Goals

- Make recommendations for further improvements, including a review of 11th grade testing
- Review of the first full year (2016-17) of grades 3-8 and EOC TNReady exams, including timeline and results
- Review of the first year of the optional grade 2 TNReady exam
- Review of current year testing and progress
- Review of district formative assessment and alignment to standards and TNReady expectations
<table>
<thead>
<tr>
<th>Time</th>
<th>Agenda</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30</td>
<td>Continental breakfast and coffee available</td>
</tr>
<tr>
<td>9:00</td>
<td>• Welcome and agenda overview</td>
</tr>
<tr>
<td>9:05</td>
<td>• Recap of last month’s meeting</td>
</tr>
<tr>
<td>9:20</td>
<td>• Review of possible recommendations for high school Testing</td>
</tr>
<tr>
<td>9:50</td>
<td>• Small group discussion</td>
</tr>
<tr>
<td>10:15</td>
<td>Break</td>
</tr>
<tr>
<td>10:30</td>
<td>• Whole group report out and discussion</td>
</tr>
<tr>
<td>11:00</td>
<td>• Grades 3-8 Assessments</td>
</tr>
<tr>
<td>11:30</td>
<td>• Small group discussion</td>
</tr>
<tr>
<td>12:00</td>
<td>Break for lunch</td>
</tr>
<tr>
<td>12:30</td>
<td>• Whole group report out and discussion</td>
</tr>
<tr>
<td>1:00</td>
<td>• Wrap-up and next steps</td>
</tr>
<tr>
<td>1:30</td>
<td>Adjourn</td>
</tr>
</tbody>
</table>
Norms

- Be present
- Speak in facts as much as possible
- Listen and value the ideas and feedback of others
- Contribute, but monitor air time
- Seek to understand, not just to be understood
- Be solutions oriented
- Ask questions
- Do your homework

Reminders: Meetings are recorded and media will be present
Recap from our last meeting
11th grade testing: TNReady EOCs and ACT/SAT
What are your priorities for an 11th grade summative assessment program?

- Different assessment programs serve different functions.
- Possible functions:
  - Make instructional decisions for students
  - Make course placement decisions for students
  - Predict college readiness
  - Make teacher professional development decisions
  - Measure student achievement on state standards
  - Hold schools and districts accountable
  - Measure state performance against other states
  - Evaluate teachers
  - Evaluate school or district programs and/or policies
In addition to taking the ACT in the junior year, most students take multiple EOC tests.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade 8</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra I</td>
<td>11%</td>
<td>60%</td>
<td>7%</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>Algebra II</td>
<td>2%</td>
<td>24%</td>
<td>55%</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>Geometry</td>
<td>1%</td>
<td>11%</td>
<td>54%</td>
<td>11%</td>
<td>4%</td>
</tr>
<tr>
<td>Biology I</td>
<td>39%</td>
<td>47%</td>
<td>9%</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>1%</td>
<td>30%</td>
<td>47%</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>English I</td>
<td>92%</td>
<td>2%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English II</td>
<td>2%</td>
<td>91%</td>
<td>3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English III</td>
<td>2%</td>
<td>79%</td>
<td>2%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>US History</td>
<td>5%</td>
<td>70%</td>
<td>6%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Students that participate in EPSOs (ex. AP Chemistry or dual enrollment English) are not included in these percentages, because they do not take the EOC exam.*
The old TCAP assessments painted a different “readiness” picture than the ACT.
According to a concordance study: TNReady EOCs provide similar rigor to the ACT.

- As part of the state’s TNReady standard setting process, the TDOE completed a *quantitative* analysis of student performance in relationship to a national benchmark – the ACT/Plan/Explore series.
  - This relationship is called a concordance study where the scale scores from TNReady EOC tests are *linked* to scale scores from ACT tests.
  - TDOE psychometricians used the *equipercentile* method for creating the concordance tables, which entails a cohort-level comparison of the *percentile distribution* of ACT subtests to the distribution on the TNReady test most closely aligned in content.
When the TDOE uses **equipercntile linking**, we are looking for cutoff scores on the relevant ACT subtest that result in **approximately the same proportion** of students selected by the TNReady. However, these are not necessarily the same students.

