Clarksville-Montgomery County School System

2009-10

Strategic Plan End of Year Review

June 2010

2009-2010 Strategic Plan End of Year Review

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Strategic Plan End of 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 twenty-one elementary schools, seven middle schools, and eight high schools, including 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 400 students over the last three years. In an effort to address this growth, two new schools – West Creek High School and Rossview Elementary School – opened in the fall of 2009.

The ethnic make-up of the student population is 61.2% white, 27.6% African-American, 7.7% Hispanic, 2.8% Asian/Pacific Islander, .6% Native American/Alaskan.. The Limited English Proficient (LEP) students comprise approximately 2.6% of the student population. Students with disabilities account for 12.5% of the student population and 47.3% come from economically disadvantaged homes. The average per pupil expenditure was $7,681.00 in 2009, which is below the state average of $8,518.00. As reported on the State Report Card, local contributions to the district budget comprise 32.6% of the funding while the state average for local contributions is 40.2%.

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 2008-2009, the district experienced a nine % gap between African-American (81% proficiency) and White (90% proficiency) students and an eight % gap between Hispanic (82% proficiency) and White (90% proficiency) students in high school 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, smaller classrooms for Algebra I, 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 Southern Association of College and Schools (SACS). This honor distinguishes the district in the State and Southeast as an outstanding district. The district continues to be one of only a few school districts in the nation to attain and maintain ISO 9001 certification. However, budget reductions will eliminate ISO certification in 2010-11.

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.

The 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. 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 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 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

CMCSS Goals and Strategic Work 2009-2010

IMPROVING STUDENT ACHIEVEMENT

- Implement new state curriculum standards
- Increase use of rigor and relevance in all classrooms
- Meet or exceed Federal Adequate Yearly Progress targets
- Increase career technical opportunities
- Implement state high school redesign
- Develop an improvement plan for special education services

IMPROVING EFFICIENCY AND EFFECTIVENESS

- Implement districtwide energy conservation strategies
- Develop a selection model for the identification of quality, student-centered teachers

BUILDING LEADERSHIP CAPACITY

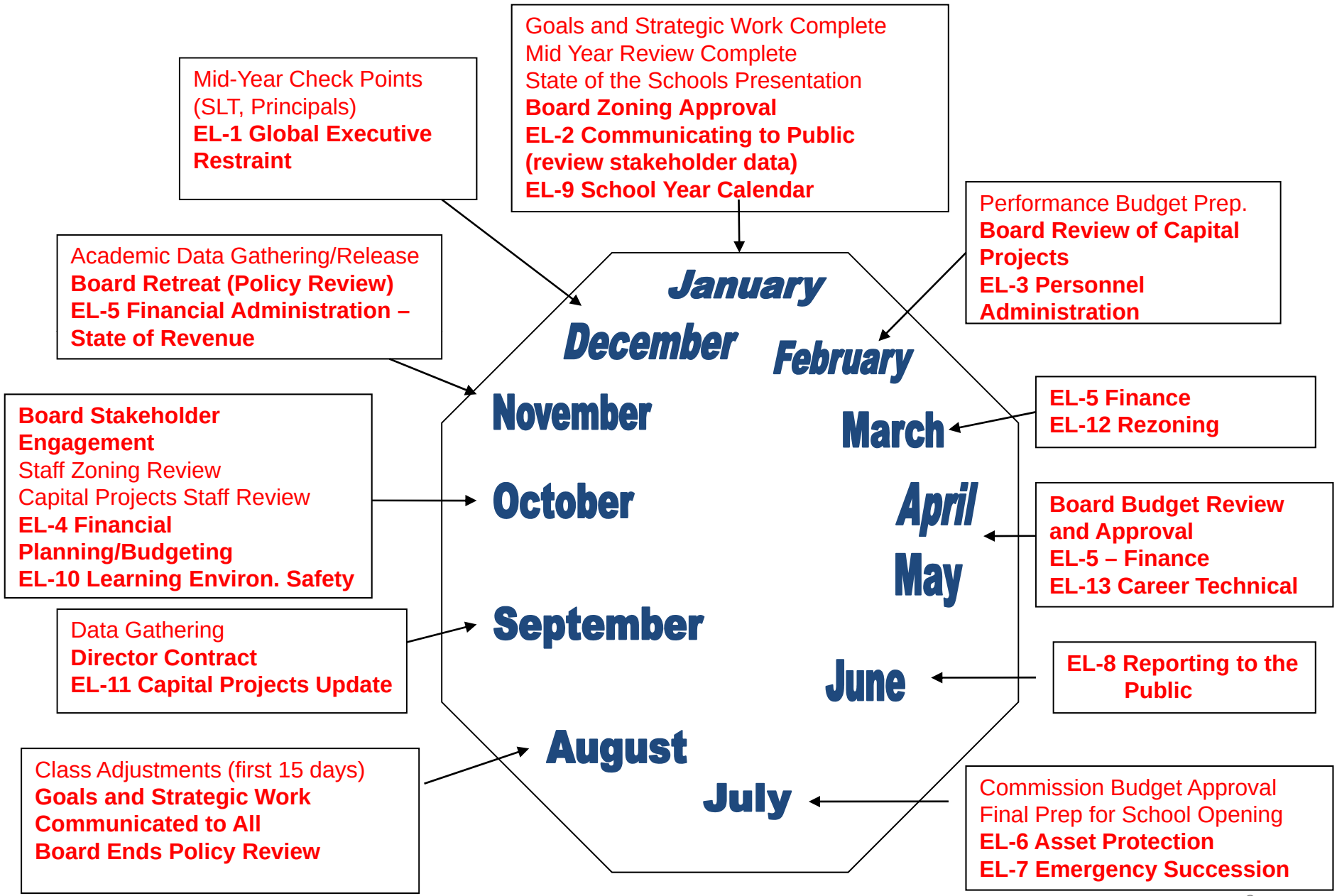
- Expand professional development opportunities for Senior Leadership and Classified employees
- Increase the number of quality applicants for administrative positions

CLARKSVILLE MONTGOMERY COUNTY SCHOOL SYSTEM

ENGAGING THE PUBLIC

- Establish and increase quality community business partnerships
- Expand district website multimedia features
- Provide new public feedback opportunities
- Identify opportunities to increase parental involvement in middle and high schools

District Strategic Planning Cycle



Student Achievement

The district receives an array of standardized criterion achievement and non-academic data from the Tennessee State Department of Education. The 2008-09 TCAP data, made available in July 2009, provided teachers and administrators the opportunity to use the summative achievement data to make appropriately informed decisions regarding student placement and interventions for the 2009-10 school year. Since the inception of the No Child Left Behind Act, the method for reporting school data received from the State Department Of Education 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 state TCAP achievement assessment went through a recalibration process creating a new base line for comparison beginning with the 2008-09 administration. This is the first recalibration since the initial baseline was created utilizing 1999 norm referenced data and criterion referenced data.

The summative reports received from the State were supplemented with benchmark data from the Edusoft Data Management System. These reports, 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. However, AYP reading proficiency data for grades 3 through 8 remained static from 2008 to 2009 with 94% of the students achieving proficiency. This exceeded the State proficiency mean of 91% and the NCLB target proficiency mean of 89%. High school reading/language arts AYP scores from 2008 to 2009 remained somewhat static with 94% of the students achieving proficiency. This equaled the state proficiency mean of 94% 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 91% and significantly exceeded the NLCB target proficiency mean of 86%. High school math AYP scores dropped slightly with 86% achieving proficiency. This was below the State proficiency mean of 89% 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 9% gap existing between proficiency rates experienced by African American (81%) students in comparison to White (90%) students, and 8% gap existing between Hispanic (82%) and White (90%) students.

District level evaluation of Report Card achievement data after recalibration, has revealed a strong beginning with the percent of schools meeting or exceeding the achievement standards across content areas with 100% achieving expectations in reading and science; and 96% achieving expectations in math and social studies. A strong beginning was also revealed in the number of schools exceeding achievement standards in science and social studies with 96% exceeding the achievement standard. Reading performance was moderate with 85% of schools exceeding achievement standards and math followed the trend with 74% of the schools exceeding achievement standards.

District level evaluation of Report Card data, in terms of Value Added after recalibration, has revealed a new baseline for growth as a result of the recalibration. The baseline data revealed that 60% of schools met or exceeded the growth standing in reading, 63% met or exceeded the standard in math and social studies, and 75% met or exceeded the standard in science. The baseline data also revealed that only 25% of the schools exceeded the achievement expectations in reading, 42% of the schools exceeded the achievement expectations in math, 63% of the schools exceeded the achievement standards in science, and 54% exceeded achievement expectations in social studies.

Writing scores were improved district wide. The writing competency level for students, as determined by the State Writing Assessment administered in grades 5, 8, and 11, indicated that 87% of the students achieved competency. This was an improvement of two percent from2009 to 2010. Elementary schools experienced a small negative trend with 83% of 5th grade students achieving competency. Middle and high schools experienced positive growth in percent of students achieving competency with 90% of 8th graders and 88% of the 11th graders meeting the standard. The district's average score in writing improved from a mean of 4.1 to 4.2 on a rubric of 6, with 4.0 – 6.0 identified as competent.

The CMCSS high school graduation rate for 2009 was 90.8%. The graduation rate not only has 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 2008-09 graduation rate of 82.2%, remaining static from 2007-08. The 2008-2009 district graduation rate of 90.8%, a 2.5% improvement over 2007-08, significantly exceeds the district's state target of 82.7%. The district achieved the state NCLB target of 90%, and moved closer to the target of 100%.

ACT scores have remained static in all content areas from 2004 to 2009, though they have remained equivalent or above the state in all content areas. An evaluation of the 2003 through 2009 ACT scores revealed that reading mean scores have remained static at 20.4. Math ACT scores have remained static at 19.8. Science ACT scores have moved from 20.5 to 20.8. Composite scores have improved from 20.4 to 20.7.

ACT 2008-2009 Value Added scores for graduating seniors revealed that although ACT scores remain static, students are experiencing greater than expected growth for science with a predicated score of 20.37 an observed score of 21.06, for reading with a predicted score of 20.90 an observed score of 21.55, for math with a predicted score of 19.65 an observed score of 20.00, and for the composite with a predicted score of 20.45 an observed score of 20.96. This trend has occurred for three years across all assess areas.

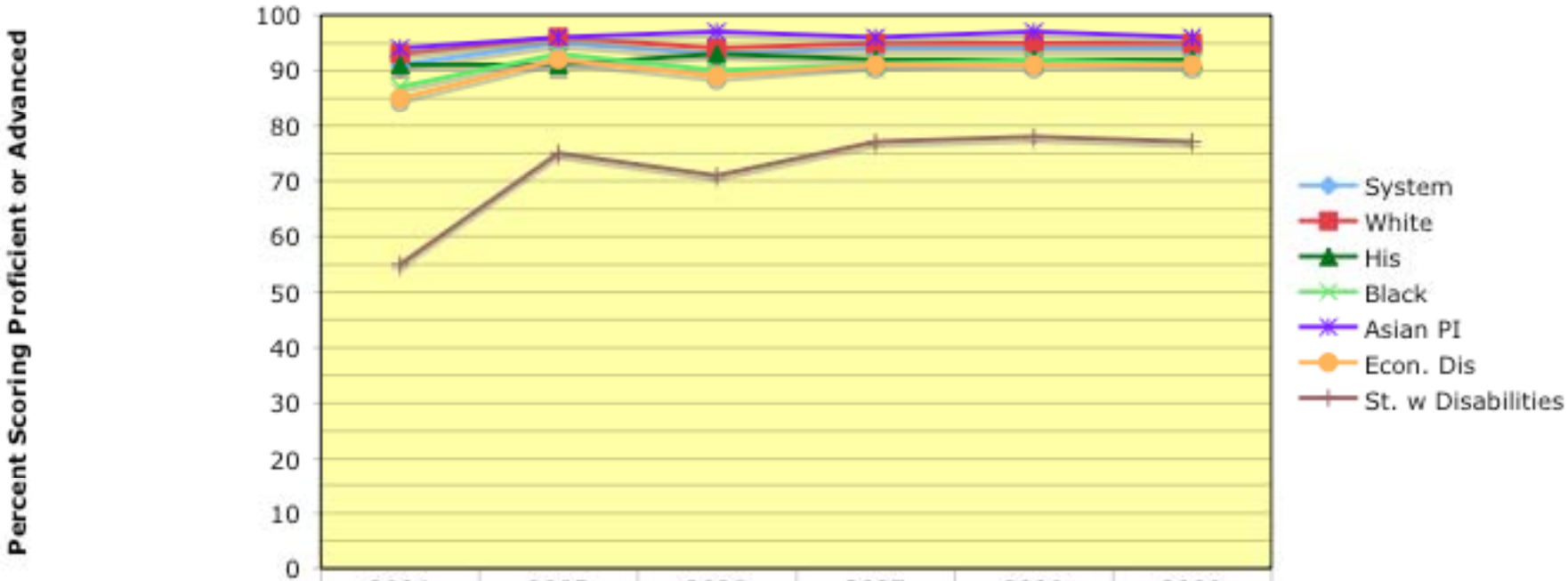
The Tennessee Legislature mandated in 2008-09 that all 11th grade students would complete the ACT in the spring each year. The baseline data for the first CMCSS group to participate revealed an average score of 17.8 in English, 18.4 in math, 19.5 in reading and 18.8 composite score. The percent of students meeting the college readiness benchmarks was 50% for English, 20% for math, 41% for reading, 15% for science, and 10% meeting all four of the content readiness standards.

