

Texans Speak:

Public Feedback on Assessment and Accountability Systems



**A report from the
State Board of Education
July 2016**

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This report is available online at:

tea.texas.gov/About_TEA/Leadership/State_Board_of_Education/SBOE_Meetings/Community_Conversations_about_Assessment_and_Accountability/ .

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July 22, 2016



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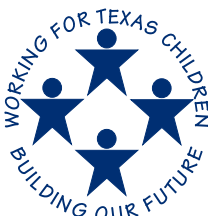
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The State Board of Education is pleased to present *Texans Speak: Public Feedback on Assessment and Accountability Systems*. While not a research-based survey, this report does represent the comments and opinions of 27,000+ Texans who participated in either community meetings or an online survey. The report, along with additional comments received from the survey, can be found online at tea.texas.gov/About_TEA/Leadership/State_Board_of_Education/SBOE_Meetings/Community_Conversations_about_Assessment_and_Accountability/.

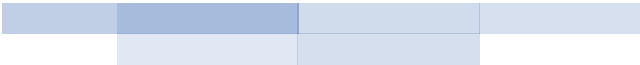
We hope the findings in this report will help inform efforts to craft the next generation assessment and accountability systems.

We wish to thank the state's Education Service Centers, especially the Region IV Education Service Center Executive Director Pam Wells and her staff, and all the education and community organizations who help spread the word about the survey. I want to especially express my great appreciation to all the legislators, educators, parents, students and business leaders across Texas who shared the survey using their personal email lists and through social media.

I'd like to thank my fellow board members who enthusiastically worked alongside me to host and seek input through the Community Conversations in their areas. Finally, I'd like to thank Erika Beltran, our State Board of Education representative on the Next Generation Commission, for her terrific representation and contributions to the important mission of the commission.

Donna Bahorich
Chair
State Board of Education

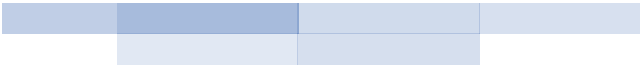
Table of Contents



- Executive Summary 7**
- State Assessments and Accountability Survey 13**
 - State Assessment Goal 14**
 - State Assessment 16**
 - State Assessment Data 20**
 - State Accountability Goal 23**
 - Improvement to State Assessment & Accountability 26**
 - Current State Assessment & Accountability 32**
- Community Conversations – Comments 39**
 - Amarillo 40**
 - Austin 55**
 - Brownsville 65**
 - Dallas 90**
 - El Paso 101**
 - Fort Worth 112**
 - Houston 127**
 - Kilgore 136**
 - San Antonio 145**

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Executive Summary



Introduction

Texas began its state standardized student assessment program in 1980, with the first accountability ratings for schools and districts issued in 1994. While release of the results has always been front page news, public discussion and concern about the systems has increased as the stakes attached to the tests and ratings grew.

In 2015, the Texas Legislature passed into law House Bill 2804, which created a 15-member panel called the Texas Commission on Next Generation Assessments and Accountability. The commission was tasked with developing and making recommendations for new systems of student assessment and public school accountability.

In parallel to the commission’s work, the State Board of Education (SBOE), led by the efforts of SBOE Chair Donna Bahorich, also gathered feedback about the state’s current assessment and accountability systems, while seeking suggestions for future development. Between October 2015 and March 2016, board members hosted a series of Community Conversation meetings across the state:

City	Date	Location
Houston	Oct. 27, 2015	Houston Community College
San Antonio	Jan. 13, 2016	Education Service Center Region 20
Austin	Jan. 21, 2016	Renaissance Hotel
El Paso	Feb. 4, 2016	El Paso Community College
Brownsville	Feb. 11, 2016	Brownsville Independent School District
Fort Worth	Feb. 16, 2016	Education Service Center Region 11
Dallas	Feb. 17, 2016	El Centro College
Kilgore	March 1, 2016	Education Service Center Region 7
Amarillo	March 24, 2016	Education Service Center Region 16

About 700 educators, parents, students and business people attended these regional meetings. Comments and feedback gathered at those meetings became the basis for an online survey made available to all Texans from June 14-30, 2016. The survey was not designed to be scientific, but rather an attempt to essentially take the temperature of Texans on these two vital issues. While the survey did not adhere to standard protocols of a true research-based survey, the findings do represent the opinions of 27,186 people who answered all or part of the survey.

The survey is broken down into six survey groups: educator, parent or community leader, business leader, student, institution of higher education employee, and other. On most questions, the respondent could select one of five options: strongly agree, agree, neutral, disagree or strongly disagree.

The complete survey findings are included later in this report. Following are highlights from the survey.

Student Assessment

The most widely supported goal of the state assessment program is to assess student learning and progress.

Ninety-one percent of public school educators and 83 percent of higher education employees say the assessments should provide immediate feedback.

Every survey group strongly supported (83 percent to 97 percent) designing assessments using teacher input, just as occurs today. Also following current protocols, all groups (85 percent to 99 percent) agree that the assessments should not contain trick or developmentally inappropriate questions.

In contrast to long-standing state law, no survey group supports tying grade-level promotion or high school graduation to state assessment results. Every class since the Class of 1987 has been required to pass state tests to graduate, while grade-level promotion requirements have been in effect for some grades since the 2002-2003 school year. Students opposed this requirement by 86 percent. Opposition to the policy for the other groups ranged from 74 percent to 84 percent. The strongest support for retaining these provisions came from business leaders but only 24 percent of this group backed the current requirement.

All survey groups instead strongly believe the assessment results should be used to identify gaps in individual student learning. The strongest support for this idea comes from educators (84 percent) and the “other” category (82 percent).

All groups strongly disagree (58 to 81 percent) with using test results as a tool to partially determine teacher performance.

All survey groups felt strongly that state tests should not be administered and preferred to have students only take national tests, such as the Iowa Test of Basic Skills, the SAT and the ACT. The support for using national tests ranged from 73 percent support from parents to 56 percent of those in the “other” category.

Accountability

Fifty-eight to 70 percent of all the survey groups agree or strongly agree that the goal of the accountability system should be used to identify areas of support needed for underperforming schools and school districts.

Sixty-four percent of higher education employees believe the accountability system should emphasize progress and growth towards college and career readiness, while only 48 percent of parents feel this way.

Opinions about the goal of the academic accountability rating system is divided. For example, 46 percent of the public school educators surveyed say the accountability system should be used to identify top- and low-performing schools, but 39 percent disagree with this use. The most divided group are business leaders with 44 percent supporting the use of accountability ratings to identify the highest and lowest performing schools and 44 percent opposing this usage.

Current State Assessment and Accountability Systems

All survey groups, ranging from a high of 97 percent for educators to 77 percent for business leaders, favor finding better ways to assess students with special needs.

Every group, ranging from 95 percent for educators to 86 percent for business leaders, agree or strongly agree that improvements should be made to the timeliness and usefulness of the assessment results given to students and parents.

Eighty-nine percent or more of each survey group favor making state assessment data accessible and easy to understand.

Eighty-four to 94 percent of each survey group agrees there should be decreased schoolwide emphasis on practice and preparation for state assessments.

Systems that promote a student growth mind-set instead of a pass-fail mind-set earn the support or strong support of 80 to 94 percent of the survey groups.

Seventy-eight to 91 percent of each survey group favors decreasing the number of state assessments.

A majority of all survey groups (71 percent to 89 percent) support using alternate measures of student progress and growth such as student portfolios.

Seventy-seven percent of educators and 68 percent of students favor streamlining the state education standards to reduce the amount of content taught each year. Recognizing this need, the State Board of Education has already begun the work to reduce the number of standards and this summer are working on the English Language Arts and Reading standards.

Sixty percent of parents support moving to a computer-based, adaptable assessment that will show student progress and learning gaps, a move favored by 53 percent of educators.

Fifty-seven percent of educators disagree that the current student assessment and accountability systems foster a culture of high expectations for all stakeholders, such as students, teachers, schools and school districts.

Forty-six percent of public school educators say the two systems do not ensure that teachers teach the Texas curriculum standards.

Nineteen percent of the students and 11 percent of the higher education employees believe the current testing and accountability systems prepare students for higher education.

A wide array of people came together in meetings held across the state to discuss the current assessment and accountability systems and to offer suggestions for updates. A sample of comments from those meetings are below and the full reports, prepared by attendees at the meetings, are also included in this report.

Sampling of Comments from the Community Conversations

- Assessment should not be a “one-time” event. It should inform educators for instructional purposes, allowing for adjustment of instruction for the student’s sake. (Amarillo)
- We are not upset about accountability/assessment, but how they are used. (Amarillo)
- One test (on) one day is insufficient. (Austin)
- Stronger focus on measuring growth. Not all students start at the same place: previous schooling, language, county of origin, background knowledge and opportunity. (Amarillo)
- The special education population struggles to adjust to the assessment. (Brownsville)
- Assessments should be diagnostic, not punitive. (Austin)
- Removal of high-stakes testing. It stigmatizes schools, teachers and students. (El Paso)
- Why is college readiness presumed as a goal? (Austin)
- ELLs – let them learn the language before testing. (Amarillo)
- Test in native language until mastery demonstrated in English. (El Paso)
- STAAR A on computer – reconsider this. (Fort Worth)
- We (parents) need to know why our kids are taking this. (Austin)
- There are too many TEKS for students to master at one grade level. (Amarillo)
- Find a balance to testing and be aware of unintended consequences...like a loss of content in one area while concentrating on another. (Fort Worth)
- Every test right now is a reading test so it’s not clear as to whether those not meeting standard are due to reading problems or lack of content knowledge. (Fort Worth)
- We still need to measure where schools systems are going, but not live and die by one test. (Amarillo)
- Assessment types should match a clear, realistic educational goal. (Fort Worth)
- Narrow the TEKS assessed. (San Antonio)
- Need to test in the way students learn, consider modern culture. (Dallas)
- Looking at the growth of students is important especially for our top achievers. (Kilgore)
- Create tests that test only essentials. (Austin)
- One size does not fit all. Test appropriately, include portfolios, consider student population, developmentally appropriate assessment and accountability. (El Paso)
- Keep political agendas away from our children. (Amarillo)

- Is there a need to test all or would random work to show what districts are doing well? (Fort Worth)
- Anxiety and health of children must come first. The pressure and anxiety of testing is wrong. (Brownsville)
- Reduce time preparing for the test (and) teaching to it. (Houston)
- Low “passing standards” give students a false sense of security. Develop ways to assess student work ethic/educational grit and reward it. (Kilgore)
- Ultimately, assessment should inspire, not demoralize (students, teachers, or parents) (San Antonio)
- Consider testing only federal requirements to reduce amount of testing. (Fort Worth)
- Accountability is about responsibility – of parents, communities and school. It is responsibility of ensuring all students have opportunities to learn. (Amarillo)
- Accountability should make schools better, not be “gotcha.” (Amarillo)
- High stakes accountability has resulted in gaming the system. (El Paso)
- Strengths (of the accountability system) – districts can’t hide low-performing students. (Dallas)
- Progression of testing history has forced campus administrators and teacher to be data driven and focus on all students to add value. Testing will never go away. (San Antonio)
- Get people information in a timely fashion. (Dallas)
- More focus on student progress than on passing standards. (San Antonio)
- Need for better, easier communication with general public about assessment and accountability. (San Antonio)
- A high performance school district is an economic development driver for that community. (Dallas)

Conclusion

State Board Chair Donna Bahorich summarizes the survey findings this way:

“Texans believe we have too many tests, schools are spending too much time preparing for the state assessments, and too much class time working on the preparation. They want more immediate tests results.”

The State Board of Education has already begun work on one of the suggestions – reducing the number of curriculum standards to be covered in each subject. The work to streamline the Texas Essential Knowledge and Skills (TEKS), the state’s curriculum standards, has begun on the English Language Arts and Reading standards. The board will work to streamline the science standards later this year and then will work to reduce the social studies standards in 2017. Other subjects are expected to follow.

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State Assessments and Accountability Survey

The State Board of Education, with assistance from the Region IV Education Service Center in Houston, conducted an online survey from June 14-30, 2016 to gather opinions about the state's current student assessment and accountability systems and to gather recommendations for future development. It was possible to skip questions so the total number of respondents will vary between questions.

Stakeholder	Number of Respondents
Total Number of Respondents Completing All or Part of the Survey	27,186
Educators and Education Leadership	16,571
Parent or community leader	8,318
Business Leader	97
Student	627
Institution of higher education employee	419
Other	1,154

Representation Information (optional questions)

Ethnicity and Race: Are you Hispanic or Latino? (a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race)

	Yes	No	Responses
Educator	1,906 11.6%	14,463 88.3%	16,369 60.8%
Parent or community leader	884 10.7%	7,361 89.2%	8,245 30.6%
Business leader	8 8.4%	87 91.5%	95 0.3%
Student	146 23.5%	475 76.4%	621 2.3%
Institution of higher education employee	46 11%	371 88.9%	417 1.5%
Other	134 11.7%	1,008 88.2%	1,142 4.2%

Please select the racial category or categories with which you most closely identify. Check as many as apply.

	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Responses
Educator	351 2%	180 1%	797 4.7%	46 0.2%	15,441 91.8%	16,815 61%
Parent or community leader	224 2.6%	145 1.7%	411 4.8%	25 0.2%	7,632 90.4%	8,437 30.6%
Business leader	2 1.9%	1 0.9%	3 2.9%	1 0.9%	95 93.1%	102 0.3%
Student	14 2.2%	23 3.6%	55 8.7%	9 1.4%	528 83.9%	629 2.2%
Institution of higher education employee	15 3.6%	3 0.7%	29 6.9%	2 0.4%	367 88.2%	416 1.5%
Other	34 2.9%	9 0.7%	56 4.8%	3 0.2%	1,059 91.2%	1,161 4.2%

State Assessment Goal

Curriculum and Instruction

The goal of state ASSESSMENT is to:

Assess the success of the curriculum standards	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Responses
Educator	1,418 8.6%	7,852 47.7%	1,870 11.3%	3,797 23%	1,509 9.1%	16,446 61%
Parent or community leader	570 6.9%	3,098 37.7%	1,104 13.4%	1,979 24.1%	1,458 17.7%	8,209 30.4%
Business leader	17 17.7%	29 30.2%	14 14.5%	19 19.7%	17 17.7%	96 0.3%
Student	41 6.6%	193 31.4%	115 18.7%	139 22.6%	125 20.3%	613 2.2%
Institution of higher education employee	42 10%	177 42.3%	65 15.5%	81 19.3%	53 12.6%	418 1.5%
Other	131 11.4%	502 43.9%	157 13.7%	225 19.6%	128 11.1%	1,143 4.2%
Assess the effectiveness of instruction and instructional programs	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Responses
Educator	1,448 8.8%	6,643 40.4%	1,875 11.4%	4,385 26.6%	2,080 12.6%	16,431 61%
Parent or community leader	622 7.5%	2,876 35%	1,028 12.5%	2,104 25.6%	1,576 19.2%	8,206 30.5%
Business leader	19 20%	32 33.6%	6 6.3%	23 24.2%	15 15.7%	95 0.3%
Student	48 7.7%	155 25.1%	99 16%	173 28%	142 23%	617 2.2%
Institution of higher education employee	39 9.3%	169 40.7%	41 9.8%	104 25%	62 14.9%	415 1.5%
Other	145 12.7%	474 41.6%	134 11.7%	233 20.4%	153 13.4%	1,139 4.2%
Assess student learning and progress	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Responses
Educator	2,207 13.4%	7,399 45%	1,590 9.6%	3,334 20.3%	1,881 11.4%	16,411 61%
Parent or community leader	861 10.4%	2,882 35.1%	839 10.2%	1,913 23.3%	1,706 20.8%	8,201 30.5%
Business leader	33 35.1%	28 29.7%	5 5.3%	13 13.8%	15 15.9%	94 0.3%
Student	52 8.4%	183 29.6%	68 11%	165 26.6%	150 24.2%	618 2.2%
Institution of higher education employee	60 14.4%	162 39.1%	45 10.8%	87 21%	60 14.4%	414 1.5%
Other	222 19.4%	451 39.4%	114 9.9%	205 17.9%	151 13.2%	1,143 4.2%

Measure student readiness for the next grade level or high school graduation (mastery of curriculum standards)	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Responses
Educator	1,479 9%	6,737 41%	2,055 12.5%	4,163 25.3%	1,972 12%	16,406 61%
Parent or community leader	594 7.2%	2,443 29.7%	983 11.9%	2,204 26.8%	1,983 24.1%	8,207 30.5%
Business leader	21 22.1%	34 35.7%	9 9.4%	16 16.8%	15 15.7%	95 0.3%
Student	41 6.6%	142 22.9%	94 15.2%	172 27.8%	169 27.3%	618 2.2%
Institution of higher education employee	41 9.9%	147 35.6%	55 13.3%	99 24%	70 16.9%	412 1.5%
Other	166 14.5%	412 36%	145 12.6%	260 22.7%	161 14%	1,144 4.2%
Measure student readiness for college and the workforce	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Responses
Educator	1,054 6.4%	4,460 27.1%	2,634 16%	5,223 31.8%	3,045 18.5%	16,416 61%
Parent or community leader	484 5.9%	1,684 20.5%	1,199 14.6%	2,425 29.5%	2,407 29.3%	8,199 30.4%
Business leader	20 20.8%	25 26%	12 12.5%	17 17.7%	22 22.9%	96 0.3%
Student	39 6.3%	112 18%	82 13.2%	193 31.1%	193 31.1%	619 2.3%
Institution of higher education employee	43 10.3%	110 26.5%	57 13.7%	109 26.3%	95 22.9%	414 1.5%
Other	139 12.1%	330 28.8%	168 14.6%	293 25.5%	215 18.7%	1,145 4.2%
Measure student mastery of key concepts and facts, including critical-thinking skills	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Responses
Educator	1,516 9.2%	7,456 45.4%	2,232 13.6%	3,485 21.2%	1,712 10.4%	16,401 61%
Parent or community leader	565 6.8%	2,659 32.4%	1,280 15.6%	1,985 24.2%	1,700 20.7%	8,189 30.4%
Business leader	25 26%	27 28.1%	10 10.4%	15 15.6%	19 19.7%	96 0.3%
Student	44 7%	166 26.7%	138 22.2%	124 20%	148 23.8%	620 2.3%
Institution of higher education employee	57 13.7%	146 35.1%	59 14.2%	80 19.2%	73 17.5%	415 1.5%
Other	170 14.8%	460 40.2%	149 13%	218 19%	147 12.8%	1,144 4.2%



Assessment Format, Content, and Distribution

State ASSESSMENT should:

Be administered based on Texas state standards to ensure we have the same expectations for every student in every school

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Responses
Educator	1,874 11.4%	6,689 40.7%	2,206 13.4%	3,608 21.9%	2,031 12.3%	16,408 60.9%
Parent or community leader	603 7.3%	2,100 25.5%	1,303 15.8%	2,173 26.4%	2,041 24.8%	8,220 30.5%
Business leader	12 12.5%	27 28.1%	12 12.5%	24 25%	21 21.8%	96 0.3%
Student	50 8%	159 25.7%	99 16%	134 21.6%	176 28.4%	618 2.2%
Institution of higher education employee	45 10.7%	126 30.1%	52 12.4%	114 27.2%	81 19.3%	418 1.5%
Other	155 13.5%	342 29.9%	180 15.7%	261 22.8%	205 17.9%	1,143 4.2%

Not be administered; students should take only national tests (e.g., the Iowa Test of Basic Skills, the SAT, the ACT)

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Responses
Educator	5,566 33.9%	4,018 24.4%	3,118 18.9%	3,140 19.1%	571 3.4%	16,413 60.9%
Parent or community leader	4,073 49.4%	1,923 23.3%	1,053 12.7%	913 11%	274 3.3%	8,236 30.5%
Business leader	43 44.7%	16 16.6%	8 8.3%	17 17.7%	12 12.5%	96 0.3%
Student	298 47.9%	146 23.4%	87 13.9%	60 9.6%	31 4.9%	622 2.3%
Institution of higher education employee	166 39.6%	102 24.3%	65 15.5%	65 15.5%	21 5%	419 1.5%
Other	381 33.1%	264 22.9%	199 17.3%	226 19.6%	78 6.7%	1,148 4.2%

Have one clear purpose (e.g., assessment, diagnostic, accountability)	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Responses
Educator	3,591 21.9%	7,087 43.3%	2,589 15.8%	2,398 14.6%	698 4.2%	16,363 60.9%
Parent or community leader	1,749 21.3%	3,084 37.5%	1,654 20.1%	1,087 13.2%	637 7.7%	8,211 30.5%
Business leader	24 25.5%	29 30.8%	20 21.2%	16 17%	5 5.3%	94 0.3%
Student	142 22.9%	220 35.4%	121 19.5%	82 13.2%	55 8.8%	620 2.3%
Institution of higher education employee	102 24.5%	148 35.6%	72 17.3%	69 16.6%	24 5.7%	415 1.5%
Other	263 23%	434 38%	202 17.7%	178 15.6%	64 5.6%	1,141 4.2%

Include several types of tests to create a better picture of varying student strengths and differences	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Responses
Educator	5,695 34.7%	6,236 38%	1,678 10.2%	1,740 10.6%	1,028 6.2%	16,377 60.9%
Parent or community leader	2,269 27.6%	2,818 34.2%	1,112 13.5%	1,008 12.2%	1,010 12.2%	8,217 30.5%
Business leader	31 32.2%	29 30.2%	12 12.5%	12 12.5%	12 12.5%	96 0.3%
Student	175 28.2%	179 28.9%	95 15.3%	74 11.9%	96 15.5%	619 2.3%
Institution of higher education employee	149 35.6%	133 31.8%	47 11.2%	53 12.6%	36 8.6%	418 1.5%
Other	382 33.3%	416 36.3%	145 12.6%	117 10.2%	84 7.3%	1,144 4.2%

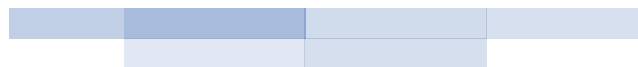
Provide immediate feedback	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Responses
Educator	8,429 51.4%	6,464 39.4%	1,128 6.8%	242 1.4%	117 0.7%	16,380 60.9%
Parent or community leader	3,338 40.6%	3,317 40.3%	1,094 13.3%	256 3.1%	215 2.6%	8,220 30.5%
Business leader	42 44.2%	34 35.7%	9 9.4%	7 7.3%	3 3.1%	95 0.3%
Student	291 46.7%	215 34.5%	79 12.7%	18 2.8%	19 3%	622 2.3%
Institution of higher education employee	164 39.6%	181 43.7%	41 9.9%	19 4.5%	9 2.1%	414 1.5%
Other	490 42.7%	447 39%	147 12.8%	40 3.4%	22 1.9%	1,146 4.2%

Should be given only for subjects required by federal law (i.e., annual testing of English language arts/reading and math in grades 3-8 and once in grades 10-12; testing of science once in elementary, middle, and high school; and no state assessment of writing or social studies)

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Responses
Educator	4,198 25.6%	5,084 31%	2,685 16.4%	3,199 19.5%	1,203 7.3%	16,369 60.9%
Parent or community leader	1,970 23.9%	2,266 27.6%	1,473 17.9%	1,524 18.5%	976 11.8%	8,209 30.5%
Business leader	26 27.3%	17 17.8%	15 15.7%	16 16.8%	21 22.1%	95 0.3%
Student	160 25.8%	141 22.7%	123 19.8%	107 17.2%	89 14.3%	620 2.3%
Institution of higher education employee	99 23.7%	104 24.9%	74 17.7%	95 22.7%	45 10.7%	417 1.5%
Other	211 18.4%	334 29.2%	222 19.4%	249 21.7%	127 11.1%	1,143 4.2%

Be designed using teacher input	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Responses
Educator	12,764 77.7%	3,082 18.7%	380 2.3%	110 0.6%	81 0.4%	16,417 60.9%
Parent or community leader	5,645 68.6%	1,946 23.6%	373 4.5%	117 1.4%	144 1.7%	8,225 30.5%
Business leader	62 65.2%	17 17.8%	13 13.6%	1 1%	2 2.1%	95 0.3%
Student	368 59.3%	169 27.2%	43 6.9%	22 3.5%	18 2.9%	620 2.3%
Institution of higher education employee	318 76.2%	77 18.4%	15 3.5%	4 0.9%	3 0.7%	417 1.5%
Other	775 67.5%	280 24.3%	66 5.7%	14 1.2%	13 1.1%	1,148 4.2%

Not contain trick questions or developmentally inappropriate questions	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Responses
Educator	15,086 91.8%	1,119 6.8%	117 0.7%	42 0.2%	66 0.4%	16,430 60.9%
Parent or community leader	7,006 85%	896 10.8%	185 2.2%	64 0.7%	87 1%	8,238 30.5%
Business leader	67 71.2%	13 13.8%	9 9.5%	3 3.1%	2 2.1%	94 0.3%
Student	474 76.3%	83 13.3%	31 4.9%	20 3.2%	13 2%	621 2.3%
Institution of higher education employee	355 85.1%	43 10.3%	12 2.8%	4 0.9%	3 0.7%	417 1.5%
Other	941 81.9%	140 12.1%	39 3.3%	17 1.4%	11 0.9%	1,148 4.2%



Use of Assessment Data

State ASSESSMENT data should:

Determine post-secondary readiness	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Responses
Educator	1,532 9.3%	5,500 33.4%	3,950 24%	3,920 23.8%	1,518 9.2%	16,420 60.9%
Parent or community leader	703 8.5%	2,279 27.6%	1,947 23.6%	1,954 23.7%	1,354 16.4%	8,237 30.5%
Business leader	20 21.2%	27 28.7%	18 19.1%	16 17%	13 13.8%	94 0.3%
Student	74 11.9%	159 25.6%	183 29.4%	132 21.2%	73 11.7%	621 2.3%
Institution of higher education employee	70 16.7%	150 35.8%	73 17.4%	79 18.8%	46 11%	418 1.5%
Other	132 11.5%	405 35.3%	250 21.8%	251 21.9%	107 9.3%	1,145 4.2%
Inform decision making to guide instruction	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Responses
Educator	3,771 22.9%	8,036 48.8%	2,233 13.5%	1,630 9.9%	769 4.6%	16,439 61%
Parent or community leader	1,214 14.7%	3,479 42.2%	1,672 20.3%	1,015 12.3%	849 10.3%	8,229 30.5%
Business leader	24 25.5%	32 34%	14 14.8%	14 14.8%	10 10.6%	94 0.3%
Student	88 14.1%	235 37.9%	167 26.9%	75 12%	55 8.8%	620 2.3%
Institution of higher education employee	89 21.2%	194 46.4%	58 13.8%	43 10.2%	34 8.1%	418 1.5%
Other	235 20.5%	526 46%	207 18.1%	103 9%	71 6.2%	1,142 4.2%
Not be used to prevent student advancement to next grade level or high school graduation	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Responses
Educator	7,775 47.2%	4,957 30.1%	1,907 11.5%	1,404 8.5%	414 2.5%	16,457 60.9%
Parent or community leader	5,144 62.3%	1,814 21.9%	626 7.5%	452 5.4%	213 2.5%	8,249 30.5%
Business leader	46 48.4%	13 13.6%	13 13.6%	15 15.7%	8 8.4%	95 0.3%
Student	384 61.7%	150 24.1%	38 6.1%	27 4.3%	23 3.6%	622 2.3%
Institution of higher education employee	204 48.6%	105 25%	51 12.1%	38 9%	21 5%	419 1.5%
Other	548 47.7%	353 30.7%	113 9.8%	95 8.2%	39 3.3%	1,148 4.2%

Identify gaps in individual student learning	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Responses
Educator	4,565 27.7%	9,162 55.7%	1,254 7.6%	1,008 6.1%	449 2.7%	16,438 61%
Parent or community leader	2,023 24.5%	4,089 49.6%	966 11.7%	649 7.8%	503 6.1%	8,230 30.5%
Business leader	32 34%	38 40.4%	13 13.8%	6 6.3%	5 5.3%	94 0.3%
Student	149 23.9%	267 42.9%	103 16.5%	65 10.4%	37 5.9%	621 2.3%
Institution of higher education employee	107 25.7%	223 53.6%	43 10.3%	23 5.5%	20 4.8%	416 1.5%
Other	326 28.3%	621 54%	93 8.1%	52 4.5%	56 4.8%	1,148 4.2%
Be used as a tool in partially determining teacher performance	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Responses
Educator	290 1.7%	1,444 8.7%	1,443 8.7%	4,511 27.4%	8,769 53.2%	16,457 60.9%
Parent or community leader	474 5.7%	1,155 14%	1,041 12.6%	2,325 28.2%	3,246 39.3%	8,241 30.5%
Business leader	18 18.9%	15 15.7%	7 7.3%	20 21%	35 36.8%	95 0.3%
Student	61 9.8%	105 16.9%	83 13.3%	145 23.3%	226 36.4%	620 2.2%
Institution of higher education employee	20 4.7%	37 8.8%	40 9.5%	102 24.4%	219 52.3%	418 1.5%
Other	76 6.6%	149 12.9%	166 14.4%	353 30.7%	405 35.2%	1,149 4.2%
Be used as a tool in partially determining school/school district accountability ratings	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Responses
Educator	350 2.1%	3,342 20.2%	2,704 16.4%	5,095 30.9%	4,979 30.2%	16,470 61%
Parent or community leader	455 5.5%	1,753 21.2%	1,457 17.6%	2,264 27.4%	2,312 28%	8,241 30.5%
Business leader	15 15.7%	22 23.1%	11 11.5%	19 20%	28 29.4%	95 0.3%
Student	62 10%	122 19.6%	115 18.5%	155 25%	166 26.7%	620 2.2%
Institution of higher education employee	22 5.2%	81 19.3%	70 16.7%	107 25.5%	138 33%	418 1.5%
Other	78 6.8%	270 23.5%	251 21.9%	296 25.8%	251 21.9%	1,146 4.2%

