Classified Communications Group Minutes
November 14, 2023

Melissa Izatt, Chief Human Resources Officer: Classified Staff Appreciation Day
November 15th – Technology
January 17th – SROs, Substitutes, Warehouse and Book Processing

Jordan Jarrard, Health Navigator: BCBS
I am the Blue Cross Blue Shield Health Care Navigator and what that means is I am the liaison between BCBS and CMCSS. That means you don't have to call BCBS 800 number, call me instead. I am here to help with:

- EOB questions
- Finding in-network doctors for Onsite/Primary referrals.
- ER visits that require you to see a specialist.

Email Jordan_Jarrard@bcbst.com
CMCSS Phone: 931-920-7849
BCBS Phone: 615-348-3082 ext. 3483082

Dr. Kimmie Sucharski, Director of Accountability: ESSA Update
See pages 5-16 for presentation.

Sharing a positive story from your school/location

Kenwood Middle: Kenwood Middle Science Night was an excellent opportunity for the community to come into the school and experience the daily engagement students receive in their science classes. While also getting to experience the level of leadership each child is learning how to enhance. These stakeholders participated in grade-level science labs that developed an understanding of the rigor and expectations that students must meet daily while also having fun. KMS looks forward to growing this opportunity to incorporate more stakeholders.

New Providence Middle School: Our counselors received a grant for their community outreach. They have Coffee with the Counselors and game nights where they invite parents and students to come. We are very proud of our counselors.

Northwest High: Our FIT department after 6 long months has worked with a senior's family to get them out of living in a car into an apartment. The senior is no longer 22 credits deficient but only 5.

Classified Questions

Will General EA's and OC EA's be getting more training in SPED Services? This is really needed considering there are times we are expected to cover absences that are not picked up by a sub.

> **Dr. Schanda Doughty, Chief Academic Officer:** We will continue to offer special educational training for all educational assistants. Please look for these opportunities on Staff Development Days and during Engage.

When aides are scheduled/asked to cover SPED/CDC areas due to lack of subs, does an educational or media assistant get the 3 dollar increase to our pay when covering? Or can we decline to go into the class and not be reprimanded?

> **Dr. Erica Christmas, Director of Classified Employment:** Keep in mind that if another classified employee is being asked to cover a class, there is an emergency need for student learning in the absence of their teacher and a safety need to ensure there is appropriate coverage. HR does not support declining to help in an area of the school where there is a legitimate need; however, due to the pay difference, this should not be a regular occurrence and HR may need to be aware this is occurring so we can reach out to the building principal with this reminder.

Why are CDC staff not CSM trained?

> **Dr. Schanda Doughty, Chief Academic Officer:** Every building has a Safe Crisis Management team that is trained to respond to behavior situations. Having a team provides us the opportunity to support them with ongoing training in de-escalation strategies and crisis management.

Why are district lead Teacher trainings used for school days and we can't find subs?

> **Dr. Schanda Doughty, Chief Academic Officer:** We use this model in order to ensure every lead teacher has the opportunity to be trained. This allows the lead teachers to return to buildings and redeliver content and strategies to other teachers. We will continue to review and evaluate the number of unfilled positions on these days to ensure this model is effective.

Why do Technology Admin. Assistants and Child Nutrition Admin. Assistants make a lot more then school level Admin. Assistants. It is a big pay difference when the workload is equal or even more for the school Admin. Assistants?

> **Dr. Erica Christmas, Director of Classified Employment:** Pay grades, hours per day, and the length of the employee calendar are determined based on the responsibilities of the position. Higher earning administrative assistant positions have 12 month calendars and are scheduled for 8hpd. These year round positions often include specialized functions and cross training of other jobs within the departments. They are often the only AA for an entire department with responsibilities that span throughout the department's sub departments.

Is it possible to get Stop Finder for the school office staff so we can locate the late buses?

> **Norm Brumblay, Chief Operations Officer:** Stop Finder app is not designed to do that. It is targeted for individual parents. For office staff to access that information, they would have to log into each individual student account, then you would be receiving hundreds of notifications to your personal cell phone. Not a viable option, Stop Finder is not designed to view all buses like a mapping app or GPS locator. We are looking at ways to make late bus information more available.

Several schools across the district utilize the PBIS program for student incentive and rewards. Would there come a point where Central Office would consider purchasing this for the schools, similar to how IXL is provided?

> **Dr. Schanda Doughty, Chief Academic Officer:** At this time, this is not something we are considering. However, if building principals consider it a priority, we could look at it in the future.

How are SPED EA's still at the same pay level as Admin. Assistants? A SPED EA can have as little as one student (ex.1:1) whereas Admin. Assistants deal with all students, parents, and anyone else who walks through the door for 7.5 to 8 hours a day.

> **Dr. Erica Christmas, Director of Classified Employment:** The pay grades of positions are determined based on the responsibilities of that position to like positions in the market. The hours and length of employee calendar are also considered. For example, an AA may need to work a longer calendar and more hours per day, according to the needs of a position. Our EAs work 196 day calendar because that meets the needs of their positions. Some admin assistants are 215 or 220 days in order to prepare for a school year to start or end.
>
> We do not compare unlike positions to determine pay grades. On the other side, we only have so many district pay grade letters, so some positions share grades but that should not be misconstrued as the district viewing them as like positions.

