

Parent Advisory Meeting Notes
January 4, 2018

The Parent Advisory meeting was held on January 4, 2018, with 18 parent representatives in attendance.

Esperanza McCrary, Parent Engagement Specialist, welcomed the group to the Parent Advisory. Ms. McCrary announced that open enrollment and academy applications will be available in January.

Mr. Millard House, Director of Schools, briefly discussed the process transportation went through in preparation for the return to school following winter break. Parents provided feedback regarding the inclement weather routes. Feedback was mostly positive, such as appreciation for delays rather than closures, buses stopping as close to students' house as possible. Concerns included problems with parent pick-up due to the increased number of students being dropped off and picked up. Questions about drivers not stopping unless they physically see the child were raised and Mr. House clarified students should be in view of the driver.

Mr. House shared his "Rise Report" with Parent Advisory. Highlights included the upcoming Spanish Immersion program and a new academy located on the campus of Tennessee College of Applied Technology. A grant for recruiting teachers to increase diversity of faculty was also discussed. Mr. House also shared news about a possible T-Mobile grant to help provide internet service to low income families. The topic of teaching soft skills to students and internet safety training were discussed. The Instruction Department is developing a plan for both areas.

Dr. Sean Impeartrice, Chief Academic Officer, answered questions pertaining to the academy application process and provided the open enrollment application. Helen Nicholas was introduced to parents. Ms. Nicholas has been selected to develop and implement the Spanish Immersion program, which will begin next year at Barksdale Elementary. Emily Vaughn, Director of Instruction and Curriculum (K-5), will also be overseeing the Spanish Immersion program. Ms. Vaughn explained the application process, which is very similar to the voluntary Pre-K application process. The new program will offer forty seats and selection is based on three tiers. Parents were concerned about socioeconomic status being a consideration. Dr. Impeartrice and Ms. Vaughn informed the group they would reconsider the selection criteria.

[Open enrollment application](#)

[Academy application](#)

Spanish Immersion program application will be available soon as the CMCSS website.

The meeting notes from each meeting are posted on the CMCSS website under the "Students and Parents" tab.

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THE *Rise* REPORT



November 2017

“

*This is a
good district,
but we must
be focused on
growing from
good to great.*

-Millard L. House II

”



OVERVIEW



Intro

Address from Millard House II, Director of Schools
Mission & Vision of CMCSS

Goal 1

Staff, Community, and School Board Relations
• *Summary of meetings*

Goal 2

Effective Communication and Community Engagement
• *Summary of feedback, organizational assessment and focus groups*

Goal 3

Better Understanding of CMCSS
• *Summary of current data and demographics*

Goal 4

Data Analysis with a Focus on Academic Achievement
• *Summary of the major areas on which CMCSS will focus*

THE *Rise* REPORT

Dear Stakeholder Friends,

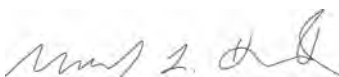
Getting to know and understand the Clarksville-Montgomery County School System over the last four and a half months has been such a pleasure, as well as a personal and professional career highlight. Without

question, CMCSS has made fantastic strides as an academic leader making the difference in students' lives. Three years of leading the state in student academic growth is more than an admirable accomplishment. CMCSS stands out in the state of Tennessee, in the southeast and ahead of many states in the nation as a leader academically. It's better than good. A phrase you may have heard me repeat since coming here is that like author Jim Collins, I believe "good is the enemy of great." I want greater than great for the students in Clarksville-Montgomery County. And I believe that with determination and focus, we can make that happen.

It may sound trite, but it couldn't be more true. It is the people who have made and will continue to make the positive impact and will lead us to greatness. When I hear all that is happening here, it could not be done without the people. I know I inherited a well-run machine and have no intention of remaking, rebuilding or replacing it. But what beautiful vehicle doesn't benefit from enhancements and detailing? Thanks to the feedback and input I have been privileged to hear from all of you in this community over the past few months, I believe we have a plan on which to build our focus of ensuring CMCSS excellence and greatness.