Identify low and high performing students	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Responses
Educator	1,395 8.4%	7,068 42.9%	2,994 18.1%	3,018 18.3%	1,981 12%	16,456 61%
Parent or community leader	739 8.9%	2,619 31.7%	1,534 18.6%	1,729 20.9%	1,616 19.6%	8,237 30.5%
Business leader	18 18.9%	30 31.5%	12 12.6%	16 16.8%	19 20%	95 0.3%
Student	78 12.6%	158 25.5%	139 22.4%	122 19.7%	122 19.7%	619 2.2%
Institution of higher education employee	55 13.1%	136 32.4%	85 20.2%	76 18.1%	67 15.9%	419 1.5%
Other	125 10.8%	435 37.7%	232 20.1%	207 17.9%	152 13.2%	1,151 4.2%

State Accountability Goal

Purpose and Function

The goal of state ACCOUNTABILITY is to:

Identify top- and low-performing schools	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Responses
Educator	1,323 8.5%	5,739 37%	2,425 15.6%	3,773 24.3%	2,243 14.4%	15,503 61.2%
Parent or community leader	666 8.6%	2,781 36.3%	1,480 19.3%	1,542 20.1%	1,190 15.5%	7,659 30.2%
Business leader	17 18.8%	23 25.5%	10 11.1%	20 22.2%	20 22.2%	90 0.3%
Student	66 11.6%	169 29.9%	128 22.6%	111 19.6%	91 16.1%	565 2.2%
Institution of higher education employee	35 9%	119 30.8%	76 19.6%	74 19.1%	82 21.2%	386 1.5%
Other	100 9%	368 33.4%	238 21.6%	252 22.9%	141 12.8%	1,099 4.3%
Identify areas of support needed for underperforming schools/school districts	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Responses
Educator	1,731 11.1%	8,160 52.6%	1,956 12.6%	2,338 15%	1,313 8.4%	15,498 61.2%
Parent or community leader	1,015 13.2%	3,733 48.7%	1,076 14%	971 12.6%	869 11.3%	7,664 30.2%
Business leader	22 24.4%	34 37.7%	11 12.2%	13 14.4%	10 11.1%	90 0.3%
Student	79 13.9%	248 43.8%	95 16.8%	68 12%	75 13.2%	565 2.2%
Institution of higher education employee	66 17.1%	195 50.6%	47 12.2%	41 10.6%	36 9.3%	385 1.5%
Other	193 17.5%	573 51.9%	144 13%	111 10%	81 7.3%	1,102 4.3%
Identify areas of effective best practices used by high-performing schools/school districts	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Responses
Educator	1,376 8.8%	6,144 39.6%	2,828 18.2%	3,441 22.2%	1,694 10.9%	15,483 61.2%
Parent or community leader	823 10.7%	2,986 38.9%	1,599 20.8%	1,275 16.6%	974 12.7%	7,657 30.2%
Business leader	20 22.2%	34 37.7%	13 14.4%	13 14.4%	10 11.1%	90 0.3%
Student	83 14.6%	185 32.6%	129 22.7%	84 14.8%	86 15.1%	567 2.2%
Institution of higher education employee	54 13.9%	166 43%	52 13.4%	68 17.6%	46 11.9%	386 1.5%
Other	157 14.2%	444 40.4%	217 19.7%	177 16.1%	103 9.3%	1,098 4.3%

Ensure that educational effectiveness is a primary factor in determining school/school district performance ratings	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Responses
Educator	846 5.4%	5,334 34.4%	3,790 24.4%	3,734 24.1%	1,768 11.4%	15,472 61.2%
Parent or community leader	553 7.2%	2,524 33%	1,970 25.7%	1,493 19.5%	1,098 14.3%	7,638 30.2%
Business leader	18 20.6%	24 27.5%	15 17.2%	17 19.5%	13 14.9%	87 0.3%
Student	69 12.2%	160 28.4%	157 27.8%	100 17.7%	77 13.6%	563 2.2%
Institution of higher education employee	42 10.9%	119 30.9%	75 19.4%	92 23.8%	57 14.8%	385 1.5%
Other	109 9.9%	419 38.2%	266 24.2%	187 17%	114 10.4%	1,095 4.3%

Ensure that locally determined measures are the primary factors in determining school/school district performance	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Responses
Educator	1,451 9.3%	5,099 33%	3,818 24.7%	3,486 22.5%	1,594 10.3%	15,448 61.2%
Parent or community leader	710 9.2%	2,517 32.8%	2,014 26.3%	1,398 18.2%	1,015 13.2%	7,654 30.3%
Business leader	13 14.4%	25 27.7%	16 17.7%	20 22.2%	16 17.7%	90 0.3%
Student	66 11.6%	162 28.6%	182 32.1%	86 15.1%	70 12.3%	566 2.2%
Institution of higher education employee	52 13.5%	126 32.7%	84 21.8%	74 19.2%	49 12.7%	385 1.5%
Other	121 11%	390 35.5%	288 26.2%	192 17.5%	105 9.5%	1,096 4.3%

Ensure that state funds contribute to student success	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Responses
Educator	2,575 16.6%	5,369 34.7%	2,468 15.9%	3,005 19.4%	2,044 13.2%	15,461 61.2%
Parent or community leader	1,468 19.1%	2,593 33.8%	1,210 15.8%	1,195 15.6%	1,183 15.4%	7,649 30.3%
Business leader	27 30.6%	22 25%	9 10.2%	14 15.9%	16 18.1%	88 0.3%
Student	131 23.1%	167 29.5%	102 18%	70 12.3%	96 16.9%	566 2.2%
Institution of higher education employee	101 26.3%	121 31.5%	60 15.6%	53 13.8%	48 12.5%	383 1.5%
Other	258 23.5%	392 35.7%	197 17.9%	133 12.1%	115 10.5%	1,095 4.3%

Foster a culture of high performance expectations	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Responses
Educator	1,796 11.6%	6,227 40.3%	2,614 16.9%	2,789 18%	2,014 13%	15,440 61.2%
Parent or community leader	820 10.7%	2,345 30.7%	1,644 21.5%	1,459 19.1%	1,370 17.9%	7,638 30.3%
Business leader	24 26.9%	28 31.4%	10 11.2%	14 15.7%	13 14.6%	89 0.3%
Student	82 14.5%	136 24.1%	173 30.6%	87 15.4%	86 15.2%	564 2.2%
Institution of higher education employee	71 18.6%	135 35.4%	65 17%	56 14.6%	54 14.1%	381 1.5%
Other	172 15.7%	389 35.5%	230 21%	170 15.5%	133 12.1%	1,094 4.3%
Hold all levels of education leadership responsible for student educational outcomes	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Responses
Educator	1,778 11.5%	5,495 35.5%	2,576 16.6%	3,360 21.7%	2,242 14.5%	15,451 61.2%
Parent or community leader	970 12.6%	2,375 31%	1,447 18.9%	1,522 19.9%	1,325 17.3%	7,639 30.2%
Business leader	24 26.9%	28 31.4%	4 4.4%	21 23.5%	12 13.4%	89 0.3%
Student	81 14.3%	156 27.6%	117 20.7%	108 19.1%	103 18.2%	565 2.2%
Institution of higher education employee	60 15.6%	132 34.4%	69 18%	63 16.4%	59 15.4%	383 1.5%
Other	178 16.2%	369 33.6%	225 20.5%	181 16.5%	142 12.9%	1,095 4.3%
Emphasize progress and growth toward college and career readiness	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Responses
Educator	1,667 10.7%	6,274 40.6%	2,862 18.5%	2,947 19%	1,698 10.9%	15,448 61.2%
Parent or community leader	968 12.6%	2,670 34.9%	1,436 18.8%	1,349 17.6%	1,215 15.9%	7,638 30.2%
Business leader	29 32.5%	22 24.7%	11 12.3%	12 13.4%	15 16.8%	89 0.3%
Student	95 16.9%	188 33.4%	122 21.7%	80 14.2%	77 13.7%	562 2.2%
Institution of higher education employee	87 22.7%	160 41.7%	55 14.3%	39 10.1%	42 10.9%	383 1.5%
Other	199 18.1%	441 40.2%	201 18.3%	149 13.5%	107 9.7%	1,097 4.3%

Improvement to State Assessment & Accountability



Areas for Improvement

The current state ASSESSMENT and ACCOUNTABILITY system could be improved by

Decreasing the number of state assessments	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Responses
Educator	9,675 65%	3,322 22.3%	1,045 7%	711 4.7%	120 0.8%	14,873 61.6%
Parent or community leader	5,183 71.4%	1,395 19.2%	405 5.5%	199 2.7%	74 1%	7,256 30%
Business leader	53 61.6%	14 16.2%	11 12.7%	4 4.6%	4 4.6%	86 0.3%
Student	343 67.3%	100 19.6%	33 6.4%	19 3.7%	14 2.7%	509 2.1%
Institution of higher education employee	251 69.1%	72 19.8%	20 5.5%	12 3.3%	8 2.2%	363 1.5%
Other	627 59.4%	279 26.4%	86 8.1%	47 4.4%	15 1.4%	1,054 4.3%

Decreasing schoolwide emphasis on practice and preparation for state assessments	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Responses
Educator	11,183 75.1%	2,728 18.3%	501 3.3%	387 2.6%	78 0.5%	14,877 61.5%
Parent or community leader	5,826 80.1%	977 13.4%	244 3.3%	158 2.1%	63 0.8%	7,268 30%
Business leader	64 74.4%	13 15.1%	4 4.6%	4 4.6%	1 1.1%	86 0.3%
Student	350 68.7%	80 15.7%	27 5.3%	36 7%	16 3.1%	509 2.1%
Institution of higher education employee	282 77.9%	49 13.5%	13 3.5%	12 3.3%	6 1.6%	362 1.4%
Other	744 70.5%	208 19.7%	56 5.3%	33 3.1%	14 1.3%	1,055 4.3%

Ensuring assessments are developmentally appropriate	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Responses
Educator	12,611 84.7%	2,039 13.6%	163 1%	34 0.2%	42 0.2%	14,889 61.6%
Parent or community leader	5,302 73.1%	1,529 21%	291 4%	56 0.7%	75 1%	7,253 30%
Business leader	48 56.4%	27 31.7%	7 8.2%	1 1.1%	2 2.3%	85 0.3%
Student	318 62.3%	144 28.2%	31 6%	5 0.9%	12 2.3%	510 2.1%
Institution of higher education employee	266 73.6%	76 21%	15 4.1%	0 0%	4 1.1%	361 1.4%
Other	758 71.8%	246 23.3%	39 3.6%	9 0.8%	3 0.2%	1,055 4.3%

Improving timeliness and usefulness of assessment results for students and parents	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Responses
Educator	11,064 74.3%	3,089 20.7%	557 3.7%	104 0.6%	64 0.4%	14,878 61.6%
Parent or community leader	4,604 63.5%	1,826 25.1%	612 8.4%	90 1.2%	116 1.6%	7,248 30%
Business leader	51 60%	22 25.8%	8 9.4%	2 2.3%	2 2.3%	85 0.3%
Student	289 57%	155 30.5%	46 9%	10 1.9%	7 1.3%	507 2.1%
Institution of higher education employee	222 61.4%	93 25.7%	35 9.6%	5 1.3%	6 1.6%	361 1.4%
Other	647 61.3%	304 28.8%	84 7.9%	13 1.2%	6 0.5%	1,054 4.3%

Providing more resources for test preparation such as releasing more sample test questions	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Responses
Educator	6,885 46.3%	3,569 24%	2,249 15.1%	1,406 9.4%	744 5%	14,853 61.6%
Parent or community leader	2,512 34.7%	1,655 22.8%	1,454 20%	874 12%	740 10.2%	7,235 30%
Business leader	27 31.7%	15 17.6%	22 25.8%	9 10.5%	12 14.1%	85 0.3%
Student	236 46.5%	127 25%	59 11.6%	48 9.4%	37 7.2%	507 2.1%
Institution of higher education employee	112 31.2%	83 23.1%	76 21.2%	47 13.1%	40 11.1%	358 1.4%
Other	336 31.9%	290 27.5%	218 20.7%	120 11.3%	89 8.4%	1,053 4.3%

Using national assessments (e.g., the Iowa Test of Basic Skills, the SAT, the ACT) to measure student learning	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Responses
Educator	6,257 42.1%	4,291 28.8%	2,787 18.7%	1,142 7.6%	376 2.5%	14,853 61.6%
Parent or community leader	3,298 45.5%	2,091 28.8%	1,125 15.5%	481 6.6%	248 3.4%	7,243 30%
Business leader	39 45.8%	23 27%	8 9.4%	10 11.7%	5 5.8%	85 0.3%
Student	204 40.4%	135 26.7%	93 18.4%	37 7.3%	35 6.9%	504 2%
Institution of higher education employee	150 42%	103 28.8%	60 16.8%	25 7%	19 5.3%	357 1.4%
Other	400 37.9%	325 30.8%	196 18.6%	96 9.1%	36 3.4%	1,053 4.3%

Moving to a computer-based, adaptable assessment that will show student progress and learning gaps	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Responses
Educator	3,680 24.7%	4,188 28.2%	3,124 21%	2,151 14.4%	1,696 11.4%	14,839 61.6%
Parent or community leader	2,004 27.7%	2,324 32.1%	1,550 21.4%	685 9.4%	671 9.2%	7,234 30%
Business leader	23 27.3%	20 23.8%	19 22.6%	11 13%	11 13%	84 0.3%
Student	140 27.8%	133 26.4%	116 23%	50 9.9%	64 12.7%	503 2%
Institution of higher education employee	100 27.8%	107 29.8%	75 20.8%	49 13.6%	28 7.7%	359 1.4%
Other	230 21.8%	327 31%	254 24.1%	150 14.2%	92 8.7%	1,053 4.3%

Testing only English language learners who have demonstrated mastery of English	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Responses
Educator	5,929 39.9%	3,766 25.3%	2,147 14.4%	2,162 14.5%	832 5.6%	14,836 61.6%
Parent or community leader	1,524 21%	1,195 16.5%	1,640 22.6%	1,507 20.8%	1,360 18.8%	7,226 30%
Business leader	20 23.5%	11 12.9%	7 8.2%	22 25.8%	25 29.4%	85 0.3%
Student	138 27.2%	74 14.6%	110 21.7%	82 16.2%	102 20.1%	506 2.1%
Institution of higher education employee	92 25.5%	68 18.8%	70 19.4%	78 21.6%	52 14.4%	360 1.4%
Other	273 25.9%	210 19.9%	201 19%	238 22.6%	131 12.4%	1,053 4.3%

Finding better ways to assess students with special needs	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Responses
Educator	12,054 81.2%	2,274 15.3%	339 2.2%	89 0.5%	78 0.5%	14,834 61.6%
Parent or community leader	4,859 67.1%	1,666 23%	518 7.1%	87 1.2%	104 1.4%	7,234 30%
Business leader	46 55.4%	18 21.6%	11 13.2%	3 3.6%	5 6%	83 0.3%
Student	336 66.5%	112 22.1%	35 6.9%	4 0.7%	18 3.5%	505 2%
Institution of higher education employee	231 64.1%	93 25.8%	28 7.7%	3 0.8%	5 1.3%	360 1.4%
Other	737 69.8%	243 23%	47 4.4%	15 1.4%	13 1.2%	1,055 4.3%

Streamlining standards to reduce the amount of content taught each year	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Responses
Educator	7,754 52.3%	3,612 24.3%	1,825 12.3%	1,264 8.5%	354 2.3%	14,809 61.6%
Parent or community leader	2,854 39.5%	1,757 24.3%	1,265 17.5%	867 12%	480 6.6%	7,223 30%
Business leader	30 35.2%	11 12.9%	13 15.2%	18 21.1%	13 15.2%	85 0.3%
Student	214 42.8%	127 25.4%	94 18.8%	41 8.2%	24 4.8%	500 2%
Institution of higher education employee	129 35.8%	79 21.9%	57 15.8%	63 17.5%	32 8.8%	360 1.4%
Other	366 34.9%	253 24.1%	220 20.9%	139 13.2%	70 6.6%	1,048 4.3%

Ensuring instructional materials are aligned to state curriculum standards	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Responses
Educator	8,218 55.5%	4,724 31.9%	1,259 8.5%	392 2.6%	209 1.4%	14,802 61.6%
Parent or community leader	2,469 34.2%	2,450 33.9%	1,269 17.5%	592 8.2%	434 6%	7,214 30%
Business leader	26 30.9%	24 28.5%	13 15.4%	10 11.9%	11 13%	84 0.3%
Student	187 37.5%	168 33.7%	79 15.8%	35 7%	29 5.8%	498 2%
Institution of higher education employee	132 36.8%	115 32.1%	50 13.9%	35 9.7%	26 7.2%	358 1.4%
Other	373 35.4%	408 38.7%	169 16%	58 5.5%	44 4.1%	1,052 4.3%

Preparing and supporting teachers for the challenge and rigor of the curriculum standards and assessments	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Responses
Educator	8,321 56.2%	4,342 29.3%	1,252 8.4%	553 3.7%	323 2.1%	14,791 61.6%
Parent or community leader	2,992 41.4%	2,352 32.6%	1,003 13.9%	408 5.6%	458 6.3%	7,213 30%
Business leader	45 52.9%	20 23.5%	8 9.4%	4 4.7%	8 9.4%	85 0.3%
Student	220 43.9%	154 30.7%	71 14.1%	32 6.3%	24 4.7%	501 2%
Institution of higher education employee	174 48.3%	111 30.8%	49 13.6%	10 2.7%	16 4.4%	360 1.5%
Other	469 44.7%	378 36%	130 12.3%	43 4%	29 2.7%	1,049 4.3%

Deemphasizing the role of assessment in teacher evaluation	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Responses
Educator	10,335 69.8%	2,979 20.1%	912 6.1%	416 2.8%	149 1%	14,791 61.6%
Parent or community leader	4,279 59.2%	1,694 23.4%	728 10%	302 4.1%	217 3%	7,220 30%
Business leader	48 55.8%	17 19.7%	6 6.9%	5 5.8%	10 11.6%	86 0.3%
Student	275 54.8%	115 22.9%	66 13.1%	22 4.3%	23 4.5%	501 2%
Institution of higher education employee	232 64.4%	81 22.5%	20 5.5%	18 5%	9 2.5%	360 1.4%
Other	574 54.5%	268 25.4%	114 10.8%	63 5.9%	34 3.2%	1,053 4.3%

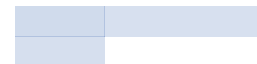
Using alternate measures of student progress and growth such as student portfolios	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Responses
Educator	8,397 56.8%	4,183 28.3%	1,430 9.6%	556 3.7%	210 1.4%	14,776 61.6%
Parent or community leader	4,396 60.9%	1,925 26.7%	591 8.1%	162 2.2%	135 1.8%	7,209 30%
Business leader	41 47.6%	20 23.2%	12 13.9%	7 8.1%	6 6.9%	86 0.3%
Student	267 53.1%	134 26.6%	70 13.9%	12 2.3%	19 3.7%	502 2%
Institution of higher education employee	218 60.8%	100 27.9%	18 5%	12 3.3%	10 2.7%	358 1.4%
Other	539 51.1%	328 31.1%	119 11.2%	48 4.5%	20 1.8%	1,054 4.3%

Making state assessment data accessible and easy to understand	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Responses
Educator	9,721 65.9%	4,036 27.3%	804 5.4%	128 0.8%	62 0.4%	14,751 61.6%
Parent or community leader	4,404 61.1%	2,072 28.7%	552 7.6%	73 1%	102 1.4%	7,203 30%
Business leader	55 64.7%	24 28.2%	5 5.8%	1 1.1%	0 0%	85 0.3%
Student	295 59.1%	147 29.4%	33 6.6%	7 1.4%	17 3.4%	499 2%
Institution of higher education employee	229 63.9%	104 29%	23 6.4%	2 0.5%	0 0%	358 1.4%
Other	637 60.7%	309 29.4%	86 8.1%	9 0.8%	8 0.7%	1,049 4.3%

Ensuring that state assessments are a primary factor in determining school accountability	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Responses
Educator	480 3.2%	1,051 7.1%	2,417 16.4%	5,668 38.4%	5,121 34.7%	14,737 61.5%
Parent or community leader	364 5%	751 10.4%	1,483 20.6%	2,222 30.8%	2,377 33%	7,197 30%
Business leader	14 16.4%	12 14.1%	9 10.5%	22 25.8%	28 32.9%	85 0.3%
Student	63 12.5%	78 15.5%	92 18.3%	122 24.3%	146 29.1%	501 2%
Institution of higher education employee	27 7.5%	31 8.6%	64 17.8%	110 30.6%	127 35.3%	359 1.5%
Other	48 4.5%	122 11.6%	223 21.2%	365 34.7%	292 27.8%	1,050 4.3%

Promoting a student growth mind-set instead of a pass/fail mind-set	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Responses
Educator	10,373 70.1%	3,591 24.2%	503 3.4%	191 1.2%	136 0.9%	14,794 61.6%
Parent or community leader	4,856 67.3%	1,692 23.4%	359 4.9%	162 2.2%	146 2%	7,215 30%
Business leader	51 59.3%	18 20.9%	5 5.8%	5 5.8%	7 8.1%	86 0.3%
Student	339 67.5%	112 22.3%	27 5.3%	7 1.3%	17 3.3%	502 2%
Institution of higher education employee	226 62.9%	93 25.9%	20 5.5%	10 2.7%	10 2.7%	359 1.4%
Other	662 63.1%	272 25.9%	61 5.8%	33 3.1%	21 2%	1,049 4.3%

Creating assessment goals that match varying strengths and differences in students	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Responses
Educator	8,614 58.2%	4,813 32.5%	985 6.6%	246 1.6%	120 0.8%	14,778 61.6%
Parent or community leader	3,961 54.9%	2,276 31.5%	671 9.3%	154 2.1%	144 1.9%	7,206 30%
Business leader	37 43.5%	28 32.9%	8 9.4%	6 7%	6 7%	85 0.3%
Student	266 52.7%	157 31.1%	56 11.1%	7 1.3%	18 3.5%	504 2.1%
Institution of higher education employee	206 57.3%	108 30%	29 8%	9 2.5%	7 1.9%	359 1.4%
Other	559 53.2%	347 33%	108 10.2%	20 1.9%	16 1.5%	1,050 4.3%



Areas of Strength

The current state ASSESSMENT and ACCOUNTABILITY system works well because

It measures and tracks student growth	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Responses
Educator	1,127 7.5%	3,112 20.9%	2,124 14.2%	4,796 32.2%	3,724 25%	14,883 61.6%
Parent or community leader	451 6.2%	956 13.1%	982 13.5%	2,055 28.3%	2,802 38.6%	7,246 30%
Business leader	7 8.3%	14 16.6%	16 19%	20 23.8%	27 32.1%	84 0.3%
Student	72 13.9%	100 19.4%	54 10.4%	125 24.2%	164 31.8%	515 2.1%
Institution of higher education employee	25 6.9%	49 13.5%	49 13.5%	112 30.9%	127 35%	362 1.4%
Other	65 6.1%	224 21.2%	180 17%	327 30.9%	259 24.5%	1,055 4.3%
It highlights achievement gaps	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Responses
Educator	642 4.3%	3,707 24.9%	2,670 17.9%	4,687 31.5%	3,155 21.2%	14,861 61.6%
Parent or community leader	297 4.1%	1,206 16.6%	1,267 17.5%	2,033 28%	2,437 33.6%	7,240 30%
Business leader	5 5.8%	23 27%	19 22.3%	12 14.1%	26 30.5%	85 0.3%
Student	49 9.5%	90 17.5%	90 17.5%	136 26.5%	147 28.7%	512 2.1%
Institution of higher education employee	19 5.2%	86 23.8%	54 14.9%	100 27.7%	102 28.2%	361 1.4%
Other	58 5.5%	251 23.9%	223 21.2%	303 28.8%	215 20.4%	1,050 4.3%
It provides data that can be used to inform instruction	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Responses
Educator	824 5.5%	4,449 29.9%	2,358 15.8%	4,018 27%	3,207 21.5%	14,856 61.6%
Parent or community leader	320 4.4%	1,284 17.7%	1,180 16.2%	1,956 27%	2,501 34.5%	7,241 30%
Business leader	7 8.2%	21 24.7%	12 14.1%	20 23.5%	25 29.4%	85 0.3%
Student	52 10.1%	114 22.2%	84 16.3%	122 23.7%	141 27.4%	513 2.1%
Institution of higher education employee	19 5.2%	88 24.3%	64 17.7%	86 23.8%	104 28.8%	361 1.4%
Other	59 5.6%	274 26%	238 22.6%	266 25.2%	216 20.5%	1,053 4.3%

It aligns well to Texas curriculum standards	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Responses
Educator	768 5.1%	4,051 27.2%	3,746 25.2%	3,942 26.5%	2,345 15.7%	14,852 61.6%
Parent or community leader	270 3.7%	884 12.2%	2,017 27.9%	1,749 24.1%	2,308 31.9%	7,228 30%
Business leader	7 8.4%	12 14.4%	22 26.5%	22 26.5%	20 24%	83 0.3%
Student	45 8.8%	83 16.2%	125 24.4%	112 21.9%	146 28.5%	511 2.1%
Institution of higher education employee	18 4.9%	76 21%	91 25.2%	92 25.4%	84 23.2%	361 1.4%
Other	42 3.9%	215 20.4%	372 35.3%	247 23.4%	176 16.7%	1,052 4.3%
It identifies low-performing students	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Responses
Educator	603 4%	4,917 33.1%	2,659 17.9%	4,165 28%	2,488 16.7%	14,832 61.6%
Parent or community leader	253 3.4%	1,435 19.8%	1,271 17.5%	1,860 25.7%	2,411 33.3%	7,230 30%
Business leader	6 7%	21 24.7%	18 21.1%	20 23.5%	20 23.5%	85 0.3%
Student	42 8.2%	107 20.8%	96 18.7%	104 20.3%	163 31.8%	512 2.1%
Institution of higher education employee	21 5.8%	96 26.6%	69 19.1%	90 25%	84 23.3%	360 1.4%
Other	56 5.3%	325 30.9%	203 19.3%	275 26.1%	192 18.2%	1,051 4.3%
It includes an appropriate number of assessments	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Responses
Educator	423 2.8%	1,185 7.9%	1,841 12.4%	5,448 36.7%	5,936 40%	14,833 61.6%
Parent or community leader	196 2.7%	452 6.2%	1,001 13.8%	2,010 27.8%	3,565 49.3%	7,224 30%
Business leader	4 4.7%	6 7.1%	15 17.8%	22 26.1%	37 44%	84 0.3%
Student	44 8.5%	56 10.9%	71 13.8%	131 25.5%	210 41%	512 2.1%
Institution of higher education employee	11 3%	25 6.9%	47 13%	113 31.3%	164 45.5%	360 1.4%
Other	31 2.9%	82 7.8%	197 18.7%	361 34.3%	379 36%	1,050 4.3%

It prepares high school students for higher education	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Responses
Educator	343 2.3%	1,071 7.2%	2,327 15.6%	5,005 33.7%	6,079 41%	14,825 61.6%
Parent or community leader	176 2.4%	456 6.3%	908 12.5%	1,905 26.3%	3,781 52.3%	7,226 30%
Business leader	4 4.7%	4 4.7%	12 14.2%	21 25%	43 51.1%	84 0.3%
Student	38 7.4%	58 11.3%	54 10.5%	133 25.9%	229 44.7%	512 2.1%
Institution of higher education employee	12 3.3%	27 7.5%	26 7.2%	89 24.7%	206 57.2%	360 1.4%
Other	23 2.1%	89 8.4%	180 17.1%	319 30.4%	437 41.6%	1,048 4.3%
It challenges students to think critically	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Responses
Educator	473 3.1%	3,408 22.9%	2,406 16.2%	4,352 29.3%	4,181 28.2%	14,820 61.6%
Parent or community leader	196 2.7%	891 12.3%	1,102 15.2%	1,893 26.2%	3,142 43.4%	7,224 30%
Business leader	5 5.9%	8 9.5%	15 17.8%	20 23.8%	36 42.8%	84 0.3%
Student	37 7.2%	103 20%	72 14%	119 23.1%	182 35.4%	513 2.1%
Institution of higher education employee	17 4.7%	39 10.8%	54 15%	92 25.5%	158 43.8%	360 1.4%
Other	36 3.4%	186 17.7%	203 19.3%	294 28%	328 31.3%	1,047 4.3%
It provides statewide standardization in learning objectives and assessments	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Responses
Educator	630 4.2%	5,221 35.2%	3,350 22.6%	3,003 20.3%	2,587 17.4%	14,791 61.6%
Parent or community leader	186 2.5%	1,465 20.3%	1,584 21.9%	1,574 21.8%	2,400 33.2%	7,209 30%
Business leader	8 9.7%	19 23.1%	17 20.7%	18 21.9%	20 24.3%	82 0.3%
Student	36 7%	102 19.9%	126 24.6%	100 19.5%	147 28.7%	511 2.1%
Institution of higher education employee	21 5.8%	100 27.8%	77 21.4%	65 18.1%	96 26.7%	359 1.4%
Other	42 4%	313 29.8%	298 28.3%	203 19.3%	194 18.4%	1,050 4.3%

