

Tennessee Schools On Notice 2001-02



System Report: Hamilton County Schools

John G. Morgan
Comptroller of the Treasury
Office of Education Accountability
September 2002



STATE OF TENNESSEE

COMPTROLLER OF THE TREASURY

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Comptroller

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September 16, 2002

The Honorable John S. Wilder

Speaker of the Senate

The Honorable Jimmy Naifeh

Speaker of the House of Representatives

and

Members of the House and Senate Education Committees

Ladies and Gentlemen:

Tennessee Code Annotated 49-1-602 requires the Office of Education Accountability and the Tennessee Department of Education to conduct a joint study of schools and/or systems placed on notice of probation. In September 2001, the Department and the State Board of Education officially placed 98 schools in 11 systems on notice. This system report is one of 11 addressing the affected school systems.

OEA analysts reviewed aspects of each system, other than curriculum and instruction, which current research indicates may affect student achievement, including governance and management, funding and resources, parent and community involvement, and facility condition. Each report provides recommendations for improvement.

Sincerely,

John G. Morgan

Comptroller of the Treasury

cc: Commissioner Faye Taylor
Department of Education

Tennessee Schools On Notice 2001-02



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The Office of Education Accountability was created in the Office of the Comptroller of the Treasury by *Tennessee Code Annotated* 4-3-308 to monitor the performance of school boards, superintendents, school districts, schools, and school personnel in accordance with the performance standards set out in the Education Improvement Act or by regulations of the State Board of Education. The office is to conduct such studies, analyses, or audits as it may determine necessary to evaluate education performance and progress, or as may be assigned to it by the Governor or General Assembly.

Comptroller of the Treasury, Office of Education Accountability,
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Hamilton County School System

Introduction

In 2001, the Tennessee Department of Education identified 98 schools in 11 systems needing to improve student academic performance. The State Board of Education approved the list in September, and the commissioner officially placed the schools on notice. Eleven schools in Hamilton County School System are now on notice:

- Calvin Donaldson Elementary
- Chattanooga Middle
- Dalewood Middle
- East Lake Elementary
- Franklin Middle
- Hardy Elementary
- Howard Elementary
- Howard School of Academics and Technology
- Orchard Knob Elementary
- Orchard Knob Middle
- Woodmore Elementary

Once schools are on notice, *Tennessee Code Annotated* 49-1-602 requires the Department of Education and the Comptroller's Office of Education Accountability to study jointly the schools and/or systems. The study must produce recommendations on how school systems can improve and meet state performance standards. This report is the Office of Education Accountability's portion of the Hamilton School System study.

The Department of Education and the Office of Education Accountability (OEA) determined the two agencies would study schools and systems on notice separately. Each agency designed research protocol to examine areas within its expertise. The department concentrated on curriculum and instruction, and the OEA examined other areas potentially affecting student achievement. The OEA considered the following areas:

- general school, student, and staff information;
- governance and management;
- funding and resources;
- parent, community, and business involvement;
- facilities and climate; and
- class size.

The study addressed individual schools to the extent possible.

The Department of Education contracted with retired educators, referred to as Exemplary Educators, to provide technical assistance to the systems and schools on notice. OEA staff did not meet with Exemplary Educators (EEs) during the study because the Department of Education felt interviews with OEA could compromise EEs' relationships with systems and schools. Department of Education staff were also concerned about EEs' time constraints.

Background and Methodology

The 98 Tennessee schools placed on notice failed to meet achievement and growth criteria established by the Tennessee Department of Education under the authority granted in *Tennessee Code Annotated* 49-1-601 – 602, displayed in the following figures. The law states that schools placed on notice must improve student achievement by the end of the first year or be placed on probation. Schools on notice that achieve adequate yearly progress after one year will remain on notice but will be specified as “improving.”¹ Schools unable to achieve adequate yearly progress can be on probation up to two years before facing sanctions such as reconstitution or alternative governance. The following figures display the criteria developed by the Department of Education to identify schools needing improvement.

K-8 criteria used to place schools on notice:

Achievement criteria

School-wide three-year achievement averages in reading, language arts, and mathematics less than 40 NCE (normal curve equivalent)

Schools on notice have a three-year achievement pattern of 48-73% of their student population in the below average group.

Growth factors (Adequate Yearly Progress)

1. School-wide cumulative three-year value added of 100 percent in reading, language arts, and mathematics
2. Closing the achievement gap by a reduction in the number/percentage of students in the below average group in reading, language arts, mathematics, and writing

Schools on notice failed to meet one or both of the growth factors.

Source: Tennessee Department of Education, Office of Accountability

9-12 criteria used to place schools on notice:

Achievement criteria

Achievement levels in Algebra I End of Course, 11th grade writing, and ACT composite

Schools identified as on notice had below average achievement in two or more of these areas.

Growth factors

1. Positive Value Added (meeting predicted targets)
2. Closing the achievement gap by a reduction in the number/percentage of students in below average group
3. Positive trend in reducing dropout rate

Schools on notice failed to meet one or more of the growth factors.

Source: Tennessee Department of Education, Office of Accountability

To complete its study, the OEA assigned teams of analysts to the 11 systems with schools on notice. The department provided names of district liaisons who acted as guides through each school system’s administrative structure. At a minimum, staff interviewed the following persons in each system:

- District liaisons designated by Directors of Schools

¹ With the passage of the 2001 “No Child Left Behind” Act, Tennessee has merged its accountability system with federal law. According to the merged systems, schools must show improvement for two consecutive years to move off notice completely.

- Department of Education Regional Directors
- Principals of schools on notice

Other district staff members often participated in the interviews or were interviewed individually. OEA staff also:

- Conducted an extensive literature review of school improvement strategies and low performing schools issues.
- Reviewed audits of systems with schools on notice.
- Participated in staff training focused on school visits.
- Observed training for Exemplary Educators conducted by the Department of Education and AEL (contractor for Exemplary Educators program).
- Attended school board meetings in some systems with schools on notice.
- Requested and reviewed available documentation from each system.

The OEA's study resulted in 11 system reports. Each system report includes background information, strengths, areas for improvement, and recommendations.

See Appendix A for a list of persons interviewed and documents reviewed regarding Hamilton County Schools. See Appendix B for the current status of schools on notice. See Appendix C for the system's response to the report.

Common Characteristics of On-notice Schools and State-level Concerns

Common characteristics of low-performing schools

Research indicates that schools with low achievement are disproportionately likely to:

- have a large number of students from low income and minority backgrounds
- be located in communities with significant concentrations of poverty and its associated problems
- have low standards and expectations for their students
- have a weak curriculum
- have limited parental involvement
- employ less experienced and less well-qualified teachers and other instructional staff
- have high staff turnover rates
- have lower morale than in other schools
- have a school environment that lacks order and discipline²

SREB notes that separate studies of school performance in North Carolina and Texas found common characteristics among low-performing schools similar to those listed

² U.S. Department of Education, Office of the Under Secretary and Office of Elementary and Secondary Education, January 2001, *School Improvement Report: Executive Order on Actions for Turning Around Low-Performing Schools*, Washington, D.C., p. 4.

above: weak leadership, inexperienced teachers, high turnover in faculty, and a lack of focus on state content standards.³

Common characteristics of Tennessee's on-notice schools

OEA staff found that no single system with schools on notice could be characterized by every factor listed above. However, at least some of the factors are true of most of the systems and schools. Several have large numbers of students from low income and minority backgrounds and have large concentrations of poverty in their communities. Most have limited parental involvement, many have high staff turnover rates, and some employ a large number of teachers that are less experienced and less qualified (as shown by the number of teachers with waivers and permits).

In addition, analysts noted two other conditions present among many of Tennessee's on-notice schools: high student mobility and a sense of isolation, even in urban settings. High mobility is shown to lower achievement for individual students, but may also have a general effect of lowering school- and district-wide performance.⁴

Some of the rural on-notice schools are located in extremely geographically isolated areas, with few opportunities for students to experience other settings. Principals at several urban on-notice schools noted that large numbers of their students had limited experiences with opportunities that, in many cases, are geographically near them. Some principals indicated that many Memphis City students had never been in downtown Memphis before, for example, or visited the Memphis Zoo.

State-level findings in Tennessee's systems with schools on notice

An overall analysis of the findings from each of Tennessee's 11 systems with schools on notice during the 2001-02 school year revealed some common issues, which can be grouped into seven major areas:

- student readiness;
- teacher shortages;
- technology;
- school accreditation;
- data challenges;
- funding; and
- placing schools on notice and providing technical assistance.

A separate state-level report provides detailed findings and recommendations regarding these issues. In the 11 system reports, this symbol ☆ denotes an area for which a corresponding conclusion and recommendation appear in the state-level report. The state-level report may be accessed at www.comptroller.state.tn.us/orea/reports or a printed copy may be requested from the Office of Education Accountability at (615)401-7911.

³ Jim Watts, *Getting Results with Accountability: Rating Schools, Assisting Schools, Improving Schools*, Southern Regional Education Board, p. 18.

⁴ David Kerbow, *Patterns of Urban Student Mobility and Local School Reform*, Center for Research on the Education of Students Placed at Risk, October 1996, <http://www.csos.jhu.edu/crespar/Reports/report05entire.html> (accessed March 14, 2002).

