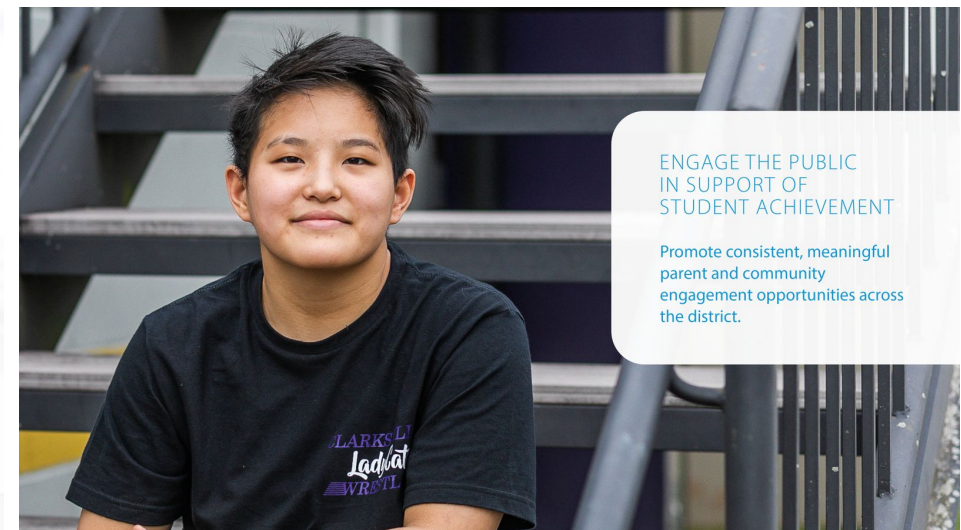
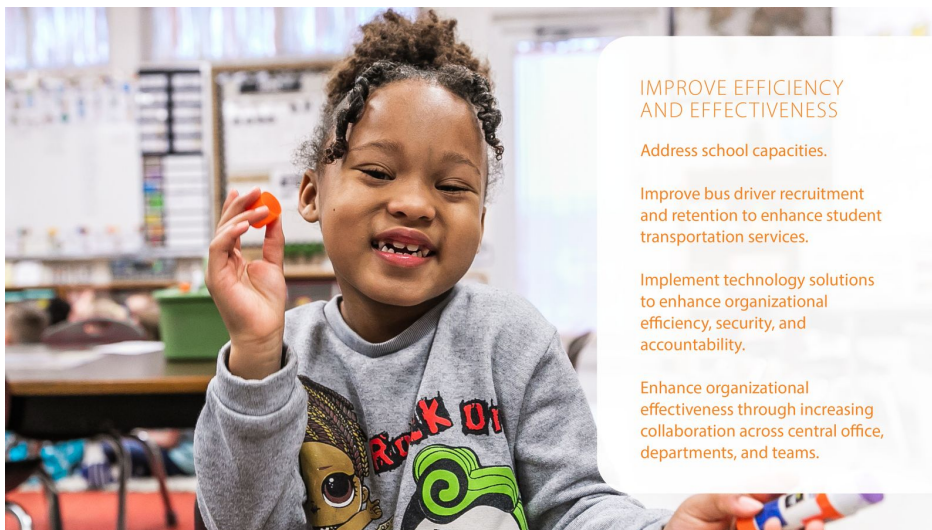
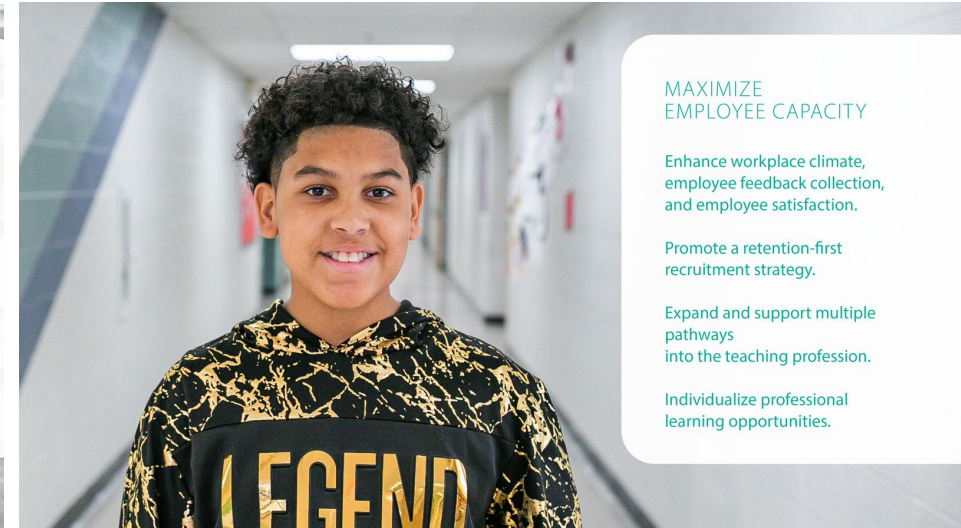


END-OF-YEAR REVIEW

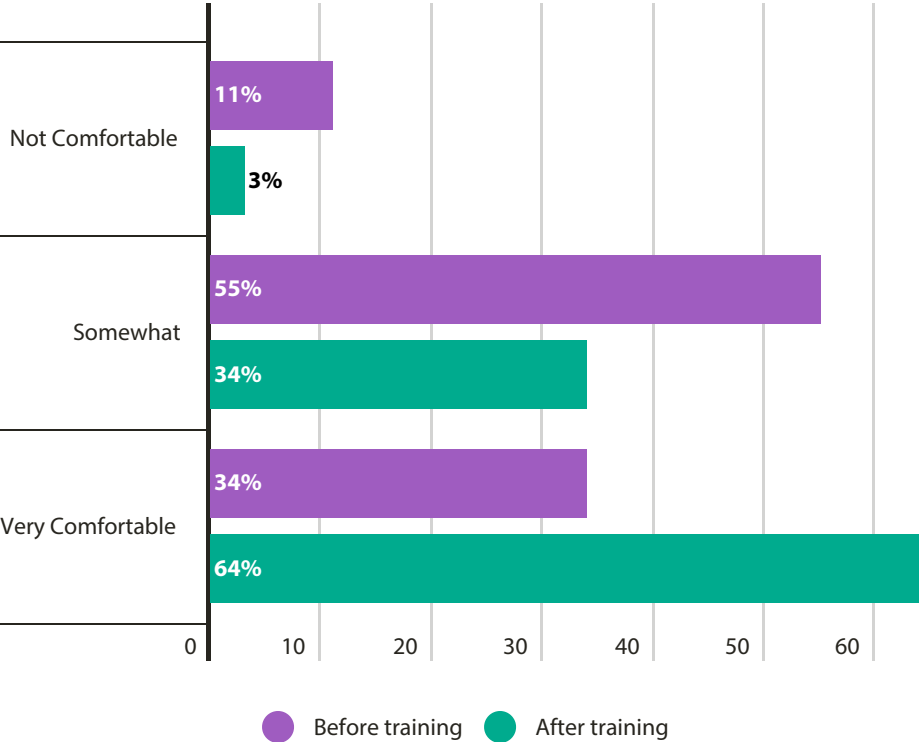
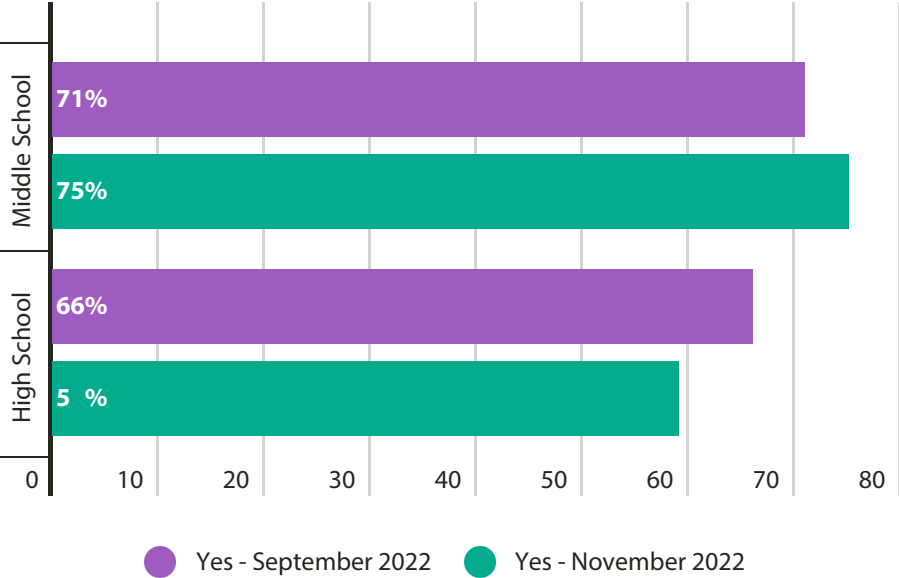
Overview

