

Monthly Parent Communications Meeting

January 10, 2013

1. Common Core Curriculum – Dr. Sallie Armstrong

Curriculum and Instruction Director Sallie Armstrong discussed the new Common Core standards. She commented that forty-seven other states, along with Tennessee, are going to be using these same standards. The Common Core standards will hopefully help US students be more globally competitive. She said that there are fewer standards, but the depth of conceptual understanding will be much increased. The goal is for students to be more career or college ready when they leave high school. She commented on the timeline for implementing Common Core with a 2014-15 completion date. All high-stakes testing that year will be based on Common Core. She and Dr. Worthington talked about how Common Core will likely see test scores go down the first year and then start back up as time goes on. TCAP is not affected by Common Core this year as it remains under the TN Diploma Project curriculum. At the end of this year there will be a separate assessment based on Common Core, which will not count for students this year. A few internet sites where parents can find resources related to Common Core are the CMCSS website; TNCore.org; commoncore.org. There is also a pamphlet sponsored by the national PTA that will be coming out that lists some additional resources.

2. Calendar Criteria

The group had discussion about the school year calendar and the criteria used to develop the calendar. Dr. Worthington noted that you start with the 180 state-required days for students, then you have to consider the contractual days for teachers. Dr. Worthington stated that our student group always wants the added criteria of taking their exams before Christmas break. With that in mind, you divide the year as evenly as possible and try to get as many days in before state testing in the spring. He also noted that the State determines the window of testing dates, not the school district. There was some discussion as to whether eliminating fall break would help by increasing useable snow days. Dr. Worthington said that would not help the snow days, but could affect either starting school later or ending earlier. He noted that the majority of employees like the fall break. The majority of the parents present, by a show of hands, also wanted to keep fall break.

3. Collection Boxes

Communications Director Elise Shelton commented that boxes were ready for each parent representative to take with them. The boxes are to be placed in the school offices with the Question of the Month visible on the box. Any one may respond to the question in writing and drop it in the box. The parent representatives are responsible for collecting the responses and bringing them back to the Parent Communications meeting the following month for discussion.

4. Parent Survey

There was discussion about the parent survey that had been conducted via phone and e-mail earlier in the week. Elise Shelton noted that 5,500 phone responses had been received. One of

Parent Communications

January 10, 2013

Page 2

the survey statements that received low rankings was *I believe my school responds to my student's different learning style and need.* The group discussed reasons why this might have been viewed more negatively than positively. Ideas included: (1) teachers are not varying styles of teaching to respond to different learners; (2) teachers do not have time or are not allowed to be creative with teaching; (3) parents just don't know what is going on in the classroom. Dr. Worthington commented that Common Core should allow for more depth into learning each standard which should help with some of these negatives. Other comments from group members included: (1) their student needs clear expectations, and (2) teachers need some way, especially with older students, to determine if the students "got it" – understood what had been taught.

5. School Security

Dr. Worthington told the group that school district leaders had been looking into the issue of school security, especially since the recent incident in Connecticut. Dr. Worthington shared that district leaders participate in "table top" practice scenarios for emergency events. This is something the district has been doing for some time. The district also is NIMS (National Incident Management System) compliant.

Dr. Worthington stated that security/safety protocols have been reviewed with all school staff. There is a collaborative effort to increase law enforcement presence on campuses. All schools either have a buzzer at the entrance, or entry is directly into the office area. Additional announcements were to be made soon. ******(A press conference was held the following day in which it was announced that a collaborative effort with Clarksville Police and the Montgomery County Sheriff's Office would place armed off-duty officers in the system's 22 elementary schools. Middle and High Schools already have School Resource Officers assigned to them.)

6. Question of the Month Discussion

The question of the month for January is: *Is there adequate staffing to meet the system's mission, vision, and beliefs, and expectations for learning? If not, what else is needed?*

Comments from the group included:

- Educational Assistants should help students, not just make copies, etc.
- PASS teachers are needed at each school
- More volunteers are needed
- Tutors from outside companies could be used
- More one-on-one assistance is needed
- Teachers that have credentials, but have not taught a particular subject before

There was discussion of volunteers in schools. All schools are different as far as welcoming parents as volunteers. One parent commented that Glenellen has one day every month that is set aside for parent volunteers to come in and work at making copies, cutting out materials, and anything else the teachers need done. Another commented that Byrns Darden has a day per week that APSU students work in the school.

