



Self-Appraisal for 2017-2018 School Year

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Hamilton County Schools

*Submitted to Board of Education on
June 21, 2018*

Strategic Planning

1. ***Develop a strategic plan in collaboration with the school board that addresses key performance indicators for the next 5 years.***

The *Future Ready 2023!* district plan encompasses the board goals and strategic areas of focus adopted by the board in 2017. In addition, feedback from 23 community listening sessions and parent, student, and teacher advisory boards informed the creation of the draft plan. The initial draft of the district plan was shared with the board for feedback on June 8, 2018. An overview of the plan was presented to the board on June 21, 2018. Key performance indicators were identified for each of the five areas within the plan, along with an annual performance summary with targets for the next five years. All school leaders, senior leadership team, teacher advisory, and parent advisory groups have been forwarded the draft of the district plan for their feedback. The plan will be revised based on feedback and finalized for board approval in July 2018, and school action plans will be aligned to the district plan. ***See attached Future Ready 2023! district plan.***

2. ***Initiate an external audit of all facilities, identifying plans for capital needs.***

In fall 2017, a comprehensive list of the capital needs was identified and a detailed assessment of deferred maintenance costs was created. Operations has initiated external audit of all facilities by beginning discussions with several architects to determine the best approach to conduct this audit. The findings from the eventual audit will be used to update the comprehensive list of capital needs. With the appointment of a new Chief Operations Officer (COO), these efforts will move forward, as one of the key strategies outlined in the *Future Ready 2023!* five-year plan.

3. ***Begin developing a comprehensive building plan that addresses capital needs (growth and deferred maintenance), targeting the next 7-10 years.***

A comprehensive building plan was developed and delivered to the board in October 2017. This plan was aggressive and addressed growth the district is experiencing in school board districts 4, 7, and 9 with the construction of a new Harrison Elementary, new East Hamilton Middle, addition at Snow Hill Elementary, and new Howard Middle School. In addition, a significant portion of deferred maintenance was addressed with the proposed renovation of Tyner Academy (the new Tyner Middle High) and Chattanooga School for the Liberal Arts (the new CSLA at current Tyner Middle site). Moreover, several capital needs were addressed with investments in athletic facilities. Extending the long-term capital plan to include 7-10 years out is part of the work the new COO will take on when he joins the district in July 2018.

Board Priorities	Proposed Plan
<ul style="list-style-type: none">• Harrison• CSLA• East Hamilton Middle• Snow Hill• Howard	<ul style="list-style-type: none">✓ Harrison✓ CSLA (major renovation of Tyner Middle)✓ East Hamilton Middle✓ Snow Hill✓ Howard Middle• Tyner Middle/High (major renovation of Tyner High)• Lookout Valley Multi-purpose room• CCA (HVAC system)• Normal Park (elevator)• Athletic Facilities
Total= \$157,000,000	Total= \$125,000,000

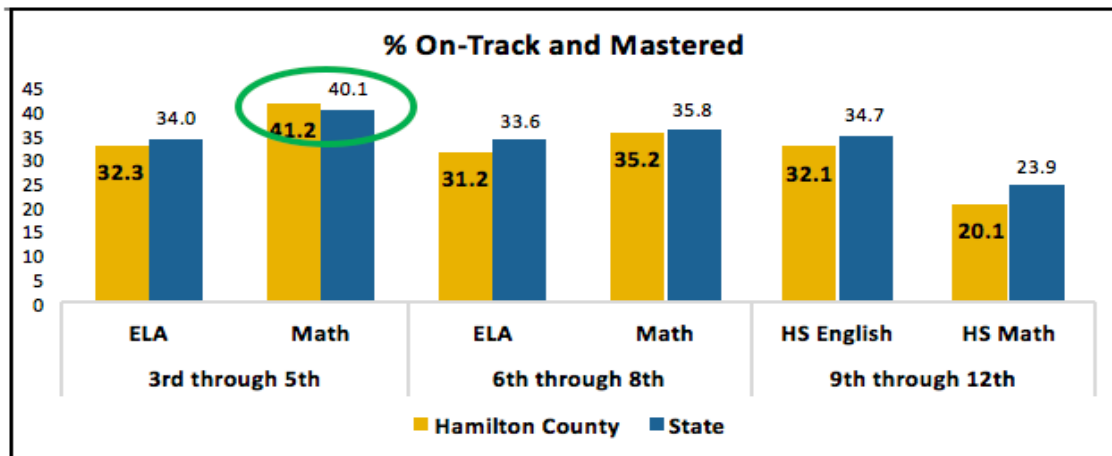
Student Achievement

1. *Identify and implement necessary organizational changes that support student achievement.*

I reviewed academic performance upon entry and immediately began to implement plans to address areas of deficit. The district has numerous areas of opportunity based upon the growth data from the prior school year which was shared last fall:

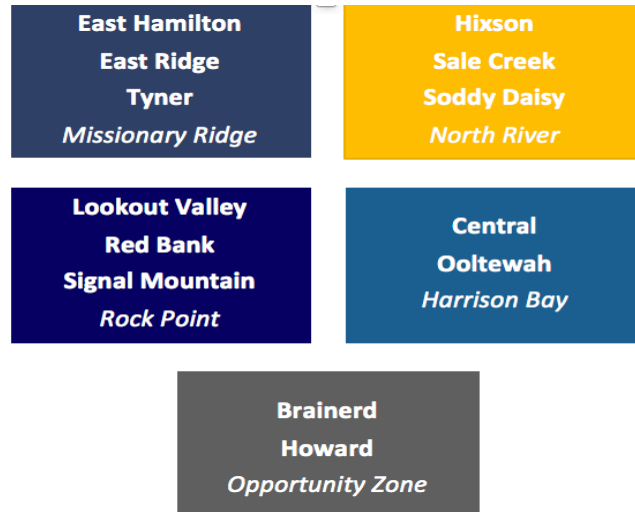
	System Wide	TCAP	TCAP/EOC	EOC	CTE Students	CTE Concentrators
Composite	1	1	1	1	1	2
Literacy	5	5	5	5	4	3
Numeracy	1	1	1	1	1	2
Literacy and Numeracy	1	1	1	3	2	3
Science	1	1	1	1	1	3
Social Studies	1		1	1	1	2

In addition to not meeting growth expectations across all metrics other than literacy, the district also trailed the state averages for students considered proficient for the 2016-17 school year in nearly all areas, with elementary math being the only exception:



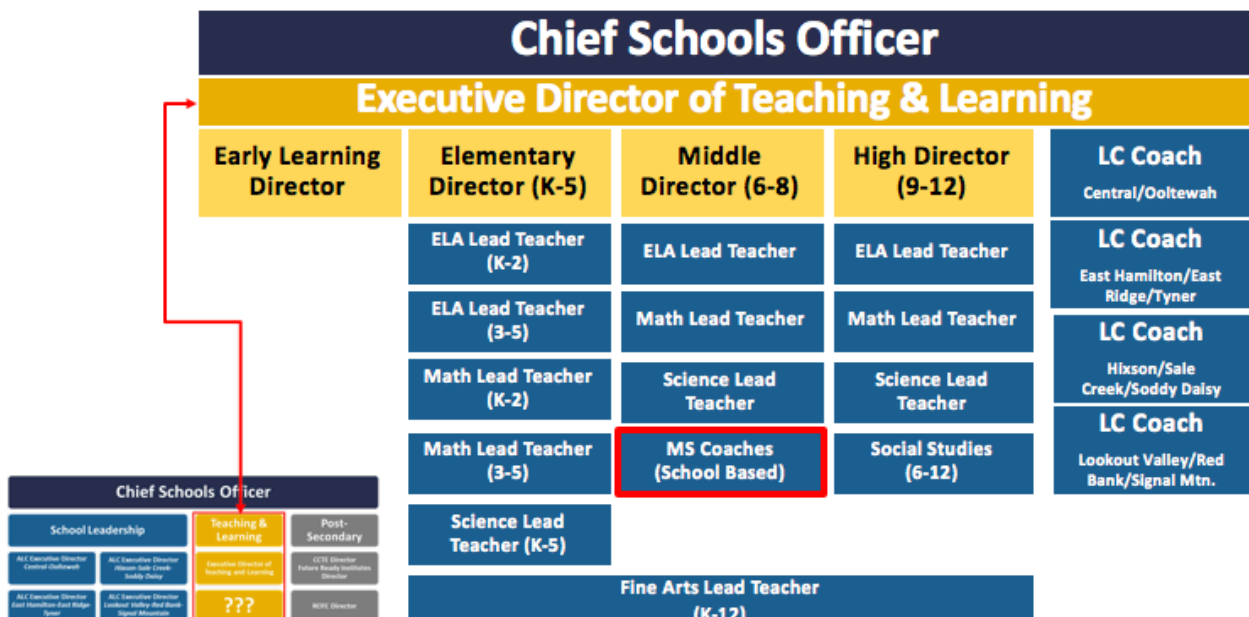
In response to this data, we immediately began planning to launch new organizational structures to address these areas of opportunity for the district. Though we could not fully implement all these plans due my hire date in July 2018, we anticipate that organizational changes initiated this school year will pay dividends in improved student outcomes over the next several years as outlined in the *Future Ready 2023!* district plan. The two organizational changes that we identified and implemented to support student achievement were the K-12 learning communities – starting with the Opportunity Zone – and the reorganization of the teaching and learning staff in the central office.

Learning Communities. We have reorganized the district into five learning communities to address the diverse needs of schools, as well as clarify supervision and accountability for student results.