Each year, CMCSS sets strategic work goals to ground its work to educate and empower its students to reach their potential. Each summer, the district provides the Board with an End-of-Year Review on its progress toward these goals and insight on how the work will progress in the next school year. This report includes both mid-year review summaries provided to the Board in March, as well as an end-of-year progress summary with next steps.



Provide quality interventions to meet students' academic and behavioral needs.

MID-YEAR REVIEW REPORT



MID-YEAR PROGRESS SUMMARY

The first semester work mostly aligned with the goal of teachers and staff having the knowledge and appropriate resources to provide aligned academic interventions. Teachers and support staff have participated in differentiated professional learning pathways to support the delivery of high-quality, aligned academic intervention for all students. The Instruction and Curriculum Department established a routine schedule to share and analyze universal screener data at the district level after each assessment window, and administrative teams calculated their percentage of students accessing tier one instruction without additional interventions and developed action steps.

END-OF-YEAR REVIEW REPORT

The data depicted to the left are the most up-to-date available aligned to this strategic work goal. The Instruction and Curriculum Department is currently reviewing curriculum surveys, teacher feedback, and student assessment data to develop long-range plans for teacher professional development aligned to this goal for the 2023-2024 school year.

UPDATE AND NEXT STEPS

During the spring, professional learning for principals, assistant principals, and academic coaches has focused on using data as the foundation for driving instruction. There has been an increased use of the CMCSS data warehouse, Performance Matters, which indicates that the professional learning offered has led to increased use of data to drive conversations around academic improvement. A behavior pilot program is being planned and will be offered at all middle schools and four elementary schools for the 2023-2024 school year. The program will be led by a coordinator and two school psychologists who are offering multiple trainings this summer for school teams, and will establish needed training and additional support for the current programs offered at middle schools.

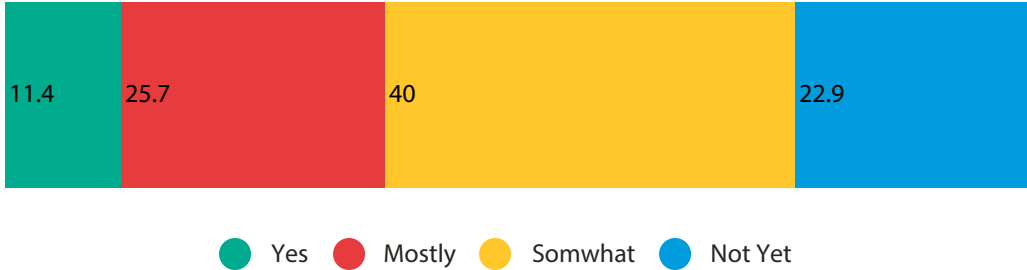
Implement research-based math and literacy practices with high-quality instructional materials to increase grade-level mastery.

MID-YEAR REVIEW REPORT

Core Action 1 Summary: The majority of math content of the lesson is grounded in materials and the delivery of the lesson meets the intent of grade-level standards.



Core Action 2 Summary: The teacher uses instructional strategies to ensure all students progress toward mastery of the mathematical concepts addressed in the lesson.



Core Action 3 Summary: Students do and share their mathematical thinking within the lesson to develop a deeper understanding of the mathematical concepts addressed in the lesson.



MID-YEAR PROGRESS SUMMARY

The primary focus for this goal this year is adopting a new math curriculum. CMCSS surveyed teachers to determine their greatest needs for a math textbook, and compiled an adoption committee that included teacher representatives from every grade level and math course in the district. The CMCSS Instruction and Curriculum Department developed a vision for math instruction to inform its efforts, and used measurement resources available through the Department of Education to evaluate the current practices in math classrooms and determine future support, shown left.

END-OF-YEAR REVIEW REPORT

This year, at the ENGAGE Conference, teachers had the opportunity to receive learning about the new math curricular materials. Responses from teachers about the learning were very positive, indicating readiness for teachers to implement the new math curricular materials. In particular, participants highlighted that they had a better understanding of the Core Actions they needed to implement and how they align to the Tennessee Standards, they felt more prepared to implement small group instruction in core mathematics concepts, and they felt confident that the new materials would enable them to teach the Tennessee Standards in mathematics more effectively.

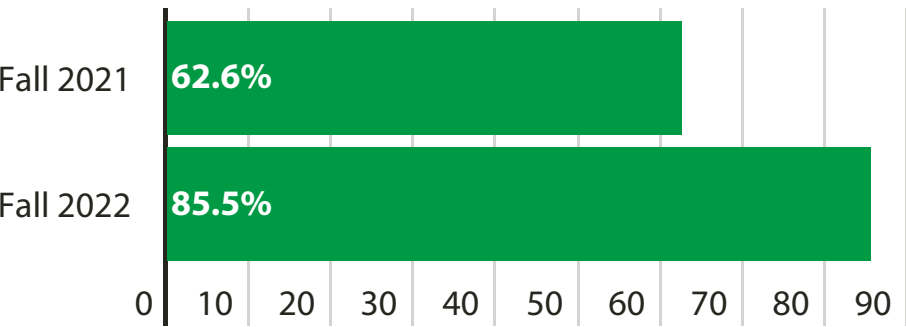
UPDATE AND NEXT STEPS

CMCSS adopted and purchased math high-quality instructional materials for grades K-12. The purchased materials arrived in time for teachers to have access to them prior to attending planning sessions during ENGAGE professional learning. ENGAGE sessions for the new math materials are being held during the June and July with additional training planned during Staff Development Days.

Ensure post-secondary success by aligning student aptitude and interest with academic offerings and ready-graduate choices.

MID-YEAR REVIEW REPORT

Austin Peay State University - College Persistence



END-OF-YEAR REVIEW REPORT



11%

Increase to the number of seniors submitting the FAFSA.