Participation



No response (web): 13018
Participated (web): 1037

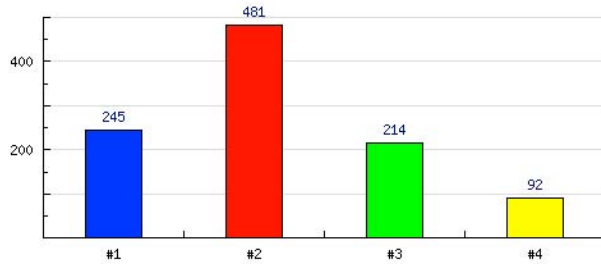
Response Summary

	#1	#2	#3	#4	#5	#6	#7	#8	#9	Total
Question #1	367	504	121	43						1035
Question #2	271	539	161	62						1033
Question #3	245	481	214	92						1032
Question #4	823	140	30	34						1027
Question #5	221	401	264	115						1001
Question #6	293	423	210	97						1023
Question #7	251	534	175	69						1029
Question #8	455	469	74	30						1028
Question #9	218	503	189	83						993
Question #10	350	448	161	75						1034
Question #11	377	513	108	31						1029
Question #12	395	462	130	48						1035
Question #13	330	481	147	75						1033

3. I believe my school responds to my student’s different learning style and need.

Question #3:
Parent Survey Q3

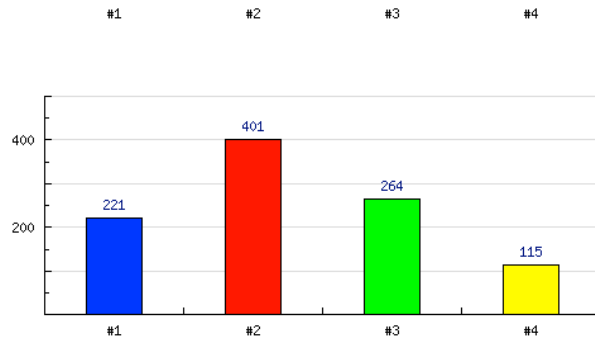
1	2	3	4	5	6	7	8	9	Total
23.7%	46.6%	20.7%	8.9%						1032
245	481	214	92						



5. My child has experienced an opportunity to solve a real-life problem through STEM (science, technology, engineering and math).

Question #5:
Parent Survey Q5

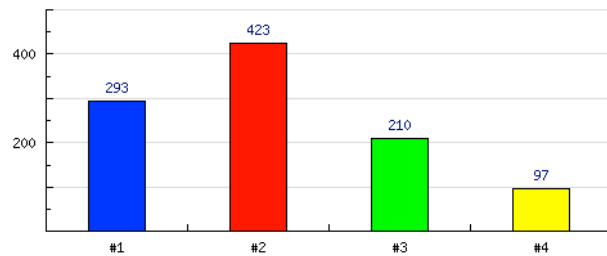
1	2	3	4	5	6	7	8	9	Total
22.1%	40.1%	26.4%	11.5%						1001
221	401	264	115						



