



# **2012-2013 Mid-Year Review of Strategic Work**

**January 2013**



## Mid-Year Review of 2012-2013 Strategic Work

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## Foreword

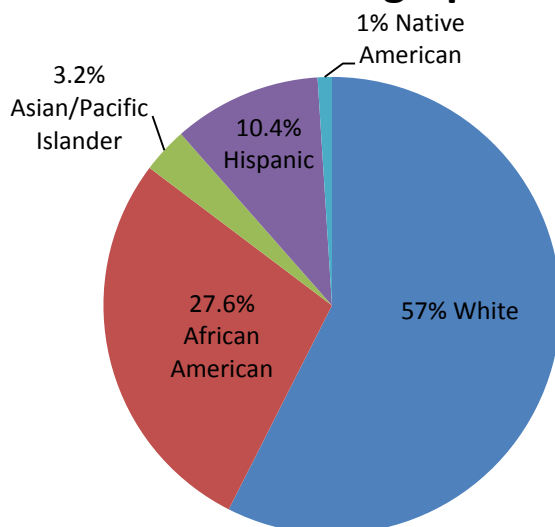
The Clarksville-Montgomery County School System is dedicated to providing a quality education for all students. The mission of all students reaching their potential is evident in the increased efforts and progress toward the district's vision of 100% of its students graduating from high school, college or career ready. The district is committed to providing timely and appropriate interventions so all students may see their high school graduation day. The district's administrators, faculty, and staff are passionate about students and are committed to student success. This passion and commitment permeates into the community as community support is counted among the district's key assets and plays a major role in student success.

This document provides an overview of the districts demographics and acquaints readers with information about the progress of the district's annual strategic work which is designed to improve student learning and the overall performance of the district. The information gathered for this report is a part of the district's continuous improvement process and is a mid-year culmination of data gathered throughout the year. Data are gathered through separate mid-year reviews with principals and academic coaches, school visits, communication group feedback and through other stakeholder feedback opportunities. This is all done to provide district leaders with the necessary information to redirect or continue their strategic work. A review of student data is included at the end of this report beginning on page 25.

# Clarksville-Montgomery County School System: Who We Are

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## CMCSS Demographics



Montgomery County has a population of over 176,000 people; CMCSS has an enrollment of 30,500+ students from Pre-K through 12<sup>th</sup>. The student population ethnic make-up is 57% White, 27.6% African American, 10.4% Hispanic, 3.2% Asian/Pacific Islander, and 1% Native American.



The district grows by approximately 600 new students each year. There are currently 37 schools throughout the district: 22 Elementary Schools, 7 Middle Schools, 7 High Schools and 1 Middle College. Opening August 2013, Pisgah Elementary will raise the total to 38.



CMCSS is the largest employer in Montgomery County with over 4,000 certified and classified employees.



There are thirty-four different languages spoken throughout the district with 2.7% of the total student population limited in their English proficiency.



Better than 46% of the district's student population meets the criteria to receive assistance from federally-funded programs offering free meals or meals at a reduced meal cost.



The district's special needs population continues to grow. Currently, students with special needs make up 13.49% of the student population. CMCSS offers educational services for special needs students from age three to twenty-two.



CMCSS student population consists of 25% military dependents.



CMCSS is proud of the progress being made in improving the graduation rate of 95.2%. Both the district and the community of Clarksville are committed to the on-going initiative "100% Graduation is Clarksville's Business." This support has positively impacted the student dropout rate as evidenced by the district dropout rate of 1.9% compared to the state goal of being less than 10%.

# 2012-13 Strategic Work

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

## Improve Student Achievement



- Improve the quality of student interventions
- Continue the implementation of common core standards
- Align Balanced Assessment with common core implementation
- Expand STEM integration in K-9
- Study and recommend new technology to assist in student achievement

## Maximize Employee Capacity



- Deepen the use of Balanced Leadership principles through job embedded application
- Increase the number and quality of teacher and administrator candidates
- Study and recommend changes to selected pay schedules
- Develop and field test an evaluation tool for classified middle management positions

## Improve Efficiency and Effectiveness



- Implement system resource management software
- Develop and implement a comprehensive building inspection program
- Automate travel reimbursement procedure
- Develop and implement a clear process for stakeholders to provide useful recommendations for district improvements

## Engage the Public in Support of Student Achievement



- Expand access to information through the use of on-line tools
- Conduct a communications audit

## Key Performance Indicators

### Improve Student Achievement

Student Achievement Targets  
Student Retention Promotion  
Student Suspensions/expulsions  
Student Attendance  
Student TVAAS Targets  
Students scoring proficient/advanced in writing  
Students meeting ACT, PLAN, EXPLORE benchmarks  
Students meeting graduation targets  
Students passing advanced placement exams