Hamilton County School System Background Characteristics

SCHOOLS AND STAFF 2000-01	
Number of schools	79
Number of schools on notice	11
Number of teachers	2,634
Number of teacher waivers ⁵	42
Number of teacher permits ⁶	91
Average teacher salary	\$39,320

Source: Hamilton County Schools Report Card, 2001

FUNDING 2000-01	
Total expenditures	\$258,705,674
Per-pupil expenditure	\$6,696
Federal revenue	10.8%
State revenue <i>includes BEP state share</i>	34.3% \$80,629,000
Local revenue <i>includes BEP local share</i>	54.9% \$73,036,000

(Source: Basic Education Program Spreadsheet 2000-01; Tennessee Department of Education Annual Report 2001, Hamilton County Report Card 2001)

Hamilton County Schools' per-pupil expenditure of \$6,696 is more than the statewide average of \$6,055 and less than the national average of \$7,436. The average teacher salary was \$39,320 compared to a statewide average of \$37,431 in the 2000-01 school year. Hamilton County relies less heavily on state funding than many other systems throughout the state, whose average state contribution is 47 percent.⁷

Hamilton County receives almost \$14 million in Title I funds. In addition, several county schools receive other federal funds as shown below:

Accountability Grants

East Lake Elementary	\$74,457
Hardy Elementary	\$62,092
Orchard Knob Middle	\$80,537

⁵ A teacher waiver is issued when both (a) a person qualified for the assignment is not available and (b) the applicant has a license, but does not have the endorsement to teach the anticipated assignment. A teacher may teach with an approved waiver for two years (three years for special education teachers).

⁶ A permit is issued when a person the system or school wants to employ does not hold a Tennessee teaching license. The person may be employed only until a licensed teacher can be secured for the position. A permit may be reissued for a given applicant not more than two times. All permitted teachers are required to have a bachelor's degree.

⁷ Tennessee Department of Education, Statewide Report Card 2001, <http://k-12.state.tn.us.rptcrd01/system.asp> (accessed Feb. 15, 2002).

Comprehensive School Reform Design

East Lake Academy	\$100,000
Orchard Knob Elementary	\$100,000
Orchard Knob Middle	\$100,000

Reading Excellence Act Grants

Clifton Hills Elementary	\$178,050
East Lake Elementary	\$180,089
Howard Elementary	\$193,945
Orchard Knob Elementary	\$198,290 ⁸

Additionally, the Hamilton County school system receives several private grants, including \$5 million from Benwood Foundation Inc., targeting nine of the system’s low-performing elementary schools. Public Education Foundation, an education organization that has collaborated with Hamilton County Schools on several initiatives administers the grant, which began in 2001 and will continue for five years. The original purpose of the grant was to help retain teachers by providing professional development.

Hamilton County also receives \$8 million targeted to the system’s high schools from the Carnegie Corporation of New York. The grant, which began in 2001 and will continue for five years, addresses:

- Professional development for principals, including collaboration among principals;
- Development of professional learning communities based on teacher collaboration in the high schools;
- Student participation in district and school policy decisions;
- Community involvement in the system’s high schools; and
- District-level staff relationships with schools and the community.⁹

STUDENT POPULATION 2000-01	
Number of students	40,966
African American	33.3%
Caucasian	63.8%
Other	2.9%
English language learners	.9%
Special education tested	17.1%
Free and reduced lunch	46.7%

(Source: Hamilton County Schools Report Card, 2001.

⁸ Email to the author from Janet Qualls, Executive Assistant to the Superintendent, Hamilton County Department of Education, June 26, 2002.

⁹ Hamilton County Schools and Public Education Foundation, *Schools for a New Society: An Implementation Grant Proposal to the Carnegie Corporation of New York*, Chattanooga, Tennessee, Aug. 1, 2001.

Additional System Information

School Merger

Before the 1997-98 school year, the City of Chattanooga operated a school system for students residing within the Chattanooga city limits, and Hamilton County operated a system for the rest of the county, including schools in other incorporated areas. The systems were similar in size but differed in demographics and philosophy. Believing that a unified effort would improve student performance, Chattanooga citizens voted during a 1994 referendum for the city to cease operating schools effective June 30, 1997. All of the Hamilton County schools on notice were formerly city schools.

Since the merger, the system has focused on six areas:

- Implementing a standards-based curriculum with accountability for results,
- Adequately funding schools,
- Creating a character education program that develops safe school environments for learning,
- Providing ongoing staff development for teachers to assist its educational leaders with standards implementation,
- Maintaining school facilities, and
- Being a data-driven school system.¹⁰

Rezoning

The merger of the Hamilton County and Chattanooga City Schools systems resulted in a major rezoning plan for the new system. This rezoning substantially impacted students attending suburban schools but had little effect on inner city schools, including those schools placed on notice. The rezoning was an attempt to create neighborhood schools in the suburban areas, especially for elementary students; most inner city students live close to their schools.¹¹

A more recent major venture in Chattanooga, the Southside Redevelopment Project, resulted in zoning changes affecting the urban schools. The federal Department of Housing and Urban Development awarded a Hope VI grant to redevelop Alton Park. The project mostly involves McCallie Homes, a housing development where many children attending on-notice schools live. The housing development and other neighborhood residences are being razed, causing hundreds of families to relocate.¹² This relocation has caused a disruption of children's educational program and may have contributed to low performance. The rezoning affected about 97 students from Calvin Donaldson Elementary, 100 students from Franklin Middle, and 65 students from Howard School of

¹⁰ Fact Sheet provided by Cheryl Marsh, Public Information Specialist, Hamilton County Schools, Mar. 14, 2002.

¹¹ Telephone Interview with Rick Smith, Assistant Superintendent of Schools, Hamilton County School System, Apr. 11, 2001.

¹² Telephone Interview with Ann Coulter, Director, RiverCity Development Company, Apr. 11, 2002.

Academics and Technology. The system transported students who were rezoned during the school year to their original schools.¹³

Community Education Alliance

In December 2001, Mayor Bob Corker formed the Community Education Alliance to help remove elementary schools from the schools on notice list. Mayor Corker stated that the effort, using \$338,000 in sales tax revenue given to the county by the city, would focus on finding ways to recruit and retain quality teachers and to better coordinate the city's Head Start program with the school system. The Education Alliance coordinates its efforts with the Public Education Foundation, which offers professional advice to the group, and other private donors. Mayor Corker chairs the committee, the City Council Chairman serves as vice chairman, and the heads of 13 major businesses comprise the remainder of the task force.¹⁴ All Alliance members, including Mayor Corker, were to spend at least eight hours in a classroom during the 2001-02 school year to better understand problems facing the schools.¹⁵

In March 2002, Mayor Corker told City Council members about an Alliance strategy to address teacher turnover and recruit high quality teachers at some of the neediest schools. The plan would provide salary bonuses for all teachers and principals improving performance, as measured by the TVAAS, at the targeted schools. New teachers recruited for the low performing schools would also receive bonuses for three years, paid for by a combination of city and school system funds. The plan would be piloted at two schools that are low performing, but not placed on notice by the state. Mayor Corker explained the selection of those schools because the principals had been there for several years and provided stability.¹⁶

On April 25, 2002, Mayor Corker announced another strategy to attract teachers to at-risk schools. The plan uses \$600,000 from the Lyndhurst and Benwood Foundations giving 60 teachers \$10,000 toward new homes in targeted communities. Teachers taking advantage of the offer must commit to stay in one of the at-risk schools for at least five years. Teachers and principals at the schools could also qualify for a special six percent rate for a portion of the mortgage.¹⁷

University Partnership

Another Hamilton County initiative to recruit teachers involves the University of Tennessee at Chattanooga (UTC). The program – now in its fourth year – allows candidates with Bachelor's degrees to earn certification in 15 months if they teach in

¹³ Email to the author from Janet Qualls, Executive Assistant to the Superintendent, Hamilton County Department of Education, June 26, 2002.

¹⁴ Duane W. Gang, "Group's Goal to Help Boost School Marks," *Chattanooga Times Free Press*, Dec. 20, 2001, www.timesfreepress.com, (accessed Apr. 4, 2002)..

¹⁵ Duane W. Gang, "Corker Takes Turn Teaching at Woodmore," *Chattanooga Times Free Press*, Feb. 5, 2002, www.timesfreepress.com, (accessed Feb.5, 2002).

¹⁶ Duane W. Gang, "Teachers at At-Risk School May Get Bonuses," *Chattanooga Times Free Press*, Mar. 13, 2002, www.timesfreepress.com, (accessed Mar. 13, 2002).

¹⁷ Duane W. Gang, "Teachers Offered Cash for New Home", *Chattanooga Times Free Press*, Apr. 26, 2002, www.timesfreepress.com, (accessed Apr. 26, 2002).

critical needs areas in Hamilton County schools for at least three years. In addition to the alternative certification program, UTC partners with two new schools in downtown Chattanooga used as “learning laboratories” for a doctoral degree program in education.¹⁸ In another joint venture, UTC students tutor pupils at many of the on-notice schools and have other informal relationships with individual schools.

Family Resource Centers

The Hamilton County Department of Education operates three family resource centers (FRCs).¹⁹ The Parent, School, and Community Involvement Coordinator for the system coordinates the program. Each center employs a director to oversee daily operations.

Hamilton County’s FRCs collaborate with various community agencies to provide GED classes, the Fresh Start program for Families First, Parents as First Teachers, fitness programs, parenting classes, immunizations, tobacco and alcohol prevention, computer classes, clothing banks, programs for four-year-olds, and child care for parents participating in programs. None of the centers works directly with personnel at the on-notice schools or is located at the on-notice schools.

The Piney Woods Center, opened in 1994, serves five schools, two of which are on notice. The Sequoyah Center, also opened in 1994, serves five schools, none of which are on notice. The Westside Center, opened in 1997, serves four schools, of which only one is on notice.²⁰

School Nurses

School nursing services vary from school to school. The system uses Title I funds for one school nurse to serve all 20 Title I schools in the system. The nurse visits each school once a month. Dalewood Middle, East Lake Elementary, Franklin Middle, Hardy Elementary, Howard Elementary, and Woodmore Elementary have no services other than the Title I nurse. Although no nurse is assigned to Calvin Donaldson, the system’s Director of Nursing goes to the school when called. A nurse visits Chattanooga Middle, Orchard Knob Elementary, and Orchard Knob Middle one day a week. A nurse works four days a week at the Howard School of Academics and Technology.²¹

Magnet Schools

Hamilton County has 13 magnet schools that educate about 1,200 students. Since 1998, Hamilton County has supported the magnet program through federal grants totaling over

¹⁸Emily McDonald, “Downtown Schools Will Boost UTC Presence,” *Chattanooga Times Free Press*, Nov. 30, 2000, www.timesfreepress.com, (accessed Feb. 2002).