	2008-09 Achievement			
	Rdg	Math	Sci	SS
CMCSS	B	B	A	A
Percent of Schools equaling or exceeding achievement standards (C,B, or A)	100%	96%	100%	96%
Percent of Schools exceeding achievement standards (B or A)	85%	74%	96%	96%

CMCSS Report Card Value Added 2008-09				
	2008-09 TVAAS			
	Rdg	Math	Sci	SS
CMCSS	C	C	B	C
Percent of Schools equaling or exceeding expected growth (C,B, or A)	67%	63%	75%	63%
Percent of Schools exceeding expected growth (B or A)	25%	42%	63%	54%

Source: CMCSS 2008-09 State Report Card: 2009 EVAAS Site
Created 10.2009 Sucharski,Tomes

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

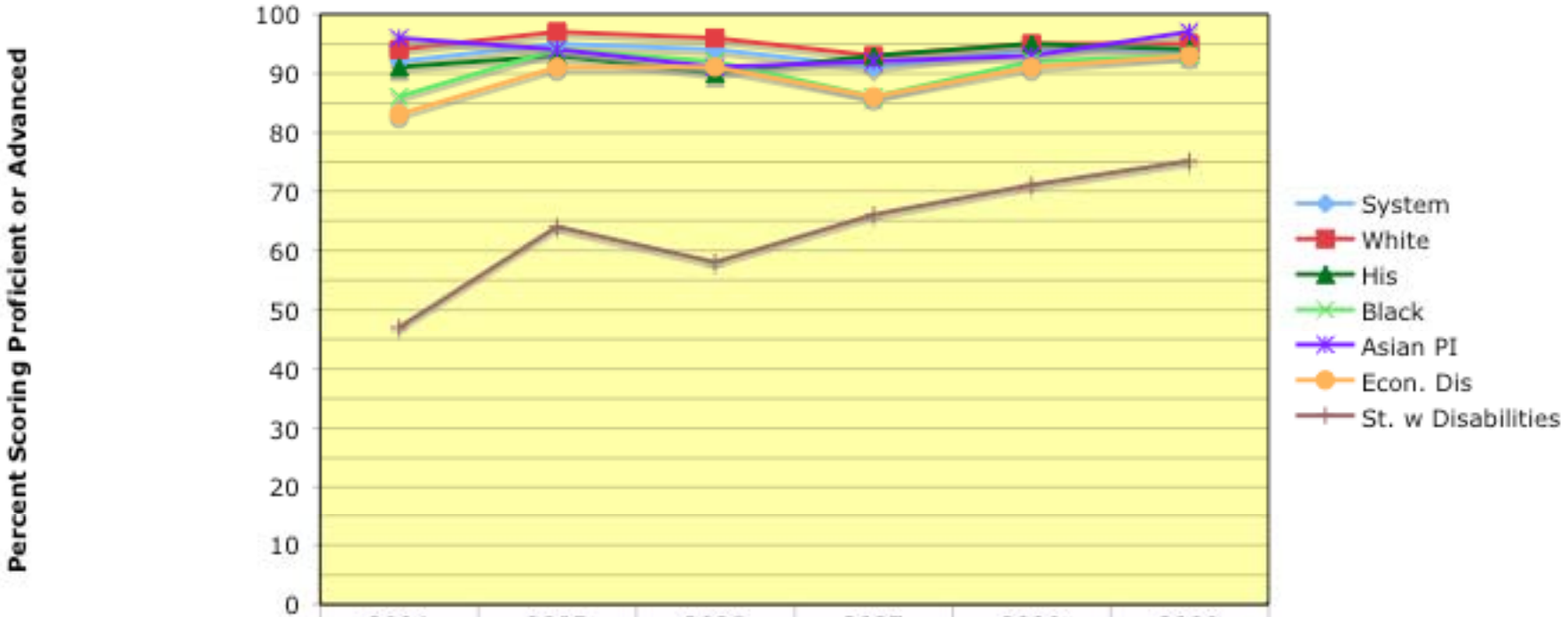


	2004	2005	2006	2007	2008	2009
System	91	95	93	94	94	94
White	93	96	94	95	95	95
His	91	91	93	92	92	92
Black	87	93	90	91	92	91
Asian PI	94	96	97	96	97	96
Econ. Dis	85	92	89	91	91	91
St. w Disabilities	55	75	71	77	78	77

Year of Assessment

Source:: 2003-2009 CMCSS TCAP AYP Data
Created 8.1.2008 Sucharski.Tomes

High School Percent Scoring Proficient or Advanced in Language Arts

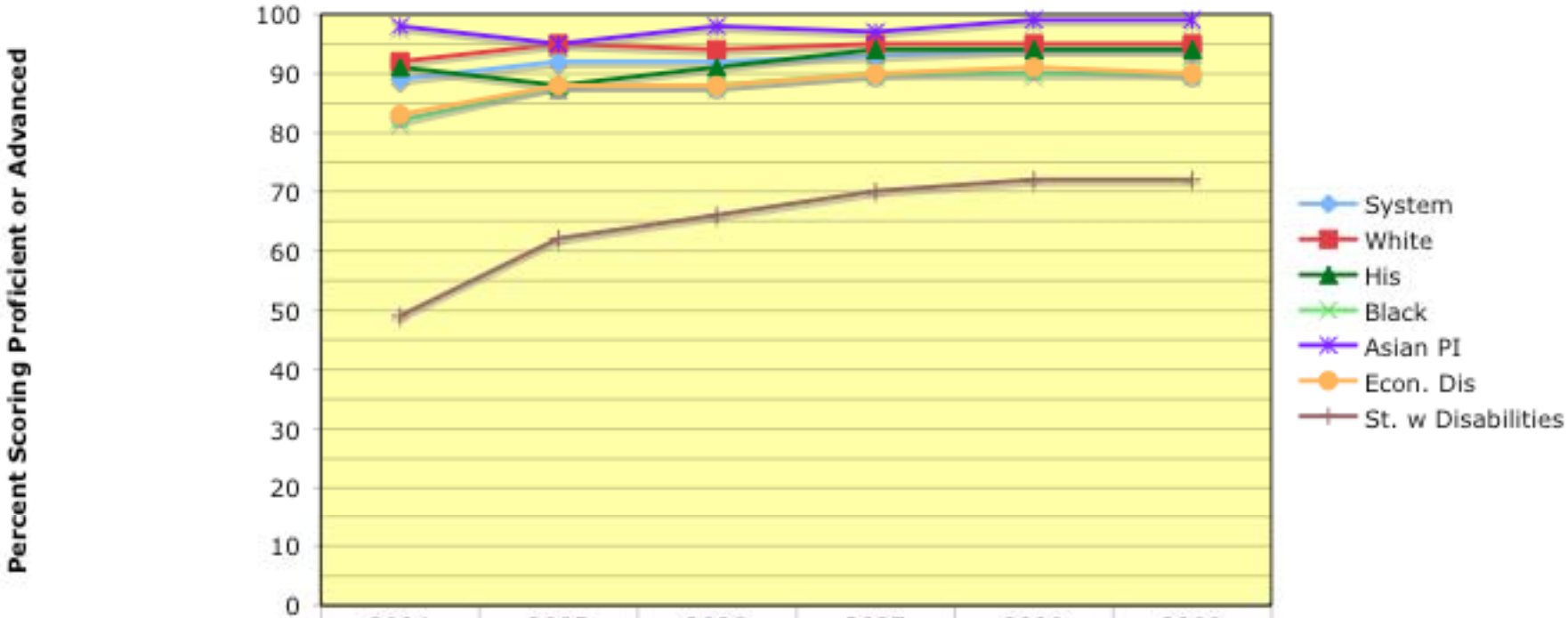


	2004	2005	2006	2007	2008	2009
System	92	95	94	91	94	94
White	94	97	96	93	95	95
His	91	93	90	93	95	94
Black	86	94	92	86	92	93
Asian PI	96	94	91	92	93	97
Econ. Dis	83	91	91	86	91	93
St. w Disabilities	47	64	58	66	71	75

Year of Assessment

Source:: 2003-2009 CMCSS TCAP AYP Data
Created 8.1.2009 Sucharski.Tomes

Elementary/Middle School Percent Scoring Proficient or Advanced in Math

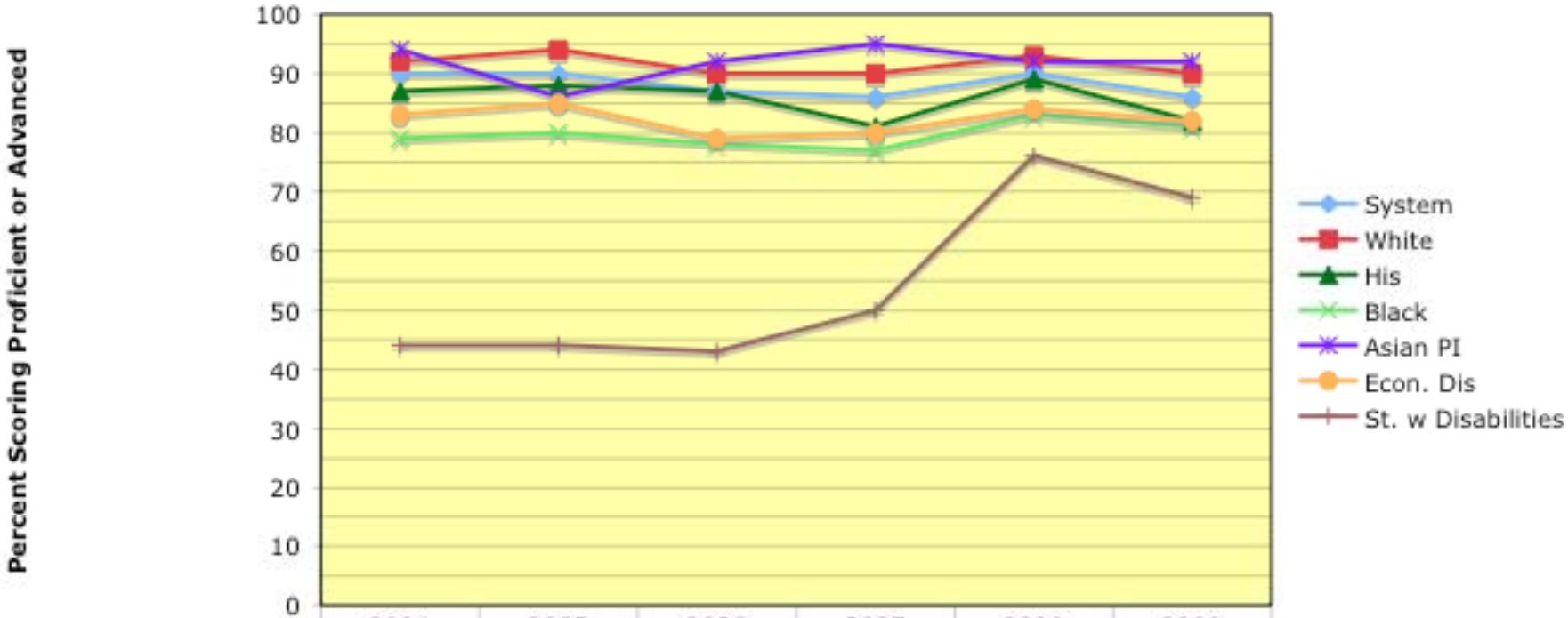


	2004	2005	2006	2007	2008	2009
System	89	92	92	93	94	94
White	92	95	94	95	95	95
His	91	88	91	94	94	94
Black	82	88	88	90	90	90
Asian PI	98	95	98	97	99	99
Econ. Dis	83	88	88	90	91	90
St. w Disabilities	49	62	66	70	72	72