### Maximize Employee Capacity

Teacher retention rate  
Quality of teachers hired  
Employee absentee rates  
Lost Time employee injuries  
High quality staff development

### Improve Efficiency and Effectiveness

Student meal participation  
State financial audit findings  
Enrollment projection accuracy  
Preventable school bus accidents  
Work order completion rates  
Implement recommendations for improvement  
Cafeteria health inspection scores  
Textbook order turnaround time  
Bus breakdown ratio (per miles driven)

### Engage the Public in Support of Student Achievement

Unique visits to website  
Community contributions of time and resources  
Parents and students using student information system

# Improve Student Achievement

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- *Improve the Quality of Student Interventions*
- *Continue the Implementation of Common Core Standards*
- *Align Balanced Assessment with Common Core Implementation*
- *Expand STEM Integration in K-9*
- *Study and Recommend New Technology to Assist in Student Achievement*

## ***Improve the Quality of Student Interventions***

A district goal for improving student achievement for the 2012-13 School Year was to improve the quality of student interventions especially in the areas of math, reading and ACT preparation. Principal Professional Learning Communities (PLCs) focused on academic focus areas based on achievement and trend data. Principals indicated the smaller PLC format encouraged greater collaboration and provided more opportunity to share best practices while focusing on the data. TestDrive was modified so student benchmark data could be sorted by subgroup to help principals focus on appropriate interventions for their special populations.

Interventions for students in special education included Language!, Read 180, ReadWell, LiPS, Visualize and Verbalize, Inclusion, Modified Math, Carnegie Math and Initial Line of Inquiry (ILI). By improving the quality of intervention training, the appropriateness of student placement and monitoring the fidelity of implementation, the district is experiencing positive outcomes in student interventions. To improve service, consulting teachers assisted in placing students in the appropriate intervention along with providing training to teachers and aides. Collaborative trainings with general education teachers and special education teachers and aides provided inclusion support. Improvement in the S-Team process focused on providing consistent training with what constitutes an appropriate intervention, intervention selection, and monitoring implementation of effective interventions.

Imagine Learning, a computerized program that improves literacy achievement and builds vocabulary for academic success in all content areas for English Language Learners (ELL), was piloted in two elementary schools and one middle school. Initial feedback indicates the program works best for students at the lowest level of language acquisition.

Continued work on ACT prep at the high school level has resulted in increased composite scores as compared to the same scores two years prior to implementation. Three-year averages in math, reading, and science/reasoning observed scores were above predicted scores for students who took the ACT. The district surpassed the state in the percentage of students who met all subject area benchmarks and overall composite.

### **Next Steps:**

- Continue current S-Team process and monitor for consistency and effectiveness.
- Continue inclusion training for teachers and special education aides.
- Continue monitoring fidelity of implementation of district intervention programs at the school level.
- Explore qualifications for Read180 and interventions for students who do not qualify for Read180, but are not reading on grade level.
- Continue professional development for principals in district intervention programs.
- Continue to monitor Imagine Learning for ELL students to determine effectiveness.
- Continue to monitor the fidelity of ACT prep at the high school level.



## ***Continue the Implementation of Common Core Standards and Align Balanced Assessment with Common Core Implementation***

Feedback from principals, consulting teachers, and academic coaches indicates that teachers are gaining the content knowledge and knowledge of instructional practices necessary for successful implementation of the Common Core particularly in English-Language Arts Writing and Math K-8. However, it is evident that continuing support for teachers and administrators will be necessary. Challenges include understanding and making the changes in mathematical practices necessary for full implementation of the Math Common Core. In addition, transitioning to text-based writing and close reading will create additional challenges.

Classroom assessments are becoming aligned with those contained in the Balanced Assessment System. Early information from writing and constructed response data indicates there is much room for improvement in these areas. The scoring of state constructed response assessments created an increased sense of urgency for implementation of mathematical practices at the elementary and middle school levels. Principal Professional Learning Communities in the high schools led to professional development to address text-based writing and close reading with English and History teachers.

Communications with stakeholders about the Common Core State Standards implementation are ongoing at both the district and school levels.

### **Next Steps:**

- Continue to analyze data to track student achievement to guide instruction and support.
- Provide additional professional development for text based writing, close reading, constructed response in math, and instructional shifts.
- Continue to communicate curriculum, instruction, and assessment changes to stakeholders.



