

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

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	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

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

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	<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>

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		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.

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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.

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	<p>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.</p>	
	<p>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.</p>	
	<p>Post-secondary concern was having students on academic probation that have graduated successfully from high school. Disconnect between Secondary and Post Secondary.</p>	
		<p>Test need to be basic measures of achievement. Do not tie testing to passing or graduation.</p>
		<p>Students are lacking the social skills needed in the business world.</p>
		<p>Testing should not be the focus but only to measure progress.</p>
		<p>Remove testing from accountability.</p>
	<p>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.</p>	
	<p>What is the connection of funding? Who is making the profits?</p>	
<p>It's important</p>	<p>The T-TESS is aligned to the assessment results.</p>	
<p>It depends on the assessment.</p>	<p>How many tests are our kids asked to take each year? It is an ongoing testing environment</p>	
	<p>No consensus of what assessments we use to assess student performance – no cohesion and what is being done with that information</p>	

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	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.	

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	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.

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	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

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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.		

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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

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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.

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		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

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		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
<p>Passing standards 70%. Special education students should be taking assessments tailored to needs based on learning disability. STAAR-M should be considered</p>	<p>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</p>	
<p>Use formative assessments and outcomes as part of the accountability system, not a one day test.</p>	<p>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.</p>	
<p>Provide equity of accountability for sub populations. Use a more formative assessment of student progress vs. 1 day testing.</p>		
<p>3rd graders should not be tested. At this age, they are beginning to get proficient with language.</p>		
<p>Writing is developmental, and should be tested in the middle and high school level.</p>		
<p>Assessment for struggling learners is online (STAAR-L, TELPAS, STAAR-A) yet districts cannot instruct the way they are tested.</p>		

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.
<p>High Stakes</p> <p>Goal –College Ready</p> <p>Read, Write, and know government system.</p> <p>Catching up and gap in education.</p>	<p>Everything is high stakes. From CPALLS to OWLs and STAARS Teachers don't want to teach STAAR grades.</p> <p>Students need help because they are put down more because of all this standardized testing. Is this right?</p>	<p>Develop a STAAR exam from Prek – 5th to show growth instead of all this comparison.</p> <p>Have more of these meetings. More committees to know what is our goal and what are we going to be changing.</p>

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.</p> <p>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?</p> <p>Phase 1 Phase 2 we are barely scraping in every point.</p> <p>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