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I. State's Role in Supporting Priority Schools

At the foundation of education in Tennessee is an accountability framework to ensure that students in schools across the state are receiving an education that allows them to pursue their chosen path in life. For many years, Tennessee's districts and schools were mandated under No Child Left Behind to make Adequate Yearly Progress (AYP) toward the goal of 100 percent of students reaching proficiency in math and reading by 2014.

In 2012, Tennessee was granted a waiver from No Child Left Behind, which allowed the state to create its own accountability system. This system placed greater focus on growth and improvement and removed the expectation that all schools meet standardized proficiency targets. In 2015, Tennessee applied for a waiver renewal request and it was accepted, providing the state continued flexibility. The renewal maintained our accountability framework's focus on two primary measures—raising absolute proficiency for all students and closing the achievement gap between groups of students—while also making a number of improvements including additional opportunities for school districts to demonstrate progress.

The reauthorization of No Child Left Behind, known as the Every Student Succeeds Act (ESSA), was signed into law in December 2015. With an explicit focus on school-level accountability, the bill gives states the ability to decide how best to intervene in low-performing schools, but specifically *requires* states to intervene in the bottom five percent of schools in the state. The idea for this was drawn largely from waivers, like Tennessee's, that already called out the need to do this.

Tennessee's waiver laid out the criteria for the state's Priority Schools, which are the bottom five percent of schools in the state in terms of academic achievement. The list of Priority Schools is generated a minimum of every three years and a school must have a minimum of two years of data to be considered. The current list of Priority Schools, which was run in 2014, contains a total of 83 Priority Schools in the following districts: Davidson, Hamilton, Knox, Jackson-Madison, and Shelby. When a school is identified as a Priority School, one of the following interventions must take place:

- Turnaround through LEA adoption of an identified school improvement grant (SIG) intervention model or other LEA-led school improvement process;
- School turnaround under the governance of an LEA Innovation Zone; or
- Placement in the achievement school district (ASD).

As of 2015-16, 8 Priority Schools are part of an LEA-led turnaround, 24 Priority Schools are in an LEA innovation zone, and 23 schools are being served by the ASD.

II. Overview of Hamilton County Priority School Data

Every year, the department's data and research division analyzes the performance of each of the state's Priority Schools. As part of that process, in summer 2015, the department looked at the five schools in Hamilton County that were named to the Priority School list in 2014. These schools include two middle schools, two elementary schools, and one high school. Based on three years of data, overall proficiency rates in these schools ranged from 17.8 percent to 29.9 percent in the 2014-15 school year (See Table 1). As you will see in Table 1, in 2015 four of the five Priority Schools remained in the bottom five percent of schools based on the most recent proficiency data.

Also in 2015, the percent of students scoring at or above proficient either decreased or remained stagnant in all of Hamilton County's Priority Schools except Dalewood Middle School (See Table 2). Growth data indicated that students in four of the five Priority Schools made less than the expected growth (See Table 3). No Priority Schools in Hamilton scored at or above the TVAAS level required to remove the school from eligibility for the state-run Achievement School District.

Additional data metrics highlight other challenges present in the district's schools, including:

- Based on 2014-15 retention data, Priority Schools in the district retained less effective teachers at higher rates than other Priority Schools in the state.
- Chronic absenteeism is higher in Hamilton County than at the state-level. In the district's Priority Schools, chronic absenteeism rates far exceed the state average for all schools (See Table 4). Chronic absenteeism rates indicate the percentage of students who miss 10 percent or more of instructional days for any reason.
- Although ACT scores statewide increased from 2014 to 2015, ACT scores in Hamilton County and in Hamilton County Priority Schools decreased during the same time period.
- Based on a one-year success rate, Hamilton County has nine schools in addition to the Priority Schools described in Table 1 that fall in the bottom 10 percent of school performance in the state.

The tables below highlight key data points including a comparison of Hamilton County Priority School TVAAS scores as compared to the performance of Priority Schools in other districts across the state (See Table 5). The entire data presentation shared with Hamilton County is included in the Appendix.

Table 1: Hamilton County Priority School Success Rates and Percentiles

School	3-Year Success Rate 2014	Percentile Rank 2014	3-Year Success Rate 2015	Percentile Rank 2015
Brainerd High School	27.6%	3.1	29.9%	2.9
Dalewood Middle School	18.8%	2.0	22.6%	2.7
Orchard Knob Elementary School	23.1%	4.6	26.3%	5.4
Orchard Knob Middle School	17.5%	1.6	17.8%	1.0
Woodmore Elementary School	20.9%	3.5	23.9%	3.8

Table 2: Hamilton County Priority School Achievement Gains

School	1-Year Success Rate 2013	1-Year Success Rate 2014	1-Year Success Rate 2015	Gain/Loss from 2014 to 2015
Brainerd High School	26.3%	33.3%	30.6%	-2.7
Dalewood Middle School	18.2%	22.5%	27.0%	4.5
Orchard Knob Elementary School	24.1%	28.1%	26.4%	-1.7
Orchard Knob Middle School	20.7%	16.4%	16.5%	.1
Woodmore Elementary School	19.2%	26.6%	26.6%	0

Table 3: Hamilton Priority Schools TVAAS Composite Values

School	2013	2014	2015
Brainerd High School	1	1	1
Dalewood Middle School	3	5	1
Orchard Knob Elementary School	2	4	1
Orchard Knob Middle School	1	1	1
Woodmore Elementary School	1	3	3

Table 4: Chronic Absenteeism in Hamilton County Priority Schools

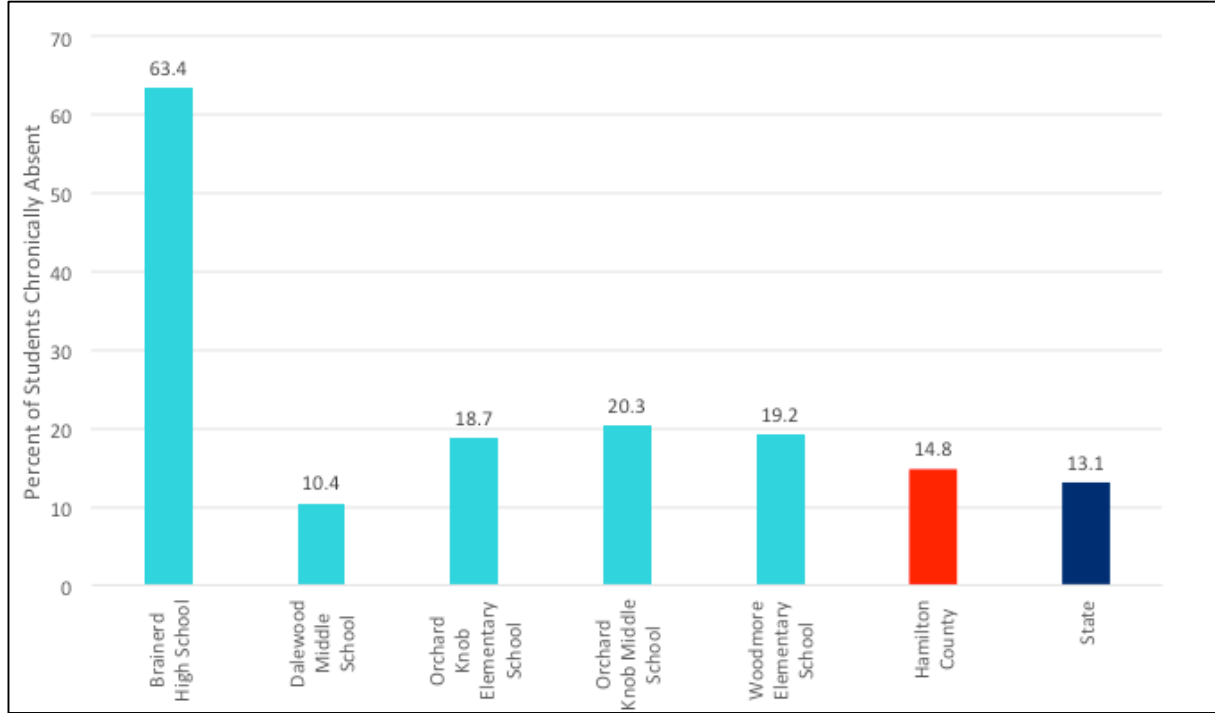
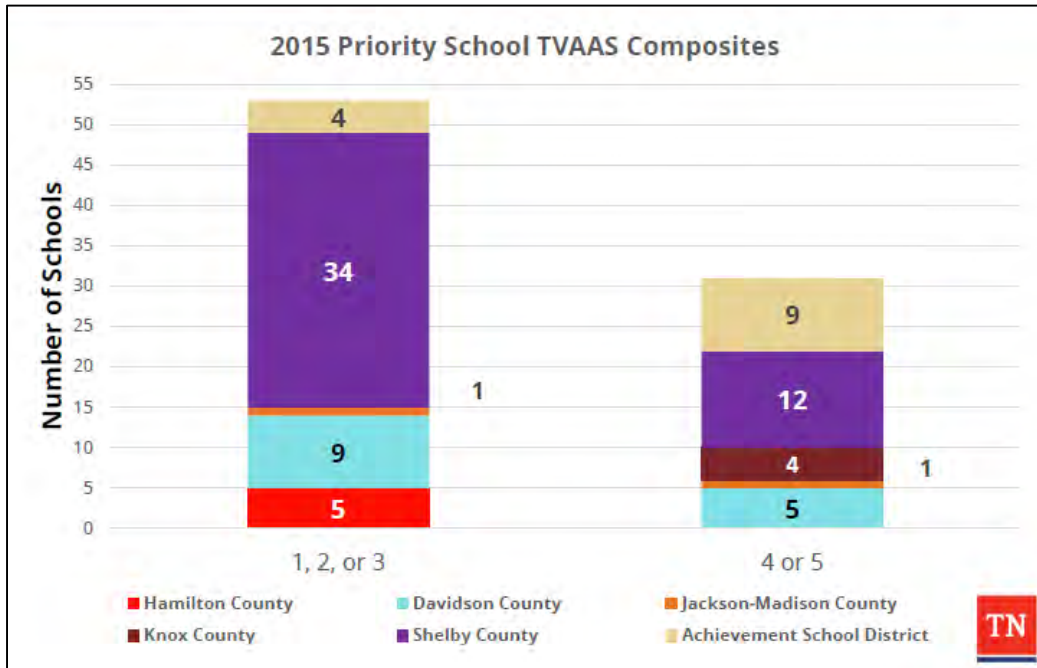


Table 5: Priority School TVAAS Composite by District



III. School Improvement Grant Funding

In the spring of 2013, Hamilton County was awarded a three-year School Improvement Grant (SIG) totaling \$10,566,051, to support efforts to turnaround its five Priority Schools. Over \$2.8 million of grant funds (25 percent) were awarded to the district to staff the iZone, recruit and train Priority School principals and teachers, and contract with multiple education partners. A portion of the total three-year award (75 percent) went directly to schools. The three-year school awards were as follows:

- Orchard Knob Elementary - \$1,597,494
- Woodmore Elementary - \$1,351,854
- Orchard Knob Middle - \$1,318,932
- Dalewood - \$1,227,918
- Brainerd High School - \$2,183,694

The iZone has experienced some challenges in spending all eligible SIG funds during the years for which funds were awarded. This year the district carried over a balance of \$1,065,101 from its Year 2 (School Year 2014-15) award. This amount, added to the Year 3 award for School Year 2015-16, leaves a total of \$4,834,878.44 to be obligated by September 30, 2016 and liquidated by December 30, 2016.

With the implementation of the grant, it is the expectation that each school will:

- Make progress on annual goals for student achievement
- Make progress on SIG leading indicators, (number of minutes in the school day, dropout rate, student and teacher attendance, chronic absenteeism, discipline incidences, advanced coursework completion, effective teachers)
- Implement the intervention model with fidelity to applicable requirements and to the district's grant application.

The grant was renewed for the third and final year for all Hamilton Priority Schools; however, conditions were placed on Orchard Knob Middle because of its failure to make progress over the life of the grant. Conditions require monthly check-in calls with the Hamilton iZone director to discuss grant implementation and any challenges to turnaround efforts at Orchard Knob Middle School.

In addition to the check-in calls, the department continues its support to the iZone office through quarterly milestone reports, budget reviews, and three convenings of state iZone and School Improvement leadership.

Recently, there have been issues in the selection of external partners, particularly for the provision of professional development for iZone principals and teachers. After discussion with iZone leadership regarding funds budgeted for contracted services, there were a number of budget revisions. The iZone now seems more intentional in its partner selection process to ensure that those selected have the appropriate credentials and expertise for school turnaround work.

Upon review of the first quarter milestone school level reports, four areas of challenge are prevalent throughout iZone schools. Department SIG leadership provided feedback in the following areas:

1. Progress in reading/language arts and mathematics
 - Expand the work of literacy and numeracy coaches to include job-embedded professional development (i.e. side-by-side coaching/instruction, demonstration lessons, peer observations, etc.)
 - Schedule RTI² Tier II and III instruction at times throughout the school day instead of tagging it to the end of the day in schools where this is a practice.
2. Recruitment and retention of Level 3, 4, and 5 teachers
 - Provide support to novice teachers and Level 1 and 2 teachers who remain in schools
 - Examine policies for retention of Level 1 teachers
 - Expand recruitment efforts to other areas
3. Student attendance including chronic absenteeism
 - Examine root causes
 - Involve staff including teachers, counselors, school social workers, behavior specialists, and family partnership specialists to develop a school-wide plan to address attendance issues
4. Student discipline issues
 - Examine discipline data, determine root cause and develop a school wide plan to reduce the number of student discipline incidents and ultimately suspensions
 - Increase involvement of counselors, school social workers, behavior specialists, and family partnership to address student discipline issues

The feedback provided above closely aligns with the findings of the department after reviewing the district and individual Priority School plans. The department will continue to monitor and support the Hamilton County iZone through the upcoming results-based and School Improvement Grant monitoring.

IV. Timeline of Events

After reviewing the Hamilton County data more closely and seeing the results of Hamilton County's Priority Schools, Commissioner McQueen requested a meeting with Director Rick Smith and his team, which took place on Sept. 18, 2015. The purpose of the meeting was threefold: (1) to share data on Hamilton County's Priority Schools, (2) to learn how Hamilton County has approached the Priority Schools in the district to date, and (3) to begin discussions regarding additional state and district support opportunities for Hamilton County Priority Schools.

As a follow up to the meeting, the commissioner requested from Director Smith a plan to address the performance of the five Priority Schools both for the current school year as well as the next (2016-17). In a letter to Director Smith, she requested that the plans be submitted by Oct. 20, 2015. On that date, the commissioner received two documents from Hamilton County: (1) a district response plan for Priority Schools and (2) a set of plans for each of the Priority Schools.

The commissioner assembled a small team of individuals to review the plans and provide feedback on whether or not the plans adequately address the needs of students in Hamilton County's Priority Schools. The team met three times over the course of two months to discuss the plans in more detail and to reach a consensus on Hamilton County's ability to set the Priority Schools in the right direction. The discussions and findings of that team are captured in the report that follows.

V. District Response Plan

One of the two documents that Hamilton County submitted was a district response plan that outlined the action steps the district was taking during the 2015-16 year for Priority Schools and the proposal for its Priority Schools in 2016-17. The district response plan contained four separate sections: (1) accountability data (success rates and three-year trends), (2) teacher effectiveness and retention, (3) student attendance, and (4) culture and climate. Similar to the individual Priority School plans, the district response plan did not appear to take a holistic look at the data; instead, each of the data points elicited a new activity or program. A closer look at the four sections makes it clear that a refined focus on teachers and climate could have been an appropriate first step, as recruiting, retaining, and developing the best teachers can help solve issues around achievement data, and building a strong culture can help address issues with student attendance.

Rather than creating a response based on a single point in time, the review team wanted to see a more comprehensive approach. An example of this would be the evident need to address literacy across the Priority Schools. It was hard for the review team to see the connection across the monthly literacy support networks, the administrator literacy support sessions, the intense literacy intervention, and the literacy support from the Southeast CORE office. Additionally, there was no mention in these four activities of the ways in which RTI² or special education would be embedded in the response to low reading proficiency rates. Instead, the district had planned separate sessions for special education teachers that were not necessarily geared toward literacy. The preferred and recommended action is for the district to bring together a cross-divisional team to create a cohesive plan which successfully addresses declining literacy rates.

The same issue arose in examining the section related to teacher recruitment, retention, and effectiveness, which contained 17 separate activities to ensure that the best teachers were staying and feeling supported in the district's Priority Schools. These 17 activities were listed separate from those in the section on culture and climate, which is a huge determinant in whether or not a teacher decides to stay at a particular school. The work around developing a sense of community, improving public relations, and utilizing a personnel culture and climate survey should not be isolated from what is occurring to improve teacher retention and effectiveness.

Overall, the district plan for the 2015-16 year lacked a comprehensive approach, which raised questions for the review team when looking at the 2016-17 plan to potentially

restructure the Priority Schools. The team's first reaction was one of concern given that restructuring a school will not necessarily address the foundational issues that currently exist. The structure of the school might change, but issues of teacher effectiveness and climate likely will not, leading to schools and their students ending up in the same place two years from now. Successful school turnaround starts with a solid foundation, so this strategy to restructure for 2016-17 leaves the review team with great pause.

VI. Individual Priority School Plans

In addition to a district plan, Hamilton County leadership submitted an individual plan for each of the Priority Schools in the district: Orchard Knob Elementary, Woodmore Elementary, Dalewood Middle School, Orchard Knob Middle School, and Brainerd High School. The following captures the general feedback of the department's review team after analyzing the five individual plans.

Orchard Knob Elementary

The plan from Orchard Knob Elementary highlights the teacher turnover issues that have impacted student performance at the school. From looking over the strategies around teacher retention and support, it appears teachers are being provided with considerable professional development in the form of presentations and modeling. While this is important, it is only a piece of how to change practice. Do teachers have the opportunity to put these strategies in place? And what is the method for providing them with feedback?

Additionally, the plan does not mention RTI² implementation. Given the number of students who are scoring basic or below basic on reading language arts and math (87.7 percent and 61.3 percent, respectively), it is concerning that there is not more of a focus on utilizing tiered skill-based intervention.

Attendance rates at Orchard Knob Elementary might be improving, but the school still has chronic absenteeism rates that are close to 20 percent, which is quite high for an elementary school. A school with this rate has close to 20 percent of students missing 18 or more days of school per year. A more in-depth look at absences and how to address the larger question of school culture is worth exploring. Are families invested in making sure their students are at school each day? If not, what are the most effective strategies for investing families in the importance of making sure their child is present?

Woodmore Elementary

Based on the data and the actual plan, the review team believed Woodmore had the most data-grounded plan to address student performance and success. It is clear Woodmore has spent time digging into the results—both academic and non-academic—to get a better picture of how to best address the places where the school has struggled, particularly in fourth grade reading and math. The looping strategy is one that will increase instructional time while also build culture across teachers and families.

Of the five Priority Schools, Woodmore appears to have spent the most time addressing RTI² implementation with a focus on academic interventionists. The plan makes multiple references to prioritizing Tier I. Given the performance of students at Woodmore, the review team agreed that Woodmore should place its greatest emphasis (and strongest teachers) in Tier III instruction. When RTI² is implemented with fidelity, the lowest performing students begin in Tier III, which does not seem to be happening at Woodmore.

In addition to excessive unexcused absences, the school has also had chronic absenteeism rates close to 20 percent. A more in-depth look at the specific students that are chronically absent and why they are continuing to miss school would be a helpful next step for Woodmore. As the school seeks to build culture, it would be helpful to know more about the positive results reported on the Family Partnership Specialist.

Orchard Knob Middle School

The plan submitted for Orchard Knob Middle highlights the work that is being done to ensure that teachers are provided with specific time for teacher collaboration and common planning. In particular, the plan highlights that the master schedule allows two teams from each grade level to share planning and each of these teams has a designated leader to take charge. The result of this work is reflected in Orchard Knob Middle's teacher survey results which indicate that teachers at the school believe the administration works to protect planning time.

It is evident in the plan that Orchard Knob Middle has struggled with the challenges of teacher turnover and addressing the knowledge and skills gaps of new teachers in the building. While there are a handful of strategies listed to target teacher recruitment, retention, and development, it is not evident why these strategies were chosen or how Orchard Knob Middle is actively assessing/measuring their impact. Plans to improve the performance of Level 1 and 2 teachers do not appear vastly different from what is offered to Level 3, 4, and 5 teachers.

In addition, the data shows that discipline infractions, particularly suspensions and expulsions are exceedingly high. It is unclear from the plan what, if anything, is being done to address the behavior incidences and build a positive behavior culture in the school. Tied to that is a chronic absenteeism rate of 20 percent. The question of the review team was whether or not this data had been investigated to identify subgroups that are disproportionately absent, so the school could begin to address the "why." The plan lists several strategies around attendance, but it does not seem as though they are being

targeted at specific students and families and what is taking place appears more punitive than proactive in nature.