## Expand STEM Integration in K-9

CMCSS STEM Value Added Data 2011 - 12			CMCSS Non-STEM Value Added Data 2011 - 12		
<b>NCE</b> : Expected Growth is 0 NCE gain <b>Cohort Growth</b> = Follows a group of students as they progress from one grade level to the next. <b>Grade Level Growth</b> = Follows the growth experienced within an identified grade level, provides a picture of teacher impact for the identified year.			<b>NCE</b> : Expected Growth is 0 NCE gain <b>Cohort Growth</b> = Follows a group of students as they progress from one grade level to the next. <b>Grade Level Growth</b> = Follows the growth experienced within an identified grade level, provides a picture of teacher impact for the identified year.		
Grade/Content	Cohort Growth	Grade Level Growth	Grade/Content	Cohort Growth	Grade Level Growth
3rd Science		7.4 NCE	3rd Science		5.8 NCE
3rd Math		6.9 NCE	3rd Math		4.8 NCE
4th Science	3.8 NCE	3.6 NCE	4th Science	3.3 NCE	3.5 NCE
4th Math	5.9 NCE	4.7 NCE	4th Math	5.7 NCE	3.3 NCE
5th Science	5.7 NCE	4.3 NCE	5th Science	3.7 NCE	1.6 NCE
5th Math	6.6 NCE	5.0 NCE	5th Math	3.9 NCE	1.4 NCE
8th Science	4.1 NCE	2.2 NCE	8th Sc 2010/11	-1.7 NCE	2.2 NCE
8th Math	2.7 NCE	0.9 NCE	8th Math 2010/11	1.3 NCE	4.9 NCE

Data for 2011-2012 was evaluated comparing grades that implemented STEM last year with matched classes in schools without STEM. Scores indicated a greater increase in student growth for classes that taught science and math through STEM integration. The only group that did not show a large gain was 8<sup>th</sup> grade Math. This may have been because 2011 TCAP scores did not include the students in Algebra I in 8<sup>th</sup> grade Math.

All traditional high schools had STEM integration in Physical Science and Algebra I classes as well as Physical World Concepts and Algebra I. All seven middle schools fully implemented STEM integration in seventh and eighth grades. All 23 elementary schools fully implemented STEM integration in two grades (3<sup>rd</sup>, 4<sup>th</sup>, or 5<sup>th</sup>).

During summer 2012, differentiated training was provided to teacher teams new to STEM and those who implemented STEM in 2011-2012. New STEM teams learned the components of successful STEM integration and how to write problem-based units and developed STEM units based on integrated math and science standards to solve a relevant real world problem. Returning teams evaluated STEM challenges used with students in 2011-2012 to build deeper understanding of the five components of successful STEM integration. Schools submitted challenges improved after first implementation to be shared on the district server in January, 2013.

The STEM coordinator continued STEM trainings at individual schools. STEM administrators participated in monthly PLC meetings. Thirty-four high school math and science teachers participated in externships with local businesses and industries during the summer. STEM teams extended externships through student visits to workplaces, speakers from local businesses, challenges from externship experiences, equipment borrowed from businesses for use in scaffolding activities, and content support to teachers and students.

This year STEM focused on the development of 21<sup>st</sup> Century Skills. Students demonstrated these skills through challenge solutions, collaboration in scaffolding activities, and public presentations. These included Moore Magnet's invitation exhibitions, Business after School at NWHS with feeder schools, visitors from Sumner County and Metro Nashville, and field experiences to community businesses and government offices.

Kenwood Middle School's sixth grade piloted STEM integration and gathered data on math and science pacing guides to train all sixth grade science and math teachers. These teams are prepared for upcoming visits from other sixth grade science and math teachers.

**Next Steps:**

- Evaluate 2012-2013 TCAP and EOC scores to determine effectiveness of STEM.
- Develop differentiated grade specific professional development for 3<sup>rd</sup> through 9<sup>th</sup> grade science and math teachers built around content development and problem-based learning.
- Identify effective STEM classroom teachers to lead summer trainings.
- Expand STEM externships to include high school Algebra I, physical science, and physical world concepts teachers, eighth grade teachers, and fifth grade teachers.
- Develop vertical alignment within feeder groups and build collaborative relationships through high school teachers mentoring fifth and eighth grade teachers participating in externship program.
- Continue development of 21<sup>st</sup> Century skills of students through more explicit instruction and additional opportunities to demonstrate skills.
- Work with high school guidance departments to design master schedules to ensure pairing of PWC and Algebra I teachers and physical science and Algebra I teachers with the same students.
- Expand bank of challenge ideas posted on server.
- Infuse use of technology in STEM classes with training on I-pads, LabQuest-2 interfaces, and additional sensors and probes.
- Build STEM administrators' capacity to maintain fidelity to STEM and determine ways to allocate teacher time for planning through additional trainings.
- Provide opportunity for district 6<sup>th</sup> grade teachers to visit pilot program at Kenwood Middle School and 3<sup>rd</sup>, 4<sup>th</sup>, or 5<sup>th</sup> grades at Moore.

