

23 | 24

End-of-Year Review

 **cmcss**
The Defining Difference



End-of-Year Review of Strategic Work

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 a current progress summary with next steps.

STRATEGIC WORK OVERVIEW

2023-2024

CLARKSVILLE-MONTGOMERY COUNTY SCHOOL SYSTEM

IMPROVE STUDENT ACHIEVEMENT

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

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

Create opportunities for students to explore a variety of post-secondary pathways through community-based instructional experiences.



MAXIMIZE EMPLOYEE CAPACITY

Improve employee retention through enhancing workplace climate and satisfaction.

Prioritize needs-based recruitment to fill critical shortage areas.

Expand and support multiple pathways into the teaching profession.

Individualize professional learning opportunities to promote efficacy and expertise for all employees.



IMPROVE EFFICIENCY AND EFFECTIVENESS

Address school capacities.

Implement critical upgrades to technology resources and district buildings to enhance district security, transparency, and effectiveness.

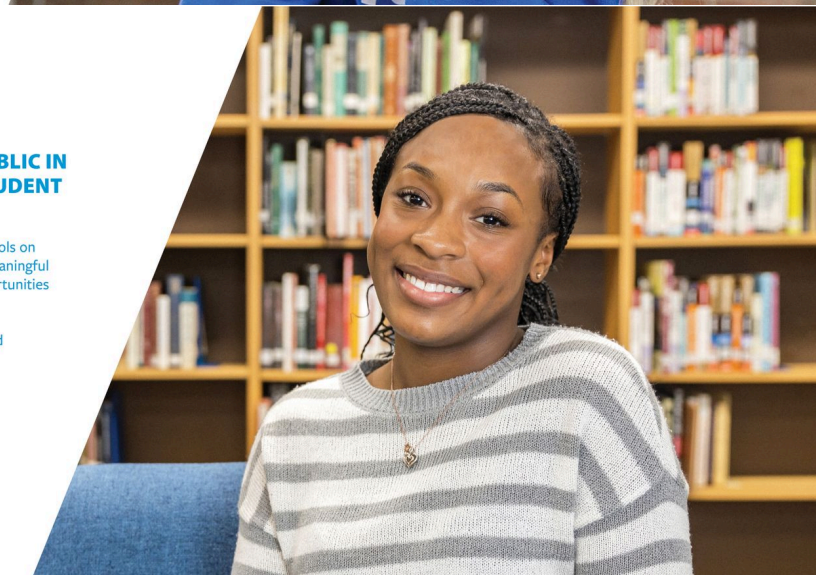
Develop and implement organization-wide communication and collaboration processes to improve services delivered by Central Office.



ENGAGE THE PUBLIC IN SUPPORT OF STUDENT ACHIEVEMENT

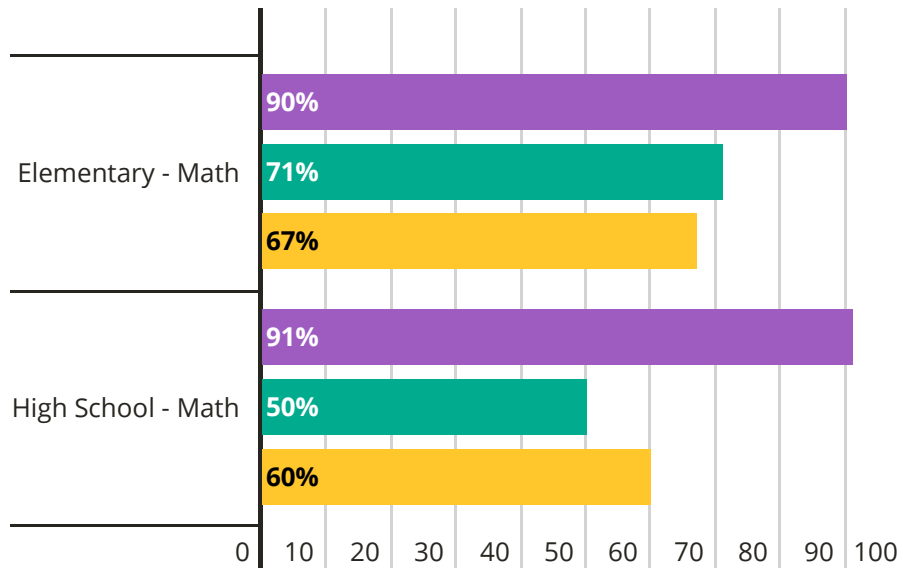
Continue support to schools on promoting consistent, meaningful parent engagement opportunities across the district.

Engage future parents and community partners to promote the importance of literacy before kindergarten.

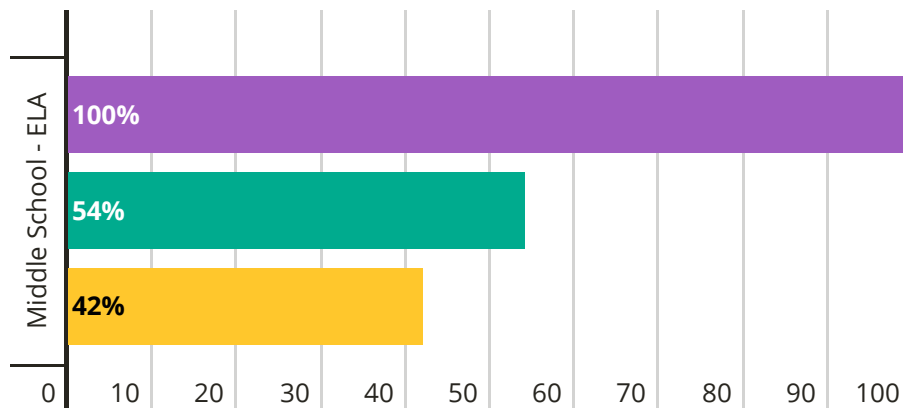


Implement research-based math and literacy practices aligned with high-quality instructional materials to increase grade-level mastery

Instructional Practice Guide Walkthrough Data



● Core Action 1 - Yes
 ● Core Action 2 - Yes/Mostly
 ● Core Action 3 - Yes/Mostly



● Core Action 1 - Yes
 ● Core Action 2 - Yes/Mostly
 ● Core Action 3 - Yes/Mostly

Mid-Year Progress Summary

To adopt and implement new math textbooks, CMCSS has followed a framework created by the Tennessee Department of Education for a phased-in approach. District leaders have also entered into a partnership with the National Institute for Excellence in Teaching to assist with planning and training on materials to help school leaders identify effective practices for teaching mathematics in classrooms. Math administrators have received training to guide teacher collaboration opportunities, and walkthroughs have been conducted to identify trends and areas that may need additional focus. The data from the walkthroughs indicated how much each of the core actions on the Instructional Practice Guide could be observed in classrooms. As the district continues to make progress toward implementing research-based instruction aligned with high-quality instructional materials (HQIM), the presence of the core actions should continue to increase.

