

Knox County Schools
Teacher Advisory Committee
West High School Library Classroom
Tuesday, January 13, 2015



Attendees

Dr. Jim McIntyre, Superintendent
Tanya Coates, KCEA President
Mark Duff, Halls High School
Eric Aguilar, Chilhowee Intermediate School
Lindsay Bell, West High School
Annette Benson, Corryton Elementary School
Jannice Clark, Kelley Volunteer Academy
Kelly Clemmer, Gap Creek Elementary School
Denise Cross, West View Elementary School
Jessica Fine, Cedar Bluff Middle & Hardin Valley Academy
Jessica Holman, Inskip Elementary School
Wanda Lacy, Farragut High School
Jessica McDonald, Vine Middle Magnet School
Ryan Milani, Career Magnet Academy
Valeta Norris, Central High School
Dr. Kitty Pruet, Northwest Middle School
Suzanne Sherman, Hardin Valley Academy
Heidi Walsh, Christenberry Elementary School
Karla West, A.L. Lotts Elementary School
Vanita Williamson, Farragut Middle School

Visitors / Guests

Dr. Elizabeth Alves, Assistant Superintendent for Curriculum and Instruction, Chief Academic Officer
John Beckett, Director of Research and Evaluation
Karen Carson, Board Member, District 5
Dr. Alyson Lerma, Supervisor of World Languages & English Language Learners
Dr. Rodney Russell, Director of Human Capital Strategies
Clint Satler, Senior Accountability Analyst
Millicent Smith, Executive Director of Curriculum and Instruction and Professional Development
Lori Sumter, ELL Instructional Coach
Susan Turner, Executive Director of Elementary Education
Stephanie Jeffreys, Superintendent's Office

Student Survey Discussion Follow-up

- Questions can be read aloud to special education students
- Words and terminology can be explained, but proctor may not be describing in a way that would sway an answer, just clarify
- The survey can be modified for grade levels
- Superintendent: Participation in the survey would be a school based decision
 - Decide as a school community we are or are not going to do this
 - Administrators would make the final decision but should be in collaboration with teachers
- Provide as much clarity as can be offered and reinforce that this is not tied to evaluations
 - Communicate at District Level and Building Level
 - Communicate clear expectations and about how the decision is made
- The survey is free; Panorama would be free for this year
- Some members have mixed feelings about Elementary? Perhaps start with grades 6-10, then see how it goes, add upper elementary if it goes well
- Several teachers noted that upper elementary could be appropriate
- Concerns expressed regarding comprehension at 3rd grade level
 - If we administer at beginning of year, a 3rd grader would not be ready to comprehend
 - Beginning of 3rd grade is whole different ball game than at year end, but 3rd grade is an acceptable age for providing developmental feedback
- If this survey is free this year should we consider doing upper Elementary now while there is no cost?
- Participation could be Building Level decision on grade 3-5
- If we do it at Elementary level, needs to be after TCAP, we want that focus there
- Concerns expressed regarding how to we go about without stressing kids out or making them worry about getting their teacher in trouble
- Concerns expressed about usefulness of data if we switch survey vendors again if/when the state comes up with something new that is free
- Consensus: At this point we will focus on administering for upper Elementary School, Middle School, High School
- Consensus: Participation would be school-based, collaborative decision

Impact of Discontinuing SAT 10

- TAC members asked to know the impact of School Board's decision to discontinue SAT-10
- No longer have that summative data point on those foundational skills
- For 3rd grade, next year there will be no prior summative assessment history and value-added will be school-wide for the purposes of teacher evaluation
- Grades 1, 2, and 3 will now have school-wide TVAAS rather than individual TVAAS

- Tenure decisions will be made based on evaluations that now include school-wide TVAAS data for more teachers, rather than individual TVAAS
- Similar to when there has been grade level movements within the school building
 - For example, if you move a high performer in 5th grade into 2nd grade, they lose their individual score and only get school-wide score
- Potential impact:
 - Modeled on last year's results and this is an approximation
 - If this year's results were the same as last year's results this would be the effect
 - Stress that this information is based on last year, not a prediction
 - 33.1 % would benefit because their individual score was lower than school wide score
 - 44.4% would have a decrease in teacher effect score because their individual score was higher than school wide score
- Preschool has to wait until the student gets to 3rd grade to get meaningful summative assessment results
- APEX strategic compensation would have been effected this year:
 - Fewer early grades teachers would have earned APEX, and fewer would have earned the maximum amount
- TVAAS is calculating on entire student test history
- Took 10 random schools 30% of reading and 20% of language and 20% of math it maps perfectly to their third grade science
- In the absence of SAT-10, we don't have a lot of great quantitative data to see how we are doing at a summative level
- STAR Renaissance seems like a great tool so far, but not summative data
- Where is my blind spot? Where do I need Professional Development?
- How are kids doing in reading versus a specific skill?
- The Accountability Office has done some correlation with Benchmark 1
 - There is directional correlation between SAT 10 and STAR and TCAP and STAR
- What testing did we use before SAT 10?
 - For a number of years we used Reading Benchmarks, but they were homemade
 - SAT 10 produced more data points, with state and national measurements
 - Difficult to make it a growth measure, we could get it as an achievement measure
- Was there no way to keep SAT 10 and it not be tied to an evaluation?
 - Potentially yes, but the state would no longer pay for it; cost implications
- Some members stated that if it was explained how SAT-10 was tied to our evaluation, it would have been easier to accept knowing it was only 35%
- Teacher: We are looking for improved growth, because when you grow and when you get better our kids grow and they get better

