

KILGORE

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 |
|-----------------|------------------|---|
| 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 |

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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 |
|-----------------|------------------|---|
| 14 | Educators | The role of assessment is to measure growth. 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. |
| 12 | Educators | To judge students and teachers on one day – no other data considered. |
| 11 | Educators | 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. |
| 10 | Educators | Tracking for college or career. Tracking for schools and student improvement. |
| 8 | Educators | Growth measurement is a truer indicator of success in education. |
| 5 | Educators | Quantifiable measure for students and schools. |
| 3 | 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. |
| 2 | Educators | According to the state for a grade. |
| 1 | Educators | 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 | |

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| 1 | Parents Parents | Assessment = Test a. Ensure that our children are getting a quality education b. "Quality" is relative. --What is quality? --Who decides? c. Making sure kids are learning what they need to learn --TEKS – too specific --Who decides? --Why? --Why does my kid need to know exactly what others need to know? Accountability shown in classroom |

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

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|-----------------|------------------|--|
| 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 |

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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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| 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 TEKS down two grade levels, does it mean we should? |
| 20 | Educators | 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) |

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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 |
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| 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). |
| 21 | Educators | <p>Reconsider test structure to become more age appropriate (4 hour tests for young children are NOT APPROPRIATE!).</p> |
| 16 | Educators | <p>Low "passing standards" give students a false sense of security. Develop ways to assess student work ethic/educational grit and reward it.</p> |
| 14 | Educators | <p>Length /time of test. Shorter, more frequent assessments throughout the year that actually measures individual growth. Immediate results.</p> |
| 14 | Educators | <p>"Real time" results. Align purpose with actual product.</p> |
| 8 | Educators | <p>A, B, C, D, F – no thanks!</p> |
| 6 | Educators | <p>Become more diagnostic.</p> |
| 5 | Educators | <p>Make it feel less punitive towards teachers, schools, districts. Reward the GROWTH of students.</p> |
| 3 | Educators | <p>Additional local control.</p> |
| 3 | Educators | <p>Have the same passing standard for all grade levels/subjects that is attainable-if 39% is passing, test is too hard.</p> |
| 1 | Educators | <p>Certain populations become a "numbers game" for your district – change it!</p> |
| | Educators | <p>Differentiate test.</p> |
| | Educators | <p>Standards appropriate what amount is given.</p> |

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

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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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| 14 | Educators | 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. a. Reflect student progress over time. 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). |
| 12 | Educators | ePortfolios with community service. |
| 12 | Educators | Consider variables beyond teacher controls "growth" as part of accountability. |
| 8 | Educators | Fair, no "gotchas". |
| 7 | Educators | Differentiation. |
| 7 | Educators | Pearson=\$. |
| 5 | Educators | Developmentally appropriate. |
| 5 | Educators | No more "trick" questions "chunking" instead of 4 hour marathon. |
| 5 | Educators | Greater focus on success/progress. |
| 4 | Educators | Consideration of diversity. |
| 3 | Educators | Revisit Standardized test – include Educator stakeholders for input. |
| 2 | Educators | Less focus on punitive. |
| 2 | Educators | Make it feel less punitive towards teachers, schools, districts. Reward the GROWTH of students. |
| | Educators | A, B, C, D, F – no thanks! |
| | Educators | Length /time of test. |
| | Educators | Shorter, more frequent assessments throughout the year that actually measures individual growth. |
| | Educators | Immediate results. |
| | Educators | Certain populations become a "numbers game" for your district – change it! |
| | Educators | Measure based on levels of completion (self-paced) |
| 12 | Parents | Less emphasis on standardized tests |
| 5 | Parents | More local input/decision-making for progress monitoring |

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| 5 | Parents | Whole student viewed instead of a snapshot Standards-based grading/reporting a. Mastered b. Still working c. Not yet introduced |
| | Parents | Six weeks assessment NOT one test |
| | Parents | Stagger assessment based on grade & course |