Dalewood Middle School

Dalewood Middle has placed an important focus on teacher professional development through both the Literacy Design Collaborative (LDC) and the Teacher Development Group. LDC is a framework to ensure that literacy strategies are implemented with fidelity across all grade levels. Whereas LDC focuses specifically on literacy, the Teacher Development Group is targeted at math and science teachers at Dalewood. Based on Dalewood's own analysis, the key factor missing in professional learning across the school is appropriate follow-up and coaching. Dalewood needs to explore the power of job-embedded professional development and the ways that professional learning needs to be grounded in a teacher's day-to-day experiences.

Of the five Priority Schools, Dalewood Middle has the best attendance data. Discipline incidences are still high (e.g., 151 suspensions), but the number of suspensions is roughly half of what Orchard Knob is seeing. These improved numbers suggest that the school-wide positive behavioral interventions and support (PBIS) system is having a meaningful impact on school climate and culture.

For the most part, it appears as though additional support for students in math and literacy takes place at the beginning of the school day or after school during the 21st century afterschool program. Both of these are important structures, but a larger question arose from the review team around RTI² implementation. At this point, Hamilton County Schools should have skills-based intervention occurring through RTI² in elementary and middle schools. Skills remediation in RTI² addresses deficits in basic reading or math skills at the student's individual skill level; however, there is no evidence of this taking place at Dalewood.

Brainerd High School

The plan for Brainerd High School contains an extensive number of strategies and data points; however, it was not clear that the strategies chosen actually address what the data says. The bright spot of the plan centers on teacher collaboration and the ability for teachers to have common planning with other teachers as well as the data coach. This is an important step, but the shuffling of teachers to improve the school's overall success rate is concerning. The strategies to improve the performance of level 1 and 2 teachers do not appear to highlight anything different for these teachers than what was already being

done. There are multiple professional development opportunities being funded through SIG, but it does not seem like these were chosen to strategically address the needs of the lowest-performing teachers.

After reviewing the plan, it appears as though Brainerd does not fully understand the RTI² framework. The plan itself states that all ninth-grade students are in content-area reading and all tenth-grade students are in Tier II intervention. It is concerning that Brainerd has placed an entire grade in Tier II as this does not fit with proper RTI² implementation. If this is the proper assignment of students in tenth grade, how did Brainerd determine that all students needed extra support through these classes?

Brainerd's data on student attendance and discipline speak to larger question about school culture and climate. The 2014-15 student attendance data indicates a chronic absenteeism rate of 63 percent and that 30 percent of students are not present for instruction at least one day per week. It is apparent that students are not attending school; consequently, they cannot be taught. Brainerd should take a comprehensive approach to climate and create a student attendance system that is not so punitive. The first step is to go beyond overall attendance rates and review absenteeism data to identify specific sub groups and/or issues.

With 328 suspensions during the 2014-15 school year, including 12 that meet the department's criteria as a serious incident (e.g., aggravated assault, weapons, etc.), a comprehensive strategy for managing behavior and improving safety is needed to ensure an environment where learning can occur. Using discipline and perceptual data from surveys and focus groups—as opposed to anecdotal information and observations—would allow the school to have a systemic impact on culture.

VII. Overall Findings

The plans submitted by Hamilton County Schools were heavy on activities and programming. While this is not necessarily a negative practice, it seemed the activities themselves were not tied to one another nor to what the data indicated. None of the plans was sufficiently school-specific. Adding programs without a clear link to pertinent data creates an unfocused approach, often resulting in more problems than solutions. In addition to being activity-driven, listed below are a few key findings that were a common thread across all of the plans:

- The lack of cohesiveness across Priority School plans points to an unfocused approach from **district leadership**. The plans suggest schools are working in silos as opposed to working toward a clear vision in coordination with other schools in the iZone. A cohesive approach is essential to the success of these schools, and the review team was left with questions about the structure and capacity of district iZone leadership.
- The plans did not provide evidence that the district was equipping and **empowering its principals** to lead and build culture. Before any of the findings below can be addressed, district leadership must establish a relationship of support to ensure Priority School principals feel secure in addressing the needs of their schools.
- A **high-quality teacher** in front of every student is the key to seeing change in the Priority Schools. More emphasis needs to be placed on incentivizing the best teachers to move to these schools. The plans speak to fragmented efforts to recruit teachers. The iZone should consider a holistic strategy for enlisting the strongest teachers and developing those teachers who have the greatest potential to perform at Levels 4 or 5. **Community collaboration** is missing across all of the plans. A principal cannot turn a school around on his/her own; rather, through consistent and strategic community partnerships, culture begins to shift. The community is an essential stakeholder in addressing the performance of the Priority Schools; community involvement is missing from these plans.
- **Attendance** in the Hamilton County Priority Schools is a serious concern and the approach to addressing attendance appears more reactionary than preventative. Each one of the schools had a chronic absenteeism rate that was above both the Hamilton County and statewide averages of 13.1 and 14.6 percent, respectively. While Brainerd High School and Orchard Knob Middle had numbers that were extremely concerning, each of the Priority Schools has an issue around the number of students who are missing 10 percent or more of the school year.

- Similarly, **discipline and safety issues** are a significant concern at each school with the exception of Orchard Knob Elementary. Suspensions ranged from 91 at Woodmore Elementary to 328 at Brainerd High. Twelve serious incidents (as reported for the annual school safety report required by TCA 49-6-4301) occurred at Brainerd during the 2014-15 school year; nine such incidents were reported at Orchard Knob Middle. Specific strategies for reducing disruptive incidents and improving safety are not evident in the plans.
- Across schools, implementation of **RTI²** is still weak. There is a need for each school to do a better job of using data to guide decisions around intervention and to use progress monitoring data to evaluate the success of interventions. Additionally, it appears that confusion persists about the importance of using RTI² to identify skill deficits as opposed to remediating standards.

VIII. Recommendations

As a result of the findings, the department of education has set out **three recommendations** that are essential next steps for the Priority Schools in Hamilton County to achieve a different trajectory.

1. Create an absolute urgency around addressing the performance of Hamilton County Priority Schools by **building out the infrastructure and talent in the district's iZone**. The first step should involve a visit of Hamilton County district leadership to the iZone in Shelby County to observe how it has united its Priority Schools under one vision.
2. Place an immediate focus on the following areas:
 - a. Develop greater **support for principals** at the Priority Schools and increase involvement in the department's school leadership opportunities such as Tennessee Academy for School Leadership (TASL), Principal Study Council, Integrated Leadership Course, Supervisor Study Council, and Supervisor Evaluation.
 - b. Examine current fidelity check and support practices at the district level to ensure that all schools are **implementing RTI² with intended fidelity** and that schools have a focus on skills-based intervention as well as rigorous Tier I instruction.
 - c. Ensure that a structure exists at the district level that includes representation from the district's **special education** team to evaluate current practices related to students with disabilities within schools. Special education staff should have a voice in planning for *all students*. This approach creates an effective partnership that can improve instructional practices and outcomes for all students. Hamilton County's recent Needs Intervention Protocol assembled by the department's division of special populations and student support highlights this area for improvement.
 - d. Use SIG leading indicators data and data from formative and summative assessments to align the **use of SIG dollars** with what the data show about the needs of the school.
 - e. Expand the number of **high-quality teachers** in the Priority Schools. The iZone leadership should recruit beyond the local postsecondary preparation programs and leverage high-quality providers that work in turnaround environments.

- f. Review current **attendance data** with a specific focus on intervening with students missing more than 10 percent of available instructional days. Create real-time reporting mechanisms to enable immediate follow-up and support. Engage parents, caregivers, and community resources as partners in identifying barriers and developing positive norms around attendance.
 - g. Review **discipline and incident reports** at each school and identify specific strategies for improving the capacity of school administrators and teachers to maintain a supportive school environment and manage disruptive behavior. Involve juvenile justice and mental health providers in developing Tier II and Tier III responses to more challenging behaviors.
3. With the release of the Chattanooga 2.0 plan, seize the opportunity to unite the city and school district in committing to the success of the Priority Schools. A united focus on educational equity and opportunities for all students is critical to success. The children in these schools need more than just change at the school level; they deserve to feel the impact of a city standing behind them and a community that cares.

IX. Next steps

In closing, the department of education will pursue a few specific next steps as a follow up to this report:

- Complete results-based and SIG monitoring of the Priority Schools in Hamilton County. *Our expectation is that your Priority Schools will show growth this year and that you will have additional conversations regarding future school improvement funding.*
- Proactively assist and monitor HCS in fulfilling the recommendations in this report.
- Begin exploration of possible Achievement School District (ASD) expansion in Hamilton County as the department considers all options to intervene with lowest performing schools. As part of that process, explore the capacity of current charter schools and/or other school operators within Hamilton County to expand to serve the Priority Schools.

X. Appendix

- Hamilton County Priority School Results and District Data – *Presentation given to Hamilton County leadership on Sept. 18, 2015*



2015 Hamilton County Priority School Results and District Data

Division of Data and Research



TM

Hamilton County Priority School Performance

Hamilton County Priority School Success Rates and Percentiles

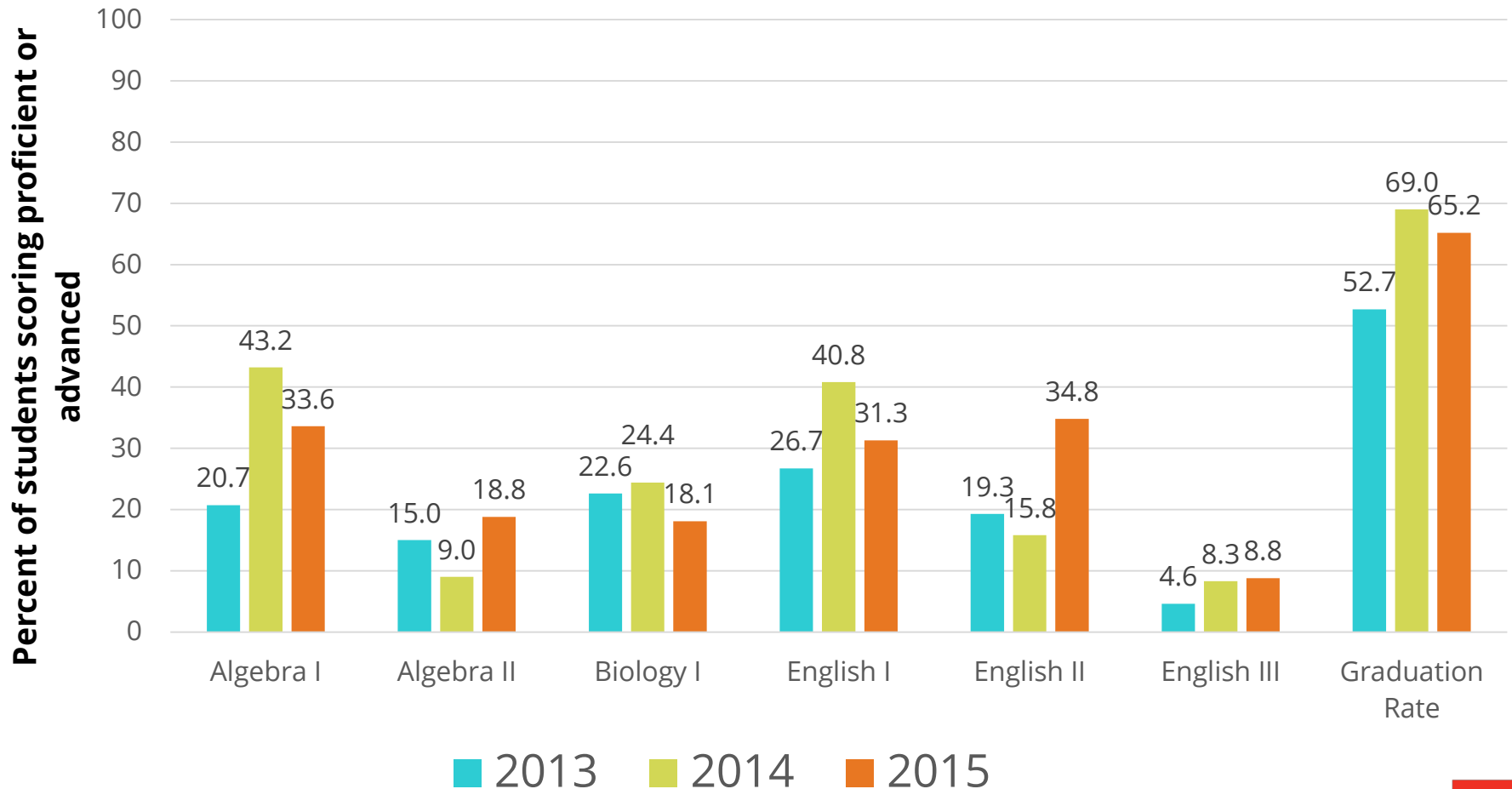
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Hamilton County Priority School Achievement Gains

School	1-Year Success Rate 2014	1-Year Success Rate 2015	Gain/Loss
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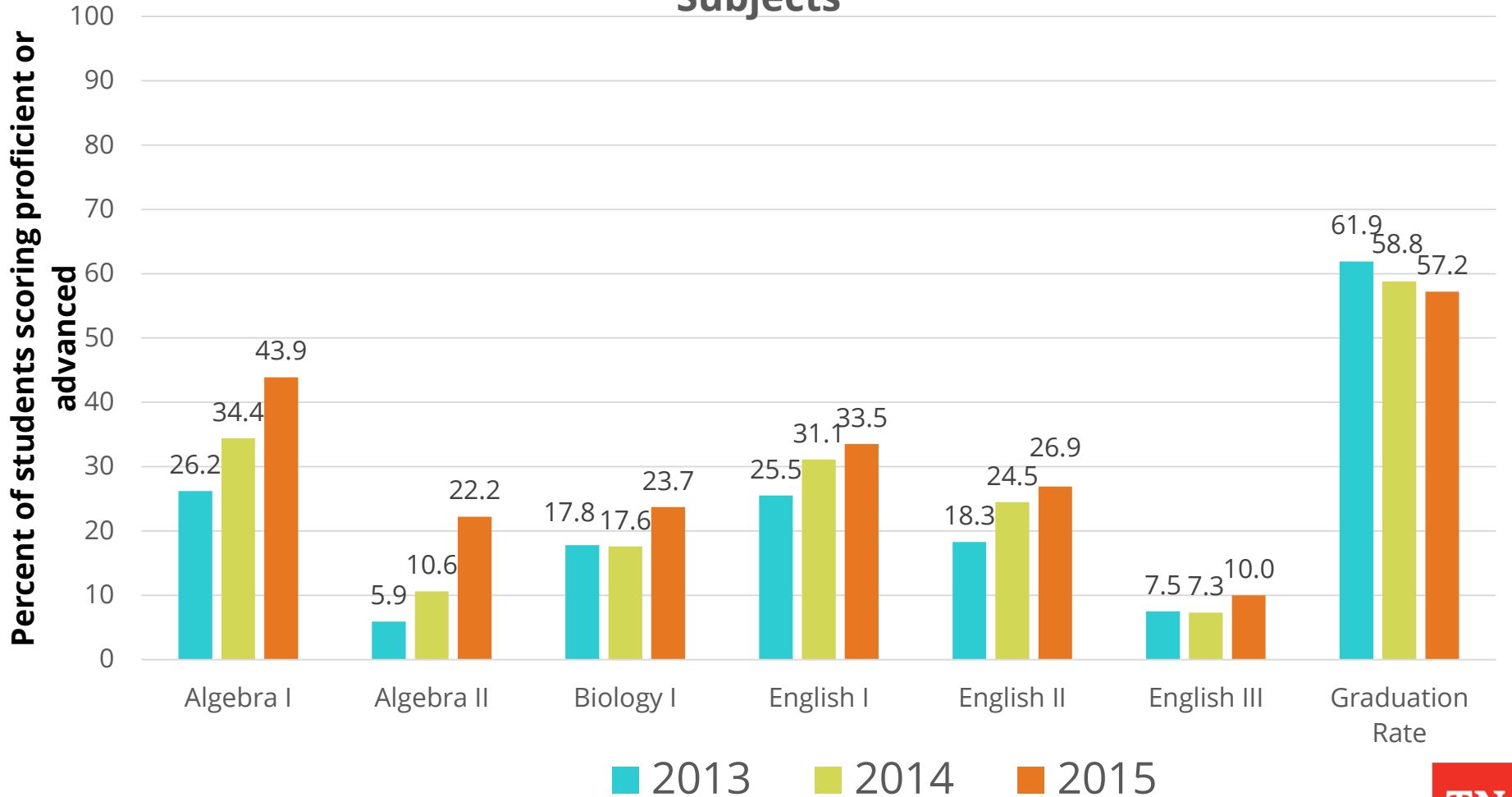
Brainerd High School

Three-Year Trends in Proficiency, School Accountability Subjects



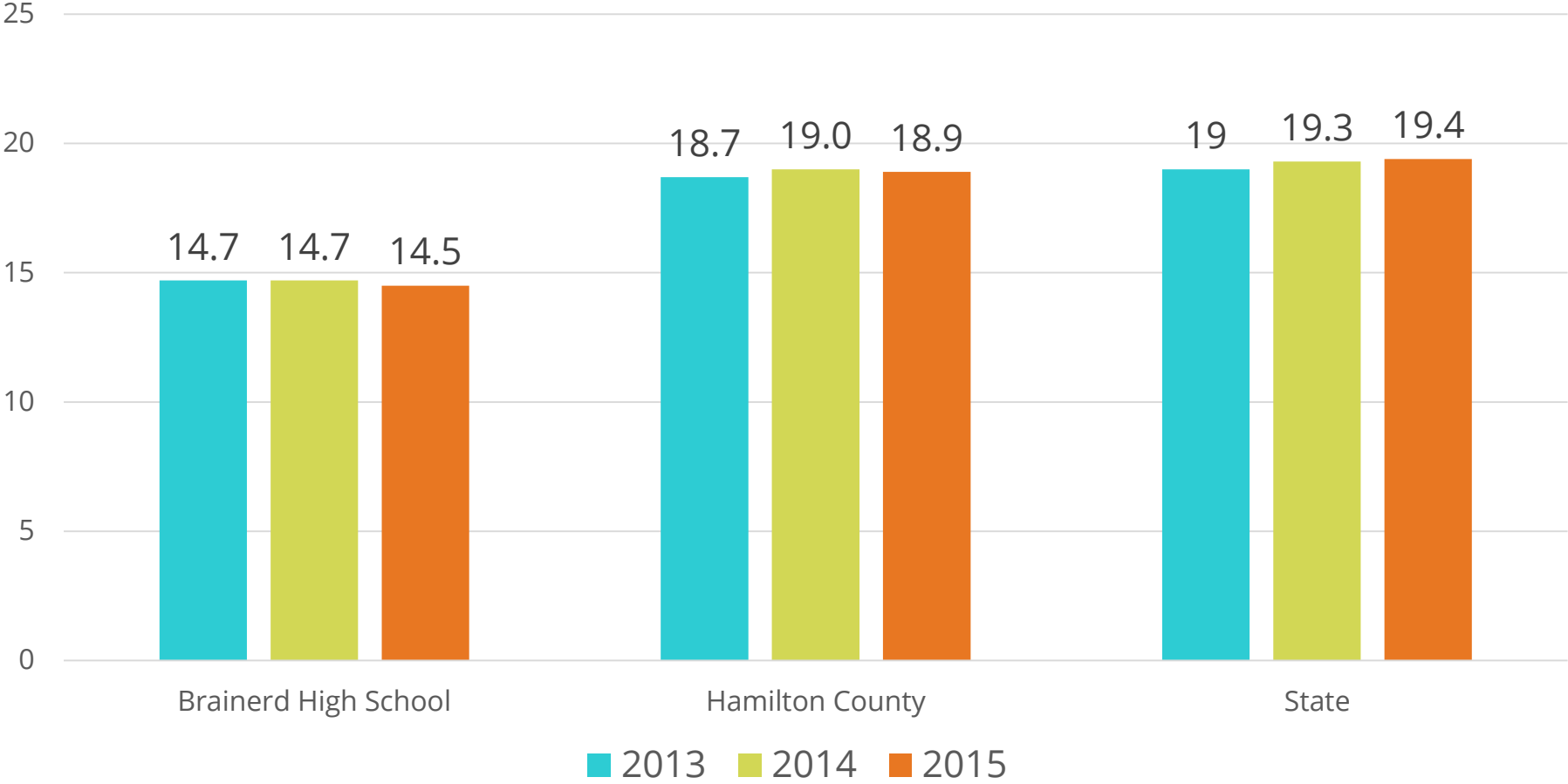
9-12 Priority School Aggregate Performance

