populations.

Teacher Retention | These schools have higher turnover rates in staff.

Teacher Recruitment | These schools new hires' experience a wider gap in their existing abilities vs. needs of students.

Diversity | Close to 50% of CMCSS students are minorities. Around 20% of CMCSS staff belong to a minority group.

The result of these problems of practice is the existence of an equity gap in which the neediest students are less likely to have access to consistently effective teaching which in turn creates a cycle of systemic disadvantages in their academic career. As a part of the Opportunity Culture pilot, 16 exemplary teachers were hired to serve as Multi Classroom Leaders (MCLs) across five elementary schools in the district. These teachers support educators in their grade levels to improve daily instruction, create compelling and engaging lessons, and meet students' individual needs by using data to drive their classroom instruction. MCLs teach a homeroom of students for approximately 50% of the school day while being released of classroom duties for the other 50% of the day. During this release time, MCLs work directly with other teachers to model lessons, observe instruction and provide real-time feedback, lead collaborative and one-on-one planning sessions, and work with teacher residents.

The evidence thus far supports this model for improving educator quality and student achievement. School administrators report gains in high-quality instructional practices from classroom teachers under the leadership of the MCL. Data also supports the reduction of students requiring additional intervention outside of the general classroom instruction. Another measure of success is the reduction of student behavior interruptions and the ability for the teacher to maximize instructional time with the decrease of time needed for behavior management.

Next Steps:

- Adopt and purchase ELA textbooks and resources to continue the focus on the implementation of high-quality instructional materials.
- Create an implementation team for new ELA resources and conduct walk-throughs to monitor the implementation and provide direct support
- Continue to build video libraries of high-quality lessons and exemplary instructional practices for teachers to access for professional development
- Expand Opportunity Culture to additional elementary schools
- Create and launch a marketing plan to advertise the opportunities for students and families at the Learning Centers

Broaden choice in academic offerings to align with 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. Beginning with 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 showcases the Ready Graduate Indicator options for high school students.



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. In the fall of 2019, teacher professional learning continued to emphasize specific traditional and digital teaching practices, that would lead students to master content and ACT-specific grade level standards, following the curriculum pacing guides. Literacy walks were conducted in all middle schools to provide diagnostic feedback leading to closer alignment of teaching strategies that support ACT readiness.

Naviance curriculum guides were updated for middle and high school students to build college and career awareness, assist in the college selection and application process, and prepare students for the ACT test. Additional mini-lessons were developed for middle school counselors to use with eighth-grade students related to high school expectations, graduation requirements, and CTE course offerings outside of the Academies.

Teachers from the feeder middle and high school campuses of West Creek and Northwest attended content and strategy specific training during the summer of 2019 to prepare to pilot the AVID (Advancement Via Individual Determination) elective course to cohorts of seventh, eighth, and ninth-grade students in the fall of 2019. The AVID site teams from each school attended additional professional learning opportunities through the fall to continue to hone their practices for helping students who fall in the “academic middle.” They want to help students develop the organizational and thinking skills needed to master the rigor of advanced coursework in high school classes and beyond.

The first cohort of students began their studies in the Academy of Teaching and Learning at West Creek High School to start the 2019-2020 school year. This is the eighth Academy now available for students in CMCSS. Academic standards for this program of study have helped to strengthen the partnership between the elementary and high schools, allowing high school students to spend one class period per week participating in hands-on learning opportunities with elementary school students.

In an effort to find ways to both increase offerings and streamline partnerships with local and regional universities, district leadership began a review of all traditional dual enrollment courses offered across CMCSS high schools. This review will continue into the spring semester.

In addition to the standalone cohort of students taking courses in the Diesel Powered Equipment Technology strand, the non-traditional early post-secondary opportunities (EPSOs) at the Early Technical College at TCAT were expanded to include a stand-alone cohort of students in Heating, Ventilation, Air Conditioning/Refrigeration (HVAC/R) strand to start this school year. A handful of junior and senior students are still intermingled with traditional TCAT students in the strands of Industrial Electrical Maintenance/Mechatronics and Pharmacy Technology.

Other non-traditional EPSO expansion opportunities were researched last fall to include: fine arts pathway courses at the Middle College at APSU and logistics course offerings through Nashville State Community College that could lead to industry certifications not currently offered in our high schools.

Following extensive input from local business and industry partners, the Work Ethic Distinction was unveiled in May of 2019. This distinction was designed to showcase the specific traits and soft skills deemed necessary for successful employment in the community. As a follow up to the unveiling of the Work Ethic Distinction in May of 2019, business and industry partners signed commitment statements.

During the fall of 2019, high school counselors worked to develop a deeper understanding of the distinction expectations, as well as a presentation for senior students describing this year’s pilot program.

Specific to the elementary level, CMCSS currently offers an integrated STEM curriculum at Moore Magnet and Spanish Immersion at Barksdale Elementary.

STEM at Moore Magnet

Students at Moore Magnet participate in an integrated math and science curriculum that includes a focus on STEM careers, student interest clubs, and community experiences. The work that began last year by building relationships with community stakeholders has continued to develop this year as well. There was a large teacher turnover at the end of 2019 and the academic team is currently involved in providing professional development opportunities for new teachers to immerse them in the philosophy of STEM education and acclimate them to teaching in this environment. Open enrollment for the 2020-2021 school year began on January 15. An open house to showcase the school was held in conjunction with the open enrollment period and was well attended by prospective students and parents.