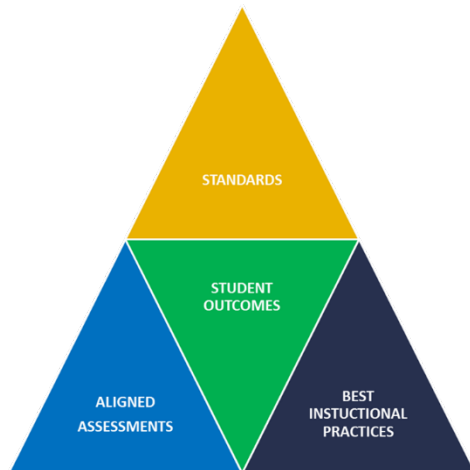
Along with the executive director who leads the community and supervises principals, each learning community will have a dedicated instructional coach to support teachers and plan customized professional development, as well as a dedicated family and community engagement facilitator. The learning community will be more responsive to student needs and address conditions that may hinder academic progress.

Teaching and Learning Department. The teaching and learning organizational structure has been transformed to align academic resources more effectively for schools. These teams have been organized based on grade level – early learning (Pre-K), elementary, middle and high school. Each grade level has specific content lead teachers who will ensure that teachers understand the state standards, and have the instructional resources to teach fully those standards in their classrooms. These content lead teachers are facilitating teacher teams to develop curriculum maps for all grade bands and core content areas. This work will ensure aligned academic programs for all students in schools across the district.



2. **Implement supports for areas identified with student academic performance.**

In reviewing the results for growth and achievement for 2016-17, it is clear that the district needed a holistic approach to implement supports needed to improve in English Language Arts (ELA) and Math, with a particular focus on the declining achievement results that start with the middle grades and continue through high school. Moreover, there was an urgent need to address the threat of state takeover for five Priority schools that were among lowest performing in the state.



Holistic Approach for ELA and Math. I have led a renewed focus on standards, aligned assessments and instructional best practices. The cornerstone of this focus is a district-wide strategy to set *clear learning targets* for every lesson that includes a performance of understanding for students. We have provided professional development on clear learning targets for all principals, assistant principals and will include all content lead teachers and instructional coaches in similar training by the end of June 2018. We also have a book study for participants in training: Learning Targets - Helping Students Aim for Understanding in Today's Lesson (Moss, C.M. and Brookhart, S.M., 2012). These steps are

foundational to the shift toward establishing a district-wide *culture of academic excellence* for 2018-19 and beyond.

Middle Grades Achievement. The concern with declining performance starting in the middle grades led me to work with senior leadership to develop a plan for Future Ready Preps – a transformation of the middle school experience. Future Ready Preps are designed to personalize student learning by providing students a rich academic experience, supporting their social and emotional growth while preparing them for the careers of tomorrow. By focusing on STEAM education, in a nurturing environment, bolstered by 1:1 technology access and project based learning, Future Ready Preps will prepare and inspire all middle school students to excel in high school and beyond.



Priority Schools. Finally, in order to address the urgent needs for the lowest performing schools in our district, we launched an Opportunity Zone. The Opportunity Zone offered a portfolio of intensive supports, including wrap-around services for social emotional learning, to serve our 12 most at-risk schools in the Howard and Brainerd feeder patterns, which included our five Priority schools that were targeted for state takeover. This strategy and intentional focus allowed the board/district to retain control of the five Priority schools through a shared governance agreement

with the state department known as the Partnership Network. Retaining these schools was not an option offered by the state prior to the launch and implementation of the Opportunity Zone.

We are currently awaiting full results on academic performance in 2017-18 to determine additional targeted adjustments for the 2018-19 school year.

Staff and Personnel Relationships

1. *Develops an aggressive recruiting plan to attract and retain talented educators to support schools and district work.*

Under the leadership of the Chief Talent Officer, whom I appointed in January, the Talent team has aggressively worked to fill 524 of 623 positions to date or 84% of vacancies. We anticipate being very close to full staffed on the first day of school. The goal for the 2018-19 school year is to be at 95% or higher for positions being filled before the start of school. The Talent team held two employee hiring events in December 2017 and March 2018. Our district successfully recruited high quality applicants from across the nation to serve our children. We have adopted a philosophy that we are recruiting until the first day on the job – which means orientation and on-boarding processes are as important as those steps prior to the candidate acceptance of the job offer.