23%

Increase to the number of high school students earning an industry certification or credential.

MID-YEAR PROGRESS SUMMARY

One of the most important measurements to determine if students are "successful" with their postsecondary plans is to look at their rate of persistence. In other words, do students come back to school after a semester? This year, CMCSS has partnered with local postsecondary institutions - Austin Peay State University and Nashville State - to track data on how graduates are performing after high school. Data from the Mid-Year Review report showed that the persistence rates among CMCSS students have increased by over 20 percentage points since last year.

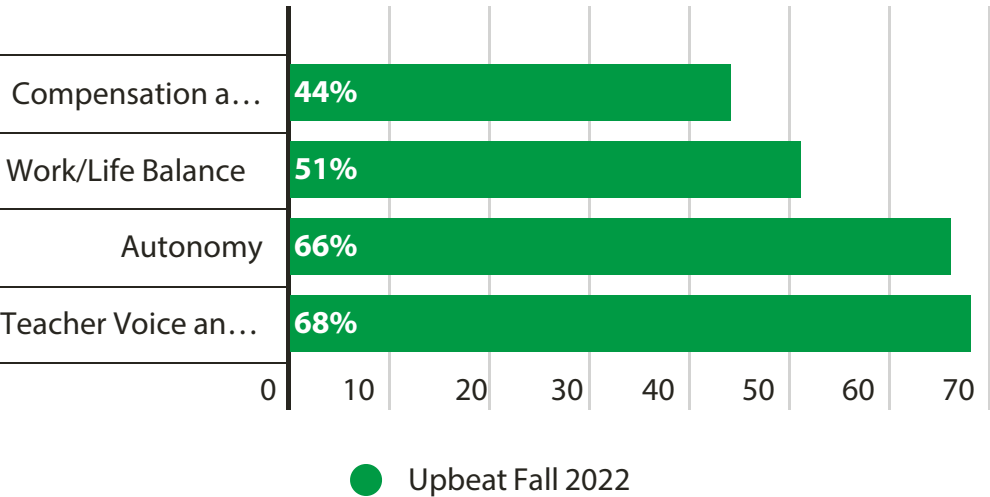
UPDATE AND NEXT STEPS

Increasing FAFSA completion and industry certification completions were other important areas aligned to this strategic work goal, and both targets have increased this year as a result of the efforts to ensure academic offerings are targeted to student interests and strengths.

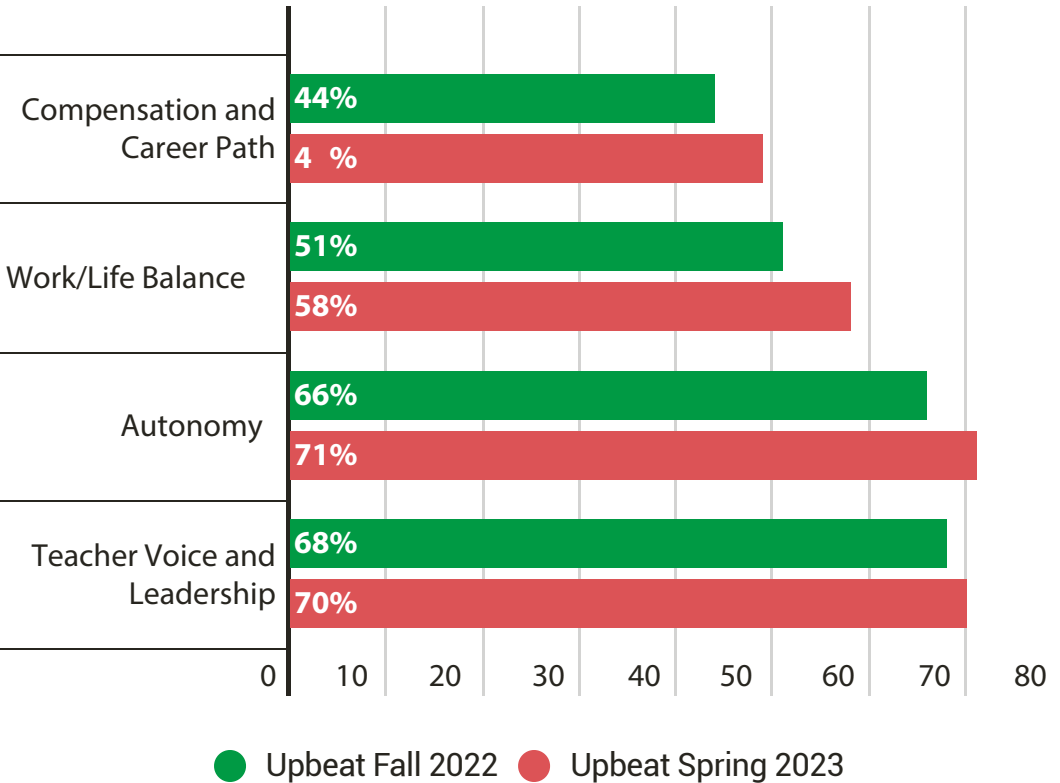
In addition, more than 40 local businesses attended the third annual Senior Hiring Expo, sponsored by the Industrial Development Board. Nearly 200 seniors from district high schools as well as those attending the AGE and Adult High School programs were able to learn about company benefits and open position requirements, while making connections with HR personnel at the event. For the first time since opening its doors, the CMCSS Early Technical College had a student graduate earning dual diplomas: a traditional CMCSS high school diploma and a TCAT diploma in pharmacy technology. Finally, middle school students across all three grade levels had the opportunity to participate in a variety of activities that allowed them to better understand their aptitudes and explore related coursework and careers.

Enhance workplace climate, employee feedback collection, and employee satisfaction.

MID-YEAR REVIEW REPORT



END-OF-YEAR REVIEW REPORT



MID-YEAR PROGRESS SUMMARY

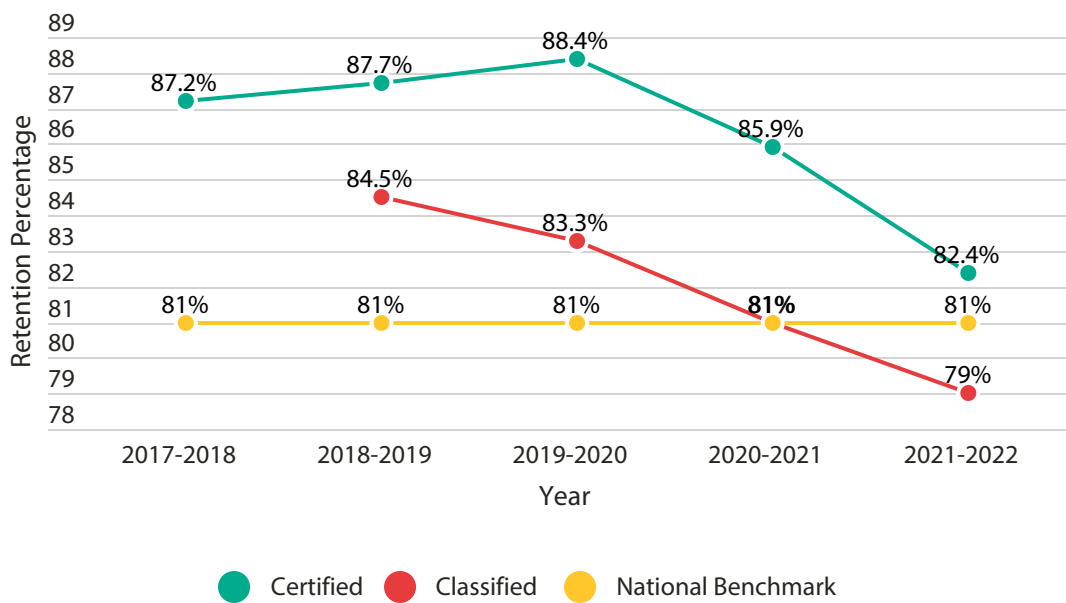
The items in the chart to the left are those areas where teachers showed the lowest levels of satisfaction in their current roles that were also aligned to items on the Tennessee Educator Survey, exit survey data, and employee focus group data. Some of the highest levels of agreement included areas such as Care and Commitment (90%), Instructional Leadership (88%), and Principal/Teacher Trust (82%). The district provided a 5% raise to all employees, and classified positions all underwent a market analysis to determine if any increases can be provided to those positions. The district created a Continuous Improvement Team to focus on solutions for improving teacher retention.

