

U.S. Department of Education
2020 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [X] Choice

Name of Principal Dr. Sonja M. Rich
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Hamilton County Collegiate High at Chattanooga State
(As it should appear in the official records)

School Mailing Address 4501 Amnicola Highway CAT 75
(If address is P.O. Box, also include street address.)

City Chattanooga State TN Zip Code+4 (9 digits total) 37406-1018

County Hamilton County

Telephone (423) 697-4492 Fax (423) 697-2676

Web site/URL https://chscs.hcde.org E-mail rich_sonja@hcde.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Bryan Johnson E-mail johnson_bryan@hcde.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Hamilton County Schools Tel. (423) 498-7020

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Joe Wingate
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2020 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2019-2020) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 41 Elementary schools (includes K-8)
 - 21 Middle/Junior high schools
 - 21 High schools
 - 1 K-12 schools
- 84 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	14	16	30
10	15	35	50
11	18	37	55
12 or higher	15	25	40
Total Students	62	113	175

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 9 % Asian
 - 7 % Black or African American
 - 5 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 78 % White
 - 1 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2018 - 2019 school year: 4%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year	1
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	6
(3) Total of all transferred students [sum of rows (1) and (2)]	7
(4) Total number of students in the school as of October 1, 2018	171
(5) Total transferred students in row (3) divided by total students in row (4)	0.04
(6) Amount in row (5) multiplied by 100	4

6. Specify each non-English language represented in the school (separate languages by commas):

English Language Learners (ELL) in the school: 0 %
0 Total number ELL

7. Students eligible for free/reduced-priced meals: 3 %

Total number students who qualify: 5

8. Students receiving special education services: 2 %
3 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>0</u> Autism | <u>0</u> Multiple Disabilities |
| <u>1</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>0</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>0</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>1</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>1</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 7

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	2
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	0
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	0
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 87:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	99%	98%	98%	98%	98%
High school graduation rate	98%	100%	96%	100%	93%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2019.

Post-Secondary Status	
Graduating class size	54
Enrolled in a 4-year college or university	70%
Enrolled in a community college	11%
Enrolled in career/technical training program	2%
Found employment	17%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

The mission of Collegiate High is to support academic and personal growth. All students will graduate with the skills and knowledge necessary for success, post-secondary and beyond.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

Collegiate High at Chattanooga State is a choice school. Students in grades 9-10 complete an application. Students applying for grade 11-12, must have an ACT composite score of 19 or take the Accuplacer (College Readiness test) and be college ready in math and English.

PART III - SUMMARY

We as educators as well as citizens share a deep concern for the future of our community, nation, and world. According to US News and World Report, education is “one of the best predictors of a nation’s success”. At a time when our nation finds itself statistically lagging behind other developed nations, our concern is greater than ever before. Within our local community we wrestle with problems common to students and schools such as poverty, apathy, and lack of at home learning support, which often lead to issues with attendance, grades, graduation rates, and post-secondary success.

In 2001, after consideration from a fact gathering committee, Hamilton County Collegiate High was formed as a collaborative effort between Hamilton County Schools and Chattanooga State Community College. The stakeholder committee envisioned opening the college’s doors as a school of choice to a younger, special set of students who would simultaneously enroll as a Hamilton County high school student and a Chattanooga State student. They would earn college credits while attending classes at the college campus full-time.

Thus, Middle College High School (as it was then known) was born in 2001 and in 2015, underwent a name change to its current, more descriptive name, Collegiate High. An innovative idea with only few such programs existing nation-wide at that time, this initiative not only opened a unique opportunity for students to earn college credits, leading to both a high school diploma and an Associate degree. It also capitalized upon a pivotal time in young students’ lives, when many students struggle to find their place in life.

Since its inception, Collegiate High has been committed to helping students thrive in the college environment. This can present a challenge because its students represent a diverse demographic from public, private, and home schools. Collegiate High first and foremost focuses on academics. Therefore, much emphasis is placed on examining ACT scores for the school’s strengths and weaknesses and then adapting the curriculum offered. For example, low math scores led Hamilton County to provide a full-time math teacher for Algebra I, Algebra II, and Geometry. Additional support is offered with individual tutoring with their math teacher or at the college’s tutoring centers, where support for math, reading, and writing offered.