When will the market analysis findings be available for us to read through? It doesn't seem like compression pay was considered at all in this process.

> **Dr. Erica Christmas, Director of Classified Employment:** The market analysis process and findings were presented to this group in April 2023. It was a thorough review of the reasons why, processes of, and results of our comprehensive market analysis conducted last year. The presentation was included in the minutes that Amanda sent on 5/3/2023. (Link to minutes.)
>
> In that presentation, next steps were acknowledged. A part of our next steps included continuing to explore options to reduce compression and that continues to be a part of our policy review.

Why don't all schools have a phone directory for the main school phone number? ex. press 1 for front office press 2 for attendance press 3 for book keeping press 4 for nurse press 5 for cafeteria press 6 for registrar etc. It needs to be consistent throughout the district. This is mainly in reference to the elementary schools. Some have it and others don't.

> **David Holman, Chief Technology Officer:** It is the desire of the technology department to always have standardized processes, equipment, etc. In the past we have accommodated some Principal's requests that are outside the norm. We have a standard for phone system setup for elementary, middle, and high. If you feel your system is not part of that standard, please discuss this with your principal. We will correct this upon request.

Can all middle schools have Spanish as a Related Arts class?

> **Dr. Schanda Doughty, Chief Academic Officer:** This is a building level decision. Please keep in mind that there are certain courses that must be offered during the related arts time such as PE, art, music/band, and computer science for Fall 2024, etc. These things impact the number of additional related arts that a building principal can support and still ensure students have access to the required courses.

Why are there No Low carb options for diabetic students meals here at school. Students are forced, if they eat in the cafeteria, to choose from high carb foods that adversely affect their daily blood sugar levels and require them to dose dangerously high levels of insulin. This could be avoided by offering the diabetic students a diabetic friendly diet that is currently not available.

> **Norm Brumblay, Chief Operations Officer:** We do offer low carb options. We follow very stringent USDA requirements for all meals we serve. We utilize offer versus serve process that allows students to choose from a variety of appropriately proportioned items. Students have choices between fresh and hot vegetables, fresh salads, fresh fruits and canned fruits, different milks and 100% juices with no added sugars. Overall a balanced meal. In addition we provide the carb count for all items to the school nurses to assist students make healthy choices according to their health related needs according to carbs and sugars.

Will EAs receive the salary of $50,000 when the budget is approved?

> **Melissa Izatt, Chief Human Resources Officer:** There is a minimum teacher salary requirement mandated by the state effective the 2026/2027 school year. Teachers' starting salary with a bachelors must be a minimum of $50,000. Classified positions are paid based on market analysis and are reviewed regularly as part of the budget process.

Elizabeth Vincent, Director of Continuous Improvement: Mid-Year Review
Received feedback from Classified Representatives on Strategic Work.

**Accountability
Data
Release – Update**

State Report Card for Schools

Letter Grade Model: Overview

- Indicators & Weights

Indicator	Elementary School Weight	Middle School Weight	High School Weight
Achievement (ACH)	50%	50%	50%
Growth (GTH)	40%	40%	30%
Subgroup – Lowest 25% (G25)	10%	10%	10%
College & Career Readiness (CCR)	-	-	10%

- Schools will receive a sub-score (Level 1-5) for each indicator within the calculation
- Level scores will be multiplied by assigned weights to generate aggregate score
- Aggregate score is cross-walked into a letter grade

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State Report Card for Schools

- Schools will receive a sub-score (Level 1-5) for each indicator within the calculation
- Level scores will be multiplied by assigned weights to generate aggregate score
- Aggregate score is cross-walked into a letter grade

1. Determine Aggregate Score Grade

Indicator	Level	Weight	Score
ACH	X	%	
GTH	X	%	
G25	X	%	
CCR	X	%	
Aggregate Score			

2. Map Aggregate Score to Letter Grade

Letter Grade	Aggregate Score Range
A	4.6 – 5
B	3.6 – 4.5
C	2.6 – 3.5
D	1.6 – 2.5
F	1 – 1.5

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State Report Card for Schools

- **Measure:** Proficiency Success Rate in TCAP and End of Course exams

- **Key Points**
  - All tested subjects are included
  - Subjects are weighted differently by grade band, reflective of tests offered, and with an emphasis on ELA and Math
  - Cut scores for Level 1-5 are derived from baseline data in 2022, allowing schools to demonstrate proficiency gains

Indicator	Elementary School Weight	Middle School Weight	High School Weight
English Language Arts (ELA)	40%	35%	Proportional Weighting by Tests Taken (3 MTH, 2 ELA, 1 SCI, 1 SS)
Math (MTH)	40%	35%	
Science (SCI)	20%	15%	
Social Studies (SS)	-	15%	

State Report Card for Schools

- **Measure:** Schoolwide TVAAS

- **Key Points**
  - All tested subjects and students are included
  - Leverages measure familiar to stakeholders
  - Maintain existing level descriptors