¹⁹ The General Assembly created a grant program in 1992 to allow local education agencies to establish FRCs to coordinate state and community services to help meet the needs of families with children (TCA §49-2-115).

²⁰ Family Resource Center survey conducted by Office of Education Accountability, Comptroller of the Treasury, Summer 2001.

²¹ Telephone Interview with Sheryl Rogers, Director of Nursing, Hamilton County Department of Education, Apr. 11, 2002.

\$14 million.²² Superintendent Jesse Register said the system offers the magnet program to extend choices to Hamilton County parents and that he is pleased with the response by the community.²³ The system's magnet schools use one of several theme-based curriculum, including a math, science, and technology theme; an ecological, futures, and global theme; and a Paideia theme. Paideia is a national instructional model that uses three types of instruction – didactic instruction, academic skills coaching, and discussion – to educate children.²⁴

Students apply for slots in 11 of the magnet schools through a lottery. Some students are zoned to specific work-site magnet schools if one or both parents work in the area. Rather than using the lottery method, two magnet schools, Chattanooga School for the Arts and Sciences and Chattanooga School for the Liberal Arts, accept students based on applications.

Hamilton County also has two “museum magnets” – schools that have partnerships with five downtown Chattanooga museums. These magnet schools develop their curriculum around museum exhibits and fieldtrips. One of these schools, Chattanooga Middle, is on notice. Two additional magnet schools will open in downtown Chattanooga in fall 2002. Both schools, the Brown Academy for Classical Studies and the Battle Academy for Teaching and Learning, will serve students in grades K-5. Officials hope the downtown location will attract a new set of parents and students to the schools. The development of both the downtown magnet schools and the museum magnet program are part of the redevelopment plan for Hamilton County and an overarching goal to encourage downtown residential neighborhoods.²⁵

Hamilton County provides transportation to all its magnet schools. Parents of magnet school students must agree to donate 18 volunteer hours to the school and attend at least two parent-teacher conferences during the year.²⁶

Majority/Minority Option

In addition to the magnet schools program, Hamilton County parents may opt to send their children to out-of-zone schools through the majority/minority schools option. Under this option, students in a school that consists of a majority of students of one race may transfer to a school that has a majority of another race. The system promotes this opportunity to encourage diversity among the schools, but few take advantage of this choice.²⁷

²² Beverly A. Carroll, “Magnet Schools Draw Thousands,” *Chattanooga Times Free Press*, Apr. 11, 2002, www.timesfreepress.com, (accessed Apr. 11, 2002).

²³ Beverly A. Carroll, “Magnet schools draw thousands,” *Chattanooga Times Free Press*, Apr. 11, 2002, www.timesfreepress.com, (accessed Apr. 11, 2002).

²⁴ Hamilton County Department of Education, Magnet Schools Question and Answers, www.hcde.org/magnet/qanda.htm (accessed Apr. 30, 2002).

²⁵ Lana Sutton and Judy Walton, “Magnet schools network proposed,” *Chattanooga Times Free Press*, Sept. 29, 2000, www.timesfreepress.com, (accessed Feb. 2001).

²⁶ Hamilton County Department of Education, Magnet School Admission Guidelines, <http://www.hcde.org/magnet/admit.htm>, www.timesfreepress.com, (accessed Apr. 30, 2002).

²⁷ Interview with principal at Orchard Knob Middle School.

Reconstitution

Hamilton County implemented a system-wide reconstitution that led to the rehiring, dismissal, and reassignment of hundreds of teachers in the system last year. The effects of the reconstitution are mixed – schools welcomed the opportunity to shift staff, but the impact of a teacher shortage in Hamilton County became more apparent after the reconstitution. Several schools were left with only a handful of quality teachers after the reconstitution and some principals at on notice schools mentioned their anxieties about finding good replacements for those teachers who would not be returning.²⁸

Centralized Substitute Procedure

Hamilton County Schools established a centralized substitute teacher procedure that requires teachers to call a hotline when they will be absent. The system draws from a pool of available substitutes, giving first priority to schools on notice. According to officials at the Hamilton County Department of Education, this procedure results in a fill rate of roughly 90 percent.²⁹ Like many urban areas, Hamilton County experiences difficulty finding available qualified substitute teachers to fill the number of vacancies occurring every day.

²⁸ Interviews with Bob Green, Chattanooga Middle School, Feb. 2002, Sheryl Randolph, Calvin Donaldson Elementary, Feb. 2002, Joshua Barber, Franklin Middle School, Feb. 2002, Natalie Elder, Hardy Elementary, Feb. 2002, and Herbert McCray, Howard Elementary, Mar. 2002.

²⁹ Interview with Jesse Register and Ray Swoffard, Jan. 2002.

Schools on Notice Background Characteristics

Calvin Donaldson Elementary School

Grades served	K-5
Number of students	443
African American	94.8%
Caucasian	4.9%
Other	.4%
English language learners*	0
Special education	13.7%
Free and reduced lunch	83.5%
Number of teachers employed	35
Number of administrators	2

*Source: Calvin Donaldson Elementary School Report Card 2001; *Principal Interview; Tennessee Department of Education School Approval Database*

Calvin Donaldson Elementary began serving 40 children in two pre-kindergarten classes in the 2001-02 school year. The school also serves mentally retarded and autistic children ages three to five in a pre-K comprehensive development class. Additionally, the school's alternative achievement class serves 15 children in Calvin Donaldson and five other elementary schools who need more services than they would receive in a special education resource class.

The principal has been in her position at Calvin Donaldson for three years. The school now has two assistant principals who focus on curriculum issues, allowing the principal to concentrate on management and discipline. She chose not to rehire three teachers as a result of the system's reconstitution.

The principal reported that the school has a diverse population. The school experienced high student turnover rates in previous years, but the rate is now stabilizing. The principal attributed the high turnover to extreme behavior problems exhibited by some students. The principal asked the system to bus former students who were relocated because of the Southside Redevelopment Project back from other schools.

Like other elementary schools in the system, Calvin Donaldson does not have a school resource officer, but the principal would like to have a greater police presence in the neighborhood. The principal reported that the greatest discipline problem is students striking teachers. The principal explained that she rarely suspends students for misbehavior because of their home lives. The school has an alternative behavior classroom for elementary students in grades 3 to 5 who have been expelled or suspended. This classroom can serve ten children from six elementary schools. Misbehaving children in kindergarten through 2nd grade may attend an alternative behavior classroom at Hardy Elementary. The principal reported that about 10 percent of the students are regularly truant and another 10 percent miss school sporadically, staying home to babysit or to care for elderly relatives.

The principal reported that classroom space is adequate, but the playground is too small. Calvin Donaldson uses no portables, but 5th graders attend the Fifth Grade Academy located in an older building on the school campus. The principal reported that this building needs renovations. The system plans to replace the roof during FY02-03 unless budget cuts delay projected repairs.³⁰ TACIR's 2001 Existing School Facility Survey rated the overall condition as "excellent."

The school uses Title I funds to support reading programs, a summer program for 3rd and 4th graders, and general classroom supplies. Area businesses donate funds to the Role Model Club, a program for 2nd through 5th graders nominated by teachers for good attendance, good grades, good citizenship, respect, and responsibility.

Calvin Donaldson Elementary feeds Franklin Middle School, another school on notice.³¹

Chattanooga Middle School

Grades served	6-8
Number of students	310
African American	70.2%
Caucasian	26.6%
Other	3.2%
English language learners*	0
Special education	19.2%
Free and reduced lunch	92.9%
Number of teachers employed	28
Number of administrators	2

*Source: Chattanooga Middle School Report Card 2001; *Principal Interview; Tennessee Department of Education School Approval Database*

Chattanooga Middle is not a neighborhood school; 80 percent of the students are bused from the West Side across the river. In the 2002-03 school year, Chattanooga Middle will become a museum magnet school associated with five museums in Chattanooga. The principal hopes that becoming a magnet school will attract neighborhood students attending other magnet schools and private schools.

During SY01-02 25.93 percent of the students were classified as special education – a higher percentage than the 19.2 reported in the 2000-01 school year.³² The principal remarked that many others have not been identified. Starting in the 2002-03 school year, Chattanooga Middle will begin full-inclusion for all special education students, and the school will no longer have resource classes.

³⁰ Email to the author from Janet Qualls, Executive Assistant to the Superintendent, Hamilton County Department of Education, June 26, 2002.

³¹ Interview with Sheryl Randolph, Principal, Calvin Donaldson Elementary School, Feb. 15, 2002.

³² Email to the author from Janet Qualls, Executive Assistant to the Superintendent, Hamilton County Department of Education, June 26, 2002.

The current principal has been at Chattanooga Middle School since January 2002. The school has had five principals in the last eight years. The current principal reported that although all teachers want to remain at the school, he will rehire only about half of them under the system's reconstitution.

Chattanooga Middle's attendance rate is 89 percent. The school files petitions against truants who are absent for five or more days, affecting about five percent of the total school population. The principal reported that the main discipline problem is defiance of authority. Students expelled from Chattanooga Middle may attend the Washington Alternative School. In January 2002, Chattanooga Middle began sharing its school resource officer with a nearby high school.

