

AMARILLO

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
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.)

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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.

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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.
		To standardize education to make everyone the same. It keeps people busy so they spend less time really
4	Parents	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.
		Assessment is to inform instruction and understanding student needs. It's about measuring growth and
6	Educators	celebrating successes along the way. It should be continual.
5	Educators	Assessment -- inform instruction.
5	Educators	Assessments should serve learning.
5	Educators	<u>Individualization</u> of students! Be <u>prescriptive</u> !
4	Educators	Every student/school measured by the same ruler.
4	Educators	Assessment -- growth & progress.

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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 <u>all students</u> .
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. 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. 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.

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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.

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

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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. Assessment -- Students are asked to <u>think</u> instead of asked to <u>recall</u> . Teachers know our standards <u>and</u> students better. Tier 1 instruction has improved.
17	Educators	
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.

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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).

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

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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 feed back 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</u> focus on measuring growth. Not all students start at the same place: previous schooling, language, country of origin, background knowledge, and opportunity.

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NUMBER OF VOTES	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION
17	Educators	Too large of a curriculum limits ability for <u>deeper, rich</u> learning.
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.

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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.)

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

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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 learning</u> , STEM, art, and
16	Educators	More emphasis on growth K-8 versus pass/fail.

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NUMBER OF VOTES	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION
14	Educators	Early Childhood needs more focus.
11	Educators	We are testing students to death (STAAR @ every grade level, SAT, ACT, TSI, AP, PSAT, TELPAS, EOC, plus all local tests given to students.)
10	Educators	Shorter assessments that are age appropriate.
10	Educators	Look at other pathways to measure success and learning besides just a test.
8	Educators	Measure and increase credit for growth. (Growth should be a higher focus.)
7	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.
3	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.

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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.

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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?

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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 <u>grade level</u> 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.

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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.