We are calling this publication "The Rise Report" because we started our school year with the intention of CMCSS continuing to rise as our students – and we – grow, learn, reach and succeed. I look forward to hearing from you and your continued thoughts after you have read through ***The Rise Report***.

With great honor,



Millard L. House II
Director of Schools

A summary of findings in the Clarksville-Montgomery School System during the entry plan of Director of Schools Millard House II as we look from taking a "very good" school district to a great one.



MISSION of **cmcss**

Our mission is to educate and empower students to reach their potential.

VISION of **cmcss**

Our vision is that all students will graduate college and career ready.



1

STAFF, COMMUNITY, AND SCHOOL BOARD RELATIONS



In initializing his entry plan, Mr. House met with hundreds of citizens, including School Board members, Education Foundation Board members, local elected officials, CMCSS senior leaders, parents, school administrators, visits to all 45 CMCSS schools and facilities, post-secondary educational institutions, business leaders, human resource directors of local industry, the state Department of Education, directors of schools from other Tennessee districts, and participated in a number of other community outreach opportunities

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We have really good people who love our students and love this district.

- CMCSS Teacher

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“

*Let me be clear,
this is a
phenomenal
district and this
community
knows it.*

- Local Community Leader

”



2

EFFECTIVE COMMUNICATION & COMMUNITY ENGAGEMENT



To procure the feedback and data included in this report, the Continuous Improvement Office developed and implemented an organizational assessment and a focus group structure.

Organizational Assessment:

The Continuous Improvement Office dispatched a 51-item survey to district and school-level leaders (Chiefs, Directors, Supervisors, Managers, Principals, Assistant Principals, Curriculum Consulting Teachers, Academic Coaches, etc.) in October 2017. Participants responded to items covering a broad range of topics regarding the district's operational efficiency and effectiveness using a Likert Scale and open

response text boxes for each item. The survey items were grouped into six components: Leadership (Senior Leadership), Stakeholder Engagement, Communications, Strategic Planning and Results, Stellar People, and Teaching and Assessment for Learning. The response rate was over 50% with 124 leaders participating in the survey.

Focus Groups:

The Continuous Improvement Office met with 10 different focus groups over a three-week period in October 2017. A focus group existed for each of the following stakeholder groups: teachers, retired teachers, teacher association members, principals, organizational leaders (mid-level managers), community leaders, elected officials, parents, classified employees, and students. Focus groups were asked to respond to the same topics and questions, which included:

EDUCATIONAL OPPORTUNITIES

Do our students have access to a variety of industry-aligned educational opportunities to prepare them for college or a career?

COMMUNICATION

Does CMCSS have effective and efficient communications with our stakeholders?

SAFETY AND SECURITY

Do students, faculty, staff, and community members feel safe in our schools?

TECHNOLOGY

Are our students and teachers equipped with the best technology to improve student achievement and is it being utilized efficiently and effectively?

SCHOOL CAPACITIES

Is CMCSS effectively addressing school capacities as the community continues to grow?

COMMUNITY SUPPORT

Does CMCSS effectively engage the public in support of student achievement?

CLOSING QUESTIONS

In your opinion...

What are the greatest strengths of CMCSS?

What are the biggest weaknesses or challenges for CMCSS?





BRIEF SUMMARY OF TRANSITION REPORT DATA

INPUTS

Continuous Improvement Focus Groups	10
Director of Schools Visits	40
Director One-on-One Meetings	100+
Survey Response Rate	56%

OUTPUTS

Stakeholders' Concerns	Stakeholders' Commendations
<ul style="list-style-type: none">• Internal communication structures and strategies need improvement• Industry-aligned early postsecondary opportunities are lacking for students• College and career preparation is not vertically aligned K-12• Employee award and recognition opportunities are insufficient• Poor implementation of new initiatives: timing, input, communication, sustainability, and impact on students and employees• Middle school students lack a variety of educational options• Teacher and administrator support with student mental health• Public perception of schools is inconsistent across the community• Planning for school capacities and community growth• Teacher shortage and the impact on educator quality and student achievement	<ul style="list-style-type: none">• The people that comprise CMCSS are the district's greatest strength• The district is innovative and progressive• Students, faculty, staff, parents, and the community feel safe in our schools• Strong student and faculty access to technology• The district's mission, vision, and relentless focus on improving student achievement and preparing students to be college or career ready• High expectations for both students and employees• Strong state and national reputation as a high-quality school system