Year of Assessment

Source:: 2003-2009 CMCSS TCAP AYP Data
Created 8.1.2009 Suchanski Tomes

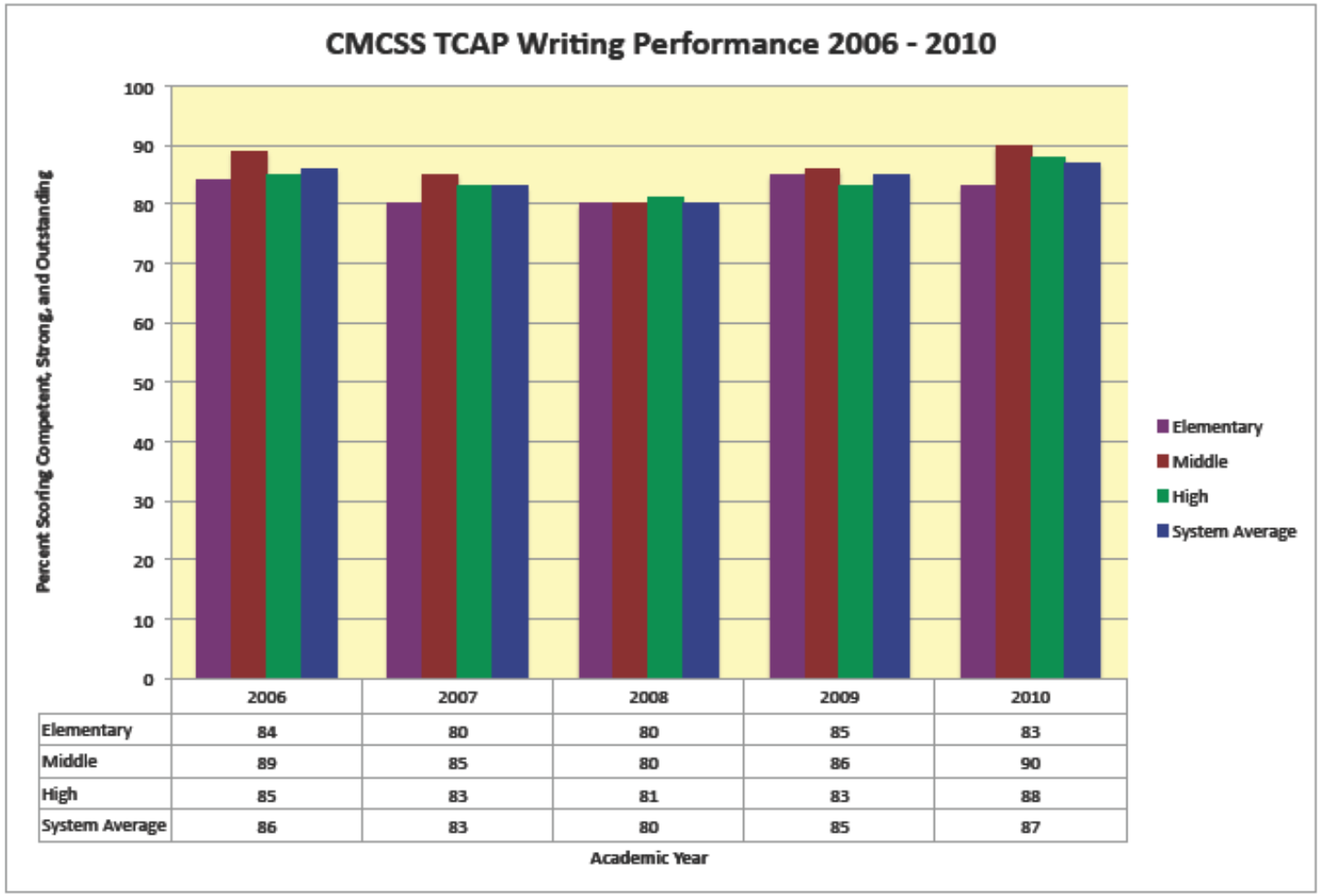
High School Percent Scoring Proficient or Advanced in Math



	2004	2005	2006	2007	2008	2009
System	90	90	87	86	90	86
White	92	94	90	90	93	90
His	87	88	87	81	89	82
Black	79	80	78	77	83	81
Asian PI	94	86	92	95	92	92
Econ. Dis	83	85	79	80	84	82
St. w Disabilities	44	44	43	50	76	69

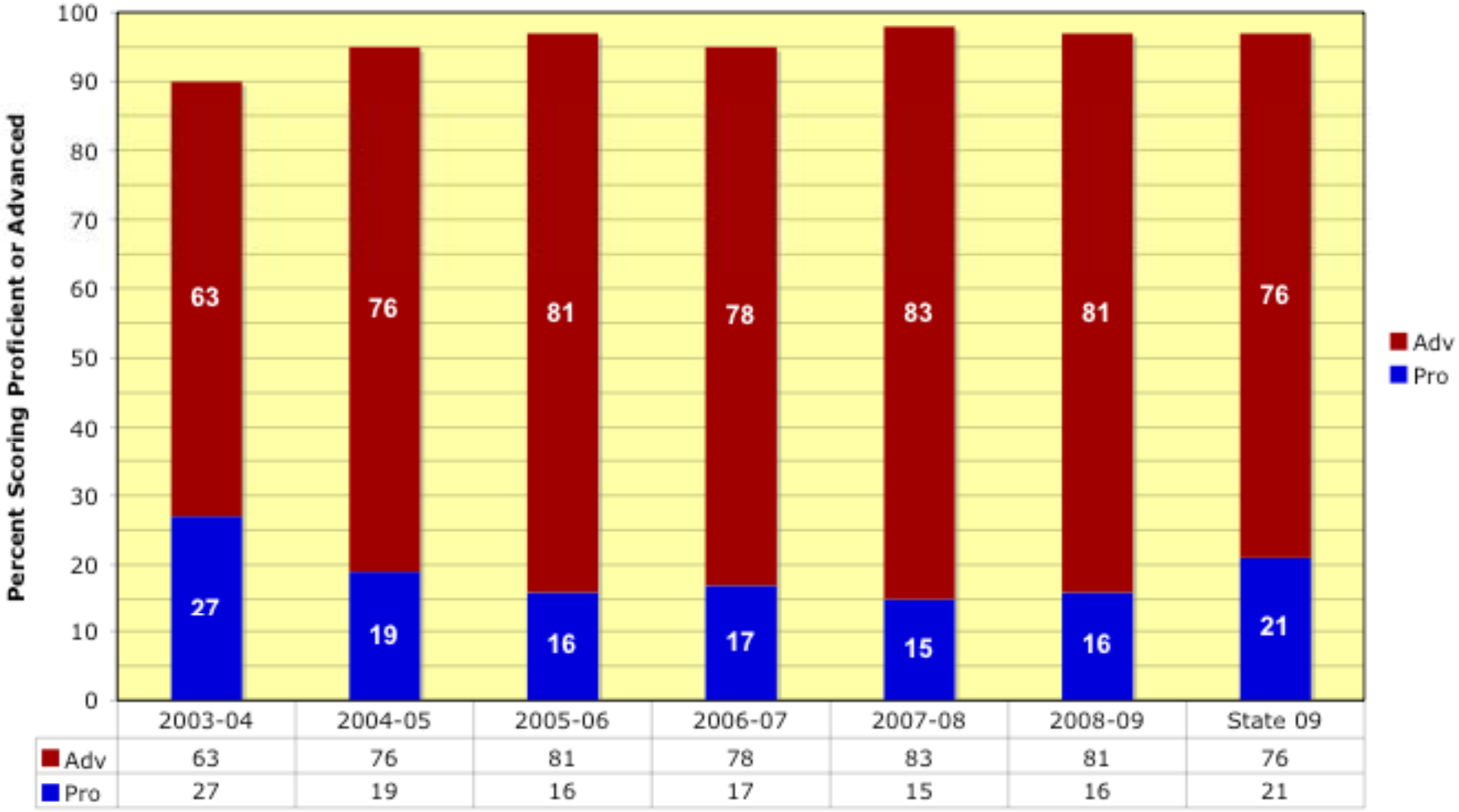
Year of Assessment

Source:: 2003-2009 CMCSS TCAP AYP Data
Created 8.1.2009 Sucharski.Tomes



	2006	2007	2008	2009	2010
Elementary	84	80	80	85	83
Middle	89	85	80	86	90
High	85	83	81	83	88
System Average	86	83	80	85	87

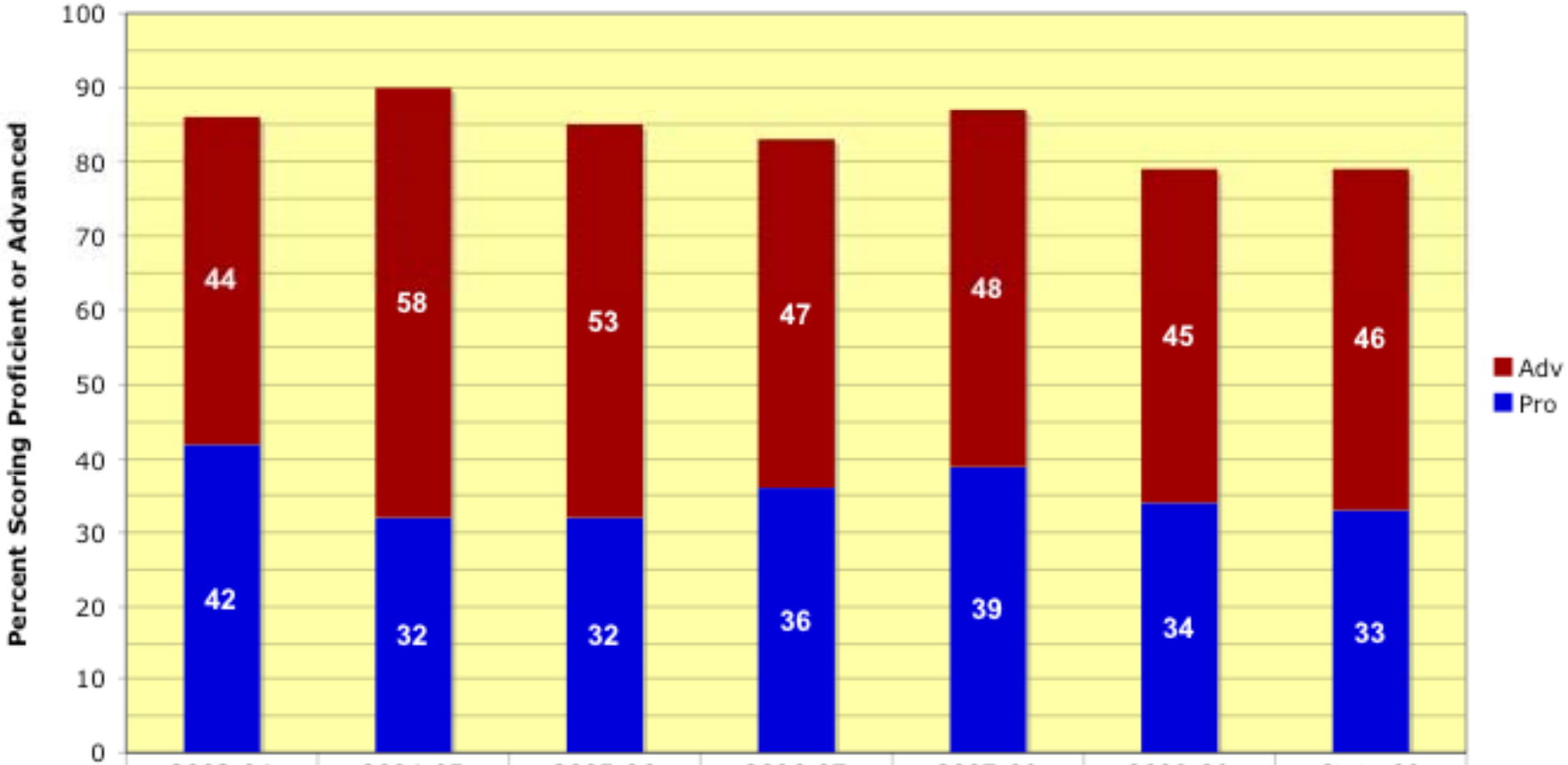
CMCSS Gateway Language Arts 2003 - 2009
Percent Scoring Proficient and Advanced



	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	State 09
Adv	63	76	81	78	83	81	76
Pro	27	19	16	17	15	16	21