End-of-Year Report

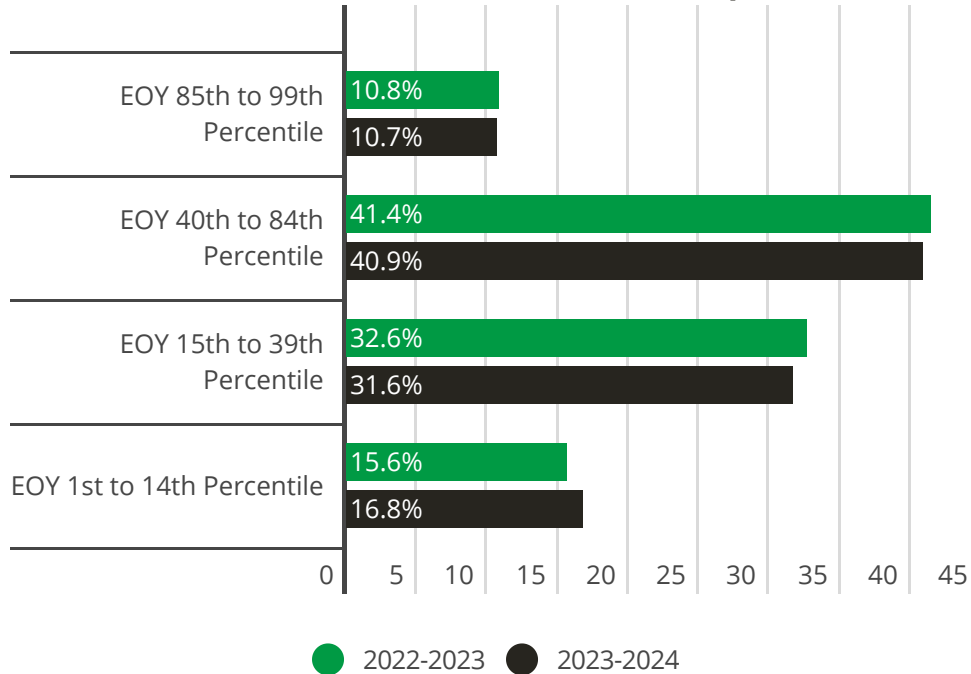
The data depicted to the left show the results of the end-of-year walkthroughs in math classrooms at the elementary and high school level, and they show the results for ELA classrooms at the middle school level. In both math and ELA, the presence of Core Actions 2 and 3 are the areas that are lowest. These actions have to do with how the teacher uses instructional strategies, questioning, and other techniques to build student knowledge, as well as how students take ownership of learning through demonstrating their knowledge in the classroom. As the implementation of new materials continues, these core actions will also be more present.

Next Steps

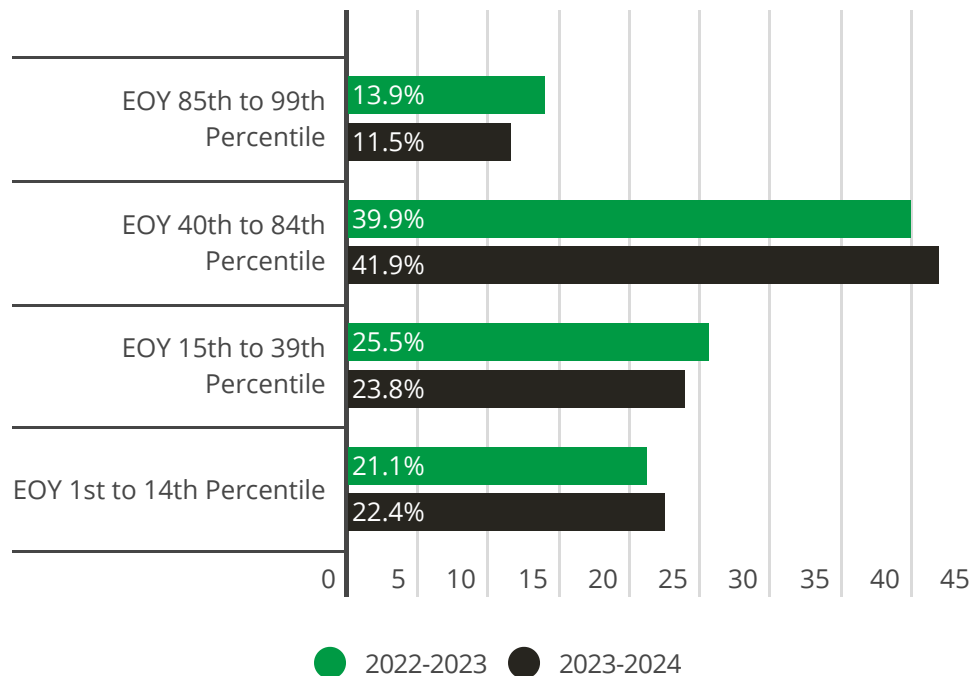
Summer learning sessions are being planned based on the data outcomes and the feedback from HQIM implementation along with the data collected from the IPG. Additionally, training for principals, assistant principals, and coaches is being planned for the 2024-2025 school year to incorporate strategies to enhance Core Action 2 and 3 and continue advancing the implementation of high-quality instructional materials.