UPDATE AND NEXT STEPS

As depicted in the chart to the left, the district has made improvements on employee perception around all of the key items identified for close focus to improve teacher retention outcomes, with the highest improvement area being Work/Life balance. The district Continuous Improvement Team for teacher retention continued to meet monthly and focus on data showing areas of need as well as gather input from teacher focus groups. Based on employee feedback, adjustments have been made to better support teachers entering the profession on permits and job-embedded licenses. Administrators focused closely on their Upbeat data to make improvements to their culture at the building level, and the district provided another salary increase that will go into effect in the new fiscal year.

Promote a retention-first recruitment strategy.

MID-YEAR REVIEW REPORT



END-OF-YEAR REVIEW REPORT

Data depicted above are still the most up-to-date data available at this time. Official retention for the 2022-2023 school year will be available in late September. Current unofficial data indicates a lower number of resignations for the current school year as opposed to the previous school year.

MID-YEAR PROGRESS SUMMARY

At the mid-year point, over 575 teachers had been hired for the current school year, which exceeded last year’s entire number of new hires. In August, the district hosted a permit informational meeting geared towards candidates holding a bachelor’s degree with a desire to enter the teaching profession. 118 candidates were in attendance. While the substitute pool remains too low to meet the district’s average daily absences, there was a 44% increase in the substitute pool over where the district’s substitute pool numbers were the previous year at the mid-year point.

UPDATE AND NEXT STEPS

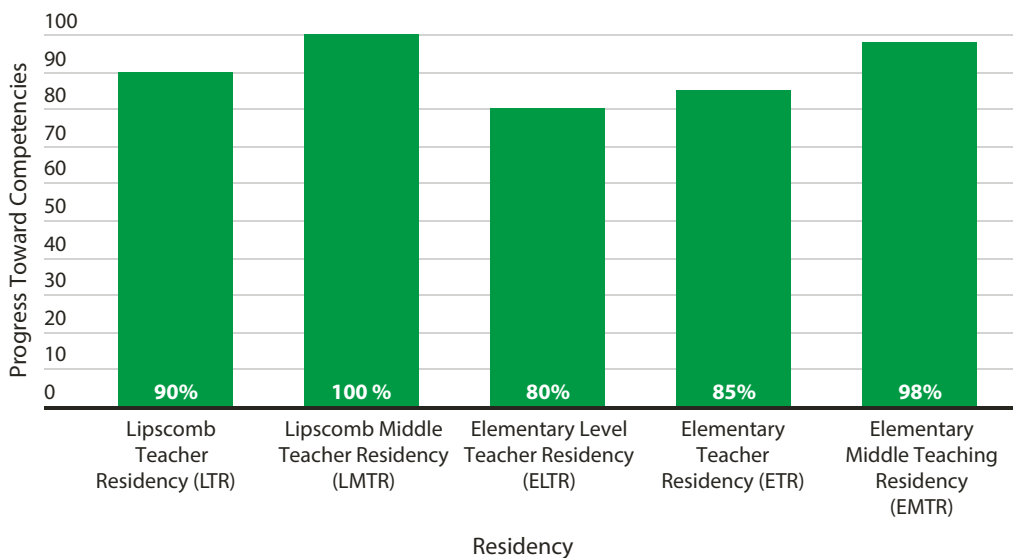
Under the guidance of senior leadership, Human Resources analyzed the market analysis results alongside district compensation goals to ensure that CMCSS is competitive in wages. In total, 776 positions were recommended for movement. Additionally, all classified employees will receive a 4.5% cost of living increase and an additional 2% step increase with a favorable annual evaluation on July 1, 2023. Classified separations are down from 533 last year to 459 this year. A low active substitute pool continues to be a challenge for CMCSS, but members of the substitute team employ a wide range of strategies to improve retention, such as providing one-on-one coaching and updates through regular newsletters.

The nationwide teacher shortage has continued to be felt in the growing number of vacancies and the declining number of teacher candidates, pushing the need for alternative pathways. CMCSS employed 169 teachers on a permit for the 2022-23 school year, which is a 246% increase over the previous year. It is anticipated this number will continue to increase each year. Permits issued in 2022-23 spanned all grade levels and content, with the majority being issued at the elementary level. As the district moves forward with hiring alternatively licensed teachers, it is crucial the professional development provided is tailored to the needs to individuals with no formal classroom training. Partnership with the Professional Learning Department will play a crucial role next year.

Expand and support multiple pathways into the teaching profession.

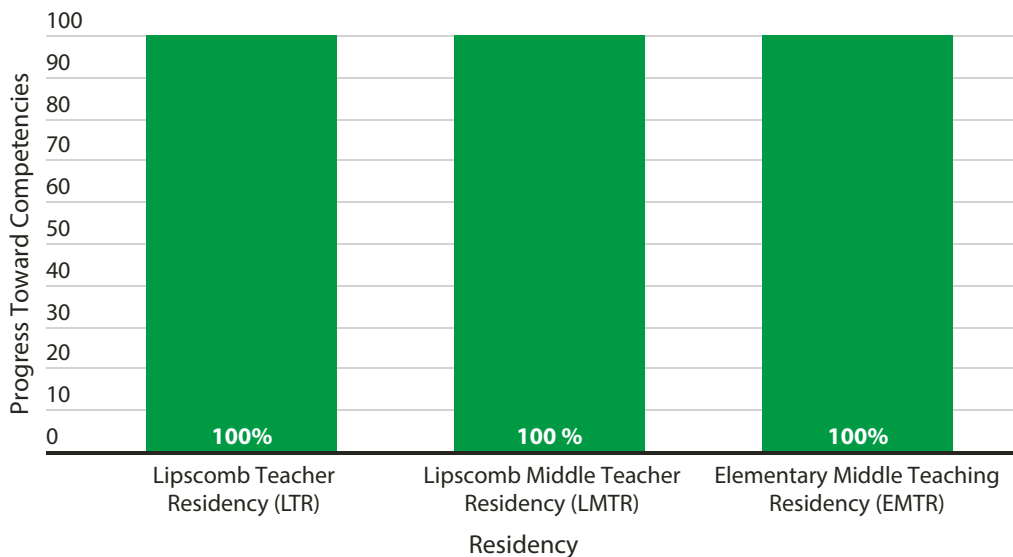
MID-YEAR REVIEW REPORT

Progress of teacher residents toward effective teaching competencies - Fall 2022



END-OF-YEAR REVIEW REPORT

Progress of teacher residents toward effective teaching competencies - Spring 2023



MID-YEAR PROGRESS SUMMARY

As expected, there is a higher percentage of Teacher Residents meeting or exceeding expectations as the cohorts progress by year. The ELTR data on the left represents teacher residents in year 1, the ETR data represents residents in year 2, and the EMTR data represents residents in year 3. Refinement/reinforcement feedback provided by observers is more specific in Quarter 2 as opposed to Quarter 1. Training provided to Multi-Classroom Leads and Mentors has positively influenced feedback delivery to ensure it is specific enough for candidates to make improvements.