It encourages collaboration among schools to improve results	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Responses
Educator	351 2.3%	1,814 12.2%	2,036 13.7%	5,197 35.1%	5,407 36.5%	14,805 61.6%
Parent or community leader	169 2.3%	717 9.9%	1,313 18.2%	1,930 26.7%	3,077 42.7%	7,206 30%
Business leader	6 7.2%	10 12%	19 22.8%	16 19.2%	32 38.5%	83 0.3%
Student	47 9.2%	63 12.3%	87 17%	136 26.6%	177 34.7%	510 2.1%
Institution of higher education employee	15 4.1%	30 8.3%	53 14.7%	116 32.2%	146 40.5%	360 1.4%
Other	32 3%	124 11.8%	219 20.8%	340 32.4%	334 31.8%	1,049 4.3%
It increases awareness in college and career readiness of students	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Responses
Educator	297 2%	1,766 11.9%	2,637 17.8%	5,049 34.1%	5,051 34.1%	14,800 61.6%
Parent or community leader	147 2%	609 8.4%	1,079 14.9%	1,990 27.6%	3,375 46.8%	7,200 30%
Business leader	4 4.7%	8 9.5%	14 16.6%	20 23.8%	38 45.2%	84 0.3%
Student	38 7.4%	51 10%	65 12.7%	139 27.3%	215 42.3%	508 2.1%
Institution of higher education employee	15 4.1%	34 9.4%	40 11.1%	105 29.2%	165 45.9%	359 1.4%
Other	22 2%	114 10.8%	219 20.8%	323 30.7%	371 35.3%	1,049 4.3%
It provides a big picture view of student progress	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Responses
Educator	373 2.5%	2,299 15.5%	2,257 15.2%	4,960 33.5%	4,901 33.1%	14,790 61.6%
Parent or community leader	185 2.5%	802 11.1%	917 12.7%	1,942 26.9%	3,353 46.5%	7,199 30%
Business leader	4 4.8%	6 7.2%	14 16.8%	21 25.3%	38 45.7%	83 0.3%
Student	36 7.1%	56 11%	69 13.6%	128 25.3%	216 42.7%	505 2.1%
Institution of higher education employee	14 3.8%	56 15.5%	45 12.5%	107 29.7%	138 38.3%	360 1.5%
Other	32 3%	163 15.5%	181 17.3%	332 31.7%	338 32.3%	1,046 4.3%

It increases rigor and raises expectations	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Responses
Educator	475 3.2%	3,248 21.9%	2,242 15.1%	4,435 30%	4,377 29.6%	14,777 61.6%
Parent or community leader	229 3.1%	779 10.8%	913 12.6%	1,922 26.7%	3,350 46.5%	7,193 30%
Business leader	3 3.5%	8 9.5%	13 15.4%	27 32.1%	33 39.2%	84 0.3%
Student	34 6.7%	87 17.2%	46 9.1%	134 26.5%	204 40.3%	505 2.1%
Institution of higher education employee	16 4.4%	45 12.5%	47 13%	111 30.8%	141 39.1%	360 1.5%
Other	36 3.4%	168 16%	191 18.2%	316 30.2%	335 32%	1,046 4.3%

It ensures that teachers teach the Texas curriculum standards	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Responses
Educator	790 5.3%	4,938 33.4%	2,321 15.7%	3,491 23.6%	3,238 21.9%	14,778 61.6%
Parent or community leader	256 3.5%	1,317 18.3%	1,248 17.3%	1,675 23.3%	2,689 37.4%	7,185 29.9%
Business leader	9 10.8%	14 16.8%	20 24%	13 15.6%	27 32.5%	83 0.3%
Student	54 10.6%	88 17.4%	77 15.2%	113 22.3%	173 34.2%	505 2.1%
Institution of higher education employee	19 5.2%	84 23.3%	64 17.7%	85 23.6%	108 30%	360 1.5%
Other	55 5.2%	255 24.3%	249 23.8%	239 22.8%	248 23.7%	1,046 4.3%

It fosters a culture of high expectations for all stakeholders (i.e., students, teachers, schools, and school districts)	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Responses
Educator	620 4.1%	3,374 22.8%	2,409 16.3%	4,250 28.7%	4,114 27.8%	14,767 61.6%
Parent or community leader	318 4.4%	998 13.8%	1,043 14.5%	1,767 24.5%	3,062 42.5%	7,188 30%
Business leader	10 11.9%	7 8.3%	14 16.6%	18 21.4%	35 41.6%	84 0.3%
Student	43 8.6%	81 16.2%	80 16%	109 21.8%	186 37.2%	499 2%
Institution of higher education employee	23 6.3%	49 13.6%	54 15%	98 27.2%	136 37.7%	360 1.5%
Other	58 5.5%	185 17.6%	193 18.4%	309 29.5%	301 28.7%	1,046 4.3%

All students count as part of the current accountability process	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Responses
Educator	624 4.2%	3,270 22.1%	2,598 17.6%	3,914 26.5%	4,351 29.4%	14,757 61.6%
Parent or community leader	286 3.9%	1,167 16.2%	1,538 21.4%	1,485 20.6%	2,701 37.6%	7,177 30%
Business leader	10 11.7%	8 9.4%	21 24.7%	18 21.1%	28 32.9%	85 0.3%
Student	39 7.8%	84 16.9%	97 19.5%	122 24.5%	155 31.1%	497 2%
Institution of higher education employee	18 5%	57 15.8%	75 20.8%	78 21.6%	132 36.6%	360 1.5%
Other	58 5.5%	239 22.9%	223 21.4%	253 24.2%	269 25.8%	1,042 4.3%
The accountability process is data driven	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Responses
Educator	1,139 7.7%	4,928 33.4%	3,219 21.8%	2,873 19.4%	2,585 17.5%	14,744 61.6%
Parent or community leader	679 9.4%	1,532 21.3%	1,642 22.9%	1,279 17.8%	2,038 28.4%	7,170 30%
Business leader	10 11.7%	22 25.8%	17 20%	13 15.2%	23 27%	85 0.3%
Student	58 11.6%	104 20.8%	135 27.1%	87 17.4%	114 22.8%	498 2%
Institution of higher education employee	46 12.8%	87 24.2%	71 19.7%	63 17.5%	92 25.6%	359 1.5%
Other	101 9.6%	336 32.2%	268 25.7%	168 16.1%	169 16.2%	1,042 4.3%
There is a focus on increasing performance of special populations of students (e.g., those in the English language learner and special education programs)	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Responses
Educator	619 4.1%	3,132 21.2%	2,565 17.3%	4,085 27.7%	4,341 29.4%	14,742 61.7%
Parent or community leader	241 3.3%	921 12.8%	1,839 25.6%	1,613 22.5%	2,552 35.6%	7,166 29.9%
Business leader	5 6%	11 13.4%	20 24.3%	14 17%	32 39%	82 0.3%
Student	52 10.4%	65 13%	125 25%	106 21.2%	151 30.2%	499 2%
Institution of higher education employee	17 4.7%	70 19.4%	73 20.2%	83 23%	117 32.5%	360 1.5%
Other	42 4%	235 22.5%	251 24.1%	267 25.6%	246 23.6%	1,041 4.3%

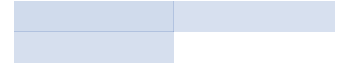
Accountability is determined using a variety of measures that include several performance indexes not just state assessment data

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Responses
Educator	636 4.3%	2,932 19.8%	3,009 20.3%	4,088 27.6%	4,117 27.8%	14,782 61.7%
Parent or community leader	265 3.6%	804 11.2%	1,638 22.8%	1,797 25%	2,667 37.1%	7,171 29.9%
Business leader	5 5.8%	16 18.8%	22 25.8%	12 14.1%	30 35.2%	85 0.3%
Student	50 9.9%	71 14.1%	116 23%	117 23.2%	149 29.6%	503 2.1%
Institution of higher education employee	17 4.6%	47 12.9%	86 23.6%	99 27.2%	114 31.4%	363 1.5%
Other	50 4.7%	189 18%	275 26.3%	282 26.9%	249 23.8%	1,045 4.3%

Current policy increases parent and community awareness of school/school district performance

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Responses
Educator	332 2.2%	2,460 16.6%	2,938 19.9%	4,818 32.6%	4,209 28.5%	14,757 61.7%
Parent or community leader	203 2.8%	949 13.2%	1,287 17.9%	1,909 26.6%	2,816 39.3%	7,164 29.9%
Business leader	6 7.1%	10 11.9%	18 21.4%	19 22.6%	31 36.9%	84 0.3%
Student	40 7.9%	73 14.5%	88 17.5%	131 26%	170 33.8%	502 2%
Institution of higher education employee	14 3.8%	58 15.9%	73 20.1%	100 27.5%	118 32.5%	363 1.5%
Other	29 2.7%	186 17.8%	260 25%	291 27.9%	274 26.3%	1,040 4.3%

Community Conversations – Comments



State Board of Education members invited educators, parents, business people and others to attend nine Community Conversation meetings held around the state from October 2015 to March 2016. They spent the evenings listening as hundreds of Texans provided their thoughts about the current student assessment and accountability systems. They talked about the next phase of development for these critically-important programs.

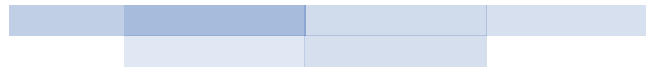
Scribes at each meeting took down the citizens' comments. Following is what Texans had to say.

AMARILLO

QUESTION #1 REFLECT UPON THE PRESENTATIONS THAT YOU PREVIEWED BEFORE THE MEETING. WHAT ARE SOME KEY LEARNINGS OR IMPORTANT TAKE-AWAYS THAT SHOULD SHAPE OUR CONVERSATION?

Green = Business Leaders Red = Educators Blue = Parents

NUMBER OF VOTES	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION
2	Business Leaders	The purpose of reform is to provide fair, meaningful, appropriate assessments to help with post-secondary readiness.
10	Parents	Does the new system allow teachers to do their job?
8	Parents	Currently, too much focus is being spent on the small group of kids hovering around the passing line.
8	Parents	Identify strengths & weakness.
2	Parents	Is each student progressing?
2	Parents	Disheartened because they find test doesn't work and they keep changing it.
2	Parents	It was a bunch of double talk and didn't really say anything significant.
1	Parents	Closing the gap.
1	Parents	History interesting.
30	Educators	Assessment should not be a "one-time" event. It should inform educators for instructional purposes, allowing for adjustment of instruction for the student's sake.
15	Educators	Meeting the needs of all learners and encouraging a growth mindset for <u>ALL</u> !
10	Educators	Individual Student Growth.
7	Educators	Consider different type of assessments... mode, readiness, style.
5	Educators	Student choice and course work, or a pathway.
2	Educators	Clear view of what is assessment and accountability as well as the distinct differences between the two.
2	Educators	We are not upset about accountability/assessment, but how they are used.
2	Educators	Harvard study of components of assessments.
2	Educators	Balanced assessment system.
2	Educators	Demographics, socio-economic status, special pop groups.
2	Educators	It's time to make a profound change.
2	Educators	We are committed to growth! (teachers, kids, and admins.)



QUESTION #1 REFLECT UPON THE PRESENTATIONS THAT YOU PREVIEWED BEFORE THE MEETING. WHAT ARE SOME KEY LEARNINGS OR IMPORTANT TAKE-A-WAYS THAT SHOULD SHAPE OUR CONVERSATION?

Green = Business Leaders Red = Educators Blue = Parents

NUMBER OF VOTES	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION
1	Educators	As a state, create a framework that encompasses both assessment and accountability, and their compatibility.
1	Educators	Are we not satisfied with the test or how we use them?
1	Educators	Timelines of the data.
1	Educators	Language - ELLs.
1	Educators	Move toward local control in accountability.
1	Educators	Texas began testing (TABS) for assessment of <u>basic</u> skills, and our current testing (STAAR) is about advancing students to higher levels and college-readiness.

AMARILLO

QUESTION #2 WHAT IS THE ROLE/PURPOSE OF ASSESSMENT AND ACCOUNTABILITY IN THE EDUCATION OF OUR CHILDREN?

Green = Business Leaders Red = Educators Blue = Parents

NUMBER OF VOTES	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION
6	Business Leaders	Show progress and growth relevant to each child's need to prepare them for life.
3	Business Leaders	Act as a benchmark where and are we progressing.
2	Business Leaders	Accountability.
2	Business Leaders	Keep teachers and staff accountable.
1	Business Leaders	Assessment important measurement for students and teachers.
1	Business Leaders	Accountability important for teachers.
5	Parents	For control of curriculum.
5	Parents	To set appropriate goals for.
4	Parents	To standardize education to make everyone the same. It keeps people busy so they spend less time really teaching.
4	Parents	To show if students are learning.
3	Parents	Assessment of teachers must be multifaceted.
11	Educators	Ensuring progress of individuals, based on their current level.
10	Educators	Assessment -- instructional decisions.
9	Educators	Look at each individual student -- where they are -- where they need to be.
8	Educators	Should not be a grade -- productive NOT punitive.
6	Educators	The current role of the assessments is not what the original intent was for our students.
6	Educators	The assessments do not give a true picture of our students' capabilities.
6	Educators	Assessment is to inform instruction and understanding student needs. It's about measuring growth and celebrating successes along the way. It should be continual.
5	Educators	Assessment -- inform instruction.
5	Educators	Assessments should serve learning.
5	Educators	<u>Individualization of students!</u> Be <u>prescriptive!</u>
4	Educators	Every student/school measured by the same ruler.
4	Educators	Assessment -- growth & progress.

QUESTION #2 WHAT IS THE ROLE/PURPOSE OF ASSESSMENT AND ACCOUNTABILITY IN THE EDUCATION OF OUR CHILDREN?

Green = Business Leaders Red = Educators Blue = Parents

NUMBER OF VOTES	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION
4	Educators	Assessment -- measure growth. Accountability is about responsibility -- of parents, communities, and school. It is the responsibility of ensuring <u>all</u> students have opportunities to learn. (We have to be cautious to understand the purpose of accountability so that it doesn't be the "kudzu vine.")
4	Educators	Assessment -- evaluate growth.
3	Educators	Assessment -- Target for students and teachers.
3	Educators	Assessment -- guide instruction.
3	Educators	Assessment is the check and accountability is the balance.
2	Educators	Index 2 -- Progress monitoring that measures growth for all students .
2	Educators	True purpose of school, accountability? Promotion of student to the next grade level.
2	Educators	Accountability -- target schools/districts that are clearly not providing a quality education.
2	Educators	Accountability -- provide the community feedback -- stakeholders.
2	Educators	Identify student strengths.
2	Educators	Role is to give guidance, provide feedback progress to goals, drive instruction, drive focus and direction to vision of district/community.
2	Educators	To pin point instructional needs and monitor growth.
2	Educators	Gather data to drive instruction.
2	Educators	Accountability -- evidence of teaching curriculum.
2	Educators	Accountability -- quality work force.
1	Educators	The second slide was helpful with historical facts to help viewers understand where we have come from to this point.
1	Educators	Rigor of test.
1	Educators	Common reading questions stems 3rd - 8th.
1	Educators	Accountability -- guaranteed and viable curriculum.
1	Educators	Accountability -- public information.
1	Educators	Accountability -- student equity.
1	Educators	See if students absorbed learning.
1	Educators	See how well they can apply the learning.

QUESTION #2 WHAT IS THE ROLE/PURPOSE OF ASSESSMENT AND ACCOUNTABILITY IN THE EDUCATION OF OUR CHILDREN?

Green = Business Leaders Red = Educators Blue = Parents

NUMBER OF VOTES	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION
1	Educators	Are we doing what we're supposed to be doing? And equally well for all?
1	Educators	What is the higher purpose of having accountability?
1	Educators	Assessment and accountability are not the same thing.
1	Educators	Hold students and staff to a higher standard.
1	Educators	Meeting our learners where they are.
1	Educators	Assessment -- check for mastery of curriculum.
1	Educators	Accountability -- assurance of quality education.

AMARILLO

QUESTION #3 WHAT IS WORKING WELL WITH OUR CURRENT SYSTEM OF ASSESSMENT AND ACCOUNTABILITY?

Green = Business Leaders Red = Educators Blue = Parents

NUMBER OF VOTES	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION
2	Business Leaders	Assessments show they're being exposed to core elements.
1	Business Leaders	We are identifying methods that do not work.
9	Parents	We feel the current system is <u>more</u> stressful.
6	Parents	Our teachers!!
3	Parents	They have reduced the number of tests.
2	Parents	There is a time limit to take the tests.
2	Parents	We are not sure.
18	Educators	Measure of growth vs. pass/fail.
17	Educators	Assessment -- Students are asked to <u>think</u> instead of asked to <u>recall</u> . Teachers know our standards and students better. Tier 1 instruction has improved.
12	Educators	Accountability -- It holds us accountable for all students. Index 2 allows us to measure growth for all students.
8	Educators	Accountability -- establishes common expectations.
6	Educators	STAAR exposes system weaknesses, which drive district goals and missions.
5	Educators	Focus (laser-like) on student learning instruction growth.
5	Educators	Better understanding of state standards.
5	Educators	Growth measure K-8.
4	Educators	Challenges teacher and student growth.
3	Educators	Greater alignment with assessment of TEKS.
3	Educators	Assessment -- provides a common academic language.
3	Educators	Accountability -- all kids matter (special education, ELL, demographics...).
3	Educators	A progress measure.
3	Educators	Cohort comparison for accountability.
2	Educators	The best achievement of the new accountability is that it shows a measure of growth which encourages teachers, parents, and students. The new accountability shows several areas of educational measures.

QUESTION #3 WHAT IS WORKING WELL WITH OUR CURRENT SYSTEM OF ASSESSMENT AND ACCOUNTABILITY?

Green = Business Leaders Red = Educators Blue = Parents

NUMBER OF VOTES	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION
2	Educators	Test matches the curriculum (a snap shot).
2	Educators	Assessment -- provides for intentional instructional planning.
2	Educators	H.O.T.
2	Educators	Distinctions in a variety of areas.
1	Educators	See if our assessment systems are working.
1	Educators	Are you meeting the standards of the state?
1	Educators	Sets the measures to be achieved by students, schools, and districts.
1	Educators	High expectations.
1	Educators	Accountability influenced by other factors other than "the test."
1	Educators	Curriculum is well developed.
1	Educators	Assessment -- provide teachers/administrators/parents with informational data on our students.
1	Educators	Addition of the index system.
1	Educators	Guide instruction.
1	Educators	Provide feedback.
1	Educators	Rigor trickles down into other grade levels (Pre-K & Kinder)
1	Educators	Enhancing critical thinkers!
1	Educators	Tiered levels of performance.
1	Educators	STAAR better assesses the expected curriculum (challenging).

AMARILLO

QUESTION #4 WHAT FACTORS SHOULD THE NEXT GENERATION COMMISSION ON ASSESSMENTS AND ACCOUNTABILITY CONSIDER AS THEY MAKE THEIR RECOMMENDATIONS?

Green = Business Leaders Red = Educators Blue = Parents

NUMBER OF VOTES	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION
12	Business Leaders	Teach students to their abilities -- give them more options -- college, trade school or military.
7	Business Leaders	Expose them to the community.
7	Business Leaders	Capable teachers to teach.
5	Business Leaders	The Assessments can not be the same for every student and be meaningful.
3	Business Leaders	Don't teach to a test, teach the students.
2	Business Leaders	More fair and appropriate for teachers and students.
1	Business Leaders	Language barrier/ESL.
1	Business Leaders	Teachers playing catch-up.
14	Parents	Ask public officials to take the test and publish the results.
14	Parents	Assessment test should not have to be a daily focus, learning should be.
9	Parents	Ask students, parents, and teachers to provide feedback about the tests.
7	Parents	Environmental factors.
7	Parents	Social economic differences.
4	Parents	Too many practice tests stress the students.
3	Parents	Let counselors be counselors.
3	Parents	Straight forward questioning on assessments.
2	Parents	What other factors are affecting scores?
2	Parents	Student success after graduation.
2	Parents	Accreditation rating -- How will the new system affect it?
1	Parents	Graduation rates.
1	Parents	Reducing cost and number of tests by not retesting those that passed math and reading each year.
1	Parents	No one appears to like the current tests.
26	Educators	<u>Stronger focus on measuring growth. Not all students start at the same place: previous schooling, language, country of origin, background knowledge, and opportunity.</u>

QUESTION #4 WHAT FACTORS SHOULD THE NEXT GENERATION COMMISSION ON ASSESSMENTS AND ACCOUNTABILITY CONSIDER AS THEY MAKE THEIR RECOMMENDATIONS?

Green = Business Leaders Red = Educators Blue = Parents

NUMBER OF VOTES	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION
17	Educators	Too large of a curriculum limits ability for <u>deeper, rich learning</u> .
16	Educators	Assessments -- multiple types of assessments.
16	Educators	Accountability -- Separation of K-8 and 9-12 in Index 4 (post secondary).
15	Educators	Readability matched to developmental level of students.
15	Educators	Our dyslexic, ADHD, and other learning disabled students often begin to perceive themselves as unintelligent due to state testing.
12	Educators	Shrink TEKS/SE's.
12	Educators	Never forget how these two systems impact children.
12	Educators	Multiple measures, multiple modes, interests.
11	Educators	The state accountability should not hinge on one testing on one given day. All students do not learn the same way or at the same pace.
11	Educators	Design the test questions to address rigor without trickery.
11	Educators	21st Century Skills.
11	Educators	One test cannot be a true measure.
8	Educators	Local control.
8	Educators	Graded tests should be given to teachers and sent home to parents.
7	Educators	Putting more focus on progress growth than grades.
7	Educators	Change the Mindset -- of educators, parents & <u>community</u> .
6	Educators	Fewer TEKS.
6	Educators	Periodic growth measure within the year.
6	Educators	Developmentally appropriate curriculum and assessments.
6	Educators	PUT KIDS FIRST.
6	Educators	<u>Local</u> accountability to monitor growth non-tested classes.
5	Educators	Accountability -- locally developed brief periodic assessments based on state standards & grade level requirements.
5	Educators	Meet the needs of the learner <u>where they are!</u>
4	Educators	Local control.

QUESTION #4 WHAT FACTORS SHOULD THE NEXT GENERATION COMMISSION ON ASSESSMENTS AND ACCOUNTABILITY CONSIDER AS THEY MAKE THEIR RECOMMENDATIONS?

Green = Business Leaders Red = Educators Blue = Parents

NUMBER OF VOTES	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION
3	Educators	More intervention services and <u>funding</u> .
3	Educators	Assessment -- Differences among students.
3	Educators	Assessments impact recess, art, instructional style, scheduling, EVERYTHING!
3	Educators	Make the parent and community engagement part of the school grade.
2	Educators	Accountability -- random sample at the district level to determine if a quality education is being provided.
2	Educators	How do we improve the issues with writing? (meaningful application)
2	Educators	Timelines of data access.
2	Educators	Time limits.
2	Educators	Don't burn out teachers and students with testing -- preserve the passion of learning!!
2	Educators	Assessments -- more <u>growth</u> on value rather than pass/fail.
1	Educators	Only considering Index 2 than Index 1.
1	Educators	Provide benchmarks for subjects not tested yearly.
1	Educators	Student growth.
1	Educators	Diversity of our state.
1	Educators	Assessment -- Growth considered outside of a snapshot day.
1	Educators	Assessment -- should be locally driven, monitored & responsive to the individual learner.
1	Educators	Special pops, groups.
1	Educators	Narrow breadth of testing.
1	Educators	Quit changing it.
1	Educators	Test driven instruction does not improve the highest or lowest sub pops.
1	Educators	What ever assessment is created will drive instruction. (i.e. teaching to the test.)

AMARILLO

QUESTION #5 WHAT SUGGESTIONS FOR IMPROVEMENT OF OUR CURRENT SYSTEM WOULD YOU GIVE TO THE COMMISSION?

Green = Business Leaders Red = Educators Blue = Parents

NUMBER OF VOTES	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION
8	Business Leaders	Not so much worry about assessment results -- rather focus needs to be on student growth. Kids have unique growth requirements.
3	Business Leaders	Don't be so reliant to a standardized test, but trust the teacher to recognize student capabilities.
2	Business Leaders	Teachers need to be accountable to <u>ALL</u> students.
2	Business Leaders	Administrators be accountable to teachers.
1	Business Leaders	Language barriers can give slowed results.
1	Business Leaders	Make changes to get rid of what doesn't work.
12	Parents	Teach kids to LOVE learning
9	Parents	Individualize toward each child.
7	Parents	Reduce importance of the tests at the state level.
7	Parents	Remove emphasis on teaching to the test.
6	Parents	Add more unstructured free-time.
6	Parents	Eliminate the "pass/fail" and the pressure that adds.
5	Parents	Focus on problem solving and learning. How to learn instead of how to get the right answer on a test.
4	Parents	Colleges don't use them.
4	Parents	More opportunities for parents to speak (like today) into the formation of the assessments.
3	Parents	Support from administration.
2	Parents	Allow final accountability to be handled at the local level.
2	Parents	Consider unintended consequences of A-F rating system.
1	Parents	Give more flexibility in teaching -- content test.
30	Educators	ELL's -- let them learn the language before testing.
23	Educators	Reconsider A-F ratings.
17	Educators	Make a differentiated assessment to meet the needs of <u>ALL</u> learners.
16	Educators	Allow for autonomy in instruction, leave us room for Project Based Learning, <u>authentic</u> learning, STEM, art, and
16	Educators	More emphasis on growth K-8 versus pass/fail.

QUESTION #5 WHAT SUGGESTIONS FOR IMPROVEMENT OF OUR CURRENT SYSTEM WOULD YOU GIVE TO THE COMMISSION?

Green = Business Leaders Red = Educators Blue = Parents

NUMBER OF VOTES	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION
14	Educators	Early Childhood needs more focus. We are testing students to death (STAAR @ every grade level, SAT, ACT, TSI, AP, PSAT, TELPAS, EOC, plus all local tests given to students.)
11	Educators	Shorter assessments that are age appropriate.
10	Educators	Look at other pathways to measure success and learning besides just a test.
10	Educators	Measure and increase credit for growth. (Growth should be a higher focus.)
8	Educators	Do away with A-F rating that is more indicative of a SES level. Extremely detrimental to education.
7	Educators	Fewer standards, more <u>depth</u> -- less skimming the top.
7	Educators	More local control of state assessments in K-8 for data analysis.
6	Educators	Local control.
5	Educators	There are too many TEKS for students to master at one grade level (i.e. 8th grade social studies.)
4	Educators	Provide shorter tests by length, but require deeper thinking.
4	Educators	Hold students accountable to their documented instructional level (such as IEP's and 504's).
4	Educators	Provide a system for creating a benchmark in the same year (such as pre and post tests).
4	Educators	Reduce the fatigue and burnout that lengthy assessments create.
4	Educators	For students, to focus on creating a system that allows for continuous growth -- promote growth for students, teachers, campuses and districts w/o losing the humanity of our jobs.
4	Educators	Why can't the current tools that have been developed for year-long evaluations be used as the year end assessments? These tools should give a more successful view of the student growth and achievements.
4	Educators	Bigger emphasis on a growth model, over time.
4	Educators	Closely align federal and state assessments and accountability to avoid redundancy.
4	Educators	Our financial resources might be better used for fewer assessments and increase teacher salaries and student resources.
4	Educators	Open ended answers.
4	Educators	Growth by individual student rather than pass/fail.
3	Educators	Bigger emphasis on vocational.
3	Educators	Test what is really important 21st Century Skills, # of tests middle school bubble tests.

QUESTION #5 WHAT SUGGESTIONS FOR IMPROVEMENT OF OUR CURRENT SYSTEM WOULD YOU GIVE TO THE COMMISSION?

Green = Business Leaders Red = Educators Blue = Parents

NUMBER OF VOTES	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION
3	Educators	Flexibility.
3	Educators	Portfolio instead of 1 time snapshot.
3	Educators	Narrow the curriculum; test readiness standards only.
3	Educators	Multiple opportunities to assess in "chunks" -- Examples: Create a "badging" system where students master a certain number of components, 20 out of 25 skills. And measure 1st semester standards earlier.
2	Educators	Align TSI, STAAR, AP, SAT, ACT, IB
2	Educators	Release test every year
2	Educators	Look at kids as individuals.
1	Educators	Improve STAAR A.
1	Educators	Student portfolio.
1	Educators	Define college readiness.
1	Educators	Different approach to attendance accountability.
1	Educators	Test students over the most critical/readiness TEKS.
1	Educators	Don't penalize students in sub-pop groups.
1	Educators	Shorter tests.
1	Educators	Modified passing standard that would be reflective of over all ability -- much like comprehensive score on ACT test.
1	Educators	Expectations must be clear -- focus on clarity.
1	Educators	Dull reading passages.
1	Educators	Varied measures for students and schools.
1	Educators	ELL
1	Educators	Re-evaluate the amount of readiness and supporting of Social Studies -- emphasis on readiness.
1	Educators	Come up with a "sampling" system.

AMARILLO

QUESTION #6 WHAT GOALS FOR (1) ASSESSMENTS AND (2) ACCOUNTABILITY WOULD YOU RECOMMEND TO THE COMMISSION THAT WOULD SHAPE THEIR WORK?