## ***Study and Recommend New Technology to Assist in Student Achievement***

The district asked all employees to complete an online Technology Use Survey in September. Response to this survey was limited, making it necessary to further expand data gathering in this area to select groups such as the STEM teams, building administrators, etc. In summarizing all related feedback, the district is exploring iPads as a possible good fit in Special Education and ELL and is looking closely at those areas where more laptops are being requested. Through conversations with other groups such as STEM teams, the district is also exploring the need to purchase Labquest Interface for Vernier probes in the high schools to free up laptops for other purposes. The district is also investigating software to deliver courses that are not taught face-to-face online. The Technology Department and school administrators continue to work together to identify the best technology resources to meet district needs and to maximize resources for technology integration into the schools.

The challenges to this plan of action include:

- finding the “best fit” for the “best dollar value”,
- scheduling training/trainers to meet the most pressing needs as new technology enters the district,
- rolling out new software, operating systems, and hardware, and
- staying abreast of new technology entering the market while determining that which will best support and enhance student achievement.

### **Next Steps:**

- Purchase elementary computers to replace those that are out of date.
- Begin budget cycle for 2013-14 with recommendations for “best fit” of new/existing technology.
- Continue to develop training for district needs such as new operating systems.

# Maximize Employee Capacity

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- *Deepen the Use of Balanced Leadership Principles through Job-Embedded Application*
- *Increase the Number and Quality of Teacher and Administrator Candidates*
- *Study and Recommend Changes to Selected Pay Schedules*
- *Develop and Field Test an Evaluation Tool for Classified Middle Management Positions*

## ***Deepen the Use of Balanced Leadership Principles Through Job-Embedded Application***

The district continues to use McREL's Balanced Leadership Framework (BLF) as the foundation for system-wide leadership development. This year's strategic work called for deepening the use of the BLF through job-embedded application through principal Professional Learning Communities (PLCs) and foundational training with the Senior Leadership Team (SLT) and mid-level managers.

**Principal PLCs** – The district moved to smaller, more focused principal PLCs based on the school profile, academic-focus area, and related action plans. The goal was two-fold: to foster deeper discussions on improving student achievement and to ensure PLC members better understand how they contribute to each other's success. All principals were trained on 'high advocacy/high inquiry' collaboration and questioning which focused on building collective efficacy around the school's academic focus and the resources available to ensure success. Level Director's monthly questions addressed the ways principals can best apply the McREL's 21 leadership responsibilities in support of their school's academic goals. After each PLC meeting in September, October and November, Level Directors received a discussion summary, leadership implications, actions required/next steps and support(s) needed. Principals are moving beyond the sharing of best practices to high advocacy and high inquiry questioning and shared accountability within the PLCs. Mid-year feedback on the redesign of the district's principal PLCs was very positive regarding the depth of discussions and the sense of collective responsibility among participants. PLC members are looking closely at school culture as a way to empower others to close achievement gaps.

### **Next Steps:**

- Continue principal PLCs as scheduled (January, February, March, and April (2013)).
- Ensure deliberate and purposeful sharing of key learnings from PLCs during Level Director Meetings.
- Obtain principal feedback at the end of year regarding PLC implementation.

**Senior Leadership Team (SLT) and Mid-level Managers** – In July, the SLT participated in a one-day retreat focusing on the district vision of all students graduating from high school college and career ready. The SLT discussed the skills the team needs to make this a reality. The SLT conducted an internal needs assessment, identified actions necessary to take the district to the next level, and identified guiding organizational values.

In September, SLT and key mid-level managers were trained on the McREL's 21 Leadership Responsibilities and Purposeful Community to help *increased understanding of the district's foundational leadership responsibilities and the components of a purposeful community*. In late October, these same individuals received training on the phases of change and how to effectively manage change using the leadership responsibilities associated with change.

### **Next Steps:**

- Deepen the use of the leadership responsibilities in both daily and strategic work.
- Further developing the team's strategic planning skills for consistency in action plan development, implementation, and monitoring.

## ***Increase Number and Quality of Teacher and Administrator Candidates***

The Human Resources (HR) Department has explored ways to *expand recruitment strategies and options for administrative and teaching positions in an effort to increase the diversity of job applicants*. There were twenty-seven states represented by certified applicants hired for the 2012-2013 School Year. The department plans to further expand its recruitment footprint through attending more University Career fairs to establish contact with university certification coordinators, professors and others who have first-hand knowledge of students and their projected endorsement. These partnerships should allow CMCSS to recruit quality teachers as early as possible in preparation for their upcoming program completion.