Three-Year Trends in Proficiency, HS School Accountability Subjects



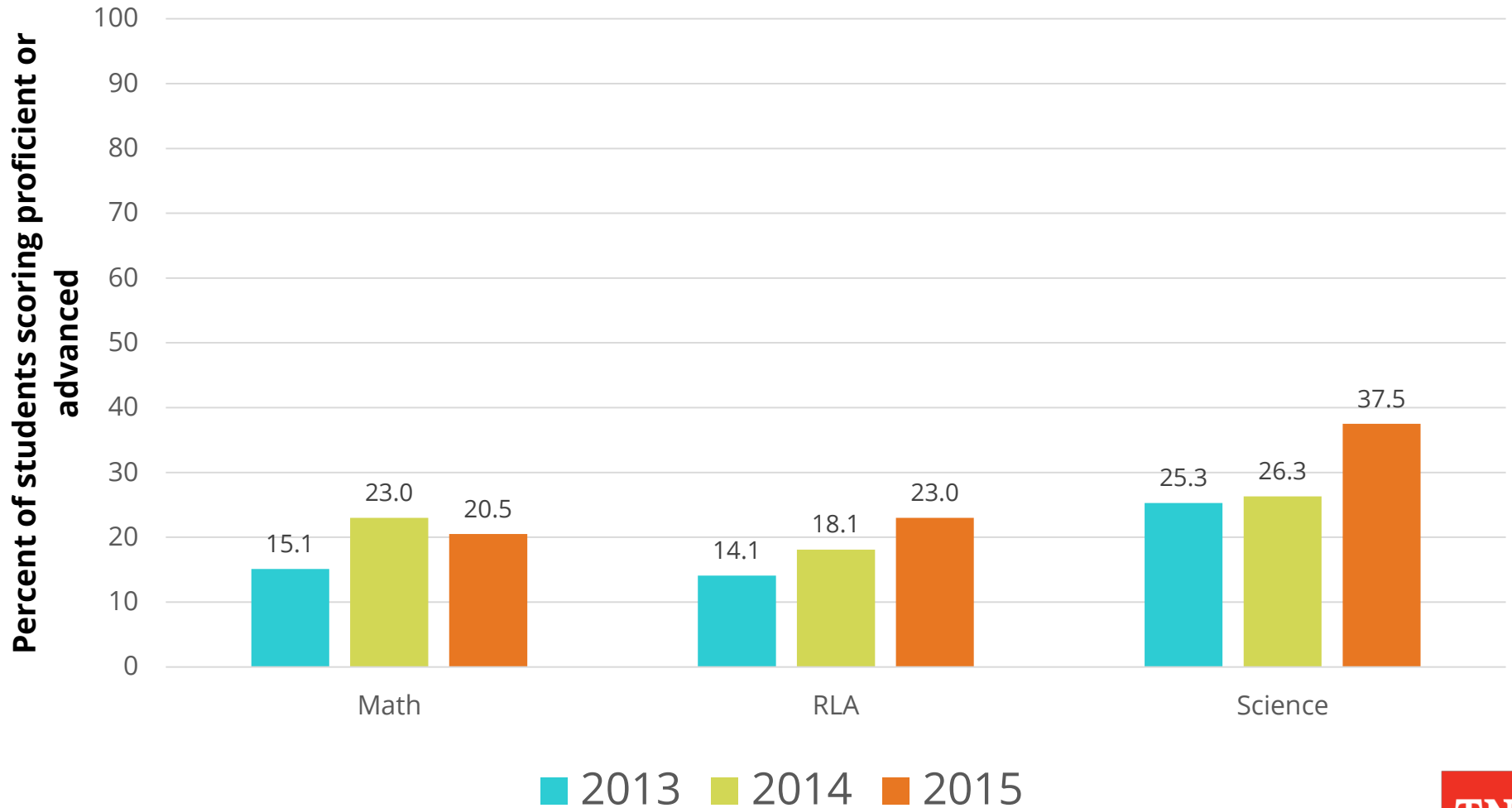
ACT Composites

ACT Composite Averages, 2013-2015



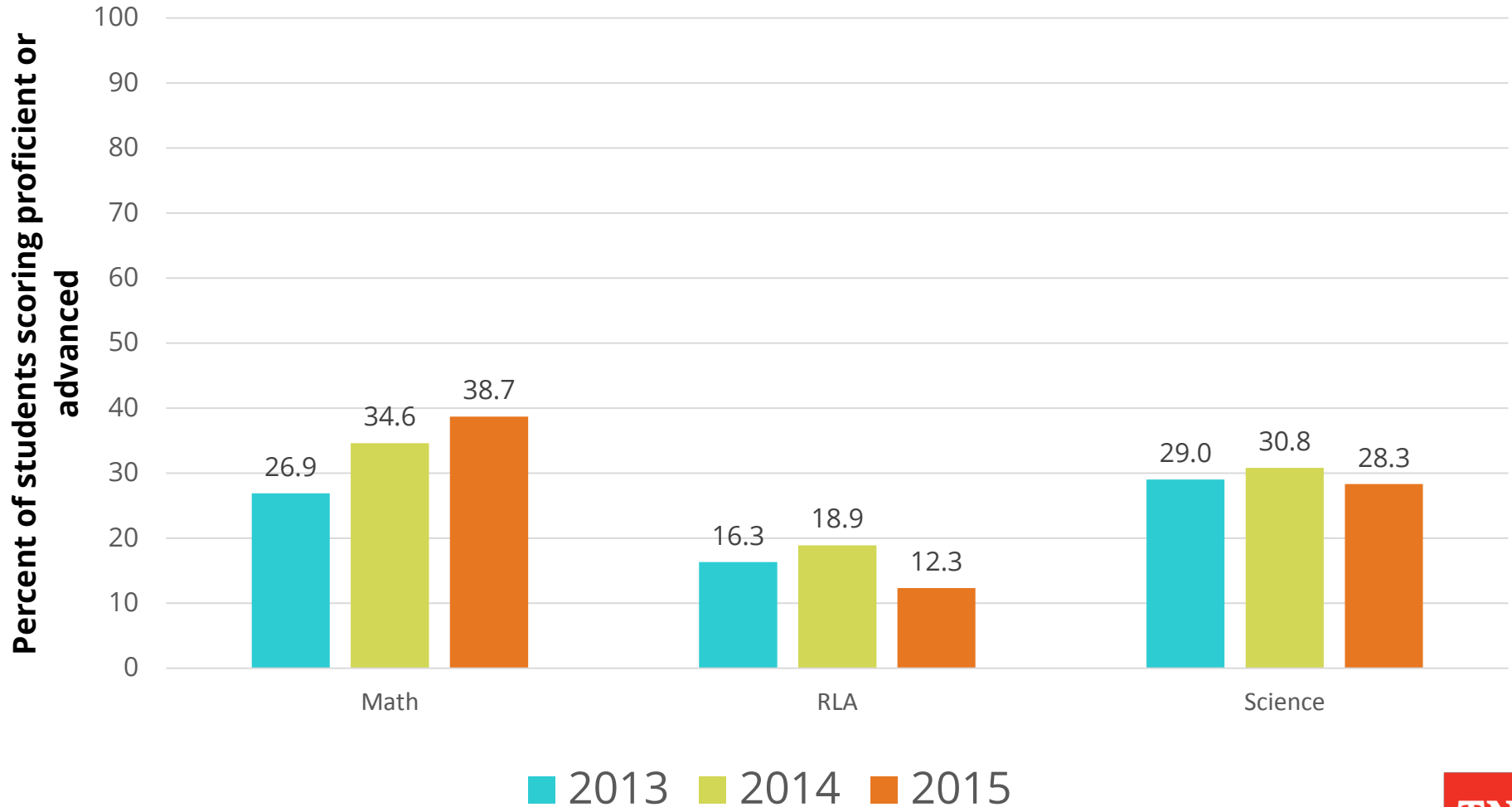
Dalewood Middle School

Three-Year Trends in Proficiency, School Accountability Subjects



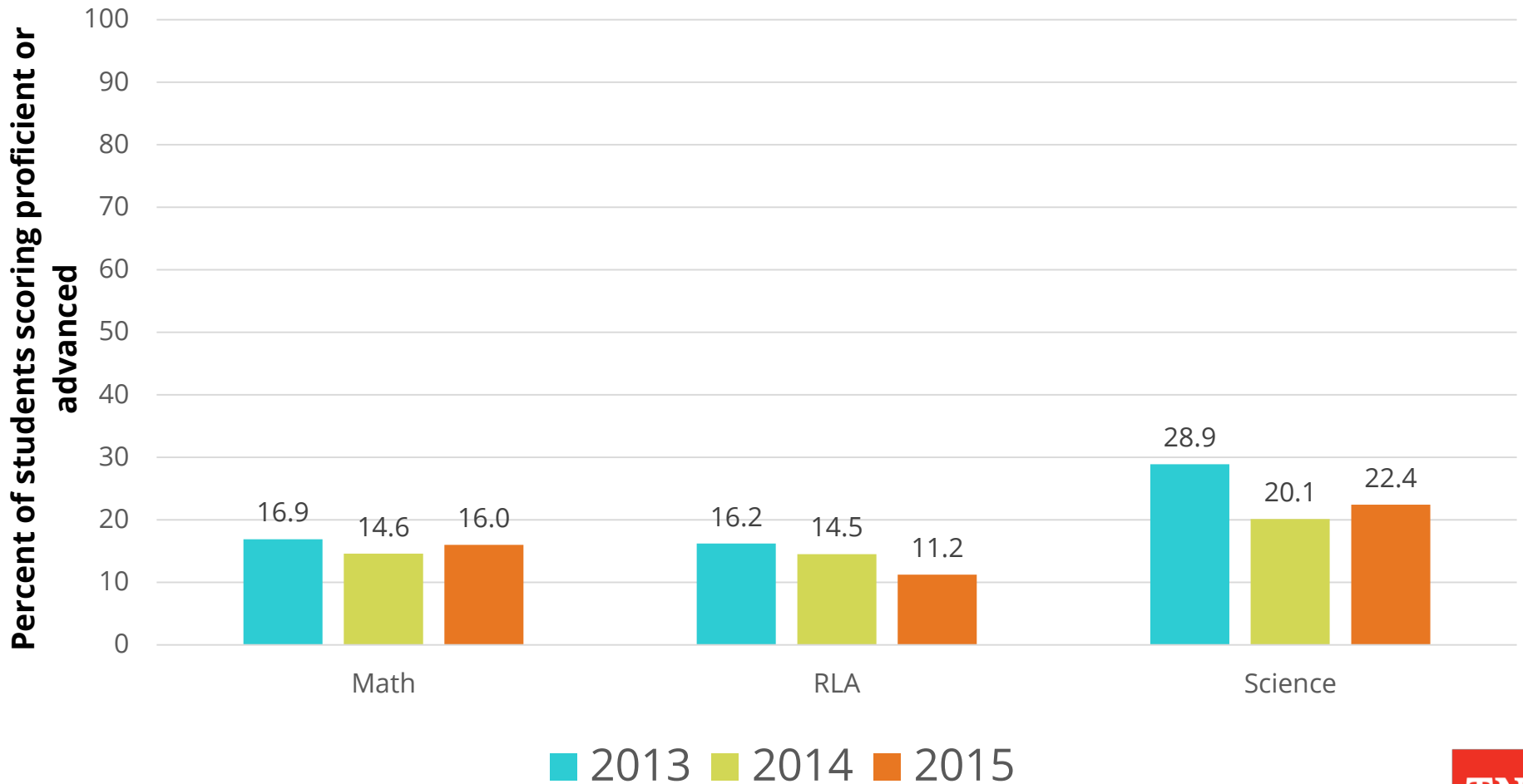
Orchard Knob Elementary School

Three-Year Trends in Proficiency, School Accountability Subjects



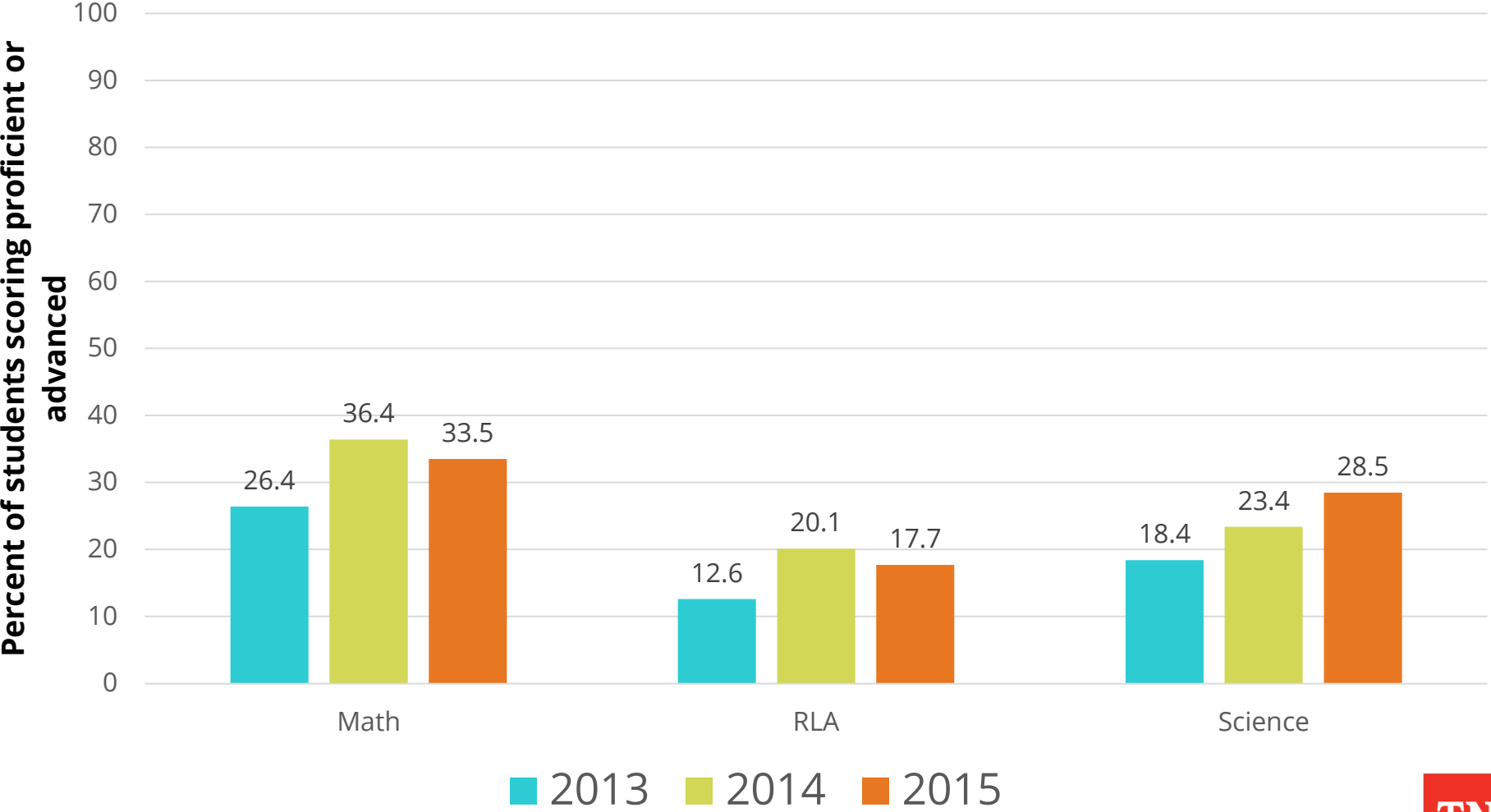
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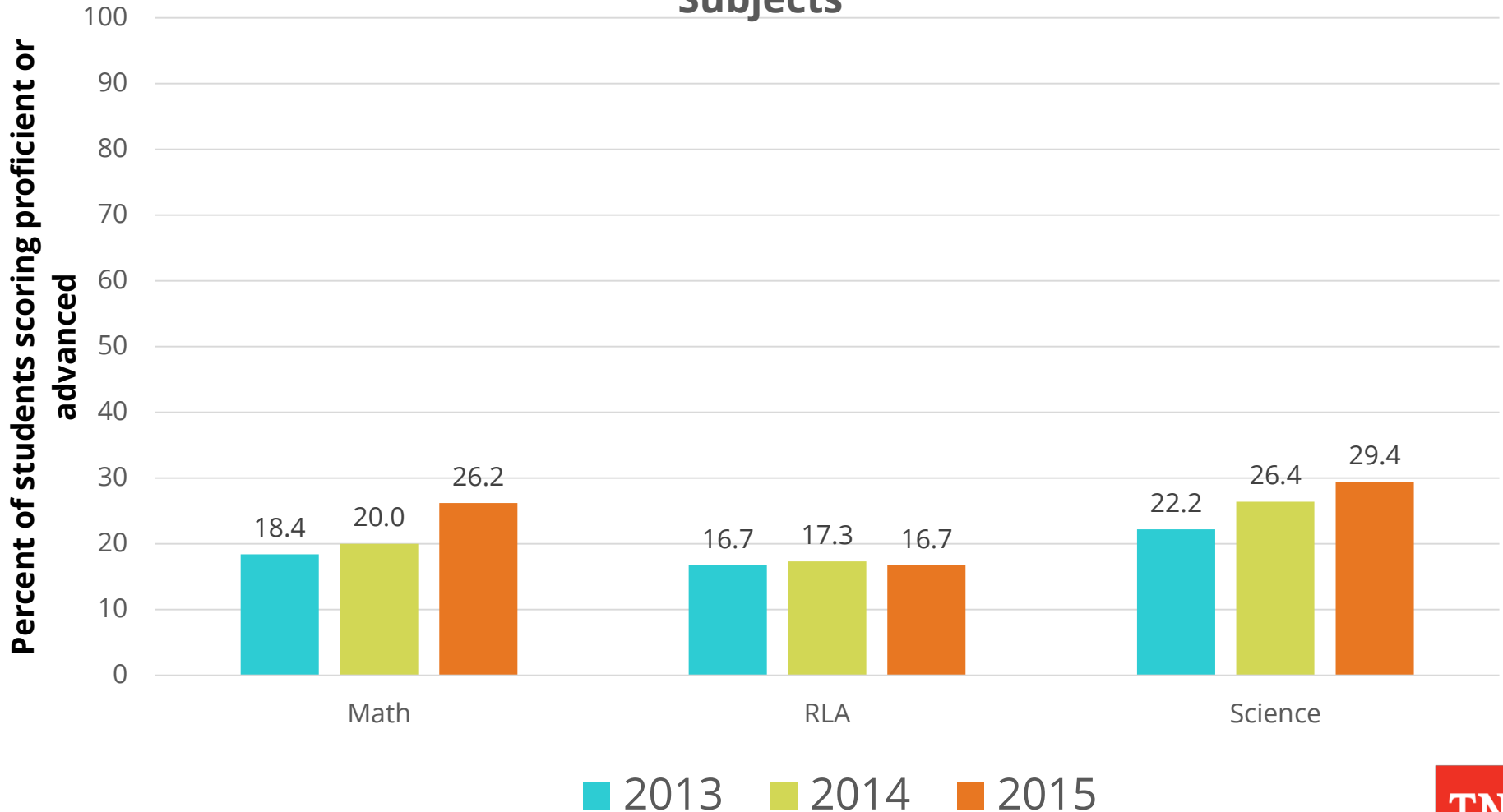
Woodmore Elementary School

