We focused on ELA instruction, exploring high-quality instructional materials in K-5 and 6-12, which ultimately led to the selection and adoption of the EL and My Perspectives curricula. These rigorous programs leverage teachers’ focus on learning targets and knowledge of standards. We developed multiple opportunities for teacher collaboration: high-functioning professional learning communities, student-centered coaching, common planning times, NIET and TNTP professional development, Mastery Connect standards-based assessment training, and quarterly data-dives. The full continuum of exceptional education support was integrated district-wide using evidence-driven inclusion practices, including co-teaching. We prioritized supporting English language learners with the Ellevation Program, for monitoring progress of language acquisition and developing individual learning plans. The district expanded its efforts in social emotional learning with Student Success Planning (SSP), a personalized plan to highlight a student’s strengths and needs and connect them to wrap around supports. These efforts enhanced our ability to successfully launch HCS Continued Learning in Spring 2020, our remote learning initiative during the extended school closure due to the COVID-19 pandemic.

Key Accomplishments
We focused on ELA instruction, exploring high-quality instructional materials in K-5 and 6-12, which ultimately led to the selection and adoption of the EL and My Perspectives curricula. These rigorous programs leverage teachers’ focus on learning targets and knowledge of standards. We developed multiple opportunities for teacher collaboration: high-functioning professional learning communities, student-centered coaching, common planning times, NIET and TNTP professional development, Mastery Connect standards-based assessment training, and quarterly data-dives. The full continuum of exceptional education support was integrated district-wide using evidence-driven inclusion practices, including co-teaching. We prioritized supporting English language learners with the Ellevation Program, for monitoring progress of language acquisition and developing individual learning plans. The district expanded its efforts in social emotional learning with Student Success Planning (SSP), a personalized plan to highlight a student’s strengths and needs and connect them to wrap around supports. These efforts enhanced our ability to successfully launch HCS Continued Learning in Spring 2020, our remote learning initiative during the extended school closure due to the COVID-19 pandemic.

What’s Next
- Continuing to recover learning opportunities through the HCS Summer Learning Challenge and Summer REACH
- Managing fully-remote learning option, HCS at Home, and expanded the Hamilton County Virtual School to K-12
- Supporting remote instruction with Content Demonstration Teachers recording lessons in every content area
- Implementing new ELA curricula, EL Education and My Perspectives, across K-12
- Focusing on whole-child supports by adopting a SEL curriculum (Pure Edge) and SEL screener (Panorama)
- Launching My Minutes Matter, a MidTown knowledge-building initiative with student incentives
- Integrating blended instruction tools (e.g., Nearpod, Kami) through menus of live and recorded PD and via online learning platforms (e.g., Canvas, Kiddom)
- Developing long-term plan for additional resources to close the opportunity gap in high-poverty schools
- Redefining intervention practices within our RTI2 model to meet the needs of students in real-time
- Training educators in SIOP (Sheltered Instruction Observation Protocol) to improve teachers’ instructional practices that address the needs of English learners
- Launching Welcome Center to support international students and their families as they transition to HCS
Future-ready students remain the linchpin of our strategic plan, as we continue to expand career pathways and supports for post-secondary success for all students. To increase access to HCS programs, we consolidated the school choice application and added six new Future Ready Institutes. HCS created work-based learning opportunities through Gestamp and was awarded Perkins Reserve grant funds to initiate apprenticeship programs. At six high schools we implemented a Gates Foundation grant initiative, designed to build out the core elements of the Hamilton County Promise, leading students to a high-quality job. The district solidified its status as having more eLabs in schools than anywhere in the world and earned Tennessee STEM Designation at five schools. All middle school students were offered a Future Ready Prep curriculum, and 8th graders took a YouScience assessment and attended the first-ever Get Future Ready event to learn about and gain exposure to careers and postsecondary opportunities. Musical instruments and training were provided to 20 schools through Usher’s Little Kids Rock grant.