Green = Business Leaders Red = Educators Blue = Parents

NUMBER OF VOTES	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION
11	Business Leaders	We still need to measure where school systems are going, but not live and die by one test. Goals match the students' abilities.
5	Business Leaders	Include staff in development process.
1	Business Leaders	Accountability must be fair.
1	Business Leaders	Assessments high quality and meaningful.
9	Parents	Permit failure to avoid <u>fear</u> of test.
9	Parents	Focus on student growth.
9	Parents	Make process full transparent. Supply parents with copy of test so they can assess them. Right now the process is not trusted across the state.
9	Parents	Multifaceted and individualization accountability.
7	Parents	Also transparency in cost of test for taxpayers. Publish vendor contracts on TEA website.
5	Parents	Make realistic expectations.
4	Parents	Build self esteem.
2	Parents	Trust educators in the assessment process.
28	Educators	Promote students' "growth mindset" instead of a pass/fail "fixed mindset."
23	Educators	Developmentally appropriate NOT age -- driven.
19	Educators	Assessment -- Assess fewer students/readiness skills so teachers can teach to mastery.
12	Educators	Changes in place before school starts.
12	Educators	Ensure assessments are written on the grade level tested.
11	Educators	KEEP POLITICAL AGENDAS AWAY from our children.
10	Educators	Assessment , emphasize individual student growth.
10	Educators	Be <u>very thoughtful</u> about the final product and don't keep changing the system so often.
9	Educators	Local control.
9	Educators	Through the lens of the visioning document.
8	Educators	Develop a periodic growth model and portfolio assessment.
6	Educators	Alternative forms of assessment.

QUESTION #6 WHAT GOALS FOR (1) ASSESSMENTS AND (2) ACCOUNTABILITY WOULD YOU RECOMMEND TO THE COMMISSION THAT WOULD SHAPE THEIR WORK?

Green = Business Leaders Red = Educators Blue = Parents

NUMBER OF VOTES	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION
6	Educators	Accountability -- common consideration for student diversity -- consider other growth measures (students, new to country, special education, ELL, etc.)
6	Educators	Nurture creative genius.
6	Educators	HONOR the diversity of our children -- poverty, subpopulations, unique gifts, and talents.
4	Educators	Get rid of punitive element.
4	Educators	Listen and act upon input.
3	Educators	Reasonability and appropriate.
3	Educators	Accountability, graduation committees.
3	Educators	SCALE BACK.
3	Educators	Student specific, research based portfolios, timely/chunked, D. I.
3	Educators	Not a "gotcha" -- provides schools their instructional prescription.
2	Educators	Focus on student choice.
2	Educators	Assessment -- Tests should have logical sequence (for example, fraction questions all together; historical eras tested together).
2	Educators	Shorter, on-line testing -- for immediate feedback.
2	Educators	Utilize today's technology to create real world assessments.
1	Educators	Assessments - develop rubrics - a truer individual picture of the student.
1	Educators	Accountability -- Eliminate the A-F rating. Develop a more individualized system per school size.
1	Educators	Individual accountability based on district and campus level.
1	Educators	More local control on assessment.
1	Educators	Assessment, promotion??
1	Educators	Assessment, modes of testing.
1	Educators	Assessment, cost and limitations of districts going all online???
1	Educators	Assessment, alignment.
1	Educators	Accountability, should make schools better, not be "gotcha."
1	Educators	Trust and <u>grow</u> your professionals.
1	Educators	Assessments shouldn't be a gotcha.

AUSTIN

QUESTION #1 REFLECT UPON THE PRESENTATIONS THAT YOU PREVIEWED BEFORE THE MEETING. WHAT ARE SOME KEY LEARNINGS OR IMPORTANT TAKE-A-WAYS THAT SHOULD SHAPE OUR CONVERSATION?

Green = Business Leaders Red = Educators Blue = Parents

NUMBER OF VOTES	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION
7	Business	Student achievement was increasing under older iterations of accountability
2	Business	Texas has a strong history on assessment and accountability
1	Business	Old accountability system built on broad consensus
4	Educators	Need to use multiple measures
4	Educators	Should consider parent & student accountability
2	Educators	Alternative assessment as a mean for college readiness
2	Educators	One test/one day is insufficient
2	Educators	Need to use multiple measures
1	Educators	Portfolio of student work
	Educators	New acct. focuses on growth
	Educators	"Assessments should measure what matters"
	Educators	"Distinctions are a false positive"
	Educators	"Subpopulations" We define & don't address equitability FOR REAL. Who do they tests the test on?
	Educators	Refers to individual students, mult. Ch. may not be sufficient, assessment is not going away, should consider parent & student accountability
	Educators	Could be more accurate/comprehensive
	Educators	Educators assess daily
	Parents	Based on Common Core Framework (see CCSSO – using balanced assessment systems, etc.), should not be the whole picture in one day
7	Parents	We have left the path of why we are testing
6	Parents	Why is college readiness presumed as a goal?
5	Parents	What is the benefit of complexity of accountability systems?
2	Parents	We enjoyed history of accountability systems
	Parents	Testing has a place
	Parents	Tool for improving student achievement

AUSTIN

QUESTION #2 WHAT IS THE ROLE/PURPOSE OF ASSESSMENT AND ACCOUNTABILITY IN THE EDUCATION OF OUR CHILDREN?

Green = Business Leaders Red = Educators Blue = Parents

NUMBER OF VOTES	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION
7	Business Business	Assessments should offer timely, actionable feedback College/career readiness
8	Educators	Assessments should be diagnostic, not punitive
7	Educators	Assessment-Measure progress
7	Educators	Measure growth over time Provides measures to see that students are making progress? And that they are being taught the same curriculum (TEKS)
6	Educators	We teach widely but not deeply
4	Educators	Assessment-Should measure critical thinking & knowledge at an appropriate grade level
4	Educators	Determine areas of need for improvement/strengths
4	Educators	Assessment-Target refine instruction
3	Educators	Accountability-Not to punish school/teacher
2	Educators	Accountability-Should reflect progress
2	Educators	Assessment-Statewide comparison, district, nation, global
2	Educators	Inform instruction
2	Educators	To inform instruction
1	Educators	One assessment can't cover too broad a spectrum
1	Educators	Assessment-Motivate to perform well
1	Educators	Accountability-Results should be prescriptive
1	Educators	Assessment-Form programming – diverse work paths
1	Educators	Assessment-Aligning curriculum
1	Educators	Diagnose needs
1	Educators	Assessment-Guide individual instruction
1	Educators	Fix assessment to fix accountability
1	Educators	Assessment-To inform praxis and formative data
1	Educators	Ensure basic literacy

QUESTION #2 WHAT IS THE ROLE/PURPOSE OF ASSESSMENT AND ACCOUNTABILITY IN THE EDUCATION OF OUR CHILDREN?

Green = Business Leaders Red = Educators Blue = Parents

NUMBER OF VOTES	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION
7	Business Business Educators Educators Educators Educators Educators	Assessments should offer timely, actionable feedback College/career readiness Prepare for next level/step Should play one role of many Create shared standard Teach responsibility (students set own goals) Determine mastery of TEKS
9	Parents	No high stakes testing
8	Parents	Remove high stakes
6	Parents	Have one purpose, assessment, diagnostic, accountability but not ALL in one assessment
4	Parents	Accountability-it should help identify problem and root cause
3	Parents	Accountability-identify institutions with issues, so help can be provided
3	Parents	Diagnostic – parents need information on why and how it benefits their child
2	Parents	Assessments-identify mastery (are they ready for next class?)
	Parents	Assessments-Inform educators and parents

AUSTIN

QUESTION #3 WHAT IS WORKING WELL WITH OUR CURRENT SYSTEM OF ASSESSMENT AND ACCOUNTABILITY?

Green = Business Leaders Red = Educators Blue = Parents

NUMBER OF VOTES	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION
3	Business	Index approach more holistic than just test performance
2	Business	Annual assessment provides opportunity to track growth
6	Educators	Individual graduation committee
3	Educators	The test measures skills and content for that grade/subject, and that all students count.
3	Educators	Robust Data System, District to district comparison (does it reveal equity issue?)
3	Educators	No more death by cell / indexes
2	Educators	EOCs good
2	Educators	Reduced # of tests very helpful
1	Educators	Comparison groups
1	Educators	Focus on sub populations
1	Educators	Sheds light on achievement gap
1	Educators	Slow progress to include other measures than STAAR test (grad rates / distinctions)
	Educators	Great standards, written well
	Educators	Able to disaggregate
	Educators	Good attempt to align standards and questions
	Educators	Rigor
	Educators	Indexing measures
	Educators	Provides data
	Educators	Sets a common standard
	Educators	Informs instruction/planning
	Educators	Increased parent/community involvement
	Educators	We do use the resulting data to inform instruction
11	Parents	Focus on underrepresented w/o hurting high achievers
3	Parents	All kids (including special needs) getting attention; assuming district will identify
3	Parents	Utilizes the same standards across the state
1	Parents	We like that the 5 domains is a step in the right direction
	Parents	Assessments are being released to public

AUSTIN

QUESTION #4 WHAT FACTORS SHOULD THE NEXT GENERATION COMMISSION ON ASSESSMENTS AND ACCOUNTABILITY CONSIDER AS THEY MAKE THEIR RECOMMENDATIONS?

Green = Business Leaders Red = Educators Blue = Parents

NUMBER OF VOTES	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION
6	Business	Data is important for business leaders, decision makers and parents alike
2	Business	How do we ensure students are learning them?
1	Business	What skills does the workforce require?
18	Educators	Schools are held accountable equally, but do not have equal resources
18	Educators	Tests should be developmentally appropriate
15	Educators	Resources – funding inequity (ies)
9	Educators	Test anxiety
9	Educators	STAAR Modified needs to come back
8	Educators	Consider the footprint of the test-Anxiety, Test Fatigue, Stigma
6	Educators	IEPS – but no modified test
5	Educators	Cost factors of testing – could the \$ be better support
4	Educators	ELL – 2 years to get out – then tested
4	Educators	State tests may be redundant to other tests (AP, TSI, SAT ...)
3	Educators	Something in place for students new to America
3	Educators	College readiness and/or workforce
3	Educators	Socioeconomic & context
3	Educators	Student attendance/discipline
3	Educators	Multiple measures for sub pops
2	Educators	Graduation not dependent on passing test
2	Educators	Tests used as an indicator not graduation requirement
2	Educators	Special education
1	Educators	Testing has negative impact on the arts
1	Educators	Student mobility
1	Educators	Align test to curriculum
1	Educators	They should consider the student
1	Educators	Consider ways to measure growth within the year

QUESTION #4 WHAT FACTORS SHOULD THE NEXT GENERATION COMMISSION ON ASSESSMENTS AND ACCOUNTABILITY CONSIDER AS THEY MAKE THEIR RECOMMENDATIONS?

Green = Business Leaders Red = Educators Blue = Parents

NUMBER OF VOTES	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION
6	Business	Data is important for business leaders, decision makers and parents alike
2	Business	How do we ensure students are learning them?
	Educators	Most tests are administered at 9th grade
	Educators	School facility constraints
	Educators	Diversity of learners – race & class
	Educators	Eliminate English II exam (it is redundant)
	Educators	Take a reading and writing snapshot every year
	Educators	Consider timing and number of tests given
	Educators	Cumulative tests in science are unfair
10	Parents	Attention to kids at all levels (e.g. Level III) SPED, ELL
10	Parents	Who is being held accountable to whom? Kids are being held accountable to the state.
7	Parents	How to increase local (parent) control over assessments
5	Parents	Assessments/accountability should benefit students
3	Parents	Step back and consider goals of public education
1	Parents	Appropriate accommodations
1	Parents	We (parents) need to know why our kids are taking this

AUSTIN

QUESTION #5 WHAT SUGGESTIONS FOR IMPROVEMENT OF OUR CURRENT SYSTEM WOULD YOU GIVE TO THE COMMISSION?

Green = Business Leaders Red = Educators Blue = Parents

NUMBER OF VOTES	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION
3	Business	Accessibility of data to the public
2	Business	Clarity of accountability and assessment data
14	Business	Disaggregated data
8	Educators	Standards should fit in instructional calendar
8	Educators	Feedback (focused) to student
8	Educators	Bring back modified assessments
7	Educators	Texas has become invasive and too much effort for too little student benefit
5	Educators	Measure school engagement in extracurricular that's what gets kids to schools
5	Educators	Better measure for special education
4	Educators	Test given early in year for diagnostic purposes
4	Educators	Limit the stakes
3	Educators	Create tests that test only essentials
3	Educators	Shorter tests for younger students
3	Educators	Better practice modules with online testing
3	Educators	Incorporate teacher based assessment
3	Educators	Writing is not authentic in 26 lines (this is not college ready)
2	Educators	Cannot pass a rule that cannot be applied to every campus
2	Educators	Better testing online
2	Educators	Project-based learning / portfolio
2	Educators	If online tests are required state should provide instructional resources to support learning
2	Educators	Perhaps submit skills growth data to offset STAAR pressure
1	Educators	Has to be more than 1 day measure - multiple measurements
1	Educators	Test HS Bio / US History, Algebra I during finals, so teachers have more time to teach content
1	Educators	Allow time for re-teach
1	Educators	Needed professional development on transition to STAAR
1	Educators	English I/II EOC test – 5 hours

QUESTION #5 WHAT SUGGESTIONS FOR IMPROVEMENT OF OUR CURRENT SYSTEM WOULD YOU GIVE TO THE COMMISSION?

Green = Business Leaders Red = Educators Blue = Parents

NUMBER OF VOTES	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION
3	Business	Accessibility of data to the public
2	Business	Clarity of accountability and assessment data
	Educators	Vet the tests (make sure answers are correct)
	Educators	More freedom for districts
20	Parents	Assess only readiness standards (remove math and ELA process standards & trick questions)
19	Parents	Age appropriate questions
8	Parents	Enforce 743
7	Parents	How to increase local (parent) control over assessments
5	Parents	Test no more than is required by ESSA
5	Parents	Remove redundancy (e.g. AP & EOC)
5	Parents	Start over
4	Parents	Alternative forms of assessment (e.g. portfolios)
3	Parents	Remove high stakes
3	Parents	Parents need detailed info on their child (actual test taken & essays)

AUSTIN

QUESTION #6 WHAT GOALS FOR (1) ASSESSMENTS AND (2) ACCOUNTABILITY WOULD YOU RECOMMEND TO THE COMMISSION THAT WOULD SHAPE THEIR WORK?

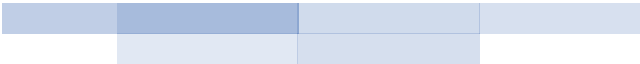
NUMBER OF VOTES	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION
8	Business	Clear/consistent signals from accountability system
13	Educators	Equitable funding
10	Educators	Bring the joy back to teaching and learning
9	Educators	Accountability should not be limited to academics (parent involvement, community involvement) Designed by educators; listen to practitioners – reduce the amount of time spent in schools on the totality of the testing regime/ Don't just focus on testing days
9	Educators	Greater focus on developmentally appropriate test materials
8	Educators	Testing should be less punitive (students often lose electives, recess, etc. for remediation)
7	Educators	Give students more career-ready tech & trade options
7	Educators	Trust teachers to create curriculum and assessments
4	Educators	Accountability should close gaps between schools, not widen i.e. The ABC retiring system – create a system that acknowledges the Negative effects of the current system MAKE IT WORK!
3	Educators	Use test for improvement – what are schools that are successful doing that others need to do?
2	Educators	Goals for assessment = KISS
2	Educators	Accountability-Resources for schools in need (ex. Title I)
1	Educators	Accountability-Growth mindset
1	Educators	Decrease “seat-time” per test
	Educators	Assessment info should give useful info to teachers
	Educators	Assessment-Guide
	Educators	Assessment-drive instruction
	Educators	Assessment-Quick indicator
	Educators	Assessment-Relevant connection from assessment to college & career goals
	Educators	Accountability-Comparison groups
	Educators	Restore the joy of learning / teaching
8	Parents	Assessments-Clear information on where intervention is needed in the classroom

Green = Business Leaders Red = Educators Blue = Parents

QUESTION #6 WHAT GOALS FOR (1) ASSESSMENTS AND (2) ACCOUNTABILITY WOULD YOU RECOMMEND TO THE COMMISSION THAT WOULD SHAPE THEIR WORK?

Green = Business Leaders Red = Educators Blue = Parents

NUMBER OF VOTES	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION
8	Business	Clear/consistent signals from accountability system
13	Educators	Equitable funding
7	Parents	Do not assess every year. It is not necessary.
6	Parents	Accountability-Continual improvement for good & struggling schools
6	Parents	Do what is in the best interest of all children
5	Parents	Look for multiple accountability measures
3	Parents	Assess facilities & other aspect of student experience , teacher tenure, school culture



BROWNSVILLE

1. Reflect upon the presentations that you just heard. What are some key learnings or important take-a-ways that should shape our conversation?

Key Focal Points	Key Concerns	Recommendations
Moved from 1 item data set to performance model	Has testing really helped students?	Address how special education population is tested at grade level. What can be done?
Test does not test actual knowledge, just whether you can take a test or not. (Student)	Student-Testing is really stressful	What will commission do to address federal regulations?
State continues to change. Districts accept the challenge to be successful and the state decides to change again just when we tweak.		
Teachers are frustrated. We are losing educators due to challenges.		
Students have anxiety with test and do not want to attend due to stress		
Teachers are accountable		
Data can be manipulated		
Students are the ones suffering because of the lack of parental involvement and culture		
How decisions were made was not shared clearly		
This session provides us with the opportunity to give ideas to state		
Accountability will shift	Often it's changed	
State will continue to hold states accountable. Differentiate accountability	Special education students struggle to adjust Gap is widening and gap is now closing	
Deeper questions: Applaud access to general ed curriculum		
Are general ed teachers trained to help student with special needs?		
Are trainers looking at instruction and styles used?		
21 to 28 students with 2 to 3 special education students. What is the accountability?	Expect teachers to accommodate student is difficult	

Key Focal Points	Key Concerns	Recommendations
Bigger lens for student achievement might be still narrow. What about leadership? What is the retaining rate, teacher experience, teacher quality, etc... One test can measure the quality of a district, not the student.	Suggestions: No talk about the leadership. Great leaders shape good organizations. Does it matter? Look beyond the testing.	Focus is achievement. What about school leadership, teacher recommendations, Add: to Domains 1, 2, 3. Mobility rate is less than other districts. Look at the teacher. Domain 5- GT Bilingual, looks at teacher training to engage students quality.
TAC test- how to get certified was used in the past. Accountability was done through this test. Mobility we're losing enrollment.	A student will do well if student is inspired, a positive environment. We need to shape the class or setting.	
Lots of information (science) to do before the testing takes place. A balance needs to take place between both.		
State accountability needs to shift their way of thinking.	Differentiating the accountability on the assessments. Crucial information has to be taught before testing takes place.	Needs to change to target all populations from general education to special education. A balance needs to take place between the curriculum taught and the curriculum assessed.
The special education population struggles to adjust to the assessment.	The gap continues to increase.	Deeper questions More teaching training Differentiating assessments Modification/accommodation implementation
Are general education teachers trained to help students with special needs?	Instruction and teaching styles most differentiate.	Deeper questions More teaching training Differentiating assessments Modifications/Accommodations implemented
What is the accountability for teachers with special education population?	Teachers are expected to accommodate the students with a large classroom population.	Specialize training On-going monitoring
Accountability starts with Leadership (Great leaders shape good organizations)	Monitoring of teacher: Student retaining rate Teacher's experience Teacher quality	Teachers continue with on-going trainings in specific certifications. Conducive class setting

Key Focal Points	Key Concerns	Recommendations
	Mobility rate Teaching styles Inspiring teachers Positive environment	
1 st three domains State Assessments play a great role (55%)	Still need to learn the verbiage as work with post-secondary. Need to bridge gap between post secondary and secondary.	Why not have actual teacher grade the writing exams? 90 million is used to grade the writing exams. Suggestion is to have the teachers grade their own students' exams.
There has been change. We have a voice as evidenced by this meeting. This opportunity to voice our concerns is validating.	Concerned about the individual students. Their individual problems; a few examples are students that face great adversity such as incarceration, death. Their needs need to be addressed. Address their emotional needs.	
	Interested to hear how special needs students are going to be assessed and how this will be addressed.	
	Can we have the conversation of the best A-F system? Commonalities from all areas of the state. Every region to have input.	
	Missing language for students.	
	Teachers need more training on technology so that students can be more engaged.	
		Accountability is still important
	Testing TEAMS was enjoyable and not stressful like today.	Use test as a tool but not so much to hold students back or not to graduate.
	My daughter not sleeping and eating. Students in behavioral hospital.	Testing is a measure to know where we need growth. Social skills and soft skills are also equally important in the business world. We should have testing to measure progress but it should not be the focal point.
		There needs to be a balance between testing and

Key Focal Points	Key Concerns	Recommendations
		accountability and the whole child. Balance is key. Children well being is essential. Need to reduce the anxiety for children.
		Anxiety and health of children must come first. The pressure and anxiety of testing is wrong. The pressure for teachers and children causes anxiety. Children do not want to go to college because they are burned out.
		We need to rethink why there is so much stress.
Positive: Data is necessary to measure	Students need to be looked at as a whole and not just one test to measure progress.	We need to go back to the basics for testing but not the rigor.
Accountability is needed to function at a higher level. Time limit FDAA – Assessment at a functional level. TELPAS	How much flexibility there is and how it gets weighted. How are we going to compare folks when given flexibility. Weighted average thing – it will be difficult to compare when weighted differently. Teachers need test item. What did we not hit. Lexile scores.	Instrument need to provide support for the teachers. Assessment should provide information Item Analysis , Lexile scores. Put grade equivalents. Model allowed to come up with a growth plan. Integrate TELPAS data into STAAR Revisit LEP population
Bilingual education	Assessment to evaluate teachers it will do the same thing. It will be hard to fill those spots. Not enough online practice for special education students. Strategies can't replicate those strategies. Can't measure what they can really show.	Overall determining factor not only on one task but input from teachers. Will help retesters. This will help send data for accountability. Different scales for small and big districts.

Key Focal Points	Key Concerns	Recommendations
	<p>Weighted average and balancing their scores. D</p> <p>Clear guidance and input from teachers.</p> <p>Testing those students. Looking at comparison group. There has to be a further study because compared to others higher district and early colleges. Unfair to small districts.</p> <p>Child has bad days.</p>	<p>First accountability rating for 1st ratio. Lower ratio and not be penalized.</p> <p>PBMAS- there is a disconnect. It needs to be balanced. I want to be an A. Balance to reflect a unified measure to help districts measure.</p> <p>If money is there.</p> <p>A-F will tear them down and looked into further.</p> <p>Provide proof that child can't take test that day due to circumstances.</p>
<p>Anxiety factor</p> <p>Money – Movies – Standardized</p>	<p>Made me stronger. Not in best interest in child. Whether % here or there. We missed it along the way.</p> <p>Who's making the money?</p>	<p>Listen to problems /factors that are involved in that and no one saw it as that.</p> <p>Focus should be where are we going with all of this.</p>
<p>What children are actually going to do in the workforce - what we are doing in education does not match what students need to know and perform in the work force</p>	<p>Look at our special education and special populations and give them something that is a reliable measure - STAAR A is a computer based test that is not a reliable measure for some of our students</p>	<p>Some things aren't in the PEIMS collection – there needs to be uniformity across the state – Each university using their own system – we need a uniform TSI accountability system</p>
	<p>Hard to quantify the domains</p>	
	<p>College readiness is important but hard to measure</p>	
	<p>CTE a laundry list of elements in Domain 4 – take a large district – the staff needs to know the importance and where to start – small districts are very different than large districts</p>	<p>Look closely at what they need to be accountable for</p>
<p>Can students succeed – are we preparing the students for jobs today?</p>	<p>Tests are not being used in business today</p>	<p>Need to know where the students are and are they graduating – are they making it</p>

Key Focal Points	Key Concerns	Recommendations
		through college – not just that they are going?
	Students are coming into job force not reading or writing – without those skills (public speaking) even though they have scored high on the tests – aren't preparing them to be successful in life	Special education and special populations should not take the same assessments as everyone else
	Business Behavior – can students interact with each other?	
	State is asking for one thing – business for something else	
	We have test takers, but not individual thinkers	Component for legislators – benchmarks must stop – it should only be a snapshot for the individual teacher and child --teachers cannot be held accountable for assessments
Accountability will shift	Often it's changed	
State will continue to hold states accountable. Differentiate accountability	Special education students struggle to adjust Gap is widening and gap is now closing	
Deeper questions: Applaud access to general education curriculum		
Are general education teacher trained to help student with special needs?		
Are trainers looking at instruction and styles used?		
21 to 28 students with 2 to 3 special education students. What is the accountability?	Expect teachers to accommodate student is difficult	
Bigger lens for student achievement might be still narrow. What about leadership? What is the retaining rate, teacher experience, teacher quality, etc... One test can measure the quality of a district, not the student.	Suggestions: No talk about the Leadership. Great leaders shape good organizations. Does it mater? Look beyond the testing.	Focus is achievement. What about school leadership, teacher recommendations, Add: to Domains 1, 2, 3. Mobility rate is less that other districts. Look at the teacher. Domain 5- GT Bilingual, looks at teacher training to engage students quality.

Key Focal Points	Key Concerns	Recommendations
TAC test- how to get certified was used in the past. Accountability was done through this test. Mobility were losing enrollment.	A student will do well if student is inspired, a positive environment. We need to shape the class or setting.	
Lots of information (science) to do before the testing takes place. A balance needs to take place between both.		
	Finding an efficient model to find out the needs of the child without putting extra stress on the child	
	Going back to "one-size-fits-all" is not correct -students that just came to this country -students with disabilities -"I don't learn like he does": this breaks my heart	
	State should address funding/incentives for Middle School teachers and programs, so when they get to high school they are better prepared and competitive	
	Percentage of ELLs and students with disabilities vs campuses with low numbers of these populations and measured the same	Developing a progress per child

2. What is the role/purpose of assessment and accountability in the education of our children?

Key Focal Points	Key Concerns	Recommendations
Are students progressing?	If students are educated correctly, tests would not be necessary	That testing be not so punitive.
	Tests are stressful to students (visits to school nurse)	Refocus on assessment. What is it for?
	Increase in testing anxiety	Retool accountability
	Campus gets punished rather than what can you do to improve	Take away stress that lower grades feel

Key Focal Points	Key Concerns	Recommendations
	Assessment has been lost for accountability	
Is there equity?	Is it fair to kids with special needs?	
Compare performance of all students	Accountability will show if they are ready to go to college... not all will go to college	
Think about rigor in education considering all kids in comparison other places (countries)		
How ready are elementary by the time they get to middle school		
Must engage at a younger age		
We want thinkers		
How teachers are doing		
How principal is leading the campus		
Data driven		
Make sure to prepare students to function successfully in community		
Are we preparing students for future/workforce?		
Assess learning happening in class		
TEKS being taught		
Different levels of kids – goal is to meet needs of all to be successful ... is system equal to all students with differences		
Assessment to determine on strengths and weakness. Much assessment is done consistently. Student with severe disability have to be assessed accordingly.	Build on strengths and help with the weakness. Test has to target their deficiencies.	
Questions are formed with no students' knowledge limited.	Diff. levels of assessment allow feedback to inform parents	
Communities have lost respect with the schools, leaderships, etc.	Important feedback for state performance. Parents want feedback to hold clout and serve a purpose.	
Assessment to special education students need attention because the disability. Paper and pencil vs computer might be better. Computer teacher might be distracting to special education students	Needs change and modification STAAR A used- not conducive for all students.	Test should be altered for this population. Conducive to their needs. Ex: pictures were deleted.
Leaving our top students behind. Can't lose their challenge	Not prepared for college. Need to have accountability.	Assessment in high quality to target those geniuses, smart students, Challenge needed. Need to measure all their potential.

Key Focal Points	Key Concerns	Recommendations
Students with special needs to be considered.	Test needs to target their needs.	Tier II - does it stay the same? What grade is given? A
How long does Tier II last?	Dive into more depth manner	
Assessment should be determined by measuring the strengths and weaknesses.	Build on strengths and help with the weaknesses. Focus; high achievers	The assessment should measure all potentials. Students need to be challenged.
Student with severe disability have to be assessed accordingly.	Allow different levels of assessments. Aptitude test	Follow modifications Measure ability/growth
Assessment questions are not interpreted by students.	Limited exposure Lack of parent support	Assessment should be altered for different populations. Conducive to their needs.
STAAR A	Easily distracted with the tools bar	Tutorials Teacher training
Assessment serves as a purpose to give parent feedback.	Parent may not be informed on accountability and passing rate.	More in-depth parent training
Important as a teacher that instruction needs to be linked to accountability. The issue is how we address our special populations. As an educator need to meet the emotional needs. What drives us is down to one day. One shot. We need to take this into consideration. There are students that have severe behavioral needs and those needs, need to be met at that moment and time is spent meeting these needs that takes away from the core subject areas. There needs to be a plan for our special education students. We need to consider their circumstances. There are campuses that have life skills units and students are absent due to their disability and the accountability doesn't distinguish for these different aspects.	Use assessment as an intervention. Need to be considerate to the sub-populations. Has to be immediate and holistic.	Assessment is a good thing with a purpose. Ongoing assessment, not just focus on summative assessments. Formative assessment is much stronger and the tools used on a day-to-day basis. A focus needs to focus on tasks going on in the classroom. Looking into implementing a system of formative assessment to be used.
	Teacher point of view. The pressure to perform and trickles down to the students. Now we go to A-F. Who wants to be a B? This has brought so much more pressure in the classroom. Now the 9 year old knows the pressure of taking a STAAR test. Need to educate the student and look at	There should be a rubric to this A-F system that puts more % on the community level and less % on the testing.