- **Measure:** TVAAS Growth of Lowest Performing 25% Student Subgroup
  - Students in this subgroup are identified based on prior year performance on TCAP
  - Leverages same TVAAS measure already in use

State Report Card for Schools

- **Measure:** Percent of graduating cohort with <u>one</u> of the following:
  - ACT 21 or higher;
  - Postsecondary credit earning score on AP, IB, Cambridge, CLEP, Dual Credit, or Dual Enrollment;
  - Industry Credential (Tier III or Tier II plus one other industry credential);
  - ASVAB Qualifying Score;

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School Designations and Accountability Scores

School Designations and Accountability Scores

Indicator	Definition	Measure for *All Students* and Student Groups	Weight
Achievement	Percent of students *met expectations* or *exceeded expectations*	Absolute performance **or** AMO targets (set to increase the percent of students scoring *met expectations* or *exceeded expectations*)	**K-8: 45%** **HS: 30%**
Growth	School-level TVAAS Composite	TVAAS (student-level growth measure across achievement continuum)	**K-8: 35%** **HS: 25%**
Ready Graduate	Percent of students who graduate **and** meet *Ready Graduate* criteria	Absolute performance **or** AMO targets (set to increase the percent of *Ready Graduates*)	**K-8: NA** **HS: 20%**
Graduation Rate	Percent of students in the graduation cohort that graduate on time with a regular diploma	Absolute performance **or** AMO targets (set to increase the graduation rate)	**K-8: NA** **HS: 5%**
Chronically Out of School	Chronic absenteeism, including out-of-school suspension	Absolute performance **or** AMO targets (set to decrease the percent of chronically absent students)	**K-8: 10%** **HS: 10%**
English Language Proficiency Assessment (ELPA)	Performance on WIDA ACCESS	The percent of students meeting growth standards	**K-8: 10%** **HS: 10%**

School Designations and Accountability Scores

Subgroups

- Black, Hispanic, and Native American students (BHN)
- Economically Disadvantaged students (ED)
- English Learners (EL)
- White (W)
- Students with Disabilities (SWD)
- Hispanic/Latino (H)
- Black or African American (B)
- American Indian or Alaska Native (N)
- Native Hawaiian or Pacific Islander (PI)
- Asian (A)

School Designations and Accountability Scores

- *Comprehensive Support and Improvement [CSI]*
  - The *All Students* group success rate is in the bottom 5% of scores for 3 consecutive years
    - 3rd – 8th = ELA and Math; HS = 10th grade cohort ALG 1 and ENG II
    - HS *All Students* group federal graduation rate <67%
- *Targeted Support and Improvement [TSI]*
  - The subgroup average is in the bottom 5% of scores in the state
    - Average composed of Achievement, Growth, Absenteeism, Graduation Rate, Ready Graduate, and ELPA
- *Additional Targeted Support and Improvement [ATSI]*
  - The success rate for a specific subgroup is in the bottom 5% of scores for 3 consecutive years
    - 3rd – 8th = ELA and Math; HS = 10th grade cohort ALG 1 and ENG II
    - A TSI HS with a subgroup federal graduation rate <67%

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Accountability Designations will release soon

Table 12: Achievement Score Calculations

Grade	Points	Absolute Performance (All Students Group and Other Student Groups)	AMO Targets for 2021-22 Accountability
A	4	≥ 45	One-year success rate ≥ double AMO target
B	3	35 – 44.9	One-year success rate ≥ AMO target
C	2	27.5 – 34.9	Upper bound of one-year success rate confidence interval ≥ AMO target
D	1	20 – 27.4	Upper bound of one-year success rate confidence interval > prior one-year success rate
F	0	< 20	Upper bound of one-year success rate confidence interval is ≤ to prior one-year success rate

TNReady Participation Rate

	All Students	BHN	ED	EL	SWD
Percent Met	99 Y	98 Y	98 Y		94 N

Indicator	All Students	BHN	ED	EL	SWD	Indicator Score (60-40)
Achievement	4	4	3		2	3.6
Growth	4	4	4		2	3.7
Chronic Absenteeism	3	3	2		3	2.9
ELPA						
Weighted Student Group Score	3.9	3.9	3.3		2.1	

TCAP Participation Rate

	All Students	BHN	ED	EL	SWD
Percent Met	99 Y	100 Y	98 Y		98 Y

ACT/SAT Participation Rate

	All Students	BHN	ED	EL	SWD
Percent Met	99 Y	100 Y	100 Y		96 Y

Indicator	All Students	BHN	ED	EL	SWD	Indicator Score (60-40)
Achievement	4	3	3		2	3.5
Growth	4	3	3		2	3.5
Chronic Absenteeism	2	2	3		2	2.1
ELPA						
Graduation Rate	3	2	2		4	2.9
Ready Graduate	3	4	2		1	2.7
Weighted Student Group Score	3.6	3.1	2.8		1.9	

Color Key

Student Group Indicator Score	Color
4	green
3	light green
2	yellow
1	pink
0	red

Final Score: 3.6

Final Score: 3.2

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Questions?