What’s Next
- Adding bus routes for Future Ready Institutes
- Expanding Student Success Planning to six high schools through the Gates Foundation grant
- Increasing our dual-credit and industry certification options, including early TCAT at Sequoyah HS
- Designing articulated pathways with UTC for IB and Teaching and Learning FRI programs
- Creating a graduation framework to ensure success from the first day of Kindergarten to graduation day
- Expanding opportunities in the arts, like open enrollment for the Strings program in Hixson MS
- Redesigning and relaunching Brown Academy and Battle Academy through the Schools of Innovation initiative

Efficient & Effective Operations
- Enhance student safety and school security.
- Establish long-term plan for transportation service model.
- Establish long-term plan for facilities maintenance and capital improvements.
- Leverage technology to improve operational efficiency.
- Optimize budget and resource utilization.

Key Accomplishments
As reflected in our three-year strategic financial plan, efficient and effective operations are key to delivering a high-quality public education. Facilities were our focus, as we completed an external facilities audit in order to identify areas for deferred maintenance and growth. The process assessed every school within the district and provided a detailed report for board and community review and consideration. Recommendations for “Phase 0” of the facilities plan, including projects for CSLA, Harrison Elementary, and Lakeside Elementary, cost just $2.1 million from fund balance - a net savings of $11.9 million in comparison to what was estimated. We started new transportation contract with FirstStudent, including new buses with GPS. Operationally, we also worked to address student safety and SRO shortages by adding a School Safety Coordinator role in 2019, hiring ten Student Safety Officers, and recommending construction of a secure entrance lobby for all schools.

What’s Next
- Finalizing Phase 1 of the facilities improvement plan
- Implementing MUNIS, enterprise resource planning software
- Completing SMS custodial contract in response to COVID-19 safety protocols
- Conducting the request for proposal (RFP) evaluation process for district-wide custodial services for Board to determine vendor for new contract in FY 22
- Updating the district's procurement manual to provide more structure and equity while mitigating district risk
- Constructing secured entrances at district schools to prevent unauthorized entry
- Instituting a single sign-on software, ClassLink
Great Teachers & Leaders

- Recruit and select top talent.
- Retain talent.
- Provide competitive total rewards.
- Stimulate professional learning and growth.
- Identify, develop, and support leaders.
- Include classified and professional employees in talent development

Key Accomplishments

We continue to improve our talent development and retention with the strategies in Great Teachers & Leaders. The hiring process was improved with career fairs, school preview tours, and a “signing day” to celebrate new teachers. Early staffing nearly doubled from 39% in 2018 to 74% in 2020, and teacher retention increased from 74% in 2018 to 86% in 2020. New teacher supports were extended through the first 3 years, including: New Teacher Orientation, New Teacher Academy, classroom coaching, and school-based mentors. We zeroed-in on development by: identifying current classified employees to become licensed teachers through our Grow Your Own program; forming the University Consortium to ensure a high-quality college-to-career pipeline for HCS educators with training in best practices; and continuing to train school and district leaders on the Balanced Leadership framework.

What's Next

- Prioritizing wellness with the opening of three clinics and two pharmacies, expansion of Whole Teacher=Well Teacher programs, and adding free mental health supports and telemedicine for ALL employees
- Offering COVID Testing and Vaccination through One to One HCS Ed Health Services
- Developing HCS Leadership Standards launching Leadership, Exploration, and Development (LEAD) pathways
- Revamping teacher leadership and differentiated compensation
- Developing a talent diversity plan to ensure the attraction and cultivation of diverse candidates
- Partnering with UTC to certify teacher candidates with an (ESL) endorsement

Engaged Community

- Promote positive culture, climate and communication.
- Strengthen pre-K-12 learning community structures.
- Empower community in decision-making.

Key Accomplishments

HCS engaged parents, students, staff, and the community to continually improve our work. Our team launched First Day Ready, provided over 3,000 backpacks at the Back to School Bash, and hosted a district-wide day of service. HCS co-convened the Hamilton County Children's Cabinet with Mayor Coppinger to develop the cradle to career pipeline for all children in the county. Leadership Hamilton County Schools continued with the graduation of its second cohort. The inaugural Teachers Cabinet provided input on district policy and COVID-19 response. In Spring 2020, HCS coordinated 500+ volunteers to deliver student meals, stood up the Continued Help Hotline, and hosted regular televised PBS specials to provide timely resources and information during the COVID-19 school closure. We intentionally engaged the community in our reopening plan with over 25 virtual townhalls and 45,000 survey responses in June and July.