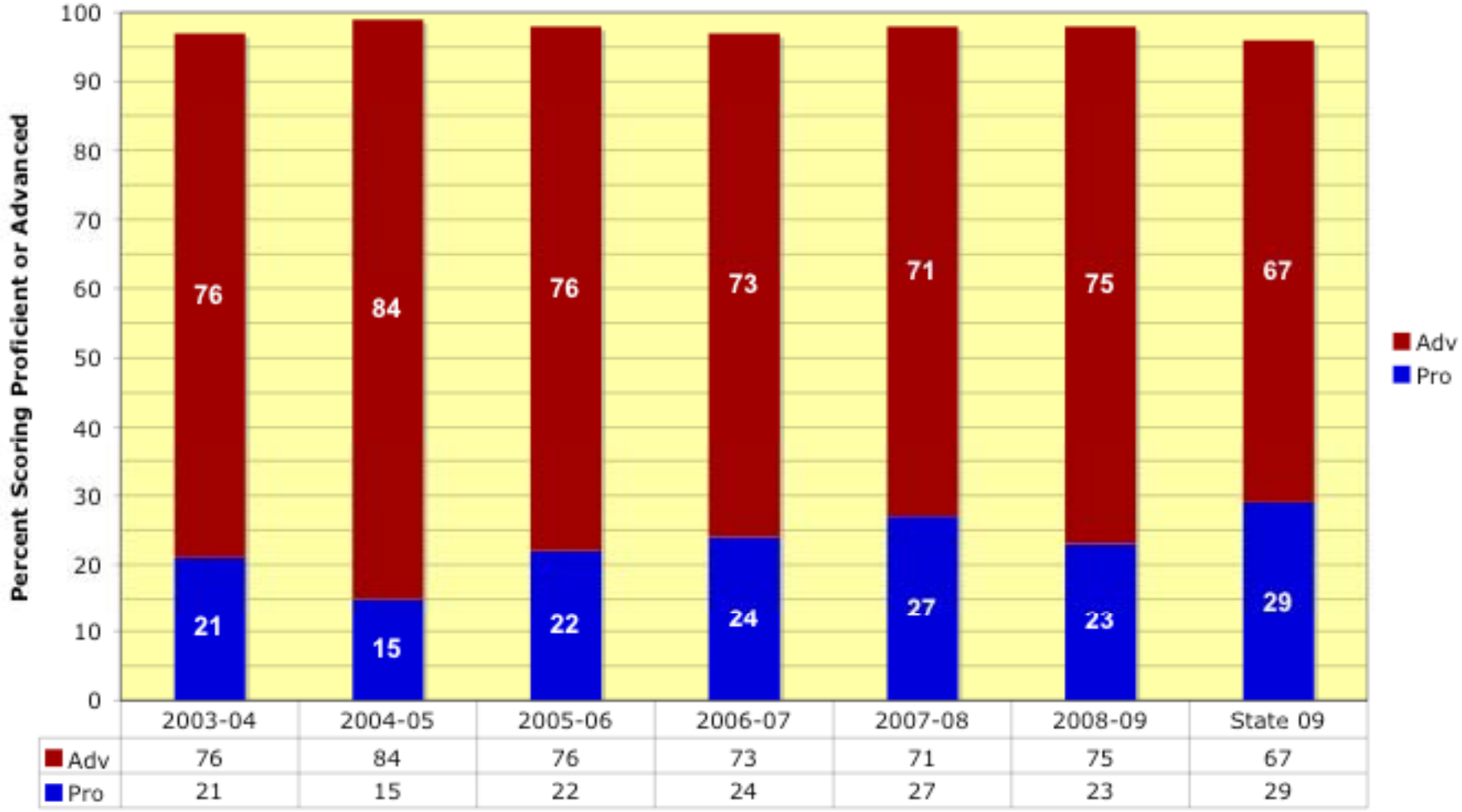
Source: 2003-09 Gateway CRT/AYP Reports
Created: 10.2009 Sucharski.Tomes

CMCSS Gateway Math 2003 - 2009
Percent Scoring Proficient and Advanced



Source: 2003-09 Gateway CRT/AYP Reports
Created: 10.2009 Sucharski.Tomes

CMCSS Gateway Science 2003 - 2009
Percent Scoring Proficient and Advanced



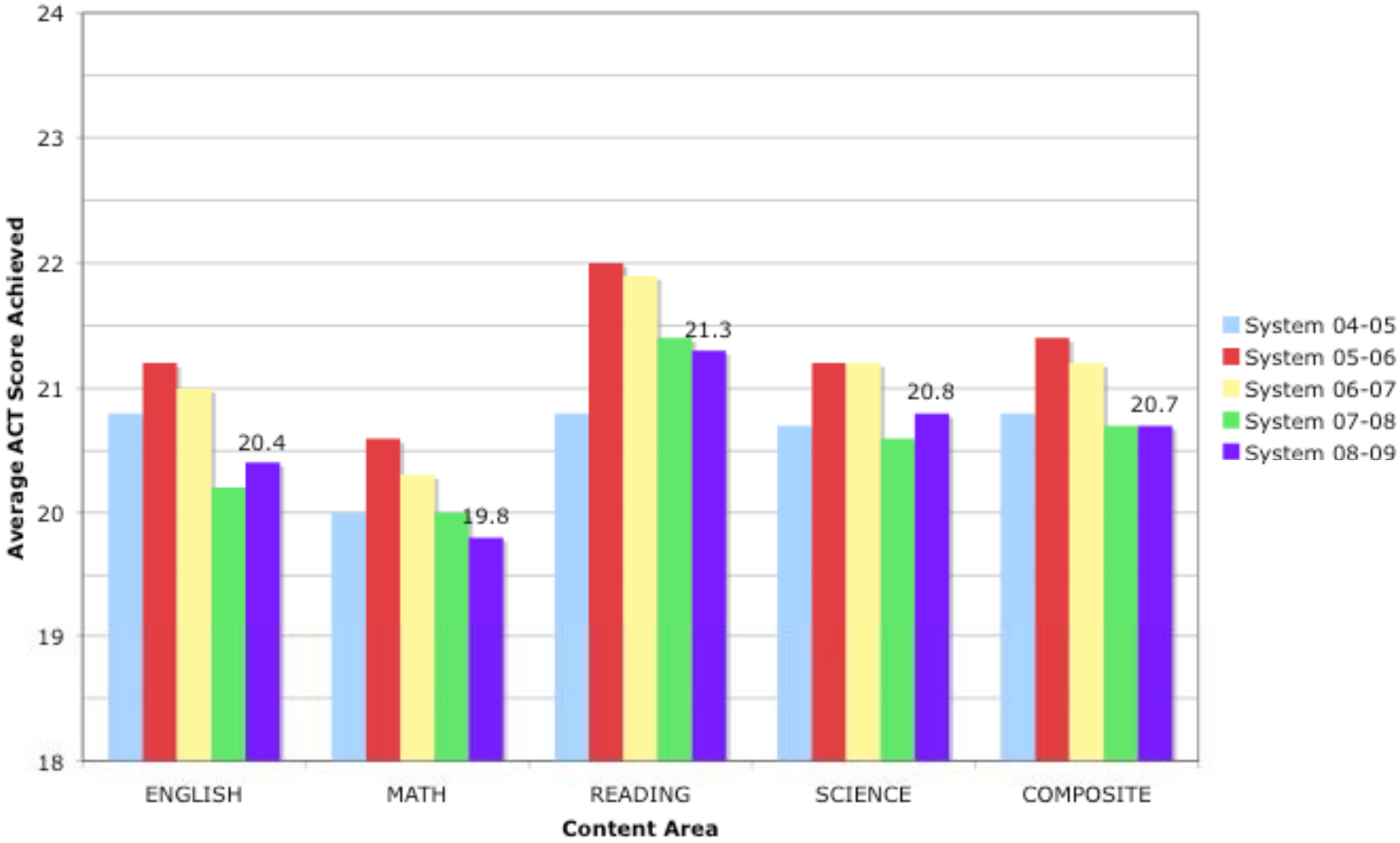
Source: 2003-09 Gateway CRT/AYP Reports
Created: 10.2009 Sucharski.Tomes

CMCSS AYP Graduation Targets and Actual Graduation Rates											
School Year	**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%	90.78%					
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:8.28.09 Sucharski.Tomes
Source: CMCSS AYP Graduation Data

CMCSS AVERAGE ACT SCORES FOR GRADUATES 2004-2009



Source: CMCSS ACT Data 04-09
Created: 9-14-09 Sucharski.Tomes

Clarksville-Montgomery County School System
2009-2010

Strategic Plan End of Year Review

II. Review of Strategic Goals

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

Clarksville-Montgomery County School System
2009-2010

A. Improving Student Achievement

1. Implement new state curriculum standards
2. Increase use of rigor and relevance in all classrooms
3. Meet or exceed Federal Adequate Yearly Progress targets
4. Increase career technical opportunities
5. Implement state high school redesign
6. Develop an improvement plan for special education services

Implement New Curriculum Standards

Feedback from principals, consulting teachers, and academic coaches indicates that many teachers are now familiar with the new curriculum standards. Staff development continues to be provided for teachers on effective implementation. Many teachers have taken advantage of the range of staff development opportunities offered during the past year on the new curriculum standards

The revised standards-based classroom rubric is complete. The rubric is used for guidance for teachers and administrators as a data collection tool to track progress in implementation.

The curriculum scope and sequence continues to be revised to reflect practitioners suggestions for improvement. The new Curriculum Navigator software program is rebuilt to be more user friendly and has more capacity. The curriculum is available on the Navigator and on the district website.

Benchmark assessments also are revised. Data from the 2009-2010 benchmarks indicate that there are many challenges in student learning with the implementation of new standards, but principal and teacher feedback has been positive regarding the ability to meet the challenge.

Next Steps

- Continue to provide resources to support teachers as they learn the new standards and implement them with their students.
- Analyze data from a variety of sources to follow student achievement and inform instruction and support.

Increase Use of Rigor and Relevance in All Classrooms

Principals at all levels have continued the integration of rigor and relevance in all classrooms this year. 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 teachers' proficiency applying rigor and relevance so they are better able to plan for training and development by quadrant needs of individual teachers, as well as, their staff. In doing so, principals will garner a deeper understanding of their teachers' instructional strengths and weaknesses as they provide feedback and develop plans for "next steps" in their schools' staff development.

Principals report in their academic conferences and at level directors' discussions, there is a much greater understanding of rigor and relevance in their schools. Teachers are developing lesson plans based on the Rigor and Relevance Framework. Principals attribute this greater application of rigor and relevance to professional development, monitoring, expectations, and the new more rigorous state standards. 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 they can already see improvement as they work to embed rigor in classrooms. Relevance seems to be the more difficult component for the high schools and middle schools as they assist students applying their learning to new and different situations. Relevance concerns for the elementary teachers are being able to integrate the learning across content areas.

Principals routinely calculate the number of teachers operating in each quadrant to determine proficiency. Principals conduct academic conferences, observation conferences, and provide walkthrough feedback with teachers to discuss strategies to provide lessons in the appropriate quadrant in order to meet the district's expectation for proficiency.

Next Steps:

- Principals will continue to make observations and determine quadrants at which teachers are instructing with regard to embed rigor and relevance.
- Staff development will be differentiated to meet teachers' needs to focus on increasing rigor and relevance through practice and through teacher collaboration and sharing and will emphasize matching instruction to more rigorous state standards.
- Professional learning communities continue to increase knowledge of rigor and relevance through guided practice, study of actual lessons, and continued development of lessons utilizing the rigor and relevance framework as district work begins on assessment.
- End of year summary data will be compared to mid-year data in order to determine percent of change in amount of instructi on being delivered at higher level quadrants.

Meet or Exceed Federal Adequate Yearly Progress Targets

The district is currently "targeted" under NCLB for students with disabilities in reading. Three schools, Northeast Middle School, Richview Middle School, and Northeast High School are "targeted" in the area of math for the students with disabilities subgroup. Kenwood Middle School is in "school improvement one" for students with disabilities in math. The district's goal is to have no schools identified through NCLB so a more intensive approach was given to the identified schools, as well as, identifying the areas of need for other schools to prevent their identification. This is being accomplished through a number of initiatives.

One initiative that demonstrated early success was the use of federal stimulus funds. These funds were used to increase the support to schools through additional inclusion teachers, teacher support, research-based intervention programs, and Just-in-Time trainings for identified areas of need. In addition to the support to the schools, a more frequent and intensive monitoring of programs and strategies was implemented. Accommodations for special education students was also a priority as the district provided training for special and general education teachers on the use of appropriate accommodations, monitoring IEP documentation for accommodations, and monitoring accommodations used in the classroom.

A number of Just-in-Time Trainings were offered for teachers on specialized topics to include autism, crisis intervention, data analysis and interpretation, and content application. School leaders have been trained in the previously mentioned topics and also program implementation and monitoring. Prioritized support was offered by the consulting teachers and academic coaches for the identified schools with time and other resources. They offered specific staff developments and modeling on an as needed basis. The topics were driven by principal request and data analysis. There were 271 offerings provided this year. Kenwood Middle School received targeted assistance from all of the district's resources. They received all of the above-mentioned support, as well as services and trainings on placement of students, program and student intervention, and response to intervention.

One other subgroup which was monitored closely was English Language Learners. The district completed an intensive evaluation of the program to determine the existing resources and what is needed to improve the program to better meet the needs of the ELL students. Principals and assistant principals were given a brief overview of the ELL program and a model classroom in April. Continued professional development will continue for teachers and school leaders during the 2010-2011 school year as full implementation of the CMCSS ELL program begins.

