

# **Clarksville-Montgomery County School System**



## **Strategic Plan Mid-Year Review**

**December 2008**

**Clarksville-Montgomery County School System**  
**2008-2009 Strategic Plan Mid-Year Review**

I.	<b>The Clarksville-Montgomery County School System</b>	1
	A. System Profile	4
	B. System Direction (Mission, Vision, Beliefs, and Strategic Goals)	6
	C. System and Departmental Strategic Planning Cycles	7 - 8
	D. Summary of Student Achievement	9 - 23
II.	<b>Review of Strategic Goals</b>	24
	A. Improving Student Achievement	25
	1. Establish Understanding of New State Curriculum Standards	26
	2. Increase Use of Rigor and Relevance in All Classrooms	27
	3. Improve High School Graduation Rate	28 - 31
	4. Expand Personalization to Include Academies and Interventions	32 - 47
	5. Increase Career Technical Opportunities	48
	6. Develop Plan for Implementation of State High School Redesign	49
	B. Improving Efficiency and Effectiveness	50
	1. Develop Performance-based Budgeting Guidelines	51
	2. Continue Operational Improvement In Transportation Efficiencies	52 - 55
	3. Coclude Implementation of Automated Time and Attendance	56 - 57
	4. Increase Number of Online Forms and Handbooks	58
	5. Improve Facilities Planning, Maintenance, Construction, and Energy Strategies	59 - 61
	6. Create a Culture of “Retention First Staffing”	62 - 68
	7. Facilitate Implementation of PowerSchool	69 - 70
	C. Building Leadership Capacity	71
	1. Embed McREL as the District Leadership Development Model	72
	2. Inaugurate Assessment Phase of Cultural Proficiency	73
	D. Engaging the Public in Support of Student Achievement	74
	1. Develop Quality Community and Business Partnerships With Schools	75
	2. Develop District Website With Multimedia Features	75
	3. Create Public Feedback Opportunities Through District Website And Other Means	75

# Clarksville-Montgomery County School System 2008-2009



## Strategic Plan Mid-Year Review

- I. The Clarksville-Montgomery County School System
  - A. System Profile
  - B. System Direction (Mission, Vision, Beliefs, and Strategic Goals)
  - C. System and Departmental Strategic Planning Cycles
  - D. Summary of Student Achievement

## **The Clarksville-Montgomery County School District**

The Clarksville-Montgomery County School District is comprised of 20 elementary schools, seven middle schools, and six high schools, as well as the Middle College at Austin Peay State University, all of which are accredited by the Southern Association of Schools and Colleges (SACS). The system is a unified city and county school system which serves a student population of approximately 29,000, with an average annual increase of approximately 500 students over the last three years. In an effort to address this growth, two new schools – West Creek High School and Rossvie Elementary School – will open in the fall of 2009.

The ethnic make-up of the student population is 61.2% white, 27.6% African-American, 7.7% Hispanic, 2.7% Asian/Pacific Islander, .5% Native American/Alaskan.. The Limited English Proficient (LEP) students comprise approximately 2.4% of the student population. Students with disabilities account for 13.4% of the student population and 44.5% come from economically disadvantaged homes. The average per pupil expenditure was \$7,749.00 in 2008, which is below the state average of \$8,345.00. As reported on the State Report Card, local contributions to the district budget comprise 35.2% of the funding while the state average for local contributions is 41.3%.

One of the district's major accomplishments over the past few years has been the closing of the achievement gap in all subgroups. The district attributes the consistent closing of the achievement gap to its laser-like focus on improving student achievement. However, for 2007-2008, the district experienced a 10% gap between African-American (83% proficiency) and White (93% proficiency) students and a 6% gap between African-American (83% proficiency) and Hispanic (89% proficiency) students in mathematics, and it has implemented several key initiatives to address this gap. These include, but are not limited to, site-based professional learning communities focusing on standards-based instruction in mathematics, instruction on use of manipulatives for hands-on learning, and using data to determine appropriate instructional strategies.

In the Fall of 2006, the district became the second school district in the state to earn district accreditation from SACS, Southern association of College and Schools. This honor distinguishes the district in the state and Southeast as an outstanding district. The district continues to be proud to be one of only a few school districts in the nation to attain and maintain ISO 9001 certification.

District leaders and teachers are accustomed to presenting at local, state, and national conferences on topics such as leadership, effective teaching and learning strategies, and strategic planning. The selection of students, teachers, and administrators into leadership and honorary roles at both the state and national levels continues to be a point of pride for the district.

This strategic accountability process of reporting to the community on the progress of the school district is one means of gathering input from department heads and principals. Using the existing monitoring and feedback structures embedded in the strategic planning cycle, such as School Improvement Plans, Accountability Plans, Strategic Summit, Principal Academic Conferences, Focus Group Meetings, and monthly walkthroughs, the school district is able to determine progress toward the district's strategic goals.

Beginning this year, the information collection was expanded to include feedback from external stakeholders from all school feeder groups. This data will be added to the Level I data, school level data, and Level II data, departmental level data.

## CMCSS Direction

**Mission:** To educate and empower our students to reach their potential.

**Vision:** All students achieving at their highest potential.

**Beliefs:**

1. Education is a continuing, life-long process that must fulfill the needs of this rapidly changing society.
2. The aim of formal education is to be concerned with all children in developing sound minds and personalities within sound bodies, and to inspire and encourage understanding of the essential principles of socially acceptable behavior and moral integrity, of health, and of economics and civic responsibility.
3. It is the responsibility of the schools to instruct effectively so that the students will acquire knowledge, understanding and appreciation of the fine and practical arts, the humanities, and the natural, physical, and social studies.
4. The educational program should be adjusted to the needs of the student. It should be conducted in a democratic manner with ample opportunity for students to practice democratic procedures, to embrace responsibilities, and to learn the basic skills, along with positive values so important for securing insights into the world of work.
5. The home and the community aid in providing an environment that is keyed to good mental health that will assist the schools in meeting their responsibilities.

**Strategic Goals:**

1. Improving Student Achievement
2. Improving Efficiency and Effectiveness
3. Building Leadership Capacity
4. Engaging the Public in Support of Student Achievement

## 2008–2009 Goals & Strategic Work



### IMPROVING STUDENT ACHIEVEMENT

Establish understanding of new state curriculum standards

Increase use of rigor and relevance in all classrooms

Improve High School Graduation rate

Expand Personalization to include academies and interventions

Increase Career Technical opportunities

Develop plan for implementation of State High School Redesign



### IMPROVING EFFICIENCY AND EFFECTIVENESS

Develop performance-based budgeting guidelines

Continue operational improvement in transportation efficiencies

Conclude implementation of automated time and attendance

Increase number of online forms and handbooks

Improve facilities planning, maintenance, construction and energy strategies

Create a culture of "Retention First Staffing"

Facilitate implementation of PowerSchool



### BUILDING LEADERSHIP CAPACITY

Embed MCREL as the district leadership development model

Inaugurate assessment phase of cultural proficiency



### ENGAGING THE PUBLIC

Develop quality community and business partnerships with schools

Develop district website with multimedia features

Create public feedback opportunities through district website and other means

Our Mission is to educate and empower our students to reach their potential



## **Student Achievement**

The district receives an array of standardized criterion achievement and non-academic data from the Tennessee State Department of Education. The 2006-07 TCAP data, made available this year in July, provided teachers and administrators the opportunity to use the summative achievement data to make appropriately informed decisions regarding student placement and interventions for the 2007-08 school year. Since the inception of the No Child Left Behind Act, the method for reporting school data received from the State has been altered to meet the mandated guidelines. AYP data (Adequately Yearly Progress) included assessment data from students who have met specific enrollment criteria and were reported on the State Report Card in that format for grades 3 through 8. AYP data for high schools were reported on the State Report Card in terms of the TCAP Gateway, End of Course assessments and graduation data. Value Added data were supplied to the system, by the State, providing an overview of academic growth experienced by students.

The summative reports received from the state were supplemented with benchmark data from the Edusoft data management system. This data, along with student classroom work, provide teachers with formative data that can be utilized to develop appropriate interventions and enrichment opportunities for all students. The 2005-06 benchmark assessment data for language arts, math, and science were collected and serve as the baseline data. Social Studies benchmarks were developed and implemented in August 2006. An analysis of the benchmark assessments, completed by Metritech in the Spring of 2006, determined benchmark items were appropriately aligned to the state performance indicators identified for evaluation and were appropriately constructed. An analysis of the benchmark assessments, completed by Metritech in the spring of 2006, determined benchmark items were appropriately aligned to the state performance indicators identified for evaluation and were appropriately constructed. All schools administer the benchmarks and through the data chat process analyze results to identify achievement trends, evaluate individual student needs, and identify appropriate instructional interventions.

### **Summary of State Data:**

As a district, CMCSS outperformed the State average for percent proficient/advanced for the last five years in reading and math. In all instances, disaggregated subgroup scores revealed the same pattern of scoring; however, CMCSS special education students in high school and middle school have not performed as well as their counterparts across the district in math and reading/language arts. This remains an area of concern for the district, as well as the academic achievement of English Language Learners at all levels in both math and language arts.

A positive trend existed in the overall achievement in math and reading/language arts of all students over the past four years which began to result in the highly desired closing of the achievement gap among all ethnic and socio-economic subgroups. AYP reading proficiency data for grades 3 through 8 remained static from 2007 to 2008 with 94% of the students achieving proficiency. This exceeded the state proficiency mean of 90% and the NCLB target proficiency mean of 89%. High school reading/language arts AYP scores from 2007 to 2008 remained somewhat static with 94% of the students achieving proficiency. This exceeded the state proficiency mean of 91% and exceeded the NCLB target proficiency mean of 93%. AYP math proficiency in grades 3 through 8, though somewhat static with 94% of the students achieving proficiency, exceeded the state proficiency mean of 90% and significantly exceeded the NCLB target proficiency mean of 86%. High school math AYP scores improved slightly with 90% achieving proficiency. This exceeded the state proficiency mean of 85% and significantly exceeded the NCLB target proficiency mean of 83%. A concern still exists in terms of closing the achievement gap in high school math with a 10% gap existing between proficiency rates experienced by African American (83%) students in comparison to White (93%) students, and 6% gap existing between African American (83%) and Hispanic (89%) students.

District level evaluation of Report Card achievement data has revealed a strong trend in the percent of schools meeting or exceeding the achievement standards across content areas with 100% achieving expectations in reading, math, social studies and science. A strong positive trend was revealed in the number of schools exceeding achievement standards with a movement from 58% exceeding the achievement standard in reading in 2004 to 100% exceeding the achievement standard in 2008. This continued in math with 92% of schools exceeding the achievement standard in 2004 to 100% exceeding the achievement standard in 2008. Social studies continued the trend with the movement from 42% of the schools exceeding the standard in 2004 to 96% in 2008, and in science there was increase from 42% in 2004 of the schools exceeding the standard to 96% in 2008.

District level evaluation of Report Card data, in terms of Value Added, has revealed a strong trend in the percent of schools meeting or exceeding the growth standards across content areas. Reading revealed a positive trend with 70% of schools meeting or exceeding growth standing in 2004 moving to 100% in 2008. Math revealed a continued negative trend with movement from 96% meeting or exceeding the growth standard in 2004 to 92% in 2007, to 84% in 2008. Science supported a positive trend with 83% of schools in science meeting or exceeding growth expectations in 2004 moving to 100% in 2008; However, social studies experienced a negative trend moving from 100% of schools meeting or exceeding growth expectations in 2007 to 92% in 2008. A strong positive trend continued in the number of schools exceeding growth standards with a movement from 22% exceeding the growth standard in reading in 2004 to 100% exceeding the growth standard in 2008. Math, although improved from the 57% of schools exceeding the growth standard in 2004 to 68% exceeding the growth standard in 008, remained static from 2007. Social studies continued this trend with the movement from 35% of the schools exceeding the standard in 2004 to 88% in 2008, a decrease from 96% in 2007 and in science there was increase from 57% in 2004 of the schools exceeding the standard to 100% in 2008.

Writing scores remained static district wide. The writing competency level for students, as determined by the State Writing Assessment administered in grades 5, 8, and 11, indicated that 80% of the students achieved competency. This was an improvement of 3% from 2003 to 2008. Elementary and middle schools experienced negative growth in percent of students achieving competency with 80% of 5th graders and 80% of 8th graders. The district's average score in writing remained static with a mean of 4.02 on a rubric scale of 6, with 4.0 – 6.0 identified as competent.

The CMCSS high school graduation rate for 2007 is 88.3%. The graduation rate has not only remained a concern for the district, but also for the state as a whole. Beginning with the baseline year of 2003-04, the district's graduation rate experienced negative movement from 75.9% to 75.7% in 2004-05 missing the expected target of 77.2%. Additionally, the district's graduation rate was below the state's, which had moved from 75.7% in 2003-04 to 77.9% in 2004-05. The state has reported a 2007 – 08 graduation rate of 82.2%, a 0.4% improvement over 2006-07. The 2007-2008 district graduation rate of 88.3%, a 2.6% improvement over 2006-07, significantly exceeds the system's state target of 81% and is the beginning of strong, positive momentum towards achieving the state target of 90%, and NCLB target for 2013-14 of 100%.

ACT scores have remained static in all content areas from 2004 to 2007, though they have remained equivalent or above the state in all content areas. Results from 2006-07 have revealed a drop below national scores in math and science, although the trend is less than 1 point. An evaluation of the 2003 through 2007 ACT scores revealed that reading mean scores have improved from 20 to 21.4. Math ACT scores have moved from 19.8 to 20. Science ACT scores have moved from 20.5 to 20.6. Composite scores have improved from 20.4 to 20.7.

