

PED Input Sessions

<p>4/1 Session</p>	<p>Learn Platform – rapid cycle evaluation, Utah,</p> <p>Where students are, what progress they’ve made, developmentally, where the students are starting</p> <p>Proficiency levels – more specific information, generalizations, trends, what skills are they doing well on and where do we need to provide support; provide data on specific standards and skills; most helpful if detailed information aligned to standards; links to standards in reporting</p> <p>How to provide support between formative and summative assessments; how to provide assessments that are culturally and linguistically responsive; mentoring and support for teachers; support in classroom so that formative tasks responsive to students; gap analysis for subgroups – without data broken down this way, schools can’t figure out; better data analysis within the PED, shared among bureaus</p> <p>Balance of system – how to help teachers with formative assessments; struggle to have formative assessments that are aligned</p> <p>Can develop and offer formative assessments, formative tasks, but danger of requiring reporting of formative assessment data, which would be burdensome</p> <p>ACT/SAT? not standards based, not developed to measure what is taught in high school, not predictive of technical education, reinforces the 4-year college bias, only states who have passed peer review have paid vendors to add additional questions; ACHIEVE report in January Montana has simplified standards</p> <p>Assessment drives rigor; if NM had comprehensive system that had formative resources, teachers would use those to lead to success on the summative</p> <p>BIE and tribal schools (for which we have no data) doing some innovative things; stronger data sharing agreements?</p> <p>Accountability – people cite MET report, recommendation that summative assessments used for teacher accountability but didn’t set the percent;</p> <p>Creativity – arts not measured</p> <p>SEO assessments</p>
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	<p>Paradigm shift from “punishing” teachers to helping them reach their goals; high standards and help them meet them (growth mindset)          Special needs populations, neglected students – concerns about school being shut down because of school grade; needs of students not being reflected in assessment results</p> <p>Blended learning doesn’t fit with assessment model</p> <p>Effect of school closures on communities</p>
<p>4/2 - Parents</p>	<p>Is student performing at grade level?          How was grade level determined?          Is performance measured and compared against similar students?          Is student familiar with platform functionality and test format.          Are all tests aligned with common core (i.e. interims, summative)          Data reports are overwhelming. Reports should be simplified and easy to understand.          Parents should have input into student reports.          Are reports in home languages and available to parents of all languages.          Test should be culturally relevant.          Vendors item bank should be relevant to New Mexico and have input from New Mexican educators.          Liked the data that compares schools with district and state. Easy to understand and gives you a voice when discussing growth in district.          Wants to know what accommodations are available to students. Should be aware of all options.</p>
<p>4/2 - Teachers</p>	<p>Would like to see longitudinal data on students, broken down by subgroups.          Questions aligned to standard.          Resources available for teachers in terms of addressing student errors.          Interim and formative students to answer questions on strengths, barriers, and adjustments needed in instruction.          Are instructional methods working? Would like this answered by data. (student level, subgroups)          Teacher strengths.          Score reports- longitudinal growth. want to compare data between students, classes, schools, districts, state.          Item analysis.          Comparing schools to similar schools by demographics.          Having training on how to read score reports for teachers, students and parents.          On demand access to reports.          Access to historical results. manipulatable by demographics.          Culturally and linguistically responsive (test)          Questions have appropriate reading levels for accessibility.          Screened for bias.          How to assess emotional and social learning – should take this into account.</p>

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	<p>Should be able to identify when the disconnect happens to know what needs to be addressed.</p>
<p>4/2 - PED Data, accountability, IT</p>	<p>Should consider socioeconomic status.          Ensure we have all data at the student level in real time and connected to other data sets.          Need operational data store that has all data – instructional materials, assessment data, financial data. This would allow us to evaluated return on investment.          Drill down on subject areas. want interim and formative data.          Provide educators and students access via dashboard- requires data store.          Important to have actionable data.          Want granularity in dashboard depending on user roles.          Want to do predictive modeling based on factors such as transportation, school lunch, etc.          Two subgroups not available – migrant and foster – want these available in operational data store.          Caution about validity. Need to be able to trust that it measures what it’s supposed to be measuring. High priority.          Criteria for all these requirements should start with the RFP. problems should be solved upfront rather than later which is costly.          Shift from summative to formative- important to be able to act on that immediately.          Dashboard should be formative in nature.          Want to be able to tie in everything together- so important to have data in timely manner for it to be useful.          Most important thing as a student was did I want to learn, engaged? interesting? were teachers engaged?          Focus too much on quantitative and not qualitative.          Need to talk to students and get their input. Need their buy-in.          Technology won’t solve the problem in itself.</p>
<p>4/2 - PED, policy, administrators</p>	<p>Can students demonstrate what they’re learning.          Measure and address social and emotional needs.          Student centered assessments.          Moving away from seat time.          Are we already doing linguistically sensitive testing? feel like we’re not getting there. why?          Are we asking the right people to review the questions. People who would recognize whether the students will have the cultural background.          Need to figure out: how we do know what students know. And be sure we know what we want them to know.          In the assessment rollout, we should articulate that students had some voice in the process.          Will encourage student buy-in, knowing that their peers had input into the test.          Helping teachers understand the assessment creation process will generate more teacher buy-in.</p>

	<p>Important to be thoughtful in how we get student input to get meaningful feedback.          Portfolio assessment – how does that fit into this system?</p>
<p>4/3 Session</p>	<ol style="list-style-type: none"> <li>1. Types of Reports             <ol style="list-style-type: none"> <li>a. Comparative data (schools, districts, states)</li> <li>b. Correlate to instructional materials (i.e., predictors, programs offered by the Agency [Perkins, Title II])</li> <li>c. Longitudinal data, quantitative</li> </ol> </li> <li>2. Questions to Answer:             <ol style="list-style-type: none"> <li>a. impact and quality of programs</li> <li>b. professional development initiatives/implications</li> <li>c. assessment comparison (past assessments to current – rigor)</li> <li>d. which standards/skills students are measured on</li> <li>e. impactful – blueprints</li> <li>f. What implications are there for the current NMAC rules</li> <li>g. assessment committees are strong professional development for educators                 <ol style="list-style-type: none"> <li>i. sample items with sample answers to take back to schools (tool kits)</li> </ol> </li> </ol> </li> <li>3. Inferences             <ol style="list-style-type: none"> <li>a. predictive of college entrance exam success (SAT/PSAT, ACT, Accuplacer)                 <ol style="list-style-type: none"> <li>i. Those are not aligned to common core, but we would like to know how the students are doing on both.</li> </ol> </li> <li>b. Rigor comparability</li> </ol> </li> <li>4. Info Presented on Score Reports:             <ol style="list-style-type: none"> <li>a. student range, school range, district range, state range, and more (national)</li> <li>b. details skill</li> </ol> </li> <li>5. How often to access results             <ol style="list-style-type: none"> <li>a. throughout the year, needs to be archived, and ability to compare</li> </ol> </li> <li>6. Culturally &amp; Linguistically Responsive             <ol style="list-style-type: none"> <li>a. needs to have Spanish version</li> <li>b. item review needs to include a diverse group (actively seek Spanish speakers, Native Americans, etc.)</li> <li>c. professional development (mandatory) around being C &amp; L responsive.</li> <li>d. board member training outside of PED-sponsored events (out of state)</li> </ol> </li> </ol>