3

BETTER UNDERSTANDING OF CMCSS



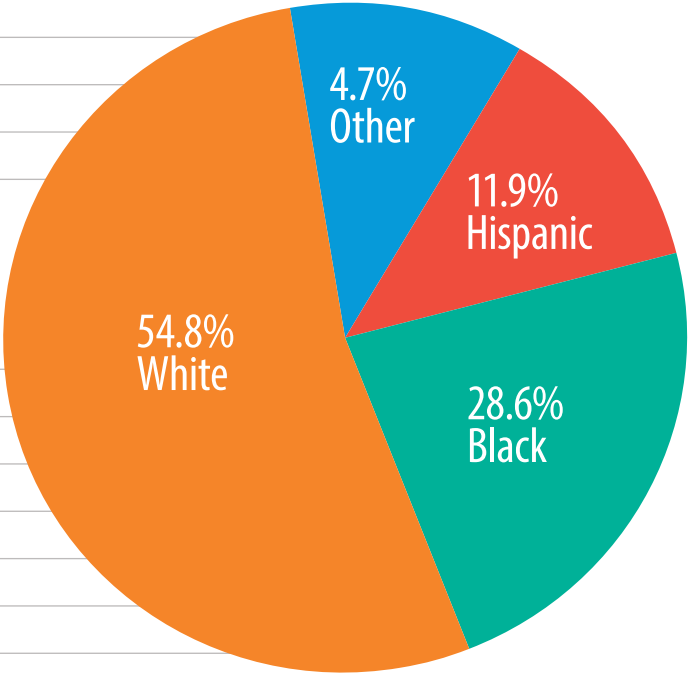
2017-18

Total Enrollment	34,878+
Students with Disabilities	15%*
Economically Disadvantaged	49.44%
English Language Learners	3%

**As defined by Federal guidelines
Percentages are approximate.*

ETHNIC DISTRIBUTION OF STUDENTS

White	54.8%
Black/African American	28.6%
Hispanic	11.9%
Other	4.7%



2017 District Designation:

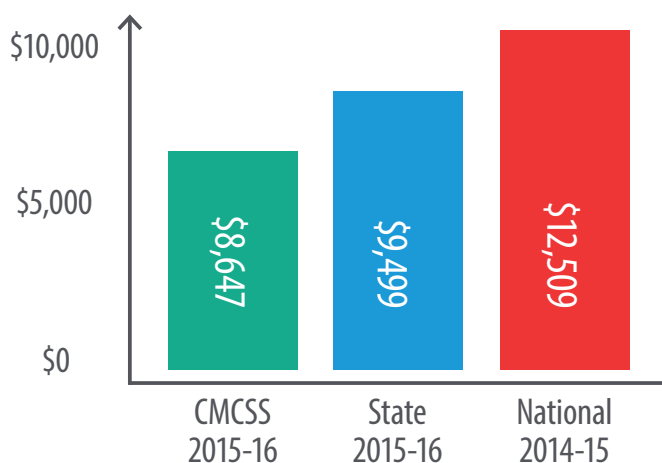
Achieving

2017 Graduation Rate:

CMCSS: 95.1%
Tennessee: 89.1%

ACT Scores:

11th Grade CMCSS = 19.7, State = 19.1
Graduating Cohort Best Score CMCSS = 20.3, State = 20.1
Tennessee students are required to take the ACT in 11th grade, one of 18 states which require this.