Spanish Immersion at Barksdale

The pioneer class has just completed the first semester of first grade and are becoming proficient readers and writers in the Spanish language. After a year and a half of immersion instruction, students are progressing very well in the grade-level content.

Students are administered ongoing assessments to monitor their progress. The first-grade students were administered the Fountas and Pinnell mid-year Reading Benchmark in December. The data reveals 90% of these students are reading at or above the grade level expectations for this time of year.

First-grade students were also given the AALPA assessment to monitor proficiency in the Spanish language across 3 modes of communication:

- Interpretive (ability to understand in written and spoken form)
- Interpersonal (process by which people exchange information and respond to one another)
- Presentational (one-way communication in spoken or written form)

On a 12 point scale, first-grade averages were as follows:

- Interpretive - 8.23
- Interpersonal - 8.7
- Presentational - 8.4

In addition to the state-required in-service hours, the teachers in the Immersion Program are required to complete additional professional development to strengthen their understanding of immersion education philosophy and instructional practices. Under the leadership of the program administrator, Helen Nicholas, teachers participate in grade-specific and experience-specific professional learning throughout the school year. New teachers are required to attend training in Michigan each spring that is provided by Add.a.lingua, the consulting firm CMCSS has partnered with to guide program development.

Middle School ACT preparedness

Curriculum Consulting Teachers inserted ACT-aligned resources into the scope and sequence materials throughout the middle school curricula. This helps teachers to effectively highlight grade 6-8 standards which will be tested on the ACT. Naviance resources are used by school counselors and student advisory teachers to engage students in preparing for college and career, to include ACT

preparedness. AVID programs at two middle schools support participating students in college-readiness.

Next Steps:

- Finalize plans for the expansion of stand-alone programs at the Early Technical College at TCAT to include Industrial Electrical Maintenance/Mechatronics and for the expansion of the Middle College at APSU to include a fine arts pathway.
- Expand high school course exploration opportunities to include students in seventh grade.
- Create a high school exploration curriculum for eighth-grade students.
- Provide professional learning opportunities for AVID teachers from the West Creek and Northwest campuses; begin training of administrators and teachers from the Kenwood campuses for possible AVID expansion in 2020-21.
- Explore options for the addition of new CTE pathways in high demand, local jobs for CMCSS high school students.
- Register students to participate in the culinary arts program of study that will be added to CTE elective offerings at Northwest High School.
- Participate in state pilot of the Workkeys Readiness Assessment for students in work-based learning courses.
- Continue the review of traditional dual enrollment opportunities and invite local and regional post-secondary institutions to discuss ways to both increase offerings and streamline partnerships more uniformly across the district.
- Continue to explore effective and cost-efficient assessments to measure ACT readiness at the middle school level.

Enhance standards-based curriculum, instruction, and assessment resources

The Curriculum and Instruction Department continues to refine and increase resources for curriculum, instruction, and assessment. Having access to high-quality instructional materials is essential for teachers to develop robust and rigorous, standards-aligned instruction. Additionally, students need to engage in blended learning experiences throughout grades K-12 in order to be prepared for the demands of college and career.

A CMCSS curriculum hub was created at the beginning of the school year to house all curriculum and instruction materials for teachers, replacing the outdated Curriculum Navigator. The curriculum hub is much easier to navigate, provides teachers access to all materials in one location, and can hold a variety of types of resources. The curriculum hub is divided by level (elementary, middle, high school), grade, and content area. Each course has its own section where teachers can access all curriculum documents, model unit lesson plans, teaching materials and resource links for that specific course. Teachers also have access to intervention resources, technology support for software used for instruction and assessment and special education information and support.

A parent and student curriculum hub was created in January to provide access to unit calendars, pacing guides, scope and sequence, and content standards, as well as some video resources at the elementary level to explain and model key standards.

Additional instructional resources and documents have been added to all content area curriculum. Scope and sequence documents were revised to include a blend of traditional and tech-based resources. Curriculum consulting teachers and technology integration coaches continued their partnerships to develop additional model blended units in middle and high school mathematics, English Language Arts (ELA), science and social studies, as well as elementary school ELA. These model units include multiple days of lesson plans with a variety of traditional and technology tools to enhance student understanding of the content while also building the digital skills necessary for navigating the demands of college and career.

In partnership with the Mid-Cumberland CORE office, literacy walks were implemented in all middle schools, focusing primarily on sixth-grade classrooms. A team consisting of the CORE consultant, school principal, academic coach, level director, and curriculum director use the Tennessee Department of Education Literacy Walkthrough Tool to visit ELA classrooms then debrief on areas of strength and need in literacy instruction. Trends identified from the data are used to design follow up support through professional learning at both the school and district levels. Progress monitoring walks are conducted to measure progress and determine additional needs and next steps. Data from the literacy walks informs the development of districtwide grade level Just in Time Trainings (JiTTs) for teachers.

Based on feedback and review, new sixth grade ELA curriculum frameworks and unit materials were developed for the spring semester. Each of these new units includes two options of text sets and instructional materials for teachers. During the JiTTs, teachers work collaboratively to use the new curriculum materials to design standards-aligned instruction and assessment.

