How the TNGAA will Move from the Work of March 2016 to Recommendations and Final Report

1. Roles and purposes were agreed on in March.
2. Group ranked top ideas for removing gaps in Assessment and Accountability systems in March.
3. Working from the top ranked ideas (at least two votes), the group will make specific recommendations for the Assessment system and the Accountability system.
    a. Small groups will seek consensus on specific recommendations about what, how, when, etc., for assessment and (separately) accountability.
    b. Large group will look for commonalities and agreement on recommendations.
    c. Group will identify which recommendations require statutory changes.
    d. Group will identify which recommendations are short-term (could be implemented in the next 1-2 years) and which are long-term.
4. If the work in #3 is not completed at the May meeting, the chair will consider whether to have a June meeting and if so, decide on a date that produces the highest attendance.
5. Consensus recommendations will be the basis for the draft Final Report.
6. In July, the draft Final Report will be discussed and feedback given.

Final Report Format

1) Executive Summary
    a) Highlights of the charge
    b) Broad themes, guiding principles, priorities
    c) Process
2) Purposes and Roles of Assessment and Accountability (from March 25 agreements)
3) List of all recommendations with indications/symbols for those that require statutory change and those that could be implemented short-term versus long-term. (If desired, a symbol for relative cost of implementation could be added.)
4) Assessment-related Recommendations
    a) Content (What should be tested/measured?)
    b) Delivery, Scheduling (How and when should content be tested/measured?)
    c) Reporting (What is reported and how is it reported?)
5) Accountability-related Recommendations
    a) Content (What is evaluated?)
    b) Standards (What standards or comparisons are used?)
    c) Reporting (How is accountability reported?)
    d) Impact (What happens as result of accountability reporting? How is it used?)
6) Considerations for further study that were beyond the scope of the Commission charges
7) Appendices
    a) Members
    b) Charge
    c) Process summary
    d) Important information shared with the Commission

Top-ranked Assessment Ideas by Category

** Idea V – Be thoughtful about the purpose of assessment. It can't serve ALL purposes. It's only one component of our educational system – received 2 dots and was incorporated into the roles and purposes section.

Content (What should be tested/measured?)

Q. Align the assessment to what students need in college and workforce 10 years out. (2 dots)

S. See more depth in instruction & assessment to emphasize critical thinking over memorization. (2 dots)

Delivery, Scheduling (How and when should these things be tested/measured?)

M. Take advantage of technology to use formative assessments regularly to draw summative conclusions (use some money now spent on testing to buy the technology.) (4 dots)

L. Use computer-adaptive testing to test the depth of learning and tailor instruction. (2 dots)

J. Have multiple assessments in real time (i.e. not all on one day) Spread it out & have more timely feedback. (11 dots)

Reporting (What is reported and how is it reported?)

D. Student growth and progress should be the basis for performance measurement. (11 dots)

C. Data should be actionable for both educators and students in real time. (6 dots)

E. Present the data so it is understandable to parents of all education or SES levels, so they understand where their child is. (3 dots)

Top-ranked Accountability Ideas by Category

** Idea G – Better align federal and state assessments- and Idea B – Make accountability the responsibility of the adults, not the children – each received two dots. They were incorporated into the roles and purposes section.

Content (What is evaluated?)

M. The accountability system should NOT be a mirror of the SES of the community. Capture the growth component in a simple way. Don't fail just because you're in an economically poor community. Align resources to fit needs. (8 dots)

*A. Make student **growth** an important measure of the accountability system. (4 dots)*

I. Include non-test measures, e.g. community engagement or college readiness. (5 dots)

J. Be clear about what we measure – just a few things that are the best measures. (4 dots)

Standards (What standards or comparisons are used?)

M. The accountability system should NOT be a mirror of the SES of the community. Capture the growth component in a simple way. Don't fail just because you're in an economically poor community. Align resources to fit needs. (8 dots)

U. Use a matrix of growth & achievement for both state accountability and student assessment. Maintain achievement status in all reports we create. (8 dots)

K. Give greater reward for achievement of difficult things (e.g. degrees, certifications.) (2 dots)

Reporting (How is accountability reported?)

E. Increase the clarity for parents and educators about what the results mean. (3 dots)

Impact (What happens as result of accountability reporting? How is it used?)

D. Ensure that high levels of accountability have strategic resources and supports to improve academic outcomes in struggling schools. (4 dots)

S. As long as the growth trajectory is towards fair, precise and clear outcomes, stay hands off. When the trajectory is downward and crosses a threshold, it would trigger a response and a method of offering support and keeping the district accountable. (2 dots)