**CMCSS Report Card Achievement Snapshot 2004-2008**

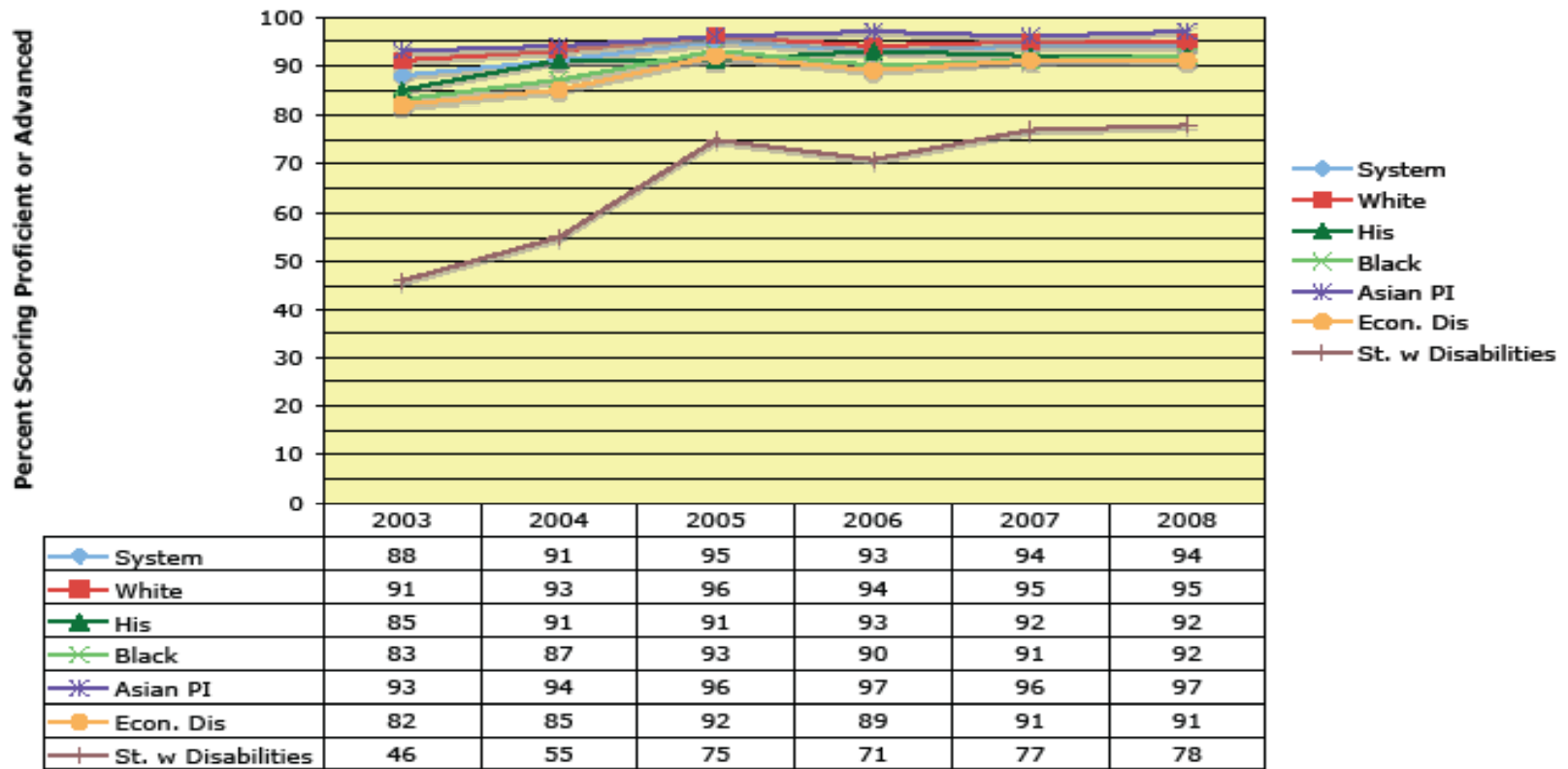
	2004 Achievement				2005 Achievement				2006 Achievement				2007 Achievement				2008 Achievement			
	MATH	READ	SS	SCI	MATH	READ	SS	SCI	MATH	READ	SS	SCI	MATH	READ	SS	SCI	MATH	READ	SS	SCI
CMCSS	A	B	B	B	A	B	B	B	A	B	B	B	A	A	B	A	A	A	A	A
Percent of Schools equaling or exceeding achievement standards (C,B, or A)	100%	100%	100%	96%	100%	100%	96%	96%	100%	100%	96%	96%	100%	100%	100%	100%	100%	100%	100%	100%
Percent of Schools exceeding achievement standards (B or A)	92%	58%	42%	42%	96%	79%	67%	67%	96%	96%	83%	88%	100%	100%	96%	88%	100%	100%	96%	96%

**CMCSS Report Card Value Added Snapshot 2003-2008**

	2004 TVAAS				2005 TVAAS				2006 TVAAS				2007 TVAAS				2008 TVAAS			
	Rdg	Math	Sci	SS	Rdg	Math	Sci	SS	Rdg	Math	Sci	SS	Rdg	Math	Sci	SS	Rdg	Math	Sci	SS
CMCSS	C	C	B	C	B	B	A	A	A	B	A	A	A	B	A	A	A	B	A	A
Percent of Schools equaling or exceeding expected growth (C,B, or A)	70%	96%	83%	61%	87%	78%	97%	91%	96%	87%	96%	91%	100%	92%	100%	100%	100%	84%	100%	92%
Percent of Schools exceeding expected growth (B or A)	22%	57%	57%	35%	65%	74%	91%	78%	87%	70%	96%	83%	100%	68%	96%	96%	100%	68%	100%	88%

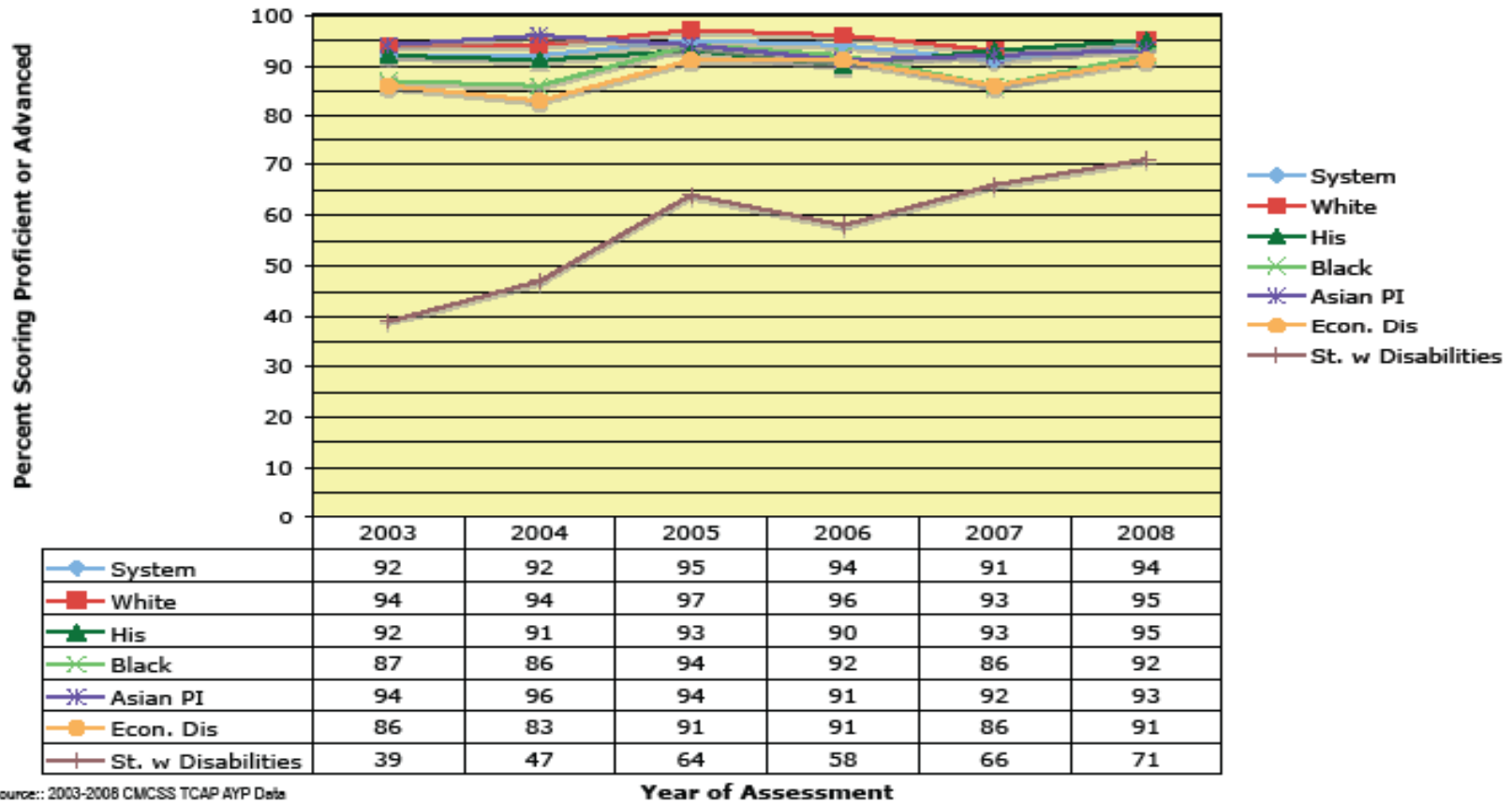
Source: CMCSS 2005-06 State Report Card; 2006 EVAAS Site  
Created 10.21.08 Sucharski, Tomes

### Elementary/Middle School Percent Scoring Proficient or Advanced in Reading/Language Arts



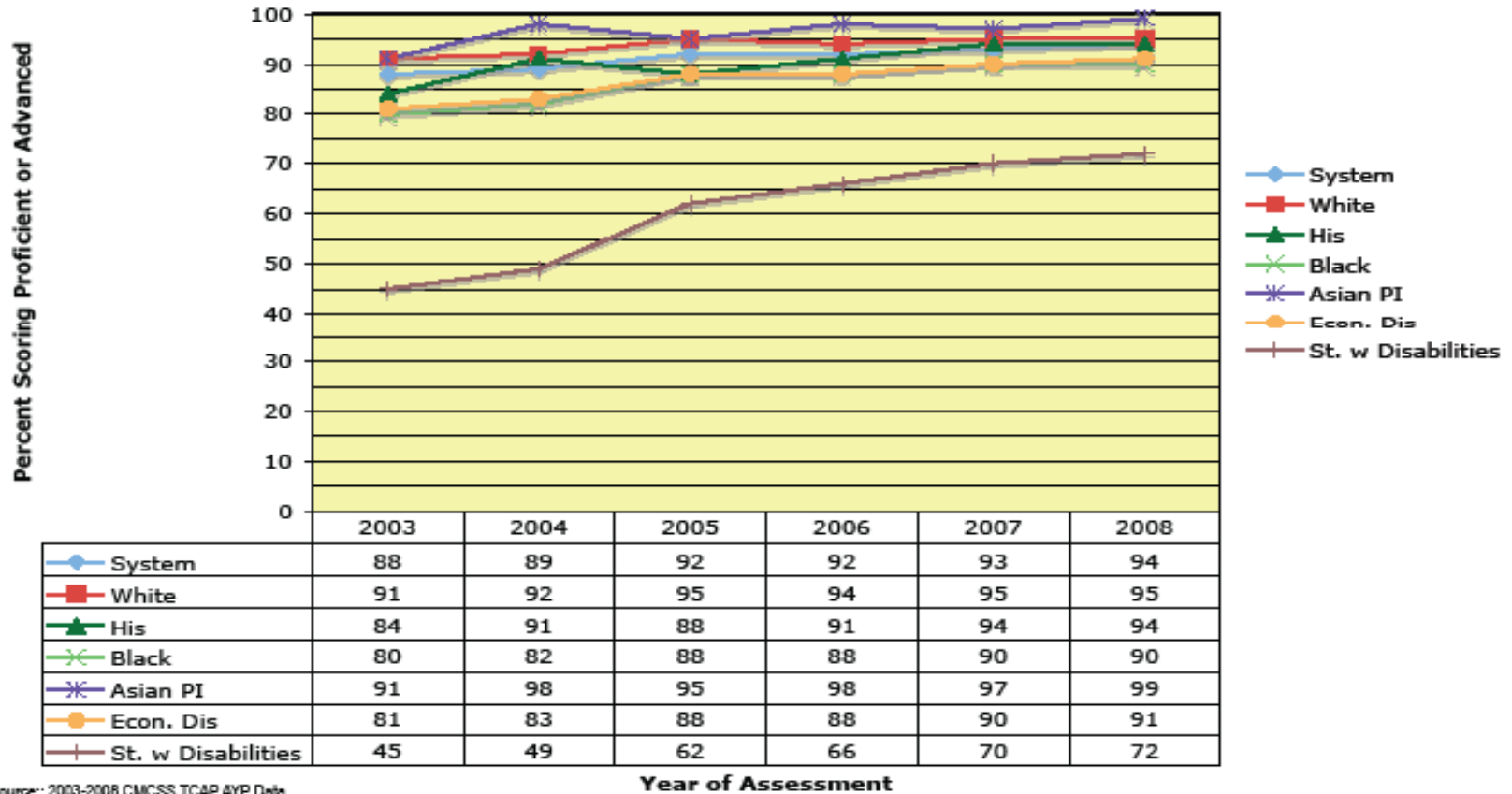
Source:: 2003-2008 CMCSS TCAP AYP Data  
 Created 8.1.2008 Sucharski.Tomes

### High School Percent Scoring Proficient or Advanced in Language Arts



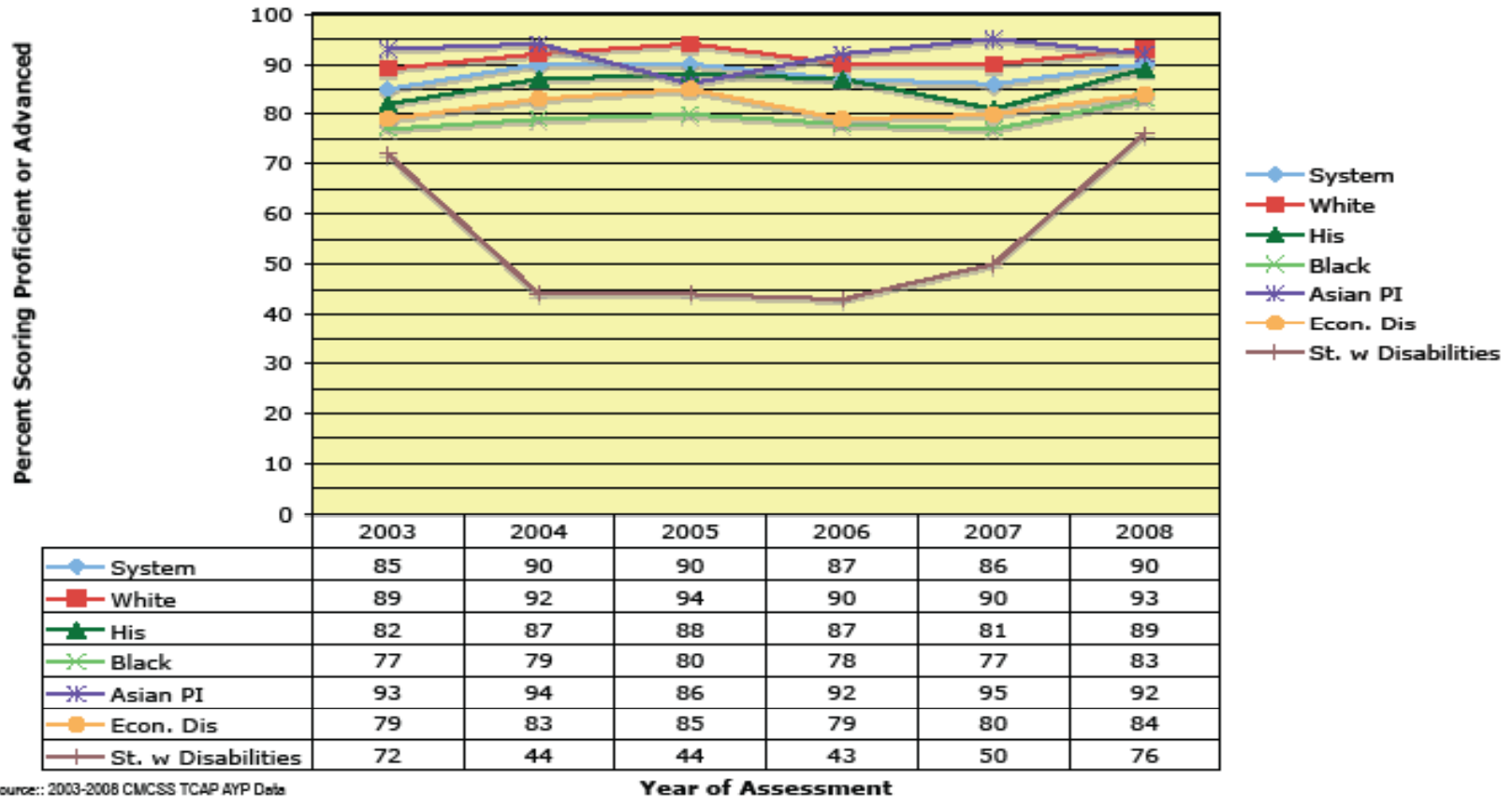
Source: 2003-2008 CMCSS TCAP AYP Data  
 Created 8.1.2008 Sucharski, Tomes