Provide quality interventions to meet students' academic and behavioral needs

CBMR Results - Year-to-Year Comparison



aReading Results - Year-to-Year Comparison



Mid-Year Progress Summary

The major focus of this strategic work goal was to ensure that all students received targeted interventions to support the areas where they may not meet grade-level standards. Based on universal screener results from winter 2023, CMCSS continued to make progress in this area. A comparison of ELA results in 2022 and 2023 reveals that the percentage of students screened who are considered "on track" increased by 4 percentage points. In math, results were consistent with percentages from 2022. However, more students were screened in 2023, which made this steady progress very encouraging.

End-of-Year Report

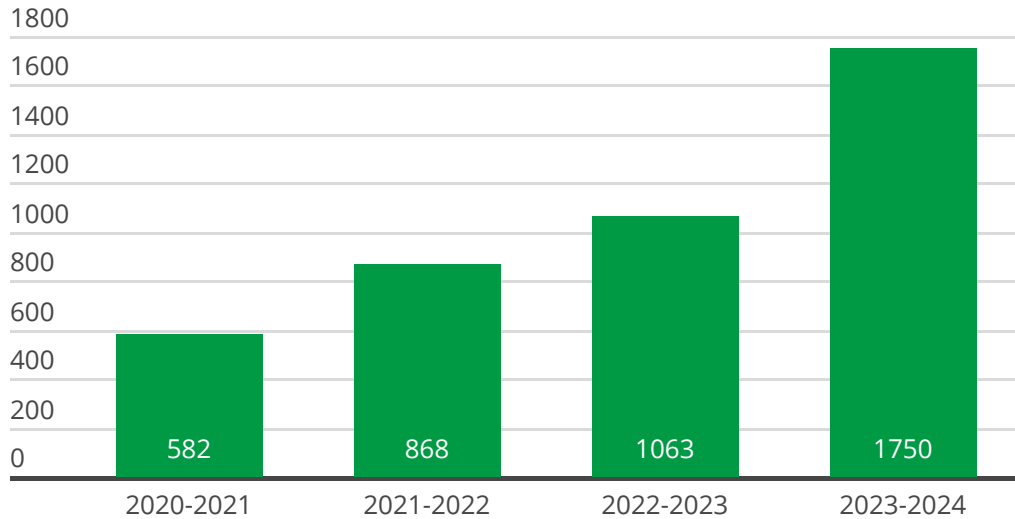
The data to the left show the overall growth levels of students at the end of the year on the reading screeners that students complete at three different points in their school year. The purpose of these data is for the Curriculum and Instruction Department to understand how much students are growing in English Language Arts content. These data typically give district leaders a firm understanding of how well students will perform on the TCAP test. Students below the 40th percentile on their growth typically are not proficient on TCAP. When looking at the results between the end of the year in 2022-2023 and the end of this school year, results are relatively consistent between both years. This means that CMCSS elementary students will likely perform roughly the same on TCAP this year as they did last year.

Next Steps

Next year, the focus of this goal will continue to shift to ensure that all students' Unique Learning Needs are met through personalized learning experiences. Efforts to provide effective academic and behavioral interventions will continue into next year with a goal of increasing student access to high-quality Tier 1 instruction.

Create opportunities for students to explore a variety of post-secondary pathways through community-based instructional experiences

Industry Certifications Earned by High School Students



Mid-Year Progress Summary

The district was on track to continue to see increases in the number of high school students earning industry certifications in the 2023-2024 school year. In fact, for the first time, every CTE program of study across the district with third-year students enrolled offered students the opportunity to earn at least one industry certification.

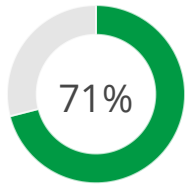
End-of-Year Report

More than 1,750 TN Promoted Industry Credentials were earned by students in high schools across the district. In addition to the Certified Nursing Assistant, Certified Clinical Medical Assistant, Certified EKG Technician, and Emergency Medical Responder (First Responder) certifications that have been earned in years past, another certification in the health science field, Certified Patient Care Technician, was earned by students in the Therapeutic Services program of study for the first time this school year. With the purchase of support resources and expanded professional learning opportunities for teachers in business and marketing pathways, the number of students earning Microsoft Office credentials tripled over last school year. These credentials, along with the 25 additional certifications offered across CTE programs of study and career specific dual enrollment courses, give CMCSS high school students the opportunity to showcase their mastery of skills that will be needed to enter a variety of post-secondary pathways after graduation.

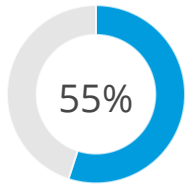
Next Steps

Throughout the 2023-2024 school year, students across all grade bands participated in a multitude of community-based instructional activities that allowed them to further develop their understanding of the wide variety of opportunities that exist post high school, and those experiences will continue in 2024-2025. Additionally, student, teacher, and counselor reactions to the pilot of middle school career explorations classes were overwhelmingly positive, and, as such, these courses have once again been built into master schedules at the middle school level for the 2024-2025 school year. The team will continue to refine the advisory lessons that incorporate the use of aptitude assessment results for college and career exploration at the middle school level.

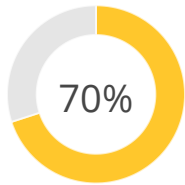
Enhance workplace climate, employee feedback collection, and employee satisfaction



The average certified teacher engagement score remained steady between the fall and spring at 71 percent.



Results either increased or remained steady on 12 out of 22 categories, or 55 percent.



The average staff engagement score remained steady between the fall and the spring

Mid-Year Progress Summary

CMCSS has continued to improve results among certified teachers and staff members on its Upbeat survey, indicating improved workplace climate and satisfaction across the district. Overall teacher scores increased by 5.7 percentage points over spring 2023 and by 5.8 percentage points over fall 2022. Additionally, teacher scores increased in every category (20 of 21) except Work/Life Balance (vs. spring 2023). Finally, overall school staff scores increased by 1.4 percentage points over spring 2023 and by .8 percentage points over fall 2022.

End-of-Year Review Report

While there were several improvements for certified and classified employees on the Upbeat results this spring, the main theme for the survey this year was stability. Results were mostly stable across all categories, with only 1-2 percentage point decreases in areas where there were decreases. The largest increases for certified employees was in the category of Work/Life Balance, which increased by 7 percentage points. On the employee exit survey, benefits continues to be one of the top areas of satisfaction among employees, and work/life balance continues to be an area of dissatisfaction.