6. I understand what will be expected of my student with the Common Core standards.

Question #6:
Parent Survey Q6

1	2	3	4	5	6	7	8	9	Total
28.6%	41.3%	20.5%	9.5%						1023
293	423	210	97						



CMCSS & State Common Core Standards Timeline

STATE 2010-2011 School Year	CMCSS 2010-2011 School Year	STATE 2011-2012 School Year	CMCSS 2011-2012 School Year	STATE 2012-2013 School Year	CMCSS 2012-2013 School Year
<p>Current TN Diploma Project (TDP) Standards (Reading/LA, Math, Science)</p> <p>Current TN State Standards Social Studies</p>		<p>Current TDP Standards (Reading/LA, Math, Science)</p> <p>Current TN State Standard Social Studies</p> <p>You may begin incorporating Math & English Language Arts (ELA) Common Core Standards into Instruction.</p>	<p>Add Common Core to pacing guides (Math & ELA) for use beginning in 2012-2013</p>	<p>Current TDP Standards (Reading/LA, Math, Science) with select transition to the TN Common Core</p> <p>Current TN State Standards Social Studies</p> <p>You should begin incorporating Math & English Language Arts (ELA) Common Core Standards into Instruction.</p>	<p>K-1 100% CCSS in ELA and Math</p> <p>3-8 Math curriculum narrowed by 15-25%</p> <p>3-12 Pacing Guides-CCSS and TDP while addressing all gaps</p>
<p>Accountability Assessments:</p> <p>Tested on TN Diploma Project Standards</p> <p>TCAP Achievement</p> <p>Grades 3-8 (Math, R/LA, Sci, SS)</p> <p>TCAP EOC</p> <p>Secondary Assessments (Alg II)</p> <p>TCAP Writing Grades 5, 8 & 11</p> <p>Non-Accountability Assessments:</p> <p>Constructed Response Grades 3 & 7 (CRA)</p>		<p>Accountability Assessments:</p> <p>Tested on TN Diploma Project Standards</p> <p>TCAP Achievement</p> <p>Grades 3-8 (Math, R/LA, Sci, SS)</p> <p>TCAP EOC</p> <p>Secondary Assessments (Alg II, Eng III)</p> <p>TCAP Writing Grades 5, 8 & 11</p> <p>Non-Accountability Assessments:</p> <p>Constructed Response Grades 3 & 7 (CRA)</p>	<p>Assessments:</p> <p>Tested on TN Diploma Project Standards</p> <p>Algebra II and English III fully implemented and utilized for calculations for Reward, Focus, and Priority</p>	<p>Accountability Assessments:</p> <p>Tested on TN Diploma Project Standards</p> <p>TCAP Achievement</p> <p>Grades 3-8 (Math, R/LA, Sci, SS)</p> <p>TCAP EOC</p> <p>Secondary Assessments (Alg II, Eng III)</p> <p>(Some test items will be built on Math and ELA Common Core Standards)</p> <p>TCAP Writing Grades 5, 8 & 11</p> <p>Non-Accountability Assessments:</p> <p>Constructed Response Grades 3 & 7 (CRA)</p> <p>Common Core Field Test</p>	<p>Assessments:</p> <p>Tested on TN Diploma Project Standards</p> <p>LOCAL: 20% ELA and Math BMKs aligned to CCSS</p> <p>STATE: K-2? CCSS field tested items (ELA and Math)</p> <p>Up to four Constructed Response assessments in 3rd and 7th</p>
<p>Teacher Professional Development</p> <ul style="list-style-type: none"> •Common Core Standards Unpacking Tools Development (SY 2010-2011) •State Provided Orientation Training in person (Summer 2011) •Electronic Learning Center (ELC) Content 		<p>Teacher Professional Development</p> <ul style="list-style-type: none"> •State Provided Implementation: Common Core Standards Training in person (Summer 2012) •Orientation Continued •ELC Content •District Support 	<p>Professional Development</p> <ul style="list-style-type: none"> •April 3- Part 2 of Text Complexity with Academic Coaches •April 4-Shifts of Math with Principals (tied to Constructed Response) •April 9-four teachers each—HS content specific (Math and ELA) •April 11-Practices of Math with Principals (tied to Selected Response) •April 18-Shifts and Practices of Math with Assistant Principals (tied to Constructed Response and Selected Response) •May TBA-Academic Coach training (K-1) 	<p>Teacher Professional Development</p> <ul style="list-style-type: none"> •State Provided Best Practice Training in person (Summer 2013) •Implementation Continued •Orientation Continued •Best Practices Continued •ELC Content •District Support 	<p>Professional Development</p> <ul style="list-style-type: none"> •Nov 9-CCSS Pullout (a.m.) content specific (all day for ELA and HS math) •K-12 Math Shifts and Practices with Academic Coaches and HS teachers •ELA 6/3 shifts (K-12) and Text Complexity with Academic Coaches and HS teachers •3-8 Math Focus Standards with Academic Coaches •K-8 Special Education and ELL training with Academic Coaches •Online courses avail. for all teachers <p>SUMMER 2012</p> <ul style="list-style-type: none"> •Staff Dev. In item writing (assessments) open to other areas (PE, Fine Arts, etc.) and all grades K-12 •Elem, MS, and HS sessions for Overview and Content training in Math and ELA •State Training Teams (3-8th) in July