### Elementary/Middle School Percent Scoring Proficient or Advanced in Math



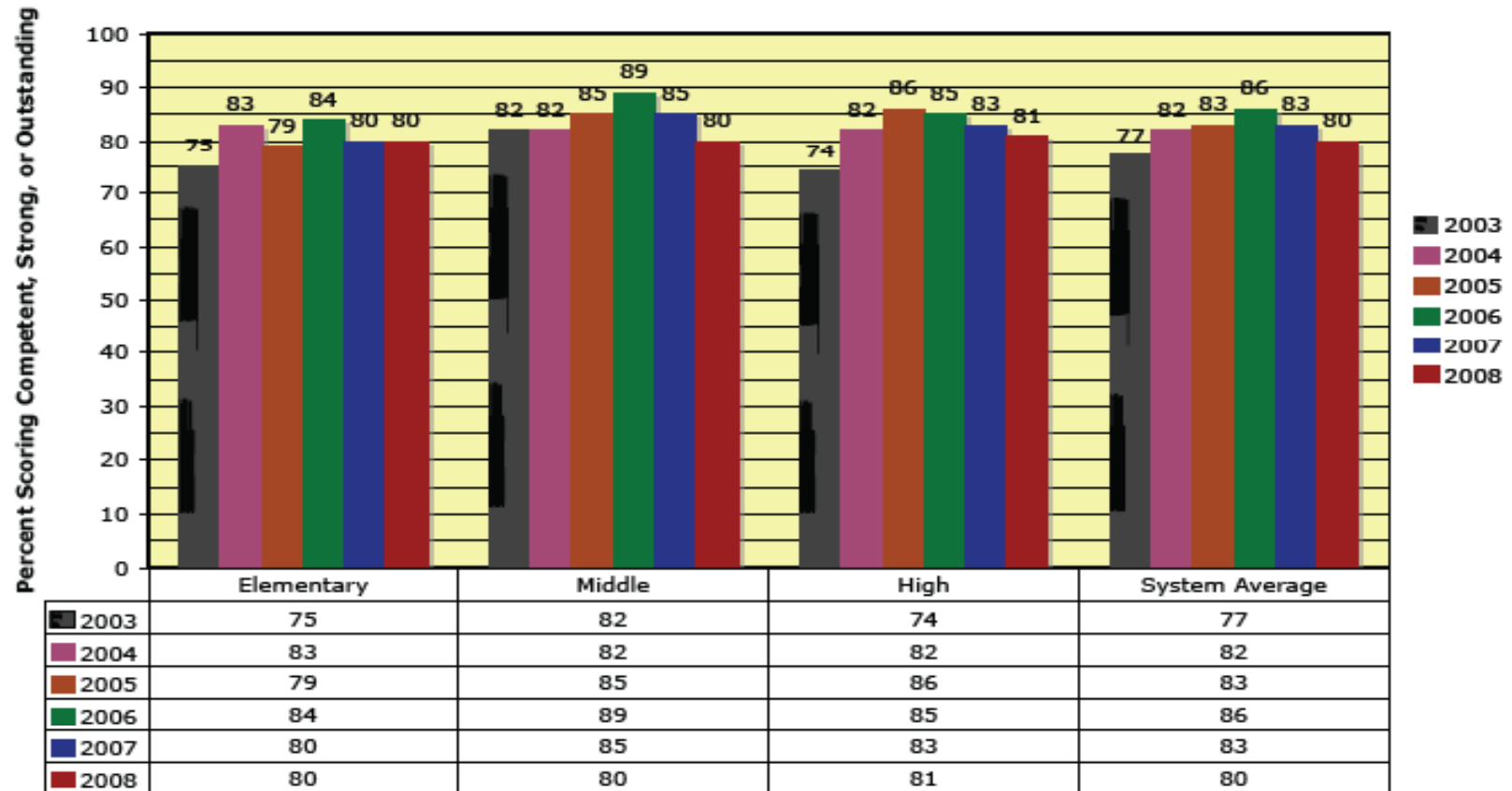
Source: 2003-2008 CMCSS TCAP AYP Data  
 Created R 1 2008 Surbanski Torres

### High School Percent Scoring Proficient or Advanced in Math



Source: 2003-2008 CMCSS TCAP AYP Data  
 Created 8.1.2008 Sucharski, Tomes

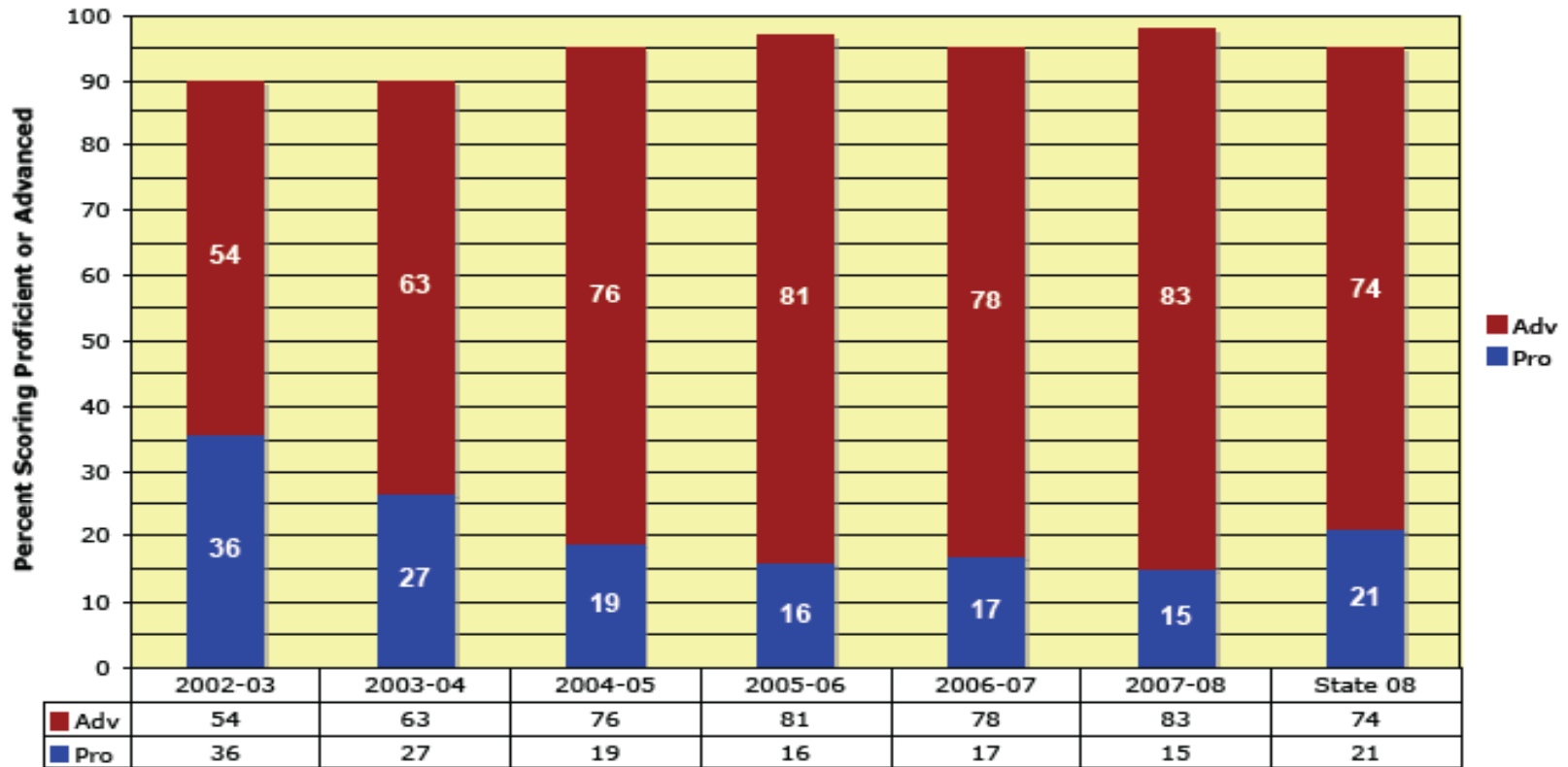
### CMCSS District Wide TCAP Writing Performance 2003 - 2008



Source: CMCSS 2003-2008 TCAP CRT Writing  
 Created: 8.1.2008 Sucharski.Tomes

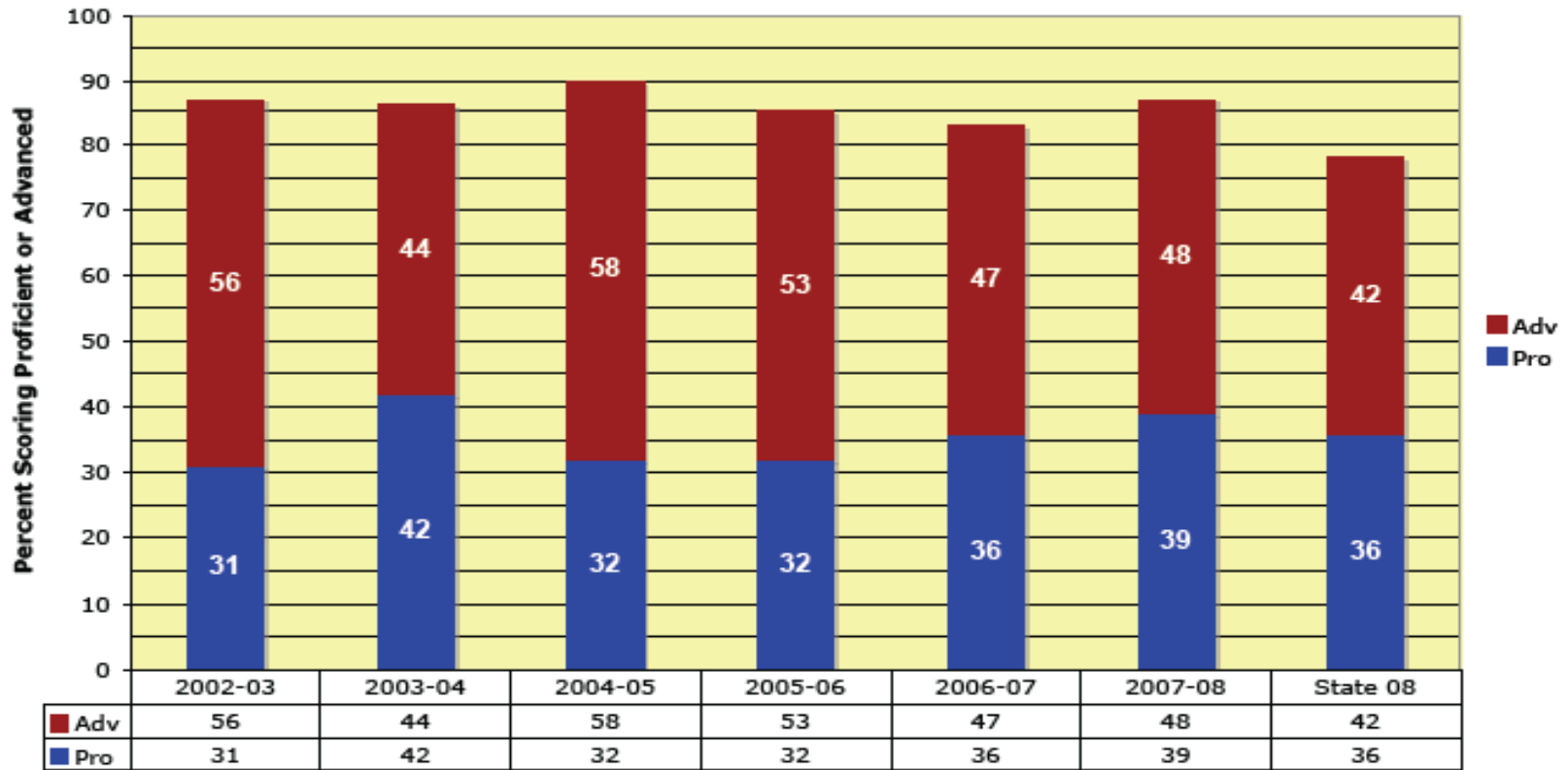
Grade Level

**CMCSS Gateway Language Arts 2003 - 2008  
Percent Scoring Proficient and Advance**



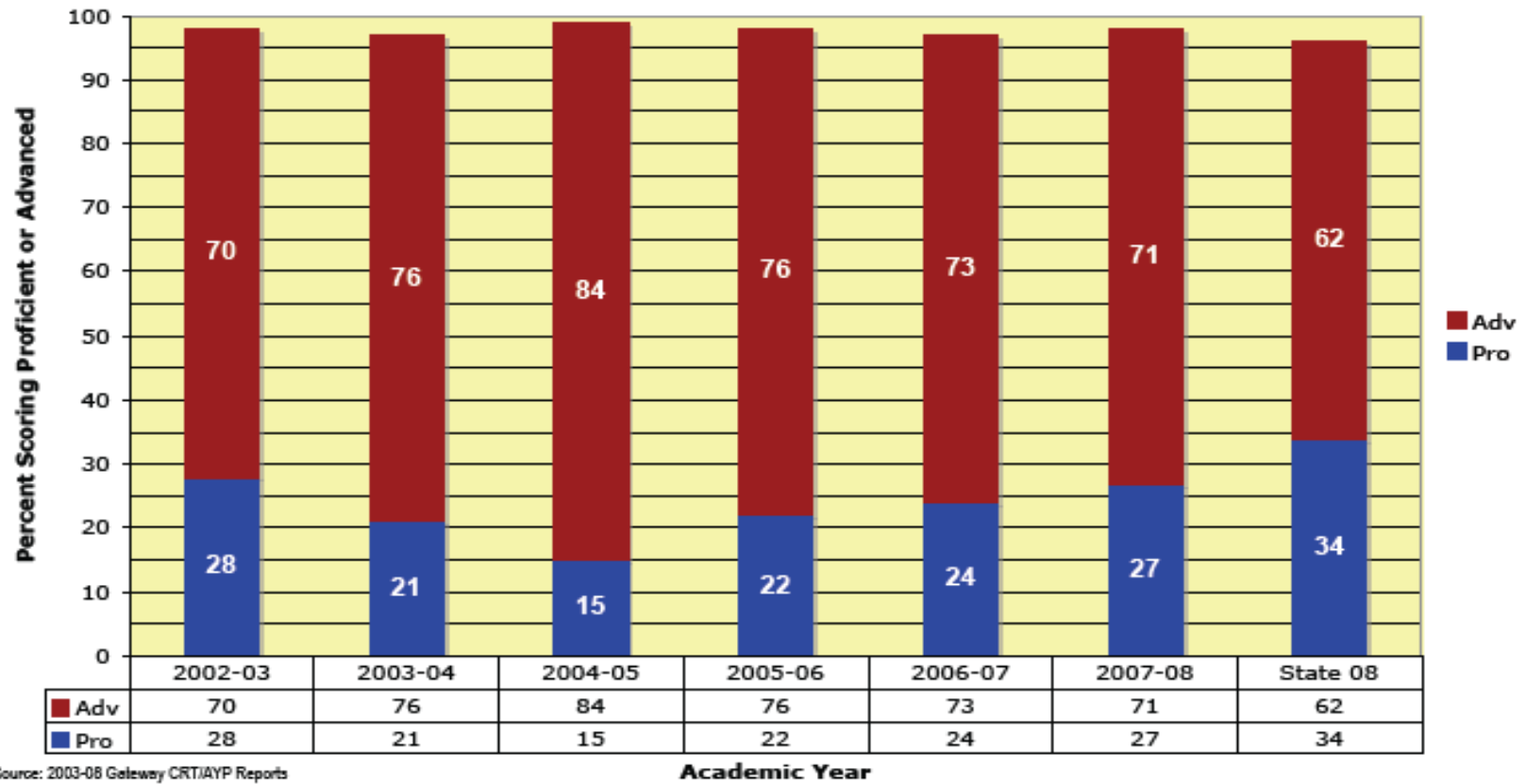
Source: 2003-08 Gateway CRT/JAYP Reports  
Created: 10.2008 Sucharski.Tomes