A new assessment platform and data warehouse were implemented at the beginning of the school year. Performance Matters houses all district-level assessments including benchmarks, common unit assessments, etc. Schools have the ability to develop and administer building level assessments and

access multiple reports that provide building-level progress as well as classroom and individual student progress. The platform also provides a host of assessment resources including standards-aligned test items and disaggregated reporting, and it provides access to pull multiple data into one location.

A district-level Response to Instruction and Intervention (RTI²) Team was re-established to strengthen supports for students at all levels of learning. This district RTI² team includes representatives from special populations, at-risk support coordinators, school-level academic coaches, building principals from each level, curriculum directors, level directors, and interventionists. The goal of the district team is to refine and enhance the multi-levels of support in several areas including math intervention, behavior intervention, integrated professional learning, dyslexia supports, and learning supports for developing 504 plans, Individualized Education Plans, and learning plans. Smaller focused teams were organized for each area of support, and goals and action steps are being outlined and shared with the larger team. The whole district team meets together monthly to share out the progress of each area and to continue strengthening and refining support practices across all areas, all departments, and all levels.

Two additional intervention positions were established to provide expertise and support for schools in the areas of math and dyslexia. These interventionists provide ongoing professional learning to various groups throughout the school year (interventionists, administrators, academic coaches, and district-level staff), as well as on-site support for schools with analyzing student data, developing appropriate intervention plans, providing direct support to teachers and students.

A partnership with the Interventionist and Special Education Consultant from the Mid Cumberland CORE was established and a pilot support plan was developed with one of the middle schools. This partnership plan includes observation visits to intervention classes, reviewing and analyzing student data, developing and modeling intervention strategies and practices, and building capacity of the intervention team at the middle school. This pilot will assist with the development of a more comprehensive plan for school-based intervention support at all levels.

Next steps:

- Textbook adoption for English Language Arts
- Develop an English Language Arts textbook implementation team of district and school-level staff
- Expand literacy walks to elementary and high school levels
- Explore math learning walks tools
- A core group of educators at both district and school levels will complete an online Reading Academy
- Small groups of district RTI² team working on plans for specific areas:
 - Math intervention
 - Integrated professional learning
 - Behavior intervention
 - Dyslexia support
 - Learning supports (504/IEP/Learning Plans)

Maximize Employee Capacity

Develop and support multiple pathways into the teaching profession

Explore the impact of employee attendance

Develop differentiated employee recognition practices

Examine the expansion of Onsite services and diversification of employee wellness opportunities

Increase individualized professional learning opportunities

Develop and support multiple pathways into the teaching profession

The CMCSS educator retention rate for the 2018-19 school year was 87.7%. This was a 0.5% increase over the previous school year. At the end of the first semester, three-hundred and forty-two educators had been hired to fill vacancies.

In August of 2019, forty positions were filled with educators completing alternative pathway certifications. Eighteen of these educators were special education teachers. CMCSS finished the first Clarksville Teaching Fellows cohort with Nashville Teacher Residency in 2019. All eleven participants were hired for middle school placements across the district. In August, CMCSS Grow Your Own programs were expanded to include the Early Learning Teacher Residency. This cohort is made up of 20 classified employees and 20 CMCSS 2019 high school graduates. The residents will complete a three year accelerated program at APSU while serving as an educational assistant/resident in a Title I school. A second CTF/NTR cohort with 14 new residents also began in August. These residents are working to obtain licensure in middle school ELA, middle school math, and high school math. In 2020, CMCSS will add a pathway partnering with Lipscomb University. Candidates will obtain their dual teaching credentials and a Master's Degree.

A BEP waiver was implemented allowing CMCSS to utilize existing money to expand the teacher pipelines without impacting the general budget. This has also allowed the addition of two pipeline coordinator positions to assist with planning and implementation.

Recruitment data from prior years directed efforts to universities within a 2-4 hour radius. It was also determined as an effort to be more competitive with an ability to secure educators in high need content areas, CMCSS representatives would need the option to extend employment offers during career fairs.

The following table provides information regarding university-sponsored career fairs attended by CMCSS representatives in the 2019-2020 fall semester.

Date of Event	Career Fair	Number of Potential Candidates
October 25	Western Kentucky University	18
October 30	University of Alabama Tuscaloosa	10
November 6	Eastern Illinois University	9
November 15	Austin Peay State University	36
November 15	Murray State University	15

In addition to university-sponsored career fairs, CMCSS hosted a position-specific career Fair in December 2019. Principals with active postings participated. Candidates meeting position criteria were invited to attend the event comprised of two parts: initial principal meet and greet and invite-only interviews. Eight candidates received employment offers during this event, completed the hiring process before the start of the second semester, and were present when students returned in January 2020.

2019-20 career fair recruitment will focus on teacher-specific career fairs, as opposed to general career fairs. This will ensure all related contacts and efforts are educator specific. Recruitment efforts will be based on the prior year's data as well as incorporating the use of the TN Department of Education Educator Prep Report Card. This data identifies EPP ratings in various categories including diversity recruitment, employment, and educator performance.

CMCSS will also continue to focus on recruitment of minority educators by building relationships with the Historically Black Colleges and Universities (HBCU's) in Tennessee and Hispanic Serving Institutions (HSI's) within the Southeast region. The CMCSS Minority Recruitment team is comprised of 10 CMCSS school and district-level administrators and teachers. The goal and objective for the Minority recruitment team is to build positive relationships with each HBCU in Tennessee and HSI's with the desired outcome of attracting minority candidates from each college and university visited. The Minority Recruitment team will make multiple visits to Lane College in Jackson, TN, Lemoyne-Owen College in Memphis, TN, Fisk University and Tennessee State University, both in Nashville, TN this school year (2020). The Minority Recruitment team is in the process of identifying the HSI's to visit during the 2020 school year.