- **15** Colleges and Universities
 - UTC, Lee, UTK, Tennessee Tech, ETSU
 - New: Dalton State, Vanderbilt, UAB
- Recruitment Fair in December
 - Over **300** participants
- Hiring event in March
 - **250** participants
 - Offers made to **60** candidates
 - **17** states represented

2. *Develop long-term recruitment strategy to increase availability of qualified teachers.*

The Chief Talent Officer, with the support of external consultants who have national expertise in teacher pipeline development and recruitment, has developed an initial draft of a long-term personnel and recruitment plan. The district has continued to deepen relationships with both traditional educator preparation programs and alternative certification pathways. The long-term recruitment strategy will be reviewed by cabinet members and incorporated into the *Future Ready 2023!* district plan. Key tenets of the strategy include total rewards approach to compensation and a focus on wellness and work-life balance. In addition, the Talent team will be broadening its partnerships with universities to attract a more diverse talent pool, in addition to attracting teachers for hard to staff subjects and schools.

3. *Develop comprehensive behavior management training for all new teachers.*

During the 2017-18 school year, the Equity Office launched Classroom Organization and Management Program (COMP) training for beginning teachers that focused on behavior management. The Level 1 COMP training included a three-day seminar with a one-day follow-up session 10-12 weeks later. The underlying premises and goals of COMP are as follows:

COMP Program Goals

For teachers]

- Improvement of overall instructional and behavioral management skills.



For students]

- Increase in task management
- Reduction of inappropriate behavior
- Increase in self-responsibility
- Increase in academic achievement



The Four Premises of COMP

- Effective classroom management is proactive, not reactive.



- In effective classrooms, management and instruction are interwoven.



- Students are active participants in the learning environment.



- Teachers working together synergistically help one another.



In addition, the year-long New Teacher Induction program launched this summer includes a strand dedicated to classroom management that helps new teachers with environment, expectations, relationships, respect, routines, repertoire, and efficiency.

4. **Implement induction program for all new teachers and develop plans for providing new teachers with mentoring support.**

A new teacher induction program was launched last month to provide needed supports for teachers as they transition into the district.

WOW!

What does New Teacher Induction look like in Hamilton County?

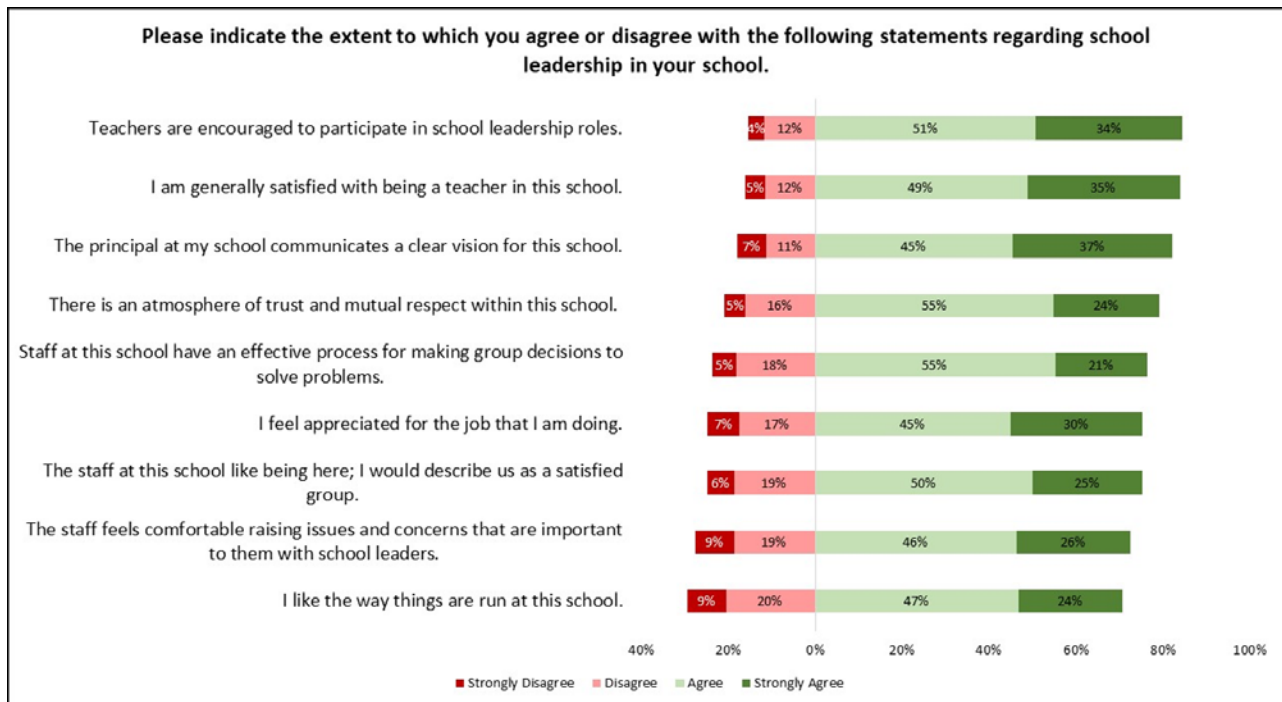
- ✓ **Orientation**
This initial welcome into Hamilton County focuses on networking, professional responsibilities, streamlined HR processing, and student engagement strategies.
- ✓ **3-Day New Teacher Academy**
Day 1: Onboarding to Hamilton County with a focus on building relationships with students, families, and teammates within our schools and district and an opportunity for mentor-mentee networking.
Day 2-3: Off-site training in model classrooms with content specific cohorts to learn about, observe, and practice classroom management, planning, teaching, and follow up.
- ✓ **In-School Teacher Mentor Matches**
This program offers another layer of support by pairing trained mentors with new teachers in each building.
- ✓ **Year-Long Support**
Monthly PD opportunities through a variety of structures including: evening PD sessions, google hangouts, webinars, and half-day learning labs for the first 3 years of teaching designed around the Project COACH model. Professional Learning Opportunities include:
 - Planning and Preparation for Learning
 - Classroom Management
 - Delivery of Instruction
 - Monitoring, Assessment, and Follow Up
 - Family and Community Engagement
 - Professional Responsibilities
 - Whole Teacher=Well Teacher Methods