Recruiting teachers in Chemistry, Math, and Special Education is a local and nationwide problem. The district works closely with Austin Peay State University to increase contact with potential applicants for these difficult to fill positions. Being aware of upcoming graduates and their endorsement areas provides a platform to discuss high need areas with potential applicants to increase their employment eligibility through additional coursework or content testing.

The HR Department's goal is *to ensure the Teacher Selection Model is aligned both with the state evaluation tool and the district's vision for hiring and retaining quality teachers*. The plan to analyze the effectiveness of the current Teacher Selection Model by comparing candidate responses with the TEAM Teacher Observation Scores is on hold due to the delay in accessing TEAM data. The department is exploring other Teacher Selection Model options.

Due to high turnover in Speech Language Pathologists, the HR Department has expanded recruiting efforts through targeted advertising, visits to university classes, and reaching out to universities with Communication Disorder Programs. The department also initiated a *market analysis to compare the average starting salary of Speech Language Pathologists from the private sector with the district's current salary structure* as the foundation for proposing a differentiated pay plan for Speech Language Pathologists.

Based on employee feedback, the HR Department determined the need *to revise the Certified Transfer process*. Focus group meetings were held, and suggestions were given to improve the process. The updated policy allows employees to submit multiple transfer requests at one time, making transfer requests more convenient for the teacher and processing such requests more effective and efficient for the HR Department.

### **Next Steps:**

- Continue expanding recruiting efforts. Track the number of employees hired as a result of exposure from a University Career Fair.
- Complete the comparison of the Teacher Selection Model with the TEAM scores.
- Select the Teacher Selection Model that best measures potential success; train designated interviewers.
- Respond to feedback to enhance the electronic Certified Transfer process.
- Request appropriate budgetary items for the 2013-2014 School Year to support next steps to include Full-time Recruiter and Differentiated Pay Schedule for Speech Language Pathologists.

## ***Study and Recommend Changes to Selected Pay Schedules***

The district's current administrator pay schedule is quite complex, consisting of 123 different pay grades and 12 longevity steps. The complexity of this pay schedule necessitates that administrator pay changes be entered manually each year. The development of a simplified pay schedule for administrators will provide administrators a clearer understanding of their yearly salary along with career financial projections. It will further improve efficiency with yearly increases being entered through the automated Munis process. Compensation and talent management consultants have reviewed the current pay schedule and received input from the Human Resources Department; recommendations for a new salary schedule are currently under way.

### **Next Steps:**

- Review other districts administrators pay schedules.
- Select a proposed pay schedule, determine budget implications if any.
- Coordinate automated process with IT Department.
- Review with SLT.
- Upon approval, implement communications plan.



## ***Develop and Field Test an Evaluation Tool for Classified Middle Management Positions***

The district currently has a unified process for evaluation of Certified Employees, Classified Employees, and Certified Administrators. To ensure a consistent and routine evaluation process for all employees, the district has developed an evaluation tool for Classified Middle Management Employees. This evaluation process will provide these employees job performance feedback and help identify opportunities for growth and development.

A review of performance appraisal research on professional association websites (i.e. [www.shrm.org](http://www.shrm.org)) was conducted in Fall 2012. Additional research, training and stakeholder feedback meetings were also conducted during this time frame. This resulted in the development of a proposed evaluation tool that included key components important to both the employees and the district. These components include:

- Focus on qualitative versus quantitative measures and performance feedback,
- Full scope review to include direct reports, self-assessment and supervisor review,
- Formalization of the employee's connection to district strategic work and mission,
- Development and connection to McREL's leadership responsibilities, and
- Focus on effective and efficient delivery of job responsibilities in relation to job description.

### **Next Steps:**

- Conduct field test of proposed model during the Spring Semester (January through May 2013).
- Obtain feedback from Pilot Process participants.
- Finalize evaluation structure and content.
- Partner with Technology Department to automate required forms.
- Implement communication plan for affected employees, supervisors and direct reports.
- Conduct Just-In-Time Training with impacted supervisors.
- Fully implement evaluation model for 2013-2014 school year.

# Improve Efficiency and Effectiveness

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- *Implement System Resource Management Software*
- *Develop and Implement a Comprehensive Building Inspection Program*
- *Automate Travel Reimbursement Procedure*
- *Develop and Implement a Clear Process for Stakeholders to Provide Useful Recommendations for District Improvements*

## ***Implement System Resource Management Software***

As technology continues to be an increasingly integral part of the educational process, the district incorporates innovative methods to best manage the desktop and laptop computers used by teachers, students, and support staff on a daily basis. Management of resources, in regards to computer hardware, includes optimizing power usage, installation of software updates, and distribution of computers across the district's 40 locations.