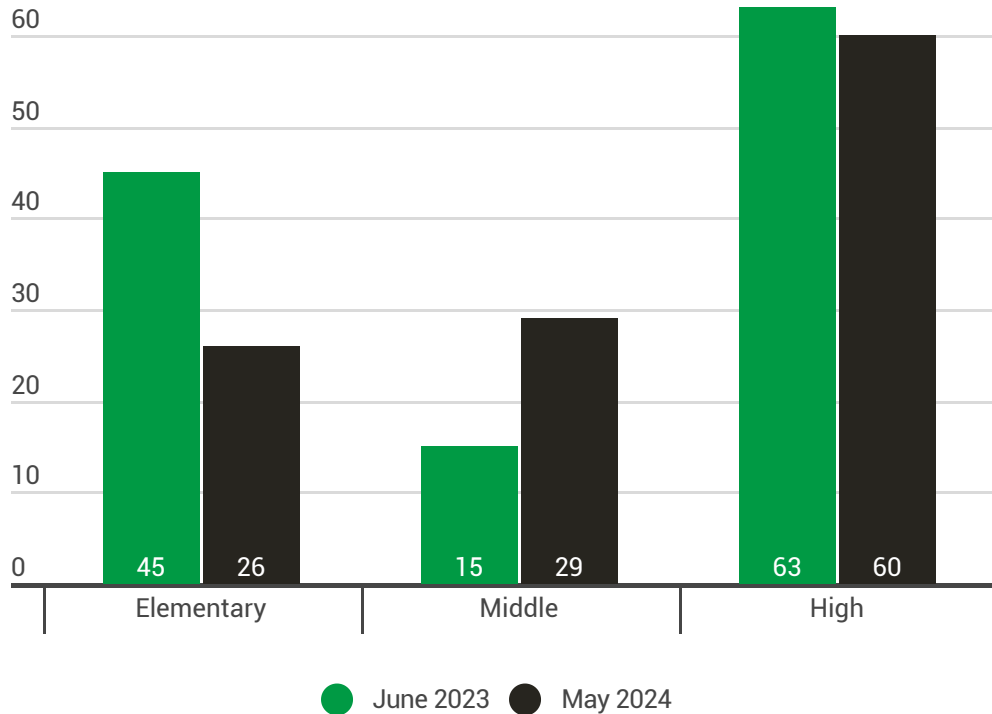
Next Steps

The Human Resources team will continue to deploy Upbeat Climate Surveys district-wide and utilize feedback to inform action planning across all employee groups (certified, classified, department). The team will also analyze 2023-2024 employee feedback from Upbeat survey data, exit survey data, exit interviews, HR Outreach meetings, and reported concerns to continue action planning for improving employee satisfaction next year. As part of that effort, the team will develop a plan to communicate an overview of 2023-2024 feedback and share how the feedback informed district decisions. Finally, the team will improve employee feedback data collection processes for 2024-2025.



Prioritize needs-based recruitment to fill critical shortage areas

Comparison of Open Teaching Positions - 2023-2024



626

The number of recruit contacts made through internal and partnership recruitment events

Mid-Year Progress Summary

The district has continued to attend job fairs for certified positions at colleges and universities in the Tennessee and Kentucky areas, but internal recruitment events have proven more effective at recruitment in both certified and classified positions.

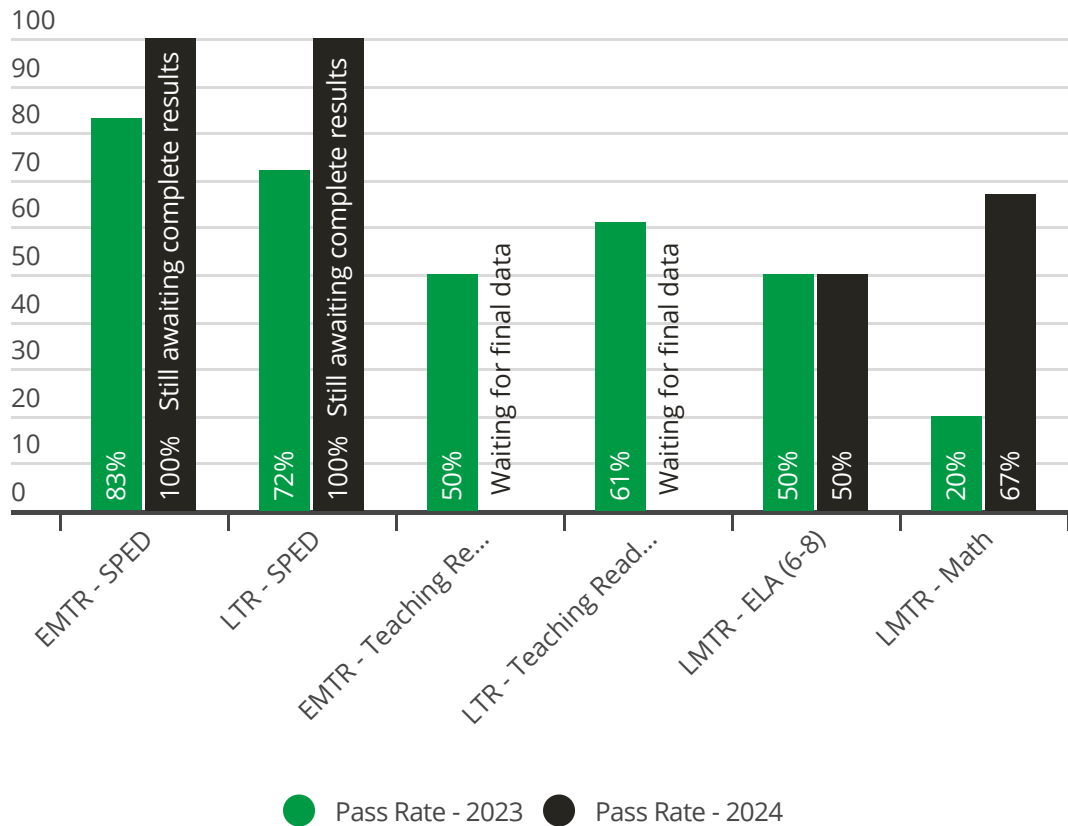
End-of-Year Report

The CMCSS Certified Department continues to see a drop in participation at traditional university job fairs. With fewer students choosing to enter the field of education, the district has increased its emphasis on the recruitment of teachers through non-traditional programs such as Grow Your Own and job-embedded pathways. Hiring data indicates fewer classroom positions are open this year than in June 2023. However, 115 teachers are still needed to fill classrooms. The hardest-to-fill certified positions continue to be special education, high school math, and high school science. The district currently provides an additional \$1,000 incentive for these areas and has proposed an additional \$5,000 for special education teachers pending budget approval. On the classified side, through recruitment events, the district made contact with 626 recruits for classified positions and pathway initiatives into the teaching profession. CMCSS will continue to provide incentives for new and existing bus drivers through sign-on bonuses, referral bonuses, and the driver trainee program. Permanent Substitutes, who are assigned to specific schools in the district, contribute to a fill rate increase in covering absences for teachers from 12 percent to 15 percent daily.