UPDATE AND NEXT STEPS

At this time, 55% of the EMTRs have passed all Praxis assessments to be eligible for licensure. This is an increase of 18% compared to the 2022 graduating ELTR cohort, but is a decrease from the mid-year figure of 65%. These figures could increase in the next month as Teacher Residents are still waiting on results of Praxis retakes. Teaching Reading, 5205, has been determined to be the most outstanding Praxis barrier. A better alignment of Praxis completion expectations has been developed between CMCSS and the Educator Preparation Programs for the 2023-2024 school year. Specific strategy support sessions have been developed and provided for Teacher Residents to ensure a greater likelihood of success with Praxis 5205 attempts in 2023-2024. Study.com resources have been made available for the ETR cohort and Lipscomb cohorts, and will continue to be available to them in the 2023-2024 school year.

Individualize professional learning opportunities.

MID-YEAR REVIEW REPORT



● Hours of Learning Available - Fall 2022

END-OF-YEAR REVIEW REPORT



● Hours of Learning Available - Spring 2023

MID-YEAR PROGRESS SUMMARY

The Professional Learning Team set a goal for classified employees that at least 100 hours of new, individualized courses would be developed for targeted classified staff groups. At the mid-year point, 81 hours had been completed and deployed. The increased number of staff development days during the school year and the availability of learning opportunities during the summer ENGAGE Professional Learning Conference for classified employees has created a high demand for the additional targeted learning, and employee feedback has been exceptionally positive.

UPDATE AND NEXT STEPS

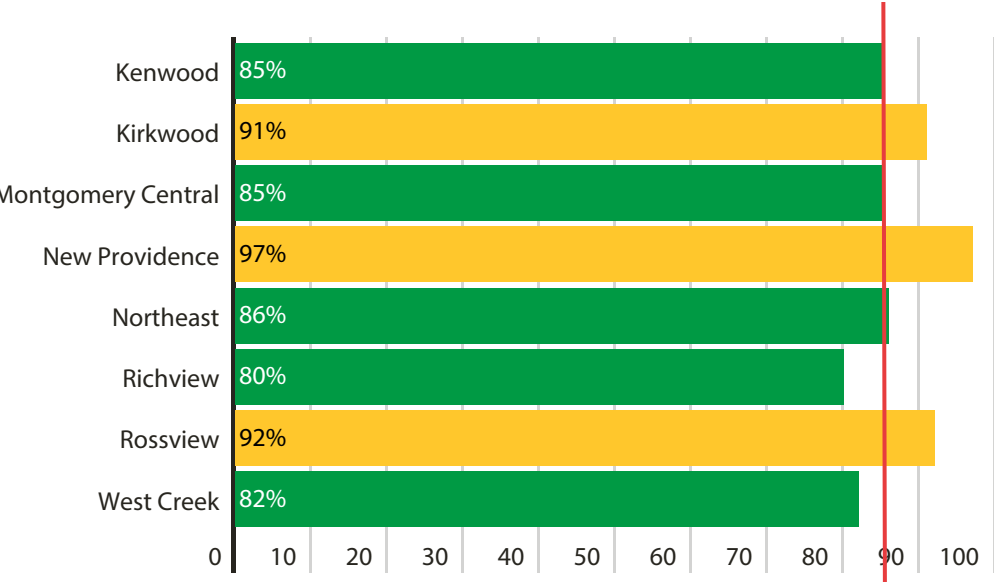
The audience for classified learning opportunities expanded to include bus aides/monitors and cafeteria monitors. In addition to trainings provided for target classified employee groups, trainings were also facilitated for transportation staff, custodial staff, and cafeteria staff. An additional day was added to classified onboarding to support training for educational assistants and permanent substitutes. Learning was designed and tailored to the needs of classified staff based on data collected by the Professional Learning Department through surveys and feedback forums on staff development days. Finally, the Professional Learning Department procured additional funds for classified learning in the summer of 2024. On the certified side, data were collected to determine the needs of new hires entering on an alternative license. Two induction pathways were developed to further differentiate and meet specific learner needs. 545 new hires onboarded during the 2022-2023 school year, and 26% of those hired were seeking or working toward alternative certification. 128 of the 144 alternatively certified teachers stayed, a retention rate of 89%. 298 of the 401 traditionally certified teachers who were hired were retained during the 2022-2023 school year, which is a rate of 74%. In conclusion, CMCSS is retaining teachers seeking alternative certifications at higher rates than those traditionally prepared. Given the important role that alternative licensure will continue to play in recruiting a necessary workforce, induction that supports the unique needs of alternatively certified candidates will be a crucial focus for strategic work for next year.

Address school capacities.

MID-YEAR REVIEW REPORT

Middle School Capacity - 2022-2023

Goal = 85% capacity



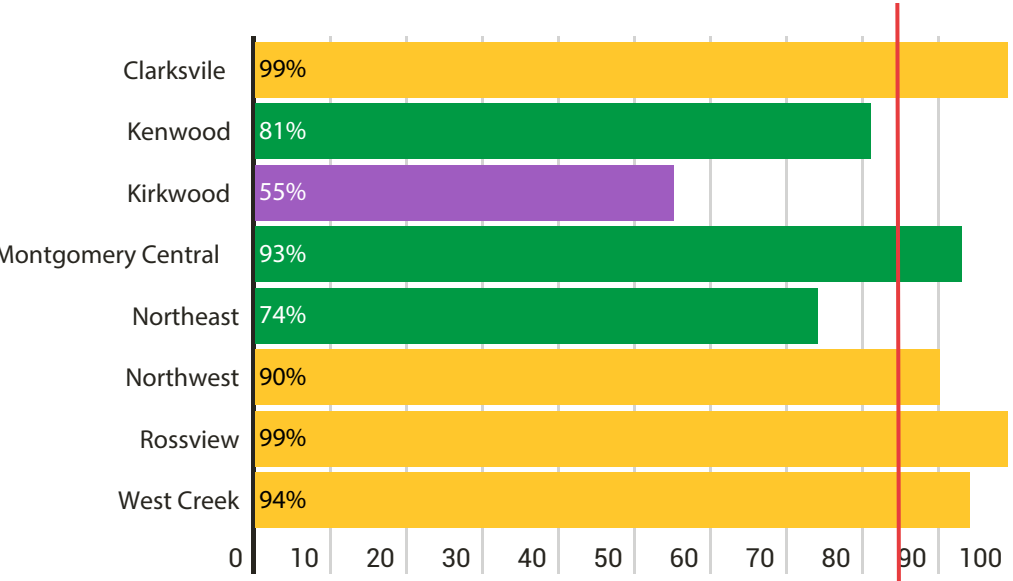
MID-YEAR PROGRESS SUMMARY

The overall goal of addressing school capacity is to provide a permanent seat for every student in school buildings without the use of portables. The Operations Department sets a yearly goal of 85% building capacity for all schools. With the opening of Kirkwood Middle in August 2022, middle school capacities were balanced to an average of 88% across the district, which is only 3% above the goal.