Check this out!

The induction program is a year-long process that includes eight strands/domains of development: planning and preparation for learning; classroom management; delivery of instruction; monitoring, assessment, and follow-up; family and community; professional responsibilities; whole teacher/well teacher; and mentoring. Mentoring programs match a veteran teacher trained in a mentoring protocol to every first-year teacher, to help with networking and professional support, in addition to feedback and coaching.

The state released Hamilton County results for the Tennessee Educator Survey. The survey results will be used to guide our work going forward, in terms of teacher recruitment. Moreover, we will continue to work to find ways to elevate teacher voice in hiring decisions and other school-based decisions whenever possible.

Additional Staff Feedback. We have intentionally focused on teacher feedback and prioritized listening to our staff to improve morale and performance. We consistently heard via listening sessions that internal communications had increased dramatically due to weekly HCDE Newsletter, press releases, and updates from the Superintendent. In addition, staff and student recognition improved through the *HCDE Spotlight* recognition initiated in spring 2018. I re-established monthly meetings with student, teacher, and parent advisory councils. Moreover, I personally visited 76 of the 79 schools in our district during my first year.



We also encouraged participation in the Tennessee Educator Survey, because the district had failed to garner enough participation (at least 45%) to generate a report over the last several years. However, this spring 2018, 77% of our teachers and administrators participated, which was the highest participation rate among large urban districts. Moreover, all but one of our district schools met the 45% participation threshold to generate individual school reports. This survey data for 2017-18 has already been shared with schools and is providing school leader with valuable

information toward addressing areas of concern. And, we also have baseline data indicating that 84% of teachers are satisfied with their jobs at their current school.

School Leadership

1. *Identify/Implement leadership development for school and district leaders.*

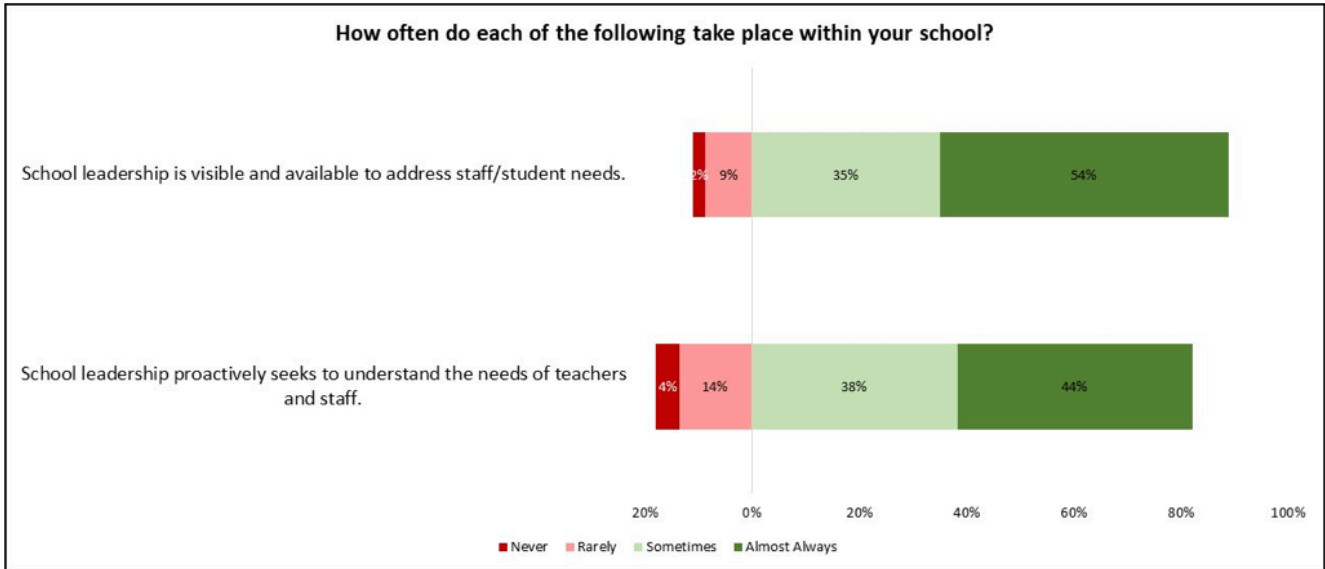
This year, the district identified and implemented a leadership development program for school and district leaders. All principals and assistant principals were trained on *McRel Balanced Leadership* during the 2017-18 school year. This leadership training focused on three (3) key areas: Purposeful Community, Managing Change, and Focus. These areas encompass 21 shared leadership responsibilities which have been shown over decades of research to have a positive, statistically significant correlation with improving student achievement. Several members of the teaching and learning team became certified trainers of McRel which will allow us to continue to train new leaders as they transition into school leadership roles within the district.