What's Next

- Establishing the Hamilton County Schools Foundation to support initiatives that go beyond the regular budget
- Launching the Family Resource Center - a hub for high-quality supports and services that empower families
- Continuing efforts to prepare incoming Kindergarteners through Ready4K by engaging parents in early learning
- Administering system-wide surveys to gather feedback on the COVID-19 response, school climate, and calendar
- Closing the digital-divide with the creation of HCS EdConnect in partnership with EPB, the City of Chattanooga, Hamilton County, and the Enterprise Center, connecting 12,000 students to free internet
- Convening student, teacher, and parent advisory councils to guide district decision-making
- Expanding out-of-school time partnerships, including Virtual Learning Centers and Summer REACH collaboration
## Annual Performance Summary

### Focus Five

<table>
<thead>
<tr>
<th>Key Performance Indicator</th>
<th>2018 Baseline</th>
<th>2019 Results</th>
<th>2020 Target</th>
<th>2020 Results</th>
<th>2021 Target</th>
<th>2022 Target</th>
<th>2023 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Grade English Language Arts*</td>
<td>33.7%</td>
<td>36.4%</td>
<td>38.6%</td>
<td>35.2%</td>
<td>-3.4%</td>
<td>1.5%</td>
<td>41.9%</td>
</tr>
<tr>
<td>Algebra I (Including 7th/8th Grade Alg II)*</td>
<td>22.1%</td>
<td>27.6%</td>
<td>28.7%</td>
<td>37.5%</td>
<td>-8.8%</td>
<td>15.4%</td>
<td>53.1%</td>
</tr>
<tr>
<td>% of Students Completing 1+ EPSO</td>
<td>31.1%</td>
<td>43.4%</td>
<td>44.3%</td>
<td>66.2%</td>
<td>23.9%</td>
<td>37.1%</td>
<td>53.1%</td>
</tr>
<tr>
<td>Average ACT Composite</td>
<td>19.9</td>
<td>19.6</td>
<td>20.2</td>
<td>19.7</td>
<td>-0.5</td>
<td>-0.2</td>
<td>20.4</td>
</tr>
<tr>
<td>Graduation Rate</td>
<td>86.6%</td>
<td>86.9%</td>
<td>87.5%</td>
<td>87.0%</td>
<td>-0.6%</td>
<td>0.4%</td>
<td>88.3%</td>
</tr>
</tbody>
</table>

### Accelerating Student Achievement

<table>
<thead>
<tr>
<th>District Accountability Status*</th>
<th>Satisfactory</th>
<th>Achieving</th>
<th>N/A</th>
<th>Achieving</th>
<th>Exemplary</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3-5 ELA*</td>
<td>34.8%</td>
<td>36.5%</td>
<td>39.1%</td>
<td>36.0%</td>
<td>-3.1%</td>
<td>1.2%</td>
</tr>
<tr>
<td>Grade 6-8 ELA*</td>
<td>32.5%</td>
<td>31.2%</td>
<td>37.2%</td>
<td>31.9%</td>
<td>-5.3%</td>
<td>-0.6%</td>
</tr>
<tr>
<td>HS ELA*</td>
<td>27.6%</td>
<td>35.3%</td>
<td>34.0%</td>
<td>34.9%</td>
<td>0.9%</td>
<td>7.3%</td>
</tr>
<tr>
<td>Grade 3-5 Math*</td>
<td>39.6%</td>
<td>48.2%</td>
<td>43.9%</td>
<td>50.4%</td>
<td>6.5%</td>
<td>10.8%</td>
</tr>
<tr>
<td>Grade 6-8 Math*</td>
<td>34.8%</td>
<td>41.0%</td>
<td>39.1%</td>
<td>43.1%</td>
<td>4.0%</td>
<td>8.3%</td>
</tr>
<tr>
<td>HS Math*</td>
<td>17.8%</td>
<td>24.9%</td>
<td>23.9%</td>
<td>28.5%</td>
<td>4.6%</td>
<td>10.7%</td>
</tr>
</tbody>
</table>