Next Steps:

- Attend teacher-specific career fairs during the spring of 2020 utilizing enhanced recruitment materials and content
- Explore opportunities for CMCSS Preview Days which will provide prospective candidates an opportunity to visit and participate in a "whole district" experience and will be comparable to a college recruitment model
- Explore provisional Special Education endorsement pathways
- Implement Teacher Pipeline expansion- LTR and EMTR
- Make initial visits to HBCU's in Tennessee during the month of February
- Attend HSI events during spring or summer of 2020

Explore the impact of employee attendance

In a recent report by the National Council of Teacher Quality, researchers point out that nationwide about 28% of teachers miss more than ten days of school per year, not including school calendar breaks. On any given day, schools across the nation can expect at least 5.3% of their teachers to be absent, and schools are faced with substitute program costs running \$4 billion annually.

When teachers are absent, student learning suffers. The National Bureau of Economic Research proposes that the effect of ten or more teacher absences is comparable to the difference between a first-year teacher and a fourth-year teacher. Further, the effect is especially detrimental to math scores.

As part of this strategic work, the CMCSS Human Resources Department conducted an exploration into the impacts of employee attendance in schools across the nation. Two main points were repeated. School cultures have a far larger effect on absence rates than a school's poverty level, and submitting absence requests indirectly – such as through email, text, or an absence management system alone – increases absences and decreases accountability.

In response to this research, the Human Resources Department developed a survey to further explore employee attendance across the district. The survey was sent to building principals to garner their feedback on the attendance culture in CMCSS schools.

Survey Results:

- 76% of principals acknowledge that high absenteeism is a challenge for their schools.
- To combat this challenge, 88% of principals feel that a district-wide attendance campaign will benefit high attendance goals.
- A school-level-only campaign was not as popular with principals.
- 92% of principals feel that establishing the importance of attendance early on during the onboarding process can have a positive impact.
- Despite two-thirds of principals acknowledging that attendance is a challenge, 76% do not have building-level incentives for low absenteeism.

Across the district, absences are reported via email, text, calendar invites, and/or verbally. Most school leaders ask that teachers put in their own absences into the absence management system. While many principals require a phone call for last-minute absences, most principals acknowledge that all requests for leave are granted except for personal leave, if the school has more than 10% already absent for that reason. Across the district, many schools have absence reporting processes that are completely indirect and assist with efficiency but do remove the personal interaction that helps to increase accountability.

Next Steps:

- Explore the possibility of a district-wide attendance campaign
- Examine how the district can offer incentive support at the school level
- Continue to analyze CMCSS attendance data trends and continue to examine the district's comparison to national trends

Develop differentiated employee recognition practices

With a focus on a welcoming and supportive work culture, the Human Resources Department is currently examining employee recognition practices throughout the district as well as other employers' strategies in order to share best practices with school administrators and department supervisors. A survey recently was sent to all principals, receiving 26 responses. The data from this survey is currently being reviewed.

The HR Department will be implementing a new employee recognition process and will continue supporting on-going recognition activities (Teacher of the Year, Classified Employee of the Year, Classified Appreciation Days, Employee Newsletter recognition, etc.). Additionally, a district-wide campaign to recognize and appreciate CMCSS employees will be developed, along with a guide for supervisors and principals that shares best practices for recognitions that have a positive impact.

Next Steps:

- Compile principal survey results
- Implement a New Employee Recognition program
- Develop a district-wide campaign
- Create a guide with best practices for all supervisors/principals
- Create an awareness tool to ensure recognition is an element of a supervisor/principal's expectations

Examine the expansion of Onsite services and diversification of employee wellness opportunities

The Onsite Employee Health and Wellness Program has continued to research growth opportunities for the Onsite clinic by exploring the provision of additional patient services. One opportunity was to purchase an EMR partner product that organizes patient communication and engagement with the use of unlimited faxing. Initially, Onsite began the implementation solely with the unlimited faxing feature of Updox's services. After a successful two-month period, further services were added, including the use of secure email, phone calls, and texts for appointment reminders. In January 2020, another patient feature was added that allowed the Onsite staff to send a secure text message to the patient regarding lab and imaging results, referral information, and follow-up appointments.

Mental health services have been a challenging area for Onsite providers due to lack of time to provide counseling for patients. Most Onsite mental health services for patients are outsourced and in many instances, the timeframe for the initial appointment is approximately two to three months in the future. Recognizing the need for a faster response and that there is a growing patient demand for this specialty area, Onsite is preparing to employ a mental health counselor for patient use.

Onsite currently employs staff that can provide infusion services, which will result in a reduction of outsourcing of some of these costly services. Remicade is the drug Onsite identified to infuse for its patients, and it is a drug with a biosimilar (Inflectra) that would result in minimal disruption of services for existing patients who would transfer their infusion to the Onsite facility. In doing so, members of the Insurance Trust would recognize an additional savings of over \$500,000 annually. Another drug recently has been started at the Onsite clinic that falls into an infusion category. However, the drug is simple to give and as a result, Onsite already has recognized substantial savings due to its administration of over \$120,000 annually.