To facilitate the social-emotional development of later adolescence, Collegiate High was proud to recently open Collegiate High Commons, a dedicated space for socializing, individual and group studying, collaborating on class projects, and meeting for various campus clubs and organizations. Additionally, students spontaneously take on the role of teacher or tutor. Other opportunities for more formal leadership abound in various college clubs and organizations, including class office, student government, and the college newspaper.

Off campus, some students serve on the Superintendent’s Student Advisory Council, which meets with the Hamilton County Schools superintendent with the goal of bettering the educational experience for district students. At times students on the council bring back ideas and recommendations to incorporate into Collegiate High. Parents also get involved and sit on their own school-based Parent Advisory Council. Betterment for all students is the goal.

Parent and student input concerning a student’s learning experience is taken very seriously at Collegiate High. The faculty and staff work as a team, meeting both formally and informally to discuss student progress and possible intervention if a student is struggling to ensure every student graduates with the best possible education to support them in any post-secondary pursuits. Collegiate High provides its own guidance counselor who cares for students personally and academically. One-on-one counseling is a vital part of Collegiate High. Before the semester begins, the counselor meets with each student and his/her parent or guardian to determine the best academic path to make certain students are on track to graduate. Schedules are then created with these considerations in mind.

Freshman meet as a cohort weekly with the guidance counselor and numerous topics are covered from good study habits to being good citizens. During the first year, students are paired with a more experienced upperclassman in a mentee/mentor relationship. This helps to guide students in positive directions during vulnerable times, especially when meeting with faculty or staff with questions about issues may prove too

intimidating for a brand new student entering college. Also, Freshman are enrolled in a College Success course, which capitalizes on a time of life when students are more receptive to learning and external influence at this critical point in their transition from middle school to college. College Success allows for self and career exploration, making sure each academic class is chosen from early on with the student's future career in mind, eliminating wasted time and funds. It is through these opportunities and supports that Collegiate High desires to see every student graduate well-rounded and future ready.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

We support student success with goals that align with our district goals. These goals are engaging every child, every day; providing strong foundation in literacy and math; preparing students for college and career and closing the opportunity gap.

Collegiate High is a 4-year Tennessee Reward School. In 2015-16, Collegiate High was a Level 2 school, scoring a 3 in literacy and a 1 in numeracy. Additionally, our composite score of improved to a 26.7 (2018) due to the overwhelming success in the classroom. In 2018, Collegiate High posted a 100% for college ready graduates, an amazing increase of 18.4% from 2017.

Using the support systems in place from Hamilton County Schools and Chattanooga State, we serve as an advocate for our students. Our English and math teachers advocate for students by providing the skills necessary to be successful in college level courses. English I and II classes, focus on grammar and writing skills that are necessary for success in composition, literature, other courses that require essays and ACT college readiness. Math courses in Algebra I, Algebra II, and Geometry provide the foundation for college level math and ACT college readiness.

Our English and math courses are differentiated. Our teachers use assessment data to assess student learning and define specific learning levels. This data drives teaching and learning at Collegiate High. As a result, we continue to celebrate student success, increases in state assessment data, and ACT scores. In addition, our students are able to access college honor classes and attend the college or university of their choice.

By engaging every student, every day and providing a strong foundation in literacy and math, we prepare students for college and career while closing the opportunity gap for high school students in Hamilton County.

1b. Reading/English language arts

English/Language Arts instruction aligns with district, state, and ACT standards. The primary goal for English/Language Arts is to provide students with the skills and knowledge necessary for post-secondary success. School data indicates that at least 95% of our English/Language Arts students are proficient or advanced (State EOC scores) and our ACT English scores continue to increase.

Collegiate High has improved from a consistent literacy Level 3 (2014 and 2015) to a Level 5 for the past 4 years. The first step to increase student achievement was to change the English curriculum from a semester course to a year-long course. This allowed our English teacher to focus from reading comprehension to ACT grammar skills. Additionally, this change better prepared our students for college level Composition I and II.

Our English/Language Arts teacher uses a variety of teaching methods to include a Paideia approach to class discussions around literature, ACT prep techniques to improve grammar skills, and Audible to support reading and comprehension skills. Audible, a curated collection of online audio books is available to Hamilton County students as a resource to support reading skills across the curriculum. Quarterly projects are assigned using the Audible resource.

The primary focus for our English/Language Arts curriculum is to prepare students for post-secondary. A large majority of Collegiate High students transfer to a four-year college or university. However, students who continue in a career field or the military are prepared for reading and writing in the technical field.