Balanced Leadership Framework[®]



Lastly, I have introduced the concept of High Reliability Organization (HROs) which includes a set of guiding principles that school leaders can implement to address organizational performance and student outcomes: *1. Preoccupation with failure; 2. Reluctance to simplify interpretation; 3. Sensitivity to operations; 4. Commitment to resilience; 5. Organizing around and deferring to expertise.* Our school leaders have engaged in multiple professional learning sessions that I have led on these guiding principles to help them integrate these concepts into their schools. HROs in education work to improve the overall quality of instruction and reduce variability of that quality between classrooms. We will continue focusing on this work in the 2018-19 school year.

The data shared below from the Tennessee Educator Survey indicates that school leaders are doing a good job of addressing the needs of students and teachers, and we will continue to respond to those needs and any areas of concern.



Post-Secondary Opportunities

1. *Develop a plan to increase career and technical education offerings for students.*

We have developed a plan to increase offerings for career and technical educations that hinges on the successful launch and implementation Future Ready Institutes. I announced plans for Future Ready Institutes in fall 2017, hired a program director in November 2017, and formally launched the institutes in March 2018. Due to the phenomenal partnership between the district and business leaders, we will have 20 institutes open with nearly 1,000 students in the 2018-19 school year. Each of these institutes will increase career technical offerings, dual enrollment and Advanced Placement (AP) courses.

Class types offered by school year CTE / DE Course Type	School Year		Grand Total
	SY 16-17	SY 17-18	
CTE Ed	672	662	1334
CTE Ed (Dual Enrollment)		29	29
Dual Enrollment Education, Training	1		1
Dual Enrollment Fine Arts	1		1
Dual Enrollment General CTE	3		3
Dual Enrollment Information Technology	1		1
Dual Enrollment Language Arts	29		29
Dual Enrollment Manufacturing	1		1
Dual Enrollment Mathematics	27		27
Dual Enrollment Social Studies	16		16
Fine Arts (Dual Enrollment)		1	1
Health and P.E. (Dual Enrollment)		1	1
Language Arts (Dual Enrollment)		47	47
Mathematics (Dual Enrollment)		32	32
Science (Dual Enrollment)		1	1
Social Studies (Dual Enrollment)		17	17
Statewide Dual Credit	2		2
Grand Total	753	790	1543

We also experienced growth in CTE course offerings during this school year, as students were offered 37 additional CTE and dual enrollment opportunities. This was a five percent increase over the prior year. Specifically, there were significantly more offerings in CTE dual enrollment courses as well as dual enrollment English opportunities. In 2018, the district will have additional courses offered for advanced placement, statewide dual credit and dual enrollment. These course offerings are critical for student success in the workforce and post-secondary.

2. **Engage business and industry to increase student opportunities for exposure to post- secondary.**

Each Institute is focused on a career theme and has a business/industry advisory board. Business partners have made commitments of over \$500,000, and this number continues to grow. Specifically, Unum, Erlanger and JP Morgan Chase have made significant commitments, and multiple firms are currently in conversations to finalize financial contributions. Most importantly, several businesses and industries have offered their expertise which will allow our teachers and students to become well-versed in the career fields. Last week, institute teachers participated in externships across the county. This event was hosted by Unum and allowed teachers to have hands-on experiences in the career fields they will be teaching.