Five satellite clinics are part of the Onsite Employee Health and Wellness Clinics program. Tracking occurs to determine the priority usage of each satellite with a goal to decrease usage. Currently, Onsite satellite clinic numbers average 36% of the total of Onsite patient visits. Northeast's satellite clinic is the highest satellite clinic utilized, with its doors currently open three to four days weekly.

Onsite has finalized architectural renderings for the September 2020 expansion of the main clinic. Plans presented to the Insurance Trust in January 2020 were approved so that the Onsite clinic more than doubles in capacity, allowing for expanded patient services.

As the main clinic expansion occurs, there will be a need to continue to promote the usage of the clinic and its services. Onsite promotes at major Montgomery County and CMCSS events and there is also an online presence on Facebook, Instagram, and Twitter.

Next steps:

- Continue to look into patient scheduling through the existing EMR, although at present there are system deficiencies with online patient scheduling
- Continue expansion of Updox capabilities to improve patient satisfaction
- Explore other EMR capabilities to rationale switching systems or to keep the existing Onsite EMR. It will be necessary to explore systems that will continue to work with the Updox

platform as it uses necessary patient capabilities and can assist with online patient scheduling.

- Hire a mental health counselor to work full time with the Onsite patient population
- Train and hire appropriate staff in the administration of Remicade / Inflectra to allow for further savings of all members of the Insurance Trust. Implement the infusion services for patients and convert patients from their existing infusion center to Onsite
- Continue to track usage of Onsite satellite clinic patient numbers
- Continue to physically expand the main clinic of the Onsite Employee Health and Wellness clinic to allow for additional patients, staff, and services
- Onsite will continue to promote at major County and CMCSS events as well as continue to expand marketing through social media and mobile clinic usage

Alive & Well Employee Wellness Program

The Alive & Well Employee Wellness Program has continued to expand employee wellness and outreach programs. At the beginning of the 2019-2020 school year, six group fitness instructors were hired to teach consistently scheduled group fitness classes for CMCSS employees each month. Additionally, in an effort to make health education more widely accessible, online courses were created with topics in stress management and nutrition for employees to access at their convenience. Lastly, the Alive & Well Employee Wellness Program has been working to provide opportunities to address stress management and mental health. Beginning in January 2020, the program will contract with Connect Counseling Center to provide workshops in managing stress and mental health for CMCSS employees.

The Alive & Well Employee Wellness Program also reevaluated the roles and responsibilities of wellness representatives in the schools. The wellness representative program was modified to include a wellness rep at each school to communicate and encourage participation in the Alive & Well Employee Wellness Program, with six additional regional wellness representatives to assist in large projects, mentor school representatives in their region, and lead events as assigned by the employee wellness coordinator.

Next steps:

- Offer additional online courses relating to various health topics
- Provide diverse group fitness opportunities to employees in a variety of locations
- Implement workshops and other opportunities that address stress and mental health of employees

Increase individualized professional learning opportunities

Professional Learning continues to expand and support the learning opportunities available to both certified and classified employees across the district. Providing individualized professional learning opportunities encourages faculty and staff to engage in professional learning that is tailored to meet personal needs. Professional learning collects data to identify specific needs, and courses are designed and delivered through traditional face-to-face, blended, and online learning formats.

The Professional Learning Department has worked in conjunction with many other departments to provide face-to-face learning opportunities to employees who impact student success. New this year, Educational Assistants were offered an orientation designed to prepare them for their specific roles in the classroom. Professional Learning partnered with the Operations Department to train Passenger Management Specialists in understanding the effects of adverse childhood experiences and in utilizing de-escalation techniques to effectively manage their routes. Operations also was able to coordinate with Professional Learning and provide all bus drivers with basic information on adverse childhood experiences and how drivers can use the learning to impact their interactions with students.

The new Advanced Leadership Academy is continuing to offer face-to-face sessions throughout the year. Participants in the academy are learning Stephen Covey's six critical practices for leading a team. Each practice is examined, rehearsed, then utilized within their current leadership role. Reflecting on these practices is building stronger leaders who impact change across the district. Technology Integration Coaches are supporting face-to-face professional learning opportunities not only with their modeled lessons and long-term coaching cycles, but they are also spending more time in collaborative planning sessions providing upfront support in designing lessons incorporating the best blended-learning options available to meet individual student, teacher, and classroom needs.

While face-to-face classes continue to be in demand, more blended learning opportunities are being utilized to support learner needs. With the support of a grant from 2Revolutions, the Teacher Leader Academy added new elements of job-embedded professional learning this year. Academy participants worked this summer to develop a problem of practice. Utilizing online research and resources along with online support from their mentors, the teacher leaders are working through 90-day improvement cycles to measure the impact of their professional learning implementation.

Teacher Induction is continuing to add blended learning opportunities as well. Teachers in their second year with CMCSS were provided a new layer of mentoring support for the 2019-2020 school year. These educators established a learning community in person over the summer and continue to work together with a content mentor through online professional learning communities while focusing on deepening their instructional content expertise. A third year of induction support is being developed this year and will be available to teachers entering their third year with CMCSS in the fall of 2020. The year three induction supports will also contain a blend of both face-to-face and online learning throughout the school year. Educators in each year of induction support are also being encouraged to use video to reflect on their practices and receive individualized support from their mentors.