Collegiate High students rank in the top 95 percentile in ACT English. Students entering Collegiate High take the Accuplacer (College Readiness test). With these results, our English/Language Arts teacher is able

to design a personalized curriculum for students to provide a strong foundation in literacy. In addition to our curriculum, the English/Language Arts teacher provides tutoring and remediation each day. Even if a student needs tutoring or help for a college essay, our teacher continues support outside of the regular classroom. As an additional resource, each freshmen and sophomore have access to an ACT Prep class during fall semester. This class focuses on ACT skills and test taking strategies.

The English/Language Arts curriculum supports our goals of engaging students, every day, while providing all students with a strong foundation in literacy and math. Students leave Collegiate High prepared for the next steps. Our Language Arts program is a National Blue Ribbon program of excellence for every student.

1c. Mathematics

Collegiate High mathematics is aligned with district, state, and ACT standards. Our mathematics program is a seamless transition for Algebra I, Algebra II, and Geometry. In addition, we offer an ACT Prep course in the spring to support students with the skills necessary for postsecondary success. We believe that all students should be able to think logically and critically about a situation. Mathematics is just not a skill that leads to a grade on a transcript.

For the 2015-16 academic year, Collegiate High scored a Level 1 in Numeracy. As a team, we realized that changes needed to be made instantly. The district allowed us to hire a mathematics teacher. Since 2015-16, our mathematics scores have steadily improved to Level 5.

Our mathematics curriculum is designed for students to earn at least a score of 22 on the ACT. An ACT score of 22 allows a student to be eligible for upper level math courses in college or be eligible for career technical related employment. The curriculum is data driven and personalized. Based on Accuplacer scores (college readiness score), the mathematics teacher provides each student with a benchmark for success.

Tutoring and remediation are offered each day. Students can receive individual tutoring or work on assignments in the classroom during tutoring hours. The correct answer is not the goal. The teacher assigns problems and provides the correct answers. Complete understanding of the process and why the process works is the goal. For students with gaps in skills sets, a “boot camp” course is designed to focus on skills to support closing the gap.

For the past 6 years, our math scores on state testing and the ACT have continued to increase. Our mathematics students rank in the top 90th percentile on the state end-of-course exam (“on track or advanced”). Because our curriculum is aligned with ACT standards, students have the opportunity to test out of Pre-Calculus I and move forward to Pre-Calculus II.

The mathematics curriculum supports our goals of engaging students, every day, while providing a foundation for post-secondary success. We know that our curriculum is a National Blue Ribbon curriculum. We know that students are engaged, have a firm foundation in mathematics, and are ready for the next steps.

1d. Science

Collegiate High is a dual enrollment high school. Students take college courses for high school credit. In Science, students are required to take Biology, Chemistry, and one additional lab science (Tennessee graduation requirements). However, we encourage Collegiate High students to take four college lab sciences for the purpose of college readiness.

Any student who starts Collegiate High in the ninth grade, takes dual enrollment Environmental Science with a Chattanooga State professor. This course offers four hands-on learning experiences. For example, when studying the Geology unit in Environmental Science, students visit a local, abandoned quarry and have a firsthand experience identifying the rock strata and perform an "acid test" to identify the different rocks. This course is the first course for student to experience a college class, learn effective study strategies, while participating in a college class environment.

Sophomores, juniors, and seniors select dual enrollment science courses from the Chattanooga State course catalog. The Collegiate High school counselor meets with every student, every semester to guide in the course selection process. Criteria for selection include ACT scores, previous math courses, and individual course of study. Science courses and labs include but are not limited to Biology, Chemistry, Physics, Environmental Science, and Anatomy and Physiology (A&P).

Chattanooga State offers tutoring labs for each specific science course. Also, Collegiate High provides additional support with peer mentors and small study groups. We encourage and support students to have a working relationship with professors in order to prepare them for success. For five years, our ACT Science scores were stagnant. In 2019-2020, we offered an ACT Science study course to support improving ACT scores. We believe that awareness is key to success.

1e. Social studies/history/civic learning and engagement

Collegiate High students take dual-enrollment history courses. We follow the Tennessee graduation guidelines (World History/Geography, U.S. History, Government, and Economics). For students pursuing an associate degree, additional sequenced history courses are required. Collegiate High students are required to take and pass the Tennessee Civics exam for graduation.