**CMCSS Gateway Math 2003 - 2008  
Percent Scoring Proficient and Advanced**



Source: 2003-08 Gateway CRTIAYP Reports  
Created: 10.2008 Sucharski, Tomes

**CMCSS Gateway Science 2003 - 2008  
Percent Scoring Proficient and Advanced**



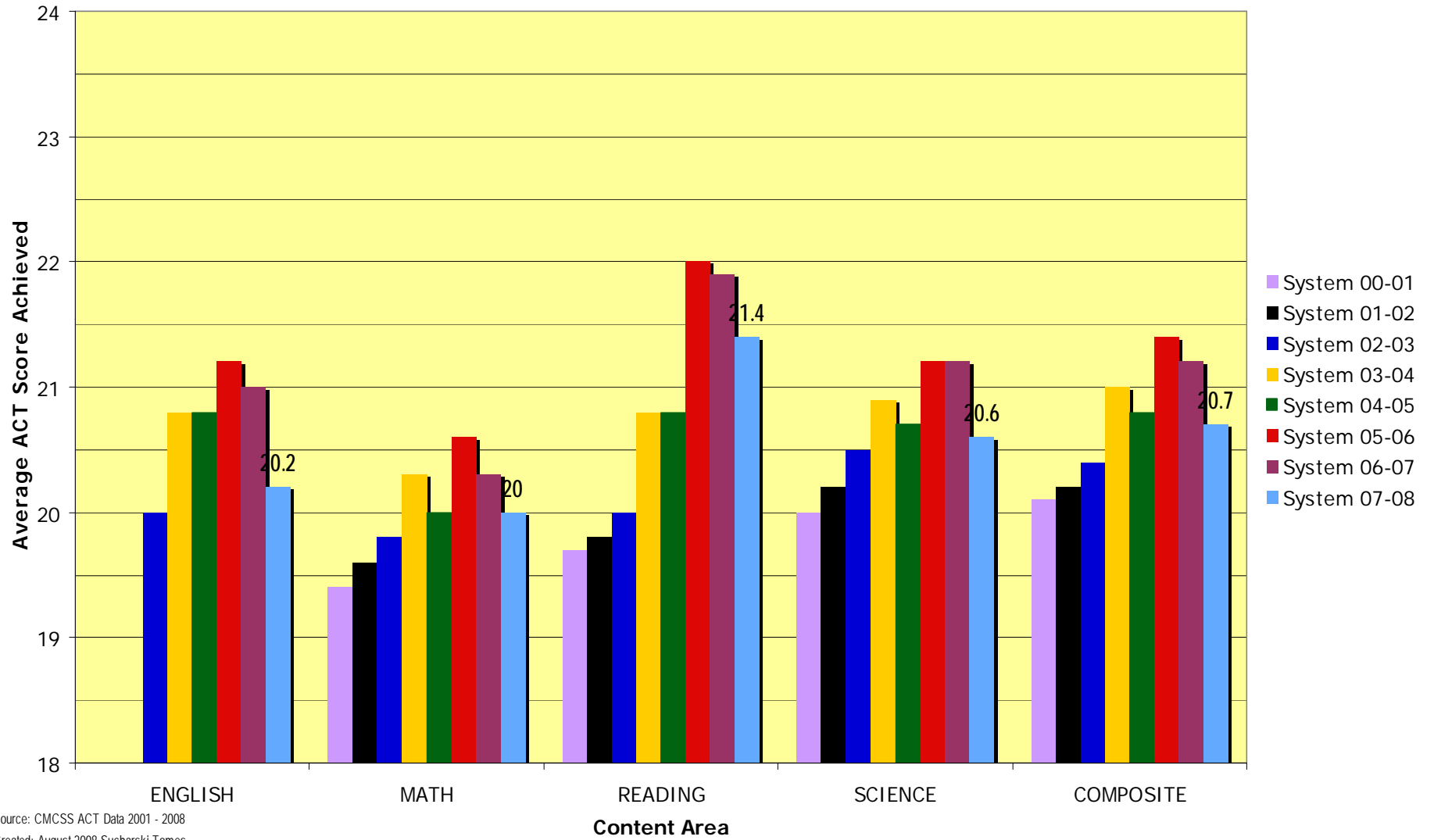
Source: 2003-08 Gateway CRTIAYP Reports  
Created: 10.2008 Sucharski.Tomes

<b>CMCSS AYP Graduation Targets and Actual Graduation Rates</b>											
<b>School Year</b>	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
District AYP Graduation Target	75.9%	77.2%	78.6%	80.0%	81.3%	82.7%	84.0%	85.4%	86.8%	88.1%	100%
District Actual Graduation Rate	76.0%	76.2%	78.5%	85.70%	88.33%						
Year Included In AYP Calculations	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015

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

Created: 9.5.08 Sucharski, Tomes  
Source: CMCSS AYP Graduation Data

## CMCSS AVERAGE ACT SCORES FOR GRADUATES 1999-2008



Source: CMCSS ACT Data 2001 - 2008  
 Created: August 2008 Sucharski.Tomes

# Clarksville-Montgomery County School System 2008-2009



## Strategic Plan Mid-Year Review

### II. Review of Strategic Goals

- A. Improving Student Achievement
- B. Improving Efficiency and Effectiveness
- C. Building Leadership Capacity
- D. Engaging the Public in Support of Student Achievement

# Clarksville-Montgomery County School System 2008-2009



## **A. Improving Student Achievement**

1. Establish Understanding of New State Curriculum Standards
2. Increase Use of Rigor and Relevance in All Classrooms
3. Improve High School Graduation Rate
4. Expand Personalization to Include Academies and Interventions
5. Increase Career/Technical Opportunities
6. Develop Plan for Implementation of State High School Redesign

## Establish Understanding of New State Curriculum Standards

Six years ago the District committed to standards based instruction in all subjects K-12. Core curriculum was aligned and pacing guides were developed for units of study. The District initiated work on developing benchmark assessments to determine gaps in student learning.

Currently, standards based instruction is the norm in CMCSS classrooms. Teachers use the Curriculum Navigator for information on the scope and sequence. Benchmark assessments in all core subjects are given three times a year to assess student learning needs. Reteaching and interventions are ongoing processes based on data from the formative assessments.

In the future, the curriculum will be rewritten to meet new standards requirements. The new Curriculum Navigator technology tool will be developed. Benchmark assessments will be rewritten to align with the new standards. Professional development to prepare teachers for the challenges of the new curriculum will be provided.

### **Next Steps:**

- Because Principals, Academic Coaches, and Consulting Teachers reported that teachers need more staff development on using the standards in teaching, staff development of the new standards is ongoing and will continue in the upcoming months. Extensive staff development in both using the new standards and in improving teachers' content knowledge will be offered during the Summer of 2009.
- Teachers will receive support from Academic Coaches and Consulting Teachers as the new standards and accompanying scope and sequence are delivered and implemented.

## **Increase Use of Rigor and Relevance in All Classrooms**

Principals at both the elementary and secondary levels have begun the integration of rigor and relevance in all classrooms this year through the use of their Leadership Teams. Each principal is monitoring the use of rigor in the classroom by observing teacher questioning, teaching strategies, student activities, student work, and literacy stations. Based on these observations, principals are determining which quadrant teachers fall into so they are better able to plan for training and development needs of their staff. In doing so, principals will garner a deeper understanding of their teachers' instructional strengths and weaknesses.

Principals report there is a much greater understanding of rigor and relevance in their schools and most schools already have teachers developing lesson plans based on the rigor and relevance framework. Some schools are posting student work and sharing Quadrant C and D lessons to increase teacher knowledge. Principals also report that time and practice is the current drawback, but that they can already see improvement. Relevance seems to be the more difficult component for the high schools and middle schools - making the connection for students whereas elementary teachers are struggling with seeing the need for integration.

Summary results from first semester observations at all schools will be reported during Academic Conferences in mid-January and will be made available at that time.

### **Next Steps:**

- Principals will continue to make observations and determine quadrants at which teachers are instructing with regard to rigor and relevance
- Staff development will focus on increasing rigor and relevance through practice and through teacher collaboration and sharing.
- Professional learning communities will continue to increase knowledge of rigor and relevance through guided practice, study of actual lessons, and continued development of lessons along the rigor and relevance framework.
- End of year summary data will be compared to mid-year data in order to determine percent of change in amount of instruction being delivered at higher level quadrants.

## **Improve High School Graduation Rate**

A number of programs have been implemented in the District's schools to help improve the high school graduation rate. One of the first implementations was the Bridges program; a math and reading program designed and implemented, during the 04-05 school year, to assist incoming freshmen that are deficient in reading and/or math skills. The program allows students to earn a half to one credit toward graduation requirements. Since the implementation of the program, 90% of the participants have graduated on time. The Ninth Grade Academy is another program implemented to improve graduation rates and decrease the percentage of students facing grade retention. This concept provides a more focused approach to assessing and meeting a student's needs. During the 03-04 school year, 14.90% of the ninth graders in the district were retained for failure to earn required credits for promotion; but that number has decreased to 5.80% since implementing the ninth grade academy.

An additional program, Virtual High School, has allowed students to access an online curriculum that is aligned to district scope and sequence and state standards. Students enrolled this program must pass the program benchmarks and district's benchmarks with 80% proficiency. The number of students enrolled in Virtual High School has increased from 68 students to 256 of which 90% of the students enrolled have graduated on-time with their cohort groups. Principals continue to voice their need for additional opportunities for students to participate in virtual high school.

Credit Recovery is a remediation program designed to assist high school students in recovering credits failed. In spring 2007-08, 96% of the 192 students enrolled in credit recovery program completed the course work required to graduate with a regular on time diploma.

AVID (Advancement Via Individual Determination) was implemented to offer students the additional support during the school day necessary for academic achievement. All forty-five seniors enrolled in AVID graduated with a regular on time diploma. Forty-four of the forty-five seniors (98%) enrolled in the AVID program in 2007-2008 qualified for full admission to a four-year institution.

The Middle College program is designed to promote graduation by enrolling academically qualified students who are disengaged in the traditional high school with the local university. All 109 middle college students are dual-enrolled. Seniors are enrolled in a minimum of two university classes. Juniors are enrolled in a minimum of one college course. All are on track to graduate with an on-time diploma.

## **Improve High School Graduation Rate**

### **(Continued)**

A community-based program entitled “Community Graduation Project” is the district’s premiere graduation initiative. The program is aimed at promoting community involvement by soliciting community commitment to promoting 100% graduation for students by using their voice and influence with both students and parents.

In addition to the initiatives mentioned above, all high school principals take additional steps to monitor students’ progress. Principals generate reports each semester on student’s pass and fail rates of district and state assessments, attendance, suspensions, and expulsion. Results from the reports are used to design strategies or interventions such as tutoring before and after school, grade recovery, credit recovery, and gateway prep courses to promote student success. During the fall semester of the 2007-08 school year, the data revealed 91% of participants in tutoring experienced growth and 89% experienced growth during the spring semester. Similarly, 82% of students participating in grade recovery during the fall and 85% in the spring successfully completed their coursework. All students participating in the gateway-prep class scored proficient or advanced on the state assessment.

#### **Next Steps:**

- Continue to identify those students at risk of dropping out of high school earlier in their academic careers and identify and implement the support structures that will allow them to graduate on time with their peers. The most critical concern will be identifying those interventions that will enable students with disabilities the opportunity to successfully meet the new graduation requirements for a regular education diploma.
- Continue to research, identify, and develop nontraditional approaches to completing high school that meet the needs of disengaged students who are not successful in the traditional high school setting.

<b>Virtual High School Overview 2006-08</b>		
	2006-07	2007-08
Participants	68	256
Not progressing	0	0
100% Complete	61	230
Students 75 - 99% Complete	0	2
Students 50 - 74% Complete	7	3
Students with <50% Complete	0	21
# Credits required	515	2157
# Credits Completed	485 (97%)	1986 (92%)
Completers	61 (90%)	230 (90%)
# of Students who are both attending school fulltime and participating in Virtual High School	57 (84%)	78 (30%)

Updated: 8.7.2008 Poff.Sucharski

CMCSS Credit Recovery	2003/2004	2004/2005	2005/2006	2006/2007	2007/08
Total Participants	81	489	406	665	429
Participants earning credits	77	477	393	534	362
Participants receiving INC	4	12	13	131	67
Percent incomplete	5%	2%	3%	20%	16%
				2007/2008 Fall	2007/08 Spring
Total Participants				237	192
Participants earning credits				177	185
Participants receiving INC				60	7
Percent incomplete				25%	4%
updated May 30, 2008 Sucharski.Tomes					

## Expand Personalization to Include Academies and Interventions

CMCSS provides specialized support programs and interventions throughout the system for students identified at risk of achieving academic success, students with disabilities, and students who are English-language learners. Participation in these programs continues to increase significantly each year as the system remains focused on providing additional effective learning opportunities to address the educational needs of all students. All schools have at-risk program plans that include prevention, intervention and remediation strategies. Students are identified for participation in programs utilizing a variety of data.

With academic personalization at the forefront, interventions have been designed to meet a wide diversity of needs. Interventions currently in place include:

After School Programming is in all schools. The primary focus of these programs is to address the needs of students experiencing difficulties in reading and in math; however, a wide variety of programs exist from homework help to tutoring to enrichment. Currently there are 3,986 students participating in afterschool programming with 90% of those in K-8 programs experiencing positive growth; and 94% of those in high school programs experiencing positive growth..

AVID is the Advancement Via Individual Determination program which is available in all CMCSS high schools. AVID is an in-school academic support program that prepares students for college success by placing academically average students in advanced classes. AVID is for all students, but it targets those in the academic middle. It strives to level the playing field for minority, rural, low-income and other students without a college-going tradition in their families. The first AVID group graduated with the class of 2007-08, with 44 of 45 qualified for full admission to a 4-year university. There are currently 1,334 students participating in the AVID programs

BRIDGES is a transition program designed as an intervention for 8th grade students transitioning to high school who have been administratively promoted or are at risk of not graduating high school with a regular diploma on time with their peers. The program follows the students throughout their high school experience to insure that the students have access to the supports

**Expand Personalization to Include Academies and Interventions**  
**Continued**

necessary for graduating high school. The first BRIDGES cohort graduated with the class of 2007-08, with 90% graduating high school with a regular on-time diploma. Additionally, of the three remaining cohorts, (Freshmen, Sophomores, and Juniors), 88% of the BRIDGES students were on track to graduate with their respective cohorts. There are currently 537 students participating in the BRIDGES programs.