Technology Integration Coaches (TICs) are bridging the space between online and blended learning. The coaches have worked diligently to expand the digital resources available to teachers. In turn,

they also provide the just in time support needed to utilize digital resources effectively in classrooms. The coaches have partnered with Curriculum Consulting Teachers to develop a curriculum hub for each content area containing easy to find resources and to collaborate with teachers on their effective use. The TICs also continue to expand the resources and information available on the instructional technology hub which supplies teachers with an immediate resource to select and learn to utilize digital resources to create an effective blend of instruction to meet student needs.

Online learning opportunities offer the convenience of time and accessibility. Professional learning continues to develop and release learning modules connected to the highest areas of need aligned to the Tennessee Educator Acceleration Model (TEAM) rubric. This year, two additional modules are being developed and released. One covering the activities and materials indicator and the other on the standards and objectives indicator of the TEAM rubric. These are often areas of refinement for educators and having these learning opportunities will provide targeted assistance to help teachers improve in their identified areas of need.

The district's first fall webinar series offered a range of topics for both certified and classified employees. Each webinar either introduced participants to a topic or provided learning about a district resource. Webinar selections included a series on supporting military-connected students and families, an introduction to FastBridge to understand the available screeners and the purpose of their use, as well as a session on avoiding power struggles with students. Additional webinar selections included information and resources on student suicide and a look at the early post-secondary offerings available to students in high school. Professional Learning also partnered with other members of Instruction and Curriculum to provide webinars to support high school science teachers with blended lessons and credit recovery and virtual high school educators with understanding and utilizing SchoolsPLP effectively. In addition to supporting students, webinar topics also expanded to include information on topics such as the leadership academy offerings available to district employees. All CMCSS employees should have the ability to see career pathway options available within the district.

Professional Learning will continue to identify and prioritize professional learning opportunities to meet the needs individual employees and positively impact student success.

Next Steps:

- Utilize social media and digital resources to advertise and target professional learning opportunities
- Expand the collection of professional learning data. Analyze the impact of professional learning opportunities, and refine a process for sharing professional learning data with presenters
- Refine the micro-credential process and develop additional credentials

Improve Efficiency and Effectiveness

Refine Student Services Department processes

Address school capacities

Improve student transportation services

Improve organizational efficiency through technology

Refine Student Services Department processes

Compulsory Attendance and Zone Verifications

The Student Services Department acts on behalf of the Director of Schools to enforce state attendance requirements. The department facilitated:

- Creating a Progressive Truancy Tier Intervention Process based on TCA 49-6-3009
- Training with all Principals and Assistant Principals
- Training with all Attendance Secretaries
- Progressive Truancy Training with School Points of Contact

Category	2018-19 SY	2019-20 SY (Aug-Dec)
Truancy petitions filed	238	100
Truancy petitions heard in Montgomery County Juvenile Court	557*	217*

*Includes court case extensions from the previous school year and students who appear multiple times in court.

The Student Services Department receives referrals to verify school zones.

Category	2018-19 SY	2019-20 SY (Aug-Dec)
Zoning referrals	196	213
Zoning contacts (emails, phone calls)	509	457
Home visits for zoning	145	202

Next Steps:

- Continue tracking truant students, petitions filed, and petitions heard in Montgomery County Juvenile Court
- Continue researching resources such as Been Verified for attendance zoning verifications
- Explore an online truancy intervention class

Student Discipline

Student discipline issues beyond the school level are tracked through Student Services for reporting purposes.

Category	2018-19 SY	2019-20 SY (Aug-Dec)
Number of Remandments	623	171
Number of DHA Hearings	26	22

Number of Appeals to DOS	34	11
Number of Appeals to Board	3	1
Zero Tolerance Expulsions	92	54
BASE Remandments (Elementary)	34	5

Next Steps:

- Continue tracking student disciplinary infractions
- Collaborate with district leaders to revise the CMCSS Student Code of Conduct from point system to leveled system
- Train school administrative teams on Disciplinary Hearing Authority procedures

Enrollment and Records Center

Opened June 10, 2019, to provide a centralized location for parents to pre-enroll and request records. Parents can also pre-enroll online and complete the process at the center. Also, student transcripts are processed through the center.

Next Steps:

- Continue to review and refine Enrollment Center processes
- Training with Attendance and Enrollment staff in March 2020
- Explore the idea of opening a second Enrollment Center (long-term goal)
- Transition additional records to the Greenwood Complex in May 2020

Homebound

CMCSS offers homebound services to students whose doctor states they are physically or emotionally unable to be in school for a time period. A homebound teacher goes to the student’s home for three hours per week.

Category	2018-19 SY	2019-20 SY (Aug-Dec)
Number of students served	147	80
Regular education students served	91	33
Special education students served	56	47
Special education students in Montgomery Co. jail	3	5
Elementary remandments to homebound	3	1
IEP placements to homebound for behavior	18	3
Hours of instruction	2224	

Next Steps:

- Review the process by which physicians request the need for homebound services
- Continue to review homebound procedures with school POC's

Home School/Non-Public School Reporting (TCA-49-6-3007)

Independent Home School parents register through Student Services. Additionally, Student Services reports twice per year, to the TN Department of Education, numbers for home schools and non-public schools.