Freshmen and sophomore students typically take dual enrollment World History or World Civilizations. Juniors enroll in a U.S. History course (U.S. History I or U.S. History II). If a student is working towards an associate degree, they will take U.S. History I and U. S. History II. Students can enroll in Economics or Government during the junior or senior year.

Chattanooga State history professors teach the courses and the Collegiate High faculty and staff provide support. Collegiate High students have access to one-on-one tutoring, a learning support lab, and peer tutoring. The Collegiate High school counselor meets with every student, every semester. We believe that personalization is key to student success.

1f. For secondary schools:

From the very beginning, students take the Accuplacer (college readiness test) or the ACT. Using the data, our English and math teacher design a personalized learning plan for each student to be college ready. In addition, our school counselor meets with each individual student to design a graduation plan. Whether students plan to attend a college or university or go straight into the work force, each student has a plan to support their goals.

Because we are on the Chattanooga State campus, our students have access to pre-apprenticeship opportunities, industry-recognized credentials, or a transfer associates degree. Our school counselor promotes opportunities for students to explore a variety of choices through job fairs, field trips, college visits, and other community sponsored events.

1g. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

Collegiate High students are dual enrollment students and have access to all of the courses listed in the Chattanooga State course catalog. Students are required to complete all graduation requirements that pertain to arts, physical education, foreign language, and other curriculum programs. For example, every student is required to take College Success, a Chattanooga State course that provides students to the opportunity to explore career/life skills and a personal interest inventory. The Chattanooga State library is available to all Collegiate High students.

Hamilton County schools provides all high school students with Chromebooks. Our students are able to check out a Chromebook for use with English, math, and college courses. Our English and math teachers use a combination of face-to-face classes and online course work. This format has been especially beneficial

during the COVID-19 pandemic as students had to transition quickly to online learning.

Chattanooga State courses are delivered through the online platform, E-Learn. Classes are set up to include a discussion board, email, a syllabus for the semester, and a drop box for turning in assignments. Collegiate High students have flourished during this international crisis and are learning to be more independent learners. We believe these experiences support our mission statement that all students will be prepared for any postsecondary opportunity.

All students are required to complete a fine arts credit (3 hour course). Fine art options vary from Art History, Music Theory, Theatre Appreciation, Pottery, Chorus, private music lessons, just to name a few. We find the variety of fine art choices attract students to Collegiate High. Most high schools do not have the space or faculty to offer a broad range of choices. In most cases, students will take more than one fine art credit. In addition to the course options, students can participate in the Chattanooga State orchestra, chorus, and ensembles. Also, Collegiate High students can participate in the University of Tennessee at Chattanooga (UTC) marching band. In 2019-2020, a Collegiate High flutist received several national awards, performed at Carnegie Hall, and has received numerous scholarships to colleges or universities of choice.

Collegiate High students are required to complete one credit in wellness and a half credit in physical education. Since dual enrollment courses are equal to one high school credit, Collegiate High students complete at least one wellness credit and one physical education credit. Options for physical education vary from yoga, weightlifting, cycling, walking for fitness, tennis, and other recreational interests. Some student opt to take a dual enrollment physical education credit every semester to stay mentally or physically healthy.

Chattanooga State offers several options for dual enrollment foreign language. Collegiate High students are required to complete two credit (6 college credit hours) of a foreign language. However, in some cases, students decide to complete all offered levels of dual enrollment foreign language. In addition to courses, Collegiate High students can participate in a specific language club, such as the Spanish Club. In 2018-2019, the Chattanooga State Spanish Club president was a Collegiate High student.

Chattanooga State offers many technology-focused dual enrollment courses ranging from Computer Science, Engineering, and programming courses. All courses in the Chattanooga State course catalog are available to Collegiate High students. Many Collegiate High students will select an engineering area of focus and complete a transfer associate degree in order to transfer to an engineering college or university of notoriety such as Tennessee Tech, UTC, Georgia Tech, or MIT.

The Collegiate High school counselor meets with freshmen students weekly to discuss bullying/harassment, study strategies, graduation plans, and other pertinent topics for college success. At the beginning of each year, students participate in team building activities (by grade level) hosted by the Collegiate High faculty and staff. Even though we are a school primarily focused on academics, we believe that building relationships is key to success.

3. Academic Supports:

3a. Students performing below grade level

Students must take the Accuplacer or ACT before attending Collegiate High. Our teachers design an individualized plan for each student. If a student is performing below grade level, they are assigned "boot camp" courses that last 6 weeks and address challenging areas. In addition, freshmen and sophomore take an English and Math ACT prep course that focuses on basic skills and knowledge.