Next Steps:

- Continue the focus on the targeted and school improvement schools.
- Continue the Just-in-Time trainings.
- Continue the frequent monitoring of programs.
- Implement a district ELL program.
- Offer summer staff development based on current and end-of-year data analysis.

Increase Career/Technical Opportunities

The district has continued to increase Career/Technical Education (CTE) opportunities by offering Technology Engineering at both Clarksville High School and West Creek High School. Construction Carpentry was added at Kenwood High School, and HVAC was expanded to West Creek High School. In addition, several existing programs were brought up to current industry standards through an infusion of new equipment and materials—such as Cosmetology at Northwest High School and software upgrade to Microsoft Office 2007 and Adobe Creative Suite 4 (enhanced applications for desktop publishing, graphic communications, and web design) in all business programs.

Industry certifications are currently being offered in Construction Carpentry, HVAC, and Microsoft Office 2007. New industry certifications added this year include Adobe Associates for Web Design, Adobe Photoshop for Graphics Communication and ServeSafe for Family Consumer Science. Work-based learning opportunities continue to grow as the community becomes more involved in the district's goals. Dual enrollment is now available at high schools in Agriculture, Business, Criminal Justice, Family & Consumer Sciences, Health Science, Media, and Visual Communications.

Career awareness in both middle and high schools has been emphasized in order to facilitate decision-making by students for the new high school policy graduation requirements. Interest inventory data has been made more readily available to students and administration.

An extensive review of current programs has indicated a need to update programs to be "industry current", to increase industry certifications and dual enrollment, and to provide additional professional development for CTE teachers. Future growth of programs, especially in the area of STEM (science, technology, engineering, and mathematics), will require additional CTE teachers.

Next Steps:

- Survey schools to determine new program viability.
- Facilitate growth of Technology Engineering at existing high schools.
- Continue upgrade of automotive program for NATEF certification.
- Increase industry certifications and dual enrollment opportunities to cover all CTE programs.
- Work with industry in the community to arrange for apprenticeship opportunities.
- Continue to educate school personnel about career/technical education.
- Provide additional professional development for teachers to maintain industry-current standards.
- Upgrade Health Science programs to include a Forensics Lab, CAN Certification, and EMS First Responder Certification.

Implement State High School Redesign

In compliance with State requirements, Clarksville-Montgomery County School System instituted High School Redesign by providing a more rigorous and relevant curriculum for high school students, as well as raising proficiency and academic performance standards for all students during the 2009-2010 school year.

Principals and Consulting Teachers met to discuss and clarify course sequence selections available for regular and special education students. Alternative assessments also were introduced to principals as a means to help special education students meet state assessment expectations. Consulting Teachers conducted side-by-side comparisons of new/old standards with principals and teachers in preparation for upcoming state assessments.

Prior to implementation, the District's Lead Counselor and School Counselors developed the academic catalog and course sequence guide, to include graduation requirements. Counselors reviewed the course catalog with 8th grade students and parents in the spring, new end-of-course assessment schedules were designed, and six-year education plans were established. Administrators and Counselors met with students again in the fall at Freshmen Orientation. There are two sets of graduation requirements in high school with entering freshmen required to meet the new state graduation requirements of 22 credit units. In addition, a P.E. equivalency process was developed for students to receive .5 credit units for participation in approved after-school activities. This is an additional option for these students to earn credits required for graduation. Students returning in 2010-11 as juniors and seniors will finish under the old graduation requirements of 20 credit units and achieving proficiency on the three identified Gateways. All high school course catalogs were placed on the web for public viewing and accessibility.

Next Steps:

- Principals and their teams will design a schedule to provide students with more options/time to earn the 22 credit units necessary to meet graduation requirements, as well as, provide students with **time** for interventions when needed.
- Presently, personal finance can be taught in content areas. Future plans include placement of personal finance within the graduation sequence that is most effective for students.

Next Steps at State Level:

- Development of the fourth year math courses for students who do not meet the ACT benchmarks

Develop an Improvement Plan for Special Education Services

A CMCSS goal for Improving Student Achievement in 2009-2010 was to develop an improvement plan for special education services. After a review of CMCSS current practices and staffing in special education and studying districts of similar size, it was determined that increased personnel were needed in order to better serve students with disabilities. Specifically, more resource teachers and educational assistants in the elementary grades to increase the percentage of special needs students scoring advanced and proficient in reading and math. In middle and high school to increase the percentage of special needs students scoring advanced and proficient in science and social studies. Additionally, itinerant gifted teachers for the elementary grades were needed to increase the percentage of gifted students scoring advanced in math and reading/language arts. Personnel also were needed to provide support to teachers and administrators in the areas of behavior support, assistive technology, transition, special education compliance and best practices.

Increased intervention programs for math, reading and writing were also seen as needs, along with assistive technology equipment, testing materials and instructional supplies. Sensory integration materials and increased community field trips were needed to increase the percentage of special needs students scoring advanced and proficient for TCAP Alt portfolios. Professional development/training needs for teachers and administrators were identified and included trainings in the areas of behavior management, data collection and use, autism, gifted instruction, assistive technology, tiered instruction, inclusion, differentiated instruction and reading and math interventions.

The ARRA Stimulus Funds allowed the district to hire a secondary transition coordinator, behavior coordinator, three additional behavior consultants, five itinerant elementary gifted teachers, an assistive technology consultant, 19 additional resource teachers, and a social worker for a behavior support classroom. Testing materials for all speech language therapists were updated, all special education teachers were given instructional supply money, and equipment was purchased for assistive technology, OT and PT. Math, reading and writing interventions were purchased and training has been provided to teachers and administrators in the identified areas of need.

Next Steps:

- CMCSS will continue to staff the additional positions.
- Principals and teachers will continue to be surveyed for professional development/training needs, and trainings will be provided in the targeted areas. Follow-up coaching for specific trainings will be provided. Training for educational assistants will be provided.
- Intervention programs will be monitored and additional materials and training provided as needed.
- A district vision and definition of inclusion services will be developed and training provided for appropriate and successful inclusive practices.

Clarksville-Montgomery County School System
2009-2010

B. Improving Efficiency and Effectiveness

1. **Implement districtwide energy conservation strategies**
2. **Develop a selection model for the identification of quality, student-centered teachers**

Implementing District Wide Energy Conservation Strategies

Annually, CMCSS consumes approximately 50,671,649 KWH of electricity; 450,000 gallons of low sulfur diesel fuel; 77,640,200 gallons of water & sewer; 674,077 CCF of natural gas; and 16,096 gallons of propane gas. The annual cost of these energy and utility purchases exceeds $6,000,000.

Strategic initiatives of 2009/2010 led to the implementation of the District's initial energy conservation policies and implementing procedures including a set point temperature policy and start up and shut down work instructions for our custodians and food service workers. It also consisted of a district-wide SMART ENERGY CAMPAIGN which included establishing Energy Champions at each school and support facilities and an energy conservation competition among schools. These initiatives, along with mild fall weather, appear to have reduced energy/utilities usage by 5% in the final quarter of 2009-2010. Overall utilities consumption was down compared to 2008-2009, even though two new schools were opened this year.

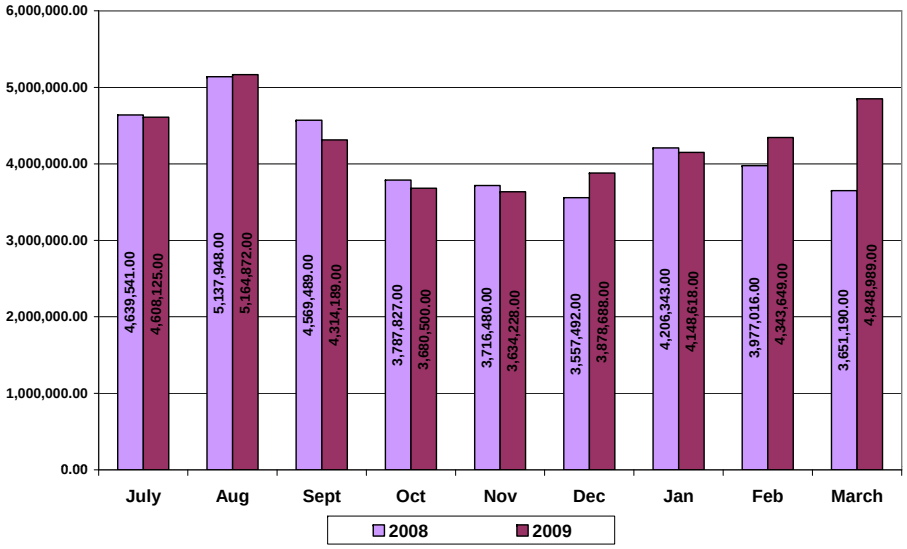
The CMCSS Facilities Department will continue to improve the Energy Management Program by involving stakeholders through the CMCSS Energy Management Team and Energy Champions. The Facilities Department will coordinate the efforts of these groups over the next academic year.

Next Steps:

- Continue efforts to follow established energy policies and work instructions and ensure swift responsiveness to HVAC work orders by the Building Maintenance Department.
- Expand the CMCSS Smart Energy Campaign for Going Green by establishing energy committees at each school and establishing energy use goals for each building.
- Continue monitoring progress against established benchmarks and report to stakeholders the savings.

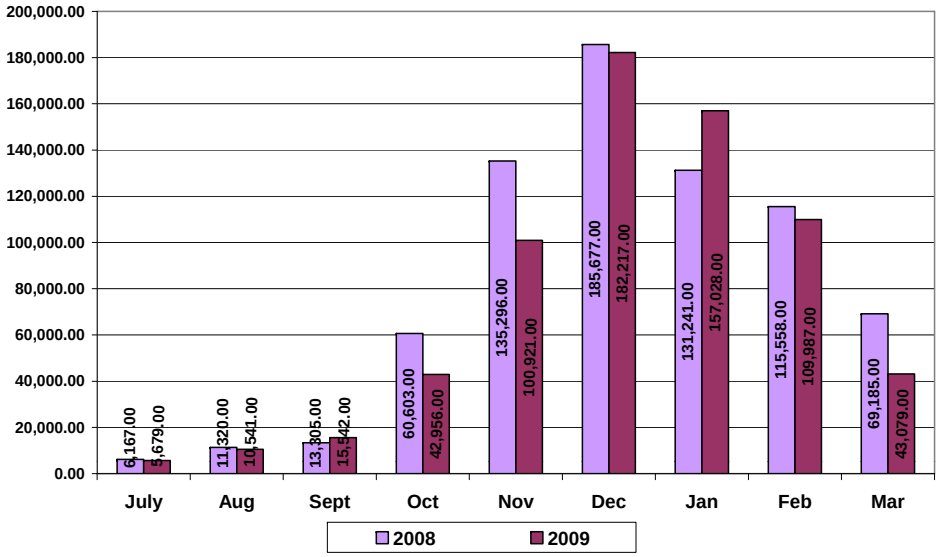
Facilities Department
Utilities Usage

Facilities Department
Electricity KWH Usage



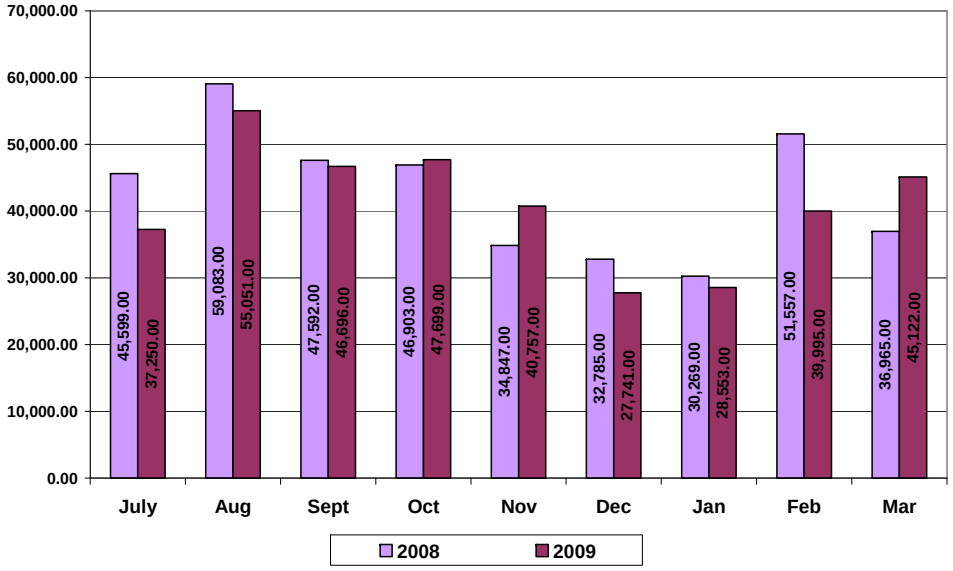
1,378,532.00	More KWH Used Than Last Year

Facilities Department
Natural Gas CCF Usage



60,402.00	Less CCF Used Than Last Year

Facilities Department
Water/Sewer Gallons Usage



16,736.00	Less Gallons Used Than Last Year

Electricity Usage	
1,378,532.00	More KWH Used Than 2008
Natural Gas Usage	
60,402.00	Less CCF Used Than Last 2008
Water / Sewer Usage	
16,736.00	Less Gallons Used Than 2008

Develop a Selection Model for the Identification of Quality, Student-Centered Teachers

Staffing is the collective process of recruiting, selecting, and retaining employees. The district staffing model is built upon the concept of "Retention First Staffing". The strategy is to identify those employees who are successful in their respective roles and to not only retain those employees, but also use them as a model for future staffing. Recruiting and selection processes follow this leading strategy by using tools that identify potential employees and leaders who demonstrate the characteristics that are predictive of excellence.