### Future Ready Students

<table>
<thead>
<tr>
<th>Post-secondary Scholarship Awards</th>
<th>$31.3 MM</th>
<th>$95.0 MM</th>
<th>$36.0 MM</th>
<th>$124.5 MM</th>
<th>$88.5 MM</th>
<th>$93.2 MM</th>
<th>$41.0 MM</th>
<th>$43.0 MM</th>
<th>$45.0 MM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post-secondary Matriculation***</td>
<td>68.6%</td>
<td>66.2%</td>
<td>71.2%</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>72.3%</td>
<td>73.7%</td>
<td>75.0%</td>
</tr>
</tbody>
</table>

### Great Teachers and Leaders

<table>
<thead>
<tr>
<th>Teacher Satisfaction</th>
<th>84%</th>
<th>86%</th>
<th>86%</th>
<th>90.0%</th>
<th>4.0%</th>
<th>6.0%</th>
<th>87%</th>
<th>89%</th>
<th>90%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity Index</td>
<td>1:54</td>
<td>1:82</td>
<td>1:51</td>
<td>1:63</td>
<td>12</td>
<td>9</td>
<td>1:49</td>
<td>1:47</td>
<td>1:44</td>
</tr>
<tr>
<td>1-year Teacher Retention Rate</td>
<td>74%</td>
<td>86%</td>
<td>76%</td>
<td>86.0%</td>
<td>10.0%</td>
<td>12.0%</td>
<td>78%</td>
<td>80%</td>
<td>82%</td>
</tr>
<tr>
<td>Teacher Absenteeism**</td>
<td>46.4%</td>
<td>45.0%</td>
<td>40.0%</td>
<td>46.9%</td>
<td>6.9%</td>
<td>0.5%</td>
<td>35.7%</td>
<td>30.3%</td>
<td>25.0%</td>
</tr>
<tr>
<td>% of Teachers Meeting Annual Growth Standard per TVAAS Composite*</td>
<td>68.0%</td>
<td>79.9%</td>
<td>70.1%</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>71.5%</td>
<td>73.2%</td>
<td>75.0%</td>
</tr>
</tbody>
</table>

### Engaged Community

| Kindergarten Readiness | 41.8% | 40.1% | 50.3% | 41.0% | -5.6% | -0.8% | 55.9% | 63.0% | 70.0% |
| Chronic Absenteeism (K-12)** | 14.7% | 12.5% | 12.7% | 11.4% | -1.3% | -3.3% | 11.4% | 9.68% | 8.00% |
| Parent Satisfaction | 79.4% | 80.5% | 80.7% | 80.7% | 0.2% | 1.3% | 81.8% | 83.4% | 85.0% |
| Parent Volunteer Hours** | 12,004 | 12,791** | 13,875 | 884 | 1,671 | 25,862 | 35,431 | 45,000 |

### Effective and Efficient Operations

| Total Miles Between Safety Incidents | 53,947 | 47,691 | 58,000 | 50,937 | -7,063 | -3,010 | 60,000 | 62,000 | 64,000 |
| Avg. % Buses Arriving On-time Daily | 95.0% | 88.0% | 96.0% | 88.0% | -8.0% | -7.0% | 96.5% | 97.0% | 98.0% |
| Nutrition Services Utilization (Breakfast and Lunch) | 27.4% | 26.1% | 28.5% | 28.2% | -0.3% | 0.8% | 29.0% | 29.5% | 30.0% |
| Avg. Days to Complete Maint. Work Orders | 17 | 7 | 13 | 7 | -6 | -10 | 11 | 9 | 7 |
| Avg. Days to Close Tech. Support Tickets | 34 | 17 | 24 | 6 | -18 | -28 | 21 | 18 | 15 |

*Due to COVID-19 school closure, state tests were not administered in Tennessee for the 2019-2020 school year. Internal final benchmark assessment scores have been used in place of the TNReady scores for all applicable academic achievement measures.

**Due to COVID-19 school closure, chronic absenteeism and parent volunteer hours are calculated through March 2020 and teacher absenteeism is calculated through January 2020 instead of through the end of the school year in previous years. The 2020 target for parent volunteer hours has been adjusted to 70% of the original target and teacher absenteeism has been adjusted to 6 or more days absent total to account for this change.

***2020 post-secondary matriculation data is expected to be released by the TDOE around March 2021.

https://www.hcde.org/FR2023