Chattanooga Middle uses one portable classroom. The principal reported that the school has adequate classrooms now, but he expects the population to grow 10 percent or more next year because of its new magnet status. He indicated that the system plans to replace windows and lower ceilings. He expressed hopes for other facility upgrades as well, including two more science labs. He remarked on the inadequacy of restrooms and air conditioning. He reported that the gym is adequate, but the school lacks dressing rooms and an outdoor recreational area. The system has since upgraded the restrooms and replaced 40 window air conditioners.³³ TACIR's 2001 Existing School Facility Survey rated the overall condition as "fair."

Title I funds paid for at least 27 computers as well as writing, math, and science software. He plans to add two new English and Language Arts teachers as well as two new mobile computer labs with Title I funds next year.

Normal Park Elementary feeds Chattanooga Middle School.³⁴

Dalewood Middle School

Grades served	6-8
Number of students	504
African American	95.8%
Caucasian	4.2%
Other	0%
English language learners*	0
Special education	13.1
Free and reduced lunch	82.5%
Number of teachers employed	39
Number of administrators	2

*Source: Dalewood Middle School Report Card 2001; *Principal Interview; Tennessee Department of Education School Approval Database*

³³ Email to the author from Janet Qualls, Executive Assistant to the Superintendent, Hamilton County Department of Education, June 26, 2002.

³⁴ Interview with Bob Green, Principal, Chattanooga Middle School, Feb. 21, 2002.

Only a few Dalewood Middle students live in housing developments, but three-fourths of students ride buses to school. About 10 children are in foster care and a couple live in group homes. The principal of Dalewood Middle reported a low student turnover rate (about five to eight percent).

The principal is in his second year as administrator of Dalewood. The system reconstitution resulted in one teacher retiring, two choosing to leave, and two not being rehired. The principal expressed concern about a usual 10 to 15 percent teacher turnover rate at the school and the quality of replacements.

Dalewood Middle has a full-time school resource officer. The principal reported one zero tolerance expulsion last year for striking a teacher. Expelled students may attend Washington Alternative School. According to the principal, fighting is the major discipline problem. In the 2001-01 school year, the principal suspended 121 students. Many suspended students attend the in-school suspension program. The principal reported at 93 percent attendance rate, with 10 to 20 chronic truancy cases a year.

The school uses seven portable buildings. One teacher uses the stage in the auditorium for a classroom. The principal explained that the school is scheduled for renovations in the summer of 2002, which should improve the facility's condition. The system plans to add ten classrooms, restrooms and a teacher workroom if budget cuts do not cause a delay in projected repairs. Fire code renovations are under design.³⁵ TACIR's 2001 Existing School Facility Survey rated the overall condition as "good."

The school uses Title I funds for two teachers, three assistants, a parent coordinator, staff development, new computers for the computer lab, tutoring, a summer program, and other enrichment programs.

Dalewood Middle feeds Brainerd High. The feeder schools for Dalewood Middle include Woodmore and Hardy Elementaries (both on notice) as well as Barger, Hillcrest, and Bess T. Shepherd Elementaries.³⁶

East Lake Elementary School

Grades served	K-5
Number of students	440
African American	71.4%
Caucasian	26.4%
Other	2.3%
English language learners*	<1%
Special education	18.8%

³⁵ Email to the author from Janet Qualls, Executive Assistant to the Superintendent, Hamilton County Department of Education, June 26, 2002.

³⁶ Interview with Marvin Smith, Principal, Dalewood Middle School, Feb. 21, 2002.

Free and reduced lunch	100%
Number of teachers employed	33
Number of administrators	2

Source: East Lake Elementary School Report Card 2001; *Principal Interview; Tennessee Department of Education School Approval Database

East Lake Elementary now serves 40 students in two pre-K classrooms that are funded by a three-year grant. Most students live in the Emma Wheeler Homes less than three miles from the school. Most students live with their parents or grandparents. The principal explained that most children have been exposed to rape, shoot-outs, and drug deals. She reported that many caretakers are frequently involved with law enforcement and move back and forth across the nearby Georgia state line to avoid arrest. Several parents work at night, and many children are sleepy during school because they are in child care at night. The principal reported an influx of Hispanics in SY2001-02, but the school employs only one instructional assistant who speaks Spanish.

The principal is in her fifth year as principal at the school. She believes that the close proximity to Georgia (with its higher teacher salaries), magnet schools, and problems with parental support contribute to high turnover among the better teachers at East Lake.

Like other elementary schools, East Lake has no school resource officer, but the principal would like more police presence for speeding and vandalism concerns. The principal told OEA staff that student fighting and anger are the worst discipline problems at East Lake Elementary. She also has cited parents to court for chronic tardiness and truancy, but this action has had no effect on improving attendance according to the principal.

This new school (replaced in 2000) uses no portable buildings, but the principal said all the rooms are full and she wishes for more space. The school uses Title I funds for materials for teachers, supplies for students, computer labs and programs, tutoring, and a school nurse who visits once a month.

East Lake Elementary feeds Franklin Middle School (a school on notice) and East Lake Academy.³⁷

Franklin Middle School

Grades served	6-8
Number of students	429
African American	93.9%
Caucasian	4.5%
Other	1.6%
English language learners*	0
Special education	16.5%
Free and reduced lunch	88.1%

³⁷ Interview with Barbara Howell, Principal, East Lake Elementary School, Feb. 14, 2002.

Number of teachers employed	39
Number of administrators	2

*Source: Franklin Middle School Report Card 2001; *Principal Interview; Tennessee Department of Education School Approval Database*

Franklin Middle School serves four housing developments. The principal does not consider it a neighborhood school because of the large zoned area. According to the principal, the school mainly serves disadvantaged students.

This is the principal's first year as principal of Franklin Middle. He expressed concern about high teacher turnover and absenteeism. In school year 2001-02, Franklin Middle experienced 595 teacher absences, averaging 12.65 per teacher. Seven other Hamilton County Schools had greater teacher absence rates.³⁸ After the 2000-01 school year, about one-third of the staff left. In the 2002-03 school year, the principal will replace about half the teachers under the system's reconstitution. He cited staff development as a great need; some teachers have had no professional development except in-service training for the past three or four years.

Franklin Middle has a school resource officer. The principal reported that he has the highest suspension rate in the system but expels only a few students. Truancy and tardiness are also major problems at the school, with 50 or more students absent every day in addition to many students who are tardy and leave school early. The principal said that the school experiences many fights and disrespect, but only about one zero tolerance violation a year. Teacher assaults and drug and alcohol problems, also zero tolerance violations, are infrequent at Franklin Middle.

The school uses a portable building that was built for one class, but used for two. According to the principal, the school was built on a toxic dump. He also related that walkways, lighting, student lockers, the cafeteria, and parking are in poor shape and that technology resources are outdated. The system plans to renovate the school in SY2002-03 if budget cuts do not delay projected repairs.³⁹ TACIR's 2001 Existing School Facility Survey rated the overall condition as "fair."

Title I funds pay for field trips, student and teacher incentives, books, and software.

The school has five feeder schools, including Calvin Donaldson, East Lake, and Howard Elementaries (all on notice), as well as Clifton Hills and East Side Elementaries. Franklin Middle feeds Howard School of Academics and Technology (a school on notice) and Lookout Valley High.⁴⁰

³⁸ Email to the author from Janet Qualls, Executive Assistant to the Superintendent, Hamilton County Department of Education, June 26, 2002.

³⁹ Email to the author from Janet Qualls, Executive Assistant to the Superintendent, Hamilton County Department of Education, June 26, 2002.

⁴⁰ Interview with Joshua Barber, Principal, Franklin Middle School, Feb. 15, 2002.

Hardy Elementary School

Grades served	3-5
Number of students	309
African American	98.4%
Caucasian	1.3%
Other	.3%
English language learners*	0
Special education	9.3%
Free and reduced lunch	86.4%
Number of teachers employed	24
Number of administrators	1

*Source: Hardy Elementary School Report Card 2001; *Principal Interview; Tennessee Department of Education School Approval Database*

Hardy Elementary moved into a new building in 2001-02. The school now serves grades 1-5 with Mary Ann Garber, an adjacent school, serving pre-kindergarten and kindergarten students. The school serves children living in the Harriett Tubman Housing Development. The principal related that most students live in single-parent homes, with only about 40 percent of parents working.

This is the principal's first year at this school. The school has two assistant principals. The system allowed the principal to reconstitute the faculty during the 2001-02 school year rather than the 2002-03 school year like the other schools. The principal rehired only nine teachers from last year and hired about 23 new teachers.

Like other elementary schools, Hardy does not have a school resource officer. The principal reported five zero tolerance violations last year for violence against teachers and other students. The school uses an alternative behavior classroom for students in kindergarten through second grade. Misbehaving students in grades three through five may attend the alternative behavior classroom at Calvin Donaldson Elementary. According to the principal, tardiness occurs frequently, but truancy is not a problem. The school uses in-and out-of school suspensions for discipline problems, mostly fighting and disrespect.

As mentioned earlier, the building is new and the principal reported that space is adequate. Title I funds one-half of the assistant principal positions, a reading specialist, a curriculum support specialist, two computer labs, new computers, a faculty retreat, student supplies, and Eagle Family Night, a literacy program.

Hardy Elementary feeds Orchard Knob Middle School, another school on notice.⁴¹

⁴¹ Interview with Natalie Elder, Principal, Hardy Elementary School, Feb. 22, 2002.

Howard Elementary School

Grades served	K-5
Number of students	383
African American	93.9%
Caucasian	5.7%
Other	.4%
English language learners*	0
Special education	13%
Free and reduced lunch	82%
Number of teachers employed	28
Number of administrators	1

*Source: Howard Elementary School Report Card 2001; *Principal Interview; Tennessee Department of Education School Approval Database*

Howard Elementary began serving 40 children in pre-kindergarten classes funded through Title I and Head Start in the 2001-02 school year. The school primarily serves children living in Poss Homes, a housing development adjacent to the facility. All other students attending Howard Elementary live within three miles of the school. According to the principal, the children's families live in extreme poverty and are frequently involved with law enforcement. The families are highly transient, and the children transfer frequently among the schools on notice. The school's mobility rate is 17 to 18 percent. Approximately ten foster children attend Howard Elementary. The principal expects to lose 100 to 125 students to the new magnet schools next year.