Next Steps

Next year, the team will continue to offer information sessions for those interested in alternative teaching pathways. They will also continue to work with the Teacher Residency Program and the Curriculum and Instruction Department to provide Praxis Tutoring for those on teaching permits. They will schedule combined job fairs with certified and classified recruitment teams and maintain community partnerships for recruiting events. Through HR outreach, the team will also continue to garner feedback from stakeholders to inform decisions and develop communication plans for those stakeholders to understand how their feedback informs decisions. Finally, the team will provide continued funding to support the minority recruitment team and diversity mentors.

Expand and support multiple pathways into the teaching profession



Mid-Year Progress Summary

Passing the Praxis assessment is a major milestone for candidates enrolled in the CMCSS Teacher Residency Pathways, and it is a crucial goal to ensure that all of the residents successfully pass their Praxis assessments prior to beginning their first year of teaching. The goal for this year was for 100 percent of candidates to pass their required Praxis assessments prior to beginning their first year of teaching. This year's residency candidates did not have Praxis data that the team could track at the time of the Mid-Year Review.

End-of-Year Report

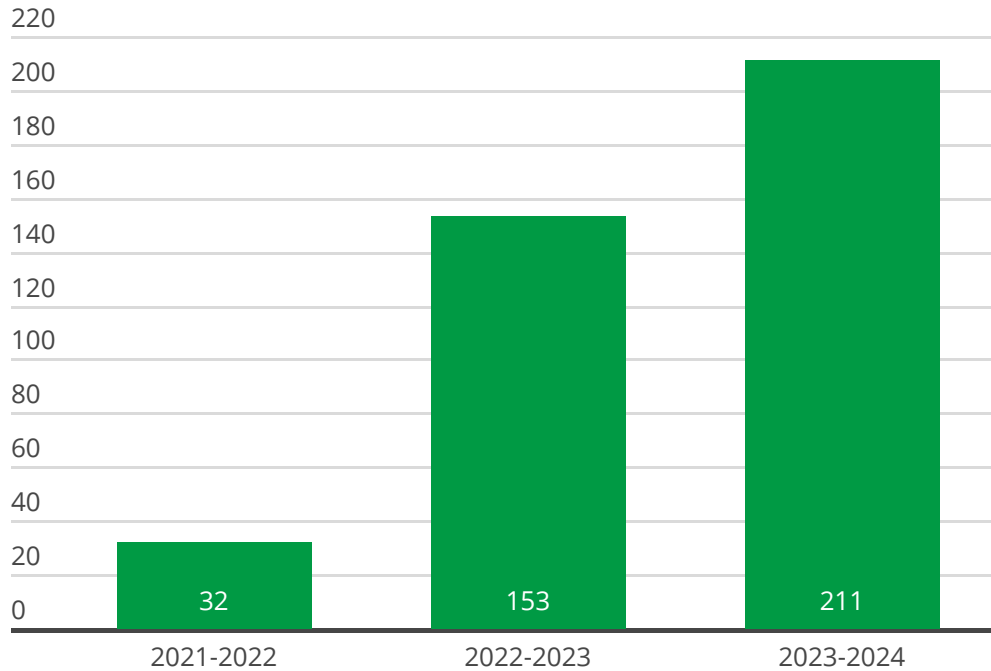
Currently, pass rates for many of the teacher residency cohorts are showing growth toward the goal of 100 percent of candidates passing their required Praxis assessments. Some of the greatest growth the team has seen is in the Math Praxis assessments for the LMTR cohort, with the pass rate growing from 20 percent to 67 percent this year. While final data for some residents have not been received, so far there is a 100 percent pass rate for SPED exams.

Next Steps

The Teacher Residency Team held the Praxis Bootcamp Series in April for the upcoming cohort for some of their Praxis assessments. The team also administered a survey to collect feedback on the preparation series for the Praxis assessments. Feedback indicated a strong sense of greater confidence and preparedness for taking their assessments. 92 percent of respondents agreed or strongly agreed that the series will help them be more successful with passing the Praxis assessments.

Individualize professional learning opportunities

Hours of Classified Staff Learning



Mid-Year Progress Summary

There are two major focus areas for this strategic work goal - classified staff learning and new teacher induction supports. Support for new hires has been differentiated in the induction program this year to better meet the needs of both traditionally-certified and alternatively-certified candidates. At the time of the Mid-Year Review, a survey administered by the Professional Learning Department indicated increases in several areas related to new hires and their positivity about their induction experience.