Three-Year Trends in Proficiency, School Accountability Subjects



K-8 Priority School Aggregate Performance

Three-Year Trends in Proficiency, 3-8 School Accountability Subjects

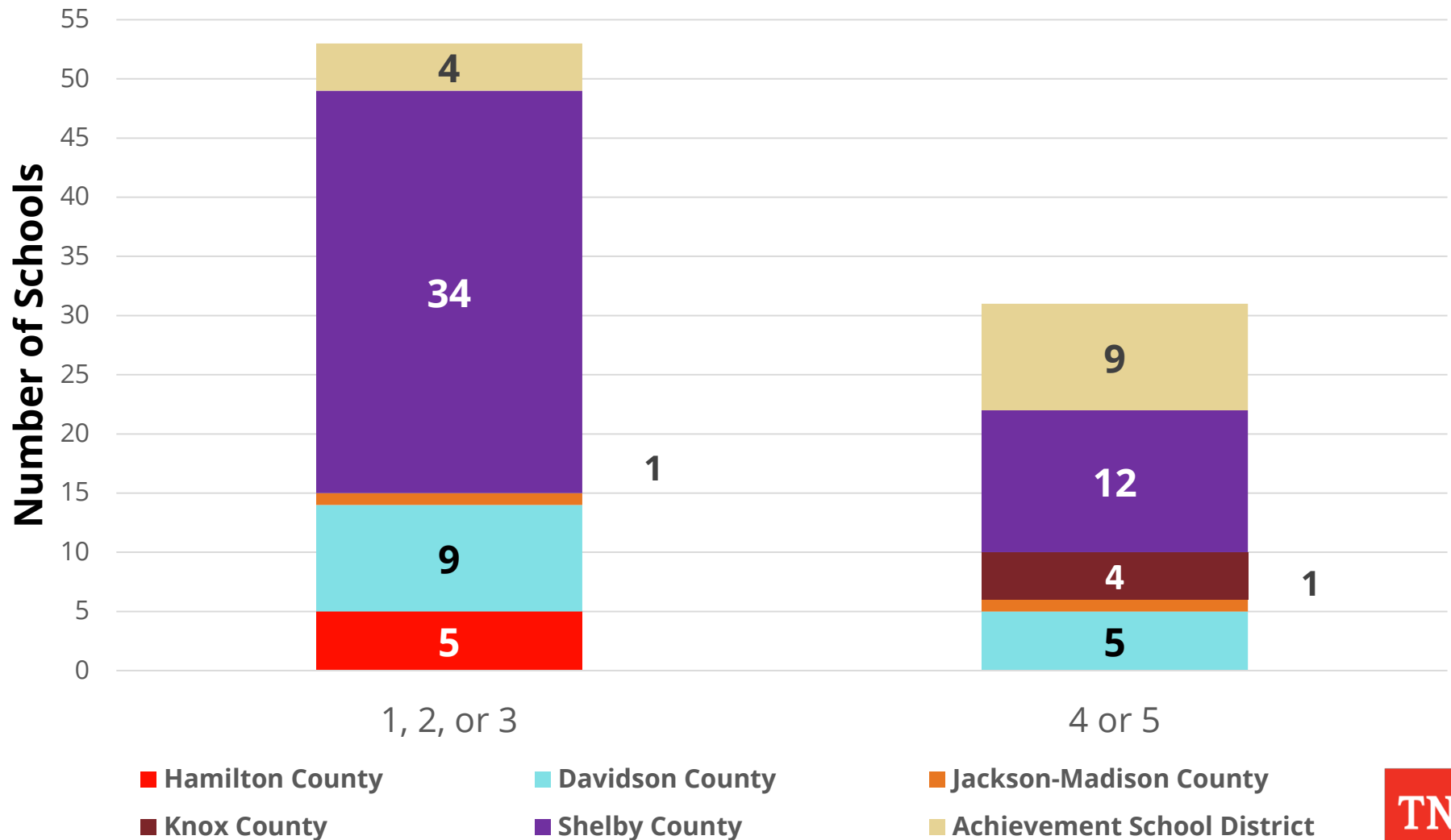


TVAAS Composite Values, Hamilton Priority Schools

School	2013	2014	2015
Brainerd High School	1	1	1
Dalewood Middle School	3	5	1
Orchard Knob Elementary School	2	4	1
Orchard Knob Middle School	1	1	1
Woodmore Elementary School	1	3	3

Priority School TVAAS Composite, by District

2015 Priority School TVAAS Composites



Hamilton County Priority Cusp Schools

School	Pool	3-Year Success Rate 2015	Percentile Rank
Tommie F. Brown International Academy	K8	31.1	9.9
East Lake Elementary School	K8	30.1	8.8
Tyner Middle Academy	K8	29.4	8.7
East Lake Academy of Fine Arts	K8	27.7	7.0
Clifton Hills Elementary	K8	23.2	3.0
Ivy Academy, Inc.	HS	40.4	9.4
Tyner Academy	HS	39.8	8.5
Sequoyah High School	HS	39.4	8.2
The Howard School	HS	30.8	3.2

TIF Investments in Hamilton County

- Hamilton County has received the following allocations from 2010 to 2016
 - Planning funds, \$156,000
 - Data funds, \$375,000
 - Implementation funds (for performance awards only), \$1,209,958
- The total amount awarded was \$1,740,958 over the period of the grant.
 - The grant ends this year and all remaining funds will be spent by June 30, 2016.
- The following schools were part of the Hamilton County's TIF program:
 - Calvin Donaldson Elementary, Clifton Hills Elementary, East Lake Elementary, East Side Elementary, Hardy Elementary, Hillcrest Elementary, **Orchard Knob Elementary, Woodmore Elementary, Dalewood Middle**, East Lake Academy, **Orchard Knob Middle, Brainerd High School**, Howard High School

SIG Investments in Hamilton County

Hamilton County	Student Population*	2013-14	2014-15	2015-16	Total *
School Improvement Grant (iZone, Brainerd HS, Dalewood MS, Orchard Knob ES, Orchard Knob MS, Woodmore ES)	2,191	\$3,769,777	\$3,769,777	\$3,769,777	\$11,309,331 <i>(\$5,162 Per Pupil)</i>
Reading Initiative Grant (Chattanooga Girls Leadership Academy)	246	\$193,252	NA	NA	\$193,252 <i>(\$786 Per Pupil)</i>
iZone Reading Initiative Grant	2,191	\$600,000	NA	NA	\$600,000 <i>(\$274 Per Pupil)</i>
Focus School Grant (Hixson MS)	652	NA	NA	\$97,178	\$97,178 <i>(\$149 Per Pupil)</i>
Total		\$4,563,029	\$3,769,777	\$3,866,955	\$12,199,761

* Student Population Counts are average daily membership for SY 2013-2014



**Questions?
Feedback.**



Hamilton County District Performance

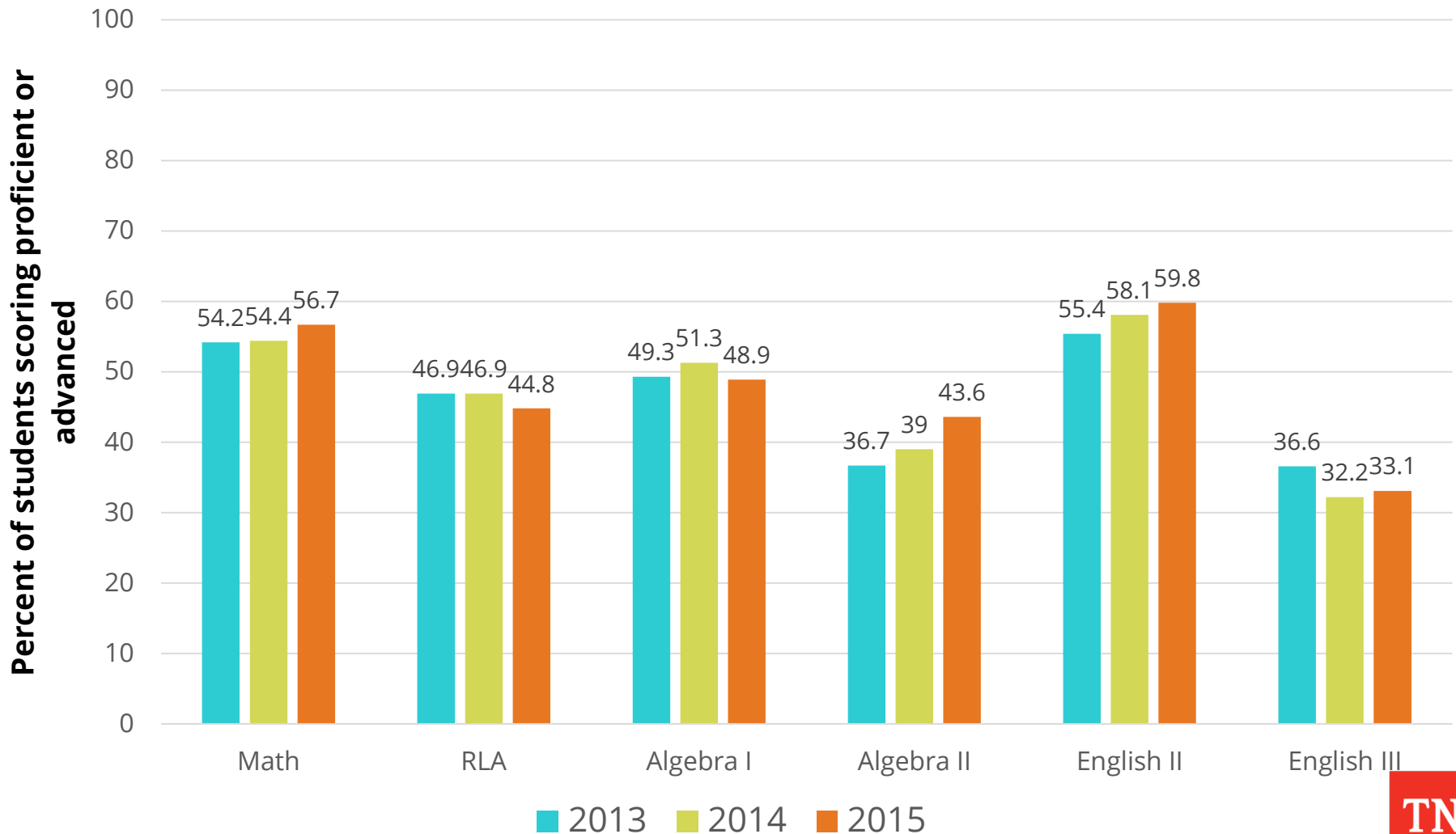
Hamilton County Student Demographics

Subgroup	Hamilton County	State
ED	58.7%	58.8%
BHN	40.0%	32.2%
SWD	13.2%	14.2%
EL	4.5%	4.5%

Hamilton County is demographically similar to the State of the Tennessee in terms of student subgroup populations. The next series of slides look at the district performance compared to the State.

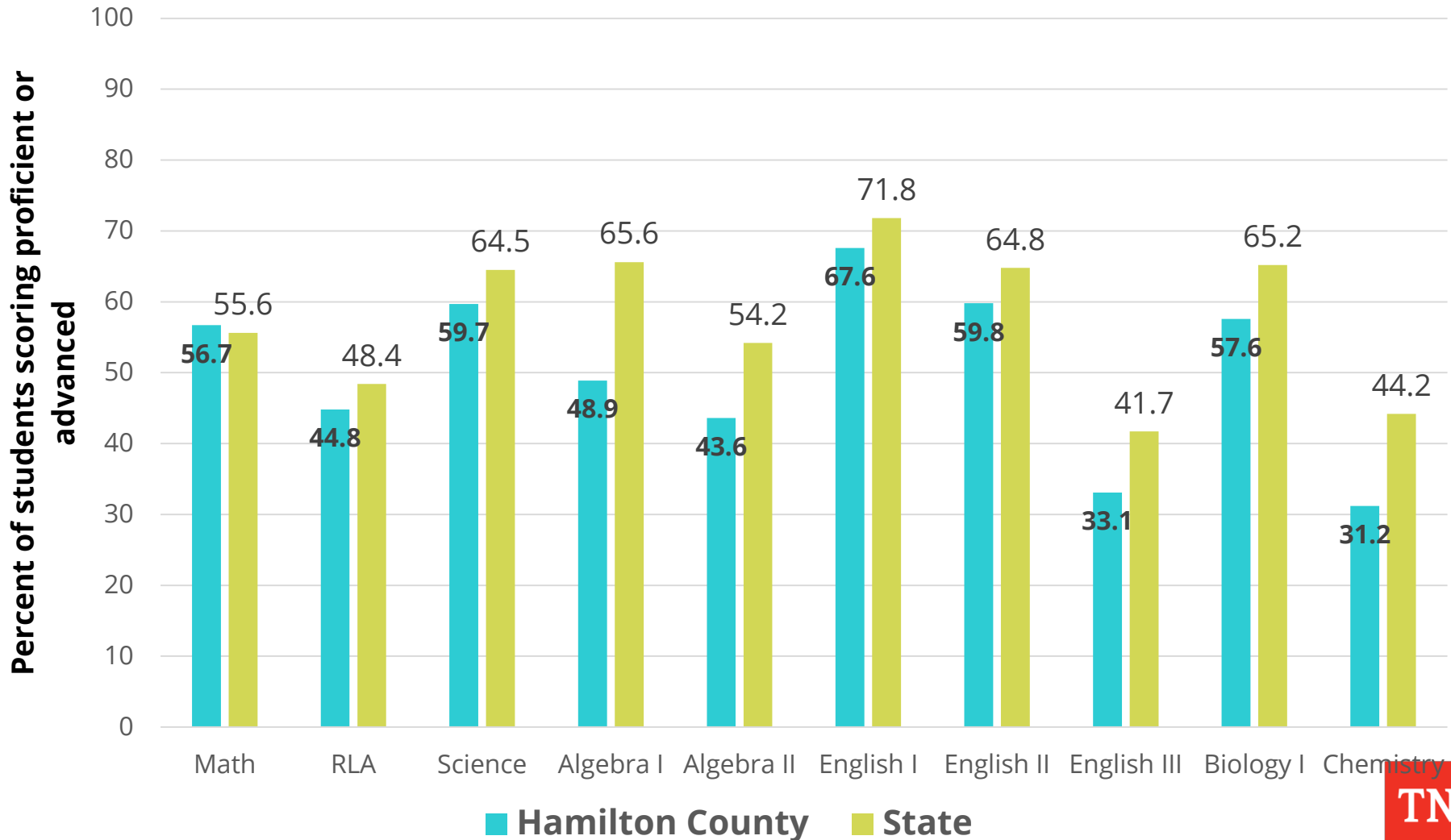
Hamilton County showed growth in 3-8 Math, Algebra II, and English II in 2015.

Achievement Data in Accountability Subjects, 2013-2015



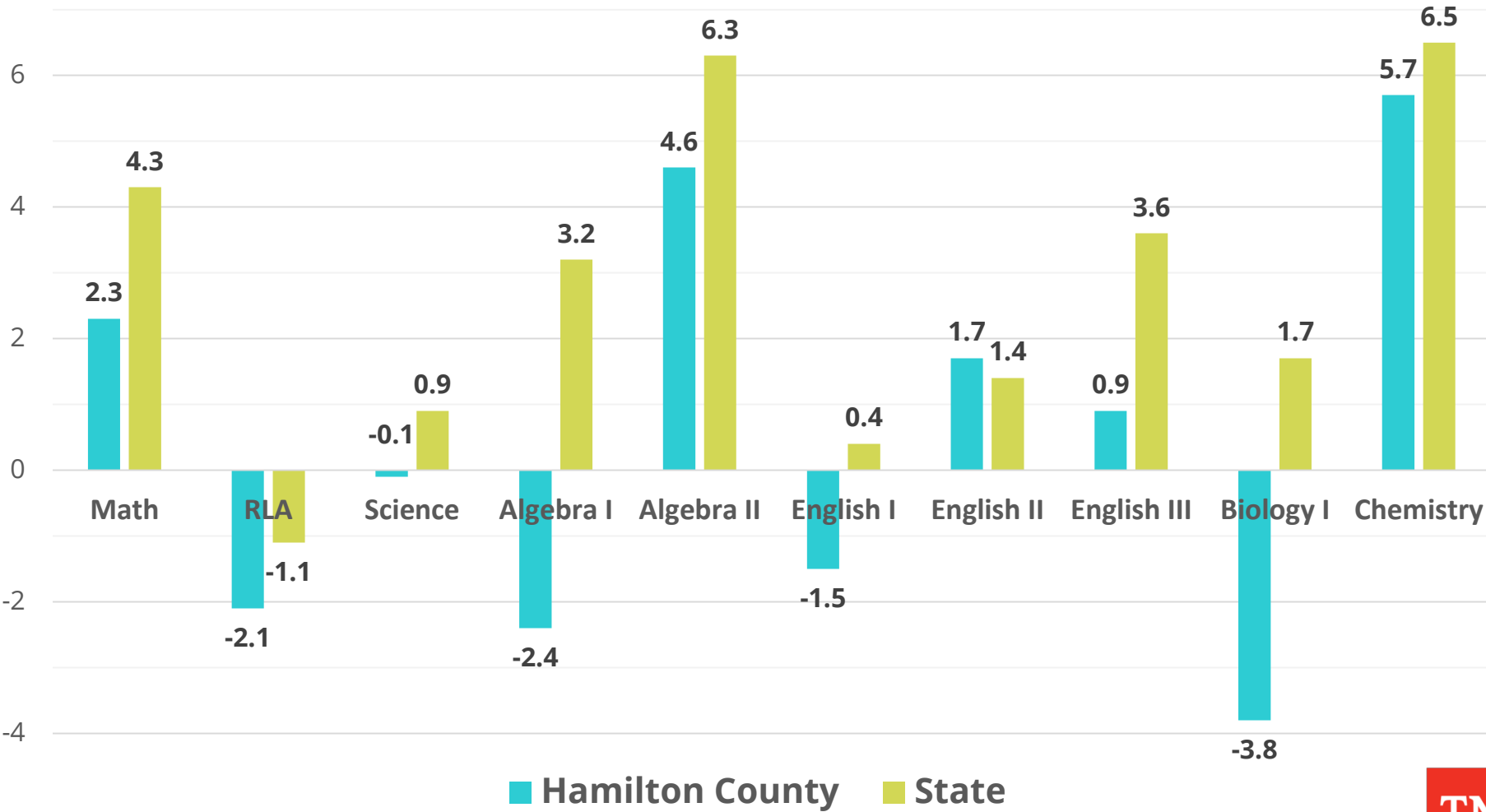
Hamilton County showed lower proficiency than the State in all subjects except 3-8 math.

Achievement Data in All Subjects, 2015



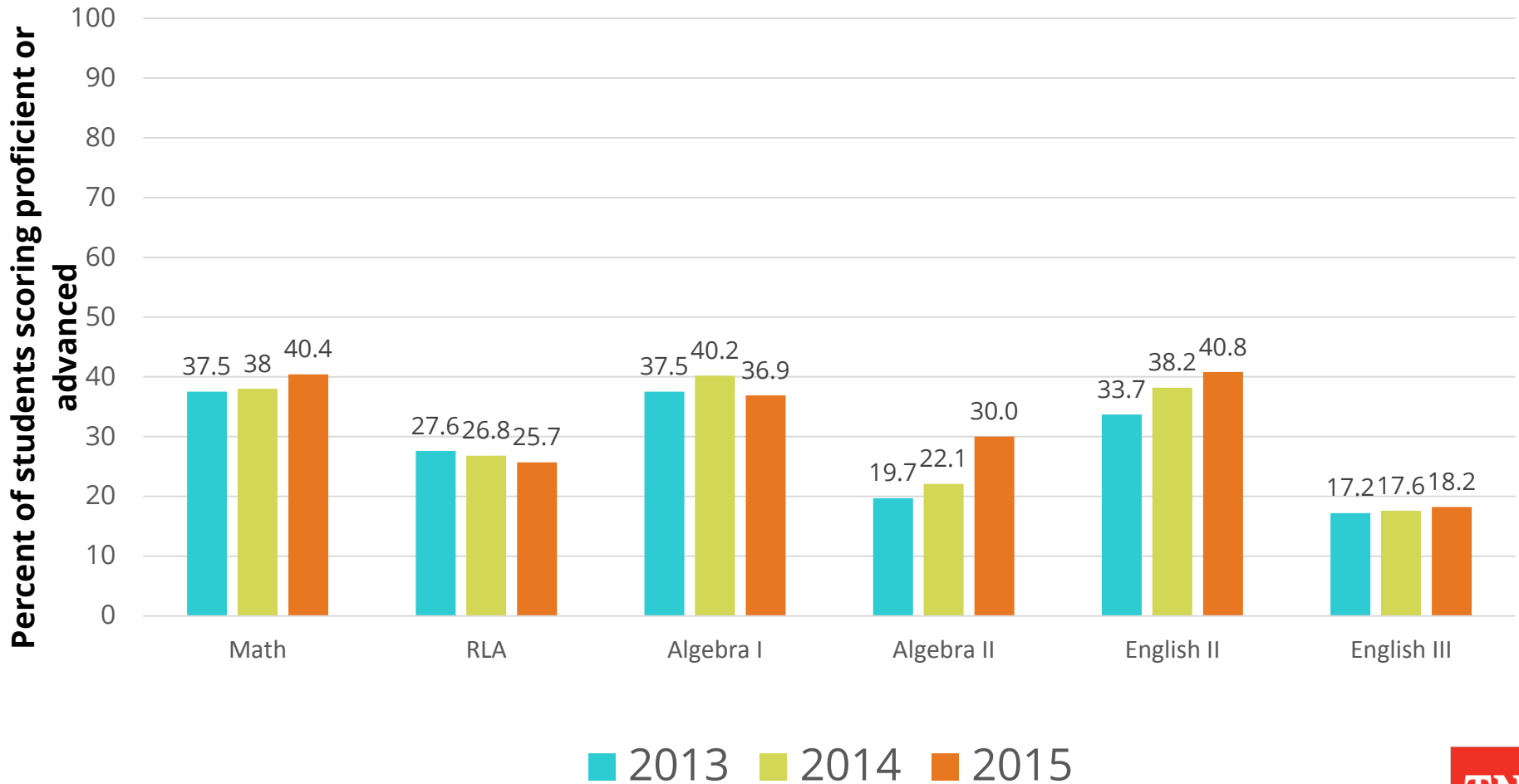
Hamilton County's Percent P/A growth from 2014 to 2015 lags behind the State in all subjects except English II.