Brainerd High School

[The Institute of First Responders and Forensic Science](#)

[The Institute of Aviation](#)

Central High School

[The Institute of Advanced Manufacturing and Mechatronics](#)

East Hamilton Middle High School

[The TIE Institute: Tinker, Innovate, Engineer](#)

[The CLIMB Institute: The Canes Leadership Institute of Marketing and Business](#)

East Ridge High School

[The Institute of Building and Design](#)

Hixson High School

[Institute for Integrative Agriculture, Food, Natural Resources and Technology](#)

[Institute for Health Careers and Medical Advancement](#)

[Institute for Future Business Leaders and Owners](#)

The Howard School

[Erlanger Institute for Healthcare and Innovation](#)

[The Institute of Hospitality and Tourism](#)

Lookout Valley High School

[Institute of Digital Media Production](#)
Ooltewah High School

[Institute of International Baccalaureate Studies](#)

[The Institute of Architecture & Engineering Design](#)

Red Bank High School

[The Institute of Computer Sciences and Engineering](#)

Sequoyah High School

[The Institute of Industrial Manufacturing](#)

Tyner High School

[The Institute of Technology and Security](#)

[The Institute of Teaching and Learning](#)

Signal Mountain

[Institute of International Baccalaureate Studies](#)

Soddy Daisy High School

[The Institute of Tech Start Ups and Web Design](#)

Business and Finance

1. **Strengthen relationship with funding body and county mayor.**

The relationship with the funding body continues to progress. Earlier this school year, the funding body awarded the district with \$100 million to address deferred maintenance and enrollment growth, which is a clear indication of their growing confidence in the district's ability to responsibly invest additional revenue toward strategic capital improvements. The school board and I collaborated to devise a plan to address immediate capital needs, reduce deferred maintenance costs, and accommodate growth in specific areas of the county. In addition, the district committed \$15 million to supplement these funds to ensure that priority needs were addressed. This

commitment was a good faith showing to the funding body that the district had shared ownership in addressing these issues.

In May 2018, I presented a balanced budget proposal to the County Commission that came in \$1 million below the prior year base budget. In addition, during budget cycle we held 23 community meetings that had over 1,300 participants across the community. The budget process was very transparent with each document presented to the school board posted on the district website for public review. We collected over 3,000 data points and used the feedback to align budget priorities. Increased technology, increased school resource officers, increased counselors and increased English Language teachers will be a part of the 2018-19 budget.

Fiscal Responsibility

**Base Budget starting point is
\$1 million less than prior year**

2018 Base Budget	\$372,667,242
2019 Base Budget	\$371,625,221
<i>* Includes step increases</i>	<i>\$2,657,979</i>
<i>* Includes retirement rate increase</i>	<i>\$1,900,000</i>

Results from Community Meetings



Safety, Security and Student Support – Investments across multiple priorities

- **\$1.9 million** appropriated towards safety, security and student support
 - \$484,977 for visitor management systems and controlled access doors
 - \$420,000 for 7 school counselors
 - **\$500,000 for additional SRO support**
- SRO funding to include support of personnel **salary and benefits to staff 6 – 8 additional positions.**

2. *Engage funding body in planning for long-term capital and operational needs.*

As noted in item 3, under Strategic Planning, we completed the initial steps of long-term capital planning with the building and construction plan implemented this year. I have continued to engage directly with Mayor Copping to review three-year funding projections, as shared in the May County Commission meeting where I presented the proposed FY19 budget for the school district. Once the new COO transitions to his role in July, we will create a more formal process to work collaboratively with the County Mayor and Commissioners to determine funding for long-term capital and operational needs for the school district.

Board Relationship

1. *Keeps board members informed on issues, needs, and operation of the school system.*

Board communication has and will continue to be one of my highest priorities during my tenure with HCDE. I have established a practice of providing the board a weekly email update to keep the members informed on issues, needs, and operations of the school district. These updates have frequently been accompanied by follow-up phone calls and individual sessions with the board to discuss upcoming initiatives with the district staff. Board members have open access to contact me regarding any issues raised by constituents, and I have been timely in my responses to these inquiries.

We worked closely with board members to navigate the challenging issues that we encountered this school year. This included resolving the state takeover threat for five schools, as well as addressing the Signal Mountain feasibility study on an independent school district for the three HCDE schools. We will continue to partner with the board to address issues, needs and operation of the school system.

2. *Offers professional advice to the board on items requiring board action, with appropriate recommendations based on thorough study and analysis.*

I have worked to provide recommendations to the board on any items considered for board action using thorough study and analysis. For example, the board adopted calendars for the 2018-19 and 2019-20 academic years based on feedback that district administration gathered from a workgroup

of stakeholders and district-wide survey that garnered over 10,000 participants. We also completed a budget process that included feedback from the community and four work sessions for the board to review and ask questions about proposed budget before voting. We also supported the board with guidance that led to the approval of the state's proposal on the Partnership Network, as a result of the administration's creation of the Opportunity Zone.

