

Parent Advisory Committee
11/16/2023

Dr. Kimmie Sucharski delivered an update on school and district accountability.

- As you have already heard, the state is going to be releasing a report card, and I am giving an update to that work so you all have that information.
- We do not have grades yet for the schools.
- There are four indicators
 - Achievement - Proficiency on the test (What I know)
 - Growth - Value added on the test (Did I grow?)
 - A 3 means that students did what they were expected to do
 - Subgroup performance - lowest 25%
 - College and Career Ready - This is a little bit different from ready graduate
- Each level gets a weight, and each gets a score 1-5.
 - Achievement is 50%
 - Growth is 40% in elementary and middle; in high school, it's 30%
 - Subgroup 10%
 - College and Career Ready - 10% (only for high school)
- The scale will work as follows:
 - Say the overall growth is 1. I know that the total value for that weight in the system is 40%, so I'll multiply $1 \times .40 = .4$. We know now that part of our total is .4. That's how we will get to our final total.
- Proficiency
 - For elementary, my proficiency score is going to be created from 3 tests - ELA, Math, and Science. The percent proficient for ELA is 40%, Math is 40%, and then science is 20%.
 - In middle school, it's 35%, 35%, 15%, and then another 15% for social studies.
 - High School is proportional weighting by tests (3 math, 2 ELA, 1 science, 1 social studies).
- Subgroup
 - TVAAS performance of lowest performing 25% student subgroup. These students are identified based on the prior year performance on TCAP.
- CCR
 - Percent of graduating cohort with one of the ready graduate indicators (ACT of 21, postsecondary credit, industry credential, or ASVAB).
- In federal law, we are required to identify schools that require additional support.
- There are three designations:
 - Comprehensive - All students group success rate is in the bottom 5% of scores for 3 consecutive years
 - Additional Targeted Support and Intervention - Success rate for a specific subgroup is in the bottom 5% of scores for 3 consecutive years
 - Targeted Support and Intervention - The subgroup average is in the bottom 5% of scores in the state

- There are indicators that allow schools to fall into that category
 - Achievement (ELA and Math)
 - Growth
 - Ready Graduate
 - Graduation Rate
 - Chronically out of school
 - ELPA
- All students and student subgroups are measured according to the following criteria:
 - Achievement - Absolute performance or AMO
 - Growth - TVAAS
 - Ready Grad - Absolute or AMO
 - Grad. Rate - Absolute or AMO
 - Chronic Absenteeism - Absolute or AMO
 - ELPA - the percent of students meeting growth standards
- Subgroups
 - Black, Hispanic, Native American
 - ED
 - EL
 - W
 - SWD
 - Hispanic/Latino
 - Black or African American
 - American Indian or Alaska Native
 - Native Hawaiian or Pacific Islander
 - Asian

Questions:

- Does the student with disabilities indicator include every student with an IEP?
 - No. Not all children with disabilities have an IEP. Also, this is federally identified disabilities, not state identified. The state of Tennessee identifies additional categories of disabilities that are not recognized at the federal level.
- My children attend a school that was identified, and I received an email with that information once it was made public. By that standard (receiving an email) - I didn't get a sense of what the plan was based on that communication. What's being done?
 - Before answering to the plan, it's important to keep a few additional pieces in mind when we think about how these designations are made:
 - Factors - 50% mobility, may not have been their to take the test
 - Data is limited to 10th grade, when you're looking at high school.
 - With that being said, we certainly have those plans in place, and much of it is tied to our strategic work. We will continue to communicate about those plans with families as the information about these schools is released.

Dr. Sucharski's full presentation can be found by [clicking this link](#).

Shannon Peacock and Jami Skevington delivered an update for parents on engagement opportunities for parents of students with Unique Learning Needs.

- Ms. Peacock and Ms. Skevington shared a vision for Unique Learning Needs
- There will be family engagement sessions occurring over the course of late November/early December. We would love to have any of you attend, and we hope to continue to get feedback about what parents need from these sessions.
- 504 - we are really focusing on training in 504
 - Every admin has been trained in 504 support and how to ensure they provide those supports to students.
 - We have created a “tips and tricks” resource that we are working to share wherever we can.
- Ms. Ashley Forbis also delivered some information about the ILP-D plans.
 - The new plan for students with characteristics of dyslexia
 - If you have been familiar with RTI and interventions, it’s just an additional layer of accountability to provide what we need for students with disabilities.

Questions:

- Do you all do anything with students that are children of color? Specifically related to ADHD and how that manifests?
 - We do not have anything that granular, but we do have a district team that is focusing specifically on behavior and making sure that we have better training in place so our teachers can respond to behaviors.
- Do you see a world where we have ABA in schools more regularly?
 - Currently principals are going to be able to determine the frequency of those needs to set outside providers; we definitely will continue to need support from our outside providers.
- Is there a way these events can be posted in ParentSquare - they automatically sync up to my phone that way.
 - We will explore with the Communications Department how to make that possible.
- Would there be a way to share the tips and tricks that was referenced on the website?
 - Yes, we will work with the Communications Department to figure out how that can happen.

Ms. Elizabeth Vincent delivered an overview of the proposed CMCSS legislative priorities. Those priorities can be accessed by [clicking on this link](#).

Questions:

- Have you gotten any sense of how likely the legislature is to pursue rejecting federal funding or how that conversation is going?

- We are not sure what the committee will ultimately decide to recommend at this point. Much of the testimony that has been occurring has spoken to how many unknowns there are in possibly pursuing that, which has been impactful on legislators.