For example, suppose approximately 24% of 11th grade students in the 2016 scored at or above the ACT math CRB benchmark. A concordant score on ACT-Math would typically result in selecting approximately the same proportion of 2016 juniors scoring at or above “On Track” on Algebra II.
The English III standards more closely align with the ACT-Reading subtest than the ACT-English subtest.

- 95% of English III testers are in the 11th grade.
- In spring 2016, 11th graders completed the ACT assessment.
  - The ACT-Reading subtest is better proxy for the TNReady English III exam than the ACT-English subtest.
  - The College Readiness Benchmark (CRB) for the Reading subject test is 22.
The English III EOC cut score of 333 is concordant to the ACT-Reading CRB score of 22.

<table>
<thead>
<tr>
<th>Concordance Summary ACT and TNReady</th>
<th>EOC English III</th>
<th>ACT Reading</th>
<th>Statewide % Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 4</td>
<td>Mastered</td>
<td>347-450</td>
<td>29-36</td>
</tr>
<tr>
<td>Level 3</td>
<td>On track</td>
<td>333-346</td>
<td><strong>22-29</strong></td>
</tr>
<tr>
<td>Level 2</td>
<td>Approaching</td>
<td>314-332</td>
<td>15-21</td>
</tr>
<tr>
<td>Level 1</td>
<td>Below</td>
<td>200-313</td>
<td>1-15</td>
</tr>
</tbody>
</table>

- The table above summarizes the concordance study results comparing 2016 English III scale scores to ACT-Reading scale scores, using 11th grade cohort results from 2016.
- The English III EOC cut score of 333 is concordant to the ACT-Reading CRB score of 22, meaning the proportion of students scoring between a 22 and 29 was approximately the same as the proportion of students scoring “On Track”.
A look at accountability
The department uses both ACT and TNReady data to hold schools and districts accountable.

- TNReady proficiency data and growth data for ELA, math, and science counts in a school’s accountability grade.
  - Schools receive grades based on the better of their absolute performance or improvement in proficiency and growth (TVAAS).
  - 11th graders who do not participate in an EOC tested ELA or math course do not take the EOC **per state board policy**.
    - However, they **are included** in the data used for accountability determinations.
    - Additionally, most of these students take rigorous summative assessments like AP or statewide dual credit challenge exams.
The department uses both ACT and TNReady data to hold schools and districts accountable.

- ACT achievement and growth data count in a school’s accountability grade.
  - An ACT score at or above 21 is one way that a student may show readiness as part of the “Ready Graduate” indicator, which counts towards a school’s grade.
  - ACT data is also included in a school’s achievement and growth grade.
Example of district with 61% of 11\textsuperscript{th} graders meeting math benchmark on ACT

<table>
<thead>
<tr>
<th>High School Course</th>
<th>% of 11\textsuperscript{th} Graders Participating (n = 2,800)</th>
<th>% On Track or Mastered</th>
<th>% Meeting CR Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT</td>
<td>99%</td>
<td>n/a</td>
<td>61%</td>
</tr>
</tbody>
</table>
Example of district with 46% on track in EOC, but 60% proficient in accountability

<table>
<thead>
<tr>
<th>High School Course</th>
<th>% of 11th Graders Participating (n = 2,800)</th>
<th>% On Track or Mastered</th>
<th>% Meeting CR Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School Math EOC</td>
<td>65%</td>
<td>46%</td>
<td>n/a</td>
</tr>
<tr>
<td>Advanced course</td>
<td>35%</td>
<td>n/a</td>
<td>89%</td>
</tr>
</tbody>
</table>

46% of 1,900 students + 89% of 900 students equates to **60%** on track overall for accountability

*Students participating in advanced coursework that are not captured in school- or district-level math proficiency, are included in accountability by using the college readiness benchmark data as a proxy for proficiency.*
There is close alignment between district accountability and ACT results.

<table>
<thead>
<tr>
<th>ACT</th>
<th>Accountability</th>
</tr>
</thead>
<tbody>
<tr>
<td>61% meeting benchmark</td>
<td>60% considered on track or mastered</td>
</tr>
</tbody>
</table>
Comparing content of TNReady and ACT
Although the two tests measure similar constructs at a rigorous level, they evaluate different standards.

