

Farmington Community Meeting

Parents:

- Timely, useful information.
- Extend beyond math and reading; benchmarks for indigenous languages and other areas; continue with paper results but make use of PowerSchool capabilities
- Can ask for funds if we have info by demographic, race, etc.; be able to recognize identities of students; report cards should be more specific.
- Mindset of ensuring all students are being served.
- A lot of money going into CTE and developing educators, facilitating scholarships, we want to have our students be able to improve their communities.
- Navajo language classes lack standards; nothing indicated in the report card on progress for lower grades; there may be benchmarks in high school but not in lower grades.
- Millions of dollars going into bilingual and multicultural departments, but are we holding out Indian Ed departments accountable based on the funding received.
- Gifted education is not supported equally; benchmarks are needed for gifted students; not all programs offer enrichment opportunities; what do we provide for students who are topped out; more funding needed for gifted programs. Disparities between districts on how students qualify for gifted. This needs to be standardized.
- Indian ed program monies need to be monitored; people need to advocate on how money is spent is meeting needs. IPCC is having a showcase on April 6 on Indian ed curriculum; school staff should receive professional development on cultural awareness; world views of tribal and pueblo cultures are varied. As a parent, sometimes school staff lack being able to connect with cultural identification when engaging with parents.
- A way to view how child did in a response, growth measure, comparison to local, state, national results; resources on how to support child; getting districts to be more accountable for sharing info with parents. A task force of parents to be able to review challenges with assessments and how to use results to make improvements for child and within district.

DISTRICT ADMINISTRATORS:

- Data back quickly; growth and proficiency, item level data; a number doesn't help need standard level information.
- CFA and interims, be able to select questions from a bank locally to align with local curriculum mapping.
- Comparability, see growth and proficiency over time.
- High rigor of EOC, but Performance based for fine arts and EOC (e.g., welding); some do want them, some don't, but they need to be good.
- Parent friendly reports, linked to resources.
- Greater ability to manipulate data
- Summative graduation assessment that is useful, beyond HS like ACT

- CRT Assessment, comparable to other students nationally; international proficiency
- Reports that honor growth as well as proficiency.
- Geographically relevant and culturally responsive.
- Teachers and admin are on the same page.

ELEMENTARY TEACHERS

- Information before students leave, while they are still in class, quick results, not 6 months later.
- Be able to easily read a report (e.g., PARCC codes)
- Still want accountability, but do not want to be punished because of student having a bad day
- Get basic skills mastered before a student tested on content that is above or beyond their level.
- Close gaps between grade levels.
- Curriculum and assessment needs to be aligned.
- Narrow the test to the most important elements, shorten
- Not too much computerized testing, especially for K-2; consider not testing K-2.
- Assess fundamental skills for lower elementary
- Celebrate student growth, even if not proficient.
- Revisit the test especially if a student is below grade level
- We want district to support teachers to support student growth, not just proficiency
- We lack common standards language from district to district or from school to school (e.g., equivalent =equal);
- Support teachers with assessment PD, new teachers need a lot of PD;
- Have teachers have input on development of the test; our teachers should help create those tests
- Give statewide access to test results
- Want information on transfer students (e.g., learning styles, needing one on one, attitude on learning, educational abilities)
- Fewer assessments, more meaningful and engaging; project based learning;
- Don't do this in a vacuum, how can we learn from other states.
- Less testing, we test too much, weekly, CFAs, etc
- District needs to be transparent, what are they planning for the following year? Districts need to share plan with teachers, and engage teachers to provide teacher support. Sometimes interims are not of value. Formatives really help me help my student's growth. Bring teachers in so they can have input on what works with students.
- People wonder who is making these decisions and what criteria is being used for making them
- Concern shared that EOC assessment results were high but evaluation score was low.

SECONDARY EDUCATORS

- Shows how students are growing individually
- How is data being used for placement
- Ensure it can address needs of IEP, ELL, AP and CLD
- Ensure questions are valid
- When we compare data, are we comparing what we need to be comparing?
- It needs to be nationally normed, but relevant to local stakeholders
- Non-punitive
- Aligned to standards
- Results be accessible online, dashboard, etc to get results quickly

- Flexibility with testing window (e.g., conflicts with sports, evaluations, other assessments)
- Shorter testing window
- Define levels of proficiency
- Keep creation of test in NM but nationally normed; culturally relevant
- Use interims, to get a snapshot of student at beginning of the year, then again midyear, be able to get a Lexile based on student's level.
- Dashboard to access score should be at PED level; be able to see student information from previous district
- Track students by cohort-- groups of students who perform differently as a whole, may not be dependent on who the teacher is

BUILDING ADMIN

- Results from the assessment delivered timely manner
- Continuum from formative to summative-- formative end of spectrum is really important
- Testing should be meaningful, show longitudinal growth data, culturally and geographically responsive.
- Students keyboarding skills get in the way of achievement; we need to emphasize keyboarding skills.
- Have study guides and practice test; be nationally normed, comparisons between schools, across state; sometimes we get too hung up on the stats; don't be secretive about the test; consider test prep curriculum; ACT/SAT have packages
- Clarity of information, we need it to be clear, reliable
- ACT or SAT
- Details about questions and standards; pre and post-test; standards need to be clear for teachers in relationship to the test; need specific and clear information on student performance before breaking down data.
- Cultural and linguistically responsive; we need to have item go through item bias review
- Teachers need to have input on interims; engage teachers on what pacing should look like; get buy in
- Comparability from previous years important for interim level.
- Summative tied to something meaningful like college entrance is important but secondary to interim utility
- Ok to reset to zero if meaningful new test; but have the right comparable data (e.g., track grad rate).
- Combine content in testing so we have fewer EOCs;
- Consider testing out in secondary so students can move on to other opportunities
- Interims should build toward Summative
- Reduce impact of summative and emphasize formative utility

OTHER:

- ISRs need to be EASY to read; possible other forums-(e.g. YOUTUBE video to explain NWEA)
- Don't make it stressful for students
- Why can we not place wifi on buses so students who have long commutes; rural areas, etc have access