CMCSS & State Common Core Standards Timeline

STATE 2013-2014 School Year	CMCSS 2013-2014 School Year	STATE 2014-2015 School Year	CMCSS 2014-2015 School Year	<p style="text-align: center;">Questions:</p> <p>STATE: What is the K-2 Assessment? How will the Writing Assessment count? Alg II & Eng III—How will the combined TDP/CCSS test look? PARCC Assessment Training? Will there be a statewide Scope and Sequence? Will there be benchmarks provided by the state? (based on the Scope and Sequence)</p> <ol style="list-style-type: none"> 1. Special education Algebra IA (31025) and special education Algebra IB (31026) allows students with an IEP to take Algebra I over two years with the EOC being administered at the completion of the second year. Special education students that begin Algebra IA August 2013 will be taking the Algebra I EOC in May 2015 which is scheduled to be the new Common Core assessment. Will the state provide an alignment for Algebra I prior to August 2013 so that the Algebra IA class will be taught to the appropriate performance indicators for the assessment? Also, will the state provide a new APBA rubric prior to August 2013 for Algebra IA teachers to use during the two years of instruction leading up to the EOC? 2. Students taking Algebra I and/or Geometry beginning in 2013 will be taking the Algebra II EOC under Common Core. Will the state be providing crosswalks with gaps before 2013 so that instruction includes the gaps needed to prepare students for the Algebra II EOC? 3. Will the state benchmarks and constructed response assessments be comprehensive (cover the entire years content on each test) or be based on a state pacing guide (the assessment will only cover content from the beginning of the year to the date of the assessment)? 4. Will teachers and districts have a voice in the creation of the state pacing for Common Core? The current high school pacing created around the Tennessee Diploma Project (TDP) Standards contains areas of concern that we hope may be avoided prior to the release of the Common Core pacing. 5. Will TN adopt the CCSS high school curriculum maps developed by Common Core (the listing of standards under Algebra I, Geometry, and Algebra II)? 6. We have been told that new information is going to be release concerning Bridge Mathematics and Senior Finite Mathematics. Do you know what information is coming, when it will be released, and how it will be released? 7. To ensure fluency and atomicity will the use of calculators be removed from all K – 5 assessments? <p>LOCAL: Deconstructing the standards and content training? (How will it look?)</p>
<p>Current TDP Standards (Reading/LA, Math, Science) with select transition to the TN Common Core</p> <p>Current TN State Standards Social Studies</p> <p>You should begin incorporating Math & English Language Arts (ELA) Common Core Standards into Instruction.</p>	<p>K-2 100% CCSS in ELA and Math</p> <p>3-12 Pacing Guides-CCSS and TDP while addressing all gaps</p> <p>9-12 Math standards and focus standards assigned by TDOE</p> <p>Implement Text Complexity and increase Informational Text</p>	<p>Math and ELA TN Common Core Standards</p> <p>Current TDP Standards Science</p> <p>Current TN State Standards Social Studies</p>	<p>100% Common Core State Standards in Pacing Guides for ELA and Math</p>	
<p>Accountability Assessments:</p> <p>Tested on TN Diploma Project Standards</p> <p>TCAP Achievement</p> <p>Grades 3-8 (Math, R/LA, Sci, SS)</p> <p>TCAP EOC</p> <p>Secondary Assessments (Alg II, Eng III)</p> <p>(Some test items will be built on Math and ELA Common Core Standards)</p> <p>TCAP Writing Grades 5, 8 & 11</p> <p>Non-Accountability Assessments:</p> <p>Constructed Response Grades 3 & 7 (CRA)</p> <p>Common Core Field Test</p>	<p>Assessments:</p> <p>Tested on TN Diploma Project Standards</p> <p>LOCAL: 60% ELA and Math BMKs aligned to CCSS</p> <p>STATE: CCSS field tested assessments (ELA and Math)</p> <p>K-2?</p>	<p>Accountability Assessments:</p> <p><i>New operational multiple-choice, constructed response, and performance-based Online</i></p> <p><i>TN common state assessments in Math and reading 4x year in Grades 3-8 and new EOC's</i></p> <p>Multiple-choice assessments in Science and Social Studies</p> <p>Current TCAP Writing Grades 5, 8 & 11 TBD</p> <p>Non-Accountability Assessments:</p> <p>Grades 3 & 7 (CRA) TBD</p>	<p>Assessments:</p> <p>All CCSS in ELA and Math</p> <p>Targets:</p> <p>CTE</p> <p>World Language</p> <p>3-8 general</p> <p>Performance Based Assessments</p> <p>Assessments Online</p> <p>ELA and Math BMKs provided by State</p>	
<p>Teacher Professional Development</p> <ul style="list-style-type: none"> •State Provided Research Based Effective Practice: Common Core Standard Trainings (Summer 2014) •Implementation Continued •Orientation Continued •Best Practices Continued •ELC Content •District Support 	<p>Professional Development</p> <ul style="list-style-type: none"> •Math and ELA: Connecting content and CCSS (K-12) •9-12: Special Education and ELL training •9-12: Math Focus Standard training 	<p>Teacher Professional Development</p> <ul style="list-style-type: none"> •Common Core (Summer 2015) •Research Based Effective Practice Continued •Best Practices Continued •Implementation Continued •Orientation Continued •ELC Content •District Support 		