For college courses, we help students navigate tutoring opportunities, mentee/mentor opportunities, small group learning opportunities, and additional face-to-face time with professors. Students have access to the Chattanooga State math lab, writing center, and student support center. In addition, our English and math teachers tutor students in college courses.

3b. Students performing above grade level

Students performing above grade level have many opportunities for engaging, rigorous courses. Over fifty percent of the Honors Global Scholars students are Collegiate High students. In addition, students are offered the most challenging and rigorous courses available on the Chattanooga State campus.

In addition, students have the opportunity to be a member of Phi Theta Kappa, a national honor society. In 2020-21, a Collegiate High student is a state Phi Theta Kappa officer. Students can excel to their potential and beyond the college campus.

3c. Special education

Any student has access to the Chattanooga State Office of Disabilities. The Collegiate High school counselor helps students navigate the Office of Disabilities or helps with recommendations for a college 504. The majority of Collegiate High students are from gifted programs across the district. Since we offer the highest level of coursework, the gifted IEP is written for the zoned school in case the student decides to return to a regular high school.

We have three students with disabilities. All three students have a college 504 and services are recommended through the Chattanooga State Office of Disabilities. Any required services, such as an interpreter, are provided by Chattanooga State. Students can request additional time, preferred seating, or other accommodations through the disabilities office.

All Collegiate High students have access to tutoring, peer tutoring, the learning support lab, math lab, and writing center. The Collegiate High faculty and staff are trained to support all learners. We believe that the individualized approach to learning is a key element of our success. Every student matters!

3d. ELLs, if a special program or intervention is offered

3e. Other populations (e.g., migrant), if a special program or intervention is offered

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Engaging students in extracurricular activities, provides opportunities to explore interests, builds a wider social circle, and supports better time management. Collegiate High students are encouraged to be active on the Chattanooga State campus. They can join any of the clubs and organizations on campus and play intramural sports. Students can choose from content specific clubs, such as the Spanish Club, Student Government Association, or Chess Club.

Academically, students can enroll in the Global Scholars Honors program. Over fifty percent of the Chattanooga State Global Scholars students are Collegiate High students. Students must have an ACT composite score of 25 or above to apply. Courses are designed to support student learning in a real-world environment. For example, the Global Scholars Statistics course requires students to design a community wide survey, implement the survey, college survey data, and present to community stakeholders. Other dual enrollment courses are collaborative courses such as English, Philosophy, and History combined to stretch thinking.

Socially, students are engaged in the Collegiate High Commons area. This room was designed by Chattanooga State for Collegiate High students only. The Commons provides a safe place for students to socialize, study with peers, and hang out. Many times, college professors and community stakeholders stop by The Commons and have casual conversations with students. We have found this room to be beneficial in support student self-esteem.

One of our goals for Collegiate High students for them to graduate high school know how to "do college." Engaging students on the college campus allows students to learn how to build working relationships with college students of all ages and working relationships with professors. In addition to academics, students learn quickly that a college GPA matters, where to find the Bursar's office, where to seek help, and how to study. Dual enrollment courses provide students with the "best of both worlds," high school and college.

2. Engaging Families and Community:

Student, family, and community engagement is involved for the Collegiate High family as we navigate the collaboration between Hamilton County Schools and Chattanooga State Community College. The Collegiate High faculty and staff agree that our students have many opportunities to grow and learn as a dual enrolled student.

Each year, three students serve on the Hamilton County Schools Superintendent Advisory Board. These students participate in monthly meetings with the superintendent and share ideas with other Hamilton County students. Also, the students attend the Tennessee SCOPE Conference and collaborate with other Tennessee high school students. In addition, two Collegiate High parents serve on the Missionary Ridge Learning Community parent council. The council serves as a voice for Collegiate High in our learning community.

For Chattanooga State, we have students that apply and are selected to be a Chattanooga State Ambassador. The ambassadors serve as greeters for dignitary visitors, hosts for Chattanooga State events, and are on the President's Advisory Council. Serving as a Chattanooga State ambassador is an honor and supports Collegiate High students with social skills, organizational skills, and confidence.

Dual enrollment status offers our students the opportunity to apply for internships through Chattanooga State. Seniors who are 18 and have college credit can apply for internships with area businesses such as TVA, Blue Cross, Cigna, just to name a few. A recent Collegiate High graduate did a TVA internship, graduated from UTC, and is employed at TVA (20 years of age).