PER PUPIL EXPENDITURE

2015-16

CMCSS	\$8,647*
State	\$9,499
National	\$12,509 <i>2014-15 Data</i>

** This total includes \$15 million in competitive grants at local level from state and federal sources.*

OUR SCHOOLS

CMCSS is the seventh largest school district in Tennessee

Total Number of Schools	39
Elementary Schools	24
Middle Schools	7
High Schools	7
Middle College	1 <i>Austin Peay State University</i>

OUR EMPLOYEES

CMCSS is the largest employer in Montgomery County, outside of Fort Campbell

Employees	4,733 <i>Includes Substitutes</i>
Certified Teachers	2,305





9.5/10

CMCSS rising seniors
graduate in four years.



Almost
6/10

will enroll in a
two or four year college.



4/10

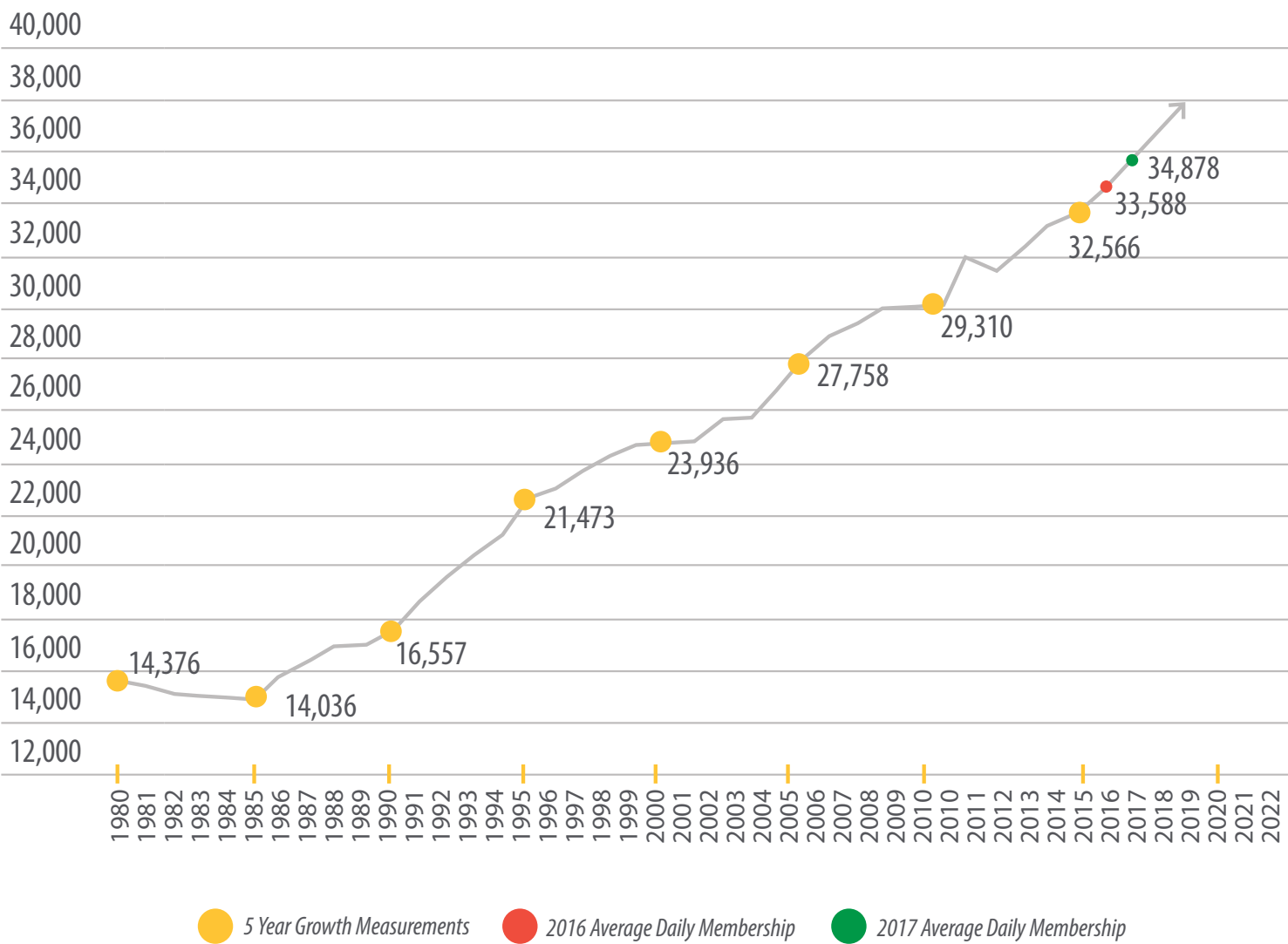
will graduate from
a post-secondary program.