Credit Recovery is a high school program whose primary focus is to enable students to recover credits for courses failed throughout the school year. Additionally, the program is utilized to help students who are not on track to graduate with their peers due to missing credits. Currently, 271 students participated in Credit Recovery in the fall of 2008-09 with 93% recovering credit.

Freshman Academies are available in all six high schools as a structured way to keep first time freshmen students focused on their instruction and to successfully transition them into the high school program. Data for the 2007-08 Freshmen class revealed only 5.8% of 2,211 Freshmen were retained. This is a 4% reduction from 2007-08 and continues a five-year positive trend.

Gateway Prep Programs are intervention programs designed to assist students in acquiring the skills necessary for achieving proficiency on the current state gateway assessments. Programs vary amongst the high schools. Currently, 100% of the students who participate in the district Gateway Prep program achieve proficiency on the required Gateway assessment.

Grade Recovery is a school-level, faculty-led program designed to address the needs of students who have failed the first or third semester of a high school course. The program permits students to recover the 9-weeks' grade. Credit is contingent on the student passing the second and fourth 9 weeks. The program's design and implementation varies from school to school. Currently, 93% of the students who participate in grade recovery have recovered the first 9 weeks grade.

## Expand Personalization to Include Academies and Interventions Continued

Language! is a comprehensive literacy program for students already receiving services within a special education classroom setting. Language! requires a two-hour block of instruction time. During this period, students receive direct and explicit teaching through a six-step lesson that scaffolds content and instruction. Data from 2007-08 academic year revealed that 30% of the middle school participants experienced greater than 1 year of reading achievement growth, and 52% of the high school participants experienced greater than 1 year of reading achievement growth.

Middle College at Austin Peay State University is a program that promotes high school graduation by enrolling academically qualified students who are disengaged with the traditional high school into the local university. In the first year of implementation, the initial enrollment of 100 students has increased to 116 students. Mid year data revealed that Middle College students enrolled in 168 college classes completing 91% successfully earning 339 college credits, and the students were enrolled in 351 high school classes completing 98% successfully earning 171.5 high school credits.

Modified Math, which includes Carnegie Math, Algebra Rescue, and Cognitive Tutor, is designed for students already receiving services within a resource setting. Students receive direct and explicit teaching through lessons that scaffold content and instruction.

Pathways is a transition program designed as an intervention for 5th grade students transitioning to middle school who have been administratively promoted. The program follows these students throughout their middle school experience to insure that they have access to the supports necessary for graduating high school. Currently, 92% of the 7th grade cohort are on track to transition to high school with their peers, and 93% of the 6th grade cohort are on track to transition to high school with their peers.

Preschool Programs have been established as a result of the legislation for the Voluntary Pre-K for Tennessee Act of 2005. Currently, CMCSS offers 20 Pre-K classrooms in the following elementary schools: Liberty, Norman Smith, Minglewood, Barksdale, Byrns Darden, Kenwood, Hazelwood, Moore Magnet, Cumberland Heights, Montgomery Central, St. Bethlehem, West

**Expand Personalization to Include Academies and Interventions**  
**Continued**

Creek, Woodlawn, Ringgold Elementary Schools and Austin Peay State University's Child Development Center. End of the year 2007-08 DIBELS literacy assessment word use fluency data revealed that 33% of the Kindergarten students who had participated in the CMCSS preschool achieved proficiency as compared to 22% of their peers who did not participate in preschool programs; DIBELS phoneme segmentation data revealed 58% of the Kindergarten students who had participated in the CMCSS preschool achieved proficiency as compared to 54% of their peers who did not participate in preschool programs; and DIBELS nonsense word fluency data revealed 58% of the Kindergarten students who had participated in the CMCSS preschool achieved proficiency as compared to 42% of their peers who did not participate in preschool programs.

Reading in the Content Area I is a 9-12 literacy support program available in some system high schools for students reading 1 to 1.5 years below grade level. The students learn, practice, and internalize strategies that are essential life-long learning skills for reading, writing, understanding, and interpreting content specific materials. The strategies are applied in the content areas of English, mathematics, science, and social studies.

Reading in the Content Area II (READ 180) is a comprehensive middle school and high school literacy support program for students reading greater than 2 years below grade level. The program directly addresses individual needs through differentiated instruction, adaptive and instructional software, high-interest literature, and direct instruction in reading, writing, and vocabulary skills. Achievement data revealed that 40% of the 2007-08 cohort achieved greater than 18 months of academic growth in reading skills. December 2008 mid year READ 180 data revealed that only 47% of the current participants reading skills are greater than three years below grade level as compared with 60% in August, with 10% of the participants achieving grade level or greater reading skill levels.

Summer School is provided for both high school and middle school students to earn credits that enable them to remain on track for graduation. High School program participation has grown from 516 students in 2004-05 to 752 students completing 1538 classes in 2007-08.

**Expand Personalization to Include Academies and Interventions**  
**Continued**

Summer Literacy Camp is an early literacy intervention program designed for students in grades Kindergarten through fourth who are not reading on grade level. The program has grown from 47 students participating in 2001-02 to 737 students participating in 2007-08. Program achievement data for the summer of 2007-08 revealed that 88% of the participants experienced positive growth, an increase of 14% from the summer of 2006-07.

Virtual High School is a program that allows regular education students to complete high school courses utilizing an online content delivery system from outside of the traditional classroom. The program is designed for students who are in their fourth year of high school, but are not on track to graduate with their peers. Program graduation data revealed that 90% of the 2006-07 participants graduated high school with a regular education diploma on time, and 90% of the 2007-08 participants graduated high school with a regular education diploma on time. Mid year data revealed 113 students enrolled with 25 completing their diploma requirements by December.

**Next Steps:**

- Continue the positive momentum of intervention programs to increase professional development opportunities for specialized programs for all those who work with students, both in the regular scheduled day and afterschool program.
- Continue to work with aligning community service agencies providing students with access to counseling programs and community resources.
- Continue to monitor the Freshmen Academies, and work toward identifying those interventions necessary to meet the needs of transitioning freshmen.
- Work toward expanding the virtual high school program into each individual high school.

<b>After School Programs 2007-08</b>	
As of May 8, 2008	
Number of Participants	4813
Program	Student progress
K-2 Reading	88% of participants experienced growth
K-2 Math	90% of participants experienced growth
3rd - 8th Reading	88% of participants experienced growth
6th - 8th Reading	86% of participants experienced growth
3rd - 8th Math	85% of participants experienced growth
6th-8th Math	85% of participants experienced growth
High School Grade Recovery	86% of participants successfully completed
High School Credit Recovery	75% of participants successfully completed
High School Gateway Prep	100% Scored Proficient or Advanced
High School Tutoring	89% of participants experienced growth
<b>CMCSS After School Programs Fall 2008-09</b>	
As of December 18, 2008	
Number of Participants	3,986
Program	Student progress
K-2 Reading	90% of participants experienced growth
K-2 Math	89% of participants experienced growth
3rd - 5th Reading	92% of participants experienced growth
6th - 8th Reading	90% of participants experienced growth
3rd - 5th Math	92% of participants experienced growth
6th-8th Math	87% of participants experienced growth
High School Grade Recovery	93% of participants successfully completed
High School Credit Recovery	93% of participants successfully completed
High School Gateway Prep	100% Scored Proficient or Advanced
High School Tutoring	92% of participants experienced growth

Created: Updated 12.23.08  
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Data utilized: K-2 Rdg = DIBELS; K-2 Math = District Assessment; 3-8 Math/Rdg = AGS Level Indicators; Grade/Credit Recovery = Course completion grades; Gateway Prep = Assessment scores; Tutoring = Course grades

CMCSS After School Programs Fall 2008-09	
As of December 18, 2008	
Number of Participants	3,986
Program	Student progress
K-2 Reading	90% of participants experienced growth
K-2 Math	89% of participants experienced growth
3rd - 5th Reading	92% of participants experienced growth
6th - 8th Reading	90% of participants experienced growth
3rd - 5th Math	92% of participants experienced growth
6th-8th Math	87% of participants experienced growth
High School Grade Recovery	93% of participants successfully completed
High School Credit Recovery	93% of participants successfully completed
High School Gateway Prep	100% Scored Proficient or Advanced
High School Tutoring	92% of participants experienced growth

Created: Updated 12.23.08  
Sucharski.Tomes

Data utilized: K-2 Rdg = DIBELS; K-2 Math = District Assessment; 3-8 Math/Rdg = AGS Level Indicators; Grade/Credit Recovery = Course completion grades; Gateway Prep = Assessment scores; Tutoring = Course grades

<b>AVID Data</b>	
Academic Year	Number of Participants
2004-05	45
2005-06	181
2006-07	281
2007-08	384
2008-09	488
<b>First Graduating Class Data</b>	
Completed 83 AP Courses	
Completed 152 Honors Classes	
44 Qualified for full admission to a 4 year university	

<b>BRIDGES</b>		
	Number of Entering 9th Graders	% Graduating on-time
2004-05	51	90% (class of 0708)
2005-06	131	
2006-07	152	
2007-08	135	
2008-09	119	

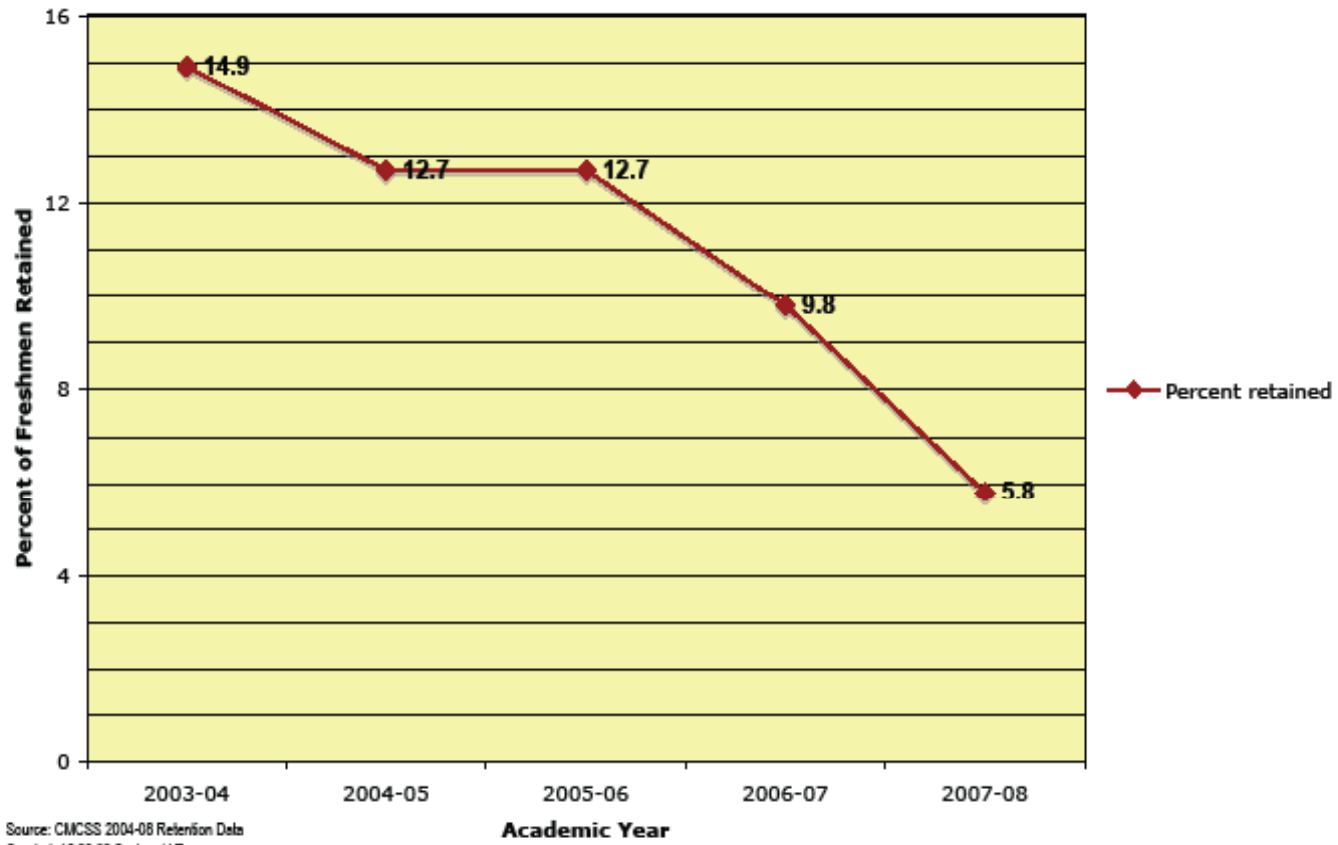
<b>Credit Recovery</b>		
	Credit Recovery Number of Participants	% earning credit
2003-04	81	95%
2004-05	489	98%
2005-06	406	97%
2006-07	665	80%
2007-08	429	84%
Fall 2008-09	271	93%

Gateway Prep Classes								
	Summer/Fall	Summer	Spring	Summer	Fall	Spring	Summer	Fall
	2004-05	2005-06	2006-07	2006-07	2007-08	2007-08	2007-08	2008-09
Participants	29	40	20	23	27	43	19	36
Achieved Proficiency	28	39	19	23	27	42	19	36
Percent Proficient	96.55%	97.50%	95%	100%	100%	98%	100%	100%

Note: Calculations only include students who attended regularly (75%) of the sessions.

Created: 12.18.08 Sucharski/Tomes

**Percent of Freshmen Retained**



Summer Literacy Camp			
	Number of Participants	Grade Levels	% Experiencing Growth
2001-02	47	K-2	
2002-03	64	K-2	
2003-04	172	K-2	
2004-05	246	K-2	
2005-06	312	K-2	
2006-07	520	K-3	74%
2007-08	737	K-5	88%

<b>Virtual High School</b>			
	2006-07	2007-08	<b>2008-09 as of 12/18/08</b>
Participants	68	256	113
Not progressing	0	0	9
100% Complete	61	230	25
Students 75 - 99% Complete	0	2	26
Students 50 - 74% Complete	7	3	22
Students with <50% Complete	0	21	31
# Credits required	515	2157	1343
# Credits Completed	485 (97%)	1986 (92%)	551 (41%)
Completers	61 (90%)	230 (90%)	25 (22%)
# of Students who are both attending school fulltime and participating in Virtual High School	57 (84%)	78 (30%)	26 (23%)

Updated: 12.18.2008 Poff.Hausauer.Sucharski

<b>CMCSS Middle College at APSU</b>	
	Fall 2008-09
Participants	116
College Courses Enrolled in	168
Percent of College Courses successfully completed	91%
College Credit Hours Earned	339
High School Courses Enrolled in	351
Percent of High School Courses successfully completed	98%
High School Credits earned	171.5

Updated: 1.6.09 Champion.Sucharski

## **Expand Personalization to Include Academies and Interventions**

**(Continued)**

### **Next Steps:**

- Continue the positive momentum of intervention programs to increase professional development opportunities for specialized programs for all those who work with students, both in the regular scheduled day and afterschool program.
- Continue to work with aligning community service agencies providing students with access to counseling programs and community resources.
- Expand the academy concept beyond Freshmen Academies by first exploring Career Technical opportunities currently available, sharing this information with all stake holders, investigating what career technical needs should be addressed to meet community concerns; and identifying the process for addressing these needs through academies.