End-of-Year Report

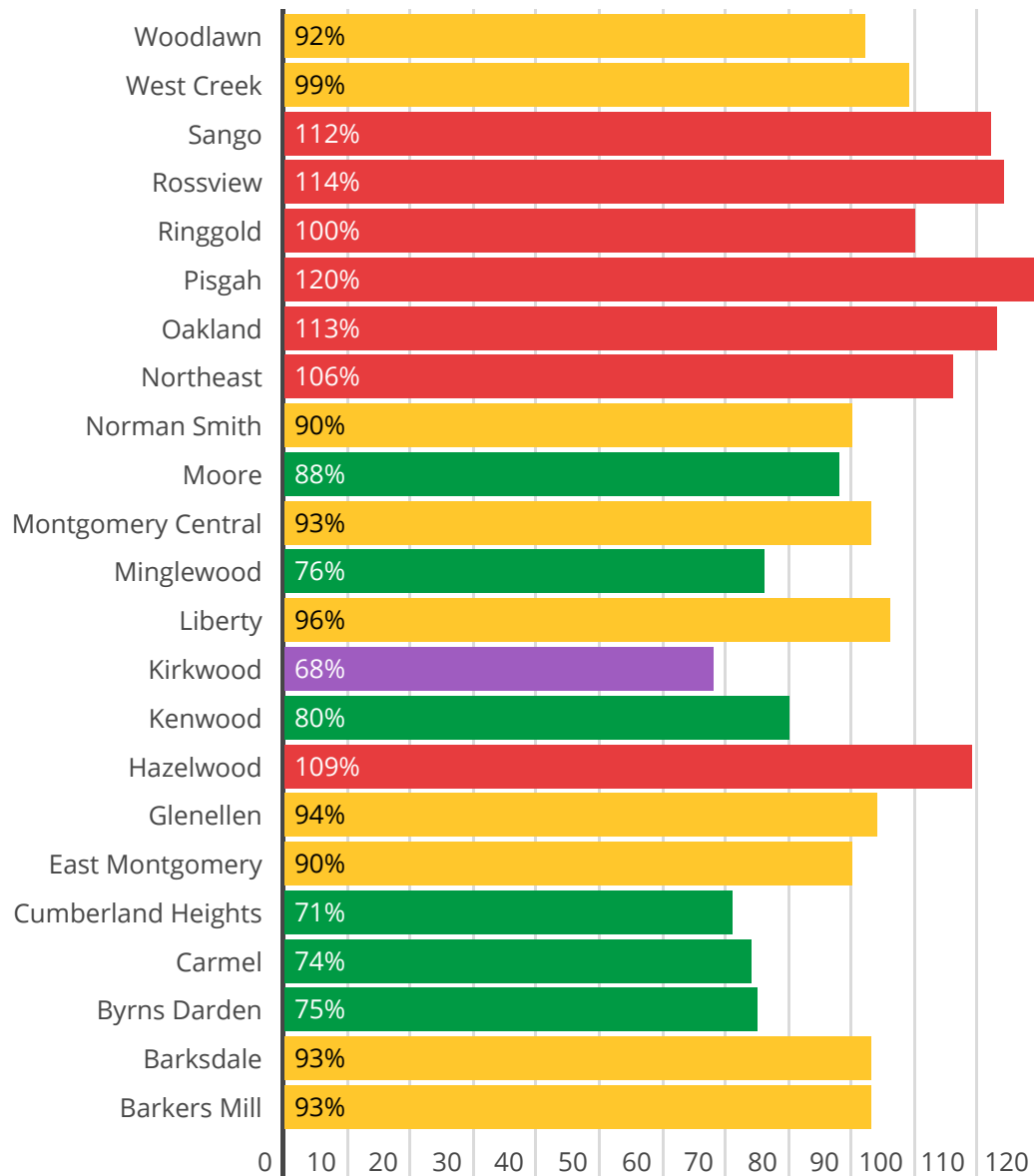
Classified learning opportunities continued to expand in the second semester, which is shown in the chart on the left over a three-year period. Additionally, the retention rate for the 2023-2024 new teacher cohort is currently 85 percent, which is higher than the 2022-2023 retention rate of 78 percent. Based on current trends, it is likely the overall retention rate of the cohort will remain higher than last year. Further, the retention rate of the traditionally-certified hires is currently at 84 percent, and it is at 87 percent for alternatively-certified teachers. If these figures remain consistent over the summer, the goal for the differentiated pathways will be met based on the retention rate of the non-traditional educators meeting or exceeding the retention rate of the cohort's traditionally-certified teachers. Also, the development of the differentiated induction pathway supports for teachers in their first year in CMCSS showed a 20% increase in the satisfaction rate of the personalization of the learning.

Next Steps

As part of strategic work for next year, there will be a continued focus on providing learning and support targeted to teachers who are certified through alternative pathways, whether residency candidates or teachers on a permit. This will include increasing classroom management training offered for alternatively-certified teachers. The focus on classified learning enhancements will also continue, which has been benefited by the addition of a Classified Professional Learning Coordinator position added to the Professional Learning team this year.

Address school capacities

Elementary Building Capacities



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 target of 85 percent capacity for all schools. Current high school capacities have leveled to an average of 85 percent based on the opening of Kirkwood High School. Although Clarksville High School continues to be at a total capacity of above 100% due to the rezoning opt-out process in 2022, that should continue to decrease as more cohorts graduate from CHS and the rezoning can take full effect.

End-of-Year Report

After rebalancing capacities with new middle and high schools, the next priority will be to rebalance elementary school capacities. The chart to the left provides the projected capacity of all elementary schools in advance of the Kirkwood Elementary opening in August 2024. The rezoning based on Kirkwood Elementary will take effect in its first phase in the 2024-2025 school year, which should relieve capacity at many elementary schools. The second wave of relief will come in 2026 with the opening of Freedom Elementary.

Next Steps

The opening of Kirkwood Elementary School in August 2024 will initiate the first phase of the balancing process for elementary school capacity based on the approved multi-phase zoning plan. Construction of Freedom Elementary School is slated to begin spring 2025 and the school is scheduled to open in the 2026-2027 school year. The opening of the new school will implement the second phase of the elementary boundary rezoning. Freedom Elementary and future elementary school #27 will be strategically located to address the schools in red.

Implement critical upgrades to technology resources and district buildings to enhance district security, transparency, and effectiveness

Mid-Year Progress Summary

At the mid-year point, nearly all technology upgrades and enhancements were in the development phase, with all efforts in the early stages.