The principal has served in that capacity at Howard Elementary for three years. The system's reconstitution will result in ten of 27 teachers leaving next year. All the teachers have chosen to leave, two of them going to Georgia school systems. The principal reported in early March that only two applicants had contacted him and both had been separated from other schools. The principal also cited teacher attendance as a problem he is trying to improve.

Like other system elementary schools, Howard Elementary has not been assigned a school resource officer (SRO). The school is adjacent to the Howard School of Academics and Technology and uses the services of the SRO assigned to that school two or three times a year to deal with irate parents. The most prevalent student behavior problems are fighting, defiance of authority, and disrespect. Six students committed zero tolerance offenses by striking teachers. Special education students guilty of zero tolerance infractions are not expelled because of a lack of alternative resources.

The school campus does not include portable classrooms. The principal reported the need for additional classroom space as well as maintenance upgrades. The system has replaced the exterior door and hardware, the carpeting and ceiling in the multipurpose room and

installed new ceilings and lights in corridors.⁴² TACIR's 2001 Existing School Facility Survey rated the overall condition as "good."

Howard Elementary is in its third year of a \$65,000 grant from Allied Arts used to hire an arts coordinator. The school uses Title I dollars for an after-school tutoring program, a parent coordinator, teacher assistants, computers, test preparation materials, and a summer school extended learning program.

Howard Elementary feeds Franklin Middle School, another school on notice.⁴³

Howard School of Academics and Technology

Grades served	9-12
Number of students	873
African American	95.3%
Caucasian	3.7%
Other	1 %
English language learners*	0
Special education tested	0
Free and reduced lunch	76.4%
Number of teachers employed	65
Number of administrators	3

*Source: Howard School of Academics and Technology Report Card 2001; *Principal Interview; Tennessee Department of Education School Approval Database*

Howard School of Academics and Technology (HSAT) is a comprehensive high school with academic and vocational tracks. Most students participate in both tracks. HSAT is the only Hamilton County school on notice that is SACS accredited. According to the principal, only a few students are transient or are in state custody or live in homeless shelters. Most students live within five miles of the school. The principal attributes being placed on notice to low ACT scores and an excessive number of special education students. About seven or eight percent of the female students are mothers, and five or six percent of male students are fathers. Since the school started the "Baby Think It Over" program, the pregnancy rate has dropped.

The 2001-02 school year was the principal's first year as principal of HSAT. The principal reported that teacher satisfaction is high and that HSAT is losing only three teachers because of the system reconstitution.

HSAT has a full-time school resource officer. The principal reported that the school expels about two students a year. Expelled students may attend Washington Alternative

⁴² Email to the author from Janet Qualls, Executive Assistant to the Superintendent, Hamilton County Department of Education, June 26, 2002.

⁴³ Interview with Herbert McCray, Principal, Howard Elementary School, Mar. 7, 2002.

School. The school uses only out-of-school suspensions but allows students to make up missed work during Saturday school or on work details.

The principal reports that the school has plenty of classroom space, and there are no portable buildings on campus. The school building, built in 1954, underwent minor renovations five years ago. The system allocated \$14 million to conduct further renovations, including building a new gymnasium and reconstructing the interior of the school. The project is scheduled for bidding in late August 2002.⁴⁴ TACIR's 2001 Existing School Facility Survey rated the overall condition as "good."

Feeder schools are Franklin, Chattanooga, and Orchard Knob Middle Schools (all on notice) and East Lake Middle School.⁴⁵

Orchard Knob Elementary

Grades served	K-5
Number of students	536
African American	98.9%
Caucasian	.9%
Other	.2%
English language learners*	0
Special education	7.9%
Free and reduced lunch	93.1%
Number of teachers employed	41
Number of administrators	2

*Source: Orchard Knob Elementary School Report Card 2001; *Principal Interview; Tennessee Department of Education School Approval Database*

Orchard Knob Elementary is located in an established neighborhood with little transience. According to the principal, parents in the community are concerned about their children's education. The principal would like to offer pre-kindergarten classes.

The principal has been at the school for three years. The school will lose one-third of its staff because of the system's reconstitution. Five teachers opted to leave and the principal chose to replace ten. The principal expressed concern about finding suitable replacements. Because teacher attendance has been a problem in the past, the principal now uses Benwood Foundation funds to give cash and other incentives for attendance.

Like other elementary schools, Orchard Knob Elementary does not have a school resource officer, but police respond quickly if needed. The principal reported three zero tolerance expulsions in the 2000-01 school year for striking teachers. Expelled children

⁴⁴ Email to the author from Janet Qualls, Executive Assistant to the Superintendent, Hamilton County Department of Education, June 26, 2002.

⁴⁵ Interview with Barbara Whitehead, Principal, Howard School for Academics and Technology, Feb. 14, 2001.

attend the alternative behavior class at Calvin Donaldson Elementary. The principal reported that the most frequent behavior problems are disrespect and fighting. The standard punishment is in-school suspension.

The principal reported that the building is close to 100 years old and is on the phase two replacement list. The system has completed a partial roof replacement.⁴⁶ The principal reported there are no portable buildings on campus and that he has adequate space. TACIR’s 2001 Existing School Facility Survey rated the overall condition as “good.”

Orchard Knob Elementary uses Title I funds for a technology coordinator, a literacy coordinator, training, supplements, technology infrastructure, after-school math and writing tutoring programs, and supplies for students. BASF is a business partner that sponsors a Reading Across America program, assists with Parents’ Night events, maintains a wilderness area for students to attend, and donates cash to the school.

The school feeds Orchard Knob Middle School, another school on notice.⁴⁷

Orchard Knob Middle School

Grades served	6-8
Number of students	517
African American	99.5%
Caucasian	.4%
Other	.1%
English language learners*	0
Special education	15.4%
Free and reduced lunch	78.1%
Number of teachers employed	38
Number of administrators	2

*Source: Orchard Knob Middle School Report Card 2001; *Principal Interview; Tennessee Department of Education School Approval Database*

The principal at Orchard Knob Middle described school enrollment as being a revolving door at semester changes; about 45 new students enroll each year after the winter break. Many students live in housing developments, and several of the students and their parents are involved with law enforcement. Fifteen to 20 students are in foster care or group homes.

The principal is in his fourth year at this school. The principal must fill five vacancies next year because of the system’s reconstitution. The principal reported no problems with teacher absenteeism but expressed concern about teacher turnover at Orchard Knob Middle and other urban schools. The principal reported losing both his best teachers and top performing students to the magnet schools, impacting the school’s scores.

⁴⁶ Email to the author from Janet Qualls, Executive Assistant to the Superintendent, Hamilton County Department of Education, June 26, 2002.

⁴⁷ Interview with LaMonte Vaughn, Sr., Principal, Orchard Knob Elementary School, Feb. 22, 2002.

Orchard Knob Middle has a full-time school resource officer. The principal believes that the school does not experience drug problems on campus because the police department brings drug dogs to the school about three times a year. The principal noted character education has reduced problems in school discipline. Students are not as dangerous as they were a few years ago, gangs are no longer an issue, and truancy has decreased. The principal reported two zero tolerance expulsions this year for striking teachers. The students attended Washington Alternative School. The principal also reported excessive suspensions at the school last year for disrespect and fighting. Some students attend in-school suspension, and others are sent home.

The principal reported that the school does not have adequate classroom space. Student BEP capacity is 480 students with an enrollment of 536.⁴⁸ The school has converted storage space into classrooms and another class is taught on the auditorium stage. One portable building is on the campus, and the principal has requested more portables. The principal reported that the school needs additional repairs to windows and the air conditioning system. The system has refinished the gymnasium floor and replaced the roof.⁴⁹ TACIR's 2001 Existing School Facility Survey rated the overall condition as "good."

Title I funds support staff who help with technology, testing, preparing reports and data, and tutoring programs, as well as a parent coordinator, transportation for students after tutoring, a computer lab with assistant, and some classroom supplies and programs.

Orchard Knob Middle is the only on-notice school in Hamilton County that was on the "Heads Up" list in 2000. Orchard Knob, Hardy, Woodmore, and Howard Elementary Schools (all on notice) as well as Hillcrest Elementary are feeder schools.⁵⁰

Woodmore Elementary School

Grades served	K-5
Number of students	556
African American	96%
Caucasian	3.7%
Other	.3%
English language learners*	0
Special education	9%
Free and reduced lunch	86%
Number of teachers employed	38
Number of administrators	2

*Source: Woodmore Elementary School Report Card 2001; *Principal Interview; Tennessee Department of Education School Approval Database*

⁴⁸ Email to the author from Janet Qualls, Executive Assistant to the Superintendent, Hamilton County Department of Education, June 26, 2002.

⁴⁹ Email to the author from Janet Qualls, Executive Assistant to the Superintendent, Hamilton County Department of Education, June 26, 2002.

⁵⁰ Interview with Reuben Justice, Principal, Orchard Knob Middle School, Feb. 22, 2002.

Woodmore Elementary School is located in a mixed income neighborhood and serves some low-rent apartments but no housing developments. Many students are transient, with 94 transferring from the school in the 2000-01 school year.

The principal has been in this position at the school for one year. The system's reconstitution resulted in six teachers choosing not to return to Woodmore in the 2002-03 school year. The principal chose not to rehire three teachers and one assistant and she anticipates difficulty replacing these teachers.

Like other elementary schools, Woodmore does not have a school resource officer. The principal reported one zero tolerance violation in the 2000-01 school year for assaulting the principal. The student was a kindergartner with emotional problems who returned to the school. The principal explained that she suspends only students who are a danger to themselves or others. The principal reported no truancy problems.