Source: Tennessee Department of Education, 2017





STUDENT GROWTH CHART *CMCSS Historic Average Daily Membership (1980-2017)*



4

DATA ANALYSIS WITH A FOCUS ON ACADEMIC ACHIEVEMENT



It goes without question that data must drive decision making in CMCSS. It has been an exceptionally encouraging entry experience to access data on nearly every aspect of what happens in this School System. Deep analysis and measurement of student achievement and potential is exactly what educators and instructional leaders must have in order to help future graduates be college and career ready. And, while educating students truly is the bread and butter of this organization, it takes many moving parts operating at maximum capacity with efficiency and effectiveness for tax dollars to be spent wisely and focused in the classroom. Therefore, collecting data in areas outside the classroom is necessary to make positive impacts inside the classroom.

Energy management, employee recruitment and retention, maintaining the most current financial software and following efficient business practices all contribute to a healthy organization. Having the Tennessee Comptroller's office present CMCSS with perfect audit results, with no findings of error in budget and business practices, is what citizens should expect from its School System.

After reviewing comprehensive data, the following are the major areas on which the district will focus:

- Planning for student enrollment growth
- Strengthening portfolio of academic offerings
- Increasing early post-secondary options
- Targeting early literacy for high need population
- Recruiting diversity in teacher workforce
- Expanding technological integration
- Keeping community trust through communication



PLANNING FOR STUDENT ENROLLMENT GROWTH

In just two years, CMCSS has grown by 2,500 students. There has been a major shift in the growth pattern – not only in CMCSS, but in other Middle Tennessee school systems as well. The Operations Department, accordingly, has adjusted its plans for facilities and made recommendations for a response to what is necessary for providing CMCSS students with adequate learning space. Plans are underway for expansions of Northeast High and Middle Schools and for Minglewood and Barkers Mill Elementary Schools. There will be continuous and careful monitoring of continued population changes. Due to funding structures, CMCSS is dependent on the input, guidance and leadership of the Montgomery County Government. There is a mutual commitment to transparency through ongoing conversations. While timing and financial adjustments likely will continue to be made, the following is the proposed plan at the date of this publication:

- Middle school design funding in January 2019 (FY 18-19) - \$1,000,000
- Middle school construction funding in July 2019 (FY 19-20) - \$40,000,000
- High school design funding in July 2020 (FY 20-21) - \$1,700,000
- \$8,200,000 for West Creek and Rossvie Elementary expansion in (FY 20-21)
- High School construction funding in July 2021 (FY 21-22) - \$63,000,000
- \$9,200,000 for Pisgah and Oakland Elementary in (FY 21-22)

Source: Montgomery County Mayor's Office, November 2017

STRENGTHENING PORTFOLIO OF ACADEMIC OFFERINGS

CMCSS is continuing to create innovative opportunities for learning in partnership with interested entities.

Current research demonstrates that fully proficient bilingual individuals outperform monolinguals in the areas of divergent thinking, pattern recognition, and problem solving. *CMCSS believes that students will be well served by a quality Spanish immersion education that ensures high proficiency in more than one language at no cost to English language academic performance.*

While currently in its planning phase, there is intent that this program will be placed at Barksdale Elementary School for the 2018-19 school year.

Meanwhile, we are evaluating current high school career academies and matching them with industry needs. *Human Resource directors from local industry are providing ongoing feedback to ensure that what CMCSS offers matches what employers are seeking.*

Also, new to the School System is Naviance, *a comprehensive K-12 college and career readiness solution that helps districts and schools align student strengths and interests to postsecondary goals*, improving student outcomes and connecting learning to life.