End-of-Year Report and Next Steps

Employee Phishing Campaign

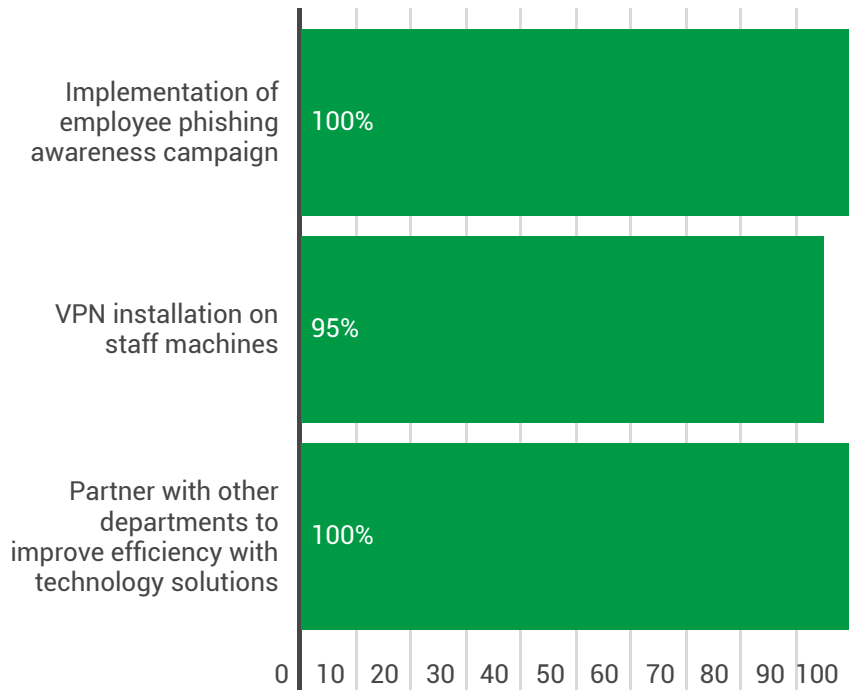
In February 2024, the CMCSS Technology Department completed the first of the district's ongoing phishing campaigns, simulating malicious emails to staff and collecting the results for aggregate data. The overall information will be used to ensure that additional training and communication is provided to higher-need areas. The district also added a section related to phishing awareness to the annual employee training required for all staff. The content includes examples of malicious email messages and "red flags" commonly found in these types of communications. The district will continue to perform phishing campaigns throughout subsequent school years and use resulting data to provide further guidance and training as needed.

VPN Installation

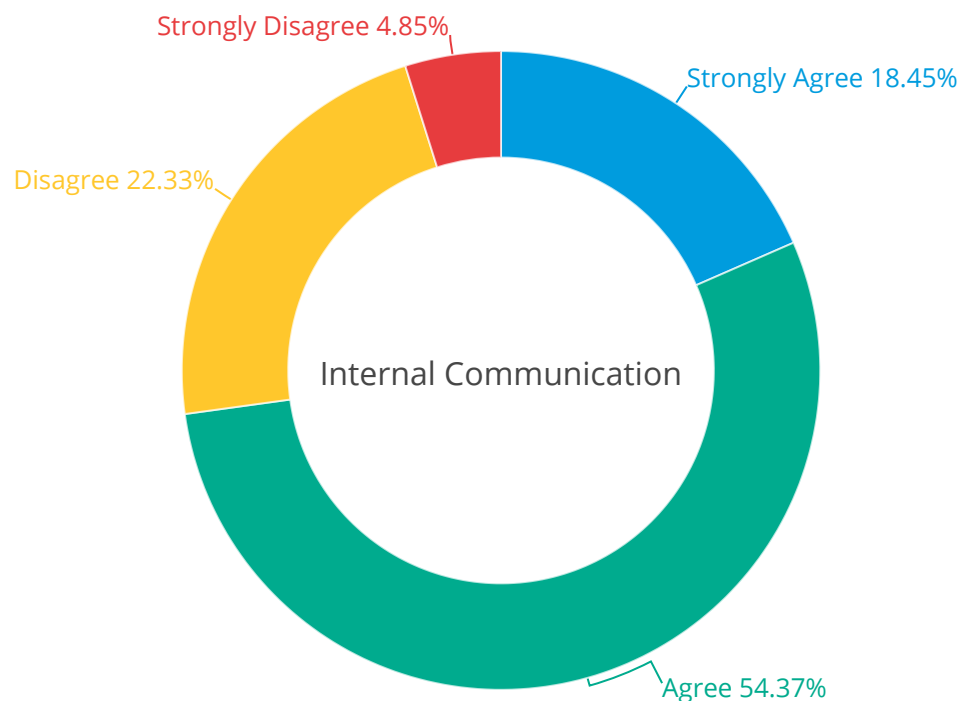
In January 2024, the CMCSS Technology Department reached out to staff who have been issued district laptops, notifying them of the upcoming addition of a VPN agent to their devices and the benefits of this update. The Technology Department then rolled out the VPN agent to the devices for those users, the majority of whom are teachers and administrators. There is a small number of authorized users who had a prior VPN agent installed on their device for specific needs, which will require a manual removal of the existing agent before the update to the new one. The CMCSS Technology Department will coordinate with those users having the prior VPN agent on their devices to remove the existing one and install the new version.

Partnership with Departments

The CMCSS Technology Department has met as planned with each Chief Officer to discuss areas of high need for automation of manual tasks. Multiple potential projects were identified, and these requests have been documented for the programming team to prioritize and address. Follow up meetings will be scheduled with Chief Officers, as well as initial discussions with other school leadership, to continue to identify and address areas where technology solutions could improve student achievement or employee effectiveness.



Develop and implement organization-wide communication and collaboration processes to improve services delivered by Central Office



Mid-Year Progress Summary

Each October, the district deploys an organizational assessment to all central office employees and school administrators to assess how effective the organization is with strategic planning, communication, and feedback collection. To determine a baseline for how effective internal communications are across employee groups, there was a question on the organizational assessment in October 2023. Overall, 73 percent of respondents agreed that internal communications are effective.