The school uses four portable buildings for classrooms and office space. The portable buildings have no restrooms, and the principal is concerned about student safety. The principal conducts school assemblies and parent meetings in the cafeteria. The principal reported that the school is scheduled for expansion in the future. The system plans to install new floor tile, new ceilings and new lights in the older classrooms and corridors and renovate restrooms by August 2002. The system also plans to add 12 classrooms, restrooms and a teacher workroom in phase two of the facilities plan.⁵¹ TACIR's 2001 Existing School Facility Survey rated the overall condition as "good."

The principal uses Title I funds more for personnel than equipment and supplies.

The school feeds Dalewood and Orchard Knob Middle Schools (both on notice).⁵²

⁵¹ Email to the author from Janet Qualls, Executive Assistant to the Superintendent, Hamilton County Department of Education, June 26, 2002.

⁵² Interview with Faye Ison, Principal, Woodmore Elementary School, Feb. 21, 2002.

Analysis and Conclusions

Note that the symbol ★ denotes an area for which a corresponding conclusion and recommendation appear in the state-level report.

★ **The Hamilton County school system employs several strategies to assist the on-notice schools.** Perhaps the most notable action taken by the Hamilton County school system is the placement of a new assistant superintendent – Ray Swoffard – to supervise urban schools, specifically the on-notice schools. Mr. Swoffard has worked with the Hamilton County school system for several years and brings significant expertise and experience to the position.⁵³ His responsibilities include:

- Overseeing the elementary magnet schools in Hamilton County and the schools receiving funding support from the Benwood Foundation;
- Directing Title I funds for the system;
- Establishing an urban leadership program whose goal is to develop strong administrators prepared for the challenges of urban education.⁵⁴

In addition to hiring a new assistant superintendent, the school system has hired new principals for most on-notice schools. The majority of these new principals are veteran principals or assistant principals from other schools.⁵⁵

The Department of Education has assigned district-level staff directors to assist each on notice school with system-level issues. These directors have met monthly with the on-notice schools since December 2001 to discuss issues such as facility repairs, computer and technology needs, and staffing problems. The Hamilton County Department of Education explains: “On notice’ meetings are held monthly at each school with senior system administration to review plans and progress. Several schools use these meetings as plan summaries for district support of their school improvement plans.”⁵⁶ Most on-notice school principals said that the relationships with the directors are strong, important, and necessary, though some principals implied that the director should be more available on a regular basis to the school.

Additionally, the system employs curriculum instructors for each on-notice school to ensure the curriculum is taught effectively. All on-notice school principals said that their curriculum instructors are valuable additions to their staffs.

Community groups, namely the Benwood Foundation, Mayor Corker’s Community Education Alliance, and the Public Education Foundation, provide strong support to the schools on notice. However, every on-notice school mentioned that their schools lacked adequate parental support. Strong community support is essential to improving the performance of students in the low performing schools. Hamilton County’s schools seem to have good financial support from the community, as well as a general

⁵³ Interview with Jesse Register, Jan. 2002.

⁵⁴ “Register launches urban education initiative; Promotes Swoffard,” Hamilton County Department of Education press release, Jan. 2002.

⁵⁵ Interview with Jesse Register, Jan. 2002 and interviews with principals at on-notice schools.

⁵⁶ Information provided by Rick Smith, Information Services, Hamilton County Schools, Jan. 2002.

attitude that the problems in the schools on notice are shared by the county; the support stems from the Hamilton County Department of Education's position that the low performing schools are not in this alone. Some principals said that they wished for better financial support from local contributors. Middle and high schools, for example, do not receive Benwood money.

Whereas community groups in Hamilton County have shown support for the low performing schools, parents of students in on-notice schools have not been as responsive. Every principal at the on-notice schools stressed the need for improved parental involvement, and several have tried many strategies to get parents to participate in school activities. Principals said that the lack of parental involvement in the on-notice schools stemmed from bleak economic situations of the families of students in the schools. Many parents work at night, many students have poor home conditions, and many home environments do not see education as important. Many principals said that they try to eliminate any excuses from parents for lack of involvement by providing transportation to parent meetings, holding meetings at convenient times, and finding several ways to contact the parents about events at the school (notices home, phone calls, etc.).⁵⁷ One school promoted parental involvement by offering a field trip for parents and students to go to Birmingham's Civil Rights Museum.⁵⁸ Several schools also used Title I funds to pay for a parental involvement staff person. Though a few principals at on-notice schools said parental involvement had improved in recent years because of innovative strategies, all principals said that their schools would greatly benefit from more and better parental involvement.

Some on-notice schools use creative and innovative strategies to combat the problems they face. All on-notice schools are aware of the challenges they face, and several are implementing creative programs or policies to counter these challenges. One school, for instance, plans to provide year-round programming in the 2002-03 school year. A year-round school model has been effective in improving low performance, particularly in inner city schools.⁵⁹ The same school has also developed a role model club for students. Membership in the club is contingent on academic performance, citizenship, and attendance. Students in the club are nominated by teachers and receive special privileges, such as the right to wear the role model t-shirt on Fridays (other students must wear the school uniforms) and go on field trips such as amusement parks or bowling alleys.⁶⁰

★ **Hamilton County school officials believe the EEs have been helpful.** The majority of principals said they value their EEs and that teachers accept EEs' advice and suggestions, which mostly centers on assistance with the school improvement plans. A few principals suggested the state should provide more assistance; they believe that sending an EE for only a couple of days a week – most of the EEs in Chattanooga serve

⁵⁷ Interviews with principals at Calvin Donaldson and Woodmore Elementaries.

⁵⁸ Interview with principal at Orchard Knob Elementary.

⁵⁹ Northwest Regional Educational Laboratory, "Scheduling Alternatives: Options for Student Success," Feb. 1997, <http://www.nwrel.org/request/feb97/index.html> (accessed May 27, 2002).

⁶⁰ Interview with principal at Calvin Donaldson Elementary.

more than one school – would not change much at the schools. Principals also commented that EEs could be more effective if they were from the Chattanooga area. The state Department of Education did not receive many applicants from the Chattanooga area, but Department staff attempted to place Exemplary Educators in areas with which they were familiar. Despite this complaint, principals seemed pleased with the assistance they receive from the EEs. Several principals said that they wished they could have a full-time EE.

In 2001-02, Hamilton County schools achieved the EIA requirements for maximum class sizes and class size averages. In 2000-01, the year for which the system was placed on notice, none of the on-notice schools exceeded class size maximums, but Chattanooga Middle exceeded the class size average in vocational (21) and Orchard Knob exceeded the class size average in grades K-3 (32.045).⁶¹ However, systems were not required to meet the EIA class size requirements until the 2001-02 school year. (TCA 49-1-104 requires that by the 2001-02 school year, no class shall exceed the prescribed maximum size and no school will be allowed to exceed the required average class size for its grade level.)⁶²

Some on-notice schools' buildings are in excellent condition; others need repairs and renovation. One on-notice school, Hardy Elementary, is located in a brand new school building, and most other on-notice school buildings are in good to excellent condition. However, at least one school, Franklin Middle, had obvious renovation needs, and a few others noted problems like structurally unsound portable units, lack of space, leaking problems, and aging windows. The system is implementing a lengthy renovation plan based on a facilities review prepared by an outside source in 1999 that estimated a repairs budget of \$92 million.⁶³ Though the district will not be able to complete all the recommendations from the review because of a lack of funds, the renovation plan is an essential step to start getting every school in Hamilton County up to par. However, some on-notice schools that need repairs, namely Franklin Middle, are not part of the renovation plan, and principals at several on-notice schools that are part of the plan did not know the details of the renovations.

As of March 2002, all students expelled in the on-notice schools were expelled for zero tolerance violations; expelled middle and high school students attend an alternative school, and two elementary schools partner to provide in-school alternative placement. All on-notice schools reported that they had only a handful of zero tolerance violators. Most violations were threats and minor assaults against teachers, one of three state zero tolerance categories. None of the schools reported a recent incident with a weapon, though a few noted incidents involving guns or knives in the past.

Expelled middle and high school students or those suspended for one school year attend Washington Alternative School. Two elementary schools, Calvin Donaldson and Hardy, provide alternative placement for elementary students. Hardy has an alternative behavior

⁶¹ Data are from the Department of Education.

⁶² All schools in Hamilton County met the class size requirements in the 2001-02 school year.

⁶³ Interview with Jesse Register, Jan. 2002.

class for pre-kindergarten to 2nd grade students who are suspended or expelled, and Calvin Donaldson provides the alternative behavior class for students in grades 3-5. These classes are small – 10 students or so – and present the school with unique challenges for behavior management.

Suspended and expelled special education students return to their regular schools after a brief hiatus – 45 days at the most. Many of the principals told OEA staff about unique challenges dealing with special education behavior problems. Special education students range from having physical or mental handicaps to emotional problems. Schools often provide inadequate and insufficient assistance for students with severe emotional problems. A lack of trained staff to deal with severe emotional problems contributes to the problem, which may result from an overall lack of funding for counselors in the school system.

In general, the on-notice schools in Hamilton County have a transient population, making curriculum and teacher consistency a challenge. Principals at every on notice school except Woodmore Elementary cited a transient student population as a significant reason for poor student performance in the schools. Most of the on-notice schools serve students from housing developments or other low-income neighborhoods. Their parents relocate frequently for various reasons. High student turnover requires constant adjustments affecting both students and teachers.