To accomplish this ideal strategy, CMCSS must first determine the common characteristics that excellent teachers and leaders share. Once it is determined which indicators correlate with excellence in teaching and administration, CMCSS can implement a selection model using these characteristics.

Baseline Data Collection

During the last several school years, CMCSS has used Ventures for Excellence as an interview and screening tool for both teachers and administrators. This tool has allowed Human Resources to analyze the ideology of the applicants relative to the position they were seeking. For teachers, the tool measures student vs. teacher focus ideologies. 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 those who are able to work effectively with parents, other teachers, administration, and district staff. For administrators, the tool measures collaborative leadership techniques and unique, intrinsic motivational methods versus autocratic or leader-driven styles of management. The goal is to identify leaders who see collaboration as a necessity, who empower others to succeed, and who find professional satisfaction through the motivation and growth of others. CMCSS administrator applicants are also screened using a second tool, the Haberman Star Administrator, which measures ability and philosophies of leaders working with diverse student populations in urban and/or poverty environments.

The quantitative data gained from the Ventures for Excellence and Haberman interview and screening tools were combined with other information in the application process to make selections for leadership and teaching positions. This multi-year process has set the foundation for a baseline set of data that can now be compared to actual performance in the classroom and in administrative roles. Using multi-variable trend analysis, CMCSS can compare performance excellence to selection characteristics such as results of the Ventures and/or Haberman, GPA, and experience. Those areas where excellence and selection characteristics correlate will be the best indicators of excellence and will be used as the foundation of the selection model for teachers and administrators.

The administrator data comparison has been completed and the analysis of the multi-variable correlations have been established. The teacher selection characteristic data has been collected and data relative to performance has been recorded. Once this analysis has been completed, the district will have a data-driven method by which teachers and administrators will be selected.

Selection Model Next Steps:

- Complete performance versus selection characteristic analysis for teachers.
- Incorporate results of administrator analysis into the development of an administrator screening process.
- Partner with a new company that is developing a structured screening tool for the identification of student-centered teachers.
- Participate in pilot program for a new selection tool being developed by above-mentioned company.
- Complete development of new selection model.

Clarksville-Montgomery County School System
2009-2010

C. Building Leadership Capacity

1. **Expand professional development opportunities for Senior Leadership and Classified employees**
2. **Increase the number of quality applicants for administrative positions**

Expand Professional Development Opportunities for Senior Leadership and Classified Employees

Senior Leadership:

Senior Leadership development is critical to the continued improvement of the school district. Dr. Larry Coble, President of School Leadership Services and Executive Director of the Piedmont Education Consortium, led the district executive leadership development efforts. During the first half of this year, Dr. Coble conducted individual sessions with each cabinet member to lay the groundwork for executive coaching and leadership development of the Senior Leadership Team (SLT). The goals of this training are to open lines of communication across levels of leadership and to improve the dialogue, trust, and efficiency of the Senior Leadership team in their meetings and in their work together so there is true intra-departmental cooperation and optimum Director-Cabinet relations.

In addition, Dr. Coble conducted the Denison Organizational Culture Survey which is designed to measure an organization's progress toward achieving a high-performance culture that delivers maximum results. Dr. Coble has debriefed the results of this survey with the SLT and their direct reports.

The Senior Leadership Team completed a discussion of the book *The Death and Life of the Great American Public School System* by Diane Ravitch. This will help us as we complete discussion in July on "CMCSS: 2015", a study of what we think our district might look like in five years and what major challenges are likely to surface. This report will be shared with the Board of Education in the fall.

Classified Staff:

The district remains committed to providing high quality professional development to ALL employees in support of quality teaching and learning. All district professional development activities directly (curriculum and instruction, effective teaching strategies, etc.) or indirectly (leadership, management and supervision, job-specific training for classified staff, etc.) support student achievement. Classified staff employees – bus drivers, administrative assistants, education aides, maintenance personnel, nurses, and food services personnel – play an important role in support of student achievement. The district continues to be successful in maintaining high quality classified employees due in part to its focus on providing these employees opportunities to grow personally and professionally through on-going participation in job-enhancing professional development.

In May 2009, the district conducted a needs assessment to determine classified staff training and development needs. The response rate to this survey was 65%, with 975 classified employees responding. Classified staff managers/supervisors, as well as administrators, also provided input. As a result five key areas were identified for inclusion in the district's comprehensive training

program for classified staff. These are Customer Service, Workplace Communications, Workplace Safety, Technology, and Leadership Development.

During the November 4, 2009, Staff Development Day, 330 classified employees, approximately 20% of all classified staff, participated in a wide variety of district-sponsored trainings as identified by the needs assessment. This represented an 18% increase in the number of classified staff who participated in district-offered trainings on the November 2008 Staff Development Day. During the 2009-2010 school year, the district expanded classified staff training by offering sessions during the January 2010 Staff Development Day. On this day, 210 classified staff members participated in a variety of training sessions to include CPR/First Aid, Customer Service, Handling Hard to Handle Students, Model Classroom & Technology Tools for Classroom Aids, Benefits Basic, and Suicide Prevention.

Throughout the year, twenty-eight school-level front office staff completed an eight-week Customer Service Workshop; twenty classified employees completed the district's two-year Leadership 101 Program; forty classified staff managers completed Just-in Time Leadership Development Training which covered topics such as Managing Change, Decision Making, and Performance Management; and twelve lead bus drivers and lead custodians completed the Operations Supervisors Course. In addition, sixty classified staff members participated in Online Technology training; and eighty-one educational aides completed Crisis Prevention Intervention and Autism 101 training.

The district more than exceeded this year's goal to *Expand Professional Development Opportunities for Classified Employees* by realizing a 297% increase in the number of classified staff who participated in district-sponsored training during SY 2009-2010 (781) over the number who participated in district-sponsored training during SY 2008-2009 (263).

Because the district does not have a comprehensive system for tracking all classified staff training, department specific training conducted this year is not included in this report. However, it should be noted that all Department Directors take an active role in identifying department-specific training needs and insuring individuals receive soft-skills, job-specific, and technical skills training as necessary.

Next Steps:

- Expand Dr. Coble's work to include professional development activities with the SLT's direct reports.
- Complete the discussion of "CMCSS:2015" and prepare a report for the Board of Education
- Coordinate Classified Staff professional development opportunities for November 2, 2010 and January 4, 2011 Staff Development Days
- Continue offering Customer Service Training to select Classified Staff (1st semester 2010-2011 school year).

Increase the Number of Quality Applicants for Administrative Positions

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Clarksville-Montgomery County School System
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D. Engaging the Public

1. **Establish and increase quality community business partnerships**
2. **Expand district website multimedia features**
3. **Provide new public feedback opportunities**
4. **Identify opportunities to increase parental involvement in middle and high schools**

Establish and Increase Quality Community Business Partnerships.

A number of initiatives/programs have been initiated to increase the number of quality community/business partnerships in three areas: Partners in Education, Education Foundation, and Community Relations/outreach.

To better assess and identify quality for partnerships, a new expectation required school liaisons to return goal agreement forms; have a minimum contact with partners in some form; and have an end of year report which included the total number of partner contacts, monetary contributions, in-kind donations, volunteer hours, and special initiatives to recognize partners. A mid-year follow up with partners gauged participation and provided intervention where needed. Two Partner newsletters were created and distributed to showcase successful partnerships. A Chamber/CMCSS Partner in Education workshop/breakfast is scheduled for August as a kick off for the new school year.

A total of 89 effective business partnerships were identified for the 2009-10 school year. That number will be used as the baseline for comparative information and growth goals. From the end of year reports, the traits of effective partnerships will be identified and provided to the PIE school reps and partners.

The Education Foundation reframed its goals to more closely align with district needs and create greater awareness of programs that support student achievement in CMCSS. Funds collection through donations and special events totaled $61,089.31. This is from the 11-month period ending May 31. Of that amount, about $46,000 will have been spent directly on district initiatives. This amount is up from last year by nearly $15,000.

Next steps:

- Provide schools and community partners with qualities and characteristics of effective collaborations at workshop/breakfast on August 31, 2010.

Expand District Website Multimedia Features

Two years ago, the current district website was in need of a facelift with more user friendly options. A project team was developed to explore the needs for the new website. A fresh new look with higher functionality replaced the outdated website features.

The communications and technology team expanded branches of the core website including multimedia function as well as a new Foundation website. Web video (Focus Digital Media) offers a number of options for the public to learn more about CMCSS. This year began the initiation of including student video work. An interactive web-based calendar will be completed by July 2010, which will complement the printed parent calendar.

As part of a comprehensive web update in the summer, navigational adjustments based on feedback, such as a link to school zone and bus information, will be made. Additionally, each school web page will be updated during the summer of 2010.

A measurement tool has been added to the Focus website to better compare usage.

Next Steps:

- Expand and promote the inclusion of student submitted video work.
- Continue measuring usage and respond to feedback.

Provide New Public Feedback Opportunities

A number of feedback opportunities were initiated, reorganized and/or continued during the 2009-10 school year. Stakeholder/advisory groups were reorganized to include: Teacher Communications Group and Diversity Communications Group (formerly Minority Issues Committee). The Parent Communications Group and the Student Communications Group are continuing. A community consortium group met in March with business, organization and university representatives. The School Board also met with four key stakeholder groups (students, parents, staff and community) to elicit comments on the strengths of and opportunities for the district. District surveys were distributed in December to internal and external audiences.

Satisfaction and situational surveys also have been utilized, focusing on internet accessibility, zoning feedback and customer service. The website offers several ways in which feedback may be provided, including using the process management approach. The button for "Feedback" replaced the "ISO 9001" button on the homepage to clarify for external users a way to provide input.

Between October and January, the members of the Board of Education met with four stakeholder groups averaging 10 individuals who represented students, parents, staff and community. The questions asked of the groups focused on:

- what evidence the group would need to know that CMCSS is meeting the needs of students
- what changes have positively impacted students
- what changes have not positively impacted students
- what more can we do to help students succeed

Meanwhile, the district-wide survey to nearly 5,000 parents and almost 2,000 employees provided indicators of approval in a number of areas and need for improvement in a few categories.

Taking feedback from both of these data sources, here are the key findings that the Board may consider in communication with constituents.

Quality Education

Parents, community, students and staff believe CMCSS is providing a quality education. In both the employee and parent district surveys, around 90 percent believe the school system is providing a quality education. During the focus group sessions, participants highlighted the hallmarks of personalization by name. Identified particularly were AVID, Middle College, Read 180, Credit Recovery, 100% Graduation, After School Programs, data chats, and transitional programs from the middle to the high school. While Credit Recovery was lauded by several, there seems to be a need to provide more evidence of its validity to some in the stakeholder groups.

It was stated more than once that the expectation of CMCSS is for students to be successful. Another common topic relates to higher state standards. While concern was voiced that assessments may be impacted negatively this year, and teacher and student stress may be higher, support was given for the improvement of rigor.

The frequency and weight given to assessments were also shared concerns. At the same time, however, it was acknowledged that current accountability expectations demand it. Frustration was expressed in three sessions regarding the scope and sequence and its impact on teacher flexibility. Students were concerned that some may fall behind if they cannot keep up because of the fast pace; teachers felt they were behind in areas that were being tested; and, parents felt teachers were restricted by the schedule. No recommended solution to the issue was identified by any of the groups, however.

Communication and Engagement

The system website, the phone notification system (Connect Ed) and PowerSchool all were touted as valuable communication tools among all stakeholder groups and in the district survey. In the survey, participants identified the website as a primary source for information, with Connect Ed following closely behind. Surprisingly, media amongst both groups averaged four percent as a "primary" information tool.