4

DATA ANALYSIS WITH A FOCUS ON ACADEMIC ACHIEVEMENT *CONTINUED...*

INCREASING EARLY POST-SECONDARY OPTIONS

Some very productive planning sessions have occurred over the last few weeks with post-secondary partners, including the Tennessee College of Applied Technology, Nashville State Community College and Austin Peay State University. There are exciting opportunities for CMCSS students, which will increase their accessibility to Career Technical Education, Dual Enrollment, and Advanced Placement courses. These opportunities may look different than they have in the past with the goal of giving students options for delivery through an on-campus, online, collaborative or school-based approach.

TARGETING EARLY LITERACY FOR HIGH NEED POPULATION

Targeted at highest need populations, CMCSS currently offers 17 Pre-Kindergarten classes in 13 elementary schools. Limited by facility capacity and state funding, it is clear that there is a greater need than availability for Pre-K. A focus must occur on the possibility of increasing early learning seats at highest poverty and lowest performing elementary schools.

Meanwhile, the School System is featuring a reading campaign through the 2017-18 school year. Research shows that if a parent or adult spends 20 minutes a day reading to a child, that child scores 90% better than their peers on reading tests. It exposes them to 1.8 million words a year.

**Here are a few of the ways reading with a child
for 20 (or more) minutes a day benefits him or her.**

- Reading is “brain food”
- Reading improves listening skills.
- Reading builds early literacy skills, expands knowledge and vocabulary
- Reading improves academic performance.

Through the CMCSS parent engagement program and the Read for 20 Campaign area celebrities have been reading children’s books. The videos of more than a dozen readers launched during American Education Week, November 13, on the school system Facebook page: <http://www.facebook.com/cmcssinfo>



RECRUITING DIVERSITY IN TEACHER WORKFORCE

Nationally, there are critical teacher shortages in urban and rural communities; a lack of diversity in the teacher workforce and challenges of recruiting and retaining community responsive educators.

In CMCSS, there is an exceptionally talented pool of teaching professionals, but not necessarily reflective of the population they serve. Currently, the breakdown is:

TEACHERS		ADMINISTRATORS		STUDENTS	
Total Number of Teachers	2,305	Total Number of Admin	227	Total Number of Students	34,878
Minority	13%	Minority	12%	Minority	43.68%
Majority	87%	Majority	88%	Majority	56.32%

In receiving a state grant from the Tennessee Department of Education to spur innovation in increasing educator diversity, the Human Resources Department is considering several programs to improve diversity with high quality teachers. Included in those would be creating a real and robust “grow our own” teaching cadre, bringing in CMCSS students and educational assistants and opening opportunities for them to explore teaching and related careers.

EXPANDING TECHNOLOGICAL INTEGRATION

As the first year of implementation of 1:1 technology continues, administrators and educators are discovering what is working most effectively in student learning. Continuing to build on the one-to-one plan with the potential of expansion in all grades will be an area of interest moving forward. There will be an effort to ensure that student engagement is continually strengthened throughout the program and to ensure equitable access for all.

KEEPING COMMUNITY TRUST
THROUGH COMMUNICATION

The opportunity for public engagement will continue to be front and center in CMCSS with a number of stakeholder groups tapped for providing feedback on everything from curriculum to facilities. Feedback is the district’s compass for understanding what the community wants and expects of its School System. As discussion surfaced this fall regarding creating enrollment centers for student registration, staff began researching the topic. Parent groups will continue to be consulted as opportunities arise for their children. It is the commitment of CMCSS to convey news updates in the timeliest way to stakeholders. Findings of feedback and surveys will be transparent and shared. Feedback is welcome and appreciated, and may be shared at any time formally or informally.

“

Feedback is the compass for understanding what the community wants and expects of its School System.