★ **Hamilton County has a teacher shortage problem. Statewide and regional trends and the county's close proximity to Georgia, where teacher pay is higher, contribute to the shortage.** An analysis of teachers who left Hamilton County schools from January 1, 1999, to November 28, 2000, showed that 69 teachers left to teach in other Tennessee school districts and 108 left to teach in Georgia, presumably for higher pay.⁶⁴ The Hamilton County Department of Education issued a publication called “Quality Teacher Strategic Plan” that outlined some of the reasons teacher retention is a problem in the nation. At the top of the list is a general lack of support for new teachers, including assigning new teachers to remedial classes and to classes consisting of the neediest or most challenging students. Low pay for teachers and a lack of professional development for all teachers are also on the list. A specific and significant challenge for Hamilton County is its proximity to Georgia, where teacher salary is higher.

The “Quality Teacher Strategic Plan” also shows that Hamilton County’s teacher turnover rate, which is roughly 10 percent, is higher than Davidson County’s, which is around eight percent. It also references the number of teacher transfer requests in the county – over 500 in 2000-01 alone – that contribute to the high teacher turnover.

To combat the problem of teacher turnover, the system recommends funding a teacher mentoring program for new teachers and more and better professional development for all teachers in the system. The recommendations include a heavy emphasis on recruitment of new and retired teachers, as well. Salary increases, which would stem from

⁶⁴ Hamilton County Public Schools, “Quality Teacher Strategic Plan,” Division of Personnel and Human Resources Services, March 29, 2001.

an initial increase in the BEP, would also help counter the teacher shortage problem. The “Quality Teacher Strategic Plan” suggests looking into the feasibility of offering bonuses to teachers who work in the most challenging schools.⁶⁵

★ **The system-level technology support is inadequate.** The majority of principals in on-notice schools mentioned that they receive inadequate support from the system for technological needs. When a school’s computer system needs assistance, the school calls the system to report the problem. However, in many cases, it takes a month or longer for someone from the system to fix the problem because the technology staff is limited. The ratio of technicians to schools is 8:81.⁶⁶ The system agrees that technology staff is inadequate and cites lack of funding as the cause. The principals said that they thought the system technology staff is qualified and responsive once on site, but that the system simply does not have enough staff to supply the schools with the services required.⁶⁷

The police presence at on-notice schools varied considerably; at schools with strong police presence, school officials stressed that the presence was significant in assisting with discipline and safety issues. Most on-notice middle school principals and the high school principal said they had a regular school resource officer (SRO) on site to assist with discipline and behavior problems. However, the elementary school principals said that no SRO was available and that school officials rarely saw police around the school. These principals said that they would like to see regular police presence at their schools, even though discipline problems in elementary schools are not as severe in general as those in middle or high schools. The one high school on notice, Howard, and the other schools with permanent SROs on campus said that the presence of the SRO helped to reduce discipline problems and was essential to maintaining a productive and educational environment.

Several schools on notice in Hamilton County are located in communities perceived as unsafe by substitutes and prospective teachers. Some of the principals interviewed by OEA staff reported the difficulty of attracting quality teachers because their schools are in neighborhoods that are considered high-crime areas. Likewise, substitutes often refuse to work in these schools even though the on-notice schools have priority in the system’s substitute procedure. A more frequent law enforcement presence in these communities could help overcome their fears.

Family resource centers (FRCs) serve only three of the 11 schools on notice, and principals at those schools reported an insignificant use of the centers’ services. Only two of the three Hamilton County FRCs serve on-notice schools, and neither is located in or near a school. These FRCs focus on services to families and other residents near their locations. Although the FRCs collaborate with other community agencies to provide valuable services in their neighborhoods, they have limited contact with school

⁶⁵ Ibid.

⁶⁶ Email to the author from Janet Qualls, Executive Assistant to the Superintendent, Hamilton County Department of Education, June 26, 2002.

⁶⁷ Interviews with principals at Orchard Knob Elementary, Howard Elementary, and Hardy Elementary.

personnel. Regular FRC staff visits to the schools could enhance their ability to receive referrals for students and families identified as needing assistance.

In general, on-notice school principals think that the magnet schools in Hamilton County cause a “cream-skimming” effect – the best and brightest students and teachers from the on-notice schools transfer to the magnets. The magnet program in Hamilton County has been popular among some parents because they see the magnet schools as offering an innovative and better academic environment for their children. Often, the students whose parents know about the magnet schools and participate in the application procedures for enrollment are already academically successful, though the impact of these students leaving on-notice schools on test scores is uncertain. Currently magnet schools in Hamilton County educate only a small percentage of the roughly 41,000 students in the system.⁶⁸ It is unclear what percentage of students at the magnets was originally zoned to on-notice schools. Several principals said that they had lost some of their best teachers to magnet schools, though it is also unclear how many teachers have actually left on-notice schools for magnets.

★ **Pre-kindergarten programs are not readily available to students zoned in the on-notice schools’ area.** Education Week’s *Quality Counts 2002* focused on the significance of effective pre-kindergarten programs for students and stressed that strong pre-K programs can be large predictors for future success of students.⁶⁹ Many pre-kindergarten programs throughout the country are privately run, and parents pay for the program. Tennessee has a state-funded pre-K program, but it serves only a small percentage of students statewide. Students at Hamilton County on-notice schools did not have access to any state programs or to other inexpensive and effective pre-kindergarten programs other than the federal Head Start program, which was not available at most schools according to officials at the on-notice schools. Because so many students at these schools are coming to elementary school unprepared to learn, adequate and available pre-kindergarten programs are even more important in these areas.⁷⁰

Staff at the on-notice schools expressed concern over the lack of qualified anger management personnel and emphasized the need for improved conflict resolution. Though all on-notice schools had guidance counselors on staff, many principals said teachers and staff would benefit from training in teaching anger management. Some principals said they would like a full-time anger management staff person on site. Some schools had conflict resolution classes in their curriculums but still said they lacked qualified personnel to handle some of the severe discipline cases. Because discipline problems account for a large percentage of teachers’ time and because some discipline problems have resulted in assault against students or teachers, schools may need personnel qualified in anger management.

⁶⁸ Beverly A. Carroll, “Magnet schools draw thousands,” *Chattanooga Times Free Press*, April 11, 2002.

⁶⁹ Education Week, *Quality Counts 2002: Building Blocks for Success*, <http://www.edweek.org/sreports/qc02/> (accessed May 27, 2002).

⁷⁰ Office of Education Accountability, “Why Pre-K? A Legislative Staff Briefing Paper,” Comptroller of the Treasury, <http://www.comptroller.state.tn.us/orea/reports/prekinder.pdf> (accessed May 27, 2002).

Recommendations

Note that any conclusions in the previous section that are preceded by this symbol ★ have a related recommendation in the state-level report.

★ **The Hamilton County school system should continue to research ways to improve the teacher shortage problem in Hamilton County.** Hamilton County Superintendent Jesse Register believes teacher salaries in Hamilton County need to be increased to help prevent further teacher shortages. He explains: “Last year, we lost 108 teachers to Georgia because of better pay. We hired more than 300 new teachers last year. The average teacher age in Hamilton County is 51. We cannot expect to recruit and retain the best – and call for them to meet our high expectations – if we are not willing to offer competitive salaries, to invest in their development and support them when they struggle.”⁷¹ Because teacher retention was a problem at every on notice school and because placing teachers in these schools has also been a problem, extra financial incentives may result in attracting more teachers to urban education. The Community Education Alliance’s initiative to offer cash for new homes for teachers in nine at-risk schools in exchange for their agreeing to teach in these schools for at least five years is an innovative incentive. The city and school system should explore more options such as this, and should also monitor their success.

Other states have seen success in recruiting quality teachers and decreasing teacher attrition through a variety of programs including:

- College scholarships for students who agree to teach in public schools for a set amount of years;
- Recruitment programs for academically gifted high school seniors;
- Programs specifically designed to attract minorities to teaching;
- Training programs for teachers in urban settings; and
- Increased salaries for teachers in inner-city schools.⁷²

Though many of these initiatives would fall under state education policy, Hamilton County should continue to research teacher recruitment and retention programs and encourage new state policies.

★ **The system should increase the number of technology support staff.** With the county’s and state’s focus on technology as an important and necessary tool, the system is responsible for maintaining an operable computer system. More staff are needed to provide adequate technology maintenance and support to the schools. The system should pursue technology grants or other funding sources for additional positions for technology support.

The system should communicate best practices within the system’s schools and issue news releases about the positive happenings in the schools. The innovative efforts by some schools on notice are positive and exciting. They have succeeded in raising teacher

⁷¹ Jesse Register, “A plan for the future,” <http://www.hcde.org/reports/strategic/FuturePlan.htm> (accessed May 27, 2002).

⁷² Education Week, *Quality Counts '98: The Urban Challenge*, <http://www.edweek.org/sreports/qc98/solutions/so-n1.htm> (accessed May 27, 2002).

and community morale, improving student achievement, and developing school and student pride. The system should provide information through a newsletter to all schools or through the directors' monthly meetings so other schools can benefit from these experiences. The system should also issue news releases about school successes to encourage additional positive press.

★**The Department of Education should assign only one Exemplary Educator per school so that schools do not have to share them.** Several principals in Hamilton County expressed the desire to have a full time EE. They were frustrated that they had to share their EE with another school. To adequately provide assistance to these schools, the state needs to hire enough EEs so that each on-notice school receives full-time assistance. This would require additional funds as well as an enhanced recruiting effort by the state. The state Department of Education may need to adjust the criteria for selecting Exemplary Educators. Ideally, EEs should live in or close to the areas they serve or have experience with the population they serve, which would also require an enhanced recruiting effort by the Department.

The system should keep schools well-informed about the renovation project with details and timelines for implementation. While some principals know the system's plans to renovate their schools or make repairs, other principals know only that they are "on the list." These principals are unaware of specific details and cannot prepare for the changes to come.

The system should require school resource officers (SROs) at all on-notice schools, not just middle and high schools. Middle and high school principals interviewed related the benefits of having school resource officers on campus. In addition to maintaining order, these officers can have a positive influence on the choices students make. Though violence and assault at elementary schools is significantly less than at middle or high schools, elementary school principals said that more police or SRO presence would help maintain order and prevent older students or other trespassers from entering elementary campuses.