Category	2018-19 SY	2019-20 SY (Aug-Dec)
Independent Home School	535	446
Non-Public Schools	446	586
Church-related Home Schools	717	676

Next Steps:

- To minimize the number of students counted as dropouts, collaborate with the Accountability Department to enroll ZTOP students as Independent Home School students

Address school capacities

With the continuing population growth in Montgomery County, the district's student enrollment growth exceeded 1,000 students for the second time in the last three years. The district has purchased 11 additional portable classrooms to address this growth, bringing the total number of district-owned portable classrooms to 107. The CMCSS Facilities Department is starting the construction phase of a 12-classroom addition at Rossvie Elementary School which is expected to open in Jan. 2021. Four resolutions were presented to the Montgomery County Board of Commissioners on Dec. 9, 2019 to help offset the continued growth of CMCSS. Two of the resolutions were for 12-classroom additions at West Creek Elementary School and Oakland Elementary School. One resolution was to renovate the former New Providence Elementary School (NPES) to be used as the Adult Learning Center, and the last resolution is to purchase the Emmanuel Family Life Center and utilize that building for the CMCSS Language Immersion Program.

The district is working diligently with the County Mayor, County Commissioners, County Budget Committee, and the Joint Land Acquisition Committee (JLAC) to identify and purchase a suitable site for the district's eighth middle and high school campus.

Next Steps:

- Construction of Rossvie Elementary classroom additions
- Design/Construction of WCES & QES additions
- Find a land solution for the design of an eighth middle school and/or a future complex
- Request funding for middle school design/construction
- Design 8th high school

Improve student transportation services

The Transportation Department continues to look for ways to encourage individuals to apply for school bus driver positions and to retain the bus drivers we currently employ. The district currently has 22 double-run buses for middle and high schools to help offset the shortage in bus drivers. The bus driver job description was resubmitted for a market analysis again this year. The Transportation department also submitted a request to establish a Wellness Incentive Program in next year's budget. The district added nine three-hours-a-day positions bringing the total to thirty positions fleet-wide. In 2017, the district initiated the Teacher Monitor Program to assist drivers with the bus ride home. The program started with seven teachers and has grown to 29 teachers. Seven Passenger Management/ Specialist positions were created in this year's budget. Finally, the Transportation Department has submitted a request for 14 additional bus monitors to bring the total to 28 positions within the fleet.

Next Steps:

- Continue to focus on driver retention and building relationships with students
- Submitted Wellness Incentive Program in next year's budget
- Requested fourteen additional bus monitor positions in next year's budget

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.

The district's 1:1 laptop initiative has been expanded this school year to include fourth-grade students. There is also discussion regarding further expansion to third-grade students; with implementation at the third-grade level, CMCSS would be providing laptops to all students for whom state testing is administered electronically.

The department completed the implementation of a district-wide website, called ClassLink, for employees and students that display all of their available apps. ClassLink allows easy visibility and access to all resources, as well as extending the single sign-on method to make user login more efficient across shared platforms. The new system also provides bar code sign-in to assist younger students and provides useful data regarding student usage.

To personalize the user experience further, the department is designing a true dashboard that will consolidate employee resources, news, and directories under one site. This site will incorporate ClassLink accessibility while expanding it to department-specific resources, such as the CMCSS Employee Handbook or Employee Newsletters.

The department is also working to implement a new transfer portal for employee usage. CMCSS has used an in-house solution for years to allow certified staff to submit requests for transfer to positions at other locations for their convenience; the site is being updated to allow classified staff and substitutes the same availability. The portal will also offer expanded notification and reporting options, following a workflow that replaces the current paper process while providing immediate status updates for employees and supervisors.

The department worked with Transportation to implement a fleet management system, called Zonar, which includes live GPS and diagnostics for all 330-plus buses in the district. The data is used to track student transportation vehicles, allowing adjustments as needed to ensure more efficient routes. The system also increases student safety by providing accurate and up-to-date vehicle location information in the event of an emergency.

On the network and security side, the department continues to upgrade equipment to allow faster network accessibility for staff and students in the schools. The network team is working to expand wireless coverage as well to the school athletic fields. The department is also working to increase the monitoring and reporting of network traffic and usage to increase student safety. The department continues to monitor best practices in the areas of reliability and security.

Next Steps:

- Research feasibility of expansion of 1:1 to third-grade students
- Implement department dashboard for employees
- Implement upgraded employee transfer portal
- Review security camera coverage to include school athletic fields

Engage the Public in Support of Student Achievement

Equitably align community resources to district needs

Equitably align community resources to district needs

Opportunity Culture

CMCSS implemented the Opportunity Culture model in the fall of 2019 in five elementary schools in an effort to close the achievement gap from school to school within the district. Across the nation, lower-socio-economic schools face challenges in hiring and retaining great teachers. As a part of this model, schools employ Multi-Classroom Leaders (MCLs) who have been selected for their academic excellence to mentor grade-level team members as well as Early Learning Teacher Residents (ELTRs). High-quality support, along with additional staff, are better able to meet the needs of students who are at risk of not performing at the same level as their peers in higher-socio-economic schools. The Opportunity Culture model supports the district's goal of equitably aligning community resources to best meet the academic needs of students by innovatively reallocating district funds to provide the students most at need with high-quality instruction.