Other highlights in this key finding included:

- Groups appreciated the transparency of the system report card and CMCSS's practice of accountability reporting to the community.
- There continues to be strong support to involve community in schools through special programs, mentoring and
- training.
- Decision making based on data was evident to and appreciated by focus group participants.
- Groups shared that they believe students, teachers and parents are working better together with greater focus on student success.

Pride and Image

The student focus group primarily discussed issues around this finding and are included here because they were not participants in the district survey. Students shared concerns about facility improvement needs, bullying and experiencing negativity from "rival" schools.

Next Steps:

- Continue annual collection of public feedback to use in developing goals and work plans.
- Continue communicating the value of feedback to stakeholder groups.

Identify Opportunities to Increase Parental Involvement in Middle and High Schools

With the stakes for student success and high school graduation continuing to rise, it is imperative that the district seeks every possible opportunity to support students. Parents typically have the greatest impact on the lives of their children, while schools (teachers and administrators) express the desire for parents to become more involved with their child's education. Research shows that parent involvement tends to lessen when students get to the secondary level.

Before developing ways to increase parent involvement, the first step was to **identify** how parents of middle and high school students could become involved. The Communications Department worked to gather this information through the Parent Advisory Team, the Teacher Communications Group, and school administrators. Also, district surveys to parents and employees provided a baseline for the level of involvement opportunities offered at the schools as they are perceived by each grade level.

The 4,400 respondents indicated the following results:

- **91% of elementary school** parents believed they had opportunities to be involved in their child's education
- **73% of middle school** parents believed there were opportunities
- **66% of high school** parents believed there were opportunities

The Teacher Communications Group confirmed the concern about the involvement of middle and high school parents. Principals and parents identified PowerSchool as one of the best opportunities for parents to stay connected to their child's education. PowerSchool is a program that allows parents to regularly check grades, assignments and attendance.

Baseline data of access and usage indicated the following results:

- Households with Internet access in 2009 – 86% (based on December Connect-Ed survey)
- Percentage of households accessing PowerSchool 2009 – approximately 52%
- The six schools that made an effort to go paperless unless report cards were requested saw an 8% increase in PowerSchool usage.

Next steps:
- Continue communication efforts to increase PowerSchool usage.
- Measure usage of PowerSchool.

Clarksville-Montgomery County School System
2009-2010

III. Review of Key Performance Indicators

Clarksville-Montgomery County School System strives for continuous improvement in student achievement, efficiency and effectiveness. We are not so much a "data driven" district as a "data informed" district, since we use data to improve performance in appropriate ways. Key Performance Indicators have been identified to measure progress and improvement over time across departments and divisions of the district. Though a number these indicators have already been discussed, this section provides a summary report on the thirty-one Key Performance Indicators annually measured. Each department and division of the school district also measures many other data points, but these thirty-one served as a district level monitoring focus for 2009-10. Some Key Performance Indicator data will not be available until after this report is completed. That data will be shared in next year's mid-year review in January 2011.

Key Performance Indicator 1: Profile Builder Results for Teachers Hired

One consistent measure of teacher hiring quality is the Ventures for Excellence Profile Builder. All applicants complete this on-line assessment of teacher quality traits as part of the application process. It measures purpose for teaching, ability to develop strong, professional relationships and other predictors of teaching success. The profile builder is one of many data points used to select quality teachers in the district. The desired state is that profile builder scores on applicants hired over time would improve as the quality of teacher selected improves. A new screening instrument will soon be implemented along with a new structured interview, so only one more year of data will be available on this instrument.

There was slight improvement in Profile Builder scores of teachers hired from 2008 to 2009.

Year	***Average Profile Builder Score***
2008-09	60.5
2009-10	62.0

Key Performance Indicator 2: Interview Scores for Teachers Hired

Another component of the teacher selection process is the structured interview. All teachers considered for positions in 2009-10 were asked the same research based questions, which have a high predictability for teacher success. The desired state is a continuous improvement over time in interview scores of candidates selected as a whole.

Year	***Interview Score***
2008-09	*14.0*
2009-10	*11.4*

The average score for teacher hires has dropped from 14 to 11.4. No definite conclusion can be drawn from this since there is possibly an improvement in reliability of scores by the interview teams. Often the first year will show inflated scores, and the scores will tighten up as the interviewers have more training and experience. More trend data is needed. However, a new interview instrument will soon be in place, so only one more year of data will be available.

Key Performance Indicator 3: Fill Rate on Student Day 1

Having all classrooms staffed early has two advantages. The best applicants are still available for selection the earlier we hire, and students will receive a qualified, highly effective teacher in place from day one. Therefore, our district has developed a culture of hiring early for quality. This Key Performance Indicator measures our effectiveness at making certain teachers are in place on day one. Fill rate is defined as regular core classroom teacher positions filled on day one with a certified teacher or long term substitute. This data shows major accomplishment in filling positions for a large school district.

Year	***Fill Rate on Day 1***
2008-09	***100%***
2009-10	***100%***

Key Performance Indicator 4: Three-Year Teacher Retention Rates

Hiring and training new teachers is an expensive process. The more quality teachers we can keep, the better off we will be instructionally and financially. Retaining teachers requires strong mentor programs, excellent principals, and quality selection processes. The desired state is that our retention rate will improve each year as an indicator of our quality selection, school system professional development, and principal leadership.

(Data for 2009-10 will be available in the Mid-Year Review – January 2011)

Year	**Three Year Teacher Retention Rate**
2006-07	**87.8%**
2007-08	**90.7%**
2008-09	**87.2%**

Key Performance Indicator 5: Teacher Attendance

The classroom teacher must have regular attendance in order for quality instruction to take place. Even though teacher absence is necessary at times, it is hoped that teacher attendance will improve as a whole over time as a desired state.

Year	***Annual Teacher Absentee Rate***
2007-08	7.38%
2008-09	6.29%
2009-10	6.67%

Key Performance Indicator 6: Number of Visits to Website

Today's communication with the public is highly dependent on a quality website that has the information people want. The desired state is a continual increase in the number of people visiting the website and making use of its resources. Much improvement has taken place in the website with the addition of FOCUS TV and a change in the organization of the website information.

Year	***Number of Unique Views***
Aug-Dec 2008	(no data – 2009 is baseline)
Aug-Dec 2009	11,650 per week

Year	***Number of FOCUS WebTV Visits***
Feb-May 2009	(no data – 2009 is baseline)
Feb-May 2010	3,738 unique viewers total

Key Performance Indicator 7: Connect Ed Usage

Instant communication is expected for many kinds of messages today. Our phone system connection with all parents and employees is critical to on time messaging. The desired state is not necessarily an increase in usage, since too many messages can be distracting and diminish the importance of this tool. We should have a steady usage of Connect Ed across the district and in all schools to maintain effective communication.. The following data by school shows Connect Ed Usage for 2009-10.

Key Performance Indicator 7 (continued)

Site Usage Overview for CLARKSVILLE-MONTGOMERY COUNTY SCHOOL SYSTEM

1 Aug 2009 - 21 Jun 2010

= Community Outreach = Attendance Notification = Emergency Communication = Single Survey

Usage by Message Type

					Total Sent	Phones Called
CUMBERLAND HEIGHTS ELEM SCHOOL	116	62	0	153	331	34,680
WEST CREEK HIGH SCHOOL	77	0	0	151	228	61,369
NEW PROVIDENCE MIDDLE SCHOOL	100	0	0	118	218	25,719
KENWOOD MIDDLE SCHOOL	58	0	0	155	213	41,721
RICHVIEW MIDDLE SCHOOL	62	0	0	140	202	53,459
CLARKSVILLE HIGH SCHOOL	48	1	0	143	192	58,133
MONTGOMERY CENTRAL HIGH SCHOOL	35	0	0	153	188	29,778
NORTHWEST HIGH SCHOOL	33	0	0	152	185	37,747
MONTGOMERY CENTRAL MIDDLE SCH	34	0	0	150	184	17,384
KENWOOD HIGH SCHOOL	60	0	0	118	178	41,386
GLENELLEN ELEMENTARY SCHOOL	175	0	0	0	175	19,411
NORMAN SMITH ELEMENTARY SCHOOL	21	0	0	154	175	14,542
BARKSDALE ELEMENTARY SCHOOL	44	0	0	129	173	16,888
HAZELWOOD ELEMENTARY SCHOOL	30	0	0	141	171	19,638
ROSSVIEW HIGH SCHOOL	20	0	0	145	165	30,560
NORTHEAST MIDDLE SCHOOL	21	0	0	136	157	19,693
NORTHEAST HIGH SCHOOL	47	2	0	105	154	33,462
RINGGOLD ELEMENTARY SCHOOL	27	0	0	124	151	22,467
ROSSVIEW MIDDLE SCHOOL	18	0	0	116	134	20,860
MIDDLE COLLEGE HIGH	5	0	0	104	109	1,136
CLARKSVILLE-MONTGOMERY COUNTY SCHOOL SYSTEM	71	2	1	0	74	594,558
BYRNS DARDEN ELEMENTARY SCHOOL	43	0	0	0	43	12,809
WEST CREEK MIDDLE SCHOOL	39	0	0	1	40	32,657
BURT ELEMENTARY SCHOOL	37	0	0	0	37	6,506
NORTHEAST ELEMENTARY SCHOOL	30	2	0	0	32	8,663
KENWOOD ELEMENTARY SCHOOL	30	0	0	0	30	18,965
WEST CREEK ELEMENTARY	30	0	0	0	30	18,584
ST BETHLEHEM ELEMENTARY SCHOOL	30	0	0	0	30	16,735
BARKERS MILL ELEMENTARY	20	0	0	0	20	14,866
MONTGOMERY CENTRAL ELEM SCHOOL	17	0	0	0	17	5,031
EAST MONTGOMERY ELEMENTARY SCH	15	0	0	0	15	10,044
SANGO ELEMENTARY SCHOOL	15	0	0	0	15	8,206
LIBERTY ELEMENTARY SCHOOL	15	0	0	0	15	7,540
ROSSVIEW ELEMENTARY SCHOOL	12	0	0	0	12	3,075
WOODLAWN ELEMENTARY SCHOOL	9	0	0	0	9	5,361

Key Performance Indicator 7 (continued)

Site Usage Overview for CLARKSVILLE-MONTGOMERY COUNTY SCHOOL SYSTEM

1 Aug 2009 - 21 Jun 2010

= Community Outreach = Attendance Notification = Emergency Communication = Single Survey

Usage by Message Type

					Total Sent	Phones Called
MINGLEWOOD ELEMENTARY SCHOOL	6	0	0	0	6	4,287
MOORE ELEMENTARY SCHOOL	6	0	0	0	6	1,401
ALTERNATIVE SCHOOL	2	0	0	0	2	59
GREENWOOD COMPLEX	0	0	0	0	0	0
Totals	**1,458**	**69**	**1**	**2,588**	**4,116**	**1,369,380**

Key Performance Indicator 8: Visits to Public Feedback Link on Website

Two-way communication is important so that stakeholders have a voice in school district decisions. In addition to the usual stakeholder groups, we are tracking the use of public feedback on our website. The desired state is an increase in community members using this tool to express concerns or ask questions.

Year	***Usage of General Inquiries on the Website***
2009-10 (baseline)	***212 questions***

Key Performance Indicator 9: Number of On-Line Forms and Handbooks

The district is moving rapidly to more on line forms and handbooks to save time and paper. Also, this increases our efficiency of operations. The desired state is all handbooks and forms on line.

Year	***On Line Forms Percentage***
2008-09	55%
2009-10	60%

Year	***On Line Handbooks***
2008-09	*77%*
2009-10	*80%*

Key Performance Indicator 10: Number of Quality Business Partnerships

With the 100% Graduation Initiative, interest on the part of the business and faith communities in our schools has grown. The desired state is a continuous improvement in quality business partnerships. This serves as baseline data for future measurement.

Year	***Monetary Donations from Partnerships in Education***
2009-10	$61,136 (baseline)

Year	***Volunteer Hours from Partners in Education***
2009-10	772 hours (baseline)

Key Performance Indicator 11: Technology Work Orders Completed

A record number of work orders were completed by the technology division, and these work orders were completed in less time than ever before. The increase in work orders is due to an increase in aging equipment. An improvement in repair time is indicative of a high level of efficiency in the technology division. With almost an elimination funds for technology in the 2010-11 budget, it will be difficult to maintain this level of efficiency with the expected rise in computer repair needs. The desired state is fewer needs for repairs and faster closing time on repairs.

Network Technician Data

Year	**Number of Requests Submitted**	**Time to Close Repair Request (in days)**
2008-09	6,965	2.72
2009-10	10,583	1.81

Repair Technician Data

Year	**Number of Requests Submitted**	**Time to Close Repair Request (in days)**
2008-09	3,717	5.90
2009-10	4,521	5.03

Key Performance Indicator 12: % of Model Classrooms

The desired state is 100% of core classrooms will have available the equipment needed for integrating technology thoroughly into instruction in the most effective ways. This indicator is totally dependent on technology funding. The Education Foundation will serve as the only funding source in 2010-11 for new model classrooms.