END-OF-YEAR REVIEW REPORT

Projected High School Capacity - 2023-2024

Goal = 85% capacity

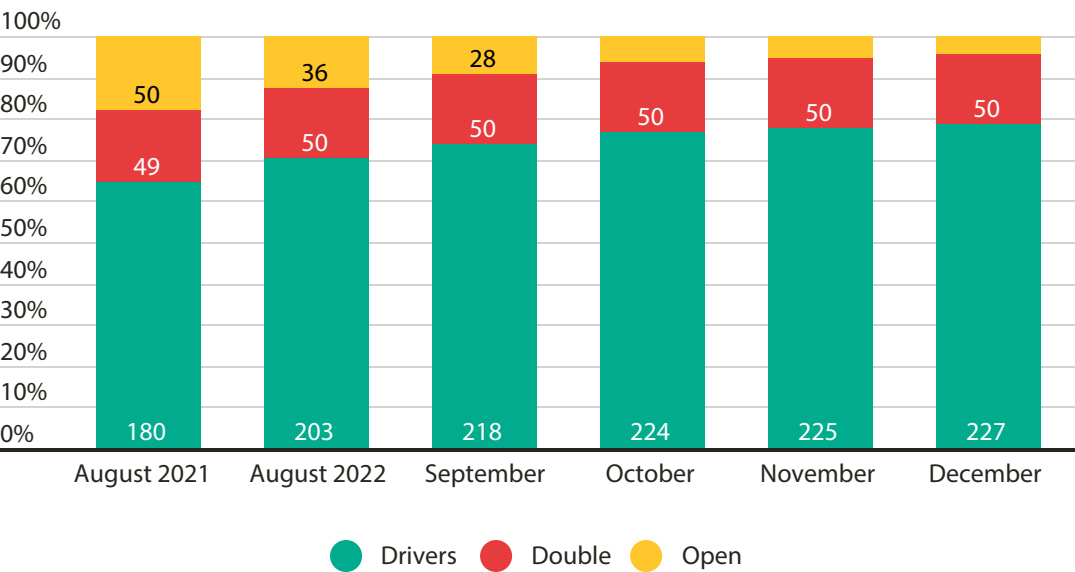


UPDATE AND NEXT STEPS

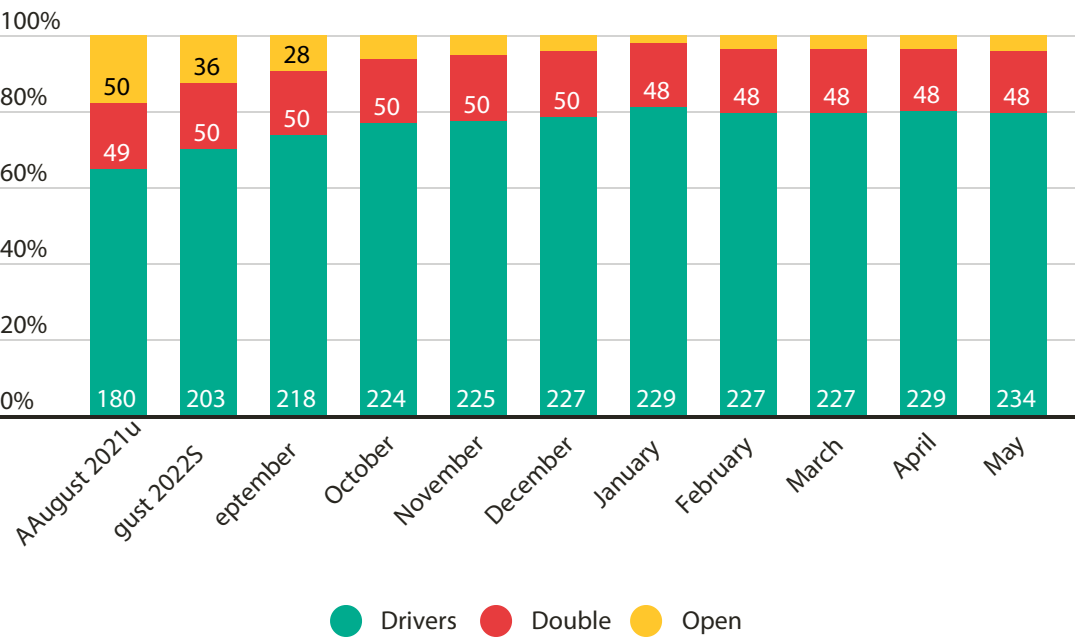
The opening of Kirkwood High School in August 2023 will initiate the balancing process for high school capacity. Projected balances for the high schools are provided in the chart to the left. Construction of the Kirkwood Elementary School is slated to begin in July 2023 and is set to open in the 2024-2025 school year. The opening of the new school will require an elementary boundary rezoning. The Board will receive a first read of a rezoning plan before the end of the 2023 calendar year.

Improve bus driver recruitment and retention to enhance student transportation services.

MID-YEAR REVIEW REPORT



END-OF-YEAR REVIEW REPORT



MID-YEAR PROGRESS SUMMARY

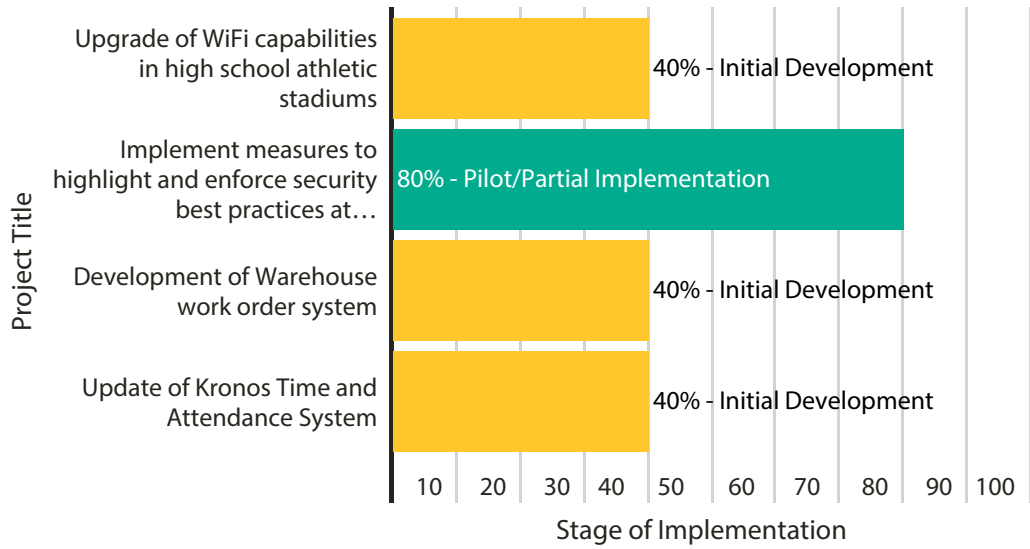
The Operations Department determined a measurable target of boosting driver employment and reducing uncovered routes to less than 20 open routes per day. In August of 2021 the district opened the school year at 54% staffing. As of December of 2022, staffing was at 71%. In the first six months of the 2022-2023 school year, there was a 22% increase in recruitment and an 81% increase in retention of talent.