Change in Proficiency Compared to 2014



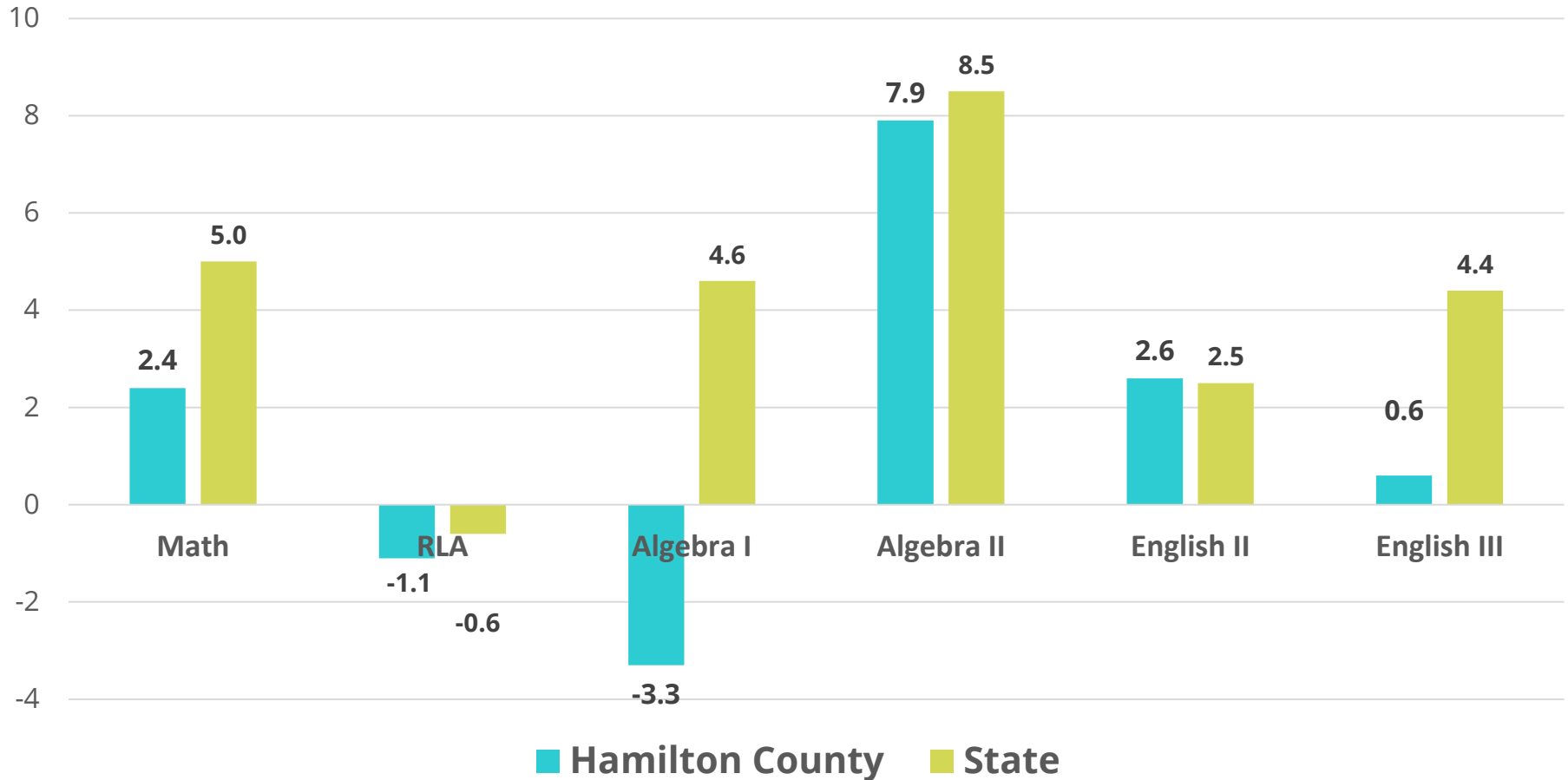
Subgroup Performance - BHN

Black/Hispanic/Native American Proficiency, 2013-2015



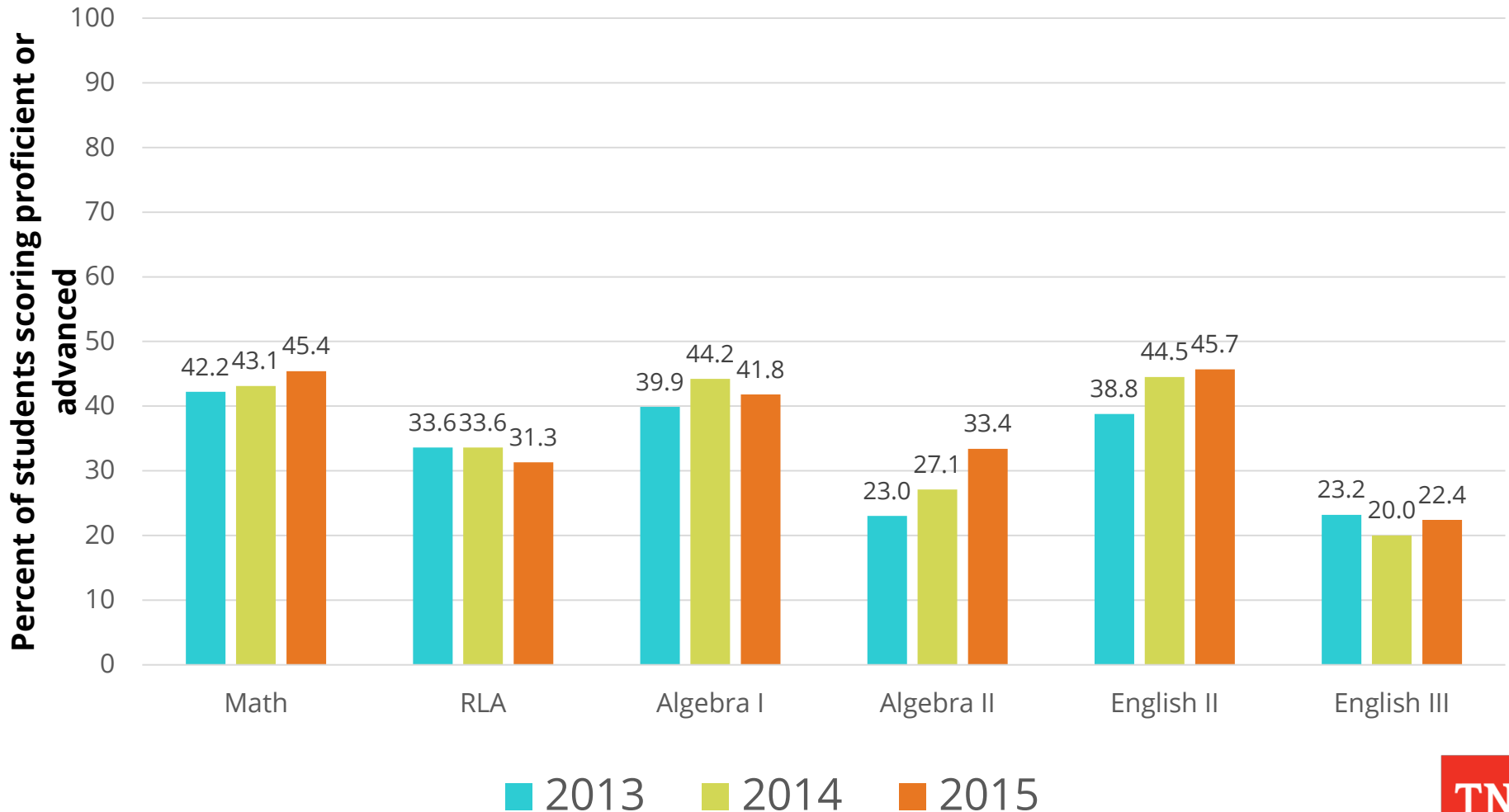
2015 BHN Student Gains Compared to State

Change in Proficiency Compared to 2014



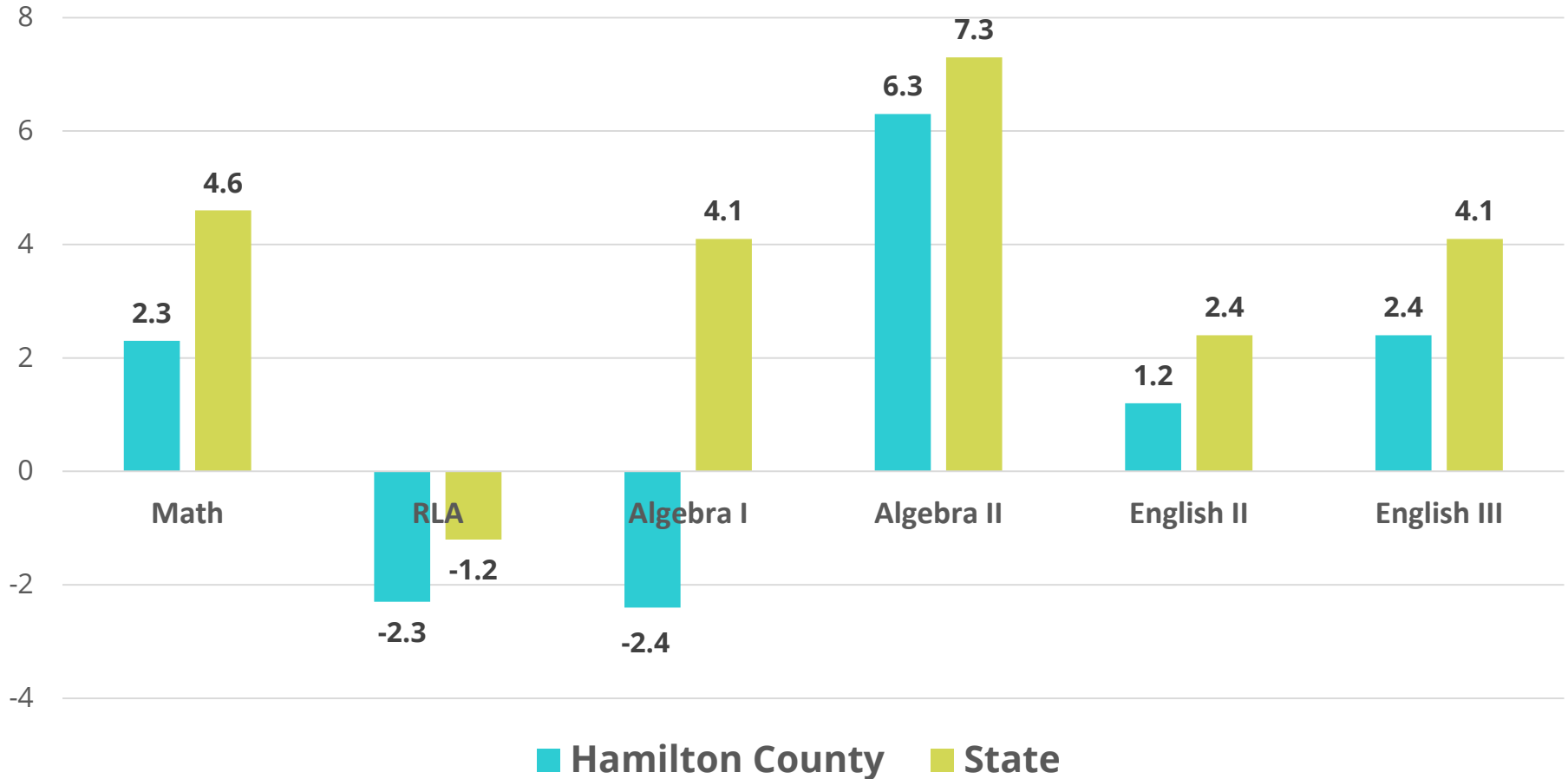
Subgroup Performance - ED

Economically Disadvantaged Proficiency, 2013-2015



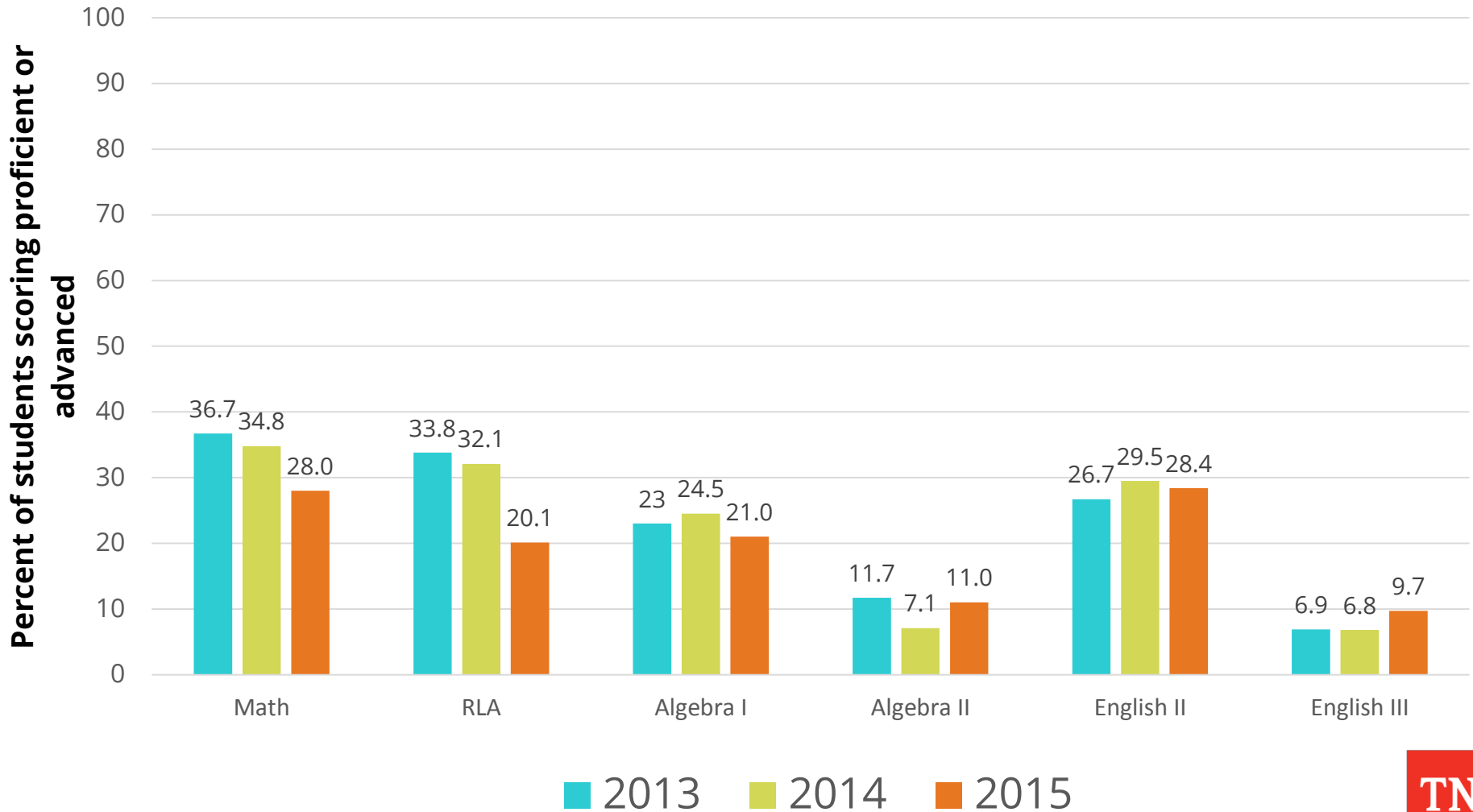
2015 ED Student Gains Compared to State

Change in Proficiency Compared to 2014



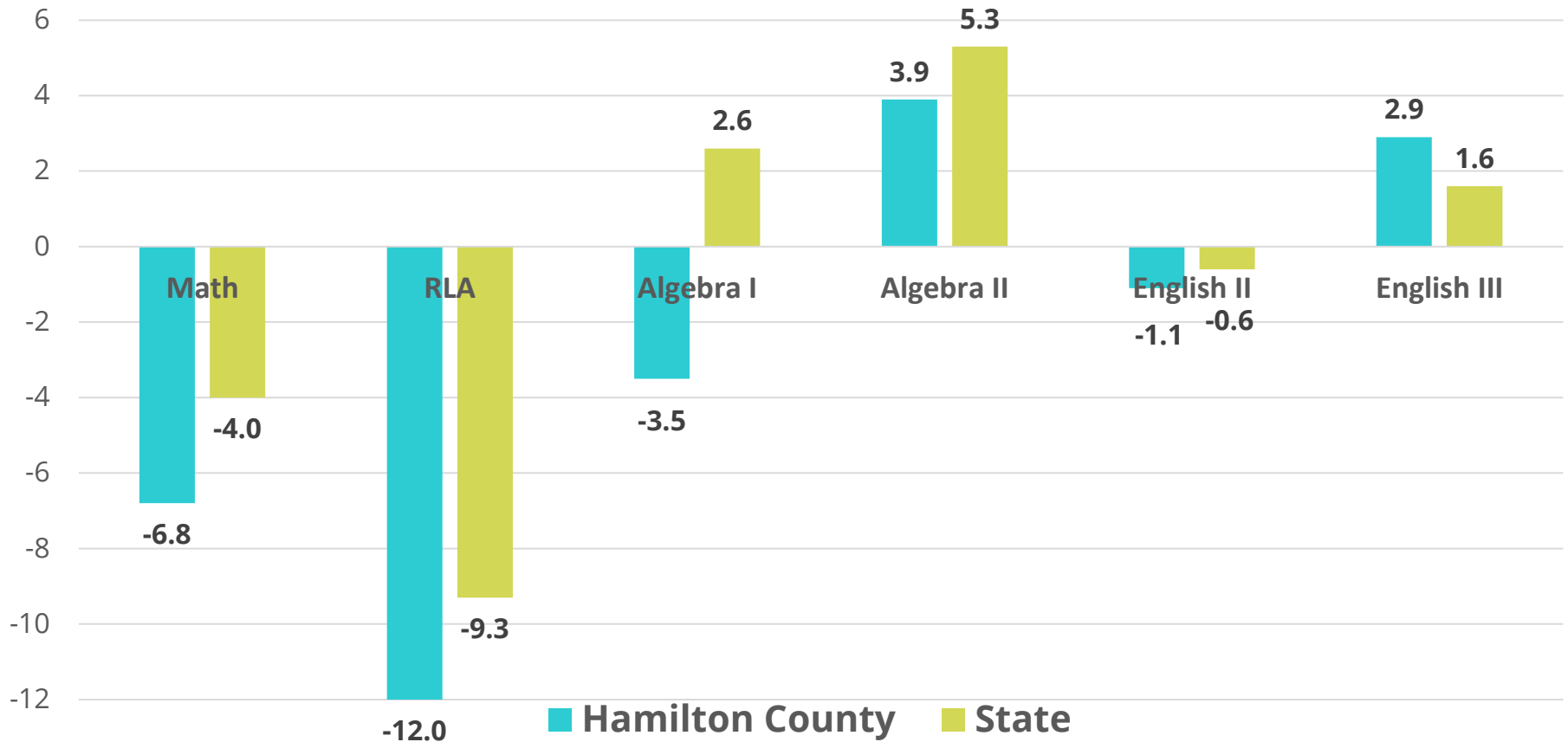
Subgroup Performance - SWD

Students with Disabilities Proficiency, 2013-2015



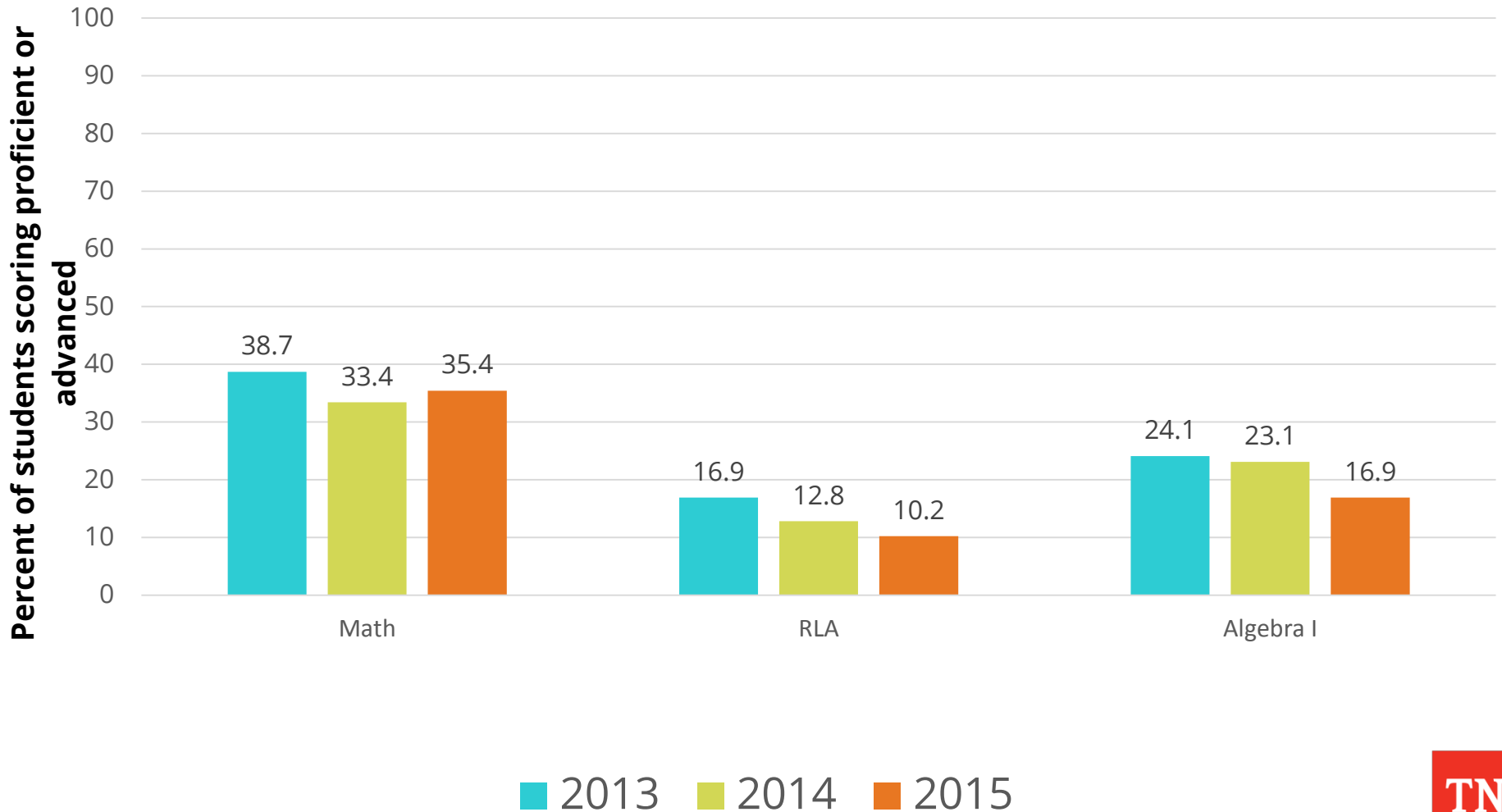
2015 SWD Student Gains Compared to State