Year	**% of Core Classrooms with Model Technology Classrooms**
2008-09	65%
2009-10	(data will appear in mid-year review January 2011)

Key Performance Indicator 13: Lost Inventory: Textbooks

This data is taken in the fall, so it will reflect the 2007-08 and 2008-09 school years. The desired state is a continuous lowering of the amount of inventory lost in textbooks. There was a slight increase in lost textbook value between 2007-08 and 2008-09.

Year	***Lost Textbooks***
2007-08	$18,818
2008-09	$19,670

Key Performance Indicator 14: Lost Inventory: Fixed Assets

The desired state is a lowering of the amount of losses each year in fixed assets. There was a marked improvement in losses of fixed assets between 2007-08 and 2008-09.

Year	***Lost Fixed Assets***
2007-08	$34,971.92
2008-09	$25,401.92

Key Performance Indicator 15: Response Time for Textbook from District Office to Building

The need for students to have their textbooks in a timely manner is crucial. The desired state is for there to be less time each year in getting textbooks from central administration to the building.

Key Performance Indicator 16: Proficient and Advanced in Core Subjects

(See pages 14-17)

Key Performance Indicator 17, 18, 19: TCAP Writing Results

Writing results show slight improvement in middle/high school and no significant change in elementary school for the 2009-10 school year compared to the previous year.

Year	*5th Grade*	*8th Grade*	*11th Grade*
2009	4.17	4.07	4.05
2010	4.10	4.22	4.19

Key Performance Indicator 20: ACT Results by School and Subject

ACT scores, on balance, remain generally flat for 2009. Composites for Montgomery Central High, Northwest High, and Rossview High showed slight gains from the previous year. Clarksville High School, Kenwood High School and Northeast High School had slightly lower composite scores than the previous year. Results for 2010 are not yet available and will be found in the Mid-Year Review in January 2011.

School/ Subject	2008	2009
Clarksville High – English	21.1	20.7
Clarksville High – Math	21.4	20.5
Clarksville High – Reading	22.5	22.5
Clarksville High Science	21.4	21.4
Clarksville High Composite	**21.7**	**21.2**
Kenwood High – English	19.4	19.2
Kenwood High – Math	19.5	19
Kenwood High – Reading	20.5	19.7
Kenwood High – Science	19.5	19.5
Kenwood High – Composite	**19.9**	**19.5**
Montgomery Central – English	20.4	21.0
Montgomery Central – Math	19.3	19.1
Montgomery Central – Reading	21.5	21.4
Montgomery Central Science	20.5	21.1
Montgomery Central – Composite	**20.5**	**20.8**
Northeast High – English	19.9	19.7
Northeast High – Math	19.3	19.3
Northeast High – Reading	20.9	20.5
Northeast High – Science	20.4	20.4
Northeast High – Composite	**20.3**	**20.1**
Northwest High – English	19.3	20.0
Northwest High – Math	19.0	19.2
Northwest High – Reading	20.9	21.4
Northwest High – Science	20.2	20.3
Northwest High – Composite	**20.0**	**20.3**
Rossview High – English	20.8	21.3
Rossview High – Math	20.8	21.0
Rossview High – Reading	21.7	22.5
Rossview High – Science	21.2	21.8
Rossview High – Composite	**21.3**	**21.8**

Key Performance Indicator 21: Advanced Placement Pass Rate

(The data for 2010 is not yet available. This will appear in the Mid-Year Review in January 2011.)

Year	***Advanced Placement District Pass Average***
2009	39.0%
2010	(to be reported in Mid Year Review – January 2011

Key Performance Indicator 22: Graduation Rate by School and District

(The data for 2010 is not yet available. This will appear in the Mid-Year Review in January 2011.)

Year	***2008***	***2009***
Clarksville High	88.9%	91.6%
Kenwood High	80.3%	87.0%
Montgomery Central	90.0%	92.6%
Northeast High	95.0%	93.6%
Northwest High	85.1%	86.0%
Rossview High	90.1%	91.0%
CMCSS	88.3%	90.8%

Key Performance Indicator 23: Adequate Yearly Progress by School

Data for 2010 is not available. This is data from 2009.

School	Current Standing
Barkers Mill	Good Standing
Barksdale	Good Standing
Burt	Good Standing
Byrns Darden	Good Standing
Clarksville High	Good Standing
Cumberland Heights	Good Standing
East Montgomery	Good Standing
Glenellen	Good Standing
Hazelwood	Good Standing
Kenwood Elementary	Good Standing
Kenwood Middle	School Improvement I
Kenwood High	Good Standing
Liberty	Good Standing
Minglewood	Good Standing
Montgomery Central Elementary	Good Standing
Montgomery Central Middle	Good Standing
Montgomery Central High	Good Standing
Moore	Good Standing
New Providence	Good Standing
Norman Smith	Good Standing
Northeast Elementary	Good Standing
Northeast Middle	Target
Northeast High	Target
Northwest	Good Standing
Richview	Target
Ringgold	Good Standing
Rossview Elementary	No data
Rossview Middle	Good Standing
Rossview High	Good Standing
Sango	Good Standing
St Bethlehem	Good Standing
West Creek Elementary	Good Standing
West Creek Middle	Good Standing
Middle College	Good Standing
Woodlawn	Good Standing

Key Performance Indicator 24: Rigor and Relevance Quadrant Data

This is a percentage measurement of teachers' proficiency in rigor and relevance. Proficient means that teachers are teaching appropriately in all four quadrants on the rigor and relevance framework to meet student needs and provide relevant, real world experiences. The desired result is improved percentages each semester as more teachers become proficient in these teaching skills.

Date	***% Proficient***
December 2009	68%
June 2010	73%

Key Performance Indicator 25: Pre-K vs. Non-Pre K DIBELS Results for At Risk Students

The purpose of this indicator is to study the DIBELS results for students who have experienced a pre-K program with their non pre-K peers. DIBELS provides literacy information on young students. More data is needed to make any conclusive findings on the overall effect of pre-K on DIBELS results in later grades. The following charts show the comparative data for pre-K vs. non-pre-K DIBELS results.

Key Performance Indicator 25 (continued)

CMCSS Preschool Data 2006/07 - 2009/10
DIBELS End of the Year Assessment (EOY)

2006/07 Preschool Cohort = Kindergarten Data for 07/08 (EOY)

	DIBELS Grade K End of Year Assessment 2007-08																
	N	Word Use Fluency				Phoneme segmentation				Nonsense Word Fluency				Letter Naming Fluency			
		% in Performance Band				% in Performance Band				% in Performance Band				% in Performance Band			
		At-Risk	Some Risk	Low Risk	Above Average	At-Risk	Some Risk	Low Risk	Above Average	At-Risk	Some Risk	Low Risk	Above Average	At-Risk	Some Risk	Low Risk	Above Average
CMCSS Preschool	129	24%	43%	31%	2%	12%	30%	14%	44%	20%	22%	27%	31%	24%	30%	18%	28%
CMCSS Peers	126	34%	44%	19%	3%	19%	26%	23%	32%	31%	27%	17%	25%	33%	23%	25%	19%

2006/07 Preschool Cohort = First Grade Data for 08/09 (EOY)

	DIBELS Grade 1 End of Year Assessment 2008-09																			
	N	Word Use Fluency				Phoneme Segmentation				Nonsense Word Fluency				Oral Reading Fluency (1st)				Retell Fluency (1st)			
		% in Performance Band				% in Performance Band				% in Performance Band				% in Performance Band				% in Performance Band			
		At-Risk	Some Risk	Low Risk	Above Average	At-Risk	Some Risk	Low Risk	Above Average	At-Risk	Some Risk	Low Risk	Above Average	At-Risk	Some Risk	Low Risk	Above Average	At-Risk	Some Risk	Low Risk	Above Average
CMCSS Preschool	69	10%	60%	20%	10%	0%	0%	30%	70%	0%	10%	40%	50%	0%	30%	40%	30%	10%	20%	20%	50%
CMCSS Peers	70	16%	79%	5%	0%	0%	0%	50%	50%	0%	42%	33%	25%	10%	20%	40%	30%	10%	50%	10%	30%

2006/07 Preschool Cohort = Second Grade Data for 09-10 (EOY)

	DIBELS Grade 2 End of Year Assessment 2009-10											
	N	**Word Use Fluency**				Retell Fluency				**Oral Reading Fluency**			
		% in Performance Band				% in Performance Band				% in Performance Band			
		At Risk	Some Risk	Low Risk	Above Average	At Risk	Some Risk	Low Risk	Above Average	At Risk	Some Risk	Low Risk	Above Average
CMCSS Preschool	62	26%	11%	45%	18%	29%	30%	20%	21%	23%	24%	26%	27%
CMCSS Peers	63	27%	11%	44%	18%	30%	31%	19%	21%	22%	27%	24%	27%

Key Performance Indicator 25 (continued)

2007/08 Preschool Cohort = Kindergarten Data for 08/09 (EOY)

	DIBELS Grade K End of Year Assessment 2008-09															
	N	Word Use Fluency % in Performance Band				Phoneme segmentation % in Performance Band				Nonsense Word Fluency % in Performance Band				Letter Naming Fluency % in Performance Band			
		At-Risk	Some Risk	Low Risk	Above Average	At-Risk	Some Risk	Low Risk	Above Average	At-Risk	Some Risk	Low Risk	Above Average	At-Risk	Some Risk	Low Risk	Above Average
CMCSS Preschool	253	7%	61%	31%	1%	0%	17%	33%	50%	0%	17%	33%	50%	16%	17%	30%	37%
CMCSS Peers	247	30%	50%	19%	1%	2%	30%	37%	31%	14%	22%	29%	35%	19%	25%	38%	18%

2007/08 Preschool Cohort = First Grade Data for 09/10 (EOY)

	DIBELS Grade 1 End of Year Assessment 2009-10																			
	N	Word Use Fluency % in Performance Band				Phoneme Segmentation % in Performance Band				Nonsense Word Fluency % in Performance Band				Oral Reading Fluency (1st) % in Performance Band				Retell Fluency (1st) % in Performance Band			
		At-Risk	Some Risk	Low Risk	Above Average	At-Risk	Some Risk	Low Risk	Above Average	At-Risk	Some Risk	Low Risk	Above Average	At-Risk	Some Risk	Low Risk	Above Average	At-Risk	Some Risk	Low Risk	Above Average
CMCSS Preschool	217	14%	30%	43%	13%	0%	0%	30%	70%	0%	17%	35%	48%	0%	30%	40%	30%	11%	26%	32%	31%
CMCSS Peers	219	15%	32%	42%	11%	0%	0%	35%	65%	1%	20%	33%	46%	10%	20%	40%	30%	12%	27%	31%	30%

2009/10 Preschool Cohort = Kindergarten Data for 09/10 (EOY)

	DIBELS Grade K End of Year Assessment 2008-09															
	N	Word Use Fluency % in Performance Band				Phoneme segmentation % in Performance Band				Nonsense Word Fluency % in Performance Band				Letter Naming Fluency % in Performance Band			
		At-Risk	Some Risk	Low Risk	Above Average	At-Risk	Some Risk	Low Risk	Above Average	At-Risk	Some Risk	Low Risk	Above Average	At-Risk	Some Risk	Low Risk	Above Average
CMCSS Preschool	316	6%	9%	44%	41%	4%	13%	26%	57%	9%	17%	11%	63%	19%	19%	14%	48%
CMCSS Peers	317	7%	10%	43%	40%	5%	14%	25%	56%	11%	17%	12%	60%	21%	22%	11%	46%

NOTE: 100% of Preschool Cohort and Peers Cohort identified as ED. 100% of the Peers Cohort did **not** attend preschool.

Source: CMCSS DIBELS Data 2006 -2010

Created: Sucharski.Tomes 3.25.2010

Key Performance Indicator 26: Middle College High School – College Courses

An important facet of the middle college experience is taking dual enrollment college courses. The desired state is that we will maintain a high level of passing grades in college courses.

	Fall 2008-09	Spring 2008-09	Fall 2009-10	Spring 2009-10
College Courses Enrolled	116	111	112	114
% of College Courses Successfully Completed	91%	97%	94%	93%
College Credit Hours	339	519	546	596

Key Performance Indicator 27: Number of Preventable Accidents

Key Performance Indicator 28: Number of Breakdowns

Key Performance Indicator 29: On Time Service

Key Performance Indicator 30: Work Order Completion

Key Performance Indicator 31: Capital Project Completion

Data for the above Key Performance Indicators for 2010 is not yet available. This data will be included in the 2010-2011 mid-year review in January 2011.