UPDATE AND NEXT STEPS

Open routes have continued to stay below the target of fewer than 20 per day, with the most recent total being only 12 open routes in May 2023. The Transportation fleet is currently 74% staffed, a 20 percentage point increase from August 2021. These increases can be attributed to expanding community job fair locations, providing paid training programs, and enhancing support provided to drivers in navigating student behavior management. Next year, the goal will be to reach 94% staffing.

Implement technology solutions to enhance organizational efficiency, security, and accountability.

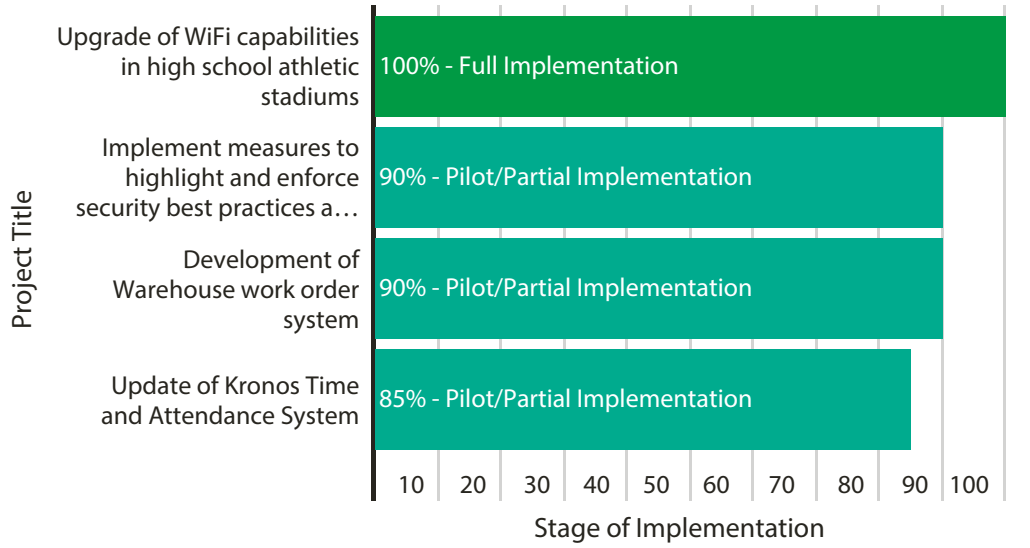
MID-YEAR REVIEW REPORT



MID-YEAR PROGRESS SUMMARY

At the mid-year point, most of the projects being undertaken by the Technology Department were at 40% completion, with three of the four highlighted in the development phase. Teams collaborating on these projects were meeting regularly, at times weekly, to discuss projects, improve their features, and identify audiences who would be part of testing groups.

END-OF-YEAR REVIEW REPORT

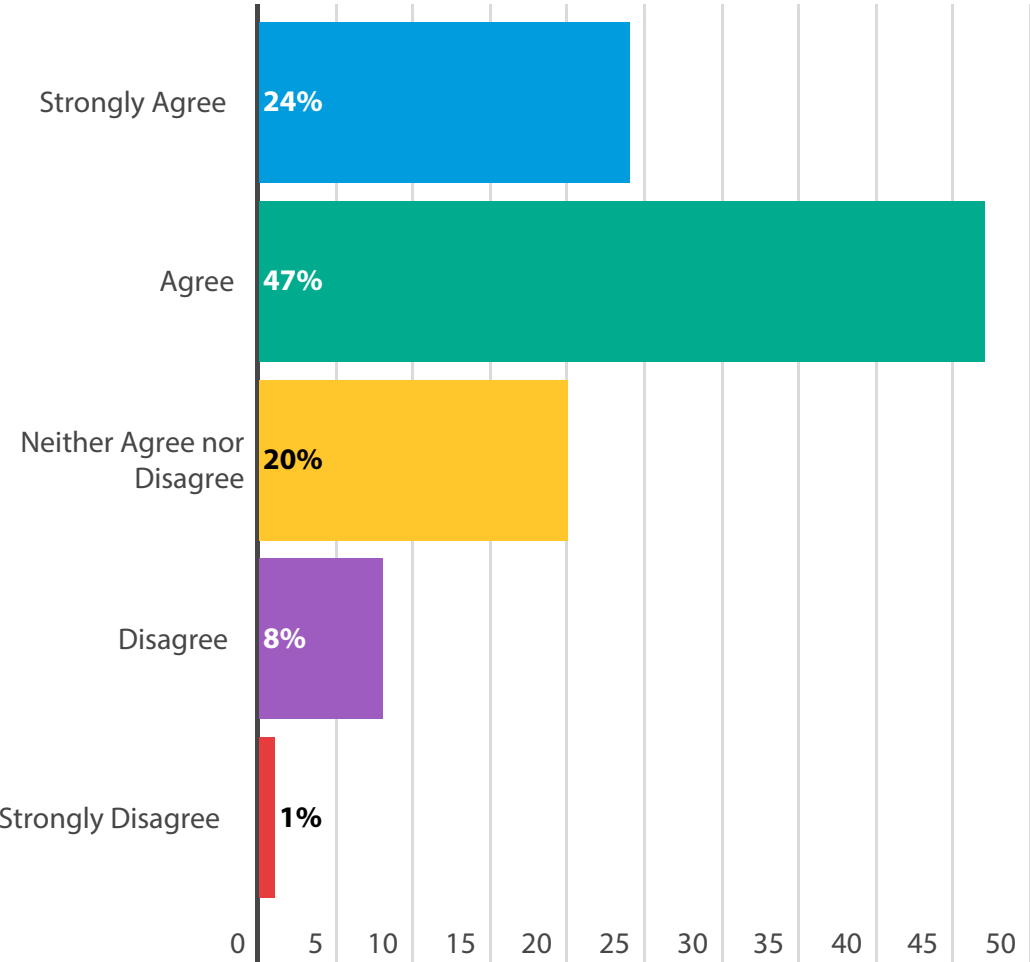


UPDATE AND NEXT STEPS

The progress on technology projects for this school year has neared full implementation for almost all projects. WiFi is now available at all high school athletic stadiums. Those fiber lines will be activated June 2023. The CMCSS Technology Department continues to partner with the Instructional Technology Department to educate and support users in the area of cyber security, to include providing periodic reminders of best practices and establishing a process for reporting suspicious or malicious emails. The Warehouse Work Order system has been developed and released for testing for selected users within the Operations Department, and it is expected that this resource will be made available for users during the 2023-24 school year. The updated Kronos Time and Attendance System continues to be in development/pilot phase, with testing continuing within the Business Affairs Department to ensure a smooth transition. It is expected that this resource will be made available for users during the 2023-2024 school year.

Enhance organizational effectiveness through increasing collaboration across central office, departments, and teams.

MID-YEAR REVIEW REPORT



Planning processes at Central Office are effective at preparing for possible issues and ensuring positive outcomes.