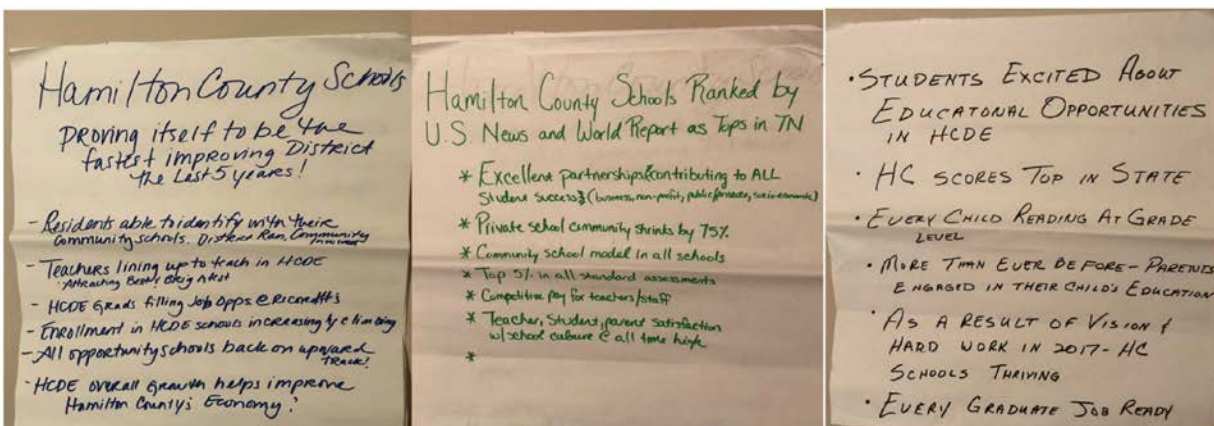
These are just a few examples of the myriad of issues throughout the year for which district administration has provided a recommendation that was backed-up by thorough study and analysis. Every board agenda item includes a cover memo outlining the recommendation and rationale. Moreover, we have included presentations during regular meetings and/or work sessions to provide clarity on the underlying evidence to support the administration's recommendation. We have provided any additional analysis or information requested by the board in order to make an evidence-based decision.

3. Keeps board informed of employment, promotion, demotion, transfer, and dismissal of personnel.

The board has been kept abreast of employment, promotion, demotion, transfer and dismissal of personnel as appropriate throughout the year. Every position created is brought to the board for approval before any appointment is made. In weekly updates, I apprise board members of any personnel discipline issues. I notify the board of key resignations and/or retirements, as well as any appointments of senior staff in advance of public announcements. With over 6,000 employees, I have focused on keeping the board updated on senior staff and school leadership positions as the priority for this communication and notification.

4. Follows through on initiatives and strategies communicated to the Board of Education.

We began the school-year with a retreat during which the board identified a bold vision for the district and encouraged bold change for children:



During this session we also discussed an overview of the district data, Operations and Teaching and Learning. Coming out of the retreat, I have regularly communicated about initiatives and strategies being implemented as a follow-up to the items discussed with the board. The board's strategic focus areas adopted in 2017 have guided the work of district administration, and, as highlighted

throughout this self-appraisal document, we have made significant progress on a variety of fronts towards achieving the vision that the board set forth during the retreat last fall.

Once the *Future Ready 2023!* district plan is finalized approved, I will regularly update the board on our progress in implementing the strategies and initiatives highlighted in the five action areas. We will devise a plan for each board to report out on one area of the plan and provide an annual update to discuss our results versus the targets we set for our KPIs.

Additional Highlights from 2017-18

Student Recognition and Achievement. Even as we laid the foundation to address our academic challenges, we have experienced numerous bright spots this year. Our graduates in the class of 2018 increased scholarship dollars earned by \$10 million to exceed \$30 million during the 2017-18 school year. Seven Hamilton County seniors were 2018 National Merit Finalists. Hixson High art students won a national competition and \$75,000 for the Hixson art program in the Vans Custom Culture shoe design competition. Nolan Elementary and Dalewood Middle took the checkered flag in their divisions to win the inaugural Chattanooga Green Prix for student-designed electric vehicles. A Collegiate High graduate was a 2018 Prudential Spirit of Community Award winner. Chattanooga School for the Liberal Arts sent two teams to the VEX Robotics World Finals.

School Awards. Four schools were selected as U.S. News and World Report award-winning schools: Chattanooga High Center for Creative Arts, Lookout Valley High School, Collegiate High School and Chattanooga School for the Arts and Sciences. The Chattanooga Center for Creative Arts was recognized as a *National Magnet School of Excellence* by Magnet Schools of America. STEM School Chattanooga earned Tennessee STEM School designation.

Staff Recognition. Our STEM School principal was honored with a *STEM Innovator Award* for 2018 from the Tennessee STEM Innovation Network. Red Bank Elementary kindergarten teacher was a regional finalist for Tennessee Teacher of the Year. Also, four teacher leaders in our district were selected to serve as Tennessee Educator Fellows in conjunction with SCORE, the statewide education advocacy group founded by former Senator Bill Frist.

These, along with many other school successes and personal victories by students and staff, illuminated the Hamilton County map with bright spots for the 2017-2018 school year.