Key Focal Points	Key Concerns	Recommendations
	their potential. They do well in academics due to everything offered by the local district. Happy with the House Bill student and community engagement. Concern that it is only 10% The labels to each school and district level has brought pressure down to the student.	
	What are we doing to prepare our students beyond high school? Are we aligning our accountability to post secondary? Role and purpose should be on what students want to be post secondary, not on one exam. Measurement comes from an individual student test score.	
	Post-secondary concern was having students on academic probation that have graduated successfully from high school. Disconnect between Secondary and Post Secondary.	
		Test need to be basic measures of achievement. Do not tie testing to passing or graduation.
		Students are lacking the social skills needed in the business world.
		Testing should not be the focus but only to measure progress.
		Remove testing from accountability.
	Pressure for students is too high level. Although the student was commended, he no longer wanted to go to college. Burned out instead of preparing for college.	
	What is the connection of funding? Who is making the profits?	
It's important	The T-TESS is aligned to the assessment results.	
It depends on the assessment.	How many tests are our kids asked to take each year? It is an ongoing testing environment	
	No consensus of what assessments we use to assess student performance – no cohesion and what is being done with that information	

Key Focal Points	Key Concerns	Recommendations
	Higher education is also doing this as well	
	Funding is linked to the tests	
	We are teaching students that there is only one answer and in the real world there is more than one answer – students panic because they are trained that there is only one answer – we are giving students mixed messages	Evaluate our practices of testing
	No streamline to the STAAR – 5 th grade has 50 TEKS to teach before STAAR – bringing algebra to 4 th grade – students aren't cognitively ready to do the things we are asking them to do	Labor market value added to our assessments – not more tests, but streamline the tests we are taking
We have to be accountable but why do we have to take so many tests?		Tests should be individualized.
Assessment to determine on strengths and weakness. Much assessment is done consistently. Student with severe disability have to be assessed accordingly.	Build on strengths and help with the weakness. Test has to target their deficiencies.	
Questions are formed with no students' knowledge limited.	Diff. levels of assessment allow feedback to inform parents	
Communities have lost respect with the schools, leaderships, etc.	Important feedback for state performance. Parents want feedback to hold clout and serve a purpose.	
Assessment to special education students need attention because the disability. Paper and pencil vs computer might be better. Computer teacher might be distractful to special education students	Needs change and modification STAAR A used- not conducive for all students.	Test should be altered for this population. Conducive to their needs. Ex: pictures were deleted.
Leaving our top students behind. Can't lose their challenge	Not prepared for college. Need to have accountability.	Assessment in high quality to target those geniuses, smart students, Challenge needed. Need to measure all their potential.
Students with special needs to be considered.	Test needs to target their needs.	Tier II does it stay the same. What grade is given? A
How long does Tier II last?	Dive into more depth manner	
Teacher creativity suffers because emphasis is on assessment and passing assessments		
	Using results as comparison between campuses and districts instead of using it to help students maximize their potential.	

Key Focal Points	Key Concerns	Recommendations
	Students learning many topics but not in depth because we have to cover everything.	

3. What is working well with our current system of assessment and accountability?

Key Focal Points	Key Concerns	Recommendations
Level of accountability	How is it accountability for parents?	
Level of awareness & level of concern in education.		
Accountable for all populations		
Closes gaps		
Multiple measures provides a better picture		
New system will help high measuring students with ELL demographics		
Moved from just test scores to multiple areas		
Now educating the entire child		
Good to use community engagement		
Rigor must be clarified. What are your expectations?	Diff. curriculum Focus on assessment project based, and apply knowledge.	Standard knowledge, assess on abilities, and calling must start early in life. All students can contribute to society. (carpentry)
Accountability must happen to identify the challenges. Progress turn over for college readiness	How can we incorporate "hands on" science test? Resources not available at all districts. Not equitable assessment. Who writes the test? 90 million spent writing the test. Assessment schedules after holidays. Not a logical time to have assessment.	Level the playing field. Compare with others isn't the same across the districts.
Looking at all levels to incorporate all subjects.	Wouldn't that be a way to teach the entire child?	
Public vs. Private?	Why can't we combine both? Connect teaching and educating.	Design a test targeting all needs and subjects.

Key Focal Points	Key Concerns	Recommendations
	Special education and dyslexia students needs.	A well-rounded child is what colleges want.
Whole spirit behind change	Conversation taking place	Takes a village to raise a child.
Understand we need to work with supportive services, counselor	A big shift progress measure. Progress taking place. 55% structure is weighted by the population by indiv. Progress.	Challenge to themselves through all subject and scores. Comes through leaderships at the campus.
General education vs special education Together in turns of their academic progress.		
Rigor must be clarified. What are the expectations?	Differentiating the curriculum Focus on assessment projects Apply knowledge	Assess on abilities Standards must start early.
Accountability must happen to identify the challenges.	Not equitable assessment Assessment schedule	Level the playing field. Incorporating "hands on" activities. Resources readily available
Progress turn over for college readiness	Resources not readily available Assessment schedule	Assessment should mirror the needs.
Whole spirit behind the change	Connect teaching with needs Support services Specialized population	Conversations taken place to improve the standards
A clear standard has been set whether you meet it or not.	How are we able to accommodate for those students with severe cognitive disabilities, learning disabilities, including dyslexia and behavior. There needs to be more flexibility to address as far as the standards as all are now held to the same passing standard.	
Even with the old systems AYP. We pay attention to the Special Pops. Due to the accountability		
Focusing on all populations. For reason being for accountability		
Rewards for scoring high. Not when it will hurt the child.		
Glad all students are included.		

Key Focal Points	Key Concerns	Recommendations
State trying to improve the system		
Data is very important to measure the data. Testing to monitor is good to promote student success.		
Student set goals at the beginning of the year.		
STAAR tests are stressful but teachers help to reach the goal.	Testing is too stressful and promotes too much anxiety for children.	
	Kids are believing something is wrong with them because of the stress of testing.	
		Test must not be so rigorous. Tests need to be fun.
	The change came when schools are rated and that is the problem. This increases the stress and anxiety for all.	
	Schools are compared to other districts that are not compatible.	
	English Language Learners are expected to pass an English test. That is ridiculous. Recent immigrants should not be tested in English after one year.	
Online assessments	Practice tests online	Take paper and pencil test practice test for special education students.
Bilingual Assessment		Move the bilingual assessment into newcomers in middle school and high school.
Why apply grant for PreK. Education is good so lets open it to everyone.		
Introduction of the progress measure – small wins for teachers and our special education students	Not every child is going to go to college	We need to expand our program to include occupational

Key Focal Points	Key Concerns	Recommendations
Different domains in the accountability		
You can't go from 0 – 100 you need growth and goals and are always resetting goals and constant dialogue and conversations (In business world)	We are forgetting our special education and ELLs – we expect them to test in 3 years – against research – research shows they aren't ready – we are setting them up for failure	
Growth model is important – everyone doesn't start out at the same place and they won't be at the same place -		
Rigor must be clarified. What are your expectations?	Diff. curriculum Focus on assessment project based, and apply knowledge.	Standard knowledge, assess on abilities, and calling must start early in life. All students can contribute to society. (carpentry)
Accountability must happen to identify the challenges. Progress turn over for college readiness	How can we incorporate "hands on" science test? Resources not available at all districts. Not equitable assessment. Who writes the test? 90 million spent writing the test. Assessment schedules after holidays. Not a logical time to have assessment.	Level the playing field. Compare with others isn't the same across the districts.
Looking at all levels to incorporate all subjects.	Wouldn't that be a way to teach the entire child?	
Public vs. Private?	Why can't we combine both? Connect teaching and educating. Special education and dyslexia students' needs.	Design a test targeting all needs and subjects. A well-rounded child is what colleges want.
Whole spirit behind change	Conversation taking place	Takes a village to raise a child.
Understand we need to work with supportive services, counselor,	A big shift progress measure. Progress taking place. 55% structure is weighted by the population by individual progress.	Challenge to themselves through all subject and scores. Comes through leaderships at the campus.
General education vs special education - together in terms of their academic progress.		

Key Focal Points	Key Concerns	Recommendations
I am happy to see the Index for student progress	STAAR A affecting the responsibility	Let's go back to STAAR M
	STAAR Alt- we shouldn't assess them; we should concentrate on their life skills and not assessing them	

4. What factors should the *Next Generation Commission on Assessments and Accountability* consider as they make their recommendations?

Key Focal Points	Key Concerns	Recommendations
Consider testing in accordance to the special populations		Provide accommodations
Time factor – would like time to be able to digest questions before answering		Test to students' ability
Anxiety of students		Modified test for special populations
Elementary- multiple assessments throughout year to measure progress		Guidelines to benchmarks need to be revised
Students under the gun to perform		Locally developed assessments vs state assessments
Assess at different times in year to align with instruction		Domain 5 more data based to determine rating...more accountability
Look at special population... all schools being measured at the same level ... special education should be looked at progress		
At class level there are diverse levels of teaching dealing with difficult factors... all accountable		
Look at formula of how students be measured		
State chart of assessments... anxiety is high		
Accountability is needed in HS and Junior high school which will serve as a college entrance and accountability purposes.	Assessment should mirror the needs. ACT or SAT	Goal: HS and college and career ready Accountability system should be aligned with one focus

Key Focal Points	Key Concerns	Recommendations
Accountability is needed in secondary which will serve as a college entrance.	Assessment should mirror the needs. ACT or SAT	One exam should be used for college readiness
Inequity for public schools in the state of Texas. Some districts are allowed to choose their students. Accountability system is not fair. The way to do it is to have comparable groups. There is a way to account for that. It is not about the size, it is about the admission policy at those districts that unfairly rate districts due to the ability to select the students they accept. The solution is to use data to compare students (school) into comparable groups. Collect data at the school level that have these policies and have those the admissions policy. Use that data as a factor.		
Are we preparing students through assessment for the world of work?		
		Honoring growth of students is important in the indexes.
		School districts need more training and support for RTI.
		RTI must be put in place across the state and district.
		Although we say we have an RTI system, we really don't. We need to provide student with a good RTI system.
	Student confidence is very important. Sometimes student confidence is hurt because they may not be good test takers. That is not very for these children.	
	Too much pressure for kids so young at 8 and 9 years old.	Basic tests are necessary to teach, but should not be everything.

Key Focal Points	Key Concerns	Recommendations
		Special Education student get an FIE. The FIE tells teachers how best to learn. Testing needs to be individualized. Testing contradicts what needs to be tested. All students are held to the same standard.
		Differentiated instruction is very important and modified.
	TELPAS needs to be honored. It is a language progress test.	
% and calculated and we look at flexibility and autonomy		We need item analysis sooner.
TELPAS - TSI	Why separate tests?	Combine the assessments for reporting purpose
A-F scoring system	What will it do to students? It's complex. What will it do to recruit teachers?	August 31, push date further down to middle of October for graduation requirements and enrollment.
The goal is for college and post secondary readiness and test in 9 th		Test at a later grade.
	After it is over – they will find it didn't do	Remove A-F rating
	Public perception of A-F, tied to economics in the community. Students should be given something for their growth.	Go back to exemplary – recognized (less harsh)
	Data issues arise and lower rating	
	Should consider the consumer of the test (students) starting point of student isn't the same	
Accountability is needed in HS and Junior high school which will serve as a college entrance and accountability purposes.	Assessment should mirror the needs. ACT or SAT	Goal: HS and college and career ready Accountability system should be aligned with
A-F rating is going to be hurtful to our schools...who is going to want to come to a "C" school or "F" school.	Not going to get credit where credit is due...we can have achieved progress in a domain but overall letter will not let us show the progress	Exemplary, Recognized, etc. is better for community; who's going to want to go to a "D" school

Key Focal Points	Key Concerns	Recommendations
		We should focus on Index 5.
	Why so much focus on assessments? We want them to go to college; let's prepare them for that...	We should focus on post-secondary education.
	Testing all kids at one time—the high, the regular...	Why can't we take the test at the beginning of the year and get it over with and concentrate on our curriculum?
	EOC---kids come in at end of first semester, but can't take test until they take A and B	

5. What suggestions for improvement of our current system would you give to the Commission?

Key Focal Points	Key Concerns	Recommendations
Unlimited time	Children have been taught to test. Is it fair?	Pre-K- do away with testing for early childhood.
Amount of tests that students have to prepare for.	Test weighs more for one day of testing than a whole year of education	Learning should be fun.
Students may be strong in certain subjects than other and tests don't take into consideration other subjects like fine arts.		
Data is skewed	No equity to meet the potential for all student success.	Domain 4- reexamine some areas such as # of students to complete an AP course instead look at number of students who score a 3, 4, or 5 (actual results)
	Equivalent high expectations for all... differentiation is needed	College and Career should include the TSI scores
		Attendance with consideration to special situations i.e. Lincoln Park young ladies have factors with attendance as a young mom
		No STAAR A practice available for practice on computer
Review the matrix for grouping students as in some cases the groups do not seem fair.	Reduce the number of tests to the following grades 3 rd , 5 th , 8 th and 11 th (exit level)	

Key Focal Points	Key Concerns	Recommendations
Passing standards 70%. Special education students should be taking assessments tailored to needs based on learning disability. STAAR-M should be considered	Inequities due to the bias introduced by the admission policies of certain schools (magnet schools, early college high schools and charter schools) This bias can be remedied by identifying those schools in the PEIMS and using that as a factor in forming the comparable group of schools for distinctions and even rating under HB2804	
Use formative assessments and outcomes as part of the accountability system, not a one day test.	Don't make this a competitive race to the top to the point that school boards, and school administrators lose sight of what's truly important. Continuing to do this puts our kids at great risk for academic failure and emotional, mental, and psychological risk because they are greatly negatively impacted. An "Olympic" competition where districts are competing and scratching their way to the top. It is truly sad to see this because students' futures are affected.	
Provide equity of accountability for sub populations. Use a more formative assessment of student progress vs. 1 day testing.		
3 rd graders should not be tested. At this age, they are beginning to get proficient with language.		
Writing is developmental, and should be tested in the middle and high school level.		
Assessment for struggling learners is online (STAAR-L, TELPAS, STAAR-A) yet districts cannot instruct the way they are tested.		

Key Focal Points	Key Concerns	Recommendations
Provide technical allotments to allow for districts to upgrade computers and infrastructure to align student instruction with assessment.		
How will assessment help the students in general with their careers?		
Test 4 th grade and re-test in 5 th grade for students that did not meet standards. Test the 7 th graders and then re-test in 8 th . In high school one English not 2. Four tests not five.		
		Differentiated testing
		TELPAS needs to be honored.
		ELL students are tested in English too quickly, especially in the middle school.
		Special education and LEP students have even more challenges.
State releases answer keys to provide content and process and TEKS DOK 1,2,3,	Item pieces English I the ones taking test In May have to take 2 more tests.	Provide level DOK
Seniors end of course High Schools	Problems in that – Counselors tell they have to make %.	State needs to make process to change the scoring.
Looking at chart – Functionality and use by teachers.		Item analysis and lexile scores should be included on the release. Put grade equivalents.
SDAA	Reintroduce it.	To access function levels.
Test covers too much content.		Limit the content and spread testing throughout the grades to give teachers the opportunity to teach at a greater depth.
		Change the test
	Students who aren't passing the test are the students with life skills and use their thinking skills – especially	

Key Focal Points	Key Concerns	Recommendations
	Does not value life experiences	
	Undocumented students – homeless – we are accountable even if we have a turnover rate – state does not take that into accountability	
	Need to look at overall student needs	Update history and tests to reflect what students are exposed to today
	Trying to stand	
Career Ready?	Business owner: kids graduate after passing tests, but they don't know how to fill out an application—proper grammar, Are they respectful? Can they put a presentation together?	We need to know what employers are looking for--- We need them to prepare them for workforce
	How are we preparing our teachers to help our students?	Why can't being prepared with skills needed to get a job be part of the accountability?
		Include social, emotional classes to address these before academics.

6. What goals for (1) assessments and (2) accountability would you recommend to the Commission that would shape their work?

Key Focal Points	Key Concerns	Recommendations
		Students with significant disabilities should be testing by ability level rather than standardized accountability
		Accountability
		Are students progressing?
	Students are not exposed to some of the items on the tests.	Make test subjects culturally relevant to the region
		Revisit Spanish STAAR at 6,7,8
		Try to come up with a system that is equitable to all students, school districts, considering all factors
		Representation in making decisions would be from actual people in the field so as to understand how to revamp i.e.

Key Focal Points	Key Concerns	Recommendations
		students, teachers, parents, administrator
Continue to work with educators to make accountability system more fair.		
Training webinars get full too quickly with too few slots per session. Suggestion is to remember the state is very big and there needs to be made arrangements made to allow all who want to attend are able.		
		We want action and not just talk. Make it happen. We have heard much talk before and there is not action. We want change!!!
		Progress measure and growth need to be taken into account.
		We need true RTI in all districts. We need differentiated instruction.
		We need RTI for students. We need the small groups and the supports and materials to implement RTI.
		Students will learn and perform better on tests with a good RTI system. We need concrete RTI. It is there but not being utilized.
		Students need to be involved in the design of testing. Students need to be interviewed to get their perspective.
		No need to reinvent the wheel. Look and other districts or states that successful.
High Stakes Goal –College Ready Read, Write, and know government system. Catching up and gap in education.	Everything is high stakes. From CPALLS to OWLs and STAARS Teachers don't want to teach STAAR grades. Students need help because they are put down more because of all this standardized testing. Is this right?	Develop a STAAR exam from Prek – 5 th to show growth instead of all this comparison. Have more of these meetings. More committees to know what is our goal and what are we going to be changing.

Key Focal Points	Key Concerns	Recommendations
<p>Worries and stress</p> <p>As a teacher we need extra help.</p> <p>LEP One system TEA saying to make accommodation. Coordinating Board doesn't allow for that.</p>	<p>They test well in 9th don't tell us that they are ready. If going who will complete.</p> <p>Our grandchild will go to college.</p> <p>My kids and grandkids will go to college and there is no question about that.</p> <p>Don't make school districts apply for grants.</p> <p>Is this what we want to do?</p> <p>Tension Think about post-secondary readiness. Subgroups. There is a disconnect in transition needs.</p>	<p>Our SBOE needs to understand that there is a lot to overcome. We can't assess and get results overnight.</p> <p>Don't hold student back. Economic gaps and child is born in this region and in other regions they have a leg up because of economics.</p> <p>Hire teachers to help parents at home. A team and a special unit.</p>
<p>Expectations of test passing requirement</p> <p>TSI – accountability tests</p> <p>Assessment and criteria.</p> <p>Teacher must have input</p> <p>T-TESS aligned with assessment.</p>	<p>If students are not ready why have those expectations? Phase 1 Phase 2 we are barely scraping in every point. Students should have their own criteria.</p> <p>What if you are a wonderful teacher and you get student that have disadvantages?</p>	<p>We need to know standard and phases so we know how to proceed.</p> <p>Combine systems to require state accountability. Why more test?</p> <p>Take 16 billion and give to districts and give it to the regions and submit their test to region 1.</p> <p>Goal should be self-improvement.</p> <p>Don't make us wait so late to start school.</p>
	<p>Not getting a high school diploma, but can get a job and are qualified to do those jobs</p>	<p>CTE Certification as showing the student is successful</p>
	<p>Passing industry assessments, but not graduating</p>	<p>Take into account what these students are achieving in these industry certifications for graduation</p>

Key Focal Points	Key Concerns	Recommendations
		College and career – we have to put that as a component
		Having this or an equivalent
	Students have anxiety about not passing test or going to the next grade – or graduating	Minimize the standards being tested
	55% is cognitive on domains	Less testing
		More emphasis on life skills
		Starting students education early – early childhood
assessments		Incorporate the “employer side of things”
	Aptitude testing...we know they can read and write but don't have creativity	Appropriate assessment for ELLs and Special Education students, i.e., assessment should be commensurate to the curriculum—mod. Curriculum= STAAR M
		NO TO A-F
Accountability		

Additional Comments:

In a nutshell.... Domain 4... there is no alignment/connection across all levels.

EOC is not aligned with the idea that we want college-ready kids.

Early focus is reading and upper grades writing.

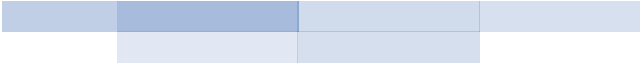
Need to align elementary and middle school, high school, college Vertical alignment

DALLAS

QUESTION #1 WHAT IS THE ROLE/PURPOSE OF ASSESSMENT AND ACCOUNTABILITY IN THE EDUCATION OF OUR CHILDREN?

Green = Business Leaders Red = Educators Blue = Parents

NUMBER OF VOTES <i>Not Provided</i>	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION
	Business Leaders	Access and resources are available and applied equitably.
	Business Leaders	Assessments - demonstration of knowledge: student, district, school, state, educators, community.
	Business Leaders	Create a culture of accountability from the bottom to the top.
	Business Leaders	High performance school district is an economic development driver for that community.
	Business Leaders	Role of accountability - community, parents, tax payers = prepared workforce
	Business Leaders	Student (End Game) - making the progress needed to finish their educational journey ready to fill their role in the workforce and community, both academics and life skills.
	Business Leaders	Using data to be results oriented: let's incentivize performance, this serves to keep good people in the profession, takes the punitive factors out of it.
	Educators	Accountability - ensures all charters/districts are providing quality education
	Educators	Accurate snapshot of where student is AND how much they've grown
	Educators	Assess the success of curriculum
	Educators	Assessment OF learning - find out what they know. Assessment FOR learning - what do we change? Assessment AS learning - how do we put it together?
	Educators	Closing gaps
	Educators	Different levels or purpose - summative, formative
	Educators	Drive instruction
	Educators	Equitable opportunities
	Educators	Eye of beholder - taxpayers, underserved, policy makers, setting policy agenda
	Educators	Feedback - but not end
	Educators	Find the gaps - inform action to fix those gaps
	Educators	Frequent
	Educators	Help provide info that is useful to teachers and students to provide learning.
	Educators	Help state make policy level decisions/judgements about effectiveness of system (is the problem curricular?)



QUESTION #1 WHAT IS THE ROLE/PURPOSE OF ASSESSMENT AND ACCOUNTABILITY IN THE EDUCATION OF OUR CHILDREN?

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NUMBER OF VOTES	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION
	Educators	Helps students manage their own learning - ownership
	Educators	Holds educators to a professional standard.
	Educators	Identify what subpopulations might need additional funding/resources
	Educators	Improve what we do and measure what our students (skills and concepts) know
	Educators	Level playing field
	Educators	Meets federal mandates
	Educators	Monitoring progress
	Educators	Provide info for the parent to better understand strengths and areas of opportunities.
	Educators	Provides global comparison
	Educators	Provides parents/stakeholders with growth measures
	Educators	Responsibility to stakeholders - ensure funds are distributed well
	Educators	instruction/needs of district, look for solutions; Campus - looking at trends in data: across grade levels, supporting individual; Teacher - guide instruction-focused on student; Student - feedback to become self directed learners, student self analysis/progress
	Educators	To consider special needs populations.
	Educators	To create a consistent system with transferable information.
	Educators	To drive curriculum.
	Educators	To ensure every child receives a quality/equitable education.
	Educators	To inform instruction.
	Parents	Determine if students are learning what they're being taught (i.e. reading, writing, math at grade level)
	Parents	For parents/community to be able to measure and compare with other years and other districts.
	Parents	Formative assessments: to identify learning gaps and drive instruction.
	Parents	Identify the gaps and developing a plan to address those gaps
	Parents	Measure growth
	Parents	Money/profit testing Cos
	Parents	Standardize education (one size fits all)
	Parents	Summative assessments: (periodic) reflect demonstration of mastery.

QUESTION #1 WHAT IS THE ROLE/PURPOSE OF ASSESSMENT AND ACCOUNTABILITY IN THE EDUCATION OF OUR CHILDREN?

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NUMBER OF VOTES	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION
	Parents	To evaluate the effectiveness of teaching.
	Parents	To evaluate where students are in their education.
	Parents	To measure the value from tax dollars invested in education.
	Parents	To validate the process of education

DALLAS

QUESTION #2 WHAT ARE THE STRENGTHS AND WEAKNESSES OF OUR CURRENT SYSTEMS OF ASSESSMENTS AND ACCOUNTABILITY?

Green = Business Leaders Red = Educators Blue = Parents

NUMBER OF VOTES	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION
Not Provided	Business Leaders	Strengths - Data - available and a great tool for moving student growth and resource allocation - if used appropriately and intentionally
	Business Leaders	Strengths - highlights successes and best practices so they can be shared
	Business Leaders	Strengths - highlights the achievement gap but does it help close it?
	Business Leaders	Strengths - multiple domains
	Business Leaders	Weaknesses - accountability is a political process
	Business Leaders	Weaknesses - because we begin to measure after 2nd grade, it incentivizes schools to place their lower
	Business Leaders	Weaknesses - missing good growth measurements
	Business Leaders	Weaknesses - multiple domains, but still too focused on STAAR factor
	Business Leaders	Weaknesses - no national comparison
	Business Leaders	Weaknesses - people question the efficacy of the STAAR tests
	Business Leaders	Weaknesses - Punitive - measures the lowest common denominator, not clear or understandable, data is not
	Business Leaders	Weaknesses - the rating systems are not transparent or easily understandable
	Educators	Strengths - assessments are not only means to measure student success
	Educators	Strengths - cannot hide by aggregating all data
	Educators	Strengths - clear framework of what needs to be taught
	Educators	Strengths - common measure for all
	Educators	Strengths - comparison groups (thoughtful to differences)
	Educators	Strengths - data-driven
	Educators	Strengths - districts can't hide low performing students
	Educators	Strengths - focus is not just on passing, but going beyond
	Educators	Strengths - focus on post-secondary readiness
	Educators	Strengths - focus on progress and gaps
	Educators	Strengths - forced conversations a/b equity and access

QUESTION #2 WHAT ARE THE STRENGTHS AND WEAKNESSES OF OUR CURRENT SYSTEMS OF ASSESSMENTS AND ACCOUNTABILITY?

Green = Business Leaders Red = Educators Blue = Parents

NUMBER OF VOTES	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION
	Educators	Strengths - Index 2 and 3 and 4 show growth of all subpopulations
	Educators	Strengths - inviting dialogues regarding accountability
	Educators	Strengths - made public
	Educators	Strengths - measures growth for every child
	Educators	Strengths - provides a high-level snapshot
	Educators	Strengths - reading and math can show growth
	Educators	Strengths - teachers have the info to improve instruction for students
	Educators	Strengths - testing later
	Educators	Strengths - tool to learn from assessments are aligned to standards
	Educators	Strengths - used to identify areas teachers can improve
	Educators	Strengths - value added step in right direction
	Educators	Strengths - vertical alignment
	Educators	Weaknesses - artificial mark
	Educators	Weaknesses - doesn't truly measure learning
	Educators	Weaknesses - eliminates authentic instruction
	Educators	Weaknesses - feedback is not timely
	Educators	Weaknesses - final recommendation might be a challenge
	Educators	Weaknesses - inconsistency in passing standards and when subjects are assessed (which grades i.e. science 5th then 8th)
	Educators	Weaknesses - information does not come back in time or format that is helpful for teacher
	Educators	Weaknesses - judges on scores of students
	Educators	Weaknesses - lack of cross-curricular
	Educators	Weaknesses - lack of educator/community input
	Educators	Weaknesses - lack of value-added data
	Educators	Weaknesses - learning a little bit of a lot of things
	Educators	Weaknesses - limits flexibility
	Educators	Weaknesses - limits formative assessment benchmark

QUESTION #2 WHAT ARE THE STRENGTHS AND WEAKNESSES OF OUR CURRENT SYSTEMS OF ASSESSMENTS AND ACCOUNTABILITY?

Green = Business Leaders Red = Educators Blue = Parents

NUMBER OF VOTES	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION
	Educators	Weaknesses - lower grades don't have same access to tech for testing
	Educators	Weaknesses - narrows content that is covered
	Educators	Weaknesses - negative effect on learner efficiency
	Educators	Weaknesses - no performance based component
	Educators	Weaknesses - non-transparency
	Educators	Weaknesses - norm referenced test disguised as criterion-referenced test
	Educators	Weaknesses - not authentic
	Educators	Weaknesses - not enough time for reflective thinking
	Educators	Weaknesses - number of tests
	Educators	Weaknesses - only thinking "inside the box"
	Educators	Weaknesses - passing scores too low
	Educators	Weaknesses - policies don't address systemic inequities
	Educators	Weaknesses - politically driven
	Educators	Weaknesses - politically motivated
	Educators	Weaknesses - results don't match other measures (AP, SAT, ACT)
	Educators	Weaknesses - sanctions have caused schools to teach to test and have taken options (art, music, etc.) from students
	Educators	Weaknesses - standards are too complex
	Educators	Weaknesses - standards not prioritized
	Educators	Weaknesses - system is losing credibility because no one is doing well
	Educators	Weaknesses - test anxiety
	Educators	Weaknesses - tests segment
	Educators	Weaknesses - timing of tests
	Educators	Weaknesses - too broad - not deep
	Educators	Weaknesses - too many standards
	Educators	Weaknesses - too narrow
	Educators	Weaknesses - transparency to parent/community

QUESTION #2 WHAT ARE THE STRENGTHS AND WEAKNESSES OF OUR CURRENT SYSTEMS OF ASSESSMENTS AND ACCOUNTABILITY?