<table>
<thead>
<tr>
<th>TNReady Subject Tests</th>
<th>What TNReady Measures</th>
<th>Why it’s Important</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELA</strong> Four subparts, including writing, multiple item types</td>
<td>Grade-level state academic standards in reading comprehension, writing, vocabulary, and language conventions</td>
<td>Assessing literacy provides educators a view of student progress toward 21st century communication skills. Two-thirds of salaried positions require extensive writing (<em>report of the National Commission on Writing</em>), so this skill should be assessed annually.</td>
</tr>
<tr>
<td><strong>Math</strong> Three subparts, calculator and non-calculator</td>
<td>Grade-specific math expectations, including application of formulas and multi-step problems</td>
<td>Assessing grade-specific mathematics standards each year provides educators valuable information on students’ progress in problem solving application and procedural fluency.</td>
</tr>
<tr>
<td><strong>Science</strong> One to two subparts, based on grade</td>
<td>Grade-specific scientific content knowledge, as well as embedded engineering and technology skills</td>
<td>Information on specific content knowledge affords teachers the ability to identify and address gaps in understanding that may limit student success in STEM-related occupational fields.</td>
</tr>
<tr>
<td><strong>Social Studies</strong> Three parts for U.S. History</td>
<td>Grade-specific social studies content knowledge and analytical skills</td>
<td>Assesses student understanding of American history and their ability to analyze interconnectivity of historical events.</td>
</tr>
</tbody>
</table>
Although the two tests measure similar constructs at a rigorous level, they evaluate different standards.

<table>
<thead>
<tr>
<th>ACT Subtests</th>
<th>What ACT Measures (not grade specific, measures K-12 standards)</th>
<th>Why it’s Important</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>Conventions of language, organization of ideas, and word choice and sentence elements</td>
<td>Recognizing and using standard English is key to effective communication</td>
</tr>
<tr>
<td>75 questions 45 minutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td>Use and comprehension of complex text</td>
<td>Reading comprehension is a required skill for all occupations, as a cornerstone of training, development and communication</td>
</tr>
<tr>
<td>40 questions 35 minutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Reasoning: Ability to find information, interpret data, and synthesize different viewpoints</td>
<td>Ability to quickly locate and synthesize information is typical of problem solving skills required in the workforce and postsecondary</td>
</tr>
<tr>
<td>40 questions 35 minutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td>Basic numerical computation and problem solving skills</td>
<td>Demonstrating basic numeracy skills and applying those skills in context is a typical requirement for workforce and postsecondary</td>
</tr>
<tr>
<td>60 questions 60 minutes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Current use of assessment
TNReady measures Tennessee standards.

TNReady and ACT measure similar constructs but not equivalent standards.

- TNReady End-of-Course tests measure Tennessee standards.
  - In the 11th grade year, most students participate in EOCs that align with and measure the breadth and depth of Tennessee standards taught that year.
- ACT is a survey test that measures academic readiness for college based on ACT standards.
Use of TNReady Data

**Student-level**

- Assess true student knowledge; not basic memorization and test-taking skills
- Measure student understanding of our state standards
- Measure how much a student grows academically in a particular content area
- Included in student grades
Use of TNReady Data

School and District-level
- Evaluate programs and policies
- Evaluate teachers
- Plan changes and improvements in the curriculum

State-level
- Measure mastery and growth on state standards
- Determine state supports and professional development offerings
- Evaluate schools
- Hold districts accountable
Use of ACT Data

**Student-level**
- Assist students with college and career planning

**School and District-level**
- Informs course placement decisions
- Measures value-add of high schools
Use of ACT Data

**State-level**
- Included in “Ready Graduate” indicator for school and district accountability
- Determine HOPE lottery scholarship eligibility
- Compare Tennessee readiness to other states

**Post-secondary**
- Make admissions, course sectioning, and student placement decisions
- Allocate financial aid and scholarships
Possible Recommendations for High School EOCs
Potential Options Discussed to Date