Change in Proficiency Compared to 2014



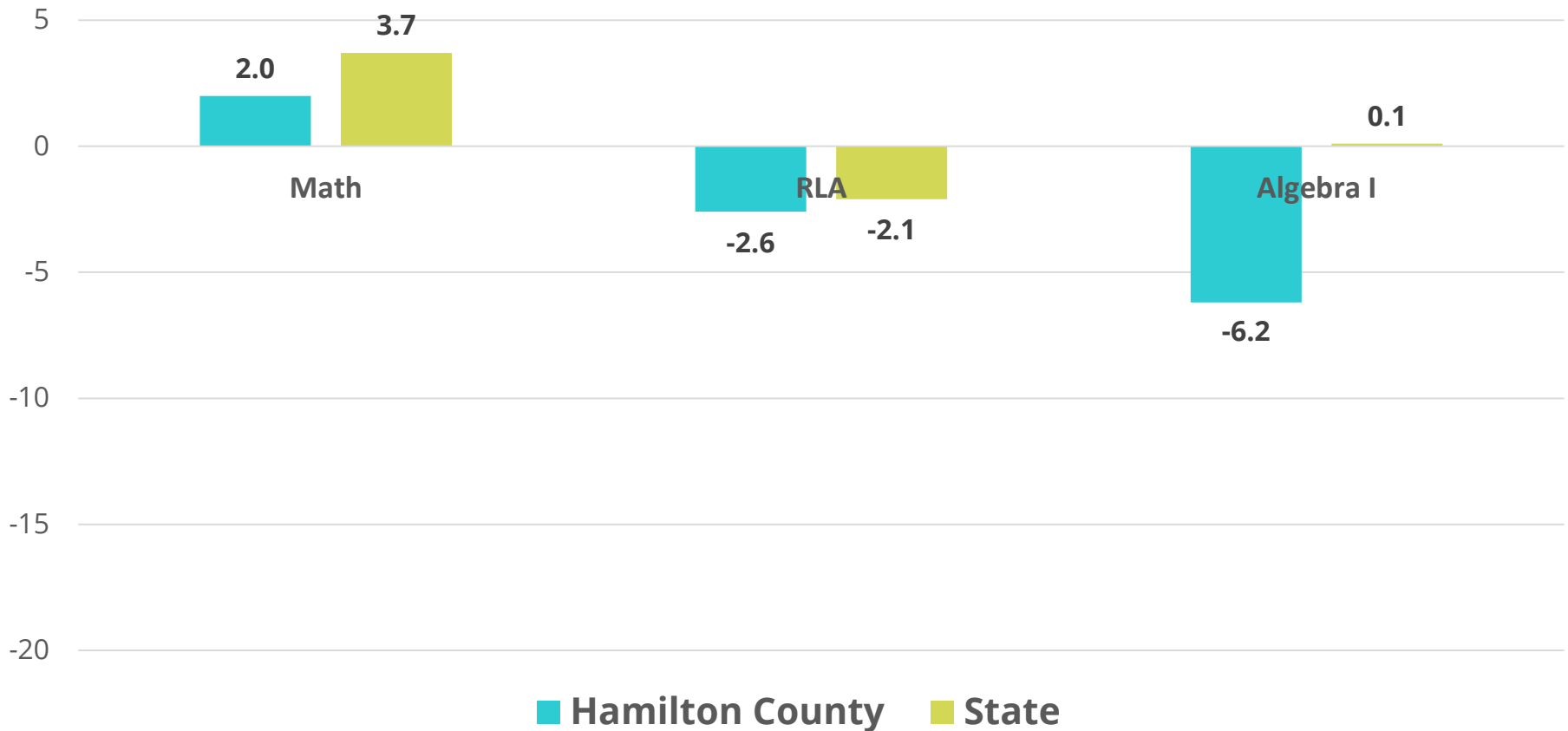
Subgroup Performance - EL

English Language Learners Proficiency, 2013-2015



2015 EL Student Gains Compared to State

Change in Proficiency Compared to 2014

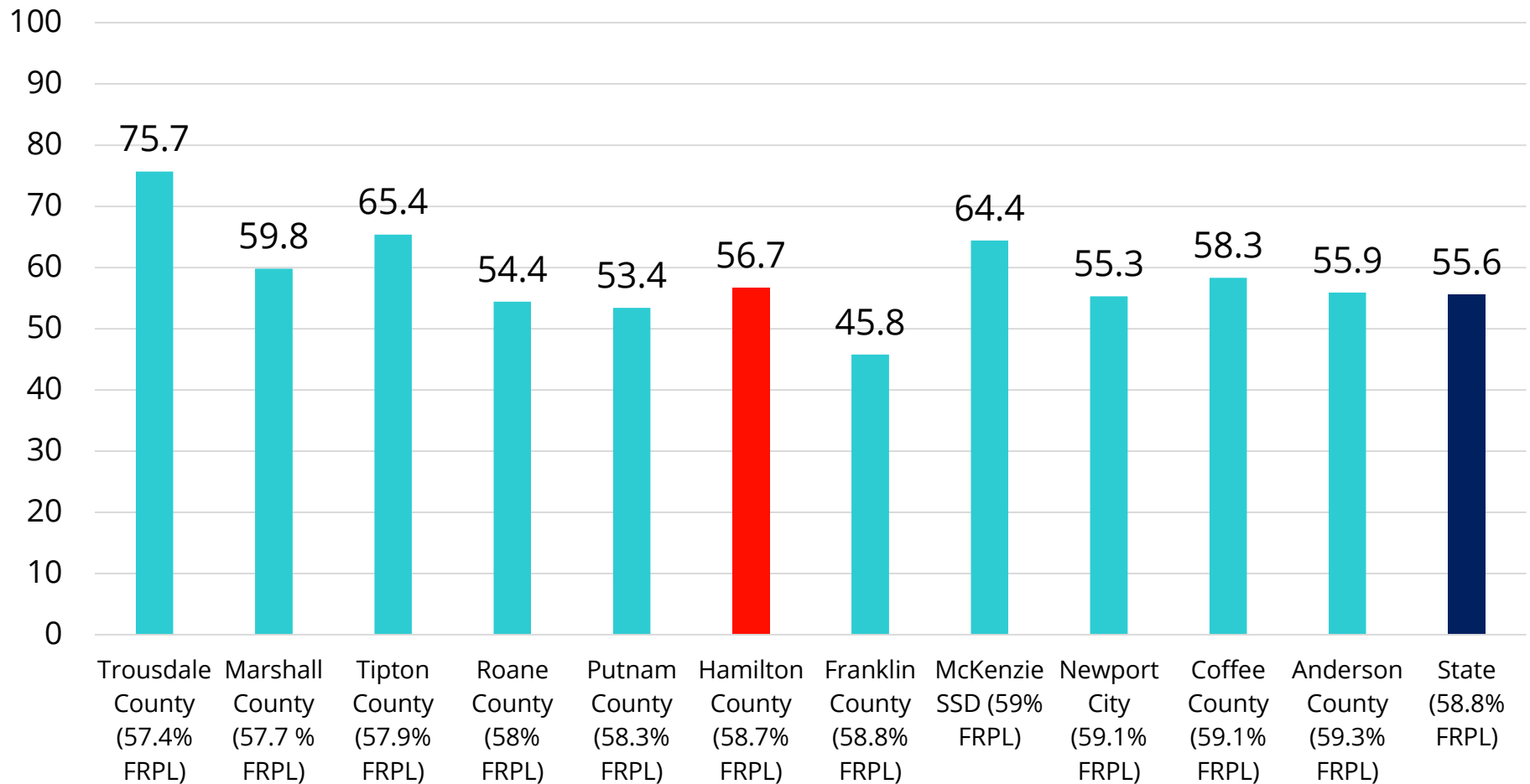




**Hamilton County
compared to districts
with similar poverty levels**

Math Performance and ED*

Math Percent P/A 2015

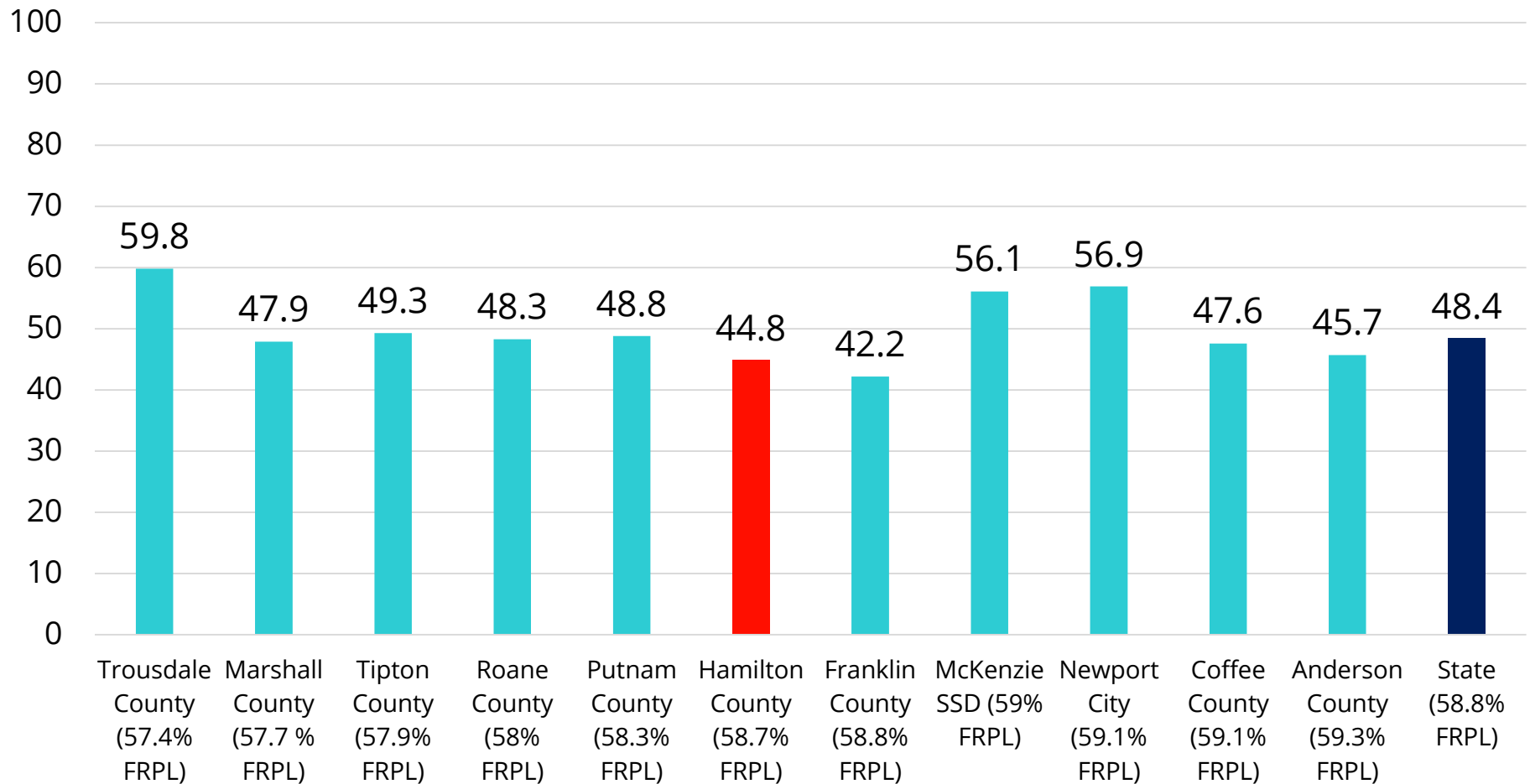


* 2014 ED Percentages



RLA Performance and ED*

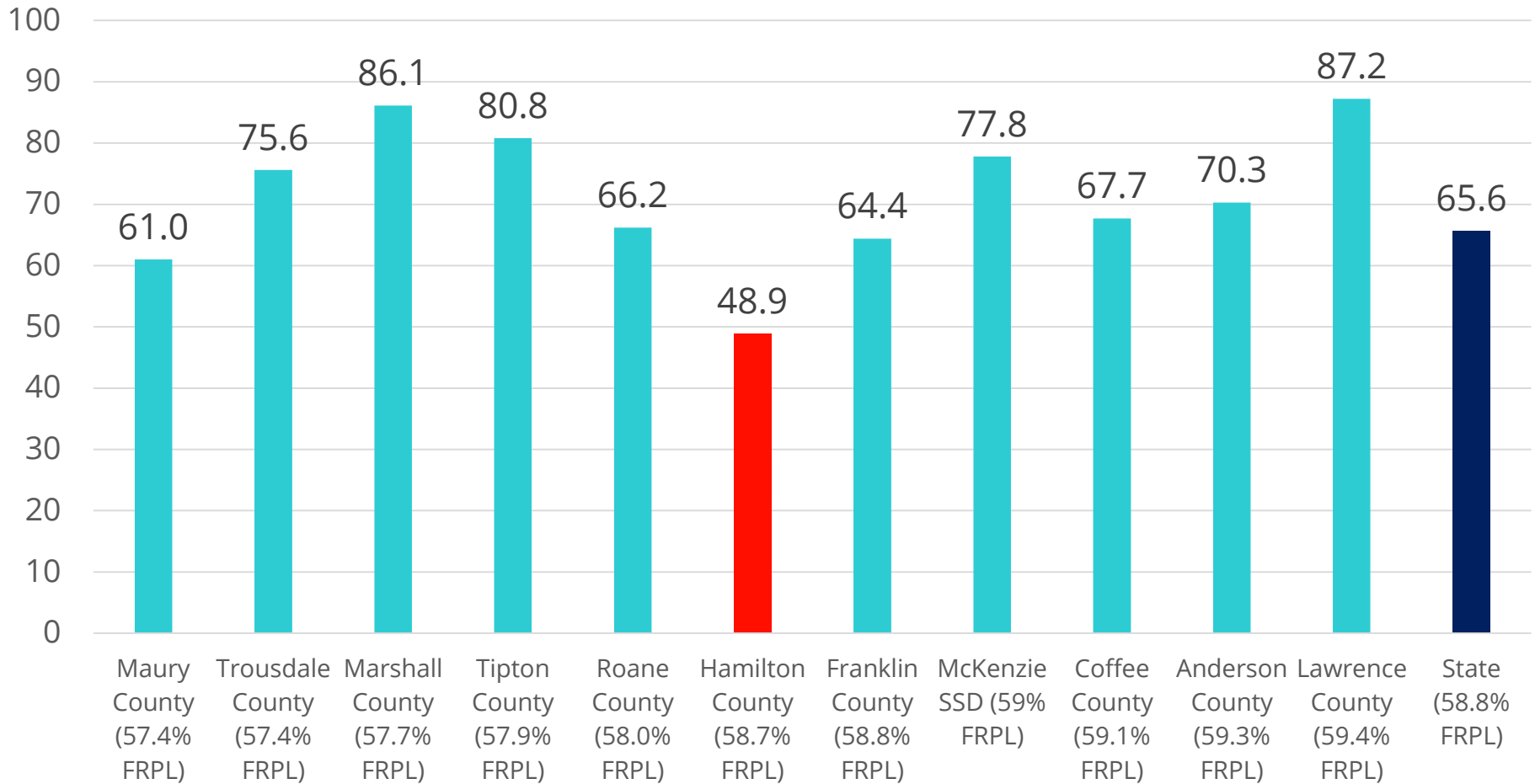
RLA Percent P/A 2015



* 2014 ED Percentages

Algebra I Performance and ED*

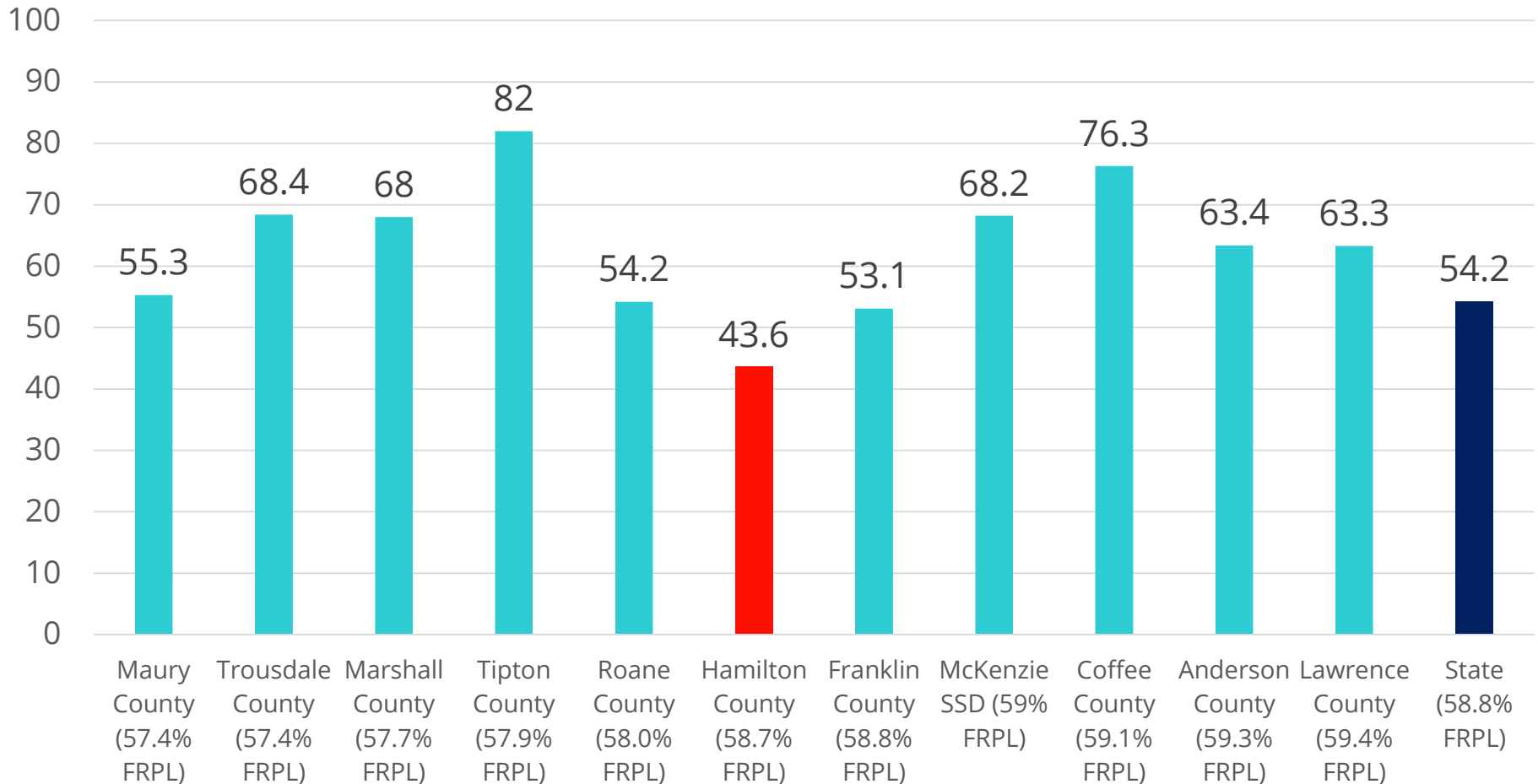
Algebra I Percent P/A 2015



* 2014 ED Percentages

Algebra II Performance and ED*

Algebra II Percent P/A 2015