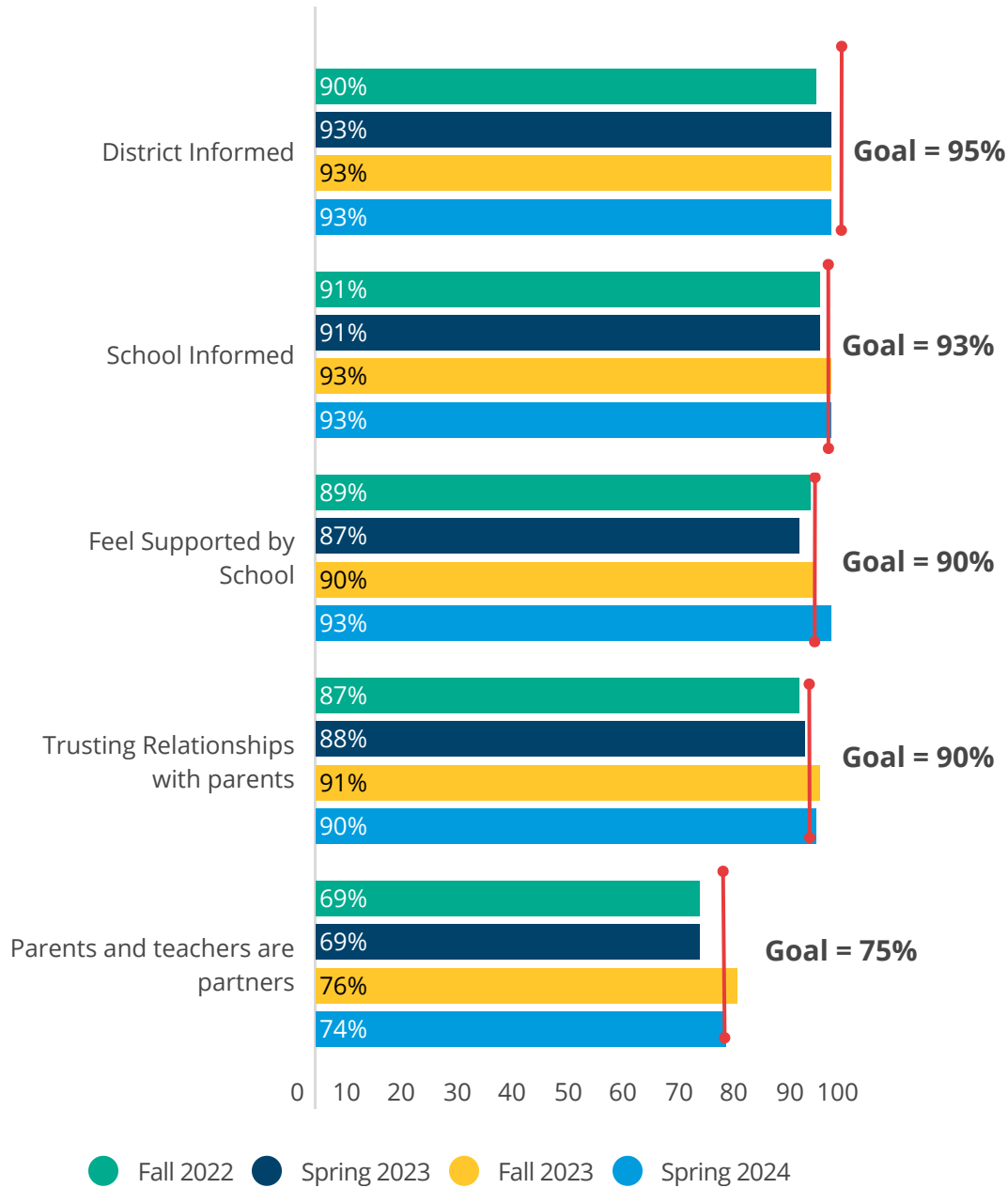
End-of-Year Update

The data depicted in the chart to the left are still the most up-to-date data available aligned with this strategic work goal. Based on feedback collected from the certified and classified communication groups, the added step of communicating with a principal during the month regarding faculty and staff questions has been a positive step, with nearly all respondents indicating they liked having the chance to address any questions or concerns with administrators before the monthly meeting. This step has also continued to decrease repetitive questions received at the communication groups each month, indicating that these steps have allowed responses to filter through to faculty and staff more effectively.

Next Steps

At the beginning of the school year, a graphic will be shared that details the internal communications structures to be implemented as a result of the feedback and data collection completed over the course of this year. When the Organizational Assessment is deployed for the 2024-2025 school year, results regarding internal communication effectiveness will be evaluated to determine if additional steps to improve communication will be taken.

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



Mid-Year Progress Summary

All of the items used to monitor progress toward this goal, along with a 3-year trend of the overall agreement on those items, is depicted in the data on the left. Nearly every goal that the Communications Department set as a measure of success in family and parent engagement has been met. Though the level of agreement that parents feel about the district keeping them well informed did not change from last year, ultimately, the focus of this effort has been on improving school communication to families, which has been a success.

End-of-Year Report

The majority of the goals were met in the fall 2023 surveys and remained consistent or improved in the spring 2024 surveys. However, there were slight decreases on a few items in the spring 2024 surveys. The successful launch of ParentSquare in the summer of 2023 has helped schools and the district in meeting its goals to promote consistent, meaningful family engagement through improved two-way communication. Through ParentSquare, CMCSS is able to consistently connect with 99.9% of parents and guardians through text, email, app push notifications, and/or phone calls. The Communications Department provided faculty, staff, administrators and parents with online training on the new platform.

Update and Next Steps

Based on spring 24 data, the team will need to keep the priority of school-home communications at the forefront for educators and administrators and ensure the team promotes the importance of this communication and provides support throughout the school year. The Communications Department will continue to monitor these and other data and refine resources for schools as needed to ensure consistent performance and effective communication for families.

Engage future parents and community partners to promote the importance of literacy before kindergarten



Mid-Year Progress Summary

The scope of this goal is wide and will be a focus of the district for years to come. The planning committee has been formed, and several initiatives are in the planning phase, including:

- St. Bethlehem Early Learning Center
- Early Literacy Online Resource Hub for Families
- Marketing Campaign and Community PSAs
- Birth-to-5 ParentSquare Guest Group
- Community Book Bus
- CMCSS Learning Centers Programming
- CMCEF Grants for Book Vending Machines

End-of-Year Review Report

There will not be data available for this strategic work goal until the campaign launches in the summer/fall of 2024.

Update and Next Steps

Regular meetings of the Early Literacy Planning Committee to monitor and evaluate the effectiveness of the initiatives will continue. The team will launch the "Tiny Readers. Big Futures." campaign. The team will also provide support and resources to the St. Bethlehem Early Learning Center and CMCSS Learning Center to engage more families. Finally, the team will expand partnerships to support and promote early literacy initiatives across the community.