## **Increase Career/Technical Opportunities**

The district has worked to increase Career/Technical Education (CTE) opportunities by beginning Work-Based Learning at Clarksville High and Health Science Clinicals at Rossvie High. In addition, two new CTE programs were started this year. The Megatronics Program was started at Clarksville High using a competitive Perkins Reserve grant, and a new Health Science Program was started at Northeast High. Industry certifications in business are being promoted at several high schools with a Certiport testing site being set up at Clarksville High. There will be dual-credit classes in accounting and financial planning offered during the second semester at both Northwest and Rossvie High Schools.

School counselors are working toward using CTE Programs of Study and focused electives based on career interests/choices for all students that will meet the graduation requirement for the new High School Policy. Cosmetology students have been given more opportunity to attain state training hours through summer school and after school programs.

### **Next Steps:**

- Begin Pre-engineering Programs in all high schools to help prepare students for the increased demand for technical skills in the work force.
- Begin Health Science Programs in those high schools that currently do not offer this program.
- Increase industry certifications and dual-enrollment opportunities in business departments at all high schools.
- Educate school personnel about career-technical education.
- Raise awareness among eligible students regarding career/technical opportunities through Fort Campbell, Kentucky.

## **Develop Plan for Implementation of State High School Redesign**

The State Department of Education adopted a high school reform model to be implemented in the 2009-2010 school year. Central Office staff, along with school staffs, have developed a transition plan for the upcoming school year for incoming 9<sup>th</sup> grade students. A freshmen course catalogue has been created and will be used to register students. This catalogue will address all of the specific course and graduation requirements and how these changes will affect the students as they plan for their four years of high school and beyond.

### **Next Steps:**

- School staffs will be educated on how the school reform specifics will affect them and their students in the spring of 2009. Schools will also educate their school communities through 9<sup>th</sup> grade orientation sessions.
- Implementation will begin in the Fall of 2009 with the incoming 9<sup>th</sup> graders.

# Clarksville-Montgomery County School System 2008-2009



## **B. Improving Efficiency and Effectiveness**

1. Develop Performance-Based Budgeting Guidelines
2. Continue Operational Improvement in Transportation Efficiencies
3. Conclude Implementation of Automated Time and Attendance
4. Increase Number and Use of Online Forms and Handbooks
5. Improve Facilities Planning, Construction, Maintenance, and Energy Strategies
6. Create a Culture of “Retention First Staffing”
7. Facilitate Implementation of PowerSchool

## **Develop Performance-Based Budgeting Guidelines**

The Business Affairs Department's initiative for performance based budgeting was launched during Fiscal Year 2008-09 with the fundamental purpose of increasing accountability over, and improving stewardship of, the resources entrusted to the District. The initial phase focused on researching successful deployments of performance measures and performance based budgeting in both government and private industry. The output of this research was the development of a Performance Measures checklist based on best practices. This checklist ensures all appropriate issues are considered, resulting in the selection of the most meaningful performance measures possible. The next phase, which is ongoing, is the selection of specific performance measures. The current focus is on the Business Affairs and Instruction Departments. Meetings are being conducted with stakeholders to examine existing points of data collection as well as discuss new measures. Research is performed as the measures are selected to facilitate connection to the CMCSS budget and determine industry standard benchmarks as appropriate. Collection of baseline data, if nonexistent, is potentially a multi-year process. This baseline data, in addition to industry standard benchmarks, is essential to the successful evaluation of the data, and to achieve the initiative's fundamental purpose.

### **Next Steps:**

- Continue with the development of performance measures within the remaining departments.
- Expand performance based budgeting across all departments. This will include both the development of new measures as well as on-going evaluation of existing measures in light of achieving the initiative's fundamental purpose.

## **Continue Operational Improvement in Transportation Efficiencies**

The Student Transportation Department is exceeding its strategic goal of 98% on time performance (See Chart Page 52). The accident performance (See Chart Page 53) is on pace to match last year's excellent work in this area. The breakdown ratios (See Chart Page 54) remain constant when compared to previous years. The performance of our Bus Drivers, Lead Drivers, and the Transportation Management Team all received very positive comments from the principals during the mid-year review.

The fleet currently has 55 vehicles equipped with (Global Positioning Satellite) GPS and 48 buses with (Digital Video Recorder) DVR. The department will continue to upgrade all buses with these technologies and has scheduled 43 additional GPS and 62 additional DVR upgrades by the end of the year. Fifty-two of the buses are equipped with "BusRadio," a no cost initiative intended to improve the quality of the ride to and from school. The fleet is adequately staffed with drivers and continues to have a steady flow of candidates into the driver training program.

The department continues to receive negative feedback from the schools regarding the radio system. The department will initiate a six-year replacement cycle in its budget to address this issue.

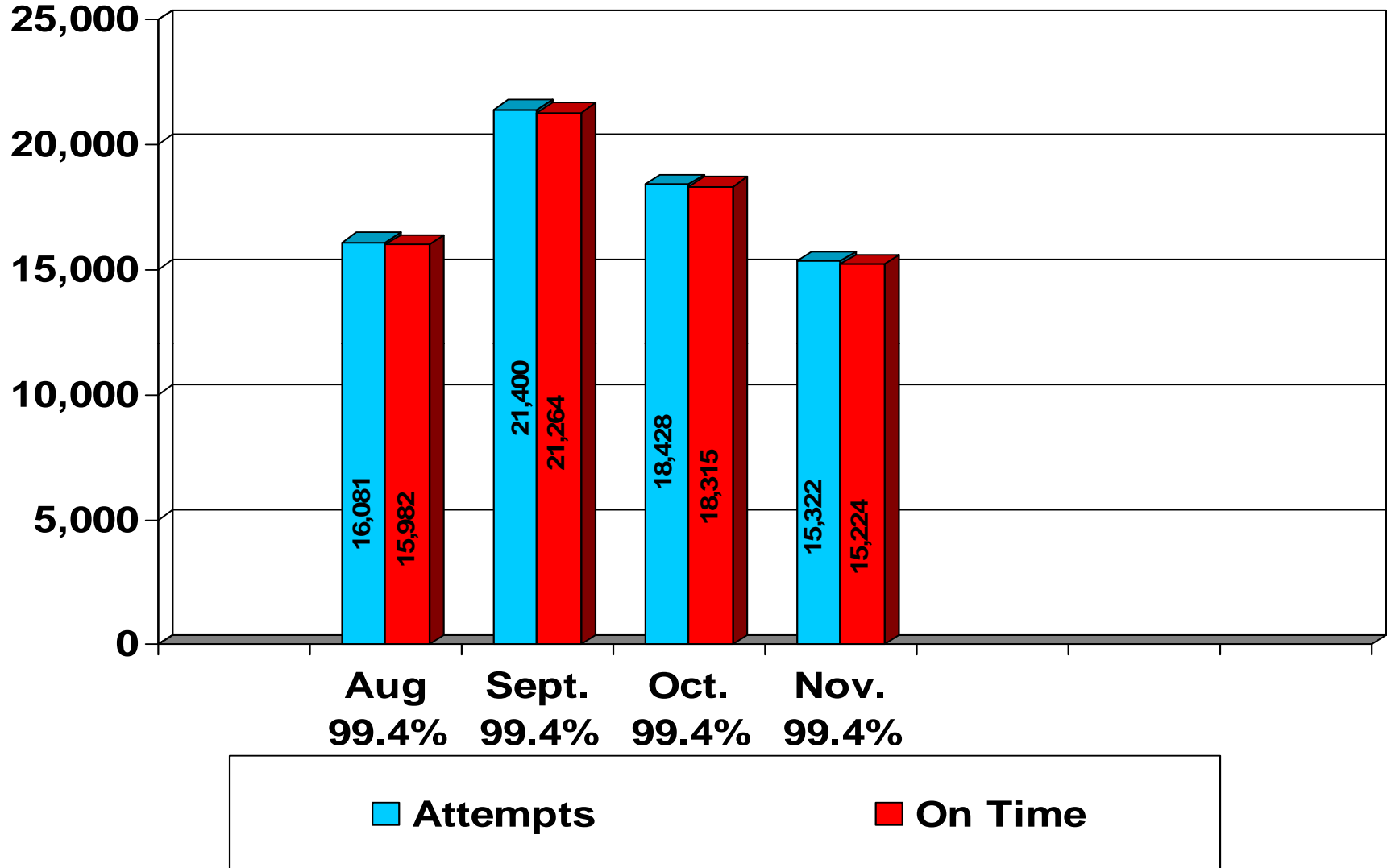
Both systems are running and the new zone and county maps will be introduced to drivers next year. Because of budgetary constraints, the Vehicle Maintenance Department was again forced to postpone the purchase of the fleet management software and the vehicle maintenance department will continue to be managed manual procedures. The department will continue to pursue this initiative and develop data collection to assist in decision making.

### **Next Steps:**

- Continue logistic software (Trapeze) conversion
- Establish six-year radio system replacement cycle

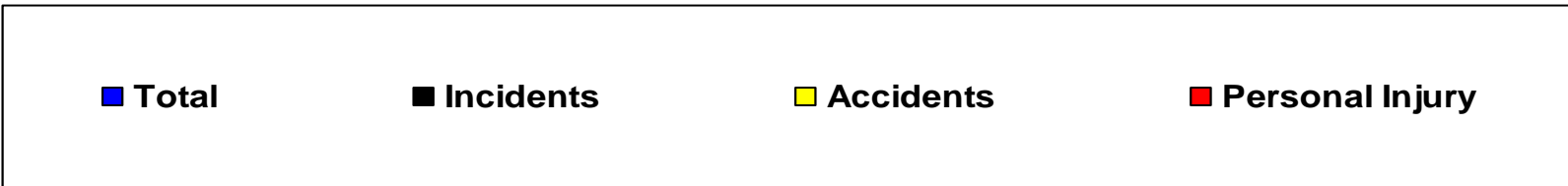
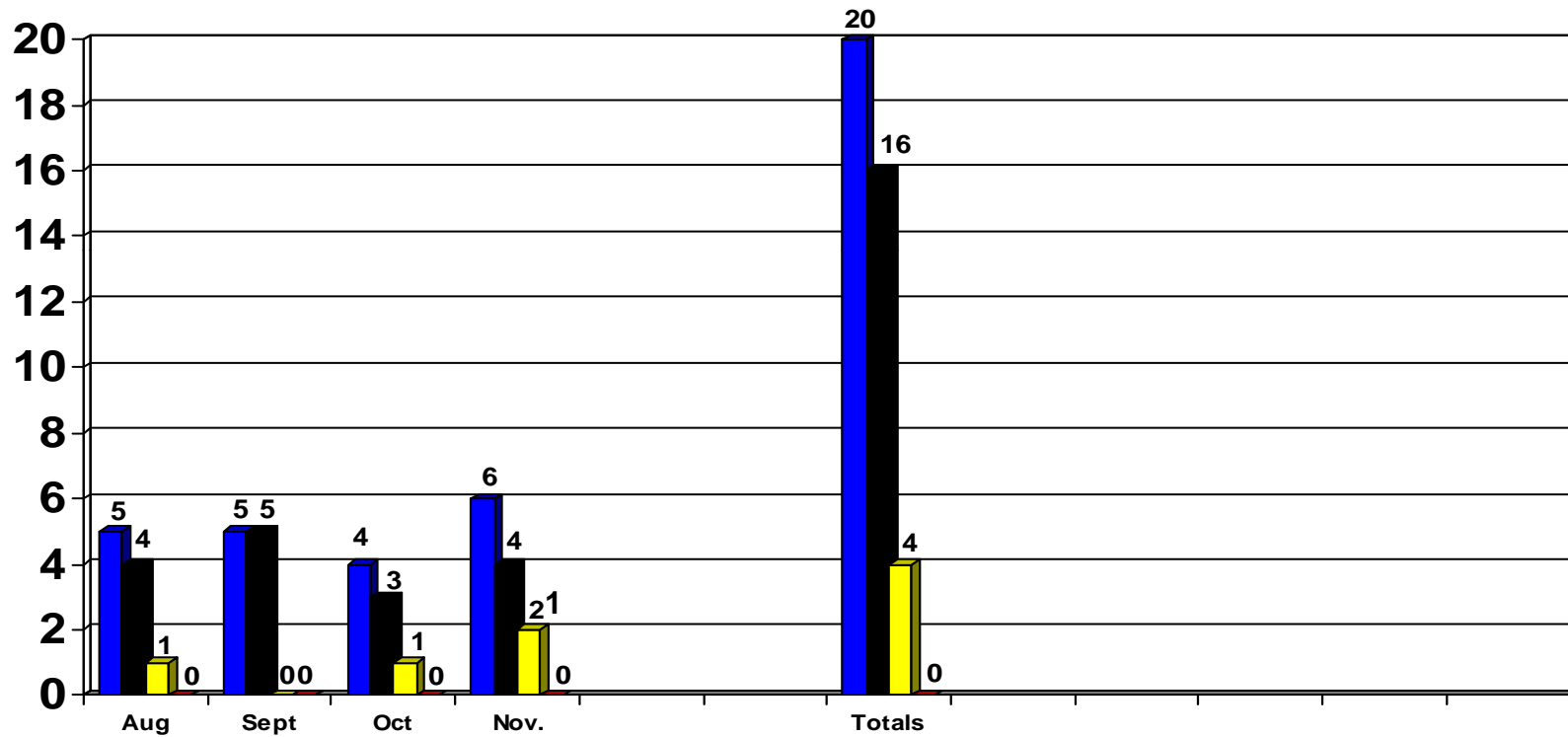
**Student Transportation Department  
Operational Goal - "98% On Time Performance"**