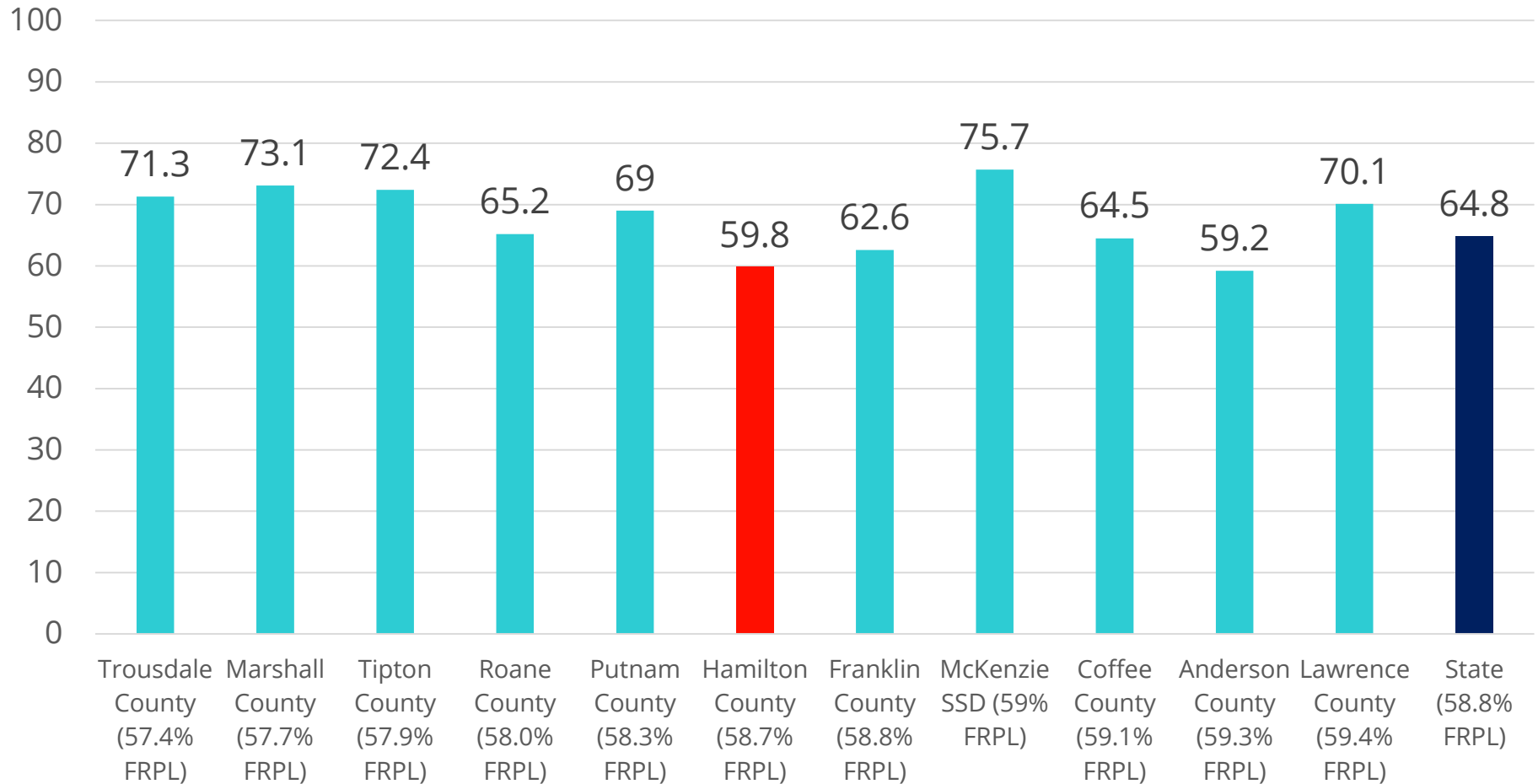


* 2014 ED Percentages



English II Performance and ED*

English II Percent P/A 2015

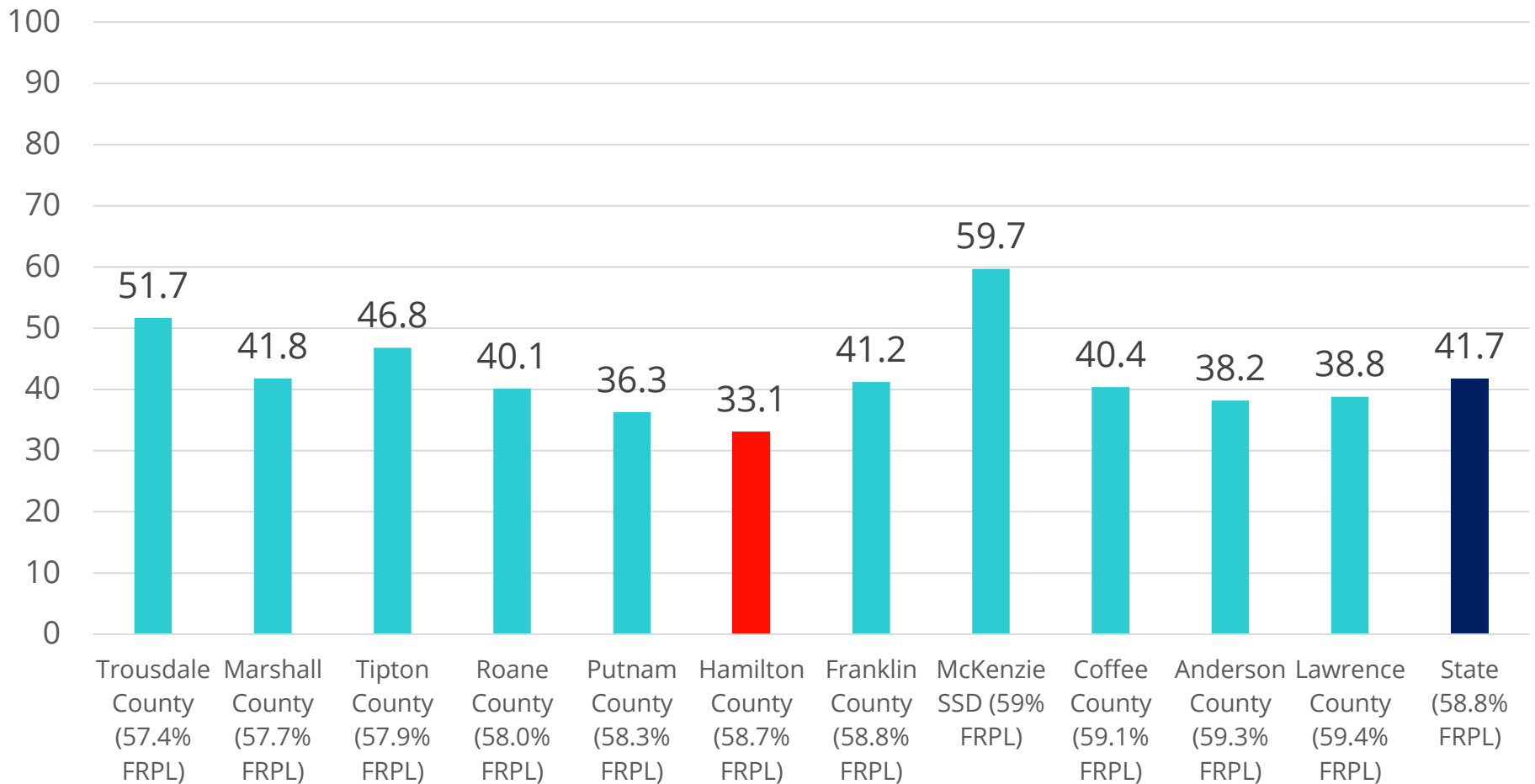


* 2014 ED Percentages



English III Performance and ED*

English III Percent P/A 2015



* 2014 ED Percentages



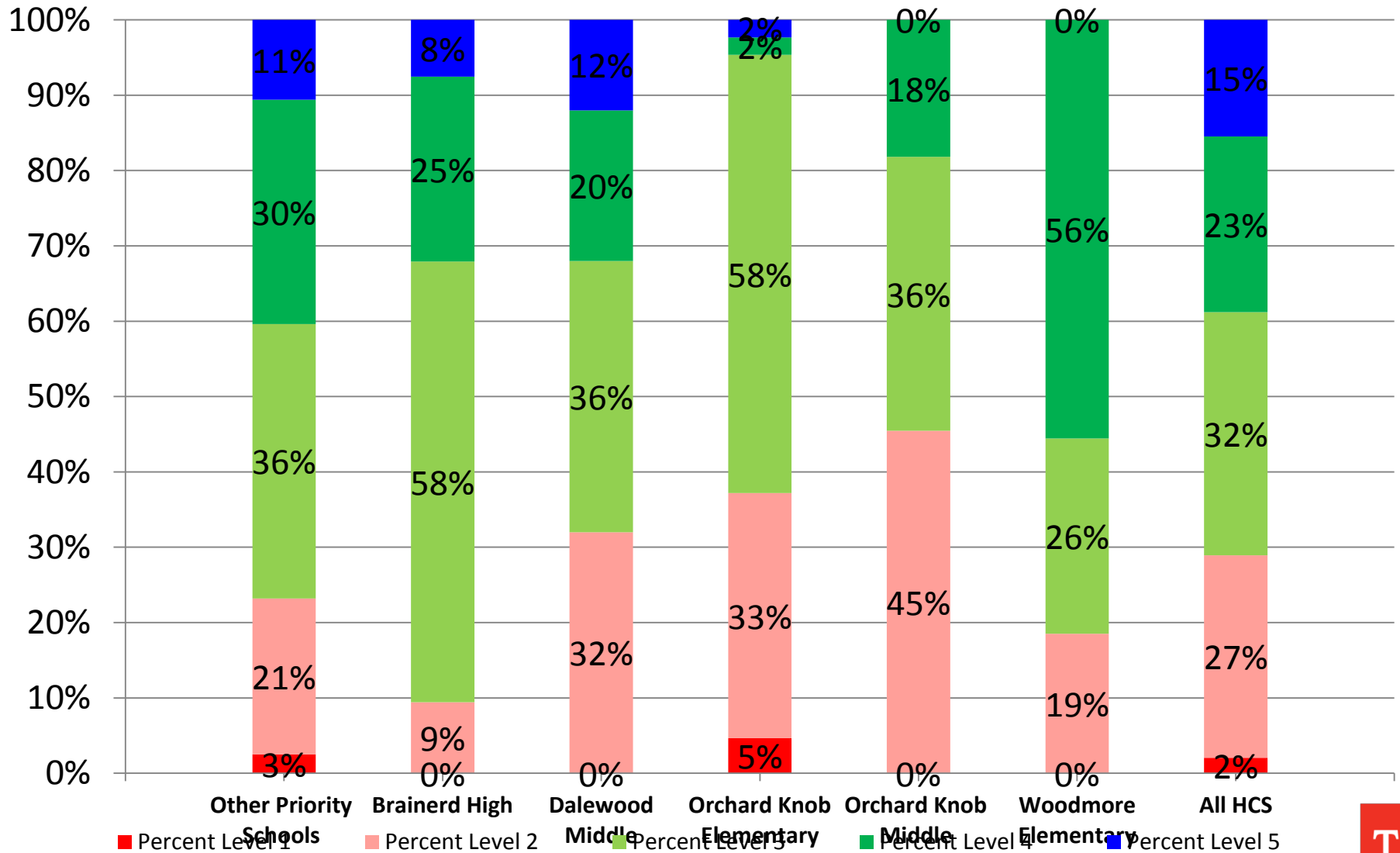


**Questions?
Feedback.**

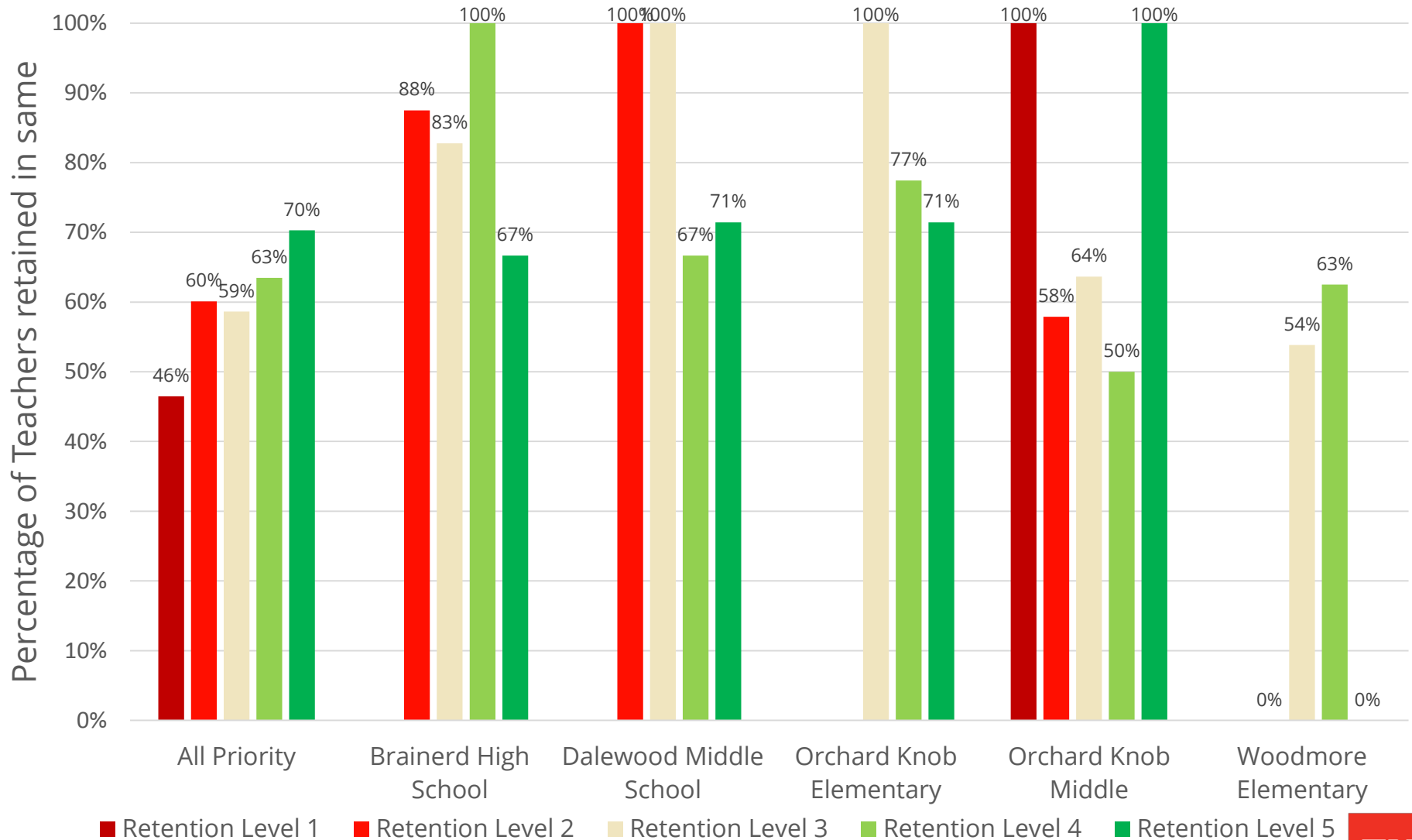


Teacher Retention and Effectiveness

Overall Teacher Effectiveness Levels in 2014-15 (observations + TVAAS)



Retention of less effective teachers tends to be higher in many HCS Priority Schools.

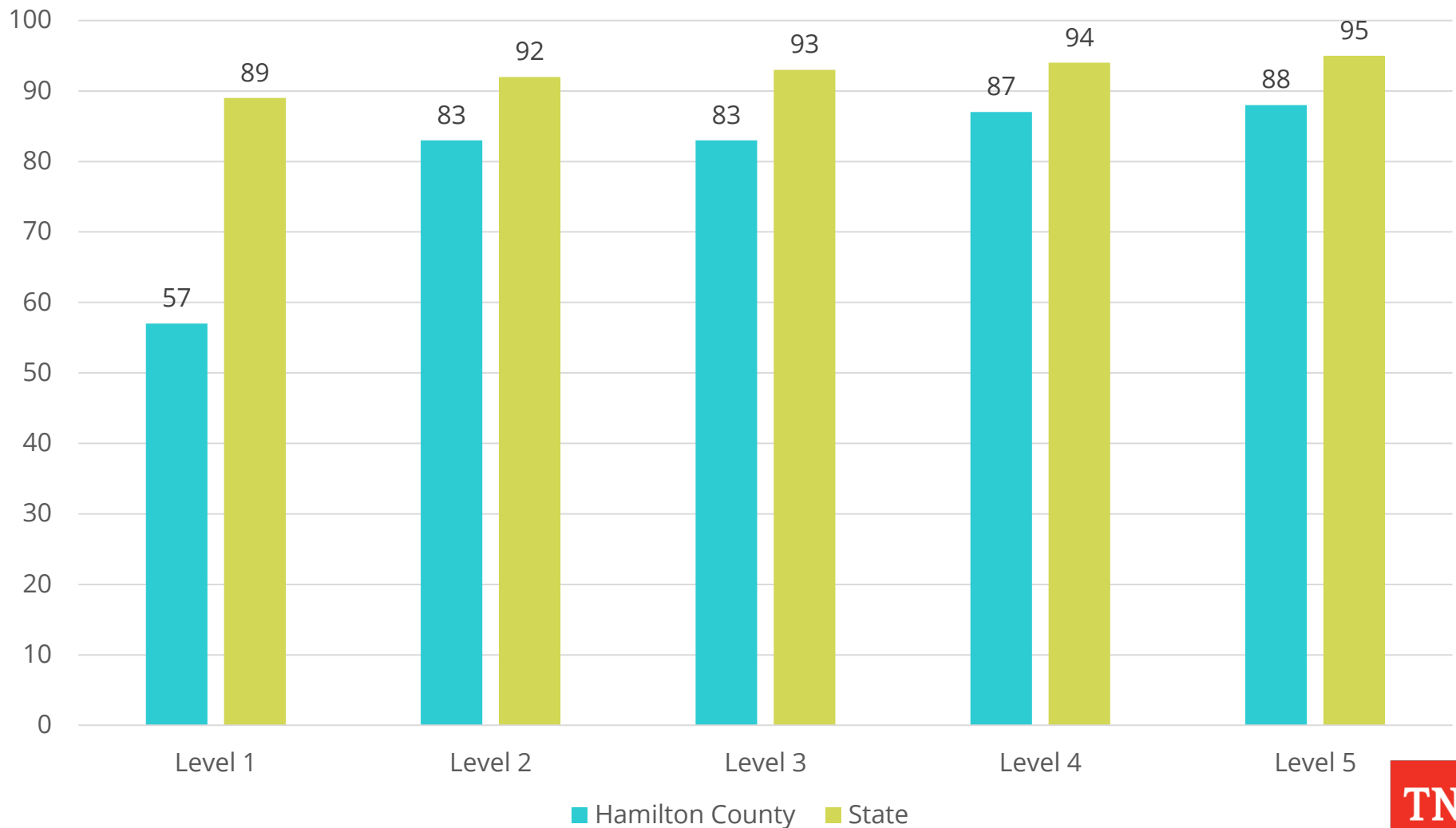


Retention in 2014-15



Retention of effective teachers appears to be a challenge across the district, not only in priority schools.

