

SAN ANTONIO

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	Multi-dimensional one day, one test, one time, doesn't serve educator, student, or business.
22	Educators	The connection between CIA (Curriculum, Instructor, Assessment)
17	Educators	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. Comparison: student achievement-meeting standard; student progress-growth measure; post-secondary readiness-continue to look at special populations
4	Educators	Tests have become curriculum.
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	Deterrent 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
11	Educators	underserved students in school.
10	Educators	Formative assessment shapes instruction.
10	Educators	Should drive instruction and inform student learning and progress.
7	Educators	To measure learning of ALL students.
7	Educators	Ensure quality/rigorous instruction
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 gets 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?

Green = Business Leaders Red = Educators Blue = Parents

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
4	Parents	of focus on how to take test versus learning content.
3	Parents	Intended purpose=ensure quality instruction/learning.
3	Parents	Accountability testing is a distraction from learning.
2	Parents	Intended purpose=equitable access/progress for ALL students.
1	Parents	Tests are used to blame teachers, schools, and students.
	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
	Business	As a business community not enough data. (3 systems currently)
25	Educators	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,
11	Educators	graduation ranks, and diploma plans
9	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.

SAN ANTONIO

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
	Business	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.
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?

Green = Business Leaders Red = Educators Blue = Parents

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.
3	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.
	Educators	Quantitate metrics
	Educators	Consider the "opt out" movement and lack of teacher retention.
	Educators	Challenges inherent to each individual district.
	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?

Green = Business Leaders Red = Educators Blue = Parents

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.
12	Educators	Minimize impact of raw scores 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.
11	Educators	Narrow the TEKS Assessed
10	Educators	Reduction of elementary assessments, but find new solution for measuring growth (test every other year) 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?

Green = Business Leaders Red = Educators Blue = Parents

NUMBER OF VOTES	GROUP'S RESPONSE	RESPONSES TO THIS QUESTION
1	Business	Value all pathways 1
	Business	Make sure natural progression align
	Business	Equity issue, ensure opportunity
	Business	Make it industry relevant
	Business	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)
22	Educators	Release more questions for instructional use. Release online assessment. Keep index framework. LESS TEKS assessed for year.
18	Educators	Find a way to help struggling schools without punitive measures
17	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.
14	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)
13	Educators	Assessment - Worth taking, high quality, fully transparent to students, parents and teachers
12	Educators	Frontline conversations (teachers, associations, parents, students)
12	Educators	De-emphasize a one day, one shot test.
11	Educators	Review the process and standards for the ELL populations. Where are they 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. Continue to create assessment items that assess of practical knowledge. The goal is not to trick students
10	Educators	

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
10	Educators	Accountability should not reside solely on the STAAR test
10	Educators	Increase metrics at high school so we can measure student growth 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.
9	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?
8	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. 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?
2	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
1	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.
	Parents	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")