MID-YEAR PROGRESS SUMMARY

Baseline data for this strategic work goal were collected in October 2022. If this work is implemented well, the results of effective collaboration to ensure strong plans are in place for the district and that leaders work to maximize the positive benefits of district efforts should be felt across Central Office and at the school level by building administrators. At the mid-year point, 71% of respondents expressed agreement with the statement that planning processes are effective at preparing for possible issues and ensuring positive effects. This item, along with other items on this survey that assess the overall effectiveness of Central Office, should increase as the efforts of this strategic work goal are felt into the next year.

END-OF-YEAR REVIEW REPORT

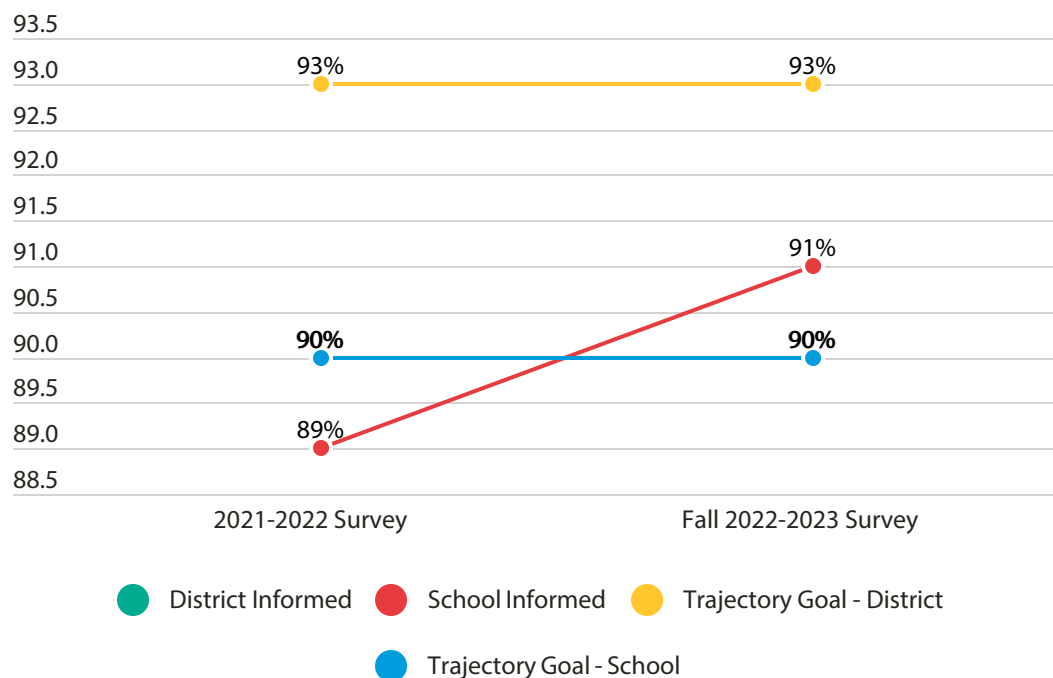
The data to the left are the most up-to-date data points aligned to this strategic work goal. Updated data will be available in October 2023.

UPDATE AND NEXT STEPS

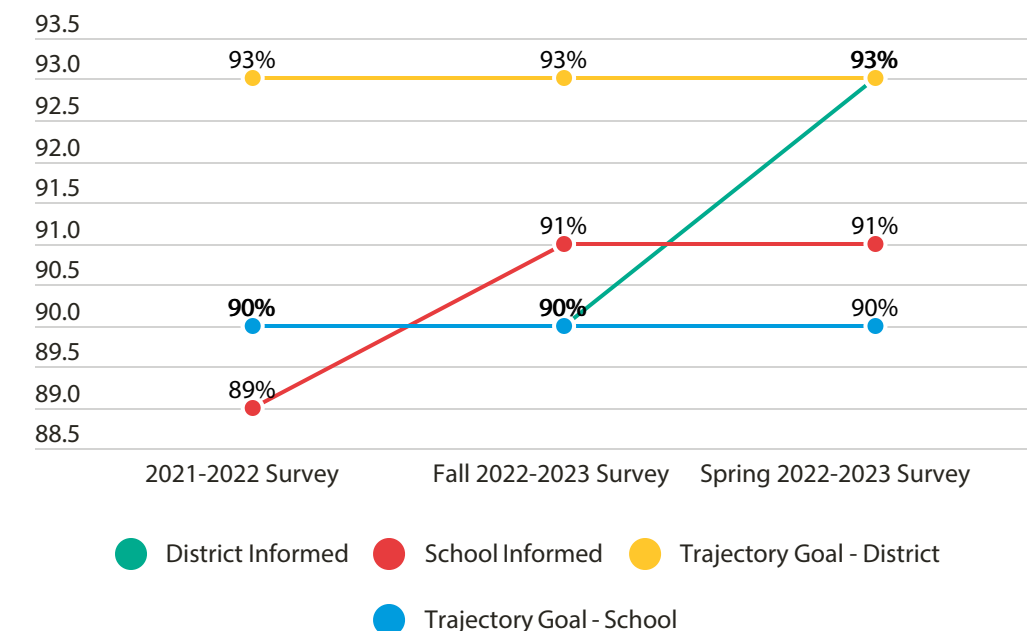
The Cabinet has met a total of four times to engage in a monthly touchpoint process to discuss improvement efforts at the district level. Additionally, all quarterly cabinet and direct report retreats have been scheduled for the 2023-2024 school year to ensure that all Central Office Departments have opportunities to collaborate, discuss urgencies, and ensure resources are available to support and enhance each other's work.

Promote consistent, meaningful parent and community engagement opportunities across the district.

MID-YEAR REVIEW REPORT



END-OF-YEAR REVIEW REPORT



MID-YEAR PROGRESS SUMMARY

At the time of the mid-year review, the district was 3 percentage points below its goal of having 93% of parents agree that the district communicates well with them, hovering at 90% for two administrations of the survey. There was an increase in parents agreeing that the school communicates well with them by 2 percentage points since the 2021-2022 school year, with schools participating in the Family Engagement Strategies pilot program seeing a higher average increase over non-pilot schools within that same time frame. The CMC Education Foundation Morale Grants, Great Idea Grants, and Big Idea Grants received overwhelmingly positive feedback from schools and helped to support culture and family engagement efforts.

UPDATE AND NEXT STEPS

Upon the spring administration of the parent and guardian survey, agreement that the district keeps families well informed rose by 3 percentage points, bringing the total to the goal of 93%. Next year, the Communications Department has set a goal of increasing this percentage to 94%. Overall agreement that families are well informed by their schools rose to 91%, surpassing the original goal of 90% overall agreement. This goal will be reset next year to 93%. On average, schools that participated in the Family Engagement Pilot saw slightly larger increases on these survey items since 2021 than schools that did not participate in the pilot. Additionally, 60% of pilot participants saw tangible improvements in the areas they self-identified for improvements. Other goals for next year include implementing ParentSquare with 100% participation by administrators, teachers, and parents/guardians, launching a text-based survey for families, and streamlining all schools' social media accounts to the CMCSS Meta Business Suite. Finally, work in promoting family engagement strategies will shift next year from being focused on keeping families informed to helping families feel supported. The Communications Department has set a goal of increasing overall agreement among families that they feel supported by their child's school by at least 5 percentage points.