**FY 2008 - 2009**

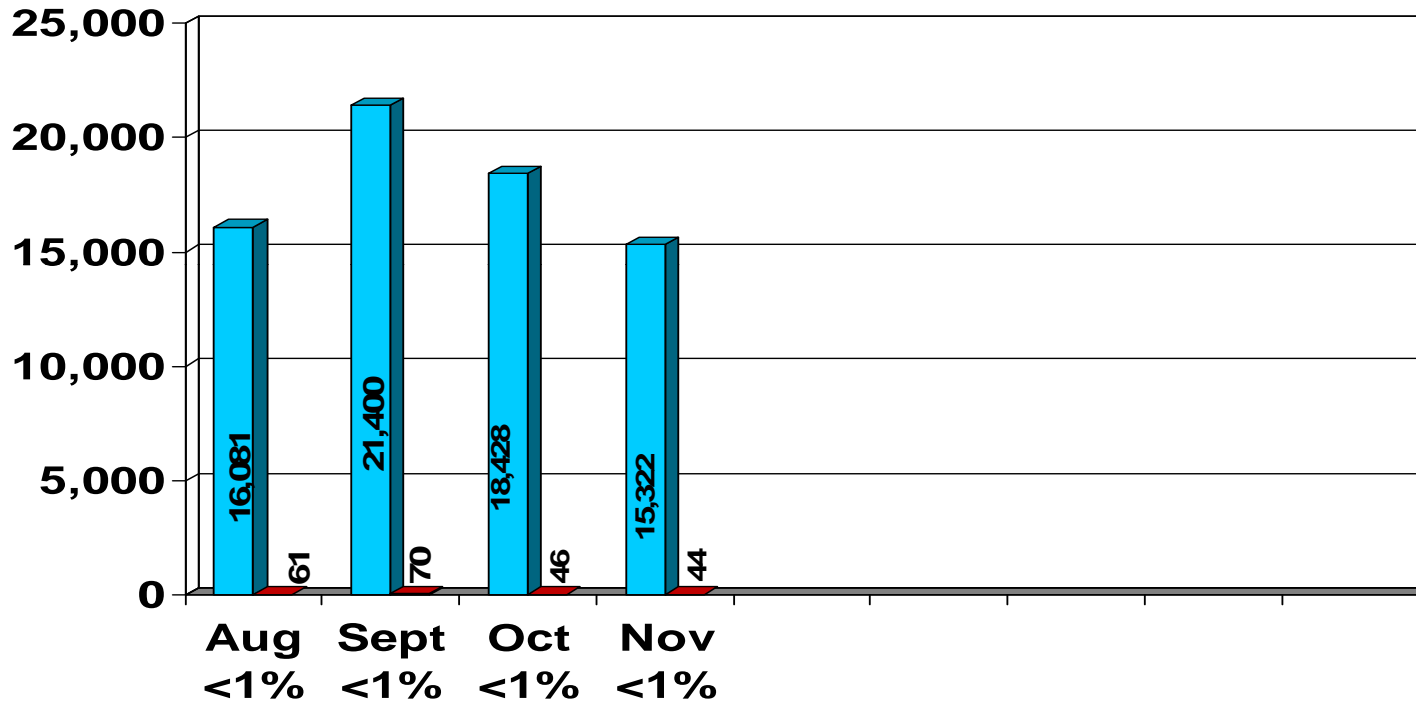


**FY 2008-2009 Totals  
Attempts 71,231 On Time 70,785 Late buses 446**

**Transportation Department  
Operational Goal  
Zero Preventable Vehicle Accidents  
FY 2008 - 2009**



**Vehicle Maintenance Department**  
**Operational Goal**  
**“<1% On Road Vehicle Breakdowns”**  
**FY 2008 - 2009**



**FY 2008 – 2009 Totals**  
**Attempts 71,231 Breakdowns 221**

## **Conclude Implementation of Automated Time and Attendance**

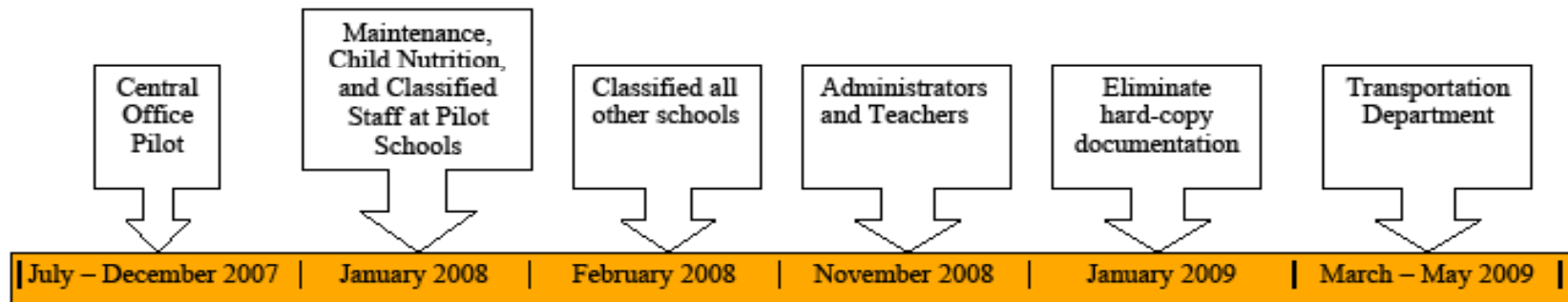
The Business Affairs Department's initiative for automating time and attendance was piloted with the Central Office staff during the first half of fiscal year 2007-08. This phase was concluded in December with the installation of a software enhancement to enable employees to submit leave requests through the Kronos system. During the month of January, 2008, the Child Nutrition and Maintenance Departments as well as classified staff at Rossvie High, Montgomery Central Middle, and Glenellen Elementary were implemented, maintaining a parallel system for accuracy verification throughout 2008. All other schools' classified staff were brought on-line in February, 2008 and all certified staff and administrators came on-line in November, 2008. Training and the distribution of a list of Frequently Asked Questions (FAQ's) and responses preceded the implementation for these other employee groups.

Among the advantages of the new system are improved accuracy of payroll records and improved efficiency in the Payroll Department realized by eliminating the re-entry of 5,500 timesheets each month and the supporting leave forms. Also, better service to employees on leave information; improved management of overtime hours; the environmental and cost savings of eliminating 100% of hardcopy timesheets; and a system compatible to the MUNIS financial software system. This improved efficiency enables the district to reduce the Payroll staff's overtime and delay the need for additional staff to support the district's 3,800+ employees.

### **Next Steps:**

- January, 2009 the district will be relying solely on the Kronos automated system for the employee groups identified above. An added feature based on employee feedback enables certified and administrative staff to connect to the database from home to submit leave requests. The employee use of hard copy timesheets to parallel Kronos during implementation will stop for certified and administrative staff with the pay period beginning January 14 and classified staff for the pay period beginning January 18.
- March-May, 2009 the implementation process will be completed when the Transportation Department is brought online.

## Automated Time and Attendance Implementation Timeline



## **Increase Number and Use of Online Forms and Handbooks**

Significant headway was made in placing forms and handbooks online. In a statistically significant survey conducted in early August, it was determined that around 90 percent of student households have Internet access. It was then determined to place student handbooks, forms and the Code of Conduct online, with a supply of printed materials distributed to schools which would accommodate 20 percent of the students.

### **Next Steps:**

- Posting of online forms and handbooks will continue throughout the school year.
- In January, an index of available online materials will be sent to principals.

## **Improve Facilities Planning, Construction, Maintenance, and Energy Strategies**

**Facilities Planning & Construction** – The beginning of this school year marked the opening of the district’s 20<sup>th</sup> elementary school on the West Creek campus. The opening was considerably improved when compared to the opening of BMES and WCMS with substantial completion of this school being achieved in enough time to allow considerably more time for the faculty to move into and prepare the building for its 769 students. The District also has two schools under construction and scheduled for opening next school year. West Creek High School is ahead of schedule with no foreseeable problems with the building being ready for students in August. Rossview Elementary School is slightly behind its construction completion curve. This building is the first of its kind and it contains several new technologies. The Facilities Department has increased the number of construction progress meetings at this site in order to more closely monitor the contractor’s progress and to ensure that the building is ready for students in August.

The department continues the conversion of its logistics software (Trapeze). This software was used in the re-districting application to establish the staff recommendation for the Rossview Elementary school zone. The software performed perfectly and greatly enhanced the department’s ability to provide recommendations on re-districting the County.

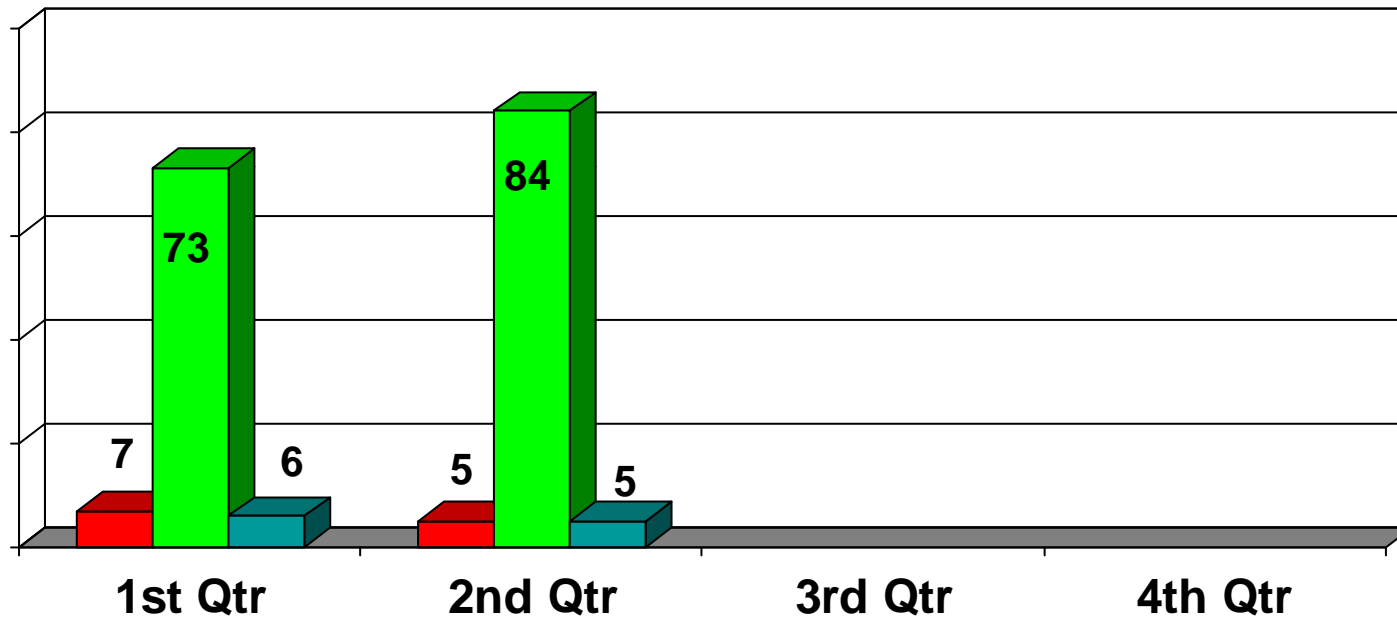
**Maintenance** – The work order data shown on pages 59 & 60 continues to show that the Building Maintenance department is achieving its strategic goal for work order completion rate. The department’s initiative to track and report on school submitted work orders separately in order to be more responsive to the customer has resulted in the department closing these work orders on average one day sooner than other work orders. The workers and supervisors of the department received favorable comments during the mid-year review.

**Energy Strategies** – The Operations Department is currently conducting research into cost savings related to the implementation of energy efficient strategies and potential cost savings within the district. Baseline data is being collected. Once the department completes its research and the baseline data is compiled, a project team will be identified to study the research and analyze the data before making recommendations regarding development of the district’s energy policy.

### **Next Steps:**

- Continue current construction and capital projects
- Continue data collection for fleet management software purchase
- Develop and implement district energy policy

Building/Grounds Maintenance  
Operational Goal  
“Complete Work Orders In Less Than 9 Days”  
June 2008 – May 2009

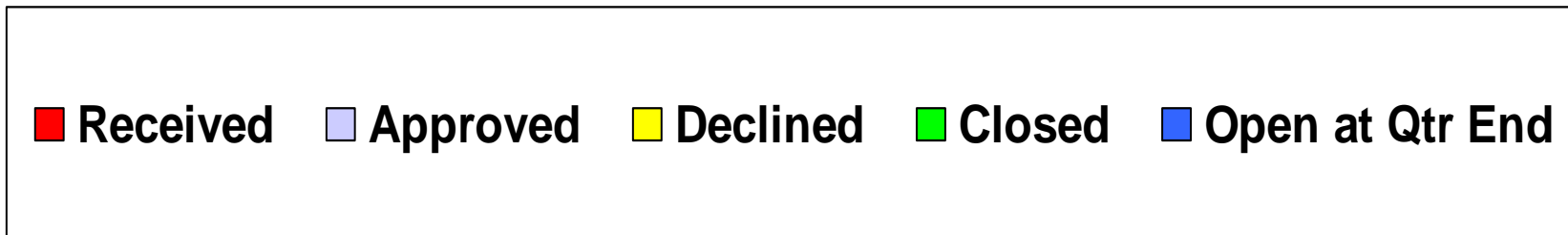
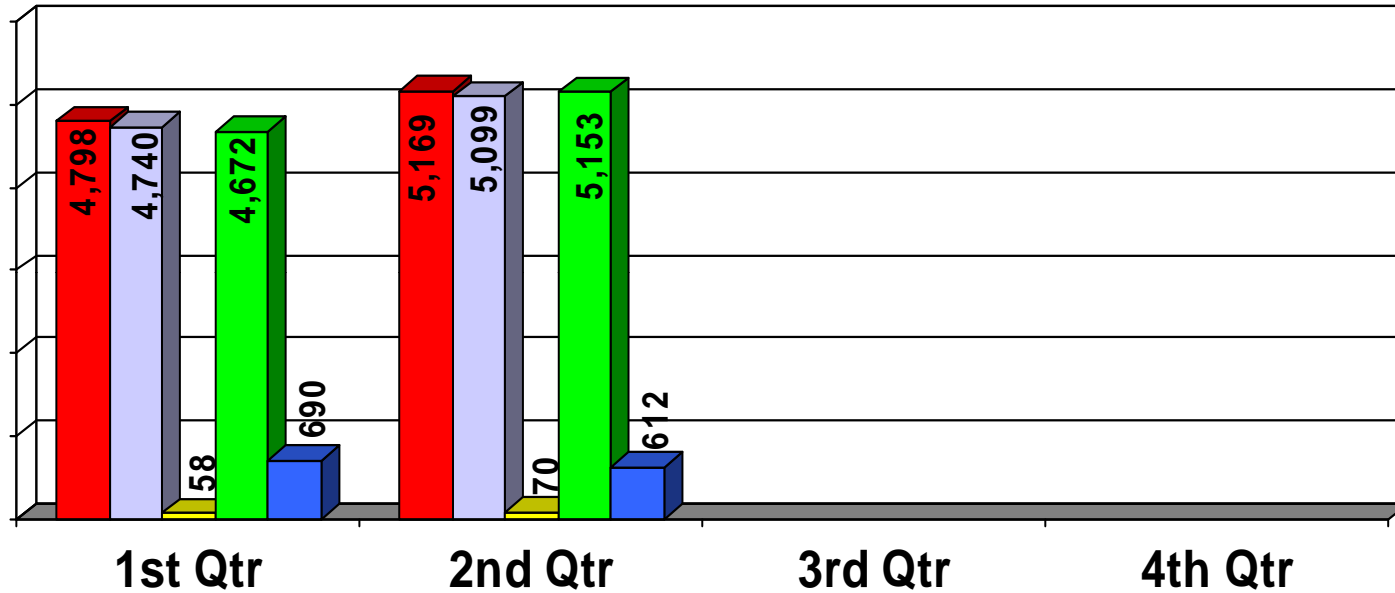


■ Avg days complete all

■ Avg completed per day

■ Avg days complete school submit

Building/Grounds Maintenance  
Operational Goal  
“Monitor & Report on All Work Orders”  
June 2008 – May 2009



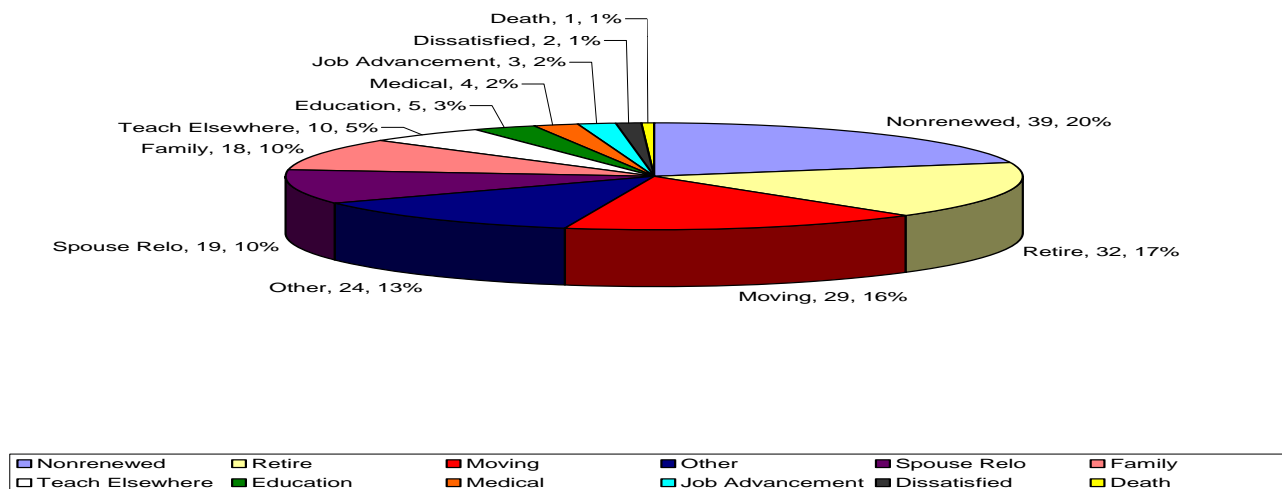


## Create a Culture of Retention First Staffing

### (Continued)

Teacher Retention Data – In an effort to support the strategic goal of creating a culture of “Retention First Staffing”, data is collected and analyzed to determine why teachers are leaving CMCSS. During the 2007-2008 school year, 186 teachers left CMCSS (vs. 239 the year before). The leading reasons for these separations were: Non-Renewals (20%), Retirements (17%) and Moving (16%). A fourth category, spouse relocation (10%), if combined with moving, would represent over a fourth of the separation reasons from the district. Together, these aforementioned reasons reveal that the majority of teachers are leaving the district for reasons other than dissatisfaction with CMCSS or for positions with other school systems.