Over the past year, CMCSS has implemented the KACE server software on approximately 90% of the district machines, which allows technology personnel to facilitate resource management processes from a centralized location. The KACE software allows authorized users to remotely connect to any district computer that has the required "agent" installed, and perform a number of maintenance functions. To date, KACE has been used to:

- Conserve power by shutting down unused computers during off-hours;
- Help identify location of computers during routine asset auditing;
- Install operating system updates and security patches on individual machines.

### **Next Steps:**

- Coordinate installation of KACE agent on 2000 new elementary computers.
- Install KACE agent on remaining district machines.
- Integrate KACE reporting into fixed assets auditing software to provide current machine information.

## ***Develop and Implement a Comprehensive Building Inspection Program***

To deepen their knowledge of individual building needs and the quality of the operational services being delivered, the Operations Department's strategic work included developing a comprehensive building inspection program. This procedure will allow for the gathering of tangible data regarding the quality of systems and services provided as well as allow managers to deepen their understanding of the structural, mechanical, electrical and plumbing infrastructure in district buildings. This work will use qualified tradesmen to evaluate current level of performance. The data gathered will guide future work orders, prioritize capital planning and assist with improving overall operational services.

Phase I was to develop the program policy and procedure to assess the following areas at all buildings: transportation, facilities, safety, security, custodial, communications, electrical, mechanical, structural, plumbing and athletic facilities. Qualified tradesmen will perform the initial assessment of the building's safety, cleanliness and maintenance and will complete a detailed assessment specific to their area. The department manager will make a final assessment of each area, and the Chief Operations Officer will make the final assessment of the building overall. Operations will work with the principal regarding the assessment findings and steps to be taken to close the assessment.

Phase II will begin in the second semester of School Year 2012-2013. It will begin with assessing Rossvie High, Rossvie Middle, Rossvie Elementary, Barksdale Elementary and West Creek Elementary Schools. These buildings were selected because they represent several duplicated floor plans and varying ages of buildings. The project team, which includes representatives from Operations, Facilities, Building Maintenance, Transportation, Vehicle Maintenance, Safety/Risk Management, and Instruction will evaluate the efficiency of the process following the first five assessments. The assessment procedure will be modified as needed and the final procedure will be established. Beginning in School Year 2013-2014, each building in the district will receive a yearly assessment.

### **Next Steps:**

- Phase II building assessments and assessment of the procedure.
- Yearly building inspections beginning in School Year 2013-2014.

## ***Automate Travel Reimbursement Procedure***

Following the adoption of the FY 2012-13 Budget that appropriated funds for this initiative, the Business Affairs Department evaluated existing products in the market place and determined an in-house solution was the district's best option for acquiring the necessary functionality that aligns with the department's goals for improving efficiency and effectiveness.

Business Affairs staff met with the Technology Department during the Fall of 2012 to share specific functionality requirements needed to successfully automate the travel reimbursement procedure. Running parallel to this initiative was the establishment of a Continuous Improvement Team to explore automating both the in-system and out-of-system professional leave procedures. These two initiatives have been determined to be so closely related that including the professional leave process in the automated travel reimbursement procedure will streamline effectiveness and efficiency.

### **Next Steps:**

- The Technology Department will analyze software functionality requirements and make a recommendation regarding whether automation of this process is feasible and if it is, what steps should be taken next.
- If recommendation is to move forward, a timetable for software development, training, and implementation will be established.
- If recommendation is to not move forward, the Business Affairs Department will seek to identify other initiatives for improving efficiency and effectiveness.

## ***Develop and Implement a Clear Process for Stakeholders to Provide Useful Recommendations for District Improvements***

In the spirit of continuous improvement, the district renamed its Process Management System to The Continuous Improvement System and began focusing more on district improvements being directly related to improved effectiveness and efficiency. Management Review Team was reconfigured into the Continuous Improvement Committee and is charged with representing their respective areas on Senior Leadership Team chartered Improvement Teams who develop, implement and advise on district Recommendations for Improvement. The Continuous Improvement Committee and Improvement Teams will work closely with the Senior Leadership Team in this new process. The district is working to ensure that the loop is “closed” for stakeholder feedback, questions and recommendations for improvement.

### **Next Steps:**

- Solidify process for submitting district recommendations for improvement.
- Communicate to all stakeholders the steps of the process.
- Monitor cost savings and cost avoidance of district improvements.

# Engage the Public

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- *Expand Access to Information through the Use of On-line Tools*
- *Conduct a Communications Audit*



## ***Expand Access to Information through the Use of On-line Tools***

The Communications and Technology Departments are working collaboratively to expand the potential for the use of SchoolMessenger, the system's telephone and electronic notification system. One potential tool would give parents the opportunity to manage their preferences in receiving notifications from the district. One school will pilot the program which gives parents options on notifications via phone, email and/or text during the spring semester, School Year 2012-2013.