Green = Business Leaders Red = Educators Blue = Parents

NUMBER OF VOTES	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION
	Educators	Weaknesses - unintended consequences: opting out (parents, unions), developing false positives
	Educators	Weaknesses - used punitively
	Parents	Strengths - "lots of money in test provider's pockets"
	Parents	Strengths - allows for teacher evaluations without administrator participation
	Parents	Strengths - based on an optimistic philosophy every child can learn
	Parents	Strengths - Data! Common language for comparison; identifies underserved populations; offers more transparency
	Parents	Strengths - helps with resource allocation
	Parents	Strengths - provides standardization across the state for stakeholders
	Parents	Weaknesses - 50% considered passing
	Parents	Weaknesses - branding schools and students with "A-F"
	Parents	Weaknesses - delayed results
	Parents	Weaknesses - designed to make passing impossible
	Parents	Weaknesses - developmentally inappropriate
	Parents	Weaknesses - doesn't accommodate different teaching styles
	Parents	Weaknesses - emotional stress, physical illness (stomach, headaches)
	Parents	Weaknesses - empty threats won't be promoted if fail
	Parents	Weaknesses - has created a culture of anxiety and a culture of test prep
	Parents	Weaknesses - high stakes nature of system penalizes sub-pops
	Parents	Weaknesses - impassioned educators, pay for performance
	Parents	Weaknesses - instructional time lost due to test prep
	Parents	Weaknesses - kids don't get help they need
	Parents	Weaknesses - lack of resources material
	Parents	Weaknesses - no continuity, tests are ever-changing
	Parents	Weaknesses - no support for parents
	Parents	Weaknesses - no true accountability
	Parents	Weaknesses - punished if fail, set up to fail

QUESTION #2 WHAT ARE THE STRENGTHS AND WEAKNESSES OF OUR CURRENT SYSTEMS OF ASSESSMENTS AND ACCOUNTABILITY?

Green = Business Leaders Red = Educators Blue = Parents

NUMBER OF VOTES	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION
	Parents	Weaknesses - slow results (return)
	Parents	Weaknesses - someone is profiting
	Parents	Weaknesses - special needs children not sufficiently accommodated
	Parents	Weaknesses - teaching "approximation"
	Parents	Weaknesses - teaching test prep without teaching or reaching full knowledge
	Parents	Weaknesses - TEKS are not developmentally appropriate
	Parents	Weaknesses - test and punish system
	Parents	Weaknesses - testing is outcome-focused vs. process-focused
	Parents	Weaknesses - the negative impact on students/teachers/parents (physically, emotionally, mentally)
	Parents	Weaknesses - these tests are politically influenced
	Parents	Weaknesses - too much pressure (on kids, parents, teachers) and too much emphasis - one test, one day
	Parents	Weaknesses - unrealistic goals/objectives
	Parents	Weaknesses - when the test is over - zero curriculum
	Parents	Weaknesses - whoever controls test controls the curriculum
	Parents	Weaknesses - who's writing this stuff? English teachers should NOT write Math
	Parents	Weaknesses - widens the achievement

DALLAS

QUESTION #3 WHAT FACTORS WOULD YOU LIKE THE COMMISSION TO CONSIDER AS THEY DEVELOP RECOMMENDATIONS TO SHAPE OUR FUTURE ASSESSMENTS AND ACCOUNTABILITY?

Green = Business Leaders Red = Educators Blue = Parents

NUMBER OF VOTES	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION
Not Provided	Business Leaders	A system that incentivized academic achievements: progress and matriculation through the systems (growth), incentivize in investing in PK-2 (3rd grade readiness, Reading - ELL progress)
	Business Leaders	Design cutting edge competency based measurements
	Business Leaders	Explore opportunities for sampling as opposed mass testing of students - diagnostic tools to help students progress through the system but are not used for high stakes accountability
	Business Leaders	Factors to consider - multiple assessments - SEL, life skills, school culture, equity, progress for ELL
	Business Leaders	Incentivizes teacher attraction and retention
	Educators	Rating system is transparent, understandable and easily communicated
	Educators	Authentic assessment
	Educators	Change the mindset that harder test improves learning focus should be on instruction
	Educators	Community allowed input to legislature
	Educators	Community School Model to support those schools in need
	Educators	Connect HB5 to accountability and assessment to rollout
	Educators	Do parents/communities trust the schools and districts to educate?
	Educators	Embedded in daily learning
	Educators	Ensure students have post-secondary options
	Educators	Ensure test matches developmental levels
	Educators	Ensure time for content matches and is realistic (i.e. 40% lab time for Bio EOC)
	Educators	Get people information in a timely fashion
	Educators	Give a spectrum of results to students (not just pass/fail)
	Educators	Global mindfulness
	Educators	How are you gathering data to make your decisions?
	Educators	How subpopulations are being measured? ELLs, special education, bilingual
	Educators	Incorporate TELPAS - to reduce amount of tests

QUESTION #3 WHAT FACTORS WOULD YOU LIKE THE COMMISSION TO CONSIDER AS THEY DEVELOP RECOMMENDATIONS TO SHAPE OUR FUTURE ASSESSMENTS AND ACCOUNTABILITY?

	<i>Green = Business Leaders</i>	<i>Red = Educators</i>	<i>Blue = Parents</i>
NUMBER OF VOTES			
GROUP'S RESPONSE		RESPONSES TO THIS QUESTION	
Educators		Instructional resources to support technology, textbooks, support staff, funding	
Educators		Integration of all contents, don't ignore Social Studies	
Educators		K-16 vertical alignment - partnerships with college and career	
Educators		Measure growth as well as proficiency - keeps students from losing hope, effort	
Educators		Minimum time - away from instructions - as unobstructive	
Educators		More authentic writing assessment	
Educators		More emphasis on growth (Index 2)	
Educators		Multiple measures	
Educators		Need to test in the way students learn, consider modern culture	
Educators		NO UNFUNDED MANDATES	
Educators		Performance-based assessments, alternative methods equitable	
Educators		Redefine "at-risk"	
Educators		Rigor HAS TO BE grade-appropriate	
Educators		Teacher prep is critical	
Educators		Test limited number of critical standards at deeper levels, not too granular	
Parents		Address the factors that result in negative cultural factors (i.e. stressed out students, parents and teachers)	
Parents		Adjust goals for achievement - more "realistic" (?)	
Parents		Age appropriateness	
Parents		Alignment improvement between curriculum and assessment	
Parents		Bring back fundamentals - reading, writing, math facts, grammar, science, go deeper	
Parents		Building foundation	
Parents		College and career readiness push is having opposite effect	
Parents		Developmentally appropriate - TEKS - too much, too soon	
Parents		Differentiation	
Parents		Eliminate assessments for elementary schools	
Parents		Evaluate if/how the proposed system would improve instruction	
Parents		Grader are strangers	

QUESTION #3 WHAT FACTORS WOULD YOU LIKE THE COMMISSION TO CONSIDER AS THEY DEVELOP RECOMMENDATIONS TO SHAPE OUR FUTURE ASSESSMENTS AND ACCOUNTABILITY?

Green = Business Leaders Red = Educators Blue = Parents

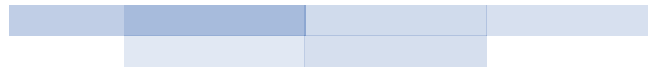
NUMBER OF VOTES	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION
	Parents	Held hostage
	Parents	Implement non-impact assessments (that don't affect matriculation)
	Parents	Implement well-vetted, grade-specific, error-free testing
	Parents	Input from special education experts
	Parents	Migrate the testing from being a weapon to being a resource
	Parents	More input from talented educators in design of new systems
	Parents	More play
	Parents	Safety/awareness - natural disaster, domestic disaster, open gun policy
	Parents	Solicit feedback from teachers - examine flaws
	Parents	Specific demographics (not just numbers) of individual schools and their students
	Parents	Test critical thinking with disambiguity
	Parents	Time intensive - too many hours teaching to test
	Parents	Too long
	Parents	Use assessments as a roadmap
	Parents	Use money saved from not buying tests to develop liaison teams to monitor daily/weekly/monthly/semester student/teacher progress
	Parents	Use the metrics to fill in the gaps

EL PASO

QUESTION #1 REFLECT UPON THE PRESENTATIONS THAT YOU PREVIEWED BEFORE THE MEETING. WHAT ARE SOME KEY LEARNINGS OR IMPORTANT TAKE-A-WAYS THAT SHOULD SHAPE OUR CONVERSATION?

Green = Business Leaders Red = Educators Blue = Parents

NUMBER OF VOTES	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION
	Business	Define better roles, mechanisms & accountability systems to assess methods for testing
	Business	Minimize the adverse impact on learning for students, parents & educators
	Business	Testing should not supplant learning; QUIT THE BUBBLING TESTS
17	Educator	High stakes accountability has resulted in gaming of the system
16	Educator	Over reliance on test scores for schools/ districts
14	Educator	Lack of clarity of the accountability system (difficult for stakeholders to understand & communicate)
		Our accountability system has evolved over time to better address underserved populations, and there is more work to be done
13	Educator	
11	Educator	Now- testing is driving instruction (becoming a business)
10	Educator	Appropriate assessments for ALL students (i.e. special populations)
6	Educator	Closing the achievement gap
6	Educator	Whole group vs. subgroup demographics
4	Educator	Evolving of testing over the decades
3	Educator	Early testing- instruction drove testing
2	Educator	HB 2808: Index %/ ambiguity - Other metrics? (Elem)
2	Educator	Subgroups potential to dramatically affect ratings
1	Educator	Historical perspectives of the 80's (ex: TABs, TEAMs, TAAS, TAKs, STAAR, EOC)
	Educator	Domain 5- too subjective
	Educator	Domain for other metrics?
	Educator	Small school exemptions
	Educator	Specific domain weights
	Educator	The history of testing was to establish a norm or baseline of student and measure growth
	Educator	Timing of summer (retake) EOCs- preferably in August
5	Parent	Unfunded mandates.



QUESTION #1 REFLECT UPON THE PRESENTATIONS THAT YOU PREVIEWED BEFORE THE MEETING. WHAT ARE SOME KEY LEARNINGS OR IMPORTANT TAKE-AWAYS THAT SHOULD SHAPE OUR CONVERSATION?

Green = Business Leaders Red = Educators Blue = Parents

NUMBER OF VOTES	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION
4	Parent	Equal accountability must be coupled with equal opportunity.
4	Parent	Removal of high-stakes testing. It stigmatizes schools, teachers & students.
3	Parent	Testing looking at hard to educate kids
3	Parent	Worked on bubble kids to spike the data
2	Parent	15 to 5 tests
1	Parent	Negative student impact was missing. If teachers can test for benchmarks, why so many extra tests from state?

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QUESTION #2 WHAT IS THE ROLE/PURPOSE OF ASSESSMENT AND ACCOUNTABILITY IN THE EDUCATION OF OUR CHILDREN?

	<i>Green = Business Leaders</i>	<i>Red = Educators</i>	<i>Blue = Parents</i>
NUMBER OF VOTES			
	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION	
	Business	Align workforce needs/competencies / with talent produced	
	Business	Assessment Purpose-To better "Prepare students to be ready" for their next step-life chapter- (students deserve choice in education options that are best for them)	
	Business	Provide a tool to identify what is working & not working: share best practices	
	Business	Readiness standards for students must include: academics; career; college; life	
33	Educator	Assessment Purpose-measure growth/needs; areas of opportunity; highlight strengths; vertical alignment	
28	Educator	Accountability-Should be able to see student growth within school year (pre & post)	
21	Educator	Assessment – theoretically it is to ensure equity (checks/balances) in student achievement	
16	Educator	Foster a culture of high expectations	
13	Educator	Assessment-Real point of assessment is child knows/learns what he/she needs to know (parents too!)	
11	Educator	Gauging student learning of individual skills linked to state curriculum.	
10	Educator	Assessment-Formative assessment for teachers/parents at aggregate level	
8	Educator	To make sure what is being taught is LEARNED!	
6	Educator	Assessment-Lack of Feedback - individualized, immediate, descriptive	
4	Educator	Ensuring aligned accountability	
4	Educator	Sort and separate students, schools, and school districts- grades schools	
3	Educator	Accountability is to rank and classify	
3	Educator	Assessing student learning/subpopulations	
2	Educator	Measurement of readiness	
1	Educator	Measures the closing of the achievement gap and instructional equity	
	Educator	Accountability-Current state role is the documentation of student growth year over year	
	Educator	basic skills	
	Educator	Assessment-where is the student at, removing all labels and barriers	
	Educator	Identify trends to be addressed	

QUESTION #2 WHAT IS THE ROLE/PURPOSE OF ASSESSMENT AND ACCOUNTABILITY IN THE EDUCATION OF OUR CHILDREN?

Green = Business Leaders Red = Educators Blue = Parents

NUMBER OF VOTES	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION
6	Parents	Assessment Currently: Punitive Approach; Punishment=Removal of Funding; Grade Retention, Removal of achievement gaps; Identify needs for additional resources
6	Parents	No individualization of learning & teaching
4	Parents	Not every child learns at same rate
3	Parents	Cookie cutter education
	Parents	Ensure quality education-make accountability

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QUESTION #3 WHAT IS WORKING WELL WITH OUR CURRENT SYSTEM OF ASSESSMENT AND ACCOUNTABILITY?

Green = Business Leaders Red = Educators Blue = Parents

NUMBER OF VOTES	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION
	Business	A more complex system that is not simplified will not work, but hinder
	Business	Not sure current system of assessment and accountability is providing access for equity to student best education options
20	Educators	Awareness to sub-populations
19	Educators	What is working well are the four indexes: overall passing; growth measure; subpopulations/closing performance gaps; college ready
15	Educators	Data is available for all stakeholders (parents, community members, etc.)
14	Educators	Focus on college readiness and closing the achievement gap
12	Educators	Opportunity to see student progress
10	Educators	Highlights underserved populations
10	Educators	Level of awareness of growth
6	Educators	Monitoring and inclusion of sub-populations within assessments
4	Educators	Identifying the schools that are socioeconomically impacted
3	Educators	Identify & measuring subgroup learning
	Educators	Increase in balance look at 4 indices, not just one
	Educators	Obvious learning gaps
5	Parents	Highlights sub-population performance limited diagnostic info
4	Parents	More academic options & career pathways for students
	Parents	Kids have goals
	Parents	Negative-no breadth in education experience
	Parents	Other options for achievement

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QUESTION #4 WHAT FACTORS SHOULD THE NEXT GENERATION COMMISSION ON ASSESSMENTS AND ACCOUNTABILITY CONSIDER AS THEY MAKE THEIR RECOMMENDATIONS?

Green = Business Leaders Red = Educators Blue = Parents

NUMBER OF VOTES	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION
	Business	Assess cost of implementation & minimize negative impact on learning
	Business	Define better roles, mechanisms & accountability systems to assess methods for testing
	Business	Don't lose sight of who your customer is
	Business	Minimize the adverse impact on learning for students, parents & educators
	Business	Simplicity in systems design & measurement
	Business	Testing should not supplant learning; QUIT THE BUBBLING TESTS
	Business	movement by region-Every district should have a strategic plan with specific KPIs aligned to the region's economic plan
29	Educators	More Pre-k to literacy
27	Educators	Individual student needs (ELL, special education, etc.)
	Educators	Consideration- norm-based, tech-driven tests with adaptive diagnostics- cost of exam and efficiency of output results and consider sub populations
26	Educators	Consider student academic growth vs. a passing standard for all
17	Educators	of testing
17	Educators	True teacher input
14	Educators	Not politically motivated
12	Educators	Student oriented
11	Educators	Benchmark vs. formative
11	Educators	Narrowing curriculum
8	Educators	Alignment between state & federal requirements/ targets (PBMAS, safeguards, indexes)
8	Educators	Clarity of the index targets and safeguards
8	Educators	Results should be used to drive intervention & instruction/ remediation
8	Educators	Use adaptive tests
5	Educators	Flexibility in testing calendar (window)
5	Educators	Heavier reliance on community % HB 2804

QUESTION #4 WHAT FACTORS SHOULD THE NEXT GENERATION COMMISSION ON ASSESSMENTS AND ACCOUNTABILITY CONSIDER AS THEY MAKE THEIR RECOMMENDATIONS?

Green = Business Leaders Red = Educators Blue = Parents

NUMBER OF VOTES	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION
5	Educators	In place of test driven sanctions, use the community-school's approach to school improvement
5	Educators	Local and regional variables
4	Educators	More consistency in standards/ from one test year to next
3	Educators	Electronic delivery/online tests
3	Educators	Wide variety of measures ...multiple measures of data including perceptual
6	Parents	High-stakes removal
5	Parents	Holistic approach to student assessment (i.e. Montessori Model)
5	Parents	Limit TEKS
5	Parents	Reduce test prep
4	Parents	Stress progress esp. for newcomers
4	Parents	Test in native language until mastery demonstrated in English
3	Parents	Too much pressure on teachers & students- not supposed to teach to test but all signals tell you otherwise
1	Parents	Reduce the test length and time
1	Parents	Stress of teachers transferred to students

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QUESTION #5 WHAT SUGGESTIONS FOR IMPROVEMENT OF OUR CURRENT SYSTEM WOULD YOU GIVE TO THE COMMISSION?

	<i>Green = Business Leaders</i>	<i>Red = Educators</i>	<i>Blue = Parents</i>
NUMBER OF VOTES			
	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION	
		Assess the transition readiness of students at key points & levels of their education:	
		o Early childhood to kindergarten	
		o Elementary to middle	
		o Middle to high school	
		o High school to post secondary/college	
	Business	o Post- secondary to workforce	
	Business	Get more buy-in to be part of process	
25	Educators	Small diagnostic snapshots through out the year producing data to drive instruction. Computer based with immediate feedback to improve student growth	
23	Educators	One size does not fit all- test - Appropriately, include portfolios, consider school population, developmentally appropriate assessment and accountability	
21	Educators	Re-evaluate ELL, 2.4 years in U.S schools	
19	Educators	Revamp assessments for students w/varied abilities	
18	Educators	New funding model	
17	Educators	Meaningful alternatives such as-Performance based assessments with students demonstrating mastery by completing research paper & science experiments	
15	Educators	Formative component that is not punitive but informs instruction	
13	Educators	Less bias	
12	Educators	Remove the businesses model from education	
9	Educators	Growth should be the leading guideline	
9	Educators	Provide clarity for all stakeholders	
8	Educators	Holding higher ed. Accountable	
8	Educators	Improved communication throughout the Texas Ed Agency	
7	Educators	Include varied and meaningful data	
7	Educators	Provide resources to all assessments	

QUESTION #5 WHAT SUGGESTIONS FOR IMPROVEMENT OF OUR CURRENT SYSTEM WOULD YOU GIVE TO THE COMMISSION?

Green = Business Leaders Red = Educators Blue = Parents

NUMBER OF VOTES	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION
7	Educators	Releasing online tutorials earlier
6	Educators	Provide timely guidance & information on assessments & accountability
5	Educators	Cohort Assessments
5	Educators	Portfolio/holistic assessments for students
3	Educators	Change assessment dates back to April
6	Parents	Better descriptive diagnostic data
4	Parents	Bilingual education- amend and increase
4	Parents	Provide funding and resources

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QUESTION #6 WHAT GOALS FOR (1) ASSESSMENTS AND (2) ACCOUNTABILITY WOULD YOU RECOMMEND TO THE COMMISSION THAT WOULD SHAPE THEIR WORK?

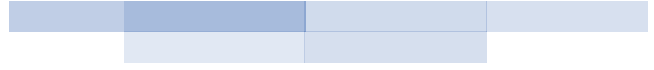
Green = Business Leaders Red = Educators Blue = Parents

NUMBER OF VOTES	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION
	Business	Accountability-Anyone getting public funds needs to use the same system
	Business	Accountability-Apples to Apples Comparisons
	Business	Accountability-Equitable
	Business	Accountability-Fair
	Business	Accountability-Simple to Understand Metrics
	Business	Assessment-Student Readiness Levels: Academic, Career, College, Life
32	Educators	Accountability-More than one measure needed for school's accountability/rating
29	Educators	Accountability-Holistic consideration of socio-eco that contribute to student growth
23	Educators	Accountability-should redefine "graduation" as "college readiness" as measured by coursework, college entrance exams, and demonstration of social-emotional skills
17	Educators	Assessment-Consider how ELL's will be evaluated fairly to include recent immigrants
17	Educators	Assessment-Use normative reference tests with technology to measure and support both student growth and teacher driven information for focus of instruction
16	Educators	Accountability-Predetermined pass criteria EARLY!
12	Educators	Assessment-Community -based criteria for determining what's working well & what needs improvements.
10	Educators	Assessment-Consider how this will impact student promotion/ retention/ graduation rate
8	Educators	Accountability-Long range goal = student portfolio (Interactive)
8	Educators	Assessment-Same materials, trainings, learning opportunities across the state since we take the same test.
7	Educators	Assessment-Provide an assessment system that is clear to understand for all stakeholders
5	Educators	Accountability-More weight to domain (V)-Local Community Expectations
4	Educators	Assessment-Adequate feedback to parents.
4	Educators	Assessment-Reconsider modified assessments to include medically fragile
4	Educators	Assessment-Re-evaluate areas assessed

QUESTION #6 WHAT GOALS FOR (1) ASSESSMENTS AND (2) ACCOUNTABILITY WOULD YOU RECOMMEND TO THE COMMISSION THAT WOULD SHAPE THEIR WORK?

Green = Business Leaders Red = Educators Blue = Parents

NUMBER OF VOTES	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION
1	Educators	Accountability-High performers will have smaller growth
1	Educators	Accountability-Specific time frame of growth.
	Educators	Accountability-How do we help & support struggling schools without punishing the school?
	Educators	Accountability-Special education populations may not show growth
5	Parents	Accountability-Take holistic approach
5	Parents	Assessment-Remove high stakes
4	Parents	Assessment-Better indicators
4	Parents	Assessment-Pair with funding
4	Parents	Assessment-Reduce stress so that teachers enjoy teaching and kids enjoy learning
4	Parents	Assessment-Reliable and fair tests
3	Parents	Accountability-Individual learning plans & goals for each child
3	Parents	Accountability-Recognize the needs of each community
3	Parents	Accountability-Resources & Accessibility to programming
3	Parents	Assessment-Kids are left behind because of current system
2	Parents	Accountability-College Ready



FORT WORTH

QUESTION #1 REFLECT UPON THE PRESENTATIONS THAT YOU PREVIEWED BEFORE THE MEETING. WHAT ARE SOME KEY LEARNINGS OR IMPORTANT TAKE-AWAYS THAT SHOULD SHAPE OUR CONVERSATION?

Green = Business Leaders Red = Educators Blue = Parents

NUMBER OF VOTES	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION
18	Educators	Finding a balance to testing and be aware of unintended consequences...like a loss of content in one area while concentrating on another. Moving forward there will be 5 domains. *Question: With the Community/Parent Engagement being locally determined, will it be "stacked?" *Pro: Multi-dimensional.
16	Educators	*Con? With it constantly changing, will we ever be able to reach the goal? (before we get there, they change) *Glad to see Community/Parent engagement brought in-encourages partnership. Assessment should have a purpose.
14	Educators	• Assessment types should match a clear, realistic educational goal. Progression towards growth.
11	Educators	• Clear statements needed about expectations, before testing! • Before implementing new accountability system, work out the kinks (think through entire process).
9	Educators	Presentations – Overview of evolution of assessments beginning with TEAMS.
8	Educators	Key learnings – questions have developed to a rigorous level-beyond developmental level of students. Focus on test too heavy
8	Educators	Meaningful feedback to guide instruction
4	Educators	Student evaluation needs to be dynamic – more measures besides "STAAR"
2	Educators	Eliminate standardized testing scores for educator evaluation
2?	Educators	Effective assessments serve learning, align with goals, measure what matters, should be fair – are these goals being met and how do we ensure these goals moving forward?
1	Educators	Tests should have practical application
10	Parents	Failure to address the needs of a diverse population
7	Parents	Discovery, open-ended

QUESTION #1 REFLECT UPON THE PRESENTATIONS THAT YOU PREVIEWED BEFORE THE MEETING. WHAT ARE SOME KEY LEARNINGS OR IMPORTANT TAKE-AWAYS THAT SHOULD SHAPE OUR CONVERSATION?

Green = Business Leaders Red = Educators Blue = Parents

NUMBER OF VOTES	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION
4	Parents	Test balance is off – need to re-evaluate
2	Parents	More “interim”
2	Parents	Allow teachers to reteach as needed per student.
	Parents	Need access to the information
	Parents	Current accountability system - How one test shows all measures
	Parents	Rubrics
	Parents	Teachers that are dedicated to profession
	Parents	Multiple measures
	Parents	More of “formative” everybody learning
	Parents	There is too much focus on “summative” test
	Parents	Teach the material they need to learn at their level vs. just teaching test
	Parents	Length of time of the test – more age appropriate. The test is too long.
	Parents	Non/AP we are not sent
	Parents	All teachers, admin, parents all of same page together

FORT WORTH

QUESTION #2 WHAT IS THE ROLE/PURPOSE OF ASSESSMENT AND ACCOUNTABILITY IN THE EDUCATION OF OUR CHILDREN?

Green = Business Leaders Red = Educators Blue = Parents

NUMBER OF VOTES	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION
	Business	Should be used as a tool/resource to help identify areas of support
	Business	Focuses on specific needs of all children
	Business	Diagnostic – not high stakes
	Business	Authentic assessments – broad range
	Business	Sampling for assessments – to determine processes & functions – sampling for TEKS – diagnostics for all Inform instruction, not rate schools
22	Educators	<ul style="list-style-type: none"> • Improve schools
20	Educators	• Evaluation of programs
17	Educators	To measure EACH student's individual progress from their starting point.
8	Educators	The role is to improve instruction, to encourage students to demonstrate their knowledge and skills.
7	Educators	Fair assessment for students w/special needs and sub-pops.
6	Educators	Should focus on learning
5	Educators	Assessment-Norming
5	Educators	Assessment drives instruction – learning journey/process vs. a point in time
5	Educators	Drill down to individual student progress as well as examining systemic progress.
5	Educators	Set up student for success.
4	Educators	Measure student growth and progress monitoring.
2	Educators	Identify strengths and weaknesses
1	Educators	Provide Equity: All students are growing & have equal access/education
1	Educators	Observation: Assessment should not be end of itself.
1	Educators	Are we doing what we're charged to do?
	Educators	Accountability to ensure effective educators, not tied solely to Standardized Testing
	Educators	Accountability-Ensure students are prepared for post- secondary education
	Educators	Across the board accountability at all levels
	Educators	Assessment-Assess gaps in learning

QUESTION #2 WHAT IS THE ROLE/PURPOSE OF ASSESSMENT AND ACCOUNTABILITY IN THE EDUCATION OF OUR CHILDREN?

Green = Business Leaders Red = Educators Blue = Parents

NUMBER OF VOTES	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION
	Educators	Assessment-Provide educators an opportunity to make adjustments
	Educators	Assessment Purpose-determining student understanding and learning/informing instruction
	Educators	Assessment Role- district/teacher accountability, determine campus improvement
	Educators	To show authentic learning and mastery.
21	Educators	Examine progress vs cut score pass/fail progress
	Parents	Advocate for special education learning challenges
14	Parents	Stop the school-to-prison pipeline
	Parents	Current Role – causes medical issues in students to include ulcers, mental breakdown, poor self-esteem, panic attacks (student view)
12	Parents	To prepare our children for further education or employment workforce
8	Parents	Basic skills test is something we have gotten away from. This should gauge where they are academically to where they need more study.
8	Parents	Teachers teach to test only – when test over, school must be over
3	Parents	Raises & bonuses or promotions based on students' scores instead of teachers' ability
3	Parents	Identify mastery of materials (there is no accountability)
1	Parents	Currently, it is the driving force of education.
1	Parents	Purpose – to judge teachers on their ability to teach test taking skills
	Parents	To make sure you (student) has learned what is necessary
	Parents	Norm referenced results
	Parents	Use assessment as enrichment

FORT WORTH

QUESTION #3 WHAT IS WORKING WELL WITH OUR CURRENT SYSTEM OF ASSESSMENT AND ACCOUNTABILITY?

Green = Business Leaders Red = Educators Blue = Parents

NUMBER OF VOTES	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION
	Business	Currently measures all
	Business	Helps target resources
4?	Educators	Teachers understand the material, we can identify areas of improvement/trends, meet federal guidelines, focus district resources and increase parent awareness.
4	Educators	There is an increased interest in career and college readiness.
4	Educators	Later dates for testing
3	Educators	Standardized Tests - State standards need to be taught – but not assessed in same way (in classroom).
2	Educators	Data-rich (but information poor).
2	Educators	ID Achievement Gaps - Subgroups; Accountability; Instruction & Support
1	Educators	One index is based on student progress.
1	Educators	Test Management
1	Educators	Logistical Systems
1	Educators	Assessment-Relevant for times; Reflects TEKS; Teachers-meeting moving target
1	Educators	Index 2 - growth
1	Educators	Cut back on the number of tests
	Educators	Hard to identify.
	Educators	# of EOC's were decreased.
	Educators	Tests are released to examine and analyze.
	Educators	STAAR is better aligned to AP tests than (re: critical thinking skills)
	Educators	Allowed Modifications
	Educators	Teacher awareness of sub-populations has increased tremendously.
	Educators	Includes multiple measures
	Educators	Inclusive of all children
16	Parents	Nothing is working well. We feel that the manner of assessment for students are exceedingly lacking.
8	Parents	Nothing
4	Parents	Not penalizing students for not using presented strategies.

QUESTION #3 WHAT IS WORKING WELL WITH OUR CURRENT SYSTEM OF ASSESSMENT AND ACCOUNTABILITY?

Green = Business Leaders Red = Educators Blue = Parents

NUMBER OF VOTES	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION
3	Parents	It has driven parental interest in ways to improve their children's education and accountability metrics. They should not be changing the requirement if it was working well. If there is something good could you explain.
2	Parents	
1	Parents	That there is a system in place to identify gaps
1	Parents	Not have pep rallies to put extra stress on test.
1	Parents	Scantron skills

FORT WORTH

QUESTION #4 WHAT FACTORS SHOULD THE NEXT GENERATION COMMISSION ON ASSESSMENTS AND ACCOUNTABILITY CONSIDER AS THEY MAKE THEIR RECOMMENDATIONS?