**2007-2008 Teacher Separation Reasons**



## **Create a Culture of Retention First Staffing**

### **(Continued)**

**New Hire Data** – The “YOU” recruitment campaign was launched in spring of 2008 and a successful teacher job fair resulted from this effort. Over 300 teacher applicants attended the teacher job fair on 3/15/2008 and 84 teacher contracts were offered that day. As of 11/15/2008, 239 teachers have been hired for the 2008-2009 school year. CMCSS hit a milestone goal this year by opening with all classrooms filled on the first day of school. New hires represent over 90 Universities and many came from outside of Tennessee.

**Selection Process-Ventures** – Ventures for Excellence is an interview and screening tool that allows Human Resources to analyze the ideology of teacher applicants in terms of student vs. teacher focus. The goal is to identify quality teachers who demonstrate a strong focus on student centered purpose, effective relationship building strategies, teaching strategies that involve a high degree of personalization and student involvement and who are able to work effectively with parents, other teachers, administration and district staff. During the 2007-2008 school year, all Principals were trained on the Ventures process as well as several key members of the Human Resource staff. This year marked the beginning of a new focus for CMCSS to direct an interview cadre of trained mentor teachers and Human Resource staff to conduct these interviews prior to the Principals receiving their application for open positions.

Moving forward, the Ventures process and cadre group of interviewers will be a key focus for Human Resources. It is vital to the success of the program that each member is effectively trained to administer the interview correctly and that the accuracy is calibrated with other members of the cadre. A re-focus, calibration training will take place during the beginning of second semester for the cadre to ensure both accuracy of interview evaluation and scoring as well as calibration between members for score consistency. Additionally, the Principals will receive an additional training to review and strengthen the depth of understanding of the value, purpose, and potential of the interview results.

## **Create a Culture of Retention First Staffing**

### **(Continued)**

PRIDE, Mentor Teachers and Academic Coaches - The PRIDE, or new teacher induction program, continues to be a success and is very well received and appreciated by new teachers. A survey was conducted with first year teachers that revealed a plethora of positive feedback and comments regarding the support, assistance, feedback and general guidance they have received through the PRIDE program. The charts on pages 65-67 depict new teacher responses to select survey items and support the positive perceptions of new teachers regarding support through this program. The mentor teachers, academic coaches and site based leadership offered through PRIDE were cited as the most appreciated resources for these new teachers. The tremendous success of the program reveals the necessity to develop and grow it in the coming months and years.

#### **Next Steps:**

- Conduct a retraining session for the Ventures interview cadre and Human Resources
- Review the purpose and usefulness of the Ventures process with Principals
- Review opportunities for conducting an invitation only CMCSS Teacher Job Fair based on Ventures scores
- Review the selection and interview process to ensure maximum efficiency for all stakeholders
- Analyze key data points to determine the effectiveness of recruiting and selection tools
- Continue to collect and analyze retention and separation data for employees
- Promote the Retention First Staffing culture through the YOU Recruiting and 100% Graduation campaigns

### Building-Level Mentoring

<b>As a new CMCSS teacher who received mentoring in my building, I feel:</b>		<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
3)	the relationship I had with my mentor was positive.	3.7%	3.7%	8.7%	29.7%	54.3%
4)	the time I had with my mentor was adequate.	9.5%	8.1%	10.9%	34.4%	37.1%
5)	my mentor understood and fulfilled his/her responsibilities.	5.9%	6.3%	12.7%	33.5%	41.6%
6)	my mentor was professional and positive in dealing with me.	5.0%	2.7%	5.9%	34.8%	51.6%
7)	the assistance I received from my mentor was beneficial.	4.6%	5.5%	9.6%	32.9%	47.5%
8)	the assistance I received from my principal was beneficial.	3.6%	5.9%	10.8%	35.1%	44.6%
9)	the assistance I received from other faculty was beneficial	0.5%	2.3%	6.3%	43.2%	47.7%
11)	the mentoring program was well organized and ran smoothly.	7.2%	15.4%	15.8%	35.7%	25.8%

### Mentoring Activities

<b>The following mentor activities helped me develop as an educator:</b>		<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
27)	regularly scheduled conferences during the school day	11.2%	8.8%	29.3%	32.1%	18.6%
28)	informal conferences with mentors	5.6%	4.2%	14.8%	40.7%	34.7%
29)	coaching by my mentor	7.9%	7.4%	20.8%	38.4%	25.5%
30)	observing mentor and other faculty	4.7%	6.1%	28.6%	37.6%	23.0%
31)	regularly scheduled new teacher meetings at my school	8.4%	5.6%	20.1%	38.8%	27.1%
32)	informal meetings with other faculty	3.7%	1.9%	17.6%	46.3%	30.6%
33)	informal get-togethers	4.2%	3.7%	23.6%	40.7%	27.8%
34)	professional learning opportunities at the school	3.2%	2.8%	12.4%	51.2%	30.4%
35)	attendance at system-wide professional learning opportunities	4.1%	1.8%	11.1%	49.3%	33.6%

### Mentoring and Impact on Professional Development

<b>Mentors impacted my professional development by:</b>		<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
36)	serving as professional role models.	3.7%	4.1%	12.4%	41.0%	38.7%
37)	accepting me as a professional colleague.	3.7%	3.7%	8.8%	40.6%	43.3%
38)	making time for me when I needed assistance.	3.7%	3.2%	9.2%	37.3%	46.5%
39)	providing the specific support and assistance I needed.	3.2%	3.7%	13.8%	35.0%	44.2%

## **Facilitate Implementation of PowerSchool**

Since the 1996-1997 school year, CMCSS has been using MacSchool as its student data management system. Then, in the 2001-2002 school year, CMCSS began using Chancery SMS as their district student database in conjunction with MacSchool. MacSchool and Chancery are owned by the same company, Pearson. At the end of February 2008, the district was notified that MacSchool would no longer be supported by Pearson as of early spring 2009.

For approximately two years, the technology department has been reviewing PowerSchool, also owned by Pearson. PowerSchool has recently been updated to handle school districts the size of CMCSS. Due to overall positive feedback from internal demonstration participants and other school districts, lack of support for MacSchool to close out the 2008-2009 school year, and considerable cost reduction offered by Pearson to upgrade, the district decided to move to PowerSchool.

Key benefits of the new system will include:

- All schools will be on one student database and grade book.
- Attendance can be taken by the teacher in the classroom.
- The parent access module will allow parents to view student grades and update contact information for all grade levels. (The parent module will replace K-12 Planet, which currently is an additional cost for the district).

Overall, PowerSchool implementation was a smooth process, facilitated by a core team of Technology Department personnel and building-level PowerSchool Points of Contact who met weekly throughout the five-month implementation to review user feedback and questions to troubleshoot challenges and provide high quality support to all uses. Initial training for PowerSchool was provided to over 2,000 employees. Ongoing training has been provided on an as-needed basis. Timely communications have enabled all parties to be successful in using the program.

## **Facilitate Implementation of PowerSchool**

**(Continues)**

### **Next steps:**

- Implement PowerSchool updates as released by the company
- Communicate new features as appropriate
- Provide any additional training as needed
- Conduct PowerScheduler training for all guidance counselors to schedule for the 2009-2010 school year
- Continue forms library update as determined through ongoing evaluation process

# Clarksville-Montgomery County School System 2008-2009



## **C. Building Leadership Capacity**

1. Embed MCREL as the District Leadership Development Model
2. Inaugurate Assessment Phase of Cultural Proficiency

## Embed McREL as the District Leadership Development Model

The district uses a comprehensive leadership development program designed to provide administrators, teachers, and classified staff with expanded personal and professional growth and development opportunities for leadership development. The district's intends to revamp its leadership development model using select elements of the Mid-continent Research for Education and Learning (McREL) Balanced Leadership Framework™. This approach will allow the district to customize its leadership development model using solid research-based principles tailored to its unique organizational culture while cultivating a common language for leadership development as well as a collective understanding of McREL's 21 Leadership Responsibilities.

In September of this year, the district entered into a partnership with McREL and school districts from three other states to form the Balanced Leadership Staff Development Consortium. The consortium is designed to give district leaders depth in the Balanced Leadership Framework™ and to set the foundation for the district's leadership development model. In September 2008, six members of the district leadership team participated in the first of several consortium sessions. This four-day session provided interactive dialogue and collegial collaboration with representatives from other school districts from across the country, allowing for the sharing of best practices and discussions on how to best deploy the Balanced Leadership Framework™ within the district. Plans call for these same six individuals to participate in an additional Balanced Leadership Training of Trainers session in February 2009.

As a result of this training, the district will better be able to expand upon the three-year process begun in 2007-2008 of aligning its leadership development components with McREL's Balanced Leadership Framework™. While the district has begun incorporating McREL's 21 Leadership Responsibilities into all components of its leadership development programs, having a cadre of leaders trained to facilitate a variety of related leadership development activities will serve to strengthen the district's leadership development programs by fully integrating McREL's 21 Leadership Responsibilities as the common thread through all levels of leadership development.

### **Next Steps:**

- Complete Balanced Leadership Training of Trainers (February 2009)
- Continue participation in the Balanced Leadership Staff Development Consortium
- More fully incorporate McREL's 21 Leadership Responsibilities into customized leadership development programs such as site-based leadership team training and introductory courses to management and supervision
- Redesign Leadership Development programs and phase in as appropriate

## **Inaugurate Assessment Phase of Cultural Proficiency**

As a progressive and growing school system, the district recognizes the role personalization plays in improving student achievement. Enhanced personalization and its emphasis on cultural awareness directly support the district's overall mission of educating and empowering students to reach their potential. The district's rapid growth, changing demographics, related interactions within the school setting, as well as the community's focus on 100% Graduation all affirm the need for this proactive approach. The deepest levels of personalization must include an understanding of how a student's culture affects his or her achievement. To strengthen this connection, the district began its assessment phase on cultural awareness through a series of facilitated, focused discussions with Principals and Senior Leadership. The results of this assessment will help the district identify ways of strengthening its collective awareness of the role culture plays in the educational environment and to assist in identifying appropriate skill development opportunities for staff to develop/strengthen their awareness of the connection between personalization and cultural understanding.

Beginning in September 2008 and running through December 2008, facilitators from the ALOC Group conducted a focused needs assessment with members of Senior Leadership and the Principals. This facilitated process included discussion/assessment of personal, group, and system awareness to help identify both current strengths and opportunities for improvement for ensuring effective communications and positive interactions in diverse learning environments. The final report and recommendations from the ALOC Group will be published in mid- to late-January 2009, at which time district leadership will determine 'next steps' in developing skill enhancement opportunities for staff to strengthen their collective awareness of personalization and the role culture plays in the educational environment.

### **Next Steps:**

- Review final report and recommendations from focused needs assessment.
- Determine appropriate skill development opportunities to strengthen the connection between personalization and cultural understanding.

# Clarksville-Montgomery County School System 2008-2009



## **D. Engaging the Public In Support of Student Achievement**

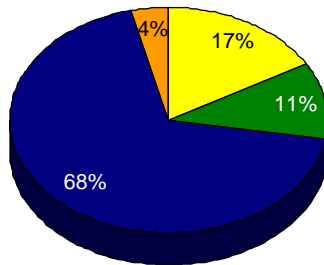
1. Develop Quality Community and Business Partnerships With Schools
2. Develop District Website with Multimedia Features
3. Create Public Feedback Opportunities Through District Website and Other Means

## Engaging the Public in Support of Student Achievement

**Develop quality community and business partnerships with schools.** - Business and organizational partnerships, both existing and new, have become more directly involved in improving student success through the 100 Percent Graduation initiative. New businesses continue to contact and be contacted by the system to become involved. To date, 72 organizations have joined this effort. The 100% Graduation Project Team, comprised of a variety of community members has a goal to sign up 100 community organizations. With the addition of a Community Relations liaison focused on building the program, it is expected to bring enriched results by the end of the school year.

**Develop district website with multimedia features.** - The department worked with Technology last year, collecting data and input for the new website, which was unveiled on August 1. A Web/Video Producer is coming on board in January to initiate the district's web television and offer web-based and downloadable podcast training for staff.

**Create public feedback opportunities through district website and other means.** - A variety of stakeholder feedback opportunities have been offered this school year, beginning with a Connect-Ed survey to all households regarding access to Internet and email. The findings of this survey helped to determine the percentage of printed materials the district provided to students this year. It has led to improved efficiency and cost savings for the district.



**Question:** Internet and email access capability - **Total Responses = 4,976**

**Have it at home = 3,400 (68.3%)**

**Have it at work only = 198 (4.0%)**

**Have it at home and work = 832 (16.7%)**

**No email access = 546 (11.0%)**

**65.3% of Live Deliveries responded**

### **Next Steps:**

- Continue to disaggregate district-wide survey data to identify patterns and opportunities for improved communication.
- Collect electronic feedback through the website on the rezoning plans for Rossview Elementary.
- Conduct future surveys early in the second semester to focus on departmental service feedback and student dress code.
- Continue engagement opportunities through advisory groups, School Board Public Engagement sessions and project teams to include Teacher Retention and 100% Graduation.