Focus groups which include parents of students with disabilities, parents of English Language Learners, parents of military dependents, and parents of culturally diverse students have been organized to provide feedback on ways the district can best address their needs. There is a renewed focus on best practice communications with parents who do not speak English or who have limited English proficiency. Spanish translations of commonly used forms, as well as offering phone notifications in Spanish will be implemented this school year. The outcome of these focus groups is to develop better ways of serving the unique needs of the students of these groups.

The Parent Communications group now provides a summary of its monthly meetings online. Parents can access this information at [www.cmcss.net](http://www.cmcss.net), clicking on Schools, then clicking on Parent Info, and clicking on Parent Communication Committee Notes under "Parent Links" on the right side of the page.

### **Next Steps:**

- Pilot tool for opportunity to give parents access to manage their preferences for receiving notifications.
- Complete Spanish translations of commonly used forms.

## ***Conduct a Communications Audit***

In September, communications professionals from the National School Public Relations Association conducted a communications audit involving three days of interviews with 21 different internal and external stakeholder groups, representative the full array of district demographics and involving several hundred individuals. Additionally, the audit team reviewed district communication vehicles and messages, via printed materials and the website. Further, the team reviewed survey data, current strategic plans, policies, School Board work and meeting agendas and current programs. The team reinforced AdvancED's required action, indicating that not everyone in the community is receiving the message about the quality of district. With this call to action from both groups, the district has initiated a Continuous Improvement Team charged with the task of developing an accurate and clear message for promoting the district.

### **Next Steps:**

- Develop a clear message for promoting the district.

# Student Achievement Data

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 Actual Graduation Rate	76.0%	76.2%	78.5%	85.70%	88.33%	90.78%	91.0%	93.5%	95.2%		
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 AMO calculations.

Created 9.1.2012 Sucharski.Tomes  
Source: CMCSS AYP Graduation Data

ACT 2011-12 for Graduating Seniors						
Subject	Obser. Score	Pred. Score	Status	3 yr avg	Pred 3 yr avg	Status 3yr
Composite	19.67	19.45	ABOVE	19.46	19.28	Above
English	19.14	19.26	NDD	18.93	19.03	NDD
Math	19.00	18.67	Above	18.86	18.56	Above
Reading	20.09	19.95	NDD	19.88	19.74	Above
Science/Reasoning	19.91	19.43	Above	19.66	19.3	Above

Source: 201112 EVAAS

Created: 12.17.2012 Sucharski.Tomes

## High School Cohort Dropout Rate 2004 - 12

	2003-04	2004 - 05	2005-06	2006 -07	2007-08	2008-09	2009-10	2011-12
CHS	11.0%	11.2%	14.0%	7.3%	6.8%	5.8%	5.4%	2.2%
KHS	10.0%	9.9%	8.8%	7.8%	8.1%	6.2%	3.5%	3.4%
MCHS	10.8%	12.7%	8.0%	8.4%	6.4%	4.5%	6.3%	1.2%
NEHS	3.5%	7.7%	3.4%	3.4%	1.1%	2.4%	2.0%	<1%
NWHS	10.6%	10.3%	10.3%	5.6%	4.8%	7.9%	5.4%	1.7%
RHS		10.5%	8.1%	7.2%	5.9%	5.7%	5.6%	1.5%
WCHS								2.3%
MC@APSU							0%	0%
CMCSS	10.6%	10.3%	9.0%	6.4%	5.5%	5.4%	4.5%	1.9%

State Goal = below 10%

Source: TN Report Card

Created: Sucharski.Tomes 2012

**CMCSS Report Card Achievement Snapshot**  
**Final 2011-2012**

2010 Achievement (3year)				
School	MATH	READ	SS	SCI
CMCSS	B	B	A	A
Barkers Mill	B	B	B	B
Barksdale	A	A	A	A
Burt	C	B	A	B
Byrns Darden	D	D	C	C
Cumb. Hgts	B	B	A	A
East Montgomery	A	A	A	A
Glenellen	B	A	A	A
Hazelwood	B	B	A	B
Kenwood	B	B	A	A
Liberty	C	C	B	B
Minglewood	D	C	B	B
Mont. Cent. Elem	B	B	A	A
Moore	B	B	A	A
Norman Smith	C	C	B	B
Northeast	C	C	B	B
Ringgold	B	B	B	B
Rossvie ES	A	A	A	A
Sango	A	A	A	A
St. Bethlehem	B	B	A	B
West Creek	A	A	A	A
Woodlawn	B	B	A	A
Kenwood Middle	C	C	B	C
Mont. Cent. Middle	B	B	A	A
New Prov. Middle	B	C	B	A
Northeast Middle	B	B	A	A
Richview Middle	B	A	A	A
Rossvie Middle	A	A	A	A
Westcreek Middle	B	B	A	B