Green = Business Leaders Red = Educators Blue = Parents

NUMBER OF VOTES	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION
	Business	Assessments need to be more than one shot
	Business	More than one assessment
	Business	Randomized testing for uniformity across states for process & functionality
	Business	Diagnostic for each kid
	Business	Remove vendor influence
	Business	Goal 2 – Provide the necessary resources, \$ to...
	Business	Goal 3 - Far trend – (not single)
18	Educators	Teacher's classroom is more than just circling bubbles – there is creativity, inquiry, etc. Every test right now is a reading test so it's not clear as to whether those not meeting standard are due to reading problems or lack of content knowledge.
16	Educators	Remove school rating-Eliminate competitions between schools
11	Educators	Assessment based on less testing (i.e. portfolios, projects, etc.)
8	Educators	Assess Whole Child
8	Educators	We need to think about the emotional strain on everyone and how do we make the assessments developmentally appropriate.
5	Educators	Assessment-More flexibility for individual student needs
5	Educators	Assessments should measure individual growth.
4	Educators	Assessment-Focus on equity for sub population
4	Educators	Tests are too fluid – moving target - • Not able to show growth when test is different each year
4	Educators	Teacher & student accountability needs support from legislature, SBOE, School Board, etc.
4	Educators	Student population today is very different so we cannot use previous tests to prepare tests of tomorrow.
3	Educators	State recognition for school programs & success beyond core content – i.e.: engineering , fine arts

QUESTION #4 WHAT FACTORS SHOULD THE NEXT GENERATION COMMISSION ON ASSESSMENTS AND ACCOUNTABILITY CONSIDER AS THEY MAKE THEIR RECOMMENDATIONS?

Green = Business Leaders Red = Educators Blue = Parents

NUMBER OF VOTES	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION
3	Educators	Consistency in growth scale by grade - Practical vertical scale; RIT scale; Adaptive for finding instructional level
3	Educators	Are we trying to measure content knowledge or ability to take test?
2	Educators	Curriculum/assessments alignment to post-secondary standards-SAT, ACT, Critical Thinking
2	Educators	Make assessments varied; assessments not as weighted.
1	Educators	Don't "tweak" a broken system – reinvent system
1	Educators	Eliminate moving target - make assessments that are progressive from grade to grade
1	Educators	Identify high priority standards - depth of instruction; understandable for educators/parents
1	Educators	There no more additional minutes in a day.
1	Educators	Consider students with special needs.
1	Educators	How poverty impacts language (vocabulary) and learning.
	Educators	Emotional welfare of testing for students & teachers
	Educators	Reduce teaching to the test
	Educators	Keep the core content even in non-tested years
	Educators	Assessments are not used to evaluate teachers
	Educators	Restrict District/Campus Benchmark Testing
15	Parents	Take individual learning style into account for each child. They all learn differently.
5	Parents	Money being spent on testing vs. education
5	Parents	Teacher workload having to accommodate the STAAR test
5	Parents	Culture, needs, language
4	Parents	Students w/learning disabilities
4	Parents	Test should be smaller segments spaced throughout year-Based on what is taught during the session & be grade level appropriate (6 week test) (secondary semester tests).
3	Parents	All teachers assessments should not be based solely based on students test scores.
3	Parents	Technology needs to update.
3	Parents	Think out of the box, commission be fully involved

QUESTION #4 WHAT FACTORS SHOULD THE NEXT GENERATION COMMISSION ON ASSESSMENTS AND ACCOUNTABILITY CONSIDER AS THEY MAKE THEIR RECOMMENDATIONS?

Green = Business Leaders Red = Educators Blue = Parents

NUMBER OF VOTES	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION
2	Parents	Impact to SAT & ACT scores of Texas students
2	Parents	Maintain growth measure
2	Parents	Close attention for SWD, ELL
2	Parents	Multiple high stakes tests at the same time
2	Parents	Watch the kids take the test. "Accountability"
1	Parents	Statistical sampling
1	Parents	Reduce the frequency of the benchmarks put into place.
1	Parents	State goals - Need to be looked at. Are they attainable? Are they inflated?
1	Parents	Hold parents accountable for their children.
	Parents	Focus on functional & relevant curriculum.

FORT WORTH

QUESTION #5 WHAT SUGGESTIONS FOR IMPROVEMENT OF OUR CURRENT SYSTEM WOULD YOU GIVE TO THE COMMISSION?

Green = Business Leaders Red = Educators Blue = Parents

NUMBER OF VOTES	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION
15	Business	Remove A-F system
11	Business	C in Aledo compared to C in Rio Grande Valley?
10	Business	Moving the bar too much & too often
8	Business	Changing performance indicators creates inconsistency
6	Business	Inappropriate or skewed
4	Business	How does this tell us how kids are prepared for business or college-post secondary readiness?
4	Educators	Consider cognitive abilities of students when creating tests.
4	Educators	Start Over
3	Educators	Create realistic passing standards & tests that reflect them.
3	Educators	What is the purpose of state assessments?
3	Educators	Return to local control
3	Educators	Alternatives to pen and paper test
2	Educators	Include multiple (meaningful) measures for student growth, i.e.: writing portfolio, hands-on experience and exposure
2	Educators	Consider a value added grading system
2	Educators	Is there a need to test all or would random work to show what districts are doing well
2	Educators	Possible smaller "unit test" rather than yearly killer test!
2	Educators	Consider testing growth and measure growth.
2	Educators	Fewer Tests
2	Educators	Testing Later
2	Educators	Realign TEKS to appropriate
1	Educators	Consider that all administrators are not academic leaders
1	Educators	Not enough time/days to teach required/tested curriculum
1	Educators	Consider testing only federal requirements to reduce amount of testing
1	Educators	Review National vs. State Standards

QUESTION #5 WHAT SUGGESTIONS FOR IMPROVEMENT OF OUR CURRENT SYSTEM WOULD YOU GIVE TO THE COMMISSION?

Green = Business Leaders Red = Educators Blue = Parents

NUMBER OF VOTES	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION
1	Educators	Native language options at high school level
1	Educators	Portfolio
1	Educators	Let current educator from all types of districts have a seat at the table - Title I, high income, etc.
1	Educators	Age/brain level
	Educators	Bring back teacher panels.
	Educators	Also the test needs to be shortened for elementary schools.
	Educators	Reconsider A-F system.
	Educators	How does state assessment support the goal of education?
	Educators	Data Turnaround Time
	Educators	Better way to assess progress
	Educators	Supports and resources - keep up with the changes in accountability and standards
	Educators	Elimination of comparison groups
11	Parents	More power to parents to opt out their children from the STAAR test
11	Parents	Eliminate trick questions.
8	Parents	Why are we testing every year 3-8. They should do shorter term testing (mini test).
8	Parents	Stop holding teachers responsible for students' STAAR test scores
7	Parents	Have a board that represents that it serves
	Parents	Stop forcing elementary kids to think of college or career. Let them be kids - Novel idea. Recess for physical activity
6	Parents	Focus on the majority of your students what their needs are & disperse money according to their individual needs, i.e. technology, sports, after school programs –
5	Parents	Opt out form
5	Parents	Scrap it - Realignment to previous teaching methods so students are taught life-long skills and the kids will be able to research and devise answers.
4	Parents	How to give authority to local districts
4	Parents	Divide up the subjects and the timeframe of testing. Data overload.
2	Parents	Too much data
2	Parents	Establish a state-level board of parents of Texas students

QUESTION #5 WHAT SUGGESTIONS FOR IMPROVEMENT OF OUR CURRENT SYSTEM WOULD YOU GIVE TO THE COMMISSION?

Green = Business Leaders Red = Educators Blue = Parents

NUMBER OF VOTES	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION
2	Parents	Eliminate elementary & junior high/intermediate testing through STAARS.
1	Parents	Quality community meetings with everyone accountable
1	Parents	Having them tested on the exam & school district
1	Parents	Not an "A-F" label
1	Parents	Not as many tests
1	Parents	Portfolio system
1	Parents	Developmentally appropriate

FORT WORTH

QUESTION #6 WHAT GOALS FOR (1) ASSESSMENTS AND (2) ACCOUNTABILITY WOULD YOU RECOMMEND TO THE COMMISSION THAT WOULD SHAPE THEIR WORK?

Green = Business Leaders Red = Educators Blue = Parents

NUMBER OF VOTES	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION
17	Business	Assessments need to be more than one shot
	Business	More than one assessment
	Business	Randomized testing for uniformity across states for process & functionality
	Business	Diagnostic for each kid
	Business	Remove vendor influence
	Business	Goal 2 – Provide the necessary resources, \$ to...
	Business	Goal 3 - Far trend – (not single)
	Educators	Do not link assessment results to pay/teacher evaluations
13	Educators	Meaningful feedback to guide instruction for educators/parents/students-Assess the process of learning over time; Individually adaptive
12	Educators	Community based accountability - understandable by the general public and clear expectations
10	Educators	Goals – assessments – address a variety of modalities
9	Educators	Recognize the diversity of the state's population-One size fits all does NOT work.
7	Educators	Ensure that it is developmentally appropriate, equitable, culturally responsive, and fair.
6	Educators	Make accountability part of a comprehensive system.
6	Educators	Bring back the joy in learning
5	Educators	Test less, teach more!
3	Educators	STAAR A on computer-reconsider this!
2	Educators	Focus on student (human being) rather than data.
2	Educators	Have each member go sit in a Title I classroom on test days (and sit through security training required of all
		Even though Domain II is Student Progress, if test changes from grade level-to-grade level and year to year, it's not true picture of improvement.
2	Educators	Do not add more tests to prove accountability.
2	Educators	Community Conversation (need consistent) - mandate changes 2 years out
2	Educators	Goal – Accountability - weigh other factors (in addition to) than state tests

QUESTION #6 WHAT GOALS FOR (1) ASSESSMENTS AND (2) ACCOUNTABILITY WOULD YOU RECOMMEND TO THE COMMISSION THAT WOULD SHAPE THEIR WORK?

	<i>Green = Business Leaders</i>	<i>Red = Educators</i>	<i>Blue = Parents</i>
NUMBER OF VOTES	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION	
1	Educators	If test is going to remain the same, go back to allowing dyslexic students to take reading test over course of 2 days.	
1	Educators	If students are receiving modified instruction, then the assessment should reflect this and have modifications.	
1	Educators	Allow more variety/broader spectrum of level of difficulty of questions. (Not all hard)	
1	Educators	Don't allow test score define the student (or teacher).	
1	Educators	Focus on moving each individual student forward rather than closing a gap.	
1	Educators	Inform schools, but not constrict the learning process	
1	Educators	Consider how much time/\$ is expended and their results - is it worth it?	
	Educators	Options, flexibility and individualized	
	Educators	Practicing classroom educator included in creating (not just a token presence)	
	Educators	Achieve balanced testing (Balanced Assessment)	
	Educators	Include multiple measures	
	Educators	Inclusive of locally defined priorities	
	Educators	Inclusive of all children takes into account the "level" that each child is at	
	Educators	Allow for innovation/creativity	
	Educators	Allow for students to highlight their strengths	
	Educators	Remember, all students are not created equally	
33	Parents	Get rid of standardized testing	
27	Parents	Flexibility to the teachers to teach to content matter vs. teaching the test	
13	Parents	Fair equitable system	
13	Parents	Provide more resources and options to accommodate ESL, dyslexia, special needs students	
11	Parents	Give them back their creativity	
11	Parents	Reduce assessments to free up resources (money, time, staff) for teaching	
7	Parents	Assessments are fine but must teach education content not only test taking skills.	
4	Parents	Reduces anxiety of student, teachers & parents & administrators – goals	
3	Parents	Less jargon	
3	Parents	Align with current curriculum	

QUESTION #6 WHAT GOALS FOR (1) ASSESSMENTS AND (2) ACCOUNTABILITY WOULD YOU RECOMMEND TO THE COMMISSION THAT WOULD SHAPE THEIR WORK?

Green = Business Leaders Red = Educators Blue = Parents

NUMBER OF VOTES GROUP'S RESPONSE RESPONSES TO THIS QUESTION

2

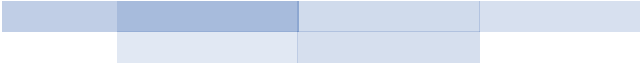
Parents

Accountability to teaching material – teachers adequately teach material and students assessments will show.

1

Parents

Take into account age of group.



HOUSTON

QUESTION #1 REFLECT UPON THE PRESENTATIONS THAT YOU REVIEWED BEFORE THE MEETING. WHAT ARE SOME KEY LEARNINGS OR IMPORTANT TAKE-A-WAYS THAT SHOULD SHAPE OUR CONVERSATION?

NUMBER OF VOTES	GROUP'S RESPONSE	Green = Business Leaders	Red = Educators	Blue = Parents
2	Educators	RESPONSES TO THIS QUESTION Students learn in comfortable, safe environments in order to learn. The environment needs to be accessible and accommodate these learning activities to take place.		
2	Educators	College readiness is the goal, and teachers are entrusted with properly preparing students.		
1	Educators	There is an abundance of TEKS and teachers do their best to teach them all.		
	Educators	Historical perspective		
	Educators	Colleges not always seeing standardized test side		
	Educators	Equity with EOC is not there		
1	Parents	Financial and mental equality		
	Parents	At risk groups are being identified and serviced		
	Parents	Attempting to level the playing field		
	Parents	We have a system of accountability within the state		
	Parents	Hopefully if your child graduates from a Texas HS, they will be prepared		
	Parents	Communication with post-secondary schools		

HOUSTON

QUESTION #2 WHAT IS THE ROLE/PURPOSE OF ASSESSMENT AND ACCOUNTABILITY IN THE EDUCATION OF OUR CHILDREN?

Green = Business Leaders Red = Educators Blue = Parents

NUMBER OF VOTES	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION
6	Educators	Allow students to demonstrate their best. Not a balance of student strengths now.
1	Educators	Allow students to demonstrate collaboration, group, conversation
	Educators	Is there conflict with 100% college readiness and where students will go?
	Educators	More about demonstration and not retention

HOUSTON

QUESTION #3 WHAT IS WORKING WELL WITH OUR CURRENT SYSTEM OF ASSESSMENT AND ACCOUNTABILITY?

Green = Business Leaders Red = Educators Blue = Parents

NUMBER OF VOTES	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION
2	Educators	Standardized testing should not dictate teaching
2	Educators	Sub-groups of students who had been previously disengaged or otherwise marginalized finally got attention
2	Educators	We have learned how not to test
1	Educators	More details breakdown of data
	Educators	Stakeholders have an equal voice
	Educators	Pacing
	Educators	Local Control
	Educators	Domain 5 - community input
	Educators	Postsecondary readiness direction
	Educators	Decrease (slight) on Standardized Assessments
	Educators	Appropriate growth measure
	Educators	College prep course
	Parents	Accountability for teachers
	Parents	Public, doesn't leave kids out, gives info on children, agreed upon = equity
	Parents	Performance gap gets credit at all levels; every kid has their own bubble
	Parents	Greater emphasis on growth!

HOUSTON

QUESTION #4 WHAT FACTORS SHOULD THE NEXT GENERATION COMMISSION ON ASSESSMENTS AND ACCOUNTABILITY CONSIDER AS THEY MAKE THEIR RECOMMENDATIONS?

Green = Business Leaders Red = Educators Blue = Parents

NUMBER OF VOTES	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION
	Business	Simple/fair
	Business	What does a HS diploma stand for?
	Business	What does post-secondary mean? – Increase readiness?
6	Educators	Multiple forms – even with teacher input like TELPAS - Project/performance based; student choice; internship
6	Educators	Meaningful assessment to drive accountability - Based on high priority learning standards
4	Educators	Not annual assessments - Reading 3, 6, 10; Math 5, 8, 9; Writing 4, 7, 10; Science 5, 11; Social Studies 8
3	Educators	Formative assessment – push from state level
2	Educators	Fairness for Special Needs
2	Educators	STAAR Modified needs to come back
2	Educators	ESL accommodations
2	Educators	Sample testing for accountability
1	Educators	Accountability should support students and assessments should support teachers
1	Educators	Variance in learning style/information comprehension
1	Educators	Reduce pressure on children. Stop abusing kids.
1	Educators	Exempt severely disabled
1	Educators	No EOC; state fund PSAT, SAT, TSI, CTE certifications, AP
1	Educators	All questions should be meaningful
1	Educators	Accountability based on standards – not comparability (no bottom 5%)
	Educators	Exemptions for IB/AP exams
	Educators	Freedom to teach: do not teach to the test
	Educators	Misleading questions need to be removed
	Educators	Equity and Fairness for all
	Educators	Is a statewide assessment really necessary?
	Educators	Student choice for assessments
	Educators	Assessments tailored to endorsements

QUESTION #4 WHAT FACTORS SHOULD THE NEXT GENERATION COMMISSION ON ASSESSMENTS AND ACCOUNTABILITY CONSIDER AS THEY MAKE THEIR RECOMMENDATIONS?

Green = Business Leaders Red = Educators Blue = Parents

NUMBER OF VOTES	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION
	Educators	True growth measure, even if not pass
	Educators	Example: MAP – Beginning of Year, End of Year – look at this gap for growth/professional development
	Educators	Enlistment in military - should be included
	Educators	Equity in resources for free/reduced lunch – and equity in ratings
4	Parents	Educators and companies that are hiring should evaluate the test
3	Parents	The state should be evaluated by the business and college community for TEKS separately
3	Parents	Environment of classroom
		Consistency, trust, communication to parents, lengthy exams, backgrounds make some tests more difficult, tests should mirror real world tasks, more flexible writing piece (examine it), limit bias within school districts, HS level being prepared for STAAR but not college level testing
2	Parents	Multiple data points
1	Parents	Goal of test
1	Parents	Alignment with instruction and assessments needs attention
1	Parents	ELL students have less than one year before they are required to test
	Parents	How much time the students spend testing
	Parents	Move formative and interim focus-clearer standards
	Parents	The SAT scores reflecting the same things
	Parents	Are the tests developmentally appropriate for elementary students
	Parents	High stakes
	Parents	Different types and times of year testing
	Parents	Test teachers on taught information
	Parents	Teacher assessment of test and child's day of test taken
	Parents	Assessment & accountability is constantly changing; hard to keep up for all
	Parents	Good - extra points for specific things; look @ wide spectrum
	Parents	Should kids who do well be allowed to skip exams?
	Parents	Don't eliminate criterion questions that students most get right

HOUSTON

QUESTION #5 WHAT SUGGESTIONS FOR IMPROVEMENT OF OUR CURRENT SYSTEM WOULD YOU GIVE TO THE COMMISSION?

Green = Business Leaders Red = Educators Blue = Parents

NUMBER OF VOTES	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION
	Business	Pay attention to the other sector standardization examples/loose-tight
	Business	Stop yielding to the test-makers
	Business	What skill set do graduates need?
	Business	Too much content?
5	Educators	A way to measure progress for students who improve but still don't pass
2	Educators	Exempt severely disabled
	Educators	Who goes to college and how successful they are
	Educators	State assessment scores should be shared with teachers
	Educators	Visit classrooms, see what's happening. Gain qualitative perspective of objectives/expectations
	Educators	Decrease # of assessments. Give choice
	Educators	More \$
	Educators	Meaningful testing. Tests not reliable
12	Parents	Parents should be given the results of above mentioned tests in the same grade-results should be specific to help
3	Parents	Parents understand what their children have missed
3	Parents	Assess how comfortable the children are with their teachers via student based surveys
3	Parents	Take out the trickery - quality
3	Parents	Electronic portfolio
3	Parents	Some proof of a specific skill in addition to tests
1	Parents	Measure/compare outside of the state
1	Parents	Use teacher input – give teacher a % of the input of the test
1	Parents	Recommend performance based assessments
	Parents	Use nationally norm-based testing, like the SAT
	Parents	Do not use students to help develop tests
	Parents	Teachers should not be allowed to reference the test beforehand and stress the students out
	Parents	Be thoughtful on how the results are reported to parents and students – support the kids, etc.

QUESTION #5 WHAT SUGGESTIONS FOR IMPROVEMENT OF OUR CURRENT SYSTEM WOULD YOU GIVE TO THE COMMISSION?

Green = Business Leaders Red = Educators Blue = Parents

NUMBER OF VOTES	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION
	Parents	The tests should be only to help the students improve
	Parents	Change the way we assess special education students
	Parents	Relevancy
	Parents	Demonstrate your own measures that are equitable
	Parents	Certifications be a part of student portfolio
	Parents	Too much benchmarking - balance

HOUSTON

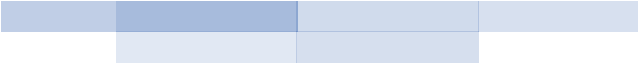
QUESTION #6 WHAT GOALS FOR (1) ASSESSMENTS AND (2) ACCOUNTABILITY WOULD YOU RECOMMEND TO THE COMMISSION THAT WOULD SHAPE THEIR WORK?

NUMBER OF VOTES	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION
		<i>Green = Business Leaders Red = Educators Blue = Parents</i>
	Business	Listen to community
	Business	Increase college/career readiness
	Business	Timely and deliverable product
2	Educators	Students served by special education deserve differentiated, non-standardized assessments of the IEPs
1	Educators	Assessments - Multiple assessment measures
1	Educators	Accountability - Re-weight percentages of 5 domains
1	Educators	Less painfully stressful for kids, families, schools
	Educators	Assessments - Real life applications and critical thinking (portfolios)
	Educators	Assessments - Professional development L
	Educators	Assessments - Positive, not punitive assessment
	Educators	Accountability - Inform instruction and less testing
	Educators	Accountability - T24
	Educators	Accountability - Re-think district grading system based on % of improvement, not on arbitrary goals
	Educators	Truly summative assessments – less cramming, more learning
	Educators	More meaningful for students speaking more than English
	Educators	Simplify TEKS
	Educators	Incentives for growth relative to individual student success
7	Parents	Make sure the curriculum is meaningful and developmentally appropriate
7	Parents	How do we compare on nationally normed tests
5	Parents	Reduce time preparing for the test/teaching to it
5	Parents	Assessments to ensure equity for all kids; challenge all students, pushed to next level
4	Parents	Useful information for teachers and parents
3	Parents	Put a grade on post-secondary readiness determined by professors (not only in TX)
2	Parents	Resources to teachers to meet goals

QUESTION #6 WHAT GOALS FOR (1) ASSESSMENTS AND (2) ACCOUNTABILITY WOULD YOU RECOMMEND TO THE COMMISSION THAT WOULD SHAPE THEIR WORK?

Green = Business Leaders Red = Educators Blue = Parents

NUMBER OF VOTES	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION
1	Parents	Funding for interventionists to help struggling kids
1	Parents	Actually test the TEKS
1	Parents	Provision for alternative assessments; ensure alignment
1	Parents	Performance task – ways to measure besides the test
1	Parents	Diagnostic and informative
1	Parents	Teacher held more accountable for each child + parent and student accountable
	Parents	State funding
	Parents	Reduce time testing
	Parents	Tests returned quicker



KILGORE

QUESTION #1 REFLECT UPON THE PRESENTATIONS THAT YOU PREVIEWED BEFORE THE MEETING. WHAT ARE SOME KEY LEARNINGS OR IMPORTANT TAKE-AWAYS THAT SHOULD SHAPE OUR CONVERSATION?

NUMBER OF VOTES	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION
		<i>Green = Business Leaders Red = Educators Blue = Parents</i>
3	Educators	Growth of students, not just pass/fail. In looking at the history of assessment, did we improve the teaching and learning process or did we detract from the process?
3	Educators	The "bubble kids" method left other students excluded.
1	Educators	College Readiness/Work.
	Educators	Moving away from "teaching to the middle" or "bubble kid".
	Educators	Evolving accountability - raised rigor
	Educators	STAAR still encourages focus on kids on the "bubble" because they can make or break a rating.
	Educators	"Performance gap" and "progress" don't apply to "baseline" grade levels.
	Educators	History, accountability and sub-ops.
	Educators	Lack of consistency from the state down to the local level à changes happen so often that districts cannot sufficiently meet student needs.
4	Parents	Allow the teacher the opportunity to teach
2	Parents	Focus off test & back to teaching
	Parents	Domain V
	Parents	Community
	Parents	Stop teaching to a test
	Parents	Teach children to think outside of the box
	Parents	Need to allow life lessons to be taught
	Parents	Use subgroups

KILGORE

QUESTION #2 WHAT IS THE ROLE/PURPOSE OF ASSESSMENT AND ACCOUNTABILITY IN THE EDUCATION OF OUR CHILDREN?

Green = Business Leaders Red = Educators Blue = Parents

NUMBER OF VOTES	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION
14	Educators	<p>The role of assessment is to measure growth.</p> <p>Assessments should be used to measure growth and reflect what students are learning in the classroom. More ownership and trust should be given to teachers.</p> <p>To judge students and teachers on one day – no other data considered.</p>
12	Educators	
11	Educators	
10	Educators	<p>Purpose – We should be focused on assessment for learning – not the assessment of learning which implies the end of learning; Data from accountability should be used to improve curriculum and instruction. It should not be used for a label or A-F rating; We need to use multiple resources to assess a well-rounded education.</p>
8	Educators	Tracking for college or career. Tracking for schools and student improvement.
5	Educators	Growth measurement is a truer indicator of success in education.
3	Educators	Quantifiable measure for students and schools.
2	Educators	“Should be” to ensure learning of ALL students and to facilitate the individual and appropriate education of ALL!
2	Educators	Formative assessment involves student ownership. The students challenge themselves.
1	Educators	According to the state for a grade.
		Accountability = a label not about kids; more about adults
		a. Citizens within school districts have various expectations
		b. Should have more to do with local input
		c. Culture plays a role
8	Parents	Want our children to learn not just push through tests
6	Parents	

QUESTION #2 WHAT IS THE ROLE/PURPOSE OF ASSESSMENT AND ACCOUNTABILITY IN THE EDUCATION OF OUR CHILDREN?

Green = Business Leaders Red = Educators Blue = Parents

NUMBER OF VOTES	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION
1	Parents Parents	<p>Assessment = Test</p> <p>a. Ensure that our children are getting a quality education</p> <p>b. "Quality" is relative.</p> <p>--What is quality?</p> <p>--Who decides?</p> <p>c. Making sure kids are learning what they need to learn</p> <p>--TEKS -- too specific</p> <p>--Who decides?</p> <p>--Why?</p> <p>--Why does my kid need to know exactly what others need to know?</p> <p>Accountability shown in classroom</p>

KILGORE

QUESTION #3 WHAT IS WORKING WELL WITH OUR CURRENT SYSTEM OF ASSESSMENT AND ACCOUNTABILITY?

Green = Business Leaders Red = Educators Blue = Parents

NUMBER OF VOTES	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION
6	Educators	Looking at the growth of students is important especially for our top achievers.
3	Educators	Student progress – where they were/where they are now.
3	Educators	Recognizing career readiness.
2	Educators	GPA can be a better indicator of likelihood to complete college than SAT or ACT.
1	Educators	Community Engagement Tool.
	Educators	Index 2, growth.
	Educators	Kids (as adults) will face assessment and accountability.
	Educators	Looking at student accountability in detail.
4	Parents	At the point, we feel that there is no benefit
1	Parents	Index 2
	Parents	Student Progress
	Parents	ALL students count

KILGORE

QUESTION #4 WHAT FACTORS SHOULD THE NEXT GENERATION COMMISSION ON ASSESSMENTS AND ACCOUNTABILITY CONSIDER AS THEY MAKE THEIR RECOMMENDATIONS?

NUMBER OF VOTES	GROUP'S RESPONSE	Green = Business Leaders	Red = Educators	Blue = Parents	RESPONSES TO THIS QUESTION
26	Educators				All kids are different! We are to differentiate instruction (especially special education in Resource w/IEP), but then all take standardized tests. We only have time to "snorkel" TEKS – tested at "scuba level.
23	Educators				Age appropriate for all kids based on brain research – Special education, 504, ESL. Just because we can move
20	Educators				TEKS down two grade levels, does it mean we should? Developmentally appropriate material. Constantly moving target.
11	Educators				Index 2 & 3 are measuring the same thing. Our special education students need more options – bring back options that are appropriate for the individualized student (IEP). Also, ELL's! We need a system that has multiple measures based on the expectations of the local community.
10	Educators				Consider the different types of students, the "non-traditional" students, new-comers, teen parents, low-socio.
8	Educators				Realize that all students are not the same, but we expect them to be tested the same way.
6	Educators				Growth score vs. Scale score.
	Educators				We are testing what we are expected to teach.
	Educators				Make the passages and other assessments more high-interest and real life.
	Educators				What are we really needing for Texas to be successful? Proper alignment.
9	Parents				Consider community culture/expectations/needs
8	Parents				Simplify! Too complex, difficult to understand
	Parents				Culture created due to assessments & accountability
	Parents				Scheduling of test (STAAR)

KILGORE

QUESTION #5 WHAT SUGGESTIONS FOR IMPROVEMENT OF OUR CURRENT SYSTEM WOULD YOU GIVE TO THE COMMISSION?