English Language Learners (ELLs) / English as a Second Language (ESL)

- ELL population doubled in the last 5 years
- Enrolled 50 ELL students in the last week
- About 70% of our ELL population are US-born American citizens
- Knoxville is a refugee resettlement area
- 67% of the ELL population are Spanish speaking, followed by Arabic, Chinese
- IMPORTANT TIPS: Be patient, speak slowly, get a buddy
- Cedar Bluff Elementary has the largest ELL population in Knox County Schools
- ELL students are Title III, federally protected status, with certain legal rights
- We have legal obligations and responsibility to meet the needs of ELL students
- Very specific criteria of how students exit ELL and then they are monitored for 2 years
- US, Mexico, Iraq are the top 3 countries of origin for our ELL population
- Strategies:
 - Give me more time
 - Notes to study
 - Slow down
 - Face to face attention
 - Be patient
 - Understand that it takes time to learn English
 - Takes 5-7 years for students to learn academic English
- Department Resources:
 - Program overview manual
 - Hands-on workshops have been very successful
 - Teachers come and bring a lesson plan with regular and ESL teachers and get feedback to make modifications
 - Content and ESL teachers
 - Online course that you can do at your own pace
- It was requested that the videos be shared with all staff
- Some stated that they didn't realize that ELL students often go through a silent period; listening, learning, but not speaking
- Several TAC members stated every teacher should see video to hear the kids and see their faces to remember what they need (make it mandatory?)
- Inskip is using Title I Innovation Grant to help with their ELL population
 - It has transformed the culture of the school, culture of caring for the kids and the kids feel loved
- Northwest has largest ELL Middle School population in our District
 - With Title I dollars able to offer transportation and meals to help them keep learning over the summer

- What does it look like when you have a language barrier and they show up day one?
- For grades 6-12, "In Context" it translates for several languages
- A departmental, developmental day for librarians to help build collection was requested
- Information is available in ASPEN on student history and learning background
- Noted that several ELL students show up at regular start time on 2 hour delay day – communication in native language
 - Can we get information shared in Spanish and alternate language with School Messenger?
- Concern in higher grade levels, we have assumption they are fluent in their native language
 - Do we know if they can read or write and learning level proficiency?
 - Language poor, print poor, incorporate visuals, very Basic English language
 - Consult with textbook rep, librarian, or ESL department
- With testing we take advantage of the ESLA, the questions have the same content, the instructions are the same, the difference is it is a linguistically simplified
 - The score does count just like than other students if they have been in the country more than one year
 - ELL students should post your biggest gains
- As our numbers increase, do we have more ESL teachers at our disposal?
 - Is there a cut off number for if you have this many enrolled and you get 1 teacher?
 - For every 40 ESL students, you have to 1 ESL certified teacher
 - Include T1, T2-count toward our number for our ratio, but we don't funding
 - Added 5 ESL positions last year
 - Our ELL kids are sometimes transient and it creates challenges
- Teacher: Our school has a large percentage of foreign language learners, is there such thing as conversational Spanish language as a course?
 - Dire need because they are going out into the world and need to have conversations
 - Principal Duff would like to pilot at Halls HS

Consensus: important information and strategies to be shared with all teachers, School Board, District Leadership Team, our community.

Consensus: Video of students speaking is powerful and important reminder that we are striving for excellence for every single one of our students.

Other

- Many expressed thanks for the changes for substitutes

- Concerns expressed about the keyboarding skills for the writing assessment, especially in early grades
 - February 2nd-6th is the window
 - Does not have any stakes attached for the students nor the teachers; but on-line assessments will be the norm starting in 2015-16
 - What are the implications of this long term
 - Will discuss at future TAC meeting

Next Meeting

The next meeting is scheduled for Thursday, February 12, 2015