Students are encouraged to job shadow in areas of interest. Being a dual enrollment school offers students

many opportunities to explore and make career decision while in high school. All Collegiate High students are required to take dual enrollment Personal College Success. During this course, students take a personal interest inventory (Strength Finders). Also, they choose a profession of choice, reach out to a person in that profession, research the profession, job shadow a professional, and create a final presentation. Many times, student discover they would like to pursue other options. Personal College Success allows our students to explore and discover careers while in high school instead of spending one or more years in college or the workforce to find an area of interest.

3. Creating Professional Culture:

For the past seven years, Collegiate High has evolved from a Tennessee Level 3 school to a Level 5 Rewards School. We continue to focus on student achievement, ACT composite average, and most important the academic and professional culture. The faculty, staff, parents, and students continually collaborate to ensure that we are building relationships, rethinking the curriculum, and rearranging the organizational culture.

Our primary goal is to establish and foster collaboration by meeting regularly. Student advisories by grade level meet monthly, the parent advisory meets every semester, and the faculty and staff meet weekly. The collaborative efforts have led to many remarkable changes.

For example, by analyzing data, a downward trend in ACT English and reading was recognized. All stakeholders agreed that moving from semester English classes to year-long English classes would allow students more time to focus on reading comprehension and grammar skills. Results show for the past three years, English and reading scores have improved and are one of the highest scores in Tennessee.

In the beginning, Collegiate High did not offer high school math courses. Instead, new students would enroll in dual enrollment College Algebra. More times than not, students could not score the required 19 ACT math score. Students, parents, and stakeholders agreed that traditional high school Algebra I, Algebra II, and Geometry allows more students to have the opportunity to attend Collegiate High. Currently, Collegiate High students have a seamless transition to dual-enrollment Pre-Calculus and the ACT math composite score and Tennessee End-of-Course exam scores have moved from a Level I to a Level 5.

Collegiate High faculty and staff work collaboratively through reflective dialogue to support academic success for all students. In addition to working as a small professional learning community, Collegiate High is part of a larger learning community of district school. The learning community experience offers expertise and collaboration with peer educators, opportunities for Collegiate High teachers to visit other classrooms across the district, and fosters collaboration within the district.

4. School Leadership:

Shared leadership maximizes the human resources available with a small faculty and staff. With only six people, distributing school decisions and responsibilities is most effective. The teachers and staff collaborate on academic decisions, organizational decisions and rethinking curriculum. The Collegiate High principal coordinates two successful schools (Collegiate High and Hamilton County Virtual School) and two successful future ready programs (Polytech Academy and Mechatronics at Volkswagen). Understanding and knowing the benefits of shared leadership is essential.

Teachers meet weekly to discuss student progress and suggest curriculum changes based on student data to improve student learning. The school counselor meets with every student, every semester to support decision making about graduation plans. Additionally, the school counselor teaches a guidance lesson to freshmen classes one day per week. The principal teaches a Science ACT study course every semester to help improve Science ACT scores. The school secretary greets every student, every day and is quick to let someone know if a student is having an academic or personal problem. The Collegiate High team meets with Chattanooga State professors and directors to ensure that our students are on track for success.

The Collegiate High faculty and staff believe that all students can succeed. The shared leadership model was

most evident when student had to quickly transition from face-to-face learning to virtual learning. Additionally, two weeks later, a tornado ripped through part of our community, leaving many of our students without homes. The Collegiate High faculty and staff rose to the occasion, reaching out to students and families, support student learning, and ensuring that all students were safe and well.

Teachers, staff, and students are resilient. The shared leadership model enabled our students to continue the daily quest for excellence. As a result, all students moved to the next grade level and all seniors graduated. The Collegiate High faculty, staff, principal, parents, and students are amazing.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

We are honored to be nominated as a National Blue Ribbon School and to have the opportunity to share our story. If we have to pick one thing that we can hang our hat, it would be personalization. From the very beginning, our students develop a graduation plan and set goals. Our school counselor meets with every student, every semester to make a schedule for the following semester and to adjust plans where needed. Our teachers meet with individual students every day to tutor, remediate basic skills, and help students make real world connections with teaching and learning.

Our secretary greets each student every morning and is quick to report if a student appears to be upset. We celebrate together. Small successes are celebrated along with the big successes that come with being nominated as a National Blue Ribbon School. We love what we do each and every day.