- **U.S. History:**
  - Create a dual credit pathway based on score earned

- **Chemistry EOC:**
  - Eliminate chemistry EOC or
  - Make it optional for district use

- **English III:**
  - Maintain English III EOC, but use for TBR for placement or
  - Replace with SAT or ACT subtests (English, reading and writing); add required writing component
Use U.S. History EOC Score for Dual Credit

- TBR is considering setting a TNReady score that would be considered for dual credit for HIST 2020

- TDOE and TBR are working with TBR faculty this winter and spring to compare TNReady expectations to TBR learning outcomes in U.S. History, specifically Modern United States History (HIST 2020)

- TBR would follow the process for development of statewide dual credit (SDC) examinations that includes collaboration between post-secondary and secondary faculty
## Eliminate Chemistry EOC

<table>
<thead>
<tr>
<th>Pros</th>
<th>Cons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most students taking chemistry are enrolled in the 11th grade year, thus reducing testing in a year with multiple EOCs</td>
<td>There would be no state level data for success in chemistry; parents and students will not receive information regarding “on track”</td>
</tr>
<tr>
<td>Eliminating an EOC reduces Tennessee’s overall testing program</td>
<td>Districts are responsible for local EOC test aligned to standards</td>
</tr>
<tr>
<td>There is no physics EOC so these would be seen as more parallel</td>
<td>No value-added data for teacher evaluation in chemistry</td>
</tr>
<tr>
<td>Some students participate in EPSOs for chemistry</td>
<td></td>
</tr>
</tbody>
</table>
### Eliminate English III EOC/Add ACT Writing

<table>
<thead>
<tr>
<th>Pros</th>
<th>Cons</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Many students participate in EPSOs for English instead of the ENG III EOC</td>
<td>• Standards-level information from ENG III EOC can/should be used to inform instruction and intervention during the 12th grade year</td>
</tr>
<tr>
<td>• Eliminating an EOC reduces Tennessee’s overall testing program</td>
<td>• ACT Writing costs an additional $16.50 per test and adds 40 minutes</td>
</tr>
<tr>
<td></td>
<td>• SAT Essay costs an additional $14.00 per test and adds 50 minutes</td>
</tr>
<tr>
<td></td>
<td>• No value-added data for teacher evaluation in ENG III</td>
</tr>
<tr>
<td></td>
<td>• Could turn ENG III into ACT “test prep”</td>
</tr>
</tbody>
</table>

---
# TBR Placement for English and Math

<table>
<thead>
<tr>
<th>Pros</th>
<th>Cons</th>
</tr>
</thead>
<tbody>
<tr>
<td>• English III and Algebra II used for placement at TBR</td>
<td>• There will be a phase-in for use by TBR</td>
</tr>
<tr>
<td></td>
<td>(more information on timeline will be available in April)</td>
</tr>
</tbody>
</table>
Questions for Discussion

- What are the pros and cons of eliminating the Chemistry EOC?

- What are the pros and cons of eliminating the English III EOC? And, requiring ACT writing?

- What does your small group recommend? Did you come to consensus or majority?

- Other recommendations on high school testing, including usage of EOCs for senior year remediation/acceleration or college placement?
# Small Group Discussion

<table>
<thead>
<tr>
<th>Commissioner McQueen/H. Knudson</th>
<th>Dr. Ailshie/Casey Haugner-Wrenn</th>
<th>Dr. Kirk/S. Gast (room 109)</th>
<th>Dr. Shelton/M. Batiwalla (room 109)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wayne Blair</td>
<td>Audrey Shores</td>
<td>Sharon Roberts</td>
<td>Barbara Gray</td>
</tr>
<tr>
<td>Dale Lynch</td>
<td>Sara Morrison</td>
<td>Gini Pupo-Walker</td>
<td>Lisa Wiltshire</td>
</tr>
<tr>
<td>Trey Duke</td>
<td>Shawn Kimble</td>
<td>Mike Winstead</td>
<td>Jennifer Cothron</td>
</tr>
<tr>
<td>Lara Charbonnet</td>
<td>Michael Hubbard</td>
<td>LaToya Pugh</td>
<td>Bill Harlin</td>
</tr>
<tr>
<td>Jolinea Pegues</td>
<td>Kevin Cline</td>
<td>Tim Childers</td>
<td>Kim Herring</td>
</tr>
<tr>
<td>Cicely Woodard</td>
<td>Stacey Travis</td>
<td>Josh Rutherford</td>
<td>Virginia Babb</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Jennifer Frazier</td>
</tr>
</tbody>
</table>
Options for Grades 3-8 Testing
What are your priorities related to grades 3-8 assessment?