The system should foster a relationship with law enforcement in areas perceived to be unsafe to encourage a more frequent police presence. Some neighborhoods served by on-notice schools are precarious for students and teachers alike. For example, one school is situated between a housing development and a major thoroughfare where grocery stores and other necessities are located. Residents in the housing development often trespass on school property rather than taking another route. Other principals reported drug dealing, shootings, and other crimes in the neighborhood or excessive speeding in school zones.

Family resource center staff should visit schools regularly to ensure that school principals are aware of services offered by FRCs and receive referrals from school personnel. The system's FRCs serve neighborhoods where many students in the on-notice schools live. However, because these FRCs are not located on or near school campuses, school personnel may not know about the FRCs. Scheduled school visits by

FRC staff would be a regular reminder of their services and a prompt to refer needy students. FRC staff should provide information to school personnel about appropriate referrals. In addition, the system's family resource centers should serve all on-notice schools. In a previous OEA study of family resource centers,⁷³ system staff reported that FRCs serve only three of the eleven schools on notice. On-notice schools should become a priority for the centers because they generally serve the neediest students and families in the system.

The system should offer professional development for teaching staff and guidance counselors on anger management and conflict resolution. All Hamilton County's on-notice schools are located in urban areas. Many of the neighborhoods are fraught with crime, violence, and a general sense of being unsafe. Students in these communities are regularly exposed to lifestyles that often result in misbehavior arising from fear, anger, hopelessness, and insecurity. Most school personnel are ill-prepared to deal with these types of issues that clearly affect learning. According to the system, no formal training on anger management or conflict resolution exists.⁷⁴ Training for teachers and guidance counselors on dealing with anger management and conflict resolution would benefit staff.

⁷³ Office of Education Accountability, *A Look at Tennessee's Family Resource Centers*, Comptroller of the Treasury, Apr. 2002.

⁷⁴ Phone interview with Sandra Clark, Hamilton County Department of Education, July 10, 2002.

Appendix A

Individuals Interviewed and Documents Reviewed

Interviews

Dr. Jesse Register, Superintendent
Mr. Ray Swoffard, Assistant Superintendent and Director of Urban Schools
Mr. Fred Carr, Assistant Superintendent for Technology
Ms. Irise Chapman, Director of Exceptional Education
Ms. Sheryl Randolph, Principal, Calvin Donaldson Elementary
Mr. Bob Green, Principal, Chattanooga Middle
Mr. Marvin Smith, Principal, Dalewood Middle
Ms. Barbara Howell, Principal, East Lake Elementary
Mr. Joshua Barber, Principal, Franklin Middle
Ms. Natalie Elder, Principal, Hardy Elementary
Mr. Herbert McCray, Principal, Howard Elementary
Ms. Barbara Whitehead, Principal, Howard School of Academics and Technology
Mr. LaMonte Vaughn, Sr., Principal, Orchard Knob Elementary
Mr. Reuben Justice, Principal, Orchard Knob Middle
Ms. Faye Ison, Principal, Woodmore Elementary

Documents

Hamilton County School Improvement Plans
Hamilton County and School Report Cards
Hamilton County Five-Year Strategic Plan
Hamilton County Grant Proposals
Hamilton County Quality Teacher Strategic Plan
Hamilton County Framework for Evaluation and Professional Growth
Hamilton County List of Professional Development Programs
Hamilton County Parent, School, and Community Involvement Manual
Hamilton County Policies Related to Textbooks, Truancy, Assignment to Magnet Schools, and School Safety
Hamilton County Comprehensive Annual Financial Report, FY 2000-01

Public Hearings

Staff from the OEA participated in two public hearings at the request of Representative Tommie Brown. The first public hearing, “Assembly on Education,” was held on October 18, 2001 and included site visits to three schools: Calvin Donaldson, East Lake Elementary, and Franklin Middle. The second public hearing was held on January 14, 2002.

Appendix B
Current Status of Schools On Notice
as reported by the Department of Education

(Note: This list includes Title I schools in School Improvement that were not on notice in 2001-02.)

Achieved good standing by showing two years of adequate progress
2000-01 and 2001-02

School system	Schools in good standing
Anderson County	Grand Oaks
Campbell County	West Lafollette
Cocke County	Grassy Fork Northwest
Cumberland County	Pine View
Fayette County	Central Elementary LaGrange Moscow
Humboldt City	East End Elementary Main Street Elementary
Henderson County	Scotts Hill School
Morgan County	Oakdale Petros Joyner
Harriman City	Central Intermediate
Memphis City	Cherokee Elementary Douglass Elementary Evans Elementary Pyramid Academy

Schools making adequate progress
2001-02

School system	Schools making adequate progress
Blount County	Eagleton Elementary
Campbell County	Stony Fork
Carter County	Range Elementary
Claiborne County	Powell Valley Elementary
Cleveland City	Arnold Elementary Blythe-Bower Elementary
Davidson County	Shwab Elementary West End Middle Pearl Cohn High School Whites Creek High School
Fayette County	Jefferson Elementary Southwest Elementary Fayette Ware High School Somerville Elementary

School system	Schools making adequate progress
Grainger County	Joppa Elementary Washburn Elementary
Grundy County	Tracy Elementary
Hamblen County	Lincoln Heights Elementary
Hamilton County	Calvin Donaldson Howard Elementary Howard School of Academics and Technology
Hawkins County	Clinch School
Kingsport City	Roosevelt Elementary
Knox County	Sarah M. Greene Elementary
Lawrence County	Ingram Sowell Elementary
Maury County	James Woody/Mt. Pleasant Elementary
Perry County	Perry County High School
Putnam County	Uffleman Elementary
Rutherford County	Holloway High School
Union County	Luttrell Elementary Maynardville Elementary
Wayne County	Frank Hughes
Memphis City	Berclair Elementary Bethel Grove Elementary Coleman Elementary Cummings Elementary Dunn Avenue Elementary Egypt Elementary Kingsbury Elementary Klondike Elementary Lauderdale Elementary Oakshire Elementary Raleigh-Bartlett Scenic Hills Brookmeade Elementary Corning Elementary Fairley Elementary Frayser Elementary Graceland Elementary Levi Elementary Lincoln Elementary Locke Elementary

School system	Schools making adequate progress
Memphis City (continued)	Orleans Elementary Raineshaven Elementary Raleigh Egypt Middle School Shannon Elementary Sharpe Elementary Sheffield Elementary Trezevant High School Whitney Elementary Melrose High School Northside High School Oakhaven High School Whitehaven High School

**Schools failing to make adequate improvement 2001-02
Recommended for probation 2002-03**

School System	Probation
Claiborne County	Clairfield Elementary
Davidson County	Kirkpatrick Elementary Warner Elementary Maplewood High School Stratford High School
Fayette County	Northwest Elementary
Hamilton County	Chattanooga Middle School Dalewood Middle School East Lake Elementary John P. Franklin Middle School Hardy Elementary Orchard Knob Elementary Orchard Knob Middle School Woodmore Elementary
Hardeman County	Grand Junction Elementary
Knox County	Maynard Elementary Lonsdale Elementary
Memphis City	Airways Middle School Carver High School Chickasaw Junior High Cypress Junior High Denver Elementary

School System	Probation
Memphis City (continued)	Dunbar Elementary Fairview Junior High Frayser High School Geeter Middle School Georgian Hills Elementary Georgian Hills Junior High Hamilton Middle School Hawkins Mill Elementary Hillcrest High School Hollywood Elementary Humes Middle School Lanier Junior High Larose Lester Elementary Longview Middle School Oakhaven High School Riverview Middle School Sheffield High School Sherwood Middle School Spring Hill Elementary Springdale Treadwell Elementary Treadwell High School Trezevant High School Vance Middle School Westhaven Elementary Westside High School Westwood Elementary Westwood High School Winchester Elementary Booker T. Washington High School East High School Fairley High School Hamilton High School Kingsbury High School Manassas High School Middle College High School Mitchell Road High School Raleigh Egypt High School South Side High School Wooddale High School

Appendix C

System Response

Each system was given an opportunity to review and respond to the report. A copy of the system's written response begins on the next page.



Hamilton County Department of Education

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6703 Bonny Oaks Drive
Chattanooga, Tennessee 37421

Jesse B. Register, Ed.D.
Superintendent

August 19, 2002

Ms. Ethel R. Detch
Director, Office of Education Accountability
Tennessee Department of Education
505 Deaderick Street, Suite 1700
Nashville, TN 37243-0268

DATE RECEIVED

AUG 21 2002

OFFICES OF
RESEARCH & EDUCATION
ACCOUNTABILITY

Dear Ms. Detch:

Thank you for submitting your draft review and analysis of our school system and schools on notice. Several staff members and I have reviewed your report and concluded that the content of the report is representative of these schools at the time of your evaluation.

We would like to submit the following changes that have occurred since your evaluations were conducted:

- The Hardy Elementary grade configuration has changed to Pre-K-5.
- All On Notice schools were assigned assistant principals.
- We added 2 Pre-K programs at Hardy Elementary, 2 at Hillcrest Elementary, and 3 at Orchard Knob Elementary.
- The Carnegie Initiative, *Schools for a New Society*, includes Howard School of Academics and Technology in its funding for school reform.
- In response to NCLB mandates, we have made Title I Choice transfer applications available to those parents who wish to consider another option for their children.

We agree that your recommendations are supportive of areas of need in our on notice schools; but realistically, all of them cannot be fully implemented without additional funding. We appreciate your time and attention in preparing this report.

Sincerely,

A handwritten signature in cursive script, appearing to read "Jesse B. Register".

Jesse B. Register
Superintendent

“Success for All Students”