



Cumberland Heights is one of nineteen elementary schools in the Clarksville-Montgomery School System.

Quick Facts

- Tennessee public school district
- Contains urban, suburban, and rural areas
- About 27,000 students
- 31 schools including:
 - 19 elementary schools
 - 6 middle schools
 - 6 high schools

Snapshot

One of Clarksville-Montgomery's schools was "at-risk". Even after a year of educational reform, test scores remained the same. After implementing the *Edusoft Management System*, student achievement rose, and the school left the list of underperforming schools the very next year.

Clarksville-Montgomery County School System

The Clarksville-Montgomery County School System had a three-year goal to raise one of its campuses off a list of underperforming schools. Although educational reform was put in place, after a year, test scores remained the same. Enter the *Edusoft Assessment Management System*, the award-winning assessment tool. *Edusoft* brings data in a constructive, easy-to-use format to all educators in the district. *Edusoft* puts everyone same page—working toward educational improvement. After adding *Edusoft* to their reform system, student achievement rose, and the school left the at-risk list the very next year.

"It's celebration time," said Clara Patterson when she heard the news that Rossvie High School officially moved off the state list of underperforming schools. "We not only closed the gap for proficiency, we also increased the number of students in the advanced category. *Edusoft* has been a key component of that change," said Patterson, who at the time was Director of Educational Services for the Clarksville-Montgomery County School System. She currently works for the Stupski Foundation as an Educational Data Systems Program Manager helping districts like Clarksville-Montgomery implement educational reform to provide a high quality education to all children.

"The benchmark assessments are the best thing that have happened to us educationally," said Rossvie High School Principal Frank Myers. The *Edusoft Assessment Management System* gives educators quick access to student testing data. Using *Edusoft*, districts can identify the exact competencies that are lacking and pinpoint the specific students who need extra help.

The Challenge

- Remove students from “at-risk” status, based on the No Child Left Behind (NCLB) and Tennessee state Adequate Yearly Progress (AYP) assessments
- Raise overall levels of achievement
- Show positive results within a three-year time limit

Solution

- *Edusoft Assessment Management System*
- Data-driven reports created common goals for district reform

A slice of every demographic

The Clarksville-Montgomery County district in southern Tennessee in many ways reflects a cross section of the United States. “There’s a little slice of every demographic in the district,” said Patterson. Clarksville-Montgomery serves both urban and suburban neighborhoods, as well as a few rural areas.

Though it’s mostly a blue collar community, it’s also an intellectual hub due to the local universities. In addition, the nearby 101st Airborne Division headquarters makes it somewhat of a military town. Thirty-five percent of the students qualify for free or reduced lunch and thirty-five percent are minority.

A three-year plan

Some students in the district were among the highest-performing in the state, while others were labeled at-risk based on the No Child Left Behind and Tennessee state Adequate Yearly Progress (AYP) assessments. When the less-than-adequate scores came to light, the district focused on high achievement for all. They established a three-year time limit to show positive results.

The district’s plan included a curriculum of specific benchmarks based on state standards. A dedicated team of instructional leaders ran supplementary programs including a special after-school tutoring session for at-risk students. Other reforms were implemented as well. But in the next round testing one year later, the students showed no improvement at all.

The missing link: *Edusoft*

What was missing in their plan? The strategy was solid, the staff was willing, and support systems were in place, but the benchmark data was getting lost. “To make an improvement in performance,” said Patterson, “Our schools needed to make instructional decisions based on data.” The assessment and tools they had been using made data difficult to gather, analyze, and interpret.

Then the district discovered the *Edusoft Assessment Management System* from Riverside Publishing. *Edusoft* provided fast results right where the learning was taking place—in the classroom. “Everyone talks about data-driven learning,” said Patterson, “But to be truly

Benefits

- At the district level:
Administrators used *Edusoft* benchmark results to help redirect resources and focus more on areas that needed support.
- At the school level:
Based on *Edusoft* results, principals began changing the amount of time spent on certain subjects.
- At the classroom level:
Teachers began using *Edusoft* data to influence their lessons. Some classrooms established flexible learning groups. Others set up peer tutors for extra coaching.
- Test results are immediate
- Administrative burden was reduced so teachers can perform three assessments per year
- Reports easily read by all levels of educators
- Critical data highlighted in a concise manner

data-driven, we needed a way to access the data that is easy enough for everyone, including the teachers, to actually use.” *Edusoft* provided data that was truly constructive.

With clear, bar-graph reports, *Edusoft* made benchmark testing results easy to interpret. Educators could see the specific elements of the curriculum where students had weaknesses. With that information, they tailored their lessons for real progress.

“With *Edusoft*, we’ve started really understanding and talking about the data,” said Director of Curriculum and Instruction Sallie Armstrong, “We could identify the challenges and make specific strategies for reform.”

Constructive data at every level

Because *Edusoft* made data accessible to all educators, data-driven reform really took off at all levels. At the district, administrators used benchmark results to appropriate resources differently and focus more on areas that needed support. At the school level, principals began changing the amount of time spent on certain subjects. They also identified successful teachers and encouraged them to share their strategies with one another.

At the classroom level, teachers began truly using the data to influence their lessons. Some classrooms established flexible learning groups. Others set up peer tutors for extra coaching. Principal Myers said, “Our district reform wouldn’t have gone over so well without *Edusoft*. The data has made all the difference.”

Edusoft lets us target—and target fast—the areas we need to focus on,” said Patterson. Educators use valuable class time reviewing the specific topics that need more clarification. And since they know exactly which students have trouble with certain skills, they can customize the instruction for better efficiency.

Fast results

Since *Edusoft* provides benchmark results fast, teachers can focus on weak areas right away, before they move on to other topics. Teachers no longer have to send the tests away to be scored because *Edusoft* assesses and prints reports right in their classrooms, on regular paper.

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Clara Patterson, formerly Director of Educational Services for the Clarksville-Montgomery County School System, now Program Manager, Educational Data Systems at the Stupski Foundation

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Frank Myers, Principal,
Rossvie High School

The previous assessment system required four to six hours of a teacher’s time to prepare the results. Now, the results are almost instant. “When teachers give an assessment, they can see the results in ninety seconds,” said Anderson. “*Edusoft* saves the teachers a lot of time.”

Because *Edusoft* reduces teachers’ administrative burden, Clarksville-Montgomery can now perform three assessments per year. That way, they can fine tune their instruction even more. “It’s a quick way to know where we stand at all times,” said Anderson.

Easy color-coded reports

Edusoft provides information in a clear, easy-to-read format. “The teachers actually use the data from *Edusoft* because it’s easy to understand,” said Patterson. With a quick glance at the color-coded bar charts, educators can identify the areas of concern. “If the bars are pink and red, we go back and teach to those benchmarks,” said Patterson.

Contributing to successful reform

In just one school year after using *Edusoft*, the at-risk Clarksville-Montgomery School System improved its scores. The district has experienced first-hand how well data-driven learning can improve student proficiency. Though the *Edusoft* system was just one element of change in an overall plan of reform, it was a key element because it put data in the hands of all educators.

“The higher scores were the result of a set of overall district reforms,” said Patterson, “But with *Edusoft*, we know what is happening, what is not happening, what is missing, and how to refine education in the classroom.”

When everyone in the district has access to the *Edusoft* data, all educators all can contribute to learning in their own way. With more people working together on the same goals, Clarksville-Montgomery has discovered an effective way to improve achievement.

For more information about *Edusoft*, visit www.riversidepublishing.com or call 800.323.9540.