Percent of Teachers Retained by Evaluation Level in 2014-15





Attendance

Chronic Absenteeism in 2013-14

	% of Chronically Absent* Students
State	13.1%
Hamilton County	14.6%
Brainerd High School	58.7%
Dalewood Middle School	19.4%
Orchard Knob Elementary School	16.8%
Orchard Knob Middle School	35.9%
Woodmore Elementary School	17.2%

How is Hamilton County addressing attendance at Priority schools?

* Defined as being absent for 10% or more of the school year



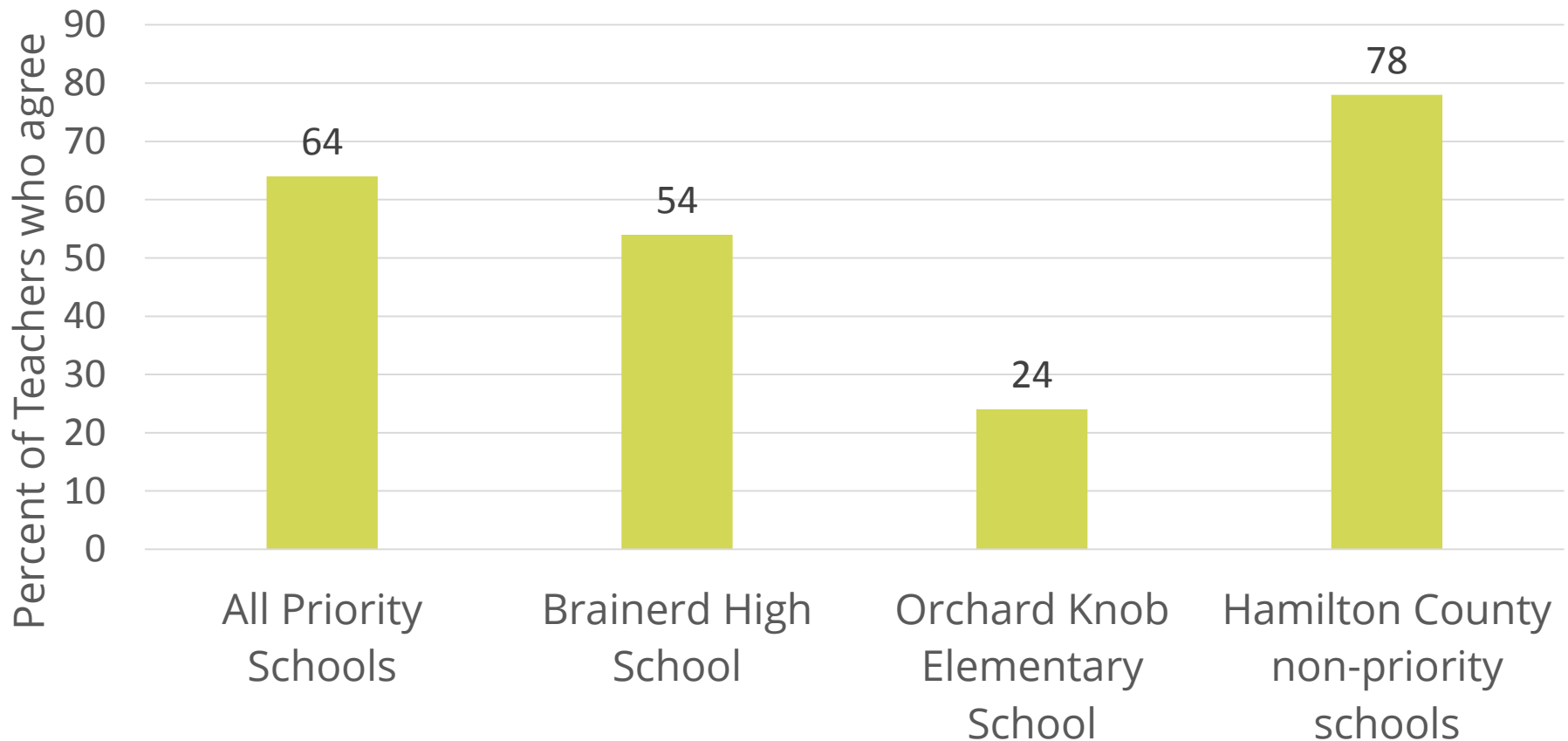
2015 Hamilton County Priority School Tennessee Educator Survey Results

Response Rates

- Brainerd High School: 54%
- Dalewood Middle School: 35%
 - No Data Available
- Orchard Knob Elementary: 51%
- Orchard Knob Middle: 47%
 - No Data Available
- Woodmore Elementary School: 23%
 - No Data Available
- Average of Priority Schools Statewide: 50%

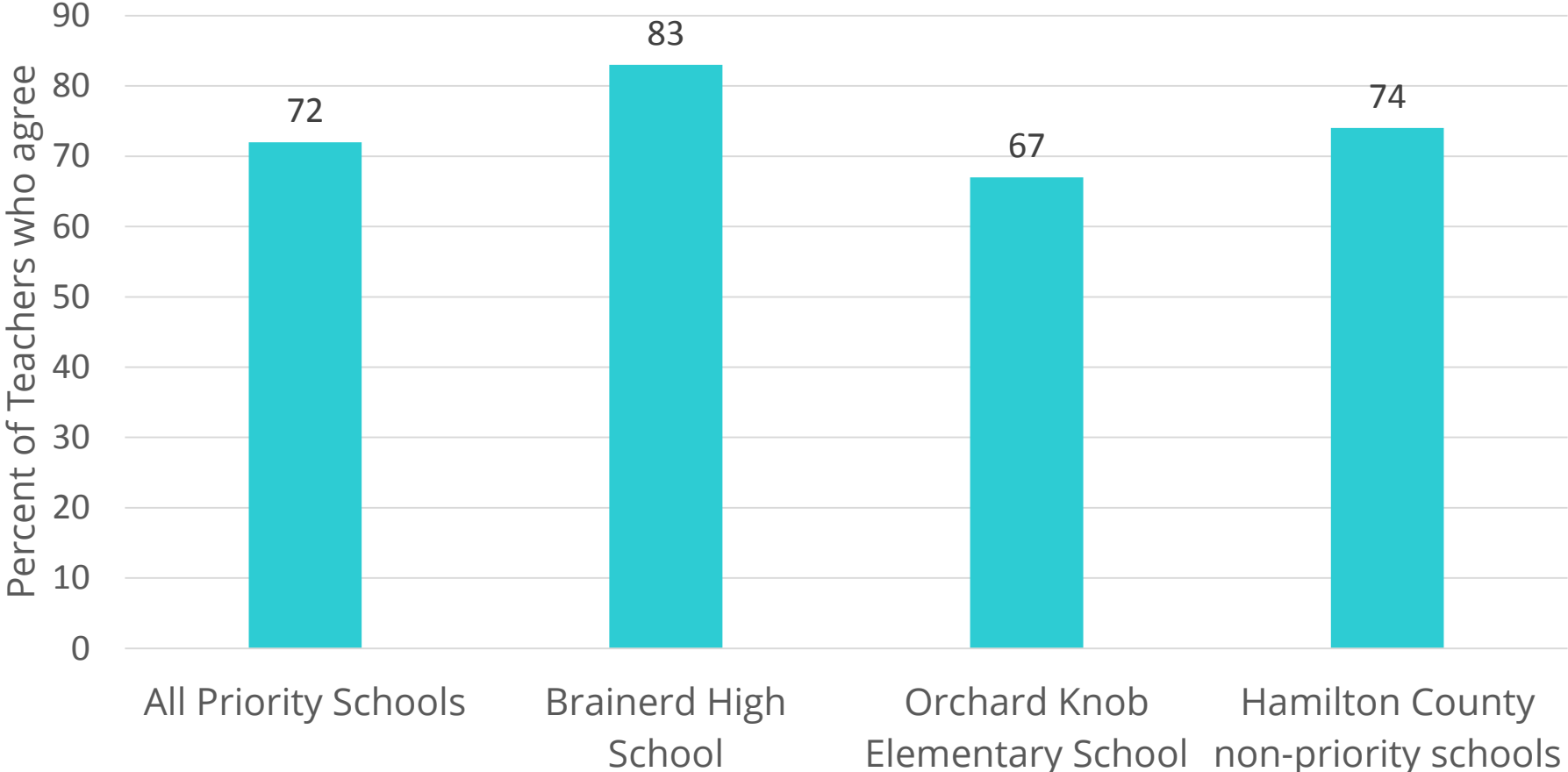
Lower levels of satisfaction are evident in the two schools for which we have data.

The teachers at this school like being here; I would describe us as a satisfied group...



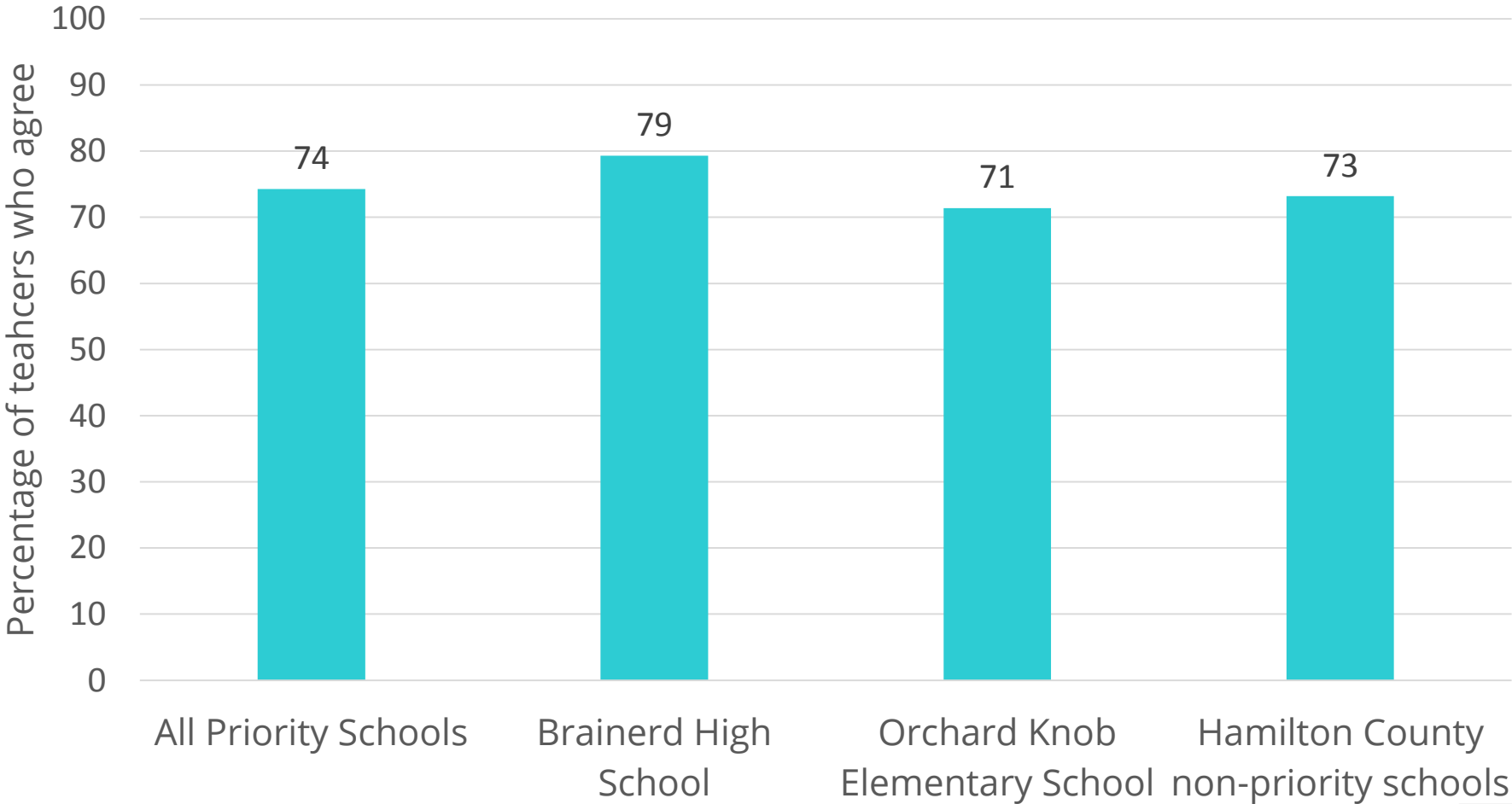
Teachers in Orchard Knob Elementary had lower trust in evaluation system.

In general, the teacher evaluation process used in my school has led to improvements in my teaching.



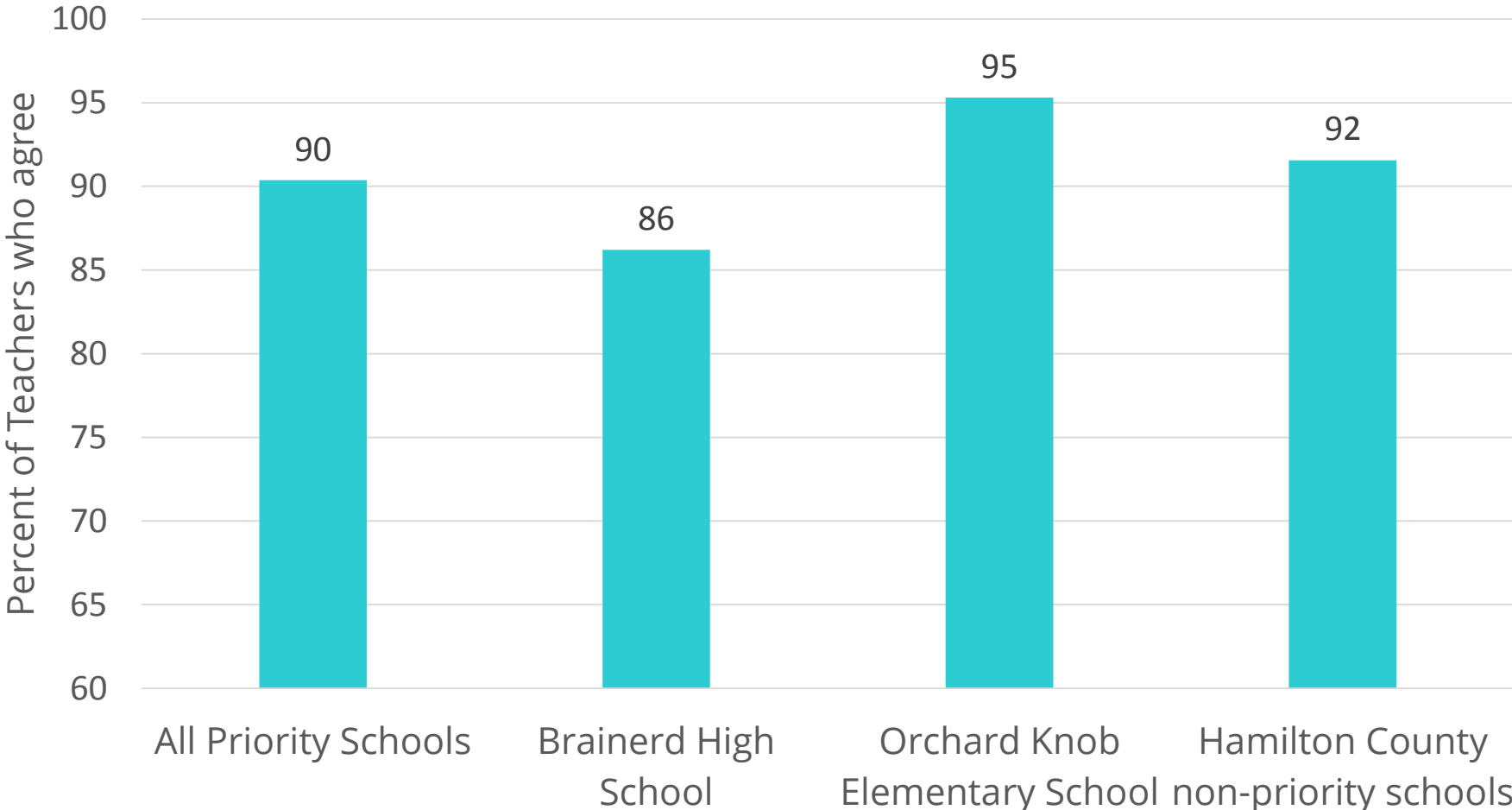
Teachers across priority schools and HCS tend to have similar perspectives on support.

School leadership consistently supports the school staff.



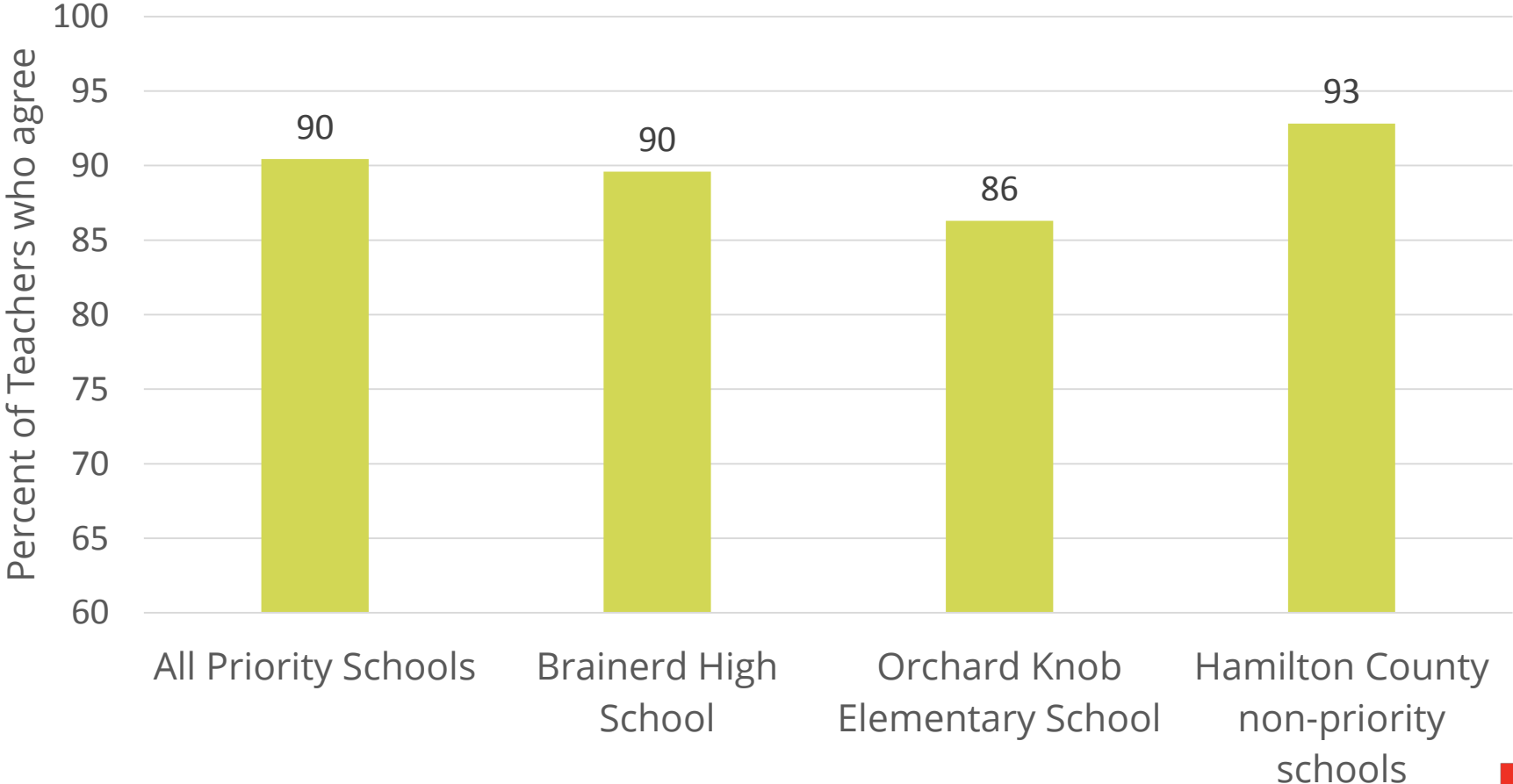
At Brainerd, fewer teachers agree that they hold students to high standards.

Teachers hold students to high academic standards.



Teachers are slightly less likely to agree they are held to high standards.

Teachers are held to high professional standards for delivering instruction.



Survey Reflections

- Do these survey results reflect your perceptions of the climate in these buildings?
- How does this survey feedback align with student outcomes?



**Questions?
Feedback.**