- Possible functions:
  - Make instructional decisions for students
  - Make teacher professional development decisions
  - Measure student achievement on state standards
  - Hold schools and districts accountable
  - Measure state performance against other states
  - Evaluate teachers
  - Evaluate school or district programs and/or policies
  - Ensure that there is a focus for all students beyond math and English
We are Simply Outpacing Other States

#1 Tennessee 21.47

#2 Indiana 16.06

#3 Nebraska 12.41

#4 Arizona 11.88

#5 Utah 10.90

#6 Iowa 8.80

#7 Mississippi 8.79

#8 Oregon 8.36

#9 Oklahoma 6.64

#10 Louisiana 5.66

Since 2011, Tennessee continues to lead the nation as the fastest improving state for student achievement, showing that our approach is working.
Tennessee’s Progress Literally Stands Out

Average Test Score Growth Rates (Math and Reading Averaged), US Public School Districts, 2009-2015
Exceeding Expectations in Science

Grade 4 Science

GOAL MET
Goal is to rank in the top half of states by 2019
Exceeding Expectations in Science

Grade 8 Science

GOAL MET
Goal is to rank in the top half of states by 2019

National Rank

1st

10th

20th

30th

40th

50th

30th

32nd

2009

2011

2015

2023

13th

21st

Results from 2009 to 2015
Future Projection
2015 Results
Out of This World Results

Tennessee is the only state in the nation with results of this magnitude.

- Scored above the national average for the first time ever on NAEP
- Eliminated the performance gap between male and female students
- Doubled the national average for student growth on NAEP science
- Narrowed the performance gap between white and black students in both grades
- Narrowed the performance gap between white and Latino students in fourth grade
Historical Context for Grades 3-8 Testing

- Tennessee has tested English, math, science and social studies every year since 1990 (tied to 1988 legislation)

- Annual testing of all four content areas has provided information at the state, local, and student level to track improvement over time

- Annual testing has ensured that all four content areas are prioritized and taught in grades 3-8
What is required (at a minimum) under ESSA?

- **English and math** are required *every* year in grades 3-8, and at least once in 9-12

- **Science** must be tested *three times at a minimum*, at each grade span (once at 3-5, once at 6-8, once at 9-12)

- **Social studies** is not mentioned in ESSA
ATF 2.0 Recommendation on Grades 3-8

- ATF 2.0 did **NOT recommend** removing science/social studies testing, but recommended cutting time for 3rd/4th grade assessments in science/social studies.

- This year (2017-18), 3rd/4th grade students in science and social studies will experience shorter tests, but will only receive “on track” or “not on track” information instead of results on all four proficiency levels.
The majority of states only assess science by grade bands, with the exception of:

- Arkansas: grades 3-10
- Louisiana: grades 3-8 and biology
- South Carolina: grades 4-8 and biology
- Tennessee: grades 3-8 and biology and chemistry
- Utah: grades 4-8 and EOCs
Tennessee, South Carolina, and Louisiana assess social studies grades 3-8 and in high school.

Delaware, Georgia, Kansas, Kentucky, Michigan, Ohio, Virginia, and Wisconsin (8) test by grade band.

9 states require one assessment (US Citizenship test, US history, etc.).

23 states do not require any social studies assessment.