2011 Achievement (3year)			
MATH	READ	SS	SCI
B	B	A	A
B	B	A	A
A	A	A	A
C	B	B	B
D	D	B	C
B	B	A	A
A	A	A	A
B	A	A	A
B	B	A	A
B	C	A	A
C	C	A	B
C	C	B	B
B	B	A	A
B	B	A	A
B	C	B	B
C	C	B	B
C	C	B	B
A	A	A	A
A	A	A	A
C	B	B	B
A	A	A	A
B	B	A	A
C	C	B	C
A	B	A	A
B	B	A	B
B	B	A	B
B	A	A	A
A	A	A	A
B	B	A	B

2012 Achievement (3 year)			
MATH	READ	SS	SCI
B	B	A	A
A	A	A	A
A	A	A	A
C	B	A	B
C	D	B	B
B	B	A	A
A	A	A	A
B	A	A	A
B	A	A	A
B	C	A	A
B	B	A	B
B	C	B	B
A	A	A	A
B	B	A	A
A	B	A	A
C	C	A	A
B	B	A	B
A	A	A	A
A	A	A	A
C	B	A	B
A	A	A	A
A	A	A	A
B	C	A	C
A	B	A	B
B	C	A	B
B	B	A	B
A	A	A	A
A	A	A	A
C	B	A	B

Deficient
Below
Average
Above Average
Exemplary

Source: TN EVAAS Website  
 Created: 7.2.2012 Sucharski.Tomes

Note: This data is free of the 1998 baseline and based on the 2009 assessment recalibration.

# CMCSS Report Card Value Added Snapshot

## Final 2011-2012

	2010 TVAAS (3 year)				2011 TVAAS (3 year)				2012 TVAAS (3 year)			
School	MATH	READ	SS	SCI	MATH	READ	SS	SCI	MATH	READ	SS	SCI
CMCSS	D	D	B	D	C	C	B	D	B	C	B	D
Barkers Mill	B	B	A	C	B	A	A	A	A	A	A	A
Barksdale	C	B	A	A	C	B	A	A	B	A	A	A
Burt	D	C	A	A	D	C	B	A	B	B	A	A
Byrns Darden	D	F	B	B	D	C	A	B	A	B	A	A
Cumb. Hgts	D	D	A	C	D	B	B	C	B	A	A	B
East Montgomery	F	C	B	C	F	C	B	C	C	A	A	A
Glenellen	D	C	A	C	D	B	A	C	C	B	A	B
Hazelwood	D	D	D	D	D	C	C	D	D	A	C	C
Kenwood	D	D	B	B	C	D	C	B	C	C	B	A
Liberty	D	D	A	C	F	D	B	B	B	B	A	B
Minglewood	D	B	C	B	A	B	B	B	A	A	A	A
Mont. Cent. Elem	C	C	A	A	C	A	A	A	A	A	A	A
Moore	D	D	D	D	D	F	D	D	D	D	C	C
Norman Smith	C	F	F	F	A	B	B	B	A	A	A	B
Northeast	D	D	A	C	F	C	B	D	D	B	A	A
Ringgold	F	D	C	F	F	D	D	F	B	B	B	C
Rossvie ES	New School, opened 0910				New School, opened 0910				C	A	A	B
Sango	D	D	B	D	D	D	B	D	D	B	A	D
St. Bethlehem	K-3 School				K-3 School				K-3 School			
West Creek	New School, opened 0809				C	C	A	A	D	C	A	A
Woodlawn	C	C	A	C	B	C	B	C	A	B	A	B
Kenwood Middle	D	D	B	F	B	D	B	F	A	D	A	F
Mont. Cent. Middle	C	D	C	D	B	D	C	F	B	D	D	F
New Prov. Middle	C	D	B	D	B	C	B	D	B	D	B	F
Northeast Middle	C	D	A	D	C	D	D	F	A	D	B	F
Richview Middle	C	D	C	F	C	D	D	F	A	D	C	D
Rossvie Middle	F	D	D	D	D	D	D	D	B	C	C	F
Westcreek Middle	D	D	B	D	D	D	B	D	D	D	B	F

Deficient
Below
Average
Above Average
Exemplary

Source: TN EVAAS Website

Created: 07.2.2012 Sucharski.T

Note: This data is free of the 1998 baseline and based on the 2009 assessment recalibration.

CMCSS TCAP Writing Performance 2008 - 2012