Green = Business Leaders Red = Educators Blue = Parents

NUMBER OF VOTES	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION
25	Educators	<p>One system does not accurately measure all students in Texas:</p> <ul style="list-style-type: none"> a. Teachers, new to the profession, are not prepared for the expectations (academic & emotional) of today's classroom. b. Multiple measures to assess the student – no one size fits all (or all districts) c. Student portfolios as a method of assessment! d. Not every test should be a reading test. The math and science tests are reading tests first (let's measure their mathematical skills and science skills). Balance! e. Stop trying to rate the Alt Campuses (dropout recovery campuses). <p>Reconsider test structure to become more age appropriate (4 hour tests for young children are NOT APPROPRIATE!).</p> <p>Low "passing standards" give students a false sense of security. Develop ways to assess student work ethic/educational grit and reward it.</p> <p>Length /time of test. Shorter, more frequent assessments throughout the year that actually measures individual growth. Immediate results.</p> <p>"Real time" results. Align purpose with actual product.</p> <p>A, B, C, D, F – no thanks!</p> <p>Become more diagnostic.</p> <p>Make it feel less punitive towards teachers, schools, districts. Reward the GROWTH of students.</p> <p>Additional local control.</p>
21	Educators	<p>Have the same passing standard for all grade levels/subjects that is attainable-if 39% is passing, test is too hard.</p> <p>Certain populations become a "numbers game" for your district – change it!</p> <p>Differentiate test.</p> <p>Standards appropriate what amount is given.</p>
16	Educators	
14	Educators	
14	Educators	
8	Educators	
6	Educators	
5	Educators	
3	Educators	
3	Educators	
1	Educators	
	Educators	
	Educators	

QUESTION #5 WHAT SUGGESTIONS FOR IMPROVEMENT OF OUR CURRENT SYSTEM WOULD YOU GIVE TO THE COMMISSION?

Green = Business Leaders Red = Educators Blue = Parents

NUMBER OF VOTES	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION
17	Parents	A. Reduce TEKS – more general
8	Parents	a. State assessments more basic/Reducing TEKS will help offer opportunities for more diff. instruct.
1	Parents	b. Allow teachers more input/Teachers need to be treated as professionals More/add Recess back into schedule Smaller group testing (according to subgroup)

KILGORE

QUESTION #6 WHAT GOALS FOR (1) ASSESSMENTS AND (2) ACCOUNTABILITY WOULD YOU RECOMMEND TO THE COMMISSION THAT WOULD SHAPE THEIR WORK?

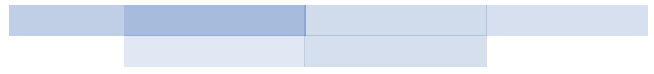
Green = Business Leaders Red = Educators Blue = Parents

NUMBER OF VOTES	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION
14	Educators	<p>Make it more formative based. Growth measured rather than everyone meeting the same standard. ASSESSMENTS – make them reflect the TEKS, remove the stress. We are losing teachers.</p> <p>a. Reflect student progress over time.</p> <p>b. Test creators and stake holders should come to campuses to see what it's really like on test day (return to home districts and watch the process play out).</p> <p>ePortfolios with community service.</p> <p>Consider variables beyond teacher controls "growth" as part of accountability.</p> <p>Fair, no "gotchas".</p> <p>Differentiation.</p> <p>Pearson=\$.</p> <p>Developmentally appropriate.</p> <p>No more "trick" questions "chunking" instead of 4 hour marathon.</p> <p>Greater focus on success/progress.</p> <p>Consideration of diversity.</p> <p>Revisit Standardized test – include Educator stakeholders for input.</p> <p>Less focus on punitive.</p> <p>Make it feel less punitive towards teachers, schools, districts. Reward the GROWTH of students.</p> <p>A, B, C, D, F – no thanks!</p> <p>Length /time of test.</p> <p>Shorter, more frequent assessments throughout the year that actually measures individual growth.</p> <p>Immediate results.</p> <p>Certain populations become a "numbers game" for your district – change it!</p> <p>Measure based on levels of completion (self-paced)</p> <p>Less emphasis on standardized tests</p> <p>More local input/decision-making for progress monitoring</p>
12	Educators	
12	Educators	
8	Educators	
7	Educators	
7	Educators	
5	Educators	
5	Educators	
5	Educators	
4	Educators	
3	Educators	
2	Educators	
2	Educators	
12	Parents	
5	Parents	

QUESTION #6 WHAT GOALS FOR (1) ASSESSMENTS AND (2) ACCOUNTABILITY WOULD YOU RECOMMEND TO THE COMMISSION THAT WOULD SHAPE THEIR WORK?

Green = Business Leaders Red = Educators Blue = Parents

NUMBER OF VOTES	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION
5	Parents	Whole student viewed instead of a snapshot Standards-based grading/reporting a. Mastered b. Still working c. Not yet introduced Six weeks assessment NOT one test Stagger assessment based on grade & course
	Parents	
	Parents	
	Parents	



SAN ANTONIO

QUESTION #1 REFLECT UPON THE PRESENTATIONS THAT YOU REVIEWED BEFORE THE MEETING. WHAT ARE SOME KEY LEARNINGS OR IMPORTANT TAKE-A-WAYS THAT SHOULD SHAPE OUR CONVERSATION?

Green = Business Leaders Red = Educators Blue = Parents

NUMBER OF VOTES	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION
22	Business Educators	Multi-dimensional one day, one test, one time, doesn't serve educator, student, or business.
17	Educators	The connection between CIA (Curriculum, Instructor, Assessment) Meaningful assessment does NOT have to be high stakes every year to be effective.
16	Educators	Took away the flexibility and creativity of curriculum. Standards other than testing/community input.
13	Educators	Assessments showing student's growth. There is a lack of consistency in the way we have assessed. The continued evolving system results in invalid and unreliable data.
9	Educators	Modified is not really modified changing one word or omitting a word.
9	Educators	Perhaps look at different types or levels of assessments.
9	Educators	Accountability is necessary in some form.
9	Educators	Too much time spent testing, not learning.
8	Educators	The CIA wheel is broken - Teaching should start with the standards and build curriculum from those.
7	Educators	Wheel allows for start point to differ based on perspective.
7	Educators	More focus on student progress than a passing standards. Community and student engagement now has value.
5	Educators	Summative assessments are given too much weight/must be aligned better with curriculum and instruction. A school is too complex to be measured by tests alone.
4	Educators	Comparison: student achievement-meeting standard; student progress-growth measure; post-secondary readiness-continue to look at special populations
4	Educators	Tests have become curriculum.
3	Educators	Moving away from multiple choice.
2	Educators	Need for better, easier communication with general public about assessment and accountability.
2	Educators	HB shortened the test.
2	Educators	Research reliable and serve the purpose for which it meant.
2	Educators	We have a bifurcated issue: The tests and how we use the tests.
1	Educators	Vertical scale and growth projection not available in H.S.

QUESTION #1 REFLECT UPON THE PRESENTATIONS THAT YOU PREVIEWED BEFORE THE MEETING. WHAT ARE SOME KEY LEARNINGS OR IMPORTANT TAKE-A-WAYS THAT SHOULD SHAPE OUR CONVERSATION?

Green = Business Leaders Red = Educators Blue = Parents

NUMBER OF VOTES	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION
1	Educators	Failure to recognize resources and opportunities in classroom
1	Educators	Progression of testing history has forced campus admin and teachers to be data driven and focus on all students to add value. Testing will never go away.
1	Educators	Domain 5: How will it be assessed for each school, across the board, etc. Resources available to implement?
1	Educators	Long term sustainability is needed for next generation.
1	Educators	Evolution look at vision overtime, especially since we switch.
1	Educators	Overall theme of multiple measurements.
1	Educators	Testing competition stops collaboration. Tied to raises, not good.
	Educators	Testing not new but have lessons from past
	Educators	Accountability is evolving to not discount assessment score but look for additional avenues to evaluate student mastery and learning
	Educators	Can we find continuity and assessment system that can easily fit any test we adopt?
	Educators	Increased respect for non-testing measures
	Educators	Over reliance on testing over time
	Educators	Schools rated on sub population as opposed to weakest.
	Educators	Increase in differentiated instruction the comp. was not valid. The equity is questionable.
	Educators	Closing the achievement gap.
	Educators	Every test gets more rigorous and includes more student groups.
	Educators	Evolving accountability system.
	Educators	Is testing equal for all populations? Small populations should not taint overall ratings.
9	Parents	Does it have to be every year?
8	Parents	"Meaningful" assessment as focus as we move forward.
8	Parents	More needed to address needs of students outside the bubble.
7	Parents	Causing anxiety?
6	Parents	What are you trying to test?
5	Parents	Does it have to be multiple choice?
4	Parents	Would like to see rigidity of exams addressed.
2	Parents	Less focus on "bubble," lowest, & highest to focus on ALL students.
	Parents	Who is accountable?

QUESTION #1 REFLECT UPON THE PRESENTATIONS THAT YOU PREVIEWED BEFORE THE MEETING. WHAT ARE SOME KEY LEARNINGS OR IMPORTANT TAKE-A-WAYS THAT SHOULD SHAPE OUR CONVERSATION?

Green = Business Leaders Red = Educators Blue = Parents

NUMBER OF VOTES	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION
Parents	Is it the test or are we not using it right?	
Parents	Upcoming focus in accountability has stronger emphasis on additional components (domain IV & V)-not just one assessment.	
Parents	Would like more information about Domain 5 (community and student engagement)	

SAN ANTONIO

QUESTION #2 WHAT IS THE ROLE/PURPOSE OF ASSESSMENT AND ACCOUNTABILITY IN THE EDUCATION OF OUR CHILDREN?

Green = Business Leaders Red = Educators Blue = Parents

NUMBER OF VOTES	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION
	Business	Benchmark and gauge progression educational system (community) hand and hand/once can't be more important.
26	Educators	The purpose/role is to track progress and achievement, but does not focus on the whole child or discipline of the subject.
24	Educators	Minimize influence of 1 test: Multiple measures (not only the test)
18	Educators	Deterrant to creativity.
17	Educators	Minimize influence of 1 test: Limiting number of assessments.
16	Educators	Should not be sole measurement of student achievement or accountability Accountability should provide multiple nonacademic performance factors and should support underserved students in school.
11	Educators	Formative assessment shapes instruction.
10	Educators	Should drive instruction and inform student learning and progress.
10	Educators	To measure learning of ALL students.
7	Educators	Ensure quality/rigorous instruction
7	Educators	Proficiency or mastery of key concepts
7	Educators	Proficiency or mastery of key concepts
5	Educators	Minimize influence of 1 test: Technology based assessments.
5	Educators	Parents understanding the purposes.
5	Educators	Def. College workplace readiness.
4	Educators	Preparedness for careers and jobs
4	Educators	Proficiency level of students.
3	Educators	To identify areas for instructional improvement.
3	Educators	To find out where they are going. Looking for the future of the T test.
3	Educators	Minimize influence of 1 test: Opportunities to learn measures.
3	Educators	Informs decision making at multiple levels (district, campus, classroom, student)
2	Educators	Evaluate if efficient and effective in our instructional program that we invest money in
2	Educators	What gest measured, gets done
2	Educators	Hold everyone accountable and measure our instructional program.
2	Educators	To guide instruction and monitor growth. Ensure quality education for success in the real world.

QUESTION #2 WHAT IS THE ROLE/PURPOSE OF ASSESSMENT AND ACCOUNTABILITY IN THE EDUCATION OF OUR CHILDREN?

	<i>Green = Business Leaders</i>	<i>Red = Educators</i>	<i>Blue = Parents</i>
NUMBER OF VOTES	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION	
2	Educators	Want the kid's higher order of thinking.	
2	Educators	Minimize influence of 1 test: Performance assessments.	
2	Educators	Academic assessments should incorporate career readiness.	
1	Educators	Want the test fair and lead a way for them to be exposed to further testing (high school, college level)	
	Educators	Performance measure of teacher and systemic environment	
	Educators	Accountability can protect kids when we make sure we are doing what is appropriate	
	Educators	Ensures that schools are creating a learning environment where students meet standards and show progress.	
	Educators	Identify areas for improvement.	
	Educators	Ensure that state money = student success.	
	Educators	Ultimately, assessment should inspire, not demoralize (students, teachers, or parents)	
	Educators	Data collection.	
	Educators	To ensure quality and equity.	
	Educators	Interim knowledge and skills assessments to guide opportunities for academic/skills success.	
18	Parents	One size fits all test is not all that useful because students learn differently.	
10	Parents	Time to help others at all levels.	
6	Parents	Go beyond multiple choice/project based.	
	Parents	Intended purpose versus utilized purpose are not necessarily the same, with unintended consequence of focus on how to take test versus learning content.	
4	Parents	Intended purpose=ensure quality instruction/learning.	
3	Parents	Accountability testing is a distraction from learning.	
3	Parents	Intended purpose=equitable access/progress for ALL students.	
2	Parents	Tests are used to blame teachers, schools, and students.	
1	Parents	Does it show they are learning?	
	Parents	End of course test at middle and elementary?	

SAN ANTONIO

QUESTION #3 WHAT IS WORKING WELL WITH OUR CURRENT SYSTEM OF ASSESSMENT AND ACCOUNTABILITY?

Green = Business Leaders Red = Educators Blue = Parents

NUMBER OF VOTES	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION
25	Business Educators	As a business community not enough data. (3 systems currently) Recognizes achievement among sub pops and the willingness to consider growth.
20	Educators	Looking at student growth The parts that are working well are progress measuring, and the parts of STAAR that are aligned with the TEKS.
13	Educators	*some portions*
12	Educators	Use of indexes, progress measures.
11	Educators	Indices include student progress. Additional reliance on other factors such as post-secondary readiness, community, family engagement, graduation ranks, and diploma plans
11	Educators	Has brought "closing the gaps" into the spotlight. Progress is now acknowledged.
9	Educators	No equality across economics, ethnicities, personal experience, special needs, and demographics.
9	Educators	Sucked joy out of learning and teaching.
9	Educators	Special populations, gap, differentiation, curriculum, equity, sound data, driven decisions.
6	Educators	Shows growth and gaps.
5	Educators	A strong focus on closing the achievement gap.
5	Educators	Undervalues non testing grades.
5	Educators	Collaboration between schools.
4	Educators	Push back on calendar for dates of assessment
4	Educators	Disaggregation of data.
3	Educators	Rigor is increasing. Index framework is fair and provides a "whole picture" view.
3	Educators	Prioritizing subject value.
3	Educators	Tied to the TEKS alignment.
3	Educators	Schools compared to peers: growth peers for growth.
2	Educators	Collection of data for
2	Educators	Nothing
2	Educators	Growth included, but could be improved.
2	Educators	Attempt to leave no child behind: intervention built in.
1	Educators	Distinctions pull in other data points about school
1	Educators	Cohort comparison

QUESTION #3 WHAT IS WORKING WELL WITH OUR CURRENT SYSTEM OF ASSESSMENT AND ACCOUNTABILITY?

Green = Business Leaders Red = Educators Blue = Parents

NUMBER OF VOTES	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION
1	Educators	STAAR assessment encourages quality instruction that produces critical thinkers
1	Educators	Time limited.
	Educators	Vertical alignment of STAAR
	Educators	Monetarily draining.
	Educators	Excessive pressure to students, families, and educators.
17	Parents	Move away from looking at only one test as sole measure.
11	Parents	Decrease in number of required assessments.
7	Parents	Limit to number of benchmarks allowed (2/subject)
4	Parents	Individual graduation plans.
3	Parents	Not working
3	Parents	Opportunity for community input as part of accountability system.
1	Parents	Heightens parent's awareness.

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QUESTION #4 WHAT FACTORS SHOULD THE NEXT GENERATION COMMISSION ON ASSESSMENTS AND ACCOUNTABILITY CONSIDER AS THEY MAKE THEIR RECOMMENDATIONS?

Green = Business Leaders Red = Educators Blue = Parents

NUMBER OF VOTES	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION
	Business	Assess teachers and administrators
		Data integration between: TEA, THECB, TWC, NSC. Reported in an accessible and comprehensible format.
23	Educators	More consideration to students with special needs
21	Educators	Meet needs of all students' levels. (GT, GEN, ELL, SPED)
18	Educators	Is the test worth taking/does it improve student learning?
16	Educators	Alternate instruments as replacements (ACT, TSI, SAT) aligns with different instruction.
16	Educators	Differentiation pushed in classrooms but not in assessment.
14	Educators	Cultural diversity.
14	Educators	Assessment should include growth and if student is ready, move them on. Not static.
12	Educators	Validity and reliability.
10	Educators	Amount of TEKS (R&S) assessed
		They need to consider community metrics for the grading system.
		<ul style="list-style-type: none"> • Perform a battery of assessments that will look at student's social, physical, and mental development. • Performance competition • ACES=Adverse childhood experience
10	Educators	Educators need to be involved in planning.
8	Educators	Age appropriate
8	Educators	Move beyond raw score
8	Educators	Current system is frustrating for parents, demoralizing for teachers and students.
8	Educators	What does post-secondary readiness really mean?
7	Educators	No schools are equally resourced or populated.
7	Educators	Best practices for ELL students.
6	Educators	Community piece must be something our community understands
6	Educators	Socio-economic portfolio.
6	Educators	Eliminate duplicate accountability measures (PEG)

QUESTION #4 WHAT FACTORS SHOULD THE NEXT GENERATION COMMISSION ON ASSESSMENTS AND ACCOUNTABILITY CONSIDER AS THEY MAKE THEIR RECOMMENDATIONS?

	<i>Green = Business Leaders</i>	<i>Red = Educators</i>	<i>Blue = Parents</i>
NUMBER OF VOTES	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION	
6	Educators	Playing field. Services, resources, home and school to attain knowledge and skills required for success in class. Formative, interim, assessments, projects, problem solving skills, etc.	
5	Educators	Writing samples scored every year, more important than reading.	
4	Educators	Realistic test questions-> that would yield more realistic passing standard	
4	Educators	Constantly move vertical scale to sustain current system so stakeholders know system and we still have accurate measures	
4	Educators	Pilot assessments before statewide roll out.	
4	Educators	Including multiple measures for production, and contribution, etc.	
4	Educators	Assessments need to be a hybrid model of standard STAAR type and portfolio. Rater training, products, interim.	
4	Educators	Consider factors that are best for students	
3	Educators	Today's students will enter a workforce that may not be fully defined by the time of graduation.	
3	Educators	Bureaucratic methods do not necessarily foster the innovation that is needed for future generations.	
2	Educators	Balanced accountability system.	
2	Educators	Easy to understand and fair.	
2	Educators	Align with ESSA and other state accountability measures.	
1	Educators	Want consistency	
1	Educators	Expenditure per student in each district, city, or state.	
1	Educators	Alignment to college career readiness/higher ed.	
1	Educators	Consider impact on teacher evaluation.	
1	Educators	Quantitate metrics	
1	Educators	Consider the "opt out" movement and lack of teacher retention.	
1	Educators	Challenges inherent to each individual district.	
1	Educators	Fact sheet testing plan.	
15	Parents	Focus on different "ways" of testing for unique situations on BOTH ends of the learning spectrums (i.e. students with intellectual disabilities-> students who are gifted.)	
9	Parents	More flexibility locally for special education.	
9	Parents	Access to see if my kid really needs to review or simple mistakes.	
9	Parents	Consider adding a true growth measure.	

QUESTION #4 WHAT FACTORS SHOULD THE NEXT GENERATION COMMISSION ON ASSESSMENTS AND ACCOUNTABILITY CONSIDER AS THEY MAKE THEIR RECOMMENDATIONS?

Green = Business Leaders Red = Educators Blue = Parents

NUMBER OF VOTES	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION
7	Parents	Details about testing. How can I help my kid?
7	Parents	Consider measurement tools applicable to different learning styles.
5	Parents	Just opt out, special ed.
5	Parents	Quality vs. quantity -> well written, well planned, well delivered instruction that is equally well assessed.
5	Parents	Consider unintended consequences of the high stakes attached to testing: funding, promotions, school ratings.
4	Parents	Less focus on a single test, more focus on whole student.
3	Parents	Consider giving the flexibility that charter school boards have to ISD boards.
1	Parents	Transparency of tests.
	Parents	Somehow incorporate creative writing rather than "formulate" writing to meet a prompt

SAN ANTONIO

QUESTION #5 WHAT SUGGESTIONS FOR IMPROVEMENT OF OUR CURRENT SYSTEM WOULD YOU GIVE TO THE COMMISSION?

NUMBER OF VOTES	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION
18	Business Educators	Better define indicators. Assessments should be research based, well designed for all student demographics
17	Educators	Can state align with federal standards? Quicker turn around on results. Set targets before assessments or SY stats.
17	Educators	Be willing to consider a completely different model of assessment.
17	Educators	Variety of assessment: • Verbal 10; • Portfolio 11; • Problem solve 9; • Project based 14; • Written 7
16	Educators	Emphasis on growth over scores.
16	Educators	Trust teachers and de-emphasize the importance of the test. Reduce assessment schedule: a major test every year is too frequent to show real progress. The focus becomes on improving the TEST rather than student performance.
14	Educators	In place of sanctions, create positive solutions such as community schools to close gaps outside of the academic.
13	Educators	Funding must meet policy requirements.
13	Educators	Minimize impact of raw scores
12	Educators	Consider exemptions for special needs outliers like STAAR and ALFT. A lot of resources, time, and frustrations.
12	Educators	STAAR A is not appropriate for some students with disabilities
11	Educators	Waiver for students consistently exceeds standards and create an interim level: student enrolled in rigorous classroom.
10	Educators	Narrow the TEKS Assessed Reduction of elementary assessments, but find new solution for measuring growth (test every other year)
10	Educators	If all students will be tested equally, make sure all students have same resources prior to year beginning.
9	Educators	VAM does not take into account numerous variables and has been determined to not be reliable or valid.
9	Educators	Provide opportunities for practitioners to give feedback.
9	Educators	Enhancing the accommodations for dyslexic/special ed.

QUESTION #5 WHAT SUGGESTIONS FOR IMPROVEMENT OF OUR CURRENT SYSTEM WOULD YOU GIVE TO THE COMMISSION?

Green = Business Leaders Red = Educators Blue = Parents

NUMBER OF VOTES	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION
9	Educators	Accountability should consider improvement.
9	Educators	Expand measurement tools besides multiple choice (projects, portfolios, etc.)
8	Educators	Within the 55% index 2 should have more weight
8	Educators	Are we assessing for learning or accountability?
6	Educators	Interim tests (in same year or progressive years)
6	Educators	Eliminate duplicate accountability measures (PEG)
6	Educators	Nurture creativity- align with 21st century learning.
5	Educators	Diagnostic testing
5	Educators	Too many tests in 8th grade.
5	Educators	Refrain from early labeling (post-secondary readiness at elementary)
4	Educators	Scarcity of qualified bilingual education Teachers
4	Educators	Constant change of assessment systems is detrimental to their progress and growth.
3	Educators	4th grade writing should be a narrative piece
3	Educators	Results need to be transparent.
2	Educators	Scarcity of qualified teachers
1	Educators	Not so many tests freshman year but redistribute
1	Educators	Finding a way to ensure students have access to high quality instruction
	Educators	Simplify and look at instructional impact. Not participating in extracurricular activities for example
	Educators	Inclusion of opportunity to learn metrics (elementary teacher quantity, resources)
	Educators	Teacher training on student assessments
	Educators	Randomized sample testing
	Educators	Supportive intervention for struggling students in schools
	Educators	Sub pop do poorly: So what do we do, what action plan will really address the "what's next?"
	Educators	Interim (standardized benchmark) Benchmarks to keep playing field, level across the state.
19	Parents	Allow for a more "natural" testing environment, to reduce student stress levels (i.e. remove "artificial" rules like teacher can't speak. Maybe "standard" answers & limits on bathroom with younger students)
15	Parents	Adaptive testing for student to better measure academic growth.
12	Parents	Quit teaching to the test.

QUESTION #5 WHAT SUGGESTIONS FOR IMPROVEMENT OF OUR CURRENT SYSTEM WOULD YOU GIVE TO THE COMMISSION?

Green = Business Leaders Red = Educators Blue = Parents

NUMBER OF VOTES	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION
8	Parents	Allow flexibility in student assessment- similar to the flexibility teachers have in assessing general classroom instruction -> differentiated assessment.
7	Parents	More transparency with parents about academic resources available.
6	Parents	Class size, too diverse of learning level.
3	Parents	Continue to focus on individual student GROWTH rather than "just" a single score.
2	Parents	Using benchmarks, instead of a one day snapshot.
2	Parents	Mandate annual parent feedback with regard to teacher effectiveness.
1	Parents	Not every school year.
1	Parents	Stealth testing.
1	Parents	Don't take away school specialists.

SAN ANTONIO

QUESTION #6 WHAT GOALS FOR (1) ASSESSMENTS AND (2) ACCOUNTABILITY WOULD YOU RECOMMEND TO THE COMMISSION THAT WOULD SHAPE THEIR WORK?

NUMBER OF VOTES	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION
1	Business Business Business Business Business	Value all pathways 1 Make sure natural progression align Equity issue, ensure opportunity Make it industry relevant Legislation that mandates school boards or committees to have business membership
23	Educators	Create a system that honors multiple measures, authentic learning, and production of work (work force development) Release more questions for instructional use. Release online assessment. Keep index framework. LESS TEKS assessed for year.
22	Educators	Find a way to help struggling schools without punitive measures
18	Educators	Assessment should inform/inspire improvement for teachers, students, schools, parents, and community. Not an end, but a means to grow.
17	Educators	"Don't kill love for learning"
17	Educators	Real world data.
17	Educators	Honor diverse students and their interests.
17	Educators	Increase weight of student progress in system (Domain II)
14	Educators	Make sure benchmarks align with what they intend to measure (i.e. post-secondary readiness)
14	Educators	Assessment - Worth taking, high quality, fully transparent to students, parents and teachers
13	Educators	Frontline conversations (teachers, associations, parents, students)
12	Educators	De-emphasize a one day, one shot test.
12	Educators	Review the process and standards for the ELL populations. Where are the getting their data to know how they are college ready?
11	Educators	Accountability - Broad measure of school effectiveness needed, measure post-secondary student success
11	Educators	More accurate way to measuring student progress individually. Growth measure for the re testers.
10	Educators	Continue to create assessment items that assess of practical knowledge. The goal is not to trick students

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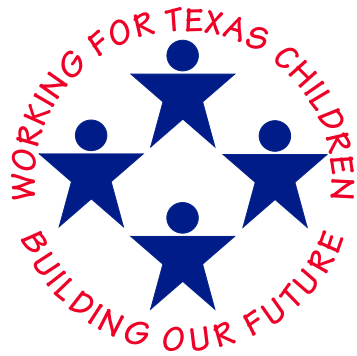
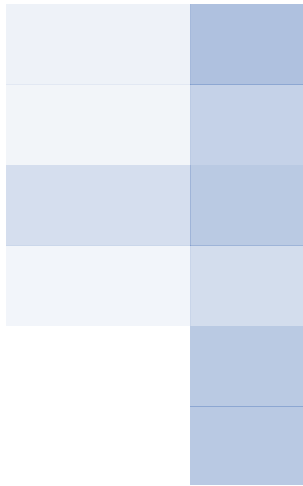
QUESTION #6 WHAT GOALS FOR (1) ASSESSMENTS AND (2) ACCOUNTABILITY WOULD YOU RECOMMEND TO THE COMMISSION THAT WOULD SHAPE THEIR WORK?

	<i>Green = Business Leaders</i>	<i>Red = Educators</i>	<i>Blue = Parents</i>
NUMBER OF VOTES	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION	
10	Educators	Accountability should not reside solely on the STAAR test	
10	Educators	Increase metrics at high school so we can measure student growth	
9	Educators	Not a "gotcha" but a "teach ya" mentality for schools who do not meet standard positive reinforcement.	
9	Educators	Do no harm/penalty to students who have achieved and remained in advanced level.	
9	Educators	More weight to student portfolio.	
8	Educators	Accountability for those in admin who are responsible for providing funding and resources to all schools equally.	
8	Educators	From a group that needs help-culturally what are we doing to help them by individualizing the needs of that particular group?	
5	Educators	Better communication with stakeholders: parents, teachers, public.	
5	Educators	Recognize the individuality of the child.	
5	Educators	Visit schools the whole day/multiple visits.	
5	Educators	Accountability reports reflect: attendance, student growth, gaps, and sub pop.	
4	Educators	Ensure proper alignment between expectations and resources	
4	Educators	Accountability not tied to PDAS	
3	Educators	Include higher ed. Officials in development of accountability systems	
3	Educators	The art of teaching (design lessons)	
3	Educators	Growth measures aligned with college and career readiness.	
2	Educators	Differentiation in official assessment beyond reading aloud. Number of answer options, preferential seating, and font size.	
2	Educators	What students should know and do (the assessment side)	
2	Educators	What should students learn?	
1	Educators	Evaluate collector consequences of assessment and accountability system (writing ignored in non-testing years)	
1	Educators	What can we bring in to the campus to help that group? Allow growth, possibly a campus RTI	
	Educators	Standardized format for tests. STAAR on computer? Some on paper?	
	Educators	How will it be demonstrated?	
	Educators	Community-business.	
15	Parents	Take account each child's cognitive, social, emotional, behavioral abilities.	
14	Parents	Create an assessment with learning in mind.	

QUESTION #6 WHAT GOALS FOR (1) ASSESSMENTS AND (2) ACCOUNTABILITY WOULD YOU RECOMMEND TO THE COMMISSION THAT WOULD SHAPE THEIR WORK?

Green = Business Leaders Red = Educators Blue = Parents

NUMBER OF VOTES	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION
12	Parents	Less assessment by the state.
8	Parents	Not a test that tests, test taking strategies and abilities.
5	Parents	More teacher input on student assessments.
4	Parents	Student led system/student input.
2	Parents	Meaningful, authentic assessment rather than "bubble" tests.
1	Parents	Discover what the kids know.
1	Parents	Who is accountable? What are they going to do to help?
1	Parents	Reduce pressure on teachers regarding score on single "bubble" test.
		Somehow consider child development milestones in design- including student: teacher ratios and how that impacts individualization.
	Parents	Include school culture into accountability (i.e. measure how the school environment "feels")
	Parents	



State Board of Education

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Austin, Texas 78701

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