The remaining states offer a unique combination of sampling, two tests, or EOC options.
| School Year 2018-19 | • New science standards will be implemented  
| | • Field test (during operational window) for all grades 3-8 and EOCs in Spring 2019  
| | • There will be no field tests for Fall Block EOCs in 2019  
| School Year 2019-20 | • Operational test for all grades 3-8 and EOCs  
| | • Traditional Fall and Spring EOC testing  |
New Science Standards

- The new science standards represent a shift towards research based **three-dimensional science** instruction:
  - integrating crosscutting concepts
  - science and engineering practices
  - disciplinary core ideas

- The standards are designed to guide the development and delivery of educational experiences for all students that enable them to:
  - Develop an in-depth understanding of the **major science disciplines**
  - Recognize broad concepts/big ideas
  - Explore scientific phenomena and build science knowledge/skills
  - Think critically and logically to analyze and interpret data
New Science Standards

- Current standards in grades K-8 do not address scientific practices or develop a conceptual scientific understanding and present a very shallow amount of information across many disciplines each year.

- New standards in K-8 systematically and age appropriately address
  - Life Sciences
  - Physical Sciences
  - Earth & Space Sciences
  - Engineering & Technology
Science Assessment Options to Consider

- Option 1 (current): TNReady in grades 3-8 and Biology and Chemistry

- Option 2: TNReady in grade 4/5, grade 7/8, and Biology ONLY
  - Pro: Eliminating tests reduces Tennessee’s overall testing program
  - Con: Not all state science standards are assessed, 10% fewer teachers with individual TVAAS data (633 Chemistry teachers, 1,585 middle grades science teachers)

- Option 3: Other
## Social Studies Assessment Overview

<table>
<thead>
<tr>
<th>Year</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-19 School Year</td>
<td>• Stand Alone Field test for grades 3-5</td>
</tr>
<tr>
<td></td>
<td>• Operational grades 6-8 and U.S. History</td>
</tr>
<tr>
<td>2019-20 School Year</td>
<td>• Revised social studies standards will be implemented in the 2019-20 school year</td>
</tr>
<tr>
<td></td>
<td>• Operational grades 3-8 and U.S. History</td>
</tr>
</tbody>
</table>
Revised Social Studies Standards

- The revised social studies standards changed in some of the following ways:
  - addition of **Tennessee social studies practices**
  - the embedding of **primary sources** within their appropriate standards
  - a course in **Tennessee history** was placed in grade 5
- For grades 3-5, historical content was slightly shifted to include Tennessee history in grade 5
- For grades 6-8, historical content remained the same with slight tweaks to the order of the standards and language
Social Studies Assessment Options to Consider

- **Option 1 (current):** TNReady in grades 3-8 and US History EOC

- **Option 2:** TNReady in grade 4/5, grade 7/8, and US History EOC
  - Pro: Eliminating tests reduces Tennessee’s overall testing program
  - Con: Not all state social studies standards and no World History standards are assessed, **1,286 (6% fewer)** middle grades social studies teachers no longer receive individual TVAAS scores

- **Option 3:** Other
Guiding Questions

– What are the priorities for our elementary and middle school grades’ testing program?
– What are the pros and cons or grade span or touch point testing in science and social studies?
– Is one content area for grade span or touch point testing preferable over another? If so, why?
– What else would you like to know as we continue to review science and social studies testing in grades 3-8?
## Small Group Discussion

<table>
<thead>
<tr>
<th>Commissioner McQueen/H. Knudson</th>
<th>Dr. Ailshie/C. Haugner-Wrenn</th>
<th>Dr. Kirk/S. Gast (room 109)</th>
<th>Dr. Shelton/M. Batiwalla (room 109)</th>
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<tr>
<td>Wayne Blair</td>
<td>Audrey Shores</td>
<td>Sharon Roberts</td>
<td>Barbara Gray</td>
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<td>Dale Lynch</td>
<td>Sara Morrison</td>
<td>Gini Pupo-Walker</td>
<td>Lisa Wiltshire</td>
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<td>Trey Duke</td>
<td>Shawn Kimble</td>
<td>Mike Winstead</td>
<td>Jennifer Cothron</td>
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<td>Michael Hubbard</td>
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<td>Stacey Travis</td>
<td>Josh Rutherford</td>
<td>Virginia Babb</td>
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<td>Jennifer Frazier</td>
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Next meeting: April 6

- Continue grades 3-8 discussion
- Revisit early grades (K-2)
- Begin setting context for district formative assessments