-Millard L. House II

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CLARKSVILLE-MONTGOMERY COUNTY SCHOOL SYSTEM STRATEGIC WORK OVERVIEW



Improve Student Achievement

- Implement revised Tennessee State Standards
- Align assessment practices with TNReady
- Personalize student learning through a blend of direct instruction and technology.
- Individualize professional learning opportunities



Maximize Employee Capacity

- Increase employee and student health and wellness opportunities
- Refine recruitment offers to improve staff retention



Improve Efficiency and Effectiveness

- Improve organizational efficiency through technology
- Upgrade the system network to support digital blended learning
- Improve energy efficiencies districtwide
- Address school capacities
- Implement school-based financial software to improve efficiency



Engage the Public in Support of Student Achievement

- Continue to expand and increase community partnerships
- Develop user-friendly online resources for stakeholder groups

CLARKSVILLE-MONTGOMERY COUNTY SCHOOL SYSTEM

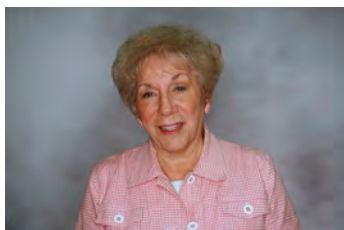
MEMBERS OF THE BOARD



Charlie Patterson, District 6 | School Board Chairman

(931) 647-4600 | Email: patterson2166@bellsouth.net

Schools Represented: Barksdale Elementary, Burt Elementary, Clarksville High, Glenellen Elementary, Kenwood High, Kenwood Middle, Moore Magnet, Northeast Elementary, Northeast High, Northeast Middle, Oakland Elementary, Richview Middle, Rossview Elementary, Rossview High, Rossview Middle, Sango Elementary, St. Bethlehem Elementary



Margaret Pace, District 2 | School Board Vice-Chairman

(931) 647-4328 | Email: pacem@apsu.edu

Schools Represented: Alternative School, Barksdale Elementary, Burt Elementary, Clarksville High, Cumberland Heights Elementary, Middle College at APSU, Montgomery Central Elementary, Montgomery Central High, Montgomery Central Middle, Norman Smith Elementary, Richview Middle, Rossview High, Rossview Middle, St. Bethlehem Elementary



George Giles, District 1

(931) 980-5907 | Email: ghgiles3@aol.com

Schools Represented: Barkers Mill Elementary, Glenellen Elementary, Hazelwood Elementary, Kirkwood Elementary, Northeast Elementary, Northeast High, Northeast Middle, Oakland Elementary, Pisgah Elementary, Rossview Elementary, Rossview High, Rossview Middle, West Creek Elementary, West Creek High, West Creek Middle



Willie Freeman, District 3

(931) 431-5629 | Email: pastorwjfreeman66@yahoo.com

Schools Represented: Barkers Mill Elementary, Byrns Darden Elementary, Kenwood Elementary, Kenwood High, Kenwood Middle, Ringgold Elementary, West Creek Elementary, West Creek High, West Creek Middle



Anne Murtha, District 4

(931) 206-6521 | Email: murtha.anne@gmail.com

Schools Represented: Liberty Elementary, Minglewood Elementary, New Providence Middle, Northwest High, Woodlawn Elementary



Jimmie Garland, District 5

(931) 216-6745 | Email: jimmie.garland@hotmail.com

Schools Represented: Burt Elementary, Byrns Darden Elementary, Glenellen Elementary, Kenwood Elementary, Kenwood High, Kenwood Middle, Liberty Elementary, Minglewood Elementary, Moore Magnet, New Providence Middle, Norman Smith Elementary, Northeast High, Northeast Middle, Northwest High, Rossview High, Rossview Middle, St. Bethlehem Elementary, West Creek High, West Creek Middle



Josh Baggett, District 7

(931) 801-0575 | Email: jbsig2002@yahoo.com

Schools Represented: Barksdale Elementary, Carmel Elementary, Clarksville High, East Montgomery Elementary, Richview Middle, Rossview High, Rossview Middle, Sango Elementary

THE *Rise* REPORT