Next Steps:

- Phase 2 of Opportunity Culture implementation in the district will take place in the 2020-2021 school year. Phase 2 includes:
 - Expanding the model using the Elementary-Middle Teacher Residency (EMTR) and the Lipscomb Teacher Residency (LTR) with a BEP waiver approved by the SBOE to Moore Magnet, Liberty, Ringgold, and St. Bethlehem elementary schools and adding a grade level at Burt Elementary
 - Allowing schools to restructure their Title 1 budgets to implement the model without a residency program by paying the MCL stipend and the salaries of two educational assistants

Prepped for Success

In 2019, CMCSS, the Clarksville-Montgomery Education Foundation, and the United Way of the Greater Clarksville Region implemented the Prepped for Success initiative to help equitably align community resources to students' needs. Prepped for Success was a large-scale, community-wide effort to provide students with essential school supplies so they could start the school year on the same page as their peers. From March-June 2019, these three organizations raised around \$30,000 from local community partners to support the initiative. School supplies were ordered for the 11,000 economically disadvantaged students in CMCSS. On June 21 and 22, 2019, over 150 volunteers from across the community came together during a *Day of Action* to stuff bags full of school supplies for these students. In July 2019, the supply bags were delivered to all CMCSS schools to be given to students in need as they began the 2019-2020 school year. Thus far, the three organizations have raised around \$20,000 of the \$40,000 needed to support 15,000 economically disadvantaged students for the 2020-21 school year, a growth of around 4,000 students whose families qualify for free lunch.

Next Steps:

- Prepped for Success Day of Action on June 18, 2020
- Continue fundraising

Student Achievement Data

CMCSS 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	2018-19
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%	94.5%
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	2020

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

Subgroup Graduation Rates

Subgroup	Indicator	2015-16	2016-17	2017-18	2018-19
All Students	Graduation Rate	94.8	95.1	94.2	94.5
Black/Hispanic/Native American	Graduation Rate	94.1	95.1	94.1	94.0
Economically Disadvantaged	Graduation Rate	92.7	90.1	87.6	90.7
English Language Learners with T1-T4	Graduation Rate	90.2	89.7	79.6	81.5
Students with Disabilities	Graduation Rate	78.0	80.6	78.3	78.6

District Designation 2018-19

CMCSS = Advancing

Pathway	Average	Determination	Overall Average	Final Determination
Achievement	2.33	Advancing	2.2	Advancing
Subgroup	2.02	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.

2019 Reward Schools:

Clarksville High, Middle College @ APSU, Rossvie High

East Montgomery Elementary, Glenellen Elementary, Liberty Elementary, Northeast Elementary,
Ringgold Elementary, Rossvie Elementary, Sango Elementary

CMCSS ES AMO Data for 2018-19

School	Score for Achievement	Score TVAAS Composite	Score for Chronically Absent	Score for ELPA	Subgoup Average	Determination
District	3	2	3	3	2.33	Advancing
BDES	3	3	4	4	3.2	Exemplary
BES	4	1	4		2.8	Advancing
BMES	4	0	4	4	2.6	Advancing
BURT	2	1	2		1.6	Satisfactory
CES	4	0	4		2.4	Advancing
CHES	4	0	3		2.3	Advancing
EMES	4	4	4	4	4	Exemplary
GES	4	2	4		3.2	Exemplary
HES	4	0	4	3	2.5	Advancing
KES	4	0	4	3	2.5	Advancing
LES	3	4	3		3.4	Exemplary
MCES	4	1	4		2.8	Advancing
MMES	3	0	3		1.8	Satisfactory
MWES	2	2	4	1	2.1	Advancing
NEES	3	3	4	4	3.2	Exemplary
NSES	3	3	3	4	3.1	Exemplary
OES	4	1	4	4	3	Advancing
PES	4	2	4	4	3.3	Exemplary
RES	3	4	4	4	3.6	Exemplary
ROES	4	3	4	3	3.6	Exemplary
SES	4	3	4		3.6	Exemplary
WCES	4	1	4	3	2.9	Advancing
WES	4	0	4		2.4	Advancing

CMCSS MS AMO Data for 2018-19

School	Score for Achievement	Score TVAAS Composite	Score for Chronically Absent	Score for ELPA	Subgoup Average	Determination
District	3	2	3	3	2.33	Advancing
KMS	1	0	2	2	0.9	Marginal
MCMS	3	0	3		1.8	Satisfactory
NEMS	2	0	4	1	1.4	Satisfactory
NPMS	2	0	3	4	1.6	Satisfactory
RIMS	4	0	3	2	2.3	Advancing
ROMS	4	0	4		2.4	Advancing
WCMS	3	1	3	0	2	Satisfactory

CMCSS HS AMO Data for 2018-19

School	Score for Achievement	Score TVAAS Composite	Score for Chronically Absent	Score for Grad Rate	Score for Ready Grad	Score for ELPA	Subgroup Average	Determination
District	3	2	3	3		3	2.33	Advancing
CHS	4	4	4	4	4	2	3.8	Exemplary
KHS	1	0	4	2	2	2	1.4	Satisfactory
MCHS	3	2	4	3	3		2.8	Advancing
MIDCO	4	4	4	4	4		4	Exemplary
NEHS	4	4	4	3	3	1	3.5	Exemplary
NWHS	3	2	4	3	3		2.8	Advancing
RHS	4	4	4	4	4		4	Exemplary
WCHS	3	0	3	3	3	1	2.1	Advancing

**2018-19 ACT
Graduate Data**

	N	Composite	Math	Reading	English	Science	% Meeting Hope Scholarship
CMCSS	2154	20.1	19.4	20.9	19.3	20.4	42.9
TN		20.0	19.3	20.7	19.2	20.3	